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DEPARTMENT OF STATE

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SUBJECT . NONCAPITAL PROJECT PAPER (PROP)

REFERENCE .

Project Title: **Development of Institutions of Higher Education**

Project Number: **596-11-660-012.1**

Sub-project Title: **CSUCA Regional Institutions**

Activity Title: **Agriculture Education**

Submission Date:

U.S. Obligation Span: **FY 69 through FY 74**

Physical Implementation Span: **FY 69 through FY 75**

Gross life-of-project financial requirements:

U.S. Dollars.....	\$ 929,000
Cooperating countries.....	\$ 662,000
Other Donors.....	NA
Total.....	\$1,591,000

Summary Description

ROCAP's objectives in undertaking this project include strengthening regional institutions of higher learning and improving agricultural manpower resources in Central America. Both objectives are integral segments in ROCAP's overall plan to expand regional integration and development. This project seeks to accomplish these objectives by strengthening higher educational institutions in the area of agriculture. The Superior Council of Central American Education (CSUCA), although

Notes: 2 copies sent to CA Missions

PAGE 1 OF PAGES 23

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CLASSIFICATION

it is more effective and more influential than ever before, lacks the expertise and resources needed to make the necessary reforms in the higher education system.

In terms of regional needs, based on public and private demands for human resources, agricultural education at the University level must be substantially improved. Manpower resources specialists predict that unless basic changes are made in the regional educational institutions there will continue to be a shortage of agricultural specialists.

After much discussion in 1967 and 1968, CSUCA and the Deans of the five Central American schools of Agronomy agreed that an extensive effort should be made to upgrade the quality and quantity of agricultural education in the region. In 1969 ROCAP agreed to support their efforts. To accomplish these goals qualified professors from the Central American Agronomy schools are being sent to the University of Puerto Rico for advanced training, and agricultural professors from Puerto Rico are being assigned to the Central American schools to assist the Deans in standardizing the basic agricultural programs and to substitute for the professors in training at Puerto Rico.

CSUCA and the Deans of the Agronomy schools are responsible for coordinating the project and for providing financial and technical support to it. During the first two years of the project, emphasis will be on improving the quality of the Central American staff. At the same time the Deans (with the assistance of the CSUCA Project Coordinator and the visiting Puerto Rico professors) will develop an Action Plan to be followed in the subsequent years to standardize the basic agricultural education program throughout the region. Continued U.S. participation in the project after that initial period will be based on (a) the progress made toward improvement of the agricultural faculties and on (b) development and acceptance (by CSUCA and the Deans) of the Action Plan to be followed in the subsequent period.

By the end of FY 1975 it is expected that the quality of agricultural education will be substantially improved. In addition standardization of the educational programs should lead to an

increase in the number of students graduating from the Agronomy schools. Standardization should facilitate both the movement of students and professors from one C.A. university to another and the mobility of agricultural graduates throughout the region. Finally, the project should increase the ability of CSUCA to deal with regional educational problems. (Tables follow)

NONCAPITAL PROJECT FUNDING (OBLIGA. IN \$000)

Table 1

Development of Institutions

PROP DATE _____

Page 1 of 2

Project Title: of Higher Education

Original

4

COUNTRY: ROCAPProject Activity: Agricultural Education

Rev. No. _____

Project No. 585-11-630-

Fiscal Years	Ap L/G	TOTAL	Personnel Serv.		Participants		Commodities		Other ⁰¹² Costs	
			AID	PASA	U.S.	CONT	Dir	CONT	Dir &	CONT
					Agencies		US Ag.			US Ag.

Prior
throughAct. FY 70

101

101

79

16

6

Oper.

FY 71

200

200

129

66

5

Budg.

FY 72

200

200

109

86

5

B + 1

FY 73

200

200

109

86

5

B + 2

FY 74

228

228

109

114

5

B + 3

FY 75

0

0

0

0

0

All

Subs.

