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PROGRESS REPORT

CONTRACT No. P10/T 899-E-66-AB-3-29039

July 1, 1963, and December 31, 1963

PROGRAMA INTERUNIVERSITARIO

of the

University of San Carlos of Guatemala

and

Michigan State University of East Lansing, Michigan

Prepared by:

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Date:

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Ciudad Universitaria

Guatemala, C. A.

1. Title: PROGRAMA INTERUNIVERSITARIO of the University of San Carlos of Guatemala and Michigan State University of East Lansing, Michigan
2. Contract Number: PIO/T 899-E-66-AB-3-29039
3. Report Period: July 1, 1963, and December 31, 1963
4. Purpose of the Project:

The purpose of the PROGRAMA INTERUNIVERSITARIO and of this contract is to bring into being within the University of San Carlos of Guatemala a comprehensive regional center for the study and improvement of education in Central America. The initial activities of the PROGRAMA -- and those specifically indicated under provisions of this contract -- include basic research and planning assistance in three major fields of education, namely:

- (1) higher education, particularly that of university development;
- (2) secondary education, particularly the pre-service and in-service preparation of secondary school teachers and
- (3) special education and rehabilitation.

5. Project Administration:

The PROGRAMA INTERUNIVERSITARIO is conducted jointly by the University of San Carlos of Guatemala (USCG) and Michigan State University (MSU). The administrative vehicle within USCG responsible for the PROGRAMA is the Instituto de Investigaciones y Mejoramiento Educativo (IIME). IIME policies are established by an interuniversity governing board comprised of three representatives (each) from USCG and MSU. IIME is administered by codirectors, one from each university, and retains a professional staff comprised of North American and Central American personnel.

IIME is incorporated officially as a regional center into the Central American "plan of regional integration" adopted by CSUCA, the Consejo Superior Universitario Centroamericano. It serves the national autonomous universities of Guatemala, El Salvador, Honduras, Nicaragua and Costa Rica, all of which are affiliated with CSUCA. In its capacity as a regional center, IIME conducts research of, and renders planning assistance to, the Central American universities. The USCG assumes full institutional responsibility, viz-a-vis CSUCA for fulfillment by IIME of this set of regional obligations.

In similar manner, IIME also serves directly the five ministries of education and some sixty-five special education agencies in Central America, as well as other ministries that participate in education.

6. Contract Administration:

IIME is a jointly administered entity of the two universities. It has been accepted as such by the Central American national universities and ministries. IIME's initial program, the PROGRAMA INTERUNIVERSITARIO, is financed by AID through contract with MSU. In its role as Contractor, MSU assumes full institutional responsibility to REPAS/AID for contract performance. In practice, however, MSU is but one of the two institutional partners which actually carry out the PROGRAMA. MSU's unique role is that of fiscal agent for the interuniversity endeavor under provisions of this contract. As Contractor, MSU is subject to policy guidance of specified AID installations in Central America whereas IIME and the USCG are not.

7. Major Results of Previous Report Period:

During the period January 1, 1963, and June 30, 1963, several basic results were realized. Among these were:

- (1) Working relationships were established with the five national

autonomous universities, the five national ministries of education and sixty-five special education and rehabilitation agencies. In addition, preliminary contacts were made with the five USAID missions located in Central America and with the regional AID installations (ROCAP) which are situated in Guatemala and Costa Rica. Coordination also was achieved with the office of the Secretary General of CSUCA. All IIME plans for research and planning assistance involving the national universities were coordinated with that office.

- (2) Staffing was completed and basic research undertaken in the three principal fields of study.
- (3) Regional studies were completed of existing secondary school teacher preparation programs and of the current status of vocational aspects of secondary education.
- (4) In addition, certain back-stopping services necessary to the success of the research effort were established in the IIME offices. These included: (a) a data processing laboratory, (b) a research methodology training program for staff members and selected university students, (c) a research materials center and (d) a program of modest grants and services to individual researchers.

