

**PATHWAYS TO HIGHER EDUCATION- FORD FOUNDATION
EXTERNAL EVALUATION PILOT CASES IN CHILE AND PERU
EXECUTIVE SUMMARY**

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I. The approach of the external evaluation

Objective

The Ford Foundation Andean Region and Southern Cone Office initiated the five-year program “Pathways to Higher Education” (PHE) in 2003. Its ultimate objective is to strengthen, institutionalize, and expand affirmative action policies and programs for male and female indigenous students as a way to improve their access to higher education, their academic performance, and graduation, as well as their chances to access postgraduate studies.

The PHE program in the Andean Region and Southern Cone is divided into two phases. Phase 1 (2001-2003) two public universities were selected as pilot cases to develop the PHE program: the Universidad de la Frontera (Chile) and the Universidad San Antonio Abad del Cusco (Peru). The Academic Support Programs (ASPs) these institutions created, called “Rüpü” and “Hatun Ñan”, respectively, targeted Mapuche students (UFRO) and Quechua, Aymara and Amazonian students (UNSAAC). In turn, Phase 1 was divided into two stages: first, both universities diagnosed the indigenous students’ situation; second, from mid-2004, the ASPs were established to provide these students with academic training via workshops, courses, and tutoring to help them reach the same levels of learning as the rest of the students and also to be able to adapt adequately to university life.

The central objective of this external evaluation has been to evaluate the functioning of the ASPs and the complementary activities developed by the pilot cases within the frame of Stage 2 of Phase I of the PHE initiative in the Andean Region and Southern Cone, identifying both perceived achievements that can be replicated in other experiences and the measures that can be adopted to develop an integral affirmative action policy. The evaluation has centered on the implementation process of the two ASPs between mid-2004 and mid-2006, also taking into consideration the socio-political and educational context and the design of the PHE Program of the Ford Foundation in Chile and Peru.

Methodology

The methodology for the external evaluation consisted in a joint quantitative and qualitative approach. The fieldwork included several primary data collection instruments and compiled documentation from the institutions and the ASPs of each university. In particular, a total of 74 semi-structured interviews were conducted, which included actors from the context, university authorities, members of the ASP teams, and faculty and tutors that participated in these ASPs. We also conducted a self-administered survey of a sample of students that participated in the Rüpü and Hatun

Ñan. A total of 154 students responded from Hatun Ñan (out of an estimated total of 400 real users) and 99 from Rüpü (out of a total of 207 students enrolled in the project during the first semester in 2006). Also, direct observations were made of: the Leadership and Intercultural Citizenship courses designed and executed by the International Network of Intercultural Studies at the Pontifical Catholic University of Peru (PUCP-RIDEI); the two meetings of Latin American PHE Universities, one in Temuco and the other in Cusco, and four seminars (two international and two regional) organized by Fundación Equitas in Chile and Peru.

The data obtained from the diverse sources were processed and studied in the light of the scope of the analytical dimensions designed for this evaluation. In what follows we summarize the main findings and recommendations that were developed in more detail in the final report of the external evaluation.

II. Pathways to Higher Education Program of the Ford Foundation

In addition to the overall guidelines of the foundation's PHE global initiative, the program adopts particular characteristics in the diverse regions as a result of an applied strategy to enable each office to work within the individual contexts. Thus:

- In Chile and Peru a direct working relationship was established between the regional office and the PHE universities.
- Unlike, for example, the previous Mexican experiences, the PHE program in the Andean Region and Southern Cone chose to begin with two universities as pilot cases so as to generate a progressive learning process to foster, during the second phase, an expansion in the affirmative action programs to other universities in the two countries. The criteria for the selection of the above universities were: their status as a public university; their location in regions with high indigenous populations; the attention to a large male and female indigenous population; the implementation of special admission policies that favored access to indigenous students; and, each institution's contribution of the greatest amount of pre-elected candidates in their respective countries for the selection process of the regional International Fellowship Program of the Ford Foundation.

