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IMPLEMENTATION PLAN:

Santa Maria Technical School
(EL HOGAR DE AMOR Y ESPERANZA)

Study Conducted at the Request
of USAID/Honduras

Under AID Contract #DPE-1054-C-00-1034-00

By:
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Introduction & Overview

The author of this report was contracted by Creative Associates and USAID/Honduras to study the feasibility of El Hogar de Amor y Esperanza's plans for establishing the Santa Maria Technical School.

One of the major concerns was the extent to which the Santa Maria Technical School might represent a duplication of vocational training efforts. This study has concluded that there will not be a duplication of training efforts through USAID's collaborative funding of the project.

The contractor was also directed to recommend skill training areas for the technical school, suggest linkages with other training institutions for avoiding duplications, encourage more private sector involvement through an Advisory Board for assuring adequate employment opportunities for graduates and high quality instruction, and assist in developing lists of inputs and time frames for the implementation strategy. These issues are addressed in this Report.

El Hogar de Amor y Esperanza

"El Hogar de Amor y Esperanza" cares for 72 boys and young men, the majority of whom have been referred to El Hogar by the Judge of Minors. These children arrive at El Hogar after having lived on the street without adult guidance, often they have been arrested for vagrancy, glue sniffing, or stealing.

Because of the special back grounds of these young people, El Hogar's strategy for rebuilding and redirecting the lives of these children must include a substantial educational and guidance component, with various complementary actions which existing grades schools and vocational training programs cannot provide. These actions include one-to-one orientation and guidance, group counseling sessions, formal academic schooling reinforced by individual and group tutoring, vocational training adapted to the special learning needs and conditions of El Hogar's young adults and, finally, their reintegration into society as self-sufficient, productive citizens.

The program begins with the integration of the student into the El Hogar family, while striving to retain any of the positive, former family ties or relationships with adults that the individual has had in the past.

All of the young people at El Hogar are required to complete their primary education. This is accomplished through a close working relationship between the staff of El Hogar and the various grades schools where students are studying, and by providing additional tutoring in specific subject areas to assure that each student completes his studies.

Obtaining a grade school education is extremely important for these young people t demonstrates to each

individual student that they are capable attending school just like anyone else, and graduating. This provides a psychological spring-board for El Hogar's young people, giving them the self-confidence for going on to higher levels of study and becoming fully integrated into society.

A grade school education alone, however, is not sufficient preparation for obtaining gainful employment. One also needs marketable skills. While a few students may continue their academic schooling after graduating from grade school, the vast majority do not have the required aptitudes.

But the children of El Hogar have demonstrated manual dexterity and an interest in building things from a very early age. El Hogar has reinforced these aptitudes and interests by organizing pre-vocational training programs.

While they are studying on the grade school level, students learn and work in agriculture, construction, and carpentry. Often, taking a major roll in the construction of El Hogar's own buildings and furniture, and begin to sense their worth as creative and productive individuals.

Upon completing grade school, a few students can be expected to continue their academic schooling but so far none of El Hogar's students have demonstrated the interest or aptitudes for higher levels of academic training. As a consequence one can anticipate that almost all of El Hogar's young people will begin training in a specific vocational trade upon graduating from grade school.

Vocational Training: An Inter-Institutional Approach

With 23 young people now involved in vocational training and an anticipated group of no more than 50 being housed in the new dormitory facilities for older students, El

Hogar could offer only a limited number of major skill training options. And the cost could be prohibitively expensive for the institution.

In order to provide a wider selection of trade alternatives, reduce the financial burden on El Hogar, and avoid a duplication of training efforts, the optimal use of existing vocational training programs has been made. Experience has shown, however, that these training programs alone are not sufficient for assuring that El Hogar's young adults will be able to return to society as productive citizens.

For example, the vocational training program at El Hogar began to make use of INFOP course offerings in 1983. Two students from El Hogar were enrolled in INFOP. One finished his studies, but the second ran away out of frustration with not being able to master the materials he was assigned to learn.

The Complementary Actions of El Hogar

Based on the experience with INFOP in 1983 and El Hogar's work with their grade school students, it was recognized that there was a need for more direct involvement on the part of El Hogar's staff in the vocational training programs of their young people.

Building on the success of El Hogar's strategy for assuring that everyone completes grade school, El Hogar hired a full-time counselor for monitoring students' progress with INFOP. The counselor visits students' classes at least once a week and reviews their progress with INFOP instructors. Then El Hogar's students receive additional orientations,

mathematics, and technical training in the evenings for assuring that they will be able to master their INFOP lessons.

The strategy has worked well. It has reduced El Hogar's costs for providing vocational instruction and allows students to enter a wider variety of courses than El Hogar alone could offer. At the present, El Hogar has 23 students enrolled at INFOP in four skill training areas:

Plumbing - 6
Carpentry - 9
Welding - 4
Electronics - 4

Total: 23

Retention rates are high for El Hogar students and are proving the value of the inter-institutional training strategy. While INFOP reported an over all retention rate of 70 percent through May 1 of 1984 in the classes in which El Hogar has enrolled students, El Hogar students recorded a 96 percent retention rate during the same period.*

*NOTE: A total of 78 students were enrolled in the same INFOP courses as the 24 students enrolled by El Hogar. By May 1, 1984, INFOP's over all enrollments in these courses had dropped from 78 to 55, a 70% retention rate over all. Of El Hogar's 24 students, 23 were continuing their studies for a retention rate of 96%, as compared to just 31 of the remaining 54 students continuing their studies -- a 57% retention rate not counting El Hogar students in these courses.

These high retention rates for El Hogar's students are directly related to El Hogar's strategy of providing additional orientations, technical training, and opportunities for hands-on practice in the evenings. With these activities being closely coordinated with INFOP instructors who suggest specific areas where El Hogar's students need more work.

The Rationale for the Santa Maria Technical School

As students have advanced in their studies the demands on El Hogar's staff and facilities have increased, and next year there will be more young people completing grade school who will be needing the same type of special attention and reinforced instruction.

While there are basic hand tools available at El Hogar's current facility in San Jose de la Vega, along with some audio visual instructional materials, there are no shop facilities for allowing students to perfect their vocational skills or obtain work-place experience practicing their trades.

El Hogar envisions a system of vocational training, orientation, and the placement of graduates which will help assure that these young people become fully integrated into society as productive citizens. This strategy is based on the following complementary components:

1. Pre-vocational orientation and training while students are completing grade school. This component is now in operation with pre-vocational instruction in agriculture, carpentry, and construction.

2. A separation of younger and older students when they graduate from grade school, providing older students with an environment conducive for developing self-discipline and adult work habits at the new dormitory facilities now being completed in Colonia Florencia Norte with USAID financial assistance under Project No. 522-0235.

3. A vocational training program for providing marketable, job entry level skills. Experience has shown that this training program must include the following complementary actions if it is to be successful with El Hogar's students:

A. The monitoring of each individual student's progress, in close collaboration with INFOP's instructors, for detecting technical or other deficiciencies.

B. Additional technical orientations and practice at El Hogar, based on the recommendations of El Hogar's Vocational Training Counselor/Coordinator and INFOP's instructors, for assuring that students are able to master and complete INFOP's accelerated and intensive programs of study.

C. More extended opportunities for allowing students to perfect their trade skills through additional hands-on practice in specific technical areas; with complementary instruction and reinforcement in calculating budgets, preparing work plans, and the marketing of products for allowing students a wider selection of employment opportunities.

D. A work-place atmosphere where El Hogar's staff can work along side of the students, evaluating and preparing these

young people for practicing their trades outside of the institution.

E. A student placement system for helping graduates obtain gainful employment, with proper guidance and evaluation for assuring the full integration of these young people into society as productive citizens, and follow-up information for modifying curricula when needed and suggesting skill up-grading for graduates.

This strategy cannot be implemented without constructing and equiping the shop facilities for the Santa Maria Technical School adjacent to El Hogar's new dormitory in Colonia Florencia del Norte.

The following section of this report includes details on the implementation of this vocational instruction strategy for disadvantaged youth, and the anticipated use of the remaining funds of USAID's Project No. 522-0235.

