

TEXTBOOKS PROGRAM: EXPENDITURE TRACKING IN PUBLIC EDUCATION IN GUATEMALA

Transparency and Accountability Project (TAP)

Presentation by

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Support programs in education

- School supplies program
- Textbooks program
- School meals program
- Milk program
- Teaching kit program
- Grants program
- Quality of education evaluation program
- Administration of school boards

Methodology

- PETS methodology applied in 41 schools (20 urban, 21 rural) in the Department of Guatemala
- Surveyed the following:
 - Head teachers
 - Parents
 - Students
- In addition, direct observation by survey staff

Implementation timeline

- Phase I. Identification of scope, purpose and key actors. January – March, 2008.
- Phase II. Design of questionnaires. February – March, 2008 (first pilot at 4 schools February 18 and second pilot at 5 schools March, 28).
- Phase III. Sampling. February (preliminary) and March (final), 2008.
- Phase IV. Execution of survey. April, 2008 (Cost information April, 8-12 and interviews April, 15-28).
- Phase V. Data analysis (first draft). May, 2008 (Data base from April, 29 until May, 8; and first draft May, 9-30).

Preliminary conclusions

- TIMELINESS

- Only 28% of students have received textbooks since the beginning of the school year in January. Resources not made available on time.

- ADEQUACY OF AVAILABLE RESOURCES

- Most head teachers confirmed receipt of textbooks (97% in 2007, 95% so far in 2008) so budgetary allocation seems adequate.
- However, mix of textbooks distributed not always best.

Preliminary conclusions

- KNOWLEDGE OF PROGRAM

- 82% of head teachers know program objectives.

- SATISFACTION WITH PROGRAM

- 67% of head teachers and 86% of pupils satisfied.

- 92% of head teachers say textbooks are used and only 1 pupil out of 430 said that textbooks are not used.

- Despite high response rates, only 44% of head teachers believes objectives of the program are being met.

Preliminary conclusions

- EQUITY BETWEEN RURAL – URBAN AREAS
 - Equitable treatment of urban and rural areas particularly with regard to timely availability of textbooks, usage, knowledge and satisfaction.
 - Small differences in distributed textbooks (better mix in urban than rural areas). Examples: 2008 allocation of Math textbooks favors rural over urban areas, while the opposite happens with Language textbooks.

Preliminary recommendations

- Implementation of monitoring mechanisms that would permanently keep track of program implementation (including mix of textbooks).
- Prioritize budget and disbursement processes to ensure that program resources are readily available since the beginning of the school year.
- Improve communication between MINEDUC, head teachers, teachers, school boards, communities, and the media, on the amounts and expected disbursement dates.