PD-AAQ 399

CLASSIFICATION

PROJECT EVALUATION SUMMARY (PES) – PART I

1. PROJECT TITLE: Resource Training Center (RTC)

2. PROJECT NUMBER: 521-0104

3. MISSION AID/W OFFICE: USAID/HAITI

4. EVALUATION NUMBER (Enter the number maintained by the reporting unit e.g., Country or AID/W Administrative Code, Fiscal Year, Serial No. beginning with No. 1 each FY):

X REGULAR EVALUATION ☐ SPECIAL EVALUATION

5. KEY PROJECT IMPLEMENTATION DATES

A. First PRO-AG or Equivalent	B. Final Obligation Expected	C. Final Input Delivery
FY 80	FY 85	FY 85

6. ESTIMATED PROJECT FUNDING

A. Host	$ 2,237,000
B. U.S.	$ 1,600,000

7. PERIOD COVERED BY EVALUATION

From (month/yr.): 1/83

To (month/yr.): 9/84

Date of Evaluation Review: 10/29/84

8. ACTION DECISIONS APPROVED BY MISSION OR AID/W OFFICE DIRECTOR

A. List decisions and/or unresolved issues, cite those items needing further study. (NOTE: Mission decisions which affect AID/W or regional office action should specify type of document, e.g., airgram, SPAR, PIO, which will present details to AID/W.)	B. NAME OF OFFICER RESPONSIBLE FOR ACTION	C. DATE ACTION TO BE COMPLETED
1. Extend PACD from 31 October 1984 to 31 January 1985 to allow for development of RTC within a new institutional setting.	PVD DRE MEN	31 Oct. 84
2. Negotiate agreement with MEN to amend project budget to permit remaining funds to be used to develop feasibility study for follow-on phase of project.	USAID MEN	31 Dec. 84
3. Contract for feasibility study including design of potential organization.	PVD Contractor	Jan. 85

9. INVENTORY OF DOCUMENTS TO BE REVISED PER ABOVE DECISIONS

- [X] Project Paper
- [ ] Financial Plan
- [ ] Logical Framework
- [X] Project Agreement
- [ ] Implementation Plan e.g., CPI Network
- [ ] PIO/T
- [ ] PIO/C
- [ ] PIO/P
- [ ] Other (Specify)
- [ ] Other (Specify)

10. ALTERNATIVE DECISIONS ON FUTURE OF PROJECT

- A. [ ] Continue Project Without Change
- B. [X] Change Project Design and/or [X] Change Implementation Plan
- C. [ ] Discontinue Project

11. PROJECT OFFICER AND HOST COUNTRY OR OTHER RANKING PARTICIPANTS AS APPROPRIATE (Names and Titles)

B. Heyman, PVD
N. Jean-Mary, DRE
D. Fischer, PVD

12. Mission/AID/W Office Director Approval

Signature: Phyllis Dichter

Type: Jerome French, Mission Director

Date:

AID 1330-16 (3-78)

13. Summary

The purpose of the Resource Training Center (RTC) project is to create an institution to develop and implement non-formal training programs for workers who are employed in rural infrastructure projects. This is a bilateral project with the Government of Haiti (GOH) as Grantee and with the RTC (in the Ministry of National Education (MEN)) as the implementing agency. The project spans four years (August 80-October 84) with an LOP funding of $2,237,000. USAID provided $1,600,000 of that amount and the GOH was to provide the balance from its own budget and PL 480 Title I proceeds.

The project has made progress in achieving the end of project conditions described in the Project Agreement, but these achievements have been costly. A fully staffed institution was envisaged which provides assistance to a majority of GOH institutions involved in rural development activities. It was expected that the trainees would have been employed by the client agencies for a minimum of one year. The RTC has been staffed, training programs of reasonably high quality have been delivered and an institution exists, which with additional assistance, could play an important role in upgrading the technical skills of rural Haitians required for successful implementation of development projects.

In fact, 276 people were trained and 17 courses were given. This compares favorably with the revised targets of 350 trainees and 25 courses.

From a technical standpoint, RTC's training methodology was found to be sound. Managers of client organizations interviewed were appreciative of the impact of the training experience on the performance of their workers. They also indicated their interest in using the RTC again to train employees who need skills upgraded. Trainees interviewed were also enthusiastic about the training courses, indicating that skills taught by RTC were applicable to their work. Interest in course sessions was high, as evidenced by the fact that absenteeism and tardiness were at a minimum. Trainees interviewed were almost unanimous in their praise for course instructors. Instructors explained course subject matter well, started classes on time, organized individual sessions in an effective manner and treated trainees with courtesy.

On the negative side, the USAID evaluation team was able to locate and interview only 126 of the 276 people trained. Of the 126 individuals interviewed, 44% (55) were employed and only 17% (22) were employed by the client organizations which were supposed to benefit from the training. Although the final evaluation was not designed to assess the developmental impact of the training programs on rural infrastructure projects, it is questionable whether such a small number of employed trainees could have had an effect sufficient to warrant the level of resources expended.

The project has been less successful with respect to employment promotion. About 44% of trainees surveyed (126) were working. Of that amount, only 17% are actually employed by the client organizations; 19% work elsewhere; and 8% work for themselves. With respect to career advancement, of the total number employed by client organizations, 6 received grade promotions, while 9 got salary raises averaging about $37 a month, since the time they attended RTC training courses.

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The progress achieved by the end of the project was significantly limited by a variety of factors, including: (a) overly ambitious objectives; (b) weaknesses in project design which undermined a key project assumption i.e. that client organizations could pay the major share of training costs; (c) less than fully satisfactory USAID monitoring/management; (d) the GOH's failure to completely meet its commitments; and (e) major confusion regarding the respective roles of the RTC and the technical assistance team. The impact of these factors help explain why project objectives were not fully met and why training costs (approximately $742 per hour of instruction or $58 per student hour 1983-84) were so high.

However, it should be recognized that materials and courses developed thus far can be used repeatedly and, therefore, one must judge the cost per hour on the basis of a capital investment. To that extent, the cost per hour easily could fall to a reasonable and acceptable level.

The two studies which were carried out for this final evaluation and which are attached as annexes to this PES detail the strengths and weaknesses of the project. Analysis of these findings suggests that a RTC in a different institutional setting could achieve significantly more positive results and thus warrant the exploration of a possible continuation of USAID support. In order to accomplish this, the following recommendations are made:

1. Extend PACD from 31 October 1984 to 31 January 1985 to allow for development of RTC within a new institutional setting.

2. Negotiate agreement with MEN to amend project budget to permit remaining funds to be used to develop feasibility study for follow-on phase of project.

3. Contract for feasibility study including design of potential organization.

14. Evaluation Methodology

This is an end-of-project evaluation in accordance with the project evaluation plan. It consists of three parts: 1) A financial and management audit conducted by Price Waterhouse Associates; 2) A USAID evaluation of RTC programs and 3) A Project Evaluation Summary.

The major objectives of the audit were: 1) to analyze the efficacy of project management and administrative systems and 2) to assess the cost effectiveness of project operations. Two consultants conducted the audit using RTC, USAID and PRAGMA documents and extensive interviews with key individuals. Their final document includes an analysis of the following: project objectives and weaknesses, constraints resulting from the mandates of the major parties, minimum prerequisites necessary for RTC to meet its objectives, and the financial performance of the organization. The report concludes with a detailed description of how the organization could be restructured in a way that would warrant USAID's continued support.

The purpose of the USAID evaluation was to assess the effectiveness of the RTC training program and to analyze the major elements of the training process.

Questionnaires were administered to managers of client agencies, trainers and trainees.

1) The objectives of the Trainer's Survey Questionnaire were to identify the professional and academic qualifications of trainers contracted by RTC to conduct training classes and to elicit their professional opinion with respect to the soundness of RTC's training methodology. Sixteen instructors were interviewed, representing 73% of the universe (22).

2) The Trainees Survey Questionnaire not only attempted to assess the relevance of course subject matter to trainees' jobs but also to measure the impact of the training experience on trainees' professional development (e.g., impact on grade promotion, salary raises, etc.). Surveyors were able to locate and administer questionnaires to 126 trainees, representing 45.6% of the universe (276).

3) Eight out of 9 managers of client organizations were interviewed to obtain their views on the performance of RTC staff and instructors.

The Project Evaluation Summary synthesizes and analyzes further the findings of the Price Waterhouse Associates audit and USAID conducted evaluation.

15. External Factors

During the LOP, there have been two primary external factors affecting project implementation. On the GOH side, the financial contribution from the MEN budget has been far less than agreed to, in part, because of the severe budgetary constraints imposed by the IMF, although this was compensated for by an increase in Title I funds. The small contribution from the MEN budget gave the GOH a small stake in the success of the project as evidenced by a series of inattentive ministers. Within USAID, staff turnover and delays in the arrival of replacements contributed to an unsatisfactory monitoring performance.

Were the Mission to continue supporting a modified RTC located in the private sector, it should be noted that an important change has occurred in GOH priorities which would have a positive impact on the prospects for close cooperation with the MEN. As a condition of negotiation for the World Bank's Project IV, the MEN is undergoing an important reorganization. Vocational education (formal and non-formal) has been made a priority area. Responsibility for its administration has been removed from the Secretary of State for Primary and Vocational Education and placed under the INFP (Institut National de Formation Professionnelle), a semi-autonomous agency within the MEN. These developments, along with an effective Minister who has made known his interest in accommodating USAID's concerns about the RTC project, suggest the real possibility of a fruitful, mutually beneficial collaboration in areas of common concern.

16. Inputs

1. Problems with Quality and Timeliness

The magnitude of inputs from AID, the GOH and the clients differed from what was envisaged in the original budget.

RESOURCE TRAINING CENTER (RTC)

COMPARATIVE TABLE OF CONTRIBUTIONS
PLANNED VS ACHIEVED GOALS

Contributions	Planned Budget	Achieved Budget (as of 31 July 84)	% Achieved vs Budget
From AID			
- CAF	$ 258,000	$ 165,336	64%
- PRAGMA	1,342,000	1,277,839	95%
	$1,600,000	$1,443,175	90%
From Counterpart			
- MEN	$ 83,000	$ 39,401	47.5%
- Title I	356,000	467,014	131.0%
	439,000	506,415	115.6%
- CLIENTS	198,000	38,568	19.5%
	637,000	544,983	85.6%
Total Contributions:	$2,237,000	$1,988,158	88.9%

AID provided $1,600,000 or 72% of the total budget for the project. Because the RTC did not carry out all of the training activities anticipated, it used only 64% of the funds foreseen in the original budget. PRAGMA used 95% of the funds budgeted for its services. Finally, of the total funds provided by AID to support the project, 85.5% went to PRAGMA.

The counterpart funding falls into three categories: MEN funds, Title I funds and client contributions. The MEN contribution was only 47.5% of what was expected. Title I funds exceeded those originally budgeted by 131%. The Project Paper stipulated that at least 75% of the costs associated with conducting the training courses would be borne by the client agencies. In fact, the client agencies covered only 19.5% of those costs.

There were four important miscalculations in the planning of the project which combined to have a negative effect on the disposition of funds. The person/months necessary for external technical assistance was greatly underestimated because it was incorrectly assumed that RTC would be able to quickly recruit local technicians to train as permanent staff members and that a significant number of local technicians could be hired as consultants. These factors help explain the large sum paid to PRAGMA, approximately $1,300,000, over the LOP. There was inadequate provision for

the difficulties which would necessarily accompany the institutionalization of a new entity, even under the best of circumstances. As is pointed out in the Mission evaluation and in the Price Waterhouse audit, the administration of the project has been its most glaring weakness. Using several alternative formulas, Price Waterhouse calculates that from 40% to 48% of RTC's expenditures were administrative as opposed to the direct development costs associated with course development and training and that 62% of the payroll went to administrative and support personnel. Finally, the high rate of employee turnover also was not anticipated.

All of these factors, in turn, affected the cost of training courses. Price Waterhouse calculates the average cost per hour of training for 1983-1984 (the lowest of the four years) to have been $742 as opposed to the $495 which would follow from the objectives laid out in the Project Paper. It should be added that even within the confines of an inefficient administrative support system, significant economies were achieved when the same course was repeated four times (POCHEP 1982). Using Price Waterhouse figures, it was shown that the average direct cost per hour dropped about 33% with each successive offering. Also, the repetition of courses lowered the more important average cost per hour per student as well as the average cost per hour. The average cost per hour for 1981-82 was $1,082. This works out to an average cost per hour per student of about $58. But these figures are only valid for the first offering. With repeated offerings of a course, these figures would drop dramatically as the development costs are amortized.

