

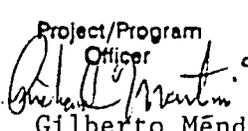
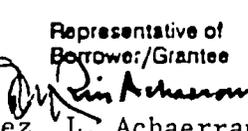
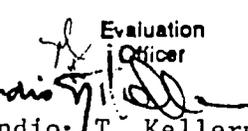
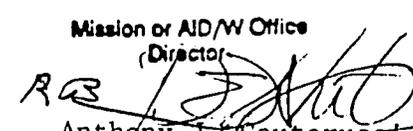
A.I.D. EVALUATION SUMMARY PD-AAZ-059 PART I

(BEFORE FILLING OUT THIS FORM, READ THE ATTACHED INSTRUCTIONS)

A. REPORTING A.I.D. UNIT: <u>USAID/Guatemala</u> (Mission or AID/W Office) (ES# <u>89-01</u>)	B. WAS EVALUATION SCHEDULED IN CURRENT FY ANNUAL EVALUATION PLAN? yes <input checked="" type="checkbox"/> slipped <input type="checkbox"/> ad hoc <input type="checkbox"/> Eval. Plan Submission Date: FY <u>88</u> Q <u> </u>	C. EVALUATION TIMING Interim <input checked="" type="checkbox"/> final <input type="checkbox"/> ex post <input type="checkbox"/> other <input type="checkbox"/>			
D. ACTIVITY OR ACTIVITIES EVALUATED (List the following information for project(s) or program(s) evaluated; If not applicable, list title and date of the evaluation report)					
Project #	Project/Program Title (or title & date of evaluation report)	First PROAG or equivalent (FY)	Most recent PACD (mo/yr)	Planned LOP Cost (000)	Amount Obligated to Date (000)
520-0304	Altiplano Higher Education Development	86	6/91	5,000	5,000

E. ACTION DECISIONS APPROVED BY MISSION OR AID/W OFFICE DIRECTOR	Name of officer responsible for Action	Date Action to be Completed
Action(s) Required		
1. Applied research agenda focused on salient educational and sociolinguistic problems is prepared and approved.	GHerrera, URL GMéndez, OHRD	11/30/88
2. Student development services are clearly defined and integrated into a subprogram at the Quetzaltenango campus.	JBarrientos, URL GMéndez, OHRD	4/30/89
3. Student selection process and criteria are revised to balance use of psychological tests with other pertinent factors.	Executive committee/L. Achaerandio, URL	4/30/89
4. Representatives from indigenous community join the project's advisory and evaluation committee (will represent education, research and sociolinguistic interests).	LManresa, LAchaerandio, JBarrientos, URL	4/30/89
5. Fund raising advisor is selected/contracted and committee is integrated.	LAchaerandio, JBarrientos, URL GMéndez, OHRD	3/31/89
6. A purchase agent will be contacted to facilitate procurement of laboratory equipment.	OSacasa, URL GMéndez, OHRD	1/30/89

(Attach extra sheet if necessary)

F. DATE OF MISSION OR AID/W OFFICE REVIEW OF EVALUATION: mo <u>11</u> day <u> </u> yr <u>88</u>			
G. APPROVALS OF EVALUATION SUMMARY AND ACTION DECISIONS:			
Project/Program Officer  Signature Typed Name Date: <u>2/23/89</u>	Representative of Borrower/Grantee  Signature Typed Name Date: <u>3/2/89</u>	Evaluation Officer  Signature Typed Name Date: <u>2/22/89</u>	Mission or AID/W Office (Director)  Signature Typed Name Date: <u>3/8/89</u>

a

H. EVALUATION ABSTRACT (do not exceed the space provided)Nature and Purpose of the Evaluation

This was the first of two process evaluations oriented to determining whether (1) the project is making satisfactory progress, and (2) the processes established are adequate and sufficient to support achievement of project objectives. The project had completed two years of operations when the evaluation was conducted. The second evaluation will take place during the fourth year of operations and an outcome/impact evaluation will be conducted at the end.

Overall achievement

The project has established systems to select participants and support them academically and socially. Special academic programs (e.g. language training, upgrading seminars) are being implemented as planned. Staffing (administrative and academic) is nearly complete and basic goods such as vehicles, classroom equipment, etc. have been acquired.

Status of Planned Activities

Most activities are on schedule, with the exception of acquisition of laboratory equipment. Applied research, student selection and development activities need modifications and strengthening.

Research Method

A normative approach was used to determine adequacy and sufficiency of systems and procedures. Two higher education specialists conducted interviews of project staff and students, reviewed documents (agreements, plans, concept paper, memos, etc.), and observed teaching and student interaction. Discrepancy analyses were conducted for each project output/activity.

ABSTRACT

L. EVALUATION COSTS**1. Evaluation Team**

Name	Affiliation	Contract Number OR TDY Person Days	Contract Cost OR TDY Cost (US\$)	Source of Funds
Dr. John Aragón, retired (former President of Highlands University, Las Vegas, New Mexico).		25	\$25,000 in all	Mission (PD&S)
Dr. Sigfrido Maestas, President, Española Community College		25		

2. Mission/Office Professional Staff Person-Days (estimate) 10

3. Borrower/Grantee Professional Staff Person-Days (estimate) 20

COSTS

b

A.I.D. EVALUATION SUMMARY PART II

J. SUMMARY OF EVALUATION FINDINGS, CONCLUSIONS AND RECOMMENDATIONS (Try not to exceed the 3 pages provided)

Address the following items:

- Purpose of activity(ies) evaluated
- Purpose of evaluation and Methodology used
- Findings and conclusions (relate to questions)
- Principal recommendations
- Lessons learned

Mission or Office: USAID/Guatemala, OHRD

Date this summary prepared: 11/10/88

Title and Date of Full Evaluation Report:

Report of an Evaluation of "Proyecto Apoyo al Desarrollo Integral de la Población Maya", 1988

Purpose of Activity Evaluated

The purpose of the Altiplano Higher Education Development (AHED) project is to improve the social and economic status of the Guatemalan indigenous population through increased access to higher education. The project is designed to strengthen the Universidad Rafael Landívar, in the Highlands, in order to implement higher education programs focused on Mayan-speaking students. The project will graduate at least 300 individuals at associate degree level and 115 at the bachelor's level. In addition, the university will offer intensive seminars to some 1,200 indigenous individuals active in development efforts in the Highlands.

Purpose of Evaluation/Methodology

The purpose was to determine the extent to which the university had developed systems and procedures necessary to render expected outputs and achieve objectives. The evaluation can be classified as utilization-focused and its approach was a normative discrepancy analysis of what is expected/required and what has been achieved.

Findings

According to the evaluation, key personnel for the project were employed, materials were obtained, students were selected and the project was serving 318 students; numerous changes in curriculum have been made and counseling/guidance, research activities started. Good efforts are being exerted to reach the target group with appropriate training programs.

Program planning and institutional systems and procedures are adequate; fiscal/accounting controls are sound; local procurement procedures are in place and functioning well; project-provided scholarships have had a very positive effect on campus financing; technical procedures in the area of program development show a good level of readiness; and the university has been able to recruit and accommodate large numbers of additional students without hardship. The following deficiencies were noted:

- 1) Research efforts were not well focused on project needs and the Quetzaltenango Campus was not playing an appropriate role in research efforts.
- 2) The administration of human resources had been hindered by changes in the office of Quetzaltenango Campus Director and poor communications between that campus and the central offices of the university; the project executive committee was not supporting the project as expected.

- 3) Of the 318 participants, the majority are enrolled in traditional programs (law, social work, education, psychology) with few students taking advantage of new offerings such as agriculture technicians and court interpreters. The new bilingual education program seems to have good demand.
- 4) Student selection is based primarily on results of intelligence and personality tests, a practice which has been discontinued and/or revised.
- 5) The academic progress of students is satisfactory but attrition may become a problem unless appropriate student development actions are undertaken.
- 6) Very little has been done to establish a permanent capability to provide full scholarships to needy and academically capable indigenous students.
- 7) It appears that efforts are being made to employ Indian technicians and professionals in the project; however, Indian technicians/professionals have not had appropriate opportunities to advise the project on matters of their interest.

Principal Recommendations

- 1) Research capabilities at Quetzaltenango should be strengthened and appropriate research opportunities should be provided to Quetzaltenango students. The new research protocol should be developed jointly by Guatemala city and Quetzaltenango authorities.
- 2) Fund raising activities should center around local (Quetzaltenango) resources. A committee should be integrated and a fund raiser hired.
- 3) A training needs assessment should be conducted to detect training needs in the Highlands; this activity will help in designing new programs.
- 4) The university should consider the possibility of establishing an international Mayan studies program; either in Guatemala city or Quetzaltenango. Such program would help fund scholarships through out-of-state tuition charged to international students.
- 5) The university should establish a student development center and early warning counseling. Career counseling, placement and follow-up activities should be added to student development services already available.
- 6) The process for selecting participants should be changed to allow the use of other criteria such as high school performance, character references, etc.
- 7) Committees should be established to improve community relations and to revise academic programs. A project advisory committee with representation from the Indian community should be established.
- 8) The project should coordinate program and research efforts with the National Bilingual Education Program.

Lessons Learned

The university in general and the Quetzaltenango campus in particular has responded well to project requirements in areas which are familiar. Areas not familiar to the university such as off-shore procurement have required Mission support and additional

technical/administrative support. Research capabilities are stronger at the central campus, and the development of similar capabilities at the Highlands (Quetzaltenango Campus) will take longer than anticipated. Program concepts such as student development which are new to many individuals, especially in Quetzaltenango, require more definition and technical assistance.

K. ATTACHMENTS (List attachments submitted with this Evaluation Summary; always attach copy of full evaluation report, even if one was submitted earlier)

ATTACHMENTS

Report of an Evaluation of Proyecto Apoyo Desarrollo Integral de la Población Maya (PRODIPMA). Aragón, J. and Maestas, S. May, 1988. (Juárez and Associates Inc. Contract)

L. COMMENTS BY MISSION, AID/W OFFICE AND BORROWER/GRANTEE

The Mission discussed evaluation recommendations with university officials. One recommendation (establishment of Mayan Studies Center) was discarded as the main purpose of the university is to serve the local community. One recommendation called for special actions to enroll more women. This recommendation was over-run by events as the project has surpassed target of 40% female enrollment. The university agreed to execute the most relevant/important recommendations (see Section E) and a schedule was agreed upon. Since the evaluation report was presented, much progress has been made toward deployment of salient and other appropriate recommendations.

MISSION COMMENTS ON FULL REPORT

XD-IAAZ-059-A
60534

REPORT OF AN EVALUATION
OF PROYECTO APOYO DESARROLLO
INTEGRAL DE LA POBLACION MAYA (PRODIPMA)

May, 1988

Guatemala, Guatemala

Team members: John Aragon
Sigfredo Maestas

This report was prepared by Juarez Associates,
Los Angeles, California for the United States Agency
for International Development/Guatemala.

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ACKNOWLEDGEMENTS

The evaluation team is sincerely appreciative and indebted to a great number of people who so graciously aided them in making this evaluation possible. The enthusiasm, courtesy and sincerity shown the team, while not surprising, were certainly welcomed and moreover extremely helpful.

At URL/G the patience and honesty shown by Lic. Guillermina Herrera and Decano Luis Achaerandio are noted and thanked.

The entire administration and staff at URL/Q could not have been more helpful. Everyone from the Director General, Rolando Barrientos to Obispo, the concierge, were continuously at our disposal - Luis Aguilar, Anibal Palacios, Ruben Coti, Marco Tulio Cajas, Henning Detlefsen, Father Sacasa, the tutors, Maria Eugenia and her library staff, the psychological service center staff Rocael and Miriam, Nico - the chauffeur, and last but by no means least the many, many students who willingly shared their views with us.

We thank the USAID personnel who took valuable time from harried schedules to be helpful and assure us that our work was important to them. Everyone, including USAID Director Cauterucci, took time to assure us of their interest and concern for an honest evaluation. Deputy Director Paul White, C/OHRD Liliana Ayalde, and PDSO Joe Lombardo were all supportive and probing of our activities. Gilberto Mendez typifies the work and concern of the others in relation to the project. He provided the team with valuable and chronologically organized materials which made the teams task much more fruitful.

Finally, a special thanks to the Rector of URL/Quetzaltenango, Msgr. Manresa. He is dynamic, incisive and a person of vision. He has a personal commitment to the project's success and freely gave of his time and guidance.

All of the above were helpful and contributed to the merits of this evaluation.

The shortcomings are solely the responsibility of the writers.

JA / SM

PREFACE

The project being evaluated, Proyecto Apoyo Desarrollo Integral de la Poblacion Maya (PRODIPMA), is funded by the United States Agency for International Development (USAID) under the Altiplano Higher Education Development Grant (520-0304) as a result of a study conducted in 1985 which identified opportunities within the country of Guatemala for educating Mayan-speaking men and women. The study identified the University Rafael Landivar in Quetzaltenango as the institution in which to initiate the effort to increase the participation of indigenous people of the Altiplano in higher education. A great deal of the available literature in 1985 pointed to the fact that out of a total of 74,000 students attending universities within the country only five percent were indigenous. The region of the Altiplano was chosen for its high concentration of indigenous Mayans and the University Rafael Landivar/Quetzaltenango (URL/Q) was judged to be the institution most capable of administering a scholarship program for the target population.

PRODIPMA was authorized in June, 1986 at which time the project was initiated in anticipation of the beginning of their studies by 159 students. During the period June to December, 1986 key personnel for the project were employed and materials to begin the school year in January, 1987 were obtained. The students were selected from an applicant pool of approximately 600. Since January, 1987 numerous changes in curriculum have been made, various personnel have changed, new materials have been acquired, and a new class of students has been admitted. Presently, the project serves 318 students.

The project evaluation described in this report was conducted by Dr. John Aragon and Dr. Sigfredo Maestas in the period April 9 to May 6, 1988. PRODIPMA is a unique, important, and extremely practical project as conceived by its planners in that it meets the needs for higher education of the Guatemalans in the Altiplano. An important question to consider is whether it is consistent with other projects sponsored by USAID in Guatemala. The conclusion that the evaluation team must draw with regard to this is that PRODIPMA in fact undergirds every effort of USAID in this country. The evaluation of the project is an extremely important component of the project in that it will help USAID personnel to determine whether indeed the initial concepts, goals, and objectives set forth in the planning documents in 1985 and 1986 are being accomplished by PRODIPMA and University Rafael Landivar/Quetzaltenango.

The evaluation team has looked for clear statements of purpose that guide the project; evidence of adequacy of human resources to accomplish the project's goals and objectives; adequacy of the physical plant, equipment, and other resources;

adequacy of planning and control of fiscal operations; effectiveness of the administrative organization; and appropriateness and quality of the curriculum offered. It has examined aspects concerning recruitment, selection, counseling, and training of students. It has reviewed the protocol of the research component of the project and attempted to detail existing and possible future linkages to the central goals of the project. It has examined URL/Q's linkages to the community, the university's ability to raise funds for continuation of the scholarship program of PRODIPMA and furnished advice to URL/Q concerning an effective means of obtaining much needed community support. In addition to reviewing numerous documents and material resources, the evaluation team interviewed or met with approximately 140 staff members, faculty, students, and members of the community-at-large during its evaluation visit to both campuses of the University Rafael Landivar.

This evaluation report consists of five sections which, in order, provide discussion on Normative Analysis, Analysis of Project Effectiveness, Analysis of Conflict and Consensus Regarding Use of Project Resources, Recommendations, and Actions Needed Immediately. In the section on Recommendations, the evaluation team has furnished a list of corrective actions which are needed, detailed additional needs of the project, and outlined methods and mechanisms to improve the effectiveness of components of the project. The final section details those recommendations which should be carried out immediately and provides suggestions regarding appropriate means by which to effect the actions prescribed.

1. NORMATIVE ANALYSIS

1.(a) Planning and organization.

Planning would have to be seen in two parts:

* The work and planning done initially by AID as reflected in the Program Description. This is clearly stated and agreed to and in part developed in conjunction with University Rafael Landivar Guatemala (URL/G).

The goals of the program are clearly stated. The program is delineated properly, funding levels are identified and limitations are established. Time lines are included and program scope and intentions are clearly defined.

In addition, USAID has made monitoring and some technical assistance available via personnel in general.

In short, the planning of those involved is well done and would stand the test of normative planning.

It is however, possible that additional technical assistance and closer monitoring may be needed as the project evolves and grows in implementation (see recommendations # 1).

* The planning and organization subsequently initiated at University Rafael Landivar/Quetzaltenango (URL/Q).

It is believed at URL/Q that they were not originally involved to the extent they may have been. They believe that their role in the project became a reality only after planning, scope, sequence, budgeting and staffing were determined and that URL/G was much more involved than they were at URL/Q. They further understand that in order to move from conceptualization to implementation of the program time was of essence.

Some of the problems encountered during the first 1½ years of the program appear to be related to lack of clarity in expectations between the two campuses (see recommendations # 2).

The organization of both campuses is clearly in place. In particular the organizational structure of the URL/Q has been adapted to accommodate their part of the PRODIPMA requirements (see appendix # 1). The staffing is in large part, complete and functioning.

The organization of URL/G is by any normative measurement also in place and functioning. What is less clear are the organizational strands which connect it (URL/G) to the campus at Quetzaltenango.

The personal interest, energy and time of Rector Manresa can not be faulted. The interfacing of other project components and personnel between the two institutions is less clear.

In particular the following may need clarification:

- * The use of printing and production facilities funded for the main campus (Q 1,638,000) need clarification as to use and priorities given to URL/Q.
- * The research efforts need to be re-evaluated especially as they relate to immediate project needs. How can involvement of URL/Q be motivated? It is unfortunate that the two URL/Q representatives have not attended any of the research planning sessions (see recommendations # 3).
- * Which administrators, other than Rector Manresa, in Guatemala have organizational responsibilities to PRODIPMA and what are these responsibilities?

It should be noted that in the case of new program approval for the URL/Q the main campus has responded in a timely and positive manner.

1.(b) Administration of human, physical, financial and program resources.

The administration of the human resources has been impeded by changes in the post of Director General at the Quetzaltenango campus. Since the inception of the project, four different people have held the post of Director General - Father Sacasa, Father Carrizo, Lic. A. Molina Pontacq and Lic. Rolando Barrientos. The repeated changes in the upper most post have undoubtedly affected and contributed in part to some of the problems related to the human resources involved in the project.

