



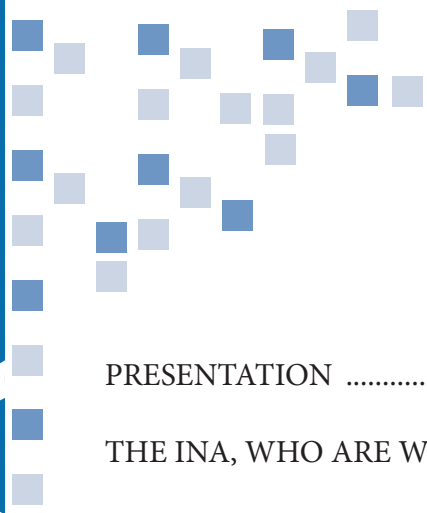
Institutional Strategic Plan

2011 - 2016

Dr. Alfonso Carro Zúñiga



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The *2011-2016 INA Strategic Plan, “Dr. Alfonso Carro Zúñiga”*, is the fulfillment of rigorous work analysis done by co-workers representing all the different units in our institution. Thus, an ambitious, strategic, daring, teamwork-oriented vision is achieved for the institutional management for the next 6 years.

The philosophic guiding framework, composed by the mission and vision statements, values and institutional policies, was the basis for its development. Moreover, the strategies, defined by the INA top management and the governmental policies leading our country progress, were taken into account. We start from a nationally recognized INA, but aim to promote it like never before, until it attains a prestigious deserved place in the vocational training scope, both within and outside our country.

This process involved the institutional strategic map designing as a point of departure for every unit specific projections, including their corresponding Balanced Scorecard. This Balanced Scorecard encompasses each unit specific activities in accordance with the institutional operational plans annually prepared, so that, all together should gradually contribute to the actions derived from the Institutional Plan.

On the other hand, this plan drafting was elaborated by analyzing not only the favorable aspects, but also the weaknesses for the ideal institutional performance internally and externally.

The set of actions to be carried out correspond to the accountability framework to satisfy the technical-vocational training required by the productive sector and the employees of our country. Our institution responds to the strong commitment of the high quality training, employability, solidarity, security, international competitiveness and the development of Costa Rican economy.

The new plan aims to enhance the INA targeting towards progress in the XXI century. We will implement innovative, opportune, sustainable, accessible INA, based on the student-integral development and human talent.

The institutional transformation involves the syllabus updating, teacher's training, new branch buildings in different areas across the country. Besides, for every training program the technical and state-of-the-art equipment renewal and purchase should be implemented.

Finally, it has to be mentioned that the INA Plan is called “Dr. Alfonso Carro Zúñiga” not as a courtesy for being the institution's creator and founder, but also because he agrees on the use of his name, and the institution sees him as a visionary leader that believed in Costa Rica's transformation since 46 years ago.

Nowadays, this name is a symbol for the enthralling progress along the path. Furthermore, this name choice intends to express a public commitment to the institutional reposition and transformation required by the new information and communication technologies. These actions are now taking place at the INA in order to keep and increase the high recognition of our graduates.

The INA will build a desired successful history with the Costa Ricans participation.

Olman Segura Bonilla, Ph.D.
Executive President, 2010-2014.



THE INA: WHO ARE WE?



Historical Background

The Instituto Nacional de Aprendizaje, INA, was created on May 21st, 1965 as a result of a Costa Rican group's initiative led by Dr. Alfonso Carro Zúñiga, Ministry of Labor and Welfare under President Francisco J. Orlich Bolmarcich's administration (1962-1966). This group was concerned about two main issues: 1) solving a problem for thousands of young people who did not access the formal education system because of their scarce economic resources, and 2) finding a way to support the economic development of the country which was already adopting the fast-pace import-substituting industrialization model. This model required skilled labor at a technical level not available in the country by that time.

Before the creation of the INA, vocational learning in Costa Rica was initiated by religious organizations, various social groups, individuals or businesses' willingness, but their existence was not long-lasting. When private initiatives arose, like commercial branches, they worked uncoordinated and there was no state control.

The deciding reason, for the emergence of the INA, was the pursuit of an innovative institutional plan to solve the need of high level technical quality labor required with the utmost urgency for the initiating industrialization process.

In 1959 the Social Training and Learning Bureau was founded and it required its own economic resources and an appropriate legal framework to thoroughly carry out the enormous task to train the labor force for the demanding productive sectors. This lay the foundations for the creation of the Instituto Nacional de Aprendizaje, its staff and its possessions became INA's first patrimony.

On January 17th, 1968, the foundation stone was laid for the first INA's building. The institution began its performance in a property located in La Uruca, with 16 classrooms and 16 workshops for the Vehicle Mechanics, Industrial Buildings and Electricity. This property was owned by the Caja Costarricense de Seguro Social - CCSS (Costa Rican Social and Welfare Institution).

The INA was structured as a training entity, independent from the formal education system and endowed with autonomy and fast communicative mechanisms with the labor markets. It is financed with the collection of a fixed percentage taken from the payrolls of public and private enterprises. The INA is managed by a cross-sectoral team consisting of groups directly involved, the labor sector, the employer sector and the Government.

INTRODUCTION

The INA has been carrying out a strategic, dynamic, articulated and integrated planning process enabling priority definitions, strategies and common goals for accurate decision-making. This decision-making allows to anticipate the challenges and opportunities for a sound organizational development.