Finally, due to poor administration there was a high turnover of personnel which did not result in the most efficient use of project funds. The technical section of the RTC has lost six out of 14 employees over the four years. The cost of their training and salaries is about $148,500. Out of a total of 27 non-technical people, 10 employees have been lost. Approximately $63,500 were invested in their salaries. In sum, about $212,000 was spent on salaries and training of employees who were dismissed, put on indefinite leave or resigned.

2. Changes Needed in Type/Amount of Inputs

Price Waterhouse recommends an extension of the project for two years under a number of stringent conditions aimed at correcting the weakness they identified. It recommended that PRAGMA's contract be renewed and that its mandate be limited to technical assistance in training. Since the problems identified in the project devolve in large part from poor administration, it recommended that an administrative consultant, independent of PRAGMA, be retained to develop a system of internal control and follow-up. Although the Mission has decided to adopt a course of action which only partially accepts these recommendations, it is anticipated that the Price Waterhouse cost figures would hold. Price Waterhouse estimates that the average per hour cost of developing and implementing the training courses could be brought down to about $429 in the next two years. With an average attendance of 16 students per course, the resulting cost per student hour would drop to $26, with each repetition of the course lowering the cost per hour per student even further. This lower average cost per hour per student represents both the operational costs and the amortized development costs of giving a course.

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17. Outputs

The overall objective of the project is to improve the technical skills of workers involved in the implementation of rural development projects. The extent to which this objective is achieved depends, in part, on the number of training activities provided and their effectiveness.

The major targets fixed by the Project Agreement deal with the number of training activities. It was found in the Mid-Term Evaluation (Godfredson, Sayf, 1983) that these objectives were based on unrealistic expectations and their revision was advised. Although there was never an official amendment to the Project Agreement, an unofficial agreement was reached in May 1983, to readjust the targets for trainees and courses. These modified output targets have been reflected in subsequent Mission Quarterly Project Status Reports. The target of 700 trainees was adjusted to 350 and, in fact, 276 individuals were trained. The planned 40 courses was adjusted to 24 and, in fact, 17 courses were given. An additional seven were planned and were not given because of the clients' inability to pay for the courses. Finally, five assessments of client's training needs were expected and nine were carried out.

The number of trainees and courses compare favorably to the revised targets. Furthermore, particular progress has been shown in the last part of the project. In terms of number of training activities, the RTC's performance during the last 19 months either equals or surpasses that of the first two years of the project. This is all the more remarkable given the poor performance of the sections responsible for publicity and evaluation.

The failure to produce an important output stipulated in the Project Agreement rendered it very difficult for the USAID evaluation to assess the effectiveness of the training programs. It was stipulated that evaluations would be carried out for each training course which would focus on the adequacy of RTC's assistance, the trainees' performance during and after the course, and the impact on the client agency. While program assessments are part of RTC's training process and are performed on a routine basis at the end of each course, the monitoring of trainee performance over time and conducting impact evaluations did not become a part of the process, despite the repeated urgings of PRAGMA to improve and routinize course evaluation. Because of this major short-fall in project accomplishments, it was difficult to locate the trainees and measure training impact.

The trainee's survey questionnaire was administered to 126 trainees out of the total population of 276. Sixteen instructors out of a total of 22 and 8 out of 9 managers of client organizations were interviewed. The typical trainee had an average age of 33 years and 8 years of education. Of the trainees interviewed, 44% were employed with an average monthly salary of $127.74. Managers of client organizations gave RTC trainees high marks on job performance and, funding permitting, expressed their willingness to use the RTC again to train employees whose skills need upgrading. Almost three-quarters of the trainees interviewed stated that they were applying the skills they were taught in the training courses when they returned back to work. But, at the time of the survey, only 17% (22 trainees) were employed by the same client organizations that trained them.

The number of trainees and training courses would have to be increased significantly to achieve the purpose of the project.

18. Purpose

The project's purpose is to upgrade the technical skills of workers involved in the implementation of small scale rural infrastructure projects. The Project Agreement cites the following EOPS as indicators that the project has achieved its purposes.

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.

The RTC is fully staffed. But, as Price Waterhouse establishes, it is both improperly staffed and managed for the task at hand. Nevertheless, it was found that RTC does have the core staff that could be included in the type of restructured institution which they suggest should continue to receive AID support.

Despite poor administrative support, the technical section has managed to provide assistance to the major GOH institutions involved in a wide range of rural development activities. In addition, private cooperatives have been important clients. However, the low level of retention at the time of the survey raises questions about the impact of the assistance on rural development.

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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.

During the past six months, the MEN has been anxious to open discussions with USAID on this question. The Mission decided to postpone any discussion until after the final project evaluation had been completed.

3. At least two client agencies will have established internal training programs for sub-professional personnel.

This has not been done.

4. Trainees who have completed RTC training courses will be employed by the client agencies for a minimum of one year.

Routine follow-up of the impact of the courses on the trainees' employment was never done, although it was required in the Project and repeatedly urged by PRAGMA. Therefore, a simple analysis of trainee employment history based on data in RTC files was not possible. The USAID evaluation found that the average percentage of trainees still employed by the client organization at the time of the field survey to be 17%.

Taken together, the EOPS fixed by the Project Agreement were unrealistic, given the magnitude of the three concomitant tasks required during the four year LOP: 1) institution building, 2) technology transfer to enable curriculum development, and 3) the strengthening of the rural development organizations.

First, an institution within the MEN was to be created which would be flexible and production oriented. As designed, there is a built-in contradiction in this formulation. RTC is a project requiring an entrepreneurial spirit, but it has been directed by GOH personnel who have been content to observe less than satisfactory management practices.

Instead of an administration supporting training and course development, the raison d'être of the project, throughout the life of the project, one finds a management style in which authority proves itself through the arbitration of internal conflicts it has purposely generated or entertained. In such an organization there are no rewards for initiative and productivity.

This inherent contradiction in the project design was not fully appreciated by Price Waterhouse. They identified the wrong administrative "system" as one of the key problems. It is true that the administrative systems have been too rigid, but it is also a fact that none were applied. There was always a hiatus between the "system" and practice. In practice, RTC always has been managed according to a set of uncodified practices which favors arbitrary decision-making, unorthodox financial management and prevents the exercise of sound management control.

Because of the poor institutionalization, the level of technology transfer from the contractor to the technicians is not commensurate with the amount of financial inputs earmarked for training purposes. At the PACD, there is not an institutionalized cadre that is capable of carrying on without external assistance.

Finally, the training courses were to improve the client organization's ability to effectively manage and carry out their activities. As a result of the RTC efforts, it was assumed that the client organizations would be able to absorb development capital more efficiently. The level of disorganization of the client organizations and the fact that they might not be able to use the training effectively was not appreciated. This is reflected in the fact that 51 of the trainees surveyed were members of two private cooperatives (COOPEP and COOPACVOD) and not employees. POCHEP, a public institution under the jurisdiction of the Ministry of Health, also operates in this manner to a great extent, and accounts for another 29 trainees interviewed. These organizations are composed of a small core of managers who attempt to raise the productivity of cooperating constituents without pay. The fact that such a small percentage of trainees were still employed by the GOH agencies at the time of the survey should not be surprising. They have all experienced periodic funding shortages which directly effected their ability to offer employment.

19. Goal

The project's goal is to increase the income and standard of living of the rural poor in Haiti. The project did not make noticeable progress toward achieving that goal. The project's expectations of having a successful new institution fully developed and operational at the end of four years was clearly unrealistic. However, the nature and quality of the training provided to date, the apparent demand for services and the generally favorable reaction to the training on behalf of the trainees and recipient institutions do suggest that the project could contribute to goal achievement in a more appropriate institutional setting.

20. Beneficiaries

It was anticipated that both the workers and the GOH intitutions involved in rural development projects would be the direct beneficiaries of the project. Although short of the expected target, 276 workers completed training programs. The survey questionnaires suggest the relevance of the course to the trainee's work and their improved job performance. For reasons suggested above, the project has been less successful with respect to employment promotion. About 44% of the trainees surveyed were working. Only 17% were actually employed by the client organizations; 23% work elsewhere and 7% work for themselves.

Five GOH institutions benefited from a needs assessment which analyzed anticipated manpower needs, identified external and internal training resources and indicated required funding levels. Because of the low employment rate of trainees with the GOH agencies, benefits from the training were less than anticipated. However, it could be assumed that other institutions employing the trainees benefited. As was noted above, a high proportion of trainees were members of cooperatives or a cooperative-like institution and not employees.

22. Lessons Learned

While the project has had reasonable success in meeting some of its major objectives, several key deficiencies have prevented the project from more fully realizing its intended aims. The specific factors which are enumerated below are quite common to development projects and, while not particularly unique, bear repeating.

Validity of Project Assumptions

The project's success depended on the validity of several key assumptions. As is too often the case, there was a failure during project implementation to continue to test the validity of these assumptions. Perhaps the most critical assumption which turned out not to be valid was the view that client organizations would be in a position to pay for most of the costs of training. It became evident early in project implementation that public sector entities engaged in rural development activities, the primary client group for the RTC, would be unable to fully pay for project training, thus causing major problems in the RTC's operation. Apparently, little was done to take this into account.

Project Design

The project does not appear to have benefitted from AID's and other donors' considerable experience in similar training efforts. Project documentation does not reflect learning from AID's past successes or failures. This is most noteworthy with regard to the ambitious expectations for the project and the false assumption that client organizations could pay for their training. The project also suffered from a failure to operationally define the semi-autonomous nature of the RTC. Additionally, the project never adequately spelled out the roles and responsibilities of the contractor vis-à-vis the client organization. This blurring of lines of responsibility led to a less than fully productive relationship between the technical assistance team and the RTC.

Mission Management

This project has been managed by three USAID officials in three separate offices during the four years of project implementation. The frequent changes in Mission management, and consequent lack of continuity, had major negative impact on the project. The inadequacy of Mission monitoring is at least a partial explanation for several of the above cited problems, as well as others including, failure to fully act on recommendations of the mid-term evaluation, not completely following the evaluation plan (especially item 4 of the evaluation plan-impact on affected infrastructure projects), and finally, not acting early enough on the judgement that RTC Director was not the appropriate person for the job.

GOH Commitment

Finally, one must also note the failure of the GOH to fulfill its roles and responsibilities under the project. The MEN did not monitor closely enough the performance of the two RTC Directors whose management styles were very unsuitable to the nature of RTC's mission, resulting in counter productive internal staff conflict.

FINAL PROJECT EVALUATION

RESOURCE TRAINING CENTER

RTC, 521-0104

MISSION EVALUATION
USAID/HAITI/DRE/EVAL
OCTOBER 19, 1984

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I. EXECUTIVE SUMMARY

The Resource Training Center (RTC) is an institution that was created to develop and implement non-formal training programs for workers who are employed in rural infrastructure projects. This is a bilateral project with the Government of Haiti (GOH) as Grantee, acting through the Ministry of National Education (MEN) as the implementing agency. Since its inception, however, the Center has operated with considerable autonomy. This is a four-year project (August 80 - October 84), with an LOP funding of $2,421,440. USAID is supposed to provide $1,600,000 of that amount and the GOH the rest, from the development budget and PL 480 Title I proceeds. To date, on the eve of the PACD, the GOH has provided $509,400 to RTC, the lion's share coming from Title I funds, representing 62% of the amount programmed.

RTC performance toward the achievement of project targets was found to be mixed. On the positive side, 276 persons were trained, as compared to the 350 programmed (about 79%); 17 training courses were implemented, instead of 24 (about 71%); 9 needs analyses were conducted, as opposed to the 6 that were planned (an increase of 50%); the inventory of consultants and instructors was developed, but no inventory of facilities was communicated to the Mission; and the operating procedures manual was developed by PRAGMA, but unfortunately, it is not finalized and utilized by the technical staff on a routine basis.