Implementation Plan

This plan of implementation for El Hogar de Amor y Esperanza's "Santa Maria Technical School" includes specific recommendations for making it a more cost-effective and pedagogically appropriate vocational training program. It was developed with the participation of El Hogar's Co-Directors, Rev. Robert and Margi Miller. The presentation of this plan is organized in the following manner.

1. CONSTRUCTION
2. CURRICULA
3. EQUIPMENT
4. STUDENTS
5. FINANCES & INSTRUCTIONAL COSTS
6. ADMINISTRATION & PERSONNEL
7. IMPLEMENTATION TIME LINES & INPUTS
8. CONCLUSIONS

1. CONSTRUCTION

The general design of the shop facilities should be modified to include (1) larger garage style doors on the north and east sides of the building, (2) the roof on the east side of the building should be extended by 20 feet over a cement slab for assuring sufficient work space for production and instruction (this area would be used primarily by welding students, making more shop space available for carpentry-cabinet making).

Appendix I contains a drawing illustrating these modifications in the initial building design.

2. CURRICULA

Courses of Study

Considering implementation and equipment costs, the recurrent costs of instruction, the training aptitudes, interests, and possibilities of El Hogar's students, and based on job market demands it is suggested that the Santa Maria

Technical School offer the following basic skill training programs in collaboration with INFOP:

Tailoring

Welding and Metal Shop

Carpentry-Cabinet Making

General Construction: with additional modules of specialization in Plumbing and Electrical Installations.

Automotive Electrical Systems

These five major areas of study will not be all inclusive. El Hogar will also be sending some of its students to the Agricultural Training Center now being implemented jointly by El Hogar and San Jose Obrero in Choluteca.

Similarly, when students express an interest in an another area of study or in continuing their studies in a formal academic or vocational training high school, these wishes will be respected with El Hogar providing the additional guidance and tutoring assistance as needed.

The pre-vocational high school "Abelardo Fortin" in Comayaguela and the technical high schools, Instituto Tecnico Honduras and "Luis Bogran" are suggested for the latter. CEVER in Yoro is suggested for Industrial/Agricultural Mechanics and Rural Technologies, with the expectation that CEVER's curricula and dormitory guidance will be in harmony with El Hogar students' learning needs.

The following curricular strategy will be implemented by El Hogar's "Santa Maria Technical School.

Inter-Institutional Instruction

Following pre-vocational training at El Hogar, students will begin six months to two years of instruction

with INFOP. In addition to INFOP instruction, students will receive special tutoring assistance as needed, a minimum of 3 additional hours each evening of technical instruction and hands-on practice in the Santa Maria Technical School's shops, and employment opportunities in these same shops during students' free hours and vacation periods.

The curricula for each area of study will be based on INFOP plans of study and individual student needs. The specific types of additional instruction, guidance, and reinforcement will be indicated by INFOP instructors and El Hogar's training personnel, for assuring that students will be able to complete their programs of study with INFOP.

El Hogar will also incorporate CADERH's job skill certification program into the appropriate levels and areas of their curricula, as soon as these materials and guidelines are available.

The integration of production activities with vocational instruction will be a key aspect of the vocational training curricula. Introducing this strategy in vocational training will provide a work place atmosphere, additional opportunities for perfecting vocational skills, and reduce the institution's recurrent instructional costs.

A computerized curriculum coordination and control program has been developed and will be utilized in situations where it is necessary to assure that educational objectives are being met while students are involved in production activities.

El Hogar's young people will also be earning modest incomes as they become involved in production activities, outside of assigned learning hours, over vacations, and during a year of supervised production work in El Hogar's new shop facilities; thereby beginning a new stage in individual

self-sufficiency for these young adults before they become fully integrated into society as productive, adult citizens. (See Appendix 2 for the draft of the El Hogar's guidelines for managing and controlling production activities.)

The Student Residency Program

Upon completing INFOP courses or studies with other institutions, Tailoring, Automotive Electrical, Welding, and Carpentry students will then begin approximately one year of residency work in the Santa Maria Technical School's shops. This period of residency can be reduced when students demonstrate the required technical abililities and maturity for passing on to the third and final phase of their training.

Students in construction and the areas of specialization of Plumbing and Electrical Installations will be involved in one or both of the following residency programs (ideally students will pass through both programs, with the apprenticeship strategy being dove-tailed with the third and final stage of vocational training):

A. The building of El Hogar financed houses which will be sold upon their completion for recovering training costs and providing students with a share of the profits.

Construction exercizes will include every aspect of the construction of the building, from budget planning, design, blue print reading, building regulations, electrical installations, plumbing, finishing, and land scaping.

The school will also seek plumbing and electrical installation contracts for providing additional supervised practice in these areas.

B. An apprenticeship program which will be established in conjunction with the Association of Constructors.

During the period of supervised residency, students will also receive training in a wide range of shorter learning modules. These courses will generally be taught in the evening and will include saw sharpening, sign making, small business management, marketing strategies, how to get through an interview, how to complete a job applications and government forms, employees' rights and responsibilities, drivers training, family planning and organization, and home maintenance.

The Use of Shop Facilities

The use of the Santa Maria Technical School's shops will be similar to the schedule outlined below.

USE OF THE WELDING, CARPENTRY, AND THE GENERAL INSTRUCTION SHOPS

TIME	ACTIVITIES
7:00 - 11:30 AM	PRODUCTION-INSTRUCTION: STUDENTS IN RESIDENCY
11:30 - 2.30 PM	INSTRUCTION FOR INFOP EVENING STUDENTS
2:30 - 6:00 PM	PRODUCTION-INSTRUCTION: STUDENTS IN RESIDENCY
6:30 - 9:30 PM	COMPLEMENTARY REINFORCEMENT INSTRUCTION FOR INFOP DAY STUDENTS & SHORT LEARNING MODULES FOR STUDENTS IN RESIDENCY.

Job Placement, Follow-Up, and Post-Graduate Services

On the third level of the training strategy, graduates of the residency program will be placed in jobs in the private sector, making use of the Board of Directors' contacts for realizing these ends, under the coordination and direct responsibility of the the Vocational Instruction Coordinator/Counselor. El Hogar will provide supervisory guidance and orientations for their graduates for assuring their full reintegration into society as productive citizens. An "Association" of former residents of El Hogar will also be organized for assisting in job placement, orientations, and the supervisory guidance of more recent graduates; working under the supervision of the Vocational Instruction Coordinator/Couselor.

The Vocational Instruction Coordinator/Counselor will also conduct anual follow-up studies on each graduate, with the assistance of El Hogar's staff, for suggesting skill up-grading courses where needed and up-dating the Santa Maria/INFOP curricula.

After a minimum of one year of employment, El Hogar's graduates will have the option of continuing their employment with these institutions (if an offer of permanent employment is made) or forming their own small business with the financial and technical assistance of El Hogar under the condition that the individual or group of graduates have practiced their trades at least one full year before beginning their own small businesses.

Start-up capital for these small enterprises will be provided by El Hogar through the Centro para el Desarrollo Industrial (CDI) or the Instituto para el Desarrollo Hondureño (IDH), with El Hogar providing the required co-signature for

approved small business ventures, or from other El Hogar sources.

El Hogar will also be studying the possibility of organizing a materials, equipment, and marketing cooperative for the Santa Maria Technical School and its graduates with the assistance of Centro de Formacion e Investigacion Cooperativista.

Implementation Priorities

For 1985 the areas of Welding, Carpentry, and Construction -- with the additional modules of specialization in Plumbing and Electrical Installations will be offered for El Hogar's students. These areas of instruction will be relatively easy to implement because of El Hogar's pre-vocational training experiences in most of these same areas and current INFOP enrollments.

Facilities and equipment for Tailoring and Automotive Electrical Systems should be ready for 1986, allowing El Hogar to offer two additional areas of training.

The shop experiences in Welding during 1985, will determine whether it will be necessary to up-grade the metal shop equipment to include a foundry, sheet metal shop, and/or precision mechanics for 1986. Similarly, the Agricultural Training School in Choluteca (sponsored by El Hogar and San Jose Obrero) will be ready for accepting students from El Hogar who have an interest in Agricultural training.

3. EQUIPMENT

Existing Equipment

El Hogar has spent approximately $22,000 (L/44,000) of its own funds to purchased the following equipment for providing pre-vocational and complementary instruction in vocational areas.