The regional office's strategy was successful at setting the foundations for the implementation of the program through several means:

1. It furthered the production of knowledge about the indigenous population, about the advancement of affirmative action in public policies in each country, and about the characteristics of the pilot universities. This activity has been quite useful both in clarifying and diagnosing the context for the design of each institution's affirmative action programs and in sensitizing university authorities, faculty members and students about the need to promote affirmative action within the university sector.
2. It placed the PHE program in a hierarchical unit of the university organizational structure – the Academic Vice-Rector – facilitating the generation of support and institutional commitment for the affirmative action program. In the case of the UFRO, the PHE initiative has become more visible and more articulated with the rest of the university's organization. In the case of UNSAAC, it served as a departure point to make it more visible, although it was later no longer

possible to continue at the Vice-Rector level owing chiefly to the tension between distinct political sectors in the university. Based on this experience, it is recommendable that the Academic Vice-Rector unit develop the *Pathways* Program so long as this office counts with ample decision-making power and there exists a degree of legitimacy and institutionalization that can support such authority. At those universities where informal rules of the game prevail over institutional mechanisms in the governing and management structure, it is necessary to reconsider what agency would be more suitable to conduct the ASP.

3. It promoted a series of activities (meetings between Latin American PHE Universities and the PHE ASP team courses on leadership and intercultural citizenship, seminars, and regional workshops on inclusion strategies of higher education) that contributed value added to the PHE Program. These have helped promote the intervention of pilot projects through those directly involved – the ASP teams and the indigenous students – to sensitize university authorities and pose the issue of intercultural equity in higher education in the academic and political domain, principally of the regional contexts of the *Pathways* universities.
4. The strategy of selecting pilot cases has been effective in terms of providing lessons on implementation procedures and institutional factors in the universities and the broader context of public policy and the Chilean and Peruvian higher education systems.

Evidence shows that these pilot cases installed a structure of goods and services that have improved indigenous students' participation in academic life. The interest of the participants has grown such that their opinions and observations focus on the ASPs' continuation via its improvement and expansion (the increase in available physical spaces, the supply of courses and workshops, and the participation of students in the decision making about activities, among others). Likewise, each ASP presents particular challenges for improving internal management, as well as links with the university and extra-university environment. In this regard, it would be advisable for the Ford Foundation to continue the financial support of these initiatives, but gradually reduce the share destined to ASPs and prioritize institutionalization goals with the increased participation of the university in the ASPs' expenditures.

Finally, with the idea of promoting institutional reform, during the second phase, the regional office should increase the dissemination of the pilot cases, expand these initiatives to other universities, promote the debate on discrimination for ethnic reasons in higher education, and foster affirmative action measures in higher education public-policy making. To accomplish this task, the Ford Foundation counts with the collaboration of other participating actors like Fundación Equitas de Santiago de Chile, responsible for dissemination activities, and the Comité Asesor Externo (External Executive Committee) for Chile and Peru – in progress – that will follow up the PHE ASPs and develop proposals to foster the debate and impact public policies.

III. Chile

III.1. Context

Chile's higher education system prioritizes the principles of university autonomy, efficiency, and competitiveness. This could negatively condition the implementation of policies oriented towards equity. However, there are, in fact, local policies (those implemented by the universities, incorporating special admission channels for indigenous students) and national policies (those implemented by the state, like the indigenous fellowship) that are fully aligned with the affirmative actions developed under the *Pathways* program.

In other words, we consider that the *Pathways* program is compatible with the main guidelines of the system and there is room to create policies oriented towards equity. On the one hand, in the realm of public policy, it implies reinforcing the value of equity and intercultural education in the evaluation and accreditation of universities, as well as the competitive fiscal financing mechanisms – like the Programa de Mejoramiento de la Calidad y la Equidad de la Educación Superior (MECESUP-Program for the Betterment of the Quality and Equity in Higher Education) of the Ministry of Education. On the other hand, in the internal dynamics of the universities, it implies furthering the richness of intercultural education for teaching and research, and equity as a strategy to improve the indicators of organizational efficiency.

