Post-Evaluation Report (2012-1)

Guatemala Technical Education Project

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International Cooperation and Development Fund
September 2012
# CONTENTS

<table>
<thead>
<tr>
<th>Section</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>EXECUTIVE SUMMARY</td>
<td>1</td>
</tr>
<tr>
<td>I. BASIC DATA</td>
<td>1</td>
</tr>
<tr>
<td>II. PURPOSE OF EVALUATION</td>
<td>3</td>
</tr>
<tr>
<td>III. BACKGROUND</td>
<td>3</td>
</tr>
<tr>
<td>IV. EVALUATION OF PROJECT DESIGN AND IMPLEMENTATION</td>
<td>6</td>
</tr>
<tr>
<td>A. Relevance of Design and Formulation</td>
<td>6</td>
</tr>
<tr>
<td>B. Project Outputs</td>
<td>9</td>
</tr>
<tr>
<td>C. Project Outcomes</td>
<td>14</td>
</tr>
<tr>
<td>D. Implementation Arrangements</td>
<td>16</td>
</tr>
<tr>
<td>E. Conditions and Covenants</td>
<td>17</td>
</tr>
<tr>
<td>F. Related Technical Assistance</td>
<td>19</td>
</tr>
<tr>
<td>G. Performance of Executing Agency</td>
<td>19</td>
</tr>
<tr>
<td>H. Performance of the TaiwanICDF</td>
<td>21</td>
</tr>
<tr>
<td>V. EVALUATION OF PERFORMANCE</td>
<td>22</td>
</tr>
<tr>
<td>A. Relevance</td>
<td>22</td>
</tr>
<tr>
<td>B. Effectiveness and Efficiency in Achieving Project Outputs and Outcome</td>
<td>23</td>
</tr>
<tr>
<td>C. Preliminary Assessment of Sustainability</td>
<td>26</td>
</tr>
<tr>
<td>D. Impact</td>
<td>26</td>
</tr>
<tr>
<td>VI. OVERALL ASSESSMENT AND RECOMMENDATIONS</td>
<td>27</td>
</tr>
<tr>
<td>A. Overall Assessment</td>
<td>27</td>
</tr>
<tr>
<td>B. Lessons Learned</td>
<td>27</td>
</tr>
<tr>
<td>C. Recommendations—Project Related</td>
<td>29</td>
</tr>
</tbody>
</table>

**APPENDIXES**

1. Survey of the University Institute of Technology in Southern Guatemala (completed by FONAPAZ);
2. Ruling no. 250-2009: To transfer the ITUGS and all equipment and land to the University of San Carlos, USAC;
3. Executive Order 343-2009 transfers plots of land (2) to the USAC, and also transfers facilities, machinery, equipment and other items, of an estimated value of value of Q37,085,588.56, from FONAPAZ
to the USAC, in order to keep the ITGS operational;
4. Unanimous Approval Act through which the ITGS accepts the
   transfer from the IOM, absolving them of any responsibility;
5. Minute registry authorizing transfer of the ITGS to the USAC.
EXECUTIVE SUMMARY

In the past, Guatemala’s lack of professional technical manpower was a constraint upon industrial development, resulting in slow economic growth. Deeply concerned about this problem, the former Secretary General of the TaiwanICDF visited Guatemala to discuss the problem with the country’s minister of education and Taiwan’s ambassador to Guatemala. In 2000 and 2001, the TaiwanICDF dispatched personnel and Taiwanese specialists in technical education to appraise and design a Technical Education Project. A technical cooperation agreement was signed on March 29, 2001, and a Loan Agreement was then signed on August 9, 2002. As part of the conditions of the Loan Agreement, the government of Guatemala (GoG) assigned the Fondo Nacional Para La Paz (FONAPAZ) to act as the project’s Executing Agency. In accordance with the Loan Agreement, the TaiwanICDF provided a total of US$8,000,000 to the GoG. The project was divided into two phases: detailed design (Phase I), and construction and equipment procurement (Phase II). The two phases were scheduled to be completed with six months and two years, respectively.

To ensure that the project objectives were achieved and to learn from the experience of implementing the project, the TaiwanICDF dispatched a mission to perform project post-evaluation from July 20 to August 3, 2012.

During the evaluation, the team called on FONAPAZ, and related government agencies involved in the project, to understand whether these stakeholders had genuinely obtained the intended project benefits.

The conclusion of the post-evaluation mission is that project operations had an effect on achieving the three initially identified project objectives of (1) promote the quality of technical education and vocational training by improving the learning environment and professional knowledge; (2) support the needs of specific industries for skilled workers and technicians by establishing a technical school; and (3) assist Guatemala in developing a more
complete education system by introducing modern vocational means and methods. However, there were a number of objectives included in the project scope that were not achieved, as follows:

1. A technical committee comprising all Guatemala agencies connected to the project, which would jointly supervise the implementation of the project, was not organized.

2. Professional training courses were not offered to the teachers recruited to teach at the Guatemalan Southern Institute of Technology (ITUGS).

3. Text books and teaching schedules for the proposed six subjects, which should have been compiled by working groups organized by specialists from Guatemala and Costa Rica, were not compiled.

4. ITUGS facilities such as an administration center, clinic, cafeteria, library, etc., were not constructed and have not been constructed to date.

Lessons learned from this project, which could be helpful to both the TaiwanICDF and the GoG when undertaking similar projects in the future, are as follows:

1. A loan-based project should be based upon a bilateral cooperation agreement. Where possible, a new, incoming government administration in a cooperating country should be encouraged not to rescind the original commitments to a project made by a previous administration. In addition, the cooperation agreement may require the provision of matching funds by the cooperating country, to ensure that the project proceeds smoothly and according to schedule. If the incoming government administration expresses any significant disagreement as to the content of the project, the TaiwanICDF should review the project in cooperation with the new government, and adjust the project if necessary.

2. The successful performance of a project depends on appropriate planning. The implementation of a project should be based on a robust project plan
and can only be achieved through an effective approach to controlling a project schedule. Therefore, the development of a suitable project control system is an important part of the project management effort.

3. Textbooks and teachers are a core element of a technical and vocational education and training project. As part of such projects, in addition to project components involving construction and physical infrastructure, the “soft” components of a project – such as the operational methodologies of a school, the design of teaching materials and capacity building among teachers – should be taken into consideration and provided for through technical assistance.

4. Both the donor(s) and the recipient(s) involved in a loan-based project need to take both loan repayments and associated security issues, and the output(s) of the project itself, into consideration. In this project, both the TaiwanICDF and the GoG strictly followed the regulations proposed in the Loan Agreement as to disbursements and loan repayments. As a result, however, several project components that were part of the original project scope were not implemented, so the project did not fully achieve the objectives stated in the project proposal.

5. Project implementation should proceed following the completion of each of the preceding phases of the project cycle. In this project, the Loan Agreement was signed but the feasibility study had not been undertaken, which should have included a detailed study appraising the project from a legal, financial, technical, environmental and institutional perspective. Since the project proceeded without any construction-related master plan in place, construction costs were higher than were estimated in the project proposal.

6. In the project design and appraisal phases of a construction project, the responsibilities of agencies from the cooperating country regarding infrastructure lying outside and adjoining the boundaries of a project site
need to be clearly clarified. In this project, the government agency, or agencies, responsible for infrastructure such as water, electricity and roads adjoining the boundaries of the project site was not identified, causing prolonged arrangements and discussion among different Guatemalan agencies, and thereby delaying the opening of the ITUGS.

7. Beyond issues directly relating to the planning of construction work in a large-scale civil works project, in the design and appraise phase of such a project, the operational structure and budget of the project should also be carefully planned, in order to ensure that the project can continue to operate after its completion.

8. When a project is in its design phase, the planner and counterparts from the cooperating country should use realistic and objective surveys and observations to plan the scope of the project. In this project, it would seem to have been too optimistic to have designed a technical committee that would involve six different Guatemala government agencies jointly supervising the implementation of the project, because of the different points of view that these agencies would have held regarding the project. Another example is the decision to design six different working groups, to be organized by vocational education specialists from Guatemala and Costa Rica, to jointly compile the text books and teaching schedules for the ITUGS, since it was difficult to find experienced personnel capable of undertaking such a task in either country.
I. BASIC DATA

A. Loan Identification

1. Country
   Guatemala

2. Program Title
   Technical Education Project

3. Borrower
   Republic of Guatemala (via the Ministry of Public Finance)

4. Executing Agency
   Fondo Nacional Para La Paz (FONAPAZ)

5. Source of Funding
   TaiwanICDF

6. Loan Amount
   US$8,000,000

B. Loan Data

1. Date of Appraisal
   April 2000

2. Date of Loan Negotiations
   June 2001

3. Date of Board Approval
   July 2001

4. Date of Loan Agreement
   August 9, 2002

5. Date of Loan Effectiveness
   August 9, 2002

6. Terms of Loan
   - Interest Rate
     3.5%
   - Commitment Fee
     0.75%
   - Grace Period
     5 years
   - Commitment Period

     (1) Original Loan Agreement
         August 9, 2005

     (2) Loan Agreement — first revision
         February 9, 2007

     (3) Loan Agreement — second revision
         August 14, 2007

     (4) Loan Agreement — third revision
         December 31, 2007

   (The TaiwanICDF agreed to extend the commitment period to December 31, 2007, but Guatemalan authorities did not have
related legal documents fully prepared until April 11, 2007. Given the need to make the disbursement to Guatemala at that time, the TaiwanICDF agreed in advance to extend commitment period until August 14, 2007 — one day prior to the due date for the first payment of the principal.)

### 7. Disbursements

<table>
<thead>
<tr>
<th>Date</th>
<th>Initial Disbursement</th>
<th>Second Disbursement</th>
<th>Third Disbursement</th>
<th>Final Disbursement</th>
<th>Total</th>
</tr>
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<tbody>
<tr>
<td>200,000</td>
<td>3,000,000</td>
<td>2,580,563.45</td>
<td>2,219,436.55</td>
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### C. TaiwanICDF Missions

<table>
<thead>
<tr>
<th>Type of Mission</th>
<th>Date</th>
<th>No. of Persons</th>
<th>No. of Person-days</th>
</tr>
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<tbody>
<tr>
<td>Appraisal</td>
<td>June 2001</td>
<td>2</td>
<td>20</td>
</tr>
<tr>
<td>Implementation Supervision</td>
<td>September 2004</td>
<td>2</td>
<td>8</td>
</tr>
<tr>
<td>Implementation Supervision</td>
<td>August 2005</td>
<td>1</td>
<td>13</td>
</tr>
<tr>
<td>Implementation Supervision</td>
<td>September 2006</td>
<td>2</td>
<td>8</td>
</tr>
<tr>
<td>Implementation Supervision</td>
<td>September 2009</td>
<td>2</td>
<td>10</td>
</tr>
<tr>
<td>Completion Report</td>
<td>August - September 2010</td>
<td>1</td>
<td>4</td>
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<tr>
<td>Post-evaluation</td>
<td>July 2012</td>
<td>2</td>
<td>10</td>
</tr>
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</table>
II. PURPOSE OF EVALUATION

Post-evaluation is performed within a few years of the completion of a project or program and represents an important phase of the project cycle. The process refers to the objective assessment of the efficiency and effectiveness of the implementation of a development program, along with its logic and socio-economic impact among intended beneficiaries. The purpose of such evaluation is to obtain a comprehensive and independent appraisal of the extent to which the objectives of a project or program have been achieved or are likely to be achieved, and to learn from that experience.

To ensure that the project objectives were achieved and to learn from the experience of implementing the project, the TaiwanICDF dispatched a mission from July 20 to August 3, 2012 to perform project post-evaluation.

During the evaluation, the team called on the Executing Agency, and related government agencies of this project to understand whether these stakeholders had genuinely obtained the intended project benefits, and to assess the current operation of the project.

III. BACKGROUND

Taiwan lacks many natural resources and has depended upon human resources to facilitate development. In the 1970s, technology-intensive industries represented Taiwan’s main type of industry. At that time, the development of technical and vocational education and training (TVET) became one of the mainstream elements of the education system.

As shown in the chart below, from the 1950s to the 1970s the proportion of high school to vocational high school students shifted from 6:4 to 5:5 before reaching a peak of 3:7 in the 1980s. In the 1990s, Taiwan faced the need to perform industrial upgrading and the need to develop knowledge-based industries, high-tech industries and information industries. The proportion of
vocational high school students gradually decreased and TVET entered another transitory stage.

Figure 1. Relative percentage of students in senior high schools and senior vocational schools in Taiwan

Source: Ministry of Education, Taiwan (ROC)

The TVET systems established in Taiwan had created a pool of excellent technical human resources that could meet the need to perform industrial and skills upgrading, which directly resulted in enhancements to Taiwan’s competitiveness in international economics and trade, and promoted the rapid development of the nation’s economic infrastructure. This created the conditions that gave rise to the world-famous “Taiwan experience,” from which the country emerged as one of the “Four Asian Tigers,” or “Asian Dragons.” In 1998, the TaiwanICDF used Taiwan’s own development experiences in education to assist the Republic of Costa Rica to establish the country’s TVET system. The positive outcome of this initiative, which improved Costa Rica’s technical education, encouraged Taiwan to continue to share its experiences with other countries.

A Pre-feasibility Study, written by DHV Consultants in July 2001, noted that 37 percent of Guatemalans older than 15 were illiterate — the highest rate of illiteracy in Central America. In 1998, Guatemala registered a Risk Country Index of 59, an indicator for countries with serious economic or political problems; and in 1999, the Human Development Index (HDI) for Guatemala was 0.624, placing the country at 117 out of 174 countries and classifying it in
the category of medium human development. Moreover, the vast majority of technical institutes in Guatemala, either privately or publically owned, do not have workshops and laboratory infrastructure, and cannot be regarded as qualified technical schools in terms of curricular standards, course content, workshop and laboratory facilities, or the quality and quantity of their technical teachers. The same can be said about short courses offered by various universities, since they do not have suitable workshop and laboratory infrastructure. Therefore, it can be said that TVET systems are virtually nonexistent in Guatemala.

