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**ACTION MEMORANDUM FOR THE DIRECTOR**

**From:** <sup>EBW</sup> Elizabeth B. Warfield, C/PDM  
**Through:** Hilda Arellano, DDIR  
**Subject:** Project Assistance Completion Report (PACR) - Altiplano Higher Education Development Project (520-0304)  
**Date:** September 28, 1994

**Action Requested:** That you sign below approving the attached PACR.

**Discussion:** The PACD of the Altiplano Higher Education Development Project (520-0304) was December 18, 1993. The attached PACR was prepared by Julio Diaz, OH&E and reviewed by PDM. It is in accordance with M.O. 3.2: PACD and Project Phase-out Procedures.

Approved: William Stacy Rhodes Disapproved: \_\_\_\_\_

**William Stacy Rhodes**  
**Director, USAID/Guatemala-Central American Programs**

Date Sept. 30, 1994

Attachment:  
PACR 520-0304

Drafted: MAIban, PDM  
Clearance: TDelaney, PDM  
PACR.MDA

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# Project Assistance Completion Report Altiplano Higher Education Development Project

(PRODIPMA)

## Background

In June 1986, USAID/Guatemala signed Cooperative Agreement No. 520-0304-A-00-6289-00 with the Universidad Rafael Landívar (URL) for a five-year period ending December 1991. The Project Agreement Completion Date was extended to December 18, 1993, due to the satisfactory performance by the University. The project was designed to develop and implement a higher education program at the URL Quetzaltenango Campus focused on Mayan-speaking students. The project was also designed to aid the Quetzaltenango Campus in its institutional development by improving the laboratory equipment, library equipment, and books; by obtaining additional land; and by developing the University's research division on Mayan culture and linguistics. The U.S. contributed US\$5.0 million to this project (\$3,625,568 in local currency and \$1,374,432 in foreign currency) to provide financial support to aid students in the successful completion of associate and/or bachelor degrees. The University's counterpart contribution was to be Q7,190,867 (\$1,655,702) for salaries, some scholarships, and equipment and supplies.

## Goal and Purpose

The goal of the Altiplano Higher Education Project was to improve the social and economic status of the Guatemalan indigenous population through increased access to higher education. The Project purpose was to strengthen the Highlands university campus of the Universidad Rafael Landívar to develop and implement a higher education program focused primarily on Mayan-speaking students. It was expected that an increased number of young people from the Highlands environment would develop the analytical, communication, and leadership skills and the basic technical knowledge required to meet the Highlands' human resource development needs.

## Project Status

The objectives and actions of the 13 project components were completed as planned and are described as follows: 1. The *Institutional Support* Component strengthened and expanded the programs, faculty, staff, library, laboratories, and workshops of the Quetzaltenango Campus. The computer laboratory is now equipped with 36 personal computers for use by all faculties, with attention to the economic and engineering faculties. The library has doubled its inventory from 13,229 to 25,879 up-dated books, and the faculty of biology has increased its laboratory equipment for use by students studying Agriculture, Physics, and Biology. 2. Under the *Centro de Desarrollo Estudiantil (CENDE)* Component, land and a house were purchased to build a center to provide students with orientation, supervision, and monitoring of their activities. The center offered Social Work, Tutoring, Selection and Orientation programs, and Mayan language training programs. The center has also served as

