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UNCLASSIFIED

DEPARTMENT OF STATE  
AGENCY FOR INTERNATIONAL DEVELOPMENT  
Washington, D.C. 20523

HAITI

PROJECT PAPER

RESOURCE TRAINING CENTER

LAC/DR:80-6

Project Number:521-0104

UNCLASSIFIED

AGENCY FOR INTERNATIONAL DEVELOPMENT

**PROJECT DATA SHEET**

1. TRANSACTION CODE

A = Add  
 C = Change  
 D = Delete

Amendment Number

DOCUMENT CODE

3

2. COUNTRY/ENTITY

HAITI

3. PROJECT NUMBER

521-0104

4. BUREAU/OFFICE

LA

05

5. PROJECT TITLE (maximum 40 characters)

Resource Training Center

6. PROJECT ASSISTANCE COMPLETION DATE (PACD)

MM DD YY  
1 | 0 | 3 | 1 | 8 | 4

7. ESTIMATED DATE OF OBLIGATION

(Under "B." below, enter 1, 2, 3, or 4)

A. Initial FY 80

B. Quarter 3

C. Final FY 83

8. COSTS (\$000 OR EQUIVALENT \$1 = )

A. FUNDING SOURCE	FIRST FY 80			LIFE OF PROJECT		
	B. FX	C. L/C	D. Total	E. FX	F. L/C	G. Total
AID Appropriated Total	300	100	400	1,422	178	1,600
(Grant)	( 300 )	( 100 )	( 400 )	( 1,422 )	( 178 )	( 1,600 )
(Loan)	( )	( )	( )	( )	( )	( )
Other U.S. 1.						
Other U.S. 2.						
Host Country		200	200	--	637	637
Other Donor(s)						
<b>TOTALS</b>	<b>300</b>	<b>300</b>	<b>600</b>	<b>1,422</b>	<b>817</b>	<b>2,237</b>

9. SCHEDULE OF AID FUNDING (\$000)

A. APPROPRIATION	B. PRIMARY PURPOSE CODE	C. PRIMARY TECH. CODE	D. OBLIGATIONS TO DATE		E. AMOUNT APPROVED THIS ACTION		F. LIFE OF PROJECT	
			1. Grant	2. Loan	1. Grant	2. Loan	1. Grant	2. Loan
(1)	3-610	611	--	--	1,600	--	1,600	--
(2)								
(3)								
(4)								
<b>TOTALS</b>					<b>1,600</b>		<b>1,600</b>	

10. SECONDARY TECHNICAL CODES (maximum 6 codes of 3 positions each)

640

11. SECONDARY PURPOSE COD

612

12. SPECIAL CONCERNS CODES (maximum 7 codes of 4 positions each)

A. Code

BR

BL

TNG

B. Amount

13. PROJECT PURPOSE (maximum 480 characters)

To up-grade the human resources available in rural Haiti to assist in the design and implementation of small scale rural infrastructure projects.

14. SCHEDULED EVALUATIONS

Interim MM YY MM YY Final MM YY  
0 | 5 | 8 | 2 | | | 0 | 5 | 8 | 4

15. SOURCE/ORIGIN OF GOODS AND SERVICES

000  941  Local  Other (Specify)

16. AMENDMENTS/NATURE OF CHANGE PROPOSED (This is page 1 of a \_\_\_\_\_ page PP Amendment.)

**BEST AVAILABLE DOCUMENT**

17. APPROVED BY

Signature

Allan Furman

Title

Director, USAID/Haiti

Date Signed

MM DD YY  
0 | 7 | 1 | 5 | 8 | 0

18. DATE DOCUMENT RECEIVED IN AID/W, OR FOR AID/W DOCUMENTS, DATE OF DISTRIBUTION:

MM DD YY

PROJECT AUTHORIZATION AND REQUEST  
FOR ALLOTMENT OF FUNDS

Name of Entity : Government of Haiti  
Name of Project: The Resource Training Center  
Project  
Project Number : 521-0104

Pursuant to Part I, Chapter I, Section 105 of the Foreign Assistance Act of 1961, as amended, I hereby authorize a Grant to the Government of Haiti of not to exceed Four Hundred Thousand Dollars (\$400,000) (the "Authorized Amount") to help in financing certain foreign exchange and local currency costs of goods and services required for the project as described in the following paragraph.

The Project will establish a Resource Training Center to develop and implement nonformal training programs for rural workers who are employed on infrastructure projects.

I approve the total level of A.I.D. appropriated funding planned for this project of not to exceed One Million Six Hundred Thousand Dollars (\$1,600,000), including the authorized amount, during the period of June 1980 through October 1984. I approve further increments during that period of Grant funding up to \$1,200,000 subject to the availability of funds in accordance with A.I.D. allotment procedures.

I hereby authorize the initiation of negotiation and execution of the Project Agreement by the officer to whom such authority has been delegated in accordance with A.I.D. Delegations of Authority subject to the following essential terms and covenants and major conditions; together with such terms and conditions as A.I.D. may deem appropriate.

(A) Source of Goods and Services

Goods and services financed by A.I.D. shall have their source and origin in countries included in A.I.D. Geographic Code 941 and Haiti except as A.I.D. may otherwise agree in writing. Ocean shipping financed under the Grant shall be procured from United States or Haiti flag vessels unless A.I.D. determines that such vessels are not available.

(B) Conditions Precedent to Initial Disbursement

Prior to any disbursement, or to the issuance of any commitment documents under the Project Agreement, the Grantee, except as A.I.D. may otherwise agree in writing, shall furnish to A.I.D. in form and substance satisfactory to A.I.D.:

1. A legal opinion of the Secretary of State of Justice of the Republic of Haiti or other counsel acceptable to A.I.D. to the effect that the Project Agreement has been duly authorized and/or ratified by, and executed on behalf of Haiti, and that it constitutes a valid and legally binding obligation of Haiti in accordance with all of its terms; and
2. A statement of the name of the person holding or acting in the office of the Grantee, and of any additional representatives, together with a specimen signature of each person specified in such statement; and
3. An executed contract of employment between the Department of National Education and a qualified individual selected to be the Director of the Resource Training Center; and
4. Evidence that the Department of National Education has acquired office facilities for the Resources Training Center at the National Vocational Training Institute (INFP).

(C) Conditions Precedent to Disbursement Subsequent to Year One

Prior to disbursement or issuance of documents pursuant to which disbursement will be made subsequent to one year from the date of compliance with the provisions of Section B and annually thereafter the Grantee will, except as the Parties may otherwise agree in writing, furnish to A.I.D. in form and substance satisfactory to A.I.D.:

1. An implementation/financial plan with a detailed schedule for the second year training activities which will identify sources of financing for the planned courses; and
2. Evidence that the Department of Education has sufficient budgetary resources, including PL-480/Title I funds, to meet its responsibility for counterpart contributions.

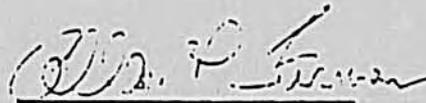
(D) Covenants

1. Source of Salaries for the RTC's Staff

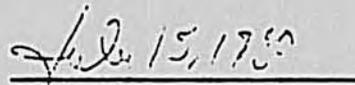
Subsequent to the first evaluation of the Project (after the first two years of project implementation) the Grantee agrees through the assistance of the Department of National Education and the Secretariat of Plan, to allocate within its annual budgets sufficient funds necessary to replace PL-480/Title I funds as a source of salaries for the RTC's permanent staff. The Grantee agrees to execute this change in funding source on a time phased basis, with the amounts and schedule to be determined jointly by the Grantee's representatives and A.I.D.

2. Use of Other A.I.D. Project Funds

The Grantee agrees not to utilize as its counterpart contribution to the Project, any funds from other current or future A.I.D. financed projects in Haiti.



Allan R. Furman  
Director



Date

Clearances:

PDC : S. Smith (in draft)

CONT: A. Hulling (in draft)

PRM : B. Dupuis (draft)

AD : W. Rhoads (in draft)

PDC: A.Williams/RLA: .RBMeighan/jb -7/14/80

(T: 3:19)

AGENCY FOR INTERNATIONAL DEVELOPMENT  
PROJECT AUTHORIZATION AND REQUEST  
FOR ALLOTMENT OF FUNDS PART I

1. TRANSACTION CODE  
 A  
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 V  
 W  
 X  
 Y  
 Z

2. DOCUMENT CODE: 5

3. DOCUMENT REVISION NUMBER

J. COUNTRY ENTITY: Haiti

5. PROJECT NUMBER (7 digits): [521-0104]

6. BUREAU OFFICE  
 A SYMBOL: LAC  
 B CODE: [05]

7. PROJECT TITLE (Maximum 40 characters): [Resource Training Center]

8. PROJECT APPROVAL DECISION:  A (APPROVED)  B (DISAPPROVED)  C (UNAUTHORIZED)

9. EST. PERIOD OF IMPLEMENTATION: YRS [0] [4] CTRS [ ]

10. APPROVED BUDGET AID APPROPRIATED FUNDS (\$000)

A. APPROPRIATION	B. PRIMARY PURPOSE CODE	PRIMARY TECH CODE		E. 1ST FY 80		H. 2ND FY 81		K. 3RD FY 82	
		C. GRANT	D. LOAN	F. GRANT	G. LOAN	I. GRANT	J. LOAN	L. GRANT	M. LOAN
1. EH	B-610	611		400		512		411	
2.									
3.									
4.									
TOTALS				400		512		411	

A. APPROPRIATION	N. 4TH FY 83		O. 5TH FY		LIFE OF PROJECT		ENTER APPROPRIATE CODES: LIFE OF PROJECT INCREMENTAL YEAR OF FUNDING	P. GRANT	Q. LOAN
	C. GRANT	D. LOAN	R. GRANT	S. LOAN	T. GRANT	U. LOAN			
1. EH	277				1,600			2	
2.									
3.									
4.									
TOTALS		277			1,600				

12. INITIAL PROJECT FUNDING ALLOTMENT REQUESTED (\$000)

A. APPROPRIATION	B. ALLOTMENT REQUEST NO. V/A	
	C. GRANT	D. LOAN
1. 72-1101021.5	400	
2.		
3.		
4.		
TOTALS		400

13. FUNDS RESERVED  
 Albert D. HULLING (Cont, USAID/Haiti)  
 Albert D. HULLING  
 SIGNATURE  
 July 14, 1980  
 DATE

14. SOURCE ORIGIN OF GOODS AND SERVICES:  300  941  LOCAL  OTHER

15. FOR AMENDMENTS NATURE OF CHANGE PROPOSED

FOR DDC PIAS USE ONLY	16. AUTHORIZING OFFICE SYMBOL	17. ACTION DATE				18. ACTION REFERENCE (Optional)	ACTION REFERENCE DATE					
		MM	DD	YY			MM	DD	YY			

## ACRONYMS

- DARNDR : Département de l'Agriculture, des Ressources Naturelles et du Développement Rural.  
Department of Agricultural, National Resources and Rural Development.
- DEN : Département de l'Éducation Nationale.  
Department of National Education.
- INFP : Institut National de Formation Professionnelle  
National Vocational Training Institute.
- ODN : Office de Développement du Nord.  
Northern Regional Development Authority.
- ODPG : Office de Développement de la Plaine des Gonaïves.  
Gonaïves Plain Development Authority.
- ODVA : Office de Développement de la Vallée de l'Artibonite.  
Artibonite Valley, Development Authority.
- SEP : Secrétairerie d'État du Plan.  
National Planning Secretariat.
- SNEP : Service National d'Eau Potable.  
National Potable Water Authority.
- TPTC : Travaux Publics, Transport et Communications.  
Department of Public Works.
- SEPRRN : Service d'Entretien Permanent du Réseau Routier National.  
National Highway Maintenance Service.

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## I. SUMMARY AND RECOMMENDATION

### A. Recommendation

Based on the findings of the Project Development Committee and at the request of the GOH it is recommended that a \$1,600,000 grant be approved to assist in the creation of a Resource Training Center which will develop non-formal training programs for rural workers who are employed in labor intensive rural infrastructure projects.

### B. Project Rationale

The original project concept in the PID focussed on the establishment of a sub-professional engineering institute which would begin to meet the demand for skilled technicians in rural development projects. This strategy was found to be inappropriate and a different model was adopted to address the identified manpower supply problem. Based on an extensive joint review conducted by the GOH and USAID, which assessed the manpower requirements for development projects in rural Haiti, the Interim Report recommendation was to establish a Resource Training Center which would assist client institutions in meeting their short term training requirements. The RTC strategy does not attempt to solve the overall manpower problem in Haiti. The Project will be limited to supporting specific rural infrastructure projects which will improve agricultural production and productivity, the quality of rural life, and overall rural income.

The RTC will be a pilot project in that it is the first program to involve the principal GOH rural development institutions in a comprehensive effort to provide subprofessional technical training to unskilled and semi-skilled rural workers. The RTC approach differs from other project-related training programs in Haiti due to the comprehensive set of services the RTC will provide to the client organizations, with each aspect designed to fit the clients' assessed and agreed upon needs.

The demand for skilled technicians is not being met by existing vocational schools or in-house training programs of the various GOH institutions. There is no evidence to suggest that the creation of a new technical training institution, designed along traditional formal education precepts, will solve the manpower requirements of rural engineering projects. Consequently, the RTC was designed to provide a systematic means to train middle level technicians in a framework conducive to rural development, i.e. adapted to the prevalent working conditions and characteristics of the labor market in rural areas. Furthermore, the RTC will assist the participating GOH agencies in improving or creating internal training programs based on the Project's activities and experience gained during implementation.

The RTC will directly support GOH rural engineering programs which will receive substantial investments from the international donor community during the CDSS period. Further, the Project's strategy recognizes the significance of the GOH's rural development efforts in which approximately 70% of the development budget is dedicated to agriculture, transport, and community development activities.

C. Summary Project Description

The purpose of the project is to provide training to unskilled and semi-skilled Haitians who will assist in the design and implementation of small-scale rural infrastructure projects such as labor intensive roads, potable water/sanitation systems, and irrigation/soil conservation improvements. To achieve the project purpose, a Resource Training Center (RTC) will be established, under the sponsorship of the Ministry of Education, as a semi-autonomous unit. The RTC will assist GOH institutions in the design, execution and evaluation of non-formal training programs for subprofessional personnel who will serve as construction supervisors, foremen, surveyors, irrigation technicians and conservationists in rural development activities. During the initial phase of operation, the RTC's client organizations will be limited to governmental and semi-autonomous organizations involved in small-scale rural infrastructure projects. The RTC will provide four principal types of services to its client organizations: (a) assessments of training needs for intermediate-level personnel; (b) design, plan and manage specific training courses to meet identified needs; (c) evaluate training programs; (d) conduct courses aimed at improving the client organization's ability to effectively manage and implement training activities for rural subprofessional personnel.

D. Project Funding

AID will provide grant funds for long and short-term technical assistance (\$1,194,000); vehicles, office equipment and materials (\$81,000); and participant training (\$115,000). Total AID financing, including contingency and inflation increments, will be \$1,600,000 (72% of total project costs) over a period of four years.

The GOH counterpart will be an estimated \$637,000 (28% of total project costs) divided into three components. DEN will provide \$83,000 from its development budget for the rental of office facilities, and purchase of equipment and supplies for the RTC. PL-480, Title I monies will be used to meet the salaries, support costs and participant training expenses of the RTC's staff (\$356,000). The participating client agencies will provide \$198,000 for the direct costs of conducting the RTC's training courses.

E. Issues: Interim Report Approval Cable, STATE 102016, dated 4/24/79. (see Annex 5).

Pursuant to the guidance received in the IR approval cable, the following issues were addressed in the Project Paper.

1. Issue: Demand and commitments from appropriate clients.  
Response: - Section III B. Effective Demand for RTC Services.  
- Section III C.2. Current USAID Strategy.
2. Issue: The inability of existing programs to meet demonstrated demand.  
Response: - Section II B. Manpower Constraints and Annex 9.
3. Issue: Nature and technical level of training programs.  
Response: - Section IV, Detailed Description, and Section V.A. Technical Analysis.
4. Issue: Use of ILO Vocational Classification and awarding of credentials/licenses.  
Response - Training Programs will be tailored to provide specific skills as needed by client organizations. They will be based on job and task analysis and will be function-specific. They will not be based upon any formal vocational classification. Internationally equivalent certification will probably not be possible given the character and level of training proposed. Moreover such certification could cause many of the trainees to seek employment overseas.  
  
Also discussed in the Technical Analysis, Section V. A.
5. Issue: Target group and selection of RTC client agencies.  
Response: - The RTC does not propose to provide training services to urban based companies and labor intensive industries. Its objective will be to meet the training needs of rural infrastructure and development projects. INFP and other training institutions exist to respond to urban needs and are equipped to respond to industrial needs.  
  
The RTC will not undertake placement activities as all trainees will be selected by and guaranteed employment with client organizations, and will frequently already be part of their work-force.  
  
This issue is also addressed in the following sections: Background, Detailed Description, and Social Analysis.

6. Issue: Rationale behind the selection of DEN as the implementing agency.

Response: - Section V.B. Administrative Feasibility.

7. Issue: Financial commitment of GOH and the role of a Title III program.

Response: - The absence of a PL 480 - Title III program will not adversely affect the project because of the availability of Title I monies for DEN's counterpart financing, and the existence of training funds in client organizations budgets (often received from other donors). However, when a Title III program is approved it is expected that there will be a substantial increase in emphasis in programs which will require such skills training.

The GOH financial resources are discussed in section V.E. Financial Plan.

8. Issue: High levels of technical assistance.

Response: - The TA in the IR consisted of three long term advisors (4 years each) and three short term consultants (6 months each). These advisors represented a total of 162 PM over the life of the project. The new technical assistance plan calls for one long term advisor and various short term consultants (123 PM) in conjunction with an increase of permanent Haitian professional staff. The RTC's staffing and technical advisory plan are presented in Section IV.C, the Organization of RTC.

F. Project Development Committee and Reviewing Officers

The Project Development Committee consisted of the following individuals:

Aaron S. Williams, Project Design & Coordination Division

Ernst Paultre, Office of Engineering, Technology, and Energy

Simon Marcellin, Chief, Office of International Assistance, Ministry of Education

The Project Paper was reviewed by the following:

Allan R. Furman, Mission Director

William G. Rhoads, Assistant Director

Scott E. Smith, Chief, Project Design & Coordination Division

Bernard Dupuis, Program Officer

Albert E. Hulliung, Controller

Tibor Nagy, Chief, Office of Engineering, Technology and Energy

Gerard Neptune, Chief, Agricultural Development Office

Joel Cotten, Evaluation Officer

Special recognition is given to the following individuals for their assistance in coordinating the project development activities in the GOH:

Mr. Claude Weil, Director General, SEP

Mr. Edwidge Kernisan, General Secretary, DEN

## II. INTRODUCTION

### A. General Considerations

Seventy-four (74%) percent of Haiti's predominantly rural population is estimated to be at or below the established absolute poverty level of \$140 annual per capita income.\* This situation is indicative of Haiti's status as the poorest country in the Western Hemisphere, and as one of the world's relatively least developed countries. The primary cause of poverty in Haiti is the very low level of agricultural productivity. Extreme population pressure on the land in a mountainous country forces some 85% of the farmers to cultivate small plots located on hillsides which have already eroded considerably. Natural population increase and subdivision of family holdings over the last 175 years have reduced the amount of land farmed per capita. Moreover, much of this land is unsuitable for permanent agricultural production. There has been very little technological change and investment in agriculture. As hillsides have been cleared for additional food production, firewood and charcoal production, and harvesting of valuable timber, there has been little or no investment in land conservation measures. Consequently, erosion is literally washing away the agricultural base in Haiti. Investment in irrigation has lagged so badly that 50% less land is now under irrigation than two hundred years ago. Maintenance and use of existing irrigation systems is often poor, and the erosion/siltation problem makes maintenance even more difficult.

The Government has sought popular support by undertaking projects that will help to improve the lives of the mass of the people, and it has had some success in this effort. Since 1971 the GOH has increasingly strengthened its commitment to economic development and progress is evident. The economy has generally been sensibly managed and economic crises avoided. Domestic and foreign private investment has been stimulated. The assistance of the donor agencies has been actively sought to support a sizeable development program in all sectors with considerable emphasis on assisting the rural areas and the mass of the population through increased food production and improved agricultural production.

To achieve these objectives, GOH has undertaken, with the assistance of international donors, a set of development actions attacking the main constraints to increased food production and increased agricultural productivity. Among them are projects for rehabilitating or creating infrastructures necessary to improve agricultural technology and to give peasants access to markets; production projects aimed at spreading new farming techniques; projects to improve organizational capacity of public institutions providing resources and services to farmers and rural communities; and regional integrated rural development projects. The funds programmed for infrastructure projects by international donors are estimated to be \$170,000,000 for the period 1979-82.

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\* Based on a recent World Bank study which formulated this in relation to the cost of a minimum diet plus 40% for all non-food expenditures.

## B. Manpower Constraints

There is ample evidence that a shortage of technical personnel at the professional and subprofessional levels is one of the principal constraints affecting the implementation of rural infrastructure projects in Haiti\*. In most cases the GOH development organization's increased demand for technical manpower is directly related to the expansion in external assistance which the GOH has received for development projects. Ideally, the local labor needed to implement these projects should be estimated on a project by project basis prior to project implementation. Unfortunately, in Haiti the local manpower data needed to plan future projects is not readily available, and when available, not very reliable. Thus the identification of personnel requirements only occurs during or after project implementation. On a more general plane, an assessment of the training needs in Haiti for engineering technicians, as well as for any other occupations, is very difficult due to the lack of valid employment statistics. Although the Ministry of Plan is conducting a national manpower inventory and employer surveys (covering both the private and public sector) this data is not yet available.

The supply aspect of the manpower situation is somewhat better defined due to the existence of various technical training institutions (refer to Annex 9). The several vocational schools, to a certain extent, offer the complete range of courses required to train technical paraprofessionals. However, formal vocational training in Haiti is very restricted (the majority of the schools are located in Port-au-Prince) and faces severe financial problems. With few exceptions almost every institution is characterized by: a small operating budget, limited enrollment capacity, rapid staff turnover, inadequate technical equipment and facilities, antiquated physical plants, and high student drop out rates (35-50%). Although these schools suffer from the above conditions, they do manage to graduate capable technicians. Therefore, it would not be accurate to attribute the shortage of skilled manpower solely to the failure of the vocational education system.

The public and private sectors also have contributed to this manpower problem by the use of outmoded employment practices. Salaries of civil servants are kept at low levels making recruitment difficult and forcing those recruited to look for second jobs. Technical skills and capacities are not used as criteria for recruitment, assignment or promotion within public services. Routine budgeting, financial allocations, and personnel policies and procedures are generally inadequate and often ignored. A similar lack of regulation enforcement and employment protection pervades the private sector. Construction activities are conducted and controlled through a set of private deals struck between the client and the builder (anybody who can find a client is a builder), the builder and a supervisor, the supervisor and bosses, and between bosses (or foremen) and their crew. This primitive

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\* Financial & Human Resources Limitation in Haiti's Agricultural Sector During The Period 1977-1981, J. Defay, 1978.

organizational context inhibits the use of trained technicians, as recruitment is decided on non-technical criteria, i.e., on the allegiance between recruiters and recruits.

Consequently, not only do few technical school graduates accept jobs in the rural areas, but also a large majority have discovered that their skills are in demand outside of Haiti. Many prefer to emigrate to the U.S., Canada or elsewhere in the Carribean, where skilled Haitian technicians can find excellent salaries and opportunities for additional professional growth.

Thus, the relatively recent internal demand for engineering skills at professional and subprofessional levels generated by external assistance constitutes a challenge as much for the users (public and private) of this qualified manpower as to the educational institutions in charge of providing them.

### III. BACKGROUND

#### A. Project Development History

##### 1. PID proposal

The PID for this project, titled Subprofessional Engineering Education, was developed in June 1977 and included in the FY 1979 ABS. The problem addressed in the PID focused on the scarcity of skilled technicians necessary for the successful implementation of projects in agricultural development, erosion control and infrastructure construction. Approximately \$218 million was programmed for these rural development activities by USAID, other donors, and the GOH for the 1976-1980 period. This anticipated level of investment created a demand for trained Haitians to provide the required technical expertise without professional level supervision. Project technicians who were capable of planning, organizing and supervising rural engineering projects were needed.

It was found that the limited number of engineers graduating from the National University of Haiti could not satisfy the GOH's projected demand, and that they were not inclined to work on development projects in rural areas for prolonged periods. This is due to the exodus or brain drain of trained engineers to the U.S. or Canada, and the opportunity for employment with international organizations or the private sector in Port-au-Prince. Furthermore, although the training of skilled workers in various trade schools was in the operational or developmental stage, there were no institutions engaged in subprofessional engineering training. Therefore, this shortfall in technical manpower would seriously impede the proposed development projects unless engineering subprofessionals could be trained to fill the gap between graduate engineers and skilled workers.

In response to this problem, the original project design called for the establishment of a subprofessional training institution to provide three years of theoretical, technical, and field training aimed at producing engineering technicians or paraprofessional engineers. The concept was based on the American and European system of subprofessional engineering training in which the graduates of such programs assume about 50% of a graduate engineer's on-the-job responsibilities after completion of a European certificate program or U.S. junior college program. This formal technical center would initially train 100 engineering technicians per year. Graduates would be trained for work in the following priority areas: erosion control, soil conservation, irrigation and drainage, water resources, road construction and maintenance, rural sanitation, building construction, and port (marine) construction and maintenance. The PID was based on the assumptions that the GOH would accept the proposal to create a training institute for paraprofessionals, and that professional Haitian engineers would effectively utilize the graduates of this institute. Three other alternatives were considered to the proposed concept and determined to be inadequate:

(1) Training of engineering technicians in foreign countries, at very high cost with high "Brain drain" probability. This alternative would leave Haiti without an in-country training capability for the future.

(2) On-the-job training of selected trade school graduates. Because of the lack of qualified teachers and the uncontrolled conditions, this alternative would not produce the quality of technicians the Haitian economy needs.

(3) Training of the technicians at the School of Engineering, National University. This alternative has been tried in various IDC's with the same result: the technician students felt they were unjustly denied the graduate engineering diploma and did not want to leave the University after two years.

## 2. The Interim Report

The PID was reviewed and approved by AID/W for further development with the recommendation that an Interim Report be prepared. A team of consultants was contracted to assist the Mission in developing the interim report, targeted on the development of a paraprofessional engineering institute (PPEI). The specific objectives of the consultant team were:

(1) to assess the needs for engineering technicians on the basis of the demand formulated by potential employers, and (2) to assess the institutional capability of the potential employers with regards to the incorporation of such technicians in their organization, and their participation in the practical training of future paraprofessional engineers. These objectives responded to the fundamental concern of the project not to give assistance to any educational institution whose graduates would become part of the brain drain or simply add to the unemployed in Port-au-Prince.

Extensive interviews were conducted with potential employers\* of engineering technicians which led to the following findings concerning the establishment of a training institution. The summary findings were:

(1) There is a general agreement on the need in Haiti for people able to plan, schedule, organize and inspect rural engineering works;

(2) There is a tremendous demand for skilled workers based on the anticipated range of rural development projects scheduled for implementation over the next five years.

(3) "Demand" refers to immediate needs; there is no attempt by potential employers to compute their long range needs except within the context of a training projects;

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\* TPTC, DARNDR, SNEP, and other international donors.

(4) The aggregate demand emanating from the clients surveyed covers a range of categories of employment going from superintendents of work to specialized workers. In general, each organization has definite ideas about what levels and area their people need.

(5) There is limited interest in having a single institution which would train paraprofessional engineers for the benefit of the various development ministries or autonomous agencies.

Overall, the investigation indicated that the concept of a formal training institution would not fulfill the perceived needs of the potential client agencies. Some agencies wanted to integrate the PPEI into their own training departments, while others felt that the training format was entirely too extensive for their specific needs. Other factors which inhibited the use of paraprofessional engineers were traditional Haitian labor relationships at work sites and low salaries for these technicians due to customary pay rates for sub-professional workers. The outlook for establishing a relationship between a PPEI and potential employers of its graduates was not encouraging, and without which the graduates would not receive the necessary practical training or be hired for rural development projects.

Thus, the findings of the consultant's study led to a modification in the Mission's strategy. The Interim Report recommended that the PPEI proposal be discarded and that a vehicle for addressing the immediate, short-term training needs of the potential client organization be designed. This change in strategy focuses on the immediate manpower needs of the development institutions and attempts to address the specific training requirements of the GOH's rural development projects. It was proposed that a Resource Training Center (RTC) be created with the objective of meeting the emergency and short term training needs for development programs in the rural sector. The RTC represents an attempt to cope with, in the short run, the lack of qualified subprofessional workers available for rural infrastructure activities.

The approach recommended in the Interim Report was approved by AID/W in April 1979 and the preparation of a Project Paper was authorized. It was agreed that the PP would focus on the establishment and operation of the RTC and that the PPEI be dropped from consideration at this time.

## B. Effective Demand for RTC Services

### 1. Potential client organizations

The RTC concept was initially discussed at the IR stage with all relevant rural development organizations.

