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**FINAL REPORT**

**FEPADE**

**MID-TERM EVALUATION**

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## ACRONYMS

<b>BID</b>	<b>Banco Interamericano de Desarrollo</b>
<b>CONACODE</b>	<b>Comision Nacional de Cooperacion para el Desarrollo Educativo</b>
<b>DIVAGRO</b>	<b>Division Agronomo</b>
<b>DPP</b>	<b>Development Planning and Programming</b>
<b>ENA</b>	<b>Escuela Nacional de Agricultura</b>
<b>ESADE</b>	<b>Escuela de Alta Direccion de Empresas</b>
<b>ESEADE</b>	<b>Escuela de Economia y Administracion de Empresas</b>
<b>FUSADES</b>	<b>Fundacion Salvadorena para el Desarrollo</b>
<b>FEPADE</b>	<b>Foundation of Entrepreneurs for Education Development</b>
<b>GOES</b>	<b>Gobierno de El Salvador</b>
<b>IBRD</b>	<b>International Bank for Reconstruction and Development</b>
<b>ITEXAL</b>	<b>Instituto Tecnico de Ex-Alumnos Salesianos</b>
<b>ITCA</b>	<b>Instituto Tecnologico Centroamericano</b>
<b>IADE</b>	<b>Instituto Salvadoreno de Alta Direccion de Empresas</b>
<b>MIN-AG</b>	<b>Ministry of Agriculture</b>
<b>MSI</b>	<b>Management Systems International</b>
<b>PIL</b>	<b>Project Implementation Letter</b>
<b>PROAG</b>	<b>Project Agreement</b>
<b>RTAC</b>	<b>Regional Technical Aids Center</b>
<b>SPSS</b>	<b>Statistical Package for the Social Sciences</b>
<b>SOW</b>	<b>Scope of Work</b>
<b>TEC/VOC</b>	<b>Technical/Vocational</b>
<b>USAID</b>	<b>United States Agency for International Development</b>

## **FEPADE EVALUATION: EXECUTIVE SUMMARY**

### **PURPOSE AND METHODOLOGY**

A.I.D.'s Training for Productivity and Competitiveness Project #0315 (1987-1992) aims to develop the human resources of the private sector in El Salvador through special training programs and linkages between the productive sectors and educational institutions. The Foundation of Entrepreneurs for Educational Development (FEPADE), established in 1987 to promote and facilitate such training, is the project's implementing agency. This mid-term evaluation was conducted by Management Systems International, Inc. to assess project progress and make recommendations as necessary to improve project implementation.

The evaluation's methodology consisted of a review of project documents, key informant interviews, a formal survey of training participants, site visits to training institutions, and informal discussion with FEPADE staff and related advisory bodies, USAID personnel, and employers of FEPADE trainees. The evaluation team reviewed the basic project components and appropriateness of design, the institutional role of FEPADE, the effectiveness and relevance of training, program and financial management, and FEPADE's scholarship and educational credit programs.

### **MAJOR FINDINGS, CONCLUSIONS AND RECOMMENDATIONS**

Overall, FEPADE has met or surpassed most of its goals within the first three years of the project, except in the areas of its credit program and information systems. The project design is adequate, except for the need to establish target objectives for self-sufficiency, to reconcile FEPADE's role as a broker and a doer, and to clarify the credit program procedures. The following is a summary of findings, conclusions, and principal recommendations for the specific project elements under review.

#### **A. The Five Program Components**

##### **1. Institutional Strengthening**

FEPADE has developed an institutional capacity that is adequate for organizing and administering the training programs supported by USAID Project 0315 and for developing and presenting new project proposals. However, FEPADE has not established an effective system for monitoring and evaluating its training programs. This key function suffers from lack of information and neglect. The neglect arises because of the competing claims within FEPADE for the services of professional personnel who are qualified to do this work. Lack of information is a limiting factor because FEPADE's information systems are fragmented, difficult to cross-reference, and accessible only to their creators.

## **Recommendations:**

- FEPADE's institutional development priorities should be shifted from new project development to monitoring and evaluating existing training programs.
- FEPADE should shift its information priorities from accessing external sources of information to accessing, cross-referencing and analyzing internally-generated information.
- FEPADE should establish a computerized information center in its Administrative Office, which enhances and integrates existing systems.

## **2. Technical and Vocational Training**

The Technical and Vocational Training Program (TEC/VOC) accounts for at least 75 percent of the training activity within FEPADE that is supported by Project 0315. In three years, the TEC/VOC program has trained over five thousand individuals, which exceeds TEC/VOC's original five-year targets. Based on a survey sample, a majority of trainees have upgraded their skills and productivity as a result of their training, which was generally confirmed by their supervisors.

Under the project, TEC/VOC has offered 343 modular courses, covering 13 employment categories. Forty-five institutions have provided the training, of whom the six most promising were singled out for special material assistance. In addition, 52 training manuals of varying quality have been published and advanced TEC/VOC training concepts have been incorporated into many of the training courses. At the time when TEC/VOC training programs were being established and expanded, its professional staff was also engaged in developing new vocational training projects for international financing. As a consequence, TEC/VOC staff dedicated very little time to internal program monitoring and evaluation.

Although almost 200 individuals have attended FEPADE-sponsored agricultural training courses, TEC/VOC is not presently qualified to execute a program of training for the Agricultural Export Sector. While TEC/VOC concedes FUSADE-Divagro's pre-eminence in providing agricultural training services, it has established its training capabilities for the Construction Trades, Apparel Manufacturing and Automotive Repair and Services sectors. Indeed, these three economic sectors account for 65 percent of TEC/VOC's training program.

Under the USAID/FEPADE Project, TEC/VOC has trained approximately 1,350 workers for the construction trades. Most of these have been trained at the entry-level. Currently, TEC/VOC has assumed the responsibility for administering a second construction trades training program financed by IBRD (i.e., PROCINCO) which proposes to train an additional 6,000 entry-level workers for the construction sector. Combining the PROCINCO projections with those of USAID Project 0315, FEPADE is committed to train in excess of 8,000

construction workers by June of 1993! This number appears to be excessive given a combined under-employment and unemployment rate of 40 percent for this sector.

TEC/VOC's most rapidly-expanding training program involves the Apparel Manufacturing Export Sector. Employment in this growing industry is expected to increase from 13,000 workers currently employed to approximately 53,000 workers in 1995. In excess of 31,000 of the new workers projected will be industrial sewing machine operators. TEC/VOC has appropriately concentrated its training efforts to upgrading the skills of entry-level sewing machine operators as well as the training of trainers. To date, TEC/VOC has trained more than 900 operators, mechanics, and supervisors for the sector and has equipped subcontractors to train close to 2000 machine operators per year. It was suggested that FEPADE could charge employers a fee for placing the operators it trains, provided it can guarantee an acceptable level of productivity.

FEPADE has established its own automotive repair and maintenance training institute (Escuela Taller Automotriz). This is a controversial program because FEPADE chose to bypass the existing vocational training establishments, and because the school caters exclusively to the needs of the high-tech/high capital segment of the Automotive Repair and Maintenance Sector and neglects the much larger informal segment. Advocates of the school argue it serves as a model of a successful private vocational training institution and as a conduit for filtering improved technology down to the informal segment of the sector. The school's success is demonstrated by its operation at 150 percent of capacity and by the very high placement rates for individuals who complete its courses.

#### **Recommendations:**

- Additional professional staff should be hired by TEC/VOC.
- Eliminate agriculture sector training from TEC/VOC's program.
- Project 0315 should allocate its resources to upgrading the skills of construction works supervisors and skilled construction workers, rather than entry-level training.
- TEC/VOC should define its priority target group within the Apparel Manufacturing Export Sector as those enterprises that employ fewer than 100 workers.
- TEC/VOC should establish a unified effort among its training sub-contractors to apply a set of entrance (pre-enrollment) and exit (pre-placement) tests that are accepted by the apparel industry. Test results should be validated by TEC/VOC personnel.
- TEC/VOC should establish a formal placement service for the apparel industry and charge employers placement fees. TEC/VOC will have to establish a marketing effort to sell the service. A two-year goal should be established to cover at least one-half of the direct cost of training a machine operator with the placement fee.

- Among the new professionals hired by TEC/VOC (see previous recommendation), two should be assigned to the Apparel Manufacturing Training Program: one to supervise testing, and the other to market the placement service.
- The Taller Escuela Automotriz should be administered by FEPADE as an independent business supported primarily by matriculation and placement fees. The short-term goal should be to cover all direct training costs from these sources.
- In addition to responding to routine project financial requirements, the Escuela Taller Automotriz (as an independent training enterprise) should be required to maintain an independent set of accounting books.
- USAID should contract an independent study to track the trickle-down effect into the informal sector of the technology taught at the Escuela Taller Automotriz.

### **3. Management Administration Training**

FEPADE's Management Administration Training Program (MGMT/ADMIN) has trained approximately 1,800 top and middle-level managers through 123 courses, seminars, and conferences covering 37 modules or themes. Fifty-six courses, or 46 percent of the total, were given on an in-company basis. MGMT/ADMIN has surpassed its three-year cumulative training objectives and has established FEPADE's credibility within a very competitive training sector. Most notable has been their success at generating demand for an in-company training program in Quality Control Systems and Procedures. Interviews with sponsors of in-company training courses indicated that MGMT/ADMIN could test this market for its services more vigorously than it has to date. Although MGMT/ADMIN has demonstrated potential for becoming self sufficient, it needs to substantially reduce its dependence on expatriate instructors which has resulted in high instructional costs.

MGMT/ADMIN has presented a four-year strategic plan (1991-94) to FEPADE under which their training activities would be incorporated into a quasi-independent institute, ISADE. They have asked USAID to finance the infrastructure for ISADE. MGMT/ADMIN has devoted much more time to developing this strategic plan than they have to monitoring and evaluating their existing training courses.

#### **Recommendations:**

- Shift the current emphasis in MGMT/ADMIN from expansion and promotion to internal evaluation and consolidation.
- Bring in a disinterested outside advisor to review MGMT/ADMIN's 1991-94 Strategic Plan.

- Even at the expense of reducing current expansion goals, MGMT/ADMIN should reduce its dependence on expatriate instructors. Efforts to recruit, train, and employ local instructors should be accelerated.
- USAID should predicate future support for ISADE on a test of progress towards self-sufficiency.

#### **4. Scholarship and Educational Credit Programs**

FEPADE's Scholarship Program is on schedule, with 36 awards made to date to attend five different U.S. technical training institutions. At the time of the evaluation, 27 scholarship recipients had returned to El Salvador. The initial placement for the 21 beneficiaries who returned in time to be employed in the 1989/90 academic cycle are promising: all but one were employed either as vocational education instructors or in a private technical capacity utilizing their specialties. Remaining funds for the program could provide for an additional 40 scholarships.

To date only 51 loans have been made under the project's Educational Credit Program, representing only 23 percent of the funds available. The program has not helped promote enrollments in FEPADE-sponsored training courses. This may be due to some ambiguity in the Project Agreement as to whether students or training institutions are direct beneficiaries. None of the course contractors are interested in acting as conduits or submanagers for the program. The only other possible administrator for the program is EDUCREDITO, which has a very poor loan repayment history. The only constructive role this program could play for FEPADE would be to help increase student or corporate contributions to FEPADE training courses.

#### **Recommendations:**

- The possibility of extending educational credits through employer sponsors should be investigated.
- FEPADE should dramatically increase the number of loans made or the Educational Credit Program should be terminated.

#### **5. Training for Export**

Activities under this program component fall under the TEC/VOC and MGMT/ADMIN departments. Accordingly, 18 percent of all TEC/VOC training has been directed to export sectors, most of which has involved the apparel manufacturing industry. MGMT/ADMIN has also sponsored a one-day seminar for export managers. FEPADE's work with the apparel manufacturing industry has been well received by worker-applicants, supervisors, and owner-managers. Given the projected threefold increase in export volume and employment, FEPADE's initial decision to concentrate on this export sector was well taken.

## **Recommendation:**

- TEC/VOC should continue to gear up to meet the expanding training needs of the Apparel Manufacturing Export Sector. Training emphasis should shift from direct training of operators to the training of floor supervisors as trainers.

## **B. Effectiveness and Relevance of Training**

A majority of the training participants sampled (85 percent) attended a technical training program. As an overall profile, the typical trainee is a male from San Salvador with at least a high school education. He is also earning more in his job since his training, which he attributes to his training experience. Participants' supervisors also claim that FEPADE training has contributed to increased worker efficiency and productivity. Indeed, FEPADE training appears to be relevant, effective and well-received. More than 40 percent of the sampled trainees have taken several FEPADE courses, and many have expressed interest in further FEPADE training.

## **Recommendations:**

- FEPADE should utilize an active marketing mechanism to encourage more women to apply for training in both the technical and management areas. Training information should be disseminated to women's organizations and groups in addition to the traditional avenues.
- FEPADE should consider having branches of ICTA in different parts of the country in order to reach a wider audience for TEC/VOC training.
- FEPADE should continue to track the unemployed technical/vocational trainees and help them find jobs given the increasing labor market demand in the export sectors.
- FEPADE should find ways to include a less well-educated population in their training.
- FEPADE should improve its monitoring capabilities so that trainees attending multiple courses are accounted for. In addition, some guidelines should be established to determine where multiple attendance is appropriate and/or desired.
- FEPADE should continue to consult its advisory committees and commissions to identify priority training needs in relation to the labor market. Periodic needs assessments should be undertaken to corroborate committee/commission opinion.
- FEPADE should continue to utilize and test the results of the skill and aptitude tests to make certain that people do not waste their time in a technical/vocational course where they have no skill and little chance to be successful on the job.

- The Educational Credit Program should be extended to more institutions to allow more people to take advantage of FEPADE training opportunities. This might also help decrease the dropout rate.
- Course evaluations should be reviewed, and efforts should be made to improve training modules where indicated.

### **C. Financial Self-Sufficiency**

FEPADE has no realistic self-sufficiency goals set for itself, the training institutions it supports, or its new programs. Its strategic expansion plans are based on a leveraging of donations and soft loans from the major international development institutions. For the period ending June 30, 1990, FEPADE would have had to generate approximately \$3 million in positive cash flow to cover the real costs of its training activities (i.e., direct and indirect). Yet less than ten percent of this amount is recovered at this time. The percentages of real training costs covered by student and/or corporate fees were 35 percent in the best case for TEC/VOC training and 48 percent for MGMT/ADMIN training. However, there is evidence that the two training entities directly controlled by FEPADE (i.e., La Escuela Taller Automotriz and ISADE) represent special opportunities to attain greater self-sufficiency.

#### **Recommendations:**

- Self-sufficiency goals should be set for both TEC/VOC and MGMT/ADMIN training programs.
- Automotriz and ISADE should be designated as pilot projects for achieving self-sufficiency.
- Increase cost recovery by increasing prices to the maximum amount dictated by the local market. Price increases could be feasible in MGMT/ADMIN training, especially in the apparel industry, by extending credit to participating companies.
- In the FEPADE automotive shop, students could donate some of their time in repairing cars at competitive market prices.
- Terms for defining and recording the non-monetary portions of the counterpart contributions need clarification.
- Overhead rates should be established each year for calculating total costs and added to FEPADE vouchers retroactively.

#### **D. FEPADE's Program Management**

FEPADE has established adequate managerial and administrative systems and procedures to ensure proper implementation of Project 0315 despite a high turnover staff rate. Financial accounting procedures also appear to be adequate, as attested by outside audits indicating that appropriate internal control is in place. However, because the original project budget has been over-estimated by almost 50 percent, annual budget analyses provide little expenditure control.

#### **Recommendation:**

- The comparison of the original budget to the actual expenses as it is currently performed is a necessary procedure. However, in order to better control yearly expenditures, an annual budget based on actual expenditures should be prepared.

#### **E. FEPADE's Institutional Role**

Over the life of Project 0315, FEPADE has accumulated an impressive project portfolio. In addition to Project 0315, this portfolio includes a major project with funding from the Interamerican Development Bank (BID) in mid-level vocational/technical training at the Instituto Tecnológico Centroamericano (ITCA); and a major construction trades training program funded by the World Bank (i.e., PROCINCO). FEPADE has also proposed to take over the National Agricultural School (ENA). Together these four projects represent \$43 million of international development assistance. In addition, FEPADE has developed two training institutes (La Escuela Taller Automotriz and ISADE) and a management training program associated with Francisco Marroquin University; and supports a commission (CONACODE) which promotes civic education in primary and secondary schools. FEPADE also manages the local RTAC II program, retaining 15 percent of sales to help cover costs.

While the BID/ITCA Project provides complementary training within the same priority economic sectors as Project 0315 training, the PROCINCO Project duplicates training under the project. Also, FEPADE has not demonstrated any special expertise for vocational training in agriculture. Yet, FEPADE does not plan to spin-off any of these projects or training activities. Its plan is to retain control of them under an umbrella organization through the allocation of funds and choice of personnel.

FEPADE has clearly surpassed the quantitative objectives under Project 0315, but it has not consolidated the project in a qualitative sense. In particular, FEPADE's training activities lack adequate monitoring and evaluation; and progress towards self-sufficiency has not been made. It is likely that FEPADE will seek a three-year extension of Project 0315, under which they would like to establish a project development unit. The findings from this evaluation, however, suggest a greater and more pressing need for the consolidation of their existing project portfolio.

## **Recommendations:**

- USAID should discourage FEPADE from extending its institutional reach beyond the bounds of its current project portfolio.
- USAID should discourage FEPADE from forming a project development unit.
- USAID should discourage FEPADE from assuming control of ENA, and encourage the Ministry of Agriculture to award an ENA management contract on an open-bid basis.
- CONACODE should be run from the Ministry of Education with their funds and not through FEPADE.
- USAID should open formal discussions with FEPADE about the extension of Project 0315 at the earliest convenient date.
- Approval by USAID of a project agreement amendment extending the life of Project 0315 should be predicated upon the following conditions: 1) FEPADE's evaluation capability is strengthened; 2) significant progress toward self-sufficiency is demonstrated; and 3) no new projects are developed.

## **F. The Project Design**

There are four deficiencies in the project design that need modification. The Project Agreement prescribed the establishment of a computerized data bank for referencing outside data and information. Fortunately it has not been installed. What is really needed is system for storing and cross-referencing internally-generated data from the project. The equipping of several mobile-trailer classrooms was prescribed for extending training courses to the rural area. This has not proved to be practical. The project and its training contractors have not made significant progress towards operational self-sufficiency. The Project Agreement does not provide adequate guidelines for this purpose. Also, project documents contain conflicting guidelines for FEPADE's Educational Credit Program.

**Recommendations:** (suggested changes in the Project Agreement).

- Paragraph four, page 3 of Attachment II, starting with the words "It will establish a computerized data bank . . ." should be deleted and replaced by the description of an activity that will help FEPADE store, reference and cross-reference its project-related data.
- Eliminate the ambiguities between Project Amendment Number One and PIL Number Six.
- Eliminate from pages five and six of Section D of Attachment II the paragraph that starts: "Mobile training units . . ." and ends ". . . outreach to work sites."

- Section F of Attachment II should be enlarged to provide guidelines for increasing the self-sufficiency of the independent training institutions; a schedule for FEPADE's reduction of its contribution to the training costs of the entities contracted to provide training (to include FEPADE's captive institutes); and provisions for supporting specific self-sufficiency pilot projects.

**FEPADE'S PROJECT PORTFOLIO**  
**Current and Proposed Projects**

PROJECT	PROJECT DESCRIPTION	PROJECT STATUS	FUNDER(S)	DATES	ROLE OF FEPADE	TOTAL LIFE OF PROJECT FUNDING \$
1. USAID/FEPADE 0315	Meet the needs of the private sector for trained workers, technicians, supervisors and managers	Active	USAID	1987-92	Project Holder	\$18,690,000 Grant + 25% counterpart
2. BID/ITCA/FEPADE ES-0035 (Through GOES)	Rehabilitate and strengthen ITCA. Train middle-level technicians.	Active	BID	1990-95	Project Holder and Administrator of ITCA	\$16,000,000 Grant + 10% counterpart A soft loan
3. IBRD/MINISTRY OF LABOR/FEPADE, PROCINCO	Train 6000 construction sector workers	Active	IBRD	1990-91 Renewable	Project Manager	\$900,000 per year for up to 3 years
4. ENA/FEPADE Escuela Nacional de Agricultura	Rehabilitate and strengthen ENA. Train middle-level agricultural technicians.	Proposal	Prospects USAID	1992-97?	Author of preliminary project proposal	\$6,000,000 Estimate
5. ESEADE Escuela de Economía y Administración de Empresas	2 yr. Formal MA Degree Program in Business Administration	Active	FEPADE (FEPADE claims project is self-sufficient)	1989-	INDEPENDENT Collaborator with U.F. Marroquin	N/A
6. ISADE Instituto Salvadoreño de Alta Dirección de Empresa	Permanent home for FEPADE's Management Administration Program.	Proposal	Will be presented to USAID	1991-95 Proposed	Control of a quasi-independent satellite	\$1,000,000 Estimate
7. Escuela/Taller Automotriz	High-Tech Training Program catering to the needs of the automobile service sector.	Active	USAID/FEPADE Project 0315	1988 -	Part of Project 0315	Already capitalized through 0315
8. RTAC II Regional Technical Aids Center	Sales and distribution of books and materials	Active	USAID	1987 -	Project Manager	FEPADE retains 15% of sales to cover admin costs

## I. INTRODUCTION

### A. PURPOSE OF EVALUATION

This mid-term evaluation covers the activities of the Foundation of Entrepreneurs for Educational Development (FEPADE) under USAID's "Training for Productivity and Competitiveness Project, (#519-0315)," August 31, 1987, through June 30, 1990. The objectives of the evaluation are to assess project progress to date and to make such recommendations as may be indicated to improve project implementation (see summary list of recommendations in Annex 1.)

Management Systems International, Inc., (MSI) was contracted to carry out this interim evaluation over a five-week period (July-August, 1990), during which the following project elements were reviewed:

- Basic Project Components and Appropriateness of Design (Chapters III and VIII)
- Self-Sufficiency (Chapter V)
- Institutional Role of FEPADE (Chapter VII)
- Effectiveness and Relevance of Training (Chapter IV)
- Managerial and Administrative Capabilities and Systems (Chapter V)
- Financial Management Procedures (Chapter V)
- Scholarship and Educational Credit Programs (Chapter III)

### B. METHODOLOGY

The evaluation was divided into two phases. Phase I involved two team planning meetings in Washington, D.C. and a preliminary planning visit in El Salvador for two weeks. During this time, the following items were developed and approved in conjunction with FEPADE and USAID/El Salvador: the implementation plan (Annex 10), the work plan, (statement of work discussion - Annex 11), and the questionnaires for trainees at all levels (Annexes 5-8). The actual evaluation was carried out over a three-week period in Phase II. A review of relevant documents was also carried out. (See Bibliography in Annex 4.)

#### 1. Training Participant Survey

The Scope of Work (see Annex 3) called for a survey of five percent of the participants in FEPADE training programs and a 50 percent survey of training institutions. An over-sample of the trainees was necessary in order to adjust for persons who had moved out of the country, were dead, moved with no forwarding address, etc. Beginning with a random start number and taking every tenth file of participants who had completed training by the end of 1989, a sample of 464 trainees

was drawn by hand. Originally it had been anticipated that the sample would be drawn by computer but this was not feasible.

Local survey staff were hired and trained for a pre-test of the questionnaires, which were subsequently revised based on a sub-sample of 33. A third revision of the questionnaires was accomplished in order to include changes suggested by FEPADE and USAID/El Salvador. The balance of the interviewers was then trained in preparation for the formal survey of training participants.

Based on information gathered during Phase I of the evaluation, key informant interview and data collection guidelines were developed for use with members of FEPADE's Board of Directors, Commissions and Advisory Committees (Annex 6); Local Training Institutions (Annex 8); and Scholarship Recipients (Annex 7). During Phase II, site visits were conducted, and data collection was completed including the key informant interviews and the fiscal management analysis.

Of the 464 training participants selected in the sample, 277 were interviewed. Forty-eight percent were interviewed in their work place, 49 percent were interviewed at home, and three percent were interviewed at school or at some other place. Sixty-seven percent of the interviews were obtained during the first visit, 25 percent were obtained on the second visit, seven percent on the third visit and one percent on the fourth visit. Interviews were not held with 187 of the selected sample for the following reasons: inaccurate or incomplete address, 15 percent; unknown at the work-site, 13 percent; changed jobs with no forwarding address, 22 percent; problems locating the respondent, 21 percent; moved to another country, 11 percent; currently outside of the area, 10 percent; 2 percent didn't remember taking a course; deceased, 1 percent; and other reasons, 5 percent.

Survey data were compiled and analyzed utilizing the software package SPSS (Statistical Package for the Social Sciences).

## **2. Key Informant Interviews**

In addition to the formal survey, key informant interviews were conducted with selected members of the following groups (see Annex 2 for names of people contacted):

**a. Training Institutions.** Six training institutions, (i.e., Instituto Ricaldone, Escuela Taller Automotriz, AGAPE, EMILIANI, La MADONA, and SATEC) account for 80 percent of the vocational technical training activities provided or sub-contracted by FEPADE. All of these institutions were visited and interviews were conducted with the directors of these institutions and various staff members responsible for coordinating the courses sub-contracted by FEPADE. Thirty-eight institutions account for the balance of the training courses sub-contracted by FEPADE. A purposeful sample of nine institutions was selected from this group covering the export-oriented sectors. Interviews were conducted with either the director of the institution or the staff member directly responsible for carrying out the FEPADE sub-contract.

**b. FEPADE Executive Committee, Commissions and Advisory Committees.** Four members of FEPADE's Executive Committee were met with as a group. A separate interview was subsequently conducted with the Vice President of FEPADE. While commissions have authority in both programmatic and staffing decisions, committees are merely advisory entities in the technical

areas they represent. A total of ten of the volunteer members of the FEPADE commissions and advisory committees were interviewed, representing the following groups:

- Management/Administration Training Commission
- Scholarship and Credit Commission
- Technical/Vocational Commission
- Electronics Industry Committee
- Automotive Committee
- Construction Trades Committee
- Garment Industry Committee

c. **Employers/Supervisors.** A total of 38 employers/supervisors were contacted and included in the formal survey. In addition, three of the four corporations sponsoring FEPADE's "in-house" management courses were contacted, and responsible executives were interviewed. The results of an extensive trainee/employer survey conducted by FEPADE's Technical/Vocational Department in 1989 also have been incorporated as part of the information base for evaluation purposes.

d. **Instructors and Scholarship Recipients.** Seven of the instructors returning from overseas training were included in the general survey. Additional information was collected on all scholarship recipients. (See Annex 7).

e. **FEPADE STAFF.** All of FEPADE's senior staff were contacted both formally and informally.

f. **USAID/El Salvador Staff.** All USAID staff directly involved with the development and implementation of the FEPADE Project were interviewed.

g. **Banco Interamericano de Desarrollo (BID) Representative.** The BID representative in charge of the BID/ITCA Project was interviewed in Washington, D.C.

h. **Comision Nacional de Cooperacion Para El Desarrollo Educative (CONACODE).** The CONACODE staff person at FEPADE was interviewed along with one commission member.

### 3. Financial Management Review

Interviews with key finance personnel in FEPADE and USAID were held to discuss financial accounting procedures, budgeting, and budgetary control. There were also interviews with FEPADE managers and directors to assess managerial style, staff planning, control, and management information systems. Documents were reviewed in order to compile relevant information about cost allocations, flows of funds, budgetary control, and resource allocation. Financial tables were prepared to determine trends over the last three years and to elaborate financial projections as well as to assess financial self-sufficiency.

### **C. MSI TEAM COMPOSITION**

Antonia Bodnar was responsible for analyzing the financial, managerial and administrative capabilities and systems of FEPADE, as well as the educational credit programs. In Senegal, Ms. Bodnar evaluated training provided to both private and public sectors. She has provided financial management evaluation and assistance to projects in Peru, El Salvador, Bolivia, and Haiti; and has evaluated other loan programs for AID/Washington.

John Guy Smith was responsible for institutional contacts, the key informant interviews, and the site visits. He reviewed basic project design elements, analyzed the institutional role of FEPADE and the scholarship program. He shared in the responsibility for analyzing the effectiveness and relevance of training. Mr. Smith has worked in Latin America for over 25 years both managing and evaluating training programs as well as other types of projects.

Sonia de Valenzuela was the local assistant in El Salvador. She was responsible for hiring and overseeing interviewer assignments. She assisted in the training of interviewers and coders and made all local logistical arrangements. She has worked on earlier surveys in El Salvador. Her degree is in Chemical Engineering from the National University of El Salvador.

Roberta (BJ) Warren assisted in writing and editing the report. She was responsible for the development of the survey instrument used in the formal survey of training participants, sample design, training and supervision of the in-country personnel. She was responsible for the 1989 CAPS Impact Evaluation in El Salvador. Prior to becoming a full-time Senior Associate at MSI, Ms. Warren was Vice President of TransCentury Corporation in charge of Evaluation and Survey Research. Ms. Warren has been involved in the evaluation of projects domestically and in Latin America for more than 25 years. She was involved in a year-long evaluation of education and training projects for the Ford Foundation.

## II. GENERAL OVERVIEW

### A. FEPADE ACHIEVEMENTS

1. Over seven thousand people have been trained by the project. Overall cumulative outputs registered at this three-year juncture are approximately the same as those expected for the five-year level.
2. The persons who complete FEPADE's training courses have in a majority of the cases up-graded their skills and improved their employment situation. This has been confirmed by both: FEPADE and MSI surveys.
3. The project has achieved a balanced allocation of its resources. Allocations are roughly proportional to the vocational training needs expressed by the private sector.
4. FEPADE's decentralized system of administration has permitted the two principal operations centers, Technical/Vocational Department (TEC/VOC) and Management/Administration Department (MGMT/ADMIN) to function with a high degree of autonomy. The result has been the generation of a lot of creative energy in their respective programs.
5. In addition to its effective implementation of USAID Project 0315, FEPADE has been contracted through other international development agencies to administer two other large technical/vocational training projects, the ITCA/BID/FEPADE Project that will train middle-level technicians, and the IBRD/Ministry of Labor/FEPADE Training Project that proposes to train 6,000 workers in the construction sector. These three projects together have a high potential for synergism.
6. The TEC/VOC Department of FEPADE has established a new training institution, La Escuela Taller Automotriz, that is directly administered by FEPADE. Whether or not this is considered an achievement depends on how FEPADE's roles as "broker" and "doer" are interpreted.
7. The Management/Administration Department has established ESEADE, Escuela de Economia y Administracion de Empresas, that operates independently as a subsidiary of the University Francisco Marroquin of Guatemala and offers an MA degree in Business Administration. This is not now a part of Project 0315.
8. The qualitative success of the TEC/VOC Training Program is in large part predicated on the organization of courses on a modular basis and the use of competency-based instructional systems. The TEC/VOC Department has been successful in introducing these advanced vocational education principles into most of their course designs, instructor and student manuals, and testing procedures. This is a major technical achievement.
9. The 50/50 cost-sharing of training prescribed in the Project Agreement has been maintained on a global basis. Although this represents a significant administrative achievement, it does not represent significant progress towards economic self-

sufficiency, given that the indirect costs of participants' time spent in training are included in this calculation.

10. A Volunteer Commission and Advisory Committee system is in place with eight employment sectors represented. This is a major achievement. Most of these advisory groups are active, and they play important auxiliary roles in predicting manpower demands, setting training priorities, and allocating training resources.
11. The TEC/VOC Training Program has contracted out training to a varied group of technical training institutes, private voluntary organizations, private academies, and private firms. It has provided selected technical training institutes with material assistance.