The current Director General, Lic. Barrientos, in spite of his lack of administrative experience and short tenure, has shown enthusiasm, decisiveness and maturity in grasping his responsibilities (see recommendation # 3). The most pronounced problem in the administration of human resources appears to be in:

- * The termination of 7 tutors in December of 1987 and the concomitant furor and confusion it caused amongst the students and staff personnel. This matter will be treated in greater detail in another section of this report. It should be stated here, however, that Lic. Barrientos has already begun the development of a staff handbook where staff job descriptions are clarified and responsibilities are more clearly delineated.

Communications within the URL/Q campus are in need of improvement. The role and contributions of PRODIPMA to the URL/Q campus need to be emphasized. There is some confusion as to differential salaries paid to PRODIPMA personnel vs. others. The evaluation team did not find any differential in salaries, but rather the confusion stemmed from the fact that long-term employees' salaries have remained frozen for far too long. It should be communicated that non-PRODIPMA personnel have benefited from additional resources such as classroom equipment, materials and even recent salary increases due in part to increased tuition generated by PRODIPMA enrollment.

Students are somewhat confused as to for whom the program is intended. There are those who have been told that the project is solely intended for bilingual Mayans at the total exclusion of all Ladinos. Others understand the need to include mono-lingual Mayans, while others are accepting of all who qualify including Ladinos who are closely identified with the indigenous highlands. There is also a need to communicate the role of the tutors and how they are expected to relate to the students.

Finally, it must be communicated that PRODIPMA is not a separate and special program apart from the main programs of the institution but rather an enriching and contributing dimension to the whole campus. As time and continued student integration in activities continue this last communication should resolve itself. The communication issues will need overt and direct efforts (see recommendations # 4).

1.(c) Physical plant.

The plant at URL/Q is still much the same as it was at the projects inception. The physical plant is located on an area equal to approximately a city block. The University, rectangular in shape, surrounds a parking lot and small recreation area. The east side is one story and houses some classrooms and the administrative offices. This side is also the oldest part of the structure.

The three other sides are two stories and are of more modern construction (25 yrs).

The plant consists of:

- 22 classrooms and laboratories.
- A library.
- A coffee shop/snack bar combination.
- Administrative offices.

- * A home for the Jesuit Fathers.
- * A psychology and guidance laboratory and offices.
- * A rented house on the SE corner of the campus where some space is available for PRODIPMA tutors and activities.

The plant currently houses three educational programs:

- * A high school named R. Robles uses the plant during 8:00 A.M. to 2:00 P.M.
- * The regular URL/Q offerings from late afternoon to early evening. This program includes about 50% (149) of the PRODIPMA students who are studying full time and the regular offerings to non-PRODIPMA students.
- * The week-end program which functions all day on Saturdays. This week-end program includes approximately the other 50% (169) of the PRODIPMA students plus others.

While the structure has remained basically the same, evidence of the PRODIPMA impact is beginning to show. Most of the classrooms have some new equipment - laboratory materials, computers, more library books and some special equipment, office furniture and two vehicles. A large part of the buildings are freshly painted and maintenance has improved. The physical plant appearance has definitely improved and there is no reason to believe that it won't continue as more money and equipment become available.

This part of the operation is under the Director Administrativo, Henning Detlefsen. Henning Detlefsen is both gracious and energetic. He appears to be in control of his office and all matters under his administration should continue to progress satisfactorily. His main concern is the need for additional space to accommodate the growing demands of the three programs currently housed on the campus (see recommendation # 5).

1.(d) Administration of Financial and program resources.

The financial (fiscal) control of the University is under the supervision of the Director Financiero, Lic. Anibal Palacios. He is also a senior officer of the Banco Occidental, a major financial institution in Quetzaltenango. He is competent and has imposed a fiscal control system which guarantees proper and safe management of both the general funds of the institution as well as the funds made available through the PRODIPMA project.

The impact of the project can not be limited only to funds received for equipment, materials and personnel. Funds generated in the increased enrollment and concomitant tuition and

matriculation fees have certainly affected the financial picture of the institution. In 1986 an enrollment of 1307 generated in tuition and matriculation a sum of approximately Q300,000; the expenses for that same year were approximately Q356,000.

1986

Expenses	Q356,000
Income	<u>300,000</u>
	Q-56,000

In 1987 in spite of large increases in tuition (raised to Q40 monthly) and matriculation raised to Q40 for regular students and Q30 for week-end students and in spite of a drop in non-PRODIPMA students from 1307 to 1206 the additional PRODIPMA students (150) erased the enrollment drop to an increase of 1356 students. The effect in budget was even more pronounced

1987

Income	Q387,000
Expenses	<u>382,000</u>
	Q 5,000

For the first time in some years the institution did not have to carry a deficit into another year. The financial picture for 1988 based on an enrollment of 1465 students (1,155 URL + 310 PRODIPMA) is projected to be

1988

Income	Q466,000
Expenses	<u>456,000</u>
	Q 10,000

The financial books for 1988 have yet to be closed, however, there is no reason to doubt that the institution will operate on the plus side for two consecutive years.

It should also be noted that the increased expenditures reflect salary raises for all personnel of approximately 25%. This reflects indirect aid to institutional building made possible by project funds.

In essence the financial administration and fiscal control are in place and functioning. Some minor changes may now be in order (see recommendations # 6).

The program resources and their management and control are under the administration of Henning Detlefsen, who controls bidding and inventory.

1. (e) Relationships with the community.

URL/Q is one of two institutions in the highlands. The other is a branch of San Carlos, the National University. While the San Carlos Branch is substantially larger in student enrollment, the URL/Q seems to be the choice of the majority of the opinion makers of the City. They not only support it by sending their children there, they are also quite possessive and interested in its welfare and continued success.

While the Jesuit Order has been successful in acquiring the overt and spiritual support of community leaders, hard support in financial contributions remains largely undeveloped.

The potential for community donations is great and should be actively pursued. This topic will be pursued in section 2. (d) of this report.

2. ANALYSIS OF PROJECT EFFECTIVENESS

2.(a) Provision of meaningful educational opportunities.

* URL-Q presently provides studies leading to the licenciatura (bachelor's degree), tecnico and profesorado (associate degrees). The bachelor's degree is offered in law, business administration, accounting, education, social work, and psychology. The programs in social work and psychology are new. Associate degree programs are offered in social work, administration of cooperatives, court interpreter, plant technician, secondary education and psychology, bilingual education, literature and language teaching, mathematics and science teaching, and natural science teaching. Associate degree programs in bilingual education, plant technician, and court interpreter are new and were initiated for PRODIPMA. Below are listed all programs by title at URL-Q with the bachelor's degree programs listed first:

Ciencias Jurídicas y Sociales (Law)
Licenciatura en Administración de Empresas (Bus. Admin.)
Contaduría Pública y Auditoría (Accounting)
Licenciatura en Pedagogía (Education)
Licenciatura en Trabajo Social (Social Work)
Licenciatura en Psicología (Psychology)

Técnico de Trabajo Social Rural-Urbano (Social Work)
Técnico de Administración de Empresas Cooperativas
(Administration of Cooperatives)
Técnico Oficial Intérprete (Court Interpreter)
Técnico Fitotecnista con Orientación en Hortalizas
y Frutas (Plant Technician)

Profesor de Enseñanza Media en Pedagogía y Psicología
(Secondary Education and Psychology)
Profesor de Enseñanza Media en Educación Bilingüe
(Bilingual Education)
Profesorado en Enseñanza Media en Literatura y Lengua
(Teaching Literature and Language)
Profesorado de Enseñanza Media en Matemáticas y Física
(Math and Science Teaching)
Profesorado de Enseñanza Media en Ciencias Naturales
(Natural Science Teaching)

* Presently, 318 students are enrolled in the project. Of the total number, 202 are new, first-year students; the remainder, 116, are students continuing in their second year. Similarly, of

the total number of students (318), 148 students attend the university daily and 170 students attend on the week-end plan. This innovative means of serving students allows the week-end students to hold jobs, primarily as elementary school teachers, during the year while working toward a degree. Nine students attend the University of Rafael Landivar/Guatemala who are enrolled in programs not offered at URL/Quetzaltenango. Listed below are the number of students by major enrolled in bachelor's degree programs:

Law	56
Business Administration	31
Accounting	3
Education	8
Psychology	1
Architecture	2
Agriculture	4
Political Science	1
Chemical Engineering	1

Numbers of students in associate degree programs are listed below:

Social Work	50
Admin. Cooperatives	10
Plant Technician	18
Court Interpreter	1
Sec. Ed. & Psychology	74
Bilingual Education	28
Teaching Lit. and Lang.	5
Math & Sci. Teaching	19
Natural Sci. Teaching	6

* Eight of the original nine students are still enrolled in bachelor's degree programs at URL/Guatemala. The opportunity for students to attend the central campus adds an option for students who cannot find a suitable course of study at Quetzaltenango. Although there is a continual discussion at URL/Q about the feasibility of offering more (or fewer) scholarships for attendance at the central campus, the fact is that there appears to be little more demand by students for this option and it seems unlikely that the present number of students attending URL-Guatemala will change dramatically.

* A cause for concern is the disproportionate number of students enrolled in the program in Law. Also, if the program is to continue to serve the needs of the country and to complement other USAID-sponsored projects, it would be desirable for the project to include more enrollees in Bilingual Education, Plant Technician, and Administration of Cooperatives.

* Only one student is enrolled in the program for court interpreters. The curriculum is a subset of the program in Law. The staff at URL/Q asserts that this example of low enrollment in an associate degree program indicates that if the opportunity for a similar program that leads to the bachelor's degree is available, the student will elect the second option.

* One of the most significant and important considerations extant in establishing this project was that the curriculum, and other components of the project, should serve to support, strengthen, and reinforce the indigenous Mayan culture of the students. Courses have been developed and offered to students during the past two years which coincide with the previously stated goal. Some modification of the curriculum, discussed below, has been introduced much to the consternation of some students. The basic idea and the effort to enhance the students' grasp of their culture remains. It is primarily the inability of URL/Q to communicate its intentions and actions adequately to staff and students which has caused a concern with the curriculum as discussed below. Core courses in anthropology and sociology have been developed and offered. The fact that it was originally believed by students that core courses would be limited to anthropology and its closely related subjects has caused students to view the introduction of sociology into the curriculum as an undue intrusion of non-indigenous themes into the curriculum. The evaluation team received assurances from the Director Academico, Lic. Julio Aguilar, that indeed each and every one of the core courses was being designed to meet the stated objective of enhancing the students' indigenous culture. The additional core courses include, by title, Methods of Anthropological Research, Ethnology, Economics, Ethnic Groups of Guatemala, General Sociology, and Sociology of Development. Each one of the courses deals with the national reality that is Guatemala. Instructors for all existing courses, including those in language discussed below, have been hired. Four semesters each in Cakchiquel, Kekchi, Mam, and Quiche are offered.

Present enrollments in language courses and the one core course that is offered this term are listed:

Quiche	62
Mam	24
Cakchiquel	6
Kekchi	11
Sociology	62

The need for articulation between the core courses and Mayan language courses was explored. Consensus among instructors indicated that there had been considerable effort expended in establishing the relationship between language and culture when the course in anthropology was offered to the first group of

students concomitant with the Mayan language course. The same consensus also indicated that no interrelationship between these key subjects, language and culture, was illustrated in the current course being offered in sociology.

- Developmental courses in Spanish (Castellano) and mathematics are offered. The basic idea in the Spanish language course is to help bilingual students with differences between their two languages which cause on occasion that literal translation from one language to another yield syntactic errors, misstatement of gender of article or adjective, mismatch of singular or plural noun and verb, etc. In the course in Spanish (Lenguaje I), there are presently 154 students enrolled.

The course in mathematics is an introduction to algebra. This course, Capacitacion en Matematicas, has 21 first year students enrolled. The instructors in both developmental courses are enthusiastic; they also work half time. They have indicated that they see on the average approximately five students per day who seek individual help.

- The number of staff members who assist students in PRODIPMA most directly presently is 13. These include the Director de PRODIPMA, Coordinador de Recursos Humanos (Coordinator of Human Resources), seven half time instructors, and four tutors. The Director of the project and the Director General assured the evaluation team that the employment of three additional tutors was imminent. The additional tutors will bring the total number of staff who furnish student services to 16. Of the existing staff, the Director, Coordinator of Human Resources, one tutor, and four instructors (half time) are indigenous Mayans. The administration asserted that three tutors soon to be employed were Mayan. It is therefore certain that, once the new tutors are hired, staff will be adequate for the project in 1988. The plan for the following year is to employ three additional tutors (to bring the total to 10) when the third class of PRODIPMA students arrives.

- Staff effectiveness is one of the major concerns in this evaluation report. The effectiveness of tutors and other PRODIPMA staff is diminished by what is viewed to be a "top-down" method of administration of URL-Q which precludes very much participation by the staff in initiating efforts which could be of considerable benefit to students. Communication among administrators of the university and PRODIPMA, faculty, staff, and students is often hampered by fears that the result of increased dialogue will lead to disorders in the university. In fact, the evaluation team found faculty and staff to be immensely helpful and anxious to be of increasingly greater value to students and discovered in discussions with numerous students that the latter held very proud and proper attitudes concerning PRODIPMA. Students do not consult the tutors in great numbers

concerning their academic problems primarily because it is often viewed among students that tutorial help is sought only if the student's own academic ability is lacking. This is but one example of a perception that may be altered substantially by the mere increase in social contact and communication between staff and students.

- * Increased communication among all members of the university community would do much to improve the academic atmosphere at URL-Q. For example, it would tend to quell rumors that affect student life and morale. Changes in curriculum which are not reported to students prior to their implementation are disconcerting, but moreover, communication would create an aura of continuity that is necessary in a project that has been in existence only a year and a half.

- * The academic success of students is quite satisfactory from the evidence that exists. In 1987, 22 students (13.8%) dropped out of school (from a total of 159) but many dropped out for reasons not related to academic failure. A sampling of student performance in several classes in 1987 shows class averages of 68.8% in Business Administration, 78.8% in Language and Literature, 72.8% in Math and Physics, 73.3% in Court Interpreter (one student; two other students did fail), and 66.4% in Law. Class performance does not appear to be related to any single factor except that the courses in Law seem to be quite rigorous. Certainly, students seem to be conscientious and the selection process is not a failure in this regard.

In 1988, from a class of 201 entering student, six have dropped out thus far. On the campus in Guatemala City, one student has withdrawn from school out of a total of nine who started the year. The report from URL-G staff is that the student had encountered an academic problem in mathematics.

Although the failure rate does not appear to be significantly high, URL-Q does not employ an early warning system to help students with academic problems and there is no method of intrusive counseling and advising for students who encounter academic difficulties. In fact, it is not common for a student's academic standing in a class to be communicated to him/her during the term except for information concerning his/her test scores.

- * In summary, the curriculum at URL/Q offers meaningful educational opportunities to the indigenous population of the service area. Three new programs, specifically designed to coincide with project objectives, have been introduced into the curriculum. The concern expressed by the evaluation team is for the disproportionately high enrollment in some programs, in particular Law, and a recommendation concerning this matter is listed in a later section.

The Mayan language courses are absolutely coincident with project objectives in reinforcing the student's own culture. The intention behind the core courses in social science is similar in that the content is to deal with present day Guatemala. However, the perception of students that the series of courses thus far do not coincide with program objectives is in some degree justified. This aspect of the curriculum merits continual monitoring in order to ensure that every core course helps to achieve this most important goal of the project.

The two developmental courses that are offered are absolutely coincident with the program objective of enhancing the students' preparation for university work which requires verbal and writing skills and understanding of quantitative relationships. The courses in Spanish (Lenguaje I) and algebra (Capacitacion en Matematicas) are helping to fulfill this aim.

In addition to an adequate teaching faculty, the support staff for academic advising and tutoring is developing once more into a cohesive and hard-working group. The staff's effectiveness must be increased by a number of changes including well-illustrated job descriptions for staff and an increased degree of communication among administration, faculty, staff and students of URL/Q and PRODIPMA.

2. (b) Enhancement of self-image among indigenous students.

Enhancement of the self-image of indigenous students is viewed as one of the important outcomes of PRODIPMA and, although the project emphasizes educational and technical development of Mayan speaking people, the support services within URL/Q and PRODIPMA do focus on the development of the individual and his/her culture.

* The literature used for promotions of PRODIPMA reflect the bilingual nature of the project. Posters and pamphlets used emphasize that the project's target population is the indigenous Mayan. Announcements are written in both Mayan and Spanish languages. The radio and other means of advertising similarly reflect the bilingual-bicultural nature of PRODIPMA.

* The target population of students is decidedly the indigenous Mayan. Although the project objectives state that PRODIPMA is a program for the development of a higher education project preferably for indigenous Mayan students, indeed the recruitment that takes place is at approximately 16 regional high schools and normal schools in which the population of students is overwhelmingly Mayan. According to statistics furnished to the evaluation team by the Project Director, 31 students out of a total population of 318 are not of indigenous origin. Therefore, indigenous students, only a very few who are not Mayan, make up

90.3% of the current classes of students at URL in Quetzaltenango and Guatemala.

One important factor in the development of self-image is for the student to come in contact with other people of his/her own background in the university as teachers or support staff. Seven of the 12 current staff and faculty employed in PRODIPMA are indigenous Guatemalans. If the tutors to be hired are Mayan as the evaluation team was assured, this will bring the total staff in this component to 10 (out of 15).

* One of the project objectives is to increase the number of women participants. In 1987, 24 (20.5%) women were enrolled of a total of 117 students. The class admitted in 1988 included 201 students of which 49 (24.5%) are women. Women in the entire project this year number 75 or 24.4% of the total. The Coordinator of Human Resources is acutely aware of the need to increase participation of women in the project. He emphasized during discussion that the surest way of attracting more women to PRODIPMA was to show an interest in the concerns of women (and often their parents). Seminars and meetings related to topics specifically of interest to women are being organized. (One day that the evaluation team was on campus, one such seminar failed because a physician scheduled from out of town was unable to attend at the last minute.) One vital factor in the improvement of women's (and other students') self-image is the presence of suitable role models on the campus. The present support staff in PRODIPMA does not include any indigenous women. Two women are employed in math and language (Spanish), but neither are Mayan. The evaluation team was assured that two of the tutors soon to be employed are indigenous Mayan women. In general, the evidence is that a proper sensitivity to women is demonstrated. However, an improvement in the over-all organizational climate at URL/Q would do much to enhance communication which is needed in order to support women students' interests and to remove unique obstacles that impede their academic and cultural development.

