Let’s Bet On Guatemala’s Future Through Quality Education

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“We believe in a Guatemala that is prosperous, safer, and with more solidarity.”
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CACIF is a Guatemalan institution created in 1957 by Guatemalan entrepreneurs; it is organized in different Chambers and Associations who recognize the need of creating a coordinating entity that promotes unified efforts and actions, without reducing the part and activities of such organizations, to protect the Rule of Law, free enterprise and individual dignity.

FUNDESA is a private, non-profit organization, formed by entrepreneurs, independent from sector-based, guild, or partisan interests; created in 1984 from the interest of Guatemalan entrepreneurs to generate and implement programs and projects that boost the country’s economic and social development in a sustainable way.
Dear reader; the third edition of our magazine from the initiative Guatemalan’s let’s improve Guatemala (Guatemaltecos Mejoremos Guatemala) starts its circulation as two important issues affect the country. Rust has begun to affect coffee plantations; which will impact many people as they will be left without employment during the next months, intensifying malnutrition, especially in rural areas and highlands. Additionally, the struggle for the educational reform is still taking place, while the Minister of Education, Licda. Cynthia del Águila, continues to promote positive actions in order to improve the educational system and increase the professionalization of teachers. In the mean time, there are still opposing points of view that generate difficulties to maintain dialog.

We, at CACIF and FUNDESA, see the reform as something positive. As we present this edition, according to national tests performed on 2011, only 26 out of 100 graduating students obtained a passing grade in reading tests and only 8 in mathematics tests; this is a clear example of why the quality of education must be improved.

This third edition shows advances in the different axes of the initiative Guatemaltecos Mejoremos Guatemala to achieve a country that is more prosperous, safer, and has more solidarity, as well as promote devices to strengthen its institutions. We make a special emphasis on the axis of a Guatemala with more solidarity, focusing on education.

We include an article that summarizes the requirement of technical training in 25 productive sectors in Guatemala. This article points out the need to strengthen the training of human resources as a key element to improve competitiveness. Furthermore, it analyzes the situation of educative quality in the country and what actions can help make a significant improvement in education. On security matters, an analysis is made on the prevention of violence; on institutional strengthening we describe the activities that FUNDESA is working on to have more efficient and capable governmental employees, who are hired under technical criteria and allow our country strengthen public policies.

We also have two columnists who provide their opinion on significant life values and the importance of education in Guatemala. We hope you enjoy this edition and that we reach our goal to communicate the initiative’s advances to provide viable alternatives that let the country improve the welfare of its inhabitants. You can follow us in Facebook and Twitter; as well as follow our discussion with the hashtag #Educación.
La imponencia de nuestra tierra nos inspira y nos mantiene firmes en nuestro compromiso como Cervecería Centro Americana de ser Orgullosamente guatemaltecos

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Cervecería Centro Americana, S.A.
Creemos, Confiamos e Invertimos en Guatemala
Fernando Spross

Has 13 years of experience working in think-tanks and research institutions. In FUNDESA, he coordinates the Competitiveness and Improvement of the Business Environment program, based on the analysis and launching of reforms of the Global Competitiveness Index prepared by the World Economic Forum and the report Doing Business of the World Bank. Mr. Spross worked as foreign trade consultant in the Ministry of Economy between 2004 and 2006; he earned a masters degree from the Korea Development Institute School of Public Policy and Management – KDI – in Public Policies and a degree in Economics from the Universidad Francisco Marroquín de Guatemala.

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Juan Carlos Zapata

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Guatemala, sede oficial del V Foro Internacional RedEAmérica

Bajo la temática “Jóvenes que transforman comunidades en América Latina”, el Foro Internacional de RedEAmérica celebra su quinta edición en Antigua Guatemala este 28 de febrero. Se realizarán una serie de mesas de trabajo, conferencias y encuentros bajo la tutela de personalidades de la talla de Hugo Beteta (Director Regional CEPAL, México); Lawrence Pratt (Director CLACDS/INCAE, Costa Rica); Rodrigo Serrano-Berthet (Especialista en Desarrollo Social del Banco Mundial, Washington); y Cynthia Loría (Fundación AVINA, Guatemala), entre otros.

Los Foros Internacionales de RedEAmérica están abiertos al público y se han realizado desde 2009; es desde ese entonces que han servido como plataforma para establecer un diálogo entre inversionistas sociales privados, actores públicos, agencias de cooperación, expertos y líderes comunitarios. El Foro se ha constituido en un espacio de reflexión sobre las lecciones aprendidas, los desafíos de la inversión social privada y las políticas públicas en desarrollo de base, así como en un escenario óptimo para la generación de vínculos entre los distintos socios que culminan en esfuerzos exitosos.

Participar es muy fácil, solo debes ingresar a www.fororedeamérica2013.org
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RedEAmérica es una red temática que nació en 2002 con el apoyo de Fundación Interamericana (IF) y que hoy cuenta con casi 80 organizaciones de origen empresarial que hacen inversión social privada en 12 países de América Latina. Su estrategia es hacer del desarrollo de base un elemento clave en la reducción de la pobreza, en la inclusión y en la profundización de la democracia.
It's a fact that education and development of labor skills are essential for an economy to be more productive and competitive. According to several studies, there is a direct relationship between the improvement in education and the improvement in productivity, thus improving human capital, which is crucial to foster collective welfare. Additionally, according to a study performed by the OECD, differences in human capital stock between countries help explain the contrasts observed in economic growth.