0

0

0

0

0

Total

Life

929

929

535

368

26

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ROCAP/G

Table 1
Page 2 of 2

Exch rate \$1

Project No. 596-11-630-012.1

5

Fiscal Years	AID-controlled Local Currency U.S. Country- owned	Other Cash Contribution Cooperating Country	Other Donor Funds (\$ Equiv)	Food for Freedom Commod.		
				Metric Tons (000)	GCC Value & Market Freight Price (000)	World Market Price (000)

Prior
through
Act. FY 70

25

Oper
FY 71

103

Budg.
FY 72

154

B + 1
FY 73

154

B + 2
fy 74

226

B + 3
FY 75

0

All Subs

0

Total
Life

662

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CAPTO A

ROCAP/G

SETTING

The demand for University trained agricultural specialists in Central America is very great. In terms both of further integrating the CACM and increasing agricultural production to feed the region's expanding population, the existing level and quality of agricultural specialists is inadequate. In his 1967 study "Agricultural Manpower Needs of Costa Rica, a projection to 1980," Daniel Alleger states:

"Whatever courses of action are taken to improve national educational facilities, the inescapable fact is that the manpower needs for professionals and subprofessionals will rise much faster than the output, at least for the next few years. Not only will 1,000 to 1,500 agricultural professionals and subprofessionals be needed in 1980 for government and private employment in Costa Rica, but the combined need will be much larger in the neighboring Central American nations. Total estimated demand for professionals and sub-professionals could reach 2,500 to 3,000 by 1980, divided about equally between the two. No such supplies are currently in sight."

Despite current industrialization efforts, the C.A. countries will remain primarily agricultural for some time. One of the primary constraints limiting improvement in agricultural productivity is the adequacy of agricultural research, extension, and higher education. (See the 1969 El Salvador, Ministry of Agriculture study, "Agriculture Education, Research, and Extension and Salvadoran Development - A Proposal." Other studies have also stressed the need for improving and expanding university level agriculture education.)

The Permanent Secretariat of the General Treaty for Economic Integration of Central American (SIECA) has prepared a regional agricultural development plan from the individual plans of the Central American governments. The regional plan has not been successfully implemented. Part of the reason for this is the lack of agricultural specialists in the region. The current ratio of University-trained agronomists to farmers in most of Central America is far below the standard recommended by the

Interamerican Committee on Agricultural Development (CIDA). CIDA recommends one agronomist for every 800 farmers. According to 1965 statistics the regional average is 1 agronomist to every 1201 rural families (See Annex A).

CSUCA
Hist

CSUCA was established in 1948 to improve Central American higher education in all academic areas. In the early 1960's it established a permanent secretariat and formulated a Higher Education Integration Plan. The Integration Plan, which outlines CSUCA's operational goals, stresses both the interchange of professorial resources and the development of mutual interdependency among the various higher learning institutions as important objectives. In accordance with these objectives, CSUCA has coordinated the development of general studies programs in the universities. In order to expand cooperation and promote integration, CSUCA is attempting to develop educational standards that enable students to transfer freely from one school to another.

The Central American universities are characterized by several persistent problems. Low budgets and extensive professorial lecture and laboratory workloads have reinforced the system of overwork and underpay for faculty members. The long-standing autonomy of the various faculties, not to mention the universities themselves, has culminated in a situation where there is a lack of standardization within and between the institutions. There are no regional standards for degree requirements and the amount of coursework required to receive a degree varies considerably from university to university. The persistence of needlessly burdensome requirements for degrees in several of the universities has led to a situation where the number of graduates in certain programs is only a small percentage of those originally enrolled in the program. All of these problems prevail in the Agronomy schools.

The Agronomy schools are relatively new additions to the national universities. Honduras was the last country to open a school of Agronomy, accepting its first students in 1968. In addition to the university Agronomy schools, the OAS-sponsored Inter-American Institute of Agriculture Sciences (IICA) in Turrialba, Costa Rica, offers some degrees in the agricultural sciences.

IICA is the only Central American institution that offers post-graduate agricultural degrees. IICA has been active in offering technical advice on the structure and operation of this project.

Prob { Agricultural education in the national universities is faced with most of the same problems that confront Central American higher education in general. Standardization of requirements for the "Ingeniero Agronomo" degree, for example, is lacking among the five schools of Agronomy. As a result, the content and amount of course work involved in earning a degree varies considerably from country to country. In some of the universities the maintenance of certain requirements which are costly to fulfill (both in terms of time and money) has restricted student enrollment and graduation. (See Annex C for S.K. Seaver's findings in Costa Rica.) In addition the lack of standardized courses has prevented students from transferring from one Agronomy school to another.

