



**GUATEMALA PEACE SCHOLARSHIP PROGRAM**  
**ANNUAL REPORT**  
**YEAR FOUR**

**October 1, 1993 - September 30, 1994**

**Submitted to:**

**The U.S. Agency for International Development**

**Guatemala**

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# **GPSP ANNUAL REPORT**

**Year Four: October 1, 1993 - September 30, 1994**

## **PREFACE**

For more than four decades, USAID has emphasized training as an essential component of development strategies in less developed countries. USAID training which is responsive to the country's needs and complements other forms of assistance, continues to have an impact long after other investments of capital, commodities or technical assistance have been expended. Through the years, USAID has encouraged the use of participant training, which refers to training of selected individuals in the U.S. or third countries, as a strategy for improving the technical, managerial and policy leadership of private and public sector development institutions.

While these programs have contributed greatly to the goals of USAID, results of past global studies indicated that the full potential of USAID training was not being reached and that to some degree, the effectiveness of training activities was limited. USAID has increased its efforts over the past few years to improve efficiency in the area of training while maintaining cost effectiveness. Some of the key improvements have included directly involving the stakeholders at all levels of program design and implementation, putting into place a strong in-country follow-on training program and viewing participants in the role of change agents or multipliers. Furthermore, USAID and its contractors have planned training programs that directly relate to USAID's defined strategic objectives. These are: promoting democracy, promoting environmental standards, promoting broad-based economic growth and promoting public health through stabilization of population growth.

The Guatemala Peace Scholarship Project (GPSP), a Caribbean and Latin American Scholarship Project was initiated on October 1, 1990 to contribute to the USAID goal of promoting broad-based economic and social development in Guatemala. Through its participant training programs, this project encourages understanding of free enterprise within a system of democratic pluralism, and thus establishes the conditions for sustained development. Since its inception, the GPSP has worked closely with local stakeholders to equip leaders and change agents from various fields with relevant academic and technical training and with an understanding of the workings of a democratic society. This has been done utilizing a cost-effective training model that combines U.S. training with in-country follow-on training.

Throughout its life, the GPSP has utilized this training model to meet participants' specific needs, expose them to innovative solutions, and assist them in transferring newly learned skills to their communities.

Training in the U.S. offers an array of schools, colleges, universities and training institutions with a broad range of technical expertise. Training programs in the U.S. give the participants advanced technical information and the skills to apply it in their own environments. U.S. training also exposes participants to U.S. counterparts, culture, values and institutions which further contributes to their understanding of a real application of democratic principles.

Training in Guatemala, both prior to the U.S. component and then more intensely afterwards through follow-on training programs, is an integral part of the training experience. The GPSP follow-on training component is a critical vehicle for tracking participants' progress after U.S. training and expanding upon the impact of the U.S. training.

Over the last four years, the majority of GPSP activities has focused on two USAID strategic objectives: promotion of democracy and promotion of environmental standards. Consistent with these USAID strategic objectives, during Project Year 1, priority areas for training included natural resources, education, agriculture and rural road construction. Activities in Year 2 expanded training in these same areas and also embraced the new training areas of community leadership, agricultural extensionism, vegetable production and entrepreneurship. The Project continued to provide Guatemalan citizens with training in community leadership, agriculture, education and entrepreneurship in Year 3, but added training in manufacturing technology, and maternal and child healthcare management.

This is a report of the Project's fourth year, covering the period October 1, 1993 - September 30, 1994. Much of the training in Year 4, both U.S. training and in-country training, centered on democratic initiatives, specifically the enhancement of the electoral process and promotion of wider citizen participation. The GPSP continued to provide follow-on support to all returned participants through follow-on seminars, regional conventions, newsletter distribution and support for multiplier activities.

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## **EXECUTIVE SUMMARY - A YEAR IN REVIEW**

In Fiscal Year 1994, Year 4 of the Guatemala Peace Scholarship Project (GPSP), activities focused on two USAID strategic objectives: promotion of democracy and promotion of environmental standards.

Much of the training in Year 4, both in the Home Office and Field Office, supported the objective of democratic initiatives through collaboration with two Guatemalan organizations that play key roles in promoting democratic values and practices, the Tribunal Supremo Electoral (TSE), which is the national entity charged with administering elections, and the national judicial college.

The Project trained employees of the TSE in civic education principles and techniques. The Project staff also designed training programs for judicial sector representatives. GPSP's implementation of training for judicial sector representatives was based on a specific request by USAID/Guatemala made possible with additional buy-in funds.

Furthermore, themes for the follow-on seminars and regional conventions this year for all GPSP returned participants reflected this focus on the value of democratic leadership and the application of strategies for wider citizen participation.

A second USAID strategic objective, that of supporting environmental sustainability, was addressed through the nine-month technical training program in Sustainable Agriculture and Agroforestry Management.

Summaries of Home Office and Field Office activities and discussions of the fulfillment of Project mandates and Administrative/Financial activities are provided on the following pages of this Executive Summary. Expanded discussions of project specific activities follow in Chapters One, Two and Three. Chapter Four focuses on project activities for FY 1995.

### **Home Office**

The U.S.-based team consists of a Project Manager, Project Officers as needed, Fiscal Officer and Secretary. In FY 1994, staff supported a total of 173 participants in seven short-term training programs and one long-term program. During the first three months of the fiscal year, the Home Office continued to monitor five academic students' training. Chapter One details the content and implementation of these training programs.

The Home Office team continued to provide financial, administrative and moral support to the GPSP participants. Some of the responsibilities include:

- design, in consultation with USAID, specific training programs;
- select and contract with training institutions;
- arrange for participant travel and airport receptions;
- organize and implement Orientations upon arrival and prepare orientation handbooks;
- arrange for HAC coverage, per diem and allowances in adherence with Handbook 10 regulations;
- coordinate with and monitor sub-contracted training institution;
- monitor and evaluate training progress and participant well-being;
- adjust training plan, if necessary and with USAID approval;
- document and report to USAID (participant data forms, regular monitoring reports, quarterly progress reports, financial reports).

As can be seen on Table 1 (pages 6 - 7) and Graph 1 (page 5) at the end of the Executive Summary, a total of 948 participants have received training through the GPSP since the inception of the Project. This Table provides a chronological list of all U.S. training programs conducted by the GPSP with programs in FY 1994 highlighted in boldface.

### Field Office

The GPSP follow-on training program supports participants as they attempt to put into practice newly learned skills upon their return to Guatemala. The follow-on program consists of the design and implementation of training seminars, regional conventions, newsletter preparation and distribution and support of participants' multiplier activities which are carried out in their local communities. These are described in more detail in Chapter Two.

The follow-on training seminar model which was put into place in FY 1993 and which has been continually refined, provides returned participants with a series of three to four seminars designed to solidify or expand on skills learned through the U.S. training. Each subsequent seminar reinforces concepts introduced in previous seminars. They are scheduled in a period of 12 to 24 months after participants' return from U.S. training. By FY 1994, the follow-on program was well established and most returned groups had received the first of their seminars. Twenty-eight follow-on seminars were conducted this year. A chronological list of all follow-on seminars and

regional conventions to date is provided in Table 2 (pages 8 - 9). As part of the follow-on training program, field office staff made regular site visits to participants' communities, homes and work settings to support and monitor participants' multiplier activities and encourage them in their roles as change agents.

In addition, Regional Conventions which encourage networking were held. These events recognize participants geographically rather than by training fields. Thus, participants living in a particular region, but representing a variety of backgrounds such as educators, community workers, agriculturalists, artisans, come together to share expertise and resources. The rationale for this type of grouping is that returned GPSP scholars form a powerful and impressive body of expertise and potential for sustainability. Through the regional conventions, the GPSP encourages ongoing contact between participants who are in close proximity to each other.

An outside consultant prepared and assisted in the implementation of the first Regional Convention. The consultant left a model in place to be followed for subsequent conventions. Two of the five conventions occurred in this year, with a total attendance of 192 returned GPSP participants.

Working closely with Guatemalan counterparts, the Field Office also recruited and held pre-departure orientations for six groups of employees from the Tribunal Supremo Electoral and one group of Judges. GPSP staff conducted two sessions of pre-departure activities for participants of the long-term technical group.

### **Project Guidelines**

The GPSP continued to meet and surpass USAID guidelines for the involvement of Historically Black Colleges and Universities (HBCUs) and inclusion of women in training programs. Six of the seven new short-term programs were either totally managed by HBCUs or included the participation of HBCUs for a portion of the training. The long-term program also had the participation of an HBCU. Thus, 154 USAID participants, out of the 173 total, had the opportunity for substantial educational and cultural experiences with black American students, teachers and communities. As in previous years, Development Associates exceeded the 10% HBCU placement rate mandated by USAID with a 27.4% placement rate for this year. The placement rate is defined as the percentage of time or training months spent at HBCUs in comparison to the total training months. The cumulative HBCU placement rate for the life of the GPSP is 15.8%, as depicted on Table 3 (pages 10 - 11) which provides an encapsulation of HBCU placements throughout the life of the Project.

Thirty percent of all participants in FY 1994 were women. The Project's overall percentage of female participants is 48.6%, which exceeds the 40% USAID target. During the recruitment process, every attempt is made to identify qualified women. The result has been that while some groups have been predominately male or predominately female, the majority of the GPSP training groups have been well-mixed.

### **Administrative/Financial**

Staff level of effort in the Home Office decreased this year to reflect the decrease in U.S. training. The Field Office staff levels remained the same through the end of the fiscal year. Level of effort needs for FY 1995 were analyzed and new projections were developed.

