

No. 10997

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## MULTILATERAL

**Central American Convention on the unification of the fundamental norms of education. Signed at San Salvador on 22 June 1962**

*Authentic text: Spanish.*

*Registered by the Organization of Central American States, acting on behalf of the Contracting Parties in accordance with article 90 of the Convention, on 5 March 1971.*

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## MULTILATÉRAL

**Convention centraméricaine pour l'unification des normes fondamentales de l'enseignement. Signée à San Salvador le 22 juin 1962**

*Texte authentique: espagnol.*

*Enregistrée par l'Organisation des États d'Amérique centrale, agissant au nom des Parties contractantes conformément à l'article 90 de la Convention, le 5 mars 1971.*

[TRANSLATION — TRADUCTION]

CENTRAL AMERICAN CONVENTION<sup>1</sup> ON THE UNIFICATION OF THE FUNDAMENTAL NORMS OF EDUCATION

The States of Costa Rica, Nicaragua, Honduras, El Salvador and Guatemala.

Wishing to facilitate the unification of the fundamental norms of their study systems, plans and programmes, strengthen the spiritual links between their peoples and take full advantage of the resources provided by mutual co-operation in cultural development in order to rebuild Greater Central America (*Patria Grande*),

Bearing in mind the recommendations made to them with this end in view by: the First Central American Seminar on Vocational and Technical Training, held in Guatemala City from 17 to 23 June 1957; the First Central American Seminar on the Training of Rural Primary School Teachers, held in Comayagua, Honduras, from 25 September to 9 October 1957; the First Central American Seminar on Integrated Rural Education, held at Guatemala City from 17 August to 6 September 1958; the First Central American Seminar on Urban Primary Education, held at Managua from 16 to 31 October 1958; the First Central American Seminar on Secondary Education, held at San Salvador from 24 November to 7 December 1958; and the First Central American Seminar on Teacher Training, held at David, Panama, from 15 to 22 February 1960 (the first five seminars referred to above having been held in accordance with the provisions of resolution XIII, adopted at the First Meeting of the Cultural and Educational Council of the Organization of Central American States (ODECA) and the last on the initiative of the General Secretariat, with the agreement of all the ODECA member States and under the sponsorship of the Government of Panama),

<sup>1</sup> Came into force on 31 October 1963, the date on which the third instrument of ratification was deposited with the General Secretariat of the Organization of Central American States, in accordance with article 88 (1). The first three instruments were deposited as follows:

<i>State</i>	<i>Date of deposit</i>
Guatemala .....	29 May 1963
El Salvador .....	31 October 1963
Honduras .....	31 October 1963

Subsequently, the Convention came into force for the following States on the date of deposit of their respective instruments of ratification with the General Secretariat of the Organization of Central American States, in accordance with article 88 (1):

<i>State</i>	<i>Date of deposit</i>
Nicaragua .....	16 March 1964
Costa Rica .....	24 September 1966
Panama .....	12 February 1968

And pursuant to the decision taken at the preparatory meeting for the last-mentioned Meeting that account should be taken also of the recommendations adopted by the Conference on Education and Economic and Social Development in the Latin American Countries held at Santiago, Chile, from 5 to 19 March 1962,

Have decided to sign this Convention on the Unification of the Fundamental Norms of Education, for which purpose they have accredited the following as their respective plenipotentiaries:

For Costa Rica:

Mr. Ismael Antonio Vargas Bonilla

For Nicaragua:

Dr. Carlos Yrigoyen Gutiérrez

For Honduras:

Dr. José Martínez Ordóñez

For El Salvador:

Prof. Ernesto Revelo Borja

For Guatemala:

Prof. Adrián Ramírez Flores

who, having given proof of their full powers, which were found in good and due order, signed the following Convention:

## Chapter I

### EDUCATION IN GENERAL

#### GENERAL BASES

##### *Article 1*

Education is a primary function of the State, which shall offer maximum opportunities for education. All persons in Central America have the right to the benefits of education. In the Central American countries education shall be based on the provisions of article 26 of the Universal Declaration of Human Rights, articles XII and XXXI of the American Declaration of the Rights and Duties of Man, and the principles enunciated at the Conference on Education and Economic and Social Development held at Santiago, Chile.

*Article 2*

The aim of education in Central America shall be the all-round growth of the human personality and it shall be geared to the needs of the economic and social development of the Central American peoples.

*Article 3*

Without prejudice to the attention that must be given to all levels of education, educational systems in Central America shall give priority to the horizontal and vertical development of primary schooling and to adult education.

*Article 4*

Education in the signatory States shall strengthen national consciousness and develop a Central American consciousness.

*Article 5*

The signatory States recognize that education must be based on integrated planning. Therefore, they must strengthen their over-all educational planning services, which must be co-ordinated with economic and social plans at the national level.

*Article 6*

The signatory States recognize the school as a social institution serving the needs and aspirations of the people which must function as an undertaking which is an extension of the home, the community and the public institutions.

