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LAC REGIONAL UNIVERSITY FEASIBILITY STUDY

by:

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EXECUTIVE SUMMARY

Central American universities, particularly the public universities, are among the most important institutions in their societies. They train the vast majority of young professionals, scientists, technicians, teachers, and upwardly mobile, lower-income youth that are emerging in increasing numbers from the overcrowded public school systems and who appear destined to play a large if not leading role in their countries' futures. The universities also are important political and social actors and often shape a country's political and intellectual life, not only by training its key elite but also as shapers and disseminators of the ideologies that compete to give direction to the country's politics.

The National Bipartisan Commission on Central America (Kissinger Commission) recommended a university development program in the region as a complement to greatly expanded scholarships for training in the U.S. The Commission noted the need to strengthen Central American higher education to increase educational opportunities for the bulk of the area's university students, most of whom could not hope to study in the U.S., and to help fill gaps in local educational offerings. At the same time, the Commission seemed to be seeking an enlarged and more effective U.S. presence in the region's universities, greater opportunity for U.S. concepts and approaches to compete in the critical marketplace for ideas that the universities represent, and through the universities to expose a far wider range of current and future Central American leadership to the U.S. than would be possible through scholarship programs alone.

The arguments for a new AID higher education initiative in Central America are more political than developmental. Because this is so does not, however, mean that the development rationale is absent. The feasibility study uncovered a wide variety of needs and opportunities to be addressed and a high degree of interest and openness on the part of the universities visited. In comparison with the situation even a few years ago, receptivity to the U.S. is high.

Current AID policies toward Central American universities reflect the absence of higher education from the Agency's current list of priorities. There is currently relatively little involvement with and in some instances little interest in the universities. Where there is interest, moreover, lack of resources, including staff experienced in higher education development, inhibits doing more.

We feel that continuation of the status quo is untenable. Current policies towards higher education in the region are ineffective and confusing to our Central American university friends who do not understand why the U.S. is unwilling to help them in their time of perhaps greatest need. More than that, such policies are causing the U.S. to lose an important opportunity to enhance its influence in a key set of institutions.

This report reviews a range of possible AID program responses to the Central American universities and recommends a course of action. Briefly, an argument is presented for establishing a regional project to work closely with the local universities and the AID Missions in developing and carrying out a series of small projects designed to open doors and channels of communication while in each case achieving concrete, useful development objectives. AID Missions would be carefully consulted at each stage but

would not be required to assume administrative or financial responsibility for specific projects. This approach keeps the fundamental decision-making at the local level where it belongs and avoids the risk of overloading the administrative and academic capacities of the Central American institutions and perhaps their political circuits as well.

Administratively, we envision a central mechanism to receive and channel the funds--an organization which, for the purposes of this report, we have called the Academic Cooperation and Development Service (ACDS). ACDS would work with local universities and USAID Missions on higher educational development proposals and would support approved projects both directly and through the encouragement of linkages with U.S. colleges and universities which offer the requisite mix of technical, administrative, and cultural skill and institutional commitment. University-to-university linkages would be designed to serve as both development and academic exchange mechanisms and would be expected to remain as useful channels of contact and assistance after individual projects are completed.

ACDS also would facilitate policy dialogue, assist the universities with faculty development and other training, and serve as a clearinghouse of information on higher education development activities in the region. Although the program would have the Central American public universities as its primary focus, it also would be open to both public and private institutions.

I. BACKGROUND AND INTRODUCTION

Central American universities, particularly the public universities, are among the most important institutions in their societies. Even in countries where the wealthier families are accustomed to sending their children abroad to study, the local universities train the vast majority of professionals, scientists, technicians, teachers, private sector managers, and public administrators. They still represent the height of aspiration for most young people, and in spite of the many justified complaints of low academic standards, inefficiency, and excessive politicization, they are often a source of great national pride. Most important, perhaps, the universities offer virtually the only higher education opportunity for the upwardly mobile, lower-income youth that in the last two decades have emerged in increasing numbers from the overcrowded public school systems and who appear destined to play a large if not leading role in many countries' futures.

In addition to their professional and technical training roles, Central American universities are important political and social actors. This occurs in both indirect and direct ways. The universities indirectly, but often critically, influence the shape of a country's political and intellectual life by serving as training and recruiting ground for key elites, including the political, as shapers and disseminators of the ideologies that compete to give direction to the country's politics, and as critics of national policies. They may also occasionally play, or attempt to play, a direct political role. The less well developed a country's other institutions, as is the case in much of Central America, the more likely it is that the universities, for better or worse, will find themselves directly involved in day-to-day politics.

Whatever the Central American universities are and whatever their problems and weaknesses, they are as a group important. The major national universities are in fact among the top key actors in their societies.

The National Bipartisan Commission on Central America (Kissinger Commission), in its recommendation on university development, recognized the need for more effective U.S. involvement with Central American universities as a necessary, even critical, complement to the expanded scholarship programs now known as CAPS, CENTAM, and CAMPUS. As in the case of scholarship programs, the basis for the Commission's recommendation was apparently both political and developmental. The Commission noted the need to strengthen the region's higher educational systems to provide greater opportunity for the bulk of the area's university students, most of whom could not hope to study in the United States, and to help fill the gaps in local educational offerings. At the same time, the Commission seemed to be seeking to increase U.S. involvement on Central American campuses, create and nurture expanded academic ties with the United States, give greater opportunity for U.S. concepts and approaches to compete in a critical marketplace of ideas, and expose a far wider range of current and future Central American leadership to the U.S., its people, and its institutions than would be possible through scholarship programs alone.

Because there is strong political justification for involvement with the universities does not mean, however, that development rationale is absent. The attainment of development as well as political objectives in Central American universities is both feasible and highly desirable. As this report indicates, there are multiple entry points available through which the U.S. can provide useful development assistance while providing U.S. citizens with opportunities to learn more about Central America and build closer relationships. With few exceptions, the doors are open to mutual involvement and

benefit. Indeed, in comparison to the situation on Central American campuses in the late '60s and most of the '70s, receptivity to the U.S. today is high.

Though cognizant of these political and development needs, AID has approached the issue of a possible new Central American university development program to complement the scholarship programs with considerable caution. Staff opinion, to put it mildly, has been divided. AID's current scale of program priorities in Central America and elsewhere assigns a low ranking to higher education. AID Missions in the field are hard-pressed both in terms of resources and personnel, and the education staff that is available tends not to be experienced or comfortable with university development. The mixed results of the large university development projects of the 1960s constitute another source of concern and color the reactions of those, who, like the drafters of this document, have no desire to replicate that model in Central America.

In spite of these understandable cautions and concerns, we feel that the status quo cannot be continued.

Section II of this report documents the findings of a consultant team that visited three countries in the region--El Salvador, Honduras, and Panama--in December 1985. In addition to meetings with key AID personnel, frank and open discussions were held with local university and other leaders. Their views are summarized and points of major interest are noted, among them the strong testimony given to the consultants of the desirability and feasibility of expanded contact with the U.S. at this time, including linkages with U.S. colleges and universities. Additional details of the visits are included in individual country reports annexed to the main document.

As requested by AID, Section III reviews a range of possible program responses. In Section IV a course of action is recommended for further study and development. Briefly, an argument is presented for establishing a regional project to work closely with the local universities and the AID Missions in developing and carrying out a series of small projects designed to open doors and channels of communication while in each case accomplishing concrete, useful objectives. AID Missions would be carefully consulted at each stage but would not be required to assume administrative or financial responsibility for specific projects. This approach keeps the fundamental decision-making at the local level where it belongs and avoids the risk of overloading the administrative and academic capacities of the Central American institutions and perhaps their political circuits as well.

Administratively, we envision a central mechanism to receive and channel the funds--an organization which, for the purposes of this report, we have called the Academic Cooperation and Development Service (ACDS). ACDS would, as indicated, work with local universities and USAID Missions on higher education development proposals and would support approved projects both directly and through the encouragement of linkages with U.S. colleges and universities which offer the requisite mix of technical, administrative, and cultural skill and institutional commitment. University-to-university linkages would be designed to serve as both development and academic exchange mechanisms and would be expected to remain as useful channels of contact and assistance after individual projects are completed.

ACDS also would facilitate policy dialogue, assist the universities with faculty development and other training, and serve as a clearinghouse of information on higher education development activities in the region. Although the program would have the Central American public universities as a particular focus, it would be open to both public and private institutions.

II. FINDINGS

THE MISSIONS

Many years have passed since AID has pursued an active policy of institutional development aimed at the higher education sector in Central America. AID's goals of developing rural areas, improving health care and delivery systems, creating new and more effective literacy and basic education programs, and the like have excluded the university as a focus of deliberate development efforts. It is not surprising, then, that there is a generation of professionals that has come to staff USAID Missions, which views the university with considerable uncertainty as to its role in the development process. In the context of 15 years of Mission and Agency policies during which all other priority projects and institutions outranked higher education, it was not surprising that the consultant team found USAID staff members to hold a wide range of opinions about the university as a potential target of development assistance. At an individual level, USAID staff members showed considerable breadth in their professional relationships with leaders of higher education institutions.

The consultant team found much evidence, again at an individual level, that USAID staff members would welcome a development assistance policy toward higher education institutions that would 1) acknowledge the general political and social significance of universities and 2) recognize the relationship of those institutions with other sectors of strategic importance to the Missions. It is clear that Missions feel strongly that any new policy that re-establishes the prominence of universities must conform to established Mission priorities and be sensitive to the traditional concern about university governance associated with Latin American universities.

The AID Mission of Honduras, Panama, and El Salvador vary in their respective views of the importance of university development, but the difference is of degree rather than of kind. Following is a synthesis of those views.

USAID/Honduras

The Team met with:

Tony Cauterucci, Mission Director
Ken Martin, Chief, HRD
Dick Martin, Education Officer
Henry Reynolds, Education Officer
Rafael Pietri Oms, Contractor
Marco Tulio Mejia, Education Assistant

USAID/Honduras staff members, particularly the Mission Director, possess strongly held and well-known views about the roles and governance of Honduran institutions. They engage in both formal and informal professional relationships with educational leaders in the university community and have established links with universities which are substantive and cordial.

The primary policy context for the Mission's moderate interest in university development is its considerable commitment to supporting private sector development. Hence, the private universities capture the attention of Mission personnel.

It is believed that Mission support for the two incipient private institutions, the Universidad de San Pedro Sula and the Universidad Jose Cecilio del Valle, may produce effective alternatives to the National University by initiating a desirable relationship of mutual support between industries and the universities. A large capital and infrastructure development project is under consideration for the Universidad de San Pedro Sula, a newer institution whose appeal to USAID is threefold: its growing relationship with companies in the most industrialized section of Honduras, its promise to model itself after its U.S. counterparts, and its emphasis upon much-needed training for the business sector. The Universidad Jose Cecilio del Valle, on the other hand, is an institution whose very survival, without external support, is doubtful. Should the Mission act on its premise that supporting private institutions is desirable, the support of the UJCV should be possible; but no one knows the level, duration, or kind of support from which UCJV and the Mission could most profit.

While USAID may believe that by supporting private institutions it supports the private sector, USAID has no policy context from which to view the public National University. Thus it is seen in terms of its troubled history and in the context of negative views about its governance. This is not to say that the National University has not received USAID support; a new computerized registration system, support from the Monterrey Institute of Technology, and some assistance to the library were provided by USAID because they were sound projects developed at low cost, and they made sense to the Mission. Yet, for the National University to receive sustained attention from the Mission, it must, in the current policy context, deny its fundamental constitution and "privatize." As examples, parity (which calls for 50 percent participation by students on the governing academic council), tuition-free education, and open admissions constitute critical impediments to USAID development assistance. To USAID, these factors promote low standards and produce a drag on the budget since it is felt that large numbers of professional students linger on in university classrooms. Without the reformation of these structural characteristics, USAID/Honduras will not, on its own, develop programs to support the National University.

The Mission has spent considerable time and effort in setting goals, establishing priorities, designing programs, and staffing itself and its programs accordingly. The Mission's commitment to its goals and objectives is strong, and there is little physical, temporal, or conceptual space in which to integrate yet another factor into its pool of targets for development. So, the time is ripe and the setting is ideal for the institution of a regional program to satisfy the Mission's needs to develop a posture toward institutions that they want to recognize but are somehow unable to regard as important.

USAID/Panama

The Team met with:

Allan Broehl, Private Sector Officer
Donald Drga, Project Officer
Julie Otterbein, Housing Officer
Aura Othon, Training Specialist
Paul Truebner, Training Officer
Meira de Young
Nuria Hernandez

Despite requests, the Team was unsuccessful in its attempt to meet with Mission Director Levin.

USAID/Panama has developed its programs based on very explicit and clear ideas about the Mission's role in the economic and political development processes of Panama. Education, as a specific sectoral "target of opportunity," does not play a role in Mission program planning. Yet, relations between educational leaders and Mission personnel are very respectful and professionally congenial. In spite of the fact that no one focuses on education in the Mission, the consultant team nevertheless found Mission staff informed about many of the realities of Panamanian higher education.

Without a formal education office in the Mission, university development is kept at some distance, to say the very least, from the center of its development priorities. Nevertheless, the Mission has engaged in successful programming with universities and is not opposed to greater involvement in university development. The establishment of program mechanisms and the design of new means of involvement with higher education would be of critical importance to Mission leadership. The conditions that the Mission places on such involvement reflect its deepest concern for programmatic coherence, for substantive control, and for adherence to program development principles which include a) well-selected target institutions and programs, b) long and serious commitments, and c) assurance that Panamanian institutions are full partners in planning and programming. Given compliance with Mission conditions for program initiatives, the Mission is predisposed to thoughtful, appropriately scaled, well-designed development assistance programs for Panamanian universities.

USIS

The Team met with Terry Kneebone, Cultural Affairs Officer, and Sigrid Maitrejean, Public Affairs Officer. Both were well informed about the Panamanian universities and had well-balanced views of their needs and receptivity to relationships with U.S. institutions. They feel especially that it is important to do more with the University of Panama and that there is great receptivity to increased ties with U.S. universities.

THE UNIVERSITIES

The Team visited all the major universities in Honduras and Panama. At the request of the AID Mission in El Salvador, no universities were visited in that country. Brief profiles of the institutions that were visited follow.

Honduras

Universidad Nacional Autonoma de Honduras (UNAH)

A remarkable finding of the consultant team was that the leadership of the National University of Honduras has apparently reversed the administrative and political chaos characteristic of its experience of the 1970s. The Rector, Jose Oswaldo Ramos Soto, a dynamic politically and managerially conservative leader, serving a second term to which he was unanimously elected, has created order, discipline, and cooperation among previously opposing factions. He not only speaks the political and philosophical language of the official American presence, he in fact feels "betrayed" by what he sees as AID's neglect of the National University despite his reversal of previous leftist and anarchic administrations. The University is acquiring many of the characteristics (some superficial and some more profound) of its more modern sister institutions in the region. The "New University" (a name the Rector has coined to call attention to the break with the past) produced a five-year, 1985-1989, development plan, a general university catalog, and a program of priorities for faculty development.

The National University of Honduras is an institution worthy of support. Unquestionably the most important educational institution in Honduras, it enrolls more than 90 percent of all Honduran students in higher education in Tegucigalpa and its branch campuses. Thirty-five undergraduate degree programs and the only graduate programs available in Honduras are offered through the "new" National University. If the UNAH is to engage in focused relationships with the U.S. academic community, then it may begin to carry out some of its expressed goals, to develop new relationships with the private sector, to make its administration even more effective, and to tie in to regional graduate programs.

UNAH has successful assistance linkages with both the National Autonomous University of Mexico and with the Instituto Tecnológico y de Estudios Superiores de Monterrey (ITESM). It also has a linkage with Florida International University funded by USIS, and these relationships suggest the possibility of triangular linkages with appropriately mature and successful institutions in Mexico, Colombia, and Venezuela.

Universidad Jose Cecilio del Valle (UPJCV)

Founded in 1978 in response to the demand for "a different alternative" to the declining standards and disorder which characterized the National University, the UPJCV established itself on sound educational principles and created undergraduate majors that filled a need in Honduras. New leadership at the National University, plus new stability and new majors that compete with those of UPJCV (along with the important fact that UNAH does not charge tuition) has changed the reality which made the UPJCV possible and desirable, so very serious questions have been raised about the ability of the institution to survive. Enrollment, which never reached 250 at its peak in 1980, has declined to under 150, and Rectora Irma de Fortin, well known in Central America and elsewhere as an educational leader, is searching for alternative means to achieve institutional survival. Any relationship with a U.S. institution at this point in the life of UPJCV would indicate a degree of recognition and respectability which might encourage and influence the potential student market, so necessary for the University's future.