#### 8. Results of Current Report Period:

Most of the work invested during this report period was focused upon (a) the collection of basic research data and (b) upon data analysis and preparation of working papers. Considerable time and effort, however, was also invested in the review and evaluation of IIME's initial and basic relationships with Central American agencies. All aspects of IIME's

work were subjected to close scrutiny by both collaborating and sponsoring institutions. Two basic questions were answered during this period, both deemed to be critical to the IIME endeavors in general and for the successful completion of this contract in particular. These were:

Can a North American university relate broadly and effectively with a Central American university at fundamental levels of policy formulation and administration?

Can the institutions established by the interuniversity endeavor become fully accepted by, and acceptable to, an international and regional network of autonomous national universities and politically oriented ministries of education?

The answers produced by the Central American evaluators during this report period seem clear and unqualified.

- (1) The relationships between USCG and MSU -- based upon a full evaluation of fifteen months of partnership activity -- seem even stronger than in 1962 and 1961. There is little doubt within either university that the IIME pattern of interuniversity collaboration is working effectively within the University of San Carlos of Guatemala.
- (2) USCG, in turn, has taken full responsibility and leadership for establishing IIME's relationships with other national universities in Central America. The regional status of IIME was recently and enthusiastically confirmed by the Central American university rectors (CSUCA). More compelling is the fact that CSUCA's program of work for 1964 and later years assumes the continuation of IIME as the regional educational research and planning assistance center.

The relevant details concerning the primary areas of progress during this report period are described in four subsequent sections. These are:

- A. Personnel and Internal Matters
- B. External Relationships
- C. Research and Related Activities
- D. Follow-up Activities

#### A. Personnel and Internal Matters

Several fundamental personnel changes were realized during this report period. Most notable among these was the return to university teaching of the Director of IIME, Dr. Guido Barrientos. In August, 1963, Dr. Barrientos left IIME to accept a position as professor of psychology at Texas Western University, El Paso, Texas. He was replaced temporarily by Lic. Félix Hernández Andrino, IIME principal investigator in the area of secondary education and Head, Department of Pedagogy, Faculty of Humanities, University of San Carlos of Guatemala. Although working only half-time as Interim Director, Lic. Hernández has performed admirably. The governing board of IIME is now actively seeking a new full-time director.

In October, 1963, Lic. Pablo Lacayo of Nicaragua and Lic. Luis Torres of Costa Rica were promoted to positions of principal investigators of secondary education and higher education respectively. Both men had become extremely proficient in the conduct of research and now undertake additional responsibility for coordinating IIME's research and planning assistance activities in their fields of study.

In November, 1963, Research Assistant Arnoldo Escobar was named Director of Secondary and Normal Education in the Guatemalan Ministry of Education. A specialist in secondary education, Professor Escobar

was just completing his year of special work and advanced study with IIME. His appointment to this important administrative position in Guatemalan public education was a source of great pride to the Institute.

Four other Central American staff members completed successfully their year of study and work with IIME. Two of these received appointments as university professors in the new Catholic University in Guatemala, another was employed as a research assistant in the Ministry of Education and the fourth is now being considered for a position in the planning division of the Guatemalan ministry. Three of the four assistants will have satisfied all requirements for their university degree immediately following the holiday vacation period.

During the next report period, the IIME staff will consist of a small and balanced cadre of full-time and part-time researchers and planners who are now equipped collectively to perform at a high level of competence. These include three full-time professors from MSU, two professors on leave from the University of Puerto Rico, five full-time and three half-time professors from Central American universities, principally USCG. The professional staff will be assisted by four full-time secretaries, a bookkeeper and part-time student labor.

#### B. External Relationships

IIME came under the formal review or evaluation of three key groups during this report period. These were: (1) the interuniversity governing board, (2) the office of the Secretary General of CSUCA and (3) representatives of AID/W and ROCAP. The results of these evaluations and project reviews are as follows:

(1) Interuniversity Relationships:

During the months of July and August, 1963, members of the inter-university governing board reviewed all aspects of IIME's work and certain apparent problems of the interuniversity relationship.

This was a systematic analysis in depth based upon staff reviews, analyses of materials and professional assessment of performances. A potential future problem of communications was noted between IIME -- as an adjunct of the USCG Rectoria and the collaborating but autonomous Facultades (colleges) of the University. Numerous other questions -- some of which had not previously been fully studied -- were reviewed and existing policies affirmed or modified and new policy established as required. The inherent and special difficulties of cross-cultural administrative codirection were analyzed and appropriate new policies enacted; the principles and essential practices of codirection were affirmed.

