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CLASSIFICATION

PROJECT EVALUATION SUMMARY (PES) — PART I

Report Symbol U-447

1. PROJECT TITLE	2. PROJECT NUMBER	3. MISSION/AID/W OFFICE
Small Business Entrepreneurial Development OPG	525-0225	Panama

4. EVALUATION NUMBER (Enter the number maintained by the reporting unit e.g., Country or AID/W Administrative Code, Fiscal Year, Serial No. beginning with No. 1 each FY) 86-4
Summative

☒ REGULAR EVALUATION ☐ SPECIAL EVALUATION

5. KEY PROJECT IMPLEMENTATION DATES			6. ESTIMATED PROJECT FUNDING	7. PERIOD COVERED BY EVALUATION
A. First PRO-AG or Equivalent FY 80	B. Final Obligation Expected FY 86	C. Final Input Delivery FY 86	A. Total $ 795,000 B. U.S. $ 795,000	From (month/yr.) Sept. 1980 To (month/yr.) Dec. 1985 Date of Evaluation Review Jan. 1986

8. ACTION DECISIONS APPROVED BY MISSION OR AID/W OFFICE DIRECTOR

A. List decisions and/or unresolved issues; cite those items needing further study. (NOTE: Mission decisions which anticipate AID/W or regional office action should specify type of document, e.g., airgram, SPAR, PIO, which will present detailed request.)	B. NAME OF OFFICER RESPONSIBLE FOR ACTION	C. DATE ACTION TO BE COMPLETED
N.A.		

9. INVENTORY OF DOCUMENTS TO BE REVISED PER ABOVE DECISIONS

- ☐ Project Paper
- ☐ Financial Plan
- ☐ Logical Framework
- ☐ Project Agreement
- ☐ Implementation Plan e.g., CPI Network
- ☐ PIO/T
- ☐ PIO/C
- ☐ PIO/P
- ☐ Other (Specify) _____
- ☐ Other (Specify) _____

10. ALTERNATIVE DECISIONS ON FUTURE OF PROJECT

- A. ☐ Continue Project Without Change
- B. ☐ Change Project Design and/or ☐ Change Implementation Plan
- C. ☐ Discontinue Project

11. PROJECT OFFICER AND HOST COUNTRY OR OTHER RANKING PARTICIPANTS AS APPROPRIATE (Names and Titles)

Allan Broehl, Project Officer, PSD
Celso Carbonell, Loan Officer, ODR
Vilma Jaén, Financial Analyst, CONT
Frank Pope, Evaluation Coordinator, ODR

12. Mission/AID/W Office Director Approval

Signature: [signature]
Typed Name: Ronald D. Levin
Date: 5/9/86

AID 1330-15 (3-78)

USAID-APEDE Small Business Entrepreneurial Development Project

PROJECT EVALUATION SUMMARY - PART II

Joint Evaluation Committee

APEDE

Marcos de Obaldía, Board Member
Domingo de Obaldía, Executive Director
Anel Rodríguez, Small Business Project Manager

USAID

Allan Broehl, PSD
Celso Carbonell, Jr., ODR
Vilma Jaen, CONT
Frank Pope, ODR

Evaluation Contractors

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March, 1986

USAID Panama
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Asociación Panameña de Ejecutivos de Empresa (APEDE)
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PREFACE

This PES is based on a combination of a contractor produced impact evaluation carried out four months before the PACD, and a review of the program performed by the joint APEDE/USAID evaluation review team after the project termination date. The format used follows the October 1985 LAC guidelines for mission prepared evaluations. The joint evaluation team's inputs have been incorporated into this PES and are not annexed as a separate document.

The contractor's evaluation is a self-contained document that has two parts. The first part has a summative focus that analyzes program quality and impact based on the results of a field survey that sampled 9.5% of program participants. Because of the great breadth and depth of the analyses only the major findings are summarized in the PES. The second part is formative in nature and goes into exhaustive detail on program self-sufficiency and ideas for new activities for the USAID-APEDE Entrepreneurial Development Project. Its findings and recommendations were immediately reviewed by the project evaluation committee and used by APEDE in making final adjustments to the program before the project termination date.

Project designers and managers seeking more detailed information are encouraged to refer to the PES annexes, and in particular to the contractor's report (Annex C).

I. INTRODUCTION

The purpose of the grant was to assist the Asociación Panameña de Ejecutivos de Empresas (APEDE) to develop its capability to provide business assistance to small business entrepreneurs. The original project concept proposed testing a program that integrated classroom training in business administration and field assistance in business administration and technology.

The project activities were: a survey to establish training and technical assistance needs, the development and testing of course modules, teacher/technical consultant training, program promotion, technical assistance, APEDE institutional development, evaluation, and finally the rationalization of the scope of program activities in order for APEDE to take over financial as well as managerial responsibility at the Project termination date. The End-Of-Project Status (EOPS) called for a permanent mechanism able to train and assist at least 40 small business entrepreneurs per year .

The USAID/APEDE project team held its first meeting to prepare for the final project evaluation in May 1985. At that time it became evident that in order to deal with the financial planning issue of program self-sufficiency (i.e. program economy vs. program quality) in an objective and informed manner the services of an outside consultant with depth of experience in evaluation of educational programs were warranted. The team selected Dr. Eliodoro Robles of Development Associates and provided funding under the contract for the sub-contracting of a local consultant for administration of the field survey and computer analysis of the same.

The evaluation was carried out during August and September 1985 according to the following Terms of Reference:

The Joint Evaluation Committee agreed on two major objectives for the evaluation:

1. To measure the progress achieved with respect to the stated project output goals and to measure the impact (e.g. measureable performance based on interviews with graduates) of the Project on stimulating small enterprise development in Panama.

2. To develop a strategy for attaining self-sufficiency or near self-sufficiency so that APEDE is able to continue the program without outside resources.

To attain those objectives the following methodology was agreed upon:

Goal I - Measure the results achieved in relation to the stated purpose and outputs of the Project and measure the impact of the Project on the development of small enterprise in Panama.

A. Effectiveness in achieving purpose and outputs - Analysis of APEDE project files.

B. Measure the impact of the Project on the development of small enterprises in Panama through a stratified sample survey of the participants in the APEDE program to be designed by APEDE/USAID team with guidance from Dr. Robles. Field work and tabulation to be done by local consultant.

1. Quantitative measures of small business performance stratified by personal characteristics of APEDE participants, small enterprise characteristics, number of modules completed, etc..

2. Subjective measures of small business performance and evaluation of APEDE courses by participants. This will include the degree of satisfaction with courses, suggested changes, effects on small enterprise as a result of the program, need for additional services, etc..

C. Quality evaluation of the program by Dr. Robles to include the training materials (including their usefulness as a reference guide to small business proprietors/managers), the composition of courses, and the APEDE management.

Goal II - Develop a strategy for attaining self-sufficiency or near self-sufficiency to enable APEDE to continue the program after the completion of the USAID grant.

A. Conduct a complete financial analysis of the program's operating costs with a focused analysis of the cost savings that can be introduced that would not affect the quality/relevance of the program.

B. Identify opportunities for increased income that can be derived from the existing APEDE program.

C. Identify sources of additional income that could be derived from other services which APEDE can offer and which add more net income to the program.

D. Discuss suggested sources of outside (non-program generated) income to cover any deficit that is left after cost reductions and income enhancement (including the establishment of a level of subsidy from other APEDE resources justifiable for such a program).

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The report was reviewed and accepted by the joint evaluation committee in September 1985. During October and November the APEDE leadership developed and implemented a plan that successfully prepared the program for self-sufficiency in 1986. This was accomplished largely by reducing fixed costs by the integration of the program into the mainstream of the APEDE administrative structure, the elimination of certain project personnel costs, by raising the course tuition and charging for the manuals and other course materials.

This report begins with comments on the original design of the project, a summary of changes in project activities during the implementation period, together with discussion on the effects of those changes. Finally, the report contains conclusions and lessons learned to be used as reference for future USAID projects.

II. PROJECT DESIGN

SUMMARY OF ORIGINAL PROJECT

In 1979 USAID/Panama initiated discussions with the Panamanian Executives Association (APEDE) about the possibilities of collaborating in an experimental program to provide management training and technical assistance to the small business community. At that time, USAID/Panama and other donor resources committed to Small Scale Enterprise (SSE) development were funneled through state owned institutions. The bulk of these funds (a total of over $25 million by 1981) was provided for credit programs that targeted start-up enterprises and offered free administrative assistance to borrowers and technical training to project staff.

APEDE was an organization that already provided specialized training in business administration to the business and professional establishment through its "Center for Senior Studies in Business Administration" (CESA). It was well aware of the high impact of this type of program on executive effectiveness, as demonstrated by high enrollments and enthusiastic support from both participants and employers. APEDE members, many of whom were sole proprietors and had themselves started their businesses without the benefits of soft credit or training, recognized that APEDE's unique institutional capabilities combined with USAID's financial resources could provide an opportunity to improve the survival rates of small businesses and therefore contribute to employment generation and national economic development. The concept of the USAID-APEDE Entrepreneurial Development Project was born from this perception.

The purpose of the Entrepreneurial Development Project was to establish within APEDE a self-sufficient management skills training mechanism for small business entrepreneurs in the Republic of Panama. This was to be achieved through the following components as defined in the grant proposal: (a) Needs Research, which contemplated a training needs survey to be carried in the Panama City area, (b) Module Development, or the development and testing of the courses, (c) Knowledge Transfer, consisting of a small business teacher training program, project coordination with other public and/or private institutions which dealt with small businesses, program promotion, administrative and technological assistance, and the direct costs of courses and seminars, (d) Project Administration, includes project administrative personnel, materials and equipment.

The goal of the project was to develop and implement a continuous program marshalling public and private resources to increase employment opportunities. The project designers recognized that only a limited number of small business entrepreneurs would receive direct benefit from the program and that the the real measure of goal achievement would be through the long term indirect impact of establishing this resource within the private sector.

OBSERVATIONS

When the APEDE proposal was under consideration by USAID, donor supported Small Scale Enterprise (SSE) development programs were all implemented through state owned institutions. All of the credit programs offered highly subsidized rates of interest to borrowers and provided technical assistance to small businesses for free or at token cost. Later evaluations of these projects found that the majority of proprietors of small businesses were resistant to government provided assistance because of lack of confidence in the skills of technicians, the suspicion that their informal business practices would be reported to tax and labor authorities, and unwillingness to spend time during the work day in what they perceived to be unproductive activity.

The original grant proposal presented by APEDE to USAID Panama (Annex A) is a refreshingly honest and pragmatic document that reveals the authors' strong grasp of the idiosyncracies of small businessmen and makes clear the intention to have a voluntary program that provided training and technical assistance to supplement rather than stifle natural entrepreneurial instincts. The original design was flexible to allow each component and activity the necessary testing in order to achieve project purpose.

Unlike most technology transfer project descriptions this one constantly reiterates the importance of adjusting to the clients' needs, rather than stressing the inviolability of project design and the need to impose rigid controls in order to test assumptions. By declaring the project "experimental", management was more willing to try different ways of doing things, and by exhorting project management to be responsive to the demands of the marketplace the project was released from the bondage of paternalistic project designs that assume that project designers know better than project beneficiaries what is good for them.

In this case it is also clear that some simple characteristics of the grantee institution were key in limiting the risk and making the flexible design work. Some of these were: APEDE's status as a well established local PVO with experience in business training, a young active membership, the large number of small business proprietors in their membership, and the pool of management talent available to them through their membership.

III. EVOLUTION OF PROJECT CONTENT

SUMMARY OF MAJOR CHANGES AND REASONS

The USAID-APEDE Entreprenerial Development OPG was signed on September 29, 1980, for $485,000 with a termination date of September 29, 1983. The project was originally focused on the Panama City area. The most significant changes in project activities over the life of the project took place after project evaluations and are discussed below.

The first project evaluation, completed in June 1982 by Partnership for Productivity International, indicated that APEDE had done a remarkable job in implementing the project, and that demand for the training program was much stronger than originally anticipated. It recommended that APEDE reinforce and consolidate its training activities and then proceed to provide its program in new geographical areas. Subsequently, in support of these recommendations USAID's contribution was increased by $310,000 on August 27, 1982, for a total of $795,000. The termination date was extended to December 31, 1984 in order to permit a final testing of the training model and an orderly expansion of the program to national scale.

A special evaluation completed in February 7, 1984, by AITEC International of Cambridge Massachusetts, was carried out to assist APEDE in refining the training and technical assistance strategy. The original project design contemplated the testing of two field assistance activities for small businesses funded under the Transfer of Knowledge Component: administrative and technological assistance. The study carried out a survey of program graduates and interviewed APEDE program promotors and instructors. Its findings helped APEDE decide to continue providing administrative assistance and phase out technological assistance to small business. This evaluation, however, did not address the key issue of self-sufficiency.

While the above evaluation was being conducted the project was extended for one year to December 31, 1985, to allow APEDE sufficient time to revise the project, determine the cost-effectiveness of the program, develop a plan for self-sufficiency and complete the remaining project activities to accomplish project purpose.

Finally, on September 11, 1985, Development Associates, Inc., completed an evaluation of the project to date and the APEDE developed a plan to make the transition to financial self-sufficiency after December 31, 1985.

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As a result of the program's early success in course development the project financial plan varied as shown:

	Financial Plan Component	USAID Funds in Thousands Original Project	New Funds Extension	Actual Expenditures	
A.	Needs Research	13	51	12	(-39)
B.	Development of Teaching Modules	40	122	68	(-54)
C.	Knowledge Transfer	263	290	322	(+32)
D.	Project Administration	169	332	393	(+61)
	TOTALS	485	795	795	

A total of $93,000, (12% of total USAID funding) was reprogrammed out of project development activities and into costs directly related to program operation such as trainer salaries and fees, additional training materials, travel and per diem and other costs related to expansion.

For Component/Activity A. Needs Research, the original budget of $13,000, was increased to $51,000 in 1982. Only $12,046 were spent however because the surveys to determine the type and scope of technological assistance and administrative training were carried out by APEDE promoters at a much lower cost than when contracted as a separate activity.

For Component/Activity B. Development of Teaching Modules, the original budget of $40,000, was increased to $ 121,700. However, only $67,526 was spent. This economy in costs was accomplished through the substantial voluntary participation of APEDE members in the development of the curriculum and course materials (including working as program instructors); dedicated and highly qualified local technical contractors; and the utilization of business training materials from the APEDE/CESA program and small business training manuals from other countries which made development of course materials a matter of modification. The greatest contributor to this reduction in costs for this component was, however, the determination to concentrate the program on developing an administrative training model and to discontinue developing a technological assistance model.

For Component/Activity C. Knowledge Transfer, the original budget of $263,000, was increased to $ 290,000. However, expenditures reached $322,000. This was due to the following: the need to train more instructors, increased travel and per diem expenses, a more than anticipated increase in supervision when the project was expanded to the interior, an unexpected increase of trips done by APEDE board members to attend meetings abroad in order to learn about related small business programs, and other costs related to project/program expansion.

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For Component/Activity D. Project Administration, the original budget of $169,000, was increased to $332,000. However, total expenditures reached $393,000. Most of the difference consisted of the production of an inventory of manuals and teaching materials, the cost of the evaluation/self-sufficiency report carried out in the final quarter of the project, and the large number of staff laid off during the transition to self-sufficiency.

COMMENTARY ON CHANGES

The introduction of a wider geographical coverage to test the training model had a positive impact on the project. APEDE was able to test the acceptance the program had in different areas of the country, and determine at an experimental level what the costs for maintaining such system would be. The wider geographic coverage also required that APEDE change its promotion technique from a promoter/client approach to a lower cost mass media campaign.

The elimination of the technological assistance component for small businesses also had a positive impact on the self-sufficiency of the program and thus in helping achieve the project purpose. Costs incurred under this component far exceeded what APEDE could support once USAID funding was terminated.

During the initial development of both models (administrative training and technological assistance), APEDE failed to concentrate on the financial self-suffiency of the program. Their rationale was that testing of the program effectiveness was more important at that stage than determining financial self-sufficiency. A few months prior to the final one year extension, APEDE realized that the development of a technological assistance model would cost far more than previously anticipated in the design and its implementation could adversely affect the overall project purpose.

Another important aspect of the decision to discontinue technological assistance, was that it was a field totally new to APEDE. In fact, the area of technological assistance was too broad for the APEDE volunteer membership to be able to provide their time and efforts in a continuous and reliable manner.

The final one year extension to help APEDE prepare a self-sufficiency plan was also very positive. It became APEDE's priority during that last year of implementation and crucial in allowing the project to achieve its purpose.

The large salaried staff that grew up early on in the project had the negative effect of building high fixed costs into the cost structure. Although the teaching staff was eventually contracted for specific course cycles, the management and administrative staff were not reduced to optimal levels until the project ended.

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IV. ACHIEVEMENT OF PROJECT OBJECTIVES

SUMMARY OF PROJECT TARGETS AND ACHIEVEMENTS

Quantitative Indicators

The following table summarizes how project achievements compare with programmed outputs.

Activities	Original Grant	Extension & Increase	Final Total Grant	LOP Achievement
Small Business Surveys	1	6	7	35
SB Entrepreneur Training	100	200	300	712graduates 633partial 1,345*total
Instructor/Promotor Training	15	30	45	56
Coordination Workshops	3	4	7	8
Small Business Visits				
Administrative assistance:	100	300	400	2,820
Technological assistance:		100	100	630
Legal Consultations	--	100	100	403
Evaluations	3	---	3	3

*270 modules

End of Project Status (EOPS)

The 1986 APEDE Small Business Entrepreneur Training course scheduled and fully booked one complete course cycle for Panama City (8 modules x 30 participants). APEDE has also planned six to eight individual modules in other cities; has contracted a special series of courses with the Small Business Directorate of the Ministry of Commerce and Industry; and has a waiting list for the regular course program. This satisfies the EOPS institutional goal of " a permanent self-financing training program able to train at least 40 small business entrepreneurs per year (8 modules each)".

The Small Business Entrepreneur Training curriculum is now a permanent part of the APEDE executive training center program. APEDE maintains a staff of three to manage the program and continues to provide classroom training to entrepreneurs of small businesses.

The project developed a participant data base which was neglected right up to the time of the survey. During the evaluation exercise the information system was brought up to date and the current program management now makes regular entries and produces reports. If the participant data base had been kept current and used in concert with the program's cost data, the analytical work for the self-sufficiency exercise would have been substantially less. While APEDE management deserves credit for supplying training services to a broad audience, they are vulnerable to criticism for not preparing the ground for long term development and self-sufficiency, as evidenced by their lack of information on unit costs. This weakness was resolved during the final evaluation.

Qualitative Indicators

As part of the measurement of goal achievement the consultant was asked to perform a qualitative evaluation of program teaching materials, course instructors, teaching methods, the composition of courses and program management. The following are the main findings.

The teaching materials were found to be of good quality, pertinent to the program users' needs, acceptable to local conditions , and were reported to be "good and excellent" by a great majority of those interviewed in the survey.

The presentation and teaching methods followed during the courses were considered to be effective and highly satisfactory.

The instructors' academic and professional qualifications, as well as the practical case studies in the instruction areas were also deemed to be good.

Certain limitations and obstacles (i.e.the little use made of the audio-visual presentations, and the variety and disparity between the participants in the modules) had a negative effect on the instructional program.

Contribution to Achievement of the Sector Goal

A Small Business Committee was created as a planning and policy consultative body for the project. The committee has been effective in stimulating substantial APEDE membership interest and participation.

The committee is now very active in policy dialogue with the Government of Panama through their permanent representative on the National Small Business Commission, a recently created advisory board sponsored by the Ministry of Commerce and Industry charged with the development of policy guidelines for that sector. The project's contribution to the Sector goal - "to develop and implement an on-going program marshalling public and private resources to increase employment opportunities"- far surpasses expectation.

V. DEVELOPMENT IMPACT AND LESSONS LEARNED

This section contains highlights of the survey in regard to participant satisfaction and project development impact. For greater detail refer to Annex D.

The stratified survey included 115 participants classified by geographic areas, type of business, number of employees, number of training hours, position in the business, sex, educational level, total assets and average monthly sales. The sample represented about ten percent of the universe, sixteen percent of those who graduated or had over 30 hours attendance in the Training Program. Women accounted for 23% of the sample.

Measurement of Satisfaction

The participants were asked to rate various aspects of the program to elicit a measure of satisfaction or dissatisfaction. Across strata, 98% of the sample reported that the professional qualifications of instructors were good. This was followed in descending order by methods of instruction (91%), program content and written materials (each 88%) adaptation of didactic materials to local conditions (82%) physical installations and facilities (76%), adaptation of audiovisual media to local conditions (72%) and audio-visual media (67%).

Taking all strata into account, 81% of those interviewed stated that the APEDE program had satisfied their needs, 15% stated a partial satisfaction and 3% stated the program had been unsatisfactory.

Similarly, 91% expressed satisfaction with the training they received from the program. Eight percent (8%) were neither satisfied or unsatisfied and less than 1% were dissatisfied. An overwhelming 99% (100% in both the commerce and industry sectors) felt that the program should continue.

Eighty five percent stated that the present cost of US$20.00 per instruction module was "cheap".

No notable differences of opinion between strata were evident. Overall there was a high degree of satisfaction converging on the 90-100% range.

Project Impact Indicators

Ninety eight percent, of the respondents (100% in the commerce sector) stated that the APEDE training program had been beneficial for them. The respondents cited increase of knowledge, better administration and control of their businesses, and an overall improvement in their confidence and ability to manage.

Project Impact on Beneficiary Businesses

A careful tally of the respondents' detailed comments indicated that the following results could be attributed to the APEDE program:

Business Survivals (Example: Avoiding Bankruptcy)	No.	%
	23	(20%)
Business Expansions	28	(24.3%)
Opening New Business	9	(7.8%)
Success Stories	26	(22.6%)

Ninety five percent of the sample, told the interviewers they had received instructional materials during their APEDE training. The interviewers verified that 83% were still using the materials.

Ninety three percent stated that the APEDE training program had definitely improved their business. The number of employees in all sectors increased from 570 prior to the training program, to 668 following the program, an increase of 98 employees. Based on respondents' estimates, the service sector will add 130 employees by 1987, the commerce sector will increase by 26 and industry by 101.

The increase in monthly gross sales for all the sectors reached $269,190 representing an increase of 30% from before training to after training, or an average monthly increase of $2,165 spread across all respondents.

The total assets reported by the businesses surveyed prior to the training program amounted to $3,501,907. That amount increased to US$4,423,100 following the training program, an increase of US$921,193 or 26%.

Overall, total loans amounted to $1,475,500 prior to the training program and rose by $161,500 to $1,637,00 after training.

Eighty three percent of the participants stated that APEDE personnel had made a follow-up visit. These visits were considered to be most useful and participants stated they would be willing to pay for these visits if conducted more in depth.

Other indications of how the APEDE training had improved participants businesses include better accounting, labor management, cost reductions, improved quality control and evaluation of personnel, and better inventory management.

The survey verified that 84% of those interviewed maintain an accounting system.

The above findings lead to the conclusion that there is a high degree of satisfaction with the program and that the APEDE project has had a great impact on the small business community as evidenced by quantitative measurements recording changes before and after training.

Lessons Learned

The APEDE project's success is a testament to private sector civic initiative, pragmatic collaborative management practices, and a project design that is practical enough to propose trial and error as a methodology for model development. These three factors are the core of the discussion of lessons learned that follows.

Private sector civic initiative is a dynamic force that is motivated by ideals and harnessed by purpose. In order to capture that energy in a development project the purpose statement must define an activity that will generate social benefits commensurate with the civic group's estimated investment in volunteer time and financial resources.

When exploratory discussions were held with a number of private sector organizations about collaborating in a project to improve business skills of small business entrepreneurs, APEDE responded with enthusiasm and ideas. The board of directors which was made up of proprietors and managers - many of them from small business - easily understood the project's purpose. The board was acquainted with the practical aspects of business education from the CESA program at APEDE; and therefore could weigh the personal and institutional commitment of resources against future benefits, and define that commitment to USAID during the project design phase.

The lesson is if a project's purpose is to develop a mechanism to provide skills training for the private sector, look for a local PVO that: (1) has a membership that understands and agrees with the purpose, and (2) has the means and interest to collaborate. If the project concept doesn't generate interest in the private sector, don't go to the public sector, go back to the drawing board.

Many of the evaluations of technology transfer/skills training projects identify the behavioral problem of resistance from individuals or groups within the broad target group in applying the technology, or in even being exposed to it. This problem in many cases could be ameliorated by flexible and pragmatic management and design. It is generally accepted that projects with highly integrated designs run a much higher risk of delay for administrative reasons, and are also more difficult to modify. Often a major constraint to affective implementation is the failure

of the implementing agency to understand the design. Forcing implementation in spite of obvious design problems contributes to waste, loss of respect for USAID and implementing agencies, and sometimes to punishing project components that are working well and contributing the most to the achievement of the project's developmental purpose.

The APEDE project profited from a design that balanced the incentive of USAID grant funds for testing the technology transfer models against the requirement of post-project program self-sufficiency. The design is very similar to the business administration textbook approach to "new product" development for a private company. e.g. First, define the target consumer group and the generic product you want to sell, establish a budget and a program schedule; second, conduct a survey to determine characteristics of the target consumer group and their detailed opinions of what the "new product" should be like; third, develop a manageable number of different versions of the same basic product; fourth, test market all versions of the product in a limited geographic area over a long enough time to make some small adjustments to the product and develop realistic cost data; fifth, survey the test group again, analyze costs, project sales etc.; and sixth, choose and launch the "new" product as part of a permanent product line and withdraw the others from the market.

The APEDE's purpose was to upgrade the executive skills of small business managers. Two delivery systems were utilized: night classes and assistance at the place of business during the day. Under the field assistance component APEDE provided administrative, technological, and legal services which were received with satisfaction, and as in the case of free legal services, with enthusiasm. Well before the last year of the project APEDE began to emphasize the night school program because it fit well into their educational program, was much more cost-effective than the field assistance alternative, and enjoyed high demand. The field assistance components were phased out well before the project termination date.

Summarizing, project designers should build in flexibility to projects that are testing models intended for self-sustaining institutions; make the purpose clear and attainable through perceptive management, not rigid detailed design; allow the implementing agency the opportunity to test all aspects of the model and make changes, including eliminating activities that don't pass the tests. Too often testing a model is really a life of project exercise in developing a bureaucratic system to implement a design no longer viable because of changes in the project environment.

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UNITED STATES OF AMERICA
AGENCY FOR INTERNATIONAL DEVELOPMENT
U. S. AID MISSION TO PANAMA
APO MIAMI 34002

September 29, 1980

Señor José Chirino
Asociación Panameña de Ejecutivos
de Empresa (APEDE)
P. O. Box 1331
Panama 1, R. P.

Subject: Grant No. AID-525-438G

Dear Mr. Chirino:

Pursuant to the authority contained in the Foreign Assistance Act of 1961, as amended, the Agency for International Development (hereinafter referred to as "AID" or "Grantor") hereby grants to Asociación Panameña de Ejecutivos de Empresa (hereinafter referred to as "APEDE" or "Grantee") the sum of $485,000 to provide technical assistance services to small businesses and entrepreneurs as more fully described in the attachment to this Grant entitled "Program Description". It is understood that the initial funding available for this project is $125,000. The remaining $360,000 AID grant contribution to the project will be incrementally funded subject to availability of funds and mutal agreement to proceed.

This Grant is effective and obligation is made as of the date of the Grantee's acceptance of this letter and shall apply to commitments made by the Grantee in furtherance of program objectives during the period starting with the grant effective date and ending September 30, 1983.

This Grant is made to APEDE on condition that the funds will be administered in accordance with the terms and conditions as set forth in Attachment A entitled "Program Description", and Attachment B entitled "Standard Provisions" and Attachment C entitled "Payment - Periodic Advance", which have been agreed to by your organization and Attachment D entitled "The Identification and Strengthening of the Management and Technical Capacity of Small Entrepreneurs" which has been proposed by APEDE and accepted by AID.

Please sign the original and six (6) copies of this letter to acknowledge your acceptance of the conditions under which these funds have been granted.

Attachment A

Definitions:

Government - means the United States Government
APEDE - means the Panamanian Association of Business Executives

PROGRAM DESCRIPTION

A. Purpose of Grant

The purpose of this grant is to assist APEDE expand its capability to provide technical assistance services to small entrepreneurs. AID funding will be used for the development and implementation of a program for identifying existing small entrepreneurs, upgrading their management skills, and assisting them to gain access to needed services to improve their businesses. As an example of the latter assistance might be the improvement of production technologies.

APEDE will assume responsibility for collecting and analyzing basic information and designing the implementation structure of the program. This project will be targeted on the Panama City area. This proximity to APEDE's central offices will serve as an opportunity to fine tune the program and carry out an evaluation of its effectiveness. It is expected that the program will be replicated in other areas of the Republic of Panama.

APEDE is expected to continue with the program by institutionalizing the small business extension services offered through a self-financing mechanism.

B. Specific Objectives

The specific objectives of this Grant are as follows:

1. Design and carry out a survey to determine the administrative and technical assistance and training needs of small enterprises and small entrepreneurs and to identify the appropriate resources necessary to solve their problems.

2. Identify and develop appropriate responses in the areas technical-administrative assistance and training for use by small business and entrepreneurs.

3. To train APEDE personnel in charge of providing technical-administrative assistance and training to small businesses and entrepreneurs.

4. Provide administrative and technical assistance to a minimum of 100 different small businesses.

5. Provide technical-administrative training to a minimum of 100 different small entrepreneurs at the APEDE center.

6. Coordinate and collaborate with other appropriate institutions or organizations, both public and private, that are developing or implementing programs to benefit small businesses and small entrepreneurs.

7. Institutionalize the small business/entrepreneur outreach capability within the APEDE program structure.

8. Develop a self-financing system that will permit APEDE to continue with the program once AID funding has elapsed.

C. Disbursement of Grant Funds by AID

1. Initial disbursement of Grant Funds

Prior to the disbursement by AID of an advance payment or any other payment to the Grantee called for in this Grant, the Grantee agrees to provide evidence satisfactory to AID that the following actions have been completed:

a. Grantee has made the necessary arrangements to identify a project director, promoters and administrative assistance to manage the funds to be granted.

b. APEDE will submit to the GOP their employers tax report for the period ending December 31, 1980.

c. APEDE will describe the arrangements made to inform and coordinate with other institutions or organizations, public or private that are developing or implementing programs to benefit small businesses and/or entrepreneurs.

d. APEDE has delivered to AID a personnel and travel policy applicable to APEDE personnel.

e. APEDE has taken necessary action to eliminate deficiencies in internal control identified by the grantees independent accountants in their report on internal control dated September 5, 1980.

D. Implementation

The Grantee's proposal leading to the awarding of this Grant is attached hereto and made a part hereof as Attachment D. During the first six months of performance under this Grant, the Grantee agrees to

implement the work of the Grant in accordance with Attachment D. In the event the Grantee desires to make major changes in the implementation plan during the first six months of the Grant, the Grantee agrees to notify AID in writing prior to implementing any such changes. For first year second semester implementation the Grantee shall provide AID with the following:

a. Results of the Small Enterprises/Entrepreneurs Survey as specified in the objectives of this Grant and in APEDE's project proposal (Attachment D).

b. A project evaluation which includes:

b.1. Progress of Grant toward attainment of objectives.

b.2. Identification of problem areas and constraints which may inhibit attainment of objectives.

b.3. Assessment of how information may be used to help overcome problems.

c. A logical framework matrix of the project, that will serve to measure project outputs for evaluations (this will be a joint effort AID and APEDE).

d. A revised Annual Implementation Plan with the proposed work plan for the rest of the year taking into consideration the observations in the project evaluation and the results of small business survey (if completed).

