Chapter 7

Guatemala and the PISA for Development system-level questionnaire

This chapter provides a detailed assessment of the current state of data collection and availability, in terms of quality and completeness, at the level of the national education system in Guatemala. It shows that Guatemala is in a good position to respond to the system-level questionnaire: each data table in the questionnaire has an institution assigned to it to collect the requested information; and metadata are all based on well-known legislation (national law or administrative norms) while the data are regularly based on advanced information systems. Challenges include providing data on instruction time, on the duration of pre-primary education according to ISCED levels of education, and on educational expenditure.

Guatemala assessment results

UIS visited Guatemala during the week of 20 April 2015.

The institution in charge of implementing PISA-D in Guatemala is the *Dirección General de Evaluación e Investigación Educativa* (General Directorate of Assessment and Education Research) (DIGEDUCA) of the Ministry of Education (MoE). It acts as the PISA-D NC and is the respondent for the system-level questionnaire. Due to the structure of the questionnaire and the variety of topics covered, DIGEDUCA obtains the data from different sources (see Table 7.1).

Table 7.1 Guatemala's data providers for the system-level questionnaire

Number	Table	Data provider
1	Education stratification	Directorate of Planning (DIPLAN, Ministry of Education)
2-1	Assessments and examinations	Directorate of Assessment and Education Research (DIGEDUCA, Ministry of Education)
2-2	Tertiary entrance examinations	San Carlos University
3	Number of class sessions per year	Directorate of Curriculum and Directorate of Education Quality Management (DIGECADE, Ministry of Education)
4	Annual teacher salaries	Directorate of Human Resources (DIREH, Ministry of Education)
5	Requirement's for pre-service teacher training	Directorate of Education Quality Management (DIGECADE, Ministry of Education)
6	National accounts	Central Bank (GDP) and National Institute for Statistics (INE) (Population)
7-1	Education expenditure	DIPLAN (Ministry of Education)
7-2	Number of students	DIPLAN (Ministry of Education)

Questionnaire table 1: Stratification

The organisation of Guatemala's education system is regulated by the 1991 National Law of Education.[1]

The education system has no selection scheme for students to be guided into different streams. ISCED Levels 0, 1 and 2 are based on general education programmes while ISCED Level 3, *Ciclo Diversificado*, has two orientations: general and vocational. Students can select an orientation at the age of 16, when they normally start upper secondary education. The orientations share a common core curriculum and both allow their graduates to continue to any tertiary education programme.

The school year runs from January to October. One weakness detected in this arrangement is that there is no clear reference date for age in order to report enrolment data by age. The legislation (*Reglamento de evaluación de los aprendizajes* – 2010) establishes that children who start primary education have to be at least 6.5 years old at the beginning of the school year. However, the enrolment process is open until 31 March, so other administrative procedures take this date for the age (for example, statistics on enrolment).

In terms of how Guatemala's education system equates to ISCED levels, Guatemala's report to UIS of its official mapping to ISCED 2011 was still pending at the

time of the visit. One important issue to define for the mapping is the duration of pre-primary education. In the previous ISCED mapping (1997 version) pre-primary education started at the age of five and lasted two years. However, some regulations in the country define a pre-primary level starting at the age of four and lasting three years. Given the new scheme proposed by ISCED 2011, the country needs to define if the grade for four-year-old children belongs to ISCED 01 or ISCED 02.

Table 7.2 Quality assessment: Stratification

Category	Coverage	Time sensitivity		Ownership of information	
Sub-category	Statistical units	Periodicity of production	Timeliness	Framework for action	Team responsibility
Rating	Emerging	Emerging	Advanced	Advanced	Advanced
Characteristics	The initial formal education system is covered, as well as the technical and professional programmes, in both public and private sectors	The system produces some data and statistics periodically	The system produces all information, data and statistics in a timely manner	Most elements of a framework are in place	Specific teams are identified, collaborative platforms are in place
Justification	The Education Act defines the organisation of the education system and the characteristics of each stream. However, the duration of ISCED 02 has not yet been officially defined, in order to determine how the national education system equates to ISCED levels	The Education Act is over 20 years old and has been complemented by several pieces of legislation from central government and the MoE	As national law, it has followed a regulated process for publication. The related legislation is also published by the MoE	All ministries involved have a clear framework for action	All ministries involved have a clear mandate and responsibilities