* The selection procedure of students for PRODIPMA is easily the most objectionable factor which works counter to the development of strong individual characteristics among students. This procedure, which is reported to be used only in as rigorous a fashion as the one described here for the selection of PRODIPMA becados (scholarship students), requires that the student submit to intelligence tests and aptitude, interest, and personality inventories in order for the Department of Psychometrics to draw student profiles from the resultant data. Some initial screening of the large number of applicants is then made by the Department and a list of still-eligible applicants for PRODIPMA scholarships is then transmitted to the Executive Committee of PRODIPMA. It appears that at this point the selection of students tends to be accomplished and, more than anything, the Committee ratifies the selection.

Apart from simply the tedious nature of the examinations, the procedure is objectionable on the grounds that profiles drawn from culturally laden examinations constitute the principal criterion in the selection of students who receive scholarships. Secondly, the procedure is undesirable because it ignores individual, culturally bound characteristics of students that could only be discovered in an interview or some similar process. A more important profile of students should include information about the student's antecedents, performance in high school, and economic need.

* The academic component which includes the Mayan language courses and the core courses in anthropology, ethnography, ethnohistory, economics, and sociology are key elements in providing an enhanced self-image to indigenous students who take the courses. At present, it is not certain that the core course presently offered contributes toward this ideal. It is important that the content and frequency of offerings of these courses be monitored in order that they ensure the stated purpose.

* PRODIPMA students, particularly those on the daily plan, are well organized and, within the organization, provide an esprit de corps. The students met with the evaluation team and expressed many of the concerns which are reflected in this evaluation report. The meeting, conducted by students, was exceptionally well moderated with student leaders addressing the team representative and directing questions to him. It is specially useful to note that among the student leaders was an almost even number of women to men. This organization provides one of the best opportunities for students in confidence building and acquisition of social skills.

* Presently there exists a need to improve Ladino-Mayan relations among students and between students and staff generally. The group of staff members most able to do this and in whose domain the task rests are the tutors. Mayan students look with some resentment on their Ladino classmates often because they are not fully informed of the objectives of the project, particularly with regard to the matter of integration. On occasion, tutors are viewed as ineffective as counselors. This stems, in part, because some of the tutors themselves are Ladino. The university, and PRODIPMA in particular, must strive to erase these ethnic divisions and can do this by doing everything in its power to increase the visibility and effectiveness of its core staff, specially the tutors. Students must come to view that if a personal concern or problem is to be addressed it is the tutors who are most likely to help them.

* Staff associated with PRODIPMA on the URL/Q campus are very interested in training which will enhance their skills in assisting students. It is desirable that staff be immediately

engaged in cross-cultural sensitization training. Many of the same skills can subsequently be imparted to students.

* Perhaps the most important step that could be taken at URL/Q is to organize staff into departments to address several student services that are not now present. Because the university is still small, a single department such as a STUDENT DEVELOPMENT AND RECRUITMENT CENTER, would be capable of assisting in promotion of PRODIPMA, student recruitment, admissions counseling, selection of students, career counseling, academic advising, intrusive counseling, student government, intra-mural activities, other student activities, job placement, and follow-up of graduates and dropouts.

* One of the critical elements missing in PRODIPMA and URL/Q is the matter of information and information-gathering concerning students. The core staff, including the tutors, is knowledgeable concerning student characteristics. However, research is missing concerning the unique aspects of groups of people. In particular, the unique problem that indigenous women encounter in working within a traditional culture and, most often, living away from home in order to attend the university, is a matter that merits immediate research and attention. It is not at all apparent that the research component to be carried out at the central campus of URL/G is prepared to address this concern. The principal staff members at URL/Q who can affect policy affecting research must assert themselves in order to ensure that the major concerns affecting students in PRODIPMA are addressed. Among those deficiencies which project staff must address if the project is to fulfill its major goals is the matter of ascertaining correlation between project needs and the research that is to be done in the realm of the existing Mayan culture.

* The need for input from the community-at-large in PRODIPMA is evident. One of the original tenets in the design of the project was that Mayan educators and other professionals would be consulted in the form of an advisory committee to identify community, regional, and student needs. This particular component of the project has been avoided thus far. It has been pointed out in another section of this evaluation report that there is a natural reticence on the part of URL/Q to include input external to the university within its method of operation. Because of the nature of this project, it is important that the hesitancy on the part of the university to seek community input must not hinder the progress that could be made in improving services to students from throughout the region of the Altiplano.

2. (c) Establishment of indigenous student outreach.

This section summarizes many of the needs of PRODIPMA students and prospective candidates for the project. It reiterates some of the activities that PRODIPMA at URL/Q is

accomplishing and those that merit some special attention. It also emphasizes some of the deficiencies pointed out in the previous section and organizes an overview of the problem of student supportive services at URL/Q.

* URL/Q and PRODIPMA do not have a STUDENT RECRUITMENT AND DEVELOPMENT CENTER or an equivalent organizational unit, as has been pointed out earlier in this evaluation report. An organizational unit to serve the function of this type of center is absolutely necessary, if for no other reason than to address one of the major organizational problems in the organization of the core staff presently, that is that the Coordinator of Human Resources presently deals with all eleven members of his staff individually or in small groups and must define the task each time that one is to be undertaken. There is no single clear job description for each of the part-time teaching staff and tutors. But moreover, student support staff are not viewed as one single, cohesive unit with a defined mission; they are viewed as a group of individuals without a defined purpose. (It should be pointed out that the Director General is aware of this much of the problem and showed the evaluation team evidence that he was preparing to provide job descriptions for each member of the staff.) Creation of a STUDENT RECRUITMENT AND DEVELOPMENT CENTER, or an equivalent organizational unit, would (1) enable the university to improve communications among its faculty and student support staff, (2) increase the visibility of the people providing the services, (3) enable the definition and assignment of tasks much better than presently, (4) create a sense of mission among its staff members, (5) and effect the improvement of results of functions of the staff in each of the following areas discussed below.

* The tutors expressed the greatest degree of satisfaction of a job well done in PROMOTIONS of the project. In anticipation of the recruitment drive for the following year, the tutors visit each of the assigned secondary and normal schools, talk to student groups, and disseminate information concerning PRODIPMA. They then collect applications from prospective candidates. Beyond this point, they transmit all of the applications to the Department of Psychometrics and do not participate in any of the selection or advising of students.

* The effort in STUDENT RECRUITMENT is a successful one, interestingly, because the tutors and Coordinator of Human Resources do a good job of promoting the project. There is no program of student recruitment and follow-up per se. Student applications in 1986 numbered approximately 600; in 1987, approximately 1,250 students applied. The number of applicants is expected to be greater next year. However, because a follow-up procedure is not used in recruitment (the applications are forwarded to the Department of Psychometrics), complaints that some communities in the Altiplano are not represented among

scholarship recipients persist. Similarly, the participation of women as a percent of total scholarship recipients is not addressed because student recruitment is not a cohesive effort.

* ADMISSIONS COUNSELING is not a part of the procedure of application and selection of students. Some counseling of the student does take place because the student must be queried with regard to his/her financial need. It is evident from the fact that some students are enrolled in PRODIPMA simply because a scholarship is available that sound methods of admissions counseling for the selection of students have not been employed.

* SELECTION of students for PRODIPMA is of major concern to the evaluation team. Specifically, the methodology of testing and the selection procedure which have been described earlier in this report merit complete revision. By all means, a STUDENT RECRUITMENT AND DEVELOPMENT CENTER would be an integral part of any selection procedure devised for PRODIPMA.

* The tutors responded to questions concerning student ORIENTATION AND CAREER COUNSELING that insufficient time was allowed for adequate counseling prior to the start of the term in January, 1988. The Director of PRODIPMA assured the evaluation team that students would arrive on campus early the following year for a series of seminars concerning orientation and careers.

* The student supportive services staff and faculty will soon be sufficient in numbers to help students with ACADEMIC ADVISING AND INTRUSIVE COUNSELING. However, presently students are not taking advantage of the services to be offered by the tutors. The tutors obviously lack visibility and status at URL/Q. A second problem is that there is no early warning system for students in academic difficulty. It is often too late in the year that students know with certainty their status in many classes. A guidance system for the advising of students is needed.

* The Coordinator of Human Resources and the tutors do concern themselves greatly with STUDENT LIFE. They pay considerable attention to the type of living quarters that are available to students, with the moral quality of the homes in Quetzaltenango in which boarding students live, and with their diet and accommodations. The tutors and students emphasized that the scholarship stipends tend to be slightly inadequate. The stipend is inadequate to cover the costs of books and travel to and from home. An inadequate number of library books and the unavailability of sufficient copies of some books is viewed as a major problem. The Coordinator of Human Resources requested that some consideration be given to a copying machine for the assistance of students.

* The student support staff of PRODIPMA emphasized the need for the development of INTRA-MURAL AND CO-CURRICULAR ACTIVITIES. The university has been hesitant to effect certain expenditures which would help to build an adequate set of activities related to students' studies and for their social and cultural development. The requests which have not been fulfilled are for musical instruments and some field trips.

* Students in PRODIPMA do not hold jobs by agreement with the university if they are to receive scholarships. The policy is a good one. The university may consider establishing a COOPERATIVE WORK EXPERIENCE in conjunction with its program to raise funds to continue the scholarship program in the future. This is a useful device in furnishing students some sound on-the-job training and in winning a great deal of good will with the private sector of the community which will potentially help to support the university's scholarship program beyond the grant period of PRODIPMA.

* Students expressed a concern that they should receive some help in finding jobs after graduation at URL/Q. The staff is aware of a need for a program in STUDENT JOB PLACEMENT which has not been established.

* The follow-up of graduates of the program and drop-outs must be addressed in systematic fashion. The Director of PRODIPMA does maintain an adequate record of drop-outs and is often familiar with their present location. URL/Q must begin, however, to prepare a method for the FOLLOW-UP OF GRADUATES which will be useful for measuring success of the program and establishing the beginning of an alumni office. The support of alumni long range could be one of URL/Q's more valuable assets.

2.(d) Establishment of a permanent scholarship program.

Under the conditions of the project, URL/Q is expected to establish a fund raising program for the provision of scholarships as USAID disbursement of funds are completed.

This condition is now past due and little has been done in a concrete fashion to fulfill this requirement. Some consideration has taken place and at least one individual has been interviewed as a fund raiser. The current thinking is to hire a fund raiser to seek funds from other agencies or European countries. In conversations held with chief administrators it was pointed out that the local sources should also be explored. It was the opinion of some that Quetzaltenango could, indeed, be counted on to produce a significant number of scholarship donors. (strategies and recommendations are covered in #8).

2.(e) Establishment of applied research sub-program focused on socioeconomic and educational problems of the indigenous population.

The development of an inertial guidance system via hard research was perceived when the project was originally conceived. A budgetary line item was included and assigned to the main campus in Guatemala City. Budget component # 10 includes Q966,500 for this purpose.

The research component is in large part under the direction of Lic. Guillermina Herrera and a committee representing both campuses. Unfortunately, the URL/Q members have not attended any of the meetings due to what they claim were meetings called on inconvenient dates and times. According to Lic. Herrera, a number of research proposals have been studied and screened. Topics selected for initial research include the following:

- * Analyze the teaching of Spanish to Maya speaking children
 - (1) Collect data for scientific analysis and application.
 - (2) Use students from URL/Q for data gathering and training in research methods.
- * Study the syntax of the 4 major Mayan languages. Use findings to improve teaching strategies at university language classes.
- * Research and identify the internal "legal" system of the indigenous highlands.
 - (1) Study how this can be taught and integrated into the formal legal system.
 - (2) Study the manner in which this information can be used in the training of the new proposed program of developing court interpreters.
- * Analyze the selection processes of PRODIPMA recipients.
 - (1) Determine if the selection process is guiding students only toward programs offered at Quetzaltenango.
 - (2) If above is found to be true, project options should be narrowed.
- * Gather data on bi-lingual materials being purchased to determine popular demand and interest.

The topics above obviously have been screened and selected as a result of discussion and deliberation. The areas of additional research may well include in addition to the above:

- Unique factors affecting indigenous females in choosing university training.
- Researching for correlations between class performance and the test data gathered in screening successful scholarship recipients. These data are already on hand at URL/Q.

3. ANALYSIS OF PROJECT RESOURCES

3. (a) The use of technicians and professionals from the indigenous community.

It appears that efforts are being exerted to select and employ technicians and professionals who are indigenous and knowledgeable of the highlands. The process may be slower than would normally be expected. However, one may wish to keep in mind two factors:

- The reality that there does exist a scarcity of the type of prepared individuals sought.
- The thoroughness and cautious approach which characterizes private institutions.

Nonetheless, there is some evidence that some efforts are being exerted to find indigenous employees of all kinds.

- Faculty - the appointments in the teaching of the four Mayan languages are all indigenous personnel. The two people hired to teach Math and Spanish are not. It would appear that indigenous personnel in other subject matter specialties should be sought and employed. In particular, it would seem that indigenous appointments in anthropology, sociology and history would enrich the program as well as provide role models in the non-ethnic areas.

PRODIPMA-Staff (professional but non-faculty)

The PRODIPMA director is Ruben Coti, a Mayan. He is a mature, experienced educator, who appears to have a good understanding of the area in general and the needs of the indigenous peoples in particular. He is a graduate of URL/Q and, thus, knows the institution and its idiosyncracies. He appears, at first glance, to be courtly, shy and reticent. It is hoped that in time he will become more aggressive and given more leeway in making his feelings known as to program direction and future staffing.

The tutors remaining are under the administrative direction of Marco Tulio Cajas, also a Mayan. Lic. Cajas is the Human

Resources Chief of PRODIPMA. Of the four tutors currently employed only one is Mayan. The two people under consideration are both Mayan and women. The additional tutors as needed should also be Mayan.

Other professional Mayan staff should include Lic. Rocael Carrillo Xutac a psychologist in the guidance center.

• Non-professional staff

These are people hired as administrative assistants, secretaries, library assistants, and maintenance personnel totalling an additional 6 persons.

In summary, PRODIPMA has funded approximately 31 new staff positions 14 of whom are indigenous personnel. Of the 17 non-indigenous employees 4 were already employees of URL/Q. Thus, 27 new people have been hired - 13 Ladinos and 14 Mayans.

3. (b) Are resources being used for institutional building (University needs) or serving the indigenous target group?

This issue is complex to determine at the very best.

• The development of the universities' infrastructure in materials and staff could be viewed either way.

• Can the target group be served if large amounts of money are not invested in university resource building?

• Which of the two campuses is the direct beneficiary of the most support related or unrelated to the target group?

These are issues and questions to be considered in rendering an objective evaluation on the issue under consideration.

The issue should consider the investments apportioned to each of the campuses.

• URL/G was allocated money for the project to cover expenses in 4 areas:

(1) To improve its printing plant and materials reproduction capacity. Ostensibly, these funds Q1,638,000 - not a small amount by any measurement - are to be used in large part to back-stop the needs of URL/Q. Also, they are to be used to produce and publish textbooks, research findings and all related materials in the enhancement and understanding of the Guatemalan highlands.

(2) To conduct research relevant to PRODIPMA and other USAID efforts related to the improvement of the indigenous condition i.e., bi-lingual education, agronomy, social welfare, the justice system, issues affecting women, and other USAID investments.

The amount apportioned to this line item (known as component # 10 in the project agreement) is Q 966,500. This, also, is a substantial amount and will require close monitoring to guarantee project goals fulfillment.

4. RECOMMENDATIONS

4.(a) Corrective actions.

#1 The creation and establishment of PRODIPMA has been accomplished. It survived changes in personnel at URL/Q and AID. Its growing pains will now begin. The infusion of additional capital, materials, equipment and more personnel could prove chaotic. Communications internal to the respective campuses, between campuses and necessary information for USAID, dictate that serious consideration be given to the appointment of a project technical advisor.

The need for a project technical advisor was broached at both campuses (Barrientos URL/Q and Manresa URL/G). In both instances the topic was positively received. A word of caution may be in order, however. A full time person assigned to Quetzaltenango could suffocate the project.

#2. The linkages between the two campuses appear to be growing weaker rather than stronger. Monsignor Manresa has been carrying the load entirely on his shoulders. If he tires or should leave his post all current linkages would further deteriorate.

The committee on research is operating, but without attendance of the URL/Q representatives. These representatives have been alerted to attend by the evaluation team and Father Manresa has also been informed of this matter.

A committee to establish priorities in the use of the improved printing and publication facility is needed. It should be determined quickly how publication needs of URL/Q are going to be accommodated by URL/G.

A joint committee to track, articulate and modify, as needed, new academic courses of study is also needed.

Prompt action on these matters would force the communications to improve between the campuses.

#3. The entire matter of research is in need of attention and already addressed. However, the building of research capabilities of the URL/Q campus has not been addressed. The research interests and capabilities of the main campus faculty are known. The URL/Q personnel have been immersed in so many action activities that their interests and capabilities remain unknown. A conference on research between scholars from both campuses should be initiated. The conference should address the needs, interests and capabilities of URL/Q. It should also provide for research training for some of the students at URL/Q.

#4. Lic. Barrientos has the support of Msgr. Manresa. He is competent and is the fourth Director General since the project began. Stability in that position is strongly recommended. Further, Lic. Barrientos should be given additional lee-way in running URL/Q internal matters.

#5. At the URL/Q campus periodic staff meetings should be scheduled with all personnel to up-date them on PRODIPMA progress and to remind the personnel that they are all beneficiaries - salaries, equipment, materials and services. It is important that all personnel begin to see PRODIPMA as an important and contributing member of the URL/Q family.

#6. Space limitations at URL/Q are a matter of great concern. However, these space limitations are, in part, due to attempting to house these programs on one campus.

Options to relieve space constraints include:

* Removal of the high school R. Robles to another location. There is already some thought being given to this option. There are some who feel the high school students are being denied their own identification by being housed at URL/Q. This option would release space now being used in the morning hours by the high school.

* Another option is to buy some adjoining land parcels for expansion. The parking lot currently consumes land which could accommodate additional plant. The parking lot could be transferred to close by (across the street) land being considered for purchase.

