PD-ABB-
64373 812

E-1	FORM ICA 10-189 (4-59)	DATE PREPARED December 7, 1959	☐ ORIGINAL ☒ REVISION NO. 1	SECURITY CLASSIFICATION UNCLASSIFIED	COOPERATING COUNTRY GUATEMALA	PROJECT NO. 20-69-909	E-1
				COUNTRY ECONOMIC PROGRAM, 1959	PROJECT TITLE Rural Education		

1 PROJECT BEGINS FY 1955 ENDS FY 1966	(A) Dollar Obligations ($1,000) Function of Funds	(1) Total	(2) U.S. Technicians	(3) Non-Contract Participants	(4) Contract Services	(5) Commodities	(6) Other Costs	(7) Contributions to Cooperative Service	(B) L/C Commitments or Obligations (1) U.S. Owned MSP	(2) PL 480 and Other	(3) From MSP Counterpart Joint Fund	(4) Total U.S. Owned or Controlled L/C	(5) Cooperating Country	(C) Other External Financing	(D) Numbers of People (1) Technicians Authorized Non-Contract	(1) Technicians Authorized Contract	(2) Participants Non-Contract U.S.	(2) Participants Non-Contract 3rd Country	(2) Participants Contract
A. All Prior Years	TC	207	146	54			7				536								
B. Net Deob.-Reob.	TC	(6)	(4)	(2)			-												
Current Funds	TC	119	87	26			6												
Total Actual Year FY 59	TC	113	83	26			6				228				7		7		
C. Operational Year FY 60	TC	127	89	32			6				320		24		7		6		
D. Budget Year FY 61	TC	105	59	42			4				370		20		4		8		
E. All Subsequent Years	TC	250											115						
F. Total All Years	TC	802											159						

2 FY Source of Funds	Function of Funds	(A) Total All Prior (1) Cumulative Expenditures 6/30/58	(2) Un-Sub-Obligated 6/30/58	(3) Unliquidated Obligations 6/30/58	(B) Actual Year FY 59 (1) Actual Obligations During FY	(2) Total Available for Sub-Oblig.	(3) Sub-Obligated in FY	(4) Un-Sub-Obligated 6/30/59	(5) Total Available for Expenditure	(6) Actual Expenditure in FY	(7) Unliquidated Obligations 6/30/59	(C) Operational Year FY 60 (1) Estimated Obligations in FY	(2) Total Available For Expenditure	(3) Estimated Expenditures in FY	(4) Unliquidated Obligations 6/30/60
Dollar Obligation and Expenditure: All Prior Years	TC	163	-	44	(6)	-	-	-	38	33	5		5	5	-
Actual Year FY 59	TC				119	119	119	-	119	84	35		35	35	-
Operational Year FY 60	TC											127	127	100	27
TOTAL	TC	163	-	44	113	119	119	-	157	117	40	127	167	140	27

Problems Addressed:

See continuation sheet.

E-1	FORM ICA 10-120 (4-59) Continuation Sheet	DATE PREPARED December 7, 1959	☐ ORIGINAL ☒ REVISION NO. 1	SECURITY CLASSIFICATION UNCLASSIFIED COUNTRY ECONOMIC PROGRAM	COOPERATING COUNTRY GUATEMALA 520-59-909 Rural Education	E-1

Problems Addressed:

Deficiencies in Education and Health

A. General Description of the Project

This project consists of providing technical assistance to the Ministry of Education in the solution of Guatemala's rural educational problems. A fundamental part of the assistance is training local personnel to assume the responsibility for the education program in which SCIDE is participating. As soon as complete transfer of the responsibility is possible, U.S. aid will then be withdrawn. Four U.S. technicians are scheduled for F.Y. 1961.

In 1950, the latest year for which data are available, Guatemala had one of the highest rates of illiteracy in Latin America, 72% or 2,342,500 of its 3,258,000 inhabitants could not read. Most of these illiterates live in rural areas. This condition, combined with low living levels, makes Guatemalans easy victims of leftist influence. Rapid reduction and ultimate eradication of illiteracy is of the utmost importance.

The following factors contribute to the problems of illiteracy:

1. There are not enough schools. 11,500 classrooms are needed immediately.
2. 75% of the elementary schools have no more than grades one and two. Sixth grade is offered in only 5% of the rural elementary schools.
3. Teaching and reading materials for rural elementary and adult education are totally lacking.
4. About 68% or 440,900 children, age seven to fourteen, do not attend school due to:
   a. Extreme poverty making it necessary for the children to work
   b. Indian custom and tradition which prevents girls from attending school
   c. Indifference to education on the part of some segments of the population
5. Twenty-two Indian languages and sixty-eight subsidiary dialects are spoken by the rural population.
6. Teachers refuse to accept positions in rural areas because living levels are poor and salaries of rural teachers are low.
7. 55% of the teachers have had no training in modern teaching methods.

The numerous institutions, governmental and private, concerned with rural improvement have not been effective. The uncoordinated efforts have involved duplication. They have over-extended their limited resources by undertaking too many activities. The major responsibility for rural improvement in the past has been given to the rural teacher to the detriment of his teaching obligations.

B. Specific Activity Targets and Results of the Project

1. In-Service Teacher Training of Uncertified Teachers

The Ministry of Public Education, through the Servicio Cooperativo Interamericano de Educación and the Núcleo Educativo Rural, organized the In-Service Teacher Training Program for Uncertified Teachers as an aid to the uncertified (empirical) teachers who wish to improve their teaching methods and techniques.

The program, to train the empirical or unqualified teachers with normal school graduates, began in October 1957. As of October 1959, 745 teachers have participated or are now participating as students in the program.