Escuela Superior del Profesorado Francisco Morazan (ESP)

The Escuela Superior is the teacher-training institution of Honduras. Aply led by U.S.-educated (Ph.D., University of Pittsburgh) Carleton Corrales, the ESP has achieved considerable respectability through both regular and in-service teacher-training programs. The institution is well known for its industrious search for and use of external resources for institutional and faculty development. Formal and informal relationships already exist between the ESP and U.S. institutions; the leadership of ESP knows both its own needs and the resources it requires to meet those needs. A variety of useful and productive relationships between ESP and U.S. universities could be designed to improve the quality and nature of teacher training in Honduras.

Universidad de San Pedro Sula

The Team met with: Jane Lagos de Martel, President of the Administrative and Academic Council
Roberto Elvir Zelaya, Secretary of the Fundacion Sula
Jose Roberto Caceres, Assistant Director of the School of Agriculture
Pedro Martel, Director of the School of Medicine
Felipe Arguello, Administrative Council
Edgardo Dumas, Director of the School of Law
Jorge E. Joar, Treasurer

Founded in 1978 as a private sector alternative to the hegemony of the then tumultuous and politicized National University and its campuses throughout the country, the Universidad de San Pedro Sula has fared better than the Universidad Particular Jose Cecilio Del Valle in Tegucigalpa. With the visible support of leading private sector representatives in San Pedro Sula, support which is heavily symbolic but which has important financial implications, the USPS apparently has achieved reasonable success in convincing the public that it is a viable private higher education institution. Its similarity to an American university is a feature considered particularly appealing to parents who wish to send their children to the United States to study, but who are unable to do so for financial reasons.

Like the private university in Tegucigalpa, USPS is actively pursuing alternative strategies to ensure institutional survival. Using a newly acquired tract of land, an ambitious physical plant has been designed, and an active appeal to USAID for capital funding is underway. Top priority has been given to strengthening the new medical facility in the hope of attracting medical students from abroad, and a U.S.-based legal entity has been established to receive contributions. USPS would like to use the resources of the U.S. academic community. Faculty and curriculum development assistance are both necessary, but USPS also seeks the legitimacy and recognition as full partners in the Honduran higher education enterprise that relationships with U.S. institutions would give it.

Panama

Universidad de Panama (UP)

The Team met with: Professor Juan Bosco Bernal, Director General of University Planning
Franz Garcia Paredes, Director of Post-Graduate Studies
Abdiel Adamez, Vice Rector for Research and Post-Graduate Programs

The University of Panama shares many of the characteristics of other public institutions in Latin America, but it differs in some important respects. The traditional Latin American university focuses upon the development of practitioners of the professions and finds it theoretically and practically difficult to focus on the development of the basic sciences. This is a major impediment to the development of Latin American universities. Like other traditional Latin American institutions, the University of Panama focuses upon the training of accountants, public administrators, architects, agronomists, and the like. But, unlike the traditional university, the University of Panama has found it possible to develop well-respected programs in the

sciences, particularly in mathematics and physics, and in health and natural sciences. These programs, which are considered to be regionally important, serve as training sites for all of Central America.

Institutional planning is oriented both to the solution of immediate and difficult problems as well as to the creation of an institution which plays a critical role in the long-term development of Panamanian society. A major problem for the University is that about a third of its enrollment is in the area of Business Administration and Accounting. These areas are seen as a means to future employment in an economic context where employment opportunities for university graduates are deficient. Substantive interaction with the business community, quality teaching, and research are of high priority, but they are distant realities for the University.

The University appears reasonably sophisticated in its ability to garner and use international resources. The InterAmerican Development Bank is preparing a loan for the University to develop further its research capacity, and it uses limited resources available from the OAS and UNESCO.

The University is engaged in several linkages with U.S. universities and desires additional linkages or funding to enhance current activities. The Partners of the Americas partnership between Panama and the State of Delaware encouraged a formal tie between the University of Delaware and the University of Panama and has forged a major linkage agreement. Both institutions take the linkage agreement seriously and hope to make it effective. Recently the President of the University of Delaware and major Deans visited the University of Panama to explore additional areas of support. However, additional funding is required to make the linkage more viable.

Priorities for the University of Panama include faculty development in business management, accounting, public administration, education, humanities, basic sciences, and health. It is felt that the agriculture school is strong. Additional priorities for the University are equipment, books, teaching materials, research support, and infrastructure. Since most of the teaching staff are part-time, the University also feels the need to offer a program to provide part-time professors with better teaching methods.

The University believes that an AID-funded university project is very much needed and hopes to be included.

Universidad Tecnologica (UT)

Originally a part of the University of Panama, this relatively young institution has most of the advantages of youth and very few of its disadvantages. It is an institution which appears to understand its relationship to the needs of Panama and deliberately sets about to satisfy those needs. Clearly concerned with development and maintenance of quality, the Rector, Victor Levi, and his staff appeared to the consultant team to have thought very clearly about the needs of the institution and how the resources of the U.S. academic community could be used to further those goals. The Technological University would be well served by a series of small yet significant contributions, and there can be little doubt that those resources would be responsibly used.

UT has several areas of need. Its library is virtually nonexistent and substantial assistance is needed to build it up from its current 1,400 volumes. While many of its professors have been trained in the United States, the University has had little experience with formal faculty exchanges and would want to initiate such relationships. A shortage of faculty members proficient in English poses an obstacle to exchange activity.

Universidad Santa Maria la Antigua (USMA)

USMA, a small, private Catholic institution, while having enjoyed a reputation as a well-managed and quietly serious academic institution, is undergoing serious challenges to its institutional security. These are challenges which would seem to overshadow the possible benefits to be derived from small and targeted assistance programs from AID. Debt service is the major preoccupation of the administration. While the considerable financial burden of the institution does not deter university leadership from establishing priorities for academic development, attention to the financial needs of the institution will take the creative and managerial energies of the university for some time to come.

El Salvador

USAID

Only one member of the Team visited El Salvador, and only the USAID Mission was called on. The following persons were visited:

Bastian Schouten, Deputy Mission Director
Ron Witherall, Associate Mission Director
Leo Garza, Education Division Chief
Priscilla del Bosque, Program Officer

In general, because higher education is currently not a priority sector for the Mission, and because Mission staff believes that it already has an ambitious portfolio, to add additional activities would stretch an already overcommitted staff. Staff also believes that there are signals from AID/W to reduce the number of its program activities. Importantly, the Mission plans a higher education sector assessment for 1987 and would prefer to await any decision on higher education activities until the results of the assessment are known. It will, however, review the university project proposal to determine if it wishes to participate.

The Mission pointed to special problem areas which create hardships on any new project: security considerations and the consequent limitations on TDY visits. Also, because of extreme political activism at the University of El Salvador, direct institutional assistance is not currently allowed.

On the positive side, it is felt by Mission staff that some responses to the needs of the higher education sector would be appropriate. One suggestion made was to assist a private university to establish a public administration course. Another interesting suggestion was to expand the bilaterally funded scholarship program to include financial assistance for Salvadoran university students which would cover in-country tuition costs at the university of their choice. Because it is felt that many students currently at the University of El Salvador would opt for a more serious private university, the market place would then determine which of the many small private universities would be viable.

It was clear that any program which would support higher education in El Salvador would have to be designed such that monitoring and management demands on Mission staff were minimized.

Embassy and USIS

The Team member also met with the Acting DCM/Political Officer, James Mack, and with the USIS Cultural Affairs Officer, Pendleton Agnew. Both were well informed about Salvadoran universities and felt that it was important for the U.S. to establish linkages with a variety of the more viable universities. While they acknowledged the problems at the University of El Salvador, they also felt that some contact is necessary and possible. Agnew suggested that the following universities as most viable:

- Universidad de El Salvador
- Universidad Centroamericana Jose Simeon Canas
- Universidad Albert Einstein (Hard Sciences)
- Universidad Tecnologica (Hard Sciences)
- Universidad Politecnica (Hard Sciences)
- Universidad Evangelica (Medicine)
- Universidad Alberto Masferer (Health Sciences)
- Universidad Jose Matias Delgado
- Universidad Francisco Gavidia

In general, the situation in El Salvador is analagous to that in Honduras and Panama. The Mission functions in the absence of policy toward higher education, and staff predictably express doubts about the importance of working with the National University. On the other hand, when pressed, staff acknowledge the importance of U.S. ties with Salvadoran universities while expressing concern about new project demands on staff time and energies.

Summary of Findings

The university linkage project was well received by all Central American universities visited, both public and private. They expressed enthusiasm for forging new relationships with U.S. universities, for faculty exchange, and for assistance in improving many of their inadequate systems. The Team felt this to be an indication of the growing maturity of Central American universities and of the timeliness in exploring opportunities for making these new relationships possible.

Both Embassy and USIS were supportive about the importance of linkages between U.S. and Central American universities. They displayed a keen understanding of the role these institutions play in shaping the political leadership of the country. They tended to support the idea that additional points of contact and increased communication between U.S. and Central American universities will stimulate long-term educational quality improvement.

The Team found some evidence to support the idea that universities in advanced developing countries (such as Mexico, Brazil, Venezuela, and Colombia) may have comparative advantages over U.S. institutions and might be able to participate as part of a "triangular" approach in assisting Central American universities.

The Team observed time and again that because Missions have not engaged in substantial university projects for a long period of time, they are hesitant to add another responsibility to an already overburdened staff. It was stressed upon the Team that a

regional university linkage project therefore should be designed in such a way that demands on Missions for conceptualizing, developing, managing, monitoring, or implementing subproject activities with the Central American universities is minimized. Yet, any new project should allow Missions to participate in the conceptualization and approval stages.

Some general conclusions can therefore be drawn:

- 1) **The importance of the public institutions should not be underestimated.** Both UNAH and the Universidad de Panama are far too educationally and politically central to the educational and social development of their respective countries to be trivialized. The consultant team noted particularly the very significant achievements of the new leadership at UNAH to stabilize the institution and turn that institution's attention to serious academic questions. Generally speaking, USAID posture toward the public institutions, as it appeared to the consultant team, seems unnecessary and unproductive. There are, undoubtedly, political, cultural, and academic traditions which the Latin American university is heir to, traditions which frequently frustrate U.S. educators and diplomats. Some of these traditions (such as parity or "co-gobierno," open admissions, and tuition-free studies), if not always highly valued by the institutions themselves, are indeed very slow to change. Central American universities share these traditions with institutions throughout Latin America, and both the National University of Honduras and the University of Panama may be among the most successful in managing their educational enterprises in spite of those traditions. While some of these traditional institutional characteristics may stand in the way of effective modernization, they are generally regarded as elements of the "cost of doing business" within the Latin American cultural and political setting. They should not get in the way of effective U.S. support for the public universities' goals for modernization. There are sufficiently good reasons for the U.S. to be actively involved in the public universities of Central America and to work constructively within their context.
- 2) **Emphasis upon the private university in the context of general AID policy toward private sector development can lead to apparent contradictions in USAID programmatic objectives.** Private universities in many instances appeal to the privileged sectors of Central American society. To throw the weight of the Missions behind the development of private universities--to the total exclusion of public institutions--might assist neither the development of the private sector nor of higher education. Also, miscommunication about USAID's real concerns for the development of the disadvantaged may result. As the consultant team found, private institutions are not the sole protectors of standards of academic excellence: the need for institutional survival leads them to make the same kinds of academic compromises that their public counterparts often must make. In Honduras, specifically, the extent to which the private institutions offer real educational alternatives to Hondurans desirous of higher education is questionable. Of the two institutions observed, the only viable one is the Universidad de

San Pedro Sula; the basic "alternative" offered is an alternative to a more costly and now out-of-reach U.S. education. Support of the Universidad de San Pedro Sula may be a legitimate AID activity, but in terms of USAID's policy objectives it neither supports the development of the private sector nor does it substantially affect the overall nature or quality of higher education in Honduras.

- 3) **Productive relationships between U.S. academic institutions and selected Central American higher education institutions are possible and desirable.** AID has had legitimate reasons in recent years to focus its resources upon sectors other than higher education, but there are equally legitimate reasons to re-examine those policies, looking toward sensible contributions to the development of universities. U.S. interests in longer term institutional stability in the region and the real development needs of the region's higher education institutions can be served through a renewed programmatic focus upon higher education.
- 4) **There are a variety of ways in which the U.S. university could attend to some of the development needs of Central American universities, none of which need to be costly or large.** Faculty exchange and training, access to ways of improving management and administration, enhanced access to English language training programs, assistance in acquiring library and other material resources, and modest and focused association with U.S. university departments are just a few of the suggested desirable ways in which the resources of the U.S. university could be harnessed on behalf of university development in Honduras and Panama. In neither the USAID Missions nor the universities was enthusiasm expressed for the large, comprehensive university-to-university contracts typical of programs two decades ago. Rather, university desires, for the most part, seem sensibly modest and focused. Universities seem to have developed a certain healthy skepticism about U.S. university objectives in large contract relationships and certain realistic expectations about funding possibilities.
- 5) **AID is a primary but not the sole source of funding opportunities for university development in the region.** In addition to considerable investment in faculty training on the part of USIA and AID in the LASPAU faculty development program over the past 15 years, other donor institutions and countries have been involved in the development of higher education in Central America. The InterAmerican Development Bank, the West German DAAD, the Japan Foundation, the Canadian International Development Research Center, and the Swedish Agency for Research Cooperation with Developing Countries have all recently undertaken investment programs to improve the quality of teaching and research among the public institutions of Central America. Many of these efforts are multinational and are coordinated through the Council of Central American National Universities (CSUCA) in San Jose, Costa Rica. While these efforts are growing, however, they are still very modest in relation to needs and do nothing to increase ties with the U.S. or opportunities for U.S. citizens and institutions to learn more about Central America. An expanded AID role is needed to achieve the latter objectives.

III. ALTERNATIVE RESPONSES

AID has at least four courses of action open to it:

- 1) To maintain the status quo -- i.e., to continue to assign low priority to projects with Central American universities but to allow each Mission, within the limits of its budget and staff resources, to propose and carry out the occasional project of local significance.
- 2) To provide Missions with additional resources for work with the local universities and to encourage them to present country-specific action plans which, upon approval, would be funded through additions to country budgets and implemented by each Mission through means of its own choosing.
- 3) To establish a regional Central American university linkages program to fund, on a competitive basis, joint projects proposed by Central American and U.S. colleges and universities.
- 4) To contract with an outside organization, like the proposed Academic Cooperation and Development Service, to help plan, fund, and provide technical support to a series of locally developed university development activities in the countries of the region while stimulating and encouraging the expansion of academic ties with the U.S.

As suggested earlier, we believe that maintenance of the status quo is untenable. Central America is a region in crisis. While taking different forms in different countries, the crisis is as much (or more) political and social as economic and developmental. In every country the universities, particularly the major public universities, are among the most important local institutions. Traditionally they have been both the trainers of the bulk of each country's political, social, and economic elite, as well as key political actors in their own right. In more recent times demographic and educational policy changes have produced a situation in which the same institutions are, for better or worse, the primary avenue of upward social mobility for the best and the brightest of the underprivileged in each society. The new U.S.-sponsored scholarship programs (CAPS, CAMPUS, CENTAM), while important, will not and cannot change a fundamental fact: that the vast majority of the young Central Americans who will be determining their countries' destinies in the years ahead will necessarily be trained at home, and mostly in the large public university systems.

The Kissinger Commission appeared to acknowledge this basic reality when it recommended that its scholarship proposals be complemented by efforts to assist university development within the region. In any case, the fundamental premise is correct: it is critically important to eliminate the United States' isolation from and to reopen communications with the region's universities. Furthermore, we believe the time is ripe to do so.

Central American universities are now open to an expanded U.S. presence, provided it is done with skill and patience. We are persuaded that the best way to take advantage of this opportunity is to create trust and confidence via a series of jointly developed and mutually rewarding collaborative projects that also create and enhance long-term professional and academic links with U.S. institutions and individuals. We emphatically oppose recourse to excessively large and ambitious U.S. interventions,

which we are convinced would inevitably fail because too many local interests, including perhaps some of the AID Missions themselves, would feel threatened and ignored by external forces essentially beyond their control.

Assuming that the status quo is unacceptable--i.e., that some kind of action is essential to the U.S. interest--and also that whatever program responses AID chooses to make should be modest, carefully measured, and designed to strengthen the U.S. presence in the universities as well as contribute to their development, the question is which of the remaining options makes the most sense.

