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# A CONCEPT PAPER FOR THE HIGHLANDS REGIONAL SERVICES ACADEMIC AND RESEARCH CENTER

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## EXECUTIVE SUMMARY

This report reviews the difficulties confronting the indigenous population of Guatemala as regards acquiring a university education. It addresses the situation in which higher education tends to ignore Indian language and culture, a situation which is harmful to the Indian self-image and to the future of ethnic relations in the country. In addition, the report discusses the need to make Ladino development technicians better aware of the basic cultural context of the Indian Highlands so they can be more effective in introducing agricultural and health changes.

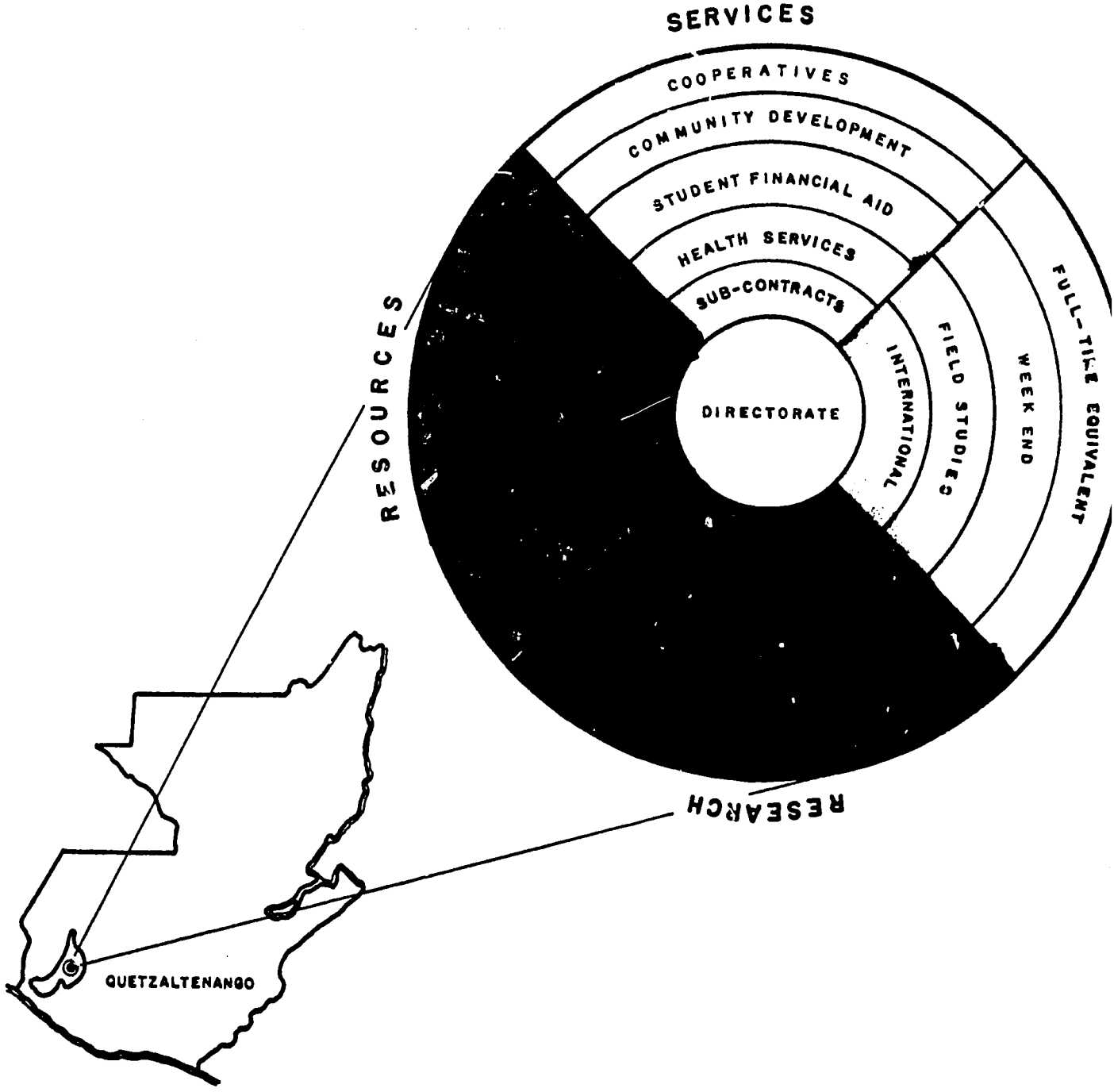
In response to these problems, this report suggests that a center for the study of Highland Indian languages and culture be created at the Quetzaltenango campus of the Universidad Rafael Landivar. The Center would divide its activities between relevant academic programs and short courses for development workers, particularly in the area of cultural awareness.

One suggested academic program to be carried out by the Center is a three-year profesorado program in Spanish-Mayan bilingual education to prepare teachers to participate in the AID-funded National Bilingual Education Program (PRONEBI). The program would place new professors with strong preparation in linguistics and anthropology on the faculty, train appropriate individuals to give classes in the four major Mayan languages, and upgrade existing faculty to participate more fully in university programs.

The Center would provide financial aid over a period of five years to the profesorado students and to worthy Indian students in other programs. Improvements would be made in keeping with the infrastructural needs of the university, such as to the library. Linkages would be established with an American university for interchanges and training.

The Center also could provide short courses in cultural awareness, ethnic relations, and Mayan languages for development institutions and personnel that worked with the indigenous population of the Guatemala Highlands. It also could carry out a program of relevant research as part of the program for upgrading the faculty. The research facility would attempt to attract scholars and students to enrich the environment of the Center.

# HIGHLANDS REGIONAL SERVICES ACADEMIC AND RESEARCH CENTER




VIII

# I.

# RATIONALE

## A. OVERVIEW

Guatemala is a geographicaly diverse country--perhaps the most diverse in Central America. In addition to its geographic diversity, it has a human mosaic of equal magnitude. This mosaic is representative of the original indigenous peoples and the Hispanic colonists, and also a steady stream of other European strains which have infiltrated its society throughout its history. The German presence is readily apparent. The English, Slavic, Canadian, Jewish, and French have all left traces of their interest and residence. A limited Black population resides mainly along the Belize border and the Coastal plains. Of more recent vintage is the increasing number of U.S. residents. Asians, as in most Central American countries, historically have been small in number and mostly transient. (The Asian presence will likely become increasingly pronounced as the Japanese exporting power and economic expansion continue to grow.) To this non-indigenous cultural mosaic, one must add the differences which exist among the Meso-Americans themselves. It is only then that one can begin to grasp the truly diverse setting of the Republic of Guatemala, both in human as well as in geographic terms.

According to USAID documents, the adult literacy rate in Guatemala is the lowest in Central America. The Country Development Strategy Statement FY'86 - Guatemala, indicates that only 48 percent of Guatemala's adults can read and write. Indeed, the literacy rate is among the lowest in the world.

The same study further states:

"Guatemala is the most favorably endowed country in Central America. Its agricultural resources, plus possibly extensive petroleum and mineral resources, give its economy considerable potential for growth.

However. what is immediately striking about Guatemala is its wealth on the one hand and the extent of poverty for most of its population on the other. Three out of four Guatemalans are poor. At least 66% of the Guatemala population is classified as rural, and 72% of the rural population is engaged in agriculture. The poorest and largely indigenous population of the western Highlands comprises at least 46% of the total population (67% of the rural population) with a density of 191 persons per square kilometer and only 19% of the good lands (0.2 acres per person). Guatemala's mortality rate is 10 per 1,000, one of the highest in Latin America. Life expectancy for the non-Indian population is 58 years, but for the indigenous population only 44 years. Of the most at-risk children (those under 5 years old) 85% are malnourished. Only 25% of the population has three years of schooling. In the Highlands, over 50% of the children aged 7-14 do not attend any school . . ..

". . . Basic education and related skills training (non-formal education ) contribute directly to agricultural development, lower fertility and increased health and nutritional status. The facts in Guatemala are that 48% of the population is illiterate and only 25% of the population has completed 1-3 years of schooling . . ..

'Agricultural productivity improves as farmers acquire basic education and they become both willing and able to adapt their traditional methods of farming to new techniques, to obtain and use information from extension systems, to use inputs efficiently, and to supplement farm income with other employment.' (AID Policy Paper on Basic Education and Technical Training.)

World Bank studies have also shown a direct link between educational level and increased human productivity. These studies indicate that potential lifetime earnings for a person who has successfully completed an equivalent fourth grade education will be double that of an illiterate with no education but living under otherwise similar circumstances.*

"Recent figures provide a deeply disturbing picture of the educational situation: 66% of all children in the 7-14 year-old age group live in rural areas but two-thirds of them do not attend school. In the Highlands, less than 50% of the Indian population 7 to 14 years is even enrolled in school at all. At the secondary school level, nationwide, only 12% of all youth in the 15 to 20 year-old age group attended high school or vocational school. Of students entering first grade, 92% do not complete sixth grade. Dramatic improvements in the 'success rate' in rural primary education are essential to national development."

Guatemala has been careful not to distinguish ethnically within its educational census statistics. As a result, hard data about the educational accomplishments of the indigenous population are not readily available. One can extrapolate, however, that the educational plight of the indigenous population is far worse than for the population in general. The national enrollment in the primary schools is 1,004,155. Enrollment in the middle and high schools is 194,484. The university enrollments at the nation's five universities total 62,865.

It is predicted that 30 percent of the elementary students are indigenous in background. For the secondary schools, 10 percent are indigenous. At the university level, the predicted enrollment is 5 percent of the total.* Yet it is from the universities that the talent of Ladino or indigenous background as role models--educators, businesspersons, doctors, pharmacists, and engineers--must come.

The nation's schools, primary and secondary, must find ways to enroll, motivate, retain, and graduate larger percentages of Guatemalan citizens in general, and specifically, citizens of indigenous background. The universities must begin to produce talent which is specifically trained for the educational needs of a country as diverse geographically and ethnically as Guatemala.

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* Primary Schooling and Economic Development: World Bank Staff Working Paper No. 399.

* MOE/G - Rolando Mendez Mora.

## B. STATEMENT OF PROBLEM

### 1. Limited Resources for Indigenous Population to Pursue Higher Education

The indigenous population of Guatemala has limited access to the advantages of higher education for several reasons. First, the vast majority of potential Indian students have such limited economic resources as to preclude all but the least expensive university, which is the Universidad de San Carlos, the national university, at Guatemala City or at one of its extensions in various departmental capitals. The University of San Carlos, as the only viable option economically, reduces the possibility of the Indian to choose a university more in harmony with his interests and/or philosophical orientation.

It is important to note that the vast majority of Indians live in rural areas, which places an additional economic burden on the Indian who wishes to study--transportation, extra meals in the town where the campus is located, and in some cases, the expense of staying overnight.

### 2. Indian Language and Culture not Included in Current Higher Education Curriculum

#### a. Language

Until the advent of the Bilingual Education Program (PRONEBI), the educational process in Guatemala forced Indians who were native speakers of Mayan languages into learning Spanish and academic content courses through the medium of Spanish, to the total exclusion of their own native languages. This process was often traumatic, as the Indian child still arrives at school almost completely monolingual. Many unsuccessful Indian students can blame language, at least in part, for their failure.

The success of Indian high school graduates is indicative of several factors: above-average intelligence, some Spanish spoken in the home, non-school activities where Spanish can be learned, and at times, excellent teachers able to achieve success in spite of the language handicap.

These Indian high school graduates' relationship to their language can be characterized in the following ways:

- Almost always, Indian high school graduates continue to speak their own language, most often at home, with their parents, or in informal social settings with their peers. They are fluent, but since they do not use the Indian language in the school setting, their vocabulary is limited.

- Even though they are fluent speakers, they usually are unlettered or illiterate in the Indian language, having no idea of how to write the language, especially as regards the 6 to 12 phonetic values in Mayan languages which are not present in Spanish.

- Their attitude toward the Indian language is usually ambivalent. On the one hand they may feel a certain rejection of their language or that the Indian language is inferior in some way to Spanish. On the other hand, they will often feel the natural pride and attachment that the native speakers of a language generally feel for their own language.

Neglect of Indian language continues at the university level. Indian languages are occasionally studied as "foreign" languages by Ladinos, although it should be noted that very few students enroll in these classes, and there are courses on "indigenous texts" (in translation only) for students of literature, anthropology, or archeology.

There are no courses in which native speakers of Indian languages can study the extant literature in their own languages in the original. There are no courses in which Indian students can learn to write or improve writing skills in their own languages. There are no courses in which Indian students can learn the elements of grammar of their own languages the way they can and are required to in Spanish.

The frequent result is an Indian who has become alienated from his own language, the language of his parents and community. He comes to feel more at home in Spanish, particularly when discussing his current university interests. As a result, the university-educated Indian is less likely to be able to communicate knowledgeably with his own community.

b. Culture

1) Culture Defined

It is necessary to define briefly the concept of culture. Edward Hall's book, The Silent Language, presents a detailed explanation of human behavior and its cultural roots. During the 1960s, it was recommended reading for all USAID personnel serving overseas. Hall broke culture down into 26 different components and explained how they manifest themselves in human behavior.

Hall's components were later refined by the Cultural Awareness Center (CAC) of the University of New Mexico, which sought to apply them to cross-cultural curriculum development in much the same fashion as they might be used in Guatemala. The CAC refined Hall's 26 components into five common elements by which a culture could be identified: language, diet, costuming, socialization pattern, and ethics.

2) Cultural Conflict

Maslow, Kelly, Coombs, and Rogers were commissioned by the Association for Supervision and Curriculum Development (ASCD) to study "emotional crippling." They produced a book entitled Perceiving, Behaving, Becoming, in which they showed that people perceived themselves as they think others perceive them and that once this perception is internalized, one is obligated to behave in conformity with the perception. Once a person begins behaving in a certain manner, he or she begins to become the type of person associated with that particular behavior.

Thus, they claimed, if others perceive you in a positive way, they reflect that perception in their feedback to you. As you begin to receive the feedback of positive perception and to behave accordingly, you are in the process of becoming a positive person.

If, on the other hand, you feel that the perception of others toward you is negative, then you internalize that negativity and begin to behave accordingly, and you will soon become a negative person.

Cultural conflict occurs when distinct cultural or ethnic groups come in contact with one another, and the dominant group (economically, politically) perceives the other as culturally inferior. The dominant communicates its negative perception of the other group's cultural components.

This perception is reflected in a number of ways, but the most effective way is to deny the minority group and its cultural components access to the institutions of the majority or power group. The institution responsible for the transmission of the valued cultural components--language, diet, costuming, socialization patterns, ethics--is the educational system. When a student perceives that his cultural components are not being transmitted, he is receiving a clear and direct perception that his culture is not perceived as valuable.

The end result is an individual who is crippled emotionally with a negative self-perception, a citizen in cultural conflict with his own country. In either case, the country has lost what could have been a valuable asset.

### 3) Lack of Culturally Relevant Courses in Guatemalan Higher Education

In Guatemalan higher education, the almost complete neglect of relevant courses in Mayan languages for the Indian student is echoed in the even more complete lack of courses on Indian culture. The only courses which touch on Indian themes are those oriented toward the Ladino's occasional interest in Indians. The students enrolled in anthropology at the University of San Carlos and the University del Valle are almost exclusively Ladino, so that courses are oriented toward the Indian as objects of study.

The neglect of Indian culture in current higher education curriculum may have far-reaching consequences in Guatemala because it means that the smoldering question of ethnic relations is being ignored. This is particularly dangerous in Guatemala where at least some of the civil violence of the last five years was ethnic in origin.

The ethnic question in Guatemala, by which is meant the relationship between the indigenous or Indian or Mayan group and the latin or Ladino or Hispanic group, is without doubt a central social issue in Guatemala today. Each group comprises about one-half of the population, so Guatemala cannot be characterized as having a numerically dominant population group with one or more minorities, as is the case in many countries in the world. Nonetheless, the Ladino group has dominated and continues to dominate the Indian group socially, politically, and economically.

During the last 48 years, however, the two groups have been recognized as equal before the law, breaking with the virtual caste system previously in existence. World opinion during the same period also has been firm and clear regarding the unacceptability of ethnic or racial discrimination.

Old habits and ways are difficult to change, however, and progress toward a relationship characterized by equality and mutual respect between the Indian and Ladino groups has advanced slowly. The Ladino actions and attitudes can be described as domineering and insensitive, while those of the Indians are frustration and resentment.

Unfortunately, the Indians' frustration has been exploited by elements who would impose a particularly undemocratic philosophy on Guatemala. They have fanned the flames of ethnic resentment among the Indians, and if at this time it appears that the specific ends of these elements have been thwarted, the frustration and resentment, coupled with severe economic hardship, are still thriving. It is no exaggeration to state that the ethnic situation in Guatemala is explosive.

There exist alternative strategies for ethnic groups in the Indian situation which are more constructive and creative as well as ultimately more successful than the proponents of violence and revolution. One important element in the formulation of specific ethnic strategies has been an intellectual elite capable of articulating the needs and aspirations of their groups and of galvanizing that group toward constructive action. The beginnings of such an elite, composed of forward-looking Indians, can be found in Guatemala today, but it is small and hesitant, and it has suffered greatly at the hands of those who fear the onset of Indian leadership. Also, this group has not always had the benefit of a balanced program of scientific and academic preparation oriented toward the Indians' specific needs.

### 3. Need for Cultural Awareness in Ladino Development Technicians

Ladino development technicians lack a basic knowledge of Indian languages and cultures. To make these technicians more effective in introducing agricultural and health changes, they must be better aware of the cultural context of the Indian Highlands.

The development process, if it is to have any chance of success, requires careful consideration of the cultural context in which it is carried out. The literature on development is filled with countless stories of projects which in one way or another have failed through insensitivity to some element of the culture of the target population.

A well-conceived project which is inexplicably coming apart can sometimes be salvaged through the injection of cultural sensitivity, as was the case, for example, in the development and testing of Incaparina, the high nourishment substitute for atol invented by INCAP in Guatemala. The development process required a test population of children to receive the Incaparina free of charge and their health monitored, primarily through frequent blood sampling.

Shortly after the study began, the Indian villagers began removing their children from the program. An anthropologist sent to investigate the situation discovered that, for a reason based on a cultural nuance, the Indians doubted the truth of the INCAP scientists who said that the Incaparina test program would improve their

children's health. Apparently, the Indians believed that the human body has a finite, nonrenewable blood supply and that any project which removed as much as INCAP did was definitely NOT improving their children's health.

The program was rescued by reducing blood sampling to an absolute minimum and by coupling it with an explanation related to another local belief, which was that "listening" to the blood of a sick person could indicate the source of illness. In this way, knowledge of and sensitivity to Indian culture led to the successful outcome of a development program.

This type of knowledge should be part of the preparation of development personnel at all levels in Guatemala. Governmental and non-governmental agencies and institutions working in the Indian Highlands must take steps to assure that their personnel are better aware of the cultural context of the Indian Highlands.

At the field level, Ladino development workers need to understand the culturally determined decision-making processes of the people they work with. It is possible for a development worker who wishes to present a development program to a group to tilt the balance of opinion against it and to lose their cooperation simply because he expects and demands that the decision-making process conform to his own cultural pattern. In cases of this sort the development worker is often bewildered at having been led to believe the situation was favorable only to be disappointed, and as a result he often becomes cynical about his work or develops ethnocentric attitudes about the inferiority or irrationality of the Indians.

At the managerial level, Ladinos often have unrealistic expectations of their field-level employees, Ladino and Indian both. They expect the work cycle and the schedule of activities to conform to Ladino conceptions, which may not be feasible in relationships developed between the agency and Indian groups or communities.

The executive level is the one at which program decisions are made and field projections are determined. Very often it is at this level that the least sensitivity to Indian culture exists on the part of development institutions. Programs can appear perfectly reasonable at this level which an executive with even a cursory knowledge of local customs and culture would find suspect.

The most exciting aspect of the Highlands Center is that it is conceived as an institution which will obviate the cultural conflict. Indeed, it has, by design and purpose, the potential to produce emotionally healthy human beings who will be prepared technically to contribute to the development of their country and enrich the cultural mosaic.

## C. LEGAL BASIS FOR NEW INITIATIVE

Technical assistance in developing countries should follow the broad policy guidelines expressed by that country. This expression may occur in various ways, particularly in the programs of elected governments, but certainly one such expression is that found in a recently written constitution produced by a freely elected Constituent Assembly.

The new Guatemalan constitution, which becomes effective on January 14, 1986, provides very clear guidelines regarding cultural identity, protection for indigenous groups in terms of land and agricultural cooperatives, and bilingual education. The following are the pertinent articles.

**SECTION TWO - CULTURE**

**Article 58: Cultural Identity**

This article recognizes the right of persons and communities to their cultural identity according to their values, language, and customs.

**SECTION THREE - INDIGENOUS COMMUNITIES**

**Article 66: Protection to Ethnic Groups**

Guatemala is composed of different ethnic groups which encompass indigenous groups of Mayan descent. The Government recognizes, protects, and promotes their ways of living, traditions, customs, social structure, the use of their costumes by men and women, language, and dialects.

**Article 67: Protection for Land and Indigenous Agricultural Cooperatives**

Land owned by cooperatives, indigenous communities, or any other communal or collective tenancy of agrarian property, as well as the family patrimony and popular dwellings, will enjoy special Government protection, credit assistance, and preferential technical assistance to guarantee their possession and development to insure a better way of living for all inhabitants.

**Article 68: Land for Indigenous Communities**

Through special programs and an adequate legislation, the Government will provide Government-owned lands for those indigenous communities that need them for their development.

**SECTION FOUR - EDUCATION**

**Article 76: Educational System and Bilingual Education**

The administration of the educational system must be decentralized and regionalized. In the schools established in areas of predominantly indigenous population, education must be bilingual.

The import of the above constitution can be summarized by stating that it favors:

- Programs which promote and protect the interests of the Indians of Guatemala.
- Programs which contribute to the material well-being of the Indian population, particularly in the areas of land, agriculture, and agricultural products.
- Programs which contribute to the decentralization and regionalization of education in Guatemala.
- Programs which contribute to bilingual education in Indian areas.

## II.

## CASE STUDY

This project report, in response to the problem outlined in the preceding section, proposes the creation of the Highlands Center (called simply "the Center" in this report) at the Quetzaltenango campus of the Universidad Rafael Landivar. The Center would function within the administrative structure of URL/Quetzaltenango.

The program would initiate at least one new degree program, a three-year profesorado program in Spanish-Mayan bilingual education to prepare teachers to participate in the AID-funded National Bilingual Education Program (PRONEBI). It would place new professors with strong preparation in linguistics and anthropology on the faculty, train appropriate individuals to give new classes in the four major Mayan languages, and would upgrade existing faculty to participate more fully in new university programs.

The Center would provide financial aid over a period of five years to the profesorado students and to worthy Indian students in other programs. Improvements would be made in line with the infrastructural needs of the university, such as the library.

The Center also would provide short courses in cultural awareness, ethnic relations, and Mayan languages for development institutions and personnel which work with the indigenous population of the Guatemalan Highlands. It would carry out a program of relevant research as part of the program for upgrading the faculty. The research facility would attempt to attract scholars and students to enrich the environment of the Center.

### A. LOCATING THE HIGHER EDUCATION PROJECT IN QUETZALTENANGO

Quetzaltenango is the development center of the Guatemalan Highlands. It is the country's second largest population setting. It is only two to three hours by air from the nation's capital, but it is primarily agrarian in its economic base and certainly rural in its social orientation. Its population is overwhelmingly indigenous (80%). Furthermore, it appears to have moderately accommodating and, in general, positive relationships between the Ladino and indigenous cultural groups.

### B. ANALYSIS OF RAFAEL LANDIVAR UNIVERSITY/QUETZALTENANGO

#### 1. Introduction

Quetzaltenango is the site of two of the country's universities--a branch of the national university, San Carlos, and branch of the Jesuit university, Rafael Landivar/Quetzaltenango. Both institutions have their main campuses in Guatemala City.

The National University of San Carlos prides itself on being one of the three oldest institutions of higher education in the Americas. It was founded in the classic European tradition and has survived and served Guatemala for more than three centuries. In more recent years, accessibility to its services has become available to an increasing number of Guatemalan youths. It is the recipient of direct state support and has an earmarked source of revenue through the country's constitution.

These guaranteed sources of revenue have been pressed by an ever-increasing enrollment and continuing demands for more and better services. Its attempts to serve these demands are valient and admirable. The very nature of these demands, however, have made it difficult to address the specific and unique needs of the indigenous population. (It may yet have an important role to play in providing some subcontracted services to the Highland Indigenous Service Center.)

The Rafael Landivar University/Quetzaltenango branch was established in 1963, two years after the main campus. From its inception, the Quetzaltenango school has manifested a strong interest in addressing and serving the indigenous Highlands.

The "Acta No. 2" in the formation of the Landivar university alludes to its mission as being the social, cultural, and economic development of the Altiplano. (See Annex 2.) Current evidence that its mission remains unchanged is included in a statement in the Guatemalan Education Assessment, 1985, (6.77):

> "The Rafael Landivar University in Quetzaltenango . . . has the highest indigenous enrollment of all five institutions, with an overall percentage of twenty."

The Registrar at Landivar claims that the indigenous enrollment at Quetzaltenango is actually 40 percent. This may be true since the Guatemalan university system historically has avoided asking ethnic identification questions. Be that as it may, the Rafael Landivar/Quetzaltenango is, by its location and history, the one institution which has consistantly enrolled the largest percentages of indigenous students. This inclination toward indigenous peoples is further manifested in sporadic programs of social relevance.

The current programs in social work, history, and individual studies have sequences which address the needs, contributions, and some strategies for teaching the indigenous student. The relevance of the courses in agriculture and education to the indigenous population needs to be strengthened. The University's less-academic offerings, specifically in community development and the strengthening of cooperatives, also need to be made more relevant to the indigenous students.

Interviews conducted with University personnel indicated a strong desire to address these needs. It should be noted that the needs perceived by all interviewed include not only those of an immediate economical and functional nature, but of an overall academic and psychological interest as well.

It is Lic. Molina Pontacq's opinion (a member and current chairman of the Consejo Ejecutivo) that there currently exists a core of educated and economically secure indigenas in Quetzaltenango who are anxious to educate their children into the professions of engineering, medicine, pharmacy, and business. It is the opinion of others (a group of indigenous university graduates) that the evolving indigenous middle class is too small to be representative of the indigenous Highlands. In any case, they are already on their way to success. It is the agrarian poor and their children who represent the challenge and future of the region. It was also emphatically suggested during interviews that a board or panel be created on which the indigenous population had guaranteed representation.

The recommendation is that the Rafael Landivar/Quetzaltenango University be given serious consideration as the institution to provide the services outlined in this document.

## 2. Administrative Strucutre of URL

### a. URL/Guatemala City

Because Rafael Landivar/Quetzaltenango is a branch of Rafael Landivar in Guatemala City, an analysis of its administrative structure must, of necessity, begin with the main campus. URL/GC is much the same in structure as all other private universities in Guatemala. (See Exhibit II-1)

The main campus is administered by a Rector under the direction of the Consejo Directivo Superior. This Board deals with all matters at the general policy level. It is a representative body and draws its representation from the University's administration, faculty, student body, and selected lay members. It is composed of 13-14 members, each elected at large without reference to subject matter or faculty area. There is no representation at the University's highest level for the Quetzaltenango branch.

The Consejo Ejecutivo level approves all degrees, courses, and programs. The Director General of the URL/Q is an automatic member of this Consejo. All petitions involving academic change must be processed and approved by this committee.

This Consejo Ejecutivo, then, is the true ruling body in academic matters. The Director General URL/Q, while a member, does not always attend the monthly meetings. Provisions should be made for URL/Q presence at all meetings.

The Vice Rector of URL/GC for Academic Affairs receives petitions for changes or additions and brings these to the Consejo Ejecutivo for study, debate, and approval or disapproval. This process, which is logical and quite common, could, however, cause some problems for URL/Q, should the programs requested by it vary too much from those deemed proper on the main campus. Since most of the programs contemplated by this project are among those already approved and in effect, the likelihood of conflict is minimal but does warrant mentioning. Conflicts could materialize if the main campus faculty and administration, under the financial stress of low enrollment growth and pay-back pressures of its IDB loan, begin to resent the direction of money, students, and material to the rural areas.

Exhibit II-1

ORGANIGRAMA DE LA UNIVERSIDAD RAFAEL LANDIVAR

# ORGANIGRAMA DE LA UNIVERSIDAD RAFAEL LANDIVAR

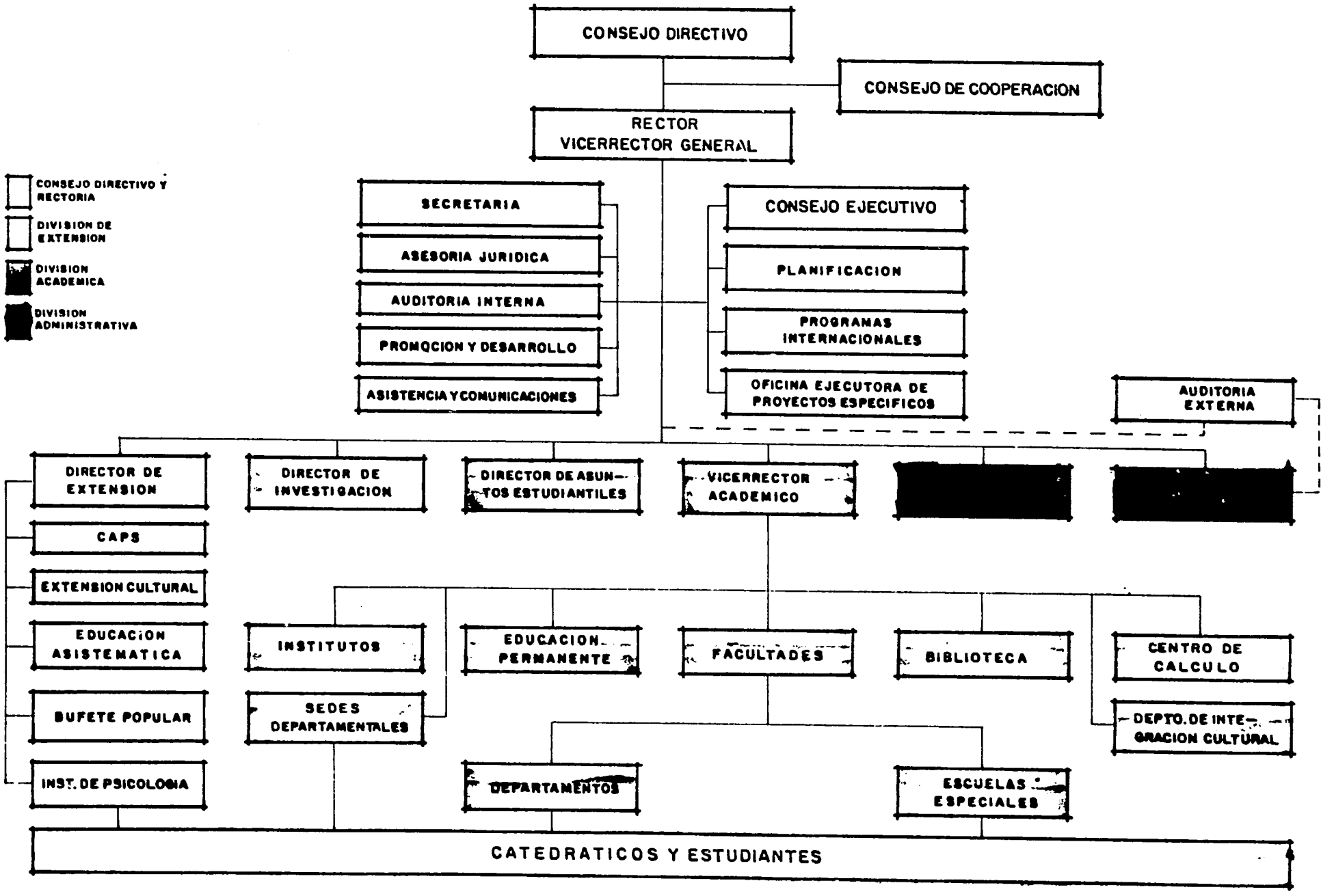


Exhibit II- 1

There are a number of areas where URL/GC could be most helpful:

- The field of pedagogy, as it relates to bilingual education, will be in constant need of talent. In Lic. Guillermina, URL/GC has one of the nation's foremost authorities.

- In areas dealing with identity problems of the indigenous population, as well as the sociology of biculturalism, URL/GC has on its faculty two outstanding indigenous professors: Dr. Demetrio Cojti C. and Lic. Luis Enrique Sam Colop (currently studying in the U.S.). These two outstanding scholars could greatly aid the Center in Xela.

- URL/GC also has an extension through which a number of non-dgree granting programs could be contracted.

These areas of potential support serve merely as examples; URL/GC has great potential as a supportive adjunct to the effort in Xela.

Interviews with Monsenor Manresa Formosa, Rector; Lic. G. Herrera, Vice Rectora Humanidades; and Lic. Arnoldo Escolar, Director de Extension, all indicated their interest and support in realizing a service and academic center in Quetzaltenango.

b. <u>URL/Q</u>

The line and staff organization of URL/Q is illustrated in Exhibit II-2 following.

The curriculum relationships to URL/GC were discussed previously. What now needs to be covered is the financial relationship, which can be summed up in three words: Total Financial Autonomy. Stated simply, this implies that while control is centered in Guatemala City regarding programs and curriculum, URL/Q is left alone in all financial responsibilities. Given this type of autonomy, the school at Xela has done surprisingly well. A modest campus has been constructed/renovated which covers about 3/4 of a large city block. The buildings include 20 classrooms plus administrative offices, a cafeteria, a small courtyard/parking lot, and a library.* The library facility, its holdings and needs, will be discussed in greater depth in a subsequent section.

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* See Annex 3 for map of campus.