Plans for implementation during the second and third year of the Grant are subject to change pursuant to the provisions of paragraph E of this Attachment A.

E. Project Evaluation

1. Annual Review Meeting

On or about two weeks before the anniversary of the effective date of this Grant, the Grantee shall prepare and deliver to AID a comprehensive report in Spanish that will serve as part of the agenda for an annual review session, to be held two weeks after the presentation of the report with the participation of AID. The report should contain:

a. A description of the activities that have been accomplished during the reporting period.

b. Significant problems that have been encountered together with steps that have been taken to alleviate the problems.

c. Proposed Annual Implementation Plan for next year of the Grant.

With the report for the annual evaluation APEDE should also submit an independent audit of its financial position as of the close of the most recently completed fiscal year. Such audit should conform to the standards established by the accounting profession and should include in addition to the required financial statements a report on internal control.

A copy of written minutes of this review session shall be delivered to AID no later than three weeks after the review session took place.

2. Semi-Annual Meeting

At least once during each year of the Grant period of performance, except the first year of the Grant where a semi-annual evaluation is expected, and a time mutually acceptable to AID and the Grantee, the parties to the Grant shall hold a formal semi-annual meeting to discuss the Grantee's progress and problems encountered towards meeting the objectives of the Grant. Basically, the material to be presented by the Grantee at this meeting shall consist of those referred to in sections a. b. c. described above in Article E.1. of this Attachment A, for the annual review meeting but may be presented verbally. A major function of this meeting will be to discuss any proposed changes in the approved Annual Implementation Plan. If any changes in the approved Implementation Plan take place, then a written copy of these changes shall be delivered to AID no later than three weeks after the presentation took place.

3. Final Evaluation

A final evaluation of the project will be conducted by APEDE based on an independent audit and evaluations. The final report will be presented in writing to AID by APEDE at the end of the project.

F. Dollar Amount of the Grant

In the cover Letter of this Grant, AID has agreed to Grant to APEDE the amount of $485,000. Notwithstanding this agreement to provide the total estimated cost of the Grant, the Grantee acknowledges that at the present time only funds in the amount of $125,000 are available for reimbursement of the Grantee's estimated cost of performance during the first year of the Grant. Further, the Grantee understands that the provision of additional funds to this Grant up to the total estimated cost of the Grant is contingent upon the availability of funds and AID's agreement with the Grantee's proposed Annual Implementation Plans for the second and third year of the Grant. Any additional funds to be provided to the Grantee shall be added to the Grant pursuant to Standard Provision No. 4 entitled Limitation of Funds.

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G. Financial Plan

A complete financial plan is included in Annex D the APEDE Proposal. In summary grant funds will be utilized to finance the following grant components:

A. Investigation Needs	13,125
B. Development of Teaching Models	40,000
C. Knowledge Transfer	263,000
D. Equipment and Administration	168,875
	485,000

Transfer between line items of less than $10,000 may be made without previous consultation with AID.

H. Initial Advance

An initial advance of $45,000 will be given to APEDE upon the satisfaction of all conditions specified in Article C.1 of this Attachment A. Subsequent advances or payments will be made in accordance with the procedures specified in Article 5 of the Standard Provisions entitled "Payment - Periodic Advance".

ESTADOS UNIDOS DE NORTEAMERICA
AGENCIA PARA EL DESARROLLO INTERNACIONAL
USAID / PANAMA

TEL. 64-4011
APARTADO 6959
PANAMA 5, PANAMA

May 28, 1981

Mr. José Chirino
Panamanian Association of
Business Executives
P. O. Box 1331
Panama 1, R.P.

Subject: Amendment No. 1 to
Grant No. AID 525-438G
Small Entrepreneurial Dev.
Implementation Letter No. 2

Dear Mr. Chirino:

This letter is to inform you that the Operational Program Grant Agreement between the Panamanian Association of Business Executives (APEDE) and the Agency for International Development (AID) dated September 29, 1980, for Small Entrepreneurial Development is hereby amended as follows:

> The initial funding of $125,000 mentioned in the first paragraph is increased by $200,000 to an amended total of $325,000. Also, the remaining AID grant contribution, mentioned in the first paragraph is decreased by $200,000 from $360,000 to $160,000, which may be incrementally funded subject to availability of funds and mutual agreement between APEDE and AID.

Please sign this letter confirming APEDE's acceptance of this modification.

As always, we are pleased to cooperate with you in the development of this program.

Please accept my most cordial greetings and esteem.

Sincerely,

Frank Almaguer
Acting Director

ACCEPTED:

Panamanian Association of Business Executives

BY : José Chirino
Title: President
Date :

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ORIGINAL

UNITED STATES OF AMERICA
AGENCY FOR INTERNATIONAL DEVELOPMENT
U. S. AID MISSION TO PANAMA

APO MIAMI 34002

November 20, 1981

Mr. Juan Pascual
Panamanian Association of
Business Executives
P. O. Box 1331
Panama 1, R. P.

Subject: Amendment No.2 to
Grant No. AID 525-438G
Small Entrepreneurial Dev.

Dear Mr. Pascual:

Pursuant to the authority contained in the Foreign Assistance Act of 1961, as amended, the Agency for International Development hereby grants to Asociación Panameña de Ejecutivos de Empresa the additional sum of one hundred and sixty thousand dollars ($160,000) to provide technical assistance services to small businesses and entrepreneurs as more fully described in the attachment to the Grant entitled "Program Description". The total cumulation obligation is now four hundred and eighty five thousand dollars ($485,000). The grant is now considered fully funded.

The grant is further amended as follows:

Delete paragraph "F" of Attachment A and substitute in lieu thereof the following:

"F. Dollar amount of the grant The amount of this grant is $485,000 and is fully funded".

All other parts of the grant remain unchanged.

This amendment is effective and obligation is made as of the date of the Grant Officer's signature and shall apply to commitments made by the Grantee in furtherance of program objectives through September 30, 1983.

Please sign the original and six (6) copies of this letter to acknowledge your acceptance of the conditions under which these funds have been granted.

Sincerely,

Gerald P. Gold
Regional Contracting Officer

ACCEPTED:

Asociación Panameña de Ejecutivos de Empresa

By: _____

Title: Presidente de APEDE

Date: Panamá, noviembre 23 de 1981

Appropriation: 72-1121021
Allotment: LDAA-82-25525-EG13
Project No: 525-0225
Present Obligation: $160,000
Cumulative Obligation: $485,000

FUNDS AVAILABLE

SIGNATURE DATE

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Please sign the original and six (6) copies of this letter to acknowledge your acceptance of the conditions under which these funds have been granted.

Sincerely,

Gerald P. Gold
Regional Contracting Officer

ACCEPTED:

Asociación Panameña de Ejecutivos de Empresa

By: _____

Title: _____

Date: _____

Appropriation: 72-1121021
Allotment: LDAA-82-25525-EG13
Project No: 525-0225
Present Obligation: $160,000
Cumulative Obligation: $485,000

FUNDS AVAILABLE

SIGNATURE DATE

UNITED STATES OF AMERICA
AGENCY FOR INTERNATIONAL DEVELOPMENT
U. S. AID MISSION TO PANAMA
APO MIAMI 34002

ORIGINAL

AUG 27 1982

Lic. Rodrigo Moreno
Panamanian Association of
Business Executives
P. O. Box 1331
Panamá 1, R.P.

Subject: Amendment No.3 to Grant No.AID 525-438G
Small Entrepreneurial Development

Dear Lic. Moreno:

Pursuant to the authority contained in the Foreign Assistance Act of 1961, as amended, the Agency for International Development hereby grants to the Asociación Panameña de Ejecutivos de Empresa, the additional sum of Three Hundred and Ten Thousand Dollars ($310,000) to provide technical assistance services to Small Businesses and entrepreneurs as more fully described in the attachment to the Grant entitled "Program Description". The total cumulative obligation under this grant is now Seven Hundred and Ninety Five Thousand Dollars ($795,000).

This obligation is made this date and shall apply to commitments made by the Grantee in furtherance of program objectives during the period starting with the effective date of the Grant and ending December 31, 1984.

The Grant is further amended as follows:

a. Attachment A.

1. Add the following subparagraphs to paragraph C "Disbursement of Grant Funds by AID":

"2. Condition Precedent for Disbursement for Activities Initiated After December 31, 1982

Prior to any disbursement of Grant funds to finance any Project activity in calendar year 1983, the Grantee shall, except as AID may otherwise agree in writing, furnish to AID by December 31, 1982, in form and substance satisfactory to AID, an implementation plan for all Project activities to be carried out during calendar

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year 1983 which shall include a budget of all proposed expenditures for each activity by component and a detailed description of each activity and component to be financed as part of the consolidation and/or expansion phases.

3. Condition Precedent to Disbursement for Activities Initiated After December 31, 1983

Prior to any disbursement of Grant funds to finance any Project activity in calendar year 1984, the Grantee shall, except as AID may otherwise agree in writing, furnish to AID by December 31, 1983, in form and substance satisfactory to AID, an implementation plan for all Project activities to be carried out during calendar year 1984 which shall include a budget of all proposed expenditures for each activity by component and a detailed description of each activity and component to be financed as part of the consolidation and/or expansion phases."

2. In Paragraph D. Implementation, delete the following sentence:

"Plans for implementation during the second and third year of the Grant are subject to change pursuant to the provisions of paragraph E of this Attachment A."

Substitute in lieu thereof the following:

"From October 1, 1982 to December 31, 1984 the Grantee agrees to implement the Grant in accordance with Attachment E. In the event the Grantee desires to make major changes in the implementation plan during the performance of the Grant, the Grantee agrees to obtain prior written approval from AID."

3. In Paragraph E. Project Evaluation, add the following subparagraph:

"4. Special Evaluation

A Project evaluation of the consolidation phase will take place in September 1983. The scope of work for this evaluation will be prepared jointly by AID-APEDE before August 1983."

4. Delete paragraph F. Dollar Amount of the Grant, and substitute in lieu thereof the following:

"F. Dollar Amount of the Grant
The amount of this Grant is $795,000, which is fully funded".

5. Delete paragraph G. Financial Plan, and substitute in lieu thereof following:

"G. Financial Plan
The summary financial plan is as follows: (the complete financial plan is included in Attachment E, the APEDE Extension Proposal):

A. Investigation Needs	$ 51,000
B. Development of Teaching Models	121,700
C. Knowledge Transfer	290,500
D. Equipment and Administration	331,800
Total	$795,000

Transfer between line items of less than $10,000 may be made without prior consultation with AID as long as the Grant amount is not exceeded."

b. Attachment B

1. Delete Attachment B "Standard Provisions" and substitute in lieu thereof Attachment B entitled "Non U.S. Grantees and Non U.S. Subgrantees NONPROFIT OR ORGANIZATIONS OTHER THAN EDUCATIONAL INSTITUTIONS, STANDARD PROVISIONS, AID 1420-54(2-82)"

2. Amend new Attachment B as follows:

Delete Clauses 8A, 8B, 9B, 12b, 15B and 15C

c. Attachment C

Delete Attachment C in its entirety.

d. Attachment E
Add APEDE's proposal Attachment E, entitled "Programa de Pequeña Empresa APEDE-AID" dated 12 August 1982.

Please sign the original and six (6) copies of this letter to acknowledge your acceptance of the conditions under which these funds have been granted.

Sincerely,

Gerald P. Gold
Regional Contracting Officer

ACKNOWLEDGED:

ASOCIACION PANAMEÑA DE EJECUTIVOS DE EMPRESA

By: _____

Title: Presidente de APEDE

Date: 30 de agosto de 1982

FISCAL DATA

Appropriation: 72-1121021.5
Budget Plan Code: LDAA-82-25525-EG13
PIO/T No.: 525-0225-3-20075
Project No: 525-0225
Total Estimated Amount: $795,000
Total Obligated Amount this Amendment: $310,000
Total Cumulative Obligation: $795,000
Funding Source: USAID Panama

AID 1020-28 (11-73)
SUPPLEMENT 1

PROJECT DESIGN SUMMARY
LOGICAL FRAMEWORK

(INSTRUCTION: THIS IS AN OPTIONAL FORM WHICH CAN BE USED AS AN AID TO ORGANIZING DATA FOR THE PAR REPORT. IT NEED NOT BE RETAINED OR SUBMITTED.)

Life of Project: From FY 1980 to FY 1986
Total U.S. Funding: 795,000
Date Prepared:

Project Title & Number: Small Business Entrepreneurial Development 525-0225

PAGE 1

NARRATIVE SUMMARY	OBJECTIVELY VERIFIABLE INDICATORS	MEANS OF VERIFICATION	IMPORTANT ASSUMPTIONS
Program or Sector Goal: The broader objective to which this project contributes: (A-1)	Measures of Goal Achievement: (A-2)	(A-3)	Assumptions for achieving goal targets: (A-4)
Develop and implement a continuous program marshalling public and private resources to increase employment opportunities.	Greater recognition of the small business sector as an integral part of the national economy and as a major source of new jobs.	The mass media (newspaper, radio/tv), private publications, interviews, conferences.	GOP policies are supportive to private enterprise.

AID 1020-26 (11-79)
SUPPLEMENT 1

PROJECT DESIGN SUMMARY
LOGICAL FRAMEWORK

Project Title & Number: Small Business Entrepreneurial Development 525-0225

Life of Project:
From FY 1980 to FY 1986
Total U.S. Funding 795,000
Date Prepared:

NARRATIVE SUMMARY	OBJECTIVELY VERIFIABLE INDICATORS	MEANS OF VERIFICATION	IMPORTANT ASSUMPTIONS
Project Purpose: (B-1)	Conditions that will indicate purpose has been achieved: End-of-Project status. (B-2)	(B-3)	Assumptions for achieving purpose: (B-4)
Establish within APEDE a self-sufficient management skills training mechanism for small business entrepreneurs.	A permanent self-financing training program able to train at least 40 small business managers per year.	Evaluation at the end of the project.	There is sufficient demand for the services offered. Small business entrepreneurs are willing to support those services by paying for them.

AID 1020-25 (11-72)
SUPPLEMENT 1

PROJECT DESIGN SUMMARY
LOGICAL FRAMEWORK

Project Title & Number: Small Business Entrepreneurial Development 525-0225

Life of Project:
From FY 1980 to FY 1986
Total U.S. Funding 795,000
Date Prepared:

NARRATIVE SUMMARY	OBJECTIVELY VERIFIABLE INDICATORS	MEANS OF VERIFICATION	IMPORTANT ASSUMPTIONS
Project Outputs: (C-1)	Magnitude of Outputs: (C-2)	(C-3)	Assumptions for achieving outputs: (C-4)
1. Needs Research: surveys of small business entrepreneurs to determine the type and scope of technical assistance and training needed.	- 6 surveys to be carried out in Panama city and the interior.	Project files & evaluations	That there is significant interest from small business entrepreneurs to cooperate with survey.
2. Development of Teaching Modules: Design and testing of course modules. -Specialists experienced in the preparation of training programs -Training materials (manuals, audio-visuals, etc.) -A core curriculum		Project files	
3. Knowledge Transfer: -Trained professional staff of instructors -field assistance to small business entrepreneurs -seminars and workshops with associations, GOP officials -courses for small business entreprenurs	- 45 instructor/promoters are trained. - 500 field assistance visits. - 7 coordination workshops -300 small business entrepreneurs take the full training course.	Project files	That there is acceptance of the program and demand for its services from the small business community.
4. Project Administration: - Trained administrative staff - Program data	sufficient staff to manage the program Data base installed and current	Evaluations	

AID 1020-25 (11-78)
SUPPLEMENT 1

PROJECT DESIGN SUMMARY
LOGICAL FRAMEWORK

Project Title & Number: Small Business Entrepreneurial Development 525-0225

Life of Project:
From FY 1980 to FY 1986
Total U.S. Funding 795,000
Date Prepared:

NARRATIVE SUMMARY	OBJECTIVELY VERIFIABLE INDICATORS	MEANS OF VERIFICATION	IMPORTANT ASSUMPTIONS
Project Inputs: (D-1)	Implementation Target (Type and Quantity) (D-2)	(D-3)	Assumptions for providing inputs: (D-4)
Financial Resources	- 795,000 USAID - 370,000 APEDE (cash and in-kind)	Project accounting records.	That funds are made available by both institutions on a timely basis.
APEDE administrative support office and classroom space. Equipment and materials. Technical Assistance. Training, workshops, seminars.	Sufficient for the program.	Project files and evaluation.	
APEDE's experience in the field of management training.	NA		

Annex C

XO-AAT-770-A
ISN=42083

USAID-APEDE ENTREPRENEURIAL DEVELOPMENT PROJECT

No. 525-0189 PANAMA

FINAL REPORT

Prepared by:

ELIODORO G. ROBLES, PH. D.

Consultant

Submitted to:

United States of America
Agency for International Development

Panama City, Panama

September 12, 1985

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PREFACE

This Final Report is the result of a contract between USAID/ Washington D. C. and Development Associates, Inc. under which the latter would, through Dr. Eliodoro G. Robles, an Associate of the company, perform consultant services to assist USAID/ Panama and the Asociacion Panamena de Ejecutivos de Empresa (APEDE)in carrying out an evaluation of the USAID - APEDE Entrepreneurial Development Project.

Contract services were performed under the policy guidance of the Chief of the USAID Office of Private Sector Development and directly under the operational guidance of the Project Officer of the same office with the cooperation of APEDE and assistance of local consultants affiliated with the Instituto de Investigacion y Educacion para el desarrollo (INEDESA) a local consulting firm, subcontracted to conduct a field survey and tabulate results for analysis and evaluation.

The Report is here presented in two parts, preceded by an Executive Summary and an Introduction. Part I deals with Project Analysis and Evaluation and Part II is on Project Self-sufficiency Strategy and Implementation Plan. The entire report is the result of 34 staff working days including consultant's travel time.

ACKNOWLEDGMENTS

Development Associates, Inc. gratefully acknowledges the cooperation extended to it by all those listed in the Appendix to this Report and the technical guidance provided by the Office of Private Sector Development, USAID in Panama directly through Mr. Allan E. Broehl, Project Officer and the rest of USAID staff involved in the project. The exchanges of views with them were most productive and useful.

Special thanks is due also to APEDE General Management and Technical Staff and to the USAID-APEDE Director of the Management Training for Small Business Entrepreneurs and his staff, for fruitful exchanges of views and for facilitating reports and other information about the training project. Also the provision by APEDE of office space and facilities for the study is greatly appreciated. The interviews with instructors, alumni, and current participants in the training program and the cooperation of respondents in the field survey greatly facilitated the task. All deserve mention and commendation for their participation in the study.

Finally, appreciation must be put on record for the excellent administrative assistance and support services provided by Mrs. Eleonor Waterman Carrion and Mr. Olegario Bolanos.

****

This Report was carried out under contract Number PDC-1906-I-03-4163-00 by Dr. Eliodoro G. Robles, Development Associates, Inc. for the United States Agency for International Development in Panama. The descriptions, conclusions and recommendations are the product of the independent study and no endorsement of them by the Agency for International Development nor of other institutions involved is implied or inferred.

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EXECUTIVE SUMMARY

Purpose of the Study

This study was entrusted with the responsibility of assisting USAID and APEDE in carrying out an evaluation of the APEDE-AID Management Training Project for Small Business Entrepreneurs. The project was approved in September 1980 with a grant of $485,000. This was subsequently increased by $310,000 to to cover expansion of the project to the interior provinces of Panama, under grant terms ending December 31, 1985. The major objectives of the evaluation were to measure the progress and impact of the training program and to develop a self-sufficiency strategy and implementation plan for the project.

Project Analysis and Evaluation

Part I of the report presents findings of the field survey conducted for the study and a qualitative evaluation of the program.

A total of 115 participants stratified by geographic area, type of business, number of employees, number of hours training, position in the enterprise, sex, level of education, assets, and monthly sales, were personally interviewed. This represented almost 9.35% per cent of the entire sampling universe which consisted of 1,230 participants: 691 graduates and 539 non-graduates.

The most important findings of the survey were as follows:

a. Satisfaction measures:

1. Participants were asked to rate various aspects of the program to elicit a measure of satisfaction or dissatisfaction with each aspect and also to indicate for project management what needed to be improved. Across strata, the highest frequency of good (98%) went to professional qualifications of instructors. This was followed in the descending order by methods of instruction (91%) program content and written materials (each 88%), adaptation of didactic materials to local conditions (82%), physical installation and facilities (76%), adaptation of audiovisual media to local conditions (72%) and audio-visual media (67%).

2. Eighty one percent of surveyed participants, across strata, stated that the APEDE program had satisfied their needs, 15% only partially and 3% no. Eighty five percent (85%) also opined that the current cost of $20 per module instruction being charged by APEDE was cheap.

3. Similarly, 91% across strata expressed satisfaction with the training they received from the program. Eight percent (8%) were neither satisfied or dissatisfied and less than 1% were dissatisfied. An overwhelming 99% (100% both in the commerce and industry sectors) would wish the program to continue.

4. No notable incidences of differences in opinion by strata were evident. Overall, there was a high degree of satisfaction converging on the 90-100% range of satisfaction so that any variation, if any at all, had no statistical significance.

b. Impact Measures

1. Ninety eight percent (98%) of the respondents (100% in the commerce sector) stated that the APEDE training had been benefical for them. The respondents cited increase of knowledge, better business administration and control and improvement in general of their ability to manage their businesses.

2. A careful tally of respondents' detailed comments showed that the following could be attributed to the APEDE program:

	No. of Enterprises
Business saves (e.g. avoided bankruptcy)	23 (20%)
Business expansion	28 (24.3%)
Business starts	9 (7.8%)
Success Stories	26 (22.6%)

3. Ninety five percent (95%) across strata told interviewers that they received instructional materials during their APEDE training. 83% were verified to be still using the materials.

4. Ninety three percent (93%) across strata stated that their APEDE training definitely improved their business. On this data base, the number of employees in all sectors increased from 570 before training to 668 after training, an increase of 98 employees. Based on respondents estimates, the service sector will increase by 130 employees by 1987. The commerce sector will increase by 26 employees and the industry sector by 101 employees.

5. Overall, the increase in monthly gross sales in all sectors amounted to $269,190, representing an increase of 30% from before training to after training or at an average monthly sales increase of $2,165 among all participants.

6. The total value of assets of all surveyed participants before training amounted to $3,501,907. This amount rose to $4,423,100 after training, an increase of $921,193.

7. Overall, the total loan amounting to $1,475,500 for all sectors before training rose by $161,500 to $1,637,000 after training.

8. Eighty-three percent (83%) of participants said they had received follow-up visits by APEDE staff. These visits were regarded most useful and they would be willing to pay for these visits if conducted more in depth.

9. Other indications of how APEDE training had improved participants' businesses include better accounting, labor management, cost reductions, improved quality control and evaluation of personnel and better management of inventory. The survey verified that 84% of the respondents kept and maintained bookkeeping record systems.

The above findings lead to the conclusion that there is a high degree of satisfaction with the program and that the APEDE project has had a great impact on the small business community as evidenced by quantitative measurements recording changes before and after training. Of course, the changes in employment, monthly sales, assets and loans could have been due to factors other than the APEDE training but neither could the same changes be ruled out either as direct or indirectly the result of that training. If the field survey revealed overwhelmingly positive and complimentary results, it also brought to light some desiderata which should be considered in conjunction with other components of this report not only to enhance the relevance of the project to the needs of its clientele but also to increase its resources towards eventual self sufficiency.

c. The qualitative evaluation of the program with respect to training materials, instructional effectiveness and APEDE management showed positive results. The training materials were found to be of good quality, relevant to the needs of the program's clientele, adaptable to local conditions (since they were developed locally) and were rated "good and excellent" by the overwhelming majority of participants in the program.

Constant fine-tuning of the modules and development of "hands on" materials to enhance instruction, however, has to continue. Instruction and presentation of the courses were observed to be effective and there is a high degree of satisfaction with instructors and the way they taught. The academic and professional qualifications, as well as the practical experiences of the instructors relating to the areas they teach, were also found to be high.

Some constraints and obstacles (such as lack of audio-visuals, varied and wide disparity of participants' characteristics in a study group) impeded instructional effectiveness, but they were not overriding. Preoccupation with outreach and recruitment of participants, as well as with conduct of instruction, caused management to overlook the project's information system about which the latter has only recently started to mend and bring it up to date. While APEDE management deserves credit for providing training services to a wider audience, it is likewise vulnerable to the criticism that it had done very little to lay the groundwork necessary for project self-sufficiency and long term growth.

Project Self-Sufficiency Strategy and Implementation Plan:

Part II examined the cost and cost benefit matrix of the project from 1981 to the present. Of the total fund grant of $795,000 the amount of $670,841.14 has so far been spent as of June 30, 1985: Needs assessment/Investigations $12,497.23, Models Development $75,657.65; Transfer of Knowledge, $268,011.48 and Project Management $314,675.08. The total current cost of operating the project was determined at $203,743 broken down as follows: Needs assessment/Investigation, $2,174; Models Development, $6,000; Transfer of knowledge, $80,000, and Project management, $115,569.

Superficially, the cost structure of the project would give the impression that the program is a very costly operation. However, if the annual total cost figures were correspondingly divided by the number of courses/modules and also by the number of direct beneficiary participants served during the period, a cost benefit picture emerges and belies the impression. The cost per module consistently declined from $17,500 in 1981 to $1,992.29 in 1985. The high cost in 1981 was of course, due to start up expenses. Similarly, the cost per person participant declined from $1,535.08 in 1981 to $445.16 in 1985. The cost per module per participant also followed the pattern: from $700 in 1981 to $77 in 1985.

The unit costs would be even lower if the annual total cost figures were to be divided by the number of person module

participants, in contrast to the person participants (used in the above figures) where the person is counted only once regardless of the number of modules he completed. On this basis the cost per participant similarly dropped from $336.53 in 1981 to $87 in 1985.

To date, the program has conducted a total of 263 modules and provided training to a total of 6,929 person module participants, representing 1,230 person trainees, of whom 691 are graduados (i.e. completed the training package of 6 modules, plus the supplementary conferences and counseling) and 539 no graduados (i.e., who have attended at least one or more courses but did not complete the training package.)

The field survey also showed that to the project could be attributed 23 business saves, 28 business expansions, 9 business starts and some 26 success stories. The evidences adduced in terms of dollar increases in monthly sales, increase in number of employees, assets, as well as data on loans of participants before and after training, provide some hard data relevant to cost-benefit analysis. Thus, the incidence of benefits relative to the cost structure is not in question. In addition to the positive findings of the field survey, there are overwhelming indications that the benefits invariably derived from training programs, such as the APEDE program, would in fact go far beyond measured indicators. The other benefits would include logically those generated by the "multiplier capacities" of the of the program graduates and their roles as agents of change.

The conclusion from the review of the entire cost benefit structure of the program is that the APEDE project has steadily moved to higher levels of expenses but palpalpably to higher benefit cost ratios as indicated by the downward trend in the unit cost of training per participant and the results of the field survey. While this trend has been salutary, it does not appear to have been matched by efforts to institutionalize the project by making it self-financing.

The following strategy for self-sufficiency were recommended:

1. Seeking cost efficiency through eliminating unnecessary costs, controlling expenses that are not cost effective, striving for minimum costs and initiating programs that are cost effective (e.g.):

    a. Replacement of current promotional techniques by low cost/no cost advertising techniques, e.g., flyers, word of mouth and distribution of annual class schedule to general public.

b. Reduction in the number of technicians from 6 to 2.

c. Raising the fee charged to participants from $20.00 to $35.00.

d. Elimination of coffee-break costs and saving up in pencils, papers, by requiring participants to provide their own, and copyrighting of APEDE materials and selling modules at say $5.00 each.

2. Existing APEDE sources:

Joint APEDE Small Business/CESA venture to:

a. Organize training groups for Small Business Alumni and hold special conferences and seminars for a fee.

b. Organize training programs for professional groups such as architects, engineers, medical doctors, etc.

c. Put up an annual conference for Small Business Executives similar to CADE (Annual Conference for Senior Business Executives) as fund raising activity.

3. Additional Resources:

a. Produce start up manuals and self-instruction booklets showing step by step how to start a business, covering as many lines of business in Panama judged to be the most profitable in the context of small business operations.

b. Organize an Alumni Association and charge a nominal fee of $12.00 a year or $1.00 a month. Use alumni association as promotional arm of the project and for fund raising activities.

c. Increase management and technical assistance (M/TA) by utilizing the services of business-experienced and well known professors from established universities and creating a group of retired and active APEDE executives, also to provide M/TA.

4. Other sources:

a. Arrangements with organizations such as UNPYME, National Bank, as well as Ministry of Commerce and Industry, aimed at making them feeders into the APEDE program.

b. Marketing services to other organizations.

c. Arrangements with banks to help finance operations on easy terms.

An objective, strategy and time - phased implementation plan of the above suggested measures indicates financial goals to be matched by actual performance possibly at quarterly stages in the coming year. Even on format alone, the plan should provide a road map for the project toward eventual self-sufficiency or near self-sufficiency.

Crucial to the success of any training project, such as the APEDE Small Business Training Project, is the extent to which all program components are developed and brought to bear on the entire process of implementation. A good training program must have adequate physical plant facilities and an attractive instructional program that is relevant, responsive and adaptable to the needs of its target clientele. It must have a strong faculty, with high professional qualifications and practical experiences in the areas they teach, to carry out the training program. It is also imperative that the training program have a strong administrative management and organizational structure to provide institutional support and leadership necessary to achieve goals and objectives. Foremost, it should have adequate funds and a solid financial structure to warrant self-sufficiency and long term growth.

The APEDE Small Business Training Project matches strongly all the criteria for a good training program except the last, which is its weakest area. It would be fitting to close the study with an old oriental proverb which says:

> "Give fish to a man and he will live for a day. But teach him how to fish and he will live a lifetime."

Since the inception of the project in 1981, the trend appears to have been that as long as fish was coming from AID, there was not much of the compulsion or concern for the project to be taught how to fish! And if any blame has to be laid for this inadvertence, it is only fair that it be shared by both AID and APEDE. Hopefully, this report would teach the APEDE project henceforth how to fish so that it will live for a lifetime!

EVALUATION OF THE USAID/PANAMA - APEDE ENTREPRENEURIAL DEVELOPMENT PROGRAM: MANAGEMENT TRAINING FOR SMALL BUSINESS ENTREPRENEURS

INTRODUCTION

A. Project Background:

In 1981, USAID, in recognition of the need for small business development with the private sector, developed an Entrepreneurial Development Project to assist the Asociacion Panamena de Ejecutivos de Empresa (APEDE) to broaden its educational program by providing business skills training to small business entrepreneurs. The total project funding amounted to $795,000 and project assistance completion date was set for December 31, 1985. It was understood that efforts would be made to institutionalize the project by making it self-financing during the life of the project.

In the implementation of the Project, APEDE (which in fact prepared the project in 1980 and presented it to USAID) created a Commission of Small Business, which in turn organized the executive staff of what came to be operationally known as the APEDE-AID Project of Management Training for Small Business Entrepreneurs. Then, as now, the Project's executive staff consists of a Director, six technicians, a secretary/receptionist and a pool of professionals from which the project draws its instructors to carry out the actual training program.

B. Statement of Work and Objectives of Evaluation:

The task on hand is to "carry out an evaluation of the project to date and develop a plan to make the transition to financial self-sufficiency" after December 31, 1985. The general objective is to "measure the results achieved in relation to the stated purposes and outputs of the project." The specific objectives are to:

a. Determine the effectiveness of the project in achieving stated purposes and quantifiable target outputs.

b. Determine the impact of the project in the small business community and

c. Develop a strategy, together with APEDE, for attaining self-financing enabling APEDE to continue its program after the AID project reaches its completion date.