The second option, turning the responsibility over to the Missions, would optimize their power and control. A model, perhaps, is the Central American Peace Scholarship Project (CAPS) which created a special regional fund from which allocations were ultimately made to enable each Mission to carry out programs of its own design through means of its own choosing. A country and Mission-based approach would have the great advantage of maximizing the fit between whatever is done in university development with each Mission's larger programs and country strategy. On the other hand, the Missions, by their own testimony, are on the whole currently rather poorly equipped to conceive and execute university development and, given the pressures of competing priorities, are unlikely to obtain the staff resources needed to do the job properly. Their level of interest in the universities also varies. There is a real risk that while they might perhaps wish to respond to the challenges posed here, in fact they would not be in a position to do very much. Therefore, although the option is not without merit, we believe it is not likely to lead to a solution to the problem.

The third alternative, an AID-supported regional Central American-U.S. universities linkages program, would reduce the requirements for detailed operational involvement by the Missions and maximize the opportunity for Central American and U.S. universities to propose projects of their own choosing. The model here is the USIA university linkages program adapted, of course, to a university development project mode in keeping with AID's objectives and level of resources. Under this model project proposals would be jointly developed and presented by partnerships of Central American and U.S. universities and colleges, normally but not necessarily limited to one-on-one relationships. Each proposal would identify one or more specific projects to be accomplished in a set period of time, the resources needed to carry them out, and the matching contributions, if any, to be made by the proposing institutions. Proposals also would be expected to indicate how the projects fit into long-term plans for collaboration between/among the proposing institutions. The approval process would be competitive and would take place at the regional level, but the local Mission would be assured of an a priori opportunity to comment on the quality and feasibility of each proposal affecting institutions in its area of geographic responsibility.

Besides reducing direct demands on AID staff, the linkages approach has the advantage of being likely to produce a number of good project ideas which respond to mutually defined academic priorities and to offer prospects of creating cooperative U.S.-Central American academic relationships which will endure beyond the life of each project. A principal drawback is that there would be less opportunity for Mission input into the overall conceptualization and planning as opposed to approval of projects--i.e., it would be more difficult to develop a set of activities closely integrated with each Mission's country strategy. Another is that the Missions might find themselves involved in a series of sensitive and time-consuming negotiations over competing proposals. In a few instances the way might be opened for excessively entrepreneurial U.S. schools to

exploit the program for their own narrow purposes. While none of these problems is necessarily insurmountable, on the whole this approach does not seem as finely tuned and well targeted as the total situation requires.

The fourth alternative, and the one which we recommend, is to create a regional mechanism for channeling funding to and technically supporting a series of local university development activities designed, among other things, to encourage expansion of academic ties with the U.S. Specific projects would be developed within the framework of each Mission's country higher education plan but without placing direct administrative responsibility on the Missions. The expansion of academic cooperation agreements between U.S. and Central American universities would be encouraged as an integral part of the overall project. Other key components would be policy dialogue with the region's universities, helping with the identification and analysis of problems, design of a few good, small, practical development projects responding to the needs identified, and provision of a clearinghouse for information on university development activities in the region.

We believe that this final option has much to recommend it. It would allow for development and implementation of a regional higher education strategy and program while assuring at the country level a high degree of local control and responsiveness to local priorities. It would enable the local AID Missions to have the ultimate say on what is or is not done in their countries without their being required to assume implementation functions which they are unlikely to be given the resources to carry out. Increased contact and involvement with the Central American universities on the part of a wide range of qualified U.S. individuals and institutions, and encouragement of long-range professional and academic ties would be achieved without abandoning a primary focus on specific, locally inspired development activities. The proposed central technical support mechanism, the Academic Cooperation and Development Service, would not only assist in expanding linkages between the U.S. and Central American universities, but also would provide an accessible and responsive resource for designing and implementing university development activities and facilitating communication and the flow of information on university development between the U.S. and the countries of the region.

Section IV of this report outlines a possible project corresponding to option four-- which we enthusiastically support and offer for the Agency's consideration.

IV. RECOMMENDED ACTION: PROJECT DESCRIPTION

PERCEIVED PROBLEM

The United States has been out of touch with the universities of Central America, particularly the major national universities. The universities of the region, however, play central political roles as trainers of future elites, shapers of political ideologies, and direct political actors. They are, thus, one of the factors in the Central American crisis and a necessary component in any realistic politico-socio-economic strategy to resolve it.

The U.S.'s opponents understand this very well and for some time have dominated university politics in the region. For a number of reasons, their influence is currently reduced. The U.S. consequently has an opportunity, if it chooses its goals and methods wisely, to take steps to redress the balance. Working closely with various Central American campuses which are ready and able to cooperate, the U.S. should seek ways to support and assist their efforts, and in the process, expand ties with our country and help to develop a deeper appreciation of U.S. academic principles and methods. Failure to do so would be to continue to leave this key arena to others.

PROJECT GOALS AND PURPOSES

The project recommended here is designed to broaden and deepen ties between Central American universities and the U.S. while helping to resolve concrete academic and technical problems which the Central American universities confront. In other words, it will simultaneously address both political and developmental aspects. The primary goals are related to foreign policy--i.e., to expand the U.S. presence and influence, open new channels of communication, expand and deepen relationships between Central American and U.S. higher education, and expose a wider range of Central American students and academic personnel to the U.S. and U.S. academic principles and approaches than is possible through even greatly enlarged scholarship programs. The project's success will be measured largely by the degree to which these kinds of results are achieved.

At the same time, a mode of operation is proposed which focuses on the identification, design, and execution of modestly sized, practical, achievable collaborative development projects. The resources of a wide range of U.S. academic institutions and skilled personnel will be employed, thus ensuring that significant developmental purposes will be served and academic and technical relationships established that will continue to function after each particular project is completed. The project's development components will offer opportunities in all four of AID's principal areas of program emphasis. Key Central American institutions will be strengthened. U.S. academic and technical approaches, appropriately adapted, will be transferred. The opportunity for effective policy dialogue over key higher education issues--governance, academic quality, politicization, and access--should be significantly increased. And even though most of the key universities are public, opportunities should present themselves to help link them more directly and usefully to local private sector training and technological needs.

Underlying this use of developmental activities to achieve both political and development objectives is the conviction that U.S. interests in the Central American universities will be best served by taking the long view and seeking and acting on those opportunities where mutual self-interest is clearly present. Large-scale or heavy-handed

U.S. interventions aimed at achieving short-term political results would be counterproductive and would only undermine our friends and serve to reinforce the negative stereotypes of U.S. behavior that are already too effectively disseminated by unfriendly groups.

PROJECT DESCRIPTION

It is recommended that AID establish a regional university development project to fund locally developed activities addressing the needs of Central American universities. It is further recommended that the funds be channeled through a central technical assistance resource capability, the proposed Academic Cooperation and Development Service (ACDS), the primary roles of which will be to provide technical support to the Missions and participating Central American universities and U.S. higher education institutions and academic leaders.

A regional project is necessary to ensure a uniform conceptual approach to a difficult and complex task--strengthening relations with key universities and university-based power groups in the region working primarily through a small project development mode. A regional mechanism like the proposed ACDS is needed to provide technical and facilitative resources that individual Missions are not in a position to provide. A regional approach also will foster healthy competition for available resources among the countries of the region and provide the flexibility to transfer resources from one country or institution to another as needed.

It is our belief that the majority, if not most, USAID Missions in the region would like to see a measured but significantly increased U.S. involvement with the universities, an objective that for a number of valid reasons they are unlikely to be able to achieve through their own unaided efforts. The proposed regional project will provide the means to this end while, as described below, retaining the Mission's overall policy control and operational oversight of the specific activities carried out in each country.

U.S. higher educational institutions are ready and willing to cooperate. Among the reasons for this are a desire for more international involvement, increasing field opportunities for their faculty and staff, internationalizing their curriculum and research, enriching their student bodies, and diversifying their training and technical assistance capabilities. While a number of U.S. institutions already have working relationships with individual Central American universities--and these should be continued and expanded where appropriate--a much larger pool is potentially available to be drawn upon, provided a means exists to match their capabilities to Central American needs. Bringing the two together will be one of ACDS' principal functions.

Given the complexity of the project, a long-term perspective will be necessary. Even though it will be essential to get the project going quickly and for it to produce an early impact, it will take time to establish the degree of trust and broad range of close, collegial working relationships on which the ultimate success of the project will depend. A minimum initial five-year authorization is recommended with a planning horizon through 1992.

Determining the most appropriate size of the regional project will require further study and interaction with the Missions. In our opinion, it would be wise not to attempt to do too much too soon. Over the life of the project, \$10 million might be an appropriate target.

A step-by-step description of how the proposed regional project would function in a given country follows:

- 1) The project would be developed by LAC/DR/EST with local AID Mission involvement as appropriate. Once approved, the AID Mission in question would be invited to participate in specific activities.
- 2) Assuming the Mission chose to do so, at least tentatively, a technical team would be assembled by ACDS to visit the country and work with the Mission and local educational leaders in the development of a project strategy for that country, a prioritized list of possible project activities, and a proposed set of funding targets over the first three years of the project. The Mission and AID/Washington both would have to approve the resulting program before ACDS could begin to implement it. The program would receive an annual review thereafter.
- 3) Given the primary bridge-building objectives set for the project, it is crucial that during the planning phase and throughout the project there be complete and frank dialogue with interested Central American universities and that subsequently in each institution in which the project will be active that a small number of practical, achievable projects be successfully designed and carried out, drawing on U.S. academic and technical resources as needed. Quality not quantity must be the guiding principle, especially at the outset. One or two projects per institution at any one time would be the norm. The style of preparation and execution of subprojects will be as important as their content. The operative mode must be that of academic and professional collaboration among equals. U.S. colleges and universities, and others interested in participating, should be judged by this standard as well as their academic and technical competence.
- 4) ACDS would be responsible for further development and for coordinating the execution of each approved subproject. In so doing it would work closely with the leadership of the local university or universities involved in the project while keeping the Mission appropriately informed of its activities, including prior notification of each visit to the country, providing briefings as requested, and sharing copies of all trip reports.
- 5) Contracts and/or agreements would be negotiated for all approved subprojects. These would spell out the roles of participants, state objectives, define project methods, state the amount of resources available and which party will administer which, and establish output goals, benchmarks, and how the project will be evaluated. Both the AID Missions and the local institution(s) involved could have the right of prior approval of agreements over a specified minimum size—e.g., \$25,000.

- 6) ACDS might be the direct executing agent for certain projects, particularly those calling for specific short-term consultancies and technical assistance, the delivery of other well-defined, one-time services, or certain non-project-specific training activities. Normally, however, it would seek a U.S. higher educational partner or partners to carry out the project. In some cases, there could be an open competition. In others, after appropriate consultation with AID, the participating local institutions, and recognized sources of advice on U.S. higher educational resources, a short list of U.S. institutions, perhaps four to six per project, could be invited to submit proposals.

Final selection of a U.S. partner would depend not only on an institution's technical competence but also a proven track record of working effectively and sympathetically in developing country environments, preferably in Central or Latin America, a willingness to commit high level talent of its own to the project, a readiness to make a significant financial contribution, if required, and a commitment to sustaining the links created by the project beyond the life of the contract. The Mission and the participating local institutions would be consulted before a final choice is made.

Specific set-asides would ensure participation of Title XII, Junior/Community Colleges, and HBCUs.

- 7) Through program and financial reports and periodic visits and other contacts, ACDS would be responsible for monitoring the execution of each approved subproject and for evaluating results. The Missions and the local institutions would be kept fully informed.
- 8) In addition to specifically defined subprojects, ACDS would seek to provide a channel for ongoing policy dialogue with higher education leaders in each country over such issues as educational quality, governance, admissions, student services, access, curriculum, teaching materials, and the academic division of labor. ACDS would consult with AID on topics and issues of special interest.
- 9) ACDS also would serve the AID Mission, local universities, and U.S. higher education as a source of timely, reliable information on higher educational developments in both countries and the region as a whole. Among other things, information would be shared about experience gained in similar higher education projects throughout the region. Close coordination would be maintained with AID, CAPS, RTAC, and Educational Research projects. As needed, technical support could be provided to national and regional workshops designed to share and extend project experiences. Information on the activities of other donors and sources of financing would be systematically developed and disseminated.

SUBPROJECT POSSIBILITIES

Because each set of activities carried out in a given country will need to be carefully tailored to local circumstances, as well as respond to the interests of potential U.S. partners, it is not appropriate to attempt to wholly prejudge specific outcomes. From the discussions held with local university administrators and academic personnel as well as AID staff, however, it is possible to identify a number of areas which offer considerable promise of providing strong mutual benefits and which, in our opinion, deserve exploration. They include, not necessarily in order of importance, the following:

- 1) Assistance to strengthen university administration. Depending on circumstances, projects could focus on the entire institution or on individual faculties. Projects in this area might well emphasize at the outset student registration, academic recordkeeping, financial systems, and other opportunities for transfer of state-of-the-art technology. But exposure to U.S. academic administration methods could well open the doors eventually to dialogue over broader institutional questions. Given the sensitivity of the subject, selective use of consultants could be particularly useful in this area, and ties with individual U.S. experts could be as, or more, important than institutional linkages, at least at the beginning.
- 2) Helping the universities to become better aware of and more responsive to the needs of local productive sectors, especially the private sector. Where there is interest, assistance could be provided to particular faculties to help them to strengthen dialogue with the private sector and, as needed, to revise their programs to be more supportive of the private sector's needs, and, in the process, improve the employment prospects of their students. Engineering, Management, and Economics faculties would appear to be the places to start. The experience with such faculties conceivably could affect others.
- 3) In some instances, there may be an opportunity for constructive dialogue on projects directly aiding students--e.g., design of student activities programs and facilities, advice on financial aid and other support mechanisms to increase access to the university by poor students, facilitating access to "study abroad" programs to give a wider range of students exposure to the outside world (especially the U.S.), or advice on ways to help identify and recruit a higher proportion of the best students as future university teachers and administrators. (This last, conceivably, could be linked to employment opportunities for returning CAPS students.)
- 4) Provision of advice on academic program planning and curricular design. The study, unsystematic as it was, revealed a number of specific needs for assistance in thinking through academic goals, particularly how to fill major gaps in undergraduate programs--e.g.,

electrical engineering, computer science and other high tech offerings, business management, English, etc.--or to build new or improved graduate programs on existing strengths, and in the process contribute to vitally needed national research capabilities. Other areas of possible need include advice on strengthening instructional systems and resources, including laboratories, libraries, audiovisual aids, satellite TV, etc.

- 5) Assistance with the planning of faculty and staff development programs. This topic was at or near the top of the list of priorities at every institution visited. The regional project itself would not be in a position to fund large-scale staff development programs, but it could make a critical contribution to helping support pilot efforts. One of the tasks to be accomplished would be to ensure that human resource development goals are appropriate and relevant to the institution's total development. Another would be to help the institution take maximum advantage of existing scholarship and other foreign and local training opportunities. Of particular interest would be the issue of junior faculty development, something which is critical to long-term success in strengthening and restructuring academic programs, particularly in such areas as law, education, and social sciences.

Candidates for junior faculty positions, for example, could be recruited initially as teaching assistants. They could spend at least two years in an apprenticeship role under the guidance of leading local and visiting faculty. Eventually many of them could be drawn from the ranks of the CAPS scholarship recipients, but in the first years of the program, they could be selected from the best of the recent graduates. Those who successfully complete the apprenticeship period could be eligible for up to two years of Master's or Ph.D. training in the United States. Dissertation research, where applicable, could be done in the country of origin under supervision of local and visiting faculty. Subsequently, periodic short refresher visits to the U.S. could be made available to maintain a high level of academic readiness and close professional and personal ties with the U.S.

Consideration could be given to a similar, though smaller, program to recruit and train junior administrative and library staff.

More senior faculty and administrative staff also need to be included in staff development programs both to modernize and upgrade their skills and to enlist their cooperation. Programs combining in-country training, regional seminars, and selective opportunities for short (2-3 months) training and observation tour to the U.S. could be designed to meet the needs of this group.

Lower level administration and technical personnel--laboratory technicians, data processors, office staff, library assistants, buildings and grounds supervisors, etc.--also could be provided training opportunities. While much of the training required could be done in-country or in-region, consideration should be given to appropriate short U.S. training and internship experiences.

The problem, in our opinion, will not be one of identifying good, practical project ideas on which to work. Rather, it will be one of deciding which one or two subprojects and what implementation mechanisms make the most sense in a particular situation given the goals of the regional project. It will be ACDS' task, in consultation with all concerned, to sort these matters out and make specific recommendations to USAID and the participating local universities. A few guiding principals, however, are hereby proposed to guide those decisions.

