PROMOTING THE TEACHING OF CULTURAL IDENTITY & LOCAL HISTORY IN PRIMARY PUBLIC SCHOOLS IN GUATEMALA, PILOT PROJECT

**~ Proposed Program Design for the Education Area
of the Institute of Interethnic Studies (IDEI), Universidad de San Carlos de Guatemala ~**

August 8, 2008

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SUMMARY OF PROPOSED PROJECT

Possible Project for IDEI

This proposal of a multiyear program is presented to the Institute of Interethnic Studies (IDEI, in Spanish) of the Universidad de San Carlos de Guatemala as a possible institutional project that IDEI could consider undertaking, primarily falling under the rubric of the Educational branch of IDEI though it also touches upon the other branches such as History and Identity. In congruence with the IDEI vision, the proposed project aims to contribute to the improvement of interethnic relations by means of improving the Social Sciences teaching methodology in primary education. The project is also appropriate for IDEI as it consists of an investigative component and a subsequent applied component, which comprises the core of the project.

Objectives

The objective of the proposed project will be to promote the locally contextualized teaching of various aspects of cultural identity and history in public primary education in Guatemala, predominantly in the subject area of Social Sciences in the second cycle (4th – 6th grades) of primary education. As part of the Education Reform, the recent curriculum transformation highlights multicultural education, creating favorable conditions to foster processes in intercultural understanding that are vital to the development of the nation. Nonetheless, the current status of formalized teaching of topics related to multicultural education remains minimal for a variety of reasons. The proposed project will develop concrete, participatory teaching methods and produce a well-defined teacher's guide, that is, a step-by-step lesson plan. The highlight of the methods will be the following: locally contextualized content, participatory activities to conduct in the classroom, minimal resources required, explicitly stated link with targeted competencies and education standards, and integration of diverse subject areas and high-level thinking skills in addition to Social Sciences.

Proposed Activities

The project will be carried out in four phases over the course of two years, with a third year to expand coverage of the program. The first two phases will be carried out during Year 1 and the latter two phases during Year 2. The project will first undertake anthropological field research to create a foundation in order to understand what community members, including the parents, want their children to learn about their cultural heritage. The students will also comprise part of the study to find out what they already know and what topics they would like to learn more. The second cycle in primary education, that is, 4th through 6th grade, will be the target grade levels for this program. It is hoped that in the future the program will be expanded to include the first cycle of primary school (1st – 3rd grade) and secondary education (básico: 7th – 9th grade, diversificado: 10th – 12th grade).

The second phase will consist of the development of the teaching methods based on the findings from the first phase. These methods will contain hands-on activities to carry out in the classroom with limited resources, enhancing the national education standards as outlined in the new curriculum, *Curriculum Nacional Base* (CNB). The activities will be outlined in detail in the teacher's guide that will be produced so as to be user-friendly to the teacher, including preparatory background material and procedure to guide the students in the activity (akin to the teaching guides for *Guatemática*). Moreover, it will explicitly state the subject area and its respective competencies and education standards each activity aims to teach. As such, although the project focuses on the curricular area of Social Sciences, it will also incorporate the teaching of a multitude of critical skills in diverse areas such as Communication and Language (reading and writing), Math, Natural Sciences, Citizen Formation, Artistic Expression, and Productivity and Development. The development of the methods will be conducted in conjunction with the teachers themselves in order to achieve maximum practicality and effectiveness in the classroom.

The third phase includes the training of local Guatemalan workshop facilitators, who will in turn train the teachers on the methods. The fourth phase will be to implement the teaching methods in the classroom. This phase will also consist of a concurrent evaluation process of the methods so that the methods can be refined from practical experience. Moreover, an evaluation of the program at a macro scale will also be carried out throughout the school year to monitor its effectiveness. Once the final evaluations show a level of success, indicating that the project should continue to expand to other regions, revisions and adaptations to the teacher's guide will be made and coverage will be expanded to incorporate additional regions and ethnic groups.

DESCRIPTION OF PROJECT

I.   JUSTIFICATION

Education Reform

As part of the Peace Accords, the last of which was signed in 1996, the Education Reform was embarked upon to transform the education system in Guatemala in accordance with the socioeconomic needs and aspirations of a multicultural, multilingual, and multiethnic country and its people, calling for recognition and inclusion of the diversity in the education process (see MINEDUC 2005b). In order to improve the quality of education under the reform, a curricular transformation (MINEDUC 2002) was undertaken by the Ministry of Education (MINEDUC) and is most recently manifested in the new school curriculum (Curriculum Nacional Base, CNB in Spanish) (MINEDUC 2005a, b).

According to the General Framework for Curricular Transformation (MINEDUC 2002), high quality and culturally relevant education are offered through three different levels of curricular planning—national, regional, and local:

"El nivel regional es el nivel intermedio y su fin es *contextualizar* el curriculum a cada una de las regiones sociolingüísticas del país. Tiene el rol de consolidar la identidad étnica, hacer efectivo el uso de las lenguas en el centro educativo y apoyar la construcción del proyecto de sociedad.

Nivel local. Elabora el plan educativo del Centro escolar y los programas y planes de clase, *integrando las necesidades locales y los intereses del alumno* con las orientaciones nacionales y las normativas regionales" [emphasis mine].

The current project fits most closely with the perspectives from the local and regional levels, as the goal of the project is to contextualize the school curriculum to local culture and history. Though eventually it is hoped to expand to schools nationwide, the local focus will still be maintained.

In addition, the project responds to one of the principles of the new curriculum as outlined in the General Framework (MINEDUC 2002), directly to relevance ("*pertinencia*"), and indirectly to others such as quality ("*calidad*"), equity ("*equidad*"), and pluralism ("*pluralismo*").

"Pertinencia. El currículo debe dar respuestas a las necesidades educativas, *en congruencia con las características sociales, económicas, políticas y culturales* de los seres humanos, de los pueblos y del país y con las exigencies que plantea el siglo XXI [emphasis mine].

Calidad. La metodología y contenidos didácticos deben proveer conocimientos científicos y actitudinales caracterizados por la alta cualidad, que permita una formación completa y útil para la vida.

Equidad. El nuevo paradigma tiene la responsabilidad de garantizar el respeto de las diferencias, condición básica para la erradicación de la discriminación social, étnica, etárea y de género, con lo cual se promueve la

igualdad para todos y todas.

Pluralismo. El nuevo currículo debe facilitar la coexistencia de las diversas tendencies políticas, ideológicas, educativas, filosóficas y culturales. Es una de las condiciones para construir una nación y un Estado plurals."