It is estimated that the program will continue until 1968. Thirty-five trained Guatemalans act as teacher trainers and supervisors. They, with the technical assistance of U.S. specialists, have developed an annual plan of work which is repeated each year. It consists of the following:

a. October-December of each year - intensive workshops
b. From January to October the following activities take place:

1) Classroom supervision of the rural teachers who have taken the workshop courses
2) Preparation of materials
3) Seminars among teachers to study curriculum revision, to discuss teaching methods and to demonstrate proper techniques in a laboratory situation.

The program's future activities are scheduled as follows:

	Estimated Completion Date
a) Eight week workshop will be held each year with an estimated average teacher attendance of 200	December 1964
b) Follow-up supervisory activities with each student group which attended the workshop	October 1965
c) Annual regional workshops for the rural teachers who are participating in the new program	October 1965
d) Preparation and production of one textbook each year by the twelve local technicians who have been trained as textbook authors	June 1965
e) Curriculum revision in fields of elementary reading, agriculture, rural industrial arts, health, home life education, rural improvement, arithmetic and social studies	Continuous
f) Correspondence courses in the basic subjects directed to all teachers in the program, consisting of at least eight lessons annually	June 1960

2. In-Service Teacher Training of Certified Teachers

The Socio-Educative Rural (SER) has the responsibility for the in-service training of all certified rural teachers. There are thirty-four nucleo schools in eighteen geographical departments consisting of 872 communities. These individual schools, 1,011, are staffed by 1821 teachers to care for 50,000 children of elementary school age. SCIDE has assigned three U.S. technicians to assist in this program which is important because the great majority of those teachers are products of government supervised normal schools. These schools do not include courses in practice teaching or curriculum revision. Consequently the empirico teacher, who has been trained by SCIDE, often possesses greater teaching ability than the titled teachers.

The SER-SCIDE joint effort to up-grade the certified rural teacher has been in three areas: Curriculum revision, teacher training, and central office administrative re-organization.

1961's program is scheduled as follows:

	Estimated Completion Date
a. Annual program planning with school directors, supervisors and special teachers (Duration of session: 3 weeks)	June 1961
b. Personnel orientation to new program of studies which will be developed during 1960	Continuous
c. Annual school garden workshops (Duration of workshop: one month)	June 1961
d. Annual methods workshops for rural teachers held in various parts of country (Duration of each workshop: three weeks)	June 1961
e. Annual workshops for teachers on Pacific Slope (Duration of workshop: one month)	November 1960

	Estimated Completion Date
f. Organization of a P.T.A. in each of the 24 schools to be built during 1960 under the self-help construction program	June 1961
g. Supervision of schools on regularly scheduled basis	Continuous
h. Preparation of teaching materials	As needed
i. Semi-annual evaluation conferences in each zone with school directors and zone supervisors	June 1961

3. Rural Improvement

Living conditions must be improved in rural areas. Rural inhabitants need to learn better methods of agriculture. Citizenship Education must be provided through practical experiences. Special emphasis must be placed on home economics. The school is the logical unifying center, though not the source, for rural improvement.

SCIDE'S Rural Home Life Education Technician works directly with the Ministry of Education.

Specific aims include:

	Estimated Completion Date
a. Forty trained leaders	June 1961
b. Revision and implementation of the home economics course of study	Continuous as part of in-service teacher training
c. Organization of school lunch programs in cooperation with SCIDE's teacher training and Ministry's agriculture education program	Throughout year
d. Completion of training of eight Guatemalans preparatory to their assuming complete responsibility for the program in rural home economics	Estimated Completion Date

4. School for Training Rural Social Workers (Jointly sponsored by the Ministry of Education and San Carlos University)

SCIDE will continue to assist the school with the following specific aims:

	Estimated Completion Date
a. To develop its curriculum and its teaching procedures for training rural social service workers in specific skills and techniques for working in areas of predominate Indian population where political unrest is increasing.	Continuous
b. To establish good working relations with the University so that joint programs with SCIDE can be organized in such areas as the Training of Secondary School teachers and materials production	Continuous

D. Progress Toward Achievement of Project Activity Targets

1. Four activities of the Rural Education Division have been turned over to the Ministry of Education for administration and operation. The U.S. technician previously assigned to each activity which SCIDE transferred to the Ministry, has terminated his tour of duty in Guatemala. No replacement is being requested.

Consistent with SCIDE's policy, U.S. technical advice will be available from other American personnel in the Mission if needed, and if requested by the Ministry of Education.

E-1	FORM ICA 19-120 (4-59) Continuation Sheet	DATE PREPARED December 7, 1959	☐ ORIGINAL ☒ REVISION NO 1	SECURITY CLASSIFICATION UNCLASSIFIED COUNTRY ECONOMIC PROGRAM	COOPERATING COUNTRY GUATEMALA Rural Education	[illegible]	E-1

Problems Addressed:

Deficiencies in Education and Health

A. General Description of the Project

This project consists of providing technical assistance to the Ministry of Education in the solution of Guatemala's rural educational problems. A fundamental part of the assistance is training local personnel to assume the responsibility for the education program in which SCIDE is participating. As soon as complete transfer of the responsibility is possible, U.S. aid will then be withdrawn. Four U.S. technicians are scheduled for F.Y. 1961.

In 1950, the latest year for which data are available, Guatemala had one of the highest rates of illiteracy in Latin America, 72½ or 2,342,500 of its 3,258,000 inhabitants could not read. Most of these illiterates live in rural areas. This condition, combined with low living levels, makes Guatemalans easy victims of leftist influence. Rapid reduction and ultimate eradication of illiteracy is of the utmost importance.

