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Final Report

**COSTA RICAN TRAINING FOR
PRIVATE SECTOR DEVELOPMENT:
SHORT-TERM TRAINING PROJECT
IN THE U.S.**

*EDC Contract with USAID/Costa Rica
Contract No.: LAC-0210-C-00-8021*

Under:

**AID Project No. 515-0212
Training for Private Sector Development
USAID/Costa Rica**

Submitted by:

EDC
Education Development Center, Inc.
International Programs
55 Chapel Street
Newton, Massachusetts 02160

November 22, 1991

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Executive Summary

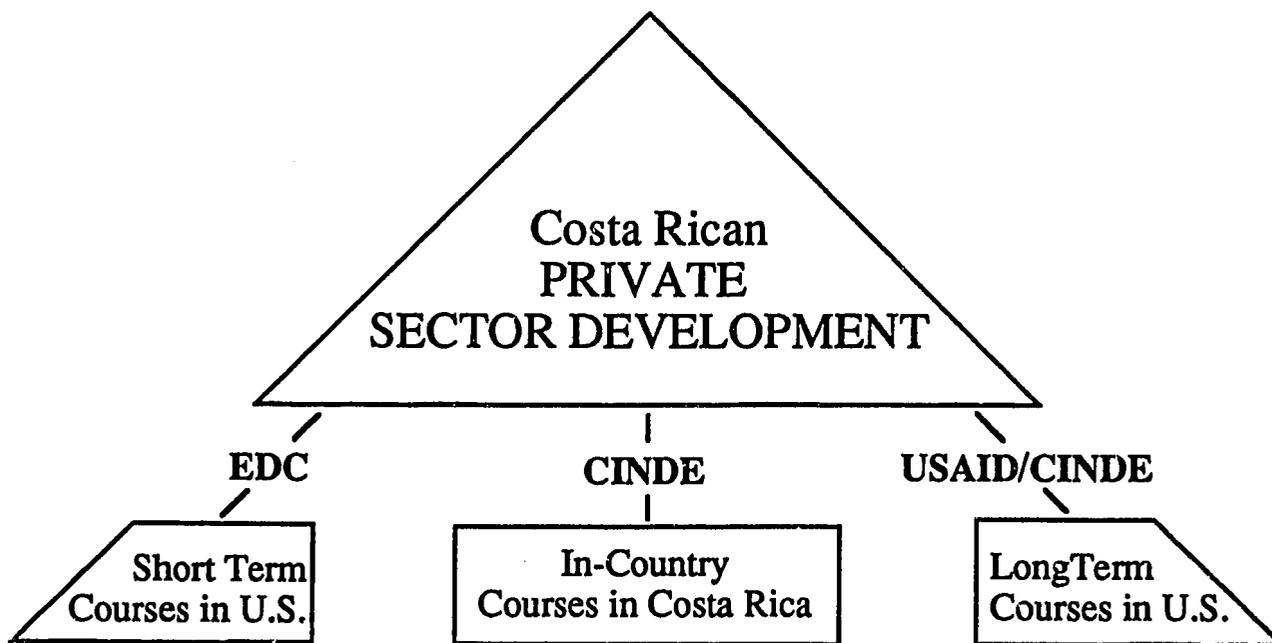
Context and Purpose of Project

The Costa Rican Training for Private Sector Development Project was designed to respond to the needs of Costa Rica to re-establish, in times of economic difficulties, long term economic growth by expanding and diversifying exports to the world market. The project goal was to stimulate growth in production and exporting of non-traditional goods and services, and thus increase levels of employment and foreign exchange earnings for Costa Rica. The specific purpose of the Project (as stated in the "logical framework" of the RFP) was "to strengthen the human resources needed for developing the private sector through a selected series of training experiences; to develop an institutional capability for the provision of a range of training programs to Costa Rica in private enterprise, banking, and in institutions of higher learning; and to improve the critical support functions and the quality of professional level manpower (banks and universities) which they must provide the private sector, if the latter is to become an active competitive participant in international markets."

The overall project consisted of three complementary components addressing different needs: a) long term training in the United States, b) short term training in Costa Rica, and c) short term technical training in the United States. Three institutions were responsible for various aspects of the direction of the project (see figure 1). A Cooperative Agreement and Memorandum of Understanding between the Coalición Costarricense de Iniciativas de Desarrollo, Programa de Capacitación (CINDE/PROCAP) and USAID provided the umbrella contract for the project. The overall coordination of the project and the implementation of the in-country component were the responsibility of CINDE/PROCAP. This report describes the Short Term Training Project in the United States, which Education Development Center (EDC) developed and implemented, working in close collaboration with CINDE/PROCAP (and later the CINDE/División Industrial), USAID/Costa Rica, and EDC's collaborating institutions. The specific objectives of the U.S. component were:

- to provide short term, specific, practical, "hands-on" training experiences in the U.S. for managers and key administrators working in the non-traditional export sector of the Costa Rican economy;
- to provide short term, state-of-the-art technological and "hands-on" training in the U.S. for teaching staff of Costa Rican universities in order to improve their ability to develop and deliver needed private sector training in selected areas (Electrical Engineering, Industrial Production, Food Technology, Wood

Figure 1.
Cooperative Agreement
USAID - CINDE



**Major Components in the Costa Rican Training
for Private Sector Development Project**

Technology, and Economics), and enhance cooperation between the universities and the private sector;

- to provide short term training and internships in the U.S. for personnel from private financial institutions and the Central Bank of Costa Rica to reinforce general banking operational skills and improve analytical skills needed in banking operations.

Training Approach

The focus of the **Short Term Training Project in the United States** was managers in the private sector, but training was also provided to professors of higher education (the Universidad de Costa Rica [UCR] and the Instituto Tecnológico de Costa Rica [ITCR]) in selected areas, and to managers in financial institutions.

To increase the impact of the training, priority was given to those sectors with the greatest potential to contribute to the overall goals of the project and most prepared to take advantage of the training, and to targeted decision-makers--the owners and managers of key firms within each sector. Training approaches were developed to respond to the specific needs of these experienced managers and professionals and accommodate the constraints on their availability to be away from the workplace. Typically training programs were quite intense, and ranged in duration from 1 to 3 weeks. They focused on practical information and strategies, "hands-on" and observational learning.

Over the life of the project five different training modes were developed to provide the flexibility necessary to address the variety of concerns of Costa Rican businesspersons and professionals:

- **Customized Programs** were developed for groups within a single sector, focusing on the unique needs of their businesses and sector. These generally emphasized exporting, commercialization, marketing, and/or production techniques.
- **Packaged Programs** offered managers the opportunity to attend programs already designed and being offered in the U.S. EDC identified programs which were appropriate for Costa Rican managers. Individuals could attend a program whose published objectives closely corresponded to their own needs.
- **Conferences/Expositions** provided managers with the opportunity to attend an international show and learn about the latest technology in their fields, assess the comparative quality of their products, identify market opportunities, and make business contacts.
- **Internships** allowed individuals, through placement in a company, to gain technical skills or learn a specific process or marketing strategy.

- **Self-designed Programs** were proposed by managers themselves, and focused on a particular company need, such as finding new sources of raw materials or machinery, exploring new markets, or receiving specific training on machinery or manufacturing techniques. They provided managers with the opportunity to hone in on their precise or most immediate needs.

The programs types offered differing lengths of time away from the job, from 3 weeks the upper limit to 3 or 4 days the shortest.

Project Achievements

During the three years and four months of the project, 492 managers and professionals received training in 76 different programs; 24 different industries participated, representing more than 155 products and services, in addition to university and financial system professionals (see figures 2 and 3 for summaries by year and by sector). More than 26 institutions collaborating with EDC provided training. Training took place in more than 38 different locations throughout the U.S., from Mayaguez, Puerto Rico to Corvallis, Oregon; San Diego, California to Boston, Massachusetts--and points in between. The determination of geographical location for each program was based on the particular resources available there and the objectives of an individual or group of trainees.

The project reached and exceeded total targets for participants trained. Eight private sector participants in addition to those projected in the "illustrative charts" of the final contract were trained (467 trained, 459 targeted); all of the 19 professors of higher education received training; 6 of the 8 financial managers were trained. (Original contract targets of 238 for private sector, 24 for university systems, and 49 for financial systems were revised in contract amendments as circumstances and needs changed.) The lower than projected number of financial managers participating in the program resulted from a variety of circumstances, including the availability of other training options (not in existence at the time the RFP was written), diversity within the financial area, limitations on their time away from the job, and perceived lack of interest.

The cost of training programs averaged \$ 1242 per training week overall, with the financial and university programs being the most expensive per participant week, and the private sector agricultural programs the lowest cost per participant week.

Challenges Faced During the Project

Among the challenges encountered during the project, time constraints proved to be one of the most pervasive. Envisioned as a five year project in the project paper, the contract at first provided a two-year period for training, yet specified the same participant target numbers. Contract extensions provided additional time and increased the number of

Figure 2.

Costa Rican Training for Private Sector Development: Short-Term Training in the U.S.

Summary of Project Achievements

<i>Year 1: (June 6, 1988 - June 5, 1989)</i>	
Total Number of Participants	87
Total Number of Programs	5
<i>Year 2: (June 6, 1989- June 5, 1990)</i>	
Total Number of Participants	171
Total Number of Programs	28
<i>Year 3+: (June 6, 1990- September 30, 1991)</i>	
Total Number of Participants	234
Total Number of Programs	43
Totals:	
Total Number of Participants	492
Total Number of Programs	76

Figure 3.

Sectors Trained • Summary Sheet

<i>Food and Agriculture:</i>	
Total Number of Participants	223
Total Number of Programs	22
<i>Industrial:</i>	
Total Number of Participants	244
Total Number of Programs	35
<i>Financial Systems:</i>	
Total Number of Participants	6
Total Number of Programs	4
<i>University Departments</i>	
Total Number of Participants	19
Total Number of Programs	15

participants to be trained. Top level managers of small and medium businesses found it difficult to be away for more than three weeks--not the six weeks called for in the original RFP. The level of specificity required by sophisticated managers resulted in more customized training than originally envisioned, and therefore necessitated a longer development time.

The structure of the original contract tying administrative costs to completed person months of training placed unrealistic constraints on programming. This cost containment mechanism failed to take into account the development time frame and costs incurred throughout the program or the fluctuation between heavier and lighter training implementation periods. This structure was modified to provide flexibility needed for appropriate programming, and a substitute cost containment measure of an administrative ceiling and a percentage guideline for ratio between administrative and program costs was instituted.

Difficulties were encountered in meeting the targets originally outlined for financial managers, and those funds ultimately were re-programmed to other sectors. Providing training in Spanish at the level of specialization required, or simultaneous interpretation at a reasonable cost, proved difficult or prohibitive at times, and alternatives were sought.

Lessons Learned

Throughout the project there were changes and modifications made as the project team observed trends and grappled with difficulties, and as participants shared their feedback. A few of the most important learnings are listed below. The most important appear with an asterisk (*).

- * ● *A clearly defined strategy for reaching goals acts as a rudder, keeping the Project on course and Project Team on board.*

A strategy, closely tied to the Project purpose, was developed and used in the selection of sectors and participants, and applied to program development and evaluation of success along the way. This served as a touchstone, and helped the Project team avoid many pitfalls along the way.

- * ● *Coordination is essential when responsibility for different aspects of the whole training process are the province of different institutions.*

The "team approach" the three institutions adopted in their working relationships contributed to commitment and results, enhanced mutual satisfaction, and increased quality control. This withstood many challenges, including organizational and personnel changes in the institutions.

- * ● *Specific management and technical training across country and cultural boundaries demands a clear understanding of participant's needs, the two contexts, and "appropriate technology." Management shared, with presence in each country, contributes significantly to success.*

Staff from each country and familiar with each context was very important in achieving the level of customization desired. Differences in culture, business environment, size of industry, and technology had to be dealt with to maximize the potential for impact. Having staff in each country meant they could stay abreast of current developments and manage implementation issues more smoothly. The fast-paced, short term nature of the training made this especially important, as immediate action is often necessary.

- * ● *Attention to quality control, especially in the beginning, pays off in satisfied participants who "market" future programs themselves.*

Keeping the standards high and paying close attention to participants' feedback resulted in quality programs. As the reputation of the programs grew, the programs were actively sought by potential participants--the best form of marketing. Quality was enhanced through thorough understanding of the needs from the beginning, communicating these well to deliverers of training, and monitoring the process.

- * ● *Shared Management Information Systems are important for monitoring and "staying on target" where more than one institution is involved in different aspects of a complete process.*

Shared spreadsheets for summarizing and projecting cost data and participant numbers increased communication among all the institutions and clarified implications of actions or decisions. This "shared knowledge base" and a uniform method of working increased the effectiveness of monitoring and reaching targets.

- * ● *Setting targets both helps and hinders achievement of project goals.*

Having specific targets for a sector or a program type helped in the planning and gave focus to recruitment efforts. Perhaps efforts to locate appropriate candidates were more vigorous because of target numbers. Targets also helped us agree on, and as a team be responsible for, the number and type of programs that could be achieved in a certain time frame. However, targets at times became too rigidly etched in our consciousnesses, and stifled creative thinking about other ways to achieve goals. Original contract targets for "person months" were totally unrealistic, and therefore had a discouraging and confining effect. Need to reach targets could feed the temptation to relax standards for qualified

applicants.

- *Flexibility is essential to successful operation of a project of this nature, and needs and circumstances change.*

Changes in country and business environments, changes in staff and organizations managing a project, and global market circumstances necessitate modifications throughout the project. Flexibility must be built in.

- *Private sector businesses are often cautious about sharing information with "potential competitors"; mutual value must be found for a productive exchange of ideas.*

In arranging and implementing visits to companies, mutual benefit must be perceived for a satisfactory exchange of ideas to occur. Within a participant training group, managers in the same sector may see themselves as "competitors." For productive exchange to occur, common ground must be established and the issue of competition and proprietary information confronted.

- *There are many factors outside "training" which contribute to or become barriers to exporting successfully. Efforts to articulate these and seek solutions can contribute significantly to project impact.*

Many training programs provided a forum for participants to discuss and seek solutions to barriers blocking successful exporting. Issues such as infrastructure (transportation, tariffs, availability of loans, etc.), limited availability of raw materials, and inferior packaging were discussed. Participants identified some steps they could take to decrease barriers.

- *A small staff and the intensity required to develop so many training programs in a limited time frame contributed to "burn-out." Adequate planning time is important to maintain staff morale and effectiveness.*

Delays in contract decisions, and compressed time for achieving goals resulted in a much shortened planning time, lost opportunities for marketing and development, and programs scheduled simultaneously. This put additional stress on small staffs.

- *When companies and participants are required to contribute of their own resources, they approach the training more seriously and use it more wisely.*

The commitment of companies and participants, demonstrated by their contribution of time and money, influences the success of the training and increases the potential impact on the company once training is completed.

- *"Seasonal" factors are important considerations in planning the time frames for realizing programs, especially in the agricultural sector.*

Harvest time in the U.S. may be short, and very specific, and may coincide with an important production time in Costa Rica. University professors in the two countries have totally different vacation schedules. This presents particular challenges for "observational, hands-on" programs.

Recommendations

The following recommendations are made to enhance future projects of a similar nature. They encompass the areas of project design, management, effectiveness, and evaluation/follow-up:

Project Design

- 1) Training project designs should recognize training as one integrated process, from needs assessment through evaluation, and develop ways to maintain that unified integrity. Structures should be provided which will contribute to continuity, rather than fragmentation. These structures might include coordination mechanisms, joint planning time, and mechanisms for joint decision-making.
- 2) Design should eliminate barriers to flexibility or unrealistic constraints, such as tying administrative costs to completed programs or specifying a strict time duration for each training program. It is unrealistic and counterproductive to tie administrative costs to completed participant months. Cost containment measures should recognize that training does not proceed at the same pace all the time, and that development is a legitimate and necessary phase in training.
- 3) A training project involving more than one country can be strengthened if there is project management presence in each country. This maximizes clear understanding of the needs of both contexts, contributes to quicker response to a changing environment, facilitates smoother implementation, and enhances the possibility of appropriate technology transfer and training. Coordination mechanisms and mutual accountability should be anticipated.
- 4) The design should be flexible enough to permit creative solutions for and cost-saving and programming alternatives to emerge. The particular needs of the target adult audience require creative solutions (for example, managers in small businesses, particularly in a culture where decision-making responsibility is centered in the "person at the top", find it difficult to be away from the job for long periods of time).
- 5) A mid-point evaluation by an objective, experienced evaluator can provide

valuable insights for project implementation.

Project Management

- 1) If several organizations are involved in the project, time should be built in to establish systems of communication and coordination. This is especially important in the start-up phase.
- 2) Decisions regarding contractual changes need to be made at a pace that allows adequate planning time for both programming and staffing considerations. Delays are costly in lost opportunities for programming, planning, and marketing.
- 3) A management structure that builds in the understanding of and responsiveness to both cultures and country contexts is important to assure agreement on goals and smooth operation. A well-coordinated, diverse management team can be more resourceful than management by a single institution.
- 4) Time for thorough needs assessments should be planned at regular intervals throughout the project.
- 5) Program planning should take into account differences in seasonal factors (especially for agricultural groups) and structural factors, such as differing university calendars.

Project Effectiveness

- 1) The impact of training can be inhibited by factors outside "training" itself. The environment can be supportive of or plagued by barriers to successful exporting (inadequate transportation, excessive tariffs, inefficient customs processes, difficulty of obtaining loans, etc.). Attention to how these issues might be resolved can enhance project impact.
- 2) On-going identification of "market niches" in the international market for the products of the country could become one factor in developing the criteria/strategy for selecting sectors and businesses.

Project Evaluation and Follow-up

- 1) Clarity of responsibilities for evaluations is important, so that valuable statistical data is not lost; mechanisms and resources should be available for data collection and analysis. Evaluation forms should be standardized and easily analyzed

statistically. Mechanisms for obtaining written forms from participants in individualized programs should be devised.

2) In-country evaluation and follow-up could provide valuable information for future programming.

3) Follow-up in-country could have an effect on the ability of businesses to utilize the information learned. Resources provided for this could increase the potential of long-term effects of the training.

COSTA RICAN TRAINING FOR PRIVATE SECTOR DEVELOPMENT:

SHORT TERM TRAINING IN THE U.S.

I. Objectives of the Project:

The overall goal of the umbrella project was to stimulate growth in production and exporting of non-traditional goods and services, and thus increase levels of employment and foreign exchange earnings for Costa Rica. The Project Purpose was:

- to strengthen the human resources needed for developing the private sector through a selected series of training experiences;
- to develop an institutional capability for the provision of a range of training programs to Costa Rica in private enterprise, banking, and in institutions of higher learning;
- to improve the critical support functions and the quality of professional level manpower (banks and universities) which they must provide the private sector, if the latter is to become an active competitive participant in international markets.

The specific objectives of the U.S. component were:

- to provide short term, specific, practical, "hands-on" training experiences in the U.S. for managers and key administrators working in the non-traditional export sector of the Costa Rican economy;
- to provide short term, state-of-the-art technological and "hands-on" training in the U.S. for teaching staff of Costa Rican universities in order to improve their ability to develop and deliver needed private sector training in selected areas (Electrical Engineering, Industrial Production, Food Technology, Wood Technology, and Economics), and enhance cooperation between the universities and the private sector;
- to provide short term training and internships in the U.S. for personnel from private financial institutions and the Central Bank of Costa Rica to reinforce general banking operational skills and improve analytical skills needed in banking operations;

The attainment of these goals is discussed in Section III below.

II. Training Methodology and Approach:

Structure of Responsibilities & Coordination Among Institutions

The project was structured so that three organizations (two in-country and one based in the U.S.) had responsibility for overseeing different components of planning and implementation. While the overall coordination of the larger umbrella project and the implementation of the in-country component were the responsibility of CINDE/PROCAP (and later CINDE/División Industrial), USAID/CR, CINDE¹, and EDC each had responsibility for aspects of what is one congruent training process, from needs assessment and planning to evaluation and follow-up. (see figure 4)

Because of this structure of "shared responsibility" for the training process, clear communication and coordination among the institutions was essential to the success of the project. This structure which could have resulted in confusion, complications, program delays, and conflict. However, one of the real strengths of the project was the "team approach" which individuals responsible for the project in each of the three organizations evolved. Strong relationships, clarity of role, common understanding of and commitment to goals, a high level of trust, and active problem-solving of any difficulties were fundamental elements in the foundation and functioning of the project team. Divisiveness, protectiveness of "turf", or lack of commitment to goals--all attitudes which could have seriously jeopardized or greatly inhibited the success of the project--were totally absent among the project team. The team found ways to deal with pressures of time, unexpected events, delays, differences in culture and operating style, and together move the Project toward successful outcomes.

While the in-country training was the responsibility of CINDE, all training under the umbrella project had been envisioned in the project paper as a complementary, mutually reinforcing and interdependent. Since the in-country training began a full two years before the U.S. training, due to delays in the contracting process, the coordination envisioned was "out of sync." However, because of the team approach and the knowledge of all parties of the goals and, to some degree, the activities of the complementary in-country training component, informal coordination occurred. Information regarding resources that would be appropriate for in-country training was shared. Efforts were also taken to ensure that each

¹During the project there were organizational changes in CINDE, and thus "Cursos Cortos" had different reporting patterns during the evolution of the Project. In this report, for simplicity, the term "CINDE" will be used generically in the narrative of the report to refer to either CINDE/PROCAP or CINDE/División Industrial, except in those cases in which it is important to identify the division referred to. In those cases the longer identifying name will be used.

Figure 4.

RESPONSIBILITIES OF THREE ORGANIZATIONS (as defined in contract)

USAID/CR CINDE

Establishing the sectors for Private Sector Training & areas/departments for University and Financial System Training
Identifying the companies within the Private Sector to receiving training
Recruitment, screening, and selection of individuals
Reviewing individual needs to assure that group/individual training program objectives are compatible
Reviewing and approving the Training Implementation Plan (TIP)
Developing specific questionnaire to be used after participant returns to assess success of the training

CINDE

Collecting bio-data for each participant and forwarding this information to EDC
Preparing a training request
Making international travel arrangements for the participants
Conducting follow-up evaluations and impact evaluations
Prepare exit questionnaires

USAID/CR

Reviewing and approving the Training Cost Analysis (TCA)
Preparing and submitting PIO/Ps to Washington
Entering data in the PTMS
Reviewing VISA applications
Performing VISA checks

EDC

Reviewing and analyzing the bio-data information
Determining the feasibility of the training request
Developing the TIP and TCA for each training program
Making all arrangements for implementing the training
Locating, sub-contracting, and monitoring performance of training providers
Providing all training materials
Providing domestic travel arrangements
Submitting PDFs and HAC enrollment information
Distributing and collecting exit questionnaires
Developing a plan for emergencies/problem-solving

training request was examined to determine most appropriate location for delivering the training (in-country or U.S.), based on the program goals and considerations for cost effectiveness.