Relevance to the daily lives and ideologies of the children should be at the heart of education, if education is meant to provide knowledge and foster skills that will serve useful for future citizens to be successful in life. The definition provided for quality above closely relates to relevance, as the knowledge and skills taught in school must be updated. The latter two principles, *equidad* and *pluralismo*, are a direct result of the recent history of the country, an effort to eradicate racially based discriminatory sentiments. In the case of this project, due to the particular historical processes in which indigenous populations have been subject to oppression on many fronts, the focus will be explicitly on indigenous cultural traditions and local history.

Multicultural Education

In line with the aspirations of the Education Reform, multicultural education forms the core of the newly revised curriculum. Although the concept is not clearly defined, emphasis on the concept of multiculturalism originates from and is shaped by historical circumstances of the country (Cerroni-Long 1998), namely the 36-year civil war from which only a decade has passed since its reconciliation and the Peace Accords that explicitly recognizes indigenous people and their rights. In particular, the importance of multicultural education is emphasized by Guatemalan anthropologist Victor D. Montejo (2005:37-60), noting that misrepresentations of the indigenous people and their culture in primary school textbooks continue to propagate a sense of cultural domination that can be traced back to the colonial times. He suggests that a curriculum that includes positive images, corrected history, and Maya knowledge and worldviews forms the basis for developing understanding, respect, and cooperation among all Guatemalans. However, it should be mentioned that multicultural education does not signify separate or additional content that is added on to the current curriculum, in effect burdening teachers. In fact, it must be an integral and foundational part of education, with multicultural content woven into instructional content (Gay 2003). As noted in the CNB, multiculturality and interculturality must be the articulating axis (MINEDUC 2005b: 28). The proposed project aims to form the basis for such multicultural education, using localized indigenous knowledge and history as the framework for teaching Social Sciences and other subject areas.

Curriculum Nacional Base (CNB)

Under the Education Reform, nine themes are recognized as the curriculum axes (MINEDUC 2005b: 18, Table 1): (1) multiculturality and interculturality; (2) gender, ethnic, and social equity; (3) education of moral values; (4) family life; (5) life of a citizen; (6) sustainable development; (7) social and environmental security; (8) occupational formation; and (9) technological development. Linked to the curriculum axes are their corresponding components and subcomponents. As noted above,

multicultural education is the first on the list.

If multicultural education is to comprise the common thread that weaves throughout the curriculum as discussed above, then the proposed project will provide the methods to do so. One of the highlights of the project is that it will be capable of transcending multiple curriculum axes and their components, most directly with the following: identity (multiculturality and interculturality); ethnic equity (gender, ethnic, and social equity); cultural and ecological ethics (education of moral values); intergenerational relations (family life); education of human rights (life of a citizen); and human – nature relationship and conservation of cultural patrimony (sustainable development) (Annex 1). Although the focus of the project will be Social Sciences, the methods will be integrative in that different subject areas and skills will also be taught.

The current project builds upon all four of the characteristics of the curriculum, which are described as follows (MINEDUC 2005b: 14): (a) flexibility to adapt to different local contexts; (b) ability to revise and improve upon in relation to changing situations of the people, nation, and the world; (c) participatory for distinct social sectors of the country to partake in the decision-making process; and (d) integrative of the subject areas, the teaching process, and the learning process. The proposed series of methods will be designed to be flexible so that they can be easily adapted to each locale, which also relates to the second characteristic in that it can be revised to respond to changing situations. The latter point will be crucial, as it will facilitate contextualizing the methods to a diversity of locales. The methods will be developed collaboratively with the input and comments of various stakeholders in education. With regard the final point, one of the advantages of the methods is that not only topics in Social Sciences will be taught but also the other subject areas will be integrated, as shown in Annex 2. Moreover, the participatory and active nature of the methods will overcome traditional teaching methods in which teachers dictate and students copy from the blackboard, in turn bridging teaching and learning processes.

Given that the new curriculum has only been recently distributed to the teachers, the degree of its implementation and understanding by the educators vary throughout the country (Ishihara 2007a). Some teachers view the CNB as "more of the same" cast in a different mold, disillusioned from a constant change in the "curriculum" that each new government launches. To some, it does not contain practical methods to use in the classrooms, thus failing to serve as a teaching guide. Specifically, Social Studies is one area in which teachers find difficulty teaching or show a dislike due to their perception of the subject area as consisting of simple memorization of dates and foreign names (Ishihara 2007a). Moreover, they comment that they do not know of activities or methods to properly teach this subject. This lack of preparation in this particular subject area may reflect poor training in the formation and in-service development of teachers. Moreover, most of the primary school teachers start teaching after completing secondary school (12th grade), which suggests that they have less specialized knowledge on the different subjects compared to secondary

school teachers who may have additional years of training. For example, the lack of focus on Maya prehispanic history in the Social Sciences textbooks likely reflects the amount of knowledge, and thus teaching methods, the teachers have on the topic.

A survey of the new curriculum (*Orientaciones para el Desarrollo Curricular*, the teacher's guide to the CNB) and Social Sciences textbooks (*Módulos de Aprendizaje* and *Estudios Sociales, Serie Camino a la Excelencia*) reveals the minimal attention placed on Maya prehispanic history and indigenous culture. Furthermore, there is little mention of any Postclassic sites, particularly of the Highlands, which are also highly charged places where many people today conduct a wide variety of ceremonies, not to mention their role as tourist attractions (hence economic resources). As places that are both of historical importance and sacred significance today, such sites should be at the forefront of topics discussed in class. Another point of concern is the strong emphasis on the perspectives of the Spanish *conquistadores* of historical events (Montejo 2005) denying any voice to the ancestral people who were part of this historical process. This in turn serves to minimize the presence of the indigenous people and justify their social conditions.

The lack of such locally situated history and culture in the curriculum only serves to reinforce the disconnected sentiment felt between citizens and the rich cultural heritage that characterizes this country. Moreover, the absence of localized contents silently affirms that the local, indigenous culture and ancestral history are marginal and of secondary importance in the larger picture of national history. Without first understanding one's own culture and history from a local perspective, it would seem difficult to try to begin respecting other cultures. An absence of historical understanding also leads to illicit looting activities of archaeological sites, the protection of which should be the responsibility of all Guatemalan citizens. Respect for cultural diversity cannot be taught or learned without respecting one's own culture.

