

PD-ABA-062

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# A.I.D. EVALUATION SUMMARY PART I

FD-ABA-062  
6367C

(BEFORE FILLING OUT THIS FORM, READ THE ATTACHED INSTRUCTIONS)

IDENTIFICATION DATA

<b>A. REPORTING A.I.D. UNIT:</b> <u>USAID/Costa Rica</u> (Mission or AID/W Office)  (ES# <u>89-2</u> )	<b>B. WAS EVALUATION SCHEDULED IN CURRENT FY ANNUAL EVALUATION PLAN?</b> yes <input type="checkbox"/> slipped <input type="checkbox"/> ad hoc <input checked="" type="checkbox"/>  Eval. Plan Submission Date: FY <u>  </u> Q <u>  </u>	<b>C. EVALUATION TIMING</b> Interim <input checked="" type="checkbox"/> final <input type="checkbox"/> ex post <input type="checkbox"/> other <input type="checkbox"/>			
<b>D. ACTIVITY OR ACTIVITIES EVALUATED</b> (List the following information for project(s) or program(s) evaluated; if not applicable, list title and date of the evaluation report)					
Project #	Project/Program Title (or title & date of evaluation report)	First PROAG or equivalent (FY)	Most recent PACD (mo/yr)	Planned LOP Cost ('000)	Amount Obligated to Date ('000)
515-0212	Training for Private Sector Development USAID Contract with the Education Development Center for short term technical training in the U.S. (August, 1989)	9/28/84	9/30/91	\$5,000	\$5,000

ACTIONS

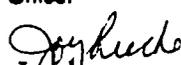
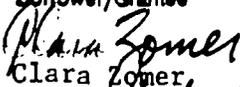
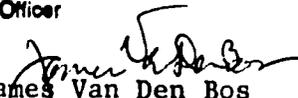
E. ACTION DECISIONS APPROVED BY MISSION OR AID/W OFFICE DIRECTOR	Name of officer responsible for Action	Date Action to be Completed
Action(s) Required  1. Amend EDC Contract to include: a. Extension of one year (to June 6, 1991) b. Remove person months as a target and develop other indicators. c. Broaden training modes to include self design, internships, attendance at shows and exhibitions, packaged programs, and customized/group training options. d. Shift evaluation responsibility to PROCAP.	Joy Lucke/ USAID	12/1/89
2. Formalize a management information system to better monitor project variables.	Sylvia Cowan/ EDC	1/1/90
3. Expedite submission of reports and invoices using TCA format.	Sylvia Cowan/ EDC	1/1/90
4. Improve qualitative content of Training Requests.	Zoila Volio/ PROCAP	1/1/90

(Attach extra sheet if necessary)

APPROVALS

**F. DATE OF MISSION OR AID/W OFFICE REVIEW OF EVALUATION:** mo 8 day 3 yr 89

**G. APPROVALS OF EVALUATION SUMMARY AND ACTION DECISIONS:**

Project/Program Officer Signature:  Typed Name: Joy Lucke Date: <u>9/29/89</u>	Representative of Borrower/Grantee Signature:  Typed Name: Clara Zomer Date: <u>10/3/89</u>	Evaluation Officer Signature:  Typed Name: James Van Den Bos Date: <u>9/29/89</u>	Mission or AID/W Office Director Signature:  Typed Name: Carl H. Leonard Date: <u>10/5/89</u>
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# A.I.D. EVALUATION SUMMARY PART II

## J. SUMMARY OF EVALUATION FINDINGS, CONCLUSIONS AND RECOMMENDATIONS (Try not to exceed the 3 pages provided) Address the following items:

- Purpose of activity(ies) evaluated
- Purpose of evaluation and Methodology used
- Findings and conclusions (relate to questions)
- Principal recommendations
- Lessons learned

Mission or Office: USAID/Costa Rica

Date this summary prepared: August 4, 1989

Title and Date of Full Evaluation Report: Mid-term Assessment of USAID Contract with Education Development Center. August, 1989.