Planning and Strategy

The planning of the project took place through planning sessions, usually held in San José, that involved all three institutions. In the early stages of the project, this planning resulted in the development of a clear and focused strategy for priorities for training and selection procedures, and assurance of coordination among the institutions involved. In developing a strategy, ways were sought to maximize the impact of the Project and achievement of Project goals. Sectors were identified and prioritized with regard to their potential to contribute to increasing the country's exports of non-traditional products, services, in-country employment. A series of sector studies that had been done in-country provided a global view of needs and capabilities among businesses. The strategy served as a tool for selection of sectors, companies and individuals, and for the identification of areas of training. By providing a touchstone at all stages of the project, agreement on strategy enhanced the communication amongst the three institutions.

From the strategy a set of requirements were formulated for participation in the training. These requirements were communicated to prospective participants and companies. Participants who did not meet the standards often de-selected themselves after the first informational meeting. The consistency and clarity that resulted from mutually understood and clearly communicated requirements also contributed to a sense of trust and reliance that earned the program a good reputation in Costa Rica. This reputation was important to promote the programs by "word of mouth," thus stimulating interest on the part of prospective participants.

Development of Programs

The development of programs proceeded along lines of principles stated in the project paper and surfaced in subsequent needs assessments. These principles served as guides throughout the development process for all programs. All focused on practical, "hands-on" approaches, utilized principles of adult learning, and provided information and activities based on the identified needs of the individual or group. Frequently the content of the programs included world market/marketing information, institutional and/or business linkages, practical considerations of commercialization, import regulations, and sometimes technical information. A variety of "hands-on" experiences were included in programs (see figure 5), and these became part of the five program types, as appropriate to the objectives of each. (see figure 6)

Figure 5.

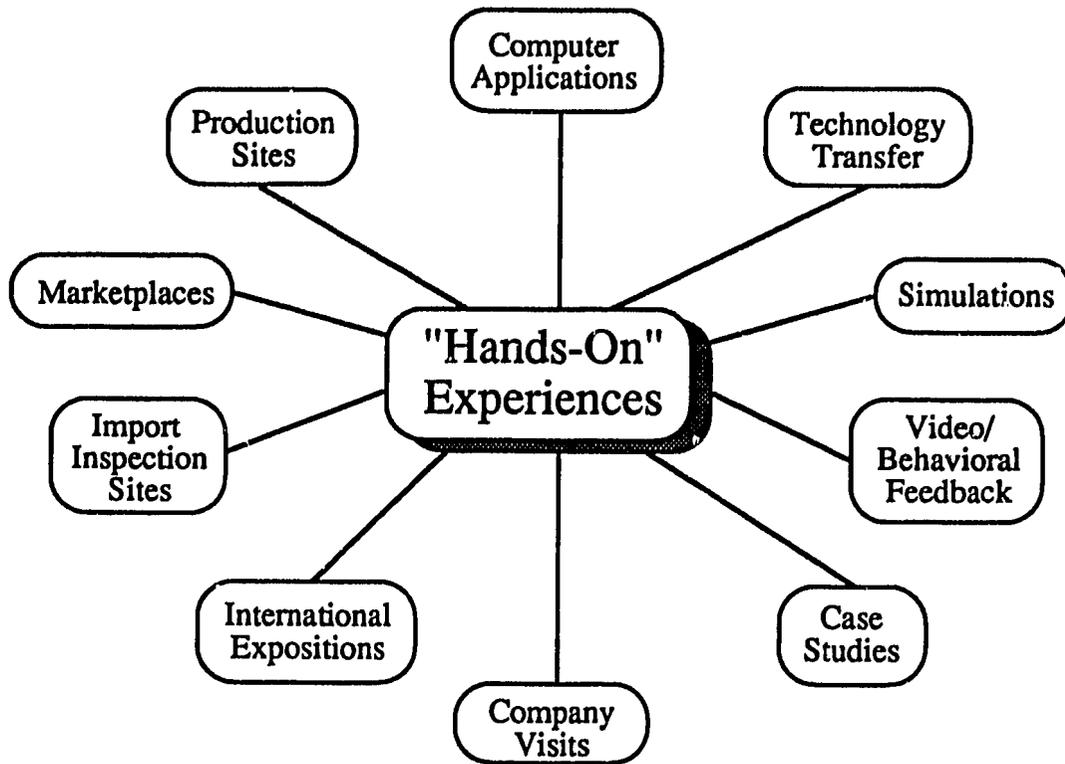
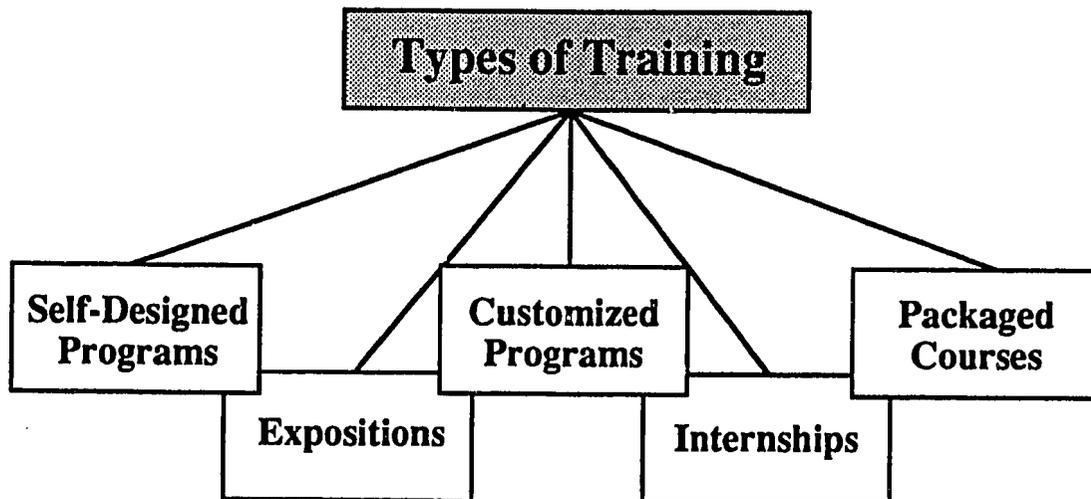


Figure 6.



The development of training programs was seen as a process which began with the general sector/system needs assessments and continued through the evaluation stage. (see figure 7) Information from program evaluations served, then, to inform and refine the development of subsequent programs.

The process itself varied slightly according to program type (see appendix, figures 24-28), but essentially began with the study of needs of a group/individual and analyzing the appropriateness of these needs for U.S. training, development and refinement of program objectives, identification of appropriate resources, experts, locations, institutions for accomplishing these objectives, and preparation of the TIP. Adequate knowledge of sector needs was seen as crucial in the development process, and the planning sessions in San José often included joint interviews (CINDE/PROCAP & EDC) with business managers to determine and clarify specific needs.

Types of Training

While the early stages of the project were dominated by Customized Training Programs for single sector groups, over the life of the project five different training modes were developed to provide the flexibility necessary to address the variety of concerns of Costa Rican businesspersons and professionals. These types were Customized Programs, Packaged Programs, Conference/Expositions, Self-Designed Programs, and Internships. (see figure 8 for a comparison of these types) Below each type is described in more detail below, and perceived advantages and disadvantages of each discussed.

Variations in the development process for each program type are illustrated in a series of charts in the appendix. The introduction of five different types of training programs, necessitated re-clarifying the roles and responsibilities of each institution and of EDC subcontractors and the participants themselves. To accomplish this EDC, CINDE, and USAID/CR developed a check-list of tasks that we used in the development and monitoring of each program type. A sample of these task charts also appears in the appendix.

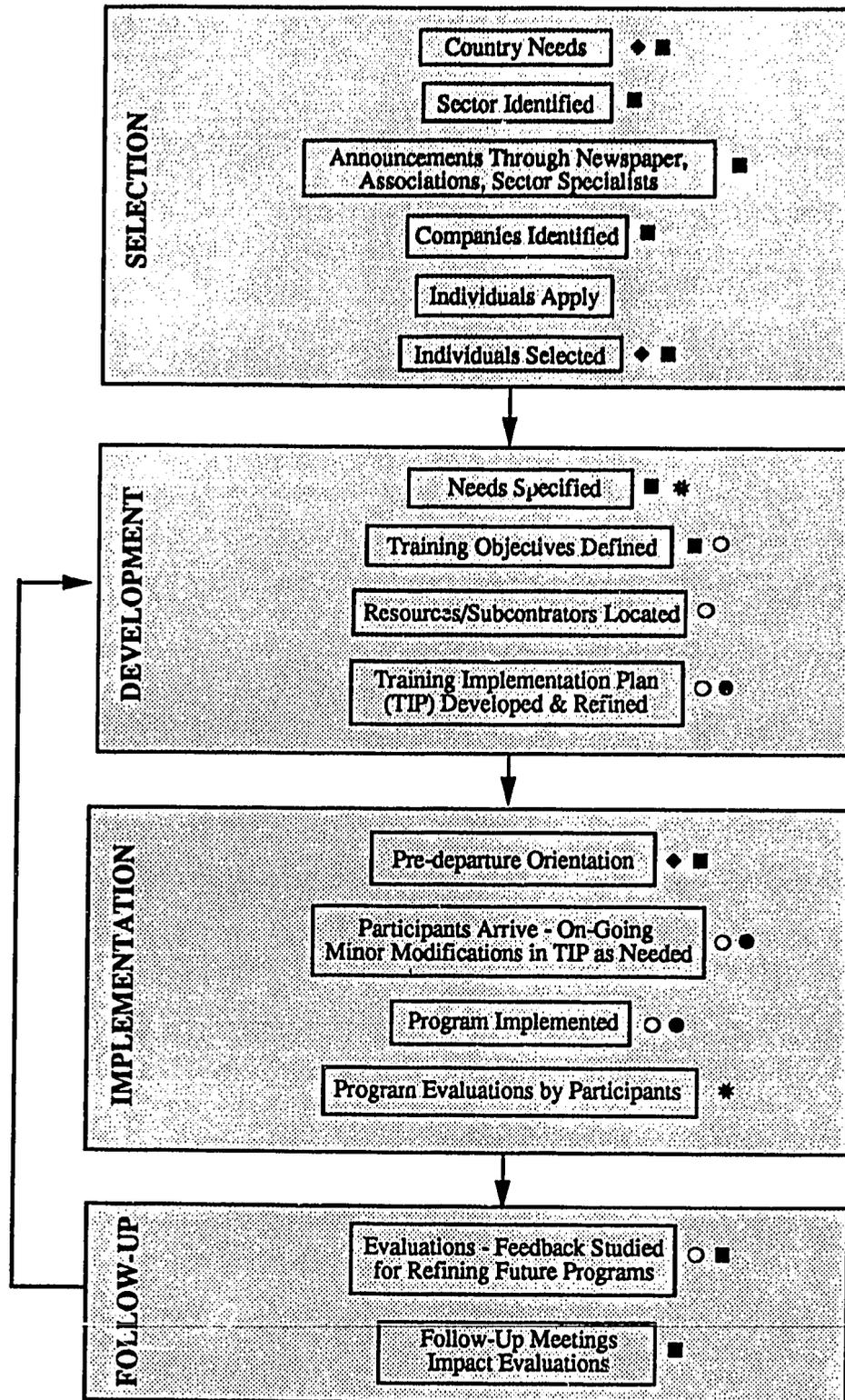
Customized Programs were developed for groups within a single sector, focusing on the unique needs of their businesses and sector. These generally emphasized exporting, commercialization, marketing, and/or production techniques. Thirty-one Customized Programs, or 40% of the total programs, were completed.

Advantages: Very focused, specific information for the needs of a sector or group. Intense and practical. Best experts made available. Cost-effective for groups of 15 or more. Managers in sector get acquainted. Managers in sector forced to look at "sector" issues that affect all businesses, not just the issues for their own business. Alliances formed that could lead to collaboration within sector and stronger market position.

Figure 7.

DEVELOPMENT OF TRAINING PROGRAMS

(Varies slightly by program type)



- ◆ USAID/CR
- CINDE
- EDC
- EDC & SUBCONTRACTORS
- * PARTICIPANTS

Disadvantages: Because so specific, development time required. Development expense high if program developed for a small number, therefore not cost effective for small numbers. If sector is small, difficult to get adequate numbers in sector. With small sectors, in groups of 15 or more, groups are necessarily heterogeneous in company size and management function, and therefore individuals may perceive their needs as different from those of the group. Competition among businesses represented may inhibit interaction and sharing of information with group members or increase potential for conflict.

Packaged Programs, already designed and being offered in the U.S., were identified by EDC with knowledge of concerns within a variety of sectors in Costa Rica. CINDE helped determine which were appropriate for Costa Rican managers. Individuals could attend a program whose published objectives closely corresponded to their own needs. Sixteen Packaged Programs, or 21% of the total programs, were completed.

Advantages: Published brochure available for prospective participants to examine to determine applicability to their particular needs. Often past participants available to discuss their experiences. Dates set well in advance. Opportunity to interact with participants from other countries and get broader perspective on topics. Can enroll as individuals (not necessary to form a group with similar concerns).

Disadvantages: Program may be more general and not address the specific needs of the individual. Dates may not be possible for prospective participant. The more "global" approach, with colleagues from other countries, may not address country specific needs. Programs may sometimes canceled at the last minute for lack of sufficient enrollment. Often a good command of English is necessary. Programs tend to be more expensive than other types.

Conferences/Expositions provided managers with the opportunity to learn about the latest technology in their fields, assess the comparative quality of their products, identify market opportunities, and make business contacts. Ten Conferences/Expositions, or 13% of the total programs, were completed.

Advantages: State-of-the-art developments in a field. Many possible business contacts. Often international in scope. Opportunity to compare pricing and quality of products. Orientation to global markets and competition. Individuals or small groups can attend, and observe a lot in a short time. Usually very cost effective. Opportunity to assess future participation with an exhibition booth in a similar type show.

Disadvantages: Often huge in scope; the uninitiated manager or professional may feel overwhelmed. May be very "high tech," and not of the scale appropriate for businesses in less industrialized countries or small or medium-sized businesses. Often

a good knowledge of English and business savvy necessary to take full advantage of the experience.

Internships allowed individuals, through placement in a company, to gain technical skills or learn a specific technology or marketing strategy. Four Internships, or 5% of the total programs, were completed.

Advantages: Opportunity for an individual to learn very specific technical skills or information through observation or supervised practice. See company(ies) from the "inside". Focus on individual concerns. Contact with business(es) for future exchange. Informal learning about structure/social environment of company provides insight into U.S. business culture.

Disadvantages: Development process may take more time and be more costly than other types. Competition and "trade secrets" may mean some aspects of the company or some companies are not accessible for "visitor". Good command of English may be necessary.

Self-Designed Programs were proposed by managers themselves, and focused on a particular company need, such as finding new sources of raw materials or machinery, exploring new markets, or receiving specific training on machinery or manufacturing techniques. They provided managers with the opportunity to hone in on their precise or most immediate needs. Fifteen Self-Designed Programs, or 20% of the total programs, were completed.

Advantages: Completely customized for individual or company need. Manager selects resources most desired to reach goals. Manager in direct contact with U.S. individuals prior to program implementation. Manager largely in charge of selection of dates. Very cost effective, as no development costs incurred.

Disadvantages: Manager may not have initiative required or access to appropriate individuals or companies. Given schedules and way of working of U.S. managers, often difficult to schedule more than three weeks in advance. Last-minute changes in schedules of U.S. businessmen may mean program changes.

Implementation of Programs

The implementation of training programs proceeded relatively smoothly, although there were many challenges in bringing 492 participants to the U.S. for training. With regard to program content, programs were very much "on target" for the needs of participants, the only exception perhaps being one segment of the first customized program. (Even this program was evaluated very positively, although participants felt that the segment on production was too elementary

Figure 8. COMPARISON OF 5 TRAINING TYPES

	CENTRAL OBJECTIVE	AUDIENCE BEST SUITED FOR	AVERAGE LENGTH	# OF PARTICIPANTS	AVERAGE COST PER PARTICIPANT	AVERAGE COST PER PARTICIPANT WEEK	DEVELOPMENT TIME REQUIRED
Customized	Provide highly customized training for managers in a sector; focus on very specific objectives addressing technical and/or export needs.	Single sector groups of managers/owners with shared, very specific needs. Similar levels within group.	3 weeks	Av: 15 Range: 10-25	\$3,834	\$1,194	2-6 months
Exposition/Conference	Observe latest technology in field or trade; contact other international business persons; gain perspective on international markets and competitors.	Owners, managers, confident travelers. Often English required.	3-5 days	Av: 3 Range: 1-8	\$931	\$1,131	International trade shows identified/selected; 6-40+ weeks in advance.
Packaged Programs	Obtain topical information on subject of interest; interact with participants from other countries.	Managers described in program brochure (appropriate background, level).	1-2 weeks	Av: 2 Range: 1-10	\$3,412	\$1,650	Identified/selected 6-40+ weeks in advance.
Internships	Arrange placement in work setting or other environment for close observation, hands-on experience; under supervision of professional.	Technical or middle-level managers seeking very specific, individual training.	1-3 weeks	Av: 1 Range: 1-3	\$1,942	\$1,456*	2-6 months
Self-Designed	Achieve a clearly-defined individual or company objective re: export promotion.	Experienced business managers with clear goals, plan of how to achieve them. Confident international traveler. Communicate well in language of destination.	5-7 days	Av: 1 Range: 1-3	\$888	\$956	5-10 weeks

* Adjusted Average

and not specific enough for their level of experience.) Early program evaluation data gave EDC and CINDE/PROCAP valuable information on ways to refine the process so that content closely reflected needs, and this was utilized in the design of subsequent programs. EDC worked closely with subcontractors in providing ample information on needs and objectives, designing and carefully reviewing program segments, and attending to implementation details. EDC provided subcontractors with materials and orientations regarding all logistical aspects of the program as well.

The in-country pre-departure orientations were very important in the successful implementation of programs. These were provided jointly by CINDE and USAID/CR, and included an overview of the program, logistical arrangements, insurance coverage, and cultural contrasts. Participants commented that all topics were useful. They felt that the cultural component provided good preparation for understanding and interpreting the experiences of their trip.

For the group programs--Customized and Packaged Programs--EDC and CINDE/PROCAP developed a systems of designating a "group coordinator" within the participant group to serve as official "spokesperson," and as "eyes and ears" for the group. EDC was in touch with this individual prior to his/her departure, on arrival, and during the program. Throughout the program implementation this individual could relay any discontent or individual concerns about achievement of program goals to EDC or to those on site delivering the program. This provided an important monitoring method that contributed to quality control and allowed issues to be dealt with immediately.

Perhaps the most challenging aspect of the logistical arrangements (international and domestic flights, lodging and transportation arrangements, medical examinations and visa checks) for so many people was the time factor. These preparations were too often compressed into a short time frame, or several groups were leaving/arriving simultaneously, which put additional stress on the small staffs at each location.

Three processes are worth mentioning here which streamlined the logistical arrangements.

- 1) A "task list"² enumerating the steps in the development and implementation of each program type was constructed at a planning meeting of CINDE, EDC, and USAID. This gave each member of the "managing team" more information and understanding of the total process, clarified the length of time needed for each step, and clarified roles. This list was modified as needed, and was utilized as a monitoring tool by each institution. (see appendix)

- 2) For many programs we were able to put into place a system whereby airline tickets could be purchased as single, round-trip tickets, including both the

²See appendix for sample.

international and domestic portions of the air travel. This not only simplified many aspects of the flight arrangements, but also provided tremendous cost-savings, allowing more participants to take advantage of the training. Group discounts were obtained as well.

3) For very short programs--especially Self-designed Programs and Conferences/Expositions, where no subcontractor in the U.S. was involved, we developed a system of distribution of allowances to participants prior to their departure. This was done via a CINDE/EDC Miami U.S. dollar bank account.

Plans for handling emergencies were put into effect during two hurricanes, one airline strike, and several minor illnesses.

Evaluation

Responsibilities for evaluation were somewhat ambiguous in the initial contract, and roles were clarified as the program progressed. CINDE was responsible for follow-up evaluations at the conclusion of each program and impact evaluations. USAID/CR was responsible for designing a questionnaire to be used after the participant returned to assess the success of the training.

EDC evaluated each Customized Program, Packaged Program and Internship through **written evaluations** (in Spanish) which were completed at the conclusion of each program. These were collected and reviewed by both EDC and her subcontractors. **Monitoring** was done by EDC and her subcontractors throughout the programs through observations and/or discussions with participants. In the early Customized Programs, EDC also conducted **evaluation seminars/exit discussions** with the participants; in later programs these were conducted directly by the program provider. The written evaluations and seminars contributed to the refinement of the program design and implementation for subsequent programs. EDC prepared evaluation summaries of the early programs and forwarded these to CINDE/PROCAP, but the early evaluation forms were very detailed, and this was a time-consuming process. USAID felt the results were not worth the time invested, and that the process was too costly. EDC was asked to suspend conducting the evaluation seminars and preparation of summary evaluation reports. It was felt that if summaries were needed, they could be done more cost-effectively in-country. EDC modified the evaluation forms she was using on the basis of feedback from mid-term outside evaluators, and continued to collect evaluation forms from participants and review these carefully at the conclusion of their programs. No further written summaries, however, were prepared.

Written evaluations for Self-designed Programs and Conferences/Expositions were to be given to CINDE by participants on their return to Costa Rica. Unfortunately, many participants failed to do this, and CINDE found it very time-consuming to follow up with

attempts to contact participants. EDC did not receive written evaluations from participants in these programs, although both EDC and CINDE received verbal feedback from phone calls, and we also received letters from individuals regarding their programs.

Follow-up discussions were held on several occasions by CINDE in Costa Rica several weeks after the participants' return. Impact evaluations were to be conducted by CINDE six months to one year after the training program occurred.

The evaluation of training programs served a very important function of providing information that was utilized immediately for refining future programs, as well as measuring the level of satisfaction of participants immediately following the program. Valuable statistical information was lost due to the inconsistency of forms and the problems related to collecting them.