During the intensive review period a draft description of the RTC project was distributed to all potential client agencies along with a questionnaire to assess their training needs for their rural development projects.

Extensive and detailed follow-up interviews were then conducted by the project consultant and Mission staff in order to ascertain each organization's interest, training needs, financial resources, and timing requirements.

The following organizations have expressed strong interest in using the services of the proposed RTC: The Department of Public Works (TPTC), the National Potable Water Authority (SNEP), the Department of Agriculture and Rural Development (DARNDR), the regional development authorities (attached to DARNDR), i.e. the North (ODN), Gonaives Plains (ODPG) and Artibonite Valley (ODVA), and various private voluntary organizations (PVOs).

These organizations are engaged in numerous rural development projects including road construction, water system construction, irrigation system improvement/maintenance, and soil conservation activities. In order to implement these infrastructure activities subprofessional technicians will be needed to bridge the gap between the professional managers, i.e. graduate engineers, and the unskilled laborers involved in the projects. Middle level technicians will be needed to serve as surveyors, foremen, masons, pump operators, irrigation technicians, mechanics, water gate operators, plumbers, etc. Funds for the training of GOH professional staff are usually included in the assistance programs of the various international donors for short term topical courses and long term overseas training.† However, this type of support does not address the training needs of the local workers who are involved in implementing the various rural works programs and whose lack of adequate technical competence is a major constraint. Although training activities for local workers are sometimes included in the various projects, these efforts tend to be poorly organized and often receive low priority due to the absence of training expertise or sufficient time on the part of the technical advisors. Frequently, training activities are carried out on an ad hoc basis as a result of special interests on the part of the individual advisor, or in order to solve project implementation problems.

Four of the above organizations have formally confirmed their interest in receiving RTC assistance on an immediate basis through their response to the questionnaires (see annex 11-A). These organizations (SNEP, ODN, ODVA, ODPG) will be the RTC's first clients in 1980/81. Each is a semi-autonomous agency responsible for the execution of development projects and functions as a direct counterpart to the international donors. They are involved in various rural infrastructure projects which require subprofessional manpower in order to effectively implement these activities.

a. SNEP

SNEP is an semi-autonomous agency attached to TPTC. It is one of the two public institutions responsible for potable water systems in Haiti. SNEP was established in late 1977 and is responsible for planning, construction, and operation of water systems in rural Haiti and provincial towns. All investments in the water supply sector, with the exception of the Port-au-Prince metropolitan area, are channeled through SNEP and it has

the necessary autonomy to manage all financial, administrative, and technical aspects of its activities.

After an extended period of organizational development, SNEP initiated operations in 1978 and thus far its activities have been concentrated in three provincial towns due to a lack of sufficient project engineers and technicians. SNEP's technical staff consists of eight (8) engineers, two (2) technicians, and sixty-seven (67) unskilled laborers. This limited staff must respond to the needs and demands of communities throughout rural Haiti, of some 30 provincial towns, and be responsible for the implementation of various projects financed by international donors.

A recent study conducted by PAHO\* described SNEP's personnel limitations, and indicated that if the manpower situation is not improved immediately SNEP's activities will have to be severely curtailed.

The World Bank and UNDP are currently funding projects aimed at improving the water systems of several Haitian provincial towns. Approximately \$8 million has been provided over four years for construction costs and technical assistance. SNEP is also engaged in developing two water systems projects, in the Central Plateau and the North, in conjunction with the UNDP and ODN for 24 rural communities. In each of the above programs, SNEP's experience indicates that the lack of qualified technicians will continue to be a critical constraint to effective project implementation and therefore must be addressed immediately. Short-term technical training is not included in these programs as a part of the international donor assistance, and SNEP does not possess sufficient professional staff to conduct its own in-house training program.

SNEP's management has indicated, in their response to the questionnaire (Annex 11-B ) that the following training programs would be required on an immediate basis.

<u>Training Programs</u>	<u>No. Trainees</u>	<u>Duration of Course</u>
1. Pumping Station Mechanics	10	3 months
2. Plumbers	21	4 months
3. Water gate operators	18	4 months
4. Cement Masons	6	4 months

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\* Pan American Health Organization Report, February 1979, titled "Water Supply and Sanitation Sector Study (original language: French)".

The trainees will be persons currently employed by SNEP, who will be re-assigned to the various project sites in rural localities. SNEP would be willing to participate in joint training programs with other organizations if such training is conducted in the desired locale (e.g. on-site). Although at the present time SNEP has not established an in-house training department, the Director of SNEP has expressed interest in developing a future internal capability for middle-level technical training, and he would be receptive to receiving any possible assistance in this area.

SNEP's management would also be interested in hiring additional surveyors, draftsmen, and lab technicians (for water quality control). SNEP cannot count on the surveyors and lab technicians trained at the National University, Port-au-Prince. They are overqualified for the level of tasks to be performed in the countryside and would be underpaid. Many of them continue their studies while working in order to get an engineering or other degree, and then leave. Draftsmen are extremely difficult to find and hire. They are confident that the mere existence of a training program for accelerated training of surveyors would boost the demand for it, and that other agencies are also in need of surveyors. They proposed pooling the overall needs for surveyors and draftsmen into one single training program.

b. Regional Development Authorities

These organizations, i.e. ODN, ODVA and ODPG carry out development programs which, although initiated through national concerns, take on a community-generated and community-oriented quality. This is engendered by the permanent residence of the organization in the communities and by the ultimate goal behind some of these projects of transferring the project's management to the community. A large number of people get recruited from the communities to work as skilled and unskilled laborers. The regional institutions are forced, to a certain extent, to acknowledge the local people's way of life and to address their needs and project-related concerns.

Often, in the course of their activities, the above organizations are confronted with a lack of qualified technicians or are unable to give adequate pay to local or urban-based technicians. In addition, training programs which are usually included in integrated development programs, are neither operational nor effective because of a shortage of qualified teachers. Lack of tools and equipment, and the absence of know-how in equipment maintenance also constitute major impediments to the successful execution of development programs. Finally, if local residents are not included in the planning and implementation of major interventions they may prove uncooperative and hinder the proposed course of the project.

(1) Office de Développement du Nord (ODN)

ODN was created by Presidential Decree in December 1976 for the purpose of executing a Rural Development Project in the North Department with the assistance of the World Bank. Objectives of the project include:

- rehabilitation of two irrigation systems at St. Raphael and Quartier Morin (4000 Ha);
- drilling of 14 deep wells (1000 Ha to be irrigated from ground waters);
- rehabilitation of 100kms of feeder roads;
- construction of 5 potable water systems and 400 community wells;
- restoration of Cap Haitien market and slaughter house, and construction of a market at St. Raphael.

These infrastructure activities will support ODN's extension and community development programs involving 30,000 rural families. Initial project funding consisted of \$13,400,000 from the IDA, WFP and GOH followed by an additional \$3.0 million dollars from the WFP.

ODN is administered by a Board of Advisors chaired by the Minister of Agriculture. However, it is important to note that ODN is not a decentralized agency of DARNDR but an autonomous regional agency. Besides executing the Project, ODN is responsible for supporting and coordinating the regional offices and activities of GOH central administrative units. ODN employs 200 persons on a permanent basis and 50 persons on a part time basis. It includes 7 divisions: credit and marketing, extension, potable water and ground water, irrigation, feeder roads, community development and general administration.

After 2 years of operation, the project has only disbursed \$2,850,000. Several constraints have hindered the planned engineering works such as: the lack of middle level technicians for the various engineering works; the absence of sufficient feasibility studies; and various organizational problems caused by a lack of managerial experience. To counter these institutional problems ODN is receiving substantial technical assistance to train project managers, to coordinate its activities and to pursue expansion and maintenance programs. However, the need for middle level technicians was underestimated during the design of the project and technical assistance was not provided to remedy this situation. Of ODN's approximately 62 technical staff members, 4 are graduate engineers, but only 9 are qualified engineering technicians. Consequently, the absence of skilled labor has become a key obstacle to efficient project management. Both Haitian and expatriate project staff are convinced that a well designed, job specific, training program is required before ODN can carry out its numerous rural infrastructure projects.

The Director of ODN has requested that the following training programs be provided by the RTC during 1980/81 (refer to Annex 11-C).

<u>Training Programs</u>	<u>No. Trainees</u>	<u>Duration of Course</u>
1. Surveyors	10	4 months
2. Construction supervisors	10	9 months
3. Masons	10	4 months
4. Vehicle mechanics	10	4 months
5. Irrigation technicians	15	9 months
6. Plumbers	15	4 months

The trainees would be employees of ODN who are involved in various project activities throughout the region. Although the vast majority of these employees are unskilled workers, many have received minimal training in construction work and irrigation systems. In addition to these specific programs ODN would also like to receive assistance in setting up management seminars for project directors responsible for the maintenance of potable water systems, and for motor pool operations. This would be the first step in the formulation of an in-house training program to reinforce the RTC programs and to provide supplementary training as required.

(2) Office de Développement de la Vallée de l'Artibonite (ODVA)  
and Office de Développement de la Plaine des Gonaives (ODPG)

ODVA was created twenty-four years ago with the objective of establishing an irrigation district which would foster the development of the Artibonite Valley. This 40,000 hectare valley with a population of 500,000 persons is considered one of the best agricultural areas in Haiti, and the GOH received significant U.S. assistance during the mid 1950's for the construction of major irrigation works in the Artibonite. ODVA is responsible for the rehabilitation and management of the Artibonite irrigation systems which covers approximately 24,000 hectares of land essentially used for rice farming. However, since the initial U.S. funded activity, this irrigation infrastructure has deteriorated considerably. As a consequence, the IDB is currently providing approximately \$6 million in loan funds for the first stage of a project to:

- rehabilitate the existing irrigation system;
- introduce modern farming methods while providing extension services and credit to participating farmers; and
- strengthen ODVA's administrative, financial, and technical units.

In conjunction with this assistance the government of Taiwan has an on-going technical assistance program in rice production which is linked to the improvement of the irrigated areas. Also, the GOH has provided \$2 million to ODVA for engineering projects aimed at dredging

the Artibonite River, and the rehabilitation of connecting irrigation systems in three areas adjacent to the valley. As a follow-up to its first project, the IDB is presently designing the Artibonite II project for an estimated \$10 million. This project will include the rehabilitation of secondary irrigation canals, the drilling of potable water wells, and the construction of agriculture feeder roads.

ODPG is a separate autonomous regional agency which is, however, managed by the Director of ODVA. It was created in 1973 with the assistance of the UNDP and the West German government. ODPG's has as its principal objective the rehabilitation and development of irrigation systems on 2,900 hectares in the Gonaives Plains. Approximately \$3 million has been provided for the following activities: a cadastre of the project area; the drilling of wells, and the construction and rehabilitation of irrigation systems.

Both the ODVA and ODPG are experiencing slow rates of project implementation. For example, since 1978 only \$1,500,000 of the IDB funds have been disbursed by ODVA, and to date ODPG has utilized only fifty percent of its available funds. One key factor in both projects which has caused this low level of project activity has been a lack of subprofessional personnel. These middle-level technicians are critical in the design, construction, and maintenance activities planned by both agencies and the scarcity of such manpower is a constant source of frustration to both management and the technical assistance teams of the various international donors. Of the approximately 240 persons on the technical staffs of both agencies, 15 are engineering professionals and only 31 are qualified technicians.

Information provided by the Director of ODPG/ODVA and several of his foreign advisors indicates that they cannot start an in-house training program at this time due to the demands of day to day project implementation. Thus, an outside training intervention, such as the RTC would be extremely worthwhile in terms of their immediate technical personnel requirements.

The Director of ODVA/ODPG responded favorably to the RTC concept, as described by the USAID consultant, and he recommended that DARNDR prepare a formal request for assistance from the proposed RTC (see Annex 11-D). Subsequent to his initial response, the Director was appointed Minister of DARNDR and has re-affirmed his interest and intention of supporting the RTC activities.

The ODVA/ODPG management team has a general idea of the type of training the two organizations will require, and proposes that joint training programs be designed as appropriate, given the similarity of their activities and physical proximity. In general, training would be required at two levels. First, programs would be needed to train surveyors, construction supervisors, masons, water-gate operators and pump mechanics.

To this end they have requested that USAID provide a technical expert prior to the start-up of the RTC, to assess ODVA/ODPG's specific training needs in order to design the paraprofessional training courses. Secondly, a training course in land reclamation procedures for selected graduate engineers is needed with the objective of developing an in-house capability to train both professional and sub-professionals in such practices.

c. RTC Training Programs (1980-81)

The following chart summarizes the immediate manpower demand projections for the above client agencies (SNEP, ODN, ODVA/ODPG) and will be the basis for planning the training programs during the RTC's first year of operation. The estimated number of trainees for each course is based on: the client's demand projections, an anticipated 25% drop out rate for each course and a minimum number of 10 or maximum of 25 trainees.

RTC TRAINING PROGRAMS

1980-81

<u>TYPE OF COURSE</u>	<u>CLIENT AGENCIES (# of Trainees)</u>			<u>No. of courses</u>	<u>No. Trainee</u>
	<u>SNEP</u>	<u>ODN</u>	<u>ODVA/ODPG</u> (estimates)		
Pumping Station Technicians (3 months)	15			1	15
Plumbers (4 months)	25	15		2	40
Water Gate Operators (4 months)	25		15	2	40
Masons (4 months)	10	15	15	3	40
Surveyors* (9 months)		15	15	2	30
Construction Supervisors* (9 months)		15	15	2	30
Vehicle Mechanics (4 months)		15		1	15
Irrigation Technicians* (9 months)		15		1	15
Draftmen* (9 months)	10 (estimate)			1	10
Pump Mechanics (4 months)			15	1	15
	<u>85</u>	<u>90</u>	<u>75</u>	<u>16**</u>	<u>250</u>

\*4 months Classroom/5 months OJT

\*\* 10 courses are planned for the RTC's first year in response to the ODN and SNEP requests, the other 6 courses are tentative due to the need for further demand assessments.

## 2. Other potential GOH clients

TPTC and DARNDR, have indicated their interest in receiving assistance from the RTC. However, they have not responded officially (via written response to the questionnaire), and subsequent interviews have disclosed that they will require direct assistance from the RTC in assessing their subprofessional manpower requirements for their various projects. Thus, training courses will not be scheduled for them, unless these circumstances change, during the first phase of the RTC's operations.

### a. TPTC

This Ministry has control over the programming, engineering, construction and maintenance of public works in Haiti. Specifically, TPTC is responsible for:

- the planning, the development and improvement of rural population centers;
- and the design, construction, and maintenance of public buildings/public works. In 1978 a law for the reorganization of TPTC was enacted by the GOH. This reorganization plan is still being implemented. An important feature of the plan is the emphasis on the Programming Unit of TPTC which is responsible for the planning, monitoring, and evaluation of the Ministry's development projects. The chief of this unit was the key person involved in assessing the RTC's potential role with TPTC.

The most likely TPTC requirements will be linked to three infrastructure projects in the Plateau Central financed by the United Nations Development Capital Fund and the World Food Programme. A secondary roads project (\$ 1 million) and a rural potable water systems project (\$646,000) were started this year with UNDP assistance, both of which will be implemented through 1983. The third activity, an agricultural feeder roads project, is in the design phase and will be supported by the WFP.

TPTC's staffing profile reflects a scarcity of skilled technicians, e.g. only 20% of its technical work force are mid-level technicians. TPTC would be interested in training surveyors, draftsmen, and construction technicians/foremen in order to increase its overall level of these sub-professionals who are in short supply. The anticipated training would focus on current TPTC employees who are unskilled or possess minimal academic training\*. They would receive short term, on-site training and be re-assigned to rural development projects.

### b. DARNDR

This Ministry is responsible for the overall development of agriculture and natural resources in Haiti. DARNDR's principal rural development activities are under the control of the Irrigation Service, the Soil Conservation Service, and the Extension Service. These services operate both

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\* TPTC's equipment operators and mechanics will be trained at the SEPRRN training center, which is funded under the Road Maintenance II Project (521-0084).

in conjunction with and independently of the autonomous agencies attached to DARNDR (ODN, ODVA, ODPG) and also are involved in major agricultural efforts and resource development on a national basis.

Although the DARNDR Programming Unit has not finalized its training requirements at this time, the information available to date indicates that training assistance will be needed by the Irrigation Service during the next 2 years. The Service is presently undergoing an administrative reorganization, and in support of this effort it will receive approximately \$3.4 million from USAID's Integrated Agricultural Development project for technical and construction funds necessary for the rehabilitation of two irrigation systems. This project, known by its French acronym as PDAI, will provide training for agronomists and civil engineers in irrigation techniques. According to PDAI's project manager, assistance will be needed to design an appropriate training course for the middle level personnel assigned to the irrigation sites. The proposed RTC courses for ODN's irrigation specialists could be a model for this, and PDAI's engineers and technical advisors will assist in the design of the ODN courses.

In addition to the demand for technical training by the regional agencies and PDAI, DARNDR also lacks sufficient subprofessional personnel for its numerous independent rural development activities in irrigation and soil conservation. The Programming Unit will also evaluate the anticipated training needs of two major projects which will be implemented over the next four years, i.e., the IBRD/IDB Rivière Blanche irrigation project (\$8 million), and the UNDP sponsored reforestation/soil conservation project in the Limbe area (\$1.4 million). At this time the Programming Unit is certain that this anticipated demand for trained irrigation and soil conservation technicians cannot be met with the present ratio of para-professionals on the DARNDR payroll. For example, DARNDR employs only 126 technicians (4% of the Ministry technical staff) but has 3,000 unskilled workers from which to select trainees for the RTC programs.

### 3. Private Voluntary Organizations

PVOs either generate development projects in rural communities or fund, supervise and give technical assistance to community self-help projects. In the first case, PVO's bring in their own workteam made up of foreign experts and technicians who then organize the unskilled workers of the area. In the second case, the community generally designates whom they want as their technical advisors or helpers and organize the work themselves (usually small scale or single purpose projects). In most cases, local technicians are government employees who either work part-time on those projects or full time with the consent of their employers who may keep them on the payroll. Their PVO salary is higher than or even double that of their government job which creates an incentive to stay in the community. The workers are generally remunerated with food (PL 480 or WFP) or sometimes money. A process of experiential training is carried out with the local workers who, thus, acquire practical knowledge that can be of service for future community projects.

Skills are acquired and developed in relation to the duration, scope, and number of projects implemented in the communities.

Training opportunities will be investigated with the PVOs during the second year of project implementation after the RTC staff has gained some experience. Discussions have been held with CARE and CRS concerning their on-going infrastructure projects (supported by PL 480 - Title II) and corresponding training needs related to the execution of these projects. Both entities are engaged in projects to build and repair rural roads, potable water systems, small scale irrigation canals, and community centers. These activities often are understaffed and suffer from a shortage of skilled labor in areas such as work supervision, well boring, dry-wall construction, masonry and irrigation works.

### C. USAID Strategy Implications

#### 1. Prior rural infrastructure programs

Since the resumption of the AID program in 1973, USAID has developed or supported several rural development projects in conjunction with the GOH and the PVOs. A significant number of these projects have focused on, or included as a component, various rural infrastructure activities such as: the construction of agriculture feeder roads, highway maintenance operations, the renovation of health centers, development of potable water systems, construction of coffee centers, and community projects with SDA grants. For example, the two Road Maintenance projects (521-0084 and 521-T-005), the Agricultural Feeder Roads project (521-0074), and the Small Farmer Development project (521-0073) entailed extensive engineering works in order to achieve their objectives. In each case, the lack of sufficient technical personnel has been one of the factors which has impeded the implementation of the above projects. This scarcity of qualified local manpower is evident on two levels: first, in terms of limited numbers of graduate engineers and subprofessional technicians, and second, in those cases where an adequate number of engineers were available, the necessary middle level support personnel still could not be found. The absence of sufficient skilled labor caused SEPRRN and TPTC to develop on-the-job training programs for local unskilled workers at the various job sites.

Thus USAID's experience with its on-going programs has revealed the need for a training project aimed at increasing the supply of trained subprofessionals. This has been demonstrated in many of the above projects where on-site job specific instruction produced technicians with the required level of technical competence. The level of engineering sophistication necessary for the majority of the rural infrastructure projects in Haiti does not require large numbers of graduate engineers to design or execute each project element and the demand can be adequately met through the use of trained local paraprofessionals. It is believed that such informal training would be a worthwhile investment for participating GOH agencies in that local paraprofessionals are willing to accept rural employment opportunities,

tend to be more readily accepted by local laborers, and provide a critical link between the unskilled labor force and the project engineers or technical advisors.

## 2. Relation to current strategy

Rural development will be one of the principal elements in USAID/Haiti's strategy over the FY 82-86 CDSS planning period, and within this area three program objectives have been formulated. They are: increased food production, environmental preservation efforts to protect the productive potential of the land, and the expansion of off-farm employment opportunities. The RTC project will contribute to these goals by training sub-professional technicians who will be employed in rural infrastructure projects. These projects include, for example, the improvement of irrigation systems, soil conservation/watershed management activities, and the construction or upgrading of rural potable water systems. The Project will focus attention on the training needs of governmental and non-governmental organizations responsible for implementing rural development projects. The current demand for the RTC's services by various GOH agencies was previously described, and these training needs will be addressed during the RTC's first year of operations. Furthermore, three USAID funded projects will also rely on the RTC for training assistance in support of planned activities: PDAI (previously discussed) and two proposed FY 81 projects in forestry and rural public works. Although the forestry project is still in the conceptual stage, the project will probably require informal training for participating farmers, village-workers, and PVO personnel in nursery construction and maintenance, soil conservation techniques, and village roads construction/maintenance. The public works project will build upon prior labor intensive rural works activities, e.g. the Agricultural Feeder Roads project and the access roads component of the Small Farmer Development project, which have had some success. These projects provide a sound basis for expanding labor intensive rural works activities into other areas including potable water systems, rural sanitation, small town market infrastructure and low cost housing. Current plans call for the RTC to be the principal source of training for all para-professionals involved in this project and contemplates a substantial RTC input by year II of this project.

#### IV. DETAILED DESCRIPTION

##### A. Goal & Purpose

###### 1. Goal

The goal to which this Project contributes is to increase the income and standard of living of the rural poor in Haiti. This Project will contribute to the achievement of this goal by improving the technical skills of the workers involved in the implementation of rural development projects.

The measures of goal achievement will include increased food production, agricultural productivity and income deriving from agriculture or agriculturally-related activities made possible by improved rural infrastructure facilities.

###### 2. Project Purpose

The purpose of this Project is to up-grade the human resources available in rural Haiti to assist in the design and implementation of small scale rural infrastructure projects such as: labor intensive rural road construction and maintenance, small irrigation works, potable water/rural sanitation systems, soil conservation and forestry projects. Through the project, training will be provided to unskilled and semi-skilled Haitians who will then be able to function as construction supervisors, foreman, water-masters, ditchriders, surveyors, masons, and other sub-professional technicians necessary for the effective implementation of rural infrastructure projects. The vehicle for achieving this purpose will be the creation of the RTC, a GOH in-house consulting unit which will provide the human and financial resources required to impart the desired training in an appropriate fashion, at desired locations, and on a timely basis.

The key assumptions linking the Project purpose and goal are:

- (1) that the GOH will continue to support major rural investment programs with special emphasis on the agriculture, community development and transport sectors.
- (2) that the GOH will continue to receive substantial foreign assistance for rural development projects involving TPTC, DARNDR, the regional development authorities, and other relevant institutions.
- (3) that the client organizations of the RTC will provide funding for the training programs.

## B. Project Design

The Project purpose will be achieved through the establishment of a Resource Training Center (RTC) which will be capable of assisting institutions involved in rural development activities to meet their training needs for sub-professional personnel. During the initial phase of operations client organizations will be limited to governmental organizations involved in rural infrastructure projects. The RTC will be a semi-autonomous unit attached to the Ministry of Education (DEN) and will be located at the Institut National de Formation Professionnelle (INFP)\*. It will have a limited staff, but it will be able to draw on a roster of specialized experts and instructors to help design or conduct specific training courses. The RTC will provide four principal types of services to its client organizations:

- (1) assessments of training needs for intermediate-level personnel;
- (2) design, planning and execution of specific training courses to meet identified needs;
- (3) evaluation of training programs;
- (4) conducting courses aimed at improving the client organization's ability to effectively manage and implement training activities for sub-professional personnel.

The long term development of the RTC is linked to the existence of sufficient demand for its services. It does not require a substantial investment in buildings, facilities and staff. Emphasis is placed on using existing resources, available trained manpower, and the development of a quick, effective response to solve specific training problems. The RTC's real strength will lie in its ability to produce timely and well coordinated programs to suit the client's training needs. This capability is critical in that the RTC's programs will be short term in nature and will rely to a certain extent on the client organizations to manage the training courses developed under this Project.

The training strategy is project specific. Individuals will be trained to work with existing programs and, whenever possible, trainees will come from the area in which the development project operates. In the short run, this approach will provide people to implement specific infrastructure projects and in the long run it will help Haiti develop a pool of skilled labor that can be used to assist local communities in infrastructure development activities as well as support a continuing program to supply skilled and semi-skilled technicians for future projects.

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\*/ Refer to Section V. B, Administrative Feasibility for discussion of these arrangements.

Potential client agencies will have to satisfy several conditions prior to receiving assistance from the RTC. The eligibility criteria for participation in a training program are:

- (1) The training program will support a specific rural development project requiring paraprofessional engineering skills;
- (2) Where feasible, trainees will be selected from the project site or surrounding area;
- (3) The trained technicians will be subsequently employed for a period of time commensurate to the training investment;
- (4) Adequate salaries will be paid in order to guarantee the employees' loyalty to the agencies' projects;
- (5) Permanent staff will be assigned to manage and coordinate the training program with the RTC staff;
- (6) Funds will be provided to meet the direct costs of the training courses.

#### 1. Training Needs Assessments

Several potential RTC client organizations have a relatively good idea of their requirements for semi-skilled personnel to implement the rural development/infrastructure projects for which they are responsible. Others, however, have not made a serious assessment of these needs. The RTC will be able to assist organizations in developing an inventory of manpower training needs based on present and future programs. This inventory would identify and rank these needs, and define possible means of meeting this demand. The assessments would also include an analysis of the client agency's development projects, the cataloging of potential training resources from the client's staff, local experts or other training programs, and the investigation of complementary funding sources that could be tapped to assist the client in financing specific training programs.

An example of the RTC's assessment function would be the assistance requested by ODVA/ODPG. This is a case where the client agencies' training needs are directly related to the types of infrastructure activities underway, i.e. surveyors would be needed for the cadastre project, and masons for the irrigation rehabilitation work. Since these organizations have training funds in their budgets, the RTC assessment would, therefore, focus on the types of training courses needed and the availability of instructors to provide in-field training. The RTC staff will conduct on-site interviews with both supervisors and technicians to determine the level of job skills currently required, the performance of the masons and surveyors presently employed, the anticipated demand for additional technicians, and the number of potential trainees. This data would then be utilized as the basis for designing a training course for ODVA and ODPG.

## 2. Design, Planning, and Management

The training needs assessments could lead, in some instances, to areas where the RTC would be able to provide further assistance in designing specific courses identified in the assessment. The RTC will assist these organizations, as well as others which have already sufficiently defined key training requirements, to plan and design these courses. The training program designed by the RTC will be adapted to the organizational characteristics of each client agency. RTC assistance will include:

- (1) working with the client to assess the skill acquisition and job performance levels required by training candidates;
- (2) working with the client to formulate curricula for specific courses which will address and satisfy the skill requirements at a level of competence indicated by the specific job analysis;
- (3) the design, production or acquisition of pedagogical materials to support the curricula and course designs;
- (4) assisting in the development of selection criteria for potential trainees,
- (5) assisting in the management of the training courses;
- (6) the development of implementation plans for the courses;
- (7) the development of a financial plan for the course and, if necessary, the identification of possible sources of financing external to the client;
- (8) identifying potential instructors to assist in giving the course if client personnel are unable to meet all of the teaching requirements.

This activity will be the principal service provided by the RTC. In order to perform it, the Center will be staffed with a core of specialists skilled in planning training courses for sub-professional personnel, and in curriculum and materials development for these types of courses.\* The RTC will develop a reference center of curricula and teaching materials from Haiti and other countries at a similar level of development, on which to draw in designing courses for clients under this project. It will also have an in-house capability to work with client organizations to design and produce the actual materials to be used in the training courses designed. In addition, the RTC will develop a roster of Haitian and international specialists who could be contracted as instructors for specific training courses. This list would be available to clients who might wish to draw on it to select instructors for courses or portions of courses to be carried out.

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\*/ Refer to Section IV. C. "Organization and Staffing", for a detailed description of the RTC's local staff requirements, and the composition of the technical assistance team.

The RTC's design and planning services can be demonstrated through a discussion of the assistance that the RTC will provide to SNEP. Given SNEP's detailed response to the survey questionnaire (Annex 11-B ), it appears that this organization is aware of its principal training needs, has access to adequate funding, and is prepared to request a training program proposal from the RTC. The example described below will focus on the development of a training course for pumping station technicians, a job skill which SNEP identified as being important in its projects. The use of this particular training example does not represent the sole manner in which training programs will be managed, but merely illustrates the type of activities the RTC will carry out in order to provide the desired assistance to its clients.