This participatory strategic planning started as an overall analysis on the institutional activities in order to define a new framework of institutional policies, according to the National Development Planning which sets specific guidelines for managing the Institution. These policies constitute an updated guide for the institution direction to fulfill its mandate contained in law 6868.

Later on, a diagnosis on the inside and outside was drawn up to allow the analysis of positive and negative factors related to the institutional activities. A value proposition, generic strategy, and the broad lines of strategic action were set up from the obtained results. They helped in building the presented objectives in the strategic institutional map

from which the short and medium terms indicators and targets derive. This planning process has been developing under the Balanced Scorecard methodology that includes 4 perspectives for the analysis: Customers, Internal Processes, Learning and financial growth.

This 2011-2016 Institutional Strategic Plan corresponds to a medium-term that goes beyond a Government period generating projects and strategic actions that will positively impact the management of the Institute. Thus, this plan will enable thought and action in accordance with a planned and articulated situation, aimed at achieving economic and academic recognition of the student population, customer satisfaction and the impact of the training across the country, planned investment in infrastructure, processes and equipment, close coordination and continuous consultation with industry, efficient administrative management, consolidation of the National Vocational Training System, sustainable resource management, development of human talent, research and prospecting processes of markets and the efficient use of resources.



STATE OF AFFAIRS



DIAGNOSIS

The institutional analysis is the starting point for the development of the 2011-2016 Institutional Strategic Planning. In order to engineer an appropriate process, the analysis of the mission, the vision and institutional values were the first issues taken into account; subsequently, a study was conducted on the inside as well as the outside of the institution, rating economic, politic, social and cultural factors.

The diagnosis underlying the Institutional Strategic Planning has been based on a number of inputs generated at different institutional levels, thus becoming into a broadly participatory planning. The main techniques used for data collection and data analysis were: SWOT, SWOT Matrix, problem tree and Vester Matrix.

Those techniques were applied in workshops in the main areas: Regional Management; Technical Research-and-Course-Design related Management and SINAFOR (National Vocational Training System) Governing Management. In these areas, strategic issues were analyzed as they became important to the Institution such as:

- Vocational Certification Service
- Training Contract Processes
- Regional Planner Profile
- Analysis and Opportunity Generation for Improvement on the Model and Curriculum Design
- SINAFOR Analysis

The diagnosis on the Administrative Area, composed of Advisory Units, Standarization and Support Services Management, and Information and Communication Technology Management, was made by each unity with the counseling of the Planning and Evaluation Unit and later on reinforced at Management or Unit level.

The internal framework was analyzed on its Strengths and Weaknesses, and the external framework on its Opportunities and Threats, considering the major strategic issues affecting the institutional performance. The review and analysis of bibliographic information and monitoring of mass media was carried out to complement the SWOT.

In this way, the Strategic Planning Process will pervade every task to make it functional for the institutional work by decreasing the weaknesses; increasing the strengths; considering and addressing timely the impact of the threats; using thoroughly the opportunities for the achievement of the goals, the mission and the vision of the Institute.

STATE OF AFFAIRS

Internal Analysis

In the definition of the strategy to be followed by the Institution in the next 6 years, the current conditions of the institutional framework were analyzed, both internal and external, to identify the challenges facing the Institution as a differentiator entity in vocational training. Major structural weaknesses were identified in the various fields of the Institutional work. These weaknesses were considered as strategic and are related to the provision of training, both in their outdated contents and in their performance, regarding appropriate care and service quality.

Supply of Services: Innovative and Timely

The INA in its strategic role in leading the vocational training, and according to various studies related to market requirements, must transform its course offering in an innovative, timely and high quality supply, under a concept of wholeness. This concept incorporates cross-cutting themes that already have been carried out such as sustainability, entrepreneurship and gender.

In this transformation process, an important element to increasing the visibility of people graduating from the INA is to continue the task of implementing international training certification as much as possible to give better opportunities to the graduate and greater institutional positioning.

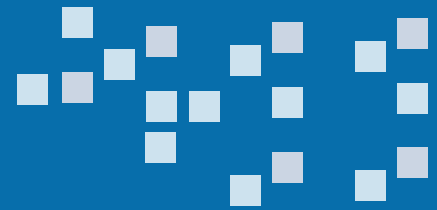
Most frequently requested requirements on the provision of courses:

1. **Training:** Call Centers, Administration, Bilingual Accounting, Interior Decoration or Interior Design.
2. **Tourism:** Chef.
3. **Industry:** Electronics Manufacturing; Medical Supplies Industry; Mechanical Electronic; Mechatronics; Plastic; Solar Panel Manufacturing; Plastic Injection; Metallurgical Industry; Electromechanics; Biological Material Handling; Cooling; Advanced Manufacturing; Telecommunications.
4. **Agriculture and Livestock:** Agricultural Production; Livestock production; Fishery.

Source: Planning and Evaluation Unit. INA and Industry Chamber Study, 2010.

To achieve this, it is necessary to strengthen mechanisms to determine the demand on both qualitatively and quantitatively, according to the needs expressed by the business sector and general market trends.