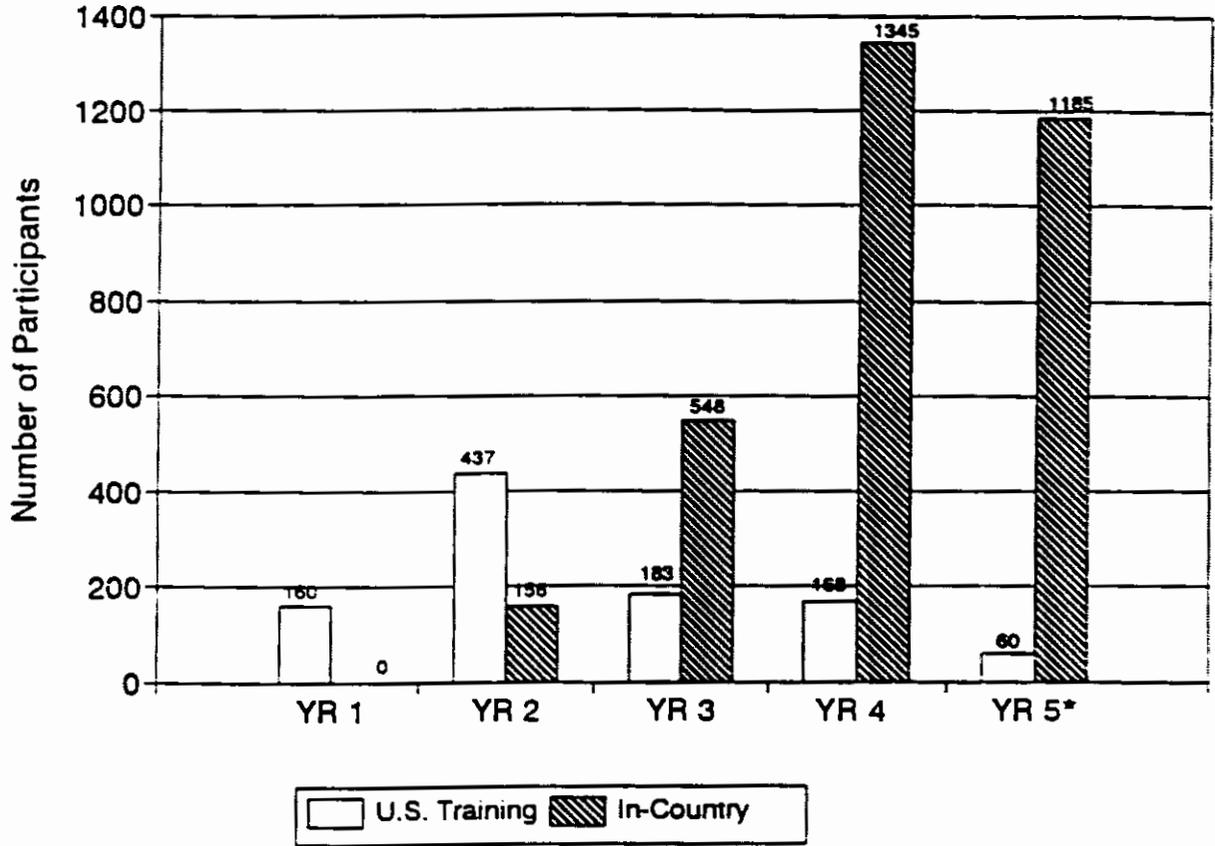
Training activities and expenditures for FY 1994 decreased from FY 1992 and FY 1993 levels. Because of fewer participants in U.S. training, the overall participant-month cost increased slightly in FY 1994 to \$3,596. However, through continued application of cost containment measures especially in the procurement of training and in efficient use of staff, Development Associates maintained low participant-month costs.

Another revised budget on a new obligated fund amount, which included the \$300,000 buy-in for the training of Judges, was developed and submitted to USAID/Guatemala in August 1994.

Graph 1 on the following page illustrates per project year the number of participants attending GPSP training activities throughout the life of the Project, with a comparison between participant numbers in U.S. training and in-country training. Numbers for Year 5 are projected. By the end of FY 1994, a total of 948 participants had received GPSP training. However, all of these attended more than one training event including pre-departure orientations, re-entry workshops, U.S. training programs, various follow-on seminars and regional conventions.

**GRAPH 1**

**PARTICIPANTS ATTENDING  
IN-COUNTRY AND U.S. TRAINING**



**NOTE: Figures reflect new starts.**

TABLE 1

**U.S. TRAINING PROGRAMS  
STATISTICAL INFORMATION**

GROUP #	# OF PARTI.	# OF W/M	PROGRAM TITLE	START DATE	END DATE	TRAINING INSTITUTION	COURSE LENGTH IN MONTHS	NO. OF PARTIC. MONTHS IN FY '94 *	TOTAL NO. OF PARTICIPANT MONTHS
S001	20	10/10	Use & Management of Pesticides	06/17/91	07/26/91	Oregon State University	1.33		26.67
S002	21	10/11	Park Guards	07/01/91	08/09/91	Arizona-Sonora Field School	1.33		28.00
S003	26	10/16	Educational Supervision	07/22/91	08/30/91	Institute for Training & Dev.	1.33		34.67
S004	24	12/12	Use & Management of Pesticides	08/22/91	10/02/91	Oregon State University	1.40		33.60
S005	24	0/24	Park Guards	09/06/91	10/16/91	Arizona-Sonora Field School	1.37		32.80
S006	25	12/13	Educational Supervision	09/16/91	10/25/91	Institute for Training & Dev.	1.33		33.33
S007	20	09/11	Rural Roads	09/23/91	11/01/91	Arizona-Sonora Field School	1.33		26.67
S008	23	10/13	Community Leaders I	10/17/91	11/29/91	American Cultural Exchange	1.47		33.73
S009	24	12/12	Integrated Pest Management	10/26/91	12/07/91	Arizona-Sonora Field School	1.43		34.40
A001	11	10/01	International Business	01/06/92	05/17/93	Ferris State University	16		178.04
A002	10	05/05	Food Sciences	01/10/92	05/17/93	Univ. of Nebraska	16	6.0	174.00**
A003	06	03/03	Agricultural Production	01/13/92	05/17/93	Texas A&I University	16		98.36
S010	24	12/12	Rural Roads Construction	01/23/92	03/05/92	Arizona-Sonora Field School	1.43		34.40
S011	23	12/11	Integrated Pest Management	02/19/92	04/02/92	Arizona-Sonora Field School	1.47		33.73
S012	24	12/12	Community Leaders II	02/22/92	04/04/92	Univ. of Louisville, Kentucky	1.43		34.40
S013	25	10/15	Community Leaders III	04/23/92	06/03/92	Prairie View A&M University	1.40		35.00
S014	26	13/13	Educational Supervision	04/29/92	06/11/92	Univ. of Louisville, Kentucky	1.47		38.13
L100	24	0/24	Vegetable Production (9 months)	05/01/92	01/31/93	UCA & Winrock	8.72		209.37 *
S015	25	12/13	Community Leaders IV	05/27/92	07/09/92	California State Univ. (CHICO)	1.47		36.67
S016	22	22/0	Women Artisans I	05/30/92	07/10/92	Mississippi Consortium - MCID	1.40		30.80

S017	23	11/12	Community Leaders V	07/16/92	08/27/92	ITD - Tucson, AZ	1.43		32.97
S018	26	26/0	Women Artisans II	07/29/92	09/09/92	MCID	1.43		37.27
S019	24	10/14	Community Leaders VI	08/05/92	09/16/92	Univ. of Louisville, Kentucky	1.43		34.40
S020	24	24/0	Home Economists Extension	08/28/92	10/07/92	Arizona-Sonora Field School	1.43		34.40
S021	25	13/12	Community Leaders VII	09/10/92	10/22/92	ITD	1.43		35.83
S022	26	13/13	Community Leaders VIII	09/16/92	10/28/92	CSU/CHICO	1.43		37.27
S023	22	11/11	Community Leaders IX	09/30/92	11/11/92	Prairie View A&M University	1.43		31.53
L200	19	08/13	Manufacturing Technology	10/07/92	07/08/93	NE Metro Technical College	9.10		172.90
S024	26	13/13	Community Leaders X	10/21/92	12/02/92	University of Louisville	1.43		37.27
L300	16	16/0	Nurse Supervisors	11/14/92	08/13/93	Waukesha County Tech. Col.	9.13		130.87 *
S025	26	11/15	Community Leaders XI	11/06/92	12/17/92	Arizona-Sonora Field School	1.40		36.40
S026	26	16/10	Community Leaders XII	02/24/93	04/07/93	MCID	1.43		37.27
S027	24	14/10	Rural Road Technicians	03/24/93	05/05/93	Arizona-Sonora Field School	1.43		34.40
S028	24	12/12	Advanced Extensionists	04/21/93	06/02/93	Institute for Training & Dev.	1.43		34.40
S029	22	22/0	Women Artisans III	05/19/93	06/30/93	MCID	1.43		31.53
8030	22	10/12	Civic Education I	10/13/93	11/24/93	MCID	1.43	31.53	31.53
L400	18	0/18	Sustainable Agriculture	01/26/94	10/23/95	CSU, Chico	9.03	141.93	154.20 *
8031	25	9/16	Civic Education II	02/04/94	03/18/94	University of Louisville	1.43	34.62	34.62 *
8032	21	6/13	Civic Education III	02/16/94	03/30/94	MCID	1.43	30.09	30.09
8033	24	10/14	Civic Education IV	03/25/94	05/06/94	University of Louisville	1.43	34.40	34.40
8J034	14	6/8	Judges I	07/15/94	08/12/94	DePaul University	.97	13.53	13.53
8035	22	2/20	Civic Education V	09/01/94	10/13/94	University of Louisville	1	22	31.46
8036	22	3/19	Civic Education VI	09/14/94	10/26/94	MCID	.57	12.54	31.46
<b>TOTAL</b>	<b>948</b>	<b>462/486</b>					<b>133.18</b>	<b>326.64</b>	<b>2,306.77</b>

\* Participant month figures reflect early departures.

\*\* Participant month figures reflect 2 participants who stayed to complete degrees through December 1993.

**TABLE 2****FOLLOW-ON TRAINING EVENTS IN FY 1994**

<b>QUARTER I: Group</b>		<b>Dates</b>	<b>No. of Participants</b>	<b>Place</b>
28.	Community Ldrs. II S019-23	Oct 4-8	36	Panajachel
29.	Rural Roads II S027	Oct 19-23	24	Tikal, Peten
30.	Women Artisans II S029	Oct 25-29	22	Antigua
31.	Community Ldrs. II S022-S024-S017	Nov 8-12	52	Antigua
32.	Ag. Extension "A" S004-S011-S020-S028	Nov 15-19	34	Rio Dulce
33.	Ag. Extension "B" S001-04-09-S011-S020	Nov 29 - Dec 3	29	Rio Dulce

<b>QUARTER II</b>				
34.	Community Leaders, II, S025-26	Jan 24-28	42	Quetzaltenango
35.	Ag. Extensionism I "C" S001-S004-S009-S011-S020-S028	Feb 14-18	30	Rio Dulce
36.	Civic Education I "A"	Feb 28-Mar 4	21	Antigua
37.	Educational Administration III S003-S006-S014	Mar 7-12	61	Rio Dulce
38.	Ag. Extensionism II "A" S004-S009-S011-S020-S028	Mar 14-18	34	Chichicastenango
39.	Women Artisans II "A" S016-S018	Mar 21-25	20	Antigua

**TABLE 2 Continued**

	<b>QUARTER III: Group</b>	<b>Dates</b>	<b>No. of Participants</b>	<b>Place</b>
40.	Community Leadership III "A" S008-S012	Apr 4-8	33	Rio Dulce
41.	Ag. Extensionism II "C" S001-S004-S009-S011-S020	Apr 11-15	27	Chichicastenango
42.	Community Leadership III "B" S013-S015	Apr 18-22	32	Rio Dulce
43.	Rural Roads III "A" S007-S010-S027	Apr 25-29	30	Panajachel
44.	Women Artisans II "B" S029	May 9-13	20	Antigua
45.	Civic Education I "B" S031	May 19-23	25	Quetzaltenango
46.	Community Leadership III "C" S017-S021	May 23-27	34	Panajachel
47.	Rural Roads III "B" S007-S010-S027	May 30-June 3	28	Panajachel
48.	Community Leadership III "D" S023-S019-S023	June 6-10	31	Rio Dulce
49.	Regional Convention I Southeast Region	June 16-18	75	Jutiapa
50.	Civic Education I "C" S032	June 24-27	21	Rio Hondo