III. Project Accomplishments & Successes

Successes of the project are measured by how well the goals were met, the satisfaction of participants with their training, and the impact of the project on the overall goal of stimulating growth in the production and exporting of non-traditional goods and services and thus increasing levels of employment and foreign exchange earnings for Costa Rica. Achievement of goals and satisfaction of participants are discussed below. Project impact is discussed in a separate section, section VI.

Attainment of Goals

The Project attained and exceeded its goals of numbers of participants trained--492 managers of a diverse range of non-traditional products and services participated in the 76 programs. During the project 1252 weeks of training were completed. (see figures 9-16 in the colored section that follows for charts illustrating the accomplishments of the project) Over 26 training institutions provided training to managers, professors and financial system managers. The number of sectors represented in the training included: Food and Agriculture 12; Industrial Areas, 12; University Departments and Financial Systems, 9. (see figure 10 for a listing of the sectors) Managers were enthusiastic about their training, and recommended training to others. The initial success and reputation for quality resulted in effective "word of mouth" marketing done by "alumni" of programs, so that there was more and more demand for the training. Three extensions lengthened the program by 1 1/4 years.

The maximum targets for programs, participants and participant weeks of training set forth in the contract were attained and exceeded, as illustrated in the chart below.

	Contract Targets	Actual #
Programs:	68	76
Participants:	486	492
Participant Weeks:	1188.85	1252.10

Illustrative charts, utilized as a planning tool, show that the estimated numbers of programs, participants, and participant weeks were very close to the actual figures. Variations were to be expected, as the purpose of this chart was illustrative.

Five program types provided a variety of options to suit the diverse needs of many managers: 310 managers (63%) attended Customized Programs, 77 (17%) conferences/expositions, 77 (17%) Packaged Programs, 22 (5%) Self-Designed Programs, and 6 (1%) Internships. Of the total number of participants, 244 (50%) were in industrial areas, 223 (45%) in food and agriculture sectors, 19 (4%) in universities, and 6 (1%) in financial systems areas. Of the total number of participants, 434 (88%) were men and 58 (12%) were women. Twenty-four different private sector industries participated, and nine university departments and financial systems areas.

Participants' Satisfaction

The satisfaction of participants was reported through written evaluations, evaluation seminars at the conclusion of many group programs, verbal comments and unsolicited letters. Overall satisfaction with the program was very high. Ninety-eight percent of participants returning written evaluations said that they would recommend the program to a colleague. Participants rated the achievement of program objectives high. Companies sent additional managers to a second program; given their costs in international air fares and salaries while the managers were away, this represented a significant expression of the perceived value of the program.

Evaluations conducted for USAID by an outside contractor fourteen months after the beginning of the Project (about mid-point of the original two year contract) found a very high degree of participant satisfaction among those participants randomly interviewed. On a scale of 1 to 10, satisfaction with the program as a whole was rated at 9.1. Fourteen of fifteen participants said they would take another such program if one relevant to their needs were offered; the authors of the report comment that "this high number of repeat participant

intentions is the ultimate measure of satisfaction."³ They also found that 13 of 15 participants had already recommended the program to others. Participants also had displayed a high degree of satisfaction on a semantic differential scale, saying they were satisfied, found the programs lively, useful, and with much variety.

Throughout the program, both CINDE and EDC received unsolicited letters and telephone calls from "alumni" communicating positive attitudes toward the programs and sharing the changes they had been able to make as a result of the information gained from this experience. Several groups placed testimonial acknowledgements in the San José newspapers.⁴ This act was noted as evidence of satisfaction in the mid-point evaluation and described as "an unusual practice by Central American standards."⁵

Unfortunately, complete written evaluation data is not available for several reasons:

- 1) Responsibility for evaluations was ambiguous in the contract, assigning some aspects of the evaluation to CINDE and others to EDC. After fourteen months into the contract, it was recommended that evaluations after a program and impact evaluations be done by CINDE.
- 2) The evaluation forms used changed several times during the life of the Project.
- 3) Participants in self-designed programs were to have submitted a written report to CINDE at the conclusion of their program. However, there was limited staff time to follow up on the collection of these, and managers, who had been away from their offices and were very busy on return, often failed to submit their reports. There was no clear statement of responsibility for how evaluation data would be collected from those participating in conferences or expositions.

EDC continued to collect written program evaluations completed by participants at the conclusion of customized and packaged programs and internships for the purpose of monitoring the success of each program and maintaining quality control overall. These evaluations were read and studied, and adjustments or refinements made in successive programs on the basis of the information contained in these.

³Renforth, W. and D. Swanson, "Mid-Term Evaluation: Education Development Center Contract to Provide Short Term Technical Training in the U.S. for CINDE/PROCAP," Prepared for USAID/Costa Rica, Project 525-0212, August, 1989, p. 55.

⁴See appendix for examples of letters and acknowledgements.

⁵Renforth and Swanson, p. 55.

Figure 9.

**Costa Rican Training for Private Sector Development:
Short-Term Training in the U.S.**

Summary of Achievements

Participants Trained	492
Programs	76
Training Weeks	1252
Private Sector Industries	24
University Departments & Financial System Areas	9
Types of Training	5
<i>Customized Programs</i>	
<i>Packaged Programs</i>	
<i>Conferences/Expositions</i>	
<i>Internships</i>	
<i>Self-Designed Programs</i>	

Figure 10.

Sectors Trained

<p>Food and Agriculture</p> <ul style="list-style-type: none">• Ornamental Plants• Cut Flowers• Strawberries• Roots, Tubers, and Chayotes• Fish and Shrimp• Dairy Products• Tropical Plants• Tropical Fruits• Processed Foods• Agribusiness Management• Produce Marketing• Blackberries• Integrated Pest Management• Various: Export Diversification• Various: International Marketing	<p>Industrial</p> <ul style="list-style-type: none">• Textiles• Metal Products• Wood and Ratan Furniture• Plastics• Pharmaceuticals• Electronics• Wood Finishing• Industrial Reconversion• Free Trade Zone• Various: Export Diversification• Various: International Marketing• Tourism• Hand-Crafted Products
<p>Financial Systems</p> <ul style="list-style-type: none">• Central Bank• Securities Market Development• Credit Rating	<p>University Departments</p> <ul style="list-style-type: none">• Industrial Production• Electrical Engineering• Economics• Food Technology• Wood Technology• Occupational Health and Safety

Figure 11.

PARTICIPANTS BY GENDER

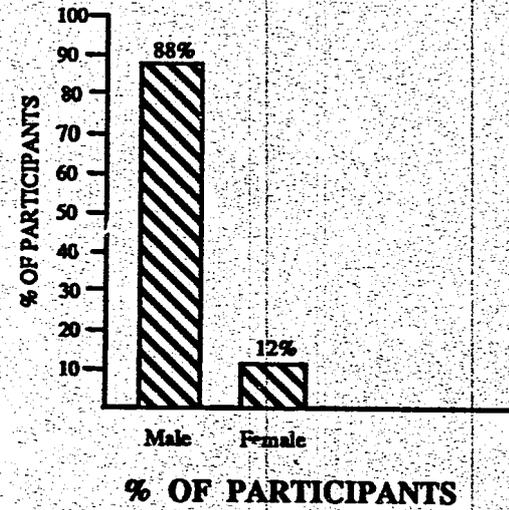
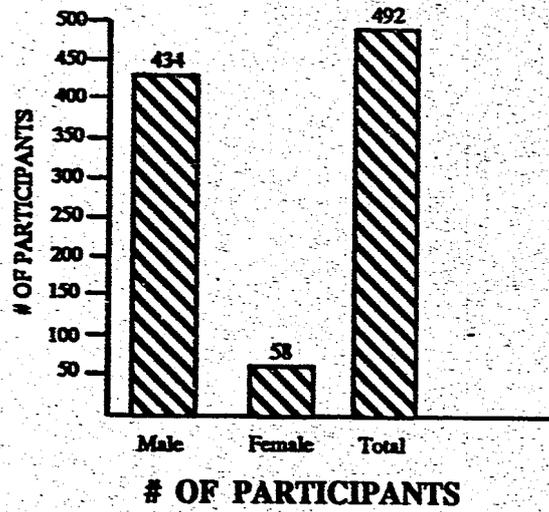
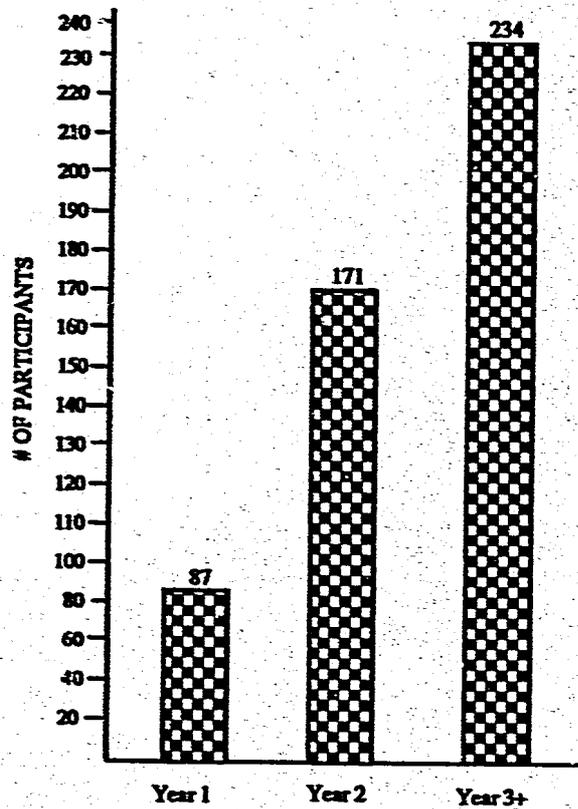
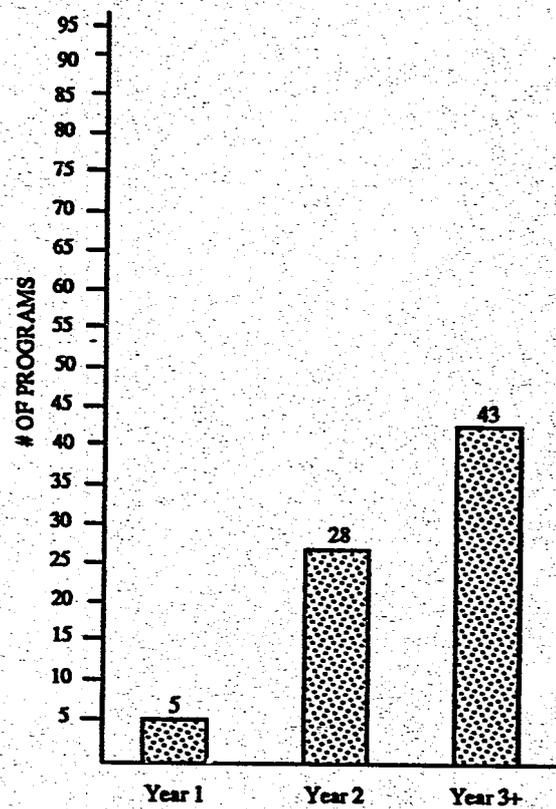


Figure 12.

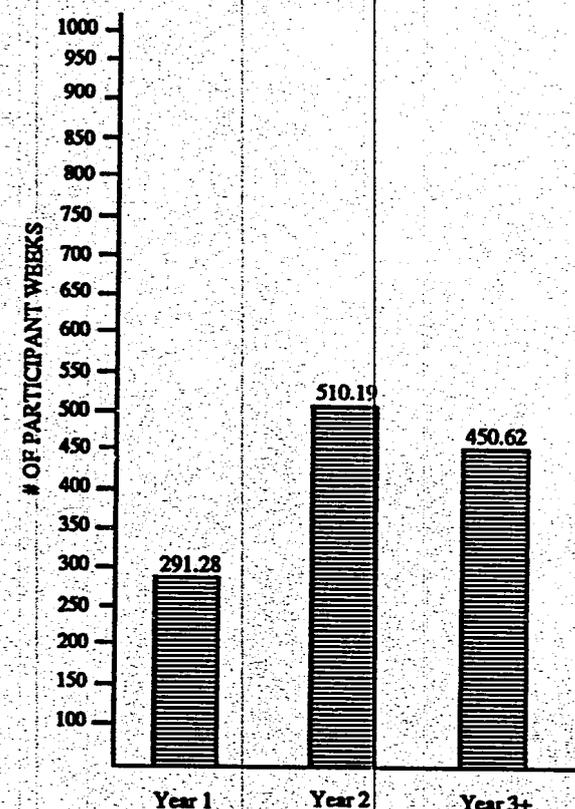
COMPARISONS BY YEAR



PARTICIPANTS



PROGRAMS

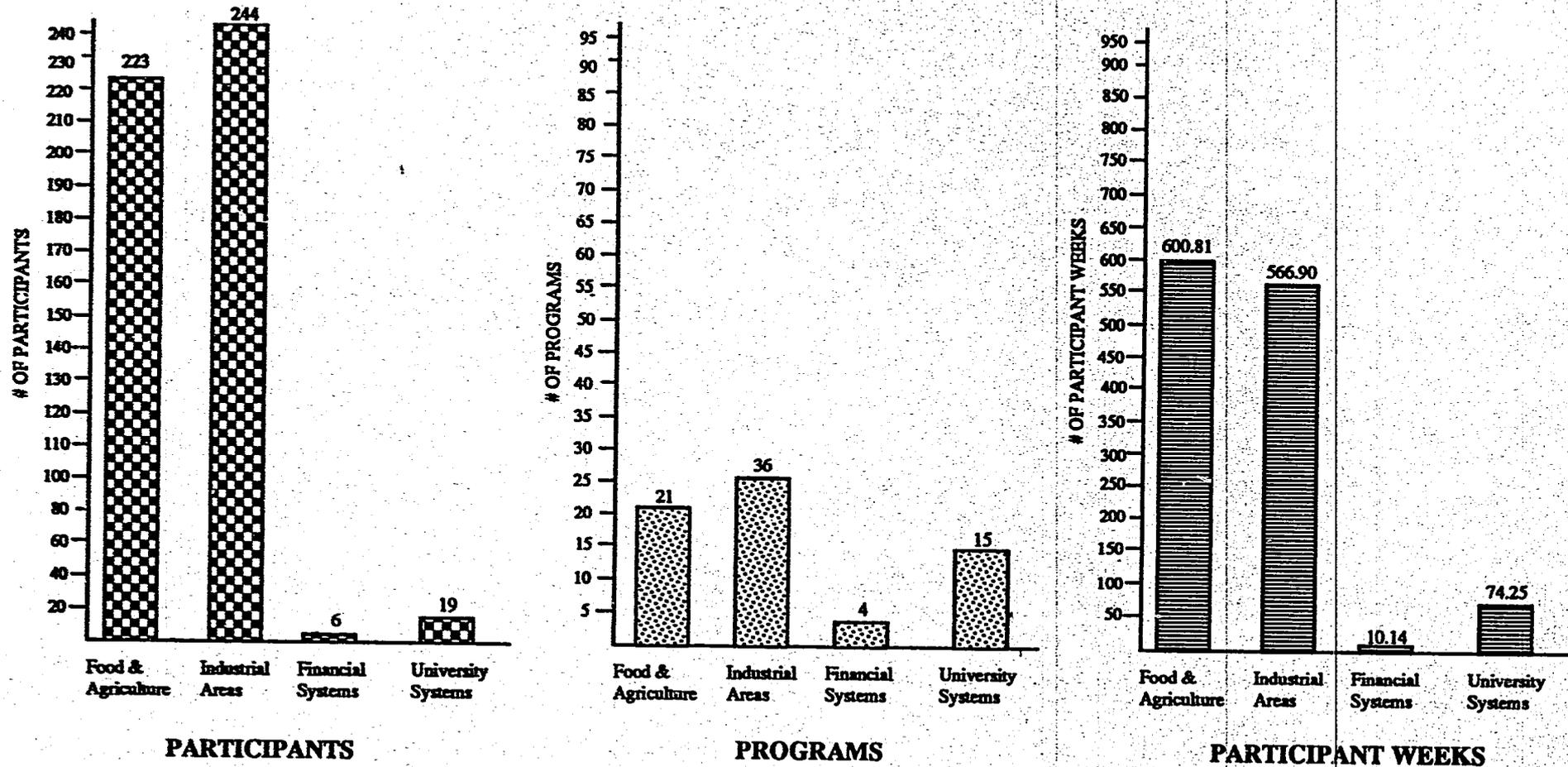


PARTICIPANT WEEKS

24

Figure 13.

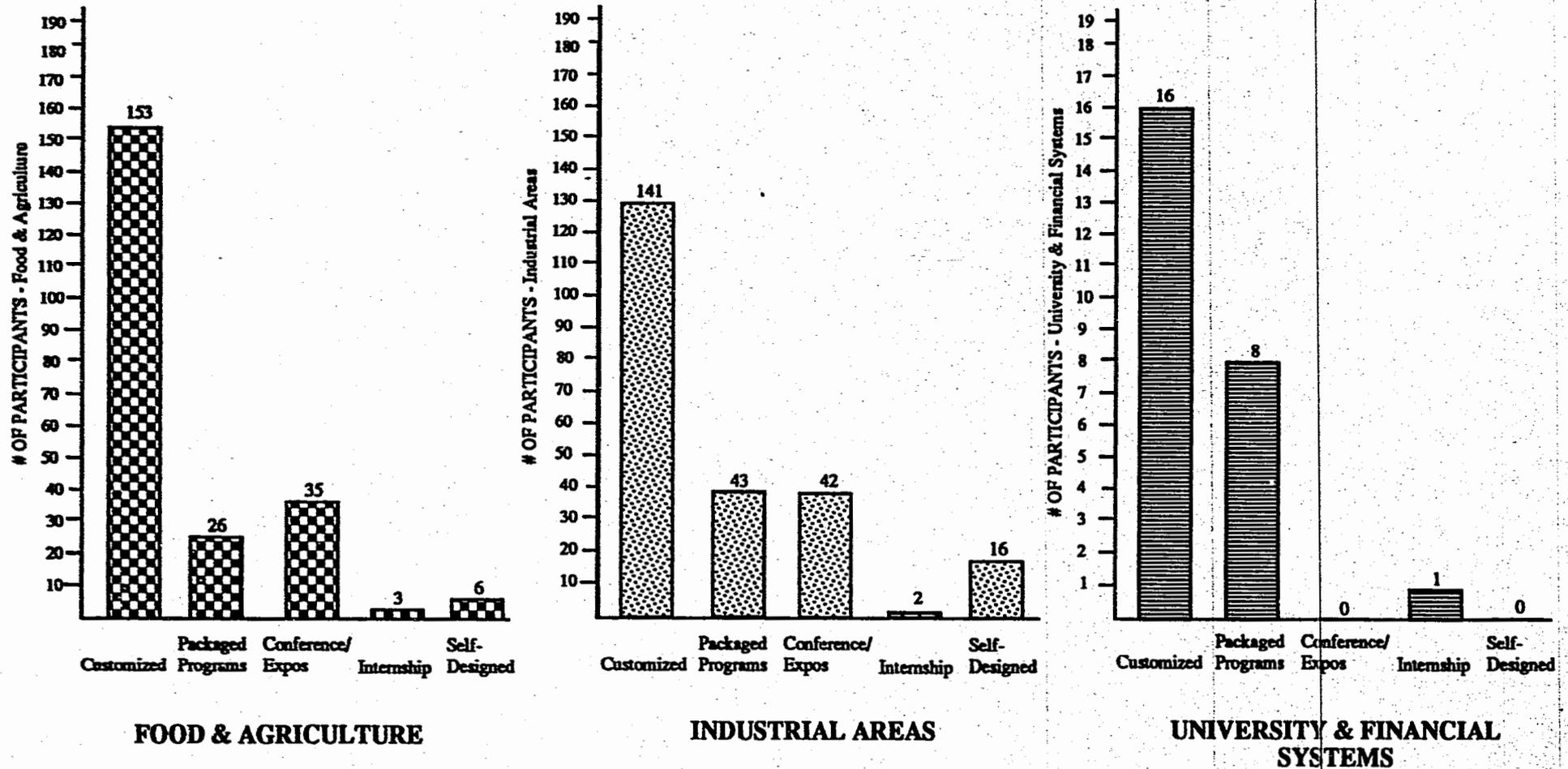
COMPARISONS BY SECTOR



3

Figure 14.

COMPARISONS OF # OF PARTICIPANTS BY PROGRAM TYPE AND SECTOR



20

Figure 15.