Prob { Another problem centers on the faculty of the Agronomy schools. There are many part-time instructors without higher degrees. A need exists to upgrade professional expertise so that many of the current part-time professors can become full-time professors. The number of advanced degrees is one objective criterion of the quality of the current faculties. In 1970 less than 50% of the Agronomy faculty members were listed as having advanced degrees (see Annex D). Upgrading academic qualifications, especially through study abroad, according to the 1969 CSUCA study "University Teaching Careers in Central America" is a recognized need in every university. The problem, CSUCA notes, is stimulating professors to go abroad. Another way to upgrade the staff is by bringing in professors from outside universities. CSUCA has noted:

" The benefits of visiting professors will be double: the filling of needed academic specialties and the bringing of new points of view concerning teaching, research and academic organization of the university."

Other problems which beset agricultural education involve library and research facilities. Library resources are definitely inadequate. University/agricultural research programs have lacked

P continuity, organization, and long-range planning. Finally, the lack of separate agricultural specialties in each of the universities has led to an overlapping of programs and an inefficient allocation of regional resources.

As previously mentioned the unavailability of financial and human resources has constrained CSUCA and the Deans of the Agronomy schools from making significant progress toward the solution of most of these problems. In 1966 CSUCA established the Permanent Commission of Higher Agricultural Education (CPEAS), comprised of the Agronomy Deans and a CSUCA representative. Since the founding of CPEAS the Deans have begun to view more of their problems as regional in nature and cope with them more aggressively. CPEAS has met seven times since 1966.

In 1966 CPEAS first expressed its desire to standardize and upgrade agricultural education throughout the region and to develop agricultural specialties in each of the national Agronomy schools. In regard to the former, CPEAS welcomed efforts by research groups to analyze the current status of regional and national agricultural education programs. In 1967 CPEAS tentatively identified fields of specialization for each Agronomy school. The fields were distributed as follows: a) Guatemala - animal husbandry; b) El Salvador - plant improvement; c) Honduras - forestry; d) Nicaragua - parasitology; and e) Costa Rica - agricultural economics. At its annual meeting in 1968, CPEAS took the first concrete steps to standardize and upgrade agricultural education. In discussions with CSUCA, IICA and ROCAP, the Deans decided to develop a project proposal for improving agricultural education. IICA was involved in collecting data necessary for the proposal. The plan which evolved to upgrade education was to send Central American Agronomy professors to study at Puerto Rico to the Masters Degree level. Concurrently, visiting professors from Puerto Rico would be assigned to the Agronomy schools on a short term basis.

In an attempt to assess the feasibility and work out the details of the project, the Deans of the Schools of Agronomy and two ROCAP advisors traveled to Puerto Rico in 1969. Upon their return further meetings were held between CSUCA, IICA, and ROCAP

representatives to discuss the project proposal. Agreement on the project was reached in the latter part of 1969. Throughout the formative stages of the project, comments were solicited from the Central American USAID's. A Project Agreement was signed in January 1970, and the project formally began with the arrival of four visiting professors in June and July. Six participants have been sent to study at the University of Puerto Rico.

STRATEGY

ROCAP's basic objectives in supporting this project include developing regional institutions of higher learning and improving agricultural manpower resources in Central America. These objectives are in accordance with ROCAP's efforts to promote regional integration and to assist Central America to meet its manpower needs in both the education and agricultural sphere.

The objectives mentioned above will be accomplished by this project in the following manner. First, CSUCA will be strengthened as it gains additional expertise and confidence and as its prestige and influence as the regional higher education coordinating body increases. CSUCA should be better prepared to undertake projects of a similar nature if desired in the future. The individual universities and their respective schools of Agronomy will be upgraded. [In addition inter-university cooperation and inter-dependency should be expanded.] The second objective, that of improving Central American agricultural manpower, will also be achieved via this project. An expanding number of better qualified agricultural specialists will be available to help fill the current needs in the public and private sectors. The long-run result will be the improvement of agriculture in general.

CSUCA, CPEAS and ROCAP hold the joint responsibility for assuring that the project is administered as programmed. Both CSUCA and the Deans are committed to the success of the project and, with ROCAP's assistance, they will have adequate resources to implement it. At their March 1970 meeting, the Deans of the Agronomy schools formally agreed to develop both a standard course and curriculum outline for the first two years of professional agricultural studies and a general Action Plan by which to integrate

the national Agronomy schools. Throughout the project CSUCA and the Deans will have advisory assistance available to them from IICA, the Puerto Rican professors, the local USAID Education and Agriculture advisors, and the ROCAP advisors. IICA is in a particularly good position to offer assistance since it helped the Deans collect data for and prepare the original project request.

