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**REGIONAL TECHNICAL AID CENTER II
(RTAC II) EVALUATION**

Volume 1: The Report

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Submitted to:

LAC/DR/EHR
Agency for International Development
Washington, DC

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These coordinators, during the time of the evaluation, shepherded the evaluators through the demanding schedules and agendas of the study and made possible its smooth operation.

EXECUTIVE SUMMARY

The Regional Technical Aid Center II (RTAC II) was developed to provide reasonably priced U.S. scientific and technical textbooks for university students in Central America: El Salvador, Costa Rica, Honduras, Guatemala; Panama began but was later dropped from the program. The project was designed to improve university education and thereby enhance economic development; increase U.S. influence on the campuses; reduce photocopying in the participating countries; diminish the influence of Soviet written and published books; and eliminate, in so far as possible, the pirating of U.S. books.

The project is administered by LAC/DR/EHR in AID/Washington, which let an implementation contract to Aguirre International to carry out the program in concert with the USAID missions in the participating countries, each with a book program coordinator on its own staff. The coordinators work with distribution centers (one each in El Salvador, Costa Rica, and Guatemala; three in Honduras), who then distribute the books to book sellers (universities, other non-profit organizations, and private book stores).

Nineteen fields are presently included. RTAC II solicits titles from Mexican and Guatemalan publishers, reviews them, and prepares a catalog that is disseminated. Publisher and distributor promoters visit the university professors, who choose (adopt) a text for their classes. The adoptions are then reviewed by university authorities and the distributors before the orders are consolidated by the coordinators. Mexico City then consolidates the orders across countries, negotiates a bulk price with the publishers, and issues purchase vouchers. The books are delivered to a shipper's warehouse and transported to the countries. The coordinators receive the books, check the packing lists for accuracy, and send them to the distributors with proper invoices.

When the books are sold, the distributors receive the money and deposit it with their embassies, which transmit it into the U.S. Treasury account through the Regional Office for Central America and Panama (ROCAP). The funds are designated in the distributor's name and become a revolving fund for the purchase of more books. Because of the very high demand, the original book donation funds would not have sufficed to the end of the project, September 1991, and some of the reflow (revolving fund) monies are now being used.

A computerized management information system (MIS) was developed and installed to facilitate the processes. It is centered in the Aguirre International offices in Mexico City; each distributor and coordinator also has the program modules installed for their use. Information from the countries is recorded on diskettes and transmitted to Mexico City via express services.

A. Purpose and Conduct of the Evaluation

LAC/DR/EHR designed the evaluation primarily as a mid-term assessment of the implementation of the project so that any indicated improvements could be made for the remaining two years. It also, however, requested that the steps taken toward self sufficiency and institutionalization of the project be examined.

The Development Associates evaluators, working from the scope of work, prepared an implementation plan, seven interview guides in Spanish, an outline for the final report, submitted them to LAC/DR/EHR for review, revised and tested them, and

made the final versions. The questionnaires were completed by 315 publishers, coordinators, distributors, book sellers, professors, students, and librarians. A total of 189 persons participated in individual or group discussions on the project: officials of LAC/DR/EHR, Aguirre International, the USAID missions, the U.S. Information Agency, distribution center host organizations, book sellers, university authorities and professors, and a large sample of the students.

Inspections were done of the book stores and warehouses, and of the MIS reports and procedures. The results from all the study methods were tabulated and/or summarized and the information incorporated into this final report. The AID/Washington orientation and the field work in Mexico, El Salvador, Costa Rica, Guatemala, and Honduras were conducted in six weeks. The draft of the report was prepared in two weeks.

B. The Findings

RTAC II has shipped 560,728 books to Central America and most of them have been sold. The orders for the next semester, not yet processed, total more than 220,000. At the mid point, the project has already exceeded the expectations on book numbers for its entire life. Further, there is a clamor to include the social, economic, and political sciences into the program, which would raise the demand about 30%. The program is, as designed, demand driven; its success is self evident.

The book program has also provided mission entry to university campuses where they had been unable to work for a decade. The missions have now been able to begin other projects with these universities, especially that of linkages with U.S. universities. The students and professors know the project is funded by AID and they sincerely appreciate the results.

RTAC II has also, in cooperation with USIA and other organizations, produced four technical pamphlets and more are in the planning stage. These are distributed widely in the countries, providing additional inputs to the rural and urban poor. Videotapes and a newsletter were envisioned but have not yet been implemented.

RTAC II books that arrive defective in the countries are donated by the USAID missions to many small and isolated libraries in universities and other institutions. These have made a significant impact by helping these libraries better serve their communities.

The coordinators were found to be very well trained and able USAID personnel. Their enormous tasks connected with receipt of the shipments, checking shipping lists and books, fixing the tickets and AID and RTAC II logos, then transmitting the books to the distributors were well executed. The interviews with university personnel and students, and with the many book stores, showed the coordinators to have worked diligently with these groups.

The six distributors, mostly new to the business, have developed remarkably well in such a short time. Some warehouses require more improvement but they are acceptable. The inventories are properly kept although mostly outside the project MIS. All of them have accounting differences with RTAC II; specialized accounting training is needed, probably separate from the MIS. Most of the distribution centers have promoters who further the work of the publisher promoters and provide a great deal of public relations work for the distributors and the program. The host organizations of the distributors found the 15% markup (El Salvador, Costa Rica, Guatemala) insufficient; those in Honduras similarly found their 10% inadequate.

El Salvador, Costa Rica, and Guatemala have both university and private book stores as a part of the sales network. While not elegant, the establishments are much like most books stores in the region; the books are well cared for. The programmed 15% margin was stated by the stores to be insufficient to pay for costs and give some profit or funds for improving the facilities. RTAC II has commissioned an independent study of the book store costs as a basis for further decisions on the margins.

The Honduran distributors, three universities, are termed book stores even though they carry out a substantial function as distributors. A single 10% margin is allowed for their expenses. These, too, stated that the margin is insufficient to their needs. No private book stores are involved in the RTAC II program in Honduras.

The distributors have made great strides toward supplying books to the branch universities and small universities in isolated locations. The services are especially appreciated in these usually forgotten areas. The book stores in these branches, however, have reaped few economic benefits from their sales since they are not listed as participants in the Memoranda of Understanding (MOU) on revolving funds and have received little from the margin gained by the mother campuses.

Except for this problem of some book stores and the amounts of the margins, the evaluators found the Memoranda of Understanding to be a useful vehicle for the program. The exact ownership and control of the reflow funds and the mechanism through which the distributors would access those funds after the program, was not sufficiently clear. The MOUs can be modified to meet these needs.

The management information system was described by the coordinators and distributors as "partially useful." The catalog, book orders from adoptions, and the general information modules were deemed worthy of retention after the program ceases. The many errors in the invoices cause burdensome work in the countries. The most serious complaint was on the account modules; they were said to be unsatisfactory for the local operation. Serious problems were also cited with the Aguirre International shipping lists and the price ticket section, requiring corrections by hand, and bringing about inconsistencies between the accounts of RTAC II and the distributors. RTAC II, in a post-evaluation communication, proposed methods for permanently reconciling the accounts. The Central American users (coordinators and distributors) unanimously expressed that the MIS is too sophisticated and too expensive to be retained in post-RTAC II with the exception of the previously noted modules.

The training and technical assistance components of the project have been constantly applied to opportunities for improvement for the coordinators and the distributors although a high proportion had been dedicated to the MIS. Training for private book sellers had not yet been offered. The rapid entry of the countries into the program and their success in sales are, in part, a tribute to the training and technical assistance.

The evaluators found that photocopying and pirated editions had greatly decreased with the full implementation of the program in its nineteen fields; both still operate in those fields not covered. On the whole, the Soviet book influence has decreased but one publisher, Mir, is now imitating RTAC II by concentrating on technical fields not included in RTAC II, by setting up distributors, and promoting adoptions of the texts through the university professors.

Some of the activities conducted by RTAC II will contribute to institutionalization: training the distributors, giving assistance on distribution as a business, and

setting up the communications with publishers. The coordinators and distributors participate little in the decision making about their programs. They feel that it is now time for Mexico City to begin to serve its role as a consultant and less as the overall managers. At the same time, they praise RTAC II for the gigantic effort expended in making the success of the program possible in the early years.

The university professors and students, and the publishers recommended that the project add titles in the social, economic, and political sciences, plus a few other fields that were inadvertently left out. It was estimated that this would raise the demand by at least 30%. However, the present demand has already required the use of some reflow monies to supplement the donation book purchase funds. A 30% increase would deplete the funds before the end of the project.

The publishers urged that RTAC II be expanded into other countries. Their unanimous first choice was the Dominican Republic where pirating is rampant. Ecuador, Peru, and Bolivia were also frequently named. Most felt that the present program should be consolidated and the new countries added to RTAC III.

All of the interviewees urged that the program be extended for at least another five years. They noted that the successes and procedures still can be consolidated to make RTAC II operate even better. The Honduran mission director said that he should be quoted: "Definitely extend the project another five years. It has made it possible for us to reach university professors and students that were 'out of bounds' in the past. We are entering the universities with several new programs now, and that because of the university book program."

C. Lessons Learned

The discussion of the findings includes many points of learning from the project. The major ones are:

- "Demand driven" has proved to be a highly successful model; that demand is elastic, however, depending strongly on providing books at an affordable price.
- Sufficient funding to allow for early, complete implementation allowed the project to operate quickly and well.
- Concrete agreements among independent participating organizations, via the Memoranda of Understanding, are good vehicles for welding these together.
- The incorporation of all the groups interested in the books into the processes, all with responsibilities, consolidates them into a concentrated effort.
- The direct participation of the USAID missions into the operation of the project made it possible to gain extra support and funding for the activities.
- Bringing the private book stores into RTAC II helps assure a medium for sales after RTAC II and helps garner private sector support.

- A computerized management information system functions only as well as the interests and abilities of the users permit.
- Cooperative ventures between agencies such as USIA and AID in this project, allow the utilization of what each does best.

The RTAC II university book project serves, for the most part, as a model for almost any book program and how to implement it. With the improvements suggested by the participants, and the huge successes already achieved, RTAC II will serve as an important lesson for this and many other kinds of projects.

D. Major Recommendations

The success of the project, with a demand that has exceeded the goals and the donation book purchase funds, and the entry it has given to university staff and students, generates the first recommendations:

Recommendations: The project should be extended at least five more years or an RTAC III project should be developed.

Additional funding should be provided so that the project can be begun in other countries.

The present program should include titles in the fields of social, economic, and political sciences; that should be done, however, only if additional monies can be put into the donation book purchase fund.

Although the project should be continued for many years, the possibility of its ending at some time raises the need for some additional recommendations.

Recommendations: AID/Washington and the USAID missions should maintain some funding for the work, especially for the book purchasing activities in Mexico and for the mission special interests in the countries.

Aguirre International should immediately begin a systematic move toward helping the distributors develop a capability to largely manage their own businesses in the future.

Since volume is vital to obtaining low prices, it is recommended that a Central American council be organized to supervise the purchase functions; the council's expenses should be funded now and in a post-RTAC II period by AID.

The question of reflows (revolving fund), costs, and the future is complex. While reflow is a potential major resource, the policies and mechanisms must be carefully developed. Such questions as access, exchange rates, allowable expenditures, accountability, and U.S. involvement require study. The team believes that a separate, indepth study of this question should be made. In addition to these topics, it should also address the degree to which reflow can assist Central American institutions to become self sustaining. It should also address the most appropriate mechanisms for administering the effort.

There is a great deal of dissatisfaction with the present margins allowed the distributors and book stores for their operations costs. There is unnecessary adverse feeling among them and that is spilling over into poor publicity for the program and the missions. Aguirre has authorized a study on this matter.

Recommendations: The results of the Aguirre International study of costs and profit margins for the distributors and the book stores should be implemented as soon as possible.

The disparity between the margin allowed in Honduras in comparison with that in the other countries should be studied for possible adjustment.

A way to satisfy the needs of the branch university and other small book stores that do not now reap the benefits from their sales should be found.

A separate and differing Memorandum of Understanding is written for each distributor. They have generally served as a good vehicle for establishing workable agreements.

Recommendations: The memoranda of understanding, on the whole, can serve as a model for carrying out this and many other kinds of projects.

The wording on the ownership and decision maker for the reflow (revolving) fund should be made perfectly clear.

The wording in the Honduras Memoranda of understanding should include a descriptive provision on the rights of the branch universities, not as a separate MOU but as an understanding with the main universities.

The mechanism whereby the distributors gain access to the revolving fund after RTAC II is not included and should be clearly stated.

The computerized management information system (MIS) in RTAC II is designed to facilitate the processes and the accounting for the project.

Recommendations: The MIS is too complex and expensive to be continued into a post-RTAC II period; it should be pared to its essentials.

The MIS is too sophisticated and delicate to function properly considering the abilities of its users; it should be simplified.

The unanimous complaint of the users was that the MIS is not applicable for local accounting and most have developed separate systems; RTAC II monies should be allocated to help develop these systems rather than invest further in the present MIS.

As with any project, improvements can and should be made. These details, however, should not detract from the basic fact: the program succeeded. It put high quality textbooks into the hands of many low income students, which will help them learn more and contribute to better economic development in the future.

Finally, the team would note that this highly successful program presents AID/W with a choice, an opportunity, and a quandry.

The Choice - Fully self sustaining institutions might be possible to develop; this would require that the book prices include the costs of the books, the costs of carrying out the book purchasing, transportation, distributor/book seller costs plus a reasonable profit, and the absorption of all losses due to foreign exchange differences, thefts or lost books, and reduced prices on any books that could not be sold as anticipated.

This would mean, then, that the price of the books would rise considerably and that would work counter to U.S. political and educational interests since distribution would undoubtedly decrease, and fewer students be affected by the university book program.

Further, the U.S. is now given full praise and credit for its efforts; that would, of course, end when Central American institutions are fully in charge and handling all of the financial aspects of the program.

On the other hand, the team believes that greater institutional development can and should be pursued at the country level, without hurting the other objectives -- if some U.S. support from AID/W and the missions is continued. The U.S. must choose which objective is most important to its interests.

The Opportunity - RTAC II has become a highly successful and highly visible program. It clearly contributes to fostering U.S. political, economic, and educational objectives. There is substantial room for expansion in Central America at low cost. Does the U.S. want to extend its success?

The Quandry - Despite the success of RTAC II, there is concern, based on the RTAC I history, that the U.S. will pull the plug. Great care must be taken on this issue as it could cause the U.S. real harm and wipe out the substantial gains of RTAC II.

CHAPTER I. ANTECEDENTS TO THE RTAC II PROGRAM

The Regional Technical Aid Center II (RTAC II)* university textbook project was inspired by RTAC I, an AID program considered by many to have been highly successful and which operated for twenty years, from 1957 to 1977. RTAC I was designed to transfer technical information to Spanish speaking Latin American countries and to strengthen the Latin American publishing industry. Books, pamphlets, and audio visual materials were translated and distributed to educational institutions, libraries, and government organizations. The program assisted in the establishment of libraries, audio visual centers, and non-profit university book stores in Latin America. RTAC I ended when most of its goals were considered as having been met and when AID policy changed its emphasis in the late 1970s to programs aimed primarily at benefitting the poorest of the poor.

A. Purpose of RTAC II and the Evaluation

RTAC II is designed to provide up-to-date U.S. technical materials and textbooks in Spanish primarily to university students in Central America. By so doing, it increased AID access to a broad base of national institutions and decision makers in Central America. This mid-term evaluation provides information about the progress and effectiveness of RTAC II.

As the Project Authorization states (Project 597-0011) RTAC II, "consists of financing affordable Spanish language textbooks to Central American university students, technical assistance to university book stores, and pamphlets and booklets to private and public institutions throughout the region."

1. The Program

The genesis of RTAC II was both political and economic. However, as noted in the RTAC II project paper, "the primary goal of RTAC II will be a political one, to enhance the U.S. access, presence, and influence in the Central American region by increasing U.S. participation in the higher education and training of Central American professionals and leaders." It was developed as a direct response to a recommendation of the National Bipartisan Commission on Central America (the Kissinger Commission). The Commission, in its 1984 report, recommended the implementation of "a greatly expanded effort, subsidized by the U.S. Government...to support translations of important books from both languages, and...to subsidize their publication so as to make them generally available." This was to complement other AID support for institutions of higher learning in the region. The Commission noted that "a major shortcoming of past U.S. educational assistance has been insufficient support for Central American universities and university students. By contrast, higher education is increasingly a major focus of the Soviet Union and Cuba in the region."

The RTAC II project was approved by AID/W in August 1986, in the amount of \$12 million. In September 1986, a contract (LAC-0011-C-00-6081-00) was signed with Aguirre International, a consulting firm based

*Spanish or English names for all acronyms are provided in Appendix G.

NOTE: The implementation contractor, Aguirre International, will be used interchangeably with RTAC II Mexico in this report.

in San Mateo, California, to implement the project. Initially carried out in four Central American countries (Costa Rica, El Salvador, Guatemala, and Honduras) and Panama, the project was later discontinued in Panama due to the political situation in that country.

The actual demand for books was determined by market studies conducted by the contractor. This included interviews with professors to inquire what books they assign or would assign and what books they recommended to be translated into Spanish. To supplement this information, publishers were consulted regarding the availability of translated books already in print. This information was then relayed to professors to increase their awareness of available titles and publishers were encouraged to send promoters to consult directly with professors.

The design of RTAC II, while similar in some respects to RTAC I, is substantially different in the way it operates. Since part of the objective sought by RTAC II is to offset Soviet and Cuban distribution of textbooks in Central America, all RTAC II books must be originally published in the U.S. and in no way be detrimental to the promotion of U.S. and democratic values. Because AID economic objectives had a high priority, and the concern that if social science subjects were included in RTAC II, political tendencies of such texts might cause negative reactions at home or abroad, the textbooks selected were restricted primarily to science and technology. As a consequence, titles in the areas of political science, sociology, and economics are discouraged under the original design of RTAC II. As one Central American dean noted, "It is as if the Americans and the Russians agreed to split the market. The Americans provide science and technology, and the Russians provide political science and sociology!" As will be shown later, economics in particular should now be included in RTAC II according to most of the professors and students who were interviewed by the evaluation team.

Since volume sales of textbooks, which favor per unit cost reductions, are greatest for courses given in the first three years of university education, this and other factors influenced the decision to focus RTAC II on courses presented during those years. Basic scientific and technical books in 19 areas were given priority, based on demand. Books in the health sciences and medicine were included in cooperation with the Pan American Health Organization (PAHO). Books promoting U.S. interests in the areas of art, literature, religion, anthropology and similar disciplines were left to other donors such as USIA.

Because many titles had already been translated, although most were either too costly or out of print to be available to Central American students, RTAC II selected most of its textbooks from titles which had already been published in Spanish translation. Contracts were then negotiated to purchase from current stocks or reprints were arranged.

Among the factors which shaped the design of RTAC II were: (1) Mexican publishers are geographically close to Central America; (2) they are well established, some having benefitted from RTAC I; (3) many are accustomed to working with the USG, including USIA, or have connections with U.S. publishers; and (4) most are natural suppliers of textbooks for Central America (except that in the decade of the eighties, high costs, exchange problems, and stagnant economies had all but killed sales of Mexican books to Central American countries). Some titles published in

Argentina are used in the RTAC II program, but the vast majority emanate from Mexico. The design calls for co-publishing or the production of co-editions by both the original company and a Central American publisher, but to date no co-editions were developed. In June 1989, the contract with Aguirre International was amended to authorize the purchase of textbooks from participating Central American countries without requiring co-editions. One Central American publisher has now become an RTAC II supplier.

Because "demand driven" were key words in the design of RTAC II, it was essential that a method be devised to obtain professors' recommendations and their commitment to include texts in their courses. This system, known as "adoptions," has worked quite well in the marriage of supply with demand.

Pamphlets were an important part of RTAC I so they were included in RTAC II. One former AID official who had worked with RTAC I and was interviewed by the evaluators said pamphlets were one of the most important elements of RTAC I since they brought basic technology to lower economic groups where it was sorely needed. Pamphlet projects have just begun under RTAC II programming but they appear to be off to a good start. (See Chapter VII.) Pamphlets reach the opposite end of the educational scale served by RTAC II textbooks.

Videotapes, another activity contemplated in the design of RTAC II, were probably included because RTAC I had a motion picture loan service and because of the potential of videotaped programs today. However, at this writing little action has been taken in this category under RTAC II. (The team's comments regarding videotapes appear in Chapter X.)

Technical assistance and training were also anticipated in the design. Any innovative activity, particularly one as dramatic as RTAC II, and one which works with such tradition bound organizations as book stores and book publishers, needs technical assistance and training if modernization is to take place (see Chapter VI). On-line access to U.S. educational and technical information, while considered a minor part of the RTAC II contractor's program, could be an important part of the modernization efforts of AID in Central America. This was probably included because of the increasing availability of development information in U.S. databanks and elsewhere. Unfortunately, the state of telecommunications systems in Central America is such that the RTAC II office in Mexico City, for example, has found it impossible to communicate computer-to-computer with the RTAC II distribution centers because of poor telecommunications systems.

Several other special projects were also envisioned in the design of RTAC II in order to take advantage of the RTAC II infrastructure. These are discussed in Chapter VII.

A needs assessment conducted by the RTAC II contractor, May through November 1987 and published in 1989, validated information and perceptions obtained during the preparation of the RTAC II Project Paper, i.e., the dearth of textbooks available to university students; the high cost of books which were available; the dearth of promotion of textbooks in Spanish in the region; the widespread use of photocopying and some printed pirated versions; and the general belief that demand would greatly increase if textbooks were available at reduced cost. Based on a total of 13,532 questionnaires completed by 1,326 faculty members and 12,206 students, the RTAC II contractor concluded that the task of transmitting specific titles requested by the

professors to the RTAC II office in Mexico should be the responsibility of the local distribution center or university book store. This procedure was implemented as were other major recommendations: publishers were encouraged to send promoters to Central America; posters and other media were used to publicize the RTAC II program in order to create greater awareness among faculty and students of the reduced price of RTAC II texts now available; efforts were made to update titles; and university libraries were included among recipients, not only of books that could not be sold due to being defective or damaged, but, for the first time, they could purchase RTAC II texts at RTAC II prices. The assessment also resulted in recommending that technical assistance to local book stores be provided but this is not yet implemented. Another recommendation, "promote the development of a used textbook market for students," will be difficult to achieve. The vast majority of students who were queried by the evaluators indicated that they planned to keep the textbooks purchased under the RTAC II program in their personal libraries in order to have them available for reference in future years.

Two types of distribution models were developed for RTAC II to accommodate the special needs of the countries participating in the program. In three of the countries the distribution centers for RTAC II books are located in non-profit organizations. Costa Rica's distribution center is the Coalicion de Iniciativa para el Desarrollo (GINDE/PROGAP), (Coalition for Economic Development Initiatives), an AID supported institute. Guatemala's distribution center is the Instituto Guatemalteco Americano (IGA), (Guatemalan American Institute). This is a binational cultural center which receives some support from the U.S. Information Agency and whose director is a USIA Officer. El Salvador's distribution center is the Fundacion Empresarial para el Desarrollo de la Educacion (FEPADE), (Free Enterprise Foundation for Educational Development), also partially supported by AID. The second type of distribution model is found in Honduras and also existed in Panama. Honduras has three distribution centers, all located on university campuses. These are the Universidad Nacional Autonoma de Honduras (National Autonomous University of Honduras), the Escuela Superior del Profesorado (National Teachers' College, soon to officially become a university), and the Escuela Agricola Panamericana (Panamerican Agricultural College) which is an international school supported by various governments and international agencies.

2. The Evaluation

The Development Associates evaluation of the RTAC II university textbook project was designed primarily as a midterm examination of the processes used to carry out the work. Suggestions for further improvement in the management were the expected outcomes for this phase. In addition, the present status of the indicators listed in the objectives were assessed as milestones toward their eventual accomplishment. Two other preview items were researched: (1) the steps taken toward the achievement of self sufficiency and (2) the possibilities for a future mechanism that would allow the project to continue after RTAC II is completed.

The evaluation team was composed of three members: Wilbur Knerr, an expert in publishing, distribution, and book sales; Allen Hansen, a former USIA officer with extensive experience in book programs; and Earl Jones, specialized in evaluation methodology and in Central American programs. The work began on August 13, 1989, with an orientation in LAC/DR/EHR, AID/Washington. On August 17, the team traveled

to Mexico City and worked there for ten days with the Aguirre International RTAC II staff and interviewed Mexican publishers. On August 27 the field work began in El Salvador, concurrent with the annual seminar for the project coordinators; the team subsequently carried out the field work in Costa Rica, Guatemala, and Honduras; a two-day follow up session was then done with the Aguirre International staff in Mexico City. Later, interviews were held with the Aguirre International staff in San Mateo, California, and with the director of LAC/DR/EHR.

The data and other information gathering were conducted via four major methods: 315 formal interviews, via a questionnaire (Appendix D), with a sample (10 of 23) of the publishers; all 4 country coordinators; managers of the 6 distribution centers; all of the university book store managers and a sample of private book store managers; a large number of professors; a larger sample of students; and 8 of the librarians that have received gifts of defective and damaged books from the program. Open ended interviews were held with 189 (Appendix E) staff members of: LAC/DR/EHR; Aguirre International; officers of the USAID missions in Mexico, El Salvador, Costa Rica, Guatemala, and Honduras; university officials; the organizations serving as distribution centers; and many other persons interested in the program. Panama, originally in the project, was excluded because of the present political situation. Many documents were reviewed as a part of the effort (Appendix C). Inspections were done on the warehouses and book stores. The management information system was inspected via pertinent questions to the operators and an examination of the reports produced. The data were tabulated and the information consolidated in summaries for presentation in the final report. (A detailed exposition of the methodology is presented in Appendix B.)

B. RTAC I

RTAC I was designed to transfer technical information to the countries of Spanish speaking Latin America and to strengthen the Latin American publishing industry. It differed from RTAC II in its scope, in the geographic area covered, in some of its goals, and its method of operating -- having been "supply driven" as compared to RTAC II's "demand driven" philosophy.

1. History and Relationship to RTAC II

RTAC I, initiated in 1957 in an effort to transfer technical information to all Spanish speaking countries of Latin America, utilized a number of different vehicles to achieve this -- primarily translated books and pamphlets which were provided free of charge to educational institutions, libraries, and government organizations, and motion pictures which were loaned to these same organizations. RTAC I also assisted in the establishment of libraries, audio visual centers, and non-profit university book stores. In addition to its technology transfer goals, it specifically sought to strengthen the Latin American publishing industry. By 1977 when RTAC I ended, some 2,300 U.S. textbooks and more than 2,000 pamphlets and audio visual materials in Spanish translation had been distributed in varying quantities. RTAC I strengthened the region's publishing industry, encouraged the development of libraries through book donations, and assisted in the creation of 120 non-profit university book stores.

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The RTAC I experience provided a model for RTAC II. However, whereas RTAC I had as its main goal the transfer of technology to all of Latin America, as well as the strengthening of the Latin American publishing industry, RTAC II is much more circumscribed. RTAC II is designed specifically to provide up-to-date, U.S. technical materials and textbooks in Spanish, primarily to Central American university students. By making low cost American textbooks available to these students, U.S. influence among Central American professors and students could be expected to increase; the use of Spanish language materials from the Soviet Union and Cuba could be expected to decrease; the students and professors would greatly benefit from more formalized study; technology transfer would be expedited; piracy of American textbooks which was worse in some countries than in others was expected to diminish; the need of students to photocopy would be greatly reduced; and technology transfer would be enhanced. Most of these expectations have already occurred.

In addition to textbooks, RTAC II is charged with preparing and distributing pamphlets and audio visual materials to assist missions in meeting their development priorities and projects in Central America. As noted earlier, the vehicles designed to carry out RTAC II, such as textbooks, pamphlets, and videotapes, are those used in RTAC I (videotapes replacing motion pictures).

Whereas RTAC I provided cost free materials, RTAC II provides for student participation in the cost. The evaluators agree with the designers of RTAC II that this is a much more effective method than programs which require little or no input from the recipients. In addition, the reflow funds generated under RTAC II provide for a substantial number of additional textbooks to enter the program. Another major difference between RTAC I and RTAC II is that the former was "supply driven" while the latter is "demand driven."

2. Residuals from RTAC I

The RTAC I program, though terminated a dozen years ago, still has visible results and in some instances is an on going program. Evidence of this was presented to the evaluators during their visit to Mexico and Central America.

a. Publishers

Many Mexico City publishers received their start and/or were able to expand their businesses as a result of RTAC I. One publisher commented that RTAC I enabled him to obtain a loan for the purchase of specialized printing equipment. Today his business has expanded and is thriving. Others spoke warmly of the assistance RTAC I had provided. In Guatemala, the Director of Editorial Piedra Santa told the evaluators that it was RTAC I which enabled her to enter the publishing business. Today she is a leading publisher in that country and recently published her first titles under the RTAC II program.

b. University Book Stores

Some of the 120 non-profit book stores established with the help of RTAC I are still in existence. The book store of the Autonomous University of Honduras is still utilizing reflow funds generated under RTAC I to purchase books which are not in the RTAC II program. In September 1989, when the team was there, this fund still had about 450,000 lempiras (about \$130,000 U.S. equivalent at the unofficial

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exchange rate at the time of about 3.5 lempiras to \$1.00 U.S.). At the PanAmerican Agricultural School in Zamorano, Honduras, where the book store is known as the "RTAC Book Store," the director said that he still buys some books (not RTAC II books) with funds generated by RTAC I sales.

C. USIA Programs

The United States Information Agency (USIA) has conducted book translation programs since its inception in 1953. Latin America has always been one of the major markets of USIA sponsored Spanish language titles, with the focus of USIA book programs being generally in fields other than science and technology, i.e., political science, economics, literature and literary criticism, and the arts. Textbooks have not normally been included, although recently a special university textbook program for Spanish speaking Latin America was initiated that at this writing includes 17 titles, mostly in the fields in which USIA normally operates, i.e., the social sciences, literature, and the arts. (See Appendix F.7.)

Most USIA book translation programs are conducted by encouraging publishers abroad to translate and publish titles in which USIA is interested for distribution in commercial channels by guaranteeing the purchase of a set number of copies. Most of the books are sold by the publisher through conventional book stores while the limited number of copies received by USIA are placed in the libraries of USIS posts and binational centers, and presented to key individuals and institutions (often this includes university libraries).

USIA currently maintains two regional book offices for the translation into Spanish of American books, in Mexico City and Buenos Aires. The Regional Book Officer (RBO) for Mexico and Central America is an American USIA officer stationed in Mexico who also covers Colombia and Venezuela. The American Officer in charge of the Buenos Aires office is stationed in Washington, D.C., a change from earlier years due to budgetary and other factors. Small support staffs in Mexico and Argentina carry out the program.

The Central American Book Initiative (CABI) was an approximately \$3 million USIA program intended to move more American books into Central America by whatever means possible. The vast majority was in Spanish, though some English titles were included. University libraries were the major beneficiaries, but other educational and governmental institutions also received substantial quantities. The three-year program ended in the mid eighties, about the time that RTAC II was initiated. Had it continued there might have been occasions when duplication of effort would have arisen, although the fields in which USIA focuses made this improbable. In any event this program, which provided books free to recipients, ended due primarily to budget cuts. To the evaluators' knowledge there are no plans to reinstitute it.

The university book program, mentioned previously, and which USIA refers to as the "University Book Initiative, (UBI), merits the attention of AID officials to assure that duplication of effort does not occur. The UBI has to date provided a number of titles to Central American countries, in particular El Salvador, as well as to other Latin American countries. Except possibly for El Salvador, the number of titles and quantities involved should have no effect on RTAC II activities. If

RTAC II includes economics among its textbook offerings in the future, as recommended by many professors and students, consultation with USIA would be in order so that the same titles sold by AID are not presented to the same audiences free-of-charge by USIA.

AID and USIA officials involved with book programs worked closely together and kept each other informed during the development of RTAC II. They freely exchanged ideas and information as RTAC II began. This proved to be mutually beneficial and can be expected to continue.

D. Special Programs

While the RTAC I, RTAC II, and the USIA book programs have the longest history, there have been others that are worthy of note. They have been useful and some probably will complement the present project.

1. USAID Technical Book Distributions

The several missions in Central America have conducted many economic and social development projects for decades. Frequently, specialized training is included within them; the trainees, usually U.S. or host government employees, receive long or short term educational opportunities so they can better perform their tasks within the projects. Technical books are often included as a part of the training, serving as texts within the classes and/or as reference materials to help guide the trainees as they work on the projects.

2. Franklin Book Programs

A non-profit educational organization, Franklin Book Programs promoted the development of the book publishing industry in various countries of Asia, the Middle East, Africa, and Latin America. In Latin America, with funding from the Kellogg Foundation, Population Council, and the Commonwealth Fund, and working through indigenous institutions, Franklin made interest free loans to qualifying medical book publishers for translation rights, films, or illustrations. These were repaid monthly, after publication of the book in question, and over a stipulated time period, in local currency to the cooperating institution. A percentage was always set aside from all repayments for administrative costs of the institutions. Repayment funds were used to make additional loans. Franklin conducted the first book publishing seminars in Latin America held in Mexico, Costa Rica, Colombia, Brazil, and Argentina.

E. The Participants in RTAC II

The RTAC II project is complex in that it depends upon the collaboration of several independent institutions; there is no direct line of actual authority from top to bottom. The operations are carried out via agreements among the organizations.

Although there are many participating organizations in the RTAC II project, the operational flow structure is straightforward:

Unlikely Managua Is Again Mecca For International Book Trade

Publishers at second festival hear its co-creator, Frankfurt's Peter Weidhaas, propose Latin American common market for book

BY KARL BERMANN

Managua doesn't seem like the kind of place to attract the international book trade. Battered, destitute Nicaragua has a reputation as a world trouble spot, a thorn in the side of the U.S. State Department, the nemesis of Oliver North et al.; it's not known as a publishing Mecca. Yet Managua has just finished hosting its second international book fair in three years.

Each day, July 20-25, thousands of Nicaraguan and foreign book fanciers browsed through Managua's La Piñata fairgrounds, the site of the International Book Festival-Nicaragua 89, while outside swarms of children hawked candy and cigarettes and street vendors served up banana leaves filled with gallo pinto (rice and beans), fried plantains and sizzling enchiladas. Although many of the titles displayed in the open-air pavilions were not for sale, by festival's end the crowds had gobbled up some 20,000 books.

The day before the festival opened, the nation observed the 10th anniversary of the Sandinistas' overthrow of dictator Anastasio Somoza. Three hundred thousand singing, dancing and banner-waving Nicaraguans—one-tenth of the population—had filled the Plaza of the Revolution. The turnout held clues as to why "little Nicaragua," as it's known in a popular song here, wants a place on the world's literary map. When the Sandinistas

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Peter Weidhaas warned listeners of the widening cultural 'abyss' between industrialized countries and Latin America.

came to power they carried out one of the most effective literacy campaigns anywhere. Relying on student mobilizations, their 1980 "crusade" raised the number of the country's literate from 50% to 87%—one of the highest in Latin America.

According to Father Ernesto Cardenal, the internationally known poet who presided over the book festival, censorship under Somoza was so severe that customs officials allowed only "about 50 books" into the country. Somoza reputedly said once, "I don't want educated people, I want oxen." No books have been banned since the revolution, not even those the CIA publishes for the *contras* in neighboring Costa Rica.

Considering that monthly salaries here average less than \$50, Nicaraguans' book-buying habits are astounding. The first printing of 5000 copies of Tomas Borges's *La Paciente Impacien-*cia sold out this May in 72 hours. Omar Cabezas's first book (*Fire from the Mountain* in its English-language version) has sold 100,000 copies. His second, *Canción de Amor para los Hombres*, recently had an initial press

run of 50,000—all in a country of just three million.

EEC Contributes \$50,000

How can Nicaragua afford a book festival in its difficult straits? Father Cardenal replied that, thanks to international aid, the event cost "practically nothing." "On the contrary," he said, "it's a very big gain—the people have the opportunity to see all these books, and buy them at prices lower than they would cost ordinarily." This year the European Economic Community gave the festival \$50,000 to en-

able foreign publishers to sell their books for Nicaraguan *cordobas*, normally a nonconvertible currency.

Much outside support has come from the efforts of Peter Weidhaas, director of the Frankfurt Book Fair. Indeed, the idea for a book festival here grew out of a conversation in a Frankfurt pub between Weidhaas and Cardenal. When Cardenal suggested a book fair in Nicaragua, Weidhaas replied that a typical, commercially oriented event simply wouldn't work. He suggested instead a book festival combining symposia on publishing, marketing, and literary topics with readings, concerts and sales to the general public.

In one of the major talks here, Weidhaas indicated why he has become one of the Nicaraguan festival's principal boosters. Noting the bicentennial of the French Revolution, he warned that recent trends in world publishing may signal the end of the Age of Enlightenment ushered in by that revolution, at least for Latin America and other underdeveloped regions. Blaming the situation in large part on the debt crisis, he said a widening "abyss" had opened between book publishing and marketing in the industrialized countries and Latin America: "The persistent and continual disintegration of its publishing and book marketing separates Latin America from intellectual discourse in the developed



Lawrence Ferlinghetti, American poet and publisher of City Lights Books, greeting visitors at the U.S. pavilion.