On the negative side, only one of the four planned seminars in training program management was actually organized to assist client agencies to develop in-house capability for implementing para-professional training programs. With respect to evaluations, RTC's training process calls for assessing the impact of each training course conducted by RTC on trainees' career advancement and job performance. This element of the process has not been operational at all. RTC did contract a local research firm that evaluated two training courses in 1983 and 1984. Unfortunately, the firm's performance was disappointing and the findings yielded little useful technical information that could serve to render the program more effective. Finally, the reference center for curricula and instructional materials was never fully established and functioning in RTC, even though an RTC staff person was trained and designated as the reference center's coordinator.

RTC's training methodology was found to be sound. Managers of client organizations interviewed were overwhelmingly appreciative of the impact of the training experience on the on-the-job performance of their workers, indicated that such performance generally surpassed that of workers who were never trained, and expressed their willingness to use the RTC again to train employees who need skills upgrading, funding permitting. Trainees interviewed were also enthusiastic about the training courses, indicating that skills taught by RTC were generally applicable to their work. Interest in course sessions was high, as evidenced by the fact that absenteeism and tardiness were at a minimum. Only two trainees dropped out: one because of sickness; the other, because he had to go to Costa Rica for training. Trainees interviewed were almost unanimous in their praise of course instructors, who

explained course subject matter well, started classes on time, organized individual sessions in an effective manner and treated trainees with courtesy.

The project has not been too successful with respect to employment promotion. About 44% of trainees surveyed were working. Of that amount, only 17% are actually employed by the client organizations; 19% work elsewhere; and 8% work for themselves. With respect to career advancement, of the total number employed by client organizations, 6 received grade promotions, while 9 got salary raises averaging about $37 a month, since the time they assisted RTC training courses.

The gravest crisis currently confronting the project is the lack of institutionalization that occurred at the RTC. After almost four years of project operation, it cannot be said that the RTC can function independently of the Contractor's guidance and direct participation. A critical factor has been the lack of systematic training imparted to the technical staff, especially after the Center shutdown (May - July 1982), to familiarize new personnel with the training process and methodology. Though discrete responsibilities were assigned to each staff position, specific tasks were not attributed to each technician.

Another important factor has been the lack of emphasis put upon the installation and functioning of management systems to monitor the performance of technical operations throughout the training process. Attempts made by the Contractor along these lines were resisted by the technical staff who perceived such initiatives as a means to control their activities, thus limiting their flexibility and creativity.

Finally, the evaluation found a basic problem in the project design. On the one hand, the project is targeting public agencies, private cooperatives and local, rural organizations and associations as clients, all the while insisting that those same institutions must pay at least 75% of the direct training costs, which on the other hand are the ones most deficient of funds, or periodically facing funding shortages. Should the Mission still persist in targeting those groups in the future, then it should assist the RTC in engaging in more lucrative undertakings (e.g. branching out in the private sector) in order to improve the cost effectiveness of RTC operations. More fundamentally, the Mission must be willing to use RTC's training expertise in all the projects it finances in one way or another, if the RTC is to ultimately survive as an institution.

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II. MAJOR RECOMMENDATIONS

A. RTC Productivity

RTC should focus on identifying and contacting new potential client organizations. In addition to continuing establishing one-on-one contact, the Center should also consider the feasibility of placing advertising spots on radio stations, on Channel 8 and the newspapers. Moreover, RTC should expand its clientele to include the private enterprise market to improve the cost effectiveness of project operations. As a first step, RTC should contact the Les Cayes-based steam boiling plants as quickly as possible in order to implement the training course requested over three months ago.

B. RTC Structure

The Documentation Center should be integrated into the Marketing unit and the latter should be transferred back to the technical section.

C. Program Effectiveness

1. Program Profile. RTC should take all necessary measures to make the components of monitoring trainees' performance and impact evaluation fully operational.

2. Employment Promotion and Career Advancement. This aspect of the project should be more emphasized. RTC is urged to be more discriminating in selecting clients that can guarantee work for trainees for a minimum period of time. The donor agency, for its part, either has to channel funds to the target organizations (e.g. coops, community councils, local associations, regional authorities, etc.) to promote employment and retention of trainees, or encourage RTC to target other markets.

3. File System. RTC is urged to centralize its file system. At the unit level, it is recommended that documents be classified by sub-activities. A face sheet inside each file folder is also recommended to summarize content, mention steps in the training process omitted and provide cross-reference information to other files.

D. Institutionalization

1. The Contractor should assist RTC in the installation and functioning of a management system to monitor performance throughout the training process by discrete technical tasks, technical unit and training activity (e.g. needs assessment, training, conference, etc.). RTC should also require client organizations to set up and maintain a record keeping system to monitor trainees' performance on-the-job over time, and keep informed of the whereabouts and activities of ex-employees who were trained by the organization, to the extent practicable.

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2. Training should be provided in a systematic manner to technical staff. Several months of intensive training are recommended to focus on specific tasks assigned to each staff person, on following procedures, forms utilization and how to effectively produce the reports called for in the Technical Procedures Manual.

3. Training Implementation Plans should be jointly developed by the Director and Contractor on a periodic basis (e.g. on an annual or biannual basis), identifying clear objectives, discrete tasks to be performed, definite time schedules and the nature and level of administrative support required for their successful implementation.

4. The nature and scope of the Contractor's institutional role should be clearly stated in project documents. Also to be specified are the Contractor's discrete training activities, with established time tables against which to evaluate progress status of their achievement. Specification of the Contractor's responsibilities will thus serve as the basis of the periodic Training Implementation Plans referred to in the preceding paragraph.

5. The sub-contracting mechanism whereby PRAGMA acts as the only authorized contracting agent for RTC with respect to technical services, should be abolished, it being another source of contention between the Director and Contractor. Responsibility for contracting of non-training technical services (e.g. administration, accounting, etc.) can be assumed by the Director's Office, subject to USAID guidance.

E. Project Administration

1. The Mission should reassume supervisory functions of the project by exercising its right to be consulted, to review and concur with major policy decisions taken by the RTC Director, particularly with respect to the transfer of personnel from one unit to another, modification and/or transformation of the organization structure, and personnel disciplinary actions where clear-cut justification of malfeasance has not been demonstrated.

2. The feature calling for the development of a budget for each phase of the training process should be rendered fully operational and the major contractual commitments between RTC and client organizations (like the ADEX) should be submitted to USAID for information and/or comment. In addition, RTC should make available to concerned Mission personnel the PL 480 Title I reports describing the nature and costs of activities funded by that account, on a quarterly basis.

3. It is recommended that Mission not allow a contractor to design, develop and implement a project during its formative years in the future, for fear that such a policy might foster a sense of ownership of the project on the part of the contractor. Mission should follow established project development procedures and not bring the contractor on board until after the signing of the Project Agreement.

III. EVALUATION METHODOLOGY

This end-of-project evaluation is in accordance with the project evaluation plan. Its objectives are to assess the effectivenes of the RTC training program and analyze the major elements of the training process. The period under study spans from January 1983 to the present, since project performance during prior years (1980 - 1982) was thoroughly analyzed by Drs. Abou-Sayf and Godfredsen in the 1983 mid-term project evaluation.

Questionnaires were administered to managers of client agencies, trainers and trainees in order to assess the effectiveness of the training program:

a. Trainers Survey Questionnaire. The objectives of the Trainers Survey Questionnaire were to identify the professional and academic qualifications of the trainers contracted by RTC to conduct the training classes and to elicit their professional opinion with respect to the soundness of RTC's training methodology. Sixteen instructors were interviewed, representing 73% of the universe (22). It took about 15 minutes to administer a questionnaire, on the average. (See Annex A).

b. Trainees Survey Questionnaire. The Trainees Survey Questionnaire not only attempted to assess the relevance of course subject matter to trainees' jobs but also to measure the impact of the training experience on trainees' professional development (e.g., impact on grade promotion, salary raises, etc.). Surveyors were able to locate and administer questionnaires to 126 trainees, representing 45.6% of the universe (276). Each interview took about twenty minutes to complete, on the average. (See Annex B).

c. Institution Survey Questionnaire. Managers of client organizations were interviewed to obtain their views on the performance of RTC staff and instructors. Attempts were also made to determine the amount of their financial counterpart contributions. Questionnaires were administered to 8 out of 9 managers. Interviews lasted about 20 minutes each, on the average. (See Annex C).

The evaluation team included two locally contracted surveyors who effectuated field visits from July 17 to August 8. Nine towns were chosen as central sites to interview trainees coming from smaller nearby localities. Table III.1 (next page) identifies the town, the number of trainees interviewed, the course subject and the name of the client organization. It was relatively easy for the surveyors to interview trainees who were sponsored by public agencies such as ODN, ODPG and ODVA because as employees of these organizations, they resided in nearby areas. The same situation obtained for those of COOPACVOD who are members of that cooperative and reside in the neighborhood.

TABLE III.1

Locality	Trainees Interviewed	Client Organization	Training Course
Port-au-Prince	5	COOPEP	Poultry raising and Cooperative Management
Port-au-Prince	5	SNEP	Water Quality Control and Pumping Stations Maintenance
Croix-des-Bouquets	17	COOPEP	Poultry Raising and Cooperative Management
St. Marc	14	POCHEP	Water Systems Installation and Maintenance
Gonaives	15	ODVA	Gabions
Gonaives	7	ODPG	Vehicle Repair and Maintenance
Cap-Haitien	11	ODN	Plumbing
Dondon	23	COOPACVOD	Cooperative Management and Leadership Skills
Petit-Goâve	14	POCHEP	Water Systems Installation and Maintenance
St. Louis du Sud	7	POCHEP	Water Systems Installation and Maintenance
Port Salut	8	POCHEP	Water Systems Installation and Maintenance.

It proved to be considerably more difficult to locate and administer questionnaires to COOPEP and POCHEP trainees. For one thing, they were scattered all throughout the country, often residing in isolated places, and the sponsoring agencies either did not know where exactly to contact them or did not have the logistics means to do so. Even though three local radio stations broadcasted announces (free of charge) requesting those trainees to meet the surveyors at a specified time and place with a promise to reimburse their transportation costs, many did not show up at the rendez-vous sites. Thus, the surveyors had to tract them down one-by-one to interview them.

The managers of the client organizations were in the main helpful in gathering trainees at their local to be interviewed (except for the COOPEP and POCHEP cases mentioned in the previous paragraph), and were all obliging by making themselves available to be interviewed by the surveyors. As course instructors were scattered throughout different localities, the evaluation team had to set up interview dates with them in the field, whenever the occasion presented itself.

Two general observations are worth underscoring with respect to survey methodology. The first is that many of the RTC courses were actually implemented during 1981 and 1982. The two to three years interval caused some difficulty for managers, instructors and especially trainees to accurately recall information that was solicited. In addition, trainees and managers were not as useful as they could have been in assessing the performance of RTC personnel and course instructors. With respect to trainees, it appears that they were somewhat limited in their ability to pass informed judgment with regard to the adequacy of course design and content and the quality of instructors' pedagogical methods. The managers, for their part, were found to be neither knowledgeable nor interested enough in the technology of professional training to be of constructive assistance. As a matter of fact, many of them did not attend training sessions.

The project evaluator spent about two weeks interviewing RTC and PRAGMA personnel, in order to identify and analyze the major elements of the training process. Course files were also consulted in order to ascertain if procedures were followed as established in the Technical Manual and if the required documents were produced. Countless meetings were also held with the PRAGMA Chief-of-Party to situate the role of the Contractor in the process and to evaluate performance to date, in light of its contractual obligations.

The project evaluator, an FSN employee who is the assistant to the Mission Evaluation Officer, was in charge of the evaluation. He was responsible for the design and development of survey instruments, logistics arrangements and supervised the work of the surveyors. He is solely responsible for data analysis and writing of the evaluation report. He wishes to acknowledge the contributions made by the two local contractors who carried out the field surveys; the project manager, an FSN employee, who provided continuous on-the-spot support; the Director and staff of RTC who were always friendly and cooperative; and the PRAGMA Chief-of-Party who gave unstintingly of his time and energy in satisfying information needs. Last but not least, thanks are due to Ms. Chantal Woolley, DRE Secretary for typing the drafts of the evaluation report, and Mrs. Mireille Colin, DRE Program Assistant, for providing WANG support services.

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IV. THE PROJECT

The definitive text establishing the project's goal, purpose, outputs and RTC's organizational structure is to be found in Annex I of the Project Grant Agreement, August 29, 1980.

A. Project Goal and Purpose

The goal of the project is to contribute to increased income and standard of living of the rural poor in Haiti. The purpose is to upgrade the technical skills of workers involved in the implementation of small scale rural infrastructure projects, such as: labor intensive rural road construction and maintenance, small irrigation works, potable water/sanitation systems, soil conservation and forestry projects.