Table 7.3 Availability assessment: Stratification

Category	Government officers		Outside users	Global community
Sub-category	Awareness	Data-driven culture	Openness and transparency	International organisations
Rating	Emerging	Emerging	Advanced	Emerging
Characteristics	There are some official channels through which national officers can access the information	There are some mechanisms in place in order to make sure the documents or results are used in order to improve the system	All the information is organised in a coherent manner and available in a single place (e.g. website, information centre)	Some information in some areas is sent to the UIS/UN, with some gaps in data and timeline
Justification	The Education Act and the organisation of the education system are well known by all officials. However, some issues, such as the ISCED 02 example above or the reference date for ages, are affected by different norms; this could make it difficult to understand the regulations properly	The Education Act and all the related documents and regulations are disseminated within the system. However, the existence of so much legislation could make it difficult to be aware of all the different aspects of the education system	All legal documents on the education system, including the Education Act, are available on the MoE website. This website also has information and documents for each education level	The structure of the education system is reported regularly to UIS through the ISCED mapping. The latest update (2011 ISCED version) is still pending

Questionnaire table 2.1: Assessments and examinations at lower and upper secondary level

The institution responsible for assessing non-tertiary level education in Guatemala is DIGEDUCA. It manages different assessment studies at all educational levels. For secondary education the assessments take place in the last grade of each cycle. They are called *Tercero Básico* in lower secondary and *Graduandos* in upper secondary.

The *Tercero Básico* assessment for lower secondary education is implemented in Grade 3 (or Grade 9 counting from the beginning of primary education). It is applied every three years to all students in Grade 3. The first version of this assessment was carried out in 2006 and the most recent version in 2013. It has no direct consequences for students, teachers or schools.

The *Graduandos* assessment is carried out in the last years of upper secondary, which can be Grade 2 or 3 (Grade 11 or 12 counting from primary education). It is applied every year as a census; i.e. to all students in the target grades. The assessment was implemented for the first time in 2004 as a voluntary test, and from 2005 became mandatory for all students (both general education, and technical and vocational education and training – TVET – share a common curriculum). The test is an administrative requisite for certifying secondary education, but the assessment result has no impact on student certification.

Both tests take place during the second semester and the results are published before the end of the school year. Its main purpose is to provide a diagnosis of the education system in order to improve its quality, and the results are used for pedagogical orientation.[2]

Table 7.4 Quality assessment: Secondary-level assessments and examinations

Category	Coverage	Time sensitivity		Ownership of information	
Sub-category	Statistical units	Periodicity of production	Timeliness	Framework for action	Team responsibility
Rating	Advanced	Advanced	Advanced	Advanced	Advanced
Characteristics	All the sectors of the relevant system are covered (e.g. initial education, including second chance programmes)	The system produces all data and statistics periodically	The system produces all information, data and statistics in a timely manner	Most elements of a framework are in place	Specific teams are identified, collaborative platforms are in place
Justification	Secondary education in Guatemala use assessments but not examinations. The assessments for lower and upper secondary cover all types of programmes and are applied as a census	The assessments are applied in the last grade of each level during the second semester of the school year	Results are disseminated approximately three months after implementation. Since the main objective of the assessments is a diagnosis for quality improvements, the dissemination is timely	There is a formal framework for the different phases of the examination process	DIGEDUCA was created within the MoE in order to implement national assessments in non-tertiary education

Table 7.5 Availability assessment: Secondary-level assessments and examinations

Category	Government officers		Outside users	Global community
Sub-category	Awareness	Data-driven culture	Openness and transparency	International organisations
Rating	Advanced	Advanced	Advanced	Advanced
Characteristics	Information is organised in a coherent and accessible manner, for example through a specific office or data warehouse	There is a communication strategy to make sure the documents or results are disseminated and used in order to improve the system	All the information is organised in a coherent manner and available in a single place (e.g. website, information centre)	Relevant information is regularly shared with the UIS/UN through regular activities, and then relayed to other partner agencies
Justification	All relevant officers are aware of the information	Data is disseminated properly to different actors within the education system	The DIGEDUCA web page has all the related information and publications of the assessments	DIGEDUCA have shared institutional information on their assessments with international organisations, such as LLECE and the UIS

Note: LLECE is UNESCO's Latin American Laboratory for Assessment of the Quality of Education (*Laboratorio Latinoamericano de Evaluación de la Calidad de la Educación*).

