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REPORT ON THE EVALUATION OF  
PRIMARY EDUCATION EQUIVALENCY PROGRAMS  
FOR ADULTS IN GUATEMALA

By

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This report was prepared under contract AID/PDC-1406-I-00-4052-00 between the Academy for Educational Development and USAID/Guatemala.

This report is in three parts. Part I is a background report on adult and non-formal education in Guatemala. For this study, the consultants used some of the research done by Dr. Gene Lamb, who was on the Academy for Educational Development Team which was making a sector assessment of education in Guatemala.

Part II is a draft proposal of the Instituto Guatemalteco de Educacion Radiofonica for an USAID Operational Program Grant to help expand the educational program of the institute. This is submitted as part of the report of the consultants since as part of their tasks, they helped to prepare the draft. Also, it includes the recommendations of the consultants. For USAID, they also made some of the analyses which are required if such a proposal is acted upon.

The third part of the report details the meetings and activities of the consultants.

The consultants wish to thank the officials of IGER, the Ministry of Education and USAID for their assistance in making this study. They also wish to acknowledge the fine cooperation of the Academy for Educational Development Sector Assessment Team.

PART I

## ADULT AND NON-FORMAL EDUCATION IN GUATEMALA

### THE NEED

In 1984-85 research was conducted to design and execute a study which would generate continuous information concerning the impact of the non-formal education project on the rural sector in Guatemala. This project was being undertaken by the Non-Formal Education Secretariat of the Ministry of Education with a loan from USAID. Among the areas surveyed by the research was the educational level of the project's target population. About 22 percent of the sample could not even sign their names. Almost one-half could not read a very simple sentence, and only about one-third could read simple sentences easily enough to establish themselves as functional literates.

These results were confirmed by the level of schooling that the target population had been able to attain. About 40 percent had had no schooling, and only slightly more than 20 percent had completed the fourth or higher grade.

The study revealed a startling difference between those who spoke an Indian language and those who spoke Spanish. Almost one-half (47.8 percent) of the Indians had no schooling, while only slightly more than one-fourth (26.3 percent) of the non-Indian population had no schooling.

The non-Spanish speaking individuals made up a large portion of the population surveyed. In the Western region 68.6 percent spoke only an Indian language and in the Eastern region 43.1 percent. The percentage of those who spoke one of the Indian languages in the Western Region was found to be:

Quiché	33.1%
Cackchiquel	31.1%
Mam	26.6%
Tzutujil	8.4%
Other	0.6%

In the Eastern region the percentages were:

Pocomchi	41.3%
Kekchi	27.1%
Achí/Rabinal	16.8%
Cackchiquel	12.3%
Other	3.0%

In summary these results showed that the illiteracy percentage in Guatemala is very high and that it is particularly a problem among the Indian population. Although many in the rural area have had no schooling, the dearth of schools for Indians has been much more severe than the lack of schooling for non-Indians.

The illiteracy problem was reflected in other conditions in the population surveyed: the need for better

health knowledge and practices and the need for more effective and efficient agricultural technologies. The research revealed a very serious need for adult education in the rural sector of Guatemala with the need being most acute among the Indian-speaking groups.

While the needs are not so great in the urban sector since more schooling opportunities have existed in the urban areas, evidence exists that the cities also have a sizeable proportion of the population which is educationally and culturally deprived. The rapid growth in the urban population has meant that many of the newcomers are from the rural sector and have had limited educational opportunities.

Although the need for adult education is so great in Guatemala, ways must be found so that funds spent for adult education do not come from the resources needed to increase and improve the primary schools so that fewer and fewer children grow into maturity without at least minimal education.

#### OVERVIEW OF THE FIELD

Adult, non-formal and distance education are discussed together since they have a common primary audience, the disadvantaged poor, and since the boundaries among these three are blurred. While the Ministry of Education has primary responsibility for adult education in a formal

setting, it shares responsibility with other ministries in providing non-formal educational opportunities in a wide range of subject areas. Also, many private organizations are involved in non-formal and distance education programs. A recent survey was able to identify over 100 governmental or private non-formal education programs. The government recognized the need for coordination in this area and established a National Board for Non-Formal Education. This board is made up of representatives from the National Directorate for Non-Formal Education of the Ministry of Education, the National Training and Productivity Institute (INTECAP), the Department of Training and Education of the Ministry of Agriculture (DECA), the National Center for Training of the Ministry of Finance (CAP), and the National Institute for Public Administration (INAP).

The aims of the Board are:

1. To orient the non-formal education programs so that they meet the needs of the target population.
2. To strengthen the coordination among the various institutions which have programs to provide educational opportunities in such areas as cultural heritage, health, nutrition, environmental sanitation, literacy and post-literacy programs,

agriculture, housing, family planning, mining, energy, industry, commerce, tourism, communications and transportation activities.

3. To expand the coverage of non-formal education by both the public and private sectors so as to respond more adequately to the country's basic needs.

The Board secured a loan and grant project in 1982 from USAID to expand and improve the Guatemalan non-formal education activities directed to the rural poor and to increase the geographic coverage of non-formal educational services.

Specifically, the project is to increase the coverage of non-formal education programs from 6 to 15 departments, and to increase the proportion of the people affected in the area by at least 20 percent. Another long range objective is to reduce the unit costs of the non-formal education services and to improve their effectiveness.

The project will strengthen the outreach activities of the non-formal education system in Guatemala, expanding the coverage of the Regional Office in Quetzaltenango and creating two new Regional Offices in Baja Verapaz and Quiché. These Regional Offices will develop instructional materials appropriate to the needs of the region, provide

in-service training for its own promoters and also for the field workers of other ministries, and evaluate the materials and training activities.

The project will also strengthen the Non-Formal Education Secretariat in Guatemala City so that it can give greater and more consistent support to the Regional Offices and will restructure and expand the use of radio to give broader coverage in the project area.

The funding for the project is by a combination of a loan of US\$ 3 million, and a grant of US\$860,000 from AID and by about the same amount in counterpart funds from the Guatemalan Government.

An evaluation of the project in June, 1985, revealed that it got off to a late start and is proceeding at a slower rate than planned. The Secretariat had not achieved the organizational strength to meet the administrative demands of the project, and changes needed to be made in the budgetary and administrative systems with a clarification of the project goals. This evaluation may result in significant changes in the future activities under the project.

#### NON-FORMAL EDUCATIONAL PROGRAMS IN GUATEMALA

A study giving an analysis of the statistics and data reported by 20 public and 30 private non-formal education

institutions provided information as to the nature of these entities. (Carcamo, Alva Ernesto, DIAGNOSTICO DEL ESTADO ACTUAL DE LAS ESTADISTICAS EN EL SUBSECTOR EXTRAESCOLAR, Guatemala: Junta Nacional de Educacion Extraescolar, Secretaria de Coordinacion, Julio, 1985)

As to the program emphasis of the 50 entities, the most frequent area was health with 18 having activities aimed to preventing diseases. Sixteen organizations had agricultural programs, and the same number had social welfare activities. Nine or less than one-fifth featured literacy programs.

Table 1 gives the distribution of the programs by program emphasis.

Table 1

NON-FORMAL EDUCATION PROGRAMS ACCORDING TO PROGRAM EMPHASIS

	Number of Programs										
	0	2	4	6	8	10	12	14	16	18	20
Prevention of Diseases	x	x	x	x	x	x	x	x	x	x	x
Agricultural Techniques	x	x	x	x	x	x	x	x	x	x	x
Social Welfare	x	x	x	x	x	x	x	x	x	x	x
Community Organization	x	x	x	x	x	x	x	x	x	x	x
Technical Training	x	x	x	x	x	x	x	x	x	x	x
Literacy	x	x	x	x	x	x	x	x	x	x	x
Labor Training	x	x	x	x	x	x	x	x	x	x	x
Women in Development	x	x	x	x	x	x	x	x	x	x	x
Handicrafts	x	x	x	x	x	x	x	x	x	x	x
Home Economics	x	x	x	x	x	x	x	x	x	x	x
Appropriate Technology	x	x	x	x	x	x	x	x	x	x	x

Source: Carcamo, Alva Ernesto, DIAGNOSTICO DEL ESTADO ACTUAL DE LAS ESTADISTICAS EN EL SUBSECTOR EXTRAESCOLAR, 1985.

ADULT EDUCATION, MINISTRY OF EDUCATION

The adult primary education activities are administered by the Ministry's Directorate of Literacy Training and Adult Education. These activities are under

three programs: Literacy training, formal adult primary education, and a correspondence program.

#### LITERACY TRAINING

The Literacy Department under the Directorate of Literacy Training and Adult Education provides directly some literacy training and coordinates other literacy programs by public and private entities. The literacy program is divided into two phases: beginning and functional literacy. In 1985, the division reported that 86,966 adult students (15 years or older) were enrolled in beginning literacy programs. Of these, about one half (43,000) were women. In the second phase, functional literacy, the enrollment dropped considerably with only 9,283 adults enrolled and less than one third (3,000) were women. The division estimates that the programs reach about three percent of the illiterate population. The programs are housed in schools (80 percent), churches (5 percent), homes (10 percent) and factories (5 percent).

The division distributes primers (NUEVO AMANECER), arithmetic books and workbooks.

The cost per pupil for the courses administered directly by the division, including the renting of facilities, materials and administration is Q17. The individuals who actually help the illiterates to learn are

volunteers. It is mandatory that all students in the fifth year of teacher training teach at least three people to read and write before the teacher candidates can become credentialed.