C. Development Associates, Inc. Tasks in the Evaluation:

On July 31, 1985, the APEDE/USAID Joint Evaluation Committee met to prepare the Terms of Reference for the final evaluation of the APEDE project and to define responsibilities for carrying them out. The Joint Committee agreed on the two major objectives (goals) for the evaluation as follows:

"1. To measure the progress achieved with respect to the stated project outputs and to measure the impact (e.g., measurable performance based on interviews with graduates) of the Project on stimulating enterprise development in Panama.

2. To develop a strategy for attaining self-financing or near self-financing so that APEDE is able to continue the program without AID resources."

More specifically, the following activities and assignment of responsibilities were agreed upon for the evaluation: (Underlining of DA's task supplied for convenience).

With respect to Goal 1 (Effectiveness and impact)

1. APEDE will obtain the data on effectiveness in achieving stated purposes and outputs and prepare a statement summarizing those data for the Joint Committee.

2. To measure Project's impact, APEDE staff with the guidance of outside consultant (Dr. Robles) will design a stratified sample survey of the graduates of the APEDE program, aimed at gathering quantitative and subjective measures of small business performances. Stratification will be by personal characteristics of APEDE graduates, small enterprise characteristics and number of APEDE Modules completed.

3. Field work and tabulation will be done by Instituto de Investigacion de Educacion para el Desarrollo (INEDESA).

4. Analysis of data by APEDE /USAID/Dr. Robles.

5. Qualitative evaluation of the program by Dr. Robles to include the training materials (including their usefulness as a reference guide to small business owners/managers, the presentation of courses and the APEDE management (can it modify/adapt activities to meet the needs of various target groups within the small enterprise community).

With respect to Goal 2 (Self-financing Strategy)

1. Evaluation of the cost savings that can be introduced which would not affect the quality/relevance of the program-- Dr. Robles and APEDE staff.

2. Increased income that can be derived from the existing APEDE program-- Dr. Robles and APEDE staff.

3. Additional income that could be derived from other services which APEDE can offer and which add more to income than costs-- Dr. Robles and APEDE staff.

4. Selection criteria for limiting APEDE enrollment to those individuals who can most benefit from the training program (related to the stratified sampling of graduates described above)-- Dr. Robles and APEDE staff.

5. Suggested sources of income to cover any deficit that is left after cost reductions--income enhancement (including the establishment of a level of subsidy which is justifiable for such a program)-- Dr. Robles and APEDE staff.

D. Study Methods

Four study methods were used to carry out the work. These included:

1. Documentary review of records: Grant Agreement, Program Description Documents, project files,

previous progress report and evaluation of the project by Partnership for Productivity International and AITEC International, Inc.

2. Interviews mainly with APEDE Management and technical staff, Project personnel in APEDE's Small Business Program, USAID staff involved in the project, instructors in the training program, alumni/participants in the program, and others involved in small business development programs or organizations.

3. Field survey of a stratified sample group of small business participants in the program (by INEDESA) and analysis of field data.

4. Classroom observations to complement critical review and examination of training materials and methods of instruction.

The details and results of the study are based on the study methods just described. The presentation is in two parts. Part I-Project Analysis and Evaluation deals with the effectiveness and impact study. Part II-covers Project Self-sufficiency strategy and Implementation Plan. Each part contains conclusions and recommendations which are integrated in an Executive Summary, preceding the report proper.

E. Previous Evaluation Reports

It is extremely relevant to close this introduction with a brief mention of the previous evaluation reports on the project. In relation to the current task, they provide useful information on the performance record of the project during the experimental stage of the program, 1981-1983.

The first evaluation report is a progress report submitted in 1982 by Partnership for Productivity International, based in Washington, D.C. and the second evaluation was made by AITEC International of Cambridge, Massachusetts on Feb. 7, 1984. In both cases, the overall findings and conclusions were salutary in that the APEDE-AID Small Business Program has considerably surpassed the goals and expectations initially formulated.

PART I

PROJECT ANALYSIS AND EVALUATION

A. The Field Survey

The task in this regard called for the designing of a stratified sample survey of participants and graduates of the APEDE Program. A questionnaire was to be developed aimed at gathering quantitative and subjective measures of small business performance, including satisfaction and other related impact indicators on the part of program participants.

Initial Sampling

A review of the project's record files showed a total of 1230 participants since the inception of the training program till July 1985. Six hundred ninety one (691) completed the entire training package of 6 to 7 modules, including conferences, and 539 attended at least one or more courses-- 4 modules on the average. A close scrutiny of characteristics of participants resulted in five criteria for selection of the sample. Table 1 shows these criteria and the number of participants for each strata. Purposive sampling was used to insure representativeness of the sample in relation to the criteria. Random sampling was used within each strata.

The initial sampling aimed at a total of 125 participants. This represents 10.1% of the entire universe of participants or 18% of those who completed the training package (graduados).

The breakdown by geographic area was as follows: Panama City 60; Chorrera, 12; Colon, 10; San Miguelito, 4; Chitre, 11; Las Tablas, 8; David, 11; Santiago 4, and Aguadulce, 5.

By type of business, 53 were service, 19 commercial, 49 industry/manufacturing, 2 artisan/crafts, 1 construction and 1 transport.

By number of employees, 74 were micro (1-5) 43 small (6 to 15) and 8 medium (16 to 20).

By the number of hours of training, 7 had 31 to 60 hours, 25 had 61 to 104 and 93 had 105 to the full 111 hours.

By position in the enterprise, 111 were owners, 3 were spouses, 8 were relatives and 3, others.

The Questionnaire

Attached is a copy of the questionnaire finally developed for the survey. For convenience and ease of reference, the questionnaire is made part of the narrative (rather than placed as annex). The instrument consisted of 33 items including general identification and information on respondents, aimed at soliciting subjective satisfaction and impact measures, as well as quantitative measures of small business performance.

The training of field interviewers and field testing of the questionnaire were conducted on August 15, 1985 (see annex_A), and revisions were made as necessary. Including a local consultant, 11 interviewers affiliated with INEDESA were utilized for the field survey which took place from August 16 through August 30, 1985.

B. Field Data Analysis: Summary of Findings, Conclusions and Recommendations:

The summaries and statistics of information gathered from the field survey have been compiled in attached Schedules 1 to 17. (See Appendix A). Below is a description of the general characteristics of the participants/enterprises surveyed and a summary of the important findings of the survey, based on computerized data tabulation (Canon C X 8 bits Impressoria X 8290):

1. General Characteristics of the Participants Surveyed
   The members of the field team were able to interview personally a total of 115 participants with varied characteristics. Time constraints and the fact that listed respondents were simply not available at the time of scheduled interviews or have moved from original addresses conspired against completing the original target of 120-125 interviews. In fact, there were instances in which replacements had to be made causing delay. Nevertheless, the 115 participants surveyed constitute a substantial sample group in that they represent almost 9.35% of the entire sampling universe and roughly 17% in relation to the number who have at least undergone more than 30 hours of training or graduated from the program. The corresponding distribution of the surveyed participants by strata and characteristics were as follows (See Schedules 1-2 in Appendix A for details):

   By geographic area: Panama City, 52; Chorrera, 12; Colon, 10; San Miguelito, 5; Chitre, 10; Las Tablas, 6; David, 11; Santiago, 4; Aguadulce, 4. (Schedule 1C)

DEVELOPMENT ASSOCIATES, Inc.
Management and Governmental Consultants

APEDE

Entrevistador: _____

Fecha: _____

EVALUACION DEL PROGRAMA EMPRESARIAL APEDE-USAID:

ADIESTRAMIENTO ADMINISTRATIVO PARA GERENTES DE PEQUEÑA EMPRESA

CUESTIONARIO

Este cuestionario se propone obtener información útil para un estudio de evaluación del Proyecto de Adiestramiento Administrativo de la APEDE para empresarios de pequeñas empresas. Específicamente, ha sido diseñado para obtener opiniones y percepciones de participantes relacionados con el Proyecto.

La encuesta es parte de un programa de la USAID-Panamá para el desarrollo del sector privado y se realiza con los auspicios de su oficina del sector privado, con la colaboración de la Asociación Panameña de Ejecutivos de Empresa (APEDE), Development Associates, Inc. y el Instituto de Investigación y Educación Para el Desarrollo (INEDESA).

Agradecemos su colaboración para responder a las siguientes preguntas.

Sus respuestas serán manejadas en forma confidencial.

1. Nombre del encuestado: _____

2. Sexo: Hombre ☐ 1 Mujer ☐ 2

3. Posición en la empresa: Dueño ☐ 1 Administrador ☐ 2 Otro ☐ 3

4. Ultimo año de educación aprobado: Primaria ☐ 1 Secundaria ☐ 2 Universitaria ☐ 3

5. Nombre de la empresa: _____

6. Dirección de la empresa: _____

_____

(indique el corregimiento)

7. Tipo de empresa/producto: Servicio ☐ 1 Comercio ☐ 2 Industria ☐ 3 Otro ☐ 4

8. Número de empleados: 1. Permanentes _____ 2. Eventuales _____

2.1. No. meses al año _____

9. ¿Cómo supo de la existencia del Programa de capacitación gerencial para pequeñas empresas de la APEDE?

_____

_____

10. ¿Cuándo recibió usted capacitación del Programa?

Año	Mes	No. de horas	Lugar
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____

11. ¿Qué razones tuvo usted para asistir al Programa? Por favor, sea tan específico como le sea posible.

_____

_____

_____

12. ¿Quién financió su capacitación?

La empresa	☐	1
Usted mismo	☐	2
Otro	☐	3

13. Costo de la capacitación: B/._____

14. Considera usted que el costo fue:

Caro	☐	1
Regular	☐	2
Barato	☐	3

Por qué?_____

_____

15. ¿Cuántos módulos o cursos completó? (ponga en círculo)

1 2 3 4 5 6 7 8

Nota: Integrando el mi mo contenido se h dado 7 u 8, incl. la conferencias en el " 8

16. Si usted no terminó todos los módulos, señale abajo aquéllos que completó.

			Columna de prioridad (Contestar despu de leer las instrucciones en l pregunta # 18)
Contabilidad (Administración Contable)	☐	1	_____
Costos e Inventarios	☐	2	_____
Análisis de Registros y Estados Financieros	☐	3	_____
Flujo de Caja y Punto de Equilibrio	☐	4	_____
Mercadeo y Ventas	☐	5	_____
Administración de la Producción (de la Empresa)	☐	6	_____
Planificación de la Empresa (Desarrollo de Proyectos)	☐	7	_____
Otros (conferencias) (especifique)	☐	8	

☐ 1 Contrat. y R.Laborales ☐ 2 Impuesto S/Renta ☐ 3 Insc. Patronal al S. Social

17. ¿Planea usted tomar otros módulos en el futuro?

Sí ☐
No ☐

18. De acuerdo a las necesidades de su empresa, por favor señale el orden de prioridad de los módulos de capacitación arriba indicados, en una escala de 1-7 empezando con el 1 como de más alta prioridad al 7 como el de más baja prioridad. (Utilice para indicar el orden de prioridad las columnas de la pregunta No.16).

19. ¿Qué métodos fueron utilizados en su capacitación?

Estudios de casos	☐	1
Conferencias/Exposiciones	☐	2
Seminarios	☐	3
Trabajo de grupo	☐	4
Otros	☐	5

20. ¿Cómo calificaría usted el Programa en los siguientes aspectos?

	Deficiente	Regular	Bueno
1. Instalación/ facilidades físicas	☐ 1	☐ 2	☐ 3
2. Materiales escritos	☐ 1	☐ 2	☐ 3
3. Adaptación de los materiales escritos a las condiciones locales	☐ 1	☐ 2	☐ 3
4. Medios Audiovisuales	☐ 1	☐ 2	☐ 3
5. Adaptación de Medios Audiovisuales a las condiciones locales	☐ 1	☐ 2	☐ 3
6. Contenido del Programa	☐ 1	☐ 2	☐ 3
7. Métodos de instrucción	☐ 1	☐ 2	☐ 3
8. Calidad profesional de los Instructores	☐ 1	☐ 2	☐ 3

9. ¿Alguna observación específica? _____

_____

_____

21. ¿Satisfizo específicamente el adiestramiento recibido en el Programa, sus necesidades?

Sí ☐ 1 No ☐ 2 Parcialmente ☐ 3

Explique: _____

_____

_____

22. ¿Opina usted que hay otros cursos que deberían ser ofrecidos a administradores de pequeños negocios, a través del Programa?

Sí [ ] 1 No [ ] 2

Si contesta sí, por favor especifique: _____

_____

23. ¿Recibió usted material de lectura para referencia del Programa de capacitación?

Sí [ ] 1 No [ ] 2

Si su respuesta es afirmativa, los utiliza todavía?

Sí [ ] 1 No [ ] 2

24. ¿Qué cambios, si los hay, sugeriría usted para mejorar el Programa?

_____

_____

25. ¿Considera usted que el adiestramiento recibido a traves del Programa ha sido beneficioso para su desarrollo personal en la empresa? Es decir, para Ud. mis

Sí [ ] 1 No [ ] 2

Explique: _____

_____

_____

26. ¿Considera usted, que su capacitación ha mejorado su negocio?

Sí [ ] 1 No [ ] 2

En caso positivo, en qué aspectos ha mejorado (por ejemplo: producción, capital, ventas, número de empleados, etc.). Por favor explique.
(En este aspecto el entrevistador debiera obtener los siguientes datos indicadores del comportamiento de la empresa?

	Antes del Entrenamiento	Después del Entrenamiento	Estimado en los próximos 2 años
1. Número de empleados:	_____	_____	_____
2. Ventas mensuales	_____	_____	_____
3. Total de activos *	B/._____	B/._____	B/._____
4. Préstamos de algún tipo (total)	B/._____	B/._____	B/._____

Explique si aumentaron o disminuyeron: _____

_____

5. Otros cambios en el manejo de su negocio como resultado de la capacitación

_____

En caso negativo, por favor explique: _____

_____

_____

* Todo lo que le pertenece a la empresa: dinero en banco y en caja, cuentas por cobrar, inventarios de materias primas y productos, inversión (equipos, herramientas, edificios, terrenos, etc.)

27. ¿Le ha ofrecido la APEDE durante el Programa de capacitación, visitas de seguimiento técnico-administrativo en su empresa para mejorar su negocio?

Sí [ ] 1 No [ ] 2

28. En caso afirmativo, cuántas? _____

29. ¿Han sido útiles estas visitas?

Sí [ ] 1 No [ ] 2 No aplicable [ ] 3

Explique brevemente: _____

_____

30. ¿Estaría dispuesto a pagar por estas visitas?

Sí [ ] 1 No [ ] 2

31. En general, cómo se siente usted con respecto a la capacitación recibida a través del Programa?

Insatisfecho	Ni satisfecho Ni insatisfecho	Satisfecho
[ ] 1	[ ] 2	[ ] 3

32. ¿Considera usted que el Programa debería continuar?

Sí [ ] 1 No [ ] 2

Explique: _____

_____

_____

33. ¿Ha recibido usted algún tipo de adiestramiento adicional, después del recibido del Programa de la APEDE?

Sí [ ] 1 No [ ] 2

Por favor explique: _____

_____

_____

MUCHAS GRACIAS

By type of business: Service, 61 (covering specific business activities, such as beauty parlor, dentistry, upholstery, general repair and maintenance (electrical, plumbing, etc.), tailoring, auto repair, private school, air conditioning and refrigeration, etc.); Commerce, 14 (e.g. grocery stores, hardware, supermarket, textile, miscellaneous stores and Industry, 40 (such as furniture, food preparation and manufacture, printing shop, ceramics, bakery, glass and mirror, clothing) (Schedule I-A, 1-C).

By sex, 77% were men and 23% were women. (Schedule IA).

By position in the enterprise: 77% also were owners, 19% administrators and 4% others (Schedule 1A).

By level of education: 14% had primary education, 55% had secondary and 31% with university education. By number of years schooling, 24 participants clustered on 12 years, 20 on 9 years and 16 on 6 years. Beyond 12 years, 8 had 15 years (3rd year at university level). The rest were spread in small numbers in the educational ladder. (Schedule 1A & 1B).

By size in number of employees, micro (1-5 employees) accounted for 63% of the total, small (6-15 employees), 27%, and medium (16 or more employees), 10%. The total number of employees covered by the sampling was 708. Of this number, 91% were classified permanent employees and were said to be covered by labor code and social security, and 9% were part time employees. (Schedule 9D and 2A).

By number of hours of APEDE training, 15% had less than 30 hrs; 20% had 31-60 hours; 19% had 61-104 hours and 46% completed the training package of 105-111 hours. (Schedule 2B).

By total value of assets, 73% were on $50,000 plus, 23% were on the $10,000 - $50,000 level, 4% on the $1,000-$10,000 bracket and less than 1% had less than $1,000. (Schedule 10B).

By amount of monthly gross sales, 35% were on the $50,000 and above level (e.g., gasoline business), 44% on the $10,000-$50,000, 21% on the $1,000-$10,000 and 1% less than $1,000 (Schedule 9C).

From the above summary, it can be seen that the surveyed participants/enterprises represented practically all possible strata in the wide spectrum of small business characteristics.

2. <u>Most Important Findings:</u> The major findings can be summarized as follows:

a. Information about the Program and Related Issues.

Almost half of the respondents (48%) said that they learned about the program through APEDE, mainly through the technicians of the APEDE-AID program. Twenty (20%) per cent heard about it from small business enterprises, 13% from friends, 6% from participants as also from newspapers, 4% from the Ministry of Commerce and Industry, 2% from banks and less than 1% from family members. By type of business, the commerce sector indicated small business enterprises as their main source in contrast to both the service and industry participants who mentioned APEDE as their main source. The principal reasons for attending the program were to "increase knowledge" and to "have better chances for obtaining financing". (Schedule No. 3).

b. <u>Satisfaction Measures</u>

1. Ninety six percent (96%) of all the participants surveyed said they were thinking of attending other courses. While this is not directly a satisfaction measure, it is nevertheless, indicative of positive rather than negative attitude toward small business training, which could perhaps be attributed to their attendance at the APEDE program. The implications of this finding, both to further training of alumni and development of courses/modules to meet evolving needs are obvious.

2. The participants were asked to rate various aspects of the program, using the scale of <u>good, regular,</u> or <u>deficient</u>. This was designed to elicit a measure of satisfaction or dissatisfaction with each aspect and also to indicate for project management what needed to be improved. Across strata, the highest frequency of <u>good</u> (98%) went to professional qualifications of instructors. This was followed in the descending order by methods of instruction (91%), program content and written materials (each 88%), adaptation of instructional materials to local conditions (82%), physical installations and facilities, 76% adaptation of audiovisual media to local conditions (72%) and audiovisual media (67%). The last two aspects were rated deficient by 7% of the participants

The ratings given to each of the above aspects by type of business varied a little. For example, only 73% of those in the commerce sector rated written materials good, in contrast to 95% and 86% in the industry and service sectors respectively. Also, only 63% of those in industry rated physical installations and facilities good, compared to 73% and 85% in the commerce and service sectors respectively. Overall, however, good was the dominant rating on all the above mentioned aspects of the program. Adaptation of materials and audio-visual media to local conditions had the most frequencies both on the regular and deficient ratings. (Schedule 4A and 4B).

3. Eighty one (81%) per cent across strata stated that the APEDE program had satisfied their needs, fifteen percent (15%) only partially, and 3% replied no. 87% of the commerce sector replied that the program met their needs, compared to 85% and 77% in the industry and service sectors respectively. The satisfied respondents said the training increased their knowledge. Some added that the materials used were adapted to the characteristics and needs of the study group. Five percent of the industry respondents expressed only partial satisfaction because "some instruction was not applicable to their businesses". To this, 3% in the service sector added "lack of discipline in the class". (Schedule 5).

4. Ninety one per cent (91%) across strata expressed satisfaction with the training they received from the program. Eight per cent (8%) were neither satisfied or dissatisfied and actually less than 1% were dissatisfied. An overwhelming 99% (100% both in the commerce and industry sectors) would wish the program to continue. 75% considered the program to be of great help and that it should continue with emphasis on administrative techniques, in addition to offering more courses for instruction in depth. No incidence of differences in opinion by strata were evident. Incidentally, 24% said they had additional training after the APEDE program but 76% stated otherwise. (Schedule 6).

5. Attempts to pursue possible differences in the satisfaction measures, using as variables the number of APEDE training hours or modules completed yielded instances of slight variation. For example, to the question whether the APEDE training satisfied their needs, the 30-60 hr. training group (2-4 modules) in the <u>service</u> sector showed the lowest satisfaction relative to the other groups in the same sector. The lowest percentage of satisfaction in the commerce sector, however, was in the 104-111 hr. group (i.e., those who completed the training package.) In the <u>industry</u> sector, the lowest percentage of satisfaction was on the 60-104 hr. group. The percentage differences within each sector however were slight so that the variations had really no statistical significance. Overall, the high percentage range of participants' satisfaction, which registered on the 90% to 100%, showed that the number of training hours or modules completed was not a significant determinant of variance in terms of satisfaction with the program. (Schedule 6B).

6. Other strata characteristics, such as sex, position in the enterprise, level of education, number of employees, total values of assets and amount of monthly sales, were not also significant determinants of variation in satisfaction. There was a high degree of satisfaction across all strata converging also on the 90% to 100% range so that any variation, if any at all, had no statistical significance.

c. <u>Impact Measures</u>

1. Ninety eight per cent (98%) of the respondents (100% in the commerce sector) considered their APEDE training beneficial. Only 2% (both in the service and industry sectors) replied in the negative. A careful review of the interview sheets revealed specific evidences of benefits derived from the training program. The respondents cited improvement of knowledge on how to make business projections and evaluation of personnel, better business administration and control, more self-confidence and improved interpersonal relations. The overwhelming majority explained that the training they received from APEDE improved in general their ability to manage their businesses. The infinitesimal minority reason was that no benefit had yet been derived because they had not yet put into practice the knowledge they acquired. (Schedule 7)

2. The review of the interview sheets also revealed the following indicators of impact based on the respondents' detailed comments on explaining the benefits they derived from the training program:

Indicator	No. of Enterprises	
Business saves (e.g. avoided bankruptcy)	23	(20%)
Business expansion (significant increase in sales, etc.)	28	(24.3%)
Business starts	9	(7.8%)
Success Stories	26	(22.6%)

3. Ninety five per cent (95%) across strata (100% in the industry sector, 87% and 93% in the commerce and service sectors) told the interviewers that they received instructional materials during their APEDE training. 83% were verified to be still using their materials, principally in the industry sector (90%) and in the commerce sector (85%). (Schedule 8).

4. To gather more impact indicators, the survey took record of before and after training data in terms of changes in the number of employees, monthly sales, value of assets and business loans. Such changes, of course, could be due to considerations other than the APEDE training. For example, an increase in monthly sales could be the mere function of price increase in the market or say, an increase in assets might have been due to some windfall or to new partnership. Nevertheless, it would be useful to see the after-training changes since they might well have been directly or indirectly influenced also by the training received for the APEDE project. It is significant to add in this regard that according to the field interviewers the changes were perceived by the surveyed participants, rightly or wrongly, to be due to their training by APEDE. The results of the effort were as follows:

   a. Ninety three per cent (93%) of the surveyed participants (100% in the commerce sector, 90% in the service, and 95% in industry) across strata stated that their APEDE training definitely improved their business.

      On the basis of this 93% positive replies, the number of employees in all sectors increased from 570 before training to 668, after training, an increase of 98 new employees (67 in the service, 3 in the commerce, and 28 in the industry sector). In the next two years, the cumulative estimate of the service sector on the increase in the number of employees is from 288 to 418, an increase of 130 employees. The estimate in the commerce sector over the next two years is from 48 to 74, an increase of 26 employees. The industry sector expects an increase from 234 to 335 employees by 1987, an increment of 101 employees. (Schedules 9A & 9B).

b. There was a slight variation of impact among micro, small and medium enterprises. There was a decrease of some 8.63% in the number of employees among the micro businesses, (due pershaps to reorganization as a result of training), although there was an increase of 5% among the small businesses and 5% among the medium enterprises. Overall, the average increase in the number of employees was from 5.53 to 6.30 after training. The incidence was actually higher in the service sector where the increase was from 5.54 to 6.57. (Schedule 9B & 9D).

c. The data on monthly sales also showed a similar trend. The total sales of participants in the <u>service sector</u> increased from $450,030 before training to $572,850 after training, an aggregate increase of $122,820 (27%). In the next two years, the estimated amount of sales is $827,900. The total sales for those in the <u>commerce sector</u> increased from $87,150 before training to $114,500 after training and is expected to reach $136,100 in the next two years. Sales in the industry <u>sector</u> before training was recorded at $368,450. This rose to $487,470 after training (an increase of 32%) and is estimated to increase to $801,200 in the next two years. Overall, the increase from all sectors amounted to $269,190 representing an' increment of 30% from before training to after training or at an average monthly sales increase of $2,165 among all participants.
(Schedules 9A & 9B)

d. The changes in terms of the monthly sales measure was actually varied among businesses. Those that had monthly sales of less than $10,000 before training did not experience any increase for some reason or the other. However, those in the $10,000-$50,000 bracket, both in the service and commerce sectors registered increases in sales, particularly in the commerce sector (from 29.02% to 57.64%) although those in the industry sector actually dropped. In general, there was a 5% increase at the level of $50,000 + monthly sales, particularly in the industry sector where sales increased by 18%--from 27% before training to 45% after training.
(Schedule 9C)

65

5. In terms of changes in total value of assets before and after training, the total value of assets of all surveyed participants amounted to $3,501,907 before training. This amount rose to $4,423,100 after training, an increase of $921,123, of which $461,268 occurred in the industry sector and $405,025 in the service sector. The relative increase was 26% for all enterprises, actually 44% in the industry and 22% in the service sectors. (Schedule 10A)

6. With respect to loans, respondents in the service sector had an aggregate loan total of $1,062,000 before training. This sum rose to $1,249,500 after training, an increase of $187,500 (18%). That for industry also rose from $134,000 before training to $284,500 after training, an increase of $150,500 (112%). Loans, however, in the commercial sector dropped from $297,500 to $103,000 after training, a drop of 63%. This reduction could have been due perhaps to better cash management position resulting from increased sales, which enabled them to repay their loans. Overall, however, the total loan amounting to $1,475,500 for all sectors before training rose by $161,500 to $1,637,000 after training. In the next two years, the amount has been estimated to rise to $1,829,000. It may be recalled that one of the reasons for attending the APEDE training was to increase their chances for obtaining loans. (Schedule 10A)

7. Under the APEDE training program, participants were supposed to receive follow-up visits by technical staff. Eighty three percent (83%) or 95 participants said they did receive visits but 17% replied in the negative. Sixty six participants received 1-5 visits, 25 received 5-10 visits and 4 were visited more than 10 times. Eighty six percent (86%) of those visited stated that the visits had been most useful in resolving their problems; 14% however, remarked that the visits were "sporadic and were only a little bit productive". A pendant to this question was whether or not they were willing to pay for these follow-up visits. Seventy five per cent (75%) said they were willing to pay if visits were conducted more in depth and 25% said no. This result of the survey should indicate a possible source for augmenting project funds to defray expenses. (Schedule 11)

8. Participants were asked for other indications of how their APEDE training had improved their businesses. Ninety three per cent (93%) responded positively and 7% were negative on the matter. One of the specifics on how training improved their business was better accounting which was mentioned by 25% of the positive replies. The survey also verified that 84 participants (80% of the respondents who replied in the positive) kept and maintained their bookkeeping record systems. Only 8 participants (7.6%) were still in default of bookkeeping record system. No information was available on the rest of the respondents. Other positive replies included improvement in clients relations and increase in sales (13% of respondents), better labor management (4%), "helped me understand my business more" (30%), lower production costs (7%), better management of inventory (3%) and improved quality control (3%). Specifically, some 12% in the service sector said they "could not apply their knowledge because of changes in their business location". (Schedule 12)

9. Attempts to pursue also possible differences in the impact measures, using as variables the number of APEDE training hours or modules completed yielded results worth noting:

   a. To the question whether or not their APEDE training had been beneficial all groups regardless of the number of modules completed converged almost on the 100% level of positive replies so that the number of hours training was not a difference factor. (Schedule 7B). This was also relatively true with reference to the question whether or not their training had actually improved their businesses, except for the isolated case of the 30-60 hr. training group in the service sector where only 60% replied positively, compared to the 80% to 100% range of positive replies for all other groups in all sectors. The summary data for all sectors on the question of business improvement showed a 100% positive reply from all those who had at least 30 hours of training, 80% from the 30-60 hr. group, 86.96% from the 60-104 hr. group and 96.43% from those who completed all modules. (Schedule 9E)

b. As to monthly sales as an impact indicator, all groups who had monthly sales on the $1,000-$10,000 bracket in the service sector registered increases. The 104-111 hr. training group (i.e. who completed all modules) recorded the highest increase,--from 3.30% before training to 18.75% after training. The 30-hr. group came next with an increase from 65.15% to 75.82% after training. The businesses, which before training had less than $1,000 monthly sales, or those in the more than $10,000 monthly sales bracket did not experience increases for some reason or the other.

In the commerce sector, those who completed all the training modules on the $1,000-$10,000 monthly sales group experienced the largest percentage increase--from 18.75% before training to 36.35% after training. The 30 hr. group also registered a slight increase--from 94.74% to 100%. All the other groups, both on number of hours training and on the rest of the monthly sales bracket, did not experience increases for some reason or the other. (Schedule 9F)

In the industry sector, all the hour training groups on the monthly sales level of $1,000-$10,000 recorded increases. As in the other sectors and as could be expected, those who completed all the modules registered the highest percentage of increase--2.32% before training to 14.66% after training. The same group on the $50,000 + monthly sales experienced a significant increase--from 38.37 to 51.74% after training. (Schedule 9F)

c. With regard to changes in total assets, only slight increases were registered in the <u>service</u> sector by the 30 hr. group, the 60-104 hr. and those who completed all the modules on the $10,000-$50,000 total value of assets before training. The highest percentage increase was recorded by the 60-104 hr. group.

In the <u>commerce</u> sector, only the 30 hr. group and those who completed all the modules on the $50,000 + asset bracket before training registered increases. The largest percentage increase was achieved by those who completed all modules--from 59.03% to 89.34% after training, an increase of 30.31%.

In the industry sector, all training hour groups (except the 60 to 104 hr. group) on the $10,000 $50,000 total asset group before training recorded increases. The highest percentage increase was achieved in the 30-60 hr. group. (Schedule 10C).

d. With reference to loans, significant increases were recorded in the service sector by the 30 hr. group and those who completed all modules on the $10,000 $50,000 loan bracket before training. The largest increase on this loan bracket was in the group which completed all modules--from 9.02% to 17.29% after training. The 30-60 hr. group for which no loan at all was indicated before training, registered a $50,000 + loan after training.

In the commerce sector, the 30 hr. group on the $10,000 - $50,000 loan bracket before training registered an increase from 69.44% to 80.65% after training. No loans at all were indicated for both the 30-60 hr. and 60-104 hr groups, on the less than $10,000 loan brackets before and after training. Those who completed all modules on the $50,000 + loan bracket registered the highest increase after training--from 59.17% to 83.33%.

In the industry sector, those who completed all modules on the $10,000 - $50,000 loan bracket recorded a remarkable increase--from 61.54% to 89.66%. All the other hour training groups did not experience increases. (Schedule 10D)

It should be noted that the statistical data on loans showed not only increases, which have just been discussed, but also decreases. For instance, the 30 hr. group on the $1,000-$10,000 loan bracket in the service sector registered a decrease from 8.47% to 2.54% after training. The same group on the same bracket in the commerce sector decreased from 30.56% to 19.35% after training. The 60-104 hr. group and those who completed all the modules on the $1,000-$10,000 loan bracket in the industry sector also recorded significant decreases. These decreases, which could only be logically explained as the result of repayments, could also be regarded as indicators of positive impact.

