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**REGIONALIZATION
AND IMPROVEMENT OF SUPERVISION**

**AN ASSIGNMENT CARRIED OUT ON BEHALF OF THE
ACADEMY FOR EDUCATIONAL DEVELOPMENT
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INTRODUCTION

PROBLEMS PERCEIVED

1. Rural population groups do not have equal opportunities for access to the educational system. Sixty-three percent of the population receive no services from the system.
2. The system's weakness is acute; only half of the children who enter the first grade pass.

In the rural area, out of every 100 children who enter elementary school, 17 finish; and 60 out of every 100 do not finish the fourth grade.

Educational service is deficient in physical infrastructure, as well as in its approach, its content, its values, procedures, and mechanisms.

The weaknesses of the curriculum exist alongside deficiencies in the approaches and practices of supervision, a lack of resources and logistic facilities, poor use of the few means available, the absence of research and planning at the system's operational base (community education center), the abandonment to which education centers fall, etc.

The training provided to teachers is inadequate and does not prepare them for efficient work in rural areas.

Teachers work in an atmosphere devoid of technical guidance, means to achieve their purposes, and infrastructure.

The physical isolation of teachers and the lack of services for them is overwhelming in rural areas, above all in one-teacher schools.

There are few incentives to attract teachers to these areas.

3. The problems stemming from unequal opportunities for access and from inefficiency of the educational system maintain and strengthen deep rural-urban inequalities, so that it can be said that the system is characterized by its high degree of imbalance and its low level of relevancy.

COMPARATIVE CHART OF RURAL/URBAN INDICATORS

<u>Indicators</u>	<u>Rural</u>	<u>Urban</u>
Primary school enrollment (7years old)	46 %	69 %
Available preschool learning (5-6 years old)		
Staying rate	10.4%	42.5%
Passing and repeating rate	17%	74 %
Teachers without training	13.2%	3.8%
Incomplete public schools	51 %	5 %
Deficit in coverage	63 %	29 %
Illiteracy	70 %	27.4%

4. The educational system operates through a centralized organization. It neither allows nor motivates the population's participation. There is very little delegation of authority. Processing and decision-making are slow, and decisions are sometimes inappropriate.

In view of the central exercising of authority, the general decentralization within the sector as well as between entities in different sectors, little by little an erratic sense of behavior is becoming widespread among teachers and officials, resulting in failure to assume responsibilities and make decisions.

On the central level the organization in operation is different from the one described in documents.

There is no unity of leadership, nor is there any coherence in policies, standards, and supervisory procedures. Accordingly, there are no definite criteria for characterizing supervisors (types of supervisors and profiles). A variety of supervisors exists: by level, by discipline, and by course; by geographic jurisdiction; by specific program. Also there are variations in the system of per diem allowances, facilities, equipment, and transportation arrangements. Supervision lacks defined functions and policy guidance, and is deprived of technological, material, and economic support; nevertheless, it assumes the basic responsibility of acting as the system's backbone and is its only driving component.

Organization seems to weaken at the level of the school district. In the proposal document relating to regionalization, no significant mention of the educational establishment can be found. This is a striking omission. Within the current system, an educational center means assuming greater responsibilities, very little activity, and no additional compensation.

The apparent "omission" of the educational center from the scheme of the system's concerns can be used to strengthen the concept of separating the school system from education at the community level. Breaking such ties would clear the way for innovation and the use of nonconventional technological means in the search for novel solutions to old problems in education.

OBJECTIVES/RESULTS EXPECTED TO COME FROM THE ASSIGNMENT: THE PROJECT

In accordance with the terms of reference of each consultant and the basic orientation which the authorities of the sector, through interviews, gave to these consultants, the following was specified as the final result expected to come from the assignment:

- I. Specify, in terms of responsibilities, what the regional organization will be capable of accomplishing in its different divisions (regional, departmental, and district) through whatever mechanisms and structures may be designed.
- II. Present a systematic regional organization design, describing for the whole organization and for each of its parts the objectives/results their operation will require, and the basic limitations which have a bearing on operation.

Furthermore, the organization design will include profiles of the kinds of functions involved in the organization.

- III. Description of the principal project components:
 - A. Regional setup
 - B. Organization and administration
 - C. Planning
 - D. Curricular adaptation and development
 - E. Training
 - F. Physical infrastructure
 - G. Technical assistance
 - H. Financing
- IV. Programming for project implementation.

GOALS AND PURPOSES OF THE PROJECT

The most critical problems affecting the organization and administration of Guatemala's educational system, its coverage, its qualitative outputs, and its efficiency have been detected and analyzed. This project consequently has as an overall goal the orchestration of the system so that educational regionalization can begin.

The project paper provides the effective instruments which may make it possible, in the short run, to revise the educational system by means of regional organization. Regionalization must be expressed in terms of the decentralization of the educational services for the ultimate purpose of achieving greater efficiency and effectiveness of investment and in response to the requirements of the social development of the Guatemalan population.

All of this is accompanied by the physical-administrative rearrangement of the national territory, or the regional setup agreed upon by the central government.

The specific purposes are the following:

- To empower and make more dynamic educational administration, planning, and financing with a view to raising efficiency by means of a regional, departmental, and local organization system which may make it possible for basic operational decisions to be reached at levels close to the scene where educating takes place.
- To bring about the improvement of the educational supervisory system which is carried out at the departmental and district levels so that the supervisor can become the proper agent for putting the new scheme into effect, where its administrative as well as its technical-pedagogical aspects are concerned.
- To carry out educational research and planning activities likely to favor community participation as a means through which the persons involved in the educational processes can actively collaborate in them and, at the same time, in the search for solutions to problems affecting them.
- So that the teaching program or curricular process is relevant to the characteristics and requirements of the population and thereby more efficient, it is proposed that efforts be concentrated on the adaptation and development of the curriculum, that the latter be made flexible, that it apply innovative technologies and efficiently use resources while taking advantage of those which come from the communities themselves.
- Project and orchestrate the training system and models to develop the necessary actions aimed at all members of education personnel who must be trained to accomplish the new functions completely.
- Assess needs in physical infrastructure, personnel, funding, and technical assistance which the implementation and development of the project will require during the six-year period.

I. RESPONSIBILITIES OF THE REGIONAL ORGANIZATION

The regional organization must be capable of the following:

- Adapting educational policies to regional characteristics.
- Conducting regional and subregional research and planning to:
 - Identify the regional problem area;
 - Identify, design, and administer programs and projects;
 - Assess training needs, draw up respective profiles, design and/or adapt curricula; and
 - Adapt curricular development and technologies.
- Design the preproject regional proposal in accordance with national regulations for drawing up proposals and administering their implementation.
- Administer human, material, financial, and technological resources in accordance with the type and degree of delegation of decisions granted in regionalization.
- Design, adapt, produce, and distribute educational materials.
- Attract and/or generate, process, preserve, and distribute environmental information, inter-institutional information, and information derived from inter-institutional relations.
- Check performance and promote efficiency through the design and operation of an appropriate supervisory system.
- Motivate, strengthen, and coordinate public and private institutional participation and community participation in all educational actions under regional jurisdiction.

II. DESIGN OF THE REGIONAL ORGANIZATION

A. REGIONAL ORGANIZATION AND ORGANIZATION OF EDUCATION

Regionalization is a process which seeks to condition a territory and its resources so that its population can develop the potential of individuals and their communities to identify and use environmental resources for the population's basic needs. The population is involved in the process, plays a specific part in it, and consequently enjoys its benefits while gaining an understanding of its natural limitations.

Regionalization tends to become reality through three achievements:

- **A definite political willingness to carry it out.** This political willingness is expressed primarily in the legal provisions which promote and regulate the operation of regional organizations.

But it becomes legitimate when it motivates and renders dynamic the whole group of municipal corporations, villages, and hamlets; facilitates the development of the population's potentials; channels the population towards knowledge of the problem area; and makes possible and supports community actions in the quest for authentic solutions to improve the population's way of life.

Regionalization, with its interrelated processes of decentralization and/or deconcentration is stronger and more definite when confidence exists about the population's abilities and possibilities. This conviction--not reservations or doubt or fear of risks--is what is needed in political willingness towards regionalization when the community's welfare is being sought.

- **Decisions concerning regionalization come about as directly as possible at the community level** (district, municipal, village, or hamlet). The flow is from the top downward, must not become weakened at intervening levels of the bureaucratic "cascade" (national, regional, departmental, district, etc.)

When regionalization goes into operation, the flow from the bottom upward is a flow of abilities in the development process which strengthen themselves in action, and at the same time strengthen individual and collective awareness and conviction concerning what can be know, acted upon, and improved. The generation of this ascending flow of consciousness and action is unmistakably a sign that the community is beginning to participate in building its destiny, and therefore, political willingness towards regionalization is essentially successful.

- **There is integral action within each institution.** There also is coordinated action among institutions, above all those which belong to different sectors, to insure consistency of goals and appropriateness of functions among the components of all sectors. These are characteristics of another essential dimension of integration and coordination.

Education plays a complementary role in the regionalization process. To do so, it resorts to an organization which takes the following into account:

- There should be minimal intervention so that the adoption of basic decisions--an expression of political willingness--can occur close to the level at which the population goes into action.
- The organization should operate through participatory mechanisms. Participation is understood not only as the presence of personnel in the process of adopting decisions, it also means the nature and characteristics of the process. In education especially, it is believed that "the process is the most important output." (Russel L. Ackoff)
- The research and planning functions carried out by the organization to identify the problem area and to design and implement programs and projects should not be located in technocratic structures. Officials and employees responsible for these functions are spread out over the various levels of the organization. Their role is that of researchers and planners. But it is the group, not the planner, which is following the technology brought in by the planner, researches and designs plans, programs, and projects.
- At all levels of the organization, both internally and with regard to the other sectoral organizations, simple but effective integration and coordination mechanisms should be established.
- By means of integration mechanisms, the linking of certain levels with other levels is insured. By means of coordination, interaction is strengthened within the organization as well as with other organizations. Thus, an organization is achieved in which divisions or levels are interconnected both laterally and vertically, and consistency in the institution's performance is insured.

In the regional organization, various levels of regionalization are found--national, regional, departmental, district, local, etc. It is traditionally assumed that to reach the local level for example, one must go through a variety of intervening levels. Thus a "bureaucratic cascade" of dubious efficiency is established. The consequent intervention slows down and weakens the expected outcomes.

The advisable strategy for a fully efficient and relevant organization is to reduce this "cascade" to two levels which: 1) generate mechanisms and 2) through which the effects and results of these mechanisms occur.

The major outcomes of this approach are as follows:

- The bureaucratic chain is broken since certain mechanisms involve the activity of only a minimum number of levels.
- It speeds up and simplifies procedures, saving time and resources. It causes given levels to become "specialized" in handling certain aspects or mechanisms for which they are the focal point. For example, if aspects relating to technical-pedagogical research and planning and to training were focused on the regional level, it would be necessary to assign a specialized professional team of proven

competence to each region. The marrow of the regional level's activity would be in these fields rather than in the administrative field. Administrative aspects would be concentrated on the departmental level. The promotional and advance work relating to supervision would be focused on the district levels and the educational center level.

Thus, staff members of each division or level would have a basic "specialty", thereby substantially raising outputs.

At the central level, the creation of a regional organization calls for a redefinition of the roles of the technical-pedagogical and administrative units. Regionalization, now expressed in terms of decentralization and deconcentration is somewhat difficult for a central structure accustomed to exercising power, specifically through the very processes and decisions which it must delegate to others.

The redefinition of the roles of central units no doubt clears the way for bringing new attitudes, styles, and procedures into play. These factors, at the central level, are the key to facilitating the regionalization process.

The creation of the regional organization likewise leads to the need to define the technical channels and lines of authority between the central division and the regional divisions, and also to the need to insure from the central level balanced coordination among the regions and between them and the central level.

In attempting to design coordination mechanisms, one runs the risk of creating offices and management services at the central level for coordination, thus creating new intervening divisions. Central power is consolidated over regional power, and yet another sifter is created between the regions and the central managers at the top.

The creation of a new regionalization structure must not be used as a prop for justifying the creation or strengthening of units at the central level. Rather, it must provide a way to clarify the functions of the central units and relieve them of routine administrative concerns which should be taken care of in regional divisions in accordance with the delegating strategy being adopted.*

To define the regional setup--the jurisdictional limits of the region and its departmental, district, and local divisions--is a complex process in which it is not always possible to reconcile technical criteria with political boundaries, or sectoral emphasis and backgrounds with integral development approaches.

On the one hand, the profile is weaker in the region both because of the lack of historical background and the bureaucratic nature of its boundaries which generally have few roots in the idiosyncracies, relations, and life styles of the population. On the other hand, the native community boundaries and policies derived from the colonial period and perfected and reinforced by the republic are thoroughly entrenched. This situation is typical in communities (villages, hamlets, etc.) and departments.

*See the matrix, "Strategy for Making Basic Decisions Concerning Regionalization."

It is clear that official regionalization levels must strategically fuse a regional development approach with levels derived from traditional political boundaries, and, above all, with the "theater of real operations" in which training experiences occur.

B. CONCEPTS SUPPORTED BY THE DESIGN

The proposed organization design responds, among other things, to the following conceptual issues:

- The organization is basically a group of persons, not things or facilities. It is persons who interact through human activities, organizing, transforming, or using resources (human, physical, material, time, etc.) for the purpose of accomplishing expected objectives.
- To design an organization consists of knowing beforehand what the result of operating the organization is expected to be--the **objectives/results** of the organization in our case **responsibilities**--and then, through repetitive processes, identifying and organizing **Functions, Operations, and/or Activities**, giving them the form of mechanisms.
- By putting mechanisms to work, organizations produce **results or outputs**, either intermediate or final.

Mechanisms go beyond the jurisdictions of the structural units of a traditional organization. The organization as a whole is primarily a series of interrelated mechanisms which, while in operation, are producing either intermediate or final results.

All things considered, to organize is to identify mechanisms, develop them, and allocate resources for them, adjusting their operation to achieve given objectives.

The proposal of those responsible for this assignment is aimed in this direction. But the development of the mechanisms takes considerable time; it is of participatory nature and involves the very people who are going to be made responsible for making such mechanisms work.

C. FUNCTIONAL REFERENCE MODEL (FRM)

As a result of the design, the following information can be determined:

1. Essential Function
2. Mechanisms
3. Operations and/or Activities
4. Objectives/Results

Functions (1), mechanisms (2), and objectives/results (4), arranged in large functional areas, constitute a Functional Reference Model.

The Functional Reference Model is not an ideal representation of the relationships between functions and mechanisms to achieve the objectives/results. It is a presentation of the desirable technical and operatively viable relationships. Although the model cannot be achieved under the current circumstances, it will serve as a reference for creating designs which are an approximation of the reference model. Later on, as circumstances permit, other schemes will be designed and accepted which will resemble the reference model more and more closely. It is a lantern lighting the way; it makes it possible to avoid detours, and it facilitates concentration and coordination of resources.

1. Essential Functions

According to the Functional Reference Model, the essential functions for regional organization are:

- Research, planning
- Institutional management
- Coordination and motivation
- Personnel management
- Administration of resources
- Information, communication, documentation
- Budgetary, accounting, and treasury operations
- Financial management and technical cooperation.

2. Essential Mechanisms

The essential mechanisms of the reference model for regional organization are:

- Sociocultural research and technology and regional planning to identify, maintain, enhance, and functionalize regional and national identity, and to identify problem areas, and formulate, adapt, and administer programs and projects.
- Curricular adaptation and development with regional characteristics. Assessment of needs in training and personnel specialization, formulation of profiles, and curriculum design.
- Adapting and producing educational technology, school textbooks, and educational material.
- Institutional management with activities for:
 - information, communication, coordination, and documentation;
 - supervision (and motivation);
 - financial management and technical assistance (participant training and consulting services).
- Budgetary, accounting, and treasury operations.

- Administration of material resources, equipment, etc.; administration of physical infrastructure, transportation administration, and other matters.
- Personnel matters (assessment of personnel requirements):
 - Personnel administration: recruitment, appointment, provisional appointments, transfers, promotions, evaluation, dismissals, etc.
 - Personnel welfare.

3. The Functional Reference Model

The ideal Functional Reference Model includes three main areas:

a. Functional Area I:

Those mechanisms through which results, goals, and final objectives, derived from the organization's activity, are obtained.

b. Functional Area II:

The body of mechanisms or systems which produces goods and/or services and prepares persons and other resources for the operation of the mechanisms.

c. Functional Area III:

Integrates the total activity of the institution in support of Functional Area I to obtain the goals, objectives, and results expected of the organization and the reason for its existence.

Functional Area I

The following mechanisms (M) are included in Functional Area I:

- M-1: Regional and subregional research and planning.
- M-2: Curricular adaptation and development, assessment of requirements for training, formulation of profiles, and curriculum design.
- M-3: Adapting and producing educational technology, school textbooks, and educational material.
- M-4: Personnel administration in matters of appointments, provisional appointments, transfers, evaluations, promotions, dismissals, etc., the operation of which is limited according to the regional level and the degree of delegation which may be granted.
- M-5: Supervision which can enable institutional self-checking and can induce advancement and dynamism in the system.*

* [Translator's note.] The text in Spanish skips M-6.

Functional Area II

The mechanisms which the model takes into account in this area are:

- M-7: Budgetary, accounting, and treasury operations.
- M-8: Material resources and equipment. Physical infrastructure, transportation, and other matters.
- M-9: Assessing personnel requirements and welfare service requirements.

Functional Area III

The basic mechanisms in this area are:

- M-10: For reaching strategic decisions linked with internal and external policies of the institution; with internal and external information, communication, and coordination; with determining institutional goals; with drawing up plans and projects to achieve them; with establishing efficient standards of operation for the organization; with fomenting and supporting institutional self-checking as a means of making the institution dynamic and increasing its overall effectiveness and relevance.

Subsystems of internal information and environmental information, of communication, of coordination, of supervision, and of planning are the range of mechanisms which are indispensable for institutional management.

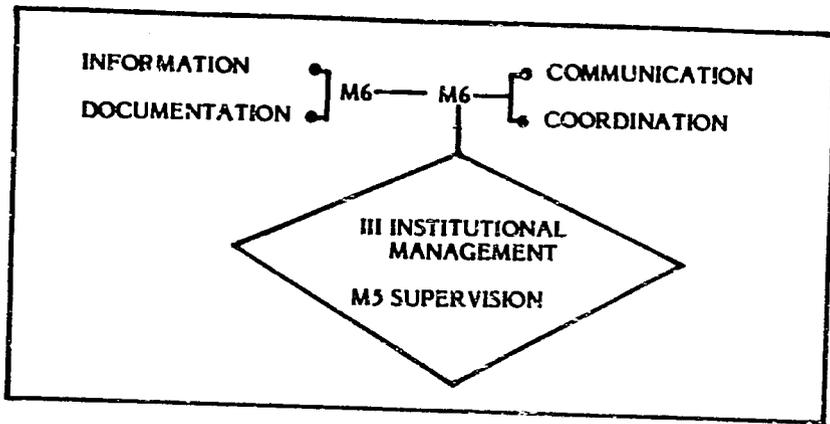
The existence of three functional areas remains the same, regardless of the type of organization to which the model is applied.

The incorporation of new mechanisms or the elimination of some can vary. Accordingly, mechanisms can be intergrated or merged, or they can be divided into submechanisms, depending on the criteria, requirements, and nature of the organization. This flexibility makes it possible to adapt the reference model to numerous situations. For example, in the case of regionalization, it can be adapted to regional mechanisms (region, department, district) or it can be limited to one or two of them. This makes possible a systematic distribution of roles and the strengthening or "specializing" of each level in a specific set of functions.

The Reference Model with its three interrelated Functional Areas is presented schematically on the following page in the "Diagram of Basic Functional Areas, Essential Mechanisms, and Minimum Services of the Regional Organization."

A careful analysis of this diagram can facilitate understanding of the proposal concerning regional organization

**FUNCTIONAL REFERENCE MODEL
 DIAGRAM OF BASIC FUNCTIONAL AREAS, ESSENTIAL
 MECHANISMS AND MINIMUM, SERVICES OF THE ORGANIZATION**



BASIC OUTPUT
 Qualitative improvement of education and general extension of coverage of the educational service, adapted to regional characteristics, with direct participation of the institutions and the community.

- SERVICES**
- M7 BUDGETARY, ACCOUNTING, AND TREASURY OPERATIONS
 - M8 MATERIAL RESOURCES AND EQUIPMENT, PHYSICAL INFRASTRUCTURE, AND TRANSPORTATION
 - M9 ASSESSMENT OF NEEDS FOR PERSONNEL AND SERVICES

- M1 Regional and subregional research and planning.
- M2 Curricular adaptation and development. Curriculum design. Assessment of training needs. Profiles.
- M3 Adaptation and production. Educational technology; School textbooks, educational material.
- M4 Recruitment, appointments, provisional appointments, transfers, evaluation, promotions, dismissals, etc.

- SPECIFIC OUTPUTS ---
- M5 Self-checking regional operation to insure efficiency and relevance in educational processes and goals in the regional jurisdiction.
 - M1 Definition, maintenance, strengthening, and enforcement of regional and national identity.
 - M1 Characterization of regional problem areas and adaptation, design, and administration of regional education plans and projects.
 - M2 Training and specialization needs assessed, profiles established, and curriculum designed.
 - M3 Educational technology, school textbooks, and educational material adapted to regional characteristics.
 - M4 Regional personnel appropriate in terms of quality, quantity, and opportunity; efficiently administered, oriented towards objectives and the achievement of worthwhile levels of well-being.
 - M1-M2 Involved regional community and institutions participating in educational actions of the jurisdiction and receiving, in turn, support from the educational system.
 - M3-M4
 - M5-M6

D. THE REGIONAL ORGANIZATION RESPONSE

1. The Legal Political Framework for the Proposal

The persons carrying out the assignment were officially informed that efforts to regionalize education are contained in the document entitled "Prosupere" or Documento Propositivo del Proyecto de Supervision y Regionalization Educativa" (Proposal Paper concerning the Supervision and Educational Regionalization Project"), dated June 1986. The authorities hope that the Proseperere plan will be authorized at the program level for implementation and operation with whatever adaptations may be required.

The implementation of regionalization in Guatemala is in keeping with the provisions of Article 224 of the Constitution which states:

Administration will be decentralized and development regions will be established according to economic, social, and cultural criteria which can be constituted by one or more departments to give rationalized momentum to the country's integral development.

When it is in the nation's interest to do so, however, Congress can alter the way in which the country is administratively divided, establishing a system of regions, departments, and municipal corporations or any other kind of system without discrediting municipal autonomy.

The same article recognizes departments and municipal corporations as administrative divisions of the country.

Articles 224, 226, 228, and 229 of the Constitution institutionalize integral development organization -- nonsectorialized -- in different divisions:

- National Council of Urban and Rural Development, at the NATIONAL level
- National Council of Urban and Rural Development, at the REGIONAL level
- Departmental Council, at the DEPARTMENTAL level.

From the constitutional point of view, it is a matter of overall regionalization, not unilaterally sectoral. Consequently, the sector design of educational regionalization is complementary, and is necessarily integrated into the design for overall regionalization called for by the Constitution.

The executive power, by means of a Governmental Agreement, has created the Management Council to carry out the administrative rearranging of the country as called for by the Constitution in Articles 224, 225, 226, 228, and 229. This Council is joined by the Office of the Vice President of the Republic, the National Office of Civil Service (ONSEC), The Office of the Secretary of Economic Planning (SEGEPLAN), and the National Public Administration Institute (INAP). In official circles it is estimated that the respective laws will be approved by the end of 1986.

The constitutional mandate, with regard to the education sector, specifically states that "the administration of the educational system must be decentralized and regionalized."

Education Law DL No. 73-76, dated January 1978, creates regional management offices for education, and decentralizes the implementation of plans and programs "... to guarantee the efficiency and timeliness of educational service." (Articles 23-25, chapter IV.)

The ruling of the national education law regards the regional management offices for education as coming under higher management services (Article 6). This position correctly eliminates levels intervening with the central level.

The ruling of the law defines the regional management offices as technical-administrative organizations responsible for coordinating, carrying out, and keeping check on matters in their jurisdictions (Article 19), and it states that they will provide consulting services at two levels:

- The Regional Level for the Regional Board of Education;
- The Local Level for the Auxiliary Board of Education, both of which are set up in the main town of each municipal corporation according to Article 67 of the national education law.

It should be noted that from the legal point of view, no departmental intervention occurs at the regional and the local levels, thus strengthening the coordination and advisory services of those two divisions.

The number of regions into which the country will be divided and the territorial coverage for which each will be responsible are matters not yet officially agreed upon. It is estimated that there will be from six to eight regions. In any case, it is advisable that in the metropolitan area there be a regional or subregional unit independent of the Guatemala-municipality area. The regional organization design being proposed will not undergo any changes because of these pending decisions.

2. The Technical-Organizational Framework

The technical framework is provided in the Prosupere design, the sustaining concepts of the design described above, and the Functional Reference Model (FRM) for regional organization.

3. Approaches of the Proposed Design

The proposed design recognizes the regional and local levels (school district, municipal corporation, village, hamlet) as the strategic divisions for the functions and activities of research-planning and technical-pedagogical matters.

The local level and the educational center level are the specific scenario in which educational experiences take place and come to life. That is where participatory research and planning are done.

Giving preference to the regional level for these functions also makes the implementation of regionalization more feasible. The need for specialists will be limited to six or eight teams of four or five persons as a minimum—one team to a region. If

these functions were assigned to the departmental level, the need for specialized teams would rise to 22—one for each department.

Beyond the medium term, when the multiplication of specialized human resources becomes a reality, and funding allows it, turning these functions over to the departmental divisions will then be advantageous.

The proposed reorganization design concentrates administrative decisions, particularly with regard to personnel, in the departmental level. Decisions concerning personnel thus remain very close to the communities and the educational centers.

For certain transactions, intervention near the top would be minimal. Moreover, the weakening of technical-pedagogical actions would be avoided, since these are located in the regional and local levels.

In all levels, the design establishes participative procedures and technologies as general practice, both in administration and technical-pedagogical matters. The levels of the organization, as well as the levels of the educational system, must be both coordinated and integrated.

Whenever work teams, planning groups, advisory, consulting, and/or coordinating groups are organized, the persons in them must represent the units of the organization horizontally or transversally considered. This mechanism for integrating human groups inside an institution or among various organizations has far-reaching consequences with respect to participation and institutional morale.

The design recommends supervision focused on two major functions:

- As a technical mechanism for self-checking the operation of the system;
- As an instrument conducive to dynamism and capable of promoting efficiency and innovation in the system.

At any time and in any division these two roles are inseparable. Furthermore, the design designates supervision as a substantive mechanism inside each division or organization. That is to say, supervision is not a superimposed function which comes from another level to monitor what is taking place. It is a tool which belongs to the organization itself, used by people of the organization itself, helping to insure that the organization operates appropriately in pursuing its objectives, improving its performance, and developing its potential creatively.

Outline of Strategy for Basic Decisions for Regionalization

FUNCTIONAL ASPECTS	LEVELS	NAT.	REG.	DEPT.	DIST.
I.	ADAPTATION AND CARRYING OUT OF POLICIES		●	○	●
II.	CURRICULAR ADAPTATION AND DEVELOPMENT		●		●
III.	INFORMATION				
	3.1 ON PROCEDURES	○	○	○	○
	3.2 ON EXTERNAL SYSTEMS		●		
	3.3 ON RESEARCH AND PLANNING		●		●
	3.4 ON EXTERNAL SITUATION		○	○	○
IV.	PARTICIPATORY RESEARCH AND PLANNING				
	4.1 AT PROBLEM AREA LEVEL		●		●
	4.2 AT LEVEL OF PLANS, PROGRAMS, PROJECTS		●		●
V.	PERSONNEL ADMINISTRATION	○		●	
VI.	BUDGETARY ADMINISTRATION				
	6.1 BUDGETARY AND ACCOUNTING OPERATIONS	○	●		
	6.2 PURCHASING		●		
VII.	ADMINISTRATION OF PHYSICAL INFRASTRUCTURE				
	7.1 PROCEDURES	○			●
	7.2 CONSERVATION OF BUILDINGS, EQUIPMENT AND FURNITURE				●
VIII.	TRAINING		●		
IX.	ADVISORY SERVICES AND SUPERVISION OF EDUCATIONAL ESTABLISHMENTS		○	○	●
X.	NONFORMAL EDUCATION		●		●
XI.	INTERINSTITUTIONAL COORDINATION, COMMUNITY PARTICIPATION, AND REGIONAL, DEPARTMENTAL, AND LOCAL DEVELOPMENT		○	○	●
XII.	SUPERVISION				
	12.1 OF POLICIES AND GOALS	○	●	○	●
	12.2 OF PROCESSES			●	○
	12.3 PROMOTIONAL OR ANTICIPATORY				●

-
- BASIC DECISION ASSIGNED TO ... REGIONAL LEVEL
 - BASIC DECISION ASSIGNED TO ... DEPARTMENT LEVEL
 - BASIC DECISION ASSIGNED TO ... SCHOOL DISTRICT
 - PARTICIPATES IN THE FORMULATION OF BASIC DECISIONS

ESSENTIAL FUNCTIONS OF ORGANIZATIONS AT THE REGIONAL, DEPARTMENTAL, AND SCHOOL DISTRICT LEVELS

REGIONAL

I. ADAPTATION AND CARRYING OUT OF POLICIES

Adapt the national educational policy to regional and departmental characteristics, and orient and evaluate its implementation. Consider within the adaptation process the policy concerning regional socioeconomic development.

II. CURRICULAR ADAPTION AND DEVELOPMENT

Adapt, orient, and evaluate national curricula; design curriculum in response to regional characteristics and priorities.

III. INFORMATION:

1. ON PROCEDURES

Grasp, generate, and disseminate policies, standards, provisions, and regulations in force among teaching, administrative, management personnel, and others, and among personnel of involved sectors of the community.

2. ON EXTERNAL SYSTEMS

Grasp, generate, process, maintain, and disseminate relevant information coming from external systems

DEPARTMENTAL

ADAPTATION AND CARRYING OUT OF POLICIES

Participate in the adaptation of the national educational policy to regional and departmental characteristics, and orient and direct its implementation and evaluation, especially where administrative aspects are concerned.

CURRICULAR ADAPTION AND DEVELOPMENT

INFORMATION:

1. ON PROCEDURES

Grasp, generate, and disseminate policies, standards, provisions, and regulations in force among teaching, administrative, management personnel, and others, and among personnel of involved sectors of the community.

2. ON EXTERNAL SYSTEMS

SCHOOL DISTRICT

ADAPTATION AND CARRYING OUT

Implement and evaluate regional educational policy.

CURRICULAR ADAPTION AND DEVELOPMENT

Participate in the adaptation of curricula. Apply and evaluate adapted curricula to regional characteristics.

INFORMATION:

1. ON PROCEDURES

Grasp, generate, and disseminate policies, standards, provisions, and regulations in force among teaching, administrative, management personnel, and others, and among personnel of involved sectors of the community.

2. ON EXTERNAL SYSTEMS

REGIONAL

referring to: regional and national socioeconomic development plans, projects; the status and tendencies of the job market; the status and tendencies of science and technology in the educational and social field; the financial status and tendencies of the country and their impact on the regional financial outlook; the effect of national cultural values and the consequent structure of national identity and its presence and impact on the regional educational process, etc.

3. ON RESEARCH AND PLANNING

Grasp, generate, process, maintain, and disseminate information on educational plans, programs, and projects and other sectors which might relate to regional development as well as to technologies for participatory research and planning.

4. ON THE INTERNAL SITUATION

Grasp, generate, process, maintain, and disseminate, in a timely manner among the pertinent organizational levels, information about accomplishing policies, goals and processes so that they reflect the status of operation in the region, make it possible to identify divergences,

DEPARTMENTAL

3. ON RESEARCH AND PLANNING

Grasp, generate, process, maintain, and disseminate information on educational plans, programs, and projects and other sectors which might relate to regional development as well as to technologies for participatory research and planning.

4. ON THE INTERNAL SITUATION

Grasp, generate, process, maintain, and disseminate, in a timely manner among the pertinent organizational levels, information about accomplishing policies, goals and processes so that they reflect the status of operation in the region, make it possible to identify divergences, analyze,

SCHOOL DISTRICT

3. ON RESEARCH AND PLANNING

Grasp, generate, process, maintain, and disseminate information on educational plans, programs, and projects and other sectors which might relate to regional development as well as to technologies for participatory research and planning.

4. ON THE INTERNAL SITUATION

Grasp generate process, maintain, and disseminate, in a timely manner among the pertinent organizational levels, information about accomplishing policies, goals, and processes so that they reflect the status of operation in the region, make it possible to identify divergences,

REGIONAL

analyze alternatives, and adopt decisions and corrective actions in a timely manner.

IV. PARTICIPATORY RESEARCH AND PLANNING

1. AT PROBLEM AREA LEVEL

Participate in the systematic study of the regional socioeconomic situation to determine the integral problem area of the region. Conduct a systematic study of regional educational reality, using participatory research and planning procedures.

Community participation in research-planning processes is institutionalized through interinstitutional and district coordination in the regional coordination division and through the permanent use of participation methodologies (planning for programs in a participatory manner and micro-planning techniques).

2. AT LEVEL OF PLANS, PROGRAMS, PROJECTS

Design, develop, and orient implementation, and supervise the regional educational plan in response to the regional educational problem area sketched

DEPARTMENTAL

alternatives, and adopt decisions and corrective actions in a timely manner.

PARTICIPATORY RESEARCH AND PLANNING

1. AT PROBLEM AREA LEVEL

Community participation in sub-regional research-planning processes is institutionalized through institutional coordination, through articulation with regional and district levels, in the departmental coordination division and through the permanent use of micro-planning methodologies.

2. AT LEVEL OF PLANS, PROGRAMS, PROJECTS

SCHOOL DISTRICT

analyze alternatives, and adopt decisions and corrective actions in a timely manner.

PARTICIPATORY RESEARCH AND PLANNING

1. AT PROBLEM AREA LEVEL

Participate in determining the regional and subregional integral problem area as well as in determining the regional and subregional educational problem area (departmental/district).

Community participation in subregional research-planning processes is institutionalized through institutional coordination, through articulation with departmental, regional, and educational community levels in the district coordination division, and preferably through the use of methodologies like the participation survey.

2. AT LEVEL OF PLANS, PROGRAMS, PROJECTS

Develop and orient the implementation and supervision of the annual operational plan (district level), using subregional research and planning methodology.

REGIONAL

against the background of the regional socioeconomic problem area.

V. PERSONNEL ADMINISTRATION

VI. BUDGETARY ADMINISTRATION

Administer budgetary, accounting, and purchasing operations according to the degree and type of decision assigned to each. The Regional Management Office is the authorized trustee.

VII. ADMINISTRATION OF PHYSICAL INFRASTRUCTURE AND CONSERVATION OF BUILDINGS, EQUIPMENT, AND FURNITURE

VIII. TRAINING

Assess needs for training; refresher courses; updating the skills of teachers, administrative personnel, and others; and

DEPARTMENTAL

PERSONNEL ADMINISTRATION

Administer processes for appointments, exchanges, transfers, promotions, dismissals, etc., according to the degree and type of decision assigned to each with respect to teaching and administrative personnel and others.