CARPENTRY	CONSTRUCTION	WELDING/METAL SHOP
-lathe & tools	-Concrete drill sets	-4 sets socket wrenches
-radial arm saw	-3 electric drills	-3 electric drills
-3 elect. drills	-11 squares	-15 sets of files;
-11 squares	-full sets of plumbing tools	
-saw sharpener	-20 pipe wrenches	-20 crescent wrenches
-3 routers & accs.	-pipe working tripod	-blow torch
-27 drill sets	-6 tin snips	-24 drill sets
-drill press	-12 levels	-3 levels
-3 levels	-soldering gun	-drill press adapter
-2 sanders	-20' & 8' ladders	-8 welding masks
-8 hand saws	-6 sets pliers	-12 sets pliers
-3 sets pliers	-8 hammers	-2 tap & die sets
-18 center punch	-4 center punches	-2 sets fixed wrenches
-10 hammers	-pipe vices	-bench vices
-bench vices	-2 volt meters	-28 chisels
-24 chisels	-6 meas. tapes	-3 sets hammers
-3 sets planes	-2 sets of planes	-1 Riveting set
-6 meas. tapes	-3 tool chests	-6 meas. tapes
-1 glue gun	-2 sets hole saws	-11 squares
-2 sets hole saws	-2 sets files	-2 tool chests
-1 band saw	-1 multimeter	-2 spot welders
-12 glue clamps	-2 portable saws	-2 sets screw extract.

CARPENTRY	CONSTRUCTION	WELDING/METAL SHOP
-1 jig saw	-6 hand saws	-1 portable grinder
-2 sets picture frame clamps		-12 C clamps
	-4 hack saws	-6 welding clamps
		-6 hack saws
		-2 Elect. welders

El Hogar has also purchased other items for general shop use -- a 3HP compressor, paint equipment, grinder, technical/mechanical drawing equipment, teaching machine, film loops on electricity, plumbing, and carpentry, technical reference books, lubricants, replacement parts for the above equipment, nuts, bolts, washers, nails, screws, glues, 3 shop desks, 2 filing cabinets, photo copier and transparency maker, first aid kits, brooms, machine lamps, sand paper, extension cords, and other shop supplies.

USAID/El Hogar Equipment Purchases

In addition to the equipment listed above, the current USAID/El Hogar project will have to reorder the screwdriver sets stolen in customs and purchase the following equipment for properly implementing the Welding and Carpentry shops, with the goal of beginning both instruction and production activities as soon as possible.

CARPENTRY	WELDING/METAL SHOP
-1 planer	-1 drill press
-1 shaper	-3 additional elect. weld.
-1 horizontal drill press	-1 metal bender with accs.

Carpentry (Cont.)	Welding/Met. Shop (Cont.)
-1 industrial table-saw	-2 sets oxi-acet. equip.
	-1 large anvil
-1 tool identification engraver	-1 mechanical hack saw

It is anticipated that these purchases can be made with $10,000 from the USAID Project No. 522-0235 and up to $15,000 in additional funding from El Hogar. El Hogar will also be purchasing equipment for its Automotive Electrical Systems area of instruction with these funds.

It is the professional opinion of the author of this report that this equipment will be sufficient for beginning the Santa Maria Technical School's instruction and production activities in the areas of welding, carpentry, construction, plumbing, electrical installations, and automotive electrical systems.

The implementation of the full strategy, the anticipated new area of Tailoring, and the up-grading of the carpentry and metal shops, however, will require additional funding for 1986. None-the-less, the Santa Maria Technical School should have no problems in beginning classes and fulfilling anticipated production contracts for 1985 with the above listed equipment.

3. STUDENTS

With the completion of the new dormitory facilities for older students during 1984, El Hogar will have the capacity for enrolling an additional 27 students for increasing vocational training enrollments to 50. It is suggested, however, that as the training center begins to

function only a dozen (12) new students be admitted for 1985, for a total of 35 participants.

It is anticipated that El Hogar's graduates from primary school will provide 4 of these students for 1985 and 8 new students will be integrated into El Hogar's training program from other sources. For 1986 the program will reach its full capacity of 50 young men, with 10 grade school graduates from El Hogar and additional 5 students to be recruited.

4. FINANCES AND INSTRUCTIONAL COSTS

Adjustments in the Project Budget

Of the L/90,000 available from USAID Project No. 522-0235, L/70,000 will be budgeted for the construction of the shop facilities and L/20,000 for the purchase of the additional equipment described above.

Once the Santa Maria Technical School has been built and its equipment installed by El Hogar personnel. Additional staff members will be hired for specific production and instruction positions (these positions are noted in the following section of this Report). El Hogar is committing L/55,000 for instructor salaries, utilities, shop materials, and maintenance for 1985.

Cost Recovery

Based on the production experiences of similar vocational training centers and the anticipated contracts for 1985, the Santa Maria Vocational School should be able to recover approximately 30 to 45 percent of its recurrent

operational costs. These production activities will also provide most of the shop materials for student instruction, either through integrating production with instruction or making use of production waste materials.

The following production contracts or activities are assured or contemplated for 1985.

PRODUCTION ACTIVITIES FOR 1985

ACTIVITY	GROSS INCOME	NET INCOME
*Fabrication of school furniture for the new Episcopal School in San Pedro Sula.	L/8,500	L/3,000
*Fabrication of church furniture for two new Episcopal Churches.	L/16,000	L/5,000
Bell-Saw sharpening services.	L/800	L/500
Sign making with routers.	L/5,000	L/2,500
*Fabrication of window bars for the Episcopal School in San Pedro Sula.	L/1,500	L/600
Other welding & metal shop activities.	L/15,000	L/5,000
Other wood working activities	L/8,000	L/2,500
House building for construction skills	L/50,000	L/5,000
TOTALS:	L/104,800	L/24,100

Notes: *Assured contracts.

Based on the experiences of similar institutions, the assured markets (*) for L/24,100 in products, and the residency program for INFOP graduates the production goals for the Santa Marie Vocational School for 1985 should not be difficult to achieve.

The cost recovery of up to 45 percent should increase to 65-75 percent for 1986 as the student residency program begins to function with larger numbers of students being employed in the center's shops. The remaining portion of the budget will be financed by traditional donations which assist El Hogar in carrying out its work.

Instructional Costs

Per pupil hour of instruction costs of L/1.18 are anticipated for instruction provided at the Santa Maria Technical School. Calculations are based n 225 days of instruction and 25 students in residency (11 hours) and 25 students with 3 hours of complementary instruction.

25 X 11 X 225 = 61,875 hours of instruction
25 X 3 X 225 = 16,875 hours of instruction

Total: 78,750 hours of instruction

Calculations also include a 20 year depreciation of the shop building, 8 years for equipment, and an anual recurrent cost budget of approximately $35,000.

Shop Building: $1,750 anually
Equipment: $5,250
Recurrent Costs: $35,000

Total: $42,000 = L/84,000

$$\frac{\text{L/84,000 anual costs}}{\text{70,875 hours (anticipating a 90\% retention rate)}} = \underline{\text{L/1.18 per pupil hour instruction costs}}$$

Up to 75 percent of this amount should be recovered through production activities by the second year of the centers operation. Comparing these costs with INFOP's average per pupil hour of instruction costs of L/4.27 and other PVOs with an average cost of L/1.77 (which do not include depreciation costs), it is evident that the training strategy for the Santa Maria Technical School will be much more economical than most vocational training programs in the nation.

Comparing cost/benefits, one begins with the advantage of lower cost instruction at the Santa Maria Technical School. But it is also important to note that the technical school will not just be training skilled and semi-skilled laborers, and small businessmen, but will be redirecting the lives of individuals who under other circumstances would find it very difficult to become productive and responsible citizens. Taking this factor into consideration doubles the anticipated benefits of the project in relation to its costs.

6. ADMINISTRATION AND PERSONNEL

El Hogar has an excellent record in regard to the management of its resources and complying with the terms of projects with various donar agencies. As the institution begins its vocational education program there will be new challenges and responsibilities, but there is no reason to believe that these challenges will not be met.

Board of Directors

The membership of the Board of Directors for the Santa Maria Vocational School will include members of the current Board of Directors of El Hogar.