On all the after training changes those who completed all the modules almost consistently experienced the most benefits and advantages.

d. Other Findings

1. Eighty five percent (85%) of all respondents opined that the cost charged them by APEDE for the training ($20 per course for 15 hours) was cheap. Thirteen per cent (13%) considered it regular and less than 1% thought it expensive. (Schedule 2A).

2. With reference to the importance they attach to the various instructional modules of the APEDE program, participants in the industry sector considered accounting to be top priority, followed in the descending order of priority by marketing and sales, costs and inventory, production administration, financial status and registry analysis, cash flow and point of equilibrium and business planning.

   In the commerce sector, the order of priority was as follows: Accounting, costs and inventory, marketing and sales, cash flow and point of equilibrium, Registry Analysis and Financial Status, production management and business planin.

   Similarly in the service sector, the order of precedence was as follows: Accounting, marketing and sales, costs and inventory, registry analysis and financial status, production management, cash flow and point of equilibrium and business planning. (Schedules 14A and 14B)

   It is more than significant to note that business planning which is the basic foundation of business success was given the lowest priority in all sectors! Obviously, small business entrepreneurs seem to be preoccupied by the daily race for survival or profit that they overlook the importance of business planning which should give them a road map in their business so that they can earn more! APEDE should take note of these perceptions of small business managers and convince them that business planning should come first before anything else in any business venture.

3. Seventy six per cent (76%), against 24%, of all respondents are of the opinion that APEDE should offer additional courses. These courses in the order of preference are as follows:

   . Human relations and Personnel Administration
   . Marketing and Sales
   . Filling gaps in the various themes
   . Labor laws
   . Cost Accounting
   . Computer programming for small businesses
   . Business Planning
   . Production Management

   (Schedule 15)

4. Other specific observations and comments on the training program worth noting are lack of bibliography and library materials, and the necessity to improve audiovisual media and to "have more examples and case studies adapted to the needs of small business enterprises."

5. Seventy six percent (76%) of the participants had not been able to attend additional training for various reasons. In the order of frequency, these reasons were:

   . Lack of time (12%)
   . Lack of money and resources (4%)
   . Lack of information about new courses (12%)
   . Lack of interest (6%)
   . No course offered in the area (2%).

Some 24% of the participants said they had attended other courses such as production planning, labor laws, etc. in other places.

e. <u>Conclusions and Recommendations</u>

The above findings of the field survey lead to the conclusion that there is a high degree of satisfaction with the program and that the APEDE-AID project appeared to have had substantial positive impacts on the small business community as evidenced by a range of quantitative measurements recording changes before and after training of participants. If the field survey re-

vealed overwhelmingly positive and complimentary results, it also brought to light some desiderata which should be considered in conjunction with those of the other components of this report not only to enhance the relevance of the project to the evolving needs of its clientele but also to increase its resources toward eventual self-sufficiency.

To increase the visibility network of the program and to make it more viable, project management should:

1. Embark on a crash program of low cost/no cost advertising campaign by strengthening the sources of information (mentioned by the participants) which had not been fully utilized in the past (e.g., word-of-mouth through participants periodicals, distribution of flyers to mail boxes, family members, MICI and banks, including UNPYME and other small business organizations.

2. Plan to develop new "modules" within existing modules to accommodate preferences or needs for other courses indicated in the survey (e.g., Human and Interpersonal Relations, Loan Packaging, Feasibility studies, etc.).

3. Emphasize the importance of business planning and project development and advise participants to take this module first before other courses.

4. Improve or augment audio-visual equipment/media, as well as library facilities and resources.

5. Raise the amount of $20 which is currently being charged participants for one module. The current cost was regarded cheap by an overwhelming number of the participants surveyed.

6. Organize a more intensive management/ and technical assistance service group and charge clients for the services rendered to them by the group.

C. Qualitative Evaluation of the Program

This portion of the report deals with a critical review of the training materials (i.e., the modules), presentation of courses or instructional effectiveness and APEDE Management, particularly with respect to whether activities can be modified or adapted to meet the needs of the various groups within the country's small enterprise community.

1. The Training Materials: Critique

The project's training materials originally consisted of seven modules. These were later reduced to six as a result of reorganization and integration of course contents. The six modules (or manuals) now in use deal with:

- .Accounting
- .Cost/Inventories (storage) and Break-even point
- .Financial Status, Register analysis and Cash Flow
- .Marketing and sales
- .Enterprise Administration, and
- .Business Planning and Project Development.

The above modules are supplemented by conferences and counseling services designed to improve administrative skills and techniques and to provide managerial and technical assistance (M/TA). A description of the above training materials and services is attached (Chart 1).

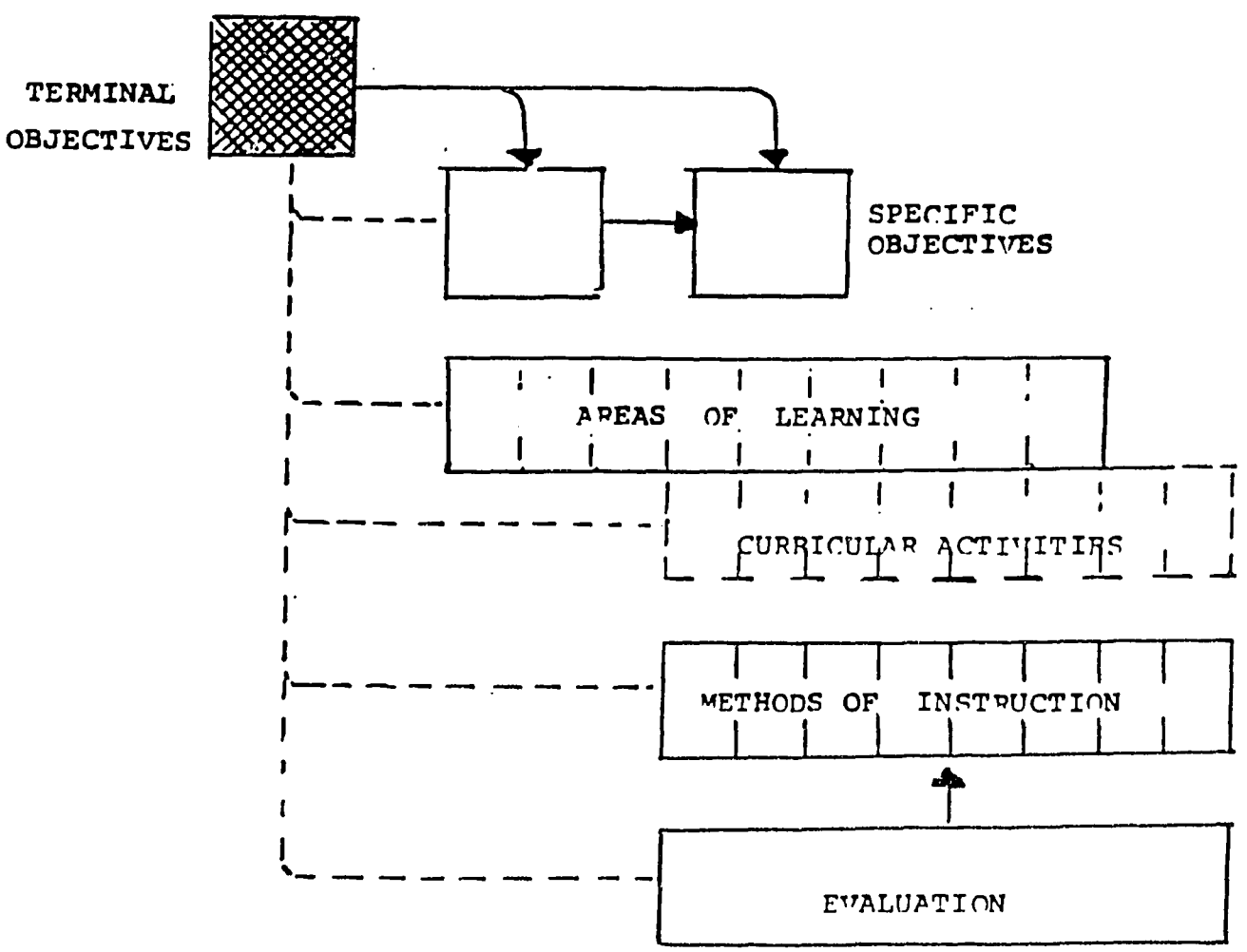
CHART I - DESCRIPTION OF THE MODULES

TITLE OF MODULE	COURSE DESCRIPTION/PROGRAM CONTENT
ACCOUNTING	Module is divided into three themes: 1) Simple system of accounts, covering cash register, bank statements, accounts receivable, inventories, investments, accounts payable, sales, costs and expenditures. 2) Profits and losses 3) General Balance a. Assets b. Liabilities c. Capital No. of pages: 38 Size: pamphlet 8 1/2 x 11
COST INVENTORIES AND BREAK-EVEN POINT	Deals with the concept of cost, classification cf costs, pricing and sales, cost and gross profit, reduction and rationalization of costs, break-even point and inventory, practical exercises, problems and solutions. No. of pages: 50 Size: pamphlet 8 1/2 x 11
FINANCIAL STATUS AND REGISTER CASH FLOW ANALYSIS	Covers understanding of financial statements, balance sheets, profit and loss statement indicators and their use, e.g. capital output/return, debt, debit/credit, inventory, turn-over collection schedules. Cash-flow analysis, practical exercises/case studies. No. of pages: 33 Size of pamphlet: 8 1/2 x 11.

MARKETING AND SALES	Deals with concept of market and methods of market investigations: product or service pricing; advertising, promotion; identification of customer target, consumer needs, aspects of sales in small enterprises. Questions No. of pages: 30 Size of Pamphlet: 8 1/2 x 11
ENTERPRISE ADMINISTRATION	Starts with concepts of administration, business communication, production, planning and control covering details such as personnel agreement and materials programming, productivity and quality controls, cost control, plant capacity, "bottle necks". No. of pages: 29 Size of pamphlet: 8 1/2 x 11
BUSINESS PLANNING AND PROJECT DEVELOPMENT	Deals with basic concepts of planning process. Diagnosis of business capabilities and necessities identification and prioritization of problems, feasibility studies, project development for financing/ loan packaging. Checklist No. of pages: 37 Size of pamphlet: 8 1/2 x 11
CONFERENCES (Designed to improve administrative skills and techniques, limited to a day or two. A conference is planned every two months).	Managerial Development Labor agreements and relationships, social security coverages by employer and professional risks. Income tax declaration Financial aid programs for small businesses.
COUNSELING	Covers managerial assistance in administrative and technical assistance (A/TA).

A module is popularly recognized and regarded as a very suitable form of instruction for the short term pragmatically job-oriented, rather than the academically-oriented type of training programs. It is particularly appropriate to the small business managers, who constitute the base of the program's clientele. In general, small entrepreneurs have a low level of education and their motivations are those of adults who, in their busyness, do not have the luxury of time and energy to devote themselves to goals other than to achieve business profits. The main concern of instruction in these circumstances is to provide them with an organized and simplified learning package to meet their needs in as rapid a time as possible. That package unit is in essence a module. The structure of a module is shown in the diagram below A good module must necessarily have all the elements in the structure.

STRUCTURE OF A MODULE



APEDE's six training modules basically conform with the above structural model. They start with the main and specific objectives of instruction and proceed to discuss relevant learning areas. Later portions indicate curricular activities and at least methods of instruction could be gleaned from them. Hand-outs supplement instruction, and each module, upon completion, is evaluated by participants, project technicians and instructors.

As to coverage, APEDE's training materials can favorably compare with the course offerings of similar training programs for small business entrepreneurs elsewhere in the region or even in the United States. For example, the courses offered by the Renaissance Entrepreneurship Center, (a popular private non-profit small business development training program, subsidized by the City and County of San Francisco, California) include 1) Developing and Implementing a Business Plan, 2) Finance, 3) Accounting, 4) Marketing and Sales and 5) Management and Personnel--all of which as a package is for all purposes like that of the APEDE project. Also, as in the case of APEDE's training modules the above courses of the Center are conducted from 6:00 p.m. to 9:00 p.m. (usually Tuesdays and Thursdays) for a total of approximately 16 class hours for each course on a staggered schedule over a period of roughly 4 to 5 months.

Overall, the modules are good. It may add to the rating to state that in an exchange of views on the subject, Eckart Oehring, Principal technical Adviser to the UN-ILO Regional Office in Costa Rica (who at the time of the review was also in Panama City apparently looking into training materials for small businessmen for possible use on a regional basis), rated the APEDE learning modules as "excellent and probably the best in the region."

It is of some relevance that the APEDE modules have been developed locally and reflect adaptation to local conditions. Their orientation to program objectives do not suffer from ambiguities and they appear to have been developed to meet specific and current perceived and pragmatic needs of the small business community. Together they present a functional package, which make the participants feel that they should complete all the modules. At the same time, each has a "stand alone" character suitable to those who only need or wish to attend a course or two. It is significant to add that from a careful and patient poring over the tomes of evaluation sheets made by participants after each training session, the modules have overwhelmingly received very positive comments as to their quality, coverage and usefulness as training materials. The only opposing comment worth noting is that some of the modules are "too theoretical to understand" and "do not have enough practical materials." Overall, the almost unanimous and representative comment is: "The modules are excellent, we learned a lot of skills from them and they helped us a great deal."

The above observations, however, should not overshadow the need for their further improvement. Constant fine-tuning of the modules in terms of content and focus, format, levels of language used in the material, amount of hands-on materials and practical exercises, etc. to match the needs and participants' levels of education is required. For example, slack attendance at courses may reflect an absence of interest or suggest that the module has to be reorganized to meet perceived needs of training in a particular area. This may mean shelving or outright cancellation of that module and/or its inclusion as a smaller part of another module. A module is really a "product"; if it can not be "sold", either marketing methods are poor or the product itself is poor.

The modifications and fine-tuning of a module need not alter the current title or general areas now covered by APEDE's six modules. Ideally, there should be different modules and/or levels of materials within the broad categories of business areas or topics from which the instructor can select to make instruction more compatible or relevant to participants' needs or characteristics. For instance, Business Planning and Project Development as the broad title of the module may remain intact, but another module or level of material within this broad title can be developed to meet a new order or level of needs. To elucidate further, a module should be available for participants who do not as yet have businesses but are planning to start-up ventures. Similarly a module should be available for those already in business. The existence of different modules/or level of materials within a broad title or topic will minimize the difficulties of instruction in cases where participants differ widely in ability, experience, interests and the like. This is useful to consider in the long term development and fine tuning of the modules.

It appears also odd that business planning and project development appears last in the sequential list of modules often indicated in the frontispiece of some modules. It is important that Business Planning be given priority and APEDE should encourage all participants to take this module first before other modules.

For the present, the existing modular program is essentially adequate. It is also worth noting that the modules, are in fact, in the process of "fine-tuning" by a local consulting firm under contract with APEDE's Small Business Project. In the process, it would be useful for APEDE and the contracting company to see if some of the modules could be made to the extent possible less theoretical to satisfy some of the program's clientele. Also the addition of more hands-on materials to each of the modules would certainly enhance their quality and usefulness, as well as their adaptation to meet the needs of various target groups in the small business community.

other ways to improve the training materials should be mentioned. In format, the modules should have different color covers for ease of identifying subject area. Currently, they are all in red covers and selection of a specific material often involves opening each module one by one! Perhaps the existing size could also be reduced to minimize printing costs. Most importantly, all reference materials developed by the project, especially the modules, must bear the copyright sign "(C) All rights reserved, pending formal application for copyright with appropriate agency in the country. This is to insure proprietary rights and ownership of the material which in the future should be sold in the market to augment revenue sources.

2. Instructional Effectiveness
   a. Presentation of Courses

The instructional program provides 15 class hours for each module, 5 days a week (Monday through Friday) on a 3-hour daily schedule arranged way ahead of time for the convenience of the businessmen/participants. It would take some 6 to 7 months to complete the entire training package of six modules, plus conferences, because in practice (ostensibly the result of experience), group instruction is scheduled once a month basically for the convenience of all concerned. Thus a group formed to take a course for a week in say, July, does not return for another instruction in the next module until the following month.

Classes are from 6:00 to 9:00 in the evening at the APEDE headquarters (a 4 story building) which provides two air-conditioned classrooms, each capable of accommodating 20 to 30 participants at a time. Other classrooms (also air-conditioned) are available to the program if needed. Actually the program shares plant facilities with CESA (Centro de Estudios Superiores en Administracion), a parallel training program also run by APEDE for senior business executives.

   b. Resumes and Qualifications of Instructors

By and large, the instructors of the programs are APEDE members with the necessary educational qualifications and profesional experiences related to their business activities and the program-module which they teach.

Currently, the program has a list of some 38 instructors, 26 of whom have regularly conducted classes and can be said to constitute the core of the faculty The Program instructors, technicians and other personnel of APEDE) have attended seminars and trips abroad.

A close scrutiny of the resumes and qualifications of the 26 instructors shows that collectively, the group is high on the scale of academic training and professional experiences related to businesses. They come from a good mixture of categories. Not a few are executives in government officialdom, and many are owners and executives of well-known and successful private business. Some are on part-time teaching position in the university. One in fact, is a Dean of the Faculty of Accounting and Business Administration of the National University of Panama. Others hold positions in business and professional organizations.

The table below (No.2) shows the distribution on the basis of academic degrees:

TABLE NO_2: QUALIFICATIONS OF INSTRUCTORS:
Distribution of Academic Degrees

Degree	No.	Where Obtained	
		National	Abroad
Licenciatura	14 (54%)	13	1
Masters	8 (31%)	1	7
Ph. D (Doctorado)	4 (15%)		4
Total	26	14	12

The 14 instructors under the national column earned their degrees from any one of the following universities: Universidad Nacional de Panama, Universidad Santa Maria La Antigua (Panama) and Universidad Santa Maria La Antigua (David). All the twelve who earned their degrees from abroad represent different universities. Four studied in the United States, three in Brazil, one in Chile, another in Mexico and one at INCAE, Nicaragua. Two earned their degrees in Europe: one in Madrid and the other, in Italy.

All have degrees and licenciaturas in a field or fields related to business. All have had previous teaching and practical experiences in business, both in the public and private sectors. The age range is from 28 to 52 with the majority in the early thirties.

The conclusion here is that the program's corps of instructors on the basis of academic qualifications and professional experiences, is a high-powered respectable and very capable group. That capability is especially enhanced by their involvement or linkages with the business world.

The evaluation record sheets which, among others, include reaction and comments on professors' methods of teaching and instructional effectiveness, show that practically all the instructors are also held in high esteem and praise by an overwhelming majority of the participants. Interviews with participants in the current training program, supplemented by classroom observations, likewise yielded very positive remarks, such as "bueno, muy bueno" or "excelente". It is worth mentioning that at the time of this review on instructional effectiveness, APEDE instructors in the program were also being utilized as instructors (covering the program's six modules), in a two-week training session for small business development trainees under an AID-MICI (GOP) development project for small businesses. The interviews, too, with the participants in this training session, showed a high degree of satisfaction with the instructors and the way they taught the modules/courses. Some instructors, of course, were regarded better than the others. Some were rated higher and others, lower.

c. Constraints and obstacles

For purposes of this review, a discussion of the constraints and obstacles to effective teaching gathered from the study should be useful and instructive. Although, instructional effectiveness was relatively high, it was often limited by the following:-

1. In those modules where there are common learning areas to cover (e.g. costs, pricing and balance sheets, cash flow and break even points in the Accounting and Financial status and Register analysis modules, or concepts of market pricing, advertising and promotion in the Business Planning and Marketing and Sales modules) there is very little or no coordination of focus, resources and materials among instructors due to time constraints, resulting in unnecessary duplication and overlapping.

2. Disparate abilities, experiences and level of education among participants very often presented great difficulties and challenged the ingenuity and resourcefulness of the instructors to provide effective instruction. Since there is really no sequential prerequisites to taking any module, a class was often attended by beginners and by persons already with some degree of business experience, resulting in a confusion over appropriate teaching methodologies.

3. For some reason or the other, classes frequently do not start promptly--deducting from actual learning and instructional time. Tardiness on the part of participants and sometimes even of instructors has been observed to be common. It is not surprising in this regard that a number of participants had felt that instruction was not very effective because of "poco tiempo".

4. The project's library facilities and resource materials, including audio visual aids and equipment are inadequate. Instructors seem to be generally left on their own to provide materials and instructional aids for their students.

The above constraints and obstacles suggest that to maximize instructional effectiveness, there should be periodic consultation and coordination among instructors to lessen the strong possibilities of duplication and unnecessary overlapping in the thematic teaching of the modules. More counseling and guidance to advise students on the selection of, and enrollment in, the various modules should be strengthened. As much as possible, students of similar abilities and characteristics should be grouped to minimize the difficulties of professors having to contend with widely divergent and disparate abilities of students in a particular module. It should be possible, for example to develop and have a separate class for beginners and another for non-beginners. The virtue of promptness should be emphasized by the project for both participants and instructors alike, particularly at the start of any module session to avoid unnecessary waste of learning time. Needless to state that library facilities and resource materials to support the instructional program should be augmented and strengthened. A donation drive for books and reference materials should be useful. In this regard project administration should explore the possibility and usefulness of developing a program of visiting professors as guest lecturers, particularly from the business community to enhance the instructional program. A good source of visiting lecturers pr ctically at no cost would be members of external contract teams that often abound in the country. Finally, conferences and counseling services as well as technical visits should be strengthened to follow-up class instruction.

APEDE Management

The day-to-day management of the program is lodged in an executive staff, headed by a Program Director who is directly responsible to the Executive Director of APEDE. The latter, in higher and larger organizational context, represents general management on behalf of APEDE and its concerns and interests in the training program. A Commission of Small Business, composed of a President and Vice-President (both appointed by APEDE's Board of Directors) and some volunteer members, provide guidance on policies, organization, supervision and evaluation of the program. Below the Program Director are 6 technicians and a clerk-secretary. Three of the technicians are in charge of the metropolitan area (Panama City) and the town of La Chorrera. The others are basically in the Central Provinces, David, Chiriqui and Santiago Veraguas.

For purposes of a management audit, it is necessary to review, along with performance objectives and output, the main functions of key project personnel who are directly in the center of management role and are primarily responsible for project performance. The largely monitoring roles of the Executive Director of APEDE and that of the Commission of Small Business have already been indicated and need not be included in this review of main functions. The attached chart (No._2) shows the main functions of the Program Director, the the Instructors and the Technicians. How well these functions in each case have been performed to achieve stated program goals and objectives is the key question for review.

CHART 2 MANAGEMENT FUNCTIONS OF KEY PROJECT PERSONNEL

KEY PERSONNEL	FUNCTIONS
A. The Director	1. To coordinate the fulfillment of the training and advisory program, according to the Commission's (i.e. Commission of Small Business) policies, strategies and agreements. 2. To outline, fulfill control, evaluate and document the advisory models and programs. 3. To promote and to maintain relationships with other institutions interested in small business development. 4. To administer the Program's budget and to report through detailed documents both to AID and to APEDE the expenditure of the Program's funds. 5. To guide, control and evaluate the work of the technician-advisers. 6. To brief the instructors, review their methods and audio-visual aids, prior to printing, to insure comprehensive material for the Program's courses and conferences
B. Instructors	Instructors have the responsibility for: 1. Preparation of class notes. 2. To conduct the courses (modules) 3. To visit the managers of small business
C. Technicians	1. To conduct polls on businessmen's needs. 2. To promote the program. 3. To advise on the application of the skills obtained by the businessmen in the training modules.

Results of the Review

The results of the review on the subject can be stated and summarized as follows:

1. It is worth repeating that on the basis of the evaluation reports on the project during the experimental period 1981 to 1983, management had more than exceeded its stated goals and objectives. Much of the accomplishments during the period could be attributed in higher context to the special attention given by the successive presidents of APEDE's Board of Directors, the Commission on Small Business and the Executive Director, who then, as now periodically oversees the day-to-day operations of the program on behalf of APEDE. In no small measure too, were the achievements due to project staff's dedication and efforts. By early 1984, the project had clearly passed the experimental stage into an installation period, according to which the project, on the basis of experiences, was then ready to operate with more confidence and efficiency.

2. Project administration, however, suffered a great setback on January 28, 1984 with the tragic and sudden death in a car accident of the then Program Director, who had been responsible for the program since its establishment in 1981. Not until May of that year was a replacement made. In the time between, program administration had to rely heavily on an administrative assistant and on the technicians with the supervision of the Commission of Small Business and the Executive Director of APEDE. The incumbent program director took over in May 1984. Almost contemporaneously, the administrative assistant had to leave the program. These staff turn-overs were bound to impinge on program management, as well as on responsibility roles. For example, program accounting of funds and expenditures appear to have remained largely under the charge of the Executive Director of APEDE and the Associations' accounting office, with the result that the current program director can not on his own resources and information report through detailed documents both to AID and to APEDE the expenditures of the Program's funds (as stated to be one of his main functions) without the assistance, in fact, of APEDE's Executive Director and Accounting Office.

3. A good mixture of comments can be posited on current program management. If management has to be judged by its performance in terms of short term goals, there is indeed much to commend in that from 1984 to date, there has been a tremendous increase in the number of courses conducted, as well as in the number of participant/beneficiaries in the program. The training program has also increasingly expanded to areas outside of Panama and Colon and has served such areas as Las Tablas, Santiago (Veraguas), Chitre, and Aguadulce not to mention David, Chiriqui where the program is becoming even more popular. Research studies and assessment of needs of small business enterprises appear to have also been conducted on a wider scale. Whatever the underlying motivation or reason for this concentration on program expansion (be it to justify position or to impress or however sincere the motive has been) is irrelevant at the moment. Suffice it to say that on this overall measure of performance output, the program director and his staff, especially the technicians, deserve praise and commendation.

4. On the other hand, how much of the drive and pressure to achieve short term goals in the form of increased number of courses and participants, surveys and the like, have been pursued actually at the expense of the longer term health of the program in the form of other actions and activities to lay the base for its future growth and viability as a program is another matter. It is also relevant to ask in the specific context of opportunity costs how many and how much of some of the stated functions of staff have been neglected at the cost of long term growth. On these measures, legitimate criticism can be lodged. For, as in any program venture, the real challenge for management is to balance short and long term goals. In business the issue is a question of finding the appropriate trade off between short term and long term goals. In grant non-profit program (as in the case of the APEDE project), the issue is more a question than anything else of how in the long term the project can be made self-sufficient and self-financing. In retrospect, serious considerations of this long term issue by management should have dovetailed efforts to achieve short term performance goals from the start of the program or at least since 1983. For example, the project could have started experimenting with income generating schemes, such as developing and

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copyrighting its training materials and marketing them to the general public and to business centers and technical training institutions.

5. The preoccupation of management in generating course enrollments and program expansion to the maximum possible would appear to have led somewhat to a neglect of housekeeping duties, such as keeping records up to date; reviewing evaluation sheets, financial and accounting statements; holding periodic formal staff meetings and to a certain degree, in intensifying linkages and relationships with other institutions interested in small business development. Currently the project lacks exact figures and ready data on a number of statistical areas, including enrollment figures and breakdown in the number of participants by certain basic characteristics, summary of faculty qualifications, certain costs and expenditures, etc. Information sources are for the most part scattered and a search for a particular item is tedious. To be sure, project management has since become aware of this area of weakness, but it will take sometime for the program to reorganize its record files and come up with a good system of retrieving data necessary for management to plan for long term growth. Specifically, the project's accounting system also has to be improved to make it easy for the Program Director to examine costs and expenditures on a periodic basis. In this regard, one of the problems encountered in the management audit is that the accounting period USAID for the project is by calendar (January to December), while that of APEDE is October to September. In no small measure was the difficulty of reconciling figures for analysis due to this non-congruence.

6. The performance record of the instructors of the program in relation to their stated functions appear to be satisfactory. Previous discussions show that they have and are performing their role very well. There is, however, poor documentation concerning their visits with managers of small business.

7. Rightly or wrongly, the technicians appear to have in fact overly performed their stated functions. Over the years, they have increasingly become involved in wider areas of responsibility and operations more costly than anticipated. Their stated functions are few, but in actual practice, they are not only pollsters on business needs, promoters and advisers but they are also instructional planners and coordinators, facilitators

and class assistants. They have to develop and form groups of participants, draw up class schedules, notify instructors and assist during the week of instruction, prepare the certificates of completion, plan the closing ceremonies and thereafter resume the routine of going out to the field to render technical follow up advise to alumni-trainees and perform their functions all over again. It is easy to deduce from this brief description that the role of technicians in the program is crucial. Virtually, classes can not be conducted unless the technicians can develop or create the study groups. Thus, the pressure to go out to the field and create study groups is omnipresently strong since failure to create one can easily be interpreted as inefficiency on the part of the technicians concerned. The technicians thus have become virtually "beleaguered area marketing managers" and "hostage to their own fortunes",under a system which has yet to devise better alternatives to sell the training program and carry on with the recruitment of trainees in a less costly (and probably as efficient) manner than the approaches now in use.

8. Recommendations:

The above summary of the main points concerning direct APEDE Management should not obscure the overriding conclusion that project management, as already indicated, has both areas of strength and weaknesses. Both areas, however, combine to suggest that for both short and long term growth, management should pursue a retrenchment and consolidation policy. Specifically it would be useful for project management to:

1. Update and improve its system of record keeping and retrieval of data (including its accounting system) so that at any given point in time, it is easy for management to have the information needed for planning and decision-making. (In this regard the program director (in conjunction with APEDE general management) should increasingly involve himself in project planning for the future and in seeking cost efficiency in the promotion and conduct of courses.

2. Balance program expansion with cost considerations so that as a rule, a training program being planned to be conducted outside of Panama for instance should be able to pay for itself.

3. Review periodically the entire operational cost structure of the project, particularly with the view to rationalize and reduce costs as appropriate.

4. Review basic functions of key personnel to see which ones are being neglected and need to be pursued more vigorously.

5. Intensify contact and maintenance of relationships with institutions (including universities) interested in small business development, such as UMPYME, with the view to enlisting these institutions as regular feeders of trainees into the training program.

6. Explore alternatives to the current use of the technicians as area marketing managers (e.g. more use of flyers and word-of-mouth through trainees and alumni, printing of annual plan showing schedule of course offerings during the entire year and distribution of these schedules to organizations, associations, or the general public and or posting of these schedules in public places, such as markets, parking places, churches, etc.).

7. Confine the promotional duties of technicians in due course to follow up of the above promotion techniques mainly through telephone calls and letters to minimize costs and so that the technicians can concentrate on their other duties.

8. Explore the possibility of organizing a volunteer group of highly experienced businessmen, particularly retired executives to promote in-depth management and technical assistance for a reasonable fee to small business managers in need of more than what the current technicians are now able to provide. (For this purpose, the current technicians can be utilized as facilitators).

The above recommendations are meant to indicate merely that there are many opportunities for improving management of the project. This review would be unpardonably remiss in its presentation if it does not allude to the continuing concern and interest of APEDE General Management in the program. Meetings and talks with the incumbent president of the association and other APEDE officers, including the Executive Director and the President of the Commission of Small Business, indicate that APEDE continues to have strong and abiding interest in the program so that there is reason to believe that the Association will try all it can to maintain the program to the extent possible after its completion date under the USAID grant.

PART II

PROJECT SELF-SUFFICIENCY STRATEGY AND IMPLEMENTATION PLAN

This final part of the report analyzes in historical perspective the costs and cost-benefit structure of the project and attempts to determine and project specific cost and revenue estimations useful to planning for program self-financing or at least near self-financing. The analysis will utilize standard costing as necessary and actual costs of operation to arrive at certain "equilibrium points" in the process indicating the number of participants per year necessary to match indicated total project costs. Suggested measures to meet costs and an implementation plan to guide the program after the project reaches its completion date under the AID grant conclude the discussion.