BUDGETARY ADMINISTRATION

ADMINISTRATION OF PHYSICAL INFRASTRUCTURE AND CONSERVATION OF BUILDINGS, EQUIPMENT, AND FURNITURE

TRAINING

SCHOOL DISTRICT

PERSONNEL ADMINISTRATION

BUDGETARY ADMINISTRATION

ADMINISTRATION OF PHYSICAL INFRASTRUCTURE AND CONSERVATION OF BUILDINGS, EQUIPMENT, AND FURNITURE

Supervise the use of buildings, equipment, and furniture at all levels and strengthen the responsibility and cooperation of users and the community with respect to their conservation.

TRAINING

REGIONAL

program, implement, evaluate, and maintain follow-up on training activities designed for such purposes.

IX. ADVISORY SERVICES AND SUPERVISION FOR EDUCATIONAL ESTABLISHMENTS

Provide advisory and supervisory services to educational establishments on:

- Using procedures of participatory applied research and planning to enable each educational center to identify needs and define the problem area in the educational community to which it belongs, and to develop and implement its work plans with the greatest possible participation from the community.
- Developing and implementing the annual work plan, preferably considering:
 - Curricular aspects such as appropriate development of plans and programs, curriculum and programs, curriculum administration and academic organization, technological innovation and efficiency in the use of resources, etc.

DEPARTMENTAL

ADVISORY SERVICES AND SUPERVISION FOR EDUCATIONAL ESTABLISHMENTS

SCHOOL DISTRICT

ADVISORY SERVICES AND SUPERVISION EDUCATIONAL ESTABLISHMENTS

Provide advisory and supervisory services to educational establishments on:

- Using participatory applied research and planning procedures to enable each educational center to identify needs and define the problem area of the educational community to which it belongs and to develop and implement its work plans with the greatest possible participation from the community.
- Developing and implementing the annual work plan, preferably considering:
 - Curricular aspects such as appropriate development of plans and programs, curriculum administration and academic organization, technological innovation and efficiency in the use of the resources, etc.

REGIONAL

- Administrative aspects such as understanding and accomplishment of teaching and administrative standards, the functional organization of the educational establishment and the efficiency of services, the maintenance of the academic register, rationalization of processes, conservation of physical plant, equipment and furniture, etc.
- Personnel aspects, status, and qualifications of teaching and administrative personnel, the socioeconomic situation of the student, the family, welfare services, and needs for training, refresher courses, updating, etc.
- Interact with the community, involving it in the study of the problem area; integrating forces in the design and implementation of the annual work plan; prioritizing social-educational problems such as school neglect; identifying funding sources; and motivating and making dynamic the community's participation in the common objective of educational development.

DEPARTMENTAL

SCHOOL DISTRICT

- Administrative aspects such as understanding and accomplishment of teaching and administrative standards, the functional organization of the educational establishment and the efficiency of services, the maintenance of the academic register, the rationalization of processes, the conservation of the physical plant, equipment and furniture, etc.
- Personnel aspects, status, and qualifications of teaching and administrative personnel, the socioeconomic situation of the student, the family, welfare services, and needs for training refresher courses, updating, etc.
- Interact with the community, involving it in the study of the problem area; integrating forces in the design and implementation of the annual work plan; prioritizing social-educational problems such as school neglect; identifying funding sources; and motivating and making dynamic the community's participation in the common objective of educational development.

REGIONAL

X. NONFORMAL EDUCATION

Promote, design, carry out, and supervise strategic alternatives of nonformal education, making creative use of the community's educational resources and the technological means which bring about greater efficiency of the system and nontraditional solutions to the growing needs for expanding the system and improving its quality within the framework of the severe limitation of resources.

XI. INTERINSTITUTIONAL COORDINATION, COMMUNITY PARTICIPATION, AND REGIONAL, DEPARTMENTAL, AND LOCAL DEVELOPMENT

Maintain permanent coordination and strengthen interrelations and liaison with sectors and institutions of the area, especially to integrate development efforts through creative and nontraditional activities and solutions.

XII. SUPERVISION

1. OF POLICIES
2. OF PROCESSES
3. PROMOTIONAL

Check the operation of the regional organization at all its levels to

DEPARTMENTAL

NONFORMAL EDUCATION

INTERINSTITUTIONAL COORDINATION, COMMUNITY PARTICIPATION, AND REGIONAL, DEPARTMENTAL, AND LOCAL DEVELOPMENT

Maintain permanent coordination and strengthen interrelations and liaison with sectors and institutions of the area, especially to integrate development efforts through creative and nontraditional activities and solutions.

SUPERVISION

1. OF POLICIES
2. OF PROCESSES
3. PROMOTIONAL

Check the operation of the department division -- as part of the

SCHOOL DISTRICT

NONFORMAL EDUCATION

Promote, design, carry out, and supervise strategic alternatives of nonformal education, making creative use of the community's educational resources and the technological means which bring about greater efficiency of the system and nontraditional solutions to the growing needs for expanding the system and improving its quality within the framework of the severe limitation of resources.

INTERINSTITUTIONAL COORDINATION, COMMUNITY PARTICIPATION, AND REGIONAL, DEPARTMENTAL, AND LOCAL DEVELOPMENT

Maintain permanent coordination and strengthen interrelations and liaison with sectors and institutions of the area, especially to integrate development efforts through creative and nontraditional activities and solutions.

SUPERVISION

1. OF POLICIES
2. OF PROCESSES
3. PROMOTIONAL

Check the operation of the district, local, and/or educational center divi-

REGIONAL

see whether or not it agrees with plans. Identify divergences, evaluate them through comparison with goals (output models) or with performance standards (for processes). Design alternatives; inform the decision level in a timely manner and orient adoption and implementation of the corrective decision to return the organization to its expected normal operation. Motivate and promote the design of a desired future on which the efforts of institutions and communities can be systematically concentrated (anticipatory and/or promotional supervision).

At the regional level, supervision will pay special attention to actions regarding the relevant formulation and accomplishment of policies and goals and to motivating and making dynamic collective capacities dedicated to the pursuit of a desired future, as visualized in those policies and goals.

DEPARTMENTAL

regional organization -- and determine whether or not it agrees with plans. Identify divergences, evaluate them through comparison with goals (output models) or with performance standards (for processes). Design alternatives; inform the decision level in a timely manner and orient adoption and implementation of the corrective decision to return the organization to its expected normal operation. Motivate and promote the design of a desired future on which the efforts of institutions and communities can be systematically concentrated (anticipatory and/or promotional supervision).

At the departmental level, supervision will pay special attention to actions relating preferably to efficiency in processes. Moreover, its actions will be concentrated on strengthening and motivating the local capacity for participation and on developing local self-financing possibilities in educational development.

SCHOOL DISTRICT

sion and determine whether or not it agrees with plans. Identify divergences, evaluate them through comparison with goals (output models) or with performance standards (for processes). Design alternatives; inform the decision level in a timely manner, and orient adoption and implementation of the corrective decision to return the organization to its expected operation. Motivate and promote the design of a desired future on which the efforts on institutions and communities can be systematically concentrated (anticipatory and/or promotional supervision).

At the district level, supervision will pay special attention to actions relating to efficiency in processes and to supervision of anticipatory or promotional type. Moreover, its actions will be concentrated on strengthening and motivating the local capacity for participation and on developing local self-financing possibilities in educational development.

REGIONAL

DEPARTMENTAL

SCHOOL DISTRICT

From the point of view of priority administrative procedures, initial deconcentration will be implemented as follows.

On starting up operations the Regional Management Office is authorized to:

- I. Resolve and make decisions on the following administrative procedures:
 - Construction by administration
 - Purchasing: direct
 - Purchasing: through bidding

- II. Supervise and check up on the following administrative procedures:
 - Registering and monitoring study schedules
 - Construction by contract

- III. Propose:
 - Creation of markets
 - Scholarships/participant training
 - Authorization for operation of private establishments

On starting up operations the Departmental Technical Supervision of Education Office is authorized to:

- I. Resolve and make decisions on the following administrative procedures:
 - Provisional appointments of teachers
 - Provisional Administrative appointments*
 - Transfer of teachers within the same department
 - Administrative transfer within the same department
 - Transactions and diplomas
 - Teacher exchange within the department
 - Administrative exchange within the department

- III. Propose:
 - Priority appointments of teachers
 - Administrative appointments

* Analyze their relationship with leave

REGIONAL

IV. Process:

- Equalizations: accreditation

VI. Inform about:

- Equalizations: accreditation
- Construction by administration

VII. Study

- Creation of markets
- Authorization for the operation of private establishments

DEPARTMENTAL

IV. Process

- Construction by contract

V. State Opinion about:

- Transfer of teachers
- Administrative transfer
- Teacher exchange
- Administrative exchange

VII. Study:

- Scholarships/participant training

VIII. Execute:

- Registering and monitoring of study schedules

SCHOOL DISTRICT

IV. Process:

- Degrees and diplomas
- Appointing teachers for provisional appointments
- Provisional administrative appointments

V. State Opinion about:

- Scholarships/participant training

VI. Inform about:

- Creation of markets
- Authorization for the operation of private establishments

VIII. Execute:

- Registering and monitoring of study schedules

VICE MINISTER OF EDUCATION

USIPE

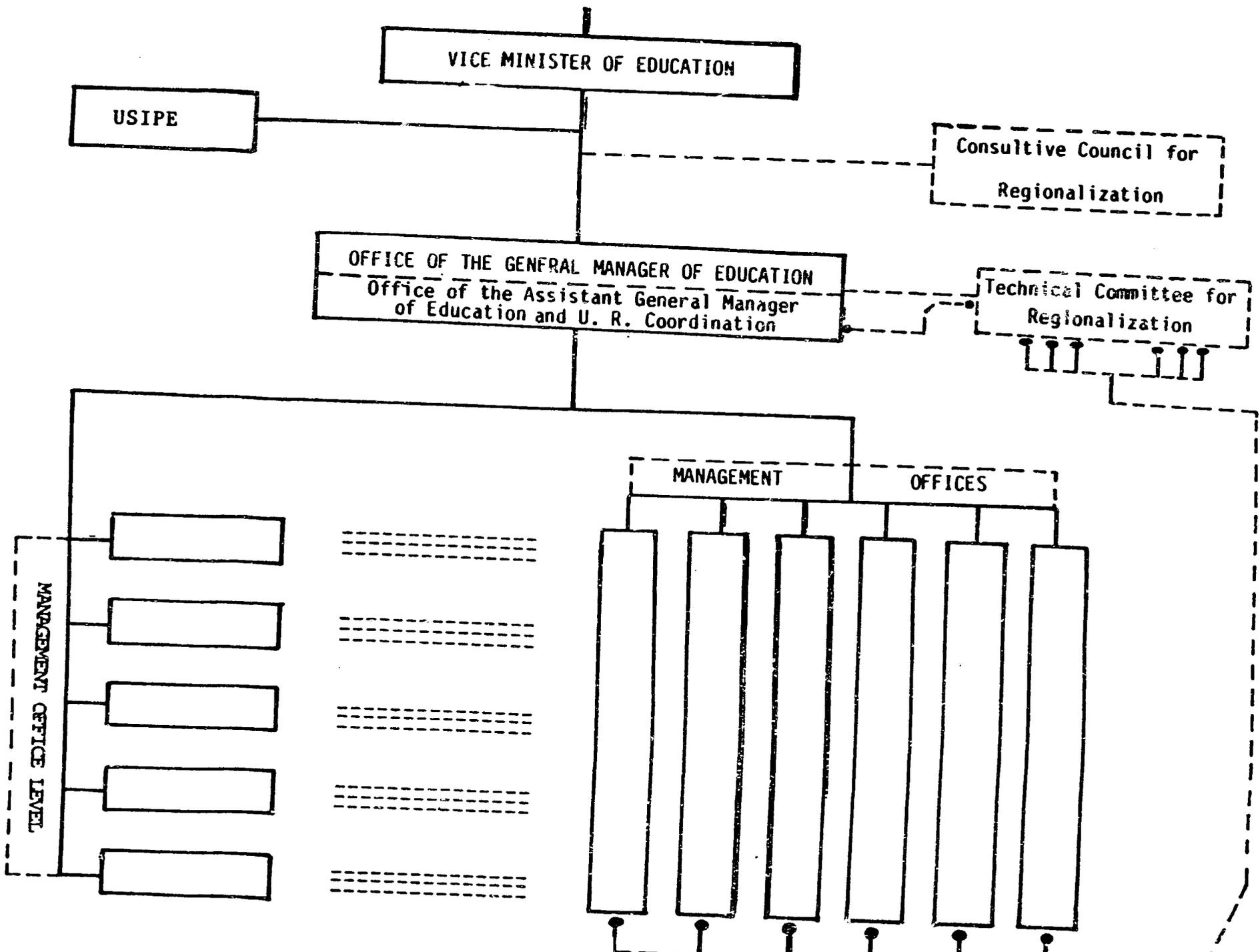
Consultive Council for Regionalization

OFFICE OF THE GENERAL MANAGER OF EDUCATION
Office of the Assistant General Manager of Education and U. R. Coordination

Technical Committee for Regionalization

MANAGEMENT OFFICES

MANAGEMENT OFFICE LEVEL



NATIONAL LEVEL

OFFICE OF THE ASSISTANT GENERAL MANAGER OF EDUCATION AND COORDINATION OF REGIONAL MANAGEMENT OFFICES

Functions (processes/operations/activities)

- Coordinate and supervise the carrying out of policies and approaches regarding regionalization coming from the Consultive Council.
- Serve as a link between the regional management offices and the units of the Ministry of Education.
- Maintain for the regional management offices an up-to-date and permanent flow of legal, normative, planning, scientific, technological information, etc.
- Practice direct management with regard to the directors' offices of the Ministry for greater efficiency in the processes and management actions on which the efficient operation of the regional management offices depends.
- Serve on the Consultive Council and act as its technical secretariate.
- Coordinate the work of the Technical Rationalization Committee and present its conclusions and recommendations to the Consultive Council.

Objective/Outputs

- Appropriate and timely policies for regionalized education.
- Regional organizations informed and documented in an appropriate and timely manner on legal and procedural, scientific and technological, sectoral planning, and national aspects.
- Operation of smooth technical channels among regional organizations, top management, level management offices, and other relevant organizations within the ministerial structure.
- Efficient attention to official records processed by regional organizations.
- Timely and appropriate action of adjustments in policy and procedures as a consequence of efficient supervision.

NATIONAL LEVEL

REGIONALIZATION PROGRAM

The Regional Management Offices depend directly on the Office of the General Director of Education.

Through delegation by the Office of the General Director of Education, the Office of the Assistant General Director of Education and of Coordination of Regional Management Offices will exercise the following functions:

1. Coordinate and supervise the implementation policies and approaches regarding regionalization coming from the Consultive Council.
2. Serve as a link between the Regional Management Offices and top management, administrative directors' offices, and level directors' offices within the Ministry of Education.
3. Practice direct management concerning level management offices, administrative management offices, USIPE, and other organizations for greater efficiency in processing and other management actions on which the operation of the Regional Management Offices depends.
4. Maintain for the Regional Management Offices an up-to-date and permanent flow of legal, procedural, planning, and scientific-technological information.

Temporary Function

During the first year of the implementation program of the Regional Management Offices, the Office of the Assistant General Director of Education and of Coordination of Regional Management Offices will perform the functions of the Executive Unit of the Implementation Program, with relative autonomy and technical, administrative, and financial responsibility, in accordance with the law.

Once the first year of implementation is over, and during its second year, responsibility for the program will be assumed gradually by each Regional Management Office.

At the start of the third year of implementation, the Office of the Assistant Director of Education and of Coordination of Regional Management Offices will begin to perform, fully and solely, the permanent functions assigned to it.

Consulting, Coordinating, and Supporting Organizations

Consultive Council for Regionalization

Essential Functions:

1. Formulate national policies of regionalization.
2. Orient and evaluate the regionalization process.

Members include:

- o Vice Minister of Education; Chairperson
- o General Director of Education
- o Director of USIPE
- o General Director of Outside School Education
- o Administrative Vice Minister
- o Assistant General Director of Education and Coordination of Regional Management Offices
- o SEGEPLAN

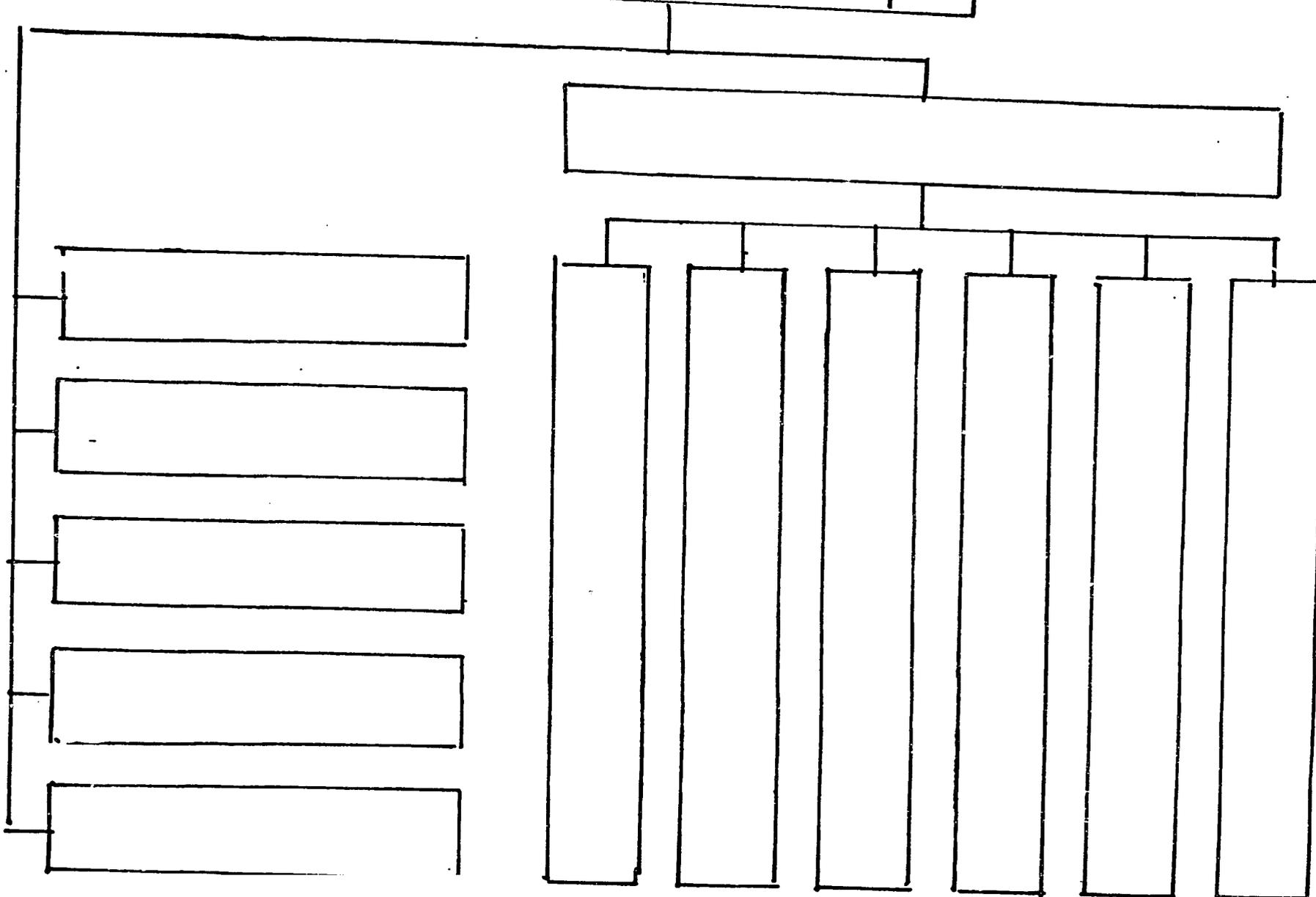
Technical Committee for Regionalization

1. Identify, analyze, and design strategies to resolve problems common to the Regional Management Offices.
2. Propose to the Consultive Council the policy adjustments suggested by the degree to which policies have been carried out.
3. Present to the Consultive Council quarterly situation reports about progress and the outlook for regionalization.
4. Achieve permanent improvement in the implementation process.

Members include:

- General Director of Education; Chairperson
- Regional managers
- Assistant General Director of Education and Coordination of Regional Management Offices
- An official from the highest level of Budgeting and Administration
- The level managers who will participate in the Technical Committee at the latter's invitation, or on their own initiative, either as individuals or in groups.

NATIONAL	Base Salary
1 Region Coordinator 1 Office Employee II 1 Vehicle Driver 1 Janitor	



REGIONAL MANAGEMENT OFFICE

INFORMATION AND SUPERVISION AREA - CONTROL

- * INFORMATION ON EXTERNAL SYSTEMS
- * INFORMATION AND DOCUMENTATION CENTER
- * INFORMATION ON SUPERVISION AND CONTROL

REGIONAL COUNCIL FOR RURAL AND URBAN DEVELOPMENT

REGIONAL COUNCIL FOR EDUCATION

REGIONAL PLANNING COMMITTEE

ADMINISTRATION UNIT

- BUDGETARY, ACCOUNTING AND TREASURY OPERATIONS
- ADMINISTRATION OF RESOURCES, MATERIALS AND EQUIPMENT
 - * PHYSICAL INFRASTRUCTURE
 - * TRANSPORTATION
 - * OTHER SERVICES

TECHNICAL-PEDAGOGICAL UNIT

- REGIONAL AND SUBREGIONAL RESEARCH AND PLANNING
- CURRICULAR ADAPTATION AND DEVELOPMENT
- ASSESSMENT OF TRAINING NEEDS
- ESTABLISHING PROFILES AND CURRICULUM DESIGN
- ADAPTATION AND PRODUCTION OF EDUCATIONAL TECHNOLOGY, SCHOOL TEXTBOOKS AND EDUCATIONAL MATERIAL

REGIONAL MANAGEMENT OFFICE LEVEL

Functions

- A. Of the Technical-Pedagogical Unit:**
1. Methodically prepare supervisory personnel from the different regional divisions, directors of educational establishments, and innovative teaching groups regarding the following:
 - a. Technology in participatory research and planning for gaining knowledge of reality, characterization of problem areas, and design and administration of plans, programs, and/or projects, as applicable.
 - b. Technology for adapting and developing curricula, administering same, and designing and producing texts and educational materials.
 - c. Basic technologies for effective supervision
 - d. Organization of educational centers and guidance of human groups.
 2. Methodically conduct development of the Regional Education Plan (REP).
 3. Evaluate national curricula from the regional perspective, design its adaptation and development, and orient and supervise application.
 4. Identify and program training needs of regional personnel; develop a permanent effort to satisfy them, preferably by resorting to nontraditional means and technological innovation.
- B. Of the Information and Supervision Area - Control:**
1. Design and keep permanently operating an information system characterized by:
 - a. A flow of legal information.
 - b. A flow of information about the internal operation of the region.
 - c. A flow of information about educational research, plans, programs, and projects and other sectors related to regional socioeconomic development.
 - d. A flow of external information about the country's socioeconomic situation, development of science and technology; financial trends, cultural activities, etc. useful in legitimizing and innovation regional development efforts and making them more meaningful.
 2. Systematically carry out supervisory actions in all regional divisions.

The mechanism of regional supervision is a basic element in checking up on the operation of the regional organizations; in identifying and correcting potential maladjustments; in motivating and strengthening outstanding tendencies and achievements or innovations; and it is also the element which makes collective abilities dynamic in efforts towards the creative improvement of learning experiences.

3. Keep the regional documentatin center integrated with a national network of centers to insure exchanges, and keep it permanently up to date.
 4. Give direct support, through district technical supervision, to managers, teachers, and members of the community in designing and carrying out educational actions and experiments, both formal and nonformal.
 5. The functions of the Information and Supervision Area-Control will be directly exercised by the regional manager through departmental and district division supervision.
- C. Of the Administration Unit:
1. Administer budgetary, accounting, and purchasing operations in accordance with the type of decision assigned to it.
 2. Administer efficiently material resources, equipment, and facilities. Keep services (transportation) operating in an optimal manner.
- D. Of the Regional Manager:
1. Represent the Minister of Education throughout the region.
 2. Be responsible for the total and efficient operation of the educational system in the region.
 3. Provide guidance for the formulation of policies, regional goals, plans, programs, and projects, and keep check on their accomplishment.
 4. Strengthen regional organization, perfecting systems and mechanisms for information, supervision, research-planning, curriculum adaptation, and development and training.
 5. Implement, throughout the region, a policy of personal dignification involving all members of the community.
 6. Administer liaison among sectors and/or among institutions and strengthen intra- and interinstitutional coordination to integrate the efforts of regional development being made by members of the Regional Council of Urban and Rural Development.
 7. Stimulate and support actions for organizing and mobilizing, at the level of municipal corporation, villages and hamlets, dynamic participation by the community, and facilitate the full use of their potential.
 8. Act as a member of the Regional Technical Committee, causing it to become the formal means of regulating and proposing adjustment measures which must be carried out in the regional system.
- E. Of the Regional Planning Committee (RPC) :
1. Characterize the regional problem area.
 2. Identify and design plans, programs, and projects.

3. Develop alternative proposals concerning policies and goals, plans, programs, and projects.
4. Develop the regional educational plan.
5. Propose planning policies for the regional jurisdiction.
6. Consider, as a priority in performing the foregoing functions, the activities and results of research-planning carried out in subregional areas and the community educational center.

The Regional Planning Committee (RPC) is coordinated by the professional person specialized in research/planning of the Technical-Pedagogical Unit.

Its members are professional persons responsible for the following:

- curriculum adaptation and development;
- adaptation and production of educational technology, etc.
- regional supervision;
- budgetary, accounting, and treasury operations;
- administration of material resources, etc.;
- departmental supervisors assigned to the region.

The RPC will establish a mechanism for direct consultation with teams of district supervisors, grouped by departments.

NOTE: In some regions, because of geographical breadth, population density, demands on the educational service, and other factors, Subdivisions of Regional Management Offices will be created, and their functions will be, within their jurisdictions, the same as those except for those functions which the latter specifically retains in accordance with legal requirements.

Objectives-Outputs at the Regional Level

- Regional educational policies based on national educational policy and regional socioeconomic development.
 - Curricula adapted to regional characteristics and priorities.
- Regional area informed, in a timely and relevant manner, legal and procedural provisions, of external systems, and on research and planning; all as a result of the effective operation of the regional documentation center.
- Professional personnel of the Regional Management Office and supervisors and managers prepared in the field of participatory research/planning techniques to understand regional reality and act for its betterment.
 - Regional problem area identified and characterized, as well as regional plans, programs, and/or projects, structured according to regional educational plan.
 - Training needs of personnel of regional organizations identified, programmed, and in the process of being met.

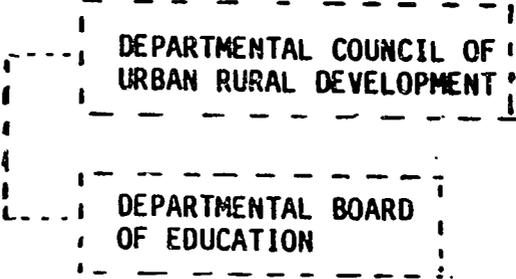
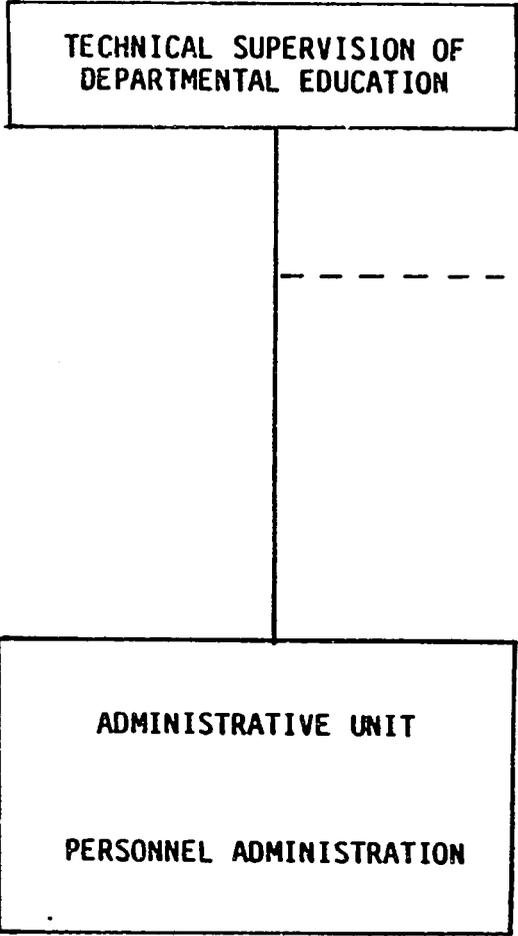
- o **Communities of municipal corporation, villages, or hamlets and educational centers oriented, assisted with advisory services, and directly supported without any manof intervention in aspects of participative research and planning; curriculum adaptation, development, and innovation and technology; personnel, etc.; in general, inall aspects which may contribute to the qualitative improvement and coverage of educational-educational center scenario.**
- o **Greater efficiency of the system and greater quantitative coverage as a result of technological innovation, a search for creative solutions, and the use of nontraditional means of education.**
- o **Regional development efforts and, in them, educational development coordinated and integrated for the growth of the region. More effective presence of education in the socio-economic problems of the region.**
- o **Self-checking of the region's operation to insure efficiency, effectiveness, and relevance in carrying out processes and in achieving regional goals.**

REGIONAL MANAGEMENT OFFICE	Base Salary
1 Regional Manager 1 Secretary/typist	

INFORMATION AREA Information specialist	Base Salary
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ADMINISTRATION UNIT	Base Salary
1 Administrative Chief 1 Accountant 1 Purchasing agent 1 Illustrator II 1 Reproduction equipment operator 1 Vehicle driver 1 Janitor 1 Guard	

TECHNICAL-PEDAGOGICAL UNIT	Base Salary
1 Specialist in preparation of educational materials 2 Curriculum specialists 1 Research specialist 1 Training specialist 2 Planning technicians II 1 Statistician II 1 Secretary/typist	



DEPARTMENTAL LEVEL

Functions:

1. Of the Administrative Unit:
 - a. Administer the processes of appointments, exchanges, transfers, leave, promotions, dismissals, etc., according to the type of decision relating to each, with respect to teaching and administrative personnel and others.
 - b. Keep the entire department informed about personnel administration standards.
2. Of the Technical supervisor of Departmental Education:
 - a. Supervise the implementation of regional policies throughout the department.
 - b. Supervise implementation of personnel movement and establish the rationale of procedures to insure personnel efficiency and effectiveness.
 - c. Practice and strengthen institutional coordination at the departmental level and articulation with the district and regional levels to contribute to the integration of efforts in educational and socioeconomic development, the involvement of the community in the processes of educational development, giving meaning to the presence of education in regional socioeconomic processes, and finally to the materialization of local possibilities for self-financing in educational services.

Objectives Outputs at the Departmental Level

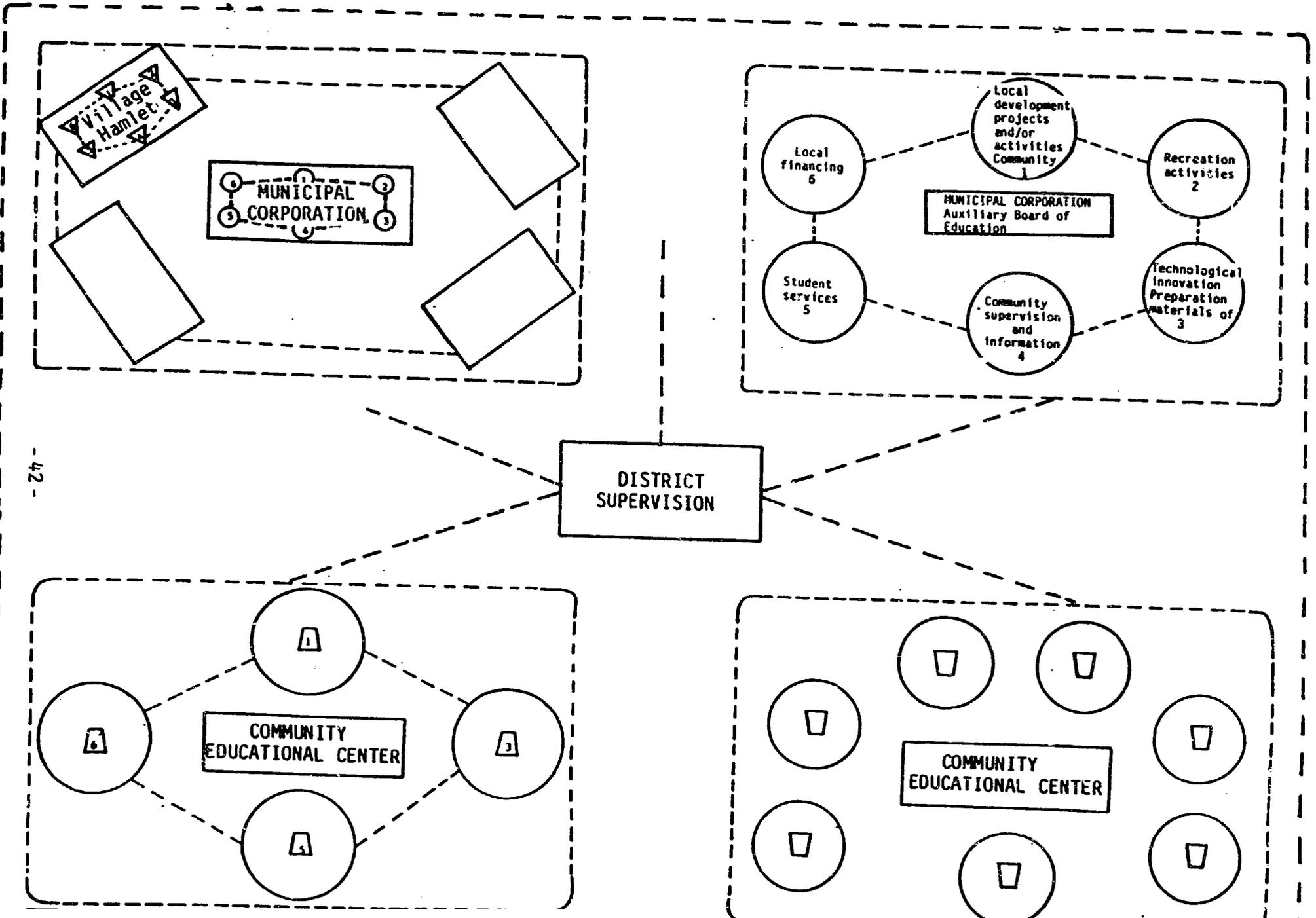
1. Administration of processes for appointments, exchanges, transfers, leave, promotions, dismissals, etc., according to the category of decision delegated in accordance with the regional policies and standards in force.
2. Entire department informed , in a timely and permanent manner, legal and normative provisions relating to personnel administration.
3. Up-to-date information on the administrative situation of departmental personnel and the status of procedures.
4. Integrated efforts for educational and socioeconomic development.
5. Efficient, effective implementation of personnel administration processes through the department.
6. Growing involvement of community and institutions in educational development processes.
7. More effective presence of education in regional socioeconomic processes.
8. More concrete possibilities of local self-financing in the educational level.