At the same time, this study revealed that indigenous peoples' access to higher education does not currently constitute a priority either for the government or the Mapuche organizations. For this reason, it is essential to promote their inclusion on the political agenda. The theme has recently gained attention in some academic and political ambits and proof of this is the generation of programs in the hands of universities and the government.

The case of the Universidad de la Frontera reveals a problematic relationship between Mapuche organizations and the Chilean state. Some activist sectors of this higher education community are concentrated here, headed by the Mapuche university student associations of Temuco. The on-going issue of student housing is a source of occasional tense relations between Mapuche student organizations and UFRO authorities. These contextual elements restrict the implementation of projects that support Mapuche students in the university.

Moreover, the lack of student participation in the Chilean university government influences their relatively violent channeling of complaints or dissatisfaction. This contrasts with the claim that the Mapuche student movement has made to participate. Channeling the student conflict at the internal level may be a way to collaborate with the normal and efficient development of academic activities within the universities. This favors the *Pathways* program for which, among other relevant dimensions, it proposes to foster student participation. However, the lack of experience in these actions generates expectations and fears about the procedures and results of participating. Hence, the Rüpü project faces the challenge and the opportunity to create participatory mechanisms and formulate a stable consensus that can produce a greater opening of the university toward young Mapuche students.

III.2. The Rüpü pilot case at the Universidad de La Frontera

The UFRO has managed to implement a useful and interesting program that helps Mapuche students to advance in their undergraduate studies. It counts with a good organization of activities, a varied number of well-designed courses and workshops that are pertinent to the academic needs of the population. Teaching staff has proven to be well committed to the task. The socio-cultural events have increased in qualitative and quantitative terms over time as a response to the students' interests and requests.

The academic and socio-cultural courses and workshops constitute the central activity of student participation in the ASP for Mapuche students (the so-called PAAEM), together with the use of the available computers in a space built on the school campus to be used exclusively by the project. During the program's two years, 281 Mapuche students have attended these courses and workshops, registering a sustained rise in student enrollment throughout the four semesters. Even though we have detected a slight increase in the indicators of academic performance and graduation rates of these Mapuche students, it is still too early to determine whether there have been significant and sustained changes over time.

Students have positively evaluated the ASP, highlighting its contribution to their personal, cultural, and professional development:

1. A first achievement of PAAEM has been to strengthen the ethnic-cultural identity of the indigenous students. It has encouraged them to embrace and give value to their ethnic roots, as well as to recover and expand this culture and worldview to other realms.
2. Additionally, it has generated another effect of an interpersonal nature: the building of ties among the Mapuche students.
3. At the same time and along the lines of the objectives of *Pathways*, from the students' perspectives, the existence of the ASP in their lives has helped to improve their academic performance, raising their expectations of graduation and becoming university professionals, and moreover, projecting towards postgraduate studies.
4. To a certain extent, it has also developed a space – heretofore nonexistent – for these youths to participate.

The ASP has also advanced in the institutionalization domain:

1. Progress has been made to sensitize university authorities and administrative decision makers in terms of reducing the lack of knowledge about and prejudice towards Mapuche students. This implies an increased awareness of these students and the academic, cultural, and social impediments they face. In this regard, the university has supported the development of measures to achieve greater educational equity. The commitment of the university's senior authorities has proven to be key and has resulted in concrete support to undertake the ASP.
2. Rüpü has made some changes in the university structure such as building the "Rüpü Ruka" on the campus, a computer and Internet center for Mapuche students that solves a very important economic need. Likewise, over time it has been possible to establish cooperative work between Rüpü, the administrative offices, and other university departments that has produced a synergy and facilitated its institutional insertion.

3. Rüpü has introduced some changes in institutional policies. On the one hand, it has generated a series of administrative, informatics, and statistical instruments that target the Mapuche student population. On the other, it has developed some measures to improve the use of special admission mechanisms. Finally, it has committed the institution to partially financing human resources by recognizing some of the hours that faculty members devote to the ASP. The formal acceptance of the faculty's dedication to Rüpü, in addition to their regular academic activities, is possible in a higher education system like Chile's, where institutions have a degree of autonomy to manage their academic staff.