The annual budget of the department is some Q309,000. The department divides the country into two zones: the mountainous region of the northern part of the country is one zone and is called the intensive zone because this is where the illiteracy is greatest and where the department concentrates the greatest share of its efforts. The rest of the country is referred to as the extensive zone. The department attempts to provide literacy training in Spanish and the four main Indian languages: Quiché, Kekchí, Mam, and Cakchiquel.

#### PROPOSED UNDP LITERACY PROJECT

The Literacy Department is in the final stages of negotiations with UNDP for a project to help develop the literacy program. The project will require an expenditure of US\$806,250 with the UNDP contribution being US\$300,000. It will be a three-year project, which will include the following elements: a study of literacy needs; curricular development; methodology development; evaluation of present materials; material development and production; development of a system of supervision; an experimental project to try

out the curriculum, methodology and materials; development of radio lessons and programs; and the coordination of the Ministry's program with those of other entities.

#### FORMAL PRIMARY ADULT COURSES

The Department of Adult Primary Education under the Department of Adult Education administers the adult night schools in which the six years of primary education are taught in four years. The division also coordinates the adult primary education courses given by other entities such as that of the Instituto Guatemalteco de Educación Radiofónica (IGER).

For its program, the division has no books or material to distribute to the students.

For 1984, the division reported that in the various adult primary education programs (public and private) 26,609 adults (age 15 and over) were enrolled. Some 20,000 finished the class and of these 16,000 passed.

Fifty-eight percent of the students were men; 42 percent women. Of the public schools 52 were in Guatemala City and 48 in the other Departments, but the department schools enrolled 12,719 students, while the Guatemala City schools had some 11,000. The Guatemala City school had more teachers so the pupil-teacher ratio was 1 to 38.6, as opposed to 63.3 students per teacher in the other

departments.

The private schools had only a total of 1,950 students (1,007 in Guatemala City and 1,843 in other departments). The number of private schools has been reduced in recent years as the Department of Adult Education has required higher standards if they are to operate.

The teachers in the adult school are credentialed primary teachers. Many have had experience teaching children, but they have had no special training for teaching adults. A number of the teachers also have other professions (lawyers, accountants, etc.) and use the teaching to supplement their income.

The teachers in the public primary schools cannot teach in the adult schools, since the law prohibits drawing more than one public teacher's salary. The average monthly salary of the public night school teachers is estimated to be Q321. The division in 1984 had a total budget of Q1,195,058.

#### THE PRIMARY EDUCATION PROGRAM BY CORRESPONDENCE (PEAC)

In addition to the literacy or formal primary education classes, the Directorate of Literacy Training and Adult Education also offers a correspondence program, the Program for Educating Adults by Correspondence (PEAC). From 1974 to 1984, the program enrolled 21,168 students. These were in the second, third, and fourth levels of the adult

primary education program. The first or beginning program, of course, cannot be offered by correspondence since the students must have minimal reading and writing skills. The total promotion of students as of December, 1984 was as follows:

Second level	1,720
Third level	636
Fourth level	416

In the first semester of 1985, the program had a total of 895 students enrolled. Most of the students are adults, 15 years or older, but some children are allowed to take the program if they do not have access to a primary school. Most students, 77 percent, are males.

The operating budget of the program is small, some Q30,000.

#### OTHER ADULT AND NON-FORMAL EDUCATION PROGRAMS

In addition to the programs already described, three other programs or entities merit special attention. These are the Instituto Guatemalteco de Educación Radiofónica (IGER), the Federación Guatemalteca de Enseñanza Radiofónica (FGER) and the Instituto Centroamericano de Educación y Cultura (ICECU).

## THE GUATEMALA INSTITUTE OF RADIOPHONIC EDUCATION

The Instituto Guatemalteco de Educacion Radiofonica (IGER) was founded in 1978. Its program is based on the educational system which has been proved to be successful internationally. The principles on which the system is based are those which are applied successfully in AID financed programs in the Dominican Republic, Kenya, Nicaragua and Lesotho. The specific system used by IGER was introduced in Central America. This system combines the use of printed instructional material with lessons broadcast by radio. Each week the students meet with a monitor (Maestro Orientador) who corrects their homework and helps them with their learning. The monitors are persons of the students' community who have at least completed the grade that the students are studying and who are capable of giving the needed help and who are dedicated to helping others progress.

The instructional system was first tried out in Guatemala with 600 students using only the printed materials and the monitors. This experiment was successful, and the Ministry of Education gave its approval. The certificates, that IGER is now able to give, have the official authorization of the Ministry.

### 1. EDUCATIONAL PRINCIPLES

The system is based on the following viable educational principles:

- a. The learner is the center of attention. The teacher-learner situation must be structured to the mentality, conditions, and needs of the students who come from the deprived part of the society.
- b. The language used is simple; only words known to the students are used so any new words must be defined. Sentences are short and simple.
- c. The emphasis is on the concrete. Indispensable abstractions and definitions are given only at the end of classes.
- d. Each class begins with elements which are within the students' experience, and the lessons proceed to lead the students from these into new concepts and understandings.
- e. Although the Institute gives certificates and diplomas, the emphasis is on the improvement that the learning can make to the students' quality of life.
- f. The literacy system uses the complete

thought or phrase system reinforced by the phonetic system. The separation of the various subject matter is only at the higher level. The system depends on phatic as well as verbal communications.

- g. The programs provided by IGER in the Indian languages are only given by teachers who are from that Indian group and who are carefully selected as being identified with that group and are bilingual.
- h. This system for adults who are illiterate and culturally marginal requires that the teachers be carefully selected and have special capabilities, not only professional and intellectual, but also dedication to their fellowmen.

## 2. PROGRAM OBJECTIVES

The objectives of IGER include the following:

- a. To promote and provide for the educational development of the people of Guatemala, especially

those with limited economic means and schooling, and with emphasis on the rural and Indian sector. In doing this, IGER collaborates with the Ministry of Education and other public and private entities and uses methods and systems which it has developed.

- b. To develop the individual in human terms, to promote the integration of the family and other ethical, intellectual and cultural values.
- c. To secure the understanding and collaboration of the varied social and ethnic groups without distinction for creed or cult, and to orient the educational activities to their environment and to their common Christianity.

### 3. RELEVANCE OF THE PROGRAM

The needs for the IGER program in Guatemala are very great. Although in the last 20 years the percentage of illiterates has been reduced from 60 to 48 percent, Guatemala still has one of the highest rates of illiteracy in this hemisphere. When the concept of functional literacy

is applied, in some parts of the population, the percentage of people who are not functionally literate may reach over 90 percent. This is especially to be noted in the Indian communities, and these comprise a large part of the Guatemalan population.

Guatemala aims to provide schools for primary education for all of its children of school age, but this has proved to be so costly that it is far from being realized. Adult education is required if a large part of the population is to be freed from ignorance, but the adult education must be inexpensive so as not to compete with the need to fund more primary schools. The IGER system was devised to provide effective adult education in an efficient manner at a very low cost per pupil.

The educational program of IGER is called, "El Maestro en Casa" and contains a literacy program and primary and basic (junior high level) education. The program is equivalent to that of the public adult night schools except that the third and fourth steps of the adult night schools are completed by IGER in two semesters instead of two years as in the public program. The following chart shows the relations of the IGER and night school programs:

IGER	PUBLIC NIGHT SCHOOLS	
	Primary (Grades 1-6)	
Two Semesters	First Step-Certificate	One Year

Two Semesters	Second Step-Certificate	One Year
One Semester	Third Step-Certificate	One Year
One Semester	Fourth Step-Certificate	One Year
	and Diploma	
	Basic (Grades 7-9)	
One Year	First Phase Certificate	One Year
One Year	Second Phase Certificate	One Year
One Year	Third Phase Certificate	One Year
	and Diploma	

The subject matter offered by the IGER program is the same as that in the night schools except that the order of presentation is different. Also because of the nature of the IGER system, it is exempted from providing typing; and instead of English, IGER offers Quiché and Kekchí in those areas where this is appropriate.

#### 4. EFFICIENCY OF THE PROGRAM

The level at which the student enters the IGER program is determined by an entrance examination so that the student may begin the program either below or above the level of schooling that he/she has completed.

The IGER system is provided under three projects: Spanish, Kekchi and Quiché. Presently under the Spanish project there are over 5,000 students with over 2,000 of these in Guatemala City. The statistics show that about

85-86 percent of those enrolled pass the course. Ten to 12.5 percent have to repeat one or more of the subjects. Less than 5 percent drop out before finishing the course.

The Kekchí Project began in 1981 in the Diocese of Alta Verapaz with an enrollment of 7,586 in the literacy program. The guerrilla situation in the area limited the program, but the project was able to continue developing instructional material for all the primary grades using small experimental groups of students to try out the materials. The project is renewing the program now (1985) and has enrolled 2,300 students. The broadcast will be over Radio Tezulutlán.

The Quiché Project is now ready to start an experimental instructional program in the Quiché language. The literacy material is ready to be tried. Some seventeen monitors and groups have been recruited with at least 150 students. The headquarters of this program is Quetzaltenango and the project has the support of the Bishop of that Diocese. The lessons are to be broadcast over the radio station of the Diocese, Radio Fraternidad.

Although the IGER system is most effective when the three elements, the printed lessons, the broadcast lessons, and the monitors are all used, it has been found that the printed lessons can be used without the broadcasts when it is not possible for the students to receive the broadcasts.

The printed materials are also being used in formal classroom situations. An experimental program is now also being developed in which the broadcast lessons are presented on a tape recorder. This experiment uses tape recorders, cassettes and rechargeable batteries.

