

PNALIA-068

EVALUATION OF CINDE'S PROGRESS
TOWARDS THE ATTAINMENT OF ITS
OBJECTIVES AND LONG-TERM GOALS

PART D: CINDE/PROCAP

by Richard Greene

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Prepared by:

Checchi and Company Consulting, Inc./
Louis Berger International, Inc.
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I. Introduction

The evaluation covers two PROCAP training programs, PROCAP-AID (P/A) funded by USAID Project Number 515-0212, Training for Private Sector Development, (hereinafter referred to as the Project), and other CINDE training activities, the PROCAP-CINDE (P/C) training program, funded out of an AID grant. The objectives of these two programs are largely the same and the training very similar, with the exceptions that training under P/A is for high and upper middle level managers and technicians, while P/C is directed at lower level personnel, and those in industries not reached by P/A. Where one of these programs is not specifically mentioned in the following text, both are referred to.

This evaluation was conducted by a team consisting of the team leader, a US consultant, and the head of the survey group, a Costa Rican, consultant supported by six interviewers who administered the survey questionnaire. The PROCAP evaluation team leader was part of a larger team for the evaluation of the central CINDE organization and other branches of CINDE and worked closely with the leader of that team so as to integrate the PROCAP evaluation into the larger effort and make contributions thereto.

The Scope of Work is attached hereto as Annex IV and the contents need not be repeated in detail here. Suffice it to

say that it was very thorough and comprehensive, calling for evaluation of general questions of program impact, quality and management, including administration of a sample survey for evaluation of impact and quality, and specific issues identified in the course of project implementation.

II. Methodology

Three methods were employed in this evaluation: a sample survey of persons who have received PROCAP training in the last three years, 70% in 1987, 20% in '86, and 10% in '85; interviews with selected informants; and review of documents. The survey, of former trainees, was addressed to questions of impact and training quality/effectiveness. The interviews were used to obtain answers to questions not addressed in or inadequately answered by the survey (an example of the former being questions about PROCAP management). Documents were reviewed to obtain quantitative data, such as the number of trainees, and evidence of management practices. Certain technical problems of methodology presented themselves in the evaluation. They are discussed in Annex V.

III. Background

A. History of PROCAP and the Project

PROCAP was formed in September 1984 as part of CINDE, a private non-profit Costa Rican organization dedicated to the increase of non-traditional exports. PROCAP's initial reason for being was to carry out the Project, but subsequently CINDE decided that it would be useful for PROCAP to carry out training activities in addition to those funded by the Project. PROCAP has had only one Manager since it was formed.

The Project was implemented pursuant to a Project Paper approved by the Director of USAID/Costa Rica on June 28, 1984 and authorized by the Assistant Administrator for Latin America and the Caribbean in AID/Washington in August of that year. A Cooperative Agreement and Memorandum of Understanding were signed between AID and PROCAP in September 1984 and the initial disbursement occurred in February 1985.

B. Prior evaluations

Three prior evaluations or assessments of PROCAP and the project were carried out in rapid succession, the Development Associates assessment in February 1985, the Booz, Allen & Hamilton Inc. evaluation in September 1985, and the in-house evaluation effort led by the AID Desk Officer, Ron Nicholson in January 1986. In the light of what the present evaluators

have learned, all of the evaluations appear to us to have been sound and the Booz, Allen one outstanding. Yet doubts about PROCAP's capability and the soundness of the project seem to linger.

We have found PROCAP and the project to be eminently sound and urge that it henceforth be given the benefit of the doubt, that those concerned revert to normal as opposed to extraordinary vigilance and expenditure of time and resources on evaluation of the project and, above all, that such damaging interventions as the suspension of funding that occurred from June 1985 to January of '86 be avoided in the future. More important than the delay that suspension caused in project implementation was its demoralizing effect on PROCAP personnel.

No evaluation can guarantee that all problems or potential problems have been unearthed or that a project cannot turn sour, but it would seem that those who have been concerned about the soundness of this operation have more than fulfilled their responsibilities and can relax the extraordinary level of vigilance to which the project has been subjected. We say this with full awareness of the recent Inspector General's report, which, in any case, does not raise any issues directly concerning PROCAP.

The Development Associates report, sometimes referred to as

an evaluation, was really, as it is labeled on the cover page, an assessment of CINDE's capacity and that of other organizations to manage the Project.

Development Associates opted for CINDE-PROCAP, but by summer of the same year AID had commissioned another assessment, by Booz, Allen, Hamilton, of PROCAP's competence in the context of an overall evaluation of the PROCAP's performance to that case. In addition to endorsing PROCAP's continued administration of the Project, Booz, Allen recommended that PROCAP:

1. strengthen the link between job performance and training by refining the evaluation of the impact of training on subsequent performance and involving supervisors more directly in formulating the training objectives of individual trainees;
2. gradually raise the proportion of fees that trainees pay for in-country courses so that the program can become self-sustaining by the end of the project;
3. provide opportunities for its staff to become more expert in training techniques and mechanisms, through staff enrichment programs, professional development experiences, personnel development

planning and review of and access to technical training journals;

4. determine who is responsible for unblocking the institutional obstacles to expanding exports, so that meetings between key managers can be held with a view to reaching commitments to bring about needed changes.

PROCAP's response to these recommendations has been as follows.

1. PROCAP introduced follow-up evaluations done in the year after training occurs asking both the employee and supervisor how training affected performance and required employers to fill out training applications stating objectives. It did not introduce a system of having trainees execute work plans at the end of the course, one of the ways mentioned by Booz, Allen in which the desired result might be achieved.
2. PROCAP tuition fees have been gradually raised, but too gradually.
3. PROCAP has not engaged in systematic staff development, though it no longer is true, as

might be inferred from the Booz, Allen recommendation, that PROCAP's staff lacks sufficient training know-how to effectively carry out its program. As a result of changes in staff as well as learning by experience, and the level of education and competence of trainers hired, the staff does have adequate professional competence, as demonstrated by the results of this evaluation. Still, as recommended below, a more active staff development program should be introduced.

3. PROCAP has identified the sensitivity points for unblocking institutional obstacles to expanding exports and held appropriate meetings of key executives. PROCAP should continue these efforts and strengthen them by obtaining training for its staff in and using organizational development, process consultation techniques.

The Nicholson report recommended that PROCAP concentrate on in-country training for industrial and agricultural investment and export promotion and that its role in US participant training be reduced to identifying and preparing training candidates and following up on them on their return. These recommendations have been carried out.

C. Appropriateness of Project Design

The original project design was basically quite appropriate, with a few exceptions. Goals and purposes were clearly defined and developmentally sound, and the activities proposed were appropriate to those objectives. Performance targets were reasonable and the role of the executing agency in carrying out the project was soundly conceived. The proof of the pudding is in the project successes outlined below.

There are, nonetheless two points in which the project design was lacking and which are discussed elsewhere in this report, namely: 1) failure to conceptualize how project impact would be evaluated and what this implied for project structure and data gathering; and 2) insufficient attention to how PROCAP would work toward sustainability (self-sufficiency), and to accounting systems that would focus attention on progress toward self-sufficiency. There was apparently a decision not to get into these matters since the project was in large part ESF (GCR local currency financed), but they now demand attention.

The one change that has occurred since the beginning of the project, the reassignment of management of US training from PROCAP to AID, pursuant to the Nicholson report, has neither weakened nor strengthened the project. This responsibility could have remained with PROCAP and probably would have been

effectively carried out by it, but no harm was done by transferring it to AID.

IV. Accomplishments, Problems, Modifications

A. Impact

As explained in Annex V, the evaluation measured impact subjectively, through the opinion of trainees, rather than with objective data. Briefly, the reason for this is that baseline data did not exist, and that it was impossible to develop a substitute for it in the time frame of the evaluation. For the future it would be desirable to develop objective impact data, to get a more reliable fix on the impact of the project and for use in further convincing the Costa Rican business community of the value of training. However, as explained in Annex V, this will not be an easy or certain process.

1. Exports

Impact on exports is the most important outcome of the project, since it goes most directly to its purpose. Of the 35 respondents to the export question, out of the 115 total of respondents to the questionnaire who received training

under the Project, PROCAP-AID (P/A), 31% indicated that the training had led to great or medium increases in exports (medium 25.7%) while 31% considered that little increase had resulted and 37% answered the question only with an explanation. In the case of non-project, PROCAP-CINDE training, 50% answered "little" or commented only.

Follow-up interviews were conducted with 21 respondents to determine how many of the "little" and explanation only respondents had been dissatisfied with the course and how many offered other explanations for their answers, such as failure to begin production. Of the 8 PROCAP-AID (P/A) respondents who answered "little" and were so interviewed, only 2, or 25%, indicated that the reason for their answer was inadequacies of the course, while none of the 4 follow-up interviewees who had offered a comment rather than a multiple choice answer was dissatisfied with the course. If, then, we eliminate the 6 who answered little and were satisfied with the course, and all of those who gave comments only, all of whom were satisfied, we find that of the 13 left for whom the impact of the course wasn't interfered with by other influences, 11, or 85% found that the course did much or a medium amount to increase exports. Applying the same type analysis to the PROCAP-CINDE interviewees we get a 71% satisfaction rate. We thus may conclude that the large percentage of original "little" and explanation only answers to the original questionnaire were to a much lesser extent

indicative of dissatisfaction with the course. Where the impact of the course was not overridden by external factors, 71 to 85% found its contribution significant.

2. Productivity

Of the survey respondents who participated in training under the Project (P/A) and who answered the question on the impact of training on productivity 60% indicated that the course had done much or a medium amount for productivity. Of the 40% who answered "little", however, only 3 were in a position to exercise much influence over productivity. Of those who were in such a position, therefore, only 12% found that the course had little impact. Doubt, however, was cast on all the questionnaire data by the discovery that 8 out of the 35 respondents who had given quantitative answers had used production data in lieu of productivity (production per worker). Further inquiry suggested that this confusion had been widespread.

Thirteen additional interviews of P/A participants were therefore conducted to determine what interviewees with a clear understanding of the question thought to be the impact of the training. Of the 13 interviewees, 8, or 61%, thought the training had had much or medium impact on exports. Moreover, of the 5 who answered "little", only 2 said this

was due to inadequacies of the course as opposed to external factors, thus increasing the satisfaction level to 77%.

Of the non-project, P/C, participants, 64% ascribed medium or great increases in productivity to the training (45% medium). Follow-up interviews were not conducted among these, but it is reasonable to presume that the situation with them was similar to that with regard to the P/A trainees.

3. Employment

Although employment is mentioned in the evaluation scope of work, USAID has advised that it is not an important objective of the project since Cost Rica has a very low unemployment rate (5 or 6%) and trickle down is demonstrably effective here. Impact data on employment, however, were obtained from 13 unstructured interviews which produced the following results:

Employment decreased	8%
Little impact	46%
Medium impact	46%

4. Financial Services

The ultimate impacts of the project that must be evaluated are those discussed above. Training in the financial services area is merely a means to those ends, but as the effect of financial services training on exports etc. is even more remote and difficult to determine than that of training within producing enterprises, we have used some intermediate impact indicators to get at the effect of this training. First, we have asked financial sector trainees, through a questionnaire, how much they think the training has increased their ability to provide good service to their clients. Second, we have interviewed a selected sample of producers and asked them how much, if at all, export related financial services have increased during the Project period.

The questionnaire administered to financial sector participants revealed that of the 14 out of 29 interviewees responding to a question as to how much the course had helped them cooperate with private enterprise to increase exports, only 43% answered much or a medium amount, while 57% answered little. Six follow up interviews were conducted to find out how many of those answering "little" were in a position to expedite export transactions. Only two were, but both said the problem was not the course, which had been helpful, but lack of responsiveness on part of the Central Bank and Ministry of Finance. The level of satisfaction with the course therefore was very high.

Of 13 producers, however, who were asked whether financial services had improved 10, or 77% thought they had, but very little. Thus the benefits of training in the financial sector are not perceived by the clients. This, of course, may be a matter of perception, or a result of still insufficient numbers of trainees, but it does raise a flag. PROCAP should study the situation. It could do so by following up on individual trainees to see how their clients perceive the effect of training on them.

5. Universities

We were unable to obtain data on the impact of the University training.

B. Training

1. Quality/Effectiveness

a. Production Sector

The survey reveals almost uniformly positive ratings for PROCAP training. The following figures show the reactions of respondents in the production sector, as distinguished from the financial and university sectors, to various questions

relating to the quality of the courses. The first percentage is for PROCAP-AID (P/A) courses and the second for PROCAP-CINDE (P/C).

- o 89/85% rated the course good to very good;
- o 79/71% thought the course worth the price;
- o 84/58% said they had suggested the course to colleagues;
- o 59/90% wanted complementary courses, though this was generally not due to insufficient course length as demonstrated by the finding that 80/65% thought the course of sufficient length;
- o 78/73% of those responding said they had been able to put the material learned in the course to much or medium use (36/23% saying much), and only 22/27% to little use;
- o 82/100% found the instructor well or highly qualified from a technical point of view;
- o 97/87% said the instructor had sufficient or much practical experience;

- o 97/92% said the instructor communicated well or very well;

- o 76/60% thought that there was sufficient or minimally sufficient opportunity to deal with the particular problems of their enterprise with the instructor, with the split between sufficient and minimally sufficient being roughly 50/50.

Although these responses were basically positive, there are some apparent, relative soft spots, which, however, were mostly explained by subsequent interviews.

- o Only 58% of P/C trainees recommended the course to their colleagues while 84% of P/A participants did. It turned out that many P/C trainees, who are of lower level, did not consider it appropriate for them to make such recommendations. In addition they were required by to take the courses at night and thus hesitated to recommend them to colleagues.

- o Only 59% of P/A trainees want complementary courses, while 90% of P/C trainees do. This was because P/C courses are shorter.

- o Only 65% of P/C trainees thought course length sufficient while 80% of P/A respondents did. This again was because of the shorter length of P/C courses necessitated by limitations on release time.

- o Improvement can be made on the relatively weak performance of instructors in addressing individual enterprise problems. It is recommended that PROCAP require in its contracts with instructors that they be available for appointments with individual participants after normal course hours, and notify participants of this.

b. Financial Sector

The responses of the financial sector trainees to questions relating to the quality of the courses were, like those of the production sector trainees, heavily positive:

- o 70% indicated that their employer demonstrated much or a medium amount of satisfaction with what the trainee had learned in the course (much 44%);

- o 79% recommended the course to colleagues;

- o 88% found the content of the course good and 12% alright;
- o 96% found the instructor highly or well qualified;
- o 96% considered that the instructor had had much (83%) or sufficient practical experience;
- o 97% considered that the instructor communicated his ideas well;
- o 72% indicated that the opportunity to deal with the instructor on problems of their employing organization was sufficient or alright; and
- o 67% favored complementary courses, while 68% considered the duration of the course sufficient.

c. University Training

University professors who received training under the project were similarly positive:

- o 81% said they had had much or medium opportunity to apply what they had learned in the course;

- o 94% said the course had permitted them to increase their teaching functions much or a medium amount;
- o 61% said the course had increased their technical knowledge much or a medium amount;
- o 78% said their institutions showed much or medium satisfaction with the results of the training;
- o 87% suggested the course to colleagues;
- o 93% wanted complementary courses;
- o 56% thought the course of sufficient duration;
- o 87% thought the course content good and the rest alright;
- o all thought the instructor highly or well prepared technically;
- o all thought the instructor very well or well prepared in practical experience;
- o all thought the instructor communicated well or very well; and

- o 67% thought there was sufficient opportunity to deal with the instructor on problems of institutional interest.

One area which PROCAP should take another look at here are the is the 39% who thought the course increased their technical knowledge little. The high percentage who thought the course too short is discussed elsewhere in the context of visiting professors.

d. Increasing Effectiveness

In addition to attention to the soft spots listed in section a. above, following might be done to increase effectiveness.

1) Motivational Training

It would appear from the opinions expressed by interviewees that the area in which there continues to be the most room for improvement is that of government support services. Progress, if any, in this area is perceived by exporters as being slow, and there is a long way to go. PROCAP should focus attention on what it might do to ameliorate this situation. Are there more opportunities of which it might take advantage, for instance, to bring government and private

sector officials together, particularly at the working level, as opposed to the executive level, to review problems and work toward solutions?

The problem here is essentially one of motivation rather than know-how. It isn't so much that government officials don't know what to do as that they aren't motivated to be helpful. The reasons for this essentially fall into two categories, incentives and personal motivation. As for incentives, the system tends to discourage initiative through reluctance of higher level officials to delegate and a tendency to punish too readily for well intentioned errors, thus encouraging unwillingness to act or delegate. At the same time it rarely recognizes and rewards good service to the public.

These problems cannot be dealt with by training working level officials. There is even a limit to how effectively they can be dealt with by "training" higher level officials, since they may lack sufficient basic motivation to attempt to fight bureaucratic inertia and attack these problems. However, if courses at various levels are combined and very deliberate attention is paid to the motivational aspect, significant progress might be made. PROCAP should try this multi-level, saturation approach in one Government agency, say the customs service.

The second motivational problem is personal motivation.

With or without external incentives, performance by government officials is importantly affected by how they personally look at their jobs. Are they motivated to be helpful or to avoid work and risks? Do they take satisfaction in being helpful or in thwarting those who must come from them for services? The preponderance of negative attitudes is the root of the problem, and we believe that training can do something to change this.

Various approaches are possible, and PROCAP should experiment, but the most promising possibility, we believe, lies in the approach, already used by PROCAP, of bringing government and private officials together so that the former can learn the impact of their behavior on the latter and the enterprises in which they are engaged. We assume that most government officials are not immovably negative in their attitudes, that there remains in them a spark of good will and potential satisfaction in rendering a service to others, and that really hearing the problems of a group of clients, with its implicit potential for the psychological reward of client gratitude, might fan that spark.