*Article 7*

Without prejudice to the unity of the general aims and objectives of education and the links to be maintained between the various educational levels and services, the Ministers of Education of the signatory countries shall reorganize their educational structure and work with the emphasis on decentralization.

*Article 8*

The signatory States recognize that funds allocated to education must be considered a capital investment. Therefore, in their general budgets they shall give priority to education, in order to accelerate the economic and social development of their peoples.

*Article 9*

The signatory States shall encourage the different economic sectors to contribute to the financing of education.

*Article 10*

The signatory States conceive education as a single process comprising the following levels:

- (1) Pre-primary education;
- (2) Primary education;
- (3) Intermediate-level education;
- (4) Higher education.

*Article 11*

In order to maintain this unity, the signatory States believe that, without relinquishing any of their autonomy, the universities should play an active part in the over-all planning of education.

## AIMS

*Article 12*

The aims of education in Central America shall be:

- (1) To provide the educand with knowledge and develop the skills, habits and attitudes which will enable him to make an effective contribution to the economic and social development of his community;
- (2) To ensure the harmonious all-round development of the educand;
- (3) To prepare citizens for the effective exercise of democracy, as a political system and a way of life in which the interests of both the individual and society are accommodated;
- (4) To train the educand to teach himself to develop his critical ability and his own personality;
- (5) To establish the continuity that should exist between formal schooling and the practical needs of everyday life;
- (6) To develop a Central American spirit and create an awareness of the destiny of the Central American peoples;
- (7) To preserve and extend the cultural heritage of Central Americans and give them the benefit of modern technological progress;

- (8) To strive to define the special characteristics of the Central American in order to establish or select the educational systems that are best suited to his individuality.

*Article 13*

The signatory States recognize the need to adopt a system of evaluation covering both the qualitative and the quantitative aspects of education which will enable them to establish a ratio between the input of economic and human resources and the output of education.

*Article 14*

The signatory States recognize that the preparation of study plans and programmes must be the outcome of a careful process in which specialists in education and the social sciences, psychologists, representatives of the economic sectors and teachers at all levels should take part.

Chapter II

PRE-PRIMARY EDUCATION

*Article 15*

The pre-primary educational level is that at which the child is given some training before entering primary school.

*Article 16*

The general aims of pre-primary education shall be:

- (a) To encourage good behaviour and good attitudes in the educand;
- (b) To develop his sensory and motor activity;
- (c) To facilitate his adjustment to school and society.

*Article 17*

The Central American States agree to expand pre-primary education to the extent their means allow.

## Chapter III

## PRIMARY EDUCATION

## PRINCIPLES

*Article 18*

Primary education is the initial stage of the process of systematic education, which it is everyone's right and duty to receive; the duration shall be not less than six years in both urban and rural areas.

*Article 19*

The function of primary education shall be to provide general basic training aimed at promoting the development of the educand's personality. It shall therefore be entirely unspecialized.

*Article 20*

The general function of the primary school is the same, whatever the circumstances in which it functions, but it must be adjusted to the pattern of its environment. The difference between rural schools and urban schools therefore lies exclusively in the environment in which they function, not in their essential character.

*Article 21*

Primary education shall be national in character, in that it shall help to produce a feeling of national unity; it shall also encourage the emergence of a Central American consciousness leading to the integration of the countries in Greater Central America. It shall be universal in that it shall be open to all without discrimination of any kind. It shall be compulsory for all children who are of legal school age. It is a duty of the State to provide primary education, without prejudice to the right to establish private educational institutions under State control.

*Article 22*

Primary education, financed with funds from the public exchequer, is free of charge. It is therefore the duty of the State to provide the human and material resources required to enable the child to exercise his right to education.

*Article 23*

The signatory States undertake, in so far as their budgetary resources permit, to develop school welfare services, particularly food aid, medical and dental attention, clothing, textbooks and school equipment, transport, educational grants and holiday camps, not only so as to encourage school attendance by needy children and make their attendance more regular, but also as an effective means of raising the level of scholastic achievement.

## OBJECTIVES

*Article 24*

The objectives of primary education in Central America shall be:

- (1) To encourage cleanliness so as to maintain physical and mental health;
- (2) To develop a scientific attitude of mind which will permit a rational understanding of natural phenomena and social behaviour and help to eliminate superstition, prejudice and fanaticism;
- (3) To encourage attitudes and develop skills which promote respect for productive activities and understanding of the dignity of work and of the social benefits deriving from a well organized economy;
- (4) To encourage the ability to appreciate aesthetic values and develop artistic talents;
- (5) To train students to take healthy recreation and make good use of leisure time;
- (6) To promote family stability by moulding individuals who are able to recognize and assume their responsibilities and adjust their behaviour to the principles governing life in a society.
- (7) To develop a democratic awareness and give the educand clear ideas about how to do his duty and how to exercise his rights appropriately.
- (8) To strengthen civic ideals and aspirations towards integration in Greater Central America.