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Minister of Culture Cardenal opened the festival, accompanied by (from extreme left) President Ortega; Vice-president (and novelist) Sergio Ramirez; and Peter Weidhaas.

countries," with disastrous consequences for Latin development.

The solution, Weidhaas said, is to create a Latin American common market for books and to develop a continental infrastructure for promotion and distribution. He sees the Nicaraguan festival as a platform from which to promote these projects. Nicaragua's contemporary revolutionary history gives it an "intellectual influence" in Latin America out of proportion to its small size, he said. "That a book festival takes place in this country, in a situation that is so difficult economically and otherwise, is very important. It sends a message to the rest of the continent."

Book Barter

Margarita Sierra and Margarita Canales, co-directors of the Guadalajara Book Fair, agreed with Weidhaas on the role the Nicaraguan festival can play and organized the exhibit and sale in Managua of 5000 titles from 41 Mexican presses. Canales pointed to a recent Central American book barter agreement as an example of the kind of cooperation the Nicaraguan festival can foster. The Central Americans have exchanged 9000 titles in the first six months of the arrangement, she said, and expressed her hope that Mexico will soon join. Barter is a means for these

countries to surmount the barriers created by their chronic foreign exchange shortage.

In all, 500 publishers from 44 nations displayed books in Managua. Most Latin countries sent representatives, as did nearly all Europe, East and West, and several countries each from Africa, the Mideast and Asia. Like the Mexicans, most nations' publishers had institutional support for their participation. The German Publishers and Booksellers Association organized the West German display in concert with the Frankfurt Book Fair. A direct grant from the Canadian government helped that country's exhibitors.

U.S. Participation

U.S. publishers had no such encouragement, which may explain why only one large U.S. house—W.W. Norton—displayed books here. Twenty-five small and university presses did take part, however, and the attractive U.S. booth was one of the fair's busiest. Publishers represented in person included Curbstone, Lines Change, South End, the Childrens' Book Press, Pathfinder and Cor pita Publishing. Poet Lawrence Ferlinghetti brought a selection of City Lights books. Chicano novelist Rudolfo Anaya displayed his seven titles, including his 1972 novel *Bless Me, Ultima* (Quinta Sol of Berkeley,

Calif.), which has sold a quarter-million copies to become a small press classic. Most U.S. presses brought works related to Central America, but their displays spanned a wide range of political and social themes, including many Latin literary titles in English translation. In great demand were books on women's and gay/lesbian issues, especially those dealing with AIDS.

Besides having the largest U.S. display—nearly 100 titles—South End Press brought \$20,000 in computer and laser typesetting equipment to donate to Editorial Vanguardia, a Nicaraguan social science publisher. A nonprofit "collective," South End recently set up the Publishers Support Project "to promote independent and progressive publishing nationally and internationally." Todd Jailor, the Project's coordinator, said the group will now consider a request made during the festival that it help purchase four vans to serve as mobile bookstores in the Nicaraguan countryside.

Despite brisk sales at the festival, largely due to subsidized prices, exhibitors had no illusions about the Nicaraguan book market. Those interviewed agreed that commercial considerations played little, if any, role in their decision to participate. Describing himself as "both a publisher and a man in solidarity with the Nicaraguan process," Hermann Schulz, director of West Germany's Peter Hammer Verlag, said he didn't expect to sell many books in Managua. "But I will bring back a mountain of new information, images, and new ideas for publishing programs for the next few years."

Officials as Authors

Once known as a "banana republic," Nicaragua's main surplus today seems to be literary talent. Many Nicaraguan authors are read around the world, and not the least of them are government officials, including Interior Minister Tomás Borge, Vice-Presi-

dent Sergio Ramirez and Commandante Omar Cabezas, as well as culture director Cardenal.

Alexander Taylor of Curbstone Press was one festival-goer anxious to snap up translation rights. Taylor successfully contracted to publish an English-language edition of Tomás Borge's memoir *The Patient Impatience*. Gary Geddes, a Canadian poet and publisher of Cormorant Books of Dunvegan, Ontario, was not so lucky, losing out on rights to Gioconda Belli's new novel, *The Inhabited Woman*.

Nicaragua is known as a land of poets, not surprising when one considers that Rubén Darío, among the greatest poets in the Spanish language, was born here. But the muse touches not only the natives: while here, Lawrence Ferlinghetti was inspired to write a poem expressing his hope for a new attitude, a "new wind," from the United States.

Without a doubt there were some fresh winds blowing through the festival. This reporter watched the first secretary of the Soviet embassy buy Leon Trotsky's *The Revolution Betrayed* (Pathfinder Press), while in the next booth employees of the U.S. Information Service gave out colorful posters with the caption "América, an Open Book."

"When we started this project a few years ago, people thought it was craziness to hold a book festival in Nicaragua," said Lutz Kliche, a West German editor on leave from Peter Hammer who served as the festival's general coordinator. "But our first one was a success and this one has been even more successful." Kliche promised there would be another festival here in 1991. He hopes it will eventually become a regional event, perhaps rotating among the Central American countries. "There is a potential book market of 20 million people in Central America," he said. "But more important, this festival can promote peace." □

LAC/DR/EHR AID/W	Central funding office/supervision
RTAC II Mexico	Implementing office and consultants (Aguirre International)
USAID Missions	Coordinator serves as liaison between RTAC II and in-country institutions
Distribution Centers	Non-profit organizations that receive and distribute books
Book Stores	Private and non-profit book sellers

There are four other groups that are indispensable to the operation of the project:

Mexico/Guatemala publishers	RTAC II purchases their books
University professors	They choose (adopt) the texts for their classes
University students and professionals	They buy the books that meet their needs and that they can afford
Librarians	They buy some books/receive defectives as gifts

The participating organizations in the first group depend upon each other for goods and services and there is a flow of activities from top to bottom and then in reverse. All of these, as they operate within the project, depend upon those in the second group as purveyors and/or purchasers of the books, the objects of the project.

Chapters II through VII describe the activities of each of these in the university textbook program and supplies information on the effectiveness of these activities and the system. Chapter VIII examines the achievements and some potentials for program expansion; as well as steps toward self sufficiency and a post-RTAC II operations mechanism. The lessons are briefly described in Chapter IX and the recommendations for the present and future are detailed in Chapter X.

CHAPTER II. PROJECT MANAGEMENT AND COOPERATION

The Regional Technical Aid Center II (RTAC II) project was intentionally designed with a layered management system that would provide the necessary monitoring of the activities and at the same time institutionalize many of the functions in certain organizations. Direct cooperation was agreed upon between the RTAC II project and two organizations: the United States Information Agency and the Pan American Health Organization.

A. Oversight and Monitoring

LAC/DR/EHR of AID/Washington holds the central management functions of the RTAC II project. A contract from that office delegated certain management functions to a consulting firm, Aguirre International, via a five year contract. Each of the participating country missions has its own staff member, termed a coordinator, who carries out his part of the project duties under the supervision of an AID officer within the education office. The distribution centers are independent organizations (3 universities, 2 non-profit business development institutions, and one binational center). Additionally, most of those same institutions and a host of universities and private businesses operate book stores. Each of these different organizations has its own monitoring and management apparatus with regulations imposed by its affiliation with governments or other entities.

1. AID/Washington

The LAC/DR/EHR chief provides general oversight for the university textbook program and has been involved from the early design stage through all of its operation. He conducts much of the negotiation for operations with Aguirre International and has, himself, conducted monitoring visits to Mexico City and the Central American participants. He is assisted in these labors by his deputy.

The LAC/DR/EHR staff includes one person designated as the RTAC II project officer. The position is subject to the availability of officers within the bureau; necessarily, the position has been held by several persons during the life of the project; this situation was noted by some mission personnel as a weak point in the monitoring. The officer makes monitoring visits to the Mexico City office, the participating missions, and, as possible to the distribution centers and book stores. He is also responsible for the review of all progress and financial reports submitted by the Aguirre International staff.

The financial aspects, of course, are also monitored by the normal offices for such supervision, AID contracts and budget offices. The project follows the normal AID procedures and is subject to the usual monitoring and audit offices.

2. USAID/Mexico

USAID/Mexico has, from the beginning of the operation of the RTAC II office in Mexico City, performed many supervisory functions. All cables and other communications with the four Central American missions have been cleared by the USAID/Mexico Representative. This necessarily involved a comprehensive knowledge of the project and its activities. The project director and the representative work closely together to assure that the project functions properly and according to AID regulations.

Until recently, all of the funds flowed through the USAID/Mexico controller: donation and reflow funds for book purchases and the operating funds for the project. A part of that fiscal responsibility has now passed to the USAID/Guatemala controller who also serves as the controller for the Regional Office for Central America and Panama (ROCAP), the present channel for these funds. The monies generated from the sales of the project books are first deposited at the local embassy and then transferred to the depository at ROCAP.

3. Regional Office for Central America and Panama

ROCAP is not a participating mission in RTAC II since the individual country missions perform the necessary services for the program in the countries served by this regional office. It also performs no supervisory functions for RTAC II. Its services are limited to the depository of the funds as described in the previous section. ROCAP is fully aware of the project, cooperates with it as the need arises, and advises the regional higher education institutions with which it works to participate fully in order to reduce the cost of texts to students.

4. USAID Missions in the Participating Countries

Each of the missions is, in effect, the direct manager of the RTAC II project in that country. The Memoranda of Understanding are developed separately by country and distribution center. The country coordinator is an employee of the mission, not Aguirre International; the person in that position is supervised by an officer of that mission, not RTAC II Mexico City. Too, the final "owners" of the reflow funds are the distribution centers, a part of the system monitored by the coordinator in each mission.

Each mission, with assistance from the contract consultants, has developed a Memorandum of Understanding (MOU) for each of its distribution centers; Costa Rica, El Salvador, and Guatemala each has one; Honduras three (Panama also had three). The basic specifications of the several memoranda are similar:

- AID will provide university texts to the distribution center to be sold to university students;
- The proceeds from the sales become a revolving fund for the purchase of additional RTAC II books;
- Coverage of administrative costs for distribution are limited to a prescribed percentage of the money from sales;
- Training and technical assistance costs for the distribution center personnel are provided by AID/W, including authorized travel costs.
- Local currency deposits are converted to dollars for deposit into the U.S. Treasury accounts;
- The distribution center submits monthly reports on books received, books distributed to book stores, number of books sold, and status of funds received and disbursed;

- USAID provides a country coordinator and necessary support staff, who receive the books, perform receipt checks, report on deposits to the distribution center, and help the center via training/technical assistance.

Special common clauses are included that describe the deposit and reporting procedures, selection of texts for order and reorder, inventory controls, distribution to book stores, pamphlets and booklets, insurance requirements, the normal stipulations of termination, and officer in charge.

The memoranda differ in a few ways among the four countries:

- The distribution centers and book stores in El Salvador, Costa Rica, and Guatemala each receive 15% of the cost of the books to defray administrative costs;
- The three distribution centers are designated as book stores in Honduras; each has its own Memorandum of Understanding;
- Each of the distribution centers in Honduras also operates a book store; a total of 10% of cost is allowed for administrative expenses;
- The sales price of books therefore differs with cost plus 32% in El Salvador, Costa Rica, and Guatemala compared with cost plus 10% in Honduras.
- All of the distribution centers except the PanAmerican Agricultural School received RTAC II supplied computers for the management information system;
- The Honduras book stores are expected to sell books to students, as a priority; all other sales are restricted to one copy per individual.

The latter provision is not intended to preclude the servicing of branches of the universities nor other institutions that do not fall within the Memoranda of Understanding in Honduras.

a. Country Coordinator

The missions were able to identify and hire the coordinators in a remarkably short time or to add that duty to an existing staff member's functions. They were in place in time to cooperate with the first set of book orders in late 1987.

The coordinator, as the most direct line of management within each mission, has the primary responsibility for assuring that the terms of the MOU are carried out. Further, it is his duty to work toward the successful development of the program. He is the direct link between the country program and the mission. His functions with the distribution centers, in summary, include:

- Supervise the consolidation of the book orders derived from the adoption process.

- Receive the books from the shipments, check the invoices with the books received, affix the logos and the tickets.
- Supervise the distribution of the texts according to the extant agreement.
- Assist the distribution center technician in operating the MIS and supervise its operation.
- Monitor the sales of the books in the book stores.
- Coordinate communications between the distribution center and RTAC II in Mexico.
- Cooperate with the distribution centers, book stores, universities, and other institutions in the promotion of the program.
- Coordinate the gifts of defective and damaged books to libraries and other institutions in consultation with the technical offices of the mission.
- Prepare numerous reports and assist with the preparation of those from the distribution centers for the Mexico City office.

Three of the coordinators have multiple responsibilities in their missions; the fourth coordinator (Honduras) has three distribution centers to monitor.

The present structure, with implementation split between Aguirre International and the missions, has the potential for management problems. As a generality, the relationships have been worked out such that no major obstacles have so far occurred. The mission supervisors and coordinators recognized the need for considerable central control from Mexico City during the beginning years of the project and cooperated to make the program a success. The continued pressures from Mexico City for an increasing amount of assistance and reporting from the coordinators is now bringing about tension. The inadequacies and errors in the MIS are the source of even greater problems (see Chapter V for details). Indeed, MIS failures are ascribed as the primary source of the much heavier burden of work than was anticipated by the missions.

b. Mission Supervisors

The work of the coordinator is supervised by an education officer in an office of Education and Training or of Human Resources. That person reviews the data collection, reports, and financial statements before they are sent out. The supervisor makes frequent visits to the distribution center and book stores, discussing the problems and potentials with the managers. The coordinator reports directly to his supervisor, who in turn answers to officers above him as well as being responsible for the necessary inclusions in the regular mission reports.

The relationships between the missions and Aguirre International have generally been cordial as the missions recognized the urgency for getting the program underway quickly. They continue to cooperate but now have some reservations: problems with the MIS, unusually heavy communications, conflicts among coordinator duties, concerns for the slow development of accurate accounting systems for the distribution centers.

c. Country Portfolio

The missions view their part of RTAC II as an important part of their country portfolio and they have provided substantial financial support for it. In all cases, the salaries of the coordinator and his secretary are paid, as well as office and equipment, travel and some other RTAC II costs. In two cases, the mission also indirectly provides assistance to the distribution centers through general funding for their development. The total inputs from these two missions, Costa Rica and El Salvador, are substantial and testify to the commitment to the program as a part of their portfolios. While somewhat less is provided in financial terms in Guatemala and Honduras, the missions believe in the program as a portfolio component and voiced strong support for it.

B. RTAC II Management

Aguirre International provides management assistance from three offices: its headquarters in San Mateo, California, its office in Washington, DC, and of course from the project unit in Mexico City. Although widely separated, the communications among them are frequent and the staff members from each interact and share the management responsibilities.

1. Aguirre International

The officers of this company - especially the president, vice president, and controller - are deeply and directly involved in the project. They, and other specialists of the company, have made numerous trips to Mexico City and to the participating countries in order to assist the project staff in the design, installation, and monitoring of the activities.

The Aguirre commitment to the textbook program has been clearly demonstrated on many occasions, including joint considerations for staff and programming. The greatest evidence, however, was when AID/Washington could not clear the paperwork in time to provide the funds for the first book purchases, the company advanced the money, at great risk, to assure the program could begin on time.

The headquarters office of Aguirre International also reviews all materials submitted by the Mexico City office, modifies them as needed, and prepares the final versions for submission to AID/Washington. The accounting for the book purchase donation and the contract is done in California.

2. RTAC II in Mexico

The project paper and the Aguirre International contract specified that the location of the RTAC II headquarters be in Mexico City because of the proximity to most publishers. It was recognized that this somewhat limited access to the consulting personnel but provision was made for direct communications between the

missions and the RTAC II offices; sufficient travel provisions were also included. The missions and the distribution centers did not voice any communications difficulties thus the location appeared well chosen from their viewpoint. Too, the intense negotiations with the publishers on titles, costs, and shipping were greatly facilitated by the Mexico City site for the headquarters.

Aguirre International personnel in the Mexico City office performed the majority of the monitoring of the program. This was accomplished by reviewing the reports and MIS data provided from the countries, through frequent visits to the coordinators, distribution centers, and book stores in the countries, and during the seminars and workshops provided to the personnel of these two types of distributors. The relatively short distances from Mexico City to the missions in the program facilitated the conduct of the monitoring.

a. Staff and Responsibilities

The total personnel of the Mexico City office of Aguirre International is eight. Necessarily, the staff members must work in a series of tasks, especially during the heavy periods of book orders and shipping.

Project Director: Principal executive officer responsible for compliance with contract terms and reporting; maintains liaison with Aguirre International and the missions, and with the distribution centers, book stores, and other participating institutions.

Contract Administrator: Services the book purchase part of the project; monitors subcontracts; supervises accounting and financial reporting from the base and country offices; monitors AID regulations pertaining to the project.

Field Operations Specialist: Coordinates the training and provision of technical assistance; maintains liaison with RTAC II coordinators; serves as the link between RTAC II and the coordinators; responsible for the Central American part of the management information system (MIS).

Administrative Assistant: Accountant for the Mexico City finances and assists in the preparation of the budgets; controls expenditures vouchers; maintains the payroll for local employees; monitors the reflow accounts.

Procurement Assistant: Reviews and monitors all textbook requests; prepares quotation requests from publishers and selects best offers; maintains liaison between the vendors and the US Embassy Finance Center; updates the catalog and produces statistics on program activities.

Three support staff members complete the personnel: senior secretary, shipping clerk, and chauffeur/supply clerk. While all of these positions are important, particular attention is called to that of the shipping clerk who monitors the entire shipping process from publishers to the countries (process described in more detail in Chapter IV.B).

While the procurement assistant has the routine assignment for dealing with the publishers on costs and thus discounts, most of the officers assist in this process. The more than 3,000 titles now being offered require a very intensive effort during both the preparation of the catalog and the final placement of orders, thus most staff members must help at those times.

As a generality, the relatively small staff is well organized and performs efficiently considering the extremely heavy burdens at certain times of the year. Except for their dedication, the massive operations at those times would be impossible.

b. Planning and Controls

The project paper and the contract for RTAC II outlined the probable development and growth of this university textbook program. As soon as the project began, Aguirre International carried out a needs assessment in the five countries that were to participate (texts are adopted and distributed each university semester). During the second semester, it became obvious that the demand for the texts would grow much more rapidly than anticipated. A subsequent update of the needs assessment demonstrated that the growth would probably be even greater than the amount indicated earlier.

Planning has necessarily had to continue throughout the life of the project because of the inclusion of other universities, the demand by professionals for the books, and an unanticipated demand, that of upper level high school students. All of these continue to grow. New titles have also been added to the eligible list because of requests from the professors. The sales from the last complete semester were far larger than the previous semester and the preliminary numbers for the next semester now show further growth. (The second semester of each year is normally smaller than the first because of dropouts from the classes.)

c. Field Operations

As noted in an earlier context, the Mexico City staff spends a great deal of time in the four countries. These visits are primarily to assist the coordinators and the distribution centers but they also include visits to the several institutions participating directly or indirectly, to book stores, and to the personnel of the missions.

A portion of the visit time is devoted to training, both in groups and to individuals. Far more time is spent in technical assistance, mostly to the coordinators and to the distribution centers. Much of that assistance is related to the MIS, which has been revised and still has many problems. (See details in Chapter V.) The field operations began in just under fifteen months from the signing of the contract. Indeed, books were ordered for the last semester of 1987.

C. Cooperating Institutions

Two of the institutions with which RTAC II cooperates are the United States Information Agency (USIA) and the Pan American Health Organization (PAHO). Of the two, USIA (whose overseas offices are known as USIS), is the organization most intimately involved with the RTAC II programs.

1. US Information Agency (USIA)

USIA cooperates with the RTAC II office in Mexico and the USAID missions in the participating countries in a number of ways. In Mexico City the USIA Regional Book Officer (RBO) is located on the same floor in the same building as the RTAC II office. The RBO for Mexico and Central America keeps the RTAC II Project Director informed about any titles supported by USIA which might be of interest to the RTAC II program and tries to keep informed about RTAC II program developments. RBO and RTAC II officials also exchange information about the local publishing environment and other subjects of mutual professional interest. The RBO is a member of the RTAC II Title Selection Committee. In addition, the Regional Book Office staff assists RTAC II by helping to research titles and by preparing bibliographies for RTAC II. This kind of cooperation is advantageous for both operations. For example, the RBO was able to get a higher discount from McGraw-Hill for a USIA project because Aguirre International had negotiated a better discount for its projects with the same publisher. The RBO participated in the RTAC II training seminar in Guatemala.

Among the special RTAC II programs for which the RBO provides support is AID's "Book of the Month" project in El Salvador. Using RTAC II funds, this project provides books for AID's Central American Peace Scholarship alumni. A number of these books have been selected from the USIA book program, such as Robert's Rules of Order.

Another USIA officer who is stationed in Mexico but covers the Central American region is the Regional Librarian, who, as she travels frequently throughout Central America in support of USIS and binational center book programs, is in a good position to observe the effects of RTAC II. An extremely enthusiastic supporter of the RTAC II program, she told the evaluator who interviewed her, "AID couldn't find a better place to put its money."

USIA's Regional Service Center in Mexico is located in the same building as RTAC II. Working in conjunction with the agency's mammoth printing plant in RSC Manila when necessary, RSC Mexico prints pamphlets and has the capability of providing other printing services for RTAC II if needed. USIA also furnishes the office space for the RTAC II program which only pays for maintenance in its part of the building.

At least one evaluator met with USIS officers in all four countries and found them to be knowledgeable and enthusiastic about the RTAC II program. Guatemala is a special case as the RTAC II distribution center is conducted by the Instituto Guatemalteco Americano which, as noted earlier, receives support from USIS and whose director is an Assistant Cultural Affairs Officer of USIS.

2. Pan American Health Organization

Medical and health texts are included in the RTAC II program. A special effort is made to assure that there is no duplication of effort between books sponsored by PAHO and RTAC II.

CHAPTER III. PROGRAM DEVELOPMENT

One of the important factors in the grand strategy of book development in developing countries is to explain to the general public, or at least to the authorities in charge of national planning, the way in which book publishing is key to educational, social, and economic development. At the most practical level, and in terms most easily understood by people outside the book field, the thought is most simply stated by saying that books are the basic tools of education.

To all appearances, RTAC II was based on that concept in that its principal objective is to increase U.S. participation and influence in higher education and training for Central American university students by providing them with access to inexpensive U.S. technical and scientific textbooks in Spanish translation, thereby contributing to technological development and capacity building in individuals and institutions.

Although necessarily some references to the sequence in the process have already been made, this chapter begins the analyses of the entire system. The following list, therefore, is presented as a simplified guide to the steps in the process.

- (1) Aguirre International submits lists of fields and subareas eligible under the program to the publishers.
- (2) The publishers submit lists of titles they deem appropriate to RTAC II, together with a sample copy.
- (3) Aguirre International reviews the books for eligibility and quality, and produces the catalog.
- (4) The catalog is sent to the countries where the distributor sends them to the universities.
- (5) Publisher promoters call on professors, explain their offerings, and assist the professor in his adoption.
- (6) Professors consult the catalog and choose a text for their classes, complete the adoption form, submit it to a university authority for approval; that copy is sent to the distributor.
- (7) Distributor reviews form, checks the inventory and revises the numbers as needed, and sends order form to coordinator.
- (8) Coordinator consolidates the orders and submits them to RTAC II Mexico.
- (9) Aguirre International reviews the orders, consolidates them, and negotiates price/discount, sends purchase order to the publisher.
- (10) Books go from publisher warehouse to shipper warehouse, are checked, invoices prepared, and books are shipped to countries.
- (11) Coordinator receives shipment, examines for number, damaged and defective books and prepares credit notes, and forwards books to distributor with invoice.

- (12) Distributor checks shipment, prepares the inventory, and transmits the books with a bill to book stores.
- (13) Book stores sell the books to the clients.

The next two chapters will supply the additional details to this process.

A. Textbook Selection

It is useful to keep in mind that the textbooks used in RTAC II are translations which, in some instances, cause editorial or content problems not found in original works. Notwithstanding, every university textbook selected for translation by a publisher participating in the program was judged on its own merit in the original with the assurance that it could be made genuinely useful in translation. From the publisher's point of view, the most basic economic fact about publishing translations is that there is absolute need to pay an extra amount for editorial preparation. Unless he is publishing textbooks no longer in copyright, he must pay an amount in dollars for translation rights to the original proprietor in the US. In addition he must pay a royalty or flat fee to the translator and reviewers. Of significance, the translation of some scientific and technical books -- owing to the time required for translation work -- tend to be out of date even before they are published in the US. This was pointed out to the evaluators by professors, particularly in computer science and communications technology. All of the textbooks in RTAC II are translations from an original work published in the US regardless of the nationality of the author(s).

1. Selection Criteria

The original criteria were set by LAC/DR/EHR with consultations among the several offices of that organization of AID/Washington. The criteria were:

- Books published in the U.S. in either English or Spanish;
- Texts in 19 technical and scientific fields with 84 subareas;
- Texts in economic, political, and social sciences were discouraged but could be considered on a case by case basis;
- The texts must be current in their content; and
- The books must not contain material that would be counter to the interests of the United States.

The 19 fields did not include some important scientific fields such as geology; it was unintentionally omitted. One field was listed as dasonomia, a term that designates a subarea within forestry sciences; that classification inadvertently left such important subareas as silvaculture, mensuration, lumbering, and wood manufacture outside the selection criteria.

In the early part of the program, some ineligible texts were listed in the catalog and were distributed. They were ineligible because they were not published in the U.S., contained some sections on economics, or were out of date. Those problems have largely been resolved.

In the original contract, the publishers were restricted to Mexico and Argentina. In 1989, an amendment allowed the participation of Central American publishers and one has begun to provide textbooks.

2. Selection Process

To select textbooks for their courses, professors must have access to information that will enable them to fully understand the content and determine whether it is suitable for their teaching plans. The best method is to have an examination copy of the publication. Barring that possibility, another helpful selection tool is the RTAC II catalog, although it contains no content description, year published, or the edition; the latter is listed in the computerized version. The publisher's catalog does contain all these materials; this re-emphasizes the desirability of promoter visits to the professors.

3. Catalog

In the formative months of RTAC II, it became evident there would be a need to produce a catalog that included all the approved textbooks and publishers along with other allied information for prospective adopting professors, distribution centers, book stores and others. With the services of a trained librarian and RTAC II staff, the June 1988 version was disseminated. Every title had to be registered and have an International Standard Book Number (ISBN). ISBN is a numbering system for books that operates worldwide. Each country is assigned a number of digits which are re-assigned to national publishers so they can number their output. For RTAC II, the ISBN of a publisher's book controls entry into the management information system. A book without an ISBN cannot enter the system.

At the time of the evaluation, the second RTAC II catalog of January 1989 was in effect, listing more than 2,500 titles, their corresponding authors, ISBNs, and publishers. Additionally, there were sections in the catalog on such pertinent matters as:

- An introduction to RTAC II;
- Program of textbooks;
- Approved areas for the RTAC II program;
- Requisites for ordering textbooks;
- Instructions for filling out the RTAC II adoption form; and
- ISBN: imperative step for RTAC II orders.

In case of a need for more information, the address and telephone/FAX numbers of RTAC II Mexico are listed. Intentionally, and unlike a publisher's catalog, that of RTAC II does not have prices. Owing to the nature of the program and the right of the publisher to increase prices at any time, their inclusion would be non-productive. A "tentative price list" is furnished separate each semester.

B. Adoption Process

The textbook publisher, who has a heavy investment in new books, would naturally like to have assurance from university professors that their books be officially approved and adopted. Most of the publishers in the program send representatives to call on the department heads and professors. A few rely solely on the catalog listing. It is up to the representative of the participating publisher to ensure

that key professors receive presentation copies. After these professors make their final selection of a given title, they complete an RTAC II adoption form. (See Appendix F.8.) This calls for them to give specific information about the book, their signature and that of a university authority, and the number of students expected in the course. Finally, there is a section of the form to be filled in by the university book store or distribution center, after the form has been reviewed. Promoters of the distributors also visit professors and thereby generate adoptions.

In each country, these solicitations are eventually consolidated by the coordinators. Once the orders have been received by RTAC II Mexico, they are readied for MIS processing, which includes reviewing all textbook procurement requests, preparing requests for quotations to publishers, and preparing purchase orders thereto. It was stated emphatically by relevant program personnel in the four Central American countries that the MIS module set up for the adoption process generally functions well.

1. The Role of the Publishers

In the RTAC II adoption process, it is incumbent on the publishers to generate an awareness and interest in their approved textbooks at those universities with courses of study that fit their particular output. This suggests a promotional strategy that embraces all methods considered appropriate by the publisher to announce to the professors and book stores the existence of a textbook so they will adopt it. As mentioned heretofore, however good other techniques of promotion may be (circulars, flyers, posters), nothing can substitute for the personal visit to a professor, book seller, or librarian by the representative of the publisher.

In general, publishers were committed to more frequent and prolonged promotion. It was evident that there was a direct correlation between the quality and quantity of promotion and increases in sales. Some have hired resident representatives in the countries.

To varying degrees, all of the publishers in the program employed the promotion techniques. An outstanding promotion effort by one publisher included more than sales: "We also study the curricula to help us determine their needs. Part of the service we provide is to give the professors who use our texts a manual of solutions or answer book. About 25% of our texts have answer books, some of which are reproductions of the author's own handwriting. These are, of course, carefully guarded by the professor. We plan to hold some seminars and workshops, inclusive of post-adoption workshops, to explore how the texts were used and their quality."

Intensive promotion also has caused some problems for the program. In order to obtain the sample copies, some professors have signed more than one adoption form for a course without declaring the others invalid. Distributors now contact these professors to ascertain their final decision. Occasionally, promoters have quoted the prices incorrectly, leading the professors to believe that a book's price was low enough that the students would buy it while in reality, it was expensive -- some of these still are held in the inventory. Too, some promoters have obtained adoptions on texts that were not included in the approved list and when rejected in the order consolidation process, the students were denied a text. Wider dissemination of the catalog is at least partially remedying this situation.

It must also be noted that the promoters have a very difficult task. Many professors are part time and are present at the university only for their courses, making contact nearly impossible. Also, the services of some professors are not renewed for a subsequent semester, thus the promoter's efforts toward adoption were wasted. Contacts with department heads help in this regard but some problems remain.

The most serious deficiency so far in the adoption process is that few promoters visit the less accessible universities or branches. This severely reduces the opportunity of some professors to choose the best possible book. Some improvement in visits has occurred but these institutions still see few publisher representatives. They were among those that strongly recommended a central set of sample texts in the country so they could examine them. One institution was found by the evaluators to have never been visited; distributor promoters intend to call on them before the next adoption.

2. The Role of the Professors

In the marketing of university textbooks, the professor is the key link in the chain of activities that take the book from the publisher to the target student population. It is the professor who triggers the purchase order for a book because he has declared it will be used in his classroom. From the publisher's standpoint, unless a large number of professors adopt his textbook, it will result in a financial loss for him.

Involvement of the professors in RTAC II stood out clearly in all four countries, not only measured in terms of the remarkable number of textbooks distributed (560,728) but in a more subtle sense through their comments and observations under direct questioning by the evaluators. From the outset, professors in the different universities seemed to have few or no problems with the fundamentals of implementing the adoption process, particularly as to completing the adoption form. On signing the adoption form, the professor automatically assumes some responsibility for utilization of the textbook by his students. Once the textbooks become available at the book store, it is requisite that the professor encourage the students to purchase it.

It must be realized that despite the very advantageous low price of RTAC II books, there are still many students who find book purchases beyond their means. It devolves on the professor, who best knows the economic status of the students, to encourage them to make every effort to obtain the textbook but on an academic basis, namely, what the sacrifice will mean to their educational advancement. Moreover, when the books have arrived at the book store the professor usually keeps in close touch with the book store employees to check on how the specific textbook is moving.

3. The Distribution Centers

In the book publishing industry a distributor or wholesaler is a "middleman" standing between the publishers and the retailers who, in their turn, make the sales to the actual users of the books. Theoretically, the distributor does not sell directly to consumers, but in practice he often does make the final sale, especially to institutions. The extra discount the distributor receives from the publisher, on the theory that he is selling only to retailers, makes the

distributor's retail sales a form of "unfair competition" with retailers. In fact, there were both allusions and unfavorable comment by private book stores about this practice by two program distributors.

A good system of national distribution makes a very important contribution to book publishing development, above all to the retail book trade in any country. If distribution is good, then book stores, especially small book stores, have the advantage of being able to get books of many different publishers from a central source. And the publishers have the advantage of making bulk sales to the distributor instead of having to deal separately with each book store on each sale.

In export sales from Mexico to Central America, there is a whole family of problems not inherent to domestic marketings such as political obstacles, export pricing, exchange rates, customs, overseas or overland transportation. The headaches of foreign selling are so great that many publishers attempt practically no foreign operations of their own, often preferring to use a local export jobber. It is highly significant that publishers participating in RTAC II not only avoid most of the export problems but collect promptly in U.S. dollars. There are no collection worries.

There are two models of distribution centers in RTAC II, each of which has special conditions that favor their usage in a particular country. In El Salvador, Guatemala, and Costa Rica the distribution center is an integral part of a non-profit organization. Respectively, these are:

- Fundacion Empresarial para el Desarrollo Educativo (FEPADE), El Salvador;
- Instituto Guatemalteco Americano (IGA), Guatemala; and
- Coalicion Costarricense de Iniciativas de Desarrollo (CINDE), San Jose, Costa Rica.

Under this model the textbooks are received from the Mexican publishers via RTAC II Mexico and the coordinators, stored and inventoried, and sold or consigned to local book stores. For discount structures and pricing, RTAC II authorizes these distribution centers to add to the cost of the book as in the following example:

Cost of book to RTAC from publisher	\$6.00
+ 15% add on for distributor expenses	<u>0.90</u>
	\$6.90
Book stores are allowed an additional amount:	
+ 15% add on	<u>1.04</u>
Price to student (+ 32%* over cost)	\$7.94

The 32% results from the seller's 15% also being applied to the distributor's 15% as well as the cost. During a period, Aguirre International listed only the student price; distributors and book sellers then had to apply 13.04% to the price rather than 15% to the cost. That practice was said to have been changed; the invoices are to be stated in costs hereafter, a much more businesslike operation.

The original idea in Honduras was that only three universities would receive and sell books:

National Autonomous University of Honduras (UNAH)
Superior Teachers College (ESP)
PanAmerican Agricultural College (EAP)

Because these were subsidized, the reflow account converted to dollars, and that there would be no distribution expenses, a flat 10% markup was set.

The assumption that there would be no distribution outside these universities is not valid. UNAH distributes to its two branches:

University Center for the Atlantic Coast Region (CURLA),
University Center for the Northern Region (CURN),

and to its many study centers in the "at a distance" program. It also provides some books to two private universities and to a technical school. CURLA services another technical school. (See Appendix F. 9 for UNAH's concerns about books for its "at a distance" centers.)

ESP, the teachers college (which will become an autonomous university on January 1, 1990) distributes books to its branch in San Pedro Sula, which in turn supplies books to some technical and secondary schools.

EAP, the agricultural college, has vigorously pursued distribution to small, private universities, to the National Agricultural Schools (ENA), and plans to service the National School of Forestry Sciences (ESNACIFOR). It also expressed willingness to provide books to private book stores if the decision is made to include them in Honduras.

The price for the books from these universities (they receive no distribution margin) is:

RTAC II cost from publisher	\$6.00
Plus 10%	.60
Price to students	<hr/> \$6.60

The same book, then, is cheaper in Honduras than in the other three countries.

The distribution centers (and Honduran book stores) carry out their operations on the basis of a Memorandum of Understanding (MOU) between the USAID mission and the institution through the host government. They are basically the same but there are variations that have been discussed in Chapter II. The evaluators found that the distribution centers and book stores were carrying out the standard tasks and responsibilities of the job: receiving incoming stock; its storage and inventory control; record maintenance and documentation; and purchase order fulfillment.

Among the important functions of each distribution center is the consolidation of the adoption forms prepared by the professors and to assist in converting them into a purchase order to be sent to RTAC II Mexico. This involves referencing the RTAC II catalog to ensure accuracy of title, publisher, author, and ISBN. This

task is done with the coordinator. As noted previously, a vital part of this job is that of assuring that professors have made only one adoption per course, and that the selection is eligible. They also take their inventories and previous student purchases into account in the purchase orders.

The most efficient promotional activities in the distribution centers were in the Guatemalan binational center where two promoters and a supervisor were assigned to RTAC II and had a well organized schedule that assured good national coverage. The promoters working at GINDE and FEPADE also systematized a call pattern that kept them in close contact with major book stores and high level institutions. Beyond that, these promoters were very much involved with the preparation, monitoring, and delivery of purchase orders. In fact, it was apparent to the evaluators as they visited various book stores and institutional libraries that these promoters were well known and considered very cooperative.