Such meetings are not lightly done. Government and private officials cannot just be thrown together. This can engender further defensiveness and anger. The meetings have to be carefully managed so that the complaints and problems of both sides are brought out in a forceful but minimally threatening

and provocative way and so as to encourage and facilitate positive responses.

PROCAP has demonstrated a capacity to conduct such meetings on a small scale and principally at a higher level, but there is much to be learned in this field. A substantial repertory of techniques for dealing with such confrontational situations in a constructive manner exists, in the professional field known as organization development, mentioned in Booz, Allen report, which is a body of both consultative and training expertise. PROCAP should bring in organization development experts to aid it in designing and running meetings between government and private officials with a view to improving government services and should send its own people to learn more about OD, perhaps through brief apprenticeships, so as to be able to manage such training more effectively. AID should provide funding for OD training as well as the motivational training activities.

2) Work Plans

As suggested also by Booz, Allen, trainees might be required to prepare work plans at the end of training explaining how they hope to integrate what they have learned in the course into their work when they are back on the job. This might raise the percentage of respondents who say they are

subsequently able to make much use of what they learn in the course (P/A 36%, F/O 23%) and lower the percentage of those in the medium (42 and 50%) and low use (22 and 27%) categories.

■

There is a trade-off here. Courses are already shorter than PROCAP planned on them being, due to the unwillingness of employers to release their employees for the desired periods of time, and work plans will take time. They can be prepared between classes, but they should be reviewed by the instructor and or peers, the latter form of review being a particular effective one in that it causes all trainees to think more critically about the problem.

The work plan idea, however, seems sufficiently promising to warrant sacrificing a bit of content for this procedure. The cut material can often be made up in a subsequent course. Where that wont be possible, an experiment should be undertaken of requiring work plans, recording what was cut out to accommodate the plans, measuring, by survey, the impact of the plans on application to work, and making a judgement as to the relative worth of any increased application versus more extensive course content. If a judgment had to be made without information, we would opt for the work plans on the ground that attention to application could have a carryover effect to other training and operations that is likely to be more valuable than absorbing,

more or less, a bit more content.

One thing done by PROCAP to increase the probability of application is to require the company, as well as the trainee, to fill out an application.

3) Translation

The evaluators encountered anecdotal evidence of simultaneous translation problems for US instructors. PROCAP also feels that this is a problem and considers its source to be lack of technical vocabulary on the part of translators. Its proposed solution, which seems eminently sensible, is to require translators to read some literature in the subject matter area to be covered by the course. This should be done.

2. Quantity

a. Man/Months

PROCAP is substantially behind schedule on log frame targets for man/months of training, although targets for number of trainees had already been substantially exceeded by the end of 1987 for the production sector and the Central Bank, with

40% of the project left. Targets and performance as of the end of 1987 are as follows:

	<u>Target</u>		<u>Performance</u>	
	<u>Trainees</u>	<u>Man Months</u>	<u>Trainees</u>	<u>Man Months</u>
Pvt. Enterp.	2,200	2,200	3,600	856
Financial				
Pvt.	740	390	555	92
Cent. Bank	360	165	512	56
University	700	1,320	603	51

If training continues at this rate PROCAP will have fulfilled only 43% of its person month targets by the end of the project. PROCAP has not been marking time, however. To exceed the trainee targets it has had to run substantially more courses than planned, and its work load is determined by the number of courses it runs rather than their length (which, with the number of trainees, determines person-months of training accomplished).

PROCAP asserts that the principal reason for the shortfall is that employers are unwilling to release their employees for longer periods of time. This explanation is logical and backed up by anecdotal evidence. PROCAP also argues that it has been able to get across the essential information in shorter courses by applying more stringent criteria as to what is essential and by requiring more compact presentation.

The effectiveness of these solutions seems to be borne out by the survey finding that 80% of PROCAP-AID production sector trainees found courses to be of sufficient length and 65% of PROCAP-CINDE, though the later figure might be improved upon.

In other cases PROCAP has broken up courses into shorter segments, a practice that has certain advantages in itself, as it requires the participants to absorb less in a session and gives them the opportunity to come back after applying what they've learned and ask questions about it, both for clarification and concerning unanticipated problems encountered on the job. Segmentation, might, on the other hand, lead to a need for some repetition, but redundancy usually enhances learning, particularly where it is spread over time.

On the whole, it is arguable that the benefits of segmentation would exceed its costs. Since there is little if any apparent choice, we don't need to test this proposition, but it does suggest that the problem should not be a matter of major concern, and, more important, that PROCAP should strive to make a virtue of necessity by structuring segmented courses so as to realize their potential advantages as much as possible.

With all of that something is still lost by not being able to provide as many person months of training as planned.

However, we can't fault PROCAP, which is doing more work than planned, and there appears to be no solution other than those already adopted of intensifying training and segmenting courses.

b. US Professors

There have been difficulties in getting visiting professors from the US for the University sector portion of the project, As of the end of 1987, 184 persons had been trained, as against 260 targeted. The problem is that it has proven difficult to find professors who are willing to come for the periods of time requested. The solution is to bring them back more than once for short periods of time. The case is analogous to that of employer unwillingness to release employees for extended periods of time. There will be offsetting advantages in segmenting training, and, in any case, there doesn't seem to be any very good alternative. Prompt USAID approval of this alternative can get the program moving faster.

3. Relevance/Priorities

One of PROCAP's many impressive characteristics is its sustained awareness of and concentration on project

objectives. It is very good at keeping its eye on the ball. We found few courses of questionable relevance to export needs, and there were other justifications for those.

To determine what courses it will arrange for, PROCAP does high quality needs assessments in export industries, usually those that are experiencing rapid growth, though occasionally one that is thought to have a potential for growth, with priority to those singled out for attention by the other branches of CINDE, PIE and CAAP, but also additional ones not on PIE and CAAP's lists. The assessment analyzes the training needs of a significant number of companies in the industry by in-depth interviews with company officials. In the end it singles out for PROCAP attention those types of non-traditional export related training for which there is a substantial demand unmet by other training institutions. This is an important example of the well organized way in which PROCAP approaches its work.

4. Evaluation and Follow-up

The area of evaluation and follow-up provides other examples of the very high quality of PROCAP management. At the end of every course, except very short ones of only a few days or less, participants are asked to fill out evaluation forms. These are summarized in standard form by the PROCAP

Assistants with responsibility for the various sectors, who then take follow-up action, based on the evaluations, to improve the quality of future courses. PROCAP files are replete with letters triggered by the evaluations, and in other ways, requesting amelioratory action. The individual and summary evaluations, along with all other important documents relating to courses, are kept in some 300 five inch wide vertical file boxes, one for each course, lining two walls of one of the halls in the PROCAP offices, another example of the high caliber of PROCAP's management.

Between 60% and 81% of the respondents to the questionnaires in the various sectors and programs felt that PROCAP had understood and appreciated their criticisms. The highest level of favorable responses came from participants under the Project in the production sector, the lowest from participants under the PROCAP-CINDE program, also in the production sector, financial sector (Project) participants lying almost exactly in between. The reasons for the relatively low favorable response of the CINDE-PROCAP respondents was that many of the C/P courses were very short and no evaluation was done for them.

In addition to the immediate evaluation and follow-up, PROCAP goes back to former participants and their supervisors a few months into the subsequent year to find out how useful and effective the training seems to them after the passage of

time. These follow-up studies are conducted using sound and thorough survey methodology. In sum, PROCAP is unusually systematic and thorough in its evaluation and follow-up efforts.

5. Consultation

One way of increasing the effectiveness of courses is to follow up on them with consultation. Course instructors could be made available to trainees' companies for consultation on matters covered in the course or anything else they are qualified to advise on. This would not only enhance the effectiveness of courses, but might make an important contribution to the promotion of exports in itself. In this connection it should, of course, be closely coordinated with PIE and CAAP.

Consultation services might be particularly attractive to companies in the case of US instructors, but they should include well qualified Costa Rican specialists as well. In addition, it could be that the availability of high quality consultants in connection with courses would work backward to increase the attractiveness of courses, if not directly, at least by raising PROCAP's profile and enhancing its reputation.

As important as the value of consultation as a means of improving course effectiveness and exporter performance would be its potential as an additional source of income for PROCAP. PROCAP's margin of profit on such consulting should be good since the costs of providing the service would be minimal, as much of the administrative capability and effort

needed would already be in place for the training, and the consultant's transportation, if from abroad, would already have been paid for. In connection with the income generating potential of consultation, see the discussion under Sustainability, section IV.D., below.

Another value of consultation is that it would provide the Manager of PROCAP with a new challenge, and potential for growth in her professional capabilities, reputation and contacts. This might prolong her stay with PROCAP, or at least enhance the prospects of attracting an equally capable replacement, outcomes much to be desired (for which see The Manager, section IV.D.1., below).

Training and consultation go well together. The same people can do both and one feeds into the other; while consultation can supplement training, it can also identify additional training needs. It is thus common for US and other organizations to combine these two types of services.

If PROCAP gets into consultation, it should be, as in the case of training, where the service is not readily available from another supplier. PROCAP should continue to avoid competing with other suppliers.

AID should, consider the pros and cons of providing whatever funding may be necessary to get PROCAP started in the

consulting business.

6. Education of Youth

PROCAP was, last year, involved in certain activities, funded from its own sources, in the area of education of youth, the Productive Projects, and the Development and Administration of Production seminar. The first financed production related projects by industrial and agricultural high school students and the second aimed to motivate and inform rural youths in "the organization, planning and management of resources". Neither these nor similar programs are part of PROCAP's 1988 budget proposal to AID. There is something to be said for including them and even more far reaching activities designed to enhance the motivation and capability of youths to engage in effective entrepreneurship.

The Harvard psychologist David McClelland's work makes a strong case for the possibility of increasing investment by educational interventions to enhance a bundle of motivational characteristics he has labeled achievement motivation. In his first book on the subject, *The Achieving Society*, McClelland adduced evidence to the effect that an increase in achievement oriented attitudes in children's literature correlated, over time, with the acceleration of economic development. The power of the education system to influence

attitudes is also exemplified by the recent history of the change in attitudes in the United States toward environmental considerations.

Both this evidence and common sense suggest that the motivation and capabilities of a population to engage effectively in entrepreneurial activities can be enhanced by educational interventions at the primary and secondary levels. What we have in mind is more broad scale interventions, such as contributions to the textbook writing and curriculum formation process, and development of entrepreneurship oriented teaching modules and materials for use in the schools, rather than the sort of narrower focus interventions reaching out directly to a few young people that are exemplified by the Productive Projects and the Organization and Administration of Production seminar, though the latter types of activities are important to learn how to motivate and educate youths.

The proposed programs might usefully address not only entrepreneurial attitudes as such but also attitudes affecting the success of entrepreneurship and its social consequences, such as attitudes toward work (willingness to "get one's hands dirty"); standards of performance, the importance of maintenance, and business/governmental ethics. Developing countries typically, for historical reasons, have problems in such areas that retard the development of

internationally competitive and socially beneficial entrepreneurship.

We consider PROCAP particularly well qualified to launch an experimental program in this area. It is firmly rooted in the private sector while at the same time being public service oriented, is very much entrepreneurship oriented, is capable of highly intelligent and pertinent educational design, and does well whatever it sets out to do. Moreover, the current Manager of PROCAP has a connection with the Minister of Education that could pave the way to joint efforts in this direction. Another advantage of PROCAP getting involved in education is that it might, along with consultation, provide another inducement for capable Managers such as the present one to prolong their stewardship at PROCAP or for an equally well qualified persons to take their place.

We recommend that AID finance further modest, exploratory efforts by PROCAP in this area.

C. PROCAP MANAGEMENT

1. General

We have already mentioned at several points in the text the

outstanding quality of PROCAP's management and discussed specific examples of it such as the highly organized systems for evaluation and follow-up and the file boxes for each course, the needs assessment system for setting training priorities and identifying potential participants, and PROCAP's diligence in keeping its eye on the ball, keeping organizational objectives in mind rather than letting operations become ends in themselves.

There are other examples. PROCAP is asking AID for funds this year to set up a data bank to keep track of export related training needs and sources of supply for specific types of training. It already has computerized mailing lists with multiple listings according to areas of interest and sends direct mail announcements of courses to the companies on the list, as well as placing ads.

In addition to the course filing system already described, the evaluators found PROCAP commendably responsive and capable in locating quickly specific documents or types of documents or information. For example, PROCAP was readily able to supply a complete list of participants, the courses in which they participated and their last place of work. We have also seen the Manager in operation in her monthly Board of Director's (Consejo Directivo) meeting in which she demonstrated an impressive mastery of facts, clear and well reasoned views on issues and an imposing personal presence.

We have reviewed internal documents such as quarterly reports and found them impressively thorough.

PROCAP's organization chart and staffing pattern are attached as Annex IX.

2. The Manager

The fundamental reason that PROCAP is well managed is not because it has good systems or people. It has these because it has an excellent leader in the person of its Manager, and without that there is no guarantee that the systems would be properly used or maintained or that good people would be retained or replaced with equally good ones. The lesson to be learned here, or rather which is confirmed by the PROCAP experience, having been learned in development many times before, is not that this or that type of system solves a particular problem, although in many cases it does, if properly applied, but that the quality of leadership is of the essence.

The lesson for this project is that USAID should do what it can to keep the current manager on the job as long as possible, and, if she should depart, do what it can, at least as long as it supports PROCAP, to assure that she is replaced by someone equally capable. One thing that can help

accomplish both of these aims is to help PROCAP expand into new areas such as consulting and education of youth which can pose a challenge to, and build the capabilities and reputation of a first rate manager.

A second thing AID should do if it wishes to assure the high quality of future PROCAP management, is concern itself with the manner in which replacements are selected. This cannot be done by merely looking at curricula vitae and interviewing candidates, or even checking references. (And it certainly cannot be done if personalism is permitted to dominate the selection process at the expense of objective criteria.) It requires a process comparable to, and perhaps best patterned on that of the search committees used in the US to select university and foundation presidents. It involves checking with a wide range of people who have knowledge of the candidate's abilities and asking them probing questions, unless the capabilities of the candidate are already well known. It requires also assurance that the right kinds of criteria are used in selecting the candidate, i.e. not just academic ability, but managerial ability, and not just routine management, but a record of central responsibility for the management of a successful organization, and/or the capability of developing and enforcing an appropriate organizational strategy, a proven record in the selection and management of effective personnel, and the proven ability to devise, institute and maintain effective management systems.

A third type of thing that might be done, to maximize the probability that a future Managers are well selected after AID is no longer involved with PROCAP, is to work with PROCAP now to structure the Manager selection process in such a way as to maximize the possibility of effective selection. For example, democratic process could be introduced in the selection of the Manager, to permit his or her nomination and election by a broadly representative group and open process in which special interests or personalism are less likely to prevail than in a more closed form of selection. Perhaps the most representative group or groups of this nature would consist of organizations or a committee representing organizations that have benefitted from PROCAP training, assisted by a volunteer or contract search committee.

Another and more easily manageable alternative would be to let the Board of Directors or Advisors select the Manager under strict guidelines, including perhaps the hiring of an independent and reputable management consulting firm to screen candidates.

One thing to be explored is how INCAE maintains such high standards of leadership. Could a similar system be devised for PROCAP?

One other thing that can and should be done to maximize the

possibility that PROCAP will continue to be well run as Managers depart and new ones are selected, and also to assure its continued smooth functioning during temporary absences of the Manager, would be the appointment of a strong Deputy Manager. At present there is no such person, which means that while waiting for a new manager and after her arrival, or during the temporary absence of the manager, the organization is under weak leadership.

Ideally the Deputy Manager should be a person who has the clear potential to succeed to the Manager's job, but it is often, if not usually, difficult to get so capable a person for the number two job. The effort, however, should be made, as this would solve the short term replacement problem as well as providing the necessary continuity in the absence of or after departure of the Manager.

3. Administrative Costs

Annex X provides a comparison of PROCAP's administrative to program costs for 1987 and reveals a respectable ratio of 46% for the project and 43% overall. The percentages are actually somewhat lower than that, for two reasons. First, some institutions, such as the Central Bank, make payments or contributions, covering costs of training, that do not appear

in PROCAP's accounts. For instance, they pay their tuition fees directly to the subcontractors who supply instructors, or provide contributions in kind (e.g. food for the participants).

In addition PROCAP's administrative costs include items that should be ascribed to program, such as salaries of staff members who spend 100% of their time on training programs, developing them, contracting for training services, arranging for space, placing ads, sending out invitations, recording participants, conducting evaluations etc. These are not general overhead costs. They belong strictly to this program and are an essential part of it (unlike, say, the administration of grants to communities, which could, at least in theory, be dispensed with). Without these activities there could be no program. However, PROCAP records as program costs only those paid directly against individual courses.

If direct payments and contributions and full-time program personnel were carried as administrative costs, PROCAP's administrative to program cost ratio would be substantially lower than it is. However, the 46% figure for project costs requires no apology.

Looking at the question in a more substantive way, a judgment may also be made that PROCAP's administrative costs are not

unreasonable. First, we must remember that it does not simply run a training program but conducts studies to determine training needs (needs assessments) and is a planning, coordinating, liaison, lobbying and public relations organization for export oriented training in general.

At the same time PROCAP does not have an immoderate number of personnel, and one decidedly does not get the impression in its offices of surplus personnel idling away their time or engaged in makework tasks. Rather one gets the impression of a lean, hardworking organization. As may be noted from the staffing pattern, Annex IX, the training function is staffed by six professionals, five of whom, under the supervision of the Manager, deal respectively with various program areas, in which they specialize, and one of whom deals with AID budgets, disbursements and reports. Support services are frugally provided for this staff, as well as the four staff members who carry out the RTAC program, by three secretaries, one of whom doubles as a receptionist, a guard-messenger, a guard and a women who performs miscellaneous housekeeping tasks.