One aspect of strategic importance is that a timely provision of courses should meet the demand of our different targeted groups. It should generate a positive impact and should contribute to the development of the country; however, significant efforts are required to improve goals, even when count is positive, as shown below:



Impact

1. As a positive impact, courses of English should be regarded as complimentary to an individual's training.
2. With the certification service, the economic sectors of Tourism and Commerce and Services obtained the highest level of benefits to job performance.
3. The most obvious benefits for people with special conditions are placed on the motivation to discover skills and capacity increasing, while being minor in the workplace.
4. Indigenous people trained (computers, crafts, baking, food, languages, management and animal husbandry) obtained increased benefits as people who had their own business, increased their income and used their knowledge to improve the economy at the household level.

Source: Planning and Evaluation Unit. INA

An innovative and high quality offer requires modernization and upgrading of equipment and furniture, so it is necessary to establish a parallel process between the upgrading or creation of the training offer, and the equipment supply in Training Centers.

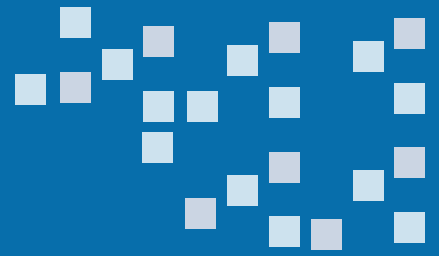
Equipment Supply and Infrastructure

1. Outdated teaching equipment which affects courses quality.
2. The business sector demands the Institution with equipment and state-of-the-art technology.
3. According to the project "Institutional Equipment Projection 2008-2010", 29% for purchasing equipment was for the incorporation of new technology and 71% for substitution or replacement of equipment. (Management Report - Ricardo Arroyo. May 2010). In the first stage of this project approximately ¢4.300 million were invested.
4. For the project "Teaching Equipment 2011-2012" INA officers have allocated an amount of ¢10.117 million.
5. The administration has planned to invest ¢23.281 millions in infrastructure for the years 2010-2014 in these places: Heredia Regional Unit; Upala Training Center; Brunca Regional Unit; Cartago Regional Unit; Administrative Offices in Uruca (Mega computer lab), Center Specializing in the Printing Industry and Plastic Industry; High Tech Center; San Ramón Building 1st Stage; Orotina Training Center 1st Stage.

Source: Planning and Evaluation Unit. INA.

Institutional Coverage

The National Learning Institute is a nationwide institution. It has nine Regional Units and fifty-seven Training Centers. The increased coverage has been a gradual process, and by the year 2007, it was 77% in districts, and since 2008 it covered 100% which to date remains. To continue with this coverage, strategic alliances are held to provide training in



companies, institutions and organizations. Training courses are taught in all productive sectors and over 80% of the subsectors under different forms of delivery. (INA in Figures 2009).

Student Welfare

Greater identity of the student population with the Institution is needed and that is why it is required to consolidate the various attention and retention mechanisms, enabling the integral development of this population, both internally and externally to the Institution.

Student Support Services

1. **Vocation:** Briefings, advising sessions for participants, including faculty, staff, and parents. In addition, the service provides individual and group counseling.
2. **Financial Support:** In 2010, 9992 scholarships were granted, which meant a monthly average of \$39 per student. By 2011, the budget for scholarships is \$5.210 million.
3. **Education:** The psychopedagogy service is offered.
4. **Social:** INA has sports facilities in some Training Centers, such as soccer, basketball, gym. Sportive and Cultural activities take place as well as human values development activities.

Student Support Services

5. **Health:** There is a Health Unit that serves the student population.
6. **Attention to special educational needs.**
7. **Attention to specific situations.**
8. **Employability:** training sessions for insertion into the labor market.
9. **Job Bank Service.**

Source: User Service Unit. INA

Institutional Management Modernization

A successful institutional management involves improving the planning processes at all levels. The fact of being an ISO 9001:2008 certified institution is a key success factor to position and strengthen the INA national and international recognition.

Modernize the governance requires to execute investment projects in infrastructure, equipment and integrated information systems that facilitate knowledge management, a timely answer to the training demand and the fulfillment of the new institutional perspectives, all of this with a competitive human resources.

STATE OF AFFAIRS

SINAFOR (the National Vocational Training System) Consolidation

In accordance with the INA law, the National Vocational Training System was created in order to govern the vocational training in the country; however, it does not establish mandatory participation of private entities of this kind, which affects in the proliferation of technical training schools and institutes without any regulations, a situation that has consequences for the quality of education in the country.

Human Talent

Under the new national and international globalization scenarios, the permanent change of context and the assessment of knowledge, it is essential that the Institution provides human capital with the means to adapt to them and be able to develop and improve their technical skills and abilities.

Currently, the only competitive advantage that can differentiate one company from another is the ability of people within the organization to adapt to change. This is achieved by strengthening people's training and continuous learning, so that, education and experiences can be measurable and, moreover, valued according to a set of skills.

For this, the institution promotes entrepreneurship, technology transfer, innovation and knowledge, building strategic alliances and cooperation agreements with companies, institutions and national and international organizations, actions that will become evident in the courses and vocational training performed by INA.

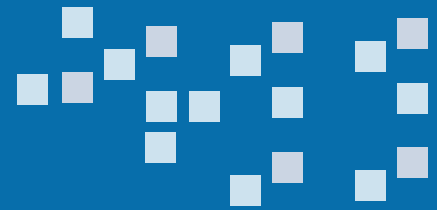
External Analysis

From the external institutional framework, our Institution must take advantage of the opportunities to become stronger than today. The Instituto Nacional de Aprendizaje should minimize threats and enhance its strengths. For the next 6 years, the Institution should seek to provide updated, innovative and broad market acceptance to maintain a constant monitoring of customer satisfaction to keep its social legitimacy.