The Pre-feasibility Study as discussed above indicated that the lack of professional technical human resources and TVET systems were constraints to development, and therefore a problem for Guatemala.

Deeply concerned about this problem, the former Secretary General of the TaiwanICDF visited Guatemala and discussed the problem with the country’s minister of education and Taiwan’s ambassador to Guatemala in February 2000. The group discussed how to improve industrial development through the improvement of technical human resources, and how to address the country’s lack of technical and vocational education and training institutions.

From May 2000 to February 2001, the TaiwanICDF dispatched personnel and Taiwanese specialists in technical education to appraise and design a Technical Education Project. A technical cooperation agreement was signed on March 29, 2001, and a Loan Agreement was then signed on August 9, 2002. As part of the conditions of the Loan Agreement, the government of Guatemala (GoG) assigned the Fondo Nacional Para La Paz (FONAPAZ\(^1\)) to act as the project’s Executing Agency.

The project would establish a technical education school, the Technical

\(^1\) The Guatemalan social investment fund FONAPAZ was set up in 1991 in order to provide support for the peace process. Its aim was firstly to advance the return and resettlement of persons displaced during the civil war, and secondly to improve living conditions in areas affected by the war through associated improvements to economic and social infrastructure.
Institute of South Guatemala (ITGS), at Jurun Marinala farm, with a capacity of 720 students and which, once operational, would offer three-year secondary vocational education courses. Curricula would cover six subjects, namely (1) electronics; (2) electro-mechanics; (3) metalwork; (4) automobile maintenance; (5) refrigeration and air conditioning; and (6) food processing. The objective of the project was to support the needs of domestic industries by nurturing skilled workers and technicians.

In accordance with the Loan Agreement, the TaiwanICDF provided a total of US$8,000,000 to the GoG. The project was divided into two phases: detailed design (Phase I) and construction and equipment procurement (Phase II). The two phases were scheduled to be completed with six months and two years, respectively.

IV. EVALUATION OF PROJECT DESIGN AND IMPLEMENTATION

A. Relevance of Design and Formulation

The design and formulation of the project were relevant, focusing on supporting the needs of the country’s industrial sectors for skilled workers and technicians. The project (i) supported countrywide surveys and analysis of supply and demand for technical human resources, and the country’s economic and education situation; and (ii) established a technical education school.

The design and formulation of the project were also consistent with the TaiwanICDF’s strategic policy of using the comparative advantages of Taiwan’s development experience to assist partner countries to develop their economies.

In the 1990s, illiteracy and low levels of education were problems hindering Guatemala’s economic growth, as shown in the tables below. The distribution of income and wealth remained unequal, with the wealthiest 10 percent of the population receiving almost one-half of all income and the top
20 percent receiving two-thirds of all income. To increase incomes among lower-income families, and to support the country’s economic development, TVET was considered to be a good approach that could enable young people to receive technical training, and thereby make it easier for them to find work and/or receive higher salaries. Therefore, the design of the project was also consistent with Guatemala’s development needs.

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<thead>
<tr>
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<tbody>
<tr>
<td>Guatemala</td>
<td>1,371</td>
<td>1,598</td>
<td>1,330</td>
<td>1,358</td>
<td>1,533</td>
</tr>
<tr>
<td>Mexico</td>
<td>3,380</td>
<td>4,167</td>
<td>4,106</td>
<td>4,046</td>
<td>4,459</td>
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<tr>
<td>El Salvador</td>
<td>1,779</td>
<td>1,596</td>
<td>1,333</td>
<td>1,378</td>
<td>1,716</td>
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<table>
<thead>
<tr>
<th>Indicator Name</th>
<th>1987</th>
<th>1989</th>
<th>1998</th>
<th>2000</th>
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<tr>
<td>Income share held by lowest 10%</td>
<td>1</td>
<td>0.68</td>
<td>1.02</td>
<td>1.13</td>
</tr>
<tr>
<td>Income share held by lowest 20%</td>
<td>2.76</td>
<td>2.15</td>
<td>3.14</td>
<td>3.54</td>
</tr>
<tr>
<td>Income share held by third 20%</td>
<td>10.75</td>
<td>10.52</td>
<td>11.51</td>
<td>11.52</td>
</tr>
<tr>
<td>Income share held by fourth 20%</td>
<td>18.34</td>
<td>18.78</td>
<td>18.65</td>
<td>18.41</td>
</tr>
<tr>
<td>Income share held by highest 20%</td>
<td>61.96</td>
<td>62.87</td>
<td>59.67</td>
<td>59.18</td>
</tr>
<tr>
<td>Income share held by highest 10%</td>
<td>46.73</td>
<td>46.78</td>
<td>44.83</td>
<td>43.97</td>
</tr>
</tbody>
</table>

GINI index

| GINI index | 58.26 | 59.6 | 55.8 | 54.28 |

Source: Country data, World Bank website

At this stage of the project, interviewees from FONAPAZ, the Ministry of Economy, the Ministry of Education, the Guatemalan National Council for

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2 Gini index (also known as Gini coefficient or Gini ratio): A measurement of the income distribution of a country’s residents. This number, which ranges between 0 and 1 and is based on residents’ net income, helps define the gap between the rich and the poor, with 0 representing perfect equality and 1 representing perfect inequality.
Science and Technology (CONCYT) and the University of San Carlos (USAC) all approved of the project, stating that it would be helpful for the country’s development.

To identify project objectives, project content, approximate project costs, possible locations and suitable executing agencies, and to make a preliminary assessment of the feasibility of the project, the TaiwanICDF dispatched its own personnel and Taiwanese specialists to Guatemala twice, in May 2000 and June 2000. Project staff from FONAPAZ, the Ministry of Education and the Ministry of Economy were also invited to visit TVET organizations and schools in Taiwan in October 2000. In February 2001, the TaiwanICDF dispatched a specialist to Guatemala to help the government draft the project proposal. Then in May 2001, the two countries signed a Letter Agreement, in which the TaiwanICDF agreed to provide a maximum of US$200,000 to finance expenditures for FONAPAZ to conduct a Pre-feasibility Study for the project. These activities were consistent with the needs of the project.

However, the project Pre-feasibility Study written by DHV Consultants was too rough. The study surveyed the country’s labor needs in each industrial sector, but did not include any analysis or recommendations for courses, or for the implementation of the project. Moreover, the feasibility study had not been undertaken, and the project proposal did not have a master plan.

At the project preparation and appraisal stage, project work evaluated the effects of the economy and project-related organizations, and appraised costs for equipment required and building engineering requirements. Accurate costing, as well as design work related to site preparation and construction, was done only after the project loan was signed. For this reason, teaching materials, equipment and costs were not incorporated into project design.

The final project proposal was not formulated before loan negotiation, did not identify whether the project would be developed around a proper master plan, did not identify whether costs could be met within budget, and
did not identify constraints and risks which may have caused the project to be halted, which is not consistent with the project life cycle.

B. Project Outputs

(A) Establishment of a Secondary Education School (ITGS)

The Technical Institute of South Guatemala (ITGS) was planned to be established at Jurun Marinala farm, and to be completed by the end of 2004. Planning for the construction of the school included laboratories, classrooms, an administration office, a cafeteria, sports facilities, a multipurpose hall, and other facilities.

Construction of the ITGS was not completed until the end of 2008 because the Ministry of Education, which is responsible for secondary education in Guatemala, did not have a sufficient budget. Under the coordination of Guatemala’s Vice President, the University of San Carlos\(^3\) (USAC) was designated to become the Executing Agency of the ITGS in June 2009, and the school became known as the Guatemalan Southern Institute of Technology (ITUGS).

When the designation of the Executing Agency for the ITGS was being transferred from FONAPAZ to USAC, the International Organization for Migration\(^4\) (IOM) in Guatemala did not supply the original building plan. USAC personnel had difficulty following up on the construction of the ITUGS.

ITUGS personnel interviewed as part of the post-evaluation mission reported that certain elements of building construction and equipment

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\(^3\) The University of San Carlos, Guatemala, is an autonomous institution with juridical personality. It is the only State University in Guatemala, and has been granted autonomy and economic independence.

\(^4\) The International Organization for Migration (IOM) is an intergovernmental organization which works as a liaison between governments and non-governmental stakeholders to facilitate international migration flows in a managed, humane and orderly fashion. Guatemala has been a member state of the IOM since 1986. Under Guatemalan law, the IOM can support the Guatemalan government to execute project aid received from other countries/organizations, etc.
installation were not completed.

In terms of buildings, some buildings – such as the administration building, the library, the multipurpose hall, the clinic, the cafeteria, the entrance and exit, the front perimeter wall, the Food Processing Unit, food processing laboratories, dressing services and workshop area, and the Mechanics Bank Unit – were not completed. Certain areas of the school, as shown in pink below, remain empty and awaiting use.

Figure 2. Space Apportion at the ITUGS

In terms of equipment, ITUGS representatives noted that equipment and tools required for automobile mechanics and electrical and electronic engineering courses remain incomplete. Moreover, the Food Processing Unit required for the teaching of food processing courses has not been completed.

(B) Six Subjects and the Design of Course Content and Materials

This component included (i) curriculum design, technical course content, and practical and experimental courses; (ii) laboratory equipment; and (iii) textbook selection in accordance with curricula, professional courses and subjects as they were defined.

According to the Loan Agreement, the ITUGS would have the capacity to cover six subjects: electronics, electro-mechanics, metalwork, automobile maintenance, refrigeration and air conditioning, and food processing. The objective of the project was to support the needs of industry for skilled
workers and technicians. Six Career Task Groups would be established to design suitable course content.

In this evaluation, the ITUGS set up six subjects. But the Career Task Group was never set up during the project implementation period, and curriculum materials, used by secondary schools, were offered by the equipment bidder.

In terms of equipment, ITUGS representatives noted that equipment modules required for automobile mechanics and electrical and electronic engineering courses remain incomplete. Moreover, space and facilities required for the teaching of food processing courses in the Food Processing Unit have not been completed.

**(C) Teacher Recruitment and Training**

The recruitment and training of teachers was carried out as part of the project. Teacher training programs were not provided during Phase I project implementation; rather, training on the operation of equipment was provided to 25 teachers by suppliers at the time that equipment was installed. However, due to low wages, only eight teachers who originally took part in such training remain at the school. The ITUGS has an issue with retaining sufficient staff numbers due to insufficiently low budgets\(^5\).

The tables below show that staff numbers – including teaching, administration, services and security staff – did not change significantly over three years. During these three years, however, the number of enrolled student more than doubled, so that the ratio of students to teaching staff increased over time.

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\(^5\) In Taiwan, a technological university should have at least twelve departments and cover at least three different academic fields of study. Each department that does not provide master’s or doctoral programs should have more than seven full-time faculties. The SSRs (student to staff ratios) in a technological university should be below 32.
Table 3. ITUGS Staff

<table>
<thead>
<tr>
<th></th>
<th>2010</th>
<th>2011</th>
<th>2012</th>
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</thead>
<tbody>
<tr>
<td>Teaching</td>
<td>17</td>
<td>16</td>
<td>17</td>
</tr>
<tr>
<td>Administration</td>
<td>11</td>
<td>10</td>
<td>10</td>
</tr>
<tr>
<td>Services</td>
<td>16</td>
<td>16</td>
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</tr>
<tr>
<td>Security</td>
<td>3</td>
<td>3</td>
<td>3</td>
</tr>
</tbody>
</table>

*Source: ITUGS*

Table 4. Students and Teaching Staff at the ITUGS

<table>
<thead>
<tr>
<th></th>
<th>2010</th>
<th>2011</th>
<th>2012</th>
</tr>
</thead>
<tbody>
<tr>
<td>Enrolled Students</td>
<td>54</td>
<td>102</td>
<td>125</td>
</tr>
<tr>
<td>Teaching Staff</td>
<td>17</td>
<td>16</td>
<td>17</td>
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<tr>
<td>SSRs(^6)</td>
<td>3.18</td>
<td>6.38</td>
<td>7.35</td>
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</tbody>
</table>

*Source: ITUGS*

C. Project Outcome

(A) Enrolment of 240 Students on Six Courses per Year

The project plan was to enroll 240 students at the beginning of 2004, so that total enrolment would reach 720 students after three years. However, the first group of 54 students was not enrolled until the beginning of 2010 — a six-year delay, and 186 fewer students than was planned for. The number of enrolled students has gradually increased, rising to 125 by 2012, but this total number of enrolled students still only represents about 17 percent of the planned scale.

