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# Digital Inclusion and data-driven dropout prevention in Guatemala

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## Basic Education Quality & Transitions (BEQT) (Educación Básica de Calidad para la Transición)

### Objective

Improve learning and reduce dropout, establish shared metrics using education system data, plan and implement mutually reinforcing activities to create change, and encourage communication among levels of the education system.

- Period of Performance: March 1, 2022–February 28, 2027

### Target

Focus on students 4-6 grades and *primero básico*.

- Reduce drop out
- Increase transition from primary to *primero básico*
- Reinforce results and lessons learned from previous USAID projects in grades 1-3

### Area of intervention

12 municipalities in 4 departments (three in each department):

- Baja Verapaz
- El Quiché
- Huehuetenango
- San Marcos

# Guatemala and BEQT Intervention Areas

## Huehuetenango

Todos Santos  
Cuchumatán  
Malacatancito  
San Rafael Pétzal

## El Quiché

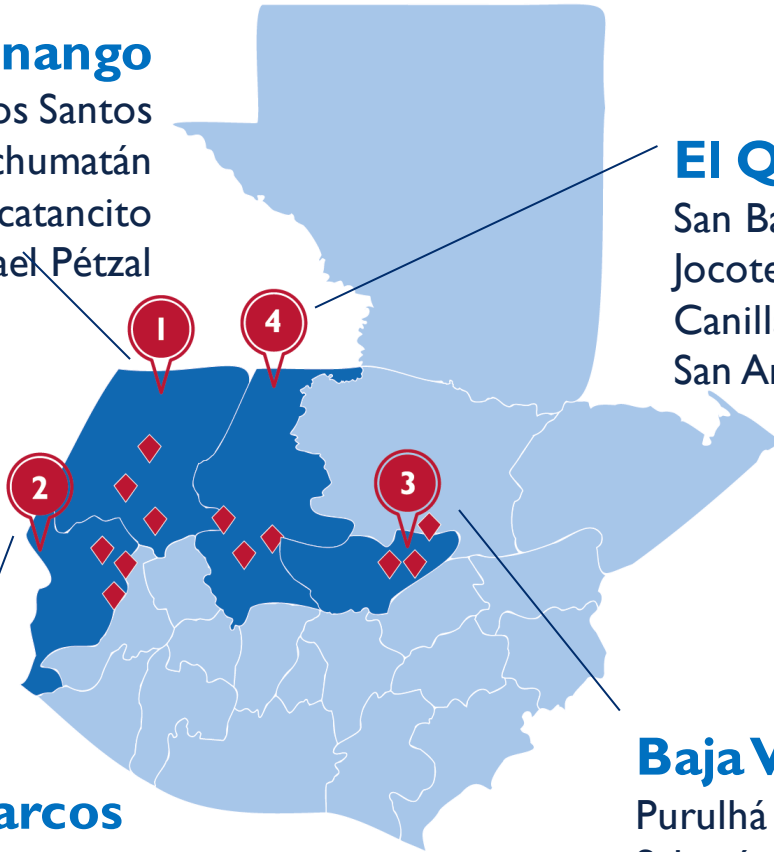
San Bartolomé  
Jocotenango  
Canillá  
San Andrés Sajcabajá

## Baja Verapaz

Purulhá  
Salamá  
San Jerónimo

## San Marcos

Río Blanco  
Comitancillo  
San Antonio  
Sacatepéquez



## Population 14,901,286

- Urban (8,024,508, 54%)
- Rural (6,876,778, 46%)
- Indigenous (6,207,503, 42%)

## Education

- **9 out of 10** enroll in **1st grade**
- **7 out of 10** finish **elementary**
- **1 out of 3** 6th grade students do not enroll in 7th (***primero básico***)

## Schools were closed 2020 & 2021

- 2022 hybrid (1 or 2 days attending)
- In 2022, our project schools:
  - ✓ 65% delivered instruction on site
  - ✓ 3% remote
  - ✓ 22% in bubbles
  - ✓ 10% hybrid