Labor Market for Technical Training

Nowadays, the labor market dynamics in relation to the recruitment of staff, is of a greater demand to respond to rapid changes in productive processes. Therefore, the business sector requires that human resources, in most cases, be complemented by a mastery of 80% or 90% in





the field of information technology, ability to communicate in a second or third language, proven experience and certification of knowledge. In recent years, the institution has contributed to the national development with human capital training in line with demand.

Training Program Graduates

2007: 3,812
 2008: 25,142
 2009: 51,349
 2010: 37,117

Source: INA in numbers, 2009. Evaluation and UPE, 2011.

Computer and Languages Graduates

Years	2009	2010
Languages	4308	4126
Computer	28717	14281

Source: INA in numbers, 2009. SEMS, 2010. Evaluation and Statistics UPE, 2011.

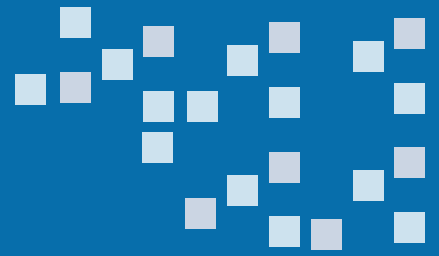
Binding Legislation for INA

INA's challenge is to consolidate as an institution that contributes to the development of the country, capable to face environmental challenges, among which draft laws, specific laws or agreements are found. The institution must take action and invest resources that are not always in direct correspondence with its goals.

Some INA binding legislation:

1. International Agreements, among them, the agreement on indigenous and tribal people in independent countries. OIT 169 and also the N. 138 one.
2. Improverished Women's Support Law N° 7769.
3. Disable people Opportunity Equality Law, No. 7600.
4. Integral Senior Citizen Law and its Regulations 7935.
5. Juvenil General Law, N. 8261.
6. Juvenil Alternative Sanctions Law, No. 8460.
7. General Adolescent Mother Protection Law. N. 7735
8. Childhood and Adolescence Code. Law N. 7739.
9. Conditioned Monetary Transfer Program named "Avancemos"
10. Juvenil, Labor and Migration Joint Program: United Nations Development Program.
11. National Committee against Sexual and Commercial Exploitation (CONACOES)
12. Board of Directors for Childhood Labor Prevention and Eradication and the Costa Rican Adolescent Worker Protection Decree N. 31461-MTSS.
13. Internal Control Audit Law, 8892.
14. Banking Development System Law 8634.





Target population satisfaction regarding training programs

The target population satisfaction aims at reaching technical knowledge or expertise to perform skilled work, entering into the labor market, increasing the production or productivity of the companies or organizations. This is for people from either private sector companies, organizations or some other guilds as well as the rest of the population trained at the INA. In brief, the given training should contribute to improve the life conditions of the target population.

Regarding the training programs offered by the institution, in general terms both the programs and the graduates are constantly in great demand. Generally, there is satisfaction among people and companies that have gone through training programs which become an option to join the labor market. However, there is also dissatisfaction, which not only generates discomfort but also damages the institutional image, especially from the business sector because of its little access to the training programs.

Employer's opinion about INA graduates

83% of the companies ranked INA graduates with a high level of satisfaction

Employer's opinion regarding the training programs

81% of the companies ranked the training programs as highly satisfactory

Source: INA's Planning and Evaluation Unit.

Incorporation into the labor market

INA graduates are highly appraised in the labor market, and companies prefer to hire them over others. Nonetheless, they are not paid according to their level of qualification and in many cases there is no difference between the salary of an empirical person and a graduate. This problem worsens due to the absence of a national wage scale based on the different levels of qualification of the workers.

Incorporation into the labor market

1. 95% of INA Industrial Electronics graduates incorporated into the labor market and more than 85% of them incorporated into a related area.
2. 96% of INA sailor graduates incorporated into the labor market
3. 52.54% incorporated into the construction area or similar.
4. In the industrial area, 74% of the people trained at the INA were already working.
5. 49,2% of the graduated population incorporated into the labor market in their training area.
6. 58,5% of the INA graduates got a job in their related area (precision mechanics, computing, tourism)
7. 76% of the socially disadvantaged young people who received training in labor competences were incorporated into the labor market.

Source: INA's Planning and Evaluation Unit.

Productive Sectors Demand

Lately, Costa Rica has undergone a relative shortage of manpower at a technical level, mainly in some sectors like tourism, construction and services. The INA as the Costa Rican institution of vocational training, is pressed by those sectors that do not fulfill their needs of personnel. As Jose Eduardo Angulo and Alejandra Mata stated in the communication for the XIV Nation's State Report on Sustainable Human Development: "The gap between supply and demand of skilled work described from the point of view of employers, professional and technician trainers (...) is not at the pace the employers demand, and some skills and abilities are obsolete today"

Moreover, there have been remarks on the difficulty to estimate the lack of human resource due to the deficiency in finding trustworthy statistical information. "The estimations on the shortage in different activities and professions do not have a solid scientific base to support them"; statement taken from page 8 of the XIV Nation's State Report.