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\(^6\) SSRs (student to staff ratios) compare the number of staff teaching a subject with the number of students studying it. The ratio indicates how resources for education are allocated, and is an important part of performance reporting at many institutions.
Table 5. Enrollment and Laboratories Used at the ITUGS Statistics for 2010 to 2012

<table>
<thead>
<tr>
<th>School</th>
<th>Subject</th>
<th>2010</th>
<th>2011</th>
<th>2012</th>
</tr>
</thead>
<tbody>
<tr>
<td>ITUGS</td>
<td>Electronics Technician</td>
<td>54</td>
<td>53</td>
<td>49</td>
</tr>
<tr>
<td></td>
<td>Metal Mechanic Technician</td>
<td>21</td>
<td>7</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Technical Refrigeration And Air Conditioning</td>
<td>28</td>
<td>12</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Manufacturing Process Technician</td>
<td></td>
<td></td>
<td>22</td>
</tr>
<tr>
<td></td>
<td>Production Technician Alimentaria</td>
<td></td>
<td></td>
<td>28</td>
</tr>
<tr>
<td></td>
<td>Automotive Mechanical Technician</td>
<td></td>
<td></td>
<td>7</td>
</tr>
<tr>
<td>USAC</td>
<td>Engineering Section (laboratory used by USAC students)</td>
<td>57</td>
<td>33</td>
<td>20</td>
</tr>
<tr>
<td></td>
<td>Faculty of Engineering Laboratories (laboratory used by USAC students)</td>
<td>690</td>
<td>764</td>
<td>635</td>
</tr>
<tr>
<td></td>
<td><strong>Total</strong></td>
<td><strong>801</strong></td>
<td><strong>899</strong></td>
<td><strong>780</strong></td>
</tr>
</tbody>
</table>

Source: ITUGS

The reason why enrollment of students at the ITUGS has remained much lower than was originally planned may be partly explained by the fact that its capacity, in terms of teaching spaces and laboratory facilities, has been allocated for the simultaneous use of USAC students. The main campus at the USAC has an insufficient amount of practical laboratory space for its engineering students, and since the ITUGS is part of the USAC, ITUGS laboratories have, naturally, been shared with the USAC. However, since around 700 USAC students have been visiting the ITUGS to receive practical training each year, and since facilities at the ITUGS were designed and are limited by their capacity for 720 students, the ITUGS has been able to enroll relatively few students.

Moreover, the ITUGS has an insufficient number of academically qualified teachers. As stated by the director of the ITUGS, these teachers require more training and should continue to pursue further education, since this constraint has similarly reduced the ITUGS’ capacity and ability to
recruit students. However, it is recognized that the ITUGS has endeavored to increase student enrollment, with enrollments rising from 54 to 125 students during the three years that the institution has been operational to date.

D. Project Impacts

(A) Upgrade the Quality of Technical Education and Vocational Training

The project planned to upgrade the quality of locally available vocational education through the establishment of a technical school. Once established, the school would be staffed with well-qualified teachers and fitted with adequate equipment and laboratories; there would be sufficient teaching space, and curricula and materials would be well suited to need; and administration would be efficient, supported by well-administered systems. Since the ITUGS is still adjusting its teachers’ qualifications, staff quality, laboratories and equipment, and the use of teaching space, the impacts of such activities could not be measured at this stage.

However, the school is operational and offers laboratory space and equipment for both ITUGS and USAC students, which remains helpful for the country’s aspirations for technical and vocational education and training.

(B) Support the Needs of Industry for Skilled Workers and Technicians

Various forms of vocational education are all intended to support a country’s industrial development, although each form may have a different focus.

Students at vocational secondary schools typically receive more hands-on, career-minded education, with an emphasis on career development and career preparation. A typical vocational high school splits its curriculum between job-specific courses and classroom instruction on more general subjects, including math, science, language
and the arts, and physical education. Students have the opportunity to gain the knowledge and experience necessary to become carpenters, electricians, machinists, painters, plumbers, or other professionals. At this level of education, certain licenses, forms of certification or examinations in vocational secondary may be necessary so that students are eligible for employment immediately after graduation. In addition, many employers are closely affiliated with vocational schools, and give preference to job applicants who have completed such forms of education.

Higher technological schools, meanwhile, not only teach practical activities, but also emphasize a balance between theory and practice, often focusing on innovation, research and development, and university-industry cooperation (see Figures 3 and 4). At this level of education, teaching quality is very important, since teachers influence both the direction of school departments and students’ learning.

Figure 3. Types of learning at a higher technological school

Figure 4. University - industry technology transfer conceptual route

Because the ITUGS is in its third year of operations and students have still not graduated from the school, it is difficult to evaluate whether students meet the needs of industry. More time is needed to observe the project’s impacts.
E. Implementation Arrangements

The TaiwanICDF signed a Loan Agreement with the government of the Republic of Guatemala (via its Ministry of Public Finance), which authorized FONAPAZ to be the project’s Executing Agency. The loan became effective on August 9, 2002 and the original commitment period ran to August 9, 2005. However, following the election of a new president in 2004, the new government had to review the loan plan, and many staff involved in the project were changed. Therefore, the progress of the loan was delayed and the Loan Agreement was revised three times, in 2007. As part of the last revision to the Loan Agreement, the commitment period was extended to December 31, 2007.

Construction and the installation of equipment were completed by the end of 2008, whereas under the original schedule such work was due by the end of 2004. The total cost of the project increased from US$8,000,000 to GTQ103,588,301.45 (US$12,948,537.68).

Table 6. Phases I, II and Supervision: ITGS
Expressed in Guatemalan Quetzals (excl. VAT) to July 27, 2012

<table>
<thead>
<tr>
<th>No</th>
<th>Description</th>
<th>Hired amount</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>BINARQ contract according to final liquidation minute</td>
<td>40,116,648.08</td>
</tr>
<tr>
<td>2</td>
<td>Equipment (K&amp;H)</td>
<td>31,245,553.57</td>
</tr>
<tr>
<td>3</td>
<td>General ITGS overheads (promotion)</td>
<td>117,255.00</td>
</tr>
<tr>
<td>4</td>
<td>Mechanic well contract with AGROPOZOS</td>
<td>1,034,071.93</td>
</tr>
<tr>
<td>5</td>
<td>Electricity systems expenses (ELECTROLINEAS)</td>
<td>833,250.49</td>
</tr>
<tr>
<td>6</td>
<td>Energy distribution systems (ELECTROLINEAS)</td>
<td>1,218,079.47</td>
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<td>7</td>
<td>Furniture (FABRIMIX)</td>
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<tr>
<td>8</td>
<td>Equipment installation accessories</td>
<td>66,516.97</td>
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<td>9</td>
<td>Supplies for ITGS (ALUVIDRIO)</td>
<td>133,157.14</td>
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<td>10</td>
<td>Urban infrastructure (Multiple Uses auditorium) ITGS II</td>
<td>139,389.12</td>
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<tr>
<td>11</td>
<td>CONTROL COM SA</td>
<td>128,732.14</td>
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<tr>
<td>12</td>
<td>Water pump equipment (AGROPOZOS)</td>
<td>190,967.86</td>
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<td>13</td>
<td>Telephone services (GUATEL)</td>
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<td>14</td>
<td>Overhead of IMO Phase II</td>
<td>3,108,535.66</td>
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<tr>
<td>15</td>
<td>Total paid phase I including IOM overhead</td>
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<tr>
<td>No</td>
<td>Description</td>
<td>Hired amount</td>
</tr>
<tr>
<td>----</td>
<td>-----------------------------------------------------------------------------</td>
<td>------------------</td>
</tr>
<tr>
<td>16</td>
<td>Supervision transportation according to IOM</td>
<td>3,112,006.27</td>
</tr>
<tr>
<td>17</td>
<td><strong>Total amount to refund from IOM to FONAPAZ changes applied according to currency exchange rate and accumulated interests</strong></td>
<td>2,777,860.10</td>
</tr>
</tbody>
</table>

**Total of contributions to the project** 103,588,301.40

*Source: FONAPAZ*

The Executing Agency specified in the Loan Agreement was FONAPAZ. However, FONAPAZ authorized the IOM to oversee project-related procurements. Therefore, as the table above indicates, payments included expenditures that went beyond the initial plan, i.e. payments to the IOM, which explains, in part, the increase in total expenditures.

The organizational structure and management operations of the school were coordinated and dealt with after the school had been established, not having been planned for at the project design stage.

**F. Conditions and Covenants**

TaiwanICDF authorities signed the Loan Agreement with the Ministry of Public Finance of Guatemala on August 9, 2002, when the loan was declared effective. Covenants were broadly adequate to ensure sufficient control and quality of project implementation. The TaiwanICDF performed regular follow-up work, including a review mission, to ensure that the covenants continued to comply with project implementation. However, according to the Loan Agreement, the Borrower should have established a Technical Committee, a Technical Consultant Group and a Career Task Group, and organized a teacher training program, but none of these things were done.

To allow relevant government departments to become involved in the progress of the project and consider wide-ranging issues, project design included a Technical Committee, with membership comprising the Ministry of Education, the Ministry of Economy, the Ministry of Labor and Social Security,
CONCYT\textsuperscript{7}, SEGEPLAN\textsuperscript{8}, and FONAPAZ. The committee would examine and approve the project’s detailed design, implementation plan and schedule, and loan allocations for Phase II of the project.

However, too many agencies were involved in the Technical Committee. This made it difficult to modulate each agency’s opinion. Furthermore, setting up a team/group such as this in Guatemala may only be done by government decree, so the committee was never actually established, nor did it function. Three agencies cooperated to implement the functions of the Technical Committee: the Ministry of Finance, the Borrower representing the government of Guatemala; SEGEPLAN, an organization that provides specific social-economic information to facilitate informed decisions relating to the country’s development; and FONAPAZ, a project-oriented agency and an executing agency that implements projects via aid received by Guatemala from other countries and/or organizations.

As part of Phase I project design, a Technical Consultant Group comprising consultants hired from Guatemala and Costa Rica would be organized to direct, monitor and evaluate the design activities and results of curriculum and course content, oversee the specifications of laboratory equipment and teacher training programs, and select textbooks. For each of the six career paths selected, one Career Task Group would be organized to carry out the actual design work, with the exception of the architecture design and construction program design. Each group would comprise two persons: one from Costa Rica, and one from Guatemala.

Because Guatemalan specialists in project-related fields of expertise were scare, and because Guatemalan authorities were not willing to allow nationals

\textsuperscript{7} The Guatemalan National Council for Science and Technology (CONCYT) is the country’s governing body in the field of science and technology, and is responsible for the promotion and coordination of scientific and technological activities. It is also responsible for the implementation and monitoring of the country’s Plan of Scientific and Technological Development.

\textsuperscript{8} The Secretary of Planning and Programming of the Presidency of Guatemala (SEGEPLAN) is the state planning body, established as an institution to support the functions of the presidency. SEGEPLAN contributes to the formulation of the government’s general development policy, and assesses the implementation and impact of such policy.
of a neighboring country, Costa Rica, to intervene in the affairs of the Guatemalan Ministry of Education or become involved in the compiling of teaching materials, neither a Technical Consultant Group nor Career Task Groups comprising consultants or specialists from Costa Rica were established. Three persons – a FONAPAZ engineer, a supervisory member of staff from the IOM (Guatemala) and a member of an engineering consultant company responsible for the design and supervision of project-related construction work – coordinated and implemented tasks that would otherwise have been assigned to the Technical Consultant Group.

G. Related Technical Assistance

At the appraisal stage of the project, the TaiwanICDF invited project staff with FONAPAZ, the Ministry of Education, the Ministry of Economy and the Ministry of Education to visit TVET organizations and schools in Taiwan, which fostered an exchange of ideas and experience-sharing among the two countries. In Phase I of the project, the TaiwanICDF provided a maximum of US$200,000 to finance expenditures for FONAPAZ to conduct a Pre-feasibility Study study for the project. This technical assistance was helpful and of practical use to the project. However, no other relevant technical projects were incorporated into project implementation.

H. Performance of the Borrower and the Executing Agency

(A) Implementation and Interaction

The Executing Agency, as specified in the Loan Agreement prior to construction and the installation of equipment, was FONAPAZ, although under the project plan, a Technical Committee comprising six government departments would also implement certain project components. Moreover, FONAPAZ authorized the IOM to oversee matters relating to the procurement of equipment and construction work,
all of which, in addition to consultancies for construction and infrastructure procurements, were to be done through an international, competitive bidding process. Once the ITGS was formally established in January 2009, the government of Guatemala transferred land, facilities, equipment and machinery at the site from FONAPAZ to the USAC.

(B) Performance

Overall, the performance of the Borrower (the government of Guatemala) and the Executing Agency (FONAPAZ) showed commitment to achieving the project output: the establishment of a vocational school.

When project materials were being procured, laboratory equipment, textbooks and other goods required for the project were grouped into a package to facilitate easy delivery. The procurement of all materials, and construction and infrastructure work, were awarded based on an appropriate, international and competitive bidding process. Some problems were encountered in procurement contracts, as well as during the preparation of bidding documents, which delayed the procurement schedule.

Laboratory equipment and textbooks were supplied in accordance with the procurement contract. However, civil works could only be implemented during the dry season, resulting in delays to school construction and infrastructure work. Many materials had been prepared prior to the completion of construction work and could not be installed. Such materials were stocked in a warehouse for a few months. The procurement of materials was completed on time and within budget, while expenditures for construction exceeded budgetary expectations and the schedule for such work was delayed.

The implementation of the project was not very efficient because the Executing Agency’s implementation of the project period overran
and project costs exceeded planned budgets.

A Technical Committee, a Technical Consultant Group and six Career Task Groups were due to be organized during project planning; however, these three groups were never established as planned. Certain tasks that were expected to be implemented by these three groups were implemented by other agencies following a period of re-organization and coordination.

During project implementation, one of the functions of the Executing Agency was to act in a coordinating role, to manage the involvement of the many different stakeholders representing the government of Guatemala. The Executing Agency coordinated the different interests of different project stakeholders, resolved issues relating to the project budget that had affected the Borrower, and coordinated the smooth transfer of the ITGS to the USAC. The Executing Agency carried out its coordinating role efficiently.

I. Performance of the TaiwanICDF

The TaiwanICDF provided essential support, assistance and supervision toward project implementation and examination of the disbursement of documents and loans was performed at appropriate times. However, the project was designed too quickly: The Pre-feasibility Study was only roughly completed, the feasibility study had not been undertaken, and the master plan for the project was not finished prior to the signing of agreements.