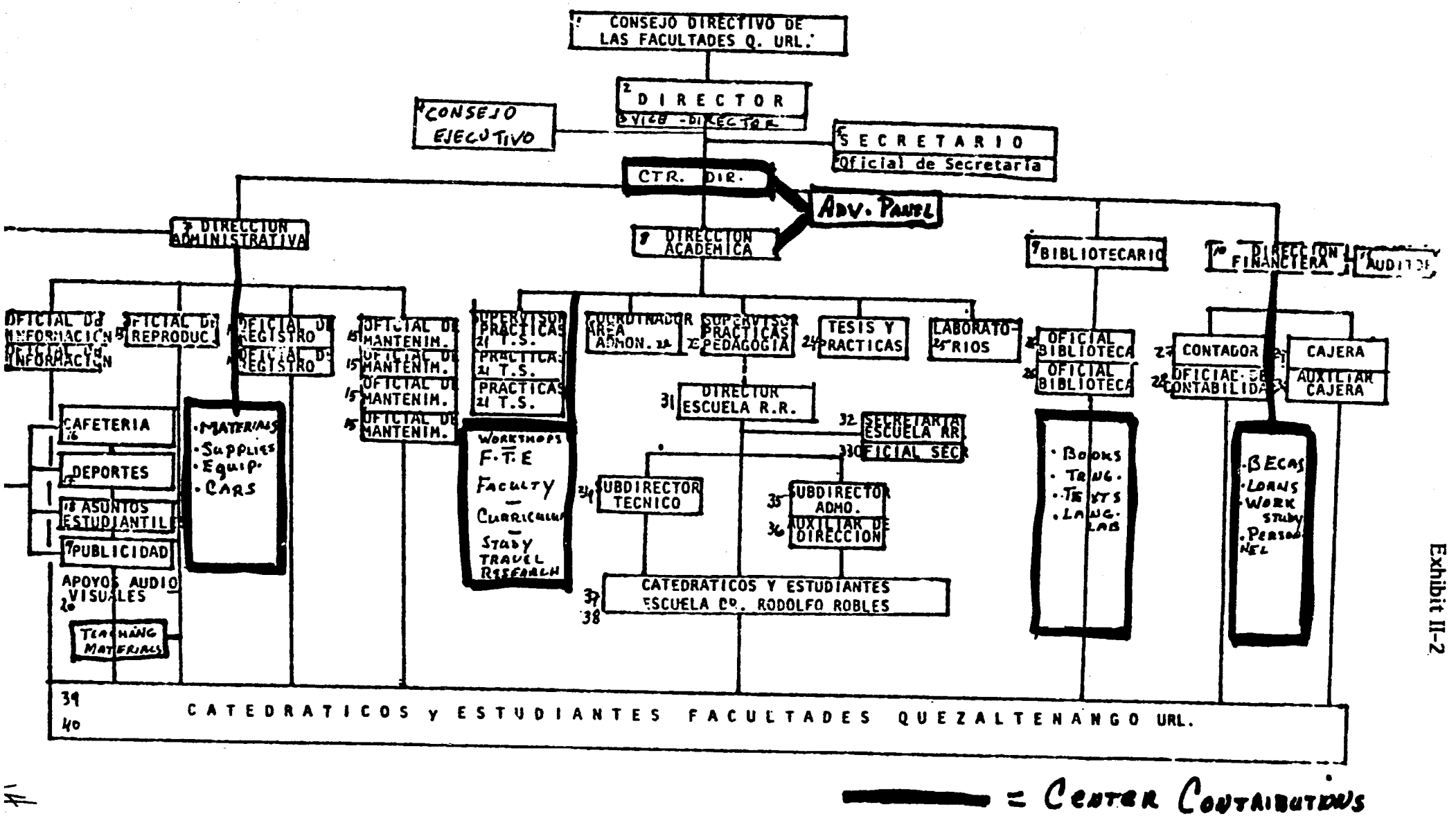
CONSEJO DIRECTIVO DE LAS FACULTADES Q. URL.
DIRECTOR
VICE-DIRECTOR
CONSEJO EJECUTIVO
SECRETARIO
Oficial de Secretaria
CTR. DIR.
ADV. PANEL
DIRECCION ADMINISTRATIVA
DIRECCION ACADEMICA
BIBLIOTECARIO
DIRECCION FINANCIERA
AUDITOR
OFICIAL DE INFORMACION
OFICIAL DE REPRODUC.
OFICIAL DE REGISTRO
OFICIAL DE MANTENIM.
SUPERVISOR PRACTICAS 21 T.S.
COORDINADOR AREA ADMON.
SUPERVISOR PRACTICAS PEDAGOGIA
TESIS Y PRACTICAS
LABORATORIOS
OFICIAL BIBLIOTECA
CONTADOR
OFICIAL DE CONTABILIDAD
CAJERA
AUXILIAR CAJERA
CAFETERIA
DEPORTES
ASUNTOS ESTUDIANTILES
PUBLICIDAD
APOYOS AUDIO VISUALES
TEACHING MATERIALS
MATERIALS
Supplies
Equip.
CARS
WORKSHOPS
F.T.E
FACULTY
CURRICULUM
STUDY
TRAVEL
RESEARCH
DIRECTOR ESCUELA R.R.
SECRETARIA ESCUELA RR
OFICIAL SEC.
SUBDIRECTOR TECNICO
SUBDIRECTOR ADMO.
AUXILIAR DE DIRECCION
CATEDRATICOS Y ESTUDIANTES ESCUELA DR. RODOLFO ROBLES
BOOKS
TRANS.
TESTS
LANG. LAB
BECAS
LOANS
WORK STUDY
PERSONNEL
CATEDRATICOS y ESTUDIANTES FACULTADES QUEZALTENANGO URL.
= CENTER CONTRIBUTIONS

Exhibit II-2

These building resources are the home for what amounts to three separate programs of study:

- Regular programs, awarding degrees and certificates. These classes are taught sparingly during the day and the largest number in the evening hours, 5-9 p.m.

- The weekend program which is, almost exclusively, taught all day Saturday through Sunday at noon.

- A high school program taught during the day and scheduled around the regular program and those classes offered on weekends.

It would be an understatement to say the campus is being well used!*

The full-time employees include four administrators: the Chief Administrative Officer, Lic. Tobias; the Registrar, Lic. Velasquez; Lic. Julio Aguilar, the Chief Academic Officer; and Fr. Sacasa, the Director General. There are 24 supporting staff personnel holding secretarial and other support positions.

It should be noted that Lic. Tobias and Lic. Velasquez are of indigenous mothers and graduates of URL/Q itself. They both have a pronounced interest and investment in the University's current and future plans, and are committed to the betterment of the Highlands and its indigenous population. This further speaks to URL/Q's claim of ably developing the indigenous Highlands.

The administrative structure of URL/Q is self-explanatory. A few words of explanation may be said of the Executive Council and the proposed Advisory Council.

The Executive Council is composed of 11 persons elected by representative groups--4 administrators, 5 community members, 1 faculty member, and 1 student member). The Chair of this Council is Lic. Alfredo Molina Pontacg, Director of the Banco de Occidente and a member of the Council for 21 years. He also holds the position of Vice Rector and serves as Rector during Fr. Sacasa's absence.

Lic. Molina Pontacg is a man dedicated to the progress of URL/Q. He appears to be motivated by a sincere commitment to public service as well as having an enlightened self-interest in the social and economic contribution which URL/Q can make to the area. The Banco de Occidente is a prime employer in the community and he takes pride in pointing out that the bank currently has at least 10 former students of URL/Q. These include the sub-gerente, Lic. Anibal Palacios.

Lic. Molina Pontacg was extremely enthusiastic about the social and economic impact the Center could exert. His one hesitancy when queried about the Highlands Service Center involved the creation of an Advisory Board to the Center, an Advisory Board which must have strong indigenous representation.

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* See Annex No. 4 - (URL/Q brochure).

The Director General, Fr. Sacasa, appears to be a sincere and dedicated educator. Although he is somewhat beleaguered by the financial needs of his institution, he is proud of its progress. The institution has incurred a deficit of approximately Q40,000 each of the past two years. The deficit has been covered by a reserve fund which still has a balance of Q80,000-100,000. The financial strains can be understood, since he must have a new source of income rather soon. While he accepts the notion of a Highlands Service Center, his prime motivation for supporting it could be a financial one. It appears that he is confident that most of the proposed program enrichment can be accommodated within the existing courses and programs. He is particularly interested in the linguistic/cultural studies and is convinced that in addition to Spanish and the Mayan languages, English should also be included.

The Chief Academic Officer at URL/Q is Lic. Julio Aguilar. As Vice Director de Asuntos Academicos, he is truly overloaded. He carries a full teaching load as well as responsibilities for curriculum and faculty assignments and selection, and probably part-time teaching duties at other institutions. His initial reaction to the notion of a Highlands Service Center was guarded. When he realized that what was contemplated was an increase in enrollment, trained full-time faculty, and an academic program which would fit in the current offerings while attracting national and international fame, he became both enthusiastic and supportive. His position is one which could be the most crucial of all. He sees and supports the need for full-time faculty with great fervor.

### c. Recommendation for Improvement of Administrative Structure of URL/Q

It has already been stated that the administration is understaffed and overworked. The four principal administrators represent the only F.T.E. professional staff.

The administrative structure is a normative one, and no major changes are needed or recommended. A director, whose sole responsibility would be the monitoring duties of the Highlands Center activity, is the only additional administrator being recommended.

What is seriously needed has already been mentioned: a nucleus of F.T.E. faculty. These 12 to 14 additional staff would relieve the current administration of much of the minutia which they are currently assuming. These faculty not only would enhance the academic and curricular needs, but also would represent a resource in screening, admitting, and counseling students, and thesis supervision. These duties are currently adding to the overloads carried by the present administration. The in-service training of the library personnel and the expansion of the library facility would further relieve the administrative load.

### d. Technical Assistance to the Administrative Structure

Technical assistance would be primarily in the provision of materials directly aiding the functional attributes of the administration. These would include:

- Provision of 14 F.T.E. faculty.
- Materials and machinery for administrative office.
- Teaching and other didactic materials for the different faculties.
- Four automobiles.

- Land purchases.
- Remodeling funds.
- Computer training.

e. **Buildings**

The buildings and space currently owned are adequate for the time being. This presupposes the scheduling changes which will be needed to accommodate the three current programs and the additions contemplated by the expansion of programs in the Highlands Center.

There are, however, two pieces of property adjoining the current facilities which should be acquired lest a shortage in space does occur. Each piece of property, it is estimated, could be acquired for $60,000. One lies immediately behind the home of the Director General (the priest's house) and is currently being leased by URL/Q and houses the radio language program. This program, Instituto Guatemalteco de Educacion Radiofonica, currently uses about one-tenth of the space available. In its present state, it could accommodate seminars or workshops. The other piece of property adjoins the library and should be acquired for future library expansion. In the meantime, it could serve both as a library work area and as a warehouse for books and materials being processed or stored.

Six additional classrooms are already being planned and should be built without USAID funds.

f. **Automobiles**

The University currently owns two automobiles--a 1968 VW and a 1975 Toyota. They are currently assigned to the priests for their clerical duties and are, therefore, not available to the University for academic and administrative needs. Neither would be adequate for the needs of the Highlands Center.

It is recommended that four automobiles be purchased:

- A four-wheel drive jeep-like vehicle for general and faculty use in administrative or research duties.
- A field-trip vehicle, probably a 38-passenger school bus type for large field trips.
- A four-wheel drive carry-all vehicle which could carry 9-12 passengers for small group, field trip work.
- A small pick-up for general use and hauling.

g. **Subcontracts**

In the event that some programs do not materialize or that short-term non-degree programs are needed and URL/Q cannot provide them, the budget should provide for subcontracting. It is probable that some Highland Center services could be provided by existing agencies or other institutions.

Short-term seminars, workshops, and retreats of a non-degree but functional need could and should be bought from those best able to provide the service. Prime examples would be services to non-student farmers, social workers, community developers, and co-op directors.

Many U.S. universities, in meeting their service responsibilities, find it academically feasible and budgetarily sound to contract these services to county agents, other universities, or governmental agencies. This approach makes it possible to provide services without incurring the costs of a full-fledged program. Since these projects are of short duration and involve small numbers of clients, large-scale investments are avoided and the service need is met at reduced costs. It is perceived that each of these contracts should average $11,400 and that no more than 12 should be budgeted for the 60 months of the program's projected duration.

### 3. Administrative Structure for the Highlands Service/Study Center

The administrative structure of URL/Q will require minor changes to include the Highlands Center.

The Center will require a Director to deal with and monitor required changes/additions, probably on a part-time basis. It is expected that the Director would monitor the purchases and acquisition of materials and equipment, and would supervise the assignment of new staff. The Director would operate out of the Academic Dean's office where he most appropriately would counsel on the Center's activities.

The Director would have an active role in the selection, supervision, and duty assignments of new faculty personnel. The Director would be most active in the monitoring and designation of research selection and design. The creation of a body of knowledge about the Highlands region is crucial to the success of the Center. The material researched must be relevant, up to date, and scholarly. The F.T.E. faculty provided not only would be fully employed, but would also have time provided for scholarly pursuits.

The Director should be available to guarantee that the time provided is properly used and accounted for. The Director's other primary duty would be to review the curriculum continuously and counsel with the Academic Dean on needed changes or adjustments. The Director would be available and on-site at Quetzaltenango at least one month each of the three semesters--two weeks before the semester begins, and the first two weeks into the semester. This would provide an opportunity for planning and observing the beginning of each semester. The Director would have an additional 30 days of on-site visitations. This arrangement should be evaluated at the end of this first year of operation to determine the efficacy of this approach.

| | | | |
|---|---|---|---|
| - | 4 p/m at $125 120 x $125 | = | 15,000 |
| - | Travel 25 trips (miles) | = | 1,200 |
| - | Per Diem 120 x 34 | = | 4,250 |
| | | | $20,450 |
| | (20,450 x 5 yrs.) | | $102,250 |

Note that there is no international travel factored. It is expected that the Director would be hired in Guatemala, and would be familiar with the intent of the Center. The position is one that requires knowledge about curriculum, culture, linguistics, and anthropology. If a decision is made to go outside for this assistance, corresponding changes would be made on honoraria and travel.

No other administrative changes are perceived or are being recommended. It is expected that the F.T.E. faculty would provide all the other needed administrative relief.

A fully integrated administrative structure would provide two advantages which should be considered:

- If the Center is fully integrated into the existing structure, its chances for continuance would be greatly enhanced. This would be true particularly if the Center's Director has a line relationship immediately under the Academic Dean rather than a staff relationship. The remainder of the Center faculty/staff could be fully integrated with existing staff and faculty. The Director would have authority to call meetings and planning sessions for those faculty/staff supported by the project.

- The above scenario would be complemented by an Advisory Panel which would counsel solely on those programs unique to the Center's activities. This Panel also would be integrated as fully as possible. It would have a minimum of 10 persons on it, eight of whom would include the highest ranking lay member of the Consejo Superior. Thus, the Advisory Panel would have direct communication and input into the general policy-making body. It also would include three University administrators and three members of the indigenous community selected by the indigenous community itself. The Panel also would include two faculty members--one from humanities and one from the professional faculties. Finally, the Panel would include an upperclassman of indigenous background.

An Independent Administrative Structure

An independent but auxiliary administrative structure could be an option. It would, in all likelihood, generate the following characteristics:

- It would give the Center independence and flexibility.

- It too would have an Advisory Panel.

- The chances of survival after the initial outside investment would be greatly diminished.

It is recommended that the first option be given prime consideration.

## 4. Curriculum

### a. Outline of Current Curriculum

This section presents the curriculum in the majors currently offered at URL/Quetzaltenango. Fields of study are: law, tourism, business administration, accounting, social work, cooperatives; licenciatura programs are in: law, business administration, accounting, and education; and three-year tecnico or profesorado programs are in: tourism, social work, cooperative administration, plant specialty, and education. Exhibit II-3 presents a list of subjects offered in the current curriculum.

### b. Deficiencies in Curriculum

Deficiences in curriculum will be considered in three parts: those in non-development majors, those in development majors, and those in the education field.

#### 1) Non-Development Majors: Law, Business Administration, Accounting, and Tourism

The curriculum devised for these fields of study have been determined by either the traditions of the field, as in the case of law; through research on the most advisable course of study, as in the case of tourism; or both. It is beyond the scope of this report to comment on the quality of the curriculum in its coverage of the technical aspects of the field. It is possible, however, to comment on the relevance of the curriculum of a particular field of study in terms of the population served by its graduates. Viewed in this way, it does not appear that the course of study was designed to orient the student to the multilingual and multicultural nature of the Highlands surrounding Quetzaltenango.

## Exhibit II-3

## CURRICULUM: RURAL-URBAN SOCIAL WORKER

FIRST SEMESTER

General Anthropology
Social Medicine I
Psychology
Social Services: Casework I
Legal Concepts

SECOND SEMESTER

Social Anthropology
Social Medicine II
Social Service: Groups
Social Service: Casework II
Community Development I

THIRD SEMESTER

Social Service Org. and Admin.
General Ethics
Statistics
Elements of Economics
Sociology and Family Sociology
Casework Practicum

FOURTH SEMESTER

Nonformal Education Methods
Professional Ethics
Rural Engineering
Ethnology of Guatemala
Agriculture and Ranching
Groups Practicum

FIFTH SEMESTER

Community Development II
Spoken Quiche
Psychology of Personality
Scientific Research Methods
Child and Infant Welfare
Community Development Practicum

SIXTH SEMESTER

Cooperativism
Social Psychology
Group Dynamics
Social Legislation
Seminar
Community Development Practicum

NOTES:

1. Except for practicums, third and fourth semester courses were not given in 1985. Students took fifth and sixth semester courses out of sequence.
2. Course in Spoken Quiche are given only if qualified teacher can be found.

## CURRICULUM: PLANT TECHNICIAN

FIRST SEMESTER

Chemistry I
Botany
Biology
Mathematics

SECOND SEMESTER

Chemistry II
Mathematics II
Ecology
Genetics

THIRD SEMESTER

Soil Physics and Chemistry
General Biochemistry
Entomology
Topography

FOURTH SEMESTER

Plant Physiology
Plant Pathology
Elements of Statistics
Rural Sociology

FIFTH SEMESTER

General Principles of Irrigation
Rural Admin. and Agri. Credit
Fertilizers and Fertilizing
Use of Pesticides

SIXTH SEMESTER

Cultivos I
Cultivos Laboratory I
Experimental Designs
Agricultural Mechanization

SEVENTH SEMESTER

Cultivos II
Cultivos Laboratory II
Plant Improvement
Preparation and Evaluation of Agricultural Services
Supervised Professional Service

NOTE: 1. No first or second semester, as program is being phased out.

## CURRICULUM: TOURIST BUSINESS TECHNICIAN

FIRST SEMESTER

Language I
Sociological Study of Guatemala
General Psychology
Introduction to Study of Tourism
English I

SECOND SEMESTER

Social Anthropology
Elements of Logic and Knowledge
Industrial Relations
Folklore I
English II

THIRD SEMESTER

Statistics Applied to Tourism
Touristic Geography of Guatemala
Labor Legislation
English III
French III

FOURTH SEMESTER

Photography
Tourism Legislation
Foreign Touristic Geography
English IV
French IV

FIFTH SEMESTER

Org. and Admin. Tourism II
Accounting in Tourism
History of Central America
English V
French V

SIXTH SEMESTER

Seminar
Org. and Admin. Tourism III
Soc. Criteria and Econ. Doctrine
English VI
French VI

NOTES: 1. Fifth and sixth semesters not given in 1985.
2. French I and II not given in 1985.

## CURRICULUM: COOPERATIVE ADMINISTRATION TECHNICIAN

FIRST SEMESTER

Introduction to Economics
Mathematics I
Cooperativism I
Accounting

SECOND SEMESTER

Mathematics of Finance
Cooperativism II
Socio-Econ. Problems of Guatemala
Communications Techniques

THIRD SEMESTER

General Principles of Law
Coop. Administration I
Intro. to Agricultural Science
Intro. to Animal Science

FOURTH SEMESTER

Elements of Statistics
Rural Sociology
Coop. Administration II
Intro. to Marketing

FIFTH SEMESTER

Rural Admin. and Agr. Credit
Cost Accounting
Cooperative Legislation
Market Research I

SIXTH SEMESTER

Cooperation Accounting
Market Research II
Budget Preparation
Project Prep. and Evaluation
Supervised Prof. Practice

NOTE: 1. In 1985 a seventh semester of classes missed in previous years was given, including a Seminar on Cooperatives.

## CURRICULUM: BUSINESS ADMINISTRATION

FIRST SEMESTER

Accounting I
Mathematics I
Economics I
Research Methodology

SECOND SEMESTER

Accounting II
Mathematics II
Administration I
General Principles of Law

THIRD SEMESTER

Statistics I
Administration II
Training of Personnel
Post and Salary Evaluation

FOURTH SEMESTER

Budgets
Incentive Systems
Statistics II
Soc. Criteria and Econ. Doctrines
Labor and Business Law

FIFTH SEMESTER

Methods
Market and Sales Techniques
Cost Accounting
Business Economics

SIXTH SEMESTER

Financial and Insurance Math
Inventory
Professional Morals
Public Finance
Human Relations
Practicum

SEVENTH SEMESTER

Mathematics III
Economics III
Marketing I

NINTH SEMESTER

Administration IV
Org. and Admin. of Industrial Prod.
Project Prep. and Evaluation

EIGHTH SEMESTER

Mathematics IV
Marketing II
Administration III

TENTH SEMESTER

Administrative Policy and Action
Seminar in Administration
Seminar in Business Finance
Practicum

## CURRICULUM: CERTIFIED PUBLIC ACCOUNT

FIRST SEMESTER

Accounting I
Mathematics I
Economics I
Research Methodology

SECOND SEMESTER

Accounting II
Mathematics II
Administration I
Microeconomics I

THIRD SEMESTER

Statistics I
Administration II
Accounting III
Mathematics III

FOURTH SEMESTER

Accounting IV
Industrial Production
Statistics II
Soc. Criteria and Econ. Doctrines

FIFTH SEMESTER

Accounting V
Auditing I
Financial Mathematics
Marketing II

SIXTH SEMESTER

Accounting VI
Auditing II
Financial Math II
Sociology of Guatemala

SEVENTH SEMESTER

Accounting VII
Auditing II
Public Finance
Personnel Administration

EIGHTH SEMESTER

Accounting VIII
Auditing IV
Personnel Administration II
Law II

NINTH SEMESTER

Administration VI
Org. and Admin. of Industrial Prod.
Project Prep. and Evaluation

TENTH SEMESTER

Administrative Policy and Action
Seminar in Administration
Seminar in Business Finance
Practicum

## CURRICULUM: LAW

FIRST SEMESTER

Principles of Law I
Philosophy
Economics
Theory of the State

SECOND SEMESTER

Principles of Law II
Sociology
Civil Law I
Penal Law I
Language I

THIRD SEMESTER

Civil Law II
Penal Law II
Constitutional Law I
General Theory of Process

FOURTH SEMESTER

Civil Law III
Penal Process II
Constitutional Law II
Criminology

FIFTH SEMESTER

Civil Law IV
Penal Process II
Labor Law I
Forensic Medicine

SIXTH SEMESTER

Civil Law V
Labor Law II
Administrative Law I
Agrarian Law
Practicum: Penal

SEVENTH SEMESTER

Labor Law III
Civil Process I
Administrative Law II
Practicum: Penal

EIGHTH SEMESTER

Civil Process II
Business Law II
Labor Law IV
Analytic Jurisprudence I

NINTH SEMESTER

Civil Process III
International Public Law
Fiscal Law
Analytic Jurisprudence II
Practicum: Civil
Practicum: Laboral

TENTH SEMESTER

Tax Law
Notary
Legal Deontology
Analytical Jurisprudence III

These deficiencies can and should be remedied. The population of the Highlands is overwhelmingly Indian, which means that a good proportion of a lawyer's clients would be Indian. It is obviously important for members of the legal profession to understand their clients in order to defend them. Law students who are not Indian will have difficulty acquiring the necessary knowledge and background on Indian culture from just one class in sociology.

In the accounting curriculum, only one course orients the student to Indian culture--Sociology of Guatemala; in business administration there is none. In an area with an overwhelmingly Indian population, it is short-sighted to teach five or six courses in administration, a course in personnel, and a course in human relations without any reference to the cultural issues which might come into play in business situations.

The tourism curriculum has two classes over three years--Social Anthropology and Sociological Study of Guatemala--but they seem deficient. Guatemala's tourism, particularly in the Highlands area, is built on the richness and variety of the Indian culture itself. Two courses are insufficient to provide the student with the necessary knowlege of the field.

2) **Development Majors: Social Work, Cooperative Administration**

The deficiencies in the social work curriculum appear to be related to course content. Students in the program felt that it should be revised and made more in accord with the reality of Guatemala.

Students in the cooperatives program also thought the curriculum should be revised and for the same reasons. If this program is continued, the curriculum and course content should be studied to determine how well it is preparing the students for work in this development area and with people who are mostly Indian.

3) **Education Majors**

The education curriculum has the same deficiencies found in the other fields, but these deficiencies seem even more acute in education because the vast majority of teachers in this program are now and will continue to be teachers in rural primary schools where nearly all the students are Indian. Even more important is the fact that the rural Indian child is a sensitive, innocent child who has not yet learned that he or she is a member of a subordinate ethnic group with all that that fact entails.

It is obvious that if the teacher is Ladino, it would be extremely helpful for that teacher to have received courses to broaden his or her sociocultural awareness. In this way both the teacher and students benefit from the teacher's knowledge and sensibility of the Indian culture.

c. **Recommendations for Improvement**

1) **Courses on Sociocultural Reality of Highlands**

Among the recommendations for improving the curriculum of URL/Quetzaltenango is a core of eight courses which would orient Indian students to the sociocultural reality of the Highlands and to ethnic relations.

These courses include:

- Cultural Anthropology
- Prehistory of Guatemala
- Ethnohistory of Guatemala I
- Ethnohistory of Guatemala II
- Ethnography of Guatemala
- Ethnography of Selected Areas of Guatemala
- Comparative Indian-Ladino Ethnography
- Ethnic Group Relations

The program begins with a course in Cultural Anthropology, which provides the theoretical orientation toward anthropology necessary for the succeeding courses. Three of the courses are historical in nature, but these are designed to provide an anthropological interpretation to events which might be described differently by non-anthropological historians. Prehistory of Guatemala presents the human panorama of Guatemala as discovered by archeology, linguistics, and ethnohistory from about 2,000 B.C. to the Spanish conquest in 1524 A.D. This course provides an understanding of the cultural roots of the Indians in a positive manner, a key element of ethnic revaluation.

The courses on Ethnography of Mayan Guatemala and Ethnography of Selected Areas focus on self-knowledge for the Indian student, the first course a general survey of Mayan culture in Guatemala today and the second focusing on specific areas of Guatemala. The courses educate the student on the dimensions, parameters, variations, and uniformity of his own ethnic group. The course Comparative Ethnography compares the ethnographic reality of the Indian with that of the Ladino, so that the Indian student will comprehend the cultural logic behind certain less-than-obvious peculiarities of his Ladino neighbor.

The two courses in Ethnohistory (I and II) present the history of Guatemala from 1524 to the present, differing from traditional courses of this type by focusing on both Indians and Ladinos, that part of their history that can be called separate, and the results of their occasional and limited interaction.

The course in Ethnic Group Relations takes the student to other ethnic group situations in the world, including the United States, in order to understand the common denominators which the Guatemala Indians share with others. Also important is the analysis of ethnic group strategies for improving its situation socially, economically, and politically vis-a-vis the dominant ethnic group.

All of these courses are oriented toward fostering cultural pluralism--the healthy respect for cultural differences that happen to exist side by side in the same country. The student who has taken the courses in the above program will understand the cultural and historical processes which have led to the existing situation, will appreciate the part played by both his own and other ethnic groups in the process, and will have learned something of the strategies and techniques which can aid ethnic groups in improving their own situation and, ultimately, the situation of their ethnic neighbors.

d. **Bilingual Teachers in Mayan Languages: Three-year Profesorado Program**

1) **Background**

The Guatemalan government recently made bilingual education in Guatemala official in the four major Mayan languages of Guatemala--Quiche, Mam, Cakchiquel, and Kekchi. This AID-sponsored program is being transformed from a highly successful pilot program to a wide-reaching regular program destined to reach children in 68 percent of the Indian areas of Guatemala.

One aspect of such a program is the need for large numbers of trained bilingual teachers, as well as an ongoing training program. The Guatemalan Normal Schools (high school level) produce primary school reachers, and many of these are in fact bilingual speakers of Spanish as well as their native Mayan language, but the Normal Schools have no special programs as yet to prepare these primary school teachers for the special demands of bilingual teaching.

Specialization and secondary school preparation comes in the profesorado university program, which consists of three years of university instruction divided among specialties such as social studies, math, and natural sciences, although also included are administrative specialties such as scholastic orientation or administration. In actual fact, many primary school teachers acquire these profesorado degrees because they represent higher salaries within the pay scale and ratings system.

The Highlands Center would initiate a new profesorado program at URL/Quetzaltenango in Mayan Language-Spanish (Spanish-Quiche, Spanish-Mam, Spanish-Kekchi, and Spanish-Cakchiquel) Bilingual Education. The profesorado program would graduate 100 students per year at the end of the third, fourth, and fifth years.

The program will dovetail with existing profesorado programs to the extent that it will share the common core of 15 courses in the existing profesorado programs (pedagogy and psychology, math and physics, Spanish language, and literature). Courses will be given in the daytime during the week, and not on weekends as are the current profesorado programs. Therefore, the students will prepare for jobs as bilingual teachers but will not be those who are actually in service at the time.

2) **Full-time Students**

The bilingual education program would be a full-time program of study. Students could receive complete financial assistance, divided into scholarship, loan and work-study sections, but the most important point is that they would not need to--nor be permited to--work outside the program. Housing and meal arrangements would approximate dormitory style. Periodic travel to their home communities would be provided for and encouraged.

3) **Recruitment**

Bilingual education is currently limited to the four majority languages (Quiche, Kekchi, Mam, and Cakchiquel) under the present National Bilingual Education Program (PRONEBI), although extension to other languages is planned for the future. Under these circumstances, recruitment would be limited to these four languages in approximately equal numbers. The typical student profile for this program is a recent

high school graduate in rural primary school teaching, who is a native speaker of Quiche, Mam, Kekchi, or Cakchiquel.

4) **Program Popularity**

It is probable that programs such as the ones presented here would be popular, sought-after courses of study. Programs of this type were the recommendations of the Second National Linguistics Congress in 1984 and represent the first attempt to provide any language and culture-specific programs for the Guatemala Indians.

At the same time, this profesorado program has a practical focus: students who graduate from this program would improve their position on the government school pay scale. In addition, there is already a demand for trained bilingual teachers, and this demand will continue indefinitely. Thus, the profesorado program would be sufficiently attractive to ensure that there would be no lack of students to continue the program after AID funding ended.

5) **No Profesorado Program on Weekends**

The Highlands Center would be an ideal place to offer the profesorado program in Mayan Language Bilingual Education on weekends to teachers either currently working in the new bilingual schools or to those to be selected for such work.

Two matters, however, are making the weekend profesorado program impracticable. First, the Kekchi area is too distant to be served by the Highlands Center on a weekend basis, given the minimum eight-hour bus ride. The alternative would be to offer a separate profesorado program through Universidad Mariano Galvez on weekends or make the pgroam a full-time study program where Kekchi students would come to live in Quetzaltenango while doing their studies.

The second difficulty to conducting a weekend program is that the URL/Q facilities are completely full on weekends, which would make it necessary to find and additional space away from the central campus. Given the expansion plans at URL/Q, however, the bilingual education profesorado program may be able to continue on weekends after AID financing has terminated.

6) **Courses by Area**

The following 16 courses are those required by all current profesorado programs at URL/Quetzaltenango.

- Elements of Logic and Knowledge (Elementos de Logica y Conocimiento)
- Introduction to Psychology (Psicologia General)
- Language (Lenguaje I)
- Introduction to Education (Pedagogia General)
- Philosophical Study of Man (Estudio Filosofico del Hombre)
- Introduction to Didactics (Didactica General)
- Child and Adolescent Psychology (Psicologia del Nino y del Adolescente)

## Exhibit II-4

## BARCHARTS SHOWING STUDENT PROGRESS THROUGH PROGRAM OVER FIVE YEARS

```
-----------------------------------------------------------------------------------------
Year                1         2         3         4         5          Total
                                                                       Graduates
-----------------------------------------------------------------------------------------
Profesorado         ------------------
Bilingual                     ------------------                       25/3rd year
Quiche                                  ------------------             25/4th year
                                                          ------------- 25/5th year
                                                                       75

Profesorado         ------------------
Bilingual                     ------------------                       25/3rd year
Mam                                     ------------------             25/4th year
                                                          ------------- 25/5th year
                                                                       75

Profesorado         ------------------
Bilingual                     ------------------                       25/3rd year
Cakchiquel                              ------------------             25/4th year
                                                          ------------- 25/5th year
                                                                       75

Profesorado         ------------------
Bilingual                     ------------------                       25/3rd year
Kekchi                                  ------------------             25/4th year
                                                          ------------- 25/5th year
                                                                       75
```

The program will dovetail with existing profesorado programs to the extent that it will share the common core of 15 courses that the existing profesorado programs (pedagogy and psychology, math and physics, Spanish language and literature). However, courses will be given in the daytime during the week, and not on weekends as are the current profesorado programs, due to lack of facilities for additional classes on weekends. Therefore, the students will prepare for jobs as bilingual teachers but will not be those who are actually in service at this time.

- Philosophical Study of World/Science (Estudio Filosofico del Mundo y de la Ciencia)
- Psychology of Learning (Psicologia del Aprendizaje)
- Research Methodology (Metodologia de la Investigacion)
- Classroom Planning (Planeamiento Didactico)
- Ethics (Etica)
- Statistics I (Estadistica I)
- Scholastic Evaluation Techniques (Tecnicas de Evaluacion Escolar)
- Seminar (Seminario)
- Practice Teaching (Practica Docente)

The following 15 courses are those which define the major in Spanish-Mayan Language Bilingual Education. The majority are common to all to the language specializations--Quiche, Cakchiquel, Kekchi, and Mam; the five courses which are language specific are so noted.

- Linguistics I: Concepts (Linguistica I: Conceptos)
- Linguistics II: Phonology (Linguistica II: Fonologia)
- Linguistics III: Morphosyntax (Linguistica III: Morfosyntaxis)
- Sociolinguistics (Sociolinguistica)
- Principles of Bilingual Education (Principios de Educacion Bilingue)
- Bilingual Materials Development (Elaboracion n Curricular Bilingue)
- School Organization and Administration (Organizacion y Administracion Escolar)
- Ethnic Group Relations (Grupos Etnicos)
- Ethnography of Guatemala (Etnografia de Guatemala)
- Introduction to Anthropology (Antropologia General)

The following are the language-specific courses. Each will be given for speakers of all four languages; the organization of the courses will be similar.

- Kekchi/Cakchiquel/Quiche/Mam Grammar I
- Kekchi/Cakchiquel/Quiche/Mam Grammar II
- Composition in Kekchi/Cakchiquel/Quiche/Mam
- Kekchi/Cakchiquel/Quiche/Mam Didactics
- Ethnography of the Kekchi/Cakchiquel/Quiche/Mam Area

## 7) Classes by Semester

FIRST SEMESTER

Elements of Logic and Knowledge
Introduction to Psychology
Language I
Introduction to Education
Linguistics I: Basic Concepts

SECOND SEMESTER

Phil. Study of Man
Intro to Didactics
Child and Adolescent Psych.
Linguistics II: Phonology
Intro. to Anthropology

THIRD SEMESTER

Phil. Study of Science & the World
Psychology of Learning
Ethnography of Guatemala
Linguistics III: Grammar
Principles of Bilingual Education

FOURTH SEMESTER

Research Methods
Classroom Planning
Bilingual Materials Development
Quiche/Mam Grammar I
Ethnography of the Quiche/Mam Area

FIFTH SEMESTER

Ethics
Statistics I
Scholastic Evaluation Techniques
Quiche/Mam Grammar II
Ethnic Group Relations

SIXTH SEMESTER

Seminar
Sociolinguistics
School Organization and Administration
Composition in Quiche/Mam
Quiche/Mam Didactics
Practice Teaching

## 8) Faculty Staffing

The profesorado and licenciatura programs have been designed to take advantage of existing staff resources for those courses common to all such programs. The specialized courses, however, are such that either new staff would be necessary or some members of the present staff would need to receive specialized retraining.