Questionnaire table 2.2: Tertiary entrance examinations

The tertiary education system in Guatemala is composed of a single public educational institution, the *Universidad de San Carlos de Guatemala* (USAC), and a group of 13 private universities. USAC has approximately 40% of all tertiary education enrolment. There is a regulated entry system for USAC programmes that includes a compulsory standardised entrance examination. Each private university has its own criteria and entry system.

The USAC entry system is called the Assignation and Grading System and has four stages: 1) a vocational guidance test; 2) a standardised test for general subjects; 3) a test on specific subjects related to the selected field of study; and 4) a remedial programme for students who have failed the test. The whole system is managed directly by USAC.

The test takes place between June and August. Students from the last grade of upper secondary (or who have already certified at this level) are allowed to take the test; they have four dates or opportunities before going to the remedial programme. Tertiary education programmes start every year in January.

Students apply to a specific education programme and take the test. If they pass the test with results above a minimum score, which is defined every year (for general and specific tests), they are admitted to the selected education programme. There are no other selection criteria.

Table 7.6 Quality assessment: Tertiary entrance examinations

Category	Coverage	Time sensitivity		Ownership of information	
Sub-category	Statistical units	Periodicity of production	Timeliness	Framework for action	Team responsibility
Rating	Emerging	Advanced	Advanced	Advanced	Advanced
Characteristics	The initial education system, primary and secondary, is covered, and technical and professional programmes in both public and private sectors	The system produces all data and statistics periodically	The system produces all information, data and statistics in a timely manner	Most elements of a framework are in place	Specific teams are identified, collaborative platforms are in place
Justification	There is a regulated tertiary entrance examination for the San Carlos University, the only public university in Guatemala, which covers a high percentage of tertiary enrolment. Private educational institutions have their own entry system	The different stages of the entry system are applied every year and they are aligned with the cycle of the education system	The main product of the entry system is student results. This information is available each year before the beginning of tertiary education programmes	There is a formal procedure with different stages for entering tertiary education; all the elements of the entry system are clearly defined	Norms set by San Carlos University regulate the entry system and define responsibilities within it

Table 7.7 Availability assessment: Tertiary entrance examinations

Category	Government officers		Outside users	Global community
Sub-category	Awareness	Data-driven culture	Openness and transparency	International organisations
Rating	Advanced	Advanced	Emerging	Not applicable
Characteristics	Information is organised in a coherent and accessible manner, for example through a specific office or data warehouse	There is a communication strategy to make sure the documents or results are disseminated and used in order to improve the system	Some information is publicly available, either online, at a documentation centre, or in other ways	Not applicable
Justification	All the actors involved in the system (students, tertiary education programmes, etc.) are aware of the information and how to access to it	The information is disseminated to all involved actors according to their needs: students are informed of results and these are related to entrance qualifications for tertiary education programmes within San Carlos University	The only data shared by the web page are student results, which can be accessed individually by students	Not applicable. There are no known international data collections to this effect

Questionnaire table 3: Instruction time in public institutions by age of student

Instruction time in Guatemala for ISCED/CINE Levels 0-2 (which covers the age range in this table of the system-level questionnaire) is regulated by different pieces of legislation, including the national curriculum, the duration of the school year and schools' daily time schedule. Data on duration of the class session and the annual number of sessions can be estimated from these documents, but in some cases the legislation shows some inconsistencies.

The latest version of the curriculum is from 2005 for pre-primary and primary education and 2009 for lower secondary education. There is no prescribed periodicity to revise the curriculum. For these educational levels the entire curriculum is compulsory.[3]

The prescribed duration of the school year in Guatemala is 180 days. The duration of class sessions is not clearly defined for all educational levels. In lower secondary education the national curriculum establishes a class session of 40 minutes and a scheme of 40 classes per week. For pre-primary and primary education the national curriculum does not include this kind of definition.

The PISA-D NPM has committed to work with all the involved institutions in the MoE in order to get an official estimate for these variables.