## BEQT Partners



**RTI**  
Systems  
and platforms



**Funcafé**  
Field  
implementation



**UVG**  
Research



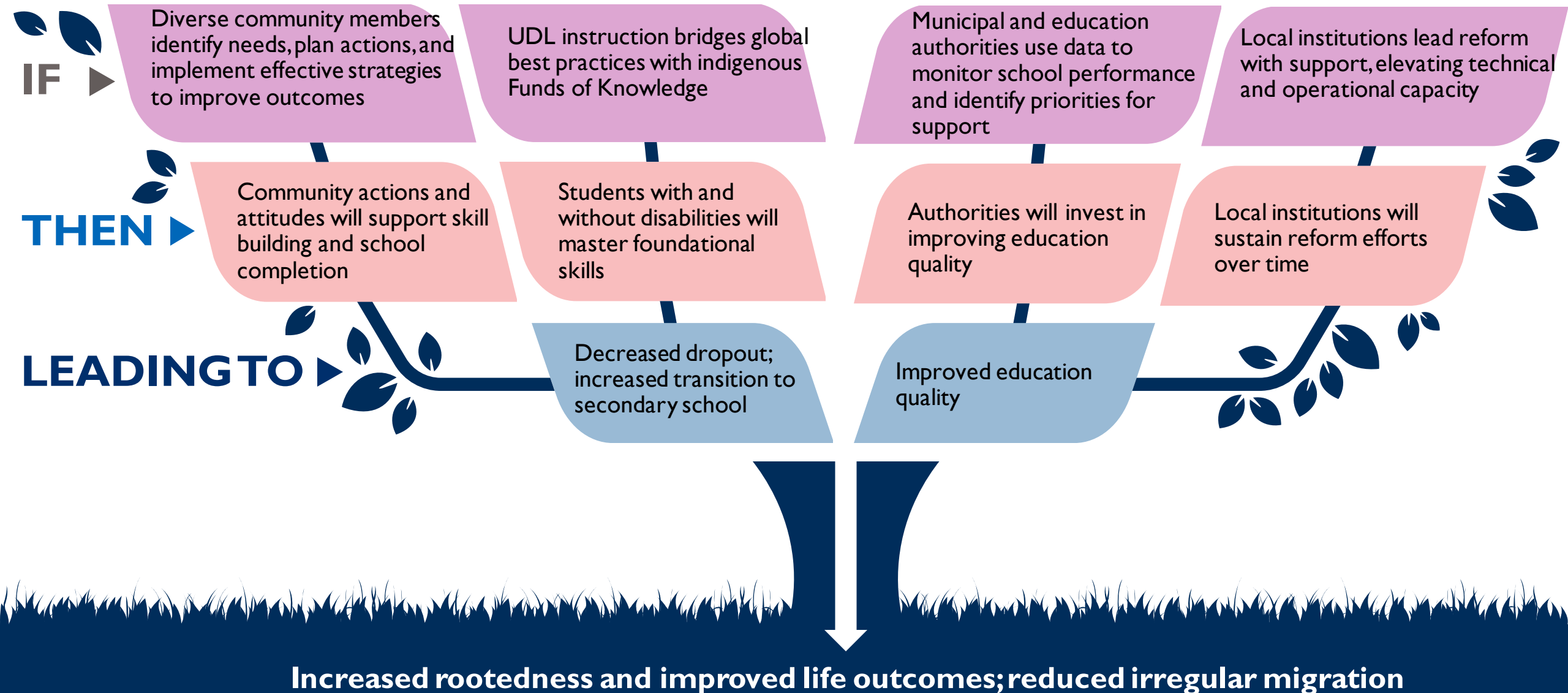
**Funsepa**  
Digital technologies



**Wayfree**  
Free and low-  
cost internet to  
rural and remote  
communities



# BEQT Theory of Change



# Actions to inform a revised early warning system



## 12 Human-Centered Design Workshops

Educational achievements and challenges of each municipality were identified in 12 HCD workshops held by UVG with key local actors with Funcafé support. BEQT Activity's areas of intervention were identified to define next steps, as well.



## Landscape Assessment Completion

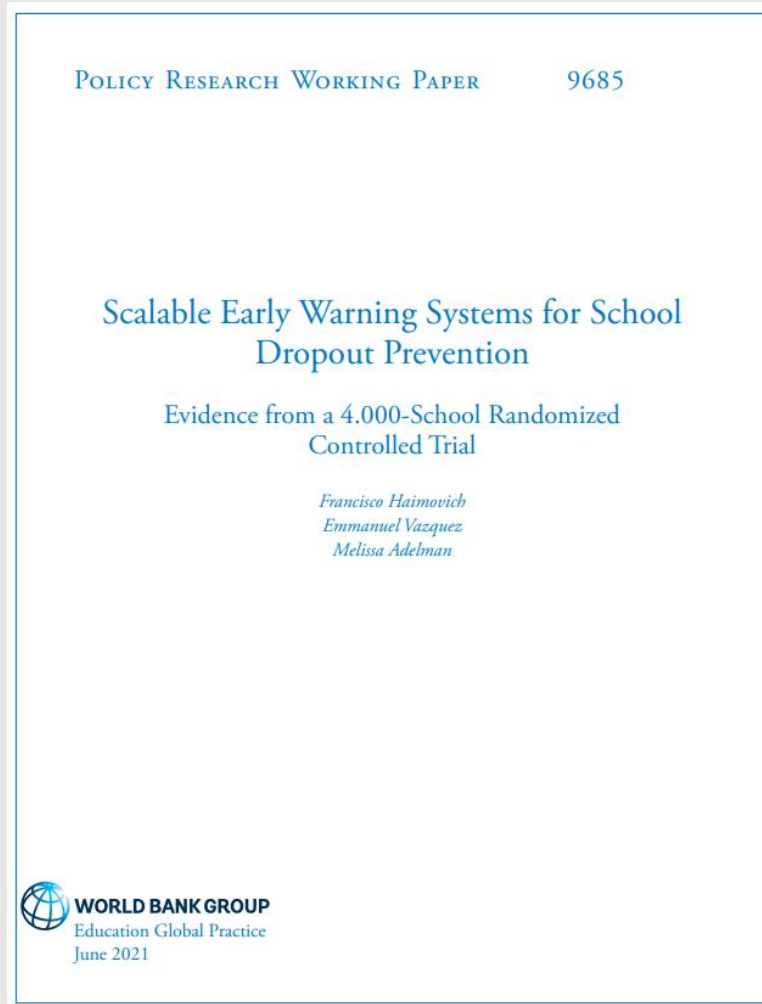
- 106 classroom observations were made in 4<sup>th</sup>-6<sup>th</sup> grade and primero básico.
- 59 focal workshops were held with students, parents, teachers, international organizations, civil associations.
- 142 semi-structured interviews with COCODES, educational authorities, parents of/and students with special educational needs, university authorities, and NGOs.