The evaluators conducted site examinations of the warehousing facilities of the distribution centers. Deficiencies were found in some cases; more adequate storage space was needed in others. In one, the books were stacked on the floor on top of a plastic covering instead of on pallets. Moreover, the facility had no shelving. Presently, book orders are put together from the various piles on the floor.

In another, there is a dire need to arrange for additional storage space to be ready for the forthcoming shipments. In an ironic sense, the need for additional storage is a "penalty for success." The forecast for anticipated sales is so high there is no way the center can store RTAC II book arrivals in existing facilities. The other two countries also see increased sales but current and anticipated arrangements for storage are settled or in process of being settled.

4. The Role of the Coordinator

The country coordinator has multiple tasks and responsibilities, one of which is to compile and process textbook adoptions in concert with the distribution center. The coordinator has the responsibility for the verification of the order forms. The titles and other information are entered into the MIS adoption module, integral to the facilitation of this process. A diskette is prepared and sent by express to RTAC II.

Another function of paramount importance for the coordinator is receipt of the textbook shipments from RTAC Mexico, their verification as to title, publisher, and quantity, and their official release into the stock of the distribution center. As with the adoption process, these tasks are all linked to the MIS except that each coordinator now prepares correct invoices on a separate system.

As his title suggests, the coordinator works closely in a commercial sense with a wide range of book stores and institutions in relation to all aspects of the semester book marketing cycles. He must also maintain cordial communality with the institutional authorities. Two coordinators are under personal services contracts; two are foreign service nationals. The evaluators worked very closely with the coordinators, thus there were numerous opportunities to see them complete tasks or demonstrate how processes, record maintenance, and reports were handled. Though obviously differing in managerial approaches, all four coordinators not only performed creditably but with enthusiasm.

Furthermore, the distribution centers and the coordinators exert a positive influence on book sales. The distribution centers maintain good stock control. If control is inadequate, there is the possibility of running out of key titles and losing business. On the other hand, if the distribution centers allow orders for too many copies because they do not know how many have been sold, it can result in burdensome overstock and a possible permanent loss. The distribution centers see themselves as a business and are learning to operate as such. Too, the coordinator helps monitor the inventory and discusses with managers whatever operations need smoothing out or simplification to make them more efficient.

5. Processing of Incoming Orders in Mexico City

RTAC II receives purchase orders from the four coordinators via diskette. They are processed in the MIS to include reviewing all text procurement requests, preparing requests for quotations from publishers, and preparing purchase orders for the publishers. An allied function, Aguirre International updates the catalog and maintains statistics on all book purchases and prepares a variety of statistical reports.

CHAPTER IV. DISTRIBUTION OF THE TEXTBOOKS

For each of the 23 publishers that have participated in the program, RTAC II is a client that receives special purchasing terms and conditions in exchange for specific commercial advantages. To the benefit of both parties, is the opportunity to market university textbooks in Central America where prior to 1986 the area was universally classified as an abandoned market. This joint venture has brought about quantity sales of university textbooks in the region never before achieved.

This chapter is concerned with the channels of distribution and logistics involving the publishers and shipper, RTAC II monitoring, Coordinator responsibilities with shipments, Distribution Center operations, book stores, libraries, and an assessment of the efficiency of the overall distribution system.

A. Publisher Activities

In order to know what segments of the university textbook market are waiting to be filled, the RTAC II publisher must obviously know the university educational systems in El Salvador, Guatemala, Costa Rica, and Honduras. It is not enough merely to be aware of what is being done at the moment. The publisher must also know trends in thinking, changes of curricula that are being planned, new teaching methods being considered, and other decision making data. To produce university textbooks in translation requires a larger financial investment in editorial preparation and it must be maintained over a longer period of time than is the case of trade book publishing. Also the university textbook business is seasonal in character with perhaps two thirds of the sales being made in a four month period.

1. Inventory Considerations

In order to stay abreast of textbook demands from the Central American countries, program publishers must exercise strict control of inventory and maintain tight scheduling of reprints. An analysis of the size of printruns by the nine publishers visited showed that on average these were between 2,000 and 3,000 with the high at 6,000 and the low 1,000. To demonstrate the often sizeable difference between the student price of an RTAC II textbook and the price of the same book exported directly to a local book store, two publishers provided the data below on books in four subject areas:

	<u>Mexico List</u>	<u>RTAC Disc.</u>	<u>RTAC Cost</u>	<u>RTAC Student Price</u>	<u>Local Bkstr Price</u>	<u>\$ Difference</u>
Chemistry	56,810	35%	36,927	\$15.50	\$40.00	\$24.50
Algebra	17,837	35%	11,594	5.50	12.50	7.00
Administration	35,800	45%	19,690	8.00	20.00	12.00
Marketing	49,500	45%	27,225	10.67	24,75	14.00

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There are two price lists in Mexico. Local prices are in pesos. Exports are in U.S. dollars and means that an exported book (non-RTACII) automatically has a higher price than the same book sold in the Mexican market.

2. Processing the Outgoing Orders

Filling the purchase orders from RTAC II and delivering the books to the shipper involves packing and preparing the invoices. Aside from the enormous clerical job of applying the discount to the prices, as well as keeping track of shipping charges and maintaining records so that the RTAC II invoices can eventually be collected, the physical task of handling the great numbers of textbooks is a big one.

3. RTAC II Review

Shipment preparation calls for verification of the purchase orders to the publishers, certification of correct quantities, packing standards, and obtaining needed shipping documents and customs clearances. Finally the shipments from the publishers to the shipper must be monitored to ensure an efficient and trouble-free consolidation of publisher shipments.

4. Non-Program Publishers

Noteworthy is the fact that Escuela Agricola Panamericana-Zamorano is using the proceeds from RTAC I textbook sales to help finance the publishing of books on agriculture. Editorial Piedra Santa, which has been in and out of the RTAC program, intends to join forces with UCA in El Salvador in a cooperative publishing venture. Of significance, the evaluators learned that both UNA and UCA had been guilty of pirating books but in areas of publishing not covered by RTAC II subjects.

B. The Shipper

Aguirre International has a contract with General Cargo Service for the transportation of the books. This company has its own warehouse, its own trucks for Mexico, bonding, and insurance that covers the books while in transit. The RTAC II shipping clerk makes a preliminary inspection and box count of the books in the publishers' warehouses, supervises their packaging and color codes the boxes by publisher. The publishers then transport the boxes to the shipper's warehouse.

1. Shipper Warehouse Activities

When the books (encased in plastic and boxed in sturdy cartons) have been delivered to the shipper's warehouse, an official of the company inspects the packing and counts the boxes to assure the shipment from each publisher is complete. The RTAC II shipping clerk then checks the count, prepares the necessary receipt document, and consolidates the country shipments via still another code marking. For Honduras, the codes also include markings for the three distribution centers. This consolidation of packaging minimizes the amount of handling necessary throughout the journey. At this point, the shipper and the RTAC II shipping clerk prepare the final packing lists. These are then taken to the U.S. Embassy for the documentation for diplomatic shipment. When these are ready, a customs agent inspects the shipment, comparing the packing lists with the actual shipment. When that official is satisfied, he submits the clearances to the shipper.

2. Transportation of the Books

The cartons are then loaded on trucks, under the supervision of the shipper and the RTAC II shipping clerk, for transportation to the Mexican border. When possible, the shipments are loaded on trucks that carry only books for one country. The trucks then travel to the border where they are inspected and clear customs, and then the boxes are transloaded to trucks with licenses from Central America. This process is also supervised by the RTAC II shipping clerk. At the same time, he inspects for damaged cartons; almost none has occurred so far. Too, if an accident happens on the road to the border, a representative of the shipper, and often the shipping clerk, travel to the site to assure that no theft or damage is incurred.

As soon as they are loaded and cleared by customs on the Central American side of the border (usually Guatemala), the trucks proceed to their separate destinations (occasionally, a truck will haul books for more than one destination). The drivers stay in contact with the shipping company and report any difficulties en route; these, too, are rare except for tire or engine trouble.

The RTAC II shipping clerk also recently accompanied some of the trucks completely to their destinations, both to study that part of the process and as an additional security check. No special incidents occurred. It should also be noted at this point that despite guerrilla action in Guatemala and El Salvador, and the necessary passage across Nicaragua to reach Costa Rica, no undue problems have been experienced.

The RTAC II shipping clerk and others of the staff have also made spot checks in the four countries, inspecting the conditions of the shipping cartons and of the books. Even when some damage has been noted to the cartons - rain water and small holes - the plastic coverings have almost always protected the books. To date no full claim for shipping damage has been made to the insurance company. The coordinators, too, check the condition of the cartons and their contents; they agreed that damage has so far been minimal. (The terms of the insurance allow for claims on a box, not a single book.)

The Guatemala coordinator usually meets the trucks at the border crossing to facilitate that part of the operation. He also accompanies the shipment for Guatemala to the customs warehouses to assure rapid clearance. He has been particularly successful in obtaining rapid processing of the cartons and the documents.

The trucks are unloaded at different places in the four countries. In Guatemala and Honduras, a warehouse is leased for the beginning processing. In Costa Rica, a book seller's warehouse is utilized; in El Salvador, the distribution center facility is used for the beginning processing. In all cases, the coordinator meets the trucks and supervises the unloading, checking the cartons delivered with the shipper's lists.

3. Effectiveness of the Shipping Process

The many points at which the books are inspected and checked during the process from the publisher's warehouse to the unloading in each country have been described in the previous section. Note also the cross checking by the shipper, the RTAC II shipping clerk, and the coordinators. These represent an unusually thorough

quality control system, one that is seldom equalled in the commercial world. The very light damage found so far and the lack of claims to the insurance company also certify to the effectiveness of this part of the quality control system.

C. Coordinator Responsibilities with Shipments

The receipt of the shipments by the coordinators has already been described. They have still further duties that entail at least a month of work with up to 20 employees for the period: the book by book counts and inspections for damaged and defective volumes.

1. Invoice Controls

Every container is checked against the shipping lists tendered by the shipper plus an invoice sent from Aguirre International. Many problems have been experienced with this part of the process. The cartons sometimes do not contain the listed number of books or titles and this checking is made more difficult since invoices are organized by the International Standard Book Number (ISBN) and these are sometimes in error (one number listed for more than one book or differences between the number on the book and that on the invoice). The errors apparently derive from publisher mistakes, from improper computer inputs, and from the shortened versions of the titles (which are often similar). Coordinators and distributors cited serious accounting problems between their own records and those of the MIS because of the ISBN: accounting for books they do not possess and possessing books for which they are not charged.

Problems also occur when one author has two or more titles, and when the same or quite similar titles exist for more than one author. Each of these problems, when encountered, must be carefully documented by the coordinator. No books may be released to the distribution centers until any such problems are resolved. In one case, the transfer was delayed for some time because six separate invoices were received from Aguirre International.

The facility where the coordinator has to do his work has also sometimes been a problem. Some leaks developed in a torrential rain storm; one warehouse was very dirty; another had difficulty in controlling access of persons. The difficulties continue but a current proposal to warehouse directly with the distribution center, when that can be done, will alleviate at least some of the problems.

2. Book Processing

In addition to the invoice checks and the preparation of the shipment inventory, the coordinator also supervises two other processes: affixing the RTAC II and AID logos, and ticketing each book. The many errors in the diskettes, plus differences between the costs listed in the diskettes and the invoice, cause substantial problems for this operation. The remedial actions taken by the coordinators and the distribution centers include first reconciling the cost, and then recalculating the correct price before preparation of the ticket, and affixing it. Once these operations are complete and the coordinator has prepared a correct invoice of the books being transferred to a distribution center, the books are physically moved.

Rising costs to the publishers result in higher costs for some books. As RTAC II increases its volume purchases, it is also able to obtain some books at lower costs. Both occur and have caused problems for the coordinators, distribution

centers, and the book stores when some stock remains in the inventory. The mandated RTAC II procedure has been that the coordinator, in conjunction with the distribution center, collects the remaining inventories from book stores and re-tickets them as well as those in the distribution center inventory, at the new price.

First, the operation requires a great deal of time and energy to effect the changes; that results in increased administrative costs. Second, the process causes accounting errors; the old books were charged at one cost with an expected price; they now have a new price which may result in unaccountable earnings or losses. There is no provision for making these adjustments in the MIS, further adding to its problems. The coordinators, distribution center managers, and the book store managers are unanimous in their suggestions for remedying this problem - do not re-ticket any book. The seller leaves the original price, sells the books with the old price first and then begins to sell those with the new price. No accounting errors or omissions are thus involved. Published price lists will cause some questions from the buyers when the new price is different but that always occurs and simply has to be dealt with by the book seller as he does with non-program books.

The present agreements between the distributors and the book sellers forbid changing the price to the students. This was invoked at the beginning to keep stores from raising the price. Unfortunately, it also incurs some, as of now, unresolvable problems. Minor defects in books cause them to be removed from the inventory. Books remaining for long periods in stock cannot be reduced for quick sale. Price changes between shipments could not be properly controlled; the re-ticketing caused very large administrative costs. Coordinators, distributors, and book sellers agree that the agreements and the MOUs must be changed to allow for these occurrences, that ticketing should be done in the book stores, and that re-ticketing be abolished completely.

3. Disposition of Damaged and Defective Books

A few books are damaged in transit and handling. Some others are defective from the publisher (pages missing or loose, smeared print, paging errors). The RTAC II program is charged with disposing of them as gifts to libraries. The official page is removed from the book and transmitted to RTAC II Mexico for credit. That office notifies the publisher involved with the defective books and a credit note is given against the next purchase order. The affected distribution center is given credit for those returned. To date, these credit notes to the distribution centers have not been detailed in the accounting to the centers; a reduction of their next invoice cost is made in Mexico but does not appear as an item on the next invoice, thus causing unexplained differences in the accounting. (See Appendix F.10 for a sample agreement.)

While few in number, the damaged books also entail accounting problems since the costs are not recoverable from the publishers. The insurance arrangement is for a carton of books, not for one or two, so no claim has yet been filed. The disposition of the books is also via donation but there is no accounting procedure for handling these within the MIS. The coordinators exclude the cost of the damaged volumes from the invoice to the distributor and notify Mexico of the change. They do not appear, however, to be credited against the shipment.

The coordinator consults with the technical offices in the mission and then transmits the books as suggested, with a donation letter from the mission director. The missions have usually decided to donate the books to isolated and very poorly stocked libraries. As will be shown in the last section of this chapter, the librarians are deeply appreciative of these gifts. RTAC II verbally announced recently that defective and damaged books would be sold. No change in the agreement was mentioned.

D. Distribution Center Operations

Although differing greatly in sales volume and facilities, the six distribution centers have nearly uniform modes of operation. Too, many of the distributor processes are done in conjunction with the coordinator and were covered in that section.

The distributor receives the books and an invoice prepared by the coordinator. The books received are inventoried and any differences found are resolved with the coordinator, who then revises the distributor inventory if needed.

Distributor warehousing varies considerably. Three have adequate space for storage and control; the others must make temporary arrangements which sometimes involves closing the book store for a period of time. All of the centers have made considerable improvements over their years of operation but still more are needed. (See the descriptions of the warehouses in Chapter III.) Limited space and other resources have delayed major renovations but each distributor is conscious of what needs to be done.

Five of the six distributors also operate a book store. Three had separate inventories and accounting for that part of the operation; the other two were in the process of so doing. All six have some mechanism for sales through other book sellers: private book stores, university and university branch book stores, and as services to other institutions. In all cases, when books are transferred elsewhere, a separate inventory is prepared and accompanies the books. Two separate kinds of operations are utilized for these transfers: (1) some are sales and the client book store is charged for the books; (2) some are on consignment and the store owner pays at regular intervals for the books he has sold. RTAC II is trying to reduce or eliminate the consignments but some will still be needed. Distributors feel this should be their decision, not that of Aguirre International.

The distributor is charged with the basic accounting for the books received and sold. All of them have had problems with their accounting through the RTAC II MIS. While more details will be provided in Chapter V, at this point it is sufficient to note that each of the distributors has found it necessary to develop an accounting system that is separate and parallel to the MIS in order to properly control the costs and sales to the satisfaction of their auditors. The necessity of maintaining two systems is costly in time and money.

E. Book Stores

The book stores receive the texts, with an invoice, from the distribution centers, either as a sale to them or on consignment. The book store cost in El Salvador, Costa Rica, and Guatemala is RTAC II cost plus 15% (for the distribution center). They then add another 15% for their own administration. In these countries,

students pay RTAC II cost plus 32%. In Guatemala, the distribution centers and the book stores can charge only RTAC II cost plus 10%; this was fixed in the Memorandum of Understanding.

Twenty-five of the 27 book store managers interviewed judged their margin to be too low; they stated that the 15% in El Salvador, Costa Rica, and Guatemala barely covered the expense of handling the books, leaving little or nothing for profit. (One store presented calculations that left 1.79% above costs and another just under 4%). Aguirre International is currently contracting with an independent firm to study some stores in El Salvador and Guatemala; if warranted, increases will be recommended.

Some special arrangements have been made between the distribution centers and the book stores in Honduras where a 10% margin is allowed the three named institutions: University of Honduras, PanAmerican Agricultural School, and the Teachers College. Their own book stores receive no additional margin even though those in the other countries do. Additionally, since these three service their branches and other institutions, and those entities must maintain inventory records, house the book store, and manage it, some "concessions" have been granted them. In all cases, they receive the books on "consignment," since multiple copies cannot be sold by the three main institutions. Second, one institution shares 4-5% of the 10% it receives with those that sell the books. The branch universities are "to receive the 10% of the sales they actually make" or "goods and services needed to operate the book stores." None has yet received its share in full.

As would be expected, there was a great deal of complaint from the book stores in Honduras, partly because of the discrimination in comparison to other countries, and in part because they are forced to subsidize the program. The universities normally subsidize book sales in these institutions but this was a minor expense prior to the volume sales in RTAC II which have substantially raised their costs. They want the program because of the benefits to the students and instruction generally. They stated, however, that they fail to understand why the Honduran book stores do not enjoy the same advantages as those in the other countries. Additionally, the branch university book stores want to be named in the Memoranda of Understanding so that they directly benefit from the percentage margin and so that they, too, are accumulating a reflow fund. A small private university wants its own MOU: its volume is very low.

1. University Book Stores

There is a wide difference in the facilities and management of these stores. Some are large, well appointed, and well managed. Others are very simple rooms with shelves. A few have problems with lighting, space, and even termites. Those in the small institutions and branches could be termed "adequate" but needing much improvement.

The accounting is problematic for some; they lack the equipment to properly account for their costs and sales. The use of the tickets affixed to the books helps since these provide a basis for their own bookkeeping and that of the distributor that services them. Only a few problems have arisen on the accounting: errors in entries, sales on credit, and one case of missing funds (resulting in dismissal of the employee). Most of the book stores have received no training for their personnel; a few have received some on promotion and the MIS.

2. Private Book Stores

The program works with private book stores in El Salvador, Costa Rica, and Guatemala. In general, the inspections showed them to be reasonably well managed and with the usual book store displays. Only a few problems have been found with these: one raised the prices and was terminated from the program; several have inventories of some books that do not sell and there is no mechanism for discounting these so they can rid themselves of them; one has gone out of business and alleged that the low margin of RTAC II was a part of the problem causing the closure. No facts could be obtained on the latter case.

As noted earlier, there is a general dissatisfaction with the margin. These complaints have been voiced to Aguirre International and to the USAID missions; they constitute a public relations problem at the present time. The contracted study mentioned earlier could, if the results are disseminated and any indicated remedial actions taken, alleviate this difficulty.

Some book stores are becoming more aggressive in their approach to the business. One, upon learning that a book adopted was to be at a high price, negotiated a 30% reduction directly with the publisher. Still another obtained a few titles on consignment because it knew that the publisher had a large stock of them. Others are actively seeking sales among professionals, high school students, and in government institutions. These actions bode well for these stores in the post RTAC II period.

3. The Book Stores and Textbook Supplies

Book stores have always been the backbone of the distribution system of the publishing business. It still is for many books not in the program. There was general agreement among the publishers that they now sell more non-program books because the program is in place. They were unanimous in their concerns for the book stores and their future in the post RTAC II period. The publishers discussed the margin allowed and expressed support for the book store requests for a higher margin.

Just as the university book stores have become more active in seeking sales, so have most of those in private business. One area of this activity is the sale of good quality texts published in the Soviet Union, not only in the non-program areas but in some that are within the program as well. Printed pirated texts were also seen in two stores; they were of very good quality. They charge a price that includes a higher margin and thus, in their words, partially offset the low margin from the program. Private book stores are also seeking sales in secondary and technical schools and have made some inroads into those market segments.

These findings auger well for the future of the supply of texts even though some of the methods chosen are not desirable, particularly from the U.S. standpoint. It must also be kept in mind, however, that the directly negotiated prices and sales arrangements are in part due to the program since the publishers have enough volume sales that they can make some concessions to the book stores. Were that volume to diminish to its pre-program levels, the prices would again rise sharply. The publishers are forming a council to begin to deal with the future; the distributors realize they must do something but so far no move toward a mechanism for volume buying has been taken.

4. Clients of the Book Stores

Several mentions have been made of the clients. Almost all of the clients are university students; the public university students are more than half of these. Students in technical schools and high schools make up a small proportion of the buyers - and their numbers are growing. Professionals, including university and secondary school professors, librarians, ministry employees, and private business and industry personnel account for a smaller but significant group. RTAC II reports just over 220,000 orders for books for the next semester, a record for the program. The continuing promotion, reaching additional professors for adoptions, and the addition of some new institutions all contributed to this high volume. While the orders will be smaller for the second semester (due to dropouts from universities and books purchased for an entire year of study), the overall picture is for continued increases. If the new fields are added, it is anticipated that orders will climb perhaps 30%.

It is important, too, to emphasize the poverty status of many of the students. Even at the low prices achieved, there are still many students who cannot afford to buy a book. Some have found ways to partially overcome the difficulty; a representative of one group of six students who had pooled their money for a single copy of a text was interviewed. He stated that they would read the text aloud to the group and also share the book for silent reading. While it may not be the best educational approach, it does allow these very low income students access.

The evaluation team also asked professors to estimate the percentage of students in their class that purchased the text. In most private universities, the proportion averaged about 67%. In the public universities, the average was almost 48%. The professor estimates for the proportion that purchased books before the program were 38% and 11%. The lowered prices have obviously made it possible for a much higher percentage of students to purchase books.

The professors and the book store managers also emphasized two other differences between pre-program and the present: changes in photocopying and in the purchase of printed pirate editions of the texts. In all four countries, the estimate was that photocopying had been reduced to about 25% of its former level. The cost of photocopying books is now usually higher than the price of the book through the program. Pirated editions were a major factor in El Salvador and some was done in Guatemala. The reports now are that these illegal versions have nearly disappeared in the fields in which the program works except for some upper level texts still not provided. They also noted that in the fields in which RTAC II does not work (e.g., economics), there are still pirate versions available. An evaluator examined a pirate version of Samuelson's Theory of Economics and found it of high physical and content quality. Its price, however, appeared to be about 30% more than a program version might charge.

Soviet books, primarily Mir Publishers from Moscow, were also examined and discussions held about them with a distribution center and two book stores. Those examined in the technical fields are of very good quality and no political orientation appeared. The price was the equivalent of about US\$8, comparable to a similar book in the project. Mir has also become much more aggressive in its sales, as noted in an earlier context. The establishment of distributors, contacts with book stores, and promotion for adoption of texts, will cause some competition to RTAC II in some fields. It is important, however, to note that Mir has learned from RTAC II in its promotions and professor adoption processes, a solid indication of the success of the program procedures.

5. Libraries

Designated libraries have received all of the damaged and defective books as gifts from the missions. The interviews with a sample of the librarians showed deep appreciation for these gifts since their budgets are severely limited.

Libraries have also purchased books from the program. The previous lower limit of 25 copies of one title severely restricted their purchases; they could only buy titles that were being purchased for a class. In a verbal announcement in September 1989, the lower limit was removed - even one copy may now be ordered. While that will raise the price in many cases because of the lower volume and a lesser discount, it will be of enormous importance to the libraries and for references for other clients. It will also represent a substantial service of the program to university education.

F. Effectiveness of the Distribution

During the first year of the project, there were several problems related to the combined adoption and distribution process:

Some professors adopted more than one text for a class.
Professors over estimated the number students would buy.
Some texts were included that were not eligible because
they had not been published in the U.S.

A few outdated editions were included.

Professors sometimes had too little information on which
to base an adoption.

Errors in the price list resulted in a text that was
delivered being much costlier and students did
not purchase many copies.

Changes in the consolidations of order processes (reviews by department heads and by distributors) have largely remedied the first two. Closer examination by RTAC II have, for the most part, eliminated the ineligible and the out of date texts. Increased promotion by the publishers and the provision of examination or sample copies, have alleviated the insufficient knowledge base in the adoptions although there are still some complaints on this score. Professors suggested a central set of the offered texts which they could consult. Although this might be difficult to manage, it merits consideration. Pricing errors continue. Too, some of the distributors and book stores still have unsold books from the early semesters; no procedure has yet been developed for disposing of these unwanted books; the distributor suggestions included return privileges, price adjustments or at least a proper accounting procedure to allow them to put these books on special sale.

Despite these problems, it must be said that the distribution system is effective. The total of books sent from Mexico City and the Guatemalan publishers was more than 560,000 before the new orders were received. Almost all of the books were delivered and made available to students and they bought them. It must be pointed out, however, that there are three concerns connected to the adoption-distribution system:

- (1) At the present demand levels, the \$5 million donation funds will be exhausted before the end of the project; 57% has already been spent, not counting the present orders.

The 57% would have been much higher but Aguirre International elected to use some reflow monies to cushion the rapid utilization of the donation funds. (See the first graphic in Chapter VIII.) AID cannot, of course, "chance growing demand." At some point, the distributors, in consultation with AID/W, must determine a reasonable balance between demand and funds available.

- (2) The use of the reflow monies has helped slow down the use of the donation funds but distributors worry that at the present and a probably increased rate of use of the reflow funds, they will have less money left to continue after RTAC II is completed.

The concerns of the distributors are only partially correct. To clarify the situation, it must be remembered that only donation fund use creates the reflow. Additionally, the reflow fund grows only from the money deposited by the distributor from the sales of books from the donation fund. Books purchased with reflow money do not generate additional reflow; the money from sales is simply returned to that fund.

It must also be noted that there is always some loss between purchase of books from either fund and the deposits made by the distributors: lost and stolen books, exchange differentials (except presently for Honduras), the recently authorized reduced price sale of defective and damaged books unless some mechanism is put into place to compensate for this problem, and what the distributors see as errors between Aguirre International and their own accounting. (See discussions of this in Chapter V and the attempts of Aguirre International to reconcile the El Salvador accounting differences in Volume 2, Appendix H.3; FEPADE and Aguirre International accounts differed by more than \$27,000.)

There are also delays between book purchases and the deposits of sales monies that result from unsold books remaining in the inventory. While generally these will be recuperated when the books are eventually sold, there were many order problems during the first two semesters when both the distributors and Aguirre International were learning about the problems that cropped up in the adoption process and changes in editions between orders. All of the distributors still have many of these books; if they can be allowed to sell them at reduced prices (now prohibited) they can recuperate a part of that loss.

Four of the distributors also allege that the present margin allowance is insufficient to cover all expenses and allow for the needed improvements in their facilities. They aver that these losses should be seen, if continued, as a drain on the reflow fund in the future.

Although not clearly expressed by the distributors, the evaluators believe that a part of the concern relates to the immediate semester at cessation of the project. The losses, the lag between sales and deposits, and the high demand levels could leave them temporarily with insufficient funds to make a full order when no donation money is available. That possibility definitely exists but it is clearly different from having no money left in the reflow account. Nevertheless, it is important to note that some of the distributors and all of the evaluators estimate that the losses, if continued at the present levels, would amount to as much as 25% per year.

- (3) Everyone in the program strongly recommends the addition of new fields to the supplies since the demand for them is very high; that will place a still further drain on the donation and reflow funds unless additional funds are found.

In other words, the processes of adoption and distribution had worked quite well - perhaps too well for the funds designated for this project. The very low prices achieved by RTAC II have created a much higher demand than was envisioned in the project design and funding.

CHAPTER V. THE MANAGEMENT INFORMATION SYSTEM

LAC/DR/EHR recognized the difficulties that would be encountered in keeping track of a half million books from more than twenty publishers, sent to nine distributors (now six) in five (now four) countries. It therefore authorized and funded a management information system (MIS) to cope with the data.

A. Development of the System

The purpose of the system was, as the name implies, to serve as a management tool for RTAC II Mexico and the distributors. This overall purpose was subdivided into specific tasks:

- Provide the information and data for the book catalog and the purchase orders that are generated.
- Furnish information on the suppliers, distributors, and book sellers to facilitate inquiries and interaction.
- Supply the data that will enable accurate and adequate reporting for the project and its components; a graphics capability was envisioned to enhance the reporting.
- Include the program components necessary to make accurate and complete financial management possible.

A dBase program was selected as the basis for the MIS because of its flexibility in dealing with the disparate components to be managed. A dBase program was also the software used by AID at the time, thus the Aguirre International program would be compatible. Aguirre International was charged with the implementation of the system within its contract. The initial version of the MIS (termed MIS I) was developed and installed in the computers of the RTAC II Mexico office and in the distribution centers in the countries. Computers were purchased for all the distributors except the PanAmerican Agricultural School which had one of its own with sufficient capacity to handle the program. Many modifications were made during the first two years and these became somewhat unwieldy. To consolidate these changes and make the system easier to operate, a new version was set up, called MIS II; that version was installed in mid 1989.

1. University of the Americas

Aguirre International, with a contracted specialist, set forth the expected content and the parameters for each of the components. It then wrote a subcontract with the computer specialists of the University of the Americas in Puebla, Mexico, to program the system, document that programming, and service the system in Mexico City and in the four countries. They also were to participate in the training of the various users of the MIS.

Many training workshops and seminars were conducted as soon as the first country installation, in Guatemala, was complete. The University of the Americas and RTAC II personnel gave intensive instruction for the coordinators and distributors on the program in Mexico City, Puebla, and Guatemala; additionally, it has occupied a

large part of the agenda for other meetings during the years. For example, the MIS itself and topics related to it took up nearly half the time in the recent coordinator workshop in San Salvador. A procedures manual was also published and furnished to the users.

The University of the Americas also participates in the individual technical assistance given to the coordinators and the MIS technicians in the countries, as well as to the Mexico City facility. (See Chapter VI for more details on training and technical assistance.) Aguirre International also sends its own computer specialists from its San Mateo and Washington, DC offices to help with installation and technical assistance. An outside consultant was hired to help in the early period. The university consultants have other duties to perform for their institution and are not always available to help an individual user at the moment of need. To supplement the university consulting, RTAC II recently made an allocation of up to \$150 per month to pay for local assistance. All of the countries have availed themselves of this help.

The University of the Americas consultants have also installed a security system within the MIS which is meant to allow those that need to work with certain components to do so but deny others access. That part of the system is new and works imperfectly.

2. RTAC II Personnel

The central facility for the MIS is housed in the Mexico office. All changes that are made in the system originate there; when that office is satisfied with the operation, they are then taken on diskettes to the countries for installation. That office also makes the entries for the catalog, the general information system, the adoptions, and the country consolidations of book orders. The orders to the publishers are prepared there, and when the supplies have been verified, the system engenders the invoices in hard copy and on diskette.

Mexico City prepares a draft of its own accounting which is subsequently finalized in the San Mateo headquarters of the company. RTAC II also generates reports for the countries and distributors on the status of the books sent to them, the costs (at one time issued with student prices instead of costs), the amount of donation and reflow monies utilized, and the amounts of reflow remaining for each distributor.

RTAC II Mexico also prepares the materials for a wide range of reports to its home office and to LAC/DR/EHR. Additionally, it issues supplementary reports to the countries for mission use.

3. The MIS in the Countries

As stated previously, the MIS is installed in the computers of the coordinators and the distributors. They utilize the MIS for its catalog inclusions (which are updated more frequently than the printed catalog), the consolidation of the adoption forms into country orders, and reporting on their sales and inventories. They are also supposed to do the accounting on the MIS but they report so many problems with that function that all of them have now developed a parallel, separate system for these latter tasks. The problems cited by the distributors and

agreed to by the coordinators included, as examples, separate debit and credit, never merged, accounts for clients; the erroneous cost/price inputs from Mexico which should feed into the local accounting; no access to their own reflow accounts; and the lack of direct credit input from Mexico on credit notes; among others. (It must be noted that the evaluators could not always separate the problems of the many incorrect data entries from system deficiencies.)

The coordinators and some of the distributors are also able to generate some materials for reporting on their operations, including the graphics capability. These users indicated some difficulties with report generation.

There is a wide range of ability among the user technicians. Some can work with most of their designated components (although not always satisfactorily). Others have had little preparation for computerization and have found it difficult to comprehend its complexities. The University of the Americas, RTAC II, and the locally hired technicians continue to work with them to upgrade their skills.

RTAC II has recently asked the country users to evaluate each of the functions of the MIS and submit these in preparation for an internal evaluation of the system. They were filling out these forms when the evaluators were in Central America. Some feeling was expressed that the MIS evaluation should be done by a completely independent consultant team.

B. The Components of the System

The MIS II comprises 10 components (modules) with 29 subcomponents (screens). These are listed in Appendix F.1 with a narrative description of each module and its functions. The 10 modules are titled in the RTAC II MIS as:

- (1) Textbooks (all publishers and by area)
- (2) Adoptions (authorized and rejected)
- (3) Distribution (reception, confirmation, differences, funds received, titles for reflow)
- (4) Distribution (tickets, packing lists, inventory)
- (5) Distribution (pre-assignment, control sheet)
- (6) Distribution (charges with commercial information, billing, client accounts)
- (7) Perpetual Inventory (new summary, previous summary, details)
- (8) Historical Inventory (movement)
- (9) RTAC II Accounts (account statement, global estimates)
- (10) Defective Books

The University of the Americas and Aguirre International state that all of these modules function properly but that some minor problems have developed and some input errors are incurred.

C. Effectiveness of the System

The managers of the distribution centers and the coordinators were separately asked to discuss the functioning of MIS II from their standpoint and to provide examples of the modules and/or subareas that produce well or that present problems. There were two general kinds of information provided: information on the MIS as a system and difficulties because of incorrect entries.

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1. User System Information

It was generally agreed that the first three modules function satisfactorily except for Aguirre International errors:

- Textbooks (catalog)
- Adoptions
- Distribution/Reception

Only a few problems were pointed out: incomplete information about some books (year published not included; edition sometimes missing). The users also said that some ISBNs are in error or are duplicated; the respondents recognize that publishers make errors and some computer entry problems are involved. While these ISBN problems cause enormous adoption and accounting difficulties, they feel these could be remedied with sufficient attention to the ISBN part of the system.

Module 4. Distribution, that provides the facility to print out the price tickets for the books, the packing lists, and the inventory, was judged to be very flawed. Their demonstrations of the problems included both system difficulties and entry deficiencies which they could not always separate:

- The diskette provided (with ticket information) and the hard copy invoices frequently do not agree.
- Some costs or prices are listed incorrectly (e.g., 0.0, and 238.00 for 2.38, and omissions).
- More than one invoice is sometimes issued; once there were six.
- The calculation of price on tickets (student purchase price) was often incorrectly calculated (RTAC II cost + distributor 15% + seller 15%) and had to be calculated by hand, the information in the diskette modified; one invoice was in error on 32% of the entries.

The users stated that they send the corrections to Mexico City but they doubt that they have been taken into account, perhaps explaining why the RTAC II accounts and those done by the distributors under the supervision of the coordinators, never agree. Only one of the 10 respondents gave this module a "fair" rating; the others declared it mostly a failure.

Those interviewed also stated that they, locally, could make little use of Module 5, Pre-Assignment Distribution. They noted that it may be useful to RTAC II. Module 9, RTAC II Accounts, is obviously for Mexico City.

All of the other modules were judged to generally be so flawed that they "are more trouble than they are worth." Module 6, Charges, uses the same information as for the ticketing and suffers from the same inadequacies in their opinion. All of the distributors have developed separate systems. They showed, for example, that the client accounts have two separate reports which cannot be merged: one is charges and the other is payments; the balances must be generated by hand. RTAC II, itself has noted problems with producing the historical inventory from Module 7 or 8 and has included it in the scope of work for the MIS evaluation. One country, however,

has already produced one from its own (termed "corrected data") and via a separate computer system. Module 10, Defective Books, was somewhat a mystery to the respondents since they physically send in the official page; no detailed report on credits from these has ever been seen. (One is included in the Aguirre International response about account differences in Appendix H.3.)

All of the countries cited differences between their accounting and that of Aguirre International. One distributor provided a comparison, semester by semester since 1987, of these differences: the donation amount listed by RTAC II was greater in every case than that calculated by the organization. The reflow amounts, on the other hand, were less in every case. The balance between the two still left RTAC II accounting at more than \$27,000 more than the organization's accountant had calculated.

Aguirre International was asked to explain these differences and what steps were being taken to reconcile the two sets of accounts. (The reply is contained in Appendix H.3 in Volume 2.) In essence, according to the reply, the principal problem is the incomplete information held by the distributor and some variances in the interpretation of the entries. Nevertheless, there were, in each of the two semesters analyzed by RTAC II, an amount in the donation accounting that could not be explained from the numbers. "Lost or stolen books and entry errors" were said to be involved with these.