The RTC staff, assisted by the technical advisors, will conduct a task analysis of the pumping station technicians' jobs in order to ascertain the skills and performance required of these technicians. The RTC staff will secure the necessary information through on-site interviews with technicians and their supervisors. It will be important to determine if SNEP's current understanding of this particular job is appropriate for the duties and responsibilities of present personnel in this job. This exercise will establish the technical level that the proposed training course should attempt to set and help SNEP to evaluate objectively its present job standards for pumping station technicians. Also, because this is vocational training, a decision should be made as to the need for and duration of classroom training, or on-the-job training, or a combination of both. The proposed 3 month-training course for the pumping station technician will probably involve one month of classroom training in pump operations and maintenance, followed by two months of on-the-job training.

Once the technical requirements have been determined and agreed upon by both the RTC and SNEP, the recruitment of instructors will begin. Ideally, the client agency will be able to supply the instructors if the course involves technical skills which are in use. However, if instructors cannot be secured from the host agency, due to the lack of qualified staff or the introduction of a job skill not previously used by the agency, a search will be conducted for appropriate candidates. At the same time, the RTC's Training Coordinator and the Instruction Materials Technician will begin to compile teaching materials for the proposed course. If appropriate materials are not immediately available, they will design the necessary materials themselves or secure assistance from short-term consultants.

After the completion of these preliminary activities, the RTC will initiate the second phase of program development i.e., the operational stage. The RTC's staff will assist SNEP's technical staff in the preparation of selection criteria for potential trainees. The potential trainee pool will include current SNEP employees and qualified residents of communities involved in project development. The same RTC personnel will then assist SNEP's management in developing implementation and financial plans for the training

course. If more than one course is being planned, either by SNEP or in conjunction with other client agencies, an attempt will be made to consolidate the courses where and when feasible. The last step will be the completion of all necessary pre-program activities. The RTC's Program Manager and the long-term advisor will assist SNEP in completing activities such as: contract negotiations with potential instructors, production of instructional materials, final selection of trainees, logistics necessary to set up the course locale, preparation of the budget for the training course, and determining the management responsibilities of SNEP and the RTC.

### 3. Evaluation of Training Courses

In addition to assistance in training course planning and design, the RTC will specialize in evaluation of course performance. This will include follow-up with the client organization to determine the adequacy of course materials, curricula and implementation plans, as well as the skills acquired by the trainees and their performance on the job following completion of the training program. Based on evaluations of several training courses, the RTC will develop a resource bank of information on successful approaches to sub-professional training for small scale rural infrastructure projects. In addition the RTC will, through periodic publications, disseminate more broadly in Haiti and internationally the more successful approaches.

The SNEP training program will be the first one to be evaluated by the RTC. The Program Manager and a short-term evaluation consultant will evaluate the three month training course for pumping station technicians. This evaluation will be divided into two phases. The first step, which will occur at the end of the training program will entail an assessment of the RTC's management of the course. The staff's managerial effectiveness in this first training exercise will be studied as a means of identifying problem areas, and to make recommendations, if necessary, for operational improvements.

A follow-up evaluation will be carried out four months after the completion of the training course. This evaluation will be comprehensive in nature and will investigate the overall impact of the course in terms of skill acquisition and job performance of candidates who have successfully completed the training program.

### 4. Training Program Management

Although the major emphasis of the RTC's activities will be the planning, design and evaluation of client agency training courses, it is expected that the RTC will provide assistance to the client organizations in training program management.

Some improvement in the management and implementation capability of client organizations will result from working together with RTC specialists in course planning, management, and evaluation. To supplement these experiences,

the RTC will sponsor two seminars annually on training program management. Participants in these seminars will be senior management personnel from client organizations with which the RTC has worked or similar governmental or semi-autonomous organizations in Haiti. The focus of these seminars, as with all RTC activities, will be on training programs for semi-skilled, sub-professional field level personnel required for the implementation of rural development/infrastructure projects.

These seminars, sponsored by the RTC, will be held after the RTC has been in operation for one year. This will permit both the RTC's staff and client agencies to gain some experience in managing technical training courses and thus establish a common basis for the management seminars.

## C. Organization and Staffing of the RTC

### 1. Organizational Structure

The RTC will be a semi-autonomous office of the Ministry of Education (DEN) and will receive both administrative and financial autonomy.\* The RTC's offices will be located at the Institut National de Formation Professionnelle (INFP) in Port-au-Prince. The DEN will exercise its oversight function through a Steering Committee appointed by the Minister and chaired by the Director General of DEN. The Steering Committee was selected by DEN as the appropriate instrument for monitoring the RTC's progress because it will permit the maximum amount of management flexibility possible for an experimental institution. The members of the Steering Committee including the Director General will be:

- (1) the Director of Planning - DEN
- (2) the Director of Vocational Education - DEN
- (3) the Director General of INFP
- (4) a representative from DARNDR
- (5) a representative from TPTC
- (6) the Director of the RTC

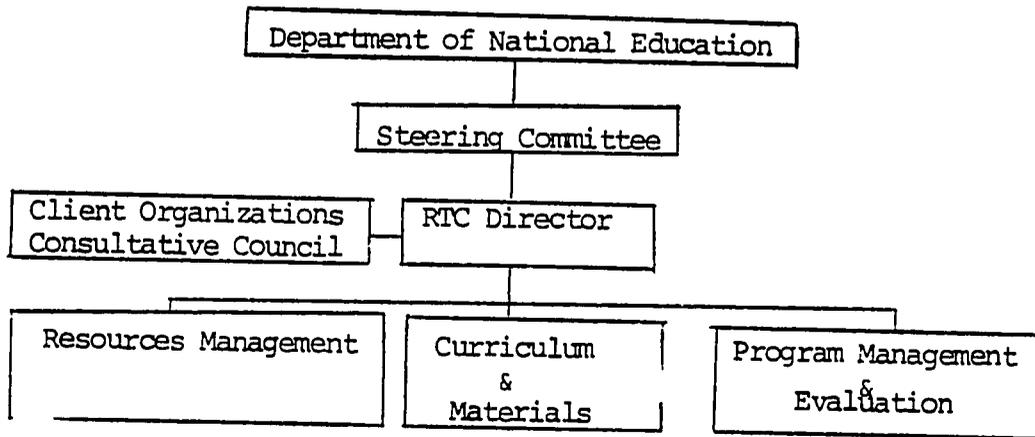
It is anticipated that the Steering Committee will meet at a minimum of three times a year. It will be convened by order of the Minister of DEN, its chairman, or by majority vote. The RTC will also be assisted by a Council of Clients. This council will be consultative in nature and consist of representatives from client organizations and the Ministry of Social Affairs and Work. The Council will provide guidance concerning user needs, vocational training policies/priorities, and RTC performance.

The funds for the operation of the RTC will come from three sources (refer to Section V.E. "Financial Plan"). The salaries of permanent RTC staff will be included in the PL-480 counterpart funds allocated to DEN for the RTC. The direct costs of the training courses will be borne by the client organization. AID will finance the technical assistance, equipment, and participant training required by the RTC.

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\* The rationale behind this organizational linkage is discussed in section V.B. "Administrative Feasibility".

Organizationally, the RTC will be divided into three sections under the direction of a Director. These sections are: Resources Management, Curriculum & Materials, and Program Management and Evaluation. The proposed organization chart is presented below:



## 2. RTC Staff Profile

Given the pilot nature of the Project and the goal of creating a flexible and responsive resource facility for client institutions, the RTC will be organized around a minimal staff of specialized personnel.

The RTC will recruit qualified Haitians who will possess the skills and experience necessary to implement the RTC's activities. The staff will consist of five (5) full time professionals, who will be supported by clerical personnel. The Director of the RTC will be appointed by the Minister of DEN. The other four professionals will be jointly selected by the Director and the Project Advisor and appointed by the Minister of DEN. Clerical and support staff will be hired by the Director. All of the RTC staff will be contract employees of the DEN, and their salaries will conform to INFP guidelines. The required experience and professional responsibilities of the RTC staff are detailed below.

Director

### Responsibilities

As the principal official of the RTC, the Director will be responsible for the following:

- overall management and operations of the RTC.
- selection and supervision of the professional and clerical staff.

- negotiation of training agreements with client agencies.
- review and approval of all technical, financial and implementation plans for RTC programs and activities.
- management of RTC funds provided by DEN, USAID, and client organizations.
- periodic reporting to the Steering Committee concerning the RTC's on-going performance, long term operational plans, and annual budgets, etc.
- elaboration of operating procedures for the RTC and submission to the Steering Committee.
- coordination of all technical assistance and monitoring of the advisors performance.

#### Experience

The individual selected for this position must provide leadership and direction to a new technical training institution and thus management experience related to project direction or administrative posts will be required, preferably with some rural development involvement. This individual should possess experience in non-formal training activities, and be familiar with manpower planning/utilization techniques. Also a masters degree in a relevant educational discipline would be highly desirable.

Resources Manager
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#### Responsibilities

The Resources Manager will be responsible for managing the resources and needs identification activities of the RTC, and have the following duties:

- conduct assessments of potential client agencies aimed at establishing training needs.
- identify local training personnel and consultants suitable for RTC utilization and the development of training resources inventory.

- identify potential rural development projects for RTC assistance, and initiation of RTC - client relations.
- identify complementary sources of funding to support training programs.
- compile information on rural engineering training program and instructional materials from non-RTC sources in Haiti and similar countries.

#### Experience

The individual selected for this position must possess a through knowledge of the institutional, human, and technical resources available for rural development projects in Haiti. Three to five years experience in an engineering or agriculturally related job; or academic training in these areas with 3-5 years of administrative experience is required. This individual should be familiar with rural development projects and understand the manpower requirements for such.

Program Manager

#### Responsibilities

The Program Manager will be responsible for managing the training program and evaluation activities of the RTC and have the following duties:

- assist the client agency in the planning of all required logistics for each training program.
- assist the client agency in preparing financial plans and course schedules.
- assist the client agency in preparing selection criteria for potential trainees.
- contracting of training instructors or consultants, and the procurement of required materials.
- assist the client agency in managing the courses.
- evaluation of training programs and follow-up on trainee performance.

Experience

The individual selected for this position must have 3-5 years of administrative or technical experience with rural development projects in either the public or private sector. An understanding and knowledge of program planning and budgeting is required.

Training Coordinator

Responsibilities

The Training Coordinator will be responsible for the management of the curriculum and materials activities of the RTC, and have the following duties:

- task analysis of technical jobs for clients.
- plan and design curricula and materials for each training program.
- development of a reference center for curricula and other instructional materials.
- supervision of the Instructional Materials Technician.
- coordination with Resources Manager regarding curriculum/materials utilization.
- evaluation of training programs, in conjunction with the Program Manager.

Experience

The individual selected for this position will have a degree in civil engineering and a minimum of three years of engineering experience in the private or public sector. This individual must have an understanding, and knowledge<sup>of</sup> instructional materials design and utilization. Experience in technical education, e.g. classroom teaching, on-the-job supervision, etc. is highly desirable.

Instructional Materials Technician

Responsibilities

The IMT will report to the Training Coordinator and have the following duties:

- production of prototypes for all instructional materials, including graphics and illustration if necessary.

- coordination of local printing and photographic reproduction of all materials.
- inventory management of all RTC instructional materials and distribution of such to client agencies.

### Experience

This individual will be an experienced graphic artist with a knowledge of mechanical drafting, illustration, and basic photography.

### 3. Technical Assistance Requirements

The RTC will utilize two types of technical assistance, during project implementation. A combination of long and short term external consultants (the advisory team) will provide assistance to the RTC in institutional development, while local consultants and instructors will be contracted to assist the RTC in the design and implementation of the specific training courses.

A qualified firm will be contracted by USAID/Haiti to provide the required technical advisors\*. A human resources planning specialist will be contracted to serve as the long term advisor and to assist the RTC staff in its functions. This advisor will be supplemented by short-term consultants who will provide specific assistance as required.

Advisory Team: long-term

### Human Resources Planner (Project Advisor - 48 PM)

The consultant will serve as team leader and principal advisor to the Director of the RTC. This advisor will have two main areas of responsibility: organizational development and operational assistance.

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\* The recommended contracting arrangements are discussed in section VI. "Implementation Arrangements".

The Project Advisor will assist the RTC staff in developing functional areas and procedures. Standard operational procedures will be prepared for the RTC, and used in the development of the RTC's three sections, i.e., Resources Management, Program Management & Evaluation, and Curriculum & Materials. From an operational standpoint the Project Advisor will assist the RTC's staff in managing its overall operations as related to the following activities:

- manpower needs assessments
- selection of RTC staff
- negotiating training arrangements with clients
- preparation of financial plans
- preparation of implementation plan
- recruit and contract local instructors and consultants
- providing assistance to client organizations in developing an internal training capability.

[Advisory Team: short-term]

Short-term consultants will be used as required throughout the life of the Project. These consultants will provide expertise in specific areas to the RTC and support the long term advisor. Seventy-five (75) person months will be programmed for specialists in non-formal training, manpower planning, evaluation, instructional materials, and vocational education. These experts will be selected in collaboration with the RTC Director and the Project Advisor.

(1) Non-formal Training (24 PM)

This advisor will assist the RTC staff in developing and implementing training courses for client agencies. This will entail the following activities:

- task analysis of technical jobs in the client agencies
- development of selection criteria for potential trainees
- design and preparation of instructional materials
- selection of training course instructors
- evaluation and follow-up of training programs and trainees
- creation of an instructional materials production unit and reference center

-- training of the RTC's Instructional Materials Technician.

(2) Task Analysis and Manpower Planning (15 pm)

There will be a need for consultants to assist the RTC staff in assessing the training needs of client organizations. Services will be required in the following areas: task - job analysis for client agencies; assisting clients with self-assessment technique for manpower needs and utilizations options; and recommending criteria for selection of curricula and trainees. It is estimated that the consultants will be most needed during the first two years of project implementation while the local RTC staff gains experience.

(3) Vocational Education (15 pm)

2-3 pm per year are anticipated as being necessary in technical fields for which no local resources person can be identified or is available. These consultants will provide technical expertise in curriculum and materials development in specialized areas. They will also review the overall content, emphasis and quality of curricula materials and training in their field. In specific cases these consultants will be used as instructors or on the job training supervisors. They could also be used for the training of local supervisors.

(4) Evaluation and Assessment (12 pm)

2-3 pm per year are anticipated for evaluation specialists in: baseline data collection; design and use of trainee assessment instruments and procedures; pretraining selection; assessment of training effectiveness (formative); and tracer studies of trainee effectiveness and continuing needs on the job after training. Included in the above estimate is 4PM of consultant time which should be reserved for an independent contractor to conduct a mid-program and an end-of-project evaluation.

(5) Instructional Materials (9 pm)

There will be a need for an external consultant to assist the RTC technician in the design, development and production of instructional materials and equipment. 3PM of consultation are estimated as being sufficient during each of the first three years of project implementation given the existence of an Instructional Materials Production Unit at INFP and the anticipated cooperation between RTC and INFP in this area.

4. Local consultants/instructors

a. RTC (short-term)

Local experts will be called upon to the maximum extent possible to supply the technical skills and knowledge required in the design and implementation of the training courses. Most of the technical skills and experience likely to be required is thought to be available in Haiti, including personnel within the client organizations for which the training is being developed.\*

Although it is impossible to estimate precisely what additional consultant time will be required, it is likely that curriculum development specialists and on-site construction supervisors will be necessary. A reasonable estimate is that, in addition to its own staff resources, the RTC will utilize 18 person-months of short-term local consultant time each year of the project. Overall, 72 person-months of local hire assistance is programmed during the four year life of the project. These local consultants represent additional institutional resources for the RTC and will be included in the permanent roster of local technical experts.

b. Training programs (client support)

For each individual training program the client will be expected to provide some of the instructors and most of the supervision on the worksite from its own staff. This will be negotiated for each training course. However in those cases where the client is unable to supply the necessary staff, supplemental staff both for formal classes and for supervision of on-the-job training will be recruited. 24 person/months per year of instructor services are estimated, and 42 person/months of OJT supervision a year are estimated. Thus, a total of 264 person/months of local-hire instructors and OJT supervisors is estimated over the four-year period to meet the staffing needs of individual training programs.

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\* Preliminary surveys conducted by the Project Consultant indicate that these type of qualified individuals are available in Haiti and would be available to the RTC (Refer to RTC Project Development Activities, final report March 1980).

D. End of Project Status

The following conditions are expected at the end of the project.

1. The RTC will be fully staffed and providing assistance to a majority of the GOH institutions involved in rural development activities. Client relationships will be established with the GOH agencies responsible for rural infrastructure projects in the sectors of agriculture, transportation, and community development.
2. The RTC will have received official status within the GOH, either through incorporation into another entity, e. g. INFP or as an autonomous agency, and will receive on-going budget allocations from the GOH.
3. At least two client agencies will have established internal training programs for sub-professional personnel.
4. Trainees who have completed RTC training courses will be employed by the client agencies for a minimum of one year.
5. The professional engineering community of Haiti will accept the concept of non-formal para-professional training and utilize the individuals trained by the RTC.

E. Outputs

In order to achieve the Project purpose, the following outputs will be produced during the Project.

1. A minimum of 700 trainees will receive sub-professional technical training.
2. Training assessments will be conducted for a minimum of five GOH agencies. Each assessment will analyze anticipated manpower needs based on planned projects, identify external and internal training resources, and indicate required funding levels.
3. An estimated 40 training courses will be designed and planned by the RTC staff. These services will entail: designing courses to fit client's skill requirements; the development of curriculum and instructional materials; the preparation of selection criteria for potential trainees; preparation of implementation plans; the selection of instructors for the courses; and management of the courses where required.
4. Evaluations will be carried out for each training course. These evaluations will focus on the adequacy of the RTC's assistance, the trainee's performance during and after the course, and impact on the client agency.
5. A minimum of four seminars in training program management will be held. These seminars will assist client agencies in developing an in-house capability for implementing para-professional training programs.
6. An inventory of consultants, instructors, and facilities for technical training will be developed by the RTC.

7. A reference center for curricula and instructional materials will be established in the RTC.

8. An operating procedures manual will be prepared and be utilized by the RTC staff.

9. A formal proposal will be prepared aimed at formalizing the RTC's role in the Haitian educational sector.

F. Inputs

The following AID and GOH inputs will be required for the Project:

1. AID inputs

a. Technical Assistance - \$1,130,000

Long term technical advisory services ( 1 person, 48 PM) in organizational development and operational assistance will be provided to the RTC by a U.S. technical assistance firm. Short term consultants will be contracted by the RTC (71 PM) to provide expertise in the areas of non-formal education, evaluation, instructional materials, manpower planning, and vocational education. The services of the short term advisors will be required primarily during the first two years of project implementation (refer to Annex 7) in order to assist the newly recruited RTC staff in initiating the training courses and developing the institutional framework for the RTC's on-going program. In addition to the technical assistance provided by the contractor, four (4) person months will be funded for an independent project evaluation team which will conduct the two project evaluations.

<u>Summary TA</u>		<u>\$1,130,000</u>
Long-term advisor	(48 PM)	440,000
Short-term advisers	(71 PM)	653,000
Evaluation Team	(4 PM)	37,000

b. Equipment and Materials - \$81,000

An analysis of equipment and materials needs for the RTC was conducted during the preparation of the PP. The following equipment and materials will be supplied in order to initiate the RTC's operations. The description of these items is presented in Annex 12. To the extent possible the following commodities will be purchased locally, including the four project vehicles.

<u>Summary Equipment &amp; Materials</u>	<u>\$81,000</u>
Office equipment & furniture	\$20,000
Vehicles (4) Spare parts	53,000
Supplies & Materials	8,000

c. Participant Training - \$115,000

The RTC staff and training specialists from the client organizations will receive short term training in the U.S. or third countries. Thirty months of training (\$100,000) will be financed for non-formal and vocational education courses. Also, funds will be provided for the staging of the training seminars for the client agencies' personnel, \$15,000 is budgeted for six seminars.

d. RTC Training Courses - \$64,000

Local consultants and instructors will be contracted by the RTC to provide the technical skills and knowledge required for the training courses. Both the GOH and AID will finance this local technical assistance and related support costs. In keeping with the procedural and budgetary strategy described in the technical and financial analyses (refer to Section V.) AID will provide approximately one fourth of the funds necessary to secure Haitian experts who will be recruited for specific training courses and will function as instructors or on-the-job supervisors.\* An estimated 66 PM in salaries will be funded (\$36,000) and additional monies will be made available for local per diem, travel, and materials in support of these consultants (28,000).

e. Summary AID Inputs

Technical Assistance	\$1,130,000
Equipment and Materials	81,000
Participant training	115,000
RTC Training Courses	64,000
Contingency (5%)	70,000
Inflation (10%)	<u>140,000</u>

TOTAL AID Inputs \$1,600,000

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\*/ The requirements and scheduling for the local training experts are detailed in Annex 7.

2. GOH Inputs

a. RTC Staff \$340,800

The GOH will provide the funds required to hire and support the five full time professionals, short-term local consultants, and clerical personnel. PL-480, Title I monies will be used to meet the following requirements:

<u>Position</u>	<u>Annual Salary</u>	<u>4 Yr. Cost</u>
Director	\$12,000	\$48,000
Resources Manager	9,600	38,400
Program Manager	9,600	38,400
Training Coordinator	9,600	38,400
Inst. Materials Technician	9,600	38,400
Local Consultants (Short term, 72 pm)		43,200
Admin. Asst.	6,000	24,000
Clerical & Support Staff	14,000	57,600
Travel & Per Diem		14,400

b. Facilities, Equipment, Supplies \$83,000

The GOH contribution from the DEN budget will finance the rental of office space, purchase of office equipment and supplies, and vehicle operation/maintenance cost.

c. Participant Training \$15,000

International air travel for 30 trips @ \$500 per trip  
(20 trips, RTC staff/10 trips, client staff)

d. RTC Training Courses \$198,000

Seventy-five percent of the costs associated with conducting the RTC training courses will be borne by the client agencies. An estimated 198 PM of local technical assistance will be financed (\$106,000). Funds will also be provided to cover the costs of local per diem and travel, and materials (92,000).

e. Summary GOH Inputs

RTC Staff	\$340,800
Facilities, Equipment, Supplies	83,000
Participant Training	15,000
RTC Training Courses	<u>198,000</u>

TOTAL GOH Inputs: 636,800

## V. PROJECT ANALYSES

### A. Technical Analysis

The purpose of this project is to improve the technical competence of unskilled and semi-skilled Haitians who are involved in rural infrastructure projects. As previously discussed, the lack of sufficient middle level technicians for the large number of rural infrastructure projects in Haiti cannot be remedied by the vocational schools, or adequately addressed by the in-house training programs of the various GOH development institutions. The Interim Report recommendation was that the idea of establishing another formal training institution not be pursued, based on further investigations which indicated that traditional employment practices used in engineering projects throughout Haiti would limit the impact of such a facility. In addition to this, a formal training school would not address the immediate manpower problem of the GOH development agencies which is characterized by: an underutilized or overextended professional staff, an inability to develop manpower demand projections for infrastructure projects, and the migration of skilled labor to urban centers from the rural areas. These conditions impede the GOH's capacity to implement its rural development projects, which are the recipients of massive foreign assistance.

However, because no single training program can resolve the general manpower problems confronting the GOH, the focus of the RTC will be on the labor requirements for specific infrastructure projects. The RTC will not attempt to assume the role of a formal training institution, and will not require a large investment in order to provide learning opportunities for potential trainees. It is a training program format which is designed to use available resources and trained manpower. It will attempt to create a mechanism which has the capacity for swift and flexible response to existing needs. Formal institutions take time to build, staff and equip, and they seem unable to match supply with demand thereby resulting in the eventual overproduction of irrelevant skills.

Individuals who are trained in RTC technical courses will increase the effectiveness of the graduate engineers assigned to infrastructure projects. These trainees will either replace engineers who are working on tasks well below their competence and experience levels, or they will assume a major share of the technical and supervisory burden now carried by graduate engineers. Through its needs assessment activities the RTC will assist the participating GOH agencies in developing the capacity to effectively plan their manpower needs and skills level requirements for specific projects. This will be accomplished by introducing the appropriate staff members of each agency to a systematic method of formulating project requirements. The interaction of the RTC staff with the various clients will contribute to an increased awareness of the need to have a coordinated approach to the question of needs assessment and effective demand. This coordination will begin to create a relevant data base for the training of intermediate level engineering manpower.

The emigration of skilled technicians from Haiti is usually facilitated by training individuals in a particular profession or craft in conjunction with some form of certification which is recognized in international labor markets. The RTC strategy recognizes this and attempts to mitigate this trend, in the rural development context, by using a non-formal, in-field, job-specific methodology geared to the manpower realities of rural Haiti and based on the immediate personnel requirements of the GOH rural development agencies.

This approach is appropriate because it permits a quick response to the demand for trained personnel, it lends itself to very practical training, and does not require the awarding of any certificate. Thus, although rural employment will increase and the quality of skills will be improved, the likelihood that the trainees who complete the RTC programs will migrate is reduced.

#### 1. RTC Methodology

The assistance provided by the RTC to its client agencies will be tailored to specific project requirements and conditions. To achieve this a methodology based on several fundamental elements will be followed. First and foremost, local resources will be used to the extent possible. Efforts will be made to establish an inventory of the manpower, equipment, projects and worksites already in existence which would facilitate the training of the individuals as required. Each RTC intervention will be designed, planned, and executed in full collaboration with the client agencies. While the prime purpose of the RTC is to address skill training needs at the intermediate level, sight should not be lost of the opportunity to train the client. This training, derived from the collaboration and association with RTC staff, should result in the client being more able to satisfy his future needs in this area by his own efforts. This form of institution building is as important as the content of any particular training program. To achieve this, collaboration must not be seen as creating dependency on the RTC, but should transmit skills to the clients in the design process.

The point of departure for RTC assistance in skill training will be a very precise task definition and job analysis. The aim will be to break such tasks down to the most feasible and essential skills. This skills inventory will then be the basis of the program designs. While this may run the risk of having very narrowly trained technicians, it is off-set by benefits suited to Haitian conditions. Chief among these benefits is the speed of response to the identified need. The RTC must not become caught up in the typical overproduction which has traditionally confronted vocational education and formalized skill training programs. The RTC will persistently seek relevance as defined by response to the clients perception of skill demands. Once the RTC has produced and implemented a program, the RTC has to assume that it has equipped its client with the capacity to satisfy its own recurrent needs in respect to that particular skill. If the general demand for the skill is shown to be greater in number or more persistent than initially assessed, the program should be made available through a

more formal organization employing the RTC developed program. In a general sense, the RTC will function as a training consultant to the client organizations. The effectiveness of this consultancy will be directly related to the flexibility of the RTC's response and the appropriateness of the services it provides. As a means of assuring that the desired performance is achieved, formative evaluation will be used as management tool by the RTC's staff. Through the evaluation process, the RTC will receive the feedback necessary to measure the adequacy of its assistance and secure the information required for modifying its programs to fully meet the client's needs.

## 2. RTC Procedures

The procedural framework presented here is the "typical" basic response to program or service requests. Although each individual response to a client or group of clients will contain its own variations, in general the RTC will respond as follows.

The first phase will focus on the viability of a potential program or service request. It is triggered by the RTC's receipt of a formal request for assistance from a potential client agency. The RTC will assist clients to formulate these requests in a manner compatible with the RTC information needs. This information will simply establish whether the request meets the RTC eligibility criteria and is feasible within the current program load faced by RTC.\* The RTC staff, working with the client, will prepare a brief project proposal providing: a general statement of the perceived need; the number, scope and level of training contemplated; the anticipated role of the RTC; and the funding to be provided by the client. This proposal will be only a preliminary assessment, but it should reflect an official interest by the client and should be detailed enough for RTC to assess whether the project is feasible and appropriate for RTC. Once this project proposal is completed it will be submitted to the Director of the RTC for approval. Approval at this stage is mainly for internal planning purposes and should be routine, with RTC staff having discouraged any inappropriate or unfeasible proposals. Approval would place the proposal on RTC's planning and implementation docket, but would not constitute the final obligation by the RTC to provide the requested services.

After this initial screening process the second phase involves the preparation of a detailed training course proposal which would include: the suggested curriculum, staffing requirements, logistical requirements, financial plan, and implementation plan. This detailed proposal would be developed by the RTC specialists in collaboration with the client. This proposal will be reviewed by the RTC's Program Manager in order to determine if it is compatible with the initial project proposal, that it is technically sound, that it is cost effective, and whether it is possible within the current RTC training schedule.

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\*/ These criteria are discussed in Section IV. B, "Project Design".

If the final proposal meets the above conditions, the client will be notified (by letter) of the RTC's interest in providing assistance, the terms and conditions of such services, and the client's responsibilities. Upon receiving the client's written acceptance of the RTC's terms and confirmation of financing, the program will be scheduled for implementation. For each of the training programs conducted by the RTC an agreement will be signed with the client regarding the sharing of costs and the provision of facilities or clients staff. The RTC is expected to be strict regarding client contributions for training activities and refuse to proceed with training projects for which the client does not demonstrate sufficient interest, i.e. budgetary support. In special cases this requirement can be reduced or modified based on extenuating circumstances, with the overall goal being that the clients will finance a minimum of 75% of the total training costs under the Project.