#### 6. GEOGRAPHIC AND NUMERICAL COVERAGE OF IGER

Following is a tabulation of the students in the various programs at the present time:

a. Spanish -- Using printed material, radio broadcasts and weekly learning sessions	3,226
b. Spanish -- Using printed material only but in a classroom situation	819
c. Spanish -- Using printed material and weekly or monthly learning sessions	455
d. Spanish -- Using printed materials and the broadcast lessons presented on cassette tape recorders	140
e. Kekchí -- Using printed material and trained community leaders	2,765
f. Quiché -- Using printed material with 17 experimental groups led by trained leaders	150
TOTAL	7,555

Geographically the programs operate in the following areas:

a. IGER's main broadcast facility is Radio Internacional in Guatemala City, which is owned by ASEC, IGER's umbrella organization. It broadcasts the entire IGER program each evening from 1800 to 2115. The station's radio signal can be heard clearly to the north and west for approximately 75 kilometers and to the south and east for about 25 kilometers. The number of students listening to the radio lessons over the station is 2,996.

b. Arrangements have been made by IGER to have its programs broadcast by Radio Chortís which primarily is heard in the Department of Chiquimula and part of Zacapá. It is difficult to estimate exactly how many students follow the program on this station because the signal also reaches the Departments of Petén, Alta y Baja Verapaz and even Huehuetenango with 140 students in those departments.

c. The IGER program is also broadcast over La Voz de Atitlán in the Department of Sololá which can be heard for a radius of some 30 kilometers around the station at Santiago Atitlán with some 90 students following the lessons. This shortwave station may, of course, because of the nature of shortwave signals, be used by some students at a distance from the station.

d. The program in the Kekchí language is now being presented in the following municipalities of Alta Verapaz:

Cobán, Carchá, Chicec, Fray Bartolome de Las Casas, Cahobón, Panzos, Senahú, Lanquín; and in Izabal: El Estor and Livingston for a total of 2,765 students.

e. The Quiché language program is starting up on an experimental basis in Quetzaltenango, Tontonicapán, Sololá and El Zuiché with 150 students.

f. In addition to the above, the program is also being provided in isolated groups in the following areas:

1. In the Department of Petén in the municipalities of Flores, Dolores, San Luis, Poptún, Melchor de Mencos, Sayaxche and Santa Ana with 249 students.
2. In the Department of Jutiapa, there are learning groups in almost all the municipalities with some 126 students.
3. In the Department of Izabal and the municipality of Morales, IGER has an experimental program using tape recorders and monitors (Maestros-Orientadores) with 140 students.
4. In the municipality of Aguacatán, Huehuetenango, a program using monitors in the parochial school has 80 students.

## 6. RADIO NETWORK

In addition to the radio stations which now broadcast the program, other stations have made arrangements

with IGER to do so in the future. Radio Xelajú in Quetzaltenango and Radio Norte in Cobán, Alta Verapaz, will broadcast the lessons in Spanish. Radio Tezulutlán, Cobán, will broadcast the lessons in Kekchí, and Radio Fraternidad, Quetzaltenango, will broadcast them in Quiche.

#### GUATEMALAN FEDERATION OF RADIOPHONIC SCHOOLS (FGER)

In 1965 the leaders of 5 Catholic radio stations in Guatemala formed an association, Federación Guatemalteca de Escuelas Radiofónicas (FGER), in order to assist each other in such matters as obtaining licences and agreements with the government, reducing operational costs, and finding funding sources. The five affiliates of FGER are Radio Mam, La Voz de Nahualá, La Voz de Atitlán, Radio Chortís, and La Voz de Colomba.

The association is administered by a Secretary-General who is responsible to the Administrative Council which is chosen by the General Assembly of the organization.

Its philosophy is, "As Latin Americans we share the history of our people. The past made us Latin Americans, the present finds us in a group which can make decisions, and the future requires us to take creative measures to assist the development process." According to FGER, the

purpose of education is to make it possible to change one's situation so as to improve the quality of life.

To form an effective working organization, FGER has established the following commissions or working groups: Administration, Women in Development, Communications, Indigenous Cultures, and Radio Engineering. Through these groups FGER gives support to its affiliates.

FGER's sources of funding are various religious foundations and philanthropic organizations. It has an annual budget of approximately 250,000 U.S. dollars. Of this, \$100,000 is to support the operation of the member radio stations. Forty thousand dollars provide training for the personnel of the stations, and \$80,000 for community training courses offered by the stations for the people in their communities. The remaining \$30,000 is for the administration of FGER. Each of the affiliate radio stations has a budget of its own which averages about \$20,000. Following are the details of the 5 member stations.

#### LA VOZ DE NAHUALÁ

The station was founded in 1962 by a community non-profit organization. It received official recognition in 1972. This shortwave station operates at a frequency of 3360 Khz (90 meter band) and with 1 Kw of power. The station

broadcasts reach a large portion of the country, but its programs are directed to the Departments of Sololá (where it is located in the city of Nahaulá) Totonicapán, Suchitepequez, Chimaltenago, and El Quiché. The total population is over 100,000. It was the first radio station to broadcast in Quiché and one of the first to broadcast in a Guatemalan Indian language. When the station first began, there were only 14 radio receivers in the area so one of the first activities of the station was to sell inexpensive one-frequency transistor radios.

Actually the station is on the border of two language groups, Quiché and Cakchiquel so its broadcasts are in both languages.

The station supports a community center which has a program of activities which corresponds to the interests of the people. Although the operation of the community center is more sophisticated than the operation of some of the centers of the organizations in the FGER, it is illustrative of how the centers serve their communities.

The Nahualá center has some 6 major programs: agriculture, women in development, literacy training, health, cultural development and spiritual development. The center started with just three programs: agriculture, health, and spiritual development and added the other programs as the people in the community came to voice

additional needs. The program for each of the subject areas is planned at the start of each year by those involved in the specific program. In agriculture in 1985, the main emphasis is on the production of corn and vegetables and includes such elements as the use of organic fertilizers (compost pits) and ways to increase production and decrease post-harvest losses. A secondary emphasis is on poultry production in which successful poultry farmers are sharing their knowledge and methods.

In the Women in Development Program, three Indian women from the community have 9 learning groups, 6 in Nahualá and 3 from the surrounding areas. These learning groups are working on such topics as family planning and the problems of alcoholism.

The learning groups in literacy training have varied in number from 60 to 150 and have at times included as many as 2,500 students. In 1984, through the program, 420 people became literate.

The center also provides some formal education using the IGER system. This is primarily for upgrading the leaders from the radio and center programs.

The organization also has a coop store to help the community to be able to purchase products as inexpensively as possible.

Guidance to the organization is provided by nuns from

the orders of Notre Dame from the Diocese of Spokane, Washington. The Director of Radio Nahualá, Sister Janet Druffel, has worked in the organization for 23 years.

#### "LA VOZ DE COLOMBA"

This station is located in Colomba, Quetzaltenango. It was founded in 1958 as an entity of the Diocese. Its primary operational area in which it has organized working groups is the southern part of the Department of Quetzaltenango, but its radio signal also reaches the southern parts of the Departments of San Marcos and Retalhuleu, an audience of perhaps 60,000 to 100,000 people. It operates a 5 KW AM transmitter at 1,370 Kcs. It derives funds through radio advertisements and does not broadcast formal education lessons. Up until recently its programs have been all in Spanish, but now it is starting to transmit some programs in Mam. In community development and non-formal education activities, it has some 40 volunteers leading programs for about 60 groups.

#### RADIO CHORTIS

This station located in Jocotán, Chiquimula, was founded in 1966 and belongs to the Diocese of Zacapá. It serves the eastern part of the country, the Department of Chiquimula, Zacapá and Izabal. The population of the area

is over 580,000 so that its audience is estimated at 400,000 since it is virtually the only station in the area. In the center it operates for special community and educational activities it serves over 4,000 people. The station operates on 3 KW (because its transmitter is very old, the actual potency may be only 1.5 KW) shortwave with a frequency of 3,380 Kcs. The bulk of its programs are in Spanish but some educational programs are in Chortí.

It provides a large community and non-formal education program using as many as 150 volunteer leaders. It also offers the IGER formal education program. This program has some 5 centers in the Department of Chiquimula with over 160 students.

Some time back the station received a donation of 1,500 Phillips one-frequency radios which were sold at a low price to poor people in the area.

#### RADIO MAM

This station is owned by a non-profit community organization and is located in Cabricán, Quetzaltenango. The station broadcasts through shortwave on the 60 meter band (4825 Kcs) with 1 KW power.

The audience of the station, an estimated 30,000 people, is in the municipalities of Cabricán and Huitán. About half of its programs are in Spanish and half in Mam.

The center operated by the organization offers a variety of community and non-formal education activities with some 40 volunteer leaders. The activities currently emphasize health needs but also include women in development, agriculture and literacy programs. At present 8 literacy groups are in operation. The organization owns its buildings and transmitter which are located on land which belongs to the parish.

#### LA VOZ DE ATITLÁN

This small station, which is owned by a non-profit community organization, is located in Santiago Atitlán, Sololá and was founded by a Catholic mission from a Diocese in Oklahoma in 1968. It operates on shortwave with a very high frequency (2,290 Kcs). It is surrounded by 3 tall volcanic peaks, and its short antenna reduces the reach of its signal so that the audience is limited to the small population close to the station (Santiago, San Pedro, and San Juan). Currently it operates only two hours per day, and the signal is of low quality. This station has suffered greatly from the violence which inflicted the country in the early part of this decade.

#### RADIO TEZULUTLÁN

Although this station is not formally a member of

FGER, it is closely related to the member organizations and to FGER itself so should be considered with the group.