## **B. PROJECT DEFICIENCIES**

1. Progress toward establishing self-sufficiency within FEPADE and within the training institutions has been very slow. The MGMT/ADMIN Training Program has made measurable but limited progress towards self-sufficiency.
2. FEPADE's internal information systems are inadequate for most purposes.
3. The Educational Credit Program has only reached 51 students to date. At a ratio of four employees to 51 active loans, the carrying costs are excessive.
4. No capacity has been developed to do manpower studies. However, FEPADE has effectively used its technical advisory committees to provide estimates of the manpower needs within the sectors they represent.
5. In both TEC/VOC and MGMT/ADMIN training programs, employers are not paying an equitable share of training costs.
6. The TEC/VOC Training Program testing procedures need to be strengthened -- with respect to both pre- and post-training evaluations.
7. The Project Agreement's quantitative output indicators for the project are inadequate. They are not precise enough to account for the four levels of training effort and the four categories of trainees that FEPADE uses to stratify its training courses.
8. FEPADE's agriculture sector sub-program is weak, both quantitatively and qualitatively. Other organizations such as FUSADES-DIVAGRO appear to be better prepared to perform this function.

### III. THE PROGRAM COMPONENTS

The purpose of this chapter is to make an independent evaluation of each of the component programs of Project 0315: Institutional Strengthening, Technical/Vocational Training, Management/Administration Training, Scholarships and Educational Credit, and Training for Export. Under FEPADE's decentralized system of administration, each component program is administered as an independent operations center. The exception is the Training for Export component, which is a subset of both the Technical/Vocational and the Management/Administration Training Programs.

#### A. COMPONENT NO. 1: INSTITUTIONAL STRENGTHENING

This program component determines how FEPADE develops as an institution. It focuses on the institutional requirements for supporting the other four program components of Project 0315. It prescribes a mode of operation for FEPADE working as a "broker between the private sector and its need for trained personnel and the sources of training that can meet those needs." Also, it provides an opening for FEPADE to develop and support projects financed by "other donor organizations."

##### 1. FEPADE's Role as a Broker

As measured by the following quantitative indicators, FEPADE has been effective when it has acted as a broker within the context of Project 0315:

- Number of active\* Voluntary Commissions and Committees advising FEPADE: twelve. (\*active = meet at least one time per month)
- Number of major economic sectors represented on the Advisory Commissions and Committees: eight.
- Number of active\* volunteers involved in these groups: forty. (\*active = attend 70 percent or more of the groups' meetings)
- Number of training institutions, including private training enterprises and in-company training programs, with whom FEPADE has contracted training activities: forty-five.

In the case of two important Project 0315 training initiatives, FEPADE has chosen to work independently rather than as a broker:

- FEPADE established a new automotive mechanics training center, "La Escuela Taller Automotriz," that they operate as a solely "owned" training institute.
- FEPADE recently proposed to fold its Business Management and Administration Training Program into an institution to be named the "Instituto Salvadoreño de Alta Direccion de Empresas" (ISADE). FEPADE expects to operate ISADE as a solely "owned" and administered training institute.

In answer to the evaluator's questions about the future of these two sub-projects, all of the FEPADE authorities and sub-project managers involved indicated that FEPADE intends to maintain direct control of these two institutes for the foreseeable future.

## **2. FEPADE's Administrative Support Role**

Most of the systems required to support the different program components are in place. Accordingly, adequate administrative services have been established; high quality professional staff have been hired; an effective decentralized system of administration has been developed; and a volunteer Advisory Commission and Committee system is fully operative.

## **3. Monitoring, Evaluation and Investigation Functions**

On an ad hoc basis, FEPADE has done a reasonably effective job of matching its training programs with the expressed training needs of the private sector. However, in two cases (i.e., the Construction Trades Sector and the Management Training Program Strategic Plan), the estimates of training needs appears to be inflated. These situations are discussed separately in Sections B and C of this chapter.

FEPADE has not dedicated much time to monitoring and evaluating its current training programs. Professional staff time has been absorbed launching the specific training programs and courses that comprise Project 0315 and in developing and promoting new projects. However, even if professional time was made available for monitoring and evaluating training programs and courses, the work would be frustrated by the absence of effective systems for tracking training courses and trainees. Indeed, FEPADE's internal information systems are fragmented, difficult to cross-reference, and accessible only to their creators (one person each in the Administration, TEC/VOC and MGMT/ADMIN departments).

## **4. FEPADE's Role as a Promoter and Holder of New Projects**

In addition to carrying out its responsibilities as the administrator of Project 0315, FEPADE has been very active developing and promoting other projects. In the three years since the Project Agreement was signed, FEPADE has acquired a large additional complement of internationally-financed projects. These include:

- *BID/ITCA/FEPADE Project No. ES-0035.* This project provides \$16,000,000 through a soft BID loan and 10 percent counterpart funds for the purposes of rehabilitating and strengthening the Central American Technical Institute (ITCA) and the training of middle-level technicians. FEPADE is the project holder.
- *IBRD (World Bank)/Ministerio de Trabajo/FEPADE (PROCINCO).* In this project, FEPADE is the manager of a World Bank-financed activity that had stagnated under Ministerio de Trabajo sponsorship. Annual funding is approximately \$900,000. FEPADE's agreement with the Ministerio de Trabajo is renewable on an annual basis.
- *MIN-AG (Ministry of Agriculture)/ENA (Escuela Nacional de Agricultura)/FEPADE.* Under this proposal, FEPADE would take over ENA under a 99-year lease. MIN-AG would supply a progressively reduced operations subsidy over a five-year period. This

project will be submitted to IBRD for funding estimated at \$6,000,000. USAID has agreed tentatively to provide a technical assistance "bridge" grant to help FEPADE keep ENA alive while it is still under MIN-AG control.

##### **5. FEPADE's Communications and Information Services**

FEPADE maintains a resource center consisting of a technical library and a pool of state-of-the-art visual aids. FEPADE also has an active publication program and uses its advanced word processing equipment to produce training manuals, regular reports, and information and promotional bulletins.

The central electronic information collection and retrieval system that was proposed in the Project Agreement has not been established. The principal users of information -- Accounting, TEC/VOC, and MGMT/ADMIN -- have their own computer programs, which in the cases of TEC/VOC and MGMT/ADMIN, are only accessible to the single employee in each program who set them up.

#### **CONCLUSIONS AND RECOMMENDATIONS: Institutional Strengthening**

FEPADE's institutional development has kept pace with most of the needs of the working components of the project. Also, FEPADE's decentralized system of program administration has permitted VOC/TEC and MGMT/ADMIN program teams to meet most of their own needs for administrative and technical support. The exceptions are information services and the monitoring and evaluation of training programs.

There are big gaps in the internal information systems. Neither TEC/VOC nor MGMT/ADMIN is able to cross-reference their participant and course files. Two of the consequences are that participants are not tracked through the training modules, and FEPADE's reports of training outputs are greatly exaggerated.

#### **Recommendations:**

- Shift information priorities within FEPADE from accessing external sources of information to accessing, cross-referencing, and analyzing internally-generated information.
- Contract a computer information specialist to establish the terms of reference for a local service contract.
- Establish a computerized information center at the level of the FEPADE's Administration Office, and integrate the TEC/VOC and MGMT/ADMIN user friendly subsystems.

FEPADE's capacity to monitor and evaluate training programs suffers from lack of information (see recommendations above) and from neglect. The neglect arises because of competing claims for the time of the professional personnel who are qualified to organize and execute this work.

**Recommendation:**

- FEPADE'S institutional development priorities should be shifted from new project development to monitoring and evaluating the existing training programs.

FEPADE has expanded the scope of its involvement in new projects much more rapidly than was contemplated in the USAID/FEPADE agreement. The implications of this expansion are discussed in Chapter VI. ("The Institutional Role of FEPADE").

**Recommendations:** See Chapter VI.

**B. COMPONENT NO. 2: TECHNICAL AND VOCATIONAL TRAINING**

**1. Overall Training Achievements**

The Technical and Vocational Training Program (TEC/VOC) accounts for at least 75 percent of the activity within FEPADE that is supported by Project 0315, and 74 percent of this evaluation's adjusted training counts. Also, TEC/VOC's staff provided key technical assistance in developing the FEPADE/BID/ICTA and the FEPADE/IBRD/PROCINCO projects.

As of June 30, 1990, TEC/VOC reported that they had trained 8,610 workers. However, the evaluators judged this figure to be substantially inflated. Based upon the MSI survey results and sub-contractors' records, we estimated that there is a drop-out factor (enrollees who do not complete the course) of 10-15 percent, and a multiple enrollment factor of 25-40 percent. We applied an overall discount factor of 40 percent and arrived at an estimate of 5,160 individuals who completed at least one training course. This is in excess of the target of 5,100 established in the project proposal for the entire five years of the project. Or, put another way, within the first three years of the project, TEC/VOC has surpassed its five-year quantitative training goals.

Two survey studies (i.e., the recent TEC/VOC survey counting 10 percent of its "graduates," and the MSI survey conducted as part of this evaluation), indicate that a majority of the graduates upgraded their skills as a result of their training. This was confirmed by their employers.

Three hundred and forty-three (343) courses have been offered within 13 curricula that correspond with the private sector training requirements identified in a manpower study and training needs assessment conducted by the Fundacion Salvadoreña para el Desarrollo (FUSADES) in 1987. Eighty-three percent of the individuals enrolled represent the priority sectors identified in the FUSADES manpower survey: i.e., construction industry, garment industry, automobile service sector, and industrial maintenance. The two top priority training areas, the construction industry and the garment industry, account for 44 percent of attendance.

Eighteen percent of the trainees (930) were from the export-oriented employment sector. Of these, almost all were destined to work in a single industry, the garment industry (industria de confeccion) -- also referred to as the drawback industry (maquila).

Although 197 individuals attended FEPADE's agricultural courses, none of those courses were directed to the non-traditional agricultural export sector. Training efforts in that sector seem to be

monopolized by FUSADES/DIVAGRO Division, one of the major development programs supported by USAID/El Salvador.

The largest share of training (79 percent) has been carried out by six local contractors, consisting of three established TEC/VOC training institutes (Ricaldone, Emiliani, and ITEXAL), two social benefit-type organizations (AGAPE and La MADONA), and FEPADE's automotive training institute (Escuela Taller Automotriz). These six institutions have also received almost all of the material assistance that FEPADE has provided to local training institutions.

The next level of local training contractors includes six other organizations (SACTEC, PRONE, San Andres, Suelas de El Salvador, HATRA, and ENA), each of which has delivered between three to eight courses. Collectively, these account for eight percent of total activity. None of these has received significant material support from FEPADE. Interestingly, five of these are for-profit organizations. Another 26 training contractors, which have each conducted between one to two courses, account for the balance of the training effort supported by TEC/VOC (12 percent). This group is composed of new hopefuls, special responses to low-demand situations (seriographics as an example), old hopefuls, and one shot in-service training programs.

Fifty-one instructor and student manuals have been written by TEC/VOC. However, the quality of these manuals is variable. A random review of twelve of these indicated that the best manuals were written by TEC/VOC staff; the poorest were written by individual local contractors.

The TEC/VOC technical staff have been effective innovators. Advanced training and selection practices have been introduced into many of TEC/VOC's programs. Some examples are: competency-based training; the modular design of curriculum units; and performance-based testing, both as a basis for enrollment acceptance and as a basis for job placement. This is a methodological area where TEC/VOC professionals believe they have just touched the potential.

Traditional reservations about using experience-qualified technicians as instructors have also been challenged. TEC/VOC has converted a large number of skilled workers and floor-level supervisors into effective instructors of entry level courses. The rationale here is that it is easier to convert top-of-the-line skilled workers into effective instructors than it is to convert degree-level technicians into top-of-the-line workers. This conversion process has been supported by a limited number of introductory training courses for new instructors. Traditional sex barriers have also been reduced with respect to the selection of instructors and training admission procedures and qualifications.

The more active voluntary Sector Advisory Committees that work with TEC/VOC have provided timely advice about employment trends and training needs in their respective sectors. They have also served as constructively critical judges of training course design. However, the judgments of individual members of the Sector Committees tend to be self-serving. This tendency is mitigated by the presence on all of the Sector Committees of the TEC/VOC executive who is responsible for the training program in that sector.

The three largest groups that TEC/VOC has trained to date include the Construction Trades, the Apparel Manufacturing sector, and the Automotive Repair and Maintenance Sector. These are the sectors where we made a special effort to interview key contacts and to visit training and production facilities. The results are summarized in the following profiles.

## 2. Selected Sector Training Profiles

a. **Construction Trades Training.** FEPADE's Project Proposal was presented to USAID in 1987 just after the earthquake that struck San Salvador. The need to repair and reconstruct buildings was great (but probably overstated). Consequently, the training of entry-level skilled construction workers was assigned the highest priority within the Project.

At the time of this evaluation, TEC/VOC, in collaboration with four vocational training institutions (Ricaldone, Emiliani, ITEXAL and AGAPE), had already trained 1,346 construction workers in entry-level skills. This demonstrates that when the required skills training curriculum is in place (the case with Ricaldone, Emiliani, and AGAPE), coupled with additional resources and the collaboration of an active Construction Industry Advisory Committee, an effective quick-response, entry-level training program can be executed.

In response to the earthquake, the IBRD (World Bank) arrived on the post-earthquake scene. They approved a soft loan of approximately \$3,000,000 to the GOES for a project to train 6,000 entry-level construction workers over a period of four years. The Ministry of Labor was responsible for executing the project. Two years later the IBRD project had not yet been launched. At that time, the new government was disposed to privatize vocational education. Since FEPADE had already begun construction trades training under USAID Project 0315, the original IBRD/Ministry of Labor Construction Training project was turned over to FEPADE. On June 1, 1990, a project agreement was signed by the GOES Ministry of Labor under which FEPADE became the project holder. The agreement is renewable on an annual basis for a period of three years. The project is called PROCINCO.

FEPADE is now engaged in administering two separate training programs directed to the same economic sector, (i.e., the construction industry) and to the same levels and kinds of workers. Both projects are coordinated by the same Sector Advisory Commission. They also employ the same group of training institutions as subcontractors; and are subject to the same technical direction (the Director of TEC/VOC).

A group of three professionals recently hired by FEPADE will administer the PROCINCO Project. They are paid directly out of IBRD/Ministry of Labor funds but they report back to FEPADE to the Director of TEC/VOC who reported that this arrangement had been previously cleared with USAID.

There are substantial differences in the administrative and financial procedures specified in the two project agreements. Project 0315 operates with a standard USAID 50/50 percent split between donor and local contributions. The PROCINCO Project operates with a 78/22 split between the donor and local contributions. The institutional sub-contractors obviously prefer to provide training services under the PROCINCO Project because they are advanced 78 percent of estimated training costs with FEPADE absorbing the balance through in-kind contributions. Under Project 0315, they are advanced 50 percent of estimated training costs with FEPADE.

All of the four training sub-contractors were contacted by the evaluators during the period when the PROCINCO Project was in its start-up phase. For obvious reasons of self-interest, they were emphatic in confirming their preference for presenting courses sponsored by FEPADE/PROCINCO over ones sponsored by FEPADE/AID. We asked the Director of TEC/VOC how he expected to rationalize FEPADE's administration of the two projects. He replied that they

intended to shift all the entry-level construction trades training to the PROCINCO Project and to expand the training of skilled workers and supervisors under Project 0315.

A very large number of construction workers are scheduled to be trained by FEPADE over the next three years: 6000 through PROCINCO and 1000 through Project 0315. There is some question about the construction industry's capacity to absorb these numbers. This concern was reinforced when the construction industry representatives on the FEPADE/Construction Industry Association Advisory Committee (CASALCO) reported that approximately 40 percent of the semi-skilled and skilled construction workers in the country were either unemployed or seriously under-employed. When questioned "Why train?," they replied "to increase the skills of the 60 percent who are employed."

At the time of this evaluation, the relationship between FEPADE and the three CASALCO members of the Advisory Committee appeared to be strained. The Committee has always harbored the ambition to establish and operate an independently administered construction industry training center to be called ICAICES, which would focus on training skilled construction workers. However, long before its relationship with FEPADE, CASALCO operated a very comprehensive program of technical seminars directed to contractors, construction engineers and architects. Also, it has collaborated extensively with the USAID/AIFLD Training Project.

In the earliest stages of the CASALCO/FEPADE "marriage," the CASALCO Committee was encouraged to believe that FEPADE would donate land on which to locate ICAICES. The Committee interpreted a line item in the PROCINCO project budget which allocated 300,000 colones for capital expenditures, to be used for building a facility for ICAICES. It was their early impression that the PROCINCO Project would be jointly administered by CASALCO and FEPADE. They also anticipated that once all of the above transpired, the participation of the three CASALCO members of the CASALCO/FEPADE Advisory Committee would shift from a voluntary to a compensated status.

Meanwhile, they have been frustrated on all three counts. FEPADE has not produced the land it originally promised to donate. FEPADE has instructed them that the 300,000 colones budget line item that caught their attention is obligated to reimburse FEPADE for the technical support it provides to PROCINCO, and that the FEPADE/CASALCO Committee will act strictly as an advisor to PROCINCO. FEPADE, as the project holder, will exercise exclusive administrative control of the project. The role of the Committee with respect to PROCINCO will be the same as it is with Project 0315, strictly advisory.

**b. Training for the Apparel Manufacturing Export Sector.** This export-oriented light manufacturing sector is identified by a variety of names in both English and Spanish as follows:

- . Apparel Manufacture/Drawback Sector
- . Clothing Manufacture/Drawback Sector
- . Sewing Trades/Drawback Sector
- . Drawback Sector
  
- . Sector de Confeccion de Ropa/Maquila
- . Maquila de Ropa
- . Industrias de Ropa
- . Sector de Maquila

The apparel manufacturing business is based on contracts between U.S. purchasers and Salvadoran suppliers (usually manufacturers). Pre-cut garments or other product components provided by the buyer are imported into El Salvador on a duty-free basis. They are assembled (sewn) into finished garments or other sewn products and are exported (almost duty free) back to the buyer in the United States.

The Garment Trades Association of El Salvador (the Association) estimates that the net added value generated locally by the apparel manufacturing business is 45 percent. The Association reports that annual FOB (i.e., "Freight on Board")-based sales for the Apparel Manufacturing Sector in El Salvador increased from approximately \$11 million in 1985 to \$57 million in 1989. They estimate that in 1990 export sales will reach a level of approximately \$150 million and may advance to \$500 million by 1995! The Association estimates that the following total numbers and kinds of new workers will have to be incorporated into this sector over the next four years in order to accommodate the anticipated expansion of production.

**Table 1 - Projections Provided by the Garment Trades Association of El Salvador**

<u>Classes of Workers and Technicians</u>	<u>Numbers Entering Work Force</u>	
	<u>1991-95</u>	<u>Percents</u>
Industrial Sewing Machine Operators	31,400	78.0
Unskilled or semi-skilled workers	3,796	10.0
Production Line Supervisors	1,570	4.0
Quality Control Inspectors	1,570	4.0
Trainees of Sewing Machine Operators	100	.3
Industrial Mechanics	597	1.6
Industrial Engineers	597	1.6
Production Managers	314	.8

Since the inception of Project 0315, FEPADE has assigned a very high priority to training workers for the Apparel Manufacturing Export Sector. It did so under advice from FUSADES (USAID/El Salvador's private sector development surrogate). As of June 30, 1990, TEC/VOC has been responsible for the training of 890 entry-level industrial sewing machine operators and for upgrading the skills of ten sewing machine mechanics and 40 trainers and supervisors of sewing machine operators.

At the time of this evaluation, the TEC/VOC training coordinator assigned to this sector was in the process of setting up six new institutions (all beneficent in nature) as training contractors. He had placed 130 new industrial sewing machines with these institutions, creating additional capacity to train in excess of 1,000 operators annually. Combined with the capacity of the entities it currently has contracted, FEPADE will soon control an overall capacity to train approximately 1,800 operators annually. In collaboration with the Association, FEPADE is also involved in setting up an institute under the BID/ICTA Project called "El Instituto Tecnico de la Industria de la Confeccion."

FEPADE is now providing training services to all levels of the Apparel Manufacturing Export Sector. Through Project 0315, it is addressing the need to train enormous numbers of factory floor operators and first line supervisors and inspectors. Through the BID/ICTA Project, it is about

to address the specialized training requirements of the technicians, supervisors, engineers, and managers who serve and run the industry. In both projects, FEPADE works with the same Sector Advisory Committee. These interrelationships, as they are developing in the case of meeting the total training requirements of the Apparel Manufacturing Sector, represent a good example of how FEPADE can establish synergism within a single training sector.

According to the President of the Association and owner of one of the two largest apparel manufacturing operations in El Salvador, the industry is currently segmented in terms of size of enterprise as follows:

**Table 2 - Apparel Manufacture Export Sector in El Salvador:  
Size of Enterprises\***  
(size defined by number of employees)

Size of Firm	1000 Employees	100-500 Employees	50-100 Employees	50 or less Employees
No. of firms	2	7	20	a very large number
Cumulative No. of firms	2	9	31	?
No. of Employees	2,000	3,000	1,000	7,000
Cumulative No. of Employees	2,000	5,000	6,000	13,000

\*This data is not official. It was a quick estimate provided by Ing. Francisco Escobar during an interview.

Many of the manufacturers in the upper range of size (100 or more employees per enterprise) choose to train their own operators. Even though their costs are higher than those reported by FEPADE's training contractors, they feel that their higher costs are more than compensated by lower training attrition and by increased entrance-level productivity. Their advantage is that they can be as strict as they choose to be in applying entrance and qualifying tests, and they can introduce trainees in the final phase of their training to production functions that correspond to their current product orders.

The average graduate of a basic operators course knows how to operate and maintain the machine, but only reaches a sewing efficiency rate of 25-35 percent. At this level, they are not economically productive. According to the scale employed (developed originally by the Levi Strauss Co.), fifty percent is the break-even point where the minimum wage kicks in, and 100 percent is the point at which experienced operators can earn double the minimum wage (these were respectively \$3.00 and \$6.00 per day in El Salvador at the time of the evaluation).

To date, TEC/VOC's contractors have graduated machine operators who qualify at the low end of the productivity scale and require considerable additional training after they are hired. There is one exception, a beneficent group that in addition to training for FEPADE, maintains its own factory where it manufactures uniforms under drawback contracts.

According to the coordinator of TEC/VOC's Apparel Sector Training Program, the quality of output could be substantially improved by using a pre-enrollment dexterity test to screen out applicants who have no aptitude for manipulating an industrial sewing machine. The test is a simple exercise in which the subject is required to complete tracing exercises (similar to children's puzzles) against time constraints. It is highly predictive of the future competence of a machine operator. A Spanish version of the test is available in El Salvador. The low productivity of entrance operators could be further remedied if productive activities could be incorporated into the last phases of training.

Given the costs to employers of incorporating partially-trained operators into their production lines, they might be willing to pay a placement fee to any training institution or placement service that guarantees the competence of its placements (fee collection subject to proof of competence on the job). This observation gave rise to discussions with TEC/VOC staff and their key contacts in the industry about the possibility of FEPADE achieving near self-sufficiency in its training program for the Apparel Manufacturing Sector. The most straight-forward proposal was suggested by the owner of SATEC, a for-profit training institute as follows:

FEPADE should control matriculation by administering the standard dexterity test to all applicants. No applicants should be accepted for training unless they score 80 or higher on the dexterity test. The aspirant could pay an initial up-front matriculation fee of 110 colones to the training contractor. Midway through the training period, FEPADE could advance to the contractor the 110 colones balance of the matriculation fee by extending a loan to the aspirant from the USAID/FEPADE credit fund.

Accepting the loan would bind the student to register with FEPADE's placement service. Upon the termination of training, FEPADE would administer a standard exit test approved by the Association. FEPADE would place the graduates, and the hiring employer would pay FEPADE a placement fee of 220 colones subject to a prescribed level of performance one month into the job. This should provide FEPADE with coverage of its share (one-half) of the contractor's direct costs. Recovery of the student loans would be handled through payroll deductions. Profits for the trainers would be generated from sales on the local market of goods produced by the students in the final phase of training.

The President of the Association believes FEPADE should direct its training program towards the group of several hundred small manufacturers who employ fewer than 100 employees and who account for approximately 60 percent of all apparel production in El Salvador. He says that, to date, FEPADE has promoted its services through the Association under the erroneous assumption that the Association's contacts are pervasive. According to the President, the Association not only fails to get the word out to many of its 86 members, but it also has no effective contact with the several hundred apparel manufacturers who are not members. FEPADE might consider undertaking a sales campaign to reach this segment of the industry.

The President of the Association was one of the key TEC/VOC contacts with whom we discussed the prospect of TEC/VOC setting up a placement service such as the plan elaborated by the owner of SATEC. His response was positive, with the provisions that FEPADE rigorously impose pre-testing as a condition for enrollment, upgrade and effectively monitor its contractors, certify and guarantee the entry-level productivity of the graduates, and effectively market the service.

**c. Training for the Automotive Repair and Service Sector.** The Automotive Repair and Service Sector was chosen by FEPADE as a priority training sector because it employs a very large number of workers and is a growth industry. In El Salvador, "old vehicles never die." Also, this sector contributes positively to the country's dollar balance, since keeping the nation's existing stock of vehicles on the road conserves dollars that might otherwise be expended on imported replacements.

This sector consists of a capital-intensive, "high-tech" segment and an informal segment consisting of small shops operating with very limited capital. The high-tech segment includes the new car agencies and the specialist repair shops. It employs specialized sophisticated equipment (electronic testing systems and hydraulic presses as examples), and mechanics who have had formal training.

The informal sector is much more numerous than the formal sector. It is composed of a multitude of small shops whose owner-mechanics are schooled by experience and who at best own a complete set of hand tools. They are served by an army of semi-skilled helpers. The informal sector keeps the country's second-hand vehicles on the road.

In support of its training program in Automotive Repair and Maintenance, FEPADE created its own training institute called the Escuela Taller Automotriz. This action represented a radical departure from the norm established in the Project 0315 Agreement of working through and upgrading the existing vocational training institutes. FEPADE argued that in this special case the existing vocational training institutes did not have the space, equipment and experienced staff required to meet the training needs of this sector. Also, FEPADE proposed that the Escuela Taller would serve as a model for the other vocational training institutions of how to carry out "competency-based training" within a "modular curriculum." FEPADE also held out the prospect that the Escuela Taller could serve as a model for a self-sufficient, private vocational training institute.

The contacts of the evaluation team with three principal private vocational training institutes in San Salvador, (i.e., Ricaldone, Emiliani, and ITEXAL) indicate that the Escuela Taller is perceived as a competing institution. For the purposes of this evaluation, we have avoided the question of whether or not the establishment of Escuela Taller as a dependency of FEPADE was a "right" decision under the terms of the Project 0315. We accept it as a "fait accompli" to be judged on its merits as they were put forward by its proponents.

The Escuela Taller is TEC/VOC's crown jewel. It has been equipped with the latest (by U.S. standards) specialized testing machines and systems, work stations, repair equipment and tool sets. These are valued at approximately 1,400,000 colones or \$280,000 and were purchased with Project 0315 funds.

The school is currently operating at 150 percent of capacity (calculated as a percentage of a 40 hour work week). It employs a director, an administrator, a secretary, two mechanics (shop assistants), and sixteen part-time instructors. The Director is a mechanical and industrial engineer and a specialist in vocational training with ten years experience teaching and

administering courses in automotive mechanics. At the time he was recruited by TEC/VOC, he was Director of the Automotive Mechanics Section of ICTA. He characterizes himself and the instructors he hired as products of a "golden age" (1970-80) when public sector vocational training programs were relatively well-funded by the GOES and enjoyed substantial material and technical support from international development organizations.

Among the 16 instructors, six have received advanced training in Germany and two in the United States. In the course of his association with FEPADE, the Director of Escuela Taller has visited a number of vocational training institutions in the United States, most notably the State University of New York which has served as a technical advisor to TEC/VOC.

In a span of 16 months, the Escuela Taller has trained 684 workers. With few exceptions, those who were enrolled in specialist courses have returned to the high-tech formal sector enterprises where they were employed. With few exceptions, the graduates of the entry-level course in automotive mechanics have been recruited into the high-tech sector. These re-entry and new-entry placement rates reflect positively on the quality of the Escuela Taller's training programs.

We asked the President of the TEC/VOC Advisory Commission (who is the General Manager of the largest new-car agency in El Salvador), "TEC/VOC has done a great job training specialized mechanics for the formal high-tech segment of the sector, but what has it done for the massive informal segment?" He replied that no one is excluded from enrolling in the Escuela Taller if they can pay the tuition. Secondly, there is a traditional transfer of advanced technology from the formal to the informal sector. Formal sector employees are constantly spinning off to set up their own independent shops, and this provides the conduit through which advanced technology filters down to the informal sector.

A sample of seven courses offered by the Escuela Taller (see Table 32 in Chapter V) indicated that the average cost per student/per course was 829 colones (619 direct and 210 indirect), of which 296 colones or 36 percent was covered by student enrollment fees. Since no employee contributions were reported, we assume that the balance of 64 percent of the cost was provided by Project 0315.

## **CONCLUSIONS AND RECOMMENDATIONS: TEC/VOC Program**

TEC/VOC has an excellent technical staff, who are nonetheless overworked. As a consequence, the monitoring and evaluation of their training programs suffers.

### **Recommendation:**

- Additional professional help should be hired by TEC/VOC.

TEC/VOC, as it is presently staffed, is not qualified to execute a program of training for the Agricultural Export Sector. They concede FUSADES-DIVAGROS' pre-eminence in providing agricultural training services.

**Recommendation:**

- Eliminate agriculture sector training from TEC/VOC's program.

Given the very high levels of under-employment and unemployment in the construction sector reported by CASALCO, a training goal of 7000 is excessive.

**Recommendation:** (Two alternatives)

- Alternative No. 1: Phase Project 0315 out of training for the construction sector, or
- Alternative No. 2: Allocate the resources of the FEPADE/PROCINCO Project exclusively to entry-level skills training and allocate Project 0315 resources to upgrading the skills construction works supervisors and of skilled construction workers. (This alternative recommendation was suggested by the Director of TEC/VOC.)

TEC/VOC has a great opportunity to make a significant difference to the rapidly expanding Apparel Manufacturing Export Sector. On the quantitative level, it has the resources to make sure that large numbers of machine operators are trained. On the qualitative level, it has the recognition and status required to impose standardized dexterity tests (pre-enrollment) and performance tests (pre-placement). On a political level, it can guarantee that the smaller enterprises in the sector (i.e., those with fewer than 100 employees) have access to qualified entry-level operators. Through its choice of training sub-contractors and provision of training for trainers, it can also stimulate and upgrade the for-profit training sub-sector (the "academias").

By the judicious application of the entrance and exit tests, FEPADE could both lower unit training costs as well as guarantee the entrance-level productivity of the operators trained by its training contractors. By guaranteeing the productivity level of these new operators, FEPADE should be able to charge employers a fee for their placement. Provided FEPADE-trained operators performed at an entrance level of productivity comparable to that of in-house trained operators, the economics would favor employers recruiting their new operators through FEPADE and paying a placement fee. FEPADE potentially has a marketable product, but it will have to market it.

TEC/VOC staff assigned directly to the Apparel Manufacturing Training Program consists of a single professional employee, the Program Coordinator. If the opportunities indicated above are to be realized, at least one additional professional employee should be assigned to that program.

**Recommendations:**

- TEC/VOC should define its priority target group within the Apparel Manufacturing Export Sector as those enterprises that employ fewer than 100 workers.
- TEC/VOC should establish a unified effort among its training sub-contractors to apply a set of entrance (pre-enrollment) and exit (pre-placement) tests that are accepted by the apparel industry. Test results should be validated by TEC/VOC personnel.