Some strengths of Rüpü can be useful lessons for the development of other PHE initiatives:

1. Good management owing to the selection of a skilled team of competent professionals from diverse fields, committed to the mission and objectives of the ASP. They have prior institutional insertion in the university and have defined a correct organization of the work and a clear division of the functions and responsibilities. It is necessary, though, to make an effort to assure the cultural relevance of Rüpü by systematically conducting training activities in affirmative action and intercultural approaches for the ASP team and the faculty, as well as to guarantee indigenous representation in the human resources involved.
2. A solid component of research that has improved knowledge of the situation of the Mapuche students at UFRO, together with procedures to evaluate and monitor the ASP. Both activities have been strategic in strengthening Rüpü management, as well as in persuading the university authorities, through technically well-founded academic arguments, to develop policies for the indigenous population.
3. Two well-developed specific actions: (a) a correct focus as a result of establishing precise criteria to identify the target population and uniform and transparent selection mechanisms to diminish the possibilities of ambiguous admission procedures; and (b) the determination of the supply of PAAEM courses and workshops based on the analysis of areas where undergraduate students are weakest, the evaluation of the students at the end of each semester, and an on-going adjustment between the structure of activities and services and the central objectives of the intervention.

With respect to the research and with a view to beginning other PHE initiatives, we suggest developing this aspect through an open and competitive call for proposals in the university, with the ASP team defining the themes, the selection of researchers, the follow-up of the results, and the dissemination to the university community. This is a suitable instrument to achieve quality in the products of the scientific activity among the full-time staff members, and thus prevent the task from falling on those with other important obligations in managing the ASP. It also contributes to the university community's commitment to affirmative action policies – even extending the studies to fields beyond the social and human sciences where an intercultural view is possible – thus granting the ASP visibility and legitimacy.

Finally, we also suggest that the PHE ASPs offer detailed information about the different areas of implementation and the participating population of the program in the progress reports for the Ford Foundation.

Similarly, some areas of Rüpü should be optimized.

1. The tutorial program has met with difficulties in fulfilling its proposed objectives. From the beginning, the team of tutors was very enthusiastic about the tasks; however, frequent changes in the work during implementation have undermined the program's efficacy. Evidence reveals that the tutorial program has limited coverage and the students are at times confused and misinformed. As a result of their experience over the past two years, the team has moved toward a more coherent internal proposal based on clear-cut objectives with formal working guidelines and monitoring mechanisms that provide feedback on decision making. Hence, the development of this component in Rüpü shows the use of trial-and-error methodology as a way to produce progressive improvement. Tutoring appears to be the most sensitive area of the PHE projects due to the difficulty of a multi-objective task (academic, personal, socio-cultural) and its intense nature in social interaction. So long as it is possible within the institutional framework, we suggest that the PHE ASPs place academic tutoring in the hands of the faculty of the respective fields or discipline of the students, trained in an intercultural approach, and who receive remuneration for the work. If an ASP also chooses to develop counseling under the responsibility of advanced indigenous students, it will be essential to establish a formal work scheme and develop good coordination capacity to avoid attrition in the target population and in the team of tutors.
2. The global coverage of PAAEM during the period under analysis has not met the proposed goals. One of the main causes has been the dissemination strategy. It has been quite effective at capturing a group of the target population that became interested in the program once they had learned of it. However, a lack of impetus has prevented other groups from becoming involved for one or various reasons: because they were unaware of the program's existence, because it is more difficult to attract them owing to their little identification with Mapuche roots, because they feel no need for academic support to improve their performance, or perhaps simply because they have no interest in these proposals. From this perspective, we recommend exploring the causes for which a group of Mapuche students at UFRO is not participating in the program. We also suggest employing a communication strategy that adapts to the existing diversity of the target population, contemplating institutional channels of mass communication and, at the same time, specific targeting of those that are, in principle, more reluctant to participate. Likewise, we have detected that some students have problems attending the courses and workshops for the incompatibility of the schedules with the classes in the core curricula. This can be resolved through consultations with the students.