## ADMINISTRATION

*Article 25*

The Primary Education Administration shall take into account, *inter alia*, the following organizational norms:



- (1) In over-all educational planning, care shall be taken to ensure due continuity and an organic linkage between primary education and the pre-primary and the intermediate levels of education;
- (2) In order to ensure efficient administration of primary education, directorates shall be set up comprising the following services as a basic minimum: administration, teaching methods and supervision;
- (3) Special attention shall be given to the organization of complete primary schools (six grades), in both urban and rural areas, so as to give the largest possible number of pupils an opportunity of entering the higher grades;
- (4) In order to solve the problem of the large number of children who do not yet enjoy the benefits of primary education owing to the shortage of schools and teachers, the signatory States shall consider the possibility of including in their educational systems teaching by what is known as the "one-teacher school" method;
- (5) The States signing this Convention shall give preference to the financing of primary education in allocating funds to their respective ministries of education, since primary schooling is free of charge and compulsory and has the largest enrolment;
- (6) Each signatory State shall, within the framework of its own legislation, make it compulsory for agricultural and industrial enterprises employing a substantial number of workers to provide educational facilities for their employees' children; where this is already compulsory, steps shall be taken to ensure compliance with that obligation;
- (7) The signatory States have decided that there shall be at least 200 days of not less than 5 hours each of actual school attendance in a school year. Furthermore, they shall make every possible effort, as far as circumstances permit, gradually to eliminate single-day, two-shift and alternate attendance schooling;
- (8) The States signing this Convention shall strive to achieve a more even distribution of pupils per class, so as to improve the training they receive and raise the level of scholastic achievement;
- (9) The construction of school buildings shall be programmed as part of the over-all educational planning services and shall take into account, on the one hand, the existing shortage of classrooms in relation to the present school-age population and on the other, the natural growth of that population;

- (10) The signatory States agree to revise the criteria for pupil evaluation so as to achieve a fair, rational and flexible system of advancement.

*Article 26*

Although the essential function of a school is to provide the educand with a harmonious over-all training and other subjects in the study plan deserve attention, the States signing this Convention shall give particular importance to the teaching of Spanish, mathematics, natural sciences, agriculture and industrial arts.

STUDY PLAN

*Article 27*

The minimum study plan for all grades in public and private primary schools approved by the signatory States shall be as follows:

- (1) The national language
- (2) Mathematics
- (3) Social studies
- (4) Nature study
- (5) Art appreciation
- (6) Health and safety
- (7) Agriculture
- (8) Industrial arts and home economics.

STUDY PROGRAMMES AND TEACHING METHODS

*Article 28*

The study programmes and teaching methods shall be governed by the following norms:

- (1) In each country the preparation of the programmes shall be the responsibility of a permanent technical body which shall carry on the process of planning, preparation, implementation and evaluation in accordance with the norms required by the science of education;
- (2) The programmes shall be the means of attaining the objectives of primary education; the content and activities of the programmes must not, therefore, be divorced from the real environment in which they are applied;

(3) The programmes shall precisely define the aims of each course of study and shall be accompanied by technical handbooks and handbooks of teaching methods for the guidance of the teaching staff;

(4) They shall also include, for each grade and course of study, bibliographies of works for easy reference by teachers and pupils;

(5) The programmes shall be adapted to the psychological and physical characteristics of the educand, satisfy his needs and stimulate and encourage the interests proper to his age;

(6) The Governments shall make arrangements for frequent comparative studies on primary education programmes to be carried out so as to ensure the greatest possible uniformity and permit the preparation of methodological handbooks and students' textbooks for use in all five countries;

(7) Teaching methods shall be based on the psychological and physical development of the child and sound teaching principles;

(8) In order to achieve better results in the teaching of reading, writing and arithmetic at primary school level, the Governments shall arrange for the joint preparation of complete teachers handbooks to make such teaching more effective;

(9) The States shall take steps to see that provision is made for the adaptation period in the first grade of primary school.

#### SOCIAL ACTION OF THE SCHOOL

##### *Article 29*

The Governments of the signatory States agree to adopt the following norms to ensure the effectiveness of the social action of the Central American primary school:

(1) Primary education in both rural and urban areas shall include children and adults and embrace the school community, the family and the local community;

(2) The school shall take an active part in community development programmes;

(3) The social function of the school shall be to initiate and support action by the different associations which co-operate in school welfare and community improvement activities.

## DEVELOPMENT OF PRIMARY EDUCATION

*Article 30*

The signatory States agree to adopt the following norms for the development of primary education:

(1) A thorough and objective survey of primary education requirements shall be carried out in each of the States, with a view to ensuring the application of the principles of universal, compulsory and free primary education enshrined in their Constitutions;

(2) On the basis of these surveys, national plans shall be formulated for the expansion of primary education together with time-tables for the targets to be met;

(3) The national plans for the development of primary education shall include the following:

- (a) Training of new teachers and in-service training of the untrained teachers now teaching;
- (b) Gradual opening of new primary schools;
- (c) Construction, maintenance and endowment of school buildings;
- (d) Technical training of managerial, administrative and supervisory staff for primary schools;

(4) In the national plans for the development of primary education special attention shall be given to obtaining fresh financing.