This station, founded in 1975, is located in Cobán, Alto Verapaz. Its director is the Bishop of the Diocese, Mons. Gerardo Flores, and it is the property of the Diocese of Verapaz. It operates with 1 KW of power on both the 60 meter (4835 Kcs) and 90 meter (2340 Kcs) bands although at the time of this writing, the 90 meter band transmitter was inoperative. The station has FM transmission facilities and has reserved an FM frequency but as yet has not received governmental authority to operate its FM facilities. The short-wave transmission is a problem since it is difficult to receive the signal near the station in the most populous area of the diocese. The FM antenna (and the other antennas) are located on a hill above Cobán so the FM would be received very well both in Cobán and the nearby city of San Pedro Carchá. The area served by the station has a population of over 300,000.

The station operates in the early morning (5-9) and afternoon-evening hours (3-9). It presents programs both in Spanish and Kekchí. The plan, when both the 60 and 90 meter band transmitters are operative, is to use one for broadcast in Spanish, the other in Kekchí.

The station has close relations with the IGER program and is assisting in IGER's Kekchí project which is now on an

experimental basis but with over 2,000 students.

The Bishop is very much involved in the organization and his weekly message is broadcast over this station as well as on the two commercial and the municipal radio station in Alto Verapaz.

#### INSTITUTO CENTROAMERICANO DE EXTENSION DE LA CULTURA, ICECU

This institute was started in Costa Rica to provide non-formal education for the poor or marginal people of Central America. In June, 1966 it created a sub-center in Guatemala.

The main activity of ICECU is the production and distribution of a one-half hour radio program entitled, "Escuela para Todos". This program largely consists of answers to questions sent in by the listeners so covers a wide range of topics of interest and importance to the poor people of Central America. The program is transmitted by local radio stations, which are paid to provide this service. The program is broadcast daily from Monday through Saturday.

In Guatemala one of the broadcasts is via Radio Fabulosa (5 to 5:30 A.M.) and the repeater stations Radio Campesina (Tequisate, Escuintla) Radio Tecún Uman (Quetzaltenango), Radio Tecana (San Marcos), Radio Utatlán (Santa Cruz del Quiché), Radio Imperial (San Pedro Carchá,

Alto Verapaz), Radio La Voz del Costa Sur (Retalhuleu), Radio La Voz del Trópico (Coatepeque), Radio Rosa (Chiquimulilla), Radio Novedad (Zacápá), Radio Perla de Oriente (Chiquimula), Radio Corona (Morales, Izabal), and Radio La Porteña (Puerto Barrios, Izabal).

From 5:30 to 6:00 P.M. the program is broadcast by Radio Nuevo Mundo and Radio Satelite in Guatemala City and from 8:00 to 8:30 P.M. on Radio Chortís (Jocotán, Chiquimul?).

A study estimated that some 700,000 Guatemalans listen to the programs at least once or twice per week.

The program is produced in Costa Rica, and the broadcast tapes are sent to Guatemala so that the material comes primarily from Costa Rica but is selected for its general appeal to all the poor people of the region.

Up until May, 1984, the program was broadcast in Quiché and Cakchiquel by La Voz de Occidente but the lack of adequate budget forced the cancellation of these broadcasts.

In addition to the radio program, ICECU tries to answer all the letters which it receives and each year publishes an almanac. In Guatemala some 100,000 copies are sold annually with the current price 1.25 Quetzales. One study indicated that at least 7 to 8 people read a copy so that this publication reaches an estimated audience of over 700,000 in Guatemala.

EXPENDITURES OF ICECU GUATEMALA SUB-CENTER, 1984

Guatemala Personnel		5,157.50
Radio Time		
Emisoras Unidas de		
Guatemala	5,136.00	
La Voz de Occidente	1,155.60	
Radio Nuevo Mundo	5,136.00	11,427.60
Special Office Services		
(Transportation,		
Translations)		231.10
Telephone		169.28
Office Rent		1,320.00
Postage and Telephone		123.35
Freight		107.04
Duties and Taxes		405.55
Office expenses (photocopies)		6.51
TOTAL		Q18,947.93

RECOMMENDATIONS -- ADULT AND NON-FORMAL EDUCATION

Since the need is so great to give top priority to primary education for children, ways must be used to present adult education as inexpensively as possible in order to reach as many adults as possible who are the most educationally and culturally deprived. These are primarily

adults in the rural sector and particularly the Indian population.

At this time IGER is the institution which has the greatest capacity for reaching these people inexpensively. IGER has programs in Spanish, Kekchí and Quiché, and should be assisted and encouraged to develop programs in Mam and Cakchiquel.

The role of the Adult Education Directorate should be in large part to provide support to IGER and other entities which may be able to use volunteers and a special mystique in order to help adults. The night schools should not be expanded but should be upgraded to be demonstration schools which can be used to compare student results with those of IGER or other institutions to be sure that these other programs are maintaining high standards.

In non-formal education, the Ministry should give emphasis to its role as a coordinating and service entity. The Directorate General of Non-Formal Education will have to limit the help that it can give to the other ministries and private organizations if it puts too much stress on presenting non-formal education programs itself. Instead of doing extensive programming, the Directorate General should develop prototype materials and help the other programs to present their educational activities more effectively. The programs that the Directorate General does present should be

very well done so that they can serve as good examples.

Private non-formal education which operates close to the people, needs to be given emphasis and support. For example, FGER and its 5 member radio stations and centers should be encouraged since they have a direct impact on increasing the quality of life of the rural adult population that they serve.

PART II

A Proposal to Use An Operational Program Grant from USAID to  
Increase the Coverage of An Adult Radio Education Program in  
Guatemala (Instituto Guatemalteco de Educación Radiofónica)

## INTRODUCTION

The Instituto Guatemalteco de Educación Radiofónica (IGER) has shown that it has an adult education program which can provide a basic education for adults by radio which is equivalent to traditional adult basic education schooling. The coverage of the radio education program is limited, however, by a lack of radio broadcast and other facilities. In this proposal, IGER is seeking funds so that it can increase considerably the number of adults served, particularly among the non-Spanish speaking population.

### A. INSTITUTIONAL BACKGROUND

The Instituto Guatemalteco de Educación Radiofónica (IGER) was founded in 1978. Its program is based on the educational system which has been proved to be successful internationally. The principles on which the system is based are those which are applied successfully in AID financed programs in the Dominican Republic, Kenya, Nicaragua and Lesotho. The specific system used by IGER was introduced in Central America. This system combines the use of printed instructional material with lessons broadcast by radio. Each week the students meet with a monitor (Maestro Orientador) who corrects their homework and helps them with their learning. The monitors are persons of the students' community who have at least completed the grade that the

students are studying and who are capable of giving the needed help and who are dedicated to helping others progress.

The instructional system was first tried out in Guatemala with 600 students using only the printed materials and the monitors. This experiment was successful and the Ministry of Education gave its approval. The certificates, that IGER is now able to give, have the official authorization of the Ministry.

#### 1. EDUCATIONAL PRINCIPLES

The system is based on the following viable educational principles:

- a. The learner is the center of attention.  
The teacher-learner situation must be structured to the mentality, conditions, and needs of the students who come from the deprived part of the society.
- b. The language used is simple; only words known to the students are used so any new words must be defined. Sentences are short and simple.
- c. The emphasis is on the concrete. Indispensable abstractions and definitions are given only at the end of classes.

- d. Each class begins with elements which are within the students' experience, and the lessons proceed to lead the students from these into new concepts and understandings.
- e. Although the Institute gives certificates and diplomas, the emphasis is on the improvement that the learning can make to the students' quality of life.
- f. The literacy system uses the complete thought or phrase system reinforced by the phonetic system. The separation of the various subject matter is only at the higher level. The system depends on phatic as well as verbal communications.
- g. The programs provided by IGER in the Indian languages are only given by teachers who are from that Indian group and who are carefully selected as being identified with that group and are bilingual.
- h. This system for adults who are illiterate and culturally marginal requires that the teachers be care-

fully selected and have special capabilities, not only professional and intellectual, but also dedication to their fellowmen.

## 2. PROGRAM OBJECTIVES

The objectives of IGER include the following:

- a. To promote and provide for the educational development of the people of Guatemala, especially those with limited economic means and schooling, and with emphasis on the rural and Indian sector. In doing this IGER collaborates with the Ministry of Education and other public and private entities and uses methods and systems which it has developed.
- b. To develop the individual in human terms, to promote the integration of the family and other ethical, intellectual and cultural values.
- c. To secure the understanding and collaboration of the varied social and ethnic groups without distinc-

tion for creed or cult, and to orient the educational activities to their environment and to their common Christianity.

### 3. RELEVANCE OF THE PROGRAM

The needs for the IGER program in Guatemala are very great. Although in the last 20 years the percentage of illiterates has been reduced from 60 to 48 percent, Guatemala still has one of the highest rates of illiteracy in this hemisphere. When the concept of functional literacy is applied, in some parts of the population, the percentage of people who are not functionally literate may reach over 90 percent. This is especially to be noted in the Indian communities, and these comprise a large part of the Guatemalan population.

Guatemala aims to provide schools for primary education for all of its children of school age, but this has proved to be so costly that it is far from being realized. Adult education is required if a large part of the population is to be freed from ignorance, but the adult education must be inexpensive so as not to compete with the need to fund more primary schools. The IGER system was devised to provide effective adult education in an efficient manner at a very low cost per pupil.

