

INSTITUTO PERUANO DE  
FOMENTO EDUCATIVO

EVALUATION REPORT

1962- 1974

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1. INTRODUCTORY NOTE

Lima, Peru

June 21, 1974

To the Directors of the IPFE:

It is a pleasure for the Evaluation Committee to submit, hereby, the final report on its work. By force of necessity, this paper is a summary outline of our main observations and conclusions; notwithstanding, the report faithfully reflects our principal professional opinions and observations resulting from the experience gathered during the task entrusted to us.

In general, it shall be noted that our conclusions have basically turned out to be positive—something that should be a source of great satisfaction for everyone at ~~the~~ IPFE. However, certain observations have been put forward with a view to strengthening certain organizational and managerial aspects of the Institution. Furthermore, we do not feel that to act on these will represent any problem whatsoever. Even yet more important is the fact that the Committee has shown interest in advancing a number of ideas which may be implemented in the future ~~of~~ <sup>of</sup> IPFE. We trust that the consideration and discussion of these ideas shall contribute to better ~~shape~~ <sup>visualize</sup> the future of the IPFE as it develops and extends its efforts in the service of Peruvian educational development.

Lastly, we should like to express our thanks for the confidence shown in entrusting us with such a ~~mission~~ <sup>mission</sup> very interesting and delicate mission. We also wish to express our thanks for the close cooperation which we received from all of the personnel of the IPFE in the execution of our task.

Very truly yours,

## 2. BACKGROUND AND REASON FOR THE EVALUATION

The Peruvian Institute of Educational Promotion (IPFE) has, by virtue of its origin, objectives and acquired prestige, very special characteristics, not only in Peru but in our hemisphere.

Any attempt at description would have to identify it, in part, with an educational foundation and <sup>still</sup> in/another sense, inasmuch as IPFE represents a service institution for education. In addition to the foregoing, it would be necessary to point out its classical role of facilitating scholarships and educational ~~loans~~ <sup>loans</sup> for Peruvian youth. Furthermore, to round out this peculiar cross section of the institution it is necessary to stress the fact everything has had ~~in~~ its origin, raison d'être and support, ~~in~~ the private socio-economic sector of the nation.

### 2.1 Historical Outline

~~The~~ IPFE was founded in 1962 and the main original objective of its programs was financial assistance to students interested in specialized higher education in order to contribute to the technical progress of the country. Naturally, at the beginning the organizational structure was <sup>at</sup> the very minimum required and operating norms ~~very~~ simple. From that time up to the present, the institution has developed with respect to its objectives and of course with ~~respect~~ <sup>respect</sup> to its administrative mechanisms. It is well to point out that shortly after it was established in 1962, its founders realized the importance and inherent potential of the service ideal which had brought them together originally. From this awareness arose a new emphasis as to purposes and objectives, which was embodied in the new name of the institution, highlighting the educational

which now characterizes ~~the~~ IPFE as an institution.

The original objectives of ~~the~~ IPFE (Annex K) were modified on July 9, 1969 and ~~their most recent ratification took place~~ in the By-laws approved on May 9, 1973. It is to the point to cite these articles since they clearly reveal the extensive ~~range~~<sup>range</sup> of interests which motivated this group for the promotion of education.

"ARTICLE TWO: ~~The~~ IPFE shall have the following objectives:

One: To promote education at all levels and through all media, advancing the principle that education is the most important means to national development. Since the task is immense and resources limited, ~~the~~ IPFE shall program its work, granting priority to the programs with the greatest multiplying effect, preferably in the scientific and technological fields.

Two: To provide cooperation through donations, loans and other means, for the improvement of teaching and academic levels in public and private education, promoting the training of teachers, providing for the availability of good text books and laboratory equipment, as well as other implements earmarked for the purpose of improving educational levels.

Third: To seek and support talented individuals, the most valuable commodity of a community, facilitating their access to higher educational levels, wether in Peru or abroad, through loans, scholarships and other means.

Four: To contribute to cultural exchanges with foreign countries, promoting the interchange of individuals and projects.

Five: To cooperate in the improvement of scientific and technological levels in Peru, fostering education and technological research in the technical schools and universities.

Six: To promote the cooperation of individuals and organizations of the private sector, the central government, the independent public sector and ~~municipalities~~ <sup>local governments</sup> in the development of the IPFE programs.

Seven: To promote individual and institutional philanthropy, national and foreign, orienting it towards well-defined educational programs formally executed.

Eight: To sponsor, organize and hold educational courses or programs, providing diplomas for those successfully completing them.

Nine: To sponsor and participate in projects and programs, oriented towards the socio-economic development of the nation.

Ten: To make all arrangements necessary and perform all activities required to achieve institutional objectives".

During its first ten years, the growth of the volume of operations and the expansion of the scope of IPFE's activities was relatively slow and on occasions, very circumstantial. The nature of the changes and developments may be seen from the different organization charts, summary financial statements and the descriptive tables for the different programs, as well as from the professional groups which now cooperate with the institution. All of this information is incorporated into the body of this report as duly identified annexes.

An examination of the administrative record of the IPFE immediately reveals that there has been a pronounced diversification in programming

organization. Undoubtedly, such diversification of initiatives and programs has largely responded to the broad nature of its commitment to educational promotion in all of its multiple facets. Of course, this type of growth has had special consequences in the <sup>very</sup> administrative structure of the organization. In the body of this report, observations have been made which evaluate and analyze these consequences to the extent that they might be detrimental to the future growth of the IPFE.

At the beginning of 1972, due to legislative repeal of the double tax deduction for donations from enterprises, IPFE was seriously affected in its very financial foundations. This situation produced a fundamental change in the financial structure which through donations had permitted the IPFE to render and distribute its services free of charge. From that time on, the Directors of the Institution have been engaged in reviewing the grounds for their activities and services with the hope of identifying and implementing new ways to continue rendering the service which interests them, in the same manner and form as usual.

The most immediate effect imposed by the new circumstances was the need for a cost appraisal for the services rendered and the charging of special fees for them.

## 2.2 Object of the Evaluation

The aforementioned situation, together with the socio-political changes occurring in all sectors of the nation, led ~~the~~ IPFE to request an independent evaluation ~~of~~ <sup>of</sup> its own organization. It is a cooperative effort ~~in order~~ to develop a new awareness of the role which it desires to play under the circumstances prevailing in the country, and in turn,

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and organization. This is all to be done with the same mystique of educational promotion of the private sector of the economy, in perfect harmony with the public institutions responsible for the destiny of national educational development.

For the purposes of the evaluation, a group of three persons was invited to take part. It was a group whose experience and professional ability brought together points of view which, although different, were compatible with the objectives of the IPFE. After obtaining the necessary funds, the Evaluation Committee was organized and commissioned to perform the following tasks:

- "1. An evaluation of the efforts which the IPFE has made in the field of education.
2. Definition of IPFE's role as an organization for the implementation of Educational Programs in Peru, by virtue of agreements with the Peruvian government, <sup>and</sup> the Agency for International Development and <sup>of</sup> ~~the~~ others which the Institute may develop.
3. In addition, the Evaluation team shall investigate and evaluate other functions of IPFE and its relations with other institutions operating in the field of education.
4. To make general recommendations on the organization and administration required to improve the role of IPFE in Education.

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Those invited to form part of the evaluation team were Drs. Carlos Malpica, Chairman, from Peru; Dr. Adolfo Fortier, Puerto Rico; and Dr. Walter Adamson, U.S.A. The evaluation process was divided into two

stages: first one week, then two weeks. During the first week, from April 22-26, Drs. Malpica and Fortier made the initial contacts with interested parties and institutions and prepared the plan for visits and interviews programmed for the period June 10-21, at which time Dr. Walter Adamson joined the team. During both periods, Dr. L.A. Berry (USAID) from the Agency for International Development/took part in some of the activities of the Evaluation Committee. He was was one of the principal collaborators of IPFE from its very birth.

Dr. Carlos Malpica Fauster is an educator with broad experience in public affairs in Peru, former Director of the Escuela Superior de Administracion Publica and member of the Consejo Superior de Educacion (Council on Higher Education). Dr. Walter Adamson is a professor in the field of Educational Administration for the Universities of the State of Massachusetts, with vast experience in the field of education in Latin America, having served with AID, UNESCO and World Bank missions. It was as an AID officer in Education that he carried out his last mission in Peru. Dr. Adolfo Fortier is at present Executive Director of the Latin American Programs for the College Entrance Examination Board. He has been a consultant on educational evaluation in a number of Latin American countries and has worked with different institutions in the field of Financial Assistance to university students.

### 3. THE PROGRAMS AND THEIR ORIGIN

As one of its first tasks, the Evaluation Committee performed a critical review of each of the programs developed by IPFE. Due to time limitations, it has been impossible to carry out an in depth examination

of all of the programs or of the many activities of an educational nature in which, in one way or the other, IPFE has been active: in

At the beginning, its main function was the training of top level personnel for the development of qualified manpower. This activity was channeled through scholarships and later the concept of educational credit was applied. Both functions, particularly the latter, continue to be an integral part of IPFE programming. Somewhat later and due to circumstantial needs, IPFE began to exercise an administrative service to facilitate certain educational programs. Such services are offered on behalf of and for national enterprises and public and private agencies of an international nature. Due to the aforementioned reasons, IPFE found itself under the obligation of charging fees for its services to recover some of its operating expenses. Later, examples will be provided of different types of programs in keeping with the aforementioned modality.

At another level, IPFE began to take direct steps on its own in the field of educational promotion. Using its own funds, it began to pool resources with AID and the National Council of the Peruvian University System (CONUP) in an effort to lower the costs of university textbooks. This program, known as LIBUN (University Bookstores) is now in operation, with two bookstores. This is a typical case in which IPFE fosters <sup>the</sup> initiative and cooperation of several enterprises, by example, to achieve useful developments in education. <sup>thus</sup> This experiment would further demonstrate, by way of illustration, IPFE's norm to the effect that once the feasibility of an idea has been shown, the operational responsibilities for it are transferred to other organizations which are more suitable to carry out such activities.

provided by IPFE's professional staff. Therefore, only a brief general description is provided for the main programs (See Annex D).

### 3.1 Scholarships and Loans

- a) Scholarships: IPFE handled a total of 503 scholarships during the period 1965-1973; 270 abroad and 233 in Peru. The procedures employed in the granting of such scholarships have been very well defined and are properly enforced. Obviously, there is strong competition among scholarship applicants due to the large demand. For example, in 1973, of the 585 applicants, only 176 received scholarships.
- b) Student loans: As of December 31, 1973, the portfolio of loans reached the sum of S/.11,886,120.00 . Of this total, only S/.260,280.00 is considered to be irrecoverable. This is an excellent recovery index, possibly unequalled in any other country. Generally speaking, loans bear a 12 o/o interest and are payable within a four-year period. The entire procedure for the approval of loan applications is also quite adequate; in 1973, 117 loans were granted out of 149 applications.

### 3.2 Cooperation Programs

On several occasions, AID funds have been supplemented by IPFE resources, either in specie or in <sup>kind</sup> or personnel assignments in order to provide services such as, for example, facilitating emergency premises for a research team from the Ministry of Education or to set up a program with the help of AID for the training of teachers in Science and Mathematics.

Later, due to needs and by mutual agreement, IPFE has served as administrator for special AID funds in Peru, but charging 10% as fees for services rendered.

### 3.3 Service Programs

This type of program has tended to increase in number as of the elimination of the "double deduction", after which IPFE ceased to donate its services. It now generally charges a small sum to administer special programs. IPFE still offers certain services free of charge. The best example is the LASPAU program (Latin American Scholarship Program of American Universities). However, at present, IPFE collects a service charge for programs sponsored by CONUP, the Ford Foundation, ESAN (Graduate Business Administration School) and ESAP (Graduate School for Public Administration). Another program in this category is LATF (Latin American Teaching Fellowships). IPFE administers the funds to facilitate bringing in visiting professors to Peru.

### 3.4 Experimental and Innovational Programs

The classical example of such programs is LIBUN, which has already been described. In its promotional role, IPFE has tended to take novel steps in its initiative. This was a natural result of the prestige which the institution acquired.

In general terms, from the point of view of the private sector of the economy, IPFE has shown itself to be an effective instrument to channel funds and efforts of private and international groups towards education. The mere existence of an agency of this nature has made it possible to provide coordination at the national level for different

A very important aspect was the strengthening of the managerial capacity of IPFE to continue the performance of such activities. IPFE may also very well institutionalize its educational services, the costs of which are generally recoverable, without losing its present capacity and economic freedom to act on its own.

#### 4. ORGANIZATION AND ADMINISTRATION

From the time of its establishment, IPFE has had a truly small, internally consistent organizational structure capable of acting as a team. At the present time, the organization, internal procedures and the personnel force are being analyzed by a group of experts provided by Price Waterhouse & Peru. It will be interesting to study the discussion of the recommendations arising from this review, since the Evaluation Committee has gathered the general impression that the present team of professionals and existing procedures have already reached the limit of their effective performance, if one bears in mind the observed growth of the programs in IPFE.

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For the purposes of this report, Annex H includes an updated organization chart of IPFE. The original number of Directors was 7; it has now reached 14. This reflects the increased interest of the private sector to take part in such efforts. From 1968 to date, the professional and secretarial personnel force has continued to grow. There are now 28 persons in total. The foregoing figures reveal the quantitative changes which have occurred due to IPFE's response to new demands for services, and opportunities.

At the managerial level, the most important change is the consolidation of the office of the Executive Vice President, providing

institution. But even more important is the fact that the relations between the Directors of the institution and the professional staff are thus institutionalized. This is a start towards greater clarity as to the normative responsibilities and the general policy proper to a Board of Directors, and furthermore, with respect to the powers of discretion which the Vice President must have to ensure that the normative decisions and approved objectives are carried out with the required efficiency. As a result of these changes, it appears that a healthy relationship has been established as to programming and implementation between the Executive Vice President and the Executive Committee of the Board of Directors.

It would be well to point out, within the organization and operation of IPFE, the existence and use of different advisory committees for the different programs which are carried out. (See the organization chart in Annex H for a complete listing of these committees.) Through these committees, consisting of IPFE members, the institution has at its disposal free advisory services from a top level group of executives and experts belonging to the entrepreneurial circles of Peru. In truth, it is impossible to set a cost figure as to the lump sum which such cooperation represents.

Among the established committees, one of the most important ones is that of Evaluation. This Committee has begun to prepare a sort of review and inventory of the existing programs. Among its duties are those of determining the costs and other aspects of the new programs and finally, to give its opinion as to the actual feasibility of the different projects. Bearing in mind the new circumstances under which the IPFE is developing, the work of the Evaluation Committee takes on incalculable importance.

is that of planning. The determination of institutional objectives and their programming according to the desired priorities shall be increasingly necessary. In general, the processes of planning appear to be perfectly well suited to the size and nature of the organization. Budgetary control, as exercised by the office of the Administrative Manager, is obviously of the highest professional quality. Its efficiency has been repeatedly demonstrated through periodic audits by different groups, including AID.