The lack of skilled labor is one of the main barriers Guatemalan businesses face. The 2012 competitiveness report developed by the World Economic Forum, and published in Guatemala by FUNDESA, identifies inappropriately-skilled labor as one of the five most problematic issues to stall business in the country. The lack of trained workforce is the most important factor after the institutional issues such as safety, corruption, and bureaucracy.

On the other hand, during 2011, 22 of the 25 productive sectors reviewed in the Consulting Workshops in the framework of Guatemaltecos Mejoremos Guatemala, identified the issues related with human capital as one of the most important problems for their development. Additionally, in some specific sectors, the problem is more complex. A recent survey shows that 78% of the companies in the logistic services sector rated the access to qualified personnel for logistic operations as difficult or very difficult, which greatly affects their productivity.
What can we do to advance in this matter?

Since the Competitiveness Private Council (CPC) aims to strengthen the public-private Alliance system in favor of competitiveness in Guatemala, the field of professional training is an important opportunity.

The challenges are great. On one hand, **low education levels do not allow higher productivity levels.** There is very little workforce with the required technical skills to attract large-scale productive investments with high added value. The Guatemalan population is characterized by low levels of schooling as only 3% of the employed population completes higher education. This adds to the fact that, in general terms, the national average of schooling is only 5 years, and for this reason, nearly 60% of the EAP has not finished elementary school which limits potential investments that could be made in the country (MINECO, Ministry of Economy, National Employment Policy, 2012).

Another problem is the quality of the education. According to MINEDUC (Ministry of Education), 66.5% of graduating students obtained unsatisfactory grades in standardized mathematic tests and 74.7% in reading tests. Only 10% of the people surveyed reported to have received any type of training when regarding labor skills. The reason for this is that training is usually offered to workers with a minimum educative level (MINECO, 2011).

Furthermore, the National Competitiveness Agenda (Agenda Nacional de Competitividad) as well as the National Employment Policy (Política Nacional de Empleo) mention the existence of a gap between the academic supply and the demand of qualified personnel that businesses require today; there is also a gap in high school education, which does not prepare young people in attitudes and competences for their working performance.

The Guatemalan private sector, through the project Guatemaltecos Mejoremos Guatemala, presented a proposal in 2011 for a long-term competitiveness strategy based on the need to have a productive transformation. This can be translated into producing more and better products with dynamic local and international markets, and to produce new goods and services with a higher added value and technological sophistication (Dalberg-Hausmann, 2011). To achieve it, we must work in launching the development of world-class sectors, jumpstart productivity and employment in the traditional sectors, advance the formalization of the economy, promote science, technology, innovation and entrepreneurship, and work on transversal strategies that remove obstacles to compete such as the strengthening of education and work skills.

The CPC (Competitiveness Private Council) carried out a study called “Mapping of training needs in 25 productive sectors in Guatemala” which aims to have a database of training needs by comparing the demand of the productive sectors with the existing supply, thus improving the training supply with the demand. A second phase is expected to propose policies and programs that can be implemented in the education and labor sectors in order to close the detected gap and ensure a successful transition of young people from school to the labor force.

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2 Miebach Consulting, 2010-2011, “Regional Study of Logistics Tendencies.”
Quality Education

The greatest challenge for Guatemala: committing to Quality Education

"The effect of education on earnings is greater than the effect of working experience."

Photography by Empresarios por la Educación.
The greatest challenge for Guatemala: committing to Quality Education

“In Guatemala, people younger than 30, represent almost 70% of the population today; being the segment of population with the greatest impact in educational training. In a study made by CEPAL, presented earlier, we pointed out that the effect of education on earnings is greater than the effect of working experience. Therefore, we conclude that new generations must have higher academic levels to earn minimum income and live a dignified life.

We realize that for the segment of the population we refer to, the number of school years is an important factor in determining income, given that working experience is secondary; the type of education received is extremely relevant, as well as the learning method used. Hence, the first step we must take to improve quality education is to keep children and young people in the educative system for a period of time that is sufficient for them to acquire the knowledge useful for their working life, avoiding abandonment and desertion.

The first step to increase people’s production capacity during their working lives is to invest in education, without leaving aside themes related with the external conditions of the individual (for ex. business environment) and those problems related with basic conditions to ensure a better use of their physical and mental capacity. Our objective now is to illustrate the challenges to achieve a higher school level, not only by keeping students for a longer period of time in the educational system, but also guaranteeing that the learning they obtain will have an impact on their future income level.”
What factors contribute to permanence in the educational system?

The approach of educational policies in Guatemala during the last decade has been to increase coverage on every level, with the main objective of completing elementary school. We can see that we are very close to achieving this goal, with very concrete measures to guarantee access in the most remote areas of the country, focusing the attention on the most vulnerable groups of society.

Despite the fact that there is no sufficient literature to reach solid conclusions—especially in the case of Guatemala—the joint report by UNESCO and the Ibero-American States Organization (2008), “School and Teenagers: Report on Social and Educational Tendencies in Latin America,” provides valuable information at the time when more teenagers abandon the educational system—on the lack of interest in teenagers on their permanence in the educational system in high school.

The report points out the growing dissociation that exists between expectations of young people on the skills they will acquire in school and the education supply the school provides. The emotional load that comes from an education environment that is very little challenging, with a continuous exposure to monotonous contents, and very little participation in the learning process—one-way learning—is commonly a heavy load on young people.