The reflow numbers, which were lower for the distributor than for RTAC II, were detailed almost exactly from the inclusion of the credit notes due the distributor because of defective books.

The reply received from Aguirre International did not include its final amount of difference but gave amounts for each calculation. The reply is not easy to comprehend, nor are all of the explanations satisfactory. It would appear from extrapolating their numbers, that the total difference, according to the Aguirre calculation, would be in the neighborhood of \$5,000.

Aguirre International stated that the accounts would be reconciled by providing more information to the distributor (credit notes had not been detailed to the organization and other adjustments). It also stated that more accounting assistance would be given to the distributors to obviate most of the problems in the future.

2. Evaluator Inspection

The inspection was performed through two main approaches: examine the reports produced in the local office and ask the technician to produce certain information on the screen of the computer. The report problems were stated by the users as faults in the system or in the entries to it (previous section). Most of the others were also described by them in the questionnaire.

- No operator could bring up the center's current reflow balance on the screen.
- No operator could find the details of their credit notes.
- The operators produced the two client account reports but without a merger to show the current balance; three showed that operation on a separate system.

- All operators brought up the diskette for ticketing and furnished a separate hand calculation plus a separate computerized system with the corrections.
- Only one operator could demonstrate a historical inventory and that was via a separate system.

It is important to reemphasize that some of the difficulty involved the skills of the operators. This suggests, however, that additional training and/or technical assistance is required.

3. Respondent and Local Consultant Comments on the System

The MIS was stated by all but one person to be the source of an enormous quantity of extra work and discontent. They cited the necessity of doing some operations by hand and then reentering them in the MIS or in a separate system, "inconsistencies" in the demands from Mexico City on the report requests, and the complexity of the system itself. Some of their specific comments must be cited:

- dBase is a very delicate system and the multiple users bring about failures.
- The system appears to have been designed, then the users are required to conform to it rather than have developed a system for the users.
- Such a complex and expensive system cannot be maintained in a post RTAC II period.

There was nearly unanimous agreement, too, that the system also does not work for Mexico City and because of that, the office requests many supplementary reports from the users. Three respondents stated that the MIS should not be continued into a post RTAC II period; one stated that it should; the others suggested that the three components that function well should be kept after RTAC II is completed but that the other modules should be deleted.

The users emphasized that some parts of the RTAC II MIS work well and should be maintained. They also urge that the others be externally evaluated in light of local needs for the future. The modules that could be useful should be cleaned up. They feel the others should be abandoned in so far as the coordinators/distributors are concerned.

CHAPTER VI. TECHNICAL ASSISTANCE AND TRAINING

The RTAC II Project Paper stated that "Fourteen person-months of technical assistance and training will be provided under the contract each year, one for book store managers/personnel and one for PSCs [coordinators]. Marketing and promotional strategies, management and administration, and equipment training are among the topics to be covered during these group sessions. Additional training will be provided on a one-on-one basis to the PSCs [coordinators], book store staff and others as needed." (Para. B.1.e, p. 8, Central America Regional Project Paper, RTAC II) In a later section of this document, it notes: "The training and technical assistance provided under this project will be the mainstay of the institution-building feature of RTAC II." (P. E-40)

In addition, AID's contract with Aguirre International (Section 2.C.2, p. 7), notes that, among the technical assistance and services to university book stores and USAID Missions, RTAC II Mexico will provide "...strengthening the infrastructure for publishing/distributing technical materials in Spanish in each country."

A variety of training has been provided by different means and at various times, primarily for those engaged in carrying out the RTAC II program. The focus of the training and technical assistance in the early years of RTAC II has been, therefore, on the personnel who implement and publicize the program. The training requirements of the Aguirre International contract have been met. The greatest amount of time spent in training has been devoted to the management information system.

The first RTAC II seminar was held in Cholula, Mexico, in May 1987. This mainly concerned the establishment of the management information system.

The second RTAC II seminar was held in Antigua, Guatemala, November 1987. This was a two day training session on promotion and marketing, conducted by local marketing experts Jose Romero and Roberto Ovalle. In November 1988, the third RTAC II seminar was again held in Mexico. Management, promotion, and financial activities of RTAC II and the book industry were discussed generally during three days in Mexico City, with a fourth day spent in Cholula on MIS activities. All of these seminars were primarily for the RTAC II Mexico staff, coordinators, distribution center managers, and promoters.

A coordinators MIS workshop was held in Cholula, Mexico, in September 1988, and a one week MIS workshop was carried out for eleven MIS operators in January 1989 in Guatemala. Two members of the University of the Americas software development team led the group through each of the modules of the field MIS, followed by practical exercises by the participants.

Mexican Publisher Alfaomega cooperated with RTAC II Mexico by inviting three promoters from the binational center in Guatemala and one from FEPADE, El Salvador, to attend a one week workshop at Editorial Alfaomega's headquarters in Mexico City. The workshop was an effort to further professionalize promotional activities in Central America.

In early 1988, Aguirre International contracted with Peter H. Neumann Associates to review the progress and status of the RTAC II project. Publishing and tradebook industry specialists, they met with various participants in the program (AID officials, publishers, distribution center and book store managers, then conducted a two day workshop for RTAC II Mexico staff on the structure and processes of publishing and strategies for promoting the purchase of textbooks by students.

An RTAC II coordinator workshop, which dealt with all aspects of the program, was held in San Salvador for one week, August 28-Sept. 1, 1989. Key personnel of the RTAC II Mexico staff attended. The evaluation team attended some of the sessions for an exchange of views and to discuss the evaluation.

Additional special consultants and advisors were called in to provide guidance as RTAC II was launched. Clearly considerable effort has been devoted to training and technical assistance to those who are carrying out the RTAC II program. Most of the book sellers with whom the evaluators spoke indicated they had received no RTAC II training and expressed great interest in participating in workshops and seminars if these are, in the future, developed along the lines noted in the aforementioned project paper and contract.

Monitoring of the technical assistance and training is done by both the Aguirre International home office and AID/W as well as by the individual missions involved. No negative reports were made on the training.

A. Coordinators

The purpose of the workshops attended by the coordinators was for training purposes, to acquaint them with the strategy and tactics to be used in implementing RTAC II, and to enable them to exchange views and discuss mutual concerns with the RTAC II Mexico staff as well as their counterparts in other countries. Considerable time was spent in MIS training sessions and discussions of the merits and problems of the MIS. However, all of the coordinators still expressed serious reservations about the functioning of the MIS within their individual situations (Chapter V).

B. Distribution Center Personnel

The distribution center personnel who have attended the workshops and seminars and have been visited by book specialists, appeared to have benefitted from these activities. Some indicated a need, however, to exercise more independence from the strict controls emanating from the Aguirre International offices, arguing that if the system is to be institutionalized, it is important that they be granted more authority and be trained for their eventual independent status. They all believe that that day will come though they hope that the program will continue some years beyond 1991.

C. Book Sellers

To date only a few book sellers connected with the university book stores have attended workshops or seminars sponsored by RTAC II. There is great potential here

for helping to modernize what is generally one of the most tradition bound institutions in most societies. And, as noted earlier, book store owners and managers appear to be eager to participate in training.

Book sellers are a key element in the RTAC II distribution chain of books going from publishers to students, being as they are, the final link. Workshops and seminars sponsored by RTAC II for these individuals, who can be expected to benefit from such activities, would further solidify relations between USAID and RTAC II officials and these key participants in the RTAC II program. This kind of training would also contribute to institutionalization of the system and should, therefore, be high on the list of RTAC II training programs in the coming year.

CHAPTER VII. SPECIAL PROGRAM PROJECTS

The design and resulting infrastructure of RTAC II provide opportunities for participating missions to utilize the services of RTAC II in ways that support other USAID activities. For example, missions may use the RTAC II Mexico office for centralized buying of technical information through the use of purchase orders. Other services, such as USAID/El Salvador's "book of the month" concept developed for former CAPS participants, are also possible. The intent of incorporating special program projects in RTAC II was to enable RTAC II resources to be used in reaching other audiences beyond the university campus, such as the rural poor, a group especially targetted by a number of the RTAC II pamphlets produced to date.

Each USAID mission provides support to RTAC II by funding the salaries and related costs of the coordinator and his secretary. In El Salvador and Costa Rica the missions fund major costs of the distribution centers (FEPADE in San Salvador and CINDE in San Jose) through other mission programs they have with these entities. They also give grants to such organizations as La Asociacion de Amigos del Pais in Guatemala which has designed a number of RTAC II pamphlets, helps distribute them, and is developing others.

A. Pamphlets

Four pamphlets and one "flyer" have been printed under the RTAC II program as of September 1989:

- (1) Flyer on Hoof and Mouth Disease
- (2) Pamphlet: How to Make Organic Fertilizer
- (3) Pamphlet: Maternal Care, Pre- and Postpartum
- (4) Pamphlet: Earthquake Preparedness for the Family
- (5) Pamphlet: Floods: Security Recommendations

As noted, La Asociacion de Amigos del Pais of Guatemala designed some of these pamphlets which are now being distributed in other countries as well. Other pamphlets planned include one on poultry production, one on AIDS warning signs and what to do to avoid AIDS, and another on dehydration therapy and diarrhea treatment for children. This latter project is being developed in cooperation with the Honduran Ministry of Health. The pamphlet on poultry production is being developed by Amigos del Pais. The AIDS pamphlet is a project co-sponsored by USAID/Mexico, (which is covering \$15,000 of the development costs) and the Mexican National Council on AIDS Prevention (funding \$8,000 of the cost). As with all of the pamphlets, RTAC II provides validation of the material in Central America and covers the printing costs. USIA's Regional Service Center in Mexico is doing the printing through its regular facilities.

Each participating mission is invited to order as many pamphlets as desired. The review of the text at each mission during the development stage assures suitability for each country. The pamphlet on earthquakes, for example, elicited orders for 375,000 copies. Those originating in Guatemala by Amigos del Pais are carefully

designed to assure that drawings and language can be easily understood by the rural audiences to whom the pamphlets are addressed. When a pamphlet is designed, efforts are made to assure its availability for other Central American countries. Many could, of course, be models for use elsewhere in Latin America.

B. Books

USAID/El Salvador is the mission which has utilized the book "buy in" potential more than any other. A total of \$105,000 has been set aside for the purchase of books as a means of keeping in contact with former CAPS participants. By June 30, 1989, some 27,000 copies of 30 titles had been purchased for the "book of the month" project. The purchase of another 3,000 copies is planned. The mission generally selects titles outside the RTAC II program in order to include economics and other fields not currently available under RTAC II. The mission appears to be highly satisfied with this project. A special printed letter is published in one of the titles, In Search of Excellence, signed by the U.S. Ambassador. The letter expresses U.S. interest in El Salvador's economic and social development and mentions the efforts of AID, CAPS, and RTAC II toward this end.

C. Videos and Others

The RTAC II program has not yet entered into production and/or distribution of videotapes. At the August 1989 coordinators meeting in El Salvador, a video program on the subject of AIDS, produced in Mexico for Mexican audiences by the Mexican National Council on AIDS Prevention, was shown as an example of what might be done under the RTAC II program. The coordinators expressed concern that the content of the particular example shown was intended for Mexican audiences and would, for that reason as well as certain design elements, be unsuitable for Central America. Some also expressed concern that, given current workloads, adding a videotape element might adversely affect textbook operations. (The views of the evaluation team with regard to initiating videotape programs under RTAC II at this time are expressed in Chapter X.)

D. Newsletter

At the time of the evaluation team's visit to Mexico and Central America, the planned newsletter was being prepared but was not yet in final form. It was stated that it will include items of interest to all elements of the RTAC II program such as innovations initiated in one country which might be useful in another, new fields for RTAC II titles, new publishers, and policy decisions. (See Chapter X for the team's views regarding the newsletter.)

The capability for USAID missions to make use of RTAC II facilities is a potential asset that can be used to support other AID projects. As noted, the El Salvador mission has been the only one to have utilized this asset to any great extent. Knowing how busy, if not swamped, AID officials in the field are, given the multivaried activities in which they are engaged and for which they are responsible, the evaluation team did not find many country concerns for greater use of special program projects. Yet greater awareness of this capability among field officers might result in additional RTAC II special programs being initiated which could be of great benefit to other AID projects.

CHAPTER VIII. ACHIEVEMENTS AND POTENTIAL FOR EXPANSION

There is no doubt that RTAC II has been highly successful. It is, of course, not without some problems, a situation endemic, perhaps, to any new project as complicated, as broad in scope, as innovative, as labor intensive as the handling of books always is, and as demanding of the cooperation of so many disparate elements. Furthermore, as will be indicated later, there are various elements where improvements can and should be made. Yet the figures on the number of books already distributed (560,728) as of July 31, 1989; the high regard for the program held by the professors who assign texts; the students who use them; and the university administrators attest to the value and effectiveness of RTAC II.

A. Status of the Project Indicators

Although few basic data could be collected on the specified indicators for achievement before the project began, the evaluation team was able to obtain some estimates from the publishers, professors, and some book stores. The objective indicators and the accomplishment toward them by summer 1989 are calculated as follow:

<u>Project Paper Indicators</u>	<u>Present Indicator Status</u>
30% increased use of US materials	University adoptions increased 500%
10% increased book store orders	Publishers estimate 1000% increased orders of RTAC books and up to 100% of other texts
10% increased university book displays	100% increased displays in previous university book stores and 11 new book stores added
50% increased sales volume in university book stores	Estimated at 1000% in old stores plus the new
Increased ratio over Soviet sales each year	Soviet sales estimated varying low numbers; increase over 100%/yr.
Increased books available to students	Manyfold increase; all except very isolated can now access books

The Aguirre contract called for the sale of 500,000 books during the life of the project. The number of books shipped from Mexico to Central America had already reached 560,000 by the end of July 1989. While some of these had not yet reached the students, most would shortly. The project life goal has, therefore, already been surpassed.

RTAC II has proven that when textbooks are available to students in Central America at prices they can afford, students will buy such texts. In the 180 questionnaires completed by students during the evaluation, an overwhelming number indicated their preference for owning their texts rather than photocopying. Photocopying has, in fact, been reduced in those fields where texts have become available. Pirating also appears to have diminished substantially in these same fields. When students were asked if they would purchase the RTAC II textbooks if prices were doubled, the majority of students who responded to this question indicated that they would not, the main reason being that they could not afford higher costs.

While so highly successful in moving textbooks into Central America, which is, after all, the major thrust of RTAC II, some other facets of the program have been less successful. The pamphlet program is off to a good start but far from the approximately 1.5 million pamphlets and booklets envisaged over the life of the program. This will, however, probably be achieved during the next two years, given the number of pamphlets produced to date and planned.

Providing technical assistance and training has been successful generally in enabling the various RTAC II functions to effectively carry out the program. As noted elsewhere, however, to meet contract terms, in the view of the evaluation team private book stores should be included in the future. Also, the MIS training did not produce the required results though this may have more to do with the system itself and the abilities of the trainees than the quality of the training.

Expansion of on-line access to U.S. educational and technical information in each country remains inoperative, as mentioned earlier, due to the unsatisfactory state of the telecommunications systems in Central America. Telecommunications development as a field of interest for AID goals, because of its impact on economic development generally, is worthy of attention. If satisfactory telecommunications systems existed between the capitals of Central America and Mexico, programs such as RTAC II could make excellent use of such systems.

Another element which was expected to be a part of RTAC II was the production and distribution of videotapes in keeping with technological advances made since RTAC I was operative. This activity has not been initiated. The evaluation team's reservations about doing so are discussed in Chapter X, but they center on the need to concentrate on the book program rather than enter this complex field at this time.

The RTAC II contractor completed most of the tasks assigned in Section C.4 of the contract with AID/W. This included implementing the program, conducting initial and periodic needs assessments, staffing and administering the Mexico City office, negotiating and subcontracting with publishers and others for the purchase of textbooks and other services, arranging shipment of books, and establishing support systems. Substantial difficulties encountered in implementing the management information system remain, as discussed in Chapter V.

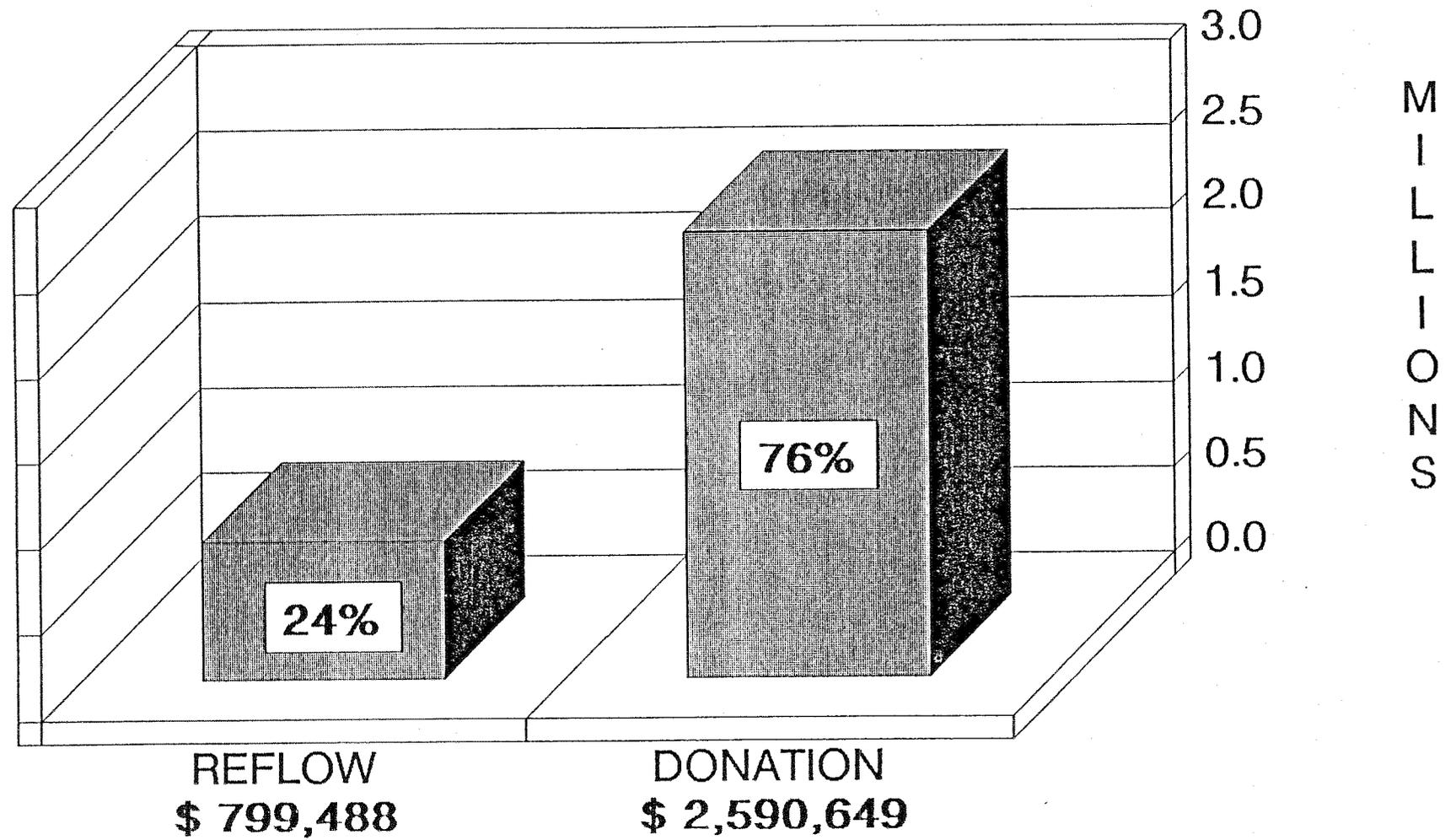
Although not specifically listed as a goal in any of the implementing documents, RTAC II has created a remarkable public relations vehicle for the USAID missions and the United States government and people. Thousands of Central American university students and professors affected by RTAC II have some very positive things to say about the USAID missions in their countries and the United States government. Some spoke to the evaluators in glowing terms about the RTAC II program, fully aware that it is an AID project -- one which affects them so personally and intimately.

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DONATION AND REFLOW TEXTBOOK

EXPENDITURES – LIFE OF PROJECT

TOTAL US\$ 3,390,136



Many of the students benefitting from RTAC II are from the lower economic classes. (Most are "working their way through college.") Many are studying from RTAC II books and will be among the leaders of their nations when they complete their studies. Their memories of how the RTAC II program aided them in their formal education will be held long after leaving the university. One interesting statistic supporting this view is that of the 180 students who answered the questionnaires, the vast majority planned to retain their RTAC II texts in their personal libraries for use as reference in later years. (They also, incidentally, found the RTAC II program so beneficial that the two recommendations most of these students consistently made was to expand the program into other fields and to increase the number of books available in the fields currently covered.)

It is pertinent to note that the evaluation team was warmly welcomed by all the university professors, administrators, and students with whom they met on all of the campuses, a remarkable experience for which RTAC II can take substantial credit. Such warmth would have been highly unlikely a decade or two ago on many Latin American campuses. Of course, AID's Central American Peace Scholarship program, which RTAC II complements, is also a factor for this.

B. Expansion within the Present Program

There is still room for expansion within the Central American program, all of which was strongly recommended by the interviewees. The evaluators caution, however, that although all of the suggestions merit attention, they will require that more money be injected into the donation book fund. The present amount of donation and reflow will not finance the additional demand. (See the previous graph.)

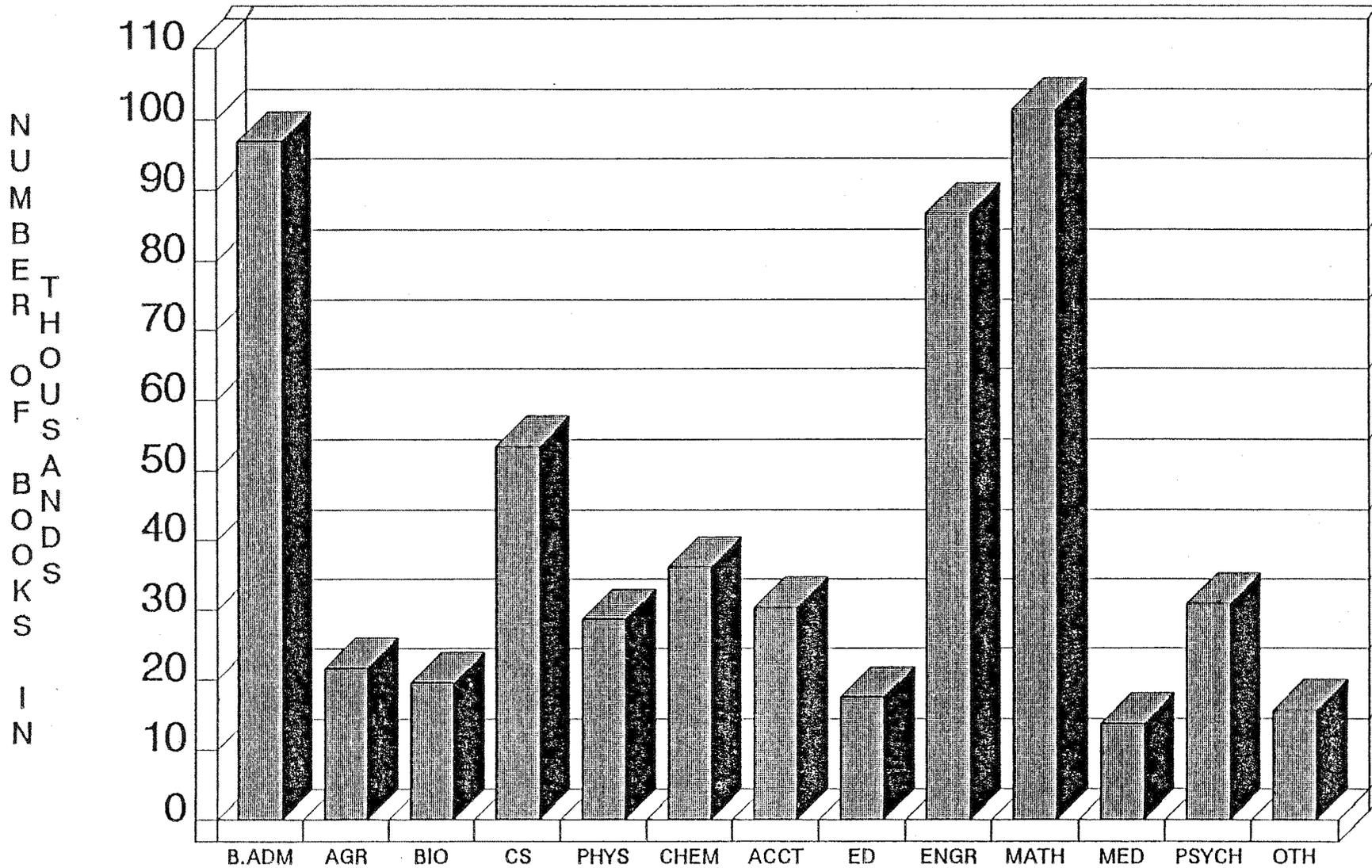
1. New Fields and Titles

Professors, students, and university administrators time and again recommended expanding RTAC to include fields beyond the 19 currently in the program (see the following graph). Professors' recommendations included such fields as economics, sociology, education, geology, and many others, depending on the interests of the professor. The field most recommended was economics. One professor noted on his questionnaire: "We don't have any (economics) texts with a democratic orientation! All are 'red.'" A number of professors also urged that handbooks, such as Handbook of Chemical Engineering and Pharmaceutical Guide, should be included in the program. Reference books such as the Dictionary of Construction Terms and teachers' manuals to accompany some texts were also recommended frequently by the professors with whom the team met.

Economics was also frequently mentioned by students. Other fields which students mentioned a number of times were law, medicine, computerization, literature, and the social sciences. Perhaps more important than the specific fields mentioned is that this clearly demonstrates student interest in the RTAC II program and a desire for its continuation and expansion. The evaluation team's view on what fields should be included and some modifications for RTAC II areas are covered in Chapter X. (Note: Specific recommendations for titles are best left for experts in the various fields to determine.)

BOOK VOLUME BY FIELD OF STUDY

SINCE THE BEGINNING OF RTAC - II



OTH FIELDS WITH LESS THAN 4,000
P.ADM, ARCH, PHARM, NURS, NUT, DENT,
VET.

Total: 560,728

Aguirre International

August, 1989

2 New Institutional and Private Book Stores

In Honduras, in particular, additional university book stores might be developed in the future. With regard to additional private book stores, most private stores not currently in the program either do not specialize in scientific and technological books, or are unable or unwilling to abide by the restrictions incumbent upon RTAC II book sellers, or find the discount price not to their liking. In Honduras the potential for expansion of the program from strictly university book store outlets to the private sector exists. Comments on these above aspects were made in Chapter IV.E. and the team's recommendations appear in Chapter X.

3. Additional Central American Publishers

One Central American publisher, as noted earlier, is now in the RTAC II program. While the potential exists for additional publishers from the region which is benefitting most from the RTAC II program, this will be no easy matter given the idiosyncracies of the publishing business. The problems of translating, printing, distributing, marketing, and negotiating copyrights are formidable. While some publishers exist in the four RTAC II countries there is little evidence that they have had the type and degree of experience in international markets that would seem to be desirable for RTAC II titles. Nevertheless, as RTAC I was so instrumental in assisting publishers to launch the Mexican publishing industry, RTAC II might help other Central American publishers by including them in the program at least on an experimental basis initially. The intent would be worthwhile; finding the right formula, however, may be extremely difficult. The team's recommendation on this issue is to be found in Chapter X.

C. Expansion to other Countries

With the success of RTAC II in greatly increasing the flow of U.S. textbooks into Central American universities, it is natural to think of other Latin American countries. Many of the South American and Caribbean nations share in varying degrees the same problems of foreign exchange shortages, economic stagnation, and political obstacles to the marketing of U.S. texts that are found in Central America.

1. Suggestions from the Publishers

As might be expected, all but one of the Mexican publishers interviewed by the team were enthusiastic about expanding RTAC II to other countries. Most thought that the Dominican Republic would be a good candidate for such expansion. Some believe that markets exist and the need is greatest in Ecuador, Peru, and Bolivia and some indicated that publishing countries such as Argentina and Colombia were the best candidates. (Uruguay has asked to be included; see Appendix F.4.) The opinions as to specific countries were probably based on where they either have or have had markets. In any event, any expansion would presumably be welcomed by Mexican publishers as it would mean they could expect increased dollar sales. The one Central American publisher in the program could be expected to have ties with other countries in the region but beyond that would probably have to initiate new channels for markets in South America.

2. Criteria for Inclusion

The criteria for inclusion should be based on a number of factors such as the importance to U.S. interests in the particular country, the willingness of the local government to cooperate with AID in this type of project, the market demand, and the need for such a program as seen by the local USAID mission and AID/W. An additional reason for including a country such as the Dominican Republic is that there is a high degree of pirating of books in that country. RTAC II has shown that pirating decreases markedly when books become available at low or reasonable cost. Reducing the pirating of American books abroad has long been a foreign policy goal of the U.S. government.

3. Operational Needs, Costs, and Benefits

Any expansion of the RTAC II program will require additional funding and personnel. With respect to funding, RTAC II has been so successful in creating a demand among Central American students that, in order to avoid using up all of the donation funds available for the program, considerable amounts of reflow funds have already been used. (Many of the participants in the program understood that reflow funds would be tapped only at the end of the initial five year period of RTAC II. This obviously has not been the case.) Additional funds would, therefore, be needed if the program were expanded.

The RTAC II contractor was asked to develop a proposed budget for possible expansion of the program to four countries. A copy of that budget is in Appendix F.2 and could be considered as a starting point for any expansion plans. Initial estimates are that approximately \$2 million per annum in additional funds would be required. (This would include start-up costs and assumes transportation costs from Mexico which could be less if publishers closer to the recipient countries were used.) This document (F.2) also shows the number of personnel which would be required if the program were to be expanded to at least four countries. A minimum of three foreign nationals would be employed (in addition to the USAID coordinator in each country). The benefits accruing to the U.S. government would be the same as those now occurring in Central America.

4. Funding for Expansion

Any expansion at this stage or in the near future would require AID/W to provide the funds as was done at RTAC II's inception. The same models of converting local currencies used in the program and the reflow account could be used in an expanded program in the present countries. They have proven their value. The reflow funds serve as a revolving fund for the purchase of new books. However, if reflow funds alone are the only source of new funding, eventually they will dry up. The evaluation team suggests that the new countries be considered only if a continuation to RTAC II or a new project is developed.

D. Perceived Needs of Other Countries

The need for U.S. textbooks in Spanish, so evident in Central America, in all probability exists in other Latin American countries that suffer the same problems as Central America -- foreign exchange shortages, stagnant economies, and political factors that disrupt markets and create roadblocks to the free flow of books from abroad. As noted, Mexican publishers have suggested that the Dominican Republic, Ecuador, Peru, and Bolivia be given priority in any expanded program.

Some publishers suggested that countries with publishing industries such as Argentina and Colombia should also be considered. When and if any of these countries are considered for RTAC II programs, a needs assessment conducted by an independent organization would be a necessary first step.

E. Self Sustainability Perspectives

It seems highly improbable that RTAC II in its present form could become profit making. What could happen over a period of time is the growing realization on the part of Mexican publishers and others that Central America represents a book market worth cultivating. RTAC II has already proven that the market is there for books if the price is right. Ways would have to be found to transfer the lessons learned in RTAC II to private and institutional organizations which could then take a larger role in the sales and distribution of textbooks. This should begin now, not when RTAC II begins to phase down.

In any event, as noted in the recommendations (Chapter X), RTAC II should continue for a minimum of another five years in order to solidify the gains made to date and allow sufficient time to institutionalize the systems RTAC II is developing. Particularly important is that RTAC II be continued (or RTAC III be instituted) after 1991, in order to provide more time for institutionalization to be further developed. Equally important, to terminate the program after an initial five year period would devastate the major participants -- students and professors, and cause a very negative view of AID and the U.S. government for ending a program which they consider as being so highly worthwhile.

1. Reduction of RTAC II Costs

Some book prices could be increased as a means of recouping some of the cost of the books and transportation, though if this were carried too far it would become counterproductive. Probably ways could also be found to reduce distribution center and book store costs. This is an area that might be explored by coordinators and RTAC II Mexico as operations are different in each country. In training seminars or workshops held for distribution center personnel and book store owners, a fitting subject for discussion would be how costs might be reduced. With respect to volume purchases as a means of reducing per unit costs, RTAC II already demonstrated the advantage of this factor. The entrance in the program of new fields or new countries should enable further savings brought about by volume purchases.

Another means to save time and, consequently, costs is to eliminate reticketing. Currently if the publisher decides to raise or lower the price of a particular text Aguirre International responds by changing the cost of the book on the pertinent tickets, a very time consuming job. Since many book sellers traditionally handle such changes by continuing to sell their old stock at the old price, assigning the new sales price only to the new stock, much expenditure of time (and labor expense) is avoided. The RTAC II contractor should consider implementing a similar policy. Another change regarding ticketing which should be considered concerns where and how the ticketing is done. Currently, coordinators are responsible for the ticketing upon receipt of the books in their countries. This could be done by the sellers. The coordinator could still supervise the operation to assure its accuracy, but this would eliminate considerable movement of the books from one place to another, saving storage and transportation costs. The initial checking of shipments could also be done at the distributor's warehouse under the supervision of the coordinator. This, too, would save money.

2. The Reflow Potential

All proceeds from the sale of books donated by AID are maintained in a separate account by each book store and cannot be commingled with other book store funds. Those funds then go to the distributor and are deposited in each embassy, then transferred to the U.S. Treasury by ROCAP. This account, usually referred to as the RTAC II Account, constitutes a revolving fund to be used for the purchase of additional books. Excepted is an agreed upon percentage of this fund which is used for the administrative costs of the distributors and books stores.

a. Book Purchase Funds

The reflow account was originally intended to be the major source for the continuation of the university textbook program when and if AID funding were eventually reduced or terminated. However, about \$800,000 of reflow (revolving) funds had already been used by August 1989. (See earlier graph.)

The intention of the project was that the distributors acquired a share in the revolving fund dependent upon their sales and payment for them. (See approximate shares of the distributors in the next graph, remembering that in reality, the amount for Honduras is a combination of the funds for the three distributors there.) At the present time, the decisions about the use of these funds is exercised solely by Aguirre International. The distributors all demanded a say in that decision. (It is likely that they would make the same decision since they would be unwilling to reduce the amount of their orders.)

The reflow funds should be able to keep the textbook program operating for a period of time after AID contributions end as they inevitably will some day. However, if the program is to depend on reflow funds alone, eventually these will be used up as there are inherent losses in the business: lost and stolen books, books that cannot be sold or must be sold at greatly reduced prices, and the cost of maintaining books in the inventory awaiting sales. At the present time, transportation cost is not added to the price of the books. That is a serious omission when viewing a future program and should be remedied; it will require an amendment to the present arrangement since reflow could not be calculated on transportation costs for entry into the revolving fund.

b. Transportation Funds

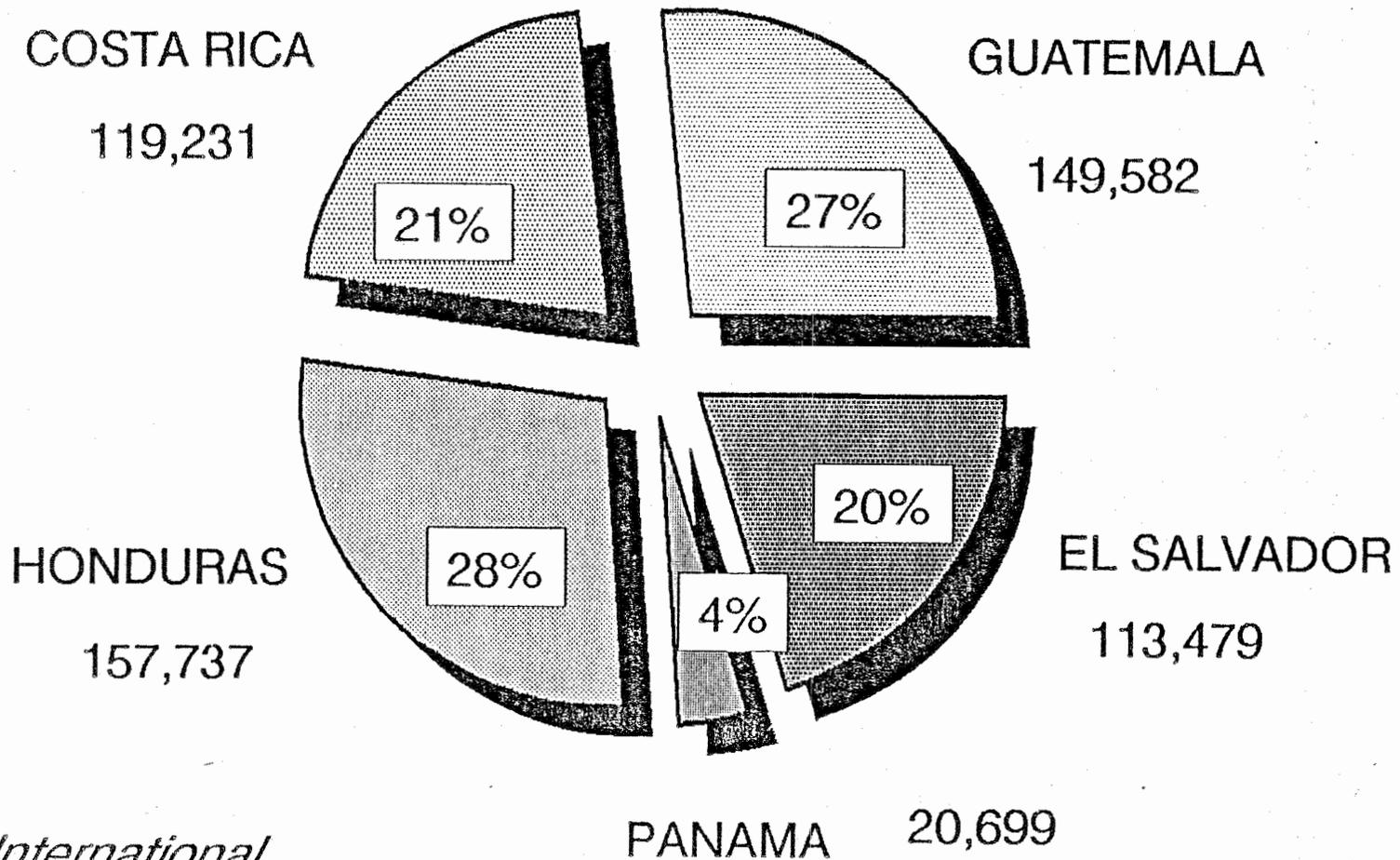
As noted, one method of increasing reflow funds would be to include in the price of the book the transportation cost. This cost is not large. The RTAC II Mexico office has calculated transportation costs per book to be from 18 cents for a book shipped (in bulk) to El Salvador to 24 cents for a book shipped similarly to Honduras. (See Appendix F.3.) If this were added to the cost of each book and thus became a part of the reflow funding when sold, some of the future transportation costs could be covered by this means.

c. Program Administration Costs

In order to initiate RTAC II operations, considerable investment was required. With the results of this investment now in place, costs in future years should be less for some RTAC II activities. However, if new academic subjects are introduced and new geographic areas, additional funds, as noted earlier, will be required.