According to the independent audits performed, the total assets of IPFE increased from S/.6,099,228 to S/.30,749,913 from 1967 to 1971. As of October 1973, IPFE showed a net balance on assets of S/.21,065,328.00. This means that the net balance of the institution has remained at a constant figure of S/.6,940,800. over the years 1971-1973.

As to internal procedures, there is already an evident need for a greater and improved structure. For example, it is the opinion of the Committee that there is an urgent need to institutionalize an integral and periodic system for administrative data by programs and activities. It has not been easy to obtain overall data on certain programs. It is indispensable to keep the basic statistics which reflect the volume of operations up to date. All of the foregoing activities should operate at a level of efficiency and exactness similar to that already reached in financial and budgetary matters.

The present Evaluation Committee understands that there is already a Committee which has drafted recommendations to improve the internal organization of IPFE. It is expected that under such circumstances suitable job descriptions shall be provided for each of the existing professional posts. Nothing of what has been indicated should be

since a warning is issued to the effect that the organization should never lose its great flexibility and capacity to respond promptly to different, unexpected and complex situations in the field of Educational Promotion. IPFE should always be able to respond promptly and effectively whenever and wherever it is needed, whether in the public or private sector.

## 5. OBSERVATIONS AND SPECIAL CONSIDERATIONS

After innumerable interviews with individuals from all sectors, the Committee was able to establish that IPFE holds a position of high prestige as the leading institution for educational promotion ~~from within~~<sup>in</sup> the private sector. In addition, it has confirmed the service aspect and the administrative efficiency of the body. Observations of this nature have come both from the private sector as well as the public agencies dealing with educational.

We, the members of the Evaluation Committee, are quite aware of the role now played by IPFE as the leading organization at the interamerican level for educational loans. The current Chairman of ~~the~~ IPFE was just appointed President of the Panamerican Association of Educational Loan Institutions, APICE. This organization was founded with the sponsorship of IPFE and has its headquarters and Executive Secretariat in Bogota, Colombia. All of this experience serves to aid in coordinating, through IPFE, educational contributions of the private sector, but of international origin.

As far as Peru is concerned, the strictly private nature of IPFE places it in a very special position, instrumental in channeling private educational efforts. Further on in this report, specific suggestions are made as to how this experience of IPFE could be utilized to increase the participation of the private sector in the application of the Educational Reform Law.

Of particular interest for the Evaluation Committee was the study of the resultant cooperation and coordination pattern between IPFE and the newly established public agency, INABEC (National Institute for

with the officials of INABEC with the development of ties of frank cooperation. It should be pointed out that from the very beginning IPFE was interested in the foundation of INABEC and took part in preparing the draft of its organic law. In fact, the objectives of both organizations complement each other, INABEC having the delicate and complex responsibility of stimulating manpower <sup>development</sup> ~~training~~ in the nation through scholarships and educational loans. To implement such an important commission, INABEC shall have to attend to students at all educational levels directly, and specially those from lower economic levels. IPFE, on the contrary, shall always concern itself with educational promotion in new and unexplored areas. IPFE will be able to provide technical assistance to INABEC regarding the methodology of educational loans.

As a matter of fact, it is to be expected that IPFE shall always be considered as a model for this type of organization and it should have a multiplying effect in other regions of Peru. The organization shall have to have resources to strengthen its personnel in the professional sense and with respect to all that pertains to the selection and control of scholarship holders. It must develop models of instruments to organize and administer good programs for Scholarships and Educational Loans locally and abroad. In this case we are referring to the development of experts in vocational guidance at the professional level, the determination of financial needs and the preparation of budgets for studies.

## 6. SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

Undoubtedly, it would require far more time and effort than the Evaluation Committee could dedicate to be able to complete its

achievements and future outlook. IPFE was organized more than 12 years ago; it has handled a great variety of programs and has maintained varied and intensive institutional relations. Quite necessarily, the efforts of the Committee have had to be focused on the aspects which were fundamental in its judgment, selecting different features and activities which would permit it to develop a general picture, sufficiently overall and representative of IPFE. In this chapter of the Report, we intend to provide a rough outline of:

- a) The nature of IPFE, as we view it in the light of its achievements and potential;
- b) The main conclusions regarding the most significant aspects which have been the object of study by the Committee and certain important recommendations related to said conclusions; and
- c) The future outlook for IPFE.

### 6.1 The Nature of IPFE

IPFE, as a body, represents the effort of the private sector to mobilize volunteers. It was formed by a group of top level experts, leaders in different spheres of national activities, motivated and committed to the tasks which they imposed on themselves and who offer their services, contacts and contributions, accompanied and complemented by a small organizational structure which operates with flexibility and efficiently. Its objectives are very general and they have no specific obligation; therefore, its programs of action are varied and evolve dynamically.

Its basic function is that of promotion. Hence, it does not purport to be an executive body limited to operate certain educational programs on a permanent basis. Its limited operating capacity would rather tend to move through successive programs and projects. / Therefore, the characteristic feature does not turn out to be the specific activities which it has been carrying out, but rather the educational working model which it represents. Its goals are not so much ~~those~~ <sup>those</sup> of quantitative growth of its direct activities, but rather the development of its capacity to generate more self-~~propelling~~ <sup>sustaining</sup> actions.

## 6.2 Conclusions and Recommendations

In this section, we wish to submit the main conclusions and recommendations related to the aspects studied by the Committee, ordering them under the four tasks considered by IPFE upon commissioning it to perform the study (See Section 2.2).

1. IPFE's efforts in the field of education. These efforts have been numerous, varied and extensive; through them, IPFE has achieved a very good reputation for its excellent dealings, specially regarding what was initially its principal area of action, financial aid to students. Although in absolute terms and on a national scale such actions may appear limited, in relative terms and in effectiveness they are very significant and strategic, since the processes and procedures already represent acknowledged models of institutional development for other nations.
2. These impressions are supported by opinions from numerous and competent organizations and individuals familiar with the tasks of IPFE,

refer solely to certain fields of action of IPFE. We cite one of these representative opinions: "IPFE is an institution which operates well; its efforts have facilitated the growing participation of the private sector in education." Another: "IPFE knows how to provide a suitable and quick answer to different needs; it handles a group of related programs and does so with efficiency and effectiveness". Or, "IPFE is not an organization in search of a role, it has its role; it has its organization and is doing important things for the benefit of education in Peru."

We feel that in this field of IPFE's educational effort, stress should be given to the developing progress of actions on the part of IPFE: student scholarships, educational loans, contributions towards retraining of personnel, provision of consultants, sponsoring of meetings, launching of innovational projects, experimental projects, and the production of services and goods. It is in this field where one finds the most direct manifestations of the creativeness, initiative and push which IPFE can provide in the educational field. It is here that IPFE can most fully develop the characteristics of a true bank of data, ideas, competent individuals and institutional resources, all harmoniously combined.

For these purposes it is essential that IPFE have a steady current of income through unconditional donations to finance these actions with the necessary flexibility. In this respect, it would be well to update the studies which IPFE commissioned in 1970 on the tax system applicable to such donations, in order to encourage the private sector to contribute

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to the social interest institutions, combining them with government interests. IPFE should also develop a suitable methodology for the programming and evaluation of projects (a task already entrusted to the Evaluation Committee) permitting a forecast of the feasibility of the programs and their appropriate and timely transfer to those who should carry them out, in order to avoid an excessive commitment of the limited capacity and operating style of IPFE. It should be emphasized that the optimum size of IPFE would be that maximum which permits a harmonious balance between the promoting group which provides mobilization and the executive group set up within its administration. Only in this way will it be possible to achieve adequate development in this field, retaining the nature of a promotional institution which is the essential feature of IPFE. Such a strategy would result in a creative current of new services and organizations, either independent or related to IPFE, thus multiplying its inputs, and to which IPFE could transmit its experiences through advisory services.

2. IPFE's role in the implementation of educational programs for outside technical assistance. In this field, IPFE has carried out a clearly evident service role through a variety of contacts and with a high degree of success. Its activities in this field, also, have developed, starting with free aid services (using its own funds) and later as an agency facilitating the operation of programs which had already been established (in addition to its developed operating

capacity, it can receive tax deductible donations; it is tax exempt as a cooperative educational institution; and it is recognized as an international cooperation institution) charging administrative fees; it has assumed a catalytic role to generate or intensify currents for the influx of international cooperation to the country and more recently, as an agency for cooperative efforts, it provides funds for programs together with other public or private entities.

The development of IPFE's activities in this field were the result of different factors; among them the pronounced drop in "untied" donations which took place in 1972 when the Government eliminated the double deduction for the donation. Similarly, it has had an influence on the pressure exerted on different agencies with respect to needs for which it would not have been economical to provide their own services and which are aware of the efficiency of or the advantages of IPFE, or who wish to avoid heavy burdens in their administrative ~~dealings~~<sup>tasks</sup>. We believe that in

We believe that in the development of this field of activities, special emphasis should be placed on the growth involved in the operating structure of IPFE, which may generate internal obstacles upon development, or give rise to irreversible obligations for personnel expenses (due to the labor stability system in force in the country), all of which may reduce or even eliminate certain relative advantages of IPFE, or conspire against the confidence-generating image of efficiency achieved

Consideration should also be given to the enormous volume of work which this field of services shall involve within the country.

In the future, therefore, the participation of IPFE in the entire setup—presuming that IPFE shall continue on a small scale of operations—could not be significant in extent, imposing the need for a selective criterion according to the priority interests of IPFE. Similarly, the role of IPFE as a "middleman" should be clarified, not so much in the sense of acting on behalf of or for a given agency, but rather to facilitate the interrelations between cooperating groups, providing its own efforts and contributions in turn.

IPFE should establish a suitable strategy with respect to the different prospects which we have been able to discover in this field: for AID, IPFE satisfies certain conditions under the heading of "cooperative style" stated in its programming strategy; (see Annex M); the Ford Foundation does not reject possibilities for cooperation although it believes that for the time being IPFE does not qualify as a direct beneficiary for its donations; another private program group has signed an agreement with IPFE permitting it to operate in the country, but it also aspires to obtain part or all of the relative advantages which IPFE now has; a public agency which had been commissioned to handle funds is now considering the possibility that it would be able to attend to its own services, dispensing of its commission, to IPFE; whereas AID is looking with favor on the possibility of transferring one of its present commissioned administration services.

In this field it is also necessary to consider that IPFE's strategy should be readjusted according to the Government's definition of institutional policies, programs and activities which reflect its greatest interests and which will permit the solution of a large number of the problems to which we have alluded in this section.

At this point, it should be stated that IPFE has the constant and basic task of establishing a suitable balance between the extent of its activities in the first two functions to which we have referred up to now. Both fields are substantive in nature, but the work of IPFE in one of them should not be detrimental to the other. Instead, they should be interrelated for complementation or mutual reinforcement.

3. To explore and evaluate the relations of IPFE with other institutions operating in the field of education .

In this aspect, the Evaluation Committee was once again impressed by the variety of operations of IPFE. This includes both working relations with the Ministry of Education and the National Council of the Peruvian Universities, as well as a group of academic institutions, such as the Graduate School of Business Administration (ESAM), the Graduate School of Public Administration (ESAP), public and private universities, and other entities. Although it was impossible to visit or have interviews with all of them, it appears that there is a positive consensus of opinion to the effect that relations have been cooperative and productive. We have encountered a similar image, although frequently incomplete, upon visiting different interested groups

as well as public agencies which are involved in the operation of IPFE services. In summary, IPFE has achieved a reputable position and maintains appropriate relations with organizations of the most varied nature and at all sorts of levels; its modes of action in many cases are novel and have had to clear their way through a yet traditional order which had not foreseen many of the processes promoted by IPFE; in some cases they established order simply permits them, but in others it limits them and imposes the opening of new channels, <sup>and</sup> legal and institutional <sup>are</sup> barriers yet to be overcome/not lacking.

Perhaps the most important item in this respect would be the impressions which official circles have. In our opinion, these impressions not only involve pronounced receptiveness but are also very favorable and demonstrate a willingness to discuss matters and cooperate. There have been no conflicts nor are there any at present and it is expected that with proper distribution and coordination of the work future relations will be mutually beneficial. As to the new educational technology, both the Ministry of Education and CONUP have shown interest in having a study on needs, inventories of the technologies in use and existing capacities in manpower and equipment, as well as on the outlook for the development and application in the country of the new technologies within the general strategy of the Educational Reform. However, there appears to be greater familiarity and recognition of IPFE with respect to its services rather than with respect to its projects for innovations; a number of officials have also mentioned that it is essential

as a function of socio-economic changes in general and those posed by the Educational Reform in particular. We feel that there is a certain tendency to judge the tree by its fruit, a simile which is not totally applicable since IPFE can provide an unlimited variety of fruit, just as it has proposed to become a seedbed for new activities and projects.

We believe that the greater effort on the part of IPFE to be more explicit as to its nature, policy, objectives and strategy for action would fulfill an important role in this respect. A similar effort is required from the government, whose orientation and decisions are fundamental in view of its legal powers, particularly at this time when the Organic Law of INABEC is about to be promulgated, with regulations for the educational obligations of enterprises. Just as important will be the establishment of formal and systematic channels of communication between the responsible organizations of the State and the agencies through which they express themselves, as in the case of IPFE which provides for the participation of the community in the promotion of national educational development.

IPFE's working model makes discussion of this type a substantial ingredient for improved orientation and efficiency of its programs and we have encountered such understanding and willingness to discuss matters at the highest decision-making levels. Furthermore, in this respect, IPFE may also perform the role of promoter and intermediary due to its present status, in the light of its experience and variety of resources. This is evident in the objective

of the Government to achieve the greatest possible participation of enterprises in the educational reform.

4. General recommendations as to organization and administration which might improve the role of IPFE in the field of education.

In this respect, at the level of general conclusions, we have found that IPFE is acknowledged to have a high level of efficiency within the framework of the circumstances under which it performs its functions and according to the nature and scale of its activities. In particular, there is independent and repeated evidence as to the virtues of the systems for operation, records and control in the financial field. Similarly, it has been seen that there is special interest to cover aspects of administrative education and personnel matters. The Board of Directors has ordered that a specialized firm should handle these studies and propose the most suitable recommendations, thus responding to the demands arising from the development of IPFE. We presume that the conclusions, recommendations and prospects of this report may provide new elements to the work of said firm with the understanding that the organizational structures, processes and procedures must necessarily be adapted to the objectives, goals and strategies selected by the organization in order to ensure their achievement.

