



Title

Another opportunity to educate: innovation of second chance programs for adult and young Guatemalans.

Geographical scope/benefitting country(ies):	Guatemala
Duration (in months):	24 months
Name and Unit of project Officer	Julio Carranza and Lucía Verdugo, UNESCO Guatemala
Partner(s) institutions:	Ministry of Education (Informal Education and Literacy Units), Municipalities, civil society.
Total estimated budget inclusive of Programme Support costs	US\$1,000.000.00.

Rationale and background

What is the project aiming to achieve?

Promote the innovation of the formal and informal educational system under a lifelong learning vision to create more opportunities for adult and young Guatemalans, with special emphasis on women; given that formal education system is insufficient to meet the needs in the country. These new opportunities would impulse youth's human, social and economic development of some of the most marginalized groups in the country.

Why is this project needed?

This project aims to address the educational conditions in the country, which are not responding to the demand of young population to access education and labor contexts. The following information presents a synthesis of some indicators that configure this scenario.

According to the National Survey of Conditions of Life (ENCOVI) carried out in 2006, in Guatemala more than 70% of the total population considered poor, live in rural areas, 63.2% are indigenous, 54 % of the households are managed by young single women and 43% of them do not know how to read and write. If this information is crossed over with the educational statistics of the country, it is possible to identify a direct relationship between the level of poverty and the low or inexistent access to educational services.

For the past two decades, the majority of efforts in matter of education have been focused in improving the coverage of primary education on the national level. Results are positive and evident; however, there is a

notorious gap to achieve the 2015 millennium goals. One of the biggest challenges in education for Guatemala is to expand the coverage of a high quality public secondary education. Nowadays, only four out of 10 young people has access to secondary education, and only two out of ten are able to access higher education in private institutions. Secondary education is essential to achieve social mobility of young people and adults, specially when this responds to increase the possibilities for accessing to better jobs and productive development in their environment. In Guatemala, the implementation and strengthening of free second chance educational programs is of extreme urgency, this programs will provide basic competencies to young people that cannot access to public or private education systems, improving the quality of life of families and communities in rural areas by providing necessary information for all aspects of life such as, nutrition, healthcare services, social and economic participation.

One in ten Guatemalan girls and female adolescents aged 11 to 19 (11 %) do not receive formal education and three in five (60.68 %) who attend school are older than the appropriate age for their grade in school due to late enrollment, temporary abandonment or repetition, caused in turn by poverty, sexism and racism combined with lack of interest on the part of the family/community and low educational coverage. The largest percentage (12.32%) of women who cannot read or write is found among 15-19-year-old adolescents. The average national number of years of schooling for women is 4.6 years; while for girls and adolescents in departments that have a predominantly indigenous population is 2.6 years on average. Therefore, illiteracy is about 8 percent higher in rural areas than in urban areas.

Why UNESCO?

i) UNESCO Guatemala have worked to strengthen literacy programs for young and adults, with special focus on women, which constitute more than the half of the active students in these programs. The experience obtained through the support provided to the National Literacy Committee (CONALFA, by its Spanish acronym) framed under a cooperative agreement, includes the innovation of programs using UNESCO's approach: Learning throughout life, curriculum design, teachers training and the elaboration of educational materials.

Under the same work structure, UNESCO has supported the Informal Education Unit of the Ministry of Education, by strengthening primary and secondary accelerated programs that offer a more flexible and free option for a large amount of overage students. Both institutions are willingly open to improve their educational programs and receive advice from UNESCO, considered as a natural ally in their quotidian activities.

ii) In the current biennium, UNESCO Guatemala continues with the implementation of the Joint Program "Saquilaj B'e: A clear Path to Assert the Rights of Indigenous Adolescent Girls in Guatemala" (funded by UNF) and "Consolidating Peace in Guatemala through citizens formation and community security" (funded under the UN-General Secretary Peace Building Fund). Main actions include: inclusion of gender and youth approaches in CONALFA literacy programs. Studies about the literacy needs and interests of young women in rural areas has been carried out, identifying that women's priorities consist in access to technology and preparation for productivity. Technical support is also orientated to develop a literacy program adapted to labor; an e-learning literacy program in Spanish and two indigenous languages is on its initial stage. Young woman will have easy access to this program, through mobile phones, internet or compact discs.

Additionally, the primary education accelerated program with DIGEEX (Informal Education Unit) is being strengthened through the creation of educational materials based on a human rights and productive development inclusive methodology for young men and women. UNESCO is also supporting the innovation of the curriculum of the Ministry of Education technical careers.

Despite we believe in the value of these efforts, we are also aware that they are insufficient compared to the lack of educational opportunities for young Guatemalans.