A. Overview: Costs and Cost Benefit Structure of the Project: 1981-to Date

AID financial records show that the project as of June 1985 had so far spent $670,841.14 of the total fund grant of $795,000 approved for the project. The expenditures by major headings and by years since 1981 when the project began are shown on the Table No. 3.

The attached copy of the Chart of Accounts (Chart 3) shows the details covered by each of the above major categories of expenditures. To the above yearly totals should be added actually the amount of APEDE funds or contributions to the project (mainly in the form of overhead/housekeeping expenses, including cost-share allocations) which in 1981 amounted to some $17,148 and approximately $51,226 annually in the following years.

As can be seen, the largest amount of expenditures over the years has been on (D) project management, followed by (C) transfer of knowledge (all activities related to the actual conduct of instruction) (B) models (e.g. modules, etc.) development, and (A) investigation and assessment of needs. The amount pertaining to project management however is misleading in that it includes in the salaries of the program technicians (originally seven) other expenses (as previously indicated in the discussion on APEDE Management) pertaining more to needs assessment, transfer of knowledge and promotion of training. Similarly, project management expenditures include the costs of office/printing/ reproduction/audio-visual equipment, including vehicle maintenance and library materials--most of which were incurred particularly at the start of the project.

TABLE NO. 3 ANNUAL EXPENDITURES OF THE PROJECT - BY MAJOR HEADINGS: USAID FUNDS

ITEMS	FEB. - DEC. 1981	JAN. - DEC. 1982	JAN. - DEC. 1983	JAN. - DEC. 1984	JAN. - JUNE 1985	TOTAL
A. NEEDS ASSESSMENT AND INVESTIGATION	6,442.83	617.54	1,495.66	3,197.80	743.40	12,497.23
B. MODEL DEVELOPMENT (INSTRUCTIONAL MODULES)	18,927.29	22,779.70	10,451.85	20,598.60	2,900.00	75,657.65
C. TRANSFER OF KNOWLEDGE	10,626.40	45,370.68	68,234.87	99,015.16	39,291.39	268,011.48
D. PROJECT DEVELOP-MENT.	37,882.45	65,433.25	63,694.72	89,341.26	58,323.40	314,675.08
TOTAL	70,351.89	143,201.17	143,877.40	212,152.82	101,258.19	670,841.44

CHART No. 3: Chart of Accounts

A. INVESTIGACION DE NECESIDADES

A.1. Material para elaboración de encuestas
A.2. Personal para encuesta (encuestadores)
A.3. Asesoría para encuesta (local y exterior
A.4. Entrenamiento para encuesta
A.5. Promoción/Publicidad
A.6. Tabulación
A.7. Viajes (interior y exterior)
A.8. Viáticos
A.9. Imprevistos

Sub total.

B. DESARROLLO DE MODELOS

B.1. Asesoría para desarrollo de modelos (local y exterior)
B.2. Material Didáctico
B.3. Entrenamiento para desarrollo de modelo
B.4. Viajes (interior y exterior)
B.5. Viáticos
B.6. Promoción/Publicidad
B.7. Imprevistos

Sub total.

C. TRANSFERENCIA DE CONOCIMIENTOS

C.1. Asistencia Gerencial
C.1.1. Asesoría (local y exterior)
C.1.2. Entrenamiento para transferencia de conocimientos y seguimiento
C.1.3. Asesoría a empresarios
C.1.4. Material Didáctico
C.1.5. Entrenamiento a empresarios (seguimiento)
C.1.6. Seminario taller otras organizaciones
C.1.7. Viajes (interior y exterior)
C.1.8. Viáticos
C.1.9. Promoción/Publicidad
C.1.10. Imprevistos

Sub total..

C.2. Asistencia Tecnológica

C.2.1. Asesoría (local y exterior)
C.2.2. Asesoría a empresarios –
C.2.3. Material Didáctico
C.2.4. Seminario Taller a empresarios (se
C.2.5. Viajes (interior y exterior)
C.2.6. Viáticos
C.2.7. Promoción/Publicidad
C.2.8. Imprevistos

Su

C.3. Cursos y Seminarios

C.3.1. Cursos y Seminarios Administrati
C.3.2. Cursos y Seminarios Tecnológicos
C.3.3. Material Didáctico
C.3.4. Promoción/Publicidad
C.3.5. Imprevistos

Su

TC

D. DIRECCION DEL PROYECTO

D.1. Dirección del Proyecto
D.2. Promotores
D.3. Secretaria
D.4. Equipo de Oficina
D.5. Equipo de Impresión
D.6. Vehículo
D.7. Equipo Audio-Visual
D.8. Biblioteca
D.9. Imprevistos

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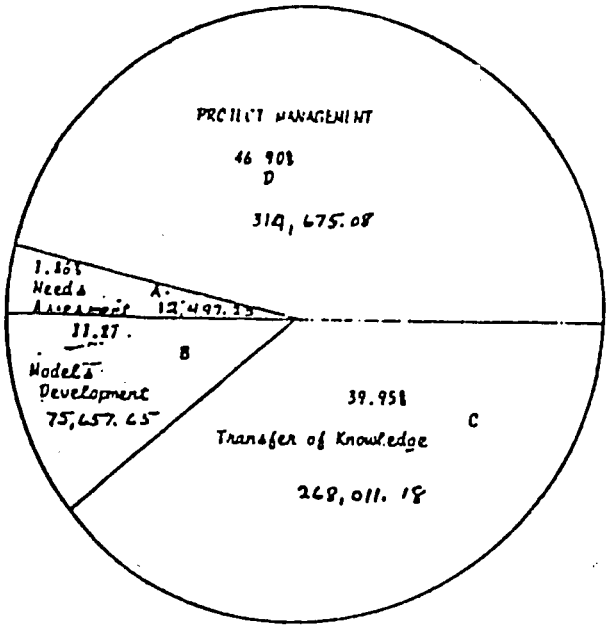
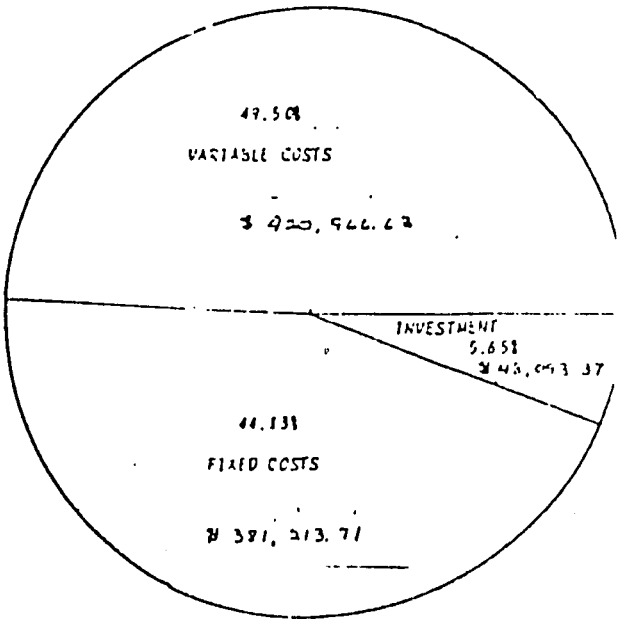
The diagram below shows roughly the cost structure of the program in terms of the major categories of expenditures just described:

COST STRUCTURE OF THE PROJECT
BY CATEGORIES OF EXPENDITURES
1981 - 1985



The next diagram shows the cost matrix of the program in terms of fixed and variable costs, including investment, based on cumulative fund disbursement totals as of June 1985:

COST STRUCTURE OF THE PROJECT
IN TERMS OF FIXED AND VARIABLE
COSTS AND INVESTMENT.



TOTAL FUNDING

AID - 670,841

APEDE 179,432
TOTAL 850,273

BREAKDOWN:

FIXED COSTS:

AID	266,581.71	
APEDE	114,632.	
TOTAL	381,213.71	(44.83%)

VARIABLE COSTS:

AID	356,166.63	
APEDE	64,800	
TOTAL	420,966.63	(49.5%)

INVESTMENT

AID	48,093.37	(5.65%)

B. Current total cost of the Project

A closer look into the cost figures would be useful in determining the current total costs of each of the key components of the program.

1. Needs Assessment Investigation: the total cost on this major item from 1981 to June 1985 was $12,497.23. Much of that amount was spent on the start up of the program till 1982. The annual average expenditure from 1983 to the first half of this year was $2,174.44. Expenses from January to June 1985 had registered at $743.40. Based on these figures, it can be estimated that total expenditures for the current year would range roughly from $1,500 to $2,174.

2. Models Development: The cost characteristic of this item is that except for the start up year, expenses on this account followed an alternating high and low pattern. For instance, , expenses were high in 1982. - Obviously the development of models started in 1981 continued well into 1982. Expenses dropped by more than half in 1983 but rose sharply again in 1984, in fact, almost to the 1983 level. Since January this year expenses had started to drop again rather drastically. The high and low pattern should be understandable. Although models development needs constant review, materials developed during a given year must necessary be field tested so to speak in the following year so that further revision as may be necessary does not normally occur until after the trial year. Given this cost character of the item, the current total cost of model development this year can be expected to be no more than $6,000. This amount can be expected to rise again in 1986. However, because the program's models henceforth possibly need only fine tuning total expenditures on this account should normalize at the $5,000 $6,000 level.

3. Transfer of Knowledge: Expenses on this item have of course depended on the enrollment generated for each of the six modules and conferences as well as counseling services, supplementing instruction. Expenses rose from $10,626.40 in 1981 to $99,015.16 in 1984 quite understandably because of the tremendous rise in the number of courses and number of participants over the four year period. Expenses so far in the first half of this year has reached $39,291.39. The details of expenditures on this account include instructors' fees, instructional materials, workshops,external and internal travel/per diem, promotion, follow-up management and technical assistance to entrepreneurs and contingencies.

On the basis of the 1983 and 1984 figures and current enrollment trends, total expenditures on this account can be estimated at approximately $80,000 which would cover between 80 to 86 modules and from 1,561 to 1,648 person-module participants.

4. Project Management: The total cost on this category of expenditures compose actually the fixed costs of the project. Based on AID fund figures for December 1984, the total amount on project management is roughly $90,000 including investment items (e.g. office equipment, audio visual etc.) which amount to $10,920.57. The major items are the salaries of the director, $19,848, promotores (technicians $52,283.76 and that of the Secretary, $6,947.46), all of which total $79,079.22. APEDE's contribution to project management amounts roughly to $37,200 mainly in the form of overhead and supplementary salaries and personnel. The current total cost of project management is approximately $115,679.

A summary of the current total cost of the project would be as follows:

Item	Current Cost
Needs Assesment	$2,174
Models Development	$6,000
Transfer of Knowledge	80,000
Project Management	115,679
Total:	$ 203,853

C. Cost-Impact Indicators Points of Equilibrium

Superficially, all the above figures which form the project's cost matrix give the impression that the entire program is a very costly operation. However, if the annual total cost figures were to be correspondingly divided by the number of courses/modules conducted and also by the number of direct beneficiary/participants served during the period to arrive at unit costs (i.e. per course, per participant, as well as per course/per participant), a cost-beneficiary structure would emerge and belie the impression.

Table No._4_shows this aspect. It can be seen that over the period, the cost per module has steadily decreased from $17,500 in 1981 to $1,992.29 in 1985. The high cost in 1981 was of course due to project start up expenses. There was a little rise in 1984 but was quite negligible. Similarly, the cost per person participant consistently declined from $1,535.08 in 1981 to $445.16 in 1985. If the cost per module were to be divided by 25 participants (which has been established as the average number per module) for each year from 1981 to 1985, the cost per module/per participant would similarly follow a decreasing

TABLE NO. 4 COST STRUCTURE BY NUMBER OF MODULES/COURSES AND NUMBER OF PERSON/PARTICIPANTS

	FEB. - DEC. 1981			JAN. - DEC. 1982			JAN. - DEC. 1983			JAN. - DEC. 1984			JAN. - JUNE 1985		
	AID	APEDE	TOTAL	AID	APEDE	TOTAL	AID	APEDE	TOTAL	AID	APEDE	TOTAL	AID	APEDE	TOTAL
A. TOTAL COST	70,352	[illegible],148	87,500	143,478	51,226	194,704	143,600	51,226	194,826	212,153	51,226	263,379	101,258	25,613	126,871
B. NUMBER OF COURSES/MODULES			M - 5			M - 29 C - 9 T - 38			M - 68 C - 12 T 80			M - 71 C - 15 T - 86			M - 47 C - 19 T - 66
C. NUMBER OF PARTICIPANTS			G - 32 NG- 25 T 57			G - 133 NG- 72 T 205			G -213 NG - 70 T 283			G - 208 NG- 192 T 400			G - 105 NG- 180 T 285
D. COST/MODULE/ CONFERENCIA	14,070.4	3,429.6	17,500	3,775.73	1,348.05	5,123.78	1,795	640.32	2,435.32	2,466.89	595.65	3,062.54	1,534.2	388.08	1,922.29
E. COST/ PARTICIPANT	1,2[illegible].24	300.84	1,535.08	699.89	249.88	949.77	507.42	181.01	688.43	530.38	128.06	658.44	355.29	89.87	445.16
F. COST/MODULE PARTICIPANT (P) (at 25 (P)per/module)	562.82	137.18	700.--	151.02	53.92	204.95	71.80	25.61	97.41	98.68	23.82	122.50	61.36	15.52	77.88

LEGEND

M - Module
C - Conference
G - Graduados (completed package)
NG - Non-Graduados (1 or more courses)
T - Total

(P) - Participants

TOTAL NUMBER OF PERSON/PARTICIPANTS

	-	691
NG	-	539
T	-	1230

TOTAL NUMBER OF MODULES

M	-	220
C	-	43
T	-	263

TABLE NO.5

Cost Structure by Number of Modules/
Courses and Number of Person/Module Participants

	FEB. - DEC. 1981			JAN. - DEC. 1982			JAN. - DEC. 1983			JAN. - DEC. 1984			JAN. - JUNE 1985		
	AID	APEDE	TOTAL	AID	APEDE	TOTAL	AID	APEDE	TOTAL	AID	APEDE	TOTAL	AID	APEDE	TOTAL
A. TOTAL COST	70,352	17,148	87,500	143,478	51,226	194,704	143,600	51,226	194,826	212,153	51,226	263,379	101,258	25,613	126,871
B. NUMBER OF COURSES/MODULES			M - 5			M -29 C - 9 T 38			M - 68 C - 12 T 80			M - 71 C - 15 T 86			M - 47 C - 19 T 65
C. NUMBER OF PARTICIPANTS			G - 160 NG - 100 T 260			G - 931 NG- 288 T 1219			G -1491 NG- 280 T 1771			G -1456 NG- 768 T 2224			G - 735 NG- 720 T 1455
D. COST/MODULE/ CONFERENCIA	14,070.4	3,429.60	17,500	3,775.74	1,348.05	5,123.79	1,795	640.33	2,435.33	2,466.90	595.65	3,062.55	1,534.21	388.08	1,922.29
E. COST/ PARTICIPANT	270.58	65.95	336.53	117.70	42.02	159.72	81.08	28.92	110.—	95.39	23.03	118.42	69.59	17.60	87.19
F. COST/MODULE PARTICIPANT (P) at 25(P) per/module	562.82	132.18	700.—	151.03	53.92	204.95	71.80	25.61	97.41	98.68	23.82	122.50	61.36	15.52	77.—

LEGEND
- M - Module
- C - Conference
- G - Graduados (Completed Package)
- NG - Non-Graduados (1 or more courses)
- T - Total
- (P) - Participants

TOTAL NUMBER OF PERSON/MODULE/PARTICIPANTS
- G - 4773
- NG - 2156
- T - 6929

TOTAL NUMBER OF MODULES
- M - 220
- C - 43
- T - 263

NOTE 1.— C - Indicates the module equivalent of the conferences held during the year, each conference consisted of a total of 15 hrs., divided into 6-6-3 hr. sessions.

2.— G Denotes the number of module persons (e.g. 133 graduates in 1982 attended 7 modules each so that the number participant - 133 x 7 = 931)

3.— NG Non - Graduates at the average of 4 modules each.

trend--from $700 in 1981 to $77 in 1985. The downward trend in the unit costs shown above and the considerable rise in the number of person/participants during the period would indicate that there had been a healthy and prominently positive correlation between costs and beneficiaries.

The correlation between the two is even more perceptible if the annual total cost figures were to be divided by the number of person module participants in contrast to just person-participants where the participant is counted only once regardless of the number of modules completed. The former, i.e. module participant is counted every time he/she completes a module. Thus, in person-module terms, a person participant who completes say, 6 modules, quite logically has to be counted 6 times. Table No.5_shows the cost structure from this point of view. The costs per participant during the period were considerably much lower than shown in the previous table -- from $336.53 in 1981 to $110.00 in 1983. The figure rose a little bit in 1984 but declined to $87.19,compared to $445.16 in 1985.

The foregoing review of the cost structure of the project leads to the necessity of making estimations on the number of courses and number of participants (more particularly person-module participants) necessary to arrive at an "equilibrium point" or level of operation at which, under given conditions, total project cost would be just enough to cover the fixed and variable costs involved in the process. Here, it should be made clear that the equilibrium point referred to is not the kind of break-even commonly referred in business where sales and costs are even, resulting in no gain or loss. That concept enters into the picture only after total project cost just enough to cover fixed and variable costs has been determined and the concern is then how to generate income sources to break even with the total project cost.*

To arrive at a point of equilibrium for the project, let us assume that the fair price per course per participant is $100.00. This amount is reasonable and quite comparable to the price paid for similar courses in the open market. The fee currently being charged is $20.00, leaving $80.00 as subsidy for each participant. Let us further assume that each course would have to have 25 participants. The next step is to list all fixed costs, and itemize all the variable costs involved per course. With these data base, it is then possible to make calculations and to arrive at an equilibrium point, indicating the number of courses and total number of participants as well as the amount of subsidy, required for the operation of the project i.e. the point at which expected total project costs would break even with the total of fixed and variable costs involved in the process.

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* This portion of the discussion updates preliminary work done on the subject by Celso Carbonell of ODR in March 1984, who in fact furnished the computer print outs used in this report. The author wishes to thank Mr. Carbonell for his cooperation and assistance.

Table 6 is a constructed data sheet for the project based on previous discussion. It also indicates the equilibrium point arrived at through computer calculations. The equilibrium point indicates that with 25 participants at the assumed price of $100 per course and given the fixed and variable cost per course, 58.17 courses and 1454 participants would be required to break even with cost operations.

The next computer print outs (Tables 7 and 8) show other equilibrium points if the number of participants per course were to be changed from 25 to 30 and 35 respectively. These calculations on the equilibrium point for the project should be useful in that they would indicate for management how much subsidy or revenue is needed to continue with the project at certain levels of operation after the programs' completion date in December of the current year. In later pages another computer print out on equilibrium point will be presented taking into account possible reduction costs toward self-sufficiency.

The Benefit Structure:

Thus far, the review has concentrated on the cost elements of the project. The benefits side of the spectrum must now be dealt with. The results of the field survey relating to the impact of the project and the benefits more or less directly attributable to the program showed that the project has been responsible for some 23 business saves, 28 business expan sions, 9 business starts and some 26 success stories in only a sampling of 115 past participants on the project. The evidences also adduced in terms of dollar increases in monthly sales, increase in number of employees, assets, as well as the data on loans of participants before and after training provide some hard data relevant to cost benefit analysis. On sheer number of participants/beneficiaries alone, it is also worth repeating that to date, 691 small business entrepreneurs have graduated from the 7-module training program and 539 more have at least received training in one or more courses--for a total of 1230 person participants.

In terms of person-modules, the program has provided training to 6,929 participants. About $850,273 have so far been spent on the program. If, as has been ascertained, an investment of from $3,000 to $5,000 in a training program with emphasis on micro and small business enterprises could produce one new direct job (AID sources) the project's contribution to direct job creation can be calculated at 218 new jobs.

TABLE NO. 6 Points of Equilibrium at 25 Participants per Course

(PEPES -- Preparado por CMR:8/23/85:CC.Jr.)

PE - Punto de Equilibrio

			# Cursos	Total
Programa Desarrollo Gerencial			1	-112004.00
Ingreso por curso ($)		3500.00	2	-110929.00
Tarifa por participante por curso ($)		20.00	3	-108954.00
Numero de participantes por curso		25	4	-106979.00
Subsidio por Participante ($)		80.00	5	-105004.00
			6	-103029.00
Costos Fijos		(Totales $)	7	-101054.00
Overhead (APEDE)		37200.00	8	-99079.00
Salario Director (AID)		27040.00	9	-97104.00
Salario Secretaria (AID)		5720.00	10	-95129.00
6 Tecnicos Gerenciales (AID)		38519.00	11	-93154.00
Transporte/per diem		4000.00	12	-91179.00
Material didactico		1200.00	13	-89204.00
Contingencias		1200.00	14	-87229.00
Total Costos Fijos ($)		114879.00	15	-85254.00
			16	-83279.00
Costos Variables		(Por Curso)	17	-81304.00
Promocion (se incluye con TGs)		90.00	18	-79329.00
Materiales Didacticos		25.00	19	-77354.00
Instructor		300.00	20	-75379.00
Viaticos		.00	21	-73404.00
Alquiler de local		.00	22	-71429.00
Tecnicos contratados		.00	23	-69454.00
Otros:		110.00	24	-67479.00
Fotografo	.00		25	-65504.00
Refrescos	100.00		26	-63529.00
Mesero	.00		27	-61554.00
Certificados	10.00		28	-59579.00
Total Costos Variables ($)		525.00	29	-57604.00
Costo variable/participante ($)		21.00	30	-55629.00
			31	-53654.00
			32	-51679.00
			33	-49704.00
			34	-47729.00
			35	-45754.00
Punto de Equilibrio (# de Cursos)		58.17	36	-43779.00
Total aportacion participantes ($):		29083.29	37	-41804.00
Total subsidio requerido ($):		116333.16	38	-39829.00
Total de participantes aproximados:		1454	39	-37854.00
			40	-35879.00
			41	-33904.00
			42	-31929.00
			43	-29954.00
			44	-27979.00
			45	-26004.00
			46	-24029.00
			47	-22054.00
			48	-20079.00
			49	-18104.00
			50	-16129.00
			51	-14154.00
			52	-12179.00
			53	-10204.00
			54	-8229.00
			55	-6254.00
			56	-4279.00

TABLE NO. 7 **Points of Equilibrium at 30 Participants Per cours**

(B:APEDEPEE -- Preparado por ODR:6/23/85:CC.Jr.)

APEDE - Punto de Equilibrio		# Cursos	Ingres
Programa Desarrollo Gerencial		1	-112406.
Ingreso por curso ($)	3000.00	2	-109933.
Tarifa por participante por curso ($)	20.00	3	-107460.
Numero de participantes por curso	30	4	-104987.
Subsidio por Participante ($)	80.00	5	-102514.
		6	-100041.
Costos Fijos	(Totales $)	7	-97568.
Overhead (APEDE)	37200.00	8	-95095.
Salario Director (AID)	27040.00	9	-92622.
Salario Secretaria (AID)	5720.00	10	-90149.
6 Tecnicos Gerenciales (AID)	38519.00	11	-87676.
Transporte/per diem	4000.00	12	-85203.
Material didactico	1200.00	13	-82730.
Contingencias	1200.00	14	-80257.
Total Costos Fijos ($)	114879.00	15	-77784.
		16	-75311.
Costos Variables	(Por Curso)	17	-72838.
Promocion (se incluye con TGs)	90.00	18	-70365.
Materiales Didacticos	25.00	19	-67892.
Instructor	300.00	20	-65419.
Viaticos	.00	21	-62946.
Alquiler de local	.00	22	-60473.
Tecnicos contratados	.00	23	-58000.
Otros:	112.00	24	-55527.
Fotografo .00		25	-53054.
Refrescos 100.00		26	-50581.
Mesero .00		27	-48108.
Certificados 12.00		28	-45635.
Total Costos Variables ($)	527.00	29	-43162.
Costo variable/participante ($)	17.57	30	-40689.
		31	-38216.
		32	-35743.
		33	-33270.
		34	-30797.
Punto de Equilibrio (# de Cursos)	46.45	35	-28324.
Total aportacion participantes ($):	27871.98	36	-25851.
Total subsidio requerido ($):	111487.91	37	-23378.
Total de participantes aproximados:	1394	38	-20905.
		39	-18432.
		40	-15959.
		41	-13486.
		42	-11013.
		43	-8540.
		44	-6067.
		45	-3594.
		46	-1121.
		47	1352.
		48	3825.
		49	6298.
		50	8771.
		51	11244.
		52	13717.
		53	16190.
		54	18663.
		55	21136.

TABLE NO. 8 *Points of Equilibrium at 35 Participants Per Course*

(E:APEDE7 -- Preparado por ODR:8/26/85:CC.Jr.)

APEDE - Punto de Equilibrio

Programa Desarrollo Gerencial		
Ingreso por curso ($)		3500.00
Tarifa por participante por curso ($)		20.00
Numero de participantes por curso		35
Subsidio por Participante ($)		80.00
Costos Fijos		(Totales $)
Overhead (APEDE)		37200.00
Salario Director (AID)		27040.00
Salario Secretaria (AID)		5720.00
6 Tecnicos Gerenciales (AID)		38519.00
Transporte/per diem		4000.00
Material didactico		1200.00
Contingencias		1200.00
Total Costos Fijos ($)		114879.00
Costos Variables		(Por Curso)
Promocion (se incluye con TGs)		90.00
Materiales Didacticos		25.00
Instructor		300.00
Viaticos		.00
Alquiler de local		.00
Tecnicos contratados		.00
Otros:		114.00
Fotografo	.00	
Refrescos	100.00	
Mesero	.00	
Certificados	14.00	
Total Costos Variables ($)		529.00
Costo variable/participante ($)		15.11
Punto de Equilibrio (# de Cursos)		38.67
Total aportacion participantes ($):		27066.75
Total subsidio requerido ($):		108266.98
Total de participantes aproximados:		1353

# Cursos	Ingresos
1	-111908.00
2	-108937.00
3	-105966.00
4	-102995.00
5	-100024.00
6	-97053.00
7	-94082.00
8	-91111.00
9	-88140.00
10	-85169.00
11	-82198.00
12	-79227.00
13	-76256.00
14	-73285.00
15	-70314.00
16	-67343.00
17	-64372.00
18	-61401.00
19	-58430.00
20	-55459.00
21	-52488.00
22	-49517.00
23	-46546.00
24	-43575.00
25	-40604.00
26	-37633.00
27	-34662.00
28	-31691.00
29	-28720.00
30	-25749.00
31	-22778.00
32	-19807.00
33	-16836.00
34	-13865.00
35	-10894.00
36	-7923.00
37	-4952.0
38	-1981.0
39	990.0
40	3961.0
41	6932.0
42	9903.0
43	12874.0
44	15845.0
45	18816.0
46	21787.0
47	24758.0
48	27729.0
49	30700.0
50	33671.0
51	36642.0
52	39613.0
53	42584.0
54	45555.0
55	48526.0
56	51497.0

The benefits which can be expected to spin off from this number of direct beneficiaries in the form of new job creation, secondary employment, injection of new purchasing power, etc can be perceived not only in light of logic but also of studies on linkages of education and training programs with individual well being and general social and economic growth.

It is increasingly becoming recognized that educating people to perform specific career tasks can be the leading edge in stimulating economic growth and business expansion in a free-entreprise economy. Entrepreneurship is often referred to as the fourth factor of production and quantitative studies have shown that the economic returns in entrepreneurial training generally exceed returns in alternative forms of investment (UNESCO General Conferences in 1978). Also, evidence suggests that entrepreneurial training ranks among the highest types of education in regard to social returns. Cost-benefit ratios, of course, depend on varying conditions. However, sensitive analysis in the case of the APEDE project (based on the field survey) shows no critical element which would counter the high incidence of benefits that can be expected to spin off from the program. It is generally believed too, that the benefits derived from the training programs would in fact, go far beyond measured indications. The other benefits would include logically those generated by the "multiplier capacities" of the program graduates and their roles as agents of change.

Unfortunately, the state of the art in cost benefit analysis has not yet developed to date ways and means of measuring benefits that are not economic nor is it perhaps ever possible to do so. It is simply that some benefits are subjective and by their very nature are not measurable albeit clearly palpable through perception and logic. Many of the benefits which can be expected from training programs such as the APEDE project are of that nature. It is not by any means insignificant to note in this regard that more than a dozen past participants have written letters expressing satisfaction and grateful thanks for the training and help they received from the program.

The conclusion from this review of the program's current cost-and-benefit structure is that the APEDE project has steadily moved to higher levels of expenses but palpably to higher benefit- cost ratio as indicated by the downward trend in the unit cost of training per course per participant and the impact results revealed by the field survey. While this trend trend has in general been salutary, it does not appear to have been matched by efforts to institutionalize the project by making it self-financing so that the problem now is how to meet the costs after its completion date with AID funds. The following section deals with this issue.

TABLE 1. MUESTRA REPRESENTATIVA PARA LA EVALUACION DEL PROYECTO APEDE-USAID

LUGAR	TIPO DE EMPRESA						CANTIDAD DE EMPLEADOS			CANTIDAD HORAS DE CAPACITACION				POSICION DE LA EMPRESA				TOTAL
	SERVICIO	COMERCIO	INDUSTRIA	ARTE-SANIA	CONTRUC CION	TRANS PORTE	MICRO	PEQUEÑA	MEDIANA	0-30	31-60	61-104	105-111	Propie tario	Conyuge	Pariente	Otro	
PANAMA	30	6	24	-	-	-	24	30	6	-	1	9	50	55	-	4	1	= 60
CHORRERA	3	2	7	-	-	-	5	7	-	-	1	2	9	10	1	1	-	= 12
COLON	4	2	3	-	-	1	8	2	-	-	-	3	7	8	-	1	1	= 10
SAN MIGUELITO	2	-	2	-	-	-	4	-	-	-	-	4	-	3	-	1	-	= 4
CHITRE	2	4	2	2	1	-	9	1	1	-	-	3	8	11	-	-	-	= 11
LAS TABLAS	3	2	3	-	-	-	7	1	-	-	-	1	7	8	-	-	-	= 8
DAVID	5	1	5	-	-	-	10	1	-	-	-	2	9	9	1	-	1	= 11
SANTIAGO	2	1	1	-	-	-	3	-	1	-	-	1	3	4	-	-	-	= 4
AGUADULCE	2	1	2	-	-	-	4	1	-	-	5	-	-	3	1	1	-	= 5
TOTALES	53	19	49	2	1	1	74	43	8	-	7	25	93	111	3	8	3	= 125

TOTAL DE PARTICIPANTES 125

d. Suggested measures to meet costs:

The current total cost of the project at its present level of operation had been previously determined at roughly $203,853. The exercises on equilibrium points (Tables 6-8) indicated that the current cost of the project could be reduced by further rationalization of the items on both fixed and variables costs, without compromising the quality of the program services.

Logic would dictate that the first step to take toward meeting the above costs is to seek cost efficiency.

1. Seeking cost efficiency:

The task of seeking cost efficiency should be pursued along the following lines:

- Eliminating unnecessary costs
- Controlling expenses for activities that are not cost effective.
- Striving for minimum costs, and
- Initiating programs that are cost effective.