* Finally, the purchase of an entirely new and larger location is also an option.

#7. The fiscal controls exerted to date have guaranteed safe use of funds. These controls have also sensitized the staff to prudent use of monies. It appears that now may be the time to concentrate more on program objectives rather than money savings. We do not recommend loose or irresponsible use of funds, but do recommend that if an article, for example a camera, is for recruitment pictures that the article be purchased with dispatch. Occasionally, a small savings can be realized but if the need has already passed the savings prove to be quite expensive.

#8. The fund raising efforts should center around a group of power personalities in the community. This group should include some indigenous personalities as well. A fund promoter can serve as the executive secretary for the committee. The scholarship(s) donors should have their photographs taken with the recipients. These should be published in the newspaper, if possible. Nothing

can overcome Ladino-indigenous people's antipathy better than this.

#9. The distribution of courses of study selected thus far indicate disproportionate numbers choosing non-priority programs in general and careers in law in particular. It is recommended that the next class be selected in accordance to needs of the Altiplano.

Only a small number of scholarships should be provided for those careers which are only peripherally related to Altiplano priorities. Much larger numbers of scholarships should be provided for education in general, bilingual education, social work, agronomy, and court interpreters.

4. (b) Additional needs of the project.

#1. PRODIPMA should be allowed an expenditure for a needs assessment of professions and occupations in the Altiplano. The needs assessment should take into account USAID projects and priorities which will lead to increased manpower needs in the region and country.

PRODIPMA should be able to re-examine priorities in its curriculum which address an improvement in the life-style of the indigenous people of the region. For example, PRODIPMA should graduate people in fields which permit them to remain in their communities or the region and to contribute to the development of their home communities.

#2. As a result of the needs assessment recommended in #1, URL/Q should initiate new programs consistent with the objective stated and terminate those programs which do not possess the potential to help the region in the manner specified.

#3. The University of Rafael Landivar/Guatemala should conduct a feasibility study concerning the establishment of a graduate program of international scope in Mayan Studies. A Mayan Studies Center should be planned which is consistent with objectives of PRODIPMA but which develops further the global concepts on which PRODIPMA was established. Tuition and fees collected from foreign scholars could also be used to generate scholarships for Mayan students.

#4. The URL/Q campus should be allowed expenditures for costs for printing and dissemination of advertisements, brochures, pamphlets, etc. which are needed in promotions' campaigns and which should not be delayed in production.

#5. Student stipends should be adjusted after a realistic re-examination of costs. The evaluation team noted reports from

students and staff that some scholarship stipends did not cover sufficiently the cost of books and travel to and from home.

#6. A photocopying machine should be provided to the organizational unit directed by the Coordinator for Human Resources. The photocopier is to reproduce materials which the library cannot provide. Students should be charged the costs (to the University) of the copy.

#7. The students services coordinator (Coordinator of Human Resources) should be allowed a small budget for emergencies which students may face (such as the need to travel to a deceased relative.)

#8. The expenditure of funds for co-curricular and student activities should be given careful consideration. For example, there is need for musical instruments, sports equipment and field trips to enhance student life and culture.

In addition, during the week of orientation funds should be made available for social and cultural activities. Some activities could be planned and sponsored by the indigenous students, others by Ladino students.

4. (c) Methods and mechanisms to improve over-all project effectiveness.

#1. URL/Q should establish a curriculum review process chaired by the Academic Director which re-examines programs and course offerings continuously. A committee of faculty and staff (tutors) should conduct reviews based on cogent information such as needs assessments. Any action to add, modify, or delete programs or courses would be subject to review and approval by the Executive Council.

#2. URL/Q should establish a STUDENT RECRUITMENT AND DEVELOPMENT CENTER with the specific purpose of performing all functions related to student recruitment, admissions counseling, orientation and career counseling, academic advising and intrusive counseling, student life, co-curricular and intra-mural activities, student job placement, and follow-up of graduates. Staff from the CENTER would participate in final selection of scholarship recipients and ensure the appropriate representation of indigenous people, including women, in PRODIPMA. The objective in the formation of the CENTER is to enable PRODIPMA to comply with project objectives, especially the need to increase participation of women to 40% of the total students.

#3. The process for selection of becados (scholarship recipients) should immediately be changed. Criteria for selection should be changed to include achievement data, high school (or equivalent) grades, cultural and social background,

and financial need. Under no circumstances should intelligence testing, personality inventories, and psychological counseling be included in criteria for selection. The Executive Council of PRODIPMA should delegate the responsibility for initial screening to the STUDENT RECRUITMENT AND DEVELOPMENT CENTER. The CENTER should be responsible for the accumulation of data specified in this recommendation.

#4. A program of regular, periodic orientation and career counseling should be established. Meetings' schedules should be published and students notified of dates and times of attendance. Sufficient time prior to each term should be furnished for orientation of new students.

Cultural awareness seminars should constitute a regular part of orientation with an emphasis on integration of the Ladino and indigenous cultures.

#5. An early warning system for students who could find themselves in academic difficulty should be established. The system will work if each instructor/professor is required to submit a progress report on students at a specified time before the mid-term. The report is submitted to the records' office who transmits information to the CENTER. Immediately following, a system of intrusive counseling and academic advising should be activated to help the student catch up with assignments or improve his/her academic performance. An end-of-term monitoring system should be used to assess student success rates.

#6. A system of follow-up of graduates and drop-outs of the program should be planned immediately. The first graduates of PRODIPMA are anticipated in 1989. The appropriate location of the function is in the STUDENT DEVELOPMENT CENTER. Preferably, such data as the students' addresses should be placed on computer to permit rapid up-dating of information on a periodic basis.

#7. URL/Q should obtain the assistance of the central campus in defining the research protocol necessary to obtain relevant information concerning the specific factors which obviate the full participation of indigenous women in higher education in Guatemala. The questions that should be investigated are those for which answers would enable the staff to assist indigenous women to overcome barriers to their progress through a university education.

#8. URL/Q should initiate cultural awareness seminars and sensitivity training sessions for the PRODIPMA faculty and staff immediately. It should train seminar leaders to impart the same concepts to students using a similar vehicle of communication. If necessary, staff and faculty should be allocated travel funds to visit sites in which similar societal changes of integration of people are occurring. Such sites are normally present in

Southwestern United States and include the presence of Indian and non-Indian cultures.

#9. An Advisory Committee for PRODIPMA should be formed immediately. The role and function of the committee should be to advise the URL/Q, through the Director of PRODIPMA, on all matters concerning the project on which the university needs and desires community input. This generally includes advice about curriculum, students services, cultural aspects of the program, and activities directly affecting the community (at large). The role and function of committee members should be viewed as being supportive of the university, PRODIPMA, and their mutual goals. The advisory committee should include a representation of Ladino and indigenous Mayan citizens. A committee of seven to nine members is useful. Some professionals (doctors, lawyers, etc.), business people, educators, writers, and private entrepreneurs are generally very good members. A proper balance of Ladino and Mayan, and men and women, should be included on the committee.

4.(d) Strategies and procedures for articulation of PRODIPMA with the National Bilingual Education Project.

#1. URL/Q should communicate its plans to PRONEBI for its bilingual education program, describing its goals, curriculum, enrollment, geographic origin of students, and research capability. It should invite PRONEBI officials to an annual conference for bilingual education, on either of URL's campuses, and invite all students who are enrolled in bilingual education. The first conference should include discussions concerning the philosophical, social, and cultural rationale for bilingual education and should include interaction between presenters and students primarily for the benefit of orienting students who plan to become professionals in this field.

#2. Opportunity should be given to students to join an association of professionals (including teachers) in bilingual education (as junior members and at reduced membership fees). The association should have as its purpose the dissemination of new information in the field of bilingual education via a newsletter or some such similar publication. It should publish advertisements or notices of job vacancies in bilingual education. Second, it should sponsor the annual conference beginning with the second conference.

#3. URL/Q should organize students in bilingual education into a chapter organization of the association for bilingual education. The university should designate a sponsor for the chapter club.

#4. URL/G should be prepared to accept ideas and requests from PRONEBI and professionals in the field to include in its research protocol. Researchers should use the conferences, newsletter, and professional contacts established in this manner to add to

their store of information about investigations that should be initiated.

#5. URL/G research staff should catalyze the formation of a national clearing-house for research in bilingual education. The clearing-house may either publish the newsletter or contribute articles to the association for publication. The clearing-house should by all means publish current research in affordable pamphlets that can be distributed nation-wide. In the absence of a clearing-house, URL/G should volunteer to provide space and coordinate this function.

A clearing-house should have the ability to receive select materials in bilingual education from abroad and to publish abstracts of selected articles.

5. IMMEDIATE ACTIONS NEEDED

1. The appointment of a technical advisor to the project.

A great many of the concerns expressed in the text could be addressed if this were done. The technical advisor should aid and monitor the project in:

- (a) The creation of the advisory committee called for in the project agreement;
- (b) the creation of stronger and more direct linkages between the two campuses;
- (c) the creation and advising of the fund raising committee
- (d) the advising on the creation of the Student Development Center; and
- (e) the advising on the other project goals.

It is acknowledged that this recommendation will require a small budget adjustment. However, as the project implementation accelerates in expenditures, materials acquisition and curriculum adjustments, it becomes clearer that additional technical assistance is of paramount importance if project coordination and project goals are to be realized.

#2. The establishment of a Student Recruitment and Development Center.

An organizational unit should be created to include existing personnel -- the Coordinator of Human Resources, tutors, and part time instructors -- whose function includes student recruitment, admissions counseling, orientation and career counseling, academic advising and intrusive counseling, student life, co-curricular and intra-mural activities, student job placement, and follow-up of graduates. It should be housed as a unit and properly identified by title, role, and function as described in this report (see 4 (c).)

3. Modify the selection procedure for becados (scholarship recipients).

The procedure for selection of students should be modified as soon as possible. The Executive Council of PRODIPMA should redefine selection criteria to include achievement criteria (achievement test scores, grades in high school, teachers' recommendations, etc.) and economic need as the principal ones. Second, it should publish selection criteria and delegate the pre-screening of students to the Student Recruitment and Development Center. The Center should gather all data concerning students, organize the information, and reduce the number of candidates by the application of the new selection criteria. The Center should transmit the names of eligible candidates listed in rank order for the Executive Committee to select the scholarship

recipients. The present practice of using intelligence tests and personality inventories to construct profiles for selection should be discontinued.

4. Recruitment and selection of women.

Special emphasis should be placed on the identification, recruitment, and selection of indigenous women for scholarships. The goals of the program should be to increase participation from a present level of 24.5% to at least 40%. Funds and research efforts should be dedicated for this purpose.

5. The coordination and development of research activities.

The administration and capabilities of Lic. G. Herrera are acknowledged. She knows bi-lingual education as well as the PRONEBI goals. She is a valuable asset. However, the research linkages with Quetzaltenango campus must be strengthened. In particular, the research capabilities of URL/Q must be improved. Efforts and plans for research activities and more cooperative relations between the two campuses should begin immediately.

6. The creation of an indigenous advisory committee.

The creation of the advisory committee of indigenous professionals called for in the project agreement has been delayed much too long. The reluctance to name the committee may stem from a lack understanding of the committee's role or a fear of how to control it.

The committee role should be clearly spelled out and created as a supportive agent to the university. It is further suggested that the committee may have some Ladino representation in it.

APPENDIX A

1. List of persons interviewed
2. Organizational chart: URL/Q
3. Student information
 - (A) Recipients of PRODIPMA scholarships
 - Hometown
 - Major field of study
 - Language
 - Sex
 - (B) Recipients of PRODIPMA scholarships who are not Mayan
 - Hometown
 - Major field of study
 - Language
 - Sex
4. Library users 1987 and January-March of 1988

APPENDIX B

Scope of work; memorandum from Gilberto Méndez

1. List of persons interviewed:

University Rafael Landivar in Guatemala City

Monsignor Luis Manresa, Rector
Lic. Luis Achaerandio, Dean of Humanities
Lic. Guillermina Herrera, Associate Dean of Humanities

University Rafael Landivar in Quetzaltenango

Monsignor Luis Manresa, Rector
Lic. Jorge Rolando Barrientos, Director General
Lic. Julio Aguilar, Academic Director
Lic. Henning Detlefsen, Administrative Director
Lic. Anibal Palacios, Director of Finance
Father Orlando Zacasa, Chief Librarian
Prof. Ruben Coti, Director of PRODIPMA
Prof. Marco Tulio Cajas, Coordinator of Human Resources
Lic. Rocaël Carrillo, Director of Psychometrics
Lic. Miriam Ruth Rodas Velasquez, Psychologist
Lic. Juan Jose Sanchez, Staff Psychologist & Professor
Lic. Patricia Aguilar del Aguila, Tutor
Lic. Luis Aju, Tutor and Professor of Quiche
Lic. Luis Escobar, Tutor
Lic. Mario Mazariego, Tutor
Prof. Alberto Baten, Professor of Quiche
Prof. Juan Ortiz, Professor of Mam
Prof. Victor Saloj, Professor of Cakchiquel
Lic. Rolando Colon, Professor of Sociology
Lic. Luz Maria Castillo Alneu, Professor of Spanish
Lic. Patricia Villagran, Professor of Mathematics
Sra. Cheny Lopez de la Rosa, Business Office Employee

Students:

Juan Guillermo Tzub Cu - Law
Maria Angela Sis Iboy de Xicay - Biling. Ed.
Felino Xicay - Law
Miguel Adelaido Cota Hurtado - Ed. and Psych.
Maria Maximina Sapon Tax - Ed. and Psych.
Noe Eulises Sac Cojulum - Business Administration
Alba Janeth Alvarez - Social Work
Juliana Aju Patal - Social Work
Gladys Aide Garcia Yac - Teaching Natural Science
Dominga Mercedes Saquic - Education
Approximately 100 more unnamed.

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Former employees and students:

Lic. Gregorio Tum, former Tutor

Lic. Juan Monzon, former Tutor

Lic. Saul Tobias, former employee

Srta. Flor de Maria Cayax, former PRODIPMA scholar
(presently a student)

Srta. Dominga Mercedes Saquic, former Tutor
(presently PRODIPMA scholar)

Lic. Armando Velásquez, former finance officer and
(presently with Banco de la
Construcción)

Persons in the city of Quetzaltenango:

John Diehl, USAID Agriculture programs

Tom R. Gardiner, USAID Agriculture programs

Alfredo Molina P., banker and former
Director General, URL-Q

3 (A)

MAYAN PARTICIPANTS

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No.	NOMBRE	PROCEDENCIA	CARRERA	LENGUA	SEXO	PLAN	REINGRESO Y N. INGRESO	LUGAR DE ESTUDIO
1	ACABAL IXCOY, Maynor Gustavo	Momostenango, Totonicapán	Lic. CC. Jurídicas y S.	Quiché	M	Diario	Reingreso	Fac. de Quetgo
2	AGUILAR REYNOSO, Manuel Eulogio	San Andrés Villaseca, Retalhuleu	T.U. Trabajo Social	Quiché	M	Diario	N. Ingreso	Fac. de Quetgo.
3	AGUILON CORTEZ, Nicolás	San Juan Ostuncalco, Quetzaltenango	Lic. Pedagogía	Quiché	M	F. de Semana	N. Ingreso	Fac. de Quetgo.
4	AGUSTIN FUENTES, Marco Antonio	San Juan Ostuncalco, Quetzaltenango	PEM. Mate. y Física	Quiché	M	F. de Semana	N. Ingreso	Fac. de Quetgo.
5	AJCA TORRES, Tomás Mauricio	Momostenango, Totonicapán	PEM. Mate. y Física	Quiché	M	F. de Semana	N. Ingreso	Fac. de Quetgo.
6	AJPACAJA SOHOM, Marcos de Jesús	Santa Catarina Ixtahuacán, Sololá	PEM. Ped. y Psicología	Cakchiquel	M	F. de Semana	N. Ingreso	Fac. de Quetgo.
7	AJU PATAL, Juliana.	Patzún, Chimaltenango	T.U. Trabajo Social	Cakchiquel	F	Diario	Reingreso	Fac. de Quetgo.
8	AJUCHAN ALQUIJAY, Rómulo	Sumpango, Sacatepéquez	Lic. CC. Jurídicas y S.	Cakchiquel	M	Diario	Reingreso	Fac. de Quetgo.
9	AJXUP ZARATE, German Israel	Momostenango, Totonicapán	Lic. CC. Jurídicas y S.	Quiché	M	Diario	N. Ingreso	Fac. de Quetgo.
10	AJXUP ZARATE, Juan Héctor	Momostenango, Totonicapán	Lic. CC. Jurídicas y S.	Quiché	M	Diario	N. Ingreso	Fac. de Quetgo.
11	ALONZO SANCHEZ, Ileana Janette.	Quetzaltenango	T.U. Trabajo Social	Quiché	F	Diario	N. Ingreso	Fac. de Quetgo.
12	ALVARADO PUAC, Pedro	Olintepeque, Quetzaltenango	Lic. Admón. Empresas	Quiché	M	Diario	Reingreso	Fac. de Quetgo.
13	ALVARADO RODRIGUEZ, Maria Nieves.	Santa Cruz del Quiché, El Quiché	T.U. Trabajo Social	Quiché	F	Diario	N. Ingreso	Fac. de Quetgo.
14	ALVARADO SACBA, Francisco René	Senahú, Alta Verapaz	Lic. CC. Jurídicas y S.	Kekchi	M	Diario	N. Ingreso	Fac. de Quetgo.
15	ALVAREZ CITALAN, Alba Janneth.	Quetzaltenango	T.U. Trabajo Social	Quiché	F	Diario	Reingreso	Fac. de Quetgo.
16	ALVAREZ GOMEZ, Reynaldo Samuel	Olintepeque, Quetzaltenango	Lic. CC. Jurídicas y S.	Quiché	M	Diario	N. Ingreso	Fac. de Quetgo.
17	AMADOR PEREZ, Mariana.	Huehuetenango	Lic. Admón. Empresas	Mam	F	Diario	N. Ingreso	Fac. de Quetgo.
18	AMBROCIO COGUOX, Alfredo Mauricio	Momostenango, Totonicapán	T.U. Trabajo Social	Quiché	M	Diario	Reingreso	Fac. de Quetgo.
19	BAC HUB, Nery Rubén	Cobán, Alta Verapaz	Lic. CC. Jurídicas y S.	Kekchi	M	Diario	N. Ingreso	Fac. de Quetgo.
20	BAQUIAX VASQUEZ, Jorge Juan	Totonicapán	Lic. CC. Jurídicas y S.	Quiché	M	Diario	N. Ingreso	Fac. de Quetgo.
21	BARRENO CHACLAN, Juan Pedro	Totonicapán	PEM. Mate. y Física	Quiché	M	F. de Semana	N. Ingreso	Fac. de Quetgo.
22	BARRERA OVALLE, Ovidio Donacino	Quetzaltenango	PEM. CC. Naturales	Quiché	M	F. de Semana	Reingreso	Fac. de Quetgo.
23	BATZ BATZ, Carlos Alberto	Totonicapán	T.U. Ad.E. Cooperativas	Quiché	M	F. de Semana	N. Ingreso	Fac. de Quetgo.
24	BATZ CHACALAN, Francisco	Xetlap, Quiché	T.U. Prod. Vegetal	Quiché	M	F. de Semana	Reingreso	Fac. de Quetgo.
25	BATZ PU, Tomás Ernesto	Totonicapán	PEM. Ped. y Psicología	Quiché	M	F. de Semana	Reingreso	Fac. de Quetgo.
26	BATZ TZUL, German Rolando Domingo	Totonicapán	PEM. Mate. y Física	Quiché	M	F. de Semana	Reingreso	Fac. de Quetgo.
27	BATZIN CHOJOJ, Carlos Enrique	Chimaltenango	Lic. CC. Políticas	Cakchiquel	M	Diario	N. Ingreso	Campus Centra
28	BAUTISTA VELASQUEZ, Roberto	Comitancillo, San Marcos	PEM. Ed. Bilingue	Mam	M	F. de Semana	Reingreso	Fac. de Quetgo.
29	BOL POP, Leopoldo	San Cristóbal Verapaz, Alta Verapaz	Lic. CC. Jurídicas y S.	Kekchi	M	Diario	N. Ingreso	Fac. de Quetgo.
30	CAAL CAAL, Juan	San Juan Chamelco, Alta Verapaz	Lic. CC. Jurídicas y S.	Kekchi	M	Diario	N. Ingreso	Fac. de Quetgo.
31	CACATZUN SANCHEZ, Estela Azucena.	Almolonga, Quetzaltenango	T.U. Trabajo Social	Quiché	F	Diario	N. Ingreso	Fac. de Quetgo.

