ACCESS TO INTERCULTURAL AND BILINGUAL EDUCATION PROJECT IN GUATEMALA – PAEBI

COOPERATIVE AGREEMENT NO: 520-A-00-99-00042-00
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FINAL REPORT

Submitted to

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Access to Intercultural Bilingual Education Project (PAEBI)

USAID/Guatemala – World Learning
Final Report
March 2005

I. Executive Summary

A. Project History:

In late 1998, USAID/Guatemala adopted a new education strategic objective (SO) known as "Better Educated Rural Society" to help the Government of Guatemala (GOG) implement the Peace Accords ending the 30 year internal war and which required access to education in the Mayan languages, as well as incorporation of Mayan cultural values and knowledge in the curriculum. USAID awarded a cooperative agreement to World Learning in April 1999 to implement the objective.

Central to all of the Access to Intercultural Bilingual Education (PAEBI) project was the idea that children learn best in their language of understanding, and that the best way for them to become proficient in Spanish, so needed for social and economic societal inclusion, was to begin their schooling in their native Mayan language. It was hypothesized that by introducing Spanish as a Second Language, children could be bilingual and bi-literate by the end of the 4th Grade. In addition, PAEBI believed in using the child's maternal language to strengthen identity and self-concept while at the same time as an instrument to facilitate acquisition of a second language and cross learning for math and other areas. Also, considering that bilingual education in Guatemala began in 1980 in Quiché, PAEBI was designed to revitalize IBE and take it to new heights, introducing state of the art methods and materials.

The project began with five components: **teacher training, educational materials development, community participation, policy development, and pre-primary education.** A year later, a sixth component was added: **women's leadership and participation.**

World Learning focused on Mayan ownership and context, hiring primarily Mayan coordinators. The project also contracted short-term experts from other Latin American countries and the United States to provide technical input on specific Intercultural Bilingual Education (IBE) elements. Dr. Charles Tesar was Chief of Party from April 1999 to April 2001 and Dr. Julio Ramirez became Chief of Party in May 2001. USAID extended the activity from November 2002 to November 2004, and subsequently to March 2005 in an effort to enhance sustainability.

B. Project Objectives:

The Project Objectives were to achieve USAID's SO Objectives, Intermediate Results and Lower Level Results, the latter of which are:

- **Intercultural Bilingual Educators are better prepared**
- **Appropriate classroom methodologies and materials are developed and applied**
- **Parents and Community members are involved in education decision-making**
- **Policy decisions and coordination of intercultural bilingual education programs are improved**
- **Pre-primary education is improved**

C. **Project Components:**

1. Teacher Training Component: Project Activities focused on achieving the above objectives. PAEBI innovated useful, interactive and participatory methodologies to better prepare teachers. It developed:

- A University Certificate program for in-service teacher training
- Replica modality short trainings, using the cascade effect to spread its methodologies
- Reading and Writing K'iche' and Ixil language methodologies
- Training program to train all first grade teachers of the department of Quiché
- A Teacher's Aide program to help monolingual Spanish speaking teachers
- Bilingual Education Teacher Training Curriculum for Teacher Training Schools (Normal Schools)
- Modules to train normal school teachers in techniques for teaching children with mental disabilities, in conjunction with the Kennedy Foundation

2. Materials Development Component: In the Materials Development component, PAEBI focused on contextualizing education materials for both the K'iche' and Ixil cultures and languages and producing Training Guides for use of all materials. Additionally, PAEBI conducted workshops for parents, teachers and Ministry of Education (MOE) technical staff on materials production from local and natural resources in order to defray educational expenses. Examples of the materials produced are: visual aids for oral expression, words bingo, Mayan numbers bingo, Mayan calendar glyphs bingo, Mayan words and figures dominos, and puzzles of the sacred elements. Reading books for 1st through 3rd Grades in K'iche' and Ixil were produced, as well as materials for teaching Mayan as a first language and Spanish as a Second Language.

The core PAEBI methodological guide, **Kemow Eta'manik** (Weaving our Learning) has seven strategies:

- **Maternal Language as a First Language**
- **Spanish as a Second Language**
- **Mayan Mathematics**
- **Mayan Culture**
- **Active Participatory Methods**
- **Contextualized Materials**
- **Parental Participation**

It also implemented 16 **Intercultural Bilingual Education Technology Centers (CETEBIs)** in rural primary schools. PAEBI developed the **Jun-E** software, which won a World Summit Award for best E-Content, based on visual aids for oral expression and also identified educational software developed by other NGOs and internet sources.

3. Community Participation Component: Involving parents and community members in education processes was central to the USAID-World Learning Agreement. PAEBI trained, organized and/or strengthened community education committees. The project created the **Manual Kem**, a guide based on the Maya worldview for organizing community participation through which 575 communities studied the educational reality in their schools. Over 15,500 parents in over 620 communities were trained in way to help their children's education. PAEBI made an important contribution when it introduced **Popular Participation in the curriculum and Instruction (PaPCI)**, a program developed by World Learning that involves parents in the teaching of their children in a formal classroom setting.

In the **Women's Leadership** area, through funds USAID/Guatemala received to support educational recommendations of the second Summit of the Americas, PAEBI sponsored literacy programs for nearly 1200 women and men. PAEBI trained and incorporated 200 Women's Guides to work in the communities and distributed over 1000 copies of the Women's Leadership Manual to local and national NGOs. Additionally, PAEBI trained women in **early childhood stimulation**.

4. IBE Policy Component: In working on policy issues, PAEBI carried out a number of activities:

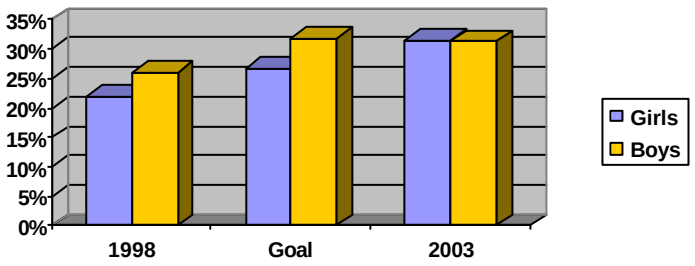
- Produced radio programs and spots in Spanish, K'iche' and Ixil
- Published seven issues of an IBE magazine
- Produced two videos
- Maintained a web Portal EBI (www.ebiguatemala.org)
- Stimulated the interest of leading Guatemalan businesspersons
- Shared its successful experiences with distinct organizations
- Hosted visitors to Quiché schools
- Sponsored a Hemispheric IBE Fair
- Published working papers on *Indigenous Education in the Americas*
- Hired a lobbyist to work with the legislature on IBE issues
- Sponsored an IBE trip for legislators and MOE officials to Paraguay, Bolivia, and the United States.

5. Pre-primary Component: The pre-primary component was incorporated into the other four components in 2002. 135 teachers were trained in PAEBI's unique 5 module Pre-School methodology. PAEBI elaborated and validated 45 integrated units and supporting materials, such as posters, puzzles, and logical sequence, as well as tapes with stories and songs edited in three languages. PAEBI helped create a Pre-School Education Network. PAEBI developed a pre-primary curriculum based on a validated Development Scale for indigenous children in rural areas, from birth to seven years, the first of its type in Guatemala.

D. <u>Principal Achievements:</u>

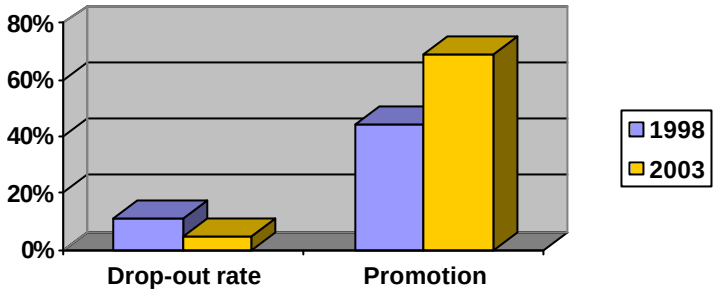
PAEBI reached its goals contributing substantially to a better-educated rural Quiché. One of the overarching goals of the project was to increase the percentage of rural students finishing the 3rd Grade in three years from 22% in 1998 to 26.7% in 2003 for girls and from 26% to 31.8% for boys. The target was exceeded: the actual increase for girls was to 31.5% and for boys to 31.3%. This near gender parity shows a significant attitude change on the part of parents who most often have seen little value in formal schooling for their daughters.

Completion of third grade in three years



The 1st Grade dropout rate in PAEBI schools from 1998 to 2003 was cut in half, falling from 11% to 5%. At the beginning of the project, the percentage of 1st Graders being promoted to the 2nd Grade was 44%, which PAEBI increased to 69% in the target schools by the end of 2004.

First grade indicators



PAEBI worked hard to create institutional change, training 100% of the MOE's IBE staff at the Quiché Department level in its methodology and activities. The Director of DIGEBI in Santa Cruz del Quiché credits PAEBI with advancing by twenty years bilingual intercultural education in Quiché. Near the end of the project, the MOE requested that PAEBI conduct workshops to transfer project developed methodologies and materials to 13 other Departments. It is expected that PAEBI methodology and materials will be adopted as official policy at the close of the project. Already, the MOE has adopted PAEBI's Save the First Grade component, albeit with some major modifications, after PAEBI piloted the project with 61 first grade teachers in the Quiché department.

The National Council of Mayan Education (CNEM), one of the principal proponents of IBE in Guatemala, has adopted PAEBI's philosophical basis and methodologies. PAEBI trained 83 teaching staff and 970 students in its methodology and use of materials in the Normal Schools.

PAEBI produced contextualized materials, trained in their use and distributed them to the communities under project coverage. As a result, a partial list of results includes:

- 2700 classrooms have a packet of 15 visual aids for oral expression, bingo of words, bingo of Mayan numbers, bingo of Mayan calendar glyphs, dominos of Mayan words and figures, and puzzles of the sacred elements (land, fire, water, and air)
- Instructional materials focused on teaching Spanish as a Second Language distributed to 912 classrooms
- 1250 classrooms have two distinct first grade reading books in K'iche' or Ixil and one in Spanish
- 250 classrooms have reading books in K'iche' or Ixil for 1st through 3rd Grades, including dictionaries for all grades. Some of these books and dictionaries were donated by or reproduced with permission from other donor projects (PEMBI/GTZ, Enlace Quiché/USAID, EDUMAYA/USAID) and the Academy of Guatemalan Mayan Languages (ALMG).

In the Certificate Teacher Training Program, which granted university credits, over 1,300 teachers were trained in EBI methodology and materials, as well as school directors trained in school administration. 3246 pre-primary and primary school teachers were trained in Mayan language reading and writing. Separately, by project's end, 100 Departmental-level Technical and Administrative Coordinators (CTAs), trained by PAEBI, were replicating training for over 1,600 first grade teachers.

PAEBI prepared 1,187 youth, often junior high school student volunteers, to help in pre-primary and primary schools where they translated Spanish into K'iche' or another Mayan language as needed, and helped the teachers in the classroom.

The results of the community participation activities show that all the target schools have parents' organizations and 35% (up from 4%) of the parents in the target schools collaborate in the classroom and help at the school. Sixty-seven percent give their children time to study.

Many women have become champions of their daughters' education. Many parents, newly motivated to secure education for their children beyond the 6th Grade, and with PAEBI guidance, formed 19 junior high schools within walking distance of their villages. These schools are funded by the municipal governments, in conjunction with the MOE and the parents.

E. Challenges:

There were many challenges that threatened the accomplishments achieved by PAEBI. Some were systemic in that the Guatemalan school system fails to prepare the vast majority of students at any and all levels. PAEBI worked with the poorest of the poor, those living at both the economic and social margins, and solely dependant on publicly funded schools. In large part, the parents were functionally illiterate, marginalized by society and powerless.

The traditional classroom in Guatemala for over 150 years has been taught in Spanish, authoritative, repetitive, based on rote memorization and have little active participation.

F. Lessons Learned:

Among the most important lessons learned over the five years of project implementation are:

- Changes of the magnitude proposed in the project design cannot be imposed on stakeholders; the local population of parents, teachers and educational authorities must be involved and convinced or they will never respond to change as desired
- Providing consultants to work inside a host government gains little if the host government and the donor really do not share mutual goals
- There needs to be a politically important liaison within or outside the host government to apply pressure that the donor cannot apply by the very nature of the relationship
- Development projects can successfully involve local communities without offering gifts and payments as incentives or rewards for participation, contrary to what many governments, international development organizations, NGOs and even community leaders believe

G. Sustainability:

The key to sustainability of the project innovations is for the MOE to adopt the curriculum, methodologies and materials developed during the five years PAEBI worked in Quiché. There are some signs suggesting that there is hope that the MOE, under its new leadership, is changing its attitude about the value of IBE, and might abandon its failed Spanish immersion system in favor of teaching children in their language of understanding. The MOE requested transfer workshops, but no official policy has been set forth. Yet, the training and capacity building activities in the field will permit teachers and parents to continue to improve IBE without PAEBI presence.

H. Legacies:

There are four legacies of PAEBI:

1. A positive revalorization of Mayan language use by parents, students, teachers and education authorities has been achieved in the Department of Quiché. Rather than

continuing to ignore or destroy Mayan culture, the education system has seen how to incorporate into its curriculum much that is valued by the culture for better results. This is particularly important because parents initially rejected intercultural bilingual education.

2. A clearer understanding at those levels of the importance of using the student's mother tongue as the first language of instruction in bilingual education as the means to acquire proficiency in Spanish which the students will need as adults for professional and economic success.
3. A clearer understanding by government officials, teachers, and parents that education is the responsibility of all.
4. Capacity building of the Mayan personnel working with the project, who are now equipped to lead bilingual education initiatives in Guatemala. PAEBI personnel formed a national NGO (Asociación Kemow Eta'manik – AKEBI) to continue contributing to improve bilingual intercultural education throughout the country.

II. Project Summary

a.	Date of Award:	April 13, 1999
b.	Project Completion Date:	March 15, 2005
c.	Implementation Agency:	World Learning
d.	Total Amount Authorized:	$10,186,564.00
e.	Total Amount Obligated and Expended:	$10,186,564.00 (Obligated) $10,159,051.89 (Expended)
f.	Minimum Required Counterpart:	$3,310,194.00
g.	Counterpart Contribution:	$3,553,113.63
h.	Program Income	$35,924.53

A. <u>Types of Counterpart Contributions</u>:
Counterpart came from the following sources: in-kind cost sharing from government and NGO field agents and officials, national trainers and technicians, international and Guatemalan university interns, international technical advisors, Guatemalan technical advisors, Guatemalan student teacher interns, teachers and directors, parents and community members, and labor, maternal, and cash contributions.

- <u>Paid Labor Contributed to Project For Workshop Participation</u>: Throughout the project, PAEBI organized numerous workshops for community members, government and NGO field agents, ministry officials, NGO managers or officials among others. Participation in these workshops was voluntary, typically during working hours so participants were paid their usual salary to attend. Because of this, the project was able to count their paid labor as a financial contribution to the project.

  In addition to organizing project-planned activities, PAEBI also responded to requests from parent networks and the Ministry of Education to coordinate knowledge transfer workshops such as the regional Bilingual Education Materials Fair and the End-of-Project Transfer of Methodology Workshop for Ministry officials. Such workshops included voluntary participation and donated space and materials-another example of counterpart contributions.

- <u>Graduate and Undergraduate University International Volunteers</u>:
  A large part of counterpart contributions was from the use of international volunteers to support project activities. Volunteers worked with Coordinators to assist them with reaching project goals and successfully executing component-related activities. Responsibilities ranged from accompanying staff to various communities to collect research data to designing and executing training events for monitors, teacher trainers, teachers' aides, and so on. Outreach and working with the communities was an aspect across most volunteer assignments. Throughout the duration of the project, PAEBI, with support from the World Learning home office, recruited roughly 20 volunteers from a variety of well-respected American universities such as Harvard University, School for International Training, Florida International University, American University, Princeton University, Emory University and others.

- <u>Materials Contribution:</u>
  Among materials contributed to the project were 5,000 copies of an Occasional Paper Series from World Learning's School for International Training, which featured the Hemispheric Fair on Indigenous Education organized by PAEBI in Guatemala City, July 2001.

In addition to the budgeted cost-share, there were a number of third party contributions to the program. A few examples are the following:

- Used computers, valued at US$8,975, were donated by World Computer Exchange to equip several school technology centers established by PAEBI. US$2,000 in cash contributed by a World Learning Board member covered the costs for shipping the donated computers to Guatemala. In addition, Microsoft/Enlace donated 70 Spanish language licenses to install Windows 98 and Microsoft Office into these computers. Finally, Microsoft trained 25 local people in computer skills (valued at $3,895).
- Teachers in the Quiché Department received $17,114 worth of scholarships from local NGOs to participate in an Indigenous Education Fair organized by PAEBI.
- Training and materials were contributed by COPMAG for the Mayan literacy program.
- Textograph, a local printing press, donated its services to print programs for a PAEBI event.
- In partnership with the Minister of Education, a private enterprise's CEO donated 300 amusement park entrance tickets to PAEBI as an award to winners of a bilingual literacy contest that PAEBI organized.
- A local NGO, Fundación Kaqchikel-Ibis Dinamarca, covered registration fees for 66 persons to attend the 4th regional Intercultural and Bilingual Education conference.

III. Project Description

a) Background

In October 1998, USAID/Guatemala approved a new education strategic objective (SO) for Guatemala, ***"Better Educated Rural Society."*** This SO correlates with the commitments to education reform presented in the Peace Accord on the Rights and Identity of Indigenous Peoples in which the country's multilingualism and cultural pluralism was officially recognized for the first time. The Accord calls for access to education in the Mayan languages and incorporation of Mayan cultural values and knowledge within the education process. Also, the SO supports the Action Plan that the Government of Guatemala (GOG) prepared in response to the Peace Accords. The Plan emphasizes extending rural education coverage through intercultural bilingual education (IBE) with priority given to the first cycle of primary education (grades 1-3). To assist GOG and the MOE for the commitments in the Peace Accords and the Action Plan, USAID/Guatemala established a bilateral Strategic Objective Agreement with GOG/MOE to (a) strengthen the quality of, and expand access to IBE in the Quiché Department, and (b) improve the technical and management capacities of selected central level units, especially General Directorate for Intercultural Bilingual Education (DIGEBI).

In this context, USAID awarded a Cooperative Agreement in April 1999 to World Learning to implement the Access to Intercultural Bilingual Education Program (PAEBI). World Learning proposed the collaboration of two other partner organizations, the Consejo Nacional de la Educación Maya (CNEM) to guide curriculum and materials development based on its expertise and existing materials, and Save the Children to lead community participation and pre-primary areas. The sub-contract with CNEM did not materialize due to administrative issues.

The activity originally consisted of four components that corresponded with USAID's four lower level results (LLRs) articulated in the Request for Application (RFA), including **teacher training, educational materials development, community participation** and **policy**. World Learning proposed a fifth component, the **pre-primary education** objective, as an area of a particular emphasis. In September 2000, with funding derived from the Summit of the Americas, USAID added the sixth component, **women's leadership and participation**, as a two-year pilot activity in selected communities in the Department of Quiché.

The project established two offices – a main project operation office in Santa Cruz de Quiché, and an office in Guatemala City whose principal function was to liaison with USAID/G and the policy-related institutions headquartered in the capital.

Charles Tesar, Ph.D, who initially headed the PAEBI project team, was replaced by Julio D. Ramirez, Ed.D. in May 2001. Given the activity's prominent focus on local ownership and context, World Learning recruited principally Mayan coordinators to head each of the technical components as well as the field agents for the community-based work. In addition, the project brought short-term experts from other Latin American countries and the United States to provide technical input on specific IBE elements.

The program assigned a central role to local communities. The project goal was to reach 750 communities throughout the Department of Quiché in the course of its four-year project implementation. At the same time, alliances with the education government authorities were formed at the local as well as the central level, including MOE, DIGEBI, Quiché Departmental Education Division of MOE (DDE) and Departmental Director for Intercultural Bilingual Education (JEDEBI) to forge their commitment to IBE policy and programs.

In November 2002, USAID/G awarded World Learning a two-year project extension through November 30, 2004. The extension emphasized consolidating and disseminating project experiences and modules, and working further toward sustainability. To this end, the following two principal measures were instilled: First, the six components were reduced to four (teacher training, educational materials, community participation, and policy) that integrated continued strong importance on pre-primary programs and women's leadership and participation. Second, the number of target communities was reduced from 750 to 300 to intensify work among selected communities for better results. In addition, PAEBI included a pilot activity, *Salvemos el Primer Grado*, to test a small set of strategies designed to reduce school first-grade failure rates of poorly performing schools.

In August 2003, PAEBI was granted additional funds for add-on activities for the rest of the extension period. The add-on activities centered around the following two purposes: (i) to further deepen and broaden adoption of PAEBI experiences in IBE; and (ii) to prepare conditions for the new USAID/G Strategic Objectives in education starting in FY2005 that focused on fostering the process of education decentralization and the efforts to reduce the first-grade failure rates. For these purposes, training activities were extended to the K'iche' socio-linguistic region. In addition, PAEBI expanded the pilot activity, *Salvemos el Primer Grado*, increasing the number of pilot schools from 20 to 60 to generate a more effective and replicable model for the introduction into the official program. USAID-G awarded a no-cost extension to March 2005 so that PAEBI key staff could train MOE personnel in 13 predominately indigenous departments in its IBE programs.

b) Project Objectives

The Cooperative Agreement set forth the following project objectives:

1. *To develop, promote and implement strategies to strengthen in-service and pre-service training programs for intercultural bilingual teachers in the development of new approaches, methodologies and materials for helping teachers improve student-learning outcomes.*
2. *To develop and apply gender sensitive and active learning intercultural bilingual resource materials, including instructional materials, teacher guides and complementary classroom materials that will motivate teachers and learners and improve student-learning outcomes.*
3. *To develop, promote and apply methods for broadening the participation and involvement of parents and communities in the educational process, through such strategies as school/community-based family literacy programs, Parent Quality Circles, Advisory Councils, and participatory community mobilization activities.*
4. *To strengthen DIGEBI as a focal point for enhanced strategic planning, policy development, program implementation and coordination, and monitoring and evaluation capabilities as they each relate to intercultural bilingual education. A strong emphasis will be on bottom-up consultation and planning and effective coordination with MOE entities and NGOs.*

The project objectives derive from the USAID/G's Intermediate Results that seek progress in the following areas:

- *An increased percentage of students in rural Quiché schools that completes the third grade in three years*
- *A 50% increase in the number of bilingual teachers who demonstrate mastery of active, gender equitable, intercultural bilingual education methodologies in sentinel bilingual Quiché schools*
- *The percent of Quiché sentinel schools whose parents participate in school maintenance, management and learning processes increases from 4%*
- *Strategies implemented to promote girls' retention in school*
- *Increased number of appointments of bilingual pre-primary and primary teachers*
- *Normal Schools transformed to prepare bilingual intercultural teachers*
- *Increased access to Mayan language and culture content in instructional materials*
- *Intercultural curriculum elements defined and materials developed*
- *Increased participation of target CSOs [Civil Society Organizations] in education policy dialogue and advocacy*
- *Policies and strategies that enhance gender equity and cultural pluralism implemented*

c) Project Activities

1. <u>USAID's Lower Level Result 1: Intercultural Bilingual Educators are better prepared</u>

Because teachers were using rote memorization, lectures, and copying from the blackboard, PAEBI undertook a series of activities to show the importance of interactive classrooms that responded to the needs of indigenous children. To ameliorate the situation in which classes were taught in Spanish to monolingual Maya speaking children, in which the few existing materials were not used because the teachers lacked training in them, and in which a vertical relation between teachers and students forbade any interaction beyond a basic one, PAEBI focused on training teachers in active and bilingual methodologies in all of their interventions.

The training was characterized as being practical, useful, interactive and participatory, teaching by example and breaking away from the traditional form of training.

To this end, PAEBI focused on the development of diverse programs, such as:

- A University Certificate (Diplomado from the Rafael Landivar University or San Carlos University) attended by 1,300 teachers and CTAs in which PAEBI taught IBE methodology and material usage and development
- Reading and writing in maternal languages (K'iche' and Ixil) for 3,246 teachers
- Replica modality short trainings (a PAEBI central unit taught technical field personnel who later repeated the training with education authorities, directors of schools, teachers and parents) with 99,777 course attendees [many persons took more than one course]
- PAEBI trained 83 teachers and more than 970 students in the three official and three semi-private teacher training high schools (Normal Schools) in techniques for teaching maternal languages, Spanish as a second language, Mayan mathematics, materials elaboration, active pedagogy, and Mayan culture, thus strengthening the content of various courses given at the IBE Normal Schools
- PAEBI supported six technology centers in those same schools, exposing students to the use of computers and the Internet as well as providing a virtual library of bilingual resources (implemented in collaboration with USAID/Enlace Quiché)
- In conjunction with the Kennedy Foundation, PAEBI worked with the normal schools in the adaptation of modules and training of normal school teachers in techniques for teaching children with mental disabilities
- PAEBI developed a teacher's aide program to help first grade Mayan students who studied with monolingual Spanish teachers. The aides, junior high and high school students, following PAEBI's training, translated the teacher's instruction into the language of understanding of the students, helped them with their homework, monitored discipline, explained basic mathematic concepts, helped in reading and writing of the Mayan language, led groups and carried out educational games.
- PAEBI gave transference trainings to JEDEBIs, those responsible for the Educational Development Units in the DDE (UDEs), CTAs, and Ministry Intercultural Bilingual Education Technical Guides (OTEBIs) in methodology and materials in 13 bilingual Departments
- PAEBI trained 900 bilingual teachers in 6 Departments in materials use and production

A major focus during the last two years of the project was the development and pilot testing of the Save First Grade (SPG). This modeled the USAID/Honduras Save First Cycle program, adapting it to the Guatemalan context, taking into account the cultural and idiomatic make-up of the region. Several school directors, teachers, and CTAs from eight municipalities in Quiché went to Honduras to become familiar with that experience, which consisted primarily of organizing and grouping basic skills, their curriculum calendar, use of a progress chart and the application of standardized tests to measure learning, and instituting vacation schools to further assist those students who did not pass the school year, based on the idea that a student who had more one-on-one time with the teacher should be able to make enough progress to pass to the next grade.

PAEBI's other SPG strategies were the use of interactive teaching methods, materials made of local resources, including the now widely used "Magic Worm," (made from corn cobs and a length of wire) parents' participation, and the use of tutors and teacher's aides.

When the MOE became interested in adopting a modified SPG as a national strategy, PAEBI oriented the MOE in the program and trained 1,910 teachers in the Departments of Quiché, Quetzaltenango and Totonicapán in Saving the First Grade components, of including vacation reinforcement classes and the use of bilingual methodologies and materials for interactive teaching.

2. USAID's Lower Level Results 2: Appropriate classroom methodologies and materials are developed and applied.

The most important methodological guide created by PAEBI is the **Kemow Eta'manik** (Weaving our Learning) that outlines the fundamental elements of bilingual education. PAEBI distributed over 1000 copies of this publication to MOE personnel and NGOs working in the area. This publication sets forth the seven principal strategies used by PAEBI:

- Utilization of the child's maternal language as a first language
- Spanish as a second language
- Mayan Mathematics
- Mayan Culture
- Active Participatory Methods
- Contextualized Materials
- Parental participation

PAEBI, through its Educational Materials Component, focused on establishing criteria for the design and creation of K'iche' and Ixil language and culture **contextualized education materials**. PAEBI produced over eighty guides that were compiled into a series of books and given to over 1200 MOE personnel. Included were a multitude of modules for use in teacher training through the Certificate Program, as well as guides and methodologies used by teachers and technical staff of NGOs. PAEBI equipped 950 classrooms with the methodology for teaching Spanish as a Second Language, including daily activities and strategies the teachers can follow.

PAEBI designed several learning materials that can be made in the communities with **local and natural resources.** PAEBI conducted a series of workshops in materials production and the use of local materials to enhance learning for parents, teachers and technical staff of various organizations in over 644 communities. These materials range from the use of sticks and stones to make Mayan numbers using bottle caps with letters or numbers written inside to play alphabet soup. The parents can make these materials and give them to the teachers or use them in their homes to help their sons and daughters with their homework.

Using the contextualized criteria, PAEBI developed steps for producing materials (identification, creation or reproduction, and distribution) that strengthen language skills, including reading, writing, and oral expression in K'iche' and Ixil. Training and a guide to be used by the teachers accompanied the distribution of these materials. PAEBI distributed the following materials in the Quiché department and the K'iche' and Ixil socio-linguistic regions:

- 2700 classrooms have a packet of 15 visual aids for oral expression, bingo of words, bingo of Mayan numbers, bingo of Mayan calendar glyphs, dominos of Mayan words and figures, and puzzles of the sacred elements (land, fire, water, and air)
- 1250 classrooms have first grade reading books in K'iche' (2) or Ixil (2) and a book in Spanish used for teaching Spanish as a Second Language
- 900 classrooms have the Mayan Calendar reproduced from PEMBI/GTZ
- 250 classrooms have reading books in K'iche' or Ixil for 1st through 3rd Grades, including dictionaries for all grades (some of these books and dictionaries were donated by or reproduced with permission from PEMBI/GTZ, Enlace Quiché, ALMG, and EDUMAYA).

As part of its materials development component, PAEBI held two annual **IBE Festivals** to motivate and encourage bilingual and bi-literate students and teachers. Third grade students read poetry and sang songs in a Mayan language. Teachers demonstrated innovative materials that they had produced. PAEBI, with funds and donations from private sector partners and the MOE, gave winners backpacks full of school supplies, and in 2004, a free trip to Xetulul, the largest and best-known amusement park in Central America. The winning students took their entire class, a parent and their teacher, for a total of 300 attendees.

The Materials Component division implemented 16 **Intercultural Bilingual Education Technology Centers** (CETEBIs) in collaboration with USAID/Enlace Quiché in rural primary schools. Parents and community members made important contributions to the implementation and on-going sustainability of the Centers. PAEBI used technology to develop skills in the basic subject areas of language and mathematics. PAEBI identified educational software to be obtained from other NGOs and through the Internet, as well as creating the **Jun E** program, based on visual aids for oral expression. PAEBI won a United Nations World Summit Award for Best E-Content. All of the teachers at the Center schools, and some parents, were trained in the use of the computers and programs in the Centers.

3. <u>USAID's Lower Level Results 3: Parents and community members are involved in education decision-making.</u>

To achieve this goal, PAEBI worked in two distinct areas:

a. PAEBI trained, organized and/or strengthened community education committees, formalizing the committee's collaboration with the school. This included creating spaces in which the parents and teachers could articulate their educational needs and implement local solutions for the development of quality education with increased access.

Using the **Manual Kem**, a guide based on Mayan worldview created for organizing community participation in the schools, 575 communities studied the educational reality in their schools. Of these, 303 created an education plan to improve their system and 95 carried out activities set out in the plan. PAEBI led over 600 parents' committees in the process of diagnosing and meeting community needs, which resulted in an increase in the number of petitions for bilingual teachers from 20% of communities in 2003 to 25% in 2004.

In over 620 communities, PAEBI trained groups of parents in topics related to bilingual intercultural education. PAEBI trained over 15,500 parents, an average of 25 per community, promoting simple solutions for parents' involvement, including helping their children with their homework and classroom tasks, creating educational materials, and visiting the teachers in the schools in order to learn about their son's and daughter's progress and behavior in

schools. Of these, over 80 communities were part of the PRONADE system, the national program to increase access to primary education through community-managed schools. PAEBI helped strengthen over 750 parents' committees in the communities of Quiché through trainings regarding the role of a parents' committee and their rights and obligations.

In conjunction with Funrural (now FunCafé), at the request of the MOE in 2004, PAEBI helped create 424 Parents' Committees located in six departments in the highlands of Guatemala.

Based on a World Learning experience in Ethiopia (Popular Participation in the Curriculum and Instruction – **PoPCI**) PAEBI coordinated a program that involved parents in the teaching of their children in a formal classroom setting. Over 83 communities held activities in 2003 in which community experts entered the classroom to give a class on a local craft, talent or skill. Examples of the topics are the production of nets, baskets, and molasses; medicinal plants of the region: how to take care of Mother Nature; etc. In Ixcan, students produced goods to be sold at market and the money used to buy more materials for another class.

In hopes of creating a sustainable group of parents to work for the betterment of education in Quiché, PAEBI created a representative **Parents' Network** on a municipal, regional and departmental level, with legal standing, through which 131 communities participated, shared experiences and looked for common solutions. Because the Network appeared unsustainable because of lack of funding, PAEBI began a **Community Exchange Program** in which three or four communities meet in a model community to learn how to create positive change. Over 185 communities participated in 2004.

As the project's final field activity, PAEBI hosted a **Parents' Fair** in Santa Cruz, the Department capital. Over 250 parents participated, holding workshops or hosting a booth. The workshops included: Mayan medicine, elaboration of musical instruments, Mayan mathematics, etc. About 900 attendees attended three workshops, of the seven available to them. Additionally, representatives of Aj B'atz', NEUBI, ALMG, PEMBI/GTZ, DIGEBI, DICADE, CARE, USAC, JICA, DDE and USAID attended the Fair.