TOTAL BOOKS PURCHASED BY COUNTRY SINCE THE BEGINNING OF RTAC – II

Total = 560,728



Reducing the role of the MIS in RTAC II operations may produce substantial savings, though this could be partially offset if localized systems in each country are developed.

F. Potential Mechanisms beyond RTAC II

The evaluation team believes strongly that five years is too short a period of time to develop a program as broad and complicated as RTAC II to the point where resources other than those of AID could be expected to undertake considerable portions. Therefore, in discussing what conversion steps might be taken to disengage AID from its current central role in this project, the timeframe considered is after an additional five year period of RTAC II or its successor.

1. Private Sector Involvement

RTAC II has demonstrated to Mexico City publishers and book sellers in the countries concerned that the Central American market for U.S. textbooks in Spanish translation not only exists, but is elastic. It has provided a model of how successful sales can be if organized to guarantee delivery of books at low prices; when professors are included in the planning stage; and when convenient book outlets are provided for students. Because RTAC II inspired publishers to assign book promoters to the countries, they are selling additional non-RTAC II books as well. Future plans for post-RTAC II arrangements must include publishers as an integral part of systemized sales in Central America. They should be part of a Central American Book Council or whatever such an organization might be called. Such an organization would be expected, at some future date, to pick up the reins for textbook sales when and if the RTAC II program is completed. Universities could play a major role in organizing, with support from local governments, such a group. This could become a major goal of an expanded RTAC II or RTAC III.

Another aspect of private sector involvement is to expand the number of private book stores in the current RTAC II operation. In two countries, Costa Rica and Guatemala, some major book sellers are not in the program and, in fact, are highly critical of it, claiming that RTAC II constitutes unfair competition and thus is taking business away which should rightfully be theirs. This is the most serious criticism of the RTAC II program, though it must be set alongside the overwhelming positive effects of RTAC II in the minds of all those benefitting from the program. Nevertheless, communications should be sustained with the individuals who hold these views and attempts should be made to include them if at all possible.

At a minimum, ways should be explored to help them understand, if possible, the virtues of the program. These same individuals support their claims of unfair competition by citing that FEPADE and IGA are non-profit, government supported institutions which do not have to meet the costs faced by private industry. Some book store owners view CINDE in the same way, even though it does not retail books. They also argue that state sponsored university book stores likewise have fewer expenses than those in the private sector. While there is some validity in this criticism, these organizations need money to improve their book facilities and provide such a valuable service to RTAC II and the communities they serve, there is no reason to suggest changes in this respect. However, since AID programs seek generally to support private industry, any criticism from the private sector, especially when feelings are as strong as they seem to be in the cases cited, should be recognized and addressed, if possible. Involvement in RTAC II of private bookstores in Honduras is another challenge for the current program which should be explored.

2. Non-Profit Entity Potential

The public universities, which are supported by their local governments, FEPADE and CINDE which receive AID support, and IGA that receives substantial support from USIA, constitute the non-profit entities which conduct RTAC II activities. If they are to continue to carry out whatever book program eventually replaces RTAC II they should be provided with sufficient resources to cover expenses. Otherwise, as some officials have already indicated, they cannot be expected to include such a program in their future plans. This means that book discount arrangements must provide the bulk of their administrative expenses. They also should receive much greater flexibility, that is, authority, than granted in the past in order to conduct their programs to best meet their own needs. And they should receive additional training to prepare them for the day when they will have to go solo. (An equivalent to FEPADE and CINDE, APEC Foundation for Educational Credit, has offered to be the distributor in the Dominican Republic.)

3. U.S. Government Facilitation

Without U.S. Government involvement, RTAC II would, of course, never have been initiated. Its success is due to the dedication and hard work of those who planned the enterprise and cooperate with it, and who are now carrying it out so effectively. While the eventual goal is for less U.S. government involvement, a total divorce is improbable.

a. Mission Investment

Considerable discussion has been devoted in this paper to the investment in RTAC II made by each USAID mission in the participating countries. Mission officers in all of the countries visited by the evaluation team, while concerned about the time and effort required to handle some of the supervisory and administrative matters of RTAC II, demonstrated their knowledge of and satisfaction with the program's remarkable results. Whatever takes place in the future, if RTAC II's successor program is to succeed it will still need some USAID support for some years to come. At the same time, the rewards of having such a vehicle available to the missions should be substantial, aside from achieving the objectives of the RTAC II program in the first instance.

Appendix F.1 contains a list of special projects each USAID mission has called on RTAC II to provide. El Salvador stands out as the most active mission in utilizing the services, but all of the missions have found some useful activity to support their ongoing programs. This type of service should continue to be available and possibly increase in the post-RTAC II era. Another contribution of the program which should grow now, because it was recently initiated, and in the future, is the distribution of RTAC II books to university libraries. One of the most important contributions to overall AID objectives is the associations developed between AID and the university community.

The missions, because of the benefits accruing to them, should continue to fund the full or part time position of coordinator and his support expenses. The cost is relatively low and it not only gives excellent monitoring control, it also facilitates mission entry into the universities. The positive environment created by the university book program helps when new programs for them are desired.

The Memoranda of Understanding for the distributors are basically the same, yet varied in accordance with the peculiarities of each situation. These should be continued, with the recommended changes, by the missions and be developed for any new countries that are added.

b. AID Services

Suggestions have been made previously for some continued AID/W assistance in an expanded present or a post-RTAC II period:

- (1) Augment the donation book purchase funds to allow for the addition of the recommended new fields and levels.
- (2) Provide donation book funds for any countries added to the program.
- (3) Increase the contract administration budget, as needed, to initiate and conduct the program in other countries.
- (4) Modify the present contract as needed to allow for the costs of the Central American Council's formation and beginning operations.
- (5) Help defray some costs of the Central American Council so that it can operate effectively in a post-RTAC II period.
- (6) Fund the small operations that will be needed in Mexico City for the preparation of a catalog, the consolidation of orders, and the monitoring of shipments to the countries.
- (7) Help modify the MOUs so the ownership and decision making about the distributors' share in the revolving fund are clear.

The evaluation team estimates that the operations funds for the post-RTAC II period, plus some coverage for losses due to events that could not be controlled by the distributors, would not amount to more than 25% of the annual amount of the revolving funds used. This would be a very inexpensive way to keep this positive program operating and to continue the entry to universities, to say nothing of the high regard the university textbook program engenders for the missions, the U.S. government, and the United States as a whole.

c. Embassy Assistance

As it is in the foreign policy interests of the U.S. government to continue some form of university textbook program, USIA and State Department cooperation would be expected to continue. Embassy officials can help as they have in the past in communicating RTAC II programming needs to the local government and facilitating cooperation with local political leaders. The Mexico embassy should also continue granting diplomatic privileges to the book shipments.

4. Host Government Participation

The cooperation of the host government in any country where RTAC II programs operate is a necessity. This cooperation exists in the four countries currently receiving RTAC II assistance.

Ideally, USAID missions could relinquish some of their duties if local governments had the will and the capability to arrange for the free flow of the books in the RTAC II current and future programs. Unfortunately, the probability of this occurring in the near future in the Central American countries concerned is remote. Nevertheless, this should be a goal to be sought.

To date local government cooperation in welcoming RTAC II to university campuses in Central America has been forthcoming in all of the four countries concerned. Such cooperation would be necessary in whatever other countries joined the RTAC II program. Host governments could, if their economies and budgets improve, fund some of the textbook program activities. That possibility should be explored in the future.

CHAPTER IX. LESSONS LEARNED

The RTAC II university book program has exceeded almost all of its anticipated goals - distributing more high quality U.S. books to students than was planned for the entire five years, providing USAID entry to universities, countering much of the Soviet influence. Some of the institutionalization has taken place but more is needed. The mid-term (two years remain) evaluation found that some very important lessons had been learned; most of these were the result of the achievements - the success - and a few are from some weaknesses that still exist but that can be remedied during the remaining life of the project.

RTAC I operated for 20 years and most of its goals were realized. While it differed in many ways from RTAC II, the basic thrust - getting textbooks into the hands of students - was common to both.

Lesson: The basic design of the project was in part suggested from the successes of RTAC I; a project that can build on a solid previous venture is far more likely to bring positive results.

It was recognized from the beginning that the project was complex and would take some time to implement fully. LAC/DR/EHR therefore provided adequate funding for the implementation over a period of time that would allow for procedures to be put into place.

Lesson: Sufficient funding to provide for start up and full implementation is a vital ingredient in the success of a project; these expenditures pay dividends in future achievement.

No matter how worthy the idea of a project, the many actors in it must be convinced of that worthiness and agree to cooperate with it. Much of the complexity of this project is derived from the multiple participants; RTAC II was successful in bringing many disparate, independent entities into the project's operation.

Lesson: Aguirre International took the time and energy to involve everyone from the very beginning: orientation to the purpose, goals, and procedures for the project - and most importantly, to gain their cooperation; this has made it possible to achieve the desired results.

Lesson: No one is insignificant in a project that depends on cooperation; Aguirre International worked closely with AID/Washington, the publishers, the USAID missions, the potential distributors, book store managers, university authorities, professors, and students; the inclusion of all of them has brought about the successes.

Aguirre International began discussions with the United States Information Agency and the Pan American Health organization to avoid duplication of effort in their book programs. The association with USIA, however, has resulted in a fruitful relationship that has benefitted both but especially RTAC II: help with the selection of books, nearly rent free quarters, cooperative ventures in the printing of pamphlets and some books.

Lesson: Active cooperation between agencies that share some interests can benefit both and is particularly helpful to a new project.

Lesson: The combination of resources, as in the case of the project with USIA and the USAID missions, assures a higher quality output at lower cost.

A needs assessment was conducted fairly early in the development of the project. Although the reports were not published until much later, the results were taken into account in the selection of titles and in some portions of the distribution system.

Lesson: The results of a needs assessment are vital to the smooth operation of a project; in this case, they guided several early steps.

The needs assessment showed a solid demand for texts in the social, political, and economic sciences. Because of the situation in some of the Central American countries at the time, it was decided that these should not be included. As the technical and scientific books have had their impact, the university authorities, professors, and students have come to accept this AID program and now insist that more fields be added.

Lesson: Even when there are substantial reasons for the inclusion of materials that could be sensitive, the situation usually calls for their delay until the project is solidly entrenched.

The prestudy for the project had suggested that substantial savings could be obtained through the grouping of countries into a single unit. That is, their consolidated orders would be sufficient to bring the prices down to the level students could afford.

Lesson: The tactic of consolidating orders brought prices down to less than half the price being paid before the project; this model can be emulated in other book programs and, indeed, in the procurement of many kinds of products.

Textbooks have a very elastic demand. Students will buy what they can afford; that will vary a great deal among students according to their incomes.

Lesson: The project assumed some risks in the introduction of some books in the early semesters; the elasticity of the demand, resulting in less than 100%, taught them and the distributors that modifications must be made in orders. The lesson was well learned and fewer now remain in inventory.

Aguirre intentionally, in concert with the missions, developed two distribution models: three with a single distributor and two with multiple distributors. Private book sellers are involved in the single distribution systems but are not in the multiple system. It was anticipated that the private sector would be more satisfied with the inclusion of private book stores.

Lesson: No essential difference has been found between the two models; there are dissatisfied book sellers in both areas.

Lesson: The strength of the local book distributors and sellers is a more important factor in the satisfaction or lack of it than the models.

Lesson: The multiple distributor model is more costly in time and money on the part of the coordinator and on Aguirre International.

It was anticipated that the reflow, to be converted later into a revolving account, would attract distributors and spur them to greater promotional activities. That has been the case even though the demand is outstripping the available donation money and some of the reflow funds are used now.

Lesson: The use of a reflow account that will extend the life of the project's activities is a stimulant to good book business tactics; the model can be extended into other areas without fear.

Since all AID projects end some time, it is important that methods be employed that will ensure institutionalization of the project and that it move toward self sufficiency. Some steps have been taken but many more are needed, quickly, to assure continuance.

Lesson: The steps toward institutionalization must be spelled out, in detail, in the project paper and its accompanying implementation; the strain of implementation can reduce the efforts toward this end.

Lesson: "Protecting" institutions from their possible mistakes may be useful during the early implementation but it is soon resented and is counterproductive to their conversion into self reliant, and thus self sufficient, organizations.

Lesson: Unnecessarily restrictive, do by rote, procedures and leaving an organization out of the decision making process bring about resentment and probably slow down the process of institutionalization.

Management information systems are wonderful tools that can help make an organization more efficient. In a project such as RTAC II, which has many independent entities, the system must be geared to their needs and abilities.

Lesson: Assessing the needs, and providing for them, is as important as the installation of a management information system.

Lesson: No matter the utility of a management information system, the abilities of the users to operate and maintain it must control the amount of sophistication built into it.

Lesson: A system that causes the users to abandon portions of it and develop their own outside it, has not met its definition as a management tool.

Sometimes, the lessons learned are unexpected; the wide acceptance of the RTAC II program by university authorities, professors, and students brought another reward: the USAID missions found that they could now have substantial interaction with these university people and, also, could then institute other programs unthinkable before.

Lesson: A non-sensitive, apolitical project can assist the USAID missions and other U.S. organizations in gaining and maintaining productive interchanges with the universities in other projects.

The RTAC II university book project has been an outstanding success. It has provided many opportunities to learn useful lessons for the future. Some of those lessons indicate kinds of improvement that can be gained immediately. It has also taught some lessons that other programs might well emulate.

CHAPTER X. RECOMMENDATIONS

After visiting all five countries involved in the RTAC II project and discussions with representatives of all the parties concerned, including AID/W, the evaluation team is convinced that RTAC II is a highly successful, effective program. It has shown appropriate program development and progress far beyond expectations. Like any program, however, particularly one as complicated and labor intensive as RTAC II, improvements can be made. It is in this context that the recommendations which follow are presented.

Recommendations

A second phase of RTAC II, to run for a minimum of five years and possibly called RTAC III, should be planned. (Without such an extension, the highly positive political and educational impact of RTAC II could be nullified.)

The new phase should include other countries. (The Dominican Republic, Ecuador, Peru, and Bolivia have been most often mentioned as excellent candidates for a new phase.)

The team agrees that the countries cited should be considered, but recommends that needs assessments be made prior to any final decisions.

The current RTAC II program should be expanded to include economic, social, and political sciences. This should not be done, however, unless additional book funding becomes available.

The question of reflows (revolving fund), costs and the future is complex. While reflow is a potential major resource for the future, the policies and mechanisms must be carefully developed. Such questions as access, exchange rates, allowable expenditures, accountability, and U.S. involvement require study. The team believes that a separate, indepth study of this question should be made. In addition to these topics, it should also address the degree to which reflow can assist Central American institutions to become self sustaining and the most appropriate mechanisms for administering the effort.

The Memoranda of Understanding (MOUs) should clarify the ownership and control of the reflow funds and should specify the mechanism to be used for distribution centers to gain access to these funds in the post-RTAC II period.

The Memoranda of Understanding in Honduras should be examined to determine how the rights of the branch universities can be protected; separate memoranda should not be written for them.

A Central American RTAC II Council should be established as soon as possible, composed of one representative from each of the distributors and the coordinators, with advisers from AID/W, RTAC II Mexico, publishers, and book stores. (The three Honduras distributors should elect a single representative for the Council; the other two could sit *vos sin voto* to supply information needed.) The purpose of the council would be to foster the institutionalization of RTAC II and work toward a goal of regional cooperation when RTAC II no longer exists, at least in its present form.

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AID should continue to fund some operations in Mexico, even after additional phases of RTAC II are completed, for the ordering and shipping of books.

After completing the final phase of RTAC II, USAID missions should continue some support in their respective countries, such as receiving book shipments, monitoring post-RTAC activities, and providing guidance.

Aguirre International should complete the study of book store and distribution center cost/profit margins as soon as possible. If the study validates the contentions of book store owners and center managers that the margins need to be increased, this should be done immediately. Care must be taken in the study to assure that the results do not reward inefficiencies nor unusually high operations costs in comparison to others.

The book store/distribution center margins in Honduras, which are now less than in the other three RTAC II recipient countries, should be studied to determine the appropriate margins for them; their functions as distributors should be taken into account.

Private book stores in Honduras, which currently do not participate in the RTAC II program, should be invited to do so. (This will require some study and modification of the MOUs.)

Aguirre International decision making must be shared more frequently and substantially with coordinators and distributors to reflect the contractor's role as a service organization, and thus help prepare these entities for eventual independence.

A number of recommendations concern the management information system (MIS) in its present and future configurations.

Recommendations

Strengthen those modules in the MIS related to the catalog, book adoptions, and book purchasing.

Assist the distributors in developing complete and accurate accounting procedures for RTAC II activities.

Restrict those modules which are primarily of interest to Aguirre International to the Mexico City office.

Abandon those modules which are of little or no utility to distributors.

The recommendations concerning other facets of RTAC II operations follow.

Recommendations

Relegate ticketing of RTAC II books to the book sellers.

Cease reticketing operations. (If publishers change book costs, permit book stores to sell old stock at the old price.)

Aguirre International or the USAIDs should assist distributors and book stores in improving their book storage. (Funds will be required in some instances for the purchase of shelves, book storage and transfer equipment.)

Change the present policy which does not allow the reduction of sales prices to one whereby books with no or little demand may be more easily disposed of by reducing their prices. (Old editions that have been replaced by newer editions are a case in point.)

Recommendations with regard to special program projects follow.

Continue the excellent pamphlet program but seek reimbursement from the missions for pamphlets ordered by them. (Funds currently used for pamphlets are needed for the diminishing textbook fund.)

Videotaped programs should not be initiated until after the first phase of RTAC II has been completed. (Videotaped programs, while laudable, require considerable time and effort which the team believes would be better devoted to honing the textbook and pamphlet activities.)

Aguirre International should promptly initiate a simple newsletter that concentrates on successes and problems in the participating countries; such a newsletter could materially aid the distributors, book stores, and coordinators in their efforts toward a uniform Central American effort when RTAC II no longer exists.

Recommendations regarding training and technical assistance include the following.

Recommendations

The team strongly recommends that book sellers in RTAC II be given priority in future training programs.

Accountants, particularly those for distribution centers, should be included in future training programs designed to improve maintenance of their accounts. (Accountants should do the training, not MIS specialists.)

The evaluators, recognizing the high value of the RTAC II project, offer these recommendations to help strengthen it still further. The project is worthy of long term support by AID/W and the USAID missions.

Finally, the team would note that this highly successful program presents AID/W with a choice, an opportunity, and a quandary.

The Choice - Fully self sustaining institutions might be possible to develop; this would require that the book prices include the costs of the books, the costs of carrying out the book purchasing, transportation, distributor/book seller costs plus a reasonable profit, and the absorption of all losses due to foreign exchange differences, thefts or lost books, and reduced prices on any books that could not be sold as anticipated.

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This would mean, then, that the price of the books would rise considerably and that would work counter to U.S. political and educational interests since distribution would undoubtedly decrease, and fewer students be affected by the university book program.

Further, the U.S. is now given full praise and credit for its efforts; that would, of course, end when Central American institutions are fully in charge and handling all of the financial aspects of the program.

On the other hand, the team believes that greater institutional development can and should be pursued at the country level, without hurting the other objectives -- if some U.S. support from AID/W and the missions is continued. The U.S. must choose which objective is most important to its interests.

The Opportunity - RTAC II has become a highly successful and highly visible program. It clearly contributes to fostering U.S. political, economic, and educational objectives. There is room for expansion in Central America at low cost. Does the U.S. want to extend its success?

The Quandry - Despite the success of RTAC II, there is concern, based on RTAC I history, that the U.S. will pull the plug. Great care must be taken on this issue as it could cause the U.S. real harm and wipe out the substantial gains of RTAC II.

REGIONAL TECHNICAL AID CENTER II
(RTAC II) EVALUATION
Volume 2: Appendices

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APPENDIX A
EVALUATION SCOPE OF WORK
and the
IMPLEMENTATION PLAN

EVALUATION SCOPE OF WORK

Article I - Title

Regional Technical Aid Center - II (RTAC II) - Project No. 597-0011

Article II - Objective

The objective of this delivery order is to conduct the mid-term evaluation of RTAC II. This mid-term evaluation of RTAC II will provide information to A.I.D., RTAC II project personnel; and cooperating Central American universities, book publishers, and other interested parties. This information shall include an analysis of the effectiveness of the RTAC II model for increasing U.S. participation and influence in the higher education and training of Central Americans with access to U.S. technical information, thereby contributing to technological development and capacity-building in individuals and institutions. The Contractor shall be required to perform the following:

- A. Review the history and development of RTAC II;
- B. Assess RTAC II's progress to date in achieving the project purpose as measured against the project's indicators;
- C. Assess the effectiveness of RTAC II to date (e.g. the design, implementation, promotion, selection, distribution, technical assistance and training, management, monitoring, Management Information System, and mission buy-in mechanism);
- D. Examine RTAC II's capability for institutionalization of the reflow system to provide a basis for self-sufficiency;
- E. Determine the potential of RTAC II for replication in other regions.

Article III - Statement of Work

The contractor shall provide the necessary materials, personnel, services and equipment to perform an evaluation in accordance with the specified tasks which follow below.

A. Evaluation Objective 1:

To Review the History and Development of RTAC II:

The contractor shall describe, in a concise manner, the broad historical background of RTAC II. Among the issues addressed in the overview, the evaluator will discuss the following points:

- o the precursor program (RTAC I) and its relationship to RTAC II;
- o the development and signing of the MOUs;

- o the method by which distribution mechanisms were identified by country;
- o the development of the Management Information System and its implementation
- o the procedures established for preparing book orders;
- o the goal and purpose and consequent development of their flow mechanism;
- o the procedures for communicating with appropriate organizations about the project;
- o the activities focused specifically on institution building;
- o the adaptations made by each of the following participating institutions in the project activities:

- Instituto Guatemalteco Americano
- Universidad Nacional Autonoma (Honduras)
- Escuela Superior del Profesorado (Honduras)
- Coalition for Development Initiatives (Costa Rica)
- Universidad Nacional de Panama (Panama)
- Universidad Tecnologica de Panama (Panama)
- Universidad Santa Maria la Antigua (Panama)

In the historical summary, the contractor shall also address the points raised in the following questions related to the development of RTAC II:

- o How was need for the project established?
- o How was demand for technical books and materials assessed?
- o How was potential growth of the RTAC II operation determined?
- o How were the activities of RTAC I assessed and taken into account in development of RTAC II?
- o How was A.I.D./W involved in the design and implementation of RTAC II?
- o What involvement did the missions have in initiating and integrating the project into the mission's portfolio?
- o Were activities coordinated with USIA and PAHO?
- o How were faculty involved in the project?
- o What was the missions' involvement in selection of staff?
- o To what extent did the missions cooperate in the selection of country coordinator and facilitate the relationship with book publishers, universities etc.?
- o What were the book selection criteria used by the faculty?
- o How was the RTAC II catalogue developed?
- o How were criteria established for selection of RTAC II books originally, and what is the purpose of the RTAC II catalogue?
- o What period of time elapsed from the signing of the contract until university students were able to purchase textbooks in each country?
- o How were buy-in mechanisms established?

Evaluation Objective 2:

To Assess RTAC II's Progress to Date in Achieving the Project Purpose:

According to the RTAC II project paper, "the primary goal of RTAC II will be a political one, to enhance the U.S. access, presence, and influence in the Central American region by increasing U.S. participation in the higher education and training of Central American professionals and leaders" (page 3). The

project purpose, as stated in the project paper, is to increase the availability and use of technical books and materials in Spanish to university students and development professionals in Central America" (page B-1). The mechanism for increasing the availability of U.S. books and materials is to reduce their price to an affordable level for the majority of university students (page 4).

For this mid-term evaluation of RTAC II, the contractor shall assess the achievement to date of the project purpose. To determine if the project is achieving its purpose, the evaluator will refer to the Objectively Verifiable Indicators in Annex B-3 of the project paper; utilizing these project indicators; the evaluator will assess the project's progress to date in achieving the end-of-project objectives and will describe the approach used by RTAC II to achieve these objectives:

- o a 30 percent increase in the use of U.S. materials in selected universities by the end of the project;
- o a 10 percent increase in orders of U.S. books by bookstores in the distribution system over the life of the project;
- o comparable increases in U.S. materials displayed and sold in university bookstores by year three of the project;
- o targeted university bookstores show a 50 percent increase in sales volume by the end of the third year and;
- o the ratio of U.S. to soviet materials sold in targeted bookstores increases each year throughout the life of the project;

In addition, the contractor shall address the following points:

- o What innovations have been developed by RTAC II and what is the value of these innovations to the achievement of the goal and purpose of the program?
- o Are increased numbers of textbooks available to students?
- o Has the use of textbooks by students increased due to RTAC II activities?
- o To what extent have textbook adoptions of U.S. materials increased at universities in Central America?

Evaluation Objective 3:

To Assess the Effectiveness of RTAC II to Date (e.g., The Design, Implementation, Promotion, Selection, Distribution, Technical Assistance and Training, Management, Monitoring, Management Information System, and Mission Buy-in Mechanism):

In the assessment of the effectiveness of RTAC II to date, the contractor shall address the issues presented in the following questions. The contractor will, wherever possible, generalize across countries, highlighting salient points concerning region-wide activities and issues. In addition, where pertinent, the contractor shall highlight special issues in each country.

Project Design:

- o What data drove the design of RTAC II?
- o What modifications were made to the project based on the analysis of results from the needs assessment?
- o What distinguished the RTAC II Memorandum of Understanding and what elements suggest that the MOU could serve as a model?

Implementation:

- o What were the effects of establishing the central administration of RTAC II in Mexico City while simultaneously implementing the program in the five countries?
- o How was the pamphlet program implemented?
- o How was implementation conducted in each country?

- o Is the project meeting the needs of the universities, the professors, the students, and the missions?
- o Are local USAID missions satisfied with the project implementation to date?
- o What modifications would the various users suggest?

Promotion:

- o Is the newsletter facilitating communication of information and innovations among book publishers and suppliers?
- o What strategies were developed to effectively promote new book sales, new titles, etc.?
- o How effective are the promotion activities?

Selection Process:

- o To what extent has the demand driven system stimulated publishers to improve their marketing effectiveness?
- o Are textbook supplies consistent with local demands?

- o What is the role of the publisher representatives, professors, and bookstore distributors in identifying and selling approved titles?
- o How were discounts successfully negotiated with Mexican publishers?

Distribution Process:

- o How were the two distribution models developed?
- o How does the distribution center measure demand for textbooks?
- o How did missions differ in their choice of distribution model, level of direct participation of mission supervisory staff, and timing of the hiring of the coordinator?
- o What are the sales trends and the factors affecting these trends; and what has the project done to adapt to these trends?
- o How are book orders consolidated throughout the region?

- o Do the distribution centers and bookstores have sufficient staff, space, and equipment to meet project demands?
- o How effective is the distribution process?
- o How does the RTAC II selection and distribution process affect the book publishers and book sellers in Mexico and Central America who do not participate in RTAC II?

Technical Assistance and Training:

- o How were technical assistance training, and internships implemented?
- o How were RTAC II staff trained for project start-up (computer courses, visits to university book stores)?
- o What workshops and seminars have been held? For what purpose? Were the goals achieved? What was the benefit of these meetings?
- o To what extent has the technical assistance contributed to institutionalizing the project mechanisms?
- o To what extent have the practices of the Mexican publishers changed as a result of RTAC II activities?

Management:

- o How has the organization of RTAC II functioned and responded to the needs of the project?
- o How efficient is the current organizational structure for administering the project?
- o What is the relationship of FSN direct hire staff to the RTAC management structure and the mission?
- o What is the relationship of the country coordinator vis-a-vis the RTAC II management and the mission?
- o How were relationships coordinated between contractors, book stores, A.I.D. personnel, and RTAC staff?
- o What quality control procedures have been established by RTAC II? How effective are these procedures?

Monitoring:

- o How were the monitoring activities carried out by AID/W, Aguirre International, the RTAC II Mexico City office, the U.S. Embassy in Mexico City, and USAID missions in participating countries?

o How were the following monitored?

- materials distribution
- training and technical assistance
- textbook adoptions by professors in each cooperating bookstore
- distribution and accounting systems

The Management Information System:

- o For what purpose was the Management Information System designed?
- o How was it tested?
- o How were users trained?
- o What modifications have been made?
- o To what extent can it serve as a model?
- o Are missions/PSCs satisfied with the MIS?
- o What suggestions have been given for its improvement?

Mission Buy-In Mechanism:

- o Has the mission buy-in mechanism been used and how can it serve as a model?
- o Has the mission buy-in procedure facilitated book procurement services to university libraries in the region?

Evaluation Objective 4:

To examine RTAC II's capability for institutionalization and self sufficiency and to examine its future development options:

In responding to this evaluation objective, the contractor shall include a discussion of the issues presented in the following questions:

- o What has been the nature and goal of the Reflow Fund?
 - o What resources have been generated by the Reflow Fund and how have these resources been utilized per country in the purchase of additional books?
 - o What potential does the Reflow Fund have to positively contribute to the self-sufficiency of the RTAC II program?
 - o By the LOP of RTAC II, is this project capable of being sustained through the Reflow Fund or must it be subsidized indefinitely?
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- o What is the potential to establish a financially autonomous mechanism for providing translated U.S. technical textbooks to five Central American countries? How would this mechanism work?
- o Is it a model for further autonomous replication in other countries or bureaus?
- o Is it reasonable to expect that the program can be administered by local institutions and supported by reflow funds?
- o What is the potential of the program to be expanded to other countries (e.g., Ecuador, Peru, Colombia, and Mexico) and replicated in other missions and A.I.D. bureaus?
- o What planning has taken place to prepare for expansion?
- o What is the potential demand for such expansions?
- o What are the potential sources of funding for expansion?
- o What is the capability of the RTAC II organization to handle the increased demand?.
- o What steps could be taken to ensure that RTAC II can be converted into an independently functioning entity without A.I.D. assistance?
- o What steps could be taken to ensure that RTAC II can become a profit-making operation?

Evaluation Objective 5:

To Determine the Potential of RTAC II for Replication in Other Regions:

In addition to examining other features, the contractor shall examine the following components of RTAC II to determine their adequacy as models:

- o the publication of instructional pamphlets (usefulness, sustainability, and cost effectiveness)
- o the production of an RTAC II newsletter
- o the development of audio-visual materials with information on mission development priorities and project in the region (usefulness, sustainability, and cost effectiveness)
- o reflow accounts, revolving funds, currency conversion procedures
- o distribution models

Tasks of the Evaluation:

The evaluation will consist of the activities described below. The activities will be divided into six tasks and will include:

Task 1 - Start up and Preparation (Week 1):

- o Meet with the chief, LAC/DR/EST.
- o Participate in team planning meetings with LAC/DR/EST.
- o Gather and review relevant literature and documents.
- o Meet with Washington-based staff of Aguirre International.
- o Schedule and arrange task 4 site visits with mission personnel in Mexico, Honduras, Guatemala, El Salvador, and Costa Rica.

Task 2 - Conduct Preliminary Visit to Mexico City (Weeks 1 and 2):

- o Visit RTAC II project office in Mexico City and gather information for preparing implementation plan and data collection instruments.
- o Prepare detailed implementation plan.
- o Submit implementation plan to LAC/DR/EST representative, who will review it.
- o Prepare data collection instruments and send to Washington for review.
- o Pilot test data collection instruments.
- o Revise and submit data collection instruments for review by LAC/DR/EST representative.
- o Meet with President of Aguirre International and other key staff of Aguirre International.

Task 3 - Conduct Site Visits to RTAC II Project Office in Mexico City, and to USAID Mission and Publishers (Week 2):

- o Interview and, if appropriate, administer questionnaires to personnel at RTAC II project office.
 - o Conduct visits and interview relevant publishers.
 - o Conduct visit and interview A.I.D. mission personnel in Mexico City.
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Task 4 - Conduct Site Visits to Costa Rica, El Salvador, Guatemala, and Honduras (Weeks 3, 4, 5, 6):

- o Visit missions in each country and interview relevant personnel (e.g., direct hire RTAC II project manager, mission director/deputy, etc.)
- o Visit distribution centers, book stores, and universities and interview relevant personnel (administer questionnaires) and university professors and students

Task 6 - Prepare Final Report Weeks 7, 8, 9:

- o Collect and review program documents, archival data, interview protocols, questionnaires.
- o Code data from interviews and questionnaires and from documents analyzed.
- o Reduce/analyze data.
- o Prepare and submit draft final report.
- o Prepare and submit final report.
- o Prepare and conduct briefing.

Article IV - Reports

The contractor shall prepare and submit the following deliverables:

A. Implementation Plan (end of week 1):

Based on discussions with the Chief of LAC/DR/EST during the team planning meetings, the contractor shall develop a detailed implementation plan for addressing each objective in the Statement of Work.

B. Data Collection Instruments (end of week 2):

Based on the data needs identified in the Implementation Plan (see above), the contractor shall develop data collection instruments appropriate for gathering those specific data.

C. Final Report Plan (end of week 2):

The contractor shall prepare and submit for approval to LAC/DR/EST a final report plan.

D. Monthly Progress Report (end of each month):

E. Draft Final Report (October 13):

Two weeks before the date on which the work is to be completed, the contractor will submit a preliminary draft of the report to LAC/DR/EST.

F. Corrected Final Report (on October 13):

The contractor shall prepare a final report as outlined below. The contractor shall submit ten (10) copies of the final report along with a diskette of the report to AID/LAC/DR/EST.

The final report shall be submitted two days before the final date on which work is to be completed. It shall include the following:

1. Project Identification Data Sheet

2. Executive Summary:

- a. purpose of the evaluation
- b. methods used
- c. findings
- d. lessons learned
- e. recommendations

3. Background and History of RTAC II

4. Body of the Report

The body of the report will address each of the Evaluation Objectives presented in the Statement of Work.

5. Major Findings

6. Lessons Learned and Recommendations

7. Appendices

- a. scope of work for the evaluation
- b. methodology of the evaluation
- c. bibliography of documents
- d. copies of all data collection instruments used in the evaluation

G. Briefing:

The contractor shall present a briefing on the evaluation to A.I.D. personnel and other interested parties. The briefing shall include a visual presentation (e.g., slides, graphics, etc.)

Article V - Technical Directions

The contractor shall work under the general policy guidance of the A.I.D. Chief of LAC/DR/EST or his designee(s). Technical directions during the performance of this delivery order will be provided by Joseph Carney, LAC/DR/EST or Susan Clay, LAC/DR/EST, pursuant to Section F.3 of the contract.