In order to facilitate this process the RTC will develop standardized procedures, checklists and informational forms for assessing client needs, interests, resources and capabilities. It should also develop a standard contractual form for the project proposal, implementation plan, financial plan and management plan. These need not be elaborate or excessively complex, but they should insure that the project has been fully assessed and planned in collaboration with the client and that both RTC and the client are in agreement on the implementation plan, respective inputs and responsibilities, and expected outcomes.

#### B. Administrative Analysis

The RTC will be established under the Ministry of Education (DEN) and located on the campus of the Institut National de Formation Professionnelle (INFP) in Port-au-Prince. The RTC will function as a semi-autonomous unit under the guidance of a Steering Committee made up of officials from DEN, DARNDR, TPTC, INFP and the Director of the RTC.

The principal function of this Steering Committee will be to transmit to DEN, on an annual basis, a report on the state of the RTC, including its budget and operational plan. In addition to this responsibility the Steering Committee will advise the RTC on national policy matters related to vocational training or special concerns which impact upon the RTC's mandate. The RTC will exercise complete financial and management autonomy in order to effectively provide training assistance to its client agencies.

The DEN was selected as the appropriate administrative home for an experimental training program such as the RTC. Although DEN's resources and organizational capacity are limited, it is the GOH institution which is responsible, through the Directorate of Technical and Vocational Education, for vocational education in Haiti. The Directorate is staffed by only six employees, has a minimal involvement in policy matters, and no program responsibility. It functions primarily as a conduit for the budget subsidies to the public vocational schools. Although DEN does not have in the Directorate an instrument with the capability of providing the leadership and resources

necessary to implement the Project, DEN does offer a neutral and official framework for establishing the RTC and therein lies the rationale for linking it to this pilot effort. Early discussions, during the project development stage, revealed that the establishment of a training project within one of the client organizations, e.g. DARNDR or TPTC, would not be acceptable to all clients. This required the search for an institutional arrangement acceptable to all concerned parties. Furthermore, DEN is the parent institution for the INFP, which on a nominal basis, is the coordinating agency for technical education in Haiti.

In 1973 INFP was created by the GOH with the assistance of the ILO.\*/ The GOH supports INFP through a training tax on manufacturing firms, which until 1979 was managed by INFP's staff. INFP was given the responsibility for the following activities:

- to design a national system of vocational training, apprenticeship, and continuing education.
- to study national manpower requirements.
- to design a national system of employee placement and worker training programs.
- to train instructors and teachers for new and existing technical schools.

INFP's current focus is on two year vocational training in the skilled trades (auto mechanics, sheet metal, etc), and short-term courses (1-3 months) sponsored by employers for specific skills.

The INFP would have been the logical institutional setting for the RTC had it retained its financial autonomy. However, in 1979, the special fund created for INFP was entrusted to the Ministry of Finance, thus ending INFP's financial autonomy. The secondary effect has been to impede INFP's operations because under the new arrangement all expenditures must be approved by Finance. Therefore, DEN officials believe that at this time a direct linkage between the RTC and INFP would not be opportune, and thus they suggested that a Steering Committee provide the necessary governmental oversight for the RTC. Consequently INFP will merely provide office space for the RTC and cooperate where feasible with the RTC's operation. The Director of INFP is on the Steering Committee and it is agreed that, when possible, efforts will be made by the RTC staff to complement INFP activities and utilize INFP's resources. This should make possible an amicable relationship since the RTC focus is essentially rural and the INFP has targeted its activities on the urban industrial sector.

Although no formal relationship will be established at this time between INFP and the RTC, a future merger of the two entities is one possible option. Given the formative nature of the RTC, a refined concept of its future organizational structure and institutional relationships will evolve during project implementation. At the midpoint of the Project (2 years) and subsequent to the first in-depth project evaluation, the RTC staff will initiate negotiations with the relevant GOH officials regarding the RTC's future status. This exercise will be completed prior to the PACD.

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\*/ Refer to Annex 13 for description of INFP and its legal status.

One distinct alternative would be the incorporation of the RTC into the INFP. If this can be accomplished without a corresponding loss of operational autonomy for the RTC, it offers the advantage of minimizing the proliferation of independent institutions in the education sector and would offer the opportunity of maximizing training resources in one unified institution.

In line with the long range goal of creating a permanent institutional framework for the RTC, the GOH has agreed to provide, starting in year three, budgetary support for the RTC staff. Thus, these GOH funds will replace PL-480 Title I monies and will be made available on a time phased basis during the last two years of the Project. The operational requirements of this strategy will be analyzed and recommendations made within the scope of the mid-point evaluation of the Project.

### C. Economic Analysis

The objective of the Project is to develop a program to train the semi-skilled and unskilled personnel required for the implementation of small scale rural infrastructure projects. The training proposed under the Project will be conducted in the rural areas of Haiti and it is anticipated that both the workers and GOH institutions involved in rural development projects will benefit from the planned training activities. The RTC will assist client agencies in the design and execution of short-term, job specific and on-site training geared to the immediate skills requirements of the clients. The intervention proposed under this Project will have a direct impact on the trainees who receive the training courses and the GOH agencies which will employ these individuals in their rural infrastructure projects. The ultimate measure of this will be demonstrated by the improved implementation of development projects, many of which are stalled or seriously behind schedule because of a lack of middle level technicians to staff them. The secondary, but potentially more significant impact will be on the rural population whose agricultural production, incomes, and quality of life will improve as a result of the rural public works activities.

It is generally agreed that investments in human capital generate economic and other benefits, both for the individual and for society as a whole. However, assessing the economic implications of a non-formal education project is difficult in that the emphasis is on the immediate and practical results of the training, e.g. meeting the technical requirements of the specific job, which makes it difficult to distinguish between projects outputs and the factors influencing these outputs. Also, it is often difficult to quantify the benefits prior to project completion, and this is particularly so in the case of a pilot project such as the RTC. There is, however, sufficient evidence to indicate the nature of the anticipated benefits and the cost effectiveness of the RTC training strategy.

The principal benefit of the Project will be the improvement in the implementation of selected rural development projects. For example, the rural infrastructure activities of ODN and SNEP alone represent an investment of approximately \$25,000,000 and, as previously discussed, the pace of project implementation has been extremely slow due to, in large part, the absence of sufficient trained manpower. The RTC will provide the basis for more efficient project execution by supplying the client

agencies with the subprofessionals necessary to rectify the implementation constraints. It is anticipated that the RTC assistance will permit the participating organizations to accelerate the rate of their rural infrastructure investments thereby increasing the stream of benefits to the target population in the form of new and improved roads, irrigation systems and potable water supplies. The RTC will provide through its training activities the skilled labor necessary to alleviate the existing manpower bottlenecks, and to substantially reduce the present high opportunity cost of the delayed projects.

On a macro-level the AID contribution to the project (\$1,600,000) is believed to be reasonable when compared to the high level of investment the GOH has and will continue to make in rural infrastructure programs such as the ODN and SNEP projects. The RTC's training design and methodology is cost-effective and appropriate because of the following aspects:

- (1) The RTC training strategy will be based on the client's immediate needs and the capabilities of the rural work force engaged in the various rural development projects.
- (2) Modular curriculum and instructional packages will be used to assure a rational utilization of Project resources.
- (3) The absence of a permanent and expensive teaching faculty.
- (4) The rapid turnaround time of the training courses.

The RTC will use a modular training approach consisting of repetitive courses designed to meet the labor requirements of the client agencies. The effective cost of these courses will decrease over time as standard curricula and training modules are developed, tested and incorporated into the RTC's on-going programs. The training courses will be taught by short-term instructors and client agencies' personnel, thereby eliminating the need for a large faculty with its corresponding high institutional expense. The trainees will be capable of contributing to the clients' project implementation activities in a relatively short period of time given the nature and duration of the courses. The trainees will be available for work assignments within four months time upon course completion or in relation to on-the-job training activities. Thus, this type of short term training will enable the client institutions to reduce the "payback" period on their human resources investment.

A substantial level of technical assistance (123 PM) will be financed by AID in order to facilitate the start-up of this new institution and to provide the necessary technical support to the RTC staff during the initial period of project implementation. This technical assistance will establish the basis for the on-going operation of the RTC and these advisory services must be appraised not only in the context of immediate project cost, but also in terms of the potential long term return on investment from an

institutional standpoint. The ultimate success of the RTC will be based on the development of a qualified staff capable of using, improving and expanding the program established under this Project. The recommended level of technical assistance is designed to provide the framework for the successful start-up and future operation of the RTC and when examined in relation to all project outputs, i.e. beyond the primary training activity, an even more favorable economic outcome can be predicted. In this respect, the RTC will devote a considerable amount of effort to the appraisal of manpower and training needs of the client organizations, and the development of the in-house training capacity of the assisted organizations. These activities will permit the client agencies to more effectively implement rural infrastructure projects through improved manpower planning and utilization.

## D. Social Soundness Analysis

### 1. Introduction

The rural areas of Haiti have historically suffered from neglect, which resulted in little private or public investment in these zones. This is reflected, for example, in the pervasive use of traditional agricultural practices, poor or non-existent secondary roads, and inadequate supplies of potable water. The lack of necessary rural infrastructure has impeded the GOH's recent attempts to improve the lot of the rural population which is 80% of the Haitian population. This poverty stricken segment (78% is at or below the poverty level) of Haiti's citizenry is also the target of the international donors who since 1973 have provided substantial assistance for rural Haiti aimed at rectifying the previous years of neglect. Much of this foreign aid supports rural infrastructure projects. The RTC will provide assistance to the GOH institutions involved in developing rural infrastructure projects with the objective of improving the quality of life for the rural population in terms of increased food production, employment generation and improved level of health.

A major constraint in the effective implementation of these rural engineering projects has been the scarcity of sufficient quantities of skilled manpower. Furthermore, investigations conducted by USAID during the development of this Project have indicated that the most significant manpower shortage concerns middle-level technicians. As previously discussed in the Technical Analysis and Background sections, the absence of sufficient engineering professionals to execute the numerous rural engineering projects in Haiti coupled with the above scarcity of paraprofessionals stimulated the search for a technical training vehicle adaptable to rural Haiti. On-site, non-formal education was selected as the appropriate technique for upgrading local workers in the various rural communities which are the sites of the projects.

### 2. Project Compatibility

The RTC's area of operation, the Haitian countryside, is characterized by limited formal educational facilities, a low level of technology in all aspects of daily life, and a predominantly unskilled labor force. The Project was developed with these factors in mind, and the RTC's training approach responds to this situation by using non-formal, in-field, task specific training courses designed for semi-skilled or unskilled individuals. The skills taught in these courses will reflect the effective demand expressed by the client organizations.

The training concept which the RTC will introduce in this pilot project is the result of a collaborative effort by the GOH and USAID aimed at creating a training vehicle that is on one level compatible with the rural labor pool and on another level adapted to the technical requirements of the infrastructure projects. Under this framework the necessary human resources will be

mobilized and trained in rapid response to the needs of the employing entities. Thus, the approach envisioned in the Project is believed to be appropriate for the Haitian milieu and offers the opportunity to seek out, encourage, and enhance the participation of rural workers in infrastructure projects.

### 3. Project Beneficiaries & Spread Effect

The ultimate beneficiaries of the Project will be the rural population who will have access to the public works, and the trainees who will receive the training. This impact will be seen on two levels. First, by supplying the GOH development agencies with the sub-professional personnel required to implement their rural infrastructure projects and thereby facilitating the much needed investment in the rural areas. The secondary impact will be the skills acquisition of the trainees which will lead to increased rural employment and incomes. Although the Project does not have specific training activities for women, the construction and improvement of rural infrastructure (e.g. roads, market places, water systems) will have a direct impact on rural women. This will occur by alleviating the difficult and time consuming labor involved in transporting goods to and from markets, and obtaining water for household use. While it is impossible at this point to determine with any precision the percentage of the target population which will benefit from this experimental project, its potential impact could be significant in that the RTC will assist the majority of the GOH agencies who are responsible for rural infrastructure projects in every region of Haiti.

This can be illustrated in the case of the RTC's involvement with ODN, ODVA and ODPG. This assistance could potentially affect an estimated 130,000 rural families in those three regions who will benefit from improved or new irrigation systems, access roads, and potable water systems. This secondary impact is of course directly linked to the primary effect of meeting the three regional authorities' demand for skilled technicians, without whom the above infrastructure would not be constructed or face significant delay.

It is believed that a non-formal training program connected to specific rural development projects will prove to be attractive to the rural worker. This scheme offers this individual a chance to gain technical expertise in conjunction with readily available employment. Furthermore, this job situation will be in his local community and avoids the hardship and risk associated with self-financing his formal education and/or migrating to the extremely competitive Port-au-Prince labor market.

### E. Financial Analysis and Plan

#### 1. Project Funding

The AID and GOH inputs are detailed in section IV.F. The total cost of this four year project is estimated at \$2,237,000 of which \$1,600,000 will be financed by AID and \$637,000 will be GOH counterpart funds. An inflation factor of 10% was programmed by AID to offset cost increases over the life of the project. Also a contingency of 5% is budgeted by AID for unforeseen costs or unanticipated project needs.

2. Budget Tables

The following tables demonstrate the financial components of the project:

Table 1 - Summary Cost Estimate and Financial Plan

AID grant funds will finance foreign exchange and local currency costs which comprise 72% of total project costs. The GOH will contribute 28% of the total for local costs.

Table 2 - Summary Project Budget

This table presents a summary of the AID and GOH financial inputs by fiscal year for the life of the project.

Table I

Summary Cost Estimates and Financial Plan

(U.S. \$000)

<u>SOURCE</u>	<u>AID</u>		<u>GOH</u>	<u>TOTAL</u>
	<u>FX</u>	<u>LC</u>	<u>LC</u>	
<u>USE:</u>				
Technical Assistance	1,093	-	-	1,093
Facilities, Equip- ment and Materials	-	81	83	164
Part Training	100	15	15	130
RTC Staff			341	341
RTC Training Courses		64	198	262
Evaluation	37	-	-	37
Contingency	45	8	-	53
Inflation	147	10	-	157
	<hr/>	<hr/>	<hr/>	<hr/>
Total	1,422	178	637	2,237

Table 2

Summary Project Budget (\$000)

<u>Inputs</u>	<u>1980</u>		<u>1981</u>		<u>1982</u>		<u>1983</u>		<u>1984</u>		<u>Totals</u>	
	<u>AID</u>	<u>GOH</u>	<u>AID</u>	<u>GOH</u>								
Technical Assistance :	269	-	359		276		193				1,093	-
Equipment, Facilities, Materials :	72	-	3	21	3	21	3	21		20	81	83
Participant Training :	27	-	29	4	29	4	30	4		3	115	15
RTC Staff :	-	30	-	89	-	89	-	89		44	-	341
RTC Training Courses :	32	10	16	46	16	46		46		50	64	198
Evaluation			37								37	-
Contingency :	-		22		16		11				53	-
Inflation Factor :	-		46		71		40				157	-
<b>Totals.....</b>	<b>400</b>	<b>40</b>	<b>512</b>	<b>160</b>	<b>411</b>	<b>160</b>	<b>277</b>	<b>160</b>	<b>-</b>	<b>117</b>	<b>1,600</b>	<b>637</b>

### 3. Recurrent Cost Analysis

The total GOH contribution is divided into three components. The DEN will use PL 480 Title I funds to cover the RTC staff costs. An estimated \$356,000 will be budgeted over the life of the project to pay salaries, local travel, customary fringe benefits, and the travel expenses connected with participant training for the RTC staff. In addition to the above funds DEN will draw from its development budget \$83,000, or an average of \$21,000 per year, to meet the RTC's office expenses and fuel/lubricants expenses for the project vehicles. The client organizations will have the responsibility of meeting the direct costs of the RTC training courses. \$198,000 will be allocated for instructors salaries, trainee per diem/travel, and materials.

During the final phase of project development a project review was held under the joint sponsorship of DEN and SEP, with the objective of reaching final agreement on RTC project. Each potential client organization participated in this session in order to resolve any project design or budgetary issues. The primary issue which was discussed concerned the level of counterpart financing for the training courses. Each client agency agreed to finance, to the maximum extent possible, the direct costs of the courses. However, if it is determined that a client agency cannot meet the full cost of a particular course AID will make available to the RTC sufficient funds to subsidize, on a case-by-case basis, up to 25% of the client's funding requirements.

The funds for the training courses will be channeled through the SEP or via direct disbursement by the client. Given that the RTC will respond to the manpower needs of the participating organizations who in turn usually have access to training funds (either GOH or other donor sources), it seems reasonable to assume that the financing necessary to support the courses will be forthcoming.

By the fifth year of the project, after the period of external assistance proposed here has ended, the estimated annual operating costs of the RTC would be approximately \$251,000 (adjusted for inflation). This would include the RTC staff costs, the costs for office facilities and supplies, and funds for the training courses. The above budget level is based on the following assumptions: The termination of expatriate foreign assistance, no increase in the RTC staff, and the continuation of the client's support for the training courses (approximately \$75,000 per year). The RTC's projected fifth year operating budget would represent an increase of \$155,000 over the annual DEN allocation (i.e. national budget monies) during the first four years of the project. If PL 480 Title I funds are available five years from now the continued use of these funds would reduce that increment substantially to \$66,000 per annum.

The cost in the fifth year would be the equivalent of one percent (1%) of the overall DEN operating budget. Thus, the projected level of recurrent costs necessary for the continued functioning of the RTC, \$251,000, does not seem excessive or unmanageable assuming that the RTC has demonstrated its effectiveness and there is a continued demand for its services.

VI. IMPLEMENTATION ARRANGEMENTS

A. Schedule of Major Events

The following is a schedule of major events that will occur over the life of the project.

FY 80

- June - USAID/Haiti PP review, approval and authorization
- July - Project Agreement signed
- August - DEN appoints RTC Director
- Conditions Precedent met
  - Selection of T.A. firm
  - Long term advisor contracted by T.A. firm
- September- Selection of short term advisors by T.A. firm
- Recruitment of RTC professional and support staff
  - Procurement of vehicles and equipment initiated (local procurement)
  - Selection of local instructors for training courses

FY 81

- October - RTC is operational: installation on INFP campus, vehicles and equipment available, staff on-board,
- Short-term advisors in-country (including specialist for baseline surveys)
  - Start-up of training courses:
    - (1) ODN, Masons, on-the-job training (OJT). Implementation arrangements, contracting of OJT supervisors, selection of trainees.
    - (2) ODN, Surveyors. Task analysis curriculum development, identification of training resources.
    - (3) ODN, Construction Supervisors. Task analysis, curriculum development, identification of resources.

- (4) SNEP, Pumping Station Technicians. Same activities as in (2) and (3).

November

- (1) 1st month of Mason OJT
- (2)/(3) Preparation of Surveyors and Work Supervisors training programs. Negotiations of implementation arrangements, contracting instructors, production of instructional material, selection of trainees.
- (4) Preparation of Pumping Station Technicians training program. Negotiations of implementation arrangements, contracting of instructors, production of instructional material, selection of trainees.

December

- (1) 2nd month of Mason OJT - ODN
- (2)/(3) 1st month instructional period for surveyors and work supervisors - ODN
- (4) 1st month of instructional period for Pumping Stations Technicians - SNEP
- (5) ODN, start-up of Mechanics OJT. Curriculum Development, identification of needed

January 1981

- (1) 3rd month of Mason OJT - ODN
- (2)/(3) 2nd month of instruction for surveyors & work supervisors - ODN
- (4) 2nd month of instruction for Pumping Station Technician (OJT) - SNEP
- (5) Preparation of ODN Mechanics training program. Implementation, arrangements, contracting instructors, selection of trainees.

February

- (1) 4th month of Masons OJT - ODN. Evaluation of managerial aspects of the training program.

- (2)/(3) 3rd month of instruction for ODN surveyors & work supervisors.
- (4) 3rd month of instruction for SNEP pumping stations technicians. End of training program. Evaluation of managerial aspects of it.
- (5) 1st month of instruction for ODN mechanics
- (6) Start-up of ODN training program for irrigation technicians. Task analysis, curriculum development, resources identification.
- (7) Start-up of SNEP training program for masons
- (8) Start-up of SNEP training program for plumbers
- (9) Start-up of SNEP training program for water-gate operators.
- (10) Start-up of ODN training program for plumbers

March

- (2)/(3) 1st month OJT for surveyors and work supervisors - ODN
- (5) 2nd month of instruction for ODN mechanics.
- (6) Preparation of ODN irrigation training plan. Implementation arrangements, contracting, instructional material, selection of worksites and trainees.
- (7), (8), (9) 1st month of OJT for SNEP Masons, plumbers and water-gate operators
- (10) 1st month of OJT for ODN plumbers

April

- (2)/(3) 2nd month OJT for surveyors and work supervisors at ODN
- (5) 3rd month of instruction for ODN mechanics
- (6) 1st month of instruction for ODN irrigation specialist
- (7), (8), (9) 2nd month of OJT for SNEP masons, plumbers and water-gate operators
- (10) 2nd month of OJT for ODN plumbers

May

- (1) Follow-up of ODN masons trained 3 months earlier
- (2)/(3) 3rd month OJT for ODN Surveyors and Work Supervisors
- (5) 4th month of instruction for ODN Mechanics
- (6) 2nd month of instruction for ODN irrigation specialist
- (7), (8), (9) 3rd month of OJT for SNEP masons, plumbers and water-gate operators
- (10) 3rd month of OJT for ODN plumbers

June

- First comprehensive evaluation of the following training courses: Masons (ODN), Pumping Station Technicians (SNEP), Mechanics (ODN)
- First group of participants departs for short term training

Note: The training courses will continue to be designed and implemented, in the sequence presented above, throughout the period of project implementation.

July - First funding increment to Pro-Ag obligated

August - First seminar in training program management for client organizations.  
- Negotiate and sign T.A. contract

FY 82

December - Completion of training courses initiated during year 1 of the RTC's operation  
- Seminar for client organizations

January 1982 - Second group of participants departs for short-term training

May - Mid point evaluation of overall RTC operations (outside contractor)

June - Seminar for client organizations  
- Third group of participants departs

- July -- Second funding increment to Pro-Ag obligated
- August - Negotiate and sign T.A. contract

FY 83

- November - Initiation of negotiations concerning future institutional status of the RTC
- December - Seminar for client organization
- January 1983 - Fourth group of participants departs
- June - Seminar for client organizations
- Draft proposal prepared for future RTC organizational status
- July - Third funding increment to Pro-Ag
- August - Negotiate and sign final T.A. contract

FY 84

- November - GOH determination made concerning RTC's future official status
- January 1984 - Fifth group of participants depart
- May - Final project evaluation (outside contractor)
- June - Final seminar for client organizations
- July - Last group of participants departs
- August - Termination of long-term technical assistance
- October - Project Assistance Completion Date (PACD)

B. Contracting and Procurement

The Project will finance 122 PM of technical assistance for the RTC at a cost of approximately \$1.2 million for one long term advisor and various short term consultants. In addition to this technical assistance, \$81,000 will be provided by AID for the purchase of four (4) vehicles, office furniture office equipment, and materials. Because the RTC is a pilot effort

it will not possess the experience or immediate capacity to procure the above contract services and commodities on a timely basis. At the same time its parent ministry, DEN, also lacks the necessary competence in procurement matters due to its limited institutional resources and general unfamiliarity with AID contracting regulations/procedures. Therefore, it is recommended that the direct AID contracting mode be utilized for the procurement of the required technical services and commodities. This recommendation is consistent with guidance contained in PD-68 and the Auditor General's "Review of the Application of Host Country Mode" dated May 18, 1979.

### 1. Technical Assistance

An 8(a) set-aside with the Small Business Administration is recommended for the technical assistance required by the RTC. USAID has identified the Pragma Corporation as a potential source and a determination as to its qualification will follow the receipt and evaluation of a technical proposal. Once the Project has been approved and authorized, WSAID will initiate formal procedures with the SBA.

The contractor will be required to supply the RTC with a resident advisor, short-term consultants, and, when necessary, logistical support in the U.S. In as much as this is a non-formal training project, it is almost a necessity that the consultants be fluent in French and/or Creole. Therefore, the contractor will recruit those individuals who possess both the professional experience and language skills called for in the Project. Due to the scarcity of such individuals, it is likely that some qualified third country nationals will be sought.

### 2. Commodities

To the extent possible all A.I.D. funded commodities should be procured locally in order to facilitate the start-up of the RTC's operations. This is especially critical in the case of the vehicles and office equipment. All procurement of AID financed items will conform to the guidelines in Handbook 15, and the terms and conditions of the Redefinition of authority No. 40.11 (Handbook 5). The vehicle procurement will consist of three (3) four-wheel drive vehicles and one passenger car. The passenger car will be a basic four cylinder sedan of U.S. manufacture and will be used for official project business in Port-au-Prince and the provincial towns linked by paved highway. The purchase of the passenger sedan is recommended due to the RTC staff's substantial coordination and management responsibilities in relation to the client agencies, and the cost savings which will be realized by purchasing the lower cost automobile instead of another utility vehicle. The four-wheel drive vehicles, will be used to meet the transportation needs of the RTC staff and consultants engaged in the training activities at the various rural work sites.

### C. Evaluation Plan

Two in-depth project evaluations will be conducted by independent contractors during the life of the Project.\* The first one is scheduled after two years of project implementation (May 1982), at which time project progress towards implementation targets will be scrutinized. If called for, this evaluation will result in adjustments to the implementation plan and budget, prior to obligating the third year increment of AID funds. Given that this exercise will provide a broad perspective of the RTC operations and results, this information should also prove to be useful to the RTC's management in formulating a proposal for determining the future status of the RTC. The second evaluation will be scheduled for May 1984 thus serving as an end of project evaluation.

These comprehensive evaluations will assess the following aspects of the Project:

- (1) The suitability of the RTC concept in comparison to formal training schemes.
- (2) The effectiveness of the training courses in terms of skills taught, adequacy of instructional materials and curricula, instructors competence, trainees post-course performance, and existing demand for RTC assistance.
- (3) Client agencies perceptions and use of the RTC's services.
- (4) The impact on affected infrastructure projects.
- (5) Long range institutional alternatives for the RTC.

Information for carrying out the evaluations will be obtained from:

Project records, reports and training materials, and interviews with Project personnel, trainees, client agencies, technical advisors, and USAID officials. The specific evaluation instruments will be designed by the contractor in conjunction with the Mission's Evaluation Officer.

Annual evaluations are not planned due to the fact that one of the RTC's primary functions, in its role as a service institution, will be the evaluation of its performance in relation to its clients. Thus, on-going evaluation is an integral part of its operations and sufficient data will be generated with which to measure project impact throughout the implementation period. In addition to financing the outside contractor services for the above two evaluations, eight (8) PM are budgeted for an evaluation specialist to assist the RTC in conducting the evaluation activities associated with the training courses.

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\* Four (4) PM are budgeted for these services.

D. Negotiating Status, Conditions Precedent, and Covenants

The Project has been developed in full collaboration with the relevant GOH institutions, and the design reflects their recommendations. Extensive discussions have been held with DEN (the RTC's parent agency) and INFP concerning the Project's initial objectives and long range institutional alternatives. Several interviews were conducted with each potential client agency in order to determine their technical manpower requirements and capacity to finance the direct costs of the proposed training courses. These activities culminated in a joint session of all participating agencies (including USAID), convened by SEP, whose objective was to finalize the overall GOH position regarding the Project and to initiate the formal request for USAID assistance. Therefore, the Project is responsive to the human resources requirements expressed by the GOH for its various rural infrastructure projects. No outstanding issues remain to be negotiated.

The following conditions precedent to the disbursement of funds, in addition to the standard conditions, will be included in the Project Agreement:

- (1) DEN will select a qualified individual to be the director of the RTC. A copy of the Director's contract will be submitted to USAID.
- (2) DEN will demonstrate that it has sufficient budgetary resources, including PL-480 Title I funds, to meet its counterpart responsibilities.
- (3) DEN will furnish evidence that it has acquired office facilities for the RTC at INFP.
- (4) The RTC will submit an implementation/financial plan to USAID with a detailed schedule for the first year's training activities which will identify sources of financing for the planned courses.