In Ixcán, a municipality composed of refugees from various different Mayan groups forced to flee to Mexico because of the 36 year war in Guatemala, PAEBI helped parents find solutions to their unique problems caused by the long geographical distances between communities as well as the cultural disparities represented by up to eleven distinct maternal languages spoken in them. PAEBI personnel trained parents in various educational topics at a central **Parents' School** set up by community members, after which the parents returned to their communities to replicate the training. Due to the training, 840 parents worked in the 40 PAEBI schools in the region to organize tutoring and teacher aide programs.

b. PAEBI also worked in the area of **Women's Leadership**.

In the area of Women's Leadership, in 2000 USAID added an additional component within PAEBI, focused on women's participation and decision-making role in their children's education, with the major goal of diminishing the desertion of the children in the schools and increasing the percentage of women participating in school committees.

PAEBI in 50 communities in Nebaj and Chichicastenango identified and trained 50 **Women's Guides** in a series of seven modules, which themselves were developed and evaluated in a participatory form. With the help of PAEBI staff, these Guides then replicated the modules in their communities, training a total of 886 women. The Guides received a small stipend for

their involvement, as well as practice in public speaking and group organization, allowing some to become recognized as local leaders and authorities.

PAEBI tried to replicate the Women's Guide component by training an additional 173 new guides, but because the stipend was no longer available, the new guides did not follow through. Nevertheless, PAEBI in 2004 carefully selected 55 Women's Guides from 46 communities who were interested in helping PAEBI lead trainings. These women helped form groups that were trained in a revised Manuel for Women's Leadership and then trained over 840 more women in the six modules remaining in the Manual. PAEBI reproduced and distributed 1000 copies of the Women's Leadership Manual to local and national NGOs working with women.

PAEBI, in 50 pilot communities, in coordination with COPMAG and the Castillo-Love Foundation, conducted **literacy programs** for over 1190 women and men who wanted to participate in literacy, post-literacy and computer programs.

In early 2004, in conjunction with the Association of Bilingual Preprimary Education Promoters (APEDIBIMI), PAEBI added an **early childhood stimulation** activity. Working in twelve schools with 27 volunteers and 200 children, PAEBI created a community based alternative for communities where there was no pre-school. Parents, in particular young mothers, volunteered to spend at least 100 hours in early childhood stimulation activities with four to six year old children, thus helping ease the child's entry into the formal school system.

4. USAID's Lower Level Result 4: Policy decisions and coordination of intercultural bilingual education programs are improved.

The Policy component of PAEBI focused on promoting IBE to support for the MOE's work in the field and ensure sustainability. More specifically, the policy component stressed sensitizing various stakeholders about the importance of IBE to strengthen the social position of IBE, building alliances with both public (central and local MOE and municipalities) and private institutions (civil society organizations and private corporations) to enhance their support to IBE, influencing the government policy related to IBE based on PAEBI's successful models, and transferring PAEBI's experiences and methodologies to the MOE institutions. A number of activities carried out include:

- Promotional tasks such as developing 180 radio programs and spots, produced in three languages
- Publication of seven magazines with between three and ten thousand copies each
- Two videos used for promoting IBE and training in its methodologies. The promotional video is in K'iche' with parents speaking to other parents about the importance of IBE. The methodological video can be used in teacher training to demonstrate the main principals and activities of bilingual education.
- Maintenance of the web Portal EBI, www.ebiguatemala.org
- Stimulating the interest of a group of leading businesspeople, Empresarios por la Educación, in IBE, and hosting them on two trips to visit several PAEBI schools
- Sharing its successful experiences with distinct organizations, motivated by the constant search for unified criteria on IBE with:
    a. Civic Engagement for Education Reform in Central America (CERCA)
    b. National Council on Mayan Education (CNEM)
    c. The Great Campaign for Education
    d. Education Innovations in Guatemala (REDIEG)
    e. National Program for Evaluating School Learning (PRONERE)
    f. Interagency Network for Intercultural Bilingual Education

- Hosting visitors to Quiché, including scholars from the University of Tokyo and George Washington University; Ambassador John Hamilton, USAID's LAC Education Chief David Evans, USAID Guatemala Director Glenn Anders, Minister of Education María del Carmen Aceña, DIGEBI Director Virginia Tacam, DICADE Director Herminia Reyes de Muralles, and Guatemala's First Lady Wendy de Berger
- Sponsorship of a Hemispheric Fair on intercultural bilingual education where over 1000 participants and presenters came from twelve nations. World Learning published some of the working papers from the conference developed for the Fair on "Indigenous Education in the Americas."

During the Project, PAEBI helped DIGEBI with an internal evaluation and the creation of a strategic plan. As part of this reengineering, PAEBI funded a series of consultants on administration, linguistics, monitoring and evaluation, education innovations, and formal standards for primary education.

PAEBI also hired a lobbyist to work with the Congress on IBE matters, and took MOE officials and Congress members on a trip to Paraguay, Bolivia, and the United States for a first hand look at bilingual programs.

5. USAID's Lower Level Results 5: Pre-primary education improved

PAEBI's activities in the pre-primary component ended in 2002, after 135 teachers in the Certificate program were trained in PAEBI's unique 5 module Pre-School methodology that formed a curriculum based on cultural and pedagogical foundations, using traditional Mayan stories pertinent to the Maya K'iche' population. Under PAEBI auspices, teachers of the region compiled the stories, which now serve as a base for the Pre-primary Teacher Track at the thirteen official IBE Normal Schools in the country.

PAEBI elaborated and validated 45 integrated units and supporting materials such as posters, puzzles, and logical sequences, as well as tapes with stories and songs edited in three languages (Spanish, K'iche' and Ixil).

PAEBI developed learning stations in Mayan language, math and culture. The toys and games found in each of these stations focused on developing logical thought, construction, symbolic expression, and oral communication. The set of basic materials (visual aids, puzzles, etc) were given to over 270 teachers and the tapes and games given to teachers participating in the Certificate Program.

The pre-primary curriculum was developed based on a **Development Scale** for Indigenous Children in Rural Areas from Age 0 to 7 in the department of Quiché. PAEBI, through educators, teachers and parents as well as experts in the field validated the scale, the first of its type in Guatemala.

PAEBI helped create a **Pre-school Education Network** of over 14 organizations which functions with legal status and a precise work plan.

d) Monitoring and Evaluation

PAEBI implemented the Monitoring and Evaluation Unit (M&E) to respond to the differing needs of the project, World Learning/Washington, USAID/Guatemala and USAID/Washington. It was responsible for measuring progress, signaling problem areas and reporting to the donor and implementing organizations. Beginning in 2003 the full M&E program was implemented, unifying the form of recording outcomes and impact of each operating unit.

The M&E system recorded:

- All field activity every month, tallying the number of participants in training and topics given
- Measured internal efficiency, allowing field staff decision makers to change policies as needed
- Maintained a data-base of schools helped, teachers participating during the year, as well as general characteristics of the school and school committee
- Reviewed the information for the selection of schools for specific interventions, such as CETEBIs, and calculating an even, equitable distribution of materials for large and small schools
- Helped the SPG activity with standardized testing process, grading and evaluating the students and schools

World Learning and USAID needed different information than the field personnel. Work for these organizations focused on reporting changes in attitudes and practices. For this, M&E developed and implemented a baseline at the beginning of 2003 and applied it again at the end of 2004. M&E measured the attitudinal changes due to specific interventions such as the Certificate program for the CTAs and the training of all 1st Grade teachers.

M&E visited the schools and wrote various success stories showing the human side of PAEBI's impact, for World Learning's publications and website, and USAID's reporting purposes.

Working closely with USAID/MEDIR, the M&E unit used PRIMs (School Summary Report Cards) to define promotion and 3rd Grade completion rates from 2001 through 2004. M&E also worked with MEDIR in a cost-efficiency study at the beginning of 2004.

Due to cultural differences, it was difficult to demonstrate the importance of M&E in Quiché. At the beginning, many saw the unit as a police force that focused and reported on the problems of each individual, rather than a unit that measured overall changes and products that could help reflect the reality in the field. Eventually, everyone valued the unit as a tool for finding solutions to problems and inefficiencies.

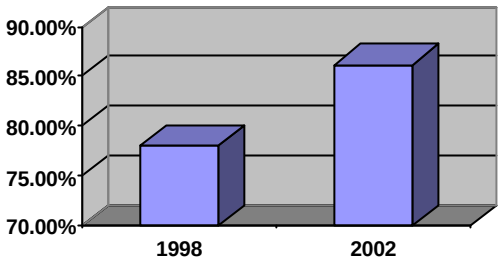
IV. Accomplishments

In spite of a long list of challenges that faced PAEBI, the Project achieved all of its significant goals, and in most instances went far beyond them with its accomplishments of sub-goals. These achievements can be catalogued into five groups: Overarching Goal Achievement, Institutional Change, Materials Development, Training of Trainers and Training of Teachers, and Community Participation.

Overarching Goal Achievement

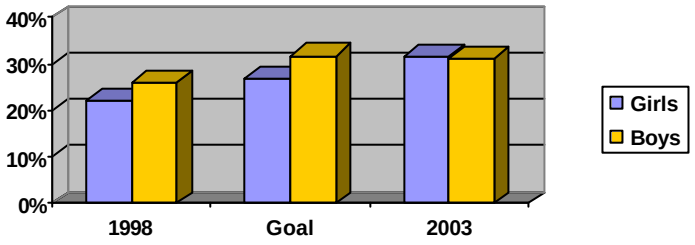
Over the five years of project implementation, PAEBI was able to see trends in more children enrolling and staying in school. This double success ensures that more children finish higher grades. In regards to enrolment, in 1998, 78.1% of school-age children were enrolled in school. By 2002, this number jumped to 86.2%. The percentage increase was 10%.

Enrollment rates in Quiché



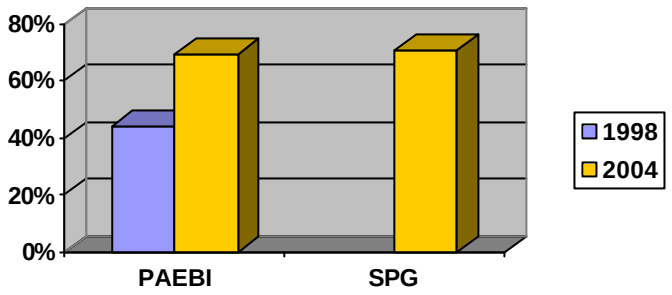
One of the principal goals of the project was to increase the percentage of students finishing the 3rd Grade in three years to 26.7% for girls and 31.8% for boys. The actual increase for girls was to 31.1% (from 22%) and for boys to 31.3 % (from 26%). Data for the 2003 school year show that the increase, not separated by gender, 40%. This near gender parity shows a significant attitude change on the part of parents who most often have seen little value in formal schooling for their daughters. The 1st Grade dropout rate from 1998 to 2003 was cut in half, falling from 11% to 5%.

Completion of third grade in three years



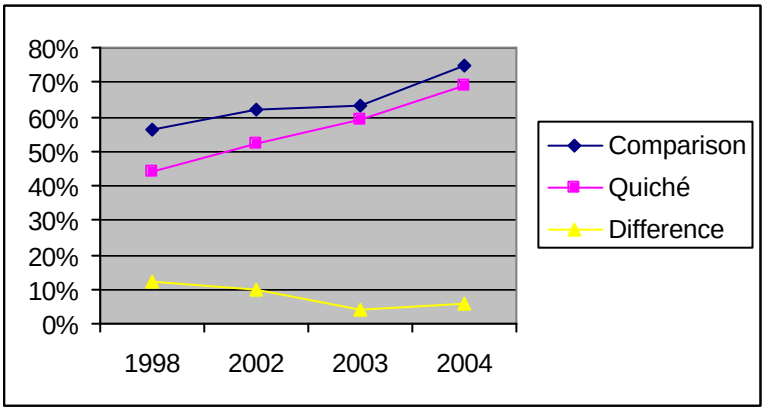
Significant momentum can be illustrated by the percentage of 1st graders being promoted to the 2nd Grade. At the beginning of the project, in 1998, the figure was 44%. This increased to 69% in the three-hundred target schools by the end of school year 2004, in the Department that had some of the worst statistics when the project began. Also, in the 51 schools where SPG functioned, the first grade promotion rate rose to 71% surpassing in two years the increased accomplished in the target schools.

First grade promotion rates



To determine if this result was significant, PAEBI sampled the year-end results of another Department where PAEBI did not operate. There was a 56% promotion rate in 1998, which moved to 75% in 2004. (This Department was chosen for comparison because of the similar characteristics in rural areas, posing the same kinds of challenges that PAEBI faced in Quiché. The data were collected on the promise of anonymity to that Departmental Director of Education) PAEBI's intervention decreased the gap between the two departments from 12% to only 6%. The percent increase in PAEBI schools was 56.8% while in the comparison schools it was 33.9%.

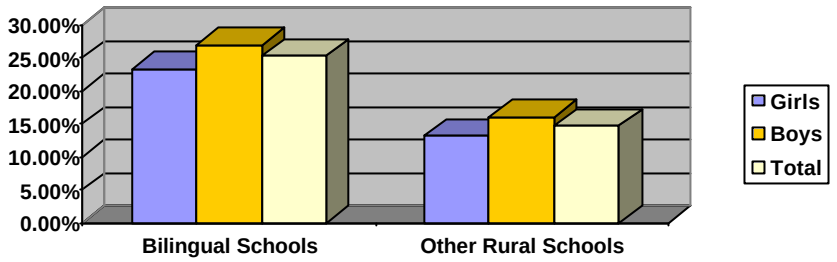
Comparison in Promotion rates between Quiché and a comparable department



There is less variation between results of the target school where PAEBI concentrated its efforts in the last few year and general bilingual school results in the Department of Quiché. This is because many teachers not assigned to target schools received teacher training and materials used in the target schools. Also many teachers originally assigned to a PAEBI target school transferred to a non-target school during the life of the project. Therefore, significant progress was made in rural bilingual schools department-wide. Department educational observers have noted that even some teachers in 4th through 6th grades adopted a lot of the methodology that they saw their counterparts using in the lower grades. Teachers in multi-grade schools tended to use the interactive methodology in the higher primary levels.

Also, for whatever reason, in rural areas the percentage of girls starting school and finishing the 6th grade has risen during the project life from 8.5% to 23.3% and for boys from 10.7% to 27%. These statistics reflect significant attitude and procedural changes in the Department of Quiché, where the percentage of rural children finishing 6th Grade increased at a significantly higher rate between 1998 and 2002 (percent increase: 117%) than the nationwide percentage increase (57%). Nevertheless, there is still a large gap between the Quiché results and the nationwide net results.

6th grade completion rates in 2003 for rural students



Institutional Change

PAEBI supported the MOE with technical assistance and support to improve bilingual policy, as well as reorganization studies of DIGEBI, the agency charged with its implementation. DIGEBI, with the technical assistance provided by PAEBI, was restructured for better functioning. A Strategic Plan was developed with DIGEBI. Nevertheless, given that for four years the higher levels of the Ministry were not supportive of the project, the most significant changes were achieved at the Quiché Departmental headquarters (DDE). One of the notable results of the intensive training and awareness building of DDE personnel is the increased response in the creation of bilingual teacher positions when requested by communities and the assignment of bilingual teachers to the schools, even if they are not designated formally as bilingual positions. Many of the PAEBI field staff were on loan from the departmental office. They, along with 100% of the departmental CTAs, received intensive training in bilingual intercultural education, methodology and materials development. The Director of DIGEBI in Santa Cruz credits PAEBI with advancing by at least two decades bilingual education in Quiché. At the very end of the Project, the MOE requested PAEBI to conduct Transfer Workshops in methodology and materials in 13 other Departments where bilingual intercultural education is needed. Some DIGEBI staff report that PAEBI methodologies and materials will be adopted as official policy at the end of the project, although this has not happened as this report is drafted.

The MOE has adopted PAEBI's Save the First Grade component, albeit with some major modifications. PAEBI trained 1,910 First Grade teachers from the Departments of Quiché, Totonicapán, and Quetzaltenango, as well as central office technicians of DICADE and DIGEBI in the program. Now the theme of Save the First Grade is a national MOE program and slogan; highly publicized throughout Guatemala, and a cause to which the First Lady of Guatemala devotes time, energy, and publicity.

Working with NGOs, PAEBI helped form the first Guatemalan Network for Bilingual Pre-primary Education. As a result, 110 pre-primary bilingual positions were created in Quiché, three of the five normal schools launched pre-school education courses, and four laboratory schools featuring innovations in pre-school programs were created.

Additionally, PAEBI worked with another NGO, the National Council of Mayan Education (CNEM) that adopted PAEBI's Mayan language, culture and history curricula. This organization is one of the principal proponents of bilingual, intercultural education in Guatemala.

Methodology Development

A clear project compass developed over time, *Kemow Eta'manik*, which incorporates seven strategies:

1. Maya culture, world view and history
2. Parents' participation in the education of their children
3. Use and application of the child's first language
4. Participatory education methodology
5. Production and use of appropriate educational materials
6. Systematic learning of Spanish as a second language
7. Learning and use of Mayan mathematics

In the five bilingual normal schools (teacher training schools) PAEBI trained 83 teaching staff and 970 students in PAEBI methodology and use of materials. PAEBI provided the schools copies of all PAEBI methodology and materials developed during the project, including Mayan as a First Language, Spanish as a Second Language, Mayan Mathematics, Interactive Teaching Techniques, the Mayan Calendar, Mayan Culture and Materials Development. Although the Central Committee for Curriculum Change of the MOE has yet to officially recognize these seven methodological additions to the normal school curriculum, some teachers already are using them in their classes as they prepare the future generations of bilingual teachers. Seventy-five copies of all materials were distributed to the five normal schools so that they can reproduce them as needs warrant and finances permit.

Materials Development and Distribution

In developing the seven methodologies over the life of the project, PAEBI staff drew on the resources of international experts and local cultural authorities for content and approaches. While many bilingual materials existed prior to the project, PAEBI contextualized them, making them relevant to the students in Quiché.

The materials created can be categorized as the following modules:

- Teacher Instructional Aids
- Training of Teachers
- Working with the Community
- Materials Production
- Training of Women
- Classroom bilingual texts

PAEBI created Materials Development Centers to support teacher training in Uspantán and Nebaj, incorporating PAEBI staff, parents and local education personnel in the creation of materials in the Ixil language, while at the same time PAEBI established Materials Development Committees, also composed of technicians, parents and teachers, in other Quiché municipalities. Additionally, materials developed outside the project were incorporated when relevant. (A complete list of materials developed appears in Annex 3) A partial listing of results includes:

- Pre-primary and first grade classroom materials given to all 375 DIGEBI schools and to 724 other schools whose teachers had attended the Diploma program;
- Instructional modules and 10 associated essential classroom intercultural, bilingual materials distributed to 1,838 classrooms;
- Instructional materials focused on teaching Spanish as a second language distributed to 912 classrooms;
- Packets of reading materials and a dictionary in that language distributed to 212 K'iche' speaking communities;
- Similar materials given to 45 Ixil dominant schools.

Realizing that materials constitute a major cost in education, PAEBI pioneered the development of low-cost teaching materials with resources readily available at the local level. Many of the materials come from recycled materials, at no cost to the system. The MOE adopted for dissemination throughout the country the technology for producing the raft of low cost classroom teaching aids that PAEBI taught to parents and teachers in Quiché. PAEBI gave Guides for making these aids to 644 communities. Parents in 184 of them have made the aids for their schools and at least 495 teachers also produce classroom aids by the processes PAEBI advocates.

At the other end of the technology scale, PAEBI established 16 Bilingual Intercultural Education Technology Centers (CETEBIs) in the Department to support students and primary school teachers. These Centers, using computers and web technology, made over 100 language arts and cultural resources to available children, their teachers and parents, with the added benefit that students could become computer literate. Before selecting the communities that would receive these centers, PAEBI spoke with the community members to ensure their commitment to ensure the centers had electricity, proper computer furniture and security for the equipment. Once installed, local committees of parents are responsible for their financial support. Equally important, six CETEBIs were set up in Normal Schools by USAID/Enlace Quiché where PAEBI taught over 930 students and 166 teachers in the access and use of information found on the Internet and through other computer programs.

For its JUN-E materials development, PAEBI was awarded the United Nations World Summit prize for Best E-Content.

Training of Trainers and Teachers

PAEBI followed the development of each new methodological module and its materials component with training programs in their application. This cascade model reached into hundreds of primary schools throughout the Department of Quiché.

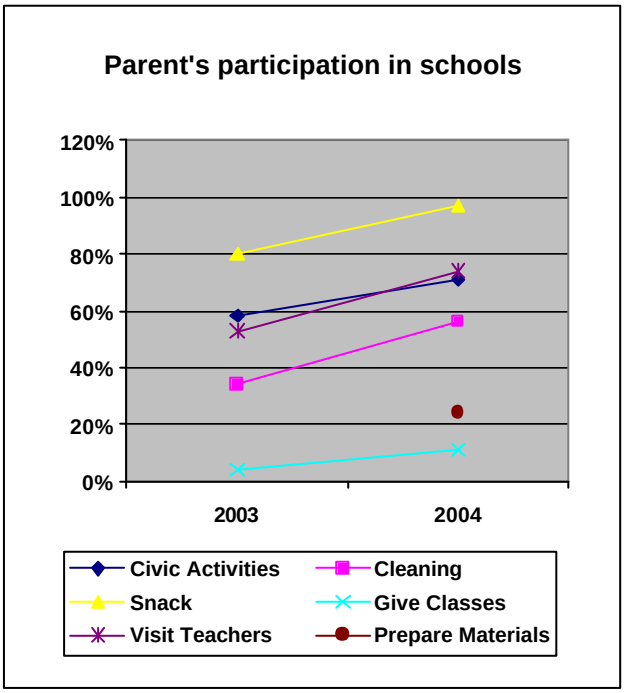
Of particular note, in addition to working with the Normal schools in the preparation of future teachers, PAEBI instituted a Diploma program for teachers in service. This project component created alliances with both the Rafael Landivar University and the public San Carlos University. Setting up operations in Quiché, these institutions trained over 1,300 teachers in PAEBI methodology and materials aids, as well as school directors in school administration, and Technical Administrative Coordinators (CTAs) in Mayan language, culture, techniques, methods, concepts and materials by which they could promote quality education in the schools they monitored. The teachers-students earned university credits through the Diploma program. To do this, San Carlos University prepared a cadre of bilingual and intercultural professors to form the backbone of a national resource pool for teacher training using PAEBI's curriculum. A palpable outcome of these courses is that at the end of 2003 the diploma teachers were compared to other Bilingual teachers who did not particiapte. Both groups had improved significantly in their mastery of three key areas (use of mother tongue in instruction, active learning, and gender equality), but the Diploma teachers were significantly better qualified. It should be noted that in 2004, 640 Diploma teachers taught outside the PAEBI target schools.

By project's end, 100 CTAs and staff of 17 NGOs, trained by PAEBI's staff, were training teachers in the Department of Quiché. In all, they prepared over 1,600 first grade teachers in the MOE's Salvemos Primer Grado program.

Given that over 60% of the teachers in the target schools were monolingual Spanish speakers when the project began, it was going to be nearly impossible to follow PAEBI's core philosophy that: subjects must first be taught in the students' language of understanding, the mother tongue. PAEBI attacked the lack of Mayan language ability by creating Teachers Aides to work along side the teacher. PAEBI prepared 1,187 youth volunteers, often junior high school students who volunteered their time to help in the pre-primary and primary schools where they translated Spanish into K'iche' or another Mayan language as needed, and generally helped the teacher with presentations. They also helped in remedial classes during vacation time in the SPG arena. The Teachers Aides component has stimulated many bilingual youth to look to teaching as their vocation.

A large part of the OTEBIs' role was to work in the classroom with teachers newly trained in PAEBI's materials and methodologies. They demonstrated the use of the materials, re-enforcing any weak comprehension in their use, and monitored the results. They focused on Mayan language, Spanish as a Second Language, bilingual intercultural materials, Mayan mathematics, Active Participation and Preparation of Materials from locally available resources.

Community Participation



Central to PAEBI's philosophy and approach has been the involvement of parents and the community in the education of their youth. Given the initial resistance on the part of many parents, the OTEBIs devoted significant time and effort to organizing parent groups to understand that the methodology PAEBI was advocating would result in faster and better learning of Spanish. Also, PAEBI emphasized the importance of recognizing their responsibilities, interacting with teachers and school directors, participating actively in classroom teaching of Mayan culture and history, and preparing educational materials from low-cost, readily available local products. As a result, all target schools have parents organizations and 35% of the parents in the target schools collaborate in the schoolroom, not only for the traditional spheres of parents' involvement such as cleaning a school or preparing a lunch, but also in the educational aspects. The M & E data at the end of the field operation in August 2003 show that parents frequently visit teachers to discuss issues related to their children's education, help preparing educational materials, and give classes. Sixty seven percent give their children study time. Almost none had any interaction with schools before the project began. The rural parents who have few years of schooling and who are often illiterate generally feel intimidated to talk to teachers and have little idea how to assist children's schoolwork. PAEBI, by connecting the school and community and providing parents with simple and concrete ways to help children's education in the classroom as well as at home has promoted the rural parents' involvement in children's education.

Also, the M & E data show the increase in parents' positive perspective on bilingual education. In August 2004, almost all the parents agreed with bilingual education, and more school committees made a request to appoint bilingual teachers for their schools. All the parents felt that EBI has helped enhance their children's education. The majority of parents consider that their children are learning better, there are more education materials, and more importantly, there has been strengthening of culture and language in the community.

Parents' opinion about changes brought on by IBE:

85% say their children are learning better.
84% believe there are more education materials.
80% notice that there has been a strengthening of language and culture in the community.
73% are participating more actively with the school.

Because the indigenous woman in Quiché generally plays no public role, special efforts have been made to involve them in parental activities in support of their children and the schools. Because such a large percentage are functionally illiterate in both K'iche' and Spanish, PAEBI sponsored literacy classes. Of the goal of 800, 732 passed the literacy tests. Many have become champions for education for their daughters also.

From 1999 to 2004 there was a 270% increase of women participating in the Parents' Committees, rising from 4% to 14.8%. Also, in 2004, 78% of 1st through 3rd grade children of trained women passed their grade. In the same communities where Women's Leadership activities occurred, but for whose mothers did not participate, only 73% of those same grade children passed, showing that children of women who participated with PAEBI passed at a greater rate than those of women of the same community who did not participate.

At the same time, many parents, newly motivated to secure education for their children beyond the 6th Grade, with PAEBI's guidance formed 19 Cooperatives. These cooperatives create and maintain legally recognized junior high schools within walking distance of the villages. Mini-libraries were established in 15 of these cooperative schools. They are funded by the municipal governments, in conjunction with the MOE and the parents who help finance school construction and on-going operations. It is estimated that over 60 communities now emulate this model.

The First Lady's Social Work Secretariat (SOSEP) adopted PAEBI's Early Stimulation activity for replication in other parts of Guatemala.

V. Challenges

Systemic Problems

The Guatemalan school system, irrespective if operating in rural or urban areas, in public schools or private schools, fails to prepare the vast majority of students at any and all levels. This is demonstrated most dramatically by the fact that in the first national competency test developed for language arts and mathematic skills, and applied to graduating seniors in diversified schools throughout the country in 2004, only 17% passed the language part and only 16% passed in mathematics. The average scores in language were 47% and in mathematics, 29%. And this measures competencies for only a small portion of the children who should be in school, given that over 50% nationwide fail or drop out of 1st Grade for any variety of reasons, and only 37% even complete 6th grade.

In fact, Guatemala ranks lowest in Latin America in quality of education as measured by UNESCO. This is a direct reflection of the extreme societal separations operant in the country.

The Government of Guatemala pays less than 50% of the total amount spent on pre-university education. Parents pay a little more than 50% of all costs associated with education, including tuition in private schools, transportation, materials and uniforms. Guatemala, as a nation, places a relatively low priority on even minimally adequate, publicly provided primary and secondary schooling, although by Constitutional mandate, 6% of the national budget is earmarked for the University of San Carlos. Data show that the percentage of GNP allocated to education, 1.71%, has not changed significantly in the last 29 years.

Working within this macro setting, PAEBI has faced a series of challenges in reaching its project goals. What follows are the major systemic challenges.

The other issue related to education that is unique to Guatemala is the large proportion of indigenous population. In rural areas where the indigenous population is concentrated, there are high incidences of dropouts and repetition, especially in first grade. This is largely related to the fact that most of the classroom instruction is in Spanish, not in the children's mother tongue. Yet, the Guatemalan education policy and system have not paid sufficient attention to promoting bilingual education for the indigenous children.

Parental constraints to the Project's bilingual goals

PAEBI worked with the poorest of the poor, those living at both the economic and social margins, and dependant on publicly funded schools, who have no possibility of sending their children to private schools. In large part they themselves were functionally illiterate, marginalized by society, and powerless.

Parents, teachers, and government officials have long understood bilingual education itself as classroom immersion in Spanish for those children monolingual in a Mayan language (called castellanization.) Even that small percentage of Mayan parents interested in sending both their sons and daughters to school were not interested in having their mother tongues taught. Monolingual Spanish teachers, ignorant or disrespectful of Mayan languages and culture, used materials and methodologies promoting Spanish as a first language as prescribed by the MOE. Confused, bored, and frustrated, over 50% of the students dropped out of their own accord or were failed by the end of the First Grade. Often their parents, adducing that they were not learning, pulled them out to perform needed chores in the fields or the home.

There has been little appreciation on the part of teachers, public education officials, parents, and society at large that everyone best learns, including children, in their language of understanding. If children cannot understand, cannot communicate with the teacher, they cannot learn. The tools of learning, methodologies, materials, and teacher attitudes, must reflect that basic precept.

Society at large conceives of bilingual education as (1) Spanish as the first language and (2) English, French or German as the second language worth teaching. Perhaps the majority of monolingual Mayan or quasi-Spanish literate families in Quiché preferred that their children learn Spanish and perhaps English as a gateway into a better economic and social future. These attitudes stemmed in part from historic suppressions of Mayan-ness, the problems the indigenous farmers experienced during the long war, and the on-going racism ever present in their lives. PAEBI teams spent enormous efforts to

show that the best road to fulfilling the parents' needs was through the methodological approach it proposed.

Initially, not understanding the project goals, many fundamentalist protestant Mayan parents and community leaders (Evangélicos) actively opposed Intercultural Bilingual Education and its Mayan cultural components. Once they were convinced that the underpinning methodology was for children to learn in their language of understanding, and without that methodology they would never become proficient in Spanish, these groups often became vociferous proponents of PAEBI activities. In addition, children learn better when they feel better about themselves, their culture, language, and past.

Because of their continuous poverty, many Quiché rural families migrate to the coastal farms to earn a little cash to supplement their subsistence-level existence. They take their children out of school for weeks at a time toward the crucial end of the school year, lessening their children's learning opportunities and thereby their chances for promotion to succeeding grades.

Institutional constraints to Project's Goals

While the Ministry of Education's (MOE) responsibility to provide universal quality education, even at the primary level for monolingual Spanish students, is not fulfilled, it responds even less to meet the needs of monolingual Mayan language students. For nearly 40 years, staff within its sub-unit, the General Directorate for Bilingual Intercultural Education (DIGEBI), have regarded Bilingual Education as "castellanization", i.e., schoolhouse immersion in Spanish. In FY 2000, shortly after the project began, DIGEBI had a budget of only $180,000 for a staff of 37 and program operations in 11 Departments, but no budget for materials and methodology development. Foreign international development institutions have provided the financial and expert resources for most work in these areas for at least 25 years. According to an early PAEBI project report, "…despite the availability of several millions of dollars available through the IDB, DIGEBI lacked the political support and or capability to gain access to these funds. As a consequence, some $5 million … slated for bilingual education was re-obligated to other activities within MINEDUC (MOE)." Although the 1996 Peace Accords mandate bilingual, intercultural education, until now at least the MOE has given little more than lip service to this agreement. For example, only 19% of the schools teaching monolingual Mayan speaking students have even one bilingual teacher. Like every public institution the MOE allocates funds to its priorities. Given that its historically small budget shows the little interest that the MOE places on bilingual education, in actual fact DIGEBI appears to exercise little influence within the MOE. As another example, even though PAEBI worked with Regional Technical Councils to develop curriculum in Ixil and K'iche', the MOE never recognized the Councils nor took them into account in its strategic planning.

For example, PAEBI's initiative to get Guatemalan universities to give college credit for its "Diploma" program was stopped by the MOE when it decided that all teachers all over the country should have "professionalization" courses. Also the MOE stopped all of PAEBI's trainings of a day or two during school time. Then at the beginning of the school year in 2003, a key year for PAEBI's project, the teachers held a two-month strike to win a pay raise. One of the conditions for awarding the raise was that the time lost in the classrooms would be made up. It was not, and there was no penalty imposed on the teachers. At the same time, the union obliged the MOE to stop the professionalization courses because "they required the teacher to be absent too often from the classroom."