In view of the foregoing considerations and taking into account the type of study performed by our Evaluation Committee, we do not believe that we have on hand all of the necessary elements to provide specific proposals in this respect. First of all,

rejection of the conclusions contained in the report, to its agreement or disagreement with the proposed prospects, and as to whether it should order that some of the activities which this report considers as desirable should be undertaken or not. Secondly, the experience already obtained in the kind of functions which IPFE has in mind would not make it advisable to have an abrupt change in the agile, flexible and lightly structured system which has been used, nor to think, a priori, in terms of an excessively analytical or rigid structure which would reduce its capacity to respond to the variety of tasks which it must face in the future. What we do propose in Annex L is a functional scheme which can serve as a reference framework for the harmonious operation which IPFE should have, to identify and define areas of responsibility, to bridge gaps and to correct imbalances which might be detected at the present time. In a very summarized form, we wish to point out some of the conclusions and recommendations which may now be made on first examination, contrasting Annex L with the <sup>present</sup> organization chart of IPFE. The drafting and approval of policies should be made more systematic in order that they <sup>may</sup> be more explicit and orient programmed implementations and institutional relations. It is necessary to intensify the planning function, specially through the development of methodologies of programming and project evaluation. A clear statement is required regarding individual fields and the interrelations between the three management groups, above all, in view of the introduction of the new Development of a Management which is of more <sup>of a</sup> promotional nature. Similarly, they should be ensured greater discretionary action. The

are also of recent appointment and should be considered basically for support functions in the preparation and discussion of policies and to intensify the evaluations of achievements and initiatives taken—related to management—but without interfering <sup>with</sup> ~~in~~ them.

Evaluation efforts require greater systematization and regularity (from periodic reports, either monthly or quarterly, to complete evaluations every three or four years) and their results should be suitably ~~publicized~~ <sup>disseminate</sup>; the importance of the Executive Vice Presidency is also emphasized, with the broadest of executive responsibilities, but with direct participation and intensive relations with policy-orientation levels.

### 6.3 Outlook for the future development of IPFE

During the process of its work, the Evaluation Committee compiled and in some cases drafted or discussed different ideas, concerns and doubts with respect to the future orientation, programs and lines of interaction of IPFE. Although this is not always considered as an integral part of the evaluation report and in fact was not mentioned specifically in the commission entrusted to our Committee, it has seemed advisable for us to express this in this section of the report in order that IPFE may grant it the consideration and <sup>follow the</sup> course of action it deems most advisable. These are general proposals of a prospective nature, whose applicability or feasibility have not been considered at sufficient length and depth by the Committee, but which may be very suggestive and motivating during the next stage in which the conclusions and recommendations of the report shall be publicized, discussed and judged and decided upon by the directors of ~~the~~ IPFE.

while  
within a process of intense changes ~~was~~ the country sees the need of increasingly expanding and stipulating its main options and definitions in matters of educational policy. When these develop, new forms of participation of the community in educational matters are strengthened and multiplied, thus providing incentives for the appearance of new organizations and the development of new leadership with broad social effects. IPFE's pioneer efforts were of great merit, but it could not be satisfied with such an arrangement now under present circumstances and when its ~~responsibility~~<sup>image</sup> has acquired great importance and awoken increased expectations.

2. There is a universal trend towards greater participation of enterprises in educational matters. In Peru, the same phenomenon is seen, but despite the meritory efforts and the express stipulations of law, such participation is limited and fails to increase dynamically. There are important entrepreneurial sectors which are not participating to any significant degree, even among the state agencies themselves, there is a lack of motivation to earmark resources and establish funds applicable to scholarships, loans and other forms of educational promotion. Nevertheless, there are many good examples of important achievements when such tasks have been undertaken with true conviction and dedication (scholarships, funds for loans, loan guarantees, donations of tools, donations of services, etc.) IPFE has accentuated its strategy of approaching the enterprises in order that there be an increasing association with the Institute. If this were successful on a larger and more diversified scale it might play an even more important role promoting communications among the enterprises so that they, through their own conviction and decision, may participate in the ~~establishment~~<sup>establishment</sup> of the aforementioned legal provisions, thus cooperating with the Ministry of Education, which is drafting the respective regulations.

necessary modernization of the nature and forms of constitution and the handling of the funds established for social interest reasons and which should be applied to that social interest through streamlined financial mechanisms which bring together many experiences and instruments that have already been developed on the matter in the country and abroad, specially through IPFE and similar organizations.

4. There should be more intensive efforts to provide correct orientation, in accordance with the period through which the nation is going, as to the very sense of cooperation, to supercede the paternalistic concept whereby some give and others receive, when the case in point is that of exercising joint efforts in which all participants may act according to their possibilities, providing their resources and efforts and sharing objectives and responsibilities in the general service of the community. This criterion would permit <sup>overcoming of</sup> obstacles, manytimes artificial ones, to promote joint actions, for example, between the State and private organizations carrying out social interest functions. In this respect, IPFE has already begun an important phase of its activities.

5. The best social investment is that made in ~~the~~ education ~~of~~ in Peru; there is a deep-rooted conviction in that respect, which explains the enormous educational expectations in all sectors of Peruvian society. We must discover the best ways to channel and respond to these expectations and to do so it is necessary to develop an awareness that much talent is left unused or ~~we~~ lost, specially at the level of admission to universities and among university graduates; that a place should be provided for these special efforts to support young professionals; that local scholarship programs, now almost insignificant in number, should be developed through individual efforts; that educational loans should reach sizable <sup>sums</sup> ~~levels~~, as shown by the achievements of other nations, since there is no good reason for the proliferation in the country

and educational loans must not be seen as alternative forms since they may be complementary, thus stimulating individual efforts. This is a type of task which IPFE can promote better than anyone else in view of the authority which its achievements permit it.

6. The praiseworthy but scant success achieved in matters of educational promotion should be publicized suitably, not with an advertising spirit or simply to gain advocates, but rather to induce, multiply and perfect the most varied forms of mobilization and the capacities and potential of the nation for the sake of the development of education. We have the case, for example, that the old scholarship holders and loan beneficiaries do not participate nor are they informed about the new programs of the same nature; at times the ~~benefactor~~<sup>sponsor</sup> or benefactors are familiarly with the program in which they cooperate; in other cases, there are resources for programs which cannot be rapidly and fully used.

However, special care should be taken <sup>in order</sup> that the publicizing of data and documents ~~may~~ increase the offer of services and not simply tend to create a current of expectations going beyond ~~the~~ realistic possibilities. ~~Something to be expected~~

7. The image of efficiency which IPFE enjoys is due largely to demonstrative effects achieved through the efficient start up of a number of things. It might be that in the future IPFE could promote projects, participating in them until their feasibility were demonstrated, without involving itself in the final implementation, but offering advisory services for the operation of the projects. The recent Law of Social Ownership Enterprises also opens up the possibility that agencies such as IPFE may propose enterprises related to educational development then sell the projects to reimburse the expenses incurred in their preparation.

8. There are other important funds in the country earmarked for the promotion of research, funds which require their mobilization through suitable coordination of efforts to emerge from the backwardness ~~and the~~ <sup>despite the</sup> small amount of research seen at present. It should be remembered that from its very beginning IPFE fostered efforts aimed at promoting scientific research and the full development of researchers. This is a very important task, which might be resumed in its plans for future action.

9. The international scope of IPFE is another frontier in which the Institute has played a successful role, acquiring broad recognition in representing the efforts and achievements of Peru in the field of educational development. After the experience obtained at the Panamerican level, we now believe that with IPFE's initiative it would be possible to have a more intensive coordination effort among the nations of the Andean Group, through the agencies established by the Cartagena Agreement and more directly, by participation in the "Andrés Bello Agreement for Educational, Scientific and Cultural Cooperation. This line of work would undoubtedly favor local development of educational promotion in the country.

#### 7. FINAL REMARKS

The Evaluation Committee made a verbal report to the Executive Committee of IPFE on the general scope and conclusions of this study on June 19, as another opportunity to gather impressions and commentaries for the final version. The presentation of this report to the President of IPFE took place on June 21. We wish to express our thanks to former and present directors, executives, and in general, to all IPFE personnel, who have offered their full cooperation, providing us with information and supporting us at all times for the better performance of our tasks. We asked IPFE to prepare

us basic reference data , draft several annexes and to confirm the figures which we used, guaranteeing their exactness as well as that of references made to them throughout the report. This was done effectively and to our satisfaction. Similarly, we wish to express our acknowledgment to all of the people we interviewed and with whom we established contacts pertaining to the objects of our mission.

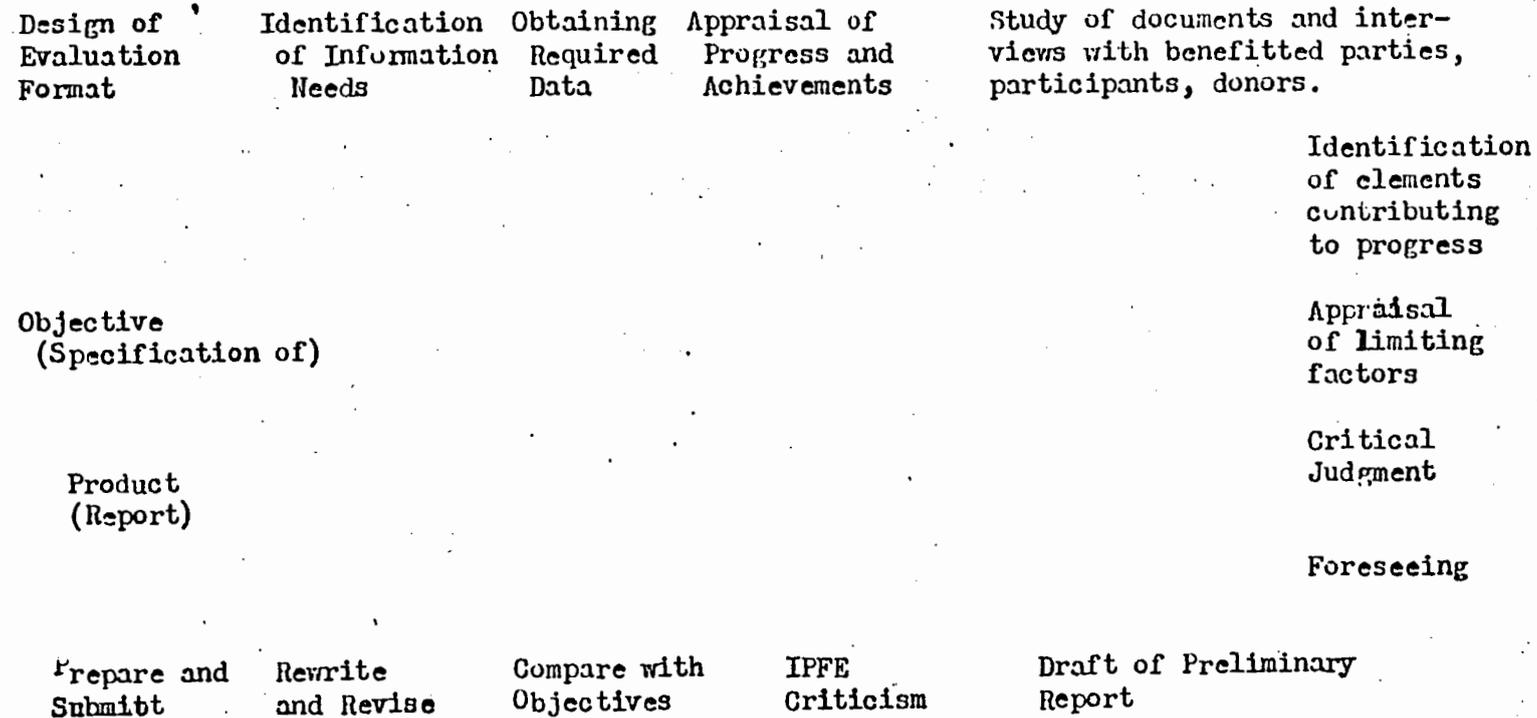
The names of these individuals appear in Annex B, together with those of the institutions which they represent. We wish to express our thanks to all of them for their great willingness to cooperate with us and with IPFE and for their valuable contributions.

Upon completing our report, we feel a sense of satisfaction and the personal and professional enrichment from the work performed as members of the Evaluation Committee and because we trust that we have contributed in the completion of an important initial step in the process of overall evaluations which IPFE has already begun and we also trust that these will be fully developed through constant and more systematic efforts as the medium, par excellence, to expand and perfect the participation of its members in the task of examining the results of its efforts and to reach common criteria in making future decisions.