The educational program of IGER is called, "El

Maestro en Casa" and contains a literacy program and primary and basic (junior high level) education. The program is equivalent to that of the public adult night schools except that the third and fourth steps of the adult night schools are completed by IGER in two semesters instead of two years as in the public program. The following chart shows the relations of the IGER and night school programs:

IGER		PUBLIC NIGHT SCHOOLS
	Primary (Grades 1-6)	
Two Semesters	First Step-Certificate	One Year
Two Semesters	Second Step-Certificate	One Year
One Semester	Third Step-Certificate	One Year
One Semester	Fourth Step-Certificate	One Year
	and Diploma	
	Basic (Grades 7-9)	
One Year	First Phase Certificate	One Year
One Year	Second Phase Certificate	One Year
One Year	Third Phase Certificate	One Year
	and Diploma	

The subject matter offered by the IGER program is the same as that in the night schools except that the order of presentation is different. Also because of the nature of the IGER system, it is exempted from providing typing; and instead of English, IGER offers Quiche and Kekchi in those

areas where this is appropriate.

#### 4. EFFICIENCY OF THE PROGRAM

The level at which the student enters the IGER program is determined by an entrance examination so that the student may begin the program either below or above the level of schooling that he/she has completed.

The IGER system is provided under three projects: Spanish, Kekchí and Quiché. Presently under the Spanish project there are over 5,000 students with over 2,000 of these in Guatemala City. The statistics show that about 85-86 percent of those enrolled pass the course. Ten to 12.5 percent have to repeat one or more of the subjects. Less than 5 percent drop out before finishing the course.

The Kekchí Project began in 1981 in the Diocese of Alta Verapaz with an enrollment of 7,586 in the literacy program. The guerrilla situation in the area limited the program, but the project was able to continue developing instructional material for all the primary grades using small experimental groups of students to try out the materials. The project is renewing the program now (1985) and has enrolled 2,300 students. The broadcast will be over Radio Tezulutlán.

The Quiché Project is now ready to start an experimental instructional program in the Quiché language. The literacy material is ready to be tried. Some seventeen

monitors and groups have been recruited with at least 150 students. The headquarters of this program is Quetzaltenango and the project has the support of the Bishop of that Diocese. The lessons are to be broadcast over the radio station of the Diocese, Radio Fraternidad.

Although the IGER system is most effective when the three elements, the printed lessons, the broadcast lessons, and the monitors are all used, it has been found that the printed lessons can be used without the broadcasts when it is not possible for the students to receive the broadcasts. The printed materials are also being used in formal classroom situations. An experimental program is now also being developed in which the broadcast lessons are presented on a tape recorder. This experiment uses tape recorders, cassettes and rechargeable batteries.

#### 6. GEOGRAPHIC AND NUMERICAL COVERAGE OF IGER

Following is a tabulation of the students in the various programs at the present time:

- |   |       |
|---|-------|
| a. Spanish -- Using printed material, radio broadcasts and weekly learning sessions | 3,226 |
| b. Spanish -- Using printed material only but in a classroom situation              | 819   |
| c. Spanish -- Using printed material and weekly or monthly learning sessions        | 455   |
| d. Spanish -- Using printed materials and   |       |

the broadcast lessons presented on cassette tape recorders	140
e. Kekchí -- Using printed material and trained community leaders	2,765
f. Quiché -- Using printed material with 17 experimental groups led by trained leaders	150
TOTAL	7,555

Geographically the programs operate in the following areas:

a. IGER's main broadcast facility is Radio Internacional in Guatemala City, which is owned by ASEC, IGER's umbrella organization. It broadcasts the entire IGER program each evening from 1800 to 2115. The station's radio signal can be heard clearly to the north and west for approximately 75 kilometers and to the south and east for about 25 kilometers. The number of students listening to the radio lessons over the station is 2,996.

b. Arrangements have been made by IGER to have its programs broadcast by Radio Chortís which primarily is heard in the Department of Chiquimula and part of Zacapá. It is difficult to estimate exactly how many students follow the program on this station because the signal also reaches the Departments of Petén, Alta y Baja Verapaz and even Huehuetenango with 140 students in those departments.

c. The IGER program is also broadcast over La Voz de Atitlán in the Department of Sololá which can be heard for a radius of some 30 kilometers around the station at Santiago Atitlán with some 90 students following the lessons. This shortwave station may, of course, because of the nature of shortwave signals, be used by some students at a distance from the station.

d. The program in the Kekchí language is now being presented in the following municipalities of Alta Verapaz: Cobán, Carchá, Chicec, Fray Bartolome de Las Casas, Cahobón, Panzos, Senahú, Lanquín; and in Izabal: El Estor and Livingston for a total of 2,765 students.

e. The Quiché language program is starting up on an experimental basis in Quetzaltenango, Tontonicapán, Sololá and El Zuiché with 150 students.

f. In addition to the above, the program is also being provided in isolated groups in the following areas:

1. In the Department of Petén in the municipalities of Flores, Dolores, San Luis, Poptún, Melchor de Mencos, Sayaxche and Santa Ana with 249 students.

2. In the Department of Jutiapa, there are learning groups in almost all the municipalities with some 126 students.

3. In the Department of Izabal and the municipality of Morales, IGER has an experimental program using tape recorders and monitors (Maestros-Orientadores) with 140 students.
4. In the municipality of Aguacatán, Huehuetenango, a program using monitors in the parochial school has 80 students.

#### 6. RADIO NETWORK

In addition to the radio stations which now broadcast the program, other stations have made arrangements with IGER to do so in the future. Radio Xelajú in Quetzaltenango and Radio Norte in Cobán, Alta Verapaz, will broadcast the lessons in Spanish. Radio Tezulutlán, Cobán, will broadcast the lessons in Kekchí, and Radio Fraternidad, Quezaltenango, will broadcast them in Quiché.

#### 7. ADMINISTRATIVE STRUCTURE

As was noted earlier, IGER is a part of the organization ASEC. Under ASEC the IGER program is administered in four sections, Radio Internacional, the Spanish Project, the Quiché Project, and the Kekchí Project. Each of these units has its director and a separate budget.

ASEC is administered by a Board of Directors. The President is José Montero, who also directs Radio Internacional. The Secretary General who is in charge of the day-to-day operations of ASEC is Father Franz

Tattenbach, S.J. The Treasurer is Alfonso Huet, who is also the Director of Project Kekchí. The board is made up of three other members.

The accounting program is managed by Lic. Roberto Curley, and he makes the annual fiscal report required by the Ministry of Finance.

Legal advice is provided on a continuous basis by Lic. Alma Gracia de Migoya, and she handles such matters as labor and rental contracts.

The Director of IGER is Irving Ránfery Castro who handles the relations of IGER with the Ministry of Education and heads up the three educational projects: Spanish, Kekchi and Quiche.

The Coordinator, René Linares, supervises the centers organized under the three language projects. He is assisted by Assistant Coordinators, and this office is responsible for the distribution of the instructional materials, the collection of student fees, the effective functioning of the learning groups, and the recruiting and training of the Maestros-Orientadores. The Coordinator also does the accounting for the Kekchi and Quiche programs.

The administration is further divided into five offices: Personnel, Primary Education, Basic Education, Program Taping, and Printing.

#### 8. PRODUCTION OF INSTRUCTIONAL MATERIALS

#### a. PREPARATION OF THE LESSONS

The Spanish materials are produced by the Primary Education and Basic Education Offices and the teachers in those offices. The Kekchí materials are made by 4 bilingual teachers in Cobán, and they also train the Indian teachers who explain the lessons to their respective learning groups. The Kekchí instructional materials are printed by the Artes Gráfica print shop in the Diocese of Verapaz.

The Quiché material is produced in Quetzaltenango by four bilingual Indians. A coordinator organizes the experimental learning groups in Quiché. He also organizes the learning groups in the Spanish program which will start with broadcasts of the sixth grade primary program (fourth step of the adult program). He also is training a printer to run the print shop in Quetzaltenango.

#### b. TAPING THE LESSONS

The lessons that are to be broadcast are taped by the chief of this office and his assistant. The electronic equipment is only minimally adequate for the present operation. The equipment consists of three tape recorders, two of which are very old models. The tape recorders cannot produce professional level recordings. They also have to be used to make tape and cassette copies.

The facilities consist of a Multilith 1360, purchased

two years ago, and an A.B. Dick Offset 375 purchased used 6 years ago. A new plate producer is on order because the present one keeps breaking down. The print shop is very small so that it is very overcrowded for the functions performed there (printing, collating, storing of materials, and packaging the lessons for delivery).

#### 9. TRANSPORTATION

IGER has 2 vehicles, a 1974 Land Rover and a 1979 Volkswagen Golf. The Director of the Education Office has to use his own antiquated vehicle. These 3 vehicles are used to distribute the instructional materials and to provide the transportation for the head of IGER and the Director. They are also used by the teachers to travel to and from in-service training courses. The coordinator uses them to supervise the learning groups.

#### 10. TEACHING PERSONNEL

The staff of IGER in the capital includes a psychologist with a licenciatura degree, six teachers with the title of professor or its equivalent, and six urban teachers. Eight of the teachers are studying for their degrees in pedagogy in various universities of the capital.

In Cobán, there is an expert in linguistics, two urban teachers and a secondary school graduate in letters and science. All are bilingual.

In Quetzaltenango, a social worker is the

coordinator, and he is assisted by three urban teachers and a secretary-office manager, all of whom are bilingual. A university professor in linguistics advises the group in its efforts to unite the several dialects of Quiché.

In Jutiapa an urban teacher coordinates the isolated centers in his area, and in Patzún a bilingual teacher works for IGER.

The monitors or Maestros-Orientadores, all of whom are volunteers, now number over 350!