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32	CAHUEC CHON, Abelino	Purulhá, Baja Verapaz	PEM. Ed. Bilingue	Kekchí	M	F. de Semana	N. Ingreso	Fac. de Quetz.
33	CALEL VELASQUEZ, Benito	Chichicastenango, El Quiché	Lic. CC. Jurídicas y S.	Quiché	M	Diario	N. Ingreso	Fac. de Quetz.
34	CANASTUJ GUTIERREZ, Miguel	Totonicapán	Lic. CC. Jurídicas y S.	Quiché	M	Diario	N. Ingreso	Fac. de Quetz.
35	CAP PATAL, José	Patzún, Chimaltenango	Lic. Admón. Empresas	Cakchiquel	M	Diario	N. Ingreso	Fac. de Quetz.
36	CARRILLO GODINEZ, Juan P	San Juan Atitán, Huehuetenango	PEM. Ped. y Psicología	Mam	M	F. de Semana	N. Ingreso	Fac. de Quetz.
37	CASIA LACAN, Federico Nehemías	Totonicapán	Lic. CC. Jurídicas y S.	Quiché	M	Diario	N. Ingreso	Fac. de Quetz.
38	CASIA, José Bartolo	Zunil, Quetzaltenango	PEM. Mate. y Física	Quiché	M	F. de Semana	N. Ingreso	Fac. de Quetz.
39	CASTILLEJOS LAM, María Isabel.	Champerico, Retalhuleu	PEM. Ped. y Psicología	Quiché	F	F. de Semana	N. Ingreso	Fac. de Quetz.
40	CASTILLO CASTILLO, Ali Baldomé	Huehuetenango	Lic. Admón. Empresas	Mam	M	Diario	N. Ingreso	Fac. de Quetz.
41	CASTRO AJCOT, María Medarda F.	San Lucas Tolimán, Sololá	T.U. Trabajo Social	Cakchiquel	F	Diario	N. Ingreso	Fac. de Quetz.
42	CHAJ LOPEZ, Juan Antonio	San Francisco El Alto, Totonicapán	Lic. CC. Jurídicas y S.	Quiché	M	Diario	N. Ingreso	Fac. de Quetz.
43	CHANAX TECUN, Eduardo Leucadio	San Francisco La Unión, Quetzaltenango	T.U. Prod. Vegetal	Quiché	M	F. de Semana	Reingreso	Fac. de Quetz.
44	CHAVAJAY PEREZ, Pascual Francisco	Santa María Visitación, Sololá	T.U. Trabajo Social	Quiché	M	Diario	N. Ingreso	Fac. de Quetz.
45	CHAVARRIA FLORES, Maritza Antonieta.	Salamá, Baja Verapaz	T.U. Trabajo Social	Kekchí	F	Diario	N. Ingreso	Fac. de Quetz.
46	CHAVEZ CAYAX, Edwin Oswaldo	Quetzaltenango	PEM. Mate. y Física	Quiché	M	F. de Semana	N. Ingreso	Fac. de Quetz.
47	CHAVEZ COCHOY, Aurelio	Santa Lucia Utatlán, Sololá	T.U. Ad.E. Cooperativas	Quiché	M	F. de Semana	Reingreso	Fac. de Quetz.
48	CHAY ORDOÑEZ, Catarina.	Cantel, Quetzaltenango	PEM. Ped. y Psicología	Quiché	F	F. de Semana	N. Ingreso	Fac. de Quetz.
49	CHAY ORDOÑEZ, Luis Alfredo	Cantel, Quetzaltenango	T.U. Prod. Vegetal	Quiché	M	F. de Semana	N. Ingreso	Fac. de Quetz.
50	CHEN GONZALEZ, Jorge Enrique	Rabinal, Alta Verapaz	PEM. Ped. y Psicología	Kekchí	M	F. de Semana	Reingreso	Fac. de Quetz.
51	CHEN PAAU, Jorge Alberto	Cobán, Alta Verapaz	PEM. Mate. y Física	Kekchí	M	F. de Semana	N. Ingreso	Fac. de Quetz.
52	CHINCHILLA MARROQUIN, Octavio Antonio	Sololá	Lic. Admón. Empresas	Quiché	M	Diario	N. ingreso	Fac. de Quetz.
53	CHOC COL, Jorge David	Cobán, Alta Verapaz	Lic. CC. Jurídicas y S.	Kekchí	M	Diario	N. Ingreso	Fac. de Quetz.
54	CHOCON PAR, Rosalvina.	Chimaltenango	T.U. Trabajo Social	Cakchiquel	F	Diario	N. Ingreso	Fac. de Quetz.
55	CHUMIL CUN, Nicolás	Tecpán, Chimaltenango	Lic. CC. Agrícolas	Quiché	M	Diario	Reingreso	Campus Centra
56	CHUN CHANCHAVAC, Arnoldo Santos	Momostenango, Totonicapán	PEM. Ped. y Psicología	Quiché	M	F. de Semana	N. Ingreso	Fac. de Quetz.
57	CHUTA SALAZAR, Eladio	San Juan Comalapa, Chimaltenango	Lic. CC. Agrícolas	Cakchiquel	M	Diario	N. Ingreso	Campus Centra
58	CITALAN ALVARADO, Luis Osberto	Colombá, Quetzaltenango	Lic. Admón. Empresas	Quiché	M	Diario	N. Ingreso	Fac. de Quetz.
59	COC CHEN, Benedicto	Cobán, Alta Verapaz	Lic. CC. Jurídicas y S.	Kekchí	M	Diario	N. Ingreso	Fac. de Quetz.
60	COCHOY YAC, Jorge Marcos	Santa Lucia Utatlán, Sololá	T.U. Prod. Vegetal	Quiché	M	F. de Semana	N. Ingreso	Fac. de Quetz.
61	COCON LEONARDO, Rodolfo Martin	Salamá, Baja Verapaz	Lic. Admón. Empresas	Kekchí	M	Diario	N. Ingreso	Fac. de Quetz.
62	COJ PEREZ, Rosario	Momostenango, Totonicapán	PEM. Ped. y Psicología	Quiché	F	F. de Semana	Reingreso	Fac. de Quetz.

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No.	NOMBRE	PROCEDENCIA	CARRERA	LENGUA	SEXO	PLAN	REINGRESO Y N. INGRESO	LUGAR DE ESTUDIO
63	COLOC JOLON, Efrain	Santiago Sacatepequez, Sacatepequez	T.U. Ad.E. Cooperativas	Cakchiquel	M	F. de Semana	N. Ingreso	Fac. de Quetz
64	COLOP ELIAS, Apolinario Ventura	Cantel, Quetzaltenango	Lic. CC. Jurídicas y S.	Quiché	M	Diario	N. Ingreso	Fac. de Quetz
65	COLOP GARCIA, Esperanza .	Cantel, Quetzaltenango	PEM. Ed. Bilingue	Quiché	F	F. de Semana	Reingreso	Fac. de Quetz
66	CONOZ RAMOS, María .	Chichicastenango, El Quiché	PEM. Mate. y Fisica	Quiché	F	F. de Semana	N. Ingreso	Fac. de Quetz
67	CORAZON ISMALEJ, Marcos	Rabinal, Baja Verapaz	PEM. Ped. y Psicología	Kekchi	M	F. de Semana	N. Ingreso	Fac. de Quetz
68	CORDOVA CATUN, German R.	Cobán, Alta Verapaz	Lic. CC. Jurídicas y S.	Kekchi	M	Diario	Reingreso	Fac. de Quetz
69	CORNEJO COLOP, Maria .	Cantel, Quetzaltenango	PEM. Ed. Bilingue	Quiché	F	F. de Semana	Reingreso	Fac. de Quetz
70	CORTEZ SACALXOT, María Dominga .	Cantel, Quetzaltenango	PEM. Ed. Bilingue	Quiché	F	F. de Semana	N. Ingreso	Fac. de Quetz
71	COTA HURTADO, Miguel Adelaido	Jacaltenango, Huehuetenango	PEM. Ped. y Psicología	Mam	M	F. de Semana	N. Ingreso	Fac. de Quetz
72	COTOM COYOY, Manolo Adalberto	Quetzaltenango	PEM. Mate. y Fisica	Quiché	M	F. de Semana	Reingreso	Fac. de Quetz
73	COY CAAL, Erick Alberto	San Cristóbal Verapaz, Alta Verapaz	Lic. CC. Jurídicas y S.	Kekchi	M	Diario	N. Ingreso	Fac. de Quetz
74	COY CAAL, Francisco Guillermo	Cobán, Alta Verapaz	Lic. Admón. Empresas	Kekchi	M	Diario	N. Ingreso	Fac. de Quetz
75	CRISOSTOMO Y CRISOSTOMO, Luis J.	Comitancillo, San Marcos	Lic. Pedagogia	Mam	M	F. de Semana	Reingreso	Fac. de Quetz
76	CUC GARCIA, Amelia Dominga .	Cantel, Quetzaltenango	PEM. Ed. Bilingue	Quiché	F	F. de Semana	N. Ingreso	Fac. de Quetz
77	CUC IXTOS, Francisco Eduardo	Nahualá, Sololá	T.U. Ad.E. Cooperativas	Quiché	M	F. de Semana	N. Ingreso	Fac. de Quetz
78	CUC QUIM, Manuel	San Juan Chamelco, Alta Verapaz	Lic. CC. Jurídicas y S.	Kekchi	M	Diario	N. Ingreso	Fac. de Quetz
79	CUELLAR GONZALEZ, Victor Arnoldo	Salamá, Baja Verapaz	Lic. Admón. Empresas	Kekchi	M	Diario	N. Ingreso	Fac. de Quetz
80	CUL, Juan Carlos	San Andrés Semetabaj, Sololá	PEM. CC. Naturales	Quiché	M	F. de Semana	N. Ingreso	Fac. de Quetz
81	CUPIL LOPEZ, Cándido Alfredo	Quetzaltenango	Lic. Admón. Empresas	Quiché	M	Diario	N. Ingreso	Fac. de Quetz
82	CUPIL LOPEZ, Jaime Bonifacio	Quetzaltenango	T.U. Trabajo Social	Quiché	M	Diario	N. Ingreso	Fac. de Quetz
83	DELGADO HERNANDEZ, Juan H.	Huehuetenango	PEM. Ped. y Psicología	Mam	M	F. de Semana	Reingreso	Fac. de Quetz
84	DIAZ PEREZ, Carlos	Jocotán, Chiquimula	Lic. CC. Jurídicas y S.	Kekchi	M	Diario	Reingreso	Fac. de Quetz
85	ESTRADA ESTRADA, Eddy Consuelo .	Chimaltenango	PEM. Ped. y Psicología	Cakchiquel	F	F. de Semana	N. Ingreso	Fac. de Quetz
86	FELICIANO OROZCO, Bonifacio	Comitancillo, San Marcos	PEM. Lit. y L. E.	Mam	M	F. de Semana	Reingreso	Fac. de Quetz
87	FELICIANO VASQUEZ, Magdalena .	San Sebastián H., Huehuetenango	PEM. Ed. Bilingue	Mam	F	F. de Semana	Reingreso	Fac. de Quetz
88	FELIX MATIAS, Perpetua .	San Juan Atitán, Huehuetenango	PEM. Ed. Bilingue	Mam	F	F. de Semana	Reingreso	Fac. de Quetz
89	FIGUEROA ALVARADO, Walter Armando	Sololá	PEM. Ped. y Psicología	Quiché	M	F. de Semana	N. Ingreso	Fac. de Quetz
90	FRANCO MARTINEZ, Roberto Carlos	Huehuetenango	PEM. Ped. y Psicología	Mam	M	F. de Semana	N. Ingreso	Fac. de Quetz
91	GALEANO FERNANDEZ, Mario René	Rabinal, Baja Verapaz	T.U. Trabajo Social	Kekchi	M	Diario	N. Ingreso	Fac. de Quetz
92	GARCIA AJUCUM, Dora Petronila .	Totonicapán	Lic. CC. Jurídicas y S.	Quiché	F	Diario	N. Ingreso	Fac. de Quetz
93	GARCIA BULUX, Salomón Anastacio	Totonicapán	PEM. Ped. y Psicología	Quiché	M	F. de Semana	Reingreso	Fac. de Quetz

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No.	NOMBRE	PROCEDENCIA	CARRERA	LENGUA	SEXO	PLAN	REINGRESO Y N. INGRESO	LUGAR DE ESTUDIO
94	GARCIA MARROQUIN, Marco Antonio	Comitancillo, San Marcos	PEM. Ped. y Psicología	Mam	M	F. de Semana	Reingreso	Fac. de Quetzgo.
95	GARCIA TALE, Leoncio Pablo	Aldea Barraneché, Totonicapán	T.U. Trabajo Social	Quiché	M	Diario	Reingreso	Fac. de Quetzgo.
96	GARCIA VELASQUEZ, Alberto Rubén	Totonicapán	T.U. Prod. Vegetal	Quiché	M	F. de Semana	N. Ingreso	Fac. de Quetzgo.
97	GARCIA Y GARCIA, Joaquin	Salamá, Baja Verapaz	Lic. Admón. Empresas	Kekchi	M	Diario	N. Ingreso	Fac. de Quetzgo.
98	GARCIA YAC, Gladys Aidee.	Cantel, Quetzaltenango	PEM. CC. Naturales	Quiché	F	F. de Semana	Reingreso	Fac. de Quetzgo.
99	GIRON GRANADOS, Modesta Loyola .	Zacualpa, Quiché	T.U. Trabajo Social	Quiché	F	Diario	N. Ingreso	Fac. de Quetzgo.
100	GOMEZ CIFUENTES, Francisco Gonzalo	Chichicastenango, El Quiché	PEM. Ped. y Psicología	Quiché	M	F. de Semana	N. Ingreso	Fac. de Quetzgo.
101	GOMEZ COLOMO, Benigno	San Francisco La Unión, Quetzaltenango	T.U. Prod. Vegetal	Quiché	M	F. de Semana	Reingreso	Fac. de Quetzgo.
102	GOMEZ DIAZ, Enrique	San Juan Ostuncalco, Quetzaltenango	PEM. Ed. Bilingue	Quiché	M	F. de Semana	N. Ingreso	Fac. de Quetzgo.
103	GOMEZ GARCIA, Sergio Adolfo	San Francisco El Alto, Totonicapán	PEM. CC. Naturales	Quiché	M	F. de Semana	N. Ingreso	Fac. de Quetzgo.
104	GOMEZ GOMEZ, Manuel	Santa Cruz del Quiché, El Quiché	PEM. Ped. y Psicología	Quiché	M	F. de Semana	N. Ingreso	Fac. de Quetzgo.
105	GOMEZ GONZALEZ, Claro Luciano	Olintepeque, Quetzaltenango	Lic. Arquitectura	Quiché	M	Diario	N. Ingreso	Campus Centra
106	GOMEZ GONZALEZ, Santos Ernesto	La Cumbre, Olintepeque, Quetzaltenango	T.U. Trabajo Social	Quiché	M	Diario	Reingreso	Fac. de Quetzgo.
107	GOMEZ MOYA, Marco Antonio	Salamá, Baja Verapaz	T.U. Trabajo Social	Kekchi	M	Diario	N. Ingreso	Fac. de Quetzgo.
108	GOMEZ PALACIOS, Willy Ottoniel	Huehuetenango	Lic. Admón. Empresas	Mam	M	Diario	Reingreso	Fac. de Quetzgo.
109	GOMEZ QUIXTAN, Oscar Manuel	Quetzaltenango	PEM. Ped. y Psicología	Quiché	M	F. de Semana	N. Ingreso	Fac. de Quetzgo.
110	GOMEZ ROMERO, Carlos Enrique	San Marcos	T.U. Trabajo Social	Mam	M	Diario	Reingreso	Fac. de Quetzgo.
111	GOMEZ VAIL, Octaviano	San Rafael Pétzal, Huehuetenango	PEM. Ped. y Psicología	Mam	M	F. de Semana	Reingreso	Fac. de Quetzgo.
112	GOMEZ Y GOMEZ, Diliam Cristina .	San José Ojetenam, San Marcos	T.U. Trabajo Social	Mam	F	Diario	Reingreso	Fac. de Quetzgo.
113	GONZALEZ GARCIA, Edgar Leonardo	Chiquimulilla, Santa Rosa	Lic. Admón. Empresas	Kekchi	M	Diario	N. Ingreso	Fac. de Quetzgo.
114	GONZALEZ GARCIA, Miguel Jeremías	San Francisco La Unión, Quetzaltenango	PEM. Ped. y Psicología	Quiché	M	F. de Semana	N. Ingreso	Fac. de Quetzgo.
115	GONZALEZ PEREZ, Cruz	Chivarreto, Sn. Fco. El Alto, Totonicapán	PEM. Ed. Bilingue	Quiché	M	F. de Semana	Reingreso	Fac. de Quetzgo.
116	GONZALEZ SAMAYOA, Sandra Consuelo .	Aldea Cachil, Salamá, Baja Verapaz	T.U. Trabajo Social	Kekchi	F	Diario	Reingreso	Fac. de Quetzgo.
117	GUACHIAC GUARCHAJ, María .	Nahualá, Sololá	PEM. Ped. y Psicología	Quiché	F	F. de Semana	N. Ingreso	Fac. de Quetzgo.
118	GUARCHAJ GUACHIAC, Lorenzo	Nahualá, Sololá	Lic. CC. Jurídicas y S.	Cakchiq'ue'l	M	Diario	Reingreso	Fac. de Quetzgo.
119	GUILLERMO, Yescenia Ahimé .	Salamá, Baja Verapaz	Lic. CC. Jurídicas y S.	Kekchi	F	Diario	N. Ingreso	Fac. de Quetzgo.
120	GUINEA GARCIA, Pedro	Totonicapán	PEM. Ped. y Psicología	Quiché	M	F. de Semana	N. Ingreso	Fac. de Quetzgo.
121	GULARTE SUEVERN, Regina del Rosario .	Salamá, Baja Verapaz	Lic. Admón. Empresas	Kekchi	F	Diario	Reingreso	Fac. de Quetzgo.
122	GUTIERREZ TZUNUN, Tomás Matías	Totonicapán	PEM. Ed. Bilingue	Quiché	M	F. de Semana	N. Ingreso	Fac. de Quetzgo.
123	HERNANDEZ AJTUN, Eugenio	Quetzaltenango	PEM. Mate. y Física	Quiché	M	F. de Semana	Reingreso	Fac. de Quetzgo.
124	HERNANDEZ ALCON, Esteban	Aguacatán, Huehuetenango	PEM. Mate. y Física	Mam	M	F. de Semana	N. Ingreso	Fac. de Quetzgo.