PHILOSOPHICAL FRAMEWORK



The institutional philosophical framework is defined by the institute top officers as composed of the mission, vision, values, proposal of value and institutional policies. These concepts enable the formulation of the strategic plan for the 2011-2016 period.

Mission Statement

The INA is an autonomous institution providing people over 15 years old and legal entities with vocational training programs, promoting the productive work in all the sectors of the economy, to contribute to the improvement of the living conditions and the socio-economic development of the country.

Vision Statement

To be the educational, accessible, flexible, innovative, appropriately-timed, high quality vocational training institution that contributes to the society development and to the progress of the country.

Institutional policies

The institutional policies guide the activities of the INA, and they also constitute the basis for the 2011-2016 Institutional Strategic Plan.

1. To provide the population with high quality training programs to prepare competent human resource responding to the demands of the productive sectors.
2. To enhance innovative initiatives in the institutional, interinstitutional and international scope, for the development and care of programs, projects, SMEs, and laws, so that, specific populations can be benefitted.
3. To position the institution as the vocational training leader, by implementing the institutional vocational training system (SINAFOR, for its acronym in Spanish)
4. The citizenship, the business sector and the organizations will obtain services from the INA's Job Bank Service, in an agile and efficient way, which also enables INA graduates to be inserted into the labor market.
5. To design innovative, creative, flexible, programs including topics of rights, gender and environmental sustainability.
6. To implement institutional strategies on environmental sustainability, through the continuous improvement approach and promoting the streamlining of the natural resources, to contribute to the national development in harmony with the environment.
7. To reinforce the technological research to acquire new technologies in order to provide high quality training programs.
8. To research primarily labor market as a basis for supporting actions and decision-making to respond to the population and the productive sectors' needs.

OUR MOTTO: TECHNICAL TRAINING TO PROGRESS



9. To consolidate a planning culture based on results; through systems, specific procedures and indicators, to efficiently assign resources for the achievement of the institutional objectives.
10. Endowment and promotion of the suitable human resource, with access to the continuous training and institutional incentives, to obtain stability and competitiveness in the labor market.
11. To reinforce an excellent customer service culture.
12. To develop financial mechanisms to assure the acquisition and the proper use of the resources to reach the institutional objectives to the lowest possible cost.

VALUES

The INA as a vocational training institution pursues a number of strategic actions which allow the Institution to develop an ethics management based on values; requiring for this a stable and sound relationship with the citizens, an efficient management and qualified human capital.

The fundamental principles and ethical values at the INA to fully perform its institutional objectives, are found in the

three areas of the human personality: labor, citizenship, and human plenitude. Consequently, all the INA's workers are citizens, men and women who must search the fulfillment and excellence in the three areas.

This is reflected in the three institutional values presented subsequently:

Common Good Principle

The Common Good Principle refers to the integration of social life conditions for the individuals to shape their lives freely.

Tolerance

It is the respect to the others' ideas, beliefs or practices even when they are different or contrary to ours.

Responsibility

It is the value that causes people to reflect, administer, guide and to assess the consequences of their behavior.

STRATEGIC OBJECTIVES



For the next six years, the strategy formulation has been guided by compliance with the institutional mission and vision, and by a rigorous analysis of the context, defining lines, objectives and challenging strategic directions for the repositioning of the institution in society. All this involves the transformation and reconceptualization of the learning process as well as the review of diversity, relevance and timeliness of the training offer, in order to respond to the requirements of the current country's productive structure.

Strategic Directions

The definition of strategic directions was part of the process guiding the formulation of the Institutional Strategic Plan, worked along with representatives of different groups of the institution, including top officers, Substantive Area, Logistics Support Area, SINAFOR, and specific Consultancy. Not only was INA's Mass Media's perception tracked, but also the review of a research and analysis of institutions, organizations and sectoral chambers and associations (unions, solidarity, cooperatives) to mainly show the weaknesses and threats in the institution.

Based on the obtained input, six strategic guidelines to lead the actions of the INA were defined, to respond to the demands of the productive sectors by resetting its position in society to fulfill its mission and achieve its vision. These guidelines are: innovation, timely service, sustainable development, student welfare, human talent development and institutional management modernization.

Innovative INA

The institutional life term is consolidated by timely and anticipated responses to the country's productive needs. Therefore, a greater emphasis on the development of research and projects will be made to provide added value to a society undergoing rapid changes. Those results will guide the design of innovative training programs by incorporating elements of interdisciplinarity, which contribute to a more dynamic training according to the market requirements, giving INA graduates a value of great worth.

STRATEGIC OBJECTIVES

On the other hand, to train with innovative programs, requires facilities modernization in parallel. That is, to switch from traditional Training Centers to centers equipped with modern technological components, that facilitate the learning process and the performance in the market.

Within the institutional framework, another important element for the innovation is the technological investigation, that supports the competitiveness of the business and enterprising activities, to contribute to the productive transformation with sustainable development principles.

Opportune INA

Unquestionably, the repositioning of the INA implies providing timely training, subject that affects notoriously the Institution nowadays. The training programs offered by the institution should be diversified with updated and innovative contents, as well as timely provided.

Sustainable INA

The Institutional commitment to the Costa Rican society includes unifying efforts to contribute to a sustainable

development. This commitment must be reflected in the everyday institutional life, which requires actions to create awareness of respect for the environment.