The vehicle for achieving this purpose is through the creation and functioning of the Resource Training Center (RTC), a GOH in-house consulting unit providing the human and financial resources required to impart the desired training in an appropriate fashion, at desired locations, and on a timely basis. Training is provided to unskilled and semi-skilled Haitians who will then be able to function as construction supervisors, foremen, water masters, ditchriders, surveyors, masons, and other sub-professional technicians necessary for the effective implementation of rural infrastructure projects.

The RTC is a semi-autonomous institution attached to the Ministry of National Education (MEN), located at the site of the Institut National de Formation Professionnelle (INFP). It was designed to maintain a limited technical staff, and to draw on a roster of specialized experts and instructors to help design or conduct specific training courses.

The training strategy is project specific. Individuals are trained to work with existing programs and whenever possible, trainees 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 continuous program to supply skilled and semi-skilled technicians for future projects.

Candidate client agencies will have to satisfy the following eligibility criteria to receive technical and financial assistance from RTC:

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 areas;

3. the trained technicians will be subsequently employed for a period of time commensurate to the training investment (at least a year);

4. adequate salaries will be paid in order to guarantee the employees' loyalty to the agencies' projects;

5. the client agency will assign permanent staff as counterpart, to manage and coordinate the training with RTC staff; and

6. client agencies are expected to finance the total costs of training courses provided by the RTC. However, if it is determined that the client agencies are not able to meet those costs, AID will subsidize up to 25% of the direct training costs.

B. Outputs

The original project outputs, appearing in Annex I of the Project Agreement were as follows:

1. At least 700 persons trained in sub-professional skills;

2. at least five training needs assessments conducted for GOH agencies. Each assessment is to analyse 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 RTC staff. These services include: designed courses to fit clients' skill requirements, development of curriculum and instructional materials, 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 (±40), focusing on the adequacy of RTC's assistance, the trainees' performance during and after the course, and impact on the client agency;

5. at least four seminars in training program management organized to assist client agencies in developing 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 established in RTC;

8. an operating procedures manual prepared and utilized by RTC staff; and

9. a formal proposal prepared with a view to formalize RTC's role in the Haitian educational sector.

On the recommendation of the mid-term evaluation, some of the outputs were subsequently scaled down, having been judged to be originally too ambitious. The revised targets are as follows:

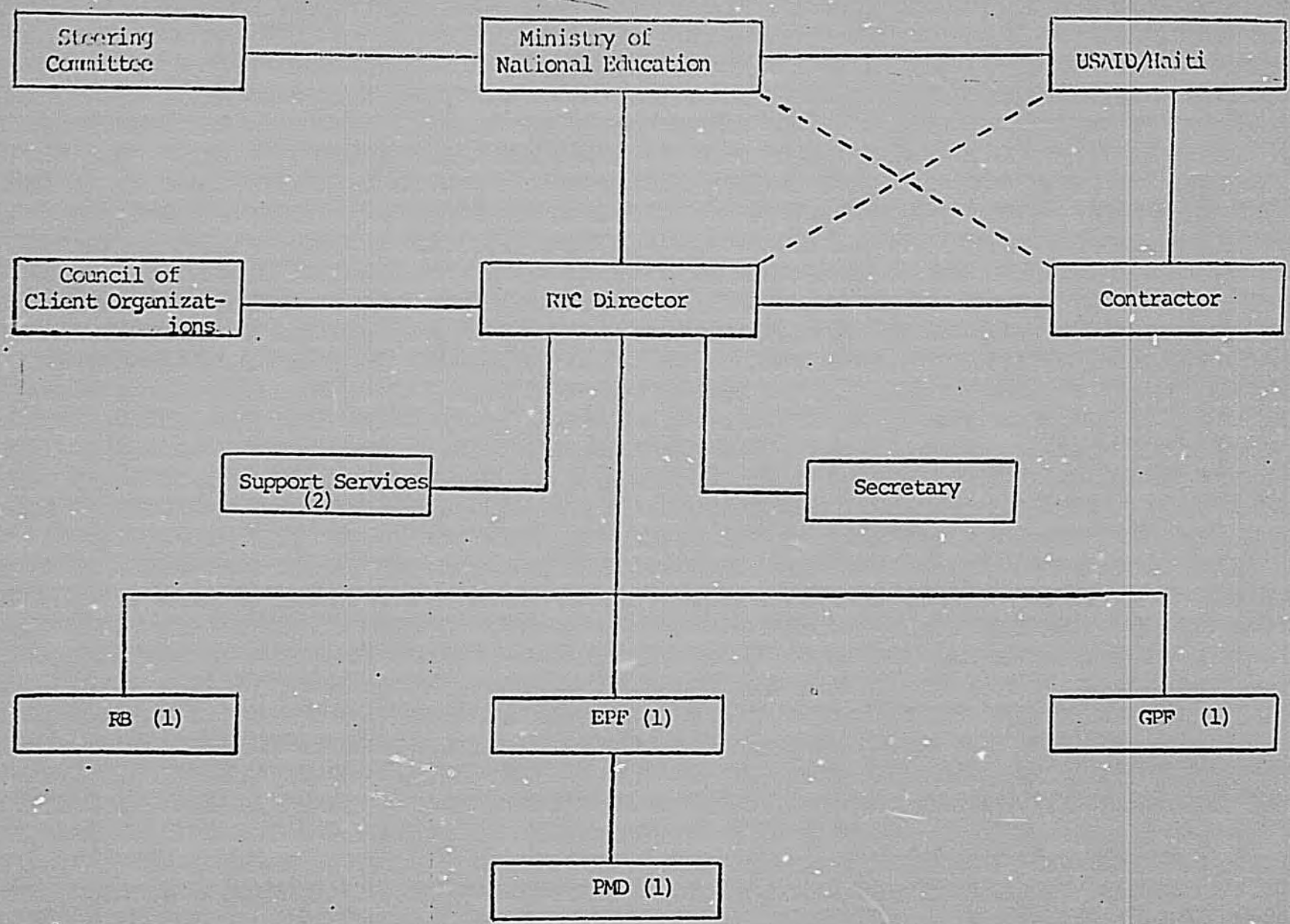
1) 350 persons trained (instead of 700),
2) 24 training courses designed and conducted (as apposed to 40),
3) 24 evaluations conducted (compared to 40), and
4) the number of training needs assessments was increased to 6.

C. RTC Organizational Structure and Training Process

The mid-term project evaluation (Abou-Sayf, Godfredsen, September 83) thoroughly described RTC's organizational structure and training process. This presentation will therefore limit itself to a summary of the most salient points that appeared therein and to an update of the information, whenever applicable.

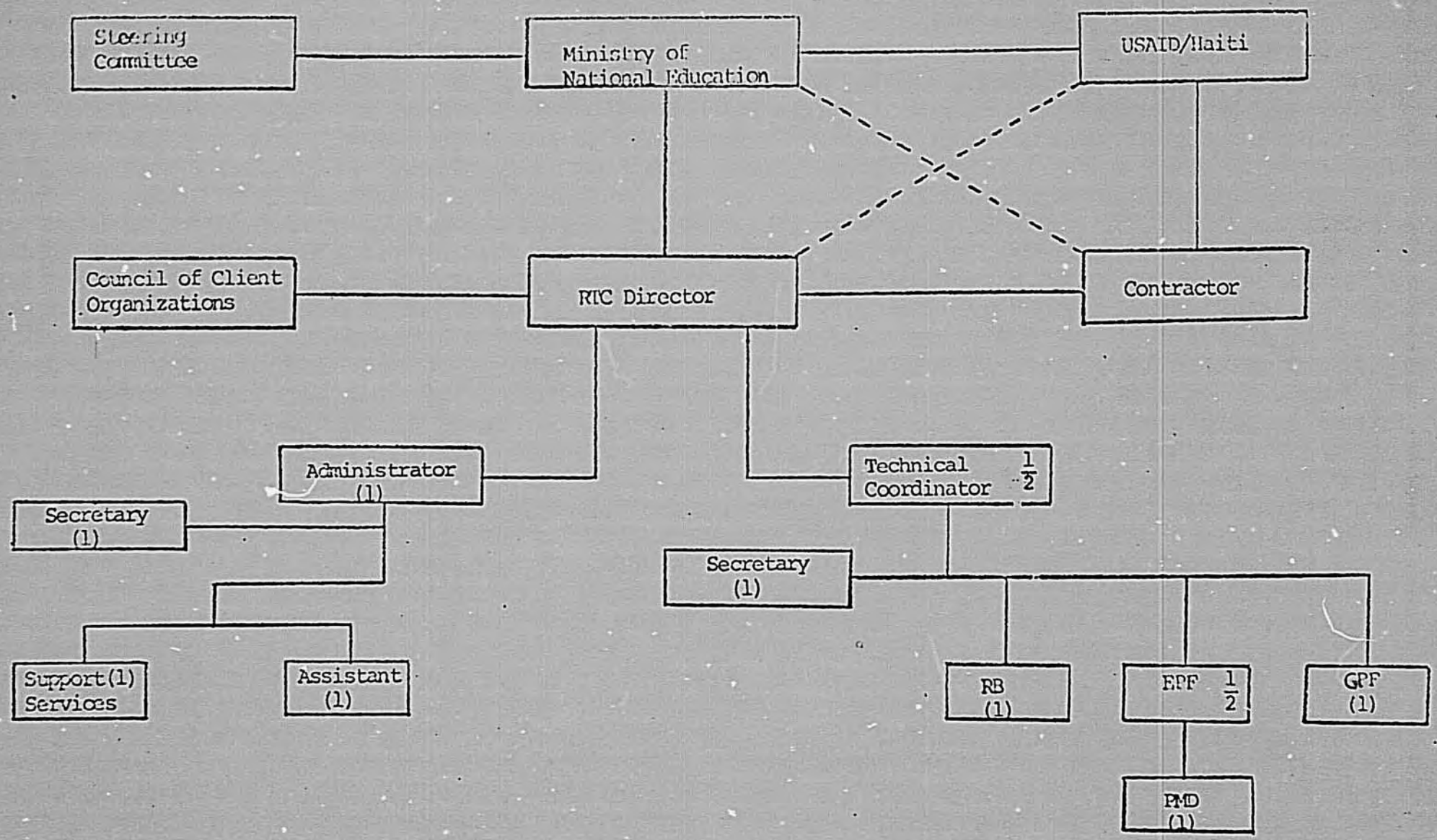
1. RTC Overall Structure. Figures C-I, C-II and C-III appearing on the following pages, describe RTC's organizational structure for the three following time periods, respectively: 1) the first twenty-one months of project operation, from the start-up date of August 1980 to May 1982, when the Center was temporarily shut down; 2) the six months transitional period from July 1982 (when the Center was re-opened) until January 1983, with the then MEN Director General Kernizan acting as project manager ad interim; and 3) the current period, from January 1983, when the new Director assumed office, until the present time. The number between parentheses inside each box gives a head count of the personnel in that unit.