<p style="text-align: center;">TECHNICAL SUPERVISION OF DEPARTMENT EDUCATION</p>	<p style="text-align: center;">Base Salary</p>
<p>1 Technical Supervisor of Education</p> <p>1 Office Clerk II</p>	



<p style="text-align: center;">ADMINISTRATIVE UNIT</p>	<p style="text-align: center;">Base Salary</p>
<p>1 Administrative Chief I</p> <p>1 Office Clerk I</p>	

SCHOOL DISTRICT



**SCHOOL DISTRICT LEVEL:
MUNICIPAL CORPORATION:
VILLAGE - HAMLET
COMMUNITY - EDUC. CENTER**

Functions

1. Participate in curricular adaptation and development, apply and evaluate it.
2. Grasp, generate, process, maintain, and disseminate information relating to research and educational projects and other sectors.
3. Grasp, generate, process, maintain, and disseminate among the relevant divisions information accomplishment of policies, goals, and procedures to reflect status of operations in the area and to make it possible to make decisions for strengthening or correcting the situation.
4. Participate in determining the regional and sub-regional problem area, both overall and educational, using participative methodologies of sub-regionalization.
5. Develop, implement, and supervise the annual plan of operations.
6. Supervise the use of buildings, equipment, and furniture at all levels; strengthen the responsibility and cooperation of users and of the community regarding their conservation.
7. Provide advisory and supervisory services to educational establishments. (*)
8. Promote, design, implement, and supervise strategic nonformal education alternatives, creatively using resources with education potential existing in the community; technological means providing for greater efficiency in the system; nontraditional ways of meeting the growing need to expand the system and improve its quality, within the framework of severe resources limitations.
9. Work towards community organization for development as a means through which the community becomes involved in activities resulting in knowledge of reality, determining the problem area, and identifying projects (participative research/ planning).

Organize community participation groups to address the pressing socioeducational problems of the environment, design and implement projects.

The number of participating community groups, the central problem to which they adopt are neither fixed nor stereotyped. They are decided upon by the participating groups the problem they are facing, and socioenvironmental characteristics, customs, and traditions*

The graphic outline seeks to represent some of the many possibilities of community organization which can be adopted.

10. Supervise the operation of the educational system in the school district.

The community-educational centers as a whole are the real scenario in which the educational process comes to life.

The technical supervisor of the school district is the technical-pedagogical factor which provides advisory service to the educational centers, relying on the direct support of the specialists of the technical-pedagogical unit of the regional management office.

11. Share leadership to motivate and favor the organization of the community so as to stimulate its participation in the solution of its problems; develop, furthermore, possibilities for local self-financing to attend to educational needs.

Objectives-Outputs

1. Knowledge of subregional reality, proposals for bettering it, and designed projects directly obtained by using research planning methodologies of a participatory nature, involving the community and its institutions.
2. Educational centers and communities engaged in efficiently developing and using community resources in the educational process, as well as in strengthening the presence of education in the search for solutions to the community's problems.
3. Qualitative and technological improvement and expansion of coverage of educational services as a consequence of direct technical-pedagogical support of the regional management office, of the immediate action of the school district supervisor, of the permanent effort to train managers and teachers, and of growing community organization and involvement.
4. Systematic implementation of educational activities within the framework of the annual plan of operation.
5. Growing attitude of confidence in the educational community regarding the search for and use of unfamiliar, nontraditional solutions and/or the use of nonformal education.
6. Buildings, equipment, and furniture well preserved, and attitudes and habits of good use and care strengthened of a climate of creative interrelation, substantively, materially, and technologically supported by the joint action of the system and the community.
7. Teachers working in and contributing to the creation and strengthening of a climate of creative interrelation, substantively, materially, and technologically supported by the joint action of the system and the community.

TECHNICAL SUPERVISION OF DISTRICT EDUCATION

1 Technical Supervisor of District Education
1 Office Clerk I

OUTLINE OF LINES OF AUTHORITY AND ADMINISTRATIVE AND TECHNICAL-PEDAGOGICAL CHANNELS OF REGIONAL ORGANIZATIONS

I. CENTRAL LEVEL
Minister
Vice Minister

General Director
USIPE/Prog.
Budget Office
MIN. OF EDUC.

Personnel Mgt

II. REGIONAL LEVEL

REGIONAL
MANAGEMENT
SERVICES

LEVEL
MANAGERS

III. DEPARTMENTAL LEVEL

TECH. SUPERVISION
OF DEPARTMENTAL
EDUCATION

IV. SCHOOL DISTRICT

TECH. SUPERVISION
OF SCHOOL DISTR.
Munic. Corp. Commun.
Villages School.

- * CONSULTIVE COUNCIL FOR REGIONALIZATION
- * TECHNICAL COMMITTEE FOR REGIONALIZATION
- * REGIONAL COUNCIL FOR URBAN AND RURAL DEVELOPMENT
- * REGIONAL BOARD OF EDUCATION
- * DEPARTMENTAL COUNCIL FOR RUBAN AND RURAL DEVELOPMENT
- * AUXILIARY BOARD OF EDUCATION

Line of authority [command]
Administrative channel [Q]
Administrative channel

III. MAJOR PROJECT COMPONENTS

A. REGIONAL SETUP

The regional setup is an organizational strategy; one of its specific objectives makes it possible to deconcentrate the actions of the national educational system, providing flexibility in decision-making at the operating levels, which results in concrete responses to real and present problems.

The Ministry of Education is trying to adapt the scheme proposed by the Office of the Secretary of the National Council for Economic Planning (SEGENPLAN) which establishes six regions with special sociocultural characteristics. In two of the regions, the organization of subregions is proposed because of the extensive geographic coverage and the comparatively large population.

The national educational system will operate in each region with very specific characteristics, responding to the special characteristics of each.

B. ORGANIZATION AND ADMINISTRATION

The substance of the organization and administration component is presented above in the initial description concerning the "Objectives/Results Expected of the Assignment", "Areas of Responsibility of the Regional Organization", and "Design of the Regional Organization."

The purpose of the following information is to focus on supervision in a manner consistent with the proposed design.

Records show only two complementary activities as having been implemented:

1. The development and use of an individual data card by position.
2. The analysis, classification, and graphic presentation of seven main administrative procedures of personnel, degrees and diplomas, purchasing, and bidding. They also have been classified for other significant procedures so that a definition can be given as to which modules will or will not be the subject of deconcentration.

1. Supervision

In Guatemala, supervision is considered the key element which makes the entire educational system function efficiently. The responsibilities relating to this endeavor are oversized; the decision-making power granted to it is not at all significant; its functions must be performed on the basis of scant material support; technical and financial support are lacking; and in the current operating scheme, it is unrealistic to suppose that a person can reconcile responsibilities as varied and heterogeneous as those required by the situation. This necessarily complicates the focus of supervision and calls for clarification of practical roles.

Several valid studies have been conducted concerning supervision in Guatemala. It is sufficient to mention two of them which are important from the technical point of view, though perhaps in some instances, not carried far enough: "Manual of Educational Supervision, USIPE, Guatemala, December 1981", and "Guatemala, Program Development and Support, Final Report," Project No. 520-000.3, Development Associates, Inc., Guatemala, May 1985.

This document, therefore, is not intended to be a new diagnosis of supervision. The Prosupere document includes an analytical status, providing details on the problem area of supervision. A few aspects relevant to the nature of this proposal, however, are specified:

- a) An effort in regulating and systematizing is necessary, considering the variety of existing supervisors in the different divisions of the country.

There are supervisors corresponding to the level of the system--primary, intermediate, etc.; corresponding to subjects--physical education, aesthetic education, etc.; corresponding to projects--bilingual education; corresponding to geographic jurisdiction--regional, district, metropolitan area; and corresponding to other criteria. They seem to have come about unsystematically in response to needs which were not clearly thought out, either qualitatively or

quantitatively.

- b) There are various lines of authority. Departmental and district supervisors come under General Supervision. Special supervisors under level management offices are not subordinate to General Supervision; they are located in the central ministry and have no national jurisdiction except that their work is limited to the metropolitan area. This constitutes a privileged area in the supervisory service.
- c) What are the published roles which a supervisor must perform? What are the areas of responsibility for which he/she must be prepared? What kind of responsibilities, attitudes, functions, constitute a model common to supervisors of all types? These are some of the basic questions for which answers must be provided.

Supervision accomplishes the following functions:

- Self-movement of the operation of the system;
- Produces dynamism and a means of promoting efficiency and innovation in the system.
- Shares leadership with respect to the development of the community's potentials.

Supervision is capable of motivating, organizing, and advising on the operation of self-checking mechanisms within each organization and each division. From this point of view, the function of a supervisor does not simply consist of "supervising directly" in the traditional sense; it also consists of motivating, welding, organizing, and putting into operation mechanisms for institutional self-checking, thus guaranteeing the achievement of objectives at a lower cost and with greater efficiency.

What does the mechanism for supervision consists of? It is a group process which consists of three subprocesses as enumerated below:

- a) Analytical knowledge of the objectives of a division, of the characteristics of the objective, and operating standards for achieving it.
- b) Careful observation of the procedures (operation) which are carried out to achieve the objectives. Comparison with what has been planned to evaluate the degree of relationship between what is being achieved and the method originally proposed and what was to be achieved. Strengthening, consolidation, and incentives in those aspects of the operation which are efficiently adapted to the purposes. Evaluation of divergences, analysis of relations which condition them, formulation of alternatives, timely information so that a corrective decision can be taken.
- c) Adopt, or participate in the adoption of, the corrective decision and carry it out or give advice concerning it.

The professional competence of every supervisor must be to master some essential techniques to act in each subprocess together with the group involved; the final purpose

will be to transfer to said group the techniques and instruments which lead to the exercise of self-checking. Training efforts are undoubtedly oriented in the is direction and not in any other. What are the techniques and their instruments for acting in each subprocess?

The expected answer is assigned to the training profiles, and therefore to the training designs and efforts.

Self-checking as one of the products of supervision carries the focus of a provision "from inside and through the institution itself." If the supervisor comes from "outside" the institution, it must be for the purpose of orchestrating, supporting, providing technology, and advising on implementation. Carrying out the three subprocesses must be done by the groups of persons who belong to the institution with the technological tools given by the supervisor and within the framework of the approaches relating to their policy and performance.

It is in this manner that the supervisor accomplishes the second essential function-- "producing dynamism and promoting efficiency and innovation in the system." Through this action, priority is given to the use of his/her qualities.

To give impetus to the educational process, to make it dynamic, and to increase its efficiency in a permanent trend towards innovation, is an essential challenge for supervision. Centralism, an excessive amount of regulations, an inhibitive institutional and social atmosphere, neither stimulating nor permissive, continue to act as the greatest impediment to innovation and change. Within this same framework, however, efficiency must be improved by bringing creativity into play. Only the quality of persons can bring about positive responses in such conditions.

To stimulate and generate greater productivity in the operations of the system -- community-educational center -- it must be considered that production is a function of technology, advanced by leadership, and limited depending on the action of human groups. Technological equipment, leadership, work within human groups, basic concepts of education, knowledge and understanding of reality and orchestration for attaining them, a definite national identity, and the socioeconomic status of the supervisor, the manager, the teacher, and the community are all a complex range of elements ever present in supervisory action.

Supervision cannot be detached from the central goal of regionalization -- the self-development of local potential. The pursuit of this purpose can be education's greatest contribution to the community. At the community level it is up to the supervisor, the managers, and the teachers to take a hand in leadership shared by the human groups and the authorities of each community.

Thus, education does not drop to the status of a social activity centered on the expectation that the community will be mobilized for the mere purpose of generating a material or economic flow directed towards it. It shows also that it is a part of this same community, that it realizes it has a role to play in its construction, and that it is working permanently in this role, both through the formative school experience and through participation in community development groups.

What will the basic scheme for types of supervisors be like? From the foregoing, a whole consistent range of essential technological responsibilities, attitudes, and values common to all supervisors can be deduced: it constitutes the Basic Training Nucleus and a Profile.

With the Basic Nucleus as a starting point, and for obvious reasons of efficiency, a range of areas becomes common to all levels, modules, or subjects of the system. Such areas are, for example:

- Educational planning, administration, and organization
- Curriculum design, development, and administration
- Educational technology
- Design and production of texts and other teaching materials.

These are the types of professionals proposed for the technical-pedagogical unit of the regional management office.

A supervisor is taken from the ranks of teachers. His/her professional training is related to a field of knowledge (language, mathematics, social sciences, natural sciences, etc.) in which one or more subjects are grouped.

The interrelation matrix provides for a flexible image of possible combinations to satisfy requirements which arise according to current training of existing personnel and existing training policy. The value of the matrix grows according to the exactness of the listings included in it, both in training by areas and in training by lines or disciplines.

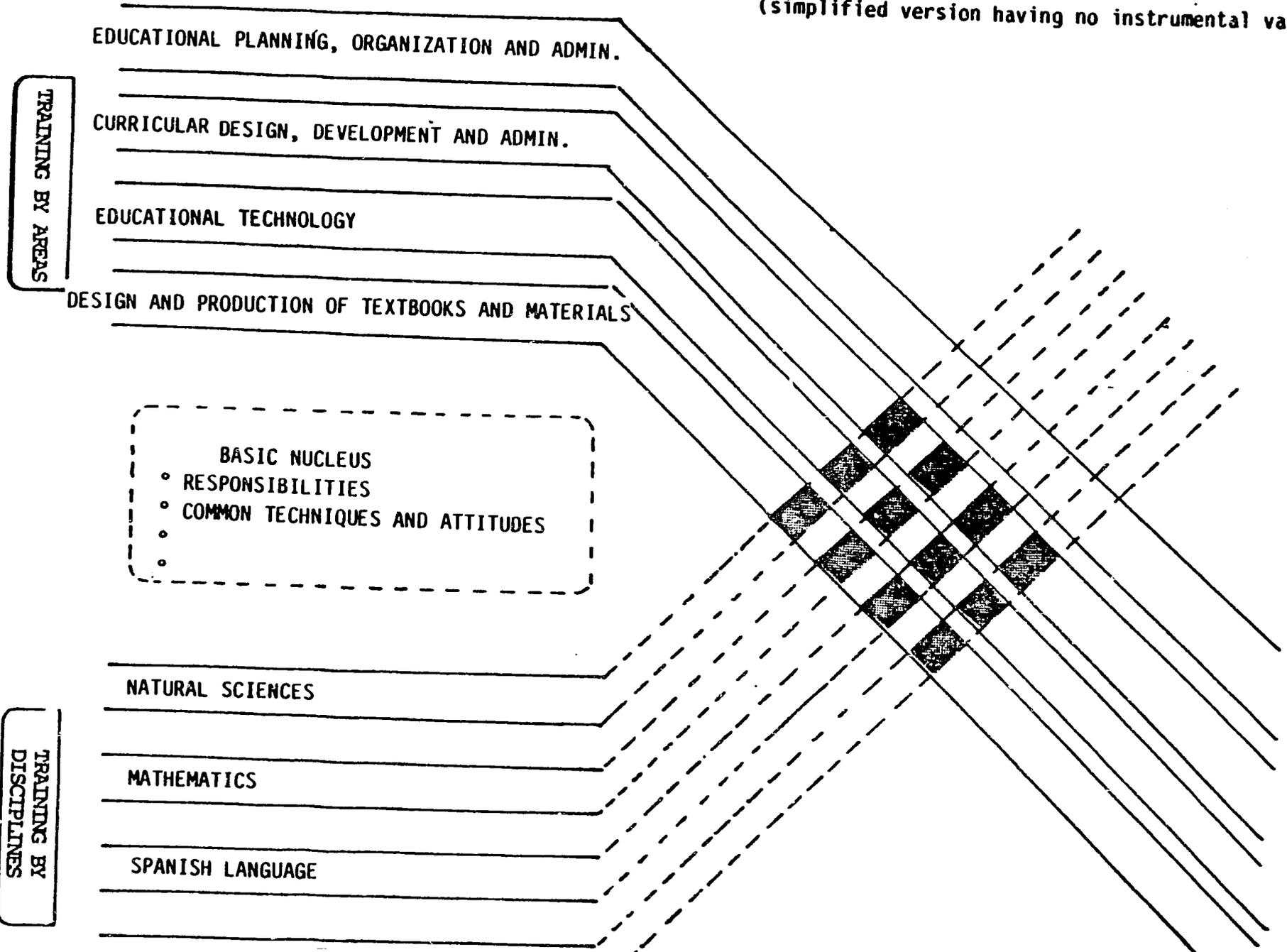
Viewed from this perspective, the success of supervision depends on a complex interdependence of factors. Prominent among these are personal qualities and professional competence; the clear definition of minimum but essential roles; leadership ability in the teaching field and in the community; resourcefulness in using all potentials within the educational center and outside of it, and so forth.

Among the priorities with the highest impact is that of identifying all human and material resources and designing valid strategies for their use.

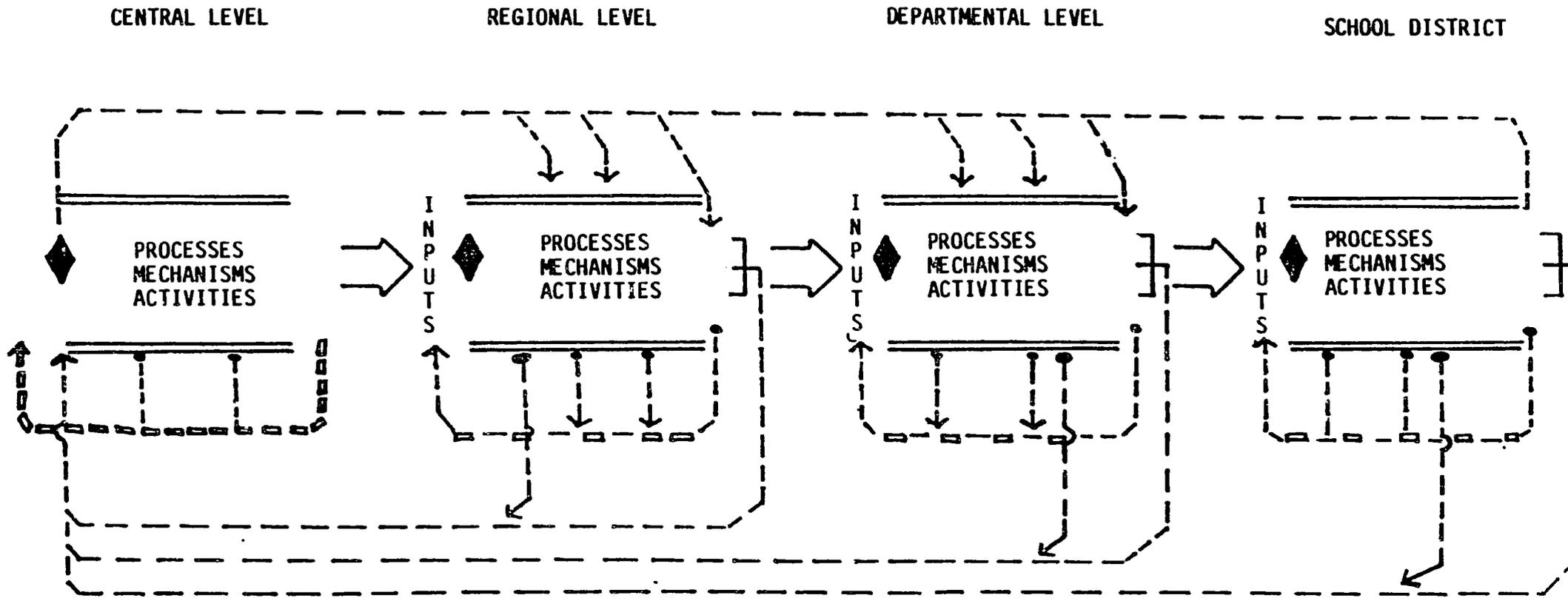
This concept, applicable in general to any field of activity, becomes valid if an attempt is made to use the ability and specialties of the teachers of a school district, for example. Some mechanism for offering incentives must be designed so that teachers with specialties consistent with the district's needs will furnish knowledge, technology, and experiences to the respective area under the guidance of the district supervisor.

The problem of distributing supervisors' range of authority in a more rational way is undoubtedly an important one. Technology and imagination are also vital instruments where supervision is concerned.

CHART CONCERNING INTERRELATIONS TO IDENTIFY COMBINATIONS AND RESPONSIBILITIES OF THE SUPERVISOR:
(simplified version having no instrumental value)



SUPERVISION, FEEDBACK AND INFORMATION CIRCUITS



◆ Decision point

□□□□□ Supervision circuit within the level: SELF-CHECKING

----- Supervision circuit of one level with respect to another: supervision of the system [*]

[*] The regional level exercises supervision over the departmental level and the school district level
 The departmental level exercises supervision over the school district level.

JOB CLASSIFICATION FORM

1. Job identification and location:

- 1.1 Unit: _____
- 1.2 Region: _____
- 1.3 Department: _____
- 1.4 School district: _____
- 1.5 Official job title: _____

Base salary	Personal rank or salary	Emergency allowance	Professional allowance	Total salary
Q	Q	Q	Q	Q

1.6 Budget line item to which the job belongs:

Permanent personnel _____ Contract personnel _____ Staffing pattern personnel _____

1.7 Title by which job will be known: _____

1.8 Educational level required to fill the position:

Primary _____ Intermediate _____ University _____ Other _____

2. Description and nature of the work: _____

2.1 Who is the immediate higher authority on whom the job depends? _____

2.2 How many subordinates does he/she have under his/her immediate command? _____

2.3 What positions do these subordinates fill? _____

3. Minimum requirements: _____

C. REGIONAL PLANNING

1. Definition and Purpose

Regional planning is set within the framework of national and local planning in a quest for balance in the country's economic and social development. The areas must function together as a part of the country's planning system, which must be characterized by interinstitutionality, intersectorality, administrative deconcentration, and broad participation.

At the national or central level, plans appear to establish the basic strategies for the development of the country. They describe the ways in which different sectors and institutions assist in the effort to achieve harmonious development. Also at this level, in a deconcentration process, resources for the regions are projected and allotted according to the requests presented by the regions.

At the regional level, activities intended to complement the national development plan and to make it operational are incorporated. The plan takes into account the specific requests of each region, while at the same time determining ingredients common to all the regions. Regional planning follows a methodological scheme in which three basic phases are proposed: diagnosis, programming, and implementation. Continuous evaluation is necessary to provide feedback to the implementation process; said evaluation must be carried out periodically according to the goals which are pointed out in the implementation targets of the plan.

2. Intersectoral and Institutional Coordination

Intersectoral coordination is one of the basic ingredients for achieving the objectives of educational regionalization. It is necessary to coordinate and integrate the actions of the different institutions of each sector, defining the contribution of each in the educational activity. This coordination must start with a regional assessment of needs. In each region the agencies must become sectorally integrated so that the work in assessing needs and selecting programs and activities will be consistent within the respective sector, and thus facilitate institutional coordination.

3. Administrative Deconcentration

Inasmuch as deconcentration is a process in which, by way of delegation, functions, spheres of duties, and decision levels are transferred within the administration, in functional matters and territorial matter it has been proposed as the way to achieve the highest degree of speediness in the different divisions of the educational system.

With deconcentration, the aim is to confront the excessive concentration which has led to major pressure towards the center and a lack of efficiency in coverage and qualitative matters. This represents a response to the debate about government mechanisms characterized by marked centralism which has made it difficult to respond effectively to the demands of the regional communities.

With regionalization, transformations in the administrative field are being sought to organize a system which can facilitate, rather than obstruct, education action. This can be achieved by administrative decentralization/deconcentration; that is, by deconcentrating and delegating functions to regions, departments, and districts in the fields of financial administration, personnel administration, and administration of the

physical plant; likewise, in educational supervision, regional boards of education, and in curriculum development and administration adapted to the sociocultural conditions of the regions, departments, districts, and communities.

4. The Rationalization of Resources

Centralization in the administration of the educational system has caused major imbalances in the different regions of the country, both in quantitative and qualitative aspects. Similarly, operating expenses have been concentrated on the metropolitan area of the country, so that different types of education occur within the national territory. The aim is to combat such imbalance by means of regionalization and deconcentration actions, which include delegating resources towards regions, departments, and districts to which educational management will be assigned.

5. Community Participation

The participation of communities in social processes, as in the case of education, is an eminently democratic mechanism for action which amounts to a basic instrument of social development.

Basically it is felt that individuals, and therefore human groups, at the national, regional, departmental, or local (municipal corporation, village, hamlet) level are not passive entities or motionless objects receiving or not receiving the services of the state by means of decisions and strategies emanating from political power, but are -- at all levels, starting with the individual -- the promotion center of their own possibilities for improvement, persons of capable analyzing their respective situations and needs, formulating their expectations, assuming their social and civic responsibilities, managing initiatives and participating in cultural, educational, social, economic, and political processes of the community likely to improve their own living conditions.

Community participation represents an indispensable corollary in the deconcentration processes of the sectors which constitute public administration, since it implies not only possibility of raising the degree of consciousness and willingness to assume social responsibilities among members of communities, but also taking advantage of the human potential of all the other resources which are found in regional areas of the country in carrying out said processes. All this is generated for the purpose of substituting the inefficiency of bureaucratic centralism regarding public services to heavily populated areas, with more efficient administrative mechanisms which will bring these services nearer to satisfying the needs of the population.

a. Characteristics of Participative Methodology

Education takes advantage of community participation by seeking mechanisms for motivation, in the first place, and immediately generating methodologies for research in the socioeconomic and cultural problem area in which the members of the communities themselves collaborate directly together with the teachers and technicians of different sectors. Community participation is characterized this way for taking overall approaches to the analysis of problems, needs, and demands and for seeking intersectoral and interinstitutional solutions. Another characteristic is that the process for research and for participation in the search for solutions has formative value for the members of communities -- i.e., it is in itself an educational process.

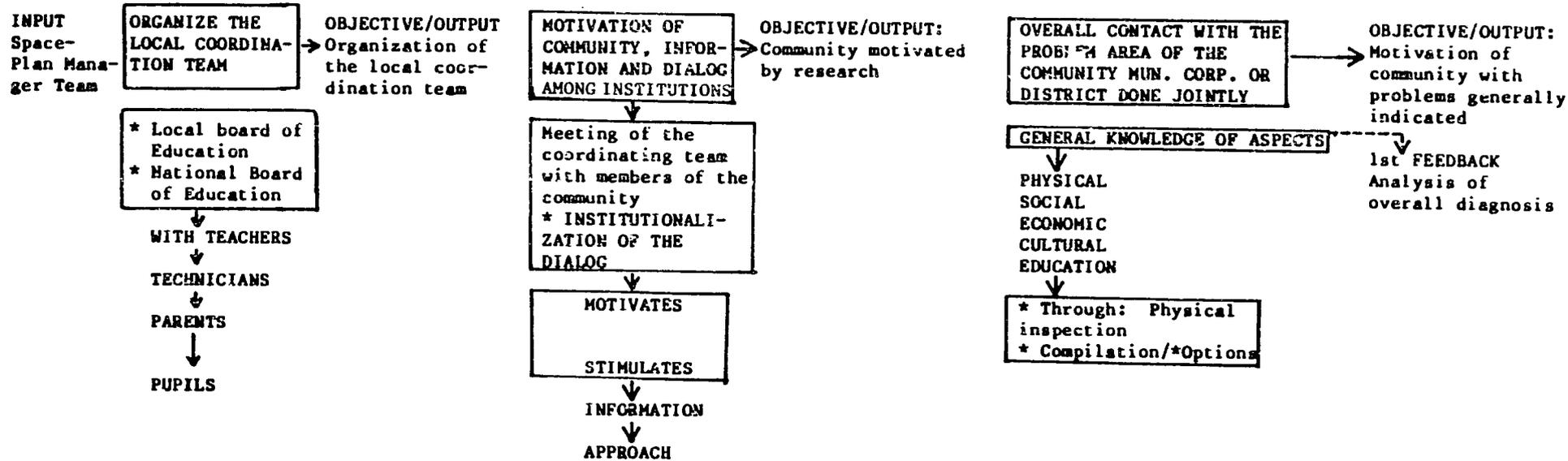
Both the identification of needs and demands and the search for solutions are incorporated as education material in the curriculum, and the community itself

collaborates in this process. In this way a vital unity develops between the community and the school; it is what is called the school-community. This results in a curriculum that is more relevant to the interests of the population involved in the educational process, which consequently achieves greater benefits from education. As a consequence there is a rise in the efficiency of the results of the educational process.

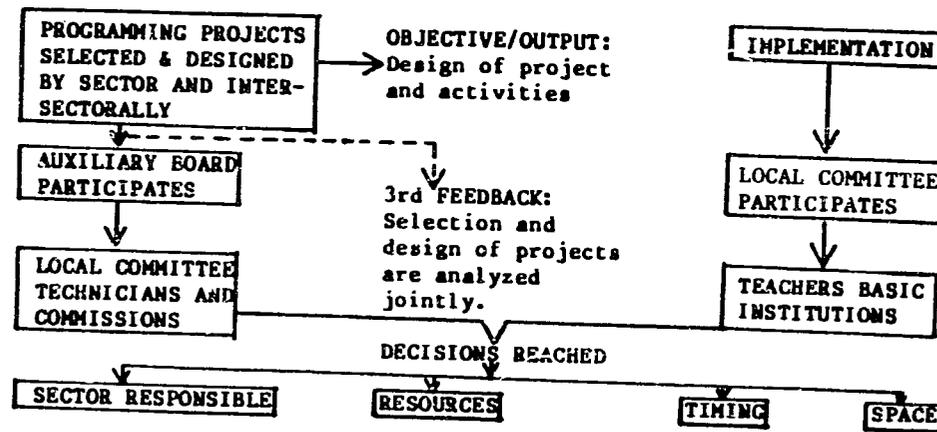
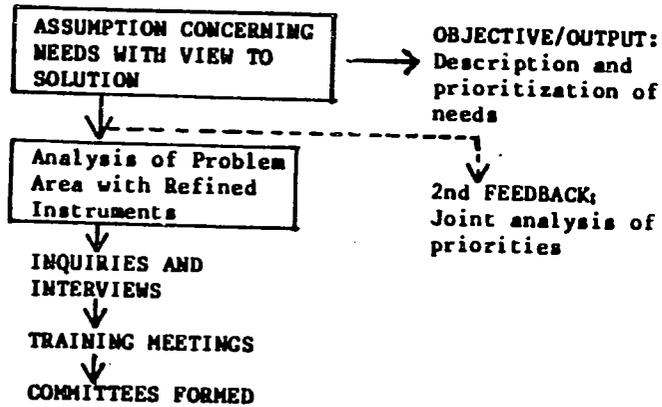
Presented below is the process of the participative methodology and its phases.

PLANNING METHODOLOGY BY MEANS OF PARTICIPATORY RESEARCH

STEP TO BE TAKEN BEFOREHAND: The process is initiated by determining the group that shares the work: The district supervisor, the school principal, the teachers having knowledge of the community present a general overview of the latter, and determine the territorial limits of the research: whether in the district, the municipal corporation, or the community. Then come these consecutive steps.



Continued on next page →



SUGGESTED TECHNIQUE FOR APPLICATION AT THE REGIONAL LEVEL

I. PREREQUISITE

Nominal Group Technique (NGT)

II. UTILIZATION

2.1 Purpose. The planning-by-programs method (PPM) provides a comprehensive approximation for:

- a. identifying and defining problems;
- b. specifying alternatives for resolving the problem;
- c. selecting programs and determining their details.

2.2 Uses. The planning-by-programs method is used to:

- a. coordinate better use of experts, decision-makers, and citizens participating in the planning process;
- b. planning programs in different fields such as health, city planning, and educational planning;
- c. develop a consensus in groups/which prepare decisions, when the people involved represent too broad a spectrum of backgrounds;
- d. legitimize decisions in the public's mind to increase public acceptance of the programs.

2.3 Brief description. The planning-by-programs method is a systematic and structured planning strategy which involves users, experts, and decision-makers in a group process. **The nominal group technique is used in three stages:** first, several users' problems are identified and placed in order by rank; second, this list is used to generate possible solutions. The resources required to implement the solution are also listed. Third, the group arrives at the final program.

2.4 Advantages. The designers of this strategy submit that:

- a. it organizes the participation of the customer, the consumer, and the community;
- b. it enhances the legitimacy of the program in the view of the users involved;
- c. it reduces potential resistance to implementation of the program;
- d. it enhances the effectiveness of the program because all parties concerned participate in the design;
- e. it facilitates the identification of appropriate problems and reduces the likelihood of focusing on irrelevant problems;
- f. it facilitates the use of outside experts in the planning process;

SUGGESTED TECHNIQUE (continued)

- g. it incorporates the advantages of the nominal group technique.

2.5 Limitations

- a. The participation of users may not be financially or logistically feasible.
- b. The role of group leader is more important than a mere application of the nominal group technique. This leader is often in charge of the three different groups, and thus is able to control the success of the exercise.
- c. Participation can give rise to premature expectations, thus having a negative effect on the planning process.
- d. The highly structured nature of the planning-by-programs method can stifle effective participation.

III. RESOURCES REQUIRED

3.1 Level of effort

Members of the groups must be **identified** and the group sessions must be **arranged and conducted**. This can present problems regarding logistics and planning requirements.

3.2 Level of dexterity

Considerable dexterity is required to direct the planning-by-programs methods. The group leader must be capable of: 1) understanding the planning process and segregating it into discrete series of manageable phases; 2) identifying and integrating the tendencies of reference groups in each phase; and 3) directing groups so that they will function effectively.

3.3 Time required

The method requires three or more sessions of half a day each. There must be a period of a few days between each session. An initial period of time is needed to organize the groups and the meeting.

3.4 Special requirements

The strategy of the planning-by-programs method requires:

- a. a meeting hall where groups can gather round a table;
- b. file cards for recording ideas and preferences of members of the group;
- c. a flipchart with large sheets of paper, markers, and tape.

SUGGESTED TECHNIQUE (continued)

IV. DESCRIPTION OF THE TECHNIQUE

4.1 Definitions

- a. A SOLUTION COMPONENT is the part of a program which is proposed as a solution; for example, a mobile medical unit in a health care program.
- b. PLACING IN ORDER BY RANK is a process of weighing some items against others and then placing them in order according to a scale; for example, according to their importance or priority.

4.2 Required inputs. The planning-by-programs method requires knowledge of:

- a. the area of the problem -- i.e., urban, health;
- b. the target area -- i.e., a region, a community, or an ethnic group.

The method also requires the participation of groups of users, experts, and decision-makers.

4.3 Outputs

- a. A list of the customer's problems stated in the order of their priority.
- b. Specific information on the problem which is going to be solved.
- c. Specific information on the program designed to resolve the problem.

4.4 Important formulations. The planning-by-programs method assumes that the **identification of the problem** is necessary before **planning a program**. The people best qualified to identify a problem are the groups affected by potential programs or inappropriate programs being implemented. Meetings are held between these people and planners and program personnel to identify programs and rank them.

The planning-by-programs method is also based on formulations regarding the processes of change in organizations and better use of experts in the process.

V. METHODOLOGY FOR USE

5.1 General procedure

- a. Organize the user's group:
 - a.1 Identify a cross sample of users in the program area. Include members of different ages, localities, technical skills, depending on the nature of the problem or the service. For example, in the development of a service for the unemployed, the group of users will include potential employers, unemployed persons, employed persons, and retired persons.
 - a.2 Select a group (usually between 30 and 50 persons) which represents the population to which the user belongs.

