

CIES 2019: Roundtable on Accelerated Education Principles in Action

Guatemala: Teaching and Learning in Accelerated Education

Kayla Boisvert, University of Massachusetts, kboisvert@umass.edu

In Guatemala, 1.6 million youths ages 15 to 24¹ and 41.3% of adolescents ages 13 to 18² are out of school without basic or technical competencies to pursue livelihoods. The Ministry of Education, under its Alternative Education Department (DIGEEX), implements three accelerated programs to meet the needs of out-of-school children and youth:

1. National Alternative Education Program (PRONEA)—distance-learning accelerated education program for primary and secondary levels
2. Adult Education Equivalency Program (PEAC)—accelerated education program to complete primary education in two years
3. Flexible Modalities for Secondary Education—blended learning accelerated education program to complete five years of secondary in four years

Current Issues:

- Developing placement exams for alternative education programs
- Developing modular curriculum for Flexible Modalities program
- Assessing and revising teacher training program for alternative education based in the national university, University of San Carlos
- Recently developed an EMIS system for alternative education

How are they using the Accelerated Education Principles?

- **Conducted a series of presentations, workshops, and webinars** for MOE staff at the national and regional levels, university faculty and students, and other stakeholders to orient them to the Principles and the materials.
- **Used the checklist with regional MOE staff to reflect on their local contexts**, identify priorities and needs, and identify the resources and supports needed. Some of the priorities included: the need for contextualization of the programs, development of teaching and learning materials, teacher training, development and validation of assessments for AE. Some concerns included limitations related to budget, legislation, and coordination and capacity of NGOs and government entities for AE.
- **Held meetings with MOE departments** for assessments/evaluation and curriculum to discuss coordination with the department for alternative education, reflecting on the AE principles as a starting point for ongoing collaboration.

What's interesting about this case?

- **Secondary accelerated education:** Guatemala, like many countries of Latin America, has nearly achieved universal primary education, but there are still significant gaps at the secondary level. However, there are significant challenges with secondary AE, and the efficacy and implementation of secondary AE is not well understood.
- **Integration in the national system:** Guatemala is able to integrate its AE programs within a larger alternative education system, rather than having them implemented by NGOs. This is important for facilitating alignment of the programs with the national system, as well as supporting certification and transition pathways.

¹ USAID (2017). Sector Brief: Education.

² Instituto Nacional de Estadística Guatemala (2016)

- **“Buy-in” for accelerated education:** Within the MOE, there is significant resistance to and misunderstanding about accelerated education. AE is “stigmatized” in that it is perceived as inferior, even within departments of the MOE, which DIGEEX is working to overcome.