Several studies indicate that the main reasons for young people to abandon the educational system are not just a lack of a sufficient academic supply, but also the different social and economic conditions that indirectly affect each student.

According to the Educational Tendencies in Latin America Information System—SITEAL—(Sistema de Información de Tendencias Educativas en América Latina), most children between 7 and 12 years attend school. However, from the age of 13 and on, a larger proportion of teenagers can be found outside the academic system. This process is accelerated to a point that, at the age of 16, for every 10 teenagers, 3 are outside the educational system (this rate in Guatemala is 6 for every 10 teenagers).

When young people are asked the reasons for abandoning the academic system, the most frequent answers are: education supply, economic reasons, work, domestic chores (early parenthood), child care, and lack of interest or disappointment. SITEAL provides additional information in the report “Why do teenagers abandon school? Reasons for Desertion in the transition from elementary to high school” (2009); SITEAL points out that the majority of reasons why young people abandon the educative system could be eliminated with an education that is adapted to the needs of the 21st century, by overcoming the economic and social obstacles that youth faces today.
A Guatemala with more Solidarity

Sistema Integrado de Información Social. MINEDUC (2011)
How do teachers influence in Quality Education?

More than looking for the permanence of students in the classrooms, the teachers’ duty is to provide value to students, making attractive the option of continuing their high-school education compared with the other alternatives the world presents. The teacher is no longer a figure of intellectual authority; he would be more a counselor in the learning process in the classrooms. Here is where we face a challenge of exorbitant dimensions, since today’s Guatemalan teachers were educated with different didactics. It is important to mention that it is not our intention to demerit their capability and efforts, we only mean to highlight the issues that need to be reconsidered in our aim to improve the quality of our education.

According to the report presented by McKinsey Education (2009) “Shaping the Future: How Good Education Systems can become great in the Decade Ahead”, the authors confirm that there are three key variables in a teacher with high performance:

- The teacher has an evaluation grade higher than 80 points in the national standardized tests in the mathematics, reading, and sciences areas.

- The teacher strictly follows up the study program defined by national authorities, fulfilling the minimum class days defined by international standards. UNESCO (2001) suggests as an international standard a school year with 180 to 200 days of classes, with a minimum classroom time of 4 hours per day, which would translate into 720 to 800 yearly hours of exposing the student to the educational material in the classroom.

- The teacher is continually trained throughout his or her professional life, beginning with a university degree (at a technical level or a bachelor’s degree) and increasing his or her knowledge mostly in the pedagogical area and in the area of classroom technology. This area is difficult to evaluate, but it is

used as a reference in the teacher’s schooling years; the standard for a teacher who has more than 10 years of experience would be 16 years: 11 years of initial training, plus three years of university education before beginning his or her professional life, and two more years of complementary training during his or her professional life.

These requirements, far from being too ambitious, illustrate the minimum skills we should expect from a teacher to have an effective impact on the actual learning of students. We recognize that there are additional criteria that should be adapted to the reality of our country, among which would be the quality of the facilities, their accessibility, the reference materials and books, as well as the curriculum. However, even with these limitations, Juan Carlos Fernández R. shows in his study “Evaluation of the Teachers’ Performance and their Impact on the Improvement of the Educative Quality” that a student’s evaluation depends up to 70% on the quality of teacher in the most advanced years of his training.

An essential issue on the improvement in the educational quality is to improve the teachers’ qualification by following up their performance along with an efficient incentives system. We do not have more information on the salaries and benefits for the teachers, however, when we analyze teachers’ basic salaries (Governmental Decree 523-2011), adjusted by rank, is between 15% and 40% higher than the average salary for Guatemalans (the average salary of Guatemalans, according to ENEI 2010 – National Survey on Employment and Income – is Q2,973 monthly in the public sector and 1,526 monthly in the private sector).

A better education quality contributes to accumulative human capital, reducing the “brain drain” from the country. Any improvement in education quality helps the youth to broaden employment opportunities, not just in the country, but also abroad. On this issue, we would like to stress the importance of decreasing the forced migration to countries where
employment expectancy is covered by employments outside the law or with high indexes of precariousness and abuse of human rights.

According to a study performed by the World Bank (2003) “International Migration, Remittances and the Brain Drain: A study of 24 Labor-Exporting Countries” on the migration of young people and brain drain in Latin America, Asian and African countries, countries like Guatemala tend to export a large number of talented young people to countries with greater employment opportunities, even if they have not reached a high academic level or employment experience.

This situation leads young people to learn skills and abilities outside of their country of origin, which has a positive impact in their productivity and future contribution to the economic growth. The negative issue mentioned by this study is that the country of origin could have taken better advantage of the skills and entrepreneurial spirit of these young people, translating into benefits for their closest family circle and society in general. The risks derived from a low quality education system are not only migrating young people with high potentials, but also productive capabilities staying in the country of destination instead of helping reduce poverty problems and exclusion in their country of origin.

Increasing the quality of education allows young people to discover better employment opportunities or, even more, develop productive endeavors. A higher education level, accompanied by a longer permanence in the educative system allows young people to realize that they own valuable abilities that will contribute in the improvement of their life conditions while they have at the same time a great impact in the life of other people in society.

As a conclusion, we would like to focus our attention on the need of analyzing the efficacy of the educative system in preparing young people to succeed in a changing labor market, as well as in providing them with the necessary skills to successfully perform in their professions, and in ensuring a better living standard during and after their working life.