a training center for professors and students as well as a research center. Fourteen books were produced in Kiche, seven in Kaqchikel, three in Mam, and two in Qekchí. 3. The *Program Promotion* Component was to promote the PRODIPMA project at the departmental, regional, and national levels by creating booklets, brochures, bulletins, circulars, radio announcements, visits to public and private schools, and calendars with Mayan themes. 4. The *Selection and Orientation* Component created a team of professionals that adapted, revised, and applied psychometric tests to improve the student selection process and provided orientation to 792 students to select their vocational areas. This Component also provided clinical and psychological orientation to all PRODIPMA students, their families, and other relatives. It also conducted seminars, workshops, conferences for other institutions and for public and private schools in the Highlands that requested the University's help. This Component carried out the socio-economic studies of all the students granted PRODIPMA scholarships. 5. The *Academic Program* Component provided the students a wide range of academic courses in such areas as bilingual education, speech, therapy, and phytotechnology as well as the traditional fields of study. 6. The *Sensitization Seminar/Workshop* Component conducted 50 seminars/workshops that helped parents, teachers, authorities, and communities in the Highlands to better understand the Mayan cultures. 7. The *Administration and Finance* Component supported the institutional development of the University by providing manuals and tools to improve management. 8. The *Program Management* Component created the Advisory and Evaluation committee that provided feedback and plans to implement the program. 9. The *Program Advisor* Component provided summer courses to low achieving students and pre-courses that prepared students for higher education. 10. The *Applied Research* Component was to establish a permanent research and dissemination program that would address linguistic, ethnic relations, and other relevant socio-cultural problems that affected the social promotion of the Highlands population. This component was created as a Linguistic Institute at the Central Campus of the Universidad Rafael Landívar and conducted research studies of Mayan culture (e.g., Teaching of Spanish-as-a-second language, Mayan culture and Language program for non-Mayan children, Mayan Characters, Girls' Education literature, and Videotapes on Mayan Heroes). 11. The *Program Participant* Component provided scholarships for 415 indigenous students, of which 300 were to obtain associate degrees and 115 to graduate as professionals with Licenciatura degrees.

## Contributions

The U.S. Government contribution was \$5,000,000 under a Cooperative Grant Agreement for a period of 7.5 years. A total of 97.8 percent was expended at the end of project. The Universidad Rafael Landívar planned to contribute \$1,655,702, although at the end of the project its contribution reached \$6,909,100.

## Outputs

A Student Development Program was established at the University which included rural community outreach mechanisms, program promotion, indigenous student recruitment mechanisms, counseling guidance services, academic support and tutoring services, and job

placement.

The Quetzaltenango campus program, laboratories, library, and administration were improved and strengthened, and a student financial aid program was established. The Applied Research Program is now working as a Linguistic Institute and is providing follow up to prior research studies. The results of studies on Mayan cultures and gender issues are being disseminated at all levels within the GOG and among indigenous organizations and universities.

At the end of the project 280 technicians (93%) graduated with associate degrees, and 82 with licenciatura degrees (73%).

The Centro de Desarrollo Estudiantil (CENDE) is now helping indigenous and non-indigenous students in tutoring and advising on vocational areas, academic achievement, and learning problems.

A fund-raising program is about 80 percent established and receiving funds from a Catholic NGO, the Spanish Government, UNICEF, the Quaker Meeting, and the Banco de Occidente, helping the Universidad to provide scholarships for 107 indigenous and disadvantaged students from the Highlands.

## Evaluation

The final evaluation was performed by a local team contracted by the Universidad Rafael Landívar that included four Administrative Specialists and an Economist with experience in evaluating projects in the Highlands.

The evaluation concluded that the PRODIPMA project has had a positive impact in strengthening the institutional capability of the University Campus in Quetzaltenango. It expanded the academic programs in bilingual education, legal interpretations, and phytotechnology; it also expanded the faculty, staff, laboratories, and library by purchasing textbooks, laboratory equipment, and computers; it also established a fund-raising program.

The project has had a positive impact on program graduates. A number of program graduates occupy important positions in NGOs and private business. The program has helped the graduates to improve their social status and has provided them better opportunities in obtaining good jobs. The project has also had an impact at the community level where graduates in social work are designing development projects.

The project also had a positive impact on local business as employers of program graduates indicated that the graduates are prepared and perform their jobs well. The adjustment of graduates into private jobs has been good.

## Compliance of Commitments

The Universidad Rafael Landívar has complied with the commitments recommended in the final evaluation. The Universidad conducted a study to investigate the job performance and impact of graduates working in the Highlands.

## Replicability

The PRODIPMA project may be replicable in other universities of Guatemala and in other countries where minority population(s) are unable to gain access to higher education. It is essential, however, that a fund-raising capability be developed and established before the project ends.

## Lessons Learned

The following are lessons learned from this project:

1. Projects with private entities are more efficiently and effectively implemented than projects implemented with the local government.
2. Private entities with a focus on disadvantaged populations are better prepared and committed to implement social development projects than are those who do not have this approach.
3. To avoid paternalism or overprotection of scholarship grantees, they should be required to pay part of their fees.
4. A fund-raising program should be implemented from the beginning of the project to help insure program sustainability.

Drafter: JDíaz AC Date 9-22  
Clearance: SClay AC Date 9-22-94  
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