Moreover, although the TaiwanICDF dispatched a number of supervision missions, and although such missions’ review activities and subsequent recommendations were relevant to the administration of the project, problems were not followed up with solutions, such that the activities of such missions did not improve project outputs or thereby meet the anticipated achievements outlined in the project plan.
V. EVALUATION OF PERFORMANCE

A. Relevance

The design and purpose of the project were relevant to the needs of Guatemala’s industrial sectors for skilled workers and technicians at that stage. The design and formulation of the project were also consistent with the TaiwanICDF’s strategic policy of using the comparative advantages of Taiwan’s development experience in TVET to assist partner countries to develop their economies. However, as stated in Guatemala’s National Employment Policy, Guatemala’s population is characterized by low levels of schooling: Only 3 percent of the employed population has completed a course of higher education. Only about 10 percent of people report having received any training on the job, and such lack of training constrains potential increases in workers’ productivity. With the labor force lacking the skills and social skills to work in more productive jobs, this indicates that the project is presently aligned to the country’s labor needs.

Project operations were relevant to the project objectives. For the most part, project operations had an effect on achieving the three initially identified project objectives, namely (i) promote the quality of technical education and vocational training by improving the learning environment and professional knowledge; (ii) support the needs of specific industries for skilled workers and technicians by establishing a technical school; and (iii) assist Guatemala in developing a more complete education system by introducing modern vocational means and methods. After the Loan Agreement was signed, no relevant technical projects were incorporated into project implementation, expect for financial expenditures paid to FONAPAZ to conduct a Pre-feasibility Study for the project during Phase I.
B. Effectiveness and Efficiency in Achieving Project Outputs and Outcome

(A) Effectiveness/Impact

The purpose of the project was to establish a secondary vocational school (ITGS), train teachers, install laboratory equipment and operate an educational facility for students aged 15 to 19. However, the project established a technological university (ITUGS), a tertiary-level institution for students aged 19 and over. The beneficiaries of the project therefore changed, while specifications for textbooks and laboratory equipment remained unchanged. This resulted in some disorder and meant that the school didn’t function as originally planned.

Moreover, a Technical Committee, a Technical Consultant Group and six Career Task Groups were not organized as was planned for the project. Guatemalan stakeholders did not design the curriculum or course content, nor did they formulate or implement the teacher training program of the project through lectures, all of which reduced project impact.

(B) Efficiency

Project-related construction work was expected to be completed by the end of 2004, but was delayed due to improper planning, rain, and a change in government administration. Therefore, construction was extended until 2008, and the school did not start to enroll first grade students until the beginning of 2010. Project costs overran the original budget by nearly 62 percent.

Due to the four-year delay to the construction schedule of the ITGS and the six-year delay in enrollment, project implementation was much less efficient than was originally planned.

(C) Sustainability
In terms of the policy underpinning the project, although the continuous provision of technical education is essential to any socioeconomic, strategic plan, a long-term action plan for the ITUGS has not been developed. In addition, given that other institutions provide similar forms of training, the role and responsibilities of the ITUGS as part of Guatemala’s wider education system have not been clarified. In terms of technical aspects of the project, the ITUGS faced a number of problems: insufficient laboratory equipment, issues with enhancing teachers’ capacity, and an insufficient number of technically proficient teachers. Moreover, personnel at the ITUGS have not had independent control of their budgets because the institute is part of the USAC. The USAC offers GTQ5,000,000 to the ITUGS per year, whereas the director of the ITUGS believes that GTQ16,000,000 would be more appropriate in order for the ITUGS to function well.

(D) Commentary by Stakeholders

Commentary on the project given by the project related agencies, including the Ministry of Education, the Ministry of Economy, the Ministry of Labor and Social Security, and CONCYT, is summarized as follows:

1. Ministry of Education

Representatives of the ministry said that the support of the TaiwanICDF was an important means of increasing the quality of education available in Guatemala, and that funding is needed to support regional workshops.

Representatives further said that since it remains important to understand Taiwan’s technical experiences, it is therefore also important to have academic exchanges which can disseminate such know-how. Conferences could be organized between teachers at Taiwanese and Guatemalan vocational high school teachers.
2. Ministry of Economy

Representatives of the ministry suggested that when implementing similar kinds of projects in the future, the TaiwanICDF should provide more technical training and support the establishment of associated small- and medium-sized enterprises (SMEs).

3. Ministry of Labor and Social Security

Representatives of the ministry suggested that the TaiwanICDF could perform regional surveys throughout the country to identify which industries require training-based support, and then establish another institute, similar to the ITUGS, in the future.

4. CONCYT

Representatives of CONCYT suggested that the ITUGS intensify promotional activities, and also suggested that the TaiwanICDF seriously consider the participation of the government and the business sector in implementing similar kinds of projects.

As part of interviews conducted by the mission, representatives of FONAPAZ also shared their “lessons learned,” as follows: (1) take note of the time needed to fulfill the requirements of the funding stakeholder and to receive its approval of the project; (2) determine project beneficiaries as part of project feasibility studies, prior to starting any project in earnest; (3) divide project implementation into sub-phases; (4) objectively determine which organization will be responsible for managing resources, and ensure that project stakeholders involved in implementation, and supervisors, can demonstrate authentic experience in developing projects of a similar magnitude; and (5) support the concept and continued operations of a Technical Committee as part of project operations.
C. Preliminary Assessment of Sustainability

The ITUGS is part of the USAC, a public university. The USAC is the only public university in the country and the Chancellor is a spokesperson for public higher education. The university assigns and approves the ITUGS budget, presently offering the institute GTQ5,000,000 per year. However, such budgetary support from the USAC is only sufficient to pay for the ITUGS’s most recent expenditures while maintaining operations at their present scale. To sustainably expand the school’s operations, the ITUGS would need to find other financial resources, for example by cooperating with the private sector.

In terms of teachers’ qualifications, ITUGS personnel interviewed said that most teachers at the ITUGS had bachelor’s degrees, while fewer had master’s degrees. Teachers’ qualifications and the quality of their own technical higher education directly affect the quality of students’ learning experiences and the development of the school. To ensure the sustainable development of the ITUGS, it will be necessary to upgrade teachers’ qualifications and the quality of teaching at the ITUGS.

The overall principles covered by curricula taught at the ITUGS are applicable to many careers in industry, and may be applicable to both secondary education and tertiary education, despite ostensibly being applicable to secondary education. Following up on this trend would be necessary to improving the depth of teaching and associated curricula.

D. Impact

It is possible that the project had the impact of upgrading the quality of technical education and vocational training, and supporting the needs of industry for skilled workers and technicians.

The fact that the ITUGS is still adjusting its teachers’ qualifications, staff quality, laboratories and equipment, etc. implies that the school will need a period of time to become well run and stable, which, in turn, implies the need
for a further period of time in which to evaluate project impacts. Moreover, since the ITUGS is in its third year of operations and students have still not graduated from the school, it is difficult to evaluate whether students meet the needs of industry.

Due to the two reasons stated above, more time is needed to observe project impacts.

VI. OVERALL ASSESSMENT AND RECOMMENDATIONS

A. Overall Assessment

The project is rated as acceptable in terms of its relevance, efficacy, efficiency, sustainability, and impact. The project constructed a technical education school that teaches a curriculum of six subjects, and installed laboratory equipment, but the beneficiaries (students) are different to the project’s original target group. Project implementation overran and project costs exceeded planned budgets.

B. Lessons Learned

(A) Project design. Curricula selected for a project such as this should be based on surveys and analysis of a country’s development status, and the demands of its labor market. This would ensure that employees are a competitive force within the job market, and that the contents of school curricula have the flexibility to adjust to, and reflect, the needs of industry.

(B) Project implementation. Site selection should have covered a wider geographical area and the exact location of the site within the selected region should have been chosen more carefully. At the beginning of the project, when infrastructure was being constructed, the terrain and soil structure at the site led to scheduling overruns and increases in costs that had not been planned for. Moreover, infrastructure present or required in the area surrounding the project
may also affect the implementation schedule.

The project suffered delays due to the necessity of managing many interrelated project components (and the Technical Committee), and due to the change of government administration in Guatemala, both of which made it difficult to comply with schedules and plans.

The project’s budget was exceeded due to the prolonged construction schedule, unfamiliarity with local laws, and because the GoG was obliged to assign procurement duties for a foreign aid project to the IOM. All of these issues resulted in additional financial costs.

(C) An adequate project management structure should be in place before the Project starts. The lack of a planned management structure was a key issue causing the school to delay the recruitment of students and to make unforeseen adjustments to its operations. When construction at the site had been completed and equipment had been installed, the Ministry of Education, which the government had assigned to manage the school, did not have sufficient budgets or human resources to do so. This led to the management of the school being transferred to the USAC.

(D) Technical assistance resources. The project did not provide technical assistance after the Loan Agreement was signed, so there were no opportunities to explore integration and cross-sector linkages. This reduced the resources that might otherwise have been available and impacted the sustainability of the project. Requiring such long-lasting impacts simply cannot be achieved by one project.

(E) Operation and maintenance cost should be adequately addressed and provided. There was a frequent lack of funds for repairing and maintaining school equipment and buildings. Future projects may consider setting aside an endowment from the loan, and counterpart funds from government and employers, for operation and maintenance. Schools should be encouraged to generate additional funds to support their regular schedule of
activities.

C. Recommendations—Project Related

(A) **Signing of bilateral cooperation agreements.** A loan-based project should be based upon a bilateral cooperation agreement. Where possible, a new, incoming government administration in a cooperating country should be encouraged not to rescind the original commitments to a project made by a previous administration. In addition, the cooperation agreement may require the provision of matching funds by the cooperating country, to ensure that the project proceeds smoothly and according to schedule. If the incoming government administration expresses any significant disagreement as to the content of the project, the TaiwanICDF should review the project in cooperation with the new government, and adjust the project if necessary.

(B) **Effective project control.** The successful performance of a project depends on appropriate planning. The implementation of a project should be based on a robust project plan and can only be achieved through an effective approach to controlling a project schedule. Therefore, the development of a suitable project control system is an important part of the project management effort.

(C) **Providing technical assistance.** Textbooks and teachers are a core element of a technical and vocational education and training project. As part of such projects, in addition to project components involving construction and physical infrastructure, the “soft” components of a project – such as the operational methodologies of a school, the design of teaching materials and capacity building among teachers – should be taken into consideration and provided for through technical assistance.

(D) **Both the donor(s) and the recipient(s) involved in a loan-based project need to take both loan repayments and associated security issues, and the output(s) of the project itself, into consideration.** In this project,
both the TaiwanICDF and the GoG strictly followed the regulations proposed in the Loan Agreement as to disbursements and loan repayments. As a result, however, several project components that were part of the original project scope were not implemented, so the project did not fully achieve the objectives stated in the project proposal.

(E) Project implementation should proceed following the completion of each of the preceding phases of the project cycle. In this project, the Loan Agreement was signed but the feasibility study had not been undertaken, which should have included a detailed study appraising the project from a legal, financial, technical, environmental and institutional perspective. Since the project proceeded without any construction-related master plan in place, construction costs were higher than were estimated in the project proposal.

(F) Cooperating country’s infrastructure-related responsibilities. In the project design and appraisal phases of a construction project, the responsibilities of agencies from the cooperating country regarding infrastructure lying outside and adjoining the boundaries of a project site need to be clearly clarified. In this project, the government agency, or agencies, responsible for infrastructure such as water, electricity and roads adjoining the boundaries of the project site was not identified, causing prolonged arrangements and discussion among different Guatemalan agencies, and thereby delaying the opening of the ITUGS.

(G) Operational structure and budget plan. Beyond issues directly relating to the planning of construction work in a large-scale civil works project, in the design and appraise phase of such a project the operational structure and budget of the project should also be carefully planned, in order to ensure that the project can continue to operate after its completion.

(H) In a project’s design phase, the planner and counterparts from the cooperating country should use realistic and objective surveys and observations to plan the scope of the project. In this project, it would seem
to have been too optimistic to have designed a technical committee that would involve six different Guatemala government agencies jointly supervising the implementation of the project, because of the different points of view that these agencies would have held regarding the project. Another example is the decision to design six different working groups, to be organized by vocational education specialists from Guatemala and Costa Rica, to jointly compile the text books and teaching schedules for the ITUGS, since it was difficult to find experienced personnel capable of undertaking such a task in either country.
**Survey for the University Institute of Technology in Southern Guatemala (ITUGS)**

In order to better understand the situation in relation to the project of the Technological Institute, TaiwanICDF has developed the next survey, to be answered accurate as possible, as the information gathered will help to better understand the situation. We thank in advance the time allotted for this.

Name of applicant: MARIO HERRERA TORRES Position: MANAGER

Date: Palin, July 6th 2012 Stamp of the institution: ________________

1. According to the initial planning of this project there were significant delays in the time of execution as well as an increase in the initial budget. Please specify the causes.

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<td>4,400,000</td>
<td>66,459,024.09</td>
<td>8,307,378.01</td>
<td>3,907,378.01</td>
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<td>974,377.50</td>
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<td>Total loan</td>
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<td>103,094,523.37</td>
<td>12,886,815.42</td>
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<td>Government contribution</td>
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<td>Total Costs projected</td>
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<td></td>
<td>28.87</td>
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R // NO COMMENTS ABOUT IT, DUE THAT THE UNIVERSITY OF SAN CARLOS DE GUATEMALA RECEIVED THE PROJECT AS A DONATION, ACCORDING TO OUR STEWARDSHIP AGREEMENTS. 071 AND 0936-2008 DATED APRIL 24 AND MAY 21, 2008, NOT HAVING PARTICIPATED IN THE CONSTRUCTION NOR EQUIPMENT PHASES.