Teachers in many rural areas, many of whom are poorly prepared themselves, with little or no teaching vocation, supported by a strong union, rarely hold classes five days a week. Often in rural areas they report to school only three days a week or less. In the recent MOE modified Save the First Grade (SPG) effort, teachers often refused to give the programmed vacation make up courses, essential to fulfilling the PAEBI methodology, because they were not being economically compensated. Contact hours with students are reduced by teacher attendance at union meetings, training courses, strikes, illness, and inclement weather making travel to isolated rural schools difficult. Most importantly there is a significant lack of "teacher mystique." Teachers dictate information or students copy from the blackboard in rote memory exercises. There is little positive interactivity between the teachers and their students Teaching in Guatemala is low paying and lacks prestige, many teachers have low qualifications, or are patronage appointees who more often than not come from and live outside the communities where the schools are located. Although the MOE regulations call for a 10% pay differential for teachers appointed to bilingual slots (regulation from 2003), the differential is not recognized. Many teachers in Quiché opposed the project because they feared that they would lose their monolingual slots if more Bilingual Teacher positions were created. They urged parents not to accept bilingual education saying that the children would not learn Spanish sufficiently well.

Only in 2004 has the MOE begun to give qualification tests to contract teachers before hiring them. This will help with mastery of the subject matter, but much work needs to be done on finding teachers with "mystique" and keeping them motivated with decent salaries. For the 2005 school year, the MOE gave tests to determine if the teachers master their subject matter. Many who had been teaching for years failed those tests. Fully 30% of the teachers in PAEBI's target schools were monolingual Spanish speakers.

Teacher turnover in PAEBI's target schools was over 50% during the 3rd and 4th years of the project. This required significantly more orientation and training.

Teachers and school directors in the rural communities often fail to interact with the community at large or the parents in particular. Historically they have been the only arbiters of what takes place in the education arena in any community. As a result, many old guard teachers felt threatened by one of the project's goals which sought to foster parental participation in their children's education, such as: parent-teacher conferences, parental creation of teaching materials, parental supervision of homework, and parent/community member participation in the classroom discussing Mayan history and culture.

School conditions match the poverty that surrounds them. Students in rural areas most often have no textbooks or school supplies. Often there are no sanitary facilities. Additionally, of the 853 teachers with whom PAEBI worked, fully 259 were multi-grade teachers, many teaching 1st through 6th Grades, some with as many as 70 students to handle alone. In Chichaj, Canillá there were 118 students, studying pre-primary through 6th Grade, and two teachers. In Chitraj, there were 71 students in 1st through 6th Grade and one teacher. These teachers, even if exceptionally motivated, cannot be particularly concerned or upset if students do not pass to the next grade or desert during the school year.

Reliable statistics on student achievement are almost non-existent, making project progress difficult to prove. Promotion from one grade to another has been totally subjective. Until the Save the First Grade (SPG in Spanish) addition to the project in 2003, there were no objective criteria used as the basis of promotion or retention in the primary schools. Teachers made totally subjective decisions about student promotion mostly based on teachers' perception of children's school socialization skills. Even now, there is sufficient evidence to show that of

the students who "failed" the school year, 25% passed the objective criterion test. In some cases the directors do not want to have more students in school, and in some cases the teachers disregarded the tested proof of competency. Conversely, many times children who have not mastered the material are promoted because they come from an influential family. Obviously, then, comparisons of end of project promotion rates with beginning of project promotion rates are unreliable.

The bottom line challenge was that, as stated in the PAEBI *Semi-annual Performance Review, April-December, 1999 (page 2 unnumbered)* **"Baseline analysis of bilingual education in the Department…found a near-total absence of bilingual and intercultural programming, and a primary educational system completely lacking in performance, effectiveness, and accountability."**

Additional Challenges

There have been three additional challenges that have had to be overcome during the course of the project.

1. For many years, it has been the norm for international NGOs, as well as local NGOs, to entice community members to participate in community betterment activities with some tangible reward for the individuals involved. These range from building materials to seeds to cash payments for project related supplies. Thus conditioned, communities often refuse to participate in NGO projects like PAEBI that offer no immediate, tangible compensation for attending community meetings, for preparing low-cost classroom learning materials, for stimulating other parents in other communities to visit the schools and work with the teachers and directors. PAEBI staff ran into many situations where community leaders thought it was PAEBI's obligation to reward them in some way for participating as parents in the betterment of the education of their children. This approach defeats sustainability because as soon as the NGO completes its life cycle in the area, the betterment activities are soon abandoned because they do not coincide with the community felt needs.

They only reflect the outsiders' concept of what the community needs. Outsiders often bring what they consider to be practical, logical solutions looking for problems, while the community has problems looking for solutions framed in its own peculiar logic. Only by working on the later issues will outside sponsored activities be sustained by the community. Only when PAEBI was able to frame its solution to the education problem faced by the parents as one that would guarantee that the children would be proficient in Spanish by the end of the 4th grade, did the parents welcome the project. Had it been framed as a rebirth of Mayan culture, the parents would have rejected it.

2. In some areas of Ixcán, the communities speak languages other than K'iche', and often are multilingual rather than just bilingual. That situation posed a special problem in materials creation and their classroom applications.

3. The PAEBI project constantly added additional unplanned components, such as Save the First Grade, Special Education through the Kennedy Foundation, as well as support for the "Juntas Escolares" and "Pronade" when requested by the MOE and USAID. These additions drew both supervisory and administrative resources from the core goals.

VI. The Process

Given all of the challenges that the PAEBI faced throughout the course of the project, it is doubtful that the significant accomplishments narrated above could have been achieved had PAEBI not instituted certain processes and strategies applied at the institutional and community levels. Basically, of the thirteen approaches, eleven were clearly successful. One failed, and at the project's end, it is uncertain if another will have been worthwhile.

First, in the absence of support until nearly the end of the project from the MOE at the central office and also at the Departmental level, PAEBI built alliances with other key players in education in Guatemala. The collaboration with the San Carlos University and Rafael Landivar University to give the Diploma courses gave prestige to PAEBI's efforts. That the courses were given free to the teachers who could earn university credits, conferring on them valuable social prestige and career advancement opportunities, resulted in the large number of teachers who participated, in many cases at logistical inconvenience to themselves. All of this redounded to the learning benefit of the primary school students. It helped create an enthusiasm for teaching in the language of the students' comprehension, the key strategy to getting monolingual K'iche' and Ixil primary students to learn Spanish. This enthusiasm, while by no means uniform throughout the education sector in the Department of Quiché, developed over time. It manifested itself not only in the target schools which included only 25% of the diploma graduates, but evolved in a critical mass throughout the Department by the end of the project.

PAEBI also forged alliances with other NGOs, such as CARE, Fe y Alegría, GTZ, FUNCAFE and others to obtain a multiplier effect for spreading their methodologies and materials beyond the target schools and communities. These organizations used the methodologies in their own development efforts. Coupled with the Diploma effort, these alliances are part of the reason that most of the bilingual schools in the Department showed significant promotion improvement, not just the target schools.

Second, PAEBI took an active, "hands on" approach in the classrooms, developing practical materials and methodologies.

Additionally, showing that the same materials and processes could be modified and used for languages other than K'iche' shows how easily all of the materials and methodology can be adapted in other language areas of Guatemala.

Third, the intense efforts to incorporate the parents and community, rather than imposing programs on them, not only overcame the challenge that parents initially did not want their children taught in a Mayan language, but made a large percentage of them advocates for the program. The Six Stage process for working with the community was:

1. Initial entry into the Community
2. Dialog with the Community
3. Execution of a Community Education Diagnostic
4. Elaboration of a Community Education Vision
5. Prioritization of Community Education Goals and
6. Formation of a Community Education Agenda

By taking these steps, PAEBI and the community could find common, overlapping interests. It was important to dialog with the persons who had been most affected by the poor education extant in the schools – the parents. Given that many teachers and community officials were averse to teaching K'iche' as the first language, and given that many actively tried to convince the parents that PAEBI's methodology should not be implemented, the parents needed to

understand, based on their own terrible experiences in school, that a new approach would be beneficial. These parents needed to understand that they should be protagonists for their children's education, including support of teachers in the classroom, development of teaching aids, and acting as docents of Mayan culture that benefited their children without looking for a material reward from the outsiders.

By using the six-stage process, the OTEBIs could identify the true community leaders…those who might not have political or social status, but were the influential persons to whom the parents turned for advice and guidance on a regular basis. Often these influential persons were not elected or appointed officials or teachers. They were cooperative leaders, elders and others with good reputations in the villages.

As the parents became convinced and the teachers trained, the parents could compare the skills advancement of their younger children with that of their older children who had been subjected to the classroom Spanish immersion approach. They frequently commented that the younger children knew more and were more engaged in their studies than the older children. They saw the eagerness of their children to attend school because the interactive methodologies were keeping them interested. They noted the children's demeanours and compared them to what they themselves had experienced. Thus confirmed in their decision to support the teaching of K'iche' as the first language, they became more involved in the schools and more willing to visit the teachers for progress updates on their children. The use of OTEBIs significantly enhanced this effort to involve the families.

In the Ixcán region, the OTEBIs worked principally with the families and community leaders, rather than monitoring the teachers in the classroom. As a result, on their own the parents set up a Parents School where parents from all the surrounding villages could get training in how to work within the schools to benefit their children, and replicate the training for others in their communities.

Because promoting women in development is so difficult in the Quiché culture, just as PAEBI used the OTEBIs to work with the families, it hired some women leaders in the community to stimulate women's participation in its activities.

The fourth important process was the constant involvement of Departmental DIGEBI and the other MOE Departmental staff in all of the activities. As noted, some of the OTEBIs were seconded to the project and some retired, respected teachers were hired. While DIGEBI itself at that level also had no operational staff, PAEBI strengthened its image in order to leave it a more relevant entity, should the MOE eventually give bilingual intercultural education its due. All the Technical Administrative Coordinators (CTAs) were thoroughly trained in PAEBI's approach and materials.

All of the directors of the target schools were also involved by developing dialogues with them to overcome resistance to the new practices. Often the school directors and teachers were suspicious when the OTEBIs met with the parents alone. They worried that the OTEBIs might undermine them and motivate the parents to work against them. When the OTEBIs included the teachers in joint parent/teacher meetings, the teachers felt less threatened and were more cooperative. It became easier for the parents to meet with teachers and to produce teaching aids. Teachers began to understand that they do not have the only role in education, but that the parents and the community at large have a legitimate role as well.

An example of the benefits of such an approach can best be seen in bilingual Santa Cruz and Ixcán which has a variety of languages spoken, as well as K'iche' and Ixil. In the latter

Spanish is used for inter-neighbor communication because the communities are often multi-lingual, making it impractical to try to teach one mother tongue in the classrooms before introducing Spanish. As one PAEBI report stated: *In order for all students to have access to bilingual and monolingual Spanish teachers in Xatinap III, a "catedras" system was developed. The school's teachers rotate between the grades teaching the subject of their specialty. In this manner, all the children in the school are taught both Spanish and Mayan languages by native speakers. In Ixcán where classes often contain students with several distinct linguistic backgrounds, a system called "Franja Maya" was introduced. Each school takes several hours a week to teach the maternal languages. Children leave their normal class to meet with other students of their same linguistic community.*

The fifth process involved the creation of the teachers aides positions filled by junior high school students willing to help the monolingual teachers by participating in the classrooms. This not only added a dynamic element to the program, it also resulted in a number of young persons discovering that they had a vocation for teaching. They were further motivated by being part of an interactive teaching approach, could see the reaction of the children and the result s achieved, which hopefully will be in ingrained in them if they become professional teachers in bilingual intercultural classrooms in their communities.

The sixth process was significant publicity for the project and bilingual intercultural education. PAEBI used radio programs to inform the community about the goals of the project, in both Spanish, K'iche', Ixil and other languages. There were nearly 300 hours of radio time broadcast, covering 63% of the geographic area of the project. Since many parents and community members are functionally illiterate, these oral messages were an appropriate way to reach them in their homes and places of work. It would have been impossible to reach such a vast audience only through community meetings. PAEBI published and distributed 12,000 posters, placed in strategic areas to publicize the project. PAEBI also published seven magazines that reached the literate opinion making population, not only in the Department of Quiché, but also throughout the country. It sent four electronic bulletins to 100 persons interested in intercultural bilingual education to keep them informed of the project. It succeeded in getting stories in the national press about its activities, and in one instance was able to get a group of progressive businesspersons to visit the project to see what was occurring.

PAEBI produced two videos promoting the project. One is a dramatic presentation of parents supporting the project and the other is about methodologies and materials. These have been widely distributed.

In sponsoring a Hemispheric Fair on bilingual education, PAEBI attracted much publicity about its efforts in the national press.

Additionally, by participating in international education events, such as the Congress of Meso-america, PAEBI's profile of bilingual teachers for Meso-america was adopted.

The seventh process was to set up 6 decentralized offices throughout Quiché. This allowed for closer contact with the schools and communities as well as closer backstopping for the OTEBIs.

The eighth process was setting up replication models so that whatever was advocated was easily carried out by teachers and others. PAEBI developed instructional manuals that gave such detailed steps and guidelines for all of the procedures that the users only had to follow them to obtain successful results.

The ninth process was the significant use of interchanges between parents and community leaders in different villages. This allowed those who were not certain about their involvement in education activities to see what other parents and communities were doing successfully in other similarly situated villages.

The tenth process was the development of integrated Mayan cultural materials within the texts, giving recognized value to the Mayan sciences such as mathematics, and other knowledge as well as beliefs, values, and traditions. Although bilingual materials had existed for some time in Guatemala, they were neither contextualized nor interactive. This process married modern educational philosophies with ancient cultural beliefs.

The eleventh process, unfortunately, failed. Every major paradigm shift where an entrenched bureaucracy strives to maintain the status quo, requires an influential person to keep the change moving toward its goal. In public administration terms, this person is called the "liaison." The liaison can be a high level person with sufficient prestige to have the ear of the final decision makers, or an outside person who also has the power and prestige to force change upon a resistant institution. Because the MOE early on showed no real interest in the project, and in an attempt to secure the backing of policy makers, PAEBI sought find this liaison outside the institution by informing a small group of congressmen, with the expectation that they would support legislation for improved bilingual programs and resources. PAEBI funded international trips for them and for MOE personnel to an International Bilingual Education Conference in Paraguay, with a stopover in Bolivia so that they could observe a "state of the art" bilingual program outside Guatemala. PAEBI put on retainer a lobbyist to follow-up these activities, but in the end, absolutely no support emanated from Congress. Attempts to influence policy through two meetings with the Vice-President as yet have not produced concrete results.

The twelfth process was more internal to PAEBI. When it became obvious that the MOE was not a willing partner in the project, PAEBI became pro-active in setting up its own program. However, its initial approach was disjointed and unfocused. When PAEBI became flexible in operational design, and tried new organizational approaches, the staff became more focused on goal achievement. Under new leadership, PAEBI experienced new internal organizational relationships. This focus on results finally allowed PAEBI to develop a cohesive, integrated approach to materials design, training of trainers and training of parents that worked. An important dimension of Project Monitoring was added.

At the same time PAEBI accepted new tasks and goals requested by USAID, requiring the staff to refocus its energies and efforts in different, if complementary, directions. The energies expended in adding the Special Education and Save the First Grade components to some extent diverted staff from their original, more focused goals, but it is unclear if achievement of the original project goals was affected.

For the thirteenth process, the verdict is still out. Even though the MOE was giving little support to the project through at least the first four years, it continually requested that PAEBI contract both foreign and local consultants to work on organizational design and other discrete tasks. At great expense, PAEBI complied with the MOE requests. Studies were done, plans developed. All of the technical know-how is in place. Now it is a question as to its implementation, or whether it will have been, as they say in a popular Latin-American phrase referring to governments, "formulated, filed, and forgotten." (*Escríbase; Archívese, Olvídese*)

VII. Lessons Learned

PAEBI proposed to change major paradigms in not only the Guatemalan education system, but also advocated major paradigm shifts in gender relationships within the Mayan families, as well as shifts in relationships between ladino schoolteachers and Mayan parents. These are indeed ambitious goals and all the parties must have shared visions to achieve them. Several lessons have been learned along the way.

First: Changes of the magnitude proposed by PAEBI cannot be imposed on any of the stakeholders; the local population of parents, teachers and government authorities must be involved and convinced or they will not respond as desired.

Second: Providing consultants to work inside a host agency bureaucracy gains little if the agency and the donor really do not share mutual goals.

Third: There needs to be a politically important liaison within or outside the host agency to apply pressure that the donor cannot apply by the very nature of its relationship. PAEBI needed to be able to turn to that liaison since paradigm change is almost impossible to achieve in bureaucratic organizations entranced with the status quo.

Fourth: In written and oral communications with parents, education personnel, and the public at large about the project, emphasis must be placed on the ultimate goal of bilingual education in Guatemala…to prepare youth to participate fully in a predominantly Spanish speaking economic and social milieu, and that the best way to achieve this goal is by teaching in the language the pupil understands. Over emphasis on restoring lost Mayan culture, no matter how valid, should be avoided in a society that generally opposes or deprecates Mayan culture, as was seen in the example of the evangelical church groups.

Fifth: Parent training is best given in their native language, with both men and women participating in the same sessions, but because it goes against custom for the women to voice their opinions in public meetings, the trainer must create acceptable opportunities for the women to participate. Trainers must be able to overcome the ever-present machismo, harassment, gossip and other customs relating to male-female relationships.

Sixth: When giving community trainings about parental roles in the education system, it is best to incorporate the teachers whenever practicable so that they do not feel that parents are being trained to confront them.

Seventh: Real community leaders must be found and incorporated into the process…there are many pseudo leaders who have position in the community, but no power or influence. Their approval of change is much less important, and indeed an alliance with pseudo leaders may very well sink reforms.

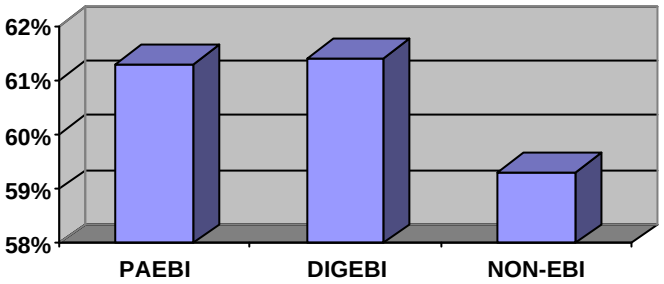
Eighth: Development projects can successfully involve the local community limiting gifts and payments as incentives or rewards for popular participation, contrary to what many international development organizations and NGOs believe. In addition, giving stipends for the communities time is not an effective way of ensuring sustainability, as was seen with the women's guides who would no longer work once they were no longer paid.

Ninth: To obtain meaningful data on a project designed to improve learning in the rural schools, baseline data should include both criterion referenced testing data for the project target schools, and comparable data for "control" schools. While the goals of improving the

percentage of children getting through 3rd Grade in three years can be illustrative of learning, which presumes that children actually have learned all the competencies that they should learn in a good program. There is ample evidence that kids can graduate from high school, having stayed in school for twelve years, and not learned. Learning is the end of all schooling…teaching is only the means. Without testing the learning of the project, it is difficult to prove that the teaching methodology and the materials had any effect other than entertainment. While it is logical to assume that so much effort will automatically lead to better learning, there should be proof that the activities undertaken were relevant to knowledge and skill acquisition. Although it is important to note that sometimes the gains over time of projects like PAEBI are difficult to measure, especially with standardized tests.

Tenth: Data for 2003 suggest that there was little difference in 1st to 2nd Grade promotion rates in project target and non-target IBE schools in Quiché.

First Grade Promotion in 2003



This suggests that the OTEBI role of re-enforcing at the classroom level the technical training given to teachers is not particularly cost-effective. Other tactics to help create the "teacher mystique" so sorely lacking should be identified and implemented. On the other hand, there is considerable evidence that the OTEBI role working with families was conducive to parental participation in the schools.

Eleventh: When there is a high a teacher turnover, not only is extra effort required to bring the new teachers up to speed in the skills, comparative data is less reliable if the transferred teachers apply the project techniques in other non-target schools. In as much as possible, teacher transfers should be limited during the piloting of a major initiative, both to save resources and efforts, but also so that the experiment is not contaminated. To achieve this, there should be an agreement with education authorities that they will not transfer teachers except for very strong reasons. If teachers are obstreperous in applying the new methodologies and materials, however, they must be replaced.

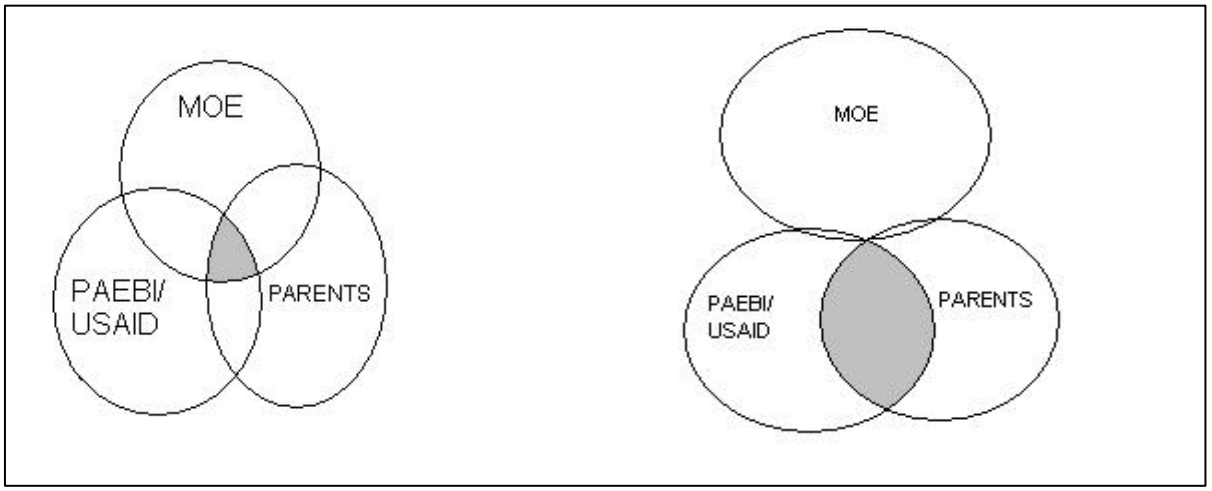
Twelfth: Staff who have been highly trained during a project, such as the OTEBIs, the regional supervisors, materials developers, curriculum developers and others whose newly acquired knowledge and skills have greatly enhanced their earning power will migrate to other jobs outside the government if a disinterested MOE does not entice them to remain.

VIII. SUSTAINABILITY

"Since the AIBE (PAEBI) project does not depend on MINEDUC (MOE) or other public sector agency to execute the project, effects of the election had only a marginal, negative impact on activities." wrote the project director in the 2000 Semi-annual Report when discussing the lack of interest in the project by the newly appointed MOE officials.

If the goal of a project is to demonstrate that "X" can be done, then the observation made above is acceptable. However, if the goal of a project is to not only demonstrate that "X" can be done, but also have "X" implemented over the long-term by a host government agency, the observation raises a serious red flag about the sustainability of a project. Projects are only sustainable when there is a verifiable overlapping of interests and goals on the part of host agency decision makers, its affected clients, and the international donor. While each group will have interests that it holds on its own, the necessary overlapping of interests can be shown in Figure 1 below. It is in this overlapping area (the shaded Areas) that sustainability occurs. If the interests of the donor are not shared by the host agency decision makers, the latter will never allocate its resources to a non-priority issue no matter how much it gives lip service to the efforts of the donor.

Figure 1 **Figure 2**



The real relationship that evolved between the three entities is illustrated in Figure 2. For most of the life of the project, i.e., when PAEBI overcame the initial resistance of the parents and the community to teaching in the Mayan language, PAEBI and the parents have been working together, but without much real interest or support from the MOE high-level officials. The project clearly did not reflect MOE decision-making priorities. It is clear that this project had interests overlapping with the clients of the host agency, (the parents and community leaders) and even some of the departmental DIGEBI staff. None of those, however, has the power or influence to change Ministerial priorities.

It is important to note that while this paradigm is present, PAEBI was designed to respond to the Peace Accord mandates that are higher than any government plan. The Ministry of Education never supported indigenous issues. Therefore, the point of PAEBI was to build constituencies for IBE, including the MOE. The idea was to show that with solid training, participation and materials, IBE could work and serve to increase parents' confidence in schools, keep their children enrolled while increasing their identity and self-esteem, particularly after being battered by the years of armed conflict. PAEBI expected DIGEBI and JEDEBI to be on board and be part of the change and then to move on to other organizations such as DICADE and PRONADE, but the MOE gave little space for this move, even after it had been proven that IBE had significant benefits.

Even though the policies put in place by the new MOE authorities named to the MOE as a result of the 2003 elections required PAEBI to abandon the development of a meso-curriculum for K'iche' and Ixil, the MOE subsequently requested that PAEBI and DIGEBI conduct "Transfer Workshops" to train key administrative and technical staff in as many

Departments where there is a large need for new approaches to bilingual education. This request was later changed to have workshops training teachers, rather than administrative and technical staff. It is rumoured, but not confirmed, that DIGEBI will officially adopt the methodologies and materials as their own, but it is not clear that DIGEBI itself will have any more influence in the MOE to change the classroom Spanish-only to Mayan as a First Language and Spanish as a Second Language than it historically has had. (In fact, the DIGEBI Director resigned as this report was in process noting a lack of support within the MOE.) None of these above activities requires the MOE to allocate its own financial resources. Although the government accounts report that the current Minister is making bilingual education one of seven priorities, it remains unclear what kind of bilingual education will be fostered…the traditional that has not worked or the innovative which shows great promise, but requires a complete paradigm change in a society that has traditionally ignored the education needs of rural youth and their parents.

However, many elements for sustainability are in place.

- the methodologies and materials have been prepared and field-tested;
- the Normal Schools that train bilingual intercultural teachers have staff trained in bilingual intercultural methodology and materials designed by PAEBI;
- a large number of their students have also received training in the PAEBI methodologies and materials and can enter the profession qualified to apply them;
- nearly 1500 teachers in Quiché have been trained;
- 1800 junior high school students are prepared to be teachers aides, working as volunteers, to help monolingual Mayan children learn;
- parents are for the first time active in the schools as teachers aides and monitors of the education process;
- the Centers for Bilingual Intercultural Education Technology are in place and supported by the parents or Normal Schools;
- the key PAEBI professionals have formed an NGO to support the MOE or any other organization that might want to have the benefit of their experiences, their knowledge and skills in the bicultural intercultural education arena.

If the MOE does not adopt the policies and budget required to continue intercultural bilingual education, furthered by PAEBI's work, the best the communities and departmental staff can hope is that the MOE does not require them to stop using PAEBI methodologies and materials, and force them to revert to classroom Spanish-only instruction.

IX. LEGACY

There are four main legacies of PAEBI:

- A positive revalorization of Mayan language use, by parents, students, many teachers, and some education authorities has been achieved in the Department of Quiché. Rather than continuing to ignore or destroy Mayan culture, the education system has seen how to incorporate into its curriculum much that is valued by parents for better results.
- A clearer understanding at those levels of the importance of using the students' mother tongue as the first language in bilingual education as the means to proficiency in Spanish which the students will need as adults for professional and economic success.
- A clearer understanding by government officials, teachers, and parents that education is the responsibility of all and especially these three groups.
- Capacity building of the Mayan personnel working with the project, who are now equipped to lead bilingual education initiatives in Guatemala. PAEBI personnel

formed a national NGO (Asociación Kemow Eta'manik- AKEBI) to continue improving the quality of education throughout the country.

Annexes

Annexes:

Annex 1: Acronyms

Spanish	English	Spanish	English
ALMG		Academia de Lenguas Mayas Guatemala	Guatemalan Academy for Mayan Languages
APEDIBIMI		Asociación para Promotores de Educación Preprimaria Bilingüe	Association of Bilingual Preprimary Education Promoters
CERCA		Compromiso Cívico para l Reforma de la Educación en Centroamérica	Civic Engagement for Education Reform in Central America
CETEBI		Centro Tecnológico Educación Bilingüe Intercultural	Intercultural Bilingual Education Technology Center
	CETT	Centros de Excelencia para la Capacitación de Maestros	Center for the Excellence in Teacher Training
CNEM		Consejo Nacional de Educación Maya	National Council on Mayan Education
COPMAG		Consejo de Pueblos Mayas de Guatemala	Council of Mayan Populations of Guatemala
CTA		Coordinador Técnico Administrativo (MINEDUC)	Technical and Administrative Coordinator for the Ministry of Education
DDE		Dirección Departamental de Educación	Departmental Education Division of MOE
DICADE		Dirección de Calidad y Desarrollo Educativo	Directorate for Development and Quality Education
DIGEBI		Dirección General de Educación Bilingüe Intercultural	General Directorate for Intercultural Bilingual Education
GTZ		Cooperación Alemana para el Desarrollo	German Corporation for Development
JEDEBI		Jefatura Departamental de Educación Bilingüe Intercultural	Departmental Director for Intercultural Bilingual Education
	JICA	Agencia Japonés para Cooperación Internacional	Japan International Cooperation Agency
MINEDUC	MOE	Ministerio de Educación	Ministry of Education
NEUBI		Nuevo Escuela Unitaria Bilingüe Intercultural	New Unitary Intercultural Bilingual School
OTEBI		Orientadores Técnicos de Educación Bilingüe Intercultural	Intercultural Bilingual Education Technical Orientors (PAEBI Field Staff)
PAEBI	AIBE	Proyecto para el Acceso a la Educación Bilingüe Intercultural	Access to Intercultural Bilingual Education Project
PaPCI		Participación Popular en el Currículo y Instrucción	Popular Participation in the Curriculum and Instruction
PEMBI		Proyecto de Educación Maya Bilingüe Intercultural	Mayan Intercultural Bilingual Education Project
PRONADE		Programa Nacional de Autogestión para el Desarrollo	National Program for Self-management of Development
PRONERE		Programa Nacional de Evaluación de Rendimiento Escolar	National Program for Evaluating School Learning
REDIEG		Red de Innovaciones Educativos en Guatemala	Network from Educational Innovations in Guatemala
SOSEP		Secretaria de Obras Sociales de la Esposa del Presidente	First Lady's Social Work Secretariat

SPG		Salvemos Primer Grado	Let's Save First Grade
UDE		Unidad de Desarrollo Educativo del DDE	Education Development Unit for the DDE
USAC		Universidad de San Carlos	San Carlos University (Public)
	USAID	Agencia de Desarrollo Internacional de los Estados Unidos	United States Agency for International Development

Annex 2: Table of results achieved, M&E Plan

Año de inicio	Año de terminación	Actividad	Metas e indicadores de Plan M&E	Metas e indicadores realizada	Comentarios
1.1. Maestros capacitados por el PAEBI tienen que demostrar que sus clases han aumentado en igualdad de género, uso de técnicas y materiales					
2000	2004	1.1.1. Capacitación sobre técnicas del PAEBI al personal y coordinadores de ONGs, el MINEDUC, DDE, laJ EDEBI, etc.	Capacitación a cien CTAs, JEDEBIs, OTEBIS, etc.	Se capacitó a 208 CTAs JEDEBIS, OTEBIS, sobre metodologías del PAEBI, para que luego las repitieran a otros miembros de la comunidad educativa.	Un logro cuantitativo lo constituye la cantidad de personal técnico capacitado. cualitativamente. Se resaltan las metodologías y los materiales educativos con los que fueron capacitados. Dichos aportes han sido reconocidos nacionalmente por ser prácticos, útiles y con una estructura sistemática y contextualizada a la realidad del niño del área rural, cuidando los
			Participación de cinco ONGs en actividades de apoyo a la EBI.	Diecisiete ONGs recibieron capacitación y han integrado las metodologías y los materiales del PAEBI en sus jornadas de capacitación.	

			CTAs, OTEBIs, miembros del equipo técnico de base, ONGs locales y otros miembros clave de la comunidad educativa equipada con conceptos, métodos y materiales para proporcionar capacitación sobre EBI.	CTAs, OTEBIs, miembros de los comités técnicos de base, ONG locales y otros fueron capacitados en: metodología para la enseñanza y aprendizaje de L1 y L2; elaboración de materiales, pedagogía activa, matemática maya, cultura maya, y cómo integrar el apoyo de los padres y madres en el proceso educativo.	enfoques cultural y lingüístico del mismo. En un alto porcentaje, los capacitados calificaron los talleres de excelentes, por ser prácticos, útiles, interactivos y participativos. Las ONGs y los CTAs aumentaron paulatinamente la adopción de las metodologías y de los materiales del PAEBI. A medida que fueron recibiendo el reconocimiento nacional por los efectos positivos que se lograron en las aulas donde se aplicaron, creció el interés y hubo demanda por capacitación sobre lo que el PAEBI había creado. Hasta la fecha, existen solicitudes del MINEDUC y de diferentes ONGs que hacen educación para transferirles las experiencias del Proyecto.
2002	2004	1.1.2. Transferencia de los módulos de capacitación a maestros y a unidades de la DDE.	Cinco módulos -que incluyen el modelo de capacitación del PAEBI- desarrollados para el Diplomado de CTAs y empleados de la DDE.	Trece módulos desarrollados para el Diplomado sobre EBI impartido a CTAs y empleados de la DDE.	Este material les brindó técnicas, métodos, conceptos y materiales sobre EBI. Con éstos se evidenció, técnica y prácticamente, cómo hacer calidad educativa en el aula, y aún más cómo monitorear y acompañar el proceso.