Proposed Project

The proposed project aims to provide concrete teaching methods in Social Sciences, particularly focusing on local histories and indigenous cultures of Guatemala, in the second cycle of primary school. Through the study of Social Sciences, the CNB states that the students come to an understanding of social reality around them as a result of historical and social processes (MINEDUC 2005b:76). The methods will not only offer contextualized, culturally relevant activities that embrace the newer participatory teaching style, but it is also hoped that they will serve to fortify a sense of identity with the local culture and history.

First of all, anthropological fieldwork will be conducted to ascertain the current status of Social Studies education at the upper grades of primary education in rural areas of Guatemala. Moreover, the investigation will examine the extent of knowledge held by students on topics of their local culture and history. Based on this qualitative data, participatory methods will be developed around several themes and a teacher's guide

will be produced.

The project will then train primary school teachers on the teaching methods, which will consist of participatory hands-on activities to be carried out in the classrooms with limited resources. The perceived lack of connection between curricular areas, competencies, and education standards will be made explicit for each activity in the teacher's guide. This set of methods will not only teach aspects of cultural identity and heritage based on scientific methods and information but also integrate the teaching of critical high-level thinking skills such as problem-solving and topics in other subject areas such as Communication and Language, Mathematics, Natural Sciences, Citizen Formation, Artistic Expression, and Productivity and Development. This interdisciplinary integration is one of the key strengths of the proposed project.

II.   ANTECEDENTS

The proposed project is conceptually modeled on the successfully implemented program in the US called "Project Archaeology" directed by Dr. Jeanne Moe. Project Archaeology was initiated by the US Bureau of Land Management (BLM) in the state of Utah as a statewide educational program in 1990 in order to combat looting and vandalism of archaeological sites. The program, presently operated by BLM and Montana State University in Bozeman, has expanded to 21 states, and recently a national program was launched in 2007. As the name implies, Project Archaeology focuses on archaeological inquiry as the starting point to "foster understanding of past and present cultures; improve social science education; and enhance citizenship education to help preserve our archaeological legacy" (Project Archaeology Mission Statement). The hands-on approach to history is geared toward upper elementary and secondary school teachers and students, as well as museum docents, youth group leaders, heritage site interpreters, and parents. Although a partnership or formal alliance of Project Archaeology is not possible at this time, an informal means of networking has been established based on previous communication with the Director.

The National Museum of Archaeology and Ethnology (Museo Nacional de Arqueología y Etnología) of Guatemala, directed by Licenciada Claudia Monzón, conducted a relevant project called *Nuestra Herencia Cultural* (Our Cultural Heritage) which consists of the component called *La Valija Didáctica, Cultura en Movimiento y Arqueólogo por un Día* (Traveling Suitcase, Culture in Movement and Archaeologist for a Day) in 2007. Its main objective was to contribute to the strengthening of national identity through recognition and valuing of cultural patrimony (Ministerio de Cultura y Deportes 2007). The "suitcase," which consisted of artifact replicas and didactic materials, traveled around the country to several public primary schools, with the goal to stimulate an interest in Guatemala's cultural heritage. A museum staff member presented lectures and supervised activities with the school children, primarily targeting second cycle (4th – 6th grades) students. The teachers welcomed the hands-on nature of the project, and the first year of the project ended successfully.

Heritage education in schools has been recently investigated as thesis research projects. For her licenciatura thesis, Claudia María Vela González (2008a; see also Barrientos 2008, Barrientos and Pereira 2008, Barrientos and Vela González 2008, Vela González 2008b, 2008c) evaluated the content of Social Sciences taught in primary and secondary (básico) schools, focusing specifically on archaeological knowledge. Her sample consisted of teachers and students from public and private schools in Guatemala City as well as from schools located near various archaeological sites throughout the country. She interviewed teachers and asked their students (6th and 9th grade) to fill out questionnaires, while she also evaluated didactic materials used to teach the class.

Another study is in the process of being completed by Lars Frühsorge for his doctoral dissertation. His investigation focuses on contemporary Maya youth's perceptions on prehispanic cultural heritage and historical consciousness in Guatemala (2006, 2007, 2008a, b). An interesting finding in his study that should be highlighted is that many youths, following the proponents of the indigenous rights movement, have a glorified interpretation of the ancestral Maya past often contrary to what archaeologists believe. Frühsorge points to the challenge in negotiating with conflicting perspectives without undermining the efforts of cultural activism.

Similar findings are encountered in Belize, where Alicia Ebbitt (2008) is conducting her dissertation research on heritage education in the primary school curriculum. Her ongoing study coincides with the recent initiation of the African and Maya History Project, an education initiative to promote multivocality by highlighting the accomplishments of African and Maya civilizations. Her study is particularly interesting as she focuses on non-indigenous Creole communities and how Maya-centered archaeological research and archaeo-tourism affect classroom teaching of heritage education. Like Frühsorge, Ebbitt strongly suggests the need for diverse stakeholders with different needs, agendas, and concerns to participate in the dialogue concerning heritage education including archaeologists, local communities, teachers, and national institutions.

Finally, another relevant initiative that should be mentioned is the Maya Area Cultural Heritage Initiative (MACHI, http://machiproject.org), directed by Dr. Patricia McAnany, which is conducting several heritage education programs in collaboration with local non-governmental organizations in Guatemala, Belize, Mexico, and Honduras (Parks et al 2006; see also Ishihara 2007b). One of the commendable aspects of the series of projects is its grassroots focus, through which the NGOs staffed by local community members provide education on heritage conservation in an informal manner. Together with each organization, distinct educational programs were developed, characterized by a participatory and engaging means to educate the local people ranging from school age children to adults.

III. GOALS AND OBJECTIVES

The goal of the project is to contextualize the content of the Social Sciences curriculum in the second cycle of primary education, so that it better reflects the social and cultural life of the students, in turn fostering identity building, self-esteem, historical consciousness, and respect for ethnic diversity. The project is not intended to counter or invalidate the CNB, but rather to buttress it with participatory activities to engage the students in their own education process. The objectives consist of developing a series of activities that make explicit connections to the competencies and education standards outlined in the CNB. These activities will be explained in detail in a teacher's guide in a user-friendly format, akin to the *Guatemática* format. Given the scarcity of resources in the majority of schools, one of the fundamental principles of the activities will be that they utilize minimal, low cost resources that are easily available.