It is significant to note in this regard that the project in fact has already taken measures to seek cost efficiency. In 1984, it eliminated two positions, namely that of Administrative Assistant and a Technician for Panama City, resulting in a monthly reduction of fixed costs in the amount of $1,455. It has also been able to reduce the remuneration of instructors from $30.00 to $20/per hour, "coffee break" costs from $150.00 to $100 by each enrollment group and costs of certificates from $3.00 to about $.50 per unit. The project has also cut back on the costs of manuals, didactic materials, surveys, trips, per diem, promotion and publicity and seminars/workshops without deducting from the quality of instruction. All these are steps in the right direction and further efforts should continue, with the caveat of course that seeking cost efficiency should stop where it starts to affect the quality and relevance of instructional services that the project offers. In any case, project management should regularly examine cost expenditures on a quarterly basis to check on cost efficiency. A record of reduction in expenditures on this account should be updated and maintained for purposes of budget planning and or restructuring or redeploying available funds.

The following cost reduction measures need to be investigated further and implemented:

1. Current promotional techniques, such as the the use of technician's services, which have the tendency to be very costly, should be replaced by low cost/no cost advertising techniques. Flyers still in boxes if any, should be distributed and succeeded by a better format in which class schedules for the coming year (1986-87) are announced for ready reference. These annual class schedule-flyers should be distributed all over the country through business enterprises and organizations, chambers of commerce, schools/universities, etc. and posted in places such as parks, markets, department stores, parking areas, churches, and other public places. More use should be made of newspapers and periodicals, as well as the radio, a means of outreach.

   The estimated cost reduction (ECR) on this account is $9,000 (on fixed costs) which is roughly the difference between $52,283.76, (the amount paid the six technicians for both their salaries and promotional activities in 1984) and $43,200 the amount representing their salaries, each at the average of $600 a month or $7,200 a year).
   (ECR: $9,000)

2. Reduce the number of technicians from 6 to 2 by putting the rest of the technicians particularly for the Central provinces and the interior under the the control of APEDE local chapters (where these exist), which as a rule should conduct their own training programs.

   Where there are no APEDE local chapters to absorb the technicians, the latter could be retained by the Project as area agents to form study groups on a recruitment fee basis, say at $8.00 per participant, under agreed upon conditions (e.g. a study group should at least be composed of 25 participants, which will insure that the conduct of instruction for the study group formed would at least be self-financing. The estimated cost reduction on this account is $28,800. ($7,200 x 4 technicians)
   ECR: $28,800

3. Eliminate the "coffee break" costs altogether. Classes at the start should be advised to provide their own coffee breaks. For this purpose, a class monitor may be chosen to develop a petty cash fund through voluntary collection from participants. At any rate, the class should be made responsible for arranging its own refreshments. Let the matter be in fact, an exercise in group leadership and organization! In practice, the project spends for coffee breaks $100 per module. At the estimate of $66 modules per year, the expected cost reduction on this account is $6,600.

   ECR: $6,600

4. Save up on pencils, papers, etc. Participants should be able to provide themselves with their own notebooks pens, etc. ECR; $500.00

5. Raise the fee charged to participants from the current $20.00 to $35.00 the increase of $15.00 to be paid in installments at say $3.00 or $5.00 dollars a month if the participant can not afford to pay the entire $35.00 at time of registration. Not a few respondents in the field survey felt that the current fee of $20.00 is relatively cheap. On the assumption that 66 modules can be offered during the year, at 25 participants per module, the estimated income or net earnings on this account is $57,750.00.

   ENE $57,750

6. Charge $5.00 per module if participant decides to have and own the material. It must be explained that the money realized from this account is enough only to cover printing and material costs. At 66 modules of 25 participants each and $5.00 cost of module material, the estimated income or net earnings on this aspect is $8,250.00 (Note: The cost of printing will be included in the variable cost per module training.)

   ENE $8,250

7. Finally it would be useful for APEDE management to explore the feasibility of merging CESA and the APEDE-AID Training Project under one administration to see if in fact overhead and other administrative costs could be reduced. Any merging of the two programs may not be advisable at this stage for some reason or the other (as preliminary discussed) but the matter is certainly worth further thought and consideration.

2. The New Cost Structure

Given the above cost reduction, as well as initial revenue, measures, it would be useful to reconstruct the new cost structure of the project and arrive at a computer printout on a new equilibrium point. For this purpose, Table 9 is a data sheet incorporating the above cost reduction suggestions, using prevailing amounts on fixed costs pertaining to the salaries of personnel and adjusting variable costs to reflect reasonable transfer of costs formerly included in fixed costs such as promotion, per diem, didactic materials, and contracted technicians.

All these cost calculations are of course subject to change but they are demonstrative of the basic elements to be considered in any planning for self sufficiency.

Table 9 assumes that $90 would be the fair market price for each module (instead of the $100 per module used in previous point of equilibrium estimations in Tables 6-8). The amount is more consistent with the price of $87 per participant in 1985 as indicated in Tables 4 and 5 in earlier discussion. The fee charged per participant per course is $40.00 ($35.00) registration fee and $5 cost of course material). It is still assumed that each course (as in the past) would have an average of 25 participants, so that, the revenue per course at $90.00 each would amount to $2,250. The subsidy for each participant is $50.00.

The fixed costs have been reduced to $71,900 mainly due to the reduction in the number of technicians from six (6) to two (2). The variable costs for each module have been estimated at $785, which include, among others, $100 for promotion, $200 for contracted technicians and $100 per diem. With these data base the equilibrium point indicates that with 25 participants at the assumed price of $90 per course, and given the fixed and variable costs per course of $71,900 and $785.00 respectively, 49.08 courses and 1227 participants would be required to break even with cost operations.

The total cost of the project would be $110,426.62, of which $49,078.50 would be the revenue from registration fees and costs of course material and $61,348.12 representing the required subsidy which project management would have to raise to meet costs. Because of APEDE's overhead contribution of $26,300, the amount to be raised would be actually less, i.e. $35,048.12.

TABLE #9 New Cost Structure: Point of Equilibrium

(B:APEDEPE10 -- Preparado por ODR:9/6/85:CC,Jr.)

APEDE - Punto de Equilibrio		# Cursos	Ingresos
Programa Desarrollo Gerencial (Costo$=)	90.00	1	-70435.00
Ingreso por curso ($)	2250.00	2	-68970.00
Tarifa por participante por curso ($)	40.00	3	-67505.00
Numero de participantes por curso	25	4	-66040.00
Subsidio por Participante ($)	50.00	5	-64575.00
		6	-63110.00
Costos Fijos	(Totales $)	7	-61645.00
Overhead (APEDE)	26300.00	8	-60180.00
Salario Director (AID)	27040.00	9	-58715.00
Salario Secretaria (AID)	5720.00	10	-57250.00
2 Tecnicos Gerenciales (AID)	12840.00	11	-55785.00
Transporte/per diem	.00	12	-54320.00
Material didactico	.00	13	-52855.00
Contingencias	.00	14	-51390.00
Total Costos Fijos ($)	71900.00	15	-49925.00
		16	-48460.00
Costos Variables	(Por Curso)	17	-46995.00
Promocion	100.00	18	-45530.00
Materiales Didacticos	75.00	19	-44065.00
Instructor	300.00	20	-42600.00
Viaticos	100.00	21	-41135.00
Alquiler de local	.00	22	-39670.00
Tecnicos contratados	200.00	23	-38205.00
Otros:	10.00	24	-36740.00
Fotografo .00		25	-35275.00
Refrescos .00		26	-33810.00
Mesero .00		27	-32345.00
Certificados 10.00		28	-30880.00
Total Costos Variables ($)	785.00	29	-29415.00
Costo variable/participante ($)	31.40	30	-27950.00
		31	-26485.00
		32	-25020.00
		33	-23555.00
		34	-22090.00
Punto de Equilibrio (# de Cursos)	49.08	35	-20625.00
Total aportacion participantes ($):	49078.50	36	-19160.00
Total subsidio requerido ($):	61348.12	37	-17695.00
Total de participantes aproximados:	1227	38	-16230.00
		39	-14765.00
		40	-13300.00
		41	-11835.00
		42	-10370.00
		43	-8905.00
		44	-7440.00
		45	-5975.00
		46	-4510.00
		47	-3045.00
		48	-1580.00
		49	-115.00
		50	1350.00
		51	2815.00
		52	4280.00
		53	5745.00
		54	7210.00
		55	8675.00
		56	10140.00

It should be emphasized that the point of equilibrium is the "rock bottom" and any amount generated by additional course offering and number of participants beyond the 49.08 number of courses and 1227 number of participants indicated in Table 9 less corresponding expenses would in fact be "profit income."

If it is considered that in fact the project has a history of having conducted more than 49.08 courses annually in the past (61.11 average from 1981 to 1985, see Table 4), it is quite reasonable to project that for the next year 1986, the training program can offer 66 courses. The following discussion is based on this projection and on the fixed and variable costs used in Table 9 which reflects the cost reductions and initial revenue measures earlier suggested to meet costs. It would be useful for the project to plan future operations along the lines hereunder indicated.

The new project cost structure at 66 courses would be as follows:

Fixed Costs	$71,900
Variable (Direct) Costs for 66 modules at $785/module	$51,810
Total Project Cost	$123,710

It may be observed that at this new project cost, the unit cost per module would be $1,874.39, which is comparable to the cost per module recorded in 1985 (i.e. $1992.29 see table 4) and the cost per module per participant is $75, compared to $77, in 1985.

3. Strategies

The problem brought to the fore is how to meet the above costs (i.e. $123,710) for 1986 and what strategies could be devised to make the project self-sufficient. The strategy of cost reductions has already been discussed. Strictly on business terms, one alternative strategy is to require all participants to pay the full $90 for each module they take--the amount being the fair market price of each module as previously explained. Thus, at 66 modules with 25 participants for each module, registration fees would amount to $148,500 (i.e. 66 x 25 x $90), which would be more than sufficient to meet the total project cost of $123,710. However, since it is not possible to charge the full $90 at this stage without the risk of having no one or just a few to register, the alternative strategy of meeting total project cost solely on registration fees would have to be discarded. At this stage, charging the

participants at $40 per module ($35 registration fee and $5 for course material as hinted earlier) would be reasonable. It is worth repeating that the great majority of the surveyed participants in the field survey opined that the current $20 fee per module was cheap and they were willing to pay more.

The question of other alternative strategies to meet cost requires an examination of existing APEDE programs and activities, additional resources from services which APEDE may and can offer, and other sources including the question of selection criteria for limiting APEDE enrollment.

a. Existing APEDE Programs:

Existing APEDE programs and activities include a training center for senior business executives called CESA (Centro de Estudios Superiores de Administracion), which is self-supporting and self-financing. CESA's institutionalized and self-financing character is, of course, due mainly to the fact that senior executives, unlike the small business entrepreneurs, are more able to pay for their training individually and collectively to meet total costs. The Center also conducts special seminars and workshops and has sponsors and and donors or patrons--a feature which should be similarly pursued by APEDE for the small business training program.

The experiences of CESA in becoming a self-supporting program should be useful to the small business training project. Surely, the latter could draw insights from the former, particularly with regard to soliciting and developing a list of sponsors and donors, and could benefit from mutual exchanges of views on business training programs. It would in fact be extremely useful for both CESA and the Small Business Training Project to share more closely not only resources (since they are both in the APEDE building) but also instructors' expertise which could be harnessed to pursue such activities as holding special training seminars, conferences and workshops. For example, the Small Business Project can organize training groups for instruction in subjects further needed by alumni (as indicated in the field survey) and draw instructor expertise from CESA, paying only for the instructors'fee. The annual revenue on this account can be estimated conservatively at $3,250 (7 modules at 25 participants at special charge of $50 per module = $8,750 less expenses of $785 x 7 modules or $5,495).

(ENE $3,250)

2. In addition to special seminars and conferences, APEDE general management should forge a joint effort by CESA and the

Small Business Project to organize management training programs for professional groups, such as architects, engineers, doctors, etc. These are categories of clientele who can afford to pay for their training and therefore should be sought. The APEDE small business project already has in fact provided training to odontologists and the experience has been productive. Training for the other professional groups should follow. It is encouraging to note that APEDE is in fact pursuing this matter and talks are continuing with owners of beauty salons, the Panamanian Chamber of Construction, the Panamanian Society of Engineers and Architects, Medical Associations and other organizations.

The net revenue which can be expected from this strategy is estimated at $3,320. (2 groups each at 25 participants, 4 modules at $60 unit cost = $9,600 - less $6,280 representing the cost of 8 modules at the standard unit cost of $785 per module).

(ENE: $3,320)

Another source would be for APEDE Management and the Small Business component to put up an annual Conference of Small Business Executives similar to (CADE) the annual Conference of Business Senior Executives.. Estimated net earnings from this suggested conference is $11,250. (1,500 attendees at $15 Conference fee for each = $22,500 less $11,250 (50%) Conference Costs.

(ENE: $11,250)

b. <u>Additional Resources:</u>

A number of additional resources from services which APEDE can offer can also be suggested:

1. The one with the greatest potential is for APEDE to embark on a long-term project to develop and produce business start up manuals and self-instruction booklets showing step by step how to start a business, covering as many lines of businessess judged to be most profitable in the context of small business operations. For this project, APEDE could parallel that which is being done by the American Entrepreneurs Association (whose headquarters is in 2311 Pontius Avenue, Los Angeles, California 90064) which has now more than 250 start up manuals for small business showing how to start a particular business with complete step by step instructions.

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These manuals have been found most useful to small business development and have since been selling like hot cakes in the open market at the price range of $25.00 to $45.00 each manual.

APEDE could order start up booklets from the American Entrepreneurs Association and used them as guides or models in the development of similar APEDE materials which could then be copyrighted. Incidentally, all APEDE instructional booklets should all be copyrighted to protect proprietary rights. It would minimize costs if the remuneration for the authors or developers of materials will be arranged on royalty basis (say at 10% of annual total sales of the material) instead of a one-time remuneration for the effort.

The expected net revenue from sale of start up manuals during the first year can be estimated at $8,750. (Assumptions: Five types of start up manuals can be developed during the first year; 1,000 copies of each or a total of 5,000 copies will be printed at $5 printing cost per copy = $25,000. It is further assumed that 500 copies of each manual or 2,500 copies, will be sold during the first year (leaving a balance of 2,500 copies for sale during the second year) at the market price of $15 each, so that the total sales will come to $37,500. From this amount should be deducted a 10% royalty amounting to $3,750 for the developer, leaving a net profit of $8,750 for the first year.)

(ENE: $8,750)

2. Another suggestion which could be a source of revenue would be for APEDE to organize an alumni association with headquarters at the Project's Office, charging a membership fee of say $12.00 a year, ($1.00 a month) in exchange for say free technical advisory services by project technicians and other related services. The alumni association could be developed and utilized as a promotion arm of the Project and could be stimulated to hold fund raising activities such as raffles and the like. A strong and active alumni association could be a valuable "think tank" or "idea bank" useful for the project. As in schools, colleges and universities, the alumni are good sources of supplementary income.

   By the end of December 1985, the Project shall have an alumni of some 1,500 persons. The annual revenue which

can be realized from this strategy measure can be estimated at $18,000, less expense of say $6,000 equals a net revenue of $12,000.

(ENE: $12,000)

3. Agreements should be negotiated with established colleges and universities, according to which the APEDE project would be able to utilize the services of highly experienced and well known faculty members in providing specific management and technical assistance (M/TA) in depth to small business managers having problems and needing special assistance. Under this program, a service charge determined on a sliding scale depending on the type of assistance rendered, should be levied on clientele. It is worth noting in this regard that the project has in fact started negotiations with the University Santa Maria La Antigua and has had talks with the Post-Graduate School of Business Administration and the School of Industrial Engineering Management of the USMA in which M/TA for small business enterprises will be coordinated with APEDE.

   Along similar lines, it would be useful for APEDE to organize a pool of both retired and active business executives who could be available to provide M/TA at their convenience, say 6 hours a week, to supplement the M/TA component of the program. Not a few participants interviewed in the study expressed willingness to pay for technical services provided the services go beyond generalities and mere audit into solid solutions of their problems. Fees that may be realized from this M/TA program could at least cover some project costs.

On the assumption of 300 hours of management and technical assistance (M/TA) during the year at the average of $30 per hour expected revenue would amount to $9,000. From this amount, consulting/advisory services will be paid at $20 per hour amounting to $6,000, leaving approximately a net profit of $3,000.

(ENE: $3,000)

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c. Other Sources:

Other sources, not by any means the least significant, are as follows:

1. APEDE should continue marketing the services of the small business project to associations and organizations including the National Bank which has a training program and the government Ministry of Commerce and Industry (MICI). It is noted that APEDE has been contracted by MICI (in connection with a 5-year MICI USAID Small Business Development Project), to help train 200 small business entrepreneurs of the Union Nacional de Pequenas y Medianas Empresas (UNPYME) during the first year of the project and a total of about 1000 small business entrepreneurs that are expected to participate in the government project. For this contract, APEDE expects to realize during 1986 $21,600 by providing 7 modules at the cost of $4.00 /hr. for 108 hours to the 200 small business entrepreneurs. From this $21,600 should be deducted the cost of conducting the 7 modules at the standard variable cost of $785.00/module (Total $5,495) so that estimated net earnings would amount to $16,105.
(ENE: $16,105)

2. It is extremely important for APEDE to maintain close relations with the Union Nacional de Pequenas y Medianas Empresas (UNPYME) which has currently about 600 members and expects to reach the thousand mark in the next few months. Specifically, APEDE should aim at developing an agreement with UNPYME, according to which the former (capitalizyng on its current prestige and reputation as the only organization that now provides quality training to small business managers) through its Small business training project would assist the latter in its current drive for membership by exhorting participants in the training program to join UNPYME and partake of the benefits and services provided by the Union. In return, UNPYME should agree to encourage and organize its members into study groups for training by APEDE at a training cost of say $100 per course per participant. In an interview/conference on the matter, Mr. Hector Sucre, President of UNPYME showed receptiveness to this proposal and agreed to pursue the subject with his directive council. Union members now pay $10.00 a month in return for free consulting and legal services and other services. It was suggested that perhaps the monthly fee be increased to say $15.00, the increment of $5.00 each to cover the costs of training union members by APEDE. UNPYME could then advertise that membership in the union carries with it entrepreneurial training to increase members' productivity. The proposed agreement would be

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obviously mutually advantageous. The advantage to APEDE is that UNPYME as a feeder of participants into the training program would help insure a steady source of funding to meet APEDE training costs. It is possible according to Mr. Sucre that 500 person module participants from the union could be fed annualy into the APEDE training program if an agreement acceptable to both parties could be reached. Five hundred person/modules annually at $100 each would provide the APEDE Small Business Training project with $50,000 a year. Less cost for conducting 20 modules at $25 participants each (to cover the 500 person module participants), the expected net earnings on this account can be estimated at $34,300. Conservatively, say 1/4 of this goal could be reached in 1986. This would yield a revenue of $8,575.

(ENE: $8,575).

3. An APEDE-FUNDES (Fundacion de Desarrollo Economico y Social) agreement is understood to have been extended for a year according to which APEDE M/TA services will be utilized in loan packaging for small business enterprises seeking loans with Banco General and Chase Manhattan Bank under guarantee by FUNDES. The amount of $20,000 has been estimated in the agreement to cover these services during the year. The APEDE Small Business Project should be able to realize a net profit on this account amounting to $6,660 (666 consultant hours at $30/ hours --$10 for APEDE and $20 for consultant services.

   In this regard, it is notable that Banco General and Chase Manhattan Bank have agreed to include in their requisites for extending credit to small busineess enterprises the requirement that the borrower has enrolled or has received management training under the APEDE Small Business Training Project.

   (ENE: $6,660)

4. APEDE could also probably secure loans from banks (if it becomes extremely necessary) to help finance the training program under favorable conditions and special guarantees which would enable APEDE to repay the loan on easy terms as it develops income-generating schemes and sources such as those suggested throughout this section.
5. To suggest that APEDE should approach other international or regional aid-giving agencies, such as UN-ILO, FUNDES, World Bank, etc. for possible subsidy is hardly consistent with measures toward self-sufficiency. However, it is not entirely inconsistent if, in fact, the aid being sought is merely to help tide over the project in its transition toward a self-financing status.

   (Estimated Net Earnings-$60,000)

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d. Selection Criteria for Limiting APEDE Enrollment:

In light of the review on cost per module/per participant in the previous section, a case for limiting APEDE enrollment as a cost saving measure is weak. The low level of unit cost per participant so far achieved in current operation militates against any selection criteria aimed at saving costs since the cost to be saved is most likely to be infinitesimal at the expense of, and in proportion to, the benefit which could be derived otherwise. In this context to limit enrollment is to be "penny-wise and pound foolish." In any case when the number of participants required for the operation of the project at its "equilibrium level" has already been reached, limiting enrollment might be a good idea, not however for purposes of saving costs but more for insuring the quality of instruction. The rationale or case for adopting selection criteria to limit enrollment, aside from preserving the quality of instruction, is really only in those instances where marginal costs per participant is exhorbitantly high so that the addition of any student would further raise costs and tax the revenue base. In the present APEDE case, the more the merrier would seem to apply.

e. Objective, Strategy and Time-Phased Implementation Plan 1986.

A recapitulation of the above strategies in an Objective Strategy and Time-Phased Implementation Plan showing expected expenditures and income for 1985-1986 is shown in the attached chart No. 4. The emerging financial picture for 1985-1986 would be as follows:

	Expenses		
A.	Fixed Cost	$71,900	
B.	Direct Cost	51,810	
	Sub-Total	$ 123,710	
C.	Strategy Costs	86,528	
	Grand Total	$ 210,238	
	Income		
A.	Registration Fees	$ 57,750	
B.	Sale of Course material.	$ 8,250	
	Sub-Total	$ 66,000	
C.	Strategies	$ 159,450	
	Grand Total	$ 225,450	(+$15.213.)

Best Available Document

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[illegible]

[illegible]

Legend
M = Module
MI = Mobile Trainer
P = Participant

	October-December 87			Jan-March, 1988			April-June 1988			July - Sept. 1988			Oct.	Cur. Year		ANNUAL		
	GOAL	ACTUAL	Σ	GOAL	ACTUAL	Σ	GOAL	ACTUAL	Σ	GOAL	ACTUAL	Σ	GOAL	ACTUAL	Σ	GOAL	ACTUAL	Σ
I. [illegible]																		
II. [illegible] STRATEGIES																		
I. [illegible]																		
A. [illegible]																		
[illegible]				$ 17,975			$ 17,975			$ 17,975			[illegible]			[illegible]		
B. Direct Costs:																		
[illegible]	Still [illegible] is period will be devoted to [illegible] and [illegible] support [illegible]			$ 12,953 M= 16.5 MI= 412			$ 12,953 M= 16.5 MI= 412			$ 12,953 M= 16.5 MI= 412			[illegible]			[illegible]		
Sub-total																		
C. Strategy Costs: See details in strategies [illegible] below																		
Grand Total																[illegible]		
[illegible]																		
A. [illegible]				[illegible]			$14,638			$ 14,638			[illegible]			[illegible]		
[illegible]				[illegible]			$ 2,063			$ 2,063			[illegible]			[illegible]		
[illegible]							$ 930			$ 1,195			930			[illegible]		
[illegible]							$1,660			$1,660						[illegible]		
[illegible]										$11,250						11,250		
[illegible]										$ 7,000			$1,750			$9,750		
[illegible]				[illegible]			$1,000			$ 1,000			1,000			[illegible]		
[illegible]				[illegible]			[illegible]			$ 750			750			[illegible]		
[illegible]				[illegible]			$ 4,601			$ 4,601			[illegible]			[illegible]		
[illegible]				$ 2,140			$ 2,140			$ 2,140			2,142			[illegible]		
[illegible]				$ 1,670			$ 1,670			$1,670			1,670			[illegible]		

[illegible] $225,[illegible]
[illegible] = $210,[illegible]
[illegible] = 15,[illegible]

Cost Per Module = $1,87[illegible]
Cost Per Participant = $75

Thus, if strategy goals will be achieved, the project should be self-sufficient by December 1986. The time-phased implementation plan herewith presented, even only as a format of a controlled and status of progress worksheet, should be useful in that as a road map it should enable project management to monitor itself on the progress being achieved during the year. Changes should be made as they occur.

The next chart (No. 5) is also an Objective, Strategy and Time-Phased Implementation Plan covering the period till 1990-91. It shows projected total project costs/expenditures and income on an annual basis. The entries thereon are self-explanatory and would be unnecessarily repetitive to discuss them.

The issue of projecting cost-benefit considerations beyond the coming year actually begs the question of utility of the exercise, because of the variables (if not imponderables) involved not only on costs and benefit calculations but also in economic and national development conditions, including other schemes on small business development that might impinge on the current APEDE-AID Program in the rapidly changing conditions and dynamics of present day society. Also the issue required more gathering data and more time than has been made available for the study. In any case, an attempt has been made, if heroic, to present a projection covering the next five years. The redeeming feature, of course, is that project management should be able to make the necessary adjustments as necessary.

In closing, let it be however stated in candor that no training program for small business entrepreneurs or any small business development project for that matter by a non-profit organization has to date been known to have ever reached self-financing status. Even in the United States, supposedly with the most affluent people in the world today, small business training projects are being heavily subsidized by the government. This is not to say that it would never be possible for the APEDE project to achieve self-sufficiency. The injunction here is that the project should not be harshly judged for any shortcomings if it is recognized in fact that all efforts are being made to make the project self-sufficient. On the other hand, APEDE has in the project an opportunity to make it a show window and a model of achievement.

CHART No.5: OBJECTIVES, STRATEGIES AND
TIME-PHASED IMPLEMENTATION PLAN
1987-1991

EXPENDITURES / INCOME / REVENUES	1987-1988			1988-1989			1989-1990			1990-1991		
	GOAL	ACTUAL	%	GOAL	ACTUAL	%	GOAL	ACTUAL	%	GOAL	ACTUAL	%
I EXPENDITURES												
A. Fixed Costs	$ 79,090			$ 86,999			$ 95,698			$105,268		
B. Direct Costs	56,991			62,690			68,959			75,855		
Sub Total	136,081			149,689			164,657			181,123		
C. Strategy Costs	103,050			142,016			118,899			156,786		
TOTAL PROJECT COST: Grand Total	239,131			291,705			283,556			337,909		
II. INCOME/REVENUE												
A. Registration Fees	57,750			61,525			63,525			69,300		
(66 M x 25 P)	(at.$35.)			($38.50)			($38.50)			($42/mod)		
B. Sale of Mod. Materials	8,250			9,075			9,075			9,900		
	(at.$5./m)			(at $5.50)						($6./mod)		
Sub Total	66,000			72,600			72,600			79,200		
C. Strategies												
1. Existing APEDE Programs												
a. Alumni Training Programs	3,580			3,580			3,938			3,938		
	(10% +)						(10%+)					
b. Professional Training	3,652			3652			4,017			4,017		
c. Annual Conference	12,375			12,375			13,612			13,612		
2. Additional Sources												
a. Start up Manuals	33,750			9,625			37,125			15,750		
				New Ed.*						New Ed.**		
b. Alumni Association	13,668			18,500			20,000			25,800		
	(200 ad.M)			(150 ad.M)			(150 ad.M)			(150 ad.M)		
c. M/TA	3,500			4,400			4,950			5,500		
	(350 hrs.)			(400 hrs.			(450 hrs.)			(500 hrs.		
	$30/hr -			$33/hr -						$35/hr.-		
	$20/hr. C.			$22/hr. C						$24/hr. C)		
3. Other Sources												
a. MICI Contract	16,105	(10%+)		17,715	(10%+)		17,715			19,486	(10%+)	
b. [illegible] UNPYME	8,575			9,432			9,432			10,375		
c. APEDE-FUNDES	6,680			7,700			7,700			8,250		
				(700 hrs.						(750 hrs.		
				$33/hr.-						$35/hr-		
				$22/hr. C						$24/hr. C		
TOTAL INCOME (G - Gross)	G-$270,915			301,595			309,998			342,714		
(NI - Net Income)	NI 167,885			159,579			191,089			185,928		
	Cost Per Module:	$2,061.[illegible]		Cost/ Module:	$2,268		Cost/Module: $2,494.80			Cost/Module: $2,74[illegible].29		
	Cost per Participant	-$ 82.4[illegible]			90.72		99.7[illegible]			109.7[illegible]		

*Printing cost per copy $5.50; Total P.cost, [illegible]000 copies =$27,500; Market Price-$16.50 per copy; 2[illegible]00 copies to be sold = $[illegible]1,250 less $27,500 and 10% royalty of $4,1[illegible].

** Printing cost per copy = $6.; Total P cost for [illegible]500 copies =$[illegible]

EPILOGUE

Crucial to the success of any training project, such as the APEDE Small Business Training Project, is the extent to which all program components are developed and brought to bear on the entire process of implementation. A good training program must have adequate physical plant facilities and an attractive instructional program that is relevant, responsive and adaptable to the needs of its target clientele. It must have a strong faculty, with high professional qualifications and practical experiences in the areas they teach, to carry out the training program. It is also imperative that the training program have a strong administrative management and organizational structure to provide institutional support and leadership necessry to achieve goals and objectives. Foremost, it should have adequate funds and a solid financial structure to warrant self-sufficiency and long term growth.

The APEDE Small Business Training Project matches strongly all the criteria for a good training program except the last, which is its weakest area. It would be fitting to close the study with an old oriental proverb which says:

> "Give fish to a man and he will live for a day. But teach him how to fish and he will live a lifetime".

Since the inception of the project in 1981, the trend appears to have been that as long as fish was coming from AID, there was not much of the compulsion or concern for the project to be taught how to fish! And if any blame has to be laid for this inadvertence, it is only fair that it be shared by both AID and APEDE. Hopefully, this report would teach the APEDE project henceforth how to fish so that it will live for a lifetime!

A P P E N D I X A

APPENDIX A

LIST OF SCHEDULES

Schedule 1A- Características generales de las empresas encuestadas: Cuadro Resumen. (Tipo de empresa, sexo, posición en la empresa, educación).

Schedule 1B- Características objetivas de las empresas y la capaci (Nivel de escolaridad de las encuestadas por tipo de empresa).

Schedule 1C- Muestra estratificada final de las personas encuestadas.

Schedule 2A- Características Objetivas de las Empresas y la Capacitación por Tipo de Empresa: Total de Mano de Obra Empleada, No. de Empleados, Financiamiento de la Capacitación, Costo Total de la Capacitación, Opinión sobre el Costo).

Schedule 2B- Características Objetivas de las Empresas y la Capacitación por Tipo de Empresa (Horas Recibidas por Curso de Capacitación).

Schedule 3 Caracterísitcas objetivas de las Empresas y la Capacitación, Opiniones acerca del programa de capacitación (Tipo de Empresa: Quién lo enteró del Programa, Razones para asistir al curso, piensa asistir a otros cursos).

Schedule 4A- Calificación de aspectos del Programa de capacitación, por tipo de empresa.

Schedule 4B- Resumen: Calificación de Aspectos del Programa de capacitación.

Schedule 5 Evaluación del Programa de capacitación por tipo de empresa: Satisfizo el Programa sus necesidades, explicación.

Schedule 6A- Opiniones acerca de la capacitación. Si debe continuar y explicaciones si ha recibido adiestramiento adicional.

Schedule 6B- Si el Programa satisfizo sus necesidades, por tipo de empresa.

Schedule 7A- Si el adiestramiento fue beneficioso y explicaciones.

Schedule 7B- Si considera que el adiestramiento ha sido beneficioso. Según cantidad de horas de capacitación.

Schedule 8 Si recibió material didáctico, si lo usa y tipo de cambios que requiere.

Schedule 9A- Si la capacitación mejoró su negocio. Número de empleados y ventas mensuales antes y después de la capacitación y en los próximos 2 años.

Schedule 9B- Si la capacitación mejoró su negocio, número promedio de empleados y ventas mensuales promedio antes y después de la capacitación y en los próximos 2 años.

Schedule 9C- Clasificación de empresas por niveles de ventas mensuales: Porcentaje de ventas en miles de B/., antes y después de la capacitación y en los próximos 2 años.