- Once training exit tests are validated, TEC/VOC should establish a formal placement service for the Apparel Industry and charge employers placement fees. TEC/VOC will have to establish a marketing effort to sell the service. A two-year goal should be established to cover at least one-half of the direct cost of training a machine operator with the placement fee.
- Among the new professionals hired by TEC/VOC (see previous recommendation), two should be assigned to the Apparel Manufacturing Training Program: one to supervise testing, and the other to market the placement service.

The Escuela Taller Automotriz is, in effect, a wholly-owned subsidiary of FEPADE. It serves the needs of the capital intensive, high-tech segment of the Automotive Repair and Maintenance Sector. By comparison to the training institutes with whom TEC/VOC contracts the rest of its programs, the Escuela Taller has received a disproportionate share of the technical and material resources available from Project 0315.

The Escuela Taller is a first-class operation, largely because of the technical and material support it has received and the diversion of one of TEC/VOC's top vocational training professionals to direct the school. However, there is a danger that all FEPADE will prove with the Escuela Taller Automotriz is that a vocational training institute that receives extra special attention from its sponsors and staff, backed by adequate financing, is more likely to succeed than one that does not. The issue in question with this model is: is it one that El Salvador can afford?

Meanwhile, the highly capitalized, high-tech segment of the Automotive Repair and Maintenance Sector in El Salvador has a neat deal: i.e., FEPADE meets their need by familiarizing mechanics with modern diagnostic and other capital-intensive repair and maintenance systems, with costs covered by matriculation fees and Project 0135 funds. The positive vision is that these employees are so potentially valuable to the high-tech sector that FEPADE has only to apply slight pressure and the employers will assume a substantial share of the costs of keeping the Escuela Taller Automotriz in business. This is the proof that is waiting for privatization.

An additional issue, given USAID's interest in the democratization of the private sector, is whether or not the benefits of a training program directed primarily to the high-tech segment of a broadly-based productive sector such as Automotive Repair and Maintenance will trickle down to the informal segment of that sector.

#### **Recommendations:**

- The Escuela Taller Automotriz should be administered by FEPADE as an independent business supported primarily by matriculation and placement fees. The short-term goal should be to cover all direct training costs from these sources. Mechanics enrolled in specialist courses should be required to pay higher matriculation fees (possibly subsidized by their employers).
- In addition to responding to routine project financial requirements, the Escuela Taller Automotriz (as an independent training enterprise) should be required to maintain an independent set of accounting books.
- USAID should contract an independent study to track the trickle-down effect into the informal sector of the technology supported by the Escuela Taller curriculum.

### **C. COMPONENT NO. 3: MANAGEMENT DEVELOPMENT TRAINING (MGMT/ADMIN)**

The purpose of FEPADE's Management Administration Program (MGMT/ADMIN) is to increase the management and administrative skills of top and mid-level managers in the private sector. The program has been guided by a three-phase strategy:

- **First Phase:** Expose the top levels of the Salvadoran corporate culture to modern management concepts and gain credibility for the program within the Salvadoran business community.
- **Second Phase:** Once the corporate culture has been penetrated, emphasize training courses that lead to rapid and palpable results. Quality control and productivity training fall into this category.
- **Third Phase:** As the training program matures, address the specific (and technical) training needs of the specialists in the middle management strata.

The Director of MGMT/ADMIN and the President of the Advisory Commission report that they have passed through the first phase and are well into the second phase. Overall training achievements during the first three years of the Project include the following:

- MGMT/ADMIN has surpassed its interim participation goals by 50 percent. Approximately 1800 top and middle-level managers have attended one or more of the training courses, seminars, and orientation conferences offered by FEPADE. We arrived at the 1800 approximation by applying a 40 percent discount factor against MGMT-ADMIN's report that 3,000 individuals had attended their courses, seminars, and conferences. The total adjustment factor (which is conservative) includes a small adjustment for non-completion of courses and a larger adjustment for multiple attendance by the same participants at more than one course and/or training event. Even after the discount factor is applied, we should remember that many of the seminars and conferences sponsored by MGMT/ADMIN are only one-day or half-day events.
- One hundred and twenty-three courses, seminars, and conferences have been offered covering 37 modules or themes. These were largely turn-key units of instruction imported from the United States and Mexico along with their instructors.
- Fifty-three percent of the courses and seminars were open to the public, and 47 percent were held on an in-company basis.

FEPADE acknowledges that its MGMT/ADMIN Training Program faces local competition. Management-oriented training seminars and conferences of a wide variety are offered to their members and to the public by the Salvadoran Chamber of Commerce, the American Chamber of Commerce, the Salvadoran Association of Industries (ASI), INCAE, FUSADES, and by some of the business associations that represent specific economic sectors. Of special note in terms of attendance are the seminars on "Just-In-Time Inventory Control" sponsored by ASI.

FEPADE is confident it can establish and hold a dominant position as the source of advanced management training in El Salvador. This past year, MGMT/ADMIN staged more events and

sponsored more training courses than its three principal competitors combined (the Chamber of Commerce, ASI, and INCAE).

MGMT/ADMIN's roster of instructors consists of 14 Salvadorans and 35 externally-contracted instructors. Total costs (including travel, per diem and contractor's overhead) for expatriate instructors are four to six times more than for locally- contracted instructors. The President of the MGMT/ADMIN Advisory Commission acknowledged that the costs of contracting expatriate instructors may be high, but he explained that Salvadoran managers are not inclined to pay to attend a training course or seminar taught by their peers. He also claimed that the establishment of FEPADE's credibility within the Salvadoran business community in the first phase of the program was due to the very high quality of the courses and seminars that were organized by the expatriate contractors.

MGMT/ADMIN is focusing the second phase of its strategic plan on quality control training. In the past year, forty training events dealing with quality control have been offered. Half of these events involved orientation seminars whose purpose was to arouse general interest in the application of quality control procedures. The balance were course units, offered on an in-factory basis, introducing quality control procedures to the work-place. The introductory training package consists of two modules, of which the first is directed to managers at top levels. The second module is directed to mid-level managers and production supervisors. These modules employ methodology, teaching materials, and audio-visual aids developed by the Juran Institute of Connecticut. The Juran method combines U.S. style problem-solving systems with the "Circles of Quality" system that is employed in Japanese industry. Interviews with three of the four companies that have completed both modules indicate that the training package has helped to improve labor/management relations in the short-term (three months), and to measure lower rates of product rejects and higher productivity in the intermediate term (three-nine months).

When MGMT/ADMIN training courses have been offered on an in-company basis, corporate sponsors have paid up to 48 percent of the real training costs (direct plus indirect). Also, MGMT/ADMIN requires that top managers who order in-service courses from FEPADE must attend those courses themselves.

At the time of the evaluation, MGMT/ADMIN had just presented a four-year Strategic Plan (1991-94) to FEPADE, in which they propose to incorporate their training activities into a quasi-independent institute to be named "El Instituto Salvadoreño de Alta Direccion de Empresas," (ISADE). They expect FEPADE to ask USAID to finance the infrastructure for ISADE. The plan estimates that ISADE would enroll 19,305(!) persons in its training courses over the four-year period.

## **CONCLUSIONS AND RECOMMENDATIONS: MGMT/ADMIN**

The goals for MGMT/ADMIN's four-year Strategic Plan are unrealistic. Can El Salvador really employ or respond to 19,305 upgraded top and medium level managers! The problem is that MGMT/ADMIN's system for calculating and estimating management training needs grossly inflates the numbers. The inflationary factors are multiple enrollments plus highly-leveraged attendance at special one-day or half-day conferences or events. With one big event, a substantial percentage contribution to overall training goals can be made.

**Recommendation:**

- Bring in a disinterested outside advisor to review MGMT/ADMIN's 1991-94 Strategic Plan.

MGMT/ADMIN costs are inflated because it employs a preponderance of expatriate instructors. It cannot begin to reduce instructional costs until it reduces its dependence on externally recruited-instructors.

**Recommendation:**

- Even at the expense of reducing current expansion goals, MGMT-ADMIN should reduce its dependence on expatriate instructors. Efforts to recruit, train, and employ local instructors should be accelerated.

MGMT/ADMIN intends to present a proposal to USAID to finance the construction and equipping of a home for ISADE. This proposed offspring of MGMT/ADMIN has a high potential for achieving self-sufficiency.

**Recommendation:**

- USAID should predicate any support for ISADE on a test of progress towards self-sufficiency.

MGMT/ADMIN is more advanced in the process of producing strategic plans than it is at monitoring and evaluating its current operations. In MGMT/ADMIN's case, unlike that of TEC/VOC, no present members of the program team are qualified to establish and operate such an evaluation system. The end of a course questionnaire filled out by training participants is not by itself an adequate monitoring and evaluation procedure. Since MGMT/ADMIN delivers turnkey courses and seminars, individual course development is not as time-consuming as it is for TEC/VOC.

**Recommendation:**

- Shift the current program emphasis in MGMT/ADMIN from expansion and promotion to internal evaluation and consolidation.

**D. COMPONENT NO. 4: SCHOLARSHIPS AND EDUCATIONAL CREDIT**

**1. Scholarship Program**

Thirty-six scholarships have been awarded to date to attend five different U.S. VOC/TEC training institutions. Scholarships were of eight to 24 months in duration. As of August 1990, 27 of the scholarship beneficiaries had returned to El Salvador. Of these, five had just returned and their employment status could not be confirmed. One beneficiary has stayed in the United States. Eight have not yet completed their U.S. training.

Of the 22 among the returned group who had sufficient time to settle into a job, only one was unemployed. The remaining 21 were employed. Of these, 15 (65 percent) are employed as TEC/VOC training instructors or administrators and six (25 percent) are employed privately in a technical capacity. Six targeted training institutions -- ITCA, FEPADE, Ricaldone, Don Bosco, Emiliani, and ITEXAL -- accounted for all the instructors' positions that were filled.

## **CONCLUSIONS AND RECOMMENDATIONS: Scholarship Program**

The Scholarship Program is on schedule, and its unexpended budget could provide for an additional 40 scholarships in the United States. The initial placement data for beneficiaries (22) who returned to El Salvador in time to be employed in the 89/90 academic year are promising: all but one were employed either as vocational education instructors (15), or in a private technical capacity that uses their specialties (six).

**Recommendation:** No specific recommendation indicated.

### **2. Educational Credit Program**

The second action plan established a target of 80 loans for the period October 1, 1988 to September 31, 1989. The loan activity started in March 1989, and 14 loans have been extended through Salesian institutions to date. The third annual plan establishes a goal of 100 loans; 37 were provided as of mid-August 1990. From the start-up of operations, a pipeline of 51 loans that amount to a total of 267,000 colones have been allocated, of which 98 thousand were disbursed. Most of the credit has been given to students of Don Bosco University and the Institute Ricaldone. Other institutions like Emiliani, ITEXAL, and Santa Cecilia, which are the ones that offer technical high school courses and two years university, were also contacted. There have been almost no applications from these institutions.

FEPADE manages this component in conjunction with the Scholarship Program. The department is staffed with one manager (who recently resigned), two executive assistants, and one secretary. The credit committee, composed of four voluntary members, has the power to approve or reject a credit application.

To date, the only beneficiaries of the Credit Program have been student participants in the technical/vocational training areas. Loan files have extensive documentation on the parents' financial situation, the loan co-signer, and advice from the social worker who recommends the loans.

The credit term is twice the length of the time spent studying. On the average, this is about one and a half years. The average loan amount is 5,200 colones. FEPADE's interest consists of four percent of the loan for the initiation fee, which most of the time is added to the loan amount carried, and eight percent interest. During the grace period, while the beneficiaries are studying, they pay a small monthly quota of 25 colones. This may serve to accustom the students to make a monthly payment, but it must certainly be very costly for FEPADE collection and accounting procedures.

Historically, confusion exists on how the credit loan component should be implemented, i.e., whether the credit goes to the student or the institution. Under the original Project Agreement, the pilot Educational Credit Program was to be implemented with selected institutes under FEPADE

supervision. Amendment No. 1 (December 1988) states that "FEPADE will establish a credit program to make educational loans to needy students enrolled in priority vocational-technical areas..." Yet, Project Implementation Letter No. 6, dated December 20, 1988, states that an "Educational Credit Program will be implemented on a pilot basis directly by FEPADE through various technical institutions." In the same implementation letter, USAID approved FEPADE's "Credit Regulation Documentation," which states that the credit beneficiary is the student, and not the technical institution.

In order to compare the FEPADE loan program with another program, an interview was conducted with EDUCREDITO, a government sponsored educational credit program. Accordingly, all students from high school to doctoral candidates, including technical/vocational, can apply for EDUCREDITO loans. The credit amount relates to the levels of studies as follows:

- High School: From 1,500 to 6,500 colones.
- Vocational Technical: From 2,500 to 8,000 colones.
- Bachelors: From 12,000 to 25,000 colones.
- Masters and Phd's: 40,000 colones.

The student loan qualifications are similar to FEPADE's: good conduct, good qualifications, and economic need. The EDUCREDITO relationship with the teaching institute is through liaison officers such as school administrators and college coordinators. The loan request often comes through the institute. The EDUCREDITO technical department studies the request and presents the loan file to an executive commission, which will decide on the loan approval. This commission meets once a week and is made up of two members of the Ministry of Education, one of whom is the president of EDUCREDITO, a third from the Ministry of Planning, and a fourth from the Central Bank.

The loan beneficiaries could be the students directly, or the schools and institutions. EDUCREDITO has the right to audit the beneficiary institution. The loan is disbursed monthly. It carries a three percent guaranty fee and an annual interest of 17 percent. (It was increased in September 1989 from 4.5-2 percent.) The grace period is six months following completion of study. This credit program has a high delinquency rate, according to the program administrator.

## **CONCLUSIONS AND RECOMMENDATIONS: Educational Credit Program**

This program represents a quandary. It has not helped to promote enrollments in the FEPADE-sponsored training courses. It is not cost-effective; interest rates are negative; and at a ratio of four FEPADE employees to administer 51 loans, administrative costs are prohibitive.

None of the major vocational training institutes with whom FEPADE works is interested in administering or acting as a collection agent for the FEPADE Educational Credit Program. The only other apparent candidate, EDUCREDITO, has a distressingly high (over 50 percent) delinquency rate in its educational credit portfolio.

**Recommendations:**

- The possibility of extending educational credits through employer sponsors should be investigated.
- FEPADE should dramatically increase the number of loans given or the Educational Credit Program should be dropped.

**E. COMPONENT NO. 5: TRAINING FOR EXPORT**

In the Project Agreement, the work of Component No. 5 falls under the TEC/VOC and MGMT/ADMIN training programs. Accordingly, 18 percent of all TEC/VOC training (935 workers) has involved the export sector -- the Apparel Manufacturing Industry. MGMT/ADMIN has sponsored a one-day seminar for export managers.

FEPADE's work with the Apparel Manufacturing Export Sector has been well received by both worker-applicants, supervisors, and owner-managers. The Apparel Industry Export Council (the same group serves as FEPADE'S Apparel Industry Training Committee) projects that the industry's annual training needs will increase from a total of 1,834 individuals in 1990 to 17,280 in 1994. They estimate that this training demand will be stimulated by a 400 percent increase in clothing exports over the indicated period. The number of people currently estimated to be employed in the industry is 13,000. The number of workers and technicians estimated to be employed in 1994 is 49,840.

Over the life of the project, FEPADE has not conducted any formal export sector manpower studies. However, FEPADE has utilized two studies conducted by FUSADES and USAID before Project 0135 was approved. To a certain degree, the less formal estimates of manpower and training requirements provided by FEPADE's Sector Advisory Committee may prove more timely and accurate than formal studies.

**CONCLUSIONS AND RECOMMENDATIONS: Training for Export**

Given the Apparel Manufacture Committee's projections of a four-fold increase in exports in five years, FEPADE's decision to concentrate on this export sector was well taken.

**Recommendation:**

- VOC/TEC should gear up to meet the expanding training needs of the Apparel Manufacturing Export Sector. Training emphasis should shift from direct training of operators to the training of floor supervisors as trainers.

Advisory groups seem to have an effective empirical grasp of the demand for workers and the demand for training in their respective sectors.

**Recommendation:**

- Formal manpower studies may not be required.

#### IV. EFFECTIVENESS AND RELEVANCE OF TRAINING

##### A. CHARACTERISTICS OF TRAINING PARTICIPANTS

In the formal survey, a sample of 277 training participants was interviewed. For the purpose of comparison, respondents were divided into two groups: i.e., those having participated in a technical/vocational course (technicians-85 percent); and those who participated in management/administration training (managers-15 percent). This definition refers only to type of course, not to the individual who took the course. In some cases, respondents had taken both types of courses. To reduce memory bias, questions were asked about the last FEPADE course taken. What follows are quantitative descriptions of the training participants' age, gender, residence, dependents, income and employment, and educational levels.

1. **Age.** In the formal survey of the training participants, the ages ranged from 14-66 years with an overall median age of 28. As shown in Table 3 below, the majority of technicians (67 percent) was in their twenties and thirties; whereas, the majority of managers (78 percent) was in their thirties and forties. Thus, the training audience for management training was considerably older than for technical/vocational training.

TABLE 3 - AGE BY COURSE TYPE

AGE	Technicians (N=236)	Managers (N=21)	TOTAL (N=257)
14-19 years	22.0	0.0	18.8
20-29 years	41.9	9.8	37.2
30-39 years	25.0	46.3	28.2
40-49 years	8.5	31.7	11.9
50-66 years	2.5	12.2	4.0
TOTAL	85.2	14.8	100.0

2. **Gender.** Table 4 shows that the majority of sample participants was male (73 percent). Further, there appears to be very little difference in the proportion of women to men between the two types of training.

**TABLE 4 -GENDER BY COURSE TYPE**

GENDER	Technicians (N=236)	Managers (N=41)	Total (N=277)
Men	72.5	75.6	72.9
Women	27.5	24.4	27.1
TOTAL	85.2	14.8	100.0

3. **Residence.** Participants interviewed represented six of the 14 departments in El Salvador. As shown in Table 5, 77 percent were from the urban areas of the department of San Salvador, 19 percent were from other urban areas, and four percent lived in rural areas. It appears that participants in technical training represent a wider geographic distribution than those in management training. Indeed, the great majority of managers (85 percent) were drawn from the capital area of San Salvador.

**TABLE 5 - AREA OF RESIDENCE BY COURSE TYPE**

AREA OF RESIDENCE	Technicians (N=236)	Managers (N=41)	TOTAL (N=277)
Urbano San Salvador	75.4	85.4	76.9
Otros urbanos	19.5	14.6	18.8
Rural	5.1	0.0	4.3
TOTAL	85.2	14.8	100.0

4. **Dependents and Wage Earners.** As shown in Table 6 below, almost half of the survey sample had no children (47 percent). The majority of those with children had between one and four children. A larger percentage of managers than technicians had three to four children, which might be explained by their relatively older ages.

**TABLE 6 - NUMBER OF CHILDREN OF TRAINEES BY COURSE TYPE**

NUMBER OF CHILDREN	Technicians (N=233)	Managers (N=40)	TOTAL (N=273)
None	53.2	10.0	46.9
1-2 children	28.3	30.0	28.6
3-4 children	15.9	47.5	20.5
5-6 children	1.7	12.5	3.3
7-8 children	0.9	0.0	0.7
<b>TOTAL</b>	<b>85.3</b>	<b>14.7</b>	<b>100.0</b>

The number of persons who depend on the wage of the respondent ranges from 0 to 11, with a median of two people (see Table 7). The number of wage earners in the household ranges from 0 to 6, also with a median of two (see Table 8). While managers appear to have more dependents than technicians, there is no notable difference in the number of wage earners in respondents' homes.

**TABLE 7 - NUMBER OF DEPENDENTS BY COURSE TYPE**

DEPENDENTS	Technicians (N=234)	Managers (N=41)	TOTAL (N=275)
None	33.1	0.0	28.4
1-2 dependents	22.6	22.0	22.5
3-4 dependents	27.8	36.6	29.1
5-6 dependents	12.8	34.1	16.0
7 or more dependents	3.4	7.3	4.0
<b>TOTAL</b>	<b>85.1</b>	<b>14.9</b>	<b>100.0</b>

**TABLE 8 - WAGE EARNERS IN TRAINEES' HOME BY COURSE TYPE**

WAGE EARNERS	Technicians (N=231)	Managers (N=41)	TOTAL (N=272)
None	1.7	0.0	1.5
1 person	35.1	29.3	34.2
2 persons	45.9	58.5	47.8
3 persons	10.8	9.8	10.7
4 or more persons	6.5	2.4	5.9
<b>TOTAL</b>	<b>84.9</b>	<b>15.1</b>	<b>100.0</b>

5. **Income.** Table 9 indicates that managers have considerably higher income levels than technicians. While there is only a very slight trend upward in the salaries for the technicians, it is notable that more entered the work force following training. There was a ten percent increase in the number of managers at the upper-end of the scale following training as compared to prior to training. (See discussion in section C.1 below which relates salary increase and training.)

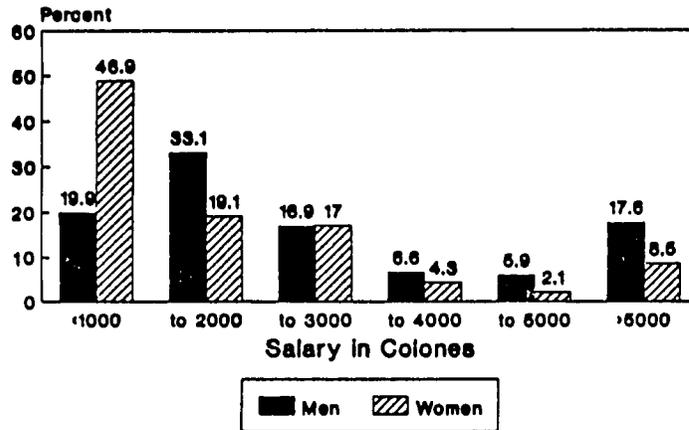
**TABLE 9 - PARTICIPANTS' SALARY BEFORE & AFTER TRAINING**

SALARY RANGE	BEFORE TRAINING		AFTER TRAINING	
	Tchns (N=136)	Mgrs (N=33)	Tchns( N=152)	Mgrs (N=31)
1000 or less	39.0	0.0	32.9	0.0
1001 a 2000	30.9	3.0	35.5	0.0
2001 a 3000	16.9	15.2	17.1	16.2
3001 a 4000	3.7	9.1	5.9	6.5
4001 a 5000	4.4	18.2	3.3	12.9
5001 or more	5.1	54.5	5.3	64.5
<b>TOTAL</b>	<b>100.0</b>	<b>100.0</b>	<b>100.0</b>	<b>100.0</b>

As presented in Graph 1 below, women are over-represented in the lower-end of the income scale and under-represented at the top. Nearly one-half of the women interviewed have salaries at the lowest end of the salary scale.

GRAPH 1

Salary Range  
by Gender



N=188

6. **Employment.** While all the managers surveyed were employed both before and after training, a substantial number of technicians (40 percent) were not employed before attending their training course. Indeed, a third of the sampled technicians were students at the time of training. While Table 10 shows no change in occupational status for managers since their training, there are some notable differences for technical participants. Accordingly, the percentage of technical respondents employed increased from 59 percent to 62 percent, and the percentage of technicians who are students went down from 34 percent to 24 percent.

TABLE 10 - OCCUPATIONAL STATUS OF PARTICIPANTS  
BEFORE & AFTER TRAINING

OCCUPATION	BEFORE TRAINING		AFTER TRAINING	
	Tchns (N=234)	(Mgrs (N=41)	Tchns	Mgrs
Employed	58.5	100.0	62.0	100.0
Student	34.2	0.0	24.4	0.0
Not working	6.0	0.0	9.8	0.0
Working and studying	1.3	0.0	3.8	0.0
TOTAL	100.0	100.0	100.0	100.0

Table 11 indicates that the largest proportion of employed respondents was involved with schools and training workshops as either students or instructors (29 percent). The next largest group was from the industrial area (19 percent); and the third largest group was from the construction area (13 percent). (See Annex 13 for a complete listing of the names of companies and schools by number of participants).

**TABLE 11 - ACTIVITY OF PARTICIPANTS' EMPLOYER**

TYPE OF EMPLOYER	Technicians (N=207)	Managers (N=41)	TOTAL (N=248)
Education/workshops	34.3	4.9	29.4
Industry & Commerce	10.6	63.4	19.4
Construction	15.9	0.0	13.3
Commerce, Sales	5.8	14.6	7.3
Repairs	6.3	0.0	5.2
Small & Medium Business	5.3	2.4	4.8
Armed Forces	5.3	0.0	4.4
Social Function	3.9	0.0	3.2
Government	2.9	2.4	2.8
Finance & Savings	1.4	7.3	2.4
Air Transport	0.5	2.4	0.8
Other Activities	3.4	2.4	3.2
<b>TOTAL</b>	<b>83.5</b>	<b>16.5</b>	<b>100.0</b>

8. **Education.** As shown in Table 12, participants were generally well- educated, with almost two-thirds (62 percent) of the sample having at least a high school education. Indeed, 28 percent of the sample had some university-level education. Only one participant had no formal schooling, and three had not finished primary school. Managers have higher education levels than technicians, with two-thirds (66 percent) having a university-level education.

**TABLE 12 - TRAINEES' EDUCATIONAL LEVELS**

EDUCATION	Technicians (N=236)	Managers (N=41)	TOTAL (N=277)
Some primary	1.7	0.0	1.4
Primary	16.9	0.0	14.4
Secondary	26.3	2.4	22.7
High school	16.5	4.9	14.8
Technical	17.4	26.8	18.8
University	19.9	56.1	25.3
Masters	1.3	7.3	2.2
PhD	0.0	2.4	0.4
<b>TOTAL</b>	<b>85.2</b>	<b>14.8</b>	<b>100.0</b>

**B. TRAINING RECEIVED**

1. **Number of Courses.** Table 13 indicates that 41 percent of the survey sample attended more than one FEPADE course. While overall more men than women attended multiple courses (i.e., 43 percent compared to 36 percent), relatively more women than men attended multiple courses in management areas (i.e., 80 percent of female managers compared to 58 percent of male managers). The number of courses taken ranged from one to 15 for technicians and one to five for managers.

**TABLE 13 - NUMBER OF COURSES BY GENDER**

NUMBER OF COURSES	Tchns (N=235)		Mgrs (N=41)		TOTAL (N=276)		TOTAL
	Male	Female	Male	Female	Male	Female	
One course	60.0	70.8	41.9	20.0	57.2	64.0	59.1
Two or more	40.0	29.2	58.1	80.0	42.8	36.0	40.9
TOTAL	72.3	27.7	75.6	24.4	72.8	27.2	100.0

2. **Type of Training.** Table 14 shows the types of training provided to the respondents. The largest proportion of respondents (19 percent) received training in industrial maintenance (electric and electronic) areas, followed closely by construction (18 percent), the garment industry (14 percent) and general administration (12 percent). However, if the building trade of residential electricity is added to the construction category, construction then is the largest area represented.

**TABLE 14 - AREA OF TRAINING**

TRAINING AREA	TOTAL	
	No.	Percent
Industrial Electricity	51 (41)	18.6 (15.0)
Construction <sup>1</sup>	48 (58)	17.5 (21.1)
Garment Industry	38	13.9
Auto Mech. Industry	24	8.8
Mech. Industry Maintenance	24	8.8
Bakery	12	4.4
Agriculture	9	3.3
Computers	7	2.6
General Administration	32	11.7
Quality Control	9	3.3
Finances & Accounting	6	2.2
Marketing & Sales	4	0.4
Other Areas	9	3.3
<b>TOTAL</b>	<b>274</b>	<b>100.0</b>

3. **Completion Rate.** Eighty-six percent of all participants completed the training. All but one of the non-completions were in the technical area. Table 15 shows that women had a slightly better completion rate than men in both training areas. Illness was the reason given by the one person in the management group who did not complete the course. Management courses were generally shorter in length than technical training. Of the 38 people who did not complete the technical courses, lack of time was the most frequently-cited reason (22 percent), followed by economic reasons (19 percent), the suspension of courses (16 percent), difficulty with the course (13 percent), family problems (eight percent), and other reasons (22 percent).

<sup>1</sup> Values in parenthesis represent a change in classification in which residential electricity belongs to the construction industry as opposed to industrial electricity.

**TABLE 15 - COURSE COMPLETION BY GENDER**

COURSE COMPLETION	Tchns (N=236)			Mgrs (N=41)			TOTAL (N=277)
	Male	Female	Total	Male	Female	Total	
Completed	81.9	89.2	83.9	96.8	100.0	97.6	85.9
Not completed	18.1	10.8	16.1	3.2	0.0	2.4	14.1
<b>TOTAL</b>	<b>72.5</b>	<b>27.5</b>	<b>100.0</b>	<b>75.6</b>	<b>27.5</b>	<b>100.0</b>	<b>100.0</b>

4. **Payment.** Technicians generally paid more of their training costs than did managers. While 39 percent of the technical group paid 100 percent for their training (and 46 percent paid something), only five percent of the management group paid for all of their training. Table 16 provides a breakdown of trainees who paid part or all as compared to those who paid nothing by type of course and by gender. It appears that the percentage of women in technical courses who paid some or all of their training costs far exceeds the percentage of men.

**TABLE 16 - PAID SOMETHING FOR TRAINING BY GENDER**

PAID SOMETHING	Tchns (N=236)			Mgrs (N=41)			TOTAL (N=277)
	Male	Female	Total	Male	Female	Total	
Yes paid	39.8	63.1	46.2	6.5	0.0	4.9	40.1
Paid Nothing	59.6	36.9	53.4	93.5	100.0	95.1	59.6
Don't know	0.6	0.0	0.4	0.0	0.0	0.0	.3
<b>TOTAL</b>	<b>72.5</b>	<b>27.5</b>	<b>100.0</b>	<b>75.6</b>	<b>24.4</b>	<b>100.0</b>	<b>100.0</b>

**C. BENEFITS OF TRAINING**

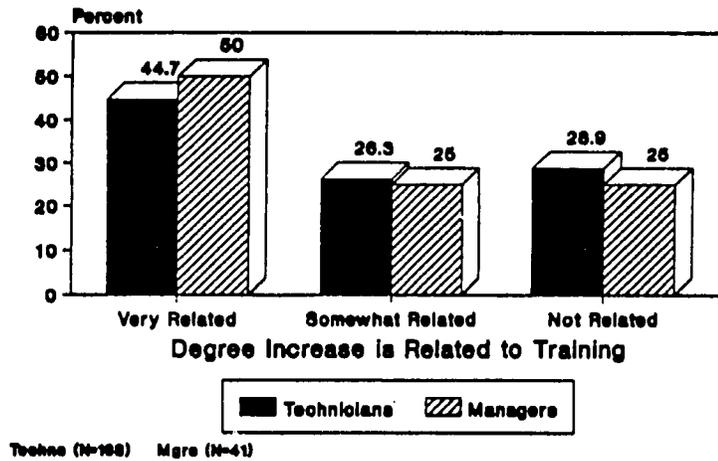
**1. Benefits According to Trainees**

a. **Helped find employment.** Sixty percent of the technicians who were unemployed or students prior to training and are now working reported that the FEPADE course helped them find employment.

b. **Greater responsibility.** Respondents were asked to comment on any change in responsibility in their jobs since training, and to what extent this change could be attributed to the FEPADE course(s). Accordingly, 58 percent of the technicians and 37 percent of the managers said that they had more responsibility after their training. Graph 2 below shows that of those with increased job responsibility, about half (i.e., 45 percent of the technicians and 50 percent of the managers) claimed that this increase was very related to their training.

