
Experiencias y retos en la gestión de comercialización y financiamiento de la Universidad de Guantánamo

Experiences and challenges in marketing and financing management at the University of Guantánamo

Alberto Manuel Sauco-Roig

Rolando Durand-Rill

Adalis del Toro-Cuza

Universidad de Guantánamo, Cuba

Correo electrónico(s):

sauco@cug.co.cu.

rolandodr@cug.co.cu.

adalis@cug.co.cu

Recibido: 19 de diciembre de 2017

Aceptado: 20 de abril de 2018

Resumen: En el presente trabajo se identifican los retos para mejorar la gestión de comercialización de los servicios científico-técnicos e incrementar los recursos financieros de manera complementaria al presupuesto que le asigna el Estado a la Universidad de Guantánamo, a partir de la experiencia acumulada en los dos primeros años de integración.

Palabras clave: Gestión de comercialización; Presupuestos; Servicios científico-técnico; Centros de Educación Superior

Abstract: The paper identifies the challenges to improve marketing management of scientific-technical services and increase financial resources in a manner complementary to the budget assigned by the State to the University of Guantánamo, based on the experience obtained after two years of integration.

Keywords: Marketing management; Budgets; Scientific-technical services; Higher Education Centers

Introduction

In the twenty-first century, Higher Education Centers in Latin America and the Caribbean face extraordinary challenges, they are processes of global interrelation based on objective changes that are reflected in technology, finance, trade, politics and culture, in the latter, education is included.

The result of the application of these neoliberal policies in higher education is expressed mainly in the significant reduction of budgetary allocations by the State.

Given the magnitude of the challenge, it is necessary that the Higher Education Centers (CES, in Spanish) improve their internal management and use in a rational, efficient and

effective way the resources available to them and strive to develop complementary sources of funding linked to their academic and scientific activities by accompanying the government and society.

The challenges due to the scarcity of financial resources that Latin American and Caribbean higher education centers (HEC hereon) face are generally present in the Cuban case, although for different reasons. In Cuba it has not been the neoliberal model that has placed restrictions on educational services, but the objective lack of resources the country has as a result of the economic problems caused by the collapse of the European socialist camp and the resurgence of the economic blockade imposed on the country by the government of the United States.

The University of Guantánamo, as part of the Cuban Ministry of Higher Education, as the rest of the organisms, receives the impact of the contextual situation, which in these times adopts very peculiar characteristics as a consequence of the development of complex phenomena such as globalization, fragmentation of society, neo-liberalism, political inequality, which produce negative effects in terms of the right to education, that is, in fact, a condition for human development.

The University Reform carried out in January 1962, at the beginning of the triumph of the Revolution, proclaimed the main concepts and precepts guided to lay the foundations of the new Cuban university. The organizational structures that the revolutionary government used to channel the essential transformations of Cuban higher education were the establishment of the Higher Council of Universities, the creation of the vice ministry of higher education, subordinated to the Ministry of Education and, finally, to the growing importance that the State granted to higher education, the creation of the Ministry of Higher Education (MES, in Spanish) in 1976.

The University of Guantánamo, as an intelligent organization -expressed in the knowledge, skills and values of its faculty- in its historical techno-scientific trajectory, recognizes the following development periods:

- In 1989, creation of the Mountain Faculty of Agronomy.
- In 1992, it was strengthened as the Sabaneta Mountain University Center.

- In 1997, it is recognized as the University Center of Guantánamo.
- In 2010, the status of Guantánamo University was achieved, with four faculties and 11 majors.
- In 2014, with the integration process, the current University of Guantánamo was created with the unification of the following higher education centers: the former University of Guantánamo of the Ministry of Higher Education, the Pedagogical University "Raúl Gómez García" of the Ministry of Education Education, and the Faculty of Physical Culture "Manuel Piti Fajardo" of the Institute of Sports, Physical Education and Recreation; for a total of seven faculties and 32 majors.