FIGURE C-I



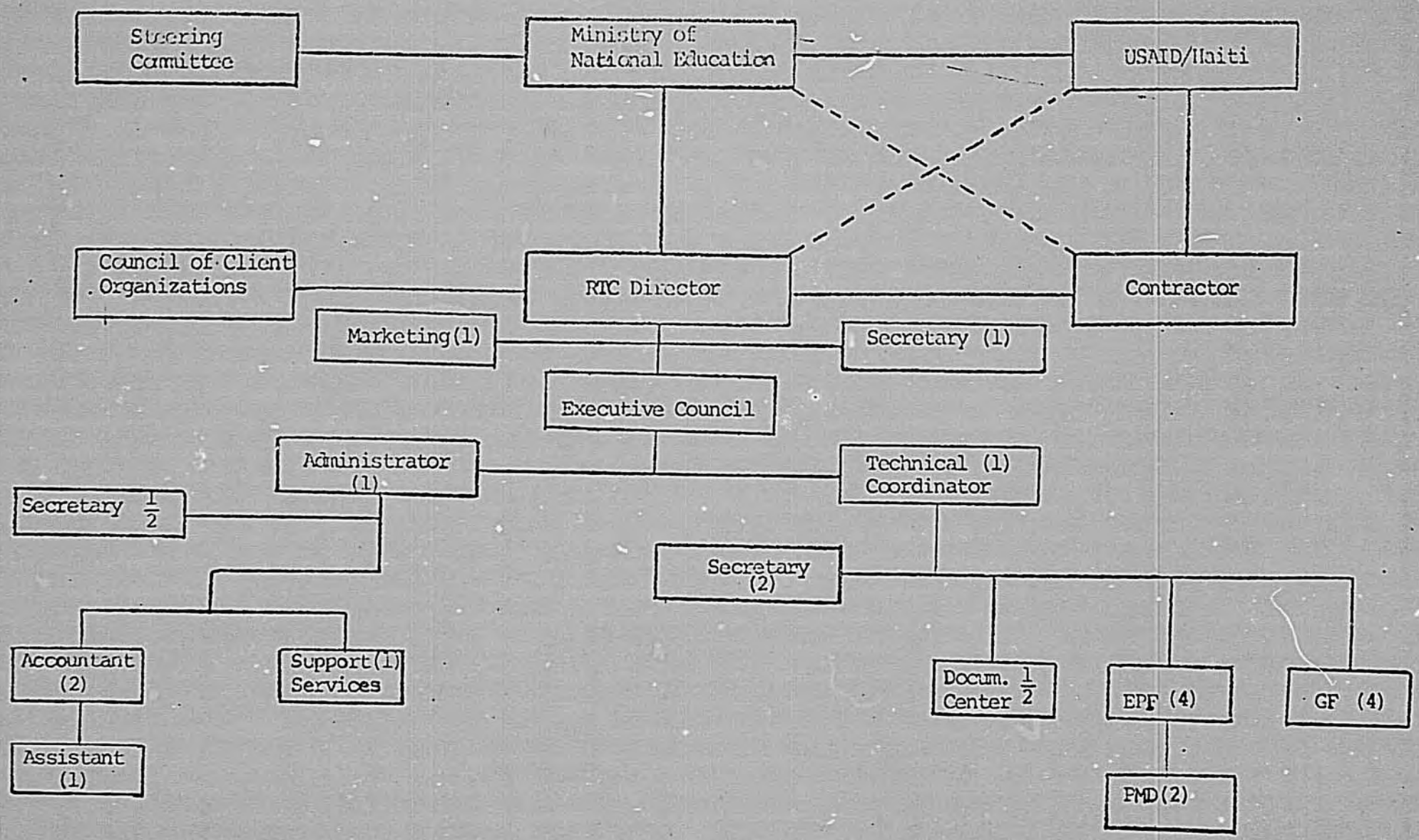
Original overall structure of the RTC
from project start-up date
to May 1982

FIGURE C-II



RTC Organization Structure
from July 1982 to January 1983

FIGURE C-III



RTC Organization Structure
from January 1983 to June '84

The Ministry of National Education (MEN) remained throughout the titular Government head of the RTC. Though the Steering Committee and the Council of Client Organizations are mentioned in all three Organization Charts, they are more nominal than operational in character. The 1983 mid-term evaluation found the contributions of those advisory bodies disappointing. The Council of Client Organizations is yet to be formed and the Steering Committee, composed of representatives from the Ministries of Education, Agriculture, Planning and Social Affairs, and the directors of two client organizations did not have any additional meetings since the three mentioned by the evaluation report, as compared to the twelve meetings programmed (three meetings per year were called for in the Project Agreement).

The role of the Contractor underwent some changes. During the first twenty-one months, the Contractor functioned literally as the head of GF, the training course implementation and evaluation unit, going to the field to monitor and supervise the performance of course instructors and other contractors, and writing reports. After July 1982, the Contractor's role was limited to the more traditional task of rendering training and technical assistance upon the request of the Director's Office, though the Contractor still performed needs assessments, due to the lack of available RTC personnel trained to conduct that particularly sophisticated analysis.

Starting with the beginning of the transition period (see Figure C-II) can be seen the development of the administrative side of the RTC, resulting in a definite bifurcation of the administrative and technical sections. The technical section also underwent a modification of its own between the transitional and current time periods (see Figures C-II & C-III). The RB unit (Ressources et Besoins) was eliminated altogether: marketing and public relations functions and personnel were transferred to the Director's Office, while needs analyses became the responsibility of GF. Finally, in Figure C-III can be seen the emergence of the Executive Council and the Documentation Center. The Council is a non-official, quasi-permanent body composed of the RTC Director, the Technical Coordinator and the Contractor, which is supposed to formulate major RTC technical policy decisions.

2. RTC Technical Units and Training Process. During the first 27 months of project operation (August 1980 - January 83), the technical section was divided into three units: RB, GPF, and EPF (with PMD as a sub-unit). Sometime after the current Director took office, RB was eliminated and its functions and personnel were transferred to the new Marketing Unit (now part of the Director's Office), GF and the Documentation Center, as already stated in the previous section. Tables IV.1 and IV.2 (next pages) give tabular presentations of the responsibilities of the various technical units and the redistribution of tasks after the elimination of the RB unit.

TABLE IV.1

RESPONSIBILITIES OF THE TECHNICAL SECTION (August 1980 - January 1983)

Subsection	Responsibilities	Sequential Order
RB	General publicity and public relations	Continuous
	Initial contact with client	1
	Training needs assessment	2
	Preparation of course proposal	3
	Discussion of course proposal with client	4
	Finalizing of Memorandum of Agreement with Client	5
	Long-term evaluation of Haitian program effectiveness	13
	Establishment and maintenance of technical personnel roster	Continuous
	Establishment and maintenance of training material resource center	Continuous
EPF	Curriculum Development	6
	Preparation of training materials	7
	Selection of instructors	8
	Selection of trainees	9
	Training of instructors	10
	Pedagogical supervision of training course	11*
	Immediate course evaluation	12
GPF	Logistical arrangements for training courses	6-11
	Fiscal transactions of training courses	11*
	Management supervision of training courses	11*

* Activities having the same sequential order are conducted concurrently.

TABLE IV.2

RESPONSIBILITIES OF THE TECHNICAL SECTION (January 1983 - Present)

Subsection	Responsibilities	Sequential Order
Marketing	** General Publicity and Public relations	Continuous
	** Initial contact with client	1
	** Training needs assessment	2
	** Preparation of course proposal	3
	** Discussion of course proposal with client	4
	** Finalizing of Memorandum of Agreement with client	5
EPF	No change	6-12
GF	Logistical arrangements for training courses	6-10
	Fiscal transactions for training courses	11*
	Management supervision of courses	11*
	** Long-term evaluation of training program effectiveness	13
Documentation Center	** Establishment and maintenance of technical personnel roster	Continuous
	** Establishment and maintenance of training materials resource center	Continuous

* Activities having the same sequential order are conducted concurrently.

** Activities transferred from RB to other subsections.

a) Resources and Needs (RB, Ressources et Besoins)/Marketing Unit. This subsection or unit provides the interface between the RTC and the potential client organizations. Discrete tasks consist in the identification of RTC clients, the assessment of their training needs, the preparation and discussion of the training course proposal with the client and the finalization of the Memorandum of Agreement with the client organization, fixing the nature and scope of the training activities to be implemented by RTC. The results of the needs analyses then become the bases for the curriculum development efforts. As can be seen in Table IV.2, those tasks just mentioned were transferred to the Marketing unit (composed of one person).

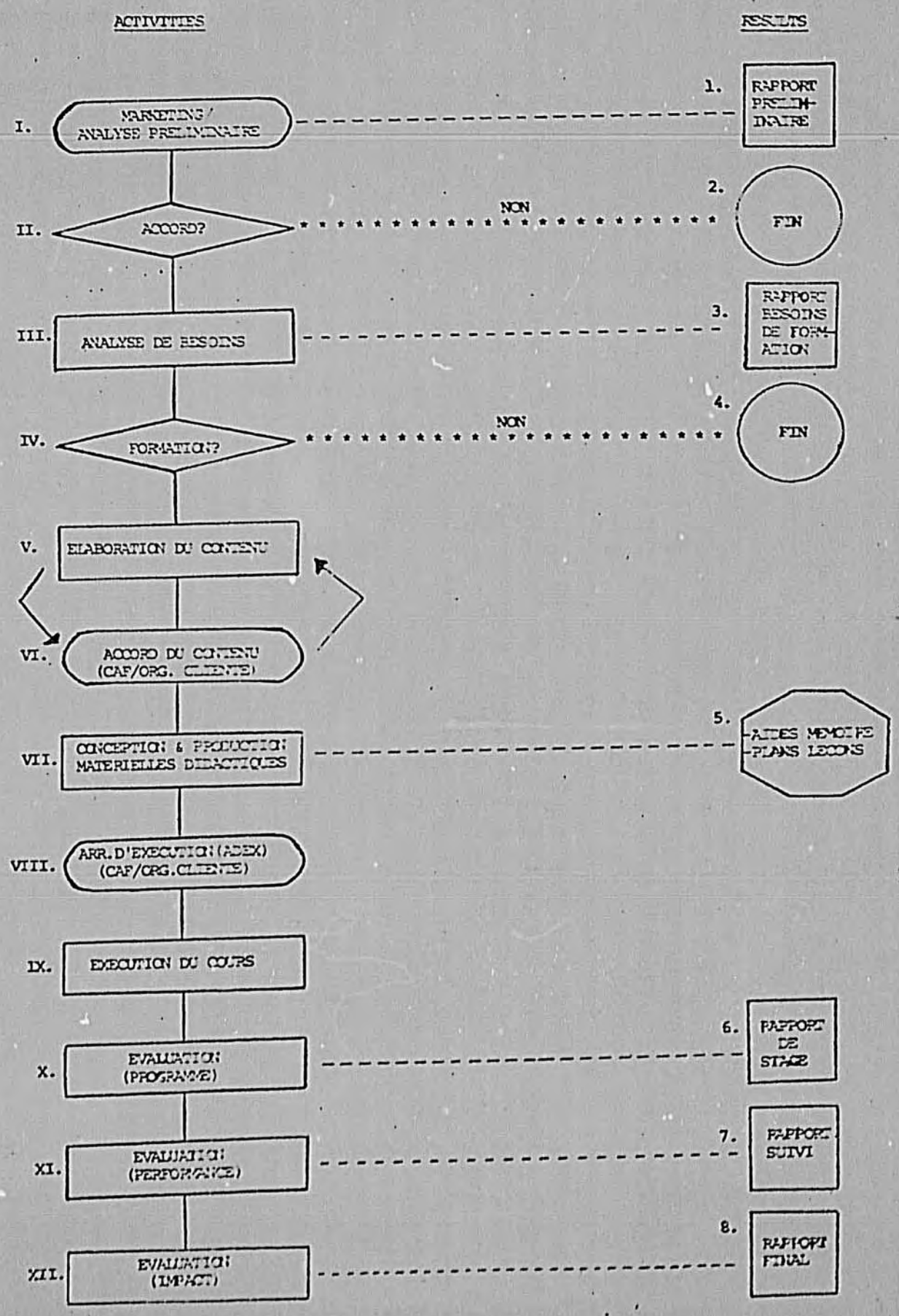
b) Development of Training Courses (Elaboration des Programmes de Formation, EPF). Once the Memorandum of Agreement is signed, the EPF unit takes over. One of the duties of this unit is to select candidate trainees through the administration of entrance tests. The next step is to develop the training course, taking into account the intellectual and technical competency levels of the candidates and the needs assessment study already conducted. Once the curriculum and instruction materials have been designed and developed, the materials are produced by the Training Materials Production sub-unit of EPF (Production de Matériels Didactiques, PMD). EPF is also responsible for the selection and training of the course instructors RTC contracts to conduct the courses. At the end of the course, EPF personnel solicit the views of trainees, instructors and the client organizations with respect to the quality of the course, thus providing feedback for subsequent course development. This Unit currently is composed of two persons.

c) Training Course Implementation and Supervision (Gestion des Programmes de Formation, GPF). Once the materials are produced and teachers have been trained, this unit takes over to implement the training course. It selects the training site, contracts the logistics coordinator (Gestionnaire Résident) to coordinate logistical arrangements in the field (e.g. procurement of supplies, materials, transportation and lodging of trainees, etc.) and finalizes contractual arrangements with the client (Arrangements D'Exécution, ADEX). It also monitors the performance of trainees and instructors through a series of field visits to ensure that the course proceeds smoothly.

d) RTC Training Process. Figure C-IV (next page) presents a flow chart providing a walk-through of RTC's lengthy training process, with activities appearing on the left and their results, on the right. Differentiation is also made on the left-hand side between the nature of the activities. For example, marketing (step I), agreement on training course content (step VI) and training course implementation arrangements (step VIII) activities are encased within the convex-rectangular shape to indicate their procedural nature, as opposed to the technical (steps III, V, VII, IX through XII) or action-oriented activities (steps II, and IV). Likewise, differentiation is made between output elements on the "Results" side. Thus, termination of the process is denoted by circles (steps 2 and 4); reports, by squares (1,3, 6-8); and technical documents by the octagon (step 5).