GRAPH 2

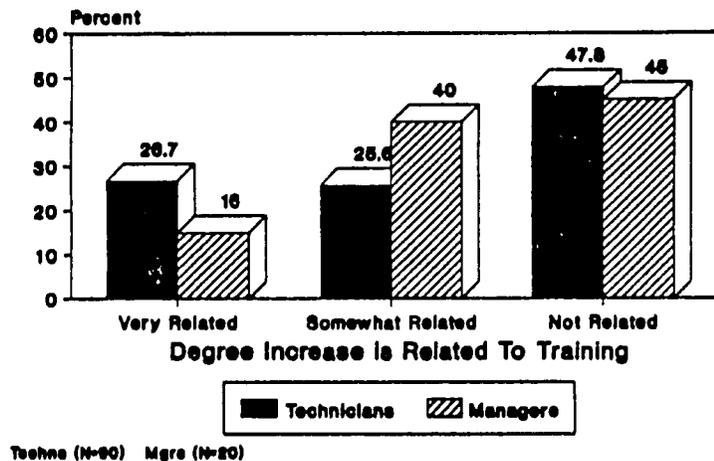
### Increased Job Responsibility Related to Training



c. Increase in salary. As shown in Graph 3, 27 percent of the technicians and 15 percent of the managers who had received a salary increase claimed that this increase was very related to their training. Respondents who had received an increase in salary in most cases also had an increase in their responsibilities.

GRAPH 3

### Increase in Salary Related to Training



d. **Helpfulness of FEPADE course on job.** When asked how helpful the FEPADE course was in their jobs, half of the respondents (50 percent of the technicians and 54 percent of the managers) reported their training to be very helpful in their jobs. Graph 4 below indicates that managers find their training to be slightly more helpful than technicians.

GRAPH 4

### Helpfulness of Training in Participants' Jobs

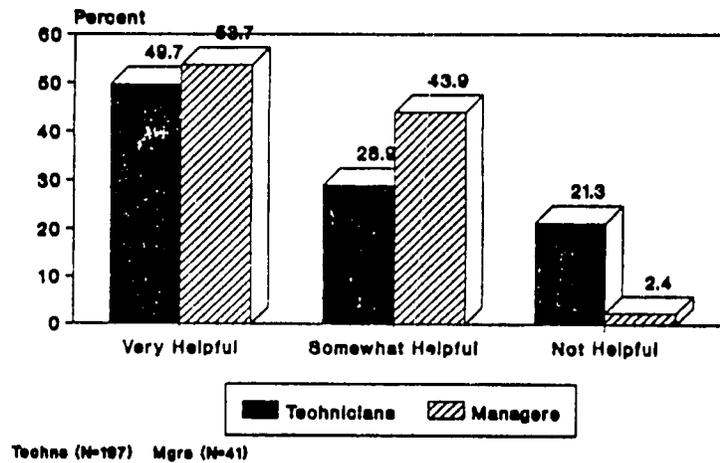


Table 17 lists examples provided by respondents of ways their training has helped them in their jobs. Accordingly, the five most frequently-mentioned ways include increasing specific knowledge (mentioned by 39 percent of respondents); practical applications (mentioned by 30 percent of the respondents); learned a helpful tool to increase auxiliary skills in the world of work (19 percent); improved administrative, organizational, decision-making and problem-solving skills (17 percent); and improved human relation and supervisory skills (16 percent). While the largest proportion of technical respondents mentioned an increase in specific knowledge and practical applications, the largest percentage of managers considered the improvement in management skills and work relations to be most helpful.

**TABLE 17 - HELP THAT TRAINING HAS GIVEN TRAINEES IN THEIR JOBS**

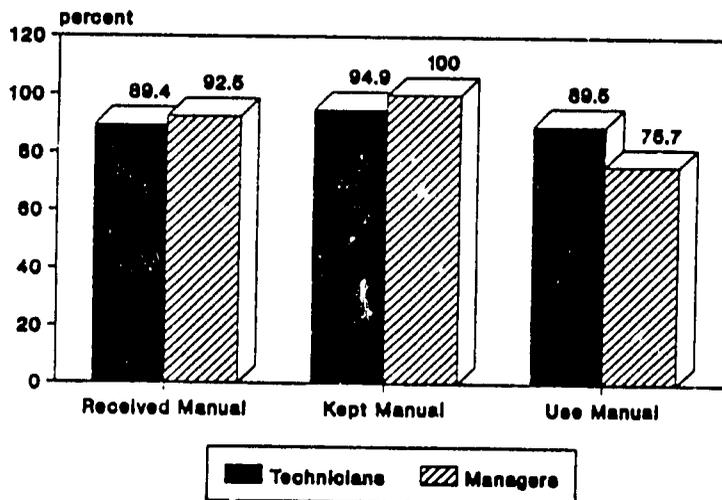
TYPE OF COURSE	Technicians (N=254)	Managers (N=63)	TOTAL (N=277) <sup>2</sup>
Increased Specific Knowledge	43.1	20.5	38.7
Practical Applications	32.5	17.9	29.6
Auxiliary Work Skills	19.4	17.9	19.1
Improved Administration	9.4	46.2	16.6
Improved Work Relations	13.1	28.2	16.1
Increased General Knowledge	15.0	10.3	14.1
Improved Product	10.0	10.3	10.1
Values & Motivation	5.1	5.1	5.0
Budgeted Cost Cutting	2.5	2.6	2.5
Other Help	8.8	2.6	7.5

e. **Helpfulness of FEPADE course in outside jobs and/or personal life.** In addition to providing useful training for their jobs, FEPADE courses were found to be useful in participants' personal lives and/or in outside jobs. Accordingly, 47 percent of all respondents reported their training to be of much help, and 39 percent found these courses to be of some help.

f. **Training Materials.** A subset of 106 supervisors (middle and upper-level managers) was asked if they had received a training manual in their course. As shown in Graph 5, almost all the respondents received a manual. Of these, all of the managers and 95 percent of the technicians still have these manuals, and most are still using them.

**GRAPH 5**

**Use of Training Materials**



<sup>2</sup>The percentages total more than 100 percent as multiple responses were allowed.

Table 18 indicates that the manuals are used most frequently for general reference (by 30 percent of all respondents) and specific consultation (by 28 percent of all respondents). While it appears that technicians are more likely to use their manuals for general reference, managers use them for specific consultation.

**TABLE 18 - USE OF MANUAL**

USE OF MANUAL	Technicians (N=51)	Managers (N=28)	TOTAL (N=79)
General Reference	37.3	17.9	30.4
Specific Consultations	23.5	35.7	27.8
Guide for Work	17.6	7.1	13.9
Reinforce Knowledge	11.8	14.3	12.7
Personal Preparation	5.9	17.5	10.1
Objectives, Motivation	0.0	7.1	2.5
Other Uses	3.9	0.0	2.5

As presented in Table 19, two-thirds of the respondents (66 percent) have shared their manual with others. There does not seem to be a notable difference between technicians or managers in the frequency of sharing their training materials. It also appears that both technicians and managers are more likely to share their manuals with colleagues at work than with others outside their jobs.

**TABLE 19 - SHARE MANUAL WITH OTHERS**

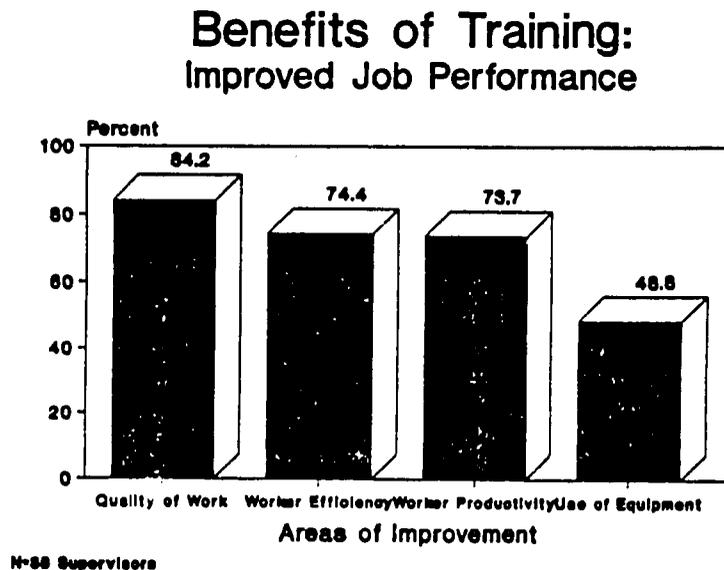
SHARE MANUAL	Technicians (N=56)	Managers (N=31)	TOTAL (N=87)
Yes (with anyone)	64.3	67.7	65.6
With Colleagues at Work	82.1	90.5	
With Colleagues Outside Work	60.5	38.1	
With Friends	63.2	42.9	

A smaller percentage of this group receives copies of the FEPADE Bulletin (23 percent). Of those, a majority (63 percent) said they read all of the issues and another 25 percent said they read more than half. Only one person said they read none of the issues. Sixty-four percent of those who read it have used the information in the bulletin, and seventy-three percent have shared it with others.

## 2. Benefits According to Employers/Supervisors

Thirty-eight supervisors of FEPADE-trained workers were interviewed for their views of the benefits of FEPADE training. According to Graph 6, supervisors found the training to be most beneficial in improving the quality of the trainees' work (i.e., 84 percent noted the worker to be better after the training than before). Efficiency and productivity were also noted to be improvements, with approximately 74 percent of the supervisors observing the worker to be better in these areas following the training. In addition, almost half of the supervisors (49 percent) felt that the FEPADE-trained workers were better skilled in the use of equipment and tools after their training.

GRAPH 6



### D. INTEREST IN OTHER COURSES OF FEPADE

As shown in Graph 7 below, most of the participants interviewed expressed interest in taking more FEPADE courses (i.e., 92 percent of the technicians and 98 percent of the managers). If participants had to pay more for the course, a good majority would still be interested, although fewer technicians would be willing to pay than managers (i.e., 69 percent of the technicians and 93 percent of the managers would be willing to pay). Another 20 percent of the technicians responded that it would depend on how much more.

GRAPH 7

### Interest in Further Training and Willingness to Pay

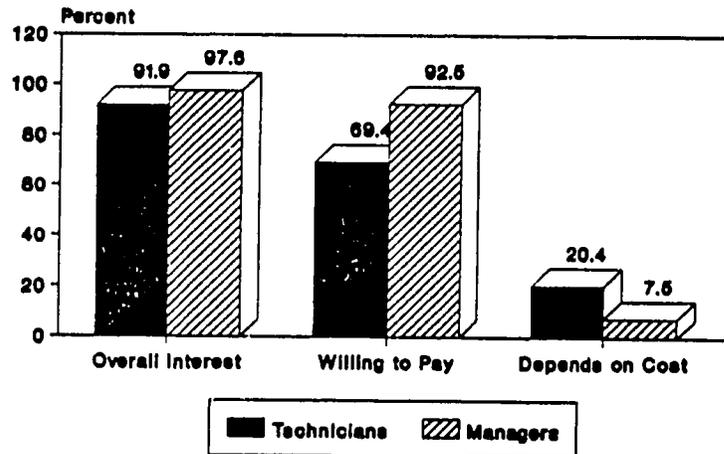


Table 20 lists the various reasons why some respondents (19) would not be interested in taking another FEPADE course. The most frequently-mentioned reason was lack of time (37 percent), followed by other obligations at home (21 percent). Only one manager would not be interested in taking another course, which was attributed to a bad experience.

TABLE 20 - REASONS FOR NOT WANTING TO TAKE MORE COURSES

REASONS FOR LACK OF INTEREST	Technicians (N=18)	Managers (N=1)	TOTAL (N=19)
No Time	38.9	0.0	36.8
Busy at Home	22.2	0.0	21.1
Leaving the Country	11.1	0.0	10.5
Bad Experience	0.0	100.0	5.3
Looking for Work	5.6	0.0	5.3
Insufficient Money	5.6	0.0	5.3
Other Reasons	16.7	0.0	15.8

When asked which courses respondents would like to take, the list was long indeed. (See Annex 12 for a complete listing). A condensed list follows in Table 21. The most frequently-mentioned courses for technicians included industrial maintenance (electric and electronic), construction, automobile mechanics, computers and garment manufacturing. If residential electricity is included in the construction and building trades category (rather than in industrial maintenance),

construction appears to be the number one choice of additional courses for technicians. Courses most frequently listed by managers include administration, marketing and sales, finance and accounting, and human resources.

**TABLE 21 - COURSES THAT TRAINEES WOULD LIKE TO ATTEND**

AREA OF TRAINING	Technicians	Managers	TOTAL <sup>3</sup>
Elec. Industry Maintenance <sup>4</sup>	23.5 (17.5)	2.5	20.2 (15.2)
Construction	18.4 (24.9)	0.0	15.6 (21.0)
Auto Mech Industry	17.1	0.0	14.4
Computation	15.7	5.0	14.0
Mech. Industry Maintenance	10.1	0.0	8.6
Administration	12.4	55.0	19.1
Marketing & Sales	4.6	30.0	8.6
Garment Industry	9.2	2.5	8.2
Finances & Accounting	1.8	20.0	4.7
Human Resources	1.8	15.0	3.9
Bakery	4.1	0.0	3.5
Manual Skills	3.7	0.0	3.1
Agriculture	2.3	2.5	2.3
Education	2.8	0.0	2.3
Production Process	1.4	5.0	1.9
Mechanical Drawing	2.3	0.0	1.9
Other Areas	5.1	2.5	4.7
Don't Know	0.9	2.5	1.2

**E. PARTICIPANT SUGGESTIONS FOR IMPROVING COURSES**

Table 22 reflects the suggestions participants gave for improving their training. Only 20 percent of technicians and 25 percent of managers had no suggestions as they felt the courses were fine as presented.

The five suggestions mentioned most frequently include the following: improve course content (mentioned by 20 percent of all participants); improve the quality of instructors (15 percent); provide more extensive courses (15 percent); provide more practical courses (14 percent); and provide more resource materials (12 percent). While technicians appear to give more importance to the quality of the instructors, extending the courses and additional resource materials, managers underscored the importance of improving course content, having a more frequent relationship with FEPADE, and the necessity of giving more publicity for the course.

<sup>3</sup>The percentages total more than 100% as multiple responses were allowed.

<sup>4</sup>Values in parenthesis represent a change in classification in which residential electricity is included in the construction trades.

**TABLE 22 - SUGGESTIONS TO IMPROVE TRAINING**

SUGGESTIONS	Technicians (N= )	Managers (N= )	TOTAL (N= ) <sup>5</sup>
Nothing-All was Well	20.2	25.0	20.9
Improve Content	18.9	25.0	19.8
Better Instructors	15.9	10.0	15.0
Longer Courses	15.9	7.5	14.7
Practical Courses	13.7	12.5	13.6
More & Better Resources	12.9	5.0	11.7
Organized Schedule	10.3	7.5	9.9
Continuing Courses	9.4	7.5	9.2
Lower Price	8.6	7.5	8.4
Communication	6.4	17.5	8.1
Deliver as Promised	8.6	5.0	8.1
Organized Sections	6.0	5.0	5.9
More Depth	5.6	5.0	5.5
More Publicity	3.4	10.0	4.4
Other Suggestions	9.4	22.5	11.4
Don't Know	0.4	0.0	0.4

## CONCLUSIONS AND RECOMMENDATIONS

### 1. Characteristics of Training Participants

The majority of sampled participants attended a technical course (85 percent). A majority was male (73 percent) from urban areas (96 percent), with at least a high school education (62 percent). As an overall profile, the median trainee is a male from San Salvador with a high school degree who attended a technical course. Two people depend on his salary and there is another wage earner in the household. He is also now earning more in his job since his training, which he attributes in part to his training experience.

Although FEPADE training is reaching more areas than just San Salvador and San Miguel, the large majority (77 percent) of the trainees are from San Salvador. In addition, the training seems to be benefitting participants in the upper-end of the education spectrum. Almost two-thirds of technical participants had at least a high school education, and an equal number of managers had a university-level education.

Managers tend to be older than technical participants. They also appear to have more children and dependents, higher incomes, and higher educational levels than technicians. Women seem to have a higher completion rate in both types of training and tend to take relatively more management courses than men.

<sup>5</sup>The percentages total more than 100% as multiple responses were allowed.

Income is being increased two ways. First, trainees are getting jobs as a result of FEPADE training. Eighty-five percent of respondents who were in school prior to training are now employed. Sixty percent of the trainees who were unemployed prior to training and now have jobs credit FEPADE with having helped him or her find a job. Salaries are also increasing for a sizable number of participants as a result of their training. More than half of the respondents who received a salary increase attributed this in part to their FEPADE training.

### **Recommendations:**

- FEPADE should utilize an active marketing mechanism to encourage more women to apply for training in both the technical and management areas. Training information should be disseminated to women's organizations and groups, in addition to traditional avenues.
- FEPADE should consider having branches of ITCA in different parts of the country in order to reach a wider audience for TEC/VOC training.
- FEPADE should continue to track the unemployed technical/vocational trainees and help them find jobs given the increasing labor market demand in the export industry.
- FEPADE should find ways to include a less well-educated population in their training.

## **2. Characteristics of Training Received**

There is evidence that FEPADE training has been relevant, effective and well-received. Indeed, more than 40 percent of FEPADE trainees have taken additional courses, and many participants have expressed interest in additional FEPADE training opportunities. Despite this interest, FEPADE should carefully monitor the incidence of multiple training in order to avoid over-training some participants and to ensure equitable opportunities for a wider audience.

As an indication of relevance, FEPADE's areas of training reflect the labor market needs identified by their Advisory Committees and Commissions and participants themselves in the survey. Accordingly, construction, apparel manufacturing, automotive repair, and general administration were the areas of training most frequently-mentioned in the survey. These areas also represent the courses that FEPADE provides most frequently.

Another indication of effectiveness and relevance of training is that almost half of the trainees who experienced an increase in their job responsibilities following their training attributed this increase to their FEPADE training course.

Although the great majority of trainees completed their training course (86 percent), 14 percent did not, primarily due to economic and personal reasons. In addition, some courses were suspended for a number of reasons (e.g., lack of trainees, unstable times).

### **Recommendations:**

- FEPADE should improve its monitoring capabilities so that trainees attending multiple courses are accounted for. In addition, some guidelines should be established to determine where multiple attendance is appropriate and/or desired.
- FEPADE should continue to consult its Advisory Committees and Commissions to identify priority training needs in relation to the labor market. Periodic needs assessments should be undertaken to corroborate Committee/Commission opinion.
- The Educational Credit Program should be extended to more institutions to allow more people to take advantage of FEPADE training opportunities. This might also help decrease the dropout rate.

### **3. Benefits of Training and Suggested Improvements**

FEPADE courses have helped many trainees in their jobs. Participants' supervisors noted that FEPADE training has contributed to increased worker efficiency and higher productivity. Training materials (i.e., manuals and bulletins) were noted as other benefits of training. However, a sizable number of the sampled trainees indicated that improvements in the training they received could be made.

### **Recommendation:**

- Course evaluations should be reviewed, and efforts should be made to improve training modules where indicated.

## V. PROGRAM AND FINANCIAL MANAGEMENT

### A. ADMINISTRATIVE CAPABILITIES AND SYSTEMS

FEPADE has established adequate administrative systems and procedures for implementing Project 0315. These include action plans which are evaluated quarterly, and quarterly Technical Performance Reports which are submitted to USAID. In addition, an annual in-house review is carried out, which includes comparing tasks and objectives with results, as well as comments on FEPADE's achievements and special problems. An annual financial review is also conducted.

FEPADE has prepared policy manuals covering approval authority for financial transactions and guidelines for expenditures. Also, staff guidelines and an organizational chart detailing lines of authority have been developed. FEPADE currently has a staff of approximately 45; yet, an average of 15 people leave FEPADE each year.

### B. FEPADE'S FINANCIAL OVERVIEW

#### 1. Total Income and Expenses

Table 23 below shows FEPADE's sources and uses of funds for the period from June 30, 1987, through June 30, 1990. FEPADE's total funding since its inception is U.S. \$5.8 million, of which \$5.5 million has been spent. FEPADE's institutional build-up during 1988 and 1989 is reflected by its fixed asset formation, as well as the start-up of A.I.D.'s RTAC II Project. Table 23 also indicates FEPADE's reliance on Project 0135, which provides 82 percent of its total funds. (See Table 1 in Annex 9 for a more detailed breakdown of FEPADE's funding and expenditures in both U.S. dollars and colones).

**TABLE 23 - FEPADE's Sources and Uses of Funds:  
6/30/87 - 6/30/90 (in thousands of U.S. dollars)**

FEPADE SOURCES AND USES OF FUNDS	FOR PERIODS ENDING				TOTAL 6/30/87- 6/30/90	%
	6/30/87	6/30/88	9/30/89	6/30/90		
FEPADE's funds	15.6	374.6	487.6	31.5	909.3	16
AID Project 0315	73.2	817.6	2,324.6	1,612.1	4,827.5	82
AID Proj. RTAC II	--	--	62.7	25.2	87.9	2
<b>TOTAL SOURCES FUNDS</b>	<b>88.8</b>	<b>1,192.2</b>	<b>2,874.9</b>	<b>1,668.8</b>	<b>5,824.7</b>	<b>100</b>
FEPADE's Projects	9.4	380.6	253.2	153.2	796.4	18
AID Project 0315	73.2	490.2	1,943.5	1,229.3		2
AID Proj. RTAC II	--	--	--	6.0	6.0	82
Total Expenses	82.6	870.8	2,196.7	1,388.5	4,538.6	82
FEPADE Fixed Assets	1.6	548.8	387.6	49.5	987.5	18
<b>TOTAL EXPENDITURES</b>	<b>84.2</b>	<b>1,419.6</b>	<b>2,584.3</b>	<b>1,438.0</b>	<b>5,526.1</b>	<b>100</b>

## **2. FEPADE'S Comparative Balance Sheets**

The direct social benefits of non-revenue producing projects cannot be stated in monetary terms. As a result, the financial soundness of the enterprise has to be assessed without the aid of profitability measures. One method that FEPADE's sustainability can be determined is by analyzing its financial structure and the way FEPADE's assets are financed, particularly obligations it makes for short-term debt and reserves. The comparative balance sheets in Table 24 below provide data for such analysis.

FEPADE's current assets as of June 30, 1990 amount to approximately U.S.\$1.1 million (see corresponding Table 2 in Annex 9 for colon equivalent). Its current liabilities total approximately U.S. \$.6 million, and its equity is about U.S. \$1.2 million. This indicates FEPADE has adequate resources to cover its short-term liabilities.

**TABLE 24 - FEPADE's COMPARATIVE BALANCE SHEETS**  
**6/30/87 - 6/30/90 (in thousands of U.S. dollars)**

FEPADE BALANCE SHEET	FOR PERIODS ENDING			
	6/30/87	6/30/88	9/30/89	6/30/90
<b>ASSETS</b>				
Cash and Bank	248.0	132.2	616.2	928.6
RTAC II Inventory	--	--	--	160.2
RTAC II Receivable	--	--	--	29.3
Receivables	64.8	40.4	16.6	27.7
<b>TOTAL CURRENT ASSETS</b>	<b>312.8</b>	<b>172.6</b>	<b>632.8</b>	<b>1,145.8</b>
Prepayments	3.0	0.8	1.0	0.0
Long-Term Bonds	40.0	40.0	38.7	0.0
Other Assets	--	--	--	124.6
Fixed Assets	77.8	636.2	1,005.4	747.1
<b>TOTAL ASSETS</b>	<b>433.6</b>	<b>849.6</b>	<b>1,677.9</b>	<b>2,017.5</b>
<b>LIABILITIES</b>				
Accounts Payable	1.2	7.4	0.6	319.7
RTAC II Payable	--	--	--	259.1
Assigned Donations	15.4	85.4	241.4	0.0
Others	4.6	3.2	6.7	13.4
<b>TOTAL LIABILITY</b>	<b>21.2</b>	<b>96.0</b>	<b>248.7</b>	<b>592.2</b>
<b>EQUITY</b>	<b>407.8</b>	<b>976.2</b>	<b>1,354.0</b>	<b>1,194.7</b>
<b>SURPLUS (DEFICIT)</b>	<b>4.6</b>	<b>(222.6)</b>	<b>75.2</b>	<b>230.7</b>
<b>TOTAL LIABIL. &amp; EQUI.</b>	<b>433.6</b>	<b>849.6</b>	<b>1,677.9</b>	<b>2,017.5</b>

As shown in Table 25, FEPADE's equity consists of donations by its founding members and others (in cash or fixed assets), and assets purchased with its own funds. This table also reflects an important equity contribution by Project 0315.

**TABLE 25 - FEPADE's Current Equity  
(in Thousands of Dollars)**

EQUITY CONTRIBUTIONS	FOR PERIODS ENDING			
	6/30/87	6/30/88	9/30/89	6/30/90
Members Contribution	330	340	348	323
Fixed Assets/FEPADE	2	223	222	167
Fixed Assets/donated		9	11	8
TOTAL LOCAL CONTRIB.	332	572	581	498
AID DONATED ASSETS	76	404	772	697
TOTAL EQUITY	408	976	1,353	1,195
% AID Contribution	19%	41%	57%	58%

**C. PROJECT 0135 FINANCIAL REVIEW**

**1. Project Budget and Expenses**

Based on a five-year plan in the Project Agreement, funding for A.I.D.'s Training for Productivity and Competitiveness Project 0315 was authorized for \$14 million and \$4.7 million in counterpart funds during the five-year period from 1987 to 1992. To date, \$11.3 million has been obligated by A.I.D. through June 1990.

Annual budgets for the first three years of the project (i.e., 1 October 1987 to 30 June 1990) were estimated at \$7.9 million. Yet, as reflected in the following table, only \$4 million or 52 percent of the actual budget has been used. (See Tables 3 and 4 in Annex 9 for a more detailed comparison of A.I.D. budgets to actual expenses for the two time periods indicated).

**TABLE 26 - Budget & Expenses:  
1 October 1987 - 30 June 1990**

<b>BUDGET VARIANCES (\$000)</b>	<b>BUDGET</b>	<b>EXPENSES</b>	<b>VARIANCE</b>	<b>Variance %</b>
10/1/87 - 9/30/89	5.107	2.839	2.268	44%
10/1/89 - 6/30/90	2.795	1.280	1.515	54%
<b>TOTAL (10/1/87 - 6/30/90)</b>	<b>7.902</b>	<b>4.119</b>	<b>3.783</b>	<b>48%</b>

Because expenses are incurred in local currency, the colon devaluation has had an impact on budget variances. As reflected in Table 27, the dollar bought 19 percent more colones during the period indicated than was originally anticipated in 1986. This trend probably will continue resulting in less of the budgeted dollars being used during the life of the project.

**TABLE 27 - Colon Devaluation**

<b>October 1, 1989 to June 30, 1990</b>	<b>IN THOUSAND OF</b>	
	<b>US \$</b>	<b>Colones</b>
TOTAL BUDGETED	\$2.795	13,976
TOTAL SPENT	\$1.280	9,098
VARIANCES	\$1,515	4,878
% OF VARIANCE TO TOTAL	54%	35%
DEVALUATION VARIANCE	19%	

## **2. Counterpart Funds**

According to the Project Agreement, local counterpart funds were to represent 25 percent of the total projected budget of \$18.7 million (i.e., \$14 million-A.I.D.; \$4.7 million-counterpart). Specific contributions are as follows:

- a. Participants or their employers in administrative and managerial seminars will contribute 50 percent of the training cost, and voluntary hours to their

participation based on their annual earnings. It appears that FEPADE has applied these same terms to participants in vocational/technical training;

b. Individuals who are not employed will also contribute 50 percent of the training cost and voluntary hours to their participation based on the minimum wage;

c. Selected Salvadorean training institutions will receive \$1,300,000 in support from the project. In turn, these institutions will provide FEPADE training programs with in-kind contributions equivalent to 33.3 percent of total costs (e.g., use of facilities, other costs, etc.);

d. The enterprises that will benefit from export training will contribute 50 percent of the training cost;

e. Instructors and scholarship recipients who collaborate with FEPADE will contribute nine percent of their salaries;

f. For educational loans, counterpart funds will consist of the loans recovered;

g. Voluntary hours of board members; and

h. Equity contribution to FEPADE.

Table 28 below presents a breakdown of the budgeted counterpart contributions, and Table 29 shows a comparison of the budgeted amounts with actual contributions as of June 1990. The team found that while actual counterpart contributions total 82 percent of budget for the period ending 30 June 1990, only 39 percent of actual can be attributed to hourly (non-monetary) contributions (budgeted non-monetary contribution is 82 percent of total). The bulk of counterpart funding to date is comprised of cash and fixed asset contributions.

**TABLE 28 - Length of Project Budget for Counterpart Contributions**

Counterpart Contributions	TOTAL BUDGETED (000's)	
	US \$	Colones
MGMT/ADMIN Participants	\$671	3,353
Participants-Industries	775	3,875
Salvadorean Institutions	450	2,250
Export Enterprises	500	2,500
Scholarships	194	970
Educational Loans	120	600
Board Member Hours	1,105	5,525
Total non-monetary Contribution	3,815	19,073
Cash and Fixed Assets	865	4,325
Counterpart Contribution	\$ 4,680	23,398
A.I.D. Contribution	\$14,000	70,000
<b>TOTAL PROJECT FUNDS</b>	<b>\$18,680</b>	<b>93,398</b>
Percent of Count. Funds	25%	25%

**Table 29 - Comparison of Budgeted Counterpart Funds with Actual Contributions as of 30 June 1990**

COUNTERPART CONTRIBUTIONS:	IN COLONES (000's)		
	Budgeted	Actual	Percent
Hour Contributions	5,721	2,218	39%
Cash Fixed Assets	1,298	3,541	273%
<b>TOTAL</b>	<b>7,019</b>	<b>5,759</b>	<b>82%</b>

### **3. FEPADE's Accounting Procedures**

From 30 June 1986 to 30 September 1989, Price Waterhouse performed FEPADE audits and issued audit statements without reservation. Findings from this exercise indicated that an appropriate internal control is in place. FEPADE's financial accounting procedures are in accordance with international accounting standards. Its accounting system provides for accumulating and recording expenditures by project and cost category, in which receipts and expenditures for Project 0135 are identified separately. The organization also has full liability and disaster insurance against terrorism and fidelity bonds for employees who manage cash.

FEPADE's records are kept in local currency: Colones. The colon value to the dollar had fluctuated as follows: before July 1989 the exchange rate was 5 colones to a dollar; from July 1989 to September 1989 the exchange rate increased to 6.45 colones per dollar; from October 1989 to the present the currency has fluctuated between 6.25 and 8.31 colones per dollar. For this evaluation, an average of 5.15 colones to a dollar was used for the period ending September 1989, and colones 7.11 per dollar for the period October 1989 to June 30, 1989.

FEPADE's financial statements covered the following periods:

- 17 July 1986 to 30 June 1987
- 1 July 1987 to 30 June 1988
- 1 July 1988 to 30 September 1989 (this change was made to match AID's fiscal year)
- 1 October 1989 to 30 June 1990 (at the time of the evaluation, records were available up to 30 June 1990)

The accounting procedures adopted by FEPADE are specific to non-profit organizations as follows:

- Assets and liabilities are reported on an accrual basis;
- Furniture and equipment are valued at acquisition costs or at the donor's assigned value and are not depreciated;
- Income and expenses are reported on a cash basis;
- Income interest is only recorded when collected; whereas, accrued interest is registered as funds to be recovered;
- Donations received in cash with specific objectives established by the donors are recorded as advances in accounts payable;

- Laid-off compensation payable at dismissal is considered an expense at the time funds are used; and
- As a non-profit organization, FEPADE is exempt from income tax.