Rüpü faces some challenges.

1. To generate instances that qualitatively increase their participation in the ASP, including at the decision-making levels, attending the demands coming from a group of students involved in the program. This should be carried out carefully and under specific conditions in order to avoid the capture of political claims external to the ASP's nature and objectives. Diverse complementary channels exist, for example: 1) workshops with students whose themes cover participation through intercultural citizenship, the defense of human rights and leadership in a democratic context, 2) the creation of spaces for on-going dialogues,

consultation and the development of proposals with the students and their organizations, in particular, with a representative committee.

2. To consolidate the ASP's roots in the institution and build a consensus to create an institutional affirmative action policy toward Mapuche students. We propose diverse actions. One, it is important to continue to show that the ASP works by producing information and disseminating it in the university community in order to sustain senior authorities' support and achieve that of the academic sector. Two, it is relevant for the deans of the faculties and other academics with an interest in intercultural work to become more actively involved in the ASP. They could be invited to participate in research activities. Three, conditions could gradually be generated to maintain financial support with funds from diverse institutions: the university, the ministry of education, and external organizations. Finally, we recommend developing an integral policy that articulates the actions undertaken by Rüpü with:
 - a. the rest of the measures at the university level destined to the Mapuche students (for example, special admissions) and at the national level (for example, financial aid);
 - b. the creation of new activities to link the university with secondary schools, such as vocational orientation for students and assistance to take university admission's exams; and,
 - c. given that the PHE program seeks to foster postgraduate studies among the indigenous population, an annual meeting should be organized with the Rüpü alumni. At the time, a brief questionnaire could be distributed to collect information about their work in the academic (postgraduate) and professional (work) realms. It would be possible to construct a register of the program's graduates, which would be highly useful to the on-going improvement of the PAAEM and thus strengthen the rest of the affirmative action mechanisms.
3. To expand the opening and external projection to the university domain. The dissemination of this initiative and its ties with the representatives of governmental organizations, universities with indigenous students, research centers, organizations that concentrate universities, Mapuche organizations that are interested in the theme, and international cooperation agencies, among others, constitute two central tools to build alliances and support networks to expand such initiatives and their impact on public policies. Specifically, as was mentioned above, it is important to reinforce the value of equity and intercultural approach in the system of evaluation and accreditation of universities, as well as the competitive fiscal financing mechanisms. To this end, it is necessary to develop a dissemination and cooperative strategy linked under the aegis of external teams like Fundación Equitas and the External Advisory Committee that strongly integrates their work with that of Rüpü based on the achievement of shared objectives.

IV. Peru

IV.1. Context

Peru's higher education system can be defined by its administrative-bureaucratic control, by the formal autonomy of the universities, and by the political participation of diverse sectors within the institutions. The clash between the autonomy of its management, and the operative restrictions derived from its limited budget, has made the universities' attention to some activities very precarious. This restricts the chances of programs like PHE that require the management of resources (human and financial) to achieve goals concerning equity. However, the Peruvian university presents an institutional dimension that acts as a strong anchor for program like PHE: the political participation of different actors in universities' governing bodies. There are mechanisms to convince multiple actors (faculty, students, and officials) that participate in the university governance of the need to develop affirmative action policies aimed at students of indigenous background.

Public initiatives to include indigenous students in higher education at the national level are practically nonexistent. However, there are diverse university programs that consist principally in special admission schemes for indigenous students. The more complete – and scarce – experiences are those that have accompanied these particular modes with academic and nonacademic support that facilitate indigenous students' permanence in and graduation from the university. The weak state action (reflected in the absence of an indigenous fellowship) contrasts with the need to assist this population that has been historically marginalized from higher education. Hence, a field has opened to foster the development of coordinated actions: the state could offer scholarships to indigenous students while *Pathways* ASPs support students' academic development.