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No.	NOMBRE	PROCEDENCIA	CARRERA	LENGUA	SEXO	PLAN	REINGRESC Y N. INGRESO	LUGAR DE ESTUDIO
125	HERNANDEZ LACAN, Hipólito Alberto	Totonicapán	PEM. Ped. y Psicología		M	F. de Semana	Reingreso	Fac. de Quetgo.
126	HERNANDEZ MALDONADO, Toribio	Chivarreto, Sn. Fco. El Alto, Totonicapán	PEM. Ed. Bilingue	Quiché	M	F. de Semana	Reingreso	Fac. de Quetgo.
127	HERNANDEZ MATUL, Manuel	San Francisco El Alto, Totonicapán	PEM. Ped. y Psicología	Quiché	M	F. de Semana	N. Ingreso	Fac. de Quetgo.
128	HERNANDEZ MONTEJO, Edmundo Calixto	Jacaltenango, Huehuetenango	Lic. CC. Jurídicas y S.	Mam	M	Diario	N. Ingreso	Fac. de Quetgo.
129	HERNANDEZ SUM, Soraya Lisbeth	Quetzaltenango	T.U. Trabajo Social	Quiché	F	Diario	Reingreso	Fac. de Quetgo.
130	HERNANDEZ TZAQUITZAL, Gloria Azucena	Totonicapán	PEM. Ped. y Psicología	Quiché	F	F. de Semana	N. Ingreso	Fac. de Quetgo.
131	HERNANDEZ TZAQUITZAL, Maria de los A.	Totonicapán	Lic. CC. Jurídicas y S.	Quiché	F	Diario	N. Ingreso	Fac. de Quetgo.
132	HERNANDEZ VICENTE, Luis Alberto	San Juan Atitán, Huehuetenango	PEM. Ped. y Psicología	Mam	M	F. de Semana	N. Ingreso	Fac. de Quetgo.
133	HERRERA OGALDEZ, Armando René	Villa de Joyabaj, El Quiché	PEM. Ped. y Psicología	Quiché	M	F. de Semana	N. Ingreso	Fac. de Quetgo.
134	HURTADO MONTEJO, Aurelio Domingo	Jacaltenango, Huehuetenango	PEM. Ped. y Psicología	Mam	M	F. de Semana	Reingreso	Fac. de Quetgo.
135	ITZEP XILOJ, Josué Hildebrando	Momostenango, Totonicapán	Lic. CC. Jurídicas y S.	Quiché	M	Diario	N. Ingreso	Fac. de Quetgo.
136	IXCAMPARIC SOSA, Benjamín Elías	Santa María Visitación, Sololá	PEM. Ped. y Psicología	Quiché	M	F. de Semana	N. Ingreso	Fac. de Quetgo.
137	JACINTO JACINTO, Mardoqueo	San Lucas Tolimán, Sololá	T.U. Prod. Vegetal	Cakchiquel	M	F. de Semana	N. Ingreso	Fac. de Quetgo.
138	JAMINEZ CHOYON, Maria Fabiana	Nahualá, Sololá	PEM. Lit. y L. E.	Quiché	F	F. de Semana	N. Ingreso	Fac. de Quetgo.
139	JAMINEZ TUM, Anastacia Francisca	Xepatuj, Nahualá, Sololá	T.U. Trabajo Social	Quiché	F	Diario	Reingreso	Fac. de Quetgo.
140	JAMINEZ TUM, Felipe Vinicio	Xepatuj, Nahualá, Sololá	PEM. Ped. y Psicología	Quiché	M	F. de Semana	Reingreso	Fac. de Quetgo.
141	JEREZ GIL, Ileana Maribel	Santa Cruz del Quiché, El Quiché	T.U. Trabajo Social	Quiché	F	Diario	N. Ingreso	Fac. de Quetgo.
142	JIMENES SALES, Vicente	San Sebastián H., Huehuetenango	Lic. CC. Jurídicas y S.	Mam	M	Diario	N. Ingreso	Fac. de Quetgo.
143	JOCÓN GONZÁLEZ, Julia Margarita	Guatemala	T.U. Trabajo Social	Cakchiquel	F	Diario	N. Ingreso	Fac. de Quetgo.
144	JUAREZ MELCHOR, Hilda Leticia	Rabinal, Baja Verapaz	T.U. Trabajo Social	Kekchí	F	Diario	N. Ingreso	Fac. de Quetgo.
145	LACAYO MAZARIEGOS, Claudia Johana	Quetzaltenango	PEM. Ped. y Psicología	Quiché	F	F. de Semana	N. Ingreso	Fac. de Quetgo.
146	LEC GIRON, Hugo Waldemar	Sololá	Lic. CC. Jurídicas y S.	Quiché	M	Diario	N. Ingreso	Fac. de Quetgo.
147	LEC LOPEZ, Sara Jeanette	Sololá	Lic. CC. Jurídicas y S.	Quiché	F	Diario	N. Ingreso	Fac. de Quetgo.
148	LOPEZ ALVARADO, Gilberto	Santa Cruz Barillas, Huehuetenango	PEM. Ped. y Psicología	Quiché	M	F. de Semana	Reingreso	Fac. de Quetgo.
149	LOPEZ BARRIOS, Juan José	Tecún Umán, San Marcos	Lic. C.P. y Auditoría	Mam	M	Diario	N. Ingreso	Fac. de Quetgo.
150	LOPEZ CABRERA, Gustavo	Concepción Chiquirichapa, Quetzaltenango	PEM. Mate. y Física	Quiché	M	F. de Semana	N. Ingreso	Fac. de Quetgo.
151	LOPEZ CASTILLO, José Alfredo	Huehuetenango	Lic. Admón. Empresas	Mam	M	Diario	Reingreso	Fac. de Quetgo.
152	LOPEZ CHAVEZ, Esiongeder	San Carlos Sija, Quetzaltenango	T.U. Prod. Vegetal	Quiché	M	F. de Semana	N. Ingreso	Fac. de Quetgo.
153	LOPEZ CRISTOBAL, Maximiliano	Santa Cruz Barillas, Huehuetenango	PEM. Ped. y Psicología	Mam	M	F. de Semana	Reingreso	Fac. de Quetgo.
154	LOPEZ LOPEZ, Carlos Humberto	Mazatenango, Suchitepéquez	PEM. Ed. Bilingue	Quiché	M	F. de Semana	N. Ingreso	Fac. de Quetgo.
155	LOPEZ PASCUAL, Leandro	San Miguel Acatán, Huehuetenango	PEM. Mate. y Física	Mam	M	F. de Semana	N. Ingreso	Fac. de Quetgo.

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No.	NOMBRE	PROCEDENCIA	CARRERA	LENGUA	SEXO	PLAN	REINGRESO Y N. INGRESO	LUGAR DE ESTUDIO
156	LOPEZ RODRIGUEZ, Feliciano	Aguacatán, Huehuetenango	T.U. Trabajo Social	Quiché	M	Diario	Reingreso	Fac. de Quetgo.
157	LORENZO PEREZ, Booz	San Sebastián H., Huehuetenango	PEM. Ed. Bilingue	Mam	M	F. de Semana	Reingreso	Fac. de Quetgo.
158	LUX HERRERA, Máximo	Chichicastenango, El Quiché	T.U. Trabajo Social	Quiché	M	Diario	Reingreso	Fac. de Quetgo.
159	LUX SANDOVAL, Marta Lilian	Rabinal, Baja Verapaz	T.U. Trabajo Social	Kekchi	F	Diario	N. Ingreso	Fac. de Quetgo.
160	MACARIO CALEL, Tomás	Chichicastenango, El Quiché	Lic. CC. Jurídicas y S.	Quiché	M	Diario	N. Ingreso	Fac. de Quetgo.
161	MACARIO CALVA, Tomás Enrique	Chichicastenango, El Quiché	Lic. Admón. Empresas	Quiché	M	Diario	Reingreso	Fac. de Quetgo.
162	MACARIO HERNANDEZ, Mario Felipe	San Miguel Ixtahuacán, San Marcos	PEM. Ed. Bilingue	Mam	M	F. de Semana	Reingreso	Fac. de Quetgo.
163	MAGZUL PATAL, Hermelinda	Patzún, Chimaltenango	T.U. Trabajo Social	Cakchiquel	F	Diario	N. Ingreso	Fac. de Quetgo.
164	MALDONADO ARREAGA, Thelmy Fabiola	San Marcos	T.U. Trabajo Social	Mam	F	Diario	N. Ingreso	Fac. de Quetgo.
165	MALDONADO TORRES, Fausto René	Mazatenango, Suchitepéquez	Lic. CC. Jurídicas y S.	Quiché	M	Diario	N. Ingreso	Fac. de Quetgo.
166	MARTINEZ OVANDO, Guillermo Adolfo	Quetzaltenango	Lic. CC. Jurídicas y S.	Quiché	M	Diario	N. Ingreso	Fac. de Quetgo.
167	MAZARIEGOS TOC, Marco Antonio	San Cristóbal, Totonicapán	PEM. Ped. y Psicología	Quiché	M	F. de Semana	N. Ingreso	Fac. de Quetgo.
168	MEJIA, Eddy Alexis	Salamá, Baja Verapaz	T.U. Trabajo Social	Kekchi	M	Diario	N. Ingreso	Fac. de Quetgo.
169	MELGAR PELAEZ, Gilma Adalgiza	Salamá, Baja Verapaz	Lic. CC. Jurídicas y S.	Kekchi	F	Diario	N. Ingreso	Fac. de Quetgo.
170	MENDOZA CAMPOSECO, Juan Daniel	Jacaltenango, Huehuetenango	PEM. Ped. y Psicología	Mam	M	F. de Semana	Reingreso	Fac. de Quetgo.
171	MENDOZA PEREZ, Juan	Todos Santos Cuchumatanes, Huehuetenango	Lic. CC. Jurídicas y S.	Mam	M	Diario	Reingreso	Fac. de Quetgo.
172	MENDOZA REANDA, Pedro Fernando	Santiago Atitlán, Sololá	T.U. Trabajo Social	Quiché	M	Diario	Reingreso	Fac. de Quetgo.
173	MENENDEZ PEREIRA, Jorge Mario	San Andrés Itzapa, Chimaltenango	T.U. Trabajo Social	Cakchiquel	M	Diario	N. Ingreso	Fac. de Quetgo.
174	MERIDA HERNANDEZ, Santos Guillermo	San Miguel Ixtahuacán, San Marcos	PEM. Ed. Bilingue	Quiché	M	F. de Semana	Reingreso	Fac. de Quetgo.
175	MIRANDA MORALES, Eleázar Armando	San Ildefonso Ixtahuacán, Huehuetenango	PEM. Mate. y Física	Mam	M	F. de Semana	Reingreso	Fac. de Quetgo.
176	MIRANDA MORALES, Hermelindo	Comitancillo, San Marcos	Lic. CC. Jurídicas y S.	Quiché	M	Diario	Reingreso	Fac. de Quetgo.
177	MIRANDA SALVADOR, Eliseo	Comitancillo, San Marcos	PEM. Ped. y Psicología	Mam	M	F. de Semana	Reingreso	Fac. de Quetgo.
178	MORALES AZ, Mynor Narciso	Cantel, Quetzaltenango	Lic. Ing. Química Ind.	Quiché	M	Diario	N. Ingreso	Campus Centra
179	MORAN ICAL, Carlos Rafael	San Cristóbal Verapaz, Alta Verapaz	PEM. Ped. y Psicología	Kekchi	M	F. de Semana	N. Ingreso	Fac. de Quetgo.
180	MORAN ICAL, Vicente Enrique	San Cristóbal Verapaz, Alta Verapaz	Lic. Admón. Empresas	Kekchi	M	Diario	Reingreso	Fac. de Quetgo.
181	MUS COY, Erick Oswaldo	San Cristóbal Verapaz, Alta Verapaz	Lic. CC. Jurídicas y S.	Kekchi	M	Diario	N. Ingreso	Fac. de Quetgo.
182	NICOLAS SIMON, Clemencia Eulalia	Santa Eulalia, Huehuetenango	PEM. Ped. y Psicología	Mam	F	F. de Semana	N. Ingreso	Fac. de Quetgo.
183	NICOLAS SIMON, Daniel Medardo	Santa Eulalia, Huehuetenango	T.U. Prod. Vegetal	Mam	M	F. de Semana	N. Ingreso	Fac. de Quetgo.
184	OCAÑA TEZO, Ana Beatriz	Quetzaltenango	Lic. C.P. y Auditoria	Quiché	F	Diario	N. Ingreso	Fac. de Quetgo.
185	ORTIZ LOPEZ, Abraham	Salamá, Baja Verapaz	T.U. Trabajo Social	Kekchi	M	Diario	N. Ingreso	Fac. de Quetgo.
186	ORTIZ RAMIREZ, Luis Alberto	San Ildefonso Ixtahuacán, Huehuetenango	T.U. Ad.E. Cooperativas	Mam	M	F. de Semana	N. Ingreso	Fac. de Quetgo.