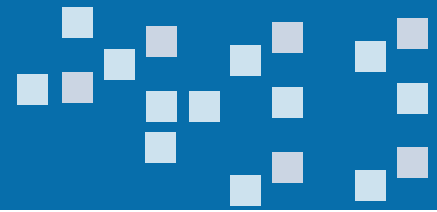
The supply of training programs becomes a strategic element due to its educational nature, so that environmental protection becomes an interdisciplinary element to be included as cross-cutting themes, both in theory as well as in practice.

Likewise, the research to be carried out in the institution, with internal or contracted resources, must incorporate elements related to the sustainable development topic in its cross-cutting themes as well as in its specific contents.

INA based on students' integral development.

The vocational training concept implies individual entire development, acquiring technical knowledge, developing skills and abilities to perform a job, as well as aspects related to human development and the acquisition of a set of values for healthy socialization. This indicates to provide students with access to cultural activities, sports, democratic participation and support for personal empowerment, which in turn generate identification and a sense of belonging to the institution.





A vocational training institution should facilitate optimal conditions for an active and enthusiastic student life. Such life will help to encourage the students' participation leading to a later insertion into the active labor market, being the common welfare beyond the labor performance.

INA based on Human Resources

The main asset of the institution is its talented human resources whose commitment, spirit of service, and the knowledge application contribute to the organization and its development.

To maintain the institutional reliability means having an updated human capital, technically competent, productive, with moral values and job stability. These human resources carry out tasks in areas related to their knowledge; for this reason, they need continuous training according to their job performance.

Being the INA a vocational training institution, teachers play an important role, they bear the great task of "being the image of the institution" as a priority, they are responsible for teaching the training programs in society, "people come to the INA looking for good service, good training programs taught by good teachers."

Accessible INA

The INA has been currently requested to have a fast and easier access to its training programs. To address this issue, it is necessary to increase the use of computer resources and have: online registration systems, an updated-easy to access website, and integrated computer systems to facilitate and reduce paperwork. Thereby, the institutional work online, both in main and administrative areas is allowed. It is also important to emphasize the culture of service by providing groups or individuals with opportune needs fulfillment.

Likewise, it is necessary to invest in infrastructure and equipment with high technology components to place the INA at the forefront of professional training.

In summary, in the next six years, INA's challenge is to move from a traditional to a modern and dynamic institution with the capacity to provide high quality, diversified, accessible and timely training programs, in accordance with the demands of society.



STRATEGIC DIRECTIONS

Customers

- Economic, technical and academic recognition of INA graduates, by the business and the education sectors.
- Training Programs Impact in the labor market
- Satisfaction of different groups trained at INA

Internal Process

- Efficient technical and administrative management.
- Sustainable development reinforcement into institutional activities.
- Planned investments for the provision and improvement of infrastructure and technological equipment.
- Development of the SINAFOR as the leading institution for vocational training.
- Timely training for pressure groups through updated programs according to the market demand.
- Integral development of the student population.

Learning and Growth

- Efficient management of human capital to meet the diverse institutional needs prioritizing the following strategic areas: Learning and country growth.
- Updating and strengthening human capital's skills in the technological, administrative, technical, aptitudinal and professional areas to increase institutional productivity.
- Reinforcement of the institutional service culture.
- Timely institutional information provision according to the customers' needs.

Finance

- Efficient use of resources.



STRATEGIC OBJECTIVES AND ACTIVITIES



Customer-Oriented Objectives and Strategic Activities

Objective 1

To achieve economic, technical and academic recognition of INA graduates by the business and the education sectors

To monitor the results of the Agreements with institutions of technical and academic training.

To monitor the progress of the institutional qualifications Framework as a basis for the establishment of a National professional qualifications Framework.

Objective 2

To impact the labor market with the Training Programs

To track and control the INA graduates (through different mechanisms: agreements with universities, job bank services, student welfare offices), to verify their entry and duration in the labor market.

To measure the impact of the Training Programs.

To apply recommendations suggested by the impact studies.

Objective 3

To achieve customer satisfaction after the Training Programs

To assess the business sector satisfaction with regard to personnel trained at the INA.

To weigh up the INA graduates satisfaction with regard to the Training Programs.

To apply corrective actions as suggested by the evaluation studies.



Objectives and strategic actions to improve internal processes

OBJECTIVE 4

To develop more efficient technical and administrative processes in the institution.

To evaluate the process performance.

To simplify procedures in the institution in order to speed up processes by means of automation (digital signatures, procedures review, on line shopping at a national level)

To keep a continuous improvement process in the INA risk procedure management linked to the institutional planning and decision-making.

To update the supplying system for a better management of warehouse and an efficient management of inventories (inventory turnover plan, review and updating of the list of teaching resources).

To implement a model for the teaching resources administration, including maintenance, repair, reconstruction and technological equipment updating.

To strengthen a more effective communication with the external supervising bodies, to facilitate sensitization and knowledge processes related to vocational training.

To improve promotion and selection processes for the population interested in Training Programs.

To link the INA employees' performance with the observance of the institution objectives and goals.

To unify the planning processes meeting the institutional objectives and goals.



OBJECTIVE 5

To strengthen the processes of research and survey for the design and innovation of the training programs.