PROJECT DESIGN SUMMARY  
LOGICAL FRAMEWORK

Project Title & Number: Resource Training Center 521-0104

NARRATIVE SUMMARY	OBJECTIVELY VERIFIABLE INDICATORS	MEANS OF VERIFICATION	IMPORTANT ASSUMPTIONS
<p>Program or Sector Goal: The broader objective to which this project contributes: (A-1)</p> <p>Increase the income and standard of living of the rural poor in Haiti through the improved implementation of rural development projects</p>	<p>Measures of Goal Achievement: (A-2)</p> <ol style="list-style-type: none"> <li>1. Increased yields of basic food crops.</li> <li>2. Increased volume of market produce generating increased incomes to impacted farmers.</li> <li>3. Improved rural infrastructure facilities</li> </ol>	<p>(A-3)</p> <p>GOH records and reports, and project evaluations.</p>	<p>Assumptions for achieving goal targets: (A-4)</p> <ol style="list-style-type: none"> <li>1. GOH will continue to support major rural investment programs with special emphasis on the agriculture, community development and transport sectors.</li> <li>2. GOH will continue to receive substantial foreign assistance for rural development projects involving TPTC, DARNDR, the regional development authorities, and other relevant institutions.</li> </ol>
<p>Project Purpose: (B-1)</p> <p>To up-grade the human resources available in rural Haiti to assist in the design and implementation of small scale rural infrastructure projects.</p>	<p>Conditions that will indicate purpose has been achieved: End of project status. (B-2)</p> <ol style="list-style-type: none"> <li>1. The RTC will be fully staffed and providing assistance to a majority of the GOH institutions involved in rural development activities. Client relationships will be established with the GOH agencies responsible for rural infrastructure projects in the sectors of agriculture, transportation and community development.</li> <li>2. The RTC will have received of-</li> </ol>	<p>(B-3)</p> <ol style="list-style-type: none"> <li>1. a) DEN, RTC and Project Files. b) Site observations of RTC training courses</li> <li>2. GOH records, Project files</li> </ol>	<p>Assumptions for achieving purpose: (B-4)</p> <ol style="list-style-type: none"> <li>1. The client organization will continue to provide funding for the training programs.</li> <li>2. The GOH will continue to provide budgetary support to the RTC.</li> <li>3. RTC will be able to recruit sufficient numbers of local consultants and advisors for its training programs.</li> </ol>
	<p>Official status within the GOH either through incorporation into another entity, e.g. INFP, or as an autonomous agency, and will receive on-going budget allocations from the GOH.</p> <ol style="list-style-type: none"> <li>3. At least two client agencies will have established internal training programs for subprofessional personnel.</li> <li>4. Trainees who have completed RTC training courses will be employed by the client agencies for a minimum of one year.</li> </ol>	<ol style="list-style-type: none"> <li>3. RTC and Project files</li> <li>4. RTC and client agencies files</li> </ol>	<ol style="list-style-type: none"> <li>4. RTC will continue to function as a permanent unit within the Haitian educational sector.</li> <li>5. Client agencies will develop internal training programs.</li> <li>6. The RTC training methodology is recognized as being valid in the context of Haitian engineering practices.</li> </ol>
	<ol style="list-style-type: none"> <li>5. The professional engineering community of Haiti will accept the concept of non-formal paraprofessional training and utilize the individuals trained by the RTC.</li> </ol>	<ol style="list-style-type: none"> <li>5. Project evaluations</li> </ol>	

BEST AVAILABLE DOCUMENT

PROJECT DESIGN SUMMARY  
LOGICAL FRAMEWORK

Life of Project: \_\_\_\_\_  
From FY \_\_\_\_\_ to FY \_\_\_\_\_  
Total U.S. Funding \_\_\_\_\_  
Date Prepared: \_\_\_\_\_

Project Title & Number: \_\_\_\_\_

NARRATIVE SUMMARY	OBJECTIVELY VERIFIABLE INDICATORS	MEANS OF VERIFICATION	IMPORTANT ASSUMPTIONS
<p><b>OUTPUTS: (C-1)</b> 1. - Trainees will receive subprofessional technical training. 2. - Training assessments will be conducted for GOH agencies. Each assessment will analyze anticipated manpower needs based on planned projects, identify external and internal training resources, and indicate required funding levels. 3. - Training courses will be designed and planned by the RTC staff. These services will entail: designing courses</p>	<p><b>OUTPUT INDICATORS (C-2)</b> 1.- A minimum of 700 trainees will be trained. 2.- A minimum of 5 GOH agencies will receive training assessments. 3.- A minimum of (40) training courses will be conducted by the RTC. 4.- Evaluation methodology will be developed for the use by the RTC and client agencies.</p>	<p><b>(C-3)</b> Project records, and on site observation by USAID staff and project evaluation team,</p>	<p><b>Assumptions for achieving (C-4)</b> 1.- Qualified technical assistance is available. 2.- Qualified Haitians are available for hiring as permanent RTC staff. 3.- At least three agencies per year will receive training assistance from the RTC.</p>
<p>to fit client's skill requirements; the development of curriculum and instructional materials; the preparation of selection criteria for potential trainees; preparation of implementation plans; the selection of instructors for the courses; and management of the courses where required. 4.- Evaluations will be carried out for each training course. These evaluations will focus on the adequacy of the RTC's assistance, the trainee's performance <u>during and after the course, and impact on the client agency.</u></p>	<p>5.- A minimum of 4 seminars will be held. 6.- Rosters will be prepared of qualified training advisors and appropriate training sites. 7.- Curricula and instructional materials available at RTC offices. 8.- By year 2 RTC operations will be based on a standardized procedures manual. 9.- A task force consisting of SEP, DEN, and RTC officials will</p>	<p>?</p>	<p>4.- <u>Project evaluations will</u> document accomplishments of RTC and provide basis for its long-term development.</p>
<p>5. - Seminars in training program management will be held. These seminars will assist client agencies in developing an in-house capability for implementing paraprofessional training programs. 6. - An inventory of consultants, instructors, and facilities for technical training will be developed by the RTC. 7. - A reference center for curricula and institutional materials will be established in the RTC.</p>	<p>prepare a proposal defining the RTC's future status</p>		
<p>8.- An operating procedures manual will be prepared and be utilized by the RTC staff. 9.- A formal proposal will be prepared aimed at formalizing the RTC's role in the Haitian educational sector.</p>			

**PROJECT DESIGN SUMMARY  
LOGICAL FRAMEWORK**

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Life of Project: \_\_\_\_\_  
From FY \_\_\_\_\_ to FY \_\_\_\_\_  
Total U.S. Funding \_\_\_\_\_  
Date Prepared: \_\_\_\_\_

Project Title & Number: \_\_\_\_\_

NARRATIVE SUMMARY	OBJECTIVELY VERIFIABLE INDICATORS	MEANS OF VERIFICATION	IMPORTANT ASSUMPTIONS
INPUTS (D-1)	BUDGET (\$000) (D-2)	(D-3)	
<u>AID</u>		Project records	Assumptions for Providing Inputs (D-4) 1. Inputs will be made available in a timely fashion by both AID and the GOH.
1. <u>Technical Assistance</u> a. Long-term advisor (48 PM) b. Short-term advisors ( 71PM) c. evaluation team ( 4 PM)  2. <u>Equipment and Materials</u>  3. <u>Participant Training</u>	\$1,130,000  440,000 653,000 37,000  <u>81,000</u>  <u>115,000</u>		
a. Short-term overseas training b. Training seminars  4. <u>RTC Training Courses</u>  5. <u>Contingency and Inflation</u>  Total:	100,000 15,000  <u>64,000</u>  <u>210,000</u>  \$ 1,600,000		
<u>GOH</u>			
1. RTC Personnel  2. Facilities, Equipment, Supplies  3. RTC Training Courses  Total:	\$ <u>355,800</u>  <u>83,000</u>  <u>198,000</u>  \$ 636,800		

PROJECT AUTHORIZATION AND REQUEST  
FOR ALLOTMENT OF FUNDS

Name of Entity : Government of Haiti  
Name of Project: The Resource Training Center  
Project  
Project Number : 521-0104

Pursuant to Part I, Chapter I, Section 105 of the Foreign Assistance Act of 1961, as amended, I hereby authorize a Grant to the Government of Haiti of not to exceed Four Hundred Thousand Dollars (\$400,000) (the "Authorized Amount") to help in financing certain foreign exchange and local currency costs of goods and services required for the project as described in the following paragraph.

The Project will establish a Resource Training Center to develop and implement nonformal training programs for rural workers who are employed on infrastructure projects.

I approve the total level of A.I.D. appropriated funding planned for this project of not to exceed One Million Six Hundred Thousand Dollars (\$1,600,000), including the authorized amount, during the period of June 1980 through October 1984. I approve further increments during that period of Grant funding up to \$1,200,000 subject to the availability of funds in accordance with A.I.D. allotment procedures.

I hereby authorize the initiation of negotiation and execution of the Project Agreement by the officer to whom such authority has been delegated in accordance with A.I.D. Delegations of Authority subject to the following essential terms and covenants and major conditions; together with such terms and conditions as A.I.D. may deem appropriate.

(A) Source of Goods and Services

Goods and services financed by A.I.D. shall have their source and origin in countries included in A.I.D. Geographic Code 941 and Haiti except as A.I.D. may otherwise agree in writing. Ocean shipping financed under the Grant shall be procured from United States or Haiti flag vessels unless A.I.D. determines that such vessels are not available.

**BEST AVAILABLE DOCUMENT**

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(B) Conditions Precedent to Initial Disbursement

Prior to any disbursement, or to the issuance of any commitment documents under the Project Agreement, the Grantee, except as A.I.D. may otherwise agree in writing, shall furnish to A.I.D. in form and substance satisfactory to A.I.D.:

1. A legal opinion of the Secretary of State of Justice of the Republic of Haiti or other counsel acceptable to A.I.D. to the effect that the Project Agreement has been duly authorized and/or ratified by, and executed on behalf of Haiti, and that it constitutes a valid and legally binding obligation of Haiti in accordance with all of its terms; and
2. A statement of the name of the person holding or acting in the office of the Grantee, and of any additional representatives, together with a specimen signature of each person specified in such statement; and
3. An executed contract of employment between the Department of National Education and a qualified individual selected to be the Director of the Resources Training Center; and
4. Evidence that the Department of National Education has acquired office facilities for the Resources Training Center at the National Vocational Training Institute (INFP).

(C) Conditions Precedent to Disbursement Subsequent to Year One

Prior to disbursement or issuance of documents pursuant to which disbursement will be made subsequent to one year from the date of compliance with the provisions of Section B and annually thereafter the Grantee will, except as the Parties may otherwise agree in writing, furnish to A.I.D. in form and substance satisfactory to A.I.D.:

1. An implementation/financial plan with a detailed schedule for the second year training activities which will identify sources of financing for the planned courses; and
2. Evidence that the Department of Education has sufficient budgetary resources, including PI.-480/Title I funds, to meet its responsibility for counterpart contributions.

(D) Covenants

1. Source of Salaries for the RTC's Staff

Subsequent to the first evaluation of the Project (after the first two years of project implementation) the Grantee agrees through the assistance of the Department of National Education and the Secretariat of Plan, to allocate within its annual budgets sufficient funds necessary to replace PL-480/Title I funds as a source of salaries for the RTC's permanent staff. The Grantee agrees to execute this change in funding source on a time phased basis, with the amounts and schedule to be determined jointly by the Grantee's representatives and A.I.D.

2. Use of Other A.I.D. Project Funds

The Grantee agrees not to utilize as its counterpart contribution to the Project, any funds from other current or future A.I.D. financed projects in Haiti.

\_\_\_\_\_  
Allan R. Furman  
Director

\_\_\_\_\_  
Date

Clearances:

PDC : S. Smith (in draft)

CONT: A. Huling (in draft)

PRM : B. Dupuis (draft)

AD : W. Rhoads (in draft)

PDC: A.Williams/RLA: RBMeighan/jb -7/14/80

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5C(1) - COUNTRY CHECKLIST

Listed below are, first, statutory criteria applicable generally to FAA funds, and then criteria applicable to individual fund sources: Development Assistance and Economic Support Fund.

A. GENERAL CRITERIA FOR COUNTRY ELIGIBILITY

- |  |   |
|--|---|
| <p>1. <u>FAA Sec. 116.</u> Can it be demonstrated that contemplated assistance will directly benefit the needy? If not, has the Department of State determined that this government has engaged in a consistent pattern of gross violations of internationally recognized human rights?</p>  | <p>Yes. The project will improve the technical skills of the Rural Poor in Haiti.</p> |
| <p>2. <u>FAA Sec. 481.</u> Has it been determined that the government of recipient country has failed to take adequate steps to prevent narcotics drugs and other controlled substances (as defined by the Comprehensive Drug Abuse Prevention and Control Act of 1970) produced or processed, in whole or in part, in such country, or transported through such country, from being sold illegally within the jurisdiction of such country to U.S. Government personnel or their dependents, or from entering the United States unlawfully?</p> | <p>No.</p>  |
| <p>3. <u>FAA Sec. 620(b).</u> If assistance is to a government, has the Secretary of State determined that it is not controlled by the international Communist movement?</p>   | <p>Yes.</p>   |
| <p>4. <u>FAA Sec. 620(c).</u> If assistance is to government, is the government liable as debtor or unconditional guarantor on any debt to a U.S. citizen for goods or services furnished or ordered where (a) such citizen has exhausted available legal remedies and (b) debt is not denied or contested by such government?</p>   | <p>No.</p>  |
| <p>5. <u>FAA Sec. 620(e)(1).</u> If assistance is to a government, has it (including government agencies or subdivisions) taken any action which has the effect of nationalizing, expropriating, or otherwise seizing ownership or control of property of U.S. citizens or entities beneficially owned by them without taking steps to discharge its obligations toward such citizens or entities?</p>   | <p>No.</p>  |

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A.

6. FAA Sec. 620(a), 620(f); FY 79 App. Act, Sec. 108, 114 and 606. Is recipient country a Communist country? Will assistance be provided to the Socialist Republic of Vietnam, Cambodia, Laos, Cuba, Uganda, Mozambique, or Angola? No.
7. FAA Sec. 620(1). Is recipient country in any way involved in (a) subversion of, or military aggression against, the United States or any country receiving U.S. assistance, or (b) the planning of such subversion or aggression? No.
8. FAA Sec. 620 (1). Has the country permitted, or failed to take adequate measures to prevent, the damage or destruction, by mob action, of U.S. property? No.
9. FAA Sec. 620(1). If the country has failed to institute the investment guaranty program for the specific risks of expropriation, convertibility or confiscation, has the AID Administrator within the past year considered denying assistance to such government for this reason? No.
10. FAA Sec. 620(o); Fishermen's Protective Act of 1967, as amended, Sec. 5. If country has seized, or imposed any penalty or sanction against, any U.S. fishing activities in international waters:  
a. has any deduction required by the Fishermen's Protective Act been made?  
b. has complete denial of assistance been considered by AID Administrator?
11. FAA Sec. 620; FY 79 App. Act, Sec. 603.  
(a) Is the government of the recipient country in default for more than 6 months on interest or principal of any AID loan to the country?  
(b) Is country in default exceeding one year on interest or principal on U.S. loan under program for which App. Act appropriates funds? No.
12. FAA Sec. 620(s). If contemplated assistance is development loan or from Economic Support Fund, has the Administrator taken into account the percentage of the country's budget which is for military expenditures, the amount of foreign exchange spent on military equipment and the  
This is a Development Grant.

A.12.

amount spent for the purchase of sophisticated weapons systems? (An affirmative answer may refer to the record of the annual "Taking Into Consideration" memo: "Yes, as reported in annual report on implementation of Sec. 620(s)." This report is prepared at time of approval by the Administrator of the Operational Year Budget and can be the basis for an affirmative answer during the fiscal year unless significant changes in circumstances occur.)

13. FAA Sec. 620(t). Has the country severed diplomatic relations with the United States? If so, have they been resumed and have new bilateral assistance agreements been negotiated and entered into since such resumption? No.

14. FAA Sec. 620(u). What is the payment status of the country's U.N. obligations? If the country is in arrears, were such arrearages taken into account by the AID Administrator in determining the current AID Operational Year Budget? Haiti is not in arrears.

15. FAA Sec. 620A, FY 79 App. Act, Sec. 607. Has the country granted sanctuary from prosecution to any individual or group which has committed an act of international terrorism? No.

16. FAA Sec. 666. Does the country object, on basis of race, religion, national origin or sex, to the presence of any officer or employee of the U.S. there to carry out economic development program under FAA? No.

17. FAA Sec. 669, 670. Has the country, after August 3, 1977, delivered or received nuclear enrichment or reprocessing equipment, materials, or technology, without specified arrangements or safeguards? Has it detonated a nuclear device after August 3, 1977, although not a "nuclear-weapon State" under the nonproliferation treaty? No.

B. FUNDING CRITERIA FOR COUNTRY ELIGIBILITY

1. Development Assistance Country Criteria

a. FAA Sec. 102(b)(4). Have criteria been established and taken into account to assess commitment progress of country in effectively involving the poor in development, on such indexes as: (1) increase in agricultural productivity through small-farm labor intensive agriculture, (2) reduced infant mortality, (3) control of population growth, (4) equality of income distribution, (5) reduction of unemployment, and (6) increased literacy? Yes.

B.1.

b. FAA Sec. 104(d)(1). If appropriate, is this development (including Sahel) activity designed to build motivation for smaller families through modification of economic and social conditions supportive of the desire for large families in programs such as education in and out of school, nutrition, disease control, maternal and child health services, agricultural production, rural development, and assistance to urban poor?

Yes. The project is to train rural workers so that they can more effectively implement development projects.

2. Economic Support Fund Country Criteria

a. FAA Sec. 502B. Has the country engaged in a consistent pattern of gross violations of internationally recognized human rights?

N.A.

b. FAA Sec. 533(b). Will assistance under the Southern Africa program be provided to Mozambique, Angola, Tanzania, or Zambia? If so, has President determined (and reported to the Congress) that such assistance will further U.S. foreign policy interests?

c. FAA Sec. 609. If commodities are to be granted so that sale proceeds will accrue to the recipient country, have Special Account (counterpart) arrangements been made?

d. FY 79 App. Act, Sec. 113. Will assistance be provided for the purpose of aiding directly the efforts of the government of such country to repress the legitimate rights of the population of such country contrary to the Universal Declaration of Human Rights?

e. FAA Sec. 620B. Will security supporting assistance be furnished to Argentina after September 30, 1978?

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5C(2) - PROJECT CHECKLIST

Listed below are statutory criteria applicable generally to projects with FAA funds and project criteria applicable to individual fund sources: Development Assistance (with a subcategory for criteria applicable only to loans); and Economic Support Fund.

CROSS REFERENCES: IS COUNTRY CHECKLIST UP TO DATE?  
HAS STANDARD ITEM CHECKLIST BEEN REVIEWED FOR THIS PRODUCT?

A. GENERAL CRITERIA FOR PROJECT

1. FY 79 App. Act Unnumbered; FAA Sec. 653 (b); Sec. 634A. (a) Describe how Committees on Appropriations of Senate and House have been or will be notified concerning the project; (b) is assistance within (Operational Year Budget) country or international organization allocation reported to Congress (or not more than \$1 million over that figure)?  
Notification has been accomplished by usual Agency procedures.
2. FAA Sec. 611(a)(1). Prior to obligation in excess of \$100,000, will there be (a) engineering, financial, and other plans necessary to carry out the assistance and (b) a reasonably firm estimate of the cost to the U.S. of the assistance?  
Yes.
3. FAA Sec. 611(a)(2). If further legislative action is required within recipient country, what is basis for reasonable expectation that such action will be completed in time to permit orderly accomplishment of purpose of the assistance?  
None is required.
4. FAA Sec. 611(b); FY 79 App. Act Sec. 101. If for water or water-related land resource construction, has project met the standards and criteria as per the Principles and Standards for Planning Water and Related Land Resources dated October 25, 1973?  
N.A.
5. FAA Sec. 611(e). If project is capital assistance (e.g., construction), and all U.S. assistance for it will exceed \$1 million, has Mission Director certified and Regional Assistant Administrator taken into consideration the country's capability effectively to maintain and utilize the project?  
N.A.
6. FAA Sec. 209. Is project susceptible of execution as part of regional or multilateral project? If so why is project not so executed? Information and conclusion whether assistance will encourage regional development programs.  
No. Training need to be addressed is within Haiti.

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A.

7. FAA Sec. 601(a). Information and conclusions whether project will encourage efforts of the country to: (a) increase the flow of international trade; (b) foster private initiative and competition; (c) encourage development and use of cooperatives, credit unions, and savings and loan associations; (d) discourage monopolistic practices; (e) improve technical efficiency of industry, agriculture and commerce; and (f) strengthen free labor unions.

The project, through training, will improve the technical efficiency of industry and agriculture.

8. FAA Sec. 601(b). Information and conclusion on how project will encourage U.S. private trade and investment abroad and encourage private U.S. participation in foreign assistance programs (including use of private trade channels and the services of U.S. private enterprise).

Project funds will be used to purchase U.S. goods and services.

9. FAA Sec. 612(b); Sec. 636(h). Describe steps taken to assure that, to the maximum extent possible, the country is contributing local currencies to meet the cost of contractual and other services, and foreign currencies owned by the U.S. are utilized to meet the cost of contractual and other services.

The Grant Agreement will provide for a substantial host country contribution.

10. FAA Sec. 612(d). Does the U.S. own excess foreign currency of the country and, if so, what arrangements have been made for its release?

Haiti is not an excess currency country.

11. FAA Sec. 601(e). Will the project utilize competitive selection procedures for the awarding of contracts, except where applicable procurement rules allow otherwise?

Yes.

12. FY 79 App. Act Sec. 608. If assistance is for the production of any commodity for export, is the commodity likely to be in surplus on world markets at the time the resulting productive capacity becomes operative, and is such assistance likely to cause substantial injury to U.S. producers of the same, similar, or competing commodity?

The project will not supply commodities for export.

B. FUNDING CRITERIA FOR PROJECT

1. Development Assistance Project Criteria

a. FAA Sec. 102(b); 111; 113; 281a. Extent to which activity will (a) effectively involve the poor in development, by extending access to economy at local level, increasing labor-intensive production and the use of appropriate technology, spreading investment out from cities to small towns and rural areas, and insuring wide participation of the poor in the benefits of development on a sustained

As detailed in the project paper, the project will accomplish these results.

B.1.a.

basis, using the appropriate U.S. institutions; (b) help develop cooperatives, especially by technical assistance, to assist rural and urban poor to help themselves toward better life, and otherwise encourage democratic private and local governmental institutions; (c) support the self-help efforts of developing countries; (d) promote the participation of women in the national economies of developing countries and the improvement of women's status; and (e) utilize and encourage regional cooperation by developing countries?

b. FAA Sec. 103, 103A, 104, 105, 106, 107.  
Is assistance being made available: (include only applicable paragraph which corresponds to source of funds used. If more than one fund source is used for project, include relevant paragraph for each fund source.)

(1) [103] for agriculture, rural development or nutrition; if so, extent to which activity is specifically designed to increase productivity and income of rural poor; [103A] if for agricultural research, is full account taken of needs of small farmers;

(2) [104] for population planning under sec. 104(b) or health under sec. 104(c); if so, extent to which activity emphasizes low-cost, integrated delivery systems for health, nutrition and family planning for the poorest people, with particular attention to the needs of mothers and young children, using paramedical and auxiliary medical personnel, clinics and health posts, commercial distribution systems and other modes of community research.

(3) [105] for education, public administration, or human resources development; if so, extent to which activity strengthens nonformal education, makes formal education more relevant, especially for rural families and urban poor, or strengthens management capability of institutions enabling the poor to participate in development;

(4) [106] for technical assistance, energy, research, reconstruction, and selected development problems; if so, extent activity is:

(i) technical cooperation and development, especially with U.S. private and voluntary, or regional and international development, organizations;

(ii) to help alleviate energy problems;

(iii) research into, and evaluation of, economic development processes and techniques;

(iv) reconstruction after natural or manmade disaster;

The project provides nonformal training for rural workers.

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B.1.b.(4).

(v) for special development problem, and to enable proper utilization of earlier U.S. infrastructure, etc., assistance;

(vi) for programs of urban development, especially small labor-intensive enterprises, marketing systems, and financial or other institutions to help urban poor participate in economic and social development.

c. [107] Is appropriate effort placed on use of appropriate technology?

d. FAA Sec. 110(a). Will the recipient country provide at least 25% of the costs of the program, project, or activity with respect to which the assistance is to be furnished (or has the latter cost-sharing requirement been waived for a "relatively least-developed" country)?

Yes, Haiti will provide at least 25% of project costs.

e. FAA Sec. 110(b). Will grant capital assistance be disbursed for project over more than 3 years? If so, has justification satisfactory to the Congress been made, and efforts for other financing, or is the recipient country "relatively least developed"?

No.

f. FAA Sec. 281(b). Describe extent to which program recognizes the particular needs, desires, and capacities of the people of the country; utilizes the country's intellectual resources to encourage institutional development; and supports civil education and training in skills required for effective participation in governmental and political processes essential to self-government.

The project will provide badly needed training to improve the skills needed for rural development programs.

g. FAA Sec. 122(b). Does the activity give reasonable promise of contributing to the development of economic resources, or to the increase or productive capacities and self-sustaining economic growth?

Yes.

2. Development Assistance Project Criteria  
(Loans Only)

a. FAA Sec. 122(b). Information and conclusion on capacity of the country to repay the loan, including reasonableness of repayment prospects.

N.A.

b. FAA Sec. 620(d). If assistance is for any productive enterprise which will compete in the U.S. with U.S. enterprise, is there an agreement by the recipient country to prevent export to the U.S. of more than 20% of the enterprise's annual production during the life of the loan?

N.A.



REPUBLIQUE D'HAITI

Received 13 MAY 1980  
USAID/HAITI

ANNEX 4

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SECRETAIRERIE D'ETAT DU PLAN

RM. SEP/USAID

No. 2500

OFFICIAL FILE

La Nation a choisi la Planification  
Voie logique du développement.

PALAIS DES MINISTRES

Port-au-Prince, le .

Monsieur William G. ROADS  
Directeur- Adjoint de l'USAID  
En ses Bureaux.-

Monsieur le Directeur-Adjoint,

La Secrétairerie d'Etat du Plan a l'avantage de vous soumettre la requête officielle du Gouvernement pour le financement du projet "Centre d'Appui à la Formation" soumis par le Département de l'Education Nationale.

En annexe un document d'appui donnant les objectifs et une description du projet ainsi que les modalités de sa mise en oeuvre.

Cette Secrétairerie d'Etat vous saurait gré de toutes suites utiles données à la présente.

Elle saisit l'occasion pour vous renouveler, Monsieur le Directeur-Adjoint, l'assurance de sa considération distinguée.

*[Handwritten signature]*

Raoul BERRET  
Secrétaire d'Etat

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MODALITES DE MISE EN OEUVRE DU PROJET CAF

Modalités de Mise en Oeuvre du Projet CAF

- Création du CAF
- Implantation du CAF
- Fonctionnement du projet USAID d'assistance au CAF

I. Création et Fonctionnement du Centre d'Appui aux Formations pour le Développement des Infrastructures Rurales (CAF)

Il est créé un Centre d'Appui aux Formations pour le Développement des Infrastructures Rurales - Le CAF est un établissement public à caractère administratif doté de l'autonomie financière et opérant sous la tutelle du Département de l'Education Nationale (D.E.N.).

La tutelle du DEN est réalisée à travers un Comité de Direction nommé par le Secrétaire d'Etat à l'Education.

Sont membres de droit du Comité de Direction:

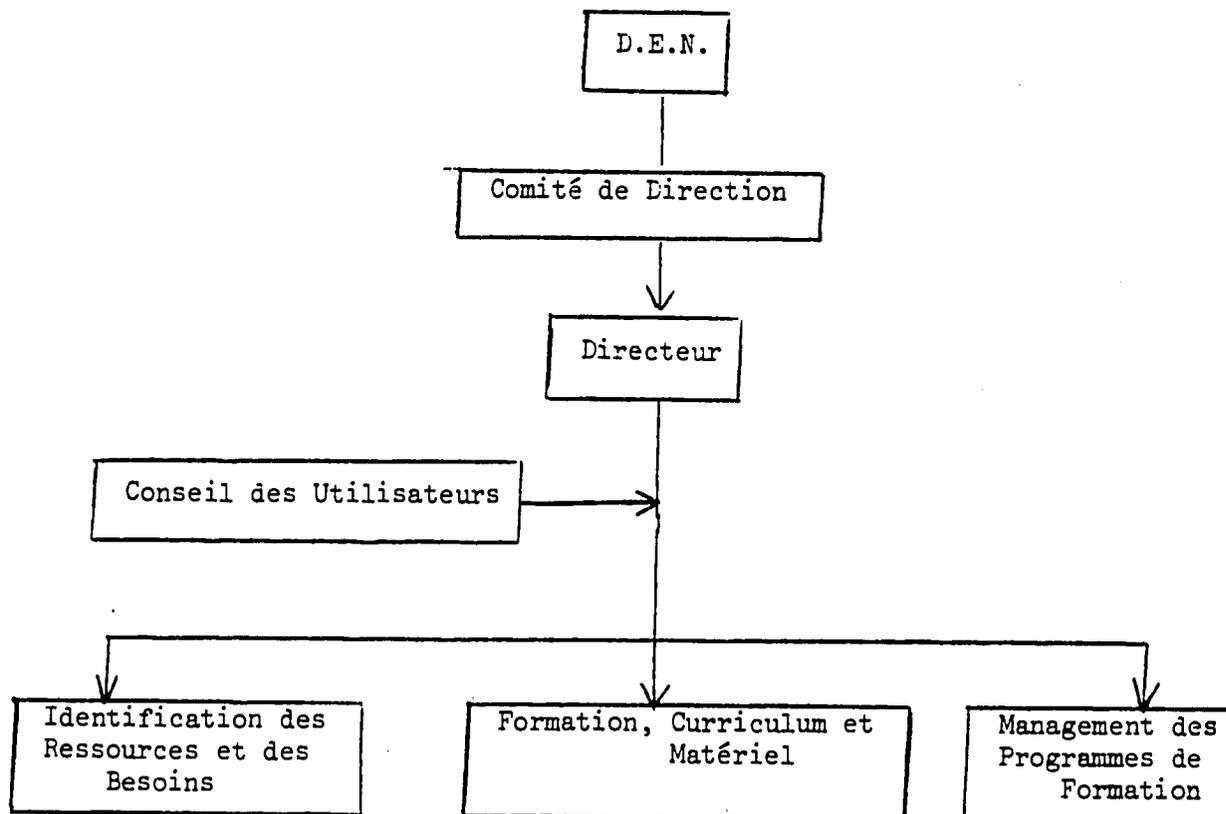
- 1- Le Directeur Général ou son représentant résident
- 2- Le Directeur de la Planification
- 3- Un représentant du TPTC
- 4- Un représentant du DARNDR
- 5- Le Directeur de l'Enseignement Technique et Vocationnel
- 6- Le Directeur Général de l'INFP
- 7- Le Directeur du CAF

Le fonctionnement du CAF est assuré par les ressources provenant du budget ordinaire du DEN, des fonds de contrepartie alloués au DEN au titre du CAF, des programmes d'assistance internationale ou des contributions des organisations clientes utilisant les services offerts par le CAF.