RTAC-II IMPLEMENTATION PLAN

August 14-16

- I. **Washington, D.C., Preparation**
 - A. Review RTAC-II documents and Scope of Work
 - B. Orientation on RTAC-II and evaluation
 1. Development Associates
 2. AID/LAC/DR/EST
 3. Aguirre International
 - C. Begin preparation of work plan and instruments

August 17-27 - Mexico

- II. **Mexico City Orientation, Research and Planning**
 - A. Orientation from Aguirre International personnel
 1. RTAC-II operations
 2. MIS (RTAC-II and University of the Americas)
 - B. Planning
 1. Finalize implementation plan
 2. Prepare drafts of instruments
 - a. Publishers
 - (1) Those who utilized titles already acquired (Sample according to RTAC-II volume, owner origin, and special characteristics).
 - (2) Those who acquired publishing rights and translated them to Spanish (Sample: all)

Sample of Publishers

<u>House</u>	<u>RTAC-II Volume</u>	<u>Owner Origin</u>	<u>Other</u>
McGraw-Hill	Large	U.S.	-
Prentice-Hall	Large	U.S.	-
CECSA	Large	Spanish	-
Limusa	Medium	Mexican	-
Harla	Medium	U.S.	-
RSI (Alfaomega)	Medium	Mexican	New titles
Ateneo	Small	Argentine	-
Pax	Small	Mexican	No field reps.
UTEHA	Small	Span/Mex	New to RTAC-II
Piedra Santa	Small	Guatemala	New titles

(3) Pamphlets (Sample: USIA Regional Service Center.

- b. Coordinators (Sample: all)
- c. Distribution center managers (Sample: all)
- d. AID supervisors/officer (Sample: 2 each in each Mission)
- e. Professors (Sample determined in each country of those with current adoptions).
- f. Students (Sample one class of each sample professor; determined in each country)
- g. Bookstores (Sample: 50% directly participating in each country).
 - (1) RTAC-II operations (Coordinators, supervisors, distribution centers)
 - (2) Training (Coordinators, distribution centers, bookstores)
- h. Libraries (50% Sample determined in each country among those that have received books from RTAC-II)

- 3. Outline of final report
- 4. FAX drafts to LAC/DR/EST for review
- 5. Revise plan, instruments and outline
- 6. Test and revise instruments

- C. Finalize study arrangements
- D. Interview Mexican publishers
- E. Consult with USIA Regional Book Office
- F. Consult with AID representative in Mexico City

III. August 27 - September 3 - El Salvador

- A. Conduct liaison meeting with coordinators at their workshop
 - 1. Brief coordinators on evaluation
 - 2. Make preliminary arrangements for country visits
- B. Interview coordinator and obtain RTAC-II information
- C. Interview AID supervisor and officer
- D. Interview FEPADE and obtain RTAC-II information
- E. Interview professors and students
- F. Interview bookstore personnel
- G. Interview Library personnel
- H. Conduct exit briefing with coordinator and supervisor

IV. September 4 - 8 - Costa Rica

- A. Conduct liaison meeting with coordinator
- B. Interview coordinator and obtain information
- C. Interview AID supervisor and officer
- D. Interview Coalition for Development Initiatives (distribution center) manager and obtain information
- E. Interview professors and students
- F. Interview bookstore personnel
- G. Interview libraries personnel

V. September 8 - 15 - Guatemala

- A. Conduct liaison meeting with coordinator
 - 1. Arrange liaison efforts
 - 2. Interview coordinator
- B. Interview AID supervisor and officer
- C. Interview publisher
- D. Interview Instituto Guatemalteco Americano (distribution center) manager and obtain information
- E. Interview professors and students
- F. Interview bookstore personnel
- G. Interview library personnel
- H. Conduct exit briefing with coordinator/supervisor

VI. September 16 - 22 - Honduras

- A. Conduct liaison meeting with coordinator
 - 1. Obtain information
 - 2. Interview coordinator
- B. Interview AID supervisor and officer
- C. Interview managers of distribution centers
 - 1. Panamerican Agricultural School
 - 2. National Autonomous University of Honduras
 - 3. Escuela Superior del Profesorado
- D. Interview professors and students
- E. Interview bookstore personnel
- F. Interview library personnel

- G. Conduct exit briefing with coordinator and supervisor
-
- VII. September 22-23 - Mexico City
 - A. Brief Aguirre on general conduct of study
 - B. Obtain additional information
-
- VIII. September 24 - October 1 - Not on contract
 - A. Interview president of Aguirre International
-
- IX. October 2 - 13 - Arlington/Washington, D. C.
 - A. Brief LAC/DR/EST on conduct of study
 - B. Complete coding and analysis of study responses
 - C. Write draft of final report
 - D. Submit draft on October 13
 - E. Brief LAC/DR/EST and Aguirre on findings, October 13
-
- X. When reviews are received from LAC/DR/EST (About October 20)
 - A. Revise final report
 - B. Submit final report (about October 27)

APPENDIX B
STUDY METHODOLOGY

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STUDY METHODOLOGY

The Scope of Work, Appendix A, listed a great many study issues and direct questions to be answered from the evaluation. There are also many different sets of persons involved in the project, RTAC II, that set out to make technical university textbooks available to the students. These two sets of factors made it necessary to utilize a multifaceted methodological approach to the study.

Additionally, the evaluation had two major goals:

- (1) Secure information that would help improve the functioning of the project during the remainder of its life; and
- (2) Provide guidance to AID/Washington and to RTAC II officials on potential ways to help the project reach self sufficiency and achieve a suitable mechanism for continuance following the end of the project life.

The general approach adopted for the evaluation was formative - the assessment of the existing processes and any improvements that could make them more effective and efficient - and to a lesser degree summative - in order to determine the project's effects to date. The summative elements were important in that they described the present achievement toward the indicators stated in the objectives for this university textbook program.

Within these two approaches, several methods were utilized, each of which contributed to the overall accomplishment of the Scope of Work. The methods were applied discriminately, according to the subjects and intents, in Washington, DC; Mexico City, Mexico; and in the four participating countries: El Salvador, Costa Rica, Guatemala, and Honduras. (Panama was originally included in the project but because of the crisis there, had been eliminated after the first year; the evaluation did not include it.)

The field work for the evaluation began on August 13, 1989, and terminated on September 23 of the same year, a span of six weeks. A draft implementation plan was prepared on the first day of the study, was reviewed by AID/Washington and subsequently by RTAC II in Mexico City, revised after those reviews and put into action. The plan is included as the second part of Appendix A. Some minor changes were needed and made according to the events that occurred during the field work. Those are included in appropriate sections of this appendix.

1. Preparation for the Evaluation

The Scope of Work for the evaluation contained substantive details on the implementation of the evaluation and its study was an important first step. Subsequently, two orientation sessions were held with the officers of LAC/DR/EHR, the management office for the RTAC II university textbook program. The first outlined the general concerns of that office for the study; the second continued that process in conjunction with two officials from the Washington, DC, office of

Aguirre International, the contractor implementing the project. Both sessions provided useful suggestions and information that aided the evaluation team in its subsequent activities. Dates on which each of the deliverables would be due were agreed upon and then formalized in the final version of the implementation plan.

Equally vital was the design of the implementation plan since the time allotted for the field work was very short, six weeks including some preparatory tasks in the Washington, DC, area. The plan included very specific components: approaches to answering the questions and addressing the issues posed in the Scope of Work; the travel itinerary to the five project sites; the groups to be interviewed (detailed in a later section); and the calendar of events for completion of the evaluation and the final report on it.

LAC/DR/EHR obtained the country clearances for the evaluation team and transmitted the itinerary for the entire trip to the five participating USAID missions. Each had previously been sent a copy of the Scope of Work. The combination allowed the mission officers to make suitable preparations for the work.

The evaluation team then traveled to Mexico City, the headquarters of the RTAC II project, where the remaining preparation was conducted. Each draft of the remaining deliverables was prepared there, reviewed by the project director, revised as needed, and then sent to the evaluation project officer in LAC/DR/EST at AID/Washington. The modification suggestions from AID were transmitted by telephone, the documents revised, and the final versions returned to the project officer.

The deliverables prepared, revised, and finalized in Mexico City included seven formal questionnaires (1. Publisher, 2. Coordinator, 3. Book Distributor, 4. Book Seller, 5. Professor, 6. Student, 7. Librarian), the final version of the Implementation Plan, and the draft of the Final Report Outline. To aid the team in its completion of the evaluation and to assist AID with its review, the team annotated the outline by placing abbreviated statements of the study questions and issues under the appropriate sections and subsections; although not a required deliverable, that annotated version, too, was forwarded to the evaluation project officer.

Further preparatory details were made possible because the coordinators from the four Central American countries met with RTAC II/Mexico City officials for a seminar in San Salvador during the field work in El Salvador. While that complicated the work of the El Salvador coordinator, it also made it possible for the team to plan the study in the other three countries in considerable detail.

The planning opportunity was fortuitous since holidays, a university strike, and previously planned activities of some of those to be interviewed could otherwise have caused nearly insurmountable difficulties for the conduct of the evaluation. The prior planning allowed for alternative strategies and appointments.

2. Document Reviews

The RTAC II university textbook project has complex, multistage processes: obtain potential titles of US published texts translated to Spanish, furnishing these

titles and other information to the countries where professor adoptions are obtained; consolidation of those into orders and transmission of these to Mexico City; orders for the texts from publishers, packaging, and transportation to the countries; checking and ticketing the books then sending them to the distribution centers; transferring the books to book stores where they are sold. Too, when the books are sold, most of the monies are deposited with the controller in the country missions and these are deposited into reflow accounts later available for further book purchases.

The reviews of the pertinent documents, then, were absolutely necessary to understanding the overall program and each of the involved processes. The complete set of documents is referenced in Appendix C. The most important of these, however, were the original project paper, the contract with Aguirre International and its later amendments, the several reports issued by RTAC II, and the Memoranda of Understanding that specifies the operations for each distribution center in each of the countries. Additionally, RTAC II prepared a "briefing book" that set out the most important data on the project (including graphics on the overall and country performance), and a great deal of information on the institutions and officers carrying out the several kinds of activities. This was an invaluable planning guide and check on the completion of the field work.

The major documents were abstracted and the notes are incorporated into the appropriate sections of the body of the report. In some cases, graphics and tables have been utilized directly, each with appropriate source documentation. Quotations, although used sparingly, are similarly ascribed to their sources.

3. The Interviews and the Samples

Two types of interviews were utilized: the open ended, discussion type, and the directed interviews that used a formal guide. The type was determined according to the kind of information desired. In some cases, both types were used with a single or group of respondents; the formal interview with a guide was carried out to obtain quantifiable data while the open ended format was necessary for wide ranging discussions that might provide new ideas or important modifications of the present project processes. Both functioned well within this evaluation setting.

All of the interviews, whether via a questionnaire or open ended, were conducted by a member of the evaluation team. When feasible for those with a questionnaire, the respondent was asked to complete that instrument in writing. When required for confidentiality, the interviews were conducted in private; otherwise, groups of respondents, after completing the questionnaire, were led in discussions of any topics they felt needed additional explanation. This procedure also allowed them to ask questions about the evaluation or the program.

a. Interviews with Guides

Seven groups of respondents were interviewed with formal guides, questionnaires. As noted earlier, each group was expected to provide some information that could be quantified for the report. The total number of questionnaires completed was 315, divided as shown in Table 1. Since the sample numbers and the methods used to obtain the interviews were different, each will be explained when the group is discussed.

Table 1: Number of Questionnaires Completed by Type and Country

Questionnaire	Mexico	El Sal- vador	Costa Rica	Guate- mala	Hon- duras	TOTAL
1. Publisher	9	0	0	1	0	10
2. Coordinator	0	1	1	1	1	4
3. Distributor	0	1	1	1	3	6
4. Book Seller	0	9	4	8	6	27
5. Professor	0	9	25	15	31	80
6. Student	0	52	37	59	32	180
7. Librarian	0	1	3	2	2	8
TOTAL	9	73	71	87	75	315

Twenty-three publishers participated in the RTAC II project during the past semester. Information was obtained on the number of books each sold, on their location (all were in Mexico except one in Guatemala), and the national origin of any affiliation any had with other publishers. The publisher from Guatemala was chosen for the sample because it was a new participant and because of its Central American location. Nine were chosen from those located in Mexico: 3 with large sales, 3 with medium, and 3 among the smaller grouping. Representatives were chosen from among those that are of Mexican ownership and those with affiliations in the U.S., Argentina, and Spain, as shown in Table 2. Informal interviews were also held with 3 other publishers that did not fall within the sample.

Table 2: Publisher Sample with Characteristics Important to their Inclusion

Publisher	RTAC II Volume	Owner Origin	Other
McGraw-Hill	Large	U.S.	-
Prentice-Hall	Large	U.S.	-
CECSA	Large	Spanish	-
Limusa	Medium	Mexican	-
Harla	Medium	U.S.	-
RSI (Alfaomega)	Medium	Mexican	New titles
Ateneo	Small	Argentine	-
Pax	Small	Mexican	No reps
UTEHA	Small	Span/Mex	New
Piedra Santa	Small	Guatemala	New titles

Each of the four participating country USAID missions has a coordinator on its staff. All four completed a questionnaire and, additionally, provided a great deal of information during the visits to the several institutions in their countries.

El Salvador, Costa Rica, and Guatemala each has a single distribution center; Honduras has three. Questionnaires were filled out by the manager of each for a total of six.

Twenty-seven book sellers were interviewed and their guides completed. These were about evenly divided between university or other non-profit institution book store managers, and private book store owners or managers. The Honduras project, however, has no private book stores participating; an interview with a non-participating book store chain owner was also conducted; one each was also held in El Salvador and Guatemala but without an interview guide. An informal conversation was held with a distributor/book store that handles the Mir published books from the USSR.

Eighty professors were interviewed, all but one of which (he came to plead that the social sciences be included in the future) had adopted a text via RTAC II. Each completed a written questionnaire and participated in an open discussion afterward. Because of the prevailing conditions at the time of the visit (the interviewers were not allowed to visit one university, another was on strike, Central American Independence Day, and heavy rains), no mathematically calculated sample could be obtained. In most cases, deans or other university officials invited professors to a meeting with the interviewers at the university. In three cases, professors were invited to the distribution centers. In still a third case (two universities), an interviewer simply sought out professors who were not in class. Despite these varying methods, the evaluation team, upon examination of the fields in which they teach, are satisfied that they are representative of their colleagues and that the information presented is valid because, at the same time, there is considerable similarity among their replies and there are important differences, especially about the offerings of texts in the different fields.

The same conditions described for professors naturally applied to university students. Further, in four universities, although professors were present, there were no students on campus. The 180 student questionnaires completed included some from all of the other universities and/or campuses and nearly all of the fields encompassed in the textbook program. In addition to meetings held with students at universities and distribution centers, one other useful method was used, that of interviewing students that came to book stores for purchases. This made it possible to obtain interviews with students at the university where the interviewers were not allowed to go and to many small institutions that have no book store or other formal arrangement with the RTAC II program. Students from secondary schools also buy project books but they were intentionally left out of the samples even though they appeared at book stores.

The main purpose for including an interview with librarians was to determine their perception of purchasing books via the program and to probe their feelings about the donation of defective books to libraries. The coordinators, in consultation with other USAID personnel, have generally decided to donate these books to libraries with the least buying power, usually in very isolated locations. The small sample of 8 was due to that isolation and the often great distances from the study sites. Their information, however, is thought to be representative of the group although no direct comparisons with the others could be made to assure this quality.

Overall, the evaluation team achieved even more interviews than it had anticipated. The previously named conditions plus the very short time in each country, seemed to severely limit the sampling but with diligence, long hours, and the invaluable assistance of the coordinators and distribution center managers, a sizable number was completed for each type. Careful reviews of these interviews shows no obvious gaps or other weaknesses that detract from the information presented.

b. Open Ended Interviews

The groups of persons (189 individuals) with whom discussions were held via open ended interviews follow. Although the direction of the questioning varied by the nature of their involvement in the project, some common threads can be seen in the content, especially their perceptions of the project's operations and its effects.

LAC/DR/EST, USAID/WASHINGTON: While most of the discussions centered on the conduct of the evaluation and orientation on RTAC II, some information was obtained on monitoring and future prospects for it.

AGUIRRE INTERNATIONAL: Direct questions and general discussions were held with the Aguirre International personnel in Mexico City and in its headquarters in San Mateo, California. The information furnished ranged from specific data to descriptions to possibilities for the future.

USAID MISSIONS: The major topics were those related to the processes and management of the project, notably their supervision in the country. One exception was the USAID/GUATEMALA controller with whom only the financial aspects were discussed.

INSTITUTIONS WITH DISTRIBUTION CENTERS: The perceptions of the processes and effects of the program were the central topic but additional time was taken to probe for information on the costs and income from the distribution. These interviews were held with presidents, rectors, controllers, deans, and managers. Three institutions were universities, one a binational center, and the other two were non-profit organizations working on training programs for the private sector.

UNIVERSITY ADMINISTRATORS: Many interviews were held with high level personnel in universities that did not host a distribution center but did have a participating book store. Again, their perceptions of the processes and effects of RTAC II were the main interest but they, too, were asked about the costs and income from their part of the project operation.

UNITED STATES INFORMATION AGENCY: These interviews, conducted in Mexico and the four Central American countries, concentrated on program operations and effects as seen through the eyes of persons long acquainted with book programs. Of particular interest was the determination of cooperation and any possible duplication of titles between RTAC II and USIA.

NON-PARTICIPANT BOOK SELLERS: These were sought primarily to determine the broader effects of the project on private book stores outside the program. Most also offered some useful information on the general operations and effects of RTAC II.

COORDINATING COMMITTEES OF INSTITUTIONAL BOOK PROGRAMS: These are composed of department heads and professors that volunteer their time to help with the adoption process and the operation of book stores. In all cases, the committees serve in branches of universities. They are of special interest because their branch is not addressed in the memoranda of understanding between the missions and their parent institutions.

UNIVERSITY PROFESSORS: Although they also completed the professor questionnaire, their contributions in the open ended discussions were of particular importance because of their wide ranging views about the project.

RTAC I AND RTAC II OPERATORS/DESIGNERS: The evaluation team was fortunate to be able to locate some of the previous program's personnel and some other persons that participated in some phase of the design of RTAC II. They provided information about many facets of the program, including the original intentions of it.

As a generality, the information furnished by these groups could not be quantified but it offered many qualitative descriptions. Their contributions to the overall comprehension of the program were invaluable.

4. Inspections

The Scope of Work for the evaluation required research into some physical aspects of the program and its processes. The determinations of physical conditions were performed by one or more of the evaluation team members.

a. Book and Storage Conditions

The storage facilities for the books in distribution centers and most book stores were physically examined for space, handling ease, cleanliness, moisture conditions, and insect presence. The space and handling ease were assessed in keeping with the size of the operation. All other conditions were judged strictly from the standpoint of professional standards. Some of the coordinators have short term leases for warehouse space for the intensive checking and ticketing operations; these were not available for inspection although some information was obtained about them.

Book stores were assessed for adequacy of display and storage space, for appropriate display strategies, and for ease of operation. The book stores ranged from large sales facilities to tiny rooms for the management of a few texts.

A small sample of books was examined to determine the quality of the printing and paper, and the binding. Some examples of defective and damaged books were also examined.

b. Management Information System

The evaluation team examined the records of all of the distribution centers, not as an audit, but instead to determine the adequacy of the procedures used. These ranged from a considerable utilization of the RTAC II computerized system to manual bookkeeping. Additionally, each operator of the RTAC II Management Information System was asked to produce a series of data designed to assess the adequacy of its management assistance. Generally, these were viewed on the computer screens but in a few cases, printouts were obtained.

5. Summarization of the Findings

Those results that lent themselves to numerical presentation were tabulated, frequencies calculated, and the appropriate tables prepared. In some cases, there was so little difference among the replies that they are included only narratively within the report. Generally, this approach is also employed for those groups with few respondents.

Narrative summaries were used for many of the items within the questionnaires and for all of the open ended questions, whether from an instrument or from the open ended interviews. Careful notes were taken on the narrative response was examined, summarized, and described within the general report presentation.

APPENDIX C
BIBLIOGRAPHY OF DOCUMENTS

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BIBLIOGRAPHY OF DOCUMENTS

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APPENDIX D
STUDY INTERVIEW INSTRUMENTS

RTAC II
Guía de Entrevista
1. Editores

No.

1. Cuál es el tiraje normal de un libro científico o técnico?

a. _____

b. Si varía entre libros, porqué? _____

2. Qué porcentaje del tiraje se vende al exterior?

a. _____%

b. Si varía mucho, porqué? _____

3. Qué porcentaje se vende al programa? a. _____%

b. Si varía mucho, porqué? _____

4. Qué descuento ofrece usted a librerías mexicanas normalmente?

a. _____%

b. Cuánto es el descuento al programa? _____%

c. Cuánto a otros lugares fuera de México? _____%

d. Han cambiado estos descuentos a razón del programa RTAC-II? Si _____

No _____ [Si es así:]

e. Cómo? _____

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5.a. Cuáles son las ventajas de vender libros en América Central a través del programa?

b. Cuáles son las desventajas de participar en el programa?

6. Hay algunas casas editoras que no participan en el programa. En su opinión, cuáles son las razones?

7. Favor de seleccionar dos textos que Uds. han vendido a través del programa RTAC-II e indicar el precio promedio al estudiante en México?

a. Texto: _____
Precio: _____

b. Texto: _____
Precio: _____

Comentario:

8. a. Qué tipos de promoción emplea su editorial en América Central (si promotores, con que frecuencia)? _____

b. Qué otros esfuerzos está planeando para promoción en el futuro? _____

9. Favor de describir los resultados que haya tenido con el programa RTAC-II durante su participación:

a. Utilización del inventario existente: _____

b. Imprimir de nuevo alguna edición: _____

c. Imprimir una revisión de una edición: _____

d. Publicar un texto nuevo: _____

e. Vender otros textos fuera de RTAC-II: _____

10. Ha hecho posible el programa un tiraje más grande?

a. Si _____ No _____

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b. Está planeando aumentar algún tiraje en el futuro? Si No

c. Comentario: _____

11. Favor de describir brevemente su mercado en los países fuera de México y América Central. _____

12. Qué problemas ha experimentado con el programa RTAC-II? _____

13. Tiene alguna sugerencia para modificar o mejorar el programa? _____

14. Hay algún otro tema en cuanto al programa que Ud. quiera comentar? _____

15.Cuál es su política respecto a devolver textos no vendidos: _____

16. Cuáles de sus operaciones están dentro de su sistema de computación? _____

17. En su opinión, debería el programa expandirse a otros países?

a. SI _____ NO _____

b. Si es así? A cuáles? _____

c. Porqué? _____

RTAC II
Guía de Entrevista
2. Coordinadores

País: _____ No. _____

El equipo agrupará las respuestas de todos los coordinadores para proteger en lo posible, la identificación de las opiniones. Favor de responder con confianza para hacer posible la máxima información en cuanto a recomendaciones útiles para el futuro.

1. Cuáles son sus funciones en cuanto a la promoción del programa RTAC-II y de los libros con:

a. La administración de universidades? _____

b. Profesores? _____

c. Estudiantes? _____

d. Librerías? _____

e. Medios de publicidad? _____

f. AID? _____

g. Otros? _____

2. Cuáles son sus funciones de coordinación con USAID? _____

3. Ud. tiene múltiples funciones con los centros de distribución. Favor de describir, desde su punto de vista, el llevar a cabo las siguientes responsabilidades e indicar como está funcionando en cuanto a:

a. Compilación y procesamiento de las adopciones de textos? _____

b. El recibir y procesar los libros? _____

c. La distribución de los textos? _____

d. MIS? _____

e. Otros aspectos en la coordinación con los centros de
distribución? _____

f. Informes de los distribuidores? _____

5. Cómo calificaría las comunicaciones con la oficina de RTAC-II
en México? _____

6. Cuáles recomendaciones tiene para mejorar las diferentes
partes del sistema RTAC
en cuanto a:
a. USAID (Washington y su Misión)? _____

b. Centros de Distribución? _____

c. MIS? _____

d. Universidades/Profesores/Estudiantes? _____

e. Casas Editoriales y sus promotores? _____

f. USIA y personal de la embajada? _____

g. Librerías? _____

h. Bibliotecas y otras organizaciones? _____

7. Cómo describiría el proceso y la importancia de su trabajo con los folletos? _____

8.a. Qué recomendaciones tiene en cuanto a mejorar el entrenamiento y la asistencia técnica provistas por RTAC-II? _____

b. Qué entrenamiento y asistencia técnica debería RTAC-II ofrecer en el futuro? _____

9. Qué recomendaciones tiene en cuanto a los fondos RTAC-II que Ud. administra? _____

10. Qué evidencia ve Ud. del relativo éxito del programa RTAC-II?

11.a. Cómo calificaría la cantidad y calidad de la información que los representantes de las casas editoriales proveen a Ud.? _____

b. En su opinión cómo es el servicio que brindan las casas editoriales a los clientes (profesores, librereros y centros de distribución)? _____

c. Qué recomendaciones tiene para mejorar los servicios de las casas editoriales a los clientes y al programa? _____

12. Qué ideas tiene para el desarrollo del programa RTAC-II en el futuro? _____

RTAC II
Guía de Entrevista
3. Distribuidores

País: _____ No. _____

Análisis de Mercado

1. Cómo analizan Uds. el mercado total para textos universitarios en su país y en otros países? _____

2. Cómo analizan ustedes los segmentos del mercado como áreas de estudio? _____

3. Cómo buscan las posibilidades y potencial para nuevos textos? _____

4. Cómo exploran nuevas tendencias en el mercado de textos universitarios? _____

Costos:

5. Qué % de los costo administrativos son sus gastos de almacenaje? _____

6. Qué % son sus costos relacionados con las ventas? _____

7. Qué % gastan en promoción? _____

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Precios y Descuentos:

8. Que opinan sobre la política de precios de RTAC-II? _____

9. Qué variaciones hay en esta fórmula para clientes especiales?

b. Si hay variaciones, cómo fueron determinadas? _____

10. Tiene en mente o piensa formular una política de crédito y cobranza? SI _____
NO _____ [Si es así:] Cómo funciona? _____

11.Cuál es la naturaleza de la competencia entre distribuidores-libreros en cuánto a textos generales? _____

Promoción:

12. Cuáles son las técnicas de promoción que Uds. utilizan? _____

13. Cómo determinan el tipo y cobertura de la promoción? _____

14. Cuál fue (o sería) su criterio para seleccionar un promotor?
Cuántos tiene? _____

15. Si tiene un promotor: a. Existe un plan de visitas a cliente?

b. Con qué frecuencia? _____

c. Cómo se determina? _____

Ventas:

16. Está el programa RTAC-II sujeto a algunos reglamentos legales de su país? SI _____ NO _____ [Si es así:] Cuáles son? _____

Otros:

17.a. Han participado Uds. en un seminario de RTAC-II? SI _____
NO _____ [Si es así:] _____

b. Cómo calificaría la utilidad del seminario? _____

MIS:

18. En su opinión cómo funcionan las siguientes fases del MIS:

a. Archivo maestro de clientes? _____

b. Archivo maestro de títulos de textos? _____

c. Procedimientos de solicitar textos? _____

d. Inventario? _____

e. Seguridad de acceso? _____

f. Manejo y manipulación de datos? _____

19.a. Satisface el MIS sus necesidades en la parte de controles financieros? SI _____ En parte _____ NO _____ [Si es en parte o no:]

b. Qué problemas existen actualmente? _____

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20. Qué recomendaciones tiene para el MIS: _____

General:

21. Qué otras sugerencias tiene para mejorar el programa RTAC-II?

22.a. Cree Ud. que este centro llegará a ser autosuficiente en cobrar sus costos de operación? SI _____ NO _____

b. Porqué o cómo? _____

23. Qué ideas tiene para que la operación del programa en México sea autosuficiente? _____

13'

RTAC II
Guía de Entrevista
4. Librero

País: _____

No. _____

1. Están Uds. satisfechos con la actual relación de precios y descuentos de RTAC-II? Favor de explicar _____

2.a. Cuál es el plazo normal de crédito que les conceden las editoriales? _____

b. Cuál es el plazo dado por el centro de distribución del programa RTAC? _____

3.a. Las editoriales les conceden el derecho de devolver libros?

SI _____ Algunas _____

NO _____

b. [Si es algunas ó si] Sobre qué base? _____

c. Y el programa de RTAC? SI _____ NO _____ [Si es así:]

d. Sobre que base? _____

4. Cubren ustedes los gastos de transporte de entrega y devolución? SI _____ Con algunos _____ NO _____ Favor de explicar variaciones. _____

5.a. Llevan Uds. campañas de promoción?. SI _____ NO _____

b. En que consisten?

- _____ Enviar circulares preparadas por las editoriales
- _____ Enviar circulares preparadas por ustedes mismos
- _____ Avisos en diarios o revistas
- _____ Otros

- 6.a. Reciben Uds. visitas de los promotores de las editoriales participantes en el programa RTAC? SI _____ Algunas _____ NO _____
- b. Con qué frecuencia? _____

- 7.a. Llevan Uds. un inventario fisico? SI _____ NO _____
- b. Lo reportan al programa RTAC-II en cuanto a los libros de ellos? SI _____ NO _____ Comentario: _____

8. Cómo funciona el servicio de pedidos a RTAC en cuanto a los siguientes factores?

- a. Rapidez del servicio _____
- b. Cuidado con el que se empaacan los libros _____
- c. Cortesía y prontitud en corregir errores de facturación _____
- d. Despacho de mercancías _____
- e. Informes sobre libros nuevos, reimpresiones y campañas promocionales _____

- 9.a. Ha participado alguien de su personal en un entrenamiento de

RTAC? SI _____
NO _____ [Si es así:]

b. Qué opina sobre ello? _____

10. Qué sugerencias tiene para mejorar el programa RTAC-II? _____

RTAC II
Guía de Entrevista
5. PROFESOR

País: _____ / No. ___/___

Según los documentos del programa RTAC-II de textos universitarios, usted ha adoptado uno o más. Tenemos interés en conocer algunas de sus opiniones sobre el programa para poder ofrecer recomendaciones en cuanto a las operaciones futuras. Estas entrevistas son totalmente anónimas - nadie sabrá quien respondió ni en qué forma.

1. Información general:

a. Cuál es su institución? _____
_____ /

b. En qué área imparte clases? _____
_____ /

2. Favor de nombrar un curso para el cual Ud. haya adoptado un texto del programa: _____

a. Número aproximado de estudiantes: _____
_____/_____/_____

b. Antes de RTAC, eligió usted un texto para el curso? SI _
_ NO _____ /

c. [Si es así]: Cuánto costó el texto comparado con el costo del texto del programa RTAC? Menos ___ Igual ___ 50% más
___ Doble ___ Triple _____ /

d. Si no: En qué forma proveía de material escrito a los estudiantes? _____

En las siguientes preguntas, favor de dar su estimación; el número exacto no tiene importancia.

e. Recordando la situación de aquel entonces y la actual:

(1) Qué porcentaje de los estudiantes compró aquel texto?
_____/_____

(2) Y ahora? _____ /

(3) % que utilizó fotocopias?
_____/_____

△ (4) Y ahora? △

△△ (5) % que usó versiones ilegales (piratas)?

△ (6) Y ahora? △

△△ (7) % que sólo consultó el texto en la biblioteca?

△△ (8) Y ahora?

△△ (9) % que compró libros usados?

△△ (10) Y ahora?

△△ (11) % que no tenía acceso al texto?

△△ (12) Y ahora?

3. Relaciones con casas editoriales

a. Le visitaban los promotores de las editoriales de texto antes del programa?

SI _____ NO _____ △

b. Desde el inicio de RTAC, le han visitado? SI _____ NO _____ △

c. Recibía antes una copia gratis? SI _____ NO _____ △

d. Bajo el programa? SI _____ NO _____

4. Cómo ve usted la calidad de los textos ahora?

a. Aspecto físico:

Excelente _____ Buena _____ Regular _____ Varios defectos _____
Mala _____ △

b. Traducción

Excelente ___ Buena ___ Regular ___ Varios defectos ___
Mala ___ /

c. Comentarios sobre la calidad: _____

5. En su opinión, cómo funciona el proceso de adopción?

Excelente ___ Bien ___ Regular ___ Algo difícil ___ Muy
difícil ___ /

6. Qué recomendaciones tiene para mejorar el proceso de adopción?

7. Ha oído de algunos otros cursos o campos en los cuales el programa debería ofrecer textos? _____

8. Cómo funciona el proceso de distribución de los textos en el programa? _____

9. Qué recomendaciones tiene para mejorar el proceso de distribución? _____

10. Cree Ud. que los estudiantes aprovechan más el curso cuando cada uno posee su libro de texto? Sí todos _____, La mayoría _____, No _____
11. Tiene algún otro comentario o recomendación para la mejor operación del programa? _____

RTAC II
Guía de Entrevista
6. ESTUDIANTE

País: _____ / No. _____

U n i v e r s i d a d o
Institucion _____

Hay un equipo aquí estudiando las operaciones del programa RTAC que ayuda con la provisión de textos universitarios. Su profesor está participando en el programa y haremos ciertas preguntas a el también. Todas estas entrevistas son anónimas para hacer posible la arecopilación de datos útiles y poder mejorar el funcionamiento del programa, así que le rogamos contestar las preguntas con toda confianza.

1. Compró el texto adoptado para el curso? SI _____ NO _____ /

2. Si no, porqué? _____

3. En caso afirmativo: En cuál de las siguientes maneras:

a. Dónde compró el libro? _____

b. Compró texto nuevo _____ Compró texto usado _____
Fotocopias _____

Otras (favor de explicar) _____

4. Qué dificultad tuvo para encontrar el texto? _____

5.a. Cómo encuentra el aspecto físico del libro?

Excelente _____ Bueno _____ Regular _____ Deficiente _____ Malo _____

b. Porqué? _____

6.a. Cómo juzgaría la calidad del contenido?

Excelente _____ Buena _____ Regular _____ Deficiente _____ Mala _____

b. Porqué? _____

7. Si el costo del texto fuese el doble, lo compraría? SI ____
NO ____

8. Porqué? _____

9. Cuáles son las ventajas de poseer su propio texto? _____

10. Qué va a hacer con el libro al terminar el curso? _____

b. Tiene algunas sugerencias para el programa RTAC en sus
futuras operaciones? _____

11.a. Hay algunos otros cursos o campos en los cuales el
programa debería ofrecer textos? a. SI ____ NO ____
[Si es así:]

b. Cuáles? _____

RTAC II
Guía de Entrevista
7. BIBLIOTECARIOS

País: _____

No.

Según la información provista por el programa RTAC-II de textos universitarios, su biblioteca ha recibido algunos libros a través del programa.