2. Include administrative and operational organization of the Institute and specify the relationship of the institution with: University of San Carlos de Guatemala, the National Fund for Peace-FONAPAZ and the International Organization for Migration-IOM-

R // ITUGS IS AN ACADEMIC UNIT OF THE UNIVERSITY OF SAN CARLOS OF GUATEMALA, SO WE HAVE NO DIRECT CONNECTION WITH FONAPAZ NOR IOM. OUR ORGANIZATIONAL STRUCTURE IS PART OF THE USAC.
3. In ITUGS what careers are available and at what level (technical or BA), how many students are registered in each and the number of students enrolled per year overall.

R//CARRERS OFFERED BY ITUGS ARE IN A TECHNICAL COLLEGE LEVEL WITH THREE-YEAR TERM. CARRARES OFFERED ARE:

• MANUFACTURING PROCESSES

• METAL MECHANICS

• ELECTRONICS

• REFRIGERATION AND AIR CONDITIONING

• FOOD PRODUCTION

• AUTOMOTIVE MECHANICAL

• SCHOOL OF ENGINEERING SECTION (FIRST YEAR OF THE COMMON AREA)

ALSO TEACHERS KEEP LABORATORIES OPEN OF THE FACULTY OF ENGINEERING

<table>
<thead>
<tr>
<th>CARRERAS</th>
<th>2010</th>
<th>2011</th>
<th>2012</th>
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<tr>
<td>TÉCNICO EN ELECTRÓNICA</td>
<td>54</td>
<td>53</td>
<td>49</td>
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<td>TÉCNICO EN METAL Y MECÁNICA</td>
<td>21</td>
<td>7</td>
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<tr>
<td>TÉCNICO EN REFRIGERACIÓN Y AIRE ACONDICIONADO</td>
<td>28</td>
<td>12</td>
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<td>TÉCNICO EN PROCESOS DE MANUFACTURA</td>
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<td>22</td>
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<td>TÉCNICO EN PRODUCCIÓN ALIMENTARIA</td>
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<tr>
<td>TÉCNICO EN MECÁNICA AUTOMOTRIZ</td>
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<tr>
<td>SECCIÓN INGENIERÍA</td>
<td>57</td>
<td>33</td>
<td>20</td>
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<td>LABORATORIOS FACULTAD INGENIERÍA</td>
<td>690</td>
<td>764</td>
<td>635</td>
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<tr>
<td>TOTAL</td>
<td>801</td>
<td>899</td>
<td>780</td>
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</tbody>
</table>

Chart: registration statistics in each technical career described above.

4. Registration and other fees; where the management funds for ITUGS come from?; Is the institution self-sustainable?
REGISTRATION FEES FOR ITUGS ARE ESTABLISHED BY THE UNIVERSITY OF SAN CARLOS GUATEMALA. FEES ENTERS TO THE GENERAL BUDGET OF USAC WHO DESIGNATE OUR ANNUAL BUDGET OF OUR UNIT ACCORDING TO PLANNING.

5. Profile or requirements for those teachers interested to be part of ITUG staff; (number of staff and their degree) Are there training programs, as well as academic incentives planned.

ALL TEACHERS SHOULD HAVE A BACHELOR DEGREE LEVEL, BE ACTIVE IN THEIR BAR. WE DO HAVE INCENTIVE PROGRAMS FOR TRAINING AND ACADEMIC INCENTIVES; IN USAC THERE IS A PARTICULAR DEPARTMENT FOR TEACHERS TRAINING.

CURRENTLY WE HAVE THE FOLLOWING TEACHERS:

- ENGINEERS: 10
- BAs: 1
- ARCHITECTS: 1
- AUXILIARY LECTURE: 4

6. What institution and under what criteria was made the Curriculum of studies, as well as its criteria, text books and sources. Where text-books come -source- (purchased, donated, purchased by the government, etc.)

ALL THE CURRICULUM WERE MADE WITH THE SUPPORT OF THE FACULTY OF ENGINEERING AND THE CURRICULUM OFFICE OF THE UNIVERSITY OF SAN CARLOS GUATEMALA. TEXT-BOOKS USED DEPEND ON COURSE AND TEACHERS NEEDS AND CHANCES TO GET THE LATEST UPDATES OF THEM.

ITUGS DOES NOT HAVE A LIBRARY YET.

7. TaiwanICDF, gave equipment, which was adjusted to the needs of use and teaching of the institution. Besides this, is the institution using another equipment or curriculum from Taiwan?

THE EQUIPMENT RECEIVED MEET THE NEEDS OF THE TECHNICAL EDUCATION IN ITUGS. THE INSTITUTION HAS NOT RECEIVED ANY UPDATES NOR ANY OTHER EQUIPMENT FROM TAIWAN.

8. According to the Industrial Development Policy of Guatemala, how you have adapted the careers held in ITUGS.

WE HAVE ADAPTED THE CAREERS ACCORDING TO THE INFLUENCE AREA AND TO THE INDUSTRY ENVIRONMENT.

9. What are the main factors why students have chosen to study in the ITUGS and what is the graduate profile and its competitiveness in the job market in Guatemala.
R / / USAC HAS A VOCATIONAL STUDENT DEPARTMENT TO SUPPORT STUDENTS TO IDENTIFY THEIR INTERESTS FOR THE DEVELOPMENT OF THEIR STUDIES, MAKING THEM FEEL COMFORTABLE AND WITH A POSITIVE ATTITUDE TO ACHIEVE THEIR GOALS.

PROFILE:

• ABLE TO SOLVE ANY SITUATION TO BE PRESENT IN THE AREA OF HIS EXPERTISE

• MANAGES A CRITICAL AND SCIENTIFIC JUDGEMENT TO DEVELOP HIS ACTIVITIES

• MORAL AND ETHIC VALUES ARE PART OF THEIR FEATURES.

• IS CAPABLE TO DEVELOP ON BUSINESS ENTERPRISES IN A CHARGE OF CONTROL MEANS, AS WELL AS MANAGE THEIR OWN BUSINESS COMPANY N THEIR FIELD.

• DUE TO THE HIGH LEVEL OF EXPERTISE HE DEVELOPS SKILLS, ABILITIES AND KNOWLEDGE MAKING THEM CAPABLE TO HAVE ACCESS TO THE INDUSTRY SECTOR FEELING CONFIDENT TO BE A SPECIALIST IN HIS AREA.

WE CAN NOT GIVE ANY OPINION ON COMPETITIVENESS IN THE LABOUR MARKET, DUE THAT THERE ISN’T A GRADUATE YET, BUT WE CAN GIVE IT AT THE END OF THIS YEAR.

10. Does TaiwaneseCDF has provided some other service to ITUGS, besides of the loan.

R / / SO FAR WE HAVE NOT HAD ANY OTHER SERVICE. CURRENTLY WE ARE IN NEGOTIATIONS WITH THE MISSION LOCATED IN ESCUINTLA, TO OVERCOME THEIR STAY AT THIS LOCATION TO START A NEW CYCLE IN ITUGS THAT COVERS THE AREAS OF INFLUENCE OF THE INSTITUTE.

11. Does ITUGS has any tool in which periodically measure the content of classes, hours of practice and use of laboratories, quality of teachers, etc. If so, what were the comments and recommendations of the students?

R / / ACADEMIC LESSONS ARE PLANED EVERY SIX MONTHS, WHERE PERIOD OF LESSONS AND LABS ARE PLANED. ABOUT EVALUATION TOOL, CURRENTLY IS BEING IMPLEMENTED IN TEACHER’S EVALUATION AND STAFF PROMOTION.

12. Is there any international organization currently providing support to ITUGS, if so in what areas, themes or other aspects and from where and under what terms?

R / / NONE.

13. If in the future, TaiwaneseCDF, will provide more loan projects aimed at the education sector in Guatemala, which recommendations and / or suggestions would you give?

R / / GOVERNMENT OF TAIWAN SHOULD GIVE IT DIRECTLY TO THE EDUCATIONAL INSTITUTION, WHERE THE PROJECT IS AIMED.
Providencia no. 250-2009. Decisión y orden del Presidente de la República Álvaro Colom de transferir el ITUGS, así como mobiliario equipo y fincas a la Universidad de San Carlos de Guatemala, USAC.

Ruling no. 250-2009. Guatemalan president Alvaro Colom’s decision and order to transfer ITUGS and all the equipment as well as land to the University of San Carlos, USAC.
b) Que la forma en que está redactado el artículo 4 del proyecto de Acuerdo Gubernativo es antitécnica, ya que por su naturaleza jurídica, en los Acuerdos Gubernativos lo que se debe hacer es derogar y reformar, no cancelar. Como consecuencia, en dicho artículo deben derogarse todos aquellos acuerdos gubernativos que pierdan vigencia.

Atentamente,

[Signature]

SECRETARIO DE LA PRESIDENCIA DE LA REPÚBLICA
Acuerdo Gubernativo 343-2009. Que transfiere las fincas a la Universidad de San Carlos de Guatemala USAC. Así mismo transfiere de FONAPAZ a USAC, las instalaciones, maquinaria, equipo y demás bienes muebles para que ITGS continúe funcionando. El valor de este último asciende a Q37,085,588.56.

Executive order 343-2009 transfers the plots of land (2) to the University of San Carlos, USAC. Also transfer from FONAPAZ to USAC the facilities, machinery, equipment and others, estimated in a value of Q37,085,588.56 in order to keep ITGS working.
Acta 12 de abril de 2010. Aprobación unánime de la comisión de recepción de USAC, sobre la entrega definitiva por parte de la OIM y que la libera de toda responsabilidad.

Unanimous Approval Act date on April 12th, 2010, of the commission responsible for the transfer of the ITGS to accept the definite reception from IOM of the institute assuring them free of any responsibility.

...
con el objeto de finalizar la continuación del proceso de Recepción Definitiva y Liquidación del contrato de servicios constituido en la escritura pública número treinta y seis (36) de fecha veintiocho (28) de diciembre del dos mil seis (2006) autorizada por el Notario Aquiles Linares Morales, y sus escrituras públicas de ampliación y modificación números veintinueve (29) de fecha diecinueve (19) de julio del dos mil siete (2007), treinta y ocho (38) de fecha veintiún (21) de septiembre del dos mil siete (2007), y quince (15) de fecha veintinueve (29) de abril del dos mil ocho (2008), todas autorizadas por el Notario Aquiles Linares; dejamos constancia de lo siguiente -----------------------------------------

PRIMERO: La reunión de inicio a las diez horas (10:00) con la presencia de todas las personas arriba identificadas, en representación de las entidades involucradas en el proyecto.

SEGUNDO: La Comisión Receptora y Liquidadora del proyecto cede la palabra al ingeniero Erick Ricardo Pérez Márquez, representante de la OIM, éste informa a los presentes que de acuerdo a los eventos insinuados durante todo el tiempo transcurrido desde la recepción inicial de los suministros objeto de recepción definitiva y de liquidación, cambió el panorama y escenario de actuación de la OIM particularmente, debido a que, ahora que está definido el beneficiario del proyecto en todo su conjunto, de acuerdo al Manual de Procedimientos para Compra y Contrataciones, Recepción y Financiaciones de Proyectos de la OIM en Guatemala, en su edición seis en números romanos (VI) Recepciones y Liquidaciones, y en lo que se refiere a la Recepción Final, en su último párrafo que literalmente dice: “Para los bienes, suministros y servicios adquiridos se procederá a elaborar actos de recepción final o parcial, expresando la conformidad de los recibidos, de acuerdo a las condiciones pactadas en los respectivos contratos.”; y en la parte que se refiere a las Actas de Entrega, que en su descripción literalmente se lee: “Son los actos que se elaboran para entregar el fruto del proyecto a los beneficiarios o a quien corresponda, con previa autorización y participación del Contratante o Entregante, esta acta es el documento de resolución para la OIM, que libera de la responsabilidad del manejo, uso, cuidado y mantenimiento de la obra o producto como construcción o compra estuviera a cargo de la OIM; y en lo que se refiere al asunto de liquidaciones, y que en la parte conductiva en esta caso, se les literalmente “Una vez cumplidas las fases de la recepción de un proyecto y entrega del mismo a los beneficiarios, cuyos documentos de soporte son el acta de recepción y el acta de entrega respectivamente; al Oficial de Programas la OIM, y/o Coordinador de Proyectos, proceder a efectuar el trámite administrativo para la liquidación del contrato” Por lo tanto, propone a las identificadas en el acápite del presente documento, se ve...
sobre la provincia de la idea de Recepción Definitiva. Entrega al Beneficiario y Liquidación Financiera del Contrato de Suministros; luego de realizar la discusión anteriormente, todos los signatarios de la presente, están de acuerdo y de forma unánime decidieron, de acuerdo con sus competencias, aceptar que este documento tenga el carácter de Recepción Definitiva. Entrega al Beneficiario y Liquidación Financiera del contrato de suministros.

TERCERO: Los ingenieros Pedro López Ramírez y Julio Aridaga, como representantes de la empresa subcontratista externa Constructora MANGOV, hacen entrega del Informe Final Presentado sobre el proyecto Obra de recepción definitiva, entrega al benefactor y liquidación financiera, del contrato y proyecto de suministros, para que el pleno de la comisión lo analice en sus conclusiones y recomendaciones para proceder como corresponda en la actividad que se está desarrollando.