To establish an institutional exploration model that will supply updated information for the decision-making process.

To monitor labor market trends to improve, update and adjust the curriculum according to the market demands.

To develop an effective and flexible system to take charge of the demand. Not only will this update the information, but also manage training applications including follow-ups.

To empower the leadership and liaison committees participation in Regional Centers and sectors according to their action range.

To establish cooperation agreements among institutions not only to identify the demand, but also to improve and incorporate new variables to the information data based in an unbundle way.

OBJECTIVE 6

To strengthen sustainable development within institutional activities.

To develop and implement administrative and technical project plans to set the basis of an institutional environmental sustainability model (saving in: energy, water, telephone rate, among others)

To carry out the agreement “REDIES” Costa Rican Network of Sustainable Educational Institutions (for its Spanish acronym).

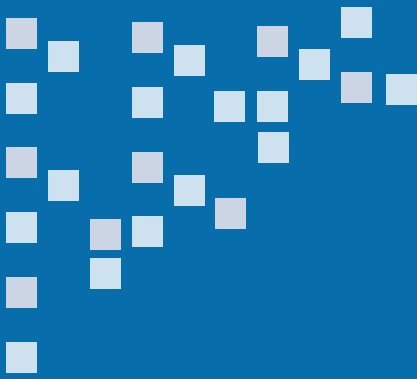
To begin the Certification ISO 14000 process (environmental auditing processes)

To promote the technological resources application to favor the sustainable development in the different productive areas.

To include objectives and contents on environmental sustainability in the syllabus as well as in the Training Programs delivery.

To apply clean technologies in the training processes to promote productive development in harmony with the environment.





OBJECTIVE 7

To speed up the design process of innovative training programs according to the market demands.

To increase the technical and cross-sectoral projects development to strengthen the design of new training programs.

To encourage internal and external key informants integration in the training program developing process for decision-making (Profile Design Validation and training programs)

To use the demand research results and impact studies, for the training programs planning and decision-making.

To develop plans and Competency Development Programs to determine levels of qualification. For the institution is of greater importance to develop plans and programs aimed for the student to achieve the Specialized Technician level.

To create the Institutional Qualification System.

To develop a curricular design system and its correspondent validation, based on technical competence regulations.

OBJECTIVE 8

To plan the investment for the infrastructure and technological equipment provision and improvement.

To diagnose the current institutional infrastructure.

To design and implement an institutional program to improve the infrastructure facilities.

To create and implement projects to technologically innovate and upgrade INA facilities and equipment, in a medium-term prospective.

To elaborate a medium-term investment plan for infrastructure facilities, according to institutional priorities and productive areas requirements.

To implement the strategic surveillance model in aspects such as: technological, commercial, competitive, and environmental in order to purchase new technologies.



OBJECTIVE 9

Develop SINAFOR to achieve INA'S positioning as a leading institution in vocational training.

To develop, validate and implement the Information System of SINAFOR Management Leadership.

To develop events to transfer technical and pedagogical competencies to teachers from public and private institutions, providing nonprofit and for profit training.

To reinforce the Linkage Unit for the assigned functions development.

To establish a system of equivalence and recognition between INA courses and those from public and private entities, enabling articulation managing processes.

To implement the project "Structure and Plan for SINAFOR Performance"

To develop the Institutional Qualifications Framework as a basis for the establishment of a National Professional Qualifications Framework.

OBJECTIVE 10

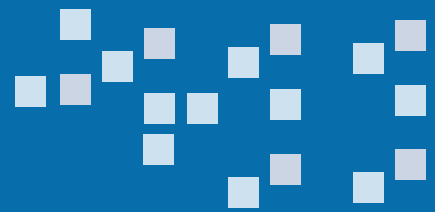
To maximize partnerships with national and international bodies to improve institutional work.

To generate new cooperation agreements or alliances with national and international agencies.

To strengthen the exchange of staff and student population experiences.

To develop strategic alliances among institutions to promote the incorporation and recognition of INA graduate qualifications.





OBJECTIVE 11

To meet pressure groups demands timely

To increase the use of ICTs in addressing and resolving technical assistance services.

To strengthen the use of modal qualities: training outside INA, virtual training, distance learning, enterprise training, dual training.

To implement alternative mechanisms for the recruitment of human capital, according to institutional needs (schedules, periods, salaries, etc.).

To expand the implementation of Training Programs for workers.

To create, control, and monitoring mechanisms on response to the demand.

To provide tools to facilitate the employability for the graduates and to the business sector with qualified human resources.

OBJECTIVE 12

To develop the student population fully

To strengthen the financial aid system.

To reinforce cultural and sports activities.

To create incentives and awards to recognize academic excellence.

To improve the processes of vocational counseling.

To expand occupational health services and preventive care.

To build mechanisms for communication and ICT's services.

To enhance the technical skills acquired through supervised practice in the Productive Sector.

To promote and facilitate labor market insertion of graduates by using the graduate employment platform.



Objectives and strategic actions for the institutional capacities improvement

OBJECTIVE 13

To manage human capital to meet the diverse institutional needs taking into account strategic country priority areas efficiently

To perform workload studies to distribute institutional staff as needed.

To keep an updated list of institutional positions

To implement flexible and agile mechanisms for diverse schedule teacher recruitment.

To implement a teacher bank project.

To equate the ranking of jobs and pay scale with reference to public institutions.