Schedule 9D- Clasificación de las empresas por niveles de empleo, antes y después del adiestramiento y en los próximos 2 años.

Schedule 9E- Mejoró su negocio, según cantidad de horas de capacitación (Por tipo de empresa).

Schedule 9F- Clasificación de las empresas por niveles de ventas y por ventajas (por horas de adiestramiento).

Schedu 10A- Clasificción de las empresas en totales de activos y de préstamos antes y después de la capacitación y en los próximos 2 años.

Schedule 10B- Clasificiación de las empresas por niveles de activos en porcentajes antes y después de la capacitación y en los próximos 2 años.

Schedule 10C- Clasificación de las empresas en niveles de activos, y en porcentajes por horas de capacitación, antes y después de la capacitación y en los próximos 2 años

Schedule 10D- Clasificación de las empresas por niveles de préstamos en porcentajes porhoras de adiestramiento, antes y después de la capacitación y en los próximos 2 años.

Schedule 11 Si la recibió antes de APEDE, cuantas, han sido útiles y por qué, está dispuesto a pagar este tipo de visitas.

Schedule 12- Si mejorò o no la capacitación su negocio y porqué.

Schedule 13- Opinión acerca del costo del programa y su beneficio y explicaciones.

Schedule 14A- Pricridad asignada a cada módulo de la capacitación, por tipo de empresas.

Schedule 14B- Prioridad asignada (en porcentaje) a cada módulo de la capacitación por tipo de empresa.

Schedule 15- Sugerencias sobre el contenido de la capacitación

Schedule 16- Observaciones específicas sobre aspectos más significativos de la capacitación, porcentaje, por tipo de empresa.

Schedule 17- Si ha recibido algún adiestramiento adicional y explicaciones, y en porcentajes.

Schedule 1A

EVALUACION DEL PROGRAMA EMPRESARIAL APEDE-USAID
ADIESTRAMIENTO ADMINISTRATIVO PARA GERENTES DE PEQUENA EMPRESA

CARACTERISTICAS GENERALES DE LAS EMPRESAS ENCUESTADAS
• CUADRO RESUMEN •

PAGINA : 0

TIPO DE EMPRESA/ PRODUCTO	TOTAL DE ENCUESTA	SEXO		POSICION EN LA EMPRESA			EDUCACION								
		HOMBRE	MUJER	DUENO	ADMIN	OTROS	PRIMAR	COMPL	INCOM	SECUND	COMPL	INCOM	UNIVER	COMPL	INCOM
SERVICIO	60	85.00%	15.00%	81.66%	16.66%	1.66%	15.00%	88.88%	11.11%	61.66%	35.13%	64.86%	23.33%	35.71%	64.28%
COMERCIO	15	66.66%	33.33%	73.33%	26.66%	0.00%	0.00%	0.00%	0.00%	60.00%	44.44%	55.55%	40.00%	66.66%	33.33%
INDUSTRIA	40	67.50%	32.50%	70.00%	20.00%	10.00%	17.50%	100.00%	0.00%	42.50%	52.94%	47.05%	40.00%	25.00%	75.00%
TOTALES	115	76.52%	23.47%	76.52%	19.13%	4.34%	13.91%	93.75%	6.25%	54.78%	22.60%	77.39%	31.30%	36.11%	63.88%

Schedule No. 1B

EVALUACION DEL PROGRAMA EMPRESARIAL APEDE-USAID
ADIESTRAMIENTO ADMINISTRATIVO PARA GERENTES DE PEQUENAS EMPRESAS

CARACTERISTICAS OBJETIVAS DE LAS EMPRESAS Y LA CAPACITACION

TIPO DE EMPRESA/ PRODUCTO	NIVEL DE ESCOLARIDAD DE LOS ENCUESTADOS POR TIPO DE EMPRESA												
	6	7	8	9	10	11	12	13	14	15	16	17	18
SERVICIO	9	1	6	12	2	3	12	2	3	3	1	2	3
COMERCIO	0	1	1	3	0	1	5	0	0	1	1	2	1
INDUSTRIA	7	0	1	5	2	2	7	2	3	4	3	2	2
TOTAL	16	2	8	20	4	5	24	4	6	8	5	6	6

125

SCHEDULE 1C

FINAL STRATIFIED SAMPLING OF SURVEYED PARTICIPANTS

GEOGRAPHIC	TYPE OF BUSINESS			NUMBER OF EMPLOYEES			NUMBER OF HOURS OF TRAINING				POSITION IN THE BUSINESS			
AREA	SERVICE	COMMERCE	INDUSTRY	MICRO (1-5)	SMALL (6-15)	MED. (15 +)	0-30	31-60	61-104	105-111	OWNER	ADM.	OTHER	TOTAL
PANAMA	31	2	19	24	18	10	11	11	12	18	37	14	1	= 52
CHORRERA	4	3	5	6	5	1	1	1	1	9	10	1	1	= 12
COLON	6	2	2	8	2	-	1	2	2	5	9	1	-	= 10
SAN MIGUELITO	4	-	1	5	-	-	-	1	1	3	4	-	1	= 5
CHITRE	2	3	5	9	1	-	2	2	2	4	10	-	-	= 10
LAS TABLAS	3	2	1	4	2	-	-	3	2	1	5	1	-	= 6
DAVID	5	2	4	10	1	-	1	2	1	7	9	2	-	= 11
SANTIAGO	3	1	1	4	-	1	1	1	0	3	3	2	-	= 5
AGUADULCE	2	-	2	2	2	-	-	-	1	3	1	1	2	= 4
TOTALES	61	14	40	72	31	12	17	23	22	53	88	22	5	=115

Total number of surveyed participants - 115

Schedule No. 2A.

EVALUACION DEL PROGRAMA EMPRESARIAL APEDE-USAID
ADIESTRAMIENTO ADMINISTRATIVO PARA GERENTES DE PEQUENA EMPRESA

CARACTERISTICAS OBJETIVAS DE LAS EMPRESAS Y LA CAPACITACION
• CUADRO RESUMEN •

TIPO DE EMPRESA/ PRODUCTO	TOTAL MANO DE OBRA EMPLEADA	NO. DE EMPLEADOS		FINANCIAMIENTO/CAPACITAC.			COSTO TOTAL DE LA CAPACITACION	OPINION SOBRE EL COSTO		
		PERMANEN	EVENTUAL	EMPRESA	UD. MISMO	OTROS		CARO	REGULAR	BARATO
SERVICIO	388.70	88.49%	11.50%	63.33%	36.66%	0.00%	$6,180.00	0.00%	11.66%	88.33%
COMERCIO	52.41	95.38%	4.61%	66.66%	33.33%	0.00%	$1,545.00	0.00%	26.66%	73.33%
INDUSTRIA	267.47	94.58%	5.41%	80.00%	20.00%	0.00%	$4,412.00	5.00%	10.00%	85.00%
TOTAL	708.60	91.30%	8.69%	69.56%	30.43%	0.00%	$12,137.00	0.86%	13.04%	85.21%

Schedule No. 2B

EVALUACION DEL PROGRAMA EMPRESARIAL APEDE-USAID
ADIESTRAMIENTO ADMINISTRATIVO PARA GERENTES DE PEQUENAS EMPRESAS

CARACTERISTICAS OBJETIVAS DE LAS EMPRESAS Y LA CAPACITACION

TIPO DE EMPRESA/ PRODUCTO	HORAS RECIBIDAS POR CURSO DE CAPACITACION			
	0-30	31-60	61-104	105-111
SERVICIO	18.18%	18.18%	16.67%	46.97%
COMERCIO	10.53%	42.11%	21.05%	26.32%
INDUSTRIA	11.63%	13.95%	20.93%	53.49%
T O T A L	14.84%	20.31%	18.75%	46.09%

Schedule No. 3

TIPO DE EMPRESA	QUIEN LO ENTERO DEL PROGRAMA (x)								RAZONES PARA ASISTIR AL CURSO (x)			PIENSA ASISTIR A OTROS CURSOS	
	1	2	3	4	5	6	7	8	1	2	3	SI	NO
SERVICIO	55.00	6.66	5.00	20.00	0.00.	10.00	0.00	3.33	95.00	3.33	1.66	95.00	5.00
COMERCIO	26.66	0.00	6.66	33.33	6.66.	20.00	6.66	0.00	92.85	7.14	0.00	100.00	0.00
INDUSTRIA	45.00	7.50	7.50	15.00	0.00.	15.00	10.00	0.00	97.50	2.50	0.00	95.00	5.00
T O T A L	47.82	6.08	6.08	20.00	0.86.	13.04	4.34	1.73	95.61	3.50.	0.87	95.65	4.34

A. DESCRIPCION DE QUIEN LO ENTERO DEL PROGRAMA

1 = APEDE
2 = PARTICIPANTE
3 = PERIODICO
4 = PEQUENO EMPRESARIO
5 = FAMILIAR
6 = CLIENTE O AMISTAD
7 = MINISTERIO DE COMERCIO E INDUSTRIA
8 = BANCOS

B. DESCRIPCION DE LAS RAZONES PARA ASISTIR AL CURSO

1 = MEJORAR CONOCIMIENTOS
2 = OBTENCION DE FINANCIAMIENTO
3 = OTROS

EVALUACION DEL PROGRAMA EMPRESARIAL APEDE-USAID
ADIESTRAMIENTO ADMINISTRATIVO PARA GERENTES DE PEQUEÑAS EMPRESAS

Schedule No. 4A

• EVALUACION DEL PROGRAMA DE CAPACITACION •

* SERVICIO *

ASPECTOS	CALIFICACION DE ASPECTOS DEL PROGRAMA DE CAPACITACION		
	BUENO	REGULAR	DEFICIENTE
INSTALACION/FACILIDADES FISICA	85.00%	13.33%	1.66%
MATERIALES ESCRITOS	86.66%	13.33%	0.00%
ADAPTACION/MATERIALES COND.LOC	78.33%	21.66%	0.00%
MEDIOS AUDIOVISUALES	65.00%	25.00%	10.00%
ADAPTAC/MED.AUDIOVIS. COND.LOC	71.66%	18.33%	10.00%
CONTENIDO DEL PROGRAMA	93.33%	6.66%	0.00%
METODOS DE INSTRUCCION	93.33%	5.00%	1.66%
CALIDAD PROFESIONAL/INSTRUCTOR	96.66%	3.33%	0.00%

* COMERCIO *

ASPECTOS	CALIFICACION DE ASPECTOS DEL PROGRAMA DE CAPACITACION		
	BUENO	REGULAR	DEFICIENTE
INSTALACION/FACILIDADES FISICA	73.33%	20.00%	6.66%
MATERIALES ESCRITOS	73.33%	26.66%	0.00%
ADAPTACION/MATERIALES COND.LOC	66.66%	33.33%	0.00%
MEDIOS AUDIOVISUALES	66.66%	33.33%	0.00%
ADAPTAC/MED.AUDIOVIS. COND.LOC	66.66%	33.33%	0.00%
CONTENIDO DEL PROGRAMA	80.00%	20.00%	0.00%
METODOS DE INSTRUCCION	93.33%	6.66%	0.00%
CALIDAD PROFESIONAL/INSTRUCTOR	93.33%	6.66%	0.00%

* INDUSTRIA *

ASPECTOS	CALIFICACION DE ASPECTOS DEL PROGRAMA DE CAPACITACION		
	BUENO	REGULAR	DEFICIENTE
INSTALACION/FACILIDADES FISICA	62.50%	35.00%	2.50%
MATERIALES ESCRITOS	95.00%	5.00%	0.00%
ADAPTACION/MATERIALES COND.LOC	92.50%	7.50%	0.00%
MEDIOS AUDIOVISUALES	70.00%	25.00%	5.00%
ADAPTAC/MED.AUDIOVIS. COND.LOC	75.00%	20.00%	5.00%
CONTENIDO DEL PROGRAMA	82.50%	17.50%	0.00%
METODOS DE INSTRUCCION	87.50%	12.50%	0.00%
CALIDAD PROFESIONAL/INSTRUCTOR	100.00%	0.00%	0.00%

Schedule No. 4B

EVALUACION DEL PROGRAMA EMPRESARIAL APEDE-USAID
ADIESTRAMIENTO ADMINISTRATIVO PARA GERENTES DE PEQUENAS EMPRESAS

• EVALUACION DEL PROGRAMA DE CAPACITACION •

* RESUMEN *

A S P E C T O S	CALIFICACION DE ASPECTOS DEL PROGRAMA DE CAPACITACION.		
	BUENO	REGULAR	DEFICIENTE
INSTALACION/FACILIDADES FISICA	75.65%	21.73%	2.60%
MATERIALES ESCRITOS	87.82%	12.17%	0.00%
ADAPTACION/MATERIALES COND.LOC	81.73%	18.26%	0.00%
MEDIOS AUDIOVISUALES	66.95%	26.08%	6.95%
ADAPTAC/MED.AUDIOVIS. COND.LOC	72.17%	20.86%	6.95%
CONTENIDO DEL PROGRAMA	87.82%	12.17%	0.00%
METODOS DE INSTRUCCION	91.30%	7.82%	0.86%
CALIDAD PROFESIONAL/INSTRUCTOR	97.39%	2.60%	0.00%

Schedule No. 5

EVALUACION DEL PROGRAMA EMPRESARIAL APEDE-USAID
ADIESTRAMIENTO ADMINISTRATIVO PARA GERENTES DE PEQUENAS EMPRESAS

CARACTERISTICAS OBJETIVAS DE LAS EMPRESAS Y LA CAPACITACION
• EVALUACION DEL PROGRAMA DE CAPACITACION •

TIPO DE EMPRESA/ PRODUCTO	SATISFIZO EL PROGRAMA SUS NECESIDADES (X)			EXPLICACION (%)					
	SI	NO	PARCIAL	1	2	3	4	5	6
SERVICIO	76.66	3.33	20.00	75.00	1.66	5.00	1.66	5.00	11.66
COMERCIO	86.66	0.00	13.33	73.33	6.66	13.33	0.00	0.00	6.66
INDUSTRIA	85.00	5.00	10.00	82.50	2.50	2.50	5.00	0.00	7.50
T O T A L	80.86	3.47	15.65	77.39	2.60	5.21	2.60	2.50	9.56

A. DESCRIPCION DE LOS TIPOS DE EXPLICACIONES

1 = MEJORO SUS CONOCIMIENTOS
2 = SE ADAPTO EL MATERIAL AL GRUPO
3 = ALGUNAS CHARLAS NO ERAN APLICABLES A SU EMPRESA
4 = NO ERA LO QUE ESPERABA
5 = FALTA DE DISCIPLINA
6 = NINGUNA EXPLICACION

Schedule No. 6A

CARACTERISTICAS OBJETIVAS DE LAS EMPRESAS Y LA CAPACITACION
EVALUACION DEL SEGUIMIENTO A LOS PARTICIPANTES

TIPO DE EMPRESA/ PRODUCTO	COMO SE SIENTE CON LA CAPACITACION RECIBIDA ATRAVEZ/PROGRAMA			DEBE CONTINUAR EL PROGRAMA		PORQUE DEBE DE CONTINUAR			HA RECIBIDO ADIEST ADICIONAL DESPUES	
	INSATISFECHO	NI INSATIS NI SATISFE	SATISFECHO	SI	NO	1	2	3	SI	NO
SERVICIO	0.00%	10.00%	90.00%	98.33%	1.67%	8[illegible].67%	3.33%	15.00%	26.67%	73.33%
COMERCIO	0.00%	6.67%	93.33%	100.00%	0.00%	5[illegible].33%	13.33%	33.33%	26.67%	73.33%
INDUSTRIA	2.50%	5.00%	92.50%	100.00%	0.00%	72.50%	5.00%	22.50%	20.00%	80.00%
T O T A L	0.87%	7.83%	91.30%	99.13%	0.87%	74.78%	5.22%	20.00%	24.35%	75.65%

A. DESCRIPCION DEL PORQUE DEBE CONTINUAR

1 = ES DE BASTANTE AYUDA
2 = DEBE CONTINUAR CON UN ENFOQUE TECNICO ADMINISTRATIVO
3 = PARA PROFUNDIZAR MAS

Schedule 6B

EVALUACION DEL PROGRAMA EMPRESARIAL APEDE-USAID
ADIESTRAMIENTO ADMINISTRATIVO PARA GERENTES DE PEQUEÑAS EMPRESAS

• EVALUACION DEL PROGRAMA DE CAPACITACION •

* SERVICIO *

HORAS DE CAPACITACION	SATISFIZO EL PROGRAMA SUS NECESIDADES		
	SI	NO	PARCIAL
De 0 a 30 Horas	72.73%	0.00%	27.27%
De 30 a 60 Horas	60.00%	20.00%	20.00%
De 60 a 104 Horas	80.00%	10.00%	10.00%
De 104 a 111 Horas	80.85%	0.00%	19.15%

* COMERCIO *

HORAS DE CAPACITACION	SATISFIZO EL PROGRAMA SUS NECESIDADES		
	SI	NO	PARCIAL
De 0 a 30 Horas	100.00%	0.00%	0.00%
De 30 a 60 Horas	100.00%	0.00%	0.00%
De 60 a 104 Horas	100.00%	0.00%	0.00%
De 104 a 111 Horas	81.82%	0.00%	18.18%

* INDUSTRIA *

HORAS DE CAPACITACION	SATISFIZO EL PROGRAMA SUS NECESIDADES		
	SI	NO	PARCIAL
De 0 a 30 Horas	100.00%	0.00%	0.00%
De 30 a 60 Horas	100.00%	0.00%	0.00%
De 60 a 104 Horas	63.64%	18.18%	18.18%
De 104 a 111 Horas	92.31%	0.00%	7.69%

* RESUMEN *

HORAS DE CAPACITACION	SATISFIZO EL PROGRAMA SUS NECESIDADES		
	SI	NO	PARCIAL
De 0 a 30 Horas	83.33%	0.00%	16.67%
De 30 a 60 Horas	80.00%	10.00%	10.00%
De 60 a 104 Horas	73.91%	13.04%	13.04%
De 104 a 111 Horas	84.52%	0.00%	15.48%

Schedule No. 7A

EVALUACION DEL PROGRAMA EMPRESARIAL APEDE-USAID
ADIESTRAMIENTO ADMINISTRATIVO PARA GERENTES DE PEQUEÑAS EMPRESAS

CARACTERISTICAS OBJETIVAS DE LAS EMPRESAS Y LA CAPACITACION
OPINIONES EN CUANTO AL PROGRAMA DE CAPACITACION

	FUE BENEFICIOSO EL ADIESTRAMIENTO		P O R Q U E (%)		
	SI	NO	1	2	3
SERVICIO	98.33	1.66	93.33	3.33	3.33
COMERCIO	100.00	0.00	100.00	0.00	0.00
INDUSTRIA	97.50	2.50	95.00	2.50	2.50
TOTAL	98.26	1.73	94.70	2.60	2.60

DESCRIPCION DEL PORQUE FUE BENEFICIOSO

1 = MEJORO SU CAPACIDAD DE MANEJAR SU NEGOCIO
2 = NO SE PUSO EN PRACTICA LOS CONOCIMIENTOS
3 = NADA

Schedule 7B

EVALUACION DEL PROGRAMA EMPRESARIAL APEDE-USAID
ADIESTRAMIENTO ADMINISTRATIVO PARA GERENTES DE PEQUENAS EMPRESAS

* EVALUACION DEL PROGRAMA DE CAPACITACION *

* SERVICIO *

HORAS DE CURSO	CONSIDERA QUE EL ADIESTRAM HA SIDO BENEFICIOSO	
	SI	NO
De 0 a 30 Horas	100.00%	0.00%
De 30 a 60 Horas	100.00%	0.00%
De 60 a 104 Horas	90.00%	10.00%
De 104 a 111 Horas	100.00%	0.00%

* INDUSTRIA *

HORAS DE CURSO	CONSIDERA QUE EL ADIESTRAM HA SIDO BENEFICIOSO	
	SI	NO
De 0 a 30 Horas	100.00%	0.00%
De 30 a 60 Horas	100.00%	0.00%
De 60 a 104 Horas	100.00%	0.00%
De 104 a 111 Horas	96.15%	3.85%

* COMERCIO *

HORAS DE CURSO	CONSIDERA QUE EL ADIESTRAM HA SIDO BENEFICIOSO	
	SI	NO
De 0 a 30 Horas	100.00%	0.00%
De 30 a 60 Horas	100.00%	0.00%
De 60 a 104 Horas	100.00%	0.00%
De 104 a 111 Horas	100.00%	0.00%

* RESUMEN *

HORAS DE CURSO	CONSIDERA QUE EL ADIESTRAM HA SIDO BENEFICIOSO	
	SI	NO
De 0 a 30 Horas	100.00%	0.00%
De 30 a 60 Horas	100.00%	0.00%
De 60 a 104 Horas	95.65%	4.35%
De 104 a 111 Horas	98.81%	1.19%

135

Schedule No. 8

TIPO DE EMPRESA	RECIBIO MATERIAL DIDACTICO		LO USA		TIPO DE CAMBIO (%)						
	SI	NO	SI	NO	1	2	3	4	5	6	7
SERVICIO	93.33	6.66	78.57	21.42	40.00	35.00	15.00	0.00	3.33	1.66	5.00
COMERCIO	86.66	13.33	84.61	15.38	40.00	13.33	13.33	0.00	13.33	6.66	13.33
INDUSTRIA	100.00	0.00	90.00	10.00	35.00	30.00	5.00	2.50	2.50	7.50	17.50
TOTAL	94.78	5.21	83.48	16.51	38.26	30.43	11.30	0.86	4.34	4.34	10.43

DESCRIPCION DE LOS TIPOS DE CAMBIOS

1 = DARLE MAS TIEMPO A LOS MODULOS
2 = NINGUNO
3 = HOMOGENIZAR LOS GRUPOS
4 = ENTREGAR EL MATERIAL ENTES QUE INICIE EL SEMINARIO
5 = MEJORAR LAS INSTALACIONES Y HORARIO
6 = ELEVAR LOS CONTENIDOS
7 = DARLE SEGUIMIENTO

Schedule No. 9A

CARACTERISTICAS OBJETIVAS DE LAS EMPRESAS Y LA CAPACITACION
• EVALUACION DEL PROGRAMA DE CAPACITACION •

TIPO DE EMPRESA/ PRODUCTO	MEJORO SU NEGOCIO LA CAPACITACION		NUMERO DE EMPLEADOS			VENTAS MENSUALES		
	SI	NO	ANTES	DESPUES	PROXIMOS 2 ANOS	ANTES	DESPUES	PROXIMOS 2 ANOS
SERVICIO	90.00%	10.00	288.00	355.00	418.00	$450,030	$572,850	$827,900
COMERCIO	100.00%	0.00	48.00	51.00	74.00	$87,150	$114,500	$136,100
INDUSTRIA	95.00%	5.00	234.00	262.00	335.00	$368,450	$487,470	$801,200
T O T A L	93.04%	6.96%	570.00	668.00	827.00	$905,630	$1,174,820	$1,765,200

Schedule No. 9B

CARACTERISTICAS OBJETIVAS DE LAS EMPRESAS Y LA CAPACITACION
• EVALUACION DEL PROGRAMA DE CAPACITACION •

TIPO DE EMPRESA/ PRODUCTO	MEJORO SU NEGOCIO LA CAPACITACION		NUMERO PROMEDIO DE EMPLEADOS			VENTAS MENSUALES PROMEDIO		
	SI	NO	ANTES	DESPUES	PROXIMOS 2 ANOS	ANTES	DESPUES	PROXIMOS 2 ANOS
SERVICIO	90.00%	10.00	5.54	6.57	7.89	$9,000	$10,808	$15,921
COMERCIO	100.00%	0.00	3.20	3.40	4.93	$6,225	$7,633	$9,073
INDUSTRIA	95.00%	5.00	6.50	7.08	9.05	$10,836	$13,927	$22,891
T O T A L	93.04%	6.96%	5.53	6.30	7.88	$9,241	$11,406	$17,305

Schedule No. 9C

EVALUACION DEL PROGRAMA EMPRESARIAL APEDE-USAID
ADIESTRAMIENTO ADMINISTRATIVO PARA GERENTES DE PEQUENAS EMPRESAS

CARACTERISTICAS OBJETIVAS DE LAS EMPRESAS Y LA CAPACITACION
CLASIFICACION DE EMPRESAS POR NIVELES DE VENTA
MENSUALES

TIPO DE EMPRESA PRODUCTO	VENTAS X (MILES) ANTES -1	1-10	10-50	50+	VENTAS X (MILES) DESPUES -1	1-10	10-50	50+	VENTAS X (MILES) 2 ANOS + -1	1-10	10-50	50+
SERVICIO	1.11	20.42	41.48	36.99	0.59	18.55	47.82	33.05	0.18	17.97	40.68	41.17
COMERCIO	1.57	69.41	29.02	0.00	1.75	40.61	57.64	0.00	1.18	42.56	56.25	0.00
INDUSTRIA	1.13	12.97	58.76	27.14	0.77	18.32	35.78	45.13	0.25	12.03	28.98	58.74
T O T A L	1.16	22.06	47.36	29.42	0.78	20.61	43.76	34.85	0.29	17.16	36.56	45.99

Schedule No. 9D

EVALUACION DEL PROGRAMA EMPRESARIAL APEDE-USAID
ADIESTRAMIENTO ADMINISTRATIVO PARA GERENTES DE PEQUENAS EMPRESAS

CARACTERISTICAS OBJETIVAS DE LAS EMPRESAS Y LA CAPACITACION
CLASIFICACION DE EMPRESAS POR NIVELES DE EMPLEO

TIPO DE EMPRESA PRODUCTO	EMPLEADOS % ANTES 1 - 5	6-15	16 +	EMPLEADOS % DESPUES 1 - 5	6-15	16 +	EMPLEADOS % 2 ANOS + 1 - 5	6-15	16 +
SERVICIO	65.38	26.92	7.69	64.81	24.07	11.11	50.94	37.74	11.32
COMERCIO	86.67	13.33	0.00	86.67	6.67	6.67	80.00	13.33	6.67
INDUSTRIA	75.00	16.67	8.33	51.35	37.84	10.81	40.54	48.65	10.81
T O T A L	71.84	21.36	6.80	63.21	26.42	10.38	51.43	38.10	10.48

Schedule 9E

EVALUACION DEL PROGRAMA EMPRESARIAL APEDE-USAID
ADIESTRAMIENTO ADMINISTRATIVO PARA GERENTES DE PEQUENAS EMPRESAS

• EVALUACION DEL PROGRAMA DE CAPACITACION •

* SERVICIO *

HORAS DE CAPACITACION	MEJORO SU NEGOCIO	
	SI	NO
De 0 a 30 Horas	100.00%	0.00%
De 30 a 60 Horas	60.00%	40.00%
De 60 a 104 Horas	80.00%	20.00%
De 104 a 111 Horas	95.74%	4.26%

* COMERCIO *

HORAS DE CAPACITACION	MEJORO SU NEGOCIO	
	SI	NO
De 0 a 30 Horas	100.00%	0.00%
De 30 a 60 Horas	100.00%	0.00%
De 60 a 104 Horas	100.00%	0.00%
De 104 a 111 Horas	100.00%	0.00%

* INDUSTRIA *

HORAS DE CAPACITACION	MEJORO SU NEGOCIO	
	SI	NO
De 0 a 30 Horas	100.00%	0.00%
De 30 a 60 Horas	100.00%	0.00%
De 60 a 104 Horas	90.91%	9.09%
De 104 a 111 Horas	96.15%	3.85%

* RESUMEN *

HORAS DE CAPACITACION	MEJORO SU NEGOCIO	
	SI	NO
De 0 a 30 Horas	100.00%	0.00%
De 30 a 60 Horas	80.00%	20.00%
De 60 a 104 Horas	86.96%	13.04%
De 104 a 111 Horas	96.43%	3.57%

Schedule 9T

EVALUACION DEL PROGRAMA EMPRESARIAL APEDE-USAID
ADIESTRAMIENTO ADMINISTRATIVO PARA GERENTES DE PEQUENAS EMPRESAS

CLASIFICACION DE EMPRESAS POR NIVELES DE * VENTAS *

* SERVICIO *

HORAS DE ADIESTRA MIENTO	VENTAS % (MILES) ANTES -1	1-10	10-50	50+	VENTAS % (MILES) DESPUES -1	1-10	10-50	50+	VENTAS % (MILES) 2 AÑOS + -1	1-10	10-50	50+
0 A 30	1.63	65.15	33.22	0.00	0.00	75.82	24.16	0.00	0.00	45.35	54.65	0.00
30 A 60	0.00	6.72	93.28	0.00	1.06	10.60	88.34	0.00	0.00	13.98	86.02	0.00
60 A 104	0.75	2.94	8.03	88.28	0.05	4.42	7.06	88.47	0.03	4.81	8.35	86.81
104 A 111	2.55	3.30	94.15	0.00	1.08	18.75	80.16	0.00	0.36	22.47	56.87	20.31

* COMERCIO *

HORAS DE ADIESTRA MIENTO	VENTAS % (MILES) ANTES -1	1-10	10-50	50+	VENTAS % (MILES) DESPUES -1	1-10	10-50	50+	VENTAS % (MILES) 2 AÑOS + -1	1-10	10-50	50+
0 A 30	5.26	94.74	0.00	0.00	0.00	100.00	0.00	0.00	0.00	100.00	0.00	0.00
30 A 60	0.00	100.00	0.00	0.00	0.00	40.00	60.00	0.00	0.00	40.00	60.00	0.00
60 A 104	3.38	96.62	0.00	0.00	4.46	0.00	95.54	0.00	0.00	0.00	100.00	0.00
104 A 111	3.13	18.75	78.13	0.00	2.22	36.35	61.43	0.00	2.17	35.33	62.50	0.00

* INDUSTRIA *

HORAS DE ADIESTRA MIENTO	VENTAS % (MILES) ANTES -1	1-10	10-50	50+	VENTAS % (MILES) DESPUES -1	1-10	10-50	50+	VENTAS % (MILES) 2 AÑOS + -1	1-10	10-50	50+
0 A 30	0.08	0.00	99.92	0.00	0.34	10.22	0.00	89.43	0.66	0.00	14.19	85.15
30 A 60	0.00	4.11	95.89	0.00	0.94	4.72	94.34	0.00	0.00	11.50	88.50	0.00
60 A 104	3.54	48.23	48.23	0.00	0.00	54.75	45.25	0.00	0.00	38.45	61.55	0.00
104 A 111	1.17	2.32	58.14	38.37	1.03	14.66	32.56	51.74	0.24	9.63	19.71	70.41

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Schedule No. 10A

EVALUACION DEL PROGRAMA EMPRESARIAL APEDE-USAID
ADIESTRAMIENTO ADMINISTRATIVO PARA GERENTES DE PEQUENAS EMPRESAS

CARACTERISTICAS OBJETIVAS DE LAS EMPRESAS Y LA CAPACITACION
• EVALUACION DEL PROGRAMA DE CAPACITACION •

TIPO DE EMPRESA/ PRODUCTO	ACTIVOS			PRESTAMOS		
	ANTES	DESPUES	PROXIMOS 2 ANOS	ANTES	DESPUES	PROXIMOS 2 ANOS
SERVICIO	$1,860,675	$2,265,700	$2,922,200	$1,062,000	$1,249,500	$1,493,000
COMERCIO	$595,000	$649,900	$785,000	$279,500	$103,000	$96,000
INDUSTRIA	$1,046,232	$1,507,500	$1,858,100	$134,000	$284,500	$240,000
T O T A L	$3,501,907	$4,423,100	$5,565,300	$1,475,500	$1,637,000	$1,829,000