PROCAP's offices are not luxurious, it owns two vehicles, one for training and one for RTAC,, and its salaries, which are currently being examined by an USAID local consultant, do not appear extravagant, ranging from approximately \$2,800 to

\$11,000 per year for personnel other than the Manager. The Manager gets \$37,297 per year and is, in our opinion, worth every penny of it. (See Annex XI for administrative costs.)

4. Accounting

As indicated in the preceding section and the discussion below of course costs and tuition, PROCAP's current accounts, though reasonably kept, leave something to be desired from a program analysis and planning point of view. The most serious problems are that the failure to allocate overhead costs by program and the inclusion of "training" activities for which reimbursement is not appropriate (e.g. intersectoral awareness building seminars), obscure the true cost of courses, and the accounts thus do not provide a basis for deciding how much tuition should be charged, doing other fiscal planning, or determining whether the training has a positive cost/benefit ratio. (As noted in the discussions of impact above, benefit data are also not available, but we have recommended that an effort be made to gather them so as to be able to make cost/benefit estimates.)

PROCAP's current accounting system may suffice for justifying current AID contributions, but it will not suffice for building an organization that combines maximum financial self-sufficiency with an awareness of how much it has to

raise to sustain programs that do not entirely pay for themselves (programs it will have to cut if it does not raise enough money). Nor does the current accounting system tell PROCAP how important grant funding sources may be to achieving its program aims. If PROCAP is to build, before the end of the project, or soon thereafter, a sustainable organization, it must develop an accounting system that will permit it to determine what it will need to remain financially viable without AID support. Such a system should be introduced promptly.

5. Disbursement Problems

PROCAP submitted its proposed budget for 1988 at the end of last year. It still has not been approved. There also appears to be a problem about very demanding documentation requirements for reimbursement, though it is not clear whether the problem is the requirements themselves or a failure to notify of them in advance.

Time did not permit us to get to the bottom of these problems, though it does appear that the USAID Controller's Office is understaffed and overburdened, and the recent Inspector General's report may well have led to extraordinary scrutiny of PROCAP funding and reimbursement documents. That report referred to CINDE in strong terms, though it did not

refer to PROCAP. Whatever the facts and their explanation, the time has come to give priority to approval of the PROCAP budget and to strive for reasonableness and/or prior notification in documentation requirements for reimbursement. Discussion should also be held between AID and PROCAP of ways in which delays can be minimized in the future, particularly as it appears that there are such problems every year, even though the reasons for them may be different from year to year.

6. Staff Development

PROCAP has never initiated programs for staff development, such as those suggested by the Booz, Allen evaluation ("professional enrichment", "developmental experiences", quarterly personal development review and planning, and subscription to and study of training journals, Booz, Allen page III-11). Some of the problems of lack of professional background seen by Booz, Allen have very likely diminished due to hiring of more highly qualified staff and their accumulation of experience. However, though we do not wish to make too much of this, given PROCAP's impressive performance and organization, on balance it does seem that more attention to staff development would be a good thing.

As a related matter, PROCAP argues that its AID-approved

salary levels are too low and will make it difficult to hire and retain good personnel. An AID consultant is currently examining PROCAP salaries. In this connection, the limited opportunity for advancement in PROCAP, due to its small size, should be taken into consideration and salaries allowed to increase in a compensating manner (i.e., as if they involved promotion, not just in-grade increase.) AID money should also be made available for staff development.

7. Council of Directors

PROCAP does not really need its own Council of Directors (Consejo Directivo). It is part of a larger organization, CINDE, which has a Board of Directors. A Council of Advisors, to provide ideas and contacts, should suffice. There is no particular harm in having a Council of Directors, but a Council of Advisors might be easier to attract, since it appears that potential candidates recognize the limited need for the current Board and might be more inclined to serve if presented with a more realistic alternative.

D. SUSTAINABILITY

1. General

More can and should be done to increase the extent to which PROCAP is financially self-sufficient, unless USAID considers that it would be better to let it be absorbed by the Government, as some think might be the case with other CINDE functions. First let us consider the question of whether PROCAP's functions would be as well carried out in the Government. In the light of experience in developing countries, the odds do not seem to us to favor effective program administration by a government agency that does not have autonomy reinforced by its own source of income, independent of the regular government budget. This doubt would seem to be corroborated in the case of Costa Rica, as we understand that an important reason for the creation of PROCAP was that the response of the Government training agencies to export training needs was not considered adequate.

Another consideration that argues against leaving PROCAP to be absorbed by the Government is that the Government is less likely to be willing and able to charge clients the true cost of training. In that case training ends up being a burden on the Government budget rather than being paid for by users who are deriving financial benefits from the training and can afford to pay.

If PROCAP could become entirely self-financing we would see no reason to fold it into the Government, which is not likely

to improve upon PROCAP's performance as a private organization. However, it is unlikely that PROCAP would be able to become entirely self-financing without sacrificing important public service functions. The question, therefore, becomes, the extent to which PROCAP can become self-sufficient and whether any residual help it might need from AID is worth providing. We believe that PROCAP could cover a substantial percent of its expenses from income derived from tuition and consulting fees and that USAID should consider covering the rest through an endowment.

The problem, of course, is whether PROCAP will continue to perform well. If not, the endowment will have been wasted. Its record to date is in its favor, but what is to assure that it will continue to perform as well under changed leadership, particularly after AID is no longer in a position to influence the Manager selection process?

Some things that might be done to assure the quality of future managers are discussed in section IV.C.2., The Manager, above. Those procedures would not, of course, guarantee the result, but they would, it seems to us, be more likely to assure good management than turning the job over to the Government, and thus to warrant the risks of an endowment.

The evaluation team has recommended that thought be given to

a general endowment of CINDE, which, of course would be a much more expensive proposition than one to PROCAP alone and would apparently present problems of funding availability. We recommend that, if it is decided not to endow CINDE, endowment of PROCAP still be considered. It would be much less expensive considering the smaller size of the operation and its potential for substantial income. The intention here is in no way to put PROCAP in competition with CINDE as a whole for an endowment, merely to say that, in the event that the balance of considerations weighs against an endowment to CINDE, it may yet weigh in favor of a more modest one to PROCAP.

2. Tuition Fees

Even if PROCAP were destined to be absorbed by the Government, it makes sense for AID to do what it can to help PROCAP maximize the income it receives from tuition charges. (It should be noted in this connection that PROCAP carries on its accounts two counterpart items, direct and indirect. The former is tuition, and the latter, with a few exceptions where tuition is paid directly to another training source by the customer, is company expenses such as trainee salary. The overall amount of counterpart is adequate. The problem lies specifically in the tuition area.)

During 1986 and '87 tuition fees were, respectively, 23 and 39% of costs, according to PROCAP's accounts (Annex XII). This falls short of the Project Paper's target of 40-50%. In fact, the real shortfall may have been higher than that since the cost figures shown in PROCAP accounts include only the direct costs of individual courses, namely instructor fees and expenses, space rental, materials, advertising and meals supplied to the participants. They do not include any indirect, overhead, costs, not even costs of personnel who work exclusively on training, who, from the point of view of the individual course, come under overhead.

In this respect training costs are significantly understated. In another respect they are overstated, since they include "courses" that are not of a sort for which it is appropriate to charge tuition, e.g. seminars to bring representatives of the private and public sectors together so as to deal with impediments to the export trade, and courses for non-commercial clients which cannot pay or be charged as much as commercial ones without significant loss of participation, for instance the Central Bank and Universities (though these represent diminishing demands), and courses for which entail higher costs.

The impact of non-chargeable clients on coverage of course costs from tuition is manifested in the discrepancy between the percentage of course costs covered under the Project by

tuition in the production sector and the financial and university sectors. The first figure was 55% for 1986 and 46% for '87, respectively over and within the Project Paper targets, while the corresponding figures for the financial and university sectors were 28 and 23% for '86, and 30 and 20% for '87. The problem is aggravated by the high cost per participant hour in these sectors as compared to the production sector, respectively \$CR 1,161 and 448, versus 228 in 1987 (Annex XII).

Whether PROCAP is meeting the Project Paper targets or not is immaterial, particularly since USAID agreed that PROCAP should not be held to a rigid 40-50% standard, so as to be able to accommodate organizations that "couldn't afford" the training. What is important is that tuition fees are not adequate for anything approaching financial self-sufficiency and that no attempt has been made to determine whether higher fees would have any substantial adverse effect.

The amount of income derived from tuition fees will be a function not only of the fees, but also of how much training PROCAP commissions. Since its overhead will not increase commensurately with the number of courses run, the more courses it runs, the closer it will approach self-sufficiency.

It might also be helpful to bring in an intermittent

financial advisor to help PROCAP deal with self-sufficiency issues.

As already recommended, PROCAP should establish an accounting system that reflects the full cost of training, in order to have a clearer idea in the future of the extent to which training is paying for itself or being subsidized, and to study its cost/benefit ratio, if useable benefit (impact) data are obtainable. Setting up a more useful accounting system will require some difficult decisions as to what should be considered training costs. For instance, PROCAP's evaluations and industry by industry training needs assessments, though they are solely for training purposes, go beyond the sorts of evaluations and market surveys conducted by commercial training organizations and may be unnecessary for PROCAP's survival, though they probably enhance its effectiveness in optimizing the training sector's response to export needs.

On the other hand, PROCAP should fill gaps in available services, not compete with competent training organizations. Thus it could be argued that, as long as the customers are willing to pay, PROCAP should charge them for all costs. One limitation on this is that PROCAP should not charge more than the competition where it is trying to fill a qualitative gap, i.e. where the type of training being undertaken exists but its quality is not adequate. This might lead customers to

choose the cheaper training, since they may not be aware of its inadequacies, thus defeating the purpose of PROCAP's intervention.

Another possible limitation on charging the full costs, including even those that are normal to commercial training, is that it may turn away customers even though the benefits to the customer will exceed the cost. It is unlikely that customers know what training is worth to them. They probably usually invest in it along with a number of other measures designed to increase productivity and exports and are concerned only that the income derived from a product is sufficient to allow an acceptable margin of profit while meeting all costs. They probably rarely have an idea of the benefits derived from a particular cost but decide whether to do something which is not absolutely necessary for production, such as many kinds of training, more on the basis of expectations derived from the current culture of the business community and what something similar costs elsewhere, than on the basis of anything approaching rigorous analysis.

Thus, if the business community is high on the type of training involved, as is the case with INCAE, it may pay little attention to cost. If, on the other hand, it is not moved by faith, it may be unwilling to pay more for training than is charged elsewhere, even though the competitive

training is in fact inferior. It may, moreover, even eschew training that is provided at the market price and is worth it. In other words, if PROCAP charges full cost, it could drive away customers even though the training is fully worth its price, thus defeating its basic purpose as an organization.

This brings us to a difficult problem. How do we determine whether scepticism about training interacts with the prices charged for courses to discourage economically sound participation?

First, PROCAP's per hour per participant rates (Annex XII) should be compared to those charged by various commercial training organizations, to determine whether PROCAP, is in line with the rest of the trade. This will provide an incomplete answer since commercial sources may be driving away clients which should, in the interests of overall export growth, participate, but at least it will give some idea of how far below possible charges PROCAP is, and the relation between its costs and those of commercial organizations.

This is also not to imply that PROCAP's costs should be the same. They should not, since PROCAP is not a commercial organization but a public service one which should be willing to take on training that might be beneficial to the economy even though it won't pay for itself. Indeed, that comes very close to PROCAP's reason for being. However, knowing how

PROCAP's costs compare with those of commercial trainers will give us an idea of the extent to which PROCAP's costs might be covered by charges.

Next, and more important, a study could be undertaken to determine the percent of favorable responses by companies, identified in needs assessments as having training needs, to direct mail course announcements at present rates, with the response to offerings at gradually increasing rates. A discussion of some of the technical features of such a study follows.

Rates should not be increased suddenly during the study as this would attract attention to the price increase and could reinforce scepticism about training and engender resentment, thus further driving customers away.

Ideally rates would be increased for a particular type of course each time it was given, so as to determine the effect of such increases on participation in a particular course and reduce the problems of trying to determine to what extent lower participation was a result of higher prices and to what extent the result of differences between courses. However, this would be workable only if different companies were solicited for participation each time the course were given, so that the effect of diminishing demand could not be

confused with a negative response to increasing prices.

Alternatively, a sufficiently large sample of courses would be required to average out the effect of such variables as course length and content, and public recognition and reputation of course supplier.

A survey to determine the effect of increasing prices on acceptance of training should be done with direct mail rather than media advertising so that the number of those who have seen the announcement will be known and it will be possible to compare response percentages. If media advertising is used, it will be impossible to determine whether reduction in response is due to lack of interest or failure to see the ad. The effect of the latter could be overridden by sampling the response to a large number of ads over an extended period of time, so as to average out the effect of seasonal and other variations, but that process would be much more time-consuming and results less certain.

Ad recipients should also have been identified by needs assessments as having training needs so that non-responses due to lack of need, particularly that resulting from market saturation, are not confused with program-related reasons for not responding. This factor too could be discounted, by noting downward trends in acceptances, but the less time-consuming and more certain way of doing it would, again, be pre-selection.

3. Marketing

The effectiveness of PROCAP's well organized direct mailing system and ads for announcing courses might be increased by including in them and/or supplementing them with information on the results of the impact study recommended elsewhere in this report.

PROCAP has also suggested that it could assemble a random group of representatives of a particular industry after training to get their feedback on the course advertising. This is one more example of PROCAP's creative thinking on program and management matters.

4. Training as an Income Source

In deciding whether PROCAP should become strictly an organization that identifies training needs and encourages others to respond to them, an architect and catalyst of institutional changes, as the proposed five year plan (discussed below in section IV.E.1.) puts it, as opposed to an organization that makes more direct and immediate arrangements to meet training needs, the significance of the latter role as a source of income and sustainability for PROCAP should be considered.

5. Consultation

As already indicated, consultation is a potential income source that combines very effectively with training. It also has the advantage of involving low additional overhead costs and thus is a very interesting potential source of income. However, it will cost more, involve more administrative effort and draw less business if it is not combined with training. If PROCAP is going to get out of direct training in favor of the architect/catalyst role, it is debatable that it should get into a new direct role as a consultant. To our thinking, however, the potential for a consultancy role is one more reason for PROCAP remaining in training.

E. Future Plans

1. Five Year Plan

a. Implications for Self-Sufficiency

As noted above, if PROCAP is to be self-sufficient, at least in significant part, from its income from training, it must maintain its direct role in the training process rather than shifting to the proposed architect and catalyst role. As it

seems to us that it will be difficult for PROCAP to obtain funding from private sources and that dependence on GCR funding, whether PROCAP were within or outside the Government, is likely to undermine the effectiveness of PROCAP's programs, we consider it advisable that PROCAP continue its training functions. An endowment that covered all of PROCAP's costs would be a theoretical alternative, but why endow to cover cost that can and should be paid for by clients? It should be noted in this connection that the current version (#4) of the draft five year plan proposes to go about as far as possible to get out of the direct training business, including "where necessary propos[ing] to establish new institutions to serve the ten sectors selected for review."

Another reason for PROCAP remaining in training is that the more direct experience it has, the more realistic and responsive will be its efforts as architect and catalyst.

b. PROCAP's Long Term Role

The planning document doesn't address sufficiently the longer range questions of institutional development and sustainability. What will PROCAP's role be when the research based plan has been drawn up? Will it have a role in the institutional change to follow, and in the creation of new

institutions? What will happen after that is accomplished? Will PROCAP develop subsequent five year plans, or would that responsibility devolve upon the other institutions in the training field? Would the data bank continue, and, if so, would it be based merely on available data, or would PROCAP continue to conduct and commission needs assessments? Whatever PROCAP is to do, where is the money for it to come from, and how much will be needed and for what purposes? These questions should be addressed in connection with the five year plan, unless a withering away of PROCAP is intended, in which case that should be said.

2. 1988

The proposed 1988 plan is a continuation of what PROCAP has been doing, with the same system of prioritization, with middle and lower level supervisor and technician training, however, previously funded independently of the Project, to now be brought under the Project. This change is proposed because original, non-project AID grants used by PROCAP to fund this training have now run out. We agree that AID should pick up this funding under the Project. Although the impact of training low level supervisors and technicians may not be as great as that of training managers and upper level supervisors and technicians, it is nonetheless necessary, and, if AID does not support it at this stage, it appears

likely that it will get done more slowly and less effectively, if at all.

As mentioned in the Training section, IV.B. above, PROCAP has suspended two types of activities that we consider should be part of the 1988 program or at least subsequent ones, those in the area of education of youth and government/private sector seminars.

V. Lessons Learned

None of the lessons learned from the evaluation is unique to this project, or even unusual. They are all common to many projects. In short, there is nothing about the project teaching us anything new in the way of interventions to be replicated or avoided.

Two of the lessons learned relate to project design.

- o If an impact evaluation is planned, thought should be given in the project paper to what data will be needed for that evaluation, particularly baseline data, and how and when it is to be gathered.

- o Substantial attention should also be paid in the project paper to financial sustainability: how it

might be achieved; what steps need to be taken and when; what sorts of accounts will be needed to determine true costs and monitor progress toward self-sufficiency; and when and in what way that progress will be evaluated.

The other two lessons to be learned from the project are that:

- o private, non-profit organizations often are best equipped to do jobs more often relegated to developing country governments, in this case training for export growth; and
- o the quality of organizational leadership is the most important determinant of project success, appropriate project design and organizational structure and systems being helpful to an effective leader but no substitute therefor.

Some lessons are also to be learned from this evaluation experience. They are set forth in Annex V.

VI. Recommendations

The following is a summary of recommendations discussed in

the text of this report. The recommendations are listed here by category and in different order than they appear on the text since they are here listed in order of importance, while the order in which they appear in the text was determined by the logic of exposition. Recommendations that relate to different categories are repeated here in summary form, in each pertinent category.