First, we believe that direct efforts to achieve broad structural reforms in the universities, if essential to the Mission's agenda, should be carried out through channels other than ACDS and the regional project. ACDS over time will in many cases achieve a sufficiently cooperative, trusting relationship with the universities to be able to initiate an effective dialogue on such issues. But it would be premature and possibly counterproductive to place this objective high on the project's early agenda.

Large-scale, expensive projects should be eschewed. The regional project will not have the resources to carry out such projects--an issue that should be made known immediately to all concerned so that unwarranted expectations are not created. More importantly, a small-project approach is the only one likely to produce the kind of improvement in U.S.-Central American academic communications and relationships that is central to the project's objectives.

The bulk of the projects chosen for support should address a given problem primarily through technological transfer via the provision of short-term technical assistance, short-term exchange of key faculty and other personnel, limited quantities of critically needed equipment, books, and materials, and training fellowships for faculty and staff. Funding for resident, long-term U.S. technical assistance personnel should be exceedingly rare if provided at all.

We envision a normal range of costs from a few thousand dollars for a project involving primarily technical consultation and advice to perhaps a high of \$150,000 for a more comprehensive problem-solving or pilot staff development effort. If the average cost were \$100,000, this would mean a practical limit of three or four projects per country per year. While this is not an adequate level to address a broad range of university development needs, it is, in our judgment, enough to achieve the goals set for this project.

Clear subproject selection criteria will be essential to ensure that resources are properly allocated and that choices among competing opportunities are made fairly and objectively.

First, subprojects will need to be designed to guarantee, to the extent possible, that they will succeed. It will be much more important that a given project truly respond to a felt local need, that it be achievable, and that the outside resources mobilize to help carry it out are suitable and fully capable to their tasks than that it fall into any particular, pre-determined priority development area. All things being equal, subprojects normally could be directed to areas of special interest to AID, but this should not be required if it means going counter to the preferences of the local institutions or putting the ACDS into an admittedly high risk situation with high probability of failure.

The local university should be a high priority institution in its own context. In general, the regional project is designed to facilitate constructive U.S. engagement with the principal public universities of the region.

Projects should be of small to modest size. They should significantly address university development needs but not attempt major institutional reform or restructuring.

Projects should lead to expansion of constructive, high-quality, institutional and individual relationships with the U.S. academic community. Mutuality of interest, trust, and mutual respect should characterize the relationship. There should be good prospects that the ties thus created will be maintained beyond the life of the particular subproject and stimulate additional activities.

ACDS

Some of the organizational and financial issues which need to be addressed in developing the proposed Academic Cooperation and Development Service include:

- 1) The pros and cons of creating ACDS as a new organization or developing it as an adjunct of an existing organization or organizations will need to be explored.
- 2) The tasks of promoting and supporting university cooperation agreements between the U.S. and Central America as an integral part of the project would appear to require a private, nonprofit organization which can receive and regrant funds--i.e., the equivalent of a 501 (c) 3 private foundation.
- 3) The group probably should have its primary base of operations in the U.S., preferably Washington, D.C., to facilitate communications with AID.
- 4) Detailed organizational, staff, facilities, and budgetary planning should begin as soon as the regional project is approved in concept without awaiting final approval, so that the group's resources will be available to the Missions without delay. A relatively small, fast-moving organization is envisioned, with perhaps no more than four or five professional program staff.
- 5) A five-year financial plan should be developed and approved in principle for the outset even though actual funding obligation will proceed on an annual basis.
- 6) The organization's core budget should cover all its normal operating costs independent of the budgets of particular subprojects which may be developed.
- 7) To reduce costs, counterpart and complementary funding should be sought for most if not all projects, and the availability of such funds would normally be a criterion for approving a project.
- 8) AID Missions, subject to constraints imposed by the absorptive capacity of ACDS, should be free to add resources to enhance the group's activity in their respective countries. Missions could also, subject to mutual agreement, provide complementary funds to specific projects or even on occasion contract with ACDS to execute projects falling outside the framework of the regional project.

- 9) To take full advantage of other sources of funds which might become available, ACDS should be authorized, within the framework of its charter, to administer and receive non-AID funds.

EXPECTED ACHIEVEMENTS AND ACCOMPLISHMENTS/CONCLUSION

The project as proposed should produce at least two important outcomes.

A key accomplishment should be the establishment and/or strengthening of channels of communication and contact between AID and a number of the principal Central American universities. Closely related outcomes would be a significant expansion of academic ties and linkages between the U.S. and the universities of the region, and reciprocal strengthening of both institutions.

In addition, a series of concrete, practical university development projects would be carried out. As noted, the possibilities include, among other things, projects designed to strengthen university planning and administration, to improve the conceptualization and design of academic programs, to assist faculty recruitment and development, to encourage efforts to improve access to the universities by and services for low-income students, and to aid the introduction and effective use of new information and instructional technologies.

In addition to these anticipated direct achievements, the project reasonably can be expected to contribute, as a complement to CAPS and the other scholarship programs, to producing a new generation of Central American leadership with a deeper understanding and respect for the U.S., its people, and its institutions. While this last outcome will be difficult, if not impossible to measure precisely, and it could in the long run be the most important.

Much has been made recently of the fact that the Soviet Union and Cuba are providing large numbers of overseas scholarships to young Latin Americans. While the United States is working hard to increase undergraduate training opportunities in this country for them, by and large these particular young people must, and will, receive their educations at home and predominantly in the region's large public universities. The inescapable conclusion is that efforts are needed to strengthen these institutions, revitalize their staffs and curricula, and expose faculty, staff, and students to the best of U.S. educational philosophy and method before a whole new generation is lost to mediocrity and possible political extremism. Such efforts cannot and should not be at the expense of the scholarship projects' efforts to create jobs for unemployed youth, projects to strengthen primary, technical, and vocational education, or of development in general. University development must be viewed as a complementary but essential component of a package of comprehensive social and economic programs that are urgently needed if the Central American crisis is to be surmounted.

CENTRAL AMERICAN UNIVERSITY DEVELOPMENT PROJECT

Tentative Budget

	<u>PCT.</u>	<u>\$ (000s)</u>
ACDS consultation, monitoring, reporting, and policy dialogue activities	15	1,500
Cooperative Projects (predominantly linkages):		
--University administration	10	1,000
--Training and other services for private sector	15	1,500
--Student activities	10	1,000
--Academic planning and assistance	15	1,500
--Faculty/staff development	30	3,000
ACDS information clearinghouse, networking, and joint research activities	<u>5</u>	<u>500</u>
	100	10,000

APPENDICES

APPENDIX I
COUNTRY REPORTS

Mr. Tom Donnelly of AID/Washington accompanied Messrs. Dye and Tyler, and his observations follow as an appendix to the report. Mr. Donnelly's reports serve to illustrate the extent to which broad agreement was reached by the Consultant Team as regards the findings.

I. HONDURAS

The Team visited with the USAID Mission, the two private universities, the national university and the teacher training institution.

USAID. The Mission is weighing whether or not it should have a higher education project. It wants to help the private sector universities, especially the Universidad de San Pedro Sula, but recognizes the preeminent dominance of the Universidad Nacional Autonoma de Honduras. The Mission is awaiting the design of the regional universities project in order to decide whether it should develop a university project. A regional project that allowed for Mission buy-ins could obviate the need for a separate Mission project.

The Mission has worked with the Universidad Nacional Autonoma de Honduras but has difficulty accepting the structural nature of the university. Student Parity (students have 50% of the vote in UNAH), open admissions, the part time nature of both students and professors, and inefficient use of a large budget from the government are issues which seem to make the Mission hesitant to work with UNAH. Several people in the Mission felt that a regional project that would support small, problem solving activities at UNAH would be desirable. They pointed to USAID assistance to UNAH to computerize student registration as an example.

There is a great deal of interest in supporting the private Universidad de San Pedro Sula. The Mission perceives the USPS as being a center of excellence, charging tuition, having full time professors and students and having strong support of the private sector. The Mission is considering providing funding for construction of a campus for the USPS. It has held off providing funding for longer term technical assistance pending design of the regional university project.

B. UNIVERSIDAD JOSE CECILIO DEL VALLE

The Team met with Irma Acosta de Fortin, the Rector of the UJCV. This small, private university is housed in two private houses on a hill above central Tegucigalpa. It was created in 1978 because of the turmoil at the Universidad Nacional Autonoma de Honduras and at the height of that turmoil had 280 students. As the UNAH has stabilized and reformed, the Universidad Jose Cecilio del Valle has lost students. UJCV's greatest problem is now survival. With less than 125 students, there is question whether UJCV can survive in Tegucigalpa and whether there is need and demand for a private university in that city.

UCJV offers degrees in Engineering, Business Administration, Architecture as well as technical training in Tourism, Data Processing, Graphic Design, etc.

The Rector is an internationally well-respected Honduran academician. She has tried to provide quality education. UJCV also tries to find fields which are responsive to the market demands Honduras yet not competitive with courses of study offered at the Universidad Nacional Autonoma de Honduras. She has found, however, that as soon as UCJV develops such a program, UNAH immediately opens a similar area of study.

A greater number of scholarships might induce some students to choose UCJV over UNAH and thereby allow UCJV to survive. Other types of support which the university project could provide are welcomed by UJCV but will not resolve its main problem of lack of students.

C. ESCUELA SUPERIOR DEL PROFESORADO "FRANCISCO MORAZAN"

The ESPFM is the teacher training facility of the Honduran Government. It provides a three year post secondary school program. It has had a declining enrollment in recent years, from a high of 2,638 students in 1978 to less than 2,000 on the Tegucigalpa campus at present. Its student body tends to be full-time at the modern campus in Tegucigalpa.

Dr. Jose Carleton Corrales Calix, ESPFM's Director, believes that support and linkages with US universities are needed and important. He cited graduate and refresher training for staff, teacher exchanges and institutional linkages as important for his school. Since many teacher training schools are leftist-oriented, Dr. Corrales said that political problems related to exchanges and linkages are real but not insurmountable.

D. UNIVERSIDAD NACIONAL AUTONOMA DE HONDURAS

The largest and oldest university in Honduras, UNAH was founded in 1847 and enjoyed a monopoly on higher education until the two private universities were founded in the late 1970's. UNAH theoretically receives 6% of the national budget to cover its needs. It has two branch campuses in San Pedro Sula and in La Ceiba. The total UNAH system has in excess of 30,000 students.

The Team met with the Rector, Licenciado Oswaldo Ramos Soto, and the Vice-Rector, Angel Andres Casco Lanza. Both were very supportive of the concept of a regional university project and emphasized that UNAH needed and wanted substantial assistance in a variety of fields from AID and wanted linkages with various US universities. Computer capabilities in engineering and health sciences as well as to reform university administrative procedures were underlined as critically important. UNAH wants professor exchanges with US universities, especially for English teachers and professors in the sciences. UNAH wishes to establish additional graduate programs and wants technical assistance from experts in fields such as business administration, social work, economics, and various engineering fields.

The highly articulate Rector has managed to reorient the university away from the left, has instituted policies and actions which have resulted in creating a more serious academic environment, has stabilized a volatile community and now claims that he "feels cheated" by AID because now that conditions are ripe for expanded relationships, USAID is unwilling to provide the support needed.

The Rector has requested assistance from the US Ambassador to build a stadium and sports complex. The Rector believes that sports are an important part of a student's life and that when occupied with sports students are less likely to engage in political activity.

UNAH is clearly in a serious growth and organizational improvement phase. It has lost students to the two private universities that, in effect, sprang up as an alternative to the highly politicized UNAH. But as UNAH has improved, one of the private universities has indeed suffered from declining enrollment.

E. UNIVERSIDAD DE SAN PEDRO SULA

The University of San Pedro Sula is a private university founded in 1978 by businessmen in San Pedro Sula. It considers itself a center of excellence and points with pride to its direct copies of ideas and systems from American universities. Examples shown to the team were of an academic year calendar and course listings for a particular technical field. The University has strict rules that preclude student activism in politics within the university.

Major fields of study include Law, Administration, Architecture, Agriculture, Journalism and Medicine. The 1,000 students come mostly from the San Pedro area from middle to upper income families.

In spite of emphatic proclamations from Mrs de Martel that the University of San Pedro Sula is providing excellence as part of its education and is determined to be a carbon copy of a US university, several traditional features of a Latin American university remain:

- the school, structured around traditional faculties with no core program of studies for entering students, suffers from resulting traditional Latin American university inefficiencies.
- professors are part time.
- students are part time.

- fields of study are traditionally those offered by Latin universities and don't seem to be responsive to market needs and demands.
- no admissions requirements.

The University points out many areas in which it would like and needs help. The USAID will probably provide support for the construction of the first building on a new campus site in an attractive residential area of San Pedro Sula. The University needs more trained professors, wants assistance in its organizational efforts, needs books, equipment, and would like an exchange of professors with US universities. It is an embryonic university which has a chance to survive in a country without a tradition of private universities. It is not currently a center of excellence and cannot be compared to the UNAH in terms of its impact on the country.

The University of San Pedro Sula points with pride to the support it receives from the San Pedro Sula private sector. But when asked to list the specific areas of support, the University indicated that the architectural drawings for the new campus were donated by a local architectural firm, that legal services are provided free by one of the Foundation members, and that several scholarships were provided by local businesses.

It would therefore appear that additional assistance is needed to forge a close and effective link between the University of San Pedro Sula and the local private sector.

CONCLUSIONS:

- the USAID is interested in the university linkages project and wants it to include work with the University of San Pedro Sula.
- the UNAH is interested in receiving support from the linkages project and wants both closer ties with US universities but also with USAID.
- the UJCV will probably not survive as a university unless political conditions change at the UNAH and drive serious students away again.
- the Escuela Superior del Profesorado wants support and professor exchanges with US universities but also believes that it must be handled delicately given the more political nature of the school.
- the USPS wants any and all types of assistance.

III. PANAMA

USAID. The Mission indicated that there is need among the three Panamanian universities for linkages with US universities and that it favored such programs. However, the Mission is particularly sensitive to the need for any linkages project to be driven by the desires of the Panamanian universities and not the business interests of US contractors or US universities. The Team assured the Mission on several occasions that this was a guiding principle around which any project design would be structured.

It was pointed out to the Team that the USAID Director does not believe in regional projects. It also became apparent that there was confusion about what a regional project is. The Mission Private Sector Officer, for example, seemed to feel that a regional university project would offer only specific pre-determined areas and methods of assistance - i.e., a regional business administration improvement component, and that local universities would have to accept the rigidities of the project design. The Team attempted to clarify both the regional issue and the flexibility of any project design that would be developed.

The Mission feels that it is important to work with the University of Panama, the predominant and eminent university in Panama. It also believes that the Universidad Tecnologica de Panama is excellent and, while it could use additional assistance, it has been able to garner support from many sources. It does not consider the small Catholic university, Santa Maria la Antigua, as being particularly significant.

The Mission wants final decision on what activities are carried out and will want an active voice in the implementation phases of the project. The Mission feels that the project must have adequate funds to support most of the costs of linkages and assistance since local universities, due to the depressed economic situation, will be unable to contribute.

Because of private sector and technology transfer foci the Mission is particularly interested in business administration and hard sciences. There is also tremendous need for English language training.

C. UNIVERSIDAD DE PANAMA

The University is the preeminent higher education institution in Panama. It was founded fifty years ago and now has 40,900 matriculated students and in 1984 graduated 2,318 students. It has branch campuses in various parts of the country. Several years ago the Engineering Faculty broke away and was established as a separate Technology University. The University of Panama has long been considered one of the better state universities in Central America (perhaps second only to Costa Rica).

The University of Panama says that linkages are important and that when they are based on mutual respect they are very helpful and successful. Also, the University believes that it can take good advantage of linkages since it knows what it wants, has a development plan and can establish relationships in those areas where it has greatest need.

The University of Panama offers 61 undergraduate programs, 4 graduate degree programs and 4 specializations. It would like to create additional graduate programs. Research has grown rapidly and there is interest in additional support as well as linkages with individual researchers in the US.

The University has a long-standing association with the University of Delaware and recently established, via the USIA-funded CAMPUS program, a linkage between Education and Michigan State University. It feels that additional professor exchanges, in which visiting US professors come to the University of Panama and University of Panama professors go to a US university for a short period, are needed and important and should be included in a university linkage activity.

D. UNIVERSIDAD TECNOLÓGICA PANAMA

The Technological University of Panama was until 1975 the Faculty of Engineering of the University of Panama. In 1984 the Technological University of Panama was finally fully established under Panamanian law. The University continues to function in the original Faculty of Engineering building on the University of Panama campus. Plans are to construct a separate campus at another location at some future date. Currently the UTP has branches located throughout the Republic. UTP currently has 8,000 students and in 1984 graduated about 600 students.