CSUCA's experience in coordinating other regional projects makes it the most appropriate regional institution to undertake and assure the successful implementation of this project. While CPEAS does not bring extensive project administrative experience with it, indications are that all the Deans recognize the need for the project and that they will work with CSUCA and IICA to assure its success. In preparation for the project, the Deans, CSUCA representatives, and ROCAP's Education and Agriculture advisors spent one week at the University of Puerto Rico in 1969. At Puerto Rico the Deans came to a basic agreement on how the Puerto Rico resources could best be utilized to accomplish project goals. The suggestions which came out of that experience have been incorporated (with some modifications) into the Course of Action for this project.

The University of Puerto Rico was selected for the project for several reasons. First, Puerto Rico is considered to be closely related to Latin America. Its professors are bilingual. This facilitates the exchange of resources because the Puerto Rican professors can relate to the Central American situation without language and cultural orientation. Similarly, Puerto Rico agricultural conditions are very similar to the conditions found in Central America. Agriculture problems and programs, therefore, are also similar. Finally, the University of Puerto Rico has an excellent Agronomy program. It commands high prestige among professional agriculturalists in Central America. The University has one of the best collections of Spanish Agricultural materials in Latin America.

Pup The specific project purposes are (a) to assist in upgrading the quality of agriculture education offered in the national schools of Agronomy and (b) to help promote a steady increase in the number of students graduating from the schools of Agronomy.

OP
In turn there are two output targets for achieving these project purposes. The first is to upgrade the quality of the professional staffs in the schools of Agronomy. The second output target is to standardize agriculture education including a) the courses taught in the basic two years of the five year "Ingeniero Agronomo" program, and b) the specific thesis, credit, and hour requirements which must be fulfilled to receive an Agronomy degree. The mechanisms for achieving these targets partially overlap but are basically different; therefore, they will be discussed separately.

Upgrading the quality of the professional staff of the schools of Agronomy is relatively straightforward. First, the faculty will be upgraded by improving their education. A study was done by IICA in 1968 to determine, on the basis of current and projected faculty members, how many professors meet the requirements for studying 18 months for Master's Degree in Puerto Rico. The requirements to study abroad under this project include fulfilling Puerto Rico's entrance requirements for graduate education, being at least a part-time member of the Agronomy faculty, and possessing a Bachelor's degree or its equivalent. IICA found that over 120 professors would be available during the five-year period of 1970/74. This number was reduced to 86 by IICA and CSUCA in conjunction with ROCAP: 6 in FY 70 and 20 every year thereafter through FY 74. The desire for higher degrees on the part of the faculty and the status of the University of Puerto Rico should serve as effective motivators for the professors. Before going to Puerto Rico, the professors will sign statements with their respective universities to the effect that they will return to the faculty for a specified period of time or repay the total cost of the CSUCA fellowship. In addition the University Superior Council and Rector approves every application for study abroad. The individual schools are paying some complementary expenses, including the salaries of professors while they are gone. Therefore, the universities will have an investment in each trainee and will exert all available pressure on a trainee if he attempts to break the contract upon his return.

The quality of the professional staffs of the schools of Agronomy will also be upgraded by their association with the visiting professors from Puerto Rico. The responsibilities of

these short-term professors include offering short-term seminars for the faculty and teaching and writing syllabi for specific courses as requested by the Deans. In addition, the visiting professors will help fill in for the regular hire staff members who are in Puerto Rico. In regards to this, the Dean of each school of Agronomy has developed a plan describing which C.A. professors should be in Puerto Rico and in which specialty fields support of Puerto Rican professors should be given at any time. OP

The second output target is to standardize agriculture education including a) the courses involved in the basic two years of the five year "Ingeniero Agronomo" program; and b) the thesis, credit, and hourly requirements involved in earning an Agronomy degree. A major constraint to standardization at this time is the lack of qualified personnel in the Central American Agronomy faculties with the time and ability a) to devise detailed time-phased plans on how to standardize agriculture education and b) to institutionalize these changes in the universities. Since the basic problem now is not what to do, but rather how to go about it, CPEAS and CSUCA will utilize their own and Puerto Rican resources during the first 1 1/2 years of the project to develop a comprehensive Action Plan. The CSUCA Project Coordinator will assist the Deans of Agronomy in the preparation of the Action Plan, utilizing the expertise of the Puerto Rican professors as required. A sizeable amount of information on the current status of curriculum in Agronomy schools already exists. The task of the Project Coordinator, CPEAS, and the visiting professors will be to decide what changes should receive priority within the region and how to best go about instituting them. P