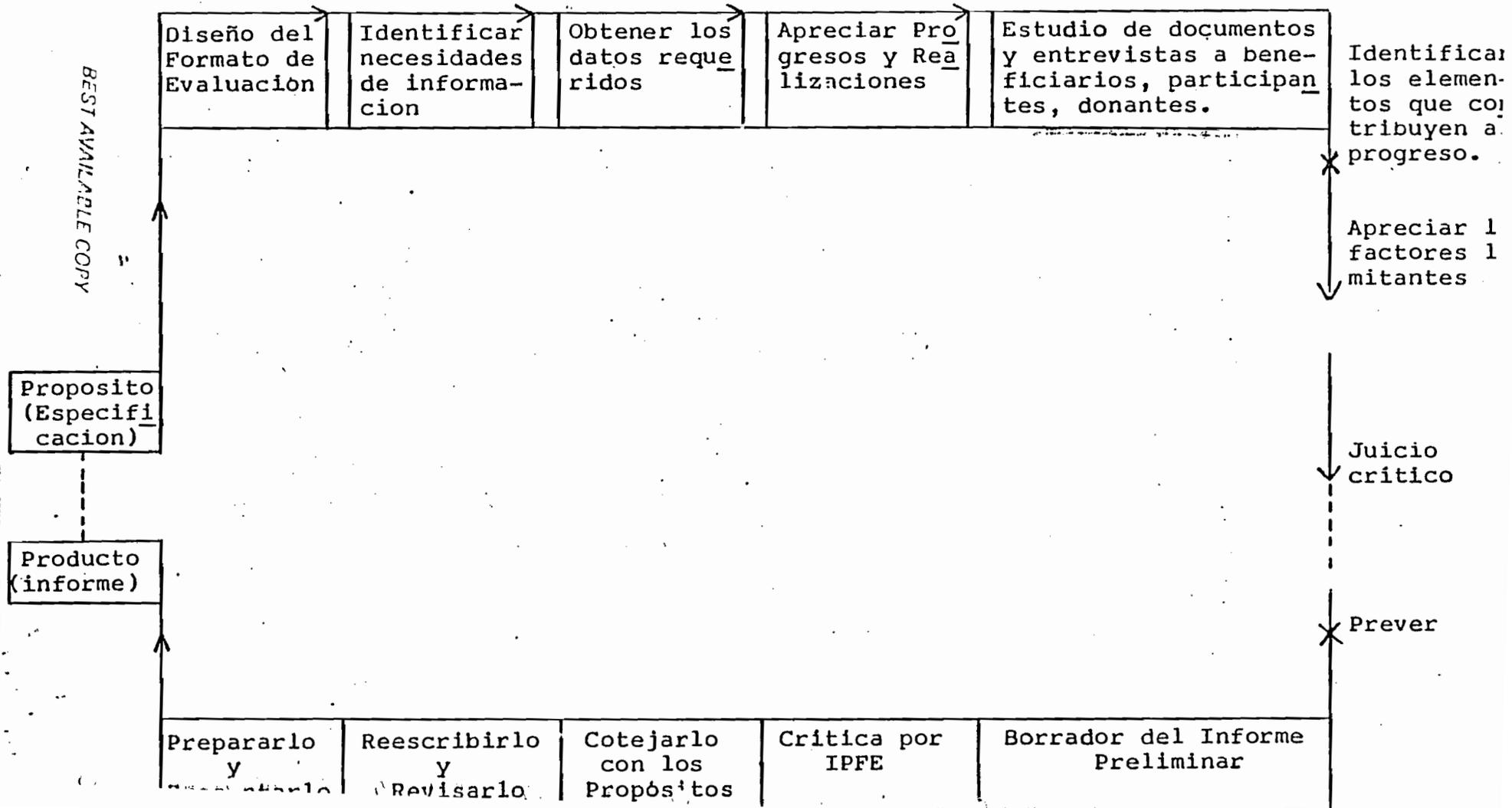
## ANNEXES

- A. Flowchart of the Process of Evaluation
- B. Persons Interviewed and Institutions Visited
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- D. Outline of the Programs
- E. Summary of Financial State (1968-1973)
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## FLOWCHART OF EVALUATION PROCESS



ESQUEMA DEL PROCESO DE EVALUACION SEGUIDO



ANNEX B

PERSONS INTERVIEWED AND INSTITUTIONS VISITED

STATE ORGANIZATIONS

MINISTRY OF EDUCATION	Director-Superior
LEGAL COUNSEL OF THE MINISTRY OF EDUCATION	Director
SUPERIOR COUNCIL OF EDUCATION	Chairman Asst. Chairman Advisor
BUREAU OF LABOR EDUCATION AND PROFESSIONAL QUALIFICATION	Director General
BUREAU OF HIGHER EDUCATION	Director General
SECTORIAL PLANNING OFFICE	Director
NATIONAL INSTITUTE OF PUBLIC ADMINISTRATION (INAP)	Chief of INAP
NATIONAL INSTITUTE OF SCHOLARSHIPS AND EDUCATIONAL LOANS (INABE C)	Chief Technical Director
NATIONAL INSTITUTE OF RESEARCH AND DEVELOPMENT FOR EDUCATION "AUGUSTO SALAZAR BONDY" (INIDE)	Director General

IPFE SPONSORS

Companies:

INTERNATIONAL ORGANIZATIONS

FORD FOUNDATION

Representative  
Asst. Representative  
Regional Advisor  
Assistant for Social Science  
Program

AGENCY FOR INTERNATIONAL DEVELOPMENT (AID)

Director of the Mission  
Chief of Dept. of Human Resources

LATIN AMERICAN TEACHING F ELLOWSHIP (LATF)

Representative for Peru and Bolivia

FLORIDA STATE UNIVERSITY(FSU)

Professor of Education, Florida State  
University and Tallahassee, U.S.A.

BANKS

... CONTINENTAL

Manager

Manager

...LA NACION

Manager of Foreign Exchange and  
Drafts

Asst. Manager

...WIESE

Chairman of the Board of Directors

NATIONAL COUNCIL OF THE PERUVIAN UNIVERSITY (CONUP)

Executive Director

Director of Planning

NATIONAL AGRARIAN UNIVERSITY (UNA)

Dean

GRADUATE SCHOOL OF BUSINESS ADMINISTRATION (ESAN)

Dean

PERUVIAN INSTITUTE OF EDUCATIONAL PROMOTION (EPFE)

FORMER PRESIDENTS OF IPFE

President

Vice President

Executive Vice President

Board of Directors

UNIVERSITY BOOKSTORES (LIBUN)

Manager

PAST FELLOWS (LASPAU)

EX-SCHOLARSHIP HOLDERS, IPFE SCHOLARSHIPS AND LOANS

PERSONAS ENTREVISTADAS E INSTITUCIONES VISITADAS

ORGANISMOS ESTATALES

MINISTERIO DE EDUCACION

Cónl. EP Daniel Morales Bermúdez Director Superior

ASESORIA JURIDICA DEL MINISTERIO DE EDUCACION

Julio Gonzáles Montesinos Director

CONSEJO SUPERIOR DE EDUCACION

Ricardo Morales Basadre Presidente

Juan Chong Sánchez Vice Presidente

Leopoldo Chiappo Consejero

DIRECCION GENERAL DE EDUCACION LABORAL Y CALIFICACION  
PROFESIONAL

César Picón Espinoza Director General

DIRECCION GENERAL DE EDUCACION SUPERIOR

Ernesto Viacava Director General

OFICINA SECCTORIAL DE PLANIFICACION

Andrés Cardó Franco Director

INSTITUTO NACIONAL DE ADMINISTRACION PUBLICA (INAP)

Gral. EP José Guabloche Rodríguez Jefe del INAP

INSTITUTO NACIONAL DE BECAS Y CREDITO EDUCATIVO (INABEC)

Crl. EP (r) Armando Cueto Zevallos Jefe

Rubén Gómez Peralta Director Técnico

INSTITUTO NACIONAL DE INVESTIGACION Y DESARROLLO DE LA  
EDUCACION "AUGUSTO SALAZAR BONDY" (INIDE)

Mauricio San Martín Director General

DONANTES A IPFE

Empresas:

-Marcona Mining Company

-Price Waterhouse Peat & Co.

-I.B.M. del Perú S.A.

-Banco Wiese Ltda.

ORGANISMOS INTERNACIONALES

FUNDACION FORD

James Trowbridge

Representante

Robert Drysdale

Representante Adj

Reynold Carlson

Asesor Regional

Peter Cleaves

Asistente del Programa de Ciencias Sociales

AGENCIA INTERNACIONAL PARA EL DESARROLLO (AID)

Donald Finberg

Director de la Misión

Charles Briggs

Jefe del Dpto. de Recursos Humanos

Kenneth Martin

Funcionario de Asuntos Educativos

Alessandro Jorge

Profesor de Educación. Pennsylvania State University, USA.

LATIN AMERICAN TEACHING FELLOWSHIP (L.A.T.F)

Janet Ballantyne

Representante en Perú y Bolivia

FLORIDA STATE UNIVERSITY (FSU)

Sydney Grant

Profesor de Educación, Florida State University y Tallahassee, USA.

BANCOS

BANCO CONTINENTAL

Edwin Rey

Gerente

Eduardo Vargas Alzamora

Gerente

BANCO DE LA NACION

Luis Bordo García Rosell

Gerente Central de Moneda Extranjera y Giros

Teresa Paredes

Sub-Gerente

BANCO WIESE LTDO.

Guillermo Wiese

Presidente del  
Directorio

CONSEJO NACIONAL DE LA UNIVERSIDAD PERUANA (CONUP)

Ing. Mario Samamé Boggio

Director Ejecutivo

Ing. Fausto Vincés Velez

Director de Pla-  
nificación

UNIVERSIDAD NACIONAL AGRARIA (UNA)

Dr. Federico Anavitarte

Rector

ESCUELA SUPERIOR DE ADMINISTRACION DE NEGOCIOS PARA  
GRADUADOS (ESAN)

Tulio De Andrea

Decano

INSTITUTO PERUANO DE FOMENTO EDUCATIVO (IPFE)

EX PRESIDENTES DEL IPFE

-Miguel Checa Solari

-Guido De Rossi

-Enrique East

-Alfonso Rizo Patrón

Presidente

Vice Presidente

Vice Presidente Ejecutivo

Consejo Directivo

Comité Ejecutivo

Comité de Evaluación

Ejecutivos

Socios

LIBRERIAS UNIVERSITARIAS (LIBUN)

Hugo Cabello

Gerente

EX BECARIOS LASPAU

-Arauco Iván

- Carpio Zavala Nelson
- Coronel Chauca Francisco
- Coronel Chauca Víctor
- Correa Percy
- Domínguez José
- Liñán Colchado Napoleón
- Luyo K. Jaime
- Millones Luis
- Quichiz Bernal Luis
- Vidal Castellano Jorge

EX BENEFICIARIOS DE IPFE BECAS Y PRESTAMOS

- Nagkuag Evaristo
- Tejada Alberto
- Vega Centeno Máximo
- Vegas Vélez Manuel

## AGREEMENTS AND PROGRAMS OF IPFE

June 15, 1974

## ACTIVE

AGENCY	AGREEMENT	PROJECTS
USAID	MINED	36 Educational Programs
		<ol style="list-style-type: none"> <li>1. Summer Course for Science Professors</li> <li>2. Biology Congress</li> <li>3. Course for Training Experts; Educational Reform</li> <li>4. Pilot Program for Secondary School Unit</li> <li>5. Retraining of Personnel for Initial Education</li> <li>6. Program for Training of Leaders in Education</li> <li>7. Second Course in Mathematics for Professors</li> <li>8. Trips of Members of Reform Committee to Neighboring Countries</li> <li>9. Seminar on Modern Teaching Methods and Instruments</li> <li>10. Counseling of the Reform Committees</li> <li>11. National Planning Seminar</li> <li>12. Consultants on Methodology of Educational Research</li> <li>13. Participation of INIDE in the Seminar on the Economics of Education</li> <li>14. I Seminar on Educational Statistics</li> <li>15. Evaluators for the Summer Courses</li> <li>16. Counselors for Different Departments</li> <li>17. Training for INABEC Personnel</li> <li>18. Counselors and Training for INABEC</li> <li>19. Training for CIPOBE Personnel</li> <li>20. Training for <sup>Executives</sup> <del>Officials</del> at Florida State University</li> <li>21. <sup>Equipment</sup> <del>Outfitting</del> of Evaluation and Data Center</li> <li>22. Aid in the Acquisition of Printing Equipment for INIDE</li> <li>23. Five round tables on Science, Technology and Curriculum for Basic Education</li> </ol>

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24. Round table on Language, Activities and Curriculum of Basic Education.
25. Adquisition of video tape equipment
26. Formation of a Team of Training Teachers at Florida State University
27. Aid for the development of a simulation model, EDU-PERU Project
28. Aid for holding of Seminar for Professionals (Technicians) for the Educational Planning System.
29. Three OSPE Officers to Michigan to the Seminar on Informal Inter-Education
20. Program for Professors to identify and determine the disabilities of children in school learning process.
31. Four officials<sup>sent</sup> to Centers producing educational textbooks in Latin American countries.
32. Aid in the organization of INABEC
33. Project for informal education
34. System of planning offices
35. Project for bilingual education
36. Project for educational extension

USAID

ESAN

2 Educational Programs

1. Academic Research
2. Loans for students, Master's Degree

USAID

CONUP

15 Educational Programs

1. Development of the Evaluation Process
2. Study of new accounting and administrative procedures for Peruvian universities
3. Textbook project
4. Seminar on Admissions
5. Publication of the Bulletin



MAKUS SNE	LOANS	For children of workers
PLAZA CARPIO		Construction of school in Piura
BANCO WIESE	LOANS	Postgraduate studies, Master's Degree
		ESAN
CONUP	LIBUN	System of University bookstores
BANCO CONTINENTAL	LOANS	Postgraduate studies
IPASA	SCHOLARSHIPS	For children of workers
COMPANIA NACIONAL DE CERVEZA	LOANS	For children of workers
SEARS	SCHOLARSHIPS	For children of workers
MONTERREY	SCHOLARSHIPS	For children of workers
PRIZER	SCHOLARSHIPS	For children of workers
MINISTRY OF ENERGY AND MINES	SCHOOL FOR MINING LEADERS	Training and research
LASPAU	UNIVERSITIES	Fellowships for university teachers
ICITEX	SCHOLARSHIPS-COLOMBIA	Developmental
INCE	SCHOLARSHIPS-ARGENTINA	Developmental
EDUBANCO	LOANS	For children of bank employees
PRICE WATERHOUSE PEAT & CO.	SCHOLARSHIPS	Development courses in auditing
IBM	SCHOLARSHIPS	Computers
LEO S. ROWE FUND	LOANS	To LASPAU fellows to reimburse IPFE loan
HILOS CADEMA	SCHOLARSHIPS	For children of workers (initial stage)
APICE	CREDIT INSTITUTIONS AMERICA	Presidency of IPFE
CONUP	LIBUN	Administration of IPFE

IPFE SCHOLARSHIP PROGRAM : FOREIGN

## 1. TEXAS

IPFE began this program in 1964 in conjunction with "The Texas Partners of the Alliance with Peru", granting six scholarships. In 1965, it granted 5; in 1966, 14; and in 1967, another 14.

The scholarships only covered tuition expenses in different Texas universities. A total of 39 students received scholarships. The program ended in 1967.

Since the TEXAS-IPFE Scholarship Program did not cover all of the students' expenses, IPFE provided supplementary financial aid to the extent of US\$200.00 per month as a loan.

IPFE SCHOLARSHIP PROGRAM: FOREIGN

## 2. CARLOS CUETO FERNANDINI

This program operates with funds donated by the Marcona Mining Co., and is administered jointly by IPFE and the Institute of International Education. The Program provides fellowships for students leading to the Master's Degree over a maximum period of two years. The CCF Program is carried out in United States universities.

The financial aid consists of an outright grant of US\$6,000.00 plus a loan of US\$1,500.00 covering all of the student's basic expenses.

The CCF program began in 1969 and from that time on an average of 4 fellowships have been granted per year. To date, 19 professionals from Peru have been awarded these grants.

3. ICETEX (COLOMBIAN INSTITUTE OF EDUCATIONAL GRANTS AND TECHNICAL STUDIES ABROAD)

These are full fellowships for postgraduate studies in Colombian universities in any field, but with a certain preference for the Education and Industrial Engineering.

The interested party must make his application for admission to the university many months prior to the period corresponding to arrangements for the fellowship made by IPFE. This program is presently in effect.

These fellowships were offered to IPFE in 1971 by the Colombian government through its student exchange program known as Integration of Students of the Americas (IDEA). In 1971, 2 fellowships were awarded; in 1972, 2; in 1973, 12; and in 1974, 4.