FIGURE C-IV

RTC TRAINING PROCESS



Each discrete training course has to be tailor-made to meet the technical requirements of the client. That is why steps II, IV, and VIII involving consultation, discussion and agreement of training activities between RTC and the client organization are critical features of the process. Another key feature is RTC's flexible approach to training activities. There are five ways that RTC can make an intervention:

1) it can conduct needs assessments to identify training needs to allow the institutions themselves to develop their own training program and to train their own personnel;

2) alternatively, it can both conduct the needs assessment and implement the training program;

3) it can upgrade the internal training capability of the client organization by training the trainers of the institution;

4) it can implement a training course without participating in the initial stages of needs assessment analyses and course development; or

5) it can conduct seminars to facilitate information and experience sharing among employees of several organizations active in the same development field.

Because the technology of training is so underdeveloped in Haiti and because of lack of financial resources, the majority of RTC's activities has been concentrated in the implementation of 17 training courses from the ground up (number 2, above). This total would have been much larger, reaching 23 if there weren't six training courses that were stopped for a variety of reasons, the most common being lack of financial resources preventing client organizations from honoring their contractual, counterpart financial obligations. Of the nine needs assessments conducted, only two did not result in follow-on training courses (ONAAC and ODBFA). Finally, only one conference was conducted, for COOPEP (see Table V.1, next section, for details).

Another noteworthy feature of the RTC training process is that it combines theoretical with practical knowledge transfer. Classroom sessions provide trainees with a conceptual framework of their jobs and the theoretical justification for doing them well, while the hands-on experience performed under actual field conditions give them the opportunity to upgrade their technical skills. Finally, the RTC training process also includes an evaluation feature that not only monitors the performance of trainees at 3, 6, and 9 months intervals after the end of the training course, but also evaluates the impact of the course on the job performance of the trainees and recommends remedial actions to redress the situation, if necessary, (see Figure C-IV, steps XI and XII).

V. EVALUATION FINDINGS AND RECOMMENDATIONS

A. RTC Productivity

Table V.1 below gives a comparative distribution of RTC training activities during three time periods: the first 21 months of project operation, the 6 months transitional period and the 19 months presided over by the current Director.

TABLE V.1

A TIME PERIOD	B NEEDS ASSESSMENTS	C MATERIALS DEVELOPED	D COURSES CONDUCTED	E CONFERENCES CONDUCTED
Aug.29,80 - May 14,82	3	5	5	0
Jul.10,82 - Jan. 1,83	1	4	2	0
Jan. 1,83 - Sep.30,84	5	5	10	1
Total Activities	9	14	17	1

*/ Inclusion in a time period was based on the termination date of the activity.

The year 1981 was a productive one for RTC. During that period, the RTC conducted 3 needs analyses, developed and implemented 5 training courses. The following year, however, proved to be disappointing. For one thing, the Center was closed down for two months (May - July) and interpersonal relations deteriorated to such an extent for the period leading to the shut-down (January-May 82) that there were no training activities undertaken during the 5-month period. Despite these difficulties, the Center was able to implement 2 training courses, conduct one needs assessment, and develop materials for 4 courses during the six-month transitional period (July 82-January 83). RTC's performance during the last 19 months either equals or surpasses that of the other periods. One reason for that is that there were a couple of courses that were already developed during the preceding period, though they were actually implemented during this period. Another contributing factor may have been the fact that RTC was now reaping the fruits of its public relations labors undertaken during the first two years of project operation.

RTC's productivity could have been still more enhanced however, notwithstanding this positive performance, through a more aggressive and comprehensive public relations campaign. Lack of follow-up was a problem. At least three organizations contacted RTC to request training assistance for 3 projects: fish farming, better land-use management (Save the Children, Chambellan) and steam boilers (4 private industrial concerns using steam boilers in Les Cayes Region). With respect to the latter, request for assistance was made to RTC June 15, 1984 by the four steam boiling plants (see Annex 4). To date, three months later, RTC has yet to respond in any shape or form to that request. This is unfortunate because the implementation of an effective training program for those private industries would provide the Center with the propitious vehicle to break into the lucrative private sector market.

Lack of initiative to actively identify, contact and recruit new clients is also indicated. Since August 82 up to the present time, the marketing unit did not recruit any of the client organizations for which RTC conducted training activities. Where the RTC initiated the contact, it came from the Center Director, the Technical Coordinator or the Contractor. The case of ODBFA is more damaging still. This organization requested the Center's assistance to set up its own internal training program. RTC's representative unfortunately responded that the scope of the Center's work does not encompass such an activity, contrary to the intents and purposes of the Project Paper. The mid-term evaluation report highlighted this problem and cited the consequent benefits of a more effective public relations campaign (p. 36):

- to aim at reaching the number of training activities specified in the Project Agreement;
- to ensure a sufficient number of clients to allow for attrition due to last minute withdrawal, the inability to fulfill financial commitments...; and
- to allow greater selection in RTC clients, thus enforcing the prerequisites for potential client organizations.

The Ed Scott consultancy (August 14 - September 3, 84) had also recommended that there should be continued focus on initial client contact. In addition, USAID/PVD personnel had initiated a public relations campaign last year by organizing a meeting to present the nature and scope of RTC training activities to the major PVOs active in Haiti. The Center's Marketing unit was supposed to follow up to gauge the extent of interest of the PVO representatives. It appears that there was no follow-up action to these efforts, nor was there implementation of any of the other measures recommended. It is therefore recommended that the RTC implement the several actions recommended in the past with regard to this subject. Specifically, the RTC staff responsible for public relations should devote time and energy in contacting new potential client organizations. In addition, RTC management

should also consider the feasibility of placing advertising spots in the radio (Radios Lumière, Soleil et Haiti, for example will do it for free), on the National T.V. Channel 8 as a public service, or the newspapers.

RTC management should also consider expanding to new areas and markets. Breaking into the private enterprise market, for example, could improve the cost effectiveness of RTC operations, inasmuch as private companies would be expected to meet the minimum 75% counterpart contributions, if not all of the financial costs. RTC should therefore contact the steam boiling plants as quickly as possible in order to implement the training course requested over three months ago.

B. RTC Structure

The Ed Scott consultancy also recommended that the tasks RB was responsible for be streamlined to more accurately reflect the overall goal of that unit. At the time, RB was responsible not only for public relations, resource identification and accumulation, but also for conducting needs analyses, contracting and impact evaluation. In his final report, the consultant had recommended that contracting and evaluation duties be transferred to GF and needs analyses to the course development unit (EPF) to render RB's work more efficient and productive. RTC implemented only part of the recommendation, by giving contracting and evaluation duties to GF. GF's work load may have been overloaded, however, because conducting needs analyses became its responsibility, as well, contrary to the recommendation. In addition, it was seen earlier that public relations functions were taken out of the technical and transferred to the administrative section. Finally, the newly created Marketing unit was no longer responsible for resource identification and accumulation, this task being taken in hand by the staff responsible for the operation of the Documentation Center.

The diffusion of interrelated tasks between the Marketing unit and the Documentation Center calls for an increase in coordination efforts, because of shared interests in resource identification and accumulation by the two units. The efforts could be reduced to a minimum if they were functioning in the same section, and/or if one became a subsection of the other. Because the Director would not have the time required to supervise the technical work involved, it is therefore recommended that the Documentation Center be integrated into the Marketing unit and the latter be transferred back to the technical section.

C. Program Effectiveness

1. Program Profile. Chapter IV, Section B of this report cited the revised outputs to be as follows: a) a minimum of 350 persons trained, b) at least 6 training assessments conducted, c) an estimated 24 training courses and evaluations implemented and d) a minimum of four conferences held. According to information provided in Table V.2 below, RTC performed more or less satisfactorily in three categories: 276 persons were trained, as opposed to the 350 programmed (78.8%); one conference was held, instead of 4; and 17 training courses were implemented instead of 24 (70.8%). RTC surpassed the fourth target, however: while a minimum of 6 needs analyses were planned, 9 were actually conducted (increase of 50%). See Annex E attached, for a complete list of all training activities carried out by RTC, 1981-84.

The course evaluations were supposed to not only assess the performance of RTC staff, course instructors and trainees, but also measure the impact of the training course on trainees' career development and advancement. While program assessments are part of RTC's training process and are performed on a routine basis at the end of each course, monitoring trainees' performance over time and conducting impact evaluations are not yet functional elements of the process. As early as November 1981, Doctor Eugene Godfredsen underscored the criticalness of the evaluation function in his "Report on the Curriculum Development Process at the Resource Training Center", and its importance in treating the training program as a continuous process, in order to continually refine and improve component elements. It appears that this did not figure among the priority objectives of the RTC. It is therefore recommended that RTC devote the necessary time and energy to make these critical elements fully operational.

Table V.2

RTC TRAINING ACTIVITIES, 1981 - 1984

Description	Number of Activities	Number of Participants
Training	17	276
Needs Analyses	9	60
Conferences	1	19
Other activities **	2	22
Activities Stopped	-7	-
Total	29*	377

* 36-7 ("Activities stopped")
** Scouts/COOPEP/82/017, AGRICORP/CARITAS/84/027

2. Trainees Profile. The typical trainee was male (92.5%), with an average age of 33 years and 8 years of schooling. About 44% of trainees interviewed are working, with a mean (weighted) monthly wage of $127.76.

3. Job Performance. Managers of client organizations interviewed were very appreciative of the positive impact of the training experience on the on-the-job performance of their workers, and indicated that their performance generally surpassed that of workers who were never trained. In addition, they overwhelmingly expressed their willingness to use the RTC again to train employees who need skills upgrading, funding permitting.

Sufficient data were not available to assess the comparative excellence of RTC with respect to other comparable training programs. Two of the client organizations, the Haitian Scouts and COOPACVOD have some employees who participated in other training programs. One stated that employees trained by RTC performed better, while the other thought the two groups of trainees performed at the same level.

4. Skills Application. Trainees were asked to what extent they were able to apply the skills they were taught in training classes, when they went back on the job. According to available information presented below in Table V.3, almost three-quarters of trainees interviewed stated that they were applying the skills they were taught in the training courses, when they returned back to work. The percentage was less for skills applied on-the-job at the time of the survey (a little less than two-thirds). The low scores registered for ODPG is a function of its trainees stating that they already knew from 75 to 100% of what they were taught; therefore, they had little to apply back on the job. ODVA's case, on the other hand, is a function of former employees being laid off and waiting to be recalled back to work.

TABLE V.3

APPLICATION OF SKILLS LEARNED IN TRAINING

ORGANIZATION	SKILLS APPLICATION IMMEDIATELY AFTER TRAINING (Average Percentage)	SKILLS APPLICATION AT THE TIME OF THE SURVEY (Average Percentage)
COOPEP	57	57
POCHEP	84	79
COOPACVOD	96	100
SNEP	60	60
ODN	82	55
ODPG	14	14
ODVA	67	13
AVERAGE (WEIGHTED)	74	64

5. Employment Promotion and Career Advancement. One of the EOPS specified in the Project Agreement was that RTC trainees would be employed by client agencies for a minimum of one year. Table V.4 below summarizes the employment status of RTC trainees surveyed.

TABLE V.4

EMPLOYMENT STATUS OF RTC TRAINEES SURVEYED

A Client Organization (Course Num)	B Implementation Year	C Number of Trainees	D Number Interviewed	E Number of Employees	F Number Working Elsewhere	G Number Self-employed	H Number Unemployed
SNEP(01 & 02)	1981	18	5	5	0	0	0
ODPG (09)	1982	11	7	7	0	0	0
POCHEP (10A)	1982	15	14	2	0	0	12
POCHEP(10B, C,D)	1983	38	29	0	1	3	25
ODN (11)	1981	17	11	6	1	0	4
ODVA(15)	1981	24	15	2	0	0	13
COOPACVOD (22B)	1984	28	23	0	10*	5	8
COOPEP (24A)	1983	21	16	0	10*	2	4
COOPEP (24B)	1984	16	6	0	2*	0	4

*/ Including trainees of other organizations (eg., Scouts, Plan de Parrainage, other coops).