			Maestros, CTAS, OTEBIS y otros miembros de la comunidad educativa a nivel local y nacional, equipada con conceptos, métodos y materiales para promocionar capacitaciones sobre EBI con las técnicas del PAEBI.	Maestros, CTAS, OTEBIS y otros miembros de la comunidad educativa fueron capacitados en: metodología para la enseñanza y aprendizaje de la L1 y la L2, elaboración de materiales, pedagogía activa, matemática maya, cultura maya y cómo integrar el apoyo de los padres y madres en el proceso educativo.	Los procesos de aceptación y adquisición de las propuestas metodológicas del PAEBI aumentaron paulatinamente, dado que los miembros de la comunidad educativa fueron reconociendo su efectividad a partir de los dos últimos años, cuando lo aplicaron y se convencieron de cómo buscar la calidad educativa por medio de las propuestas metodológicas que el proyecto impulsó.
2003	2004	1.1.3. Diplomados CTAs.	Diecisiete CTAs (50%) participaron en un diplomado de cien horas, en el departamento de Quiché.	Veintidós CTAs (78%) participaron en un diplomado de 165 horas, en el departamento de Quiché. De los grandes logros de dicha capacitación son el interés mostrado y la dedicación por el aprendizaje del idioma K'iche' y su aplicación en sus respectivas áreas de trabajo; así mismo, fueron de interés la ampliación y la profundidad con que se analizó la cultura maya y su efecto en el proceso de enseñanza y aprendizaje.	El diplomado fue de mucho apoyo, fortalecimiento y sustentación para la calidad educativa con énfasis en el bilingüismo, según lo expresaron los participantes. Este evento les brindó técnicas, métodos, conceptos y materiales que evidenciaron, en forma técnica y práctica, cómo hacer calidad educativa en el aula, y aún más, cómo monitorear y acompañar el proceso.

			El 50% de los CTAs de Quiché capacitó a miembros de la comunidad educativa con metodologías del PAEBI.	El 100% de los CTAs de Quiché capacitó a miembros de la comunidad educativa con metodologías del PAEBI. La entrega, la iniciativa y los resultados (docentes usando su L1 como medio de enseñanza, y aplicando materiales y una pedagogía activa) evidenciados en algunos municipios en apoyo a la EBI han sido de mucha satisfacción como producto de la vinculación de los CTAs para apoyar a la EBI.	El reconocimiento de los efectos positivos, la práctica en el aula, y los diseños de capacitación con una estructura práctica y de repetición han permitido que los CTAs asuman el compromiso de liderar procesos de capacitación, socializando por medio de repeticiones de las prácticas pedagógicas que han aprendido. Las jornadas han sido repetidas, en su mayoría, a maestros en servicio.
2001	2004	1.1..4. Otros agentes del Sistema Educativo (CTAs y ONGs) condujeron capacitaciones que incluían metodologías del PAEBI (facilitación de capacitaciones por agentes del sistema educativo).	Once ONGS y el 50% de los CTAs capacitaron a otros miembros de la comunidad educativa con metodologías del PAEBI. Dentro de las ONGs están: CIE-UVG, COEDUCAS, APEDIBIMI, CECHEDIR, AMVA, Cooperación Belga, ADEICHIL, CECI, EFPEM-USAC, Radio Quiché y la red de organizaciones mayas.	Diecisiete ONGs y todos los CTAs aprendieron, y ahora capacitan a otros miembros de la comunidad educativa con metodologías del PAEBI. Técnicos de ONGs han incluido elementos metodológicos y herramientas elaboradas por el PAEBI en sus programas de capacitación.	Las ONGs y los CTAs adoptaron la metodología y los materiales del PAEBI de forma lenta, al inicio, pero a medida que cobró relevancia nacional y mostró efectos positivos en los procesos del aprendizaje en las aulas donde se estaban aplicando, fue solicitada cada vez más. Hasta la fecha, se mantienen la solicitudes para la transferencia de lo que se ha denominado “Kemow Eta´manik”.

			ONGs capacitando a miembros de la comunidad educativa con las metodologías del PAEBI.	Diecisiete ONGs están capacitando a miembros de la comunidad educativa.	La adopción de los diseños de capacitación, de las metodologías y de los materiales producidos por el PAEBI se ha evidenciado en las jornadas de capacitación que ellos realizan. Es importante mencionar que el interés por la apropiación de los materiales y de las metodologías ha sido producto de la aceptación Ministerial y de la observación directa –durante jornadas de visitas a nuestras escuelas- que han realizado a las aulas donde se han implementado, y producto de las exposiciones que se han realizado en las oficinas del PAEBI-Quiché.
2002	2004	1.1.5. Capacitación al personal del MINEDUC y a miembros del área K'iche' sobre metodologías de EBI.	Al 80% de los CTAs y agentes de la JEDEBI se les capacitó sobre conceptos, métodos y materiales de EBI en los departamentos de Quiché, Sololá y Quetzaltenango.	Todos los CTAs y agentes de JEDEBIs fueron capacitados en metodologías para la enseñanza y el aprendizaje de L1 y L2, elaboración de materiales, pedagogía activa, matemática maya, cultura maya y cómo integrar el apoyo de los padres y madres en el proceso educativo. Además, se capacitó a 585 CTAs y a técnicos de las JEDEBIs de trece departamentos por medio de la estrategia de transferencia a nivel nacional. De esta manera, se está transfiriendo el Kemow Eta'manik con sus respectivas guías.	La adopción y la réplica de la metodología del PAEBI fue exitosa en la comunidad K'iche'. Autoridades del Ministerio, a nivel departamental, reconocieron la labor del PAEBI, actualizando a sus mandos intermedios, quienes a su vez lo hicieron con los maestros y maestras bajo su cargo. Como resultado cualitativo, se logró el reconocimiento del Proyecto como una ONG con propuestas técnicas, prácticas y contextualizadas a la realidad sociolingüística y cultural de nuestro medio.

			Se fortaleció, en conceptos, métodos y materiales de EBI, a.CTAs y miembros de las JEDEBIs de cuatro departamentos de la comunidad K'iche'.	Se fortaleció, en conceptos, métodos y materiales de EBI, a CTAs y miembros de las JEDEBIs de trece departamentos de la comunidad K'iche'.	Noventa CTAs y técnicos de las JEDEBIs se capacitaron, y a su vez, capacitaron a los docentes bajo su cobertura jurisdiccional, enseñándoles metodologías y materiales contextualizados, y técnicas prácticas e interactivas para mejorar la calidad educativa de los niños y niñas que atienden.
1.2. Capacitación de pre-servicio a las Escuelas Normales fortalecidas en EBI (Escuelas Normales y CETEBIs)					
		1.2.-1. Se facilitó la adaptación y la adopción de materiales de EBI en Escuelas Normales.	Se produjeron siete módulos de capacitación para estudiantes de las Escuelas Normales y ejemplos de materiales didácticos para las Escuelas Normales.	Se distribuyeron, 75 juegos de siete módulos para el fortalecimiento de la EBI en cinco Escuelas Normales: Normal Bilingüe de Nebaj, Colegio Maya Bilingüe de Cunén, Normal Bilingüe de Santa Cruz del Quiché, Colegio Bilingüe Tujal, Normal Bilingüe de Uspantán. Los módulos son los siguientes: Matemática vigesimal maya, Manual para el uso del calendario maya, Láminas de expresión oral, Contexto sociocultural de Guatemala y realidad educativa, Leer para aprender, Culturas e idiomas de Guatemala, Enseñanza de español como L2.	En las Escuelas Normales Bilingües e interculturales, son escasos los materiales para el desarrollo de la EBI. Personal Técnico del PAEBI identificó y seleccionó siete módulos para el fortalecimiento de procesos educativos pertinentes. Entre estos materiales figuran módulos que apoyaron los Procesos de Desarrollo Profesional (PDP) impulsados por el Ministerio de Educación durante el año 2002. Los otros módulos fueron seleccionados por las temáticas que abordan (Matemática maya, Calendario maya, Español como segunda Lengua y Cosmovisión maya).

			Estudiantes de las escuelas Normales orientados en EBI y demostraron sus conocimientos durante su práctica docente.	Ver 1.2.4	
2000	2004	1.2.2. Capacitación de catedráticos de las Escuelas Normales.	Setenta catedráticos de Escuelas Normales de los siguientes municipios de Quiché: Santa Cruz, Ixcán y Nebaj; y Escuelas Normales privadas de Cunén, Uspantán y Nebaj.	83 Catedráticos de cinco Escuelas Normales capacitados con materiales de EBI.	La implementación de metodologías, técnicas y materiales a los catedráticos de las Escuelas Normales fue posible durante el período 2001-2003. Este período nos permitió apoyarles a fortalecer los descriptores de los cursos, brindándoles técnicas y métodos prácticos y útiles en la formación de docentes bilingües.
			Catedráticos de Escuelas Normales usan módulos y materiales introducidos al aula por el PAEBI.	Catedráticos han incluido metodologías y materiales del PAEBI en los contenidos de los cursos afines a la EBI.	El atraso que el MINEDUC tuvo en la definición del currículo nos permitió auxiliar y fortalecer a catedráticos de las Escuelas Normales, dotándoles de materiales y metodologías en forma bilingüe a fin de que contaran con herramientas apropiadas para la formación de futuros docentes.

2000	2004	1.2.3 Apoyo al MINEDUC para finalizar y difundir el Currículo de EBI revisado para las escuelas normales de Quiché.	Participación de personal del PAEBI en la reunión programada por el MIDEDUC para elaborar este currículo.	Participación en doce actividades (reuniones, talleres, seminarios) para elaborar el currículo.	El equipo central de la transformación curricular del nivel infantil requirió y valoró la participación de miembros del equipo técnico del PAEBI, pero las políticas educativas no permitieron culminar y poner en marcha el currículo de las normales mientras duró Proyecto. Los aportes técnicos y la experiencia del proyecto ha sido aceptada, esperando que se refleje en el nuevo currículo.
			Experiencias del PAEBI incorporadas en el nuevo currículo de EBI de las Escuelas Normales.	El MINEDUC requirió paquetes de módulos, metodologías y técnicas para elaborar materiales educativos.	El logro significativo ha sido responder a la solicitud del comité central de transformación curricular: dotarlos de materiales, metodologías, técnicas y guías al para percibir cuáles materiales se podrían incluir en el currículo que hasta la fecha no se ha culminado.
2003	2004	1.2.4 Apoyo para pilotar estrategias de prácticas docentes de los estudiantes de las escuelas normales bilingües.	75 estudiantes haciendo prácticas en Escuela del PAEBI, con capacitación específica en L1 y L2 por tres días.	35 estudiantes haciendo prácticas en algunas escuelas del PAEBI. No existió una estrategia definida de práctica asumida por los catedráticos de las Normales atendidas.	El poco interés de directores y catedráticos descartó la implementación de una propuesta técnica y sistemática para la práctica docente. En el segundo semestre del año 2003, se elaboró una propuesta de práctica docente, la cual se incluyó en tres Normales oficiales del departamento, pero no fue tomada en cuenta a la hora de la implementar la práctica docente a principios del 2004.

			Estudiantes de Escuelas Normales utilizaron métodos y materiales de EBI en sus práctica docentes en las Escuelas del PAEBI.	Los estudiantes de las Normales Bilingües fueron capacitados en la elaboración de materiales educativos y con técnicas para la enseñanza y aprendizaje del idioma materno y del español como L2.	La falta de un cronograma integrado de trabajo y la preocupación de los catedráticos por cumplir con los contenidos de los descriptores de los cursos limitó mucho las capacitaciones planificadas para los futuros maestros y maestras bilingües.
		1.2.5 Coordinación con la Fundación Kennedy para introducir educación especial en el currículo de las escuelas normales.	Un consultor contratado para supervisar y monitorear el trabajo, dar asistencia técnica, y mantener comunicación entre el MINEDUC, la Fundación Kennedy y el PAEBI.	Adaptación para uso en Guatemala del cuaderno de ejercicios para los participantes y el manual del facilitador de *Enseñando a Niños y Niñas de escuelas primarias con retraso mental leve a moderado (Edades de 4 a 12 años)* 75 cuadernos del facilitador y 1000 de participantes fueron reproducidos.	

			Producto terminado. El MINEDUC recibió, de parte de Consultores de la Fundación Kennedy, contratados por PAEBI/World Learning, ayuda para desarrollar su Programa de Educación Especial.	Capacitación a 35 facilitadores (25 de MINEDUC y 10 de sociedad civil y universidades) en 3 talleres conducidos por la Fundación Kennedy. Estos 35 lo replicaron con 500 docentes de escuelas Normales, de educación especial y regulares en Guatemala, Coban, Quetzaltenango, Chiquimula en 2 talleres. También, se capacitó a 75 alumnas de educación especial de la Universidad del Valle Guatemala (UVG), 75 de la Universidad de San Carlos, y 75 empleados de la Secretaria de Bienestar Social de la Esposa del Presidente.	El Ministerio de Educación se ha comprometido de dar seguimiento a estas capacitaciones y están pidiendo futuro apoyo del Fundación Kennedy y USAID en el tema. En 2005, se integré a niños de retraso mental moderado a las escuelas regulares, para que ellos sean integrados al aula normal no solo en las escuelas especiales.
		1.2.6 Apoyo, seguimiento y mantenimiento a los CETEBIs, quienes originalmente estaban en las Escuelas Normales alrededor de Quiché	Se ayudó a seis CETEBIs en las Escuelas Normales.	Se identificaron materiales educativos sobre EBI para el fortalecimiento de los procesos a nivel de Escuelas Normales, seleccionando cien recursos entre los que se pueden mencionar: módulos de capacitación para EBI, vocabularios en forma bilingüe (maya / castellano), revistas, noticias, links entre otros. Estos materiales fueron puestos en el sitio de internet *www.ebiguatemal.org*.	

				166 catedráticos de nueve Escuelas Normales fueron capacitados en el uso pedagógico del sitio web. La capacitación consistió en el conocimiento de la información contenida en dicho sitio. Los catedráticos capacitados son de las siguientes Escuelas Normales: Normal Bilingüe Oxlajuj Tz'i'y Normal Mixto "Juan de León" de Santa Cruz del Quiché; Normal Regional de Santa Lucía Utatlán, Sololá; Normal de Santa Catarina Ixtaguacán, Sololá; Colegio Maya Bilingüe de Cunén, Quiché; Normal de Nebaj; Colegio "Tujal" de Sacapulas, Quiché; Normal de San Pedro la Laguna, Sololá; Normal de Ixcán y Normal de Uspantán, Quiché. 932 estudiantes de las escuelas Normales mencionadas anteriormente fueron capacitados en el uso pedagógico del internet y de la página *www.ebiguatemal.org.*	

				Los estudiantes desarrollaron habilidades para usar el internet y el sitio como una herramienta más para realizar investigaciones temáticas que se desarrollan a nivel de aula.	
1.3. Maestros, directores y comunidades capacitados en EBI (capacitación docente)					
2000	2004	1.3.1 Diplomados en EBI, Administración, Nivel preescolar y especialización para CTAs.	1320 educadores (maestros, directores y CTAs) capacitados. Recibieron, como parte de su enseñanza, materiales y módulos.	1,300 educadores (maestros, directores, CTAs) capacitados y dotados con materiales y módulos. En un estudio realizado por MEDIR, sobre la mejora de la calidad educativa, se detectó que los docentes están: aplicando una metodología activa, incrementando el uso del idioma materno como medio de enseñanza, elaborando y aplicando materiales educativos contextualizados e interactuando, de forma bilingüe, con los niños y niñas. Se comprobó que la mayoría de los docentes está aplicando dichas metodologías y técnicas en su aula, lo que ha mejorado significativamente la calidad educativa en el departamento.	Los Diplomados, como una estrategia de capacitación docente, fue sin duda alguna el preámbulo de la reconquista de la confianza y estimulación que el docente estaba perdiendo. Para el proyecto, fue una estrategia significativa que permitió ofrecer especialidades de actualización a los maestros en servicio dentro de las cuales figuran: Especialidad en el CEF, Especialidad en el nivel Preescolar y Especialidad en Gestión Educativa. En cada una de estas especialidades, se doto a los participantes de métodos, técnicas, conceptos materiales y prácticas demostrativas para hacer una educación de calidad. Esto fue lo más significativo de los resultados positivos encontrados por el Proyecto MEDIR en el año 2003.

2001	2001	1.3.2 Capacitación en lectoescritura.	2,941 maestros capacitados.	3,246 maestros capacitados en técnicas y prácticas para mejorar su nivel de escritura y lectura de su idioma materno. Esta gran jornada de capacitación permitió mejorar mucho las habilidades lingüísticas de los maestros, dotándolos de técnicas y conocimientos básicos, pero prácticos, que les han permitido mayor seguridad y uso en su práctica pedagógica.	La capacidad técnica y financiera fue el mayor mérito para el Proyecto en la capacitación dirigida a los maestros en servicio al fortalecer sus cuatro habilidades lingüísticas en su idioma materno. Esta actividad fue una muestra de un buen trabajo coordinado entre el PAEBI y la DIGEBI. Es importante mencionar el liderazgo del PAEBI en la parte técnica del proyecto impulsado por el MINEDUC.
			Maestros mejor preparados para enseñar L1 ya que mejoraron sus propias habilidades.	En su mayoría, los docentes han demostrado, a lo largo de su práctica en el aula, mejoras en sus habilidades de lectoescritura en su idioma materno.	Un producto cualitativo fue la creación literaria presentada por los docentes que participantes en dicho evento, cuando escribieron adivinanzas, trabalenguas, cuentos, leyendas, anécdotas, historias y otros relatos. Dicho material fue un aporte a la bibliografía bilingüe como material de apoyo en el aula.

2002	2003	1.3.3 Capacitaciones cortas con la comunidad educativa.	3 mil educadores (docentes y miembros de la comunidad), de 500 comunidades, recibieron capacitación, por lo menos durante cuatro horas, sobre el contenido de una de las quince guías técnicas de EBI.	900 maestros y maestras, 7,722 madres y padres de familia y 1,355 estudiantes recibieron varios talleres durante este último año, con un promedio de 4.6 horas de capacitación de cada taller.	La estrategia de impulsar las capacitaciones cortas en su modalidad de réplica fue el complemento de éxito que el PAEBI cosechó, asegurando que la capacitación mantuviera su esencia y práctica en los distintos niveles que se haga la réplica y en el idioma materno de los maestros y padres de familia con el objetivo de asegurar su comprensión.
			En 300 comunidades, educadores demostraron el uso de técnicas y conceptos de EBI.	Las temáticas que más prevalecieron fueron: metodología de la lectoescritura en idioma materno, castellano como segundo idioma, matemática maya, metodología de EBI, pedagogía activa, elaboración de materiales, metodología para nivel infantil y cultura maya.	La metodología de EBI recibió el respaldo de madres y padres de familia en la medida que los docentes la desarrollaban en la práctica y mostraban las ventajas para el proceso del aprendizaje de los niños y niñas.
2000	2004	1.3.4 Capacitación de voluntarios juveniles y estudiantes de Institutos Básicos como asistentes (Promotores auxiliares).	900 promotores auxiliares graduados.	1,187 promotores auxiliares graduados. Es importante resaltar que, conforme pasaron los años, dichos jóvenes incrementaron su interés por servir a su comunidad y descubrir la vocación de ser maestros o maestras.	Haber impulsado el programa de PAEs automáticamente permitió fomentar el voluntariado. Al cierre del PAEBI, se pude decir que un alto porcentaje de los Promotores Auxiliares han descubierto el valor de servir a su comunidad sin ser obligados y sin

			Grupos de voluntarios jóvenes sirviendo como asistentes en aulas monolingües en español, demostrando técnicas aprendidas en las capacitaciones del PAEBI.	Parte de las experiencias exitosas de este subresutado fue que, al principio, todos los promotores recibían un apoyo económico que se trasladaba directamente al instituto donde estudiaban. Sin embargo, a partir del año 2003, ellos aceptaron ser totalmente VOLUNTARIOS, es decir, sin recibir incentivo económico alguno por su labor en la comunidad a la cual servían.	comunidad sin ser obligados y sin tener de por medio un incentivo económico. Como experiencia de éxito, se enmarca el haber permitido que jóvenes y señoritas también hayan descubierto su vocación de querer ser maestros y maestras bilingües para atender de mejor manera a los niños y niñas de su comunidad. Otra experiencia exitosa fue que gracias al apoyo que brindaron los jóvenes, aumentó el número de promoción y retención de niños y niñas de primer grado.
2002	2004	1.3.5 Capacitación y entrega del "Manual de sugerencias de la niña".	Se entregaron 5 mil copias del "Manual de Sugerencias".	7,163 copias del "Manual de sugerencias que apoyan mi trabajo" distribuidas a igual número de CTAs, Técnicos de JEDEBIs y docentes, tanto del sector oficial como de PRONADE. Dicho material fue muy bien aceptado por su calidad y facilidad de uso en el aula.	La falta de material en el aula que permita generar actividades pedagógicas atractivas, alegres, divertidas y saber cómo se usa el que existe, ha sido el reclamo de los docentes. El material del "Manual de sugerencias que apoyan mi trabajo" fue una respuesta a esta petición. Esto lo confirman tanto la aceptación y el uso que se pudo comprobar en las

			Maestros bajo la cobertura del PAEBI, ISEs, agentes de PRONADE, CTAs y JEDEBIs en las comunidades K'iche' e Ixil, otros programas educativos, agencias y el MINEDUC tienen más sensibilización y habilidades parar mejorar la educación de la niña a través del uso del *Manual de Sugerencias*.	En varias aulas visitadas, se pudo verificar el uso y la aplicación del material, lo que fomentó clases más interactivas y mayor participación de las niñas.	aulas de los maestros, como la solicitud que hicieron de este Manual ONGs y Escuelas Normales con quienes se trabajó.

2004	2004	1.3.6 Capacitación a docentes de primer grado a nivel departamental sobre las estrategias del PAEBI.	1500 docentes de primer grado capacitados durante nueve días sobre las estrategias del PAEBI y del MINEDUC.	1,910 docentes de primer grado capacitados durante nueve días sobre las estrategias del PAEBI y del MINEDUC. Lo relevante fue: el liderazgo técnico que el PAEBI tuvo al asesorar a técnicos del nivel central de la DICADE y de la DIGEBI a nivel central, y la responsabilidad de velar por el bilingüismo a nivel del departamento de Quiché.	El interés, la adopción y la puesta en práctica de las metodologías y materiales del PAEBI por parte del MINEDUC a nivel nacional ha sido el logro más significativo que ha tenido el Proyecto. Dicha incidencia no quedó solamente en compartir los materiales: un equipo técnico del PAEBI asesorará directamente a los técnicos del equipo central de la DICADE y de la DIGEBI, exponiéndoles en forma práctica y técnica las experiencias vividas - con sus ventajas y de Cualitativamente, se agrega que, en el último taller, se elaboró la propuesta metodológica de reforzamiento de lectoescritura que creó el PAEBI. Ésta la usará el MINEDUC para expandirla a nivel nacional para rescatar a los niños y niñas de primer grado.sventajas- al trabajar con un material ya validado en el departamento de Quiché.

			Docentes de primer grado del departamento de Quiché dotados con las estrategias del PAEBI en evaluación de rendimiento de los niños.	Docentes de primer grado del departamento de Quiché fueron dotados, en forma bilingüe, con estrategias del PAEBI, atendiendo así a los docentes mayahablantes de K'iche' e Ixil con herramientas en su propio idioma. Los docentes castellanohablantes también fueron dotados con las mismas herramientas.	Como aporte directo al departamento de Quiché, el PAEBI lideró técnica y financieramente la capacitación de los docentes de primer grado, elaborando los diseños y las sesiones de trabajo en forma bilingüe. De igual manera, el PAEBI apoyó a los docentes bilingües de Quetzaltenango y Totonicapán.
1.4 Un conjunto de estrategias específicas de aula, pilotadas para el primer grado de primaria.					
2004	2004	1.4.1 **Salvemos el Primer Grado** establecido en sesenta aulas de primer grado.	Presencia en sesenta aulas.	61 aulas atendidas en el año 2004 con 1968 niños y niñas beneficiados.	En la segunda etapa de implementación de las escuelas piloto, se llegó a completar 71 aulas. Sin embargo, por el traslado de diez docentes ya no se pudo continuar con esta cantidad, reduciéndose a 61 aulas.

2003	2004	1.4.2 Un conjunto básico de estrategias de **Salvemos el Primer Grado** adoptadas en sesenta aulas de primer grado.	Implementación de estrategias de Salvemos el Primer Grado en el aula: Dosificación de competencias, cuadro de control de progreso, pruebas estandarizadas, participación de los padres, ayuda por parte de los promotores auxiliares y tutores, materiales hechos con recursos locales, atención vacacional y metodologías de aprendizaje activo en L1, L2 y matemática.	En las 61 aulas, se implementaron las estrategias pedagógicas y las estrategias operativas. Estrategias pedagógicas: Dosificación de competencias, Cuadro de control de progreso, Pruebas estandarizadas, Participación de padres, Metodología activa, Apoyo de los tutores y promotores en treinta aulas. Estategias operativas: Coordinación entre la comunidad Educativa, Capacitación a docentes, Atención vacacional, y Supervisión y Evaluación.	Las estrategias aplicadas mejoraron la calidad educativa de los niños, ya que los maestros notaron que la aplicación de la dosificación de competencias, pruebas y cuadros de controles permitieron organizar mejor el trabajo con los niños y las niñas, al aplicar una metodología activa. Los niños y niñas aprendieron jugando, trabajando en equipos, en parejas e individualmente, utilizaron materiales locales y lúdicos, participaron con seguridad y confianza, y en todos los espacios de la comunidad. Los padres apoyaron a sus hijos e hijas permitiéndoles asistir diariamente a la escuela, apoyándolos en sus tareas en el hogar y asegurando el avance de los mismos. La comunicación entre maestros y padres mejoró, porque se tuvo el apoyo de los tutores y promotores en el aula como traductores de los docentes castellanohablantes.

					También, los tutores y promotores ayudaron en el manejo de grupos, asistieron a niños y niñas con dificultades de aprendizaje y elaboraron materiales lúdicos para hacer del aprendizaje una experiencia significativa y divertida. Las estrategias operativas permitieron una mejor coordinación entre: OTEBIs, docente, CTAs, y Director.
2003	2004	1.4.3 Compartir **lecciones aprendidas** de las escuelas piloto SPG.	Documentación de la actividad de la escuela piloto preparada y presentada.	Por ahora, se pueden adelantar algunas experiencias importantes: Actitud positiva de los docentes frente al desafío de disminuir la tasa del fracaso escolar. Los docentes están anuentes a dar un poco más de su tiempo para atender a los niños y niñas que lo necesiten.	
2003	2004	1.4.4 Cinco docentes del SPG fueron incorporados al programa **CETT.**	Cinco aulas integradas a las escuelas del CETT.	Se implementaron catorce aulas del CETT en Chichicastenango, con una población de 444 alumnos. Se hizo una fusión de metodologías, materiales y técnicas entre el CETT y el SPG.	

2.1 Paquetes de materiales contextualizados en el aula.					
2001	2004	2.1.1 Láminas de expresión oral y paquetes de juegos entregados a las comunidades.	1500 aulas con materiales. Uso de materiales elaborados por el PAEBI.	Ante la evidente falta de materiales educativos en el contexto de la cultura maya, en el PAEBI se diseñó un paquete de materiales para fortalecer los procesos que se desarrollan en el aula. Este paquete puede ser utilizado en cualquier idioma. Fue completado con otro paquete para las áreas lingüísticas K'iche' e Ixil.	Por la constitución multilingüística de algunas zonas del departamento del Quiché (Zona reina, Chicamán, algunas comunidades de Ixcán), se entregaron únicamente paquetes de láminas de expresión oral, ya que éstas no contienen escritura en ningún idioma.
				1,838 aulas de la comunidad K'iche' recibieron un paquete con seis materiales educativos contextualizados en la cultura e idioma maya K'iche' (láminas de expresión oral, lotería de palabras, lotería de números, lotería de glifos del calendario maya Cholq'ij, dominó de figuras y palabras en K'iche', rompecabezas de los elementos sagrados).	

				392 aulas de la comunidad Ixil recibieron un paquete con cinco materiales educativos contextualizados en la cultura e idioma maya Ixil (láminas de expresión oral, lotería de palabras, lotería de números, lotería de glifos del calendario maya Cholq'ij, rompecabezas de los elementos sagrados).	
				En 138 aulas, con igual número de maestros, fue entregado un paquete con 15 láminas de expresión oral.	
				888 aulas recibieron un calendario maya con su guía de uso.	
2,003	2,004	2.1.2 Materiales de lectura en L1 entregados a las comunidades cubiertas por el PAEBI.	228 comunidades con libros de lectura y/o diccionarios para el aprendizaje de L1 en los tres grados del Ciclo de Educación Fundamental (CEF).	212 comunidades del área K'iche' fueron dotadas con un paquete de materiales de lectura en L1. El paquete contenía: dos libros -con un promedio de 25.8 de cada uno para cada uno de los tres primeros grados de primaria.	
				También, se entregaron 1.4 diccionarios en K'iche' o Ixil y español a cada uno de los maestros de las mismas escuelas.	

				45 escuelas del área Ixil recibieron un paquete de materiales compuesto por: do textos para la enseñanza de la lectura y escritura en idioma Ixil (33 ejemplares para cada aula), dos libros de lectura (33 ejemplares para cada grado (segundo y tercero, solamente).	
2.003	2,004	2.1.3 Materiales de lectura en L1 entregados a las comunidades del área sociolinguistica K'iche'.	1250 aulas de primer grado, en las comunidades K'iche' e Ixil, fueron dotadas con textos de lectura en L1 y L2. Niños y maestros motivados para leer y usar materiales de lectura.	Faltan datos de JEDEBIS de la comunidad sociolingüística K'iche' (PENDIENTE)	

2.2 Materiales para el uso del docente.					
2,001	2,004	2.2.1 Paquetes de materiales –con su guía- de español como L2, contextualizados, desarrollados y aplicados.	1500 copias para 300 aulas de primer grado con la metodología de enseñaza de L2.	Mediante observaciones en las aulas cubiertas por el Proyecto, se determinó que no existen metodologías concretas para la enseñanza del castellano como segunda lengua: El maestro cree que con hablar o desarrollar las clases en idioma castellano da por hecho que está enseñando dicho idioma. Por ello, en el PAEBI se desarrolló una propuesta para la enseñanza de dicho idioma. La propuesta fue sistematizada por personal técnico del proyecto, pero en realidad fue desarrollada por Técnicos, OTEBIS y maestros en servicio. 912 aulas de primero, segundo y tercer grados fueron dotadas con una documento que consolida 22 unidades con sus respectivas herramientas para el desarrollo de español como L2.	
2,001	2,004	2.2.2 Materiales y módulos para el uso en el Diplomado.	1320 ejemplares (ver indicador general LLR1).	Se elaboró alrededor de veinte módulos sobre Educación Bilingüe Intercultural. Fueron distribuidos a 1,300 maestros.	

2,001	2,004	2.2.3 Desarrollo y reproducción de Guías Metodológicas sobre EBI.	Reproducción y distribución de 5 mil copias de 50 guías metodológicas de 2 páginas cada una. En 300 comunidades educadoras demostrando el uso de técnicas y conceptos de EBI.	Se elaboraron, reprodujeron y distribuyeron 300 copias de 80 Guías (diseños de capacitación). La distribución estuvo acompañada con capacitaciones a maestros de 300 comunidades cubiertas por el Proyecto. También, se capacitó, sobre el contenido de un promedio de 20 guías, a técnicos del PRONADE, Fe y Alegría, CARE, la JEDEBI de Quiché, CTAs de la comunidad K'iche'. Se elaboraron y distribuyeron 30,560 copias de dieciséis herramientas para primer grado. Se capacitó para su uso a 1,910 maestros de primer grado en el departamento de Quiché.	
2.003	2,004	2.2.4 Se consolidaron, validaron y compartieron las estrategias globales del PAEBI implementadas en preprimaria y en los grados del CEF. Estas estrategias son conocidas como "Kemow Etamanik".	Se reprodujo 3 mil copias del Kemow Eta'manik para distribuirlas en comunidades, el MINEDUC y otras organizaciones educativas. Comunidades muestran el apoyo y uso de las estrategias destacadas en el Kemok Eta'manik. El Kemow Eta'manik se usa como una herramienta para comunicar lecciones aprendidas para MINEDUC	Mil copias del Kemow Eta'amanik distribuidas a técnicos de ONGs, CTAs, UDs y Técnicos de las JEDEBI.	Inicialmente, contempló la reproducción de 3 mil copias del Kemow Eta'manik para igual número de maestros, pero se acordó distribuirlos a los CTAs y a técnicos de ONGs, en lugar de dárselos a los maestros.