Table 7.8 Quality assessment: Instruction time in public institutions by age of student

Category	Coverage	Time sensitivity		Ownership of information	
Sub-category	Statistical units	Periodicity of production	Timeliness	Framework for action	Team responsibility
Rating	Emerging	Advanced	Advanced	Advanced	Advanced
Characteristics	All the sectors of the relevant system are covered (e.g. initial education, including second chance programmes and literacy)	The system produces all data and statistics periodically	The system produces all information, data and statistics in a timely manner	Most elements of a framework are in place	Specific teams are identified, collaborative platforms are in place
Justification	The official curriculum is defined at national level for all educational institutions of the ISCED levels included in the questionnaire. The duration of class sessions is not clearly defined for all educational levels	The curriculum is recent. The curriculum is not defined by any particular school cycle, and there is no prescribed process for updating the curriculum in Guatemala	Once the curriculum is defined, it is published through official channels	Specific teams have responsibility for developing the curriculum	There is clear definition of responsibilities within the MoE for developing the official curriculum

Table 7.9 Availability assessment: instruction time in public institutions by age of student

Category	Government officers		Outside users	Global community
Sub-category	Awareness	Data-driven culture	Openness and transparency	International organisations
Rating	Advanced	Emerging	Advanced	Advanced
Characteristics	Information is organised in a coherent and accessible manner, for example through a specific office or data warehouse	There are some mechanisms in place in order to make sure the documents or results are used in order to improve the system	All the information is organised in a coherent manner and available in a single place (e.g. website, information centre)	Relevant information is regularly shared with the UIS/UN through regular activities, and then relayed to other partner agencies
Justification	The official curriculum for different educational levels is well known by all the relevant actors in the education sector	The official curriculum is disseminated to the education system through official channels. However, there are some difficulties in implementing the curriculum and some lack of regulation for specific issues (for example, allocation of time by subject in primary education)	There are publications of the official curriculum as well as information on the MoE website	For data on instruction time, Guatemala has reported similar information to that requested by the system-level questionnaire to UIS in 2014

Questionnaire table 4: Annual teacher salaries (statutory) by level of education, number of years and level of teaching experience

Teachers' salaries are regulated nationally by the MoE and the Ministry of Finance. The current legislation establishing the framework for the teaching profession dates from 1961. It defines six categories for salaries, from A to F.

Teachers enter the profession at the lowest category, A. Then the only criterion for reaching the next category is experience, or years of service. After every four years of service a teacher can access the following category. That means that a teacher reaches the highest category after 20 years of service. The annual salary includes two extra months and a bonus for holidays. There is no other supplementary payment.

Every year, the government (Ministry of Finance) publishes a document regulating the salaries for each category at different educational levels. In secondary education, teachers are usually hired for a specific number of weekly class sessions. Data for the system-level questionnaire, in table 4, apply to a secondary education teacher who works full time.

All this regulation applies to teachers working on public educational institutions or teachers who work for private institutions subsidised by the central government. Salaries for teachers working in the non-subsidised private institutions are not regulated.[4]

Table 7.10 Quality assessment: Annual teacher salaries (statutory)

Category	Coverage	Time sensitivity		Ownership of information	
Sub-category	Statistical units	Periodicity of production	Timeliness	Framework for action	Team responsibility
Rating	Advanced	Advanced	Advanced	Advanced	Advanced
Characteristics	All the sectors of the relevant system are covered (e.g. initial education, including second chance programmes and literacy)	The system produces all data and statistics periodically	The system produces all information, data and statistics in a timely manner	Most elements of a framework are in place	Specific teams are identified, collaborative platforms are in place
Justification	National government is in charge of regulating teacher salaries for public educational institutions. This regulation is not mandatory for private educational institutions	The Ministry of Finance publishes the information on teacher salaries every year	The information is produced in a timely manner	There is a clear framework for defining, collecting and managing this information	Responsibility for teacher salaries is clearly defined within the MoE and the Ministry of Finance

Table 7.11 Availability assessment: annual teacher salaries (statutory)

Category	Government officers		Outside users	Global community
Sub-category	Awareness	Data-driven culture	Openness and transparency	International organisations
Rating	Advanced	Advanced	Advanced	Emerging
Characteristics	Information is organised in a coherent and accessible manner, for example through a specific office or data warehouse	There is a communication strategy to make sure the documents or results are disseminated and used in order to improve the system	All the information is organised in a coherent manner and available in a single place (e.g. website, information centre)	Some information in some areas is sent to the UIS/UN, with some gaps in data and timeline
Justification	Officers are aware of the information and criteria for teachers' salaries and they know how to access this data	There are regular reports on teachers and salary data	The criterion for defining teacher salaries is defined by the legislation and is available on official websites	Data on teachers and trained teachers are usually reported to different international organisations (e.g. the UIS). The information on teacher salaries was not part of regular UIS activities for Guatemala before 2015

Questionnaire table 5: Teacher training and professional development requirements

The pre-service training system for primary education teachers has been modified recently in Guatemala. Until 2012, teachers for primary level were trained in secondary schools called *Escuelas Normales*. That meant that the teacher training programme came under ISCED Level 3.