Also, the incipient creation of a university evaluation and accreditation system can become a facilitation factor insofar as importance is given to the institutional variables targeting equity, which frame the activities developed by *Pathways*.

The issue of higher education for indigenous students does not rank very highly on the Executive's and national legislature's agendas in Peru; nor do university authorities consider the more complex theme of indigenous youths' access to and permanence in the university. There is a relative absence of national agencies that set the sector's policies.

Similarly, the impreciseness of the concept of indigenesness, particularly with respect to the Quechua population, has proven to be an obstacle to the creation of political organizations that can represent them and illuminate this problematic as an object of state intervention. However, in recent years indigenous associations have shown a growing interest in higher education – particularly among the Amazons – as well as some regional universities that offer a framework for PHE activities and the generation of consensus on affirmative action measures.

IV.2. The Hatun Ñan pilot case at the Universidad Nacional de San Antonio Abad del Cusco

The design of the ASP, based on a careful diagnosis of the problems of the target population, has been correct in relation to the proposed objectives. The main achievement of Hatun Ñan has been to reduce some of the difficulties indigenous

students face during their undergraduate studies that can become obstacles to a successful graduation. This has been achieved through the implementation of ASP central components: a) the tutorial system, b) the courses and workshops, c) the socio-cultural activities, and d) the computer center.

Another highly positive aspect, which should be kept in mind for other PHE initiatives, is the creation of a representative organization of the students in the program. This association collects the requests, opinions, and practical observations regarding the distinct activities of Hatun Ñan and transmits them to the ASP team. In this way, it acts as an important channel of communication between the team and the students.

a) The tutorial system has been the mainstay of the program:

1. Through its academic support and personal approach to the students, it has been able to tackle some of the most serious problems, usually ignored by traditional academic measures.
2. It has operated as a transmission mechanism between the academic support program and the students; it is the tutors that inform the students under their responsibility about the supply of courses and recommend in which to enroll. Thus, we could verify that there exists a direct relationship between the quality of the tutorials and the program's courses in which students participate.

b) The remedial and reinforcement courses have proven to be a well-oriented initiative to meet the academic needs of the students, constituting a vital contribution to their progress at the university. Although some difficulties have been registered in the development of the courses, the ASP team has acknowledged them and they are taking measures to remedy the problems.

c) The socio-cultural activities counted with skilled participants; they have sparked the interest of the students, fostered the generation of social ties, developed discussions that had been missing on the university agenda, and bolstered the presence of the Andean culture at the institution. The students gave it a highly positive evaluation and considered it important to continue.

d) Despite its lack of importance during the preliminary stage, in practice, the computer center – which offers free computer and Internet access for academic purposes – has become one of the main attractions of the ASP. It has resolved a serious material need for the participants, as well as constituting a space for social interaction.

Hatun Ñan presents the following weaknesses in its implementation and needs strengthening:

1. Human resources management. The selection process of the faculty and tutors has been somewhat informal, at times combining explicit criteria with ad hoc mechanisms. Hence, the profiles of the selected participants do not always fit their corresponding tasks. In this sense, the designation of tutors from among the members of the university community holding policy-making positions, like deans, has complicated the task for their lack of time and for the hierarchical divide between the academic figure and the indigenous students. Similarly, there was a lack of clarity in defining the functions and tasks of each member of the ASP team, as well as coordination problems that have duplicated some tasks and created organizational omissions in others. This difficulty has had repercussions on the development of the research component, the monitoring and evaluation of the program, and the dissemination activities.

2. Research and monitoring. Research activities undertaken have been useful at identifying the problematic of the indigenous students at the university but the findings have not been taken advantage of either within the frame of Hatun Ñan or the UNSAAC. Along these lines, the lack of internal agreements among the members of the ASP team has hindered decisions on the set of indicators for the follow-up of the program. Hence, these indicators have impacted little on the organization and self-evaluation of the very activities of the ASP and as a means of communication to sensitize university authorities.
3. Coverage. Even if the overall coverage of the academic support program (1,223 enrolled) comes close to meeting the quantitative objectives of the initial proposal (1,700 students), we should clarify two points that show a limited outreach. One, a small group of students that signed up for the ASP does not participate in its activities. Second, the ASP's services and activities are concentrated in the central office in Cusco with less development in two other schools of UNSAAC where many indigenous students attend.