The following factors contribute to the problems of illiteracy:

1. There are not enough schools. 11,500 classrooms are needed immediately.
2. 75% of the elementary schools have no more than grades one and two. Sixth grade is offered in only 5% of the rural elementary schools.
3. Teaching and reading materials for rural elementary and adult education are totally lacking.
4. About 68% or 440,900 children, age seven to fourteen, do not attend school due to:
   a. Extreme poverty making it necessary for the children to work
   b. Indian custom and tradition which prevents girls from attending school
   c. Indifference to education on the part of some segments of the population
5. Twenty-two Indian languages and sixty-eight subsidiary dialects are spoken by the rural population.
6. Teachers refuse to accept positions in rural areas because living levels are poor and salaries of rural teachers are low.
7. 55% of the teachers have had no training in modern teaching methods.

The numerous institutions, government and private, concerned with rural improvement have not been effective. The unconsolidated efforts have involved duplication. They have over-extended their limited resources by undertaking too many activities. The major responsibility for rural improvement in the past has been given to the rural teacher to the detriment of his teaching obligations.

B. Specific Activity Targets or End Results of the Project

1. In-service Teacher Training of Uncertified Teachers

The Ministry of Public Education, through the Servicio Cooperativo Interamericano de Educación and the Socio Educativo Rural, organized the In-service Teacher Training Program for Uncertified Teachers as an aid to the uncertified (empirico) teachers who wish to improve their teaching methods and techniques.

The program, to train the empiricos or replace them with normal school graduates, began in October 1957. As of October 1959, 745 teachers have participated or are now participating as students in the program.

It is estimated that the program will continue until 1963. Thirty-five trained Guatemalans act as teacher trainers and supervisors. They, with the technical assistance of U.S. specialists, have developed an annual plan of work which is repeated each year. It consists of the following:

a. October-December of each year - intensive workshops
b. From January to October the following activities take place:

1) Classroom supervision of the rural teachers who have taken the workshop courses
2) Preparation of materials
3) Seminars among teachers to study curriculum revision, to discuss teaching methods and to demonstrate proper techniques in a laboratory situation.

The program's future activities are scheduled as follows:

	Estimated Completion Date
a) Eight week workshop will be held each year with an estimated average teacher attendance of 200	December 1964
b) Follow-up supervisory activities with each student group which attended the workshop	October 1965
c) Annual regional workshops for the rural teachers who are participating in the new program	October 1963
d) Preparation and production of one textbook each year by the twelve local technicians who have been trained as textbook authors	June 1966
e) Curriculum revision in fields of elementary reading, agriculture, rural industrial arts, health, home life education, rural improvement, arithmetic and social studies	Continuous
f) Correspondence courses in the basic subjects directed to all teachers in the program, consisting of at least eight lessons annually	June 1966

2. In-Service Teacher Training of Certified Teachers

The Socio-Educative Rural (SER) has the responsibility for the in-service training of all certified rural teachers. There are thirty-four nucleo schools in eighteen geographical departments consisting of 572 communities. These individual schools, 1,011, are staffed by 1821 teachers to care for 80,000 children of elementary school age. SCIDE has assigned three U.S. technicians to assist in this program which is important because the great majority of these teachers are products of government supervised normal schools. These schools do not include courses in practice teaching or curriculum revision. Consequently the empirico teacher, who has been trained by SCIDE, often possesses greater teaching ability than the titled teachers.

The SER-SCIDE joint effort to up-grade the certified rural teacher has been in three areas: Curriculum revision, teacher training, and central office administrative re-organization.

1961's program is scheduled as follows:

	Estimated Completion Date
a. Annual program planning with school directors, supervisors and special teachers (Duration of session: 3 weeks)	June 1961
b. Personnel orientation to new programs of studies which will be developed during 1960	Continuous
c. Annual school garden workshops (Duration of workshop: one month)	June 1961
d. Annual methods workshops for rural teachers held in various parts of country (Duration of each workshop: three weeks)	June 1961
e. Annual workshops for teachers on Pacific Slope (Duration of workshop: one month)	November 1960

	Estimated Completion Date
f. Organization of a P.T.A. in each of the 24 schools to be built during 1960 under the self-help construction program	June 1961
g. Supervision of schools on regularly scheduled basis	Continuous
h. Preparation of teaching materials	As needed
i. Semi-annual evaluation conferences in each zone with school directors and zone supervisors	June 1961

3. Rural Improvement

Living conditions must be improved in rural areas. Rural inhabitants need to learn better methods of agriculture. Citizenship Education must be provided through practical experiences. Special emphasis must be placed on home economics. The school is the logical unifying center, though not the source, for rural improvement.

SCIDE'S Rural Home Life Education Technician works directly with the Ministry of Education.

Specific aims include:

	Estimated Completion Date
a. Forty trained [illegible] leaders	June 1961
b. Revision and implementation of the home economics course of study	Continuous as part of in-service teacher training
c. Organization of school lunch programs in cooperation with SCIDE's teacher training and Ministry's agriculture education program	Throughout year
d. Completion of training of eight Guatemalans preparatory to their assuming complete responsibility for the program in rural home economics	Estimated Completion Date

4. School for Training Rural Social Workers
(Jointly sponsored by the Ministry of Education and San Carlos University)

SCIDE will continue to assist the school with the following specific aims:

	Estimated Completion Date
a. To develop its curriculum and its teaching procedures for training rural social service workers in specific skills and techniques for working in areas of predominate Indian population where political unrest is increasing.	Continuous
b. To establish good working relations with the University so that joint programs with SCIDE can be organized in such areas as the Training of Secondary School teachers and materials production	Continuous

D. Progress Toward Achievement of Project Activity Targets

1. Four activities of the Rural Education Division have been turned over to the Ministry of Education for administration and operation. The U.S. technician previously assigned to each activity which SCIDE transferred to the Ministry, has terminated his tour of duty in Guatemala. No replacement is being requested.