## Chapter IV

## INTERMEDIATE-LEVEL EDUCATION

*Article 31*

The signatory States agree to adopt the following definition of intermediate-level education in Central America:

Intermediate-level education shall comprise the organized studies between the primary and the university levels.

Intermediate-level education shall comprise a general course and specialized studies.

*Article 32*

The objectives of intermediate-level education in Central America shall be:

- (1) To ensure the all-round training of the adolescent as an individual and as a member of society;

- (2) To give the educand the theoretical and practical knowledge and develop the skills and aptitudes which will enable him successfully to undertake higher studies or a vocational training;
- (3) To prepare the educand for civic and economic life and the responsible exercise of freedom, and provide a basic knowledge of Central American institutions in their present economic and social context;
- (4) To encourage the creative imagination and develop the thought process;
- (5) To give the educand a moral awareness as a basis for his sense of responsibility, through the knowledge and the exercise of duties and rights, as a member of the family, a future citizen and an effective element in the material and spiritual progress of the Central American community.

### *Article 33*

Intermediate-level studies shall cover a period of at least five years, divided into two cycles. The first three years, common to all students, shall be aimed at broadening the general knowledge and strengthening the habits and skills acquired in the primary school; they shall also be used for guidance and exploratory testing of the students' aptitudes and interests.

The second cycle, which shall not be less than two years in duration, shall comprise differentiated studies preparing the students both for higher studies and for a training as intermediate-level technicians.

### STUDY PLAN

### *Article 34*

The signatory States agree to adopt the following minimum study plan for intermediate-level education:

#### FIRST CYCLE (BASIC)

- (1) Spanish language
- (2) Mathematics
- (3) Social studies
- (4) Natural sciences
- (5) Foreign language
- (6) Art appreciation
- (7) Industrial arts and home economics
- (8) Physical education

## SECOND CYCLE (DIFFERENTIATED STUDIES)

## A. PREPARATION FOR UNIVERSITY ENTRANCE (BACHILLERATO)

- (1) Spanish language
- (2) Mathematics
- (3) Social studies
- (4) Natural sciences
- (5) Living foreign language
- (6) Art appreciation
- (7) Physical education

*Special areas*

- (1) Arts and social studies
- (2) Mathematics and physics
- (3) Biological sciences
- (4) Other subjects, activities and practical work, according to the requirements of the States.

*General activities (for both cycles)*

- (a) Student government
- (b) Clubs, societies and other extra-curricular activities
- (c) Educational guidance

*Article 35*

Through their ministries of education, the States shall organize permanent departments for programme preparation, the supervision of programme implementation and regular programme evaluation in accordance with the most suitable technique for over-all educational planning.

*Article 36*

The departments referred to in the preceding article shall regularly exchange information concerning their tasks and shall arrange for comparative studies of programmes, through the Permanent Action Committee (Comité de Acción Permanente — CAP) set up by the Cultural and Educational Council of the Organization of Central American States.

*Article 37*

Central American intermediate-level education programmes shall conform to the following educational norms:

- (1) They shall be prepared in the light of the objectives defined for intermediate-level education and oriented in such a way as to give the student the knowledge, skills, habits and aptitudes to be expected from an education

that makes an effective contribution to the economic and social development of the signatory States;

(2) The content of the courses of study in the first cycle shall be selected and graduated starting from the sixth primary grade level so as to avoid any break between these two stages in the educational system;

(3) They shall give pupils many and varied opportunities for observation, experiment, supervised study and team work. Furthermore, they shall include adequate guidelines regarding the organization of apprenticeship;

(4) The content of the programmes shall be divided into areas, so as to facilitate the integration and co-ordination needed to unify the educational process.

#### *Article 38*

To ensure more effective teaching, the signatory States undertake to endow institutions of intermediate-level education with modern teaching equipment and materials. To this end, they shall strive to obtain international assistance and co-operation at the regional level.

#### SUPERVISION

#### *Article 39*

The supervisory service at the intermediate level in each of the signatory States shall comprise teams of teachers who are specialized at this level.

#### *Article 40*

The signatory States shall keep each other informed of their experiences in supervising intermediate-level education and shall co-ordinate their training and advanced training activities for supervisory staff.

#### *Article 41*

The signatory States undertake to expand their training and advanced refresher courses for intermediate-level teaching, administrative and supervisory staff, and also to provide training for teachers who are not adequately qualified.

#### EVALUATION

#### *Article 42*

The signatory States undertake to adopt a system for the evaluation of the different questions and factors involved in the educational process,

using suitable techniques, and to establish a common method for pupil evaluation, so that their general criteria for judging basic qualifications are the same.

#### TEACHING STAFF: TRAINING AND QUALIFICATIONS

##### *Article 43*

The specialized training of intermediate-level teachers, in advanced level institutions, shall be the priority task of the Governments and universities. This training, which shall cover at least two years after training for primary school teaching or the *bachillerato*, shall give special importance to practical work.

##### *Article 44*

The Governments shall co-operate in a regional survey on the following subjects:

- (1) Current and future needs for specialized teachers, on the basis of the growth of intermediate-level education during the last ten years, in each of the States;
- (2) Possible co-operation between the various institutions responsible for training of intermediate-level teachers in the region;
- (3) Possibility of establishing a Central American institution for the training of intermediate-level teachers.