COMPARISONS OF # OF PROGRAMS BY PROGRAM TYPE AND SECTOR

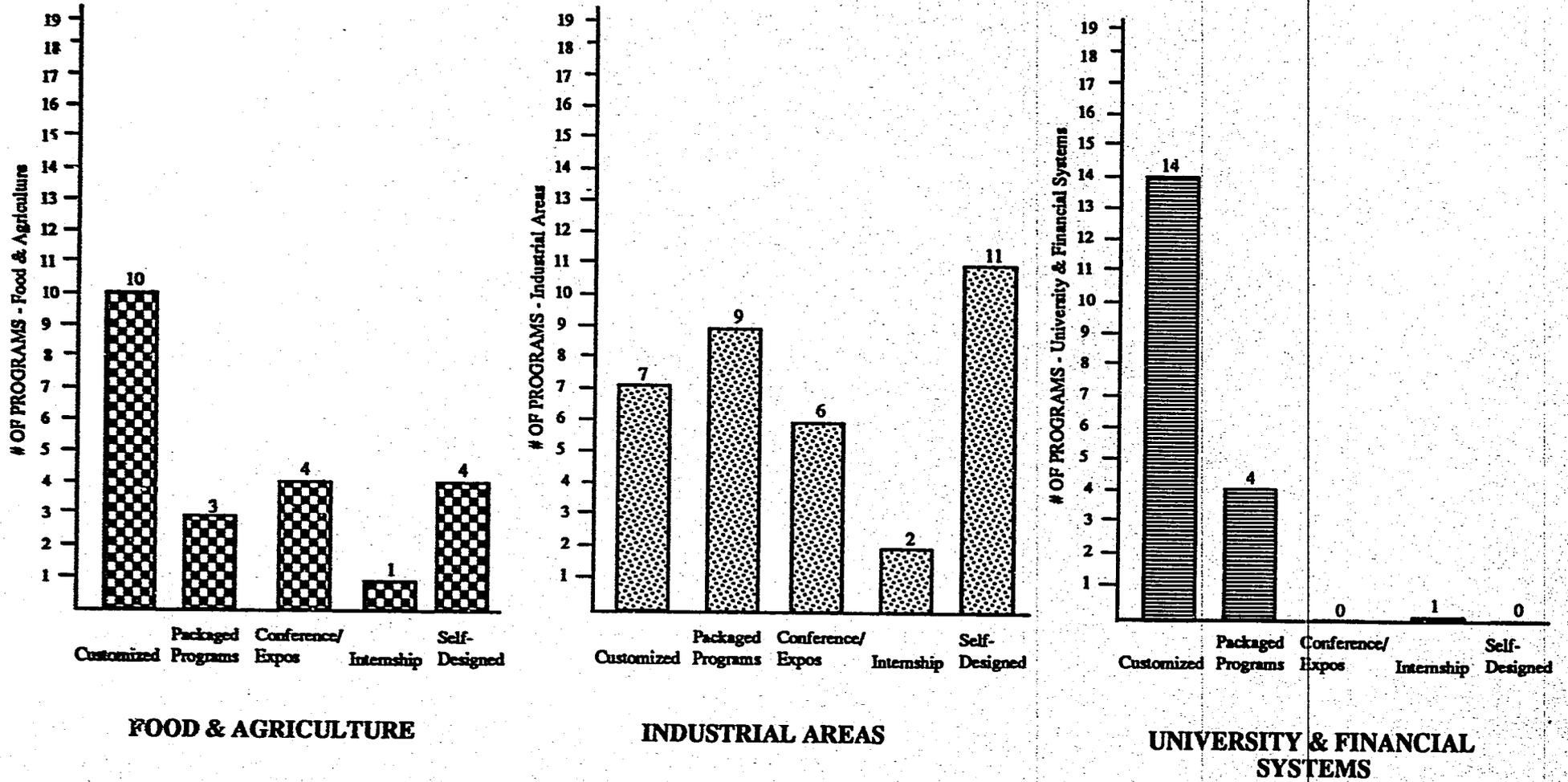
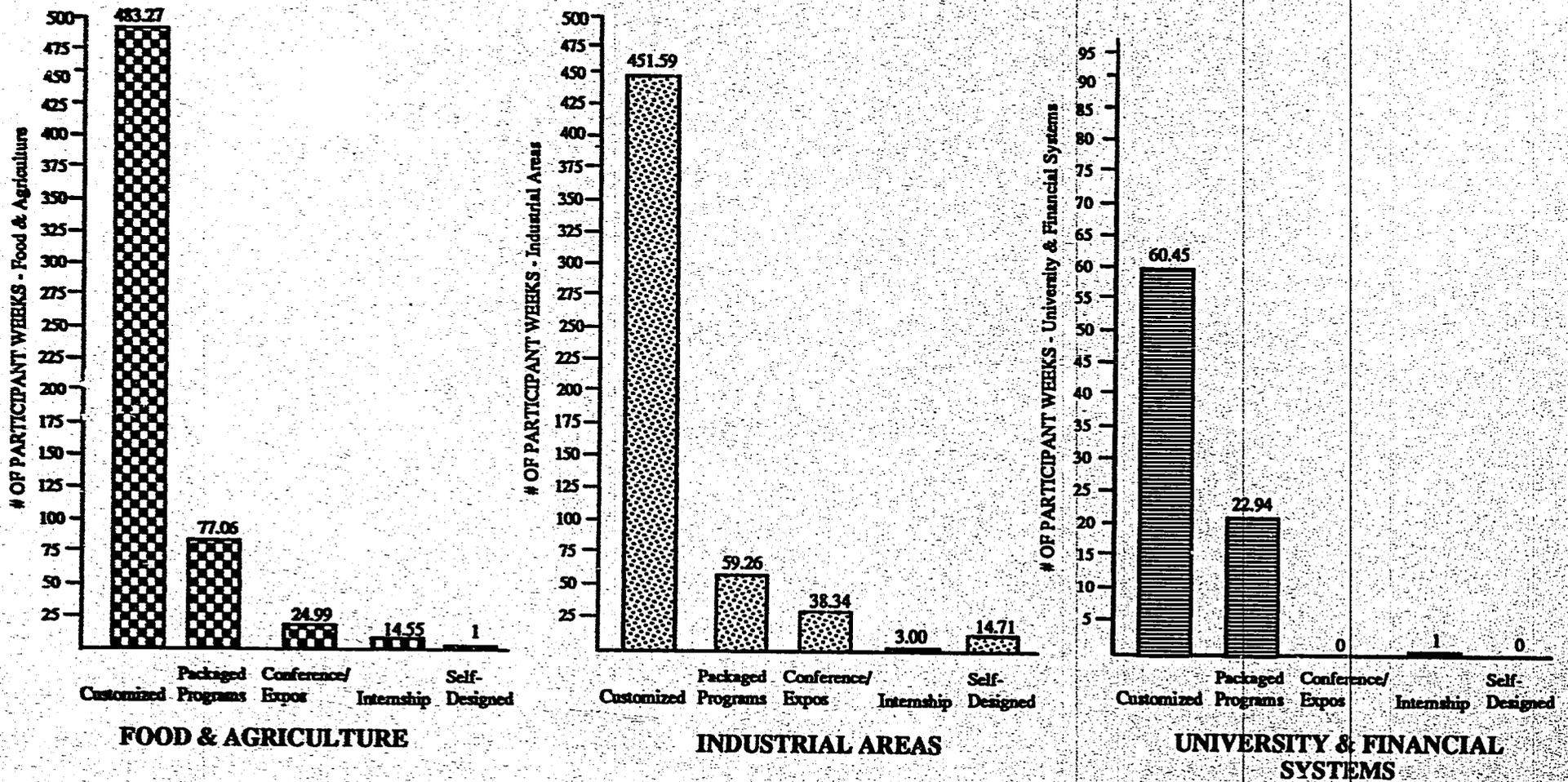


Figure 16.

COMPARISONS OF # OF PARTICIPANT WEEKS BY PROGRAM TYPE AND SECTOR



IV. Project Cost Summaries⁶

The total cost of training programs for the three and one-fourth years of the Project was \$ 1,555,113, and administrative costs was \$474,335. Excluding administrative costs, the overall average per participant week cost was \$1252, the average per participant cost \$3161, and the average per program cost was \$20,462. Ratio of administrative to program costs was 30.6%. (see figures 17-20 for costs summaries, averages, and comparisons by program type and sector)

Food and agricultural programs were the most economical (\$1149 per participant week), with industrial areas a close second (\$1298). The food and agricultural programs were predominantly group customized programs of 3.16 weeks in length. Fixed program costs were spread over three weeks and divided by an average of 17 participants per customized program.

The highest cost programs were those for financial systems (\$1899 average per participant week). These were, in contrast, shorter in average length (an average of 1.5 weeks) and averaged 1.5 persons per program. They consisted of packaged programs and an internship. University programs were the second most costly (at \$1773 per participant week). These averaged 4.29 weeks in length, but were predominately individually customized programs, with the remainder packaged programs.

The most economical program type was self-designed (\$956 average per participant week). There were no development costs involved in this type, and seldom were any fees paid to suppliers. The average duration of self-designed programs was short, 1.36 weeks per program. The most costly program type was packaged (\$1650 average per participant week).

University systems programs were the highest cost average per participant (\$5785) and industrial areas were the lowest (\$3015). The program type with the highest average per participant cost was customized (\$3834), while the lowest was self-designed (\$888).

V. Challenges Faced During the Project

As with any project, there were a number of small, medium-sized and large challenges along the way. Only the most significant ones are discussed here.

⁶As all final invoices have not been received at this writing, all cost figures are estimates; final actual costs may vary slightly from those reported here.

Figure 17.
Costa Rican Training for Private Sector Development
Summary of Project Costs By Year*

	Administrative	Program
Year 1	134,555	299,260
Year 2	137,365	682,370
Year 3	152,583	532,393
Year 3 Extension Period ..	51,832	41,087
Totals	476,335	1,555,110

(*Final costs may vary slightly)

Figure 18.
Costa Rican Training for Private Sector Development

Summary of Project Costs

	Total	Average Per Participant	Average Per Program	Average Per Participant Week
Cost:				
Administrative	\$ 476,335	\$ 968	\$ 6,268	\$ 380
Program	\$1,555,113	\$3,161	\$20,462	\$1,242

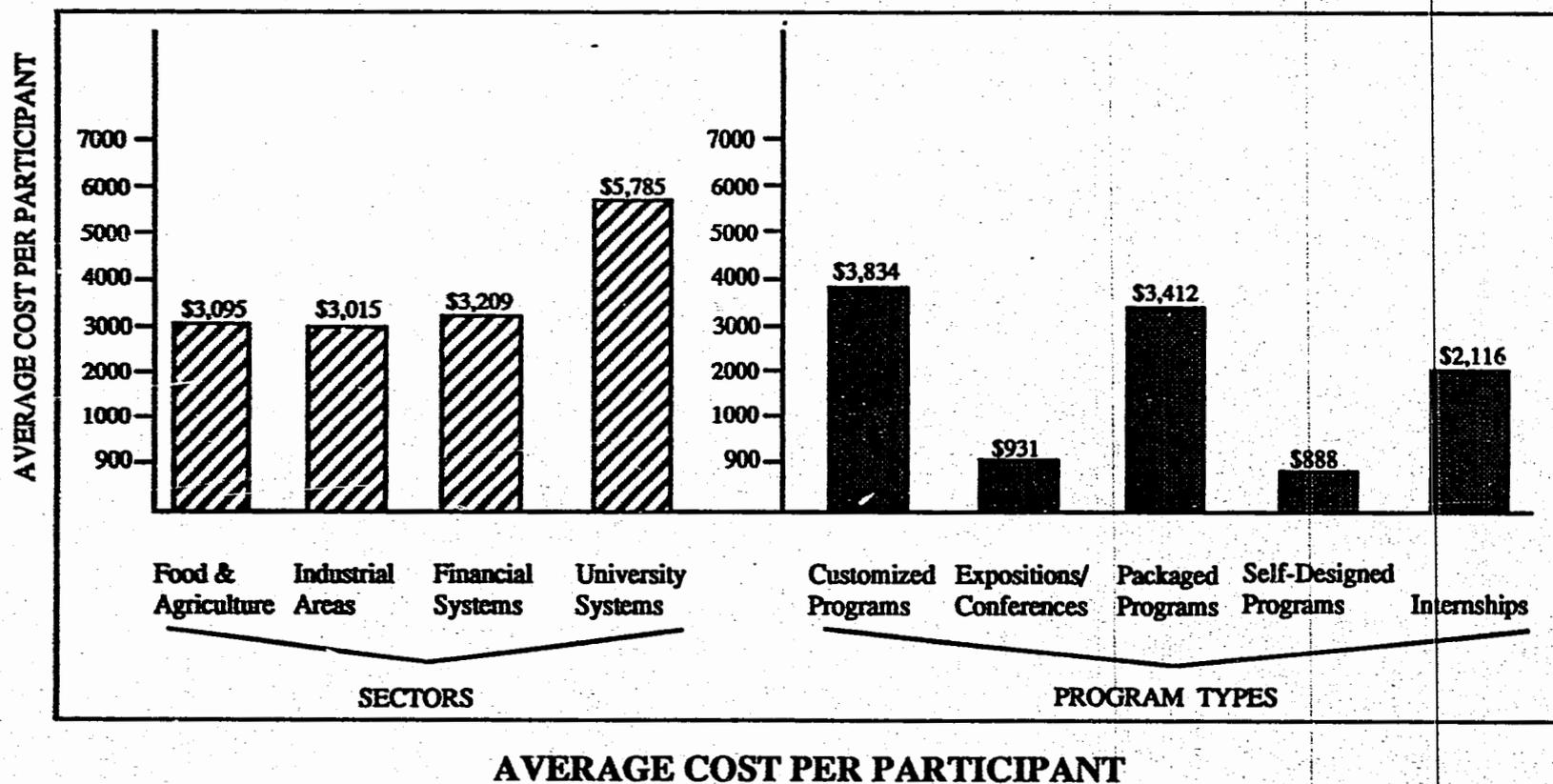
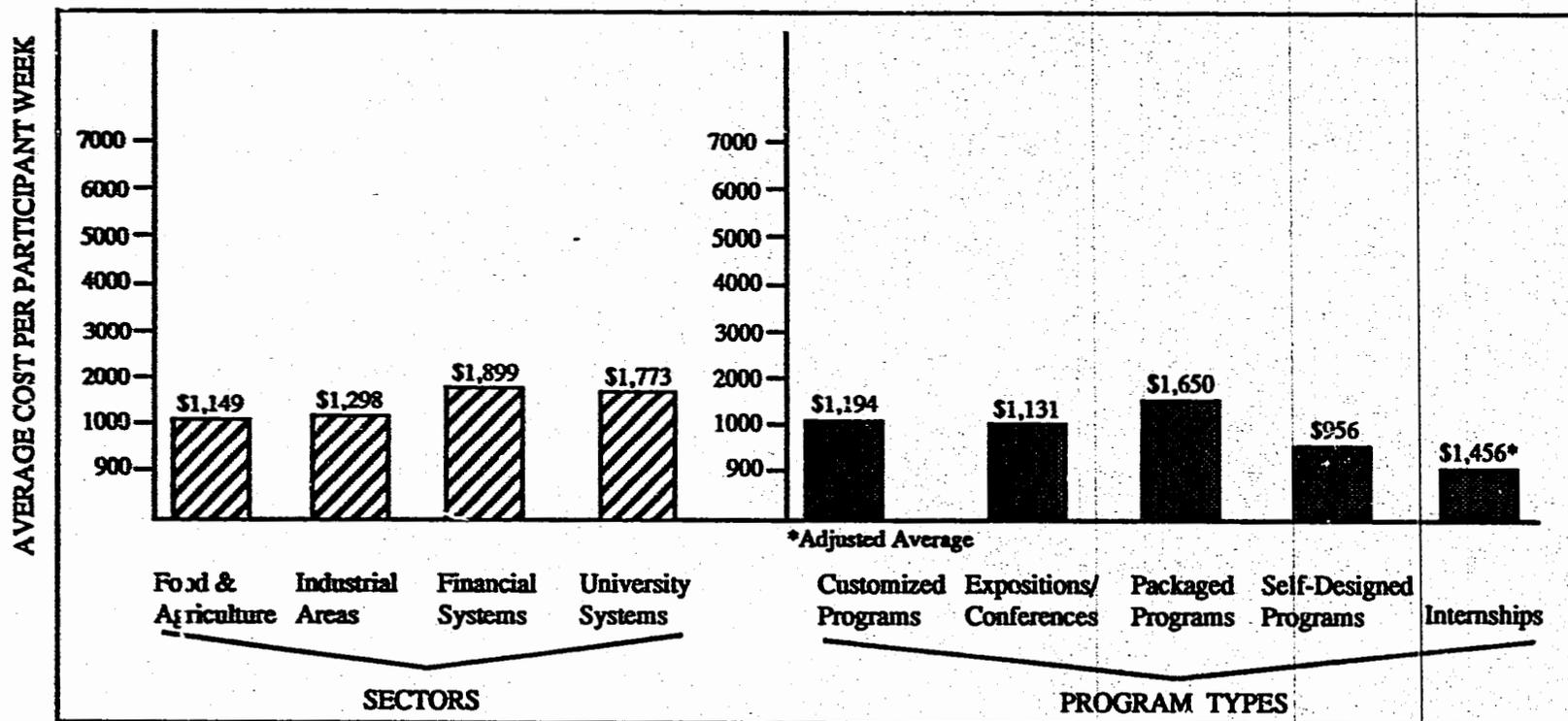


Figure 19.
Costa Rican Training for Private Sector Development

Summary of Project Costs (con't)

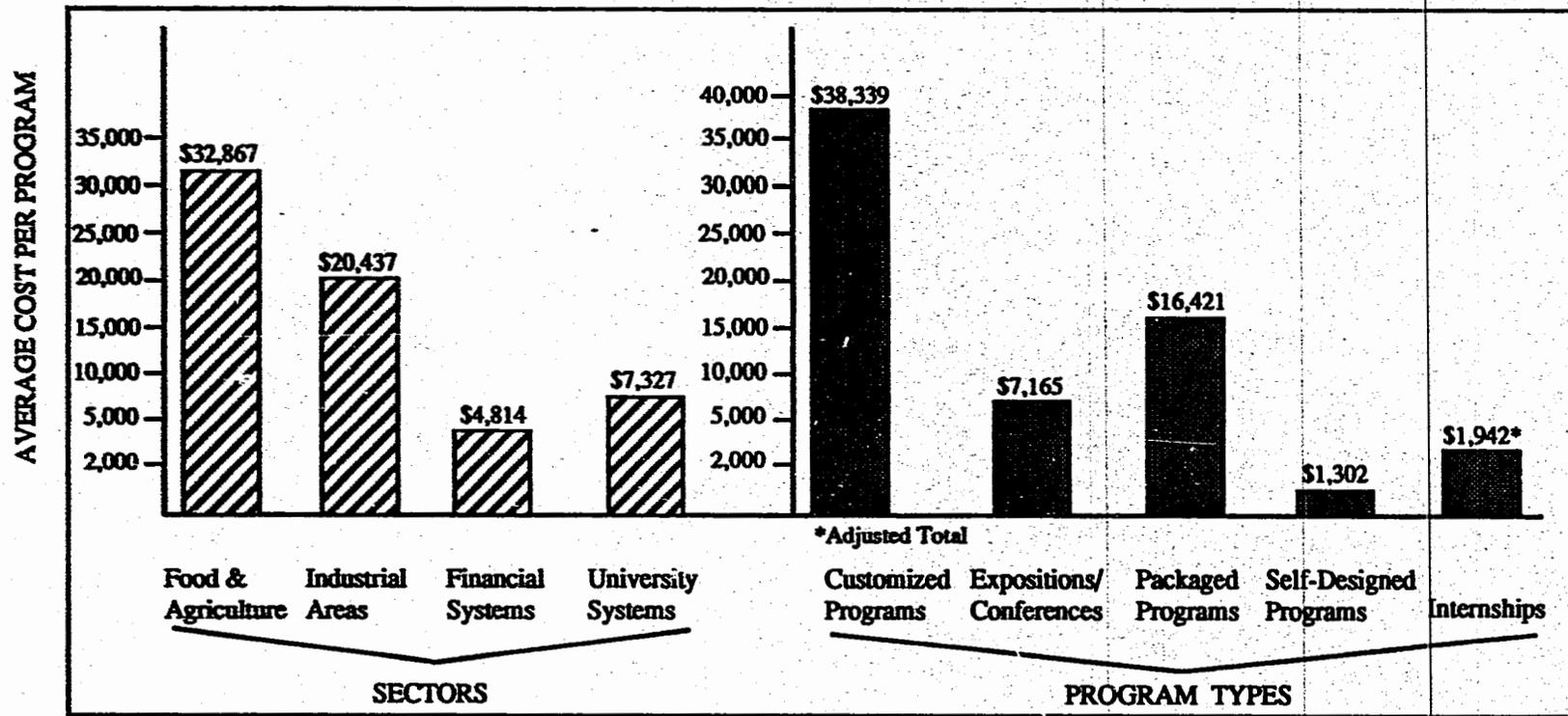


AVERAGE COST PER PARTICIPANT WEEK

131

Figure 20.
Costa Rican Training for Private Sector Development

Summary of Project Costs (con't)



AVERAGE COST PER PROGRAM

65

Structural Constraints

In the beginning of the project a structural constraint specified in the contract resulted in an invariable situation. The contract linked administrative payments to number of person months of training completed. The contractor could not bill any administrative costs until programs were completed, and then could bill only on the basis of numbers of person months of training completed. This was a very unrealistic situation for two reasons. First, the nature of the training process necessitated that programs be under development all the time. Yet programs could not always be implemented on a constant calendar basis. The "ebb and flow" of program implementation was dependent on several factors: a) length of time require for development of a particular program; b) participant's availability; c) availability of prime resources; and d) seasonal factors, especially in the food and agricultural sector programs. Only the first of these was in the control of the contractor, and even that only partially so, as the contractor depended on the level of information available for developing the program and the ready availability of resources.

Nor did the contractor have control over the number of person months achieved, or responsibility for the recruitment of participants and the numbers that could be recruited for any particular training program. Additionally, the length of time the manager of a small to medium-sized company could be away from the job, and thus available for training, had been vastly overestimated in the RFP. Instead of six weeks, most managers were reporting that they were available for a maximum of three. This contract clause put enormous pressure on the contractor. A series of discussions revealed these issues, and, approximately nine months into the two year contract, EDC received a contract amendment removing this constraint and substituting in its place other cost containment measures (a ceiling on administrative costs plus a stated administrative to program cost ratio).

Time Constraints

Among the challenges encountered by the project, time constraints proved to be one of the most pervasive. Envisioned as a 5 year project in the project paper, the contract at first provided a two-year period for training and specified achievement of the same participant targets. Contract extensions provided additional time but increased the number of participants to be trained. Top level managers of small and medium businesses found it difficult to be away for more than three weeks--not the six weeks called for in the original RFP. The level of specificity required by sophisticated managers resulted in customized training that was more highly customized than originally envisioned, and therefore necessitated a longer development time. The removal of the "person months" requirement discussed above was helpful, as was the contract extension of one and a quarter years. Decisions on the extensions were delayed until the last minute--amendments received each time at the final hour before the contract expired--and this made planning within the time frame needed for effective programming extremely difficult, put additional stress on staff in both CINDE and EDC, and in some cases resulted in the lost opportunity for participants to attend a packaged program with fixed dates that had already been identified as a high

priority. Marketing opportunities for informing prospective participants about upcoming training were lost, and numerous programs were clustered close in the same time frame, therefore putting additional strain on the small staffs and leaving no time for marketing new program types, such as the self-designed option, which needed explanation and advance marketing in order to be utilized.

Programs for Financial Systems Managers

The project paper called for training of 49 financial systems managers, 20 from the Banco Central de Costa Rica (BCCR), 29 from private banks and financial institutions. However, only six participants in the financial sector were trained in a program focusing on banking or financial systems issues. A great deal of effort was expended both on the part of CINDE and EDC to bring to fruition programs for the financial sector. A customized program was developed on the basis of a training request received in the first quarter of the program. However, the Asociación Bancaria Costarricense (ABC) reviewed and rejected the TIP. Feedback on the reasons for rejecting it was slow in coming and not very detailed.