Consistent with SCIDE's policy, U.S. technical advice will be available from other American personnel in the Mission if needed, and if requested by the Ministry of Education.

E-1	FORM ICA 10-120 (6-57) Continuation Sheet	DATE PREPARED December 7, 1959	☐ ORIGINAL ☒ REVISION NO 1	SECURITY CLASSIFICATION UNCLASSIFIED	COOPERATING COUNTRY GUATEMALA	520-63-500	E-1
				COUNTRY ECONOMIC PROGRAM	Rural Education		

a. The Pre-Service Teacher Training Program at La Alameda Normal School. (Transferred to the Ministry of Education in July 1959)

At meetings held during the past two years with the Consejo Técnico and the Ministry of Education, SCIDE gave assistance in the planning of a course of study for a school system of twelve grades. This program will extend the normal school training to six years divided into three years pre-vocational schooling and three years of professional training, leading to graduation and the teacher's certificate. The Ministry plans gradually to introduce the new program into the school system beginning in 1960.

Modern methods of teaching were adopted by the Ministry in social studies and reading. Laboratory experiences and student teaching were stressed as required subjects for teacher training. The curriculum of the Rural Normal School at La Alameda now contains all the courses suggested under the new curriculum revision plan adopted by the Ministry of Education. Professors at La Alameda have completed a curriculum guide prepared in cooperation with technicians from SCIDE.

Over-all planning for facility improvement at the Rural Normal School was based upon a self-help building program that has brought the normal school up to an operating capacity of 400 students.

Among the projects completed at La Alameda are the following:

1) A boy's dormitory of six large rooms with adequate toilet, lighting, and shower facilities replaces the former inadequate structure. Each room houses twelve boys and has adequate space for study tables.
2) Water is now provided from a spring one-half mile from the campus. Power for the pump is generated by a 25 kilowatt generator.
3) The construction of a new demonstration school building of six classrooms, a director's office, a storeroom, a multiple purpose auditorium, a kitchen, and adequate toilet and shower facilities have been completed. In the demonstration school at La Alameda 142 children were enrolled for the 1959 school year. There were 135 applications that could not be accepted because of limited space. In 1956 there were only 8 students. In 1958 there were 25.
4) Science supplies and equipment were purchased along with materials for the home life department. These departments are considered modern to the extent that a progressive program has been introduced in keeping with Guatemala's needs. The agriculture department received additional tools and a tractor which is now in service. The vegetable garden area was doubled in size, and an irrigation system installed. The garden area is completely fenced. The Industrial Arts Department has a limited number of power tools—but not at the expense of sacrificing the methods used in the rural areas where electricity is not available.
5) Five new houses for teachers, each with two bedrooms, kitchen, and living rooms have been completed.

b. Curriculum Development
(Transferred to the Ministry of Education in September 1959)

Curriculum revision is a continuous activity. One U.S. specialist has worked in this field for the past two years, training local personnel in the methods of modern curriculum construction and adaptation. The responsibility of this activity has passed to the Consejo Técnico with a U.S.

trained Guatemalan as the director of the program.

The following curriculum development activities, successfully initiated through studies of local needs, continue:

- Correlating work in various areas
- Studying needs, interests, and abilities of children
- Educating teachers in the use of the reorganized curriculum
- Selecting and organizing content material
- Selecting and recommending materials for evaluating pupil growth
- Suggesting teaching-learning procedures
- Educating teachers in the use of units of work
- Formulating general aims, objectives and expected outcomes
- Investigating community resources
- Selecting library materials for the curriculum library
- Selecting procedures for developing materials
- Consulting outside specialists for assistance
- Collecting and analyzing curriculum materials.

In September 1958, the new secondary education curriculum, including pre-vocational, bachillerato, and normal school education was completed and presented to the President of the Republic. Only minor changes were made and these were in line with SCIDE's thinking.

The cultural center at SCIDE's office has served as a laboratory and conference room for curriculum planning and professional in-service activities. The center includes a curriculum library containing instructional materials, professional books, curriculum guides, courses of study, teaching units, pamphlets, charts, graphic aids, and other resource materials.

Groups discuss leadership training, conduct seminar courses and conferences, and view educational films.

Public school libraries, normal school teachers, principals of elementary schools, primary teachers, and other United States technicians visit the center to obtain professional assistance.

SCIDE's curriculum laboratory is a member of the United States Book Exchange. It holds second place among 28 USBE Projects in the Latin American Countries.

c. Rural Arts and Crafts (Industrial Arts)
(Transferred to the Ministry of Education in January 1959)

1) Guatemalans have been trained to assume complete responsibility for this activity.
2) A practical curriculum has been developed for rural elementary schools and the rural normal school.
3) Rural Industrial arts continues to be an integral part of all rural teacher training.
4) The U.S. technician terminated his work in this area in January 1959. He was transferred to SCIDE's pre-vocational Industrial Arts Program as full time technician in that area.

d. Agriculture Education
(Transferred to the Ministry of Education in September 1959)

1) Guatemalans have been trained to assume complete responsibility for this activity.
2) A practical curriculum has been developed for rural elementary schools and the rural normal schools.
3) The Ministry and CARE have provided agricultural equipment for all nucleo schools and the rural normal schools.
4) Agriculture activities have become part of the Ministry's rural and area improvement plan in which SCIDE's Rural Home Economics program is playing a leading role. Personnel in these two activities work closely together.
5) The U.S. technician departs from Guatemala at the end of CY 1959. He will not be replaced.