CONSTANCE DE BUEASESET (ARCHITECT)
VAL DE BEAUSSET (CHEMICAL ENGINEER)
FR. ROBERT MILLER (ELECTRICAL ENGINEER)
MARGARET MILLER (EDUCATOR)
MARARITA KRATER (OWNER OF INDUSTRIAL ELECTRIC SERVICE)
*VICTOR CUADRA (ARCHITECT & CONSTRUCTION CONTRACTOR)
*OMAR ROUSELL (FORMER DIRECTOR GEN. OF SECONDARY & TECH. ED.)

*New members added to increase private sector and educational experiences of board members.

In addition to the Board of Directors, the following individuals will serving as members of the vocational schools' advisory committee. These additions provide further private sector involvement and experience in technical areas for helping to guide the institution.

ALFONSO FLORES (CARPENTER)
ROBERT JOHNSON (CARPENTER)
MANUEL MEJIA (PLUMBER)
MARCOS SEDILLA (CONSTRUCTION ENGINEER)
MARIO BARRIENTOS (COMPUTER PROGRAMMER)
RAMIRO IRABIEN (ENGINEER)
NIKO KRANZ (PRODUCTION SHOP CHIEF:CURACAO)
RUTH PAZ (AMATEUR RADIO OPERATOR)

Administration

The over all leadership of the institution will be in the hands of Rev. Robert and Margi Miller, under the supervision of the Board of Directors. Mrs. Miller is an experienced educator with over fifteen years in the field. Rev. Miller is also an electrical engineer with work experience in construction, wood working, electrical installations, and plumbing. They should have little difficulty in providing the required leadership for the institution and their past accomplishments as the Co-Directors of El Hogar bear witness to their dedication and skills.

Instructional Personnel

El Hogar's current staff includes the following individuals. They will be working with the vocational training center on either a full or part-time basis as indicated below.

Current Staff	Position	Time Dedicated to Voc. Ed.
AMED MELENDEZ	INFOP COORDINATION	100% (L/430)
FR. ROBERT MILLER	DIRECTOR & INSTRUCTOR	20% (L/250)
MARGARET MILLER	TUTOR	20% (L/250)
LAZARO JUAREZ	COUNSELOR/TUTOR	50% (L/215)
	SECRETARY	30% (L/335)

In addition to these personnel, the Santa Maria Vocational School will employ the following individuals on a full-time basis for 1985.

Carpentry Instructor & Chief of Shops (L/1,500)

Welding Instructor & Production Chief (L/500)

Construction Instructor & Production Chief (L/500)

Plumbing Instructor (L/500)

Counselor/Tutor (L/430)

7. TIME LINES AND REQUIRED INPUTS

The sheduled activities for the construction and implementation of the Santa Maria Technical School require revisions because of changes in plans and delays in constructing the shops. It is suggested that construction begin as soon as possible for allowing El Hogar to have the shops implemented by December of this year (1984).

The following table provides a summary of the actions recommended on the basis of the implementation strategy outlined in this report, and should replace the time lines and actions proposed in the original project proposal.

Dates	Actions
June, 1984	Organize the Board of Directors for the Santa Maria Technical School and begin monthly meetings. Immediate tasks: 1. Supervise and monitor the construction of the shops and dormitory. 2. Revise and approve the regulations for production activities. 3. Prepare formal operational regulations for the school which will incorporate the strategies and suggestions listed in this report, and detailed job descriptions and responsibilities for each staff member. 4. See that the following activities are realized for assuring that the technical school's shops will be properly implemented and staffed for beginning work in December, 1984.

June-November, 1984	Construction of shop facilities.
June	Order equipment listed in this report.
October	The building of houses for construction students, the construction apprenticeship program, and other resident-production activities must be formalized for their implementation in January 1985.
November	Final selection of new personnel.
November-December	Install equipment and tools with proper safety and security measures. Tool rooms and cabinets must have painted silhouettes of tools for facilitating controls. Tools and portable machines should have the center's name engraved on the tool or machine (note engraver included in tool list). Instructors should be directly responsible tools and equipment assigned to them and be financially liable for any losses.
December	1. Carpentry Production-Instruction Chief begins work. 2. Complete the fabrication of furniture for the dormitory facilities.
January, 1985	1. Construction and Welding Production-Instruction Chiefs begin work.

January, 1985 (cont.)	2. Begin production projects (assured) listed in this report. 3. Implement the residency program for students completing their studies with INFOP. 4. Begin reinforcement instruction in the evenings.

8. CONCLUSIONS

It is the professional opinion of the author of this report there will be no duplication of vocational training efforts with existing vocational education centers through the implementation of the Santa Maria Vocational School.

It must be emphasized that the Santa Maria Vocational School's students/participants are not representative of the types of students normally found in INFOP or any of the other major vocational training institutions in Tegucigalpa. It should also be noted that existing institutions are neither prepared nor able to provide the type of special guidance and additional attention required for assuring that El Hogar's residents will be able to become reintegrated into society as productive citizens.

USAID can anticipate additional benefits through the financing of the implementation request which could be particularly important if the mission decides to help other PVOs in their voational training programs.

January, 1985 (cont.)	2. Begin production projects (assured) listed in this report. 3. Implement the residency program for students completing their studies with INFOP. 4. Begin reinforcement instruction in the evenings.

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USAID can anticipate additional benefits through the financing of the implementation request which could be particularly important if the mission decides to help other PVOs in their vocational training programs.

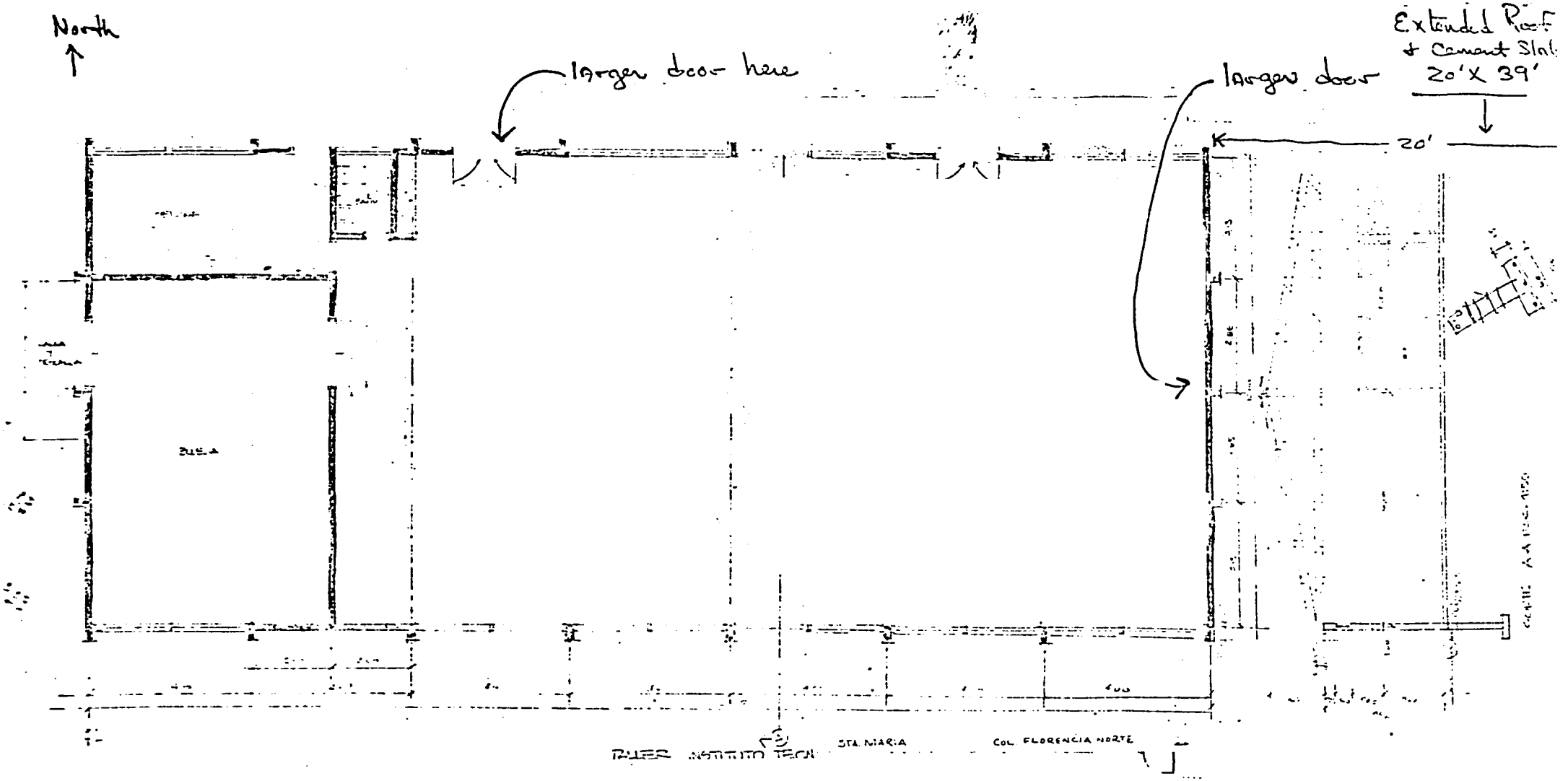
1. The Santa Maria Vocational School is setting high standards in its curricular emphasis, integrating production with instruction, and planning on implementing the proposed CADERH vocational certification system as soon as it becomes available. With these curricular innovations the institution could soon be a leader among the PVOs in vocational training.