A. Future Programs

1. Sustainability

a. Financial

- 1) Tuition fees should be raised by stages to as close as possible to 100% of costs, so as to maximize financial self-sufficiency.
- 2) The impact of tuition fee increases should be monitored so as to determine if the increases are having a negative effect on levels of participation.
- 3) Though it may be appropriate to subsidize fees for certain training activities, e.g. those bringing members of the public and private sectors together for mutual understanding, those for universities and those for the

Government, this should occur only where there is compelling reason.

- 4) PROCAP's accounting system needs to be modified in such a manner as to make it possible to determine what the full costs of training are, including indirect, overhead, costs, so as to be able to determine what fees must be charged to meet costs, and to monitor progress toward self-sufficiency.
- 5) PROCAP should undertake other income generating activities such as provision of consulting and evaluation services. (Other reasons for engaging in such activities are mentioned in the Management section below.
- 6) AID should give serious consideration to endowing PROCAP to cover costs not covered by income, i.e. those for courses not entirely covered by fees and those for activities of a public interest nature that do not generate their own income, as opposed to leaving PROCAP in the difficult position of having to seek continuing donor contributions, most problematically for overhead, as opposed to program, costs, and/or having to cut back on public interest activities.

b. Managerial

The second key to the sustainability of PROCAP and its programs is managerial sustainability, the effort to assure the institute's viability by assuring the quality of its leadership and management. In pursuit of managerial sustainability AID should:

- 1) do what it can to prolong the stewardship of the present Manager of PROCAP, and to make the job attractive to others of comparable ability, by supporting the introduction of new or renewed and promising programs, namely those involving government/private sector seminars designed to improve government services, consultation, evaluation, and education of youth;
- 2) work with CINDE to develop procedures for appointment of new managers that will maximize the likelihood of competent succession, such as clear statement of selection criteria, selection by a broadly representative body, and the assistance of a consulting firm of unexceptionable reputation in candidate screening.

2. Other New Programs

- a. In addition to consultation and evaluation services

PROCAP should:

- 1) resume and increase the number of seminars bringing together government and private sector personnel at all levels, in an effort to bring about improved government services and reduced government generated impediments to exports;
 - 2) continue and supplement existing activities directed toward the education of youth in entrepreneurial skills and attitudes, with a view to developing effective programs for introduction into the primary and secondary school curricula.
- b. PROCAP's proposed five year plan should be enlarged to include more information on what PROCAP will do after the proposed analysis of ten priority sectors, and how it will work toward greater self-sufficiency.
- c. The five year plan should also be amended by eliminating the concept of PROCAP working itself out of the business of directly arranging training to become purely an architect and catalyst of training. Although PROCAP should continue to be a training source of last resort, it should also continue to be directly involved in arranging training, as a source of income and to maintain practical experience.

- d. PROCAP's proposed program for 1988 should be accepted by USAID but supplemented, as time permits, by activities in the areas of government/private sector seminars, consultation, sale of evaluation services, and education of youth.

B. Management

In addition to attempting to make the PROCAP Manager's position increasingly attractive to the present Manager and equally well qualified successors, developing means of selection of new Managers that will maximize the likelihood of their being highly capable, and introducing accounting systems that will permit PROCAP to determine the true cost of training and increase tuition fees so as to cover that cost to the extent possible, the following should be done.

1. PROCAP should:
 - a. appoint a strong Deputy Manager to assure the continuity of management during the temporary absence of the Manager or the process of selecting and breaking in a new Manager;
 - b. engage in a modest program of staff development designed

to enhance staff capability and loyalty to the organization; and

- c. consider the desirability of converting its Council of Directors to a Council of Advisors.

2. AID should:

- a. give priority to resolution of current funding approval and disbursement problems with respect to PROCAP and the Project and work with PROCAP to develop means of avoiding similar problems in the future; and
- b. approach the setting of salary levels for PROCAP personnel from the point of view of what is necessary to retain high quality personnel, taking into consideration such factors as adjustment for inflation and "in-grade" increases sufficient to compensate for limited promotion opportunities arising from the small size of the organization.

C. Training, Evaluation, Marketing

PROCAP should:

1. acquire organization development skills in order to bring about the more effective design and execution of government/private sector seminars for the purpose of improving the quality of government services necessary to increase exports.
2. attempt to evaluate export and productivity impacts of training more objectively so as to get a better fix on the cost/benefit ratio of training and develop material for course marketing;
3. continue to break courses down in small segments, as a way of responding to the unwillingness of employers to release their employees and of US visiting professors to contract for longer periods of time;
4. require instructors to make time available after class hours to individual participants so as to help them address problems specific to their particular enterprises;
5. experimentally introduce a requirement that trainees make out work plans at the end of courses to be reviewed by the instructor and peers and explaining how they will apply what they have learned back on the job, the effectiveness of these plans to be evaluated and weighed against other uses of course time;

6. have simultaneous translators review course related materials in advance so as to develop the appropriate technical vocabulary.

ANNEX I

ACRONYMS AND ABBREVIATIONS

- CAAP. Consejo Agropecuario y Agroindustrial Privado. the Private Agricultural and Agroindustrial Council, CINDE's agricultural export promotion branch
- CINDE, Consejo Costa Ricense de Iniciativas de Desarrollo, Costa Rican Council of Development Initiatives, the umbrella organization of which PROCAP is a part
- CEO, Chief Executive Officer
- ESF, Economic Support Fund, local currency generated by AID provision to the GCR of dollars for economic support and used for development purposes pursuant to agreement of the two governments
- GCR, Government of Costa Rica
- INCAE, Instituto Centro Americano de Administracion de Empresas, Central American Institute of Business Administration
- P/A, PROCAP-AID, project financed training programs
- P/C PROCAP-CINDE, non-project-financed training programs
- PIE, Programa de Promocion de Inversiones, Investment Promotion Program, CINDE's industrial export promotion branch
- PROCAP, Programa de Capacitacion, Training Program, CINDE's training branch
- RTAC, Resource and Technical Aids Center, a book distribution center run by PROCAP for AID

ANNEX II

PERSONS CONSULTED*

Alvaro Alizar, Rex Internacional, customs and transport enterprise

Carlos Alvarado, Production Engineer, Productos Mennen, toilet articles

Jorge Alvarez, Chief of Production, Gallito Industrial, chocolate products

Carolina Amerling, Department of Quality Control, milk products company

Marlene Arias Perez, Secretary, Bordados y Confecciones E.M.A., shirt producer

Gerardo Artavia, General Manager, Agricola Piscis, flower producer

Jesus Beita Altamirano, Deputy Director for Production, textile enterprise

Rodrigo Bonilla, Production Planner, Conducen S.A., electrical conductors

Edwin Calderon, Deputy Manager, shoe factory

Mauro Calvo Asi, General Manager, MACAL, metal products

Jorge Castillo, Airport Manager, Fast Cargo Services S.A., customs and transportation services

Jaime Manuel Cerdas, Production Manager, Laboratorios Stein, pharmaceutical products

Alberto Dent, member and former president, Asociacion Bancaria Costaricense, General Manager, Banco Fomento Agricola

Lizette Cortez Castro, Chief of Quality Control, American Sanitary Company, cleaning products

* Does not include persons to whom questionnaire only administered.

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Raul Cole, Xeltron S.A., electronic equipment producer

Helmuth Dorsan, Director of Exports, Liga de la Cana, sugar and alcohol

Mario Fishman, Production Manager, Creaciones Israel, textiles

Guillermo Goldegewicht, Program Assistant, PROCAP

Gerardo Ly Chen, Assistant for Private Sector, PROCAP

Ricardo Madriz Castro, Product Manager, Hogares de Costa Rica, real estate development

Thomas McKee, Chief, Training Division, USAID/Costa Rica

Rodrigo Meza Solano, Financial Manager, Plasticos Star

Oscar Molina, Sales Manager, Lona S.A., tent and awning producer

Victor Monge Mena, Technician, Computerlandia, microprocessor repairs

Ana Maria Moreno, Product Manager, Corporacion Superior, disinfectants

Luis Morice, professor, INA, government training institute

Gerardo Paez Jimenez, Director of Laboratory and Quality Control, Productos Zepol, skin products

Nelsi Portuguez, Ropa Jupiter, clothing assembly

Marlin Ramos Castillo, Sales Manager, refrigerator and stove producer

Jaun Ramon Rivera, General Manager, Ingeniero Traversa, metal products

Jose Antonio Rodriguez, Deputy Manager, Laboratorios Griffith

Richard Rosenberg, Chief, Private Sector Division, USAID/CR

Mario Rosenwald, Director of Financial Administration, Numar, food products

Vera Violeta Rudin de Vieto, President, Fast Cargo Services S.A., customs and transportation services

Adelita Ruiz, Director of Production, Costa Rica Cocoa Products

Arturo Sanchez, Financial Manager, Merck, Sharp & Dohm,
pharmaceuticals

Lorraine Simard, Program Officer, USAID/CR

James Van den Bos, Deputy Program Officer, USAID/CR

Jorge Viquez, Productos Alimenticios Vigui, food products

Marcela Vitola, Director of Quality Control, Talmana S.A.,
shellfish exports

Jorge Woodbridge, President of Camera de Industria and owner
and manager, CAFESA

Clara Zomer, Manager, PROCAP

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ANNEX III

DOCUMENTS CONSULTED

CINDE Assessment, Ronald Nicholson, January 1986

Cooperative Agreement, Training for Private Sector Development, and Amendments

Evaluacion Interna Cursos, Programa de Desarrollo del Sector Privado, CINDE, August 1985

Evaluation of the Training for Private Sector Development Project, Booz, Allen & Hamilton Inc., September 1985

Informe Annual de Labores, PROCAP, 1986

Informe Final, Estudio Sobre Necesidades de Capacitacio. Sector Industrial Juguetes, CINDE, December 1986

Inspector General's Report, public excerpt on CINDE, April 1988

Memorandum of Understanding, Training for Private Sector Development, and Amendments

Miscellaneous Correspondence, internal memoranda and training file documents, PROCAP, 1985-88

Plan de Capacitacion, Sector Horticultura Ornamental, CINDE, February 1985

PROCAP course advertisements, 1988

PROCAP-CINDE Program (and five year plan), draft 4, April 7 1988

PROCAP budgets, Training for Private Sector Development project, 1985, '86 and '87

Project Paper, Training for Private Sector Development

Quarterly Reports, CINDE, 1985, '86 and '87

Report on the Institutional Assessment of CINDE's Experience with AID and its Participation in the Training for Private Sector Development Project, Development Associates Inc., February 1985

Seguimiento de los Cursos y Seminarios Realizados en 1986, and 1986, CINDE

Semi-Annual Reports, Training for Private Sector Development
project, AID, 1986 and '87

BACKGROUND

"PRO-CAPACITACION" (PROCAP) was established to implement the Training for the Private Sector Development project (515-0212). PROCAP's primary responsibility under the project is in-country training. In addition, PROCAP also carries out other CINDE funded training.

The Training for Private Sector Development Project

The goal of this project is to stimulate growth in the production and exporting of non-traditional goods and services. The specific purpose of the project is to strengthen the human resources which are needed for the Costa Rican private sector through a program of selected training activities. The training program is divided into two major components:

- training in Costa Rica focused on the private sector, and the financial and university sectors; and
- long and short-term training in the United States for these same sectors.

At the time of project approval in September 1984, PROCAP was given primary responsibility for overall project management, implementation and coordination. However, beginning in June, 1985 all new program activity was placed on hold, and only the in-country training components, where prior commitments had been made, were allowed to continue. All U.S. training procurement was halted. This stoppage of project implementation was done at A.I.D./Washington's request while A.I.D./W reviewed PROCAP's management capability. Then in January 1986, after much analysis, a decision was made by A.I.D./LAC to give greater direct responsibility to the USAID/Costa Rica Training Division for the U.S. training component.

Subsequently, the long-term training element was initiated in mid-1986. The short-term training component, described in a Mission issued PIO/T, will be contracted by A.I.D./Washington in early 1988. In view of the limited amount of time the U.S. components will have been in place, neither will be the subject of this evaluation.

The principal focus of this evaluation will be PROCAP's work on the Costa Rican training component of this project. PROCAP has conducted the in-country training component since 1984.

CINDE/PROCAP Training Projects

In addition to the principal focus on the Training for Private Sector Development Program, the Contractor will also evaluate the CINDE/PROCAP Training Program. This program has been funded annually, based on a program presentation made by PROCAP, approved by the PROCAP Advisory Board, the CINDE Board of Directors and the availability of CINDE funding. Its focus has varied but has basically centered on in-country training programs that fulfill sector training needs but fall outside the parameters of A.I.D. project 515-0212.

This program has led to discussions between CINDE and USAID/Costa Rica on the development of a training program in 1988 that could be used as a basis for a multi-year training program.

OBJECTIVE

The overall objective of this evaluation is to investigate and analyze USAID/Costa Rica's and CINDE/PROCAP's non-traditional private sector training efforts and to make recommendations for future training programs. The evaluation will focus on two areas: a review of ongoing activities and a review of proposed training activities for calendar year 1988 and beyond.

Principal activities to be evaluated are the Training for Private Sector Development Project and the CINDE/PROCAP training effort.

LEVEL OF EFFORT

One person for 20 workdays in Costa Rica and 4 workdays in the U.S. The contractor is to sub-contract with a Costa Rican firm to carry out the in-country data gathering and sampling part of the evaluation. Prior to initiating evaluation, USAID/CR would like to review the contractor's plan to carry out the evaluation.

SCOPE OF WORK

I. Training for Private Sector Development Project

The contractor is to become familiar with the following documents provided as a part of the scope of work before beginning work in Costa Rica.

1. A.I.D. Project Paper No. 515-0212
2. Cooperative Agreement, Project No. 515-0212, as amended
3. Memorandum of Understanding No. 25, as amended
4. PROCAP Quarterly Reports, Project 515-0212
5. PROCAP Evaluations
6. A.I.D. approved PROCAP training budgets
7. USAID/Costa Rica semi-annual reports
8. USAID/Costa Rica Evaluations: Development Associates Report Booze, Allen, and Hamilton Report
9. CINDE/PROCAP training reports
10. USAID correspondence regarding future PROCAP programs

In addition, extensive files at PROCAP will be made available to the contractor. They identify individual participants, courses attended, etc. USAID project files will also be made available. In evaluating project No. 515-0212, the contractor should use the Logical Framework contained in the project paper. The principal purpose of the evaluation will be to: determine the progress and performance in meeting project targets; determine the benefits and impact of in-country training activities; review the use of project resources; and evaluate the appropriateness of the original project design. The contractor is requested to recommend modifications to the project design and adjustments to planned project outputs, if required. Several project evaluation issues have been identified by both the Mission and PROCAP which require special attention.

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Special Interest Questions:

1. PROCAP has trained more participants than originally programmed in the original documents. However, the number of person months has been less than originally planned. The contractor is requested to review the appropriateness of the project design especially with respect to person/months of training, particularly for private sector and financial system training projects, document their findings and recommend a course of future action.
2. PROCAP has had difficulty in locating and placing qualified visiting professors/instructors called for in the University sub-component of the training program. The contractor is requested to review this sub-component, to determine the extent of the problem, the appropriateness of project design, the usefulness of the visiting professor sub-component, and recommend a course of action to the Mission and PROCAP.
3. Determine the impact of project delays for both the in-country and U.S. training components and the effect of separating project responsibilities for the different kinds of training.

The Mission is particularly interested in an evaluation of each of the in-country training components outlined in the Project Paper and the Cooperative Agreement and the local currency Memorandum of Understanding. The same questions and methodology (listed below) should be applied to each of the project elements, i.e. private sector training, financial systems training and university training.

Points To Be Addressed For All Components

- a. A comparison between what was planned and what was accomplished.
- b. The institutional capacity of PROCAP to develop and manage in-country training programs, their performance, and the appropriateness of PROCAP administrative costs.
- c. The appropriateness of the courses provided by PROCAP in relation to the project purpose and goal.
- d. The effectiveness of the training projects with relationship to the ability of participants to apply their skills.
- e. Changes that can be detected in levels of productivity and increases in non-traditional exports through interviews with a sample of course participants. The evaluators should collect quantitative information with respect to increases in:
 1. employment (in full-time job equivalents)
 2. exports (in dollars per year)
 3. productivity (savings in dollars per year as a result of PROCAP training) which has resulted wholly or in part from PROCAP course participation. The design of this portion of the investigation should be worked out between the USAID and the contractor.

- f. Effectiveness of the contractors employed by PROCAP to carry out specific training projects.
- g. General management and use of funds approved annually by AID/Costa Rica. Funds for project implementation are provided under the Cooperative Agreement and Memorandum of Understanding No. 25.
- h. Appropriateness of the amount of funds requested by PROCAP for training and for its administrative costs.
- i. A review of counterpart contributions.

CINDE/PROCAP Training Projects

The contractor is requested to evaluate the effectiveness and impact of this training program. Discrete training projects will need to be analyzed on a case-by-case basis, as training project objectives are outlined for each project.

The contractor is requested to develop a sampling technique to be used in Costa Rica to determine the effectiveness and impact of the training programs, subject to PROCAP and Mission approval.

A list of training projects is included in the CINDE/PROCAP reports. Additional information requested by the contractor to carry out this component of the training project will be provided in Costa Rica.

Future Program Directions:

Based on the evaluation of these two active projects, the contractor is requested to recommend PROCAP initiatives for future project activities including, if appropriate, alternative courses of action.

REPORTS

The evaluator should submit a draft report at the completion of the field work. A final report will be submitted within two weeks of receiving USAID/CR comments on the draft report.

QUALIFICATIONS OF EVALUATOR

Should have extensive proven experience in carrying out evaluations preferably should have some experience or proven knowledge of overseas training programs and the Latin American context.