SUGGESTED TECHNIQUE (continued)

- a.3 Organize a meeting of the group to discuss problems common to the program area.
- b. Identify problems:
 - b.1 Divide the group into subgroups of six to nine members according to common characteristics, -- e.g., age
 - b.2 Indicate that the decision-makers wish to understand the users' points of view.
 - b.3 Give the group instruction concerning the nominal group technique. Stress the fact that the meeting must result in a **list of problems**, not solutions.
 - b.4 Request that members list "personal" problems in the program area, and place them in a position on the indexed record card, and place "organizational" problems in another position on this card. For example, a user in the improvement program for the employment service might list: "I feel very ill at ease in interviews" as a personal problem, and "the list of work opportunities arrives too late" as an organizational problem.
 - b.5 Allow members to list their ideas silently for approximately 30 minutes.
 - b.6 Record the items generated on a flipchart, one for each subgroup.
 - b.7 Using the procedure of voting by order of rank of the nominal group technique, select the five items with highest priority in the flipchart.
 - b.8 Explain that some members will participate later on in the development of the program. They will select three or four representatives.
- c. Generate ideas for the program:
 - c.1 Identify **outside experts** in technical and organizational aspects whose skills are related to the priority items in the list. Identify inside experts of the main organization related to program implementation.
 - c.2 Arrange a group meeting to include the experts and the group of representatives. Explain the nominal group technique to them.
 - c.3 Prepare and present the list of priority problems which the users' group stated, and explain each item.

SUGGESTED TECHNIQUE (continued)

- c.4 Instruct the group so that its members can prepare a list of **solution components** and the resources required to implement them. The list must contain two parts: 1) those items currently available and easy to obtain (written in a place on the indexed record card), and 2) those items which are to be developed (written in another place on the indexed record card).
- c.5 Allow the members to write silently for about 40 minutes.
- c.6 Compile the lists and write them out on a large flipchart sheet.
- c.7 Following a recess of five or 10 minutes, bring the group back together, and discuss each item briefly.
- c.8 Using the procedure of voting by order of rank, select the **components** and the **resources** which are considered essential.
- c.9 Explain the rest of the planning-by-programs method, and have participants elect representatives for subsequent meetings.
- d. Generate specific alternatives to the program:
 - d.1 Identify the key administrators and controllers of resources who were listed by the second group.
 - d.2 Present the ideas of the program, and instruct the group on how to use specific alternatives on the basis of the ideas listed.
- e. Design the program:
 - e.1 Organize a meeting of the groups of users and experts, decision-makers and controllers of resources.
 - e.2 Present the details of the program alternatives mentioned under e. above, and discuss them briefly.
 - e.3 Conduct the voting of the nominal group to arrive at the final design.
 - e.4 If it is not possible to reach a consensus or a meaningful agreement, repeat steps d. and e. a few days later.
 - e.5 The final solution must be satisfactory to all persons concerned.

SUGGESTED TECHNIQUE (continued)

VI. THEORY

The method was developed by Delbecq and Van de Ven (1971) in the School for Business Graduates of the University of Wisconsin.

The technique has its roots in empirical derivations of the theories of the processes of organizational change which are specifically directed towards the participation of customers and the multidisciplinary use of experts.

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6. Location of the Permanent Information Service or System in the Management Office of the Region

It is necessary for educational authorities at the different levels (national, regional, departmental) to become aware of the fact that in the present situation of education, and in projections for the future, information constitutes an element of the utmost importance where the following are concerned:

- educational planning, both administrative and curricular;
- making decisions;
- updating and innovation;
- feedback for processes.

Especially important is information to feed decision-making processes and, consequently, to build educational policies.

Participative research processes must constitute a source of data for information. An Information and Documentation Center would be extremely useful to the regional management office. This Center must include information from educational centers, districts, and departments, basically through supervisors, managers of centers, etc. The information centers of the regional management offices would establish communication channels for information from the central office (USIPE) so that there would be a permanent flow of information from the nucleus-center to the centers of higher levels. In this way, a network or national information system for education would be created. These centers would be able to offer up-to-date pedagogical information to the teachers of the regions by means of the publication of newsletters, among others.

As a methodology for receiving, accumulating, and disseminating information, that of RAE-REDUC is recommended; in Guatemala it is being implemented by CINDEG, located at Rafael Landivar University.

For implementing this service, it is recommended that an information specialist be obtained through technical assistance. (Costa Rica has a highly qualified professional in CEMIE-REDUC.)

D. CURRICULUM ADAPTATION AND DEVELOPMENT

1. Definition

In this project, a full and all-embracing curriculum conceptualization is used, according to which the curriculum is the whole group of factors, elements, and processes which constitutes the educational process. The curriculum as a whole is based on:

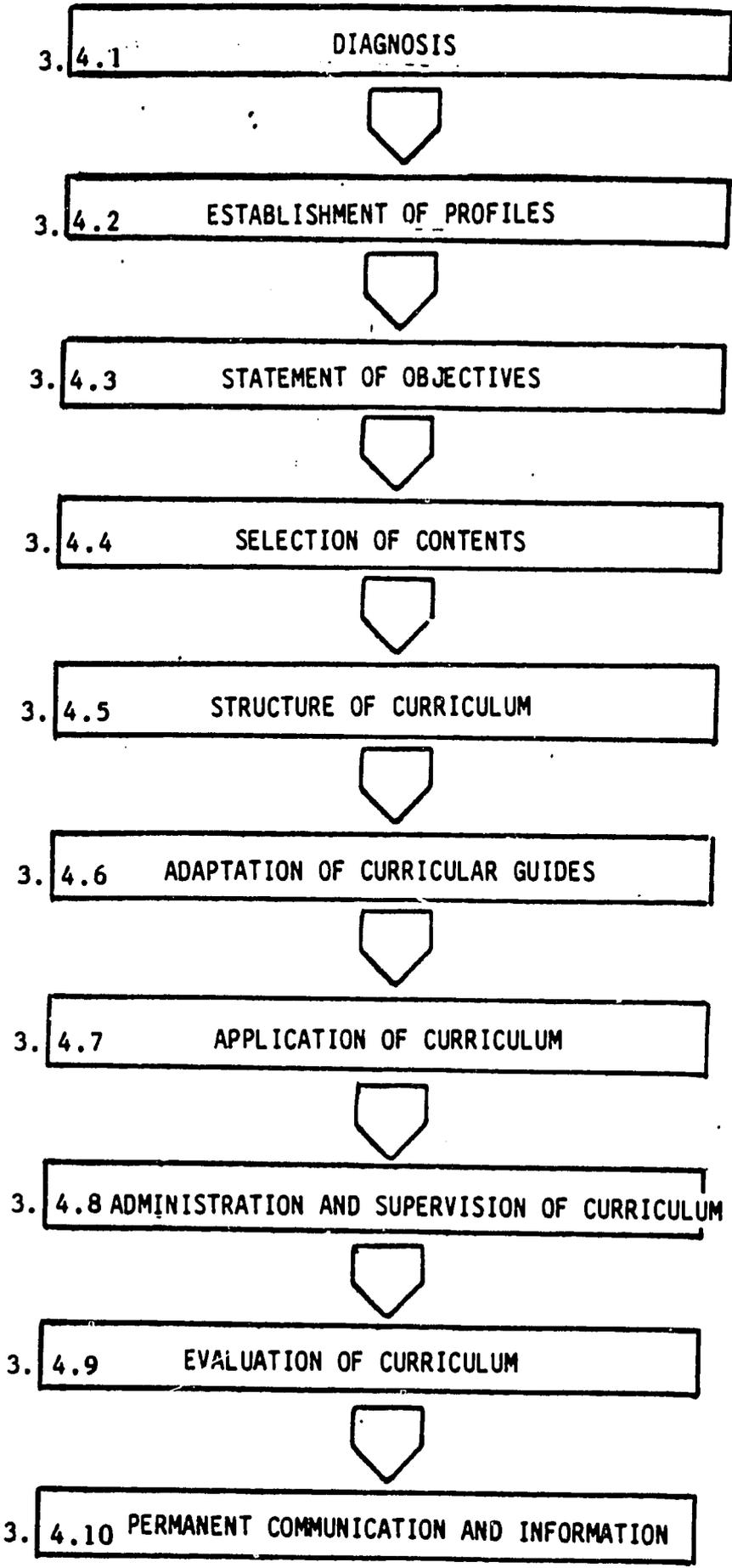
- The orienting framework, constituted by the aims, principles, and values coming from the national educational philosophy.
- The normative and regulating factors: national education laws, rules, decrees, provisions, etc.
- The factors which generate the curriculum or are sources for it, such as society, culture, environment, pupils, and educators.
- The organizing process which plans, designs, and develops the curriculum within a structure of profiles, objectives, areas of

knowledge, educational level, by school grade; administers and implements the curriculum.

- The methods, educational technology, and teaching resources employed.
- The evaluating element which aims to appraise the efficiency of the educational processes, and to tries to maintain agreement between curricular strategy and social demands.

CURRICULAR ADAPTATION

3.4



For the purpose of achieving greater relevancy in educational actions with respect to the population's evident needs and expectations, and, consequently, to increase the efficiency of the educational system, a flexible curriculum is applied, channeled by curricular adaptation and curricular development.

This approach consists of establishing a direct relationship between the educational processes and the immediate social context which the processes evolve. Curricular adaptation implies, then, a continuous process of adjusting the curriculum to the needs, expectations, and motivations of the social groups to which the educational process is directed.

Education, through the curriculum vehicle, must strengthen the identify of human groups in terms of their own culture. Curricular adaptation, which applies curricular development to the circumstances of the social, regional, and local context, seeks to achieve integration between the universal culture, the contributions and values of national identity, and aboriginal culture of the various regions of the country. The curriculum also must be consonant with the level and type of average development of the pupil with respect to biology, psychology, and culture.

So that the approach described above can be carried out in practice, participatory methodology is recommended as being the most appropriate, and the one which will motivate the community to participate in research in its own problem area, the assessment of its needs, the expression of its cultural motivations, and interaction in the curricular process.

2. Purpose

In this presentation the aim is to apply curriculum development to the social reality of the geographic-administrative units of educational development, such as in the region, the department and the district, as well as the local community itself.

A methodology is offered to focus implementation of the regional curriculum as an especially important component within the regionalization project so that the persons responsible for development at the relevant region can, in turn, issue guidance on the type of work which they will carry out at successive levels, until they reach the level of the community and the school. (For example, the technical-pedagogical support unit team of the regional management office can have a guide for designing the regional curriculum).

The main purpose of curricular adaptation is to break the rigidity of the traditional curriculum which has proven to be irrelevant and ineffective in terms of the real needs of the rural regions of the country where the majority of the population live, and where educational service has failed to respond to needs.

Problems of a lack of efficiency in the educational system are serious, such as those pointed out in the Prosupere document which show:

- Illiteracy percentages of around 50%;
- Drop-out rates of 60% in the third and fourth grades of primary education;
- Repeat levels of 30% in elementary education;

- Populations which are largely monolingual with very specific cultural characteristics.

All of these situations point to the need to establish educational strategies appropriate to reality for which the most suitable instrument is flexible curricular development.

3. Evaluate the Curriculum

This task consists of establishing the curriculum's value as the main resource of a concrete teaching-learning process to determine the appropriateness of keeping it, amending it, or substituting it with another. This is, in fact, a task which is always performed, but most of the time nonsystematically, without methodology, and in a fragmentary manner.

The importance of the curriculum is such that its evaluation must be envisaged as a deliberate, systematic, and permanent activity, starting at the very moment when the development of the curriculum is initiated. For purposes of analysis, two facets of curricular evaluation should be distinguished, differing from each other with respect to the type of information available at the time of issuance of the value judgment(s), but identical where the purpose of evaluating the curriculum is concerned. We are referring to the "formative evaluation" and "summative evaluation" of the curriculum.

The formative evaluation is an activity which is carried out simultaneously with all those in which the curriculum is developed, orchestrated, and applied. During these operations, decision-making is continuous; each decision must be based on and consistently related to the others. Formative evaluation of the curriculum implies: 1) analyzing the grounds for each decision, 2) examining relations between decisions adopted, and 3) determining, consequently, the need to retain or amend them, considering the results which are being obtained. Obviously, formative evaluation is done even when the final outputs of the teaching-learning process may not yet be available.

Any evaluation requires standards. The following are some of the standards which are recognized as valid for the evaluation of a curriculum, both in the formative stage and the summative one.

1. The curriculum must be useful (as the central guide of a concrete teaching-learning process) to satisfy one or several social requirements (or contribute to satisfying them).
2. The curricular objectives must be attained in truly convincing circumstances -- i.e., they must be "realistic".
3. The curricular objectives must be susceptible to being evaluated--i.e., there must be some way of determining whether or not they are being achieved or have been achieved.
4. The curriculum must be consistent with the educational policy and philosophy contained in the applicable laws relating to this matter.
5. The curriculum must be a guide concrete enough to cause the efforts of all parties to contribute to the achievement of the same goals, but it must be general enough to make possible the discretionary activity of teachers and administrators, this condition being necessary for an activity in which

particular circumstances are of a determinant nature.

6. The curriculum must be useful for satisfying the requirements and expectations of teachers considered as individuals.
7. There must be complete consistency among all the parts or components of a curriculum; this means that each one of the parts, in turn, should be internally consistent.
8. The achievement of the specific objectives of each course must be the means by which the respective final objectives are achieved. The same must be true with regard to relationships:

Final objectives	General purposes of the course
General purposes of the course	Particular objectives of the curriculum
Particular objectives of the curriculum	Curricular objectives

9. The contents selected must be relevant to the achievement of the respective objectives.
10. Any part of the contents selected must contribute to the integral training of the pupil.
11. The learning experiences to be achieved must be meaningful for the pupil -- i.e., he/she must be able to integrate them consistently with what he/she has previously learned and with his/her material and intellectual reality.
12. The learning experiences to be achieved, proposed in the curriculum, must be designed in keeping with the laws of learning.
13. The curriculum must be consonant with the grade and type of average development of pupils in terms of biological, psychological, and cultural factors.
14. The curriculum must be adapted to the average characteristics (age, socioeconomic status, cultural background, etc.) of the pupils who are to enter the respective teaching-learning process.
15. The curriculum must be developed considering truly available resources or resources which can be depended upon in the relatively near future.

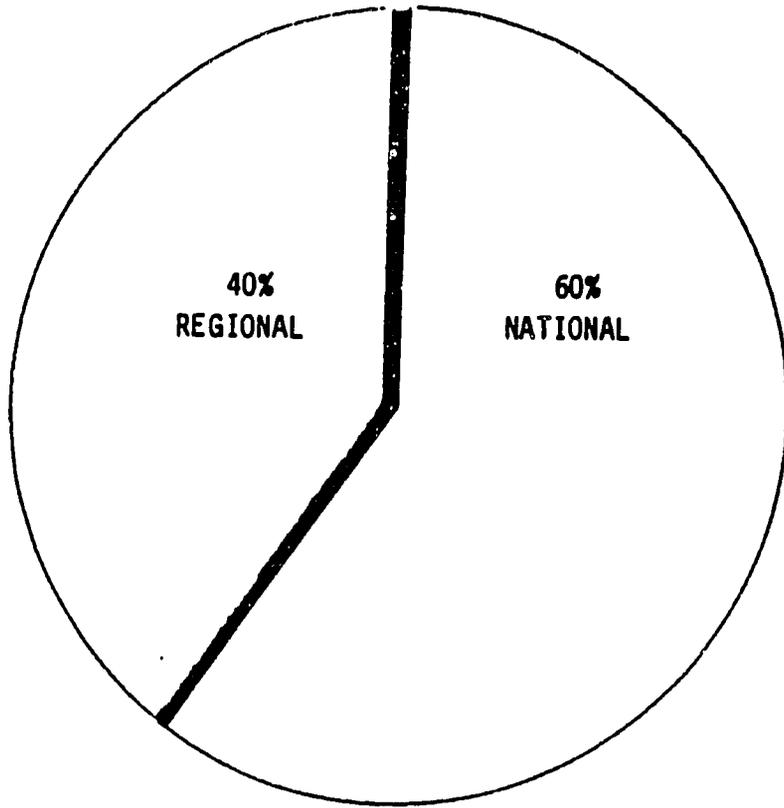
Formative evaluation of the curriculum can be judged only in relation to its internal consistency and efficiency. To judge the curriculum's effectiveness, summative evaluation is needed; in the latter, besides reviewing internal consistency, one determines whether or not the curriculum is useful for satisfying selected needs.

4. Contents

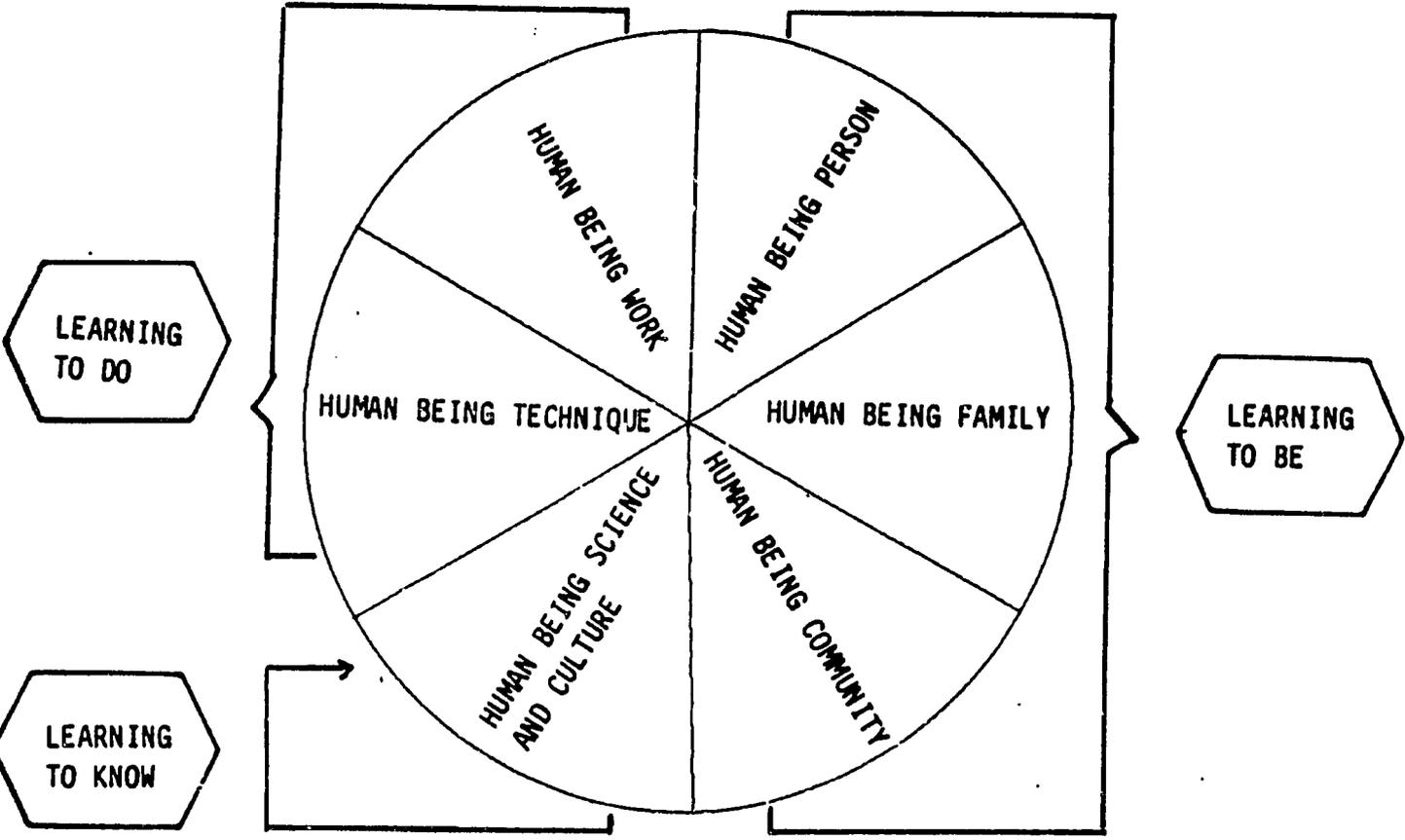
The curriculum development process has been organized according to the following elements:

- a. Orienting framework constituted by features coming from the philosophy and policy of education which are stated in "Philosophical Elements of Guatemalan Education, 1986," which contains:
- A concept of the human being.
 - A concept of society and its relationship with education.
 - Conceptualization within the perspective of permanent education -- i.e., as a continuing process through the different phases of people's lives, which pursues personal, social, and occupational development; the "integration of the human being looking after all his/her functions and needs" to achieve improvement at all levels of life; articulates formal and nonformal education and, to this extent, links participatory methods to the social community-school (educational community) unit.
 - Characteristics which the final profile of the Guatemalan pupil must have.
- b. Standards relating to the legal basis which regulates Guatemalan education:
- The Political Constitution of the Republic of Guatemala, Article 224.
 - The National Education Law, legislative decree No. 73-76 of 1978, in its chapters IV, V and VI and its regulation (governmental agreement No. M. of E. 13-77).
 - Curricula legalized in 1978, Ministry of National Education.
 - Curricular guides in force for primary education produced by the Division of Curriculum Development of the Ministry of the Education, 1983.
 - Ministerial provisions, standard curricula of the principal office of the level, and other instruments of this order.
 - Philosophical elements of Guatemalan Education, 1986 (already cited).
 - The educational policy decision related to defining 60% of the contents for the national curriculum and 40% for the regional curricula. (See the Diagram of Curricular Adaptation.)
- c. Curriculum development, within the approach of curriculum adaptation, according to the development presented below.

CURRICULAR ADAPTATION



**CURRICULAR ADAPTATION
AT THE REGIONAL LEVEL**



DIAGNOSIS

Inputs

- I.1 Final participatory research report (technical study)
- I.2 Community workshop on curricular study and analysis
- I.3 Promotion and extension campaign
- I.4 Regional board of education
- I.5 Human, technical, and financial resources
- I.6 Results of regional education encounters

Activities

- A.1 Structure the results of participatory research.
- A.2 Descriptively analyze anthropological, cultural, socioeconomic, ecological, and other needs. (0.1)
- A.3 Select foremost needs in accordance with characteristics of target population. (0.1)
- A.4 Define needs and interests of the target population. (0.2, 0.3)
- A.5 Schedule periods and schooldays of the school cycle by level. (0.2, 0.3)
- A.6 Investigate possibilities of community participation in curriculum design. (0.3)
- A.7 Motivate people on the personal, group, intergroup, and interinstitutional level for community participation. (0.3)
- A.8 Describe fields/areas of community participation. (0.3)

Objectives/Outputs

Identified needs to be met through curriculum design:

- 0.1 Select socioeconomic, cultural, ecological, and other needs of the region.
- 0.2 Determine target population's learning needs and interests.
- 0.3 Detect possibilities for community participation in curricular design.

Restrictions

- R.1 Imprecise or incomplete information in the diagnosis.
- R.2 Slowness in the processing of data of the diagnosis.
- R.3 Community disinterest in participating.
- R.4 Insufficient participation by civil authorities of the region.
- R.5 Unwillingness in certain regions because of abuse by different branch offices in community research.

DIAGNOSIS

PROGRAMMING MATRIX

Specific Objectives	Activities	Resources	Person in charge	Timing	Evaluation
0.1 Select socioeconomic, cultural, ecological, and other needs of the region.	1.1 Study the results of participative research.	<u>Technical Personnel</u>	Regional level manager	3-1/2 p/mos.	After 3 p/mos. needs for different types for curricular effect will be selected.
	1.2 Descriptively analyze anthropological, cultural, socioeconomic, ecological, and other needs.	1. Social researcher Sociologist Anthropologist			
	1.3 Select foremost needs in accordance with target population's characteristics.	2. Interdisciplinary team for social research (consultants) Sociologist Anthropologist Head teacher Educator Communicator	Regional level manager	3-1/2 p/mos.	
0.2 Determine target population's learning needs and interests.	2.1 Define the target population's needs and interests in learning.	<u>Personnel</u>	Regional level manager		After 1 p/mo. learning needs of the regions will be determined and alternative scheduling will be located.
	2.2 Schedule school calendar.	3. Leading members of the community	Regional level manager	2-1/2 p/mos.	
0.3 Detect possibilities for participation.	3.1 Investigate possibilities for community participation in curriculum design.	<u>Materials</u>	Regional board		After 2 p/mos., possibilities for community participation in curricular design will have been detected.
	3.2 Motivate people at the personal, group, intergroup, and interinstitutional levels for community participation.	- Diagnosis document - 5,000 sheets of bond, 60 grams - Fungible material	Regional level manager	2-1/2 p/mos.	
		<u>Instruments</u> - Interviews with community authorities. - Visits to homes - Partial surveys - Promotion and extension campaign Q5,000.00	Regional level manager	1-1/2 p/mos.	
			Personnel of the technical-pedagogical unit		

ESTABLISHMENT OF PROFILES

Inputs

- I.1 Purposes and philosophy of national education (concept of the human being).
Profile of the Guatemalan pupil.
- I.2 Technical support team of the regional management office plus greater community participation.
- I.3 Information on educational levels and existing objectives.
- I.4 Knowledge and technical criteria.
- I.5 Result of the assessment of the needs of the region, the department, and the district.
- I.6 Knowledge of anthropological, social, and psychological characteristics of pupils according to their level.
- I.7 Office materials, typewriter.

Activities

- A.1 Define criteria to develop the structure of pupil profiles and of those who have completed the requirements of each educational level. (0.1)
- A.2 Approve the structure of the profile. (0.1)
- A.3 Select the types of values and attitudes which must be developed in the pupil through the teaching-learning process at the relevant level and which the pupil must have on completing that level. (0.3)
- A.4 Select the contents which must be constituted, the type of cognitive equipment of the pupil at each level and which the pupil must fully possess on completing that level. (0.3)
- A.5 Select the operational skills and activities which the pupils must exercise within the teaching-learning process at each level and which the pupil must fully possess on completing that level. (0.4)
- A.6 Define the functions for which training must be taken within the teaching-learning process at each level and which the pupil who has completed that level must exercise, in accordance with the framework of private, family, social, political, occupational, cultural, and spiritual life and sports and recreation. (0.5)

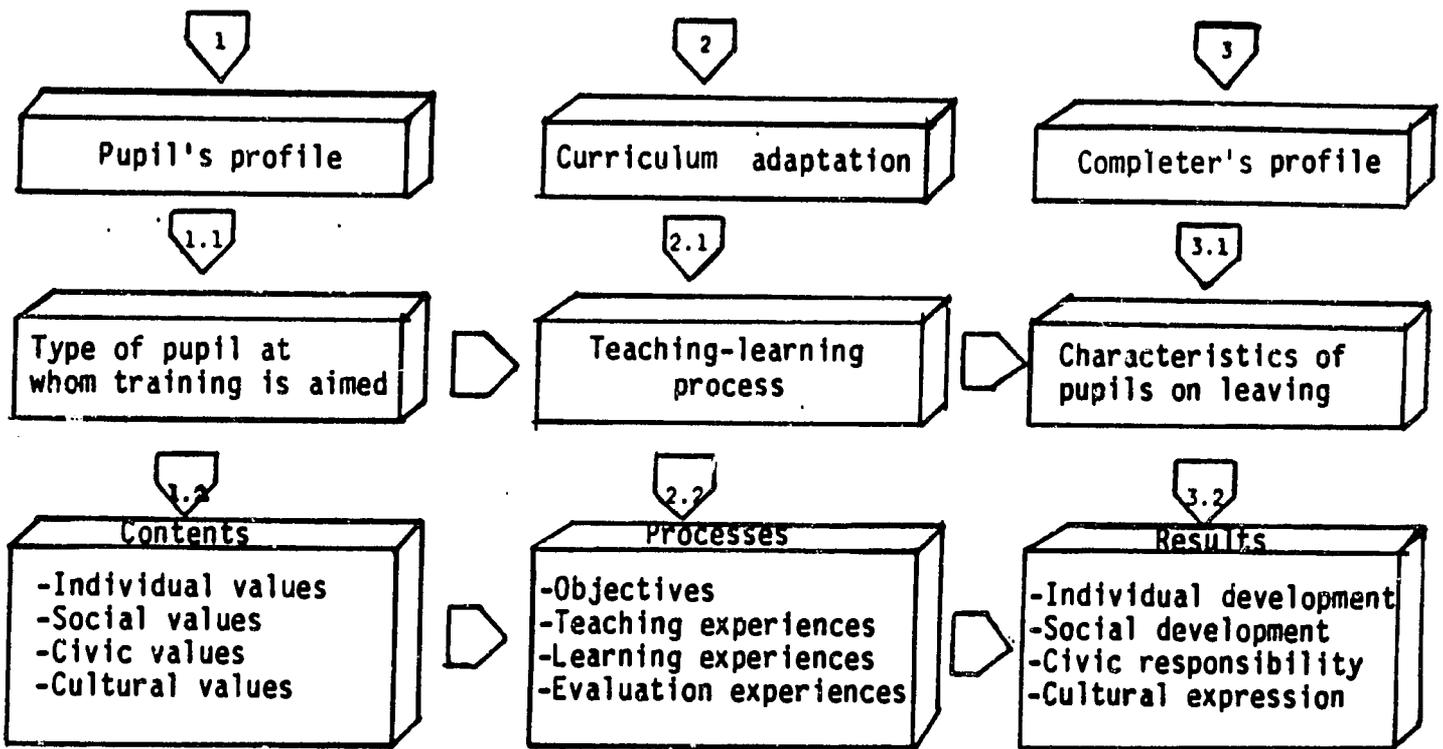
Objectives/Outputs

- 0.1 Establishment of the profile.
- 0.2 Individual, social, civic, cultural values and attitudes for work which form the axiological part of the pupil and finishers at each educational level.
- 0.3 Types of knowledge which form the cognitive area of the pupil's profile and that of the finisher at each level.
- 0.4 Types of skills and operations which form the psychomotor area of the pupil's profile and that of the finisher at each educational level.
- 0.5 Pupil's profile and that of the finisher at each educational level.

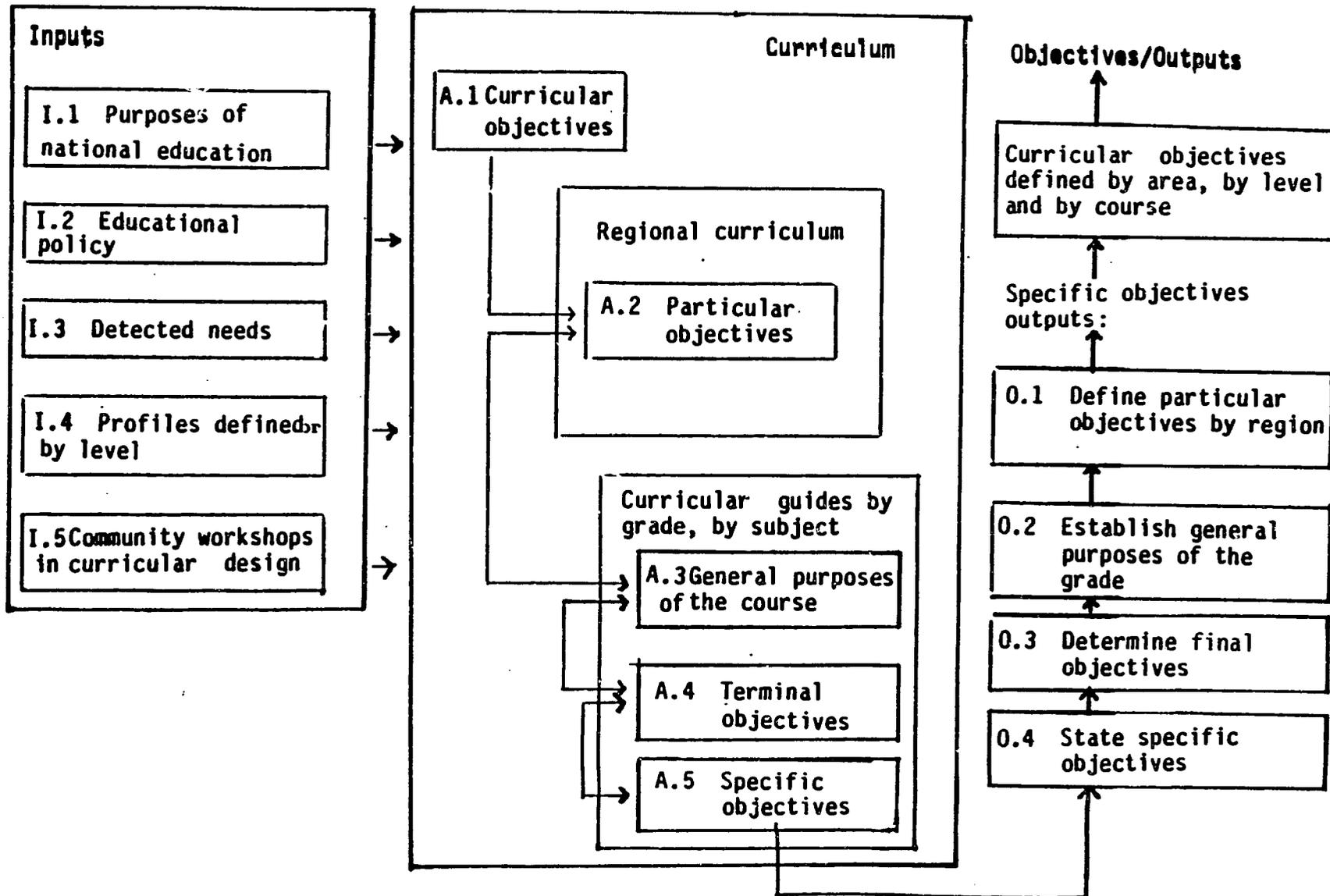
Restrictions

- R.1 Establishment of the profiles.
- R.2 Deficiencies in the selection of needs.
- R.3 Deficiencies in information.
- R.4 Deficiencies in technical training.