A number of subsequent attempts were made to provide training for bankers. They were sent a second program with a number of individual options and numerous brochures on courses and programs in banking. A willingness was expressed by both CINDE and EDC to meet with them to clarify and define objectives for training. On one occasion during planning sessions in Costa Rica, EDC project manager met with two banking managers and developed a set of objectives for training for banking managers--they were to confirm these objectives on return to their banks, and notify EDC to move forward on development. However, others in their banks did not concur with the objectives as stated, and neither the confirmation of the defined areas nor any further definition of needs came forward at that time.

The reasons for the inability to bring to fruition many programs in the financial sector are complex. First of all, after the project paper was written, there was a considerable delay before the contract for the project itself was signed. At the time of the Project Paper, very little training was available in the country for financial systems managers, and they were greatly in need of training. Since that time, however, a number of training options for the banking system have emerged. These include a one-year graduate program offered in Costa Rica by INCAE, seminars offered in Miami by INCAE, short-term in-country programs, and other smaller programs. The number of options for training provides an array from which the banking managers can choose, and these options may well have presented themselves in competition with the project opportunities for training.

Also, the ABC is comprised of a great diversity of banks, varying in size, management preparation, and needs. This diversity may have made presented some difficulties in their discussion of and agreement on needs and training preferences. One or several spokespersons, as "representatives" of ABC, communicated needs or reviewed the options

which EDC presented. This may have resulted in some confusion on the part of EDC in our attempts to determine exactly what the bankers of ABC wanted. However, the delays and lack of specificity in feedback to EDC made it difficult for EDC to correct any misunderstandings and modify training plans. When subsequent options did not match the expectations of those who studied the training plans, perhaps a spiraling effect set in, and already declining interest was diminished further.

Bankers reported major constraints on the time they could be away from the job. This may also have been a contributing factor to their reluctance to attend training programs.

Following recommendations made in the mid-term evaluation study, CINDE and EDC made additional efforts to encourage bankers to participate in the project, but received no response. It was then decided by USAID/CR, CINDE, and EDC to re-program the funds set aside for bankers to the other sectors, and to discontinue pro-active attempts to involve bankers. However, it was also communicated to the ABC and BCCR that the Project would still welcome their inquiries and requests.

Those bankers and financial systems managers who did participate in programs evaluated them very positively. Three bankers attended a packaged program, INTRADOS; one banker attended a Banking Management Program; one financial manager attended a Securities Market program; and one participated in an internship in which he learned important information for setting up credit rating systems.

Not listed under "financial systems managers" in the participant totals here, because they did not attend a program developed specifically for "financial systems managers," were three bankers from the Banco Central de Costa Rica who attended private sector programs to learn more about the processes of export businesses and how to better analyze and evaluate loans given to entrepreneurs or small businesses. There was a special training segment arranged for these three bankers during the private sector program, focusing on their interest in the process of evaluating loans and risks. They found this session very valuable. So, in reality, nine financial systems managers participated in the programs.

Organizational Changes

Changes in the organizational structure of CINDE and the reporting structure for "Cursos Cortos" presented periods of ambiguity. At the beginning of the project, CINDE/PROCAP was the entity that managed the training program. Issues regarding training were discussed directly with the head of PROCAP, and decisions made quickly. This contributed to the ability for staff to move quickly in programming and preparing the logistics for participants.

When CINDE was restructured in late 1989, PROCAP as such was abolished, and the training became a part of the División Industrial. The uncertainties and changes in some staff and policies presented new challenges to the fast-paced "short term training in the U.S." project. Decisions were not made as quickly, sources of support and administrative assistance were not always clear or available.

Though not without its difficulties, "Cursos Cortos" (the term used in CINDE to refer to the "short term training in the U.S." project) personnel developed ways to utilize more fully the "technical training experts" in the División Industrial. Sectors previously targeted were changed with the change in policy and management, so this presented some delays, as preparations already made were put aside to develop work in newly identified sectors.

The fact that by the time this change occurred, the program strategy and "team approach" between "Cursos Cortos" personnel, USAID/CR, and EDC were well established meant that the affects of the changes were mitigated. Also, the dedication of "Cursos Cortos" personnel to the goals of the project contributed to the continuing successful programming of participants. However, the diminished level of support for the project--it did not appear to be a high priority item in the new structure--placed more stress on the small staff of "Cursos Cortos."

VI. Project Impact

The evaluation of the impact of the project, to be conducted by CINDE, has not yet been completed. However, the project seems to be achieving very positive results at the purpose level. The mid-term report states that interviews with participants suggest a high potential for export impact. Participants reported new export sales or distribution agreements resulting from contracts made during the program, were in the process of negotiating sales based on contacts developed during the program, reported new products, reported changes in firm activities. Employers of participants noted "positive effects on participant motivation and morale."⁷

Since this evaluation was completed, reports of preliminary results have continued to be shared with project staff by participants. Firms have reported a number of changes which they relate to the experience of the training: expanded markets; increased numbers of clients; increased sales; expanded product lines and new products; increased productivity; improved quality control; increased employment. Some specific examples include the following:

One grower of cut flowers received a huge order for a certain white flower to be rushed to its destination--President Reagan's farewell ball. She had made the contact with a potential client she met during the training.

Managers of six small companies producing Ornamental Plants met during the training in the U.S. On their return, they decided to form a cooperative. They now have a stronger position in the market--more diversity, greater ability to supply large orders. They purchase from other smaller growers and have recently closed contracts in the European market.

⁷Renforth and Swanson, pp. 56,57.

Textile manufacturers located sources of "quality accessories", and now their products can bring a higher price. They also located sources of used machinery which they refurbish and use in their manufacturing.

Yucca growers discovered that yucca chips can be a popular item for sale in the U.S., and have begun to process some of their fresh yucca into chips. They also have begun including recipes along with their product to attract new consumers' interest in using the product.

Manufacturers of metal products visited the Universal Laboratories and learned about standards and testing of products. Subsequently some have improved the quality of their products, and now carry the UL seal.

One small manufacturer of industrial ovens improved the quality of his product after training. He has entered into a "joint venture" with an American company as a result of contacts he made during his training.

One manufacturer of plastics products has expanded his line after receiving training in compounding techniques for rubber manufacture.

An association of dairy producers in Costa Rica, after attending an exposition in the U.S., organized their own exposition and had 200 people attend from outside Costa Rica.

Several small business owners involved in tourism in Monteverde were concerned with the protection of their area. They are looking into ways to preserve the rainforest by limiting tourist access. They also have convinced a local college to become involved in regional planning and to start a degree in "ecotourism".

Managers from a textile cooperative in a small town were previously dependent on subcontracts from larger manufacturers. After a trip to explore contracts directly with U.S. firms, they have negotiated a direct contract with a company in Ohio.

A potato grower was having a great deal of difficulty with his crop. After attending training in agribusiness, he decided to plant snow peas instead, and they are thriving, as well as bringing a good price on the international market.

A university professor is developing a new curriculum for Food Sciences, after his extended training and exploration of several such university programs in the U.S.

University professors of electronics are developing ways to collaborate more closely with industry, and are exploring possible internship relationships with local industry.

A manager is setting up an agency to study credit ratings of institutions and provide credit information, based on information he received in his training program.

In addition to these changes within firms, important for Costa Rica's future are the collaborative efforts that have resulted within industries. The collaborations place the industries in a stronger export position, allow them to expand and diversify more effectively, and provide cost savings for economies of scale. These resulted primarily from the single-sector, customized programs. EDC built into these programs ways to maximize the potential to collaborate by focusing sessions on the examination of the sector itself and shared problems and concerns. Some associations have formed as a result of these beginning discussions, and participants from one group have formed a cooperative.

Collaboration also extended to other entities within Costa Rica, providing opportunities for increased mutual awareness on the part of university departments and industry. Contacts made with U.S. businesses and educational institutions have provided the context for greater international and intercultural understanding and mutual benefit. (see figure 21, which lists preliminary results of the project)

VII. Lessons Learned

Throughout the project there were changes and modifications made as the project team observed trends and grappled with difficulties, and as participants shared their feedback. A few of the most important learnings are listed below. The most important appear with an asterisk (*).

- * ● *A clearly defined strategy for reaching goals acts as a rudder, keeping the Project on course and Project Team on board.*

A strategy, closely tied to the Project purpose, was developed and used in the selection of sectors and participants, and applied to program development and evaluation of success along the way. This served as a touchstone, and helped the Project team avoid many pitfalls along the way.

- * ● *Coordination is essential when responsibility for different aspects of the whole training process are the province of different institutions.*

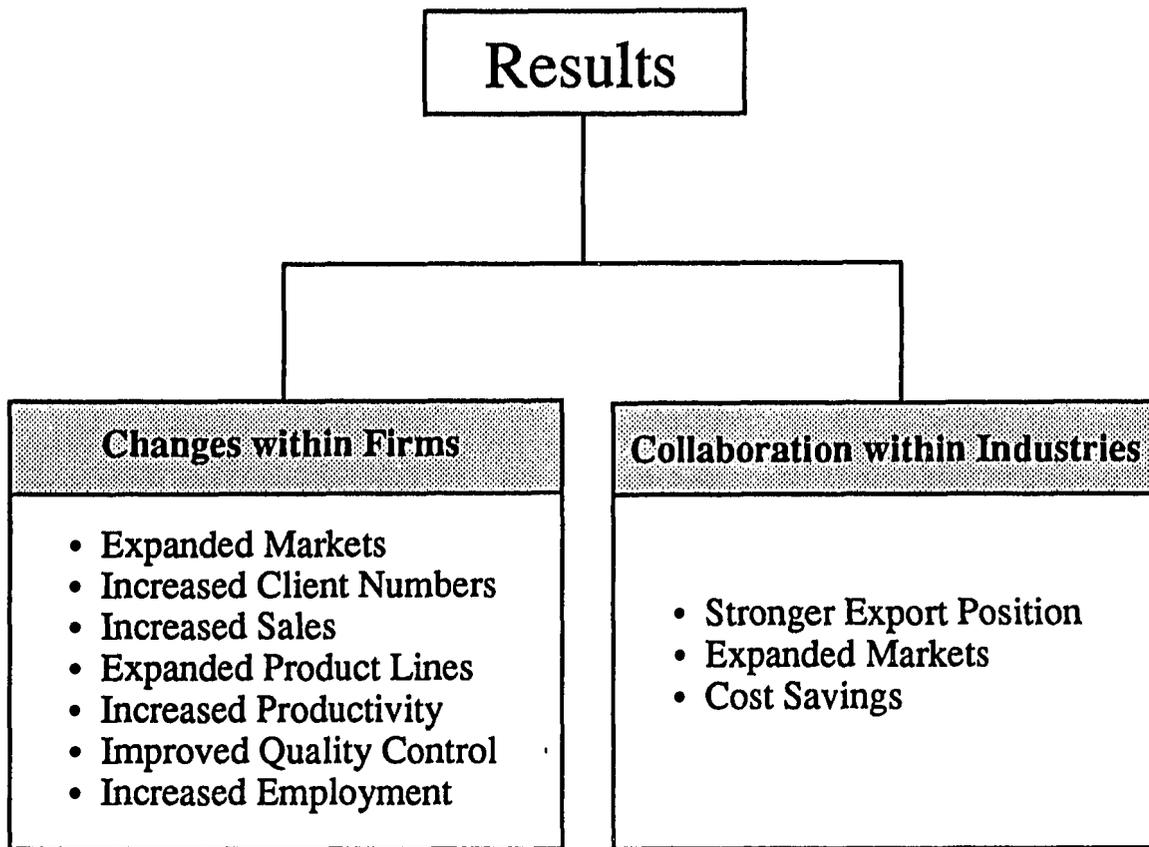
The "team approach" the three institutions adopted in their working relationships contributed to commitment and results, enhanced mutual satisfaction, and increased quality control. This withstood many challenges, including organizational and personnel changes in the institutions.

- * ● *Specific management and technical training across country and cultural boundaries demands a clear understanding of participant's needs, the two contexts, and "appropriate technology." Management shared, with presence in each country, contributes significantly to success.*

Staff from each country and familiar with each context was very important in achieving the level of customization desired. Differences in culture, business environment, size of industry, and technology had to be dealt with to maximize the potential for impact. Having staff in each country meant they could stay abreast of current developments and manage implementation issues more smoothly. The fast-paced, short term nature of the training made this

Figure 21.

**Costa Rican Training for Private Sector Development:
Short-Term Training in the U.S.**



especially important, as immediate action is often necessary.

- * ● *Attention to quality control, especially in the beginning, pays off in satisfied participants who "market" future programs themselves.*

Keeping the standards high and paying close attention to participants' feedback resulted in quality programs. As the reputation of the programs grew, the programs were actively sought by potential participants--the best form of marketing. Quality was enhanced through thorough understanding of the needs from the beginning, communicating these well to deliverers of training, and monitoring the process.

- * ● *Shared Management Information Systems are important for monitoring and "staying on target" where more than one institution is involved in different aspects of a complete process.*

Shared spreadsheets for summarizing and projecting cost data and participant numbers increased communication among all the institutions and clarified implications of actions or decisions. This "shared knowledge base" and a uniform method of working increased the effectiveness of monitoring and reaching targets.

- * ● *Setting targets both helps and hinders achievement of project goals.*

Having specific targets for a sector or a program type helped in the planning and gave focus to recruitment efforts. Perhaps efforts to locate appropriate candidates were more vigorous because of target numbers. Targets also helped us agree on, and as a team be responsible for, the number and type of programs that could be achieved in a certain time frame. However, targets at times became too rigidly etched in our consciousnesses, and stifled creative thinking about other ways to achieve goals. Original contract targets for "person months" were totally unrealistic, and therefore had a discouraging and confining effect. Need to reach targets could feed the temptation to relax standards for qualified applicants.

- *Flexibility is essential to successful operation of a project of this nature, and needs and circumstances change.*

Changes in country and business environments, changes in staff and organizations managing a project, and global market circumstances necessitate modifications throughout the project. Flexibility must be built in.

- *Private sector businesses are often cautious about sharing information with "potential competitors"; mutual value must be found for a productive exchange of ideas.*

In arranging and implementing visits to companies, mutual benefit must be perceived for a satisfactory exchange of ideas to occur. Within a participant training group, managers in the same sector may see themselves as "competitors." For productive exchange to occur, common ground must be established and the issue of competition and proprietary information confronted.

- *There are many factors outside "training" which contribute to or become barriers to exporting successfully. Efforts to articulate these and seek solutions can contribute significantly to project impact.*

Many training programs provided a forum for participants to discuss and seek solutions to barriers blocking successful exporting. Issues such as infrastructure (transportation, tariffs, availability of loans, etc.), limited availability of raw materials, and inferior packaging were discussed. Participants identified some steps they could take to decrease barriers.

- *A small staff and the intensity required to develop so many training programs in a limited time frame contributed to "burn-out." Adequate planning time is important to maintain staff morale and effectiveness.*

Delays in contract decisions, and compressed time for achieving goals resulted in a much shortened planning time, lost opportunities for marketing and development, and programs scheduled simultaneously. This put additional stress on small staffs.

- *When companies and participants are required to contribute of their own resources, they approach the training more seriously.*

The commitment of companies and participants, demonstrated by their contribution of time and money, influences the success of the training and increases the potential impact on the company once training is completed.

- *"Seasonal" factors are important considerations in planning the time frames for realizing programs, especially in the agricultural sector.*

Harvest time in the U.S. may be short, and very specific, and may coincide with an important production time in Costa Rica. University professors in the two countries have totally different vacation schedules. This presents particular challenges for "observational, hands-on" programs.

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VIII. Recommendations

The following recommendations are made to enhance future projects of a similar nature. They encompass the areas of project design, management, effectiveness, and evaluation/follow-up:

Project Design

- 1) Training project designs should recognize training as one whole process, from needs assessment through evaluation, and develop ways to maintain that unified integrity. Structures should be provided which will contribute to continuity, rather than fragmentation. These structures might include coordination mechanisms, joint planning time, and mechanisms for joint decision-making.
- 2) Design should eliminate barriers to flexibility or unrealistic constraints, such as tying administrative costs to completed programs or specifying a strict time duration for each training program. It is unrealistic and counterproductive to tie administrative costs to completed participant months. Cost containment measures should recognize that training does not proceed at the same pace all the time, and that development is a legitimate and necessary phase in training.
- 3) A training project involving more than one country can be strengthened if there is project management presence in each country. This maximizes clear understanding of the needs of both contexts, contributes to quicker response to a changing environment, facilitates smoother implementation, and enhances the possibility of appropriate technology transfer and training. Coordination mechanisms and mutual accountability should be anticipated.
- 4) The design should be flexible enough to permit creative solutions for cost-saving and programming alternatives to emerge. The particular needs of the target adult audience require creative solutions (for example, managers in small businesses, particularly in a culture where decision-making responsibility is centered in the "person at the top", find it difficult to be away from the job for long periods of time).
- 5) A mid-point evaluation by an objective, experienced evaluator can provide valuable insights for project implementation.

Project Management

- 1) If several organizations are involved in the project, time should be built in to establish systems of communication and coordination. This is especially important in the start-up phase.

2) Decisions regarding contractual changes need to be made at a pace that allows adequate planning time for both programming and staffing considerations. Delays are costly in lost opportunities for programming, planning, and marketing.

3) A management structure that builds in the understanding of and responsiveness to both cultures and country contexts is important to assure agreement on goals and smooth operation. A well-coordinated, diverse management team can be more resourceful than management by a single institution.

4) Time for thorough needs assessments should be planned at regular intervals throughout the project.

5) Program planning should take into account differences in seasonal factors (especially for agricultural groups) and structural factors, such as differing university calendars.

Project Effectiveness

1) The impact of training can be inhibited by factors outside "training" itself. The environment can be supportive of or plagued by barriers to successful exporting (inadequate transportation, excessive tariffs, inefficient customs processes, difficulty of obtaining loans, etc.). Attention to how these issues might be resolved can enhance project impact.

2) On-going identification of "market niches" in the international market for the products of the country could become one factor in developing the criteria/strategy for selecting sectors and businesses.

Project Evaluation and Follow-up

1) Clarity of responsibilities for evaluations is important, so that valuable statistical data is not lost; mechanisms and resources should be available for data collection and analysis. Evaluation forms should be standardized and easily analyzed statistically. Mechanisms for obtaining written forms from participants in individualized programs should be devised.

2) In-country evaluation and follow-up could provide valuable information for future programming.

3) Follow-up in-country could have an effect on the ability of businesses to utilize the information learned. Resources provided for this could increase the potential of long-term effects of the training.

APPENDIX

Appendices

Appendix A: Summaries of Achievements

Appendix B: Program Development Process by Program Type

Appendix C: Roles and Responsibilities of Institutions
by Program Type (sample monitoring form)

Appendix D: Letters from Participants & Newspaper Acknowledgements

Appendix E: Illustrative Targets from Contract
(Proposed & Actual)

Summary: All Training Programs
(by Year)

Appendix A: Summaries of Achievements:

Number of Participants

Number of Programs

Number of Participant Weeks

Figure 22.
Types of Training • Summary

	Participants	Programs	Participant Weeks
Year 1: (June 6, 1988 - June 6, 1989)			
Customized Programs:	87	5	291.28
Year 2: (June 7, 1989- June 6, 1990)			
Customized Programs:	140	21	443.67
Expositions/Conferences:	2	1	1.42
Packaged Courses:	29	6	65.10
Year 3+: (June 6, 1990- September 20, 1991)			
Customized Programs:	83	5	260.36
Expositions/Conferences:	75	9	61.91
Packaged Courses:	48	10	94.10
Self-Designed Programs:	22	15	20.42
Internships:	6	4	13.84
Total:			
Customized Programs:	310	31	995.31
Expositions/Conferences:	77	10	63.33
Packaged Courses:	77	16	159.20
Self-Designed Programs:	22	15	20.42
Internships:	<u>6</u>	<u>4</u>	<u>13.84</u>
All Programs:	492	76	1252.10

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Figure 23.
Sectors Trained • Summary

	Participants	Programs	Participant Weeks
Year 1: (June 6, 1988 - June 6, 1989)			
Food & Agriculture:	76	4	242.55
Industrial Areas:	11	1	48.73
Year 2: (June 7, 1989- June 6, 1990)			
Food & Agriculture:	50	3	154.86
Industrial Areas:	101	9	279.94
University:	19	15	74.25
Financial Systems:	1	1	1.14
Year 3+: (June 6, 1990- September 20, 1991)			
Food & Agriculture:	97	14	203.40
Industrial Areas:	132	26	238.23
Financial Systems:	5	3	9.00
Total:			
Food & Agriculture:	223	21	600.81
Industrial Areas:	244	36	566.90
University:	19	15	74.25
Financial Systems:	<u>6</u>	<u>4</u>	<u>10.14</u>
All Programs:	492	76	1252.10

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Appendix B: Program Development Process by Program Type:

Customized Programs

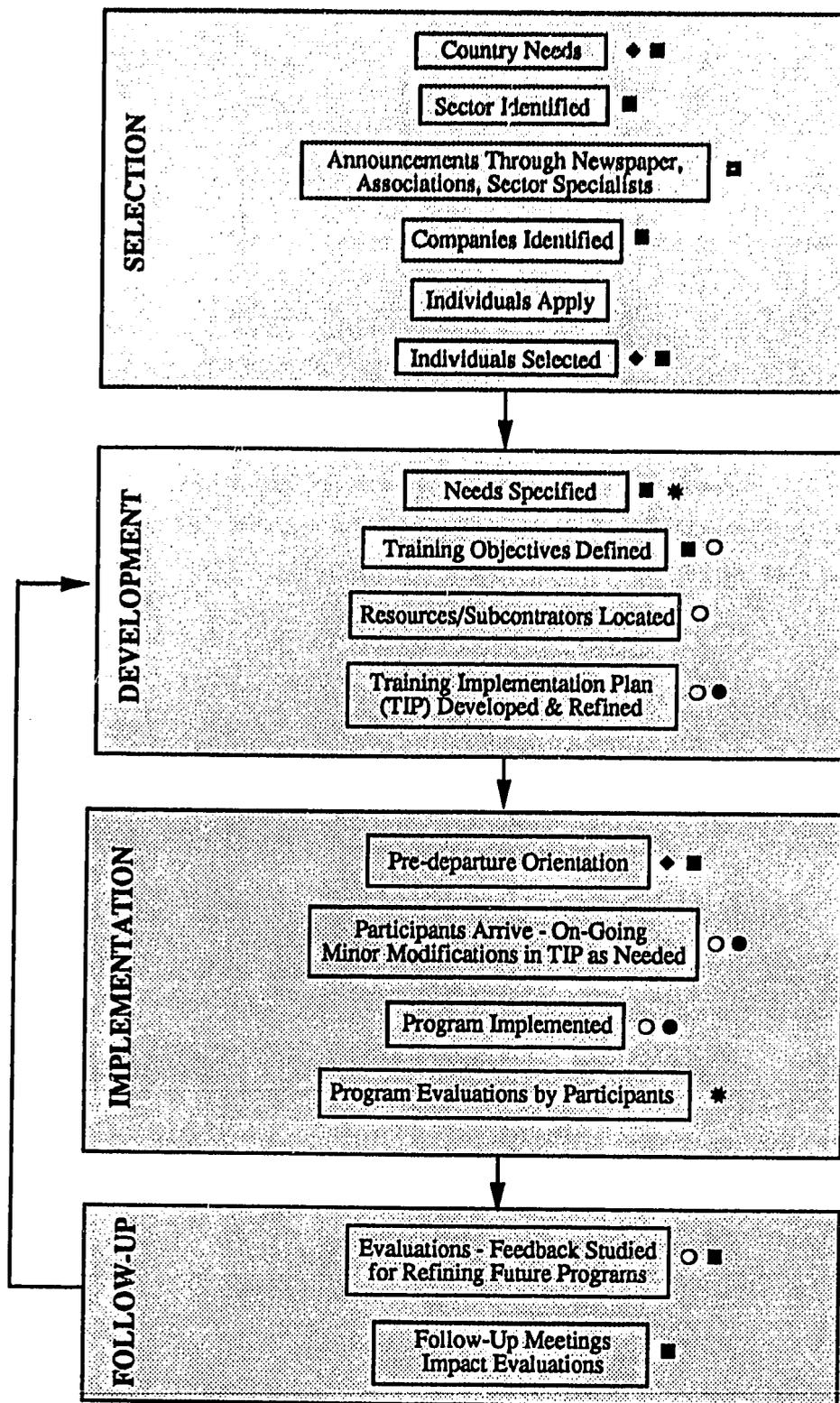
Packaged Programs

Conferences and Expositions

Internships

Self-Designed Programs

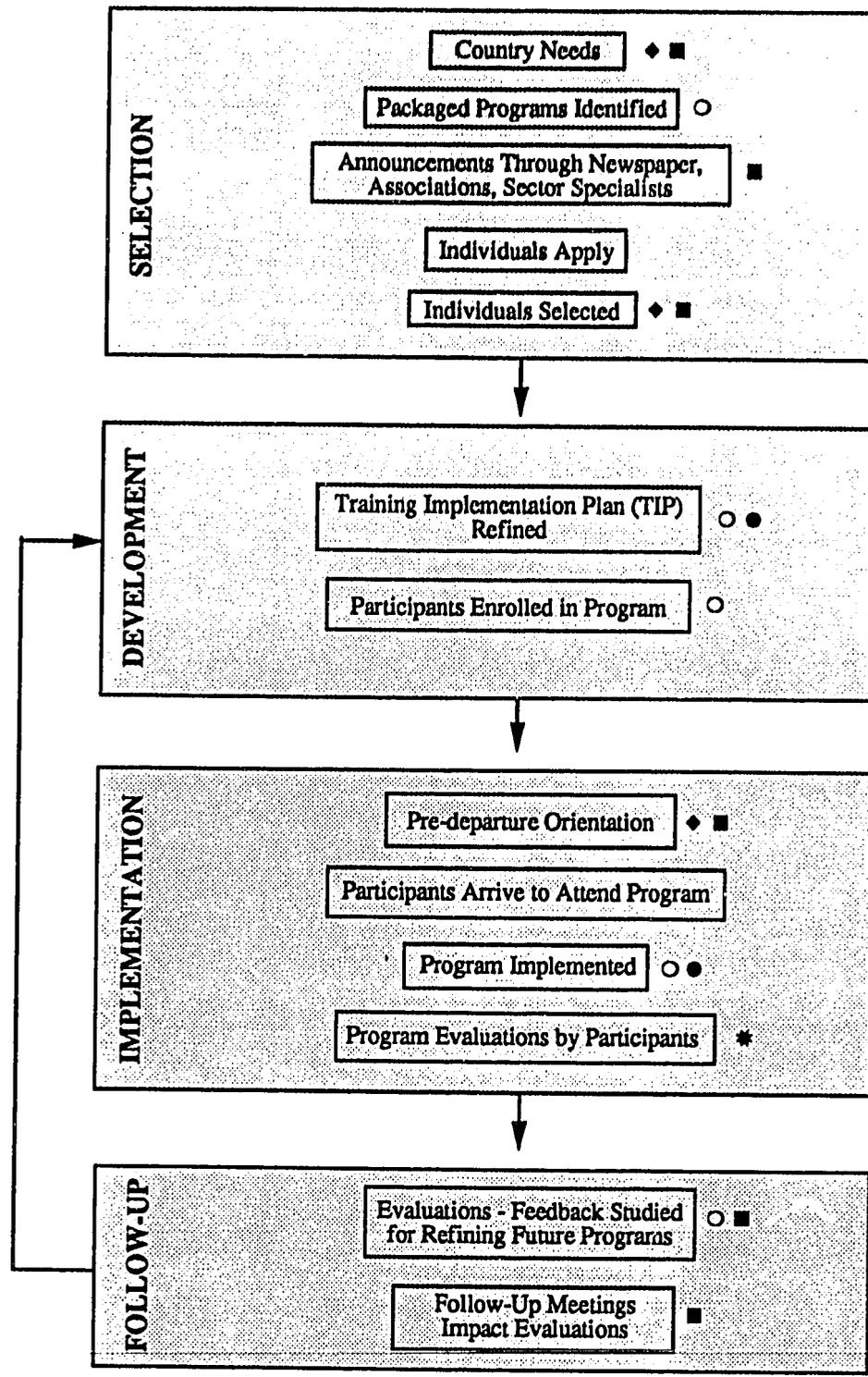
Figure 24.
DEVELOPMENT OF CUSTOMIZED TRAINING PROGRAMS



- ◆ USAID/CR
- CINDE
- EDC
- EDCs SUBCONTRACTORS
- * PARTICIPANTS

Figure 25.

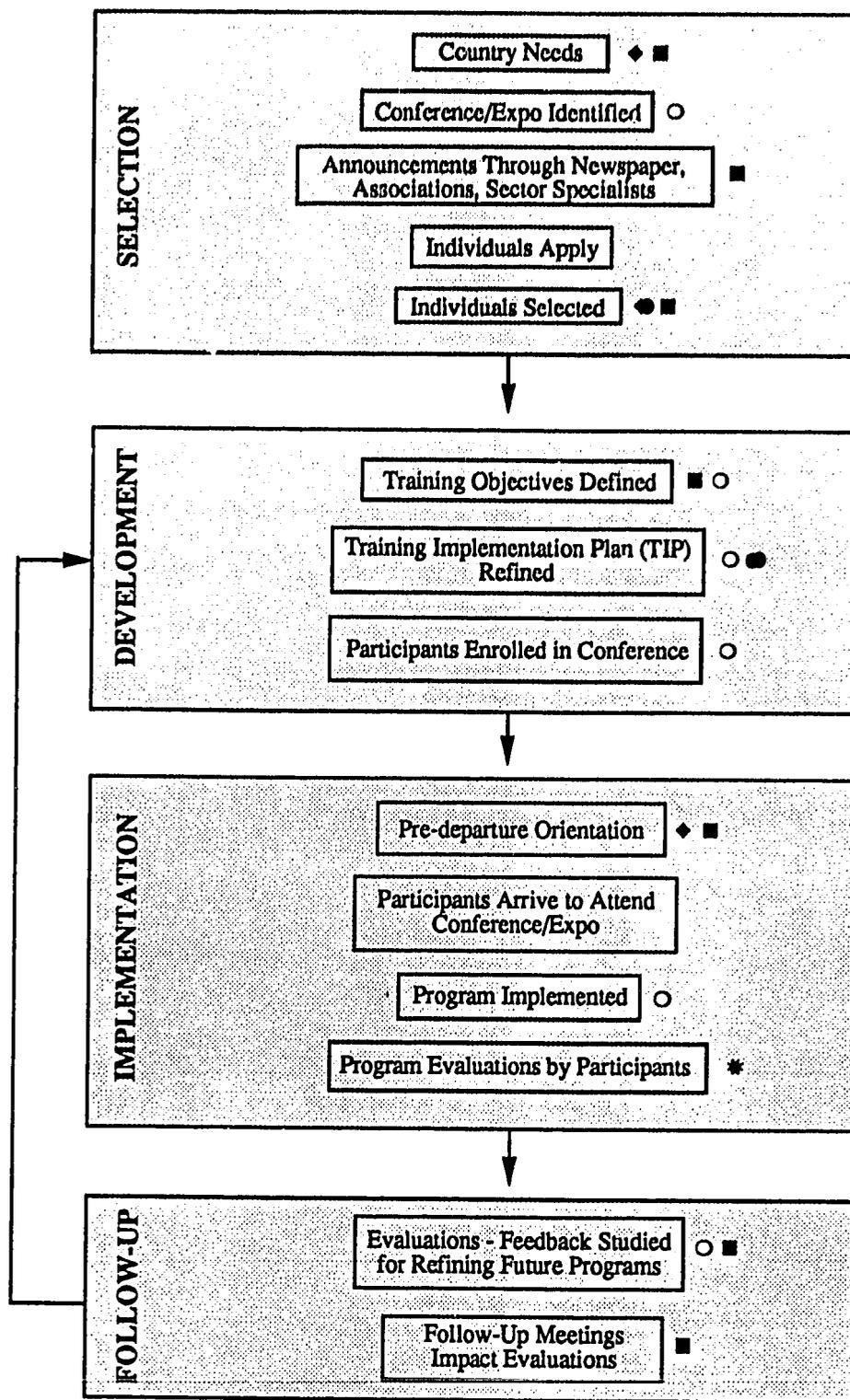
DEVELOPMENT OF PACKAGED TRAINING PROGRAMS



- ◆● USAID/CR
- CINDE
- EDC
- EDC: SUBCONTRACTORS
- * PARTICIPANTS

Figure 26.

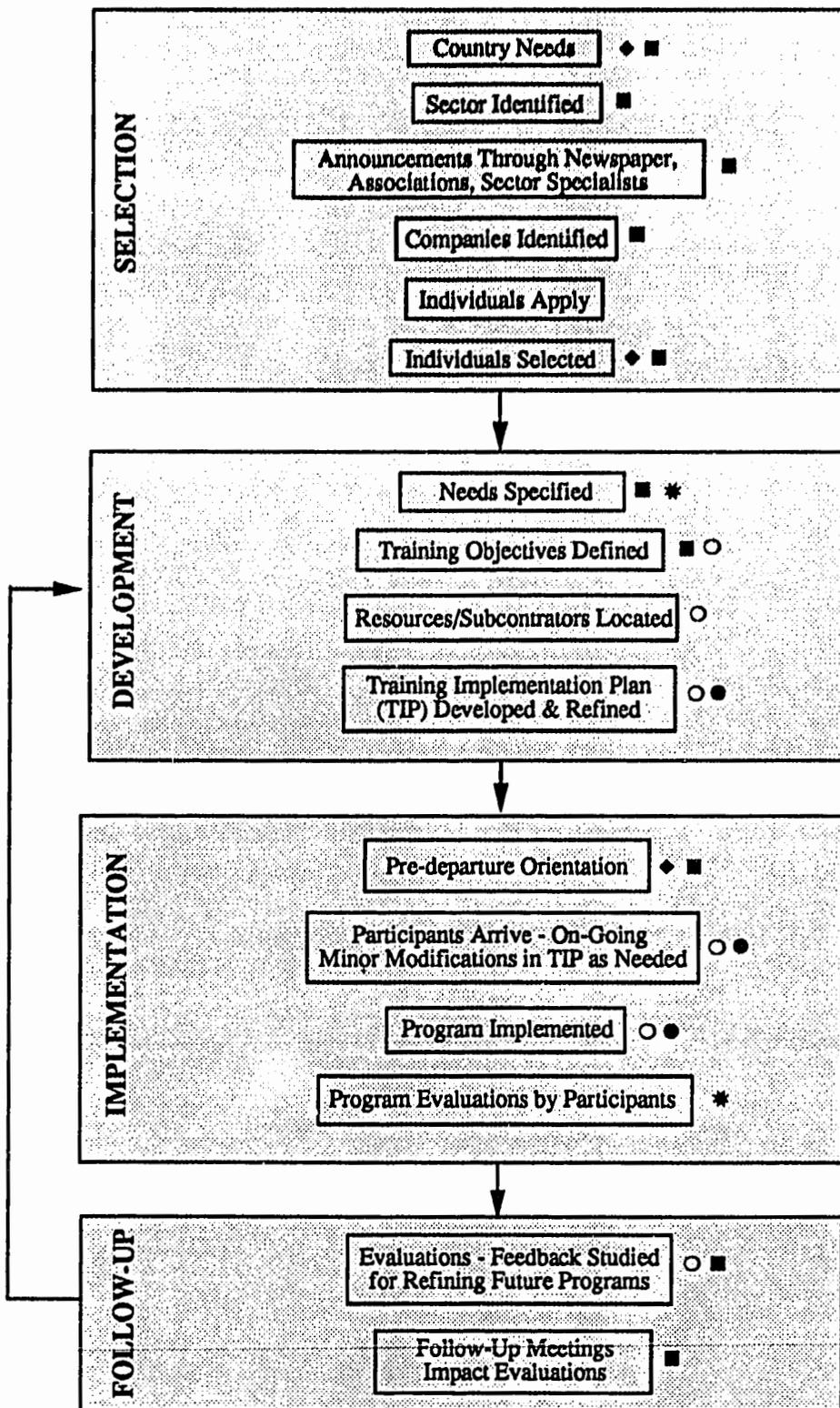
DEVELOPMENT OF CONFERENCES/EXPOSITIONS



- ◆ USAID/CR
- CINDE
- EDC
- EDCs SUBCONTRACTORS
- * PARTICIPANTS

Figure 27.

DEVELOPMENT OF INTERNSHIPS

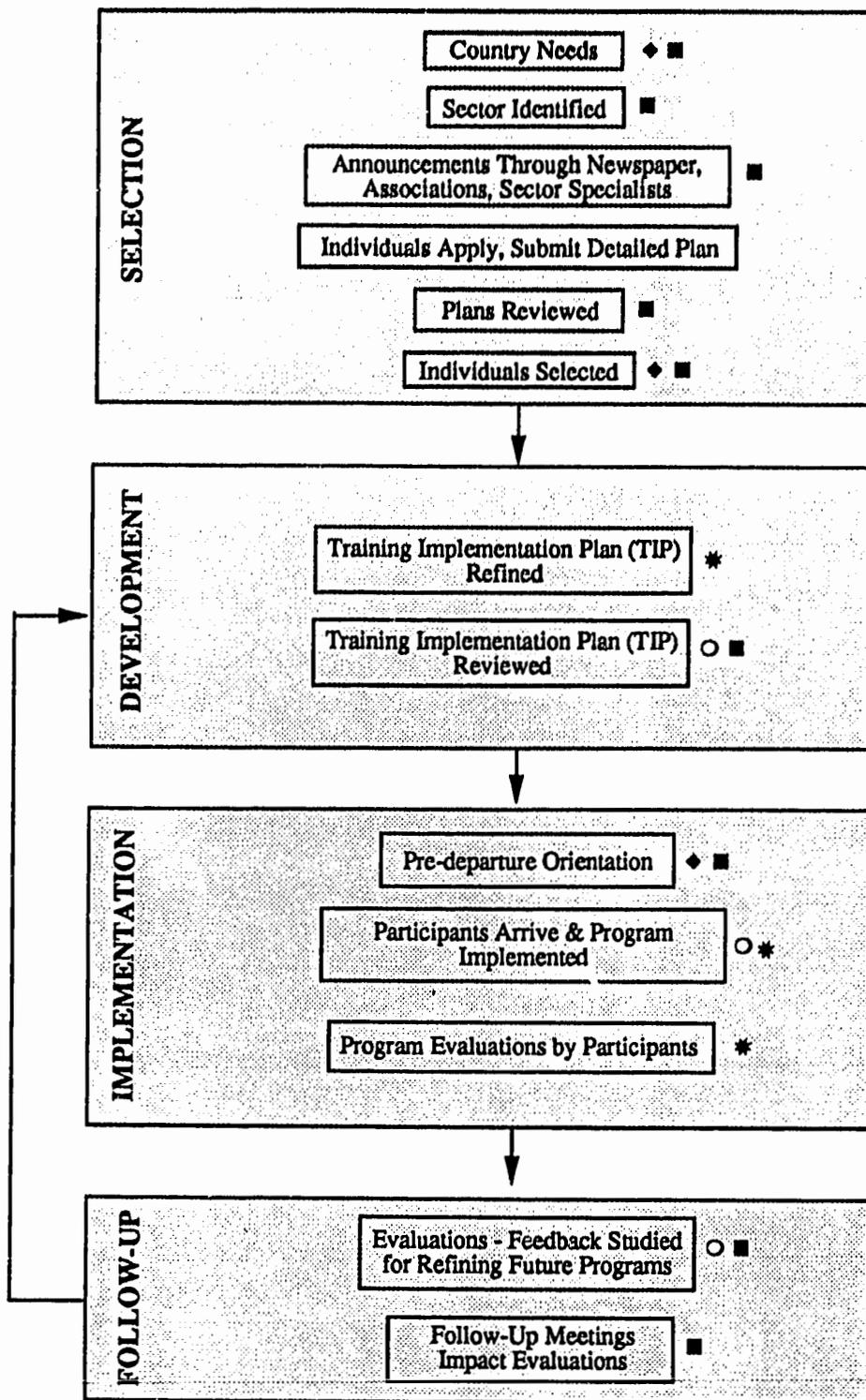


- ◆ USAID/CR
- CINDE
- EDC
- EDCs SUBCONTRACTORS
- * PARTICIPANTS

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Figure 28.

DEVELOPMENT OF SELF-DESIGNED TRAINING PROGRAMS



- ◆ USAID/CR
- CINDE
- EDC
- EDCs SUBCONTRACTORS
- * PARTICIPANTS

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**Appendix C: Roles and Responsibilities of Institutions by Program Type
(sample monitoring form)**

ROLES/RESPONSIBILITIES RE: TRAINING PROGRAMS

PROGRAM TYPE: SELF-DESIGNED		EDC	CINDE/ PROCAP	USAID	US Training Institute or Consultant	Participant
ACTIVITY:						
1	IDENTIFY Sector		x			x
2	RESEARCH Training Needs					x
3	RECRUIT Participant(s)		x			x
4	SELECT Participants		x	x		
5	PREPARE Training Request/Prioritize Objectives					x
6	ANALYZE Training Needs/Review Applications/Info		x			
7	SELECT Training Resources/Institution/Location					x
8	DEVELOP Training Outline					x
9	DEVELOP Training Program					x
10	COMPLETE Biographical Forms					
11	COMPLETE PROCAP Application Forms					x
12	COMPLETE Package Program or Conference Forms					
13	PREPARE & PRESENT Proposal for Self Designed Program					x
14	PREPARE Budget for Self Designed Program	x				
15	REVIEW & APPROVE "Technical" Training Program/Brochure		x			
16	REVIEW & APPROVE Training Budget			x		
17	DEVELOP Subcontract					
18	COMPLETE Biobata Form		x			
19	PREPARE PIO/P			x		
20	MAKE Air Travel Arrangements					x
21	PREPARE Participants for departure (Medicals, visas, etc.)		x	x		
22	PROVIDE General Departure Orientation for Participants			x		
23	PROVIDE Cultural Orientation for Participants			x		
24	DISTRIBUTE Monies: Food/Incidentals	advance	x			
25	DISTRIBUTE Monies: Materials & Shipment	advance	x			
26	PROVIDE Administrative Orientation for Participants			x		
27	DEVELOP Final Training Implementation Schedule					x
28	MAKE Logistical Arrangements for Participants in US					x
29	SEND Medical Certification to EDC			x		
30	SUBMIT PIO/Ps to OIT and EDC			x		
31	SUBMIT PDFs to OIT	x				
32	ENROLL Participants in HAC Insurance	x				
33	SEND Call Forward to PROCAP & AID	x				
34	SEND Arrival Notice to OIT			x		
35	MEET Participants on Arrival					
36	CONDUCT Training					
37	MONITOR Program: Quality Control/On-going Evaluation					
38	CONDUCT Final Evaluation Seminar					
39	COLLECT Written Evaluations		x			
40	ASSIST Participants in Departure to Costa Rica					
41	PREPARE Evaluation Summary Report					x
42	SUBMIT Invoices to EDC					
43	SUBMIT Receipts and Monthly Report to EDC		x			x
44	REVIEW & APPROVE Invoices from Subcontractors					
45	SUBMIT Invoices to AID	x				
46	REVIEW & APPROVE EDC Invoices			x		
47	CONDUCT Follow-up Impact Evaluation		x			

Level of Intensity: 3 = high; 2 = medium; 1 = low; 0 = none

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ROLES/RESPONSIBILITIES RE: TRAINING PROGRAMS

PROGRAM TYPE: INTERNSHIP		EDC	CINDE/ PRO/CAP	USAID	US Training Institute or Consultant	Participant
ACTIVITY:						
1	IDENTIFY Sector		x			
2	RESEARCH Training Needs		x			
3	RECRUIT Participant(s)		x			
4	SELECT Participants		x	x		
5	PREPARE Training Request/Prioritize Objectives		x			
6	ANALYZE Training Needs/Review Applications/Info	x	x			
7	SELECT Training Resource/Institution/Location	x				
8	DEVELOP Training Outline	x			x	
9	DEVELOP Training Program					
10	COMPLETE Biographical Forms		x			x
11	COMPLETE PROCAP Application Forms		x			x
12	COMPLETE Package Program or Conference Forms					
13	PREPARE & PRESENT Proposal for Self Designed Program					
14	PREPARE Budget for Self Designed Program					
15	REVIEW & APPROVE "Technical" Training Program/Brochure		x			
16	REVIEW & APPROVE Training Budget			x		
17	DEVELOP Subcontract	x				
18	COMPLETE Biodata Form		X			
19	PREPARE PIO/P			x		
20	MAKE Air Travel Arrangements					x
21	PREPARE Participants for departure (Medicals, visas, etc.)		x	x		
22	PROVIDE General Departure Orientation for Participants		x	x		
23	PROVIDE Cultural Orientation for Participants			x		
24	DISTRIBUTE Monies: Food/Incidentals	advance	x			
25	DISTRIBUTE Monies: Materials & Shipment	advance	x			
26	PROVIDE Administrative Orientation for Participants		x	x		
27	DEVELOP Final Training Implementation Schedule	x			x	
28	MAKE Logistical Arrangements for Participants in US	x			x	
29	SEND Medical Certification to EDC			x		
30	SUBMIT PIO/Ps to OIT and EDC			x		
31	SUBMIT PDFs to OIT	x				
32	ENROLL Participants in HAC Insurance	x				
33	SEND Call Forward to PROCAP & AID	x				
34	SEND Arrival Notice to OIT			x		
35	MEET Participants on Arrival				x	
36	CONDUCT Training				x	
37	MONITOR Program: Quality Control/On-going Evaluation				x	
38	CONDUCT Final Evaluation Seminar					
39	COLLECT Written Evaluations		x			
40	ASSIST Participants in Departure to Costa Rica				x	
41	PREPARE Evaluation Summary Report				x	x
42	SUBMIT Invoices to EDC					
43	SUBMIT Receipts and Monthly Report to EDC		x		x	
44	REVIEW & APPROVE Invoices from Subcontractors	x				
45	SUBMIT Invoices to AID	x				
46	REVIEW & APPROVE EDC Invoices			x		
47	CONDUCT Follow-up Impact Evaluation		x			