#### D. FEPADE'S COST STRUCTURE FOR PROJECT 0315

##### 1. Overall Program Costs

Implementation of Project 0315 is carried out by four major program components: Institutional Strengthening, Vocational and Technical Training (includes training for export), Management and Administration Training; and Scholarship and Educational Credit Programs. Table 30 below presents a breakdown of expenses for each program component during the first two years of the project, a breakdown of the direct and indirect costs. Institutional Strengthening is supported primarily with indirect costs associated with the building up of FEPADE as an institution. While direct costs are incurred by the activity itself (e.g., instructors' salaries, consumable materials, etc.), indirect costs include personnel, operating expenses, etc. which generate such activity.

**TABLE 30 - FEPADE EXPENDITURES BY PROGRAM COMPONENT:  
1 October 1987 - 30 September 1989 (in US\$ 000's)**

FEPADE EXPENSES	INSTITN STRENGTH	TEC VOC	MGMT ADMIN	SCHOLAR-SHIP	TOTAL
DIRECT COSTS	\$ 10.7	\$ 650.3	\$ 306.1	\$572.8	\$1,539.9
INDIRECT COSTS	613.9	329.3	227.5	128.1	1,298.8
TOTAL EXPENSES	\$624.6	\$ 979.6	\$ 533.6	\$ 700.9	\$2,838.7
% of Expenses to Total Cost	22.0%	34.5%	18.8%	24.7%	100%
% of Overhead	98.2%	33.6%	42.6%	18.3%	45.7%

##### 2. Technical/Vocational Training Costs

a. **Technical Training Institutes.** FEPADE provides selected technical training institutions with materials and technical assistance and half the cost of training. Until recently, FEPADE would advance the total cost of the training module, and the institute would return half of it at the completion of the training activity. This procedure has

been changed so that FEPADE now reimburses half of the course upon completion. In both cases, student tuition is paid to the sponsoring institution.

A sample of actual costs was taken based on six training modules offered by the Ricaldone Institute. The sample includes courses on computers, refrigeration, and electrical residential installations. As shown in Table 31.a below, student payments represented 50 percent of the direct training costs, and 37 percent of the total costs including overhead. This table also shows that instructor salaries and consumable materials represented 40 percent of the total direct costs for the sampled training modules.

**TABLE 31.a - Ricaldone Institute Cost Sample-Six Modules**

SAMPLE COSTS	COLONES	
Instructors	7200	23%
Consumable Materials	5115	17%
Total Direct at Ricaldone Institute	12315	
Fixed Costs (Rental, etc. at Ricaldone	9000	29%
Equipment Depreciation at Ricaldone	9500	31%
Total Direct Cost	30865	100%
FEPADE's Indirect Cost (34%)	10494	
Total Cost with Overhead	41359	
Average Direct Cost per Module	5144	
Average Total Cost per Module	6893	
Student Tuition	15434	
Number Students Attended	105	
Average # Students per Module	17.5	
Direct Cost per Student per Module	294	
Total Cost per Student per Module	394	
Average Payment per Student	147	
Percent of Student Payment to Direct Cost	50%	
Percent of Student Payment to Total Cost	37%	

In addition, counterpart contributions, which are not registered in the formal accounting system, were composed of student tuition plus an amount calculated for students' classroom time in relation to their income earnings (minimum wage if unemployed). As shown in Table 31.b, counterpart contributions represented 118 percent of direct training costs and 88 percent of total training costs for the selected sample.

**Table 31.b - Counterpart Contributions:  
Student Participation Value in Relation to Income Earnings**

<b>TRAINING MODULE</b>	<b>(Colones) HOURLY RATE</b>	<b>NUMBER OF STUDENTS</b>	<b>TOTAL HOURS</b>	<b>COLONES</b>
1	8.5	20	30	5,100
2	8.5	20	30	5,100
3	7.5	20	60	9,000
4	7.5	15	60	6,750
5	7.5	15	60	6,750
6	8.5	15	30	3,825
<b>TOTAL</b>	<b>AVG 8.0</b>	<b>105</b>	<b>270</b>	<b>36,525</b>
<b>PERCENT OF CONTRIBUTION TO DIRECT COSTS:</b>				<b>118%</b>
<b>PERCENT OF CONTRIBUTION TO TOTAL COSTS:</b>				<b>88%</b>

See further details of this cost sample in Annex 9.

**b. La Escuela/Taller Automotriz.** FEPADE's Automotive School is an advanced mechanical school which has been implemented with project assistance in the form of donated machinery and other equipment. In this case, student payments remain with FEPADE, but are classified as donations for tax purposes. Curriculum at FEPADE's Automotive School consists of seven courses attended over a three-month period (August to October 1989). According to Table 32.a, student payments covered 48 percent of the direct costs and 36 percent of the total costs. The table also indicates that instructor salaries and consumable materials represented 48 percent of the direct costs of the training.

**TABLE 32.a - Automotive School Cost Sample  
(based on seven courses)**

<b>SAMPLE COSTS</b>	<b>COLONES</b>	
Instructors	17175	30%
Consumable Materials	10694	18%
Direct Cost au Automotive School	27869	
Fixed Costs (Rental, etc.)	16310	28%
Equipment Depreciation	14000	24%
Total Cost at Automotive School	58179	100%
FEPADE's Indirect Costs (34%)	19781	
Total Cost with Overhead	77960	
Average Direct Cost per Module	8311	
Average Total Cost per Module	11137	
Student Tuition	27785	
Number Students Attended	94	
Average No. Students per Module	13	
Direct Cost per Student per Module	619	
Total Cost per Student per Module	829	
Average Payment per Student	296	
Percent of Student Payment to Direct Cost	48%	
Percent of Student Payment to Total Cost	36%	

Table 32.b shows that counterpart contributions, based on student tuition and the value of student participation in relation to income earnings, represented considerably less than for technical training institutions: i.e., 69 percent of direct costs and 52 percent of total training cost. This is primarily due to the number of unemployed with lower hourly participation values.

**Table 32.b - Counterpart Contributions:  
Student Participation Value in Relation to Income Earnings**

<b>TRAINING MODULE</b>	<b>(Colones) HOURLY RATE</b>	<b>NUMBER OF STUDENTS</b>	<b>TOTAL HOURS</b>	<b>COLONES</b>
1	2.25	17	80	3,060
2	12.50	11	78	10,725
3	12.50	8	80	8,000
4	12.50	8	30	3,000
5	2.50	22	80	4,400
6	5.00	14	80	5,600
7	5.00	14	80	5,600
<b>TOTAL</b>	<b>AVG 7.50</b>	<b>94</b>	<b>508</b>	<b>40,385</b>
<b>PERCENT OF CONTRIBUTION TO DIRECT COSTS:</b>				<b>69%</b>
<b>PERCENT OF CONTRIBUTION TO TOTAL COSTS:</b>				<b>52%</b>

**3. Management/Administration Training Costs**

This type of training helps FEPADE to absorb part of its operating expenses through the provision of their office space and some of their employee time. These expenses, which otherwise would be FEPADE's overhead, represent some of the direct costs for this component. A sample of training costs, based on six management seminars, is presented in the following table. The average cost per module (36,419 Colones) is considerably more than for the training cost per module for vocational/technical training (i.e., 6,893 colones for training institutes and 11,137 colones for automotive school). This is due to the use of foreign (U.S.) instructors for management/administration training, which involves higher salary and per diem costs. Table 33.a also indicates that student tuition covered 82 percent of the direct costs and 61 percent of the total training costs, higher contributions than in vocational/technical training programs.

**TABLE 33.a - Management Training Sample Costs  
(based on six seminars)**

SAMPLE COSTS	COLONES	
	Instructors	87873
Consumable Materials	64932	42%
Total Direct Cost	152805	100%
FEPADE's Indirect Costs (43%)	65705	
Total Cost With Overhead	218511	
Average Direct Cost per Module	25468	
Average Total Cost per Module	36419	
Student Tuition	125177	
Number Students Attended	147	
Average No. Students per Module	24.5	
Direct Cost per Student per Module	1350	
Total Cost per Student per Module	1931	
Average Payment per Student	1299	
Percent of Student Payment to Direct Cost	82%	
Percent of Student Payment to Total Cost	61%	

As shown in Table 33.b, counterpart contributions, based on student tuition and the value of student participation in relation to income earnings, represented 367 percent of direct costs, and 255 percent of the total training costs. This higher percentage contribution reflects higher income earners in the trainee population for management/administration training.

**Table 33.b - Counterpart Contributions:  
Student Participation Value in Relation to Income Earnings**

<b>TRAINING MODULE</b>	<b>(Colones) HOURLY RATE</b>	<b>NUMBER OF STUDENTS</b>	<b>TOTAL HOURS</b>	<b>COLONES</b>
1	192.5	34	27	176,715
2	160.0	24	30	115,200
3	172.5	9	20	31,050
4	172.5	37	9.5	60,634
5	172.5	19	19	62,273
6	192.5	30	20	115,500
<b>TOTAL</b>	<b>AVG 177.1</b>	<b>153</b>	<b>125.5</b>	<b>561,371</b>
<b>PERCENT OF CONTRIBUTION TO DIRECT COSTS:</b>				<b>367%</b>
<b>PERCENT OF CONTRIBUTION TO TOTAL COSTS:</b>				<b>255%</b>

**E. AID PROJECT RTAC II REGIONAL TECHNICAL AIDS CENTER**

In December 1987, A.I.D. entered into agreement with FEPADE for managing the Regional Technical Aids Center Project II (RTAC II), which involves the sales and distribution of books and materials. Under this agreement, FEPADE retains 15 percent of sales to cover administrative expenses.

An A.I.D.-funded study was recently carried out to determine whether the 15 percent margin was adequate. In addition to identifying deficient internal controls in FEPADE's management of RTAC and errors in allocating expenses, the study's findings indicated that some adjustment is needed in the following areas:

- **Overall Operations:** the gross profit margin has been overestimated by 0.09 percent (from 13.79 percent to 13.70 percent); and the net profit margin has been underestimated by 3.37 percent (from -1.41 percent to +1.96 percent).
- **Distribution Center:** the gross profit margin has been underestimated by 0.66 percent (from 12.60 percent to 12.66 percent); and the net profit overestimated by 3.73 percent (from 2.22 percent to 1.51 percent).
- **Book Store Operations:** the variance on the net profit margin has been underestimated by 0.79 percent (from 5.81 percent to 6.60 percent).

The report has failed, however, to report the exchange difference that occurs in the RTAC II revolving account between the rate of exchange applied by A.I.D. when colones are deposited, and the accounting exchange rate established by A.I.D. According to FEPADE's records, this discrepancy has resulted in a loss of about 132,000 colones to date.

## **CONCLUSIONS AND RECOMMENDATIONS**

FEPADE has instituted adequate managerial and administrative systems and procedures to ensure the proper implementation of Project 0315. However, there appears to be a high staff turnover rate. (28.8 percent)

### **Recommendation:**

- FEPADE's staff turnover rate should be examined.

Budget comparisons are made annually on one-fifth of the original budget proposal. However, because the original budget was over-estimated (i.e., during the first three years of the project, only 52 percent of the amount budgeted had been spent), this exercise provides little expenditure control. Thus, although external audits indicate that appropriate internal budgeting controls are in place, the control and feedback process is not working due to project over-budgeting.

### **Recommendation:**

- The comparison of the original budget with actual expenses as it is currently performed is a necessary procedure. However, in order to better control yearly expenditures, an annual budget based on a comparison with actual previous expenditures should also be prepared.

Although the original project design allows for an endowment created by all the income that FEPADE can generate from project activities and other contributions, this was modified by PIL 12.50 which requires FEPADE to utilize for further project development as opposed to investing this income.

As the implementing agency for A.I.D.'s Project 0315, FEPADE was supposed to act as a broker free of charge to its users. Currently, the beneficiaries pay 50 percent of the cost for FEPADE's training activities; and this income remains in the participating Salvadorean institutions that provide the training.

The current project design, which relies upon local contributions for the creation of FEPADE, does not allow any means by which FEPADE can become self-sufficient. As of 30 June 1990, FEPADE's equity amounted to 8.5 million colones (about US\$1.2 million).

Its core expenses excluding all training components are about three million colones per year.

Therefore, to be self-sufficient, FEPADE should be able to recover this minimum cost. Yet, less than ten percent of this amount is recovered at this time.

**Recommendation:**

- Differences in exchange rates between dollars and colones should be taken into account when examining RTAC II financial records.

There is evidence that the two training entities directly controlled by FEPADE (i.e., La Escuela Taller Automotriz and ISADE) plus the Apparel Manufacturing Export Sector represent special opportunities to attain greater self-sufficiency. Currently, as an average for all FEPADE training programs, students pay FEPADE approximately 50 percent of the direct training costs. However, when department overhead costs are added, student payments represent only about 36 percent of the total cost of technical training, and 61 percent of management/administrative training. Thus, while total self-sufficiency can be considered a realistic goal for the three training programs cited above, it may not be feasible for the other programs supported by FEPADE.

**Recommendations:**

- Set self-sufficiency goals for both TEC/VOC and MGMT/ADMIN training programs.
- Designate Automotriz and ISADE as pilot projects for achieving self-sufficiency.
- Increase cost recovery by increasing prices to the maximum amount dictated by the local market. Price increases could be feasible for MGMT/ADMIN training, especially in the apparel industry, by extending credit to participating companies.
- Automotriz students could donate some practical hours in the repair of cars at competitive market prices.

There seems to be some confusion in the allocation and recording of the non-monetary portion of the counterpart contributions to the project. These non-monetary items (i.e., donated hours by teachers, students, participants' employers (board members)) are not formally included in FEPADE's accounting system. Also, official overhead rates are not used. Although utilizing overhead rates will not increase the endowment fund, they will make project funds go further as these are allowable A.I.D. indirect costs.

**Recommendations:**

- Terms for defining and recording the non-monetary portion of the counterpart contributions need clarification.
- Overhead rates should be established each year for calculating total costs and added to FEPADE vouchers retroactively.

## VI. THE INSTITUTIONAL ROLE OF FEPADE

The purpose of this chapter of the evaluation is to describe FEPADE's institutional role as it has evolved over the life of Project 0315 and to discuss the implications for Project 0315, as well as for FEPADE and USAID.

FEPADE is an organization that is operating in an opportunistic and expansionist mode. Over the past three years, FEPADE has taken advantage of its control of the resources of Project 0315 and the access of its board members to the highest reaches of the Cristiani administration (Ministers of Education, Labor, and Agriculture) to aggressively promote new projects. Its efforts have been successful. It now controls three major vocational training projects (including Project 0315) and is close to acquiring control of the National School of Agriculture (ENA). These four major projects are (will be, in the case of ENA) supported by development grants and soft loans from USAID, BID, and IBRD totalling approximately forty-three million dollars (\$43,000,000).

Within Project 0315, FEPADE has established an independent vocational training institute, La Escuela Taller Automotriz, and is in the process of establishing an independent management development institute, Instituto Salvadoreño de Alta Dirección de Empresas (ISADE). Standing by itself is La Escuela de Economía y Administración de Empresas (ESADE), an MA program in business administration that is sponsored by FEPADE in association with the Francisco Marroquín University of Guatemala. These three institutions, combined with the four projects cited above, constitute FEPADE's portfolio of current and proposed projects. (See table in the Executive Summary). FEPADE intends to administer these as subsidiary programs with centralized control of policy, finances (including relations with donors) and selection of personnel, FEPADE plans to establish a decentralized system for managing their operations. FEPADE also plans to generate new project proposals for presentation to international development agencies, especially since they are worried about sustaining cash flow when Project 0315 ends.

There is an eighth entity controlled by FEPADE called La Comisión Nacional de Cooperación para el Desarrollo Educativo (CONACODE) that focuses on FEPADE's ideological agenda. We did not include it in our pro forma project portfolio. CONACODE was established as a commission of FEPADE in October 1988. Its original purpose was to establish a platform, or safe haven, for dialogue between the private sector and the Ministry of Education. CONACODE originally comprised six committees. Now the only active one is the Moral and Civic Education Committee, which employs a full-time coordinator and assistant, located in the FEPADE building. FEPADE and CONACODE are actively promoting Moral and Civic Education in grades 1 to 9 of the public and private schools of El Salvador. They have published and distributed texts for each grade level, and hold seminars for elementary and intermediate school teachers. We observed that CONACODE's training seminars and the books they have distributed have not been pre-tested. Also, they are treating Moral and Civic Education as a separate

pedagogical unit and not as part of an integrated curriculum. It was our impression (which we did not have time to corroborate) that FEPADE is employing Project 0315 funds to support CONACODE's Moral and Civic Education Program.

FEPADE's expansion has been orchestrated by the same key administrators and professional technicians who are responsible for managing Project 0315 and for providing technical guidance for the training programs. The original project training office did not contemplate that the work of new project development and promotion would occupy as high a proportion of time as has been the case. As a result, the qualitative side of training program monitoring and evaluation has suffered. In particular, the following qualitative functions have been neglected:

- Periodic evaluation and revision of existing training course designs, manuals, outlines, and material requirements;
- Periodic analyses of direct and indirect training costs;
- Periodic evaluation, revision, and validation of competency-based testing procedures; and
- Review of proposals for training courses and subsequent design of new training courses.

Two projects dominate FEPADE's project portfolio: BID/ITCA/FEPADE ES-0035, budgeted at \$18,690,000; and USAID/FEPADE 0315, budgeted at \$16,000,000. The two projects account for approximately 80 percent of the international development funding available to FEPADE. Fortunately the two projects are complementary. While USAID/FEPADE project emphasizes entry-level training, ICTA traditionally has trained middle-level technicians. We indicated in Chapter III that FEPADE and the Association of Apparel Manufacturers were about to exploit the synergistic potential of the two projects. This involves Project 0135 assuming the responsibility for training machine operators, and ICTA establishing a curriculum that is adapted to the needs of the apparel industry for special kinds of middle-level technicians and production supervisors.

The third largest component in the portfolio is the prospective project under which the Ministry of Agriculture would concede control of the Escuela Nacional de Agricultura to FEPADE. Neither the Ministry nor FEPADE seem to be deterred by the fact that to date FEPADE has not demonstrated any special affinity or capacity for agricultural training.

We sensed from our conversations with the USAID/El Salvador Mission Director and the Deputy Director for Programs that they were hopeful that the USAID/FEPADE Project would prove to be a prototype model for other USAID missions in the effective involvement of the private sector in vocational training programs. We also detected in

our conversations with FEPADE administrators that FEPADE was already touting that line.

FEPADE would like to extend Project 0315 for a period of two to three years beyond its August 1992 expiration date. Since the project is overbudgeted, it could conceivably be sustained for this additional period of time without recourse to refunding. FEPADE would use the additional time to consolidate its position as a holder of projects; to test the self-sufficiency of the subsidiary projects and training institutions; to slowly wind down the Project 0315 training programs; and to convert the project capital accounts into permanent infrastructure.

## **CONCLUSIONS AND RECOMMENDATIONS**

Over the course of the past three years, FEPADE has become much more of a doer (project holder) and less of a broker (an intermediary stimulus) than was envisioned by USAID when the Project 0315 Proposal and Agreement were drafted in 1987. This imbalance developed in conjunction with FEPADE's effective development and promotion of a series of new projects in which it assumed the role of project holder. However, at this late date, the doer/broker question does not merit USAID's preoccupation. If USAID had been genuinely concerned about this issue, it should have drawn a line eighteen months ago.

The issue of the moment for USAID and the other international development agencies supporting FEPADE projects is, should they encourage or discourage further expansion of FEPADE project commitments? The Project 0315 experience is that FEPADE has yet to prove it can consolidate projects and programs once it has launched them.

### **Recommendations:**

- USAID should discourage FEPADE from extending its institutional reach beyond the bounds of its current project portfolio.
- USAID should discourage FEPADE from the formation of a project development unit with Project 0315.

There is no justification for FEPADE assuming control of the National Agriculture School (ENA), other than its insider status with the Ministry of Agriculture.

**Recommendation:**

- USAID should discourage FEPADE from assuming control of ENA. It should encourage the Ministry of Agriculture to award an ENA management contract on an open-bid basis.

There are no policy differences between FEPADE and the present Minister of Education. Consequently CONACODE's role as an arbiter of private business sector/public education sector dialogue is no longer relevant. Also CONACODE has nothing to do with Project 0315's principal mission: labor force productivity training. Moreover, FEPADE and CONACODE's execution of the Moral and Civic Education Campaign could prove embarrassing for USAID.

**Recommendation:**

- CONACODE should be run from the Ministry with its funds and not through FEPADE.

We expect FEPADE to propose that a project amendment be negotiated in the near future extending the life of the project for up to three years.

**Recommendation:**

- USAID should open formal discussions with FEPADE about the extension of Project 0315 at the earliest convenient date.
- Approval by USAID of a project agreement amendment extending the life of Project 0315 should be predicated upon the following conditions:
  1. FEPADE Training Program evaluation capability is strengthened;
  2. Significant progress toward self-sufficiency is demonstrated; and
  3. FEPADE calls a moratorium on the development of new projects.

## **VII. THE PROJECT DESIGN**

The purpose of this chapter of the evaluation is to identify those elements in the project design that need to be modified in order to improve the project. Modification would involve making changes in the Project Agreement, either through a Project Amendment or through a Project Implementation letter (PIL). Normally in the process of identifying the elements that comprise a project design, we would have reviewed the Project Paper (PP) as well as the Project Agreement. In the case of Project 0135, no PP was ever written. We were instructed to refer to FEPADE's final Project Proposal as the equivalent of a PP. Neither did we encounter a conventional USAID log-frame presentation.

### **A. MODIFICATIONS OF THE PROJECT DESIGN**

In the three years that have transpired since the Project Agreement was signed, five Project Agreement Amendments and twelve Project Implementation Letters (PILs) have been issued. Thirteen of these documents deal with routine administrative and budget actions, and four deal with fundamental changes in the project design.

Project Amendment Number 1 and PIL Number 6 alter the design of the Educational Credit Program. Unfortunately, these two documents are ambiguous and tend to cancel each other.

PIL Number 7 authorizes La Comision de Cooperacion Nacional para el Desarrollo Educativo (CONACODE) to use up to \$200,000 of project funds. This document amplifies the scope of work of the project to "develop and establish linkages of cooperation between public and private sectors for the improvement of education in El Salvador."

PIL Number 12 authorizes the assignment of a full-time FEPADE employee to be assigned to the RTAC II Program to be paid out of Project 0135 funds. This PIL also modifies Part II Section F of the Project Agreement, "Operational Self-sufficiency," specifying how income from student fees (tuition income) may be applied. Because of an error in section F, FEPADE operated under the faulty assumption that they could assign tuition income to their endowment fund.

### **B. DEFICIENCIES IN THE PROJECT THAT MAY REQUIRE CHANGES IN THE DESIGN**

There are two major service elements prescribed in the Project Agreement that have not been established:

- A computerized data bank: what was prescribed in the Project Agreement was a centralized system for referencing outside data. What is urgently needed is an internally-linked system for storing and cross-referencing internally-generated data.
- The equipping of several mobile-trailer classrooms was prescribed for extending training courses to the rural areas. Only one trailer was converted, and it serves as a "permanent" temporary classroom at a technical training institute in San Salvador.

In addition, the project and its training contractors have not made significant progress towards operational self-sufficiency.

## **CONCLUSIONS AND RECOMMENDATIONS**

Only four pairs of conclusions and recommendations are presented in this area. That they are so few reinforces the conclusion we drew earlier under the discussion on Institutional Strengthening that FEPADE's "institutional development to date has been adequate for supporting Project 0315 as it was originally conceived." The following recommendations are thus framed as possible Project Agreement Amendments and are referenced to page numbers in Attachment II of the Project Agreement.

A different type of information system than the one originally proposed is required by FEPADE.

### **Recommendation:**

- Paragraph four, page 3, starting with the words "It will establish a computerized data bank . . ." should be deleted and replaced by the description of an activity that will help FEPADE store, reference and cross-reference its project-related data.

Project Amendment 1 and PIL Number 6 have sent conflicting signals to the FEPADE Educational Credit Program.

### **Recommendation:**

- Eliminate the ambiguities between Project Amendment Number One and Pil number Six.

The mobile trailer scheme is not practical since most rural communities have adequate classroom facilities for FEPADE's purposes.

**Recommendation:**

- Eliminate from pages five and six of Section D of Attachment II the paragraph that starts: "Mobile training units . . ." and ends ". . . outreach to work sites."

Section F, page 15 of Attachment II does not provide guidelines for increasing operational self-sufficiency on any other basis than fund-raising.

**Recommendation:**

- Section F should be enlarged to provide: guidelines for increasing the self-sufficiency of the independent training institutions; a schedule for FEPADE's reduction of its contribution to the training costs of the entities contracted to provide training (to include FEPADE's Captive Institutes); and provisions for supporting specific self-sufficiency pilot projects.

## ANNEX 1 - LIST OF RECOMMENDATIONS

### CHAPTER III - PROGRAM COMPONENTS

#### A. Institutional Strengthening

- Shift information priorities within FEPADE from accessing external sources of information to accessing, cross-referencing, and analyzing internally-generated information.
- Contract a computer information specialist to establish the terms of reference for a local service contract.
- Establish a computerized information center at the level of FEPADE's Administration Office, which enhances and integrates the TEC/VOC and MGMT/ADMIN user-friendly subsystems.
- FEPADE's institutional development priorities should be shifted from new project development to monitoring and evaluating the existing training programs.

#### B. Technical and Vocational Training (TEC/VOC)

- Additional professional staff should be hired by TEC/VOC.
- Eliminate agriculture sector training from TEC/VOC's program.
- Phase Project 0315 out of training for the construction sector; or, allocate the resources of the FEPADE/PROCINCO Project exclusively to entry-level training, and allocate Project 0315 resources to upgrading the skills of construction works supervisors and of skilled construction workers.
- TEC/VOC should define its priority target group within the Apparel Manufacturing Export Sector as those enterprises that employ fewer than 100 workers.

TEC/VOC should establish a unified effort among its training sub-contractors to apply a set of entrance (pre-enrollment) and exit (pre-placement) tests that are accepted by the apparel industry. Test results should be validated by TEC/VOC personnel.

- Once training exit tests are validated, TEC/VOC should establish a formal placement service for the apparel industry and charge employers placement fees. TEC/VOC will have to establish a marketing effort to sell the service. A two-year goal should be established to cover at least one-half of the direct cost of training a machine operator with the placement fee.
- Among the new professionals hired by TEC/VOC (see previous recommendation), two should be assigned to the Apparel Manufacturing Training Program: one to supervise testing, and the other to market the placement service.
- The Taller Escuela Automotriz should be administered by FEPADE as an independent business supported primarily by matriculation and employer placement fees. The short-term goal should be to cover all direct training costs from these sources. Mechanics enrolled in specialist courses should be required to pay higher matriculation fees (subsidized by their employers).
- In addition to responding to routine Project 0135 financial requirements, the Escuela Taller Automotriz (as an independent training enterprise) should be required to maintain an independent set of accounting books.
- USAID should contract an independent study to track the trickle down effect into the informal sector of the technology supported by the Escuela Taller curriculum.

C. Management Administration Training (MGMT/ADMIN)

- Shift the current emphasis in MGMT/ADMIN from expansion and promotion to internal evaluation and consolidation.
- Bring in a disinterested outside advisor to review MGMT/ADMIN's 1991-94 Strategic Plan.
- Even at the expense of reducing current expansion goals, MGMT/ADMIN should reduce its dependence on expatriate instructors. Efforts to recruit, train, and employ local instructors should be accelerated.
- USAID should predicate any support for ISADE on a test of progress towards self-sufficiency.

D. Scholarships and Educational Credit

- The possibility of extending educational credits through employer sponsors should be investigated.
- FEPADE should dramatically increase the number of loans given or the Educational Credit Program should be dropped.

E. Training for Export

- VOC/TEC should gear up to meet the expanding training needs of the Apparel Manufacturing Export Sector. Training emphasis should shift from direct training of operators to the training of floor supervisors as trainers.
- Formal manpower studies may not be required for the export sector.

**CHAPTER IV - EFFECTIVENESS AND RELEVANCE OF TRAINING**

- FEPADE should utilize an active marketing mechanism to encourage more women to apply for training in both the technical and management areas. Training information should be disseminated to Women's organizations and groups, in addition to traditional avenues.
- FEPADE should consider having branches of ITCA in different parts of the country in order to reach a wider audience for TEC/VOC training.
- FEPADE should continue to track the unemployed technical/vocational trainees and help them find jobs given the increasing labor market demand in the export sectors.
- FEPADE should find ways to include a less well-educated population in their training.
- FEPADE should improve its monitoring capabilities so that trainees attending multiple courses are accounted for. IN addition, some guidelines should be established to determine where multiple attendance is appropriate and/or desired.
- FEPADE should continue to consult its advisory committees and commissions to identify priority training needs in relation to the labor market. Periodic needs assessments should be undertaken to corroborate committee/commission opinion.

- FEPADE should continue to utilize and test the results of the skill and aptitude tests to make certain that people do not waste their time in a technical/vocational course where they have no skill and little chance to be successful on the job.
- The Educational Credit Program should be extended to more institutions to allow more people to take advantage of FEPADE training opportunities. This might also help decrease the dropout rate.
- Course evaluations should be reviewed, and efforts should be made to improve training modules where indicated.

## **CHAPTER V - PROGRAM AND FINANCIAL MANAGEMENT**

- FEPADE's personnel turnover rate should be examined.
- The comparison of the original budget with actual expenses as it is currently performed is a necessary procedure. However, in order to better control yearly expenditures, an annual budget based on a comparison with actual previous expenditures should also be prepared.
- Self-sufficiency goals should be set for both TEC/VOC and MGMT/ADMIN training programs.
- Automotriz and ISADE should be designated as pilot projects for achieving self-sufficiency.
- Increase cost recovery by increasing prices to the maximum amount dictated by the local market. Price increases could be feasible in MGMT/ADMIN training, especially in the apparel industry by extending credit to participating companies.
- In the FEPADE automotive shop, students could donate some of their time in repairing cars at competitive market prices.
- Terms for defining and recording the non-monetary portion of the counterpart contributions need clarification.
- Overhead rates should be established each year for calculating total costs and added to FEPADE vouchers retroactively.

## **CHAPTER VI - FEPADE'S INSTITUTIONAL ROLE**

- USAID should discourage FEPADE from extending its institutional reach beyond the bounds of its current project portfolio.
- USAID should discourage FEPADE from the formation of a project development unit with Project 0315.
- USAID should discourage FEPADE from assuming control of ENA, and encourage the Ministry of Agriculture to award an ENA management contract on an open-bid basis.
- CONACODE should be run from the Ministry of Education with its funds and not through FEPADE.
- USAID should open formal discussions with FEPADE about the extension of Project 0315 at the earliest convenient date.
- Approval by USAID of a project agreement amendment extending the life of Project 0315 should be predicated upon the following considerations:
  1. FEPADE's evaluation capability is strengthened;
  2. Significant progress toward self-sufficiency is demonstrated; and
  3. FEPADE calls a moratorium on the development of new projects.

## **CHAPTER VII - PROJECT DESIGN**

The following changes in the Project Agreement are proposed:

- Paragraph four, page three of Attachment II, starting with the words "It will establish a computerized data bank..." should be deleted and replaced by the description of an activity that will help FEPADE store, reference, and cross-reference its project-related data.
- Eliminate the ambiguities between Project Amendment Number One and PIL Number Six.
- Eliminate from pages five and six of Section D of Attachment II the paragraph that starts: "Mobile training units..." and ends "...outreach to work sites."