ESTABLISHMENT OF PROFILES MODEL



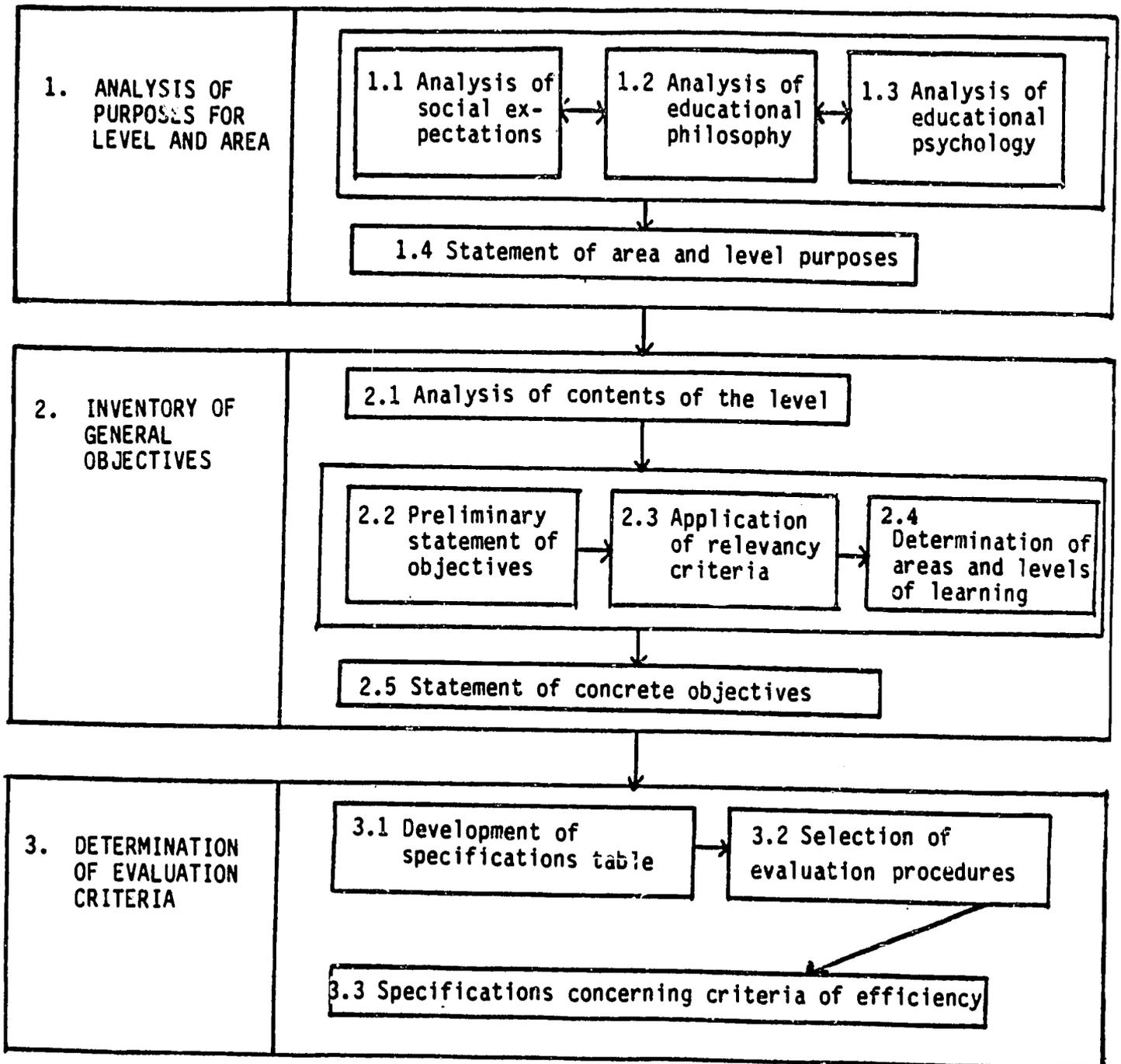
STATEMENT OF CURRICULAR OBJECTIVES



STATEMENT OF CURRICULAR OBJECTIVES

MODELS FOR STATING EDUCATIONAL PURPOSES AND OBJECTIVES AND THEIR EVALUATION

C. M. Galo de Lara*



* Taken from Lic. Carmen M. Galo de Lara's
"Como elaborar objetivos educacionales en forma operacional"
(How to Develop Educational Objectives in an Operational Way)

FORMULATING CURRICULAR OBJECTIVES

Inputs

- I.1 Purposes of national education
- I.2 Educational policy
- I.3 Detected needs
- I.4 Profiles defined by level
- I.5 Community workshops in curricular design

Activities

- A.1 Describe the basic educational needs of the region. (0.1)
- A.2 State the regional curricular objectives in accordance with the national purposes and policies and the basic educational needs of the region. (0.1)
- A.3 Carry out workshops in curriculum design with community participation.
- A.4 Locate particular objectives within the regional curriculum. (0.1)
- A.5 Write general proposals for the different areas of learning by subject and by grade. (0.2)
- A.6 Formulate final objectives by grade in accordance with pupils' psycho/bio/social characteristics.
- A.7 Define specific objectives by institution. (0.4)

Objectives/Outputs

Curricular objectives defined by area, by level, and by course.

Specific objectives/outputs:

- 0.1 Define particular objectives by region.
- 0.2 Establish general purposes by grade.
- 0.3 Determine final objectives.
- 0.4 State specific objectives.

Restrictions

- R.1 Lack of knowledge of the technique of writing up objectives.
- R.2 Lack of precision in educational needs.
- R.3 Theorizing in the development of the curriculum.

DEVELOPMENT OF THE MODEL

1. Analysis of Purposes for Level and Area.

In this first stage an effort is made to establish the purposes of teaching the area of knowledge for a given school level. It includes the following interrelated activities:

1.1 Analysis of social expectations.

This involves the gathering of information on what the society hopes will be achieved at this school level about knowledge and skills in the area under consideration, as well as the concrete situation of the sociocultural environment.

1.2 Analysis of education philosophy.

This includes research concerning basic concepts about the nature of the human being and education as well as concepts which are legally instituted for the education of the country.

1.3 Analysis of educational psychology.

This requires research tasks relating to knowledge about learning and the characteristics of the pupil at the evolutive stage which, according to projections, this school level is to cover.

1.4 Statement area and level purposes.

With the elements which the foregoing activities contribute, one can proceed to state the general purposes of teaching for the area at the school level being dealt with; these purposes constitute the final product of this stage.

2. Inventory of General Objectives.

At this stage the purpose is to succeed in establishing learning objectives consistent with the purposes already established in the foregoing stage. This stage is made up of successive activities divided into four steps:

2.1 Analysis of the contents of the level.

Based on the statement of purposes, the output of stage 1, one should proceed to analyze the thematic contents of the area of knowledge in order to select those themes which are most appropriate for attaining the educational purposes.

2.2 Preliminary statement of objectives.

The thematic selection of the previous step will make it possible to develop a list of educational objectives.

DEVELOPMENT OF THE MODEL (Continued)

2.3 Application of relevancy criteria.

The preliminary list of objectives will be subject of a selection based on the relevancy criteria that will be established with respect to educational purposes.

2.4 Determination of areas and levels of learning.

Whatever objectives may have been selected on the basis of their relevancy must be clearly placed in an area of conduct, and a decision must be reached as to what taxonomic level they will reach within this area.

2.5 Statement of concrete objectives.

On the basis of the foregoing classification, it is now possible to develop a list of concrete objectives constituting the output of this stage.

3. Determination of Evaluation Criteria.

At this stage the evaluation criteria or levels of achievement for the area and level will be established. The successive steps described below will be taken:

3.1 Development of a table of specifications.

With the output of the foregoing stage, a list of concrete objectives, a double entry table of specifications, will be developed; in the intersection the number of objectives for the theme or the subtheme should be indicated.

3.2 Selection of evaluation procedures.

The analysis of the table will make it possible to select the most appropriate evaluation procedures for the area.

3.3 Specifications concerning criteria of efficiency.

The final output of this stage is achieved by determining the criteria of efficiency which are considered satisfactory for the types of conduct achieved by the students on completing the level in the area under consideration. The review of these types of conduct will make it possible to obtain a parameter of the degree of mastery which, it is hoped, will be attained in each component of the area and in its entirety, in terms of whatever educational purposes may be established.

The use of this model makes it possible to attain a high degree of consistency among purposes, objectives, and evaluation, and thereby to obtain a measure of the efficiency of the educational process.

SELECTION OF CONTENTS

Inputs

- I.1 60% of contents given at national level.
- I.2 Foremost sociocultural needs derived from the diagnosis.
- I.3 Contents of curricular guides in force.
- I.4 Profiles defined by level.
- I.5 Technical team formed by supervisors, technicians, and teachers.
- I.6 Technology for selection of contents.

Activities

- A.1 Define criteria to analyze contents.
- A.2 Analyze the contents given at the national level.
- A.3 Study the foremost sociocultural needs and defined profiles.
- A.4 Select usable contents of the guides and/or programs in force.
- A.5 Define regional contents by area and subject.
- A.6 Distribute contents by grade.

Objectives/Outputs

- O.1 Regional contents defined by area and subject according to level (preprimary, primary, and intermediate).
- O.2 Adaptation of contents at the national level to the characteristics of the region.

STRUCTURE OF CURRICULUM

Inputs

- I.1 Regional contents defined by area or subject.
- I.2 60% of contents at the national level.
- I.3 Current curriculum.
- I.4 Profile of new pupil-input and the pupil-completer.
- I.5 Regional curricular objectives defined.
- I.6 List of foremost sociocultural needs.
- I.7 Technology for developing curriculum.
- I.8 Technical committee joined by supervisors, technicians, and teachers.
- I.9 One week's time to structure plan.
- I.10 Local technical supervision of departmental education.

Activities

- A.1 Define criteria for constructing curriculum.
- A.2 Integrate subjects and contents of 60% national level into regional curriculum.
- A.3 Select the most important subjects to incorporate them into curriculum, bearing in mind defined profile, regional curricular objectives, and sociocultural needs.
- A.4 Distribute available time according to importance of subjects.

Objectives/Outputs

- O.1 Alternate model for curriculum by educational level (preprimary, primary, and intermediate) which considers 60% national integrated with 40% regional.

Restrictions

- R.1 Alternate model for curriculum by educational level which makes achievement of profile possible.

ADAPTATION OF CURRICULAR GUIDES

Inputs

- I.1 Regional curricula by levels and grades.
- I.2 Curricular guides in force.
- I.3 Curricular needs taken from the diagnosis.
- I.4 Profiles of:
 - I.4.1 Pupil-input
 - I.4.2 Pupil-finisher
- I.5 Manuals for developing curricular guides.
- I.6 Technical commission joined by teachers and supervisors.
- I.7 Timing: four weeks

Activities

- A.1 Define the design of curriculum guide.
- A.2 Define criteria for analyzing curricula, curricular guides, and formulated curriculum objectives.
- A.3 Structure curricular guides in accordance with the defined design:
 - A.3.1 Formulate learning objectives
 - A.3.2 Select suggested activities and teaching resources
 - A.3.3 Write up evidence of achievement of objectives.
- A.4 Validate guide to test consistency of components (objectives, activities, and evidence of achievement of objectives) as well as to make relevant adjustments.

Objectives/Outputs

- O.1 Curricular guides which are responsive to the needs of the region and conform to the training profile.

Restrictions

- R.1 Curricular guides consistent with needs of the region and the training profile.
- R.2 Insufficient number of copies of curricular guides.

APPLICATION OF CURRICULUM

Inputs

- I.1 Regional curriculum
- I.2 Curricular guides
- I.3 Defined profiles
- I.4 Regional curricular objectives
- I.5 Supervisors, directors, teachers, and pupils
- I.6 School cycle (10 months)
- I.7 Educational establishments

Activities

- A.1 Analyze components of the regional curriculum.
- A.2 Program the application of the curriculum.
 - A.2.1 Define strategies for application of the curriculum.
 - A.2.2 Select technologies and human and material resources for application of the curriculum.
 - A.2.3 Train personnel involved in application of the curriculum.

Objectives/Outputs

- O.1 Program for application of curriculum duly implemented with technologies, resources (human and material), and evaluation procedures.
- O.2 Strategies for applying the curriculum.

Restrictions

- R.1 Program for application of curriculum
- R.2 Teacher's resistance to change
- R.3 Limitation of approach for application

ADMINISTRATION AND SUPERVISION OF CURRICULUM

Inputs

- I.1 Regional curriculum structured
- I.2 Curricular guides adapted to the region
- I.3 Regional curriculum
- I.4 Support material
- I.5 Supervisors, managers, and teachers
- I.6 Educational centers
- I.7 Timing: school cycle (10 months)
- I.8 Planning and training meetings

Activities

- A.1 Determine the most appropriate time schedule for the region to develop the curriculum, taking production activities and migration into account.
- A.2 Define most appropriate days and schedules, taking climatic conditions and curricular content into account.
- A.3 Establish criteria for checking progress in applying the curriculum.
- A.4 Guide, orient, and support programming of the curriculum and develop programming of supervisory visits.
- A.5 Give feedback for curriculum application process as a result of evaluation of the process.
- A.6 Provide training in administration and appropriate use of resources.

Objectives/Outputs

Efficient actions in administration and supervision of the curriculum.

- O.1 Annual work plan by school.
- O.2 Programming of supervisory actions.

Restrictions

- R.1 Programming administrative actions and efficient supervisory actions.
- R.2 Persons involved must have favorable attitude towards change.

EVALUATION OF CURRICULUM

Inputs

- I.1 Needs of the region assessed.
- I.2 Curricular objectives formulated.
- I.3 Qualitative and quantitative results of curriculum application.
- I.4 Participation of regional board of education.
- I.5 Basic outlines of teamwork.
- I.6 Curricular design at regional level.

Activities

- A.1 Integrate a regional interdisciplinary evaluation team.
- A.2 Test the level of consistency between curricular objectives and needs of the region. (O.1):
 - A.2.1 Develop relevancy criteria regarding objectives
 - A.2.2 Create instruments for evaluating curricular objectives
 - A.2.3 Determine evaluation processes.
- A.3 Systematically contrast the region's needs and expectations with the partial and final results of curricular application. (0.2)
 - A.3.1 Keep in force dialogue and communication between the community and the regional board, and other alternate means of community participation.
- A.4 Develop mechanisms for continuously evaluating application of curriculum design in its different elements and providing feedback. (0.2)
- A.5 Integrate curricular evaluation team: (0.3)
 - A.5.1 Establish evaluation criteria
 - A.5.2 Indicate evaluation instruments
 - A.5.3 Set up evaluation processes
 - A.5.4 Define performance levels.

Objectives/Outputs

Test the level of performance and efficiency of the curricular design.

Specific curricular objectives:

- O.1 Evaluate curricular objectives.
- O.2 Evaluate curricular design in its different elements.
- O.3 Evaluate the evaluation system.

Restrictions

- R.1 Lack of precision in the identification and formulation of regional needs.
- R.2 Undefined curricular objectives.
- R.3 Regional board's lack of interest in evaluation.
- R.4 Imbalance in application of curricular design.
- R.5 Little evaluation ability in the region.
- R.6 Participant's unwillingness with regard to evaluation.

EVALUATION OF CURRICULUM

PROGRAMMING MATRIX

Specific Objectives	Activities	Resources	Person in charge	Timing	Evaluation
0.1 Evaluate curricular objectives	A.1 Integrate a region interdisciplinary evaluation team	Technical Persons - Departmental Supervisor - Teachers - Parents - Experts	Regional director	4 p/mos.	Following completion of one school cycle, and before initiating the new one, have available concrete results of the overall evaluation of the curriculum design and evaluation system
0.2 Evaluate curricular design in its various elements	A.2 Test the level of consistency between curricular objectives and needs of the region.	An educator specialized in curriculum Consultant		4 p/mos.	
	A.3 Systematically contrast the region's needs and expectations with partial and final results of curricular application	- Regional board of Education - Parents' committees - Teacher's organization - Student council - District supervisor - Departmental supervisor - Regional board of education	Regional director Regional director	6 p/mos.	
			Regional director Regional director	3 p/mos.	
0.3 Evaluate the evaluation system	A.4 Develop mechanisms for continuously evaluating the application of the design		Regional director	3 p/mos.	
	A.5 Integrate a curriculum evaluation team				

COMMUNICATION AND INFORMATION

Inputs

- I.1 Information needs and expectations proposed in the diagnosis.
- I.2 Curricular information derived from the curriculum, curricular guides.
- I.3 Means of mass communication.
- I.4 Typewriters, mimeograph machines, projectors for slides, filmstrips, and films.

Activities

- A.1 Analyze information needs and expectations proposed in the diagnosis.
- A.2 Program permanent communication and information actions:
 - A.2.1 Select communication strategies
 - A.2.2 Develop and reproduce materials
 - A.2.3 Make use of the facilities and resources of the environment.
- A.3 Evaluate communication and information actions to provide timely feedback.
- A.4 Encourage communication among different levels of participation.
- A.5 Organize radio programs.
- A.6 Produce newsletters, circulars, posters, etc.
- A.7 Encourage interinstitutional collaboration.

Objectives/Outputs

- O.1 Programming permanent communication and information.
- O.2 Long-distance information material:
 - O.2.1 Circulars
 - O.2.2 Pamphlets
 - O.2.3 Newsletters
 - O.2.4 Models
- O.3 Establish mechanisms for facilitating communication among participants.

Restrictions

- R.1 Programming permanent communication and information actions.
- R.2 Mechanisms and strategies for communication between persons and between groups.

TRAINING

- 1. IDENTIFY TRAINING NEEDS**
 - 1.1. Analyze and interpret training needs and/or requirements.
 - 1.2. Arrange needs hierarchically.
 - 1.3. Group needs by areas and levels.
 - 1.4. Detect human and institutional potential for becoming involved in training.
- 2. DEVELOP PERSONNEL PROFILES BY TRAINING AND BY TRAINER**
 - 2.1. Management personnel
 - 2.2. Administrative personnel
 - 2.3. Technical personnel
 - 2.4. Technical-teaching personnel
 - 2.5. Teaching personnel
 - 2.6. Service personnel
 - 2.7. Personnel from official or private institutions
 - 2.8. Individual personnel
- 3. STRUCTURE TRAINING PLANS**
 - 3.1. Establish population objective.
 - 3.2. State specific objectives.
 - 3.3. Select contents.
 - 3.4. Select learning activities.
 - 3.5. Define instances of evidence of achievements.
 - 3.6. Establish evaluation strategies.
 - 3.7. Organize a systematic follow-up program.
- 4. SELECT TRAINING PERSONNEL**
 - 4.1. Develop an inventory of existing human resources.
 - 4.2. Develop an inventory of training institutions.
 - 4.3. Define criteria for selecting training personnel.
 - 4.4. Select training personnel.
 - 4.5. Present needs and requirements to selected personnel and institutions.
 - 4.6. Establish agreements and/or contracts with institutions and/or persons.
- 5. EVALUATE THE TRAINING SYSTEM**
 - 5.1. Specific times and stages:
 - 5.1.1. Diagnosis
 - 5.1.2. of the process
 - 5.1.3. of the output
 - 5.2. Evaluation areas:
 - 5.2.1. training system
 - 5.2.2. specific training plans
 - 5.2.3. training personnel and personnel in training
 - 5.2.4. credits for personnel in training and training personnel.

E. TRAINING

The training of the personnel who will be responsible for carrying out the project in regionalizing and improving educational supervision is of the utmost importance in achieving conscientious, active, and effective participation towards the objectives being pursued.

For the reasons pointed out above, it is imperative that action be taken to rectify training actions conducted heretofore in which drawbacks have resulted from lack of appropriate planning and timing.

For the purpose of supporting actual implementation of the project, it is necessary to set up a training system capable of responding effectively to needs through methods which bring into play all the elements that are a part of its structure.

A training system which is responsive to the requirement mentioned must have very special characteristics and a unique importance, being a part of the very concept of the person as the center and active subject of the process of educational regionalization. Moreover, it is integrating and functional, using an innovative technology which makes possible an actual process in the training, updating, and refresher training of personnel who will carry our actions in research, planning, organization, implementation, and evaluation.

Therefore, in this context, training is what is understood with respect to the whole range of formative and updating actions for generating interaction processes which motivate and prepare personnel to keep up a permanent effort towards conceptual, methodological, and operative changes in the different functions and activities which require its specialty within the project.

Since staff members have varied functions within the structure, it is conceivable that the groups representing the objective of the training system can be several. Thus, the areas of content and methodological forms and time periods must be established according to the peculiar characteristics of the same, and in a sequential, periodic, and permanent manner, using appropriate materials which motivate self-learning and the systematization of a renovating process which affects the qualitative improvement of the teaching-learning process, and likewise makes administrative, control, and evaluation support more dynamic.

IDENTIFICATION OF TRAINING NEEDS

Inputs

- I.1 Training needs derived from the diagnosis
- I.2 Regional research documents
- I.3 Manual on personnel functions
- I.4 Organization chart
- I.5 Regional board of education and technical team for training
- I.6 Locale for supervision and schools

Activities

- A.1 Define criteria for analyzing training needs.
- A.2 Analyze training needs derived from the diagnosis, from documents and studies done in the region.
- A.3 Study personnel functions at different levels.
- A.4 Arrange training needs hierarchically.
- A.5 Enlist personnel and institutional resources that can assist with training.

Objectives/Outputs

- O.1 Hierarchical arrangement of training needs.
- O.2 Listing of personnel and institutional resources.

Restrictions

- R.1 Hierarchical arranging of training needs.
- R.2 Availability of personnel resources for training.

1. Identify Training Needs

The training needs to which the training system will have to be responsive are established taking two sources into account: one, the requirements of the project itself as constituted by its philosophy, policies, legal basis, organization, and operative forms -- the nucleus of basic needs. The other is constituted by the result of the diagnosis obtained by means of participatory research carried out in the initial stage and as a permanent process within the regionalization project which, through critical analysis, makes it possible to detect the needs and arrange them hierarchically to give them the relevant treatment within the training actions. Also taken into account are the training experiences which have been carried out in the region; documents and studies are analyzed, making it possible to establish the other field which is identified as the nucleus of specific needs.

The process of identifying training needs is effective for the long-term, helping to make the system dynamic and responsive to concrete situations.

DEVELOP PROFILES OF PERSONNEL TO BE TRAINED

Inputs

- I.1 Manual of functions
- I.2 Personnel listing and organization chart
- I.3 Technical team made up of specialists and training personnel
- I.4 Regional management locale

Activities

- A.1 Determine criteria for developing profiles.
- A.2 Study functions according to levels within regional organization.
- A.3 Define and develop profiles for personnel to be trained.
- A.4 Discuss and approve the profiles developed.

Objective/Output

- O.1 Profile of personnel trained according to organizational levels and functions.

Restriction

- R.1 Lack of objective clarity in the hierarchical arrangement of training needs.

2. Develop Profiles of Personnel to be Trained

Starting with the functions which are relevant to personnel at different levels, profiles which are indispensable for appropriately fulfilling these functions within the project are developed. The training system must include exact knowledge of the status of the objective groups at the time of entry in order to project their actions with complementary elements which make it possible to have characterized personnel available.

These profiles identify staff members in an integral way and according to the jobs which they perform within the project.

PROFILES OF KEY OFFICIALS

1. Regional Manager

- 1.1 Personal characteristics: must have the ability to:
 - a. be a leader for social projection and promotion of groups;
 - b. make decisions and assume the responsibilities which they imply;
 - c. organize persons and advise them in their respective areas;
 - d. solve problems and be open to receiving information;
 - e. be innovative and open towards change;
 - f. promote coordination and interinstitutional cooperation;
 - g. do research systematically regarding national reality.

1.2 Cognitive responsibilities:

- a. Full knowledge of the national educational system.
- b. Knowledge of the philosophical and legal basis of Guatemalan education.
- c. Up-to-date knowledge of the organization and administration of education.
- d. Knowledge of the curriculum and of the evaluation of learning experiences.
- e. Knowledge, understanding, and interpretation of cultural, regional, and national reality.
- f. Knowledge of personnel administration.
- g. Knowledge of institutional management matters.

1.3 Technical ability: Appropriate application of:

- a. administrative technology;
- b. managerial techniques;
- c. means of foreseeing and avoiding the occurrence of errors in the organization and processes of the system;
- d. the management of planning, programming, and implementation of educational actions throughout the region;
- e. the use of information in making decisions and solving problems;
- f. supervisory techniques in the development of educational plans and programs in the region;
- g. institutional feedback techniques and feedback for the processes.

2. Supervisor

2.1 Personal characteristics: Must have the ability to:

- a. handle human relations and team work;
- b. provide leadership and project and promote community endeavors;
- c. advise all parties involved in the development of educational processes;
- d. be innovative and open to change;
- e. promote interinstitutional coordination and cooperation.

2.2 Cognitive responsibilities:

- a. Full knowledge of the national education system.
- b. Knowledge of the philosophical and legal basis of Guatemalan education.
- c. Up-to-date knowledge of the organization and administration of institutional education and evaluation.
- d. Knowledge of the curriculum and the evaluation of learning experiences.
- e. Knowledge, understanding, and interpretation of cultural, regional, and national reality.
- f. Knowledge of personnel administration and evaluation.

2.3 Technical ability: Appropriate application relative to:

- a. observing educational programs and detecting whether or not their functioning is relevant to the objectives being pursued and the required patterns of functioning;
- b. analyzing alternative solutions;
- c. foreseeing and avoiding the occurrence of errors in the processes of the system;
- d. doing research on the sociocultural reality of the community;
- e. planning, programming, and implementing required actions;
- f. promoting innovative processes in education and advising on them.

3. Specialist

3.1 Personal characteristics: Must have the ability to:

- a. handle human relations and group work;
- b. provide leadership, and project and promote group action;
- c. be innovative and open to change;
- d. adapt one's self to target groups (goal population);
- e. share experiences, becoming a part of work teams;
- f. orient and promote actions involved in the teaching-learning process.

3.2 Cognitive responsibilities

- a. Knowledge and skill in the basic aspects of his/her specialty.
- b. Knowledge of curriculum and of the evaluation of learning experiences.
- c. Knowledge, understanding, and interpretation of cultural, regional, and national reality.

3.3 Technical ability: Application of appropriate technologies to:

- a. promote innovative processes in education and advise on them;
- b. communicate and share knowledge and experiences;
- c. plan, program, and implement required actions;
- d. conduct research on cultural, regional, and national reality;
- e. establish responses aimed at the problem area detected.

4. Educational Center Director

4.1 Personal characteristics: Must have the ability to:

- a. handle human relations and teamwork;
- b. provide leadership and make decisions;
- c. orient, encourage, and direct all actions involved in the teaching-learning process;
- d. be open to innovation and change;
- e. promote interinstitutional coordination and cooperation.

4.2 Cognitive responsibilities:

- a. Broad knowledge of the educational system.
- b. Knowledge of the philosophical and legal basis of Guatemalan education.
- c. Up-to-date knowledge of the organization and administration of institutional education and evaluation.
- d. Knowledge of curriculum and evaluation of learning experiences.
- e. Knowledge, understanding, and interpretation of the cultural, regional, and national reality.
- f. Knowledge of personnel administration.

4.3 Technical ability:

- a. Manage administrative technology.
- b. Orient the application of teaching technology.
- c. Appropriately apply personnel administration.
- d. Appropriately apply institutional evaluation techniques (including the one pertaining to teaching personnel).
- e. Observe educational processes and detect whether or not their functioning is relevant to the objectives being pursued and the required functioning patterns.
- f. Analyze alternate solutions.
- g. Keep the decision level informed in order to take actions of either a corrective or a strengthening nature.
- h. Foresee and avoid the occurrence of errors in the processes of the system.
- i. Conduct research on the sociocultural reality of the community.
- j. Plan, program, and implement required actions.
- k. Promote innovative processes in education, and advise on them.

PROGRAMMING TRAINING ACTIONS

Inputs

- I.1 Hierarchical arranging of training needs.
- I.2 Reports on training actions carried out.
- I.3 Training personnel, technical team, supervisors, and managers.
- I.4 Regional management locale.

Activities

- A.1 Formulate training objectives.
- A.2 Define training strategies.
- A.3 Specify contents to be developed.
- A.4 Select activities and resources.
- A.5 Choose methodology keyed to thematic area.
- A.6 Structure the training program.
- A.7 Develop support material for training.
- A.8 Program follow-up actions.
- A.9 Set up the evaluation system for training that will work at the initial stage, during the process, and in the final stage.
- A.10 Establish and keep evaluation record.

Objectives/Outputs

- O.1 Training program which takes the common nucleus into account and is geared to jobs and levels.
- O.2 Support material for training.
- O.3 Follow-up program.
- O.4 Evaluation system.

Restrictions

- R.1 Training program
- R.2 Evaluation system

3. Programming Training Actions

In the framework of educational regionalization the maintenance of participatory methodology is insisted upon at all levels of implementation. Within the project the training plans are based on:

a. Basic principles:

- Adhere basically to the needs and interests of groups which form the regional organization.
- Promote training in a participatory way for the purpose of making it functional.
- Benefit from the human element and facilities of the region.
- Stimulate creativity and self-training.

b. Training levels:

To guarantee normal development of the project, it is necessary to conceive a training action oriented toward updating, refresher training, and even the training of staff members in their different areas and levels.

Within the project the following groups and levels can be established:

● Groups

- Managerial.
- Research/planning technicians.
- Technicians specialized in curriculum development, educational technology, development and production of educational materials.
- Personnel administration; budgetary, accounting, treasury, purchasing, and service operations.
- Technicians responsible for supervising specific programs.
- Technicians responsible for orienting specific programs.
- Directors and teachers of educational centers.
- Local authorities, school organizations, and the population in general.

● Levels

- Regional
- Departmental
- District
- Local

c. Formulation of objectives

These objectives are oriented towards the ability required of staff members for performing their duties ably, responsibly, and efficiently. These objectives must be focused on the moral and occupational improvement of the population involved, and must be placed within the framework of regional development policies.

d. Definition of thematic area to be developed in training

To define the thematic area to be developed in training, the following basic aspects must be considered:

- Needs detected in the diagnosis.
- Interests and expectations of the groups.
- Problems observed in the region.
- Sociocultural characteristics of the region.
- Requirements of the project.

Because of its importance, training needs to be carried out in an orderly manner in duly linked phases.

To implement planning, the support point must be the diagnosis and a set of questions to orient it functionally:

- What is to be the field of training? (contents)
- In what order are the contents to occur? (sequential organization)
- How much of the contents is to be developed in terms of timing? (dosage)
- In what way will training be developed? (systematizing)

Once it is structured, the plan must be developed while stimulating self-management and self-training in a dynamic process.

e. Methods

The complexity represented by the need for duly trained staff so that regionalization can be carried out under optimal conditions makes it necessary to select effective strategies for development; hence the need to resort to available methods, both systematic and incidental.

These methods can be developed on-site, from a distance (off-site), or through a combination of both. In addition, training must be characterized by being permanent, sequential, and progressive.

Incidental training must be timely and beneficial to satisfy the expectations of the persons involved.

- **On-site, or direct, training method**

This is identified by direct delivery between the person being trained and the facilitator or trainer.

- **Long distance, or indirect, training method**

This method has the advantage of reaching target groups in a quick and timely way. Its drawback is that it is difficult to evaluate, since to be able to measure the impact on personnel requires effective checking mechanisms and personnel trained to do so.

At the initial stage, use must be made of existing resources such as newspapers, newsletters, and magazines at the school or the teaching level in which themes about indispensable aspects of personnel training are developed. This method can require support material in the form of printed matter and a disciplined attitude in the persons undergoing training so as not to break up the process.

For this method, it is advisable to establish a function of guardianship to check the impact of the means used, and do so with basic personnel who, in accordance with geographic and physical conditions, will establish training groups to reflect and share experiences on the themes developed; in this way, self-management and self-learning occur.

- **Mixed**

A combination of the two foregoing methods can be very advantageous -- group meetings do not have to take place as frequently; the person undergoing training has at his/her disposal programmed materials and other means of support enabling him/her to follow the training process at his/her own place of work.

- **Follow-up regarding training**

Whatever method is used, there must be ongoing follow-up to guarantee the following: that staff members will acquire a collection of knowledge, abilities, and attitudes indispensable for their active participation in the project, and that what is learned will be put into practice to achieve the qualitative betterment of technical, teaching, and administrative actions.

SELECTING TRAINING PERSONNEL

Inputs

- I.1 Regional training plan
- I.2 List of training needs
- I.3 Profile of trained personnel
- I.4 Regional manager and regional board of education

Activities

- A.1 Make known the selection prerequisites.
- A.2 Define selection criteria for training personnel.
- A.3 Consult list of personnel resources detected in the diagnosis.
- A.4 Analyze references given on personnel resources.
- A.5 Select the training team.

Objectives/Outputs

- O.1 Team selected to train.
- O.2 Agreements or contracts with the team.

Restriction

- R.1 Deficiencies in the integration of the training team.

4. Select Training Personnel

The success of the regionalization project will depend to a great extent on:

- the selection of additional staff members and their training.
- the training carried out with already existing personnel.

So that the training will be effective, it is imperative that the training personnel be selected according to the needs which the diagnosis points out in this regard, and the criteria established for selecting training personnel.

The selection of training personnel must begin with the diagnosis which makes it possible to locate the human resource element of the region; use must likewise be made of trained personnel and personnel with institutional experience in the Ministry of Education and other ministries, depending on the specialty in question.

The following could be used as selection criteria:

- Ability in the specialty, both in theory and in practice.
- Knowledge of the sociocultural characteristics of the region.
- Skill in managing groups.
- Accreditation of studies and experience.

It is important that the training personnel, once selected, become integrated as a team and identify with the principles and features of the project so that their action will be effective. Integration as a team is very necessary to integrate and coordinate the training.

EVALUATING THE TRAINING SYSTEM

Inputs

- I.1 Training program
- I.2 Reports on training carried out
- I.3 Support material used in training
- I.4 Team of trainers

Activities

- A.1 Define evaluation criteria to determine:
 - A.1.1 To what extent the objectives of the program are consistent with the needs detected in the diagnosis.
 - A.1.2 To what extent the objectives are being achieved to provide feedback to the training process.
 - A.1.3 To what extent the objectives have been achieved.
- A.2 Develop instruments and/or records.
- A.3 Carry out evaluation.
- A.4 Analyze outputs and formulate conclusions and recommendations.

Objectives/Outputs

- O.1 Report on outputs of the training program.
- O.2 Evaluation results (to make contrasts and deduce the effectiveness of the training).

Restrictions

- R.1 Report on outputs of the training program.
- R.2 Lack of objectivity in evaluation processes.