CUARTO: Los señores representantes de FONAPAZ, indican que para solucionar el problema suscitado por la desaparición de parte de herramientas y equipo del suministro contratado, han realizado las gestiones administrativas necesarias para que se pueda realizar la totalidad del suministro contratado y para que se efectúe la presentación completa y simple de los documentos realizados que corresponde y son. Dicho con referencia RF-Office/04744KH/36042010 de fecha diez (10) de marzo del dos mil diez (2010), dirigido al Licenciado Carlos Enrique Palma Lobo, Asesor de Gestión Jurídico del Fondo Nacional para la Paz, donde se solicita continuar con el proceso legal correspondiente, firmado por el señor Manuel Antonio Hernández Cruz, jefe de la Sección de Inventarios de FONAPAZ y, certificación del acta y número Cero Cuatro guión Dos mil Diez (04-2010) de fecha cuatro (4) de marzo del dos mil diez (2010) donde se describe el proceso del hallazgo de los existentes del inventario contratado en el proyecto de suministros, dicho documento detalla el inventario. Estos documentos se anexan a la presente acta, como anexo 1 y anexo 2.

QUINTO: El pleno de la comisión Receptora y Liquidadora, en compañía de los representantes del Beneficiario del Proyecto, del representante técnico de la UEPD de FONAPAZ, y del Monitorea de la Empresa que ejecutó el suministro, realizaron recorrido por las instalaciones para verificar que todo el equipo está en condiciones de buen funcionamiento, inclusive los equipos objeto de sustituciones de piezas, reparaciones menores y mayores, que fueron intervenidos en ese sentido por la empresa que ejecutó el suministro en cumplimiento de las cláusulas contractuales, correspondientes para esa finalidad.

SEXTO: El pleno de la Comisión Receptora y Liquidadora, luego de verificar que todo el equipo, mobiliario e instrumentos suministrados por la empresa K & M.
CO. LTD, se encontraron con inseguridad por este acto procede a la recepción de forma sedienta y definitiva lo que consta en el Acta número Diez y Novea Dos Mil Nueve (10 - 2009) de fecha seis (6) de octubre del año los mil nueve (2009) donde FONAPAZ hace el traslado del inventario de lo suministrado por la empresa contratada para ese fin, excepto lo concerniente a Muebles; por un valor monetario que asciende a la cantidad de Treinta y Cuatro millones ochocientos Noventa mil Cuatrocientos Ochenta y Un quetzales con Cincuenta y Seis centavos (Q.34,890,481.56) que totaliza el valor de los bienes debidamente catalogados su existencia dentro de las instalaciones del Instituto Tecnológico Guatemala Sur; y se refrenda el acto de notificación parcial contenido en el acta número dos (2) de la comisión receptora con fecha dos (2) de febrero del dos mil nueve (2009) y de su acta número uno (1) de junio del dos mil nueve (2009), ambos documentos levantados y firmados por el Ingeniero Oswaldo Antonio Rodríguez Usón, Ingeniero Livio Giovanni Camargo López, el Fiscal Contador Esteban Esteban Velásquez Ángel y el Licenciado Rentería Valenzuela González Omar en representación del Fondo Nacional para la Paz - FONAPAZ - y el Ingeniero Wilfredo Ochoa Lima en representación de la Organización Internacional para las Migraciones - OIM - el Licenciado Ramiro López en representación de la empresa ejecutora del proyecto, y el Ingeniero Jorge Mario Martínez en representación de la empresa supervisora externa de nombre comercial MANCOV; documentos en los que los nombrados en esa oportunidad, dan fe que todo el objeto del contrato fue ingresado a las instalaciones del ITGS, sin embargo, luego de realizar el inventario, se ha determinado un faltante de equipo por un valor de Ciento Cuatro mil Quinientos Treinta y Ocho quetzales con Cuarenta y Tres centavos (Q.145,438.43), que al sumarlo al inventario físico corroborado da un valor de Treinta y Cuatro millones Novocientos Noventa y Cinco mil Diecinueve quetzales con Noventa y Nueve centavos (Q.34,985,019.99), pero para efectos de contabilidad, se supone que por el manejo de otros materiales, no se determino el valor final del contrato y cuya diferencia es a favor del proyecto por un valor de Un quetzal (Q.0.01), por lo tanto, al pleno de la comisión receptora y liquidadora de forma unánime.

RESUELVE: Recibir a enter a conformidad la totalidad del inventario físico realizado sin incluir el faltante determinado, a pesar que, de acuerdo a los documentos contratados revisados y tenidos a la vista, pudo constatarse que la empresa K&M MFG CO., LTD., si entrega todo lo contratado en su momento, y que fue recibido a cabalidad en los términos del Acta número dos guión dos mil nueve (2-2009) y su adenda por las personas responsables de ese acto en representación de FONAPAZ y OIM, y en
La consecuencia a que ha dado lugar, y circunstancias no establecidas sucedió a la desaparición de parte de lo entregado, por lo tanto, esta comisión receptora y liquidadora, sin responsabilidad de su parte. SI RECIBE EL INVENTARIO DETERMINADO EN SU VALOR DEFINIDO, continuamos manifestando que esta Comisión Receptora y Liquidadora, tiene conocimiento que el Fondo Nacional para la Paz, ya presentó la denuncia Penal ante el Ministerio Público en relación a los filos desaparecidos en el ITGS, y a continuación se presenta un cuadro descriptivo de los valores recibidos y de los desaparecidos.

## INVENTARIO RECIBIDO DE ACUERDO AL INVENTARIO LEVANTADO POR FONAPAZ Y USAC, SE MUESTRA EL VALOR DE FALTANTES NO RECIBIDOS

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<th>N°</th>
<th>CODIGO</th>
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<th>VALOR DE INVENTARIO</th>
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**VALOR TOTAL DEL CONTRATO VALOR DE INVENTARIO - VALOR FALTANTE EN INVENTARIO**: 234,295,020.00
SEPTIMO: El pliego de la Comisión Receptora y Liquidadora, en este acta, luego de revisar los documentos de apoyo, RESUELVE: Trasladar de forma definitiva el inventario del equipo suministrado por la empresa K&H MFG CO., LTD, a la Universidad de San Carlos de Guatemala, por medio del Instituto Tecnológico Universitario del Sur – ITUGS –, debido a que, se pudo constatar que es el beneficiario del proyecto, y que se formalizó tal circunstancia a través del Convenio de Cooperación Interinstitucional número Siete guión Dos mil Nueve (CCI - 7 – 2009) entre el Fondo Nacional para la Paz – FONAPAZ – y la Universidad de San Carlos de Guatemala – USAC – para el uso del bien inmueble, sus instalaciones, equipo y demás muebles del Instituto Tecnológico Guatemala Sur – ITGS – de fecha uno (1) de junio del año dos mil nueve (2009), y con base en Acta número dos guión dos mil nueve (2-2009) donde se determina el inventario que corresponde al contexto de suministros del proyecto Ciento Treinta y Nuevo guión Dos mil Trés (133-2009) denominado "SUMINISTRO DE BIENES Y SERVICIOS CORRESPONDIENTES PARA LA SEGUNDA FASE DEL INSTITUTO TECNOLOGICO GUATEMALA SUR – ITGS –", y desde este momento se compromete al uso adecuado y mantenimiento respectivo a la totalidad de los bienes trasladados, eximiendo de cualquier responsabilidad a la empresa ejecutora del proyecto, al Fondo Nacional para la Paz y a la Organización Internacional para las Migraciones; y de acuerdo a lo contenido en el Acuerdo Gubernativo número oientos cuarenta y tres guión dos mil nueve (543-2009) de fecha veintidós (22) de diciembre del dos mil nueve (2009). 

CÓTAVO: Los representantes de la Universidad de San Carlos de Guatemala, manifiestan su plena conformidad con los suministros contratados, y expresan que reciben en estos términos todos los suministros detallados en el inventario íntegro realizado en su oportunidad, y que se hacen responsables del buen uso y mantenimiento sin esta del suministro recibido en este acta, siguiendo manifestando que, para poder cumplir con ese objetivo, es necesario que se les traslade copia de los documentos que contienen el detalle de: 1) Estudio de Factibilidad del Proyecto, 2) Estudio de Impacto Ambiental, 3) Estudio de Suelos, 4) Estudio Hidráulico y, 5) Juegos de Planos de los módulos no construidos.

NOVENO: El pliego de la Comisión Receptora y Liquidadora, indican a los representantes de la Universidad de San Carlos de Guatemala, que se revisará los expedientes del proyecto para verificar si existe la información solicitada en el numeral anterior para su correspondiente traslado.
DECLARACIÓN: Luego de cumplir con el proceso de revisión de la información contractual de los bienes a beneficio, y de la aceptación de estos a entera conformidad, el pleno de la Comisión Receptora y Liquidadora procede al análisis de la información financiera para determinar el estado actual de los saldos adeudados del contrato, el detalle de la información es el siguiente:

La Organización Internacional para las Migraciones en cumplimiento de las Solicitudes de Desembolsos emitidas por el Fondo Nacional para la Paz, realizó a la empresa ejecutora del contrato los siguientes pagos:

1) Antepago, equivalente al cincuenta por ciento (50%) del valor del contrato el Veintitrés (23) de agosto del dos mil siete (2007) a través de transferencia Bancaria del banco BANRURAL, con operación número Descontos Cuatro mil Cuatrocientos Cincuenta y Tres (24453), por un valor de Quince millones Setecientos Veinte mil Quinientos Cincuenta y Siete (15,722,757,7) que a una tasa de cambio de Siete quetzales con Sesenta y Cuatro centavos (Q. 7.64) por Un Dólar Americano (US$ 1.00), equivale a la suma de Dos millones Cinuenta y Cuatro mil Ochocientos Setenta y Siete Dólares con Siete Centavos (US$ 2,044,356.07) y una manutención al impuesto al Valor Agregado (IVA) número ochenta y Dos mil Setecientos Diecinueve (82719) de fecha Veintinueve (29) de agosto del dos mil siete (2007) por un monto de Un millón Ochocientos Sesenta y Cuatro mil Setecientos Treinta y Tres quetzales con Veintiún centavos (Q. 1,874,733.21), que aplicando la tasa de cambio equivalente a una suma de Docientos Cuarenta y Cinco mil Trececientos ochenta y Tres Dólares con Veinte y Tres Centavos (US$ 245,383.03), totalizando un monto de Docientos Setenta millones Cuatrocientos Noventa y Siete mil Quinientos Diez quetzales (Q. 174,975,100.00) que equivale a Dos mil millones: Docientos Noventa mil Docientos Cincuenta Dólares (US$ 2,290,250.00) cantidad definida y requerida en la factura número Siete (7) de la empresa ejecutora de fecha Veinticuatro (24) de agosto del dos mil siete (2007) y a requerimiento de FONAPAZ a través de la Solicitud de Desembolso número Cuarenta Ochenta mil Siete (480 - 2007) de fecha Veintidós (22) de agosto del dos mil siete (2007): II) Segundo Pago, equivalente a Veinticinco por ciento (25%) del valor del contrato el seis (6) de febrero del dos mil ochenta (2008) a través de transferencia Bancaria del Banco BANRURAL, con operación número Descontos Cincuenta y Cuatro mil Trececientos Ochenta y Ocho quetzales con Treinta y Cuatro centavos (Q. 7,811,365.39) que a una tasa de cambio de Siete quetzales con Sesenta y Cuatro centavos (Q. 7,64) por un Dólar Americano, equivale a la suma de Un millón Veintidós mil Cuatrocientos Tresenta y Tres Dólares con Cuatro centavos (US$ 1,022,453.04) y
una exención al IIBUXX.XX del valor Agregado IVA número dos mil cuatrocientos cuarenta y uno (2441) de fecha diez (7) de febrero del dos mil ocho (2008) por un montaño de Nuevecentos Treinta y Siete mil Cuatrocientos Sesenta y Seis quetzales con Sesenta y Un centavos (Q.652,356.94) que equivalía a la suma de Ciento Veintidós mil Seiscientos Dieciocho y Un Dólares con Noventa y Seis centavos (US$ 1,423,601.90) que totaliza un valor de Ocho millones Setecientos Cuarenta y Ocho mil Seiscientos Cinco y Cinco quetzales (Q.8,748,755.00) que equivalía a la suma de Un mil Ciento Cuarenta y Cinco mil Ciento Veinticinco Dólares (US$ 1,145,125.00) a requerimiento de la factura de la empresa ejecutora número Diez (10) de fecha diez (10) de enero del dos mil ocho (2008) y a través de la Orden de Desembolso de FONAPAZ número Dekisenta guión Dos mil Ocho (17 – 2008) de fecha once (11) de enero del dos mil ocho (2008); III Tercer pago, equivalente al quince (15%) por ciento (15%) del valor del contrato al cincuenta (50%) de mayo del dos mil ocho (2008) a través de transferencia Bancaria del Banco BANRURAL, con un valor de Cuatro millones Seiscientos Ochenta y Seis mil Conocientos Treinta y Tres quetzales con Cuatro centavos (Q.4,626,833.04) a una tasa de cambio de Siete, quinientos con Seiscientos y Cuatro centavos (Q.7,64) por un Dólar Americano equivalente a Seiscientos, Treinta mil Cuatrocientos Cinco y Nueve Dólares con Ochenta y Dos centavos (US$ 615,458.82); y una exención al Impuesto al Valor Agregado IVA número dos mil diez y dos centavos diecinueve (219) de fecha tres (13) de mayo del dos mil ocho (2008) por un valor de Cincuenta y Seis mil Cuatrocientos Dieciocho quetzales con Veinticuatro y Seis centavos (Q.562,419.96) que equivalía a Sesenta y Tres mil Seiscientos Quinientos Dólares con Dieciocho centavos (US$ 615,615.14) que totaliza un valor de Cinco millones Doscientos Cuarenta y Nueve mil Doscientos Cinco y Tres quetzales (Q.5,248,253.00) que equivalía a Seiscientos Ochenta y Siete mil Setenta y Cinco Dólares (US$ 627,075.00) a requerimiento de la factura número doce (12) de la empresa ejecutora de fecha Veintiúnove (29) de abril del dos mil ocho (2008), y a través de la Orden de Desembolso de FONAPAZ número Ciento Nueve guión Dos mil Ocho (199 – 2008) de fecha Seis (6) de mayo del dos mil ocho (2008); IV Cuarto Pago, equivalente al cinco (5%) por ciento (5%) del valor del contrato al cincuenta (50%) de noviembre del dos mil ocho (2008) a través del cheque del Banco BANRURAL número dos mil sesenta y cinco centavos (US$ 2,511.60) por un valor de Cincuenta y Seis mil Quinientos Sesenta y Dos mil Doscientos Sesenta y Siete quetzales con Ocho centavos (Q.562,277.68) que a una tasa de cambio de Siete, quinientos con Seiscientos y Cuatro centavos (Q.7,64) por un Dólar Americano equivalente a Doscientos Cuatro mil Cuatrocientos Diecisiete quetzales con
Seis Dólares con 20 Centavos de Un Sol (US$ 6.204,685.61); y una exención al impuesto al Valor Agregado IVA durante cuatro mil diecinueve (4193) de fecha once (12) de noviembre del dos mil ocho (2008) por un monto de Ciento Ochenta y Siete mil Cuatrocientos Setenta y Tres quetzales con Treinta y Dos centavos (Q. 187,733.32) que equivalió a Veinte y Cinco mil Guineos Treinta y Ocho Dólares con Treinta y Nueve centavos (US$ 24,539.95), que totaliza un valor de Un millón Sesentio Guineos y Nueve mil Sotocientos Cincuenta y Un quetzales (Q. 1,749,751.00) que equivalió a Dosciento Veintinueve mil Veinte y Cinco Dólares (US$ 229,025.00) a requerimiento de la factura número setenta (70) de la empresa ejecutora de fecha siete (7) de noviembre del dos mil ocho (2008), y a través de la Orden de Desembolso de FONAPAZ número 2992, Dosciento Ochenta y Cinco guineos Dos mil Ocho (285 – 2008) de fecha tres (3) de noviembre del Dos mil Ocho. Teniendo como resultado que OIM ha realizado pagos a la empresa ejecutora por un monto de Treinta y Tres mil Cuatrocientos Guineos y Cinco mil Doscientos Sesenta y Nueve quetzales (Q. 33,245,269.50) que equivalía a Cuatro millones Trescientos Cincuenta y Un mil Cuatrocientos Setenta y Cinco Dólares (US$ 4,351,475.00) que incluye el Impuesto al Valor Agregado IVA de un total contratado de Treinta y Cuatro millones Novecientos Noventa y Cinco mil Veinte quetzales (Q. 34,995,020.00) que equivalía a Cuatro millones Quinientos Ochenta mil Quinientos Dólares (US$ 4,880,500.00)