## 9) New Staff

The following are the specific new staffing needs of the programs. A close examination of the current staff reveals that resources for retraining for those posts are insufficient.

- **Two Linguists**

Given the near total lack of trained Guatemalan linguists, it would be necessary to recruit two linguists from outside Guatemala, preferably at the doctoral level with a minimum master's level. Two further requirements would include an excellent command of Spanish and previous experience in Mayan languages.

It should be recalled that these linguists, along with the rest of the faculty, would have research duties as well as teaching, both to enhance their specific teaching tasks and to contribute to an increased knowledge of Mayan languages. The programming of classes would cause some semesters to be fuller than others, meaning less outside research time, while other semesters would be lighter and allow the linguist more research time.

The linguists also would have another special task--preparing the four language experts in the grammatical structure of their languages so that they in turn could impart that structure to the students in the profesorado program. This training would be carried out during the first three semester of the program and, if needed, would continue occasionally during successive years.

Listed below are detailed courses that would be taught by the linguists, by semester. Four sections of the technical linguistics classes would be given, one for each language, while those linguistics classes which lend themselves to larger lecture classes would have two or three sections. Licenciatura courses are starred (*) for identification. All profesorado (i.e., non-starred) are to be given three times.

| | Linguist I | Linguist 2 |
|---|---|---|
| First Semester | Linguistics I (C)<br>Linguistics I (Q) | Linguistics I (M)<br>Linguistics I (K) |
| Second Semester | Linguistics II<br>Linguistics II<br>*Ethnolinguistics | Linguistics II<br>Linguistics II<br>*Ethnolinguistics |
| Third Semester | Linguistics I<br>Linguistics I<br>Linguistics III<br>Linguistics III<br>*Descriptive Ling. | Linguistics I<br>Linguistics I<br>Linguistics III<br>Linguistics III<br>*Descriptive Ling. |
| Fourth Semester | Linguistics II<br>Linguistics II | Linguistics II<br>Linguistics II |
| Fifth Semester | Linguistics I<br>Linguistics I<br>Linguistics III<br>Linguistics III | Linguistics I<br>Linguistics I<br>Linguistics III<br>Linguistics III |
| Sixth Semester | Linguistics II<br>Linguistics II<br>Sociolinguistics | Linguistics II<br>Linguistics II<br>Sociolinguistics |
| Seventh Semester | Linguistics III<br>Linguistics III | Linguistics III<br>Linguistics III |
| Eighth Semester | Sociolinguistics<br>*Phonetics | Sociolinguistics<br>*Phonetics |

| | | |
|---|---|---|
| Ninth Semester | *Morphology | *Historical Ling. |
| Tenth Semester | Sociolinguistics<br>*Syntax | Sociolinguistics<br>*Dialectology |

- **Two Cultural Anthropologists**

Although there are no trained anthropologists in Quetzaltenango, both the Universidad del Valle and the Universidad de San Carlos have degree programs in anthropology, and the pool of graduates is sufficiently large and varied so as to provide good candidates for these positions.

It is recommended, however, that these anthropologists receive some further training, either before or during the first year of the program, in order to raise their academic and teaching level and to broaden their understanding of anthropological theory and practice.

As would the linguists, the anthropologists would have research as well as teaching duties, both to enhance their specific teaching tasks and to contribute to increased knowledge of Mayan culture, customs, and lifestyles. The programming of classes would cause some semesters to be fuller than others, meaning less outside research time, while other semesters would be lighter and would allow the anthropologists more research time.

Below are the courses which would be taught by the two anthropologists, by semester. Licenciatura courses are indicated with an asterisk (*). The courses entitled "Ethnography of a Selected Area" are courses which concentrate on a detailed study of the native area of the indivdual student, most of whom will be from the four major language areas (Kekchi, Cakchiquel, Mam, Quiche). There would be four sections of these courses, concentrating primarily or exclusively on each area.

| | 1st Anthropologist | 2nd Anthropologist |
|---|---|---|
| First Semester | | |
| Second Semester | Intro. to Anthropology<br>Intro. to Anthropology | |
| Third Semester | Ethnography of Guate.<br>Ethnography of Guate. | |
| Fourth Semester | Intro. Anthro.<br>Ethnog. Area (K)<br>Ethnog. Area (C) | Intro. Anthro.<br>Ethnog. Area (Q)<br>Ethnog. Area (M) |
| Fifth Semester | Ethnography of Guate.<br>Ethnography of Guate. | Ethnic Group Relations<br>Ethnic Group Relations |
| Sixth Semester | Intro. Anthro.<br>Ethnog. Area (K)<br>Ethnog. Area (C) | Intro. Anthro.<br>Ethnog. Area (Q)<br>Ethnog. Area (M) |

| | | |
|---|---|---|
| Seventh Semester | Ethnography of Guate.<br>Ethnography of Guate. | Ethnic Group Relations<br>Ethnic Group Relations |
| Eighth Semester | Ethnog. Area (K)<br>Ethnog. Area (C) | Ethnog. Area (Q)<br>Ethnog. Area (M) |
| Ninth Semester | Ethnic Group Relations<br>Ethnic Group Relations | |
| Tenth Semester | | |

## Language Experts in Quiche, Mam, Cakchiquel, Kekchi

The profesorado program includes courses in the structure, literature, teaching, and composition of the four principle Mayan languages of Guatemala. These courses will require the preparation of new teaching staff. An obvious prerequisite for these positions is fluency in one of the four languages. Since these future college teachers will be imparting instruction exclusively to students in their first three years of the university, it is necessary for the candiates to have completed a three-year profesorado program themselves.

Speaking fluency does not necessarily indicate structural knowledge of a language nor the ability to teach or write it. It would be one of the tasks of the two linguists on the staff to train the language experts in language structure (phonology, grammar). Other members of the staff would aid in the task of preparing these individuals, particularly in special needs of composition and didactics.

Although staffing requirements include just one expert per language, it would be desirable to include perhaps three from each language in the year-and-a-half training period in order to select the best individual for eventual placement. In addition, the training process would include the preparation of materials for the various classes, and a team effort among three trainees would most likely produce superior materials.

Below is a list of the training and courses, by semester, that would be required of the language experts. (Key: Gr I or II = Grammar I or II; Comp = Composition; Dida = Didactics).

| | Expert Mam | Expert Cakchiquel | Expert Quiche | Expert Kekchi |
|---|---|---|---|---|
| S1-3 | Training | Training | Training | Training |
| S4 | Gr I | Gr I | Gr I | Gr I |
| S5 | Gr II<br>Comp | Gr II<br>Comp | Gr II<br>Comp | Gr II<br>Comp |
| S6 | Gr I<br>Didactics | Gr I<br>Didactics | Gr I<br>Didactics | Gr I<br>Didactics |

| | | | | |
|---|---|---|---|---|
| S7 | Gr II Comp | Gr II Comp | Gr II Comp | Gr II Comp |
| S8 | Gr I Didactics | Gr I Didactics | Gr I Didactics | Gr I Didactics |
| S9 | Gr II Comp | Gr II Comp | Gr II Comp | Gr II Comp |
| S10 | Didactics | Didactics | Didactics | Didactics |

10) Current Staff Use (With and Without Retraining)

Several courses included in both profesorado and licenciatura programs are identical or similar to courses currently offered at URL/Q and thus would require neither new staff nor retraining of current staff.

Philosophy

There would be 12 courses with a minimum of two sections each in philosophy over the course of the program, or an average of three courses per semester. The organization of the various semesters as programmed for the profesorado is uneven, with some semesters more heavily loaded than others. The reorganization of semesters or assignment of other duties to the professor of philosophy is beyond the scope of this report.

Courses which would be given by the professor of philosophy are listed below:

- -- Elements of Logic and Knowledge (8 times)
- -- Philosophical Study of Man (8 times)
- -- Philosophical Study of the World and of Science (8 times)
- -- Ethics (8 times)

Education

During the first and last year, the program can be carried out with just one professor of education, but during the second, third, and fourth years, the program will require two professors. Virtually all classes would be given in three separate years and invariably in at least two sections.

As regards special preparation, all but two courses are currently offered by the University at Quetzaltenango and for the purposes of the program would require only that the professors carry out the program of study as described at present. Two courses, however, "Principles of Bilingual Education" and "Bilingual Materials Development," require that one of the professors have special preparation or experience in bilingual education, which in nearly all cases will mean a professor who is ethnically Indian. The requirement will be met probably by recruiting a promising individual with a degree in education and by providing him or her with the necessary training during the first year of the program when only one professor is needed.

Courses to be taught by the professors of education are:

- Introduction to Education
- Introduction to Psychology
- Introduction to Didactics
- Child and Adolescent Psychology
- Psychology of Learning
- Principles of Bilingual Education
- Class Planning
- Bilingual Materials Development
- Scholastic Evaluation Techniques
- School Organization and Administration

**Math, Statistics, and Research Methods**

It seems reasonable to seek an individual capable of teaching math, statistics, and research methods, particularly given the fact that at least part of good research methodology should be quantitative or statistical. This professor could be considered half-time from the fourth through the ninth semesters because there would be just one course (with two or three sections) during this time.

This professor would teach:

- Statistics I and Research Methods.

11) **Other Teaching Needs**

In addition to the half-time and full-time faculty needs detailed above, it will be necessary to employ professors for part-time and/or short-term needs.

5. **Faculty**

a. **Analysis of Current Faculty**

The faculty of URL/Q is composed of 52-68 professors, depending on the semester, nearly all of whom teach part-time and are paid on an hourly basis. The faculty is similar to faculties throughout Central America. Educators hold two or three other teaching positions in addition to their duties at URL/Q, while others practice their professions, such as law, medicine, or psychology, and earn a little extra money through teaching at URL/Q.

The only F.T.E. faculty member currently employed is Lic. Julio Aguilar, who carries a full-time teaching load of 8 classes per semester in addition to being Academic Dean of the University.

The areas of specialization and degrees held are as follows:

**Degrees**

| | |
|---|---|
| Doctorates | 1 |
| Masters (Licenciatura plus maestria) | 1 |
| Bachelors (Licenciatura) | 50 |

**Specialization**

| | |
|---|---|
| Medicine | 1 |
| Law | 10 |
| Psychology | 10 |
| Economists | 3 |
| Agriculture | 4 |
| Pedagogy | 8 |
| Social Work | 3 |
| Administration | 8 |
| Business | 5 |

Although the faculty have certain areas of specializations, they are not restricted in terms of courses taught. It should be noted that there are currently no linguists or anthropologists on the faculty, although there are several courses in anthropology and ethnography. In this case, and in others like it, a faculty member in a related discipline takes on the course and attempts to gain control of the content through books.

This is a common practice in small colleges not only in Guatemala. It should be pointed out, however, that the low salaries and lack of full-time appointments compound the problem, since the professor taking on a new course assignment usually has virtually no time to prepare adequately course syllabi, lecture notes, extra reading, and so on.

The part-time nature of the individual faculty member's commitment to the institution is perhaps the most significant feature of the URL/Q faculty, although it is by no means unique in Central America.

With the addition of a core of full-time faculty, professors would be available for student counseling and advising, thus providing a needed service which currently does not exist in any form at the university. Faculty members would have time to fulfill a service responsibility, serving on policy and administration committees to help decentralize the day-to-day administration of the institution. At present, three or four people administer every facet of university life, along with teaching and other responsibilities. A core of full-time faculty could spread this burden around and allow the administrative personnel to be more effective.

Research is a fundamental necessity in Guatemala, and there is no one who would be able to profit more and to pass on the benefits to more students than the full-time faculty at this University. This research should and must be broadly conceived to address the social, economic, linguistic, historic, and cultural reality of the Guatemalan Highlands.

b. **Recommendations for Staff Development**

One of the recommendations of this report is for staff development for the faculty of URL/Q in addition to that which would come about as part of the Profesorado Program in Bilingual Education detailed in the previous section on Curriculum. That program specifies the addition of two linguists, two anthropologists, and four experts in the four major Mayan languages, as well as presenting the needs this program would have in other areas.

It is recommended that five additional faculty be considered as candidates for future full-time employment at URL/Q and that these individuals receive training at an M.A. level to prepare them for this increased responsibility. These candidates should be selected from several different academic areas to provide each distinct discipline with a leader and representatives.

In addition to the M.A. programs, short-term faculty development programs should be developed for other part-time faculty to improve the quality of teaching throughout the institution. This training could take place in June and November, months when URL/Q classes are in recess. The course of study of these faculty should include classes in cultural awareness, ethnic relations, and anthropology as well as in the individual's area of specialization.

6. **Library**

a. **Analysis of Current Facilities**

The librarian at URL/Q is Fr. Sacasa, the Director General. He does this in addition to his clerical duties and being the CEO. He is currently assisted by two F.T.E. employees and a part-time student. None have received any formal training in library science.

The library itself is spacious and has room for expansion. The library resources (acquisitions) number aproximately 13,000 volumes. A university of comparable size petitioning for accreditation in the U.S. would be expected to have in excess of 150,000 volumes plus acquisitions in periodicals, audiovisual materials, maps, and various other resources. The current status of the URL/Q library is one of a small high school in the United States.

The conversion of the library to one of acceptable standards and resources cannot be accomplished overnight, but a great deal can be done with good planning and judicious use of funds. Over a five-yar period, the library can be improved markedly.

b. **Recommendations for Improvement**

The initial efforts and expenditures should be concentrated in the areas in which the Center will have the most and continuous needs. The immediate goal for the first year should be to double the holdings to 26,000 volumes. The library also should be divided into three distinct parts:

- A regular academic and research section such as currently exists. This section would accommodate about 10,000 of the new acquisitions. These acquisitions would be on Mayan subjects, printed in Mexico, the United States, or a Central America country.

- A textbook depository section wherein at least 50 copies of each textbook used in each course (2,500) would be placed on deposit. Students who could not or wished not to purchase a text, could, upon making a modest deposit, check out a text for that semester's course. Safeguards would be designed for the care and return of the books. Currently, few students purchase texts. They either use the single copies in the library, xerox pertinent chapters, or borrow copies of the professor's notes.

- An audiovisual section would be designed for language labs and private booths for listening to recordings, tapes, and cassettes. This section would include filmstrip projectors and microfiche viewers.

All of the above could be acquired and installed in a short time and before the inception of the Center's first year of operations. The recommendations for library acquisitions are measured and calculated not to impede any additional acquisitions made as a result of further training for the Landivar personnel. Further acquisitions would be added each of the remaining four years of the project on the advice of the faculty, Center Director, and other technical assistance.

The cost of a book shelved in a library is approximately twice the purchase price of the acquisition. Thus, if a book has a price of $12.50, by the time it is shipped, processed, and catalogued it will probably have an on-the-shelf price of $25.00. (See budget section for estimated costs of needed library acquisitions.)

c. **Library Technical Assistance**

It has been stated tht URL/Q does not currently employ a trained librarian. Given this reality, the two full-time employees have done a laudable job. The library uses the Dewey Decimal System and is quite clean and well organized. Rather than subject either one or both of the current employees to a prolonged and costly program in library science, it is recommended that they be sent to the U.S. for 60 days of work and observation sessions where a number of libraries and librarians could prove extremely helpful. It is recommended that small institutions in the U.S. be considered. A small state university or a community college could provide more realistic technical assistance than a large institution.

Before sending the URL/Q people to the U.S., it would be advisable to have the U.S. library technicians visit Quetzaltenango for a short TDY of five days. She/he could then accompany the two URL/Q employees to the U.S., with a better understanding of what training and advice would be most useful. It is recommended further that the U.S. technicians be brought to URL/Q for one week every three months for the first 18 months of the project.

7. **Technical Assistance**

a. **Overview**

In addition to a Director, equipment, and materials being recommended for the Center, it is recommended that a linkage with a U.S. institution be considered.

There are institutions in the U.S. which have an interest in and programs for the Indian population of the U.S. and also have programs for the training of Latin Americans in academic, economic, and service efforts. It would be highly desirable to establish a linkage between URL/Q and such an institution. The U.S. institution would be one with an established record of service to the indigenous population of Central America. It would have a manifested interest in bilingual education, flexibility in course offerings, and the willingness to offer degree programs to participants in their own languages. It also would have already employed faculty or have access to needed faculty and technicians. It is, however, preferable that the U.S. institution's personnel have a faculty status and loyalty to the institution rather than be contracted solely for the purpose of this project.

The U.S. institution should be willing to allow its personnel to invest time in trips to Guatemala and to acquaint themselves with its reality. The institution should have existing and available other faculty on its campus in the field of development, economics, public administration, sociology, linguistics, and anthropology in addition to personnel in education--administration, curriculum, and bilingual. It also should be able to provide technical assistance in student aid to minority students, creative programs in student retention, and programs in nonformal education.

For purposes of this program, the U.S. institution should have the capacity to undertake three tasks which are crucial to the project's success:

- Provide a graduate program for selected URL/Q faculty who would be selected to acquire a master's degree, and offer the program at a time convenient to the URL/Q faculty. This probably would be in three nonconsecutive semesters to avoid a major disruption of the URL/Q campus.

- Provide field experiences for the indigenous students selected to visit the U.S. The institution should have access to Indian reservations and knowledge about indigenous programs in the field of educational and economic development.

- Be willing to establish a series of short-term faculty and administrator exchanges.

In summary, the U.S. institution should have the capacity and staff to offer:

- Technical assistance in management, curriculum, and research.
- Participant training, degree granting programs and meaningful field experiences.

An alternative to linking with a U.S. university would be to estabish a linkage with an existing Guatemalan institution. There is currently in Guatemala a reservoir of talented and academically qualified U.S. citizens who could, if an existing national university would hire them as a team and allow them to grant degrees, be an alternative to a U.S. linkage.

b. **Administration**

The following is a recommended list of equipment to improve and facilitate the administrative operation. The list was developed in conjunction with Lic. Aquilar, the Academic Dean, and Lic. Saul Tobias, Director or Administration.

The list is functional and the uses for the materials are self-evident:

| | |
|---|---|
| -- Six electric typewriters<br>$600 X 6 | $ 1,800 |
| -- Six desk calculators<br>$120 x 6 | 720 |
| -- Three computers, one each for the office of the Registrar, Finance, and the Academic Dean. These should be compatible with the computer purchased for the library.<br>$6,000 x 3 | $18,000 |
| -- One floor polisher<br>$300 x 1 | $300 |
| -- One microfilm machine for administrative documents<br>$12,000 x 1 | $12,000 |
| -- 10 emergency lamps<br>$3 x 10 | $30 |
| -- One office time clock for employee time keeping<br>$700 x 1 | $700 |

| | |
|---|---|
| Two cash registers for the Business Office $700 x 2 | $1,400 |
| Subtotal | $34,950 |

c. **Library**

The library will require a proportionately large investment. The prices ascribed to the following materials are based on Guatemalan prices and could prove more economical if bought with duty-free privileges.

1) **Personnel**

The current two librarians should be sent to the U.S. for a two-month training period (4 p/m).

| | |
|---|---|
| Travel - two roundtrip fares | $1,500 |
| Per Diem - 30 days x 2 x 45.00 | $2,700 |
| | $4,200 |

Two librarian technicians should travel to Quetzaltenango for five days initially to acquaint themselves with URL/Q. They should accompany Guatemalans back to the U.S. for training.

| | |
|---|---|
| Travel - 2 roundtrip fares | $1,500 |
| Per Diem - 7 days x 34.00 x 2 | 476 |
| Honoraria - 125 x 7 x 2 | $1,750 |
| | $3,726 |

The two U.S. technicians should be funded for trips every three months for the first 18 months of the project, and for one last trip six months prior to the end of AID funding.

| | |
|---|---|
| 6 roundtrip fares x $750 x 2 | $ 9,000 |
| 7 days honoraria x $125 x 7 x 2 x 16 | $10,000 |
| 7 days per diem x $34 x 2 x 6 | $ 2,856 |
| | $22,356 |

Additional personnel for the library would include:

| | |
|---|---|
| 2 F.T.E. assistants to be trained by the current librarian $100 per month x 60 months x 2 | $12,000 |
| 1 F.T.E. janitor/warehouse person $100 per month x 60 x 2 | $ 6,000 |
| | $18,000 |

2) **Books and Equipment**

Approximately 35,000 acquisitions will need to be funded. This number of acquisitions will bring the library holdings up to nearly 50,000. The average cost per acquisition should be between Q80-Q100.

| | |
|---|---|
| 35,000 books x Q90 | Q3,150,000 |
| Q3,150,000/3.75 | $ 840,000 |

It already has been explained that during the first year of operations, the purchases would total about 13,000. These would include 10,000 acquisitions of all Mayan works and 3,000 texts to include multiple samples of the texts used in most of the courses taught at the Highlands Center. The remaining 22,000 would be selected over the remaining four years of the project. These additional acquisitions would be more selective and acquired on the advice of the library technician and the faculty.

The library also would require the addition of audio-listening booths. Four such booths could be easily accommodated within the current library space, constructed for approximately $700 each. Each booth would have a desk, chair, two shelves, and window.

Each booth would include electronic equipment installed into the shelves: one reel-to-reel tape recorder ($500), one record turntable ($150), and one cassette player ($200). The total cost for each booth, completely furnished, would be $1,550. Total cost for 4 booths: $6,200.

Other equipment for the library would include:

| | | |
|---|---|---|
| -- | One microfiche viewer dual carriage model | $314 |
| -- | One microfilm camera | 6,000 |
| -- | One microfilm machine to insert film into jacket | 2,000 |
| -- | Wang PC including operating diskette unit, 1 screen, 1 Wang/IBM monochrome emulation monitor card, 1 winchester disk, and 1 printer | 6,000 |
| -- | Additional book shelves to accommodate new acquisitions | 4,000 |
| -- | Library bibliographic cards and related materials | 2,000 |
| -- | One photocopier | 600 |
| -- | Two dehumidifiers | 300 |
| -- | One industrial-type vaccum cleaner | 800 |
| -- | Two electric typewriters | 1,200 |
| -- | Construction of four booths at $700 each | 2,800 |
| -- | Equipment for four booths at $850 | 3,400 |
| -- | Purchase of adjoining buildings | |

| | | |
|---|---|---|
| -- | Technicians - 3.25 person/months | 12,250 |
| -- | Assistant librarians and janitor warehouse man, 180 person-months | 18,000 |
| -- | 16 round trip fares at $750 | 12,000 |
| -- | Per diem - 60 days at $45 | 2,700 |
| -- | Per diem - 98 days at $34 | 3,332 |
| | | $975,282 |

d. **Faculty**

The Center should factor for 14 F.T.E. faculty which should include two anthropologists, two linguists, and 10 others selected jointly by the Center's Director, the Director General, and the Academic Dean.

| | | |
|---|---|---|
| Salaries<br>14 x Q14,000 = Q196,000/$3.7 | $52,267 | |
| | | x 5 |
| | | $261,334 |
| Travel<br>14 round trips x $750 | | $14,700 |
| Per Diem<br>$45 x 120 days x 14 | | $75,600 |

Laboratory and Classroom Supplies

Audiovisual Equipment

1 Microprojector
2 Slide projectors
12 Lamps
12 Slide trays
1 Color microvideo system (color camera, 3 monitors, AC adapter, cable)
2 Overhead projectors B+H
1 Roll attachment
2 Projection screens
1 Fisher Scientific Co. complete collection of super 8mm filmloops
2 Super 8 filmloop projector with zoom lens

Laboratory Apparatus and Supplies

1 Table microtome A0900, with knife, knife handle, knife back, bone, oil
1 Articulated human skeleton
1 Human torso
1 Human head
1 Human brain
1 Human eyeball with part of orbit
1 Human neuron
1 Spinal Cord
1 Ear
1 Heart model

Microscope slides: botany, zoology, general biology, histology, human pathology, parasitology, genetics
1 Set Johns Hopkins human anatomy series charts
Culture Slides
Plastic microscope slides
Plastic coverslips
Lens paper
Student dissecting set cases
Dissecting pans
1-2 Microslide cabinets
Student safety goggles
Laboratory first aid kits (eye wash station)
Plant presses
Ventilators
Driers
Driers replacements
Laboratory equipment
Centrifuges
Chemicals
9 Substage illuminator binoculars microscope
Laboratory glassware

e. **Buildings**

Space for the current programs and some expansion are currently available and being used quite well. Additional space for faculty offices, library warehousing, and workshops, however, may be needed. It has already been mentioned that two adjacent buildings should either be purchased or a long-term lease acquired. In addition, an amount for minor renovations should be included.

Land Purchases

| | |
|---|---|
| 2 Buildings at $60,000 each | $120,000 |
| Renovation fund | 20,000 |
| | $140,000 |

f. **Automobiles**

Some automobiles for administrative, faculty, research, and student use are needed and recommended:

| | |
|---|---|
| One small pick-up | $7,000 |
| One Jeep | 9,000 |
| One carry-all | 12,000 |
| One 38-passenger bus | $32,00 |
| | $60,000 |

g. **Subcontractors**

The basis and rationale for subcontracting certain services were discussed earlier. Although the exact requirement is unknown, a budgetary line item for this purpose appears prudent. It is estimated that 12 subcontractors over an estimated time of 60 months would be reasonable. It would provide the administration flexibility in scheduling and the opportunity for creativity in the rendering of services.

It is calculated that a typical workshop may have 50 participants:

| | |
|---|---|
| 50 participants x 10 days p.d. | $2,500 |
| Travel 50 miles x 50 2 p/m | 500 |
| Instructors x 2 x 12 | 2,400 |
| Materials 50 pts. x 12 x $10 | 6,000 |
| | $11,400 |
| 12 Workshops x $11,400 | $136,000 |

h. **Student Aids**

| | |
|---|---|
| Technical Advisor (8 mos) | $43,000 |
| Quarterly Audits (2 mos) | 13,500 |
| Travel (4 r.t.) | 2,800 |
| Per diem (304 days) | 11,400 |
| | $70,000 |
| Equipment | $16,841 |
| Materials and Supplies | 1,808 |
| Travel | 3,400 |
| | $22,049 |

Staff Salaries

| | |
|---|---|
| 1 Director | Q12,000 |
| 1 Assistant Director | 10,500 |
| 2 Counselors | 18,000 |
| 1 Office Mgr/Bkkpr. | 7,000 |
| 1 Clerk/typist | 5,500 |
| 1 Add'l p.t. help | 6,000 |
| Q59,000/3.75 x 5 yrs | $78,665 |
| Student Scholarships | $1,323,622 |

b. <u>U.S University Linkage</u>

The actual amount would necessarily be negotiated. It is estimated that the contract will cover:

Technical Assistance
Tuition
Travel (U.S. Technicians)
Overhead

| | |
|---|---|
| $200,000 per year x 5 years | $1,000,000 |

## SUMMARY

## TECHNICAL ASSISTANCE ESTIMATED COSTS

| | | | |
|---|---|---|---|
| A. | **Administration** | | |
| | One part-time director | $15,000 | |
| | Travel | 1,200 | |
| | Per Diem | 4,250 | |
| | | $20,450 x 5 years | $102,250 |
| | Equipment and Materials | | 34,950 |
| B. | **Library** | | |
| | Technical Assistance, Training Travel, and Per Diem | 22,356 | |
| | Additional Library Personnel (Assistants and Janitors) | 18,000 | |
| | Books | 840,000 | |
| | Audiobooths | 6,200 | |
| | Equipment and Materials | 44,214 | 914,570 |
| C. | **Faculty** | | |
| | Salaries (14 faculty) | 261,334 | |
| | Travel | 14,700 | |
| | Per Diem | 76,600 | |
| | Laboratory and Teaching Materials | 30,000 | |
| | Language Laboratory | 40,000 | 422,634 |
| D. | **Buildings** | | |
| | 2 buildings at $60,000 | 120,000 | |
| | Renovation | 20,000 | 140,000 |
| E. | **Automobiles** | | |
| | Total of four | 60,000 | 60,000 |
| F. | **Subcontracts** | | |
| | 12 Workshops, seminars @ $11,400 | 136,000 | 136,000 |
| G. | **Student Aids** | | |
| | Technical Advisors (travel and per diem) | | 70,700 |

| | | | |
|---|---|---|---|
| | Equipment | 16,840 | |
| | Materials and supplies | 1,808 | |
| | Travel (in-country) | 3,400 | 22,049 |
| | Staff Salaries (7 people x 5 years) | | 78,665 |
| | Student Financial Aid | | 1,323,662 |
| H. | **U.S. University Linkage** | | |
| | $200,000 x 5 years | | 1,000,000 |
| | TOTAL | | $4,350,480 |

## III.

## PROPOSAL FOR IMPROVED FINANCIAL AID PROGRAM

### A. INTRODUCTION

Programs which provide assistance to students to defray the costs of attending universities have been a popular notion throughout most of the history of higher education in the Americas. Over the years different approaches to providing financial support to students have been attempted with various degrees of success and results. Some programs of student financial aid are privately sponsored while many are publicly supported.

To develop the rationale for student financial aid programs as presented in this chapter, a distinction should be made between direct financial support of students and general financial support of education. In the first case the main objective is to provide financial support to individual students who benefit directly as a result of that support; in the latter, the financial support of an educational institution will, in most cases, indirectly benefit all students attending that institution. In Guatemala, for example, the nation provides financial support to the San Carlos University and, as a result, all students who attend the national university are indirectly subsidized by the government. This type of support has at times been referred to as "hidden scholarships," in that those who attend the publicly supported university are subsidized by the government and do not pay the total cost of that university education.

Government as well as private donors will, from time to time, sponsor certain students who bring special talents to the university or who will dedicate themselves to a given academic discipline. The traditional scholarship implies that the receipient is academically motivated or "gifted," and the student aid funds, which are made available to him through the scholarship, are to recognize his past and encourage his continued high scholastic achievements. National or local manpower needs are supported by student financial aid funds to encourage students to commit themselves to a particular academic discipline which is perceived to be important to the nation or the area served by the university. Such programs typically are found in the health professions and other sciences.

Just as student aid funds have been directed to those students who bring a particular talent to the university, and those who will commit themselves to a given course of study as it may relate to a manpower demand, so have student financial aid programs been directed to identified groups of people who, for one reason or another, have not participated and benefitted from the university educational system. This type of student aid programs, which addresses the issue of equity, are sometimes referred to as "equal educational opportunity" programs. In the United States, the Federal Government began to sponsor the Educational Opportunity Grant (EOG) program in the middle 1960s. In 1972, the U.S. Government introduced the Basic Educational Opportunity Grant (BEOG) program (now known as the Pell Grant program). The EOG program was then modified and is now known as the Supplemental Educational Opportunity Grants program (SEOG). All three programs target dollars to students who are financially needy and must depend on that support to help pay for their postsecondary education. Further, the U.S. has provided financial support to other subgroups by directing student financial aid funds through such programs as the Bureau of Indian Affairs (BIA) to assist Native Americans, and the military veterans through the G.I. Bill of the Veterans Administration.

## 1. Some Student Financial Aid Definitions

As was presented earlier in this chapter, there is a distinction between direct support of students and the general support of an educational institution. The direct financial support of students are those funds which are made available to specific individuals to pay the expenses which will be incurred during university studies. Typically, this type of support is referred to as student financial aid programs and can be generally placed within three major categories: grants, jobs, and loans. When necessary, these three major categories can be further defined by their major characteristics. For example, there may be a grant program which will provide funds to a student who may or may not have the financial need for those funds, yet the award was based on the student's high academic achievement. This is a grant which is most properly referred to as a "scholarship." The grant, which is awarded to a student based on the determination that without that grant he would not be able to afford the university course of study, is usually referred to as a "need-based" grant.

For the purpose of this chapter, the terms which will be used and their definitions are as follows:

- **Grants** - Those funds which are made directly available to a student to help pay for university expenses, with no expectation of the student to provide a service, to work, or to repay the grantor.

- **Jobs** - Also known as work programs, those funds which are made available to a student to assist with the payment of his university expenses, and for which the successful performance of a service or a given task or job assignment is expected.

- **Loans** - Those funds which are provided to a student to assist in defraying the expenses of a university education, for which specific repayment is expected.

Other terms also require a definition in order to provide the language which will ensure better comprehension of this chapter. Some of those definitions are as follows:

- **Student Expense Budget** - This represents a compilation of all costs which a student will realize during a given academic year in pursuit of his university studies. The line item expenses typically included in such an expense budget are usually:

  -- Tuition and fees
  -- Books and supplies
  -- Room and board (food)
  Personal expenses
  -- Transportation

  The purpose of an accurately stated student expense budget is to anticipate all those costs to ensure provision of resources to offset those expenses. (See Exhibit III-2).

- **Student Financial Need** - It is generally given that the recipient is in need of financial aid funds to defray the costs of attending a given university. Need, therefore, becomes the difference between the costs for a student to attend a university for a given period, less the resources (both parental and student originated) which the student can be reasonably expected to make available to pay for that education.

  The need formula is most simply stated as shown below:

  Student Expense Budget
  - Parental and Student Resources
  = Student Need

  or

  Student Expense Budget Q2,395 (see Exhibit III-2)
  Expected Parental and
  Student Contribution -250
  Student Financial Need Q2,140

- **Award Package** - The sum total of all funds which are awarded to a student from the various financial aid programs available at the university. This could be a grant, a job, a loan, or any combination. The total value of an award package should never e[illegible]d the amount which has been determined to be the student's need.

Taking the concept of targeting financial resources to support the university studies of students within the expressed needs of the Guatemalan indigenous Highlands, the object of the effort within this chapter can perhaps be best stated in the following:

> To provide a model of student financial aid programs which will support the university level education of indigenous students from the Guatemalan Highlands and others who seek such an education for the expressed purpose of providing direct services to the Highlands indigenous people of Guatemala.

## B. AN ANALYSIS OF STUDENT FINANCIAL AID PROGRAMS IN GUATEMALA AND OTHER LATIN AMERICAN COUNTRIES

A review of the available literature on student financial aid programs in Latin America reveals that student loans have become popular as a means of providing support to students attempting a university education. The term "student loan", however, is not used as much as "educational credit." Credito Educativo, or student loans, have been available since the 1950s when the Instituto Colombiano de Credito Educativo y Estudios Tecnicos en el Exterior (ICETEX) was created in Colombia. Educational credit institutions became more available in Latin American and Caribbean countries during the 1960s and '70s and, as noted by Mauren Woodhall, "by 1978 there were national loan institutions in at least eighteen countries in Latin American and the Caribbean. . .."