2. Current Rural Education activities continue with four U.S. technicians assigned to the project. Three of these people work directly with Ministry officials in government offices. The fourth has his headquarters in SCIDE. Specific accomplishments follow:

a. In-Service Teacher Training for Uncertified Teachers

1) Statistical data on Teaching Training program

a) 230 untrained teachers comprised the first training course in 1957. Of this number 159 were graduated in 1959. This is a loss of 71 teachers, or 31%, who failed to complete the course. Investigation showed the following reasons for withdrawal: Ten left the teaching profession voluntarily, thirty were replaced by normal school graduates and left the profession, six were discharged, twenty-five had to leave the course because of illness or inability to meet course standards.

b) 288 entered the course which began in 1958. Of these, forty-two failed to register in 1959 - a loss of 15%. The reasons for the drop out are unknown at present.

c) 230 have registered as beginning students in the 1959 workshop.

d) 745 uncertified teachers have participated to some degree in the empirico teacher training program.

e) Of the 2,700 empiricos who were teaching in 1957 it is estimated that a total of 600 will be rejected during the course of the training period because of inability to qualify. 500 will leave the teaching profession between 1957 and 1966.

f) The 1,100 empiricos noted above will be replaced by normal school graduates as follows:

Years 1957 and 1959	150 graduates
1960	100 "
1961	150 "
1962, 1963 and 1964	700 "

The increased number of graduates is possible by quadrupling the capacity of the Rural Normal School, additions to which were recently completed by SCIDE.

2) A six room elementary demonstration school was completed in 1959 at a cost of approximately $2.90 per sq. foot. It has become the model for all future school construction undertaken by the Guatemalan Government. This school will act as the center for all future in-service teacher training activities for uncertified teachers.

3) Fifteen teacher trainers have received one year's U.S. training each.

4) Practical courses of study have been developed and are being revised constantly to meet the needs of the country.

5) Presidential decrees were issued for the creation of the In-Service Teacher Training Program (October 1957) and for the authorization of salary increases for those teachers who successfully obtain certificates from the Ministry (May 1959) after completion of the course.

6) Minimum standards have been established by the Ministry for teacher recruitment: A prospective teacher must, hereafter, either be a normal school graduate or have successfully completed SCIDE's In-Service Teacher Training Course.

7) Thirty-five Guatemalans have been given training as teacher trainers.

8) One U.S. technician has been replaced by a Guatemalan.

9) A seven book reading series for Grades 1-3 has been scientifically written with controlled word count by a group of twelve Guatemalan teacher trainers.

b. In-Service Training of Certified Teachers

1) S.E.R. has been re-organized administratively. Success is expected to come slowly as the newly trained personnel place the new practices into effect.

2) All teachers in the thirty-four nucleos have participated in the teacher training programs, through regional workshops and scheduled supervisory activities by the Ministry's supervisors.

3) Teaching materials are being prepared and published continuously at a rapidly increasing rate. This begins to fill the vacuum which has existed in rural education.

4) The philosophy of a Guatemalan assuming leadership in a project with his U.S. associate gradually withdrawing has been firmly established in the Ministry-SCIDE work pattern.

c. Rural Improvement

1) The Ministry has accepted the principle that a teacher cannot teach school and successfully administer all phases of the Rural and Area Improvement Program at the same time. Although the school can be the center of community activity, the teacher's primary responsibility is to the school.

2) The Guatemalan staff in Rural Home Life Education numbers eight. They are the leaders who are encouraging the parents to form Parents' Clubs, eighteen of which have been started since 1957.

3) Approximately thirty community leaders have been trained at the local level.

4) The U.S. technician in Rural Home Economics continues to give assistance to SCIDE's teacher trainers so that they, during their supervisory visits to schools, can help local teachers understand and plan programs consistent with the SCIDE-SER policy of rural and area improvement.

5) Increases in the use of vegetables have been recorded in thirty communities where evaluation studies have been made.

6) Ten communities have specifically requested aid from the Public Health Ministry in their campaign for better health which was initiated by the Rural and Area Improvement Program.

7) The increase in the quantity and quality of cottage industry products, introduced by the Rural and Area Improvement workers, has made profitable livelihood possible for a number of families in several communities. The interest created in the sale of articles at one of the country fairs is spreading so that the Ministry is hiring extra personnel to assist in this program.

d. School for Training Rural Social Workers

1) A U.S. technician has been recruited to furnish technical assistance for a two year period beginning January 1960.

2) The school has been in operation for ten months with forty-eight students in attendance. It successfully carried on classes when the rest of the University was on strike for several weeks. Classes were held many times amid jeers from the strikers.

3) SCIDE has received requests for technical assistance from the University in other areas of work, including several from the faculty of Humanities (School of Education).

4) Assistance was given in the creation of a tentative course of study in Citizenship Education. This is the first time such a course has been contemplated in Guatemala at the University level.

D. Nature of the United States Contribution

The U.S. contribution to this project for F.Y. 1961 amounts to $59,000 for U.S. technicians; $42,000 for participants; and $4,000 for other costs.

Contributions during 1959 were $83,000 for U.S. technicians; $26,000 for participants; and $6,000 for other costs. F.Y. 1960: $89,000 for U.S. technicians; $32,000 for participants; and $6,000 for other costs.

In F.Y. 1962 estimated costs will be $64,000 for U.S. technicians; $42,000 approximately for participants; and $10,000 for other costs. 1963's costs will be approximately the same as for 1962.