ICETEX—LANGUAGES AND LITERATURE

This is a program for one-year fellowship grants in the fields of Languages and Spanish-American literature given at the Instituto Caro y Cuervo del Seminario Andres Bello, in Bogota, Colombia.

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4. INCE

The National Institute of Educational Grants of the Ministry of Education and Culture of the Republic of Argentina offered a fellowship grant to IPFE in 1973, permitting the selection of one Peruvian graduate student to take development studies in Sciences in an Argentina university.

The grant covers all expenses except the fare to Argentina. The first fellowship holder has returned to Peru under this program and the 1974 selection has not yet been made.

5. EXCHANGE (INTERNATIONAL CULTURAL EXCHANGE)

In 1972, the U.S. Catholic organization known as EXCHANGE agreed to turn over to IPFE the administration of this program for students who had finished their high school education and wished to live with a U.S. family during their studies in a university or junior college in the United States.

The grant is good for six months to one year and covers 50 o/o of expenses, including the trip fare.

6. ELASPAU (THE LATIN AMERICAN SCHOLARSHIP PROGRAM OF AMERICAN UNIVERSITIES)

In 1965, the directors of this Institution chose IPFE to act as their representative in Peru in order to coordinate, in conjunction with both State and private universities, their publicity announcements, screening activities, administration of aptitude tests and English language examinations, etc.

The program began officially in 1966 with 13 scholarships; in 1967, 19; in 1968, 14; in 1969, 31; in 1970, 21; 39 in 1971 and 39 in 1972; and in 1973, 23 scholarships were awarded. So far in 1974, 28 scholarships have been granted, giving a grand total of 227.

This program was established solely and exclusively to train Peruvian university teachers with a formal commitment to return to their country immediately upon completion of studies with their Master's Degree and to take a teaching position at the University which sponsored their admission.

At present, the screening process is under way for ~~the~~ 1975-1977 applicants. 20 to 40 scholarships shall be granted.

## 7. SUNY

The officials of the university complex of the state of New York (STATE UNIVERSITY OF NEW YORK) chose IPFE to administer this program of scholarships and fellowships for Peruvian university and graduate students designated to continue their studies at any of the 40 institutions of higher education constituting SUNY.

The scholarships <sup>include</sup> cover the educational expenses of the studentship holder (registration, tuition, etc.), but he must cover his remaining expenses.

The grants are for one year and are renewable.

In 1970, 9 scholarships were awarded; in 1971, 3; and in 1972, 3, making a total of 15.

In 1973, the New York legislature decided to reduce part of the SUNY funds for scholarships granted to foreign students; as a result, the program was suspended.

## 8. OCEAN TRANSPORTATION

The Marcona Mining Co. has very kindly provided free transportation facilities on their cargo vessels carrying ore to U.S., European and Japanese ports. Since its start in 1964, this program has provided more than 200 scholarships to Peruvian students and professionals who have traveled abroad or returned to the country by ship.

SCHOLARSHIP PROGRAM THROUGH AGREEMENTS WITH LOCAL ENTERPRISES FOR  
STUDIES IN PERU

—All of the programs are of indefinite duration.

BACKUS

The program began in April 1973. Scholarships are granted for one year to the children of the workers of Backus & Johnson S.A. to cover the cost of high school studies.

In 1973, 42 scholarships were awarded and 87 in 1974.

IPASA

Began in April 1973. Scholarships are for children of the workers of the firm Industria del Acero S.A. for primary school, high school and university studies.

In 1973 there were 22 scholarship grants and for 1974, 20 shall be provided.

MONTERRREY

Began in April 1974. Scholarships are granted for one year to the children of the workers of the firm Monterrey S.A. to cover the costs of high school and subsequent studies.

Seventeen scholarships have been granted for high school studies and two for subsequent studies out of the 25 programmed.

PFLIZER

Began in April 1974. The program provides for 12 scholarships for the children of workers of the firm PFLIZER S.A. to cover costs of primary

Seven scholarships were granted for primary school studies, 2 for high schools and one for subsequent studies, out of the 12 programmed.

SEARS

This is a program for the children of workers of the firm SEARS ROEBUCK DEL PERU S.A. for high school and university studies.

In 1973, 54 grants were made for high school studies and 18 for universities.

In 1974, 123 grants were provided for high school studies and 39 for subsequent studies, giving a total of 162.

Program figures call for 120 high school scholarships and 60 for universities.

HILOS

This is a program which is about to begin. At present ~~ix~~ the registration of applicants is under way.

MILPO

The program will begin in 1974. It offers 20 scholarships for the children of workers of the ~~firm~~ mining firm MILPO S.A. at the high school level.

Registration of applicants is in process.

DESCRIPTION OF IPFE AGREEMENTS

Agreements with AID

IPFE is considered as the administrator of the funds for the agreements which AID reaches with the Ministry of Education (MINED) and with the National Council of the Peruvian University (CONUP). The mode of operation is as follows: MINED and/or CONUP submit programs and budgets to IPFE which extends invitations to the favored parties and handles the budgeted payments. At the end of each program, IPFE requests a final report from its coordinator of such.

The programs covered by AID agreements generally refer to the hiring of consultants, training tours for Peruvian officials, organization of special events such as seminars, round tables, etc.

FORD FOUNDATION

IPFE has acted as Administrator of the funds for the following agreements:

- A) CONUP: For the handling of a training program for planners and professional personnel.
- ?B) SCHOOL OF PUBLIC ADMINISTRATION (ESAP)  
 To develop courses in the "Experimental Program for Training of Human Resources" (PEFERH)

Interamerican Foundation (IAF)

IAF has granted a donation to IPFE to finance a pilot project for the production of audiovisual <sup>material</sup> / (slides with synchronized sound and closed circuit TV) to support the educational plans developed by the Ministry of Education.

Latin American Teaching Fellowships (LATF):

This is an agreement with LATF to administer the funds for payments of fees to university professors selected in the United States and requested by Peruvian universities and for other administrative expenses of the program, "Visiting University Professors".

THE CONUP-LIBUN AGREEMENT (CONUP-UNIVERSITY BOOKSTORES)

The LIBUN program, established in 1972 through an agreement between CONUP and IPFE, had as its objective to make ~~these~~ textbooks and articles essential for their university trainign accessible to them.

In January 1974, the first sales office for direct attention ~~attention~~ to students was inaugurated.

LIBUN has entered into agreements with some of the more important Peruvian universities for the sale of its books on consignment.

D-4

THE PROGRAM "INDUSTRIAL EQUIPMENT FOR EDUCATION"

1. .Activities of the Program

a) Agreement with Pan American Development Foundation to collect tools and machinery from private firms in U.S. and Peru to donate them to educational institutions in technical field.

b) Cash totals from March 1, 1966 to June 14, 1974:

1. Received from March 1, 1966 to June 14, 1974

From Pan American Development Foundation,

52 shipments with value of \$574,429.82

which at market prices makes

S/.

Six donations from private firms

2. Donated from March 1, 1966 to June 18, 1974.

350 donations to 172 institutions

To 17 national polytechnical institutes

To 58 industrial institutes

To 31 agricultural and livestock institutes

To 15 other institutes

To 3 universities

To the Ministry of Health

To the Ministry of Housing

To Aviation School of Collique

3. Balance in warehouses as of June 14, 1974

Iima, Peru

"INDUSTRIAL MACHINERY FOR EDUCATION" PROGRAM

LIST OF DONATIONS TO TECHNICAL AND

POLYTECHNICAL INSTITUTES

From 1966 to 1971

Donation No.	Date	Number of Schools	Total
--------------	------	-------------------	-------

PROGRAMA "MAQUINARIA INDUSTRIAL PARA LA EDUCACION  
RELACION DE DONACIONES EFECTUADAS A  
INSTITUTOS TECNICOS Y POLITECNICOS  
DESDE 1966 A 1971

Donación N°	Fecha	Cantidad de Escuelas	Monto Total \$
1	Noviembre 1966	3	599,220.41
2	Marzo 1967	20	596,553.00
2a	Marzo 1967	4	119,592.37
3	Setiembre 1967	19	306,084.77
4	Diciembre 1967	3	199,013.89
5	Abril 1968	33	763,409.35
5a	Abril 1968	6	162,180.40
6	Diciembre 1968	47	3'503,100.60
7	Setiembre 1969	40	2'270,522.53
8	Julio 1970	23	2'860,990.63
9	Diciembre 1970	30	1'184,104.00
10	Junio 1971	20	4'426,955.99
10a	Junio 1971	2	181,986.00
11	Diciembre 1971	28	4'555,698.42
11a	Diciembre 1971	4	547,541.30
12	Octubre 1972	31	5'966,774.25
13	Octubre 1974	18	4'398,204.98
			32'632,932.89
			=====

SUMMARY FINANCIAL STATEMENT (1968-1978)

(Thousands of Soles)

IPFE

INCOME 12 months

COUNTY INCOME

Donations to the Institute

Other Income

Restricted Income

Restricted donations

Funds from Agreements

Funds for Scholarships

Machinery and tools

DISBURSEMENTS

Own Disbursements

Educational Programs of Institute

Administrative Expenses

Restricted Disbursements

Restricted Educational Programs

Scholarships, Foreign

Donations of Machinery and Tools

INCREASE OF EDUCATIONAL LOAN FUNDS

FOR LOANS

BEST AVAILABLE COPY

RESUMEN DEL ESTADO FINANCIERO (1968-78)  
(miles de soles)

<u>IPFE</u>	31/12 1973	31/12 1972	31/12 1971	30/6 1970	30/6 1969	30/6 1968
<u>Ingresos.-</u>	<u>12 meses</u>	<u>12 meses</u>	<u>18 meses</u>	<u>12 meses</u>	<u>12 meses</u>	<u>12 me</u>
<u>Ingresos Propios</u>						
Donaciones al Instituto	4'461	3'579	10'318	5'764	2'195	1'653
Otros Ingresos	<u>1'498</u>	<u>1'057</u>	<u>1'473</u>	<u>343</u>	<u>971</u>	<u>322</u>
	<u>5'959</u>	<u>4'636</u>	<u>11'791</u>	<u>6'107</u>	<u>3'166</u>	<u>1'975</u>
<u>Ingresos Restringidos</u>						
Donaciones Restringidas	10'332	2'789	11'666	10'529	5'055	1'965
Fondos Convenios	13'464	9'489	13'004			
Fondos Captados en Becas	28'626	24'216	17'894	13'228	8'798	9'225
Maquinaria y Herram.	<u>2'463</u>	<u>9'274</u>	<u>13'623</u>	<u>2'790</u>	<u>2'414</u>	<u>3'389</u>
	<u>54'885</u>	<u>45'768</u>	<u>56'187</u>	<u>26'547</u>	<u>16'267</u>	<u>14'579</u>
	<u>60'844</u>	<u>50'404</u>	<u>67'978</u>	<u>32'654</u>	<u>19'433</u>	<u>16'554</u>
<u>EGRESOS.-</u>						
<u>Egresos Propios</u>						
Programas Educativos del Instituto	1'391	3'248	3'059	619	-	-
Gastos Administrativos	<u>6'087</u>	<u>4'483</u>	<u>7'058</u>	<u>3'291</u>	<u>2'710</u>	<u>1'650</u>
	<u>7'478</u>	<u>7'731</u>	<u>10'117</u>	<u>3'910</u>	<u>2'710</u>	<u>1'650</u>

Egresos Restringidos

Programas Educativos Restringidos.	23'149	17'902	18'260	8'282	3'467	4'
Becas captadas en el Exterior	28'626	24'216	17'894	13'228	8'798	9'
Donaciones de Máquinas y Herramientas	3'777	10'382	12'147	5'810	2'414	3'
	<u>55'552</u>	<u>52'500</u>	<u>48'301</u>	<u>27'320</u>	<u>14'679</u>	<u>16'</u>
	<u>63'030</u>	<u>60'231</u>	<u>58'418</u>	<u>31'230</u>	<u>17'389</u>	<u>18'</u>

Ingreso al Fondo De Crédito Educativo Para Uso de Préstamo

800	1'493	2'406	-	-	1
-----	-------	-------	---	---	---

## PRINCIPAL SPONSORS OF IPFE

JULY 1968 to NOVEMBER 1973

A. FUNDS IN CASH From Sponsors	Funds earmarked for Ordinary Use	Restricted Program	Total
-----------------------------------	-------------------------------------	-----------------------	-------

B. Tools and Equipment

Total Contributions (b)

C. Contributions per year

July

November

- Remarks: (a) The present rate of exchange is S/.13.38 per U.S. dollar.
- (b) We make no attempt to set values on scholarships granted through IPFE by LASPAU, SUNY, TU, etc....
- (c) The Peruvian government eliminated the "double tax deduction" at the beginning of 1972. The effects on the contributions to IPFE, <sup>are obvious</sup> that is, ~~less than 60 o/s~~ <sup>THEY WERE</sup> of 1971 totals.
- (d) These funds are earmarked for a program to be carried out by the Latin American Teaching Foundation.

## ANEXO "F"

PRINCIPALES DONANTES DEL IPFEJulio 1968 a Noviembre 1973

(a)

(US \$ 000)

<u>A. Fondos en efectivo- Por Contribuyentes</u>	<u>Fondos desti- nados al Uso Regular</u>	<u>Programa Restringido</u>	<u>Total</u>
Agency for International Development	\$ 66	\$ 530	\$ 596
Marcona Mining Co.	218	185	403
Cervecería Nacional	4	187	191
Ford Foundation		98	98
La Fabril	5	63	68
Price Waterhouse Peat. & Co.	22	28	50
IBM Corporation	23	22	45
Cía. Minas Buenaventura	4	32	36
Sears Roebuck and Co.	11	20	31
Banco de Crédito	6	25	31
Banco Wiese	20	8	28
Willy Beeck Navarro	6	7	13
Compañía Molinera del Perú		12	12
Adela y Servicio		9	9(d)
Nicolini Hermanos		7	7(d)
Inmobiliaria Paseo		6	6(d)
Enrique Heredia		6	6(d)
First National City Bank		5	5(d)
Molino Excelsior S.A.		5	5(d)
Educational Testing Service		3	3(d)
Latin American Foundation		3	3(d)
Sider Perú		3	3(d)
Molitalia S.A.		2	2(d)
Otros	233	287	520
<b>Total:</b>	<b>\$ 618</b>	<b>\$ 1,553</b>	<b>\$ 2,171</b>

B.Herramientas y Equipos	Fondos destinados al Uso Regular	Programa Restringido	Total
Pan American Development	-0-	614	614
Total de Contribuciones (b)	\$ 618 =====	\$ 2,167 = =====	\$ 2,785 =====
<b>C. Contribuciones por Año</b>			
Julio 1968	\$ 43	\$ 144	\$ 187
1969	105	204	309
1970	128	293	421
1971	177	708	885
1972(c)	82	421	503
Noviembre 1973	83	397	480
Total:	\$ 618 =====	\$ 2,167 =====	\$ 2,785 =====

- N O T A:** (a) La actual tasa de cambio es S/ 43.38 por U.S.dollar  
(b) No intenentamos valorizar las becas otorgadas a través de IPFE por LASPAU, SUNY, TU, etc..  
(c) El Gobierno Peruano eliminó la "Doble Deducción de Impuestos" a comienzos de 1972. Los efectos sobre las contribuciones a IPFE son obvias, i. e., menos del 60% de los totales de 1971.  
(d) Estos fondos están destinados a un programa que ejecutará la Latin American Teaching Foundation.