IV. PROJECT STRATEGY

In order to implement the pilot project, the project will consist of four phases. The project will first undertake basic research to create a foundation in order to understand the current status of cultural identity and local history being taught in the schools (Phase 1). It will consist of interviews, a survey of the textbooks, and participant observation of the classes. In addition, the participating schools will be selected. Based on the results of Phase 1, in Phase 2 the teaching methods will be designed and the teacher's guide will be produced. Collaboration with primary school teachers, education specialists, staff members of indigenous organizations, and scholars such as anthropologists, archaeologists and historians specializing in the Maya area will be key in the creation of feasible and practical methods. Phase 3 will encompass the training of the selected primary school teachers by Workshop Facilitators who will be Guatemalans. Phase 4 will include the implementation of the methods in the classrooms as well as the ongoing evaluation process at various points of this phase. At the end of the project period, a final assessment will be made and a report produced on the results of the pilot project.

A. Year 1
Phase 1: Investigative Phase

Because the goal of the teaching methods is to contextualize the curriculum material, the first step of the project will be to investigate the current status of the content of Social Sciences being taught in the classrooms as well as the teaching style and techniques used. This data will serve as a foundation for the following phases and will include: (a) interviews of primary school teachers and principals; (b) examination of the content of textbooks used in the class; and (c) participant observation of classroom teaching methods on the subject. In addition, the anthropological fieldwork will also consist of examining the perspectives of parents and students on what they already know and what they would like to learn more about.

This portion of the study is important because "contextualization" signifies that the material be tied into the daily lives and sociocultural values of the people, and without taking their perspectives into account, the teaching methods will simply be another foreign project imposed onto the people. For example, recent efforts to improve primary education on the part of the Guatemalan government as well as aid from international donors have focused on programs centered on improving educational quality. However, a study by the author has shown that the meaning of educational quality to parents significantly differs from that as defined by the government and other organizations (Ishihara 2008). In short, there is a great divide between the western concept of education and that of the indigenous perspective (though there is a urban – rural dichotomy as well), which is conditioned by sociocultural and historical factors. Therefore, it is imperative that the perspective of the parents as well as other community members be considered for the study.

The primary data collected at this stage will be compared with previous studies on the topic (e.g., Früshorge 2006, 2007, 2008; Vela González 2008). This information will provide the baseline data, which the teaching methods will use as the starting point and foundation upon which to build. The assessment of the current status of knowledge will be conducted with the teachers and students who will participate in the entirety of the project. Furthermore, the information collected at this time will likewise serve as the baseline evaluation data to compare with the intermediate and final evaluations in order to assess the project impact during and at the end of the project. The evaluative questions will consist of the educational standards that have been established by MINEDUC in collaboration with USAID (Annex 3).

Selection of grade levels. The targeted grade levels for the project will focus on the second cycle in primary education, that is, 4th through 6th grade. One of the reasons for the selection of these grade levels is due to the incorporation of Social Sciences into the curriculum in these grade levels, while in the first cylce (1st – 3rd grade) the subject area is more general, called Social and Natural Environment. Moreover, the first cycle teachers are tasked with teaching basic reading and writing skills as well as mathematics, and the project feasibility is deemed higher if the focus is on students who already have these basic skills, that is, if they are in the upper grades of primary school. The anthropological study will also likely benefit more from examining second cycle students due to their more mature cognitive development. Nonetheless, one of the project's characteristics is its flexibility and adaptability, which will allow development of age-appropriate teaching methods for younger and older students. Thus it is hoped that in the future the program will be expanded to include the first cycle of primary school (1st – 3rd grade) and secondary levels (básico: 7th – 9th grade, diversificado: 10th – 12th grade).

Selection of schools. The target schools for the project will consist of those located adjacent to or in close proximity to an archaeological site that has been or is currently under investigation, and is open to the public, while those located far from the same sites will be included as well, preferably in the same municipality. The reason for

using the archaeological sites as reference points, that is, the school's relative location to an archaeological site as an independent variable, is that such sites represent an articulation of places of historical importance and modern cultural practices and meanings. The historical places are given new or added significances by incorporating them into the local (and often regional) people's ritual practices and worldview, which is why the word "site" or "place" is used here intentionally, rather than the term "ruins." These sites of intersection between history and modern culture provide a useful investigative and educational tool to study people's perceptions of their history, and through such loci, teach/learn about local history and culture.

Given the predominance of archaeological research of the Classic period Lowland sites and the relatively few studies conducted on the Postclassic Highland sites, it will be instructive to compare schools from both areas (e.g., Aguateca, Peten, and Q'umarkaj, Quiché). Additionally, Preclassic sites in the Piedmont region should also be considered for the sample (e.g., Takalik Abaj, Retalhuleu, and Chocolá, Suchitepéquez). It is suggested that schools near Tikal not be considered for the sample because it has long been appropriated as the nation's single icon of the "great Maya civilization," glorifying and simplifying the ancestral history of the indigenous people of Guatemala. What the project aims to examine is localized perceptions of history and (dis)connections with the past. As for the Postclassic Highland sites, in addition to the archaeological investigations, ethnohistoric documents have provided vital dynastic details of the capital cities, which could serve to humanize the ancestral people who are mostly depicted (and taught at school) as victims conquered by the Spaniards.

The target schools should include both bilingual intercultural public schools along with monolingual public schools in order to provide a comparison. It is preferable that rural schools are the focus of the project, as they usually have more difficult access to various resources, compounded by the fact that the majority of families in the rural areas are economically poor. Educational institutions referred to as Maya schools led by indigenous activists may also be included in the sample to examine how the indigenous activist leaders portray and teach their history and culture to the young generation. Needless to say, these same schools where field research is conducted will also serve as the locales for conducting the following phases.

The lists of schools visited by Vela, Frühsorge and the Traveling Suitcase project may serve as references in the selection process of possible participating schools for this project.

It should be noted that the selection of teachers to participate in the project will pose a challenge. Because of the fluid nature of teaching assignments from year to year, teachers that teach 4th, 5th, and 6th grades at the time of the investigative phase of this project will not necessarily be assigned to these grades the following year when they will initiate the implementation of the methods. Continuous communication should be maintained with MINEDUC and local education authorities as this may

facilitate negotiations or discussions on the topic of teaching assignments, so that the project may be able to work with teachers who will be teaching upper level grades the following year.

Phase 2: Methods Development Phase

The teaching methods will take into consideration the findings from Phase 1 and will be developed in collaboration with various stakeholders including scholars (historians, archaeologists, anthropologists, etc), teachers union leaders, teachers in the sample, indigenous leaders, and curriculum writers, not to mention staff from MINEDUC.