UTP is considered an outstanding institution by USAID, USIS and the Panamanians. Its aggressive Rector, Dr. Victor Levi Sasso, provides able leadership and has managed to garner much support from international sources for this serious institution.

The Team met with the Rector and with Felicia E. Rivera, the Director of Planning and Curriculum at the UTP. The UTP consists of five Faculties offering a variety of technical careers.

E. UNIVERSIDAD SANTA MARIA LA ANTIGUA

The Team met with Prof. Ricardo Fletcher, the Vice Rector, and with Prof. Quiroz, Director of University Extension of the USMA. A new Rector of this Catholic university has recently been named and USIS officials believe the USMA is now under more effective leadership.

USMA occupies a new campus on the outskirts of Panama City that was funded in part by AID. USMA also has two branch campuses with a total university enrollment of 6,000 students. Of the 385 professors, 45 are full time. The student body comes principally from middle and upper income groups. 7% of the students receive scholarships.

USMA has several strengths. Its private status gives it greater acceptability among businesses and allows it to tailor its courses to the market with greater ease. USMA understandably seeks linkages and support from US universities in the business area. Chase Manhattan Bank is donating 12 MCR computers and USMA would like additional help in setting up a computer center. It would like to produce computer software in Spanish for local businesses, an example of its openness to cooperating with the private sector.

USMA has constraints as well. It is suffering from budget problems, and has serious problems repaying its construction loan. It is concerned by having mostly part time students and professors. It feels it needs to have greater community impact but finds it hard to find a toll beside the larger public universities. USMA would like training programs for its part time professors to teach them better didactic methods. USMA has computer science and electronics programs which are so far the only such programs offered at the university level in Panama.

APPENDIX II

CSUCA AND REGIONAL INTEGRATION

CSUCA AND REGIONAL INTEGRATION

It is generally recognized in Central America that it is not sensible for the seven national universities to establish costly or highly specialized programs of research and graduate study given insufficient financial and human resources and an inadequate infrastructure. Critical human and capital resources are far too limited in Central America to create research and graduate programs that compete with each other. Academic quality can be achieved through cooperation among these important institutions of the region.

The organization that has effectively addressed the regional concerns of Central American higher education is the Confederacion Universitaria Centroamericana (CSUCA). Established in 1948, CSUCA is made up of seven national universities of Central America: Universidad San Carlos de Guatemala, Universidad Nacional de Honduras, Universidad de El Salvador, Universidad Nacional de Nicaragua, Universidad de Costa Rica, Universidad Nacional de Costa Rica, and the Universidad de Panama. "In its beginning, CSUCA initiated programs to unify the plans of study of the Central American universities in law, economics, engineering, accounting and dentistry; there were proposals for exchange of professors and students and for a Central American summer school; there was recognition of the need for general studies, for departments and for the stimulus and standardization of the university teaching career." (Education in Central America, George R. Waggoner, Barbara Ashton Waggoner, University of Kansas, 1971, p. 147.)

Since its founding, CSUCA's activities have varied as the region experienced political and social change as well as economic growth and hardship. In that period of time, CSUCA supported important structural changes to improve the quality of curricula. It helped establish general studies programs throughout Central America, as well as regional research institutes and regional graduate programs.

CSUCA provides a useful forum for the national universities to establish institutional priorities that are sensible and realistic at the local and regional level. In 1984, under the sponsorship of CSUCA, the seven member institutions convened to articulate the areas of priority deemed essential for greater economic and social development in the region. One objective of the colloquium was to formally acknowledge the particular academic strengths

of institutions, assigning a regional character to those programs of research and graduate study for which there is demand throughout the region. The second goal of the colloquium was to identify those areas which because of their developmental importance, would be considered to be of highest priority for faculty development assistance.

According to the reports of that meeting, the regionalized research and graduate study centers and faculty development priorities were designated as follows:

Economic Studies	University of Panama University of Costa Rica
Development of Marine Resources	University of Costa Rica University of Panama
Energy Studies (Alternative & Solar)	University of Panama National University of Costa Rica
Rural Development, Unemployment and Migration	University of San Carlos University of El Salvador National University of Costa Rica
Ethno-Cultural Studies	University of San Carlos University of Honduras
Biology, Bio-tech Mathematics and Physics	University of Honduras University of Nicaragua
Religious Studies	University of Nicaragua

The priorities for faculty development are as follows:

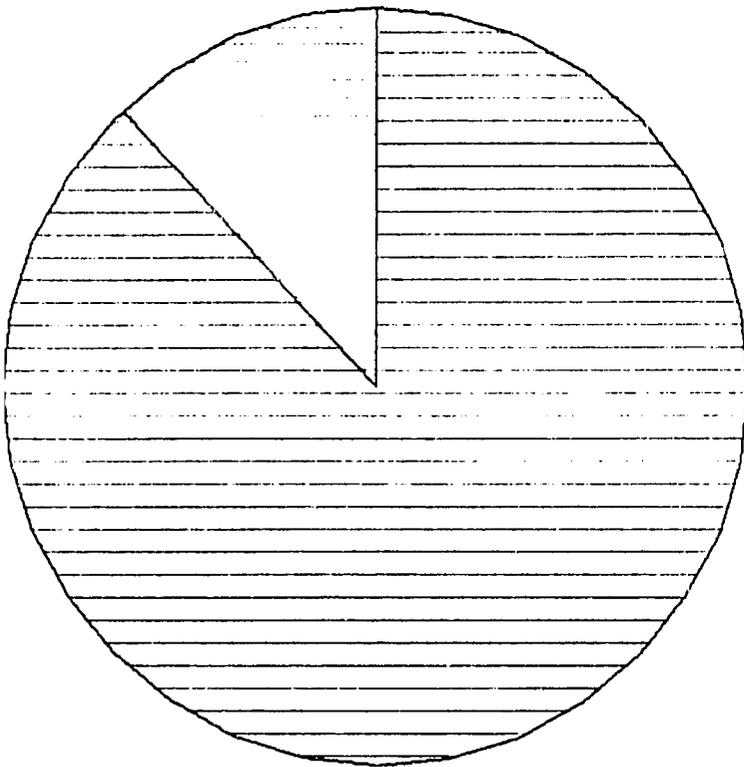
Private and Productive Sector Relations and Development	University of Costa Rica National University of Honduras
Research Methodology	University of Costa Rica
Curriculum Planning	University of Panama
Medicine, Agronomy and Forest Science, Education and Economics	University of Costa Rica
Veterinary Sciences	National University of Nicaragua
Social Sciences	University of San Carlos

Engineering	University of El Salvador University of Costa Rica
Geology: Earth and Sea Studies	University of San Carlos National University of Costa Rica
Natural Sciences	National University of Honduras University of Panama University of Costa Rica National University of Nicaragua
Economic Studies	University of Panama National University of Costa Rica
Development of Marine Resources	National University of Costa Rica University of Panama
Ethno-Cultural Studies	University of San Carlos University of Honduras
Biology, Bio-Technology	University of Honduras
Mathematica, Physics	University of Nicaragua
Religious Studies	University of Nicaragua

The research and faculty development priorities are as follows:

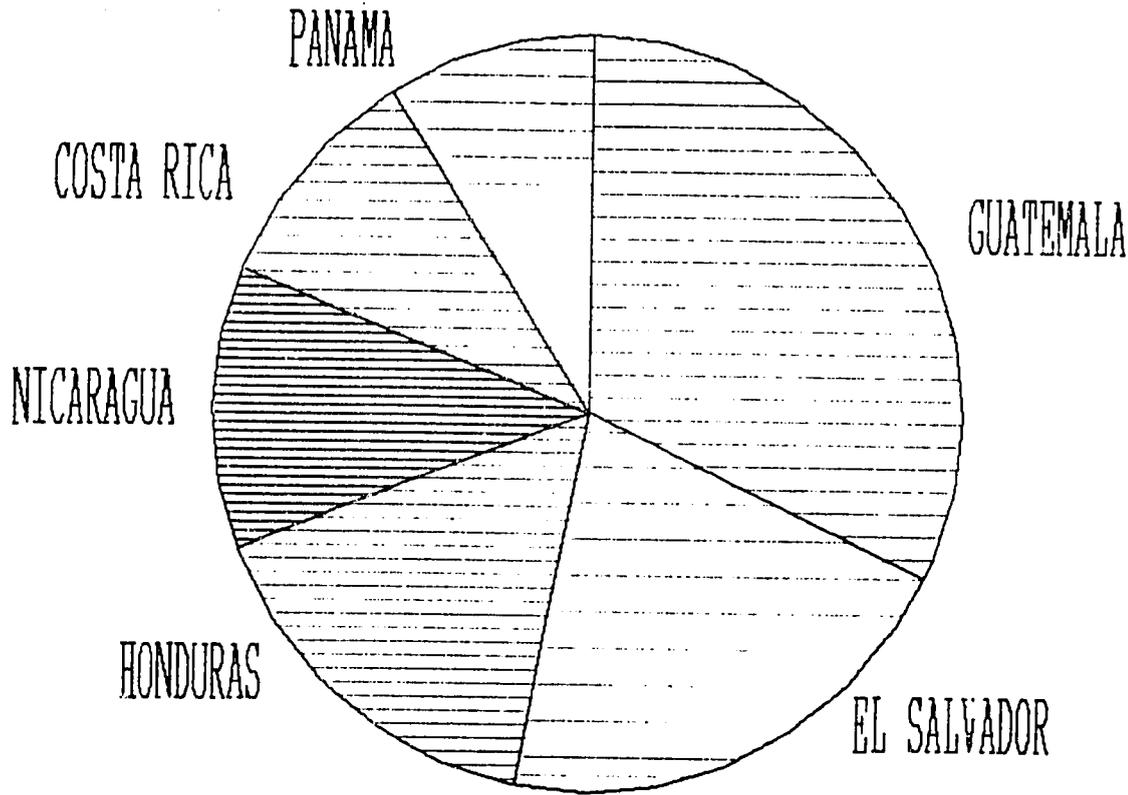
Productive Sector	University of Costa Rica National University of Honduras
Research Methodology	National University of Costa Rica
Curriculum Planning	University of Panama
Medicine, Agronomy and Forest Science, Education and Economics	University of Costa Rica
Veterinary Sciences	National University of Nicaragua
Social Sciences	University of San Carlos
Engineering	University of Costa Rica University of El Salvador University of San Carlos
Geology	National University of Costa Rica
Natural Sciences	National University of Honduras University of Panama University of Costa Rica National University of Nicaragua

PANAMÁ
STUDENT DISTRIBUTION BY UNIVERSITY TYPE



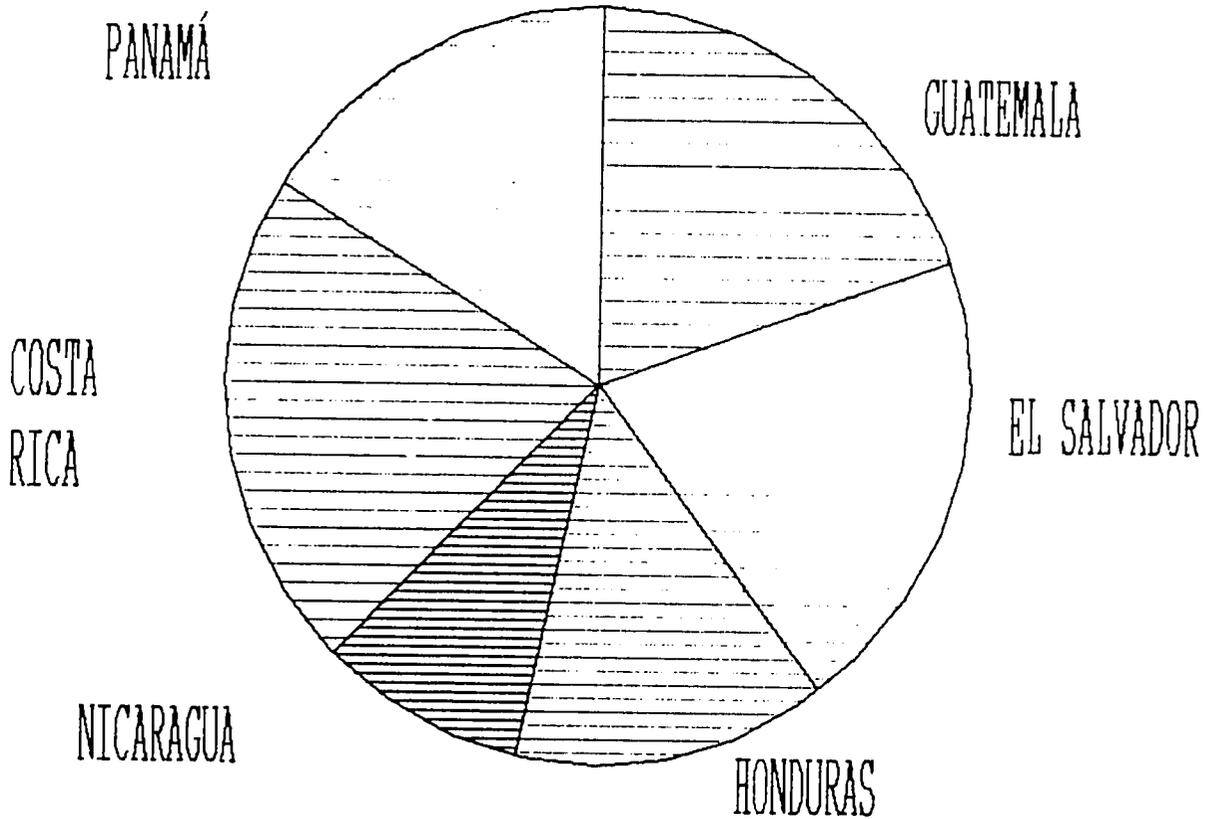
TYPE	%	# STUDENTS	# UNIVS
CATHOLIC	12%	5,203	1
PRIVATE	0%	0	0
PROTESTANT	0%	0	0
PUBLIC	88%	38,413	2

CENTRAL AMERICA COMPARATIVE NATIONAL POPULATIONS



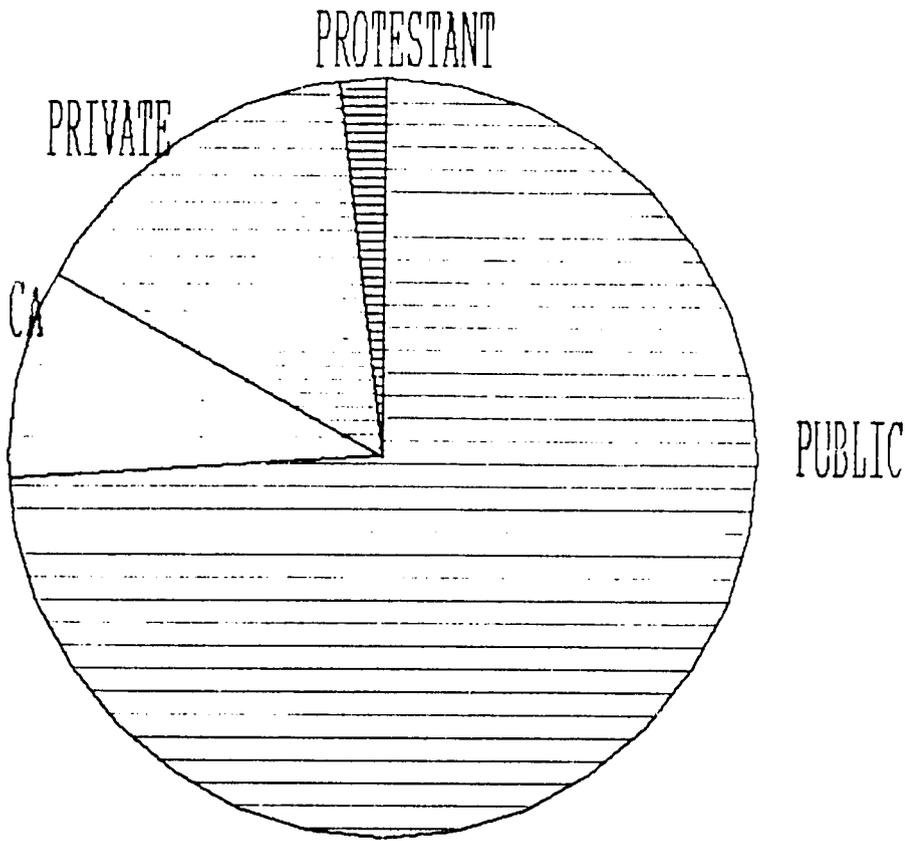
COUNTRY	POPULATION
GUATEMALA	8.0 million
EL SALVADOR	5.2 million
HONDURAS	4.0 million
NICARAGUA	3.0 million
COSTA RICA	2.5 million
PANAMA	2.2 million