It should be noted that Guatemala was not listed among those countries. Further investigation reveals that Guatemala still does not offer such a program of national education credit, although the five Guatemalan universities have made an attempt. University personnel reported that about three years ago, they approached the Banco Interamericano de Desarrollo (BID) to explore the possibilities of creating a national educational credit program. The university personnel interviewed provided several points such as the lack of a Guatemalan infrastructure, negative collection history of Guatemalan university loans, current Guatemalan economic and political conditions, and the lack of the required sponsors to fund the national loan program.

Various approaches have been used to finance the educational credit (student loan) programs in the region with any combination of government funds, funds from the private business sector, private donors, philanthropic institutions, and some foreign countries such as the U.S. through the U.S. Agency for International Development. The success of these loan programs has varied; however, it is important to mention that loan repayment and loan defaults are becoming major concerns as funds continue to diminish.

The issue of equal educational opportunity is one which has not been clearly articulated through the use of student loans. In the U.S. as well as in Latin American countries, the dichotomy of making "good" loans to "high risk" students must be resolved in a manner which will protect the necessary demand of loan repayment and the desire to provide student financial assistance to those students who have traditionally not participated in the university educational process and who are typically in the highest risk category of postsecondary participants.

Guatemala has a history of student financial aid programs which are primarily university sponsored. The large public university has a program of scholarships (becas) which are financed through a governmental set-aside; however, these funds are available only to those eligible students attending the San Carlos University. The other four universities in Guatemala are private and offer some programs of becas but the resources appear to be limited and tend not to be targeted to meet the needs of the indigenous Highlands.

As reported by institutional personnel, the San Carlos University provides a total of 500 becas reembolsables, which must be distributed among its main campus in Guatemala City and its several regional centers. The university must further distribute its 500 loans to first-year students as well as renewal year students. It was estimated that the students at the San Carlos Center in Quetzaltenango (Xela) receive only 80 awards per year. No other type of student financial aid programs were reported to be available at the national university which serves approximately 50,00 students.

The four private Guatemalan universities offer a wider range of student financial aid programs and services with one offering scholarships, loans, and job opportunities, two offering scholarships and loans, and one only loans. The student aid language varies from one institution to another with the use of terms such as asistencia crediticia, credito educativo, becas reembosables, pago diferido, cuota diferida, and beca-prestamo for loans; becas no reembolsables, becas concecion, becas dotales, and becas for scholarships or grants. The one work program is referred to as a subsidio (or subsidy). It is important to note that all the programs sponsored through the private universities are for the payment of tuition, either in whole or in part. The only programs which provide for student living expenses appear to be the one work program and the

beca dotales, of which approximately three are made per year (the San Carlos University loans also may offer some student living expense allowance). The relationship of a grant (scholarship) or a loan to the payment of tuition then represents for the university foregone tuition income in the former and deferred tuition income in the latter.

The selection process used by the five Guatemalan universities to award their student financial aid varies from one to the other, though the variance is minimal. The basic criteria used by the universities are typically that: (1) the student must have been accepted into the university; (2) the student must request the assistance; (3) the student must have academic potential (i.e., the student will be expected to graduate in the top 10% of his class); (4) the student must demonstrate financial need; (5) and some require an interview by a selection committee. It should be noted that although most Guatemalan institutions use tests for admission purposes, tests are not used to select financial aid recipients.

Because loans are by far the most popular type of student financial aid available through the Guatemalan universities, it is important to review some loan collection experiences. As a result of several interviews with institutional personnel at the five universities, it was learned that all, except one, have high delinquency rates. The reported reasons for the high delinquency rates are summarized as follows:

- The institutional attitude about the loan is not serious and no collection procedures or systems are in place. Also, some report to have an "honor system" of collections where a student pays when he can.

- The economic conditions in the nation are such that many borrowers are not able to repay their loans.

- Some students believe their beca-prestamos are true scholarships. It appears that the mixture of terms may contribute to misunderstandings and thus to dissimilar expectations.

The delinquency rates are reported to range from a low of 20% to a high of 90%, with three institutions reporting rates in the 40-60% range. It is interesting to note that the university which reports the lowest delinquency rate (20%) is the private institution which offers all three types of financial aid programs (grants, loans, and work opportunities), and claims that it programs and systems "were designed using the traditional USA university student aid programs as a model."

An attempt was made to secure data which would provide an estimate of the number of indigenous students who are assisted through the student aid programs at the five Guatemalan universities; however, institutional staff were direct in stating that racial or ethnic distinctions are not made and student data which would produce those estimates are not available.

Based on the review of current programs both in Latin America in general and Guatemala in specific, the following recommendations are made:

1) A flexible program of student financial aid programs should be developed to support the Highlands Indigenous Project with a combination of:

   a) Grants
   b) Work opportunities, and
   c) Loans.

2) The terminology should be used as presented to reduce the possibility of misunderstanding individual program intent.

3) An equity approach should be used in combining the three types of student aid funds to insure that those resources are first targeted to higher risk students (see Exhibit III-1.)

4) The more favorable type of student financial aid funds should primarily serve the indigenous student.

## C. SOME CONDTIONS WHICH INFLUENCE THE FINANCING OF UNIVERSITY STUDENTS IN THE GUATEMALAN HIGHLANDS

In building the rationale for the support of student financial aid programs for students in the Guatemalan Highlands, it becomes important to review some situations which may influence program success.

In Guatemala's recent history, the country has been disrupted by civil and military activities which have the potential of interrupting a university's normal conduct of business. Because the possibility of such future disruption is not known, programs of student financial assistance should be designed to insure that proper controls (through students) protect the original intent of the programs and the students themselves.

The results of Guatemala's national presidential election could well influence the Highlands Indigenous Program, as well as the economy of the country. In developing the student financial aid programs for the Highlands Project, any possibility of such a result should be taken into consideration and budgetary modifications be made as appropriate. Along these same lines, it becomes important to note that the national standard of currency, the Quetzal, has not been stable over the past two to three years and, therefore, any budget projections, may need to be updated to reflect the results of any changes in the Quetzal economy.

A local economy of the Guatemalan Highlands is mostly agricultural and thus carries with it two areas which may demand more in-depth analysis. The first is the kind of costs which students from this type of economy and culture have--which vary from the kinds of costs incurred by the urban Guatemala City student and the extent to which these variances can be accommodated within student expense projections (see Exhibit III-2). The second analysis should be of the job opportunities available in the Highlands which may require a university education as well as as the potential mobility of

indigenous students to complete a university degree and relocate to other parts of the country. The results of such an analysis should then be incorporated within the financial aid awarding rationale. The concern here should be that the highest risk students should not be forced into a debt situation if there is a greater potential for default.

## D. THE HIGHLANDS INDIGENOUS INSTITUTE'S STUDENT FINANCIAL AID OFFICE

It is recommended that an office of student financial aid be included as part of the Highlands Indigenous Institute effort, to provide financial aid services as described in this subsection. The following, therefore, provides for the kinds of programs, administrative principles and practices, staffing requirements, and other administrative and cost implications. The general principles and practices presented in this subsection follow, to some extent, those recommended by the College Scholarship Service of the College Entrance Examination Board (CSS 1975, pp. 1 and 2).

### 1. Recommended Student Aid Programs

#### a. Grants

A broad-based program of grants should be made available to Institute-eligible participants. The grants should be renewable to support the paticipant through the course of his studies. The grants should be non-repayable, student financial assistance and should be based primarily on financial need, with the further determination that the recipient be an indigenous person.

#### b. Work Opportunities

As best as the Institute's student financial aid office can develop work opportunities for eligible participants, it should do so. The job assignment should have a stated length of time that the participant will work, the tasks to be performed, and the expected total funds that will be paid to the student. The total expected earnings would then be used to determine that student's award package. The work opportunity could be one where the employer provides 100% of the wages paid to the student worker; or the Institute could choose to pay a certain percentage; or in some cases, the Institute might pay 100% of the wages paid to the student. It is further recommended that the work program not be implemented until the second year of student financial aid office operation. The reason for a delay in the implementation of the work program is that such programs typically demand more start-up time and administratively are more demanding.

#### c. Loans

Loans should be made available to eligible Institute participants who demonstrate the least amount of financial need or who are non-indigenous, or both; and those indigenous who have succeeded through at least 75% of their course work and who have demonstrated a low risk level. It is further recommended that part of the Institute's loans to non-indigenous participants be "forgiven" for each year of service to the indigenous people of the Guatemalan Highlands. The "forgiveness clause" in such a loan could carry the agreement that up to 50% of the loan could be "written-off" over a period of service time, such as four years.

## 2. Recommended General Administrative Principles

### a. The Role of the Highlands Indigenous Institute Student Financial Aid Programs

The role of the Institute's financial aid programs would be to provide financial assistance to eligible participants who, without such aid, would be unable to attend a university or Institute-sponsored course. Preference in the awarding of aid should first be given to indigenous participants seeking a degree, and secondly, to those non-indigenous students who are pursuing a degree to provide services to the indigenous people of the Guatemalan Highlands.

### b. The Role of Participant Students and Their Parents

Institute participants and their parents should be expected to contribute a reasonable and equitable portion of their income and resources toward the financing of the participant's university study.

## 3. Recomended General Administrative Practices

### a. Recruitment

The financial aid office should coordinate and actively participate in the recruitment of potential Institute participants.

### b. Counseling

The financial aid office should provide counseling to Institute participants and their parents in financial matters, including planning, budgeting, and consumer education.

### c. Financial Aid Information and Research

The financial aid office should, as needed, assist with and conduct research relevant to the Institute's financial aid programs and the potential impact of those programs on participant students, the Highlands region, and the nation. The financial aid office also should publish and distribute such research, as well as general information about the financial aid programs, to groups and individuals who could benefit from this information.

### d. Resource Coordination

The financial aid office should, as best as possible, coordinate its programs with other intra-institutional departments and other non-institutional agencies to ensure maximum use of resources and to diminish the possibility of duplication and potential over-award.

### e. Need Determination

The financial aid office should design and update annually a system of need analysis. That need analysis system would be used consistently to determine each Institute participant's individual financial need. The method would provide an analysis of a reasonable expectation of what the participant and his parents could provide from their income and other resources.

It seems appropriate that a distinction be made in this subsection between Institute eligibility determination and financial need determination. The function of determining which students should be accepted into the Institute program should be the responsibility of the division which ensures that overall academic objectives of the Institute are met. Students who have been determined to be eligible would then be referred to the financial aid office which would determine the student's financial need.

This subsection recommends some of the basic elements of a need analysis system:

- Treatment of Parental Income - In the design of a need analysis system it should be determined at what level of family maintenance (the costs to support different families of varying size, such as housing, medical expenses, food, transportation, national or local tax assessments) the economic formulae should be developed. There appear to be several options from which to choose: the high, moderate, or low level of living, as well as a rural Highlands economy specific maintenance level or a national level. For the purpose of the Highlands Indigenous Institute, **it is recommended tha the family maintenance level be designed within the Guatemalan Highlands rural economy at the low standard of living.**

- Treatment of Parental Resources (Assets) - A need analysis system should consider the assets of parents to determine the relative need among students who come from dissimilar family situations. For example, the need of a students whose parents have a savings account of Q50,000 may be different than the student whose parents have no savings. Another example would be the relative need of a student whose parents own one acre of farm land and the student whose parents own 250 acres of farm land. Other assets which may or may not be treated within a need analysis system are the ownership of automobiles, trucks, and other items of value, and any liabilities which may exist against those assets.

- Treatment of Student Income and Resources - A need analysis system must have within its economic formula design a way of assessing any student's income prior to becoming a student and any income earned during the time of being a student. Also, the treatment of students' assets, such as automobiles, savings, and real property, must be incorporated within the design.

As these system design issues are resolved, the results will provide the critical data elements which will drive the need analysis system. Those critical data elements then will dictate the design of the data collection document. (See Appendix 5 for examples of student financial aid data collection documents.)

It is recommended during the process of designing a need analysis system for the Highlands Indigenous Institute financial aid program, that careful consideration be given to cultural implications which may exist in family asset ownership, standard maintenance living levels, farm land value (other than economic), and the responsibility of a child to the family.

f. **Awarding of Student Financial Aid**

The selection of student financial aid recipients should be based on the results of the need determination (analysis), and financial aid funds should be awarded to students on a "greater need" priority. The financial aid office should then develop and apply, consistently, a system to distribute the various types of aid funds to students. The system should indicate the amount of funds which will be awarded to students from the grant, work, or loan program, or any combination thereof. An example of such a system is presented in Exhibit III-1.

g. **Student Expense Budget Determination**

The financial aid office would determine the total average expenses of students, at least annually. The student expense budget should include both direct (tuition, fees, books, supplies) and indirect (housing, food, personal, transportation) expenses. An example of such a student expense budget is presented in Exhibit III-2.

h. **Disbursement of Funds**

The financial aid office would be responsible for authorizing the disbursement of financial program funds, but would not disburse those funds. The function of fund disbursement should fall within the responsibility of another Institute or host institution office. This separation of functions provides for stronger administrative control.

Exhibit III-1

## EXAMPLES OF AWARD PACKAGES BY PARTICIPANT, YEAR IN SCHOOL, OR RISK LEVEL

| Year One | |
|---|---|
| Grant | 100% |
| Work | 0% |
| Loan | 0% |
| TOTAL | 100% |

| Year Two | |
|---|---|
| Grant | 75% |
| Work | 25% |
| Loan | 0% |
| TOTAL | 100% |

| Year Three | |
|---|---|
| Grant | 50% |
| Work | 25% |
| Loan 25% | Loan |
| TOTAL | 100% |

| Year Four | |
|---|---|
| Grant | 25% |
| Work | 50% |
| 25% | |
| TOTAL | 100% |

| Year Five | |
|---|---|
| Grant | 20% |
| Work | 50% |
| Loan | 30% |
| TOTAL | 100% |

NOTES:

1. Participants' total award amounts may vary depending on individual student need, course of study, or both.

2. If the student expense budget increases annually as a result of inflation, then the participants' total award amounts also will be greater from year to year.

Exhibit III-2

## PROJECTED COSTS FOR STUDENTS PARTICIPATING IN THE HIGHLANDS INDIGENOUS PROGRAM FOR THE 1986 ACADEMIC YEAR

| | |
|---|---|
| Tuition and Fees | Q 250.00 |
| Books/Supplies | 215.00 |
| Room/Food | 1,200.00 |
| Transportation | 75.00 |
| Personal | 655.00 |
| TOTAL Student Expense Budget | Q2,395.00 |

NOTES:

1. This budget was prepared with the assistance of Lic. Armando Velesquez and represents Xela costs using the 1985 academic year as a base with a 20% inflation assumption for the 1986 academic year.

2. The academic year which was used for the purposes of constructing this student expense budget was 10 months.

3. This student expense budget was constructed at the mid-point in the range, which may vary from one academic course of student to another.

i. **Loan Collection**

The financial aid office would coordinate and actively participate in the collection of loans; however, loan repayments which are received would not be controlled within the financial aid operation. Loan payments and loan control ledgers should be maintained within another Institute or host institution office. This method also provides for stronger administrative control.

The past experiences with Guatemalan student loan collections suggest that some fundamental collection procedures are necessary to insure that loan delinquency and defaults are minimized. Some recommended collection procedures are as follows:

- Loan Counseling - As the loan is made to the student, it should be made clear that the award is an obligation which must be repaid. Also, the terms of the loan should be clearly outlined and a copy of those loan terms and conditions should be made available, in writing, to the student borrower.

- There should be a student loan application which collects data that would assist in loan collections. For example, requesting the names and addresses of relatives and friends provides important "skip-tracing" information (the search procedure for locating a non-responding borrower whose current address is not known) which would provde helpful in communicating with an ex-student who has moved from his original permanent address.

- Prior to leaving the Institute, the student borrower should be given an exit interview, where the terms and conditions of the loan are again reviewed. The emphasis of an exit interview is to impress upon the borrower his repayment obligation.

- The student loan collection process should be automated, and a specific follow-up system should be implemented to provide a late payment notification to the student. Late payment notifications could be automatically mailed to borrowers at two-month intervals for a maximum of three notifications. Should there be no respnse after three notifications, then: a collecting person should call the borrower, begin skip-tracing activities, or turn-over the delinquent account to a professional loan collector.

j. **Job Development**

The financial aid office would develop work opportunities within the host institution, the Institute, and public and private agencies and industries. These work opportunities would be part of the total student aid program and would be awarded as part of the student's aid package.

k. **Placement Service**

The financial aid office would develop work relationships with public agencies and private industry to encourage the employment of Institute graduates. The general placement region should not be limited to the Guatemalan Highlands.

l. **Overall Institute Fund Development**

The financial aid office would participate in the development activities of the Institute to solicit contributions from new potential sources, either private or public. The financial aid office also should work with the Institute Director to determine the costs which would be charged to those students who are not financial aid recipients. These students could be international (non-Guatemalan) students or non-Institute-eligible Guatemalan citizens who wish to study at the Institute. It is recommended that these types of students should bear the total cost of instruction, plus an additional charge, which will support the overall mission of the Institute.

4. **Recommended Staffing Requirements for Financial Aid Office**

a. **Director**

The Director of the financial aid office would manage all the financial aid operations, including personnel supervision, systems review, fiscal planning, fund accountability, research development, need analysis, awarding, and any other duties assigned by the Institute Director.

b. **Assistant Director**

The financial aid office Assistant Director would assist the Director in the management of financial aid operations and would have lead responsibilities in recruitment, resource coordination, student expense budget determination, awarding, job development, placement services, and any other duties as assigned by the financial aid Director.

d. **Office Manager/Bookkeeper**

The financial aid Office Manager/Bookkeeper would supervise all support staff personnel, control all document flow and maintenance, keep an up-to-date record of fund(s) commitments and receipts, control student appointments, maintain the office calendar, supervise the preparation of reports, and perform other duties as assigned by the Assistant Director.

e. **Support Staff**

It is recommended that the financial aid office be staffed at the outset with one full-time clerk/typist, but as the workload increases, two additional half-time clerk/typists should be hired. It is further recommended that Institute participants be considered for the two part-time staff positions.

5. **Recommended Organizational Relationships of the Institute Financial Aid Office**

The recommended role of the financial aid office is to support exclusively the mission of the Highlands Indigenous Institute. Should this recommendation be accepted, then it becomes important that organizational relationships be clearly articulated and understood.

The student financial aid office should be housed within the Institute proper, with an organizational line relationship direct to the Institute Director. There may be occasions when the Institute financial aid Director would have to interact with host institution personnel; however, those should be accomplished through the Institute Director or on a staff line relationship. An organizational chart is presented in Exhibit III-3 and shows how this relationship could be best realized.

It is further recommended that a student financial aid committee be organized to provide financial aid program direction and formulate policy. For example, two issues which sould be addressed by this committee are need analysis rationale and award packaging policy. The committee make-up could be four Institute representatives, two host institution representatives, and one Institute student. The number could be expanded or contracted as appropriate; however, the financial aid committee concept tends to work well in support of the expressed role of the office.

6. **Cost Projections for the Financial Aid Office**

Four major categories of costs will be incurred to provide the type of student financial assistance recommended in this chapter. These major costs are: the costs to fund the student aid programs; the costs to staff the financial aid office; the costs to secure the needed equipment, operating supplies, and materials, as well as staff travel; and the costs to provide the technical assistance which is recommended for the student financial aid portion of this project. The estimated cost of the technical assistance recommendation is treated separately in this chapter.

The student financial assistance programs are divided into two major categories--the funds which are provided to students registered in degree courses of study, and those Institute-eligible participants who attend Institute-sponsored or approved short courses or cursillos. The total cost estimates to fund these types of

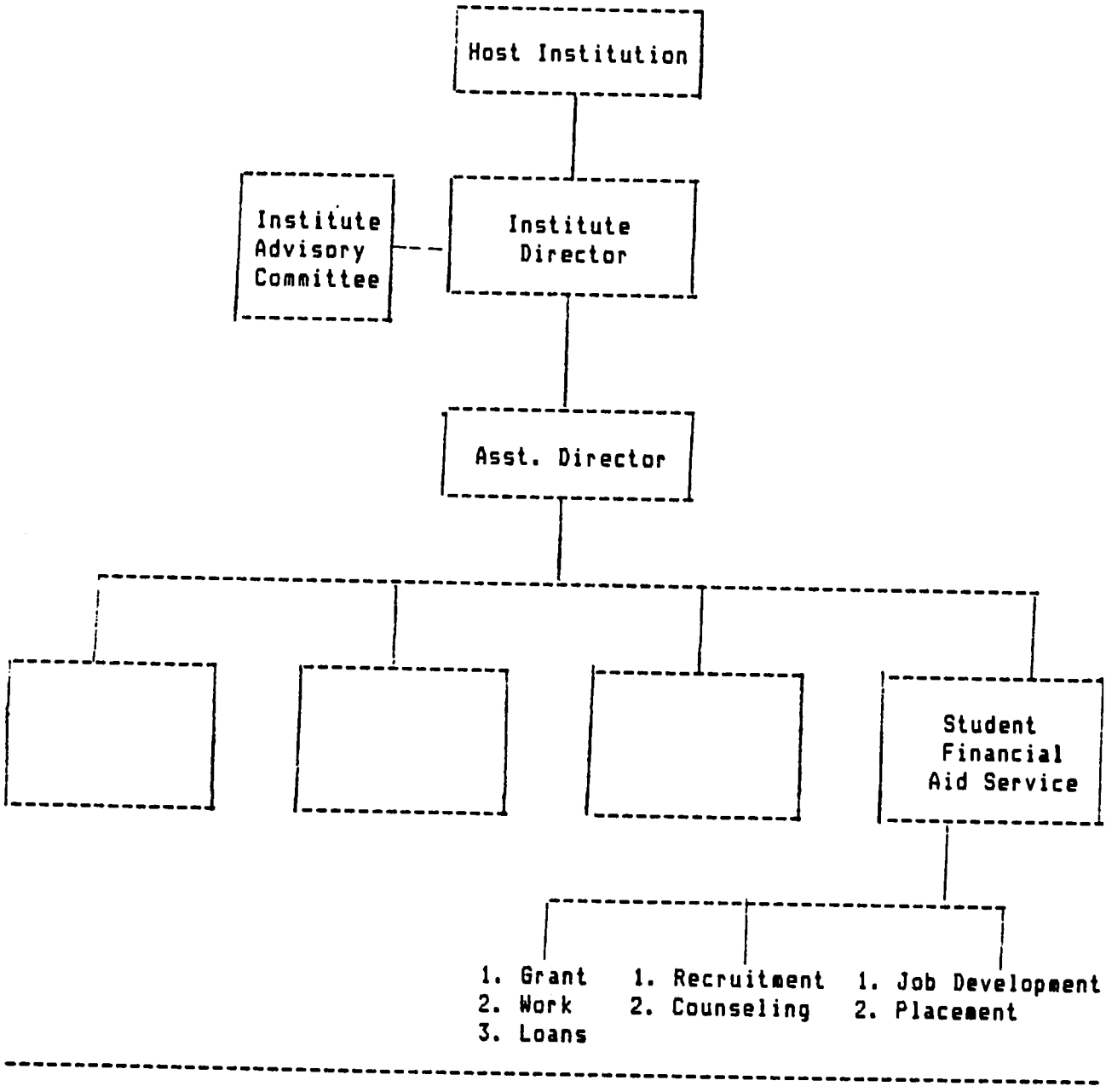
financial assistance are presented in Exhibit III-4; however, it is recommended that one-third of the funds which are granted should be designated as loans for eligible participants, and the remaining two-thirds used for grants and work opportunity assistance, as determined by Institute personnel to best serve Institute students.

The cost estimates to staff the financial aid office represent the salaries of the personnel recommended for the office, and are shown on Exhibit III-5. It should be noted that these estimates are a one-year calculation and may need to be adjusted from one academic year to the next to reflect local consumer inflation rates.

Exhibit III-6 presents the estimated cost to equip, supply, and provide for staff travel for the financial aid office for one year. The equipment, materials, supplies, and travel which are recommended represent the most reasonable and best estimates to insure the proper conduct of business for the financial aid office.

Exhibit III-3

## ORGANIZATIONAL CHART FOR THE HIGHLANDS INDIGENOUS INSTITUTE



# Exhibit III-4

ESTIMATED STUDENT AID PROGRAM COST, BY NUMBER OF STUDENTS AND ACADEMIC YEAR, TYPE OF PARTICIPATION, CLASS AND DEGREE TYPE GRADUATION

| Class/ Program | Year One | Year Two | Year Three | Year Four | Year Five | Year Six | Year Seven | Graduation Per Class | |
|---|---|---|---|---|---|---|---|---|---|
| AA Program Class 1 | 135I | 120R | 110R | | | | | 100 | |
| AA Program Class 2 | | 135I | 120R | 110R | | | | 100 | |
| AA Program Class 3 | | | 135I | 120R | 110R | | | 100 | |
| | | | | | AA Program Sub-Total | | | 300 | |
| BA Program Class 1 | 50I | 46R | 44R | 42R | 40R | | | 37 | |
| BA Program Class 2 | | 50I | 46R | 44R | 42R | 40R | | 37 | |
| BA Program Class 3 | | | 35I | 32R | 30R | 29R | 28R | 26 | |
| | | | | | BA Program Sub-Total | | | 100 | |
| Total No. of Students per Academic Year | 185 | 351 | 490 | 348 | 222 | 69 | 28 | | |
| Students Expense Budget | 2,400 | 2,615 | 2,805 | 3,010 | 3,230 | 3,470 | 3,725 | | TOTALS |
| Sub-Total | 444,000 | 917,865 | 1,374,450 | 1,047,480 | 717,060 | 239,430 | 104,300 | | 1) Q4,844,585 |
| Cursillo Assistance | 17,000 | 17,000 | 17,000 | 17,000 | 17,000 | 17,000 | 17,000 | | 2) Q 119,000 |
| | 461,000 | 934,865 | 1,391,450 | 1,064,480 | 734,060 | 256,430 | 121,300 | | 3) Q4,963,585 |
| | | | | | | | | | 4) $1,323,622 |

NOTES: 1) The student expense budgets which are used in these tables have been extrapolated from the example which was provided in Table III-2. The year to year increases include a 10% inflation assumption from 1986 to 1987 with a 8% inflation assumpti for each year thereafter, beginning with 1988. The tuition and fee charges remain constant throughout all budgets and c those non-tuition/fee amounts were included in the inflation assumption.

2) The cursillo cost figure was calculated at a base assumption of Q85 per participant to cover tuition, materials, maintenance (if needed), and transportation. Further it was estimated that the Institute would sponsor, on an annual average, 200 cursillo participants.

3) The student number projections show an "I" designation for initial year students, and an "R" designation for renewal ye students. Built into the student numbers are attrition assumptions as well as a class graduation assumption of approximately 74%.

4) All amount figures are estimated in Quetzaltes, however, the dollar figure was calculated at the current 1:3.75 dollar Quetzal conversion rate.

Exhibit III-5

## COST ESTIMATES OF STUDENT AID STAFF SALARIES FOR ONE YEAR

| | |
|---|---|
| Director | Q12,000.00 |
| Assistant Director | 10,500.00 |
| Counselors (2) @ Q9,000 | 18,000.00 |
| Office Manager/Bookkeeper | 7,000.00 |
| Clerk/Typist | 5,500.00 |
| Subtotal | Q53,000.00 |
| Additional Clerk/Typist Expense | 6,000 |
| TOTAL Estimate of Staff Salaries Costs | Q59,000.00 |

## Exhibit III-6

### ESTIMATE OF EQUIPMENT AND MATERIALS AND SUPPLIES AND STAFF TRAVEL COST FOR THE FINANCIAL AID OFFICE FOR THE FIRST YEAR

| | | | |
|---|---|---|---|
| **Equipment** | | | |
| Personal computer, software, perpheral services, and training | $ 9,000 | | |
| Desks, chairs, file cabinets, tables (Q15,085) | 4,023 | | |
| Photocopy machine rental (Q250.00 per month for 1,000 copies per month x 12 months) | 800 | | |
| Typewriters (2 IBM Selectrics - Q3,408 x 2 = 6,816 | 1,818 | | |
| Telephone (estimated at $100 per months) | 1,200 | | |
| Sub-Total | | $16,841 | |
| **Materials and Supplies** | | | |
| Printing brochures (5 printings at 1,000 each at Q380 per 1,000 copies) | 507 | | |
| Photocopy paper (Q0.015 x 12,000) | 48 | | |
| Typewriter supplies (typing ribbon, etc.) (estimated at Q460) | 123 | | |
| Office supplies (estimated at Q3,236) | 863 | | |
| Postage (estimated at 5,000 pieces of mail at Q0.20 per piece) | 267 | | |
| Sub-Total | | $ 1,808 | |
| **Staff Travel** | | | |
| Automobile expense (average 300 Km per week x 45 weeks at Q0.50 per Km = Q6,750) | 1,800 | | |
| Per diem expense (average 8 man-days per month x 10 months at Q75 per day = Q6,000) | 1,600 | | |
| Sub-Total | | $ 3,400 | |
| TOTAL | | | $22,049 |

## 7. Technical Assistance Recommendation

Should the Highlands Indigenous Institute become a reality and the student financial aid services implemented, it is recommended that a technical consultant be hired to establish the financial aid office. Should such a consultant be hired, it is recommended that he or she have the following experience and characteristics:

- Knowlegeable of student financial aid programs; have management experience with some accounting background; know university and financial aid systems; be able to design and implement a need analysis systems; be able to construct and document student expense budgets; be knowledgeable of an able to implement an awarding procedure; be able to design and conduct research; and be bilingual.

The student financial aid consultant should be able, in approximately eight months, to organize the office, hire and train the financial aid staff, set up the required systems, assist in the design of all required forms, provide assistance for the preparation of a policy and procedures manual, design the applicant processing system, and assist in the design of control procedures and systems. The technical consultant should then return to the Institute financial aid office at least once every quarter and conduct a fiscal and program audit. It is suggested that this type of audit activity can be accomplished in about three work weeks, and that there should be at least three such audits.

The technical consultant also should be readily available through telephone consultation and through written correspondence as needed.

The estimated total costs to support the technical consultant activities are presented by line item in Exhibit III-7.

## 8. Implementaton Timeline Recommendations

Should the Highlands Indigenous Institute program become a reality, the design and implementation of specific activities of the student financial aid programs and service should have a manageable and logical sequence. Exhibit III-8 offers a suggestion of a sequence of events by major activity and staff person responsibility.

Exhibit III-7

## ESTIMATE OF THE STUDENT FINANCIAL AID TECHNICAL CONSULTANT COSTS

| | |
|---|---|
| Eight-Month Initial Set-Up Consultant Fee<br>(8 months @ 4.3 weeks per months x 5 work-days per week = 172 workdays at $250/ day) | $43,000 |
| Quarterly Audits Consultant Fee<br>(3 audits x 3 weeks per audit x 6 workdays per week = 54 workdays @ $250 per day) | 13,500 |
| Travel Expenses<br>(Air travel - 4 round trips air fare @ $700 per trip) | 2,800 |
| Per Diem<br>8 months x 4.3 weeks per months x 7 days per week x $$44.00 + $31.00 - 2) +<br>3 audits x 3 weeks x 7 days per week x ($44.00 + $31.00 - 2) = 304 days x $37.50 per day | 11,400 |
| TOTAL Estimated Costs | $70,700 |

SUGGESTED IMPLEMENTATION TIME-LINE BY MONTH AND MAJOR ACTIVITY AND STAFF PERSON RESPONSIBILITY

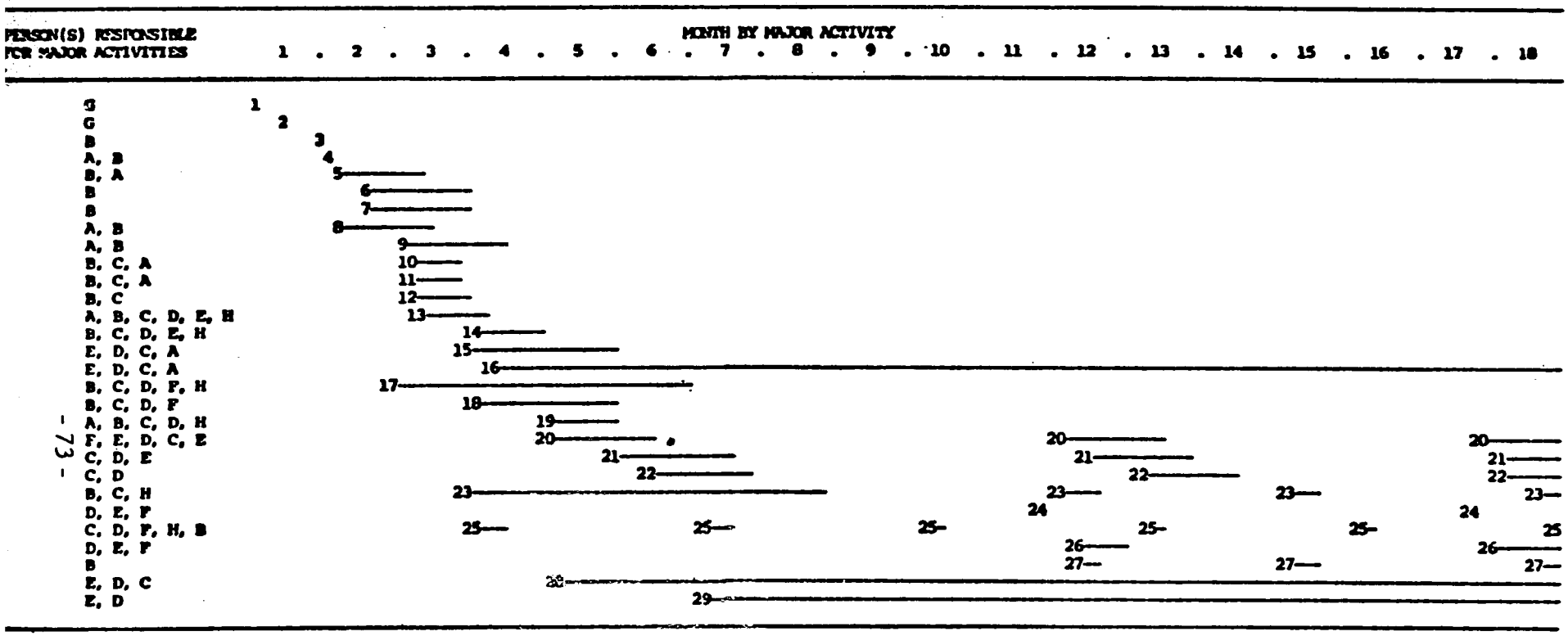



Exhibit III-8

**Major Activity Key:**

1. Institute Program Approval Date
2. Select Technical Consultant
3. Technical Consultant Start Date
4. Determine SFA Office Location
5. Select Computer Service
6. Develop Need Analysis System
7. Develp Student Expense Budgets
8. SFA Director Search
9. SFA Staff Search
10. Order Equipment
11. Order Supplies and Materials
12. Design Applicant Data Collection Documents
13. Determine Participant Eligibility Criteria
14. Prepare Institute SFA Brochure
15. Make Recruitment Contacts
16. Recruit Students
17. Design Accounting System
18. Design & Implement Document Control System
19. Determine Awarding Procedures
20. Process Initial Year Student Applications
21. Make Awards
22. Authorize Fund Disbursements
23. Conduct SFA Office Staff Training
24. Monitor Student Academic Progress
25. Prepare Required Reports
26. Process Renewal Year Student Application
27. Conduct Quarterly Audit
28. Counsel Students and Parents
29. Job Development and Placement Activities

**Staff Person Responsibility Key:**

A. Institute Director
B. Technical Consultant
C. SFA Office Director
D. SFA Office Assistant Director
E. Counselor(s)
F. SFA Office Manager/Bookkeeper
G. AID Staff
H. Others, as Needed

## F. CONCLUSIONS

Based on the available information which addresses educational opportunities for indigenous people in the Guatemala Highlands, as well as the various interviews, it is not difficult to conclude, as others have, that an indigenous university-level effort is much needed.

