The experience of Guatemala in the development and use of digital reading books

Sophia Maldonado Bode
Lifelong Learning Project

CIES, April 2020

Context

- 25 national languages
- 43.8% of the population is indigenous, and 46.15% live in rural areas*
- 22.6% indigenous/rural areas have not completed any educational level*
- 18.5% of the population is illiterate*
- Lack of resources for instruction in bilingual and intercultural contexts
- 21% of the population has access to computers, 29% to the Internet and 62% uses cellular phones*

* Source: INE, 2019

REMIXMILEW
Mapa Lingüístico de Guatemala
Idiomas mayas, xinka y garífuna

20% of the population is illiterate*

22.6% indigenous/rural areas have not completed any educational level*

21% of the population has access to computers, 29% to the Internet and 62% uses cellular phones*

* Source: INE, 2019
Model of Literacy in Bilingual and Intercultural Contexts

Access to Quality Educational Resources for Bilingual Contexts
Development of reading books

Traditional process:

1. Define content
2. Writing
3. Illustration
4. Design/Layout
5. Editing
6. Publish:
   - Printing and distribution
   - Online publication

Using Bloom / ICT:

1. Define content
2. Writing (parameters)
3. Image gallery
4. Templates
5. Editing
6. Publish:
   - Printing and distribution
   - Online publication
MOE institutional strengthening

Contextualization of software and technological tools into Mayan languages

Creation of a Guatemala MOE bookshelf in Bloom Library - reflect local culture in written form / - turn orality into writing and bring oral culture to school

Access to reading resources with different media

Evaluation and monitoring
MOE institutional strengthening and human resource training

Develop and strengthening of local capacity for sustainable creation of quality, decodable and leveled reading books in national languages
Contextualization of software and technological tools into Mayan languages

• Definition of criteria and parameters
• Templates: Mam, K’iche’, Achi, Tz’utujil, Kaqchikel and Spanish.
• Keyboard installer to write in Mayan languages.
• Image gallery
• Bloom interface in K’iche’ and Mam
Creation of a Guatemala MOE bookshelf in Bloom Library

Books with different reading levels

Books in different national languages

Multilingual reading books

Example of accessible book
Access to quality reading resources with different media

Diverse low cost printing options

https://bloomlibrary.org/browse?shelf=Ministerio%20de%20Educaci%C3%B3n%20de%20Guatemala
Evaluation and monitoring

MoE Managers

Dashboard
Achievements

- Curricular Policy incidence
- Inclusive social development
- Mayan language policy strengthening
- Cost efficiency in the development and distribution of reading material
Challenges and lessons learned

1. Traditional paradigms in the process of production and editing of reading books are broken.

2. Ensure the quality of the reading materials, developed by people with less experience as writers.

3. This process requires time and adjustments according to the needs of the context and the languages.