DÉCIMO PRIMERO: El pliego de la Comisión Receptora y Liquidadora, luego del análisis de la información financiera del proyecto, de forma unánime Dictaminó: Que resulta un saldo a favor del contratista por un monto de Un millón Sotocientos Guineos y Nueve mil Sólo Centavos (Q. 1,749,751.00) que equivalió a Dosciento Veintinueve mil Veinte y Cinco Dólares (US$ 229,025.00), y que incluye el Impuesto al Valor Agregado IVA; valor que deberá ser consolida el contratista cuando presente la documentación que contractualmente corresponda...

DÉCIMO SEGUNDO: El pliego de la Comisión Receptora y Liquidadora, en cumplimiento de la cláusula Octava numeral quince, del contrato de suministro correspondiente, indica a la empresa ejecutora que las garantías contratuales posteriores a su entrega definitiva, deberán ser emitidas a favor de la entidad denominada Universidad de San Carlos de Guatemala, esta garantía se refiere a un certificado de garantía para el suministro entregado según la cláusula décima cuarta literal i, para garantizar la durabilidad y funcionalidad del suministro contra defectos de fabricación por un período de doce (12) meses calendario, a partir de la fecha del presente documento, la que deberá ser entregada en original a las
Tecla validadas (22) de diciembre del dos mil seis (2006) suscrita entre la Organización Internacional para las Migraciones, OIM y la empresa antes indicada. Al finalizar el inventario se determina un inventario de CIENTO QUATRO MIL QUINIENTOS TREINTA Y DOS CON CIENTOS Y TRES CENTAVOS (Q.140, 538.43), cuya integración se detalla a continuación:

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En forma de inventario y en base a lo anterior se solicita la certificación de la misma por la empresa auxiliar.
Se dos mil ochenta y el Ingeniero Wilfredo Díaz Lima nombrado por la Organización Internacional para las Migraciones (OIM) según oficio de referencia c/002220 (16) de agosto de dos mil ochenta (2008) diligenciando según oficio del PAF, Cero de ochenta y diez mil ochocientos treinta y ocho (80,108,388) se fecha uno (1) de diciembre de dos mil ocho (2008) el Licenciado Ramiro López representante legal de la empresa K&H, MP&L, CO., LTD., y el Ingeniero Jorge Mario Bustos Urbina, como delegado residente de la empresa supervisora MAMOC y la delegación a la Universidad de San Carlos de Guatemala, según ato diecinueve guión dos mil nueve (19-2009) se fecha sala (10) de octubre dos mil nueve (2009), se determinó un valor de CIENTO CUARENTA MIL QUINIENTOS TREINTA Y OCHO CON CUARENTA Y TRES CENTAVOS (140,383.33) dis talado en el punto cuarto de la presente Acta, es difícil determinar la forma en que fueron entregados dichos bienes del Instituto Tecnológico Guatemala Sur, considerando que no existe informe de daños por parte de la empresa de la seguridad, de que ocurriera algún imprevisto o daño a la infraestructura de los edificios o a los bienes muebles. SEXTO: La presente acta administrativa se faja con el objeto de dar cuenta a consideración de las autoridades correspondientes del Fondo Nacional para la Paz -FONAPAZ-, contenido de este documento, para que se realice el trámite que corresponda administrativamente. No habiendo nada más que hacer constar se da por terminada la presente acta quarenta minutos después de su inicio en el mismo lugar y fecha faltando de conformidad lo que en ella intervinieron.
Acta protocolo que autoriza la transferencia del ITGS a la USAC EL 9 de marzo de 2010.

Minute registry that authorizes the transfer of ITGS to the university USAC. This was made on March 9th, 2010.

NÚMERO OCHENTA Y CUATRO (84). En la ciudad de Guatemala, el nueve de marzo de dos mil diez, ante mi, MYLENNE YASMIN MONZÓN LETONA, Escrivano de Cámara y de Gobierno, comparece el licenciado GUILLERMO ANTONIO PORRAS OVALLE, de sesenta y dos años, casado, guatemalteco, Abogado y Notario, de este domicilio, quien se identifica con cédula de vecindad número de orden A guión uno y registro trescientos cuarenta y cinco mil setecientos cuarenta y tres (A-1 345743) extendida por el Alcalde Municipal de Guatemala, departamento de Guatemala, y quien comparece en su calidad de PROCURADOR GENERAL DE LA NACIÓN Y REPRESENTANTE LEGAL DEL ESTADO DE GUATEMALA, de conformidad con lo establecido en el artículo doscientos cincuenta y dos (252) de la Constitución Política de la República de Guatemala, lo que acredita con: a) Certificación extendida el uno de septiembre de dos mil nueve por el Secretario General de la Procuraduría General de la Nación del Acuerdo Gubernativo de nombramiento número cincuenta y seis (56) emitido el veintiséis de agosto de dos mil nueve; y, b) Certificación extendida por el Secretario General de la Procuraduría General de la Nación del acta de toma de posesión del cargo número cinco guión dos mil nueve (5-2009) de fecha uno de septiembre de dos mil nueve, y por otra parte comparece el licenciado CARLOS ESTUARDO GÁLVEZ BARRIOS, de cuarenta y ocho años, soltero, guatemalteco, Abogado y Notario, de este domicilio, quien se identifica con cédula de vecindad número de orden A guión uno y registro treinta y siete mil seiscientos cincuenta (A-1 37,650) extendida por el Alcalde Municipal de Mixco, departamento de Guatemala, quien actúa en su calidad de RECTOR Y REPRESENTANTE LEGAL DE LA UNIVERSIDAD DE SAN CARLOS DE GUATEMALA, lo que acredita con certificación extendida por el Secretario General de la Universidad de San Carlos de Guatemala el dieciocho de enero de dos mil diez, que contiene: a) Punto séptimo del acta número cero uno guión dos mil seis (01-2006) de la sesión celebrada por el Cuerpo Electoral Universitario el cinco de
REPÚBLICA DE GUATEMALA

PROTOCOLO

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cumplimiento a lo ordenado por el Acuerdo Gubernativo número trescientos cuarenta y tres guión dos mil nueve (343-2009) emitido el veintidos de diciembre de dos mil nueve y publicado en el Diario de Centro América el ocho de enero de dos mil diez, por el presente acto TRANSFIERE SIN PAGO a favor de la UNIVERSIDAD DE SAN CARLOS DE GUATEMALA las fincas identificadas en la cláusula primera de la presente escritura pública. TERCERA: DE LA TRANSFERENCIA SIN PAGO DE LA PROPIEDAD DE BIENES CONTENIDOS EN INVENTARIO. Continúan manifestando los otorgantes, en las calidades con que actúan, que de conformidad con el Acuerdo Gubernativo número trescientos cuarenta y tres guión dos mil nueve (343-2009) emitido el veintidos de diciembre de dos mil nueve, relacionado anteriormente, la transferencia de propiedad de los bienes inmuebles objeto de la presente escritura pública, incluye además las instalaciones, maquinaria, equipo y demás bienes muebles, según consta en el inventario contenido en el acta número diecinueve guión dos mil nueve (19-2009) de fecha seis de octubre de dos mil nueve a folios trescientos dieciséis (316), trescientos dieciséis (317), trescientos ochenta y tres (318) del libro de actas del Fondo Nacional para la Paz -FONAPAZ- autorizado por la Contraloría General de Cuentas. CUARTA: DEL DESTINO DE LA TRANSFERENCIA. Manifiesta al licenciado GUILLERMO ANTONIO PORRAS OVALLE, en la calidade con que actúa, que los bienes inmuebles y muebles que por el presente acto se transfieren sin pago a la UNIVERSIDAD DE SAN CARLOS DE GUATEMALA serán destinados para que continúe funcionando el Instituto Tecnológico Universitario Guatemala Sur. QUINTA: DEL VALOR DE LOS BIENES INMUEBLES. Continúa manifestando el licenciado GUILLERMO ANTONIO PORRAS OVALLE, en la calidade con que actúa, que: a) La finca inscrita en el Registro General de la Propiedad de la Zona Central bajo el NÚMERO SEIS MIL DOSCIENTOS CUATRO (6,204), FOLIO DOSCIENTOS CUATRO (204) DEL...
REPÚBLICA DE GUATEMALA

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propiedad de los bienes inmuebles que por el presente acto se le otorga, así como los bienes descritos en el inventario relacionado en la cláusula tercera de la presente escritura pública. NOVENA: DE LA SOLICITUD AL SEÑOR REGISTRADOR DEL REGISTRO GENERAL DE LA PROPIEDAD DE LA ZONA CENTRAL. Los otorgantes, en las calidades con que actúan, solicitan al Señor Registrador del Registro General de la Propiedad de la Zona Central se sirva inscribir a favor del UNIVERSIDAD DE SAN CARLOS DE GUATEMALA las siguientes fincas inscritas en el Registro a su digno cargo: a) NÚMERO SEIS MIL DOSCIENTOS CUATRO (6,204), FOLIO DOSCIENTOS CUATRO (204) DEL LIBRO CIENTO CINCUENTA Y TRES E (153E) DE ESCUINLTA; y b) NÚMERO SEIS MIL DOSCIENTOS CINCO (6,205), FOLIO DOSCIENTOS CINCO (205) DEL LIBRO CIENCO CINCUENTA Y TRES E (153E) DE ESCUINLTA DÉCIMA:

DE LA ACEPTACIÓN. Manifiestan los otorgantes, en las calidades con que actúan, que aceptan todas y cada una de las cláusulas de la presente escritura pública. Yo, la infrascrita Escribano de Cámara y de Gobierno, DOY FE: a) Del contenido de la presente escritura pública; b) Que tuve a la vista la documentación relacionada y siguiente: i)

Certificación extendida por el Secretario General de la Universidad de San Carlos de Guatemala el veintiuno de octubre de dos mil nueve, que contiene punto sexto, incluso seis punto uno (6.1) del acta número cero ocho guión dos mil ocho (08-2008) de la sesión celebrada por el Consejo Superior Universitario el nueve de abril de dos mil nueve, la que transcrita en su parte conducente se lee: 'El Doctor CARLOS GUILLERMO ALVARADO CEREZO, Secretario General de la Universidad de San Carlos de Guatemala, CERTIFICA: Que esta fotocopia que consta de tres páginas (1/3, 2/3 y 3/3), es fiel del original, en virtud de haber tenido a la vista el Libro de Actas originales, que contiene el Punto SEXTO, inciso 6.1. de Acta Núm. 08-2008, de sesión celebrada por el Consejo Superior Universitario, el 09 de abril de 2009, por lo que, a solicitud de la
REPÚBLICA DE GUATEMALA

PROTOCOLO

ESCRIBANÍA DE CÁMARA Y DE GOBIERNO

previsto impartir una formación académica y científica a través de seis carreras tecnológicas que se describen a continuación: a) Mecánica Automotriz (Mantenimiento de automóviles); b) Electromecánica; c) Electrónica; d) Metal Mecánica; e) Refrigeración y Aire Acondicionado; f) Procesamiento de Alimentos. Mismas que en un inicio podrían orientarse como carreras técnicas universitarias y posteriormente, derivado de procesos evaluativos y el número de egresados tendría la posibilidad de elevarse a nivel de licenciatura, con sus consiguientes post-grados. El Proyecto para su ejecución, se encuentra definido de la siguiente manera: 1. FASE I. PREINVERSIÓN (DISEÑO Y PLANIFICACIÓN DEL PROYECTO. 2. FASE II. CONSTRUCCIÓN Y EQUIPAMIENTO.