In 2013, a tertiary programme for training primary education teachers was implemented. It is a three-year programme at ISCED Level 5 and managed by universities. Guatemala is currently in a state of transition, since the last cohort of teachers trained in secondary schools finished their programmes in 2014, and the first cohort of teachers trained in universities will finish their programmes in 2015.

For pre-primary education, teachers are still trained at *Escuelas Normales*, while the pre-service training programme for secondary education teachers was always a three-year tertiary programme.

For data on teachers the MoE uses two databases: a teacher payroll and a register of teachers by school. The first one is managed by the Directorate of Human Resources and does not cover teachers of non-subsidised private institutions. The second is managed by the Directorate of Planning and is built through the education management information system (EMIS) data collection.

Table 7.12 Quality assessment: Teacher training and professional development requirements

Category	Coverage	Time sensitivity		Ownership of information	
Sub-category	Statistical units	Periodicity of production	Timeliness	Framework for action	Team responsibility
Rating	Advanced	Advanced	Advanced	Advanced	Advanced
Characteristics	All the sectors of the relevant system are covered (e.g. initial education including second chance programmes and literacy)	The system produces all data and statistics periodically	The system produces all information, data and statistics in a timely manner	Most elements of a framework are in place	Specific teams are identified, collaborative platforms are in place
Justification	National government is in charge of regulating teacher training and teacher service. It applies to all teachers	The different stages of initial training for teacher as well as the entry procedure for trained teachers are regulated by national legislation and is aligned with the school cycle	The information is produced in a timely manner	There is a clear framework for defining, collecting and managing this information	The responsibility for teacher training is clearly defined within the MoE

Table 7.13 Availability assessment: Teacher training and professional development requirements

Category	Government officers		Outside users	Global community
Sub-category	Awareness	Data-driven culture	Openness and transparency	International organisations
Rating	Advanced	Advanced	Advanced	Advanced
Characteristics	Information is organised in a coherent and accessible manner, for example through a specific office or data warehouse	There is a communication strategy to make sure the documents or results are disseminated and used in order to improve the system	All the information is organised in a coherent manner and available in a single place (e.g. website, information centre)	Relevant information is regularly shared with the UIS/UN through regular activities, and then relayed to other partner agencies
Justification	Officials are aware of the information on training and they know how to access this data	The information on programmes for teacher training and the requirements and process to access the teacher career is periodically disseminated	This data is defined by legislation and disseminated through official websites	Data on teachers and teacher training are usually reported to different international organisations (for instance, the UIS)

Questionnaire table 6: National accounts

The *Banco de Guatemala* (Central Bank of Guatemala) is responsibile for producing GDP estimates while the *Instituto Nacional de Estadística Guatemala* (National Institute for Statistics) is responsible for population projections.

Current GDP estimates are based on the year 2001. The Central Bank follows international standards for producing their statistics, particularly the norms defined by the IMF. However, this is the first time they have updated the base year – until 2007, the GDP data were based on the year 1958.

Population projections are based on the national population census of 2002. The estimates for 2002-10 were published in 2003 and they were updated later up to 2020. However, data published on the official website only reaches the year 2014. There have been no changes to the estimation model or their assumptions.

Guatemala did not implement a population census in the 2010 round, so the country is not following international recommendations of periodicity (ten years for a population census). The same situation is observed with revising estimates, which is recommended every five years. However, technical assistance from the Economic Commission for Latin America and the Caribbean (ECLAC) is scheduled for 2015 with the aim of revising the estimates. The National Institute for Statistics also periodically sends population data to ECLAC.