Les fonctions et la structure du CAF sont énoncées dans le document de projet. En bref, les fonctions du CAF sont les suivantes:

- élaboration avec la collaboration du client de modèles de formation appropriée à ses besoins et capacités.
- identification des ressources locales (instructeurs, chantiers, locaux) pouvant être mobilisée pour les séquences de formation.
- création de matériel pédagogique adapté.
- évaluation des étudiants (ouvriers, employés) et des programmes de formation.
- développement de la capacité institutionnelle du client dans le domaine de la formation de ses propres cadres.
- financement de certains inputs pour la formation lorsque la situation financière de l'organisation-cliente le requiert.

La structure du CAF est la suivante:



Le Directeur du CAF est nommé par le Secrétaire d'Etat sur proposition du Comité de Direction. Le Directeur est responsable du fonctionnement et de la gestion du CAF. Il assure la coordination des activités des divisions du CAF et est spécialement responsable des contacts avec les organisations - clientes. Le Directeur soumet annuellement au Comité de Direction.

- 1- Le rapport d'activités
- 2- Les perspectives de développement du CAF pour les 3 prochaines années
- 3- Le budget annuel

Le Directeur engage les dépenses sur les fonds mis à la disposition du CAF par le Gouvernement.

Les spécialistes nationaux sont nommés par le Secrétaire d'Etat à l'Education Nationale sur proposition conjointe du Directeur et du Conseiller Principal du projet CAF. Le personnel de support est recruté par le Directeur du CAF. Le Directeur du CAF, les spécialistes et le personnel de support sont recrutés par contrat annuel renouvelable - Les barèmes en vigueur à l'INFP.

Dans l'attente de la promulgation des statuts définitifs, le CAF est réglementé, outre par la décision ministérielle de création, par les conventions d'assistance et de financement signés entre la SEP, le DEN et la SEF pour le Gouvernement, d'une part, et la Mission de l'AID à Port-au-Prince pour le Gouvernement des Etats-Unis, d'autre part. Les fonctions, procédures et activités du CAF sont celles prévues dans le document de projet.

Le CAF est assisté dans sa mission par le Conseil des Utilisateurs. Ce conseil est une assemblée des utilisateurs réels et de droit des services du CAF. Les utilisateurs de droit sont les Départements de l'Agriculture, du Développement Rural et des Ressources Naturelles; des Travaux Publics, Transports et Communications; et des Affaires Sociales. Le Conseil des Utilisateurs traite de toute question concernant les méthodes d'intervention du CAF, des besoins des utilisateurs et des priorités dans la formation. Le Conseil des Utilisateurs est une assemblée consultative qui élaborera ses propres règles de fonctionnement.

## II. Implantation du CAF

Suite à la réunion technique tenue au Ministère du Plan entre les Représentants du DEN, du Plan, du DARNDR, du SNEP, des TPTC et de l'USAID, des contrats ont été établis avec la Direction Générale de l'INFP, en l'occurrence M. Jean Casimir et Mme. Montas, en vue d'arriver à une proposition ferme au sujet de l'implantation du CAF à l'INFP et des domaines de coopération possible entre les deux organismes.

Le CAF sera un organisme jouissant de l'autonomie administrative et financière et fonctionnant sous la tutelle de l'Education Nationale (DEN). Sur cette base, en suite de la rencontre mentionnée plus haut, les formes de collaboration suivantes seront possibles entre l'INFP et le CAF:

### A.- Implantation

La Direction Générale de l'INFP est disposée à abriter le CAF dans ses murs, dans les limites de ses disponibilités physiques. Dans l'immédiat, il est possible de dégager deux salles pourvues de téléphone afin de permettre le démarrage du CAF.

Les locaux seront loués par le CAF selon les modalités à fixer ultérieurement.

### B.- Domaines de Coopération Technique

#### a) Avec le Département Méthode et Programme Tout spécialement dans le domaine:

- 1) Elaboration spécifique des programmes de formation.
- 2) La formations d'instructeurs pour les programmes spécifiques
- 3) Réalisation et élaboration de matériel didactique pour lesquels le CAF apportera une contribution logistique et technique.

#### b) Avec le Département Détermination des Besoins

Le CAF pourra contribuer à l'évaluation des besoins en main-d'oeuvre et en formation dans les milieux ruraux.

### III. Fonctionnement du Projet

La coordination de l'assistance du CAF, le suivi des activités du projet, ainsi que la résolution d'éventuels litiges résultant de l'assistance apportée par l'USAID au CAF constituent les activités d'un Comité du Projet CAF. Sont membres de ce Comité: un représentant de la SEP, un représentant du DEN et un représentant de la Mission AID à Port-au-Prince.

Le Contractant retenu pour l'exécution du projet et le Directeur du CAF choisiront de commun accord les trois spécialistes nationaux qui fonctionneront dans les trois divisions du CAF. Le nombre de spécialistes nationaux pourra être augmenté avec l'accord du Comité du Projet en fonction du volume des activités du CAF.

Les conseillers techniques du projet CAF, dont l'un est le Conseiller Principal, seront recrutés par le Contractant avec l'approbation du SEP. Ils assisteront le Directeur et les spécialistes nationaux dans des tâches de planification, de mise en oeuvre et de gestion de programmes de formation, dans les tâches de développement des programmes de cours et de production de matériel pédagogique adapté. Le Conseiller Principal sera spécialement responsable de l'élaboration d'un manuel des procédures de fonctionnement du CAF.

Le CAF devra établir son règlement d'ordre intérieur durant la première année de fonctionnement. Après deux années de fonctionnement, considérées comme une période expérimentale et probatoire, le CAF devra proposer des statuts définitifs au Comité de Direction.

L'assistance de l'AID au CAF est demandée pour 4 années.

Les fonds PL 480 alimenteront les salaires du Directeur du staff et du personnel de support. Durant les deux premières années du projet les effectifs suivants sont retenus:

- 1 Directeur
- 3 spécialistes
- 1 assistant administratif
- 1 technicien en production de matériel pédagogique

En plus du personnel de support (48 P/m chaque année) et de consultants de court term (12 P/m chaque année) sont prévus au budget PL 480.

Les dépenses de loyer, d'ameublement des locaux, de consommation courante, d'essence, d'entretien des véhicules sont à la charge du budget de développement du DEN.

Les dépenses entraînées par l'exécution des programmes de formation (instructeurs, superviseurs, transport d'étudiants et d'instructeurs etc...) sont à la charge des organisations clientes. Il a été décidé de budgeter ces dépenses au budget de développement de l'Etat pour le compte des administrations utilisatrices telles TPTC, DARNDR, SNEP, et ce sur la base des états de besoin qu'ils fourniront au Secrétaire d'Etat au Plan.

Les programmes de formation peuvent également être financés par d'autres donateurs internationaux dans le cadre de projets de développement rural.

Les présentes estimations et l'analyse de la demande pour les services du CAF indiquent que les activités du CAF sur une durée de quatre années exigeront un financement total de deux millions de dollars US, compte non tenu du facteur inflation et autres imprévus.

Le gouvernement haïtien fournira l'équivalent en gourdes de 637,000.- dollars US répartis comme suit:

<u>Source de financement</u>	<u>Montant</u>	<u>Destination</u>
PL 480	\$355,800.-	Personnel du CAF et bourses
Clients du CAF (Budget de développement)	\$198,200.-	Coût des cours organisés par le CAF.
Budget de développement du DEN	\$ 83,000.-	Équipement, Fonctionnement et locations.

Le gouvernement haïtien sollicite l'assistance financière de l'AID pour couvrir le restant du coût total du projet soit approximativement 1,400,000.- dollars US. Ce montant sera essentiellement utilisé pour l'assistance technique et l'achat d'équipement.

CENTRE D'APPUI A LA FORMATION  
POUR LE DEVELOPPEMENT DES INFRASTRUCTURES  
RURALES (CAF)

DOCUMENT TECHNIQUE

Note: Complete document is  
available in Project  
files

Direction de la Planification/DEN  
January 1980

TARLE DES MATIERES

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# TELEGRAM

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ANNEX 5

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TAGS:

SUBJECT: INTERIM REPORT ON PARAPROFESSIONAL ENGINEERING EDUCATION (NO. 521-0134)

REF.: (A) PORT-AU-PRINCE 2841, (B) 77 STATE 241705

1. SUMMARY: LAC BUREAU OFFICES AND GC/LAC HAVE REVIEWED THE MATERIALS SUBMITTED BY MISSION AS INTERIM REPORT ON SUBJECT PROJECT. MISSION'S PROPOSED CHANGE IN SCOPE OF PROJECT AND THE PREPARATION OF A PROJECT PAPER ARE APPROVED; HOWEVER, A NUMBER OF QUESTIONS WERE RAISED AND SUGGESTIONS MADE DURING THE REVIEW, AND THE BUREAU REQUESTS THE MISSION TO ADDRESS THE FOLLOWING POINTS DURING PROJECT DEVELOPMENT.
2. PROJECT PHASES: THE PROJECT SHOULD BE LIMITED TO THE ESTABLISHMENT AND OPERATION OF A TECHNICAL RESOURCES TRAINING CENTER (RTC) AND THE PROPOSED PHASE II OF THE PROJECT SHOULD BE DROPPED. OF COURSE, IF THE NEED FOR A FORMAL, PARAPROFESSIONAL ENGINEER TRAINING INSTITUTION SHOULD BECOME APPARENT IN THE COURSE OF IMPLEMENTING THIS PROJECT, THE MISSION WOULD BE FREE TO PROPOSE A FOLLOW-ON PROJECT TO MEET THIS NEED. THIS PROSPECT SEEMS UNCERTAIN AT BEST, AND THE EXPERIENCE GAINED UNDER THE MORE ELEMENTARY RTC APPROACH SHOULD HELP RESOLVE THE QUESTION.
3. DEMAND AND SUPPLY: ALTHOUGH THE INTERIM REPORT CONCLUDES THAT THERE IS A "TREMENDOUS NEED FOR SKILLED WORKERS", THIS CONCLUSION APPEARS BASED ENTIRELY UPON PRELIMINARY DISCUSSIONS WITH OFFICIALS IN POTENTIAL CLIENT ORGANIZATIONS. THE PP SHOULD DEMONSTRATE MORE DEFINITELY THE EXISTENCE OF A STRONG DEMAND FOR THE KINDS OF TRAINING WHICH THE RTC WILL PROMOTE, ORGANIZE AND CARRY OUT. COMMITMENTS FROM APPROPRIATE CLIENT ORGANIZATIONS TO REQUEST, PARTICIPATE IN, AND HIRE THE GRADUATES OF RTC TRAINING PROGRAMS SHOULD BE FIRM PRIOR TO APPROVAL OF THE PP, AND SHOULD BE DESCRIBED THEREIN. ON THE SUPPLY SIDE, THERE SHOULD BE A FULLER DISCUSSION IN THE PP OF EXISTING TRAINING PROGRAMS IN HAITI, AND AN EXPLANATION AS TO WHY THEY HAVE BEEN UNABLE TO MEET THE DEMONSTRATED DEMAND. THE PP SHOULD ALSO EXPLAIN WHY THE RTC IS EXPECTED TO SUCCEED IN MEETING THIS DEMAND WHERE EXISTING INSTITUTIONS HAVE FAILED.
4. NATURE AND LEVEL OF RTC TRAINING PROGRAMS: THE PROJECT PAPER SHOULD DESCRIBE TO THE EXTENT POSSIBLE THE PARAMETERS OF THE PROGRAMS TO BE UNDERTAKEN BY THE RTC, BOTH IN TERMS OF VOCATIONAL SKILLS INVOLVED AND THE LEVEL OF SOPHISTICATION. WILL TRAINING PROGRAMS BE LIMITED TO ENGINEERING SKILLS AND SET UP ON AN ANJOC BASIS OR WILL SOME BE STRUCTURED AROUND I.L.O. VOCATIONAL CLASSIFICATIONS AND AWARD CREDENTIALS OR LICENSES? THE PP SHOULD ALSO DISCUSS THE ESTIMATED LENGTHS OF RTC TRAINING PROGRAMS.

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5. TARGET GROUP AND RTC CLIENT ORGANIZATIONS: DIRECTLY RELATED TO THE ABOVE PARAGRAPH ARE QUESTIONS OF EXACTLY WHOM THE RTC WILL SERVE, AND WHAT CRITERIA WILL BE USED TO SELECT RTC CLIENTS. WILL THE RTC LIMIT ITS ASSISTANCE TO CLIENT ORGANIZATIONS WHOSE ACTIVITIES ARE DIRECTLY RELATED TO RURAL DEVELOPMENT OR MIGHT URBAN-BASED COMPANIES REQUIRING JOB TRAINING FOR LABOR-INTENSIVE INDUSTRIES ALSO BE ACCEPTED AS RTC CLIENTS? THE PP SHOULD DISCUSS HOW TRAINEES WILL BE SELECTED AND WHAT ROLE THE CLIENT ORGANIZATIONS WILL PLAY IN SELECTING TRAINEES, DESIGNING AND CARRYING OUT TRAINING PROGRAMS. FURTHER, THE PP SHOULD DISCUSS WHETHER THE RTC WILL UNDERTAKE PLACEMENT ACTIVITIES OR WHETHER ALL TRAINEES SUCCESSFULLY COMPLETING TRAINING WILL BE GUARANTEED EMPLOYMENT BY THE CLIENT ORGANIZATION REQUESTING THE PROGRAM. A FULL DISCUSSION OF THE TARGET GROUP OF THE PROJECT AND THE RELATIONSHIP BETWEEN THE TARGET GROUP AND CLIENT ORGANIZATIONS SHOULD BE INCLUDED. THE MISSION MAY WISH TO CONTACT "OPPORTUNITIES INDUSTRIALIZATION CENTERS, INTERNATIONAL" (OICI) IN PHILADELPHIA, PA. FOR ASSISTANCE IN ESTABLISHING PROCEDURES AND DEVELOPING MATERIALS ON TRAINEE SELECTION, GUIDANCE AND PLACEMENT, AND

ON-THE-JOB FOLLOW UP. OICI HAS EXTENSIVE EXPERIENCE IN VOCATIONAL TRAINING IN SKILLED TRADES, AND HAS ALSO CARRIED OUT RURAL-BASED PROGRAMS IN GHANA, 1980 AND OTHER AFRICAN COUNTRIES. MISSION DIRECTOR RECENTLY MET BRIEFLY WITH OICI DIRECTOR GARY ROBINSON, (215) 842-0276.

6. IMPLEMENTATION ARRANGEMENTS: IT IS NOT YET CLEAR HOW THE RTC WILL BE ESTABLISHED AND WHAT ITS INSTITUTIONAL RELATIONSHIP WITH THE GOH WILL BE. THE CONSULTANT'S REPORT STATES ONLY THAT THE RTC WILL OPERATE "UNDER THE AUSPICES" OF THE NATIONAL MINISTRY OF EDUCATION (DEN). THE PP SHOULD INDICATE WHY THE DEN HAS BEEN SELECTED AS THE AGENCY OF THE GOH THROUGH WHICH TO IMPLEMENT THIS PROJECT (AS OPPOSED TO THE DEPT. OF LABOR, DARNDR OR TPTC) AND WHETHER ANY INTER-MINISTERIAL PROBLEMS CAN BE ANTICIPATED AS A RESULT. WILL THE RTC BE ESTABLISHED AS A SUB-DIVISION OF THE MINISTRY, AS A SEMI-AUTONOMOUS BODY UNDER A "TUTELLE" OF THE DEN, OR WILL IT BE LEGALLY INDEPENDENT FROM THE MINISTRY ALTOGETHER? THE MISSION'S EXPERIENCE WITH THE APPROPRIATE TECHNOLOGY PROJECT MAKES MANDATORY THAT INSTITUTIONAL ARRANGEMENTS BE COMPLETELY WORKED OUT IN ADVANCE OF PROJECT AUTHORIZATION AND THE PP SHOULD ELABORATE THESE ARRANGEMENTS. THE PP SHOULD ALSO DISCUSS THE USAID/H ROLE IN RTC ACTIVITIES.

7. FINANCING: THE PP SHOULD ELABORATE THE EXTENT OF THE GOH COUNTERPART RESOURCES COMMITTED TO THIS PROJECT AND EXAMINE WHETHER THE ABSENCE OF A P.L. 480 TITLE III PROGRAM WILL SERIOUSLY LIMIT THE ABILITY OF THE GOH TO PROVIDE COUNTERPART.

8. TECHNICAL ASSISTANCE: GIVEN THE EXPLORATORY NATURE OF THE PROJECT AND THE SMALL SIZE OF THE RTC AS AN INSTITUTION, THE PP SHOULD DISCUSS THE RATIONALE FOR THE HIGH LEVEL OF TECHNICAL ASSISTANCE PROPOSED. THE MISSION SHOULD CONSIDER A PHASED APPROACH TO TA NEEDS, REINICING RESPONSIBILITIES OF OUTSIDE CONSULTANTS DURING THE LATER STAGES OF THE PROJECT WITH A CONCOMITANT INCREASE IN ROLE OF COUNTERPARTS. VANCE

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ANNEX 6

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TAGS:

SUBJECT: USAID/H-REQUEST FOR DELEGATION OF AUTHORITY TO FIELD FOR PROJECT APPROVAL AND AUTHORIZATION

REF: (A) PORT AU PRINCE 1947; (B) STATE 12016; (C) PORT AU PRINCE 1988

1. MISSION REQUEST PARA 3 REF A FOR AUTHORITY TO APPROVE AND AUTHORIZE PARAPROFESSIONAL ENGINEERING EDUCATION AND ADMINISTRATIVE TRAINING AND IMPROVEMENT PROJECTS HAS BEEN REVIEWED AND DISCUSSED IN LAC BUREAU. PROJECT DEVELOPMENT HISTORIES FOR EACH PROJECT WERE CONSIDERED SEPARATELY, AND OUTCOME OF REVIEW IS DESCRIBED BELOW. BUREAU REGRETS DELAY IN RESPONSE TO MISSION MESSAGE.

2. PARAPROFESSIONAL ENGINEERING EDUCATION (521-0104): NO OBJECTIONS TO DELEGATING MISSION AUTHORITY TO APPROVE AND AUTHORIZE THE PARAPROFESSIONAL ENGINEERING EDUCATION PROJECT WERE RAISED IN REVIEW, AND MISSION REQUEST IS GRANTED WITH RESPECT TO THIS PROJECT. THE RECENT-REVIEW OF THE INTERIM REPORT PROVIDED SUFFICIENT INFORMATION ON THE REVISED DESIGN AND SCOPE OF THE PROJECT TO SATISFY THE CONCERNS RAISED IN REVIEW OF PID AND MISSION HAS NOTED REF A ITS INTENT TO ADDRESS THE POINTS RAISED IN IR GUIDANCE

CABLE (REF B) IN THE PROJECT PAPER.

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Technical Assistance Requirements

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RTC Personnel Levels (PM)

	<u>Year 1</u>	<u>Year 2</u>	<u>Year 3</u>	<u>Year 4</u>	<u>Total</u>
<b>I. <u>Technical Assistance</u></b>					
<b><u>A. Long Term</u></b>					
- Human Resources Planner	12	12	12	12	48
<b><u>B. Short term consultants</u></b>					
- Non-formal training	9	6	6	3	24
- Evaluation and Assessment	3	3	3	3	12
- Task Analysis and Manpower Planning	6	6	3	0	15
- Vocational Education	6	3	3	3	15
- Instructional Materials	3	3	3	0	9
	<u>27</u>	<u>21</u>	<u>18</u>	<u>9</u>	<u>75</u>
<b>II. <u>RTC Personnel</u></b>					
<b><u>A. Permanent</u></b>					
- Director	12	12	12	12	48
- Resources Manager	12	12	12	12	48
- Program Manager	12	12	12	12	48
- Training Coordinator	12	12	12	12	48
- Instructional Materials Tech.	12	12	12	12	48
- Administrative Assistant	12	12	12	12	48
- Clerical & support Pers (5)	60	60	60	60	240
	<u>132</u>	<u>132</u>	<u>132</u>	<u>132</u>	<u>528</u>
<b><u>B. Local short term consultants<sup>(i)</sup></u></b>					
- Instructors	6	6	6	6	24
- QTT Supervisors	8	8	8	8	32
- Consultants	4	4	4	4	16
	<u>18</u>	<u>18</u>	<u>18</u>	<u>18</u>	<u>72</u>

	<u>Year 1</u>	<u>Year 2</u>	<u>Year 3</u>	<u>Year 4</u>	<u>Total</u>
C. <u>Training programs</u> (ii)					
- Instructors	24	24	24	24	96
- OJT Supervisors	<u>42</u>	<u>42</u>	<u>42</u>	<u>42</u>	<u>168</u>
	66	66	66	66	264

- (i) recruited by RTC for its own needs as technical resources or on a contingency basis funded with PL 480, Title I.
- (ii) recruited for specific training programs with funds provided by the client or by USAID (one fourth of the total cost) to facilitate program start-up.

Financial TablesAID Contribution (\$000)

	<u>Yr. 1</u>	<u>Yr. 2</u>	<u>Yr. 3</u>	<u>Yr. 4</u>
<u>External Personnel</u>				
- Long term (48 PM)	110	110	110	110
- Short term (75 PM)	248	193	166	83
	<u>358</u>	<u>303</u>	<u>276</u>	<u>193</u> (1,130)
<u>Training Programs</u>				
- Instructors (6 PM/Yr.)	4	4	4	4
- Supervisors (11 PM/Yr.)	5	5	5	5
- Travel/Per Diem	5	5	5	5
- Materials (purchase and production)	2	2	2	2
	<u>16</u>	<u>16</u>	<u>16</u>	<u>16</u> (64)
<u>Equipment and Materials</u>				
- Vehicles, spare parts	26	27	-	-
- Office (equipment and furniture)	16	4	-	-
- Supplies & Materials	6	2	-	-
	<u>48</u>	<u>33</u>	-	- (81)
<u>Participant Training</u>	31	28	28	28 (115)
<b>TOTALS</b>	<u><u>453</u></u>	<u><u>380</u></u>	<u><u>320</u></u>	<u><u>237</u></u> (1,390)

GOH Contribution (\$000)

Sources: (1) PL 480, Title (3) DEN development budget  
(2) client contribution

	<u>Yr. 1</u>	<u>Yr. 2</u>	<u>Yr. 3</u>	<u>Yr. 4</u>	
<u>RTC Personnel</u> (1)					
- Permanent staff	56	56	56	57	
- Short term (18PM/Y)	11	11	11	11	
- Clerical & Support (5)	16	14	14	14	
- Travel and per diem	4	4	4	2	
	<u>87</u>	<u>85</u>	<u>85</u>	<u>84</u>	(341)
<u>Training Programs</u> (2)					
- Instructors (18 PM/Yr)	11	11	11	10	
- Supervisors (32 PM/Yr)	16	16	16	15	
- Travel/Per Diem	20	20	20	20	
- Materials (purchase and production)	3	3	3	3	
	<u>50</u>	<u>50</u>	<u>50</u>	<u>48</u>	(198)
<u>Equipment</u> (3)					
- Office rental	13	13	12	12	
- Offices equipment	3	2	2	2	
- Supplies	1	1	1	1	
- Gas - Lubricant - Vehicle Maintenance	5	5	5	5	
	<u>22</u>	<u>21</u>	<u>20</u>	<u>20</u>	( 83)
<u>Participant Training</u>	4	4	4	3	( 15)
<b>TOTALS</b>	<u>163</u>	<u>160</u>	<u>159</u>	<u>155</u>	(637)

Summary

RTC Financing 1980 - 1983 (\$000.-)

Sources: (1) PL 480, Title I  
(2) Clients financing  
(3) DEN development budget

	<u>USAID</u> FX	<u>USAID</u> local currency (\$ equivalent)	<u>GOH</u> gourdes (\$ equivalent)	<u>TOTAL</u>
<u>External Personnel</u>				
- Long term (48 PM)	440			440
- Short term (75 PM)	<u>690</u>			<u>690</u>
	1,130			1,130
 <u>National Personnel</u>				
- Permanent staff			225	225
- Short term (72 PM)			44	44
- Clerical & Support (5)			58	58
- Travel and per diem			<u>14</u>	<u>14</u>
			341(1)	341
 <u>Training Programs</u>				
- Instructors (96 PM)		16	43	59
- Supervisors (168 PM)		20	63	83
- Travel/Per Diem		20	80	100
- Materials (purchase and production)		<u>8</u>	<u>12</u>	<u>20</u>
		64	198(2)	262
 <u>Equipment &amp; Materials</u>				
- Vehicles, spare parts		53		53
- Office Rental		-	50	50
- Offices equipment and Furniture		20	9	29
- Supplies & Materials		8	4	12
- Gas - Lubricant - Vehicle Maintenance		-	20	20
		<u>81</u>	<u>83</u> (3)	<u>164</u>
- <u>Participant Training</u>	100	15	15	130
- <u>Contingency &amp; Inflation</u>	192	18	-	210
 Total	 <u>1,422</u>	 <u>178</u>	 <u>637</u>	 <u>2,237</u>

Basis for costing RTC Financing

1. Long term external personnel = \$ 1,110,000/year  
    Short term       "       "       = \$     9,200/month
  
2. National Personnel
  - Permanent Staff and Short term consultants = \$     800/month
  - Ad. Assistant = \$     500/month
  - Clerical/Secretarial (3) = \$     300/month
  - Drivers (2) = \$     150/month
  
3. Training Programs (clients contribution)\*
  - Instructors = \$600/month
  - Supervisors = \$500/month

\* These are estimates of the client-contributions. These individuals will eventually be paid on a daily or hourly rate.

ANNEX 9

EXISTING TRAINING PROGRAMS

A. SUMMARY OF EXISTING TECHNICAL EDUCATIONAL PROGRAMS

B. VOCATIONAL EDUCATION SURVEY, USAID/HAITI

(DETAILED INFORMATION ON EACH OF THE VISITED

INSTITUTIONS IS AVAILABLE IN THE PROJECT FILES)

EXISTING TECHNICAL EDUCATIONAL PROGRAMS\*I. Formal Education SystemA. Construction Training

- 1) The school of applied science of the University of Haiti graduates about 20 civil engineers a year and trains about 10 surveyors a year in a special 2 year course after the completion of the BAC I. Their diploma entitles the surveyors to become real estate appraisers and superintendants of work. In actuality none of them engage in supervision of worksites after the course completion. They either complete diploma engineering studies, remain in the urban sector as appraiser (which is a more lucrative position), or leave the country.
- 2) The "Institut Supérieur Technique Haitien" graduates civil engineers, draftsmen and surveyors every year. Curriculum requirements at the ISTH are lower than at the School of Applied Sciences. The baccalaureat is not required for admission. The civil engineering course lasts only 3 years and the course for surveyors and draftsmen lasts one year. The ISTH program includes a special course in mathematics to compensate the students since they are not required to have a BAC. The ISTH is a private organization and the degree it confers is not officially recognized, but its graduates until recently were preferred to those of the school at Applied Sciences by the labor market. The training conditions and quality of education provided by the School of Applied Sciences some years ago were so poor that the labor market did not consider the formal title more valuable when it recruited engineers.
- 3) The "Centre Pilote de Formation Professionnelle" (CPFP) was recently established with the assistance of the government of France. CPFP operates under the supervision of the "Institut National de Formation Professionnelle" (INFP) which is in charge of the coordination of technical development in the country. Graduates of the Center, approximately 12 a year, will have the equivalent of a Baccalaureat. CPFP has decided to provisionally discontinue recruitment of new students. The reason being the need to first evaluate the program, particularly the success of CPFP graduates on the local labor market.
- 4) The vocational school of J.B. Damien in Port-au-Prince also trains students in construction. The level is lower than CPFP. It is a four year program and students must have completed primary school. According to the Director of the School most of their graduates emigrate.

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\* Prepared by Jean Dehasse, Feb. 1979.