	<b>QUARTER IV</b>			
51.	Agricultural Extensionism II "C"	July 12-14	30	Chichicastenango
52.	Regional Convention II Highlands Region	July 27-29	117	Chichicastenango
53.	Community Leaders III "E" S022-S024	Aug 8-13	41	Rfo Dulce
54.	Women Artisans III "A" y "B" S016-S018-S029	Aug 22-27	45	Panajachel
55.	Community Leaders III "F" S025-S026	Sept 19-23	36	Rfo Dulce
56.	Civic Education I "D" S033	Sept 26-30	24	Guatemala

**TOTAL ATTENDEES AT FOLLOW-ON EVENTS FOR FY 1994 = 1054**  
 Attendees at Regional Conventions = 192  
 Attendees at Training Seminars = 862

TABLE 3

**PLACEMENT RATE AT HISTORICALLY BLACK  
COLLEGES AND UNIVERSITIES  
FY 1994**

GROUP #	# OF PARTI.	PROGRAM TITLE	TRAINING INSTITUTION	HBCU SUBCONTRACTOR	HBCU PART. MONTHS
S003	25	Educational Admin.	Institute for Training & Dev.	Roxbury Community College	2.6
S006	25	Educational Admin.	Institute for Training & Dev.	Roxbury Community College	2.5
S012	24	Community Leaders II	University of Louisville	Kentucky State University	2.4
S013	25	Community Leaders III	Prairie View A&M University		35.0
S014	26	Educational Supervision	University of Louisville	Kentucky State University	6.9
L100	24	Vegetable Production	University of Central Arkansas	University of Arkansas at Pine Bluff	23.3
S016	22	Women Artisans I	Mississippi Consortium for International Development		30.8
S018	26	Women Artisans II	Mississippi Consortium for International Development		37.27
S019	24	Community Leaders VI	University of Louisville	Kentucky State University	4.0
S020	24	Home Economists Extension	Arizona-Sonora Field School	Prairie View A&M University	6.8
S023	22	Community Leaders	Prairie View A&M University		31.53
S024	26	Community Leaders	University of Louisville	Kentucky State University	4.3
S026	26	Community Leaders	Mississippi Consortium for International Development		37.27
S027	24	Rural Road Technicians	Institute for Training & Dev.	Prairie View A&M University	8.0
S028	24	Advanced Extensionist	Institute for Training & Dev.	Roxbury Community College	2.4
S029	22	Women Artisans III	Mississippi Consortium for International Development		31.53
S030 *	22	Civic Education I	Mississippi Consortium for International Development		31.53
L400 *	18	Sustainable Agriculture	CSU-Chico	Compton Community College	3.6

TABLE 3  
CONTINUED

S031 *	25	Civic Education II	University of Louisville	Kentucky State University	4.17
S032 *	21	Civic Education III	Mississippi Consortium for International Development		30.09
S033 *	24	Civic Education IV	University of Louisville	Kentucky State University	4.0
S035 *	22	Civic Education V	University of Louisville	Kentucky State University	3.67
S036 *	22	Civic Education VI	Mississippi Consortium for International Development		12.54
<b>TOTAL</b>	<b>543</b>				<b>358.2</b>

\* Total FY '94 HBCU Participant Months = 89.6  
 HBCU Participant Months = 358.2  
 HBCU Placement Rate: For FY 1994 = 27.4%  
 For life of project = 15.8%

## **CHAPTER ONE: U.S. Activities**

The three topics of civic education, judicial reform and environmentalism prompted and sustained U.S. program activities during FY 1994.

Six of the seven short-term technical training programs initiated in Fiscal Year 1994 targeted employees of the Tribunal Supremo Electoral (TSE), the national elections board of Guatemala. The purpose of this collaboration was to expand the TSE's role as civic educators and advocates of citizen participation by training a critical mass of TSE delegates and subdelegates in civic education program design and implementation. The seventh short-term technical program was a specially designed program for judicial sector representatives that supported the country's process of judicial reform. A second program for 19 judicial sector representatives was also designed and the contract procured in FY 1994; however, this second program did not begin until FY 1995 and will therefore, not be discussed in detail in this Annual Report.

The fourth and last GPSP long-term technical training program in Sustainable Agriculture and Agroforestry Management provided participants with an opportunity to analyze the relevance of sustainable strategies applied in the U.S. for use in addressing Guatemala's environmental crisis.

In addition, two students graduated with Masters degrees in Food Technology in December 1993. This was made possible with USAID extension of their scholarships. Three other GPSP academic students returned to Guatemala and there completed coursework for Bachelor degrees through a correspondence course which Development Associates set-up and monitored. All other students in the GPSP non-degree academic program completed their program and returned home in FY 1993.

Training institutions that have conducted each of these programs have been selected based on a rigorous competitive bid process. Development Associates develops a Request for Proposal (RFP) based on training specifications obtained from the USAID Mission. Research is conducted to identify training institutions both capable and interested in providing the training. The RFP is sent to these qualified training institutions, who then respond with proposals. Development Associates Home Office convenes an evaluation panel to analyze the proposals based on established evaluation criteria and to send clarifying questions to the selected finalists. Once USAID/Guatemala concurs with the selection, the Home Office staff negotiates a contract with the training institution. From then on, the Home Office staff are in continual contact with the Field Office in Guatemala and the training institution to ensure that all programmatic and logistical details are in order.

education methodologies. A fourth objective enhanced the basic administrative and supervisory skills which lead to improved job performance.

The programs integrated field visits, application-based exercises and Experience America opportunities that directly engaged participants in the training process. Action Plans served as a synthesis of their U.S. learning experience while also linking U.S. training to follow-on activities in Guatemala.

### 1. Technical Topics

All programs began with an intensive needs assessment which helped the training staff make linkages between the TSE's role in Guatemala and the training objectives. This exercise also allowed the participants to present their responsibilities as TSE employees and the challenges they face. From the onset, the participants were required to accumulate information for a strategic plan that would serve as a learning tool during their training program as well as form the basis of multiplier effect activities upon their return to Guatemala.

The civic education portion of the training went to the heart of the principles of democracy and the concept of citizen participation. The groups reviewed different models of citizen participation and the concept that a true democracy requires the active involvement of every person within the society. Participants reviewed the historical foundations of the U.S. electoral process and the characteristics of various democratic models. This historical backdrop served to enhance comparative discussions of the evolution of the Guatemalan and the U.S. systems and emphasized the importance of civic education within a community.

A highlight of these training programs was the participants' exposure to minority issues, the Civil Right's movement, and the struggles around inequality that exist in the U.S., particularly concerning the African-American community. The trainees compared the plight of the Guatemalan Indigenous communities to the African-American struggle to achieve voting rights. The three groups that received training at Jackson State University, a historically black college which is part of MCID, had the advantage of first-hand exposure to the history of grass roots electoral and voting campaigns that were initiated by African American leaders.

The focus in all six Civic Education programs on Training of Trainers for the purposes of supporting multiplier effect endeavors was a critical link to USAID objectives. The TSE employees are an obvious target group for this type of

### **3. Field Visits**

Field visits were closely related to and augmented the technical aspects of the program. In all programs, the activities that reinforced Civic Education themes included visits to: city council meetings, city halls, boards of elections, voter outreach programs, centers for the republican and democratic parties, chambers of commerce, state capitols, and local Leagues of Women Voters.

The site visits enabled the participants to learn first-hand about state and local elections, electoral registrations, electoral financial procedures, the operations of county governments, and initiatives taken to prevent electoral fraud. The participants met with representatives and functionaries who are directly involved in the day-to-day electoral process. They were able to ask many questions and relate them to their own experiences in Guatemala. A recurring observation among the TSE employees was that the U.S. voting process lends itself more to fraudulent activities than it does in Guatemala because North Americans seem to rely on "honor code" system; an example would be the absentee ballot. They were convinced that the system would be used inappropriately in Guatemala. The participants admired, however, the measures that the North Americans have taken to uncover fraudulent operations. The site visits, in particular those relating to the voting process, helped confirm that the system currently in use in Guatemala has many strong points.

### **4. Experience America**

Both the Mississippi Consortium for International Development and the University of Louisville smoothly intertwined creative Experience America activities with the technical aspects of the program. Typical activities such as homestays, dinners, barbecues and football games introduced participants to the warm North American generosity and hospitality. Participants had the opportunity to participate in activities of social service, community-based programs such as soup kitchens, clinics, and schools, which served as both Experience America and technical visits.

The MCID groups took advantage of proximity to New Orleans to expose participants to cajun food, the French Quarters, the Aquarium, and jazz and blues. The three groups also traveled to Atlanta where they visited the Martin Luther King Center for Non-Violent Change, the Jimmy Carter Library, CNN Headquarters, and the Coca-Cola Pavilion. The three groups in Louisville, Kentucky, danced to bluegrass music, visited the site of the Kentucky Derby, and traveled to Indiana for a homestay week-end.

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## 5. Highlight Visits From TSE Officials

The Inspector General of the TSE and Member of the Civic Education Curriculum Committee, visited Louisville during the training of the last Civic Education group there. The aim of his visit was to observe both the content and methodology being utilized. This served two purposes: 1) to demonstrate TSE support of the training programs; and 2) to utilize training philosophies, content, and techniques that may be useful in providing training for TSE employees in Guatemala. The Inspector General actively participated in the sessions and was available for direct questions concerning TSE restructuring.

One of the Magistrates of the Tribunal Supremo Electoral traveled to Jackson, MS during the training of MCID's last Civic Education group. The GPSP Project Manager for the GPSP Program in the United States, traveled to Jackson to facilitate the Magistrate's visit. She worked closely with MCID in developing an agenda that gave him an understanding of the training process as it relates to the needs and objectives identified in Guatemala. She was also present at all meetings and events to answer his questions and assist him in seeing the benefits of these programs. As a prominent representative of the TSE, this Magistrate's ongoing support for these programs has been crucial in efforts made in Guatemala to strengthen and sustain the role of TSE employees as civic educators. This visit also provided an opportunity to demonstrate the adult education/participatory methodology utilized in U.S. training.

The visit from the Magistrate succeeded in motivating the participants. They appreciated this demonstration of the TSE's support for these programs and for the work participants will undertake in Guatemala as a result of their training.

## 6. Closure

Both institutions were required to conduct re-entry workshops with the principal focus of helping the participants integrate their newfound knowledge into the Guatemalan context. The workshops also covered re-entry cultural shocks that can be experienced in the home, workplace, and community.