#### 11. OFFICIAL RECOGNITION OF IGER

As was mentioned above, the Ministry of Education initially evaluated the IGER program and gave a provisional permit. On August 13, 1981, the Primary Education was officially authorized by Ministerial Agreement No. 750. The Basic Education Program was similarly recognized by Ministerial Agreement No. 765 on August 7, 1982.

The Educational System of IGER was officially authorized by Ministerial Agreement No. 828, November, 1983. This agreement provides the conditions and freedom necessary for the full development of the system and method of instruction.

The Governmental Agreement No. 831-84 of September 21, 1981 approved the statutes and provided legal status for the Asociación de Servicios Educativos Culturales (ASEC) which is the umbrella organization for IGER with its

Spanish, Kekchí, and Quiché programs and Radio Internacional. ASEC is a private, non-profit, non-political organization and is not a dependency of a church.

## 12. RESOURCES AND FINANCES

Some of the resources of IGER are given above. IGER operates out of a center which consists of two rented houses in a middle class residential section. It owns the furnishings in the center. ASEC, the mother institution owns the radio station, Radio Internacional.

The IGER program is supported in part by contributions from religious and philanthropic organizations which have invested over one-half million quetzales in the organization. The students are also asked to contribute. This is considered good psychology since the students can show their dedication in this way also. The fees charged, however, are not onerous. The students in the cities pay 30 centavos per week or 11 quetzales per year for the Primary Education classes and 34 quetzales per year for the Basic Education classes. In the rural areas, the fee is only 10 centavos per week, and in cases of extreme poverty no fee is charged.

The contributions of the students in 1982 accounted for only 15 percent of the total costs. In 1984 this had grown to 30 percent. Despite inflation, the fee schedule has not changed.

It must be emphasized that a major contribution to IGER is the volunteer labor that it receives. Over 350 maestros-orientadores volunteer several hours per week to this program because they see how much this program can help others who are educationally deprived. Also, the church leaders both in Catholic and Protestant churches give various types of support to the program. For example, the principal of a large Catholic school in Guatemala City devotes her only non-work day, Sunday, to managing the largest IGER center. Church leaders from the various churches help to recruit the volunteer workers and students. Many radio stations, both church related and private, carry announcements about the IGER program free-of-charge.

The following is the 1985 budget of IGER:

INSTITUTO GUATEMALTECO DE EDUCACIÓN RADIODFÓNICA  
BALANCE 1984

I. GASTOS:

Sueldos, Renovaciones, Honorarios	
Seguro Social, etc. ....	Q82.322.15
Casa: alquileres, electricidad, teléfo- no, reparaciones, mobiliario, etc. ....	Q7.024.64
Imprenta, papel, quimicos, mantenimiento, facturas de otras imprentas (Artes Gráficas de Cobán etc.), mobiliario, etc. ...	Q20.367.27

Transmisiones programa "El Maestro en Casa", gastos en cabina de Grabación:.....	Q18.121.67
Transporte: Gasolina (de Apoderado, Director General, Coordinadores); reparaciones, viajes y viaticos:.....	Q7.875.25
Caja Chica: Compras menores de Q20.00:.....	Q2.678.38
Gastos Generales: Matrícula, papel sellado, timbres, fotocopias; recreo del personal (convivencias). Hospedaje, huéspedes y participantes en Seminarios, etc.:.....	Q10.226.65
Compra de Radio Internacional (Contribucion IGER):.....	Q17.000.00
Compra Carro, enganche en Diciembre /84:.....	Q1.500.00
Compra fotocopiadora y otro equipo tecnico:..	Q4.774.45
	-----
	Q171.990.46
Saldo al 31 diciembre 1984:.....	Q705.80
TOTAL.....	Q172.596.26

II. ENTRADAS

Contribuciones de estudiantes, donaciones:..	Q170.146.91
Saldo lo. enero de 1984:.....	Q2.449.35
TOTAL:.....	Q172.596.26

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## B. THE RATIONALE FOR THIS PROJECT

### 1. THE NEED

Considerable evidence exists which shows the relation between a country's educational level and its stage of development, and Guatemala has shown signs that its economic, social and political progress has been limited by the lack of educational opportunities for its people. The country has recognized this and has made some strides in improving education. In the last two decades it has reduced the illiteracy rate from 60 percent to under 50 percent, but it still has one of the highest illiteracy rates in the hemisphere. Also, when the concept of functional literacy is considered, the percentage of functional illiteracy in some communities reaches as high as 90 percent. A recent AID survey to establish a base-line for measuring the impact of non-formal education revealed that 22 percent of those surveyed in the rural areas could not even sign their names and only 20 percent had completed the fourth or higher grade. Forty percent had no schooling at all. A very significant finding was that a major discrepancy existed between the Indian and non-Indian communities in regard to schooling. Almost one-half (47.8%) of the Indian speaking population had no schooling while only slightly more than one-fourth (26.3%) of the Spanish speaking group had had no schooling. This revealed that the Indians are much more

educationally deprived. If they are to be better integrated into the development process, special attention must be given to providing them with more educational opportunities.

Although the need for adult education is great, adult education should not compete for the scarce resources with primary education for children. Guatemala must give top priority to the primary schools in an effort to see that fewer and fewer children grow into maturity illiterates. Formal adult education through regular night schools is costly since it requires salaries for the teachers, supervisors, and the administrators.

It is a hardship for students who work all day to attend classes each night so that not only are night school classes costly to operate, the failure and dropout rates tend to be very high. This is the case in Guatemala as in most developing countries.

## 2. THE OPPORTUNITY: THE RADIOPHONIC SCHOOLS AS A RESPONSE TO THE SITUATION

Since the need for adult education in several Latin American countries is so great and since the educational resources must be devoted mainly to primary schools, in several Latin American countries (the Dominican Republic, Costa Rica, Bolivia, Ecuador, Haiti, Venezuela and Guatemala) church organizations have adopted the ECCA system from the Canary Islands which allows adult students to

receive regular instruction via radio broadcasts. The system which has been developed in Guatemala by IGER features three elements: printed lessons, the lessons broadcast by radio, and learning groups which are guided by Maestros-Orientadores, who volunteer their services. This system is very inexpensive since the radio broadcasts can reach so many students and since the Maestros-Orientadores are volunteers.

The system has also proved to be very effective. A sample of students who were interviewed by an educational expert was confident that they learn as much in the radiophonic schools as did the students who were able to attend public and private schools. The desertion and failure rates are extremely low. Eighty-five percent of the students who enter a class finish and pass it. Fewer than 5 percent, on the average, drop out of a class.

The importance that the students assign to the education that they receive through the IGER program can best be illustrated by the efforts that they make to take advantage of the opportunity offered. It is not uncommon for students in the centers in Guatemala City to travel 3 hours by bus to meet with their Maestros-Orientadores on Sunday. In the Department of Petén, where the distances are great and transportation is inaccessible, some students are using the system traveling by foot or horseback two days each way each month to come to meet their Maestros-Orientadores and to secure the lesson materials for the following month.

The purpose of the present project is to expand and improve the IGER program so as to increase dramatically the number of educationally deprived adults, particularly among the Indian population, who will benefit from the program.

#### C. PROJECT DESCRIPTION

##### GOAL

The goal of the project is to raise the educational level of the socially and economically disadvantaged people of Guatemala thereby contributing to the economic, social and political development of the country. Eventually, IGER plans to have a program which will reach the entire country and will be given in Spanish and four Indian languages: Kekchí, Quiché, Mam and Cakchiquel.

## OBJECTIVES

The specific objectives are:

1. To increase the number of people who benefit from the program:
  - a. In the Spanish program, to increase the enrollment by 20 percent per year in the area where it is now operating and to make the program available in more geographic areas (reaching at least 10 percent more students in those areas).
  - b. In the Kekchí program, to double the enrollment in the second year (from over 2,000 to more than 4,000) and to increase the enrollment by 20 percent per year from then on.
  - c. In the Quiché program, to bring the program up to the standards of the other two programs, and at least to double the program the second year (from 150 to 300) when it is being broadcast by Radio Fraternidad in Quetzaltenango; from then on, to increase the enrollments by 20 percent per year.  
(This is a very conservative estimate since the size of the program could be at least as large as that in Kekchi).
  - d. In Petén, which has such a large terri-

tory with a scattered population and few roads, to make a broadcasting agreement with Radio Flores so that the number of students can be increased at least 30 percent each year.