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After one year of General Otto Pérez Molina’s government, the reduction in the rate of homicides is presented as his greatest achievement. This is positive; however, in order to maintain a sustained decrease in the homicide rate, it is necessary to take action in preventing violence, especially in social development interventions such as education, health, and personal growth to help young people achieve a dignified life.

Unfortunately, the majority of crimes are committed by young males, who live in marginal urban areas. Most of them have not completed their studies, have family problems, and lack of opportunities.

**Violence is NOT prevented by dissuasion**

Dissuasion is constantly confused with prevention. Many actions that have been considered as prevention include suggestions from avoiding certain places during certain hours, to responding when a suspected criminal is seen in order to discourage the suspected criminal to commit a crime. This is dissuasion, it is not prevention. To dissuade is to discourage someone to commit a crime.

Prevention means there is no one who will potentially commit a crime. It is having every child and teenager attend school, having an environment that provides conditions for a proper development, have a good job, form a united family and conquer solid principles and values.

There are three prevention levels: primary, secondary, and tertiary.

**The primary level has strategies focused on the population that has not committed nor is in the risk of committing crimes. Primary prevention basically promotes well-being.**

**Secondary prevention refers to the actions that must be considered to attend the population in risk of perpetrating a crime or being a victim of crimes.**

**Tertiary prevention is focused in the population that has already committed a crime, even if those people have not been in the penitentiary system, and in those who have been victims of crimes.**
We do not have public prevention policies

There has been little prevention of crime; the government has not particularly prevented it. Even though the National Policy for Juvenile Violence Prevention was created on 2005, the following governments did not promote nor implement it. As of today, efforts made on prevention have not been strategic or sustained. This gap has been filled by civilian institutions, which do what they deem proper – without a regulatory reference framework or precise national guidelines – with their best intentions, without any kind of control from the Government.

Last year, the Vice-Minister for Citizens Safety and Communitarian Support from the Ministry of Interior started the process of designing a new policy to prevent crime focused on adolescents and juveniles. To create this policy, public consultations were made; they included young people from the interior of the country and from different sectors. Additionally, local authorities and civil society leaders were included.

Key actions to prevent crime

We recommend the following actions in the prevention area to obtain sustained success in reducing violence:

A

Publish and implement the National Policy for Juvenile Violence Prevention in the short term to provide national prevention guidelines.

B

Create, improve, and strengthen safety systems focused on integration. Despite the fact that there have been advances, today’s safety systems need integrating and whole institutional reforms.

C

Develop specific actions on the primary and secondary prevention levels. These actions must be periodically detailed, implemented, controlled, and evaluated. Prevention on these levels requires focusing and sustainability.

D

Prioritize interventions on a municipality level. Violence is centered in certain areas as nearly half of the homicides are committed in 20 municipalities. Preventive intervention should be made on municipal and neighborhood levels. Neighbors and authorities in the municipality know (or, at least, have access to this information due to proximity) to adolescents and young people who may be at risk of incorporating into a criminal life.

Coordination between governmental institutions, private sector, civil society, international cooperation, local governments, and neighbors is crucial to achieve better results in preventing crime. This coordination can be reached through agreements and commitments following a prevention model. A system that provides care to children, adolescents and young people, integrating education, health, sports, and individual monitoring (mentorship), among others. A system that provides young people in their houses and outside spaces and guidelines for their well-being that provides more and better social development, a life plan, healthy distractions, and the most important, a dignified life.
Pollo Campero

El sabor de lo que somos
During the last years, we have seen the urgent need our country has to modernize its civil service. This cannot be achieved through a specific law, but through a process that must begin with a political commitment to transparency, through the Executive Body, the Oficina Nacional de Servicio Civil (ONSEC, in English, National Civil Service Office). This strengthening would allow the different government institutions to start hiring employees based on their merits, not to please those who gave their support to the political party during their election campaign. This does not mean that people who are in political parties are not to be considered, it means that there should be a competitive selection process in order for the better candidates to fulfill the positions in the government.

By Juan Carlos Zapata, General Manager FUNDESA
FUNDESA, through the initiative Guatemaltecos Mejoremos Guatemala, with the support of the USAID Policies and Regulations Support for the Economic Grow Program, has hired Ms. Carolina Roca to retake the modernization process of the Civil Service.

**I. OBJECTIVES**

1. Propitiate the drafting and implementing a modernizing strategy for the human resources management system (Civil Service) in Guatemala.

2. Train in Public Management and Civil Service a key group of specialists in Human Resources.

**II. ACTIVITIES**

1. Identify the advances made by the National Civil Service Office in the modernization area.

   1. Establish the scope of the actual management on human resources and the continuity on its vision and management actions until 2015.
   
   2. Establish the action and activity plans for ONSEC during the 2013-2015 period in modernizing the human resources management.
   
   3. Propose a set of critical indicators and/or actions with their corresponding evidence to control the activities that ONSEC proposes to develop during the 2013-2015 period.
   