ANNEX V: Methodology

A. General

This evaluation presented certain methodological problems stemming from the lack of baseline data and from the very compressed time frame within which it was conducted. It should be made clear from the outset that no one is to blame for the time problem. Circumstances combined in such a way as to make it desirable to proceed with a rapidity that had largely unforeseeable methodological consequences. Some of the consequences might have been avoided with extraordinary foresight, but the very time pressure under which the evaluation took place made such foresight all the more difficult. The purpose of the extended analysis which follows is to help those who are interested in such questions do better in the future.

The principal reason for the tight schedule imposed on the evaluation was a very reasonable desire on the part of AID/Washington to combine the evaluation of PROCAP with that of other parts of CINDE which needed to be evaluated quickly in order to respond to outside doubts and criticisms of the project. A different time frame, adequate for a full scale technical evaluation of the PROCAP activities, had been anticipated by USAID in the FID/T. The training division of USAID also indicated a willingness after the evaluation team

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arrived in country to see the PROCAP portion of the evaluation extended substantially if necessary. However various considerations militated against this, the desirability of including PROCAP in the overall evaluation of CINDE, and the fact that the extended survey time would have had to have been approximately doubled in order to do it "right" (with a commensurate increase in costs) coupled with limitations on the time available to evaluation team members. Finally, there was the simple fact that the shortcomings of the survey were more apparent after it was completed than in the heat of the effort to meet a deadline.

A particular problem arose from the failure of key project documents to reach the evaluators before they left the United States. The evaluation scope of work called for the contractor to become familiar with a list of key documents before beginning work in Costa Rica, but the documents were not forwarded because the contract had not yet been signed. By the time it was signed, it was too late to forward most of them.

There were several consequences to the unavailability of most of the project documents until after the team was in country which will be discussed in the analysis that follows. First, it was not known beforehand what data were and were not available, the most notable gap being the absence of baseline data for impact evaluation. Second, it was impossible to

estimate beforehand how much time would be needed for the evaluation, as very little was known about what information was available or about how complex the evaluation, particularly the survey called for, would be. Finally, the survey was less useful and precise than it should have been because it was only after reading the project documents that the evaluators could develop a sound questionnaire and by the time the documents were available little time was left for such development.

B. The Survey

The survey presented methodological problems which, although they did not vitiate the usefulness of the effort reduced its reliability. Normally one reads all the project documents before attempting to develop a questionnaire and has at least a few weeks to develop the instrument, discuss it with interested parties, and test and revise it. As indicated above, most of the pertinent documents were not available to the evaluation team until it was in country and a couple of days before the survey had to begin in order to meet the evaluation deadline. For instance, the Project Paper was not available to the principal evaluator until shortly before the survey began and other important documents such as previous PROCAP follow-up surveys were not discovered until the survey was nearly complete. Only two days were available for

questionnaire design, consultation, testing and revision and, for briefing the interviewers. During this time the chief evaluator had to try to read the project documents, meet with CINDE, USAID and other evaluation team personnel and deal with other matters while attempting to participate in the questionnaire design process.

As a consequence of this compressed schedule, questions were overlooked, as their importance was not realized until the effort was well underway, and other questions were eventually found to involve ambiguities or lack qualifiers that would have made the answers to them clearer, more precise and more useful. The questionnaire was modified for important questions or clarifications throughout the first week (which in itself presented problems), but even this was not sufficient. The effort was simply too rushed.

In addition, selection of a sample for the survey was not truly random. As the evaluation team learned after arriving in country, former trainees were often no longer at the company they had been with when the training occurred and no forwarding address was available. No effort was made to track them down in those cases due to shortage of time.

Furthermore, once pertinent documents had been reviewed and the complexity of the group to be evaluated was known, an effort was made to obtain at least five interviewees from

each course so that it would be possible to draw inferences as to what distinguished weak courses from strong ones, rather than simply having an assessment of courses as a whole, and to draw more than one interviewee from a company in order to compare experience within companies. This was an attempt to respond to differences within the trainee group (stratification) by differentiating the sample. Had enough time been available and other circumstances not interfered a large enough sample might have been studied to allow purely random selection and avoid the possible distortions resulting from non-random selection of interviewees and the small size of the stratified samples.

The data are further qualified by limitations in sample size arising from the numbers of persons actually answering questions. The total sample for PROCAP-AID (P/A) programs, for example, was 115, thus leaving an adequate sample even where a large percentage of respondents didn't answer a question, as was typically the case with impact questions (probably because the non-respondents didn't have sufficient information due to their position in the company). The sample for PROCAP-CINDE (P/C) programs, on the other hand, was only 28, so that, even when only a relatively few respondents didn't answer, the sample size was reduced to inadequate levels. Since the answers by the P/C respondents broadly parallel those by P/A respondents, we may suppose that they involve no major distortions, but we are not on as



firm ground as we would like to be.

Time pressures built into the effort were aggravated and the size of the sample reduced as a result of the fact, also, of course, learned after arrival in country, that many of the interviewees were executives who kept interviewers waiting and interrupted interviews for phone calls and other business with such frequency that it was possible to conduct only a little over half as many interviews as planned, even though the survey process was extended by 50% (one week).

In the event, it was decided that useful and reliable information could be obtained through the survey, even though it would be less reliable than that which could have been developed had more time been allowed. Most important, it was decided to proceed with the survey as a matter of credibility. The survey methodology, imperfect though it was, allowed less room for possible manipulation of data than an unstructured and selective interview approach. Given the history of doubts about PROCAP and the project, emanating from AID/Washington and other sources, it seemed best to employ a methodology that minimized the possibility of the evaluation being seen as unobjective, as earlier evaluations employing more subjective methodology had been.

In this connection PROCAP already conducts its own follow-up

surveys (Seguimientos) of both trainees and their supervisors several months after the end of the training year. Its questionnaires are well designed and executed over an adequate period, of a month or two, and, to all appearances its surveys are objective. In future evaluations, USAID consider the appropriateness of using the PROCAP surveys instead of commissioning additional ones.

Two lessons may be learned from this. 1) If a survey, or, for that matter, any type of evaluation, is to be attempted on a very tight schedule, get all pertinent documents to the evaluators before they arrive in country, a precept far more often honored in the breach than in compliance. 2) With an at all complex project at least four and more likely six weeks will be needed for a rigorous survey, two to three weeks for development of the questionnaire, including testing and revision, and preparation of the interviewers, and an equal time for its application. In many cases, more time will be needed, (though the time needed can vary greatly, mostly in an upward direction, depending on the complexity, or in statistical terms, stratification, of the group to be examined and the number of investigators available). If less time is available, it will probably be more cost effective to conduct unstructured interviews with persons selected for their apparent knowledgability and objectivity, provided the objectivity and credibility of the evaluation is not in issue.

C. Impact Evaluation

The effort to determine project impact also presented methodological problems. Evaluation of three types of impact was called for in the scope of work, that on exports, that on productivity and that on employment. Production was also mentioned in the Project Paper. However, it was not necessary to look at this separately since production increases in export products would be manifested in an increase in exports. Increase in exports, on the other hand, is the principal objective of the project. Productivity increase is worth knowing about because it reduces costs, so as to make the enterprise more competitive and or profitable, and it is not inferable from increase in exports.

Employment generation, as it turns out, is not a particularly important issue since unemployment is only 5-6% and, according to the chief of the Mission's private sector office, trickle down, indirect employment generation, demonstrably works in Costa Rica.

One methodological problem is that it was not possible to measure the impact of the project in an objective manner. As was discovered after arrival in country, no baseline data were available and most interviewees did not know what changes had taken place in exports and employment since

training had occurred, and had no data whatsoever on productivity, measurement of which is a more complicated proposition.

But these were not the only problems. Even if the data had been available, there would have been no reasonable way of determining the impact of the training on the indicators. Many other factors influenced the increases which did occur. The only way of getting objective data in such circumstances is a complex procedure, regression analysis, which takes at least a few months and usually more, requires a highly qualified social scientist or team of social scientists and produces results that are usually, if not always, debatable.

A subjective approach was, therefore, taken. Interviewees were asked what sort of impact they thought the training had on the three indicators. They were asked to quantify the results, but only a small handful were willing to do this, for the productivity question, and, as it turned out, they confused production (how much was produced by the enterprise as a whole) with productivity (production per unit of labor, in this case). Respondents were also asked to give an order of magnitude judgment on the impact of the training, of a high, medium, low sort.

Thirty five percent of the interviewees were willing to venture order of magnitude guesses, which tell us that a

substantial percentage of the respondents thought that the training had a significant effect on the indicators. (See section IV.A. Impact, for breakdown of responses.) This, however, offers us very little assurance that such was actually the case. Perhaps the judgment of the respondents is most reliable for productivity, in those cases where they were directly involved in or supervised the production process, a very small number of respondents. In the case of exports, however, the results are much less immediate and other influences, such as capital investment, changes in management or production methods and changes in export markets or marketing efforts obscure the impact of training alone. The impact of training on employment is even more indirect and difficult to determine.

Interviewee opinion of the impact of the project on exports is not only subjective but very possibly unreliable. Few, if any, have had any clear experience of the impact of training on these indicators. Rather their experience of change in the indicators has been in the context of other simultaneous, changes, most of which (e.g. increases in investment and markets) are likely to have had a much greater impact of the indicators than training. They have no way of knowing how significant training was and their judgment as to its significance is based more on their preconceptions as to its value than any objective awareness. To be sure, they can have a sound idea as to whether training has any value at

all, but they have no real basis for estimating the magnitude of its value or even believing that it has a positive cost/benefit ratio.

For the future, there is something to be said for attempting to determine the impact of training more objectively, though it should be added that this is a difficult problem far from unique to this project and that it would be unusual if the project were to produce objective data. One way of doing so is regression analysis which is not recommended. The cost seems disproportionate to the size of the project and the results, as already indicated, would probably be debatable.

An alternative would be to try to find companies that are not doing anything new to increase exports or employment and that are not experiencing external changes (e.g. in markets) during a period, of, say, a few months, sufficient to observe the rate of change after training and compare it with that before. This is a long shot, but, in the evaluators' opinion, a possibility at least worth exploring. It would be nice, from a program planner's point of view, to know what the impact of the training was, and such information, provided it was positive, could be helpful in persuading the sceptics in the Costa Rican business community of the value of training.

Yet another way of attempting to determine at least the

minimal value of training, though this would not differentiate its impact on one of the indicators from that on another, would be to raise tuition to 100% of cost. This would in theory establish that training was at least worth that much, but not how much it was actually worth. In fact it wouldn't even establish a minimal value, since, as indicated above, employers rarely have a very good idea of how much training is worth but rather buy it or not on the basis of predisposition. It may well be that they sometimes pay more for it than it is worth, especially when it is supplied by a high prestige organizations such as INCAE. This is not to say that INCAE training isn't worth its price, merely that the prestige of INCAE is such as to diminish any tendency of users to think critically about it in cost/benefit terms. There are, however, other good reasons for attempting to raise tuition fees to 100% of cost, which are discussed in section IV.D. of the evaluation.

SOLICITUD DE INSCRIPCION

NOMBRE DEL CURSO O SEMINARIO:

FECHA DEL SEMINARIO:

NOMBRE DEL PARTICIPANTE:

DIRECCION Y TELEFONO HABITACION:

CARGO DESEMPEÑADO:

SALARIO:

EMPRESA:

ACTIVIDAD:

PRODUCTOS QUE EXPORTA:

VALOR DE LAS EXPORTACIONES DEL ULTIMO AÑO:

DIRECCION, TELEFONO, APARTADO:

MARQUE CON X LOS ESTUDIOS REALIZADOS, E INDIQUE TITULO O PROFESION OBTENIDOS:

NIVEL		TITULO O PROFESION
PRIMARIOS		
SECUNDARIOS		
UNIVERSITARIOS		
TECNICOS		
OTROS		

PRINCIPALES CURSOS DE CAPACITACION RECIBIDOS:

CURSO	CENTRO DE CAPACITACION	FECHA

DESCRIBA SU CARGO E INDIQUE LAS DIFICULTADES QUE ENCUENTRA EN LA EJECUCION DE SU TRABAJO:

Empty space for describing the job and difficulties.

Programa de capacitación PROCAP

Ideas en acción para el progreso

LAS SIGUIENTES PREGUNTAS DEBERAN SER CONTESTADAS POR EL JEFE O SUPERVISOR INMEDIATO DEL PARTICIPANTE

NOMBRE DEL JEFE SUPERVISOR:

SEÑALE LAS AREAS EN QUE LE SERIA AL PARTICIPANTE MAS UTIL CAPACITARSE:

COMO CONTRIBUIRA ESTE EVENTO AL MEJOR DESEMPEÑO DEL PARTICIPANTE EN SU CARGO?

COMO BENEFICIARA ESTE EVENTO A LA EMPRESA?

A INTERESES DE LA EMPRESA EL PARTICIPANTE GARANTIZA SUS SERVICIOS POR UN PERIODO NO MENOR A UN AÑO.

FIRMA DEL PARTICIPANTE:

FIRMA DEL SUPERVISOR O JEFE:

FECHA:

CUESTIONARIO PARA LA EMPRESA

A. DATOS PERSONALES

NOMBRE:

DIRECCION:

TELEFONO:

APARTADO:

TELEX:

B. EXPORTACIONES (Señalar casilla con X)

- USA \$
- OTROS PAISES \$
- NO EXPORTA POSIBLE EXPORTACION

C. DESCRIPCION DE ACTIVIDADES:

PRODUCTO	VOLUMEN DE PRODUCCION	PRODUCTO	VOLUMEN DE PRODUCCION

TIEMPO DE OPERAR: 0-2 AÑOS 2-5 AÑOS MAS DE CINCO AÑOS

FORMA DE OPERACION: CAPITAL NACIONAL EXTRANJERO MIXTO

D. NUMERO DE EMPLEADOS POR NIVEL (Escribir cifra en casilla)

GERENCIAL OBRERO

SUPERVISION OTROS

TECNICO TOTAL

E. PROBLEMAS GENERALES (Señalar casilla con X)

<input type="checkbox"/> PRODUCCION	<input type="checkbox"/> MANTENIMIENTO	<input type="checkbox"/> COMUNICACIONES	<input type="checkbox"/> EMPAQUE
<input type="checkbox"/> CALIDAD	<input type="checkbox"/> CONSTRUCCION DE VIVEROS	<input type="checkbox"/> FINANCIAMIENTO	<input type="checkbox"/> TRANSPORTE LOCAL
<input type="checkbox"/> SIEMBRA	<input type="checkbox"/> ASISTENCIA TECNICA	<input type="checkbox"/> COMERCIALIZACION	<input type="checkbox"/> TRANSPORTE INTERNACIONAL
<input type="checkbox"/> COSECHA	<input type="checkbox"/> TRAMITES EXTERNOS	<input type="checkbox"/> EXPORTACION	<input type="checkbox"/> ADMINISTRACION

F. PROBLEMAS DE RECURSOS HUMANOS (Señalar con X)

PRODUCTIVIDAD: ALTA MEDIA BAJA

CAPACITACION: GERENTES SUPERVISORES TECNICOS OBREROS

G. PODRIA LA EMPRESA AUMENTAR LA PRODUCCION EXPORTABLE? ¿EN QUE FORMA?

¿COMO PODRIA AYUDAR UN PROGRAMA DE CAPACITACION?