### 1. Purpose of the Activities Evaluated

The activities evaluated intend to stimulate the growth of non-traditional Costa Rican exports by developing human resources from the private, financial, and university sectors through providing short-term technical training in the United States. They are part of a larger project which contains two other components: long-term technical training in the United States and training in Costa Rica. The project goal is to stimulate growth in the production of non-traditional goods and services, resulting in increased levels of employment and foreign exchange earnings for Costa Rica. The project purposes are 1) to strengthen the human resources which are needed for Costa Rican private sector development through a program of selected training activities, 2) develop an institutional capability for the provision of a range of training programs to Costa Ricans in private enterprises, banking, and in institutions of higher learning, 3) improve the critical support functions and the quality of professional level manpower (banks and universities) necessary for the private sector if the latter is to become an active, competitive participant in international markets.

### 2. Purpose of the Evaluation and Methodology Used

This initial mid-term evaluation is a contractual requirement for an annual progress assessment to compare what was achieved with what was planned, reassess assumptions underlying the project, and recommend actions. Evaluation scope of work specified a focus on the U.S. contractor and consideration of issues related to achieving project goals/targets, contractor management efficiency, and adequacy and appropriateness of the training.

Evaluation methodology used in-person interviews with U.S. contractor personnel, review of project documents, interviews with training providers, interviews with USAID and CINDE/PROCAP staff, direct observation of training activities, and interviews with returned participants. Given the short time since programs have been completed, effectiveness and impact were assessed by documenting specific changes in participant firm behavior identified as resulting from training and judgementally considered to have the potential for meaningful export enhancement. Evaluations of the financial impact of training were derived based on management estimated costs and payback period.

### 3. Findings and Conclusions

#### A. Output Goals

After 60% of contract duration, performance to date indicates that 33% of the overall participant number goal and 17% of the participant month goal has been achieved. The pace of activities is increasing. Estimates are that by contract end 88% of the targeted participant numbers and 47% of the targeted participant months will be completed. As a consequence, \$300,000 to \$400,000 of training program budget may be unspent. Four factors appear to account for these variances: 1) the consequences of compressing what was designed as a 5 year project into 2, with little reduction in output targets, 2) a very unrealistic assumption of average program duration (6 weeks). Participants targeted find it quite problematic to be away much

PRINCIPAL RECOMMENDATIONSA. Output Targets

1. Maintain current output goals, but drop participant months as a programming standard. Adjust participant month cost standards to a range \$3,600 - \$4,400 and employ this standard in program design.

2. Reattempt financial sector programming using a variety of training modes (primarily internships) that are more responsive to expressed participant preferences. After two months, reallocate unexpended funds to other sectors and manage targets on a program basis.

3. Develop and closely monitor key status indicators to adjust plans.

B. Training Management

1. Broaden training modes to include a variety of programs emphasizing individualized, hands on activities and wider range of training sites and institutions.

2. Utilize project planner time to perform program development, supplier contacts and administrative activities in line with those stated in the technical proposal.

3. Cut down, eliminate, or contract to the training supplier project monitoring, instruction, evaluation implementation, and field visits carried out by project planner and manager.

4. Implement a simple system for continuously monitoring project status.

5. Extend project activities and the EDC contract for a minimum of 6 months and a maximum of one year, depending on funding availability and increased program output.

C. Training Impact

1. Develop more detailed methodologies and procedures to obtain necessary long range impact evaluation data.

LESSONS LEARNED

1. Private sector oriented training programs are often best managed by businesslike private sector organizations, directly responsive to the business community. This facilitates a common training perspective, and rapid communication with a natural, receptive constituency. Focused, specialized programs of immediate practical use to business are especially likely to result.

2. Training programs aimed at the private sector must be responsive to the time constraints and expressed learning needs of practicing business people.

3. A carefully conceived, shared training strategy identifying overall purposes, appropriate participant targets, and desired training methods is essential for obtaining high impact.