- e. In Izabal where the broadcasts cannot be heard by radio, to increase the experimental program using tape recorders so as to double the number of participants and also to give the system a more thorough testing.
2. To extend the geographic area that the programs are able to reach:
- a. To make arrangements with regional radio stations to broadcast the lessons.
  - b. In August, 1985, to begin to broadcast in Spanish over Radio Norte in Cobán, over Radio Xelajú in Quetzaltenango and over Radio Flores in Petén the sixth grade of primary education in order to begin to present the Basic Education Spanish program in those areas.
  - c. To follow up on negotiations with the Ministry of Education in order to have its radio station in San Gerónimo, Baja

- Verapaz, broadcast the lessons.
- d. To follow the results of a feasibility study to see what other extensions can be made.
3. To restructure and strengthen the administration of IGER.
    - a. To provide more suitable office space by expanding the present headquarters.
    - b. To computerize the student record system.
  4. To upgrade the staff and to make the program and operations more efficient and more effective.
    - a. To provide educational opportunities for the central staff
    - b. To train personnel to use the computer
    - c. To recruit the additional Maestros-Orientadores who will be needed and to train them thoroughly in the methodology.
    - d. To improve the quality of the taping of the lessons and the radio signals of the stations broadcasting the lessons
    - e. To expand and improve the operations

of the demonstration school at the  
IGER headquarters

#### REQUIRED PROJECT INPUTS

##### TECHNICAL ASSISTANCE

1. In order to expand the radio coverage, an intensive survey is needed to determine how this can best be done. IGER has arrangements with AustroConsult to make such a study. This will require some 12 man/months services of a radio technician. This assistance will be funded by IGER out of counterpart funds.
2. To determine what computer and student accounting system will be most suitable, a grant funded study will need to be made of IGER's requirements. (2 man/months, grant funds)
3. To study how Radio Internacional and the other stations broadcasting the lessons can be improved, a radio technician will need to study the requirements and recommend the equipment best suited to their needs. (2 man/months, counterpart funds)
4. To upgrade the printing facility, a study will need to be made as to the equipment needed. (1 man/month, counterpart funds)
5. To help upgrade the staff, experts on the ECCA radiophonic school system will need to give special training programs here. (4 man/months, grant funds)

6. To train the IGER personnel on the use of the computer, an expert will be needed to train them. ( 3 man/months, grant funds)

7. To give expert linguistic advice on the Indian language program, the service of linguistics experts will be required. (24 man/months, grant funds)

8. To assist in the evaluation, an expert radiophonic school evaluator is required for two weeks each year. (1 1/2 man/months, grant funds)

#### TRAINING NEEDS

1. To upgrade the IGER staff, the following grant funded scholarships are needed:

8-10 scholarships to study in local universities, (grant funds)

1 scholarship to study in a Mexican university, (grant funds)

2. In-service training courses will be given at the Institute, (grant and counterpart funds)

3. The computer operators will receive training, (grant funds)

4. Ten workshops will be given for new Maestros-Orientadores, (grant and counterpart funds)

5. Two staff members will be sent to the radiophonic schools in Costa Rica for an internship and training (grant

funds)

6. The print shop technicians will receive training at INTECAP, (counterpart funds)

#### EQUIPMENT NEEDS

1. To upgrade the IGER studio the following grant funded equipment is needed:

- a. A professional model tape recorder
- b. A tape copier which rapidly copies from tapes to cassettes and cassettes to cassettes
- c. A professional model console
- d. A powerful tape eraser
- e. A small generator for an emergency energy source

2. To upgrade Radio Intenacional, the following equipment is needed:

- a. Repairs to the antenna and installations (counterpart funds)
- b. Two professional model tape recorders (grant funds)
- c. Two spot masters (grant funds)
- d. One microphone (grant funds)
- e. A communication link between the studio and antenna (grant funds)
- f. A 5 Kw generator (grant funds)

3. For the Kekchí and Quiché programs a grant funded taping studio for each is required, tape recorders, consoles, etc.

4. In order to upgrade the IGER offices and demonstration school, the following grant funded equipment and changes are required:

- a. Remodeling of the space now rented by IGER to provide more office and classroom space
- b. A computer to use for filing the student records
- c. A telephone switchboard
- d. Fifty student desks
- e. Two hundred folding chairs
- f. A tarp to use above the patio to make it useable as a classroom
- g. Two hundred books for the curriculum laboratory

5. In order to upgrade the print shop, a multilith printer and a small generator is needed. (grant funds)

6. For the experimental program in the use of tape recorders, 100 small battery operated tape recorders and 100 battery chargers are required. (grant and counterpart funds)

#### SUPPLIES

To provide for the jump in student enrollments, the

following additional supplies will be needed:

- a. 5,000 reams of paper for the first year and additional reams to cover the added enrollments in the following years (grant funds)
- b. 100 recording tapes (counterpart and grant funds)
- c. 500 cassette tapes (counterpart and grant funds)
- d. 200 rechargeable batteries (grant funds)

#### TRANSPORTATION

1. To make it possible for the administrators and supervisors to operate more effectively, the following grant funded vehicles are required:

- a. Two jeep type vehicles
- b. Three small automobiles

2. To provide for the technical assistance and training, the following will be required: (grant funds)

- a. Ten round-trip air tickets  
Guatemala-Costa Rica
- b. One round trip Guatemala-  
Mexico City

3. To provide for travel of Maestros-Orientadores to

training workshops \$5,000 will be required.

#### PERSONNEL

To manage the project, the following additional personnel will be required:

- a. One project leader (counterpart funds)
- b. One assistant coordinator (grant funds)
- c. One secretary (grant funds)
- d. One chauffeur (counterpart funds)

Following is the proposed budget:

(To be inserted in the Final Draft by IGER)

#### D. IMPLEMENTATION PLAN

After the signing of the agreement between AID and ASEC, IGER will hire a project administrator and a bilingual secretary. The project will then be implemented in three phases:

##### First Phase (First Year)

1. Studies of feasibility and equipment requirements
2. Ordering of essential supplies, paper, tapes, cassettes
3. Approval of plan and remodeling

of office space

4. Scholarships for training in Guatemala and in Mexico
5. Ordering of equipment for taping facilities and vehicles
6. Expert technical assistance from Costa Rica
7. First group of staff sent to Costa Rica for training
8. Implementation of experimental plans in Indian languages in Coban and Quetzaltenango and experimental project using small tape recorders and cassettes in Izabal
9. Training of print shop technicians
10. Workshops for training Maestros-Orientadores
11. First Annual Evaluation

Second Phase (Second Year)

1. Ordering of equipment suggested by technical experts
2. Continue scholarships
3. Expert technical assistance from Costa Rica
4. Second group of staff members sent

to Costa Rica

5. Start up a program in Indian languages in Coban and Quetzaltenango based on results of experimental program
6. Implementation of a program using tape recorders based on results of pilot program
7. Study of needs of associated regional radio stations
8. Annual evaluation

Third Phase (Third Year)

1. Installation of all equipment completed
2. Continue skcholarships
3. Expert technical assistance from Costa Rica
4. Third group of staff members sent to Costa Rica
5. Expansion of Kekchi and Quiche programs, beginning of study of possible programs in Mam and Cakchiquel
6. Upgrading of associated regional radio stations

7. Procurement of land and completion of plans for a permanent IGER headquarters and a possible follow-on project
8. Project evaluation

#### E. EVALUATION PLAN

The Institute will continue its present system of evaluation, but also each year will invite an expert in the evaluation of radiophonic schools to help in a formative evaluation which will assess to what extent the objectives are being met and will suggest any changes needed in the project implementation plan. His recommendations will be considered in a seminar which will include the Board of Directors of ASEC and the leaders of IGER.

Two years after the project has been completed, IGER will invite an expert with much experience in the evaluation of radiophonic schools to make an impact study of the IGER Program (perhaps Dr. Robert White who evaluated the impact of radiophonic schools in Honduras and the Dominican Republic and is considered the leader in this field).

ANNEXES (These sections were done in order for the consultants to help USAID to analyze the feasibility of this proposed project.)

## 1. TECHNICAL ANALYSIS

The educational system used by IGER was first tried out and perfected in the Instituto Costarricense de Enseñanza Radiofónica in Costa Rica. The system proved to be easily adapted to the needs of Guatemala so that the system is functioning very successfully here. The Ministry of Education studied the system when it was first introduced here, and as a result of the study, gave IGER its full approval. IGER is authorized to give certificates at each grade level and to give diplomas at the completion of the primary and basic education programs. The students who have taken the course are satisfied that the educational levels that they are attaining are at least equivalent to the levels that they could attain through the formal school system. The fact that such a high percentage of those who enroll (85 percent) actually complete and pass each class shows clearly that the students are satisfied that the program is really helping them.

The need for such a program as that provided by IGER is most evident in Guatemala. The level of illiteracy is at least 48 percent, one of the highest in Latin America; and when the concept of functional literacy is considered, the percentage of functional illiterates in some communities, particularly in some rural and Indian areas, is estimated to

be over 90 percent. One only has to visit the IGER centers in Guatemala City to see the crowds of adults who have enrolled to realize that there is a tremendous need and demand for adult education programs.

Although adult education is so needed, the country must give emphasis and concentrate a large part of its educational resources on primary education in order to reduce the number of children who each year are growing up without the minimal educated skills. This means that programs in adult education need to be as inexpensive as possible and to use financial means whenever possible which does not take from the primary education budget. This is another reason why an institution such as IGER is so important. Presently, the operation of IGER is covered some 30 percent by the small fees that the students pay for the printed lessons. The rest of the operation is covered by funding from religious and philanthropic institutions. The government does not contribute. (This is in many ways an error because the government adult education programs are many times more expensive and are neither as effective nor efficient as the IGER program. In the future, it is to be hoped that the government will contribute at least a small per pupil subsidy to IGER).

A major reason why the IGER program operates so inexpensively is that the program depends on and makes

excellent use of volunteers. A key element of the IGER system is the Maestro-Orientador. The Maestros-Orientadores are volunteer educational facilitators who are sincerely devoted and dedicated to helping those less fortunate than themselves.

Although IGER's program is non-denominational and welcomes Maestros-Orientadores and students from all creeds and groups, IGER has strong support from the Catholic Church. Many priests and nuns provide leadership in the program and many of the Maestros-Orientadores are lay religious leaders. The Catholic Church also provides a framework or network through which IGER can reach into every area or district of the country. IGER has been able to develop a mystique which makes it possible to locate and recruit the type of dedicated worker that such a program should have. Governmental organizations are seldom able to develop this quality of mystique.

## 2. FINANCIAL ANALYSIS

The project has been planned so as not to increase operational costs faster than additional resources can be obtained. The expansion of students in the rural area will be matched by the expansion of those in the urban area since the students in the rural area are subsidized more than those in the urban area (the students in the urban area pay

30 centavos weekly, those in the rural area, 10 centavos). The project will also make it possible for ASEC's radio station to make more money that can be contributed to the IGER program.