			MINEDUC y otras organizaciones educativas.		

2.3 Comunidad educativa capacitado en producción de materiales educativos usando recursos locales.					
2,001	2,004	2.3.1 Preparación y reproducción de la "Guía para la Elaboración de materiales educativos con recursos locales".	Distribución de la "Guía para la Elaboración de materiales educativos con recursos locales", de acuerdo con la necesidad de las trescientas comunidades. Comunidad educativa adoptando "Guía para la Elaboración de materiales educativos con recursos locales", y promocionando la producción de materiales en aulas de las comunidades.	En 644 comunidades fueron distribuidas guías para la elaboración de materiales educativos con recursos locales y reciclables. Estas guías fueron entregadas, durante capacitaciones cortas, a un promedio de treinta padres de familia y cuatro maestros de cada comunidad.	

2,003	2,004	2.3.2 Apoyo a la DDE, JEDEBI y otras organizaciones de Quiché y de la comunidad sociolinguistica K'iche' para producir materiales a nivel escuela-comunidad para aulas de preprimaria y de los grados del CEF.	150 Capacitados en diseño y producción con materiales locales. Distribución de la "Guía para la Elaboración de materiales educativos con recursos locales", de acuerdo con la necesidad de las trescientas comunidades. Comunidad educativa adoptando "Guía para la Elaboración de materiales educativos con recursos locales", promocionando la producción de materiales para las escuelas de las comunidades.	147 CTAs, OTEBIS, y técnicos del PRONADE, CARE y JEDEBI, de la comunidad sociolinguistica K'iche' fueron capacitados en la elaboración de materiales educativos con recursos reciclables. 499 UDs, CTAs, Supervisores y OTEBIs de trece departamentos en donde se implementa educación bilingüe, fueron capacitados en la producción de materiales educativos con recursos reciclables. (Transferencia de experiencias del PAEBI).	

2,001	2,004	2.3.3 Capacitación a docentes, padres, alumnos y grupos locales en la producción y uso de materiales educativos, para los niveles de preprimaria y los grados del CEF, elaborados con recursos locales.	400 aulas capacitadas en la elaboración de por lo menos un material usando recursos locales. (incluido como un tema en 1.C y 3.A) En 30% de las comunidades PAEBI, la comunidad educativa (docentes, padres, alumnos y grupos locales) produciendo y usando materiales educativos hechos con materiales locales incluyendo materiales reciclados.	Padres de 184 comunidades elaboraron materiales educativos con recursos locales. De las 184 comunidades, padres de 142 han entregado los materiales a los maestros y lo están usando en las aulas. De las 184 comunidades Padres de 131 utilizan los materiales reproducidos en su casa para apoyar la educación de sus hijos. 495 maestros en igual número de aulas elaboran y usan los materiales elaborados con recursos locales en sus actividades pedagógicas.	
2.4 Festival de Lecto-escritura y Producción de Materiales					
2,003	2,004	2.4.1 Festival Anual de EBI sobre lectoescritura y producción de materiales.	Las historias escritas y los productos creados en idioma maya fueron premiado por la competencia anual de lectura EBI diseminada ampliamente y competencia de material local anual sostenido en 2003 y 2004 en al menos tres de seis regiones.	El "Festival Anual de Lectoescritura y Producción de Materiales de EBI" se ha llevado a cabo dos veces, en los años 2003 y 2004. Se realizaron al nivel de aula.	

				Las niñas y los niños participaron en concursos de declamación, canto, poesía, narración de cuentos, anécdotas, creación literaria. De esta manera, demostraron los dominios de las habilidades lingüísticas en idioma maya y castellano. Se desarrollaron al nivel de escuelas en donde se seleccionaron a dos estudiantes, quienes representaron a su establecimiento a nivel municipal. En el evento municipal, se seleccionaron a los niños que participarían al nivel regional. Se premió a los tres primeros lugares del concurso regional. También, participaron maestras y maestros del CEF apoyados por el PAEBI. Los participantes crearon prototipos de materiales concretos -con sus respectivas guías- y de lectura para los grados del CEF. Estos materiales posibilitan el desarrollo de competencias en el contexto de la cultura maya. Los objetivos de estos festivales fueron: demostrar el dominio de las habilidades lingüísticas en dos idiomas alcanzado por los niños; y incentivar a docentes para la creación de materiales educativos con recursos locales.	

				En los dos eventos se premió a las niñas y los niños que mostraron mayores habilidades en el manejo de las competencias comunicativas. En el último festival, realizado en el año 2004, al niño ganador se le entregó una mochila con útiles escolares y, para él y todos sus compañeros de aula, maestro y padres, un viaje al parque de diversiones Xetulul. Los pases se obtuvieron con el apoyo de la Ministra de Educación y de la iniciativa privada.	
2.5 Centros de computación en escuelas primarias.					
2,003	2,004	2.5.1 Creación de centros de computación en escuelas primarias (CETEBIs), con programas de computación interactivos EBI.	Se establecieron y equiparon quince CETEBIs con computadoras. Se capacitó en el uso del *software*, durante diez días, a no menos de tres personas por cada	Se implementaron dieciséis CETEBIs en igual número de escuelas primarias del área rural. Los CETEBIs se encuentran en: Nebaj (4), Sacapulas (3), Ixcán (3), Joyabaj (3), Santa Cruz del Quiché (1), Zacaualpa (1) Cunén (1).	

			tres personas por cada comunidad. CETEBIs utilizado por la comunidad educativa, y administradores de CETEBI, maestros y estudiantes usando los programas de educación interactiva.	Se creó un material interactivo denominado “Jun E” para ser utilizado en los CETEBIs. El material interactivo desarrolla competencias de lectura y escritura en el contexto de la cultura maya. También, por Internet, se seleccionaron e instalaron en los CETEBIs, once programas educativos gratuitos. Para el uso efectivo de estos programas, se desarrollaron guías de aplicación.	
				Se capacitó, para el uso de los once programas, a 97 maestros de las escuelas donde se instalaron los dieciséis CETEBIs. Con padres de familia, docentes y administrador de todos los CETEBIs, se desarrollaron talleres para el diseño de estrategias de sostenibilidad (un taller por centro).	
				El objetivo primordial de los CETEBIs fue convertir las computadoras en una herramienta más para el desarrollo de competencias básicas en niños del nivel primario.	

				La experiencia de la creación del material interactivo “Jun E”, un material contextualizado en la cultura maya , fue muy interesante porque se tuvo la oportunidad de poner en evidencia la capacidad del personal técnico local en la producción de materiales interactivos contextualizados. El material fue reconocido por las Naciones Unidas como uno de los cuarenta mejores productos, seleccionados entre más de 800 materiales presentados a nivel mundial.	
3.1. Comunicación y colaboración entre comunidades y escuelas incrementadas a través de la capacitación para mejorar la calidad de la EBI.					
2000	2003	3.1.1 Creación de un **manual** para ayudar a que las comunidades mejoraran la EBI y la educación.	Manual Kem, producido y aplicado en cien comunidades.	En diciembre de 2002, se editó el manual Kem y se entregó a más de 600 Comités Educativos atendidos por el proyecto (un manual por cada comité). El manual fue validado en las comunidades por los técnicos de campo durante los años 2001 y 2002 y luego se publicó.	Se consideró importante la elaboración de un manual de participación comunitaria para guiar el proceso de involucramiento de las madres y los padres de familia en la gestión escolar, y para presentar los derechos, obligaciones y roles de los padres. Ofrece algunas técnicas de cómo realizar un diagnóstico de la realidad educativa y priorizar las líneas de acción.

			Las escuelas y las comunidades se encargan de actividades y decisiones para apoyar la EBI y la educación.	La mayoría de los ochenta COEDUCAS fueron los mejores aliados para realizar actividades y tomar decisiones que ayudaron al desarrollo de la EBI en las aulas. Los padres de familia exigieron el desarrollo de la metodología bilingüe. Hubo COEDUCAS que, al inicio del año, seleccionaron su maestro con perfil bilingüe.	Con la capacitación sobre la metodología de la EBI, sus fundamentos legales y pedagógicos, así como sus ventajas para el aprendizaje de los niños, los COEDUCAS de Las Flores y Chijolóm (Jocopilas), Chucanac (Sacapulas), Patzulá y Parlaché (Joyabaj) y San Antonio Sinaché (Zacualpa) exigieron EBI para sus escuelas.
2003	2004	3.1.2 Creación de **guías** para ayudar a comunidades a mejorar la EBI y la educación.	Cien guías de diez páginas entregadas para ayudar a escuelas de las comunidades locales y otras acciones específicas de la comunidad relacionadas con la EBI.	En cada capacitación realizada con los comités, se les entregó copia de la guía para elaborar materiales con recursos locales y reciclables, y materiales para actividades prácticas: derechos y obligaciones, cómo realizar una visita al maestro, el horario del niño, entre otros.	Debido al analfabetismo y a lo novedoso que es ocuparse del desarrollo educativo, la distribución de guías no fue la principal actividad, sino el tratamiento de los temas y actividades en forma directa por el técnico de campo con los comités organizados. Entre los temas desarrollados con los padres de familia están: el rol de los padres de familia, el horario del niño, la elaboración de materiales educativos, los derechos y obligaciones, la evaluación del rendimiento académico de los de niños y la visita al maestro.

			Escuelas y comunidades se encargan de actividades y decisiones para apoyar la EBI y la educación.	Al final del proyecto, se editó el manual de guías. Los CTA distribuirán dos ejemplares a cada comunidad educativa local para que los utilicen. Las guías para elaborar material educativo con recursos locales y reciclables son fuertemente aceptados tanto por maestros como por padres de familia.	Las guías para elaborar materiales con recuros locales y reciclables son muy aceptadas. Se mencionan algunos como referencia. Santa Cruz del Quiché: Pacajá I y El Arenal. Joyabaj: Panchún, Cerro Cumatz, Patzulá, Nim Chaj, Chi Rij Tzaq y Chixquiná. Sacapulas: Chijolón, San Lucas, Chucanac y Piedras Negras. Cunen: Xobor, Panimachaj y Xeguinacabaj. Nebaj: Xexuxcap, Laguna Tzalbal y Vijolom II.

3.2. Organizaciones de Padres y Madres de Familia Creados y Fortalecidos					
2002	2003	3.2.1 Consejos educativos creados y/o fortalecidos.	500 comunidades con consejos educativos creados y 500 fortalecidos por el PAEBI.	En la primera etapa del proyecto, se trabajó con las Juntas Escolares, los Comités Educativos y los COEDUCAS de 700 comunidades. En la primera fase, se registraron 577 comités, con los cuales se desarrollaron actividades de sensibilización, capacitación y fortalecimiento organizativo, 2000 - 2002.	Cada comunidad atendida presentó distinto grado de respuesta. Los COEDUCAS fueron los que mejor respondieron, en tanto que las Juntas Escolares mostraron distintos niveles de respuesta. De aquí se entiende que de 700 escuelas atendidas, fueron 577 los comités que mostraron interés en las actividades del PAEBI; el resto no reaccionó: muchos por el peso de las actitudes negativas y las ideas extendidas por el sindicato del magisterio entre los padres de familia como los razonamientos de rechazo a la EBI, a la Junta Escolar y a la supuesta privatización de la educación.
2004	2004		Escuelas y comunidades se encargan de actividades y decisiones para apoyar la EBI y la educación.	En la segunda etapa, se dotó de herramientas y estrategias de compromiso de los padres de familia en el desarrollo educativo de los niños en la escuela de la comunidad.	A medida que creció el conocimiento sobre las ventajas de la EBI para los niños mayahablantes, los comités de educación plantearon otras necesidades como: una escuela de EBI completa (Xatinap III, Patzulá, Xexucap, entre otros), maestros bilingües y textos en idioma maya.

			435 Juntas Escolares en los departamentos de Quiché, Sololá, Totonicapán, Quetzaltenango y Huehuetenango.	Las 424 Juntas Escolares fueron capacitadas en sus funciones y sobre la importancia de la EBI, y la equidad de género. En la segunda fase, se dio seguimiento a 234 comités (2003 - 2004). Además, se organizaron y capacitaron 178 Juntas Escolares, y se capacitaron 246 Juntas Escolares organizadas anteriormente en su mayoría en Huehuetenango y otros cinco departamentos.	La participación de los padres de familia en la gestión escolar es necesaria, pero previo debe haber capacitación y organización de los mismos. Luego, debe darse un acompañamiento técnico y financiero para que alcancen resultados concretos de su participación. Las dificultades que se encontraron en este proceso son: actitud negativa de los maestros, falta de tiempo de los padres de familia y la capacitación debe ser muy práctica.
2000	2003	3.2.2 Comunidades ayudadas en diagnóstico y **plan educativo**.	240 Comunidades con **plan educativo**.	575 comunidades realizaron diagnóstico. De éstos, 303 desarrollaron un plan educativo y 95 impulsaron la ejecución de las actividades del plan (2000 - 2002). En la segunda fase (2003 - 2004), 113 impulsaron la ejecución de las actividades del plan; no sólo tienen plan educativo, sino que procuraron ejecutarlo en acciones concretas: gestión de mejoras, solicitud de maestros, encuentro y diálogos con los maestros para mejorar la calidad educativa.	Algunas evidencias de un comité fortalecido. Juntamente, el director y el comité realizan visitas domiciliarias. Los niños son inscritos y enviados a la escuela cuando empieza el ciclo escolar. Los padres de familia se turnan para visitar a los maestros. Los ancianos tienen acceso a la escuela para dar consejos y animar a los niños para que estudien. Hay más mujeres participando en los comités. Hay un nuevo discurso de los padres de familia sobre la EBI. Hay más padres de familia que revisan las tareas de sus hijos u comentan en las asambleas comunitarias el funcionamiento de la escuela.

3.3. Miembros de la comunidad educativa apoyando actividades educativas.					
2000	2004	3.3.1 Padres y madres de familia capacitados para ser **promotores auxiliares** en el aula.	50 padres o madres participando en el aula como promotores auxiliares.	837 madres y padres de familia tuvieron participación en el aula de la escuela como promotores auxiliares. El motor de ese interés fue el aprendizaje de los niños y de las niñas, y la promoción de la cultura maya. La formación de la escuela de padres de familia apoyó fuertemente la capacitación y la participación de los padres de familia como auxiliares en las aulas donde estudian sus hijos.	Tener un indicador totalmente superado es motivo de éxito en esta línea de actividades, pero no puede generalizarse para todo el departamento de la misma forma. La mayor participación de padres de familia, como promotores auxiliares, fue en el municipio de Ixcán; por un lado, por el trabajo de la escuela de padres; y por otro, los maestros tienen mayor apertura porque hay más control de la comunidad sobre los mismos.
			Padres y madres sirviendo como asistentes en aulas monolingües en español y/o multigrados.	Servir como traductor o apoyar al maestro monolingüe, ese fue uno de los motivos importantes para la participación de los padres de familia en el aula, además de apoyar el conocimiento de la cultura maya.	IDEM

2000	2004	3.3.2 Apoyo para planificar actividades de nivel local que fortalecen la calidad de EBI, y el uso de recursos externos, abogacía, etc.	Diez ejemplos de actividades: Grupos de padres capacitando a otros padres, docentes capacitando a otros docentes en la producción de materiales, grupos de padres mostrando responsabilidad para la escuela primaria CETEBI's.	En Ixcán, hubo más de diez experiencias de padres de familia capacitando a otros padres de familia. Así sucedió con menor frecuencia en otros regiones. Se capacitaba a los miembros de la red y ellos replicaron la actividad para socializar los aprendizajes.	Padres de familia capacitando a otros es una estrategia que se queda en su fase inicial; sucede lo mismo con los maestros. Los cambios ya fueron captados, pero faltan evidencias de los mismos para que sirvan como motivación y credibilidad para los demás. Los padres de familia capacitaron a otros sobre derechos y obligaciones en la educación de los hijos. Apoyo en la realización de las tareas escolares de los niños en la casa. Ventajas de la EBI, entre otros. En tanto los maestros, se centró en enseñar a otros la elaboración de materiales educativos.
			La comunidad educativa implementó actividades automotivadas para mejorar la calidad educativa.	En la medida que se profundiza la reflexión sobre la educación de los niños y se dota de herramientas prácticas a los padres de familia, se logra la participación de la comunidad educativa que promueve la calidad educativa. Hubo grupos de padres de familia que fortalecieron su organización y capacidad de gestión, que se enfocan más en el desarrollo de la EBI como calidad educativa.	Los comités mostraron su interés en la calidad educativa al participar en las actividades siguientes: solicitud de maestros bilingües (PRONADES), solicitud de textos bilingües en la JEDEBI y otros proyectos. La mayoría de comités entendieron que el aprendizaje actualmente se hace jugando (aprendizaje interactivo) y no sólo haciendo planas, en silencio y en la pasividad.

2000	2004	3.3.3 **Capacitar** sobre acciones locales que mejoren la calidad de educación y abogar por la EBI.	300 comunidades educativas capacitadas en prácticas de EBI. La comunidad educativa implementó actividades automotivadas que mejorarán la calidad educativa.	Durante la primera fase, 2000 a 2002, se capacitó a 616 comunidades y, para 2003 - 2004, participaron 320 comunidades en las actividades de capacitación. Hay mayor conciencia de que los padres y madres deben apoyar la educación de sus hijos, así como organizarse para intervenir directamente en las acciones educativas en la escuela.	Los comités educativos de las comunidades que participaron con el PAEBI seleccionaron delegados para que participaran en la escuela de padres de familia y se les capacitara. Las madres y los padres capacitados por el PAEBI tuvieron la misión de repetir las capacitaciones con los demás miembros de la comunidad; es lo que garantizó cambios y acciones importantes: visión sobre la EBI y acciones prácticas para ayudar en el proceso de aprendizaje de los niños en la escuela.
2002	2004	3.3.4 Trabajar con comunidades para involucrar a padres en actividades del aula. **(PaPCI)**	Veinte comunidades tienen padres o expertos comunitarios directamente involucrados en actividades de aula para enseñar sus habilidades a los alumnos.	27 actividades PaPCI en la región Ixil, 17 en la región II, 16 en la región VI, trece en la región IV y siete en la región III. Los especialistas invitados e involucrados en el proceso de aprendizaje de los niños mostraron alegría e interés por seguir participando.	Mientras exista distanciamiento entre los procesos de aprendizaje de la escuela con la dinámica e intereses de la comunidad, la presencia de los especialistas comunitarios en el aula será un tanto por iniciativa externa y no una necesidad del proceso de formación de los niños en la escuela.
			Miembros de las comunidades muestran el interés y se involucran en las actividades de aula.	A finales de septiembre de 2004, fueron 83 comunidades las que realizaron una rica y basta experiencia de intervención de padres y madres de familia en el aula.	Entre las actividades facilitadas por los especialistas comunitarios están: elaborar redes, morrales, bordados, canastos, panel; curar con plantas de la localidad; tratar temas como respeto a la madre tierra y todo lo que tiene vida, entre otros.

3.4 Red de Padres y Madres de Familia					
2000	2003	3.4.1 **Representación** de las comunidades.	Cien representantes.	A finales del 2002, participaban en la red, representantes de más de 160 comunidades, en las que intervino el proyecto. En el 2003, el proyecto mantuvo relación con dichas comunidades y apoyo algunas actividades de la Red: una reunión anual de la red departamental.	Los procesos de selección y delegación de miembros de la comunidad para que los representen, cobra mucho interés y responsabilidad dentro de las comunidades. El principal obstáculo es el costo económico de dicha participación activa.
2000	2002	3.4.2 Red de padres de familia departamental **organizado**.	La red tiene misión, visión y estructura.	Durante los años 2000 y 2001, se formuló la visión y la misión de la asociación. Además, se desarrollaron actividades de diagnóstico educativo y planificación para establecer Komon Ja. A finales del año 2002, se realizó el I Congreso Departamental de Madres y Padres de Familia.	Los padres de familia y delegados a la asamblea de Komon Ja son conscientes de la visión y misión de su asociación. Dos factores determinaron el estancamiento: 1) los miembros de los comités cambian cada año y le restó continuidad a la iniciativa; 2) al carecer de fondos económicos propios, la asociación no pudo sacar adelante sus planes como organización departamental.
			Sostenibilidad de la Red fortalecida.	Las bases de la red están fortalecidas: COEDUCAS, Juntas Escolares y Comités de Educación. Estas organizaciones comunitarias tienen mayor idea y experiencias de la importancia de apoyar la educación de los niños. Falta solamente hacer el puente entre el interés local con el regional.	ADEJUC le da asesoría jurídica, pero aún necesita apoyo técnico y financiero, debido a que sus miembros son de escasos recursos y deben invertir mucho tiempo para reunirse.

2000	2002	3.4.3 Red de padres de familia departamental **legalizada**.	La Red es reconocida legalmente.	Desde mediados del año 2002, la Red Departamental de madres y padres de familia "Komon Ja" cuenta con personería jurídica.	La Red Departamental obtuvo su personería jurídica, pero este mismo estatus lo está atando, debido a los compromisos fiscales y ellos mantuvieron sus operaciones contables en cero.
2000	2002	3.4.4 Directivos y **delegados** departamentales y nacionales.	Treinta nacionales y cien departamentales.	150 representantes de madres y padres de familia se reunieron en el I Congreso Departamental. Teinta madres y padres de familia viajaron a la ciudad de Guatemala para abogar ante el Ministro de Educación y ante la Comisión de Educación del Congreso por el desarrollo de la EBI en el departamento de Quiché.	La muestra de una organización de base y representativa de las Madres y Padres de familia preocupó a la dirigencia magisterial e incluso a las autoridades educativas del departamento porque significa auditoría social y voz legítima para opinar sobre los temas de educación en las comunidades indígenas. Hace falta esta voz organizada de las madres y padres de familia, de manera que haya opinión desde las bases comunitarias.

			Influyen a nivel departamental y nacional.	Con la realización del I Congreso y la ejecución de los compromisos adquiridos, hicieron efectivo su incidencia a nivel nacional y departamental. Como compromiso del I Congreso, las madres y los padres de familia visitaron a los CTAs para entregarle los resultados del evento y expresarle su disposición a colaborar en acciones que procuren la calidad educativa.	La subdirección departamental de educación en Ixcán valoró esta iniciativa del proyecto y la participación organizada de los padres de familia. Otros CTAs se limitaron a escucharlos y agradecerles la visita. Los CTAs más vinculados al sindicato del magisterio cuestionaron la realización del Congreso y sus resultados. Estos últimos expresaron sus temores ante la organización de los padres de familia.
2003	2004	3.4.5 Apoyo a la formalización y al fortalecimiento de las **redes de padres de familia** a nivel local, poniendo énfasis en la participación de la mujer.	Cinco redes de padres de familia en los niveles municipal y departamental fortalecidos a través de tres reuniones de redes regionales y tres eventos departamentales.	Durante los años 2003 y 2004, se realizaron al menos tres talleres regionales en cada una de estas sedes: Ixcán, Nebaj, Cunen, Uspantán, Sacapulas y Joyabaj, municipios en donde los padres de familia mostraron mayor interés en la organización para abogar por la calidad educativa en las escuelas públicas.	La red municipal de Ixcán queda totalmente consolidada. Nebaj legalizó su estructura al aliarse con la red de COEDUCAS, en tanto que las otras necesitan más atención y asesoría de los CTAs y maestros para que se desarrollen mejor.

			Redes de padres activamente abogando y sensibilizando en sus comunidades escolares y en sus municipalidades.	Ixcán es una red municipal muy sólida. Las otras realizan actividades comunes: reunirse cada dos o tres meses, y por separado cada padre de familia visita al maestro de su hijo/hija, da tiempo y espacio para que su hijo/hija estudie y revisa tareas. Las acciones más frecuentes de los padres de familia organizados y sensibilizados son monitorear el cumplimiento de días y horas de trabajo del maestro y los aprendizajes de sus hijos.	Las acciones de los padres de familia se concentraron alrededor del proceso de aprendizaje de sus hijos en la casa y en la escuela. Las dimensiones municipal, departamental y nacional, sólo fueron ocasionales, lo que implica que aún falta atención a la abogacía por los derechos a la educación universal y a la movilización en torno a la misma.
2003	2004	3.4.6 **Intercambio de comunidades** en la cual dos o más comunidades visitan una comunidad modelo para intercambiar experiencias.	Al menos cien comunidades involucradas en intercambios.	Miembros de 188 comunidades participaron en actividades de intercambio de experiencias. El plan de intercambio entre grupos de madres y padres de familia consolidó las acciones que desarrollan los padres de familia con relación a la educación de sus hijos en la escuela: visitar al maestro, elaborar materiales educativos, dar espacio y tiempo en casa para que sus hijos estudien.	La diferencia entre lo planeado y la realizado estriba en que esta línea de actividad fue bien aceptada y solicitada por los maestros y padres de familia. Los intercambios supuso aprendizajes prácticos y por supuesto replicables en otras comunidades.

			Organizaciones de padres dialogando con otras comunidades escolares para aprender, compartir sus experiencias e intercambiar ideas.	Pequeñas delegaciones de las comunidades satélites participaron en actividades de observación de aula en escuelas de comunidades modelos, les fueron mostrado que hacen los anfitriones para apoyar la educación de sus hijos en la escuela y tarea de los visitantes fue fortalecer lo que hacen o repetir a otros lo nuevo que aprendieron. La interacción de organizaciones de padres de familia fue una primera experiencia y permitió aprender unos de otros; además, consolidó acciones a favor del desarrollo educativo en la comunidad.	Varias escuelas modelos en las diferentes regiones sirvieron como centro para realizar los intercambios con otras delegaciones comunitarias. Entre las comunidades ejes podemos mencionar: Patzulá, Chi Rij Tzaq y Parlaché, en Joayabaj. Las Parcelas y Paxeja, en San Andrés Sajacabajá. Pacajá y El Arenal, en Santa Cruz. Xexuxcap y Tzalbal La Laguna, en Nebaj.
2004	2004	3.4.7 **Feria de EBI** para padres de familia del departamento de Quiché.	Al menos, 200 padres de familia - representando a las seis regiones del PAEBI- asistieron a la feria de EBI a nivel departamental.	225 madres y padres de familia participaron activamente en la Feria Educativa Departamental, provenientes de todos los municipios de Quiché.	Hubo público que llegó a participar en las actividades de la feria, entre ellos padres y madres de familia, maestros y técnicos de programas de educación, quienes expresaron grata impresión sobre lo que pueden hacer por los niños con un poco más de dedicación.
			Padres de familia presentan sus experiencias positivas con la EBI, demostrando sus compromisos con el programa.	Dieciséis grupos de madres y padres de familia socializaron sus conocimientos y prácticas de cómo apoyar el aprendizaje de los niños en la casa y en la escuela.	La socialización de sus hallazgo reafirmó lo bueno que están haciendo, y las congratulaciones que recibieron los animó a seguir y mejorar sus actividades para el aprendizaje de los niños.

3.5 Participación y Liderazgo de Mujer mejorada en la gerencia de la escuela y sobre otros asuntos relacionados con la educación de los niños y con el desarrollo de la comunidad en general.					
2000	2003	3.5.1 Diseño y producción de módulos y guías de liderazgo para la mujer.	Siete módulos producidos y validados en las comunidades.	Se diseñaron siete módulos de capacitación: Integración, Organización y funciones de grupos de trabajo, Desarrollo comunitario, Hogar escuela y educación bilingüe, Planificación, Administración, y Comités Escolares. Los primeros seis módulos fueron validados en cincuenta comunidades, 25 del municipio de Chichicastenango y 25 de Nebaj. El último módulo fue validado en 25 comunidades de Nebaj y en 22 de Chichicastenango.	La validación de los módulos de capacitación permitió su aplicación con mucha seguridad en otras comunidades cubiertas por el PAEBI.
2000	2003	3.5.2 Pilotear módulos y estrategias de capacitación en liderazgo de la mujer en cincuenta comunidades de Nebaj y Chichicaste-nango.	Una o dos mujeres guías de cada una de las cincuenta comunidades capacitadas sobre los siete módulos realizan réplicas en sus comunidades, con quince mujeres cada vez (800 mujeres capacitadas en total).	Las cincuenta comunidades seleccionaron a 51 mujeres guía, quienes, en el proceso de capacitación, participaron un promedio de 48.6 mujeres en cada capacitación de los siete módulos. Las mujeres guía fueron capacitadas sobre los módulos y luego apoyaron las capacitaciones dirigidas a 886 madres de familia de las cincuenta comunidades.	Las mujeres guía que no participaron en todas las capacitaciones de los módulos, no lo hicieron por haber tenido dificultades como: haberse enfermado -ellas o sus hijos- y no tener donde dejar a sus hijos para asistir a la capacitación.

				Las capacitaciones desarrolladas tuvieron el impacto de aprendizaje esperado, ya que las mujeres guía manifestaron que adquirieron nuevas habilidades: hablar en público, dirigir grupos, proponer y rechazar propuestas, entre otras. Algunas se involucraron en actividades de procesos de desarrollo comunitario, iniciando la negociación en otras instancias para resolver algunas de las necesidades de sus grupos y de su comunidad. Otras se integraron para fungir como animadoras de alfabetización, o se están involucrando en otras organizaciones como la SOSEP (Secretaría de Obras Sociales de la Esposa del Presidente) o Puente de Amistad (proyecto que proporciona créditos para que las mujeres tengan un ingreso económico). Un logro importante fue que las autoridades reconocieran a las mujeres guía, pues ya son tomadas en cuenta en las reuniones de sus comunidades.	

2003	2004	3.5.3 Capacitación a Mujeres Guía.	Una o dos mujeres de cien comunidades modelos capacitadas sobre seis módulos abreviados como Mujeres Guía por OTEBI's y Facilitadoras.	Como primer paso del proceso de capacitación para mujeres guía, se seleccionaron -a finales del año 2002 e inicios del 2003- a 173 mujeres, quienes se instruyeron sobre los módulos de capacitación enumerados en el apartado 3.5.1 de este informe. En el año 2004, se realizó una depuración de mujeres guía para que éstas apoyaran fuertemente el proceso de capacitación con madres de familia de sus comunidades. Quedaron electas 55 mujeres de 46 comunidades.	Para conocer las habilidades que han desarrollado las mujeres guía, consultar el apartado 3.5.2 de este informe. En la meta, se planteó cien comunidades modelo, pero esto no fue posible debido a que hubo dificultad para definir las comunidades modelo.
2003	2004	3.5.4 Aumentó el porcentaje de mujeres en los comités.	Veinte por ciento de incremento. Porcentajes más altos de participación de mujeres en los comités escolares en las comunidades donde hay Liderazgo de la Mujer. Cincuenta comunidades con mujeres y un incremento, del veinte por ciento, de mujeres en el comité.	El incremento entre los años 2003 y el 2004 es del 24%, porque subio desde 11.9% a 14.8%. De las mujeres que integran el comité, varias poseen un potencial aceptable en su intervención comunitaria, emiten opiniones, presentan propuestas, discuten temas de beneficio para la comunidad, hacen críticas constructivas, exigen más capacitaciones para ampliar sus conocimientos.	La inclusión de mujeres en un comité escolar ha sido difícil, ya que han manifestado tener múltiples actividades en su hogar y, en muchos casos, mantienen el trabajo del comité escolar como tarea de los papás ya que ellos tienen mayor oportunidad para participar.

2000	2004	3.5.5 Publicación del manual de liderazgo	1000 Manuales de Capacitación sobre Liderazgo de la Mujer producidos y distribuidos en las comunidades, MINEDUC, CTA's y ONG's.	1,000 manuales reproducidos: 400 en K'iche', 400 en Español, y 200 en Ixil. Los manuales fueron distribuidos a personeros de la OSC del MINEDUC, a organizaciones gubernamentales, a ONGs que trabajan en comunidades con grupos de mujeres y con grupos mixtos, a entidades que dedican sus esfuerzos para el fortalecimiento de la educación, a organizaciones y lideresas de distintas comunidades del departamento de Quiché. La traducción del manual ha sido muy valorada por los diferentes beneficiarios, quienes indican que por ese medio se está promoviendo el rescate de los idiomas K'iche' e Ixil, y se está contribuyendo a la lectoescritura de los mismos, además de ser un derecho de las poblaciones indígenas.	En las varias comunidades del municipio de Ixcán, se solicitó que en próximas ocasiones se traduzcan los manuales en otros idiomas mayas. Ejemplo: Mam. Q'anjob'al, Q'eqchi'.
2000	2003	3.5.6 Informe del Componente LLR6.	Informe del documento final. Porcentaje más alto de niños de las mujeres participantes en las actividades de Liderazgo de la Mujer comenzando a promover.	El informe final de la primera etapa del componente de Liderazgo de la Mujer fue entregado a la AID durante el segundo semestre del año 2003. Se ha promovido al 78% de niños y de niñas, de acuerdo con la línea basal realizada por el PAEBI en el año 2004 en comperación a 73% a nivel general de esas comunidades.	