   4. Establish the specific advances in:

      4.1. Modification and/or application of recruiting and selection regulations for 2012
      
      4.2. Modification and/or application of retirement regulations
      
      4.3. Modification of the regulations for the different human resources management processes
      
      4.4. Design, testing, and implementing of the computer systems (plus adding modules to the existing and implemented until 2015)
      
      4.5. Modification to the compensation policies
      
      4.6. Database with the public sector employees information

2. Prepare a proposal for the Action Plan to modernize the Guatemalan Civil Service (Servicio Civil de Guatemala) with the following minimum contents:

   2.1. Justification
   
   2.2. Long-term modernization general strategy
   
   2.3. Specific modernization actions for the next 5 years (medium term)
   
   2.4. Medium-term action implementing strategy
   
   2.5. Control and evaluation indicators and criteria

3. Training a group of human resources specialists on Public Management and Civil Service

   3.1. Identification of the objective group that will incorporate personnel from the public sector and ONSEC as well as human resources specialists who work in the private sector
   
   3.2. Establishment of the schedule
   
   3.3. Preparation of the contents in Public Management and Human Resources Management (will contain fundamentals of public management, advanced elements of human resources management, international experiences on the modernization of the civil service, and a review of the legal, systemic, and procedural aspects of the Guatemalan civil service as well as the discussion of the civil service modernization proposal prepared by the consultant
   
   3.4. Prepare the training evaluation rubric
   
   3.5. Identification of the ideal trainers and international trainers' management
   
   3.6. Distribution of the contents by trainers’ expertise
   
   3.7. Coordination of the training event or events
   
   3.8. Performance of the training
   
   3.9. Evaluation of the training
   
   3.10. Preparation of the training report
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Why do we need more and better education to grow?
Being able to see poverty from every perspective allows a more comprehensive approach to the needs people have, recognizing the many factors needed to start building solid foundations over which a prosperous environment will be built. None of the key elements can be left aside, it is necessary to delimit and understand, the best way possible, each one of the elements to which we must start to direct our efforts.

A thorough analysis should guide us to the political, economic, and social environment considerations where we want to direct ourselves now. We refer to the social environment as those conditions that directly influence people’s development levels, but that does not have a direct relationship with increases on income levels. These conditions can include levels of health, nutrition, schooling, job training, housing, and connectivity to basic services – among which are drinking water, sanitation, electricity, telephony, even internet.

The scope proposed by “Guatemaltecos Mejoremos Guatemala” aims to positively influence in those areas which limit a nation’s growth; these limiting areas are considered as barriers to development. In the social area, the greatest challenge for the country is **accumulation of human capital**, basically due to negative impacts of high malnutrition levels and the education quality of universal coverage. On the first edition of this magazine we addressed the malnutrition issue; now we will analyze the academic scenario in Guatemala.
Importance of Accumulating Human Capital:

Throughout a person's life cycle, the productive potential will be determined by the individual's physical and mental capacities. It is during the first stage of development where the attention to physical and mental conditions are the most important, and are being reinforced during childhood and adolescence. A person's productive skills will depend on the quality of attention they received as a child.

Creation of human capital is based on the accumulation of factors that contribute to the individual development, isolated interventions are not enough; a continuity of the process is decisive. This is why basic education and job training are crucial, taking a step beyond the coverage objectives and graduation from elementary.

In Guatemala, average schooling has increased by 2.3 years since 1980, reaching 4.1 years in 2011, according to the Human Development Index. In comparison, the average schooling years for Latin America today is 7.8 years, Chile having the best results with 9.74 years. Additionally, of the total labor force, 23% lacks some level of credited education, 30% has not completed elementary, and only 16% has completed elementary. Only 8.6% of the labor force in Guatemala has technical training or professional studies, while in Costa Rica this number is 21.8% and in El Salvador is 10.2%.

Meanwhile, in the performance area, and with relatively better values for men than for women, the Guatemalan educative system produces 30% of students who do not contain minimum knowledge, more than 11% who abandon their studies during the school year, and 2% of the students who have to repeat the school year. These results cannot be attributed only to the educative system (public and private sector), students, teachers union, and parents associations should participate in the change.

The reason why it is important to improve the education conditions in Guatemala, as a factor that directly affects the development of the country, is related with the ability to increase productivity levels within the adult population. Only with higher education levels we will be able to aspire to create new opportunities that will be translated into sustainable development sources.

The effect of Education on development:

The World Bank (2010) report “SME development in Guatemala: let 10,000 firms bloom” clearly points out the impact of education on growth. It points out its positive effect, given that “it is estimated that an increase of one percent in the average number of years of schooling would increase productivity by about 0.33 percent”.

Furthermore, as mentioned in the report “Rates of Return of Education in Guatemala” by USAID 2006, internationally, different studies have shown positive effects education has on increasing income levels, productivity levels, improving people’s health, changes in the family structure (fertility, teenage pregnancy, infant birth and death rates), decreased criminality, promotion of democratic values, and the strengthening of civilized coexistence, participation in politics, and social cohesion, among others.

From the human capital theory, special reference has been given to the fact that investing in additional schooling years and in job training create skills that allow a person develop his or her employment in a more productive way, thus originating a greater return to those individuals who decide to invest in such capital. It has been demonstrated in economic literature that investing in education can contribute to growth, by increasing the labor force’s productivity and as catalyst of the technical process because education spurs innovation, diffusion and adoption of new technologies.
In a study prepared by CEPAL on the effects of education on poverty, it is estimated that with a schooling level between 9 and 12 years (the only Latin American countries with this schooling level are Chile and Uruguay), reduces the probability of suffering poverty conditions during a person’s working life by up to 20%. With schooling levels similar to those of Guatemala, this probability rises to over 42%. In other words, the fact that a person has a high school diploma guarantees reduced vulnerability to possible poverty conditions.

As a complement, emphasis is made on the importance of investing in education given the economic returns education generates to individuals during their working life. According to a study prepared by USAID, the average rate of return for education in Guatemala is equivalent to 15.3% which means that a person who reaches higher education levels – completing elementary, middle school, high school, or university education – can expect an income 15.3% higher than the income he or she would have earned with a prior educative level.