The Action plan will specifically include the steps to be taken by the Deans to standardize certain aspects of agriculture education in the Agronomy schools. It will include sections on how to standardize a) the courses involved in the basic two year agriculture course; and b) the requirements for earning a degree. ROCAP will review the Action Plan to ensure that it is in accordance with project objectives, that it is comprehensive and feasible, and that it has the support of CPEAS and CSUCA. This evaluation may require ROCAP to revise its contribution to the

project, either in a substantive or financial sense, since the Action Plan devised by CPEAS may demonstrate that the current course of action will not achieve the goals of the revised plan. ROCAP assistance will subsequently be appropriated on the basis of CPEAS accomplishments in relation to the Action Plan.

Recent trends in Central American higher education indicate that a five year project span is in fact feasible in terms of making substantive changes in the education system. Following the 1967 Seaver Agronomy school study at the University of Costa Rica, major changes in degree requirements (making the undergraduate thesis optional and upgrading the quality of the faculty) were quickly instituted. As CPEAS recommendations evolve, similar changes should occur as a result of this project. The return of professors with advanced degrees from Puerto Rico should also add impetus to the standardization process. The professors, by direct involvement will have a better feel for what basic courses should contain and what requirements are necessary for the Agronomy degree.

As standardization of the basic two year program progresses, it is expected that the students will receive a better education. The courses they are required to take will deal with essentials; redundancy will be decreased. Physical and human resources will be more effectively utilized as degree requirements are standardized. For example as courses and course content are standardized the total number of teaching hours required to receive a degree may be substantially decreased. That would allow existing professors to teach additional classes and to accommodate additional students. Finally, standardization may also mean that the thesis is made optional in all agriculture schools as it has been in Costa Rica. As a result of these changes more students will be receiving a better education in shorter periods of time. This should increase the percentage of enrolled students who graduate. Since the Puerto Rico visiting professors are expected to assist the Agronomy schools in improving libraries and developing university agriculture experiment stations, this should further upgrade the quality of education.

With standardization also comes the future possibility that students will be able to transfer freely among the Central American

Agronomy schools. Facilitating inter-university transfers will be especially crucial if CSUCA and the Deans of the Agronomy schools go ahead with their plans to develop academic specialties. Under such a system there would be a concentration of educational resources in the specific country and institution best suited for the subject. Concurrently the faculties in the other countries would downgrade their teaching of the specialty subjects taught in the other schools. It is expected that the question of specialty areas will be dealt with in the CPEAS Action Plan.

CROSS RELATIONSHIPS

This project and its objectives are directly complementary to many other ROCAP sponsored activities. ROCAP is assisting CSUCA to develop regional schools of Veterinary Medicine and Sanitary Engineering (see CAPTO CIRC A-34 and A-35 dated 8/23/67). The proposed Legal Textbook project also aims at strengthening institutions of higher learning through CSUCA (see CAPTO CIRC A-196 dated 8/14/70). Finally, ROCAP support to the Federation of Private Universities of Central America seeks to improve higher education.

The improvement of agriculture and agricultural resources is also being given high priority by ROCAP. Agricultural education and research is focused upon in the new Agricultural Research project and to a lesser extent in the INCAE Business Administration project where a course in agro-business is taught. ROCAP is currently making a substantial effort to assist SIECA in its efforts to stabilize the prices of basic grains and promote the export of non-traditional crops. Finally, the recently approved U.S. \$30 million loan to CABEI is to be used primarily in improving agriculture through loans for agro-industrial projects. The ROCAP contribution in both the education and the agriculture areas is more than matched by bilateral USAID Country projects and projects of other international assistance organizations, including the United Nations, the OAS and various private foundations. The cooperating countries donations to these programs are also substantial.

PLANNED TARGETS

1. At the end of the project (end of FY 75) 86 Central American University agriculture professors will have earned Master's degrees from the University of Puerto Rico. Yearly targets for the training of Central Americans include six in the first year and twenty in each of the following four years. These professors will be expected to take an active role in standardizing agricultural education programs upon their return to their own universities.

2. By the end of FY 75 it is expected that short-term and "regular staff" University of Puerto Rico Agronomy professors will have been assigned to Central American faculties for a total of approximately 206 man months. By the end of the project (FY 75) it is expected that the visiting professors will have assisted the CSUCA Project Coordinator and CPEAS in devising and implementing the Action Plan.