Level of Intensity: 3 = high; 2 = medium; 1 = low; 0 = none

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ROLES/RESPONSIBILITIES RE: TRAINING PROGRAMS

PROGRAM TYPE: CONFERENCE/EXPOSITION	EDC	CINDE/ PROCAP	USAID	US Training Institute or Consultant	Participant
ACTIVITY:					
1 IDENTIFY Sector		x			
2 RESEARCH Training Needs		x			
3 RECRUIT Participant(s)		x			
4 SELECT Participants		x			
5 PREPARE Training Request/Prioritize Objectives			x		
6 ANALYZE Training Needs/Review Applications/Info					
7 SELECT Training Resources/Institution/Location					
8 DEVELOP Training Outline	x				x
9 DEVELOP Training Program					
10 COMPLETE Biographical Forms		x			x
11 COMPLETE PROCAP Application Forms		x			x
12 COMPLETE Package Program or Conference Forms					x
13 PREPARE & PRESENT Proposal for Self Designed Program					
14 PREPARE Budget for Self Designed Program					
15 REVIEW & APPROVE "Technical" Training Program/Brochure		x			x
16 REVIEW & APPROVE Training Budget			x		
17 DEVELOP Subcontract					
18 COMPLETE Biodata Form		x			
19 PREPARE PIO/P			x		
20 MAKE Air Travel Arrangements					x
21 PREPARE Participants for departure (Medicals, visas, etc.)		x	x		
22 PROVIDE General Departure Orientation for Participants		x	x		
23 PROVIDE Cultural Orientation for Participants			x		
24 DISTRIBUTE Monies: Food/Incidentals	advance	x			
25 DISTRIBUTE Monies: Materials & Shipment	advance	x			
26 PROVIDE Administrative Orientation for Participants			x		
27 DEVELOP Final Training Implementation Schedule					
28 MAKE Logistical Arrangements for Participants in US	x				
29 SEND Medical Certification to EDC			x		
30 SUBMIT PIO/Ps to OIT and EDC			x		
31 SUBMIT PDFs to OIT	x				
32 ENROLL Participants in HAC Insurance	x				
33 SEND Call Forward to PROCAP & AID	x				
34 SEND Arrival Notice to OIT				x	
35 MEET Participants on Arrival					
36 CONDUCT Training					
37 MONITOR Program: Quality Control/On-going Evaluation					
38 CONDUCT Final Evaluation Seminar					
39 COLLECT Written Evaluations		x			
40 ASSIST Participants in Departure to Costa Rica					
41 PREPARE Evaluation Summary Report					
42 SUBMIT Invoices to EDC					x
43 SUBMIT Receipts and Monthly Report to EDC		x			x
44 REVIEW & APPROVE Invoices from Subcontractors					
45 SUBMIT Invoices to AID	x				
46 REVIEW & APPROVE EDC Invoices			x		
47 CONDUCT Follow-up Impact Evaluation		x			

Level of Intensity: 3 = high; 2 = medium; 1 = low; 0 = none

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ROLES/RESPONSIBILITIES RE: TRAINING PROGRAMS

PROGRAM TYPE: PACKAGED PROGRAM

ACTIVITY:	EDC	CINDI/ PRO/CAP	USAID	US Training Institute or Consultant	Participant
1 IDENTIFY Sector		x			
2 RESEARCH Training Needs	x	x			
3 RECRUIT Participant(s)		x			
4 SELECT Participants		x	x		
5 PREPARE Training Request/Prioritize Objectives					
6 ANALYZE Training Needs/Review Applications/Info					
7 SELECT Training Resources/Institution/Location	x				
8 DEVELOP Training Outline					
9 DEVELOP Training Program					
10 COMPLETE Biographical Forms					
11 COMPLETE PROCAP Application Forms		x			x
12 COMPLETE Package Program or Conference Forms					x
13 PREPARE & PRESENT Proposal for Self Designed Program					
14 PREPARE Budget for Self Designed Program					
15 REVIEW & APPROVE "Technical" Training Program/Brochure		x			x
16 REVIEW & APPROVE Training Budget			x		
17 DEVELOP Subcontract					
18 COMPLETE Biodata Form		x			
19 PREPARE PIO/P			x		
20 MAKE Air Travel Arrangements					x
21 PREPARE Participants for departure (Medicals, visas, etc.)		x	x		
22 PROVIDE General Departure Orientation for Participants		x	x		
23 PROVIDE Cultural Orientation for Participants			x		
24 DISTRIBUTE Monies: Food/Incidentals	advance	x			
25 DISTRIBUTE Monies: Materials & Shipment	advance	x			
26 PROVIDE Administrative Orientation for Participants			x		
27 DEVELOP Final Training Implementation Schedule					
28 MAKE Logistical Arrangements for Participants in US	x				
29 SEND Medical Certification to EDC			x		
30 SUBMIT PIO/Ps to OIT and EDC			x		
31 SUBMIT PDFs to OIT	x				
32 ENROLL Participants in HAC Insurance	x				
33 SEND Call Forward to PROCAP & AID	x				
34 SEND Arrival Notice to OIT			x		
35 MEET Participants on Arrival					
36 CONDUCT Training					
37 MONITOR Program: Quality Control/On-going Evaluation					
38 CONDUCT Final Evaluation Seminar					
39 COLLECT Written Evaluations		x			
40 ASSIST Participants in Departure to Costa Rica					
41 PREPARE Evaluation Summary Report					x
42 SUBMIT Invoices to EDC				x	
43 SUBMIT Receipts and Monthly Report to EDC		x			
44 REVIEW & APPROVE Invoices from Subcontractors/Vendors	x				
45 SUBMIT Invoices to AID	x				
46 REVIEW & APPROVE EDC Invoices			x		
47 CONDUCT Follow-up Impact Evaluation		x			

Level of Intensity: 3 = high; 2 = medium; 1 = low; 0 = none

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ROLES/RESPONSIBILITIES RE: TRAINING PROGRAMS

PROGRAM TYPE: CUSTOMIZED

ACTIVITY:	EDC	CINDE/ PRO/CAP	USAID	US Training Institute or Consultant	Participant
1 IDENTIFY Sector		x			
2 RESEARCH Training Needs	x	x			
3 RECRUIT Participant(s)		x			
4 SELECT Participants		x			
5 PREPARE Training Request/Prioritize Objectives		x	x		
6 ANALYZE Training Needs/Review Applications/Info	x				
7 SELECT Training Resources/Institution/Location	x				
8 DEVELOP Training Outline	x				
9 DEVELOP Training Program	x			x	
10 COMPLETE Biographical Forms		x		x	
11 COMPLETE PROCAP Application Forms		x			x
12 COMPLETE Package Program or Conference Forms					x
13 PREPARE & PRESENT Proposal for Self Designed Program					
14 PREPARE Budget for Self Designed Program					
15 REVIEW & APPROVE "Technical" Training Program/Brochure		x			
16 REVIEW & APPROVE Training Budget			x		
17 DEVELOP Subcontract	x				
18 COMPLETE Biodata Form		x			
19 PREPARE PIO/P			x		
20 MAKE Air Travel Arrangements		x			
21 PREPARE Participants for departure (Medicals, visas, etc.)		x	x		x
22 PROVIDE General Departure Orientation for Participants		x	x		
23 PROVIDE Cultural Orientation for Participants			x		
24 DISTRIBUTE Monies: Food/Incidentals	advance	x			
25 DISTRIBUTE Monies: Materials & Shipment	advance	x			
26 PROVIDE Administrative Orientation for Participants			x		
27 DEVELOP Final Training Implementation Schedule				x	
28 MAKE Logistical Arrangements for Participants in US	x			x	
29 SEND Medical Certification to EDC			x		
30 SUBMIT PIO/Ps to OIT and EDC			x		
31 SUBMIT PDFs to OIT	x				
32 ENROLL Participants in HAC Insurance	x				
33 SEND Call Forward to PROCAP & AID	x				
34 SEND Arrival Notice to OIT			x		
35 MEET Participants on Arrival				x	
36 CONDUCT Training				x	
37 MONITOR Program: Quality Control/On-going Evaluation	x	x		x	
38 CONDUCT Final Evaluation Seminar				x	
39 COLLECT Written Evaluations		x		x	
40 ASSIST Participants in Departure to Costa Rica				x	
41 PREPARE Evaluation Summary Report				x	
42 SUBMIT Invoices to EDC				x	
43 SUBMIT Receipts and Monthly Report to EDC		x			
44 REVIEW & APPROVE Invoices from Subcontractors	x				
45 SUBMIT Invoices to AID	x				
46 REVIEW & APPROVE EDC Invoices			x		
47 CONDUCT Follow-up Impact Evaluation		x			

Level of Intensity: 3 = high; 2 = medium; 1 = low; 0 = none

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Appendix D: Letters from Participants (Samples)

**Acknowledgements Placed in San José Newspapers by
Participants (Samples)**

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AGENCIA PARA EL DESARROLLO INTERNACIONAL

EMISION ECONOMICA DE LOS ESTADOS UNIDOS EN COSTA RICA

Apartado Postal 10053
1000 San José Costa Rica
Teléfono 20-45-45
Telex 3550 AIDCR KR
Fax (506) 20-34-34

MEMORANDUM

February 24, 1989

TO: Mr. Richard Rosenberg, OPS
Mr. David Lusk, TD

FROM: Joy Lucke, OPS *JUL*

SUBJECT: Clausura for Short-term U.S. Training Participants in Flowers and Ornamental Plants.

PROCAP hosted a lovely ceremony for returning participants from two short-term U.S. training sessions for exporters of flowers and ornamental plants. I want to share with you the appreciation and gratitude of the participants to AID and CINDE for the experience.

The spokesman for the group couldn't say enough about how valuable the training was. They were very impressed with the course content and the administrative management. EDC obviously did a wonderful job, especially with the ornamental plant group, because the participants were so thoroughly pleased. The EDC project manager, Sylvia Cowan, is excellent. She is very dedicated, very perceptive to the expressed and unexpressed needs of the group, and smart as well. Her Spanish ability and her cultural sensitivity are contributing factors to the success. She is even so thoughtful that when she learned of the ceremony, she faxed a message to the groups, in Spanish, telling them how much she enjoyed meeting them and wishing them well. This kind of detail had the participants totally impressed with the program and the United States.

What impressed me most about the ornamental plant exporters was the plans they made as a group for the future. First of all, they did not know one another at the beginning but come back from their trip as "hermanos". They visited the annual ornamental plant show in Florida and were so impressed and proud (as most of the plants have their seedling origin in Costa Rica) that next year they hope to have their own exhibit at the show. They also want to host an ornamental plant show here in Costa Rica and invite the U.S. and European communities. They made many contacts with suppliers and technically learned a great deal. They thought that some of the professors were so good, that they want to bring them to Costa Rica to study further the subjects in a Costa Rican context.

The business contacts made by the flower group has already benefited Costa Rica. The story of the night was that one grower received a huge order for a certain white flower which was rushed to its destination - President Reagan's Farewell Ball. The Costa Ricans were so proud, and so was I.

I would like to commend PROCAP's management of this short-term training. Clara Zomer graciously manages the group sessions and provides excellent support to the manager of this particular activity, Zoila Volio. Zoila is wonderful. She has incredible energy, organizational and human relation skills, and a dedication and enthusiasm that doesn't stop. Both of these women are a pleasure to work with.

It was a real honor for me to represent AID. I wish more of you could have been there to feel the great sentiments these Costa Rican participants expressed about AID, CINDE and this training opportunity in particular. It really was a thrill to listen to them gush about the value of the experience and their plans for the future as a result of the training. I was proud of AID and America.

Thank you.

cc: Mr. Carl Leonard, MDIR
Mr. Douglas Tinsler, DDIR

**SARET AIRPORT INDUSTRIAL PARK and FREE ZONE
(Developers of Alajuela Industrial Park & Free Zone)**

Alajuela, Costa Rica
September 26, 1989

rc'd 10/10/89

Mrs. Silvia Cowan
EDUCATION DEVELOPMENT
CENTER
55 Chapel Street
Newton, MA 02160

Dear Mrs. Cowan:

I have just arrived from participating in the FREE TRADE ZONE ADMINISTRATION AND OPERATION Seminar, at the World Trade Center in New York.

I want to thank you, as well as your program and the Education Development Center for a mostly interesting and educational experience.

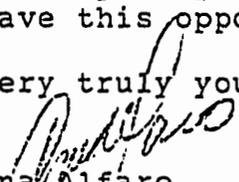
The Seminar itself was very well planned and counted with important knowledgeable speakers.

The information and insights provided by them, definitely enhance future strategy within our business.

Participating at this kind of seminars not only provides high professional training but also an invaluable experience. Also they give the opportunity to share with people embarked in the same project areas and from many different countries, cultures and personal backgrounds.

Thank you again for this interesting experience and I hope to have this opportunity again.

Very truly yours,


Ana Alfaro
Marketing Director

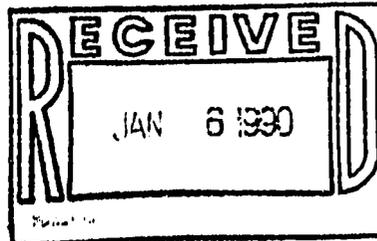
svj

-65

Cia. Exportadora de Mariscos, S. A.
 (EXPORTACION DE CAMARONES REFRIGERADOS)
 PUNTARENAS, COSTA RICA

10 de Enero de 1990

Dr.
 Sylvia Cowan
 Project Director
 Education Development Center, Inc
 55 Chapel Street
 Newton, Massachusetts 02160
 U.S.A.



Estimada Señora Cowen:

Sirve la presente para desearle un año nuevo lleno de logros y felicidad en unión de los suyos.

Me apenó mucho recibir su carta de fecha 9 de noviembre hasta los primeros días de enero del presente año, donde me manifestaba su venida a Costa Rica. A mi familia y a mi nos hubiera gustado haberla recibido en nuestra casa. De ser posible la próxima vez, que retorne a nuestro país, le rogaria que nos visitara por un tiempo para que podamos estar juntos.

En cuanto a los beneficios del programa, creo que son muchos, pero sobre todo me permitió planear con anticipación las medidas a tomar ante el descalabro que se produce actualmente en los precios internacionales del camarón blanco y que ha afectado enormemente nuestras exportaciones y a nuestra empresa.

Esperando continuar en comunicación con ustedes, le ruego extender un saludo a todas las personas que nos atendieron en el programa.

Atentamente

Dr. Sylvia Cowan

Ej. José J. Valencia R.

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UNIVERSITY OF MASSACHUSETTS
AT AMHERST

Department of Food Engineering

Agricultural Engineering Building
Amherst, MA 01003

April 18, 1990

Dr. Lan T. Pho
University of Lowell
College of Education
One University Avenue
Lowell, MA 01854

Dear Dr. Pho:

Please find enclosed a copy of the paper that is the result of Mr. Molina's research project in our department. Please note the acknowledgement to EDC (on the front page and p. 10). It has recently been accepted for publication by the Journal of Food Processing and Preservation. Usually a paper is published a few months after its acceptance and we will send you reprints at that time.

Again, thank you for your cooperation and best personal regards.

Sincerely,


Micha Peleg,
Professor

MP/rz
Enc.

cc: Manuel Molina
Dr. Sylvia Cowan ✓

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A Research Note

SELECTED PHYSICAL CHARACTERISTICS OF GROUND
ROASTED COFFEES¹⁾

(JFPP-450 Revised)

M. Molina
Department of Chemical Engineering and
the Interdisciplinary Program of Food Technology
University of Costa Rica
Ciudad Universitaria Rodrigo Facio
Costa Rica

A. Nussinovitch, M. D. Normand and M. Peleg
Department of Food Engineering
University of Massachusetts
Amherst, MA 01003

¹⁾Contribution of the Massachusetts Agricultural
Experiment Station in Amherst. The work was
supported in part by a grant from EDC,
Education Development Center, Inc.,
Newton, Massachusetts

Baxter, S.A.

June 6, 1990

Dr. Sylvia R. Cowan
Senior Project Director,
International Programs
Education Development Center, Inc.

Dear Dr. Cowan,

Just a few words to thank you for making possible our
Plastics Technology Training at the University of Lowell. It was
a great opportunity for me and for our company to be exposed to
the latest advances in plastics in Lowell as well as in different
industry visits.

I must congratulate you and your staff for an excellent
organization and for making our stay at Lowell a very fruitful
one.

Again, thank you very much.

Sincerely,



Pablo Arrieta

RECEIVED

FEB 25 1991

EDC/INTERNATIONAL

4 de febrero de 1991.

Señora:
Sylvia Cowan, Ed. D.
Educational Development Center, Inc.
80 Chapel Street
Newton, Massachusetts, 02160
U.S.A.

Estimada Señora Cowan:

Deseando éxitos en su valiosa labor, en cuanto a la educación a través de su Centro.

Le agradezco sus palabras de aprecio hacia mi persona. Debo mencionar que mi segunda visita a la exposición TP1E, fué muy productiva tanto en lo personal como para la empresa que represente BOUGAINVILLEA S. A. En cuanto a lo personal logre consolidar algunas ideas que aun me faltaba ubicar en cuanto al mundo empresarial. Dos años de maduración y análisis profunda de una primera y extensa visita, producen su efecto en esta visita. BOUGAINVILLEA S. A. iniciará a partir del presente año la exportación directa hacia los Estados Unidos, lo cual se logro en esta segunda visita a su Centro. En relación a los proyectos de investigación ahora con CATE/UNION, fué interesante conocer opiniones de los comerciantes en la industria ornamental de recursos tropicales. Le adjunto a la presente el documento entregado en la feria. Dentro de los objetivos del Centro a su cargo ustedes desarrollan cursos' de aprendizaje intensivo del idioma inglés creo realmente que es una necesidad que además de los cursos que hemos recibido se desarrollara cursos intensivos practicos sobre el idioma inglés, aplicado al mismo sector ornamental. ¿Qué piensa de la idea?.

Ahora solamente debemos tener fe en que el conflicto del Golfo Pérsico no continúe por largo tiempo y el mundo vuelva a la paz, como debe ser para el bienestar de la humanidad. Muchos saludos para su familia y espero atenderla en Costa Rica durante su proxima visita.

Con gentileza,

Rafael A. Ocampo Sanchez.
Apartado 6146-1000
San José, Costa Rica.

RECEIVED

MAR 22 1991

EDC/INTERNATIONAL

San José, 13 de marzo de 1991

Sra.

Sylvia Cowan, Ed.D.

Directora del Proyecto

Estimada señora:

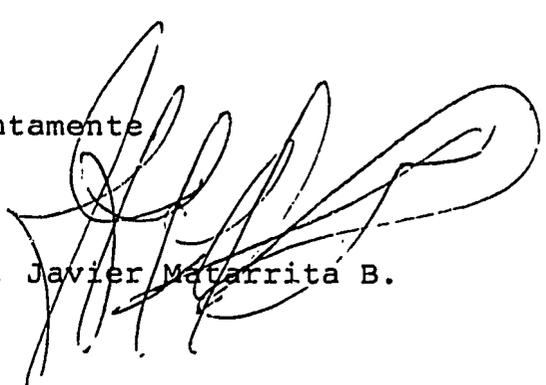
Reciba de mi parte un cordial saludo, y a la vez deseo manifestarle a través de la presente mi más sincero agradecimiento por el honor con el que fui distinguido, al ser elegido como parte integral del programa "Capacitación para el Desarrollo del Sector Privado".

La experiencia recibida durante mi estadía en los Estados Unidos enriqueció no sólo mis conocimientos, sino también aceleró mi desarrollo profesional.

Agradezco nuevamente la oportunidad brindada, quedando a su disposición,

Atentamente

Ing. Javier Matarrita B.



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COSTA RICAN TRAILS



Marzo 3. 1991

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APR 1 1991

EDC/INTERNATIONAL

Sra.
Sylvia R. Cowan, Ed.D.
Senior Project Director
International Programs
55 Chapel Street
Newton, Massachusetts 02160

Estimada Sra. Cowan:

Por medio de la presente quiero expresar todo mi agradecimiento por su colaboración en el éxito del curso sobre mercadeo internacional, en Arizona.

Actualmente, me encuentro trabajando en un estudio de factibilidad para un proyecto de plantas ornamentales con fin de exportar a terceros mercados. Además, estoy enviando algunas cartas de introducción de la compañía y del proyecto con el fin de conseguir compradores y con suerte un inversionista-comprador del producto. Realmente estoy muy motivado con este proyecto y todo se lo debo al curso que lleve en Thunderbird.

De mi última semana y el diseño individual, he de decirle que también salió todo perfectamente, hice muchos contactos en Florida, existe mucho interés turístico por Costa Rica. Actualmente, trabajamos en la realización de fam trips para promocionar el país.

Finalmente, quiero cursar formal invitación para que en la próxima visita a nuestro país no se quede sin llamarme para poder mostrarle lo bello del mismo.

De usted muy atentamente,



Carlos Trejos M.

12

TERMOMECHANICA S.A.