It becomes important that a flexible, well-administered program of student financial assistance be implemented to insure the success of the participant students and, as a result, the success of the Institute. The student financial aid programs should be properly funded and the office should be staffed with people who are both sensitive to the needs of the participant students and well prepared in student aid management. The suggestions of the use of understandable terminology and a financial aid committee will do much to insure that sound student aid operation is realized; however, the design of the several systems and the engagement of a knowledgeable financial aid consultant may play an equal role in insuring the success of the student aid office. The end result should be a sensitive apolitical approach to distributing funds among needy students with controls, policies, and procedues which produce a high level of program integrity.

## IV.

## PROPOSAL FOR CREATION OF CENTER FOR MAYAN STUDIES

### A. RESEARCH PROJECTS

#### 1. Introduction

Research projects can provide two very important elements to universities: training and information. Research provides the opportunity for the college professor to investigate issues firsthand. It also provides us with information about the world around us.

Original research carried out by resident faculty members is an aspect of university intellectual life almost entirely unknown in Guatemala. University professors are not expected to carry out research after graduation and if they wish to do so, it must, nearly always, be on their own time and with their own funding resources.

In the Highlands of Guatemala, there is an urgent need for more, more recent, and better information. In particular, the recent unsettled history of Guatemala has made much of the data that existed on the Highlands unreliable or irrelevant. As Guatemala once again settles down, both theoretical researchers and development agencies require a new database upon which to make their plans and projections.

One intent of the Highlands Center is to provide a wide examination of Mayan Indian culture and to place it dynamically within the context of greater Guatemala. But there are so few authoritative works dealing with practical problems in the Indian cultural context. No one in the past 20 years has built upon the pioneering work of Richard Newbold Adams in attempting to apply anthropological perspectives to the cultural problems inherent in development. The Highlands Center's research arm would make a new attempt to do so.

#### 2. Research Projects: Concrete Proposals

##### a. Baseline Studies

Baseline studies would provide the opportunity for the Center to establish a database on which to plan future practical programs, both by the Center itself as well as other development institutions. Baseline studies can be focused on specific areas such as cooperatives, agriculture, extension, health, and formal and nonformal education.

Baseline studies in particular lend themselves to instructional purposes, in that students can participate in the design, collection, and later analysis of the data, thus acquiring direct knowledge of good research methodology. Baseline studies are crucial to an understanding of content courses in the development and socioeconomic areas of study. Baseline studies also lend themselves to processing by computer, which can provide both the faculty and the students with a practical hands-on experience in the uses and advantages of computers.

b. **Studies on Cultural Identity**

Non-Indian Guatemala historically has ignored the Indian in Guatemala, and in particular, has ignored the particular cultural identity of the indigenous Mayans. An even stronger statement would be that non-Indian Guatemala has denied any validity to a separate Indian identity, and as a result, the Mayans have become accustomed to shielding and hiding that identity, in some ways even from themselves.

Today there exists an awakened interest in Indian identity for very practical reasons having to do with development in Indian areas. One example is that ofthe AID-funded National Bilingual Education Program where in order to be successful, the educational process must contain a bicultural as well as a bilingual orientation. In order to do so, a comparative analysis of cultural orientation of non-Indians (sometimes referred to a mentalidad hispano-guatemalteco) and that of the Indians is necessary.

c. **Sociolinguistic Studies**

Sociolinguistic studies investigating language attitudes among native speakers of Mayan languages toward their own languages and toward Spanish have become an urgent part of the research needed in furthering bilingual education. Such studies should include the dimensions of language use in bilingual situations, bidialectalism, language shift and language death, language maintenance, and so forth. These studies need to be carried out in all language areas and among all population groups as part of a general language baseline study that will have implications both in the education sector as well as in other areas of development.

3. **Publications**

a. **Research Reports**

The Highlands Center would have a publications facility to complement the research carried out there. Center publications of research results would be available to outside individuals and institutions and readily accessible to those within the Center.

Publications also would provide the Center with the credibility and visibility in the wider academic and non-academic community which is necessary and useful in maintaining programs and continued growth.

b. **Translations**

The Center would have a translation facility to help in making Mayan language and culture publications available in other languages, mainly English.

In addition, the translation facility would develop the capability to make important translations from Spanish into the various Mayan languages.

## B. TRAINING OF LADINO DEVELOPMENT TECHNICIANS IN SHORT COURSES IN INDIAN LANGUAGES AND CULTURE

The Center would create a facility to offer courses in Indian languages and culture with the goal of elevating the level of cultural awareness in Ladino and other development workers. These courses would normally form part of a training, retraining, upgrading, or other process carried out by a development institution and would complement the technical aspect of that training.

### 1. Types of Agencies Served

All government and non-government agencies involved in development could be served by this program. The following are examples of government agencies with offices in Quetzaltenango and other departmental capitals:

Instituto Nacional Forestal (INAFOR)
Direccion General de Servicios Pecuarios (DIGESEPE)
Direccion General de Servicios Agricolas (DIGESA)
Instituto Tecnico de Capacitacion y Produccion (INTECAP)
Jefatura de Area de Salud
Supervision Tecnica de Educacion Departamental
Instituto de Fomento Municipal (INFOM)
Instituto de Ciencia y Tecnologia Agricola (ICTA)

Examples of non-governmental agencies are:

Instituto Catolico de Capacitacion
Km 204 Carretera a San Marcos
Quetzaltenango

Centro de Desarrollo Integral
Casa Central Maryknoll
Apartado 6
Huehuetenango

Asociacion de Servicios Comunitarios de Salud (ASECSA)
Chimaltenango

In addition, there are numerous agencies whose offices are in the capital with development projects in progress in the field, such as the Asociacion de Amigos del Pais, the Circulo Internacional de Cultura (CIC), and others. It is not the focus of this report to provide an exhaustive study of government and non-government agencies, but rather to suggest what type of agency would best be served by this type of training.

### 2. Course Content of Cultural Awareness Workshops

The exact course content of the cultural awareness workshops will depend to some extent on the length of time available for this type of input and the techniques used for imparting the information. Obviously, a week-long seminar provides the opportunity for a more detailed treatment than a weekend retreat.

Nonetheless, it is possible to sketch the type of content which such courses should attempt to cover. The following elements are those which should be presented to achieve a positive awareness of culture in the Guatemalan context.

a. **Concepts of Culture**

It is crucial to provide a presentation of the general concept of culture as a way of life, using a simple, easily grasped definition.

Next, it is important to tie culture to the concept of enculturation/education and the idea that through enculturation people often impart the idea to their children that their own culture and customs are the right and correct way to live, and those who do not conform are wrong.

The next concept to present would be that of cultural relativism--each culture is "right" for those that have it. They all "work". This concept is opposed to another one, ethnocentrism, which sees people of other cultures or ethnic groups as "human-like" but not really human. Ethnocentrism can be compared to the old belief of an earth-centered universe.

Other important cultural concepts are the functional unity of culture; the covert, manifest, and material aspects of culture; the inventory of the basic elements of culture; ideal culture vs. real culture; and other basic concepts and ideas.

b. **Prehistory of Guatemala**

The most important idea to be advanced here is that the Mayan cultural heritage of Guatemala and Mesoamerica is equal to any in the world and one which should give pride to its descendants--the Indians--and inspire respect in the rest of others--the Ladinos.

Care should be taken to attack the popular Ladino notion that the Mayans may have been superior in America but they never equaled, and perhaps never could have equaled, Europe's accomplishments at the same period in history.

One way of doing this would be to compare the ordinary life of Tikal with that of Paris or Rome or Madrid at the same time. Another tactic would be to demonstrate how cultures advance at different rates with examples from China, Africa, Europe, and America.

It is possible to make archeological and anthropological presentations relevant to specific disciplines, particularly those which deal with agricultural and health development today. For agricultural development workers, respect for the Amerindian agriculturalist can be awakened by comparing the domestication of wheat in the Old World with the domestication of corn in the New World. This demonstration should show that the American domestication process took place without the advantages of the combined wheat-goats-cattle domestication of the Middle East.

c. **Description of Indian Culture**

An important element of developing cultural awareness is the presentation of how two groups are differnt, which requires that each group be explained to the other. The best way of approaching this task in Guatemala is to present comparable materials from each group. Following are parallel descriptions of some elements of Indian and Ladino culture.

| Indian Culture | Ladino Culture |
|---|---|
| **General** | |
| Indian culture can be characterized generally as a passive, peaceful adjustment to the world in general. A person must learn the nature of the overall scheme of things and the actions which will bring him into conformity with it in order to avoid problems. Some problems are unavoidable, but they can be minimized by carefully learning and following cultural rules. | Ladino culture can be characterized as aggressive, seeking to manipulate the world to its ends. A person has every right to attempt to control the world, to mold it as it suits him. Problems are to be confronted, and if the cultural rules are inhibiting, then they can be changed. |
| **Individual and Society** | |
| An individual Indian exists primarily as a member of the group and his membership in this group is more highly valued than his individual existence. The individual prospers as the group prospers, which makes it the individual's function to promote the group. | The individual personality of the Ladino has the highest value, although not all people are of equal value. The group exists to promote the individual and not vice versa. |
| **Land and Agriculture** | |
| Land is highly valued in Indian culture, but it is valued for spiritual reasons as well as for material ones. Land should be worked personally, even if one is able to contract day labor. Corn not grown with one's own hands may be seen as having less nutritional value. Physical labor and the weariness it causes carry the stamp of social approval. | The Ladino values land as a material source of income, but land has no inherent spiritual value. Personal labor on the land is done only if unavoidable. It is preferable to have tenants or laborers. Physical weariness from labor carries little social approval. |
| **Social Organization** | |
| Society is unstratified except by age and sex, so everyone who follows the cultural rules and precepts achieves all of the various status levels during his or her life. An individual does not strive for personal distinction nor does he compete with others. Leaders achieve their ends through persuasion or by merit of greater knowledge, but they do not give orders to others. Group decisions are arrived at by consensus. | Society is stratified according to classes, and the higher status levels are reserved for those of higher class. One can and should strive to achieve the highest possible status in competition with others in the society. Those who achieve high status earn the right to issue orders and to make decisions for the group. |

### d. Ethnic Relations

The goal of cultural awareness cursillos is, generally, to improve ethnic relations. One tested method follows the general scheme presented here, although it is recommended that professionals in this type of cursillo be brought together with local anthropologists to focus on specific content. The following is a sample schedule of activities:

1) Establish Commonality: It is important to establish all of the common cultural aspects of the different ethnic groups. The cursillo attempts to smooth the tensions inherent in the theme of ethnic relations by establishing the common human culture shared by all people and specifically, that shared by the Ladinos and Indians of Guatemala.

2) Establish Differences: Ethnic groups are not, or course exactly alike. At this point the differences between the groups are highlighted, and the rationality and comprehensibility of different customs and cultural elements is discussed. Neither side is presented as wrong or right; each has its peculiarities and these peculiarities merit respect.

3) Incorporating Differences into the Development Process: At this point the cursillo takes on a seminar-like tone and tries to find ways of using the newly acquired knowledge and understanding in the daily lives and work of the participants. In this case, the cursillos would be oriented toward development workers, from agricultural extension workers, to middle level managers, to executives at the top of development organizations, and the cursillos would thus seek ways to incorporate this knowledge into development work.

4) Celebrating Differences: Apart from the purely practical concerns of cultural awareness for development workers, the cursillos would attempt to establish a positive tone which the cursillo participants will take with them when they leave. Thus, once the differences are treated as how they mutually enrich the lives of members of both ethnic groups, the basis for moving from cultural conflict to cultural celebration is established.

### e. Mayan Languages for Development Workers

It is unreasonable to expect that development workers can acquire any really useful knowledge about Mayan languages in the course of a cultural awareness cursillo. It is reasonable, however, to include a section on language awareness which will attack some of the more blatant and damaging myths surrounding language in general and Mayan languages in particular.

A class of this type would include at least some of the following information:

1) All languages are structurally equal in complexity and subtlety. There are no primitive languages, nor do we know of any that have existed in the past. All languages can express all needs of their speakers.

2) All languages change over the course of time. All languages are capable of adapting to new cultural realities. All languages use the same adaptation techniques: borrowing from other languages and making up new words. Neither technique is inherently better than the other.

3) All languages can be written and therefore books either have or may appear in any language. The reason why a particular language is not written is purely historical and has nothing to do with the language itself.

4) Not all languages have the same number of words, but the differences depend on how wide a geographic area a given language is used in, how complex the material culture is, and numbers of speakers.

## C. SCHOLARS IN RESIDENCE

Guatemalan academics, officials, and local people often have criticized foreign (chiefly American) scholars for "using" the local culture of Guatemala as material for articles, books, and theses without "giving" anything back. On the other hand, foreign scholars, often aware of this criticism and anxious to do something for a country people they like and respect, have been frustrated in their attempts to find a mechanism which is both reasonable and productive.

The Highlands Center would actively seek the participation of distinguished foreign scholars in Center programs, particularly theoretical research in which the resident scholars could contribute to improving the academic knowledge and skills of the regular faculty of the Center. Those scholars whose interest and ability warrant it, might offer classes, either as part of the regular curriculum or as special or additional classes. Where possible, the research or teaching abilities of these scholars would be used in the short-term training area as well.

In return, the Center would provide services which require little monetary investment, such as office space, library, and light use of secretarial services, depending on the individual relationship established between the Center and a particular scholar. In addition, work-study students could be made readily available to these scholars to help in research tasks, especially those which would not require the student to leave the campus. Such experiences, of course, often represent a priceless opportunity for learning.

The Center would need to establish guidelines for the scholars-in-residence program flexible enough to accommodate the Center's needs as well as the individual needs and abilities of the scholars. The situation surrounding the stay of each scholar

would vary according to length of stay, material needs, and what each one can offer, all of which will require a policy which accommodates the scholar without compromising the primary mission of the Center.

## D. FOREIGN STUDENTS

The location of the Mayan Center in the Guatemalan Highlands offers the opportunity for the development of programs specifically oriented toward foreign students who wish to specialize in Mayan language and/or culture. Such programs could either form part of an institutional arrangement between URL/Q and a foreign university, in which the foreign university develops programs for its own students and uses local facilities, or URL/Q could set up and develop its own personnel, programs, classes, and so forth, and then offer them through appropriate channels.

Programs of this sort should take advantage of the need for foreign students to practice Spanish. Such a program could offer intensive Spanish classes ranging from beginner to advanced to complement the foreign students' other studies. In addition, content courses in Mayan langauge and culture can be given in either Spanish or English (or other language). Intensive Spanish language programs, such as those carried out by the Proyecto Linguistico Francisco Marroquin, have been shown to be productive money-makers.

In setting Center policy regarding programs for foreign students, a prime consideration should be the generation of income for other Center programs. As such, the effort expended on a foreign student can be considered an effort which will allow programs for Indian students to continue after AID funding has ceased. (For example, each foreign student might pay the cost of three Indians participating in regular programs.)

V.

# EVALUATION STUDY OF TECHNICIANS IN SOCIAL WORK PROGRAM AT UNIVERSIDAD RAFAEL LANDIVAR/QUETZALTENANGO

## A. INTRODUCTION

This chapter is a discussion of an evaluative study of the Technician in Social Work Program offered by the Universidad Rafael Landivar in Quetzaltenango. The study was carried out in Quetzaltenango, the Highlands area of Guatemala, and in Guatemala City during September and October 1985.

Techniques used for the study included:

a. Detailed perusal of the course of study.

b. Discussion with URL/Q officials.

c. Study of the physical plant and facilities at URL/Q.

d. Observation of classes offered during the second semester of the academic year 1985.

e. Interviews with:

- URL/Q staff and professors teaching in the program.
- Students currently enrolled in the program.
- Students who have finished all their course work.
- Personnel from various agencies which normally hire Community Development Technicians, such as CARITAS, CARE, Vision Mundial, and GOG agencies.
- Coordinator and graduates of the University of San Carlos program in social work.
- Student opinion survey.
- Staff of URL/Guatemala.
- Director of the Centro de Capacitacion de Promotores Sociales, URL/Guatemala.

More than 60 persons, individually and/or in groups, were interviewed. The following are the results.

## B. SITUATION (SEPTEMBER-OCTOBER 1985)

URL/Q offers a six-semester program leading to a university-level title of Technician in Social Work. The program is designed as follows:

a) Six semesters of course work consisting of 25 courses, 5 per semester. These courses are offered daily, with 3 hours 15 minutes of classes each evening, Monday through Friday. See Exhibit V-1 for course titles.

b) Supervised practical case work of 200 hours in the third semester; supervised practical work of 200 hours with groups in the fourth semester; supervised practical work of 600 hours in Community Development in the fifth and sixth semesters.

   All practical work is supervised by URL/Q professors.

c) Report of the Supervised Practical Work in Community Development, by the student and approved by supervisor.

d) Private examination on entire program.

e) Public examination on the Supervised Practical Work.

f) Graduation, upon successful completion of above.

The program began in 1963, and was the first program offered at URL/Q. In the second semester of academic year 1985, 58 students were enrolled in the program, 18 in the second semester and 40 in the combined group of fourth and sixth semesters.

Seven professors are teaching 10 courses, with three of these professors teaching two classes each. Two of these professors, in addition to their teaching assignments, are responsible for supervision of the practical work in Community Development, cases and groups. Coordination of the program is performed by the Academic Director, who is one of the three professors who teaches two courses in the program.

From 1963 through 1983, 100 students completed all the requirements and graduated as Technicians in Social Work. Since the program is an old one and many students take a long time to complete the requirements of practical work in community development, there is a considerable backlog of students who have not completed all of their work to graduate. Completing course work and not other requirements, and thus not graduating is a rather common situation in most Latin American higher education institutions.

URL/Q has not offered short-term courses for either monolingual or bilingual participants in the field of Social Work.

## Exhibit V-1

# URL/QUETZALTENANGO COURSE OF STUDY FOR TECHNICO EN TRABAJO SOCIAL RURAL-URBANO

| | PRIMER SEMESTRE (Primer Ano) | Creditos | Pre-requisitos |
|---|---|---|---|
| Q100 | Antropologia General | 3 | |
| Q101 | Medicina Social I | 3 | |
| Q102 | Psicologia (Problemas e Historia) | 3 | |
| Q104 | Servicio Social de Casos I | 3 | |
| Q106 | Nociones de Derecho | 3 | |
| | **SEGUNDO SEMESTRE (Primer Ano)** | | |
| Q107 | Antropologia Social | 3 | Q100 |
| Q108 | Medicina Social II | 3 | Q101 |
| Q110 | Servicio Social de Grupo | 3 | |
| Q111 | Servicio Social de Casos II | 3 | Q104 |
| Q112 | Desarrollo de la Comunidad I | 3 | |
| | **TERCER SEMESTRE (Segundo Ano o Tercer Ano en Forma Ciclica)** | | |
| Q126 | Organizacion y Admon. de Servicio Social | 3 | |
| Q127 | Etica General | 3 | |
| Q128 | Estadistica | 3 | |
| Q130 | Nociones de Economia | 3 | |
| Q131 | Sociologia General y de la Familia | 3 | |
| | **CUARTO SEMESTRE (Segundo Ano o Tercer Ano en Forma Ciclica)** | | |
| Q132 | Metodos de Educacion Popular | 3 | |
| Q133 | Etica Profesional | 3 | Q127 |
| Q134 | Ingenieria Rural | 3 | |
| Q135 | Etnologia de Guatemala | 3 | |
| Q137 | Agricultura y Ganaderia | 3 | |
| | **QUINTO SEMESTRE (Tercer Ano o Segundo Ano en Forma Ciclica)** | | |
| Q113 | Desarrollo de la Comunidad II | 3 | Q112 |
| Q119 | Lengua Quiche | 3 | |
| Q109 | Psicologia de la Personalidad | 3 | Q102 |
| Q117 | Metodos de Investigacion Cientifica | 3 | |
| Q118 | Bienestar Materno Infantil | 3 | Q101 Q108 |
| | **SEXTO SEMESTRE (Tercer Ano o Segundo Ano en Forma Ciclica)** | | |
| Q142 | Cooperativisao | 3 | Q112 |
| Q121 | Psicologia Social | 3 | Q102 Q109 |
| Q141 | Dinamica de Grupos | 3 | |
| Q123 | Legislacion Social | 3 | Q106 |
| Q143 | Seminario | 3 | |
| Q138 | Practica de Casos (3r. semestre) | | Q104 Q111 |
| Q139 | Practica de Grupos (4o. semestre) | | Q110 |
| Q140 | Practica de Desarrollo de la Comunidad (5o. y 6o. semestres) | | Q112 |

JJAM/el/24/8/84 (Academic Director)

## C. MAJOR FACTORS IN CONSIDERING THE EFFECTIVENESS OF THE PROGRAM

### 1. Drop-Outs

During the period 1978 and 1984, there were five cohort groups. The average drop-out rate for these five groups was 58%, with the high in 1981 of 64% and the low in 1983 of 52%. (See Exhibit V-2).

### 2. Employment Opportunities for Students and/or Graduates

Prospects for employement for social workers in the Quetzaltenango urban area are many. In a study conducted by the students in the program in October 1985, 10 Government of Guatemala agencies and four private agencies which employed Social Workers in the Quetzaltenango area were identified. Only two of the GOG agencies have Social Workers doing field work in community development, and one in the private sector. (The one private sector agency is church-related, and working in this institution would be conditioned upon one's faith.)

### 3. Employment of Graduates

As part of this study, a follow-up survey was made of the 51 graduates during the period 1980 and including 1985, to determine if the graduates were working, and where. The results indicated that 9 graduates were employed in traditional social service positions, 2 in community development, 17 in other employment, mostly teaching, 14 were not employed, and 9 were not available to be interviewed. (see Exhibits V-3 and V-4, and Annex 1.)

One factor which may be responsible for the limited number of graduates working in social work as indicated by this follow-up study is that of overproductin of graduates. The Director of the program in social work at URL/Guatemala indicated that social workers are trained in many places. In the Highlands area, URL/Q, Univ. San Carlos/Q, and Univ. San Carlo/San Marcos, have social work programs, and both URL and Univ. San Carlos have programs in other parts of Guatemala.

### 4. Graduates Employed in Community Development

A study was made to determine if URL/Q graduates from any cohort were working in community development programs in the Highlands. This study only included GOG agencies, since it had previously been determined by visits that there were no graduates of URL/Q working in CD programs in the private sector in the Highlands area. Regional or department officers were checked in three department in the Highlands. It was found that in these agencies, 31 positions required all or most of the technicians' time to be devoted to community development activities. Of these 31 postitions, 5 were held by URL/Q graduates and the other 26 by Univ. San Carlos graduates. (See Exhibit V-5)

Some possible reasons why it is difficult for URL/Q students to find employment in community development in the Highlands are:

- General economic and political situation of Guatemala.
- International agencies, such as CARE, CRS/CARITAS and World Vision, are not hiring high-level, highly educated personnel for their social promotion work. The agencies are

geared more to a lower level person, paying a much lower salary than is commensurate with a university-level educated person. This situation was verified through interviews with personnel of these agencies.

- Students, graduates, and staff at Univ. of San Carlos/Q believe that their program in social work is superior to URL/Q in preparing a person for community development work. Their basis for this claim is their linkage between theory and practical work. Students must demonstrate they can apply the theory in practice. They have a genuine supervised practical work experience. They have to live in a rural community for one semester, and they are supervised in the field by the professors responsible for this experience. Students who need it are provided with financial support, which is reimbursable (a loan) in the amount of Q75.00 per month while doing their supervised practical work. In academic year 1985, 23 students were provided with this support, and for 1986, support for 25 students is planned.

5. **Instructional Staff**

All of the instructional staff are professionals in their subject areas. Only two of those observed, however, related their subject to the field of social work. There are no full-time professors in this program. All professors work on an hourly basis.

URL/Q does not have sufficient qualified staff to operate short-term programs, such as workshops or seminars.

6. **Instructional Staff Experience in Social Work**

All of the professors who are teaching courses dealing directly with social work are graduates of a social work program and/or are working in the field. Their work experience, however, is in the traditional social work area and not in community development. One professor does limited community development work in his normal activities.

7. **Supervised Practical Work**

The requirement of URL/Q is for each student to have three practical work experiences: 200 hours in cases, 200 hours in working with groups, and 600 hours in community development. These experiences normally are had in the third, fourth, and fifth-sixth semester, or after completion of all courses. Supervision of these experiences is provided by two professors in their offices in URL/Q on a scheduled basis of three hours for each supervisor per week. These supervisors do not have transportation or the paid time to supervise the practical work experience in the field. Students come to them when they have problems.

8. **Program Coordination**

There is no full-time coordinator of the program. Coordination is provided by the Academic Director who is responsible for coordinating 10 programs and who, during the second semester of 1985, was teaching 8 courses, for a total of 20 teaching hours each week.

Exhibit V-2

## URL/QUETZALTENANGO - INTERNAL AND EXTERNAL EFFICIENCY FACTORS OF TECHNICIAN PROGRAM IN RURAL-URBAN SOCIAL WORK (COMMUNITY DEVELOPMENT)

| Factors | Semesters 1 | 2 | 3 | 4 | 5 | 6 | Drop-out rate % (1) |
|---|---|---|---|---|---|---|---|
| 1. Enrollment and Drop Out Rate Cohort (2) | | | | | | | |
| 1978-1980 | 36 | 28 | 40 | 34 | 16 | 17 | 53% |
| 1979-1981 | 36 | 25 | 20 | 17 | 16 | 13 | 64% |
| 1980-1982 | 42 | 28 | 20 | 20 | 20 | 18 | 57% |
| 1981-1983 | 40 | 31 | 20 | 19 | 20 | 19 | 52% |
| 1982-1984 | 34 | 23 | 17 | 15 | 23 | 16 | 53% |
| 2. Completed All Courses Cohort | | | No. | | | % (1) | |
| 1978-1980 | | | 4 | | | 11% | |
| 1979-1981 | | | 2 | | | 6% | |
| 1980-1982 | | | 5 | | | 12% | |
| 1981-1983 | | | 5 | | | 13% | |
| 1982-1984 | | | 3 | | | 4% | |
| 3. Completed Practical Work Cohort (3) | | | No. | | | % (1) | |
| 1978-1980 | | | 7 | | | 19% | |
| 1979-1981 | | | 3 | | | 8% | |
| 1980-1982 | | | 5 | | | 12% | |
| 1981-1983 | | | 6 | | | 15% | |
| 1982-1984 | | | 4 | | | 12% | |
| 4. Graduates Cohort | | | No. | | | % (1) | |
| 1978-1980 | | | 6 | | | 17% | |
| 1979-1981 | | | 2 | | | 6% | |
| 1980-1982 | | | 4 | | | 10% | |
| 1981-1983 | | | 6 | | | 15% | |
| 1982-1984 | | | 1 | | | 3% | |
| 5. Graduates Employed in Community Dev. | | None (4) | | | | | |

Oct. 85

Source: Data generated from URL/Q records.

(1) % relative to initial enrollment 1st semester and 6th semester.
(2) Year of cohort initial enrollment and completion of course work, six semesters later, i.e., initial enrollment Jan. 1978 completion of courses Noveber 1980.
(3) Practical work required prior to taking private and public exams.

Exhibit V-3

## URL/QUETZALTENANGO - RURAL URBAN SOCIAL WORKER PROGRAM
## NUMBER OF GRADUATES SINCE INITIATION OF THE PROGRAM

| Year | No. de Graduates | Year | No. of Graduates | Year | No. of Graduates |
|---|---|---|---|---|---|
| 1966 | 1 | 1973 | 1 | 1980 | 8 |
| 1967 | 4 | 1974 | 4 | 1981 | 2 |
| 1968 | 2 | 1975 | 1 | 1982 | 6 |
| 1969 | 2 | 1976 | 3 | 1983 | 11 |
| 1970 | 4 | 1977 | 8 | 1984 | 19 |
| 1971 | 1 | 1978 | 7 | 1985 | 5 |
| 1972 | 0 | 1979 | 11 | | |
| | (14) | | (35) | | (51) |

Total Graduates 100

Oct. 85

Source: Data generated from URL/Q records.

Exhibit V-4
Table No. 3

URL/QUETZALTENANGO - RURAL URBAN SOCIAL WORKER PROGRAM
EMPLOYMENT OF GRADUATES, PERIOD 1980-1985 FOLLOW-UP STUDY

| | Traditional Social Work | Community Development | Other Employment | Not Employed | No Record and/or Unavailable to Interview | TOTAL |
|---|---|---|---|---|---|---|
| No. of Graduates | 9 | 2 | 17 | 14 | 9 | 51 |

Oct. 85

| | | |
|---|---|---|
| Data Generated From | Interviews, 20; URL/Q Records, 15; Classmates/friends, 7; | 42 |

Exhibit V-5

## COMPARISON OF URL/Q AND UNIV. SAN CARLOS/Q GRADUATES/STUDENTS EMPLOYED IN GOG AGENCIES AS SOCIAL WORKERS ENGAGED IN COMMUNITY DEVELOPMENT WORK

SEPTEMBER-OCTOBER 1985

| GOG Agency | Total Employed | Positions Filled with Graduates of URL/Q | Positions Filled with Graduates of Univ. San Carlos/Q |
|---|---|---|---|
| Extra Escolar, Regional Office in Quetzaltenango | 4 | 1 | 3 |
| Programa de Desarrollo de la Comunidad, Presidencia de la Republica, Highlands Area | 13 | 0 | 13 |
| Caminos Rural, Highlands Area | 5 | 1 | 4 |
| Jefatura del Area de Salud Quetzaltenango | 4 | 2 | 2 |
| Jefatura del Area de Salud Totonicapan | 5 | 1 | 4 |
| TOTAL | 31 | 5 | 26 |

Oct. 1985

Source: Interviews at each site.

9. **Classroom Supervision**

There is limited supervision of classroom instruction, since the Academic Director is teaching at the same time the Social Work courses are being taught.

10. **Classroom Instruction**

Classroom instruction is based on the rote method, using the blackboard, and lecturing. In some of the classes observed, group activities were being conducted by the students, supervised by the professor. In another class the students were presenting the results of theIR work of surveying job opportunities in social work in the Quetzaltenango area. In other classes, student participation was limited.

11. **Instructional Program**

The present program has many courses indirectly or directly related to social work. Students interviewed felt that it should be revised and more in accord with the reality of Guatemala. Students also felt that the order of some of the courses should be changed (e.g., Research Techniques should be taught in the first year.) In a survey made of the students enrolled in the program during the second semester of 1985, 39 of the 42 indicated that changes should be made in the program. (See Annex 12.)

12. **Library Holdings**

The URL/Q library has a very limited number of books, pamphlets and other materials in the field of social work. Holdings are approximately 300 volumes.

13. **Physical Facilities**

Classrooms are adequate for the instructional program. There is no space available, either during the week or weekend, for short term courses, workshops, or seminars.

14. **Financing the Program**

The program is designed to be financed from student fees and tuition. Tuition is usually paid by the month. According to the Administrative Director of URL/Q, this program operates in the red and must be supported by income from other programs. Evidence of this is shown below, using only one element of professors' salaries, including those in charge of the practical work experiences:

| | |
|---|---|
| URL/Q Prof. salaries incl. PW Supervisors | |
| 36 hrs. per week x 4 weeks x Q8 | Q1,152.00 |
| Students monthly tuition, 58 students x Q20 per month | Q1,160.00 |
| There remains | Q8.00 |

This calculation does not include a factor for overhead costs.

### 15. Follow-up System of Graduates

URL/Q has no formal follow-up system of graduates. The institution is relatively small and there is a sort of an informal system, since most people know one another in the city; however, for those outside the city, it is limited. During this study, a follow-up study was made of 51 graduates. (See Annex 11 for the results of this follow-up study.)

## D. RATIONALE AND POSITIVE ASPECTS OF THE PROGRAM

Some of the deficiencies signaled above are not exclusive to URL/Q. They are phenomena common to most private universities in Central America. The major reason why these deficiencies exist is economic. Private universities operate on the income generated from student fees and tuition, whereas statee-upported universities operate on income generated from taxes. Some private universities also receive grants for various reasons and at times contract to provide certain services such as special programs, workshops, development projects, and/or for seed capital. These grants seldom include general operational expenses for the institution, though they may include operational expenses for the specific project or activity.

The lack of a full-time coordinator, supervision of instruction, field supervision of the practical work experience, and a follow-up system of students/graduates are all due to a shortage of operational revenue. If URL/Q had the fianancial resources to cover the expenses involved, many of these identified deficiencies would be eliminated. Raising students fees and tuition could be suggested, but to do so would probably eliminate, or at least lower, access to higher education for the very segment of the population that may need it most.

Since so few graduates are working in community development and most are either not working in social work or are working in traditional social worker positions, perhaps URL/Q should consider re-orienting its traditional social worker program.

Most of the professors interviewed, especially those in charge of the supervised practical work experience, were interested in changes in the program. One of the supervisors prepared a paper on his thoughts -- see Annex 13. Another professor also prepared a paper on his suggestions -- see Annex 14. Both papers are on the subject of improving the supervised practical work experience.

In addition to improving the program, projects would be identified and implemented to the benefit of the communities where the students would be performing their practical work experience. These two papers contemplate financial assistance and a commitment of an outside agency to work in the project. These are examples of work of positive thinkers interested in improving the program.

## E. CONCLUSIONS

1) Although there are job opportunities for graduates in this program, relatively few are successful in obtaining employment, either in traditional social work (hospitals, health centers, orphanages, courts, etc.) or in community development.

2) Quality of instruction is fairly good; however, there is little supervision or coodination of instruction.

3) Supervision of supervised practical work is inadequate as it is done at a desk at URL/Q and not at the practical work site.