2003	2004	3.5.7 Modificación y ampliación del grupo piloto de Liderazgo de Mujer.	Diez grupos de diez mujeres cada uno, en cada una de las regiones donde se ofreció la capacitación. Seiscientas mujeres de la comunidad recibieron pláticas sobre la Mujer Guía.	En total, 46 groupos fueron formados en los sies regiones. El total de mujeres participantes en las capacitaciones de liderazgo de la mujer es de: 842. Entre ellas, algunas jóvenes que no son madres de familia, pero que les ha interesado formar parte del grupo. La participación inicial de las madres era pasiva; ahora, la mayoría de las madres emiten sus opiniones con firmeza, seguras de sí mismas, son más conscientes de la realidad educativa de sus hijos y ya participan en las dinámicas con más espontaneidad. Muchos docentes quedaron agradecidos por la motivación que se les dio a las madres, ya que ello contribuyó fuertemente en la promoción de los niños y de las niñas.	Como se puede apreciar en el número de grupos conformados en algunas regiones, no se logró formar los diez grupos debido a que existen limitaciones fuertes, como depender del esposo, tener múltiples tareas dentro del hogar, no tener costumbre de participar, etc.
			Disminución de la deserción de niños y niñas en las escuelas del PAEBI donde el programa Liderazgo de la Mujer está presente.	Promovidos: 78%, No promovidos: 18%, Deserción: 3%. Esto es en comparación a 73% de los niños cuyas madres no participaron.	
2002	2004	3.5.8 Realización de actividades de alfabetización y postalfabe-tización con	Participación de 400 mujeres durante ocho meses de alfabetización.	669 mujeres incribieron en el curso de alfabetización, y 408 fueron promovidas.	Como se aprecia en los cuadros, hubo mujeres que quedaron **en proceso,** es decir, que no fueron promovidas a la hora de pasarles

		mujeres. Actividad conjunta con COPMAG y la Fundación Castillo Love.	Participación de 400 mujeres durante ocho meses de postalfabetización	423 mujeres inscribieron y 257 fueron promovidas.	el examen final, pero sí adquirieron aptitudes que les ayudarán a desenvolverse en su vida cotidiana. Quienes están en el apartado de retirados, aparecen allí por diferentes situaciones (emigrar a la costa y por cumplir con tareas domésticas en el hogar, por ejemplo); tuvieron que abandonar el centro de alfabetización.
			800 mujeres graduadas con un nivel más alto de alfabetización.	En total, solo 665 mueres graduaron pero 168 quedaron en proceso cuando salió PAEBI. Las que participaron en el proceso de alfabetización y postalfabetización comentaron que lo aprendido les ayudará a ampliar su desenvolvimiento, a ser ejemplos en sus comunidades, y a aportar elementos para mejorar las condiciones de su comunidad.	
			75 mujeres participando en cursos de computación.	75 mujeres del municipio de Chichicastenango y cincuenta del municipio de Nebaj, incluyendo a diez padres de familia, participaron en el curso de computación llevado a cabo en coordinación con la Fundación Castillo Love, curso que motivará a los hijos de ellas a que sigan el ejemplo y aprendan computación, ya que a ellos les será de mucha utilidad en el futuro.	

2003	2004	3.5.9 Capacitación a madres para realizar actividades de aprestamiento con niños que estarán ingresando a la escuela.	35 madres capacitadas durante cinco días para preparar a niños que ingresarán a la escuela. Cincuenta por ciento de madres participando en actividades para preparar a los niños para la escuela, por medio de la formación de grupos de niños y la coordinación con maestros.	En total, capacitaron a 27 mujeres en 12 comunidades y ellas atendieron a 200 niños y niñas. Las voluntarias reunieron y prepararon a niños y niñas por espacio de dos horas, dos veces por semana, con un total de 100 horas desde marzo hasta septiembre del 2004. En ocasiones, se incluyeron en las actividades a los padres y madres de familia; posteriormente, ellos realizaban las actividades con sus hijos en el hogar. Para la implementación del proyecto de estimulación temprana, se diseñó una guía metodológica graficada para el uso de madres voluntarias. Las grandes áreas de aprendizaje plasmadas en la guía metodológica son: Desarrollo Psicomotriz, Socioafectividad, Representación Simbólica, Desarrollo Cognitivo. Dichos elementos contribuyen a una inducción adecuada de los niños previo a su ingreso a primer grado.	Al principio, se contó con cuarenta madres voluntarias, pero fueron desertando debido a los compromisos que ellas tenían en su hogar, a la vez que algunas solicitaban un incentivo por el trabajo que estaban realizando.
4.1. Estrategias de promoción masiva de la EBI, y de actividades y metodologías del PAEBI.					
Jun-01	Nov. 2004	4.1.1. **Revistas nacionales.**	Se publicaron ocho revistas sobre educación bilingüe intercultural.	Se editaron siete revistas. Se reprodujeron 3 mil ejemplares de cada una, excepto de la No. 6 (ésta trató sobre el proyecto "Salvemos el Primer Grado"; se reprodujeron 10 mil ejemplares).	Estas revistas fueron distribuidas a autoridades educativas, técnicos de proyectos educativos afines a la EBI, directores y maestros, estudiantes de las Normales Bilingües, madres y padres de

			El sector educativo y la sociedad civil están familiarizados con materiales y actividades de EBI.	Estas revistas contienen experiencias educativas exitosas de miembros de las comunidades educativas bajo la cobertura del PAEBI.	familia, y medios de comunicación.
Jun-01	Nov. 2003	4.1.2. **Afiches** en promoción de la EBI.	Cuatro afiches distribuidos a instituciones públicas, educativas y lugares estratégicos.	Se elaboraron cuatro afiches bilingües K'iche'/Español; se reprodujeron 3 mil ejemplares de cada uno. Su objetivo principal, "motivar a los lectores sobre la Educación Bilingüe Intercultural".	
Mar-03	May-03	4.1.3. **Trifoliar** que explica la misión del PAEBI.	Se publicó un trifoliar. El sector educativo y la sociedad civil están familiarizados con materiales y actividades sobre EBI.	Instituciones educativas afines y sociedad en general conocen detalles y funcionamiento del PAEBI.	
Nov. 2003	Sep-04	4.1.4. **Programas radiales sobre la EBI**	Fase 1: Diez programas. Fase 2: Ocho horas semanales –durante diez meses- de programación radial en Quiché, Nebaj e Ixcán. El sector educativo y la sociedad civil están familiarizados con materiales y actividades sobre EBI.	Miembros de 148 comunidades de las 234 que cubre PAEBI han escuchado los programas radiales EBI y dan información práctica de cómo ayudar a la enseñanza de los niños en casa. Esto representa un 63% de audiencia. 184 programas de 60 minutos c/u (Quiché), 180 programas de 30 minutos c/u (Ixcan).	Estos programas fueron difundidos en los idiomas Español, K'iche', Ixil y Multilingüe en Ixcán.

Ene-04	Jun-04	4.1.5. **Videos EBI** promocional y metodológico	Edición y publicación de dos vídeos sobre EBI. El sector educativo y la sociedad civil están familiarizados con materiales y actividades de EBI.	Reproducción, en VHS y DVD, de 400 ejemplares de los dos vídeos sobre EBI. Fueron distribuidos a personeros del MINEDUC y de sus dependencias, a técnicos de instituciones afines y a representantes de medios de comunicación.	Los actores o protagonistas son miembros de las comunidades educativas de Quiché, quienes han demostrado la efectividad de las estrategias pedagógicas de la EBI.
Nov. 2003	Abr-04	4.1.6. **Boletines electrónicos** enviados a personas que pudieran influir en las decisiones políticas sobre EBI y calidad educativa.	Se elaboraron cuatro boletines electrónicos y se enviaron a más de cien correos electrónicos.	Boletines recibidos por más de cien personas clave e influyentes para el diseño de las políticas y estrategias del sistema educativo nacional, por expertos en EBI y por líderes de opinión pública.	Estos boletines circularon a nivel nacional e internacional.
Ene-03	Nov. 2004	1.b.8 Apoyo al **Portal EBI** (IBE Website).	El portal sobre EBI continúa funcionando y actualizándose.	Constantemente se está actualizando y publicando información sobre las distintas experiencias y la producción de materiales sobre educación bilingüe intercultural. Esta actividad se coordina con la asociación "Aj B'atz'".	El portal contiene información sobre las organizaciones que implementan EBI.
4.2. Líderes públicos y privados involucrados en la EBI					
Ene-00	Nov. 2003	4.2.1. Apoyo a la **Red-interagencial** nacional.	La educación bilingüe intercultural EBI en la agenda, lineamientos conceptuales, participación regular en coaliciones nacionales y departamentales.	En cinco oportunidades, los representantes de doce organizaciones de la Red socializaron sus distintas experiencias para el reforzamiento mutuo y para incidir en el MINEDUC.	

			Otras organizaciones educativas están familiarizadas con los materiales y las actividades del PAEBI, y consideran que la EBI es prioritaria en sus agendas de trabajo.		
Nov-99	Nov. 1999	4.2.2. **Foro departamental** sobre "Visión de la EBI".	130 personas clave participaron en el foro departamental.	130 participantes aportaron sus ideas, experiencias y demandas en relación a la EBI en el departamento de Quiché; sirvió de fundamento para implementar el PAEBI. El foro permitió conocer la situación actual de la EBI en el departamento de Quiché.	
25-Jul-01	27-Jul-01	4.2.3. **Feria Hemisférica sobre Educación Indígena.**	La feria se realizó con la participación de delegados de doce países, quienes aportaron ideas y experiencias sobre EBI en cada uno de sus países. Se reprodujeron y distribuyeron mil de las revistas **"La Educación Indígena en las Amércias**" y cien CDs con la misma información.	Mejor posicionamiento social de la EBI en Guatemala. Sobrepasamos nuestra capacidad de convocatoria. Hubo aportes de muy buenas ideas y de experiencias exitosas de los participantes provenientes de Canadá, EE.UU. México, Colombia, Bolivia, Ecuador y Perú.	

Ene-02	Nov. 2003	4.2.4. Incremento de la **sensibilización** de miembros de la sociedad civil.	Los miembros de la red de padres de familia y de la sociedad civil -a nivel municipal y departamental- tuvieron dos foros con las nuevas autoridades para planificar la EBI y el programa educativo.	Se realizaron doce foros (dos en cada región), con un promedio de cuarenta participantes cada uno (480 en total). Se trataron temas relacionados con la educación bilingüe intercultural.	
			Padres de familia abogan por la EBI	Madres y padres exigieron la implementación de la EBI a las autoridades educativas. Según información de JEDEBI Quiché, solicitaron plazas para maestros bilingües.	
Ene-02	May-04	4.2.5. Búsqueda de apoyo del **sector privado** para actividades de EBI.	Por medio de dos talleres, los empresarios y directores de fundaciones se sensibilizaron sobre la importancia de la EBI.	Cinco empresarios visitaron escuelas de Quiché que están bajo la cobertura del PAEBI. Luego, se sostuvieron reuniones de intercambio de ideas y experiencias sobre EBI. Entre los dos talleres hubo setenta participantes.	
			Están incluyendo EBI en sus discusiones y agendas.		
Ene-00	Sep. 2004	4.2.6. Apoyo al **CNEM** (Consejo Nacional de Educación Maya) para realizar actividades sobre EBI y calidad educativa.	Apoyo dado y dos reuniones entre el CNEM y el PAEBI para dar ayuda técnica a las actividades financieras por el PAEBI.	Apoyo sobre educación bilingüe intercultural para los delegados del CNEM.	Dos reuniones con el Vicepresidente de la República y una con la Ministra de Educación para solicitar la inclusión de la EBI en los programas de gobierno

Nov. 2003	Oct-04	4.2.7. Apoyo al **Proyecto de Innovaciones Eductivas** de la Universidad Rafael Landívar (URL) para socializar y organizar experiencias exitosas.	Apoyo y participación dado por un representante del PAEBI durante las actividades de la red de Innovaciones Educativas de Guatemala.	Personeros de la URL observaron experiencias exitosas del PAEBI en la Escuela de Chirijt'zaq', Joyabaj.	El Proyecto de la URL incluyó, en las experiencias educativas del PAEBI, las innovaciones educativas de la REDIEG, observadas en la escuela de Chirijtz'aq', Joyabaj.
4.3. Apoyo técnico y fortalecimiento de la DIGEBI y del MINEDUC central y departamental					
Jul-01	Dic. 2001	4.3.1. **FODA** DIGEBI	Para la reorientación del funcionamiento de la DIGEBI, se identificaron sus Fortalezas, Oportunidades, Debilidades y Amenazas.	El PAEBI contrató a una consultora internacional para la aplicación del FODA institucional y la elaboración del Plan Estratégico de la DIGEBI. Los resultados del FODA sirvieron para orientar la planificación estratégica de la DIGEBI.	El documento que contiene los resultados del FODA está en la DIGEBI central, y sirvió de base para la nueva estructura interna de la DIGEBI.
Jul-01	Dic. 2001	4.3.2. **Plan Estratégico de la DIGEBI.**	Desde el año 2002, la DIGEBI cuenta con un Plan Estratégico.	Varios representantes de instituciones que trabajan EBI participaron en la elaboración de este Plan.	La DIGEBI cuenta con su propio Plan Estratégico.
Jul-01	Dic. 2001	4.3.3. **Equipos técnicos** organizados.	Equipos organizados.	Actualmente, la DIGEBI cuenta con las siguientes Unidades: Evaluación, Innovaciones Educativas, Lingüística, Recursos Humanos, y Administración. Esta nueva estructura de la DIGEBI surgió a partir del FODA y del Plan Estratégico elaborado en el año 2001 por medio de una consultoría internacional.	Con las distintas Unidades, la DIGEBI tiene un mejor funcionamiento.

Feb-04	Nov-04	4.3.4. **Asistencia técnica para el MINEDUC** y la sociedad civil en sus iniciativas de educación bilingüe intercultural. Esta asistencia incluyó el desarrollo de los macro y meso currículos, la transformación de Escuelas Normales y el proceso de descentralización.	Presencia del PAEBI en más de dos talleres sobre transformación curricular.	Dos representantes del PAEBI participaron en dos talleres de transformación de Escuelas Normales a nivel nacional, dirigidos por autoridades del MINEDUC.	En el primer semestre del año 2004, se hizo posible la comunicación fluida con las nuevas autoridades del MINEDUC, para presentarles las experiencias del PAEBI y ofrecerles talleres de transferencia.
			Promover, al menos, dos sesiones de análisis sobre la situación de la EBI en distintos sectores.	Participación de representantes de distintos proyectos con financiamiento externo.	
			Presentación de modelos de educación bilingüe intercultural basados en experiencias exitosas del Proyecto.		
Mar-02	Nov-03	4.3.5. a y b Apoyo a consejos educativos a nivel departamental y municipal para ayudar a desarrollar los **currículos regionales/lingüísticos.**	El PAEBI facilitó el desarrollo de currículos regionales por medio del trabajo con Consejos Técnicos Regionales en coordinación con la DICADE.	El PAEBI contrató a dos consultoras para dirigir los equipos técnicos que elaboraron las propuestas curriculares del nivel infantil de las comunidades Ixil y K'iche'.	Las propuestas de los currículos del nivel infantil para las comunidades K'iche' e Ixil fueron presentadas a las autoridades del MINEDUC, pero nunca hubo respuesta (las autoridades de la DICADE y de la DIGEBI se mostraron indiferentes ante esta propuesta).

			Diferentes sectores de la sociedad civil (miembros del magisterio, ONGs y representantes de padres de familia), en coordinación con el MINEDUC y la están desarrollando currículos regionales, del nivel infantil, en las comunidades K'iche' e Ixil.		ante esta propuesta).
Ene-03	Dic. 2003	4.3.6. Apoyo a la creación de los **Consejos Técnicos** para la Reforma Educativa	Se crearon dos Consejos Técnicos para monitorear el progreso de la reforma educativa, en particular el progreso del diseño y la elaboración de los Currículos Regionales de las comunidades K'iche' e Ixil.	El MINEDUC no impulsó oficialmente la creación y funcionamiento de los Consejos Técnicos; no los contemplaban dentro de sus estrategias.	El MINEDUC de período gubernamental 2000-2003 no tomó con seriedad la implementación de los Consejos Técnicos.
Ene-03	Nov. 2003	4.3.7. Apoyo a la contextualización de los currículos regionales de las comunidades **Xinka y Garífuna.**	Documentos elaborados, contextualizados y presentados.	Esto fue posible con la contratación de dos consultores específicos que trabajaron la contextualización bajo la supervisión de la DIGEBI.	Por el cambio de gobierno, no se sabe cuál será el seguimiento que se les dará a los avances logrados.

4.4. Fortalecimiento de políticas de la EBI: planificación, programas y capacidad humana dentro del Ministerio de Educación central, sus unidades descentralizadas y socios claves de ONGs.					
Ene-04	Ene-05	4.4.1. Colección y presentación de **materiales.**	Distribución de materiales sobre EBI a Técnicos de las Unidades Centrales de la DIGEBI y de la DICADE, CTAs, Supervisores Educativos y OTEBIs.	Por medio de distintos talleres, se distribuyeron los materiales educativos del Proyecto a Técnicos de la Unidad Central de la DIGEBI y de la DICADE, y a Coordinadores de las UDEs y de las JEDEBIs de trece departamentos.	La DIGEBI, la DICADE, DDEs han solicitado materiales producidos por el Proyecto.
Feb-04	Feb-04	4.4.2. **Presentación de experiencias** del PAEBI con el MINEDUC, del gobierno de Guatemala y de ONGs.	Una reunión para presentar estrategias, módulos, experiencias y resultados del PAEBI a los grupos técnicos del MINEDUC y de la DIGEBI central y departamental, y también a ONGs.	Se impartieron dos talleres de transferencia a técnicos de las unidades centrales de la DIGEBI y de la DICADE. Se dieron demostraciones de la elaboración y aplicación de las experiencias del PAEBI, basadas en las siete estrategias contenidas en el documento "Kemow Etamanik" Tejiendo el Conocimiento").	Experiencias del PAEBI se incluyeron en las estrategias y objetivos del MINEDUC.
			Temas, estrategias y módulos sobre EBI fueron incorporados en la política educativa nacional y departamental.	Se impartieron dos talleres de transferencia a Coordinadores de UDEs, JEDEBIs, a CTAs, a Supervisores Educativos y a Orientadores Técnicos de EBI, en trece de los departamentos que cubre la DIGEBI.	
Ene-00	Jun-04	4.4.3. Producción de documentos de **lecciones aprendidas.**		Este documento se encuentra en el infome final.	

	27 de enero 2005	4.4.4. Una **presentación de cierre** sobre lecciones aprendidas en el PAEBI, incluyendo los materiales producidos por el Proyecto.	Actividades de cierre del Proyecto, en Quiché, con autoridades del gobierno nacional y local, donantes y socios (Red Interagencial).	La Comunidad Educativa Nacional y las nuevas autoridades de gobierno están completamente informados sobre las experiencias y módulos para la posible adopción y aplicación en sus programas de EBI.	
		Una presentación de cierre a nivel nacional sobre lecciones aprendidas en el PAEBI, incluyendo los materiales producidos por el Proyecto.	Actividad de cierre en la Ciudad Capital, con autoridades del gobierno nacional donantes, socios (Red Interagencial), medios de comunicación, universidades, otros.		
Jun-04	Dic. 2004	4.4.5. **Evaluación de proceso** del Proyecto diseñado y complementado.		Trabajo presentado en el informe final.	
Jun-04	Dic. 2004	4.4.6**. Estudios de impacto,** evaluaciones de impacto y análisis de costos.		Trabajo en conjunto con MEDIR.	

5.1 Aportes metodológicos pre-primaria, pre-escolar y otras modalidades desarrollados y validados.					
2000	2001	5.1.1 Elaboración de **fundamentos culturales y pedagógicos.**	*Metas* Textos editados para preprimaria y niños preescolares. Cincuenta ejemplares reproducidos.	Se fotocopiaron 75 ejemplares del documento sobre los fundamentos culturales y pedagógicos del currículo de educación preescolar, para ser entregados a maestros de preprimaria y técnicos de las ONGs Y OGs que trabajan en el departamento.	El documento producido sobre los fundamentos culturales y pedagógicos del currículo preescolar fue bien aceptado por los maestros de este nivel y por técnicos institucionales. Por ello, hubo necesidad de reproducir 75 ejemplares en lugar de cincuenta.
2000	2001	5.1.2 **Unidades de aprendizaje integral,** contextualizadas, elaboradas y validadas.	Cuarenta unidades de aprendizaje; 150 juegos; cuentos escritos en castellano y K'iche'; cuentos grabados en cinta magnética, en K'iche'.	45 cuentos en español, K'iche' e Ixil grabados en audiocasetes y CD.	Los cuentos fueron recopilados por los docentes que participaron en el diplomado.Luego, se seleccionaron 45 cuentos para integrarlos a la metodología de Cuentos Mayas. Asimismo, un grupo de maestros editaron los cantos infantiles en el idioma materno de los niños y niñas de sus escuelas. Monitoreo y evaluación realizó un muestreo de la distribución de los materiales utilizados en el nivel preescolar y se constató que el 93% de los docentes de preprimaria bajo nuestra cobertura cuentan con los materiales mencionados. Los audiocasetes sólo los poseen cincuenta docentes; el resto de maestros hicieron copias por su propia cuenta.
				Veinte cantos infantiles en español y K'iche', grabados en audiocasetes y CD. Se reprodujeron cincuenta audiocasestes y se distribuyeron 50 copias a docentes de este nivel.	
				45 unidades de aprendizaje reproducidas y distribuidas en las escuelas.	
				Se distribuyeron 150 juegos de materiales contextualizados para rincones de aprendizaje que están beneficiando a 4500 niños y niñas de preprimaria.	
				Entre los años 2000 y 2004, 275 docentes de preprimaria recibieron 45 paquetes de materiales. Estos paquetes constan de: guías, láminas, secuencias gráficas. Sólo cincuenta docentes recibieron audiocasetes.	

2001	2001	5.1.3 **Escala de desarrollo** de niños, editada y distribuida.	Documento validado y con 100 ejemplares.	Se fotocopiaron 140 ejemplares de la escala de desarrollo para maestros de preprimaria. Se imprimieron 200 ejemplares de la guía de aplicación de la escala de desarrollo que será distribuida a programas de nivel preescolar y a los maestros que atienden esos grados.	En el año 2000, se distribuyeron las copias de la escala de desarrollo a los maestros de preprimaria, pero sintieron la necesidad de tener una guía. Por eso, se elaboró la guía.
5.2 Programas de capacitación para educadores del nivel desarrollado y aplicados.					
2000	2002	5.2.1 **Diplomados** en pre-primaria.	Sesenta educadores.	137 docentes recibieron el Diplomado en Preprimaria (26 hombres, 19% y 111 mujeres, 81%). El diplomado preescolar fue bastante activo y participativo, porque se desarrollaron muchas técnicas que facilitaron la participación de los niños.	
2000	2003	5.2.2 **Equipo de capacitación** constituido y preparado.	Cinco técnicos seleccionados	Doce orientadores técnicos seleccionados y capacitados acerca de la metodología de preescolar "Metodología de Cuentos Mayas" El equipo de capacitadores que se integró capacitó a los 275 docentes de preprimaria.	Los OTEBIs. (maestros liberados por el MINEDUC) se encargaron de capacitar a 150 maestros de cobertura PAEBI. El resto de maestros, que no eran de cobertura de PAEBI, fueron incluidos en la capacitación por solicitud del CTA.
2000	2001	5.2.3. **Módulos de capacitación** de preprimaria editados y distribuidos.	Cinco módulos con cincuenta ejemplares cada uno.	Se reprodujeron 275 copias de los siguientes documentos: Módulo Introductorio, Módulos de Noj, Eqale'n, Tzij, y Chak.	Se había previsto reproducir cincuenta ejemplares de los módulos, pero por la demanda hubo necesidad de reproducir 275 copias.

2000	2001	5.2.4 Edición de **módulos para capacitación de docents del nivel preescolar.**	Cincuenta ejemplares.	Se distribuyeron, a personal técnico de ONGs y educadoras del nivel preescolar, 75 ejemplares del documento que contiene cinco modalidades de atención preescolar.	Se definieron cinco modalidades de atención para niños y niñas menores de seis años.
5.3 Educadores aplican metodologías y materiales innovadores y contextualizados.					
2001	2003	5.3.1 Distribución de materiales de **unidades de aprendizaje** (cuento, láminas, etc.).	200 aulas o grupos de niños.	185 paquetes de 45 láminas distribuidos así: 114 paquetes entregados a docentes de prerrimaría y 71 paquetes entregados a ONGs y OGs para los docentes que trabajan con niños de preprimaria (Niños Maxeños, Niños Refugiados del Mundo, RICA, Niños para la Paz, PAIN, Hogares Comunitarios, SOSEP, Secretaría de Bienestar Social, CARITAS).	No se logró llegar a las 200 aulas dado que PAIN y Hogares Comunitarios cerraron varios centros por falta de fondos. Los paquetes de materiales que corresponden a las unidades de aprendizaje están comformados por: La guía metodológica, Láminas, Rompecabezas, Secuencias lógicas, y Cantos infantiles.
2001	2002	5.3.2 Diseño, producción y uso en el aula de **Paquetes de materiales.**	150 juegos desarrollados.	158 paquetes de materiales distribuidos en 158 aulas. Cada paquete de material para los rincones de aprendizaje consiste en: juegos de construcción, juegos de expresión simbólica, desarrollo del pensamiento lógico, y materiales de expresión oral.	Las aulas de preprimaria utilizaron las láminas y los materiales para los rincones de aprendizaje en las área de: Lenguaje, Matemática y Cultura.

2000	2002	5.3.3. Muestra de "**Experiencias exitosas**" identificadas, acompañadas y sistematizadas.	De tres a cinco experiencias en un documento de sistematización.	Se elaboró el primer instrumento de monitoreo para registrar las experiencias.	Para la sistematización, se presentaron varios problemas debido a las limitaciones encontradas para recopilar información. La primera limitante fue que no existía una unidad de monitoreo. Se hizo lo que se pudo y luego el coordinador de este Componente se trasladó a la DIGEBI Central; a partir de entonces, nadie le dio seguimiento a las escuelas laboratorio.
2000	2001	5.3.4 Realización y sistematización de **pilotaje** en cinco escuelas seleccionadas.	Cinco escuelas con documentos de sistematización y lecciones aprendidas.	Se elaboró un informe sobre la experiencia de cinco escuelas laboratorio acerca del uso de los rincones de aprendizaje y la aplicación de la metodología de cuentos Mayas. Las escuelas son: Cantón Pacho Chicalte (Santa Cruz del Quiché), Cantón Panajxit II (Santa Cruz del Quiché), Cantón Cerritos II (Chiché), Aldea Patzalá (San Antonio Ilotenango), y Cantón Mactzul II (Chichicastenango).	Se cuestionó bastante la pertinencia de los materiales, tanto por su calidad como por su alto costo y su bajo impacto con los niños y niñas. La lección aprendida con estos materiales obligó a establecer criterios pedagógicos para organizar rincones más pertinentes en las otras escuelas.
5.4 Coordinación estructurada y en operación de instituciones de EBI a nivel departamental.					
2000	2002	5.4.1 Integración de instituciones y mecanismos básicos de funcionamiento establecidos.	5 a 8 instituciones involucrados con documento base de organización.	Ver 5.4.2	

2000	2002	5.4.2 Creación de **Acuerdos de cooperación.**	De tres a cinco acuerdos.	Se suscribieron dos actas y se firmaron doce convenios con las ONGs para adoptar la metodología y los materiales producidos por el PAEBI.	Los convenios suscritos demandan cumplir los compromisos de utilizar bien los materiales destinados para los niños y niñas.
2002	2002	5.4.3 Organización e implementación de **acciones colectivas.**	Campaña por el Día del Niño.	Realización de un encuentro de niños	En el primer congreso de padres y madres de familia del año 2002, se aprovechó para que 24 niños presentaran el desarrollo de una unidad de los cuentos Mayas.
					Los niños dramatizaron, cantaron, declamaron, danzaron, lanzaron adivinanzas al público, contaron cuentos, hicieron repetir trabalenguas al público.