The training programs culminated with formal graduation ceremonies and distribution of certificates. The TSE employees gave enthusiastic and positive feedback concerning the training programs at both the University of Louisville and the Mississippi Consortium for International Development. There was consensus that the North American experience had an appreciable impact on their personal and professional lives.

## **7. Participants' Comments**

The following participant comments (translated) exemplify participant reactions to the training program:

- What we are learning here means a step towards a more committed democratic future.
- This [training] certainly contributes to the improvement of the Guatemalan civic education system.
- This week, like the previous ones, has left us with new experiences and knowledge; now we have to look for ways to convey this information to our communities.
- The use of simulations and structured exercises has enhanced our learning.
- Through non-formal education techniques we learned about our personal, municipal, and national identities.
- Our interventions upon returning home will help nurture citizen participation in the electoral process.
- Each activity has been very instrumental in shaping our role as civic educators.

### **C. Concluding Comments**

The number of participants trained in these programs in FY 1994 represents a significant percentage of the total TSE delegate/subdelegate workforce. Furthermore, they represent all geographic departments of Guatemala providing an opportunity for widespread impact.

The training enabled a notable number of delegates and subdelegates to improve skills relating to the management of the electoral process and enhance their effectiveness at increasing citizen participation through the design and implementation of civic education programs.

The support the TSE Board of Directors showed for these programs through their active participation in the recruitment process, and through the visits of two top TSE officials to the U.S. training sites will, most probably, be a valuable contribution to long-term training impact and sustainability.

## **II. SUSTAINABLE AGRICULTURE/AGROFORESTRY MANAGEMENT**

### **A. Program Design and Preparation**

In coordination with the USAID technical office and the Office of Democratic Initiatives, a nine-month technical training program was designed to promote sustainable agriculture practices and agro-forestry management techniques in Guatemala. Like most other Central American countries, Guatemala is faced with pressing demands on use of its land. Population density and traditional use of non-sustainable farming methods such as "slash and burn" have added to an environmental crisis. Effective and quick natural resource-based development strategies are needed. This program was designed to improve the technical capabilities of a group of key professional personnel from universities, intermediate level agriculture schools and government forestry and agricultural extension agencies so that they might be in better positions to respond to the environmental crisis.

The long-term Sustainable Agriculture and Agroforestry Management training program was conducted by California State University at Chico in cooperation with the University of California at Santa Cruz. The program design involved participation by various university professors, researchers and community experts working in the field of environmental protection and conservation in the U.S.

California is a leading agricultural state and has been the home of innovative, alternative agriculture methods. Furthermore, the sustainable agriculture movement in California continues to grow. This program not only took full advantage of this progressive environment, it also benefitted from California's long growing season.

### **B. Training Implementation**

The program combined English language instruction, classroom technical instruction, supervised internships, relevant field work experiences, leadership training, independent research opportunities and Experience America or cultural-professional exchange activities.

Classroom instruction, which was often complemented by laboratory work, covered a wide variety of topics relating to organic production, pesticide use, agricultural economics, sustainable methods within traditional agriculture and forestry management. Participants returned home each with a small library of textbooks, technical materials, magazines and software in Spanish.

To supplement classroom instruction, participants worked on an experimental farm plot on the campus. They were provided opportunities to delve deeper into individual interests and to interact with U.S. counterparts through participation in two internships, totaling three and one half weeks of work alongside farmers, foresters, wildlife biologists, geologists, etc. Internship placement sites included private lumber companies, the U.S. Forest Service, national parks, university research facilities, large scale and small scale organic farms, private orchards and community-based environmental groups. Additionally, a two week group field exercise at the UC-Berkeley Forest Research Station provided participants with opportunities to examine the impact of stream restoration and proper watershed management efforts.

Over 100 field visits were conducted that augmented the training objectives. Field trips throughout northern California were scheduled as was a southern California extended field trip which took them to Los Angeles and the U.S. - Mexico border. The southern California trip which was coordinated by Compton Community College, an HBCU in Los Angeles, allowed participants to observe how environmental issues are being addressed in an urban setting and the mutual influences and problems created by urban development and agricultural development. They heard presentations on the civil rights movement and minority education from professors of Compton. And they enjoyed visits to popular tourists sites such as Disney Land, Universal Studios and Hollywood.

A two month component at the University of California at Santa Cruz exposed participants to a variety of the most modern sustainable practices. At this university known for its expertise in environmentalism, participants worked alongside graduate students and researchers on organic farming techniques and plant ecology research. They had access to extensive library, research and human resources.

As a culmination of their program, participants prepared and made presentations on topics they had chosen at the beginning of the training. These presentations reflected participants' increased understanding of the necessary and crucial links that must be made between agriculture and forestry in order to enhance environmental sustainability.

### **C. Inherent Difficulties in Long-term Technical Programs**

Issues and problems that appear to be common to long-term technical programs and which have occurred to varying degrees in other long-term programs also emerged in this program. Typically, problems arise relating to group heterogeneity and participants' unrealistic expectations. Training staff's delayed response in directly addressing group dynamics and failure to adhere to a strictly structured training format and performance evaluation process also contributed to the difficulties.

In this program, participants, not surprisingly, had difficulty adjusting to the participatory methodology and continued to desire a more lecture, academic approach. This was perhaps due to these participants' experience and expectations as professors and academicians themselves. They felt that some of the hands-on activities were beneath their positions and rank. They also experienced difficulty with this methodology's lack of numeric measurements of their progress. Therefore, while some participants enjoyed the practical activities, some never fully committed to the application-based methodology. There were also stark differences in participants' ages, educational levels and professional positions making it more difficult to respond to heterogeneous interests and training needs.

Both participants and staff agreed that these differences had a negative effect on group dynamics. Overt tensions between group members between participants necessitated the termination of one participant's scholarship.

It was felt that while CSU-Chico made attempts and experienced success in addressing these group dynamics, a more consistent and frequent intervention strategy would have perhaps alleviated some of the problems earlier.

### **D. Concluding Comments**

For the most part, participants reported in exit interviews that the training program had given them an opportunity to gain new skills and to gain knowledge on appropriate sustainable strategies for Guatemala. They highlighted the component at Santa Cruz, their internships and the expertise of the Project Manager.

Staff indicated that the most important gain had been participants' enhanced understanding of how to analyze and solve environmental problems from the macro perspective, making sure to consider the interdependent relationships between different aspects of an ecosystem. This new understanding is in stark opposition to the typical response held by these participants prior to training, which focuses on just the one symptom and therefore often misses the underlying cause of the problem.

This nine-month experience gave participants an enriching opportunity to study at a U.S. institution of higher learning known for its agricultural programs. Furthermore, the location in northern California gave them exceptional opportunities to see firsthand sustainable agriculture and forestry techniques in action.

### **III. JUDICIAL SECTOR TRAINING**

#### **A. Program Design and Preparation**

The Guatemalan system of justice is at a crossroads of change from a written, inquisitorial system of jurisprudence to an oral, prosecutorial model. The passage of landmark legislation, the new Criminal Procedures Code (Decree 51-92) in September 1992 codified the historic reform. As part of USAID's initiative to support the judicial reform process, the GPSP was asked to develop and implement training in the U.S. for personnel from key judicial sector institutions. As a result of their training, these participants would better understand the potential of the judicial reform process and become committed and visible proponents of the reform.

The training program conducted in FY 1994 brought judges from various levels of the Guatemala judicial system, including Justices of the Peace, Trial Court Judges, Appellate Court Judges and Judges of Courts of First Instance to the U.S.

The International Human Rights Law Institute of DePaul University in Chicago, Illinois won the initial contract to conduct the first training program for Judges, with a proviso a second program could be awarded. DePaul University demonstrated a successful record for similar training of lawyers and judges from Central America. DePaul's program design was deemed the most creative and the most relevant to the needs of the participants and to the Guatemalan judicial code reform. Also taken into account was the fact that the participant profile for this group was quite different in several respects to the typical GPSP participant profile. They were, across the board, a highly educated group, each one holding decision-making positions within their communities.

#### **B. Training Implementation**

The training program was divided into four components: 1) The Role of the Oral Prosecutorial Judicial Model (OPJ) in a Democracy; 2) The Role of the Judiciary in a Democratic Setting; 3) Comparisons between U.S. and Guatemalan Judicial Models; and, 4) Leadership Development. The methodology relied on presentations by experts, court simulations, small group discussions, relevant field visits to courts and

community advocate groups, meetings with judicial counterparts and opportunities to interact with members of the law school, university and community. An array of written materials in Spanish supplemented the classroom instruction and field visits.

Training staff and presenters included nationally recognized experts on judicial independence and ethics, DePaul law faculty expert on criminal procedures and trial practices, staff well-versed in international judicial standards and the judicial reform situation in Guatemala and key judges, public defenders and prosecutors from all levels of the court system in Illinois. A sampling of some of the topics covered during the training program follow: Application of the OPJ Model in U.S. Criminal Law Procedures; Independence of Judicial Power; Forensic Science and its Use in the Judicial Process; Conflict of Jurisdiction between Military and Civilian Courts; Judicial Ethics and Integrity; The Interamerican System of Protection of Human Rights; Court Management; The Selection of Juries; Women and the Administration of Justice.

Participants rated very highly the field visits that allowed them to observe court proceedings at the Cook County Juvenile Court, the Appellate Court of the State of Illinois and to discuss common issues with judges from the U.S. Court of Appeals, the Supreme Court of Illinois, the Seventh District Court, the Deputy U.S. Attorney, public defenders and prosecutors. Visits were also made to Cook County Prison, to a witness protection program and to the Chicago Crime Laboratory. On different occasions, participants were hosted by the Latin American Bar Association and the Chicago Council of Lawyers.

Leadership training emphasized teamwork and appropriate methods of communication utilizing participatory exercises and simulations. Sessions were also presented on the characteristics of effective leaders and the individual attributes that contribute to the formation of leaders. Participants had opportunities to practice leadership skills through daily sessions which they themselves organized around discussions and presentations on the relevancy of the training experience to their personal and professional situations.

Participants took advantage of being in the heart of downtown Chicago to visit the Chicago Art Institute, the Museum of Science and Industry, the Planetarium, the Sears Tower and other historic and tourist sites.

### **C. Concluding Comments**

Trainers reported that this group of Judges were highly motivated and committed to the training objectives. Likewise, participants reported that they found the training topics and activities to be highly relevant and interesting. One representative of the

group indicated that the program had given the group a new and different vision regarding judicial systems and that they had learned to appreciate more objectively their own reality in Guatemala.

Based on the success of the first program, a second training program for 19 Judges was planned and conducted in FY 1995 by DePaul University. This second program included the addition of a five-day training component in Washington, D.C., implemented by the International Rule of Law Institute - George Washington University.

## **CHAPTER TWO: In-country Activities**

The level of training activity in the Field Office this fiscal year was high. Staff developed and implemented regularly scheduled follow-on seminars and recruited participants for new groups. Furthermore, the regional conventions were initiated and ties with counterpart organizations were strengthened.