## B) Training in the Operation and Maintenance of Infrastructure

Specific forms of training in operation and maintenance of existing infrastructure is required principally in irrigation, potable water systems and soil conservation. The system of agricultural schools provides scheduled courses in irrigation, soil conservation and topography in their programs for agronomes and "Techniciens Agricoles". Included in the agricultural school system are 5 vocational schools graduating "agents agricoles" after 3 years of training. Students are required to have successfully completed elementary school to be admitted. The training encompasses all agricultural specialities including irrigation and protection of natural resources. The combined annual output of these schools is between 30-50 graduates because they recruit a class only once every three years.

The "Ecole Moyenne d'Agriculture" (EMA) at Damien attached to the School of Agronomy, "Faculté d'Agronomie et de Médecine Vétérinaire" (FAMV), has been discontinued for 2 years to allow for the construction of new facilities and a complete reform of curriculum. The new curriculum is not known yet, and the school is expected to reopen in October 1979. It will admit 50 students for that first school year and 100 in each succeeding year. The World Bank plans to construct another middle school to be located in the North. The course will require 2 years after the fifth grade of secondary school and will include one year of general agricultural training and the second year in specialization training.

## C) Conclusions

There is a formal educational structure covering almost all the specialties and levels of training necessary for the construction, operation and maintenance of physical infrastructure rural, however, the current output of technicians is quantitatively small and inadequate relative to what the needs of the country are, especially in rural areas.

## II. Non-Formal Training

### A. Projects in non-formal training

The Road Maintenance II project funded by AID is geared to provide required training for effective operation of the Highway Maintenance Authority of Haiti (SEPRRN). The project should start soon and envisages to train about 1500 managers, engineers, machine operators workers and employers, through a variety of training experiences and models.

A second project is the funded by Switzerland and implemented by FAO. The objective is to train Agronomists, Agricultural Technicians, and Agricultural Agents in soil conservation and reforestration techniques. Training programs are varied: 3 months for 20 agronomists/year, one month for 20 Agricultural Technicians/year, and one or two weeks for a hundred cadres of lower level. The project is part of the reforestation scheme in the Central Plateau and should start some time this year.

#### B) On-the-Job Training Efforts

Many rural development projects have short term training, e.g. engineering components, included as part of their overall program. Most of this training is based on a pyramidal structure, at the top of the pyramide are the professionals who are to train extension agents and community workers. The third layer is constituted by the leaders of local who are to be taught by the extension agents and at the bottom are the rural masses. The "Office d'Alphabetisation et d'Action Communautaire" (ONAAC) has also developed on paper a scheme of this kind. UNESCO and FAO both have there extension specialists owrking in the Department of Agriculture, Natural Resources and Rural Development (DARNDR) to assist in strenghtening its Extension Services.

It is also worthwhile noting the department "Methodes and Programs of the Institut National de Formation des Cadres (INFC), institution assisted by a UNDP/ILO project. This department is to work out specific training programs, to define methods of training and to produce instructional Material "à la carte". INFC is oriented towards industrial firms and training centers involved in urban environments, although by its orginal organizational program it should also include the rural sector.

#### C) Final remarks

It is not possible to trace all non formal training projects, the existing ones as well as the planned ones. A certain dispersion of efforts seems to result from a lack of coordination, since the GOH is unprepared to streamline the ongoing diversity of assistance proposals.

To: The Files  
 From: PRM/EHR:C.Wilding-White  
 Subject: Vocational-technical Education

October 1977 to February 1978

Summary of Conversations and Visits

<u>Individuals</u>	<u>Organizations &amp; Schools</u>	<u>Page</u>
Roslyn Taylor (UNDP) Assistant to the Res. Rep.	United Nations Development Program (UNDP)	1
Delva Laroche (GOH) Assist. Dir. for Technical Education	Ministry of Education (DEN)	3
Pierre Mersier (ILO) Project Director	National Institute for Technical Training (INFP) P.au.P	4
Pierre Courtine (ILO) Rural Trades Advisor (Staff of French "Coopérants")	Pilot Center for Technical Training at INFP (CPFP) P.au.P	5
Ludovic Duvil (GOH) Assistant Director	J. B. Damier Technical School P.au.P	7
Antonio Decayette (GOH) Director	Rep. of Dahomey Vocational School St. Martin, P.au.P	8
Anthony Laroque (GOH) Director	Vocational School Les Cayes	11
Jean Sprumont (MISEREOR) Director of the Ferme Lévy	Camp-Perrin Rural Craft Center Ferme Lévy Agric. Craft Shop	14 15
Anne-Marie Murène Alphonse (GOH) Primary Teacher and Instructor of Home Economics	Mersant Home Economics Adult Training Center at the Mersant Primary School Les Cayes	17
Père Mésidore (Salesian) Père Lannoo "	National School of Arts & Crafts St. Jean Bosco, P.au.P Secondary School	17
Père Bonhen (Salesian)	Ditto-Primary Vocational School and Community Project P.au.P	21

Pierre Michel Léger (ACDI)  
Director

Haitian Center for  
Technical Training  
Port-au-Prince (CHFP)  
(Associated with CANADO)

24

Jacques A. Desravines (CHFP)  
Assist. Dir. of courses

Gilles Charlebois (Frère Richard)  
(Sacré Coeur)  
Director ACIDI Project

#### Human Resources Studies

- |    |  |  |    |
|----|--|--|----|
| a) | William Josma (INFP)<br>Chief of Human Resources<br>Evaluation<br>Jean Roch (ILO)<br>Vocational Training Advisor           | National Institute<br>for Technical Training,<br>(INFP) P.au.P | 29 |
| b) | Raoul Baptiste (CONADEP)<br>Human Resources & Employment Div.<br>Pierre Lobstein (ILO)<br>Human Resources Planning Advisor | Haitian Institute<br>of Statistics (IHS)                       | 29 |

#### Summary of conversation with Roslyn Taylor and Delva Laroche

Roslyn Taylor, Assistant to the Resident Representative at UNDP, provided a schematic description of technical vocational education in Haiti shown in Attachment A. This provided an excellent basis for further interviews and visits to schools. From these a picture of this category of education in Haiti and its problems and needs is emerging.

On the subject of potential USAID assistance to technical/vocational education, she recommended assistance to vocational education (i.e. 1st cycle, secondary education) because the IBRD (proposed aid to 2 or 3 technical schools), UNDP/ILO (through INFP), French (Pilot Training Center), Canadians (CANADO) are already adequately assisting technical education at the secondary, second cycle level. All formal technical education is in urban areas and is therefore administered by DEN. Formal technical training is provided at three levels: Primary (Pre-vocational); Secondary first cycle (Vocational); Secondary second cycle (Technical). All these schools are shown in Attachment B. In addition, there are 50 home-economics centers for girls, attached to academic primary schools.

Eight non-formal rural craft centers are operated by the Ministry of Social Welfare. These are shown in Appendix C. These centers are said to be currently inoperative. A new UNDP/ILO project is expected to reactivate three centers.

Formal Education: Each level of technical training is independent of the others and there are no technical pre-requisites for entering technical education at any of the three levels. An approximate list of technical subjects taught at each level is shown in Attachment D.

There is considerable overlap. At the primary level the purpose is to provide an awareness of home crafts and some acquaintance with geometric forms & shapes. This is done in a general, non-specialized workshop. At the two secondary levels each school has only a few shops and therefore offers only a limited number of the courses listed in Attach. D. Students at the secondary levels specialize in one technical subject. In some trades the first year is broad, providing the basis for further specialization in the subsequent years. All students are required, in addition to their technical subjects, to carry a substantial load of academic subjects. In the primary schools, students study the regular academic curriculum. Indeed, it would seem reasonable, in a country

with so little social exposure to mechanics and electricity, to extend broader pre-vocational concepts to all primary schools.

One might assume that the second cycle secondary schools would provide more intensive training than the first cycle schools. According to heresay, the quality of education depends more upon the staff and resources of individual schools than upon the level of the school. The following reputedly provide the best education. 2nd Cycle; Haiti Technical Training School (CANADO) and J. B. Damier Technical School both in P.au.P; 1st Cycle: National School of Arts and Crafts at P.au.P (run by the Salesians) and the Cap-Haitien Vocational School. Not included is the Pilot Center for Technical Training at INFP because it is operated with a foreign staff. After completing planned visits to many of these schools it may be possible to assess the validity of these reputations. When dwelling upon the effectiveness of the education at the two secondary cycles, it is important to realize that students at every level are much older than in developed countries. Approximate age ranges are given as:

Primary School	6-15
Secondary-first cycle	14-20
Secondary-second cycle	18-25

The student-teacher ratio and attrition rate is high in most schools. In some cases, indeed, the average student-teacher ratio is high chiefly because of the first year overload. According to Laroche (DEN) the typical second cycle statistics are:

Admitted	75-100
Graduated	20

Most of the attrition occurs in the first year. Reasons given by Laroche were:

- Various parent pressures
- Lack of shops and equipment
- Lack of staff

Laroche provided the statistics on students and teachers at most technical schools in Attach E. which do not show unfavorable student/teacher ratios. One explanation is that the student count represents students officially enrolled, that is, who have paid \$5 and obtained a required I.D. card. Students without ID cards attend class too and obtain their cards when they can afford them, thus swelling the official statistic as the year progresses.

Reference to Attach B shows that the technical schools tend to be specialized both by function and by traditional male/female occupations, in keeping with an old non-coeducation tradition. At the secondary 1st cycle level, there is a ceramics center and a school of arts & crafts, both for boys. There are two vocational schools in P.au.P, one for boys and one for girls. Five provincial vocational schools are all for boys. At the secondary 2nd cycle, there is a co-ed Technical Training Center, two technical schools for boys and three teachers schools for girls which, presumably, are intended to train teachers for the pre-vocational primary schools.

The whole complex of schools is capped by the newly established National Institute for Technical Training (INFP), an ILO project, and its annexed Pilot Center for Technical Training staffed by French "coopérants" teachers. The Institute provides planning guidance and curriculum development for the vocational and technical schools. The Pilot Center trains technicians for local export industries and teachers for vocational and technical schools. It also provides short, ad hoc, non-formal courses at the behest of export industries, such as sewing machine maintenance.

A major problem in technical education, according to the Director of the INFP project (Pierre Mersier) is that there are at present no work opportunities in

provincial towns for graduates of their vocational and technical schools. Hence they migrate to Port-au-Prince where they may obtain employment. Lack of capital and basic management skills prevents them from starting their own businesses. The ILO is currently making a study of the vocational/technical requirements to be completed in March 1978. Predictably these requirements will be low. It is clear that the vocational/technical schools require enormous assistance. But this needs to be accompanied by studies of the job market, present & potential, in all major areas, as well as potential incentives which might be used to stimulate the growth of trades & technical businesses.

LAC/DR/IEE-80-16

ENVIRONMENTAL THRESHOLD DECISION

Location : Haiti  
Project Title : Resource Training Center, 521-0104  
Funding : \$1,500,000 Grant  
Initial obligation: FY 80  
Life of Project: Four years, 1980 -1984

Mission Recommendation:

Based on the Initial Environmental Examination, the Mission has concluded that the project will not have a significant effect on the human environment and therefore recommends a Negative Determination.

The Development Assistance Executive Committee of the Bureau for Latin America and the Caribbean has reviewed the Initial Environmental Examination for this project and concurs in the Mission's recommendation for a Negative Determination.

AA/LAC Decision:

Pursuant to the authority vested in the Assistant Administrator for Latin America and the Caribbean under Title 22, Part 216.4a, Environmental Procedures, and based upon the above recommendation, I hereby determine that the proposed project is not an action which will have a significant effect on the human environment, and therefore, is not an action for which an Environmental Impact Statement or an Environmental Assessment will be required.

Edward W. Coyle  
Assistant Administrator for  
Latin America and the Caribbean

April 3, 1980  
Date

Clearances:

LAC/DR:Environmental Advisor:ROtto  
DAEC Chairman:MBrown

Otto

MBrown

INITIAL ENVIRONMENTAL EXAMINATION

PART I

Project Location : Haiti  
Project Title : Resource Training Center No. 521-0104  
Funding : \$1,500,000 Grant  
initial obligation: FY80  
Life of Project : 4 years, 1980 - 1984  
IEE Prepared by : Aaron S. Williams  
Date : March 14, 1980

Threshold Decision:

a. Recommendation:  
Negative Determination

b. Concurrence:

  
Date: March

Allan R. Furman  
Director, USAID/Haiti

DESCRIPTION OF THE PROJECT

PART II

The purpose of the project is to provide training to unskilled and semi-skilled Haitians who will assist in the design and implementation of small scale rural infrastructure projects such as labor intensive roads, potable water/sanitation systems, and irrigation/soil conservation improvements. To achieve the project purpose, a Resource Training Center (RTC) will be established in the GOH's National Institute for Vocational Training (INFP). The RTC will assist GOH institutions and private, voluntary organizations (PVOs) in the design and execution of non-formal training programs for sub-professional personnel who will serve as construction supervisors, foremen, surveyors, watermasters and conservationists in rural development activities.

During the initial phase of operation, the RTC's client organizations will be limited to governmental, semi-autonomous organizations, and PVOs involved in small scale rural infrastructure projects. The RTC will provide four principal types of services to its client organizations: (a) assessments of training needs for intermediate-level personnel; (b) design and planning of specific training courses to meet identified needs; (c) evaluation of training programs; (d) conducting courses aimed at improving the client organization's ability to effectively manage and implement training activities for rural sub-professional personnel.

IDENTIFICATION AND EVALUATION OF ENVIRONMENTAL IMPACT

PART III

The Project is one of those classified in Part 216.2 of A.I.D. Environmental procedures as published in the Federal Register\* among the "general class of activities that do not normally require the filing of an Environmental Impact Statement or the preparation of an Environmental Assessment: Education or training programs not designed to result in activities directly affecting the environment."

Due to the nature of the project, i.e. non-formal training, there will be no direct impact on the environment. The indirect effects, related to the long range activities of the individuals trained, will be to ameliorate existing environmental problems by improving necessary rural infrastructure.

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\* Also included in AID Handbook 3 (Project Assistance), Appendix 4B "Environmental Procedures".

RECOMMENDATION FOR ENVIRONMENTAL ACTION

PART IV

Since the Project does not involve any actions that will have any adverse effect on the human or natural environment, a Negative Determination is proposed.

QUESTIONNAIRE SUR LES BESOINS IMMEDIATS DES UTILISATEURS DU CENTRE D'APPUIAUX FORMATIONS POUR LE DEVELOPPEMENT RURAL.

1. Quels sont les grands travaux ou projets prévus pour 1980 - 81 qui vont nécessiter une composante formation?
2. Décrivez les tâches auxquelles vous désirez préparer les futurs stagiaires. Spécifiez le niveau de compétence technique et le niveau de responsabilité dans votre organisation.
3. A quel niveau de qualification ou d'étude comptez-vous recruter ou sélectionner les stagiaires?
4. Quel sera l'employeur des stagiaires à la fin du stage; votre organisation ou une autre? Les stagiaires sont-ils déjà membres de l'organisation ou sont-ils à recruter? Ou comptez-vous les recruter?
5. Durée et type de formation envisagés. Proportion de la formation donnée sur le tas et de la formation générale dans le temps total de formation? Avez-vous identifié des chantiers en cours pouvant servir pour la formation pratique des stagiaires ainsi que les spécialistes travaillant sur ces chantiers susceptibles d'assurer la supervision de la formation pratique?
6. Nombre de stagiaires et nombre de promotions requises pour satisfaire les besoins?
7. Avez-vous identifié les cadres qui seraient disponibles pour assurer certains aspects de la formation générale: à Port-au-Prince? ; en province?
8. Voyez-vous un inconvénient à ce que vos stagiaires soient réunis avec d'autres organisations pour certaines parties de la formation?
9. Votre organisation peut-elle fournir le responsable de la direction pratique des sessions de formation ou désirez-vous participer à l'organisation de la formation sous la responsabilité du CAF? Votre organisation serait-elle désireuse de développer en son sein la capacité de conduire à l'avenir des sessions de formation du genre sollicité auprès du CAF?
10. Comment est assuré le financement de la contrepartie des sessions de formation? (le Plan; une agence d'assistance internationale disposant de fonds pour la formation dans le cadre d'un projet de développement, etc...).
11. Etes-vous d'accord que le CAF assure un suivi des stagiaires afin d'évaluer la validité de la formation assurée et de pouvoir l'améliorer lors des prochaines années?

## REPUBLIQUE D'HÂITI

**DIRECTION GENERALE  
DU SERVICE NATIONAL D'EAU POTABLE**

Tél.: 6-2927 - 6-2955

No. SNEP/DG/80-2-/#174 .....

REPONSES AU QUESTIONNAIRE DU CAF

- 1- Actuellement le SNEP est en train de développer un programme d'alimentation en eau potable de 10 villes moyennes. Parallèlement, le SNEP développe conjointement avec les Nations Unies un programme d'alimentation en eau potable dans 14 localités du Plateau Central. L'Organisation de Développement du Nord développe conjointement avec le SNEP un programme d'alimentation en eau potable dans 10 localités du Nord en Phase I. Durant la décennie de l'eau (1980-1990) les projets de ce genre vont être multipliés vu les possibilités de financement qui vont exister.
  
- 2- Le projet de construction de réseaux hydrauliques dans 10 villes de province entrainera la réhabilitation de 4 stations de pompage qui coordonneront 12 pompes en opération. De plus, il y aura une 5ème station de pompage qui sera construite à St Marc. Il existe 2 techniciens par station de pompage, un mécanicien et un opérateur de pompe. Ils ont tous des bases en mécanique ajustage ou mécanique diesel. Le SNEP aimerait les initier spécifiquement à la mécanique des pompes. De plus, la partie : "panneau de commande électrique" est totalement ignorée d'eux. Présentement on a des difficultés à trouver même dans le secteur privé quelqu'un qui soit en mesure de remettre un de nos panneaux défectueux en circuit.
 

Les plombiers et les vanniers sont pour la plupart des employés permanents du SNEP ; les autres seront bientôt affectés à l'entretien des systèmes qui seront construits sur la base communautaire dans le milieu rural.
  
- 3- Les types déjà employés seront recyclés. On souhaiterait que les autres à employer aient fait leur 4ème secondaire. Cependant, nous devons reconnaître qu'on ne peut être rigoureux que pour les techniciens de station de pompage.
  
- 4- Le SNEP sera le principal employeur des stagiaires. Cependant, il y en a qui seront à la charge des Conseils Communautaires. La majeure partie est déjà employée par le SNEP. Les autres seront affectés à des projets en cours d'exécution.

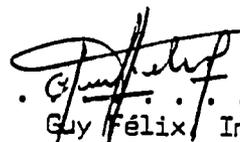
## REPUBLIQUE D'HÂITI

DIRECTION GENERALE  
DU SERVICE NATIONAL D'EAU POTABLE

Tél.: 6-2927 - 6-2955

No. SNEP/DG/80-2-/#174

- 5- Cycle d'étude de 2 à 3 mois pour les techniciens en station de pompage. Formation sur le tas pour les plombiers vanniers et maçons.
- Chantiers en cours : les stations de pompage du SNEP (Cap Haitien, Gonaives, Croix des Bouquets, Cayes) - Les Réseaux hydrauliques existants ou à améliorer. -
- Chantier de construction de 10 captages de source et construction de 14 réservoirs en maçonnerie dans le Plateau Central.
- Construction de puits équipé de pompe à bras dans le Nord (ODN/SNEP) et de réservoirs en maçonnerie etc... -
- 6- Stagiaires : Estimation
- |                                  |   |    |
|----------------------------------|---|----|
| Technicien de station de pompage | : | 5  |
| Plombiers                        | : | 21 |
| Fontainniers                     | : | 18 |
| Maçons                           | : | 6  |
- N.B. Nous n'avons pas présentement de spécialistes, en dehors des Ingénieurs, capable d'assurer la supervision de la formation pratique.
- Deux sessions de formation seront nécessaires.
- 7- Il faudrait faire des recherches pour identifier les cadres. Dans certains cas comme "les panneaux de contrôle électrique," il faudra faire appel à des techniciens étrangers.
- 8- Aucune objection.
- 9- Le SNEP pourra participer à l'organisation de la formation sous la responsabilité du CAF. Le SNEP serait intéressé à développer en son sein la capacité de conduire à l'avenir des sessions de formation du genre sollicité auprès du CAF.
- 10- La contrepartie des sessions de formation sera financée par le Ministère du Plan.
- 11- Aucune objection.

  
 Guy Félix, Ingénieur  
 Unité de Planification

4 MAR 1980

ORGANISME DE DEVELOPPEMENT DU NORD  
O. D. N.

CAP-HAITIEN, HAITI

B.B. No 93

No...De.Ge...316-F.....

Cap-Haitien, le 22 Février 1980

Monsieur Allan Furman  
Directeur de la Mission USAID  
Port-au-Prince

OFFICIAL FILE

4/8/80  
P

Réf : Formation  
Visite de M. Jean Dehasse  
Projet CAF

Monsieur le Directeur,

Due : 3/13/80

Nous avons reçu avec intérêt et à plusieurs reprises  
m. Jean Duhasse qui nous a exposé le principe de la formule du Projet  
CAF de formation.

Ce type de formation "à la carte" intéresse l'ODN en tant que  
coordonateur des actions de développement dans le Nord car il est le  
seul capable de prendre en compte de façon intégrée les besoins en per-  
sonnel de différentes disciplines et de différents niveaux correspondant  
aux activités diverses d'un Projet qui est justement "intégré" et ceci  
dans un temps donné.

Par ailleurs notre intérêt se situe à deux niveaux :

1) Le présent, pour lequel M. Duhasse a pu avoir une idée par  
interview des divers responsables; nous retenons dans l'immédiat les be-  
soins en nombre et qualification relevés par Mr Dehasse et indiqués dans  
sa lettre du 25 Janvier 1980.

2) Pour l'avenir, nous préparons un deuxième Projet qui de-  
vrait prendre le relais du premier en Oct. 1981 ou en Oct. 1982. Nos au-  
torités et la Banque Mondiale IDA sont d'accord pour qu'un certain nom-  
bre de démarches préparatoires soient faites, issues de l'expérience du  
premier Projet, dont un programme de formation adapté au futur Projet.  
Pour le moment, nous avons franchi le stade "Identification".

L'année 1980 doit être consacrée aux études sectorielles et  
mi-1981 nous devrions avoir "l'Evaluation" d'ensemble par la Banque Mon-  
diale. C'est à ce moment que le Programme sera définitif. Comme il faut  
un an de négociations ensuite, il y a le temps d'engager un solide sous-  
Projet Formation.

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Nous serions donc intéressés par un début des activités le plus tôt possible par une mission de consultant qui pourrait procéder à une appréciation plus minutieuse des besoins de formation, quantitativement pour les besoins actuels. Le responsable de l'action qui serait ainsi lancée servirait de consultant pour la 2ème phase.

Evidemment l'OIN a procédé lui-même à une formation sur le tas très importante. Mais cela est une contrainte qui limite notamment le temps de nos consultants permanents pour les réalisations effectives.

Enfin il convient de vous indiquer que nous disposons d'un Crédit de \$ 40.000.- environ au titre de la formation de spécialistes haïtiens à l'étranger mais dont nous pouvons revoir l'emploi pratique avec la Banque Mondiale IDA. Bien entendu cette enveloppe devrait être en tout état de cause utilisée à des fins logistiques d'accompagnement du programme que vous seriez à même de financer.

Veillez agréer, Monsieur le Directeur, l'expression de nos sentiments distingués.



Jacques Dolcé  
Directeur Général



A. Lagarce  
Directeur Général Adjoint

../gm

Cap-Haitien, le 25 Janvier, 1980

Monsieur l'Agronome Ménager  
Directeur de l'O.D.N.  
Cap-Haitien, Haiti

Monsieur le Directeur,

1. Après les entrevues que j'ai eues avec vous, et certains de vos collaborateurs, il apparait que les besoins de formation immédiats pour le développement des projets appuyés par l'O.D.N. s'établissent comme ci-après:

A. Topographes: Une dizaine en relation avec le relevé des 3000 Ha prévus pour 80-81. Formule: une année de formation alternant des périodes de cours généraux et des périodes sur le terrain sous la supervision d'un spécialiste qualifié. On recruterait des jeunes gens du Cap-Haitien ayant terminés 4 années secondaires.

B. Des Contremaîtres: Une dizaine pour les travaux de construction des canaux d'irrigation et structures annexés. Même formule que ci-dessus. Ces contremaîtres doivent savoir utiliser un niveau et avoir une certaine connaissance des travaux de construction.

C. Des Maçons (Chefs maçons): Pour le ferailage, coffrage et travaux d'abénisterie: environ une dizaine. Il s'agit d'une formation entièrement pratique, nécessitant l'existence de chantiers, soit au Cap soit dans les régions environnantes.

D. Des Plombiers - Des Mécaniciens: Une dizaine de mécaniciens pour l'entretien du parc de matériel roulant. Nécessitera, outre des périodes de formation théorique, la présence d'un ingénieur mécanicien ou chef mécanicien pour assurer la supervision des stagiaires.

E. Des "Irrigateurs": Plusieurs vagues d'une quinzaine d'irrigateurs seraient en mesure de faire fonctionner et d'entretenir les systèmes d'irrigation et aussi capable d'initier les utilisateurs à l'usage rationnel de l'eau - Ils devront forcément être recrutés dans les périmètres utilisateurs - Devraient avoir une formation de base de 3 années post-primaires.

F. Séminaire de Management pour Différents Publics:

A. Professionnels.

B. Entretien et Entraînement des systèmes d'eau potable et d'irrigation.

C. Entretien et fonctionnement du parc de matériel.

2. Je pense comme vous qu'il est nécessaire d'avoir une vision globale des besoins. La stratégie qui sous-tend le projet CAF est d'assurer le succès des projets de construction d'infrastructures, parce qu'ils sont le premier pas dans la stabilisation de la région (notamment stabilisation de la main d'oeuvre). Le programme de formation du CAF sont d'abord dirigés vers ce résultat. Lorsque une certaine stabilisation du marché de l'emploi local sera obtenue, des modèles plus classiques de formation prendront naturellement la relève.

Au cas où un accord se fait pour une collaboration entre le CAF et l'ODN voici comment se dérouleraient les opérations de mise sur pied et d'exécution des différents programmes de formation:

A. ODN est l'interlocuteur local pour la formation en rapport avec la construction des infrastructures dans le Nord. Ce faisant, il exerce normalement sa fonction de soutien et de coordination. ODN désigne parmi son staff un responsable de formation. Ce responsable n'est pas à proprement parler chargé de mettre sur pied les programmes de formation mais d'agir comme un agent de liaison entre les services de l'ODN et des agences gouvernementales qu'il supporte, d'une part, et les spécialistes du CAF d'autre part.

B. Le CAF étudie avec les services de l'ODN quels sont les besoins qualitatifs et quantitatifs et les problèmes de type "socio culturel" soulevés par l'exercice de certains métiers dans la région du Cap. Le CAF identifie aussi les profils de qualification actuels des employés à recycler et celui des jeunes chômeurs à recruter.

C. Le CAF identifie quelles sont les ressources locales que l'on peut mobiliser pour la formation: spécialistes des projets, enseignants; chantiers en cours; locaux/pour recevoir des cours (classes), héberger les stagiaires ou des professeurs instructeurs; moyens de transport etc...

D. Le CAF élaborera les programmes de formation compte tenu de B et C.

Le CAF élaborera des plans d'exécution de ces programmes. Ces plans d'exécution stipuleront le partage des responsabilités entre ODN et CAF et d'autres services dans le déroulement des sessions de formation. Ces plans d'exécution comprendront également un plan financier.

Ces plans d'exécution des programmes de formation devront faire l'objet d'un accord formel entre l'ODN et le CAF avant qu'il soit précédé à leur exécution.

E. Exécution des programmes de formation sous la direction du CAF (selon arrangements pris en D ci-dessus).

4. Il serait avantageux pour notre démarche générale que l'ODN puisse faire parvenir au DARNDR (unité de programmation) avec copie à Mr. Weil et à USAID, une lettre marquant son intérêt pour une collaboration avec CAF, esquissant rapidement les besoins de formations et demandant qu'un montant exact soit budgété au budget d'équipement pour la formation CAF/ODN pour 80-81. Je pense que \$500 stagiaires est un minimum - \$50.000 serait un montant global minimum; \$100.000 devraient suffire

Ces montants financeront les frais des stagiaires; les primes, compensations et honoraires des enseignants; les frais de transport et d'hébergement. L'action des spécialistes CAF et le matériel pédagogique sont financés par USAID/DEN.

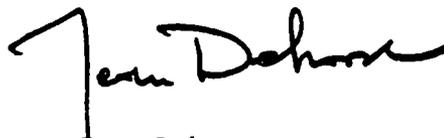
Je compte revenir au Cap vers les 8-9 février prochain. Voici mon numéro de téléphone à Port-au-Prince: Monsieur Jean Dehasse

c/

Ambassade Américaine/  
AID  
Tel: 25500 Fxt: 246

En cas d'absence on peut laisser un message à Monsieur Aaron Williams ou à sa secrétaire, c/ USAID - Tel: 2-5500 Fxt: 225

Dans l'espoir de vous revoir très bientôt, recevez Monsieur l'Agronome Ménager, l'assurance de mes salutations distinguées.