Schedule No. 10B

CARACTERISTICAS OBJETIVAS DE LAS EMPRESAS Y LA CAPACITACION
CLASIFICACION DE EMPRESAS POR NIVELES DE ACTIVO

TIPO DE EMPRESA PRODUCTO	ACTIVOS x (MILES) ANTES				ACTIVOS x (MILES) DESPUES				ACTIVOS x (MILES) 2 ANOS +			
	-1	1-10	10-50	50+	-1	1-10	10-50	50+	-1	1-10	10-50	50+
SERVICIO	0.13	6.57	19.46	73.84	0.07	3.89	22.03	74.01	0.00	2.95	19.37	77.68
COMERCIO	0.08	0.84	35.55	63.53	0.00	2.94	20.16	76.90	0.00	2.55	13.89	83.57
INDUSTRIA	0.11	8.97	23.34	67.58	0.09	4.86	24.98	70.08	0.03	2.21	25.60	72.16
T O T A L	0.11	6.31	23.35	70.22	0.07	4.08	22.76	73.09	0.01	2.65	20.68	76.67

Schedule 10C

EVALUACION DEL PROGRAMA EMPRESARIAL APEDE-USAID
ADIESTRAMIENTO ADMINISTRATIVO PARA GERENTES DE PEQUENAS EMPRESAS

CLASIFICACION DE EMPRESAS POR NIVELES DE • ACTIVOS •

• SERVICIO •

HORAS DE ADIESTRAMIENTO	ACTIVOS x (MILES) ANTES -1	1-10	10-50	50+	ACTIVOS x (MILES) DESPUES -1	1-10	10-50	50+	ACTIVOS x (MILES) 2 AÑOS + -1	1-10	10-50	50+
0 A 30	0.20	9.43	27.65	62.72	0.24	8.64	26.59	62.54	0.00	5.50	23.88	70.61
30 A 60	0.00	19.23	80.77	0.00	0.00	7.69	15.38	76.92	0.00	0.00	28.57	71.43
60 A 104	0.24	2.56	13.50	83.69	0.00	2.99	18.85	78.16	0.00	3.67	9.17	87.16
104 A 111	0.11	0.46	19.12	80.31	0.06	2.65	22.07	75.23	0.00	2.26	20.56	77.18

• COMERCIO •

HORAS DE ADIESTRAMIENTO	ACTIVOS x (MILES) ANTES -1	1-10	10-50	50+	ACTIVOS x (MILES) DESPUES -1	1-10	10-50	50+	ACTIVOS x (MILES) 2 AÑOS + -1	1-10	10-50	50+
0 A 30	0.00	4.96	95.02	0.02	0.00	0.00	55.56	44.44	0.00	0.00	60.00	40.00
30 A 60	0.00	0.02	36.44	63.56	0.00	0.00	38.02	61.98	0.00	0.00	0.00	100.00
60 A 104	0.93	0.00	0.00	99.07	0.00	1.74	0.00	98.26	0.00	2.93	0.00	97.01
104 A 111	0.00	1.18	39.79	59.03	0.00	5.19	5.48	89.34	0.00	4.12	4.35	91.53

• INDUSTRIA •

HORAS DE ADIESTRAMIENTO	ACTIVOS x (MILES) ANTES -1	1-10	10-50	50+	ACTIVOS x (MILES) DESPUES -1	1-10	10-50	50+	ACTIVOS x (MILES) 2 AÑOS + -1	1-10	10-50	50+
0 A 30	0.12	0.00	0.00	99.88	0.00	1.26	14.71	84.03	0.00	1.26	14.71	34.03
30 A 60	0.00	100.00	0.00	0.00	0.00	25.00	75.00	0.00	0.00	20.00	80.00	0.00
60 A 104	2.11	10.36	15.54	73.99	0.15	7.23	8.41	84.14	0.00	2.50	24.44	75.06
104 A 111	0.16	1.32	39.15	59.37	0.08	2.98	39.71	57.23	0.06	2.56	26.22	71.16

Schedule 10D

EVALUACION DEL PROGRAMA EMPRESARIAL APEDE-USAID
ADIESTRAMIENTO ADMINISTRATIVO PARA GERENTES DE PEQUEÑAS EMPRESAS

CLASIFICACION DE EMPRESAS POR NIVELES DE • PRESTAMOS •

• SERVICIO •

HORAS DE ADIESTRAMIENTO	PRESTAMOS % (MILES) ANTES				PRESTAMOS % (MILES) DESPUES				PRESTAMOS % (MILES) 2 AÑOS +			
	-1	1-10	10-50	50+	-1	1-10	10-50	50+	-1	1-10	10-50	50+
0 A 30	0.00	8.47	91.53	0.00	0.00	2.54	97.46	0.00	0.00	21.74	30.43	47.83
30 A 60	0.00	0.00	0.00	0.00	0.00	0.00	0.00	100.00	0.00	0.00	100.00	0.00
60 A 104	0.00	0.00	35.29	64.71	0.00	0.00	0.00	100.00	0.00	0.00	100.00	0.00
104 A 111	0.00	0.20	9.02	90.78	0.00	1.66	17.29	81.05	0.00	1.88	5.85	92.27

• COMERCIO •

HORAS DE ADIESTRAMIENTO	PRESTAMOS % (MILES) ANTES				PRESTAMOS % (MILES) DESPUES				PRESTAMOS % (MILES) 2 AÑOS +			
	-1	1-10	10-50	50+	-1	1-10	10-50	50+	-1	1-10	10-50	50+
0 A 30	0.00	30.56	69.44	0.00	0.00	19.35	80.65	0.00	0.00	100.00	0.00	0.00
30 A 60	0.00	0.00	100.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
60 A 104	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
104 A 111	0.00	2.76	38.07	59.17	0.00	16.67	0.00	83.33	0.00	10.00	25.00	65.00

• INDUSTRIA •

HORAS DE ADIESTRAMIENTO	PRESTAMOS % (MILES) ANTES				PRESTAMOS % (MILES) DESPUES				PRESTAMOS % (MILES) 2 AÑOS +			
	-1	1-10	10-50	50+	-1	1-10	10-50	50+	-1	1-10	10-50	50+
0 A 30	0.00	0.00	100.00	0.00	0.00	9.09	90.91	0.00	0.00	0.00	0.00	0.00
30 A 60	0.00	0.00	100.00	0.00	0.00	33.33	66.67	0.00	0.00	100.00	0.00	0.00
60 A 104	0.00	8.33	0.00	91.67	0.00	3.2[illegible]	29.13	67.64	0.00	52.17	[illegible]	0.00
104 A 111	0.00	38.46	61.54	0.00	0.00	10.3[illegible]	89.66	0.00	0.00	8.00	[illegible]	41.56

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Schedule No. 11

EVALUACION DEL PROGRAMA EMPRESARIAL APEDE-USAID
ADIESTRAMIENTO ADMINISTRATIVO PARA GERENTES DE PEQUENAS EMPRESAS

CARACTERISTICAS OBJETIVAS DE LAS EMPRESAS Y LA CAPACITACION
EVALUACION DEL SEGUIMIENTO A LOS PARTICIPANTES

TIPO DE EMPRESA/ PRODUCTO	HAN RECIBIDO VISITAS APEDE		NUMERO DE VISITAS			HAN SIDO UTILES		OPINION (%)		DISPUESTO A PAGAR VISITA	
	SI	NO	DE 1-5	5-10	10 O +	SI	NO	1	2	SI	NO
SERVICIO	80.00	20.00	33	13	2	85.42	14.58	85.00	15.00	70.00	28.33
COMERCIO	86.66	13.33	8	4	1	100.00	0.00	93.33	6.66	73.33	26.66
INDUSTRIA	85.00	15.00	25	8	1	82.35	17.65	85.00	15.00	82.50	17.50
T O T A L	82.60	17.39	66	25	4	86.32	13.68	86.09	13.91	74.78	24.35

A. DESCRIPCION DE LAS OPINIONES

1 = HAN RESUELTO PROBLEMAS
2 = LAS VISITAS SON ESPORADICAS Y POCO PRODUCTIVAS

Schedule No. .12

EVALUACION DEL PROGRAMA EMPRESARIAL APEDE-USAID
ADIESTRAMIENTO ADMINISTRATIVO PARA GERENTES DE PEQUENAS EMPRESAS

CARACTERISTICAS OBJETIVAS DE LAS EMPRESAS Y LA CAPACITACION

TIPO DE EMPRESA/ PRODUCTO	MEJORO SU NEGOCIO CON LA CAPACITACION		EXPLICACION EN CASO POSITIVO								EXPLICACION EN CASO NEGATIVO	
	SI	NO	1	2	3	4	5	6	7	8	1	2
SERVICIO	90.00%	10.00%	12.96%	20.37%	5.56%	24.07%	9.26%	18.52%	1.85%	3.70%	16.67%	16.67%
COMERCIO	100.00%	0.00%	6.67%	46.67%	0.00%	33.33%	0.00%	6.67%	0.00%	6.67%	0.00%	0.00%
INDUSTRIA	95.00%	5.00%	15.79%	23.68%	2.63%	36.84%	5.26%	2.63%	5.26%	0.00%	0.00%	0.00%
T O T A L	93.04%	6.96%	13.08%	25.23%	3.74%	29.91%	6.54%	11.21%	2.80%	2.80%	12.50%	12.50%

A. DESCRIPCION DE LAS OBSERVACIONES SI MEJORO SU NEGOCIO CON LA CAPACITACION

1 = AUMENTO DE VANTAS
2 = EN LA CONTABILIDAD
3 = MEJORO EL MANEJO LABORAL
4 = ME AYUDO A CONOCER MI NEGOCIO
5 = BAJO EL COSTO DE PRODUCCION
6 = NINGUNO
7 = EN EL MANEJO DE INVENTARIOS
8 = EN EL CONTROL DE CALIDAD

B. DESCRIPCION DE LAS OBSERVACIONES NO MEJORO SU NEGOCIO CON LA CAPACITACION

1 = POR CAMBIO DE LOCAL
2 = NO PUDO APLICAR LOS CONOCIMIENTOS

Schedule No. 13

EVALUACION DEL PROGRAMA EMPRESARIAL APEDE-USAID
ADIESTRAMIENTO ADMINISTRATIVO PARA GERENTES DE PEQUENAS EMPRESAS

CARACTERISTICAS OBJETIVAS DE LAS EMPRESAS Y LA CAPACITACION

TIPO DE EMPRESA/ PRODUCTO	COMO CONSIDERA EL COSTO DEL PROGRAMA			OBSERVACIONES SOBRE EL COSTO					CONSIDERA QUE EL ADIESTRAM HA SIDO BENEFICIOSO		OBSERVACIONES SOBRE SI HA SIDO BENEFICIO	
	CARO	REGULAR	BARATO	1	2	3	4	5	SI	NO	1	2
SERVICIO	0.00%	11.67%	88.33%	66.67%	8.33%	15.00%	0.00%	10.00%	98.33%	1.67%	96.55%	3.45%
COMERCIO	0.00%	26.67%	73.33%	60.00%	20.00%	6.67%	6.67%	6.67%	100.00%	0.00%	100.00%	0.00%
INDUSTRIA	2.56%	10.26%	87.18%	77.50%	10.00%	7.50%	2.50%	2.50%	97.50%	2.50%	97.44%	2.56%
T O T A L	0.88%	13.16%	85.96%	69.57%	10.43%	11.30%	1.74%	6.96%	98.26%	1.74%	97.32%	2.68%

A. DESCRIPCION DE LAS OBSERVACIONES SOBRE EL COSTO DEL PROGRAMA DE ADIESTRAMIENTO DE LA APEDE

1 = SE APRENDE BASTANTE
2 = ALTA CALIDAD DE EXPOSITORES
3 = CURSOS SIMILARES SON MAS CAROS
4 = POR CONDICON ECONOMICA DE LA EMPRESA
5 = ESTA AL ALCANCE DE LOS PARTICIPANTES

B. DESCRIPCION DE LAS OBSERVACIONES SOBRE EL BENEFICIO TRAIDO POR EL PROGRAMA DE ADIESTRAMIENTO

1 = MEJORO SU CAPACIDAD DE MANEJAR EL NEGOCIO
2 = NO PUSO EN PRACTICA LOS CONOCIMIENTOS ADQUIRIDOS

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EVALUACION DEL PROGRAMA EMPRESARIAL APEDE-USAID
ADIESTRAMIENTO ADMINISTRATIVO PARA GERENTES DE PEQUENAS EMPRESAS

Schedule No. 14A

CARACTERISTICAS OBJETIVAS DE LAS EMPRESAS Y LA CAPACITACION

CUADRO NO. 3

INDUSTRIA

MODULOS	FRECUENCIA DE PRIORIDADES POR MODULO								TOTAL
	ND	1	2	3	4	5	6	7	
CONTABILIDAD (ADM.CONTABLE)	2	20	5	3	5	3	1	1	40
COSTOS E INVENTARIOS	0	4	8	9	7	6	3	3	40
ANALISIS DE REG. Y ESTADOS FIN	2	0	2	10	8	9	4	5	40
FLUJO DE CAJA Y PTO.EQUILIBRIO	3	4	3	4	6	7	7	6	40
MERCADEO Y VENTAS	2	5	14	3	4	4	5	3	40
ADMINISTRACION DE LA PRODUCC.	5	4	3	9	3	5	9	2	40
PLANIFICACION DE LA EMPRESA	5	3	5	5	5	3	3	11	40

COMERCIO

MODULOS	FRECUENCIA DE PRIORIDADES POR MODULO								TOTAL
	ND	1	2	3	4	5	6	7	
CONTABILIDAD (ADM.CONTABLE)	0	6	2	4	2	0	1	0	15
COSTOS E INVENTARIOS	1	1	3	4	1	1	3	2	15
ANALISIS DE REG. Y ESTADOS FIN	0	0	3	1	5	2	1	2	15
FLUJO DE CAJA Y PTO.EQUILIBRIO	1	0	4	2	4	2	0	2	15
MERCADEO Y VENTAS	1	4	1	1	0	6	0	2	15
ADMINISTRACION DE LA PRODUCC.	2	3	1	1	1	1	4	2	15
PLANIFICACION DE LA EMPRESA	2	1	1	2	1	2	4	2	15

SERVICIO

MODULOS	FRECUENCIA DE PRIORIDADES POR MODULO								TOTAL
	ND	1	2	3	4	5	6	7	
CONTABILIDAD (ADM.CONTABLE)	0	30	10	7	5	4	3	1	60
COSTOS E INVENTARIOS	1	5	15	13	8	5	7	6	60
ANALISIS DE REG. Y ESTADOS FIN	0	0	8	11	16	14	7	4	60
FLUJO DE CAJA Y PTO.EQUILIBRIO	2	1	7	4	13	12	11	10	60
MERCADEO Y VENTAS	1	9	7	13	8	11	6	5	60
ADMINISTRACION DE LA PRODUCC.	3	7	9	8	5	6	12	10	60
PLANIFICACION DE LA EMPRESA	5	8	4	4	3	7	13	16	60

NOTA: ND= NO DEFINIDA

N.B. The process followed in arriving at priorities was to assign points as follows: 1= 7 points ; 2= 6 points; 3= 5 points; 4= 4 points; 5= 3 points 6= 2 points and 7= 1 point.
Points are then totalled for each module and the priority is determined on the basis of the number of points: the higher takes precedence over the lower.

EVALUACION DEL PROGRAMA EMPRESARIAL APEDE-USAID
ADIESTRAMIENTO ADMINISTRATIVO PARA GERENTES DE PEQUEÑAS EMPRESAS

Schedule No. 14B

CARACTERISTICAS OBJETIVAS DE LAS EMPRESAS Y LA CAPACITACION

SERVICIO

MODULO	FRECUENCIA TOTAL POR MODULO	PORCENTAJE DE FRECUENCIA DE PRIORIDAD POR MODULO							
		NO-DEFI	1	2	3	4	5	6	7
CONTABILIDAD (ADM.CONTABLE)	60	0.00%	50.00%	16.66%	11.66%	8.33%	6.66%	5.00%	1.66%
COSTOS E INVENTARIOS	60	1.66%	8.33%	25.00%	21.66%	13.33%	8.33%	11.66%	10.00%
ANALISIS DE REG. Y ESTADOS FIN	60	0.00%	0.00%	13.33%	18.33%	26.66%	23.33%	11.66%	6.66%
FLUJO DE CAJA Y PTO.EQUILIBRIO	60	3.33%	1.66%	11.66%	6.66%	21.66%	20.00%	18.33%	16.66%
MERCADEO Y VENTAS	60	1.66%	15.00%	11.66%	21.66%	13.33%	18.33%	10.00%	8.33%
ADMINISTRACION DE LA PRODUCC.	60	5.00%	11.66%	15.00%	13.33%	8.33%	10.00%	20.00%	16.66%
PLANIFICACION DE LA EMPRESA	60	8.33%	13.33%	6.66%	6.66%	5.00%	11.66%	21.66%	26.66%

COMERCIO

MODULO	FRECUENCIA TOTAL POR MODULO	PORCENTAJE DE FRECUENCIA DE PRIORIDAD POR MODULO							
		NO-DEFI	1	2	3	4	5	6	7
CONTABILIDAD (ADM.CONTABLE)	15	0.00%	40.00%	13.33%	26.66%	13.33%	0.00%	6.66%	0.00%
COSTOS E INVENTARIOS	15	0.00%	6.66%	20.00%	26.66%	6.66%	6.66%	20.00%	13.33%
ANALISIS DE REG. Y ESTADOS FIN	15	0.00%	0.00%	20.00%	6.66%	33.33%	20.00%	6.66%	13.33%
FLUJO DE CAJA Y PTO.EQUILIBRIO	15	6.66%	0.00%	26.66%	13.33%	26.66%	13.33%	0.00%	13.33%
MERCADEO Y VENTAS	15	6.66%	26.66%	6.66%	6.66%	0.00%	40.00%	0.00%	13.33%
ADMINISTRACION DE LA PRODUCC.	15	13.33%	20.00%	6.66%	6.66%	6.66%	6.66%	26.66%	13.33%
PLANIFICACION DE LA EMPRESA	15	13.33%	6.66%	6.66%	13.33%	6.66%	13.33%	26.66%	13.33%

INDUSTRIA

MODULO	FRECUENCIA TOTAL POR MODULO	PORCENTAJE DE FRECUENCIA DE PRIORIDAD POR MODULO							
		NO-DEFI	1	2	3	4	5	6	7
CONTABILIDAD (ADM.CONTABLE)	40	5.00%	50.00%	12.50%	7.50%	12.50%	7.50%	2.50%	2.50%
COSTOS E INVENTARIOS	40	0.00%	10.00%	20.00%	22.50%	17.50%	15.00%	7.50%	7.50%
ANALISIS DE REG. Y ESTADOS FIN	40	5.00%	0.00%	5.00%	25.00%	20.00%	22.50%	10.00%	12.50%
FLUJO DE CAJA Y PTO.EQUILIBRIO	40	7.50%	10.00%	7.50%	12.00%	15.00%	17.50%	17.50%	15.00%
MERCADEO Y VENTAS	40	5.00%	12.50%	35.00%	7.50%	10.00%	10.00%	12.50%	7.50%
ADMINISTRACION DE LA PRODUCC.	40	12.50%	10.00%	7.50%	22.50%	7.50%	12.50%	22.50%	5.00%
PLANIFICACION DE LA EMPRESA	40	12.50%	7.50%	12.50%	12.50%	12.50%	7.50%	7.50%	27.50%

Schedule No. 15

EVALUACION DEL PROGRAMA EMPRESARIAL APEDE-USAID
ADIESTRAMIENTO ADMINISTRATIVO PARA GERENTES DE PEQUENAS EMPRESAS

CARACTERISTICAS OBJETIVAS DE LAS EMPRESAS Y LA CAPACITACION
OPINIONES EN CUANTO AL PROGRAMA DE CAPACITACION

TIPO DE EMPRESA	SE DEBEN OFRECER OTROS CURSOS		TIPO DE CURSO (%)									
	SI	NO	0	1	2	3	4	5	6	7	8	9
SERVICIO	76.66	23.33	28.33	10.00	11.66	0.00	28.33	5.00	3.33	5.00	6.66	1.66
COMERCIO	86.66	13.33	13.33	13.33	20.00	6.66	26.66	0.00	6.66	6.66	6.66	0.00
INDUSTRIA	70.00	30.00	32.50	12.50	15.00	5.00	10.00	2.50	2.50	17.50	2.50	0.00
TOTAL	75.65	24.34	27.82	11.30	13.91	2.60	21.73	3.47	3.47	9.56	5.21	0.86

DESCRIPCION DE LOS TIPOS DE CURSOS

0 = NADA
1 = AFIANZAR LOS TEMAS
2 = MERCADEO Y VENTAS
3 = LOS MISMOS CURSOS A UN NIVEL II
4 = RELACIONES HUMANAS Y ADM. PERSONAL
5 = LA COMPUTADORA EN LA PEQUENA EMPRESA
6 = PLANIFICACION DE LA EMPRESA
7 = DERECHO LABORAL
8 = CONTABILIDAD Y COSTOS
9 = PRODUCCION

Schedule No. 16

CARACTERISTICAS OBJETIVAS DE LAS EMPRESAS Y LA CAPACITACION
* EVALUACION DEL PROGRAMA DE CAPACITACION *

TIPO DE EMPRESA/ PRODUCTO	OBSERVACIONES ESPECIFICAS DE LOS ASPECTOS MAS SIGNIFICATIVOS DEL SEMINARIO (%)								
	1	2	3	4	5	6	7	8	9
SERVICIO	75.00	5.00	1.67	1.67	1.67	1.67	5.00	3.33	5.00
COMERCIO	40.00	6.67	0.00	6.67	6.67	0.00	6.67	13.33	20.00
INDUSTRIA	58.97	2.56	2.56	7.69	2.56	2.56	5.13	15.38	2.56
T O T A L	64.91	4.39	1.75	4.39	2.63	1.75	5.26	8.77	6.14

A. DESCRIPCION DE LAS OBSERVACIONES ESPECIFICAS

1 = NINGUNA
2 = BUENOS INSTRUCTORES
3 = APORTE MUY BENEFICIOSO
4 = INSTRUCTORES CON METODOLOGIA NO APROPIADOS
5 = FALTA DE BIBLIOGRAFIA
6 = MUY AVANZADO
7 = MUY ELEMENTAL
8 = EJEMPLOS Y CASOS NO ADAPTADOS A LA PEQUENA EMP.
9 = LOS MEDIOS AUDIOVISUALES DEBEN SER MEJORES Y MEJORAR INSTALACIONES

Schedule No. 17

EVALUACION DEL PROGRAMA EMPRESARIAL APEDE-USAID
ADIESTRAMIENTO ADMINISTRATIVO PARA GERENTES DE PEQUENAS EMPRESAS

CARACTERISTICAS OBJETIVAS DE LAS EMPRESAS Y LA CAPACITACION

TIPO DE EMPRESA/ PRODUCTO	HA RECIBIDO ALGUN ADIESTRAMIENTO ADICIONAL		TIPOS DE OBSERVACIONES									
	SI	NO	0	1	2	3	4	5	6	7	8	9
SERVICIO	26.67%	73.33%	36.67%	13.33%	1.67%	3.33%	1.67%	1.67%	13.33%	8.33%	0.00%	20.00%
COMERCIO	26.67%	73.33%	60.00%	13.33%	0.00%	0.00%	6.67%	0.00%	0.00%	0.00%	6.67%	13.33%
INDUSTRIA	20.00%	80.00%	37.50%	10.00%	0.00%	0.00%	0.00%	7.50%	15.00%	5.00%	0.00%	25.00%
T O T A L	24.35%	75.65%	40.00%	12.17%	0.87%	1.74%	1.74%	3.48%	12.17%	6.09%	0.87%	20.87%

A. DESCRIPCION DE LAS OBSERVACIONES SI HA RECIBIDO ADIESTRAMIENTO ADICIONAL DESPUES DEL PROGRAMA

0 = NADA
1 = POR FALTA DE TIEMPO
2 = NO HAN HABIDO MAS CURSOS
3 = NO LO OFRECEN EN ESTA AREA
4 = EN EL CAMPO LABORAL
5 = FALTA DE RECUROS
6 = NO SE HA ENTERADO DE CURSOS
7 = NO LE INTERESA
8 = PLANIFICACION DE LA PRODUCCION
9 = ASISTE A OTRO LUGAR

ANNEX A

EVALUACION DEL PROGRAMA DE CAPACITACION ADMINISTRATIVA

PARA GERENTES DE PEQUEÑA EMPRESA DE LA APEDE

Orientación, capacitación y prueba de campo de la encuesta

Fecha: 15 de Agosto, 1985 Lugar: Oficinas de INEDESA, Bethania

Hora: de 8:30 a 11:00 a.m.(1ª parte)

	Responsable:
1. Bienvenida	Pedro A. Martiz
2. Explicación de los objetivos de la encuesta a pequeños empresarios participantes en el programa de capacitación de APEDE/USAID, como parte de la evaluación de dicho programa.	Pedro A. Martiz
(1) Obtener información sobre las opiniones de una muestra de participantes en el programa de capacitación de APEDE para comparar con los informes respectivos y acerca de las visitas de seguimiento.	
(2) Obtener información acerca de las opiniones, percepciones y comportamiento de los participantes en el programa de capacitación de APEDE, que ayuden a determinar el impacto del mismo.	
3. Información acerca del procedimiento para la contratación de los servicios de los encuestadores.	Pedro A. Martiz
4. Lectura y orientación acerca del formulario de la encuesta.	Pedro A. Martiz y Eliodoro Robles

Hora: de 11:00 a.m. a 6:00 p.m. (2ª parte)

5. Prueba de campo del formulario de encuesta	Encuestadores
6. Retroalimentación y conclusiones de la prueba de campo del formulario de encuesta.	Encuestadores y Pedro A. Martiz
7. Entrega de formularios y listas de participantes para ser entrevistados a partir de ese momento hasta el sábado 17 de Agosto.	Pedro A. Martiz y Anel Rodríguez

Lic. Domingo Frixione	- Profesor de Administración de Empresas

D. ENCUESTADORES

Pedro Villaverde	-Nutricionista	Panamá
Ezequiel Urrutia	-Educador para la Salud	Panamá
Isolda De León	-Profesora de Español	Panamá
José Manuel Hernández	-Pedagogo/Graduando de Derecho	Panamá
Abel Acosta	-Pedagogo/Maestría en Educación	Panamá
Josef Toth	-Graduando de Ingeniería	Panamá
Rubén Obregón A.	-Administrador de Empresas/ Master en Admón de Negocios	Panamá
Efraín Escalona	-Trabajador Social/Especialista en Educación de Adultos	Panamá
Dina Solís de Peralta	-Sociöloga/Maestría	Chitré
Dorila de Delgado	-Pedagoga/Maestría de Recursos Humanos	David

COORDINADOR

Pedro A. Martiz	-Profesor de Sociología/ Educador para la Salud/ Maestría en Salud Pública y en Humanidades

E. OTHER

Eckart Oering	-Principal Technical Adviser UN-ILO Regional Office, San José Costa Rica
Héctor Sucre Serrano	-National President-UNPYME
Horacio Garrido A.	-Vice President
Máximo Tang S.	-President Saving and Loan Association-UNPYME

ANNEX A

EVALUACION DEL PROGRAMA DE CAPACI TACION ADMINISTRATIVA

PARA GERENTES DE PEQUEÑA EMPRESA DE LA APEDE

Orientación, capacitación y prueba de campo de la encuesta

Fecha: 15 de Agosto, 1985 Lugar: Oficinas de INEDESA, Bethania

Hora: de 8:30 a 11:00 a.m.(1ª parte)

	Responsable:
1. Bienvenida	Pedro A. Martiz
2. Explicación de los objetivos de la encuesta a pequeños empresarios participantes en el programa de capacitación de APEDE/ USAID, como parte de la evaluación de dicho programa.	Pedro A. Martiz

(1) Obtener información sobre las opiniones de una muestra de participantes en el programa de capacitación de APEDE para comparar con los informes respectivos y acerca de las visitas de seguimiento.

(2) Obtener información acerca de las opiniones, percepciones y comportamiento de los participantes en el programa de capacitación de APEDE, que ayuden a determinar el impacto del mismo.

3. Información acerca del procedimiento para la contratación de los servicios de los encuestadores.	Pedro A. Martiz
4. Lectura y orientación acerca del formulario de la encuesta.	Pedro A. Martiz y Eliodoro Robles

Hora: de 11:00 a.m. a 6:00 p.m. (2ª parte)

5. Prueba de campo del formulario de encuesta	Encuestadores
6. Retroalimentación y conclusiones de la prueba de campo del formulario de encuesta.	Encuestadores y Pedro A. Martiz
7. Entrega de formularios y listas de participantes para ser entrevistados a partir de ese momento hasta el sábado 17 de Agosto.	Pedro A. Martiz y Anel Rodríguez

Lic. Domingo Frixione	- Profesor de Administración de Empresas	

D. ENCUESTADORES

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Ezequiel Urrutia	-Educador para la Salud	Panamá
Isolda De León	-Profesora de Español	Panamá
José Manuel Hernández	-Pedagogo/Graduando de Derecho	Panamá
Abel Acosta	-Pedagogo/Maestría en Educación	Panamá
Josef Toth	-Graduando de Ingeniería	Panamá
Rubén Obregón A.	-Administrador de Empresas/ Master en Admón de Negocios	Panamá
Efraín Escalona	-Trabajador Social/Especialista en Educación de Adultos	Panamá
Dina Solís de Peralta	-Socióloga/Maestría	Chitré
Dorila de Delgado	-Pedagoga/Maestría de Recursos Humanos	David

COORDINADOR

Pedro A. Martiz	-Profesor de Sociología/ Educador para la Salud/ Maestría en Salud Pública y en Humanidades

E. OTHER

Eckart Oering	-Principal Technical Adviser UN-ILO Regional Office, San José Costa Rica
Héctor Sucre Serrano	-National President-UNPYME
Horacio Garrido A.	-Vice President
Máximo Tang S.	-President Saving and Loan Association-UNPYME

APPENDIX B

LIST OF PERSONNEL

A. USAID

Frank Skowronski	- Chief OPSD
Allan Broehl	- Project Officer OPSD
Jairo Barsallo	- Project Officer OPSD
Bernai Velarde	- Project Officer OPSD
Frank Pope	- Evaluation Officer
Celso Carbonell	- ODR Officer
Vilma Jaén	- Accounting Officer

B. APEDE

Ing. Carlos Sánchez Fábrega	- Presidente
Lic. Domingo De Obaldía	- Executive Director
Sr. Marcos De Obaldía	- 2do. Vice Presidente APEDE y Presidente de Pequeña Empresa
Lic. Teresa de Arosemena	- Directora-CESA
Lic. Franklin Ward	- Ier. Vice Presidente APEDE
Lic. Juan Ramón Vallarino	- Secretario
Lic. Víctor Diamond	- Controller/Accountant
Lic. Roberto Motta	- Presidente-CESA

C. APEDE-USAID PEQUEÑA EMPRESA

Prof. Anel Rodríguez	- Director Programa de Pequeña Empresa
Lic. Ma. E. de Gorrichátegui	- Secretaria
Sr. Ricardo Delgado	- Técnico Asesor área de Panamá
Sr. Nelson Vergara	- Técnico Asesor área de Panamá
Ing. Wigberto Ramos	- Técnico Asesor área de Chorrera
Sr. Carlos Caraballo	- Técnico Asesor área de Colón
Lic. Luis Javier Bernal	- Técnico Asesor área de Chitré
Sr. Augusto Palacios	- Técnico Asesor área de Chiriquí
Sr. Olegario Bolaños	- Programador de Computadora
Lic. Priscilla Vásquez	- Profesora de Admón. Pública/Empresa
Dr. Juan Higuero	- Profesor de Contabilidad, Costos, Estados Financieros

Lic. Domingo Frixione	- Profesor de Administración de Empresas

D. ENCUESTADORES

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