### **I. PRE - U.S. TRAINING ACTIVITIES**

#### **A. Recruitment/Selection**

In this year, Field Office staff assisted in the formation of eight training groups which departed for U.S. training. Six groups consisted of delegates and subdelegates from the TSE. One group of judicial sector representatives was formed and one group of long-term technical participants representing several agencies working in the field of agriculture and sustainable developed, was also formed.

##### **1. Recruitment for Civic Education Programs**

Recruitment and selection for the six groups from the TSE was organized geographically to allow for eventual natural networks. Groups were structured by department as follows:

- S030 Jutiapa, Jalapa, Santa Rosa, Guatemala, Sacatepequez
- S031 Quetzaltenango, Sololá, Totonicapán, Chimaltenango, San Marcos
- S032 Izabal, Zacapa, Chiquimula, El Progreso
- S033 Escuintla, Suchitepequz, Retalhuleu, Peten
- S034 Quiche, Alta Verapaz, Baja Verapaz
- S035 Huehuetenango

The GPSP staff worked in close coordination with the TSE/Registro Civil Office, in order to ensure that the recruitment process and ultimate selection of participants remained in the hands of objective USAID and GPSP representatives. All departments were represented, honoring the TSE's desire to have nationwide selection and representation. Delegates and subdelegates were invited to interviews with USAID training officer and GPSP staff, usually held in the Departmental Delegation's Office of the TSE. Final selection was made by USAID. A total of 136 employees of the TSE were finally selected.

In an attempt to convey training objectives and discuss participants' expectations, a special second pre-departure orientation session was conducted for the long-term technical group. This slightly modified pre-departure program for long-term participants was initiated with the second GPSP long-term technical program when it became apparent that more information on the program objectives, training methodology and the training site needed to be conveyed in order to better prepare the participant for this nine-month experience. This additional pre-departure session also gave participants an opportunity to reflect on their expectations and how these match the training objectives.

## II. FOLLOW-ON TRAINING PROGRAM

Follow-on training activity in FY 1994 was characterized by a strengthening of efforts to integrate leadership and democratic initiative themes in all training curricula. Improvements made to the follow-on model included: enhanced training methodologies which permitted better integration of seminar topics; strengthening of GPSP staff's capabilities as training seminar coordinators; thorough planning and integration of sessions conducted by external trainers. These enhancements allowed for a seamless approach to each seminar in which staff and trainers were able to ensure integration of the themes of leadership development, democratic initiatives and community action.

Implementation of GPSP regional conventions further expanded the concept of regional networking of human resources. The format and content of these conventions provided opportunities for participants to learn about local expertise and resources and value the strengths and skills within the GPSP participant community. Highly respected Guatemalans in political, economics and social arenas were invited to be keynote speakers. They reinforced critical topics such as visionary leadership, women in development, human rights, democratization and the peace process. Local and international development organizations operating in the region where participants live and work set up promotional exhibits, thus informing participants of projects being developed in their regions.

The number of follow-on training events scheduled in FY 1994 surpassed the already high number held in FY 1993. Table 4 below demonstrates the increase in level of activity from Year 3 to Year 4, by Quarter.

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A unique feature of the follow-on seminar program, which was initiated in FY 1993 and continued to be used successfully this year, was the offsite field visit. These field visits were designed to expose participants to development models which are functioning successfully in Guatemala. This firsthand exposure to community endeavors enabled participants to analyze how local community support is obtained and other factors that contribute to the success of locally based projects. Some examples of field visits were: Wildlife/Manatee Reserve in Rio Dulce; Biotope Chacón Machacas; Community Development Projects of the Parish of San Lucas in Sololá; the National Archaeological Part at Tikal, Peten; rural fruit processing project in Quiche; the Integrated Rural Development School in Quetzaltenango.

Based on written and verbal feedback, it is obvious that participants responded favorably to the seminars and the training themes. They were active and engaged in group work and open discussions.

The involvement of a local independent consultant, a consistently excellent and motivated trainer and facilitator, as a lead player in the seminars served to strengthen the overall flow of the seminar agendas.

#### **B. Participant Site Visits**

Site visits to participants' homes and workplaces was another strategy of the follow-on program. These were conducted by GPSP staff on a regular basis through Year 4. This strategy helped Field Office staff responsible for implementing the follow-on seminars: 1) maintain contact with participants inbetween training events; 2) encourage continued attendance and participation in the events; 3) provide some technical support to participants in their community projects; 4) collect information for use in the GPSP newsletter and for reports.

Participants always appreciated these staff visits and the support the GPSP provided them. Information collected during these visits also maintained project management informed regarding the multiplier effect of training and future needs.

#### **C. Civic Education Curriculum Committee**

A major undertaking in FY 1994 involved the formation of a Civic Education Curriculum Committee, resulting from the training of TSE employees. Following the return of the first TSE group to receive U.S. training and based on discussions between GPSP, USAID and TSE, there emerged the concept of forming an interdisciplinary committee of Guatemalan professionals to develop a curriculum guide

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for civic education within the TSE. This guide or module would be used as a tool by returning participants, both delegates and subdelegates, in their communities as they began their civic education activities.

The Committee first convened in December 1993 and included individuals from the TSE, USAID/Guatemala, GPSP staff and three respected local professionals. For the first few months, the Committee, facilitated by the GPSP staff, met regularly every two to three weeks. In April, a consultant with expertise in curriculum planning and design and adult education experience was hired to take over the direction of the committee work. By late August, the Committee had developed a draft curriculum guide containing five separate training units. In September, members of the TSE training groups participated in a day-long session in Guatemala City in order to review the working draft curriculum. In general, they rated the draft as an excellent start and provided the committee members with feedback as to its themes and format.

Thus far, the Committee's work has provided the GPSP with two important end-products. The first is the guide, itself, as a tool for the TSE participants to use in training others in civic education techniques and principles. The second outcome is that themes and methodologies developed for this guide are suitable for application to other follow-on seminars. This curriculum guide will be completed and submitted to USAID in FY 1995.

#### D. Regional Conventions

As part of the Follow-on in-country program, a total of six Regional Conventions will be implemented prior to the final closure of the GPSP in June 1995. Four conventions have already taken place with great success, two in FY 1994. Although an important part of the follow-on training, the conventions differ from the follow-on seminars in that they seek to converge participants from separate fields not under technical themes but rather under the unifying factors of regional networking. (See Appendix A for a sample convention agenda.)

The umbrella themes for the conventions are participant networking and the identification of local resources in each region. The purpose is threefold: 1) to assure that the scholars are viewing themselves as important local resources for their communities; 2) to assure that the scholars are aware of the local resources in their region, in particular national and international NGO's; and, 3) to promote networking between scholars and exhibitors (i.e. institutional representatives).

As a parallel and equally important objective, the conventions have served to introduce the scholars to formal convention formats to encourage them to replicate this model.

The ultimate aim is to show the scholars that they themselves have the resources and the information to create and organize their own conventions, thus contributing to the multiplier effect.

The Conventions were designed to include well-respected political and socio-economic speakers for the introductory and plenary sessions, as well as speakers for smaller break-out sessions. The themes covered consisted of: visionary leadership, democratization/human rights, women in development, effective communication, and the political-economic climate of Guatemala. Exercises and activities during and in between the sessions emphasized the networking and local resources themes. These participatory methodologies were used to underline the training techniques that the participants learned during their U.S. training, while also promoting the concept of adult education within the convention format.

Exhibits gave the attendees a chance to interact with representatives of national and international, public and private organizations. Reminders throughout the convention urged participants to view opportunities for networking not only amongst themselves, but with the exhibitors and speakers as well.

The two conventions held in FY 1994 were based in Jutiapa and Quetzaltenango. Three regional conventions will be held in FY 1995 and the GPSP will conclude its programming with a National Convention in the summer, to which all participants will be invited.

#### **E. Counterpart Participation**

Counterpart support and participation in the GPSP follow-on program has varied among subgroups. Analysis of the type and extent of counterpart involvement has lead to the observation that the level of support provided by the in-country counterpart may be linked to the extent to which the returned participants attend the follow-on events and engage in multiplier activities.

Participation at all stages of training development and implementation by a wide variety of stakeholders within an organization who buy into the objectives and potential impact of training conveys a critical commitment and support to its members. This, in turn, creates an environment where application of newly learned skills and knowledge is possible. It is evident that working closely with indigenous institutions yields positive results.

- Participants of the Education Administration groups were characterized by outstanding participation in follow-on events. This lead to varied and

numerous multiplier activities on the part of these participants with the support of the Ministry of Education. The Ministry coordinator supported GPSP activities and provided valuable technical and logistical support to the follow-on program.

- The agriculture ministry, DIGESA, and its functionaries showed little interest in supporting human resource development, in general. Therefore, there was little support for the follow-on activities of the Agricultural Extensionism training groups. However, despite low attendance at follow-on seminars, many individuals in these groups implemented multiplier activities in their communities.
- The Rural Roads groups were very active and attended events in high numbers. This was principally due to a dynamic and dedicated participant who served as the groups' coordinator. USAID's support of the Dirección de Caminos Rurales also aided in stimulating participation in follow-on activities.
- For participants in the Community Leadership groups, there is not one solid entity, other than the Municipal Government or Mayor's Offices that served as a focal point for group integration and motivation. With no unifying contact, participation varied from municipality to municipality. It is interesting to note that there was greater participation of participants from smaller municipalities and participants holding lower to mid-level job positions were more likely to actively participate than participants with higher level positions, such as Mayors, Road Engineers, Educational Supervisors and Agronomists.
- The Women Artisan participants did not have a concrete counterpart organization. For this reason and also perhaps because these participants tend to carry heavy domestic responsibilities, attendance at training events was disappointing.
- The employees from the TSE who participated in the Civic Education programs showed close to 100% attendance at the first follow-on seminars held in FY 1994, despite legislative elections in August which forced seminars to be conducted over weekends. The TSE Board of Directors issued leave to members so they could attend the seminars. Furthermore, TSE officials' presence at GPSP events and logistic support they have contributed has served to encourage participation of their employees in the follow-on program.

## **CHAPTER THREE: Financial Management**

### **I. PARTICIPANT MONTHS OF TRAINING**

Through the GPSP, a cadre of Guatemalans have been trained in a variety of fields and utilizing a range of training models. The participant months of training and costs discussed in this chapter reflect the diversity of training models used including U.S. short-term training, long-term technical training, academic training, in-country pre-departure orientations and follow-on training.