In August, 1962, and again in October, 1962, the results of the board's evaluations were systematically reviewed in week-long formal interuniversity board meetings. As a result of the careful review by the interuniversity partners, (a) the basic purposes of IIME were reaffirmed, (b) the importance and specific role of IIME within the USCG were confirmed and (c) the necessity to develop IIME along "action" and planning assistance as well as "study" and research lines was emphasized. A principal outcome of the board's studies was: IIME should continue to be governed and developed within the interuniversity framework and local members should with increasing vigor assume leadership in regional affairs.

The result of these meetings is clear. All aspects of the IIME pattern of interuniversity collaboration have now been thought through by the highest university officials and the relationship is now stronger and more soundly based than ever before.

(2) IIME - CSUCA Relationships

In November, 1963, Dr. Carlos Tunnermann Berheim, Secretary General of CSUCA, visited the IIME offices for two days for the purpose of reviewing and evaluating its activities. In Dr. Tunnermann's subsequent report to the President of the IIME board, USCG Rector, Jorge Arias B., Dr. Tunnermann stressed these four points:

(a) He found the scope and level of performance of work to be fully satisfactory and to be progressing well.

(b) He noted a need to continue to communicate systematically with the office of the Secretary General of CSUCA concerning regional matters and offered specific suggestions as to how such communication could be improved.

(c) He cited the desirability of continuing the PROGRAMA INTERUNIVERSITARIO and, in particular, the present mechanism of financing the PROGRAMA through MSU which he saw as particularly advantageous.

(d) He indicated an opinion that a regional IIME board would be preferable to the present interuniversity governing board and cited the two CSUCA established regional research institutes as desirable precedents to be followed. Dr. Tunnermann's personal opinion in this latter regard, however, was not supported by CSUCA and he subsequently withheld this opinion.

The formal IIME-CSUCA relationship -- officially established by the

national university rectors in December, 1962 -- apparently has not been fully understood by certain U.S. officials in Central America and in Washington. Hence, the relationship will be explained briefly in this progress report. For a full understanding of the relationship, some background knowledge of CSUCA itself is required.

CSUCA is an association of the five national university rectors in Central America. One of the principal reasons CSUCA came into being was to provide concerted representation of the five autonomous universities against undesirable intervention by their own governments. This principle is obviously dominant in their relations with all institutions and agencies - national and international.

The intent of the association was not unification of the university systems, but rather to formulate basic plans of regional and voluntary integration. These plans they are actively pursuing.

Within this plan of regional and voluntary integration, differently organized regional centers and institutes are currently operating. The complexity of regional cooperation appears to warrant different types of organization according to the nature of the program which is undertaken and the peculiar competency of one or more of the universities to assume responsibility for its realization. Apparently, CSUCA is examining and experimenting with different kinds of mechanisms in their pursuit of regional integration.

Thus far, these types of regional programs have been organized and are operational:

1. Regional instructional centers: characterized by CSUCA designation of one university to organize and conduct an instructional program

for the professional training of students from all of the universities. Such a regional designation offers support of the remaining universities to the "center" to avoid undesired duplication; however it does not prohibit the development of the same professional field by any or all of the other universities. In effect, such a designation is a manifestation of a willingness to cooperate to alleviate duplication during the period in which the Central American universities are developing programs; nevertheless, in the future it seems reasonable that each university will develop within its own program most of the basic professional areas of study.

2. Special Centers directly supervised by the Secretary of CSUCA:

Currently this is the "Human Resources" center.

3. Centers governed by Regional Boards: This pattern is followed in the case of the Institute for Economic and Social Research. This is a case of one of five existing institutes being designated as a regional center, for improved cooperation and coordination of the work of an existing institute in each university.

4. Institutes designated as Regional: IIME is the only operating example of this type of institute, i.e., a regional research institute governed by the university in which it operates.

Thus, CSUCA has (1) regionally designated instructional programs, (2) regionally functioning centers for special projects under the CSUCA Secretary, (3) institutes which CSUCA has established with regional boards, and (4) a regionally designated institute within and controlled by one university.