H. CONOCE UNA FIRMA O PERSONA, NACIONAL O EXTRANJERA QUE PODRIA PRESTAR SERVICIOS DE CAPACITACION?

I. CANDIDATOS PROPUESTOS PARA CAPACITACION (En orden prioritario)

NOMBRE	CARGO	TEMA PARA CAPACITACION	TIPO DE CURSO (Seminario, curso corto, demostrativo)

J. DISPONIBILIDAD DE TIEMPO PARA CAPACITACION (Señalar con X)

MENOS DE UNA SEMANA UNA SEMANA DOS SEMANAS TRES SEMANAS CUATRO SEMANAS CINCO SEMANAS

DURANTE JORNADA DE TRABAJO FUERA DE JORNADA DE TRABAJO, FINES DE SEMANA

K. CONTRIBUCION A COSTOS DE LA CAPACITACION (Señale con una X)

PORCENTAJES: 100% 75% 50% OTRO _____% DEPENDE DEL COSTO

NOTA: SALARIOS, TRANSPORTE Y SIMILARES CORREN POR CUENTA DE LA EMPRESA. SE DA PRIORITY A EMPRESAS QUE APORTEN MAYORES PORCENTAJES AL COSTO DE LA CAPACITACION

FIRMA RESPONSABLE:

FECHA:

ESPACIO USO DE PROCAP

NOMBRE DE LA ACTIVIDAD:

FECHA:

TABULACION DE EVALUACION DEL ADIESTRAMIENTO

A. LA ACTIVIDAD EN GENERAL	D	%	R	%	B	%	MB	%	E	%
1. CUMPLIMIENTO DE OBJETIVOS										
2. CUMPLIMIENTO DEL PROGRAMA										
3. CONTENIDO DE LA ACTIVIDAD										
4. SUMINISTRO DE MATERIALES										
5. TRATO PERSONAL										
B. LA INSTRUCCION EN PARTICULAR	D	%	R	%	B	%	MB	%	E	%
1. METODOS DE ENSEÑANZA										
2. AYUDAS AUDIO-VISUALES										
3. MATERIAL DIDACTICO IMPRESO										
4. NUMERO DE HORAS Y DE EXPOSICIONES										
5. METODO DE EVALUACION										
C. AMBIENTE FISICO	D	%	R	%	B	%	MB	%	E	%
1. VENTILACION										
2. ILUMINACION										
3. MOBILIARIO										
4. INSTALACIONES SANITARIAS										
5. LIMPIEZA Y ORDEN DEL LOCAL										
6. PROTECCION CONTRA RUIDOS										
7. SERVICIOS ADICIONALES										
D. LOS INSTRUCTORES	D	%	R	%	B	%	MB	%	E	%
a. NOMBRE DEL INSTRUCTOR:										
1. CONOCIMIENTO DE LA MATERIA										
2. CAPACIDAD PARA CONDUCIR GRUPOS DE TRABAJO										
3. MANERA DE EXPONER, INTERES QUE SUSCITA										
4. ATENCION DE PREGUNTAS Y CONSULTAS										
5. PUNTUALIDAD										
b. NOMBRE DEL INSTRUCTOR:	D	%	R	%	B	%	MB	%	E	%
1. CONOCIMIENTO DE LA MATERIA										
2. CAPACIDAD PARA CONDUCIR GRUPOS DE TRABAJO										
3. MANERA DE EXPONER, INTERES QUE SUSCITA										
4. ATENCION DE PREGUNTAS Y CONSULTAS										
5. PUNTUALIDAD										
c. NOMBRE DEL INSTRUCTOR:	D	%	R	%	B	%	MB	%	E	%
1. CONOCIMIENTO DE LA MATERIA										
2. CAPACIDAD PARA CONDUCIR GRUPOS DE TRABAJO										
3. MANERA DE EXPONER, INTERES QUE SUSCITA										
4. ATENCION DE PREGUNTAS Y CONSULTAS										
5. PUNTUALIDAD										
d. NOMBRE DEL INSTRUCTOR:	D	%	R	%	B	%	MB	%	E	%
1. CONOCIMIENTO DE LA MATERIA										
2. CAPACIDAD PARA CONDUCIR GRUPOS DE TRABAJO										
3. MANERA DE EXPONER, INTERES QUE SUSCITA										
4. ATENCION DE PREGUNTAS Y CONSULTAS										
5. PUNTUALIDAD										

I LOS CONOCIMIENTOS ADQUIRIDOS SON O NO SON APLICABLES A LAS LABORES QUE DESEMPEÑAN O VAN

A DESEMPEÑAR

SI %

NO %

ANNEX VII

FORM. PROCAP N° 4

EVALUACION DEL ADIESTRAMIENTO

SE SOLICITA AL PARTICIPANTE, LLENAR ESTE FORMULARIO CON LA MAYOR OBJETIVIDAD. LA INFORMACION SERA ABSOLUTAMENTE CONFIDENCIAL, Y SERVIRA PARA MEJORAR LAS ACTIVIDADES DEL ADIESTRAMIENTO IMPARTIDO. NO ES NECESARIO ESCRIBIR SU NOMBRE.

NOMBRE DE LA ACTIVIDAD:

FECHA:

MARQUE CON UNA X LA CASILLA QUE CORRESPONDE A SU OPINION, DE ACUERDO CON LA SIGUIENTE CLAVE: D-DEFICIENTE, R -REGULAR, B-BUENO, MB-MUY BUENO, E-EXCELENTE

	D	R	B	MB	E
a. LA ACTIVIDAD EN GENERAL					
1. CUMPLIMIENTO DE OBJETIVOS					
2. CUMPLIMIENTO DEL PROGRAMA					
3. CONTENIDO DE LA ACTIVIDAD					
4. SUMINISTRO DE MATERIALES					
5. TRATO PERSONAL					
b. LA INSTRUCCION EN PARTICULAR					
1. METODOS DE ENSEÑANZA					
2. AYUDAS AUDIO-VISUALES					
3. MATERIAL DIDACTICO IMPRESO					
4. NUMERO DE HORAS Y DE EXPOSICIONES					
5. METODO DE EVALUACION					
c. AMBIENTE FISICO					
1. VENTILACION					
2. ILUMINACION					
3. MOBILIARIO					
4. INSTALACIONES SANITARIAS					
5. LIMPIEZA Y ORDEN DEL LOCAL					
6. PROTECCION CONTRA RUIDOS					
7. SERVICIOS ADICIONALES (TELEFONO, REFRIGERIJS, OTROS)					

D. LOS INSTRUCTORES

a. NOMBRE DEL INSTRUCTOR :	D	R	B	MB	E
1. CONOCIMIENTO DE LA MATERIA					
2. CAPACIDAD PARA CONDUCIR GRUPOS DE TRABAJO					
3. MANERA DE EXPONER, INTERES QUE SUSCITA					
4. ATENCION DE PREGUNTAS Y CONSULTAS					
5. PUNTUALIDAD					
b. NOMBRE DEL INSTRUCTOR:	D	R	B	MB	E
1. CONOCIMIENTO DE LA MATERIA					
2. CAPACIDAD PARA CONDUCIR GRUPOS DE TRABAJO					
3. MANERA DE EXPONER, INTERES QUE SUSCITA					
4. ATENCION DE PREGUNTAS Y CONSULTAS					
5. PUNTUALIDAD					
c. NOMBRE DEL INSTRUCTOR:	D	R	B	MB	E
1. CONOCIMIENTO DE LA MATERIA					
2. CAPACIDAD PARA CONDUCIR GRUPOS DE TRABAJO					
3. MANERA DE EXPONER, INTERES QUE SUSCITA					
4. ATENCION DE PREGUNTAS Y CONSULTAS					
5. PUNTUALIDAD					
d. NOMBRE DEL INSTRUCTOR:	D	R	B	MB	E
1. CONOCIMIENTO DE LA MATERIA					
2. CAPACIDAD PARA CONDUCIR GRUPOS DE TRABAJO					
3. MANERA DE EXPONER, INTERES QUE SUSCITA					
4. ATENCION DE PREGUNTAS Y CONSULTAS					
5. PUNTUALIDAD					
e. NOMBRE DEL INSTRUCTOR:	D	R	B	MB	E
1. CONOCIMIENTO DE LA MATERIA					
2. CAPACIDAD PARA CONDUCIR GRUPOS DE TRABAJO					
3. MANERA DE EXPONER, INTERES QUE SUSCITA					
4. ATENCION DE PREGUNTAS Y CONSULTAS					
5. PUNTUALIDAD					

I INDIQUE SI LOS CONOCIMIENTOS ADQUIRIDOS SON O NO SON APLICABLES A LAS LABORES QUE DESEMPEÑA O VA A DESEMPEÑAR SI NO

II ASPECTOS MAS IMPORTANTES DE LA ACTIVIDAD:

III ASPECTOS MENOS RELEVANTES:

IV TEMAS QUE PODRIAN INCLUIRSE O AMPLIARSE:

V OTRAS SUGERENCIAS:

100

PROCAP-119-87

20 de marzo de 1987

Sr. Carlos L. Marín P.
Rector
National University
S. O.

Estimado señor:

De acuerdo a los procedimientos establecidos de evaluación de los eventos de PROCAP, adjunto le estoy enviando copia de los resultados de la evaluación realizada por los participantes al finalizar el evento, así como carta remitida por la Asociación Bancaria Costarricense sobre algunos aspectos sobre la calidad del evento y copia del informe que sobre el mismo preparé para la Ing. Clara Lamer, Gerente del Programa.

Réglele tomar nota de las recomendaciones del informe que afecta la realización del evento "Legislación Bancaria y Financiera", el cual ha sido postpuesto a una fecha posterior aún por definir.

Sin otro particular por el momento, le saluda,

Atentamente,

Gerardo A. Ly Chen
Gerardo Ly Chen, M.B.A.
Asistente de Gerencia

GL/CE/mov

Adjunto: Lo indicado

cc

PROCAP-106-87

13 de marzo de 1987

Señor
Leonel Baruch, Presidente
Asociación Bancaria Costarricense
PRESENTE

Estimado señor:

Me refiero a su atenta nota No. 069-87 del 6 de los corrientes, con la que remite copia de las cartas suscritas por los señores Oscar Rodríguez, Gerente del Banco BANEX y del señor Walter Kissling en su condición de asistente al Seminario "Nuevos Servicios Bancarios".

Al respecto tengo el agrado de remitirle el informe que preparó el señor Gerardo Ly, Asistente encargado del Sector Financiero Bancario del Proyecto AID-615-0212.

En particular estamos tomando medidas con respecto al punto a) y b) de las conclusiones y recomendaciones de dicho informe. En cuanto al punto c), ruego tomar nota que se propone prorrogar la realización del evento "Legislación Bancaria y Financiera", programado para el 3 de abril próximo, a efectos de poder tomar las medidas necesarias para asegurar su calidad.

Asimismo estoy solicitando al señor Gerardo Ly reunirse conjuntamente con la Comisión de Capacitación de la ABC, para la adjudicación de los eventos de capacitación que faltan por realizar.

Cordialmente,

Original }
Firmado } Ing. CLARA ZOMER

Ing. Clara Zomer, M.I.
GERENTE - PROCAP

CZR/mec

c.c. Archivo

Adjunto: Lo indicado

12 de marzo de 1987

MEMORANDUM

PARA: Ing. Clara Zomer

DE: Gerardo Ly

ASUNTO: Informe sobre la contratación y evaluación del evento "Nuevos Servicios Bancarios".-

A continuación me refiero a la contratación y evaluación del evento de capacitación "Nuevos Servicios Bancarios" realizado del 25 al 28 de febrero de 1987, como parte del Programa de Capacitación del Sector Financiero Privado.

El informe se divide en tres partes a saber: Procedimientos de contratación, evaluación del evento, conclusiones y recomendaciones.

A) Procedimiento de contratación

La necesidad de realizar el evento "Nuevos Servicios Bancarios" se detectó en el estudio de necesidades de capacitación realizado durante 1986. Posteriormente a finales de ese mismo año, PROCAP mediante un concurso privado solicita a diferentes instituciones y empresas, la presentación de ofertas de capacitación sobre este tema, indicando que se deben presentar entre otros requisitos, temario a desarrollar en el evento, curriculum vitae del instructor o instructores, etc.

Una vez concluido el plazo de recepción de ofertas de instrucción, se abrieron las ofertas y se procedió a realizar el estudio respectivo de cada una de las ofertas, labor que comprendió la elaboración de una tabla de puntuación comparativa que facilitara objetivamente medir la calidad académica, docente y experiencia del instructor con la actividad bancaria específica, así como el costo total, costo persona mes, costo hora/instrucción, costo por participante, etc. de cada una de las ofertas.

Para el evento "Nuevos Servicios Bancarios", presentaron ofertas, INCAE, Desarrollo Moderno de Empresas y National University, ofertas con duración de la instrucción en horas 16,8 y 20 horas de instrucción respectivamente; y de características tales como, costo de la instrucción y número de participantes mínimo, con significativas diferencias (rango del costo persona/mes C136.000 - C65.000, rango de participantes mínimo requerido 40 - 25).

105

Una vez obtenida la información de las ofertas recibidas en forma tabulada y comparativa para cada evento, se llevó a cabo la selección en conjunto con la Comisión de Capacitación de la ABC representado en la persona del Ing. Alberto Dent Z., a quien se le remitió copia de cada una de las ofertas recibidas, así como de la tabla comparativa de la puntuación obtenida por cada oferta. La adjudicación del evento que nos ocupa, se realizó en conjunto con el Ing. Alberto Dent, de la Comisión de Capacitación en reunión celebrada el día 6 de enero de 1987, en el Banco de Fomento Agrícola.

Fue mutuo el consentimiento por parte del Ing. Dent, de la Comisión de Capacitación de la ABC y de éste servidor en representación de PROCAP, de que la oferta presentada por National University, de acuerdo con las características del instructor, por laborar en un banco internacional en los Estados Unidos de América (Dai Ichi Bank), por la experiencia docente en San Diego State University, por el contenido del seminario que había presentado el instructor y finalmente, el costo del evento, era la oferta idónea.

B) Evaluación del Evento

La evaluación realizada al concluir el evento se muestra en el cuadro adjunto en todos sus detalles, los aspectos más relevantes de la evaluación son los siguientes:

- a. La actividad en general; fue calificada en cuanto al cumplimiento de objetivos por un 22.5% de regular a deficiente, mientras el 77.5% de bueno a muy bueno. En cuanto al cumplimiento del programa el 27% lo consideró regular mientras que el 73% restante lo calificó de bueno a muy bueno. El contenido de la actividad el 22% lo consideró regular, mientras que el 78% restante lo consideró de bueno a excelente.
- b. La instrucción en particular; las ayudas audiovisuales (videocassetes) fueron evaluados por el 22.5% de regular a deficiente, el 18% bueno, mientras que un 59.5% lo consideró de muy bueno a excelente. El material didáctico impreso un 36% lo considero de regular a deficiente, y el restante 64% de bueno a muy bueno.
- c. El instructor fue evaluado bueno por un 4.5% mientras que el 95.5% restante lo calificó de muy bueno a excelente, esto en cuanto al conocimiento de la materia. Según la evaluación el instructor fue regular sólo para un 4.5% de los participantes en la manera de exponer y en la puntualidad.

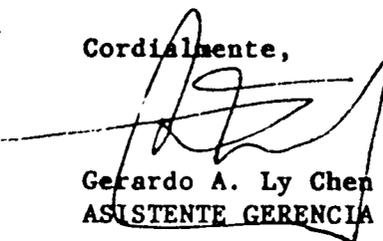
C) Conclusiones y recomendaciones

La búsqueda de la excelencia en la calidad de los eventos de PROCAP se inicia con la selección misma de las empresas potencialmente oferentes. El proceso de selección está orientado a evitar la falta

de preparación y la improvisación de los instructores en los seminarios mediante la presentación previa para la consideración y aprobación de la Asociación Bancaria, del temario o programa del evento a desarrollar, así como de un detalle de la experiencia profesional y docente de los instructores ofrecidos. Pese a ello, en última instancia, es el instructor quien define la calidad última del evento, de acuerdo con su capacidad de tramitar los conocimientos que ha demostrado poseer al ser escogido como instructor para un evento.

- a. De acuerdo con las evaluaciones realizadas por los participantes, el evento "Nuevos Servicios Bancarios", no mostró la excelencia que en PROCAP se suele obtener. El cumplimiento de objetivos del seminario y el material didáctico impreso, mostraron importantes grados relativos de insatisfacción.
- b. En lo que al material didáctico se refiere, como medida correctiva para los cursos a desarrollar próximamente, se solicitará a los instructores, la presentación de dos ejemplares del material didáctico al menos 30 días antes de realizarse el evento, para el previo estudio por parte de PROCAP y la ABC.
- c. Debido a que para el próximo 3 de abril está programada la realización del seminario "Legislación Bancaria y Financiera", se recomienda prorrogar la realización de ese evento a una fecha posterior, que permita la ejecución de la recomendación enunciada en el punto b. anterior.

Cordialmente,



Gerardo A. Ly Chen
ASISTENTE GERENCIA

GAL/mec

doc.009

COALICION COSTARRICENSE DE INICIATIVAS DE DESARROLLO (CINDE)
PROGRAMA DE CAPACITACION (PROCAP)
RESULTADO DE LA EVALUACION DE LOS PARTICIPANTES AL EVENTO "NUEVOS SERVICIOS
BANCARIOS"

ASPECTO	DEFICIENTE	REGULAR	BUENO	MUY BUENO	EXCELENTE	TOTAL
---------	------------	---------	-------	-----------	-----------	-------

A- LA ACTIVIDAD EN GENERAL:

CUMPLIMIENTO DE OBJETIVOS	4.5%	18.0%	40.5%	40.5%	0.0%	100.0%
CUMPLIMIENTO DEL PROGRAMA	0.0%	27.0%	45.0%	31.5%	0.0%	100.0%
CONTENIDO DE LA ACTIVIDAD	0.0%	22.5%	37.0%	27.0%	13.5%	100.0%
SUMINISTRO DE MATERIALES	0.0%	31.5%	37.0%	27.0%	4.5%	100.0%
TRATO PERSONAL (NR: 4.5%)	4.5%	4.5%	4.5%	31.5%	50.5%	95.5%

B- LA INSTRUCCION EN PARTICULAR

METODOS DE ENSEANZA (NR: 4.5%)	4.5%	4.5%	46.0%	27.0%	13.5%	95.5%
AYUDAS AUDIOVISUALES	13.5%	9.0%	18.0%	36.0%	22.5%	100.0%
MATERIAL DIDACTICO IMPRESO	18.0%	18.0%	37.0%	27.0%	0.0%	100.0%
NUMERO DE HORAS Y EXPOSICIONES	4.5%	13.5%	40.5%	37.0%	4.5%	100.0%
METODO DE EVALUACION (NR: 18.0%)	4.5%	18.0%	27.5%	27.5%	4.5%	82.0%

C- AMBIENTE FISICO

VENTILACION (NR: 4.5 %)	0.0%	4.5%	31.5%	46.0%	13.5%	95.5%
ILUMINACION	0.0%	4.5%	37.0%	54.0%	4.5%	100.0%
MOBILIARIO	0.0%	4.5%	31.5%	59.5%	4.5%	100.0%
INSTALACIONES SANITARIAS	0.0%	0.0%	27.0%	41.5%	31.5%	100.0%
LIMPIEZA Y ORDEN DEL LOCAL	0.0%	0.0%	22.5%	41.5%	36.0%	100.0%
PROTECCION CONTRA RUIDOS	0.0%	0.0%	18.0%	45.0%	37.0%	100.0%
SERVICIOS ADICIONALES	0.0%	0.0%	13.5%	45.0%	41.5%	100.0%

D- INSTRUCTOR:

SR. JOSE R. DE LA GARZA

CONOCIMIENTO DE LA MATERIA	0.0%	0.0%	4.5%	64.0%	31.5%	100.0%
CAPACIDAD DE CONDUCIR GRUPOS	0.0%	0.0%	13.5%	64.0%	22.5%	100.0%
MANERA DE EXPONER	0.0%	4.5%	22.5%	46.0%	27.0%	100.0%
ATENCION A PREGUNTAS Y RESP.	0.0%	0.0%	0.0%	73.0%	27.0%	100.0%
PUNTUALIDAD	0.0%	4.5%	22.5%	68.5%	4.5%	100.0%

CONOCIMIENTO DE LA MATERIA	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%
CAPACIDAD DE CONDUCIR GRUPOS	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%
MANERA DE EXPONER	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%
ATENCION A PREGUNTAS Y RESP.	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%
PUNTUALIDAD	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%

NUMERO DE FORMULARIOS DE EVAL. 22

101



ASOCIACION BANCARIA COSTARRICENSE

Teléfono: 33-59-66 — Apartado 7-0810

San José, Costa Rica

REF.: ABC-069/87

6 de marzo de 1987

CINDE
GERENCIA PROCAP

06 MAR 1987

RECIBIDO

Ingeniera
Clara Zomer
Gerente PROCAP
Coalición Costarricense de
Iniciativas de Desarrollo
S. D.