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No.	NOMBRE	PROCEDENCIA	CARRERA	LENGUA	SEXO	PLAN	REINGRESO Y N. INGRESO	LUGAR DE ESTUDIO
187	ORTIZ VELASQUEZ, Evelia	Sibinal, San Marcos	PEM. Ped. y Psicología	Mam	F	F. de Semana	N. Ingreso	Fac. de Quetgo.
188	OSORIO TIU, Miguel Angel	Santa María Chiquimula, Totonicapán	PEM. Mate. y Física	Quiché	M	F. de Semana	N. Ingreso	Fac. de Quetgo.
189	OVALLE CHAVEZ, Mario Simón	Santa Lucía Utatlán, Sololá	T.U. Prod. Vegetal	Cakchiquel	M	F. de Semana	N. Ingreso	Fac. de Quetgo.
190	PACAY GARCIA, Julia Maribel	Cobán, Alta Verapaz	Lic. CC. Jurídicas y S.	Kekchí	F	Diario	Reingreso	Fac. de Quetgo.
191	PACAY GARCIA, Mario César	Cobán, Alta Verapaz	Lic. CC. Jurídicas y S.	Kekchí	M	Diario	N. Ingreso	Fac. de Quetgo.
192	PANJOJ TOL, Roberto Tomás	Chichicastenango, El Quiché	T.U. Trabajo Social	Quiché	M	Diario	Reingreso	Fac. de Quetgo.
193	PATAL LOPEZ, Mario	Patzún, Chimaltenango	Lic. Admón. Empresas	Cakchiquel	M	Diario	N. Ingreso	Fac. de Quetgo.
194	PATAL MAJZUL, Bonifacio	Patzún, Chimaltenango	Lic. CC. Jurídicas y S.	Quiché	M	Diario	N. Ingreso	Fac. de Quetgo.
195	PAXTOR ALVAREZ, Salvador Rolando	San Francisco El Alto, Totonicapán	Lic. CC. Jurídicas y S.	Quiché	M	Diario	N. Ingreso	Fac. de Quetgo.
196	PAXTOR, Juana	San Francisco La Unión, Quetzaltenango	Lic. Pedagogía	Quiché	F	F. de Semana	Reingreso	Fac. de Quetgo.
197	PELAEZ VILLALOBOS, Juan Carlos	Cobán, Alta Verapaz	Lic. CC. Jurídicas y S.	Kekchí	M	Diario	Reingreso	Fac. de Quetgo.
198	PEREZ HERNANDEZ, Luis E.	San Francisco El Alto, Totonicapán	Lic. CC. Jurídicas y S.	Quiché	M	Diario	Reingreso	Fac. de Quetgo.
199	PEREZ LOPEZ, Luis Raúl	Salamá, Baja Verapaz	Lic. CC. Jurídicas y S.	Quiché	M	Diario	Reingreso	Fac. de Quetgo.
200	PEREZ MEJIA, Noé	Olintepeque, Quetzaltenango	Lic. CC. Jurídicas y S.	Kekchí	M	Diario	Reingreso	Fac. de Quetgo.
201	PEREZ PEREZ, Rosa Herlinda	Salamá, Baja Verapaz	PEM. Ed. Bilingue	Quiché	M	F. de Semana	N. Ingreso	Fac. de Quetgo.
202	PEREZ ROJAS, Dora María	Santa Cruz del Quiché, El Quiché	T.U. Trabajo Social	Kekchí	F	Diario	N. Ingreso	Fac. de Quetgo.
203	PEREZ SALES, Carlos Roberto	Ixtahuacán, Huehuetenango	T.U. Trabajo Social	Quiché	F	Diario	N. Ingreso	Fac. de Quetgo.
204	PEREZ Y PEREZ, Adán	San Carlos Sija, Quetzaltenango	Lic. CC. Jurídicas y S.	Mam	M	Diario	Reingreso	Fac. de Quetgo.
205	PIOX TECU, Wilfredo	San Carlos Sija, Quetzaltenango	PEM. Ped. y Psicología	Quiché	M	F. de Semana	Reingreso	Fac. de Quetgo.
206	POCOP SALCJ, Leonicia	San Jorge La Laguna, Sololá	PEM. Lit. y L. E.	Quiché	M	F. de Semana	Reingreso	Fac. de Quetgo.
207	PONCIO CUTZ, Olga Virginia	Totonicapán	T.U. Trabajo Social	Cakchiquel	F	Diario	Reingreso	Fac. de Quetgo.
208	PU LUX, Oswaldo	Camillá, El Quiché	PEM. Ped. y Psicología	Quiché	F	F. de Semana	Reingreso	Fac. de Quetgo.
209	QUEME CHAY, Victor Hugo	Quetzaltenango	PEM. Ped. y Psicología	Quiché	M	F. de Semana	N. Ingreso	Fac. de Quetgo.
210	QUINONEZ VELASQUEZ, Rodolfo Enrique	Santa Cruz del Quiché, El Quiché	T.U. Prod. Vegetal	Quiché	M	F. de Semana	Reingreso	Fac. de Quetgo.
211	RACANCOJ OROXOM, Leonardo	Quetzaltenango	T.U. Trabajo Social	Quiché	M	Diario	N. Ingreso	Fac. de Quetgo.
212	RAXCACO ISMALEJ, Leonardo	Rabinal, Baja Verapaz	PEM. Ped. y Psicología	Quiché	M	F. de Semana	N. Ingreso	Fac. de Quetgo.
213	RAYMUNDO RAYMUNDO, Juan	Aguacatán, Huehuetenango	PEM. Ped. y Psicología	Kekchí	M	F. de Semana	Reingreso	Fac. de Quetgo.
214	RECINOS VALDEZ, Roberto Aparicio	San Cristóbal, Totonicapán	PEM. Ped. y Psicología	Mam	M	F. de Semana	N. Ingreso	Fac. de Quetgo.
215	REYES JUAREZ, Vidal Armando	Rabinal, Baja Verapaz	PEM. Ped. y Psicología	Quiché	M	F. de Semana	N. Ingreso	Fac. de Quetgo.
216	REYNOSO COCHAJIL, Luis Sebastián	Comitancillo, San Marcos	T.U. Prod. Vegetal	Kekchí	M	F. de Semana	N. Ingreso	Fac. de Quetgo.
217	ROBLES IXCAYAU, Andrea Elizabeth	Momostenango, Totonicapán	PEM. Ed. Bilingue	Mam	M	F. de Semana	Reingreso	Fac. de Quetgo.
			PEM. Ped. y Psicología	Quiché	F	F. de Semana	N. Ingreso	Fac. de Quetgo.

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No.	NOMBRE	PROCEDENCIA	CARRERA	LENGUA	SEXO	PLAN	REINGRESO Y N. INGRESO	LUGAR DE ESTUDIO
218	ROBLES IXCAYAU, Jorge Luis	Momostenango, Totonicapán	Lic. CC. Jurídicas y S.	Quiché	M	Diario	Reingreso	Fac. de Quetz.
219	RODRIGUEZ GUAJAN, José Obispo	Tecpán, Chimaltenango	PEM. Ed. Bilingue	Cakchiquel	M	F. de Semana	N. Ingreso	Fac. de Quetz.
220	RODRIGUEZ HERNANDEZ, Simón	Aguacatán, Huehuetenango	Lic. Pedagogía	Mam	M	F. de Semana	Reingreso	Fac. de Quetz.
221	RODRIGUEZ MEJIA, Fernando	Aguacatán, Huehuetenango	PEM. Ped. y Psicología	Mam	M	F. de Semana	N. Ingreso	Fac. de Quetz.
222	RODRIGUEZ MEJIA, Ubaldo	Aguacatán, Huehuetenango	T.U. Prod. Vegetal	Mam	M	F. de Semana	N. Ingreso	Fac. de Quetz.
223	RODRIGUEZ REYES, Fabián	Santa Cruz El Chol, Baja Verapaz	PEM. Ped. y Psicología	Kekchi	M	F. de Semana	N. Ingreso	Fac. de Quetz.
224	RODRIGUEZ RODRIGUEZ, Juan	Aguacatán, Huehuetenango	Lic. Pedagogía	Mam	M	F. de Semana	Reingreso	Fac. de Quetz.
225	RODRIGUEZ RODRIGUEZ, Karina Johana	Salamá, Baja Verapaz	T.U. Trabajo Social	Kekchi	F	Diario	N. Ingreso	Fac. de Quetz.
226	ROMERO GOMEZ, Consuelo	San Juan Ostuncalco, Quetzaltenango	PEM. Ed. Bilingue	Quiché	F	F. de Semana	N. Ingreso	Fac. de Quetz.
227	RUIZ ARGUETA, Sandra Marlen	Uspantán, El Quiché	Lic. Admón. Empresas	Quiché	F	Diario	N. Ingreso	Fac. de Quetz.
228	SAC COJULUN, Noé Eulises	Quetzaltenango	Lic. Admón. Empresas	Quiché	M	Diario	N. Ingreso	Fac. de Quetz.
229	SAC GUARCHAJ, Felipe	Nahualá, Sololá	PEM. Ed. Bilingue	Quiché	M	F. de Semana	Reingreso	Fac. de Quetz.
230	SACALXOT CHOJOLAN, Anibal	Cantel, Quetzaltenango	Lic. Admón. Empresas	Quiché	M	Diario	Reingreso	Fac. de Quetz.
231	SALANIC COLOP, Matea Enriqueta	Cantel, Quetzaltenango	Lic. CC. Jurídicas y S.	Quiché	F	Diario	Reingreso	Fac. de Quetz.
232	SALANIC GOMEZ, Efrén Eduardo	San Juan Ostuncalco, Quetzaltenango	Lic. CC. Jurídicas y S.	Quiché	M	Diario	N. Ingreso	Fac. de Quetz.
233	SALANIC LOPEZ, Ventura	Cantel, Quetzaltenango	Lic. Psicología	Quiché	M	F. de Semana	N. Ingreso	Fac. de Quetz.
234	SALES JERONIMO, Eva	San Rafael Pétzal, Huehuetenango	PEM. Ed. Bilingue	Mam	F	F. de Semana	N. Ingreso	Fac. de Quetz.
235	SALAJ POZ, Emilio	Sololá	T.U. Ad.E. Cooperativas	Quiché	M	F. de Semana	N. Ingreso	Fac. de Quetz.
236	SALAJ POZ, Pedro	Xaquijá, Sololá	PEM. Ped. y Psicología	Cakchiquel	M	F. de Semana	Reingreso	Fac. de Quetz.
237	SALVADOR LOPEZ, Apolonio	Comitancillo, San Marcos	PEM. Ed. Bilingue	Mam	M	F. de Semana	Reingreso	Fac. de Quetz.
238	SAMAYOA YAX, Carolina Anabella	Quetzaltenango	T.U. Trabajo Social	Quiché	F	Diario	Reingreso	Fac. de Quetz.
239	SANAI CUMES, Victoriano	San José Poaquil, Chimaltenango	Lic. CC. Agrícolas	Quiché	M	Diario	Reingreso	Campus Centra
240	SANDOVAL VILLATORO, Angel Estuardo	Sacatepéquez	Lic. C.P. y Auditoría	Cakchiquel	M	Diario	N. Ingreso	Fac. de Quetz.
241	SANTIAGO CHAJCHALAC, Sergio Anibal	Quetzaltenango	Lic. Admón. Empresas	Quiché	M	Diario	N. Ingreso	Fac. de Quetz.
242	SANTOS VILLATORO, Carlos	Huehuetenango	Lic. Admón. Empresas	Mam	M	Diario	Reingreso	Fac. de Quetz.
243	SANTOS XICARA, Héctor Rolando	Quetzaltenango	PEM. Ped. y Psicología	Quiché	M	F. de Semana	N. Ingreso	Fac. de Quetz.
244	SAPON GARCIA, German Santiago	Totonicapán	PEM. Mate. y Física	Quiché	M	F. de Semana	Reingreso	Fac. de Quetz.
245	SAPON TAX, José Santos	Totonicapán	Lic. CC. Jurídicas y S.	Quiché	M	Diario	N. ingreso	Fac. de Quetz.
246	SAPON TAX, María Maximina	Salcajá, Quetzaltenango	PEM. Ped. y Psicología	Quiché	F	F. de Semana	Reingreso	Fac. de Quetz.
247	SAQUIC QUICHE, Dominga Mercedes	Quetzaltenango	Lic. Pedagogía	Quiché	F	F. de Semana	Reingreso	Fac. de Quetz.
248	SEMEYA JUTZUY, Juan Antonio	San José Poaquil, Chimaltenango	Lic. Admón. Empresas	Cakchiquel	M	Diario	Reingreso	Campus Centra

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No.	NOMBRE	PROCEDENCIA	CARRERA	LENGUA	SEXO	PLAN	REINGRESO Y N. INGRESO	LUGAR DE ESTUDIO
249	SERECH ICU, Flora Marcelina -	San Juan Comalapa, Chimaltenango	PEM. Ped. y Psicología	Cakchiquel	F	F. de Semana	N. Ingreso	Fac. de Quetgo.
250	SIC CUA, José Demetrio	Totonicapán	PEM. Ped. y Psicología	Quiché	M	F. de Semana	N. Ingreso	Fac. de Quetgo.
251	SIERRA LOAIZA, Salvador	Poptún, Petén	Lic. CC. Jurídicas y S.	Kekchi	M	Diario	N. Ingreso	Fac. de Quetgo.
252	SIS IBOY, María Angela -	Salamá, Baja Verapaz	PEM. Ed. Bilingue	Kekchi	F	F. de Semana	N. Ingreso	Fac. de Quetgo.
253	SOCOP GARCIA, Elías José	Totonicapán	T.U. Trabajo Social	Quiché	M	Diario	N. Ingreso	Fac. de Quetgo.
254	SOHOM IXMATA, Isabel -	Santa Catarina Ixtahuacán, Sololá	PEM. Ped. y Psicología	Quiché	F	F. de Semana	N. Ingreso	Fac. de Quetgo.
255	SOLARES COSIGUA, Rutilia	Sololá	PEM. Ped. y Psicología	Quiché	F	F. de Semana	N. Ingreso	Fac. de Quetgo.
256	SOSA GOMEZ, María Magdalena -	San Cristóbal, Totonicapán	PEM. Ped. y Psicología	Quiché	F	F. de Semana	N. Ingreso	Fac. de Quetgo.
257	SUNUM CUX, César Augusto	Quetzaltenango	PEM. Ped. y Psicología	Quiché	F	F. de Semana	Reingreso	Fac. de Quetgo.
258	TAHAY GOMEZ, Manuel de Jesús	Nahualá, Sololá	T.U. Prod. Vegetal	Quiché	M	F. de Semana	Reingreso	Fac. de Quetgo.
259	TAMBRIZ CHOYON, Martha -	Nahualá, Sololá	PEM. Ped. y Psicología	Quiché	M	F. de Semana	N. Ingreso	Fac. de Quetgo.
260	TAMBRIZ GOMEZ, Gaspar	Nahualá, Sololá	PEM. Ped. y Psicología	Quiché	F	F. de Semana	N. Ingreso	Fac. de Quetgo.
261	TAX RENOJ, Alejandro	Salcajá, Quetzaltenango	PEM. Lit. y L. E.	Quiché	M	F. de Semana	N. Ingreso	Fac. de Quetgo.
262	TAX RENOJ, Miguel Reginaldo	Santa Rita, Salcajá, Quetzaltenango	PEM. Ed. Bilingue	Quiché	M	F. de Semana	Reingreso	Fac. de Quetgo.
263	TAX TACAM, Cruz Rogelio	Paraje Panimá, Totonicapán	T.U. Oficial Intérprete	Quiché	M	Diario	Reingreso	Fac. de Quetgo.
264	TAX TZUL, Daniel Tomás	Totonicapán	T.U. Trabajo Social	Quiché	M	Diario	Reingreso	Fac. de Quetgo.
265	TEBALAN DE LEON, Helman Ariel	San Francisco El Alto, Totonicapán	PEM. Ped. y Psicología	Quiché	M	F. de Semana	N. Ingreso	Fac. de Quetgo.
266	TELEGUARIO AJPATUNAYCHE, Leonardo E.	Patzún, Chimaltenango	Lic. Arquitectura	Quiché	M	Diario	N. Ingreso	Campus Centra
267	TELEGUARIO PATAL, César Daniel	Patzún, Chimaltenango	T.U. Prod. Vegetal	Cakchiquel	M	F. de Semana	N. Ingreso	Fac. de Quetgo.
268	TEPAZ LOPEZ, Justo Francisco	Santa Catarina Ixtahuacán, Sololá	Lic. Admón. Empresas	Cakchiquel	M	Diario	N. Ingreso	Fac. de Quetgo.
269	TIRIQUIZ MACARIO, Tomás	Chichicastenango, El Quiché	PEM. Ped. y Psicología	Cakchiquel	M	F. de Semana	N. Ingreso	Fac. de Quetgo.
270	TOHOM GUTIERREZ, Isaac Pablo	Totonicapán	Lic. CC. Jurídicas y S.	Quiché	M	Diario	N. Ingreso	Fac. de Quetgo.
271	TOL MACARIO, Tomasa -	Chichicastenango, El Quiché	T.U. Trabajo Social	Quiché	M	Diario	Reingreso	Fac. de Quetgo.
272	TONOC GONZALEZ, Alberto Marcelino	San Carlos Sija, Quetzaltenango	T.U. Trabajo Social	Quiché	F	Diario	Reingreso	Fac. de Quetgo.
273	TUCUBAL RUCUCH, Olivia -	Tecpán Guatemala, Chimaltenango	PEM. Lit. y L. E.	Quiché	M	F. de Semana	N. Ingreso	Fac. de Quetgo.
274	TUM TAMBRIZ, Alfonso M.	Xepatuj, Nahualá, Sololá	T.U. Trabajo Social	Cakchiquel	F	Diario	N. Ingreso	Fac. de Quetgo.
275	TUY TOCOCH, Olga Mercedes -	Sololá	T.U. Ad.E. Cooperativas	Quiché	M	F. de Semana	Reingreso	Fac. de Quetgo.
276	TZAJ CHOJ, Juan Bautista	Nahualá, Sololá	PEM. Ped. y Psicología	Quiché	F	F. de Semana	N. Ingreso	Fac. de Quetgo.
277	TZAJ GUARCHAJ, Diego	Nahualá, Sololá	PEM. Ped. y Psicología	Quiché	M	F. de Semana	Reingreso	Fac. de Quetgo.
278	TZAQUITZAL ZAPETA, Alfonso E.	Totonicapán	Lic. Admón. Empresas	Quiché	M	Diario	Reingreso	Fac. de Quetgo.
279	TZEP ROSARIO, Miguel	Nahualá, Sololá	PEM. Ed. Bilingue	Quiché	M	F. de Semana	Reingreso	Fac. de Quetgo.
			PEM. Ped. y Psicología	Quiché	M	F. de Semana	N. Ingreso	Fac. de Quetgo.