There are certain significant advantages within each organizational pattern. Within the IIME pattern, these appear to be most important:

1. IIME may engage in and conduct diverse regional programs of research with a great degree of freedom.
2. The IIME structure pinpoints institutional responsibility.
3. IIME itself serves as a practical experiment in interuniversity-intercultural relations.
4. IIME may be funded conveniently and legally through its partnership arrangement with MSU.
5. IIME can conveniently cut across conventional lines of communication and cooperation in bringing to bear the involvement of all institutions, agencies and ministries concerned in solution of a common problem of research and planning.

The role of the Secretary General of CSUCA -- while important and essential to the good work of CSUCA -- is one of "surveillance" and coordination, and is not in the line of administrative authority with respect either to the regional centers or to the regional institutes.

The status and work of IIME was reviewed at length by the rectors at their annual CSUCA meeting, December 4-5, 1963. They accepted IIME's annual report and indicated their satisfaction with IIME's work to date. They also confirmed the regional status of IIME in the field of education. Their programs for 1964 were approved on the tacit assumption that IIME would continue indefinitely to perform its regional function.

Although the status of any new enterprise in Central America is subject to review from time to time, it would now seem clear that IIME can continue indefinitely to serve the interests of the five national

universities through the auspices of the University of San Carlos of Guatemala. CSUCA discussions concerning this point clearly indicate that the present organizational arrangement not only is satisfactory to the rectors but represents a kind of cooperative regional and interuniversity relationship that they wish to promulgate throughout the CSUCA association.

An important side-light to CSUCA meeting discussions was the evident concern felt by the rectors regarding certain provisions in AID contracts which allegedly constituted an intervention in the internal affairs of the universities. One current contract was openly criticized because of one such provision and the regional research institute involved was instructed by the rectors to petition its North American university collaborator to seek to renegotiate the contract in order to eliminate the objectionable clause. Subsequently, the rectors approved a recommendation to prohibit any such contract provisions in the future. These provisions touch upon the sensitive topics of "autonomy" and of approval of publications. The CSUCA discussion found these topics to have been adequately treated in this contract, and the rectors are likely to urge that the relevant provisions be emulated in future contracts. If so, the present MSU/AID contract may prove to contain contract language that will facilitate effective university contracts in the future.

(3) Contractor - AID Relationships:

Several potentially significant meetings were held with AID representatives during this report period. Among these were:

- a. A series of meetings in Guatemala and in San Salvador with an education planning officer of USAID/El Salvador, with respect to possible collaboration in the field of pupil accounting.

At the Washington meeting, officials of AID and MSU agreed to meet later in Guatemala in order to establish more efficient means of communication between Contractor and AID representatives in Central America. On November 20-21, 1963, two meetings were held in the ROCAP offices in Guatemala. Attending one or both meetings were:

Gardner Ainsworth, Acting Director, ROCAP  
Franklin Stewart, Acting Director, USAID/Guatemala  
Howard Leavitt, Research Coordinator, AID/W  
Walter Adamson, Education Officer, ROCAP  
Otto Niehlson, Education Officer USAID/Guatemala  
Edward Marisciula, Program Officer, ROCAP  
Edward Rizzo, Public Administration, ROCAP  
Richard Niehoff, Campus Coordinator, MSU  
Karl T. Hereford, Project Leader, MSU  
Burton Friedman, MSU  
Paul G. Orr, MSU

All major aspects of Contractor's proposed plan of work under provisions of the Contract and AID's responsibility for giving appropriate policy guidance to MSU personnel working in Central America were reviewed. As a result of the meetings, a written agreement and memorandum was jointly drafted, copies then to be circulated to USAID missions in Central America by Education Officer Niehlson.

In general, these agreements were attained:

"The purpose of the meetings was to develop operating policies and procedures which, within the terms of the MSU/AID contract, would facilitate performance of the contract work. More specifically, the purpose was to establish channels of communication between AID and the Contractor (MSU). These channels are expected to simplify exchanges of information, to minimize problems that might arise in the conduct of the contract work, and particularly to clarify and simplify the manner in which the general policy guidance specified by the contract will be received from AID by the Contractor."