Because of the importance of universities in all nations in the Unesco report (1998) on Higher Education in the 21st century, it is stated that:

Universities are institutions of fundamental importance in every society and must be strengthened even in the poorest countries since they are considered true centers of pure and applied knowledge, they are the place par excellence to prepare teachers at all levels, they are providers of qualified personnel of the highest level and deep research, and the ideal place to carry out permanent education accessible to adults, and are considered the vehicle by excellence so that each nation can act as an interlocutor with the academic and scientific international community. (p.8)

Some of the principles that support the Cuban educational policy for the financing of the HEC are the following:

1. The Cuban State assumes responsibility for the financing of universities along with the search for new sources. This political will has made possible to guarantee that the doors of the Cuban universities remain open, even in times of the most severe restrictions in the material order.
2. The concerted and gradual redimensioning process that has been carried out in each of the HEC has made possible the sustained growth of the postgraduate and the development of the student cultural life activities.

The direction of the MES established indications that, due to their scope and magnitude, not only intended to minimize the situation, but in a more visionary way, would project the

work of the HEC towards a sustainable development in accordance with social demands, among which are:

- The implementation of Management by Objectives and then the strategic direction as a feasible way to reach the University of the future that involves all the directives and all the areas of work.
- The management of projects and donations as an activity that reports material and financial income to the Higher Education System.
- The compensated undergraduate activity, which constitutes a source of freely convertible currency.
- Software production and commercialization.
- The establishment of international postgraduate studies as a source of income.
- Creation of the International Center of Havana (CIH in Spanish) in 1999 as a consulting and auditing house to manage income in national currency, using professionals from all universities in the country.
- Creation and strengthening of Technology Transfer Offices.

In the paper, reference is made to the role that the University of Guantánamo must play to face the challenges imposed by the globalized world and the transformations that take place in Cuba as part of the updating of its Economic Model, which demands from the University quality and rigor in the training process, and the active and proactive impact of the results of science, technology and innovation in society.

Development

Current financing for Cuban higher education

Although the European Union, the United States and other nations have made cuts to the financing of higher education as a result of the application of adjustment policies, for Cuba the financing of this is a high priority issue, because the characteristics of the Cuban model are far from the styles of capitalist countries.

With respect to financing in higher education, Moffat (2006) proposes:

Financing in Higher Education is closely linked to the level of economic, social and cultural development of each country. There is a tendency to reduce the funds dedicated to this activity due to the international economic crisis, the continued application of neoliberal measures that are so exhausted as an economic model, the limitations or sometimes renounce of the State with respect to the higher education as a social burden, and the increase in the cost of tangible and intangible materials and supplies to maintain the system. (p. 3)

In the same sense, the Economic and Financial Management Model of the MES (2001) states:

According to the socio-political and economic development of our socialist system, the forms of financing of Cuban higher education are different from the rest of the countries of the world, taking into account that most of the financing comes from State resources and that there is privatization. (p.4)

The international economic situation of today and its implications for the university institution and its role in society, recall the forward-looking words of Fidel Castro, at the close of the 2002 University Congress when he says: "I have the feeling, the conviction, that this twenty-first century will be much more difficult than the twentieth century, and those institutions called universities will have to face much more serious problems" (p.5).

The implementation of the universalization program at the University meant a challenge not only political but also economic with the increase of university enrollment, which has represented substantial expenses in higher education.

As indicated in Article 51 of the Constitution of the Republic of Cuba promulgated in 1976: Everyone has the right to education. This right is guaranteed ... whatever the economic situation of his family be; there is opportunity to study according to aptitudes, the social demands and the needs of socio-economic development.

Adult men and women are guaranteed this right under the same free conditions and with specific facilities that the law regulates, through higher education courses for workers.

The State assumes the financing to the institutions of higher education attending to the following concepts:

- Regular expenses for the normal functioning of the HEC, which include: investments, maintenance, social security and other indirect social services received by teachers and workers.
- Delivery of teaching materials and resources needed by students.
- Provision of services to students, such as: accommodation, food, recreation, the practice of sports and culture and other benefits and facilities.
- Payment of stipends, loans and other financial aid to students.
- Gratuity to Cuban professionals in the performance of postgraduate activities, such as: diploma programs, specialties, and master and doctorate programs.