As a conclusion, we would like to highlight the benefits every person individually receives by having more and better education, since the social and external benefits from higher education levels outweigh the costs associated with providing quality education to every Guatemalan. In consequence, it could happen that, even if investing in education may not be too profitable for the individual, an educated population will be highly beneficial for overall society.

As a corollary, the study prepared by CEPAL estimates the minimum schooling needed to overcome the poverty line, using as a base the education return rates. In Guatemala, it is required that the head of the household who usually has less than 10 years of working experience, should have between 12 and 14 years of schooling to take out his or her family from poverty.

This highlights the fact that the impact of education on income is stronger than experience. Therefore, we may conclude that new generations need to reach higher education levels to obtain a minimum income.
NUESTRO COMPROMISO CON LA EDUCACIÓN

En Pantaleón, la RSE forma parte de la filosofía de trabajo de la organización y se aplica en sus relaciones con colaboradores, proveedores, clientes, comunidades de influencia, gobiernos locales, la sociedad y el medio ambiente. Con el objetivo de mejorar la calidad de vida de todas las personas relacionadas con sus operaciones y conscientes de que la educación es el principal motor de desarrollo de un país. Tanto Pantaleón, como Fundación Pantaleón – su brazo social –, cuentan con programas educativos dirigidos a sus colaboradores, así como a niños, jóvenes y adultos de sus comunidades de influencia.

CENTROS EDUCATIVOS PANTALEÓN

Pantaleón cuenta con dos centros educativos propios, en donde se desarrollan programas educativos para más de 800 hijos de colaboradores y educación de adultos para las comunidades de influencia. Los Centros Educativos de Pantaleón son denominados “Escuelas Visionarias, Constructivas de Ciudadanía”, pues además de poner atención al desarrollo intelectual, se enfatiza en la educación ciudadana. Cada centro educativo cuenta con un programa permanente de Gobierno Escolar, programa reconocido a nivel nacional e internacional y premiado por la Organización de Estados Americanos (OEA).

Los estudiantes destacados de los centros educativos pueden optar a un programa de becas patrocinadas por Pantaleón para continuar sus estudios en el Instituto Tecnológico de la Universidad del Valle o en el INTECAP, en temas relacionados a la agroindustria. Esto, con el fin de tener la oportunidad de trabajar dentro de la organización, o la industria, al finalizar sus estudios.

RECONSTRUCCIÓN DE ESCUELAS

En alianza con los gobiernos municipales y los miembros de estas comunidades, Fundación Pantaleón apoya en la reconstrucción de escuelas. El objetivo de este programa es brindar instalaciones dignas a los estudiantes, las cuales promueven y estimulan el aprendizaje. La reconstrucción y mejoramiento contempla construcción de aulas, sanitarios y cocinas; donación de equipo; Instalación de mecanismos para garantizar agua potable; entre otros. En Guatemala se han reconstruido 19 escuelas en la Costa Sur.

DESARROLLO PROFESIONAL INTEGRAL PARA COLABORADORES

Como uno de sus principales valores, Pantaleón está comprometido con el desarrollo integral de todos sus colaboradores. Además de proveer capacitaciones constantes a su personal profesional, les brinda apoyo para finalizar sus estudios a nivel licenciatura o continuar los mismos a nivel de maestría.

Asimismo, Pantaleón cuenta con un Programa de Jóvenes Talentos, conocido como Trainee, cuyo objetivo es atraer, reclutar y formar jóvenes profesionales, a quienes se les asigüan responsabilidades específicas en las diferentes áreas de los negocios para que puedan desempeñarse de acuerdo a su interés profesional y las necesidades del negocio, con el fin de integrarlos a corto y mediano plazo en cargos de mayor responsabilidad dentro de la corporación.

PROGRAMAS DE EDUCACIÓN PARA ADULTOS

Pantaleón, a través de Fundación Pantaleón, brinda educación primaria y básica durante la mañana a los ciudadanos de esa comunidad, son en su mayoría, del Altiplano del país. El programa permite a los trabajadores continuar con sus estudios para poder acceder a mejores oportunidades tanto dentro, como fuera de la organización. En la Costa Sur, como en el Altiplano, se apoya a las personas adultas de más de 90 comunidades, a continuar con sus estudios de primaria.

A todos los participantes de los programas de educación para adultos se les da la oportunidad de continuar con sus estudios a través de becas otorgadas por Pantaleón en niveles básicos, diversificados e, incluso, universitario. Se brinda la oportunidad a colaboradores y miembros de la comunidad a obtener el título de Bachiller en Ciencias y Letras, con un programa en plan fin de semana desarrollado en las instalaciones de los negocios.

CAPACITACIONES TÉCNICAS

Con el fin de proporcionar acceso a la educación con un enfoque productivo, Fundación Pantaleón lleva a las comunidades de la Costa Sur y el Altiplano capacitaciones técnicas en diversos temas: cocina, repostería, corte y confección, pifitería, panadería, entre otros. Las capacitaciones se llevan a cabo en instalaciones de la comunidad. Gracias a este programa se han establecido y se mantienen operando más de 15 negocios formales.

Tenemos un compromiso inquebrantable con el desarrollo de nuestro país y continuaremos trabajando para generar más oportunidades.
Education is important because it generates skills and helps improve social indicators by decreasing malnutrition rates as well as strengthening health conditions. Furthermore, education reduces poverty, improves social inclusion and delivers conditions for better governance and democratic participation. It also improves family income because it helps opt for higher salaries. A study prepared by USAID in 2006 demonstrated that every schooling year increases individual's income levels.