3. After 1 1/2 years (end of FY 72) CPEAS, working under the guidance of the CSUCA Project Coordinator and the Puerto Rico professors, will develop and submit an Action Plan covering: a) standardization of courses and course content for the basic two-year Ingeniero Agronomo program and b) standardization of specific requirements, including credit hours, class and lab hours, and thesis, necessary to earn a degree. The Action Plan will also indicate the Dean's plans with regard to the extent and timing of specialization in the universities. Yearly targets for the implementation of the Action Plan will be outlined in the Plan itself.

4. CSUCA, at the end of FY 75, should be in a better position to a) coordinate large educational projects where the movement of professors is involved and b) work for educational standardization in academic areas other than agriculture. The project should complement regional integration in the educational field by expanding CSUCA's prestige and influence.

5. At the end of five years it is anticipated that higher education in the area of agriculture will be substantially improved in terms of a) the quality of education offered to the students, b) the ability of the Agronomy schools to utilize their resources

more efficiently so that more students can be enrolled and graduated, c) the quality of library resources, and d) the expanded development of university agricultural research. Longer range outputs may possibly include the development of academic specialities in each of the Agronomy schools. If this occurs the transfer of students among the universities after completion of a standardized basic two year course may increase.

COURSE OF ACTION

1. CSUCA will coordinate this project through a Project Director hired and paid by them. The CSUCA Project Coordinator will assist the Deans in a) selecting 86 qualified professors to attend the University of Puerto Rico for periods of 18 months, b) processing the requests for short-term and "regular staff" visiting professors from the University of Puerto Rico, c) preparing the Action Plan and 4) implementing the Action Plan.

2. ROCAP will (a) fund a contract with the University of Puerto Rico to assist CSUCA in standardizing the basic two years of the "Ingeniero Agronomo" program in each of the Central American faculties of Agronomy and in implementing other activities as recommended by this Council such as a standardized grading system and evaluation system for students, etc. Under this contract the University will provide the facilities and resources for upgrading up to 86 Central American agriculture professors to the Masters Degree level. In addition, Puerto Rico will provide the Central American faculties with visiting professors up to a total of 206 man-months to assist them in developing materials and syllabi modifications for the basic two year course, to conduct short term seminars, to assist in the development of library resources, to assist in the development of university experimental stations, to teach specific courses, and to assist the Deans of Agronomy in administrative operations. These assignments of the visiting professors will vary from a few weeks to one year "regular staff" (12 months) as requested by CSUCA and the Deans. In accordance with these requests, the University of Puerto Rico has already sent four professors to the Central American faculties. In June and July of 1970 these four Puerto Rican professors arrived at the National Agronomy schools in Guatemala, El Salvador

and Nicaragua. Each visiting professor will submit a written report of his activities upon the completion of his stay in Central America; b) give oral briefings to all University of Puerto Rico personnel sent under the project prior to the beginning of their work in Central America; c) carefully review the CPEAS/CSUCA Action Plan in the latter half of FY 72 to assure (1) that it is in accordance with project objectives, (2) that it is comprehensive and feasible, and (3) that it has the full support of all the Deans of Agronomy and CSUCA. On the basis of this review, ROCAP will determine the level and type of support it will provide in the remaining years of the project; d) provide funding through CSUCA for the travel and per diem of CPEAS ad hoc committee members to make follow-up studies on specific educational problems related to standardizing courses and course materials, upgrading the quality of education, and increasing the number of students and graduates. CPEAS will decide which problems require study; and e) provide travel and per diem funds for Central American Agronomy professors so that individual professors can provide inter-regional consultant services and attend regional meetings to discuss mutual problems related to the objectives of this project, including the development and implementation of the CPEAS Action Plan.

3. The Deans of Agronomy will a) nominate and approve up to 66 qualified professors to attend the University of Puerto Rico; b) submit their requests for visiting professors to CSUCA; c) develop an Action Plan for the standardization of agricultural education; d) implement the Action Plan within their respective universities; e) prepare specific one-year work plans at the beginning of the project and at the end of each 12 month period thereafter; f) establish ad hoc committees to work on specific problems related to the objectives of this activity; and g) develop and implement a plan for the interchange of Central American Agronomy professors.