## Early Warning system design consultations

Review of prior experience with ENTRE; Collaboration across three levels of the system: the school and community, departmental MOE offices, and the central MOE to motivate permanence in the education system, reintegrate those who have left and strengthen the completion of elementary school and transition to secondary school

# Early warning system experience and requirements



Robust data system



Indicators



Individual forms for students



Data protection



Public Dashboards



Decision making based on data



Interventions

# What are we learning from parents, caregivers and teachers?

## Parents & caregivers

- Poverty
- Work
- Distance
- School near the community
- It's hard for students to learn

*Por falta de dinero y se van a trabajar y dejan el estudiar.* Lack of money, students go to work

(Focal group with parents and caregivers in Salamá, Baja Verapaz)

*Las niñas abandonan la escuela porque tienen matrimonios arreglados entre los 12 y los 17 años.* Girls in Salamá often drop out of school because of **arranged marriages** between the ages of 12 and 17.

(Teacher at school in Salamá, Baja Verapaz)

*Si educamos al padre para que el chico vaya a estudiar y no trabajar, va a ser muy importante.* If we educate parents on allowing children to go to school instead of going to work, it is going to be important ” –

Wendy Castillo, Principal at Las Piedrecitas school, Salamá, Baja Verapaz)

*Los maestros han hecho labor individual con los padres de familia de niñas para que les permitan continuar sus estudios. Esto ha afectado la relación entre padres y maestros.* Teachers have worked individually with parents of girls to request their permission to continue their studies. This has affected the relationship between parents and teachers. ” – Teachers of Cooperative Institute in San Antonio Purulhá, Baja Verapaz,)

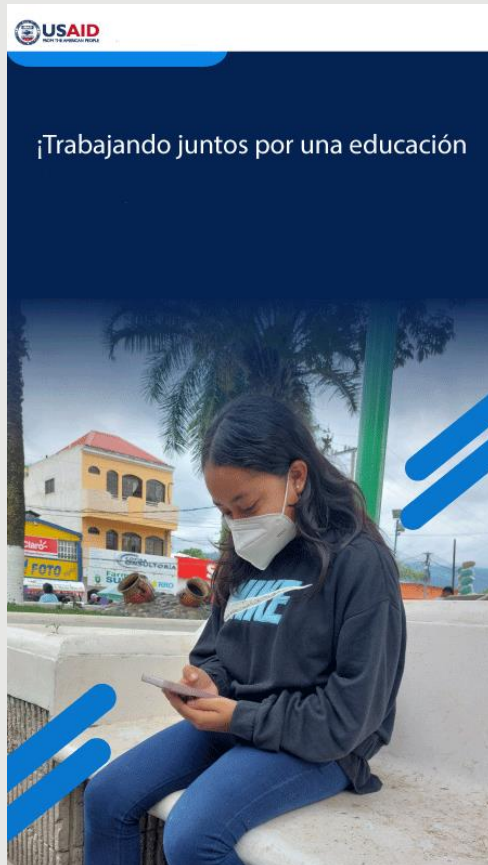


# What are we learning from students?

Students identified the following factors:

- Poverty
- Lack of food and clothing
- School materials
- Parents support
- Learning difficulty (intelligence)
- Health problems
- Fear, depression, anxiety

## But there is hope and hard work to overcome the challenges



*“At school I wanted to learn more about science and computers, there we do have a computer center. In my brother’s school there isn’t. That is why now I am teaching him how to use Internet at the park.” – Keylin Iboy (14), Salamá Municipal Park - Nov 2022*

*“I’m proud of being a woman and a Mayan bilingual teacher (Achí)” and she is well aware of the challenges and rewards of being a woman, a high school graduate and a trained educator in her community. She wants to be an example for girls in her community. – Lidia Alvarez, Las Piedrecitas school, Nov 2022*



## Questions

- What does it take to ensure sustainability (including between different political administrations)?
- What experiences should we examine to learn about how to ensure uptake by teachers?
- What data and indicators are critical to warning teachers about student dropout?
- How can digital inclusion mitigate risk of dropout for youth?
- What experiences should we look to better understand successful and unsuccessful dropout prevention programs?



A close-up photograph of two young girls with dark hair, smiling warmly at the camera. The girl on the left is wearing a colorful patterned shawl. The girl on the right has her hair in a braid. The background is a textured, reddish-orange wall.

**¡Gracias!**

**Maltyox**

**Thank you!**

# Thank You!

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