2. The training center could serve as a model for other vocational training institutions which are contemplating an inter-institutional arrangement with INFOP, implementing the CADERH vocational certification system, and/or working with young people who have special learning needs.

3. The guidelines developed for selecting and managing production activities could serve as model for many other public and private vocational training centers in Honduras. It also counters the current tendency of PVOs to organize production activities as separate activities which are of little pedagogical value for their students.

4. The strategy and shop use anticipated by the Santa Maria Technical School will assure the long-term economic security of vocational instruction activities and reduce the institution's dependency on outside sources of financing.

In conclusion, it is recommended that USAID provide the required funds for constructing the school's shops and implementing the plan which has been outlined in this report. It is also suggested that USAID consider further assistance during 1985 for up-grading the school's shop equipment and implementing tailoring as a new course of study.



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APPENDIX II

INSTITUTO TECNICO STA. MARIA
Tegucigalpa DC, Honduras

REGLAMENTO PARA ACTIVIDADES PRODUCTIVAS

El "Reglamento para Actividades Productivas" tiene como objetivos:

1. Orientar la "Produccion del Instituto Técnico.

2. Dotar a la institucion de un sistema de aprovechamiento de equipos y fuentes de materiales para la enseñanza, encaminados al "auto-financiamiento" de sus Gastos Ordinarios.

3. Adquirir una vision real del trabajo de "produccion" en el instituto y la industria por parte de los alumnos.

4. Producir bienes y servicios que no se estén fabricando en el pais, conprioridad para el desarrollo industrial de Honduras.

Version 1 April, 1984

REGLAMENTO

Art. 1 El presente Reglamento establece las normas y procedimientos para el desarrollo de "Actividades Productivas" para Instituto Tecnico Sta.Maria.

Art. 2 Se entiende por Actividades Productivas a los proyectos de enseñanza-aprendizaje que generan ingresos para el Instituto y los contartos de produccibn realizados en la institucibn en horas extras.

Art. 3 El desarrollo de Actividades Productivas se orientarà a satisfacer necesidades de produccibn de bienes y prestacibn de servicios, con preferencia para cumplir con los planes y prioridades de desarrollo del Instituto, generando de esta manera la captacidn de recursos propios, destinados para fines educativos, de conformidad con los lineamientos de la politica educativa del Instituto.

Art. 4 Los ingresos proprios que se obtengan en el desarrollo de las Actividades Productivas, se destinaraPh'n para el mejoramiento de la infraetructura educativa, adquisicidn y alquiler de equipos, herramientas e insumos, bienes y servicios, reparacidn, o mantenimiento; para gastos de administracio de los respectivos servicios; y la capacitacibn y estimulo del personal que participa en los Proyectos de Produccibn.

Art. 5 La organizacibn del Instituto para desarrollar Proyectos de PrcduccioPh'n serà la siguiente:

Equipo de FormulacioPh'n, Ejecucidn y Evaluacidn de Proyectos; integrado por el Director, Proveedor, Coordinador de Talleres, y personal docente responsable del proyecto.

Art. 6 La formulacibn del proyecto de produccibn se hara siguiendo los pasos siguientes:

(A) Formulacibn y aprobacibn del proyecto por el Coordinador de Talleres, profesor respectivo, y Proveedor.

(B) Formulación y aprobacidn del proyecto por mas de L.300.00 porel Director y la participacidn directa del Coordinador de Talleres, profesor respectivo y Proveedor.

(C) Todos los proyectos que integran la produccidn con estudiantes y la produccibn de bienes o servicios en la enseñanza-aprendizaje seràn aprobados por el Director previa revisibn del Coordinador de Talleres y el Proveedor.

Art. 7 La administracidn de los recursos propios provenientes de Actividades Productivas, estarà a carço de los alumnos del Instituto, organizado en un co-operativo y en coordinacioPh'n con a Junta Administrativa, bajo la supervision del Director.

Art. 8 El Instituto establecerà un "Fundo Rotativo," para la compra de materiales, pago de mano de obra, transporte, y otros Gastos Directos de produccidn de acuerdo a los ingresos que perciba.

Art. 9 El Fundo Rotativo serà depositado en una cuenta bancaria, a nombre de la Iglesia Episcopal Hondurena, Cuenta Cooperativo.

Art. 10 Se considerán "Gastos Directos" de las Actividades Productivas los siguientes:

(A) Materiales (incluyendo 5% impuestos, 15% para desperdicios, y otros gastos como transporte de los materiales al Centro).

(B) Mano de Obra (aproximadamente 50% del costo total para materiales).
(C) Intereses por Prestamos.

Art. 11 A cada Actividad Productiva se le hará un incremento de aproximadamente 50% del gasto total para materiales, que constituirá los "Costos Indirectos" de acuerdo con las realidades del mercado y del Instituto. Los precios de venta para productos o servicios serán calculados por la suma de los Costos Directos más los Costos Indirectos, y de acuerdo con las realidades del mercado.

Art. 12 Al firmarse un contrato de una Actividad Productiva, el cliente cancelará como mínimo el 50% del total de la obra. Complementará el dinero restante al recibir el trabajo.

Art. 13 De los ingresos económicos provenientes de Actividades Productivas, se deducirán los gastos por Costos Directos de producción que serán depositados en la cuenta del Fondo Rotativo, el mismo día de su recepción.

Art. 14 Los Costos Indirectos representan la "Utilidad Bruta" de cada Actividad Productiva.

Art. 15 Cuando la producción de bienes y la prestación de servicios se efectúe fuera del horario normal de trabajo o en el período de vacaciones se pagará al personal docente y administrativo las horas extraordinarias trabajadas, y en el caso de los alumnos, estos recibirán propinas (remuneración por rendimiento0, del presupuesto para mano de obra para la actividad, su distribución será fijada por el Director, en coordinación con el Comité para la Formulación de Proyectos.

Art. 16 Los alumnos menores de edad involucrados en obras de producción, en horas extraordinarias, deberán contar con la autorización por escrito de sus respectivos padres o encargados.

Art. 17 Cuando las actividades productivas sean ejecutadas durante horas de clases, integradas con la enseñanza técnica, los estudiantes pueden recibir propinas de hasta 20% del costo total calculado para Mano de Obra, con la cantidad restante aumentando la Utilidad Bruta (Costos Indirectos) de producción. Estos fondos adicionales también serán para el financiamiento de los Gastos Ordinarios del Instituto, pero con prioridad para el taller o talleres que realicen dichas actividades productivas integradas con la enseñanza técnica.

Art. 18 La Utilidad Bruta será depositada en una cuenta bancaria diferente a la del Fondo Rotativo a nombre de la Iglesia Episcopal Hondureña, Cuenta Cooperativo.

Art. 19 La Utilidad Bruta será distribuida de la siguiente manera:

(A) 82% para Gastos Ordinarios del Instituto e inversiones para mejorar su infraestructura, de acuerdo con el presupuesto anual del Instituto.