CENTRAL AMERICAN UNIVERSITIES
COMPARATIVE STUDENT POPULATIONS BY COUNTRY



COUNTRY	# STUDENTS	NATL POP	%
GUATEMALA	52,630	8.0m	.006%
EL SALVADOR	54,258	5.2m	.01%
HONDURAS	37,100	4.0m	.009%
NICARAGUA	24,012	3.0m	.008%
COSTA RICA	57,933	2.5m	.02%
PANAMÁ	43,616	2.2m	.02%

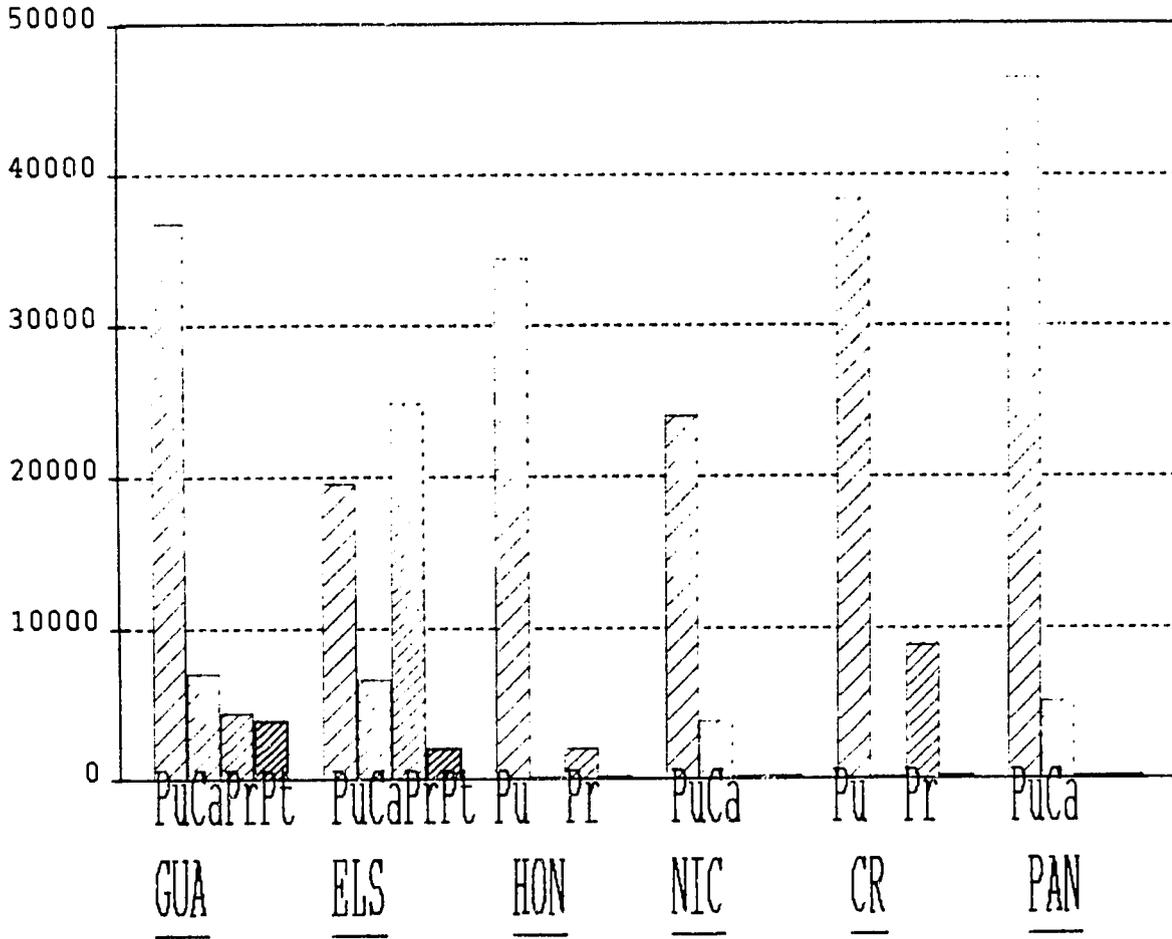
CENTRAL AMERICAN UNIVERSITIES
 PERCENTAGE DISTRIBUTION BY UNIVERSITY TYPE



TYPE	%	# STUDENTS	# UNIVS
CATHOLIC	9%	23,100	5
PRIVATE	15%	40,680	31
PROTESTANT	2%	6,129	3
PUBLIC	74%	200,041	14

CENTRAL AMERICAN UNIVERSITIES

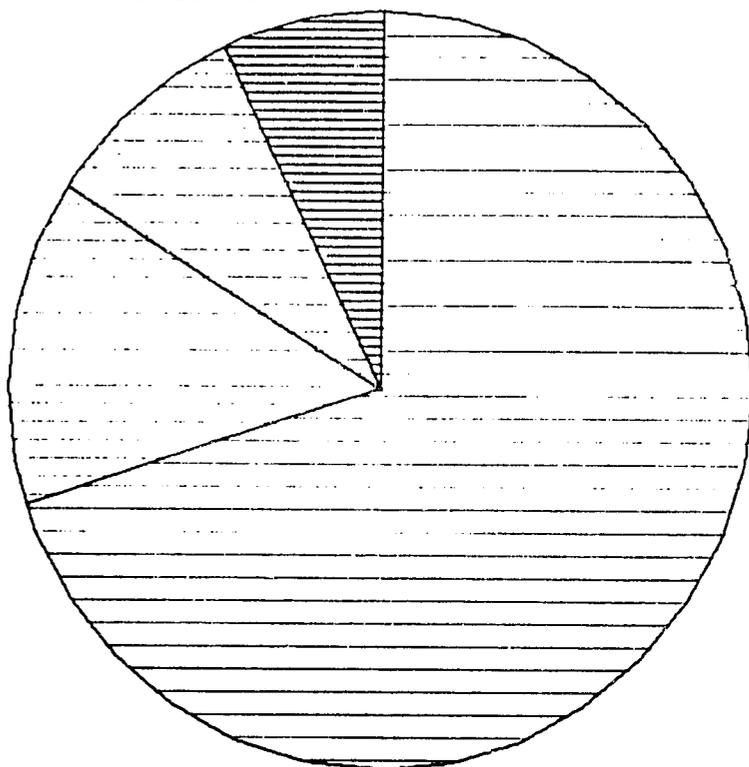
COUNTRY/INSTITUTION TYPE COMPARISON



Pu = PUBLIC UNIVERSITIES
 Ca = CATHOLIC UNIVERSITIES
 Pr = PRIVATE UNIVERSITIES
 Pt = PROTESTANT UNIVERSITIES

GUATEMALA
STUDENT DISTRIBUTION BY UNIVERSITY TYPE

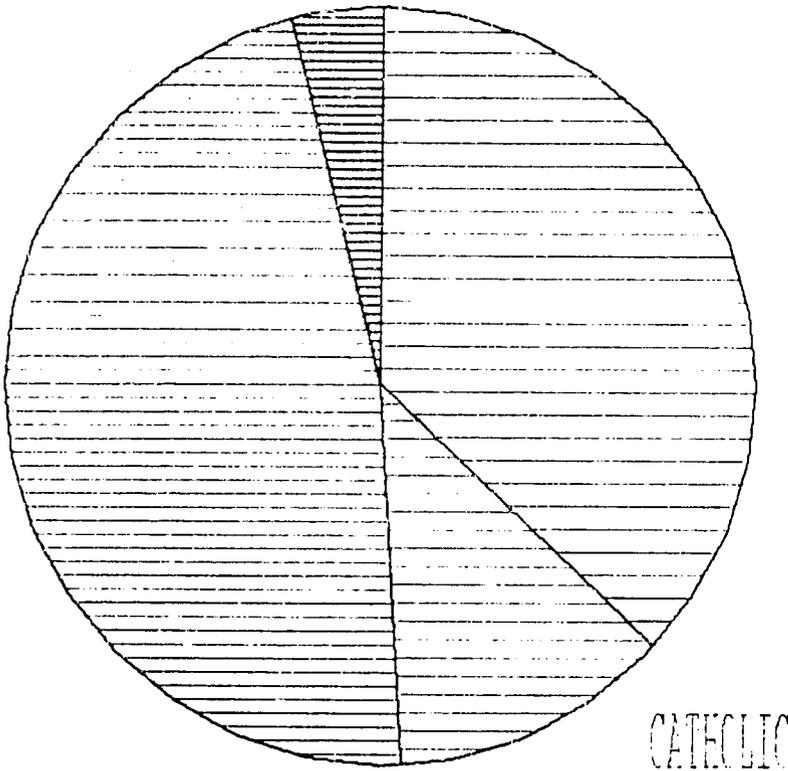
PROTESTANT



TYPE	%	# STUDENTS	# UNIVS
CATHOLIC	14%	7,190	1
PRIVATE	9%	4,550	2
PROTESTANT	7%	4,000	1
PUBLIC	70%	36,890	1

EL SALVADOR
STUDENT DISTRIBUTION BY UNIVERSITY TYPE

PROTESTANT

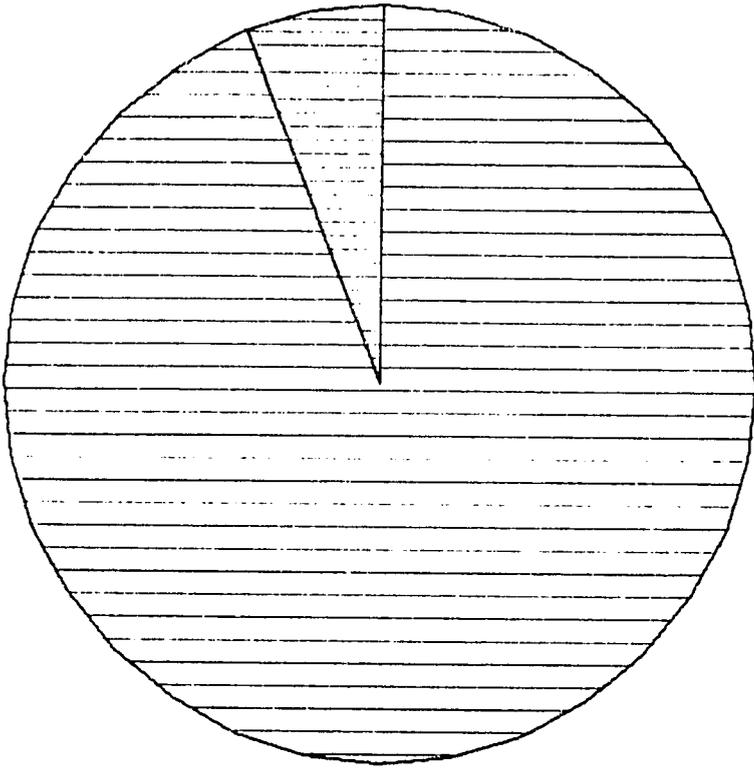


CATHOLIC

TYPE	%	# STUDENTS	# UNIVS
CATHOLIC	12%	6,719	2
PRIVATE	47%	24,983	22
PROTESTANT	4%	2,129	2
PUBLIC	37%	19,629	1

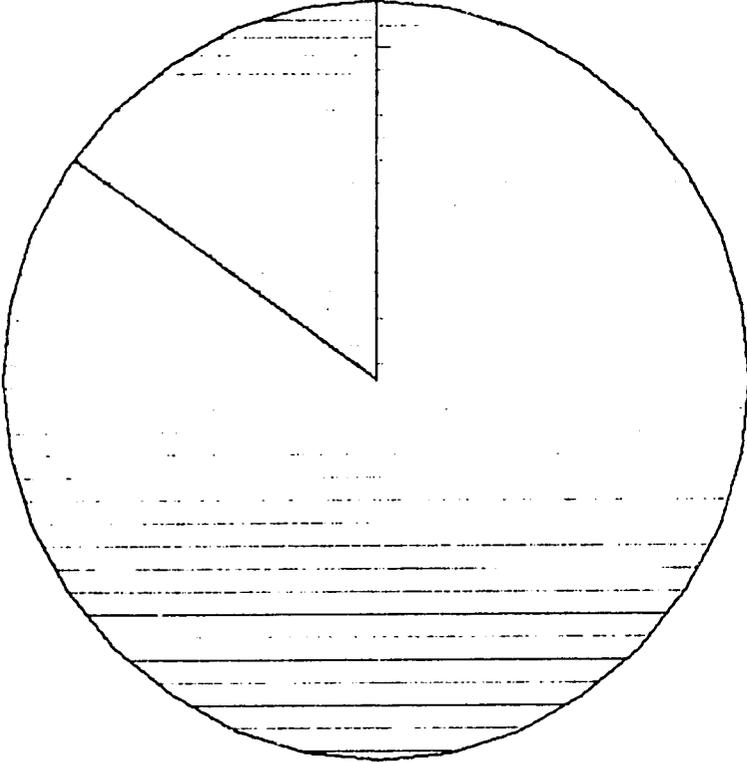
HONDURAS

STUDENT DISTRIBUTION BY UNIVERSITY TYPE



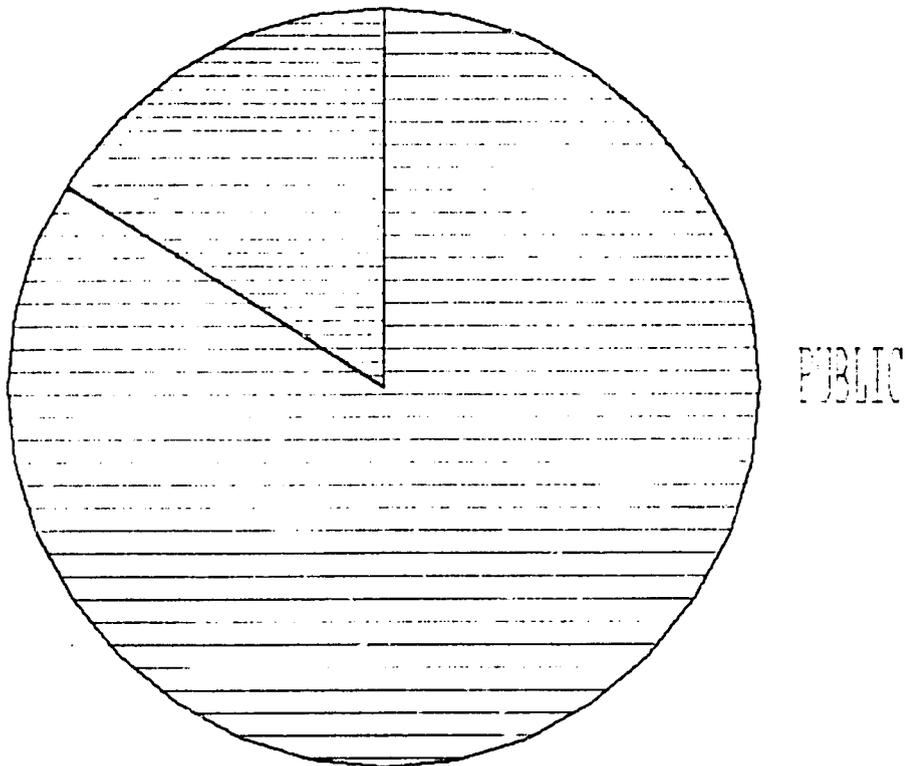
TYPE	%	# STUDENTS	# UNIVS
CATHOLIC	0%	0	0
PRIVATE	6%	2,100	3
PROTESTANT	0%	0	0
PUBLIC	94%	34,500	3

NICARAGUA
STUDENT DISTRIBUTION BY UNIVERSITY TYPE



TYPE	%	# STUDENTS	# UNIVS
CATHOLIC	15%	3,988	1
PRIVATE	0%	0	0
PROTESTANT	0%	0	0
PUBLIC	85%	24,012	3

COSTA RICA
STUDENT DISTRIBUTION BY UNIVERSITY TYPE



TYPE	%	# STUDENTS	# UNIVS
CATHOLIC	0%	0	0
PRIVATE	16%	8,975	4
PROTESTANT	0%	0	0
PUBLIC	84%	46,597	4

**INSTITUTION PROFILE
1985-1986**

**Universidad Nacional de Panamá
National University of Panama
Panama City, Republic of Panama**

RECTOR: Dr. Ceferino Sánchez

NUMBER OF FACULTIES: There are ten faculties at the University of Panama: Business Administration; Public Administration; Agronomy; Architecture; Natural Sciences and Pharmacy; Law and Political Science; Economics; Philosophy and Letters; Medicine and Dentistry.