4) Drop-out rate is high, with a very low graduation rate.

5) Short-term courses, workshops or seminars in social work have not been offered since there has been no demand, and URL has limited physical facilities.

6) A URL/Q outreach program for social work does not exist.

7) Program operates in the red. It is not self-supporting.

8) Formal follow-up system of graduates nor of students completing all of their courses does not exist.

## F. RECOMMENDATIONS

1) Unless a job market for employment of university-level graduates/students is created in the community development field in the Highlands area, then the URL/Q program should not be considered and alternates should be investigated.

2) If such a job market should be provided for graduates/students, then URL/Q would need to:

   a) Form a curriculum revision committee with active experienced persons in social work, both traditional and community development; social work instructors; the URL/Q Academic Director; student representatives from the present social work program; graduates of the program, and with technical assistance in design of educational programs at the university level in developing countries, provided by USAID. This committee would be charged with the revision, revitalization, and creation of a dynamic program responding to the needs of the clients to be served. The long-term, university-level program would be developed, as well as short-term training programs.

   b) Recruit qualified staff and instructional personnel to teach in the new program, long and short term.

   c) Recruit a full-time Program Coordinator.

   d) Recruit full-time supervisors for the practical work experience. Also, provide supervisors with transportation, fuel, and per diem, where required, to carry out their functions of supervising students at the practical work site.

   e) Arrange for facilities for the short-term program.

f) Purchase books, pamphlets, etc., for the library on the subject of social work.

g) Organize in-service training programs for staff and faculty.

3) If USAID/G opts for recommendation 2.b, then it will be necessary for USAID/G to finance part or all of the costs involved because the present program is operating in the red and URL/Q operating and development funds are inadquate to undertake this type of activity.

4. Consideration should be given to the recommendation of the professors supervising the Practical Work Experience to improve the experience and make it more realistic.

## G. ALTERNATIVES

If USAID/G is interested in improving community development programs with trained personnel at the grass roots level in the rural areas of the Highlands of Guatemala, then the following alternatives are offered:

1) Use the model created and services provided by the CAPS program at URL/Guatemala. This program is designed to train rural people, at their level, who are identified with the community and will return and work in their communities.

URL/Guatemala has trained staff, physical facilities for training, housing and feeding facilities, and many years of exprience, and the cost seems reasonable. The cost of training at CAPS URL/Guatemala is estimated at Q17.00 per participant, per day of instruction, which includes room and board, instructional costs, materials, and overhead. The group size best managed by CAPS is 36 participants. On the URL/Guatemala campus, CAPS has its instructional facilities, administrative offices, housing and dining facilities. In addition to the training a URL/Guatemala campus, CAOS supervises its trainees in their communities.

CAPS has had many years of experience in training Social Promoters, and has had considerable opportunity to work out specific programs or to use those on hand which are revised to meet the needs of the participants. CAPS is flexible in instructional patterns and willing to design specific programs to met the needs of the students and the institution for which the training is being provided.

Contractual arrangements can be made with CAPS to provide required services. Scholarship programs are a way in which the training can be financed; sharing costs is another.

Bilingual programs can be developed, as well as long-or short-term workshops on training for participants from a very low level of literacy to a high level. All participants who successfully complete a program at CAPS receive a certificate for completion.

2. Another alternative would be to take advantage of the existing three Rural Normal Schools in the Highlands area and the one in the eastern part of the country. The first three schools could support the Highlands area and produce bilingual personnel; the one in the eastern part of the country could serve the non-indigenous areas.

These normal schools are:

-- Esc. Normal Rural N-1 Pedro Molina, Chimaltenango
-- Esc. Normal Rural Regional de Occidente, Sta. Lucia Utatlan
-- Esc. Normal Rural N-2, Totonicapan
-- Esc. Normal Regional de Oriente, Monjas

From a study of Normal Schools in July 1985, it was confirmed that only some 10% of each graduating class obtains a teaching position. The Ministry of Public Education has a committee studying this problem, with the possibility of offering new programs in the above cited schools and perhaps others. This committee visited some of these schools in October 1985.

One of these new programs could be in Community Development. USAID/G has financed programs in some of these four schools and would probably do so again if a program in cooperatives was suggested.

## VI.

## EVALUATIVE STUDY OF TECHNICIAN IN COOPERATIVE ADMINISTRATION PROGRAM AT UNIVERSIDAD RAFAEL LANDIVAR/QUETZALTENANGO

### A. INTRODUCTION

This chapter reports on the Technician in Cooperative Administration Program offered by the Universidad Rafael Landivar in Quetzaltenango. The study was carried out in Quetzaltenango, the Highlands area of Guatelmala, and in Guatemala City during the months of September and October 1985.

Techniques used for the study included:

- Detailed perusal of the Course of Study,
- Discussions with URL/Q officials.
- Study of physical plan and facilities at URL/Q.
- Observation of classes offered during the second semester of the academic year 1985.
- Interviews with:
  - -- URL/Q staff and professors teaching in the program.
  - -- Students currently enrolled in the program.
  - -- Students who had finished all their course work.
  - -- Personnel from the GOG cooperative agency, INACOP.
  - -- Cooperative personnel, federations, and individual cooperatives.
  - -- Students' opinion survey.
  - -- Staff of URL/Guatemala.
  - -- Executive Director of the Cooperative Training Center CENDEC, Chimaltenango.

More than 35 persons, individually and/or in groups, were interviewed. The following are the results of this evaluative study.

B. **SITUATION (September-October 1985)**

URL/Q offers a seven-semester program leading to a university-level title of "Technician in Administration of Cooperatives." The program is designed as follows:

1) Seven semesters of course work consisting of 28 courses, 4 per semester. These courses are offered on the weekends with 8 hours of classes on Saturday and 3 hours on Sunday morning. (See Exhibit VI-1 titles of courses.)

2) 240 hours of Supervised Practical Work in a cooperative. This practical work can be accomplished once a student has successfully completed 80% of the courses. Supervision is by a URL/Q professor.

3) Report of the Supervised Practical Work by the student and approved by supervisor.

4) Private examination on entire program.

5) Public examination on the Supervised Practical Work.

6) Graduation upon successful completion of above.

The program began in 1978. In the second semester of academic year 1985, 40 students were enrolled--17 in the second semester, 15 in the fourth semester, and 8 in the sixth semester.

Nine professors are teaching 10 courses each weekend during the second semester of academic year 1985, with one of these professors teaching two courses. One of these professors, in addition to teaching, is assigned the responsibility of supervising the students' practical work. Coordination of the program is performed by the Academic Director.

Only one student has graduated from the program. One other student has completed all his courses and supervised practical work, and has rendered his report, but he has not taken the exams, private or public, required to graduate. Eleven other students have completed all their course work, but lack the other requirements to graduate.

URL/Q has not offered short-term courses for either monolingual or bilingual participants in the field of cooperatives.

## Exhibit VI-1

URL/Q Course of Study for
TECNICO EN ADMINISTRACION DE COOPERATIVAS

| | | Creditos | Pre-Requisitos |
|---|---|---|---|
| | **PRIMER SEMESTRE** (Primer Ano) | | |
| Q758 | Introduccion a la Economia | 2 | |
| Q703 | Matematicas I | 3 | |
| Q736 | Cooperativismo I | 3 | |
| Q737 | Contabilidad | 3 | |
| | **SEGUNDO SEMESTRE** (Primer Ano) | | |
| Q757 | Matematicas Financieras | 3 | Q703 |
| Q738 | Cooperativismo II | 3 | Q736 |
| Q739 | Problemas Socioeconomicos de Guatemla | 3 | |
| Q740 | Tecnicas de Comunicacion | 2 | |
| | **TERCER SEMESTRE** (Segundo ano) | | |
| Q741 | Principios Generales de Derecho | 2 | |
| Q742 | Administracion de Cooperativas I | 3 | |
| Q743 | Introduccion a las Ciencias Agrícolas | 3 | |
| Q744 | Introduccion a las Ciencias Pecuarias | 3 | |
| | **CUARTO SEMESTRE** (Segundo Ano) | | |
| Q714 | Elementos de Estadistica | 3 | Q703 |
| Q715 | Sociologia Rural | 2 | |
| Q745 | Administracion de Cooperativas II | 3 | Q742 |
| Q746 | Introduccion a Mercadotecnia | 3 | |
| | **QUINTO SEMESTRE** (Tercer Ano) | | |
| Q717 | Administracion Rural y Credito Agricola | 2 | Q714/Q715 |
| Q747 | Acontabilidad de Costos | 3 | Q737 |
| Q748 | Legislacion de Cooperativas | 3 | Q741 |
| Q749 | Investigacion de Mercados I | 3 | Q746 |
| | **SEXTO SEMESTRE** (Cuarto Ano) | | |
| Q750 | Contabilidad de Sociedades | 3 | Q737 |
| Q751 | Investigacion de Mercados II | 2 | Q749 |
| Q752 | Elaboracion de Presupuestos | 3 | 40 creditos |
| Q727 | Preparacion y Evaluacion de Proyectos | 3 | 40 creditos |
| | **SEPTIMO SEMESTRE** (Cuarto Ano) | | |
| Q754 | Seminario sobre Cooperativismo | 3 | 40 creditos |
| Q753 | Etica Profesional | 2 | |
| Q755 | Cooperativismo y Politica | 3 | 40 creditos |
| Q756 | Desarrollo de la Comunidad | 3 | 40 creditos |
| Q728 | Ejercicio Profesional Supervisado | 3 | 240 horas |

JJAM/el/24/8/84 (Academic Director)

## C. MAJOR FACTORS IN CONSIDERING PROGRAM EFFECTIVENESS

### 1. Drop-outs

Only one of 97 students who have enrolled in the program since it began in 1978 has graduated. Only one other has arrived at the private examination stage.

The average drop-out rate since 1978 is 69%, with a high of 94% for the cohort 1980-1983 and a low of 53% for the cohort 1982-1985. (See Exhibit VI-2.)

### 2. Employment Opportunities for Students and/or Graduates

Prospects of employment for a university-trained person in cooperatives is extremely limited in the Highlands area. The following sources of employment have been identified:

- Large cooperatives
- Federation of Cooperatives, in the principal office INACOP, the GOG agency administering cooperatives.

One of the largest cooperatives in the Highlands area is Xelac and through this study one student probably will have a chance to do his Supervised Practical Work there, with the possibility of a permanent position. There are other large cooperatives in the area of URL/Q, but they are in the Coastal region and are closed in regard to employment starting at a mid or high management level.

The Federation ARTEXCO could be a future source of employment. This Federation has offered a Supervised Practical Work experience in the past to a URL/Q student and would probably have another in the future.

INACOP also could be a source of future work; at present, however, vacancies are frozen. From interviews with INACOP personnel, including the Director of the Regional Office in Quetzaltenango, experience, not education, is the determining factor in obtaining a position in INACOP.

### 3. Graduate/Student Employed in Cooperatives

The one graduate of this program owns and manages his business. The skills and techniques he learned in the program have application not only in cooperatives but in management in general. Therefore, although he is not using his knowledge in a cooperative, he is using it in a business.

Three students who have completed all of their courses, one of whom has also completed his Supervised Practice Work and his report, are working in INACOP. One is in charge of the INACOP office in Totonicapan; the other two are trainers, one in the regional INACOP office in Quetzaltenango and the other in the INACOP office in El Quiche. It is interesting to note that when these students were interviewed, they all indicated that their employment was not based on their education but rather on actual work experience.

One student in the 4th semester at URL/Q is working in a savings and loan cooperative as a cashier. She was employed prior to becoming a student and is studying to increase her knowledge of cooperatives.

## Exhibit VI-2

## URL/Q INTERNAL AND EXTERNAL EFFICIENCY FACTORS OF TECHNICAL PROGRAM IN MANAGEMENT COOPERATIVES

| Factors | 1 | 2 | 3 | 4 | 5 | 6 | 7 | Drop out rate % (1) |
|---|---|---|---|---|---|---|---|---|
| 1. Enrollment and Drop Out Rate Cohort (2) | | | | | | | | |
| 1978-1981 | 15 | n/a | n/a | 9 | 18 | 12 | 6 | 60% |
| 1979-1982 | 13 | 14 | 15 | 15 | 7 | 6 | 6 | 54% |
| 1980-1983 | 34 | 21 | 12 | 10 | 6 | 4 | 2 | 94% |
| 1981-1984 | 20 | 12 | 4 | 5 | 5 | 3 | 3 | 85% |
| 1982-1985 | 15 | 8 | 8 | 8 | 8 | 7 | 7 | 53% |

| | No. | % (1) |
|---|---|---|
| 2. Completed All Courses Cohort | | |
| 1978-1981 | 4 | 27% |
| 1979-1982 | 3 | 23% |
| 1980-1983 | 0 | 0% |
| 1981-1984 | 3 | 15% |
| 1982-1985 | 3 | 20% |
| 3. Completed Practical Work Cohort (3) | | |
| 1978-1981 | 2 | 13% |
| 1979-1982 | 0 | 0% |
| 1980-1983 | 0 | 0% |
| 1981-1984 | 0 | 0% |
| 1982-1985 | 0 | 0% |

4. Graduates — Only one student has graduated from this program.

5. Graduates Employed in Coops — None

Oct. 1985

Source: Data generated from URL/Q records.

(1) % relative to initial enrollment 1st semester and 7th semester.
(2) Year of cohort initial enrollment and completion of course work, seven semesters later, i.e., initial enrollment Jan. 1978 completion of courses July 1981.
(3) Practical work required to taking private and public exams. Practical work is usually accomplished after completing all course work.

No other students, past or present, were found working in cooperatives in the Highlands area. Some reasons why it is difficult for URL/Q students to find employment in the Highlands area, are:

- General economic and political situation of Guatemala.
- Inability of rural cooperatives to pay a salary commensurate with univesity-level educaton. Most rural cooperatives are very small and cannot afford a high-salaried person.
- Most rural cooperatives are formed with indigenous people and a person from outside this group is not easily accepted.

4. **Instructional Staff**

All of the instructional staff are professionals in their subject areas. Only two of those observed, however, related their subject to the field of cooperatives. There are no full-time professors in this program. All professors are employed on an hourly basis.

URL/Q does not have sufficient qualified staff to operate short-term programs such as workshops or seminars.

5. **Instructional Staff Experience in Cooperatives**

Based on interviews with the professors teaching in the program, only one has actual experience in working with cooperatives. His experience has been as an advisor to cooperatives and not in management. The Practical Work supervisor has some contact with cooperatives through his students. According to the students' opinion survey conducted for this study, most students think their professors have experience in cooperatives. (See Annex II.)

6. **Supervised Practical Work Experience**

URL/Q requires that each student complete a 240-hour Supervised Practical Work experience. This experience can be started after 80% of the courses are successfully completed, which normally is in the seventh semester. Supervision of the experience is provided by a professor in his office at URL/Q for three hours per week on Saturday mornings. He has no additional paid time for travelling to the practical work sites to supervise the students, nor does he have a URL/ vehicle to do so even if he wanted to on his own. Students come to him when they have problems.

7. **Program Coordination**

There is no full-time program coordinator. Coordination is provided by the Academic Director who is responsible for coordinating 10 programs, and during the second semester of 1985 was teaching eight courses, for a total of 20 teaching hours each week.

8. **Classroom Supervision**

There is little supervision of classroom instruction since the Academic Director is teaching at the same time the Cooperative Program courses are being taught.

## 9. Classroom Instruction

Classroom instruction is based on the rote method, using the blackboard, lecturing, or reading with the students copying in their notebooks. Student participation varies with the teaching techniques of the professor.

## 10. Library Holdings

The URL/Q library has a very limited number of books, pamphlets, or other materials on cooperatives. Holdings are approximately 150 volumes.

## 11. Instructional Program

The present program has few courses directly related to cooperatives. Students and instructors interviewed felt that it should be studied and revised and made more practical, and the courses should be directly related to cooperatives.

A survey was made of the students enrolled in the second semester of 1985 with this subject as one of the questions. The results were, of 18 students surveyed, 17 indicated there should be changes made in the program. (See Annex 11.)

## 12. Physical Facilities

Classrooms are adequate for the instructional program. There is no space available, however, during the week or weekend for short-terms courses, workshops, or seminars.

## 13. Financing the Program

This program is designed to be financed from student fees and tuition. Tuition is usually paid by the month. According to the Administrative Director of URL/Q, this program operates in the red and must be supported by income from other programs. A simple proof of this can be shown using only one element of cost--professors salaries, on a monthly basis, for the second semester of academic year 1985.

| | |
|---|---|
| URL/Q Prof. salaries, 33 hrs. per week x 4 weeks x Q8 per hr. | Q1,056.00 |
| Students monthly tuition, 40 students x Q18.00 per month equals | 720.00 |
| DEFICIT | Q336.00 |

## 14. Follow-up System of Graduates

URL/Q has no formal follow-up system of graduates. Because the institution is relatively small, there is an informal system since most people know one another in the city, but for those outside of the city, it is limited. During this survey, interviews and surveys were used to try to locate those who graduated and those who had completed all their course work. Since there was only one graduate, he was easily identified and located; three others were identified and through interviews, all were located.

## D. RATIONALE AND POSITIVE ASPECTS OF THE PROGRAM

Some of the deficiencies signaled in this study are not exclusive to URL/Q. They are phenomena common to most private universities in Central America. The major reason why these deficiencies exist is economic. Private universities operate on the income generated from student fees and tuition, whereas state-supported universities operate on income generated from taxes. Some private universities also receive grants for various reasons and at times contracts to provide certain services such as special programs, workshops, development projects, and/or for seed capital. These grants, however, seldom include general operational expenses for the Institution though they may include operational expenses for a specific project or activity.

The lack of a full-time coordinator, supervision of instruction, field supervision of the Practical Work experience, and a follow-up system of students/graduates, are all due to a shortage of operational revenue. If URL/Q had the financial resources to cover the expenses involved, many of these identified deficiencies could be eliminated. Raising student fees and tuition is a possibility, but to do so would probably eliminate, or at least lower, access to higher education for the very segment of the population that needs it most.

The one deficiency which URL/Q cannot eliminate is that of finding job placement for graduates unless a huge development project is financed and managed by URL/Q with outside funding.

Most of the professors interviewed are interested in making changes and improvements. One professor stated that he submitted a study to improve the program several years ago and would be interested in working on a curriculum revision committee. The professor responsible for the Supervised Practical Work experience feels that URL/Q needs an outreach program. He developed several pages of a plan to set up a Research, Advisory, and Workshop Program. His thoughts are contained in Annex 12. They are worthy of consideration.

Other positive aspects of the program are:

- Transferrable skills which can be applied to business management and other fields.
- The weekend mode of offering instruction on Saturday and Sunday is an excellent way to provide access to education for those who cannot attend during the week, as well as for those who live far away from Quetzaltenango. Some students come from as far as Chimaltenang and Tecun Uman.
- No other institution of higher education in Guatemala is offering a program in Cooperative Administration.
- The interest of professors to work on a curriculum improvement committee and to organize an outreach program.

## E. CONCLUSIONS

1) Limited opportunity in the job market for employment of graduates of a university-level program in management of cooperatives.

2) Quality of instruction is less than desirable because of a lack of experienced professors in management of cooperatives, few professors relate their subjects to cooperatives, rote system of instruction, little or no supervision, and little or no coordination of instruction or program.

3) Supervision of Supervised Practical Work is inadequate as it is done at a desk at URL/Q and not at the practical work site.

4) Drop-out rate is very high, with a very low graduation rate.

5) URL/Q has very limited contact with cooperatives or the cooperative movement.

6) Short-term courses, workshops, or seminars in cooperatives have not been offered since there has been no demand, there is limited physical facilities, and lack of qualified instructional staff at URL/Q.

7) A URL/Q outreach program for cooperatives does not exist.

8) Program operates in the red; it is not self-supporting.

9) Formal follow-up system of graduates or students completing all of their courses does not exist.

## F. RECOMMENDATIONS

1) Unless a job market for employment of university-level graduates/students is provided in the Highlands area, then the URL/Q program should not be considered and alternatives should be investigated.

2) If such a job market could be created for employment of university-level graduates/students, then URL/Q would need to:

   a) Form a curriclum revision committee with persons actively experienced in management of cooperatives, instructors in cooperative training, the URL/Q Academic Director, student representatives from the present cooperative program, graduates or near graduates, and with USAID technical assistance in design of educational programs at the university level in development countries. This committee would be

charged with the revision, revitalization, and creation of a dynamic program responding to the needs of management of cooperatives. The long-term, university-level program would be developed as well as short-term training programs.

b) Recruit qualified staff and instructional personnel to teach in the new program, long and short term.

c) Recruit a full-time Program Coordinator.

d) Recruit a full-time Supervisor for the Practical Work experience. Also, provide the Supervisor with transportation, fuel, and per diem where required to carry out the functions of supervising students at the practical work site.

e) Arrange facilities for the short-term program.

f) Purchase books, pamphlets, etc., for the library on the field of Cooperatives.

g) Organize in-service training programs for staff and faculty.

3) If USAID/G opts for recommendation 2, then it will be necessary for USAID/G to finance part or all of the costs involved, because URL/Q operating and development funds are inadequate to undertake this type of activity.

4) The recommendation to organize an Outreach Program should be considered.

## G. ALTERNATIVES

If USAID/G is interested in improving the management of cooperatives at the grassroots level in the rural areas of the Highlands of Guatemala as well as in the urban areas, then the following alternatives are offered:

1) Use the model created and the services provided by the Centro de Estudios Cooperativas, CENDEC, Chimaltenango, (see Annex 13) for its program for future managers of cooperatives. The first group was co-sponsored with La Federacion de Cooperativas Agricolas Productoras de Cafe de Guatemala, FEDECOCAGUA, with financial assistance from the German Foundation Friederich Nauman. This two-year program included two weeks of instruction at CENDEC and two weeks application of what was learned in the cooperative. The mode was repeated over the two-year period. All of the students in the program were from families associated with the cooperative, and where the students returned to do practical work.

The program is designed to train young people and to bring new input into the cooperatives at the grassroots level. The program can be replicated and expanded by CENDEC, using its center in Chimaltenango and in other parts of the Highlands, depending upon the financial support provided. (See Annex 14 for a complete story of this program.)

Another program is designed on a module of 15 days at CENDEC and 30 days practical work in its cooperative, repeated five times, for a total of 75 days of instruction and 150 days of practical work. This module started in February 1985 at CENDEC and will terminate in November 1985. There are 30 participants in this program.

The cost of training at CENDEC is estimated at Q20.00 per participant, per day of instruction, which includes room and board, instructional costs, materials, and overhead.

CENDEC has had many years of experience in training cooperative personnel and has had considerable opportunity to work out specific programs or to revise those on hand to meet the needs at the time. CENDEC is flexible in instructional patterns and willing to design specific programs to meet the needs of cooperative personnel. Its interest is in the cooperative movement and improvement.

Contractual arrangements can be made with CENDEC to provide the necessary services. Scholarship programs could help to finance the training, as well as sharing costs, such as the local cooperative from which the participant comes and the Federation with which the cooperative is associated.

Bilingual programs can be developed, as well as long- or short-term workshops or training, and for participants from a very low level of literacy to a high level. All participants who successfully complete a program at CENDEC would receive a diploma which would also list the courses taken.

2) Another alternative would be to take advantage of the existing three rural Normal Schools in the Highlands area and one in the eastern part of the country. The first three schools could support the Highlands area and produce bilingual personnel, and the one in the eastern part of the country could serve the non-indigenous areas.

These Normal Schools are:

-- Esc. Normal Rural N-1 Pedro Molina, Chimaltenango

-- Esc. Normal Rural REgional de Occidente, Sta. Lucia Utatlan

-- Esc. Normal Regional de Oriente, Monjas.

From a study of Normal Schools in July 1985, it was confirmed that only about 10% of each graduating class obtains a teaching position. The Ministry of Public Education has a committee studying this problem with the possibility of offering new programs in the above noted schools, and possibly others. This committee visited some of these schools in October 1985.

One of these new programs could be in cooperatives. USAID/G has financed programs in some of these four schools and could be expected to do so again if a program in cooperatives was suggested by USAID/G.

# ANNEXES

ANNEX 1

ALTIPLANO CENTRO OCCIDENTAL

ALUMNOS INSCRITOS POR NIVEL, SECTOR Y AREA
AÑO 1984

CHIMALTENANGO
SOLOLA
TOTONICAPAN
QUETZALTENANGO
SAN MARCOS
HUEHUETENANGO
EL QUICHE

| NIVEL | TOTAL | | | OFICIAL | | | PRIVADO | | | COOPERATIVA | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | TOTAL | URBANO | RURAL | TOTAL | URBANO | RURAL | TOTAL | URBANO | RURAL | TOTAL | URBANO | RURAL |
| Pre-Primario Castellanizacion | 50,839 | 6,406 | 44,433 | 50,041 | 5,785 | 44,166 | 798 | 531 | 267 | — | — | — |
| Pre-Primario Parvulos | 8,931 | 8,222 | 709 | 6,775 | 6,184 | 591 | 2,156 | 2,038 | 118 | — | — | — |
| Primario Ninos | 315,837 | 100,734 | 215,103 | 287,311 | 84,846 | 202,465 | 28,526 | 15,888 | 12,638 | — | — | — |
| Primario Adultos | 6,544 | 6,326 | 218 | 4,522 | 4,354 | 168 | 2,022 | 1,972 | 50 | — | — | — |
| Basico | 24,867 | 23,411 | 1,456 | 11,417 | 10,822 | 595 | 6,685 | 6,549 | 136 | 6,765 | 6,040 | 725 |
| Diversificado | 11,850 | 11,612 | 238 | 6,696 | 6,458 | 238 | 5,154 | 5,154 | — | — | — | — |
| TOTAL | 418,868 | 156,711 | 262,157 | 366,762 | 118,539 | 248,223 | 45,341 | 32,132 | 13,209 | 6,765 | 6,040 | 725 |

Source: Estadisticas Educacionales 1984, MOE.

# ANNEX 2

ACTA No. 2 - Artículo No. 1 - URL/Q
(See Page 5)

REGISTRO No. 45.

INTENDENCIA DE HACIENDA QUEZALTENANGO Veintiseis de Marzo de mil novecientos Sesenta y Tres. Se autorizan los 400 folios de que se compone el presente libro de "Actas" para uso del Sindicato de Estudiantes Universitarios "Hermano Pedro" en esta, van selladas todas sus hojas y firmada la primera y última por infrascrito y Secretario del Despacho.

ERNESTO [illegible]
GOBERNADOR [illegible]

A las once horas del día doce de enero de mil novecientos sesenta y tres, reunidos en asamblea general, en la Casa de la Sociedad Indígena Quezalteca, los abajo firmantes que integran un grupo de Señores de la ciudad de Quezaltenango han decidido fundar, establecer y mantener una Nueva Escuela Universitaria Católica de Quezaltenango y para el efecto se ha llevado a cabo la fundación del Patronato de Estudios Superiores Universitarios "Hermano Pedro" de Quezaltenango, formado por diez personas, para asumir, bajo la vigilancia y la responsabilidad de la Universidad Rafael Landívar de Guatemala, la dirección y el sostenimiento de esta. Inmediatamente se procedió a la elección de los miembros Directivos dando el siguiente resultado: Presidente: Carlos Castillo; Tesorero: Rodolfo Richter; Secretario: Arturo Gutiérrez y Vocal: Venancio Botrán. Inmediatamente se procedió a la discusión y aprobación de los Estatutos, basados en los Estatutos del Patronato de la Universidad Rafael Landívar de Guatemala que fueron aprobados por la asamblea y que se enviarán al Supremo Gobierno de la República para que por medio del Ministerio de Gobernación y Justicia

tenga a bien aprobarlas. — No habiendo más que tratar se dió por terminada la sesión en el mismo lugar y fecha a las diecisiete horas del mismo día, previa lectura de lo leído, los presentes lo aceptan, ratifican y firman. Conste doy fé...

Secretario: Presidente:

Tesorero: Vocal

Moises Luis Maurera Formosa — Carlos Weissenberg

Ernesto Schneider — Julián Heredia

Ernesto Schneider — Juan Gutiérrez

Humberto Capuano

Flavio Pereira

Acta # 2.-

En la ciudad de Quetzaltenango, el día dieciocho de abril de mil novecientos sesenta y tres, siendo las nueve horas en punto, reunidos en la casa de la Sociedad Indígena Quezalteca, los miembros del Patronato de Estudios Superiores Universitarios "Hermano Pedro" de Quetzaltenango, con el objeto de conocer la resolución, que les fué notificada por medio de la Gobernación Departamental de Quetzaltenango, en la tramitación de la Personería Jurídica del citado patronato, se procedió como sigue: - - - - - - - -

El señor Secretario del Patronato Arturo Gutiérrez dió a conocer a los asistentes el dictamen emitido por el asesor jurídico del Ministerio de Gobernación en la tramitación de la personería jurídica del Patronato de Estudios Superiores

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Universitarios "Hermano Pedro de Quezaltenango" y cumpliendo con lo ordenado en dicho decreto para no encontrar obstáculo en dicho trámite por mayoría absoluta, acordaron los miembros de tal entidad hacer constar en la presente acta que los estatutos que regirán a la misma fueron aprobados por el Acta número uno, de fecha doce de enero del presente año y que atendiendo a la modificación objetada quedaron literalmente así: — — — — — — — —

"Estatutos del Patronato de Estudios Superiores Universitarios "Hermano Pedro", de Quezaltenango. . . — —

Artículo 1º. - Se constituye por este acto el Patronato de Estudios Superiores Universitarios "Hermano Pedro", de Quezaltenango, llamado en lo que sigue de este documento: el Patronato. El Patronato es una Asociación no lucrativa que tendrá por objeto fundar, establecer y mantener una Escuela de Estudios Superiores Universitarios en Quezaltenango. A fin de realizar dicho objeto, el Patronato tendrá capacidad jurídica para adquirir y poseer toda clase de bienes, y para procurarse los medios y servicios necesarios para los fines que persigue. Podrá, en consecuencia, organizar colectas y rifas, recibir donaciones y contribuciones voluntarias periódicas y usar de cuantos arbitrios lícitos y legales parezcan convenientes para fundar, mantener y desarrollar la Escuela de Estudios Superiores Universitarios, de Quezaltenango, y sostener cualquier actividad cultural o social que apruebe el patronato.

Artículo 2º. - Forman el Patronato: 1º. Los asociados, activos. 2º. Los Fundadores. 3º. Los Patrocinadores. 4º. Los Honorarios y Benemérito. — — — — — — — —

Artículo 3º. - A los asociados activos corresponde la dirección del Patronato y la administración del patrimonio de la Escuela de Estudios Superiores Universi-

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Junior "Hermano Pedro". Su número será de diez y entre ellos elegirán la Junta Directiva compuesta de un presidente, dos vocales con rango de vicepresidentes, llamados a sustituir, por orden de su elección al primero: un tesorero y un secretario. Los Directores durarán tres años en el ejercicio de su cargo, pudiendo ser reelegidos, y las vacantes que se causen durante un período se llenarán por nueva elección y el electo terminará el período para el que fuera nombrado su antecesor. — — — — — — —

Artículo 4º.- Son Asociados Fundadores las personas que aporten sumas importantes de dinero, bienes, de otra especie y servicios para la significación para la fundación de la Escuela o de cualquiera de sus institutos. Patrocinadores los que voluntariamente se comprometan a contribuir de manera regular con dinero, bienes, de otra especie y servicios para el sostenimiento de la Escuela "Hermano Pedro" o cualquiera de sus institutos. — — — —

Artículo 5º. La asamblea general se reunirá cuando fuere convocada por la Junta Directiva. La Junta Directiva se reunirá con la frecuencia que ella misma considere necesaria. — — — — — — — — — — — —

En uno y otro caso el quorum se forma con cinco de sus miembros y las decisiones se toman con el voto de la mayoría absoluta de los asistentes. En caso de que no hubiera quorum en la fecha señalada para cada sesión, ésta se verificará al día siguiente con el número de miembros que asistan. En caso de empate, el que preside tiene voto decisivo además del propio. — Las asambleas generales serán presididas por el que preside la Directiva; y el despacho estará a cargo del Secretario de ésta última. — — — — — — — —

Artículo 6º.- El nombre oficial de la Asociación que ahora se constituye es "Patronato de Estudios Superiores Univer-

estarán "Hermano Pedro" de Quezaltenango. La representación legal y firma social corresponde de pleno derecho al Presidente del Patronato: quien podrá delegarla con el acuerdo de la Junta Directiva, otorgando al efecto poderes legales o especiales. — — — — — —

Artículo 7º.- El Patronato tendrá su domicilio en Quezaltenango. — — — — — — — — — — — — — —

Artículo 8º.- El Tesorero y el Secretario tendrán las facultades inherentes a sus respectivos cargos y las que, específicamente les otorguen los reglamentos del Patronato y las resoluciones de la Junta Directiva. — — —

Artículo 9º.- Las cuentas del Patronato se llevarán bajo la responsabilidad de un contador autorizado. El ejercicio del Patronato estará comprendido entre el primero de enero y el treinta y uno de diciembre. — — El ejercicio deberá liquidarse dentro de los tres meses siguientes al cierre. — — — — — — — — —

Artículo 10º.- La Junta Directiva del Patronato organizará y regirá todo lo relativo a la Escuela de Estudios Superiores Universitarios de Quezaltenango y designará comités encargados de recaudar fondos para esta obra. — — — — — — — — — — —

Artículo 11º. Los fondos y bienes del Patronato estarán bajo la custodia y responsabilidad del tesorero. Son funciones de la Tesorería: a) Supervigilar la acción y trabajo de los comités recaudadores, b) el cobro y percepción de valores; y c) cubrir las obligaciones y hacer los pagos procedentes: todo de acuerdo con los reglamentos. Los fondos se depositarán en cuenta bancaria y los pagos, salvo los de Caja Chica, se harán por medio de cheques. — — — — — — — — —

Artículo 12º. Bajo la responsabilidad del Secretario estarán los archivos y libros del Patronato. Atenderá

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la correspondencia de carácter ordinario. Le toca asimismo certificar los puntos de acta, certificaciones que en todo caso llevarán el Visto Bueno del Presidente.