- **Section F of Attachment II should be enlarged to provide guidelines for increasing the self-sufficiency of the independent training institutions; a schedule for FEPADE's reduction of its contribution to the training costs of the entities contracted to provide training (to include FEPADE's captive institutes); and provisions for supporting specific self-sufficiency pilot projects.**

## ANNEX 2 - PERSONS CONTACTED

### FEPADE

Roberto Palomo	President
Ramon Quiroz	Vice President
Manuel Arrieta	Secretary
Eduardo Castaneda	Executive Director
Coralia de Schonenberg	Mgr Fin/Admin.
Adalberto Diaz	Mgr Tec/Voc.
Miguel Chevez	Mgr Mgt. Development
Aura de Novellino	Asesor Tec/Voc.
Luis Nuila	Asesor Tec/Voc.
Arq. Juan Caceres	CASALCO
Ing. Ernesto Herrera	CASALCO
Ing. Mario Martel	Encargado Cursos
	Instituto Ricaldone
Nancy Mercedes Martinez	Controller
Ana Maria Abrego	Executive Training Assistant
Ricardo Alejandro Granada	Manager Credit & Scholarship
Rosario de Guerra	Executive Manager of Credit & Scholarship
Carlos Borromeo Flores	Manager RTAC-II
Francisco Beltran	Asst. to Executive Director and Coord. Proj. BID/FEPADE
Carlos Aguirre-Hurreta	Asesor de Capacitacion
Carlos Alfaro	ITCA/FEPADE Asesor Ind. de Confeccion
Ing. Mercedes Gochez	Asistente de Calidad Total
Ing. Alfredo Gonzalez	Banco Mundial-Construccion
Ing. Rolando Ernesto Marin	Gerente del Departamento de Educacion General (CONACODE)
Mario Hector Henriquez Navarrete	

### USAID

Henry Bassford	Director
John Heard	Assistant Mission Director for Operations
Patsy Layne	Dir. Office of Education & Training
Mel Chatman	Dep. Dir. OET
Roberto Gavidia	OET FEPADE Project Monitor
Norma Velasquez	Project Officer
Tom Mc Kee	DP
Deborah Kennedy	Director Project Office.

Claude Boyd	OET
Frank Breen	CONT.
Bernard Dupuis	DPP
Patricia Echeverria	CONT.
William Elderbaum	Security

### MEMBERS OF ADVISORY COMMISSIONS AND COMMITTEES

Ing. Luis Andreu	Asesor Vicepresidencia MOLSA
Rev. Guiseppe Coro	Miembro Comision Tecnico/Vocacional
Arq. Juan Caceres	Coord. Comision CASALCO
Ing. Ernesto Herrera	Member Commission CASALCO
Ing. Guillermo Vidales	Pres., Comision Desarrollo Gerencial
Ing. Francisco Escobar	Coord., Comite Asesor Ind. de La Confeccion
Ing. Jorge Diaz Salazar	Coord., Comision TEC/VOC
**Ing. Rolando Garcia	Member, Comite Asesor Mto. Ind. Electrico
*** Ing. Rene Varela	Pres. Comision Desarrollo Gerencial

- \* Tambien en lista de Inst. TEC-VOC Ricaldone
- \*\* Tambien en lista de Inst. TEC-VOC Emiliani
- \*\*\* Tambien en lista de Beneficiario Cursos MGT/ADMIN In-Company

### TRAINING CONTRACTORS

Ing. Mario Martel	Tma. Coord.Ricaldone/FEPADE
Rev. Guiseppe Coro	Admin. Comunidad Salesiano (Ricaldone)
Ing. Rolando Garcia	Coordinador Inst. Emiliani/ FEPADE
Rene Varela	Manager Human Resource Devel. ADOC In-company training
Ing Joaquin Castellon	Production & Quality Control Mgv., CONELCA S.A. In-company training
Rafael Gonzalez	Mgr. Quality Control, SIGMA In-company training
Mercedes de Melara	Duena SATEC, Instructor FEPADE
Lic. Rodolfo Galeas	Gerente Academico DATA-PRO
Jorge Antonio Duenas	Gerente de Produccion UNIFIN
Ing. Fernando A. Guerrero	Director de ESE
Carlos N. Banos	Jefe Produc. Prone
Ing. Esteban Romero	Tesorero ASEIG
Marta V. Flores	Instructora La Madona
Ing. Francisco Flores Z.	Director Planificacion de Cursos, Coord. ITEXAL/FEPADE

Ing. Ramon Vega  
Nestor Rodriguez  
Ing. Carlos Alfaro

Ing. Julio Soriano

OTROS

Fernando Costa  
Ing. Nelson Nuila  
Clemence Weber

Dir. Programas AGAPE  
Training Coordination AGAPE  
Coordinador Inst. Emiliani/  
FEPADE  
Direc. Esc./Taller Automotriz  
Tecnico Asesor FEPADE

International Development Bank  
Encarg. Proy. Becas Educredito  
RDO

## ANNEX 3 - SCOPE OF WORK

A. Objective. The objective of this task is to assess FEPADE's progress toward fulfillment of the Project purpose and goal at this mid-point in the Project, with an emphasis on: (1) appropriateness of Project activities to attainment of the Project goal and purpose; (2) financial self-sustainability of FEPADE as an institution beyond the Life-of-Project. The evaluation report will be used as a tool by USAID/El Salvador and FEPADE to review progress to date and make any modification, if necessary to enhance Project implementation. Therefore, the report will include both an assessment of impact and recommendations for actions for the remainder of the Project.

B. Statement of Work

In carrying out the interim evaluation, the contractor will, at a minimum, complete the following tasks:

1. Review Basic Project Design Elements. Review the basic Project design, i.e. five components (institutional strengthening, vocational-technical training, management-administrative training, scholarships-educational training, and training for export) and key actors (FEPADE staff, private sector advisory groups, trainers, etc.) and assess whether the Project, as currently designed is appropriate, relevant, and actually producing the desired results. For example, is FEPADE's training actually upgrading human resources as stated in the Project purpose? The contractor will make recommendations for improvement, is deemed necessary in the basis Project design to meet the Project purpose.
2. Financial Self-Sufficiency. Of great interest and importance to AID and El Salvador in general is the degree to which FEPADE is financially viable and able to continue training activities beyond the Life-of-Project, since it is only in this fashion that the Project will have the maximum impact. The contractor will assess FEPADE's cost structure, cost sharing mechanisms (beneficiary contributions), fund raising efforts, the costs and revenue associated with administering the RTAC Project in El Salvador, and the costs of implementing the Project as designed to determine progress made toward reduced dependency on AID.

3. Institutional Effectiveness and Role of FEPADE. The contractor will assess FEPADE's institutional capability to serve as a broker between the private sector and its needs for trained personnel and the training institutions, and the other requirements described under Component One of the 0315 Project Agreement. Specific examples will be discussed, and recommendations will be made on how this role can be enhanced, if appropriate.

In addition, the contractor will review FEPADE's organizational philosophy according to the design of the project, which proposes a role to FEPADE as a broker rather than a doer. What FEPADE should and should not be doing and what should be the direction of the Project in this regard? Included in this section should be an analysis of the "Comisión Nacional de Cooperación para el Desarrollo de la Educación" (CONACODE) and its role in meeting the FEPADE's Project purpose.

The contractor will determine whether FEPADE has established voluntary private sector advisory committees and used them as a source of information for establishing a training system based on occupational requirements in El Salvador. The contractor will describe how the committees operate and assess their effectiveness as a system for defining the training manpower necessary to meet the Project's purpose.

4. Effectiveness and Relevance of Training. With respect to the Project purpose, the contractor will assess whether FEPADE's activities are truly upgrading the human resources needed by Salvadorans to increase production, productivity and competitiveness, e.g. has individual and overall production actually increased, and to what degree? Other questions to be considered include:
- a) Is there a system in place to measure the impact of FEPADE training in terms of the stated Project purpose? If yes, is it adequate? If a formal system does not exist, formal recommendations will be made for determining the effectiveness of FEPADE's training on an ongoing basis.
  - b) Is the training upgrading human resources, as planned in the Project? If the above upgrading is not happening, what must be done to ensure it does happen? If it is happening, are there methods for improving and expanding it? If upgrading is taking place, in what manner is it benefiting employers and employees?
  - c) Who are the primary recipients of FEPADE's support (individuals and organizations)? For individuals include details such as gender, rural or urban, economic level, etc. Are organizations needing FEPADE support not receiving it? Who are they?

- d) Has FEPADE established an effective training system for resolving the management administrative training needs of the private sector and other requirements under Component Three of their grant from USAID?
  - e) Has FEPADE effectively responded to the training needs of companies expanding activities directed at export markets?
  - f) How does FEPADE training compare with similar training accomplished by other organizations in-country and in other countries in terms of cost effectiveness?
5. Analysis of Managerial and Administrative Capabilities and Systems. The contractor will review the managerial and administrative systems and procedures which FEPADE has put in place to implement the 0315 Project to determine the effectiveness thereof. This will include a review of FEPADE's planning capabilities to assess, for example, whether annual action plans are realistic and relevant, and what monitoring systems are in place to enable FEPADE to measure progress throughout the year and over the Life-of-Project.
6. Scholarship Program. Has FEPADE established an effective system for providing scholarships to instructors and administrators of the participating vocational technical institutes in areas that support the Project purpose and other requirements listed under component four of their grant from USAID?
7. Educational Credit Program. The contractor will review the procedures used for FEPADE to implement this activity and will assess the current FEPADE's policies for educational credit program and evaluate whether they are appropriate and competitive with alternate educational loan sources to motivate students the use of this mean to enrolled in vocational-technical areas.

In addition, the contractor will evaluate the pilot phase to determine the feasibility of expanding this activity or not. The following questions should be considered:

- a) Are the selected institutes to establish the pilot credit activity utilizing proper procedures to accomplish this and if not, which steps are recommended for improvement? Is there a need to opening the educational credit financial opportunity to a broader range of institutions and which are they?
  - b) Preliminary studies indicate that a demand of this type of credit is in place, how to approach it?
8. Review/Financial and Management Procedures. The contractor will review financial and management procedures to ensure that they are being carried out in accordance with Project agreements

and in accordance with prudent management and financial accountability procedures. The contractor will assess whether appropriate and accurate accountability and management procedures are being utilized to support Project implementation and in compliance with AID requirements. The contractor will describe the procedures and evaluate how they compare with international accounting standards?

### C. Procedures

The contractor will be divided into two phases.

PHASE I - Pre-Evaluation (up to ten working days): During Phase I, the contractor will develop/organize the appropriate support necessary to effectively carry out the evaluation. This will include developing data gathering instruments and hiring administrative and research team personnel. The contractor will send a team of not more than two persons to El Salvador for up to ten working days to develop a research methodology for the evaluation and present this to the Mission for review/approval before initiating the process. This methodology will include a work plan which includes detail on steps, the private and public sector individuals to be contacted during the evaluation process, etc. USAID, based on the contractors comments, may revise or add questions to the scope of work. However, such changes may not result in an increased level of effort from that stated in the IQC work order.

PHASE II - Evaluation Process. Phase II will begin not more than twelve working days after the completion of Phase I. During Phase II the actual evaluation will be accomplished and an acceptable draft report submitted to USAID prior to any team member departing El Salvador. Phase II activities will be accomplished within thirty working days. The entire evaluation process, from Phase I to submission of the draft report, will not take more than 120 calendar days.

### D. Reporting Requirements.

The contractor will develop a final report using the standard AID Evaluation Report format, including FES format for the Executive Summary. The report will contain separate sections on findings, conclusions, and recommendations. The report shall contain but not be limited to the following:

- Paginated table of contents;
- The scope of work for the evaluation;
- A description of the methodology utilized, including an explanation of any deviation from the contracted scope of work;
- An Executive Summary, including the purpose of the evaluation, the methodology used, findings, conclusions, and recommendations. This will be a "stand alone" piece, i.e., enabling readers to understand it without having to read the entire document;

- A clear presentation of evaluation recommendations and lessons learned in separate sections of the report.

The contractor will present a draft report and brief the Mission and FEPADE on the draft report no later than the 46th workday of Phase II. The USAID will review the draft, and suggest changes if necessary to be incorporated into the final report within 15 working days of receipt of the draft report. The final report, with 15 copies in English and 15 in Spanish, will be due within 20 days after the contractor has received USAID approval of the final report.

#### E. Additional Requirements

The contractor will review the original proposal from FEPADE for AID funding, the 519-0315 Project Agreement and Amendments thereto, FEPADE's annual action plans, the most recent Semi-Annual Reports on the Project, and the 1988 Juarez and Associates report on FEPADE.

The contractor will meet with representatives of the following Mission offices to gain their perspectives and insights on the Project: Associate Mission Director for Program and Project Development, the Associate Mission Director for Operations, the Program Office, the Projects Office, the Private Sector Office, and the Controller's Office. In addition, the contractor will meet weekly to brief Mission and FEPADE on the progress of the evaluation. The briefing will include discussion of unusual findings and any problem areas.

A random sampling of not less than 5% of all FEPADE graduates will be conducted to obtain comments on their training.

The director (or another senior staff member) of 50% of the institutions having received FEPADE training will be interviewed on a random basis to obtain their comments on the training.

A six day work week is hereby authorized.

#### F. Qualifications of Contractor Personnel

In order to carry out the evaluation, persons (team members) possessing the following minimum expertise are needed:

1. Development of questionnaires and data gathering procedures.
2. Fiscal management and accountability procedures with special expertise on AID requirements.
3. Vocational/Technical training (design, implementation, evaluation).
4. Institutional management procedures.
5. Educational credit.
6. Non-profit organization and foundation management, including fund-raising.

In addition, each of the above persons must be fluent in both English and Spanish and have at least five years of working experience in Latin America. USAID concurrence of each team member excluding field workers and secretarial/support staff will be required.

## **ANNEX 4. BIBLIOGRAPHY**

### ***AID DOCUMENTS***

**Project Agreement and Boiler Plate (Section III)**  
**Project Amendments 1-5**  
**Project Implementation Letters 1-12**  
**6 Months Progress Reports 1-3**  
**UNM End of Project Report September 1989**  
**AED/Garcia Associates Evaluation Report**  
**Report, Identification Export Subsector Needs - Velasquez**  
**RTAC-II Cost Evaluation on participating bookstores in El Salvador**  
**Peat Marwick, Evaluation Report of the Costs under the RTAC II Project.**  
**Project Status Report**

### ***FEPADE DOCUMENTS***

**Project Proposal (Serves as P.P.)**  
**Annual Plans 88, 89, 90**  
**FY89 Annual Report**  
**Departamento Tecnico Vocacional Report July 90**  
**Departamento de Desarrollo Gerencial Report July 90**  
**Quarterly News Letters (Not Complete)**  
**Technical Bulletins (Not Complete)**  
**Course Manuals By Modules (20 of 120)**  
**Request for TA from AED D.O. #7**  
**Syllabus, Programs DE Ms. Eseade**  
**List of Advisory Commissions and Committees**  
**List of Courses Offered Todate**  
**List of Job Classifications By Industry**  
**List of Institutions with Whom Convenios Have Been Signed (Past and Present)**  
**List of Course Manuals**  
**List of Instructors Contracted**  
**Organograms By Departments**  
**List of Acronyms**



Plan de Membresía y Recaudación de Fondos 23/7/88  
Strategy Plan 91-95 Dep. Capacitación Gerencial  
Fundación Empresarial para el Desarrollo Educativo - Estados Financieros - 30 de junio de 1988 y de 1987  
Estados Financieros - 30 de junio de 1987  
Reglamento Interno del Comité de Crédito Educativo de FEPADE  
Reglamento de Crédito Educativo del Convenio AID/519-0315 - Departamento de Crédito Educativo de FEPADE.  
Convenio de Cooperación y Asesoría Bilateral entre la Asociación AGAPE de El Salvador y FEPADE.  
Convenio de Cooperación entre el Instituto Técnico Ricaldone (Salesianos) y FEPADE.  
Seminarios Abiertos - Numero de Participantes - Período de octubre 1988 a septiembre 1989  
Departamento Técnico Vocacional  
Informe Anual del Año 1 - Convenio 519-0315 - Octubre 1/87-Septiembre 30, 1988.  
Plan Anual de Trabajo - Convenio AID 519-0315  
Manual de Administracion de Personal  
Office of International Programs - International Development Assistance Service  
Proyecto "Capacitación de Mano de Obra en el Area de la Construcción entre el Ministerio de Trabajo y Previsión Social y FEPADE".  
Survey Needs for Mgt. Training January 1988 - DC & Associates  
Alfred State College Report, Suny, August, 1990  
Proposal to Develop a Long-Range Foundation Plan

## *OTHER*

BID Loan Proposal  
NOTE from Marcy to Leo, Wilma, O Priscilla - April 14, 1987  
Final Report Training for Productivity and Competitiveness  
University of New Mexico - Report on Technical-Vocational Assistance.  
Informe Sobre Evaluación de Costos - Programa RTAC-II  
Universidad Don Bosco Project July 1990

ANNEX 5 - SURVEY INSTRUMENT FOR TRAINING PARTICIPANTS

F E P A D E

Julio 24, 1990

Código : \_\_\_\_\_

Código FEPADE : \_\_\_\_\_

HOJA DE REGISTRO PARA EL(LA) CAPACITADO(A)

1. Nombre : \_\_\_\_\_  
(1er. Apellido) (2o. Apellido) (Nombres)

2. Dirección actual : *(Incluir nombre de ciudad o pueblo y departamento).*

\_\_\_\_\_

\_\_\_\_\_ Teléfono : \_\_\_\_\_

3. Tipo de residencia: (1) Urbano San Salvador (2) Otro urbano (3) Rural

4. Nombre de la compañía : \_\_\_\_\_

5. Actividad de la compañía : \_\_\_\_\_

5.1. ¿La compañía exporta productos? (1) Sí (0) No

6. Nombre del supervisor en el trabajo : \_\_\_\_\_

7. Dirección del trabajo : \_\_\_\_\_

\_\_\_\_\_ Teléfono : \_\_\_\_\_

*Management Systems International* ha sido seleccionada por el AID/El Salvador para llevar a cabo una evaluación del programa de FEPADE. La evaluación será utilizada para analizar la efectividad del programa y así poderlo mejorar. Una fase de la evaluación incluye el examen de los efectos de la capacitación y otras experiencias de los participantes. Para esto se ha preparado un cuestionario que le permita a usted informarnos sobre su experiencia. *Muchísimas gracias por su ayuda.*

8.

Fecha	Hora de inicio	Resultado*	Lugar de encuesta	Entrevistador

\* En resultado escriba una "x" si la encuesta se realizó; escriba una "c" si le dieron una cita para después y, además, escriba la hora y día para la cita. Si no pudo encontrar a la persona, explique abajo por qué. Si la persona se ha cambiado de trabajo escriba una "n", y si ha fallecido escriba una "f".

*OBSERVACIONES:*

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F E P A D E

9. Sexo : (1) Masculino (2) Femenino
10. ¿Cuántos años tiene usted? \_\_\_\_\_
11. ¿Cuántos hijos tiene usted? \_\_\_\_\_
12. ¿Cuántas personas viven en su casa? \_\_\_\_\_
- 12.1. ¿Cuántas personas dependen económicamente de su sueldo? \_\_\_\_\_
13. ¿Cuántas personas de su casa ganan dinero? \_\_\_\_\_
14. ¿Podría decirme qué nivel de estudios ha alcanzado usted?
- |                              |                                    |
|------------------------------|------------------------------------|
| (01) Ninguno                 | (08) Algunos de técnico vocacional |
| (02) Algunos de primaria     | (09) Terminó el técnico vocacional |
| (03) Terminó la primaria     | (10) Algunos universitarios        |
| (04) Algunos de secundaria   | (11) Terminó los universitarios    |
| (05) Terminó la secundaria   | (12) Algunos de maestría           |
| (06) Algunos de bachillerato | (13) Terminó la maestría           |
| (07) Terminó el bachillerato | (14) Algunos de doctorado          |
|                              | (15) Terminó el doctorado          |
15. ¿Cuántos cursos ha tomado usted de FEPADE? \_\_\_\_\_
- 15.1. ¿Cuál es el nombre del último curso que tomó? \_\_\_\_\_
- 15.2. ¿En qué área recibió capacitación? \_\_\_\_\_
- 15.3. ¿Cuánto costó su inscripción? \_\_\_\_\_
- 15.4. ¿Pagó usted algo por este curso?
- (1) Sí (Pasar a la 15.4.1.)
- (0) No (Pasar a la 15.4.2.)
- 15.4.1. ¿Qué porcentaje del curso pagó usted? (Escribir la cantidad que pagó si no sabe el porcentaje) \_\_\_\_\_
- 15.4.2. ¿Quién pagó el curso?
- (1) FEPADE
- (2) La Compañía
- (7) Otro (especifique) \_\_\_\_\_
- 15.5. ¿Cuánto tiempo duró el curso, seminario o conferencia?
- \_\_\_\_\_ Horas \_\_\_\_\_ Semanas \_\_\_\_\_ Meses

15.6. ¿Terminó usted este curso de FEPADE?

(1) Sí (Pasar a la 16.)

(0) No (Pasar a la 15.6.1)

15.6.1. ¿Por qué no terminó el curso?

(01) Por razones económicas.

(02) Por falta de tiempo.

(03) Fue suspendido el curso.

(04) No le dieron permiso en el trabajo.

(05) Por enfermedad.

(77) Otras opciones (especifique): \_\_\_\_\_

15.6.2. Si no lo terminó, ¿cuánto tiempo asistió?

\_\_\_\_\_ Horas \_\_\_\_\_ Semanas \_\_\_\_\_ Meses

16. Antes de comenzar este curso de FEPADE, usted estaba:

(01) Trabajando con la misma Compañía en la misma posición que está ahora.

(02) Trabajando con la misma Compañía, pero en otra posición.

(03) Trabajando en el sector público (con el gobierno, etc.)

(04) Trabajando en otra Compañía.

(05) Trabajando por su propia cuenta.

(06) Estudiando solamente.

(07) Sin empleo.

(77) Otras opciones (explique) \_\_\_\_\_

16.1. Si estaba trabajando, ¿qué función desempeñaba en su trabajo? \_\_\_\_\_

16.2. ¿Cuánto ganaba usted en ese trabajo? (Poner si es mensual o quincenal)

\_\_\_\_\_ Quincenal

\_\_\_\_\_ Mensual

17. Actualmente usted está:

(01) Trabajando en la misma Compañía en la misma posición que antes.

(02) Trabajando con la misma Compañía, pero en otra posición.

(03) Trabajando en el sector público (con el gobierno, etc.)

(04) Trabajando en otra Compañía.

(05) Trabajando por su propia cuenta.

(06) Estudiando solamente.

(07) Sin empleo.

(77) Otras opciones (explique): \_\_\_\_\_

17.1. ¿Qué función desempeña en su trabajo? \_\_\_\_\_

SOLO PARA QUIENES ANTES ERAN ESTUDIANTES O DESEMPLEADOS, Y AHORA TIENEN TRABAJO

¿Cree usted que su curso de FEPADE le ayudó a encontrar trabajo?

- (1) Sí (0) No

18. Considera usted que las responsabilidades que tiene ahora en su trabajo son más, igual o menos que antes del curso?

- (1) Más (Pasar a la 18.1.)  
(2) Igual (Saltar a la 19.)  
(3) Menos (Pasar a la 18.1.)

18.1. (Si ha habido un cambio de responsabilidad) Diría usted que el curso de FEPADE tuvo mucho, poco o nada que ver con el cambio de responsabilidades?

- (1) Mucho  
(2) Poco  
(3) Nada

19. ¿Considera usted que la capacitación en FEPADE le ha ayudado mucho, que le ha sido de alguna ayuda o que no le ha ayudado nada en el desempeño de sus actuales responsabilidades de trabajo?

- (1) De mucha ayuda\* \*(Pasar a la pregunta 19.1.)  
(2) De alguna ayuda\*  
(3) De ninguna ayuda (Saltar a la pregunta 20.)

19.1. ¿De qué manera le ha ayudado en el trabajo? Por favor deme ejemplos concretos.

- ( ) \_\_\_\_\_  
( ) \_\_\_\_\_  
( ) \_\_\_\_\_  
( ) \_\_\_\_\_

2.0 ¿Cuánto gana usted en este trabajo? (Poner si es mensual o quincenal)

- \_\_\_\_\_ Quincenal  
\_\_\_\_\_ Mensual

**SOLO PARA QUIENES HAN TENIDO UN AUMENTO EN LO QUE GANAN**

¿Diría usted que su aumento de sueldo tiene mucho, poco o nada que ver con su curso de FEPADE?

- (1) Mucho
- (2) Poco
- (3) Nada

21. ¿Considera usted que la capacitación en FEPADE le ha ayudado mucho, que le ha sido de alguna ayuda o que no le ha ayudado nada en su vida personal o en sus trabajos extras?

- (1) De mucha ayuda\* \*(Pasar a la pregunta 21.1.)
- (2) De alguna ayuda\*
- (3) De ninguna ayuda (Saltar a la pregunta 22.)

21.1. ¿De qué manera le ha ayudado? Por favor deme ejemplos concretos.

- ( ) \_\_\_\_\_
- ( ) \_\_\_\_\_
- ( ) \_\_\_\_\_
- ( ) \_\_\_\_\_

22. ¿Qué sugerencias tiene usted para mejorar los cursos de FEPADE?

- ( ) \_\_\_\_\_  
\_\_\_\_\_
- ( ) \_\_\_\_\_  
\_\_\_\_\_
- ( ) \_\_\_\_\_  
\_\_\_\_\_
- ( ) \_\_\_\_\_  
\_\_\_\_\_

23. Para finalizar, ¿podría usted decirme si tiene interés en tomar más cursos de FEPADE?

- (1) Sí (Saltar a la 23.2.)  
(0) No (Pasar a la 23.1.)

23.1. ¿Por qué no tiene interés en tomar más cursos de FEPADE?

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*(Terminar la entrevista)*

23.2. Si tiene interés en tomar más cursos, ¿qué cursos le interesa tomar?

( ) \_\_\_\_\_

( ) \_\_\_\_\_

23.3. ¿Tomaría otro curso si tuviera que pagar por él? (1) Sí (0) No

*¡MUCHISIMAS GRACIAS POR SU AYUDA!*

Tiempo en que terminó : \_\_\_\_\_

F E P A D E

Julio 24, 1990

Nombre: \_\_\_\_\_

CCD 6-C

FE PADE

CCD 6-C

PREGUNTAS EXTRA PARA LOS GERENTES,  
MANDOS MEDIOS Y SUPERVISORES

1. En su curso, seminario o conferencia, ¿le dieron algún manual?

- (1) Sí (Pasar a la 2)  
(0) No (Saltar a la 5)

2. ¿Conserva este manual todavía?

- (1) Sí (Pasar a la 3)  
(0) No (Saltar a la 5)

3. ¿Usa este manual?

- (1) Sí (Pasar a la 3.1)  
(0) No (Saltar a la 5)

3.1. ¿Para qué lo usa? \_\_\_\_\_

\_\_\_\_\_

4. ¿Ha compartido este manual con otras personas?

- (1) Sí (Pasar a la 4.1.)  
(0) No (Saltar a la 5)

4.1. ¿Ha compartido este manual con colegas de trabajo? (1) Sí (0) No

4.2. ¿Ha compartido este manual con colegas fuera de trabajo? (1) Sí (0) No

4.3. ¿Ha compartido este manual con amigos? (1) Sí (0) No

4.4. Otros (especifique) : \_\_\_\_\_

5. ¿Supervisa usted algunas personas que han tomado algún curso de FEPADE?

- (1) Sí (Pasar a la 5.1.)  
(0) No (Saltar a la 6)

5.1. (Si la respuesta es Sí) ¿Cómo ve usted el resultado de la capacitación que han tenido las personas que usted supervisa?

- (A) En la calidad de trabajo: (1) Mejor que antes (2) Igual (3) Peor  
(B) En eficiencia: (1) Mejor que antes (2) Igual (3) Peor  
(C) En utilización de herramientas o maquinaria: (1) Mejor (2) Igual (3) Peor  
(D) En productividad: (1) Mejor que antes (2) Igual (3) Peor  
(E) Otros (especifique): \_\_\_\_\_

- (1) Mejor que antes (2) Igual (3) Peor

6. ¿Recibe usted algún boletín de FEPADE?

- (1) Sí (Pasar a la 6.1.)  
(0) No (Termine la entrevista)

6.1. (Si es Sí) ¿Qué tanto ha leído este boletín?

- (1) Todo (3) Menos de la mitad  
(2) Más de la mitad (4) Nada (Termine la entrevista)

6.2. ¿Ha utilizado la información contenida en los boletines?

- (1) Sí (0) No

6.3. ¿Ha compartido la información de los boletines con otras personas?

- (1) Sí (Pasar a la A)  
(0) No (Saltar a la 6.4.)

(A) ¿Ha compartido este <sup>boletín</sup> ~~manejal~~ con colegas de trabajo? (1) Sí (0) No

(B) ¿Lo ha compartido con colegas fuera de trabajo? (1) Sí (0) No

(C) ¿Y lo ha compartido con amigos? (1) Sí (0) No

(D) Otros (especifique) : \_\_\_\_\_

6.4. ¿Qué sugerencias tiene para el boletín?