Although work has been done to improve the financing of universities, in the search for a better approximation of fairness and fairness, as pointed out by Minister Miriam Alpizar Soto, the bases that are used in the preparation of the budget to finance the institutions of higher education are:

- Student enrollment.
- The number of internal students.
- The level of development achieved in scientific activities.
- The territorial location and the characteristics of the facilities, among others.

The main source of funding for the universities is the state budget, which has been growing in recent years, based on preliminary draft budgets presented by each HEC. In Cuba, the great difference is that all institutions of Higher Education are state-owned and access, as stated in the Constitution of the Republic, is universal and free.

The budget that determines in advance the origin and the allocation of the resources of the University is a fundamental instrument that serves as support for carrying out the work objectives in a determined period of time, and that expresses quantitatively the resources that are assigned for the execution and fulfillment of the objectives of the fiscal year.

The main purpose of the budget is to determine in a rational manner how to allocate and use resources, while controlling the activities of the institution in financial terms. The function of the budget is closely interrelated with the specific objectives, needs, characteristics and

expectations of each University; it belongs to each entity and they must adapt it to the processes that characterize them.

Universities obtain other financial resources in a manner complementary to the state budget through self-management and the use of their own potential. These sources are identified with: international projects, donations, and scientific-technical services, which still represent a low percentage, compared to the annual total of the state budget dedicated to higher education.

Budget, expenses and income at the University of Guantánamo

The following table shows the figures of the allocated budget, expenses and income of the University of Guantánamo in the years 2014 and 2015.

Year	Budget allocated (pesos)	Total cost (pesos)	Total income (pesos)	Income services scientific-technical (pesos)
2014	14 375 900,00	11 583 864,15	255 782,12	82 568,78
2015	27 949 000,00	26 640 057,24	570 295,70	203 901,80

The budget assigned to the University of Guantanamo has been growing year after year, as shown in the previous table, as a result of the integration process, as well as the expense figure, which increased significantly in 2015 due to the fact that Although the process of integration of this HEC was in September 2014, the budget that appears in the table is that of the former University of Guantánamo, that is, that they remained independent until the end of that year and in 2015 it is that the integrated budget is presented.

The total income represents only 2.2 and 2.1 percent respectively of the expenses, ratifying that the State in Cuba assumes the financing of the universities.

On the other hand, the total income increased in 2015 in relation to 2014 by 2.22 times and the income from the commercialization of the scientific-technical services in 2.46 times, which shows the self-management using the own potentialities of the University. In both

years, the income plan assigned by the Ministry of Higher Education to the University of Guantánamo was met at 69.1 and 106.6% respectively.

Below is a table with the relationships of total income and that from the commercialization of scientific and technical services against the total number of workers and against the number of teaching workers in the years 2014 and 2015.

Year	Total income/ Total workers (Pesos)	Total income / Teachers (Pesos)	Income Scientific and Technical Services / Total workers (Pesos)	Scientific and Technical Services Income / Professors (Pesos)
2014	127,19	221,45	41,05	71,48
2015	293,60	513,77	100,50	175,83

The relationships obtained show a growth of the second year of integration in relation to the first, supported by greater income management in all areas of the University and by the application of a set of measures aimed at accompanying the government in all municipalities, and direct attention to companies and organizations in the territory of Guantánamo.

Actions for the most efficient management of marketing at the University of Guantánamo
The marketing system designed at the University of Guantánamo is based on four main elements: the market, the needs of society and customers, integration and profitability; and intends to:

- Diagnose training needs and scientific-technical services to determine business opportunities with customers.
- Evaluate the satisfaction of external customers in order to increase their loyalty.
- Make relevant decisions and formulate strategies for the gradual improvement of commercial management and the quality of services.

- Satisfy customer expectations, demonstrating professionalism, initiative, good presence and good treatment.
- Comply with the University's annual income plan.
- Achieve a culture that steadily ensures excellence and change, which makes it possible to constantly improve the University, depending on the evolution of the market and sensitize the worker to the effect that his action has on customer satisfaction.

