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FROM - ROCAP/Guatemala
SUBJECT - FAR for Terminating Project
FUPAC Regional Institutions
REFERENCE - Project No. 596-11-660-012.2

Mail Room 35W

PAR's were submitted on this project in May 1971 and June 1972. The following format is used to update previous reports, to summarize relevant data for future reference of ROCAP and USAID's, and to appraise AID/W of techniques and practices which may be transferable to other programs with similar objectives.

I. BACKGROUND

This project might be considered a counterpart activity to the CSUCA (Superior Council of Central American Universities) project. While CSUCA was created to serve the national universities of Central America, FUPAC (The Federation of Private Universities of Central America and Panama) was established to serve the post-secondary level private institutions.

FUPAC was created at a meeting held in Managua, Nicaragua in August 1966, with the participation of the following institutions: Universidad Santa Maria La Antigua, Panama; Universidad Centroamericana, Nicaragua; Universidad Rafael Landivar, Guatemala; Universidad José Simeón Cañas, El Salvador; and St. John's College, Belize. The following additional institutions have become members since the inception of FUPAC: Universidad Mariano Gálvez, Guatemala; Polytechnical Institute, Nicaragua; and the Universidad Madre y Maestra, Dominican Republic.

The FUPAC Secretariat was organized in early 1968 with headquarters in Guatemala. ROCAP assistance to FUPAC began at that time with staff and program support to the Secretariat.

PAGE 1 OF 5

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A. Project Objectives

The goal of FUPAC is to develop an integrated private university and post-secondary educational system for the Central American region, with a long-range view to including all interested institutions in the Caribbean area. The objectives of the Federation are: 1) to ensure continuous progress in university administrative and academic fields through the use of modern techniques; a) to promote coordination and regional unity in post-secondary education matters through joint planning, curriculum development and general exchange of information; 3) to channel technical assistance and international support to member institutions for improving the level and quality of administration, teaching and research; 4) to give major emphasis to social and economic development as these relate to regional integration; and 5) to promote the admission of institutions of higher education into FUPAC, and assist member institutions to maintain their autonomy.

B. Before Project Status

Prior to the organization of FUPAC, a mechanism for the coordination of post-secondary private education did not exist. There was little if any interchange even between institutions located in the same country. Moreover, CSUCA was created to serve only the national universities and no steps were taken by that organization to establish communications with the private institutions of the region.

C. Current Project Status

ROCAP financial support to FUPAC will terminate with FY 1973 obligations. However, over the past year, FUPAC has been encouraged to seek additional support from its member institutions, foundations and other sources in order to ensure financial self-sufficiency as ROCAP assistance is phased out. In this connection, ROCAP has extended the contribution date for the use of AID funds in support of activities such as training courses and workshops through December 1973. A formula for assessing member institutions an annual fee for support of the Secretariat was approved several months ago by the Council of Rectors. To date it is reported that all institutions are making their payments on schedule. It remains to be seen, however, whether FUPAC will be able to maintain activities at their current level without ROCAP's financial assistance.

The implementation of program activities is moving forward in accordance with the annual work plan. Some of the more important activities which have been carried out since the last PAR include: 1) Workshop on university administration held at the Central American University,

Managua; 2) Seminar on Food Marketing held in Guatemala; 3) Annual Conference on University Teaching held in El Salvador; 4) University Planning and Academic Reform Course held at the Santa Catarina University, Brazil; and 5) Library Planning and Development Course held at the University Madre y Maestra, Dominican Republic.

As recommended in previous PAR's under "actions", the FUPAC Secretariat has prepared a long-range development plan which has been distributed to the Rectors for their observations. The plan focuses on university functions such as administration, academic programs, and library development. In addition, the plan provides for further development of the Secretariat and regional institutes.

The permanent staff of the FUPAC Secretariat consists of a Secretary General, a Deputy and two secretaries. Through a cooperative arrangement with the Ford Foundation, the executive general is undergoing a year of training at Stanford in the field of education. The Board of Rectors, in accordance with FUPAC by-laws, elected the Deputy on a permanent basis to replace the Secretary General, primarily for financial reasons. This action was, of course, a disappointment to both the Ford Foundation and ROCAP.