Jean Dehasse

Agronome Paul SAINT-CLAIR  
Secrétaire d'Etat de l'Agriculture  
des Ressources Naturelles  
& du Développement Rural.-

Monsieur le Secrétaire d'Etat,

La Direction Générale de l'ODVA - ODPG à l'honneur de vous demander de bien vouloir introduire auprès de la mission AID une requête afin que les Offices ODVA et ODPG bénéficient de l'Assistance du Centre d'Appui à la Formation (CAF) pour le développement des infrastructures rurales en cours de création.

L'importance des travaux d'infrastructure rurale entrepris dans la vallée de l'Artibonite (30.000 ha), dans la plaine des Gonaïves (2.750 ha) et prochainement dans la région de l'Estère (1.200 ha) et la masse de la population concernée (500.000 habitants dans la vallée de l'Artibonite) justifient la création d'un Centre de Formation Professionnelle en Artisanat Rural dans la région.

La forme d'intervention du Centre d'Appui à la Formation (CAF) correspond aux besoins de l'ODVA - ODPG dans la mesure où cet organisme aide à développer la capacité des Offices eux mêmes à prendre en charge leur propres problèmes de formation.

L'intérêt de la solution proposée par le CAF réside dans les faits suivants :

- la formation se fait sur place, là où les chantiers doivent s'ouvrir
- la formation concerne des personnes vivant à l'intérieur du pays et ne génère donc pas de déplacement de main d'oeuvre
- la formation s'adresse à des travailleurs qui ont déjà un emploi sur les chantiers des Offices ou sont en voie de recrutement.

La présente requête a deux objets.

Dans un premier temps analyser les besoins en Formation de l'ODVA - ODPG afin de définir le meilleur cadre d'intervention du CAF.

Cette identification pourrait être faite au cours d'une consultation supportée par la Mission - AID au terme de laquelle serait préparé un dossier de factibilité pour la création et le fonctionnement d'un Centre de Formation en Artisanat Rural dans la vallée de l'Artibonite, dont les activités seraient directement liées aux chantiers en cours ou en projet. Ce dossier servirait à la recherche d'un financement pour le Centre.

La mission de consultation d'une durée de 3 semaines pourrait avoir lieu en mai/juin 1980.

Dans un deuxième temps la Mission AID assisterait les offices ODVA - ODPG dans la formation des formateurs. Des ingénieurs ODVA - ODPG seraient initiés durant de courtes périodes à certaines techniques notamment auprès du Bureau of Reclamation USA afin d'être en mesure de dispenser ces procédures et de les enseigner à leurs collègues à travers des séminaires organisés dans le cadre de la formation interne ODVA - ODPG.

La Direction Générale de l'ODVA - ODPG espère que sa démarche retiendra votre attention et saisit l'occasion pour vous présenter Monsieur le Secrétaire d'Etat, ses salutations distinguées.

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Agronome René DESTIE  
Directeur Général ODVA - ODPG

ANNEX 12COMMODITIES LIST (AID financed)A. Office Equipment

<u>Item</u>	<u>Estimated Cost</u>
1. 1 multiple purpose copier	\$ 4,000
2. 1 mimeograph machine or similar equipment	2,000
3. 6 typewriters (3 electric, 2 manual, 1 portable)	5,000
4. 2 air conditioners	1,000
5. 5 desks	1,500
6. 10 filing cabinets	2,000
7. Misc. equipment (bookcases, chairs, calculators, supplies)	3,000
	<u>3,000</u>
	\$ 18,500

B. Instructional Equipment and Supplies

1. Drafting Table and equipment	\$ 1,000
2. 35mm , S&R cameras and film supply (2)	1,000
3. Cassette tape recorders/players (2) and supply of cassettes	800
4. overhead projector	400
5. slide projector	500
6. layout and editing tables (2)	300
7. Tools for on-job-training	3,000
8. Misc. Supplies	2,500
	<u>2,500</u>
	\$ 9,500

C. Vehicles

1. Three (3) four wheel drive (diesel) utility vehicles	\$ 36,000
2. One (1) passenger car	8,000
3. Spare parts (20%)	<u>9,000</u>
	\$ 53,000

INSTITUT NATIONAL  
ET  
CENTRE PILOTE



DE  
FORMATION PROFESSIONNELLE

**SOMMAIRE**

**Qu'est-ce que l'INFP - CPFP**

**Que vous offre l'INFP - CPFP**

**Organigramme INFP - CPFP**

**Conditions d'admission aux stages et cours accélérés**

**Conditions d'admission aux cours professionnels réguliers**

**Description des stages**

**Description des cours - Diplômes - Débouchés**

**Renseignements généraux**

Qu'est-ce que l'INFP - CFPF?

Un Organisme Haitien  
créé avec la collaboration  
des Nation-Unies (PNUD - OIT)  
du Gouvernement Français

PNUD: Programme des Nations-Unies pour le Développement  
OIT : Organisation Internationale du Travail

L'INFP - CFPF relève du Département de l'Education Nationale  
est doté de l'autonomie financière

L'INFP - CFPF apporte ses services:

- Au Jeune Homme ou à la Jeune Fille  
désireux d'apprendre un métier  
soucieux de devenir un professionnel qualifié
- A l'Ouvrier  
qui a besoin d'une formation plus complète  
qui a besoin de perfectionnement
- A l'Artisan  
soucieux d'améliorer  
de rentabiliser sa production
- Au Chef d'Entreprise  
qui rencontre des problèmes de main d'oeuvre qualifiée  
de main d'oeuvre spécialisée  
d'organisation de gestion
- A tous les Haitiens  
soucieux du présent et de l'avenir de la collectivité  
Haitienne  
désireux de contribuer au relèvement de l'économie nationale  
par la valorisation maximale des ressources humaines dispo-  
nibles et l'exploitation judicieuse des ressources naturelles

Les Entreprises établies dans le pays participent:

- . Aux frais de fonctionnement de l'INFP - CFPF par le paie-  
ment de la Taxe d'Apprentissage.
- . A la gestion de l'INFP - CFPF à travers le Conseil d'Ad-  
ministration dont font partie des membres de l'Entreprise.
- . Au choix et à l'Organisation des activités et programmes de  
formation.

Que vous offre l'INFP - CPFF?

**.DES SECTIONS DE RECHERCHE, DE PLANIFICATION**

qui étudient et mettent à point

un système national de formation professionnelle

**PAR**

- des enquêtes pour la détermination des besoins dans l'Industrie et l'Artisanat
- des travaux d'orientation et de sélection professionnelle
- des programmes, méthodes, matériel didactique pour une formation continue d'instructeurs, de cadres et d'ouvriers
- la coordination des moyens de formation
- la liaison entre l'industrie et les établissements de formation
- le développement de l'artisanat
- des consultations aux directeurs d'entreprises quant aux problèmes de structure technique et administrative.
- des consultations aux directeurs et organisateurs des Centres de formation professionnelle
- des réalisations industrielles: prototypes de machines à production à l'échelle de l'industrie artisanale

**. DES LABORATOIRES DE TRAVAIL ET ATELIERS:**

Mécanique Auto-Diesel

Electricité

Mécanique Générale et d'Entretien

Métaux en Feuilles

Installations Sanitaires

Bâtiment

Autres spécialités ultérieurement

**. A TRAVERS**

- des cours pour formateurs et moniteurs
- des cours accélérés de formation sur des techniques spécifiques répondant aux besoins de l'économie nationale
- des cours professionnels réguliers

- des stages de formation au bénéfice du personnel d'entreprise
- des stages de perfectionnement et d'actualisation

Les cours professionnels réguliers durent trois ans.

La durée et le niveau des cours pour formateurs et moniteurs, la durée et le niveau des stages de formation accélérée ou de perfectionnement sont déterminés suivant les besoins et les possibilités du moment.

ORGANIGRAMME

DÉPARTEMENT DE L'ÉDUCATION NATIONALE

INSTITUT NATIONAL DE FORMATION PROFESSIONNELLE

CENTRE PILOTE DE FORMATION PROFESSIONNELLE

Conseil d'Administration :  
CONADEP - Ed. Nale. - Trav. et Affaires Sociales - Agricult. Ress. Nelles et Dével. Rural - Commerce et Industrie - Finances et Econ. Nale. - Patronat Salariat.

**DIRECTION**

**DIRECTION**

**PRUD - OIT**

**COOP. FRANC.**

**Chef des Travaux**

**Administration**

**Administration**  
Comptabilité  
Information

**Département Détermination des Besoins Objectifs**  
- Evaluer en permanence les besoins en main-d'oeuvre  
- Etablir des priorités de formation à court terme et moyen terme

**Section Mécanique Auto-Diesel**  
Etude analytique de véhicules automobiles  
Entretien, métrologie, réglage des organes appartenant aux différentes parties: moteur, transmission, équipement électrique, châssis, carrosserie

**Section Electricité**  
Etude technologique des appareils d'installation de lumière ou de force motrice  
Câblés et établissement de schémas  
Réalisation des installations  
Essais et mesures électriques  
Réglage

**Département Orientation et Sélection Objectifs**  
- Sélectionner les éléments les plus aptes à un poste de travail  
- Orienter selon les aptitudes  
- Limiter les évasions et les échecs  
- Obtenir le meilleur rendement en apprentissage  
- Mettre au point un système de placement

**Département Formation dans l'Entreprise Objectifs**  
- Améliorer le niveau des travailleurs depuis l'exécution jusqu'aux postes de responsabilités  
- Fournir une assistance aux entreprises en matière de normalisation, organisation, gestion, outillage  
- Contribuer à établir les niveaux de qualification

**Section Mécanique Générale et d'entretien**  
Maniement des différents outils à main pour confection et réparation des pièces mécaniques  
Réglage et utilisation des machines-outils pour affûtage, perçage, rabotage, tournage, fraisage, rectification.  
Démontage. Analyse technologique. Montage, réglage, entretien d'ensembles mécaniques

**Section Métaux en Feuilles**  
Travail des métaux approvisionnés sous forme de tôles minces  
Aménagement de profilés pour la construction métallique. Etude des treillis d'épure pour les réalisations d'ensemble par découpage, forage, soudage  
Réalisation de projets

**Département Méthodes et Programmes Objectifs**  
- Elaborer des programmes spécifiques de formation :  
Formation d'instructeurs  
Recyclage d'enseignants  
- Définir des méthodes efficaces de formation  
- Réaliser le matériel didactique et mettre en place un service d'aides audio-visuelles

**Département Artisanat Rural Objectifs**  
- Etudier l'amélioration des possibilités de fabrication  
- Organiser la formation et le perfectionnement des artisans, la formation des apprentis par les artisans  
- Assurer le contrôle de cette formation  
- Aider les artisans à s'installer, à organiser et commercialiser leur production

**Section: Installations Sanitaires**  
Installations générales de circulation des fluides: eau, gaz, air comprimé  
Installations domestiques de tuyauterie d'alimentation et de vidange des cuisines et salles d'eau.  
Façonnage des tuyaux de plomb, d'acier de cuivre, de matières plastiques  
Calculs et devis

**Section Bâtiment**  
Etude du corps et des détails de la construction de bâtiment  
Dessin réalisation d'ouvrages en maçonnerie  
Travail du béton armé:  
Confection de ferrailage, coffrage

### CONDITIONS D'ADMISSION

Aux stages de formation, de perfectionnement, d'actualisation du personnel d'entreprises

Aux cours accélérés de formation:

- Remplir une formule spéciale de demande d'admission
  - Etre autorisé par son employeur si l'on travaille déjà dans l'entreprise
  - Subir un examen préalable: examen psychotechnique, examen pratique et théorique
- Ces examens sont nécessaires pour former des groupes homogènes.

Aux cours professionnels réguliers

- Avoir un niveau de connaissances générales correspondant à la classe de 3e secondaire
- Etre âgé au maximum de 25 ans
- Remplir une formule spéciale de demande d'admission
- Participer à un concours d'admission (le nombre de places étant limité)
- Pour l'inscription à ces cours professionnels réguliers, les pièces suivantes sont nécessaires:
  - Acte de Naissance
  - Carte d'Identité
  - Photos d'Identité (2)
  - Carnet scolaire ou Certificat du dernier établissement fréquenté.

## COURS PROFESSIONNELS REGULIERS

### PROGRAMME

#### Culture Générale

Physique - Chimie

Mathématiques

Français - Anglais

Sous forme de conférences hebdomadaires: Histoire, géographie, Economie, Législation du travail, etc.

Education physique - Sport.

#### Formation Technique

Enseignement pratique à l'atelier et en milieu de travail  
(stages obligatoires dans l'industrie)

Enseignement technique théorique dans une spécialité.

### DIPLOME

A la fin de la 3e année d'études, les notes obtenues étant satisfaisantes, l'élève reçoit un diplôme professionnel, délivré par le Secrétaire d'Etat à l'Education Nationale.

### DEBOUCHES

L'INFP - CFPF maintient un contact permanent avec les entreprises établies dans le pays et servira d'organisme de liaison entre employeurs et employés. Les programmes de formation étant choisis en fonction des besoins exprimés par les entreprises, le personnel formé trouve par là même des garanties d'emploi.

**CONTRIBUTION DE L'ETUDIANT :**

Les cours offerts à l'étudiant sont gratuits, cependant, il est demandé à chacun :

une caution de \$ 20.00 destinée à remplacer le matériel perdu ou détérioré, caution remboursable à la fin de la 3<sup>e</sup> année.

une participation aux frais d'un repas par jour à celui qui désire bénéficier des Services d'une cafétéria.

Les règlements intérieurs du CPEP peuvent être consultés à la Direction de l'Etablissement.

**PORTANT CREATION DE L'INEP ET DU CPF**DECRETJEAN-CLAUDE DUVALIERPRESIDENT A VIE DE LA REPUBLIQUE

Vu les articles 93, 16, 105 de la Constitution;

Vu la Convention créant l'Organisation des Nations-Unies pour l'Education, la Science et la Culture ratifiée par la République d'Haiti le 14 Octobre 1946;

Vu l'Instrument d'Amendement à la Constitution de l'Organisation Internationale du Travail, ratifié par la République d'Haiti, le 14 Mai 1945;

Vu le Décret de l'Assemblée Nationale du 5 Juillet 1973, sanctionnant l'Accord de Coopération Culturelle, Scientifique, Technique et Economique, signé à Paris le 6 Juin 1973, entre le Gouvernement de la République Française et le Gouvernement de la République d'Haiti;

Vu le Décret de la Chambre Législative en date du 21 Septembre 1973, suspendant les garanties prévues aux articles 17, 18, 19, 20, 25, 31, 34, 48, 70, 71, 72, 93 (deuxième alinéa), 95, 112, 113, 122 (deuxième alinéa), 125 (deuxième alinéa), 150, 151, 155, 193 et 198 de la Constitution et accordant Pleins Pouvoirs au Chef du Pouvoir Exécutif, pour Lui permettre de prendre, jusqu'au deuxième Lundi d'Avril 1974, par Décrets ayant force de Lois, toutes les mesures qu'Il jugera nécessaires à la sauvegarde de l'intégrité du Territoire National et de la Souveraineté de l'Etat, à la consolidation de l'ordre et de la Paix, au maintien de la Stabilité politique, économique et financière de la Nation, à l'approfondissement du bien-être des populations rurales et urbaines, à la défense des intérêts de la République;

Considérant que, pour promouvoir le développement économique, la formation d'une main-d'oeuvre hautement qualifiée s'avère indispensable;

Considérant qu'il y a lieu d'améliorer les divers moyens de formation professionnelle existants;

Sur le rapport du Secrétaire d'Etat de l'Education Nationale;

Et après délibération en Conseil des Secrétares d'Etat;

## DECRETE

Article 1er. - Il est créé avec la coopération du Programme des Nations Unies pour le Développement et du Bureau International du Travail, l'Institut National de Formation Professionnelle dont le siège est à Port-au-Prince.

Il est ouvert parallèlement, en application de l'Accord de coopération culturelle, scientifique, technique et économique, signé

à Paris le 6 Juin 1973 entre le Gouvernement de la République Française et le Gouvernement de la République d'Haïti, un Centre Pilote de Formation Professionnelle.

Les deux établissements, situés dans le même périmètre, et dont les statuts sont identiques, travaillent en étroite collaboration dans les domaines technique et pédagogique.

Article 2.- L'Institut National de Formation Professionnelle a pour mission:

a) D'étudier, en vue de contribuer à l'essor économique, un système national de formation professionnelle, d'apprentissage et de formation continue qui tienne compte des besoins en main-d'oeuvre qualifiée et en techniciens résultant des priorités fixées dans les plans de développement. L'Institut National de Formation Professionnelle devra aussi harmoniser et coordonner les divers moyens de formation professionnelle et de formation continue existants en accord avec les instances compétentes.

b) D'évaluer, en liaison avec les instances compétentes, les besoins qualitatifs et quantitatifs en main-d'oeuvre et d'établir les divers niveaux de qualification.

c) D'étudier et de favoriser la mise en place d'un système national d'orientation et de sélection professionnelle.

d) De mettre au point, en collaboration notamment avec le Centre Pilote de Formation Professionnelle, des programmes spécifiques de formation, du matériel didactique et d'étudier l'apport optimal des aides audiovisuelles.

e) D'étudier, lors de l'élaboration des programmes en particulier, les instruments pédagogiques et techniques en français (glossaires par exemple) adaptés au milieu haïtien.

f) D'organiser et de susciter, notamment dans les entreprises, et en étroite liaison avec le Centre Pilote de Formation Professionnelle, des stages pratiques et théoriques de formation et d'actualisation.

g) De contribuer à renforcer et à développer l'artisanat national et l'action des centres d'artisanat rural.

h) De fournir, dans la mesure du possible, en coopération avec le Centre Pilote de Formation Professionnelle, une assistance aux entreprises qui le consulteraient dans des domaines tels que la normalisation, l'organisation du travail et la productivité, la qualité de la production, l'outillage, etc.

i) De faciliter et d'encourager d'une façon générale les contrats entre les établissements de formation professionnelle et les divers secteurs de l'économie nationale.

Article 3.- Le Centre Pilote de Formation Professionnelle, outre les missions mentionnées à l'article 2, contribue à former une main-d'oeuvre qualifiée dans les secteurs suivants: mécanique générale, automobiles, électricité, métaux en feuilles, génie civil, comptabilité. Il peut être appelé à ouvrir toutes sections répondant à un besoin prioritaire de l'économie haïtienne.

Article 4.- Les experts du Centre Pilote de Formation Professionnelle et de l'Institut Nationale de Formation Professionnelle participent conjointement à la formation et au perfectionnement sur place d'instructeurs haïtiens destinés:

- à répondre aux besoins des établissements professionnels existants,
- à se substituer par étape aux experts étrangers,
- à participer au développement généralisé de la formation professionnelle et de la formation continue sur le territoire national.

Article 5.- L'Institut National de Formation Professionnelle et le Centre Pilote de Formation Professionnelle sont des établissements publics à caractère administratif, dotés de l'autonomie financière.

Leur département de rattachement est la Secrétairerie d'Etat à l'Education Nationale.

Le fonctionnement des deux établissements est assuré par les ressources provenant de la taxe d'apprentissage instaurée par Décret présidentiel ou à défaut de ressources suffisantes, par la Secrétairerie d'Etat à l'Education Nationale.

Chacun des établissements est placé sous l'autorité d'un directeur responsable de son fonctionnement et de sa gestion.

Article 6.- Pour marquer l'étroite coopération qui doit s'instaurer entre les deux établissements dans des domaines techniques et pédagogique, il est créé un Conseil d'Administration unique tripartite: pouvoirs publics, employeurs, salariés.

Le Conseil d'Administration comprend douze membres: six membres représentant les pouvoirs publics:

- un représentant de la Secrétairerie d'Etat au Commerce et à l'Industrie;
- un représentant de la Secrétairerie d'Etat aux Finances et aux Affaires Economiques;
- un représentant de la Secrétairerie d'Etat aux Affaires Sociales;
- un représentant de la Secrétairerie d'Etat à l'Agriculture, aux Ressources Naturelles et au Développement rural;
- un représentant du CONADEP,
- trois membres représentant les employeurs;
- trois membres représentant les salariés.

Leur mandat est de deux ans et indéfiniment renouvelable.

Les représentants des pouvoirs publics sont choisis directement par Arrêté du Président à Vie de la République parmi les membres du personnel des Secrétaireries d'Etat et de l'organisme sus-cité.

Les représentants des employeurs et des salariés sont également nommés par Arrêté du Président à Vie de la République sur recommandation du Secrétaire d'Etat aux Affaires Sociales et choisis sur deux listes de 9 candidats respectivement présentées par les organisations patronales existantes, les fédérations de syndicats et les syndicats non fédérés légalement reconnus.

Le directeur de l'Institut National de Formation Professionnelle et le directeur du Centre Pilote de Formation Professionnelle participent avec voix consultative aux réunions du conseil d'administration.

Article 7.- Les attributions du conseil d'administration sont les suivantes:

- 1- Elire dans son sein tous les deux ans un président et un vice-président.
- 2- Etablir son règlement intérieur,
- 3- Approuver le rapport annuel présenté par chacun des directeurs.

4- Approuver les propositions de budget qui seront transmises au conseil d'administration de la taxe d'apprentissage.

5- Soumettre au département de rattachement toutes propositions nouvelles sur les les missions de l'un ou l'autre des établissements.

6- Faciliter et encourager les contacts entre les deux établissements et les divers secteurs de l'économie nationale.

Le conseil d'administration se réunit au minimum trois fois par an sur convocation de son président et, éventuellement, en session extraordinaire, soit à l'initiative de celui-ci, soit sur la demande écrite de la moitié de ses membres.

Le secrétariat du conseil d'administration est assuré alternativement par chacun des directeurs de l'Institut National de Formation Professionnelle et du Centre Pilote de Formation Professionnelle.

Article 8.- Le présent Décret abroge toutes lois ou dispositions de lois, tous décrets ou dispositions de décrets, tous décrets-lois ou dispositions de décrets-lois qui lui sont contraires et sera publié et exécuté à la diligence du Secrétaire d'Etat de l'Education Nationale.

Donné au Palais National, à Port-au-Prince, le 9 Octobre 1973,  
An 170ème de l'Indépendance.

Jean-Claude DUVALIER

Par le Président

Le Secrétaire d'Etat de l'Education Nationale:  
Edner BRUTUS

Le Secrétaire d'Etat des Affaires Sociales:  
Max A. ANTOINE

Le Secrétaire d'Etat des Finances et des Affaires Economiques:  
Emmanuel BROS

Le Secrétaire d'Etat de la Coordination et de l'Information:  
Paul BLANCHET

Le Secrétaire d'Etat de l'Intérieur et de la Défense Nationale:  
Breton NAZAIRE

Le Secrétaire d'Etat du Commerce et de l'Industrie:  
Dr. Serge FOURCAND

Le Secrétaire d'Etat des Affaires Etrangères et des Cultes:  
Dr. Adrien RAYMOND

Le Secrétaire d'Etat de la Justice:  
Me. Aurélien C. JEANTY

Le Secrétaire d'Etat de la Santé Publique et de la Population:  
Dr. Daniel BEAULIEU

Le Secrétaire d'Etat des Travaux Publics, des Transports et  
Communications:  
Ingénieur Pierre PETIT

Le Secrétaire d'Etat de l'Agriculture, des Ressources Naturelles  
et du Développement rural:  
Agronome Jaurès LEVEQUE

**PORTANT CREATION DE LA TAXE D'APPRENTISSAGE****DECRET****JEAN-CLAUDE DUVALIER****PRESIDENT A VIE DE LA REPUBLIQUE**

Vu les articles 49, 67, 68, 93, 144, 147 et 168 de la Constitution;

Vu le Décret du 26 Octobre 1961 sur l'organisation de l'Administration Générale des Contributions;

Vu le Décret du 9 Octobre 1973, créant un organisme d'Etat autonome dénommé Institut National de Formation Professionnelle et parallèlement à cet Institut, un Centre Pilote de Formation Professionnelle, en application de l'accord de coopération culturelle, scientifique, technique et économique, signé à Paris le 6 Juin 1973, entre le Gouvernement de la République Française et le Gouvernement de la République d'Haiti;

Vu le Décret de la Chambre Législative en date du 21 Septembre 1973, suspendant les garanties prévues aux articles 17, 18, 19, 20, 25, 31, 34, 48, 70, 71, 72, 93 (dernier alinéa), 95, 112, 113, 122 (deuxième alinéa), 125 (deuxième alinéa), 150, 151, 155, 193 et 198 de la Constitution et accordant Pleins Pouvoirs au Chef du Pouvoir Exécutif, pour Lui permettre de prendre jusqu'au deuxième lundi d'Avril 1974 par Décrets ayant force de Lois, toutes les mesures qu'il jugera nécessaires à la sauvegarde de l'intégrité du Territoire National et de la Souveraineté de l'Etat, à la consolidation de l'Ordre et de la Paix, au maintien de la stabilité politique, économique et financière de la Nation, à l'approfondissement du bien-être des populations rurales et urbaines, à la Défense des intérêts généraux de la République;

Considérant qu'en vue d'assurer le fonctionnement de cet organisme autonome, il convient de créer une taxe dite: "Taxe d'Apprentissage" à la charge exclusive de l'employeur;

Sur le rapport des Secrétaires d'Etat des Finances et des Affaires Economiques, de l'Education Nationale et des Affaires Sociales;

Et après délibération en Conseil des Secrétaires d'Etat;

**DECRETE**

**Article 1er.** - Dès la publication du présent Décret, il est créé une taxe dite "Taxe d'Apprentissage" dont le produit sera destiné au fonctionnement de l'Institut National de Formation Professionnelle et du Centre Pilote de Formation Professionnelle.

**Article 2.** - La taxe d'apprentissage qui est à la charge exclusive de l'employeur ou de l'exploitant, frappe au taux de un pour cent (1%) le montant total des dépenses de main-d'oeuvre (appointements, salaires et autres rétributions généralement quelconques) la valeur des produits et avantages en nature (nourriture, logement) et le montant des salaires, pourboires payés aux membres du personnel de l'entreprise astreinte au paiement de cette taxe.

Article 3.- Sont assujettis au paiement de la taxe d'apprentissage, les commerçants et industriels, les entreprises individuelles et sociétaires, associations, compagnies, les hôteliers, maternités et hôpitaux privés reconnus ou non d'utilité publique, les entrepreneurs de travaux, les contractants, les compagnies et agences d'assurances, de transports et de voyage, les agences de commerce, de manufactures et de change, ceux qui exercent une profession libérale ou toutes autres activités lucratives non commerciales: les avocats, médecins, notaires, ingénieurs, agronomes, arpenteurs, prêteurs à intérêts, les chantiers de construction privées, les institutions et établissements privés d'enseignement.

Article 4.- Sont affranchis de la taxe d'apprentissage:

- 1) les frais inhérents à l'organisation des cours de formation professionnelle;
- 2) les salaires des techniciens qui sont chargés à l'exclusion de tout autre travail de la formation professionnelle des apprentis;
- 3) les salaires payés aux apprentis.

Article 5.- Tous les contribuables astreints au paiement de la taxe d'apprentissage sont obligés, le 10 au plus tard de chaque mois, 1) de produire à l'Administration Générale des Contributions une déclaration indiquant les noms et prénoms des employés de l'entreprise, le montant des appointements, des salaires, indemnités et rétributions quelconques, la valeur des produits et des avantages en nature y compris les salaires. - pourboires alloués ou payés aux membres du personnel, et 2) d'acquitter la taxe d'apprentissage y relative.

Tout contrevenant aux dispositions du présent article paiera le montant de la taxe augmentée d'une surtaxe de 10% par mois ou fraction de mois de retard.

Article 6.- Les valeurs provenant de la perception de la taxe d'apprentissage seront versées à un compte spécial qui sera ouvert à la B.N.R.H. et, en raison du caractère social de l'affectation des fonds recueillis, l'Administration Générale des Contributions n'effectuera qu'un prélèvement de 5% sur les recettes perçues à ce titre.

Les fonds recueillis au titre de la taxe d'apprentissage seront gérés par un Conseil d'Administration tripartite (Pouvoirs, Publics, Employeurs, et Salariés), prévu à l'article 6 du Décret du 9 Octobre 1973 créant l'Institut National de Formation Professionnelle et le Centre Pilote de Formation Professionnelle.

Cependant les tirages sur ce compte seront effectués par chèques signés soit du Directeur Général de l'Institut National de Formation Professionnelle, soit du Directeur Général du Centre Pilote de Formation Professionnelle. Ces chèques seront contresignés par le Secrétaire d'Etat de l'Education Nationale.

Article 7.- Le présent Décret abroge toutes lois ou dispositions de lois, tous décrets ou dispositions de décrets, tous décrets-lois ou dispositions de décrets-lois qui lui sont contraires et sera publié et exécuté à la diligence des Secrétaires d'Etat des Finances et des Affaires Economiques, de l'Education Nationale et des Affaires Sociales, chacun en ce qui le concerne.

Donné au Palais National, à Port-au-Prince, le 27 Novembre 1973,  
An 170ème de l'Indépendance.

Jean-Claude DUVALIER

Par le Président