ANNEX G

SCHOLARSHIP GRANTS THROUGH IPFE

Period: 1965 to November 1973

Number of Scholarships

A. By Program	Foreign	National	Total
---------------	---------	----------	-------

Total Scholarships:

B. By Year

Total Scholarships:

~~XXXXXXXXXXXXXXXXXXXX~~

## ANEXO "G"

BECAS OTORGADAS A TRAVES DE IPFEPeríodo: 1965 a Noviembre 1973

<u>A. Por Programas</u>	<u>Número de Becas</u>		
	<u>Fuera del país</u>	<u>En el País</u>	<u>Total</u>
Latin American Scholarship Program of American Universities (LASPAU)	196		196
Texas University	29		29
Carlos Cueto Fernandini	17		17
Atate University of New York(SUNY)	14		14
Instituto Colombiano de Crédito Educativo (ICETEX)	9		9
Student Exchange Program(EXCHANGE)	4		4
Instituto Nacional de Crédito Educativo (INCE)	1		1
Sears Roebuck and Company		72	72
Backus and Johnston		42	42
Universidad Nacional de Ingeniería		34	34
Escuela de Administración de Negocios para Graduados(ESAN)		25	25
International Business Machines(IBM)		24	24
Industrias Peruanas de Acero(IPASA)		22	22
Price Waterhouse Peat & Co.		11	11
Consejo Nacional de la Universidad Peruana		3	3
<b>Total de Becas:</b>	<b>270</b>	<b>233</b>	<b>503</b>

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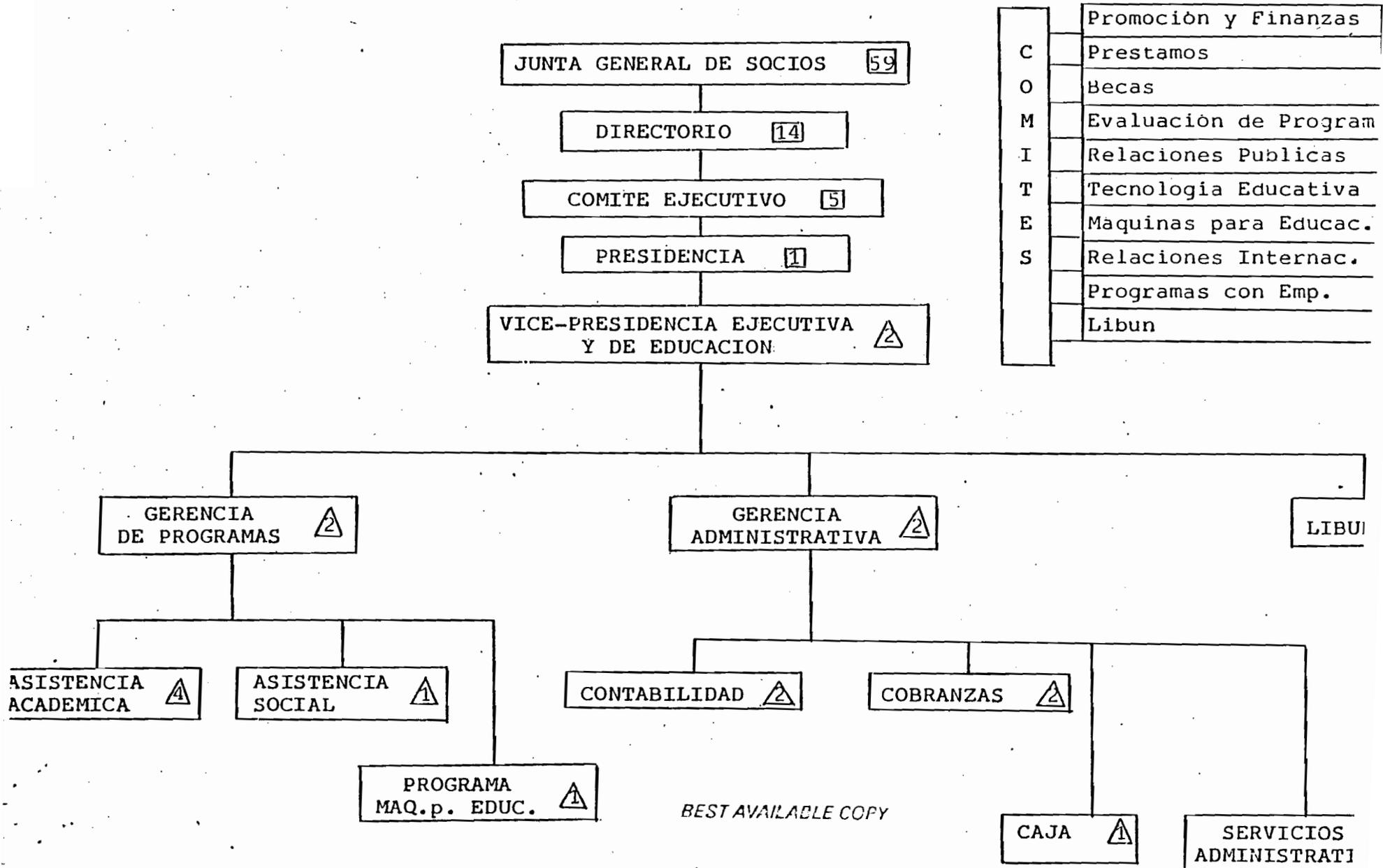
Número de Becas

<u>B. Por Años</u>	<u>Fuera del País</u>	<u>En el País</u>	<u>Total</u>
1965	3		3
1966	20		20
1967	27		27
1968	27		27
1969	35	6	41
1970	33	5	38
1971	42	52	94
1972	46	32	78
1973 (Noviembre)	37	138	175
	<hr/>	<hr/>	<hr/>
Total de Becas:	270	233	503



INSTITUTO PERUANO DE FOMENTO EDUCATIVO  
ORGANIGRAMA

ANEXO H



☐ Socios o Delegados de Socios

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ANNEX I

BOARD OF DIRECTORS

FORMER PRESIDENTS

DIRECTORIO

Dr. Fernando Cabieses Molina, Presidente  
Ing. René Motte Bianchi, Vice-Presidente  
Ing. Jorge Benavides de la Quintana  
Sr. Manuel Boza Larrain  
Ing. Pedro Brescia Cafferata  
Sr. Jacques Custer Loire  
Sr. Miguel Checa Solari  
Dr. Guido de Rossi Dasso  
Sr. Jorge Dibós Valdeavellano  
Dr. Enrique R. East A.  
Ing. Gonzalo Escajadillo O.  
Ing. Gabriel Lanatta Piaggio  
Dr. Carlos Mariotti Cattaneo  
Dr. Guillermo Wiese de Osma

EX-PRESIDENTES

Dr. Enrique R. East A.  
Dr. Guido De Rossi Dasso  
Dr. Guillermo Garrido Lecca  
Ing. Alfonso Rizo Patrón  
Sr. Miguel Checa Solari

ACTIVE MEMBERS

INDIVIDUALS

SOCIOS ACTIVOS

PERSONAS NATURALES

Ing. Alejandro Beúnza  
Dr. Richard Boesen  
Dr. Fernando Cabieses Molina  
Sr. Jacques Custer  
Sr. Miguel Checa solari  
Dr. Leopoldo Chiappo  
  
Dr. Guido De Rossi Dasso  
Ing. Carlos Del Río Suito  
Sr. Samuel Drassinower  
Dr. Enrique R. East A.  
Dr. Guillermo Garrido Lecca  
Sr. Santiago Gerbolini  
Sr. Pío Hartinger  
Sr. Carlos Loret De Mola  
Sr. Gösta Lettersten  
Sr. Manuel LLosa Pautrat  
Dr. Carlos Mariotti Cattaneo  
Dr. Jorge Luís Recavarren  
Dr. Pedro Reiser  
ING. Alfonso Rizo Patrón  
Sr. Felipe Thorndike  
Sr. Jorge Tizón Ponce  
Dr. Guillermo Wiese de Osma  
Ing. Pablo Willstätter Greig

ACTIVE MEMBERS

COMPANIES

SOCIOS ACTIVOS

PERSONAS JURIDICAS

Acero Peruano S.A.  
Asociación Benéfica Anglo Americana  
Banco de Crédito del Perú  
Banco Continental  
Banco de la Industria de la Construcción  
Banco Wiese Ltda.  
Braniff International  
Cemento Andino S.A.  
Compañía de Minas Buenaventura S.A.  
Cía Embotelladora Lima Leopoldo Barton, S.A.  
Compañía Minera Atacocha  
Compañía Minera Milpo S.A.  
Compañía Minera Raura S.A.  
Compañía Minerales Santander  
Compañía Molinera Santa Rosa S.A.  
Compañía Nacional de Cerveza S.A.  
CREDISA, División Textil Franco Peruana  
Crown Cork del Perú S.A.  
Derivados del Maíz S.A. Industrial  
Droguería Kahan S.A.  
Envases Sanmarti S.A.  
Fábrica de Mechas S.A.

ACTIVE MEMBERS

COMPANIES

SOCIOS ACTIVOS

PERSONAS JURIDICAS

I.B.M. del Perú S.A.  
Industria Peruana de Alambres S.A.  
Industrias Reunidas S.A.  
Feria Internacional del Pacífico  
La Fabril S.A.  
Marcona Mining Company  
Philips Peruana S.A.  
Price Waterhouse Peat & Company  
Productora de Alambres y Derivados  
Richard O. Custer S.A.  
Sears Roebuck del Perú S.A.  
Petroleos del Perú, PETROPERU  
Sindicato Minero de Río Pallanga  
Sociedad Químico Industrial Lima, Ltda.

HONORARY MEMBERS

BENEFACTORS

SOCIOS HONORARIOS

Dr. Jorge Basadre  
Dr. José Bentín Mujica  
Dr. Gabriel Betancur Mejía  
Sr. Robert Culbertson E.  
Dr. Alberto Hurtado Abadía  
Gral. Juan Mendoza Rodríguez  
Dr. Francisco Miró Quesada C.  
Dr. Ulises Montoya Manfredi  
Sr. Charles Robinson W.  
Dr. Fernando Romero Pintado  
Dr. Héctor Velarde Bergman

SOCIOS BENEFACTORES

ICETEX

Marcona Mining Company

EXECUTIVE COMMITTEE

(Chairman)

SCHOLARSHIP COMMITTEE

(Chairman)

(Chairman of Subcommittee I)

(Chairman of Subcommittee II)

(Mr. Peter Falshaw as representative)

LOAN COMMITTEE

(Chairman)

COMMITTEE ON MACHINERY FOR EDUCATION

(Chairman)

~~XXXXXXXXXX~~ PROMOTION AND FINANCES COMMITTEE

(Chairman)

~~XXXXXXXXXX~~ INTERNATIONAL RELATIONS COMMITTEE

~~XXXXXXXXXX~~ PUBLIC RELATIONS COMMITTEE

~~XXXXXXXXXX~~ EDUCATIONAL TECHNOLOGY COMMITTEE

PROGRAM EVALUATION COMMITTEE

COMMITTEE ON PROGRAMS WITH COMPANIES

LIBRARY COMMITTEE

COMMITTEE FOR ACQUISITION OF PREMISES

COMITE EJECUTIVO:

Dr. Fernando Cabieses (Presidente)  
Dr. Enrique R. East  
Ing. René Motte  
Ing. Jorge Benavides  
Dr. Guillermo Wiese de Osma  
Sr. Hernando Pantigoso  
Ing. Gonzalo Escajadillo

COMITE DE BECAS:

Ing. Alfonso Rizo Patrón (Presidente)  
Ing. Favio Rubio (Presidente del Sub-Comité I)  
Ing. Alejandro Beúnza  
Ing. Luis Palomino (Presidente del Sub-Comité II)  
Sr. Leopoldo Pflücker (Sr. Peter Falshaw en representación)  
  
Ing. Pablo Willstätter  
Dr. Fernando Goitia  
Sr. Antonio Luna

COMITE DE PRESTAMOS:

Ing. Ernesto Baertl (Presidente)  
Sr. Tomás Kehoe  
Sr. Marcos Roitman  
Ing. Pablo Willstätter  
Sr. Manuel Boza Larrarín

COMITE DE MAQUINARIA PARA LA EDUCACION:

Ing. José Dibós Valencia (Presidente)  
Ing. René Motte  
Crl. Eduardo Camino  
Sr. Daniel Rodríguez

COMITE DE PROMOCION Y FINANZAS:

Ing. René Motte (Presidente)  
Sr. Gustavo Barrera  
Sr. Augusto Fernández  
Dr. Fernando Cabieses

COMITE DE RELACIONES INTERNACIONALES:

Dr. Guido De Rossi (Presidente)  
Dr. Enrique R. East  
Dr. Guillermo Garrido Lecca  
Dr. Carlos Mariotti  
Sr. Robert Mc'Intire

COMITE DE RELACIONES PUBLICAS:

Ing. Alejandro Beúnza (Presidente)  
Dr. Jorge Luis Recavarren  
Sr. Carlos Delta  
Ing. Alberto Ramírez

COMITE DE TECNOLOGIA EDUCATIVA:

Sr. Hernando Pantigoso (Presidente)  
Sr. Augusto Guerra  
Ing. Hugo Hesse  
Dr. Fernando Cabieses  
Ing. Enrique De La Piedra

COMITE DE EVALUACION DE PROGRAMAS:

Sr. Gustavo Barreda (Presidente)  
Dr. Francisco Moreno  
Ing. Jorge Benavides  
Sr. Adolfo Gioffre  
Sr. Ernesto Polar

COMITE DE PROGRAMAS CON EMPRESAS:

Ing. Favio Rubio (Presidente)  
Ing. Gabriel Lanatta  
Sr. Roberto Corzo  
Dr. Miguel Vallier  
Sr. Manuel Boza Larraín

COMITE DE LIBUN:

Dr. Guido De Rossi (Presidente)  
Ing. Alejandro Beúnza  
Dr. Fernando Cabieses

COMITE LOCAL PROPIO:

Dr. Guido De Rossi (Presidente)  
Sr. Marcos Roitman  
Dr. Fernando Cabieses

IPFE PERSONNEL

As of June 14, 1974

Executive Vice President and on Education

Secretary

Program Manager

Secretary

Development Manager

Secretary

Administrative Manager

Secretary

Academic Assistant

Secretary

Academic Clerk

Academic Clerk

Social Welfare Assistant

Accountant

Accounting Clerk

Chief of Collections

Collections Clerk

Cashier

Equipment, Education and General Services

Receptionist

Pool Secretary

Office help

PERUVIAN INSTITUTE OF EDUCATIONAL PROMOTION

BUDGET FOR INSTITUTIONAL INCOME

FOR 1974

(Thousands of Soles)

1. Donations receivable
  - 1.1 From "arcona
  - 1.2 From other companies
  - 1.3 \$9 be obtained through promotions
2. Income from new members
  - 2.1 130 donations x 25,000
3. Collections of donations from members
  - 3.1 21 individuals
  - 3.2 28 companies
  - 3.3 30 new companies (staggered)
4. Commissions receivable
  - 4.1 By agreements
  - 4.2 By funds in administration
  - 4.3 By programs with companies
5. Interest: collected on loans
  - 5.1 From 12 months

## ANEXO "J"

INSTITUTO PERUANO DE FOMENTO EDUCATIVOPRESUPUESTO DE INGRESOS INSTITUCIONALESPARA EL AÑO 1974

(en miles de soles)

1.	<u>Donaciones a recibir:</u>		
1.1-	De Marcona - 12x131,750	1'581	
1.2-	De otras empresas:		
	Price 100/B.Wiese/200/Sears 100/ IBM 200/Southern 200	800	
1.3-	A promocionar	<u>1'232</u>	3'613
2.	<u>Ingreso de nuevos socios:</u>		
2.1-	30 Donaciones x 25,000		750
3.	<u>Cobranza de Donaciones a socios:</u>		
3.1-	21 Naturales x 2,500	53	
3.2-	38 Jurídicas x25,000	950	
3.3-	30 Nuevos Jurídicos(Escalonados)	<u>600</u>	1'603
4.	<u>Comisiones a percibir:</u>		
4.1-	Por Convenios:		
	AID 1'301/LIBUN 300/ESAN 100/ Maq.Ind.100/Ford 50	1'851	
4.2-	Por Fondos en Administración 15% de \$ 500,000	75	
4.3-	Por Programas con empresas	<u>1'000</u>	2'926
5.	<u>Interés cobrados sobre préstamos;</u>		
5.1-	De 12 meses		<u>500</u>
	TOTAL:		<u><u>9'392</u></u>

PERUVIAN INSTITUTE OF EDUCATIONAL PROMOTION  
 BUDGET OF INSTITUTIONAL DISBURSEMENTS

FOR 1974

(Thousands of Soles)

	1973	1974
Real 10 months	Budget 12 months	12 month budget

1. Administrative Expenses
  - 1.1 Salaries and Social Benefits
  - 1.2 Personnel expenses
  - 1.3 Office expenses
  - 1.4 Ter. services
  - 1.5 Taxes, assessments and others
  - 1.6 Advertising and publicity
  - 1.7 Bank charges
  
2. Program Expenses
  - 2.1 Investment in Program Development
  - 2.2 Foreign Scholarships Program
  - 2.3 Local Scholarships Program
  - 2.4 Loan program
  - 2.5 Industrial Machinery for Education
  - 2.6 Expenses, Educational ~~Ent.~~ Entities
  - 2.7 Expenses, Trips to Cong., Seminars
  - 2.8 Expenses, Personnel Training
  - 2.9 ~~Advertising~~ <sup>Advertising</sup> expenses and others

TOTAL

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INSTITUTO PERUANO DE FOMENTO EDUCATIVO  
PRESUPUESTO DE EGRESOS INSTITUCIONALES

PARA EL AÑO 1974

(En miles de soles)

	1973		1974
	Real 10 meses	Presupuesto 12 meses	Presupuesto 12 meses
<b>1. <u>Gast. Administrativos</u></b>			
1.1 Remuner. y Ley Soc.	3'465	3'935	5'687
1.2 Gastos del Pers.	88	72	129
1.3 Gastos de Ofic.	558	629	1'147
1.4 Servicios de Ter.	62	260	370
1.5 Imp. Contrib. y otros	4	36	11
1.6 Propaganda y public	56	132	86
1.7 Gastos bancarios	7	24	15
	4'240	5'088	7'445
<b>2. <u>Gastos en Programas</u></b>			
2.1 Inver. Desarr. Progr.	131	-	150
2.2 Prog. Becas Exterior	195	356	243
2.3 Prog. Becas Nacion.	30	-	77
2.4 Prog. de Préstamos	382	520	445
2.5 Maq. Indus. p. Educ.	21	168	347
2.6 Gast. con Ent. Educ.	68	48	210
2.7 Gast. Viaj. Cong. Sem.	31	180	270
2.8 Gast. Entren. Pers.	18	60	20
2.9 Gast. Public. y otros	18	48	185
	894	1'380	1'947
<b>TOTALES:</b>	5'134	6'468	9'392
	=====	=====	=====

OBJECTIVES

March 1, 1962

ANNEX K

ARTICLE TWO

The Peruvian Institute of Educational Promotion shall have the following objectives:

A) To support and carry out promotional plans and programs for education at the university level by fostering an interchange of personnel and assistance for research as well as <sup>the</sup> scientific and humanistic teaching profession, with ~~the~~ aim of fully developing professional training, increasing the ties between Peruvian ~~universities~~ <sup>and</sup> U.S. universities and those of other nations and to contribute to the cultural and technical progress of the country.

B) To organize and develop a scholarship program for graduate university students and professionals, which, through aptitude selection procedures, will permit them to continue university studies in the United States and other foreign countries in keeping with the norms established by the International Institute of Education and similar educational institutes.

C) To organize and develop a student exchange and scholarship program for U.S. students and professionals and for those of other countries in accordance with the objectives and norms stipulated in the previous paragraph.

D) To sponsor programs facilitating language training and readjustment to new living conditions under the programs to which paragraphs B and C of this Article refer.

E) To organize and promote a scholarship system for students who are taking courses or studying in Peruvian universities in order to provide university and professional education for ~~the~~ qualified Peruvian students

needing financial aid. Those who meet the minimum requirements may take part in the program to which paragraph B) of this Article refers.

F) To sponsor university research and teaching programs oriented within the spirit and objectives stipulated in the general objective of the institution stipulated in paragraph A) of this Article.

G) To make all necessary arrangements before the general public, official and private agencies of Peru and abroad, in order to obtain donations, contributions and other forms of financial support to carry out the objectives of the institution.

H) To perform all of the activities and acts leading to the achievement of the objectives of the institution.

ANNEX I

GENERAL MEETING OF MEMBERS

Functional Diagram of IPFE

POICIES

BOARD OF DIRECTORS

CHAIRMAN

EXECUTIVE COMMITTEE

Committees (Permanent and Temporary) for Participation

EXECUTIVE VICE PRESIDENT

DEVELOPMENT  
MANAGEMENT

PROGRAM  
MANAGEMENT

ADMINISTRATIVE  
MANAGEMENT

OPERATION

Promotion and Finances  
Public Relations  
Educational Technology  
International Relations

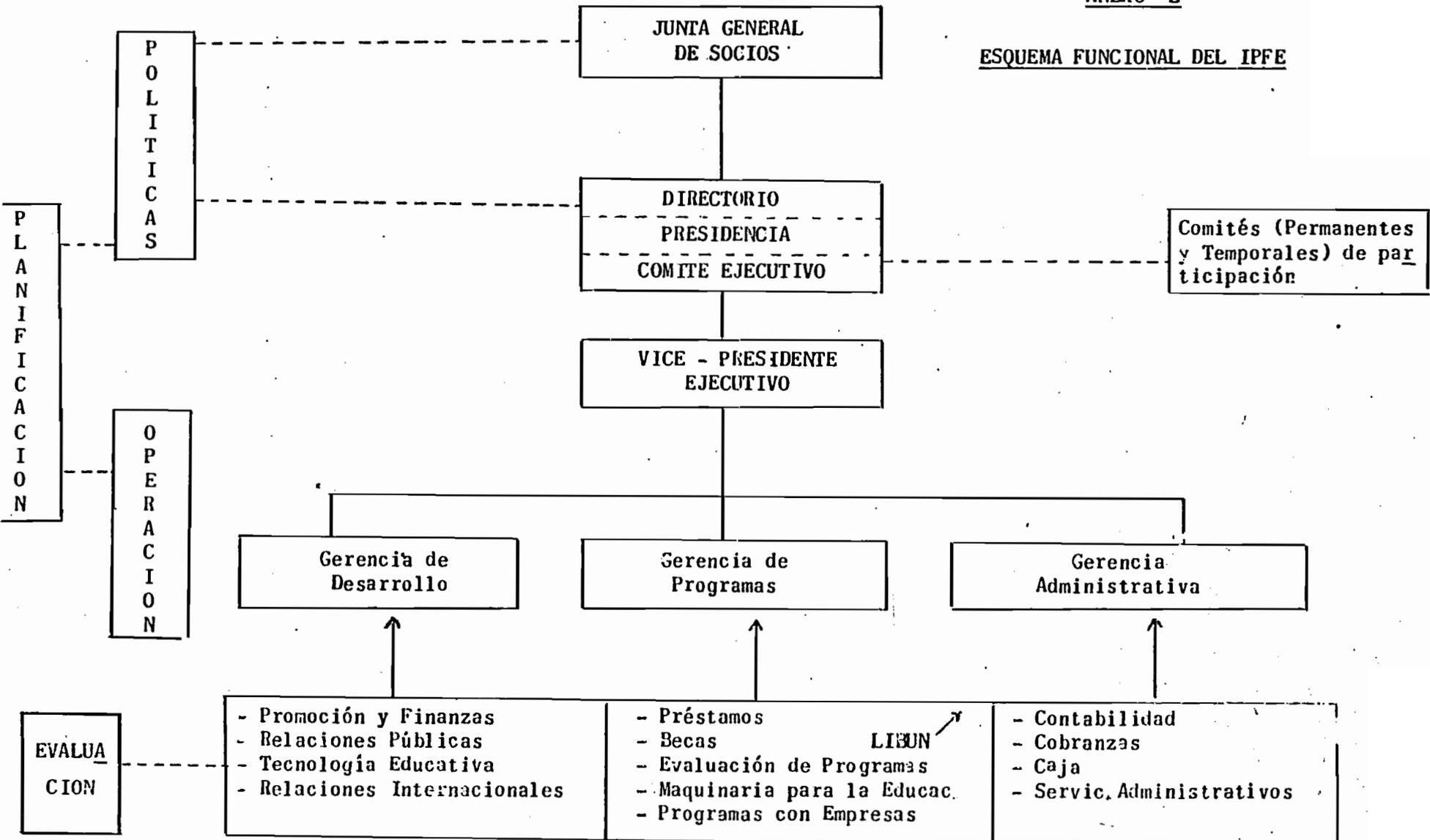
Loans  
Scholarships  
Program Evaluation  
Machinery for Education  
Programs with Companies

Accounting  
Collections  
Cahsier  
Administrative  
Services

ATION

ANEXO "L"

ESQUEMA FUNCIONAL DEL IPFE



## AID EDUCATIONAL PROGRAM

Emphasis on the development of Programs

After extensive consultations with AID and ~~others~~ <sup>others</sup> during 1970, the Department of Technical Assistance established three "key problem areas" on which to concentrate its efforts. These were educational technology, informal schooling and educational financing, costs and efficiency. / On an international scale, AID had already established the development of universities as an important area upon having set aside funds for that purpose.

Therefore, AID formally proposes that four areas of emphasis be stipulated in the development of educational programs: (1) Economy and Analysis of Education, (2) Educational Technology, (3) Informal Education and (4) Improving Higher Education for National Development.

The choice of these areas of emphasis are based on the following criteria: all are related to the principal objectives of educational and national development; all are significantly interrelated; their related problems increasingly affect the developing nations; the experience and technical capacity of the USA is at the same level or in some cases at a higher level than that of other development aid organizations. Therefore, these areas of action impinge upon the essence of the problem of educational development in the 1970's.

However, this does not mean to say that ~~the~~ <sup>it should not</sup> full and extensive attention should be denied for the requirements of other areas of education in certain countries where these have been found through the respective sectorial analyses. Neither does it mean that these areas of emphasis in key programs shall necessarily be fixed or inflexible.

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The basic objectives of said areas of emphasis are as follows: (1) to concentrate

our efforts and consequently, to facilitate the mobilization of the greatest possible amount of technical capacity from the USA to aid in meeting the requirements of the developing nation; (2) to address more consistent attention towards these areas and those points in which the areas of emphasis may be mutually strengthened more efficiently; and (3) to apply fully all of the different techniques of assistance available in suitable groups for specific projects or programs.

In each of the areas of emphasis there are three strategic goals: (1) to strengthen the capacity of the developing nation to solve key educational problems; (2) ~~to~~ to strengthen the ability of the USA to aid developing nations in key program areas; and (3) to facilitate and support the interactions between the most qualified institutions of both nations in the solution of problems. It is believed that it shall be possible to carry out all of these objectives simultaneously if an effective strategy is organized using a network of institutions with mutual cooperation.

#### First Area of Emphasis: Economics and Analysis of Education

The increasing gap between educational requirements and available resources is one of the most dramatic truths of the past decade. This situation presented itself even in developed nations with investments in education which grew rapidly. In view of the fact that the funds earmarked for education have not increased at the same rate, the gap between educational requirements and available resources continues to broaden. This dilemma is the consequence of a number of interrelated factors such as: (1) the serious scarcity of funds ~~available~~<sup>earmarked</sup> for education; (2) the application and utilization of the funds available for education are notably inefficient; and (3) there is a lack of familiarity with the practical alternative for financing, cost

reduction and measurement of performance.

The main problem is not only the lack of resources. The antiquated systems of education are costly and furthermore, the materials as well as the methods of instruction used in these systems are of such nature that the educational outcome is frequently of little socioeconomic value.

Upon considering the practical implications of the educational systems, it is necessary to point out that unemployment problems have arisen among those with educational studies, making it imperative to approach, in its full dimensions, the complex matter of the applicability of education to development. If education is considered as an investment, it is evident that the intellectual and manual talents required by different economies will vary as such economies develop. It will be necessary to have different types of systems, terms and varying flexibility if one desires to obtain the full benefits from the limited educational resources used to meet the requirements for the development of the human resources of each nation. Education also produces many other results which are not directly related to individual productivity but which are also important for the process and objectives of development.