Estimada señora:

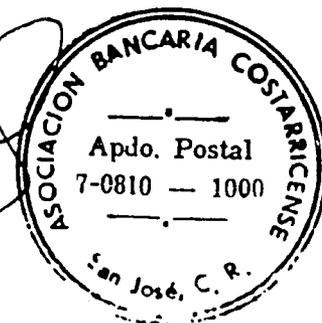
Adjunto me permito incluir copias de las cartas suscritas por Don Oscar Rodríguez Ulloa, Gerente del Banco BANEX y don Walter Kissling, en su condición de asistente al Seminario "Nuevos Servicios Bancarios" que recientemente se realizó con el patrocinio del Programa de Capacitación (PROCAP) y el auspicio de la Asociación Bancaria Costarricense.

En base a las anteriores comunicaciones nos surge una gran preocupación acerca de lo sucedido, fundamentalmente en lo que se refiere a los cursos que próximamente van a dictarse y en razón de lo cual mucho agradeceremos nos informe acerca de las medidas correctivas que van a tomarse para evitar en el futuro situaciones tan inconvenientes como la que nos ocupa.

Aprovecho la ocasión para suscribir con mi mayor consideración y estima personal.

ASOCIACION BANCARIA COSTARRICENSE


Leonel Baruch
PRESIDENTE



LFCJ/ama

RECIBIDO
4 MAR. 1987



BANCO AGRO INDUSTRIAL Y DE EXPORTACIONES S.A.
San José, 3 de marzo de 1987

Señor
Leonel Baruch
Presidente
ASOCIACIÓN BANCARIA COSTARRICENSE
Presente

Estimado señor:

Recientemente se celebró el Seminario "Nuevos Servicios Bancarios" organizado por el Programa de Capacitación PROCAP y auspiciado por la Asociación Bancaria Costarricense.

Este seminario fue ofrecido a Gerentes Generales, Gerentes de Área y/o Jefes Departamentales, teniendo como objetivos:

- a) Dar a conocer los tipos de instrumentos bancarios y su utilización en la banca de hoy.
- b) Desarrollar una visión clara sobre los mercados financieros y su interrelación con los diferentes usos de los servicios bancarios más comunes.
- c) Analizar los problemas comunes derivados de uso y forma de resolverlos.

De parte de nuestra institución asistió el Ing. Walter Kissling. Su opinión sobre el seminario es que aparentó un alto grado de improvisación, no iba dirigido a los niveles mencionados en la invitación, ni tocaba el tema de nuevos instrumentos bancarios. Por el contrario, lo que se ofreció fue una serie de video cassettes e inglés sobre temas tan dispares como: consejos prácticos a la hora de hacer un préstamo y entrenamiento para cajeros. La mayoría del material escrito y visual se entregó en inglés, quedando fuera de la comprensión de una buena parte de los presentes. En suma, tal fue la reacción de nuestro representante que no asistió el último día del seminario, por no considerarlo de provecho.

100



Sr. Leonel Baruch

-2-

3 de marzo de 1987

Dado que la Asociación Bancaria Costarricense (ABC) auspició este seminario, considero que parte de la responsabilidad del éxito o fracaso del mismo recae sobre nosotros y por lo tanto por este medio hago la llamada de atención. A mi juicio, la ABC debe elevar este tema ante Cinde si recibe quejas similares de otros participantes. Me permito adjuntar copia del memorandum interno del Sr. Walter Kissling dirigido a mi persona

Agradezco su atención sobre el particular.

Atentamente,


Oscar Rodríguez U.
Gerente

ORU/mgh

Anexo: lo indicado

101

MEMORANDUM

PARA: Oscar Rodríguez
DE: Walter Kissling *W. Kissling*
REF: Seminario Nuevos Servicios Bancarios
FECHA: marzo 3 1987

Sobre el seminario en referencia le informo lo siguiente:

1-El tema de nuevos productos no fue cubierto en el detalle que se hubiera esperado de un seminario dirigido a personal bancario. El profesor se limitó a mencionar que existían productos tales como transferencia electrónica de datos y banca por teléfono, pero con una generalidad tal que me hace dudar de si haya tenido alguna utilidad.

2-No se respetó la agenda repartida al inicio del seminario, sino que este se desarrolló de una manera totalmente improvisada, y dependiendo de las preguntas y comentarios de los participantes.

3-El material entregado fueron cuatro fotocopias de artículos de revistas bancarias, en inglés (no se que porcentaje de los participantes no hablaba inglés, pero a juzgar por los comentarios era significativo) que no considero sean atinentes al tema del seminario (por lo menos tres de ellos)

4-Se presentaron varias películas en videocassette en inglés, y que no tenían nada que ver con el tema, tal como una película de entrenamiento para cajeros, y una película de consejos prácticos a la hora de hacer un préstamo.

En general mi impresión es que el curso no fue seriamente preparado y lo tendría que calificar de malo.

M.

PROCAP-139-87

26 de marzo de 1987

Doctor
Roel Rosales
Director del Programa Bancario
INCAE
Presente

Estimado señor:

Acusamos recibo del borrador del documento resumen del Seminario sobre "Implementación de la Promoción de Productos No Tradicionales en Costa Rica".

Dicho resumen dista mucho del trabajo que esperamos recibir de una institución de tanta excelencia como INCAE. Creemos que este documento no debe ser una simple transcripción de lo dicho durante este seminario sino que debe consistir en un resumen analítico de lo expuesto, de forma de poder obtener conclusiones más elaboradas sobre los puntos de acuerdo y divergencia encontradas entre los diferentes expositores y panelistas, por lo cual le ruego tomar las medidas del caso.

Agradeciendo su atención a la presente, me suscribo,

Atentamente,

Original }
Firmado } Ing. CLARA ZOMER

Ing. Clara Zomer, M.I.
Gerente-Procap.

CZR/SAL/mce

017-87
de enero de 1987

MEMORANDUM

PARA: Dr. Noel Ramírez
Director Centro de Políticas - INCAE

DE: Ing. Clara Zomer

ASUNTO: Material de apoyo "Seminario sobre la implementación de la promoción de productos no tradicionales".-

Por este medio me permito manifestarle nuestra preocupación por la forma tardía en que se nos hizo llegar el documento base de trabajo para el "Seminario sobre la implementación de la promoción de productos no tradicionales en Costa Rica", el cual se estará celebrando el próximo viernes 30 de enero. El material a utilizarse durante la presentación de los casos vivos aún no lo hemos podido llegar a conocer.

La entrega de este documento base de trabajo nos fue hecha el viernes 23 a las 6 de la tarde. Encontramos este documento insatisfactorio por tratarse de una simple recopilación de opiniones, careciendo el mismo de una sistematización y de los elementos mínimos de análisis esperados en un trabajo de la calidad de INCAE.

Durante el día de hoy el señor Leonel Rodríguez nos presentó un segundo borrador de este documento el cual aún no cumple con nuestras expectativas. Durante la reunión sostenida con el señor Rodríguez se le hicieron varias sugerencias para mejorarlo, las cuales se comprometió hacer efectivas a más tardar el jueves 29.

Atentamente,

Original }
Firmado } Ing. CLARA ZOMER

Ing. Clara Zomer, N.I.
GERENTE - PROCAP

CZR/mec

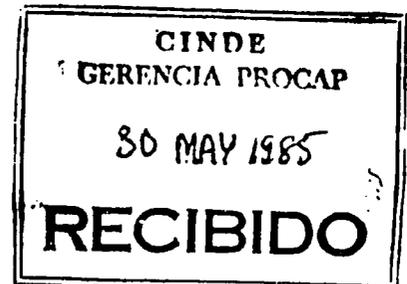
HOTEL

CARIARI

COSTA RICA

26 de mayo de 1986

Ing. Clara Lomer
Gerente General
PROCAP
Apdo 7170-1000
San José



Estimada Sra. Lomer:

Con referencia a su carta del 14 de mayo del año en curso, donde usted manifiesta su desconformidad con el servicio que el Hotel Cariari brindó durante la realización del seminario "Planificación y Control de Proyectos", efectuado en abril pasado, quiero hacer de su conocimiento que después de una investigación profunda de lo acontecido, encontré que desgraciadamente por falta de atención y supervisión se cometieron los errores que usted apunta.

Todo esto me extrañó bastante pues en el transcurso de los años que he estado yo en el Hotel, nunca había sucedido algo igual a lo que usted indica. Lo único que puedo solicitarle son las más sinceras disculpas a nombre propio y del Hotel por todo lo sucedido.

Debido a esos errores, he tomado medidas al respecto y además he procedido a que, lógicamente, no se cobre en su totalidad, el cocktail de despedida. Estamos haciendo nota de crédito a la factura #18970 por ₡2.736,00 correspondientes al licor servido en dicho cocktail. Además considerando las buenas relaciones que han existido y que deseamos mantener entre su representada y nuestro hotel, he procedido a hacer nota de crédito adicional por la suma de ₡12.325,00.

Deseamos nos permita en un futuro reparar nuestro error y esperamos comprensión de su parte por todos los inconvenientes ocasionados.

Atentamente,


Ing. Carlos Busch C.
Gerente General
HOTEL CARIARI

c.c. Arq. Ayo Avila
Arquitecto.



PROCAP-125-86

14 de mayo de 1986

Sr. Carlos Rosich
Gerente General
Hotel Cariari
Apdo 737-1007
Centro Colón
San José

Estimado señor:

Sirva la presente, para manifestarle nuestra desoconformidad con el servicio que el Hotel Cariari, nos brindó durante la realización del seminario "Planificación y Control de Proyectos" efectuado del 21 al 25 de abril pasados.

Con nuestra mejor intención de volver a realizar eventos de capacitación después de abstenernos por un período de nueve meses, período que duró el Hotel en esquilmar unos montos mal facturados de un evento que realizamos el 8 de mayo de 1985; se contactó a la Sra. Mercedes Escoto, Ejecutiva de Ventas, encargada de atender a CINDE para la realización de este nuevo evento. El 8 de abril del presente, mediante una carta firmada por la Sra. Escoto, se nos confirma la disposición del Hotel en atender nuestra solicitud y se nos asigna el Salón No. 3 del Centro de Convenciones.

El día 21 de abril se inicia el evento y fue nuestra mayor sorpresa darnos cuenta que el mencionado salón no estaba en condiciones de ser habitado, los extractores de aire no funcionaban, el ruido de construcción era extremado y para colmo la electricidad fue interrumpida, haciéndonos imposible la traducción simultánea, la proyección de filmas y por supuesto el simple hecho de estar ahí. Aún con éstos signos el personal del Hotel fue incapaz de trasladar el evento a otro salón, hasta que personal de CINDE lo manifestara. El 22 de abril se nos traslada al Salón Corobioí No. 3 y se nos asegura que no seremos trasladados de vuelta al Centro de Convenciones; el jueves 24 se nos comunica a las 5 p.m. que el Seminario tiene que trasladarse de vuelta al salón que originalmente se nos había asignado, a pesar de nuestra insistencia de no ser trasladados, la Sra. Orfila comunica al Arg. Avy Aviram, asistente de esta gerencia, que el Hotel se responsabilizará por los gastos que estos traslados hayan generado. El 25 de abril, día de la clausura se decide en PROCAP ofrecer una recepción más sofisticada que la que acostumbramos realizar para este tipo de evento con el objetivo de compensar a los participantes por los inconvenientes que se habían presentado y por las múltiples quejas sobre la calidad de



Plan Est

Restaurant
La Fonda del Llano

BAR

El

Cimarrón

SALON

Recepciones

Los Cancilleres

PISCINA

NCHO TIPICO

TIENDA

LAVANDERIA

Liberia 10 de mayo de 1985.

Señora
Ing Clara Zomer.
Gerente Procap.
San José.



Muy estimada Sra Zomer:

Reciba un cordial saludo y al mismo tiempo nuestro agradecimiento por su amable carta.

Todos los consejos que en ella nos da, se los agradecemos mucho y ya estamos haciendo los arreglos que nos indica para así mejorar nuestro servicio.

Sin otro particular le saluda

Carmen M de Mejía

Gerente Hotel Las Espuelas.

cc Archivo.

Seminario
Plan Int

PROCAP-385-85

17 de abril de 1985

Señora
Carmen Burgos de Mejía, Gerente
Hotel Las Espuelas
Apartado 88
Liberia, Guanacaste

Estimada señora Burgos:

Por medio de la presente deseamos agradecer la atención esmerada y la hospitalidad del personal de su hotel, y la suya en particular, con motivo de nuestra pasada estadía, durante el Seminario Planeamiento Estratégico Bancario.

Dentro de la evaluación surgieron diversos aspectos que consideramos importantes e insatisfactorios, con el fin de que se sirvan de retroalimentación para futuras reuniones y a la vez ayuden en el mejoramiento de los servicios que el Hotel ofrece. Entre ellos tenemos:

- a) Necesidad de mayor iluminación en el salón de sesiones.
- b) Necesidad de aumentar la capacidad del aire acondicionado, pues no es suficiente sobre todo con grupos grandes.
- c) En cuanto a mobiliario, se considera en esta evaluación que las sillas son poco acogedoras sobre todo para sesiones largas.

Por otro lado deseamos recalcar las excelentes atenciones y apoyo que en todo momento nos ofreció el señor Oscar Keith, a nuestro criterio un excelente elemento dentro de su organización.

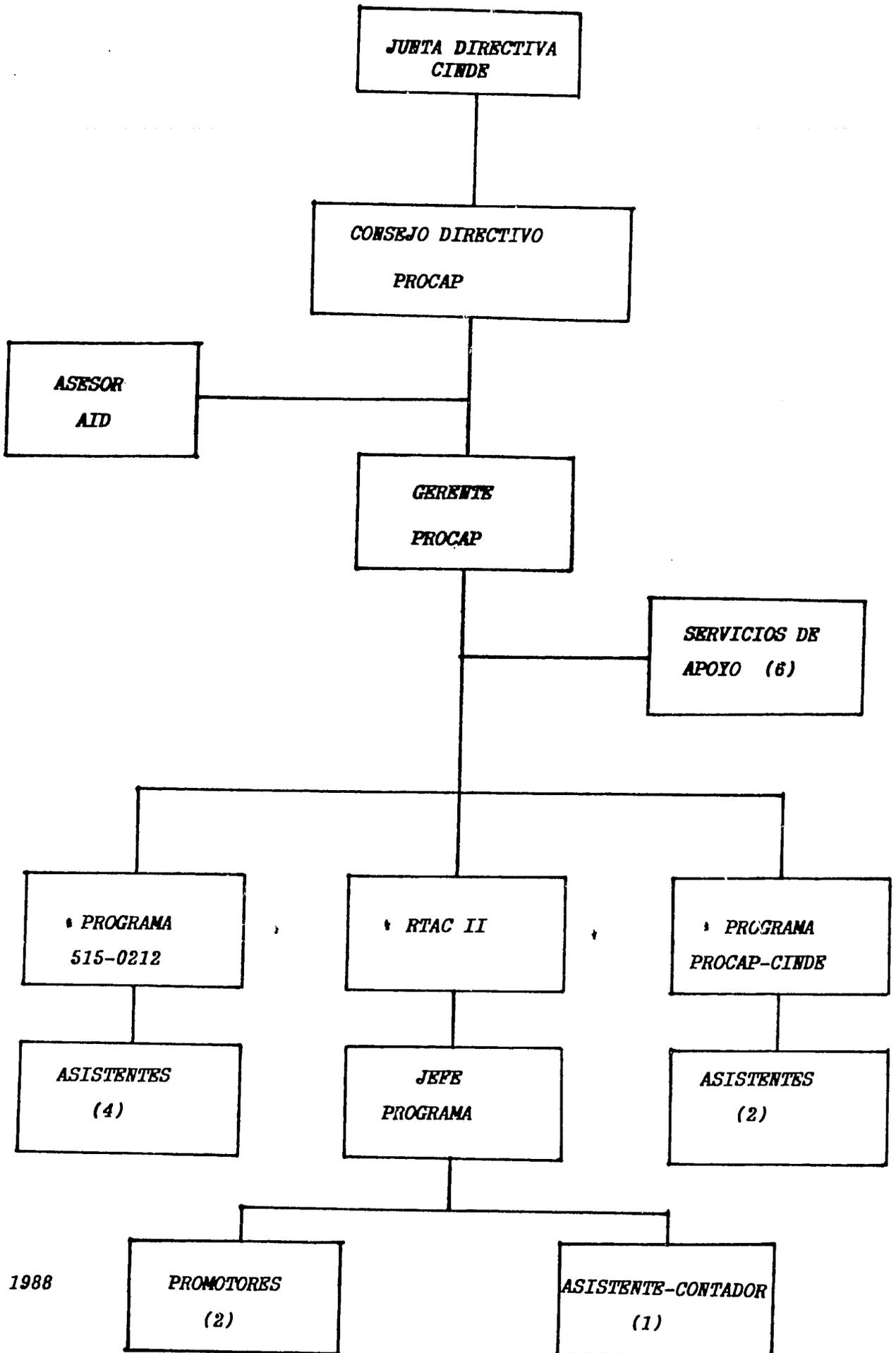
Sin otro particular, me despido cordialmente,

Original }
Firmado } Ing. CLARA ZOMER

Ing. Clara Zomer
GERENTE - PROCAP

CZR/mec

c.c. Archivo



de Mayo de 1988

PERSONAL DE PROCAP

2

GERENTE

Ing. Clara Zomer.