1. Participants
   a. Two to study and obtain practical experience in demonstration teaching in the United States for 12 months at a cost of $10,500. Arrival date: September 1960.
   b. One to study and obtain practical experience in Primary School Administration in the United States for 12 months at a cost of $5,150. Arrival date: September 1960.
   c. Two to study and obtain practical experience in primary school supervision in the United States for 12 months at a cost of $10,500. Arrival date: September 1960.
   d. One to study and obtain practical experience in curriculum development in the United States for 12 months at a cost of $5,150. Arrival date: September 1960.
   e. Two to study and obtain practical experience in Rural and Area Development in Puerto Rico for 12 months at a cost of $10,500. Arrival date: August 1960.
2. Staffing Requirements
   a. Position Number 43, Elem. Ed. Adv. Materials, Occ. Code 6171033, FSR-3, $19,000.
   b. Position Number 45, Home Ec. Ed. Adv. Elem. Occ. Code 6171013, FSR-5, $11,000.
   c. Position Number (New) Group Work Specialist, Occ. Code 6010240, FSR-4, $14,000
   d. Position Number 42, Elem. Ed. Adv. Rural, Occ. Code 6171003, $15,000.
3. No Contractual Services
4. No Commodities
5. Other costs include $4,000 which is used for material purchases, travel and property maintenance.

E. Nature of Cooperating Country's Contribution

Q20,000 toward the payment of the teacher trainers' salaries.

F. Contribution from Other Sources

CARE will contribute $15,000 for publication of textbooks and $20,000 for agriculture equipment.

G. Financial Considerations

Other than the slow receipt of advices of charge for participants there are no pipeline problems.

The funding proposed for the budget year does not complete the requirements of this project which is scheduled to terminate in 1966. Total funds will increase until 1963 after which the Guatemalan Government is expected to assume greater financial responsibility for the education program. A gradual decrease in the U.S. Assistance will then result.

Any reduction in funding than the one proposed would jeopardize the program to the point that U.S. objectives could not be realized as rapidly.

H. Cooperating Country USOM Coordination

The program for rural education has been planned in cooperation with the Ministry of Education officials, local school authorities and the parents' group in those communities where SCIDE is working.

E-1	FORM ICA 10-109 (6-59)	DATE PREPARED: December 21, 1959	[X] ORIGINAL / [ ] REVISION NO.	SECURITY CLASSIFICATION: UNCLASSIFIED	COOPERATING COUNTRY: GUATEMALA	PROJECT NO. 520-75-109	E-1
				COUNTRY ECONOMIC PROGRAM	PROJECT TITLE: Accounting Advisory Service (Highway Department)		

1

PROJECT BEGINS FY ENDS FY	(A) Dollar Obligations ($1,000): Function of Funds	(1) Total	(2) U.S. Technicians	(3) Non-Contract Participants	(4) Contract Services	(5) Commodities	(6) Other Costs	(7) Contributions to Cooperative Service	(B) L/C Commitments or Obligations: (1) U.S. Owned MSP	(2) PL 480 and Other	(3) MSP Counterpart	(4) Total U.S. Owned or Controlled L/C	(5) Cooperating Country	(C) Other External Financing	(D) Numbers of People: (1) Technicians Authorized: Non-Contract	Contract	(2) Participants: Non-Contract: U.S.	3rd Country	Contract
A. All Prior Years																			
B. Net Oblig.-Reob.																			
Current Funds																			
Total Actual Year FY																			
C. Operational Year FY 60	TC	8.5	4.9	3.0			0.6								1		1		
D. Budget Year FY																			
E. All Subsequent Years																			
F. Total All Years	TC	8.5																	

2

Dollar Obligations and Expenditures: FY Source of Funds	Function of Funds	(A) Total All Prior: (1) Cumulative Expenditures 6/30/	(2) Un-Sub-Obligated 6/30/	(3) Unliquidated Obligations 6/30/	(B) Actual Year FY 59: (1) Actual Obligations During FY	(2) Total Available for Sub-Oblig.	(3) Sub-Obligated in FY	(4) Un-Sub-Obligated 6/30/59	(5) Total Available for Expenditure	(6) Actual Expenditure in FY	(7) Unliquidated Obligations 6/30/	(C) Operational Year FY 60: (1) Estimated Obligations in FY	(2) Total Available For Expenditure	(3) Estimated Expenditures in FY	(4) Unliquidated Obligations 6/30/60
All Prior Years															
Actual Year FY 59															
Operational Year FY 60	TC											8.5	8.5	5.5	3.0
TOTAL												8.5	8.5	5.5	3.0

Problems Addressed:

Deficiencies in Government Policy Formulation, Planning and Administration

SECURITY CLASSIFICATION: UNCLASSIFIED

SHEET 1 OF 3 SHEETS TO THIS PROJECT Project

	FORM ICA 10-129 (6-59) Continuation Sheet	DATE PREPARED 1959	☒ ORIGINAL ☐ REVISION NO	SECURITY CLASSIFICATION UNCLASSIFIED	COOPERATING COUNTRY Guatemala	520-75-100
				COUNTRY ECONOMIC PROGRAM	Accounting Advisory Services (Highway Department)	

A. General Description of the Project

The Highway Department of the Ministry of Communications and Public Works is entrusted with the responsibility for the expenditure of a significant proportion of the Government of Guatemala's annual capital investment program. The Highway Department has also been responsible for the construction of access roads included in the USOM's Rural Development Program with expenditures through FY 1959 of $0.3 million and programmed future expenditures of $1.4 million. In addition, this department has constructed highways costing $24.0 million as a part of the ICA program and additional expenditures of $0.6 million are contemplated for bridge construction. Part of their responsibility includes the construction of the Guatemalan portion of the Inter-American Highway with the United States Bureau of Public Roads (USBPR) of the United States Department of Commerce. In recent months it has become increasingly apparent that the accounting and reporting system in use by the Guatemalan Highway Department is not adequate to handle the volume of work for which it is responsible. This shortcoming has been evident in USOM audits of highway and access road program financed by the ICA as well as in the highway program sponsored by the USBPR. The purpose of this project is to provide the Highway Department with a short term accounting advisor who can help re-organize the accounting system and to update procedures in a manner which will provide for a more rapid and accurate accounting and reporting of funds spent. To the extent that highway construction is speeded by improved knowledge of costs and by more rapid reimbursement for expenditures made on those projects supported by the United States the economic development of the country will proceed more rapidly.