5. Evaluating the Training System

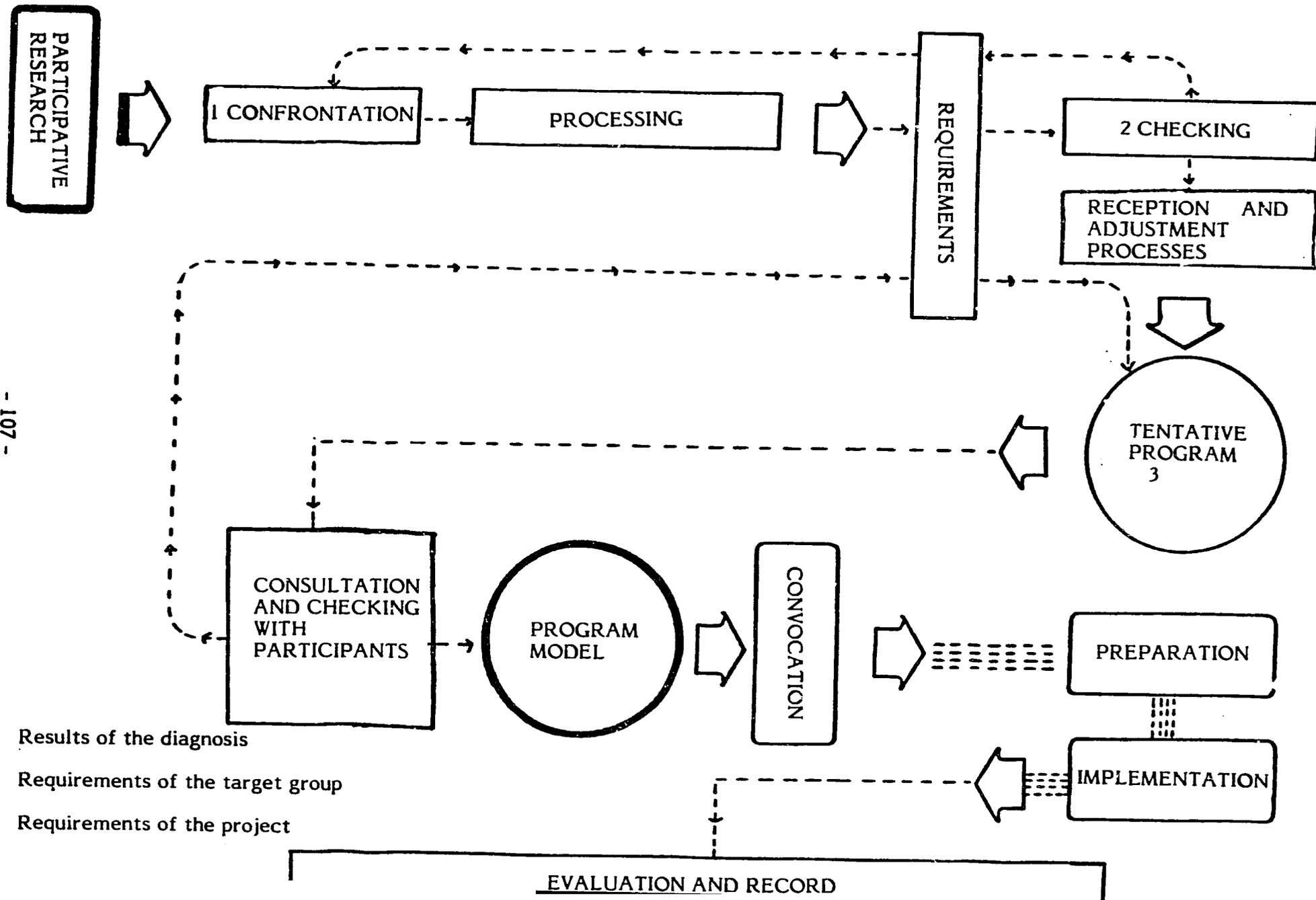
Considering that evaluation constitutes a process inherent in training, the latter must begin by testing the extent to which the objectives of the training plan are formulated consistently with the needs and the different levels in which the groups representing personnel to be trained are located (diagnostic evaluation).

During training it is necessary to test the extent to which proposed objectives are being achieved so that feedback can be provided for training actions whenever necessary or to proceed with development on sounder bases (evaluation of process).

On completing training it is appropriate to analyze the outputs, and this is done as staff members perform their duties according to their levels of responsibility (evaluation of output).

Evaluation relating to the methods described will be effected by using the means and instruments most appropriate for each. It is felt that it will be necessary to conduct evaluations in different divisions to gain a more complete view of the overall situation.

DIAGRAM FOR PROGRAMMING TRAINING ACTIONS



- 1 Results of the diagnosis
- 2 Requirements of the target group
- 3 Requirements of the project

SUGGESTIONS FOR TRAINING

The following suggestions complement the basic aspects of training, and are applicable to any of the regions organized for the program.

1. The development of training will be conditioned, on one hand, to the relevant programming, and on the other, to the results being obtained. It must consider priorities which may be proposed, depending on the group and the subject matter to be developed. Whenever needs so indicate, different groups can be trained simultaneously.
2. The duration of training actions covered by the on-site method should be neither very long nor frequent so that staff members are not kept away from their usual work.
3. The materials used for training by long distance must be clear and precise. This method must combine personal discipline with effective checking mechanisms. It can be developed by means of sequential and progressive modules.
4. Systematized training should be carried out at the beginning and at the end of the school cycle. Toward the middle of the cycle it is effective when carried out for feedback purposes. In this case, an effort should be made to keep it short so as not to interfere with teaching work.
5. There must be systematic follow-up for training to strengthen it and to insist on the application to work situations.
6. A good training strategy is to benefit from the performance of the job itself in order to develop it; that will give it a permanent and functional character. Furthermore, it will make it possible to apply the incidental method.
7. Using each region's resources in facilities and personnel will facilitate its development, and will stimulate the participants' experience.
8. Training and its effects must reach all the groups of personnel involved in the development of the region. Therefore, it must not bypass administrative personnel, teaching personnel, or pupils in normal schools.
9. The training system must benefit from the administrative structure, and in its actions must involve the different strata with all their potential in an effective multiplying training action.
10. Training must, at all times, promote, stimulate, and motivate creativity in the participants.

RECORD MODEL

- I. KNOWLEDGE OF REALITY
- II. REGIONALIZATION:
 1. Conceptualization
 2. Regional education diagram
 - 2.1 Principles
 - 2.2 Legal basis
 - 2.3 Strategy
 - 2.4 Functions and procedures
- III. PARTICIPATIVE RESEARCH:
 1. Objectives
 2. Participants (levels)
 3. Research technology
 4. Preparedness for research
 5. Inputs
 6. Means and instruments
 7. Application timetable
 8. Application
 9. Data collection
 10. Data analysis and processing
 11. Outputs [Diagnosis]
- IV. IDENTIFICATION AND/OR FORMULATION OF PLANS, PROGRAMS, AND PROJECTS:
 1. Planning
 2. Identification
 3. Population
 4. Resources
 5. Limitations

The program is designed for each level and area; subject matter, contents, and educational technology are responsive to the reality of the region and the target groups.

TRAINING ACTIONS

PRIORITY AREAS AND ASPECTS OF TRAINING FOR PERSONNEL BY LEVEL AND AREA

AREAS AND ASPECTS	PERSONNEL					SERVICES	METHODS	OBJECTIVE OUTPUT	DURATION	COST	MISCELLANEOUS
	MANAGERIAL/ADMIN.	SUPERVISORS	TECHNICAL SUPPORT	MANAGERS	TEACHERS						
COMMON NUCLEUS											
1. Features and objectives of regionalization	X	X	X	X	X	X	On-site with support material	Identification of personnel with features and objectives of regionalization			
2. Human relations	X	X	X	X	X	X	On-site	Ability to maintain good institutional relations			
3. General ideas concerning research	X	X	X	X	X		On-site	Management of technical frames of reference and outputs			
4. Principles and ideas concerning planning	X	X	X	X	X		On-site	Ability to draw up plans applying basic principles			
5. Basic principles of administration	X	X	X	X			On-site Practical	Ability to apply administrative principles in given situations			
SPECIFIC NUCLEUS											
1. Participatory research techniques		X	X	X	X		On-site Practical	Ability to select the most appropriate techniques for each situation			
1.1 Development of instruments		X	X	X	X		On-site Practical	Skill in processing information			
1.2 Information processing		X	X	X	X		On-site	Skill in using outputs			
1.3 Use of outputs	X	X	X	X	X		On-site Practical	Internalization of the foundations of regionalization			
2. Regionalization											
2.1 Laying the foundations for regionalization of the country	X	X	X				Mixed	Knowledge of details of educational regionalization			
2.2 Educational regionalization	X	X	X	X			Mixed	Responsible accomplishment of functions			
2.3 Administrative regionalization (personnel functions)		X	X	X	X	X	Mixed				

PRIORITY AREAS AND ASPECTS OF TRAINING FOR PERSONNEL BY LEVEL AND AREA.

AREAS AND ASPECTS	PERSONNEL						METHODS	OBJECTIVE/OUTPUT	DURATION	COST	MISCELLANEOUS
	MANAGERIAL/ADMIN.	SUPERVISORS	TECHNICAL SUPPORT	MANAGERS	TEACHERS	SERVICES					
3. Planning											
3.1 Diagnosis as a basis for planning	X	X	X	X	X		On-site with support materials	Using diagnosis data			
3.2 Importance of planning	X	X	X	X	X		On-site with support materials	Planning of activities			
3.3 Basic aspects of planning		X	X	X	X		Mixed	Application of basic aspects while planning			
4. Educational technology											
4.1 Methodology for initial reading and writing		X	X	X	X		Mixed	Functional application of reading and writing			
4.2 Mathematics methodology		X	X	X	X		Mixed	Efficient management of the methodology of teaching mathematics			
4.3 Questioning techniques		X	X	X	X		On-site	Skill in planning using these techniques			
4.4 Use of curricular guides and/or programs		X	X	X	X		On-site with workshop	Appropriate use of the guide (inlection and adaptation of contents)			
4.5 Development and use of teaching materials with regional resources				X	X		On-site with workshop	Development and appropriate use of teaching materials			
5. Evaluation techniques											
5.1 Operational conceptualization		X	X	X	X		Mixed	Updated conceptualization			
5.2 Evaluation procedures records		X	X	X	X		On-site	Appropriate application of evaluation procedures			
5.3 Evaluation forms and instruments		X	X	X	X		On-site with workshop	Development of practical records			
5.4 Benefiting from evaluation outputs	X	X	X	X	X		Mixed	Development of instruments for auxiliary records Planning of remedial work Replanning of daily work			

PRIORITY AREAS AND ASPECTS OF TRAINING FOR PERSONNEL BY LEVEL AND AREA

AREAS AND ASPECTS	PERSONNEL						METHODS	OBJECTIVE OUTPUT	SUBSTITUTION	COST	MISCELLANEOUS
	MANAGERIAL/ADMIN.	SUPERVISORS	TECHNICAL SUPPORT	MANAGERS	TEACHERS	SERVICES					
6. School administration											
6.1 Administrative principles	X	X	X	X	X		Mixed with workshop	Application of administrative principles Correct application of legal standards			
6.2 Analysis of laws and regulations which govern the educational system	X	X	X	X			Mixed				
6.3 Basic administrative procedures	X	X	X	X			Mixed	Knowledge of administrative procedures Speedy processing of official documents Change of attitude regarding supervision			
7. Supervisory techniques											
7.1 Operational conceptualization, principles, and characterizations		X	X	X			Mixed	Checking, orientation, and technical support			
7.2 Methods		X	X	X			Practical Mixed	Application of methods			
7.3 Resources		X	X	X			On-site	Optimal use of resources			
8. Other aspects											
8.1 Motivation techniques	X	X	X	X	X		On-site with workshop	Identification of function and importance of resources within the project			
8.2 Techniques of community work				X	X		Mixed	Application of community organization and projects			
8.3 Cultural identification	X	X	X	X	X		Mixed	Rescuing of national identity			

7. Training of School Principals and Teachers

The training of teachers and principals of official school centers is an indispensable requisite in educational reform or regionalization of education.

The training of principals necessarily calls for the vitalization of the school centers depending on the various supervisory districts. To the extent that these principals/teachers are prepared to develop educational management open to the dimensions of the educational philosophy motivating the program, the regional educational system will be furnished with new responses to the old griefs from which national education has been suffering for years.

There is now a need for a permanent training program for managers or principals of official educational centers to make them capable of:

- Recognizing the actual values of individual persons and discovering themselves as persons;
- Respecting the regional and national culture and joining it as active members of their respective communities;
- Developing their knowledge, abilities, and skills, putting them to the service of the school communities;
- Using their administrative and teaching capacities, personalizing them in terms of their managerial functions;
- Giving new, creative, effective responses to the needs of their respective school communities.

The principal of a school center, whatever his/her level may be, is the person immediately responsible for the educational management the school; his/her action will necessarily be reflected in the effectiveness of education. From it, the teachers and pupils in the school center can benefit, as can the community in the long run.

The training model being presented contains the following basic characteristics:

- It is designed so that it can be continuously adapted and corrected as necessary in light of experience.
- It is designed to attain a specific and verifiable medium-term result.
- It is designed in such a way that it will always be possible to foresee the output with relative clarity.

A purpose of this project is to design a training model which can be used in the formation, training, and professionalization of managers or principals of official school centers of the preprimary, primary, urban, and rural levels, and of the intermediate, official, and cooperative levels, in the basic cycle.

The final output of this proposed model is an effective principal possessing particular abilities and skills*. More precisely, the effective principal will be an administrator capable of:

- Bringing about appropriate changes in the teaching personnel and the students;
- Directly influencing the improvement of his/her school community;
- Growing with the daily experience as a person, as an educator, and as a citizen.

a. **Specific Objectives Suggested for the Formal Training of Principals**

1. Train 7,539 managers or principals of official school centers in the different regions according to the different levels and educational sectors.
2. In the spirit of regionalization, prepare the managerial staff members so that they will be capable of efficiently administering the school centers for which they are responsible, using the methods appropriate to each region, in keeping with the philosophy of educational reform.
3. Actually orchestrate the different educational regions of the country by forming, training, and professionalizing their managerial personnel.

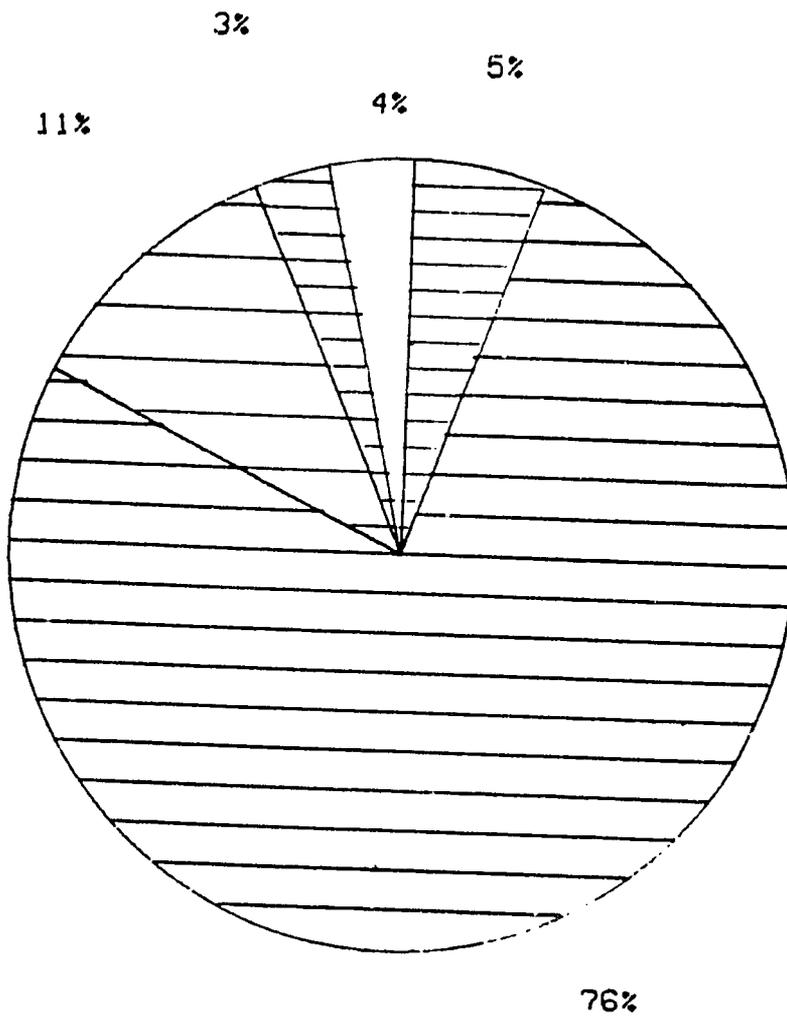
b. **Criteria for Formulating Plans for Training Managers**

In formulating training plans it is necessary to consider certain essential criteria. Some of these are indicated below.

1. Start with the needs stated in the diagnosis, an output of participatory research, and review them in terms of the Manager's Profile proposed in this document. (See Manager's Profile.)
2. Clearly define the objectives of the program in terms of the skills and abilities needed in a manager so that they will be easy to evaluate.
3. Be adaptable to the individual needs of a manager in terms of his/her level of use, his/her learning capacity, and personal preferences in relation to his/her duties as manager and his/her personal experience.
4. Produce not stereotyped managers, but rather managers capable of integrating the multiple components as a part of professional skill; hence, develop personal style.

* See Manager's Profile.

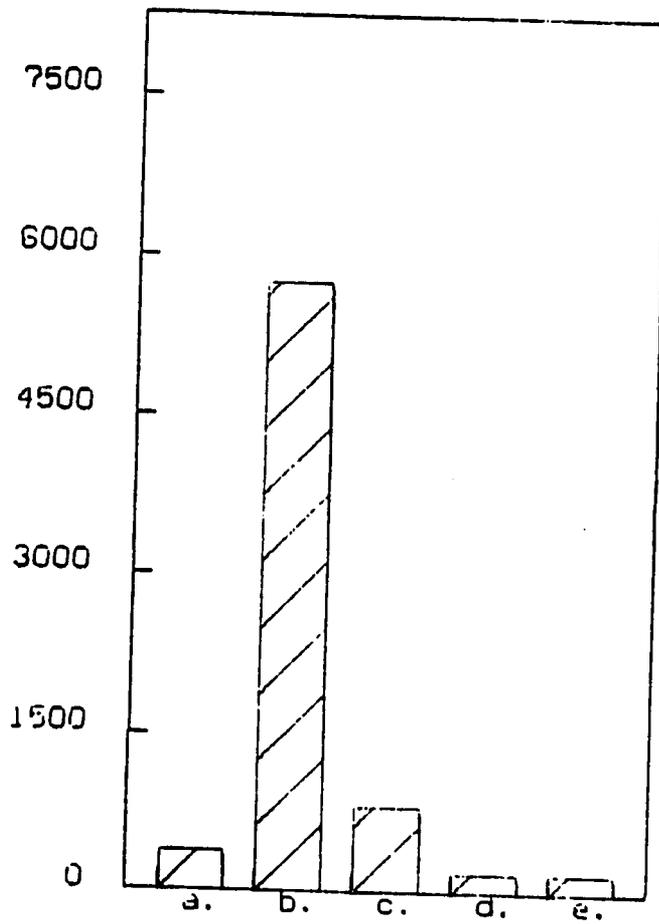
THE OFFICIAL SECTOR



- a. 429 Preprimary principals
- b. 5773 Rural primary principals
- c. 860 Urban primary principal
- d. 242 Intermediate level principals
- e. 235 Cooperative school principals

Total: 7539 Official Sector Managers (Principals)

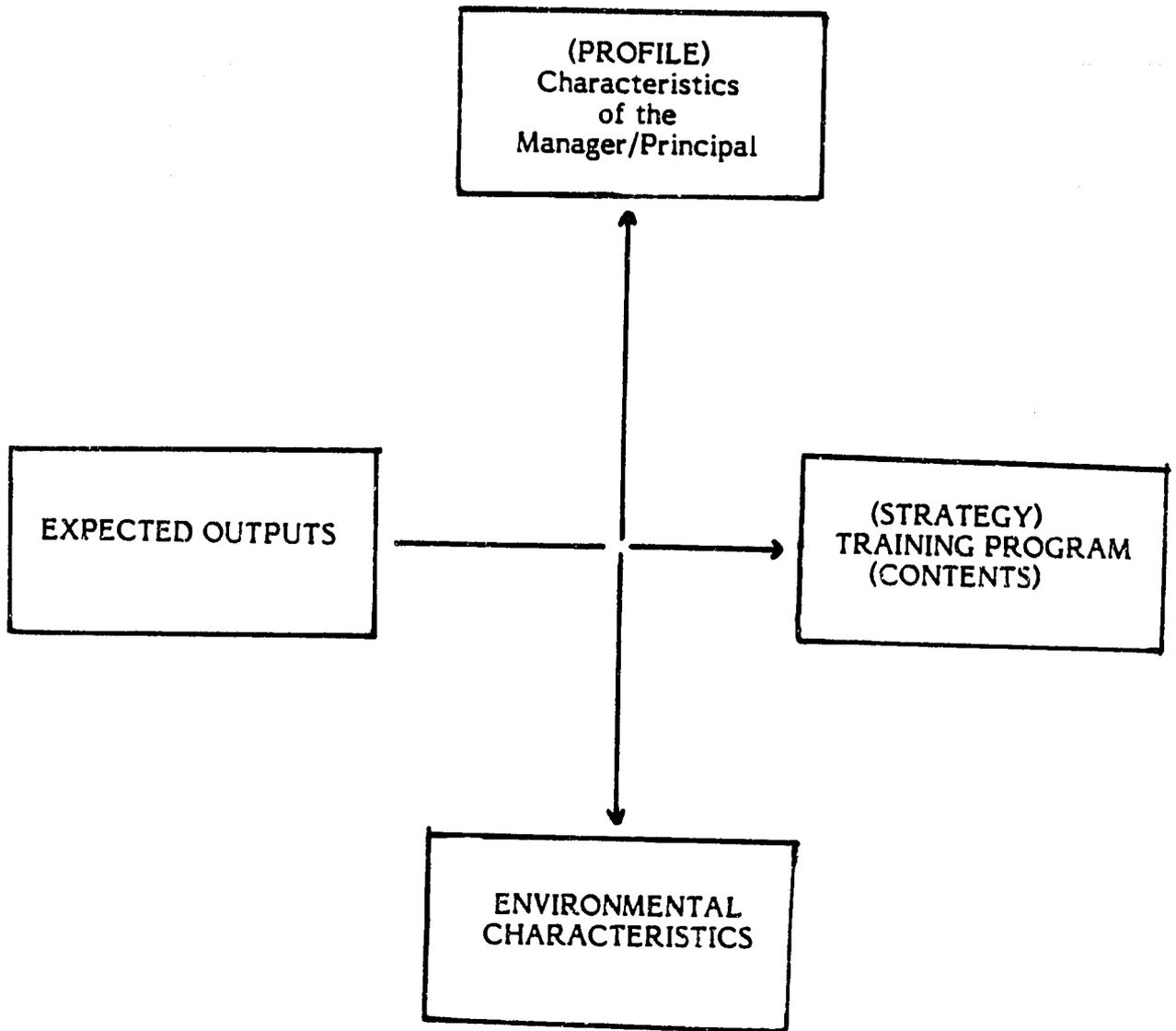
THE OFFICIAL SECTOR



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Total: 7539 Official Sector Managers (Principals)

PROGRAM VARIABLES

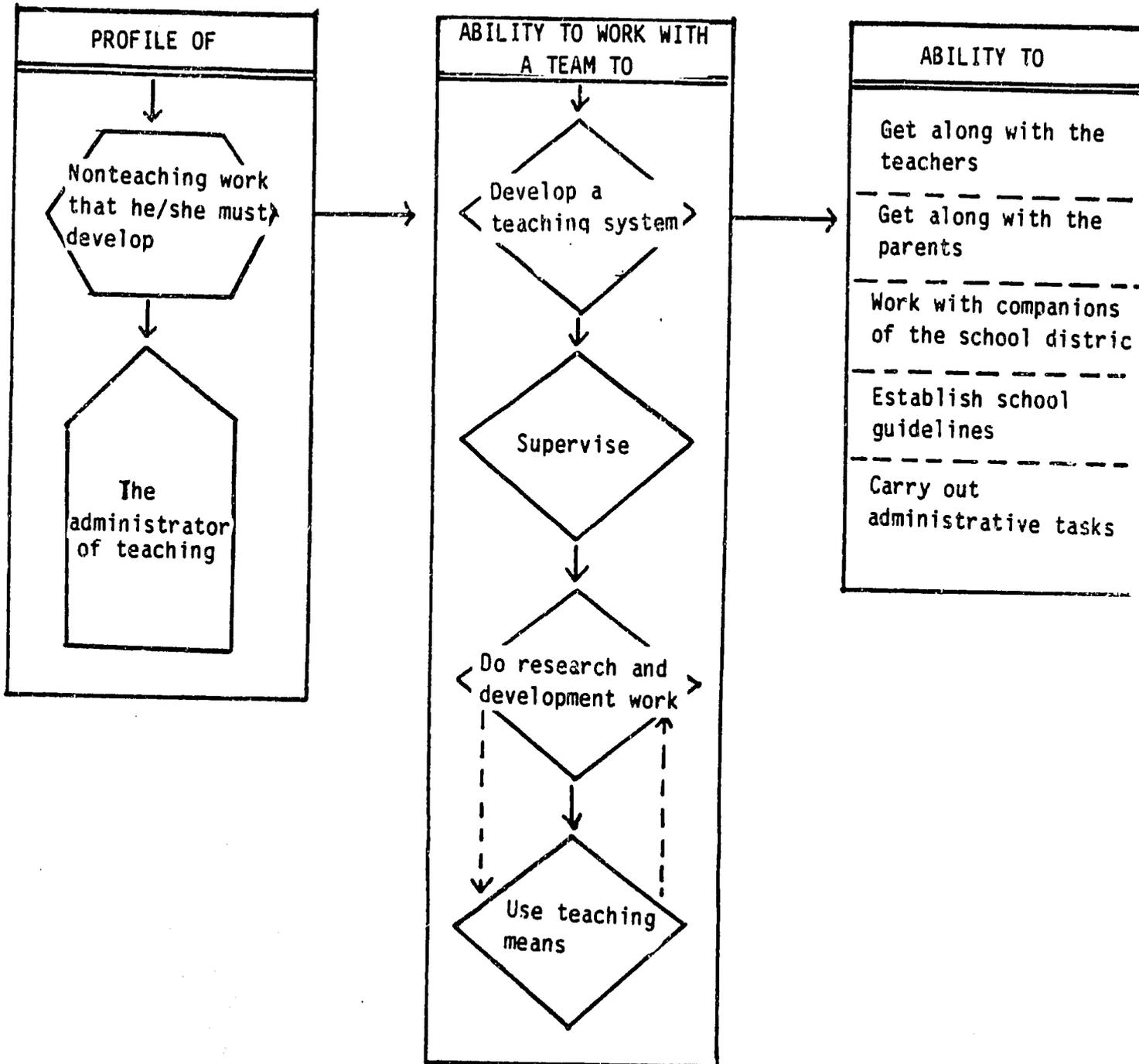


c. Criteria for Selecting Contents of Training for Managerial or Teaching Personnel

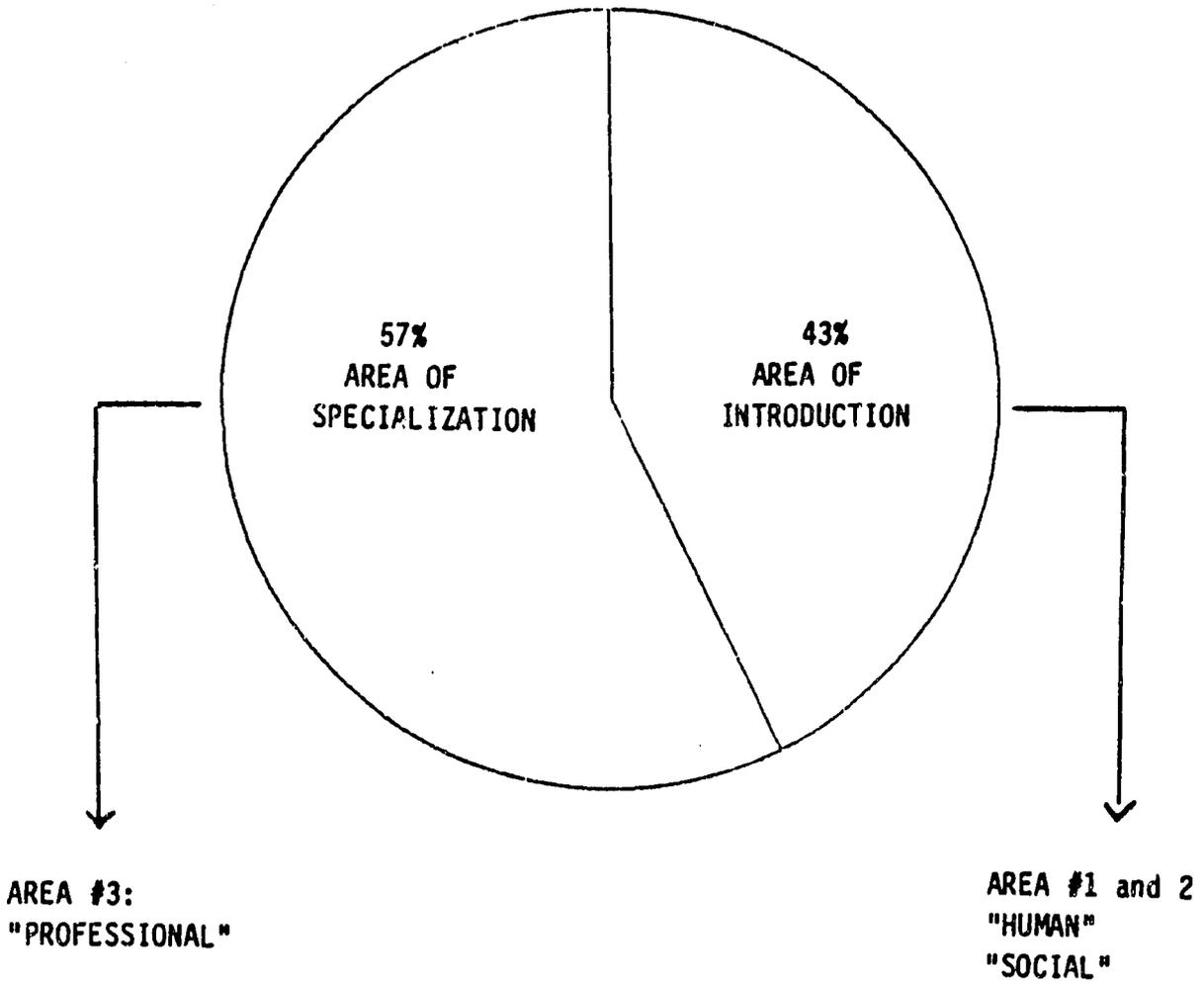
A permanent training program, whether directed toward managers or teachers, must be designed to do the following:

1. Prepare prospective administrators (managers, principals, or directors) whose function will be to facilitate the teacher's effective action and consequently, the outputs expected of the pupil.
2. Facilitate in the manager the materialization of teaching and nonteaching tasks, as well as his/her administrative duties.
3. Develop general abilities which can heighten and facilitate the application of professional skills.
4. Provide for the personalization of all desirable abilities in accordance with the established profile.

MANAGER'S ADMINISTRATIVE TASKS



BASIC TRAINING AREAS FOR MANAGERS OF THE OFFICIAL SECTOR



d. Suggested Contents for Training Areas for Managers

AREA 1

Aspects relating to the manager's human condition; this calls for contents of the following type:

- a. Ontological
- b. Anthropological
- c. Ethic (ethical attitudes/values)
- d. Psychological (human behavior)
- e. Philosophical (philosophy of education)
- f. Motivational (motivation/environment)
- g. Living laboratories

This Area is focused on all issues relating directly or indirectly to the person's condition of "BEING," his/her surroundings, his/her conduct, and his/her values

AREA 2

Aspects relating to the person's need and ability to communicate, relate to others, and interact in and with his milieu; this calls for contents of the following type:

- a. Sociological
- b. Cultural (regional and national)
- c. Linguistic
- d. Of human relations and leadership
- e. Of group dynamics
- f. Community (life and action of the community)
- g. Research (methods and techniques of participatory research)
- h. Research laboratories and workshops

Area 2 is focused on "GETTING ALONG WITH OTHERS," relating to and sharing in the school community and with the social group served by one's school.

AREA 3

Aspects relevant to the manager's basic and professional knowledge as a promotor of the learning process and as an administrator of school centers; this calls for contents of the following type:

- a. Different learning theories
- b. Basic elements of psychology
- c. Basic pedagogical principles
- d. Theory of communication and alternatives
- e. Development and evaluation of curriculum
- f. Organizational and administrative features of school institutions
- g. Application of school legislation
- h. Workshops for application and practice

This Area is focused on "KNOWING," developing intellectual (cognitive) abilities in a theoretical way, which will be essential for the application and development of educational management. (Specific for the manager.)

All of these areas must be developed in accordance with the criteria described above, providing the participants with different opportunities to apply, exercise, and verify the scope and achievement of their learning.

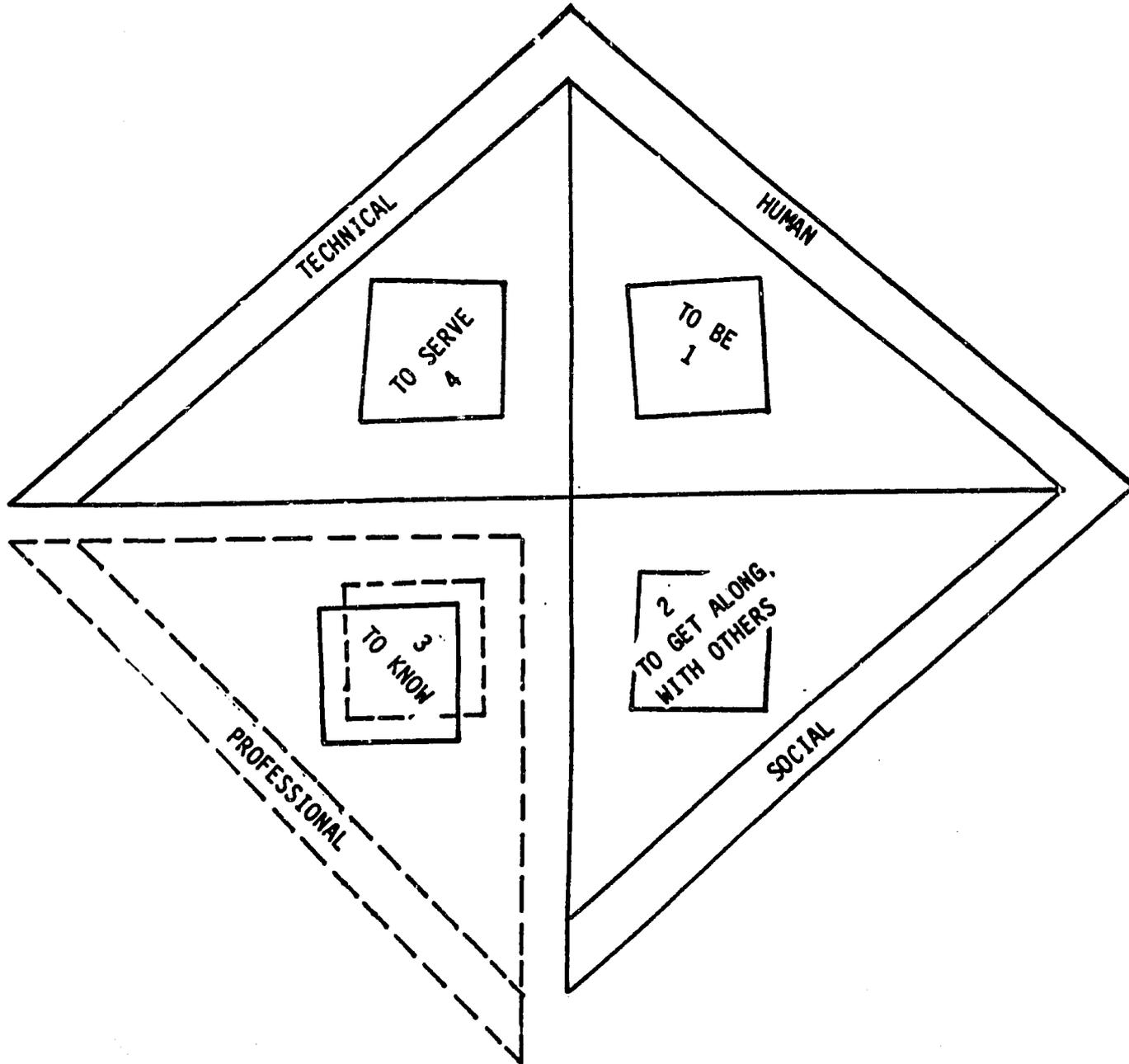
AREA 4

Aspects relating to the teacher's technical skill; this calls for contents of the following type:

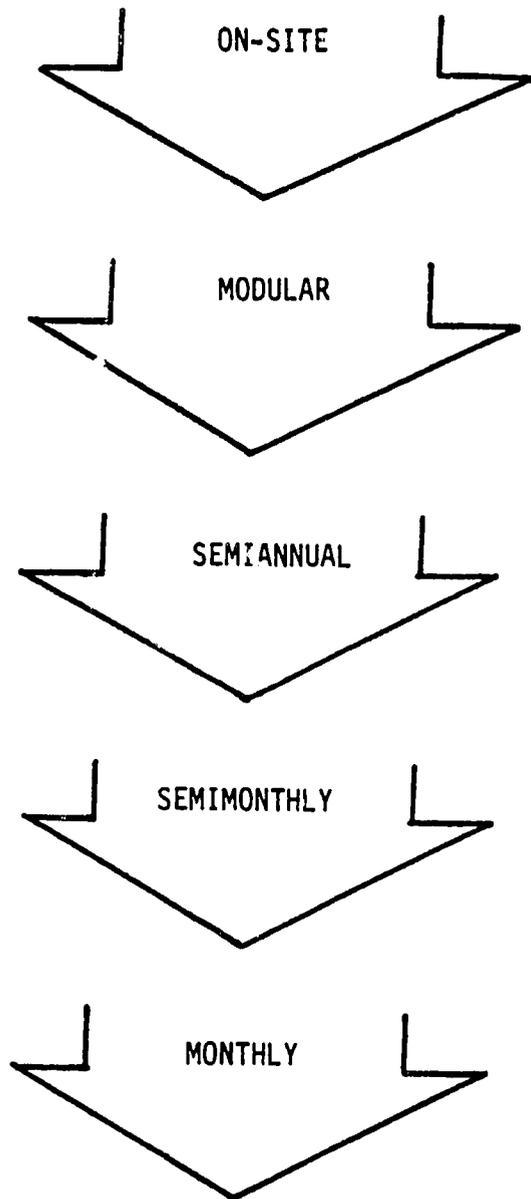
- a. Planning for teaching
- b. Programming for teaching
- c. Curriculum development and application
- d. Teaching technology
- e. School evaluation
- f. Development and use of material
- g. Psychology of the child and the adolescent

This Area is focused directly on the act of teaching as a service to the community. The teacher requires up-to-date courses which will train him/her in the philosophy of educational regionalization and will, in turn, prepare him/her to develop teaching effectively.