Data on purchasing power parity (PPP) factors are not produced by the country, but should be taken from the World Bank database.[5]

Table 7.14 Quality assessment: National accounts

| Category | Coverage | Time sensitivity | | Ownership of information | |
Sub-category	Statistical units	Periodicity of production	Timeliness	Framework for action	Team responsibility
Rating	Advanced	Emerging	Emerging	Advanced	Advanced
Characteristics	All the sectors of the economy are covered and population data for the whole country	The system produces some data and statistics periodically	The system produces some information, data and statistics in a timely manner	Most elements of a framework are in place	Specific teams are identified, collaborative platforms are in place
Justification	Data on GDP are produced in the framework of the National Account System. Population projections are based on a national population census	Data on GDP are produced every trimester. Population projections were produced until 2020. In both cases, the international recommended periodicity for updating the data or related methodology is not strictly followed	Data on GDP are produced in a timely manner based on international recommendations. The national population census was carried out in 2002 but the country missed the 2010 round. Population projections are based on the 2002 census	The National Account System and population data are key elements of the National Statistics System	The Central Bank is responsible for the National Account System and the National Institute for Statistics is responsible for population data

Table 7.15 Availability assessment: National accounts

Category	Government officers		Outside users	Global community
Sub-category	Awareness	Data-driven culture	Openness and transparency	International organisations
Rating	Advanced	Advanced	Advanced	Advanced
Characteristics	Information is organised in a coherent and accessible manner, for example through a specific office or data warehouse	There is a communication strategy to make sure the documents or results are disseminated and used in order to improve the system	All the information is organised in a coherent manner and available in a single place (e.g. website, information centre)	Relevant information is regularly shared with the World Bank/IMF/UNPD through regular activities, and then relayed to other partner agencies
Justification	Information on GDP and population is well known by all the relevant officials	There is an organised dissemination system for data on GDP. Data on population are shared through official channels by the National Institute for Statistics	Data on GDP and population are available in the respective websites	Data on GDP are regularly reported to IMF and the World Bank. Estimates for population are regularly reported to ECLAC

Questionnaire table 7-1: Education expenditure by type of institution and level of education

Data on educational expenditure are produced annually by the MoE and reported to UIS through Questionnaire B of the Survey of Formal Education. The office in charge of this report is the Directorate of Planning.

These data have been produced regularly since 2006. However, they currently only cover government expenditure on education. Estimates of private expenditure on education were only reported to UIS for the years 2006-08.

Private expenditure on education can be estimated using the Guatemalan *Encuesta Nacional de Condiciones de Vida* (Living Standard Measurement Survey) (ENCOVI), a household survey managed by the National Institute for Statistics. The most recent database to be disseminated was from ENCOVI 2011 and the database from ENCOVI 2014 is expected to be published this year. The National Institute for Statistics has recently produced estimates for private expenditure on education for the year 2011, and the MoE will work with them in order to analyse the potential to align this estimate with the UIS framework.

Table 7.16 Quality assessment: Education expenditure by type of institution and level of education

Category	Coverage	Time sensitivity		Ownership of information	
Sub-category	Statistical units	Periodicity of production	Timeliness	Framework for action	Team responsibility
Rating	Emerging	Advanced	Advanced	Emerging	Emerging
Characteristics	The initial education system, general primary and secondary, is covered, and technical and professional programmes in both public and private sectors	The system produces all data and statistics periodically	The system produces all information, data and statistics in a timely manner	The basic components of a framework or informal mechanisms are in place	Some specific teams are identified, but no platform for collaboration
Justification	Data on expenditure on education are limited to the public source	The MoE Planning Office has produced data on educational expenditure annually since 2006	The information is produced mainly for reporting on the UIS education survey, and some indicators from UIS are used to update the national system of educational indicators. However, the UIS survey schedule may not be timely enough in terms of using the data for national needs	There is a conceptual framework for developing statistics on education finance that is followed by the country. However, it is not well documented, nor are the related procedures	The MoE Planning Office leads the development of statistics on education finance but this responsibility is not formally defined

Table 7.17 Availability assessment: Education expenditure by type of institution and level of education

Category	Government officers		Outside users	Global community
Sub-category	Awareness	Data-driven culture	Openness and transparency	International organisations
Rating	Latent	Latent	Emerging	Advanced
Characteristics	Officers are more or less aware of the available information, and rely on personal connections to find it	There are no mechanisms to disseminate the documents or results, in order to improve the system	Some information is publicly available, either online, at documentation centres, or in other ways	Some information in some areas is sent to the UIS/UN, with some gaps in data and timeline
Justification	Officials are aware of some key indicators that are produced and disseminated through the web page, but there is no official report on education finance	Although the MoE produces data on education finance, these data are not included in national reports or publications used for policy making. They only disseminate some key indicators produced by the UIS	Outside users can access key indicators on education finance produced by UIS through the national system of educational indicators	Data on education finance are regularly reported to the UIS

Questionnaire table 7-2: Number of students (full-time equivalent) with coverage adjusted to statistics on educational finance

Data on enrolment are also managed by the MoE's Directorate of Planning. This is part of its information system and its process fully meets general quality criteria. The coverage is also good for the ISCED levels included in table 7.2 of the questionnaire. The alignment of enrolment data to the fiscal year is not an issue in Guatemala since the school year runs from January to October.