From the information presented above, it is clear that the project has not been successful with respect to employment promotion. Of the trainees interviewed, only 17% (22) are retained as employees by the client organizations. Of the remaining 83%, 19% work elsewhere, 8% work for themselves and 56% are unemployed. A fact that should also be underscored from the table is the practice of the two private cooperatives (COOPEP and COOPACVOD) to sponsor the training of people who are not their employees. POCHEP, a public institution under the jurisdiction of the Ministry of Health, also operates in this manner to a great extent. (ODVA and ODN, to a lesser extent, would appear to conform to this pattern as well, but their case is more a function of their having to temporarily lay off their workers because of shortage of funds). This modus operandi can be explained by the fact that these organizations are composed of a small core of managers who attempt to raise the productivity of cooperating constituents (be they farmers, poultry raisers or local people maintaining water systems), without pay. While this approach may be theoretically attractive with respect to long term economic development of rural areas, the cost effectiveness of financial investments,

employment and worker productivity implications in the short to medium term raise legitimate questions with regard to the economic viability of this project. It can be said, by way of summation, that the project must put more emphasis on employment promotion and career advancement, the ultimate objectives of the project. RIC is urged to be more discriminating in selecting clients that can guarantee work for trainees for a minimum period of time. The donor agency, for its part, either has to channel funds to the target organizations to promote employment and retention of trainees, or encourage RIC to target other groups.

With respect to career advancement, of the total number employed by the client organizations, 6 received grade promotions, while 9 got salary raises averaging about $37 per month.

6. Entrance Level Competency. Table V.5 below gives a distribution of the percentage of course content trainees stated they already knew. What is of interest in this table is the fact that to the exception of two cases, trainees responded that they already knew at least 25% of course content on the average, with ODN's knowing more than two-thirds and OPDG's about 93%. Such statements appear to contradict the views held by managers of client organizations indicating that they were satisfied with the impact of the training experience on the job performance of their trainees, as discussed in section V.C.3 above. In addition, such declarations on the part of trainees could be a function of inflated perceptions of themselves (i.e., showing off or not wanting to appear ignorant, etc.) or inability to accurately measure the level of their knowledge.

TABLE V.5

ENTRANCE LEVEL COMPETENCY DISTRIBUTION OF TRAINEES

Client Organization	Number of Trainees	Percentage Score
COOPEP	28	25
POCHEP	43	4
COOPACVOD	23	35
SNEP	5	40
ODN	11	69
ODPG	7	93
ODVA	15	0

7. Attendance. Absenteeism and tardiness were found to be at a minimum. According to available information, only two trainees dropped out, both from COOPACVOD; one because of sickness, and the other had to go to Costa Rica for training.

8. Instructor Performance & Qualifications. Five specific questions were asked trainees with respect to instructor performance: a) did the instructor explain things well so you can understand? b) do you think the professor knew what he was talking about? c) did he start class on time? d) did he organize the class sessions well? and e) did the professor treat you with courtesy? Trainees responded overwhelmingly in the affirmative. In fact, the pattern is so uniformly affirmative that one must ask to what extent is it a function of the Haitian's reluctance to engage in constructive criticism for fear of future reprisal.

Managers were also asked to evaluate the performance of the instructors. One more question was added to the five mentioned in the previous paragraph; did the instructor gain the respect of the trainees? Officials from three organizations did not attend the sessions and therefore, could not evaluate the performance of the teachers. Of the four who did attend, three were overwhelmingly positive and the fourth, generally negative in their responses.

The typical teacher is male, with an average age of 38 years old. The average school years completed is about 17 years, having about 13 years of experience in their professional field and teaching for about 11 years. Of the teachers interviewed, 79% stated that they had one or more diploma in their professional field.

9. Files System. While there is a lot of program information available at the RTC, it may take some time to locate a particular document. There is no centralized file system at the RTC, each unit being responsible for maintenance of its own system. The RTC should therefore centralize its file system to allow for quick identification, referral and retrieval of information.

For better organization, files maintained at the unit level should be sub-divided. For example, instead of EPF having one file for a course, there should be several files for each course, sub-divided by sub-activities such as: "Analyse de Tâches", "Plans de Leçons/Contenus Détaillés", "Présentation de Leçons/Consignes d'Instruction", etc. The same principle should be applied for GF files. In addition, a face sheet is recommended inside each file to summarize contents, mention steps omitted in the training process and provide cross-reference information to other files.

D. The Process

The course development and implementation functions are judged to be operating adequately. However, it was not possible to assess the performance of the units responsible for their execution, over time, since no adequate record keeping system is in place. If appropriate, perhaps it might be advisable to invite Dr. Godfredsen back to take another look at RTC's training methodology to assess the performance of the technical sector.

Marketing functions, on the other hand, were found to be below par, as was seen in Section V.A earlier. Monitoring the on-the-job performance of trainees at 3, 6, and 9 months intervals after the training course, as well as conducting impact evaluations are inoperative, at present. The importance of monitoring and evaluation functions cannot be stressed enough with respect to modifying and refining the program to render it more effective and responsive to trainees' needs. The RTC is accordingly called upon to fully implement these critical components of the training system, with the Contractor's technical assistance.

E. Institutionalization

The gravest crisis currently confronting the RTC from the technical standpoint is the lack of institutionalization that occurred; that is, the level of technology transfer from the Contractor to RTC's technical staff is certainly not commensurate with the amount of financial inputs earmarked for training purposes. After almost four years of project operation, it cannot be said that RTC can function independently of the Contractor's guidance and direct participation. Both the Contractor and RTC technicians interviewed agree that additional training is needed before the latter could perform the key operations of needs assessment ad curriculum development competently without PRAGMA's support. Only in the area of course implementation and management (GF) has RTC displayed proficiency. The Materials Production sub-unit (PMD) have also done good work, despite the lack of on-site equipment and materials.

Two factors figure prominently in explaining this situation, particularly after the reopening of the Center, in July 82. The first is that there has not been a lot of emphasis put upon the installation and functioning of management systems to monitor performance throughout the training process. Ideally, performance should be monitored at two levels: the technical division and unit levels. At the division level, the Technical Coordinator should be concerned about, among other things, the time it took units to perform their respective functions, the interface among the units and the performance of local and external contractors. At the unit level, unit chiefs should monitor the performance of each staff person in the execution of discrete technical activities. This presupposes, of course, that specific responsibilities have been assigned to each staff person; work remains to be done in this area, however.

The Contractor is to be commended for the development of an internal system to track performance of the training process (see Annex F: "Planification des Activités de Formation"). It divides the training process into eight phases, each being ascribed to a technical unit for execution. Activities within each phase are listed in chronological order and can be monitored for each training activity. A drawback of this system is that it seeks to monitor performance at both the technical division and unit level at the same time and consequently, suffers from a lack of detail. For example, Phase 2 ("Analyse de Besoins") should have been broken down by technical sub-activities, instead of merely delineating procedural steps leading to the contracting of consultants to conduct the analysis. The same principle applies for the tasks analysis, selection tests, operations manual and programming operations in Phase 4. In addition, there is no space provided to allow for forward setting of deadline dates against which to evaluate the time it took to execute technical tasks. In any case, this system has not been systematically institutionalized at the RTC.

More a-propos was the Contractor's initiative to implement a record keeping system to monitor time spent on the execution of discrete activities by technical staff. This measure was unfortunately opposed by the staff, being perceived as a form of administrative control of their activities and thus, limiting their flexibility and creativity. There is no reason why this system could not operate in a flexible manner, while achieving the critical objective of increasing staff efficiency and thus, contributing to overall program effectiveness.

Neither did client organizations maintain records monitoring the on-the-job performance of their trainees over time. Managers interviewed were vague in assessing the job performance of their employees and they were mostly unhelpful with respect to the whereabouts and activities of trainees who had left their employ. RTC should therefore include in its contractual arrangements with future clients the requirement of at least one full-time person acting as counterpart for the client organization. That person should be thoroughly exposed to RTC's training methodology and should be required to set up and maintain a record keeping system to monitor the performance of trainees and keep informed of the whereabouts and activities of ex-employees who were trained by the organization, to the extent practicable.

The second factor is the lack of systematic training carried out after the Center shutdown. In light of the fact that some technicians did not return to work at RTC with the resumption of activities on July 82, it appears that several months should have been spent in training the staff in the basic technical skills required to do their jobs proficiently. Training should have focused on specific tasks assigned to each staff person, following of procedures, forms utilization and how to effectively produce the reports called for in the Technical Procedures Manual. Thus, training needs would have been specifically identified and utilized in a more practical and cost effective way. By the time the Center reopened its doors, technicians would have been better prepared to execute their tasks and able to use the Manual as

reference. Having not benefited from such an intensive, systematic training experience, technicians continually had to have on-the-spot technical assistance from the Contractor in order to be able to perform their duties. While this particular method may have allowed for the execution of activities, it did not lead to a significant amount of technological transfer from the Contractor to the technicians. In the heat of task execution, trainees and trainers may have been more concerned about the application of formulae to execute a task, rather than on theoretical concepts and retention of skills.

From the operational standpoint, a critical factor that was identified by the Contractor contributing to the small amount of technological transfer is the lack of administrative support provided by the Director's Office to allow PRAGMA to carry out its training mandate. On several occasions, it was documented that technicians did not attend scheduled training sessions, because they were pursuing other activities elsewhere unrelated to job functions, or because they weren't interested.

Another important factor identified by the Contractor is his dependence on the Director for the Provision of technical services. According to established regulations, the Director has to formally request assistance in order for PRAGMA to provide it. Thus, training was not provided to RTC staff with respect to monitoring trainees' performance at 3, 6 and 9 months intervals and impact evaluation, because the Director did not judge assistance in this area to be a priority, according to the Contractor. This situation can be obviated in future if all parties concerned jointly develop training implementation plans at regular intervals, (e.g. on an annual or biannual basis), identifying clear objectives, discrete tasks to be performed, definite time schedules and the nature and level of administrative support required for their successful implementation.

An underlying problem has been the inability of the Director and Contractor to work closely together because of conflicts stemming from different interpretations of their respective institutional roles. The current Director has expressed his dissatisfaction with what he characterizes as a two-headed institution, referring to the Contractor's sometime actions that could be perceived as being executive in nature, particularly with respect to the hiring of high-level technical personnel. For its part, PRAGMA justifies such behavior on the strength of passages contained in project documents. This situation of ambiguity and overlap of responsibility inevitably gave rise to tension and conflicts between the two parties and negatively affected working relations. The mid-term evaluation had identified this problem and had called on USAID to resolve this issue, which was not done. This evaluation resubmits this issue to the consideration and resolution of Mission management and, in addition, calls for the specification of the Contractor's discrete training activities with established time tables against which to evaluate progress status of their achievement.

It is further recommended that the sub-contracting mechanism whereby PRAGMA acts as the only authorized contracting agent for RTC, with respect to technical services should be abolished, it being another source of contention between the Director and the Contractor. Responsibility for the contracting

of non-training technical services (e.g. administration, accounting, etc.) can be assumed by the Director's Office, subject to USAID guidance.

F. USAID

Until the time the Mission's International Training Officer assumed management duties of this project, USAID monitoring of the project was found to be lax, in general. The transfer of this project to three USAID Divisions (OPED, PVD and DRE) and as many different project managers during the project's four-year existence may have contributed to the lack of continuous, coherent and forceful administration of the project. It also appears that the Mission has come to regard PRAGMA as its surrogate with respect to this function, which may have exacerbated working relations between the Director and the Contractor. USAID should accordingly reassume supervisory functions of the project by exercising its right to be consulted, to review and concur with major policy decisions taken by the RTC Director's Office, particularly with respect to the transfer of technical personnel from one unit to another, modification and/or transformation of the organization structure. Without usurping the executive powers of the Director, the Mission should also be consulted with respect to the suspension and/or separation of high level technical personnel where clear-cut justification of malfeasance has not been demonstrated, as such actions may adversely affect the institutional capability of the Center.