Etapas: 1 Urbanización, Etapa 2 Construcción de edificaciones, Etapa 3 Suministro de Bienes y Servicios. Es importante señalar que la Constitución Política de la República de Guatemala, en la Sección Quinta, Universidades, el Artículo 82 expresa: “La Universidad de San Carlos de Guatemala, es una institución autónoma con personalidad jurídica. En su carácter de única universidad estatal le corresponde con exclusividad dirigir, organizar y desarrollar la educación superior del Estado y la educación profesional universitaria estatal, así como la difusión de la cultura en todas sus manifestaciones.” Al respecto el Consejo Superior Universitario ACUERDA: Autorizar al Señor Rector proceder a realizar las acciones pertinentes, a efecto de que el Instituto Tecnológico Guatemala Sur, pase a formar parte de la Universidad de San Carlos de Guatemala.

2) Agradecer a las autoridades competentes del gobierno de la República de Guatemala, el aporte que hacen a la Universidad de San Carlos de Guatemala en beneficio de la población guatemalteca.” Aprovecho la oportunidad para suscribir la presente. ID Y ENSEÑA A TODOS Aparece firma ilegible Dr. Carlos Guillermo Alvarado Corzo SECRETARIO GENERAL Sello que se lee: UNIVERSIDAD DE SAN CARLOS

Consejo Superior Universitario; ii. Acta número diecinueve guión dos mil nueve (19-
REPÚBLICA DE GUATEMALA

PROTOCOLO

ESCRIBANÍA DE CÁMARA Y DE GOBIERNO

de Guatemala, de las fincas rústicas inscritas en el Registro General de la Propiedad de la Zona Central, bajo los números 6204 y 6205, folios 204 y 205 ambas del libro 153E de Escuintla, propiedad del Estado, ubicadas en la aldea San Cristóbal, municipio de Palín, departamento de Escuintla, de conformidad con las medidas y colindancias que le aparecen en dicho Registro, cuyo valor actual de cada una de las fincas asciende a la cantidad de Q.500,299.99 y Q.1,196,280.97 respectivamente según consta registralmente. Asimismo las instalaciones, maquinaria, equipo y demás bienes muebles, según inventario que consta en acta número 19-2009 de fecha 6 de octubre de 2009 contenida en el libro de actas autorizadas por la Contraloría General de Cuentas, a folios 316, 317, 318 y 319, por parte del Fondo Nacional para la Paz -FONAPAZ- a la Universidad de San Carlos de Guatemala para que continúe funcionando el Instituto Tecnológico Universitario Guatemala Sur, el cual asciende a la cantidad de treinta y siete millones ochenta y cinco mil quinientos ochenta y ocho punto cincuenta y seis quetzales (Q.37,085,588.86).

ARTÍCULO 2. Se faculta al Procurador General de la Nación para que, en representación del Estado de Guatemala, conjuntamente con el Representante Legal de la Universidad de San Carlos de Guatemala, comparezca ante los oficios de la Escribanía de Cámara y de Gobierno, a otorgar la escritura pública mediante la cual se forme la transferencia de la propiedad sin pago a que se refiere el presente cuerpo legal. Transferencia de la propiedad que debe inscribirse en el Registro General de la Propiedad de la Zona Central. ARTÍCULO 3. La Dirección de Bienes del Estado del Ministerio de Finanzas Públicas, hará en su registro las anotaciones correspondientes sobre el destino de los inmuebles. ARTÍCULO 4. Se cancela la adscripción que exista a favor del Ministerio de Educación, contenida en el artículo 2. del Acuerdo Gubernativo número 538-2003 de fecha 16 de septiembre de 2003. ARTÍCULO 5. El presente Acuerdo empieza a regir un día después de su publicación en el Diario de Centro.
MINISTERIO DE GOBERNACIÓN
ESCRIBANÍA DE CÁMARA Y DE GOBIERNO;
Y SECCIÓN DE TIERRAS
GUATEMALA, C.A.

Es PRIMER TESTIMONIO de la escritura pública número OCHENTA Y CUATRO (84) autorizada en esta ciudad el nueve de marzo de dos mil diez por la notario MYLENNE YASMIN MONZON LETONA, en su calidad de Escribano de Cámara y de Gobierno, que para entregar a la UNIVERSIDAD DE SAN CARLOS DE GUATEMALA, extiende número, sello y firma en seis hojas, siendo las cinco primeras copia fiel y exacta de la escritura matriz y la sexta que es la presente.

Guatemala, seis de mayo de dos mil diez.

Lc. Mylenn Yasmine Monzón Letona
Escribana de Cámara y de Gobierno
y Jefa de la Sección de Tierras
¿Razón?

Código verificador: 0F09954047J42156

Registrada(s) la(s) inscripción(es) que literalmente dice(n):

Referencia de inscripción No. 10S100259174

Derechos Reales. Dominio. Inscripción Número: 2 Finca 6204 Folio 204
Libro 158E de Esquintla. LA UNIVERSIDAD DE SAN CARLOS DE GUATEMALA ES DUEÑA DE
ESTA FINCA, COMO TRANSFERENCIA SIN PAGO QUE LE HACE EL ESTADO DE
GUATEMALA, COMO CUMPLIMIENTO A LO ORDENADO POR EL ACUERDO GOBERNATIVO
NUMERO 343:2009 EMITIDO EL 22 DE DICIEMBRE DEL 2009 PUBLICADO EN EL DIARIO DE
CENTRO AMÉRICA EL 8 DE ENERO DEL 2010. LA TRANSFERENCIA DE LA PROPIEDAD
INCLUYE ADemás LAS INSTALACIONES, MAQUINARIA, EQUIPO Y DEMÁS DIENES
MUEBLES, SEGÚN CONSTA EN EL INVENTARIO CONTENIDO EN EL ACTA NUMERO 19-
2009 DE FECHA 6 DE OCTUBRE DEL 2009. EL PRESENTE INMUEBLE SERÁ DESTINADO
PARA QUE CONTINUE FUNCIONANDO EL INSTITUTO TECNOLÓGICO UNIVERSITARIO
GUATEMALA SUR. Escritura(s) Número(s) 84 autorizada 9 de marzo de 2010 por el/los notario(s)
MYLENE YASMIN MONZÓN LETONA, ESCRIBANO DE CAMARA Y DE GOBIERNO.
Documento(s) presentada(s) 9 de junio de 2010 a las 14:49:13 horas, ingresado(s) éste(s) y su(s)
copia(s) electrónica(s) con número(s): 10R100120268. Operador 120 María Letona,
Guatemala, 9 de junio de 2010. Honorarios Q0.00.
Referencia de inscripción No. 108100269179

Libra 153E de Escazú. LA UNIVERSIDAD DE SAN CARLOS DE GUATEMALA ES DUEÑA DE
ESTA FINCA. COMO TRANSFERENCIA SIN PAGO QUE LE HACE EL ESTADO DE
GUATEMALA, COMO CUMPLIMIENTO A LO ORDENADO POR EL ACUERDO GUBERNATIVO
NUMERO 343-2009 EMITIDO EL 22 DE DICIEMBRE DEL 2009 PUBLICADO EN EL DIARIO DE
CENTRO AMÉRICA EL 8 DE ENERO DE 2010. LA TRANSFERENCIA DE LA PROPIEDAD
INCLUYE ADEREZAS LAS INSTALACIONES, MAQUINARIA, EQUIPO Y DEMÁS BIENES
MUEBLES, SEGUN CONTESTA EN EL INVENTARIO CONTENIDO EN EL ACTA NUMERO 19-
2009 DE FECHA 6 DE OCTUBRE DEL 2009. EL PRESENTE INMUEBLE SERÁ DESTINADO
PARA QUE CONTINUE FUNCIONANDO EL INSTITUTO TECNOLÓGICO UNIVERSITARIO
GUATEMALA SUR. Escritura(s) Número(s) 84 autorizada 9 de marzo de 2010 por el (los) notario(s)
MYLENNE YASMIN MONZÓN LETONA, ESCRIBANO DE CAMARA Y DE GOBIERNO.
Documento(s) presentado(s) 9 de junio de 2010 a las 14:49:13 horas, ingresado(s) éste(s) y su(s)
copia(s) electrónica(s) con número(s): 10R100120268. Operador: 20 María Letona.
Guatemala, 9 de junio de 2010. Honorarios Q0.00.

-----------(fin de asientos registrales)------------------ NO CAUSA
HONORARIOS. Razón que consta en 2 hoja(s). Ciudad de Guatemala, 10 de junio de 2010.

Nota: Puede corroborarse el contenido de esta razón por medio de cualquiera de las siguientes opciones:
a) Solicitar certificación en el Registro General de la Propiedad,
b) Obtener una copia simple en el Registro General de la Propiedad, o
c) Consultarlo gratuitamente en la página web: www.rgp.org.gt en la opción “Validar razones
de testimonio”。“
Licenciado
Carlos Estuardo Galván Barrios
Rector Magnífico de la Universidad
de San Carlos de Guatemala
Su Despacho

Licenciado Galván:

Por este medio nos dirigimos a usted, con el propósito de referirnos al expediente F-0132-2009 a través del cual se regala la transferencia de la propiedad sin pago a favor de la Universidad de San Carlos de Guatemala, de las fincas rústicas inscritas en el Registro General de la Propiedad del Área Central, bajo los números 6204 y 6205, lindos 204 y 205 ambas del libro 1536 del Escritorio, propiedad del Estado, ubicadas en el sitio San Cristóbal, municipio de Palín, departamento de Escuintla, mismas en donde funcionó el Instituto Tecnológico de Guatemala S.A., el cual pasará a ser parte del patrimonio de dicha Universidad.

Con relación a lo expuesto, me permito hacer de su conocimiento que el trámite del mismo culminó, por ello se le remiten fotocopias de los documentos que se detallan a continuación:


2. Testimonio de la escritura pública número 64 autorizada el 9 de marzo de 2010 por la Notaria Mylen Macedón Monzón Estévez, Escritura de Cámara y de Gobierno, documentos con los cuales se formaliza la entrega de las fincas referidas.

Sin otro particular nos saluda de usted,

Ldd. Julieta Nataly Bouleste Soto
Asistente Judicial
Dirección de Bienes del Estado

Diferente,

Claudia María Villa Tung
Dirección de Gestión y Legalización
Dirección de Bienes del Estado
ACUERDO Gubernativo Núm. 343-2009

MINISTERIO DE FINANZAS PÚBLICAS

Acuerdan transferir la propiedad en pago a favor de la Universidad de San Cristóbal de las fincas ubicadas en el Regimiento General de la Zona Central, ubicadas en la ciudad de San Cristóbal, al personal de la Universidad de San Cristóbal, de conformidad con las leyes y constituciones que rigen en dicha Región, para poder realizar actividades de enseñanza, investigación y extensión, en el marco de su misión institucional.

POR LO TANTO:

En consecuencia y de acuerdo con lo establecido en el artículo 185 de la Constitución Política de la República de Guatemala, se da perfecta publicidad para su cumplimiento.

ACUERDO Gubernativo Núm. 354-2009

MINISTERIO DE FINANZAS PÚBLICAS

Acuerdan transferir las propiedades en pago a favor de la Universidad de San Cristóbal, a la Universidad de San Cristóbal, de conformidad con las leyes y constituciones que rigen en dicha Región, para poder realizar actividades de enseñanza, investigación y extensión, en el marco de su misión institucional.

POR LO TANTO:

En consecuencia y de acuerdo con lo establecido en el artículo 185 de la Constitución Política de la República de Guatemala, se da perfecta publicidad para su cumplimiento.
Es PRIMER TESTIMONIO de la escritura pública número OCHENTA Y CUATRO
(84) autorizada en esta ciudad el nueve de marzo de dos mil diez por la notario
MYLENNE YASMIN MONZÓN LETONA, en su calidad de Escriturario de Cámara
y de Gobierno, que para entregar a la UNIVERSIDAD DE SAN CARLOS DE
GUATEMALA, extendiendo número, sello y firma en seis hojas, siendo las cinco
primeras copia íntegra y exacta de la escritura matriz y la sexta que es la presente.
Guatemala, seis de mayo de dos mil diez.

Lic. Mylenne Yasmin Monzón Letona
Escribanía de Cámara y de Gobierno
y Jefe de la Sección de Tierras

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RÉGISTRO PRIMERO: TESTIMONIO DE LA ESCRITURA PÚBLICA N° 84 DE FECHA 9 DE MARZO
DE 2010 AUTORIZADA POR LA EScriBANÍA DE CÁMARA Y DE GOBIERNO, RESIDENCIADA
EN EL DISTRITO GENERAL, DE LA PROPRIETARIO DE LA ZONA CENTRAL, SEGÚN
CONTESTA EN INSCRIPCIÓN N° 2 DE DERECHOS REALES DE LA FINCA NÚMERO 624 Y
626.

10R100120268
09/07/2010
Ordre: 1170135132
Poderes: 0.00
Hora: 10:47:13