Artículo 13º El Patronato, desde que sea aprobado conforme el artículo veintiuno del Código Civil, constituirá una persona jurídica distinta de los miembros que lo componen. — — — — — — — — — — —

Artículo 14º El Plazo del Patronato será de veinticinco años, prorrogables en cuanto fuere necesario, observándose las formalidades de la ley. — — — — — —

Artículo 15º Terminará el Patronato: a) por acuerdo así lo acuerde la mayoría de sus miembros; y b) En los demás casos que establezca la ley. — Terminado que sea la Junta General elegirá tres liquidadores, quienes desempeñarán su cometido en conformidad con los preceptos que rijan la liquidación de las sociedades mercantiles en lo que fueren de aplicables. Los bienes del Patronato al tiempo de la liquidación, pasarán en cualquier caso o circunstancia, a la Universidad Católica Centroamericana. — — — — — —

Artículo 16º Las dificultades que surjan entre los asociados, o entre estos y la Junta Directiva, o entre los miembros de esta no susceptibles de arreglo directo, cuando sea materia a decidirse por decisión de la mayoría de una y otra junta, serán sometidas precisamente a arbitraje de árbitros arbitradores, nombrándose uno por cada parte. — En caso de desacuerdo de dos árbitros, conocerá un tercero de antemano designado por los árbitros. En cuanto ello fuere compatible con las leyes, en el procedimiento se observarán las reglas de arbitraje comercial. — — — — —

Artículo 17º En los términos anteriores queda constituido el Patronato de Estudios Superiores S.A.-

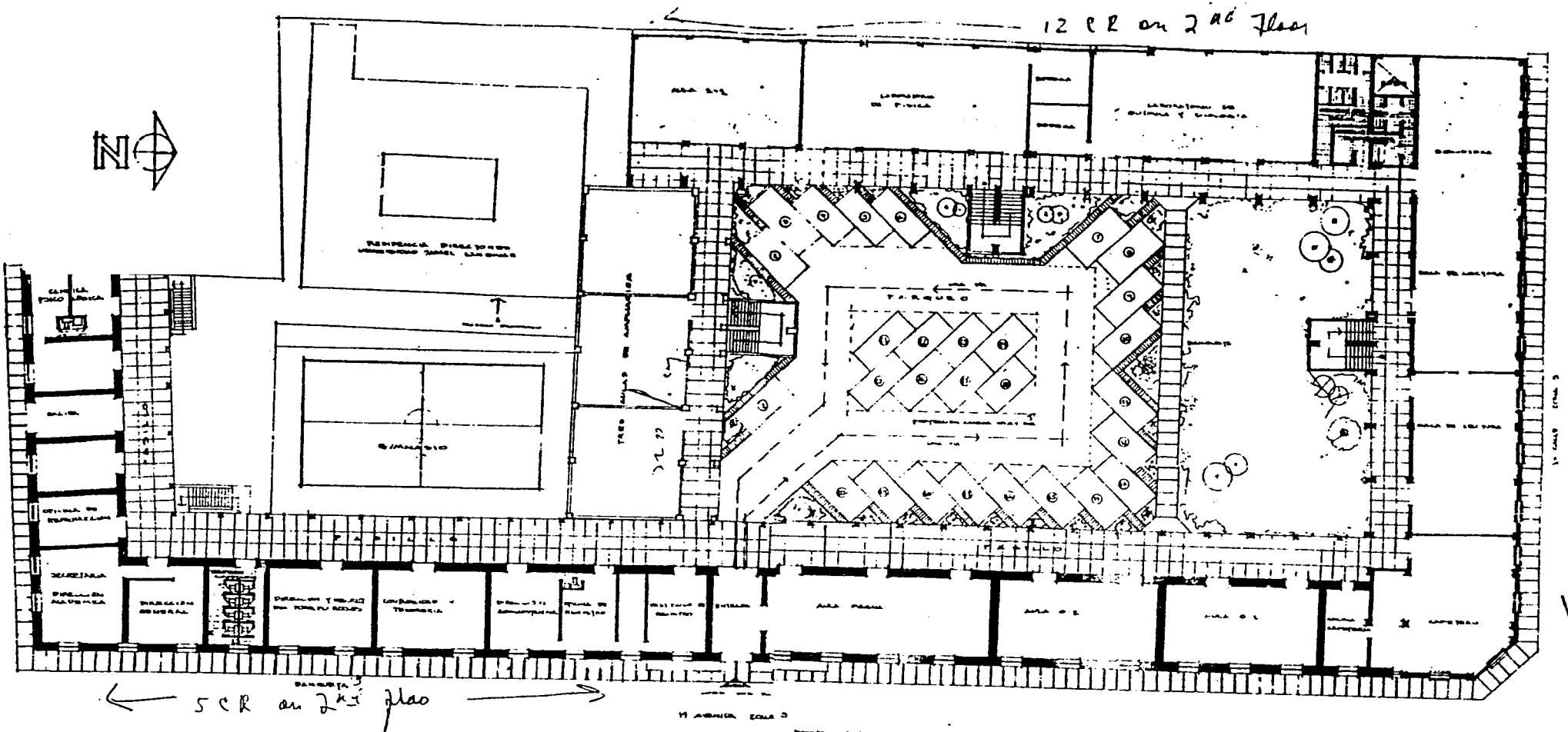
universitarios Hermano Pedro de San Francisco. — Se nombra a los señores: Carlos Castillo y Arturo Gutiérrez para que gestionen la aprobación de los presentes estatutos y el reconocimiento de la personalidad jurídica del Patronato. — — — — — —

Artículo 15º: La Junta General aprobará los reglamentos que la directiva proponga. — — — — — —

Segundo: Se hace constar que quedan nombrados por unanimidad, para solicitar la personería jurídica del citado Patronato, don Carlos Castillo y don Arturo Gutiérrez. — — — — — — —

Tercero: No habiendo más que hacer constar, se da por terminada la presente en el mismo lugar y fecha siendo las diez horas, y previa lectura fielmo escrito, lo aceptan, ratifican y firman. Conste, doy fe. Testados: otra especie y servicios. Omítase.- Entre líneas: Superiores, respectivos. Sirve.

J. Gutiérrez




PLANTA DE CONJUNTO E. 1:150

ANTEPROYECTO

# AMPLIACION AULAS F.Q.U.R.L.

UNIVERSIDAD "RAFAEL LANDIVAR"

PLANTA BAJA DE CONJUNTO

2/2

CONSTRUCCIONES

DE LEON Y HERNANDEZ

ARQUITECTO

ANNEX 3

# CARRERAS QUE SE IMPARTEN:

## PLAN DIARIO:

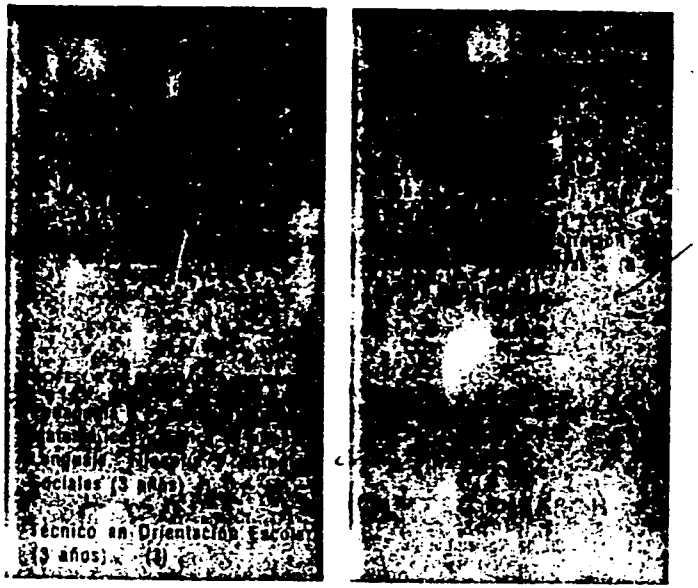
LUNES A VIERNES

19:00 - 21:30 Hrs. 19:00 - 21:30 Hrs. 19:00 - 21.30 Hrs.

**NUEVOS PROGRAMAS**

Licenciatura en Administración de Empresas (1)

## FIN DE SEMANA: Sábado 8:45 - 12:00 y 14:15 - 17:30 Hrs. Domingo 8:30 - 11:00 Hrs.




(1) Unicamente pre-inscripción hasta llenar un mínimo de 40 inscritos, sin el cual no se impartirá el curso.

(2) Para ingresar a esta carrera se deberá aprobar un curso de Lenguaje Jurídico que se impartirá intensivamente del 17 al 21 de Junio de 1985

(3) Unicamente re-inscripción.

LitoQuel

# INFORMACION 1985

## Facultades de Quezaltenango
## UNIVERSIDAD RAFAEL LANDIVAR

14 Avenida 0-43 Zona 3

Apartado Postal 87. Teléfonos: (061) 22-69 21-76 y 86-69

**Quezaltenango, Guatemala, C. A.**

ANNEX 4

# INFORMACION GENERAL:

## 1. REQUISITOS:

1.1 PARA LOS ESTUDIANTES DE PRIMER INGRESO.

DOCUMENTOS QUE DEBEN ENTREGAR EN LA OFICINA DE REGISTRO (A-1):

a- Copia fotostática de título o Diploma (ambos lados)
b- 2 fotografías tamaño pasaporte guatemalteco
c- Certificado de buena salud extendido por un Médico
d- Certificación general de cursos de secundaria (Básico y Diversificado)
e- Formularios de la Universidad debidamente respondidos

DOCUMENTOS QUE SOLO DEBEN PRESENTAR EN LA OFICINA DE REGISTRO (A 1):

a- Cedula de Vecindad, Certificación de Partida de Nacimiento o Pasaporte
b- Título o Diploma de Educación Media o equivalente (para confrontarlo con la fotostática que se entrega)

NOTA: Los estudiantes de primer ingreso que tengan en tramite su Título en el Ministerio de Educación, deben presentar para su inscripción, copia de su acta de graduación. El Título y la fotostática deberán presentarse antes del 30 de abril de 1985

1.2 PARA ESTUDIANTES DE REINGRESO

a- Formulario de reinscripción, debidamente respondido.
b- Carnet estudiantil, para ser revalidado.

## 2. TITULOS QUE DAN ACCESO A LA U.R.L.:

-Bachiller en Ciencias y Letras
-Bachiller Industrial.
-Maestro de Educación Primaria (urbano o rural).
-Perito Contador
-Perito Agrónomo.
-Bachiller por Madurez
-Oficial Graduado (Escuela Politécnica)
-High School del Colegio Americano de Guatemala
-Secretariado Bilingüe (Plan 6 años)
-Secretariado Comercial (Plan 5 años)
-Otros Títulos de Enseñanza Secundaria o su equivalente, que la Universidad juzgue suficientes

## 3. FECHAS DE INSCRIPCION:

**PRIMER SEMESTRE**

3.1 INSRIPCION ORDINARIA
14 al 27 de Noviembre de 1984
2 al 30 de Enero de 1985

3.2 INSCRIPCION EXTRAORDINARIA
31 de Enero al 9 de Febrero de 1985

**SEGUNDO SEMESTRE**

3.3 INSCRIPCION ORDINARIA
10 al 29 de Junio de 1985

3.4 INSCRIPCION EXTRAORDINARIA
1 al 9 de Julio de 1985

NOTA: **El 10 de Febrero y el 10 de Julio queda cerrada la inscripcion y no se concederan inscripciones extemporaneas. Si en algun grado se llega, antes de las fechas señaladas al cupo maximo que se proyecto servir, se cerrara la inscripcion para ese grado.**

## 4. FECHA DE INICIO DE CLASES:

**PRIMER SEMESTRE**

4.1 FIN DE SEMANA
-Sabado 12 de Enero

4.2 PLAN DIARIO:
-Lunes 14 de Enero

**SEGUNDO SEMESTRE**

4.3 FIN DE SEMANA
-Sabado 15 de Junio

4.4 PLAN DIARIO
Lunes 17 de Junio

NOTA: Para todos los estudiantes la asistencia a clases es obligatoria, aun cuando tengan su inscripcion en tramite.

## 5. HORARIO DE OFICINA:

5.1 11 a 30 de Noviembre de 1984 y del 2 al 4 de Enero de 1985.

Lunes a viernes: 9:00 a 12:00 y
15:00 a 20:00 horas.

Sabado 8:30 a 12:00 y
15:00 a 18:00 horas.

5.2 A partir del 5 de Enero de 1985.

-Lunes a viernes: 14:30 a 21:30 horas
Sabado 8:30 a 12:00 y 14:15 a 17:30 horas

## 6. FORMULARIOS:

-Los formularios de inscripcion, de reinscripción y de becas pueden obtenerse en la DIRECCION FINANCIERA (Oficina A-4).

## 7. CUOTAS:

| | |
|---|---|
| 7.1 Inscripcion ordinaria | Q 10.00 |
| 7.2 Inscripcion extraordinaria | Q 20.00 |
| 7.3 Cuota mensual (10 cuotas por cada semestre) | |
| 7.4 Derecho de examen final (por curso) | Q 2.00 |
| 7.5 Derecho de examen de retrasado | Q 3.00 |
| 7.6 Derecho de equivalencia | Q 4.00 |
| 7.7 Derecho de examen extraordinario | Q 8.00 |
| 7.8 Asociacion de Estudiantes | Q 3.00 |
| 7.9 Cuota se registro (en laboratorio en los cursos que lo requieren) | Q 15.00 |
| 7.10 Cuota anual de practica supervisada | Q 22.50 |

Para inscripcion o reinscripcion, para tener derecho a examen y para solicitar certificaciones oficiales de la Universidad, todo estudiante debera estar solvente con la Tesoreria

Nota: La inscripcion incluye 7.1, 7.3 (primera cuota), 7.8 Cuotas estudiantiles, y 7.9 o 7.10 segun la carrera y grado

## 8. BECAS:

8.1 Las Facultades de Quezaltenango (URL) han establecido un fondo de becas con el fin de dar oportunidad de realizar estudios universitarios a estudiantes de escasos recursos economicos

8.2 Las becas tienen el caracter de prestamos sin intereses que el estudiante becado podra comenzar cancelar antes de concluir sus estudios y debera devolver integramente al salir de la Universidad

8.3 Las becas de las Facultades de Quezaltenango no eximen del pago de inscripcion y de derechos de examen

8.4 La solicitud de beca debera presentarse cada semestre. No se aceptaran solicitudes de beca fuera de las fechas que se senalen. Los formularios para solicitar beca reembolsable pueden obtenerse por los interesados en la Direccion Financiera (Oficina A-4)

8.5 En el semestre de Enero-Mayo los formularios deberan presentarse antes del 20 de Enero de 1985 debidamente llenados, aportando toda la documentacion que se crea conveniente sobre la situacion economica del solicitante (comprobacion de salario, etc.) En el segundo semestre, antes del 20 de Junio

## 9. BIBLIOTECA:

9.1 Las Facultades de Quezaltenango tienen para uso de los estudiantes el servicio de Biblioteca, la cual abarca los principales temas de las carreras que se imparten, esta biblioteca permanece abierta tambien para uso del publico en general

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ANNEX 6

## ALTERNATIVE PLAN FOR LICENCIATURA DEGREE PROGRAM IN DEVELOPMENT AND ANTHROPOLOGY

An alternative plan for the Highland Center would be the establishment of a new degree program in development anthropology. The goal of the program would be to provide students with a balanced course of study, leading first to a "Tecnico" (3-year A.A.) and finally to a "Licenciado" (5-year, B.A.) degrees, directed equally toward practical community development as well as a profound, well-rounded knowledge of anthropology applied to Mayan Indian language and culture.

### Administrative setting

The development anthropology program would be a full-time program of study. Students would receive complete financial assistance, divided into scholarship, loan, and work-study sections, but the most important point is that they would not need to--nor be permitted to--work outside the program. Housing and meal arrangements would approximate dormitory style. Periodic travel to their home communities would be provided for and encouraged.

### Recruitment

The Highlands Center is located in the center of the Quiche and Mam speaking areas of Guatemala, but since this program is one in which students are resident full-time at the Center, the student body should be drawn from as many different Indian groups as possible and feasible. Specifically, although the Mam, Quiche, Cakchiquel, and Kekchi represent 68% of the Indian population in Guatemala, the Center would attempt to recruit students from all Indian areas of Guatemala.

Ethnic composition might also include non-Indian, Ladino students, or perhaps even students from foreign countries, if it could be shown that they wish to take and complete the course of study offered. However, the financial aid program should be reserved for ethnic Indians.

### Relationship between Tecnico and Licenciado programs

The Tecnico program of three years forms the core of the development anthropology program. The Licenciado program would extend the Tecnico program, broaden and polish the development skills acquired previously, and produce individuals capable of carrying out relevant, original research in problems of Indian development as well as in Mayan language and culture. It is hoped that the graduates of this program would eventually form the core of a new Indian leadership based equally on respect for Indian heritage and on reasonable, sober responses to the social, political, economic, and cultural reality of Guatemala.



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Summer field sessions

The Development Anthropology program would combine traditional academic semesters with required field "summer" field sessions in which students would acquire practical knowledge which complements their academic work. These sessions, to be directed by the Center staff, would take place away from the Center primarily in the rural area but also in Guatemala City and in the United States. The 4-month semesters would run from late January to late May and from August to November. The summer session runs for two months in June and July.

The first, third, and fifth year field sessions would be held in rural areas. The first year field session would be a bridge between the first semester Cultural Anthropology course and the second semester Development Anthropology course. Students would be sent to their own or other villages, probably in groups, with an appropriate field work task aimed at sensitizing them anthropologically and gathering information which can be used in the Development Anthropology course.

The second year field session would be held in Guatemala City. This session builds on the course in Development Resources and takes the students on a tour of development institutions, such as AID, UNESCO, UNICEF, and government agencies such as PRONEBI, Educacion Extra Escolar, INAFOR, ICTA, and others.

The third year field session returns the student once again to the rural environment with a practical development task. This session, the information gleaned, and the orientation of the student will lead to the preparation of a career-ending project or thesis.

The fourth year field session is programmed to take place at the University of New Mexico in the United States. One focus of this field session will be to provide the students with the opportunity to learn firsthand about ethnic Indians in another setting; the other aim is to broaden their perspectives in terms of other countries and cultures.

The fifth year field session, to take place once again in a rural setting in Guatemala, will be focused on the completion of a final project or thesis in which the students gather and analyze data which will form the material for the final seminar of the career and for the thesis.

Courses by area: Tecnico level

General orientation courses

The general orientation courses are a group of eight general courses which URL/Quetzaltenango is currently offering and which provide a general philosophical orientation as well as the basic mechanics of language and math. These courses should be included in order to assure acceptance on the part of the university for



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the program of study and to improve language and math skills.

Philosophical Study of man
Elements of Logic and Knowledge
Philosophical Study of the World and of Science
Ethics
Language I (Spanish)
Language II (Spanish)
Mathematics
Introduction to Comunications

Linguistics and Mayan language courses

These courses provide the basic orientation toward linguistics in general and the individual student's language in particular. It is understood that nearly all students will be native speakers of one of the Mayan languages of Guatemala. Special arrangements will be necessary in those few cases where the student is not a Spanish-Mayan language bilingual.

Ethnolinguistics
Descriptive Linguistics
Mayan Language & Literature I
Mayan Language & Literature II

General anthropology courses

This sequenced series of courses will prepare the student for an anthropological, scientific way of viewing culture, followed by specific studies focused on both ladino and Indian cultures.

Cultural Anthropology
Mayan Ethnography of Guatemala
Ethnography of Selected Areas of Guatemala
Ethnography of Ladino Guatemala
Ethnic Group Relations
Prehistory of Guatemala
Ethnohistory of Guatemala
Guatemalan Ladino History

Courses in development

One of the goals of this program is to prepare the students in this program to be agents for development in the rural Indians communities of highland Guatemala. To this end, the program includes a series of courses designed to introduce the student to different aspects of development relevant to the Guatemalan highlands. These are not the nuts-and-bolts, how-to courses but rather general courses in development which present the students with the parameters of development and indicate future possibilities.

Development Anthropology
Resources for Community Development

Law and Development
Health and Development
Agriculture and Development
Development Policies

Courses in social economics

This is a group of four courses aimed at providing a clear understanding of the socioeconomic reality of Guatemala, particularly in the rural sector.

Introduction to Sociology
Rural Sociology
Introduction to Economics
Socioeconomic Problems of Guatemala

Courses by area: Licenciatura

Core courses

The Licenciatura program is oriented toward broadening the student's knowledge in social, economic, developmental, and political areas while at the same time allowing him or her to acquire a specialization in a particular area of development. To this end, the final two years of the Licenciatura include 5 courses in sociology and political science, 3 courses in methodology, and 4 introductory courses specific areas of development to be taken by all students.

| Sociopolitical | Specialized Topics | Methodology |
|---|---|---|
| Social Psych | Ag. Extension & Coops | Research Methods |
| Poli. Science | Project Development | Descriptive Stat. |
| Social Legislation | Ethnology | Group Dynamics |
| Labor Legislation | Bilingual/Nonformal Educ. | |
| Land & Agrarian Regorm | | |

Specialized courses

In addition to the core courses, each student will select a specialty from among 6 possible areas: bilingual education, nonformal education, agricultural extension, cooperatives, project development, and ethnology. Each area contains 6 courses; 2 courses will be taken in each of the 8th, 9th, and 10th semesters.

| Agricultural Extension | Cooperative Development |
|---|---|
| Intro. to Botany | Cooperative Accounting |
| Intro to Biochemistry | Intro to Marketing |
| Highland Crops | Administration of Cooperatives |
| Climatology/Meteorology | Cooperative Legislation |
| Soil and water conservation | Marketing Research |
| Agricultural Technology | Budgeting and cooperatives |

## Project Development

Project design & funding
Resource & personnel management
Project Evaluation
Operations Research
Advanced Statistics
Computer Programming & Statistics

## Ethnology

History of Athrop. Theory
Theory of Social Structure
Theory of Folklore
Sociocultural Change
Anthropology of Religion
Complex Societies

## Nonformal/Bilingual Education

Pedagogy
Psychology
Psychology of Learning
Educational Philosophy
History of Education
Nonformal or Bilingual Education

## Courses by semester

### FIRST SEMESTER

Philosophilcal Study of Man
Language I
Cultural Anthropology
Mathematics
Prehistory of Guatemala

### SECOND SEMESTER

Phil. Study of World & Science
Language II
Ethnolinguistics
Ethnography of Mayan Guatemala
Principles of Law

### THIRD SEMESTER

Elements of Logic and Knowledge
Introduction to Economics
Descriptive Linguistics
Ethnohistory I
Resources for Development

### FOURTH SEMESTER

Ethics
Introduction to Sociology
Mayan Language & Literature I
Ethnohistory II
Development Anthropology

### FIFTH SEMESTER

Rural Sociology
Comparative Ladino-Indian Ethnol.
Mayan Language & Literature II
Introduction to Cooperatives
Rural Admin. and Agri. Credit

### SIXTH SEMESTER

Socioeconomic Probs of Guate.
Ethnog. Selected Areas/Guate.
Introduction to Comunications
Introduction to Agri. Sciences
Ethnic Group Relations

### SEVENTH SEMESTER

Research Methods
Ag. Extension & Cooperatives
Bilingual and Nonformal Education
Intro to Project Development
Ethological theory

### EIGHTH SEMESTER

Descriptive Statistics
Social Psychology
Group Dynamics
Specialty #1
Specialty #2

NINTH SEMESTER

Political Science
Social Legislation
Community Organization
Specialty #3
Specialty #4

TENTH SEMESTER

Labor Legislation
Land and Agrarian Reform
Seminar
Specialty #5
Specialty #6

## ANNEX 7

## FOLLOW-UP STUDY
## URL/Q TECHNICIAN PROGRAM IN SOCIAL WORK, RURAL-URBAN

Report on Follow-up Study of Graduates of URL/Q. Technician Program in Social Work Rural-Urban, during the period of 1980-1985, conducted in October 1985.

### Introduction

This follow-up study was conducted from October 5-9, 1985. The universe of this study included all students who graduated during the years 1980 through and including 1985 from the Technician Program in Social Work, Rural-Urban, at URL/Q. During this period, there were 51 graduates. Study techniques included interviews, information fron URL/Q records, and information from classmates and friends.

### Purpose of Study

THe purpose of the study was to determine if the graduates were employed, and if so, where and in what position; and whether the graduate had interest in working in Community Development, and if not, why not.

### Results

1. Of the 51 graduates, only two are working in Community Development.

2. The majority of the graduates (17 persons) are working in other fields which correspond to the title they received upon graduation from secondary school (i.e., 10 are working as teachers).

3. Nine persons are working in traditional social work positions in hospitals, courts, etc.

4. Fourteen persons are not employed for various reasons, including lack of job opportunities, political situation in Guatemala, and family and home responsibilities.

### Remarks

Of the 51 graduates, 20 were interviewed, information from the files at URL/Q contained information on employment on 15, information about seven graduates was obtained from classmates and friends, and information was unavailable or interviews were not possible for nine persons.

COPY OF THE FOLLOW-UP STUDY INSTRUMENT

ENCUESTA URL/Q PROGRAMA TRABAJADOR SOCIAL RURAL-URBANA

Nombre y URL numero de graduado _____

Tel. _____ Casa _____ Oficina Direccion _____

_____

Tiene empleo si/no? Si es si, donde _____

_____ Puesto _____

Cuando se graduo tenia interes en un trabajo como Promotor de Desarrollo de la Comunidad? Si/No Si es si y no esta trabajando como PDC, por que no consiguio trabajo? _____

_____

Si es no, por que? _____

_____

Observaciones: _____

_____

Encuestador: _____ Fecha: _____

Oct. 1985

# ANNEX 8

## STUDY URL/Q TECHNICIAN PROGRAM IN SOCIAL WORK RURAL-URBAN

Analysis of a Study made with the Students of URL/Q, Technician Program in Social Work Rural-Urban, in the 2d, 4th, and 6th semesters, 10 Oct. 1985.

### Introduction

This study was conducted on the 10th of October 1984, in the classrooms of URL/Q of the students of the URL/Q Technician Program in Social Work Rural-Urban. The questionnaire, copy attached, was administered in classes at URL/Q to all the students who were present on the 10th of October 1985, and who were studying in the program. There were 58 students enrolled, however, only 42 students were in class.

### Purpose of the Study

The purpose of the study was to find out what secondary education program the students graduated from; why they are studying in the Program; if they are working, where and in what position; when completing their studies, will they look for work in Community Development, if yes, why and where; if no, why; their opinions as to the experience of their professors in Community Development and if they are relating their subject matter to Community Development; also if they feel there should be changes in the program, if so what; and their comments on the survey and the program.

## Results

- QUESTION NO. 1 Secondary Education Program, title of students, and number of students:

| | | | |
|---|---|---|---|
| Bachiller en Salud | 2 | Bachiller Ciencias y Letras | 7 |
| Secretaria Bilingue | 2 | Secretaria Comercial | 5 |
| Perito Contador | 2 | Maestra de Pre-Primaria | 5 |
| Maestra Educacion Primaria | 16 | Maestra para el Hogar | 1 |
| No indicado | 2 | | |

TOTAL 42

- QUESTION NO. 2 The principal reasons for studying in the program

1. It is a humanistic program.
2. They want to work in Community Development.
3. They feel it is their vocation.
4. It was recommended as a result of a battery of tests.

- QUESTION NO. 3 Working or not

Only 17 are working (40%), and 25 are not working (60%).

- QUESTIONS NO. 4/5 If working, in what fields.

Those working are engaged in work related to their secondary school title.

- QUESTION NO. 6 Reference desire to work in Community Development

40 answered yes, 1 answered no, and 1 answered did not know.

- QUESTIONS NO. 7-8 Reasons for wanting to work in Community Development

1. Desire to help in the progress of rural communities.

2. Like the field of Community Development.

3. Desire to develop as a Social Worker in this field.

4. Since Social Workers identify with those in most need.

QUESTIONS NO. 9-10 Relative to whether or not their Professors had experience in the field of Community Development and if they related their subject to Community Development

6 answered little experience, 35 answered some experience, and that 29 realted their classes to Community Development and 11 felt they did not, with 2 that they related, sometimes.

QUESTIONS NO. 11-12 Related to changes in the course of study and what should be changed

39 of the 42 student felt that changes should be made. Changes recommended follow:

1. Amplify the practical courses in Community Development, Cases, Groups, Human Relations, and Research Techniques, to permit the students to have a better knowledge of the profession.

2. Many of the courses do not respond to the reality.

3. Add courses which are in accord with the National reality.

4. Intensify the indigenous language courses so that the students can learn them to be able to have real contact with indigenous communities.

OBSERVATIONS 1-2

1. It is very important to have this type of a survey, so that the opinion and the real interests of the students can be known.

2. The course of study of the program should be improved especially in the Community Development field.

3. Professors should be selected who have specialized in Social Work.

4. The University should provide financial assistance to students, when they are doing their Supervised Practical Work Experience.

5. The University should re-instate the program of Licenciatura in Social Work, so that the students professional preparation will be more complete.

6. The University should be aware of the results of this study for the benefit of the students studying in the program.

FACULTADES DE QUETZALTENANGO, URL

ENCUESTA SOBRE EL PROGRAMA DE TRABAJADOR SOCIAL RURAL-URBANO

1. Cual es su titulo de Educacion Media? _____

2. Por que decidio estudiar la carrera de Trabajador Social Rural-Urbano?
_____
_____
_____

3. Esta trabajando ahora? Si _____ No _____

4. Si es SI, donde? _____

5. En que puesto? _____

6. Cuando usted reciba su titulo de Trabajador Social Rural-Urbano de las Facultades de Quetzaltenango, URL piensa buscar trabajo en Desarrollo de la Comunidad? Si _____ No _____

7. Si la respuesta de No. 6 es SI, por que y donde? _____
_____
_____

8. Si la respuesta de No. 6 es NO, por que? _____
_____
_____

9. En su opinion, considera usted que sus profesores tienen experiencia en Desarrollo de la Comunidad? Ninguna _____ Poco _____ Regular _____

10. Sus profesores relatan sus materias al campo de Desarrollo de la Comunidad? Si _____ No _____

11. Piensa que deberia hacer algunas modificaciones en el pensum, tales como eliminar algunas materias, substituir otras, combinar el orden de las materias, agregar otras materias? Si _____ No _____

12. Si la respuesta de No. 11 es SI, que modificaciones recomienda: _____
_____
_____
_____
_____
_____
_____
_____
_____
_____
_____

FACULTADES DE QUETZALTENANGO, URL

OBSERVACIONES: (Rel. con esta encuesta)

OBSERVACIONES: (No cubiertas en esta encuesta, pero rel. con el Programa)

ANNEX 9

UNIVERSIDAD RAFAEL LANDIVAR

Quetzaltenango, 9 de octubre de 1985

Dr. Peter Tobia

Presente

Atentamente me dirijo a usted para manifestarle que adjunto a la presente encontrara un plan de trabajo comunitario (tentativo e informal), el cual tiene como proposito manifestar una inquietud personal, que conlleva el mejoramiento de las practicas supervisadas de esta Universidad. No esta de mas manifestarle mi interes de tener otra entrevista con su persona o por el medio que usted crea conveniente, para poder ampliar en mejor forma mi inquietud.

Sin otro particular me es grato suscribirme de usted como su atento y deferente servidor.

T.S.: Francisco Rolando Colomo

# TIPO DE PLAN TRIENAL (TENTATIVO)

## I. Identificacion

Titulo: PLAN TRIENAL DE DESARROLLO COMUNITARIO

Responsables: URL e (institucion Comprometida)

Fecha:

Lugar: Comunidades seleccionadas (area de trabajo)

## II. Periodo que Cubre

Del 30 de enero de 1986 al 31 de diciembre de 1988

## III. Justificacion

Las experiencias realizadas durante varios años, al frente de la Supervision de practica de Desarrollo de la Comunidad, en la Universidad Rafael Landivar de Quetzaltenango, de la carrera de Trabajo Social, ha manifestado que tanto el alumno practicante como los comunitarios trabajados, se ven frustrados en un procentaje alto en la aplicacion del proceso de Desarrollo de la Comunidad, al no contar con un recurso financiero seguro para la ejecucion de proyectos que tienen como objetivo primordial la solucion de la problematica sentida y manifestada por los comunitarios; y como alternativa funcionan en nuestro pais pocas instituticiones gubernamentales y no gubernamentales que tienen objetivos y metas establecidas, las cuales no se ajustan en la mayoria de oportunidades a las aspiraciones de la poblacion atendida.

Ante esta situacion se trata de elaborar una metodologia que pueda ser utilizada con las adecuaciones del caso, tanto en programas que cuenten con efectivo apoyo financiero de una institucion especifica, el impulso decisivo de practicantes de Trabajo Social y el esfuerzo conjunto de la poblacion; situacion que da como resultado la no manipulacion de comunidades, ni la implementacion de programas impuestos o desarrollistas.

Con esta vision se pretende trabajar una area determinada, compuesta por cinco comunidades rurales seleccionadas, con un seguimiento constante por parte de grupos de practicantes y sin descuidar el apoyo de otras instituciones con objetivos que se ajustan a los proyectos pretendidos.

## IV. Objetivos

A. Lograr que las comunidades seleccionadas impulsen su propio desarrollo y resuelvan sus problemas mas agudos.

B. Contar con el recurso financiero de parte de una Institucion especifica.

C. Contar con una area de trabajo establecida.

D. Proporcionar seguimiento tecnico por parte de grupos de practicantes de Trabajo Social.

## Metodologia

Se empleara el metodo de Desarrollo de la Comunidad, mediante el proceso respectivo, el cual conlleva la aplicacion de una serie de pasos o etapas sucesivas y logicas tendientes a lograr las apiraciones (objetivos) de los habitantes de una comunidad, siendo ellos: la investigacion, el diagnostico, la planificacion, organizacion, ejecucion y evaluacion.

## VI. Recursos

### A. Humanos

- Pobladores
- Practicantes de T.S.
- Tecnicos Institucionales, etc.

### B. Materiales o Fisicos

- Infraestructura comunal
- Segun detecte la investigacion ...

### C. Institucionales

- URL
- Institucion comprometida, etc.

D. Financieros

- Institucion comprometida
- Otras instituciones afines al programa

## VII. Evaluacion

La evaluacion del plan general de trabajo, se llevara a cabo de la siguiente manera:

A. Evaluaciones parciales, despues de cada actividad, en forma cualitativa y cuantitativa.

B. Evaluaciones finales sobre objetivos y metas propuestas.

# ANNEX 10

PLAN GENERAL DE LAS PRACTICAS DE TRABAJO SOCIAL DE GRUPO Y D.C.

Responsable: Carrera de Trabajo Social de la URL/Quetzaltenango

Fechas: Febrero-Junio de 1986

Areas que cubre: Comunidades colaboradoras del altiplano guatemalteco

I. Justificacion

La elaboracion de este plan responde a la necesidad de contar con un instrumento que oriente las fases y etapas del desarrollo de la practica integrada de T.S. con grupos y Desarrollo de la Comunidad, tomando como base los principios y filosofia de la URL/Quetzaltenango.

Estas practicas corresponden a la formacion especifica de la Carrera donde el estudiante tiene una aproximacion directa con los sectores poblacionales que necesita de capacitacion, orientacion y apoyo profesional para acelerar su desarrollo.

Al llevar el estudiante una base teorica se busca que operativice dicha base y desarrolle conjuntamente con los comunitarios desarrollando cinco programas que son: Investigacion, Organizacion, Capacitacion, Recreacion y

Mejoramiento material en un lapso de cinco meses, utilizando ocho horas diarias, incluyendo sabados y domingos si la comunidad lo necesita.