1.a. Ha recibido algunos libros donados por AID y RTAC-II? SI
____ NO ____ [Si es así:]

b. Qué opinión tiene sobre esta parte del programa? _____

2.a. Ha comprado libros para la biblioteca por medio del programa RTAC? SI ____

NO ____ Planeo comprar en el futuro ____

b. [Si es así:] Qué ventajas ve Ud. de comprar a RTAC? ____

c. Qué problemas ha encontrado en comprar libros a través de RTAC? _____

3.a. Le visitan promotores de las casas editoriales? SI ____
NO ____
Algunos ____

b. Con qué frecuencia? _____

c. Le visitan representantes de librerías? _____

SI ____ Algunas ____ NO ____

d. [Si es así:] Con que frecuencia? _____

4. Aproximadamente que porcentaje de sus clientes son:

Estudiantes _____ %
Profesores: _____ %
Comunidad: _____ %

5. Qué sugerencias tiene para mejorar el programa de RTAC-II con bibliotecas? _____

APPENDIX E

CONTACT LIST

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WASHINGTON, DC

AID

Joseph Carney, Chief, LAC/DR/EHR
Leopoldo Garza, Deputy Chief, LAC/DR/EHR
Tony Vollbrecht, RTAC II Project Officer, LAC/DR/EHR

Aguirre International

Rebecca Adams, Washington Representative
Larry Lorenzo de Coste, Computer Specialist

MEXICO

RTAC II

René S. Greenwald, Project Director
Terry L. Collier, Contract Administrator
Edward D. Franco, Field Operations Specialist
María Teresa Frías, Administrative Assistant
Elizabeth Núñez, Procurement Assistant
José Hernández, Shipping Clerk

Universidad de las Américas

Jerry Urcid, MIS Consultant
Carlos Zapata, MIS Consultant

USAID/Mexico

Gerard Bowers, USAID Representative

U.S. Information Agency

Maryann McKaye, Regional Book Officer, Mexico
William Palmer, Acting Director, Regional Service Center, Mexico
Rachel C. Barretta, Regional Librarian, Mexico - Central America

Publishers

Jorge Giannetto, Alfaomega (RSI)
Raymundo Cruzado, Prentice-Hall
Saturnino Martínez, UTEHA
Guillermo Hernández, McGraw-Hill
Carlos Noriega Arias, LIMUSA
Carlos Noriega Milera, LIMUSA
Ignacio Echeverría, SITESA
Carlos Sánchez Mato, Ateneo
Luis Castañeda, CECSA
Jaime Arvizu, HARLA
Gerardo Gally, PAX
Sergio Saenz Gutiérrez, CECSA

Jesús Galera, TRILLAS
Carlos Frigolet, CULTURAL/CECSA
José Luis Ramirez, DIANA
Rogelio Arias M., MCGRAW-HILL

Shipper

José Manuel Solorio M., General Cargo Service

EL SALVADOR

USAID/El Salvador

Rafael Retana, USAID Coordinator of Book Program
Patsy P. Layne, Director, Office of Education ú Training
Mel Chatman, Deputy Director, Office of Education ú Training

FEPADE

Eduardo Castañeda, Executive Director
Eduardo Hutt, Assistant Executive Director
Carlos Borrromeo Flores, Promoter
Juan Carlos Mateu, Manager, Distribution Center and Book Store

Book Stores

Armando Nieto, Librería Atenas
Marta Alicia Castro Q., Librería Ercilla
Marta Evelyn Pineda C., Librería Ercilla
Pilar de Matasal, Librería Ercilla
Rosa Serrano de López, Librería Roxsil
Otto Wahn, Librería Cultural Salvadoreña and President, El Salvador
(Book Sellers Association)
Lucía Dulia Sánchez M., Librería Universidad Matías Delgado
Mario Juárez, Universidad Tecnológica

Libraries

Dolores Polanco, Director, University of El Salvador
Sra. de Melara, Empresarios Juveniles de El Salvador
José Antonio Palacios, Universidad Tecnológica

USIS

Robert Dance, Acting Public Affairs Officer
Bernardo Melero, Book Specialist

American Embassy

Jeffrey Dietrich, Deputy Chief of Mission

Educational Institutions

Alfonso Quiñonez, National Executive Director, Empresarios
Juveniles de El Salvador
Nelson Zarate, Vice-Rector, Universidad Tecnológica

AID RTAC I Consultant

Raymond A. San Giovanni, Educational Consultant

Consultant from Dominican Republic

Roberto E. Liz, Exec. Director, Fundación APEC de
Crédito Educativo, Santo Domingo

COSTA RICA

USAID/Costa Rica

Mario A. Carvajal, USAID Coordinator of Book Program
Flora Ruiz, GDD/Education Officer
John W. Jones, Chief, General Development Office

CINDE

Clara Zomer, Manager, CINDE/PROCAP
Bernardo José Alfaro, Director, Book Program
Ruth Chávez, Promoter
Amalia Bolaños, Promoter

Book Stores

Agustín Trejos, Librería Trejos
Irma Willi, Librería Trejos
Roberto Federspiel, Librería Universal
Francisco Garbanzo, Librería Universal
Julio Escalante, Librería Universal
Montserrat Solano, Librería Académica
Bernie Cerdas, Librería, Technical Institute of Costa Rica

Libraries

Aurora Zamora, University of Costa Rica
Aura Leticia Mota Picado, Instituto Tecnológico de Costa Rica
Elizabeth Delgado, National Autonomous University of Costa Rica

Georgetown University

Tom Donnelly, Study Director

USIS

Louise Crane, Public Affairs Officer
Patrick Duddy, Cultural Attaché

GUATEMALA

USAID/Guatemala

Anthony Cauterucci, Director
Liliana Ayalde, Chief, Human Resources Development
Richard Martin, Deputy Chief, Human Resources Development
Susan Clay, Education Officer
Juan Carlos Azurdia, USAID Coordinator of Book Program

ROCAP

Ronald Nicholson, Deputy Director
Ana del Carmen Galdámez, Assistant Controller for ROCAP

USIS

John Treacy, Public Affairs Officer
Robert Gibbons, Cultural Attaché
Marianne Scott, Director, Instituto Guatemalteco Americano

Instituto Guatemalteco Americano

Ricardo R. Sosa, Sales Manager and RTAC II Supervisor
Guillermo Casasola, Promoter
Renato Aldaña, Promoter
Edgar González, Promoter
Juan Carlos Sánchez, Computer Technician
Carlos Reyes, Controller
Rogelio Bernal, Accountant
Roberto Elías, Assistant Accountant
Georgino Portillo, Warehouse Supervisor
Angel Chamale, Warehouse Assistant

Book Stores

Gustavo Echeverría Valenzuela, Librería Hispania
César Quezada B., Librería Hispania
Dora García, Librería IGA
Emilio Cardona, Librería, Universidad Rafael Landívar
Obdulio Villatoro, Librería, Universidad Rafael Landívar
P. Lacayo, Librería Acrópolis
Sra. de Betancourt, Librería Cultura
Rube González, Librería Piedra Santa
Cesar González, Librería Facultad de Farmacia y Química
Jesús Chico, Librería Artemis
J. Cifuentes, Librería Evangélica, Quetzaltenango
Adolfo R. Calderón S., Librería Evangélica.

Publisher

Irene Piedra Santa, Editorial Piedra Santa

Educational Institutions

Henry Lewin, Dean, Faculty of Economics, University Rafael Landivar
Federico Richter, Dean, Faculty of Pharmacy and Chemistry, University
of San Carlos
Juan F. Bendfeldt, Secretary General, University Francisco Marroquín
P. Sacasa, Director, University Center, University Center,
University Rafael Landivar

Special Students

Estuardo Grijalva, Student Researcher on RTAC II Study
Roger Portillo, Student Researcher on RTAC II Study

Asociación Amigos del País

Helen Mack, Director
Amarilys de Ortega, Media Department
Liseth Juárez, Department of Training

HONDURAS

USAID/HONDURAS

John Sanbrailo, Director
Lars Klassen, Deputy Director
Nadine Dutcher, Education Officer
Thomas Park, Chief of HRD
Eugene Szepezy, Program Officer
Marco T. Mejía, Senior Education Advisor
Paul D. Schifftan, Coordinator of Book Program

USIS

Donna Roginski, Cultural Attaché

Book Stores

Germán Rodríguez, Director, Librería, Universidad Autónoma de
Honduras
Gloria Galo, Director, Librería, Escuela Superior del
Profesorado

Isolina López, Librería, Escuela Superior del
Profesorado
Yolani Carias, MIS Specialist, Escuela Superior del
Profesorado

Libraries

Ramón Cruz, Librarian, Escuela Nacional de Arquitectura
Matías Padilla, Director, Centro Universitario Regional del Litoral
Atlántida, UNAH
Elsa Victoria Barrios, CURLA Librarian,

Educational Institutions

Carlos Echeverría, Director, Administrative Council, (UNAH)
Flores Euceda, Secretary, Administrative Council, UNAH
Simón Malo, Director, Escuela Panamericana Agrícola (EAP), Zamorano
Jorge Román, Dean, EAP, Zamorano
Roque Ramos, Director, EAP
Lidia Rodríguez, Deputy Director, Escuela Superior del Profesorado,
(ESP)
Delia de Fernández, Director, ESP, San Pedro Sula
Ana B. Castillo, Dean, Faculty of Chemistry and Pharmacy, UNAH
Angel A. Méjia, Director, Center for General Studies, UNAH
Arthur Banegas Hill, Dean, Faculty of Engineering, UNAH
Jorge I. Soto Mónico, Director, Centro Universitario Regional Litoral
Atlántida (CURLA), UNAH
Ramón Alberto Sarmiento, Dean, Faculty of Economic Sciences, UNAH
Carlos Posas, Director, Escuela Nacional de Arquitectura
Marcial Solís, Vice Rector for Students, Universidad
Técnica Centroamericana (UNITEC)
Angel Godoy Flores, Vice Rector for Administration, UNITEC
Oreste Vásquez, Assistant to the Director, CURLA
Roberto Antonio Tejada, Director, CURLA
Carlos Cerrato, Director de CUEG, CURLA
Leonel Matutes, Chief, Agricultural Engineering Faculty, CURLA
Roberto Montoya, Chief, Forestry Management, CURLA
Oscar Molina, Chief, Forestry Industries, CURLA
Norman Sabillión, Chief, Department of Forestry, CURLA
José A. Gónzales, Chief, Agricultural Administration, CURLA
Leticia de Acosta, Chief, Economics Department, CURLA
Edgardo Milla, Coordinador, Carrera de Agronomía, CURLA
Idalmy de Arbizu, Coordinador, Carrera de Enfermería, CURLA
Leticia de Castillo, Chief, Department of Mathematics, CURLA
Marcio Castellón, Department of Vegetable Production, CURLA
Raúl Galeano, Department of Vegetable Production, CURLA
Suyapa Morales, Director's Office, ESP, San Pedro Sula
Miguel Angel Rodríguez, Administration Manager, ESP, San Pedro Sula
José M. Corey, Director, Centro Universitario Regional del Norte
(CURN)
Onelia de Méjia, Deputy Director, CURN
Brenda Hulsen, Chief, Department of Physics, CURN

Professors

Baltazar Nuñez, Head, Mathematics Department, ESP
Oscar Celán Martínez, Director, ESP Correspondence School
Julia A. Solís, Jefe Departamento de CCN, ESP
Amilcar Cruz, Industrial Technical Education, ESP
Julia de Morales, Industrial Technical Education, ESP
René Cardona, Head, Physical Education, ESP
Carlos Lobo, Coordinator for Agronomy, CURLA
Mario Molina, Coordinator for Forestry Engineering, CURLA
Robert Rivera, Coordinator for Agricultural Economics, CURLA
Sigfrido Burgos Flores, Director, Correspondence System, UNAH

Special Students

Gustavo Agüero, President, Federation of University Students
of Honduras

SAN MATEO, CALIFORNIA

Aguirre International

Edward Aguirre, President
Del Aguirre, Vice President
Roger Chyou, Controller

1997y/10.89

APPENDIX F
GENERAL SUPPLEMENTARY INFORMATION

RELACION DE PEDIDOS ESPECIALES

	PEDIDO	PAIS	NO. LIBROS	VALOR US\$
1)	CAL *	HONDURAS	126	\$ 830.31
2)	EMPRESARIOS	EL SALVADOR	2,375	\$ 11,164.85
3)	MISION	URUGUAY	30	\$ 108.17
4)	MISION	HONDURAS	30	\$ 118.99
5)	MISION	COSTA RICA	14	\$ 46.26
6)	MISION	HONDURAS	30	\$ 146.05
7)	MISION	BOLIVIA	2	\$ 6.45
8)	MISION	HONDURAS	50	\$ 117.87
9)	MISION	HONDURAS	10	\$ 35.30
10)	MISION	HONDURAS	100	\$ 468.57
11)	CADERH	HONDURAS	14	\$ 209.44
12)	MISION	HONDURAS	7	\$ 128.77
13)	MISION	COSTA RICA	4	\$ 33.00
14)	SEGURO SOCIAL	COSTA RICA	1,005	\$ 2,075.79
15)	EMPRESARIOS	EL SALVADOR	1,179	\$ 14,319.00
16)	CAPS	EL SALVADOR	29,825	\$ 90,338.41
	TOTALES		34,801	\$ 120.146.41

* CAL Center of Applied Linguistics

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AGUIRRE INTERNATIONAL

ESTIMATED RTAC-II FIRST YEAR BUDGET WITH THE ADDITION OF: DOMINICAN REPUBLIC
ECUADOR, BOLIVIA AND PERU.

C A T E G O R Y	CURRENTLY SERVING 5 COUNTRIES	PROPOSE ADD ON 4 MORE COUNTRIES	FOOT NOTE	TOTAL FIRST YEAR BUDGET
1/2. PERSONNEL (SALARIES & FRINGE BENEFITS)	\$297,219	\$91,800	(1)	\$389,019
3. TECHNICAL ASSISTANCE AND TRAINING	\$105,600	\$67,000	(2)	\$172,600
4. TRAVEL & TRANSPORTATION	\$40,200	\$23,780	(3)	\$63,980
5. MOVING & ALLOWANCES	\$75,360	\$0		\$75,360
6. TEXTBOOK & PAMPHLETS				
*El Salvador	\$300,000	\$0		\$300,000
*Guatemala	\$300,000	\$0		\$300,000
*Honduras	\$300,000	\$0		\$300,000
*Costa Rica	\$300,000	\$0		\$300,000
*Panama	\$300,000	\$0		\$300,000
*Bolivia	\$0	\$230,000	(4)	\$230,000
*Ecuador	\$0	\$381,000	(4)	\$381,000
*Peru	\$0	\$635,000	(4)	\$635,000
*Dominican Republic	\$0	\$254,000	(4)	\$254,000
Total Textbook Program	\$1,500,000	\$1,500,000	(4)	\$3,000,000
7. TEXTBOOK SHIPPING/INSURANCE/STORAGE & IN COUNTRY HANDLING	\$68,400	\$126,814	(4)	\$195,214
8. MANAGEMENT INFORMATION SYSTEM (M.I.S.)	\$21,600	\$24,000	(5)	\$45,600
9. COMMUNICATIONS	\$29,400	\$12,000		\$41,400
10. EQUIPMENT/FURNITURE	\$3,840	\$48,900	(6)	\$52,740
11. OTHER DIRECT COSTS	\$39,036	\$19,373	(7)	\$58,409
TOTAL ESTIMATED BUDGET WITHOUT INDIRECT & FEE	\$2,150,655	\$1,913,667		\$4,094,322

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Aguirre International
Estimated RTAC-II First Year Budget with addition of:
Dominican Republic, Ecuador, Bolivia and Peru.

Major Budgeted Assumptions for Proposed Add On Countries.

1. Personnel:

Local National Personnel:

Salaries

Field Operations Specialist (located in South America)	\$30,000
Administrative Assistant III (located in South America)	\$ 12,500
Administrative Assistant I (located in Mexico)	\$ 25,000

Fringe benefits are determined by regulations stipulated by the local government. We project fringe benefits to be 36% of salaries for a total of \$24,300.

2. Technical Assistance and Training:

Technical assistance involves procurement of textbooks, working with publishers, distribution of books, attending workshops/seminars and compliance with AID procedures. The projected expense is \$67,000.

3. Travel and Transportation:

Assuming that all shipments are sent from Mexico, the projected cost will be \$126,814. If shipments are sent from a Columbian and/or an Argentinean publisher the cost will be significantly lower.

5. Management Information System:

The projected cost will be significantly lowered in the following years.

6. Equipment and Furniture:

Equipment costs include a computer and printer for each of the four distribution centers and 2 computers and 1 printer for the field office. In addition, the field office needs one fax machine and furniture. The above one time only expenses are projected to be \$48,900.

7. Other Direct Costs:

Other direct costs include program information materials, DBA, office supplies, equipment maintenance, xeroxing and field office rent. We have assumed office space will not be provided by AID. Total other direct costs are projected to be \$19,373.

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SHIPPING COST PER BOOK AND PER COUNTRY
Second Semester 1989

EL SALVADOR

Packing	\$ 851.32
Insurance	\$ 448.00
Shipping Cost Mexico City - Border	\$3,197.32
Shipping Cost Border - San Salvador City	\$2,350.00
Total Expenses Related to Shipping	\$6,846.64
Total Books Purchased	37,324
Average Shipping Charge Per Book (\$6,846.64 / 37,324)	\$0.18

GUATEMALA

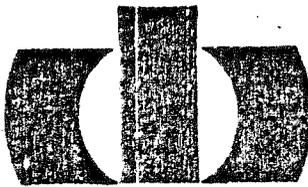
Packing	\$ 351.80
Insurance	\$ 448.00
Shipping Cost Mexico City - Border	\$2,899.01
Shipping Cost Border - Guatemala City	\$1,650.00
Total Expenses Related to Shipping	\$5,348.82
Total Books Purchased	26,849
Average Shipping Charge Per Book (\$5,348.82 / 26,849)	\$0.20

COSTA RICA

Packing	\$ 297.99
Insurance	\$ 358.00
Shipping Cost Mexico City - Border	\$2,572.29
Shipping Cost Border - San Jose City	\$2,283.75
Total Expenses Related to Shipping	\$5,512.03
Total Books Purchased	23,394
Average Shipping Charge Per Book (\$5,512.03 / 23,394)	\$0.24

HONDURAS

Packing	\$1,084.15
Insurance	\$ 538.30
Shipping Cost Mexico City - Border	\$3,273.65
Shipping Cost Border - Tagucigalpa City	\$3,650.00
Total Expenses Related to Shipping	\$8,546.10
Total Books Purchased	35,829
Average Shipping Charge Per Book (\$8,546.10 / 35,829)	\$0.24



RTAC II

RSQ	
TC	
EF	
MTF	
FN	
MDS	
JOSIE'S	

June 22, 1989



Mr. Rene Greenwald
ARTAC Program
AID Mexico

Dear Rene,

Further to our telephone conversation two weeks ago, I have since spoken with Peter Orr, the AID representative in Uruguay. He like me, is interested in pursuing further a possible Uruguayan ARTAC program.

As I mentioned to you on the phone, Uruguayans do not have access to American books, particularly in science, business and computing. American publishers abandoned the market in 1981 when the Uruguayan peso fell drastically against the dollar. From a high of 100,000 American texts sold here in 1980, the number fell to 16,000 in 1981, 4,000 in 1982 and to nil in 1983.

Today, although the uruguayan economy has rallied somewhat, the price of American books remains out of reach of most Uruguayans. Given the departure of American publishers, of course, there aren't many books to buy anyway.

The Alianza Cultural Uruguay-Estados Unidos, the binational center I direct, is anxious to chart a new course. We hope to start a bookstore along the lines of the IGA in Guatemala. We plan to carry American titles and promote them to educational institutions and the public.

The local AID office has one major educational project under way with the Catholic University. It's objective is to establish the country's first MBA program. Hence, the lack of texts in business administration is a major concern for AID.

In the Alianza, our interests are more general, given the lack of texts in all of the areas in which ARTAC is now operating.

Handwritten: 210 479/89 157

We plan to open our bookstore in March of next year (1990). Hence, we still have some time to work out the details should an Alianza-ARTAC connection prove possible. Nonetheless, we are anxious to know if there is any hope for this idea and would appreciate hearing from you as soon as possible. In the meantime, we would like to receive a list of books, by discipline, now available and projected to be available in 1990 through ARTAC.

With best wishes to you and yours, I remain,

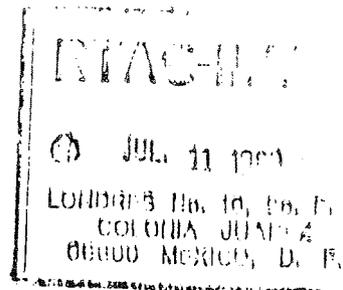
Sincerely yours,


Phillip R. Ives
Director General

Mailing Address:

Phillip R. Ives
U.S. Embassy Montevideo
APO Miami, FL 34035-0001

Clear: AID - P.Orr 
cc: USIS - D.Wagner (PAO)



RTAC-II CATALOG

August, 1989

TOTAL NUMBER OF TITLES IN CATALOG	2,658
TOTAL NUMBER OF PUBLISHERS	23
NUMBER OF AREAS	19
NUMBER OF SUBAREAS	85

NUMBER OF TITLES BY PUBLISHER

AGT	13
ALFAOMEGA	66
ATENEO	84
CECSA	303
CONCEPTO	10
CULTURAL	7
DIANA	80
EDAMEX	7
EDITIA	10
GEDISA	24
HARLA	72
IBEROAMERICA	45
INTERAMERICANA	191
LIMUSA	742
MARCOMBO	22
MCGRAW-HILL	349
PAIDOS	77
PAX	53
PIEDRA SANTA	4
PRENTICE-HALL	103
SITESA	69
TRILLAS	248
UTEHA	79

NUMBER OF TITLES BY AREA

BUSINESS ADMINISTRATION	326
PUBLIC ADMINISTRATION	3
AGRONOMY	107
ARCHITECTURE	22
BIOLOGY	88
COMPUTER SCIENCE	268
PHYSICS	68
CHEMISTRY	99
ACCOUNTING	76
EDUCATION	97
NURSING	66
PHARMACY	14
ENGINEERING	551
MATHEMATICS	273
MEDICINE	194
NUTRITION	14
DENTISTRY	32
PSYCHOLOGY	314
VETERINARY SCIENCE	46

USIA UNIVERSITY BOOK INITIATIVE TITLES

1. Berlin, Isaiah. Cuatro Ensayos Sobre la Libertad. Alianza, Barcelona
2. Dahl, Robert. Poliarquía. Tecnos, Barcelona.
3. Dahl, Robert. Prefacio a la Teoría Democrática. Gernika, México
4. English, Earl. Periodismo Académico. Edamex, México
5. Genetski, Robert. El Funcionamiento de la Economía. Tibidabo, Barcelona, Spain
6. Hull, Galen. Guía para la Pequeña Empresa. Gernika, México
7. Klein, Lawrence. Economía de la Oferta y la Demanda. Fondo de Cultura, México
8. Lijphart, Arend. Democracia en las Sociedades Plurales. Prisma, México
9. Lipset, Seymour. El Hombre Político. REI, Buenos Aires
10. Morgenthau, Hans. Política entre las Naciones: La Lucha Pro el Poder y la Paz. Gel, Buenos Aires
11. Morrison. Breve Historia de los Estado Unidos. Fondo de Cultura, México
12. Newsom, D.E. El Periódico. Publigráficos, México
13. Orwell, George. Rebelión en la Granja. Patria, México
14. Samuelson, Paul Economía. (12th edition) McGraw Hill, México
15. Solow, R.M. Teoría del Crecimiento. Fondo de Cultura, México
16. Spero, Joan. La Política de las Relaciones Económicas Internacionales. El Ateneo, Buenos Aires
17. Waltz, Kenneth. Teoría de la Política Internacional. Gel, México

(August 1989)

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Antes de llenar, favor de leer las instrucciones al reverso.

INFORMACION GENERAL

Ciudad

Universidad

Profesor Apellido Paterno Apellido materno Nombre

Departamento Teléfonos Casa Oficina

Curso Clave

DATOS DEL LIBRO

Título del Libro

Autor(es) Apellidos Nombre ISBN

Editorial Edición Año

Texto obligatorio Estimación del costo US Periodo de uso

Texto consulta Cuatrimestre 1 2 3 4 Año

No. de ejemplares / Copias Solicitadas Semestre 1 2 3 Año

Firma del profesor _____ El profesor recibió muestra SI NO

Fecha dd mm aa Firma del Promotor _____

PARA SER LLENADO POR LAS AUTORIDADES UNIVERSITARIAS

Solicitud Autorizada SI NO Fecha / / dd mm aa

Número aproximado de estudiantes para el curso

Nombre de la persona que autoriza _____

Puesto que ocupa _____ Firma _____

PARA SER LLENADO POR LA LIB. UNIV. / CENTRO DE DISTRIBUCION

Cantidad Autorizada para el curso Fecha / / dd mm aa

Nombre de la persona que verifica _____

Firma _____

Observaciones _____

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UNIVERSIDAD NACIONAL AUTONOMA DE HONDURAS
CIUDAD UNIVERSITARIA
TEGUCIGALPA, D. C., HONDURAS, C. A.

OFICIO No. 351-89
Septiembre 20 de 1989

Señores
Representantes del Proyecto RTAC
PRESENTES

Estimados Señores:

Desde 1988 el Sistema Universitario de Educación a Distancia ha estado utilizando los siguientes textos distribuidos por el Proyecto RTAC.

1. Administración : Teoría y II Semestre 1988
Práctica de Robbins II Semestre 1989

Actualmente este libro se utiliza para complementar un texto de Administración escrito para el SUED.- Se seguirá utilizando por varios años.

2. Producción de Granos Básicos y Forrajes Tropicales de Raúl Robles - Sánchez I Semestre 1988.- No se siguió utilizando porque esta muy adaptado a la realidad mexicana además el SUED ya tiene su propio texto para esta materia.
3. Psicología: Un nuevo enfoque de Charles G. Morris.- II Semestre 1988 y I y II Semestre 1989.

Es un libro muy completo, desarrolla los temas del Programa de la Asignatura Psicología General, solamente le faltan objetivos en cada tema. No se va a seguir utilizando porque el SUED ya tiene texto.

4. Desarrollo Psicológico de Grace Craig, I y II Semestre 1989.

Es un libro muy completo, desarrolla los temas del Programa de la Asignatura de Psicología Evolutiva, solamente le faltan objetivos en cada tema. - Se va a seguir utilizando.- Se hizo.

5. Desarrollo del niño, Newman, II Semestre de 1989.- Expresan los profesores-tutores que es un libro muy general, no se desarrollan los temas en forma profunda.- Este libro no se continuará utilizando.

6. Adolescencia, de Conger, II Semestre de 1989.- Expresan los profesores Tutores que es un libro muy general, no se desarrollan los temas en forma profunda. Este libro no se continuará utilizando. Estos dos últimos se compraron debido a que en el mercado no habían suficientes ejemplares de Desarrollo Psicológico.

7. La dificultad que se nos presenta es en la compra, debido a que no viene el número de libros que pedimos, esta situación nos trae muchos problemas debido a que se necesita utilizar el mismo texto en cada asignatura en todos los Centros Asociados al SUED ya que la planificación de la materia, exámenes y tutorías se elaboran en forma centralizada en la Sede Centra.



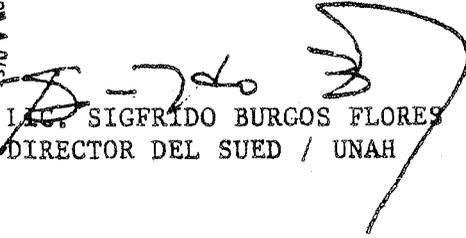
UNIVERSIDAD NACIONAL AUTONOMA DE HONDURAS
CIUDAD UNIVERSITARIA
TEGUCIGALPA, D. C., HONDURAS, C. A.

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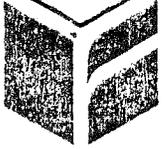
En términos generales consideramos que el Proyecto RTAC resuelve el problema de flata de textos. Los libros están didácticamente elaborados y su precio módico hace que estén al alcance de los alumnos.

Da ustedes muy atentamente,




LIC. SIGFRIDO BURGOS FLORES
DIRECCION DIRECTOR DEL SUEd / UNAH

/mldt.



CONVENIO DE VENTA DE LIBROS ENTRE LA FUNDACION EMPRESARIAL
PARA EL DESARROLLO EDUCATIVO Y LA LIBRERIA Y PAPELERA ABC.

En la Ciudad de San Salvador el día 19 de Mayo de 1989 entre la Librería y Papelería ABC, en adelante "LA LIBRERIA", representada por la Señora María Elena de Hernández, de este domicilio, y la Fundación Empresarial para el Desarrollo Educativo en adelante "FEPADE" representada por el Ing. J. Eduardo Castaneda, de este domicilio, se acordó el siguiente Convenio de venta de libros bajo el Proyecto RTAC-II:

PRIMERO : PEDIDO DE LIBROS

a) LA LIBRERIA solicitará los libros a FEPADE mediante un pedido que aprobará el representante legal o propietario.

b) FEPADE confirmará a LA LIBRERIA las disponibilidades y precios de los textos solicitados.

SEGUNDO : VENTA DE LIBROS

a) LA LIBRERIA venderá los textos suministrados por FEPADE en su establecimiento. No podrá vender transferir de cualquier forma a otras librerías privadas o universitarias dichos libros.

b) FEPADE establecerá los precios de venta al público en cada libro. LA LIBRERIA no podrá por ningún motivo alterar el precio de cada libro.

c) LA LIBRERIA conviene en aceptar un 15% de margen máximo sobre el costo del texto a LA LIBRERIA (no sobre el precio de venta al estudiante), para cubrir gastos de venta y manejo de libros.

d) LA LIBRERIA no deberá vender más de una copia del texto a un mismo estudiante o persona particular.

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TERCERO :

FORMA DE PAGO

LA LIBRERIA se compromete a cancelar el valor total del pedido contra entrega de los libros o de acuerdo a la forma de pago establecida por FEPADE.

CUARTO :

DEVOLUCIONES

FEPADE no aceptará ningún reclamo o devolución después que LA LIBRERIA firme el acuse de recibo de los libros, exceptuando aquellos textos que tengan defectos de impresión.

QUINTO :

REPRODUCCION DE LIBROS

LA LIBRERIA se compromete a no reproducir parcialmente o en su totalidad ningún libro suministrado por FEPADE.

SEXTO :

VIGENCIA

El presente Convenio tendrá vigencia para un año a partir de esta fecha, y este plazo se prorrogará automáticamente por periodos iguales mediante un simple cruce de cartas.

SEPTIMO :

ENMIENDAS

El Convenio podrá ser enmendado por medio de modificaciones formales al documento base del Convenio o por medio de un intercambio de cartas entre el oficial de FEPADE y un representante autorizado de LA LIBRERIA.

OCTAVO :

CAUSALES PARA VENCIMIENTOS ANTICIPADOS DEL PLAZO ESTIPULADO.

a) Por falta de pago por parte de LA LIBRERIA.

b) En caso de insolvencia, embargo y quiebra mercantil de LA LIBRERIA.

c) Por incumplimiento de una de las cláusulas de este Convenio.

NOVENO

:

TERMINACION

Este Convenio puede ser terminado por FEPADE o por LA LIBRERIA por conveniencia de las dos partes, con treinta días de aviso por escrito.

Antes de firmar, María Elena de Hernández; declara que representa a La Librería ABC, S.A de C.V., y que está investido de plenas facultades para suscribir este Convenio; J. Eduardo Castaneda declara que representa a FEPADE y que está investido de plenas facultades para suscribir este Convenio.

Sra. María Elena de Hernández
Propietaria
Librería y Papelera ABC.



Ing. J. Eduardo Castaneda
Director Ejecutivo
FEPADE.

pmr*

APPENDIX G

ACRONYMS

AID Agency for International Development
CAPS Central American Peace Scholarships
CINDE Coalicion de Iniciativa para el Desarrollo
CUED Centro Universitario de Educacion a Distancia
CUEG Centro Universitario de Estudios Generales
CURLA Centro Universitario Regional Literal Atlantida
CURN Centro Universitario Regional del Norte
EAP Escuela Agricola Panamericana, Zamorano
ENA Escuela Nacional de Agricultura
ENA Escuela Nacional de Arquitectura
ESP Escuela Superior del Profesorado, Francisco Morazan
FEPADE Fundacion Empresarial para El Desarrollo de
la Educacion
FEUH Federacion de Estudiantes Universitarios de Honduras
FSN Foreign Service National
IGA Instituto Guatemalteco Americano
ISBN International Standard Book Number
ITCR Instituto Tecnologico de Costa Rica
LAC/DR/EHR Bureau for Latin America and the Caribbean/
Development Research/Education and Human
Resources (AID)
MIS Management Information System
MOU Memorandum of Understanding
PAHO Pan American Health Organization
PROCAP Programa de Capitacion
PSC Personal Services Contract
RBO Regional Book Officer (USIA)
ROCAP Regional Office for Central America and Panama (AID)
RSC Regional Service Center (USIA)
RTAC I Regional Technical Assistance Center I
RTAC II Regional Technical Aid Center II
UACA Universidad Autonoma de Centro America
UDLA University of the Americas
UNAH Universidad Nacional Autonoma de Honduras
UNITEC Universidad de Tecnologia Centroamericana
URL Universidad Rafael Landivar
USAID United States Agency for International Development
(Reserved for country missions)
USIA United States Information Agency
USIS United States Information Service
(Reserved for overseas posts)

APPENDIX H
MANAGEMENT INFORMATION SYSTEM SUPPLEMENTS

RTAC-II REPORTS
AVAILABLE FROM
MISCEN (CENTRAL AMERICA)

1. TEXTOS
LIBROS
EMITIR REPORTES
POR EDITORIAL
 - TODAS LAS AREAS
 - UN AREA ESPECIFICA

This module lists all RTAC-II titles by publisher, area and ISBN for the current semester. Coordinators, distribution centers and university bookstores may consult list to check for all titles available in a certain area, for instance, even though the book was not ordered and is not in stock. Thus, if a professor is unsure of what books are available in a certain field, the MIS can print out a list of all books in that area which are available through the project.

2. ADOPCIONES
AUTORIZADAS
REPORTES:
 - UNIVERSIDAD
 - AREA
 - EDITORIAL
 - ORDEN DE PEDIDO
 - PROFESOR

RECHAZADAS
(UN SOLO REPORTE)

Reports follow adoptions for all books selected by professors.

Books authorized by distribution centers and university bookstores appear in "autorizadas" and books rejected by distribution centers are listed under "rechazadas" for follow-up with professors.

Adoptions are cross-sorted in order to permit analysis by distribution centers to avoid duplications of titles or multiple selections by the same professors. Having lists of adoptions by faculty or academic areas is important as it helps to identify areas with weak or few adoptions. This would imply that promoters are not working certain faculties or regional centers as they should. Identification of adoptions by publisher permits local distribution centers, university bookstores and RTAC-II Mexico to place greater pressure on publishers to build adoption rates by covering all appropriate faculties and regional institutions.

If a book is unavailable, it is possible to notify professors early, even before the adoption season is over, to provide the opportunity for a change in textbook.

3. DISTRIBUCION
RECEPCION
GENERACION DE REPORTES

CONFIRMACION
DIFERENCIAS
RECIBO DEL FONDO
TITULOS POR REFLUJO

Reports are taken from packing lists produced by RTAC-II/Mexico which become the official list of titles, quantities received and list prices. Coordinators and institutions make an exact count of books actually received, less defective and damaged books and make adjustments through the DIFERENCIAS report, which becomes the basis for the Donation Receipt signed by the recipient institution. MIS produces reports for all titles paid for by Program funds and Reflow funds so recipient institutions can monitor their accounts.

This is one of the most important modules in the MIS because it creates the new inventory by adding new books to those books already in stock. It is intertwined with other modules so that sales, losses, damaged and defective books will be deducted automatically from an institution's inventory.

DISTRIBUCION/RECEPCION and ADOPCIONES are the center of the MIS, from which all other modules, reports and functions spring. These modules are absolutely vital to the performance of the MIS and to permit monitoring of the project by university bookstores, distribution centers, USAID coordinators and RTAC-II/Mexico.

Together with TEXTOS, these functions of the MIS can be used by independent bookstores to control RTAC-II activities. A pilot project has been authorized so that Librería Trejos and the bookstore of the University of Costa Rica can incorporate MIS functions into their operations. In the future, other bookstores may take on the MIS.

4. DISTRIBUCION
TALONES
LISTA DE EMPAQUE
INVENTARIO

REPORTES
TALONES DE VENTA

This module produces price tags (talones) for all textbooks. Tags may be produced from data taken either from the institution's inventory (including the transfer of titles from the Mexico-produced packing list), or from packing lists for late arrivals. Price tags are printed using the institution's computer and dot-matrix printer.

A recent important improvement was made at RTAC-II/Mexico's suggestion so that distribution centers could be more flexible in making adjustments to inventory at any time. For instance, when books are sent late or outside the regular order, distribution centers can enter the books into the stock and print price tags at any time. Before, books were maintained outside the regular inventory until the next semester when the entire stock was consolidated.

5. DISTRIBUCION
 PRE-ASIGNACION
 HOJA DE CONTROL
 EMITIR REPORTE

REPORTES
 EMITIR REPORTE POR DESTINATARIO

This module produces a sheet with spaces for the assignment of titles for each bookstore client prior to the actual making of invoices. It also permits consultation of assignments (invoices) made through the Inventory module. Produces reports of these assignments.

This module is not as useful as initially thought. It is used only by CINDE, Costa Rica, to consign books. At present, books are "pre-assigned" and later invoiced when books are actually sold. This module will become unnecessary with the first semester, 1990, when CINDE will terminate consignment sales.

6. DISTRIBUCION
 COBRANZA
 EMITIR REPORTES

REPORTES
 INFORMACION COMERCIAL.
 FACTURACION
 COBRANZA
 LA CARTERA DE CLIENTES

INFORMACION COMERCIAL provides invoicing summaries by bookstore client with number of invoice, number of books on that invoice, date of invoice, date of delivery, credit/cash transaction, etc. Distribution centers monitor transactions and provide this information through this report to their bill collectors. Collectors can plan their collections by date when accounts are due. This information is also vital to distribution centers for their planning of sales and adoptions.

FACTURACION prints out individual invoices by client as requested, title by title with price, quantity and totals.

COBRANZA prints a form by client, invoice, value and date of payment. Cobranza printout is used by distribution center to make collections, track dates accounts are due and actually paid, keep a record of check and receipt numbers, and to turn over records to the institution's accounting department for crediting.

LA CARTERA DE CLIENTES provides a complete summary of the business transactions of the client by invoice. This report is required to be in Mexico for checking by RTAC-II to verify sales, Reflow accounts and book activity by distribution centers and their clients.

7. INVENTARIO
PERPETUO

REPORTES - POR EDITORIAL
NUEVO RESUMEN
RESUMEN ANTERIOR
DETALLADO

Report for NUEVO RESUMEN establishes a new temporary data base to include all books in the record for inventory, in transit, sales, losses, and dollar/local currency value. This new data base takes about 20 minutes to establish.

RESUMEN ANTERIOR provides the same information but uses the same Nuevo Resumen that was previously run - thus no new temporary data base is established and the printing is done immediately.

DETALLADO provides a publisher-by-publisher run-down of all titles by area and reports author, title, ISBN, individual RTAC-II cost in US/local currency, sales cost to bookstore, number in stock, in transit, sales, losses, total number of all categories, total value of books to distributor, total value to bookstores in US/local currency.