Although usually an AID project increases the operating costs of an organization, this project will make it possible for IGER to save money in some cases. By paying for the start-up costs (using both AID and counterpart funds) for the additional students that the project will enroll, IGER will be able to develop revolving funds to continue to fund essential items such as paper and cassettes. When IGER remodels its office building, it has an agreement with the owner to reduce the rent.

Since the student costs are so low (32 quetzales per year - at the present exchange slightly over \$10.00), eventually the Ministry of Education will need to turn its adult education responsibilities in large part over to IGER and subsidize the program on a small per pupil basis. (The Ministry now is paying Q128 each for the night schools in Guatemala City for the students who stay in a class and Q160 for those who pass!)

It should be noted that the expenditure of grant funds will be greatest during the early part of the project since much of these will be used for equipment. The expenditure of counterpart funds on the other hand will increase

substantially each year as the student enrollments increase as a result of the project.

IGER has found that its most feasible form of accounting is to use an external accountant much the same as many small businesses do in the United States.

When the institute has procured a computer, the administration is contemplating using the computer to help with accounting procedures.

The administration of IGER is very conservative in financial matters and it can be counted on to be very careful as it implements the project to be certain that it will be able to obtain sufficient operating funds to cover any additional costs resulting from the project.

The administration fully recognizes that the changes made using grant funds could make IGER dependent on those funds, and it is planning and looking ahead to make sure that it will be able to manage successfully when the project is completed.

The grant funds from AID should be disbursed using the following system:

1. A small revolving fund will be established which IGER can use for such things as project personnel salaries and training expenses.
2. Large equipment purchases or contracts

be billed directly to AID.

### 3. ADMINISTRATIVE ANALYSIS

Although IGER is functioning effectively now with its present administrative staff, the additional activities which the project will entail will also require at least a project administrator and a project bilingual secretary. The project includes hiring such additional personnel in the start-up phase.

The administrators of IGER have a realistic perception of their situation so that they can be depended on to move no faster than is possible without putting too much of a strain on the organization. The expansion that the project will bring about has been carefully planned so that the administrators with the additional personnel suggested above will be able to manage the institution and its expanded activities effectively.

It should be noted that the administrators can count on some very qualified people in responsible positions to give their full support. For example, Mons. Gerardo Flores, Bishop of the Verapaz Diocese is thoroughly committed to the Kekchí Project, and the Bishop of the Quetzaltenango Diocese has given his full support to the Quiché Project.

PART III

ACTIVITIES OF THE CONSULTANT TEAM FROM THE ACADEMY FOR  
EDUCATIONAL DEVELOPMENT: ANTONIO CABEZAS ESTEVAN AND  
CHARLES B. GREEN

Sunday, June 30

2330 Arrival of Antonio Cabezas in Guatemala City

Monday, July 1

0900 Meeting of Cabezas with USAID education  
officers Fairchild and Mendez

1030 Meeting of Cabezas and Mendez with Instituto  
Guatemalteco de Educacion Radiofonica (IGER)  
and Asociacion de Servicios Educativos y  
Culturales (ASEC) the non-profit, non-political,  
non-denominational organization which contains  
IGER--Jose Montero, President of ASEC and  
Director of Radio Internacional, Jose Antonio  
Gonzalez, station program director, Irving  
Castro, Director of IGER, and Consuelo  
Eriscatilla, Personnel Director of IGER.

1400 Cabezas visits IGER to secure documents.

1500 He visits studio, transmitter, and antenna  
of Radio Internacional

Tuesday, July 2

0830 Cabezas visits Mendez at USAID

0930 He visits Father Tattenbach, Secretary-  
General of ASEC at IGER

1500 He visits Mendez at USAID

2330 Arrival Charles B. Green to Guatemala

Wednesday, July 3

0800 Team met with Fairchild and Mendez, USAID

0930 Group met with Tattenbach, Castro of IGER

1200 Team met Rene Linares, Coordinator IGER

1500 Team met with Tattenbach and Castro

1800 Team met with Tattenbach and Castro

Thursday, July 4

0900 Team met with Castro at IGER

1400 Team met with Oscar Connado of the  
Instituto Centroamericano de Extension  
de la Cultura (ICECU)

1700 Team visited Radio Internacional

Friday, July 5

0830 Team and Castro left in rented car  
for Coban, Alta Verapaz

1300 Arrived in Coban

1400 Team visited center for Project  
Kekchi with Alfonso Huet, member  
of the Board of Directors and  
Treasurer of ASEC

1500 Team visited with Huet, Tattenbach and Castro at Hotel Posada

1700 Group visited the transmitter and antenna of Radio Tezutlutlan

1800 Group visited with Mons. Gerardo Flores, Bishop of the Diocese and Head of Radio Tezutlutlan

2000 Team, Castro and Tattenbach visited the adult school in San Pedro Corcha which is directed by Salesian Fathers and uses IGER's printed lessons.

Saturday, July 6

1000 Team and Castro visited Studio of Radio Tezutlutlan and met Director Alfonso Gramajo and watched religious music program in Kekchi being taped.

1200 Team and Castro visited a social center outside of San Pedro Corcha. Social center has an orphanage and nutrition center for children, a clinic, and an educational facility which uses IGER materials. The center is administered by a local order of nuns.

1400 Left Coban for Guatemala City

2000 Arrived in Guatemala City

Sunday, July 7

1100 Team and Castro visited the IGER center held in the IGER facility

1230 Visited IGER center held in the Red Cross headquarters

1430 Visited IGER center in Colegio Maria Auxiliadora administered by Salesian Sisters. The three centers have over 2,000 students each Sunday. In the 6th grade alone there were over 125 students at the colegio. Every classroom is full to overflowing and the 125 in the 6th grade has to meet in the covered patio.

Monday, July 8

0800 Team met with Fairchild and Mendez

1030 Team met at headquarters of the Federacion Guatemalteca de Educacion Radiofonica (FGER) with Isobel de Corado, Secretary General of FGER, and Guillermo Corado, Executive Director of the Sociedad para la Juventud Guatemalteca de Manana (SOJUGMA)

1500 Team met with Tattenbach at IGER  
Tuesday, July 9

0800 Team worked in the hotel

1000 Team met with Security Officer at AID

1030 Team met with Fairchild and Mendez to discuss major changes in project

1130 Team met with Tattenbach and Castro to discuss AID suggestions

1400 Team, Castro and Tattenbach met with Pedro Juan Ichajchal, Supervisor of the Quiche Project of IGER

1530 Team worked in hotel room  
Wednesday, July 10

0830 Team and Castro departed in rented car for Quetzaltenango

1200 Group met with Radio Nahuala with Sisters of Notre Dame

1500 Arrival in Quetzaltenango

1600 Visit to Quiche Project of IGER in facilities of Universidad Landivar

1800 Visit to Radio Xelaju  
Thursday, July 11

0830 Departed Quetzaltenango

1300 Arrived in Guatemala City

1400 Team had lunch with Castro and Tattenbach

1500 Team met with Tattenbach, Castro and Mendez of AID  
Friday, July 12

0830 Team met with Fairchild and Mendez

1000 Team worked on report in hotel

1300 Team worked on report in hotel

1700 Team met with Tattenbach and Castro

200 Team met to get final reactions from Cabezas

Saturday, July 13  
 0200 Green worked in hotel  
 0915 Cabezas departed for Quito  
 Sunday, July 14  
 2000 Meeting with Irving Castro  
 Monday, July 15  
 0800 Meeting with Mendez in AID  
 0900 Meeting with Castro and  
     Tattenbach  
 1000 Meeting with Tattenbach  
 1300 Working in AED office in  
     hotel preparing report  
 1400 Telephone report to Mendez  
     in AID  
 1430 Working in AED office  
 Tuesday, July 16  
 0800 Working in AED office  
 1200 Meeting with Castro and  
     Tattenbach  
 1500 Meeting with Castro,  
     Tattenbach and Radio  
     Engineer Roy Jimenez from  
     Costa Rica  
 1600 Above group visited studio  
     and transmitter of Radio  
     Internacional and Jose  
     Montero  
 1700 Meeting with Castro,  
     Tattenbach, Jimenez, and  
     Radio Engineer Heinz  
     Schleusner of W. Germany  
 2000 Dinner with above group  
 Wednesday, July 17  
 0800 Working in AED office  
 0900 Meeting with Mendez at  
     USAID  
 1000 Meeting with Castro,  
     Tattenbach and Jimenez  
 1100 Above group visited factory  
     of Schleusner  
 1300 Working in AED office  
 1900 Working dinner with Castro  
 Thursday, July 18  
 0800 Meeting with Mendez, USAID  
 0900 Meeting with Castro and  
     Tattenbach  
 1000 Meeting with Castro and  
     Director-General of Formal  
     Education, Ministry of

93'

Education

- 1045 Meeting with Castro and  
Head of Department of  
Adult Education, MOE
- 1130 Meeting with Castro and  
Director, Directorate of  
Literacy Training and Adult  
Education, MOE
- 1300 Meeting with Castro and  
Tattenbach
- 1400 Working on report in AED  
office

Friday, July 19

- 0800 Meeting with Mendez, USAID
- 0900 Meeting with Castro and  
Tattenbach
- 1100 Meeting with Mendez, USAID
- 1400 Report meeting with Castro  
and Tattenbach
- 1530 Checked out over the phone  
with Mendez
- 1830 Left Guatemala via LACSA  
#644

Tuesday, August 27

0800 Preparation of Final Report

Wednesday, August 28

0800 Preparation of Final Report

Thursday, August 29

0800 Preparation of Final Report