Annex 3: Materials produced

Teacher Training

Title	Description	Application	Date Published
Módulo aprestamiento para la lectura y escritura	Module with techniques and activities for teaching basic reading and writing.	IBE Diplomado for primary school teachers.	2000
Módulo el libro como recurso didáctico	Module that shows how books can be used as an educational tool.	IBE Diplomado for primary school teachers.	2000
Modulo estrategias para promover la lectura comprensiva	Module with activities for promoting an motivating reading	IBE Diplomado for primary school teachers.	2000
Modulo fundamentos de la EBI	Module explaining the political, psychological and pedagogical fundaments of IBE.	IBE Diplomado for primary school teachers.	2000
Modulo el lenguaje integral	Module explaining the importance of strengthening language and its use.	IBE Diplomado for primary school teachers.	2000
Modulo metodología para la lectura y escritura en idioma maya	Module with methods and techniques to teach reading and writing in a child's maternal language.	IBE Diplomado for primary school teachers.	2000
Modulo de administración educativa	Module explaining rules and administrative techniques having to do with education.	IBE Diplomado for primary school directors	2002
Modulo aprendizaje activo (Metodologia Montessori)	Module with active activities that can be applied with pre-school and primary	IBE Diplomado for pre-primary and primary teachers	2000

	school children based on the Montessori methods.		
Modulo aprestamiento mis juegos	Module with activities for active learning methods.	IBE Diplomado for primary school teachers.	2000
Modulo de auto-evaluación docente	Module with auto-evaluation techniques for teachers.	IBE Diplomado for primary school teachers.	2000
Modulo castellano como segunda lengua	Module with techniques and strategies used to teach reading and writing in a child's second language.	IBE Diplomado for primary school teachers.	2000
Modulo como construir la interculturalidad	Module with practical activities to implement intercultural practices in the classroom.	IBE Diplomado for primary school teachers.	2000
Modulo como identificar la interculturalidad	Module with practical activities to identify intercultural practices in the classroom.	IBE Diplomado for primary school teachers.	2000
Modulo Cholq'ij'	Module with pedagogical explanation of the Mayan calendar.	IBE Diplomado for primary school teachers.	2000
Modulo de inteligencias múltiples	Module focusing on the types of intelligences associated with the Mayan world vision.	IBE Diplomado for primary school teachers.	2000
Modulo de matemática inicial aplicada en CEF	Module with activities used to teach Mayan mathematics	IBE Diplomado for primary school directors	2000
Modulo de disciplina asertiva	Module with techniques for applying classroom discipline.	IBE Diplomado for primary school teachers.	2000

Modulo la educación de la niña	Module with a focus and activities to increase girl's participation in the classroom.	IBE Diplomado for primary school teachers.	2000
Modulo rincón de la ciencia	Module explaining how to set up a science learning station.	IBE Diplomado for primary school teachers.	2000
Modulo la escuela multigrado	Module with techniques for working in a multi-grade classroom.	IBE Diplomado for primary school teachers.	2000
Modulo estilos de aprendizaje	Module focusing on the different learning styles.	IBE Diplomado for primary school teachers.	2000
Modulo el juego y el aprendizaje	Module describing educational games and activities.	IBE Diplomado for pre-primary and primary school teachers.	2002
Modulo de legislación educativa	Module uniting the national laws with the practice of running a school.	IBE Diplomado for primary school directors.	2002
Modulo de niños especiales	Module describing how to work with children with special needs.	IBE Diplomado for primary school teachers.	2000
Modulo participación comunitaria para los maestros	Module with strategies of how to coordinate with parents.	IBE Diplomado for primary school teachers.	2000
Modulo rincones de aprendizaje para al preprimaria	Module with orientation of how to create and use learning stations.	IBE Diplomado for primary school teachers.	2000
Modulo de psicopedagogía del niño de 9 a 10 años	Module explaining how to develop motor skills and activities for 9 to 10 year olds.	IBE Diplomado for primary school teachers.	2000

Modulo de psicopedagogía del niño de 7 a 8 años	Module explaining how to develop motor skills and activities for 7 to 8 year olds.	IBE Diplomado for primary school teachers.	2000
Modulo de psicopedagogía del niño de 3 a 6 años	Module explaining how to develop motor skills and activities for 3 to 6 year olds.	IBE Diplomado for primary school teachers.	2000
Modulo de psicopedagogía del niño de 0 a 3 años	Module explaining how to develop motor skills and activities for 0 to 3 year olds.	IBE Diplomado for primary school teachers.	2000
Modulo de motivación y autoestima del docente	Module with activities to maintain motivation of the students and teachers.	IBE Diplomado for primary school teachers.	2000
Modulo que es la interculturalidad	Module with a conceptual description of how to apply intercultural practices in the classroom.	IBE Diplomado for primary school teachers.	2000
Modulo de las organizaciones gráficos	Module explaining the creation and use of visual aids in the classroom.	IBE Diplomado for primary school teachers.	2000
Modulo madres y padres en el proceso educativo	Module explaining parent's involvement in their children's education	IBE Diplomado for primary school teachers.	2002
Modulo de metodología educativa	Module summarizing of the most common education methodologies and their use in the classroom.	IBE Diplomado for primary school directors.	2002
Modulo normas y reglamentos del MINEDUC	Moudle with a summary and review of the rules and regulations set forth by	IBE Diplomado for primary school directors.	´2002

	the ministry of education that can be used by directors and CTAs.		
Modulo de matemática en la vida cotidiana de los niños y niñas mayas	Module teaching of math in a practical and logical manner that applies to the children's life.	IBE Diplomado for primary school directors and teachers.	2000
Modulo desarrollo de estrategias de pensamiento lógico (La Caja Lógica)	Module explaining the use of the "Logic box" in the classroom to develop critical thinking skills.	IBE Diplomado for primary school directors and teachers.	2000
Modulo de liderazgo y relaciones humanas	Module strengthening leadership and human relationships among teachers.	IBE Diplomado for primary school directors.	2002
Guía para el acompañamiento de docentes diplomados	Field manual, used by OTEBIs to assist teachers in the classroom.	IBE Diplomado for primary school teachers.	2001
Modulo del Pop Wuj	Module explaining the use of the Pop Wuj (Mayan sacred book) in the classroom.	IBE Diplomado for primary school directors and teachers.	2000
Guía sistematizada del sistema de capacitación a través de replicas	Guides to be replicated by OTEBIs in the field.	Short trainings done by OTEBI's and regional Monitors.	2003
Set de diseños de Capacitación I	Guides to be replicated by OTEBIs in the field.	Short trainings for PAEBI personnel, teachers and parents.	2003
Set de diseños de capacitación II	Guides to be replicated by OTEBIs in the field.	Short trainings for PAEBI personnel, teachers and parents.	2003
Set de diseños de capacitación III	Guides to be replicated by OTEBIs in the field.	Short trainings for PAEBI personnel, teachers and parents.	2003

Instrumento de sondeo de necesidades para docentes	A set of interments applied in the communities and schools to determine the needs of the population in terms of training.	Teachers and directors.	2003
Instrumento de sondeo de necesidades para estudiantes y catedráticos de las ENBI's	A set of interments applied in the communities and schools to determine the needs of the population in terms of training.	Normal Schools	2003
Instrumento de sondeo de necesidades para padres y madres de familia	A set of interments applied in the communities and schools to determine the needs of the population in terms of training.	Communities	2003
Instrumento de sondeo de necesidades para mujeres guías	A set of interments applied in the communities and schools to determine the needs of the population in terms of training.	Women	2003
Enseñando a niños y niñas de escuelas primarias (edades de 4 a 12 años) con retraso mental leve a moderado	Instructor's manual and participants workbook for teaching children with light to moderate mental disabilities.	Teachers of special ed students.	2004
Modulo Chak	Module explaining the development of motor skills in pre-school children.	Pre-school teachers	2000
Modulo Tzij	Module explaining the development of communication skills in pre-school children.	Pre-school teachers	2000

Modulo Eqa'len	Module explaining the development of skills found in the curriculum for pre-school children.	Pre-school teachers	2000
Modulo Noj	Module explaining the development of cognitive skills in pre-school children.	Pre-school teachers	2000
Curriculo pre-escloar	Methodological guide for developing skills in pre-school aged children. A proposal for the national bilingual pre-school curriculum.	Pre-school teachers	2001
Curriculo pre-primaria	Methodological guide for developing skills in pre-school aged children. A proposal for the national bilingual pre-primary curriculum.	Pre-school teachers	2001
Currículo Ixil	Proposal for a curriculum that is pertinent to the Ixil population.	Ixil primary school teachers.	2003
Cuirriculo K'iche'	Proposal for a curriculum that is pertinent to the K'iche' population.	K'iche' primary school teachers.	2003
Cultivando semillas	A report on how families traditionally raise children from 0 to 3 years.	Pre-school teachers	2001
Manual Salvemos el Primer Grado	A guide to the pedagogic methodologies used in SPG.	First grade teachers.	2004

Education Materials

Title	Description	Application	Date Published
Rompecabezas	Puzzle to develop logical thinking and strengthen the culture and its respective guide.	Students in first through third grade.	2001
Dominó de figuras y palabras en K'ich'e	Domino between words and images used to strengthen Mayan language skills and its respective guide.	Students in first through third grade.	2001
Dominó de palabras	Domino using words used to strengthen Mayan language skills and its respective guide.	Students in first through third grade.	2001
Memoria Cholq'ij	Memory of Mayan glyphs used to develop thinking skills and strengthen the culture, and its respective guide.	Students in first through third grade.	2001
Lotería de glifos, números y palabras	Bingo of Mayan words, numbers and glyphs used to develop attention and its respective guide.	Students in first through third grade.	2001
Laminas CEF	Visual aids depicting local scenes used for language development and cultural strengthening, with its respective guide.	Students in first through third grade.	2001
Dominós de palabras	Bingo of Mayan words used to develop attention and its respective guide.	Students in first through third grade.	2001
Laminas, Rompecabezas y	Visual aids, puzzles and logical	Pre-school children	2001

Secuencias Graficas Pre-primaria	sequence graphics used with pre-schoolers for development of communication skills.		
Cantos Infantiles	Childrens song used to animate pre-schoolers.	Pre-school students	2001
Guías para la elaboración de dados.	Guide to make origami dice and their use in the classroom.	Primary school teachers	2001
Guías elaboración de cuentos.	Guide to create reading books using local stories.	Primary school teachers.	2001
Guía para la elaboración de materiales con origami.	Guide to make origami figures and their use in the classroom.	Primary school teachers.	2001
Aprendiendo el español como segunda lengua	A book with activities of how to teach Spanish as a second language.	Primary school teachers.	2003
Florezcan las palabras de los hombres de maiz – Cunen y Joyabaj **	A reading book in Spanish and K'iche'	Third graders	2003
Kinb'inik inb' enaq *	A reading book in K'iche'	First graders	2003
La fiesta de los instrumentos musicales	A reading book in Spanish	First graders	2004
Ruxik we chak *	A reading book in K'iche'	Second graders	2003
Jachin Aninaq ***	A reading book in K'iche'	First graders	2003

*Chob' owem **	A reading book in K'iche'	Second graders	2003
*Calendario Maya Cholq'ij **	A Mayan calendar used to explain the significance of each day on the calendar.	Primary school teachers	2004
Kemow Eta'manik	PAEBI's guide to the principles of bilingual education.	Any one involved in education.	2004
El derecho de aprender	Guides for the use of materials produced by PAEBI.	Pre-primary and primary school teachers	2004
Hacedores del porvenir	Guides for training teachers and parents.	Technical staff	2004
Juego, aprendo y tomo conciencia	Guides for creating bilingual education materials.	Pre-primary and primary school teachers	2004
Guia metodologica *"Escala de Desarrollo de la Niña y el Niño del Área Rur*al"	Development scale for rural Quiché children.	Educators.	2004

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Community Participation

Title	Description	Application	Date Published
Manual de participación comunitaria –KEM- Tejiendo nuestra educación	A manual used to guide a community through their education reform process.	Community members	2002

Guía de Sensibilización	16 techniques for improving women's participation.	Rural women	2004
Guía metodológica para voluntarios/as para preparar niñas y niños de 4 a 6 años previo a su ingreso a primer grado	Guide to help develop motor skills of children between the ages of 4 to 6 in community early childhood stimulation activities.	Mothers	2004
Manual de Liderazgo de la Mujer	A manual used for promoting women's participation in their children's education.	Women	2004

Education Policy

Title	Description	Application	Date Published
Trifoliar del PAEBI	A brochure of information about PAEBI.	General public	2002
Revista Ri Qatzij, Números 1, 2, 3, 4, 5, 6 y 7	Magazines highlighting specific experiences in bilingual education.	General public	#1 2001 #2 y #3 2002 #4 2003 #5, #6 y #7 2004
Afiches "*Soy Bilingüe y Maestro Bilingüe*"	Motivational poster appreciating bilingual teachers and to encourage youths to study to be bilingual teachers.	Public offices and schools throughout Quiché	2002
Video Promocional EBI	Video promoting the importance of IBE	Parents	2004
Video Metodológico	Methodological video demonstrating the Kemow Eta'manik principles.	Teachers and IBE technical staff	2004

Annex 4: Consultancies and products produces

Date of work	Last Name	First Name	Description of Work	Result/ Product
3/00 to 6/00	Heizen	Archur	Provide broad support and direction toward the development, accreditation and administration of the teacher-training certificate program, *el diplomado*, to include: providing support, training and general mentoring to the *Diplomado* Coordinator for teacher preparation; assisting in the program's administrative, managerial, planning and evaluation of training activities, materials, curriculum, etc.; and examining potential points of collaboration between the Social Investment Fund (FIS) and World Learning with regard to the *Diplomado* program.	A final report submitted in hard copy and electronic form outlining completed and planned activities
7/00 to 8/00	Millet	Susan	Develop a training program for primary school graduates to become bilingual teacher aides and adult literacy educators to include: preparing, piloting, and revising a training of trainers program for teachers to administer; developing a training manual; creating a curriculum of activities and materials for teacher aide training and usage; assisting with the application of the model to other project areas; delivering training content through various workshop presentations, including	1. Trip report of activities undertaken 2. Final versions of all modules and materials developed for teacher aide and literacy promoter programs 3. A field-tested and validated teachers' manual for training effective teacher aides and literacy educators 4. Monitoring and Evaluation instruments for tracking post-training performance and the impacts of their work 5. Written report on the results from the workshop on L2, Spanish as a Second

			the Indigenous Hemispheric Conference; training a group of educators from the DDE, DIGEBI, and PAEBI to promote program sustainability; and designing a program monitoring and evaluation strategy.	Language, realized during the Hemispheric Fair including a list of principal participants, conclusions, and recommendations for subsequent actions
10/00 to 11/00	Zamora Abaj	Gloria	Organize a workshop on how to improve IBE with a focus on gender.	Workshop completed.
6/00 to 11/00	Gonzalez	Alicia	Developed education materials for PAEBI project	Presented final design via a workshop with PAEBI Coordinators
10/00 to 12/00	Cevo	Juan Humberto	Assistance to MINEDUC with thier DICADE branch.	
12/00 to 12/00	Diagne	Malik	Present, along with consultant, Molly Melching, a women's empowerment and literacy training model, known as TOSTAN in Senegal, to PAEBI staff and partners to serve as a model to include: presenting project experiences to USAID, the Ministry of Education, and other Guatemalan partners; and discussing possible adoption/adaptation and the technical assistance required for such actions.	
12/00 to 12/00	Melching	Molly	Along with, consultant, Malik Diagne, present a women's empowerment and literacy training model, known as TOSTAN in Senegal, to PAEBI staff and	

			partners to serve as a model to include**:** presenting project experiences to USAID, the Ministry of Education, and other Guatemalan partners; and discussing possible adoption/adaptation and the technical assistance required for such actions.	
11/00 to 12/00	Valdivia Rodriguez	Manual	Review the first cycle of the teacher-certificate program, the *diplomado,* to include: revising the training modules based on needs identified and formally presenting the revised version to trainers and PAEBI staff.	1. Completed first draft of revised modules developed with technical assistance from local team. 2. Final report presenting results from the evaluation of the *diplomado*. 3. A teacher-training guide 4. A teacher's guide 5. Explicit objectives, activities, and concrete results for each module developed
1/01	Maselli	Renato	Creation of 15 children's songs	15 children's songs on CD.
1/01	Zamora Abaj	Gloria	Analyse and research NGOs in Nebaj and Chichicastenango that might be able to coordinate with the women's leadership component.	2 NGOs selected
12/00 to 1/01	Puac Bixcul	Francisco	Teacher trainer in the area of math and IBE to middles school students.	4 trainings given.
12/00 to 1/01	Delgado Toledo	Eli	Teacher trainer in the area of math and IBE to middles school students.	4 trainings given.
2/01 to 2/01	Tagle	Larry	Provide technical assistance for revising	Final Report of activities

			the curriculum for the teacher-training certificate program (diplomado) to include: written recommendations to the Training Coordinator/Director of Directores Diplomado; and development of a "Primary School Director" position profile.	
2/01	Monroy	Nydia Graciela	Creation of 6 illustrations	6 illustrations
1/01 to 2/01	Gish Paz y Associados		Situational analysis of women's participation in a schools administration.	Report of current situation
9/00 to 2/01	Raymundo Velasco	Juan Clemente	Connect PAEBI with projects of FONAPAZ.	
1/01 to 3/01	Tunat Chavez	Javier Lorenzo	Assit with the IBE diplomado in the area of adult literacy.	
3/01	Marcos Villatoro	Anabella	Specialist in training in the area of science.	2 trainings given.
3/01 to 4/01	Tohom Gutierrez	Pablo	Creation of a guide for teaching Mayan math on the pre-school level.	Guide created.
3/01 to 4/01	Lopez Estrada	Juan Jose	Training in the elaboration of teaching materials with recycled materials.	Trainings in several municipal centers.
4/01 to 5/01	GSD Consultants		Create an M&E system, base-line study of the six components and a data-base	Contract terminated early (May 01 instead of Feb 02).
4/01 to 5/01	Noj	Mario Ruben	Creation of guides for each of the visual	24 guides created.

			aides and educational games.	
4/01 to 6/01	Cifuentes Alpirez	Mario Rolando	Lobbyist with the Congress regarding indigenous rights and education.	
11/00 to 6/01	Azurdia Bravo	Javier	Specialist in production, design and creation of materials.	Prototype of a book on the Popol Vuh and one of children's stories. Also, a prototype of a guide for teachers in materials use.
4/01 to 6/01	SUPERCAP		Creation of two modules (Human Relations and Leadership) for the IBE diplomado.	2 modules created.
4/01 to 7/01	Cox	Glen David	Assist with organizing the first indigenous hemispheric conference to include: finding exhibition sponsorship and distinguished guests such as congressional delegates.	
5/01 to 7/01	Martinez	Adan	Design a curriculum and classroom materials comprised of Mayan-related content (based on DIGEBI policies and Mayan organizations' practices) to include: the development of pedagogical methodology and guides for 16 Mayan visual aids.	1. An analytical document that describes the criteria and policies that DIGEBI and other organizations apply when elaborating materials. 2. A set of criteria for the materials dev. staff to refer to when elaborating, publishing, and/or disseminating bilingual education materials 3.Pedagogical guides to supplement the laminated visual aids for pre-school through third grade
3/01 to 7/01	Arroyave Peña	Luis Juventino	Assistance to DIGEBI in the area of Human Resources	Contract terminates early (July 01 instead of March 02)

7/01	Lorenzo Ventura	Manuel Adolfo	Create a CD with 20 children's songs	CD created
4/01 to 7/01	Nuñez Anleu	Victor	Creation of 200 full color illustrations for the oral expression visual aides.	200 illutrations
11/00 to 8/01	Haynes	Katherine Taylor	Serve as a Conference Advisor for the bilingual education Hemispheric Conference on indigenous education to include: all aspects related to the design, programming, planning, organization and implementation of the Hemispheric Conference.	
4/01 to 8/01	Silvestre	Karla	Consultant helping with the communication and organization of the hemispheric fair on indigenous education.	
3/01 to 8/01	Curruchiche	German Alonzo	Creation of the methodology of the Hemispheric Fair	
7/01 to 8/01	Palacios	Amado	Creation of two modules in school administration and curriculum.	2 modules
4/01 to 9/01	Gish	Debra	Facilitate all aspects of the Women's Leadership Component to include: preparation of annual work plan, budget and M&E plan for LLR#6; facilitate trainings of trainers for participating NGOs and GOs; prepare training of trainers modules; facilitate delivery of	Final report completed after second consultancy

			training workshops in Nebaj and Chichicastenango; ensure activities are monitored and reported through sufficient M&E instruments.	
11/00 to 11/01	Balada	Dora	Advise the Ministry of Education in ways to strengthen its department in charge of administering bilingual education (DIGEBI) to include: conducting a diagnosis of strengths, weaknesses and obstacles within DIBEGI; designing an action plan for restructuring DIGEBI; composing an advisory team and a consultative council; facilitating the implementation of the plan; and presenting final results.	1. An action plan for restructuring DIGEBI completed along with associated costs, timeframe, etc. 2. An advisory team and consultative council established 3. Mechanisms of coordination in place for the harmonization of policies in bilingual and intercultural education.
1/01 to 7/01 and 9/01 to 11/01	Chacon Arroyo	Miguel Angel	Contact between PAEBI and University of San Carlos- EFPEM in order to carry out the diplomado to schools directors.	
10/01 to 11/01	Lopez Rodas	Ricardo Miguel	Create a database and statistical analysis of M&E from the Reading-writing course done with DIGEBI.	
7/01 to 12/01	Corado	Federico Guillermo	Specialist in Monitoring and Evaluation for PAEBI	
8/01 to 12/01	OKMA		Creation of manuals in K'iche' and Ixil and technical support to the project for the training in reading and writing.	3,528 teachers training in reading and writing in their maternal language.

3/01 to 2/02	Chub Ical	Ricardo	Design and installation of the linguistic area of DIGEBI.	Design and installation of the linguistic area of DIGEBI.
4/01 to 3/02	Ureta	Francisco José	Design and installation of the Monitoring and Evaluation and information system for DIGEBI.	Formation and installation of the Monitoring and Evaluation system of DIGEBI.
30/01 to 3/02	Giron Giron	Carlos Enrique	Design and installation of a financial system for DIGEBI.	Design and installation of the financial system for DIGEBI.
3/01 to 3/02	Tzay	Claudio Javier	Design and installation of the area for education innovations for DIGEBI.	Design and installation of the area for education innovations for DIGEBI.
3/02	Silvestre Martinez	Karla Indira	Create a final report about the hemispheric fair.	Final Report.
11/01 to 4/02	Gish	Debra	Facilitate all aspects related to the design and training of two women's leadership training modules to include: modules focusing on the Organization and Function of Working Groups and Community Development; training workshops to introduce the modules to 12 facilitators in Nebaj and 12 in Chichicastenango; evaluation and documentation of two training workshops for 50 women guides; and development of M&E plans, databases, strategic frameworks, etc.	1. Modules II and III of women's leadership training manual completed 2. Final report documenting all activities, experiences and recommendations for implementing the Women's Leadership training component
3/02 to 4/02	Chub Ical	Rodrigo	Consultant for DIGEBI.	

4/02 to 5/02	Estrada	Patricia	Trainer for Spanish as a Second Language	Trained PAEBI personnel and teachers.
5/02 to 6/02	Silvestre	Karla	Assist with preparing the occasional papers series manuscript, a compilation of papers presented at the Indigenous Hemispheric Conference, for publication.	Publication in the SIT Occasional Papers series.
6/02	Chacon	Irma	Specialist to create a women's leadership module about the formation of women's guides.	Module created.
4/02 to 6/02	Ureta	Francisco	Consultant for DIGEBI.	
3/02 to 6/02	Giron Giron	Carlos	Consultant for DIGEBI.	
8/02 to 10/02	Farrell	Tim	Design and implement a monitoring and evaluation system to include: establishing the parameters for a database (Microsoft Access) to organize and manage project information; conducting a formal field test of the instruments and system elements; and providing training and follow-up support to field management and implementers on the collection and use of data for planning and decision-making.	1. Establishment of an effective and functioning Monitoring and Evaluation System 2. Recommendations for design of the database 3. A training and operations manual for the monitoring system 4. A training plan for the use of the system, including data collection and interpretation of results
8/02 to 10/02	Simon Sotz	Juan de Dios	Academic Coordination of the III Congress for Mayan Education by CNEM.	Coordination, Congress completed.
8/02 to 10/02	Zapeta Mendoza	María Teresa	Administrative support of the III Congress for Mayan Education by CNEM.	Coordination, Congress completed.

8/02 to 10/02	Choc Boch	Luis Humberto	Administrative support of the III Congress for Mayan Education by CNEM.	Coordination, Congress completed.
8/02 to 11/02	Melendreras Marroquin	Ileana Aurora	Trainer for women's literacy program.	Trainings.
4/02 to 11/02	Poma Zambrano	Maximiliano	Technical assistant for the creation of the Ixhil curriculum.	Ixil curriculum.
9/02 to 12/02	Aquino Matamoros	Leonel Edmundo	Create a Data Base for M&E.	Data Base completed.
11/02 to 1/03	Cifuentes de Ureta	Magda	Design and create the Ixil curriculum for pre-primary and primary levels.	Ixil curriculum.
12/02 to 1/03	Vicente Menchu	Rafael	Consultant to DIGEBI for curriculum transformation and increased professionalism of human resources within the framework of education reform.	
12/02 to 1/03	Cofiño de Sales	Ileana	Consultant to DIGEBI for the strengthening of Bilingual Normal Schools.	
4/03	Ureta	Francisco	Consultant to DIGEBI to work on curriculum transformation and decentralization.	
6/03	Van Steenwyk	Ned	Assess PAEBI's first grade pilot project, "Save First Grade", originally developed	An analytical paper assessing how well the model is being applied along with

			from Ned's Honduran model to include: preparing an evaluative report about the status of the model and its effectiveness taking the local context into account; conducting field visits to several pilot schools and interview school teachers, trainers, and coordinating personnel; and provide recommendations for program enhancement.	recommendations for executing the model in other rural and bilingual areas in Guatemala
6/03	Melendreras Marroquin	Ileana	Consultant to revise the final report from the Women's Leadership component.	Report revised.
6/03 to 7/03	Flores Vasquez	Maria Griselda	Consultant to contextualize Jun E' to Sakapulteko.	Jun E in Sakapulteko.
9/03	Fantini	Alvino	Present ideas from paper produced for the Hemispheric Indigenous Fair to generate actions aimed at improving bilingual education to include: presenting "Indigenous Education in the Americas" paper and key ideas to project staff, business professionals, and former conference participants; holding a discussion forum to generate a dialogue around investing in quality bilingual education among other related tasks.	
11/03	Santiago	Carlso Vinicio	Create a module for the Diplomado CTA and trainer for the Diplomado for CTAs.	Module created. Diplomado completed.
11/03	Menchu	Paul	Create a module for the Diplomado CTA	Module created. Diplomado completed.

			and trainer for the Diplomado for CTAs.	
11/03	Ureta	Francisco	Create a module for the Diplomado CTA and trainer for the Diplomado for CTAs.	Module created. Diplomado completed.
7/03 to 11/03	Rubio	Fernando	Establish a base line for the SPG schools.	Base Line established.
6/03 to 12/03	Lopez Flores	Dario Raymundo	Consultant to DIGEBI to create the Garifuna Regional Curriculum.	Garifuna Regional Curriculum.
6/03 to 12/03	Lopez	Felipe de la Cruz	Consultant to DIGEBI to create the Xinca Regional Curriculum.	Xinca Regional Curriculum.
6/03 to 12/03	Meletz Ivate	Victor	Consultant to DIGEBI to train and coordinate the Professionalism program in Chimaltenango.	Program begun, ended by the government.
6/03 to 12/03	Chub Ical	Marcelino	Consultant to DIGEBI to train and coordinate the Professionalism program in Alta and Baja Verapaz.	Program begun, ended by the government.
6/03 to 12/03	Benito Perez	Hector Lorenzo	Consultant to DIGEBI to train and coordinate the Professionalism program.	Program begun, ended by the government.
3/03 to 12/03	Cofiño Molina de Sales	Ileana	Consultant to DIGEBI.	
11/03 to 12/03	Santisteban López	Tania	Consultant to create the Pre-school K'iche' regional curriculum.	
11/03 to 12/03	Reyes	Miguel Angel	Write a document that reflects the	

	Gomez		principal accomplishments of the Guatemalan Government (2000-2003) in the areas of indigenous populations.	
1/04 to 2/04	Guitiérrez Tzunun	Matías	Creation of a curricular guide for pre-primary and the first three grades of primary school.	Guide created.
2/04 to 3/04	Pérez	Jacinto de Paz	Contextualize and translate the guides for reading and writing in Ixhil.	Guides contextualized and translated.
2/04 to 3/04	Hernández	Jorge	Contextualize and translate the guides for reading and writing in K'iche'.	Guides contextualized and translated.
3/04 to 4/04	Guzmán Marcos	Juan	Translate the Women's Leadership Manual to Ixil	Manual translated.
3/04 to 4/04	Marleny	Tzicap Tzunun	Translate the Women's Leadership Manual to K'iche'	Manual translated.
5/04	Valdez	Sergio	Consultant to revise Kemow Eta'manik and make grammatical changes.	Kemow Eta'manik revised.
3/04 to 5/04	Rosales Díaz	María Cristina	Produce a promocional video of IBE.	Video produced.
3/04 to 5/04	Serrano Barillas	Elvin Jorge	Produce a methodological video of IBE.	Video produced.
5/04 to 6/04	Melendreras Marroquin	Ileana Aurora	Consultant to organize and revise various methodological guides into a single document.	3 documents created with various guides.

4/04 to 9/04	Guzman Marcos	Juan	Coordinator of the Diplomado EBI in Nebaj.	Diplomado completed.
9/04 to 10/04	Fast (AIR)	Michael	Review and advise the Guatemala Ministry of Education on how to create standards for student assessment for grades 1-3 to include: reviewing locally-defined standards; providing recommendations for assessing a large second-language student population; and facilitating a workshop with stakeholders to discuss findings.	Report given to Ministry.
1/04 to 10/04	Juárez Escobar	Ana Liseth	Consultant to coordinate and supervise work in conjunction with the Kennedy Foundation regarding training of teachers in special education.	Modules contextualized to Guatemala and training completed.
1/04 to 10/04	Ramírez Velasquez	Mauricio Alberto	Consultant to DIGEBI for data entry and analysis.	
3/04 to 10/04	Benito Perez	Hector Leonardo	Consultant to DIGEBI.	
3/04 to 10/04	Meletz Ivate	Victor	Consultant to unite DIGEBI and PAEBI and to coordinate the training of other departments in PAEBI's methodologies.	Transfer workshops completed.
5/04 to 11/04	Us Soc	Pedro	Technical consultant to the Vice-minister of bilingual education.	

10/04 to 2/05	Leeth	Jon (Jack)	Research and write about project accomplishments, challenges, and prospects for sustainability for the project's final report to USAID. Tasks include: defining lessons learned through document review and interviews; documenting evidence to support findings; reviewing success stories, etc.	PAEBI's Final Report.

World Learning's Project Helps Struggling School in Guatemala to Combat High Dropout Rates, Grade Repetition, and Absenteeism

Written By: Brenda Sinclair

In the small, rural village of Media Luna, Guatemala (located in the Municipality of Cunen), the Elementary School Director shares his story about how World Learning's Project for Access to Intercultural and Bilingual Education has helped his struggling school to combat high dropout and failure rates.

"Before PAEBI, teachers and I worked laboriously to get students to learn and stay in school. We talked to failing students and their parents to pressure students into studying harder, and nothing worked. Finally, teachers and I realized that no matter how hard students studied, they would never learn because the problem was not lack of studying, but rather their inability to comprehend Spanish. In fact, Mayan students were working twice as hard as Spanish-speaking students because first they had to learn the meaning of the word and then the concept. In the end, we concluded that students needed to learn the grammar and concepts in their maternal language so that they could ask questions and listen to explanations in a language that they could understand. Then they would be better prepared to learn Spanish."

Taking this concept into consideration, the school director and teachers began teaching in the maternal language, K'iche, and Spanish. Lacking materials in the native language and training to bridge the two languages, the teachers and school director faced a difficult challenge. Not only did they have to identify materials and methodologies on their own, but they also had to convince parents that learning K'iche helped students to learn Spanish as a second language and, as an added benefit, to preserve the Mayan culture. Parents preferred that their children be instructed in Spanish not Mayan despite the evident need demonstrated by high repetition, absenteeism, and dropout rates.

With no support for bilingual education, the school had been improvising with the few resources they had. They struggled to raise awareness about the importance of bilingual education in the community. When PAEBI offered technical assistance, the teachers embraced PAEBI because the team provided them with the support, materials, and training teachers needed to help their students succeed in the classroom. PAEBI provided teachers with training in bilingual education strategies such as innovative and interactive methodologies, equipped them with reading materials in K'iche, which had not previously existed, and provided on-going support to teachers through the use of teacher trainers and regional monitors. Teacher trainers would visit the classrooms, conduct assessments, provide feedback, and report any problems or lacking materials to the regional monitor.

Modern classroom exhibiting aspects of Mayan life

In addition, the PAEBI team provided parent workshops to promote awareness about the important benefits of bilingual education, to discuss the influential role parents play in their child's education, and to include parents in the educational process, which included encouraging parents to attend teacher-parent meetings, develop educational materials using recycled resources, and serve as teacher-aides or guest speakers in the classroom.

As a result of PAEBI's initiatives, Media Luna School has experienced remarkable success in its efforts to educate and sustain students. The director claims that teaching has become less arduous for teachers and more fun for the students. Using PAEBI methods, teachers play educational games, sing math and grammar-themed songs, and engage children in educational games outside of the classroom. These activities motivate students to learn and stay in school. The school director has observed that children learn more when they are playing and are more alert.

Children participating in interactive Math game

One of the most visible results of PAEBI parent workshops is more communication and meetings between parents and teachers. Now, parents understand when the teacher takes the students outside to the patio to engage in outdoor learning activities that it is for educational, not recreational, purposes. Parents are pleased with the learning outcomes and support innovative techniques. While learning outdoors through interactive games is not a new concept in many countries, in a country where 1st grade students were expected to listen to a lecture in a language they could not understand and to copy, memorize and regurgitate facts, this is a dramatic difference.

Thanks to PAEBI's assistance, teachers find teaching less demanding and more rewarding while students find learning fun. Witnessing their children's progress, parents are in strong favor of bilingual education. These dynamic changes have helped Media Luna School to experience less grade repetitions, fewer dropouts, and less absenteeism. The school director extends his appreciation to PAEBI and World Learning for their continued support.

Bilingual Teachers Draw Hundreds of Students and Parents To the Classroom

Written by: Brenda Sinclair

After World Learning has been working in Guatemala to provide access to bilingual and intercultural education to rural Mayan students for five years, one may ask, "What has changed?" Juan Pablo, president of the education committee, gives us a clear picture of what has changed in the remote village of Ninchaj, Guatemala, located within the municipality of Joyabaj.

"When I was a student, the teachers did not explain anything in K'iche (his local Mayan language)," says Juan. "They would write a vocabulary word in Spanish on the chalkboard and students were expected to copy and memorize it." According to Juan, if students did not

understand a word or concept, they would not ask the teacher for clarification because they were embarrassed to speak K'iche. Consequently, Mayan students fell behind and showed little sign of learning. When parents recognized their children were not progressing, they began to prioritize work over education sending their sons to work in the fields and their daughters to do household chores. Absenteeism caused students to fall behind even further in their studies. Eventually, students were forced to drop out.

Today, because of PAEBI's training in bilingual, instructional strategies, provision of bilingual materials, and on going monitoring and evaluation, almost all teachers in Ninchaj are teaching in the Mayan language and Spanish. Monolingual K'iche-speakers and monolingual Spanish-speakers work together to help each other learn new vocabulary words, to translate instructions to the class when needed, and to overcome difficulties associated with teaching Spanish or Mayan as a second language. In particular, one monolingual Spanish-speaking teacher in Ninchaj has made learning K'iche a priority because he understands and accepts the need for bilingual education.

Teamwork and cooperation among teachers has led to significant student achievement in the classroom. Since children are instructed in the Mayan language, they are not afraid to ask questions allowing them to learn and advance at a steady pace.

Seeing their children learn, parents have begun to place a higher priority on education, especially for girls. Due to PAEBI training mothers and fathers about the importance of education for boys AND girls, more and more girls are not only attending, but also remaining in school. Some have even completed 6th grade. This is a major success for Ninchaj where no girls had ever reached 6th grade before.

Girls engaged in an interactive activity

Parents' Workshop in Ninchaj with over 100 participants from the community

PAEBI's awareness raising and education workshops have helped parents to create an educational vision for their child and to identify ways to actively support their child's education. As a result, parents have become increasingly committed to education. Today, hundreds of parents, community members, and relatives attend parent workshops. Parental support has motivated children to stay in school.

What has changed over the past five years is evident in the faces, the smiles, and the passion of the community, the students, the parents, and the teachers of Ninchaj. What has changed is demonstrated through attitudes in support of bilingual education, increased attendance of boys and girls, higher promotion rates, parents' increased participation in education, and the introduction of the Mayan language in the classroom.