BASIC AREAS OF TRAINING FOR TEACHERS



TRAINING METHODS



PERMANENT TRAINING PROGRAM GOALS

1. Long Term:

1.1 At the end of the six years of the project, the 7,539 principals of official school districts will be trained, from the preprimary, primary, urban, and rural levels and from the intermediate and cooperative levels in the basic cycle.

2. Medium Term

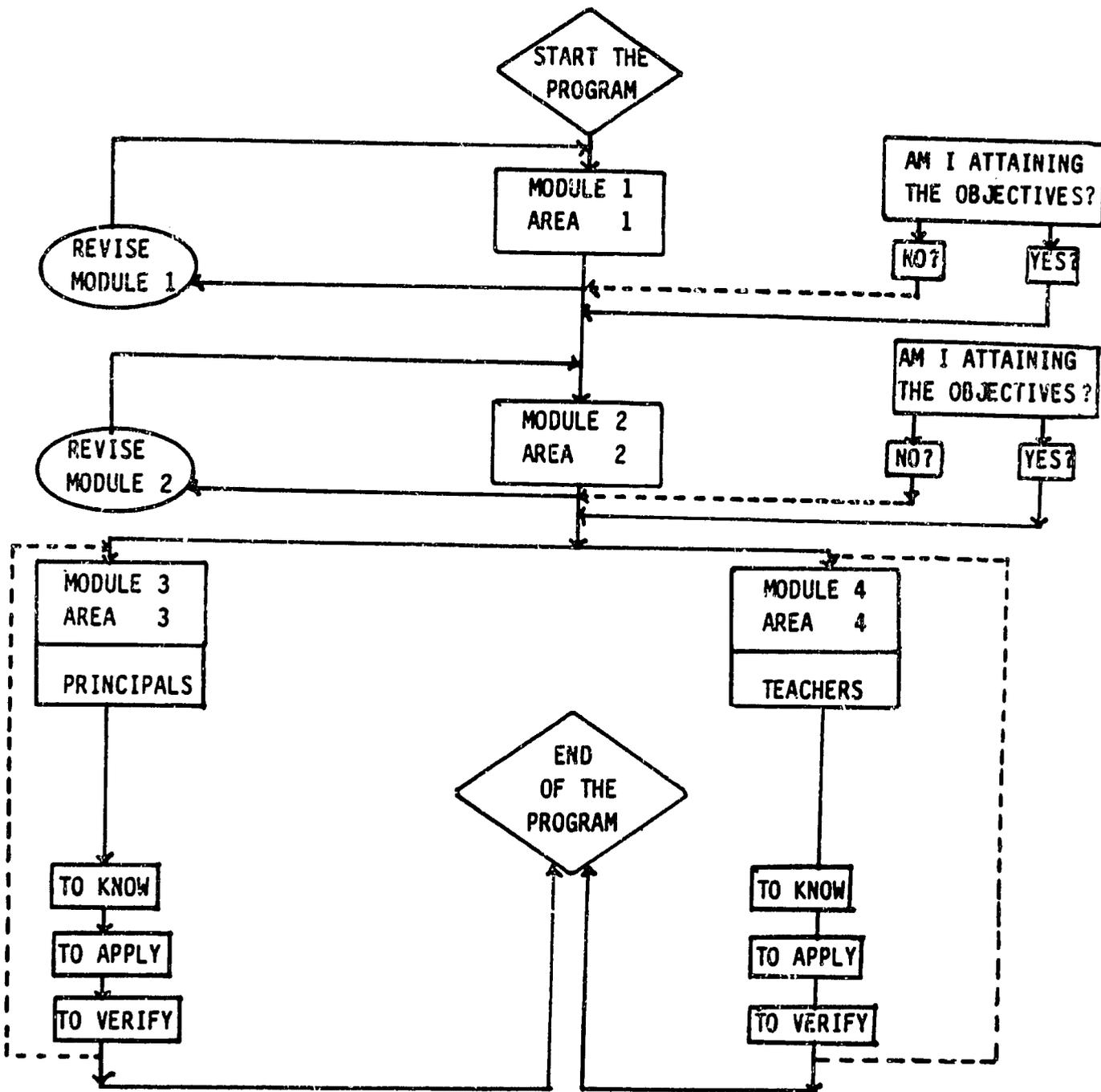
2.1 At the conclusion of the first two years following implementation of the educational regionalization program -- 1988 -- 477 principals will be trained, from the intermediate and cooperative levels of the basic cycle; at least 1,200 principals will be trained from the urban and/or rural level.

2.2 From 1989 to 1992 inclusive, at the end of each year, 1,200 principals will be trained. This means 6,200 principals will be trained at the end of the five-year period. (see Graph on "Training Expectations.")

3. Short Term

3.1 At the end of the year 1987, the Permanent Training Program for Managers will be underway in accordance with the methods set up in each region.

MODULES FOR ALTERNATIVE TRAINING



EXPECTATIONS OF TRAINING FOR MANAGERS

1988	1989	1990	1991	1992
c 1200				
b 1200	c 1200			
	b 1200	c 1200		
		b 1200	c 1200	
			b 1200	c 1200

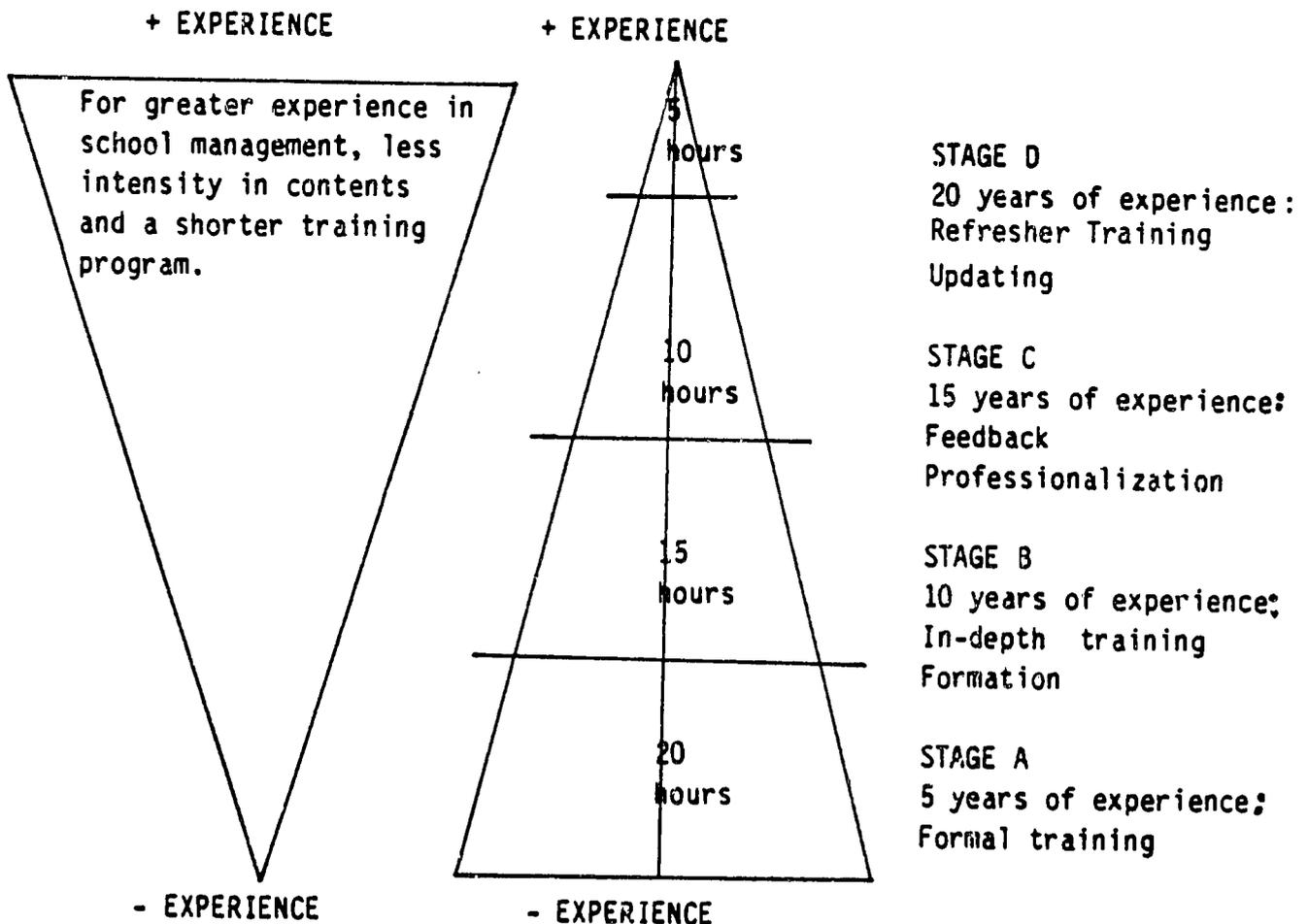
c: principals who have completed training
 b: principals who are beginning training

e. The Permanent Training Program

The model for the formation, training, and professionalization of managers of official school centers is a flexible, dynamic, and adaptable one which can change and enhance itself systematically according to regional characteristics both with respect to its contents and duration.

Thus, the permanent training program can be presented in four different methods or stages, each depending on the principal's experience in teaching and nonteaching duties and skills. A style of training corresponds to each stage or method, so that the more experience a principal has in managing a school, the shorter and less intense the training program.

The following graph clarifies and explains the idea.



STAGES AND LEVELS OF TRAINING

STAGES	NO. OF YEARS OF EXPERIENCE	TYPES OF TRAINING	HOURS OF STUDY PER SUBJECT
A	5 years	Formal training	20
B	10 years	In-depth training	15
C	15 years	Feedback Professionalization	10
D	20 years	Updating Refresher Training	05

F. PHYSICAL INFRASTRUCTURE

This proposal adopts the system of modules, developed jointly with USIPE. The designs are in response, in terms of space, to the structure, functions, mechanisms, and personnel defined in the organizational design.

An integration of modules is proposed for each level of regionalization. Flexibility exists for other combinations.

It is suggested that there be a minimum of furniture. For areas for group work and/or training, rectangular, semicircular, or polygonal tables are suggested, the combination of which will facilitate simultaneous work of groups of varying composition and magnitude.

At the implementation of the program it is recommended that construction and equipment efforts begin with the school district supervisory services and the regional management offices.*

* In the district module a basic housing unit for the supervisor is included. It is the only concrete incentive for the person who will eventually exercise educational leadership in the school district.

FURNITURE

Module 1

General Management Office

1 executive desk
1 executive chair
2 visitors' chairs
1 bookcase

Secretarial Office

1 secretarial desk
1 secretarial chair
1 typewriter table
2 4-drawer file cabinets

Meeting Room

4 2-person tables
10 visitors' chairs
1 blackboard

Module 4

Information Service

1 reception facility
1 secretarial desk
2 secretarial chairs
1 bookcase
1 typewriter table
1 card file

Storeroom

3 sets of shelves
1 mimeograph table

Documentation Center

20 2-person tables
40 chairs
1 blackboard
3 movable partitions

Module 7

Training

40 2-person tables
80 chairs
2 blackboards

Module 2

District Supervision

1 executive desk
1 executive chair
2 visitors' chairs
1 bookcase

Secretarial Office

1 secretarial desk
1 secretarial chair
1 typewriter table
2 4-drawer file cabinets

Housing

1 bed
1 nightstand
1 wardrobe
1 living-room set (3 pieces)

Module 5

Individual Booths

4 secretarial desks
4 secretarial chairs
4 bookcases
4 visitors' chairs

Collective Booth

4 2-person tables
12 chairs

Training

20 2-person tables
40 chairs
1 blackboard
3 movable partitions

Module 3

Administrative Director

1 executive desk
1 executive chair
2 visitors' chairs
1 bookcase

Administration

1 secretarial desk
1 secretarial chair
1 typewriter table
2 4-drawer file cabinets

Storeroom

4 sets of shelves

Accounting Office

1 secretarial desk
1 secretarial chair
1 typewriter table
2 4-drawer file cabinets

Module 6

Individual Booths

8 secretarial desks
8 secretarial chairs
8 bookcases
8 visitors' chairs

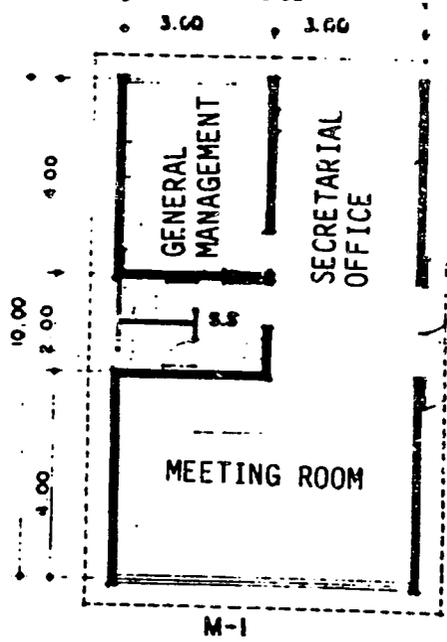
Collective Booth

8 2-person tables
24 chairs

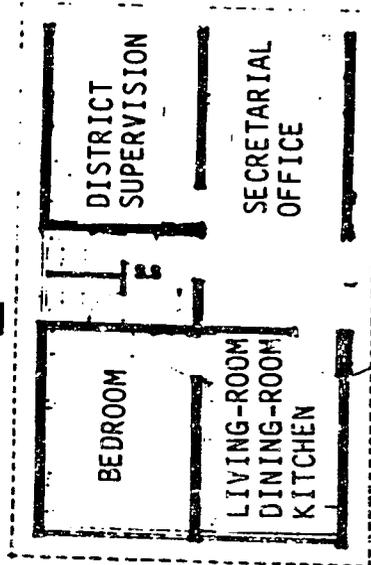
Secretarial Office

1 secretarial desk
1 secretarial chair
1 typewriter table
2 4-drawer file cabinets

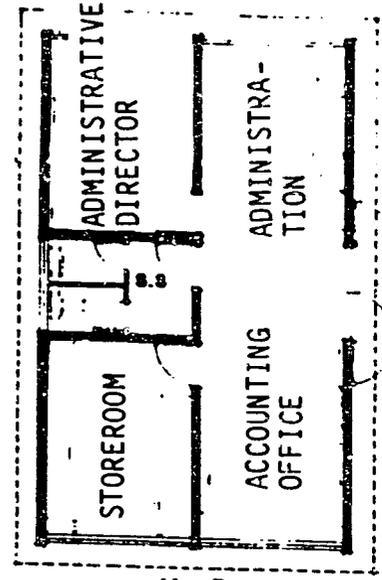
SUPERVISION	MODULE 1	MODULE 2	MODULE 3	MODULE 4	MODULE 5	MODULE 6	MODULE 7	AREA	COST	TOTAL
REGIONAL	GEN. MGT. -----		ADM. UNIT	INF. UNIT	-----	TEC. UNIT	TRAINING	300	350	105000
DEPARTMENTAL	TEC SUPERV-----		ADM. UNIT	-----	-----	-----	-----	120	350	42000
DISTRICT	-----	TEC SUPERV	-----	-----	TEC. UNIT	-----	-----	120	350	42000



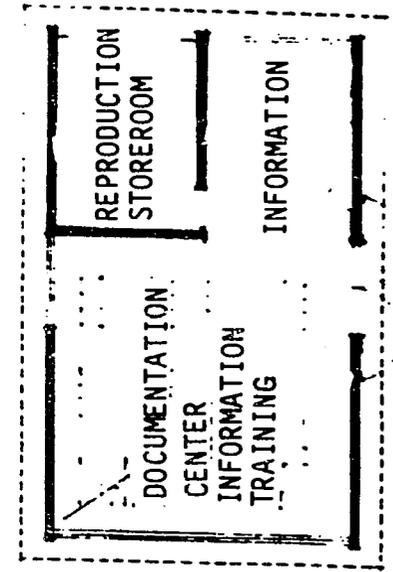
M-1



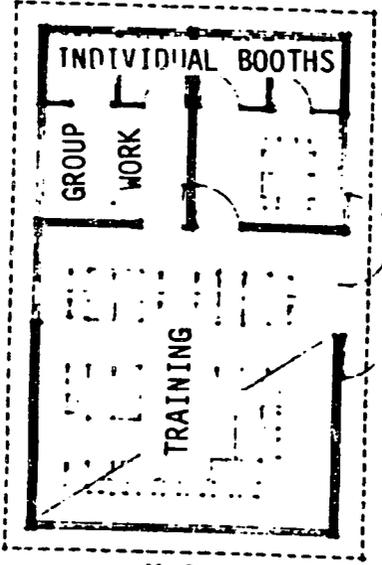
M-2



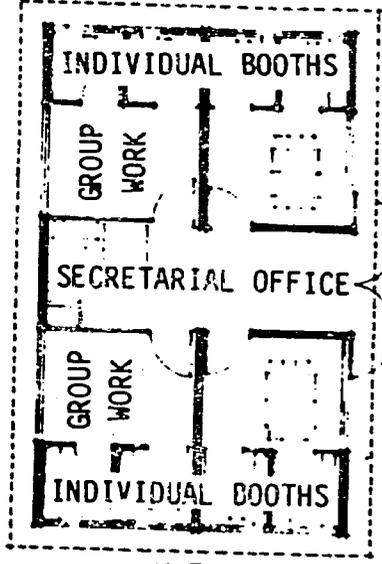
M-3



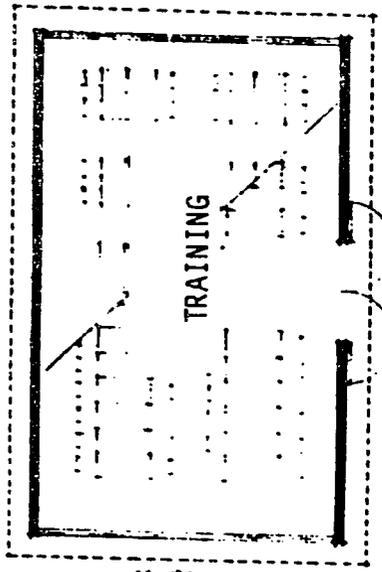
M-4



M-6*



M-7*



M-8*

USIPE
PHYSICAL INFRASTRUCTURE DIVISION

TYPICAL MODULES DESIGN
ARC. ROBERTO VAZQUEZ PINEDA
DRAWING
MIGUEL RAYO
SCALE
1:100
DATE
SEPTEMBER 1986

* [There are 7 modules; the skipping of M-5 is apparently a typographical error.]
[Translator's note.]

G. TECHNICAL ASSISTANCE

The more effective technical assistance is, the less necessary it becomes. The role of the consultant or expert is not to substitute for national staff members, "doing" what is needed to resolve the situations that occur. His/her role is to work jointly with national staff members in the search for better ways of resolving problems, or providing means for the national group by contributing appropriate technology.

The national group thus grows gradually in technical self-sufficiency. The outside consultant, through his/her own action, ceases to be necessary. Technical assistance completes its task.

Bearing this in mind, the country must recognize those in-country specialists who already possess appropriate professional qualifications, giving them suitable opportunities. This entails an act of faith in one's own people and an incentive for professional upward mobility in local human resources. Nevertheless, the local consultant can represent a risk: his/her technical consultancy is compromised when incorporated with his/her permanent duties, and conversely, the person becomes overloaded with the additional consulting activities.

TECHNICAL ASSISTANCE

<u>Type</u>		
Social researcher (anthropologist)	12 p/m	Q 2,000.00
Sociologist, psychologist, social communicator	12 p/m	Q 2,000.00
Curriculum expert	18 p/m	Q 2,000.00
Training expert	15 p/m	Q 2,000.00
Expert in the preparation of textbooks and educational material	15 p/m	Q 2,000.00
Expert in educational technology	30 p/m	Q 2,000.00
Expert in investment and planning	12 p/m	----- --
Expert in organization, administration Planning and design of systems	24 p/m	----- --

H. FINANCING

I. Introduction

In recent years there have been improvements in the coverage and quality of elementary education in Guatemala; however, the current financial system still does not satisfy the basic requirement for any system of financing for education: that of adapting the resources for a minimum teaching level and distributing these resources equitably throughout the different geographical zones and socioeconomic groups of the country.

A reason for the lack of appropriate resources can be found first of all in the fact that Guatemala is a developing country with a relatively low per capita income. The deficiencies in the educational sector are very likely one more manifestation of this fact, as important as other deficiencies, such as the degree of malnutrition in about two-thirds of the population. The lack of development can be resolved only in the long term, and involves questions which go far beyond the scope of this report.

The lack of appropriate resources for elementary education also can be traced to the issue of national priorities. Guatemala has one of the lowest fiscal efforts in the world, whether measured as part of the per capita income that is paid in taxes or the percentage of the gross domestic product available to government institutions. The low percentage of economic resources which are channeled to the public sector is in part the result of the inability to provide, in an appropriate manner, the public services that are most basic for the nation's development. General elementary education is one of these services. Guatemala uses about 2.3% of its gross domestic product in the education sector (public and private), compared to the average in Latin American countries of 4.5%. Meanwhile, studies already carried out indicate that in Guatemala, the rate of return (both private and public) of investment in education is considerable.

The reality in the short term (and perhaps the medium one) dictated by the crisis in economic activity and the political difficulties of institutional transformation, is that no significant increase can be seen in the level of resources coming from the central government for elementary education, and none of any sort sufficient to extend a minimum level of elementary education throughout the national territory and to eliminate the inequities between the rural and urban areas.

Given that the central government's expenditures for elementary education will increase noticeably, the strategies to be followed basically contain two elements: first, the increase in cost-efficiency of current educational programs. This requires improvements in the planning and implementation mechanisms. It is well known, for example, that the elimination of the problem of having to repeat classes in Guatemala would make it possible to provide schooling for three times as many children than at present without any increase in cost. The second element of the strategy consists of creating mechanisms which provide potential for, and stimulate the participation of, the municipal corporations, communities, and parents in the financing and managing of education in Guatemala.

The first element of the strategy, the improvement of the planning and managing of educational programs, is developed in other parts of this report. The central objective of this section is to suggest mechanisms for the participation of the community and the municipal corporations in the financing of elementary education.

The participation of parents and local government entities in the financing of elementary education gives rise to two questions. One of these is a legal-constitutional

question, the other is a question of equity. Both the constitution of the Republic and the law of national education proclaim the right to free elementary education. Yet, both municipal corporations and parents have, in fact, been contributing, albeit in a modest way, to the financing of primary education. In view of the central government's inability to provide sufficient resources for primary education, the only sensible thing to do is take a pragmatic position and recognize the need to support and stimulate contributions from the municipal corporations and parents in the sector. All this is said without implying that the government will not in the long run assume its responsibility of providing for free elementary education.

The participation of municipal corporations and parents in the financing of elementary education also creates a question of equity. At present, the distribution of resources for education is very uneven, with the capital city and other urban zones being favored most and the rural areas favored least. If the municipal corporations and the parents are to contribute to the financing of elementary education, it is only fair that all should do so, and that the government's counterparts and incentives for these contributions should take into account and incorporate the ability to pay and the economic effort made by the municipal corporations and the parents. In the rest of the section, we present an inventory of the contributions to education at the present time by families, municipal organizations, and the central government. Later on, the advantages and the weaknesses of the present system of financing are examined. Finally, we present a series of options for increasing the contributions to financing by municipal corporations and parents, as well as a counterpart policy by the central government.

2. Participation by Families, Municipal Corporations, and the Government in the Financing of Primary Education

Participation by Families. The cost of elementary education to the family has two dimensions. First is the opportunity cost which sending a child to school represents, and the second is the more explicit expense represented by school supplies, registration fees, etc.

No systematic research has been done on opportunity cost experienced by the families of children seven or eight years old and older who, according to custom, help with family work or are employed as day laborers. Casual observation shows, however, that this cost can represent a significant portion of the average family budget in rural zones. The school year, which extends from January to October, coincides with the planting period and part of the harvest period. The two harvest periods of the Coast to which the parents migrate for temporary work, and frequently the children too, also coincide with the school year. Apart from these periods, the cost of a child's attendance at school is surely lower, but not necessarily insignificant. At the end of this section is a more detailed discussion of opportunity cost and a suggested method for estimating it. SEGEPLAN is currently planning a re-survey of homes. With the financial support of AID, SEGEPLAN will be able to compute the opportunity cost of school attendance by the child, this being a part of its survey. Whatever the final information may be, however, it is clear that the cost fluctuates with high agricultural activities throughout the year. Making the school schedule more flexible and adapting it to the community's activities could bring about a considerable reduction in the opportunity cost in family decisions and budgets.

Families also contribute to the financing of elementary education by covering explicit costs such as school supplies (textbooks, notebooks, etc.), uniforms, and sometimes transportation. In urban areas, families also pay Q1.00 per child per "school operation" for maintenance, and a registration fee of Q5.00. Parents also donate

voluntary work to the schools, for example through the program for rebuilding schools or for maintenance, and in some cases for the construction of the school building. Using data from the Encuesta nacional de ingresos y gastos familiares, 1979-1981 (National survey of income and family expenses), National Statistics office, the Academy for Educational Development reports, in a document entitled Education Sector Assessment, 1985, that the expenses of families for school supplies, uniforms, etc., can represent as much as 25% of the central government's expenditures for elementary education. But these same expenses represent only 1.2% of the average annual family budget, with families having lower incomes spending less than 0.9% and those having higher incomes reaching 4.3%. In a survey of family budgets made by the University of San Carlos in 1969, similar figures are reported. Thus, in 1969 families were spending between 1% and 2.5% of the family income on indirect school costs, which represented almost one-third of the total cost of elementary education in urban areas, and one-fifth in rural zones. It should be kept in mind that none of these estimates seems to include a monetary equivalent of the voluntary work done by the parents. If SEGEPLAN carries out the survey of homes which it has planned, in addition to the computation of the opportunity costs already suggested, it also could collect data about these other costs of elementary education covered by families. At the end of this section we suggest a format for the instrument to be used in making the survey.

Finally, the parents' association also manages to assemble some resources for the schools through lotteries, raffles, school store activities, and events such as school fairs (escofer) and carnivals. There is no documentation, however, on the economic effect of these activities. It appears that the amounts collected vary greatly from community to community, and are not very high in any instance.

Participation of the municipal corporations. The municipal corporations contribute to the financing of elementary education in an informal way, and also, more formally, with specific line items in their budgets. In the informal contributions, a paternalistic system is followed in which typically the mayor "accedes" to petitions from teachers and parents of a village or hamlet so that the municipal corporation contributes materials or tools for repair jobs and sometimes the construction of the school building. Contributions of this type are not budgeted, nor do they appear in the results of the municipal corporation's fiscal year.

The most important formal budget contribution by municipal corporations is for construction and maintenance of schools; the second is for the operation of schools and Institutes for Cooperatives. The latter, involving parents, municipal corporations, and the central government for intermediate basic teaching, is reviewed below. Finally, a much lower number of municipal corporations finance teachers' salaries.

The most outstanding aspect of the data for 1985 and 1986 is the relatively low number of municipal corporations that budget expenses for education, and above all, the low percentage that these expenses represent in municipal finances. In neither of the two years do expenses for education reach 2% of the total budget, and they represent less than 10% of the investment programs.

Participation of the central government. The vast majority of expenses for public elementary education are financed through general income of the State assigned to the Ministry of Education in the General Expense Budget of the Nation. The only two special sources of income for education, and which do not concern elementary education, are the Loteria chica (Small Lottery), 75% of whose earnings are allotted to the literacy program, and a

1% tax on the payroll lists of firms, which earnings are allotted for the financing of the technical education for which INTECAP is responsible.

Cooperative programs of families, municipal corporations, and the central government. In Guatemala there are, or have been, numerous educational programs financed through the cooperative effort of parents, municipal corporations, and the central government. Two of these are currently being run by the Institutes for Cooperatives and the Family Educational Nuclei for Development (NUFED). A third one, now cancelled, is the Rural Socioeducational Program for School Construction. Despite the fact that the Institutes for Cooperatives and the NUFEDs do not provide instruction at the elementary level, they are included in our discussion because they present financing models which are relevant to the problems of financing elementary education in Guatemala.

The Institutes for Cooperatives were created in 1972 in view of the central government's inability to meet the demand for basic intermediate teaching through its own resources. Today there are about 260 Institutes for Cooperatives providing teaching to about 20,000 pupils. Whereas one of these Institutes costs the state Q3,000.00 a year, the operating expense of the national Institute is about Q28,000.00. Municipal corporations contribute Q750,000 a year for the financing of each Institute (Q250,000 per grade), and the parents, Q50.00 for each child (Q5.00 a month) plus Q7.50 in registering for educational material. The physical plant of the Institute is, as always, an elementary school used in the afternoon or the evening. To receive the grant from the government, the Institutes must become constituted, and operate and keep accounts in accordance with official legislation. The supervision of the Institutes is the responsibility of supervisors of intermediate teaching. The normative official controls the quality of education and management, but the daily running of the Institute is the responsibility of a board of directors composed of parents and teachers. The president of the board of directors is the president of the parents' association. The initiative for the creation of an Institute almost always come from teachers in elementary schools who, at a certain level of seniority, are authorized to teach in the Institute. This means a certain amount of merit, as reflected in their performance records, but more important perhaps is the salary which is on the average, 20% to 30% higher. At present, negotiations are underway for 10 new Institutes; during the past year, five Institutes were nationalized and 40 others began proceedings for nationalization.

The NUFED centers are much less important quantitatively. There are seven centers in the country, and only four of them are in full operation. The centers are oriented towards technical training in farming and animal husbandry. From our point of view, the most interesting thing about the centers is their self-government through a board of directors composed of parents, and their system of financing. After an initial period of two years, the centers, which have an internship system, are self-financing by means of contributions from parents. The contributions per pupil are Q30.00 a year plus contributions of food. Nevertheless, the central government covers the salary costs of the teaching personnel.

The Rural Socioeducational Program (SER) was a program for the construction of rural schools with the three-party cooperation of parents, municipal corporations, and the central government through the Ministry of Education. The information which we have been able to gather on the program is a bit fragmentary. In a period of a little over 10 years, during which the program was in operation from about the middle 1970s, more than a million rural classrooms were built, and a similarly high number of housing units for teachers were built. Going by the average values in the years for which we have

found statistical documentation, the central government's contributions and those of the community were each 30% of the total cost, with the remaining 40% being donated by municipal corporations. The program was stopped when the responsibility for school construction was transferred from the Ministry of Education to the Ministry of Public Works.

3. Evaluation of the Current Financial Situation: Limitations and Possibilities

An ideal system for the financing of education has several characteristics:

- It is appropriate; each child is provided with a minimum level of education, regardless of his place of residence and his family's income.
- It is stable; future incomes can be predicted with a margin for error, so as to plan activities at least for the short and medium terms.
- It is efficient; the system rewards and stimulates efficiency and economy in the use of resources.
- It responds to the principles of horizontal and vertical equity; families with equal resources contribute in an equal manner, and those with more resources contribute more proportionately.
- It is flexible; it provides a way for increasing available resources as needs and the economic level of the population grow.
- It is responsible; the system does not penalize or ignore, but rather recognizes, awards, and stimulates contributions by parents and local governments, taking their economic capabilities into account.

These characteristics of the ideal financial system are not described here with the intention that the system for financing elementary education in Guatemala will come anywhere close to them in the near future. The main reason is to establish criteria which will enable us to evaluate the current financial system in a consistent way, and at the same time suggest a way in which the system should change. It is with these criteria in mind that we now go on to evaluate the different elements of the current financial situation.

The contributions of the parents seem to be relatively low at present, at least in terms of the average family budget, and therefore they could contribute more towards making resources sufficient for elementary education. This statement, however, requires several qualifications. First, the institutionalized contributions of parents (e.g., fees for registering and school operations) can never form a major part of the financial system, since the constitution declares that elementary education is free. A second qualification is that the parents' ability to pay is markedly different in rural and urban zones (per capita income in rural zones is only about one-tenth of the per capita income in urban zones), as well as within the urban zones. The difference in the ability to pay in rural zones is recognized at present in that registration and school operation fees are paid only in the urban zones. Any increase in these fees in the future will have to continue to take into account the difference in families' ability to pay. This can be done through a fee scale corresponding to the different levels of family income, or through a system of scholarships which, in a variable manner, exempt the family from the payment of a fixed fee. The decision about "who pays how much" could become the responsibility of the community boards of education projected by PROSUPERE. A similar scholarship system

could be used to cover the costs for school supplies and uniforms in low-income families.

The more informal contributions of families (volunteer work, raffles, events, etc.), although they can never reach the point of constituting a stable and major source of income, can likewise acquire greater potential. At present the parents' organizations which work or collect funds for the school are faced with a paradox--the Ministry ignores them, and the official funds which could have been used in their school may go to schools where the parents make no effort whatever. This state of affairs obviously tends to destroy the willingness to be cooperative. On many occasions, the parents' participation depends critically on leadership, energy, and identification with the community by teachers and school principals. The Ministry, however, gives little recognition to these efforts, and follows personnel strategies (e.g., frequent transfers of teachers) which are detrimental. For this reason, among others, there is a need to follow a policy of establishing strong ties among the community, the teacher, and school principal. Mobilizing local resources through the leadership of the teaching personnel must be given greater recognition in performance ratings. The Ministry also must have at its disposal a special fund to offer counterparts, on the recommendation of the district supervisor, to the efforts of parents in the form of volunteer work or the collection of funds.