In correspondence with the above, actions are developed aimed at efficiently fulfilling the above purposes, among which are:

- Development of promotional materials for the main scientific-technical services provided by the UG for distribution by companies.
- Elaboration of the strategy, rules and procedures for commercialization in the UG.
- Systematic exchanges of the Rector with businessmen and managers of the institutions of the province to strengthen working relationships and promote the main services offered by the UG.
- Carrying out fairs to expose to the businessmen of the province the main scientific results of the professionals of the UG.
- Visits to companies, organizations and institutions of the province to diagnose training needs.
- Evaluation of customer satisfaction in the different services provided to progressively increase quality and achieve a better adaptation to the needs of customers.
- Realization of commercial and managerial balances with the representatives of the UG areas to evaluate the fulfillment of the income plan and stimulate those with higher incomes.

Learned lessons and challenges

The accumulated experience in the organization of marketing management at the University of Guantánamo leads to the following lessons learned:

- The groups of professors in the departments, municipal university centers and faculties are in charge of designing the services to be offered according to the priorities of the HEC and

the province, and to the real needs of their clients. In addition, they should take into account the results of the investigations for its generalization.

- The market study and the search for potential clients to present the portfolio of services in the area is another of the key actions that enables the demand for services that will ensure compliance with the income plan.
- Professionalism in the provision of services, customer satisfaction and friendly treatment contribute to the repetition of requests for new services.

The main challenges of the UG are related to:

- The identification of international projects that make it possible to enter foreign currency.
- The increase in marketing management with the companies that operate in convertible currency.
- The generalization of all the scientific-technical results derived from the researches of the professionals of the UG.

Conclusions

In Cuba the financing of higher education is assumed by the State, which has been growing in recent years, based on preliminary budget proposals presented by each country's CES. The result in marketing management at the University of Guantánamo is linked to the performance of multiple actions, among which the systematic meetings of the Rector with businessmen and trade fairs stand out.

From the current transformations of the economic and social model in Cuba, the University of Guantanamo has the challenge of putting its scientific research at the service of the economy. It must also guarantee the necessary funding to encourage the development of applied science and help to stimulate the creators and researchers, protagonists of excellence of the intellectual creations.

Bibliographic references

Alpízar Santana, M. y Santos Gutiérrez, S. (2004). *Estudio sobre financiamiento a la Educación Superior en Cuba*. Ministerio de Educación Superior. La Habana.

- Alpízar Santana, M. (2012). La educación superior cubana y su financiamiento: situación actual y perspectivas de desarrollo futuro. *Pedagogía Universitaria*, 17(5), La Habana.
- Barr, N. (2005). *Financiar la Educación Superior. Finanzas y Desarrollo*. Londres, Reino Unido.
- Castro Ruz, F. (2002). *Palabras de clausura del Congreso Universidad "La universidad del nuevo milenio"*. La Habana.
- Constitución de la República de Cuba. (1976), artículo 51.
- González Sáez, R. (2000). El financiamiento de la Educación Superior en el actual contexto mundial. Doctorante en Ciencias Económicas y Ex asesor del Ministerio de Educación Superior de la República de Cuba.
- Martín Sabina, E. (2000). Retos actuales para la gestión y el financiamiento de la Educación Superior. *Revista Cubana de Educación Superior*, (2).
- Ministerio de Educación Superior. (2001). *Modelo de gestión económico-financiero del Ministerio de Educación Superior*. La Habana: Félix Varela.
- Moffat, L. S. (2006). *Mitos y Realidades de la Educación Superior: financiamiento, cobertura y pobreza*. Universidad de Chile. Valparaíso, Chile.
- Unesco. (1998). Informe sobre la Educación Superior en el siglo xxi.
- Uset Ruíz, F. (2000). El desarrollo estratégico de la gestión de los servicios profesionales en la universidad cubana. *Revista Cubana de Educación Superior*, (1).
- Vela Valdés, J. (2000). Educación Superior: Inversión para el futuro. *Educación Superior*, (2).