Bilingual Teacher Models PAEBI's Innovative Strategies

Written by: Brenda Sinclair

Maria Hernandez is an ideal teacher in the small town of Media Luna, Guatemala located in the municipality of Cunen. Her students love coming to her class, they are proud of their work, they participate enthusiastically, and most incredibly, they help her to manage the classroom. Besides applying all bilingual education strategies developed by World Learning's Project for Access to Intercultural and Bilingual Education, Maria engages her students through a variety of stimulating and interactive techniques while also injecting her creativity, charisma and compassion for children.

When one enters her 1st grade bilingual classroom, bright images, letters, and colors captivate the visitor. The eye is first drawn to a welcome sign visibly displayed in large, block letters in the Mayan language K'iche and Spanish. Each wall bears a different theme from the curriculum consisting of one of 3 topics: Mayan Culture, Mayan Mathematics, and Spanish as a Second Language. The Mayan Culture wall invitingly exhibits pictures of activities associated with Mayan life and culture. Maria refers to these objects and pictures to aid students with learning vocabulary words in Spanish and Mayan.

1st grade bilingual classroom

To stimulate children and create a sense of unity in the classroom, Maria organizes desks in a U-shape so all students are facing her. Each desk is personalized with a student's name and there is a metal basket attached to each chair to store personal belongings. Since Maria's students solely occupy the classroom, they may leave their personal materials and textbooks for future use. Students store artwork, books, etc. under their seats. Having their work in their possession or hung on the wall provides students with a sense of personal belonging and pride.

In many countries, teachers spend a great amount of time trying to deal with classroom management issues such as keeping the classroom neat and clean, responding to bathroom requests, taking attendance, etc. Maria empowers her students to handle these tasks so she can focus on teaching. For instance, students loyally use bathroom passes and attendance cards to help the teacher track their whereabouts. They dutifully clean the classroom and throw trash

in the wastebasket throughout the day. At the end of the day, groups work together to perform cleaning tasks with the help of an assigned leader.

Having a well-managed classroom allows Maria to effectively use class time to focus on stimulating her students' various learning styles. One example of this is engaging her students in outdoor activities and games to learn Math. As illustrated in the picture, students stand in a circle and represent a different number between one through nine. Each student calls out a number in sequence. When they reach number ten, all students clap and then begin counting from number one again.

Children participating in interactive Math

Another example is a grammar game where Maria begins a story using one of the student's names as the name for the main character. Then it is that student's turn to tell the story replacing his or her name with another student's. Using students' names motivates them to learn and personalizes the learning experience. It is also a way for students to have fun and interact with one another.

After participating in numerous activities, students return to the classroom. Unlike other classes where students long to be outdoors, Maria's students race to the classroom and pound on the door filled with anticipation to return to their individually assigned desks and visually stimulating classroom. Following Maria's request for volunteers to start an activity, all students persistently raise their hands eager to participate.

Maria Hernandez is an exemplary teacher who works with PAEBI to train other teachers to implement the successful classroom management techniques and innovative strategies that motivate her students. Her success is evident in the great respect and pride that permeate her classroom. Students and parents speak highly of Maria as she does of them. As a result of this mutual relationship, Maria has retained her students and they will most likely be promoted to 2nd grade. Teachers like Maria who have been trained by PAEBI have been able to decrease the high dropout rates Guatemala suffers from in 1st grade classrooms. Thanks to PAEBI training teachers in bilingual education strategies and effective classroom management techniques, and through on-going monitoring and evaluation, more 1st graders have been retained and promoted.

Seño Cariñoso (Mrs. Caring)

Written by Anya Wingert

For six years, Maria Hernandez has worked in Media Luna, Cunen as a bilingual teacher. Over this time, with the assistance of PAEBI, Mrs. Hernandez has impacted her students and the community, while observing changes in the teachers and parents around her.

Her students have nicknamed her "Seño Cariñoso" (Mrs. Caring) for the way she hugs them and sings to them while they quietly do their work. She is a model bilingual teacher who understands the value of teaching both Spanish and K'iche'. "Being a bilingual teacher is

much easier because the kids understand me, they have confidence in me that is not present when I speak to them in Spanish. I can't imagine not speaking to them in K'iche' because there would be such a conflict in understanding. The children like writing in K'iche' better than in Spanish. There are some students who insist that I speak to them in Spanish, so they can learn, but most of them become less animated when it comes to Spanish class." In addition, she comments that her favorite class to teach is Mayan culture because it is colorful and interesting.

The community has also reacted to the changes brought by bilingual education, as Mrs. Hernandez states: "There has been a lot of change in respect to the culture. We just finished our Sept. 15th celebrations (Independence Day) and I saw many things that we didn't see before. In previous years, the children would all dance to some pop song. This year, almost all the students did some presentation that was culturally valuable. Many danced to Marimba Son (The traditional Marimba songs). On their own, the children added touches to the dances, such as bringing baskets, clay jars, etc. Even the candidates for the school queen gave their speeches first in K'iche' and then in Spanish. Many parents commented on the change and were happy to see the differences."

Mrs. Hernandez has earned respect within the community; most of the parents want her to teach their children, creating a conflict for her when five-year-old children enroll in her first grade classroom. Contrasting with the situation in most communities where parents enroll their nine-year-olds in first grade, this dilemma is a welcome change.

The success that Mrs. Hernandez has had as a teacher is due to her dedication to the children and to teaching. As she says, "As a teacher, I try to respect the opinion of the students, I listen to them, and in the end I learn a lot from them." Due to this dedication, she was able to take full advantage of the methodologies and materials PAEBI offered, giving her students the best education she possibly could.

Unique Solutions to Linguistic Problems in Quiche

Written by: Anya Wingert

The educational reality in the department of Quiché is extremely complex. PAEBI promotes bilingual education in a department where the majority of teachers are monolingual- Spanish and the communities are monolingual Maya K'iche' or Ixil, or even multilingual in which there are up to 8 distinct languages spoken within one community. Through a variety of techniques, PAEBI promotes the teaching of maternal language, Spanish as a second language, and Mayan culture in Pre-school through third grade. Due to lack of resources and personnel, many schools cannot ensure that all students have access to bilingual education. Through orientations given by PAEBI, several communities have developed their own creative solutions to their particular linguistic dilemmas.

In Xatinap III, a primary school located in the municipality of Santa Cruz del Quiché, the parents have reorganized the teacher's work so that all of the students have access to a bilingual and monolingual Spanish teacher. Using a "catedras" system, similar to that of U.S. High Schools, the 5 teachers of the school rotate between the grades teaching the subject that is their specialty. In this manner, all of the children in the school are taught both Spanish and K'iche' by native speakers. This system was developed by the parent's committee along with

the school's director together with technical advise from PAEBI. At first, the teachers were reluctant to accept this new teaching method, but when given the choice to continue the program, the teachers agreed it was the best. This program has been successful even though the CTA did not lend his support or approval.

Similarly, parents have been key in finding a solution to the multilingual problem in the Northern part of the department of El Quiché, the Ixcan. Classes in this region contain students from up to 8 or 9 linguistic backgrounds. Although many teachers are bilingual, they teach in Spanish so all students can understand, but in the process the students lose the ability to systematically learn their maternal languages. To solve this problem, a group of parents, teachers and PAEBI personnel created a system called "Franja Maya." Each school takes several hours each week to teach the maternal languages. Children leave their normal class to meet with other students of their same linguistic community. Although these classes become multi-grade classes, the teachers break the class into groups according to grade and each do group work. When the older children are finished they assist the teachers with the younger students. In the case that a child speaks a language that is not spoken by one of the teachers, they join the group that has the most linguistic similarity. Monolingual Spanish teachers join one of the groups of students so that they may also learn one of the Mayan languages.

It Happened One DISTANT Day (WORK IN IXCAN)

Written by: Anya Wingert

The Ixcan is located at the northernmost point of El Quiché, along the boarder with Mexico. Traveling to the Ixcan is a journey in itself, taking almost 8 hours from the capital and 12 from the departmental center. Due to its remoteness, the Ixcan is unique in many ways. Primarily, the region hosts multilingual communities of returned refugees. The people in this area fled to Mexico during Guatemala's 30-year war and recently resettled just over the border, paying no attention to their points of origin and linguistic background. This led to schools that have bilingual children representing up to 8 or 9 languages. Twice a week, the children break up into linguistic groups to learn their first language. The classes become multi-grade in order to attend all the students. The communities tend to be large- with schools attending up to 500 children. Unfortunately, this remoteness prevents the area from receiving the same attention as other areas of the department. Many of the teachers have to make their own materials out of recycled materials, such as this train made from used bottles (See images below). Overall, the children in this area are happy and eager to be learning even though they are distant from the country's geographic and political centers.

“Let’s Save First Grade” Dramatically Increases Promotion Rates

Written By: Anya Wingert

In the department of Quiché, in the highlands region of Guatemala, only 5 out of every 10 children pass first grade. The other 5 either drop out or fail the grade. This chronic problem has many repercussions; among them, large costs to the Ministry of Education, increasing levels of illiteracy, and ever-present poverty.

PAEBI (Access to Intercultural Bilingual Education Project) began a pilot project, Salvemos Primer Grado/ SPG (Let’s Save First Grade), in 2003 with the hopes of greatly alleviating this situation. In its first year of operation, SPG was able to increase promotion rates from 51% to 66%.

Salvemos Primer Grado is successful because it is easy, practical and low-cost. Teachers learn to follow a set of strategies that allow them to objectively evaluate student’s progress and abilities. The nation’s curriculum is broken down into key groups in order to provide the teachers with a better understanding of what they must teach before the end of the year. Standardized tests, both periodical and final, are used to evaluate each student, while also helping the teacher track which topics need more emphasis and which the students have fully dominated. The teacher visualizes these results through a progress chart, which also allows the teacher to show parents how their child is making headway in the classroom.

In addition to these classroom strategies, PAEBI and SPG instill upon the teachers the important of using active classroom pedagogy. Using materials such as a “Magic Worm” (sections of corn cob threaded by a length of wire used to form letters) made out of local materials, the teachers are able to increase the children’s interest in learning. As José Alberto Hernández Gamarro, a Ministry administrative agent commented, “The application of active methodology in the classroom allows the children to develop different skills while constructing their own knowledge. Also, the teachers

Teacher and Students from Quivala, Santa Cruz, show how the “magic worm” forms the letters of “SPG”.

are showing their creativity in using contextualized materials and other activities that are not included in the methodological guides… In synthesis, the schools with this project can reach a place in which classes are created, rather than where classes are given."

The final strategy of SPG is involving the greater community in the children's education. Parents are trained in the importance of helping the children with their learning from the home and in visiting the teacher at the school. Older brothers and sisters, who attend afternoon middle school programs, help the teacher in the mornings. These teachers' aids help with translations to Mayan languages for monolingual Spanish teachers and give assistance to teachers who have more than one grade in their classroom. These students also help in after-school tutoring programs. This program is beneficial to the student and the teacher, Moisés Pérez, an 8th grade teacher's aid, stated, "I had doubts that I could help in the children's education because I though that only a titled teacher could help, but he has too many students and the idiomatic barrier is a problem… I am happy to help the kids because I also learn a lot through this experience."

Salvemos Primer Grado has found a solution to help alleviate the problem of first grade failure. The Ministry of Education is beginning to incorporate some of the project's strategies into a nationwide program. Hopefully, in the next few years, more children will continue and finish their primary education.

Parents Teach Local Skills to School Children (PAPCI)

Written By: Anya Wingert

A traditional Guatemalan classroom lacks inspiration. The teacher stands in front of rows of students, lectures and uses rote-memorization techniques to teach the basic curriculum of writing, reading and math. In the case of the rural areas, many times the student doesn't even understand the teacher who speaks in Spanish, while the students only understand a Mayan language. PAEBI (Access to Intercultural Bilingual Education Project) works in these communities in order to inspire the teachers, students, and community members to break free of the traditional classroom scheme using techniques that help them teach in a new, creative way.

The community members are considered a key element in a child's learning process and PAEBI includes them in various forms. One of these is through PAPCI (Popular Participation in the Curriculum and Instruction), where parents and grandparents are invited into schools because they hold valuable skill to teach their children. This initiative revives arts that are disappearing and is an important way of strengthening cultural values and traditions.

An example of PAPCI took place in the community of Nuevo San Lorenzo in the municipality of Ixcan. Four parents taught basket making, embroidery, mesh bag crocheting and weaving of straps used to tie goods to pack animals. The industry of locally producing these goods has been lost because plastic products are easy to find, relatively inexpensive, and less time consuming. In another community, Los Pajales in San Andres Sacabaja, a different parent enters the classroom every two months teaching a new skill. In

Don Santiago teaches the children and teachers of Los Pajales how to crochet a morral.

March, Don Santiago, one of the community elders, taught the children to make a "morral", a purse like bag used by men to carry tools and documents. These goods are everyday commodities that are invaluable to everyone in the community.

This activity is beneficial to the entire educational community- teachers, parents and students. The young teachers are from a generation that for the most part did not learn the traditional ways of their elders, especially because the teachers have left their communities to study and work. In the classroom, the teachers are active learners alongside their students. Several teachers commented that their grandparents used to make these goods but neither their parents nor they ever learned to produce them.

A teacher in Nuevo San Lorenzo learns along with his student how to make a basket with local materials.

In Nuevo San Lorenzo, the parents involved in PAPCI state that they enjoy the program because it teaches the children something they could make a living from later in their life, or at least it would save them the cost of buying the goods at the market. Don Santiago said the parents enjoyed these activities because they are a good outlet to bestow their knowledge to the children and community. He also commented that all of the community elders had their specialty "art" (skill) but that the children of today have no way of learning them. PAPCI provides the space for this exchange.

Most importantly, the children enjoy learning these skills. In San Lorenzo, they were able to choose the skill they learned and left the classroom with the satisfaction of having learned a new skill and the pride of having a finished good to take home to their parents. The children also enjoy the break from the traditional, having their own community teach them and lead them in the classroom.

Parents' Participation in Ixcan

Written by: Anya Wingert

These fathers demonstrate the distinct parts of an agenda.

A group of parents in the remote Ixcan area have proven their dedication to bilingual education. A group of fathers, who refer to themselves as PAEBI's Parents Committee, accompany PAEBI personnel to other communities to give their testimonials as to why bilingual education is important. The President of this committee commented that he speaks in front of groups of more than two hundred parents, explaining why bilingual education is valid. Often times, the parents will ask him questions and express their doubts and he is able to answer them because of his unique view point as a father and someone not directly tied to the project. The fathers who have formed this committee participate on a completely voluntary basis, with the hopes of

sustaining PAEBI's work.

These same parents have coordinated the foundation of a Parents School where parents from all over the region gather to learn PAEBI techniques and methodologies. The men and women who attend do so under the condition that they must replicate what they have learned in their community and other surrounding communities. PAEBI's technical field workers (OTEBIs) are always willing to help the parents with this training, when needed, but they try to let the parents work on their own. One parent arrived at PAEBI's office asking for some quick re-enforcement on the topic that he was going to deliver the following day. The OTEBIs commented on the father's commitment to what he had learned. He arrived with a poster that was somewhat crocked and ragged, but that he was going to use as a visual aid in his training. He also took time out of his work to travel to the municipal center in order to ask questions so that he would have no doubts the following day when he delivered his training to other parents.

The parents in Ixcan go above and beyond what is asked of them by PAEBI. In comparison to other regions where PAEBI has trouble getting parents to attend simple community meetings, the parents in Ixcan demonstrate their strong belief in the importance of their children's education.

Community Exchanges in Joyabaj

Written by: Anya Wingert

In 2003, PAEBI began a community exchange program in which several communities meet at a showcase school, to learn how bilingual education can successfully work. In San Andres Sajcabajá, 5 model schools traveled to a community in a near-by municipality (Joyabaj) for this purpose. This daylong event was very fruitful for the participants, both parents and teachers, because it gave them idea of how to improve their local programs. After the initial meeting, the five communities met again. They discussed concrete changes that can be made in their own communities according to what they observed in Joyabaj. For example, the communities suggested and agreed on: visiting the teacher at least 2 times a week, sending children to school punctually and everyday, and helping the teacher in the development of educational materials. The communities made similar conclusions in relation to the teacher's work and the student's behavior. By seeing the results of a well-run school, these communities decided to change their own practices in order to provide a better education for their children.

Mothers' Increasing Role in Education

Written by: Brenda Sinclair

Juan Pablo is currently the president of an education committee in the remote village of Ninchaj, which is located in the municipality of Joyabaj in Guatemala. Reflecting on his mother's traditional attitude toward education while he was a student, Juan says, "My mother rarely used to send me to school. She thought it was impractical." Similar to the older generation's mentality, his mother did not see the importance of education. Like many young girls, Juan's sister dropped out of school when she was 15 years old to get married. Juan states, "My older sister who got married at 15 is now 30 and my mother sees that dropping out of school did not benefit her". Because of this and as a result of participating in women's leadership trainings, Juan's mother has completely changed her mentality and is encouraging

all of Juan's younger sisters to go to school. "If they miss one day of school, she gets upset," explains Juan. Juan Pablo and his mother are a typical example of the changes that have occurred over the past five years as a result of the Project for Access to Bilingual and Intercultural Education (PAEBI).

Juan's mother not only supports her daughters' education, but also has been trained by PAEBI to be a women's leadership trainer. She leads other mothers through educational activities to encourage them to support their children's education. There are currently 30 women participating in women's leadership workshops in Ninchaj. During training workshops, women discuss the importance of a mothers' contribution to their children's education, and they learn how to take an active role. They role-play teacher-parent meetings, simulate education committees, and discuss mother's educational role in the home, the school, and the community.

As a result of women's trainings, mothers have increased their self-esteem, have come to understand their role in the community and school, and have begun participating in educational activities. Now, mothers send their children to school, they visit teachers to learn about their children's progress, and they openly express their opinions during parent meetings.

Today, half of the class is comprised of girls

Mothers who participate in women's leadership trainings are proud of their children's ability to read and write in two languages, and even more so of those who have reached 6th grade. Juan sadly states, "If it weren't for PAEBI, my younger sister would have married at 14 years old." Then he proudly declares, "Last year my sister graduated from 6th grade. Before PAEBI, there weren't any girls in 6th grade." Women's increased involvement in education has led to more children, especially girls, remaining in school. For example, at the beginning of this school year, 32 students were enrolled in 6th grade. Thus far 30 are still attending. Compared to before, this is a tremendous success.

According to Santos Ventura, a PAEBI teacher trainer in Ninchaj, mothers' increasing role in education is most visible when compared to women in other communities. "You notice the difference when you go to other communities and you see women who are shy and non-participatory. In turn, women who have been trained are beginning to make decisions, support their children's education, and become leaders in their own communities," she stated.

First Voice Case Studies of Women's Leadership

Written, translated and compiled by: Beth Esch

PAEBI's Women's Leadership component works with groups of women in rural communities in the Department of Quiche. The main objective of the component is to prepare women to join school committees so that they can be more supportive of their children's education. For most women this represents a critical change. Generally it is men who comprise educational committees and make decisions. For this reason women remain disconnected from the school and uninvolved in educational activities.

The following stories have been collected from facilitators, in an effort to illustrate the impact of PAEBI in the lives of women and their communities.

Challenges of Participation: **Pajuliboy, Chichicastenango**
(submitted by Guadalupe Mateo Cumez)

From the beginning, making contacts with authorities and trying to work in Pajuliboy was terrible. Authorities were telling me that the community did not need any training and that they already knew how to initiate projects. What they said they were lacking however, was money to implement their plans for potable water and better school facilities. The authorities said that if PAEBI wanted to help, they ought to provide scholarships for students so that they can graduate.

As facilitator, I insisted on returning to the community several times, even after this unpromising start. I was finally able to meet with the school committee, *Junta Escolar*, and they told me that they would try and get the women of the community together. At this first meeting just 16 women attended but 15 agreed to enlist in the series of Women's Leadership training modules developed by PAEBI. These 6 modules consist of themes such as *Integration, The Formation of Councils, Community Development,* and *Planning.* Generally the series of modules is implemented over the course of a year.

After forming the group, the first challenge we had to overcome was finding a space to have our meetings. The group elected *Mujer Guia*, or community member trained in Women's Leadership, asked the authorities for permission to meet in the community salon. The authorities did not take her request very seriously. They commented that she had only joined the group and taken on this role because she had recently left her husband and would need a place to sleep when she attended the trainings. In the end, authorities denied her request, saying that valuable materials were kept in the salon. The group was also denied permission to use a classroom because school officials stated that these were strictly for student use. After some additional explaining and negotiating however, the school principal finally agreed to permit the group to meet in one of the classrooms.

In time, the women were able to successfully complete the first training module of *Integration* and form a group for literacy training. The women began taking active roles in the trainings, leading activities, collaborating and voicing their opinions. Considerable progress was made in each of the training themes and the group started to demonstrate new commitment and abilities with respect to community development. In consultation with school and community authorities, the women even decided that some of the children in their community should receive scholarships. Education was taking on new meaning in the lives of these women.

Unfortunately, the group again encountered problems when trying to secure a space for their newly formed literacy group. Local authorities were concerned because some of the participants who had enrolled in the women's literacy class had not contributed labor or funds to community projects in the past. Therefore, authorities refused to offer space to women who were not fulfilling their community obligations. The group took it upon themselves to find out which members of the literacy class had not contributed to the projects. These individuals were asked to contribute before they could be enrolled in the class.

After seeing that the women's group was willing to cooperate and lead initiatives to increase community participation in school projects, authorities actually saluted and supported their efforts. The women's group was not initially accepted in this community, especially by male authorities who perceived them to be a threat. With cooperation and dedication to their aims however, the group was finally able to demonstrate their commitment.

Use of Cultural Context in Women's Training: **Chucalibal II, Chichicastenango**
(submitted by Guadalupe Mateo Cumez)

Chucalibal II is a small community in Chichicastenango. When work began here, the women were very shy and not inclined to participate. The ice was eventually broken after the women came together to present themes addressed in training modules, using role plays and dramatization. Following this activity the women's level of participation rose considerably. The group even began to donate funds for a scholarship program for students in the community. This group is only comprised of 18 women, but all have shown interest in the training themes and the majority are participating in literacy classes as well.

PAEBI's Women's Leadership component encourages the participation of women using methods that evolve from the cultural context. Collectivity, for example, is a fundamental principal for most Maya Quiche and therefore has been an important aspect of the training modules. The women of Chucalibal II are participating more in the area of education because they are involved in a collective process of development. The support, cooperation and accompaniment they provide one another are crucial elements in this process.

Importance of Mujeres Guias in Women's Training: **Chumanzana, Chichicastenango**
(submitted by Karina Medrano)

Work began in the community of Chumanzana by contracting a female community member to be trained as facilitator and leader, or *Mujer Guia*, of the women's group. This is a very important role, as the *Mujer Guia* is responsible for getting other women to participate in activities and encouraging their development. She is also the principal point of contact between the community and PAEBI. Following her initial training however, the elected *Mujer Guia* in Chumanzana did not attend the first group training. When asked what the problem was, she explained that this was a dangerous undertaking in her community and that she had decided not to take on this role. As facilitator, I tried and tried to motivate her to continue, though my efforts were in vain.

I was thinking that I would have to discontinue work in this community because having a *Mujer Guia* in place is a prerequisite, but finally we found another woman who agreed to take the position. She was actually the cousin of the former *Mujer Guia*, though she exhibited greater interest and dedication. Like the former *Mujer Guia*, she was also somewhat hesitant at the start, but over time she gained the courage and confidence to be a leader. Today she facilitates trainings with the women's group and is also an active member of the parents' network that work towards improved bilingual and intercultural education. She has also worked hard to mobilize her community, which is a significant achievement. When I first came to Chumanzana, members did not want to participate in activities.

Upon returning to the community after several trainings and literacy classes, I also realized that participants were no longer using fingerprints to sign in at the meetings; each member was able to write their own name. This may seem like an insignificant accomplishment, but for these community members it is a great source of pride. It also serves in many ways, to bring community members closer to the education of their children.

Often times the communities with the most resistance and obstacles are those that have the most success. It would have been easy to leave this community unattended due to the initial circumstances. Because I continued efforts to get something started however, I was able to find a woman who was willing to take a chance at improving the situation in her

community. Step by step the community is making progress, but attitudes are not something that change overnight.

Literacy Training of Women: **Chucojom, Chichicastenango**
(submitted by Hilda Tunay Chiroy)

PAEBI initiated activities in the community of Chucojom with a group of women who were also working in coordination with a Ministry of Education sponsored scholarship program. Women, who participated in the trainings, would receive scholarships for their children. At the beginning this was the only reason the women participated. Unfortunately, the scholarship program was cut and for this reason more than half of the women left the group. After realizing that the trainings with PAEBI would continue however, the rest of the group decided to remain. Additional women from the community came to join in the trainings as well. In the end, the group was larger than when it began.

One of the most significant impacts that took place among the group members involved a woman who could not read or write. Through the trainings, literacy classes and a considerable amount of practice, this woman learned to write her name and even began teaching other mothers. The women came to deeply admire her and now believe that there is value to the trainings after all.

Most of the communities that PAEBI works with have an educational vision for their children and communities but lack resources. A large number of communities have become accustomed to receiving funds for various development projects. In this case, PAEBI could not provide scholarships for children, but they were able to help motivate women to value their own education.

Active Participation in Leadership Training: **Sacpulup, Chichicastenango**
(submitted by Magdalena Coj Guarchaj)

One of the ways PAEBI's Women's Leadership component works to get women more involved in the educational decision-making process is by engaging them in dramatizations using dance and role plays. Most of the women have had little experience performing or speaking in front of a group and do not feel comfortable sharing their opinions. Through the dramatizations members have the opportunity to practice these techniques while being supported by their peers.

In the community of Sacpulup, the women initially refused to participate in the dramatizations due to fear and embarrassment. During the discussion the women covered their faces with their hands or handkerchiefs. With the encouragement of the *Mujer Guia*, slowly the women began to participate in these types of exercises and gained confidence.

Now when the women meet with school staff and other community members they are able to participate without fear or embarrassment. In the past the women would sit silently or not attend these meetings at all. Today they are contributing in a manner equal to community and school representatives. This is an important step in their efforts to improve their community, the education of their children and their own abilities. Without the training many of these women would still be absent from the educational decision-making and initiatives of the community.

Learning Your Signature: **Patzibal, Chichicastenango**
(submitted by Silvia Isabel Can)

In the community of Patzibal, the majority of the women do not know how to read or write. When we started meeting with them, they could not sign their names and had to use an ink fingerprint. Now after a few months, each of the women is able to sign her name.

Encarnacion, a member of the group, revealed to us that for over a week she was using her patio to practice writing because she did not have a pencil or notebook. She said that each morning after preparing breakfast for her husband and children, she would begin studying outside on her patio. First she would sweep the dirt until it was even and then she would look for a stick or rock to write with. This was how Encarnacion came to write her name.

According to the facilitator of this community, "when there is a will and desire to learn, anything can be accomplished."

Leadership Training Challenges Gender Roles: **Mucubaltzip, Chichicastenango**
(Hilda Tunay Chiroy)

Many community members feel that women should attend to their work in the home and not spend their time trying to learn to read and write. Others feel that women present a threat to the educational and community systems run by males. These perceptions often result in obstacles for women who want to join women's groups. The women who do participate must possess a lot of courage. In the community of Mucubaltzip, for example, the women's group began with 25 members but due to community pressure it now has just 18 members. This is not a unique example by any means.

Despite the fact that many of the women in this community do not receive support from those outside of the group, a significant amount of learning has still taken place. Through cooking, for example, women have learned about themes such as nutrition and the preparation of natural medicines. They have also participated in sewing and art projects. Some of the projects are meant to make the women more familiar with what types of things their children are learning in school. In this way they can better support them in their learning at home. Many of the women have never even attempted to write something. A task as simple as holding a pencil correctly can be extremely helpful for the women therefore. Step by step the women are becoming more knowledgeable and better equipped to overcome obstacles and support the education of their children.

Guatemala's Private Sector Learns about the Necessity of Bilingual Education

Written by: Anya Wingert

PAEBI has also impacted departmental and national attitudes towards bilingual education.

In the department of Quiché, a group of Mayan organizations- ranging from human rights groups to organizations dealing with health- meet monthly to discuss problems within the K'iche' community. PAEBI is a member of this network and through several discussions led by the project, bilingual education is now on the agenda of all the organizations. Previously, IBE was not considered a priority and now all of the 22 participating organizations include it as one of the fundamental necessities needed for development. Even though the other organizations are not all located within the educational sector, they have all agreed to advocate for Intercultural and Bilingual Education.

On an even greater scale, PAEBI met with leading businesspeople to present bilingual education as fundamental for change in Guatemala. In July of 2003, PAEBI was invited to

present the educational reality of Guatemala to a group of Guatemala City businesspeople who are looking to support projects that are helping to develop Guatemala. At the end of the presentation, one businessman commented that he was particularly impressed with the strategies that PAEBI has developed to promote bilingual education. He said if bilingual education is what PAEBI proposes than PAEBI is totally correct and has convinced him. He followed this by explaining that too few people know and understand the details of bilingual education and use their incorrect assumptions to be biased against projects like ours, but that with information like PAEBI presented there was no disputing that this is the right thing to do. Following this same meeting, a woman columnist who attended published an article entitled "Bilingual Education- A Necessary Bridge" in one of the country's leading newspapers.

The group of businesspeople also asked PAEBI if they could visit the project and observe bilingual education in the schools in the department. For people who have spent the majority of their working lives in Guatemala City, a developed metropolis, it is quite a shock to see the reality of schools in Quiché. These businesspeople were able to speak with teachers and parents about the needs of the educational communities.

A teacher at Pamesebal II who is working with our Salvemos Primer Grado Program, shows the visiting businesspeople some of the techniques she has been taught.

The businesspeople also met with the parents committee from Chicabracan II, which is a PRONADE school.

Community still carrying on the PAEBI spirits and practices

Written by: Naoko Kamioka

What will happen to the continuity of activities after a project completes? The sustainability of activities is a constant challenge.

Four months after PAEBI finished activities with school communities, visitors to Patzulá, Joyabaj, witnessed that the school's director and teachers still maintained strong enthusiasm towards bilingual intercultural education (IBE)

Girls from Patzula use local materials to count Mayan numbers.

and still practiced IBE methodologies transmitted by PAEBI. According to the school director, Raymondo Coroy Patzán, he and the rest of five teachers are still fully convinced that IBE is crucial for their students, and continue utilizing the IBE methodologies and materials introduced by PAEBI. The classrooms are as lively as before, with children participating in classroom activities full of energy and eagerness to learn. At the same time, the parents' school committee kept meeting periodically to discuss the issues related to school with teachers, and plan the next projects related to children's education.

Patzulá is one of the many communities where PAEBI has worked in Department of Quiché. Thirteen kilometers from the center of Joyabaj municipality, the school is not accessible by a vehicle when the roads become slippery during the rainy season. The community is impoverished and the school originally had almost no educational materials and extremely poor infrastructure. During the past five years, the school in Patzulá has overcome this condition because teachers, parents and community members consolidated their forces to improve their school.

A classroom in Patzula has Mayan and Western numbers.

The parents' school committee has taken best advantage of the external assistance to support the school. The committee, being sensitized by PAEBI about the importance of IBE, worked closely with teachers to enhance IBE at school and home, including the creation of educational materials using locally available and recycle materials. Also with the assistance from PAEBI, the school and committee installed a school technology center (CETEBI), which is still well maintained and operational. The committee has obtained resources from the Spanish government cooperation, InterVida, to improve school infrastructure. With their support, classrooms were added and a covering for the schoolyard was built to facilitate children's activities and community meetings during the rainy season. In addition, the committee attained a donation of books from the Soro Foundation to enhance a community library that began with only thirty books. Now the community library has a good number and variety of books, and is serving its primary purpose of increasing the knowledge and vocabulary – both Mayan and Spanish - of children and youth in the community.

One of PAEBI Coordinators, Mario López, noted that Patzulá is one of the best examples of communities that captured PAEBI's philosophy, utilized its assistance, and acted to enhance education in the community. Per Mario, the key factors for the Patzulá's accomplishment are: (i) shared awareness among parents, community members, and teachers that education is crucial for children; (ii) a strong community cohesion to make the community better; and (iii) an exceptional leadership of the president of the parents school committee. As a *COEDUCA* , the parents' school committee of a PRONADE school (community-managed school), the committee used their authority over teachers to cooperate with teachers and to maximize external assistance and resources in order to provide quality education to children. Although PAEBI is no longer working in Patzulá, the spirits and methodologies planted by PAEBI are still carried on by the community, with their strong commitment and enhanced capacity to implement IBE on their own.

Annex 6: Credits

PAEBI would like to thank the following organizations for their continued support from 1999 to 2005 and for their dedication to improving intercultural bilingual education throughout Guatemala.

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USAID's Guatemala Mission, in particular the staff of the education strategic object office.

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World Learning for International Development:

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Ministry of Education:

Minister of Education
Vice Minister of Bilingual Education
Director and staff of DIGEBI
Director and staff of DICADE
PRONADE
DDE and Staff of Quiché
JEDEBI and staff of Quiché
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