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No.	NOMBRE	PROCEDENCIA	CARRERA	LENGUA	SEXO	PLAN	REINGRESO Y N. INGRESO	LUGAR DE ESTUDIO
280	TZIC COP, Catarina Paula -	Totonicapán	PEM. Ed. Bilingue	Quiché	F	F. de Semana	N. Ingreso	Fac. de Quetgo.
281	TZOC GARCIA, Andrés	Chiyax, Totonicapán	PEM. Mate. y Física	Quiché	M	F. de Semana	Reingreso	Fac. de Quetgo.
282	TZOC IXMATA, Luis	Nahualá, Sololá	PEM. Ped. y Psicología	Quiché	M	F. de Semana	Reingreso	Fac. de Quetgo.
283	TZOC IXMATA, Manuel Esquipulas	Nahualá, Sololá	PEM. Ed. Bilingue	Quiché	M	F. de Semana	Reingreso	Fac. de Quetgo.
284	TZUB CHEN, Juan Eleuterio	San Juan Chamelco, Alta Verapaz	T.U. Trabajo Social	Kekchí	M	Diario	Reingreso	Fac. de Quetgo.
285	TZUB CU, Juan Guillermo	San Juan Chamelco, Alta Verapaz	Lic. CC. Jurídicas y S.	Kekchí	M	Diario	Reingreso	Fac. de Quetgo.
286	TZUL COY, Víctor Eduardo	San Juan Chamelco, Alta Verapaz	T.U. Trabajo Social	Kekchí	M	Diario	Reingreso	Fac. de Quetgo.
287	TZUL IXCHAJCHAL, Delfino	Totonicapán	PEM. Ped. y Psicología	Quiché	M	F. de Semana	N. Ingreso	Fac. de Quetgo.
288	TZUL TZUL, Fabiana Camila-	Totonicapán	PEM. Ped. y Psicología	Quiché	F	F. de Semana	Reingreso	Fac. de Quetgo.
289	TZUL TZUL, Julio Miguel	Paquí, Totonicapán	PEM. Ed. Bilingue	Quiché	M	F. de Semana	Reingreso	Fac. de Quetgo.
290	TZUN JUCUB, Edwin Leonel	Cobán, Alta Verapaz	Lic. Admón. Empresas	Kekchí	M	Diario	N. Ingreso	Fac. de Quetgo.
291	TZUNUN REYNOSO, José	Santa Cruz del Quiché, El Quiché	T.U. Prod. Vegetal	Quiché	M	F. de Semana	N. Ingreso	Fac. de Quetgo.
292	TZUNUN ROSALES, Pedro Celso	Totonicapán	PEM. Ped. y Psicología	Quiché	M	F. de Semana	N. Ingreso	Fac. de Quetgo.
293	URIZAR MENDEZ, Hugo Fernando	Quetzaltenango	PEM. Ped. y Psicología	Quiché	M	F. de Semana	Reingreso	Fac. de Quetgo.
294	URIZAR ROSALES, Edma Odett -	San Andrés Sajcabajá, El Quiché	T.U. Trabajo Social	Quiché	F	Diario	N. Ingreso	Fac. de Quetgo.
295	URIZAR ROSALES, Julio César	Huehuetenango	Lic. CC. Jurídicas y S.	Mam	M	Diario	N. Ingreso	Fac. de Quetgo.
296	VASQUEZ HUITZ, Julio Silverio	Totonicapán	PEM. Ped. y Psicología	Quiché	M	F. de Semana	N. Ingreso	Fac. de Quetgo.
297	VASQUEZ PACAJÓJ, Oswaldo Guillermo	Quetzaltenango	PEM. Ped. y Psicología	Quiché	M	F. de Semana	N. Ingreso	Fac. de Quetgo.
298	VASQUEZ VASQUEZ, Santos Delfino	Totonicapán	PEM. CC. Naturales	Quiché	M	F. de Semana	N. Ingreso	Fac. de Quetgo.
299	VELASQUEZ GUTIERREZ, Augusto Fausto	Totonicapán	PEM. Ped. y Psicología	Quiché	M	F. de Semana	N. Ingreso	Fac. de Quetgo.
300	VELASQUEZ NIMATUJ, Irma Alicia	Quetzaltenango	Lic. CC. Jurídicas y S.	Quiché	F	Diario	N. Ingreso	Fac. de Quetgo.
301	VELASQUEZ PACHECO, Federico	Santa Cruz del Quiché, El Quiché	PEM. Ped. y Psicología	Quiché	M	F. de Semana	N. Ingreso	Fac. de Quetgo.
302	VELASQUEZ REYNOSO, Francisco	Santa Cruz del Quiché, El Quiché	T.U. Ad.E. Cooperativas	Quiché	M	F. de Semana	N. Ingreso	Fac. de Quetgo.
303	VICENTE RODAS, Amanda Esperanza -	San Juan Ostuncalco, Quetzaltenango	Lic. Admón. Empresas	Quiché	F	Diario	N. Ingreso	Fac. de Quetgo.
304	VILLAGRAN YOUNG, José Francisco	Retalhuleu	Lic. CC. Agrícolas	Quiché	M	Diario	N. Ingreso	Campus Centra
305	VILLAGREZ LOPEZ, Lucas	Michicoy, San Pedro Necta, Huehuetenango	PEM. Ed. Bilingue	Quiché	M	F. de Semana	Reingreso	Fac. de Quetgo.
306	XEC MORALES, Arnoldo	Cantel, Quetzaltenango	Lic. Pedagogía	Quiché	M	F. de Semana	N. Ingreso	Fac. de Quetgo.
307	XEC MORALES, Hugo Salomé	Cantel, Quetzaltenango	Lic. CC. Jurídicas y S.	Quiché	M	Diario	N. Ingreso	Fac. de Quetgo.
308	XIAP SIQUINA, Antonio Genaro	Almolonga, Quetzaltenango	T.U. Ad.E. Cooperativas	Quiché	M	F. de Semana	N. Ingreso	Fac. de Quetgo.
309	XICAY BUCH, Felino	Acatenango, Chimaltenango	Lic. CC. Jurídicas y S.	Cakchiquel	M	Diario	N. Ingreso	Fac. de Quetgo.
310	XOCOL TAMBRIZ, Alonzo Julio	Nahualá, Sololá	PEM. Mate. y Física	Quiché	M	F. de Semana	Reingreso	Fac. de Quetgo.

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No.	NOMBRE	PROCEDENCIA	CARRERA	LENGUA	SEXO	PLAN	REINGRESO Y N. INGRESO	LUGAR DE ESTUDIO
311	YAC CORTEZ, Herminia Elena	Pachaj, Cantel, Quetzaltenango	Lic. Admón. Empresas	Quiché	F	Diario	Reingreso	Fac. de Quetgo.
312	YAC NOJ, José Augusto	Sololá	T.U. Trabajo Social	Quiché	M	Diario	N. Ingreso	Fac. de Quetgo.
313	YAX TZUL, Carlos Gerardo	Totonicapán	PEM. Mate. y Física	Quiché	M	F. de Semana	N. Ingreso	Fac. de Quetgo.
314	YAX TZUL, Obispo Luciano	Momostenango, Totonicapán	PEM. CC. Naturales	Quiché	M	F. de Semana	Reingreso	Fac. de Quetgo.
315	YOOL GOMEZ, Felipe	Chimaltenango	T.U. Prod. Vegetal	Cakchiquel	M	F. de Semana	N. Ingreso	Fac. de Quetgo.
316	ZAPETA GARCIA, Agustín Feliciano	Totonicapán	Lic. CC. Jurídicas y S.	Quiché	M	Diario	N. Ingreso	Fac. de Quetgo.
317	ZAPETA GARCIA, Blanca Lidia Manuela	Totonicapán	PEM. Ped. y Psicología	Quiché	F	F. de Semana	Reingreso	Fac. de Quetgo.
318	ZAPIL CARRILLO, Lucas	Quetzaltenango	PEM. Ped. y Psicología	Quiché	M	F. de Semana	N. Ingreso	Fac. de Quetgo.
RESUMEN								
Número total de Estudiantes		318						
Procedencia por Departamentos:								
	Alta Verapaz	21	Quetzaltenango		67			
	Baja Verapaz	24	Retalhuleu		3			
	Chimaltenango	20	Sacatepéquez		2			
	Chiquimula	1	San Marcos		15			
	El Quiché	23	Santa Rosa		1			
	Guatemala	1	Sololá		21			
	Huehuetenango	37	Suchitepéquez		2			
	Petén	1	Totonicapán		60			
Número de Estudiantes por Carrera:								
	Lic. en Administración de Empresas	29	PEM. en CC. Naturales		6			
	Lic. en Arquitectura	2	PEM. en Educación Bilingüe		30			
	Lic. en C.P. y Auditoría	3	PEM. en Literatura y Lengua Española		5			
	Lic. en CC. Agrícolas	4	PEM. en Matemáticas y Física		19			
	Lic. en CC. Jurídicas y Sociales	57	PEM. en Pedagogía y Psicología		76			
	Lic. en CC. Políticas	1	T.U. en Ad. de Empresas Cooperativas		9			
	Lic. en Ingeniería Química Industrial	1	T.U. en Producción Vegetal		17			
	Lic. en Pedagogía	7	T.U. en Trabajo Social		50			
	Lic. en Psicología	1	T.U. Oficial Intérprete		1			

Número de Estudiantes por Plan: Diario	148	Fin de Semana	170
Número de Estudiantes por Lengua: Cakchiquel	29	Mam	27
Kekchi	48	Quiché	194
Número de Estudiantes por Sexo: Femenino	76	Masculino	242
Número de Estudiantes por Reingreso y Nuevo Ingreso: Nuevo Ingreso	201	Reingreso	117
Número de Estudiantes por Lugar de Estudio: Campus Central, Guatemala	9	Facultades de Quetzaltenango	309

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(B)

NON-MAYAN PARTICIPANTS

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No.	NOMBRE	PROCEDENCIA	CARRERA	LENGUA	SEXO	PLAN	REINGRESO Y N. INGRESO	LUGAR DE ESTUDIO
1	AMADOR PEREZ, Mariana	Huehuetenango	Lic. Admón. Empresas	Mam	F			
2	CASTILLO CASTILLO, Ali Baldomé	Huehuetenango	Lic. Admón. Empresas	Mam	M	Diario	N. Ingreso	Fac. de Quetgo.
3	CUELLAR GONZALEZ, Victor Arnoldo	Salamá, Baja Verapaz	Lic. Admón. Empresas	Kekchi	M	Diario	N. Ingreso	Fac. de Quetgo.
4	GARCIA Y GARCIA, Joaquín	Salamá, Baja Verapaz	Lic. Admón. Empresas	Kekchi	M	Diario	N. Ingreso	Fac. de Quetgo.
5	GOMEZ PALACIOS, Willy Ottoniel	Huehuetenango	Lic. Admón. Empresas	Mam	M	Diario	Reingreso	Fac. de Quetgo.
6	GONZALEZ GARCIA, Edgar Leonardo	Chiquimulilla, Santa Rosa	Lic. Admón. Empresas	Kekchi	M	Diario	N. Ingreso	Fac. de Quetgo.
7	GULARTE SUEVERN, Regina del Rosario	Salamá, Baja Verapaz	Lic. Admón. Empresas	Kekchi	F	Diario	Reingreso	Fac. de Quetgo.
8	LOPEZ CASTILLO, José Alfredo	Huehuetenango	Lic. Admón. Empresas	Mam	M	Diario	Reingreso	Fac. de Quetgo.
9	RUIZ ARGUETA, Sandra Marlen	Uspantán, El Quiché	Lic. Admón. Empresas	Quiché	F	Diario	N. Ingreso	Fac. de Quetgo.
10	SANDOVAL VILLATORO, Angel Estuardo	Sacatepéquez	Lic. C.P. y Auditoría	Cakchiquel	M	Diario	N. Ingreso	Fac. de Quetgo.
11	VILLAGRAN YOUNG, José Francisco	Retalhuleu	Lic. CC. Agrícolas	Quiché	M	Diario	N. Ingreso	Campus Centra
12	GUILLERMO, Yescenia Ahimé	Salamá, Baja Verapaz	Lic. CC. Jurídicas y S.	Kekchi	F	Diario	N. Ingreso	Fac. de Quetgo.
13	MALDONADO TORRES, Fausto René	Mazatenango, Suchitepéquez	Lic. CC. Jurídicas y S.	Quiché	M	Diario	N. Ingreso	Fac. de Quetgo.
14	MARTINEZ OVANDO, Guillermo Adolfo	Quetzaltenango	Lic. CC. Jurídicas y S.	Quiché	M	Diario	N. Ingreso	Fac. de Quetgo.
15	MELGAR PELAEZ, Gilma Adalgiza	Salamá, Baja Verapaz	Lic. CC. Jurídicas y S.	Kekchi	F	Diario	N. Ingreso	Fac. de Quetgo.
16	SIERRA LOAIZA, Salvador	Poptún, Petén	Lic. CC. Jurídicas y S.	Kekchi	M	Diario	N. Ingreso	Fac. de Quetgo.
17	URIZAR ROSALES, Julio César	Huehuetenango	Lic. CC. Jurídicas y S.	Mam	M	Diario	N. Ingreso	Fac. de Quetgo.
18	BARRERA OVALLE, Ovidio Donacino	Quetzaltenango	PEM. CC. Naturales	Quiché	M	F. de S.	Reingreso	Fac. de Quetgo.
19	AGUSTIN FUENTES, Marco Antonio	San Juan Ostuncalco, Quetzaltenango	PEM. Mat. y Física	Quiché	M	F. de S.	N. Ingreso	Fac. de Quetgo.
20	HERRERA OGALDEZ, Armando René	Villa de Joyabaj, El Quiché	PEM. Ped. y Psicología	Quiché	M	F. de S.	N. Ingreso	Fac. de Quetgo.
21	REYES JUAREZ, Vidal Armando	Rabinal, Baja Verapaz	T.U. Prod. Vegetal	Kekchi	M	F. de S.	N. Ingreso	Fac. de Quetgo.
22	ALVARADO RODRIGUEZ, María Nieves	Santa Cruz del Quiché, El Quiché	T.U. Trabajo Social	Quiché	F	Diario	N. Ingreso	Fac. de Quetgo.
23	CHAVARRIA FLORES, Maritza Antonieta	Salamá, Baja Verapaz	T.U. Trabajo Social	Kekchi	F	Diario	N. Ingreso	Fac. de Quetgo.
24	GALEANO FERNANDEZ, Mario René	Rabinal, Baja Verapaz	T.U. Trabajo Social	Kekchi	M	Diario	N. Ingreso	Fac. de Quetgo.
25	GIRON GRANADOS, Modesta Loyola	Zacualpa, Quiché	T.U. Trabajo Social	Quiché	F	Diario	N. Ingreso	Fac. de Quetgo.
26	GOMEZ MOYA, Marco Antonio	Salamá, Baja Verapaz	T.U. Trabajo Social	Kekchi	M	Diario	N. Ingreso	Fac. de Quetgo.
27	GONZALEZ SAMAYOA, Sandra Consuelo	Aldea Cachil, Salamá, Baja Verapaz	T.U. Trabajo Social	Kekchi	F	Diario	Reingreso	Fac. de Quetgo.
28	JEREZ GIL, Ileana Maribel	Santa Cruz del Quiché, El Quiché	T.U. Trabajo Social	Quiché	F	Diario	N. Ingreso	Fac. de Quetgo.
29	MALDONADO ARREAGA, Thelmy Fabiola	San Marcos	T.U. Trabajo Social	Mam	F	Diario	N. Ingreso	Fac. de Quetgo.
30	RODRIGUEZ RODRIGUEZ, Karina Johana	Salamá, Baja Verapaz	T.U. Trabajo Social	Kekchi	F	Diario	N. Ingreso	Fac. de Quetgo.

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LISTADO GENERAL DE BECADOS PRODIPMA/URL 1,988

Página # 2

No.	NOMBRE	PROCEDENCIA	CARRERA	LENGUA	SEXO	PLAN	REINGRESO Y N. INGRESO	LUGAR DE ESTUDIO
31	URIZAR ROSALES, Edma Odett	San Andrés Sajcabajá, El Quiché	T.U. Trabajo Social	Quiché	F	Diario	N. Ingreso	Fac. de Queto.

RESUMEN

Porcentaje de alumnos no-indigenas	9.70%		
Número de Estudiantes	31		
Procedencia por Departamentos:			
Baja Verapaz			
El Quiché	11	Retalhuleu	1
Huehuetenango	6	Sacatepéquez	1
Petén	5	San Marcos	1
Quetzaltenango	1	Santa Rosa	1
	3	Suchitepéquez	1
Número de Esdudiantes por Carrera:			
Lic. en Administración de Empresas	9		
Lic. en C.P. y Auditoría	1		
Lic. en CC. Agrícolas	1		
Lic. en CC. Jurídicas y Sociales	6		
PEM. en CC. Naturales	1		
PEM. en Matemáticas y Física	1		
PEM. en Pedagogía y Psicología	1		
T.U. en Producción Vegetal	1		
T.U. en Trabajo Social	10		
Número de Estudiantes por Plan:			
Plan Diario	27	Fin de Semana:	

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RESUMEN

Página # 3

Número de Estudiantes por Lengua:

Cakchiquel

1

Kekchi

13

Mam

6

Quiché

11

Número de Estudiantes por Sexo:

Femenino

13

Masculino:

18

Número de Estudiantes por Reingreso y Nuevo Ingreso:

Nuevo Ingreso

26

Reingreso

5

Número de Estudiantes por Lugar de Estudio:

Campus Central, Guatemala

1

Facultades de Quetzaltenango

30

19

#4

FACULTADES DE QUEZALTENANGO

UNIVERSIDAD RAFAEL LANDIVAR

14 AV O-43, ZONA 3

APARTADO 87 - TELS. 2269 - 2176

QUEZALTENANGO, GUATEMALA, C. A.

LECTORES DE BIBLIOTECA EN EL AÑO 1987

<u>MES</u>	U.R.L	OTRAS INSTITUCIONES	NUMERO DE LECTORES	
ENERO	1,768	121	1,889	
FEBRERO	3,763	950	4,713	
MARZO	4,322	1,102	5,424	
ABRIL	2,735	912	3,647	
MAYO	1,721	849	2,570	
JUNIO	872	677	1,549	
JULIO	3,580	772	4,352	
AGOSTO	4,323	778	5,101	
SEPTIEMBRE	2,051	524	2,575	
OCTUBRE	3,505	1,518	5,023	
NOVIEMBRE	401		401	33.597

LECTORES 1988

ENERO	1,543	225	1,768
FEBRERO	4,784	1,405	6,189
MARZO	3884	1,397	5,281
	<u>9,211</u>	<u>3027</u>	<u>13,238</u>

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John A. Igon, Sigfredo Maestas

04/19/83

Cilberto Méndez

Approval for Evaluation Work Scope. (Project 0304 -Altip' and Higher Education)

Mission Officials have reviewed the work scope proposed and found it adequate. Accordingly, we expect that the evaluation will have the following areas of emphasis:

1. Narrative analyses including:
 - (a) planning and organization;
 - (b) administration of human, physical, financial and program resources;
 - (c) relationships with the community.

2. Analysis of project effectiveness regarding:
 - (a) Provision of meaningful higher education opportunities to the indigenous population;
 - (b) Enhancement of self-worth among indigenous students;
 - (c) Establishment of indigenous student outreach, counseling/guidance, placement and follow up system;
 - (d) establishment of permanent scholarship program;
 - (e) establishment of applied research sub-program focused on socio-economic and educational problems of the indigenous population and;
 - (f) Sensitization of university staff/faculty to the special needs of indigenous students.

3. Conflict and consensus analysis regarding the use of project resources and the use of technicians and professionals from the indigenous community. In this regard, we are especially interested in determining the degree to which resources are being deployed to serve the needs and interests of the University or the needs and interests of indigenous individuals.

4. Recommendations which will detail:

- (a) Corrective action;
- (b) Additional needs of the project
- (c) Paths and mechanisms to improve over-all project effectiveness.
- (d) Strategies and procedures for articulation of PRODIRMA with the National Bilingual Education Program.

Please note that specific gender information is required for pertinent variables, such as participation in project benefits.

Clearance: LAVALDE CACIRD: in draft
Jorge PAGO: in draft
MRS. BERNANDEZ PARI: in draft
WHITE DDIR: in draft

GI/rcr/5315t