ASESOR AID

Sr. William Binford.

PROYECTOS 515-0212 Y PROCAP-CINDE:

NOMBRE DEL ASISTENTE	RESPONSABILIDADES	PROYECTO
Edgar Heymans	Sector Privado	
	*Cursos en Costa Rica en General	515-0212
	*Estudios de Necesidades de Capacitación por Sector	515-0212
Gerardo Ly Chen	Sector Financiero	
	*Cursos en Costa Rica (A.B.C. y B.C.C.R.)	515-0212
	*Becas de Largo Plazo (B.C.C.R.)	515-0212
	*Becas de Corto Plazo (A.B.C. Y B.C.C.R.)	515-0212
	Sector Privado	
	*Metalmeccánico	PROCAP-CINDE
	Evaluaciones anuales Ex-Post. de la capacitación	General
Zoila Volfo(1)	Sector Universitario	
	*Seminarios de Electrónica	515-0212
	*Profesores Visitantes	515-0212
	*Becas Largo Plazo	515-0212
	*Becas Corto Plazo	515-0212
	Sector Privado	
	*Becas Corto Plazo	515-0212
Guillermo Goldgewicht	Asistente del Programa	515-0212
	*Presupuesto	General
	*Solicitudes de Desembolso	General
	*Informes Trimestrales	General
Rafael Carrillo	Sector Privado	
	*Estudios de Necesidades de Capacitación por Sector	PROCAP-CINDE
	*Estudios sobre la capacidad Institucional	PROCAP-CINDE
	*Desarrollo de Programas de de Capacitación	PROCAP-CINDE

Nota:(ver propuesta Programa Procap-Cinde, abril 1988)

**NOMBRE DEL
ASISTENTE**

RESPONSABILIDADES

PROYECTO ³

Adriana Quesada

Sector Privado
*Textiles
*Plástico
*Electrónica
*Exportador
*Becas al Estado de
la Florida⁽²⁾

PROCAP-CINDE
PROCAP-CINDE
PROCAP-CINDE
PROCAP-CINDE

PROCAP-CINDE

PROGRAMA RTAC II

Ing. Bernardo Alfaro

Jefe del Programa

Amalia Bolaños
Ruth Chavez
Miguel Calvo

Promotora
Promotora
Asistente Contador
encargado de bodega

SERVICIOS DE APOYO

María Elena Cedeño
Mayela Calvo
Melissa Marroquín
Carlos Aguilar
Marvin Gamboa
Heidy Gutiérrez

Secretariado
Secretariado y Recepción
Secretariado
Guarda y Mensajero
Guarda
Miscelaneos

NOTAS:

(1) Incapacitada desde Noviembre de 1987 hasta Julio de 1988. Sus responsabilidades fueron asumidas por el Sr. Gerardo Ly, y el Sr. Guillermo Goldgewicht.

(2) Areas sin movimiento actual o futuro inmediato.

120

RESUMEN DE COSTOS DE PROCAP, 1987 (COLONES)

	Gasto Neto	Matrícula	Total	
PROGRAMAS				
Procap-AID (515-0212)	ESF 9.651.063 ^{1/} Eq\$ 4.869.305 ^{2/}	3.843.790	18.364.158	
Procap-Cinde	10.564.333	1.350.773	11.915.106	
RTAC II ^{3/}	(total libros)	-	3.210.351	
TOTAL PROGRAMAS			C 33.489.615	
ADMINISTRACION				
Procap AID (515-0212)			8.396.173	Proporción Admin/Programas (0.46)
Procap Cinde			5.258.294 ^{4/}	(0.44)
RTAC II ^{3/}			794.312	(0.25)
TOTAL ADMINISTRACION			C 14.448.779	(0.43)
TOTAL PROGRAMAS Y ADMINISTRACION				
Procap-AID 515-0212			26.760.331	0.31
Procap-Cinde			17.173.400	0.31
RTAC II			4.004.663	0.20
GRAN TOTAL PROGRAMAS Y ADMINISTRACION			47.938.394	0.30

^{1/}Corresponde al Memorandum de Entendimiento

^{2/}Equivalente en colones de \$ 77.290.55 al tipo de cambio promedio de 063X1 US. Corresponde al Convenio Cooperativo.

^{3/}Se inició el 17 de Julio de 1987

^{4/}Incluye alquileres de todos los programas.

v.1

5 de mayo de 1988

DESGLOSE DE GASTOS ADMINISTRATIVOS
1987
MEMORANDUM DE ENTENDIMIENTO

A- SERVICIOS PERSONALES	7,298,764.52 *
500-01 GASTOS GENERALES Y ADMINISTRATIVOS	
01 SUELDOS	4,592,853.65
04 DECIMOTERCER MES	369,030.62
05 CARGAS SOCIALES	1,175,297.59
01 SEGURO SOCIAL	619,971.86
02 BCO. POPULAR	22,141.84
03 INA	88,567.43
04 IMAS	22,141.84
05 ASIG. FAMILIARES	221,418.54
06 ASOCINDE	201,056.08
06 PRESTACIONES LEGALES	168,078.82
08 HONORARIOS PROFESIONALES	922,649.90
11 SEGUROS	
01 RIESGOS PROFESIONALES	70,853.94
B- SERVICIOS NO PERSONALES	
FUERON TRASLADADOS A OTRAS CUENTAS	
C- EQUIPOS DE OFICINA Y SUMINISTROS	324,742.51
117 SUMINISTROS	
01 UTILES Y MAT. DE OFIC.	0.00
140 OTROS ACTIVOS	
01 DEPOSITOS EN GARANTIA	0.00
08 OTROS	0.00
500-01 GASTOS GENERALES Y ADMINISTRATIVOS	
19 UTIL. Y MAT. OFIC.	324,742.51

colones : US \$1 = 74 colones

D- OTROS SERVICIOS Y SUMINISTROS		229,950.10
500-01 GASTOS GENERALES Y ADMINISTRATIVOS		
13 LUZ, TELEFONO AGUA Y TELEX		86,765.75
31 COMBUSTIBLE Y MANT. VEHICULOS		143,184.35
E- GASTOS DE CAPITAL		0.00
127 INMUEB. VEH., MOB. Y EQUIPO		
09 VEHICULOS	TRASLADADO A PROCAP/CINDE	
F- CONTINGENCIAS		370,570.39
500-01 GASTOS GENERALES Y ADMINISTRATIVOS		
11 SEGUROS		107,703.06
04 AUTOMOVILES	78,365.68	
08 EQ. ELECTRICO	0.00	
10 INCENDIO	29,337.38	
12 ALQUILERES		0.00
05 ESTACIONAMIENTO	0.00	
16 TRANSPORTE		223.00
01 LOCAL	223.00	
17 VIATICOS		0.00
01 LOCAL	0.00	
18 COMUN. Y CORREO		0.00
25 MANT. MOB. Y EQUIPO DE OFIC.		991.75
26 SERV. RECIB.		230,552.60
27 MISCELANEOS		31,099.98

FUENTE: BALANZA DE COMPROBACION DETALLADA DE DICIEMBRE 1987. (TRIAL
BALANCE, DICIEMBRE 87)

INFORMACION VARIOS

1-SALARIOS PERSONAL PROCAP

Mayela Calvo Sánchez	18.680,00*
Marvin Gamboa Godínez	21.110,00
Heidy Gutiérrez Rocha	12.000,00
Adriana Quesada Picado	46.760,00
Carlos Aguilar Hernández	17.500,00
Bernardo Alfaro Araya	70.000,00
Ma. Elena Cedeño Morales	35.100,00
Gerardo Ly Chen	61.990,00
Melissa Harroquín Romero	36.500,00
Zoila Volio Pacheco	52.600,00
Ruth Chaves Campos	28.080,00
Amalia Bolaños Zamora	25.920,00
Guillermo Goldgewicht	40.930,00
Edgar Heymans	57.400,00
Rafael Carrillo	57.400,00
Miguel Calvo	

2-Procac paga por alquiler de oficinas C 192.905,00 mensuales.

3-Se cuenta con 2 vehículos:

Un pick-up de 1/2 tonelada para el programa de RTAC II.
Un vehículo rural para 11 pasajeros para el proyecto 515-0212.

4-El nuevo formato "tentativo" para la presentación del Informe Fiscal Certificado al Memorandum de Entendimiento en la sección de la Unidad de Implementación es:

II-Unidad de Implementación

A-Gastos Corrientes
1-Servicios Personales
2-Otros

B-Gastos de Capital
1-Vehículo
2-Equipo

C-Contingencias

colones: US\$ 1 = colones 74

124

PRESUPUESTO DE GASTOS DE UN EVENTO NACIONAL

RUBRO	COSTO		TOTAL	OBSERVACIONES
	¢	\$		
I HONORARIOS				
INSTRUCTORES				
CONFERENCISTAS				
PERSONAL DE APOYO				
OTRO				
II MATERIALES				
PREPARACION MATERIAL				
REPRODUCCION MATERIAL				
PAPELERIA Y UTILES				
CARTAPACIOS Y GAFETES				
CERTIFICADOS PARTICIP.				
OTRO				
III PROMOCION				
ANUNCIOS PRENSA				
ENVIO CARTAS				
PANFLETOS Y AFICHES				
OTRO				
IV ALIMENTACION				
V TRANSPORTE				
INTERNO				
EXTERNO				
VI VIATICOS				
VII OTROS				
TOTAL				

COSTO DIRECTO POR PARTICIPANTE:

APORTE PORCENTUAL DE LA EMPRESA:

COSTO DE MATRICULA:

APORTE CINDE FONDO 515-0212

110

INFORME DE CIERRE DE UN EVENTO NACIONAL

NOMBRE DEL EVENTO:

FECHA:

I RESUMEN DE COSTOS DEL EVENTO

COSTOS		¢	\$
COSTO DIRECTO DEL EVENTO*			
FONDO PROGRAMA 515-0212		(ESF)	(SPROCAP)
CONTRAPARTIDA	APORTE EMPRESA:		
	SALARIOS PARTICIPANTES		
	TIQUETES AEREOS		
	TRANSPORTE		
	VIATICOS		
	MATRICULA		
	OTROS		

II DATOS GENERALES DEL EVENTO

NOMBRE DEL EVENTO:

CLASE DE EVENTO:

DURACION:

HORARIO:

LUGAR:

NUMERO DE PARTICIPANTES ESTIPULADO POR ESTUDIO DE PROCAP:

NUMERO DE PARTICIPANTES MATRICULADOS:

NUMERO DE PARTICIPANTES AL CONCLUIR EL EVENTO:

FIRMA O PERSONA (S) QUE LLEVO A CABO LA CAPACITACION:

*NOTA: EL COSTO DIRECTO DEL EVENTO COMPRENDE EL APOORTE DE CINDE DE FONDO 515-0212 Y EL APOORTE MATRICULA DE LAS EMPRESAS

PROYECTO PROCAP-AID 516-0212

RESUMEN DE LOS EVENTOS REALIZADOS POR TRIMESTRE POR SECTOR DURANTE 1987

SECTOR PRIVADO

PERIODO	PERSONAS MES	PERSONAS HORA	APORTE PROCAP ESF	APORTE PROCAP \$CR	CONTRAP. DIRECTA	COSTO PROCAP	APORTE CONTRAP. DIR.	PORC. DIR.	COLONES/HO PART.
ENERO-MARZO	36.10	6,252.52	903,857.15		522,000.00	903,857.15		57.75%	144.
ABRIL-JUNIO	94.00	16,280.80	1,162,805.20	420,501.40	1,442,350.00	1,583,306.60		91.10%	97.
JULIO-SETIEM.	52.00	9,006.40	2,156,725.45	617,480.70	1,314,150.00	2,774,206.15		47.37%	308.
OCTUBRE-DIC.	24.90	4,312.68	1,811,996.00	1,089,922.55	472,250.00	2,901,818.55		16.27%	872.
TOTAL	207.00	35,862.40	6,035,383.80	2,127,904.65	3,750,750.00	8,163,288.45		45.95%	227.

SECTOR FINANCIERO

PERIODO	PERSONAS MES	PERSONAS HORA	APORTE PROCAP ESF	APORTE PROCAP \$CR	CONTRAP. DIRECTA	COSTO PROCAP	APORTE CONTRAP. DIR.	PORC. DIR.	COLONES/HO PART.
ENERO-MARZO	2.53	438.20	194,630.13		56,000.00	194,630.13		28.77%	444.
ABRIL-JUNIO	10.90	1,887.88	620,413.90	262,469.87	386,823.70 ^(a)	882,883.77		43.81%	467.
JULIO-SETIEM.	12.10	2,095.72	522,094.10	359,373.25	198,000.00	881,467.35		22.46%	420.
OCTUBRE-DIC.	9.50	1,645.40	384,718.42	375,694.64	162,500.00	760,413.06		21.37%	462.
TOTAL	35.03	6,067.20	1,721,856.55	997,537.76	803,323.70	2,719,394.31		29.54%	448.

SECTOR UNIVERSITARIO

PERIODO	PERSONAS MES	PERSONAS HORA	APORTE PROCAP ESF	APORTE PROCAP \$CR	CONTRAP. DIRECTA	COSTO PROCAP	APORTE CONTRAP. DIR.	PORC. DIR.	COLONES/HO PART.
ENERO-MARZO	2.94	509.21	54,462.20	255,286.69	131,940.00	309,748.89		42.60%	608.
ABRIL-JUNIO	3.00	519.60	23,992.50	390,367.75	162,000.00	414,360.35		39.10%	797.
JULIO-SETIEM.	1.31	226.89	198,142.25	308,513.30	60,000.00	506,655.55		11.84%	2,233.
OCTUBRE-DIC.	2.50	433.00	229,251.65	500,581.00	45,000.00	3,832.65		6.17%	1,685.
TOTAL	9.75	1,688.70	505,848.70	1,454,748.74	398,940.00	1,960,597.44		20.35%	1,161.
TOT. PARA 87	251.78	43,608.30	8,263,083.05	4,586,191.15	4,953,013.70	12,843,280.20		35.57%	294.

a): INCLUYE c 151,923.70 (\$2493; \$1= c 60.90) APORTADOS POR EL BCCR PARA SUFRAGAR PARTE DEL COSTO DE LOS PROFESORES QUE VINIERON A IMPARTIR EL SEMINARIO

PROYECTO PROCAP-AID 516-0212
RESUMEN DE LOS EVENTOS REALIZADOS POR TRIMESTRE POR SECTOR
DURANTE 1986
SECTOR PRIVADO

PERIODO	PERSONAS MES	PERSONAS HORA	APORTE PROCAP ESF	APORTE PROCAP SCR	CONTRAP. DIRECTA	COSTO PROCAP	APORTE CONTRAP.	PORC. DIR.	COLONES/HORA/ PARTIC.
ENERO-MARZO	5.72	990.70	258,027.35		96,800.00	258,027.35		37.52%	260.45
ABRIL-JUNIO	49.00	8,466.80	857,227.78	420,523.93	994,294.00	1,077,751.71		72.17%	162.34
JULIO-SEPTIEM.	36.10	5,555.52	322,871.30	134,040.00	572,000.00	1,117,011.20		51.21%	169.27
TOTAL	90.82	14,013.02	1,438,126.43	554,563.93	1,662,094.00	2,305,773.26		45.61%	187.69
TOTAL	90.82	14,013.02	1,438,126.43	554,563.93	1,662,094.00	2,305,773.26		55.60%	158.43

SECTOR FINANCIERO

PERIODO	PERSONAS MES	PERSONAS HORA	APORTE PROCAP ESF	APORTE PROCAP SCR	CONTRAP. DIRECTA	COSTO PROCAP	APORTE CONTRAP.	PORC. DIR.	COLONES/HORA/ PARTIC.
ENERO-MARZO	5.62	973.38	336,354.80	2,167.13	14,000.00	338,521.93		4.14%	347.78
ABRIL-JUNIO	2.35	407.02	234,766.20		227,800.00	334,766.20		97.03%	576.79
JULIO-SEPTIEM.	16.13	2,793.72	806,559.15		188,500.00	806,559.15		23.37%	288.70
OCTUBRE-DIC.	28.20	4,884.24	774,528.14		165,000.00	774,528.14		21.30%	168.58
TOTAL	52.30	9,058.36	2,152,208.29	2,167.13	595,300.00	2,154,375.42		27.63%	237.83

SECTOR UNIVERSITARIO

PERIODO	PERSONAS MES	PERSONAS HORA	APORTE PROCAP ESF	APORTE PROCAP SCR	CONTRAP. DIRECTA	COSTO PROCAP	APORTE CONTRAP.	PORC. DIR.	COLONES/HORA/ PARTIC.
ENERO-MARZO	14.30	2,476.76	719,174.20	5,369,160.00	177,000.00	6,088,334.20		2.91%	2,458.18
ABRIL-JUNIO	6.85	1,186.42	260,784.00	846,127.50		1,106,911.50		0.00%	932.98
JULIO-SEPTIEM.		0.00				0.00			
OCTUBRE-DIC.	3.41	590.61	69,899.73	383,236.50	150,000.00	453,136.23		33.10%	767.23
TOTAL	24.56	4,253.79	1,049,857.93	6,598,524.00	327,000.00	7,648,381.93		4.28%	1,798.02
TOT. PARA 86	226.38	39,312.94	6,302,641.73	7,619,421.85	3,209,594.00	13,922,063.58		23.05%	354.13

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