##### *Article 45*

The signatory States shall make every effort to guarantee security of tenure to the teaching staff and provide other statutory guarantees, access to social security benefits, and improvement of their social and economic conditions.

##### *Article 46*

Courses to improve the professional competence of staff now teaching without a diploma shall be organized in co-ordination with the university faculties and teacher training colleges. The Governments shall keep each other informed of the measures taken for this purpose and shall strive to unify their procedures in order to achieve recognition of courses of study and of qualifications.



## B. VOCATIONAL AND TECHNICAL EDUCATION

## DEFINITION

*Article 47*

Vocational and technical education in the signatory States is the over-all process of training the individual to enter a profession, trade or occupation, depending on his abilities, which will enable him to play an intelligent part in life, satisfy his personal and family requirements in a dignified way and contribute to the progress of society, to improve his knowledge and to advance therein.

## ORGANIZATIONAL PRINCIPLES

*Article 48*

The main considerations determining the orientation of vocational and technical education shall be the requirements of economic and social progress in the countries of Central America, better utilization of natural and human resources for their economic integration, and recent advances in science and technology.

*Article 49*

Vocational and technical education in the signatory States shall consist of two co-ordinated elements, namely, general culture and technical training.

*Article 50*

The signatory States undertake to promote, facilitate and orient vocational and technical education appropriately as an essential part of the educational system.

*Article 51*

The signatory States undertake to establish the necessary correlation between the various vocational courses at the intermediate level and also to remove any obstacles that might prevent students from going on to studies at a higher level directly related to their vocational training.

*Article 52*

The signatory States agree to give priority to the following branches of vocational and technical education: agriculture, industry, commerce and administration, home economics, arts and crafts, etc.

Pre-vocational training in industrial arts and home economics shall be initiated in the fifth and sixth grades of primary school. During the first cycle of intermediate-level education, vocational and technical education shall be primarily exploratory and concerned with guidance; during the second cycle, it shall take the form of a specialized training.

#### OBJECTIVES AND METHODS

##### *Article 53*

The signatory States shall adopt the following objectives and methods for the various branches of vocational and technical education:

##### *Education for industry*

- (1) To train artisan-type workers, skilled workers and technicians, to meet the needs of industry, through regular courses in vocational schools;
- (2) To train pupils, in accordance with their aptitudes, to adapt to the new technical and mechanical processes and to the systems for the organization of work;
- (3) To provide knowledge and develop habits which help the worker to protect his health and the safety of his person;
- (4) To seek financial contributions from industry for the organization of courses and to obtain easy terms for the use of factory workshops for training manual workers;
- (5) To establish a permanent round table of directors of industrial schools, meeting annually, to consider how to co-ordinate their activities and provide mutual co-operation in the organization of specialized courses.
- (6) To set up a national service for the basic or advanced training of apprentices and adult workers through the establishment of a tripartite commission, composed of representatives of Governments, employers associations and workers' organizations.

##### *Education for agriculture*

- (1) To maintain co-ordinated programmes of agricultural education in accordance with economic integration plans in order to:
  - (a) Ensure the conservation of natural resources;
  - (b) Improve current farming techniques and promote the introduction of appropriate new techniques;
  - (c) Encourage the introduction of improved methods of stock breeding;
  - (d) Develop agriculture-based industries;

- (e) Promote the organization of economic and social welfare associations.
- (2) To establish various levels of agricultural education, namely:
- (a) In-school education
- (i) In the fifth and sixth grades of primary school, as class-related practical work;
- (ii) In rural agricultural schools, established as needed, as a post-primary training;
- (iii) In vocational schools for training in agriculture and stock breeding.
- (b) Out-of-school education.  
For adults in rural areas in co-ordination with the community development services.

*Education for commerce and administration*

- (1) To promote national studies of economic and social conditions in each country, in order to define the basis for the organization of commercial courses and to establish different levels, types of schools and study plans and programmes.
- (2) To establish and obtain scholarships and fellowships to enable teachers who are already working to study abroad.

*Article 54*

All the signatory States shall organize round tables, courses, lectures and similar activities with the participation of their national experts in vocational and technical education to examine the organization and the study plans and programmes of the various branches until unification of their basic norms is achieved.

FINANCING

*Article 55*

Each signatory State undertakes to establish a scheme for financing vocational and technical education, based upon its long-term development plans, which provides for a progressive increase in funds for this purpose, based on larger appropriations in national budgets and increased contributions from private enterprises.

## CO-ORDINATION

*Article 56*

In order to facilitate the development of the plans described above, the Governments shall co-ordinate their activities through the Cultural and Educational Council of the Organization of Central American States. The signatory States shall ensure that private enterprise, international organizations and the ministries of education, agriculture, economic affairs, labour and public health shall co-operate and co-ordinate their efforts in developing the educational plan.