A summary of statistics on participant months of training for this fiscal year is provided below:

- A) A total of 173 participants received U.S. training in FY 1994, producing 327 participant months of training activity;
- B) A total of 1345 people attended Follow-on Training Program activities, producing 171 participant months of training in-country. This includes Pre-departure Orientations, re-entry sessions, follow-on seminars and regional conventions conducted in FY 1994;
- C) The cumulative number of participants who have received GPSP training through FY 1994 is 948. Thus, at the end of Year 3, a total of 2,266 participant months of U.S. training had been completed;
- D) The number of participant months of in-country training in FY 1991 through FY 1993 totaled 230. This plus the 171 participant months for this year brings the total to date for in-country training to 401 participants months;
- E) When all participant months are summed, both U.S. and in-country, the GPSP has provided a total of 2,667 participant months of training (498 total participant months in this fiscal year) since the inception of the Project.

See Graphs 2 and 3 at the end of this chapter for a comparison of number of participant-months for Project Years 1, 2, 3 and 4 and totals for U.S. training and in-country training.

## ii. ADMINISTRATIVE VS. PARTICIPANT COST

Expenditure totals for FY 1994 and past years of the Project are displayed in Table 5 below. The first year of the Project reflects a typical start-up scenario with the associated low participant costs. However, by the end of the first project year through Year 3, costs reflect a heavy schedule of training programs with significantly lower administrative costs in relation to participant costs. Because the trend in Year 4, fiscal year 1994 showed a gradual decrease in participant numbers, administrative costs were slightly higher than previous years in relation to participant costs.

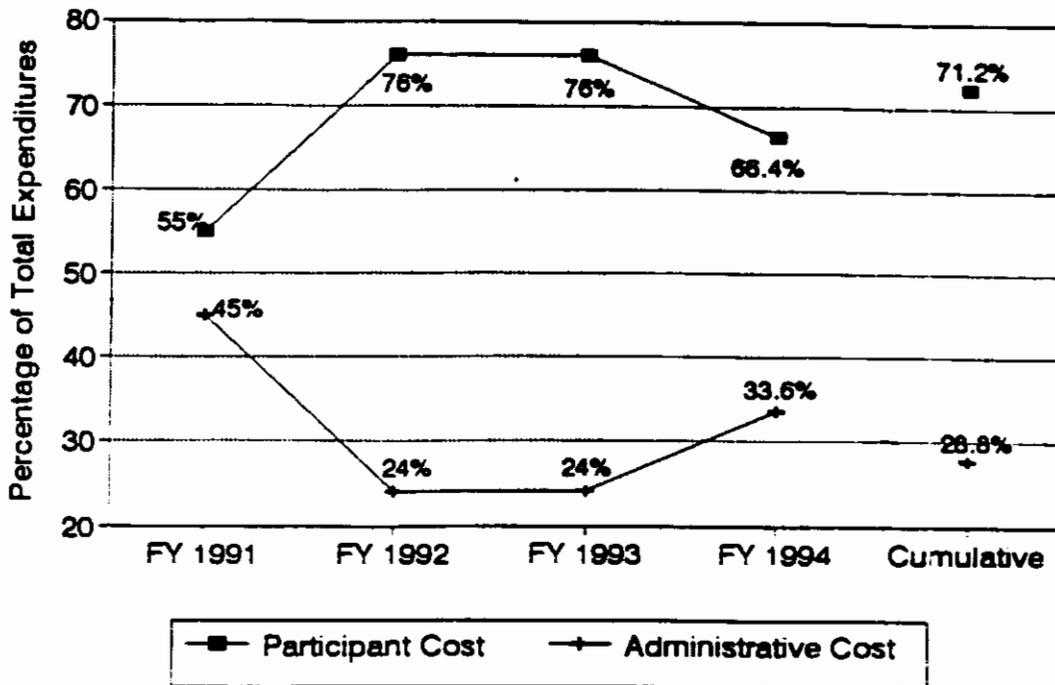
**TABLE 5**  
**ADMINISTRATIVE and PARTICIPANT COSTS**  
**U.S. and IN-COUNTRY TRAINING**

	FY 1991	FY 1992	FY 1993	FY 1994	Total to Date
Participant Cost	\$ 687,500	\$2,360,366	\$2,314,454	\$1,185,491	\$6,547,811
Admin. Cost	\$ 559,011	\$ 759,241	\$ 736,066	\$ 601,108	\$2,655,263
<b>TOTAL</b>	<b>\$1,245,511</b>	<b>\$3,199,607</b>	<b>\$3,050,520</b>	<b>\$1,786,599</b>	<b>\$9,203,074</b>

The above Table 5 and Graph 4 on the following page show the relationship between administrative and participant costs for each year of the Project's operation. In the start-up year of the Project when 160 participants were trained, administrative costs accounted for 45% of total project expenses. As the Project got underway and the number of participants increased, in the second and third fiscal years administrative expenses accounted for only 24% of total expenses. In the fourth year, FY 1994, the number of participants entering U.S. training declined once again and the administrative cost rose to 33.6% of total project expenses for this year. Cumulatively, the relationship between to-date administrative costs and participant costs is 28.8% to 71.2%.

**GRAPH 4**

**Relationship between Administrative and Participant costs**



**III. PARTICIPANT PER MONTH COSTS**

The participant per month cost trends correlate with the above figures on administrative vs. participant costs. The participant per month cost decreased dramatically from FY 1991 to FY 1992 and then again for FY 1993, as can be seen on Table 6 on the following page. This was a function of the increased number of participants trained in FY 1992 and FY 1993 and the cost containment measures that D.A. employed from the Project's inception. In FY 1994, the participant per month cost rose due to the decrease in number of participants that entered training this year.

Utilizing to-date figures, the cumulative participant per month cost, which includes all Administrative and Participant Costs, is \$3,452. These numbers are based on all types of training that the GPSP has conducted. In the U.S., this includes short-term programs, long-term technical programs, academic 16-month programs; in Guatemala, this includes pre-departure orientations and the follow-on training events. However, the majority of the training has followed the pattern of 2.5 days of pre-departure orientation, 6 weeks of U.S. training, .5 days of re-entry session, 13.5 days of follow-on seminars and 3 days of regional conventions.

**TABLE 6**

<b>TOTAL COST PER PARTICIPANT MONTH PER YEAR (Participant &amp; Administrative Costs)</b>				
<b>FY 1991</b>	<b>FY 1992</b>	<b>FY 1993</b>	<b>FY 1994</b>	<b>Cumulative</b>
<b>\$ 5,520</b>	<b>\$ 3,381</b>	<b>\$ 2,990</b>	<b>\$ 3,596</b>	<b>\$ 3,452</b>

NOTE: These figures include all Administrative Costs and Participant Costs, encompassing Pre-departure Orientations, U.S. Training, Re-entry and Follow-on Activities.

#### **IV. COST CONTAINMENT**

The final obligated figure as of the end of this fiscal year was \$11,069,554. This includes \$300,000 which was added to the Budget as a buy-in and specifically tagged for training of Judges. A revised budget on this obligated amount was submitted to USAID in August 1994.

Throughout the life of the Project, Development Associates has employed effective cost containment measures that have assisted in controlling Project costs without minimizing the quality of the programs. These have included close analysis of training institutions' budgets when contracting for training; utilization of a multiple award strategy which reduces the cost of subsequent programs conducted by the same institution; negotiations for reasonable air travel costs; and, effective use of staff, both in the Field Office and the Home Office.

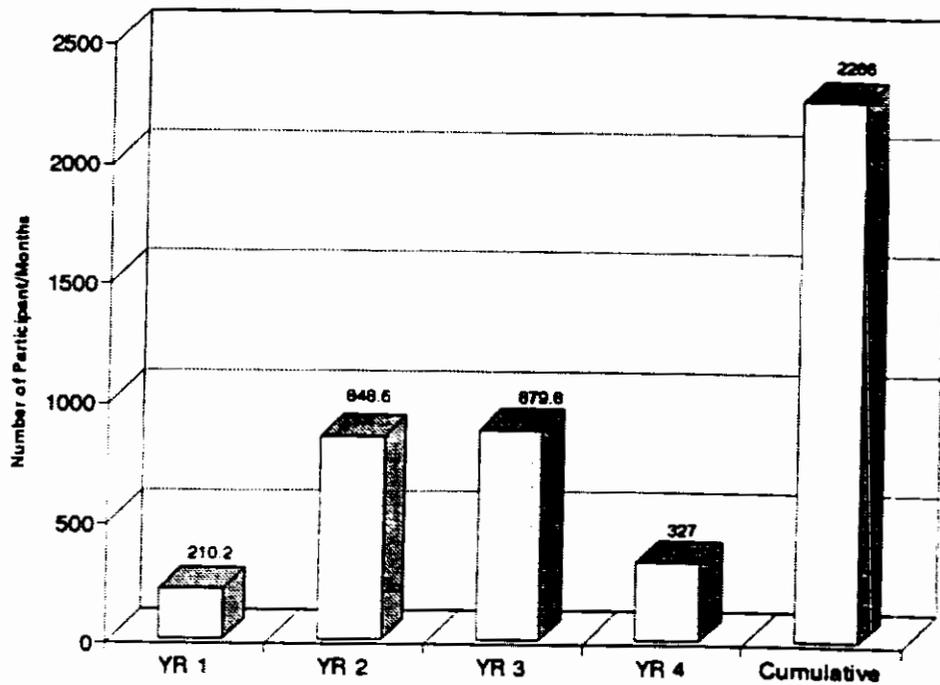
This last cost containment strategy has been particularly effective this fiscal year. With participant numbers decreasing and declining Project activities, D.A. has been able to utilize staff on a part-time, as needed basis. Project management has carefully managed the workflow and person-loading to ensure cost savings while also ensuring there is sufficient coverage to adequately execute all Project tasks.

Plans to contain the costs of the Project in FY 1995, the last year of the Project, also include a streamline approach to staffing. Permanent professional staff in the Field Office will be terminated as of December 31, 1995 and retained as temporary consultants on an as-needed basis. This was prompted by the nature of project

activities during this phase-down year which still require professional staff coverage. The staffing arrangement proposed for this year will significantly cut the cost of salaries and associated administrative expenses while ensuring that all project activities are fully carried out.

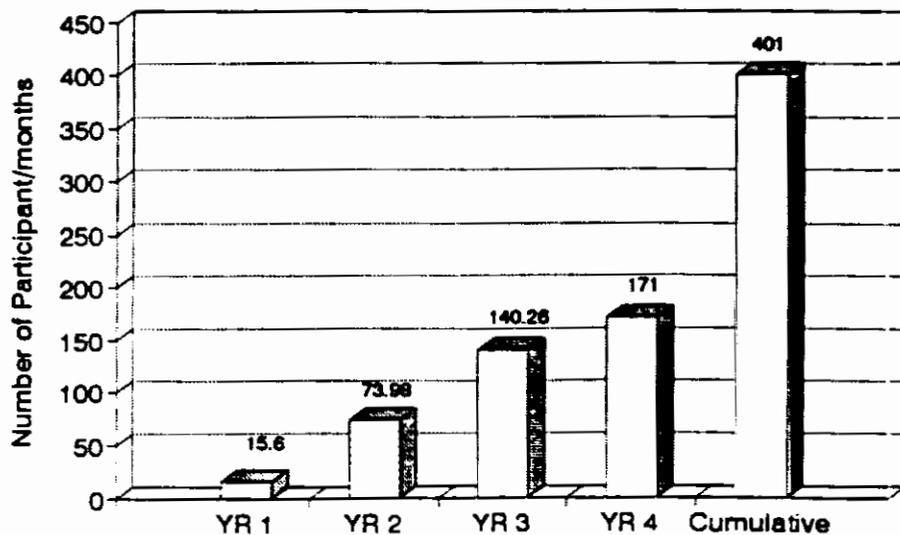
## GRAPH 2

### U.S. Training Participant Months



## GRAPH 3

### In-country Training Participant Months (includes PDO, Re-entry and Follow-on)



## **CHAPTER FOUR: Looking Ahead -- The Final Phase**

In Fiscal Year 1995, the GPSP enters its fifth and last year of operation. Training activity in the Home Office will slow down and end altogether by mid-year. Home Office from then on will function in a supportive, advisor and supervisory role to the Field Office.