(B) 18% para imprevistas e incentivos para el personal que participa en actividades productivas, será distribuido de la siguiente manera:

--1% para el Director
--1% para el Proveedor
--1.5% para el Coordinador de Talleres
--1% para el Instituto que realiza la contabilidad de las actividades.
--1% para el Bodeguero
--2.5% para Imprevistas
--10% para el personal docente responsable para la actividad productiva.

Art. 20 El Director y la Cooperativo determinarán el empleode la Utilidad Neta" para ampliar el Fondo Rotativo y/o mejoras del Instituto. Se entiende por Utilidad Neta, el excedente que quedarà despùes de cubrir el total del presupuesto del año lectivo. La Utilidad Neta se determinarà al fin de cada año lectivo, despùes de cumplir con el presupesto para Gastos Ordinarios del Instituto.

Art. 21 En el caso que la Utilidad Bruto de la producidn sea menor de las actividades presupuestadas por Gastos Ordinarios o de mejoras capitales del Instituto, el deficit, serà cubierto disminuyendo las cantidades presupestadas porcentualmente.

Art. 22 El Instituto podra financiar sus proyectos productivos de la siguiente manera:

(A) Con el Fondo Rotativo

(B) Con préstamos, cuya garantia no afecte al patrimonio institucional, através de convenios internos, con entidades afines u otras de la comunidad.

(C) A base de contratos de produccibn con instituciones públicas privadas.

(D) Con convenios de cooperacidn técnico internacional o nacional.

Art. 23 Para los Proyectos Productivos aprobados, el Director del Instituto queda autorizado para:

(A) Contratar personal para el proceso productivo, de acuerdo a las exigencia y caracteristicas del Proyecto Productivo.

(B) Contratar personal administrativo, estrictamente indispensable, para la ejecucio'n del Proyecto Productivo.

Art. 24 Las remuneraciones del personal contratado serán financiadas con los ingresos propios de la misma Actividad Productiva del Instituto y del Fondo Rotativo.

Art. 25 El Director, con la autorizacidn del Cooperativo, podrá abrir una cuenta "Petty Cash Fund para el manejo de gastos de Actividades Productivas.

Art. 26 El Instituto segùn la naturaleza de los Proyectos Productivos estudiarà la posibilidad de contratar seguros y a canalizar las gestiones para obtenerlos, a fin de cubrir los riesgos de trabajo del personal contratado, docentes, y alumnos participantes, de acuerdo a las disposiciones legals vigentes.

Art. 27 La administracidn ky supervisidn de cada etapa de la produccidn será supervisada y controlada por el Director del Instituto, con Informes Mensuales a la Cooperativa y la Junta Directiva del Instituto.

Art. 28 El Instituto presentará al Cooperativo y la Junta Directivo la informacidn contable:

(A) Balance General e Inventarios.

(B) Estado de Perdidas y Ganancias por Actividades Productivas realizados durante el semestre.

Art. 29 Las Actividades Productivas pueden ser planificadas para utilizar la infraestructura del Instituto durante los 12 meses del año, con 6 dias y/o noches por semana.

Art. 30 El Director, Proveedor, y Bodeguero, actualizarán cada 90 días los inventarios y precios de materiales y enseres en existencia para actualizar los precios con el fin de proteger las inversiones del Instituto y la Iglesia Episcopal Hondureña y/o dar de baja a los artículos que tienen poca demanda.

Art. 31 Los trabajos que no sean reclamados por los clientes despúes de 15 días de terminado el contrato estarán obligados a pagar una cantidad adicional por almacenaje, computado de los costos actuales.

Art. 32 Los trabajos que no sean reclamados por los clientes despúes 45 días de cumplido el contrato, serán puestos a la venta con la finalidad de recuperar las inversiones del Instituto.

Art. 33 El Director es el único que estará autorizado para:

(A) Informar a los distintos organos superiores de la Iglesia Episcopal, donores, y otros.

(B) Autorizar compras de materiales y el pago de manor de obra, utilizando el Fondo Rotativo y de acuerdo con los lineamientos de Administración vigentes.

(C) Utilizar los fondos generados por la producción en concordancia con lo establecido en el presente Reglamento.

Art. 34 En casos especiales, previa aprobación de la Cooperativo, el Director podrá utilizar fondos de la cuenta de utilidades para los Costos Directos de producción e informando por escrito a la Junta Directiva.

Art. 35 En el caso que un grupo de estudiantes, graduados, y/o profesores del Instituto quieren organizar su propio negocio para realizar fines productivos, utilizando la infraestructura y equipos de un taller o conjunto de talleres en el Instituto (cuando no están en uso por la enseñanza o actividades productivas del Instituto, 30% del gasto mensual para materiales será pagado al Instituto mensualmente, más los costos para reparaciones o el reemplazamiento de herramientas, máquinas, u otros bienes perdidos o dañados por la actividad. Actividades de esta naturaleza necesitarán supervisión apropiada por personal del Instituto, pagado por los responsables del proyecto, con la aprobación del Equipo para la Formulación de Projectos y la Cooperativo del Instituto antes de comenzar.

Art. 36 Las prioridades para el uso del Instituto, su infraestructura, talleres y equipos serán :

--PRIMERO: La enseñanza técnica y Actividades Productivas integradas con los planes de estudio vigentes.

--SEGUNDO: Actividades Productivas del Instituto, ejecutadas afuera de las horas de clases yno integradas con los planes de estudio vigentes.

--TERCERO: Actividades Productivas organizadas y ejecudadas por grupos productivos de estudiantes, graduados, y/o profesores del Instituto, siguiendo los requisitos de Artículo 35 de este Reglamento.

Art. 37 Todas las Actividades Productivas del Instituto serán de acuerdo con este Reglamento, siguiendo el procedimiento precisado en los Anexos para el control y administración de bienes, ejecución de Actividades Productivas, yla integración de dichas actividades con los planes de estudio vigentes.

Art. 38 La persona o personas involucradas en acciones dolosas con relación a las Actividades Productivas, serán puestas a disposición de las autoridades competentes hasta que culminen las investigaciones pertinentes y se demuestre su culpabilidad o inocencia.

APPENDIX II

INSTITUTO TECNICO STA. MARIA

Tegucigalpa DC, Honduras

CONTROL DE BIENES, MATERIALES, Y PRODUCTOS

A. COMPRAS Y SU CONTROL

1. SOLICITUD DE ORDEN DE COMPRA (A1-84)

Se prepara la SOLICITUD DE ORDEN DE COMPRA en base de las necesidades del Instituto y Activitidades Productivas aprobados.

--Preparado por el Proveedor del Centro en base de solicitudes para materiales y el stock de la Bodega.
--Aprobado por la Dirección y Cooperativo, o modificado de acuerdo con las realidades económicas del Instituto.
--Original para el Proveedor.
--Copia para la Dirección.
--Copia para el Cooperativo.

2. ORDEN DE COMPRA (A2-84)

--Preparado por el Proveedor.
--Aprobado por la Dirección.
--Original Administración.
--Copia Dirección.
--Copia para el vendedor de materiales.
(Nota: Con la entrega de materiales por el vendedor, se debe incluir la copiade la ORDEN DE COMPRA con el material comprado. Sin la copia de la ORDEN DE COMPRA, el Instituto no aceptarda el material.)

3. Compra de los materiales, recepción de materiales, solamente con la copia de la ORDEN DE COMPRA, por personal authorizado por la Dirección y Cooperativo.

4. Los materiales deben entrar a la Bodega, con factura y copiade la ORDEN DE COMPRA. La recepción en la Bodega por el Bodeguero, con el visto bueno de la Administración (Proveedor).

--El Bodeguero mantiene el control de inventarios, actualizando en el ARCHIVO, con TARJETAS DE CONTROL DE MATERIALES (A3-84) y un LIBRO DE REGISTRO DE INGRESOS AL BODEGA. (Nota: El REGISTRO DE INGRESOS A LA BODEGA y el ARCHIVO deben servir para toda la contabilidad y base de inventarios para la Bodega).
--En base al inventario, el Proveedor prepará sus informes mensuales para la Dirección, Junta Administrativa, y Cooperativo sobre las entradas y salidas de los materiales y productos de la Bodega, con balances de inventario, Fondo Rotativo, Presupuesto Anual, y ventas de productos y servicios.
--Cuando un material llega a su cantidad mínima de stock, o cuando se necesita materiales que no están en stock, el Bodegero preparà un SOLICITUD DE ORDEN DE COMPRA, y sigue con A: 1, 2, 3, y 4.