## C. TEACHER TRAINING

## DEFINITION

*Article 57*

The main purpose of teacher training shall be to train primary school teachers. This shall be done in teacher training colleges, and professional institutions, in accordance with the objectives and methods specified in this Convention.

*Article 58*

The main objective of primary school teacher training shall be broadened to embrace the training of teachers for the complete primary school (*escuela unitaria completa*).

*Article 59*

The signatory States shall adopt the following objectives for teacher training:

*Cultural*

- (1) To help to form a psychologically and socially balanced personality in future teachers, so that they may meet the demands of educational work in the school and community environment;
- (2) To provide a moral training which will enable them to set an example to others by their high ideals the strength of their convictions, their respect for human rights and their dedication to the service of the people and the education of children;
- (3) To give them the necessary practical knowledge and ensure the formation

of habits which will enable them to protect and preserve physical and mental health and make good use of leisure time;

- (4) To provide as broad and firm a basis of scientific training as possible through the acquisition of knowledge, familiarization with the use of the scientific method and the development of the attitudes on which responsible behaviour in a democratic environment depends;
- (5) To develop a consciousness of Central American nationality, to strengthen the ideals of Latin American solidarity and international understanding with a strongly democratic approach to human relations;
- (6) To cultivate aesthetic feeling so as to encourage the appreciation, understanding and creation of beauty.

#### *Professional*

- (1) To provide an integrated training in the field of the basic educational sciences from which a series of principles and rules of action can be derived to provide a basis for educational work.
- (2) To provide training, particularly in the interpretation and application of educational norms and school legislation.

#### *Objectives of extension courses*

- (1) To help to provide professional training for teachers who do not have a teaching diploma;
- (2) To encourage and co-operate in programmes of refresher courses and advanced training courses for trained teachers who are already teaching;
- (3) To co-operate in the training of top-level educators and specialists.

### TEACHER-TRAINING ADMINISTRATION

#### *Article 60*

The principal functions of the teacher-training administration in each of the signatory States shall be the orientation, supervision and evaluation of this branch of the educational system.

### STUDY PLANS AND PROGRAMMES

#### *Article 61*

The minimum study plan for teacher training colleges, for which students must have had at least three years of intermediate-level schooling and have

successfully completed the first cycle, shall be divided into two areas at the more advanced stage, namely:

*Area of general culture*

In this area, emphasis shall be laid on the following:

- (1) Broad review of the content of primary school programmes;
- (2) Up-dating of science courses in the light of teaching work;
- (3) More intensive study of the Spanish language;
- (4) Continued civic and moral education.

*Area of professional training*

This shall include activities and practical work related to education in the school and in the community, particularly through knowledge of:

- (1) The philosophical, sociological and biological principles or basic concepts of education;
- (2) Applied psychology in education;
- (3) General and national history of education;
- (4) General and specialized teaching practice;
- (5) Preparation and use of teaching materials;
- (6) Teaching practice;
- (7) Organization and administration of schools and school legislation;
- (8) Evaluation of scholastic achievement;
- (9) Educational and vocational guidance.

*Article 62*

In preparing study plans and programmes for teacher training colleges the process recommended by the teaching profession shall be followed, i.e., planning, preparation, implementation and evaluation.

*Article 63*

Teaching practice shall be taken as a basic aspect of professional teacher training.

## TEACHING PRACTICE

*Article 64*

Teaching practice shall be carried on in demonstration primary schools associated with the teacher training colleges, and also in other primary schools. It shall comprise the following stages: supervised observation, gradual participation and intensive practice by the students.

CONTRIBUTION OF TEACHER TRAINING COLLEGES TO THE IMPROVEMENT  
OF TEACHING QUALIFICATIONS*Article 65*

In consultation with the respective departments of the ministry of education, teacher training colleges shall establish advanced teacher training programmes both for their graduates and for teachers without diplomas who are already teaching.

## TRAINING OF TEACHERS FOR TEACHER TRAINING COLLEGES

*Article 66*

The training of teachers for teacher training colleges should receive special attention from the signatory States which wish all teachers in this branch to be university level. To this end and in accordance with the practice in each State, the training and technical education of such staff shall be the responsibility of universities, of advanced teacher training colleges or of both in co-ordination. In any of these cases, such training shall ensure:

- (1) The acquisition of a certain level of general culture;
- (2) A scientific knowledge of a specialized subject;
- (3) Theoretical training and training in teaching methods, backed by extensive and systematic teaching practice;
- (4) An objective knowledge of the most important aspects of current national affairs, with due attention to the aims of Central American integration and the factors involved therein.

*Article 67*

In training teachers for teacher training, the signatory States shall cooperate with each other and shall make joint use of the training institutions already established in the region through a system of fellowships and scholarships.

*Article 68*

The signatory States shall give joint consideration to plans for the gradual adaptation of rural teacher training colleges with a view to achieving a uniform training for all primary school teachers.

## Chapter V

## THE TEACHING CAREER

*Article 69*

The signatory States recognize teaching as a professional career at all the levels covered by this Convention. They shall make every effort to give it prestige and shall enact legislation establishing the duties and the rights of teachers.