The number of follow-on seminars in FY 1995 will decrease; however, during the first six months, the remaining seminars for the TSE participants will be conducted. The Field Office will continue to support two counterpart organizations, the Tribunal Supremo Electoral and the judicial sector. The series of Regional Conventions set in motion in FY 1994 will be completed and a National Conference held as the GPSP culminating event. Other Field Office activities will include ongoing distribution of the follow-on newsletter and development of curriculum guides based on the content and methodology of follow-on training seminars.

Staffing and administration for the Project will be modified according to the changes in training activity.

### **I. U.S. TRAINING ACTIVITIES**

Although the training schedule for Project Year Five reflects a dramatic decrease in U.S. training for this last year of the GPSP, the training that is to occur, just as the training that has occurred over the last four years, reflects the ongoing commitment to USAID goals and to supporting Guatemala's progress toward democracy.

The second training for Judges will be conducted by DePaul University within the first month of FY 1995. The content and methodology for this training will mirror the first training program conducted in FY 1994 for Judges; however, recommendations made by the first group and DePaul will be incorporated. In addition, a five-day visit to Washington, D.C. will give these participants a chance to interact with federal and international judicial bodies. This component will be managed by the International Rule of Law Institute of George Washington University School of Law.

It is expected that more training programs for judicial sector representatives will be programmed. Programs in FY 1995 will, again, focus on the oral prosecutorial judicial model and the judicial reform process. However, the participant make-up will include not only judges, but also public defenders and prosecutors and possibly instructors from the national judicial college.

Monitoring of the long-term technical program in Sustainable Agriculture and Agroforestry Management will continue as the group departs in October 1994, the first month of FY 1995. Participants will complete their Action Plans and take part in re-entry and graduation activities. A Development Associates representative will participate in closure activities for this program and escort the group to the port of exit.

## II. IN-COUNTRY TRAINING ACTIVITIES

Follow-on training seminars are planned for all returned TSE participants. The emphasis in the last seminars for these groups will be on specific practical ways to implement community-based civic education programs. Practical exercises during the seminars will assist participants in using adult education techniques. The Civic Education curriculum guide will be used in the seminars and become a tool for the participants' use.

The input received from the first group of Judges regarding design of the judicial sector follow-on program will be used in planning the first seminar for these judicial sector representatives. The Judicial Studies School is also playing a key role in the development of these training programs. The initial follow-on seminars will be held in the second quarter of FY 1995. Two more training programs for Judges are planned. Recruitment and selection for these groups as well as the pre-departure orientations will be programmed in FY 1995.

Four regional conventions are planned for FY 1995. These will continue to emphasize the themes of networking as outlined in Chapter Two. The culminating event will be a national convention scheduled for early June. This event will bring together all returned GPSP participants.

Other project activities in this year will include continued distribution of the quarterly follow-on newsletter, "El Multiplicador". In addition, the curriculum guides based on the follow-on seminars, will be produced as models in nonformal education for future replicability. These guides will be available to USAID and counterpart organizations.

## III. CONCLUSION

It is expected that by the end of the five-year Guatemala Peace Scholarship Project, close to 1000 Guatemalan citizens will have received training. These men and women, selected because of their positions within their communities and their potential for serving as change agents, represent a variety of backgrounds. They

come from towns and villages across all departments of Guatemala and from an array of technical fields. Through its short-term and long-term U.S. training and the in-country follow-on training, this USAID participant training initiative has laid the groundwork for these individuals and the private and public institutions they represent to be active participants in the ongoing development of their communities and their country.

**TABLE 7**

**FIELD OFFICE PROGRAM ACTIVITY SCHEDULE FOR FY 1995**

<b>GROUP</b>	<b>ACTIVITY</b>	<b>DATES</b>	<b>No. of Pax</b>
Judges J002	PDO	10/16-19	19
	Regional Convention 3	10/26-28	123
Judges J001	Meeting	10/28	13
Civic Ed. II S030 - 32	Seminar	11/7 - 11	36
Civic Ed. II S031 - 33	Seminar	11/14-18	44
	Regional Convention 4	11/23-25	90
Civic Ed. I S035	Seminar	1/9 - 13	20
Civic Ed. I S036	Seminar	1/16-20	20
Civic Ed. III S030-32	Seminar	2/13-17	45
Judges I J001 - J002	Seminar	2/21-25	15
Judges J003	PDO	2/26-29	20
Judges II J001 - J002	Seminar	3/7 - 11	15
Judges J004	PDO	3/12-14	20
	Regional Convention 5	3/15-17	90
Civic Ed. III S031-33	Seminar	3/20-24	40
	Regional Convention 6	3/30-4/1	150
Civic Ed. II S034-35	Seminar	4/3 - 7	40
Judges I J003	Seminar	4/25-29	20
Civic Ed. III S034-35	Seminar	5/8 - 12	40
Judges II J001, 02, 03	Seminar	5/16-19	50
	National Congress	6/1 - 3	600

**Total Attendees for FY 1995 Field Office Events = 1510**

**APPENDIX A**

**SAMPLE AGENDA FOR REGIONAL CONVENTION**

**Proyecto de Becas Para la Paz - Guatemala**  
**Agencia para el Desarrollo Internacional**  
**Development Associates, Inc.**

*Programa de Actividades*

**Convención Regional Altiplano**

**Hotel Villa Grande, Chichicastenango**

**Julio 27 - 29, 1994**



Development  
Associates,  
Inc.



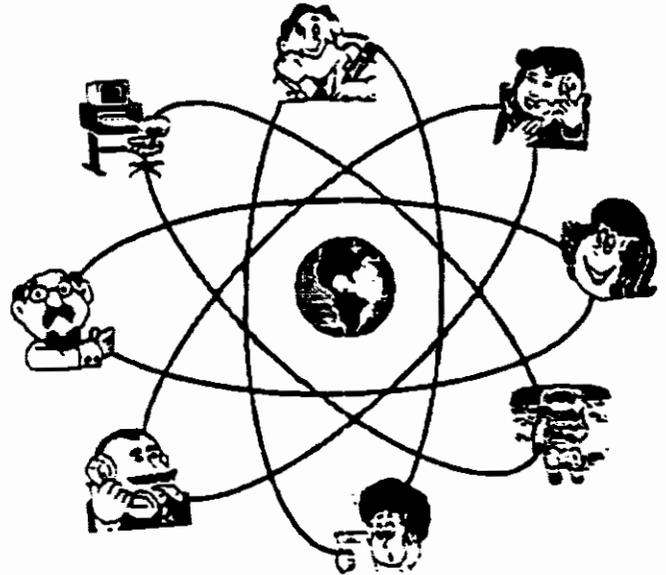
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# CONVENCION REGIONAL ALTIPLANO

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## "BECARIOS UNIDOS FORMANDO REDES DE COMUNICACION POR UNA GUATEMALA SOLIDA Y PLURALISTA"

La Convención Regional del Altiplano será la segunda de una serie de convenciones regionales que busca unir a becarios de diferentes departamentos y campos técnicos bajo un tema global: cada becario es un líder que puede aportar mucho a sus comunidades locales, y unidos, fortalecerán a Guatemala.



### ***¿Cuál es el objetivo general del Proyecto Becas para la Paz?***

- Promover y motivar el desarrollo del liderazgo en una forma participativa y democrática con el fin de asegurar la toma descentralizada de decisiones que consecuentemente concluirá en una Guatemala sólida y pluralista.

### ***¿Cómo contribuyen las Convenciones a la meta del Proyecto?***

- Promueven y fortalecen las redes de comunicación entre los becarios de distintos campos técnicos.
- Promueven redes de comunicación con los recursos organizacionales que están trabajando en la región.
- Promueven el concepto de unión, a través de la formación y el mantenimiento de redes, para caminar hacia una Guatemala pluralista y democrática.

## ***¿Quiénes serán los participantes claves para formar redes en esta Convención?***

- **INVITADOS ESPECIALES** como Atilio Lara y Lara, María Eugenia Morales Aceña de Sierra, María del Carmen Aceña de Fuentes, René Linares Araiz y Miguel Angel Balcarcel.
- **CONFERENCISTAS** que con su destacada participación han contribuido al éxito de los programas del proyecto como Héctor Hugo Vásquez y Juan Ramón Pocón.
- **EXPOSITORES** representando a proyectos y organizaciones públicas y privadas, nacionales e internacionales como **PROSAQ, CESERCO, PAYSA, HABITAT, PROYECTO HOPE, TOTO-INTEGRADO, FUNDAP, ASOCIACION APDENA, CAMINOS RURALES Y CEDRO.**
- **BECARIOS** que se desenvuelven como maestros, agrónomos, líderes comunitarios, ingenieros civiles, ingenieros industriales, trabajadoras sociales, topógrafos, guarda bosques, artesanas y enfermeras.