NOTAS:

(a) Los precios de todos los materiales, se mantiene en las TARJETAS DE CONTROL DE MATERIALES (A3-84) del ARCHIVO, con precios actualizados cada 90 días. Se utiliza otra TARJETA DE CONTROL DE MATERIALES (A3-84) para la Tarjeta Visible de Control, con los materiales en la Bodega; solamenta la copia de la Tarjeta en el Archivo contiene el precio del material, en la columna de observaciones.

(b) Se mantienen precios actualizados de materiales y se protegen las inversiones del colegio, evitando la descapitalización del Instituto, considerando lo siguiente:

--Calcular el precio total del material comprado: costo total, transporte, etc.

--Convertir el precio global al precio unitario.

--Aumentar el precio unitario por 15% para compensar por pérdidas en la Bodega y la inflación de la moneda.

--Anotar este precio unitario en la TARETA DE CONTROL DE MATERIALES en el Archivo, bajo la columna de observaciones.

(c) El Proveedor y el Bodeguero, bajo la supervisión del Director y Cooperativo, actualizarán los precios de materiales cada 90 días, calculando los precios unitarios y el aumento de 15% anotado arriba.

(d) Cuando los materiales salen de la Bodega, los precios de los materiales serán anotados en las hojas de COSTOS DEL PROYECTO, SOLICITUD Y ENTREGA DE MATERIALS, y el REGISTRO DE COSTOS para el cálculo del precio actualizado del artículo producido y para la información del Coordinador de Talleres y al Profesor responsable del proyecto.

B. ENTREGA Y CONTROL DE MATERIALES PARA LA ENSEÑANZA Y/O ACTIVIDADES DE PRODUCCION

1. El Profesor responsable del taller o laboratorio prepara un original y 2 copias de la SOLICITUD Y ENTREGA DE MATERIALES (B1-84) para cada Actividad Productiva. Esta Solicitud será preparada en base a los planes de estudio, aprobado por el Coordinador de Talleres, y con la aprobación de TODAS las Actividades Productivas, integradas con la enseñanza, por la Dirección del Instituto.

(a) Cada SOLICITUD Y ENTREGA DE MATERIALES para Actividades Productivas debe anotar los números de contratos, y ORDENES DE PRODUCCION (B2-84).

--Revisado y aprobado por el Coordinador de Talleres (1 copia).

--Visto bueno del Proveedor.

--Entrega de materiales por el Bodegera (original).

--Copia para el Profesor responsable.

--En el caso de que falten materiales y no esté en stock, regresar a la SOLICITUD DE ORDEN DE COMPRA (A1-84) Y SIGUE CON A: 1, 2, 3, y 4.

(b) El Profesor solicitante mantiene su propria copia de la SOLICITUD Y ENTREGA DE MATERIALES, para el cálculo de costos de las Actividades Productivas y para dar seguimiento a la entrega de materiales.

(c) El Proveedor registra todos los costos del proyecto en la HOJA DE COSTOS DEL PROYECTO, para calcular el precio de venta del artículo o servicio y los balances de ingresos y egresos de cada taller y Profesor del Instituto en sus REGISTROS DE COSTOS (B4-84).

2. El Coordinador de Talleres, que aprobó la SOLICITUD Y ENTREGA DE MATERIALES realiza supervisión continua sobre el uso de materiales y el estado de los proyectos, con Informes Mensuales a la Dirección.

3. Con la terminación del proyecto por el taller, se sigue las siguientes etapas:

(a) Evaluación del proyecto por el Profesor.

(b) Visto bueno del Coordinador de Talleres.

(c) Asignación de Números de Serie a los artículos por el Profesor, cada estudiante debe tener un número asignado.

4. El Profesor prepara la ENTREGA DE PROYECTOS A LA BODEGA (B4-84):

(a) Aprobación por el Coordinador de Talleres, aplicando controles de calidad. Durante el primer año de la implementación de este sistema y cuando sea necesario, el Coordinador de Talleres será apoyado en el Control de Calidad de Proyectos por una Comisión de personas idoneas del Instituto y/o la comunidad, que revisará los proyectos terminados, para establecer normas de calidad para los talleres.

(b) Recibe conforme por el Bodegero.

(c) Visto bueno por el Proveedor.

(d) Original de la ENTREGA DE PROYECTOS A LA BODEGA para el Proveedor copias para el Coordinador de Talleres y el Profesor responsable para el proyecto.

5. .El Bodegero debe llenar su LIBRO DE REGISTRO DE PRODUCTOS TERMINADOS. (Parecido el Libro de Registro de Ingresos a La Bodega, pero para productos terminados en vez de materiales entrando a la Bodega). El REGISTRO DE PRODUCTOS TERMINADOS y el ARCHIVO sirven como la base para la contabilidad de proyectos terminados.

(a) El Bodegero mantiene el control de entradas y salidas de productos por la TARJETA DE CONTROL DE PROYECTOS (B5-84), tomando nota del mercado para el artículo en base a las salidas de la Bodega.

(b) Una TARJETA en el ARCHIVO con el precio del artículo anotado.

(c) Una TARJETA VISIBLE con el proyecto en la Bodega, sin precio.

6. Los Clientes comprarán artículos, solamente de la Oficina del Proveedor del Instituto que es el único órgano autorizado para recibir fondos para la venta de productos o servicios del Instituto. En el caso de la compra del artículo por el estudiante, se identifica su trabajo por el Número de Serie respectivo, puesto por el Profesor responsable para todos los artículos y proyectos que salen de su taller.

(a) El Proveedor debe calcular los precios de productos terminados en la forma siguiente:

--Costos Directos actualizados.

--Más el costo de Mano de Obra (aproximadamente 50% del total del costo para materiales).

--Más los Costos Indirectos (aproximadamente 50% del total del costo para materiales).

(b) Con la venta del producto o servicio, los Costos Directos regresarán al Fondo Rotativo.

(c) Los Costos Indirectos (33.3% del precio total) son las utilidades bruta, 82% para el Presupuesto establecido por el Cooperativo, y 18% para incentivos y la capacitación del personal del

personal del Instituto.

D. CONTABILIDAD Y EVALUACION DE COSTOS DE INSTRUCCION Y PRODUCCION

1. La contabilidad será responsabilidad de la Administratibn del Instituto (Proveedor), con el apoyo del Profesor de Comercia u otro que recibe el 1% de la Unilidad Bruto de las actividades. La contabilidad debe estar de acuerdo con las normas de contabilidad y el Reglamento de Producciбn.

2. Cada proyecto o actividad de enseñanza y/o producción será actualizado en su contabilidad semanalmente con la HOJA DE COSTOS DE PROYECTOS (D1-84), sera'n la responsabilidad de la Dirección y Proveedor para dar seguimiento a los ingresos y egresos de cada taller. (orginal y 2 copias).

3. Semestralmente, la Administración (Proveedor) prepara resumenes de los REGISTROS DE COSTOS (B3-84) para cada Profesor involucrado en Actividades Productivas. Este Registro contiene información sobre los ingresos y egresos del Profesor. Esta hoja invluye todos los materiales de enseñanza y producción, otros gastos para bienes, servicios, mantenimiento, mano de obra, etc. como egresos económicos. El cumplimiento de las Actividades Productivas representan los ingresos económicos generados por el Profesor. (Estos ingresos deben ser separados por artículos en inventorios y ventas.) Todas las especialidades del Instituto obtendrán su financiamiento por el porcentaje del presupuesto anual asignado al área. Materiales para la enseñanza, cuando sean utilizados en la integración de Actividades Productivas con la enseñanza, serán comprados con el Fondo Rotativo de Producción del Instituto. Las hojas del REGISTRO DE COSTOS serán preparados con 1 original y 4 copias:

--Original para la Dirección.

--Copia para el Cooperativo.

--Copia para el Proveedor.

--Copia para el Coordinador de Talleres
--Copia para el Professor.