The contributions of municipal corporations to the financing of elementary education are very low. No doubt a determining factor in this situation has been the functional division between the central government and the local governments as a result of which the central government is responsible for providing elementary education services. Although economic resources at the local level are limited, especially in many rural zones, the municipal corporations constitute an alternative source of help in financing elementary education more desirable than the one offered by parents. At the level of the municipal corporation, it is easier to pursue the objectives of education, equity, flexibility, etc., which we have mentioned. Indeed, in countries with decentralized systems of education, local governments play a crucial part in the financing of education. This financial responsibility is very often accompanied by considerable ability in self-management and decision-making.

In Guatemala the expenses of municipal corporations in education have been ignored by the Ministry of Education. The only exception is the case of the Institutes for Cooperatives. With municipal corporations a situation occurs that is very similar to the one discussed in the case of the contributions made by parents. The municipal corporation which chooses to assign part of its limited resources to elementary education not only sacrifices other municipal services, it knows that the resources which the Ministry may be giving for such purposes may end up going to other municipal corporations which decide to spend absolutely nothing on education. Therefore, in this regard also, it would be necessary for the central government, through the Ministry of Education, to create a counterpart fund to stimulate and award the economic effort made by municipal corporations in the area of education. The counterparts of the central government should be based on a scale keyed to the economic capability of each municipal corporation.

What possibilities exist for the municipal corporations to contribute more to the financing of elementary education? There are two major limitations in this respect. The first is the low level of the municipal corporations' own financial resources. To maintain an appropriate viewpoint it should be noted that in 1985 the total budget (by current account and by capital) of all the municipal corporations in the nation (with the exception of the capital city) represented only 61% of the expenses of the Ministry of Education at the elementary level and 21% of all of the Ministry's expenses.

The second limitation is related to the type of taxes or other fiscal instruments available to the municipal corporations. The new constitution of the Republic has added to this limitation. Article 243 of the constitution explicitly prohibits double tax-paying, this being understood to mean use of the same type of tax at two different levels of government. Since the taxation structure of the central government is full, including a tax on real estate (the Territorial Tax), there remains practically no tax of any economic consequence that can be used by the central governments. There is quite a bit of uncertainty, furthermore, regarding the implementation of this constitutional requirement. The constitution itself establishes the progressive elimination of cases of double taxing so as not to damage the national treasury and at the same time puts Congress in the position of writing a new municipal code and a new municipal tax code within one year. The constitution also identifies Congress (Article 239) as the only state organization able to decree any type of tax, tribute, or charge in all aspects. This seems to mean that the municipal corporations will not have any autonomy whatever over their incomes. Our analysis (and suggestions) will naturally be conditioned on the final form taken by the legislation.

On the other hand, the constitution also has opened the possibility of increasing the contributions of the municipalities to the construction and maintenance of schools. Article 257 assigns an annual transfer to the municipal corporations equivalent to 8% of the ordinary budget of the state for infrastructure works. To implement this mandate this year, the government has agreed to transfer to each of the municipal corporations in the country, regardless of their population, etc., a fixed amount of Q100,000, plus a line of credit of Q67,500.00. The municipal corporations must make use of these funds during the four remaining months of fiscal year 1986 (i.e., Q25,000 a month for the transfer) or lose them.

In the final analysis, it is not clear whether the municipal organizations are going to win or lose financial resources with the 8% transfer package for infrastructure works and strict application of the prohibition against double tax-paying. At the least, they may lose flexibility, since the 8% transfer cannot be devoted to operational programs. At present, about 38% of the financial resources of the municipalities are special taxes administered by the Institute for Municipal Promotion (INFOM). A part of these incomes comes from a number of special taxes introduced at different times and collected by the Administration of Internal Revenue of the Ministry of Public Finance. These taxes are levied on the consumption of gasoline, brandy and beer, the exportation of coffee, posters and advertisements, and vehicular traffic. Considering that IVA also levies a tax on most of these products, it is doubtful that the special taxes will survive the elimination of double tax-paying. The remainder of the special taxes administered by INFOM come from the Territorial Tax. This is a levy of three per thousand on the value of real property.

Up to now the Territorial Tax has produced scant income because it is based on value declared instead of on real market values. The Ministry of Public Finance intends to check this tax by bringing cadastre up to date in line with market values. Although the Territorial Tax has the potential of being the main source of income for local governments, bringing the cadastre up to date is going to be a complicated task which will take a number of years to accomplish.

Unfortunately, if there is any possibility of increasing the contributions of municipal corporations to elementary education through taxation, the more realistic scenario is through the Territorial Tax. The remaining fiscal income of the municipal organizations, those "locally collected in treasury," come from a long list of local taxes and taxes for services. Although some of them amount to more than others (e.g., the

finery ticket and the commercial center locale) none of these local taxes is able to produce much more income. Five of the 325 municipal corporations in the country also have been using a locally administered tax on real property, the tax on real estate revenue. This tax applies a calculation factor of a number of quetzals for a square meter of real property, and the factor varies by urban development zone in the municipal cadastre. The reason for the drop of the tax in the real estate revenue is that very few municipal corporations have the personnel needed to administer it. In any case, the tax on real estate revenue seems doomed to disappear because of the constitutional mandate to eliminate double tax-paying.

The most effective program in Guatemala for stimulating parents and municipal corporations regarding the financing of education has been the program in cooperative endeavor. The Institutes for intermediate teaching through cooperatives, the NUFED centers, and the SER Program for school construction testify to this. The programs involving cooperatives include a set of ideal characteristics for any effort in the decentralization and promotion of education. In the adaptation of resources, the central government's contributions are multiplied by the participation of families and municipal corporations. The government's contributions can furthermore be adopted to the cooperative agreement relating to the community's ability to pay. By turning the power of management and control over to the community, one also gets parents involved in children's education and insures more efficient use of resources.

Despite the important possibilities contained in programs involving cooperatives, the Guatemalan government has used this model as a secondary and temporary means. The experience has been that as soon as the central government's finances permit it, the cooperative program is abandoned for a traditional centralized education model.

4. Options

The main conclusion coming from our discussion is that there is not going to be any magic formula for resolving the financial difficulties of rural elementary education in Guatemala. The economic capability of the parents and municipal corporations is very limited, and therefore the financing of elementary education will have to remain, for the most part, a responsibility of the central government. Nevertheless, there are some options which can perhaps lighten the demands placed on the central government.

The main strategy consists of taking advantage of the project for decentralizing education, not only to transfer powers of management and decision-making, but also to involve the community (parents and municipal corporations) to a greater extent in financing and to be able to multiply the available resources of the Ministry of Education for elementary education. The options which we suggest must not be used only by rural zones, however; their application must be extended, if possible, to the entire nation. This is on account of the adaptation of resources as well as for reasons of equity. Harnessing community resources in urban areas will make it possible to free resources of the Ministry of Education which could be used in rural zones as needed. Asking the rural communities to make a greater contribution to education would not be right, if urban communities are not asked to do likewise. This equity aspect has been a recurrent theme in this report, and in our estimation, it is perhaps the most important in elementary education in Guatemala. The implementation of some of the options will require the use of equity criteria--i.e., taking into account the ability of parents and municipal corporations to pay. To this end, the Ministry of Education will need to use statistical information on per capita income in the community, and, failing that, in the district or in the department. In the case of parents, the ability to pay can be obtained by means of

their own statements, leaving it up to the school principal to have the final say concerning their reliability.

Options for greater contributions by parents. An initial step in this area could be to increase the registration fee in urban zones, and extend its application to rural zones. But instead of just one registration fee for the entire country, the registration fee could be made progressive.

The scale of fees could have from five to eight segments, depending on the family's annual income. When the family's income is below a certain minimum (for example, Q700 a year), the registration would be free. The first segment of the fee should be left at its present level of Q5.00. There are families who send their children to public schools who could perfectly well pay annual registration fees of from Q25.00 to Q30.00.

To stimulate volunteer work by parents' associations, the Ministry of Education could create a fund for the distribution of counterparts. These would represent a percentage of the monetary equivalent provided by parents. The higher the average income of the parents, the lower this percentage would be. The applications for counterparts would be processed through district supervisors. Part of the funding required for this counterpart fund could come from increases in the registration fees. It is impossible to predict the response of parents to this type of scheme, but we think it would be good. The scheme could be expensive at first, but in time the counterpart percentages could be adjusted downward. It should be noted that if, for example, the Ministry of Education should decide to use its school maintenance budget in this type of scheme, it would multiply results.

The local education centers projected by PROSUPERE and the parents should be urged to look for industrial, commercial, and agricultural firms which may want to act as sponsors for a school in the community. This type of effort has been a very good source of resources in other countries. The sponsors often contribute funds to special projects which make the community stand out. They regard this as publicity for themselves, but one of social benefit. Multinational companies selling products in Guatemala would be good candidates for this sort of endeavor.

The program of farm schools which is currently being implemented also could produce resources for rural schools, if from the start emphasis was placed on the sale of products in the market. In other developing countries this type of activity has produced enough resources for school materials and school maintenance.

Options for greater contributions by municipalities. In the short run, the Ministry of Education will need to try to gather up part of the 8% of the general budget of the state transferred to municipal corporations for infrastructure work. The requirements of infrastructure outside of the education area, however, are enormous in most municipal corporations, and the latter have a direct obligation regarding them, unlike their position regarding education. Therefore, it would be difficult to justify the allotment of a set percentage of 8% for the construction or repair of schools. Here too the best strategy seems to be the establishment of a counterpart fund within the Ministry with its own investment funds to stimulate the voluntary participation of municipal corporations in the construction and repair of schools. One possibility could be to revive the SER cooperative plans (this time in a two-party way) which were effective until about the middle of the 1970s. The municipal corporations

furthermore have a line of credit of Q67,500.00 each for infrastructure works besides their line of regular credit with INFOM. These are resources which also could be channeled, in part, to the construction and repair of schools with a good counterpart program in the Ministry of Education.

In the longer run, the only realistic possibility of generating fiscal resources for elementary education at the local level depends on the future of the Territorial Tax. Once this tax is brought to date, the cadastre could easily manage to produce a high multiple of the level of income that it now produces. Its administration and collection would remain with the central government. But if the present use of the tax is maintained, the municipal corporations could receive a significant increase in their income. By means of a law by Congress, the municipal corporations also could have the option of increasing the rate of the tax (for example, by Q0.50 per Q1,000.00) in its jurisdictions for financing elementary education.

The increase in income thus generated would revert back by way of INFOM to the municipalities which make the extra fiscal effort. It is doubtful, however, that this type of scheme would be politically feasible. But if it should be, the Ministry would again need to use counterpart funds to provide incentives to the municipal corporations to participate in this type of initiative. Given that the basis of the Territorial Tax (per student or per section) varies considerably from one municipality to another, the percentage of the counterpart would have to vary inversely on the basis of the tax.

Options for the central government. There exists a source of resources for current elementary education of which the government has not made good use up to now. The education law compels businesses of all types to provide schooling for the children of their employees, but actually very few businesses have done this. The government could oblige businesses to abide by the law or give them the alternative of paying a fee based on their payroll and allot these resources to elementary education. The fee would be added to the 1% on payrolls which businesses pay for INTECAP. Although this is an attractive alternative, it is doubtful that it is politically feasible. And this is how we come to see where a major part of the public sector problem (including education) of Guatemala lies.

Resources in the form of nonfiscal instruments--lotteries, for example--offer little possibility. In Guatemala there is already a weekly drawing on the Small Lottery, with the collection going to educational needs. It seems unlikely that an increase in the frequency of drawings would produce a significant increase in net collections.

Cooperative options. This is a strategy which might have some possibilities in the short run for sending children to school in rural zones where at present there are no schools to attend. The model to be applied could be an adaptation of Institutes for Cooperatives. The most negative aspect of this type of proposal is its lack of equity. Unless the entire system of elementary education should be turned into one involving cooperatives, what this type of proposal actually does is ask the most destitute citizens to contribute to the financing of the elementary education of their children, while those sectors of the population with greater economic capability continue to receive free educational services.

Undoubtedly, the transformation of the present centralized system of elementary education throughout the country to a system involving cooperatives would be a basic move in a true decentralization plan. As we have already said, the plans involving

cooperative methods include many of the ideal characteristics of a decentralized system. The central government contributes financial resources (being able to take into account the community's ability to provide support), contributes specialized services in training, research, etc., in which it has a comparative advantage, and controls the final quality of the educational process. The community, in other respects, also contributes economic resources and participates in the daily affairs of management, some aspects of the curriculum, etc., directly involving the parents in the education of their children. Without giving up control over part of the resources and without giving specific responsibilities to the communities, decentralization plans typically remain in the hands of a bureaucracy parallel to the central bureaucracy, without any benefit greater than that of absorbing scarce economic resources which otherwise could be used more advantageously for schools, school materials, and teachers' salaries. Be that as it may, it is not realistic to think that in Guatemala this type of reform is possible at this time.

On a more practical level, the use of plans based on cooperative methods for elementary education in rural areas presents a number of problems that do not occur in the case of Institutes for Cooperatives.

The Institutes have a school building available (generally an elementary school) to undertake their activities. In the case of some rural areas without schools, it would be necessary to use some of the strategies previously suggested for the construction of a school building.

In the case of the Institutes, the elementary schoolteachers in the area almost always play a decisive role in their initiation. The teachers identify themselves with the educational problems of the area, and have some professional and economic incentive. In rural zones, this type of initiative would not be present. The district supervisors could, however, perhaps assume some promotion responsibilities.

The Institutes in general are very inexpensive because the teachers are willing to work for salaries that are only a fraction of their official salaries. In rural zones the teachers would have no other source of income. To attract teachers, the salaries paid by the rural cooperatives for elementary teaching would have to be similar to those paid in the official centers.

The Institutes for Cooperatives are more common in urban areas where the ability of the municipal corporations and the parents to pay is relatively high. In rural areas which have not been reached by elementary education, or not fully reached by it, the ability to pay of the municipal corporations and the parents is much lower. Therefore, the central government's participation in a plan involving cooperative methods would have to be much greater than it is for the Institutes for Cooperatives.

CONSOLIDATION OF MUNICIPAL BUDGETS

Fiscal Year 1985
(excludes the capital city)

PROGRAMMED

CURRENT INCOME			EXPENDITURES
From tax sources	Q 28,514,007.00		
Nontax sources	10,455,530.00		
Current transfers	12,080,309.00		
	<u>5,978,168.00</u>		
CAPITAL INCOME			
Sale of fixed assets	Q 6,885,073.00		
Capital transfers	7,230.00		
	<u>6,877,843.00</u>		
TOTAL	<u>Q 35,399,080.00</u>		
			OPERATION PROGRAM
			Q 24,324,470.00
			INVESTMENT PROGRAM
			Q 7,128,513.00
			DEBT PROGRAM
			<u>Q 3,945,097.00</u>
			TOTAL
			<u>Q 35,399,080.00</u>

The Q35,399,080.00 in income are received in the following manner:

Collected locally in treasury	Q 23,056,557.00 = 65%
Special, administered by INFOM	Q 12,342,523.00 = 35%
	<u>Q 35,399,080.00</u> 100%

2) PARTICIPATION OF LOCAL GOVERNMENTS IN THE COUNTRY'S EDUCATION (excludes the capital city)

<u>Cases</u>	<u>Financing for</u>	<u>No. of Municipal Corporations</u>	<u>Amount</u>
1	Construction of school buildings	65	Q 228,175.00
2	Special repairs and additions to school buildings	58	Q 129,840.00
3	Institutes for Cooperatives and operation of schools	172	Q 244,300.00
4	Municipal teachers' posts	19	Q 50,210.00*
TOTAL			<u>Q 652,525.00</u>

*Includes salaries, allowances and employers' fees
SOURCE: Budgetary Services Section (INFOM)

CONSOLIDATION OF MUNICIPAL BUDGETS

Fiscal Year 1986
(excludes the capital city)

PROGRAMMED

CURRENT INCOME		EXPENDITURES	
From tax sources	Q 35,975,997.00	OPERATION PROGRAM	Q 32,127,309.00
Nontax sources	<u>11,004,761.00</u>	INVESTMENT PROGRAM	Q 6,939,888.00
Current transfers	13,293,651.00	DEBT PROGRAM	Q 3,888,165.00
	11,677,585.00		
CAPITAL INCOME			
Sale of fixed assets	Q 6,979,365.00		
Capital transfers	<u>10,830.00</u>		
	6,968,535.00		
TOTAL	<u>Q 42,955,362.00</u>	TOTAL	<u>Q 42,955,362.00</u>

The Q35,399,080.00 in income are received in the following manner:

Collected locally in treasury	Q 24,854,587.00 = 58%
Special, administered by INFOM	Q 18,100,775.00 = 42%
	<u>Q 42,955,362.00 100%</u>

2) PARTICIPATION OF LOCAL GOVERNMENTS IN THE COUNTRY'S EDUCATION (excludes the capital city)

<u>Cases</u>	<u>Financing for</u>	<u>No. of Municipal Corporations</u>	<u>Amount</u>
1	Construction of school buildings	57	Q 230,312.00
2	Special repairs and additions to school buildings	59	Q 128,976.00
3	Institutes for Cooperatives and operation of schools	180	Q 249,150.00
4	Municipal teachers' posts	19	Q 53,609.00*
TOTAL			<u>Q 662,047.00</u>

*Includes salaries, allowances and employers' fees
SOURCE: Budgetary Services Section (INFOM)

5. **General Budget According to Financial Source at the Group Level and Budget Heading**

This section includes a chart covering the origin and the destination of resources. It differentiates government financing from existing resources--i.e., expenses already being incurred and those which must be added with new resources. Accordingly, external financing is distributed both by loan and by grant.

The budget presented is a first reading of the origin and destination of resources, but obviously these are subject to final negotiation.

**GENERAL BUDGET ACCORDING TO SOURCE OF FINANCING AT THE LEVEL OF
THE EXPENSE HEADING**

COMPONENTS	GOVERNMENT OF GUATEMALA		AID		TOTAL	LOAN	GRANT
	TOTAL	TOTAL	EXISTING FUNDS	NEW FUNDS			
0 PERSONAL SERVICES							
Permanent personnel	5,364,960	5,364,960	2,993,760	2,371,200			
Reserve fund for salary policy	239,040	239,040	239,040				
022 Contract personnel							
73 Seniority rights	2,199,744	2,199,744	1,976,486	223,258			
Other compensations for technical and professional services	105,600				105,600		105,600
NONPERSONAL SERVICES							
11 Public services							
12 Advertising, printing, binding							
Per diem and related expenses	1,338,480	160,618		160,618	1,177,862	380,695	789,167
17 Maintenance and minor repairs of equipment	126,144	29,013		29,013	97,131		97,131
18 Maintenance and repair of works							
2 MATERIALS AND SUPPLIES							
Materials							
Leather and rubber products							
26 Fuels and lubricants							
Accessories and parts for vehicles							
Various products and equipment							

COMPONENTS	TOTAL	TOTAL	EXISTING FUNDS	NEW FUNDS	TOTAL	LOAN	GRANT
3 MACHINERY AND EQUIPMENT AND THEIR SPECIAL REPAIR UNDER CONTRACT							
3.2 Office equipment							
3.4 Educational equipment							
Transportation equipment							
3.6 Communication equipment							
3.9 Various kinds of equipment							
4 ACQUISITION OF EXISTING BUILDINGS AND EQUIPMENT							
Lands for buildings							
Buildings for office space							
5 CONSTRUCTIONS, ADDITIONS AND IMPROVEMENTS UNDER CONTRACT							
521 Buildings for office space							
Special repairs for schools							
Telephone lines (construction)							
546 Repair of telephone lines							
Other facilities							
Other special repairs of facilities							
6 CURRENT TRANSFERS							
New year's gifts							
Emergency allowance							

COMPONENTS	TOTAL	TOTAL	EXISTING FUNDS	NEW FUNDS	TOTAL	LOAN	GRANT
9 OVERALL ALLOTMENTS							
Credit to be applied 10%							
GRAND TOTAL							

The proposed distribution obviously is subject to final negotiation.

6. Opportunity Costs

The purpose of this section is to suggest an elementary methodology for estimating the opportunity cost perceived by the family as a consequence of a child's attendance at school. It must be noted that this cost absolutely does not have to coincide with the cost of social opportunity. Given that at the national or regional level the rates of unemployment and underemployment are very high, it is doubtful that the cost of social opportunity is positive for any person, whether of school age or not.

The private opportunity cost to the family can be defined as the income (or equivalent monetary value) of the most profitable activity that must be sacrificed as a consequence of the child's attendance at school.

The basic components of the opportunity costs are therefore the time sacrificed (e.g., number of hours per day) and the salary (or equivalent) per unit of time. The first element--time--is basically a constant which includes the number of hours that a child spends at school, plus the time used going to and from school. Even though this "time" element is constant for each child, it must be noted that it is not the same for all children. The time spent going to and from school certainly varies depending on the distance from the school, the transportation used, and the type of terrain covered.

The second element, the cost or salary per unit of time, varies with the season of the year in relation to agricultural activities. This component is also the most difficult to quantify. Let us try first the aspect of variability. This implies that there can be conflicting demands on the time of a child of school age, since the harvest normally begins in the month of October. The beginning of the school year also coincides with the period for planting and preparing the land. It seems that it is also a rather common practice for the older children (but still of school age) to accompany their parents to work in harvests in the Coastal region. Because of a more temperate climate, there are usually two harvests along the Coast. The first is around January and the second in the month of August. The particular harvest in which the temporary migrants work varies from one municipality to another or from one community to another, even when they are close to each other.

The identification of harvest periods (both local and along the Coast) is important because those are the periods of the school year in which the opportunity costs of the child are surely positive. This does not mean that during the rest of the school period the cost is zero. Besides being able to work on the family's land, it is, it seems, rather common for children to begin, at eight or nine years, to work as day laborers for somebody else. The demand for this type of work is stimulated by the fact that children are paid half or less of what an adult laborer receives. Whether or not demand exists regularly for this kind of work depends on the type of crops grown in the area.

Thus, the periods of the school schedule characterized by high opportunity costs (and possibly low attendance) tend to vary by region, department, and even community. This well-known fact tends to make it extremely difficult to quantify the cost through sampling techniques. The data compiled in one community may not be representative of other communities, no matter how close they are.

All this implies two things. First, any calculation of the cost of timeliness must take into account the different times in the school schedule and the fact that the calculation must be done at the community level. The second implication is that if this type of study is carried out, one of its conclusions can be predicted in advance: there exists a pressing need to make the school schedule more flexible at the community level.

To arrive at concrete facts about the cost of timeliness, it is necessary to give a monetary value to the time (in hours or days, for example) which the child spends at school. This is not a problem whenever the alternative for the child is to work for somebody else as a day laborer with a preset daily salary. The salary of an adult day laborer seems to fluctuate between one and three or four quetzals a day, the average being around two quetzals. The average salary of a child working as a day laborer then would be around one quetzal a day. But this might fluctuate according to the region and the season of the year. Determining the monetary value by time unit which the child devotes to the family's agricultural activities is a much greater problem. Frequently this type of activity can be characterized as subsistence work, with almost none of the fruits of the labor going to the market. An alternative is to assign a monetary value per time unit equal to that which the parents would have to pay, if they should contract a third party to do the work performed by the child. This surely is more difficult to establish, and finally the person doing the survey will have to use his/her familiarity with the area to assign a monetary value to the time unit which the child devotes, or could devote, to the family's agricultural activities aside from harvest time.

As can be gathered from the discussion, calculating the opportunity of children's school attendance in rural areas of Guatemala would require very extensive and costly work. In our opinion, there is no good substitute for a survey done directly at the community level. The use of shortcuts, such as the study of patterns of attendance and nonattendance, would not reveal monetary equivalents of the cost. Furthermore, these patterns of attendance could give rise to false inferences. Children do not attend school for many reasons, among which the opportunity cost is only one. Other reasons may be the distance from the school, bad weather, the teacher's lack of interest or attendance, language, irrelevant curricula, deteriorated schools, etc. Only when concrete information becomes available, will it be possible to explain the patterns of attendance and nonattendance.

The basic entries of a questionnaire for calculating the opportunity cost of a Guatemalan child's school attendance in rural areas are presented in the following chart. The chart assumes the existence of a typical child who is representative of the whole school center, at least for all the children who are already of working age (seven or eight years and older). The chart also assumes that a child's day is half that of an adult. In different situations a child's real day is the data to be collected. The survey is completed with the collection of data on explicit expenses incurred by parents for a child's schooling during a year. These entries of the survey are given in the second chart.

SURVEY FOR CALCULATING THE COST OF TIMELINESS OF
SCHOOL ATTENDANCE BY CHILDREN IN RURAL AREAS

1. Name of person doing survey: _____
2. Date of survey: _____
3. Department: _____ 4. Municipal Corporation: _____
5. Name of school: _____
6. Days of harvest in the community: _____
7. Value of half day during the harvest: _____
8. Days of migration for harvest in coastal area: _____
9. Value of half day for harvest in coastal area: _____
10. Number of productive hours that the child loses in going to school during
harvest time _____
11. Approximate value per hour of work during harvest time: _____
12. Number of days in the school year for which points 10 and 11 are applicable:

EXPLICIT COSTS INCURRED BY FAMILIES IN RURAL AREAS
 FOR SENDING CHILDREN TO ELEMENTARY SCHOOL
 (FIGURES GIVEN IN QUETZALS PER YEAR)

Payment for textbooks	Payment for other school material	Payment for trans- portation	Payment for uniforms	Value of personal work donated to school	Value of food donations	Value of other donations (including lodgings for teachers)
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IV. PROGRAMMING STRATEGY FOR IMPLEMENTATION

PROVIDE CONDITION FOR START-UP/ISSUE LEGAL PROVISION

- Approving:
- a. Regionalization project
 - b. Organization or structure of operation
 - c. Organization for implementation
 - d. Designation of persons responsible for implementation

SELECT AND INSTALL TRAINING EQUIPMENT

SELECT AND INSTALL PROFESSIONAL PERSONNEL OF THE REGIONAL ORGANIZATIONS (REGION, DEPARTMENT, DISTRICT)

LEND TRAINING EQUIPMENT: Information seminar

Technological orchestration and preparation of materials

READJUST SPECIFIC TRAINING PROGRAM (STP) FOR FIRST STAGE

CARRY OUT STP: Information and motivation events
STAGE I Development and dissemination of newsletters
 Radio and television programs
 Information-motivation seminar: Group I (DR/TPR)*
 Evaluate information-motivation seminar Group I
 Information-motivation seminar: Group II (SD/D)*
 (regional subgroups I-II-III-IV-V-VI)
 Evaluate info.-motivation seminars of each regional subgroup
 Evaluate Stage I

CARRY OUT STAGE II: Participatory research-planning events

Prepare Group I methodologically: seminar in
methodological preparation (SMP)
Evaluate SMP Group I
Prepare Group II methodologically: (regional subgroups I-
II-III-IV-V-VI)
Carry out participatory research-planning in each school
district
Regional subgroups I-II-III-IV-V-VI
Evaluate implementation process
Consolidate outputs per region
Evaluate Stage II

CARRY OUT STAGE III: Identify and design regional plans, programs, and projects,
region by region
Identify and analyze regional reality
Design regional plans, programs, and projects
Information events, consultation with communities

* Unexplained abbreviations

Adjust regional plans, programs
Evaluate Stage III

CARRY OUT STAGE IV: Begin plans, programs, and regional projects
Schedule programs and projects for implementation
Evaluate program
Begin implementation
Evaluate implementation
Carry out programs and/or projects
Evaluate

CARRY OUT TRAINING PROGRAMS AND PROJECTS

Publish methodological series
Publish series on production of materials:

- a. Identify basic themes, methodologies, materials to be produced (research)
- b. Establish criteria for development
- c. Develop

Regional subgroups I-II-III-IV-V-VI
Evaluate implementation process
Consolidate outputs per region
Evaluate Stage II

CARRY OUT STAGE III: Identify and design regional plans, programs, and projects, region by region
Identify and analyze regional reality
Design regional plans, programs, and projects
Information events, consultation with communities
Adjust regional plans, programs
Evaluate Stage III

CARRY OUT STAGE IV: Implement plans, programs, and regional projects
Schedule programs and projects for implementation
Evaluate program
Begin implementation
Evaluate implementation
Carry out programs and/or projects
Evaluate

CARRY OUT TRAINING PROGRAMS AND PROJECTS, nonformal modality

Publish methodological series
Publish series on production of materials:

- a. Identify basic themes, methodologies, materials to be produced (research)
- b. Establish criteria for development
- c. Develop
- d. Validation
- e. Publish
- f. Study and usage for user
- g. Evaluate

CARRY OUT TRAINING PROGRAMS AND PROJECTS, NONFORMAL MODALITY

Courses/seminars/workshops for supervisors and providers of guidelines
Regular professional training in educational supervision and administration:

Supervisors

Managers

Regular professional training: teachers

INFORMATION-MOTIVATION EVENTS FOR NORMAL SCHOOL TEACHERS AND STUDENTS

Newsletters: Doctrinal series, series on methodologies, and production of materials

Information-motivation seminar

Evaluate

CARRY OUT PROGRAMS AND PROJECTS IN CURRICULAR ADAPTATION AND DEVELOPMENT:

Carry out Stage I: Adaptation of curriculum
Develop profiles
Formulate objectives
Select contents
Structure curriculum
Adapt curricular guides
Evaluate Stage I

Carry out Stage II: Introduction and adaptation of the curriculum
Introduce and adapt curriculum
Administer and supervise curriculum
Evaluate curriculum
Communicate and inform (permanent)

DESIGN ADMINISTRATIVE SYSTEMS: Information, coordination, and administration of personnel, budgetary administration, decision-making, etc.

CONSTRUCTION: (two and one-half years)

Locate and acquire lands for construction
Design and develop plans (three to five months)
Approve technical-legal documents
Take bids: Convene (30 days)
Prepare and receive bids (3 months)
Legalize contracting (8 months)
(Controller's Office/Ministry of Finance)
Implement (7 months)
Evaluate

FURNITURE: (two years)

Design and approve prototypes
Take bids
Implement
Evaluate

EQUIPMENT: (two years)

Develop lists with specifications
Take bids
Implement
Evaluate

TECHNICAL ASSISTANCE

Organization, administration, planning, and design of systems (24 p/m)
Participative research and planning (12 p/m)
Design of curriculum (18 p/m)
Educational technology (30 p/m)
Preparation of textbooks and educational materials (15 p/m)
Training (15 p/m)
Social researcher (12 p/m)
Sociologist/psychologist/social communicator (42 p/m)

OUTSIDE EVALUATION (every two years)

V. FEASIBILITY OF PROJECT DEVELOPMENT

The persons carrying out this assignment feel that the project in Educational Supervision and Regionalization is feasible because of the following:

A. POLITICAL FACTOR

- A.1 The constitutional precept of regionalizing the country's public administration exists.
- A.2 As a consequence, there exists a clear political decision by the central government and therefore by the Ministry of Education to introduce and start up regionalization with the strategy of decentralizing the overall services of the educational system.

Said decision presents conditions of viability, given the country's democratic status.

B. SOCIOECONOMIC FACTOR

- B.1 The multicultural and multilingual reality of Guatemala; the economic and social imbalances among metropolitan, marginal-urban, urban, semi-urban, and rural populations of the country; the existing limitations of opportunities for coverage by education; all can be improved by means of the different strategies which this project envisages.

As a result of said conditions, the project calls for maximum incorporation of the different population groups involved, either as direct or indirect beneficiaries. According to the project they will, in any case, be active participating elements in its design and implementation. This is the social impact expected of the project.

C. TECHNICAL FACTOR

- C.1 There is currently an educational structure, organized by departments and districts, which constitute a valid organizational basis as a starting point for the regionalization scheme.
- C.2 The Ministry of Education has enough technical and experienced personnel to be able to respond to the new requirements of the project in the breadth proposed.

These staff members can be assigned according to the needs of the decentralization activity and in keeping with their specialties and experience, and by giving them necessary training for a better performance.

It is appropriate to point out here that the existence of these staff members could insure the implementation of the project, as far as human resources are concerned, with a minimum increase in number of positions.

- C.3 The greatest need occurs in the aspect relating to administration and new regional and departmental services; for these it will indeed be necessary to plan for appropriate, functional, and economical constructions.

D. RELEVANT EXPERIENCES WITH SIMILAR PROJECTS

In the country there exist educational operations which approximate the pedagogical responses to correct needs and requirements; noteworthy among them are the campesino nucleuses, the educational nucleuses for development (NEPADE), the family educational nucleuses for development (NUFED), the National Program for Bilingual Education (PRONEBI), and the Outside-School Educational Program. All these can constitute operational models which should be taken into account for setting up the regionalization program.

There also exist valid experiences in other sectors, like the Ministry of Agriculture (DIGESA) and the Ministry of Health, which demonstrate that the effect of the projects is summarized in the proximity of the actions to the circumstances of the community with which they have worked. The Ministry of Agriculture is practically regionalized, and includes the budgetary system in the regionalization.

E. ECONOMIC FACTOR

The budget assigned to the Ministry of Education (1.8% of the GDP) obviously is insufficient to meet the social demand for education. Moreover, it is felt that it is not being used in a rational manner, nor is it being concentrated on the most urgent needs, nor producing, in terms of results and efficiency, the expected output. Without putting aside the practicality of seeking an increase in the budget, either through national or outside sources -- but rather supporting efforts in this regard -- this project underscores the criterion that this same budget could have a better impact and advantageous results concerning the population involved; this would require rearranging and appropriately readapting the different budget headings.

VI. ACHIEVEMENTS EXPECTED

1. Technical-administrative organization of six educational regions and two educational subregions in their different divisions, with their infrastructure, terms of reference, staff, description of duties, and base for the performance of the latter.
2. Availability of 629 persons duly trained for the management, administration, supervision, and technical support at the regional, departmental, and district level.
3. Formation with the quality of university technician of 58% of the personnel in educational supervision.
4. Formation of a supervisory corps suitable for insuring the appropriate operation of the educational programs and processes of the respective divisions of regionalization.
5. Formulation and implementation of deconcentrated budgetary practices in the regional division to make the budgetary services more functional and speedier in responding to the requirements of the project.
6. Greater quantitative and qualitative performance of the educational system (efficiency and effectiveness) in directly supporting the educational centers, providing at the same time a more relevant curriculum for the community's needs.
7. Priority attention to the needs of the region itself with active participation by the population.
8. Benefitting rationally from the human, material, and technical resources of the region, both in the Ministry of Education itself and in other ministries, institutions, and communities.
9. Design and implementation of a training system which can help to provide qualified and motivated human resources for carrying out the project.
10. Availability of functional buildings equipped and adapted to the needs of the project in accordance with possibilities of a financial nature.
11. Organization of a permanent system of information which will provide material for planning and decision-making.
12. Organization and implementation of a continuous evaluation system which will make it possible to detect progress in the project and take timely corrective steps regarding any erroneous actions.
13. Democratization of educational opportunities for the population.