At least one activity per education standard will be developed. The education standard is selected as the framework because they are defined as the "basics for each grade level that all students must learn by the end of the school year" and serve as clear and measurable criteria (MINEDUC n.f.). Each grade level has 10 education standards for Social Sciences, which means at least 10 activities will be developed.

Each activity should be carried out in one to two class periods, that is, one to two hours. Alternatively, they can be used as the base theme for the entire week, elaborating more upon the activity each class period to ensure an enduring understanding of the theme, while other subject areas can also make reference to the theme. The aim is to cultivate high-level thinking skills through students' active participation in the activities.

Some of the themes of the activities will emerge from the study in Phase 1. Recall the discussion on multicultural education in that the overarching common thread should be local indigenous culture and history, around which the activities should revolve. Activities already designed and used by various public education projects should be consulted for ideas. There are several programs in the US and elsewhere in the world whose publications and lesson plans are available online (see Annex 5).

During this designing phase, it should be kept in mind to not only address the Social Sciences education standards, but also those of the other subject areas although the emphasis will remain on Social Sciences. For example, an activity that addresses the importance of conservation of cultural resources (Social Sciences) will undeniably touch on aspects of responsible citizenship (Citizen Formation) and importance for tourism (Productivity and Development).

The teacher's guide will be a user-friendly, step-by-step lesson plan with specific instructions including the relevant education standard, relevant achievement indicators, class preparation (background information, materials to prepare), and conducting the activity with the class (see Annex 4 for an example). In format, it will look similar to the Guatemática teacher guides, a new mathematics teaching method developed by JICA.

In addition to the Teacher's Guide, a Workshop Facilitator Handbook will also be

produced. It will be largely based on the Teacher's Guide, but will include other pertinent information to aid in conducting the training sessions effectively. It is suggested that the Project Archaeology's Workshop Facilitator Handbook be examined as a reference guide.

B. Year 2
Phase 3: Training Phase

The training phase consists of the training of both Guatemalan workshop facilitators and teachers. Workshop facilitators refer to the people who will actually train the teachers on the methods and materials. They will be local Guatemalan people. This is an important point because the project must follow its own goal of localization and contextualization by offering technical training to local people to enhance their capacity as educators. It will be helpful if they have had experience in training teachers. They may be former teachers, in which case they will have a better understanding of the teachers' needs and classroom situation. An active and participatory teaching style should be a requisite for these positions. The ability to speak and teach in the local indigenous language should also be required. The identification and training of workshop facilitators will prove important not only for the current training cycle but also for the sustainability of the project once the project completes the first cycle.

Once selected, the potential workshop facilitators will receive intensive training by the directors of the project, local scholars (historians, archaeologists, anthropologists), and education specialists on the project goals, information contained in the methods, and how to teach using the teacher's guide. The training will be conducted both in a classroom and outdoors including visits to the proximal archaeological sites. The training of the workshop facilitators will be conducted after the teaching methods are developed and before the teachers are trained. This training will be conducted over the course of one month.

The teachers' training will be carried out during the "vacation" months of November and December. It will be conducted by the trained workshop facilitators and will be similar in content to the training described above for the workshop facilitators, but with a stronger focus on practice, that is, on learning how to implement the activities in the classroom in the most productive and effective way. The connection between the activities and competencies and education standards as outlined in the CNB will be made clear as well, so that the teachers understand how the activities fit into and strengthens the already existing curriculum. It should be noted that the teachers' training at this time of year may conflict with training sessions planned by MINEDUC, thus it is advised to maintain constant communication with the Ministry in order to be able to collaborate.

In preparation for this phase, it is advised that the directors and leading project members receive training and instruction at the Professional Development

Workshops and Facilitator Training Workshops conducted by Project Archaeology staff in the US in order to become familiar with the basics of how to train teachers to use a similar curriculum. As Project Archaeology has had success in training facilitators as well as teachers, this occasion will provide a guiding framework with which the Guatemalan project can structure and adapt the training sessions.

Phase 4: Implementation and Evaluation Phase

The teachers will begin implementing the newly developed methods with the start of the new school year. Based on the correlation of the methods with their respective competencies, a general timeline should be outlined so that the teachers at different schools will progress through the methods at a relatively similar pace. This will facilitate monitoring and evaluation across the different schools. One of the criteria for measuring project effectiveness will be the achievement indicators, as outlined in the CNB.

Project personnel will conduct monthly evaluations, a midterm evaluation in May, and a final evaluation in September. The evaluations will consist of the same criteria as the information collected at the beginning of the project in Phase 1, in particular, the knowledge level of the students and classroom observations. The teachers' self-evaluation of their use of methods and perceived student achievement should be included as well. The monthly, midterm and final evaluations will be compared to the baseline data of Phase 1. The monthly evaluations will allow a quick reaction and correction of any problems that may arise. The midterm evaluation will examine the project's implementation and its impact over the course of five months. Any major issues or concerns can be addressed at this time, and the second half of the implementation phase can be revised or adapted accordingly. At this time, the parents may be interviewed to observe their changing perceptions of their children's learning process on the topic. The final evaluation will assess its general implementation and impact, recognizing any weaknesses and pitfalls that can be addressed and corrected for the following year.

At this time, with coverage expansion in mind, the methods will be adapted and revised based on the experience from the first set of schools. The adaptation will reflect the different locale's history and culture. Revisions will take into consideration both evaluations conducted by the project as well as comments received from the teachers themselves, in order to fine-tune the methods for the second set of schools.

C. Year 3
Coverage Expansion

In addition to continuing the second school year with the newly developed methods in the same schools, coverage will be expanded to include a second set of schools. This second set of schools will be in different departments with different ethnic groups represented than before. This coverage expansion phase will reflect the same project

phases (phases 3 and 4) but on a different timeline, as teacher training will have to occur concurrently with the classes in session. That is to say, a series of short but intensive teacher training sessions will take place on the weekends over the course of the school year. After each training session, the teachers will then implement the methods in their respective classes. It is hoped that this training cycle will be effective, as after each classroom implementation, the teachers can then bring back their experiences (concerns, comments, and suggestions) to the group of participating teachers in the training sessions, not only serving to foster communication among the teachers but to help in the on-going evaluation of the project. In fact, by means of constant communication and continuous training with the same members (teachers, trainers), the cycle of training – implementation - communication will also help improve self-esteem and motivation in the teachers, a problem identified by the teachers themselves (Ishihara 2007a).