In all of these aspects of the relationship between education and development, very little may be said about which alternative to take. However, now that the unknowns are appearing more clearly, it is important that the developing nations and those interested in offering assistance should confront the task of research and experimentation which will shed greater light on the main alternatives to follow with respect to educational and technological systems and their content.

With respect to this crucially important and difficult area, AID has centered

1. To compile information and reach conclusions regarding financing, costs and educational efficiency in developing nations through research addressed to concrete problems, practical research and the dissemination of knowledge and the comparison of experiences.
2. To develop new techniques or improve existing ones for the analysis of present and potential resources earmarked for education; to quantify educational resources (technical assistance, teaching personnel, teaching material, etc.; the budgeting and utilization of funds; results; comparative studies of costs and benefits of the different student groups (rural populations, families, etc.) which includes the study of the effects produced by the different programs on the distribution of employment and income.
3. To train individuals from the developing nations and from the USA in order that they may obtain the education, training and experience required in critical aspects of the economics of education.
4. To participate in a system of institutions which acts between the developed and developing nations.

Improved Analysis of the Education Sector. AID has decided that development problems shall be focused through "sectorial emphasis" and that this be done through sectorial analysis. It is becoming increasingly evident among those who work in the educational field that to expand opportunities for learning and to improve the quality of the educational services offered it is necessary to plan the work within a broader framework, designed to utilize the most recent advances in the fields of research and development. Even individual educational development programs should be the object of more careful planning and should form an integral part of the national educational development program. There are three reasons for this. First of all, available funds for financial

plan new investments of all types, seeking to maximize results and obtain multiplying effects. Secondly, when substantial changes are contemplated in one part of the educational sector, these necessarily affect other parts. It is necessary to consider interrelationships as well as to foresee and understand the effects of such changes as extensively as possible. Thirdly, there should be a constant search for innovations and new courses of action. If they prove feasible they should be introduced promptly. Analysis supports the process of development and implementation; it is absolutely necessary to obtain good results with these innovations.

It would be well to clarify the terms "analysis/ <sup>of the</sup> sector" (generally known as "Sectorial Analysis") and analysis within the sector. Both types of analysis result in very positive features.

Analysis of the Sector. This refers to the use of a broad <sup>range</sup> ~~amount~~ of measures which will result in a complete evaluation of all of the main elements constituting the entire educational sector. In its most highly developed form it might imply the complex design of models and detailed quantification. However, in the majority of cases it consists of a more systematic and analytical evaluation of the educational system, its components, their interrelationships, their implications on other systems, costs, efficiency and applicability to national (or local) requirements and problems.

Analysis within the Sector. This refers to a large group of activities which range from rather modest efforts with little quantification, to large and more complex enterprises but whose scope is not as large as those indicated in the analysis of the sector. They include from the design of small low-cost projects to larger projects requiring substantial investments and the effects of which are of potentially greater scope.

The important thing is that upon contemplating the Analysis of the Sector of education, it should not exclude or be detrimental to the analysis within the sector.

Frequently, it is more feasible and advisable to improve the key elements of a system than to try to improve the system in general. Upon emphasizing the entire gamut of possibilities for an analysis of the education sector, we find ourselves in a more flexible position to help solve small specific problems or to consider key items for participation, as well as to provide counseling in the planning of the reforms for the system in general. Our task, insofar as the analysis is concerned, should therefore include a systematic review of the relationship between objectives, whether they be of the educational system in general or of one or more constituent parts.

Although a number of development aid institutions have worked out promising approaches, there is no "dogma" that makes it imperative that the analysis of a sector should include a certain number of measures or depend upon a certain type of technique. The requirements of the existing situation should determine the extent of the analysis, the technique to be followed and the measures to be used.

Above all, it is necessary to leave it clear that a good analysis of the education sector has as its objective to improve decision-making and does not represent an end ~~in~~ <sup>to</sup> itself.

#### Second Area of Emphasis: Educational Technology

The emphasis in this program is essentially addressed to the need that the learning process be more effective and accessible, whether in formal or informal educational programs.

and evaluating the overall process of teaching and learning, as a function of specific objectives based on research in human learning and communications, and employing a combination of human and technical resources in order to provide the most effective instruction.

This technology covers modern electronic systems such as TV, films, radio and computers, to operate in conjunction with technologies which have already been employed such as textbooks and visual aids.

To the extent that the educational technology is used for existing educational system, it tends to stimulate change and reforms, as has occurred in El Salvador and South Korea. In fact, nowadays there ~~are~~<sup>is</sup> an increasing number of nations which have established or are establishing long-term commitments for the use of educational technology as the principal means of development in its application in and outside the schools. In addition to El Salvador and Korea, it would be well to mention other nations such as Colombia, Guatemala, the Ivory Coast, and Mexico, whose experiences shall be crucial in establishing a body of knowledge useful for other developing nations.

The assistance from AID in educational technology shall use the following approaches:

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1. Concentration of efforts in pilot and operational projects permitting and important advance with respect to more effective and accessible educational processes.
2. Provision of competent professional personnel to help make these pilot projects successful.
3. ~~The~~ Aid in the development of programs addressed to the solution of concrete

... under the communications media themselves. It shall

attempt to solve key problems instead of seeking ways to use available technology.

4. Provision of training for the personnel from the developing nations, particularly with respect to the planning of projects based on systems, administration of projects, their qualitative contents, careful evaluation and planning for constant innovations.

Our overall objective therefore is essentially a program of research and development directed to assist the developing nations in the selection, testing, development and evaluation of those systems which might represent a significant advance. The developed nations are making increasing use of educational technologies as a promising means to alleviate training and educational problems in formal and informal school groups. AID considers that during coming years there will be a significant increase in research, development and experimentation in educational technology. However, these will only bear fruit if AID decidedly commits itself, in terms of policy and programs, to a more definite support of the technology of communications for development in each sector.

Of course, such analysis should include a rigorous analysis of costs, relative efficiency, effects on employment and other economic aspects.

#### Third Area of Emphasis: Informal Education

This emphasis in the program is addressed to the need for the establishment of a broad variety of learning opportunities in addition to those provided by formal school systems

The potential of education of the informal type has been amply demonstrated in more developed nations. In different countries such as the USA and Russia,

there is a wide variety of informal educational activities comparable in volume to those of formal education.

As to the developing nations, we are aware of the fact that historically speaking informal education was their basic form of learning. However, we are just learning to understand how these methods have been modified in order to adapt them to contemporary problems. Studies realized up to the present by AID, UNESCO and BIRD and by the developed nations themselves indicate that, generally speaking, informal schooling when properly developed and supported, is ~~the~~ perhaps the only efficient way to disseminate and apply knowledge and practical abilities for development on a broad scale.

The experience acquired both in developed as well as undeveloped nations indicates that:

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1. Informal education can be an efficient and high quality medium to transmit the necessary knowledge and abilities for ~~practical work~~ <sup>in practice</sup>. It should not be considered as third-rate education.

2. It can reach a great number of individuals at the very places where the people live and work. It can offer them practical knowledge, abilities and recreation, without obliging them to ~~leave~~ <sup>leave</sup> their homes or work.

3. Informal education may be quite diverse in its organization, financing and administration. It may give emphasis to local initiative, self-help or innovation on the part of a large number of individuals and their local institutions. In a certain way, a good student may become a good teacher.

4. At the beginning it can ~~not~~ support itself at least in part and in the long term it will be necessary to increase the number of jobs, productivity and

5. It will make teaching a national ~~lifetime experiences and compatible~~ with individual and community interests at all economic levels of a society.

The majority of the previous statements regarding the strategy of educational technology are equally applicable to informal education. However, there are certain other significant aspects in the AID approach for this type of education, namely:

1. To establish the concept of informal education as a type of education different from formal educational systems, but potentially with the capacity to offer unschooled populations with systematic educational services in such a manner that they may serve the individual, society, and the objectives of national development.

2. To study, document and ~~publicize~~ <sup>disseminate</sup> data regarding the models of informal education which have been successful in certain developing nations and which appear suitable for experimentation and application in other developing nations.

3. To provide technical and financial assistance for research, experimentation and ~~imple~~ <sup>imple</sup>mentation of those models considered promising or for new concepts worth testing.

The developing nation needs to establish the concept of national systems of learning or education covering formal and informal aspects, through the proper distribution of the work and suitable coordination between them.

Although the developed nations and the Regional Offices of AID have shown strong interest in informal education as a promising solution to the educational dilemma, this interest has been slow in implementing concrete projects or programs.

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To accelerate this process, it is proposed that AID, as an additional measure, should agree to the direct financing of the studies and experiments--and if AID considered it advisable-- large scale tests for projects of informal education carried out by institutions of developed nations. Such projects would emphasize research, development and evaluation and would be supported by U.S. institutions by ~~contracts~~<sup>agreements</sup> with AID for the development of informal education.

Fourth Area of Emphasis: Strengthening of Higher Education for National Development.

The emphasis in this program is addressed to the need for strengthening the capacity of the universities: (a) to produce highly competent leaders with the professional abilities and technology required for national development and (b) to provide services and research with greater application to the identification of, and coordination, regarding the solution of genuine and immediate development problems. From the very beginning of the aid program provided by the United States, it was felt that the universities of the developing nations constituted one of the main driving forces for development. As of 1960, the funds earmarked by AID for higher education have been on the order of 900 million dollars, representing nearly half of the total expenses for education. The majority of these funds were for contracts entered into with U.S. universities which provided assistance for institutional development to the universities of developing nations. Many other development aid groups, both public and private, have made important contributions to the development of universities in the developing nations.

Undoubtedly, these investments have permitted many universities in the developing nations to set themselves up in the field of teaching, research,

and potentially to provide services to the community and the nation, all of which ~~it~~ would have been impossible to carry out without the support of such investments. Although our backing has been reduced somewhat, higher education in the developing nations continues to be one of our most important activities in the field of technical assistance.

Some of these universities have already begun to play the important role for national development which was conceived for them by the nations themselves and the foreign agencies which offered aid. Many have attained a level of institutional maturity and professional competence permitting them to play that role.

The change of approach from internal development to <sup>2</sup>service for society for the solution of concrete problems is not an easy thing for the universities of any nation. This change of approach gives rise to special problems for the universities of the developing nations, namely, for many of them the concept of the university oriented towards the outside world is new; many lack experience in non-academic services for society at the community or national level; they frequently have difficulty finding points of common understanding and cooperation with their governments and political, economic and social institutions. Of course, all of them must face the problem of limited resources for an increasingly larger and more complex task.

The magnitude of the investments made by AID in the past and the increasing potential of universities of developing nations to contribute to national development argue strongly in favor of our continued support, but with a different concept and in a different manner.

The scope and nature of the commitment which higher education in the U.S.

us that there is much that such groups may offer to the universities of the developing nations to achieve a change in the approach to which we have referred. Many universities in the United States have acquired great experience and are interested in cooperating with institutions of developing nations. There is a great reciprocity of interest and values which encourage an effective relationship between U.S. universities and those of developing nations. There are few individuals in the United States or in the developing nations who believe that such relations should be abolished because it is in their interest and it would clearly leave the United State's role, which it has sought to play in the development of universities during the past decades, incomplete. The final phase would be a change in approach in the larger scale support offered to institutional development of United States universities and to developing nations in an attempt to contribute to national development.

Important changes are foreseen within this program area as to concepts, administration and financing instead of development of a new field. The heavy previous investments of AID and the relationship established between the United States and the institutions of developing nations make this feasible and advisable.

Although there are some exceptions, what the universities of the developing nations need and want for the 1970's and 1980's is not a continuation of the relationship in the sixties but rather a set of different relationships of a more sustained and economic nature.

Due to the fact that the commitments of AID earmarked for higher education have been reduced, it is evident that a new and last<sup>1973</sup> arrangement is required, the object of which would be to retain the joint action feature between universities

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level instead of formal communications between governments; and (3) operate at moderate costs shared by the participating universities and the development aid organizations.

This is not a new concept; it has already been tested. The Africa Office has employed a similar technique to encourage relationships between U.S. universities and developing nations, specifically addressed to the role of the university in development through the Overseas Liaison Committee of the American Council on Education. Some elements of this concept have been included in the arrangements made by the Asia Office with the Asian society. The Latin American Office has promoted such relations in different ways.

For many years, Great Britain has fostered relations between the universities of the United Kingdom and the developing nations through the Overseas Inter-University Council on Higher Education and this program has been recently expanded and financed by the Overseas Development Administration. Officers from the Inter-University Council and from universities of developing nations have stated that this arrangement is of great value at relatively low cost.

There are other important tasks in the development of universities which have not been completed in the developing nations, to which AID provides increasing attention through traditional or new agreements with U.S. institutions.

However, with the gradual reduction of AID investments abroad for higher education, the increase of the capacity of the institutions of developing nations and the transition towards a cooperative relationship between the United States and the developing nations, it is possible to establish new and imaginative ways to develop permanent bonds between the universities of the United States and the developing nations which will be advantageous to both.

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A few of the activities which <sup>should</sup> be provided are as follows:

- 1) A constant exchange of ideas between the universities of the United States and those of the developing nations regarding institutional development and their role in national development.
- 2) Development of highly flexible abilities to confront specific requirements for short-term technical cooperation and those problems arising in developing nations, which includes the bringing together of the people working on common problems.
- 3) More interest in the entry and departure of university students and professors from the United States and from developing nations, which includes an analysis of the consequences which these currents represent and the changes required.
- 4) Establishment of effective mechanisms providing the margin of assistance required for cooperative programs between universities of the United States and those of developing nations, where each of the participating institutions takes part due to its interest in its own programs, ~~and~~ where the main support is from <sup>their</sup> ~~its~~ own resources, benefitting both.
- 5) Acquisition of a body of knowledge to carry out the aforementioned activities as well as the establishment of the base required for top level relations between university communities of the United States and developing nations.

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RELACION DEL PERSONAL DEL IPFE

AL 14 de Junio de 1974

Vice Presidente Ejecutivo y de Educación - Ing. Pablo Willstatter

Secretaria: Sra. Liliana de Robertson Brown

Gerente de Programas: Dr. Raul Acosta

Secretaria: Maria Luisa Guerra

Gerente de Desarrollo: Ing. Enrique de la Piedra

Secretaria: Vacante

Gerente Administrativo: Sr. Ernesto Polar

Secretaria: Guadalupe Cassalino

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Auxiliar de Contabilidad: Betty de Castro

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CAJA: Sra. Mercedes de Sánchez

Maquinaria, Educación y Servicios Generales: Sr. Atilio Lara

Recepcionista: Teresa Bermúdez

Secretaria Volante: Carmen Perea

Conserjes: Miguel Paredes

" Alberto Isidro

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Sr. Sergio Vásquez  
Sr. Antonio del Carpio  
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