## II. Objetivos

### A. Generales

Contribuir en forma sistematica a la preparacion especifica de los estudiantes permitiendoles confrontar la teoria con la practica en un proceso de realimentacion.

2. Proporcionar a los estudiantes oportunidades educativas, que les permita reflexionar en sus modos de accionar en una comunidad y que contribuya adecuada y racionalmente al mejoramiento de las condiciones de vida de los centros de practica.

### B. Especificos

1. Promover grupos sociales que se incorporen a la comunidad como un elemento activo, en busca del desarrollo general.

2. Contribuir a la formacion profesional del estudiante a traves de una supervision tecnica, constante y con metodologia cientifica que le facilite su accion en favor del desarrollo comunitario.

3. Operativizar el proceso teorico metodologico en cuando a Investigacion, Diagnostico, Planificacion, Ejecucion y Evaluacion tendiente a crear motivos de desarrollo integral.

## III. Metas Globales

| | | |
|---|---|---|
| A. | Estudiantes a realizar su practica por semestre | 6 |
| B. | Cursillo introductorio a las practicas | |
| C. | Supervisiones individuales en oficina | 25 |
| D. | Supervisiones individuales en el campo de practica | 25 |
| E. | Reuniones generales de practicantes, para intercambiar experiencias | 5 |
| | Proyectos de mejoramiento material | 5 |
| G. | Seminario de evaluacion final de practica | 1 |
| H. | Instituciones o Comunidades Centros de Practica | 5 |

## IV. Calendarizacion

Cada uno de los estudiantes tendra cinco supervisores individuales en las horas y los dias establecidos por el Supervisor de practicas.

Cada uno de los estudiantes tendra cinco supervisores individuales en el campo de practica en horas y dias establecidos por el estudiante y supervisor.

El primer martes de la ultima semana de cada mes, habra una reunion general de practicantes y supervisor con el objeto de intercambiar las

experiencias adquiridas y evaluar el mes de trabajo, por medio de un instrumento adecuado.

El sabado de la ultima semana del mes de junio se efectuara el seminario de evaluacion final de la practica obteniendo conclusiones y recomendaciones para el proximo ciclo de practicas.

Recursos

Los recursos que utilizaremos durante el desarrollo de la practica seran

A. Fisicos: papel, lapiceros, maquina de escribir, escritorio, etc., para las supervisiones de campo es indispensable la obtencion de un

B. Institucionales: Sera necesaria la coordinacion de diferentes instituciones que tienen como objetivo el desarrollo del pais a efecto de que el estudiante se relacione con ella y utilice sus recursos en compania de los comunitarios.

C. Financieros: Se consideran tres tipos de recursos financieros, asi

1. Mantenimiento y combustibles del vehiculo.
2. Sueldo del supervisor que sera determinado por las autoridades de la universidad.

3. Una asignacion becaria reembolsable para cada estudiante que realice su practica a tiempo completo, consistente de Q100 mensuales por cinco meses. Esta ayuda debera ser reintegrada a la universidad, despues de dos anos de graduado el estudiante.

NOTA: Se renovara el reglamento de practicas existente, contemplando los mecanismos administrativos para el manejo del fondo economico respectivo.

## VI. Estrategias

A. Los estudiantes que trabajan para su sostenimiento, deberan obtener un permiso del patrono respectivo.

B. El estudiante puede estar ubicado en Las Municipalidades, Centro de Salud previo convenios de cooperacion las que le serviran de respaldo al estudiante.

C. La Universidad dara especial apoyo a traves del supervisor cuando inicie la fase de mejoramiento material de la comunidad. Confrontando en cada momento su teoria y la practica a fin de retroalimentar su accion.

D. El estudiante debera trabajar en equipo con otros profesionales en la comunidad y de las instituciones que lo apoyan.

E. En todo momento debera involucrar a los lideres locales, representantes de las instituciones y cada vez mas a los comunitarios para que en forma conjunta realicen tareas concretas de beneficio comun.

F. Se atenderan las necesidades manifestadas en las instituciones a fin de identificarse con ellas

G. Habra una coordinacion establecida a efecto de intercambiar experiencias utilizacion de recursos tanto locales como extralocales.

Líneas de Acción

A. Cursillo introductorio: Con el objeto de brindar al estudiante un refrescamiento de la metodologia del trabajo social y disciplinas afines.

B. Se seleccionaran los centros de practica, por medio de un equipo ad-hoc de trabajadores sociales, detectando necesidades, intereses y la colaboracion que pueda lograrse de las Instituciones y autoridades municipales.

C. Ubicacion de estudiantes: Los criterios manejados por el equipo seran los siguientes: (a) se tomaran en cuenta las recomendaciones

de expracticantes; (b) las necesidade, intereses y recursos comunales; (c) el rendimiento del estudiante durante su aprendizaje en el aula; y (d) la iniciativa, creatividad, responsabilidad, trabajo en equipo, etc.

D. Inmersion del estudiante en su Centro de Practica: Esto le llevara un minimo de una semana, durante la cual debera utilizar su tecnica de comunicacion.

E. Las supervisiones, seran sistematizadas, en sus niveles siguientes: individual, de campo y grupal.

F. El trabajo en equipo se inicia en el seno de las aulas, sera incrementado en la comunidad o institucion centro de practica a efecto de lograr grupos de desarrollo.

G. Control de las Practicas: El supervisor tambien controlara la practica por medio del material escrito, elaborara pautas de evaluacion a efecto de que la calificacion final sea objetiva. El estudiante participara en su propia evaluacion.

H. Seminario final: Este seminario se realizara al finalizar la practica en el mes de junio, en el cual se analizaran, discutiran, concluiran aspectos positivos y negativos de la misma; sus recomendaciones serviran para someter a revision algunos elementos de las practicas y todos los elementos que en ella intervenga.

I. Evaluaciones: Las evaluaciones de las practicas se llevaran a cabo en cuatro instancias: (1) evaluaciones a traves de reuniones individuales y grupales con los estudiantes; (2) entrevistas a comunitarios o usuarios que los servicios de las instituciones; (3) entrevistas a autoridades municipales o encargados de instituciones; (4) entrevistas y observaciones de profesionales de trabajo social si los hubiere.

VIII. Otras actividades no contempladas o que surgieren durante el desarrollo, seran resueltas por las autoridades de la Universidad, considerando siempre el cumplimiento de los fines, objetivos y filosofia de la URL/Quetzaltenango.

Quetzaltenango, 2 de octubre de 1985

Lic. ITS.

Carlos Salomon Maldonado M.

Catedratico

Doct. Name: Peter

ANNEX 11

## OPINION STUDY - URL/Q - TECHNICIAN PROGRAM IN MANAGEMENT OF COOPERATIVES

Analysis of a Study made with the students of URL/Q, Technician Program in Management of Cooperatives, in the 2nd, 4th and 6th semesters, 12 Oct. 85.

### Introduction

This study was conducted on the 12th of October 1985, in the classrooms of URL/Q of the students of the URL/Q Technician Program in Management of Cooperatives. The questionnaire, copy attached, was administered in classes at URL/Q to all the students who were present on the 12th of October 1985, and who were studying in the program. There were 40 students enrolled, however, only 18 students were in class.

### Purpose of the Study

The purpose of the study was to find out what secondary education program the students graduated from; why they are studying in the Program; if they are working in Cooperatives, if yes, why and where, if no why; their opinions as to the experience of their professors in Cooperatives and if they are relating their subject matter to Cooperatives; also if they feel there should be changes in the program, if so what; their residence; and their comments on the survey and the program.

## Results

**QUESTION NO. 1** Secondary Education Program, title of students, and number of students:

| | | | |
|---|---|---|---|
| Perito Contador | 8 | Maestros en Ed. Primaria | 3 |
| Perito Agronomo | 2 | Perito en Mercadotecnia | 1 |
| Perito Industrial | 1 | Perito en Mecanica General | |

TOTAL 18

- **QUESTION NO. 2** The principal reasons for studying in the program

1. Desire to develop the communities which have the greatest need.
2. Like the career and the field of work.
3. There is no other opportunity to study other careers of interest in the weekend mode.

- **QUESTION NO. 3** Working or not

15 are working, 3 are not.

- QUESTIONS NO. 4/5 If working, in what fields.

Those working are engaged in work related to their secondary school title.

- QUESTION NO. 6 Reference desire to work in Cooperatives

All indicated that they were interested in working in Cooperatives.

- QUESTIONS NO. 7-8 Reasons for wanting to work in Cooperatives

1. Administration of Cooperatives will result in a major experience in their profession.

2. Desire to work in the Cooperative field.

3. Improvement of their economic situation.

- QUESTIONS NO. 9-10 Relative to whether or not their Professors had experience in the field of Cooperatives and if they related their subject to Cooperatives

15 answered yes on experience and 13 answered yes on relating their subject to Cooperatives. 3 answered no on experience and 5 no on relating their subject to Cooperatives.

QUESTIONS NO. 11-12 Related to changes in the course of study and what should be changed

17 out of 18 student felt the course of study should be changed. Changes recommended follow:

1. The subject should have a more direct relationship to the field of Cooperatives.

2. The most important courses in the program should be taught by professionals specialized in the Cooperative field.

3. The program should include studies to complete a Licenciatura.

QUESTION NO. 13 Location of where the students reside, and how many in each locality

| | | | |
|---|---|---|---|
| San Marcos | 3 | Totonicapan | 3 |
| Quetzaltenango | 6 | Retalhuleu | 2 |
| Huehuetenango | 2 | Suchitepequez | 2 |

OBSERVATIONS 1-2

1. It is very important to have this type of a survey, so that the opinion and the real interests of the students can be known in respect to their future profession.

2. The University should have contact with Cooperatives which operate in the country to provide information for the benefit of the students.

3. There should be more relationship between the career of Community Development and Cooperatives.

4. The Professors and the University should give more importance to the career of Cooperatives to create a greater conscience of Cooperatives in the students.

5. Students should have a real contact with Cooperatives and not only the theory about Cooperatives.

6. The course of study should be revised [illegible] between the students and the University.

FACULTADES DE QUEZALTENANGO, URL.

## ENCUESTA SOBRE EL PROGRAMA DE TECNICO EN ADMINISTRACION DE COOPERATIVAS

1. ¿Cuál es su título de Educación Media? _____
2. ¿Por qué decidió estudiar la carrera de Técnico en Admón. de Cooperativas? _____
3. ¿Está trabajando ahora? Sí _____ NO _____
4. ¿Si es Sí, dónde? _____
5. ¿En qué puesto? _____
6. ¿Cuando Ud. reciba su título de Técnico en Admón. de Cooperativas en las Fac des de Quezaltenango, URL piensa buscar trabajo en este campo? Sí _____ NO _____
7. ¿Si la respuesta de Número 6 es Sí, por qué y dónde? _____
8. ¿Si la respuesta de número 6 es NO, por qué? _____
9. ¿En su opinión considera usted que sus profesores tienen experiencia en Admir ción de Cooperativas? Sí _____ NO _____
10. ¿Sus profesores relatan sus materias al campo de Administración de Cooperati Sí _____ NO _____
11. ¿Piensa que debería hacer algunas modificaciones en el pensum, tales como eli algunas materias, substituir otras, combinar el orden de las materias, agrega otras materias? Sí _____ NO _____
12. Si la respuesta de número 11 es Sí, qué modificaciones recomienda: _____
13. ¿Lugar donde Ud. reside? _____

FACULTADES DE QUEZALTENANGO, URL.

OBSERVACIONES: (Rel. con esta encuesta)

OBSERVACIONES: (No cubiertas en esta encuesta, pero rel. con el Programa)

ANNEX 12

## PROPUESTA DE LA CREACION DE UN CENTRO DE INVESTIGACION CIENTIFICA PARA LA EDUCATION, CAPACITACION Y ASISTENCIA TECNICA COOPERATIVA

### BUFETE

Area a Cubrir

Siendo que la mayor parte desde el inicio seria trabajo de escritorio podria circunscribirse inicialmente el departamento de Quetzaltenango y Totonicapan, por su cercania, y posteriormente aumentar su radio de accion en la medida que se vaya logrando experiencia en el campo, ya que, dentro de estos dos departamentos hay una gran cantidad de cooperativas que incluso puede llegar [illegible] insuficiente la asesoria que se de por [illegible]

1. **Bufete**

El bufete se instalaria en la universidad como fuente de investigacion, consulta y asesoria de campo, atendiendo las siguientes ramas:

a. Administracion (Administracion y Cooperativas)

b. Contable (Auditoria)

c. Legal (Derecho)

d. Desarrollo de la Comunidad (Servicio Social)

e. Educacion Cooperativa (Tecnicos Admon., Cooperativas)

La mayor parte de trabajo a realizar seria de escritorio, ante la consulta de las cooperativas y parte de campo, cuando haya que realizar investigaciones de campo propiamente o de supervision.

## 2. Personal Necesario

Se requiere de tinco (5) profesionales a tiempo completo, cada quien atendiendo su especialidad para guiar a los estudiantes en la solucion de los problemas planteados por las cooperativas. En el caso de los estudiantes, el numbero que exista en cada carrera que debe de realizar su practica.

## 3. Instalaciones Fisicas

| | |
|---|---|
| 1 o 2 | Balcones de clase amplios |
| 10 | Escritorios de tipo ejecutivo o como minimo secretarial (dos por cada especialidad de asesoria) para uso del personal que trabajaria en el bufete |
| 10 | Sillas para los escritorios |
| 10 | Archivos (dos para cada departamento de asesoria) |
| 10 | Sillas de espera (para las personas que vendrian a consultar) |
| 10 | Engrapadoras |
| 10 | Sacagrapas |
| 10 | Almohadillas para sellos |
| 10 | Sellos de acuerdo a los departamentos de asesoria |
| 10 | Canastas de papeles de escritorio (una por escritorio) |

| | |
|---|---|
| 10 | Botes de basura (una por escritorio) |
| 10 | Maquinas de escribir tipo oficina (una por escritorio) |
| 10 | Maquinas calculadoras ya sea de escritorio o portatiles para uso del personal (una por escritorio) |
| 10 | Sacabocados (uno por escritorio) |
| 1 | Mimeografo (para uso comun del bufete) |
| 1 | Fotocopiadora (para uso comun del bufete) |
| Otros | Papel bond, papel carbon, clips, ganchos (fasteners), files, etc., que se comprarian para uso del bufete |
| 2 | Vehiculos para el traslado del personal del bufete para realizar trabajo de campo, ya que, esto es indispensable en la supervision del trabajo a asesorar, especialmente si son de doble traccion, por la naturaleza que la mayoria de las cooperativas se encuentran en el area rural |

## TALLERES

El funcionamiento de los talleres seria para capacitar personal que actualmente este en funciones en los diferentes consejos de comites de las cooperativas, y para los empleados de las mismas como gerentes, encargados de compras, secretarios, etc., en este caso se montaria una especie de cursos intensivos de dos o tres dias y se impartiria en las instalaciones de la universidad durante el dia, siempre y cuando haya espacio o en una casa aparte destinada para ello.

A este tipo de asesoria se invitaria dos o tres miembros de cada cooperativa

de la misma naturaleza y darles capacitacion de las diferentes ramas por los estudiantes, bajo la asesoria de los profesionales de tiempo completo, sobre temas especificos y de interes comun que son causa de problemas en las cooperativas.

En este caso se montara dos cursos semanales y la rotacion de las cooperativas se haria indispensable, recibiendo por lo menos cada mes. Seria un programa continuo ya que con la cantidad de cooperativas y el cambio de directivos, se hace indispensable mantener un programa permanente de capacitacion.

En este caso los requerimientos serian los siguientes:

Local

1 o 2 salones de clase amplios, adecuadamente equipados con escritorios con capacidad posible de 30 personas. En espacio de oficinas para los profesionales y estudiantes involucrados, podria utilizarse los mismos del bufete.

Personal Necesario

El mismo personal indicado para el bufete.

Tiempo y Horario de Trabajo

El indicado para el bufete.

## Area Geografica a Cubrir

Identico al area indicada para el bufete inicialmente con miras a ampliarlo, siempre y cuando los recursos economicos lo permitan.

## Alimentacion y Hospedaje de los Participantes

Esta es la variante principal en este proyecto, ya que la mayor parte de los gastos habria que costearlos el proyecto, por la precaria situacion economica de las cooperativas de los asociados personalmente.

ANNEX 13

# BOLETIN INFORMATIVO CENDEC

## QUE ES CENDEC

Nº 1

La Central de Estudios Cooperativos (CENDEC), es una entidad de servicios creada por Federaciones, de carácter educativo y de investigación científica y técnica, e independiente de cualesquiera actividades políticas y religiosas. Está constituida de conformidad con el artículo 18 de la Ley General de Cooperativas y 56 inciso 6o. del reglamento respectivo. Esta Central no tiene finalidades de lúcro, unicamente de servicio, de responsabilidad limitada de patrimonio variable e independiente de cada patrimonio de las entidades que la forman.

La Central tiene su domicilio en la ciudad de Chimaltenango. Principió sus funciones el 23 de marzo de 1,979 y obtuvo su reconocimiento legal el 21 de octubre de 1,980, quedando inscrita en el Registro del Instituto Nacional de Cooperativas bajo el numero tres folio 7 y 8 del libro 1 correspondiente.

## OBJETIVOS GENERALES Y ESPECIFICOS

### OBJETIVOS GENERALES

a) Educar al cooperativista guatemalteco mediante la formación y capacitación que lo conduzca a la participación plena en el desarrollo de su cooperativa.

b) Investigar científicamente las formas de desarrollo y mejoramiento del sistema cooperativo guatemalteco.

### OBJETIVOS ESPECIFICOS

a) Formar una conciencia crítica del cooperativismo y del papel que este desempeña dentro del contexto socioeconómico del país.

b) Preparar una reserva humana capaz de asumir responsabilidades administrativas y de control.

c) Desarrollar habilidades y destrezas en el personal laborante de las cooperativas para mejorar su función.

## ACTIVIDADES

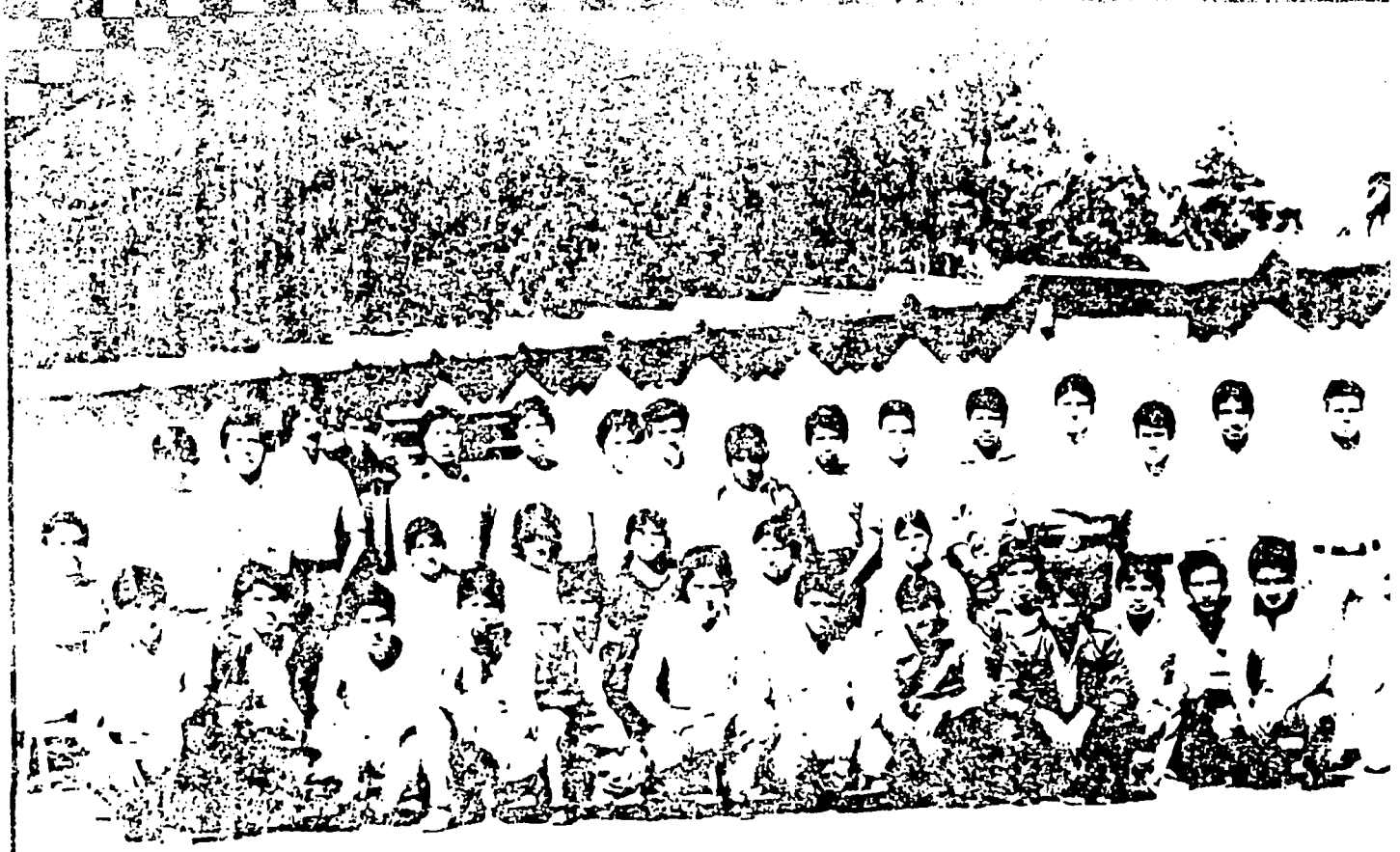
1. Cursos Residenciales
2. Seminarios
3. Encuentros
4. Talleres
5. Investigaciones y Evaluaciones
6. Producción y Publicación de estudios e Investigaciones

ANNEX 14

CHIMALTENANGO DICIEMBRE 7/84

# EN BUSCA DEL FUTURO

REVISTA CONMEMORATIVA EN LA CLAUSURA DEL PROGRAMA DE GERENTES EN COOPERATIVAS DE FEDECOCAGUA CENDEC 83–84



GRUPO DE GERENTES EN COOPERATIVA

# SANGRE JOVEN PARA UN JOVEN COOPERATIVISMO

El cooperativismo guatemalteco necesita revitalizarse, no es suficiente la buena voluntad de los cooperadores es necesario que éstos tengan los conocimientos indispensables, para la participación protagónica en la ejecución de tareas y evaluación de resultados que exige el funcionamiento empresarial de la organización solida-

Guatemala y la Central de Estudios Cooperativos unieron sus esfuerzos para que 41 jóvenes del área rural principiaran en febrero de 1983 su formación administrativa para prestar sus servicios en la gestión de las cooperativas cafetaleras. Dicha formación era un largo proceso con duración de dos años contínuos, en los que permanecian 15 días estudiando en CENDEC y 15 días aplicando los conocimientos adquiridos en el aula y en el campo.

La perspectiva estaba clara, la aventura educativa dada. El grupo de jóvenes educandos fue llenando las aulas de CENDEC, eran muchachos comprendidos entre de los 14 y los 24 años de edad. Timidamente se acercaban a un mundo para ellos desconocido, se miraban unos a otros sin intercambiar palabras. Todos habían sido convocados por FEDECOCAGUA para iniciar esta capacitación, con la incertidumbre de las posibles deserciones. Constituía una nueva experiencia institucional, la que al final fué satisfactoria pues únicamente tuvo que lamentarse 6 ausencias por causas plenamente justificadas, lo que en sí constituye ya un éxito si se considera la duración del proceso.

Tanto FEDECOCAGUA como CENDEC tienen la íntima satisfacción de entregar ahora al Movimiento Cooperativo Guatemalteco, 35 jóvenes capacitados en administracion cooperativa. De aquellos tímidos mu-

Pasa pág. 8

Viene Pag. 7 SANGRE JOVEN PARA UN JOVEN COOPERATIVISTA.

chachos no queda casi nada, ahora son personas serias conscientes de su responsabilidad que conlleva la gestión de sus empresas, con una nueva visión del cooperativismo y el enorme deseo de servir a ese movimiento que los ha formado y que tiene cifradas en ellos sus más caras esperanzas. La semilla del cooperativismo cafetalero caerá en los surcos fecundos de la patria, es sangre jóven para un cooperativismo jóven que comienza a ensayar sus más altos vuelos. El pensum de estudio fué cuidadosamente elaborado, hubo especial dedicación para los "patojos" por parte de todo el personal técnico administrativo de CENDEC, hubo entrega profesional para lograr el éxito esperado.

Dado que el Movimiento Cooperativo es eminentemente humano, se inició el proceso educativo con laboratorios vivenciales de la conducta humana, luego vinieron los conocimientos sobre el amplio campo del cooperativismo, para después adentrarse en el específico aspecto administrativo y finalizar con la realimentación de la conducta humana. Esperamos sinceramente que los egresados de ésta Central que ahora nos ocupan cosechen los éxitos que compensen el esfuerzo realizado y que el cooperativismo en general gane gente preparada dispuesta a elevar las condiciones de vida de los asociados.

PENSUM DEL PROCESO DE CAPACITACION DEL CURSO DE GERENCIA COOPERATIVA.

1 Laboratorio Vivencial de la Conducta Humana
2. Cooperativismo I
3. Cooperativismo II
4. Teoría Administrativa
5 Aspectos Jurídico-administrativos
6. Redacción y Clasificación de Documentos
7. Organización y Elementos de Matemáticas
8. Aplicación Administrativa
9 Planificación y Evaluación
10.. Comercialización
11. Introducción a la Contabilidad
12. Estados Contables
13. Análisis e Interpretación de Estados Financieros
14. Planes de Explotación Agropecuaria I
15. Planes de Explotación Agropecuaria II
16. Financiamiento Cooperativo y Presupuesto
17. Elaboración de Proyectos
18. Evaluación de Proyectos
19. Manual de Organización
20. Manual de Procedimiento y Formas
21. Conducta Humana.

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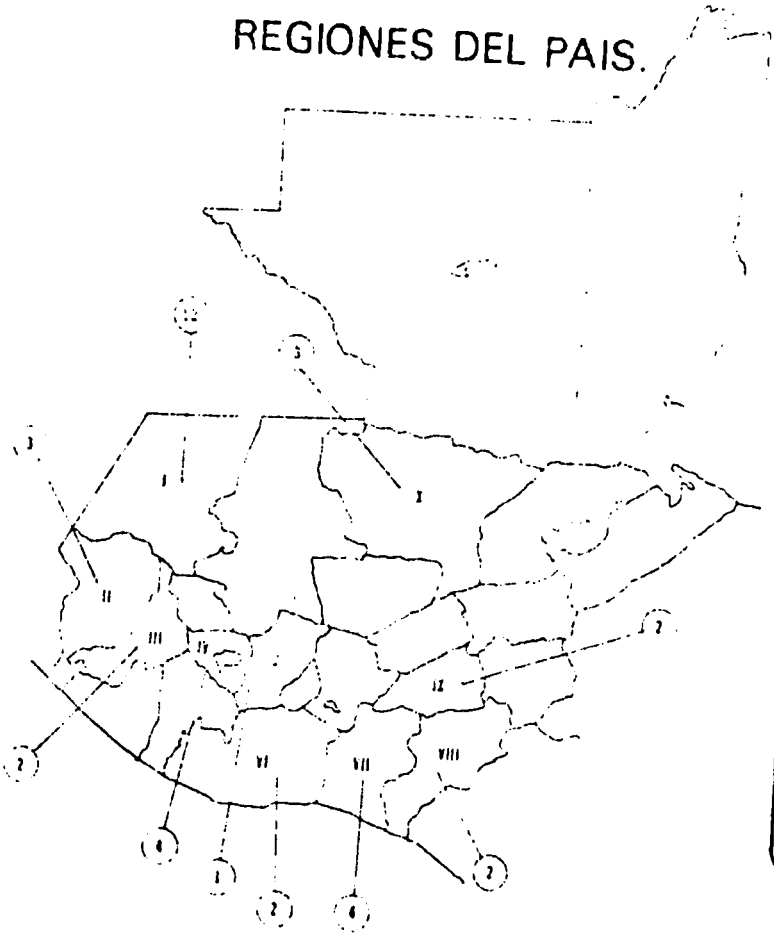
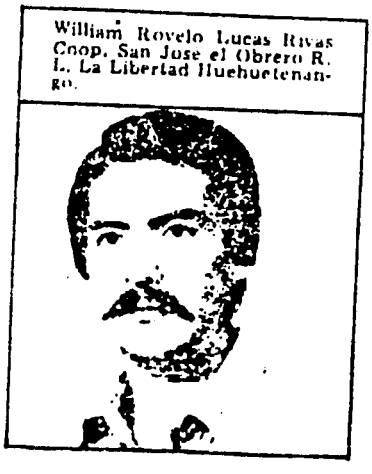
## PROCEDENCIA DE LOS PARTICIPANTES DE LAS DIFERENTES REGIONES DEL PAIS.



| DEPARTAMENTOS | |
|---|---|
| I | HUEHUETENANGO |
| II | SAN MARCOS |
| III | QUETZALTENANGO |
| IV | SOLOLA |
| V | CHIMALTENANGO |
| V. | ESCUINTLA |
| VII | SANTA ROSA |
| VIII | JUTIAPA |
| IX | JALAPA |
| X | ALTA VERAPAZ |

○ = No. PARTICIPANTES.

William Rovelo Lucas Rivas Coop. San Jose el Obrero R. L. La Libertad Huehuetenango.



Esteban de Esteban Lopez Coop. Chojzumil R. L. Santa Eulalia, Huehuetenango.

Geremias Chales Martinez Coop. Hoja Blanca R. L. Aldea Hoja Blanca, Cuilco Huehuetenango.

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Maximiliano Hernandes Silvestre Coop Rio Azul R. L. Jacaltenango Huehuetenango

Jose Domingo Lopez Silvestre Coop Rio Azul R. L. Jacaltenango Huehuetenango

Roserio Marcial Gazmaia Perez Agua Dulce R. L. Aldea Agua Dulce Cuilco Huehuetenango.

Juan Daniel Rodriguez C Coop. Buenos Aires R. Aldea Cantunil, San Ant Huista, Chiantla, Huehu nango.

Alberto Confesor Cano Cano Coop. Buenos Aires R. L. Aldea Cantunil, San Antonio Huista, Chiantla, Huehuetenango.

Orlando Javier Lopez Hidalgo. Coop. Pena Roja R. L. La Libertad. Huehuetenango

Bustilia Silvestre Moreno. Coop. Maria Candelaria. Jacaltenango. Huehuetenango

Ramona Dolores Silvest Mendoza. Coop. Maria Candelaria. R. L. Jacaltenang Huehuetenango.

Justiniano Macedonio Hernandez Martinez. Precoop Fe y Esperanza. La Libertad Huehuetenango.

Carlos Humberto Lopez Quinonez. Coop. La Florida R. L. El Porvenir, San Pablo San Marcos

Victor Enrique Perez Zacarias. Coop. La Florida R.L. El Porvenir, San Pablo San Marcos.

Cesar Augusto Felipe Ipcente. Coop. La Fronteriza R. L. Malacatan San Marcos Fe y Esperanza.

Francisco Quema Ajtzalam Coop. Nahuala R. L. Caserio Pasac Aldea Nejovup Nahuala, Sololá.

Carlos Marcelino Jacinto Xab Coop. San Lucas Tolimán R. L. San Lucas Tolimán Sololá

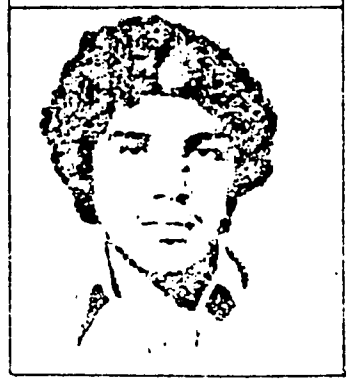
Israel Pac Garcia Coop. Loma Linda R. L. Aldea Loma Linda El Palmar Quetzaltenango.

Augustin Lopez Rmas Coop. Loma Linda R. L. Aldea Loma Linda el Palmar Quetzaltenango.

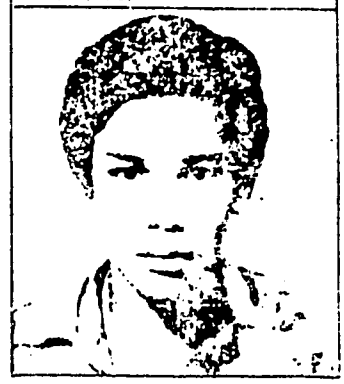
Manuel Mach Tzoc. Coop. Chiquiu R. L. Aldea Camache, Santa Catarina Ixtahuacan, Solola.

Juan Guarchaj Tzep. Coop. Pasin R. L. Aldea Pasin Santa Catarina Ixtahuacán Solola.

Jorge Luis Peralta Sazo Coop. David Snyder R. L. San Vicente Pacaya



Mario Eduardo Peralta Orellana. Coop. Unidad Cafetalera R.L. Aldea El Patrocinio, San Vicente Pacaya. Escuintla.



Saulo de Matta Estrada Coop. Nuevo Horizonte R. L. San Antonio Nejada Acatenango, Chimaltenango.

Jose Amilton Solanos Rustrian. Coop. El Junquillo. El Junquillo, Barberena Santa rosa.

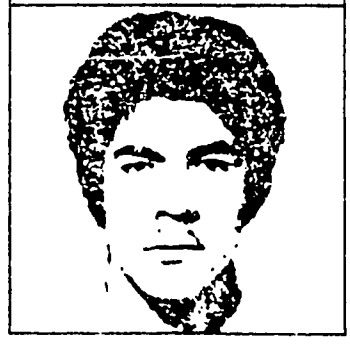
Rosa Elena Villalta Sanchez. Coop. La Abundancia Aldea Jumaytepeque, Nueva Santa Rosa; Santa Rosa.

Gloria Esmirna Vásquez Villalta. Coop. La Abundancia Aldea Jumaytepeque, Nueva Santa Rosa; Santa Rosa.

Carlos Alberto Hernandez Soca. Coop. Oratorio. Oratorio Santa Rosa.

Rigoberto Basilio Diaz Coop. San Juan Bautista Moyuta Jutiapa.

Jorge Luis Yanes Borrayo Coop. San Juan Bautista Moyuta Jutiapa.



Francisco Morales Carias Coop. Las Brisas. Aldea Las Flores Mataquescuintla Jalapa.

Vitalino Donis Paz Coop. Las BrisasAldea Las Flores Mataquescuintla Jalapa.

Ruben Xol Ichich Chimolon. Aldea Chimolon, Tamahu Alta Verapaz.

Arnoldo Cha Caal. Coop. Chimolon. Aldea Chimolon, Tamahu. Alta Verapaz.

Josefina Cha Cha Coop. La Florida. Aldea Chiquin Guax Cux. Tamahú Alta Verapaz.

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