V.   WORK PLAN

Phases 1 through 3 will be conducted during the first year. Phase 1 will be carried out during the first three months, while Phase 2 will be conducted over the course of six months. Phase 3 will be conducted in the last three months of the first year. Phase 4 will comprise the second year. The third year will consist of both continuing the implementation from Year 2 and expanding coverage.

YEAR 1: Phases 1-3	
Phase 1: Anthropological field research	January – March
Phase 2: Develop teaching methods	April – September
Phase 3: Training of workshop facilitators, Training of teachers on the methods	October, November – December
YEAR 2: Phase 4	
Implement methods in the classrooms	January – October
Evaluation (Baseline, Midterm, Final; Monthly) Ongoing revision of methods	January, May, October January – October
Revise methods to adapt to expanded coverage locale	November – December
YEAR 3: Continue second year of Implementation; Coverage expansion	
Continue implementation from Year 2	January – October
Training of teachers on weekends; Implement in classrooms; Evaluation	January – October
Evaluation, Revision of methods	November – December

VI.   EXPECTED IMPACTS OF THE PROJECT

It is hoped that the project will be able to directly impact both the students and the teachers, and indirectly the parents. The participatory methods will enable the teachers to break out of the habit of using traditional blackboard techniques where the students are relegated to rote learning. The students will have a chance to learn about the importance of their surrounding culture and local history, building

self-confidence and fostering self-identity. The incorporation of local cultural and historical knowledge into the school teaching-learning process will promote an enabling environment in which intergenerational and intercultural dialogue will be facilitated, hence encouraging and celebrating multicultural diversity.

VII.   DELIVERABLES

1. A report on the qualitative study will be produced.
2. Develop a Teacher's Guide that contains the methods in a user-friendly format.
3. Produce a Workshop Facilitator Handbook for the workshop facilitators that will expand on the Teacher's Guide, containing information relevant to training the teachers on the methods.
4. Training of local Guatemalan Workshop Facilitators who will in turn train the teachers.
5. Training of second cycle primary education teachers on methods in Social Sciences, for the targeted schools.
6. Submit a final report at the end of Year 2 that presents the evaluations of the project in terms of achievement of competencies and education standards.
7. Submit a final report at the end of Year 3 on the second year of implementation as well as the first year of expanded coverage.

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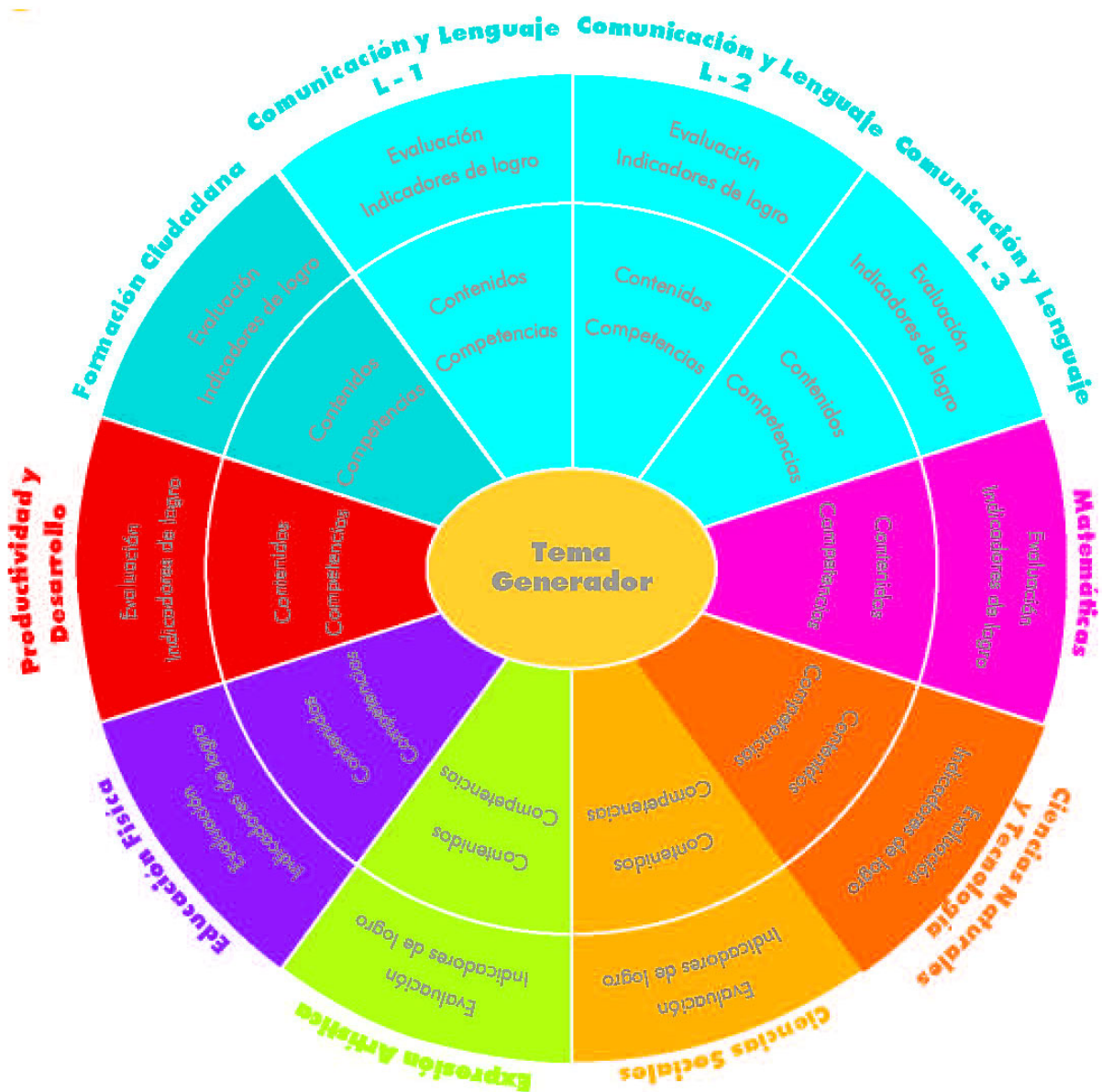
Annex 1.
Axes of the Education Reform in relation to the curriculum axes,
with the relevant components that will be taught through the project
(adapted from Table 1 of the national curriculum, Currículum Nacional Base).