BASIC INFORMATION

19

(1) BACKGROUND DATA

UNCLASSIFIED

<u>Countries</u>	<u>No. of Rural Families as of 1965</u>	<u>No. of Farms as of 1965</u>	<u>Total Agronomists as of 1965</u>	<u>Rur. Fam. per Agronomists as of 1965</u>	<u>Farms per Agronomists as of 1965</u>
Costa Rica	97,250	47,280	565	172	73
El Salvador	201,910	174,210	71	2,810	2,465
Guatemala	417,390	348,690	62	6,732	5,634
Honduras	216,700	156,140	92	2,354	1,697
Nicaragua	123,640	51,570	90	1,373	573
Total	1,056,890	777,890	880	1.201	884

(2) NUMBER OF GRADUATES

CAPTO A

ROCAP/G

	<u>Number of Graduates</u>					<u>Total</u>	<u>Students 1969</u>
	<u>1965</u>	<u>1966</u>	<u>1967</u>	<u>1968</u>	<u>1969</u>		
Guatemala	14	13	11	8	9	55	450
El Salvador	13	nd	nd	nd	66	79	197
Honduras	--	--	--	--	--	--	202
Nicaragua	19	18	20	18	--	75	157
Costa Rica	nd	nd	17	21	nd	38	452
Totals	46	31	48	47	75	247	1458

ANNEX BNUMBER OF STUDENTS AND PROFESSORS - 1969/70

UNCLASSIFIED

<u>Faculty of Agronomy</u>	<u>S T U D E N T S</u>			<u>P R O F E S S O R S</u>			
	<u>Total</u>	<u>Graduated</u>	<u>Licensed*</u>	<u>Total</u>	<u>FT</u>	<u>PT</u>	<u>Other</u>
Guatemala	450	9	23	47	12	5	30
El Salvador	197	66	24	37**	37	0	0
Honduras	202	nd	nd	16	12	4	0
Nicaragua	157	18	7	20	11	9	0
Costa Rica	452	21	6	29	16	3	10
Totals	1458	114	60	149	88	21	40

*Degree granted - thesis completed and passed comprehensive examination

** El Salvador also has a National School of Agriculture with a professional staff of 37. The National School offers a three (3) year Agronomy program.

ROCAP/G
CAPTO A

ENROLLMENT, GRADUATES AND EGRESADOS OF THE UNIVERSITY
AND AGRONOMIA, COSTA RICA, 1957-1966.

Year	Enrollment		Graduates		Egresados b/	
	Total a/	Agronomia	Total a/	Agronomia	Total a/	Agronomia
1957	2,474	140	186	10	251	25
1958	3,111	99	172	10	272	20
1959	3,672	82	169	15	254	29
1960	3,828	67	169	8	270	16
1961	4,148	63	198	17	295	27
1962	4,843	108	302	17	251	3
1963	5,325	151	448	9	288	9
1964	5,560	150	304	17	306	8
1965	5,762	137	286	9	285	6
1966	5,975	180	308	14	N.A.	N.A.

a/ Includes Agronomia

b/ Egresado is defined as a student who has completed all his course work but has failed to complete the undergraduate thesis. No degree is granted until this is complete. Data for recent years supplied by Mario Romero, Head, Department of Statistics.

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NUMBER OF PROFESSORS - DEGREES HELD - 1970

Faculty of Agronomy	PhD	MS or MA	Agr. Eng.	For. Eng.	Other	Total
Guatemala	1	8	19	0	19	47
El Salvador	1	10	24	0	2	37
Honduras	1	5	2	1	7	16
Nicaragua	0	4	12	0	4	20
Costa Rica	5	12	8	0	4	29
Totals	8	39	65	1	36	149

NUMBER OF PROFESSORS BY FIELDS OF SPECIALIZATION - 1970

Faculty of Agronomy	Total Professors	Basic	Agro-nomy	Gen. & Phyto	For-estry	Eco-nomy	Agr. Eng.	Soil	Zoo-technia	En-to-mology	Other
Guatemala	47	0	11	0	0	0	14	9	2	3	8
El Salvador	37	0	7	0	0	7	6	6	5	6	0
Honduras	16	5	0	1	1	0	0	1	0	1	7
Nicaragua	20	3	0	6	0	0	2	3	4	0	2
Costa Rica	29	0	0	18	0	2	1	0	8	0	0
Totals	149	8	18	25	1	9	23	19	19	10	17