These reports are required by RTAC-II/Mexico to monitor sales and to work with publishers where sales of certain titles are low. A title made be identified by noting that it has not been sold for the past semester longer indicating that it is no longer a required textbook.

Distribution centers will notify Mexico that it has unwanted textbooks that may be needed in other countries. Thus, a sale between institutions is arranged by RTAC-II/Mexico.

Inventory lists are given to each publishers so they can monitor their sales and plan their promotional activities. This removes publisher doubt about actual marketability of their titles.

8. INVENTARIO
HISTORICO
MOVIMIENTOS

REPORTES - PRINT SCREENS
MODIFICAR
CONSULTAR

This module produces a month-by-month "Kardex" of titles to make changes or check quantities of books going in and coming out of the distributor's warehouse. Modificar permits the distributor to make changes in quantities by title. Consultar is the same report without the ability to make changes.

Coordinators and RTAC-II/Mexico have suggested that a more effective historical inventory be organized which would not replace inventory/sales records with each semester. Basic information which should be available through historical inventory would be how many books were sent to each institution since inception of project, how many books have been sold and how many books are at present in stock.

9. CUENTA RTAC-II
REPORTES
ESTADO DE CUENTA
GLOBAL ESTIMADO - PRINT SCREEN

Estado de Cuenta reflects distribution center and university bookstore bank transactions, including date, amounts of deposit, amount of "profit" (15% for distribution centers), amount of reflow, balance; for outgo - checking account number, bank name, check number, rate of exchange and dollar amount. This report is required to be received in Mexico by RTAC-II by the tenth of each month. Thus accounting can be verified for the status of Reflow funds in each institution and to insure that Central American accounts agree with figures held by Mexico.

Global Estimado is a print-screen summary of value of RTAC-II in terms of Reflow funds: real bank balance, value of stock, balance due for credit sales and TOTAL. This gives distribution center managers a quick check on their Reflow accounts. This report is also required by RTAC-II Mexico.

10. LIBROS DEFECTUOSOS
EMITIR REPORTES
LIBROS DEFECTUOSOS

This module reports defective books by publisher, donation and reflow. It does not indicate defect but serves as a cover and summary of copyright sheets torn out of defective books and returned to publishers.

This report is vital to distribution centers because it squares the accounting of books in stock. In time, when publishers issue credit notes to each institution, the accounting of Reflow funds will close the loop.

RTAC-II Mexico is able to keep track of Reflow funds, credit notes through regular submission of these reports.

As of first semester, 1990, coordinators will no longer check incoming shipments for defective books. Thus, each distribution center and university bookstore will be responsible for submission of this report on a monthly basis as defective books are found.

DONATION AND REFLOW CHART

C O S T A R I C A

	DONATION	BOOKS	REFLOW	BOOKS
SECOND SEMESTER 1987	\$ 51,726	10,544	\$ 0	0
FIRST SEMESTER 1988	\$184,576	33,627	\$ 0	0
SECOND SEMESTER 1988	\$195,883	27,744	\$ 46,450	5,504
FIRST SEMESTER 1989	\$ 39,414	5,704	\$ 86,351	13,537
SECOND SEMESTER 1988	\$134,831	19,851	\$ 19,891	2,720
TOTALS	\$598,042	97,470	\$152,692	21,761

GRAND TOTALS: \$ 750,734

BOOKS : 119,231

Sales as of 7/31/89: 102,474

Balance In Reflow as 7/31/89: \$ 227,916

August, 1989

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DONATION AND REFLOW CHART

E L S A L V A D O R

	DONATION	BOOKS	REFLOW	BOOKS
SECOND SEMESTER 1987	\$ 0	0	\$ 0	0
FIRST SEMESTER 1988	\$104,679	22,924	\$ 0	0
SECOND SEMESTER 1988	\$188,594	28,894	\$ 0	0
FIRST SEMESTER 1989	\$ 82,493	15,357	\$ 66,079	10,068
SECOND SEMESTER 1988	\$141,271	24,826	\$ 76,510	11,410
TOTALS	\$517,487	92,001	\$142,588	21,478

GRAND TOTALS: \$ 660,075

BOOKS : 113,479

Sales as of 7/31/89: 89,245

Balance in Reflow as 7/31/89: \$ 169,547

August, 1989

DONATION AND REFLOW CHART

G U A T E M A L A

	DONATION	BOOKS	REFLOW	BOOKS
SECOND SEMESTER 1987	\$ 71,003	14,212	\$ 0	0
FIRST SEMESTER 1988	\$179,952	34,344	\$ 0	0
SECOND SEMESTER 1988	\$ 51,148	7,868	\$ 54,399	7,050
FIRST SEMESTER 1989	\$227,926	38,642	\$160,723	20,828
SECOND SEMESTER 1988	\$148,070	23,197	\$ 21,921	3,441
TOTALS	\$678,099	118,263	\$237,043	31,319

GRAND TOTALS: \$ 915,142

BOOKS : 149,582

Sales as of 7/31/89: 128,010

Balance in Reflow as 7/31/89: \$ 314,337

August, 1989

DONATION AND REFLOW CHART

H O N D U R A S

	DONATION	BOOKS	REFLOW	BOOKS
SECOND SEMESTER 1987	\$ 65,268	13,079	\$ 0	0
FIRST SEMESTER 1988	\$130,265	24,531	\$ 0	0
SECOND SEMESTER 1988	\$230,682	36,399	\$ 98,479	12,555
FIRST SEMESTER 1989	\$ 92,542	14,071	\$137,434	22,468
SECOND SEMESTER 1988	\$177,055	29,944	\$ 31,251	4,500
TOTALS	\$695,813	118,024	\$267,165	39,713

GRAND TOTALS: \$ 962,977

BOOKS : 157,732

Sales as of 7/31/89: 76,955

Balance in Reflow as 7/31/89: \$ 243,894

August, 1989

DONATION AND REFLOW CHART

P A N A M A

	DONATION	BOOKS	REFLOW	BOOKS
SECOND SEMESTER 1987	\$ 7,297	1,548	\$ 0	0
FIRST SEMESTER 1988	\$ 93,912	19,151	\$ 0	0
SECOND SEMESTER 1988	\$ 0	0	\$ 0	0
FIRST SEMESTER 1989	\$ 0	0	\$ 0	0
SECOND SEMESTER 1988	\$ 0	0	\$ 0	0
TOTALS	\$101,209	20,699	\$ 0	0

GRAND TOTALS: \$ 101,209

BOOKS : 20,699

Sales as of 7/31/89: No figures are available

August, 1989

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ANALYSIS OF FEPADE/RTAC-II DONATION/REFLOW DIFFERENCES
SECOND SEMESTER 1988

For the second semester 1988 FEPADE's analysis shows the following amounts:

RTAC-II Records (Amount Paid by RTAC-II)	FEPADE Records (Donation Amount)	Difference
\$188,593.97	\$179,212.70	-\$9,381.27

For this same semester RTAC-II's records show the following amounts:

Amount paid by RTAC-II	Donation Amount	Difference
\$188,593.97	\$179,212.70	-\$9,381.27

The donation amount, \$179,212.70, in the FEPADE records is documented by a signed donation receipt. (See attachment 1).

The donation amount \$179,212.70 is indicated in RTAC-II records under the "Donados" column in attachment 2.

The difference amounts equal the value of the missing books minus the value of the excess books. The value (\$9,913.96) is shown in RTAC-II records under the first "difference" column in attachment 2.

The FEPADE "difference" amount is \$9,381.27. RTAC-II's amount is \$9,913,96. The difference between them is \$532.69

The \$532.69 is explained by the difference in prices of the books as purchased by RTAC-II and prices set by FEPADE.

As shown as the last column of attachment 2 , (-+) the "plus" column is equal to \$894.78 and the "minus" column is equal to \$362.09.

The result of subtracting the two numbers is \$532.69.

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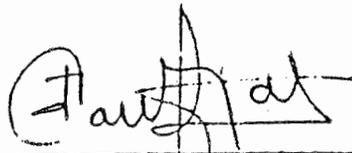
FOR ¢ 896,063.50

FOR \$ 179,212.70

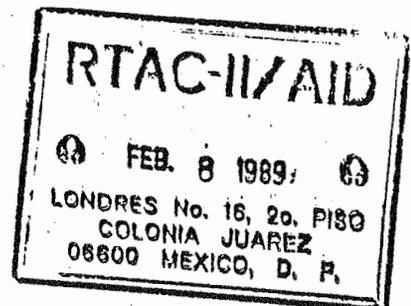
Por este medio hago constar que la Fundación Empresarial para el Desarrollo Educativo (FEPADE), recibió en donación del Proyecto RTAC-II, a través de USAID/El Salvador, 27,636 textos universitarios para el segundo semestre académico de 1988.

El total recibido es de ochocientos noventa y seis mil sesenta y tres 50/100 colones salvadoreños (¢ 896,063.50), equivalente a ciento setenta y nueve mil doscientos doce 70/100 U.S. Dólares (\$179,212.70).

San Salvador, Agosto 22 de 1988.



Lic. Juan Carlos Mateu
Gerente del Depto. de Libros



ANALYSIS OF FEPADE/RTAC-II DONATION/REFLOW DIFFERENCES
SECOND SEMESTER 1989

For the second semester 1989 FEPADE's analysis shows the following amounts:

RTAC-II Records (Amount paid by RTAC-II)		FEPADE Records (Donation Amount)	Difference
\$138,319.02	DONATION	\$156,193.46	\$17,847.44
\$58,050.72	REFLOW	\$54,239.53	-\$3,811.19

For this same semester RTACII's records show the following amounts:

Amount Paid by RTAC-II		Donation Amount	Difference
\$143,365.53	DONATION	\$142,106.52	-\$1,259.01
74,102.70	REFLOW	72,093.60	-\$2,009.10

The donation amounts \$156,193.46 (Donation) and \$54,239.53 (Reflow) in the FEPADE report are documented on the signed donation receipts. (See attachment 1).

The amounts paid by RTAC-II (\$143,365 for Donation and \$74,102.70 for Reflow) and the donation amounts(\$142,106.52 for Donation and \$72,093.60 for Reflow) are indicated in RTAC-II's records in attachment 2.

The differences in the amount paid by RTAC-II are explained by the fact that the FEPADE report does not include the 2,951.85 value of a later book shipment of 380 textbooks. (See attachment 3)

The differences in donation amounts are explained by the fact that in the FEPADE donation receipt a number of textbooks were incorrectly assigned to Reflow. (See attachment 4)

The differences recorded in the RTAC-II report (1,259.01 for Donation and 2,009.10 for Reflow)are shown in RTAC's records under the first "difference column" in attachment 2. These differences represent the value of the missing and defective books minus the excess books.

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ANALYSIS OF FEPADE/RTAC-II DONATION/REFLOW DIFFERENCES
FIRST SEMESTER 1989

For the first semester 1989 FEPADE's analysis shows the following amounts:

RTAC-II Records (Amount Paid by RTAC-II)		FEPADE Records (Donation Amount)	Difference
\$82,943.09	DONATION	\$101,345.95	\$18,411.76 +
\$66,078.66	REFLOW	\$56,766.49	-\$9,312.17

For this same semester RTAC-II's records show the following amounts:

Amount Paid by RTAC-II		Donation Amount	Difference
\$97,074.80	DONATION	\$92,297.44	-\$4,498.66
\$68,996.18	REFLOW	\$65,667.84	-\$3,266.49

The donation amount \$101,345.95 (Donation) and \$56,766.49 (Reflow) in the FEPADE record is documented by a signed donation receipt. (See attachment 3)

The donation amount \$92,297.44 (Donation) and \$65,667.84 (Reflow) is shown in RTAC-II records under the "Donados" column in attachment 1.

The differences in the donation amounts in both reports are explained by the fact that the FEPADE donation receipt does not show the correct division of donation and reflow books. The correct division and amounts are shown in the RTAC-II report, as seen in attachment 1. The issue of doubtful reflow and donation amounts on the donation receipt is addressed in a fax from the El Salvador Coordinator to RTAC-II. (See attachment 4).

The differences in the "Amount paid by RTAC-II" in both reports are explained by the fact that the FEPADE figures show the actual cash paid for the textbooks instead of the total value of the books, which in this case also involved credit notes. (See attachment 2) The RTAC-II figures were arrived at by applying credit notes. (\$14,824 to Donation and \$2,920.28 to reflow).

The values of the RTAC-II "difference" amounts (\$4,498.66 for donation and \$3,266.49 for reflow) are shown in RTAC-II records under the first "difference" column in attachment 1.

By adding the credit note values of previous semesters, not taken into consideration by the FEPADE records, to the RTAC-II record "Differences" we get the actual "difference" amounts:

1. Under donation:

Credit Note Value	Recorded Difference Amount (Value of defective, missing and excess books)	New Amount
\$14,824.00	\$4,498.66	\$19,322.66

2. Under reflow

Credit Note Value	Recorded Difference Amount	New Amount
\$2,920.28	\$3,266.49	\$6,186.77

Comparing the RTAC-II and FEPADE records of differences :

	FEPADE Differences	RTAC-II Differences	Difference
DONATION	\$18,411.76	\$19,322.66	-\$910.90
REFLOW	\$9,312.17	\$6,186.77	\$ 3,125.40

The explanation of a \$3,329.43 reflow difference was previously documented in a letter from RTAC-II to the El Salvador coordinator. (See attachment 5)

This leaves a \$204.03 reflow difference and a \$910.90 donation difference, which are explained by the reticketing policy begun this semester with the starting of sales between countries. The policy resulted in net gains and losses in income as explained in a letter from RTAC-II to the coordinator in Guatemala. (See attachment 6)

EL SALVADOR

ANEXO 2

RELACION DE NOTAS DE CREDITO ABONADAS

POR DONACION					
EDITORIAL	N. DE C.	FECHA	UNIDADES	IMPORTE	OBSERVACIONES
CECSA	14686	4-XI-88	41	\$163.52	
	14694	9-XI-88	155	\$1,076.90	
IBEROAMERICA	S/N	27-IX-88	30	\$234.40	
	S/N	18-X-88	273	\$1,912.24	
LIMUSA	18289	25-XI-88	194	\$1,292.05	
	18301	25-XI-88	336	\$2,086.03	
MCGRAW-HILL	35266	21-I-88	4	\$20.87	
	35091	21-I-88	67	\$353.14	
	41825	11-I-89	229	\$2,655.78	
	41823	11-I-89	372	\$3,487.79	
PRENTICE-HALL	3812	12-V-88	70	\$476.96	
TRILLAS	057754	29-XI-88	145	\$850.11	
	057760	29-XII-88	54	\$214.21	
TOTAL POR DONACION			1,970	\$14,824.00	
POR REFLUJO					
DIANA	53175	27-IX-88	51	\$320.64	
HARLA	7798	7-XI-88	150	\$727.83	
	7674	6-X-88	175	\$727.25	
	6589	17-III-88	150	\$621.61	
PAX	9281	30-IX-88	11	\$34.15	
	9287	31-X-88		\$4.59	BONIFICACION AL PACTO
RSI	06488	5-X-88	8	\$40.38	
PRENTICE HALL	07151	15-XI-88	1	\$4.17	
	07145	15-XI-88	36	\$256.02	
	07150	15-XI-88	46	\$183.64	
TOTAL POR REFLUJO			628	\$2,920.28	
GRAN TOTAL			2,598	\$17,744.28	

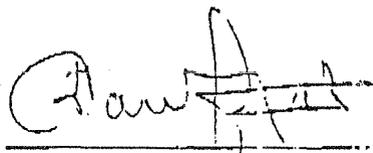
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FUNDACION EMPRESARIAL
PARA EL DESARROLLO
EDUCATIVO.

-103-

Por este medio hago constar que La Fundación Empresarial para el Desarrollo Educativo (FEPADE) recibió en donación del Proyecto RTAC-II a través de USAID/EL SALVADOR, 13,958 textos universitarios por un valor de Q506,774.25 equivalentes a \$101,354.85 para el primer semestre académico de 1989. Además, para dicho periodo se recibió en concepto de reflujo 8,269 textos por un valor de Q283,832.45 equivalentes a \$56,766.49.

San Salvador, 10 de Marzo de 1989.



Lic. Juan Carlos Mateu
Gerente Departamento Libros.

memorandum

DATE: Marzo 1, 1989

TO: Rafael Retana, OET *R. Retana*SUBJECT: Entrega Oficial de Textos Universitarios
1er. Semestre de 1989

TO: Juan Carlos Mateu, FEPADE

OET 89-044

Como representante legal que es usted de FEPADE del Programa RTAC-II en El Salvador, por este medio le hago entrega oficial de los textos universitarios que USAID/El Salvador proporciona a FEPADE para el primer semestre académico de 1989.

Un resumen de lo que se entrega se detallará a continuación:

Editorial	Cantidad		Total \$		Total ¢	
	Donación	Reflujo	Donación	Reflujo	Donación	Reflujo
AGT	-	22		150.04	-	750.20
CECSA	3019	309	21,292.17	2,164.68	106,460.85	10,823.40
DIANA	-	155	-	895.96	-	4,479.80
HAPLA	1661	-	13,085.21	-	65,426.05	-
IBEROAMERICA	642	24	4,774.99	82.56	23,874.95	412.80
LIMUSA	3315	101	16,883.93	395.91	84,419.65	1,979.55
MARCOMBO	85	-	468.35	-	2,341.75	-
MC'GRAW-HILL	6994	713	43,574.88	5,521.73	217,874.40	27,608.65
PAX	-	25	-	153.00	-	765.00
PRENTICE-HALL	-	6286	-	42,727.27	-	213,636.35
RSI	-	634	-	4,675.34	-	23,376.70
TRILLAS	242	-	1,275.32	-	6,376.60	-
GRAN TOTAL	15958	8269	101,354.85	56,766.49	506,774.25	283,832.45



AGENCY FOR INTERNATIONAL DEVELOPMENT
UNITED STATES OF AMERICA A. I. D. MISSION
TO EL SALVADOR
c/o AMERICAN EMBASSY,
SAN SALVADOR, EL SALVADOR, C. A.

A.P.O. Miami, FL 34023
Tel No.: 503/98-1666
Telex: 20648 USAID SAL
FAX: 503/98-0885

TELEFAX COVER SHEET
USAID/ES FAX MESSAGE NO: 89-107 Date: 4/19/89

Please deliver the following pages to:

NAME: Edward Franco

FAX No: 0525-535-7712

OFFICE: RTAC II / Mexico

Tel No: 0525-535-2531

ADDRESS: Londres 16, 2º Piso Mexico D.F.

Total Number of Pages, Including this Cover Sheet: 3

FROM:

NAME: Rafael Rotana

FAX No: 503/98-0885

OFFICE: RTAC II - El Salvador

Tel No: 503/98-1666

ADDRESS: Ave. Olimpica - Ed. Olimpica
San Salvador

REMARKS:

Recibe adjunto la información que solicitaste para el Cielo I 89. - Recuerda que para este Cielo existe una diferencia de lo que es donación y reflejo entre los datos que estás recibiendo y los datos de México. La cantidad total de tortas entregadas a FELADRE de 24227 si está correcta. Nuestra duda es que lo que corresponde a donación 15458, y reflejo 8269, sea correcta.

Rafael

Cleared by: MKC
Office Director

RTAC-II

REGIONAL TECHNICAL AID CENTER

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INTERNATIONAL
DEVELOPMENT

LONDRES No. 16, 2o. PISO, 06600 MEXICO, D.F. TEL. 535-77-13 / 535-25-31

~~T A X~~

El Salvador

PARA: Ed Franco
c/o Rafael Retana

DE: René S. Greenwald

ASUNTO: Diferencias en la Cuenta de Reflujo

FECHA: Junio 28 de 1989.

En referencia a la inquietud de Fepade sobre las cifras que obtienen ellos contra lo pagado por nosotros (te recuerdo que ya les fue enviada toda la documentación que ampara las compras efectuadas), anexo un resumen elaborado por la señora contadora Natividad Saucedo que puede ser de utilidad en aclarar sus cifras.

El resumen se basó en los recibos expedidos por Fepade sobre esta compra (copia adjunta), y por la información que ellos mismos nos proporcionaron nos damos cuenta que el faltante es únicamente de \$3,329.34, que involucra faltantes y defectuosos. Como tú sabes, uná vez que se tenga terminado el estudio que se está llevando a cabo, iremos con las editoriales para que paguen los faltantes encontrados y que la cuenta refleje la cantidad gastada y realmente recibida por cada país.

Espero que lo anterior te sirva para aclarar las dudas que se presenten.

adj.

P.S. Como tú puedes ver, Fepade nos envía documentos muy desorganizados y nos quita muchísimo tiempo tratar de decifrar la información. La forma correcta sería una hoja por cada orden de compra, no mezclando como en la primera en que se encuentra la O.C. 50 y 102 de Diana. Estoy seguro que si ellos preparan la información en una forma organizada sería mucho más fácil para ellos así como para nosotros.

EL SALVADOR - CUARTO EMBARQUE - PRIMER SEMESTRE, 1989
FONDOS DE REFLUJO

O.C. #	FACT #	FECHA	EDITORIAL	UNIDADES	COMPRADOS POR RTAC-II		DONADOS POR FEPADE	
					COSTO SIN APLICAR NOTAS DE CREDITO	VALOR PAGADO DESPUES DE APLICAR N/CREDITO	UNIDADES	COSTO
50	233804	31/X/88	DIANA	135	\$830.37	\$509.73	131	\$704.20
51	80820	25/X/88	HARLA	1350	9,974.72	8,519.64	1169	8,907.85
57	92470	26/X/88	PAX	25	152.89	117.22	25	153.00
58	23137	10/XI/88	PRENTICE	5965	40,602.23	40,602.23	5665	38,572.79
59	56497	25/X/88	RSI	410	3,391.60	3,351.22	402	3,296.94
100	10750	25/X/88	AGT	25	170.60	170.60	22	150.04
101	60268	31/X/88	CECSA	315	2,228.15	2,228.15	309	2,164.68
102	233805	31/X/88	DIANA	25	199.75	199.75	24	191.76
103	80820	25/X/88	HARLA	439	3,665.97	3,044.36	492	4,177.36
104	575	7/XI/88	IBERO	50	160.02	160.02	49	156.56
105	234942	26/X/88	LIMUSA	182	910.41	910.41	173	861.77
106	181775	8/XI/88	MCGRAW	482	2,669.20	2,669.20	440	2,437.81
107	22134	11/XI/88	PRENTICE	385	2,397.24	1,952.10	371	2,309.48
108	56503	25/X/88	RSI	235	1,400.92	1,400.92	232	1,378.40
109	733463	7/XI/88	TRILLAS	45	243.11	243.11	38	205.20
				10068	\$68,997.18	\$66,078.66	9542	\$65,667.84
CANTIDAD PAGADA DEL FONDO					\$68,997.18	\$66,078.66	10068	
CANTIDAD RECIBIDA POR FEPADE S/REGISTROS					65,667.84	65,667.84	9542	
DIFERENCIA					\$ 3,329.34	\$410.82	526	
MENOS: LIBROS FALTANTES				\$652.31			125	
DEFECTUOSOS				<u>2,677.03</u>	<u>\$ 3,329.34</u>		<u>401</u>	
					=====		526	

RTAC-II

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LONDRES No. 16, 2o. PISO, 06600 MEXICO, D.F. TEL. 535-77-13 / 535-25-31

México, D. F.; a 31 de enero de 1989

PARA: Mario Carvajal, Coordinador RTAC-II/Guatemala
Rafael Retana, Coordinador RTAC-II/El Salvador
Paul Schiftan, Coordinador RTAC-II/Honduras

DE: René S. Greenwald, Director General RTAC-II 

ASUNTO: POLITICA PARA PEDIDOS ENTRE PAISES - PRECIOS

Adjunto encontrarán una relación de los pedidos entre países con los precios vigentes para el comprador y para vendedor del Primer Semestre 1989; que habrán recibido o estan en espera de recibirlos.

La política que tenemos para los pedidos entre países es la siguiente:

- a) El precio del título debe ser el precio actual que dé la editorial, si este fué comprado durante este período de compras.
- b) Si los títulos no fueron comprados a la editorial en este semestre, el comprador así como el vendedor respetarán el precio en dólares del catálogo vigente a la fecha en que el vendedor recibió los libros de RTAC-II México.

Estos precios, desde luego se verán posteriormente afectados con el 15% + 15% para hacerlos llegar al estudiante.

En algunos casos el Centro de Distribución tendrá una pérdida, en otros casos la diferencia será a su favor.

En determinado momento tendremos que hacer los ajustes correspondientes a las donaciones hechas a cada institución. Estos aumentos y disminuciones serán responsabilidad del Coordinador.

Esto es algo nuevo que estamos implementando en el proyecto, y por lo tanto estamos aprendiendo juntos. Les recuerdo que queremos apegarnos a la contabilidad del MIS.

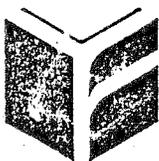
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ANEXO

REPORTE DE PEDIDO ENTRE PAISES - PRECIOS DE LISTA EN DOLARES PARA COMPRAR Y VENDER

EDITORIAL	TITULO	AUTOR	CANTIDAD PEDIDA	SURTIDO EDITORIAL	SURTIDO X PAIS	PRECIO L. US\$
<u>PEDIDO DE FEPADE</u>						
LINUSA	Auditoria Montgometry	Defliese	425	325	100 CINDE	10.23
MCGRAW	Cálculo con Geom. Analítica	Stein	70	0	70 UNAH	9.15
PRENTICE	Cálculo con Geom. Analítica	Purcell	550	300	250 CINDE	7.38
<u>PEDIDO DE CINDE</u>						
CECSA	Administración de Personal	Chruden	225	0	225 FEPADE	5.25
MCGRAW	Probabilidad y Estadística	Spiegel	21	0	21 IGA	6.64
<u>PEDIDO DE IGA</u>						
CECSA	Administración de Personal	Chruden	345	245	100 FEPADE	5.25
CECSA	Principios de Administración	Terry	380	0	380 FEPADE	5.83
IBERO	Química	Mortimer	700	196	504 FEPADE	9.48
IBERO	Cálculo con Geometría Anal.	Zill	350	189	161 FEPADE	9.96
LINUSA	Ingeniería Económica	Taylor	100	0	100 FEPADE	4.56
<u>PEDIDO DE ESP</u>						
MARIA	Química Orgánica	Wingrove	50	0	50 CINDE	13.87
IBERO	Química	Mortimer	125	0	125 FEPADE	9.48
IBERO	Cálculo con Geometría Anal.	Zill	25	0	25 FEPADE	9.96
MCGRAW	Biología	Ville	150	0	50 UNAH	9.02
<u>PEDIDO DE EAP</u>						
MCGRAW	Biología	Ville	200	0	200 UNAH	12.90
MCGRAW	Física General	Van Der Verwe	25	0	25 IGA	4.25
<u>PEDIDO DE UNAH</u>						
CECSA	Principios de Administración	Terry	200	0	200 FEPADE	5.83
MCGRAW	Algebra y Geometría Anal.	Granero	25	0	25 IGA	5.93

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POR ESTE MEDIO HAGO CONSTAR QUE "FEPADE", RECIBIO EN DONACION DEL PROYECTO RTAC-II, A TRAVES DE USAID/EL SALVADOR, 23.970 TEXTOS - UNIVERSITARIOS CON VALOR DE \$ 136,245.42, EQUIVALENTES A ----- Q681,227.10, PARA EL SEGUNDO SEMESTRE DE 1989.

EN CONCEPTO DE REFLUJO PARA ESTE MISMO PERIODO, "FEPADE" RECIBIO 10,983 TEXTOS UNIVERSITARIOS CON UN VALOR DE \$74,199.61 EQUIVALENTES A Q370,988.05.

SAN SALVADOR, 14 DE SEPTIEMBRE DE 1989.

LICENCIADO JUAN CARLOS MATEU
 GERENTE DEPTO. DE LIBROS
 F E P A D E.

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RTAC-II/AID
 SET. 18 1989,
 LONDRES No. 18, 2o. PISO
 COLONIA JUAREZ
 06600 MEXICO, D. F.

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BEST AVAILABLE COPY

EDITORIAL	DONACION			REFLUJO		
	UNIDADES	DOLARES	COLONES	UNIDADES	DOLARES	COLONES
ATENEO	—	—	—	Donaciones 275	2109.25	10.546.
SECSA	—	—	—	2517 ✓	15.860.42 ✓	791.302.
CONCEPTO	—	—	—	140 ✓	490.50 ✓	2.457.8
CULTURAL	22 ✓	191.40 ✓	957.00 ✓	—	—	—
DIANA	—	—	—	265 ✓	882.78 ✓	4.413.9
ARLA	1504 ✓	12.169.25 ✓	60.846.25 ✓	1204 ✓	10.634.77 ✓	53.273.8
AMERICA	1323 ✓	7.863.79 ✓	39.318.95 ✓	93 ✓	588.69 ✓	2.943.45
AMERICANA	1157 ✓	16.170.65 ✓	80.853.25 ✓	—	—	—
ISA ✓	5791 ✓	23.334.57 ✓	116.672.85 ✓	82 ✓	538.34 ✓	2691.70
COMBO ✓	146 ✓	1.872.68 ✓	9.363.40 ✓	—	—	—
AW HILL ✓	—	—	—	6.095 ✓	40.894.80 ✓	204.474.00
IOS ✓	1925 ✓	5.795.57 ✓	28.977.85 ✓	—	—	—
X ✓	223 ✓	845.13 ✓	4.225.65 ✓	—	—	—
WICE ✓	5022 ✓	32.910.86 ✓	164.554.30 ✓	312 ✓	2.180.06 ✓	10.900.30 ✓
	3215	18.089.34	90.446.70	—	—	10.443.70
Δ ✓	217 ✓	2.133.93 ✓	10.669.65 ✓	—	—	—
AS ✓	3016 ✓	10.087.53 ✓	50.437.65 ✓	—	—	—
HA ✓	409 ✓	4.780.72 ✓	23.903.60 ✓	—	—	—
	23970	136,245.42	681,227.10	10983	74,199.61	370,998.05

SEGUNDO SEMESTRE DE 1989

ANEXO 4

EDITORIAL	FEPADE				RTAC-II				OBSERVACIONES
	DE ACUERDO AL RECIBO DE DONACION				DE ACUERDO CON ORDEN DE COMPRA				
	DONACION		REFLUJO		DONACION		REFLUJO		
	NUM LIBROS	VALOR	NUM LIBROS	VALOR	NUM LIBROS	VALOR	NUM LIBROS	VALOR	
ATENEO			275	\$2,109.25	275	\$2,109.25			
CECSA			2,517	\$15,860.42			2,245	\$14,083.49	Entre Países
							272	\$1,776.93	
CONCEPTO			140	\$490.50			140	\$490.50	
CULTURAL	22	\$191.40			22	\$191.40			
DIANA			265	\$882.78			265	\$882.78	
HARLA	1,504	\$12,169.25	1,204	\$10,654.77	1,504	\$12,169.25	1,204	\$10,654.77	
IBEROAMERICA	1,323	\$7,863.79	93	\$588.69	1,323	\$7,863.79	93	\$588.69	Entre Países
INTERAMERICAN	1,157	\$16,170.65			1,157	\$16,170.65			
LIMUSA	5,791	\$23,334.57	82	\$538.34	5,791	\$23,334.57	82	\$538.34	Entre Países
MARCOMBO	148	\$1,872.68			148	\$1,872.68			
MCGRAW-HILL			6,095	\$40,894.80			5,742	\$38,512.92	Entre Países
							353	\$2,434.63	
PAIDOS	1,925	\$5,795.57			1,925	\$5,795.57			
PAX	223	\$845.13			223	\$845.13			
PRENTICE	5,022	\$32,910.86	312	\$2,180.06	5,022	\$32,910.86	305	\$2,127.55	Dif. 7 lb. reportados defectuosos
RSI	3,215	\$18,089.34			3,595	\$21,841.19			
	380	\$2,951.85							
SITESA	217	\$2,133.93			217	\$2,133.93			
TRILLAS	3,016	\$10,087.53			3,016	\$10,087.53			
UTEHA	409	\$4,780.72			409	\$4,780.72			
TOTALES	24,350	\$139,197.27	10,983	\$74,199.61	24,825	\$142,106.52	10,701	\$72,090.60	

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STEPS BEING TAKEN TO PERMANENTLY
RECONCILE PAST ACCOUNTS

1. The first step to permanently reconcile the past accounts was taken when we contracted accountant Natividad Saucedo several months ago to do an in-depth study of all past purchases. This study includes a thorough review of all donation and reflow receipts compared to all paid purchase orders for books.

The differences that exist are: more books delivered than actually paid for as well as those cases where we were short-changed, and defective book claims.

Natividad has prepared a balance sheet by publisher, by institution, by purchasing cycle and by purchase order with a final accounting indicating whether we owe the publisher or if they owe us. A letter will be sent to the publishers by September 29 with this information.

The differences that exist (such as the El Salvador case) will be documented in our office and a detailed explanation shared with each coordinator and institution with specific instructions on the procedures for reconciling the donation and reflow receipts. In this way accounts in both offices will be the same. The Contract Administrator will travel to each country and meet with the accounting people at each institution to review the procedures to be followed for reconciliation and for the future.

2. A written explanantion as to why the differences exist for El Salvador will be taken to FEPADE next week by the Project Director. He will also meet with the staff in El Salvador and walk through the differences with them so that they can reconcile their books.

3. To prevent possible differences involving credit notes, it was agreed at the Coordinators Workshop that starting October, 1989 all reflow reports will include credit note values and information as to why they are applied and to which purchase order.

4. We will meet with the UDLA team to modify the MIS so that rounding off, which changes figures when coverting from pesos to dollars to Central American currency and back to dollars, coincides with all official documents.

This issue will also be taken up in tne the scope of work in the upcoming technical assistance for the MIS. (See attached Scope of Work)

5. We will also institute a new policy regarding reticketing. As this can cause net losses and gains in a center's reflow income. In general the centers will be instructed in a detailed manner how to document each gain and loss so that both RTAC-II's records and the center's records accurately reflect all the additions and subtractions to the center's donation and reflow receipts.

6. We will encourage the centers to make timely deposits so as to prevent losses due to local currency devaluations. And in the case that devaluations do affect a center's receipts, we will instruct the center to properly document its records, RTAC-II's records and AID's records. This procedure has already begun with the recent devaluation in El Salvador.

7. Also beginning this season, the coordinators will have a more streamlined method of processing incoming books. They will count incoming shipments and report to Mexico what has arrived. They will prepare donation and reflow receipt reports and pass the books on to the centers for processing and defective book reports. This will allow RTAC/Mexico to receive data regarding each shipment early and to reconcile each purchase order against what arrived in each country. An accountant (Natividad) will come in after each purchasing cycle to audit accounts and do the reconciliation.

WILL THESE DIFFERENCES OCCUR IN THE FUTURE?

1. There will probably always be some discrepancies in accounts due to human error on either side in spite of our attempts to control them. In view of the large number of textbooks being purchased there will always exist the possibility of differences.
2. Publishers are sure to send either too many books or not enough books, which at least temporarily may lead to differences in figures. With more timely reporting from the field the differences will be reconciled immediately.
3. The MIS by its nature will probably have a series of bugs, which may at times affect figures.

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TECHNICAL ASSISTANCE
FOR THE
RTAC-II MANAGEMENT INFORMATION SYSTEM

Proposed Scope of Work

In early 1987, faculty members of the University of the Americas (UDLA) developed a Management Information System (MIS) for administration of the book-buying activities of the Regional Technical Aid Center-II (RTAC-II) project. The MIS, now in version 2.5, has developed into a far-ranging system for complete control and follow-through for books requested by Central American universities and distribution centers. The MIS contains information and operations to control adoptions, price quotes, catalog information, purchases, inventories, defective books, invoices, financial information and reports.

Despite the many excellences of the RTAC-II MIS, there have been significant advances in both hardware and software for data base management systems since its inception nearly three years ago. Therefore, a thorough review of options for improving and updating the MIS is both desirable and timely.

The Technical Assistance will consider the following aspects of the MIS with a view a solution of its current limitations and its improvement:

1. Analyze the programming developed by UDLA for the formulation of MIS version 2.5.
2. Determine whether dBase III Plus, the software product that is the base of the current MIS, is appropriate for current needs and adequate for future needs.
3. Examine alternatives to the data base software product currently used. What additional benefits might they provide? Will one of them promise significantly greater capacity and usefulness.
4. Take a look at the report-writing capabilities of both the current system and possible replacement data base products to maximize the value of this function of the MIS to all managers charged with decision-making responsibilities for the RTAC-II project. What useful new information, statistics, or reports might be developed?
5. Assess the feasibility of adding a historical inventory capacity, with data trend lines, to the MIS. This is a critical module that is missing from the current system due to its hardware and software limitations.
6. Explore ways in which the MIS could be made more useful to A.I.D. and the Missions for project management and evaluation.

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7. Determine how the MIS could be employed to assist bookstores and distribution centers in inventory control and other business operations.

The technical assistance team will also consider the benefits of the following technical modifications to the system:

1. Compiling the data base program for speed.
2. Developing greater safeguards to assure the security of the system and to prevent unlawful appropriation.
3. Adding a capacity to input data directly from bar codes, not only at point-of-sale but at all critical points in the distribution process.