"Discussions were based upon these stipulations:

1. All parties desire the least possible "strait-jacketing" of operations,
2. MSU would not be expected or requested to violate the terms of the formal interuniversity agreements,
3. No statement in the discussion would be construed as an attempt to assign blame for any past errors or oversights that may have occurred,
4. The object of discussion was to place in effect those policies and procedures that would facilitate most appropriately the fulfillment of the joint responsibilities defined by contract."

These recommendations resulted from the discussions:

"The conferees agreed to make the following recommendation to the Director of ROCAP and to the Director of USAID/G:

'for the convenience of both the U.S. Government and Michigan State University, one single point of Contractor's contact with the U.S. Government should be designated in Guatemala."

"In making this recommendation, it is clearly understood that basic policy decisions rest with AID/W and Michigan State University at East Lansing. Hence, not all matters would necessarily be settled through the contact point in Guatemala. Nevertheless, the creation of that contact point was agreed to be a matter of convenience to all parties concerned. It would be the point, or office, through which and by which all operational relationships with the MSU personnel in Central America would be channeled."

The recommendation was seen to be useful in these respects:

"In order to test how the use of a single "contact point" might work, the group made 'trial runs' of a series of possible problems, agreeing that neither party would want more formal structuring of this mechanism than would be absolutely essential to effective operation. The possible problems thus tested included the following:

Travel. One way to bring the five USAIDs in Central America in contact with IIME would be to inform them exactly when IIME staff personnel would be present in their respective countries. The contact officer would be useful in this connection as follows. Information regarding scheduled travel should be communicated to the contact officer, providing a minimum of three days' advance notice; such notice might be transmitted by telephone, but would be confirmed in writing. In

the case of unscheduled travel, when such advance notice is impossible, advice of travel would be provided before departure. The contact officer would cable the USAID Mission concerned, to identify the traveler(s) and to indicate date of arrival, duration of stay, purpose of visit and anticipated lodging arrangements.

Although this arrangement would not require that USAID or Embassy officers would necessarily meet IIME personnel during each visit, it would make certain that the USAID Mission would be advised of the visit in advanced; hence it would permit government and IIME personnel to meet when desired.

It is understood that travel information would be provided regarding all IIME personnel, including Central American nationals as well as U.S. citizens, engaged in contract work. It is noted, however, that only MSU, as Contractor, is under the general policy guidance of AID., and that IIME per se is not. Hence, while USAID/Embassy personnel may freely contact any IIME personnel, discussions that might constitute "policy guidance" in terms of the contract would be initiated only with authorized MSU personnel.

**Work Agenda:** A calendar of work would be provided by MSU personnel at IIME covering the period 1 December through 30 June. This agenda of work would be presented to the contact officer not later than 1 December. A brief monthly progress report would be provided on 31 December and at the end of each subsequent month. The report would note what had been done and would indicate modifications in the work agenda.

**Advance Distribution of Documents:** When IIME judges documents or publications to be at an appropriate stage of development, they would be presented to the contact officer for such distribution to U.S. agencies and personnel as may be designated by IIME.

**Publication:** Pursuant to the contract, Contractor may not publish the results of contract research without consulting AID, and if the Director of Research, AID, has any objection, Contractor must consult with AID with regard to such objection. At the stage when Contractor is prepared to consult with AID regarding an IIME publication, the publication would be delivered to the contact officer. It is anticipated at present that the contact officer, by 31 December, will have been authorized by AID/W to review such documents and to issue, on behalf of AID, a statement to the effect that AID does not object to

publication of the document, or when appropriate, to the effect that MSU has consulted with AID regarding such objections as may have been raised. It is understood, nevertheless, that the "consultation" regarding AID objections may be conducted by the Director of Research, AID/W, and the Michigan State University designated officer at East Lansing.

**Conferences:** Pursuant to the contract, Contractor may sponsor and/or conduct educational conferences. It is understood by the participants that the appropriateness of joint sponsorship of regional conferences to be conducted may properly be discussed by Contractor and the AID contact officer.

**Copy Right and definition of Publications:** IIME in the course of its work produces many and diverse documents, including (1) administrative announcements, (2) conference proceedings, (3) technical working papers, (4) official reports of research findings and (5) plans and recommendations. Some of the documents are produced only for limited distribution to appropriate educators and/or officials. Some may be printed, others duplicated in preliminary form. In order to determine a precise contract definition of "publications" and the copyrights thereof, representatives of MSU and AID/W will confer later following consultation with their respective legal officers."