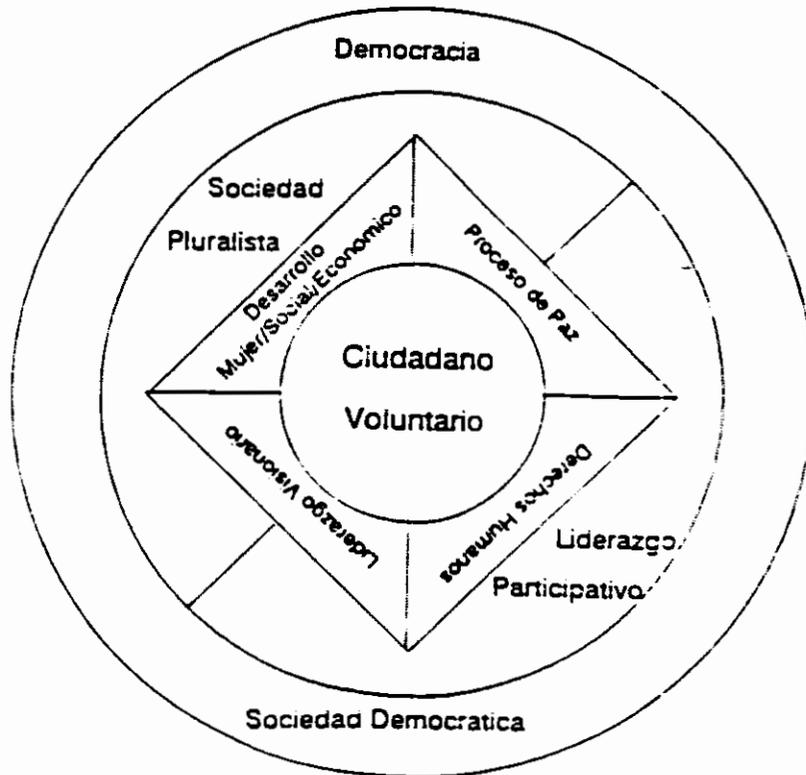
## ***¿Cuáles son los eventos?***

- **Plenarias especiales** sobre temas actuales como son los derechos humanos, el desarrollo de la mujer, la situación socio-económica de Guatemala, la comunicación efectiva, la motivación, el proceso de paz y el liderazgo visionario.
- **Conferencias cortas** enfocadas a temas particulares y con uso de metodología participativa. Algunas de las conferencias se llevarán a cabo simultáneamente y cada participante podrá escoger su asistencia de acuerdo a su preferencia.
- **Sala de exposiciones** contando con la participación de las organizaciones previamente mencionadas. Tendrán la oportunidad de hacer redes con los expositores y de adquirir información sobre cada programa.
- No duden en acercarse al **Centro de Información** en donde encontrarán información variada sobre: 1) el proceso conceptual y administrativo de la creación de la Convención, 2) videos informativos de diferentes organizaciones y, 3) "El Cassette Foro", la nueva metodología suramericana de transmitir mensajes en grupo a través de cassette.

**Algunos otros detalles:**

- Convivios, música, y baile al concluir cada jornada.
- Actividades participativas y recreativas.
- Videos informativos durante las refacciones en el Centro de Información.
- El Directorio completo de **TODOS** los becarios que han participado en el Proyecto de Becas para la Paz.
- ¡Premios por sus obras de Arte!
- ¡Y muchas ..., muchas sorpresas más!

**Diagrama Conceptual  
del Enfoque de la Convención**



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# HORARIO DE EVENTOS

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**MIÉRCOLES 27 DE JULIO DE 1994**

9:00 a.m. - 11:00 a.m.      **INSCRIPCION**

11:30 a.m. - 12:30 a.m.      **INAUGURACION**

**Estarán Presentes:**

- *Representantes de la Agencia para el Desarrollo Internacional*
- *Las máximas autoridades de El Quiché*
- *Scott Goldman y Gordon Strickland, Director y Sub-director del Proyecto de Becas para la Paz*

**CHARLA INAUGURAL**

*"Proyecto de Becas para la Paz: Promesa para el Futuro"*

*Scott Goldman y Gordon Strickland  
Director y Sub-Director  
Proyecto de Becas para la Paz*

*"Los becarios de GPSP trabajando en el fortalecimiento de la Democracia de Guatemala"*

*Nelly de De León  
Oficial de Capacitación de la Oficina de  
Iniciativas Democráticas  
Agencia para el Desarrollo Internacional*

12:30 p.m. - 2:30 p.m.      **ALMUERZO INAUGURAL Y TIEMPO LIBRE**

2:30 p.m. - 4:00 p.m.      **SESION PLENARIA, SALON PRINCIPAL:  
LIDERAZGO VISIONARIO**

*"Mi Misión: Una Nueva Guatemala"*

*Atilio Lara  
Consultor en Desarrollo Humano*

4:00 p.m. - 4:30 p.m.      **REFACCION  
VIDEO EN CENTRO DE INFORMACION: "SHARE"**

4:30 p.m. - 5:30 p.m.	<b>SESION PLENARIA (CONTINUACION), SALON PRINCIPAL: LIDERAZGO VISIONARIO</b>
5:30 p.m. - 6:00 p.m.	<b>FORMANDO REDES</b>  <i>"Bosque de Recursos I"</i> <i>Mark Anthony Zappa</i> <i>Consultor de Seguimiento</i>
6:00 p.m. - 7:00 p.m.	<b>REUNION DE BECARIOS POR DEPARTAMENTO INSCRIPCION EXPOSITORES</b>
7:00 p.m. - 8:00 p.m.	<b>CENA</b>
8:00 p.m. - 9:00 p.m.	<b>PRESENTACION BALLET FOLCKORICO</b>


**Usted tambien puede  
Organizar una Convencion!!**


**Todos los recursos estan a su alcance!!**

Acerquese rapidamente al Centro de Informacion  
 y obtenga el Manual

**"COMO ORGANIZAR Y COORDINAR UNA CONVENCION"**  
 En el encontrara los pasos conceptuales y logisticos  
 de como llevar a cabo una convencion y tiene muchos  
 ejemplos practicos que se usaron en la convencion regional


 Sur-Oriente.  
**Te esperamos!!!**

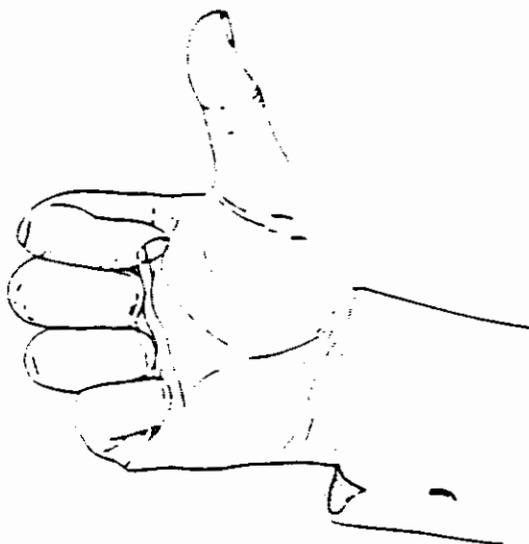

## **JUEVES 28 DE JULIO DE 1994**

- 7:00 a.m. - 8:00 a.m.            **DESAYUNO**
- 8:00 a.m. - 10:00 a.m.        **FORMANDO REDES CON LOS EXPOSITORES**
- 10:00 a.m. - 10:30 a.m.       **REFACCION**  
**VIDEO EN CENTRO DE INFORMACION: "TOTO INTEGRADO"**
- 10:30 a.m. - 11:30 a.m.       **VISITA A LA SALA DE EXPOSICIONES**
- 11:30 a.m. - 11:50 a.m.       **FORMANDO REDES**

- 
- 11:50 a.m. - 12:00 p.m.       **ACTIVIDAD PARTICIPATIVA**  
*"Bosque de Recursos II"*  
*Mark Anthony Zappa*  
*Consultor de Seguimiento*
- 12:00 p.m. - 1:00 p.m.       **ALMUERZO**  
*"Somos Más Fuertes Unidos"*
- 1:00 p.m. - 2:00 p.m.       **TIEMPO LIBRE**  
**DESMANTELAMIENTO DE EXPOSICIONES**
- SESION PLENARIA, SALON PRINCIPAL:**  
**SOCIEDAD PLURALISTA Y DESARROLLO**

- 2:00 p.m. - 2:50 p.m.        **"Situación Económica y Social de Guatemala y la Participación de los Guatemaltecos para el Desarrollo"**  
Ing. María del Carmen Aceña de Fuentes  
Directora del Area Social, CIEN (Centro de Investigaciones Económicas Nacionales)
- 2:50 p.m. - 3:40 p.m.        **"La Participación de la Mujer en el Proceso Democrático es Primordial para el Desarrollo de Guatemala"**  
Licda. María Eugenia Morales Aceña de Sierra  
Analista Jurídica, ASIES (Asociación de Investigación y Estudios Sociales)

- 3:40 p.m. - 4:00 p.m.      **REFACCION**  
**VIDEO EN CENTRO DE INFORMACION: "FUNDAP"**
- 4:00 p.m. - 5:00 p.m.      **SESION 1 (SIMULTANEA), SALON A:**  
**COMUNICACION EFECTIVA**
- "La Comunicación como Estrategia para Garantizar  
Redes Sólidas"*  
*Juan Ramón Pocón*  
*Especialista en Comunicación y Liderazgo*
- SESION 2 (SIMULTANEA): SALON B:**  
**DESARROLLO**
- "La Motivación para el Desarrollo Social"*  
*Lic. Héctor Hugo Vásquez*  
*Especialista en Desarrollo Humano*
- 5:10 p.m. - 6:30 p.m.      **SESION PLENARIA, SALON PRINCIPAL:**  
**DERECHOS HUMANOS**
- "Los Derechos Humanos: Un Compromiso por la Paz  
y la Democracia"*  
*Lic. René Linares Araiz*  
*Director Departamento de Promoción  
Educación*  
*Procurador de los Derechos Humanos*
- 6:30 p.m. - 7:00 p.m.      **TIEMPO LIBRE**
- 7:00 p.m. - 8:00 p.m.      **CENA**
- 8:00 p.m. - 12:00 p.m.      **BAILE**



## **VIERNES 29 DE JULIO DE 1994**

7:00 a.m. - 8:00 a.m.	<b>DESAYUNO</b>
8:00 a.m. - 10:00 a.m.	<b>SESION PLENARIA, SALON PRINCIPAL: PROCESOS DE PAZ</b>  <i>"Reto Nacional: Construir la Paz"</i> <i>Lic. Miguel Angel Balcarcel</i> <i>Director de INIAP (Instituto de Investigación y</i> <i>Autoformación Política)</i>
10:00 a.m. - 10:20 a.m.	<b>FORMANDO REDES</b>  <i>"Reforestando el Bosque III"</i> <i>Mark Anthony Zappa</i> <i>Consultor en Seguimiento</i>
10:20 a.m. - 10:45 a.m.	<b>REFACCION</b> <b>VIDEO EN CENTRO DE INFORMACION: "Caminos Rurales"</b>
10:45 a.m. - 11:30 a.m.	<b>ACTIVIDAD PARTICIPATIVA</b>  <i>"Obra de Arte"</i>
11:30 a.m. - 12:00 a.m.	<b>TIEMPO PARA EVALUACION</b>
12:00 a.m. - 12:20 a.m.	<b>PALABRAS DE CIERRE</b>  <i>"Mirando Hacia La Convencion Nacional y Hacia el</i> <i>Futuro de Guatemala", Becarios GPSP</i>
12:20 a.m. - 12:30 p.m.	<b>ACTIVIDAD PARTICIPATIVA</b>  <i>"Nuestra Luz Iluminará el Camino de Otros"</i>
12:30 p.m. - 1:00 p.m.	<b>ENTREGA DE CERTIFICADOS</b>
1:00 p.m. - 2:00 p.m.	<b>ALMUERZO</b>

***Que todos se levanten***  
***Que nadie se quede...***