Overall Goal/Objective

Strengthen the educational programs for adults and young Guatemalans, to broaden the access to second chance educational programs for young people (15 – 35 years old); with special emphasis in programs that prioritize women of rural areas in the country, and developed under cultural pertinence principles.

Main expected results

- Improve the opportunities of Young Guatemalans to achieve upward mobility, self-development and overcome the cycle of poverty and marginalization; with special attention on women.
- Strengthened national program of young and adults education with innovative technologies and methodologies that will ensure the quality of education.

Activities and outputs/deliverables relating to the achievement of expected results

Activities

- Innovation of current curriculums and educational materials, through technology.
- Capacity building and strengthening of teachers in the targeted areas
- Drive an initiative to reform the current educational system for adults and young Guatemalans.

Outputs/deliverables

- The National Education System improves the educational offer for young people and adults, implementing a lifelong education vision in their protocols and procedures.
- Increase of number of young people and adults enrolled in second chance education programs.

Beneficiaries and stakeholders

Who are the direct beneficiaries?

Program activities will be orientated to attend the population considered as young and young adults, whose age ranges from 15 to 35 years old. The program will also include other vulnerable and marginalized indigenous groups, such as: rural residents, young mothers, people living with disabilities and key population.

Who are the other key stakeholders affected by the problem and who are the stakeholders influential in solving the problem and how have beneficiaries and stakeholders been incorporated and involved in project design and delivery?

Stakeholders will include: The Ministry of Education (MINEDUC) through the General Direction of Extracurricular Education (DIGEEX), which is the responsible of providing educational processes to overage children and youth by offering alternatives to the formal educational system.

The National Literacy Committee (CONALFA by its Spanish acronym), is present in municipal capitals and is implementing a Literacy by Stages program that aims to ensure that female adolescents complete primary school in three years. These processes take two forms: Spanish-language and bilingual. The Institute of Radio Education (IGER, by its Spanish acronym) and the local municipalities and authorities, as well as civil society representatives.

The three institutions mentioned above are counterparts of UNESCO; which have identified in several conversations, the needs that serve as the base or this proposal.

Ownership: What critical measures are taken for ensuring the ownership, rights, interests, opportunities, needs and participation of the key beneficiary groups?

Under the framework of the currently implemented projects ("Saquilaj B'e: A clear Path to Assert the Rights of Indigenous Adolescent Girls in Guatemala" and "Consolidating Peace in Guatemala through citizens formation

and community security), a series of participatory studies have been carried out, to deepen the understanding of the interests and needs of young women and men. We strongly consider continuing with this practice by conducting this kind of processes with the participations of project beneficiaries, in order to develop initiatives with pertinence and relevance.

Implementation strategy

UNESCO office will start a discussion process about informal and flexible educational programs designed for young people, especially those in rural and urban marginal areas, this will allow the creation of alliances between entities that offer this kind of services, such as: CONALFA, the Ministry of Education, NGO's, Municipalities, local authorities and private sector. Efforts will be focused on seeking agreements that will strengthen second chance education programs and create integral initiatives.

For this purpose, the innovation of the national base curriculum will be crucial, especially for long distance and blended programs. Additionally, the program will create education alternatives through ITCs to reach young and adults from remote areas. Participation of young and adults will be strongly promoted, so that their needs and interests are met, as well as to ensure the cultural pertinence of the program.

It will be necessary to work closely with educative authorities, as well as other entities involved in the process that will enhance the progress of Guatemala in this area, that has been historically left out. For this purpose, there will be constant revision of the educational curriculum, according to labor opportunities for the youth, and development needs in less urbanized communities. The proposed innovation in this project considers also the appropriation of a different vision about youth's role in society, that needs to be developed with all the stakeholders.

How is gender equality addressed in the approach?

Gender equality will be carefully included, so that second chance education programs extend the access of young women to education and the acquisition of labor and productivity formation will drive a more active role in social and economical areas of the country. The importance and respect of the education of women, especially young, pregnant adolescents and young mothers will be strongly promoted.

Sustainability and exit strategy

How will the benefits of the project be sustained after funding and the technical support provided under the project have come to an end?

What are the assumptions and/or mechanisms (e.g. capacity building, institutions, funding arrangements, transfer of responsibilities) put in place regarding the continuation of activities and benefits (outputs/deliverables, results) after the funding has ceased?

What tools and processes will put in place regarding the replication and/or scaling-up of activities?

In order that project activities and benefits become sustainable, UNESCO will work to develop institutional capacities; it will be sought that institutions include the extension of the programs, as well as the new programs in their annual operational plans and budgets, to ensure it's continuity.

Capacity building will be carried out in several levels, so that the directors, technicians and teachers take ownership of the project to develop the programs and comply with the necessary capacities to lead them.

Additionally, the political advocacy carried out during the project, will result in governmental and/or ministerial agreements that will set up the new educational offer for adults and young Guatemalans.