NUMBER OF PROFESSORS - SECURED ACADEMIC DEGREES 1965/69

Faculty of Agronomy	M.A.	M.S.	PhD	Agr. Eng.	Other	Total
Guatemala	0	7	1	0	0	8
El Salvador	0	4	0	0	0	4
Honduras	nd	nd	nd	nd	nd	nd
Nicaragua	0	5	0	0	0	5
Costa Rica	1	1	0	0	1	5
Totals	1	17	3	0	1	22

ANNEX ETOTAL NUMBER OF STUDENTS - 1965/69

<u>Faculty of Agronomy</u>	<u>1965</u>	<u>1966</u>	<u>1967</u>	<u>1968</u>	<u>1969</u>
Guatemala	105	98	95	89	425 ^{1/}
El Salvador	nd	nd	116	127	197
Honduras	nd	nd	nd	193	202
Nicaragua	155	164	183	129	157
Costa Rica	137	180	175	372	452
<u>Totals</u>	<u>397</u>	<u>442</u>	<u>569</u>	<u>910</u>	<u>1433</u>

^{1/} This number includes all students enrolled in the basic Social Science studies program, only a portion of whom will follow a course of studies in Agronomy.

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TO - AID/W CAPTO A 215

FROM - ROCAP/Guatemala

SUBJECT - NONCAPITAL PROJECT PAPER (PROP)

REFERENCE - CAPTO CIRC. A-207, dated 9/4/70

FOR LOCKARD (LA/CEN) and HUGHES (LA/OPNS)

On September 14, Messrs. Arthur Hughes (LA/OPNS) and Leon Rosenberg visited ROCAP on PROP/PAR consultation. During the consultation the subject PROP was informally reviewed for content and format. It was concluded that, although all data and information essential to formal review had been included, the document was longer than necessary for the review process. A condensed outline of the PROP, prepared in the informal review, is forwarded herewith for AID/W convenience in concluding the balance of the review/approval process. (See Attachment)

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PAR

PAGE 1 OF 1 PAGES

DRAFTED BY Mingle:aba	OFFICE Program	PHONE NO.	DATE 9/22/70	APPROVED BY: ADIR:JLRoush
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AID AND OTHER CLEARANCES
PROG:GTMcCloskey *GT* CHR:AJRavelli (draft)

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ATTACHMENT - SUMMARY OUTLINE

A. Project Title and Number:

Development of Institutions of Higher Education, CSUCA Regional Institutions, Agriculture Education #596-11-660-012.1.

B. Project Goals:

- 1) Promote regional integration and cooperation.
- 2) Improve Central American agricultural manpower resources.

C. Project Purposes:

- 1) Develop high quality university level agricultural training to meet Central American agricultural manpower needs.
- 2) Develop a model for educational improvement at the university level, through a regional mechanism (CSUCA).

D. End of Project Status - FY '75:

- 1) Eighty percent of a standardized two-year basic agronomy program will be operational in all five C.A. national universities.
- 2) Basic "Ingeniero Agrónomo" degree requirements, including thesis, credit hours, and course hours, will be standardized in all five Agronomy schools.
- 3) CSUCA will have the internal staff capacity and external support (prestige and influence) to continue administering educational improvements in the agricultural area and to implement similar projects in other educational fields.

E. Output Targets

- 1) An Action Plan including annual targets for the following will be completed by the end of FY '72: (a) standardizing the basic two-year agronomy program; (b) standardizing degree requirements; (c) upgrading other aspects of agriculture education

including improving library and research facilities; and (d) developing academic specialties in the Agronomy schools.

2) Masters Degrees will be granted to 86 Central American agronomy professors and these professors will be employed in teaching in the agronomy schools by the end of FY '76.

3) Eighty percent of the courses, the grading system, and the course outlines in the basic two-year agronomy program will be in operation in the five universities by the end of FY '75.

4) "Ingeniero Agrónomo" Agronomy degree requirements will be standardized by the end of FY '75.

5) Inter-university technical assistance resulting from the interchange of C.A. Agronomy Professors will be offered at a significant level during the project.

6) CSUCA will receive approval and financial support from the national universities to undertake additional educational activities as outlined in their integration plan by the end of FY '75.



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SUBJ: ROCAP PROP PROJECT 012.6 CSUCA AG. EDUCATION

REF: A) CAPTO A-207; B) CAPTO A-215

SUBJECT PROJECT COVERING ROCAP AGRICULTURAL EDUCATION
ACTIVITIES THROUGH CONTRACT (UNIV. OF PUERTO RICO)
ASSISTANCE APPROVED FOR LIFE OF PROJECT. AIRGRAM FOLLOWS.
ROGERS

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