( ) \_\_\_\_\_

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\_\_\_\_\_

( ) \_\_\_\_\_

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\_\_\_\_\_

( ) \_\_\_\_\_

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\_\_\_\_\_

( ) \_\_\_\_\_

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\_\_\_\_\_

*¡GRACIAS POR SU AYUDA!*

Hora de finalización de la entrevista: \_\_\_\_\_

ANNEX 6

MEMBERS OF FEPADE  
Board, Commissions, and Committees

Interview Schedule

1. Name of Respondent: \_\_\_\_\_  
\_\_\_\_\_

Telephone No. \_\_\_\_\_

Address: \_\_\_\_\_  
\_\_\_\_\_

2. Job or Corporate Title: \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

- \_\_\_\_\_ a. Owner
- \_\_\_\_\_ b. First tier management or administration
- \_\_\_\_\_ c. Second tier " "
- \_\_\_\_\_ d. Third tier " "
- \_\_\_\_\_ e. Independent professional
- \_\_\_\_\_ f. Other

3. Name of Business Employer: \_\_\_\_\_  
\_\_\_\_\_

4. Business of the Employer: \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_



5. Business Sector Classification:

		Export Oriented?	
		Yes	No
_____	a. Agricultural:		
	_____ Traditional	_____	_____
	_____ Non-traditional	_____	_____
_____	b. Sewing Industry (de confeccion)	_____	_____
_____	c. Construction Industry	_____	_____
_____	d. Wood Working	_____	_____
_____	e. Data Processing	_____	_____
_____	f. Automctive	_____	_____
_____	g. Truck Bodies	_____	_____
_____	h. Electric/Electronic Industry	_____	_____
_____	i. Textile	_____	_____
_____	j. Other _____	_____	_____
	_____	_____	_____

6. Nature of Respondent's Relationship with FEPADE:

- \_\_\_\_\_ a. Member of Board of Directors
- \_\_\_\_\_ (1) General Member
- \_\_\_\_\_ (2) Executive Committee
- \_\_\_\_\_ (3) Other \_\_\_\_\_
- 
- \_\_\_\_\_ b. Member of a Commission
- \_\_\_\_\_ (1) Agricola
- \_\_\_\_\_ (2) Technical Vocational
- \_\_\_\_\_ (3) Business & Administration
- \_\_\_\_\_ (4) Construction
- \_\_\_\_\_ (5) Other \_\_\_\_\_
- 
- \_\_\_\_\_ c. Member of a Comite Asesor
- \_\_\_\_\_ (1) Reconstruccion de Carrocerias
- \_\_\_\_\_ (2) Manto. Ind. Electronico
- \_\_\_\_\_ (3) Manto. Ind. Electrico
- \_\_\_\_\_ (4) Instal. Productos Alumin. y Vidrio
- \_\_\_\_\_ (5) Mecanica Automotriz
- \_\_\_\_\_ (6) Manto. Mecanico (Auto)
- \_\_\_\_\_ (7) Manto. y Repar. de Maquinaria de  
                    Construccion
- \_\_\_\_\_ (8) Other \_\_\_\_\_
- \_\_\_\_\_ (9) Other \_\_\_\_\_

7. Frequency of Group's Meetings: \_\_\_\_\_

8. Frequency of Respondent's Attendance at Group Meetings: \_\_\_\_\_

9. FEPADE Personnel Who Attend the Group's Meetings and Frequency of Attendance: \_\_\_\_\_  
\_\_\_\_\_

10. Authority Vested in the Group:

\_\_\_\_\_ a. Policy: \_\_\_\_\_  
\_\_\_\_\_

\_\_\_\_\_ b. Program: \_\_\_\_\_  
\_\_\_\_\_

\_\_\_\_\_ c. Personnel: \_\_\_\_\_  
\_\_\_\_\_

\_\_\_\_\_ d. Budget: \_\_\_\_\_  
\_\_\_\_\_

\_\_\_\_\_ e. Other: \_\_\_\_\_  
\_\_\_\_\_

\_\_\_\_\_ f. Other: \_\_\_\_\_  
\_\_\_\_\_

11. Role Exercised by FEPADE with Respect to the Group:

\_\_\_\_\_ a. Reports: \_\_\_\_\_  
\_\_\_\_\_

\_\_\_\_\_ b. Sets Agenda: \_\_\_\_\_  
\_\_\_\_\_

(11. Continued)

- \_\_\_\_\_ c. Participates/Votes: \_\_\_\_\_  
\_\_\_\_\_
- \_\_\_\_\_ d. Veto/Final Approval: \_\_\_\_\_  
\_\_\_\_\_
- \_\_\_\_\_ e. Other: \_\_\_\_\_  
\_\_\_\_\_

12. Evaluation of FEPAD E Representative's Participation in the Meetings (Include Chronology): \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

13. Evaluation of the Group's Achievements to Date, re the sectors represented by the group and the programs and projects monitored by the group:

- \_\_\_\_\_ a. Sector Need Assessments: \_\_\_\_\_  
\_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_

\_\_\_\_\_ b. Training Conferences, Seminars, Courses, & Post-Secondary Certification: \_\_\_\_\_

\_\_\_\_\_

14. Respondent's Involvement as a Usuario or Patron, if Any, re FEPADE Training Programs:

- \_\_\_\_\_ a. Course Sponsored: \_\_\_\_\_  
\_\_\_\_\_
- \_\_\_\_\_ b. Events or Courses Attended: \_\_\_\_\_  
\_\_\_\_\_
- \_\_\_\_\_ c. Needs Assessment: \_\_\_\_\_  
\_\_\_\_\_
- \_\_\_\_\_ d. Other: \_\_\_\_\_  
\_\_\_\_\_

15. Future Plans as Perceived by the Group? The Respondent?

- \_\_\_\_\_ a. Level of Effort/Needs: \_\_\_\_\_  
\_\_\_\_\_
- \_\_\_\_\_ b. Sources of Financial Support: \_\_\_\_\_  
\_\_\_\_\_
- \_\_\_\_\_ c. Future Role of the Group: \_\_\_\_\_  
\_\_\_\_\_
- \_\_\_\_\_ d. Role of FEPADE: \_\_\_\_\_  
\_\_\_\_\_

16. Previous (to FEPADE) Training Efforts, if Any: \_\_\_\_\_

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

17. Currently Competing Efforts, if Any: \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

ANNEX 7 - DATA COLLECTION GUIDE FOR SCHOLARSHIP RECIPIENTS

BECARIOS-FEPADE

1. NOMBRE \_\_\_\_\_  
Apellido (primero) (segundo) Nombre
2. EDAD \_\_\_\_\_ 3. SEXO \_\_\_\_\_
4. Antes estaba el becario
- a. Estudiando  
donde \_\_\_\_\_  
que nivel \_\_\_\_\_
  - b. Trabajando  
en que(funcion) \_\_\_\_\_
  - c. no trabajando pero buscando trabajo
  - d. no trabajando pero no buscando trabajo
5. Tipo de curso
- a. B.A./BS c. Masters d. Phd e. Otro  
(explique) \_\_\_\_\_
  - b. A.A.
6. Duracion del curso \_\_\_\_\_  
fecha de comenzo \_\_\_\_\_  
fecha de terminacion \_\_\_\_\_
7. Nombre de la Institucion \_\_\_\_\_
8. Direccion de la Institucion \_\_\_\_\_  
\_\_\_\_\_
9. Materia que estudio (major) \_\_\_\_\_
10. Ha regresado? a. si \_\_\_\_\_ b. no \_\_\_\_\_  
si ha regresado, recibio su grado, diploma or certificado?  
a. si b. no
11. Si no lo recibio, por que no?

12. Costo de la beca \_\_\_\_\_

13. Si ha regresado ahora esta: a. estudiand b. trabajando

c. sin trabajo pero buscando. d. sin trabajo pero no buscando  
e. no se

14. si esta trabanjo que funcion tiene? \_\_\_\_\_

**ANNEX 8 - KEY INFORMANT GUIDE FOR LOCAL TRAINING INSTITUTIONS**

ESQUEJO: CONTACTOS CON INSTITUCIONES CONTRATADAS PARA HACERSE CARGO DE LOS CURSOS TIPO TECNICO/VOCACIONAL PATROCINADOS POR FEPADE.

**A. INSTITUCION**

1. NOMBRE Y SIGLAS \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

2. DIRECCION  
-----  
-----

3. TELEFONOS  
-----  
-----

4. CLASE DE INSTITUCION \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

(Como de beneficio, enseñanza técnica-vocacional (privada o pública), institución sin fines de lucro, etc. escuela comercial privado confines de lucro, empresa (adiestramiento-in house) etc.

**B. PERSONAS CON QUIENES SE HIZO CONTACTO**

5A. NOMBRE \_\_\_\_\_

6A. CARGO \_\_\_\_\_

7A. RELACION CON LOS CURSOS PATRONIZADOS POR FEPADE  
(FUNCIONES)  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

5B. NOMBRE \_\_\_\_\_

6B. CARGO \_\_\_\_\_

7B. RELACION CON LOS CURSOS PATROCINADOS POR FEPADE  
(FUNCIONES)  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

5C. NOMBRE \_\_\_\_\_

6C. CARGO \_\_\_\_\_

7C. RELACION CON LOS CURSOS PATROCINADOS POR FEPADE  
(FUNCIONES)

\_\_\_\_\_  
\_\_\_\_\_

(NO MAS DE 3 PERSONAS)

3. CURSOS CONTRATADOS CON FEPADE

8. (NOTA: SE LLENA DE EL LISTADO DE FEPADE DEPTO.  
TEC/VOC

a. \_\_\_\_\_

b. \_\_\_\_\_

c. \_\_\_\_\_

d. \_\_\_\_\_

e. \_\_\_\_\_

f. \_\_\_\_\_

g. \_\_\_\_\_

h. \_\_\_\_\_

9. VERIFICACION DE 8 ( POR CADA CURSO )

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

10. LAS RAZONES POR LAS CUALES FUERON SELECCIONADOS ESTOS  
CURSOS:

a. A Juicio de FEPADE? \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

b. Capacidad de la Institución? \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

c. Otras razones? (cuales son) \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

11. SISTEMA DE REEMBOLSOS ( FIDA COPIAS DE LOS  
ULTIMOS DOS PRESUPUESTOS PARA CURSOS QUE HAN SIDO  
PRESENTADOS A FEPAD E Y QUE PRESENTARA.)

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

COMENTARIOS SOBRE EL SISTEMA DE REEMBOLSOS QUE SE  
USARON ANTES DE 1990 Y LOS QUE SE USARON DESPUES DE  
1990. (AHORA) ¿CUAL LES PARECE MEJOR?

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

D. ASISTENCIA EN EQUIPOS Y MATERIALES ( OTORGADOS POR  
FEPAD E )

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12. EQUIPOS

VALOR ESTIMADO

_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
TOTALES _____	_____

13. MATERIALES (OTORGADO POR FEPADE) \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

VALOR ESTIMADO PARA MATERIALES \_\_\_\_\_

14. MANUALES (OTORGADOS POR FEPADE) \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

VALOR ESTIMADO PARA MANUALES \_\_\_\_\_

E. INSTRUCTORES

15. DE DONDE VIENE LOS INSTRUCTORES QUE SE USAN EN LOS  
CURSOS DE FEPADE? (PAIS, INSTITUCION) \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

16. COMO SON ELLOS?  
SON EXCELENTES  
SON BUENOS  
SON REGULARES  
SON MALOS

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EXPLIQUE \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

17. ALGUNAS PERSONAS DE SU INSTITUCION HAN RECIBIDO BECAS DE FEPADE?

SI \_\_\_\_\_  
NO \_\_\_\_\_  
CUANTAS PERSONAS? \_\_\_\_\_

18. COMENTARIOS SOBRE LA CALIDAD DE LA INSTRUCCION DE LA BECAS \_\_\_\_\_

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

F. INCENTIVOS

19. CUALES SON LAS VENTAJAS PARA LA INSTITUCION EN COLABORAR CON FEPADE? \_\_\_\_\_

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

20. CUALES SON LAS DESVENTAJAS (SI HAY) EN COLABORAR CON FEPADE? \_\_\_\_\_

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

G. EL FUTURO

21. QUE FUTURO HAY ENTRE SU INSTITUCION Y FEPADE? \_\_\_\_\_

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

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22. (SI HAY FUTURO), COMO PUEDE MEJORAR SUS TRABAJOS CON FEPADE? \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

F. CONTACTOS DENTRO DE FEPADE

23. QUIENES SON (ES) LOS (EL) EMPLEADO (S) DE FEPADE QUE MAS TIENE (N) QUE VER CON USTEDES  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

24. SON BUENOS, REGULARES, MALOS? EXPLIQUE? \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

25. CAMPO (TOPICOS) ESPECIAL SEGUN INSTRUCCIONES DE JOHN SMITH \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

26. OTROS COMENTARIOS POSITIVOS, NEGATIVOS, DIDACTICOS, ETC. SOBRE TEMAS O INQUIETUDES QUE NO FUERON TOCADOS EN LAS PREGUNTAS ANTERIORES \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

1/0

ANNEX 9, TABLE 1

## FEPAPE BALANCE SHEETS

IN THOUSANDS OF DOLLARS	EXCHANGE RATE OF ONE DOLLAR PER												TOTAL JUNE 87/JUNE 30 1990		
	COLONES 5			COLONES 5			COLONES 5.15			COLONES 7.11					
	JUNE 30 1987			JUNE 30 1988			SEPTEMBER 30 1989			JUNE 30 1990			FUNDS FROM		
	FUNDS FROM			FUNDS FROM			FUNDS FROM			FUNDS FROM			FUNDS FROM		
	FEPAPE	AID	TOTAL	FEPAPE	AID	TOTAL	FEPAPE	AID	TOTAL	FEPAPE	AID	TOTAL	FEPAPE	AID	TOTAL
<b>INCOME</b>															
DONATIONS IN CASH	\$0.2	\$73.2	\$73.4	\$323.6	\$817.6	\$1,141.2	\$144.3	\$2,324.6	\$2,468.9	\$28.6	\$1,251.2	\$1,279.7	\$496.6	\$4,466.6	\$4,963.2
DONATIONS IN KIND	\$0.0	\$0.0	\$0.0	\$1.8	\$0.0	\$1.8	\$7.2	\$0.0	\$7.2	\$0.0	\$0.0	\$0.0	\$9.0	\$0.0	\$9.0
SEMINARS	\$1.4	\$0.0	\$1.4	\$33.2	\$0.0	\$33.2	\$299.2	\$0.0	\$299.2	\$0.0	\$308.2	\$308.2	\$333.8	\$308.2	\$642.0
INTEREST ON INVESTMENTS	\$2.4	\$0.0	\$2.4	\$2.4	\$0.0	\$2.4	\$2.3	\$0.0	\$2.3	\$0.0	\$0.0	\$0.0	\$7.1	\$0.0	\$7.1
INTEREST ON BANK DEPOSIT	\$11.4	\$0.0	\$11.4	\$11.6	\$0.0	\$11.6	\$33.5	\$0.0	\$33.5	\$0.0	\$48.5	\$48.5	\$56.5	\$48.5	\$105.0
INCOME ON RTC	\$0.0	\$0.0	\$0.0	\$0.0	\$0.0	\$0.0	\$62.7	\$0.0	\$62.7	\$0.0	\$25.2	\$25.2	\$62.7	\$25.2	\$87.8
OTHER INCOME	\$0.2	\$0.0	\$0.2	\$2.0	\$0.0	\$2.0	\$1.2	\$0.0	\$1.2	\$3.0	\$4.2	\$7.2	\$6.3	\$4.2	\$10.5
	\$15.6	\$73.2	\$88.8	\$374.6	\$817.6	\$1,192.2	\$550.3	\$2,324.6	\$2,874.9	\$31.5	\$1,637.3	\$1,668.8	\$972.0	\$4,852.6	\$5,824.6
<b>EXPENSES</b>															
OFFICE TECH/ASSISTANCE	\$0.0	\$11.0	\$11.0	\$11.8	\$36.2	\$48.0	\$38.7	\$108.7	\$147.4	\$35.4	\$105.6	\$141.1	\$85.9	\$261.5	\$347.5
SALARIES EN BENEFITS	\$0.0	\$34.2	\$34.2	\$2.6	\$176.0	\$178.6	\$11.8	\$448.5	\$460.3	\$9.8	\$285.0	\$294.8	\$24.2	\$943.7	\$967.9
ADMINISTRATIVE EXPENSES	\$9.4	\$28.0	\$37.4	\$7.0	\$84.8	\$91.8	\$27.5	\$192.1	\$219.5	\$58.9	\$122.9	\$181.9	\$102.8	\$427.8	\$530.6
TRAVEL EXPENSES	\$0.0	\$0.0	\$0.0	\$2.8	\$25.0	\$27.8	\$1.5	\$53.8	\$55.3	\$0.4	\$16.7	\$17.2	\$4.8	\$95.5	\$100.3
SEMINARS	\$0.0	\$0.0	\$0.0	\$3.0	\$138.2	\$141.2	\$25.0	\$1,070.6	\$1,095.6	\$48.5	\$705.1	\$753.6	\$76.5	\$1,913.9	\$1,990.3
DONATIONS TO INSTITUTIONS	\$0.0	\$0.0	\$0.0	\$353.4	\$30.0	\$383.4	\$148.7	\$69.8	\$218.6	\$0.0	\$0.0	\$0.0	\$502.1	\$99.8	\$602.0
<b>TOTAL EXPENSES</b>	\$9.4	\$73.2	\$82.6	\$380.6	\$490.2	\$870.8	\$253.2	\$1,943.5	\$2,196.7	\$153.2	\$1,235.3	\$1,388.5	\$796.4	\$3,742.2	\$4,538.6
BUILDINGS	\$0.0	\$0.0	\$0.0	\$220.0	\$0.0	\$220.0	\$0.0	\$0.0	\$0.0	\$0.0	\$0.0	\$0.0	\$220.0	\$0.0	\$220.0
FURNITURE AND EQUIPMENT	\$1.6	\$0.0	\$1.6	\$1.4	\$188.4	\$189.8	\$3.7	\$374.9	\$378.5	\$5.2	\$44.3	\$49.5	\$11.9	\$607.6	\$619.4
BUILDING IMPROVEMENTS	\$0.0	\$0.0	\$0.0	\$0.0	\$139.0	\$139.0	\$2.7	\$6.4	\$9.1	\$0.0	\$0.0	\$0.0	\$2.7	\$145.4	\$148.1
<b>TOTAL FIXED ASSETS</b>	\$1.6	\$0.0	\$1.6	\$221.4	\$327.4	\$548.8	\$6.4	\$381.2	\$387.6	\$5.2	\$44.3	\$49.5	\$234.6	\$752.9	\$987.5
<b>TOTAL EXPENITURES</b>	\$11.0	\$73.2	\$84.2	\$602.0	\$817.6	\$1,419.6	\$259.6	\$2,324.8	\$2,584.3	\$158.4	\$1,279.6	\$1,438.0	\$1,030.9	\$4,495.2	\$5,526.1
<b>(DEFICIT) OR SURPLUS</b>	\$4.6	\$0.0	\$4.6	(\$227.4)	\$0.0	(\$227.4)	\$290.7	(\$0.2)	\$290.5	\$163.6	\$1,323.9	\$230.8	(\$72.2)	\$357.5	\$285.4

## FEPADE BALANCE SHEETS

IN THOUSANDS OF COLONES

ANNEX 9

TABLE 2

INCOME	JUNE 30 1987			JUNE 30 1988			SEPTEMBER 30 1989			JUNE 30 1990			JUNE 30, 1987/90			PERCENT TO TOTAL
	FEPADE	AID	TOTAL	FEPADE	AID	TOTAL	FEPADE	AID	TOTAL	FEPADE	AID	TOTAL	FEPADE	AID	TOTAL	
DONATIONS IN CASH	1	366	367	1618	4088	5706	746	12018	12764	203	8896	9099	2568	25368	27936	84.3%
DONATIONS IN KIND				9		9	37		37				46	0	46	-0.1%
SERINARS	7		7	166		166	1547		1547		2191	2191	1720	2191	3911	11.8%
INTEREST ON INVESTMENTS	12		12	12		12	12		12				36	0	36	0.1%
INTEREST ON BANK DEPOSIT	57		57	58		58	173		173		345	345	288	345	633	1.9%
INCOME ON RTC							324		324		179	179	324	179	503	1.5%
OTHER INCOME	1		1	10		10	6		6	21	30	51	38	30	68	0.2%
	78	366	444	1873	4088	5961	2845	12018	14863	2767	9098	11865	5020	28113	33133	100.0%
EXPENSES																
OFFICE TECH/ASSISTANCE		55	55	59	181	240	200	552	762	252	751	1003	511	1549	2060	6.6%
SALARIES EN BENEFITS		171	171	13	880	893	61	2319	2380	70	2026	2096	144	5396	5540	17.8%
ADMINISTRATIVE EXPENSES	47	140	187	35	424	459	142	993	1135	419	874	1293	643	2431	3074	9.9%
TRAVEL EXPENSES			0	14	125	139	8	278	286	3	119	122	25	522	547	1.8%
SEMINARS			0	15	691	706	129	5535	5664	345	5013	5358	489	11239	11728	37.7%
DONATIONS TO INSTITUTIONS			0	1767	150	1917	769	361	1130			0	2536	511	3047	9.8%
TOTAL EXPENSES	47	366	413	1903	2451	4354	1309	10048	11357	1089	8783	9872	4348	21648	25996	83.6%
BUILDINGS			0	1100		1100			0				1100	0	1100	3.5%
FURNITURE AND EQUIPMENT	8		8	7	942	949	19	1938	1957	37	315	352	71	3195	3266	10.5%
BUILDING IMPROVEMENTS			0		695	695	14	33	47				14	728	742	2.4%
TOTAL FIXED ASSETS	8	0	8	1107	1637	2744	33	1971	2004	37	315	352	1185	3923	5108	16.4%
TOTAL EXPENDITURES	55	366	421	3010	4088	7098	1342	12019	13361	1126	9098	10224	5533	25571	31104	100.0%
(DEFICIT) OR SURPLUS	23	0	23	-1137	0	-1137	1503	-1	1502	1641	0	1641	-513	2542	2029	
PERCENTAGE TO TOTAL EXPENDIT/	13%	87%	100%	42%	58%	100%	10%	90%	100%	11%	89%	100%	18%	82%		

FEPAD- AID PROJECT 00315, BUDGETS

ANNEX 9, TABLE 3

OCTOBER 1,1987 TO SEPTEMBER 30, 1988 IN THOUSAND OF COLONES						OCTOBER 1,1987 TO SEPTEMBER 30, 1988 IN THOUSAND OF DOLLARS ( 5 Colon= us\$1)				
	INST/STRE	VOC/TRAI	'MANAG/A	SCHOLAR/TOTAL		INST/STRE	VOC/TRAI	'MANAG/A	SCHOLAR/TOTAL	
Personnel	580.0	370.0	245.0	325.0	1520.0	116.0	74.0	49.0	65.0	304.0
Operating Expenses	130.0	45.0	35.0	40.0	250.0	26.0	9.0	7.0	8.0	50.0
Equipment and Supplies	300.0	525.0	310.0	335.0	1470.0	60.0	105.0	62.0	67.0	294.0
Technical Assistance	650.0	900.0	200.0	150.0	1900.0	130.0	180.0	40.0	30.0	380.0
Observation Travel	70.0	250.0	50.0	70.0	440.0	14.0	50.0	10.0	14.0	88.0
Seminars and Other Assistance		2000.0	200.0	1990.0	4190.0	0.0	400.0	40.0	398.0	838.0
Audit					0.0	0.0	0.0	0.0	0.0	0.0
Contingencies	170.0	405.0	100.0	265.0	940.0	34.0	81.0	20.0	53.0	188.0
<b>TOTAL BUD/ OCT.87 SPR. 1988</b>	<b>1900.0</b>	<b>4495.0</b>	<b>1140.0</b>	<b>3175.0</b>	<b>10710.0</b>	<b>380.0</b>	<b>899.0</b>	<b>228.0</b>	<b>635.0</b>	<b>2142.0</b>
OCTOBER 1,1988 TO SEPTEMBER 30, 1989 IN THOUSAND OF COLONES						OCTOBER 1,1988 TO SEPTEMBER 30, 1989 IN THOUSAND OF DOLLARS ( 5,15 Colon= us\$1)				
	INST/STRE	VOC/TRAI	'MANAG/A	SCHOLAR/TOTAL		INST/STRE	VOC/TRAI	'MANAG/A	SCHOLAR/TOTAL	
Personnel	1204.0	465.0	370.0	383.0	2422.0	240.8	93.0	74.0	76.6	484.4
Operating Expenses	240.0	134.0	156.0	85.0	615.0	48.0	26.8	31.2	17.0	123.0
Equipment and Supplies	75.0	300.0	180.0	110.0	665.0	15.0	60.0	36.0	22.0	133.0
Technical Assistance	800.0	1200.0	120.0	160.0	2280.0	160.0	240.0	24.0	32.0	456.0
Observation Travel	200.0	162.5	80.0	75.0	517.5	40.0	32.5	16.0	15.0	103.5
Seminars and Other Assistance	40.0	4025.0	740.0	2296.0	7101.0	8.0	805.0	148.0	459.2	1420.2
Audit					0.0	0.0	0.0	0.0	0.0	0.0
Contingencies	232.1	520.0	164.0	311.0	1227.1	46.4	104.0	32.8	62.2	245.4
<b>TOTAL BUD/ OCT.88 SPR. 1989</b>	<b>2791.1</b>	<b>6806.5</b>	<b>1810.0</b>	<b>3420.0</b>	<b>14827.6</b>	<b>558.2</b>	<b>1361.3</b>	<b>362.0</b>	<b>684.0</b>	<b>2965.5</b>
OCTOBER 1,1987 TO SEPTEMBER 30, 1989 IN THOUSAND OF COLONES						OCTOBER 1,1987 TO SEPTEMBER 30, 1989 IN THOUSAND OF COLONES				
	INST/STRE	VOC/TRAI	'MANAG/A	SCHOLAR/TOTAL		INST/STRE	VOC/TRAI	'MANAG/A	SCHOLAR/TOTAL	
Personnel	1784.0	835.0	615.0	708.0	3942.0	356.8	167.0	123.0	141.6	788.4
Operating Expenses	370.0	179.0	191.0	125.0	865.0	74.0	35.8	38.2	25.0	173.0
Equipment and Supplies	375.0	825.0	490.0	445.0	2135.0	75.0	165.0	98.0	89.0	427.0
Technical Assistance	1450.0	2100.0	320.0	310.0	4180.0	290.0	420.0	64.0	62.0	836.0
Observation Travel	270.0	412.5	130.0	145.0	957.5	54.0	82.5	26.0	29.0	191.5
Seminars & other assistance	40.0	6025.0	940.0	4286.0	11291.0	8.0	1205.0	188.0	857.2	2258.2
Audit	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
Contingencies	402.1	925.0	264.0	576.0	2167.1	80.4	185.0	52.8	115.2	433.4
<b>TOTAL BUD/ OCT.87 SPR. 1989</b>	<b>4691.1</b>	<b>11301.5</b>	<b>2950.0</b>	<b>6595.0</b>	<b>25537.6</b>	<b>938.2</b>	<b>2260.3</b>	<b>590.0</b>	<b>1319.0</b>	<b>5107.5</b>

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FEPADE- AID PROJECT 00315, EXPENSES INCURRED

ANNEX 12, TABLE 3.A.

OCTOBER 1, 1987 TO SEPTEMBER 30, 1988  
IN THOUSAND OF COLONES

OCTOBER 1, 1987 TO SEPTEMBER 30, 1988  
IN THOUSAND OF DOLLARS

	INST/STRE	VOC/TRAI	'MANAG/A	SCHOLAR/TOTAL	
Personnel	397.0	193.0	127.0	90.0	807.0
Operating Expenses	183.0	111.0	83.0	56.0	433.0
Equipment and Supplies	563.0	283.0	237.0	126.0	1209.0
Technical Assistance	33.0	120.0	18.0	2.0	173.0
Observation Travel	40.0	55.0	19.0	24.0	138.0
Seminars and Other Assistance	32.0	708.0	380.0	729.0	1849.0
Audit	0.0				0.0
Contingencies	0.0				0.0
<b>TOTAL EXPENSES TO SEP/30/88</b>	<b>1248.0</b>	<b>1470.0</b>	<b>864.0</b>	<b>1027.0</b>	<b>4609.0</b>

	INST/STRE	VOC/TRAI	'MANAG/A	SCHOLAR/TOTAL	
	79.4	38.6	25.4	18.0	161.4
	36.6	22.2	16.6	11.2	86.6
	112.6	56.6	47.4	25.2	241.8
	6.6	24.0	3.6	0.4	34.6
	8.0	11.0	3.8	4.8	27.6
	6.4	141.6	76.0	145.8	369.8
	0.0	0.0	0.0	0.0	0.0
	0.0	0.0	0.0	0.0	0.0
<b>TOTAL EXPENSES TO SEP/30/88</b>	<b>249.6</b>	<b>294.0</b>	<b>172.8</b>	<b>205.4</b>	<b>921.8</b>

OCTOBER 1, 1988 TO SEPTEMBER 30, 1989  
IN THOUSAND OF COLONES

OCTOBER 1, 1988 TO SEPTEMBER 30, 1989  
IN THOUSAND OF DOLLARS

	INST/STRE	VOC/TRAI	'MANAG/A	SCHOLAR/TOTAL	
Personnel	1114.0	383.0	331.0	170.0	
Operating Expenses	306.0	198.0	187.0	99.0	790.0
Equipment and Supplies	112.0	109.0	70.0	45.0	336.0
Technical Assistance	249.0	166.0	64.0	15.0	494.0
Observation Travel	128.0	55.0	21.0	24.0	228.0
Seminars and Other Assistance	22.0	2620.0	1185.0	2199.0	6026.0
Audit			0.0		0.0
Contingencies			0.0		0.0
<b>TOTAL EXPENSES TO SEP/30/89</b>	<b>1931.0</b>	<b>3531.0</b>	<b>1858.0</b>	<b>2552.0</b>	<b>7874.0</b>

	INST/STRE	VOC/TRAI	'MANAG/A	SCHOLAR/TOTAL	
	216.3	74.4	64.3	33.0	388.0
	59.4	38.4	36.3	19.2	153.4
	21.7	21.2	13.6	8.7	65.2
	48.3	32.2	12.4	2.9	95.9
	24.9	10.7	4.1	4.7	44.3
	4.3	508.7	230.1	427.0	1170.1
	0.0	0.0	0.0	0.0	0.0
	0.0	0.0	0.0	0.0	0.0
<b>TOTAL EXPENSES TO SEP/30/89</b>	<b>375.0</b>	<b>685.6</b>	<b>360.8</b>	<b>495.5</b>	<b>1916.9</b>

OCTOBER 1, 1987 TO SEPTEMBER 30, 1989  
IN THOUSAND OF COLONES

OCTOBER 1, 1987 TO SEPTEMBER 30, 1989  
IN THOUSAND OF DOLLARS

	INST/STRE	VOC/TRAI	'MANAG/A	SCHOLAR/TOTAL	
Personnel	1511.0	576.0	458.0	260.0	2805.0
Operating Expenses	489.0	309.0	270.0	155.0	1223.0
Equipment and Supplies	675.0	392.0	307.0	171.0	1545.0
Technical Assistance	282.0	286.0	82.0	17.0	667.0
Observation Travel	168.0	110.0	40.0	48.0	366.0
	3125.0	1673.0	1157.0	651.0	6606.0
Seminars and Other Assistance	54.0	3328.0	1565.0	2928.0	7875.0
Audit	0.0	0.0	0.0	0.0	0.0
Contingencies	0.0	0.0	0.0	0.0	0.0
<b>TOT. EXPEP/OCT87 TO SEP/30/89</b>	<b>3179.0</b>	<b>5001.0</b>	<b>2722.0</b>	<b>3579.0</b>	<b>14481.0</b>

	INST/STRE	VOC/TRAI	'MANAG/A	SCHOLAR/TOTAL	
	295.7	113.0	89.7	51.0	549.4
	96.0	60.6	52.9	30.4	240.0
	134.3	77.8	61.0	33.9	307.0
	54.9	56.2	16.0	3.3	130.5
	32.9	21.7	7.9	9.5	71.9
	613.9	329.3	227.5	128.1	1298.8
	10.7	650.3	306.1	572.8	1539.9
	0.0	0.0	0.0	0.0	0.0
	0.0	0.0	0.0	0.0	0.0
<b>TOTAL EXPENSES TO SEP/30/89</b>	<b>624.6</b>	<b>979.6</b>	<b>533.6</b>	<b>700.9</b>	<b>2838.7</b>

Percent of overhead cost 33.45% 42.51% 18.19% 45.62%  
 Pert. expenses to total 21.95% 34.53% 18.80% 24.72% 100.00%

33.61% 42.63% 18.28% 45.75%  
 22.00% 34.51% 18.80% 24.69% 100.00%

\*\*\*\*\*

OCTOBER 1, 1987 TO SEPTEMBER 30, 1989  
IN THOUSAND OF COLONES

DIFFERENCE BUDGETED AND EXPENSES  
OCTOBER 1, 1988 TO SEPTEMBER 30, 1989  
IN THOUSAND OF DOLLARS

	INST/STRE	VOC/TRAI	'MANAG/A	SCHOLAR/TOTAL		INST/STRE	VOC/TRAI	'MANAG/A	SCHOLAR/TOTAL	
Personnel	273.0	259.0	157.0	448.0	1137.0	61.1	54.0	33.3	90.6	239.0
Operating Expenses	-119.0	-130.0	-79.0	-30.0	-358.0	-22.0	-24.8	-14.7	-5.4	-67.0
Equipment and Supplies	-300.0	433.0	183.0	274.0	590.0	-59.3	87.2	37.0	55.1	120.0
Technical Assistance	1168.0	1814.0	238.0	293.0	3513.0	235.1	363.8	48.0	58.7	705.5
Observation Travel	102.0	302.5	90.0	97.0	591.5	21.1	60.8	18.1	19.5	119.6
Seminars and Other Assistance	-14.0	2697.0	-625.0	1358.0	3416.0	-2.7	554.7	-118.1	284.4	718.3
Audit	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
Contingencies	402.1	925.0	264.0	576.0	2167.1	80.4	185.0	52.8	115.2	433.4
<b>TOTAL VARIAN/OCT.87/SET.89</b>	<b>1512.1</b>	<b>6300.5</b>	<b>228.0</b>	<b>3016.0</b>	<b>11056.6</b>	<b>313.7</b>	<b>1280.7</b>	<b>56.4</b>	<b>618.1</b>	<b>2268.8</b>