Low schooling has a negative impact on human development and economic prosperity. As a mother has more schooling years, chronic malnutrition tends to be lower in children 3-59 months old.

On the other hand, low-quality education produces social inequity since it marginalizes a large part of society and limits opportunities to obtain employment due to lack of proper education and training.

National and international education indicators for Guatemala show lags when compared with other countries, even those with a similar income per capita. The average 5-year schooling for the Guatemalan population is well below the that of neighbor countries, such as El Salvador and Mexico. We have improved our coverage, as 93% of the children are enrolled in elementary; however very few students finish high school. Only one out of every five young people goes on to study a diversified profession in high school. Many abandon school and lack the necessary knowledge for life and labor world. As an example, according to the results of the Second Regional Comparative Study, SERCE, by UNESCO/LLECE (2008) Guatemalan sixth grade students are on the last three places on the results of mathematics and reading tests given to children in 16 countries. National tests performed by graduating students every year show deficiencies in the students' education when finishing their studies. In 2011, 26 out of 100 graduating students achieved a passing score in reading, and only 8 in mathematics.

The learning roof of our children is the capacity their teachers have. A study carried out by Sanders and Rivers compared boys and girls in similar social, environmental, economic and cultural conditions, where a group had a high-performance teacher and the other group, a low-performance teacher. The results showed that there is a difference of up to 53 points in the grades of children who have a teacher with high performance rates compared with the group who have a teacher with low performance.

The academic system should promote high-performing teachers whose initial training is high
Together for Education aims to take actions for the improvement of quality education in order to provide better education to children and young adults.

quality, recruited through a rigorous process, has continuous training, has incentives aligned with performances, and receives continuous performance evaluations. Unfortunately, our system has produced teachers who show low performance, partly because their initial training is deficient. Teachers are recruited in a politicized process, not for their merits, there is very little training, incentives are based on seniority, and performance is not evaluated. Diagnostic tests performed on teachers showed that 45% of the participating teachers possessed knowledge in communications and language, and 40% in mathematics.

It is worth mentioning that besides the deficiencies in teacher's technical training, we do not have a proper teachers' recruitment system. Ministry Decrees 704-2005 and 2544-2009 from the Ministry of Education reveal that the weighing for criteria on teachers' recruiting was lowered. CIEN (2012) points out in its document “Education for life and work” that diagnostic tests as recruiting criteria have been belittled opposed to the fact that more importance has been given to seniority in service merits which do not necessarily measure experience. In numbers, in 2005 the diagnostic test results measured 23% of importance in recruitment; while in 2009 it was 9%. Service merits in 2005 were 19% and in 2009, 45%.

These indicators lead us to conclude that the education system is not fulfilling its mission of educating children and young people with the skills needed for life and the working world. It is necessary that, as a country, we take urgent measures; stop falling behind with a system that prevents young people from opting for a better future caused by shortcomings in their education. The Advertising Entrepreneurial Council (Consejo Empresarial de la Publicidad), the Great National Education Campaign (Gran Campaña Nacional por la Educación) of Entrepreneurs for Education (Empresarios por la Educación) will promote during 2013 the initiative Together for Education (Juntos por la Educación), which aims to take actions for the improvement of quality education in order to provide better education to children and young adults.

This initiative has the objective of creating awareness on the urgency to improve the educative system. That is, it aims to promote improvements on the academic system in order to develop education quality provided; strengthen the training of human resources and contribute in reducing poverty. Some key actions in this initiative are: promoting a long-term national agenda, social audits, control of indicators, studies and proposals and their impact on policies. It is important that these actions take place to reach the following targets a) fulfilling the 180 class days that the regulations establish; b) have prepared and competent teachers; and c) have students who pass the mathematics and reading tests.

2 Sanders y Flwers, Cumulative and Residual effects of Teachers on Future Student Academic Achievement, 1996.
3 Empresarios por la Educación, proposal of Juntos por la Educación, 2012.
Perfil del maestro con buen desempeño

Características técnicas:

1. Planifica sus clases
2. Domina el tema que enseña
3. La disciplina fomenta el ambiente de aprendizaje
4. Hace amena la clase cambiando de actividades
5. Identifica a los alumnos con dificultades y los atiende
6. Fomenta la creatividad
7. Resuelve efectivamente las dudas de sus alumnos
8. Practica principios y valores

Medibles y verificables

Programa de Capacitación y Actualización a Docentes -PROCAPS-

* Este perfil ha sido formulado en base a los resultados de la evaluación y observación en el aula de los docentes que participan en el programa (FUNDAZUCAR-UVG-SIGMA)
Departmental Development Meeting, Let’s Give Verapaces a Chance

In the framework of the activities that followed ENADE 2012, the proposal Guatemaltecos Mejoremos Guatemala was taken to Cobán to Give Verapaces a Chance, on Thursday, November 15. Government representatives, municipal authorities, entrepreneurs, cooperative members, and members from the civilian society were present at the event to create dialog on proposals to attract investments, generate employment, and with this, development.
More than 600 entrepreneurs and members from the civil society met to listen to the recognized author, speaker, and leadership guru, John C. Maxwell. During his lecture, Maxwell made a call to develop leaders in order to create a leadership transformation and direct the country into prosperity. Additionally, Salvador Paiz, Vice President of FUNDESA, presented the initiative Guatemaltecos Mejoremos Guatemala as a road that will direct Guatemala's transformation to a country that is more prosperous, has more solidarity and is safer.
In the document *2012 New Beginning*, (2012 Nuevo Principio) that the Organized Entrepreneurial Sector presented to Guatemalan society a few months ago, states that “today’s youth is a reflection of the actual situation of the world, its problems and challenges are a consequence of the social motivation. Its participation in the different social processes has the actual participatory models as reference; therefore its involvement depends on the circumstances and the environment in which it grows”.