Teléfono: 22-52-37 Fax: (506) 21-0904
Aptdo. 390-2.300 Curridabat
Ave. 14-16 Calle 4, San José
Costa Rica, América Central

San José, 14 de junio de 1991

Señora
Sylvia Cowan, Ed.D
Directora del Proyecto
Education Development Center, Inc.
55 Chapel Street
Newton, Massachusetts 02160

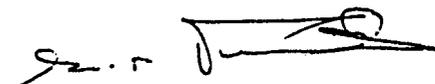
Estimada Sylvia:

Un saludo cordial de parte de Norita y mío.

Le adjunto una fotocopia del recorte de periódico que salió en La Nación sobre nuestro nuevo contrato con la compañía Fisher-Klosterman, Inc. en Kentucky.

Muchas gracias por su interés en nuestra empresa y por toda su ayuda.

Atentamente,


Gerardo Villalobos Q.

Arch: public

RECEIVED

JUN 25 1991

EDC/INTERNATIONAL

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TERMOMECANICA, S.A. UNA EMPRESA METALMECANICA COMPROMETIDA CON EL MEDIO AMBIENTE

TERMOMECANICA S.A.

Agradece a FISHER-KLOSTERMAN la confianza depositada al suscribir un contrato de fabricación y distribución de sus prestigiosos productos para Costa Rica y Centro América



Ing. Gerardo Villalobos Quirós
Presidente

En Termomecánica tenemos los ojos puestos en el futuro. Investigamos nuevas tecnologías y estamos preocupados por la preservación del medio ambiente en Costa Rica. Es por esta razón que hemos suscrito un Contrato de Fabricación y Distribución con FISHER-KLOSTERMAN, una compañía norteamericana, que tiene gran prestigio en la construcción de: ciclones, colectores de polvo y de equipo para evitar la contaminación ambiental en el tratamiento de desechos. Para cubrir así el mercado costarricense y centroamericano.

Termomecánica, S.A. se fundó en 1974 con la idea de crear una industria metalmeccánica, especializada en la fabricación de hornos y secadores industriales, fajas transportadoras y pensando también en presentar a la industria costarricense una solución a sus problemas de equipos idóneos en sus procesos de producción.

Alfredo Villalobos y Gerardo Villalobos son los ingenieros socios, que con conocimiento y visión han hecho que los industriales les den la confianza para llenar los requerimientos de su empresa. Además, los obreros especializados de su empresa, sienten gran orgullo de la calidad de su trabajo.

TERMOMECANICA, S.A. desea hacer público un reconocimiento a CINDE por la gran colaboración que brinda a la industria costarricense.

Por medio de CINDE, tres de nuestros personeros han visitado los Estados Unidos en programas de Visitas Cortas: a ferias, a métodos de producción y a especialización en mercadeo internacional con énfasis en el mercado de los Estados Unidos. Por medio de uno de estos programas se realizó el contacto con la compañía FISHER-KLOSTERMAN, que culminó con una relación permanente entre las dos empresas.

TERMOMECANICA, S.A.

TEL: 22-5237

FAX: 21-8904

DIRECCION: C 4, Av. 14 - 16

Fisher-Klosterman, Inc. 
se complace por la relación con la empresa TERMOMECANICA S.A. y les desea éxitos en su nueva gestión.



Sr. David Amrein
Vice-President, Sales & Marketing.

EL GRUPO DE COSTARRICENSES QUE VISITAMOS LOS ESTADOS UNIDOS EN VIAJE DE ESTUDIO Y OBSERVACION DEL MERCADO DE RAICES Y TUBERCULOS EN ESE PAIS, DAMOS PUBLICAMENTE LAS GRACIAS A LOS ORGANISMOS QUE HICIERON POSIBLE TAN PROVECHOSA EXPERIENCIA:

- INSTITUCIONES Y EMPRESAS PARA LAS CUALES LABORAMOS.
- AGENCIA INTERNACIONAL DE DESARROLLO (AID) DE LOS ESTADOS UNIDOS
- PROGRAMA DE CAPACITACION (PROCAP) DE CINDE, Y MUY ESPECIALMENTE A SU GERENTE

ING. CLARA ZOMER R.

Quien con su esfuerzo e interés profesional nos facilitó tan valiosa experiencia.

Los conocimientos adquiridos mediante este viaje de estudio nos permitirán servir mejor al sector exportador y al país en general.

Nuestro imperecedero agradecimiento

Jorge Alvarado Z.
Gerardo Flores A.
Juan B. Rosales C.
María E. Rodríguez P.
Juan R. Rizzatti A.
Boanerges Gamboa S.
Ali Gamboa S.

Róger Madriz O.
Raúl Rojas C.
Elbert González R.
Gustavo Granados L.
Jesús García R.
José F. Mora M.
Marco V. Porras S.

Jorge Toruño G.
Heriberto Morales A.
Máximo Coghi F.
Nehama Villalobos N.
Rolando Romero S.
Luis Alvarado R.

**CORTESIA DE INVERSORA
NICOA S.A.**

RECONOCIMIENTO

El grupo de industriales metalmecánicos que participó en el "programa de cursos cortos y visitas de observación en los Estados Unidos de Norteamérica"

PROMOVIDO POR CINDE-PROCAP

el cual se realizó durante el mes de octubre del año en curso, desea por este medio expresar públicamente su reconocimiento a la

GERENTE DE PROCAP ING. CLARA ZOMER R., A SU ASISTENTE ING. ZOILA VOLIO P., Y A LA DRA. SILVIA COWAN FUNCIONARIA DE EDUCATION DEVELOPMENT CENTER;

quienes tuvieron a su cargo la organización de este evento. La experiencia y conocimientos adquiridos fortalecerán el desarrollo futuro de nuestras empresas y sector metalmecánico y por ende coadyuvar al esfuerzo exportador en que Costa Rica se encuentra comprometida.

Fábrica de Resortes Vicar, S.A.,

Sr. Juan Carlos Abarca A.
Ing. Elmer Arias A.

Excel Internacional, S.A.,

Ing. Juan Marcos Fernández S.

Cromados de Costa Rica, S.A.,

Ing. Jacobo Rubinstein R.

Traversa, S.A.,

Ing. Ricardo Pacheco C.

Industrias Bendig, S.A.,

Ing. Víctor Hugo Bendig
Sr. Luis F. Castillo C.

Termomecánica, S.A.,

Sr. Gerardo Villalobos

Industrias Dan Sol, S.A.,

Srta. Lucía Solís M.
Srta. Rosa I. Solís M.

Seguridad y manutención, S.A.,

Licda. Stella Delolme N.
Sr. Edgar Runnebaum P.

Taller H-7, S.A.,

Compañía Leogar, S.A.,

Filtros de Costa Rica, S.A.,

Rodaka, S.A.,

Importadora de Maquinaria

Jum, S.A.,

Taller Eléctrico Fonseca y Vásquez

CENPRO

CINDE-Impulso Industrial

Sr. Marvin Vega A.
Ing. León Montero G.

Sr. Felipe León M.

Sr. Carlos Eduardo Garita Ch.
Sr. Wálter A. Rojas M.

Arq. Rodrigo Masís D.

Sr. Juan Carlos Díaz V.

Sra. Ana Micaela Peña C.

Sr. Hermes Vásquez A.

Srta. Jeannette Viquez Ch.

Ing. Luis Incer A.

**Appendix E: Illustrative Targets from Contract
(Proposed & Actual)**

**Summary: All Training Programs
(by Year)**

Figure 29.

**TRAINING FOR PRIVATE SECTOR DEVELOPMENT
ILLUSTRATIVE TARGETS (Using Maximum Numbers)**

	Private Sector		Financial Sector		University Sector		Total	
	Proposed	Actual	Proposed	Actual	Proposed	Actual	Proposed	Actual
Total Number of Groups	57	57	5	4	6	15	68	76
Total Number of Participants	459	467	8	6	19	19	486	492
Total Number of Participant Weeks	1101.49	1167.71	13.11	10.14	74.25	74.25	1188.85	1252.10
Number of Groups New Contract Targets								
6/88-9/91								
Customized	17	17	0	0	5	14	22	31
Packaged Programs	11	12	3	3	1	1	15	16
Conference/Exposition	11	10	0	0	0	0	11	10
Internship	3	3	1	1	0	0	4	4
Self-Designed	15	15	1	0	0	0	16	15
TOTAL	57	56	5	4	6	15	68	76
Number of Participants New Contract Targets								
6/88-9/91								
Customized	294	294	0	0	16	16	310	310
Packaged Programs	60	69	6	5	3	3	69	77
Conference/Exposition	78	77	0	0	0	0	78	77
Internship	5	5	1	1	0	0	6	6
Self-Designed	22	22	1	0	0	0	23	22
TOTAL	459	467	8	6	19	19	486	492

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Costa Rican Training Program for Private Sector Development

	<u>Participants</u>	<u>Programs</u>
Year 1 (June 6, 1988 - June 6, 1989)	87	5
Year 2 (June 7, 1989 - June 6, 1990)	171	28
Year 3 (June 7, 1990 - June 6, 1991)	202	36
Extension (June 7, 1991 - September 30, 1991)	32	7
Totals:	492	76
	Male: 434	
	Female: 58	

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Costa Rican Training Program for Private Sector Development

Program:	Type/Days	Primary Focus	Participants	# Part.	F	M	\$ per Part.
Year 1 (June 6, 1988 - June 5, 1989)							
SEPTEMBER 1988							
Flower Growers/Exporters (9/18/88 - 10/22/88)	CP/35 d.	Exporting	O, GM, MM, PM	13	2	11	\$3,814.90
JANUARY 1989							
Ornamental Plants/Exporters & Growers (1/22/89 - 2/11/89)	CP/21 d.	Exporting	O, GM, MM, PM	18	3	15	\$2,332.47
FEBRUARY 19							
Textile Manufacturers I (2/12/89 - 3/11/89)	CP/31 d.	Exporting	O, GM, MM, PM	11	4	7	\$4,408.22
APRIL 1989							
Strawberry/Exporters (4/23/89 - 5/7/89)	CP/17 d.	Technical Training	O, GM, PM	25	0	25	\$3,507.43
MAY 1989							
Roots, Tubers & Chayotes/ Growers & Exporters (5/13/89 - 6/3/89)	CP/22 d.	Exporting	O, GM, MM	20	2	18	\$3,575.33
No. of Programs: 5							
No. of Participants: 87							
Total: Men: 76 (87%) Women: 11 (13%)							

Key to Abbreviations :

CP: Customized Program
 PP: Packaged Program
 CE: Conference/Exposition
 SD: Self-Designed Program
 INT: Internship

O: Owners
 GM: General Managers
 MM: Marketing Managers
 PM: Production Managers
 BM: Banking Managers
 TM: Technical Manager
 R: Research & Development Manager

F: Female
 M: Male

Costa Rican Training Program for Private Sector Development

Program:	Type/Days	Primary Focus	Participants	# Part.	F	M	\$ per Part.
Year 2 (June 6, 1989 - June 5, 1990)							
JUNE 1989							
University: Economics (M. Baldares - 6/22/89 - 8/12/89 J. Sauma - 6/24/89 - 7/30/89 O. Cespedes - 6/24/89 - 8/5/89)	PP/32 d.*	Program Design	Professors	3	0	3	\$7,149.32*
JULY 1989							
Univ.: Electrical Engineering (R. Trejos - 7/8/89 - 7/22/89 G. Loria - 7/8/89 - 7/23/89 V. Chacon - 7/8/89 - 7/28/89 M. Hernandez - 7/8/89 - 7/29/89 I. Mazon - 7/8/89 - 7/29/89 F. Montes - 7/8/89 - 7/29/89 E. Navas - 7/8/89 - 7/29/89 J. Paez - 7/8/89 - 7/29/89 D. Vargas - 7/8/89 - 7/29/89 J. Jimenez - 7/8/89 - 8/5/89)	CP/21 d.*	Program Design/ Technical Information	Professors	10	0	10	\$4,762.95*
Univ.: Industrial Production (7/16/89 - 8/12/89)	CP/27 d.	Program Design/ Technical Information	Professors	2	0	2	\$8,340.03
AUGUST 1989							
Fish and Shrimp Exporters (8/12/89 - 9/3/89)	CP/22 d.	Exporting	O, GM, MM	17	2	15	\$4,076.65
Free Trade Zone Managers (8/26/ - 9/9/89)	PP/15 d.	Management	GM	4	1	3	\$3,994.00

* Average

Key to Abbreviations :

CP: Customized Program
 PP: Packaged Program
 CE: Conference/Exposition
 SD: Self-Designed Program
 INT: Internship

O: Owners
 GM: General Managers
 MM: Marketing Managers
 PM: Production Managers
 BM: Banking Managers
 TM: Technical Manager
 R: Research & Development Manager

F: Female
 M: Male

<u>Program:</u>	<u>Type/Days</u>	<u>Primary Focus</u>	<u>Participants</u>	<u># Part.</u>	<u>F</u>	<u>M</u>	<u>\$ per Part.</u>
SEPTEMBER 1989							
Textile Manufacturers II (9/10/89 - 9/23/89)	CP/14 d.	Exporting	O, GM, MM, PM	14	4	10	\$2,690.97
Central Banking Management (9/23/89 - 9/30/89)	PP/8 d.	Management	BM	1	0	1	\$2,053.33
Univ.: Food Technology (9/25/89 - 10/23/89)	CP/90 d.	Program Design/ Technical Information	Professors	1	0	1	\$12,047.00
Processed Foods I (9/30/89 - 10/19/89)	CP/21 d.	Technical Training	O, GM, PM	14	2	12	\$4,297.50
OCTOBER 1989							
Metal Working Manufacturers (10/7/89 - 10/28/89)	CP/22 d.	Exporting/Tech Info	O, GM, MM, PM	24	5	19	\$3,756.19
Furniture Manufacturers I (10/17/89 - 10/26/89)	PP/CP/10 d.	Exporting	O, GM, MM, PM	10	0	10	\$3,976.78
MARCH 1990							
Market Diversification & Expansion (3/10/90 - 3/31/90)	CP/22 d.	Exporting	O, GM, MM	21	4	17	\$2,976.36
APRIL 1990							
Univ: Wood Technology (4/1/90 - 4/29/90)	CP/29 d.	Technical Training	Professors	1	0	1	\$4,489.30
Metal Working Manuf. II (4/27/90 - 5/26/90)	CP/29 d.	Technical Training	PM	17	0	17	\$5,166.53

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Program:	Type/Days	Primary Focus	Participants	# Part.	F	M	\$ per Part.
MAY 1990							
Electronics Manager (5/8/90 - 5/12/90)	CE/5 d.	Exporting Information	GM, PM	2	0	2	\$855.00
Pharmaceutical Manuf. (5/11/90 - 5/22/90)	PP/12 d.	Exporting	O, GM, MM, PM	4	1	3	\$3,006.25
Univ.: Occupational Health & Safety (5/11/90 - 6/2/90)	CP/23d.	Program Design/ Technical Information	Professors	2	0	2	\$3,986.33
Plastics Manufacturers I (5/12/90 - 6/3/90)	CP/23 d.	Technical Training	O, GM, PM	17	2	15	\$3,643.36
Integrated Pest Managmnt (5/13/90 - 6/2/90)	PP/21 d.	Technical Training	O, GM, Professors	7	0	7	\$4,481.45

No. of Programs: 28

No. of Participants: 171

Total: Men: 150 (88%)

Women: 21 (12%)

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Costa Rican Training Program for Private Sector Development

Program:	Type/Days	Primary Focus	Participants	#Part.	F	M	\$ per Part.
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Year 3 (June 6, 1990 - June 5, 1991)

SEPTEMBER 1990

Metal Working Manuf.: IMTS Conference (9/4/90 - 9/9/90)	CE/6 d.	Exporting Information	MM, GM, O	9	0	9	\$ 876.89
Processed Foods II (9/7/90 - 9/29/90)	CP/23 d.	Technical Training	O, GM, PM	17	2	15	\$4,304.76
Textiles Managers: Bobbin Show (9/10/90 - 9/15/90)	CE/6 d.	Exporting Information	O, GM, PM, MM	5	2	3	\$ 912.52
Agribusiness Management (9/30/90 - 10/13/90)	PP/14 d.	Management	O, GM, MM	10	0	10	\$3,894.35

OCTOBER 1990

Dairy Industry Managers (10/2/90 - 10/8/90)	CE/7 d.	Exporting Information	O, GM, MM	3	0	3	\$1,143.66
Banking Management: Introsdos (10/7/90 - 10/20/90)	PP/14d.	Management	BM	3	0	3	\$4,604.99
Metal Working: Marketing (10/14/90 - 10/20/90)	SD/7 d.	Marketing	O	1	0	1	\$ 984.39
Furniture Manufacturers II (10/15/90 - 10/26/90)	PP/12 d.	Exporting	O, GM	7	0	7	\$5,076.97
Produce Marketing (10/26/90 - 10/31/90)	CE/6 d.	Exporting Information	O, GM	11	2	9	\$1,265.75
Regional Tourism (10/27/90 - 11/17/90)	CP/22 d.	Coordinate Marketing Strategy	O, GM, MM	26	6	20	\$3,496.05

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Program:	Type/Days	Primary Focus	Participants	#Part.	F	M	\$ per Part.
NOVEMBER 1990							
Plastics: Injection Molding (11/12/90 - 11/16/90)	PP/5 d.	Technical Training	O, GM, PM	3	1	2	\$1,748.01
DECEMBER 1990							
Textiles: Marketing (12/16/90 - 12/22/90)	SD/6 d.	Marketing	O, GM, MM	3	0	3	\$1,093.92
JANUARY 1991							
Plastics Manufacturers II (1/4/91 - 1/26/91)	CP/22 d.	Technical Training	O, GM, PM	10	0	10	\$4,805.64
Ornamental Plants: TPIE (1/16/91 - 1/19/91)	CE/5 d.	Exporting Information	O, GM, MM	17	2	15	\$ 430.63
Metal Working: Springs Manufacturing (1/27/91 - 2/3/91)	SD/8 d.	Technical Training	GM, MM	2	0	2	\$1,105.14
International Marketing I (1/27/91 - 2/16/91)	CP/21 d.	Developing Marketing Plan	O, GM, MM	13	0	13	\$4,268.54
FEBRUARY 1991							
Tourism: Marketing (2/16/91 - 2/22/91)	SD/7 d.	Marketing Plan	O	1	0	1	\$ 841.00
Textiles: Apparel Engineering (2/17/91 - 2/23/91)	PP/8 d.	Technical Training	GM, MM	2	0	2	\$2,396.87
International Marketing II (2/24/91 - 3/16/91)	CP/21 d.	Developing Marketing Plan	O, GM, MM	17	2	15	\$3,740.93

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Program:	Type/Days	Primary Focus	Participants	#Part.	F	M	\$ per Part.
MARCH 1991							
Processed Foods (3/1/91 - 3/22/91)	INT/22 d.	Technical Training	GM, MM	3	0	3	\$2,289.27
Boston Seafood Show (3/11/91 - 3/15/91)	CE/5 d.	Technical Training	GM, MM	4	0	4	\$ 853.91
Apparel Show of Americas (3/12/91 - 3/16/91)	SD/5 d.	Technical Training	GM, MM	2	0	2	\$535.67
APRIL 1991							
Internship: Tourism (4/14/91 - 4/21/91)	INT/8 d.	Technical Training	O	1	0	1	\$2,913.33
Neon Signs (4/19/91 - 4/24/91)	SD/6 d.	Technical Training	O, GM	2	0	2	\$1,099.88
Securities Market Develop. (4/21/91 - 5/4/91)	PP/14 d.	Technical Training	BM	1	0	1	\$2,218.94
Travel Exposition - ITIX (4/24/91 - 4/28/91)	SD/7 d.	Technical Training	MM	1	1	0	\$661.98

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Program:	Type/Days	Primary Focus	Participants	#Part.	F	M	\$ per Part.
MAY 1991							
Tropical Fruits (5/5/91 - 6/1/91)	PP/28	Technical Training/ Productions	O,GM,PM,MM	9	1	8	\$2,321.27
Reestructuracion (5/5/91 - 5/18/91)	PP/13	Management	GM	1	0	1	\$2,055.33
NT: Rubber (5/6/91 - 5/18/91)	INT/12	Technical Information	TM	1	0	1	\$1,743.97
Food Packaging (5/12/91 - 5/17/91)	SD/6	Marketing	R	1	0	1	\$611.00
Textiles: Goegochea (5/13/91 - 5/18/91)	SD/6	Marketing	GM	1	0	1	\$943.00
Wood/Logger (5/13/91 - 5/19/91)	SD/7	Technical Training	GM	1	0	1	\$1,100.00
Restaurant/Hotel/Motel (5/18/91 - 5/23/91)	CE/6	Management	GM	11	1	10	\$789.09
Hotel Boilers (5/18/91 - 5/23/91)	SD/6	Marketing	GM	1	0	1	\$1,100.00
Credit Ratings/Bonds (5/19/91 - 5/24/91)	INT/6	Management	GM	1	0	1	\$1,333.07
Wood Furniture (5/20/91 - 5/25/91)	SD/6	Marketing	GM	1	0	1	\$711.00

No. of Programs: 36

No. of Participants: 202

Total: Men: 182 (90%)

Women: 20 (10%)

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Costa Rican Training Program for Private Sector Development

<u>Program:</u>	<u>Type/Days</u>	<u>Primary Focus</u>	<u>Participants</u>	<u>#Part.</u>	<u>F</u>	<u>M</u>	<u>\$ per Part.</u>
Extension Period (June 6, 1991 - September 30, 1991)							
June 1991							
National Plastics Expo (6/18/91 - 6/23/91)	CE/6	Exporting	O,GM,PM,MM	8	1	7	\$ 981.19
July 1991							
Hotel Investment Decisions (7/7/91 - 7/13/91)	PP/7	Management	O, GM	8	2	6	\$1,380.59
Employee Turnover (7/7/91 - 7/13/91)	PP/7	Management	O, GM	4	0	4	\$1,388.78
Processed Foods: Meat Technology (7/28/91 - 8/3/91)	SD/7	Technical Training	TM	1	1	0	\$ 967.00
August 1991							
Washington Gift Show (8/23/91 - 8/29/91)	CE/7	Exporting	O, GM, MM, PM	7	2	5	\$1,832.36
September 1991							
Blackberries (9/9/91 - 9/15/91)	SD/7	Exporting	O, GM	2	0	2	\$ 816.00
Roots (9/9/91 - 9/15/91)	SD/2	Exporting	TM	2	0	2	\$ 707.00

No. of Programs: 7

No. of Participants: 32

Total: Men: 26 (81%)

Women: 6 (19%)

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