The Directorate of Planning is currently introducing an important change in the method of collecting data from schools. Data collection will continue to be via electronic forms, but it will no longer require a desktop application (specific software sent to schools every year) but rather an online system that is managed centrally. The framework,

main variables and concepts have not been modified, so this change should not have impact on the data collected; however, some delays are expected in the usual cycle for the year 2015.[6]
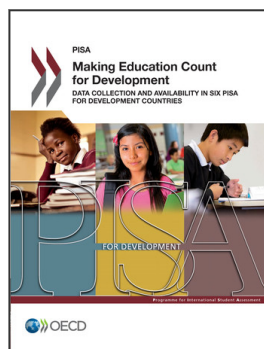
Table 7.18 Quality assessment: Number of students (full-time equivalent) with coverage adjusted to statistics on educational finance

Category	Coverage	Time sensitivity		Ownership of information	
Sub-category	Statistical units	Periodicity of production	Timeliness	Framework for action	Team responsibility
Rating	Advanced	Advanced	Advanced	Advanced	Advanced
Characteristics	All the sectors of the relevant system are covered (e.g. initial education, including second chance programmes and literacy)	The system produces all data and statistics periodically	The system produces all information, data and statistics in a timely manner	Most elements of a framework are in place	Specific teams are identified, collaborative platforms are in place
Justification	The MoE statistical information system covers all the relevant education programmes	There are two periods for collecting data from educational institutions each year, aligned with the beginning and the end of the school cycle. Enrolment statistics are produced following these collection periods	The data are consistently produced and disseminated in a timely manner. Some changes have been introduced recently in the EMIS that could affect the usual process	There is a framework in place for the MoE information system	Responsibilities for the different information system processes are clearly defined within the MoE

Table 7.19 Availability assessment: Number of students (full-time equivalent) with coverage adjusted to statistics on educational finance

Category	Government officers		Outside users	Global community
Sub-category	Awareness	Data-driven culture	Openness and transparency	International organisations
Rating	Advanced	Advanced	Advanced	Advanced
Characteristics	Information is organised in a coherent and accessible manner, for example through a specific office or data warehouse	There is a communication strategy to make sure the documents or results are disseminated and used in order to improve the system	All the information is organised in a coherent manner and available in a single place (e.g. website, information centre)	Relevant information is regularly shared with the UIS/UN through regular activities, and then relayed to other partner agencies
Justification	Most officials are aware of the information available and know how to access it	Data produced by the MoE information system are used not only for statistical purposes but also for policy making, school resources delivery and school management	Data are shared periodically in publications and through the MoE website. There are two main tools in place: the national system of indicators and the school file	Data are shared with different international organisation, such as the UIS (education survey) or the CECC/SICA* network

Note: (*) The CECC/SICA is the *Coordinación Educativa y Cultural Centroamericana* (Central American Educational and Cultural Coordination) (CECC) of the *Sistema de la Integración Centroamericana* (Central American Integration System) (SICA). More information is available at www.sica.int/cecc/.

Notes

1.   The full education legislation for Guatemala can be found at www.mineduc.gob.gt.

2.   These data can be accessed through the DIGEDUCA web page www.mineduc.gob.gt/digeduca.

3.   The current curriculum can be found at
www.mineduc.gob.gt/DIGECUR/?p=CNB.asp&t=Curriculo_Nacional_Base_CNB.

4.   For more information see www.mineduc.gob.gt/RRHH/index.html and
www.onsec.gob.gt/acerca%20de%20onsec/descargas.php#digesto.

5.   For   more   information   see   www.ine.gob.gt/index.php/estadisticas/tema-indicadores   and
www.banguat.gob.gt/inc/main.asp?id=112793&aud=1&lang=1.

6.   For more information see http://estadistica.mineduc.gob.gt/.