With the implementation of these constructive agreements, it is anticipated that communications between Contractor and AID will be efficiently conducted during the remaining six months of the contract period.

### C. Research and Related Activities

During this report period, virtually all data collection was completed. The remaining gaps are course analyses and cost studies in one faculty within each of two universities and some late returns from the surveys of university graduates.

#### 1. Data collection

Practically all data have been transferred to punched cards and preliminary machine tabulations are now in process. Working papers are being written by staff personnel in three major areas: (1) secondary

school normal (i.e., teacher training) and bachillerato (i.e., College preparatory) education programs, (2) university programs and (3) studies of the ministries of education.

All formal work in the area of special education and rehabilitation was completed this period. Final regional reports have been reproduced in ditto form and are now in process of editing for review by appropriate Central American groups.

## 2. Regional Conferences

A regional conference of educators was held under IIME auspices in order to focus attention upon the results of the studies of secondary school teacher preparation programs in Central America. Fourteen representatives from the national autonomous universities and from the ministries of education were convened during a ten day study/work period, during which they visited each of the seven Central American secondary teacher preparatory institutions. Following their first hand study of the institutions and their review of IIME developed research materials, the conference members brought forth major recommendations. These (1) indicated the necessity for a regional plan for the preparation of secondary school teachers, (2) established the basic principles upon which such a plan should be based and (3) urged IIME to proceed with all good speed to develop the technical applications of such a plan.

The conference members (university deans of education, heads of college-level normal schools and division heads of ministries of education) also formed a new regional education association, called ACADE, which provides additional means to (1) give impetus to regional planning of teacher preparation programs and (2) strengthen joint university and ministry efforts toward the implementation of such plans.

### 3. "Feed Back" procedures

During this report period a means was also formulated for the effective "feed-back" of research information and implications to the several universities, ministries and related education agencies. A prototype of the "feed-back" relationship was developed at the USCG and at the University of Costa Rica. In these institutions, planning commissions were formed by the respective universities. IIME personnel will work periodically during the next six month's period with each planning group toward the goal of formulating a university-wide plan based upon cost and efficiency analyses now being produced. Within the University of San Carlos of Guatemala, IIME personnel will work with Lic. Otto Becker, Coordinator of University Planning, Rector Jorge Arias B., and the deans of the ten university Facultades. Within the University of Costa Rica, IIME personnel will work with a six-man planning commission headed by Rector Carlos Monge Alfaro. A memorandum-of-agreement was signed with the University of Costa Rica in order to consummate formally the planning assistance procedure in that institution.

#### D. Follow-up Activities

During the next six months' period, it is anticipated that all MSU contract obligations will be met satisfactorily. IIME's "improvement" work with universities, ministries and other Central American education agencies, however, scarcely will have begun.

Each ministry of education has requested a series of follow-up seminars with IIME personnel in order to review the findings and implications of the IIME studies of secondary education and of ministry organization and administration. Tentatively, it is contemplated that such

seminars will be conducted within each ministry during the months of May and June. It is also anticipated that each ministry will request intensive assistance in educational planning -- as have the ministries of Guatemala and El Salvador -- to the end that an integrated national plan of education can be developed in each country.

Within each university, one or more follow-up seminars will also be conducted. During the next report period, however, the greatest effort will be concentrated within the University of Costa Rica and the University of San Carlos of Guatemala, these institutions being organized now to assimilate research results and to initiate institutional planning. Agreements have been made to work with the Reform Commission of the University of Honduras and with the Rector and staff of the National Autonomous University of Nicaragua and the National University of El Salvador.

Although the process of data collection in Central America is slow and arduous, the process of assimilating research information and its implications is slower still. We have observed that -- in working with some seventy-five Central American education institutions -- there is usually a lengthy "waiting period" between each major step of institutional and regional development. We have identified ten such basic steps between (1) the initiation of first research studies and (10) the implementation of regionally formulated plans. The Central American agencies cannot be hurried with good result. However, during the next six months, it is anticipated that concrete plans will be drafted by the two universities indicated and that the steps essential to the introduction of concrete planning activities will be taken by the five ministries of education and the other universities.