It is felt that a consultant from the USBPR who has a thorough knowledge of accounting practices specifically applied to highway construction can, in a short while, indicate to the Guatemalan Highway Department officials what is needed in the way of improvements, including further mechanization, in the existing methods. Provision has been made for the training of one participant who, after working with the U.S. advisor during his stay in Guatemala, can be given training in the United States in the specific details of operations which can be demonstrated best where they are actually being put into practice.

B. Specific Activity Targets or End Results of the Project

It is hoped that this project will result in substantially improved accounting procedures in the Guatemalan Highway Department. This will include not only the central office accounting procedures but also field reporting from actual construction sites, improved budget preparation based on more accurate facts, and the preparation of better, more frequent and informative reports. It is estimated that the U.S. advisor can examine the current situation and make his recommendations within a period of approximately three months. The training phase will last an additional six months. Within a year from the arrival of the U.S. advisor substantial improvements should be apparent.

C. Progress Toward Achievement of Project Activity Targets

This is a new project on which work has not yet been initiated.

D. Nature of the U.S. Contribution

The U.S. will contribute the services of one short term consultant, a Public Administration Advisor (Accounting) GS-14, Occupation Code 7-0510.07, for a period of approximately 90 days. It is contemplated that this will be accomplished through the use of a TDY technician from the U.S. Bureau of Public Roads, U.S. Department of Commerce pursuant to the terms of the Memorandum of Agreement between the Department of Commerce and the Foreign Operations Administration signed in Washington on June 9, 1954. (Manual Order 251.5) and the indication of services available included in Manual Order 250.5 Attachment A, page 2. Estimated technician cost, $4,900 plus any backstopping charges made by the USBPR for personnel on reimbursible detail.

One participant, estimated cost $3000, who will receive six months' training in the U.S., probably at the USBPR or in a State Highway Department. The training period will begin after the departure of the TDY technician.

An Other Cost element of $600 has been included to provide for local travel of the technician in Guatemala.

SECURITY CLASSIFICATION UNCLASSIFIED

E. Cooperating Country Contribution

There will be no direct cash contribution to this project by the Government of Guatemala. However, the GOG will provide office space and secretarial and clerical help for the technician during his stay in the country.

F. Contribution from Other Sources and Relationship to Other Projects

a. Contributions from Other Sources -- none

b. Relationship to other projects -- This project is generally related to other Public Administration projects in that it is attempting to create and establish better administrative practices and procedures within the Government of Guatemala. It is more specifically related to the access roads (520-31-083) and bridge construction (520-31-107) projects which the USOM is currently conducting. It will also provide indirect support to the school construction (520-69-108) and environmental sanitation (520-52-085) projects if the system adopted by the Highway Department should be expanded to other units of the Ministry of Communications and Public Works which support these activities.

G. Financial Considerations

There is no pipeline problem as this is a new project. No pipeline problem is anticipated since expenditures will be made in the current fiscal year with the exception of a portion of the participant element, some of which will be carried forward into FY 61.

H. Cooperating Country - USOM Coordination

A written request for this project has been received from the GOG and there has been considerable discussion regarding the objectives sought. In addition, USBPR representatives in Guatemala and the Klein and Saks Mission advisors to the Guatemalan Government have been consulted in the development of plans for this project. The request from the GOG asks for assistance in the "solution of the problems of administration and/or accounting. . . the establishment of norms and systems for monthly reporting. . . . It would also be desirable to analyze the possibility of further mechanization of accounting procedures now in existence in the Highway Department."

0-1	FORM ICA 10-130 (6-59)	DATE PREPARED October 5, 1959	[X] ORIGINAL	AMENDMENT NO.	SECURITY CLASSIFICATION UNCLASSIFIED	ICA/W APPROVAL NO. 60-33	COUNTRY OR OFFICE GUATEMALA	0-1
		Requested by [ ] USDM	[X] Regional Director, ICA/W		OPERATIONAL PROGRAM APPROVAL REQUEST	SUMMARY OF DOLLAR PROGRAM		

1. FUNCTION (All figures in dollars)	Congressional Presentation	Proposed Planning Level	Implementation Level: Current Approval	Implementation Level: Change	Implementation Level: Total
	(A)	(B)	(C)	(D)	(E)
A. TECHNICAL COOPERATION	3,000,000	2,300,000	2,300,000		2,300,000
B. DEFENSE SUPPORT AND/OR SPECIAL ASSISTANCE — 1. Project					
2. Non Project — a. General					
b. Section 402 — Direct					
Triangular					
c. Cash Transaction					
TOTAL					
C. OTHER (Specify)					
D. GRAND TOTAL	3,000,000	2,300,000	2,300,000		2,300,000

2. Remarks

3. Concurrence — Date: [signature] 10/1/59 — Chief, ICA

Not Required Per Oct 7 1959 — Chief, ICA

Memo Dr Bell to Dr Fitzgerald

Approval — Date: [signature] 10/1/59 — Regional Director for Operations, ICA

[signature] 10/15/59 — Director, ICA

0-2	FORM ICA 10-131 (5-59)	DATE PREPARED October 5, 1959	[X] ORIGINAL	AMENDMENT NO.	SECURITY CLASSIFICATION UNCLASSIFIED	ICA/R APPROVAL NO. 60-33	COUNTRY OR OFFICE GUATEMALA	0-2
		Requested by [ ] USOM	[X] Regional Director, ICA/W		OPERATIONAL PROGRAM APPROVAL REQUEST	PROJECT LISTING BY FUNCTION AND ACTIVITY		