Ejes de la Reforma Educativa y su relación con los Ejes del Curriculum

Ejes de la Reforma	Ejes del Curriculum	Componentes de los Ejes	Sub-componentes de los Ejes
Unidad en la Diversidad	1. Multiculturalidad e Interculturalidad	Identidad - Educación para la unidad, la diversidad y la convivencia - Derechos de los Pueblos.	Personal Étnica y cultural Nacional
Vida en democracia y cultura de paz	2. Equidad de género, de etnia y social	- Equidad e igualdad - Género y autoestima - Educación sexual: VIH – SIDA - Equidad laboral - Equidad étnica - Equidad social - Género y clase	Género y poder Género y etnicidad
	3. Educación en valores	- Personales - Sociales y cívicos - Éticos - Culturales - Ecológicos	
	4. Vida familiar	- Organización y economía familiar - Deberes y derechos de la familia - Deberes y derechos de la niñez y la juventud - Educación para la salud - Prevención y erradicación de la violencia intrafamiliar - Relaciones intergeneracionales atención y respeto al adulto mayor	
	5. Vida Ciudadana	- Educación en población. - Educación en Derechos Humanos - Democracia y cultura de paz - Formación Cívica.	Cultura jurídica Educación fiscal Educación vial Educación para el adecuado consumo
Desarrollo integral Sostenible	6. Desarrollo Sostenible	- Desarrollo humano integral - Relación ser humano – naturaleza - Preservación de los Recursos Naturales - Conservación del Patrimonio Cultural	
	7. Seguridad social y ambiental	- Riesgos naturales y sociales - Prevención de desastres - Inseguridad y vulnerabilidad	
Ciencia y Tecnología	8. Formación en el trabajo	- Trabajo y productividad - Legislación laboral y seguridad social	
	9. Desarrollo tecnológico	- Manejo pertinente de la tecnología - Manejo de información	

Annex 2.
Conceptualization of the integrated teaching-learning model
that incorporates multiple subject areas
(adapted from Figure 1 of the national curriculum, Currículum Nacional Base).
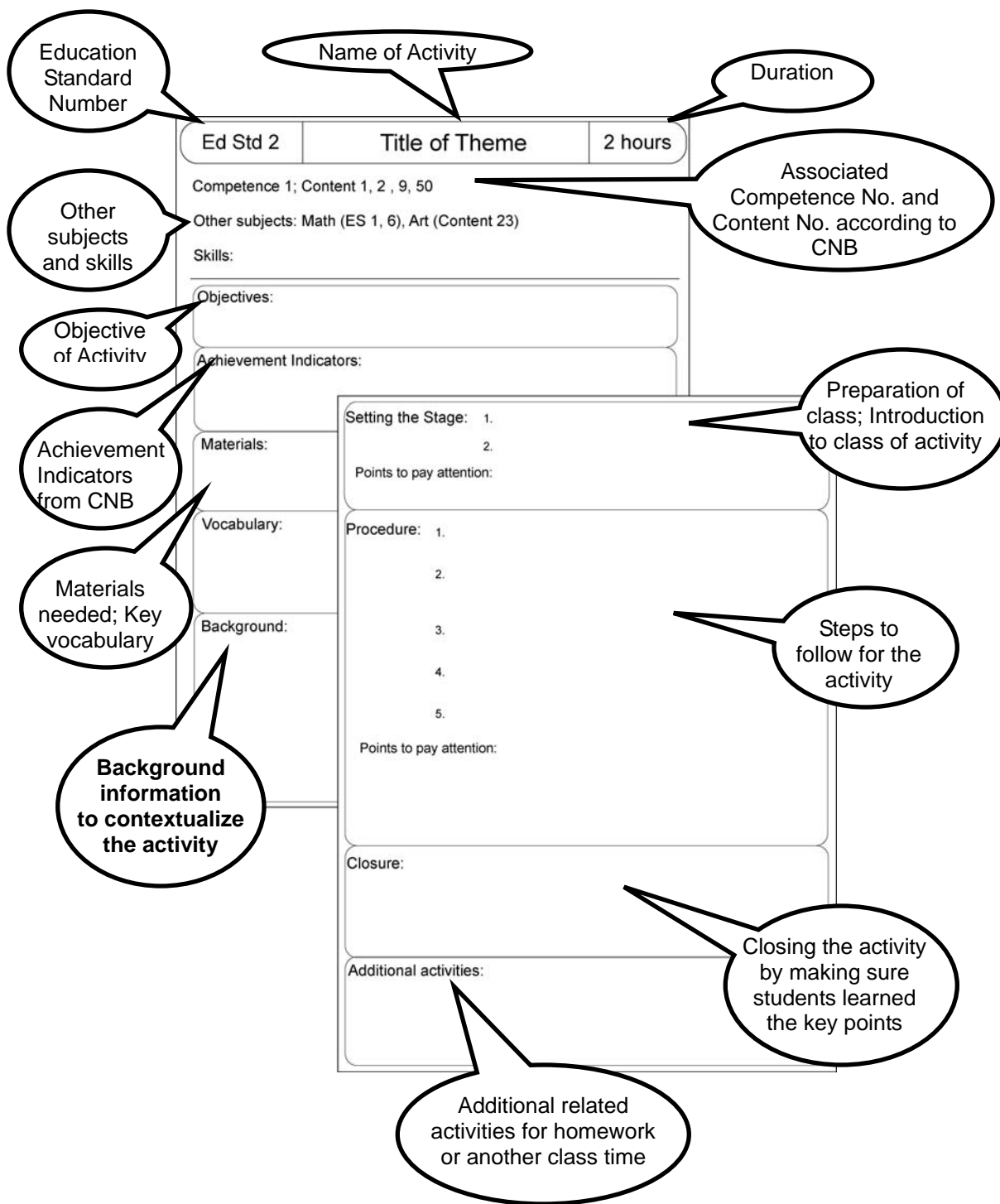
Annex 3.
Education standards for Social Sciences for the second cylce of primary education
(adapted from the Poster developed by USAID-Guatemala/
Programa Estándares e Investigación Educativa).