EXTENSION PROGRAMS: Five regional university extensions in the following areas: Azuero, Coclé, Colón, Chiriquí and Veraguas. In addition, three centers for teacher education (primary and secondary levels) are functioning through: Instituto Centroamericano de la Supervisión de la Educación (ICASE); Teacher Extension at La Chorrera, and Las Tablas.

GRADUATE PROGRAMS: A regional program offers Masters degrees in Mathematics and training in Entomology.

NUMBER OF PROFESSORS: Currently, 2458 professors teaching at the University of Panama system. In 1985, 30.4% were full time professors, the remainder being half time or hourly teachers. This figure is an impressive increase over the last fifteen years when in 1970, 23.2% of the faculty were full time.

Of the 2458 professors, 298 have Ph.D. degrees, 441 hold master's degrees and 449 have the professional licenciante degree.

NUMBER OF STUDENTS: 36,000.

The University of Panama, founded in 1945 is one of the most dynamic of the Central American Universities. Rector Sanchez, would like to see the University become one of the two regional centers for post-graduate education in the region. The strength of the Panamanian agro-economy, coupled with an intense concentration of international banking in Panama City makes the University of Panama a most likely place to increase graduate programs in Business Administration, International Banking, Trade and Agro-economy. Efforts are being made by university administrators to increase ties with the private sector for job placement, research projects and cooperative education programs. The work of the the University of Panama would be complemented by an improved program in computer technology and robotics currently being developed at the neighboring Universidad Tecnológica de Panamá.

The University of Panama administrators have indicated a desire to increase regional studies in Economic Studies, Development of Marine Resources, Energy Studies Curricula.



INSTITUTE OF INTERNATIONAL EDUCATION

Office for Mexico and Central America
Londres 15
Mexico 6, D. F.
Telephone: 566-88-07
Cable Address: IIE MEX

**INSTITUTIONAL REPORT
ON
UNIVERSIDAD SANTA MARIA LA ANTIGUA
PANAMA CITY, PANAMA**

The information in this report was provided by Acting Rector *Profesora* M. Berenice Ruiz and *Licenciado* Aleides Cerrud C. of the *Dirección de Planificación*, during interviews conducted in April 1984.

The *Universidad Santa María La Antigua* (USMA) is a coeducational, non-profit Catholic institution offering undergraduate education in eighteen fields, and graduate training in three specialties.

- 1. BACKGROUND:** Founded in 1965 as the first private university in Panama, the USMA was seen not only as an alternative to public higher education, which was becoming increasingly political, but also filled a void for the Catholic community. Panama's heritage is Spanish-Catholic, and the population is 93% Catholic. The system of primary and secondary Catholic schools is quite extensive. Therefore leaders of Panama's Catholic community felt there was a great need for an institution which put an emphasis on Christian principles.

The USMA was founded by the Panamanian Episcopal Conference, the National Federation of Catholic Schools of Panama, and the Association of Catholic School Families.

The university now has spacious, specialized facilities on a new campus which was built in two phases. In the mid-seventies the USMA received an Agency for International Development loan to initiate construction and build the central structure which houses the library and some classrooms. An Inter-American Development Bank loan of \$2.7 million dollars plus \$1.3 million dollars in local funds allowed the second phase of the construction to be completed. The campus was officially inaugurated in April 1981.

The new campus was a great step in affirming the USMA's permanence and success in higher education. Rapidly growing enrollment accentuates that success.

- 2. ACCREDITATION:** The *Universidad Santa María La Antigua*, Panama's only private university, was founded under Decree Law Number 16 of July 11, 1963 and Resolution Number 33 of April 27, 1965. This distinction means that the USMA is fully accredited as are all its programs. The USMA enjoys curricular autonomy and designs and accredits its own programs without having to receive approval of the National University or of any governmental body. All certificates, credits and diplomas awarded by the USMA are valid in Panama and abroad.

3. STUDENT BODY: The USMA is an urban institution on the outskirts of Panama City—the republic's capital, primary business center and largest city. The university draws most of its students from the upper-middle socio-economic class. 96% of the students are Panamanian, of which nearly all are from Panama City and neighboring towns. There are 170 foreign students representing countries throughout the Americas and Europe. Colombians make up the largest foreign national group. Recent troubles in Central America have increased the number of students from this region.

Although the USMA is a commuter institution, campus activities are constantly increasing in number (see: OTHER INFORMATION). Approximately 50% of USMA's students work, consequently there are more evening students than daytime students (see: ENROLLMENT).

4. ENROLLMENT: A total of 4,200 students were enrolled at the USMA during the 1983 academic year. Of these, 106 were registered in graduate programs and 60% attended the university as night students. Of the 4,094 undergraduates, 55% studied in the School of Administrative Sciences, 28% in the School of Technology and Natural Sciences, 9% in the School of Law and Political Science, 5% in the School of Humanities and Religious Studies, and 3% in the School of Social Sciences. The two largest programs are the three-year Basic Administration program and the five-year *licenciatura* in Finance.

Listed below is a breakdown of the 1983 undergraduate enrollment according to schools and programs:

SCHOOL AND PROGRAM	TOTAL	STUDENTS DAY SCHOOL	STUDENTS NIGHT SCHOOL
ADMINISTRATIVE SCIENCES	2,259	644	1,615
Basic Administration	653	274	379
Business Administration	154	63	91
Accounting	47	8	39
Banking Administration	198	17	181
Finance	656	204	452
Tourism	225	0	225
Executive Secretary	326	78	248
SOCIAL SCIENCES	131	131	0
Psychology	95	95	0
Sociology	36	36	0
LAW AND POLITICAL SCIENCE	360	207	153
Law and Political Science	360	207	153
HUMANITIES AND RELIGIOUS STUDIES	203	151	52
Social Communication	100	100	0
Philosophy, Ethics and Religion	103	51	52
TECHNOLOGY AND NATURAL SCIENCES	1,141	483	658
Electrical Engineering	286	134	152
Civil Engineering	148	43	105
Administrative Industrial Engineering	348	136	212
Architecture	43	0	43
Computer Science	250	104	146
Interior Design	66	66	0
TOTAL	4,094	1,616	2,478

49

In 1983 the number of students registered according to their year of study was as follows:

YEAR	NUMBER OF STUDENTS
1st	1,201
2nd	1,100
3rd	829
4th	464
5th	338
6th	29
Graduate Programs	106

Undergraduate enrollment at the USMA has increased approximately three and one half times from 1975 to 1983.

Enrollment at the USMA could nearly double and current facilities would still be sufficient. However, such an increase would require the university to expand its daytime session and utilize more facilities during the morning hours.

- 5. ADMISSION:** The USMA is open to all persons who comply with the entrance requirements without discrimination for reasons of religion, race, sex, nationality or political ideology, provided they respect the norms and rules of the university.

Admission requirements are the same for both Panamanians and foreigners.

Applicants must submit the following information to the Office of Admissions:

1. Completed application form plus \$25 fee (1 Panamanian Balboa = U.S. \$1.00).
2. Copy of secondary school diploma.
3. Copy of transcripts from secondary school or previous university. In the case of credits earned abroad the transcripts must be authenticated by the Panamanian Embassy in the country of origin.
4. Certificate of good conduct from the student's secondary school.
5. Two recent black and white photographs, 2" x 2".
6. National ID card, birth certificate or passport.
7. Certificate of good health.

Students are expected to have a command of Spanish since classes are conducted in that language. There are no special examinations required of foreign applicants. Transfer students need only a 1.0 grade point average to apply.

- 6. TRANSFER CREDIT:** The Secretary-General's office studies the transfer of credit on a case-by-case basis. Applicants requesting credit for studies completed at other universities are to follow the same admission requirements as other applicants. In addition, the transfer student should include 1) an official transcript of the courses completed and 2) a description of the courses for which transfer of credit is requested. Credit for academic work completed at accredited universities is generally given if the courses are considered equal in content and quality to those given at USMA.

- 7. DEGREE REQUIREMENTS:** In 1971 the *Universidad Santa María La Antigua* adopted its *Plan de Estudios Generales* (PEG). All students must comply with the PEG's requirements in order to graduate.

The PEG is required so that students obtain a comprehensive background in a wide variety of subjects, balancing their professional preparation with cultural and humanistic enrichment.

The PEG requires 36 credit hours distributed as follows in 12 courses:

- 1 course in Panama in the American World
- 2 courses in Spanish and Bibliographical Studies
- 1 course in Religion

The remaining 24 credits or 8 courses are chosen as electives from three areas:

- Mathematics and Natural Sciences
- Social Sciences
- Humanities

Each student's major field of study will designate the areas from which PEG electives are chosen.

The *licenciatura* is a professional degree (roughly equivalent to the bachelor's degree in the U.S.) qualifying the graduate to enter his profession. Students at the USMA are required to complete between 146 and 224 credit hours as well as a thesis project to earn a *licenciatura*. The average duration of a *licenciatura* program is four to five years. Some programs require attendance during summer session. Certain programs are offered only during the day, others during the evening, while some are offered both day and night. The night-time Law and Political Science and Theology programs are the only six-year degrees.

Some programs have an English requirement which varies according to the program's needs. After approval of the thesis, candidates receive the *Licenciatura* and their title as *Licenciado*.

The following is a list of requirements for *licenciatura* programs at the USMA:

DEGREE PROGRAMS	CREDITS	ENGLISH REQUIREMENT	SUMMER SESSION
<i>Day School, 4-year Degree</i>			
Interior Design	137	*	
Social Communication	174		*
Sociology	164	*	*
<i>Day School, 5-year Degree</i>			
Accounting	177		
Administrative Industrial Engineering	213	*	*
Business Administration	177		
Civil Engineering	214	*	*
Electrical Engineering	224	*	*
Finance	170		
Law and Political Science	200		
Office and Secretarial Administration	162	*	*
Psychology	184	*	
<i>Night School 4-year Degree</i>			
Computer Science	147	*	*
Philosophy, Ethics and Religion	146	*	
Tourism	150	*	*
<i>Night School, 5-year Degree</i>			
Accounting	177		
Administrative Industrial Engineering	213	*	*

DEGREE PROGRAMS	CREDITS	ENGLISH REQUIREMENT	SUMMER SESSION
Architecture	213		*
Business Administration	177		
Civil Engineering	214	*	*
Electrical Engineering	224	*	*
Finance	170		
<i>Night School, 6-year Degree</i>			
Law and Political Science	200		
Theology	211	*	

Special Programs:

The USMA also offers a series of special programs which provide specialized training in select fields. These programs are not as long as the *licenciatura* programs, and meet specific needs in Panamanian society and the job market.

The following is a list of requirements for the USMA special programs:

PROGRAM	CREDITS	ENGLISH REQUIREMENT	SUMMER SESSION
Bank Training (2 semesters)	29		
Bank Administration (3 years)	88	*	
Basic Administration (3 years)	108	*	
Bilingual Executive Secretary (3 years)	127	*	*
Insurance Administration (3 years)	97		
Religious Education (3 years)	93		*
Secretarial Sciences Education (4 years)	174	*	*

Teaching Degree:

Any student who receives a *licenciatura* may earn a teaching degree by passing 24 credits of education courses or one and a half complete semesters. Required courses include: Adolescent Psychology, Methodology, Mental Hygiene, Philosophy of Education, and Educational Evaluation.

8. GRADING PRACTICES: In all its degree programs the USMA uses a letter grading system with 100 as the maximum and 60 as the minimum passing grade.

The letter grading system is directly interchangeable with the grade point system as follows:

Points	Letter Grade	Grade Points
91-100	A	4
81- 90	B	3
71- 80	C	2
61- 70	D	1
0- 60	F	0

Students at the USMA are expected to maintain at least a 1.5 grade point average to continue in their field.

Although testing procedures may vary according to the professor, most courses have at least a mid-semester examination and a final comprehensive examination.

Transcripts are available through the Secretary-General's office.

9. FEES AND TUITION: Tuition is paid each semester and is \$25 per credit hour. There is a \$25 admission fee.

Aside from the normal lab fees paid in the School of Technical and Natural Sciences, the USMA has no other charges.

Foreign students pay the same tuition and fees as nationals. The average tuition cost per semester is \$450. Prices in the campus cafeteria are very reasonable. Public buses charge \$.15 for a one-way fare on any intra-city routes. There is ample free parking for those with private cars.

Foreign students not living with families should expect to pay between \$250 and \$500 per month for housing, depending on the accommodations and the area.

10. SCHOLARSHIPS AND LOANS:

Scholarships:

The USMA sponsors a scholarship program for students who meet the following requirements:

1. Admission requirements.
2. A 3.5 grade point average or higher in secondary school.
3. Demonstrate financial need.
4. Write a formal application to the Rector of the USMA indicating desired academic program.
5. Make a commitment to reimburse the USMA Scholarship Fund when studies have ended.

Between 250 and 300 USMA students presently receive financial assistance through the Scholarship Fund.

Loans:

The *Instituto para la Formación y Aprovechamiento de Recursos Humanos* (Institute for the Formation and Development of Human Resources, IFARHU), is an autonomous institution of the federal government which organizes, plans and executes assistance programs for educational purposes of all types. Students must apply to and meet the requirements of the IFARHU in order to obtain student loans. The IFARHU's offices are located in the Edificio Diorvett, Via España, Panamá (telephone: 69-6666).

11. LOCATION: USMA has one central campus located on the outskirts of Panama City, which has a population of 700,000. The campus is on the Avenida Ricardo J. Alfaro and is easily accessible by public transportation which provides services throughout the Panama City area. The USMA is near the growing urban and commercial center El Dorado which has a wide variety of entertainment centers, restaurants, movie theaters and shopping malls. Other Panama City commercial centers are within a few minutes drive.

The climate in Panama City is tropical and humidity is high. Light weight clothing is necessary year-round due to warm temperatures. The rainy season lasts from May to December, with the heaviest rains beginning in October. The dry season usually begins in January and lasts through April.

Sanitation conditions and health facilities are excellent throughout Panama City.

Correspondence should be addressed to: Universidad Santa María La Antigua, Apartado 6-1696, El Dorado, Panama City, Republic of Panama (telephone: 60-63-11).

12. PHYSICAL FACILITIES: Classes at the USMA are held in facilities at the central campus. All classroom and laboratory buildings are joined together. The campus was recently inaugurated (see: BACKGROUND) and the modern facilities provide an excellent study atmosphere.

The campus is divided into eight buildings with the library situated in the center. Facilities include a recreation-conversation area, a large gymnasium, a bookstore and an efficiently-run cafeteria with capacity to seat eighty people.

Classrooms:

The USMA campus contains sixty-eight classrooms ranging in size from tutorial rooms to large conference halls. There is adequate seating capacity in all courses. Rooms are either air-conditioned or have fans.

Library:

The university has a central library and a division for the School of Law and Political Science. The central library contains 31,800 books and maintains subscriptions to 65 magazines and journals. A good selection of French literature as well as a large collection of books in English are available. Every section of the library contains some material in English, particularly Business, Economics, Law, the Sciences and the Social Sciences. Approximately 75% of the collection is in Spanish.

The library seats sixty students. Only enrolled USMA students may borrow books, but the library staff cooperates with the city's other university, public and private libraries on a consultation and reference basis. USMA students often use the nearby National University library.

The law library is open to all USMA students and seats thirty-five. In addition to holding all books and documents concerning law, this division contains the university's thesis collection and the Panamanian Collection. The latter is a collection of books and papers written and published in Panama, dealing with the republic's history and politics.

The central library and the law library are open Monday through Friday from 8 a.m. to 9 p.m. and Saturday from 8 a.m. until noon.

Language Laboratory:

The USMA takes great pride in its modern forty-eight place language laboratory which is used for teaching English and French. SONY equipment provides modern techniques for students requiring language training (see: DEGREE REQUIREMENTS). English labs are used in General, Commercial, Tourism, Secretarial, Engineering, Finance, Translation and Interpretation courses. Labs are also used for teaching French I-IV.

Computer Center:

IBM terminals and office machines provide the USMA's 250 Computer Science students and those studying Administrative Sciences with the necessary training to work with the latest computer technology. Computer training is vital for USMA graduates because of the international finance center in Panama and the hundreds of firms involved in international commerce.

A great advantage of the USMA is adequate grounds for expansion. USMA officials expect the current facilities will be more than sufficient for at least a decade though there are now plans to construct an auditorium for large conferences, films and lectures.

- 13. ACADEMIC CALENDAR:** The undergraduate academic calendar is divided into two sixteen-week semesters and a ten-week summer session. The academic year begins in early April and runs through late December. A ten-day vacation for semester break falls in mid-August. Summer session begins in mid-January and ends in late March.