To implement mechanisms for staff permanence, retention and sustainability.

To perform studies to determine the human capital requirements at both the technical and administrative support.

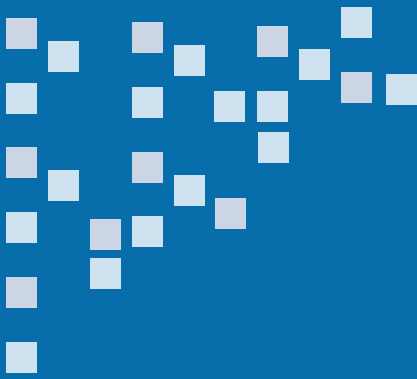
OBJECTIVE 14

To update and strengthen the competencies of teaching and administrative human capital in strategic areas according to the different productive sectors demand

To make and implement a plan to avoid the staff's skills gap according to the requirements of the labor market and the different position requisites

Reclassify the teachers' skills, according to new Training Program demands.





OBJECTIVE 15

To strengthen the institutional culture of internal and external customer service.

To improve the institutional services promotion.

To develop a continuous customer service-oriented training program for staff.

To incorporate tools, methodologies and best practices conducive to improve customer service.

To promote institutional values for a higher level of commitment

OBJECTIVE 16

To provide complete, timely and reliable information for institutional decision-making

To adopt business intelligence models and information analysis for decision-making.

To adapt business intelligence models and analysis of information for decision-making

To implement a model of pre-registration or online registration to improve the planning and delivery of vocational training.

To develop a training plan for the intensive institutional information systems use.

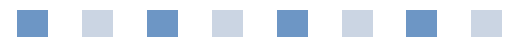
To create an institutional integrated information platform.

To implement a plan to replace or upgrade systems to define priorities in the systems development.

To design and implement an institutional communication plan to keep society informed.

To promote and implement the adoption of the information safety management system.

To initiate the process to obtain the ISO 27000 Standard Certification.



Objectives and strategic actions for the financial resources improvement

OBJECTIVE 17

To increase the uptake of institutional financial resources by diversifying the income sources.

To negotiate external resources for the institutional projects development.

To create the basis for the special services sale.

To generate income and reduce maintenance costs through the sale of idle assets.

To improve revenue collection practices (procedures, defaulting employers data, benchmarking).

To implement prompt mechanisms to raise the recovery rate of defaulting employers portfolio, establishing increasing settings and goals, for each year.

OBJECTIVE 18

To plan an institutional-oriented budget based on priorities, objectives and goals.

To distribute the budget according to institutional plans.

To use the institutional surplus efficiently.

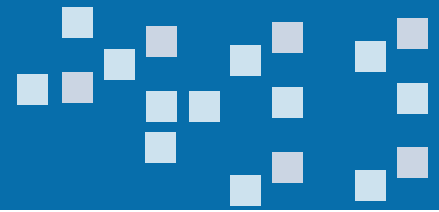
To improve budget and planning processes.

To design and implement an actual system costs for institutional services.

To use costing tools for Training Programs.

To improve the budget allocation for salaries account through continuous analysis to allow for its sustainability over time.





OBJECTIVE 19

To execute the budget according to defined priorities, objectives and goals.

To generate timely financial information for decision-making.

To monitor and control the budget execution as well as goal achievement at different decision levels.

To redistribute opportunely, and based on other priorities, the financial resources not used by other units.



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high quality vocational t
development

4. CUSTOMER SERVICES PERSPECTIVE

4.1 Economic, technical and academic recognition of INA graduates, by the business and education sectors.

Innovat

3. INTERNAL PROCESSES PERSPECTIVE

3.1 To improve the technical and administrative management efficiency.

3.2 To strengthen the research and survey processes for the the design and innovation of the training offer.

3.6 To develop SINAFOR to achieve INA'S positioning as a leading institution in vocational training.

3.7 To maximize partnerships with national and international bodies to improve institutional work.

2. LEARNING AND GROWTH PERSPECTIVE

2.1 To manage human capital to meet the diverse institutional needs taking into account the country's strategic priority areas efficiently.

2.2 To update and stren administrative human capita for diff

1. FINANCIAL PERSPECTIVE

1.1 To increase the uptake of institutional financial resources by diversifying income sources.

1.2 To plan an in

INA Vision

“A national, accessible, flexible, innovative, appropriately-timed, professional training institution that contributes to the society's development and to the progress of the country.”

Timely and high quality services.

Population Satisfied.

4.2 Training Programs Impact in the labor market.

4.3 Satisfaction of different groups trained at INA.

Innovative, high-quality and updated services.

3.3 To enhance sustainable development within institutional activities.

3.4 To increase the technical and cross-sectoral projects development to strengthen the design of new training programs.

3.5 To plan the investment for the infrastructure and technological equipment provision and improvement.

3.8 To meet pressure groups demands timely.

3.9 To develop the student population fully.

Optimization of institutional capacities.

2.1 To strengthen the competencies of teaching and human capital in strategic areas according to the demand for different productive sectors.

2.3 To reinforce the institutional culture of internal and external service.

2.4 To provide complete, timely and reliable information for institutional decision-making.

Efficient use of financial resources.

1.1 To manage an institutional-oriented budget based on priorities, objectives and goals.

1.3 To execute the budget according to defined priorities, objectives and goals.