We can say, without fear of error that the reality of many young people is the product of important neglect and a sensible lack of clear references from their parents and educators in their educative process. A large part of the previous generation, the one responsible to guide today’s youth, is a generation that faced the contradiction of a time marked by the rupture of the status quo. A generation marked by drastic changes in society and frontally exposed to ideological polarization that altered the established order, which resulted in the consequences the country is suffering.

For this reason, when we speak of family or school as a source of values, we must clarify that during the last 30 years, these institutions have suffered great wear on their foundations and on their essential principles as authority references. In fact, conjugal disintegration, the progressive migration of heads of the family to other countries, violence in its diverse expressions, lack of strong institutions and the precarious socio-economic conditions in a large part of the population, among other factors, have led to a generation of absent parents and deficiently-trained teachers, which has made easier the proliferation of gangs and juvenile violence.

On this matter, civic spirit, urbanism, and other important values are abstract concepts for many young people, even if they perceive them as something positive. Additionally, scales of values are confusing for the majority of Guatemalans who join society every year, not because it is easy or hard for them to take them into practice, but because they do not see these and other values in adults they love and admire.

The Entrepreneurial Sector sees three relevant conditions to regain ground. First, open up a debate on the creation of values, - such as work, responsibility, honesty, among others - that act across the rest of our actions. Second, guide our society to...
the active participation of youth, through a generational change process and, particularly, of initiatives that can unite businesses with universities to generate training that agrees with today’s working needs. Third, rebuild the social fabric, that allows the integration of society to solve the main problems we face as a country, just like other societies have done it in past years.

On the matter of creating values, we need to aim high in all those human values that build a society; this can be translated into having everyone, particularly young people, forge a spirit of respect in the different aspects of our being, acting and speaking. With this logic, respect is an act of will that transcends from the individual: I respect the others the way I want to be respected. This is learned in childhood, through the parents’ example and, later, from the behavior we see in the teachers and other adults.

For this reason, following the document 2012 New Beginnings, “more than transferring knowledge, it is important to remember the task of guiding young minds. Knowledge will not give them the truth if we do not teach them to discover it by themselves. Let’s demand that this logic is rescued in the classrooms to launch leaders who have ideas, not just opinions”.

In other words, educative institutions and universities have to present the options, teach to think and analyze, as well as to convince their students that there is a vision in which we all concur; but they must be discovered together. Additionally, it is a priority to be able to have an innovative and competitive academic sector that boosts research and contributes to create a work force with skills that meet the demands of the different productive sectors.

In this context, knowing how to live with long-lasting values is crucial to have happy people, who show peace and happiness, even in the middle of contradictions.

People who are sure of themselves, free, and responsible, who try to do what is right even if it is difficult. If our youth has new and better opportunities that have better nutrition from its early childhood, quality education and, most importantly, an example of righteousness from home, will enable society to have extraordinary foundations from excellent citizens.
According to studies made by the IDB, education is one of the most important constraints to development in Guatemala. Education is essential to develop skills in children and young adults, it improves social indicators such as malnutrition and health, it increases social inclusion and income in families, reduces poverty, and create the conditions for a better governance and democratic participation.

During the last 10 years, the number of children who join the academic system in Guatemala has increased; however, quality has not improved. Students are leaving school without the necessary minimum knowledge; this low education quality can be seen in the results of standardized tests: for every 100 students, 26 pass the reading tests and only 10 pass the mathematics tests.

A crucial element to have an education with a higher quality level is to have teachers who are properly trained; the performance of the teacher defines the performance of the student. However, today's pedagogic training system "graduates" teachers who only 1 out of 5 have the necessary reading knowledge and 1 out of 25 in mathematics. With this data, it is not surprising to see students so badly prepared.

Educative levels are so low in our country that we must look for efficient, innovative, and effective alternatives that let us recover the time lost. Institutions like Fundación Sergio Paiz Andrade (FUNSEPA) have demonstrated that, based on quantitative measurements, technology can have an impact on the quality variable. By setting up computing laboratories and training teachers in the use of technology as a teaching tool, grades have been raised by 3 points, school desertion has been reduced by half, and the probabilities to pass the school year have also been increased by 24%. These achievements have been made with an innovative and cost-efficient model based on the reconditioning of equipment that businesses or individuals do not use anymore and afterwards install it in schools with itinerant trainers.

Elena's school received the equipment and trainings from FUNSEPA last year. Today, Elena aspires to be a Computer Programmer. The high-impact intervention from FUNSEPA will change her future forever and this is thanks to all the Guatemalans who have believed in the potential of technology to improve the quality of education. Challenges to improve education are enormous; however, if we all give a hand to boost projects and public policies with high impact, we are sure that it is possible to influence in this variable that is linked to the growth of our country.
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AA- por Fitch Ratings
GUATEMALTECOS
MEJOREMOS
GUATEMALA

“We are headed to a Guatemala that is prosperous, safer, and with more solidarity”