CIENCIAS SOCIALES

COMPONENTE CICLO II	CUARTO GRADO	QUINTO GRADO	SEXTO GRADO
LA VIDA Y LOS ESPACIOS GEOGRÁFICOS	**Estándar ·** Relaciona los accidentes geográficos de Centroamérica, con las fronteras y límites del área, clima, población.	**Estándar ·** Relaciona los espacios geográficos de América con su ubicación, población, y zonas vulnerables de los diferentes países.	**Estándar ·** Relaciona los espacios geográficos del mundo con su ubicación, población, y zonas vulnerables de los diferentes países.
	Estándar ·· Utiliza los puntos cardinales, símbolos cartográficos, latitud y longitud para encontrar, localizar y orientarse en Centroamérica, hacia lugares de interés regional y accidentes geográficos importantes del área.	**Estándar ··** Utiliza los puntos cardinales, símbolos cartográficos, latitud y longitud, para interpretar, localizar y orientarse en América.	**Estándar ··** Utiliza los puntos cardinales, latitud, longitud, símbolos cartográficos, con su significado y la escala para determinar distancias como medios de interpretación localización y orientación en el mundo.
	Estándar ··· Describe las formas de aprovechar y conservar los recursos naturales de Guatemala y Centroamérica.	**Estándar ···** Relaciona las formas de aprovechar y conservar los recursos naturales de Centroamérica con los de otros países de América.	**Estándar ···** Relaciona las formas de aprovechar y conservar los recursos naturales para proveer calidad de vida en América y otros países del mundo.
	Estándar ···· Relaciona las principales actividades económicas que se desarrollan en Centroamérica con las formas de distribución de los productos dentro y fuera del área.	**Estándar ····** Relaciona las principales actividades económicas de la región con la tecnología utilizada en las mismas y con las formas de distribución dentro y fuera de América.	**Estándar ····** Relaciona las actividades económicas que se desarrollan en el mundo y las formas de distribución global, con indicadores de desarrollo (población, salud, educación y tecnología) y calidad de vida.
LAS SOCIEDADES A TRAVÉS DEL TIEMPO	**Estándar —** Describe desde una perspectiva histórica la cultura de los pueblos de Guatemala y de Centroamérica.	**Estándar —** Compara los elementos de la cultura de los Cuatro Pueblos de Guatemala con las culturas de América.	**Estándar —** Relaciona la cultura de los Cuatro Pueblos de Guatemala, con la de otros pueblos del mundo.
	Estándar –· Establece causas y consecuencias de procesos históricos ocurridos en Mesoamérica y Centroamérica.	**Estándar –·** Relaciona la incidencia de procesos históricos de América en los escenarios político, económico y social.	**Estándar –·** Relaciona la incidencia de los procesos históricos del mundo en los escenarios político, económico, social.
	Estándar –·· Describe la organización, propósitos y funciones de los gobiernos de otros países de Centroamérica.	**Estándar –··** Compara las diferentes formas de gobierno existentes en América.	**Estándar –··** Compara la estructura de diferentes formas de gobierno en el mundo.
	Estándar –··· Explica el tipo de relación que se establece entre Guatemala y los otros países de Centroamérica en el marco de convenios, tratados con instituciones nacionales e internacionales.	**Estándar –···** Describe ventajas y desventajas de las relaciones entre los países de América y las instituciones internacionales, en economía, derechos humanos, cultura y ambiente.	**Estándar –···** Describe ventajas y desventajas de la globalización, del intercambio económico, cultural y tecnológico.
RESOLUCIÓN DE PROBLEMAS	**Estándar ····** Participa en la promoción del respeto a los derechos humanos en la construcción de una cultura de paz.	**Estándar ····** Describe la importancia de los derechos y responsabilidades ciudadanas en la construcción de una cultura de paz.	**Estándar ····** Participa en actividades ciudadanas dentro del marco de una cultura de paz.
USO DE LA INFORMACIÓN	**Estándar =** Utiliza diversas fuentes de información (escrita, oral, monumental, entre otras) que fundamenten el conocimiento generado en el contexto de las ciencias sociales.	**Estándar =** Presenta los hallazgos de la investigación social de manera oral y escrita.	**Estándar =** Aplica metodologías de investigación de las ciencias sociales, para obtener conclusiones, identificar soluciones y tomar decisiones.

Annex 4.
Example of the structure of an activity in the teacher's guide.

Education Standard Number

Name of Activity

Duration

| Ed Std 2 | Title of Theme | 2 hours |

Competence 1; Content 1, 2 , 9, 50

Other subjects: Math (ES 1, 6), Art (Content 23)

Skills:

Objectives:

Achievement Indicators:

Materials:

Vocabulary:

Background:

Setting the Stage: 1.

2.

Points to pay attention:

Procedure: 1.

2.

3.

4.

5.

Points to pay attention:

Closure:

Additional activities:

Associated Competence No. and Content No. according to CNB

Other subjects and skills

Objective of Activity

Achievement Indicators from CNB

Materials needed; Key vocabulary

Background information to contextualize the activity

Preparation of class; Introduction to class of activity

Steps to follow for the activity

Closing the activity by making sure students learned the key points

Additional related activities for homework or another class time

Annex 5.
List of programs and publications that have activities associated with the teaching of themes in anthropology and archaeology. Many of the activities are available online. The author has already been in communication with the contacts listed.

1. Organization: Project Archaeology.
   Contact: Dr. Jeanne Moe, National Director
   Publications: Intrigue of the Past (Smith et al 1993), Investigating Shelter (Letts and Moe 2007).
   Web page: http://projectarchaeology.org
2. Project: Maya Area Cultural Heritage Initiative (MACHI)
   Contact: Dr. Patricia McAnany, Principal Investigator
   Web page: http://machiproject.org
3. Organization: Archaeological Institute of America
   Contact: Dr. Ben Thomas, Education and Outreach Coordinator
   Web page: http://www.archaeological.org/education
4. Organization: Society for American Archaeology (SAA)
   Web pages: http://saa.org/public/resources/foredu.html;
   http://www.saa.org/pubEdu/sampler/TOC.html
5. Project: Understanding Race and Human Variation, American Anthropological Association
   Web page:
   http://www.understandingrace.com/resources/for_teachers.html
6. Organization: ArchNet, Archaeological Research Institute, Arizona State University
   Web page:
   http://archnet.asu.edu/resources/Selected_Resources/K-12%20Resource/topic.php
7. Organization: Smithsonian Institution, National Museum of Natural History, Department of Anthropology
   Publications: AnthroNotes: A Museum of Natural History Publication for Educators; Anthropology Explores: The Best of Smithsonian AnthroNotes
   Web sites: http://anthropology.si.edu/outreach/outrch1.html#anthronotes
   http://www.sil.si.edu/SILPublications/Anthropology-K12/anth-k12.htm
8. Organization: National Council for the Social Studies
   Web page: http://www.ncss.org/
9. Organization: National Park Services
   Web site: http://www.nps.gov/learn/curriculum.htm