In the short and medium term, Hatun Ñan faces two challenges: One is to strengthen and consolidate internally. To this end, it is essential:

1. To improve the management of human resources. This implies clearly outlining an organizational structure with the positions and tasks of each team member and improving the coordination and integration of the activities of the diverse components to achieve the ASP's central objectives. Likewise, in a university context with a low budget, the homogeneity of the wage scale and high politicization, installing an open and competitive call for the incorporation of faculty and tutors into the ASP becomes highly relevant. It would be a way to minimize the rumors and rejections among those candidates that have not benefited from Hatun Ñan's additional resources. As the tutorial activities are one of the main instruments to install an affirmative action policy in the university, great care should be given to the selection process, privileging profiles with a solid academic background, available time, a vocation for intercultural teaching, as well as avoiding the designation of faculty with positions in university governance.
1. Even if the strategy designed is based on the complexity of Peru's ethnic issue, it is important to accomplish greater transparency in selecting the beneficiaries, with a view to formulating objective rules that help maintain the achieved flexibility and improve the information that the target population receives in this regard.
2. It is key to extend fully and effectively the coverage to the other UNSAAC schools (Espinar and Quillabamba) where a large proportion of the students with multiple economic and academic difficulties are located. It is important to strengthen the research activities as we consider them highly instrumental when the results are used as input for decision making.
3. It would be prudent to develop the research component via open and competitive calls within UNSAAC structure, leaving the selection of researchers and the follow-up and dissemination activities in the hands of the ASP team. Similarly, it is essential to design at least two basic indicators to conduct the ASP's follow-up: academic performance and graduation. Once these basic definitions have been achieved, the ASP will be able to develop an on-going monitoring process

at the academic level. In turn, it is important to communicate clearly and in detail to the distinct actors (Ford Foundation, indigenous students, university academics, and so on) about the ASP's progress, in addition to the methodologies and data collection techniques used.

4. It would be productive to improve the internal communication mechanisms of the ASP, evaluating the viability of using, for example, a monthly e-mail newsletter for the purpose of informing the students, faculty, and tutors of the program's activities.

Second, we evaluated the institutionalization of the affirmative action program in the university and the progress of Hatun Ñan in this regard has been quite limited. The most important progress was the creation of the Office of Academic Support for Indigenous Students under the Office for Student Welfare and the placement of the Hatun Ñan as a dependent unit of the Rectory of the UNSAAC. We recommend:

1. Improving the link between Hatun Ñan and the rest of the universities' governance and management units. It would be worthwhile to hold systematic meetings at the university within the frame of the Permanent Forum "University Education and Indigenous Students" under the ASP. Also, it would be helpful to conduct a survey among the students, faculty, and UNSAAC authorities to evaluate to what degree the university community is aware of Hatun Ñan;
2. Building the "Runa Wasi", a specific room within the university campus to develop the ASP activities;
3. Favoring the articulation with other actions in progress – the special admission mechanism for Amazon students – and with new measures for financial aid, vocational orientation, and support for admission exams. The special admission channels that fall outside an integral policy can become a mere formal mechanism, not effective at reverting the exclusion of indigenous youths;
4. Diversifying the kind of organization to which the ASP is directed so as to develop cooperation and interchange networks. We propose promoting agreements with public and private organizations to supply scholarships for the students of the ASP as this aid can bolster the effectiveness of the Hatun Ñan intervention. In turn, Hatun Ñan could contribute to the installation of indigenous higher education as a significant "issue" on the agenda of indigenous organizations and the relevant public agencies. The creation of the External Advisory Committee, with the participation of indigenous organizations representing the Quechua, Aymará, and Amazon populations is a step in this direction.