

BEQT Evaluation Overview

Basic Education Quality & Transitions Impact Evaluation

February 2024

ABOUT BEQT

Basic Education Quality & Transition (BEQT) is a USAID Guatemala activity which aims to reduce school dropout, increase the transition rate to secondary school, and improve educational quality for all students. Ultimately, these achievements seek to **increase rootedness** and **improve life outcomes** for young people while **reducing irregular migration**. The intervention will focus on the regions of San Marcos, Huehuetenango, Quiché, and San Marcos (see Figure 1) because they each exhibit a combination of high irregular migration and high dropout rates. Within each region, USAID selected three municipalities to receive the program.

QUICK STATS

FUNDER: USAID

YEARS ACTIVE: 2023-2027

PROJECT LEAD:
University of Notre Dame

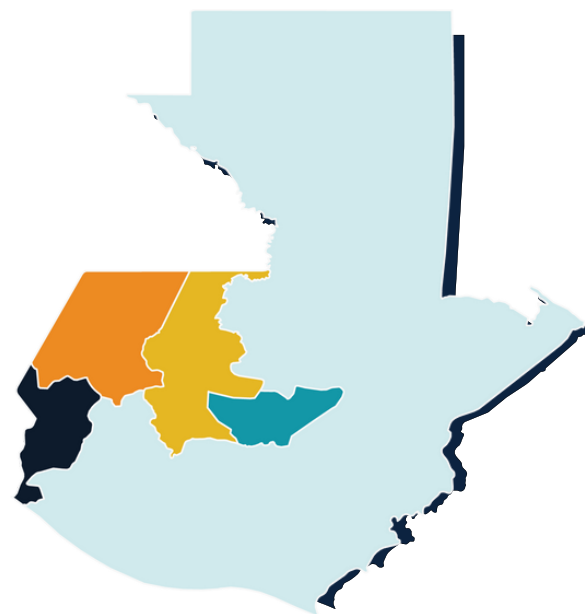
PARTNERS:
Khanti Consulting, Guatemala

EVALUATION PURPOSE



SHARE's evaluation of the BEQT activity is assessing its effectiveness in improving the transition rate from sixth grade to the first year of lower secondary (primero básico) and the factors that contribute - positively or negatively - to transition rates. The results will be disseminated to relevant audiences, including the USAID Guatemala Mission, the Government of Guatemala, and to other donors, researchers, and the educational community.

Figure 1: Map of Guatemala, departments of focus are **San Marcos**, **Huehuetenango**, **Quiché**, and **Baja Verapaz**.



EVALUATION GOALS



- 1 Assess **BEQT's effect on transition rates** from sixth grade to primero básico in intervention schools.
- 2 Establish whether BEQT activities generated **equity in transition rates** between boys and girls, urban and rural residents, and the indigenous and non-indigenous populations.
- 3 Identify the **factors that impact transition rates**.

METHODOLOGY

The BEQT Impact Evaluation utilizes a mixed-methods approach of both **quantitative** and **qualitative** methodologies in its assessment. Each component is highlighted below:

Quantitative



Quasi-experimental Design

In this quasi-experimental design, comparison municipalities and schools are identified based on criteria that mirror those used for selecting treated municipalities and schools. The primary objective is to compare the changes in transition rates over time between the treatment and comparison groups, allowing for the estimation of the influence of BEQT on these rates.

Longitudinal Study

The longitudinal causal-comparative design will follow fourth grade students in treatment and comparison schools over time. Through this approach, we will identify factors before the transition (collected at baseline and midline) that increase the likelihood of a successful transition to secondary education.

Qualitative



Youth-led barrier analysis with in- & out-of-school youth focused on youth's conceptualization, understanding, and perceptions of transition to secondary education.

Systems thinking workshops with stakeholders at the central and municipality levels to understand critical levers and gaps within institutional systems that have the potential to prevent dropout and support transitioning to secondary education.

Focus Group Discussions with key stakeholders at the community level to gather their opinions and perceptions of the challenges and successes in the implementation of the BEQT Activity, as well as its perceived effects.

STUDY TIMELINE



Contact SHARE Project Manager **Bethany Little** at blittle6@nd.edu to learn more about the BEQT Evaluation.

ABOUT SHARE

The University of Notre Dame's Pulte Institute for Global Development is implementing the SHARE activity in partnership with local higher education and research institutions. Through SHARE and its partners, UND will advance USAID's Learning Priorities as a global good to improve education and learning outcomes as part of cooperative agreement No. 7200AA20CA00025. The contents of this document are the sole responsibility of the Pulte Institute and do not necessarily reflect the views of USAID or the United States Government.