(A) Project Number	(B) Project Title	(C) Congressional Presentation	(D) Proposed New Obligational Authority	(E) Status of Approval
	Agriculture, Forestry & Fisheries	(1,205,000)	(612,000)	
520-14-005	Rural Development (IDS Contract)	380,000	-	Funded in FY-1959.
520-10-900	Agriculture Cooperative Service	375,000	-	Approved - See 0-4.
520-19-906	Administration of Agric. Program (SCIDA)	100,000	36,000	Approved - See 0-4.
520-11-907	Agriculture Extension Service	100,000	18,000	Approved - See 0-4.
520-11-908	Agricultural Research and Development	160,000	48,000	Approved - See 0-4.
520-11-914	Experiment Station System	10,000	-	Approved - See 0-4.
520-11-915	Agricultural Engineering	40,000	9,000	Approved - See 0-4.
520-11-916	Forestry School	40,000	-	Project discontinued June 30, 1959
520-11-102	Agricultural Research	-	128,000	Approved on basis E-1 submission.
520-11-103	Agricultural Extension Service	-	193,000	Approved on basis E-1 submission.
520-11-104	Rubber and Complementary Crops Develop.	-	155,000	Approved on basis E-1 submission.
520-11-105	Agricultural Mechanization	-	25,000	Approved on basis E-1 submission.
	Industry and Mining	(60,000)	(60,000)	
520-29-010	Industrial Development	60,000	60,000	Approved.
	Health and Sanitation	(460,000)	(460,000)	
520-53-067	Health Facilities Technical and Advisory Services for Operations (SCTSP)	100,000	100,000	Approved.
520-50-900	Health and Sanit. Cooperative Service	200,000	200,000	Approved.
520-50-906	Administration of Health and Sanitation Program (SCTSP)	50,000	50,000	Approved.
520-52-909	Environmental Sanitation	110,000	110,000	Approved.
	Education	(890,000)	(890,000)	
520-69-056	Vocational Education	200,000	200,000	Approved.
520-60-900	Education Cooperative Service	350,000	350,000	Approved.
520-69-906	Administration of Education Program (SCIDA)	65,000	65,000	Approved.
520-69-909	Rural Education	160,000	160,000	Approved.
520-69-910	Urban Education	115,000	115,000	Approved.

Page 3 of 4 Pages

0-2	FORM ICA 10-131 (2-59)	DATE PREPARED October 7, 1959	[X] ORIGINAL	AMENDMENT NO.	SECURITY CLASSIFICATION UNCLASSIFIED	ICA/W APPROVAL NO. 60-33	COUNTRY OR OFFICE GUATEMALA	0-2
		Requested by [ ] USDM		[X] Regional Director, ICA/W	OPERATIONAL PROGRAM APPROVAL REQUEST	PROJECT LISTING BY FIRICTION AND ACTIVITY		

(A) Project Number	(B) Project Title	(C) Congressional Presentation	(D) Proposed New Obligational Authority	(E) Status of Approval
	Public Administration	(90,000)	(90,000)	
520-79-056	Public Administration	90,000	90,000	Approved.
	Community Dev., Social Wel. and Housing	(140,000)	(140,000)	
520-83-047	Housing Program	140,000	140,000	Approved.
	General and Miscellaneous	(155,000)	(155,000)	
520-99-000	Technical Support	155,000	155,000	Approved.
	Total	3,000,000	2,407,000	

0-4	FORM ICA 70-133 (6-57)	DATE PREPARED October 5, 1959	[X] ORIGINAL	AMENDMENT NO.	SECURITY CLASSIFICATION UNCLASSIFIED	ICA/W APPROVAL NO. 60-33	COUNTRY OR OFFICE GUATEMALA	0-4
		Requested by [ ] USDM		[X] Regional Director, ICA/W	OPERATIONAL PROGRAM APPROVAL REQUEST	NARRATIVE EXPLANATION		

Agriculture, Forestry and Fisheries

On July 6, 1959 notification of the intention of the Government of the United States to terminate the agriculture programs was delivered to the Government of Guatemala. The termination of the old projects will be effective August 31, 1959. In a series of meetings between officials of the two governments held subsequent to the delivery of the notice of termination, interest was shown on the part of the Government of Guatemala in reprogramming the prior years' Special Assistance funds and in continuing some of the individual agriculture projects in essentially the same form as they were included in the FY 1960 Congressional Presentation. The major difference is that there will be no agricultural servicio. This will involve the negotiation of f[illegible] new agreements. These are listed on Schedule C-2. They are new only in the sense that they are being included for the first time as non-servicio projects. They represent a continuation of existing activities and are, therefore, within the same scope of activities included in the Congressional Presentation and address the same problems as previously.

Present plans, based upon a summary written request of the Government of Guatemala, provide for the retention of certain of the agricultural technicians presently assigned to the agricultural servicio (SCIDA), to provide the advisory services requested by the Government of Guatemala for the new projects beginning September 1, 1959.

In the present OPAM amounts for new obligational authority for the old agriculture projects have been limited to (1) amounts sufficient to provide for salaries and allowances from July 1, 1959 to August 31, 1959 for those technicians who will be transferred to the new projects on September 1, 1959; and (2) amounts estimated to be required to provide for salaries and allowances and home leave when due, for the remaining agricultural technicians pending their transfer. It has been estimated that all transfers will take place by December 31, 1959. No funding has been provided in the estimates beyond December 31.