II. ACCOMPLISHMENTS UNDER PROJECT

1. A significant contribution has been made to regional integration through increased educational coordination and cooperation. In this connection, the number of FUPAC member institutions has increased from five to eight; and representatives of several other regional entities, particularly CSUCA, have attended FUPAC seminars, workshops and other activities.

2. The General Secretariat of FUPAC will be fully financed by its member institutions after June 30, 1973.

3. FUPAC publishes a quarterly informational bulletin and has a system for periodic revision of the common catalog and statistical bulletins.

4. Seminars, workshops and training courses were held for selected administrative and academic personnel. The University of Santa Catarina of Brazil, an institution that has taken the lead in that country in providing consultation and training in university administration, has worked closely with FUPAC on university organization and administration. The plans of the Secretariat include a continuation of this relationship. In general, substantial use has been made of consultants and advisors in connection with all group activities.

5. FUPAC utilized technical assistance from the United States to organize and improve fund-raising and development activities; and through a contract with Michigan State University (MSU) plans were made and have been partially implemented for the establishment of a regional Food Marketing Institute. Four professors from the Landivar University are obtaining Master's degrees at MSU in Food Marketing.

III. TRANSFERABLE TECHNIQUES AND PRACTICES

Except for highly specialized short-term technical assistance provided by individuals or universities in the U.S., FUPAC has chosen to look to progressive universities in Latin America for the major part of its technical assistance. While an occasional advisor from universities in Argentina, Chile and Peru has been used, the University of Santa Catarina in Brazil has worked closely with FUPAC in providing training and advice. On some occasions, Santa Catarina has shared a substantial part of the training costs.

A technique employed by FUPAC that has proved most effective pertains to the use of member institutions for conducting case studies. As an example, the Central American University in Managua was used for an in-depth investigation of university organization and administration by representatives of the administrative staffs of FUPAC institutions.

IV. CONCLUSIONS AND RECOMMENDATIONS

The FUPAC Secretariat is now established and enjoys a position of substantial autonomy. While the staff is small there is sufficient flexibility to expand as additional resources become available. The Secretariat has had good leadership and its staff has proven an affable group with which to work. Thus, the political difficulties which confront many entities working with National Universities have been avoided.

The seminars and workshops referred to in Part III have been highly successful. However, the past two annual FUPAC conferences have not proved very useful. This was largely due to the participation of some advisors from Latin American universities whose views and educational philosophy were very different from those shared by the FUPAC institutions.

Training courses held in conjunction with the University of Santa Catarina were well planned and seemed to be highly profitable. Also, all seminars in which FUPAC institutions were used for case study purposes proved valuable.

FUPAC should plan its long-term program in greater detail. While there is little question but what the Secretariat will become self-sufficient, the level of activities will need to be reduced substantially unless financial support becomes available from other sources. In other words, there is little point in having a self-sufficient Secretariat unless there are funds available for developmental activities.

The development of regional institutes to avoid the duplication of resources among FUPAC institutions has made relatively little progress. Activities involving the Food Marketing Institute at Landivar University were slow getting underway due to personnel changes in the positions of Rector of the University and Director of the Institute. The Institute of Regional Integration at the José Simón Cañas University had difficulty in developing final plans. The first plan was too grandiose and had to be reworked several times. Due to the overall cost involved and the need for staff training, the Institute is to be developed by phases over a period of several years. The staff training and library development activities are now underway. In regard to the Institute of Research at the Central American University in Nicaragua, a program of regional significance was beginning to emerge prior to the complete destruction of the school plant by the earthquake in December 1972.

Many of the FUPAC publications are prepared in the nature of reports which include a chronological listing or description of events that took place in a conference or seminar. This kind of a publication is of questionable value. Therefore, it is suggested that FUPAC give more attention to reports of an applied research nature, and to reforms or innovations that are underway in one institution that are relevant to the needs of others.

There is no question but what the private post-secondary institutions will continue to maintain close working relationships. Moreover, the Federation is very receptive to technical assistance. It is generally recognized that the environment for providing assistance to private institutions is much more receptive to innovations and experimentation than in the case of the national universities.

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