## REGISTER

*Article 70*

In order to provide effective guarantees for the exercise of a teaching career, each signatory State shall enact a law establishing a national register of qualified teachers (*ley de escalafón nacional del magisterio*), which shall contain all the provisions guaranteeing the following:

A. *The teaching profession*

- (1) The right of teachers to security of tenure in the posts they occupy in the educational system, subject to their competence and professional conduct and to the requirements of the service, in accordance with any special legislation that may be adopted according to the nature of the profession;
- (2) Organization and regulation of the teaching career through the classification of teachers in grades and categories, so as to provide opportunities for upgrading and promotion for teaching and administrative personnel, taking into account the following main factors:
  - (i) Professional qualifications;
  - (ii) Years of service, subject to proof of satisfactory performance;
  - (iii) Post-graduate studies connected with teaching;
  - (iv) Noteworthy publications.

B. *Salaries and allowances*

- (1) Entitlement to a base salary enabling the teacher and his family to maintain a decent level of living;



- (2) Periodic cost-of-living adjustments to the base salary in accordance with technical computations;
- (3) Progressive increments for length of service on the base salary and on additional salary or allowances for work in unhealthy areas, the high cost of living, or special functions involving greater responsibility.

#### GUARANTEES AND SOCIAL SECURITY BENEFITS

##### *Article 71*

The signatory States shall enact the necessary laws to guarantee the following benefits, either directly or through social security institutes or national social security funds:

- (1) Preventive and curative medical assistance;
- (2) Paid leave for reasons of sickness, pregnancy, work accidents and any officially authorized activity aimed at improving professional qualifications;
- (3) Credit facilities for the acquisition or improvement of housing, for refresher courses and advanced studies, and in emergency situations involving the health or education of family members;
- (4) An adequate retirement pension at the end of the teacher's career, or upon retirement for health reasons which incapacitate him for teaching; these pensions shall be adjusted periodically and shall not be reduced because of income from other sources, as provided in any special legislation that may be enacted in view of the nature of the profession.
- (5) Pensions for the surviving spouse and minor children.

##### *Article 72*

The signatory States bind themselves, on a reciprocal basis to extend all the advantages guaranteed by the law on the teachers' register to any teacher of Central American nationality who is professionally employed in a State other than his country of origin, and to take into account his years of service in his own country or in other Central American countries in deciding his grading and salary entitlement.

##### *Article 73*

Retirement pensions for Central American teachers who have been professionally employed in State institutions in two or more Central American

countries shall be paid by the State in which the teacher has worked longest, the years of service in other Central American States being taken into account when calculating the pension to be paid.

#### *Article 74*

When a teacher obtains a fellowship for study in the country or abroad, in order to improve his position in the teaching profession, the signatory States bind themselves to consider the time spent on the fellowship as time in service.

#### *Article 75*

The signatory States undertake to keep each other informed of any measures they may take which affect the teaching profession; to encourage the organization of a teachers' trade union for the improvement of their cultural, social and economic conditions; and to promote exchanges between university level and registered teachers.

### Chapter VI

#### EQUIVALENCE OF STUDIES AND FREE EXERCISE OF THE TEACHING PROFESSION IN CENTRAL AMERICA

#### *Article 76*

Study certificates issued by the competent authorities for secondary and vocational schooling and teacher training shall be valid in any of the signatory States provided that they fulfil the following requirements:

- (1) They correspond to at least the minimum study plans adopted under this Convention;
- (2) They indicate the subjects by grade or course and specify the standards laid down in the respective study plans;
- (3) The marks are given in both figures and letters;
- (4) They contain notes on the student's work, supervised studies and optional subjects where applicable;
- (5) They include an explanation of the marking system used and the pass mark, until such time as a common scale is established for all the countries;
- (6) They are duly authenticated.

*Article 77*

Primary school study certificates issued by the competent authorities shall be valid in any of the signatory States provided that they are duly authenticated.

*Article 78*

University entrance diplomas or certificates (*títulos de bachiller*) officially issued by any of the signatory States, in accordance with the provisions of this Convention, shall be recognized by the other States, provided that they are authenticated.

*Article 79*

The certificates or diplomas granted to school teachers at the primary or any other educational level by the signatory States in accordance with the provisions of this Convention shall be equivalent provided that they are authenticated. Therefore, the holders of such certificates or diplomas shall be free to exercise their profession in any of the States, and shall be entitled to equal treatment and the same rights as nationals with the same qualifications.

## Chapter VII

## EDUCATIONAL AND VOCATIONAL GUIDANCE

## DEFINITION

*Article 80*

Educational and vocational guidance is an educational process whereby the pupil is helped, on the one hand, to adjust to the school environment and, on the other, to choose the right career, prepare himself for it, enter it and secure advancement in it.