E. OTRAS NORMAS

1. Materiales para Actividades Productivas y la enseñanza no deben ser almacenados en los talleres o aulas de clases si no serán utilizados dentro de 30 días; supervisados por el Coordinador de Talleres y la Dirección.

2. Facturas pro-formas del Instituto no deben tener validez por más que 30 días.

3. Los precios para los productos o servicios, deben ser aproximadamente 100% más que los costos totales para materiales de la actividad productiva, y en armonía con las realidades del mercado y el estado financiero del Instituto.

4. Todas las Actividades Productivas integradas con la enseñanza necesitan la aprobación del Director del Instituto.

5. Los proyectos de producción que no estén integrados con la enseñanza, sin participación de estudiantes, y tengan valor de menos de L.100.00 pueden ser aprobados por el Coordinador de Talleres, informando la Dirección de la aprobación y el estado actual de dichos proyectos y regularizando sus ORDENES DE PRODUCCION (B2-84) semanalmente.

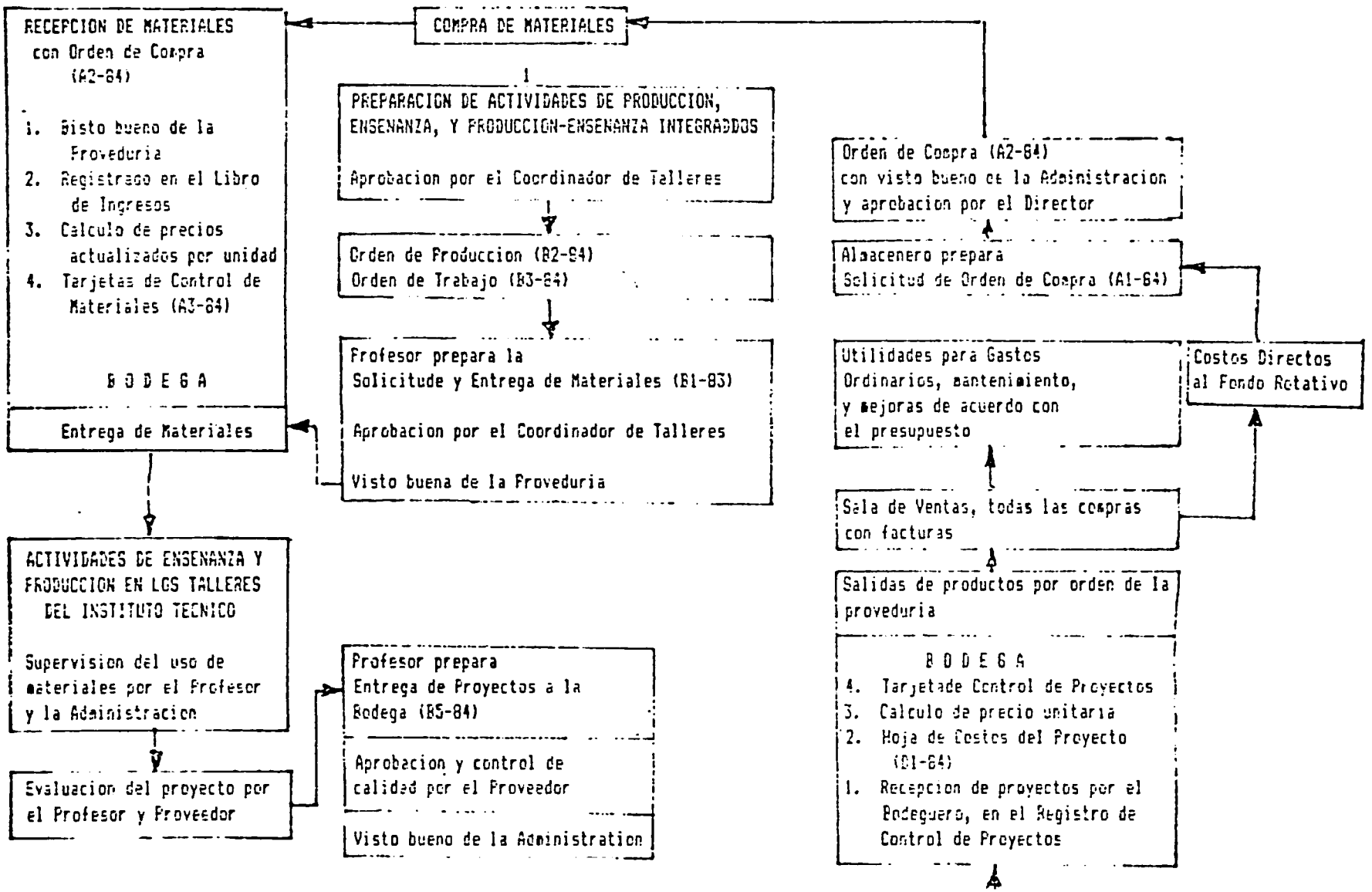
6. Los proyectos de producción de más de L.100.00 serán aprobados por el Director del Instituto.

7. Todas las Actividades Productivas del Instituto requeren ORDENES DE PRODUCCION (B2-84), authorizados por la Dirección y Coordinador de Talleres, y NINGUNA ACTIVIDAD PRODUCTIVA SERÁ REALIZADA EN UN TALLER SIN SU PROPIO "ORDEN DE PRODUCCION."

8. El Proveedor del Instituto llevará la contabilidad y asegurará que los Costos Directos de la producción regresen al Fondo Rotativo de Producción del Instituto con el pago para el producto o servicio por el cliente. Este Fondo será utilizado para la compra de materiales para actividades productivas, paga de Mano de Obra, y cubrir los demas Gastos Directos de la producción. Las Utiliades serán utilizadas para los Gastos Ordinarios del Instituto, mantenimiento, bienes, servicios, así como mejoras en la infraestructura también, y para incentivar el personal del Instituto. LOS FONDOS DE LAS UTILIDADES NO DEBEN SER MEZCLADOS CON EL "FONDO ROTATIVO DE PRODUCCION."

9. Todas las Actividades Productivas serán de acuerdo con el REGLAMENTO vigente para Actividades Productivas con Informes Semestrales al Cooperativo y la DireccioPH'n del Instituto.

10. La persona o personas involucradas en acciones dolosas con relación a las Actividades Productivas serán puestas a disposición de las autoridades competentes hasta que culminen las investigaciones pertinentes y se demuestre su culpabilidad o inocencia.


COMPRA DE MATERIALES
RECEPCION DE MATERIALES con Orden de Compra (A2-84)
1. Visto bueno de la Proveduria
2. Registrado en el Libro de Ingresos
3. Calculo de precios actualizados por unidad
4. Tarjetas de Control de Materiales (A3-84)
B O D E G A
Entrega de Materiales
PREPARACION DE ACTIVIDADES DE PRODUCCION, ENSENANZA, Y PRODUCCION-ENSENANZA INTEGRADOS
Aprobacion por el Coordinador de Talleres
Orden de Produccion (B2-84)
Orden de Trabajo (B3-84)
Profesor prepara la Solicitude y Entrega de Materiales (B1-83)
Aprobacion por el Coordinador de Talleres
Visto buena de la Proveduria
ACTIVIDADES DE ENSENANZA Y PRODUCCION EN LOS TALLERES DEL INSTITUTO TECNICO
Supervision del uso de materiales por el Profesor y la Administracion
Evaluacion del proyecto por el Profesor y Proveedor
Profesor prepara Entrega de Proyectos a la Bodega (B5-84)
Aprobacion y control de calidad por el Proveedor
Visto bueno de la Administration
Orden de Compra (A2-84) con visto bueno de la Administracion y aprobacion por el Director
Almacenero prepara Solicitud de Orden de Compra (A1-84)
Utilidades para Gastos Ordinarios, mantenimiento, y mejoras de acuerdo con el presupuesto
Costos Directos al Fondo Rotativo
Sala de Ventas, todas las compras con facturas
Salidas de productos por orden de la proveduria
B O D E G A
4. Tarjetade Control de Proyectos
3. Calculo de precio unitaria
2. Hoja de Costos del Proyecto (D1-84)
1. Recepcion de proyectos por el Bodeguero, en el Registro de Control de Proyectos