VARIANCES BUDGETED AND EXPENSES  
OCTOBER 1, 1987 TO SEPTEMBER 30, 1989  
IN PERCENTAGE

	INST/STRE	VOC/TRAI	'MANAG/A	SCHOLAR/TOTAL
Personnel	85%	69%	74%	71%
Operating Expenses	132%	173%	141%	141%
Equipment and Supplies	180%	48%	63%	72%
Technical Assistance	19%	14%	26%	16%
Observation Travel	62%	27%	31%	38%
Seminars and Other Assistance	135%	55%	166%	70%
Audit				
Contingencies	0%	0%	0%	0%
<b>TOTAL VARIAN/OCT.87/SET.89</b>	<b>68%</b>	<b>44%</b>	<b>92%</b>	<b>57%</b>

BUDGET 10/1/89 TO 6/30/90  
IN THOUSAND OF COLONES

-----  
INS/STRE.VOC/TRAI MANAG/AD SCHOLAR/ TOTAL

Personnel	1066	457	630	309	2462
Operating Expenses	305	283	258	109	955
Equipment and Supplies	96	138	315	105	654
Technical Assis.	750	665	190	150	1755
Observation Travel	150	110	80	36	376
					0
	2367	1653	1473	709	6202
Seminars & Tech/ Asst.	70	4464	1390	1850	7774
TOTAL BUDGET	2437	6117	2863	2559	13976
PERT. OVERHEAD EXP.		27.02%	51.45%	27.71%	44.38%
EXPS.PERGE. OF TOTAL	17.44%	43.77%	20.49%	18.31%	100.00%

EXPENSES 10/1/89 TO 6/30/90  
IN THOUSAND OF COLONES

-----  
INS/STRE.VOC/TRAI MANAG/AD SCHOLAR/ TOTAL AID

Personnel	971	491	421	143	2026
Operating Expenses	362	213	209	90	874
Equipment and Supplies	55	154	81	25	315
Technical Assis.	437	248	44	22	751
Observation Travel	22	69	7	21	119
	1847	1175	762	301	4085
Seminars & Tech/ Asst.	54	1958	924	2077	5013
TOTAL BUDGET	1901	3133	1686	2378	9098
PERT. OVERHEAD EXP.		37.50%	45.20%	12.66%	44.90%
EXPS.PERGE. OF TOTAL	20.89%	34.44%	18.53%	26.14%	100.00%
PER/AID PROJECT TO TOT					89.92%

TOTAL #2 TOTAL  
FEPADE #1+#2

-----		ADMINS.VOC/TRAI MANAG/AD SCHOLAR/ BOOKS		SCHOOL		EMPRE		-----		
		11	6	5	1	14	2	31	70	2096
		231	9	26	3	14		30	313	1187
		5		32					37	352
		16		186		15	12	23	252	1003
				0				3	3	122
									0	0
		263	15	249	4	43	14	87	675	4760
		204					9	132	345	5358
		467	15	249	4	43	23	219	1020	10118
		56.32%	100.00%	100.00%	100.00%	100.00%	60.87%	39.73%	66.18%	47.04%
		100.00%	2.22%	36.89%	0.59%	6.37%	2.07%	12.89%	100.00%	
										10.08%

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ANNEX 9, TABLE 5  
JUNE 30 1990

FEPADE BALANCE SHEETS

JUNE 30, 1987      JUNE 30, 1988      SEPR. 30, 1989

IN THOUSANDS OF COLONES

ASSETS	Percent		Percent		Percent		Percent	
CASH & BANK	1240	57.2%	661	15.6%	3186	36.7%	6602	46.0%
RTAC II, INVENTORY							1139	7.9%
RTAC II, RECEIVABLE RECEIVABLES	324	14.9%	202	4.8%	86	1.0%	208 197	1.5% 1.4%
<b>TOTAL CURRENT ASSETS</b>	<b>1564</b>	<b>72.1%</b>	<b>863</b>	<b>20.3%</b>	<b>3272</b>	<b>37.7%</b>	<b>8146</b>	<b>56.8%</b>
PREPAYMENTS	15	0.7%	4	0.1%	5	0.1%		0.0%
LONG TERM BONDS	200	9.2%	200	4.7%	200	2.3%		0.0%
OTHER ASSETS						0.0%	886	6.2%
FIXED ASSETS	389	17.9%	3181	74.9%	5198	59.9%	5312	37.0%
<b>TOTAL ASSETS</b>	<b>2168</b>	<b>100.0%</b>	<b>4248</b>	<b>100.0%</b>	<b>8675</b>	<b>100.0%</b>	<b>14344</b>	<b>100.0%</b>
<b>INCREASE FROM PREVIOUS YEAR</b>			<b>95.94%</b>		<b>104.21%</b>		<b>65.35%</b>	
<b>LIABILITIES</b>		<b>Percent</b>		<b>Percent</b>		<b>Percent</b>		<b>Percent</b>
ACCOUNTS PAYABLES	6	0.3%	37	0.9%	3	0.0%	2273	15.8%
RTAC II PAYABLE							1842	12.8%
DONATIONS TO BE ASSIGNED	77	3.6%	427	10.1%	1248	14.4%		
OTHERS	23	1.1%	16	0.4%	35	0.4%	95	0.7%
<b>LIABILITIES</b>	<b>106</b>	<b>4.9%</b>	<b>480</b>	<b>11.3%</b>	<b>1286</b>	<b>14.8%</b>	<b>4210</b>	<b>29.4%</b>
<b>EQUITY</b>	<b>2039</b>	<b>94.0%</b>	<b>4881</b>	<b>114.9%</b>	<b>7000</b>	<b>80.7%</b>	<b>8494</b>	<b>59.2%</b>
<b>SURPLUS OR (DEFICIT)</b>	<b>23</b>	<b>1.1%</b>	<b>-1113</b>	<b>-26.2%</b>	<b>389</b>	<b>4.5%</b>	<b>1640</b>	<b>11.4%</b>
<b>TOTAL</b>	<b>2168</b>	<b>100.0%</b>	<b>4248</b>	<b>100.0%</b>	<b>8675</b>	<b>100.0%</b>	<b>14344</b>	<b>100.0%</b>
Current Ratio	14.8		1.8		2.5		1.9	
Quick Ratio	14.8		1.8		2.5		1.7	

## ANNEX 10

### PROJECT PROGRESS AND COMPLETION SCHEDULE IMPLEMENTATION PLAN

#### PHASE I

##### Week I July 10

Team planning meeting in Washington DC. Begin reading documents

##### Week II July 15-21

Team members Smith and Warren ETA San Salvador 7-15; meet with local survey assistant. Begin meetings with AID mission staff 7-16 and FEPADE on 7-17. Begin sample selection of the FEPADE trainees and development of routes for interviewers. Begin questionnaire development, hire data collection staff. Train data collection staff for pretest 7-19. Pre-test questionnaire July 19 and 20th. Analyze responses, meet with data collection staff to discuss changes. Receive FEPADE and AID suggestions for changes and begin revising questionnaire. Continue document review.

##### WEEK III July 22-28

Begin developing work plan and methodology. Continue revising questionnaire; print questionnaire 7-24. Meet with FEPADE executive committee. Continue meetings with AID, FEPADE, and others knowledgeable about FEPADE. (See Section III H for contacts to date) Site visit to the coffee growers training program. Site visit to the automotive training program. Begin reviewing training manuals and other documents (see Section III G). Continue preparing routes for interviewers. Train 12 interviewers for interviewing the entry level workers, supervisors, managers, instructors, and business owners. Begin survey interviews. Data from first day support estimate of an approximate 50% interviewee unavailability. The interviewees were unavailable as follows: moved to Sweden 1, USA 1, Australia 1, died during the 89 fall offensive 2, studying outside El Salvador 1, moved with no forwarding address 4. Interviews completed included 4 students, one president of a company, one accountant, one coffee grower, one assistant dean and 3 architects. This rate is consistent with an earlier survey done by MSI in 1989. Begin formulating survey codes.

Present work plan and methodology to AID and FEPADE July 26, Smith and Warren depart El Salvador July 27th.

##### Week IV July 29-August 4

Revise work plan if necessary. Continue survey of FEPADE trainees. Begin coding survey instruments. Review documents. Contact US based FEPADE consultants by phone.

## PHASE II

### WEEK V August 6-12

MSI team of Smith, Warren and Bodnar ETA El Salvador 8-6-90. Continue coding survey instruments. Begin data entry of survey instruments. Finish survey interviews, continue key informant interviews, site visits to training establishments, begin financial analysis and analysis of other FEPADE components.

### WEEK VI August 13-19

Analyses of survey data, finish key interviews and site visits. Continued analyses and begin writing.

### WEEK VII August 20-25

Continue analyzing and writing. Present draft report August 24. ETD San Salvador August 25th.

## PHASE III

Upon receiving AID and FEPADE comments MSI will make correction and additional analysis where needed and provide final report no later than 20 working days following receipt of comments on draft report. If the scope of work is amended to make a presentation of the final report after the return of the Director of the office of Education of AID, MSI members will return to do so.

**ANNEX 11  
EVALUATION  
STATEMENT OF WORK DISCUSSION**

**Task 1. Review Basic Project Design Elements**

**IS THE PROJECT AS CURRENTLY DESIGNED APPROPRIATE, RELEVANT, AND ACTUALLY PROVIDING THE DESIRED RESULTS?**

The statement indicates that the basic design elements to be considered consist of:

- The five component programs
  - (1) Institutional Development
  - (2) Voc/Tec Training
  - (3) Mgmt/Admin Training
  - (4) Scholarships/educational training/Ed credit
  - (5) Training for Export (a subset of (1) above)
- and the "key actors"
  - (1) FEPADE staff
  - (2) Private Sector advisory groups
  - (3) Trainers
  - (4) Trainees
  - (5) Training Institutions
  - (6) Trainee sponsors
  - (7) Consultants (sources of TA)

**CONSIDERATIONS:**

- Definitions:
  - "Design Elements"

Until advised otherwise we interpret "Design Elements" to mean all the pro-active elements that are included in the Project Plan and the Project Agreement.

Data Source: see section III G for a listing of documents, plus informal interviews with key informants see section III H.

**STATEMENT OF WORK**

Task 2. Financial self-sufficiency

TO WHAT DEGREE IS FEPADE FINANCIALLY VIABLE AND ABLE TO CONTINUE TRAINING ACTIVITIES BEYOND LIFE-OF-PROJECT?

a. Assess FEPADE's:

- (1) Cost structure
- (2) Cost sharing mechanisms (beneficiary contributions)
- (3) Fund raising efforts
- (4) Status of the RTAC Project and its costs and reserves
- (5) Costs/benefits (comparative analysis)

CONSIDERATIONS:

- Definition by USAID and FEPADE of "viable"
  - All costs covered by income?
  - Direct costs covered by income?
  - Survival?
- Definition of "income"
  - Income from sales of goods and services?
  - Income from all sources including subsidies and donations?
  - Contributions in kind?

DATA SOURCES:

Interview the financial manager to assess how well she is able to discharge the financial responsibility. A questionnaire specially tailored for financial procedures and internal control will be used, this questionnaire relates to:

- general internal accounting control of the overall organization
- cash receipts
- AID's program receipts
- Billing and receivables
- purchasing receiving and accounts payable
- cash disbursement
- payroll
- property and equipment

The questionnaire will be adapted to FEPADE and the extent will be determined by the external auditors annual reviews.

Review documentation that will lead to:

analysis of the implementation and operating expenses, and evaluation of FEPADE and ability to finance expenditure on time.

Cost effectiveness, comparison of actual cost with project specific line items out-puts, analysis of variances.

Three years balance sheets to consider changes in expenses and revenues, trends and relationship between indicators.

**Preparation of Financial Tables:**

Balance Sheet projections to present scenarios of increase/decrease of resources, and indicators that will determine the enterprise sustainability like:

Total fixed cost, as an indication of minimum revenue requirements or indebtedness/equity comparable to "safe ratios".

**STATEMENT OF WORK**

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Task 3. Institutional Effectiveness of FEPADE

- a. INSTITUTIONAL CAPACITY TO SERVE AS A BROKER BETWEEN THE PRIVATE SECTOR AND ITS NEEDS FOR TRAINED MANPOWER\* AND LOCAL TRAINING INSTITUTIONS AND OTHER REQUIREMENTS AS DESCRIBED UNDER COMPONENT ONE OF PROJECT 0315.
- (1) Linkage between private sector and educational resources
  - (2) Support quality VOC/TECH training programs and services
  - (3) Institutional capability to coordinate and manage training activities described in components 2-5
  - (4) Capacity to collaborate with the private sector and training institution to establish systems to identify, coordinate, and facilitate needed training courses and services.
- b. IS FEPADE BUILDING EFFECTIVE INSTITUTIONAL BASES FROM WHICH TO SUPPORT IN PROJECT COMPONENTS 2-5 AND...?
- ...(AND) FUTURE RELATED PROGRAMS WHICH FEPADE MAY UNDERTAKE WITH THE SUPPORT OF (EITHER): ...
- ...AID
- ...WITH ITS (FEPADE'S) OWN FUNDS
- ...AND/OR WITH FINANCING OF OTHER DONOR ORGANIZATIONS
- (1) Employs qualified people
  - (2) Training qualified people (in-house upgrading of skills)
  - (3) Establish appropriate procedures
  - (4) Employs qualified consultants and contractors
- c. Has FEPADE established voluntary private sector advisory committees? Yes
- How do the committees operate? Are they effective as a system for defining trained manpower needs?
- (1) Short-term forecasting
  - (2) Medium term forecasting
  - (3) Defining competency based training objective

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- d. WHAT IS FEPADE'S ORGANIZATIONAL PHILOSOPHY RE: "BROKER VS. DOER" ROLE?

WHAT SHOULD FEPADE DO OR NOT DO IN THIS CONTEXT? (STATEMENT OF WORK ASKING FOR A RECOMMENDATION HERE).

HOW DOES CONACODE OPERATE?

HOW DOES FEPADE'S INVOLVEMENT WITH CONACODE FIT PROJECT 0135'S PURPOSE?

- e. HOW DOES FEPADE MANAGE ITS EXPANDING PORTFOLIO?

(1) Present status of the FEPADE Project portfolio

(a) USAID 0135

(b) ENA/IBRD (World Bank)

(c) CASALCO/MIN-LABOR/IBRD

(d) CONACADE/Promocion de Valores Civicos-Morales

(2) Tables of Organization for Projects

(3) Allocation of overhead costs between Projects

#### CONSIDERATIONS:

##### Semantics:

Broker	Doer
Facilitator	Operator
Promotor	Manager
Marketer	Administrator
Catalyst	Activist

Data Source: Structured formal interviews with FEPADE trainees, Key informant interviews with FEPADE staff, committees, AID staff, training institutions, site visits, document review.

#### STATEMENT OF WORK

**Task 4. Effectiveness and Relevance of Training**

- a. ARE FEPADE's ACTIVITIES TRULY UPGRADING THE HUMAN RESOURCES NEEDED BY SALVADORANS TO INCREASE PRODUCTION PRODUCTIVITY AND COMPETITIVENESS?
- HAS INDIVIDUAL AND OVERALL PRODUCTION ACTUALLY INCREASED? AND TO WHAT DEGREE?\*
- \* RE-STATED: IS THERE A SIGNIFICANT CONNECTION BETWEEN UPGRADING AND INCREASED PRODUCTIVITY?
- b. IS THERE A SYSTEM IN PLACE TO MEASURE IMPACT?  
IF NOT: MAKE RECOMMENDATIONS (on a current basis)
- c. IS TRAINING UPGRADING HUMAN RESOURCES? IF IT IS, HOW IS IT BENEFITING:
- (1) Employers?
- (2) Employees?
- d. WHO ARE THE PRIMARY RECIPIENTS OF FEPADE's SUPPORT?
- (1) Institutions?
- a) Training
- b) Sub-project holders
- c) Trade Associations
- (2) Individuals
- a) Gender
- b) Rural/urban
- c) Economic status
- e. HAS FEPADE ESTABLISHED AN EFFECTIVE TRAINING SYSTEM FOR RESOLVING THE MANAGEMENT/ADMINISTRATIVE NEEDS OF THE PRIVATE SECTOR?
- f. ....AND OTHER REQUIREMENTS UNDER COMPONENT THREE OF USAID GRANT
- (1) Special attention to M/A training needs of the export sectors
- (2) Volunteer advisory commission operating effectively?
- (3) Visit M/A training programs in C.A.
- (4) Evaluate policies used in other countries for cost sharing

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- (5) Explore possible collaborating roles with C.A. training institutions
- (6) Established cost sharing policy for this training program
- (7) Establish course offerings - DONE
- (8) During third year, contract a study to examine the feasibility of establishing a management training capability within El Salvador.
- g. HAS FEPADE EFFECTIVELY RESPONDED TO THE TRAINING NEEDS OF COMPANIES EXPANDING ACTIVITIES DIRECTED AT EXPORT Markets?
- h. HOW DOES FEPADE TRAINING COMPARE WITH SIMILAR ACCOMPLISHED BY OTHER ORGANIZATIONS...IN TERMS OF COST EFFECTIVENESS ...?
  - a) ... in country?
  - b) ... and in other countries?

- c. WHAT MONITORING SYSTEMS ARE IN PLACE?
  - (1) Measure progress through the year
  - (2) Measure progress over life-of-project

- b. Breakdown of Awards
  - (1) Vocational Institutes
  - (2) Private Sector Associations
- c. Status of returnees (there are five)

DATA SOURCES: Key Informant Interviews with FEPADE top managers to perceive their vision of the external environment, as well as the FEPADE future purpose and objectives and any new strategy for development.

Review documentation that will lead to assess management capacity in:

- Planning
  - procedures and rules to set goals and budgets.
  - annual implementation plan and project proposals
- Control and feedback
  - quarterly technical performance reports
  - annual in house reviews
- Staffing
  - personnel policies, job descriptions, promotions etc.

CONSIDERATIONS:

Only five of twenty two external scholarship beneficiaries have returned to date.

DATA SOURCES: Formal survey interviews with some of the returned beneficiaries. Key informant interviews with FEPADE staff and committees.

CONSIDERATIONS:

With the exception of the specific references to component three, tasks e. and f., the criteria outlined above should be applied independently to components two (Tec./Voc training) and three (Management/Administration training) of the project. Under FEPADE's decentralized system of operations, the Departments of Tech-Voc Training and Business Management and Administration Training operate independently. They maintain separate records; conduct separate need assessments; carry out separate internal evaluations, etc.

DATA SOURCES: Formal Survey of FEPADE trainees, Key informant interviews with FEPADE staff and committees, training institution staff, AID staff and site visits.

STATEMENT OF WORK

- Task 5. Analysis of Managerial and Administrative Capabilities and Systems.
  - ARE FEPADE'S MANAGEMENT AND ADMINISTRATIVE SYSTEMS EFFECTIVE?
    - a. ARE THE MANAGERIAL, ADMINISTRATIVE, AND SYSTEMS FEPADE'S HAS PUT IN PLACE TO IMPLEMENT THE 0315 PROJECT EFFECTIVE?
    - b. ARE FEPADE'S ANNUAL ACTION PLANS REALIST AND RELEVANT?

STATEMENT OF WORK

- TASK 6. Scholarship Program
  - HAS FEPADE ESTABLISHED AN EFFECTIVE SYSTEM FOR PROVIDING SCHOLARSHIPS TO INSTRUCTORS AND ADMINISTRATORS OF THE PARTICIPATING VOCATIONAL TECH. INSTITUTES?
    - a. How do these awards support component #2

STATEMENT OF WORK

- TASK 7. Educational Credit Program
  - a. Are educational credit programs appropriate and competitive with alternate educational loan sources to motivate students in Voc. Tech. areas?
  - b. Should the pilot credit program be continued?
    - (1) Are the credit institutions used to establish the program utilizing proper procedures to accomplish this?
    - (2) Are there other institutions that should be included?

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**(3) Which ones?**

**DATA SOURCES:** Review policies and implementation procedures; review pilot project, beneficiaries profile, numbers of loans, average amount of loans, arrears.

**STATEMENT OF WORK**

**TASK 8. Review/Financial Management Procedures**

**DO THE FINANCIAL MANAGEMENT PROCEDURES EMPLOYED BY FEPAD E MEET THE FOLLOWING TESTS?**

- a. Meet the requirements of the Project Agreement
- b. Meet prudent (standard) financial management and accountability procedures

**DATA SOURCES:**

This review will be made together with task # 2 plus a review of any subsidiary assistance agreement with beneficiary entities.

ANNEX 12

CURINT1 CURINT2 (CURSOS QUE LE INTERESA TOMAR)

(01) COMPUTACION

*Computación aplicada a la construcción*  
*Computación aplicada a la admón. escolar*  
*Lotus*  
*Sistemas digitales*

(02) CONSTRUCCION

*Construcción*  
*Maestría en construcción*  
*Supervisión en el área de construcción*  
*Consultoría de construcción*  
*Diseño estructural, estructuras*  
*Concretos*  
*Impermeabilizaciones*  
*Nuevos materiales de construcción*  
*Arquitectura*  
*Carpintería*  
*Mampostería*  
*Estructuras metálicas*  
*Hidráulica*  
*Mecánica de suelos*  
*Ingeniería residente en la obra*

(03) MECANICA AUTOMOTRIZ

*Sistema auxiliar de motores de combustión interna*  
*Motores de combustión interna*  
*Fuerza automotriz*  
*Sistema eléctrico de encendido*  
*Motores: ajuste, reconstrucción y bobinado*  
*Sistema electrónico de encendido*

*Mecanica automotriz*

*Transmisión, suspensión y frenos*

*Rectificado de tambores y discos*

*Sistema computarizado de vehiculos*

*Encendido en diesel y gasolina*

*Full injection*

*Acabado de pintura en autos*

(04) **MANTENIMIENTO INDUSTRIAL ELECTRICO**

*Electricidad*

*Instalaciones residenciales*

*Instalaciones industriales*

*Supervisión de instalaciones eléctricas*

*Refrigeración y aire acondicionado*

*Refrigeración industrial*

*Electrónica, electrónica básica, electrónica II*

*Microondas (comunicaciones)*

*Radio y televisión*

*Reparación sistema de video*

*Plantas electricas*

*Alta tensión*

(05) **MANTENIMIENTO INDUSTRIAL MECANICO**

*Soldadura, autogena y electrica, en material blando, en aluminio*

*Tomo, tomo industria*

*Maquinaria agricola*

*Mecánica*

*Mecánica industrial*

*Obra de banco*

(06) **COSTURA Y COSTURA INDUSTRIAL**  
*Máquinas industriales: plana, rana, collareteras, etc.*  
*Supervisión en area de la costura*  
*Armadora*  
*Bordado a máquina*  
*Corte y confección*  
*Costura industrial*  
*Maquila*

(07) **PANIFICACION**  
*Pastelería, decoración de pasteles*

(08) **AGRICULTURA**  
*Técnicas de injertación*  
*Inseminación artificial*  
*Riego, diseño y evaluación*  
*Vacunación de bobinos*

(09) **ADMINISTRACION**  
*Técnicas de administración*  
*Admón. de personal*  
*Admón. de alto nivel*  
*Admón. de ventas*  
*Admón. financiera y contable*  
*Calidad total*  
*Control de calidad*  
*Formulación y evaluación de proyectos*  
*Administración de talleres*  
*Administración de bodegas*  
*Administración por objetivos*

(12) *MERCADEO Y VENTAS*

*Mercadeo, mercadotecnia, comercialización, ventas*

*Exportación de productos no tradicionales*

*Exportación*

*Estrategia competir mercado c.A.*

*Investigación de mercados*

(13) *DIBUJO*

*Dibujo técnico*

*Dibujo de construcción, planos a escala*

*Dibujo comercial*

*Técnicas de artes gráficas, diseño gráfico*

*Diseño arquitectónico*

(14) *CONTABILIDAD Y FINANZAS*

*Contabilidad*

*Contabilidad de costos*

*Finanzas*

*Costos industriales*

*Presupuestos*

*Auditoría*

(15) *OFICIOS VARIOS*

*Floristería*

*Manualidades*

*Cocina*

*Música*

*Serigrafía*

*Cosmetología*

*Arte*

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(16) *PROCESOS DE PRODUCCION*  
*Plantas de procesamiento prod. alimenticios*  
*Construcción de antenas*  
*Costos y producción*  
*Producción, productividad*

(17) *EDUCACION*  
*Métodos de evaluación escolar*  
*Técnicas de enseñanza*  
*Diseño curricular*  
*Cursos de educación parvularia*  
*Sistemas modulares*

(18) *RECURSOS HUMANOS*  
*Relaciones humanas*  
*Liderazgo y comunicación*

**ANNEX 13**  
**NAME OF COMPANY OR SCHOOL BY NUMBER OF TRAINING PARTICIPANTS**

**NOMBRE DE LA COMPAÑIA O INSTITUCION DONDE TRABAJA  
O ESTUDIA EL CAPACITADO**

**VARIOS**

No tiene empleo (21)  
Negocio propio (sin especificar) (11)

**CONSTRUCCION**

Arco Ingenieros (3)  
Durón Carías, S. A. de C. V. (2)  
Constructora Simán (2)  
DYCSA (2)  
FESSIC (2)  
2L S. A. de C. V. (1)  
Ing. Julio Saravia y Asociado (1)  
Arq. Hugo Barrientos (1)  
Arq. Ligia Cruz (1)  
Diseño, Supervisión y Construcción, S. A. de C. V. (1)  
Ingeniería Asociada (1)  
Ingeniería Integral (1)  
Construcciones Diversa (1)  
General de Construcción (1)  
TAHAL Consult Engineer (1)  
CASALCO (1)  
Fiallos Hidalgo (1)  
ONSA S. A. de C. V. (1)  
BODEWING ASOCIADOS (1)  
Inversiones El Roble S. A. (1)  
Lemus García y Asociados (1)  
CONCENCO S. A. de C. V. (1)  
Cáceres Aguilar S. A. de C. V. (1)  
ORION (1)  
CONINCA (1)

## INDUSTRIA Y COMERCIO

ADOC S. A.	(7)
PRONI. S. A.	(4)
Moore Business Form	(3)
Moore Comercial	(3)
Productos de Café	(3)
Rotoflex	(2)
INFODAT S. A. de C. V.	(2)
La Constancia	(2)
Productos Avon, S. A.	(2)
NASA	(2)
Caribe Motors	(1)
ALFASAL	(1)
Goltrie Liebes	(1)
Embotelladora Tropical	(1)
Manufacturera Textil	(1)
Textiles San Nicolás	(1)
AVX Ceramics	(1)
Cementos MAYA S. A.	(1)
Cemento CESSA	(1)
COFASA Compañía Farmacéutica S. A.	(1)
Industrias Químicas	(1)
Laboratorios Láinez	(1)
MOBLEX	(1)
Industrias St. Jack's	(1)
HASTEX International	(1)
UNIFIN	(1)
Industrias TOPEKA	(1)
SIKA	(1)
Specialty Products	(1)
TASASA	(1)
Suelas de El Salvador	(1)
Industrias A. W. A.	(1)
Industrias Merlin	(1)
PPECON (Prefabricados de construcción)	(1)
TAGASA	(1)
REQUIPSA	(1)
INDECA S. A.	(1)
IBM	(1)
A & A Comercial S. A. de C. V.	(1)

Corporación BONIMA	(1)
Sherwin Williams	(1)
Ferrocentro	(1)
Vifrio	(1)
AYA Comercial	(1)
Distribuidora Eléctrica	(1)
La Curacao	(1)
Comercial Rivera	(1)
Pollo Campero	(1)
POFS	(1)
Cooperativa de Recursos Inmediatos	(1)
UCAFES	(1)
Ensambladora Salvadoreña S. A. de C. V.	(1)
Don Lito	(1)
Almacen La Samaritana	(1)
Camacho Renta Autos	(1)
Fábrica de muebles Francisco Delgado	(1)
Almacenes "F M"	(1)
Casa Flores Venta de Electrodomésticos	(1)
Creaciones Telma Aida	(1)
Bazar Lupita	(1)
Trigo de Oro	(1)
Granja Santa Elena	(1)
Pupusería Bendición de Dios	(1)

#### DEPENDENCIAS DEL GOBIERNO

Industrias Militares de la F. A.	(8)
Fuerza Armada de El Salvador	(2)
IPSFA	(1)
ANTEL	(3)
DUA	(1)
CAESS	(1)
CEL	(1)
ISSS	(1)
INPEP	(1)
MAG	(1)

## **INSTITUCIONES EDUCATIVAS**

Estudiando (sin especificar)	(13)
Instituto Emiliani	(9)
FEPADE	(6)
Universidad de El Salvador	(6)
Universidad Albert Einstein	(4)
Instituto Tecnológico Centroamericano	(3)
Universidad Don Bosco	(3)
UCA	(2)
EXSAL	(2)
Instituto Tecnológico Metropolitano	(2)
Universidad Técnica Latinoamericana	(2)
Universidad Politécnica	(1)
Universidad Tecnológica	(1)
Universidad Modular Abierta	(1)
Instituto Técnico Industrial	(1)
Instituto San Andrés	(1)
Nuevo Liceo Centroamericano	(1)
Liceo Cristiano	(1)
Colegio Champagnat	(1)
Escuela Amatepec	(1)
Instituto Nacional Ing. Abdul Gutiérrez	(1)
Colegio Claparedes	(1)
Escuela Unificada La Palma	(1)
Complejo Educativo Andrés Bello	(1)
Instituto Nacional Thomas Jefferson	(1)
Instituto Santa Lucía	(1)
Escuela República de Haití	(1)
Escuela Domingo Sabio	(1)
Comité de Desarrollo Nacional	(1)
Polígono Industrial Don Bosco	(1)

## **TALLERES DE ENSEÑANZA**

Academia Gloribeth Cosmetología	(1)
Academia de Costura Carmen	(1)

## **OTRAS INSTITUCIONES EDUCATIVAS Y DE SERVICIO**

AGAPE	(3)
Aldeas Infantiles S.O.S.	(1)
Obra Social La Madona	(1)

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## **INSTITUCIONES FINANCIERAS**

Banco Agrícola Comercial	(2)
Banco Cuscatlán	(2)
Banco Central de Reserva	(1)
CREDISA	(1)
Financiera Nacional de la Vivienda	(1)

## **TALLERES**

Laboratorios Diesel Oriental	(2)
Taller René Wheelchair	(1)
Taller Salvador Gabino	(1)
Servicio Automotriz Unidos	(1)
Taller Márquez (Automotriz)	(1)
Taller Bermúdez	(1)
Taller Coñenquez	(1)
Freed Car Racing	(1)

## **OTRAS INSTITUCIONES**

TACA International	(2)
OCTO S. A.	(1)
DEPRISA	(1)
EISA	(1)
Cobrador de microbuses	(1)
La Prensa Gráfica	(1)
Tropicalin	(1)
Subfederación de Fútbol	(1)
No se sabe	(1)