## OBJECTIVES

*Article 81*

The signatory States shall adopt the following objectives for educational and vocational guidance:

- (1) To collect sufficient information on the intellectual level, aptitudes, interests and personality of the pupils to sensible parents and teachers to give them the right kind of educational guidance;

- (2) To help students to adjust to the school and social environment, and to help to solve their personal problems;
- (3) To provide pupils with useful information on various aspects of the employment field, so as to help them choose the trade, occupation or profession best suited to them;
- (4) To provide opportunities of gaining experience in school (trial courses) and out of school (vacation work), so as to provide the pupils with information on working conditions and help them to discover their aptitudes and interests;
- (5) To imbue the pupil with the idea that any honest occupation is worth while and that it is important, in selecting his job to consider what the individual can do for society and what personal satisfaction he will derive from his work;
- (6) To help the school-leaver to adjust to his work environment.

#### SERVICES

##### *Article 82*

The signatory States undertake to establish an educational and vocational guidance service to be responsible for such functions in educational institutions, to promote research on children and adolescents and to make appropriate use of information on the country's requirements with regard to labour supply and demand.

#### ORGANIZATIONAL PRINCIPLES

##### *Article 83*

In the interests of effectiveness, the guidance services in the signatory States shall take into account the principles set out below. These services should:

- (1) Serve all levels of the educational system in the country;
- (2) Use community resources to carry out their functions as well as possible;
- (3) Entrust responsibility for directing educational and vocational guidance services to specialists capable of directing the work of counsellors, and the educational activities of teachers and parents and of establishing co-ordination with other government offices and with private organizations;
- (4) Carry out periodical appraisals so as to obtain an objective appreciation of the results obtained.

## Chapter VIII

## LIBRARIES AND MUSEUMS

*Article 84*

The signatory States shall promote the extension and full utilization of the teaching resources offered by libraries and museums, and they therefore undertake:

- (1) To incorporate such activities in their over-all educational plans;
- (2) To train or improve the training of the personnel responsible for such services;
- (3) To encourage co-ordination between those services and the teaching staff so as to ensure maximum use of these facilities.

## Chapter IX

## GENERAL PROVISIONS

*Article 85*

The signatory States undertake to facilitate the duty-free entry of all types of teaching materials, provided that they are imported by educational institutions for their own use.

*Article 86*

In order to enable them to assess, through a systematic exchange of experience, how far the basic unity agreed on in this Convention is being achieved, the signatory States undertake to send regular reports on the results of its application to the Department of Cultural Affairs of the General Secretariat of the Organization of Central American States.

*Article 87*

The Permanent Action Committee (CAP) set up by the Cultural and Educational Council at its first meeting shall be responsible for undertaking, in agreement with the Department of Cultural Affairs of the General Secretariat of the Organization of Central American States, any studies it may be asked to make with a view to improving the application of this Convention.

## Chapter X

## FINAL PROVISIONS

*Article 88*

(1) This Convention shall enter into force for the first three States to ratify it on the date on which the third instrument of ratification is deposited

and for the others on the date on which they deposit their respective instruments.

(2) This Convention shall remain in force for 25 years and shall be renewed by tacit agreement for successive periods of 10 years.

(3) This Convention may be amended in accordance with the following procedure:

(a) Any signatory State may submit draft amendments to the Cultural and Educational Council through the General Secretariat of the Organization of Central American States after a period of at least five years has elapsed from the date of the entry into force of the Convention; they shall be based on studies of the results of the application of one or more articles;

(b) The Cultural and Educational Council shall study these amendments and submit any amendments it may approve to Governments for their consideration;

(c) Amendments that are adopted, in the form of an additional protocol, shall form part of this Convention.

(4) Any signatory State may denounce this Convention by notifying the General Secretariat of the Organization of Central American States at least two years before the end of the initial period of enforcement laid down in the Convention or of the successive periods of renewal;

(5) This Convention shall remain in force between the States still adhering to it.

#### *Article 89*

This Convention shall be subject to ratification in each of the signatory States in accordance with their respective constitutional procedures.

#### *Article 90*

The General Secretariat of the Organization of Central American States shall be the depository for the instrument concerned, of which a certified copy shall be sent to the Ministry of Foreign Affairs of each Contracting State; it shall also notify the said Ministries of the deposit of the corresponding instruments of ratification and also of any denouncement made within the time-limit established for that purpose. The Convention shall be registered with the Secretariat of the United Nations in accordance with Article 102 of the United Nations Charter.

#### *Article 91*

This Convention shall remain open to the State of Panama for accession at any time.

IN WITNESS WHEREOF the respective plenipotentiaries have signed this Convention, in the city of San Salvador, Republic of El Salvador, on 22 June 1962.

For Costa Rica:

ISMAEL ANTONIO VARGAS BONILLA  
Minister of Public Education

For Nicaragua:

CARLOS YRIGOYEN GUTIÉRREZ  
Minister of Public Education

For Honduras:

JOSÉ MARTÍNEZ ORDÓÑEZ  
Minister of Public Education

For El Salvador:

ERNESTO REVELO BORJA  
Minister of Public Education

For Guatemala:

ADRIÁN RAMÍREZ FLORES  
Under-Secretary for Public Education

*Signed in my presence:*

MARCO TULIO ZELEDÓN  
Secretary-General  
of the Organization  
of Central American States

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