In addition to these follow-up activities, IIME will co-sponsor with CSUCA these regional conference activities:

(1) A regional seminar for university registrars, pointing toward the introduction of a uniform and regional data-reporting system for student personnel information.

This activity ranks high in the priorities for the next period inasmuch as the basic university data for 1961-1963 -- now fully reconstructed in each university by IIME -- will be out-of-date in another year. The seminar will be designed to assist each university in establishing its own basic data collection and processing function so that institutional and regional planning may be conducted by responsible officials on a continuing basis.

(2) A regional seminar for those persons within the five ministries of education responsible for pupil accounting.

The seminar will point toward the introduction of a uniform and regional reporting system of pupil personnel data at the elementary and secondary school levels. This activity will be carried out with the major assistance of the USAID mission to El Salvador which has already initiated relevant and useful work with the ministry of education in that country.

(3) One or more regional conferences concerning the preparation of secondary school teachers.

As a follow-up to the recommendations of the first such regional conference in July, 1963, a series of planning conferences will be held. In addition to CSUCA support, the regional planning activities will be fully supported by the new regional education association, ACADE. IIME's role -- as previously indicated -- will be to formulate the basic and technical elements of an integrated regional plan. Representatives of

each university and ministry will assume responsibility for the formulation of national adaptations. It is anticipated that this pre-planning activity will culminate in a regional Congress of political and education officials in June, 1964, at which time the plan will be formally reviewed at the regional level.

During the next report period, it is anticipated also that major research publications to be produced under this contract will be completed. In accordance with the understanding reached with AID personnel in the Guatemala meeting, every precaution will be taken to realize full Central American review of manuscripts prior to their public distribution. It should be observed, however, that the problems of Central American participation in the IIME enterprise are different than those in conventional university contracts. IIME is a Central American institution and its personnel and sponsoring and collaborating agencies are principally Central American. Manuscript preparation and review is a prime responsibility of the Central American members and affiliates of the Institute. Nonetheless, the review procedure outlined above for each university and ministry will be followed meticulously as a prerequisite to public release of major research publications.

9. Summary and Conclusions:

After fifteen months of joint on-site work -- and following a year of interuniversity collaboration prior to that -- the critical Central American relationships essential to the success of the project seem firmly established. It is anticipated that there will be other -- and potentially major -- problems, especially (1) when the results of some of the cost analyses and efficiency studies are fully known and (2) when the

universities and ministries engage in intensive planning and implementation of plans. The best assurance, however, that the project can survive these problems rests in the widespread acceptance of IIME itself, in the experience it has already gained and in the respect that it already has earned within the Central American community.

The most pressing question facing the Institute at this time -- and the one that should be reviewed immediately -- is that of possible continued AID participation in support of the PROGRAMA. The first and most difficult goals of the PROGRAMA seem now to have been achieved:

(1) IIME is firmly established as an interuniversity enterprise within the University of San Carlos of Guatemala;

(2) IIME is accepted by, and acceptable to, the national autonomous universities, ministries and other agencies \* with which it has sought to collaborate in research and planning, and

(3) IIME has now created a competent multi-national staff which has the capacity to train others as well as to conduct research and to provide planning assistance.

In addition:

(1) A first program of administrative research has been undertaken and nears completion.

(2) Procedures have been established to assist each university and each ministry in the planning (institutional, national and regional) of integrated education programs in Central America, two intensive planning endeavors will be initiated and hopefully will be completed during the next report period.

\*It should be observed that IIME (although supported by AID through MSU) has access to certain institutions that would not otherwise accept U.S. participation in their affairs.

(3) A program of research publications has been undertaken, and many potentially useful working papers have already been produced.

For the further realization of the potential for institution and region building thus established by the Institute, it is now estimated that a minimum of one additional year beyond the expiration date of this contract will be required for successful completion of desired pre-planning activities with each university and ministry of education. An additional two years of intensive work during 1966-67 will be required for the successful completion of integrated regional planning. The implementation of planning by the Central American educational institutions will require, of course, several decades and continued assistance for its fruition.

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