Classes are scheduled for fifty-minutes in daytime and nighttime sessions, depending on the *licenciatura* program. Registration takes place during the two weeks prior to the commencement of each semester or summer session.

The USMA academic calendar observes the following holidays and festivals: Carnival, Holy Week, May 1, May 27, August 15, October 10-11, October 27, November 3-4, November 10, November 28, and December 8.

14. FACULTY: Most of the USMA's professors are from outside the academic community and teach on an hourly basis. 276 professors teach at the USMA, 37 on a full-time basis, 6 half-time and 233 teach on an hourly basis.

The number of faculty members teaching in each school is as follows:

Administrative Sciences	Total: 80 Full-time: 9 Half-time: 2 Hourly: 69
Social Sciences	Total: 33 Full-time: 6 Half-time: 0 Hourly: 27
Law and Political Science	Total: 33 Full-time: 3 Half-time: 0 Hourly: 30
Humanities and Religious Studies	Total: 48 Full-time: 10 Half-time: 0 Hourly: 38
Technology and Natural Sciences	Total: 82 Full-time: 9 Half-time: 4 Hourly: 69

Approximately 75% of the USMA's professors earned degrees in Panama. There is roughly an even split between those who earned their degree(s) in Panama and those who earned degrees both in Panama and abroad. Most of the foreign educated professors studied in the U.S. The next largest groups studied in South America and in Europe.

Professors at the USMA are classified into three categories depending on academic degree, time spent in the classroom and years of service. The classifications from lowest to highest are: *auxiliar*, *agregado* and *titular*.

Professors hired on an hourly basis are paid as follows:

<i>Auxiliar</i>	\$35.00 per credit hour
<i>Agregado</i>	\$42.00 per credit hour
<i>Titular</i>	\$44.50 per credit hour

Base pay for half and full-time professors is as follows:

<i>Auxiliar</i>	\$ 950.00 per month
<i>Agregado</i>	\$1,050.00 per month
<i>Titular</i>	\$1,300.00 per month

Salaries increase according to years of service, additional academic honors, publications, etc.

Each school is represented by a dean who is nominated by the Rector. Faculty members are represented on the Board of Directors, the Academic Council, the Superior Council of Discipline, and the Association of Professors.

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15. ADMINISTRATION: The Board of Directors is the highest authority of the USMA. This eleven-member board has the power to establish educational policy, review the budget, and approve the creation or elimination of departments, schools and extension campuses.

Members of the Board of Directors include the Archbishop of Panama who acts as Chancellor, representatives of the founding organizations (see: BACKGROUND), faculty, student body representatives, and three appointees of the Chancellor. The Rector, Vice-Rector and Secretary-General attend meetings but have no vote.

The Academic Council is the second-most important administrative body of the USMA. Members of the Academic Council include the Rector, Vice-Rector, deans, center directors and faculty and student representatives.

The Rector is the USMA legal representative. He is followed by the Vice-Rector. Also at the administrative level are: the Secretary-General, the General Administrative Director, the Director of Planning, the Scholarship Program Director, the Director of Counseling and the University Chaplain.

Each of the five schools and the graduate program has its own dean. The schools are:

- Administrative Sciences
- Humanities and Religious Studies
- Law and Political Science
- Social Sciences
- Technology and Natural Sciences
- Graduate School

Deans are appointed by the Rector. Professors report directly to the dean of their school.

The Chancellor of the USMA is Monsignor Marcos G. MacGrath, the Archbishop of Panama. The Acting Rector is *Profesora* M. Berenice Ruiz.

16. GRADUATE PROGRAMS: The USMA has created three Master's programs which complement the university's undergraduate programs and serve to further meet the business, economic and industrial needs of the Republic of Panama. The Master's degree granted at the USMA is equivalent to that of U.S. universities and is considered a useful step in reaching higher levels of administration and management in both the public and private sectors.

The academic calendar of the Master's programs is on the quarter system, with three quarters and a summer session per year. The programs normally require two complete academic years or six quarters of study. The following lists the number of credits required and a brief list of the courses involved in each program:

PROGRAM	CREDITS (INCLUDING THESIS)
1) Business Administration	52
—Economic and Business Theory	
—Accounting	
—Finance	
—Marketing	
2) Economic Engineering	49
—Finance and Marketing	
—Development Economics	

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PROGRAM

CREDITS (INCLUDING THESIS)

—Econometrics	
—Economic Engineering	
3) Industrial Administration	
—Administration	49
—Marketing	
—Economics	
—Planning and Budgeting	
—Industrial and Labor Relations	

In 1983, 106 students were enrolled in the three Master's programs.

Applicants to the Master's program in Business Administration should have at least a 1.5 grade point average and a *licenciatura* or its equivalent from an accredited university. Applicants to the Master's programs in Economic Engineering and Industrial Administration should have at least a 1.5 grade point average, and a *licenciatura* in Engineering, Administration, Economics or Mathematical Sciences from an accredited university.

The Graduate Program is directly administered by a Council, a Director and a Committee of the Graduate School.

17. EXTENSION CENTERS: The USMA endeavors to bring quality private education to all Panamanians and to design academic programs which meet the needs of the republic's three major communities. For this reason, the USMA has expanded its services to the country's second and third most populated cities: Colón and David.

University Center of Colón:

348 students are presently enrolled in seven *licenciatura* degree programs at the University Center of Colón. All programs are taught in the evening at this extension center. More than 90% of Colón's students study in the School of Administration Sciences. The following is a breakdown of enrollment by programs:

<u>MAJOR</u>	<u>ENROLLMENT</u>
Basic Administration	44
Business Administration	90
Accounting	56
Banking Administration	71
Finance	15
Executive Secretary	50
Philosophy, Ethics and Religion	22
TOTAL:	<u>348</u>

Special courses offered at Colón include: Accounting Techniques, Banking, Bilingual Secretary, Business Administration Techniques, Religious Education, and Traffic Control Techniques.

Fees at the University Center of Colón are \$18.00 per credit hour.

University Center of Chiriquí:

In 1983 this USMA extension center moved into new facilities in the city of David. 655 students are currently enrolled in the thirteen *licenciatura* degree programs offered at the University Center of Chiriquí. The programs in Agricultural Administration and in the Administration of Cooperatives are not offered at any other Panamanian university. The degrees in Geography and History and in Home Economics are not offered by the USMA central campus in Panama City. The following is a breakdown of enrollment by programs:

<u>MAJOR</u>	<u>ENROLLMENT</u>
Agricultural Administration	111
Administration of Cooperatives	20
Geography and History	33
Home Economics	19
Accounting	53
Banking Administration	70
Business Administration	119
Executive Secretary	62
Finance	44
Interior Design	29
Philosophy, Ethics and Religion	26
Psychology	44
Spanish	25
TOTAL	<u>655</u>

Fees at the University Center of Chiriquí are \$20 per credit hour.

18. OTHER INFORMATION:

Student Services:

The USMA Department of Student Affairs is head by a qualified psychologist, and the department staff provides counseling for academic, personal and professional concerns. All students have free access to the department's services. There is no health clinic on campus.

Student Activities:

The Association of Students selects student representatives for the following administrative bodies: the Board of Directors, the Academic Council, the Extension University Council and the Superior Council of Discipline. Each school at the USMA has an association which periodically sponsors activities. Students are provided with their own offices and the student union to help organize their associations.

The USMA supports men's soccer and basketball teams which compete throughout the city. Although soccer is the university's most popular sport, the USMA has facilities for a variety of indoor and outdoor activities.

Publications:

The Chaplain's office publishes a small newspaper, *El Pan*. Each semester the USMA publishes "*La Antigua*," a journal of general university information and scholarly articles written by faculty members.

**INSTITUTION SURVEY
1985-1986**

**Universidad Nacional Autónoma de Honduras
National Autonomous University of Honduras
Tegucigalpa, Honduras**

RECTOR: Oswaldo Ramos Soto

**NUMBER OF FACULTIES: 11 faculties in Educational Administration
2 faculties in Agricultural Science and Forestry
2 faculties in Physics and Mathematics.**

**EXTENSION: Regional campus at La Ceiba - Atlantic Coast. CURLA
Centro Universitario Regional del Litoral Atlántico.
A new extension program in Administration of Agro/fishing
industries.**

**GRADUATE PROGRAMS: A regional center offering Masters degrees in Economic
Planning and Development.**

**NUMBER OF PROFESSORS: 1,833 throughout the university system. The main
campus has 1,411 professors, CURLA has 210 and 212 at CURN.**

NUMBER OF STUDENTS: 27,000

**FOREIGN COUNTRY SCHOLARSHIP PROGRAMS: U.S. (Fulbright, Fulbright-LASPAU,
AID), Spain, France, West Germany, Netherlands, Italy and Japan.**

The Universidad Nacional Autónoma de Honduras was founded in 1921, and serves as the principal university of Honduras. In 1976, the university underwent a reform in which a new central administration was implemented. The UNAH now contains five administrative offices each with a director. They are Teaching, Scientific Research, Extension, Administration, Student Affairs. There is a board of professors and administrators, named CONCORDIA, which is responsible for coordination of academic material and study for the whole university.

Prior to Mr. Ramos' position, the UNAH was the scene of political demonstrations and student/teacher strikes. A controversial figure because of his swift change in university management, Mr. Ramos has made the UNAH a respectable state university. With increased international assistance, UNAH could become an important center for research in forestry and agriculture.

In addition to the main campus, the "Centro Universitario Regional del Litoral Atlántico" (CURLA) in La Ceiba functions as the center for agricultural investigation.

There has been an effort throughout the university system to improve the quality of teaching. In the past five years, 11 new faculties have been developed in education. At the same time, the university has initiated a program for middle level management training in agro and fishing industries. The infrastructure of the university is in need of substantial external support.

Universidad Nacional Autónoma de Nicaragua
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The needs for faculty development are most urgent in Nicaragua. The U.S. Fulbright/LASPAU program has been functioning in Nicaragua. Although UNAN has been invited to participate, no applications from UNAN faculty were received in 1985. Other countries with scholarship programs in Nicaragua are: France, Netherlands, West Germany, Italy and Spain.

UNAN is an active member of CSUCA, and has named agriculture, preventive medicine and religious/cultural studies as priority fields.

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**INSTITUTION PROFILE
1985-1986**

Universidad de Costa Rica
University of Costa Rica
San José, Costa Rica

RECTOR: Dr. Fernando Durán

NUMBER OF FACULTIES: There are twelve colleges at the University of Costa Rica covering all academic and professional disciplines.

EXTENSION PROGRAMS: Teacher training programs through "Instituto de Investigaciones y Mejoramiento Educativo" (IIME).

GRADUATE PROGRAMS: A regional center for masters degrees in: Chemistry, Metallurgy, Microbiology, Sociology and Public Administration.

NUMBER OF PROFESSORS: 2,500

NUMBER OF STUDENTS: 30,000

There are four public and one private university in Costa Rica. The four public institutions, Universidad Nacional de Costa Rica, Universidad de Costa Rica, Instituto Tecnológico, and Universidad Establish a Distancia together provide the country with one of the most comprehensive higher educational systems in Latin America.

The UCR is generally considered as the highest quality university in Central America. Founded in 1914, it has an enrollment of some 30,000 students and a faculty of approximately 2,500. The faculty of economics is particularly excellent. Its high quality is demonstrated in the fact that of its 31 full titled professors, 12 have master's degrees, and 10 have doctoral degrees. These figures represent an unusually high ratio of postgraduate training for Latin American university faculty.

The equivalent of about 5.5 million dollars of Government funding are given to university education each year. This figure constitutes 30% of funds collected from the national income tax. The university system receives the highest percentage of government outlays from education relative to outlays for secondary (2.6 million dollars) and primary (3.0 million per annum).

Recent efforts to establish research nuclei among the seven national universities has been initiated in Costa Rica. The universities are well qualified to conduct research in virtually all areas; however, the Universidad de Costa Rica will expand research programs in the following areas: Economic Studies, Marine Resource Development, Energy Studies (alternate and Solar), Veterinary Sciences Medicine, Agronomy, Education, Natural Sciences, and Geology/Earth Sciences.

**INSTITUTION PROFILE
1985-1986**

**Universidad Nacional de El Salvador
National University of El Salvador
San Salvador, El Salvador**

RECTOR: Dr. Miguel Angel Parada

**NUMBER OF FACULTIES: Eight faculties. Engineering and Architecture;
Jurisprudence and Social Sciences; Dentistry; Medicine; Agronomy; Chemistry
and Pharmacology; Humanities; Economics.**

**EXTENSION: One Regional Universidad de Occidente, Santa Ana
Universidad de Oriente, San Miguel.**

**NUMBER OF PROFESSORS: Currently at 1,458 professors (1984) full-time,
part-time, hourly. 60% part-time; 97 Universidad de Occidente; 96 at
Universidad de Oriente.**

NUMBER OF STUDENTS: 19,000 (1985).

The university of El Salvador was founded in 1841, 20 years after the country declared its independence from Spain. Like most universities in Latin America, the UES was the forum for social and political analysis. It's history has been punctuated by a number of occupations by military governments.

The National University has not been exempt from civil strife. In 1979-1980 the National University was the scene of severe disruptions, when military forces clashed with student groups. As a result, in 1980, the main university campus was closed, with classes continued in locations throughout the city of San Salvador. Many faculty members left El Salvador during this period. And in the wake of the closing of the main campus, 31 new "universities" were begun, in most cases by professors from the University of El Salvador itself.

Now that the university has re-opened administrators are attempting to rebuild the institution. Today professors work part time at the National University, and part time at the more remunerative, private institutions. The student population at the university will rise as the policy of open admission attracts needier students who are unable to afford the tuitions charged at the private universities.

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Universidad Nacional de El Salvador
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Except for the school of engineering, and the school of agriculture, there is virtually no research conducted at the National University, which is working to improve and develop regional centers for research. The areas are Engineering, Agriculture, social sciences and Rural Development for studies in unemployment and migration. The University is a likely choice for these studies given the unprecedented demographic shifts occurring within the country.

The UES is in direct need of international assistance to upgrade the university human resources and infrastructure. The university has received assistance through the Fulbright/LASPAU program for human resource development, and similar scholarships have been granted from West Germany, France, Spain, Italy, and Netherlands.

**INSTITUTION PROFILE
1985-1986**

Universidad San Carlos de Guatemala
San Carlos University of Guatemala
Guatemala City, Guatemala

RECTOR: To be named.

NUMBER OF FACULTIES: There are 10 faculties in five schools, offering non-degree diploma, licenciante and post-doctoral degrees. Five to six years are required to obtain the licenciante degree. The faculties are: Economic Science, Jurisprudence and Social Sciences, Humanities, Medical Sciences, Dentistry, Agronomy, Veterinary Medicine, Architecture, Chemistry and Pharmacy, and Engineering. The schools include Political Science, Psychology, Social Work, History and Communication Science which translates roughly into Public Relations.

EXTENSIONS: USAC has eight regional centers located in the cities of Quetzaltenango, Cobán, Huehuetenango, Jalapa, Chiquimula, Escuinta, Mazatenango, and Monterrico. There are 4200 secondary school teachers that participate in teacher training programs for the humanities. There is also extension programs for the formation of middle level technicians to respond to industrial needs in each area.

GRADUATE PROGRAMS: A regional center for Master's degree in Sanitary Engineering, Doctorate - Veterinary Medicine.

NUMBER OF PROFESSORS: The office of personnel claims 3,700 professors which includes a small number of full time and the rest half time or hourly professors. University positions are for full, associate and assistant professor. There is a teaching assistant program as well. Most university professors complete a university sponsored professor training program through the IIME program.

NUMBER OF STUDENTS: 48,000. The largest student population of all the national universities in Central America.

The National University of San Carlos, founded in 1676 is the oldest and largest of the state universities in Central America. The university received its autonomy in 1944 in accord with the constitution. A new campus was constructed at its present site in 1949. Today, the university facilities are at peak capacity with an enrollment of 48,283 students yet university administrators anticipate an increased enrollment of 5% over the next few years.

The National University has received about 53% of the total number of students graduating from high schools throughout the country. The university maintains an operating budget of approximately 6.4 million dollars per year or 3% of the State income.

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Universidad Nacional San Carlos de Guatemala
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The university is governed by the Constitution of Guatemala. It is decentralized and autonomous with its own legal identity.

Admission to the university is open in that there are no standard requirements other than completion of an officially recognized "colegio". A minimum passing grade is 51 points out of 100. A nominal charge for tuition is required of all students. For Guatemalan residents it is \$5.00 per month or \$13.00 per year.

The university would like to enlarge its center for research and graduate programs in the following areas: Rural Development, Unemployment and Migration, Ethno-cultural Studies, Social Sciences, and Engineering.

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