The Mission also needs to make an intervention in the critical area of budgeting. In this context, it is recommended that the feature incorporated in PRAGMA's monitoring document to develop a budget for each of the major phases of the training process (see Annex F) be implemented and that the counterpart financial contractual commitments of both RTC and the client organization as proposed in the ADEX, be submitted to USAID for comment. In addition, RTC should make available to concerned Mission personnel the PL 480 Title I reports describing the nature and costs of activities funded by that account, on a quarterly basis.

With respect to project design, the donor agency must recognize the fact that the project's target organizations, i.e., the semi-autonomous public agencies (e.g. ODN, SNEP, ODVA, ODPG, etc.) and private associations (Coops, Community Councils and Committees) cannot pay at least 75% of the direct training costs, when they are either the most deficient of funds or periodically facing funding shortages. If the decision is made to continue on targeting these types of organizations, then the RTC must compensate by getting involved in more cost effective activities. To that end, the donor agency must be willing to use RTC's training expertise in all the projects it finances, whenever appropriate. In conjunction to that, RTC should be encouraged to energetically exploit the private sector market, inasmuch as private enterprises would be able to honor all of their counterpart financial obligations, as already discussed in Part V, Section A.

Finally, with respect to project development policy: the fact that the Contractor was permitted to design, develop and implement the project during the formative years of project operation may have fostered a sense of ownership of the project on the part of the Contractor. This extraordinary procedure is understandable within the context of the highly expert technical skills that were required to develop the project. But the services of TDYs or independent consultants such as Godfredsen or Abou-sayf could have been as effectively utilized. In the future, it is therefore recommended that Mission follow established project design and development procedures and not bring the contractor on board until after the signing of the Project Agreement.

ANNEX A: TRAINERS SURVEY QUESTIONNAIRE

Nom de l'enqueteur:_____ Date de l'interview:_____

Code du questionnaire:_____

ANNEX A

ENQUETE D'EVALUATION SUR LES INSTRUCTEURS DES COURS DE FORMATION DISPENSES PAR LE CAF

I. INFORMATIONS PERSONNELLES RELATIVES AUX INSTRUCTEURS DES COURS DE FORMATION DU CAF

A. Nom de l'instructeur:_____

B. Age:_____ C. Sexe:_____ D. Niveau d'études:_____

E. Nom & addresse de l'employeur:_____

F. Profession:_____ G. Expérience professionnelle (nbre d'années):_____

H. Diplômes:_____ I. Expérience en enseignement (années)_____

II. INFORMATIONS SUR LE PROGRAMME

A. Titre du dernier cours vous avez enseigné pour le CAF & date:_____

B. Vous avez enseigné d'autres cours pour le CAF que celui-ci? (Si oui, lesquels?)

_____

C. Qui vous a contacté pour vous demander d'enseigner ce(s) cours?_____

D. Pensez-vous que vous étiez le seul candidat à être contacté pour enseigner ce(s) cours?_____

E. Vous aviez reçu un entrainement du staff technique du CAF avant d'enseigner ce cours?_____

F. Si oui: 1. Combien de temps a duré cet entrainement?_____
2. Vous aviez été consulté sur le contenu du cours?_____
3. Le staff technique du CAF vous a-t-il fourni un entrainement concernant les méthodes d'enseignement à utiliser?_____
4. Le CAF vous a-t-il remis un manuel d'instruction pour enseigner le cours?_____

G. Combien le CAF vous a-t-il payé pour le dernier cours?_____

H. Combien le CAF vous a-t-il payé pour les autres cours?_____

I. Le CAF vous a-t-il payé à l'heure? (Si non, après combien de temps?)_____

J. Le CAF vous doit toujours de l'argent?_____

K. Si oui: 1. Combien?(pourcentage?):_____ 2. Pour quels services?_____

III. EVALUATION DU PROGRAMME DE FORMATION

A. Vous avez enseigné le cours en quelle langue?_____

B. Les participants pouvaient lire et écrire en général?_____

C. Si non, comment aviez-vous procédé à leur instruire?_____

D. Les participants possédaient des notions de mathématique en général?_____

E. Si non, comment aviez-vous procédé à leur instruire?_____

F. Préciser le pourcentage des participants qui ont abandonné le cours:_____

G. Pourquoi ont-ils abandonné?
1. Pour des raisons financières:_____
2. Faible niveau académique :_____
3. Pas assez d'intérêt pour le sujet du cours:_____
4. Autres:_____

H. Le cours a duré combien d'heures par jour?_____

I. Avez-vous enseigné le cours tous les jours de la semaine?_____

J. Pensez-vous que ce que vous avez enseigné a un lien avec le travail des participants?

_____

K. Quelle(s) méthode(s) d'enseignement vous avez utilisé en classe?
1. Conférence:____ 2. Démonstration:____ 3. Discussion en classe:____
4. Expérience pratique:____ 5. Autres:_____

L. Cette méthode vous a été suggerée par le CAF?_____

M. Vous aviez administré: 1. un pré-test?_____ 2. un post-test?_____

N. Vous seriez disposé(e) à enseigner un autre cours pour le CAF? (Pourquoi?)

_____

O. Le CAF vous a-t-il fourni un support logistique adéquat? (matériel, transport, coordination)

_____

P. Quel a été le taux moyen d'absentéisme?
1. 0-10%___ 2. 10-25%___ 3. 25-50%___ 4. 50-75%___ 5. 75-100%___

Q. Quel a été le taux moyen de retard?
1. 0-10%___ 2. 10-25%___ 3. 25-50%___ 4. 50-75%___ 5. 75-100%___

R. Dans quel local avez-vous enseigné le cours?_____

S. Quelles sont vos suggestions pour améliorer la qualité du cours?

_____

_____

_____

_____

ANNEX B: TRAINEES SURVEY QUESTIONNAIRE

Nom de l'enqueteur:_____ Date de l'interview:_____

Code du questionnaire:_____

ANNEX B

ENQUETE D'EVALUATION SUR LES PARTICIPANTS DES COURS DE FORMATION DU CAF

I. INFOMASYON SOU VI PATICIPAN-YO

A. Ki jan ou rélé?_____

B. Ki laj-ou?_____ C. Sex patisipan-an:_____ D. Ki dènié klas ou fè?_____

E. Ki koté ou travay?_____ F. Ki adrès-li?_____

G. Konbyin ou toushé pa mwa?_____ H. Konbyin tan ou nan travay-la?_____

I. 1. Ki ròl-ou nan travay-la?_____

J. Ki sa ou fè konsa?_____

II. INFOMASYON SOU ADMINISTRASYON PROGRAM NAN

A. Kòman yo té chwazi-ou pou té patisipé nan kou-a?
1. Sé ou tès moun nan travay-ou-a té ba ou?____
2. Sé ou lòt oganizasyon ki té bay tès-la? (Ki non li?)_____
3. Ou òganizasyon té rékomandé-ou san ou pat fè tès-la? (Ki non li?)_____
4. Paské ou té nan travay la lontan?____ 5. Lòt rézon:_____

B. Ki non òganizasyon ki té péyé kou-a pou ou?_____

C. Ki non òganizasyon ki té péyé transpò-ou? manjé-ou?_____

D. Ou té bay ou bagay pou kou-a? (lajan ou lòt bagay):_____ E. Ki sa?_____

F. Konbyin èd tan pa jou ou té fè nan kou-a?_____

G. Konbyin dé jou kou-a té dire?_____

H. Ki koté yo té fè kou-a?_____

I. Ki métod profésè-a té itilizé? 1. Konférens____ 2. Diskisyon____ 3. Démonstrasyon_____
4. Eksperians pratik___

J. Profésè-a té ba ou yon tès avan kou-a té komansé?_____

K. Ki jan yo rélé kou-a yo té ba ou-a?_____

L. Ki lòt kou ankò CAF té fè pou ou?_____

_____

III. EVALYASYON KOU A (SI PATISIPAN-AN TE KITE ALE NAN KESION "O")

A. Ki twa bagay ou té apran nan kou-a ki édé-ou fè travay-ou pi byin?

_____

B. Ki kantité bagay yo montré-ou nan kou-a ou té konnin déja?
1. 0-10%___ 2. 10-25%___ 3. 25-50%___ 4. 50-75%___ 5. 75-100%___

C. Ki twa bagay yo té doué montré-ou nan kou-a ké yo pat montré-ou?

_____

D. Ou té ginyin okazyon pou té aplikó sa ou té apran nan kou-a lè ou té rétournin nan travay-ou? (Ekspliké-m)

E. Eské ou-ap apliké sa ou té apran nan kou-a nan sa ouap fè kounyé-a-la?

_____

F. Yo té ba ou promosyon nan travay ou-a apré ou té pran kou-a? _____

G. Yo té ogmanté salè-ou apré ou té fin patisipé nan kou-a? (Konbyin?) _____

H. Profésè-a té byin eksplikè bagay-yo an jéneral pou té ka konpran? _____

I. Profésè-a té konnin byin sa li ta-p fè avè ou? _____

J. Profésè-a té kòmansé klas-yo a lè? _____ K. Profésè-a té òganizé kou-a byin? _____

L. Profésè-a té ginyin bon jan avè ou? _____

M. Eksplikè-m atitid sipèvisè travay-ou anvè ou avan é apré patisipasyon-ou nan kou-a:

_____

_____

N. Eské ou té ranpli ou fòm ki té évalyé pèfòmans profésè-a le kou-a te fini? _____

O. Ki konsey ou ta bay ki ta ka édé moun-yo òganizé kou-a pi byin pou lòt patisipan ki ta pran kou-a pi ta?

_____

_____

P. Si ou té kité kou-a, poukisa ou té kité?
1. Paské ou té ginyin problèm kòb? _____ 2. Ou pat konpran sa profésè-a tap fè-a? _____
3. Kou-a pat intérésé-ou? _____ 4. Ou té déja konnin tout sa profésè-a tap fè-a? _____
5. Lòt (di ki sa) _____

IV. PATI REZERVE POU PATISIPAN KI TE SHANJE TRAVAY APRE YO TE FIN SUIV KOU A

A. Poukisa ou té kité travay koté ou téyé-a apré ou té fin suiv kou-a? _____

_____

B. Si yo té ba ou promosyon ou byin yo té ògmanté salè-ou-a eské ou ta rété nan travay-la toujou?

_____

C. Ki jan dé travay ou-ap fè kounyé-a-la? _____

D. Dépi ki lè ou kòmansé travay-sila? _____

E. Eské ou itilizé kònésans ou té apran nan kou-a nan travay ou-ap fè kounyé-a-la?

_____

F. Konbyin lajan ou toushé pa mwa koté ou-ap travay kounyé-a-la? _____

G. Si koté ou-ap travay kounyé-a ta vlé voyé-ou nan kou, eské ou ta kontan alé? (Poukisa?)

_____

V. PATI REZERVE POU PATISIPAN KI PA KAPAB JOUIN TRAVAY

A. Poukisa ou pa kapab jouin travay? _____

B. Eské té ginyin ou moun oubyin ou òganizasyon ki té pronèt-ou travay apré ou té fin patisipé nan kou-a? (Ki òs/ki organizasyon?)

_____

ANNEX C: INSTITUTION SURVEY QUESTIONNAIRE

Nom de l'Enqueteur_____ Date de l'Interview_____

Code du Questionnaire_____

ANNEX C

QUESTIONNAIRE AUX DIRIGEANTS DE L'INSTITUTION

I. INFORMATION SUR L'INSTITUTION (DIRECTEUR & CHEF DU PERSONNEL)

A. Nom de l'institution:_____

B. Nom & titre de la personne interviewée:_____

C. Type (Publique/privée):_____ D. Localisation:_____

E. Nature de l'activité:_____

F. Source(s) des fonds (Identifier l'institution et le montant):

1. GI:_____ 2. Externe:_____
3. Fonds propres:_____

G. Votre institution dispose de fonds pour la formation de son personnel?

1. oui (combien?)_____ 2. non:_____

II. INFORMATIONS SUR LE PERSONNEL (DIRECTEUR & CHEF DE PERSONNEL)

A. Composition du personnel (nombre par categorie):

1. Gestion:____ 2. Technique: a) bas/moyen:___ b) supérieur:___ 3. Service:___

B. Quel est en moyenne le niveau académique des techniciens de l'institution?

1. bas/moyen: a) Primaire:____ b) Secondaire:____ c) Professionnel:____
2. supérieur: a) License :____ b) Maitrise :____

C. Les employés que vous envoyez au cours de formation sont a quel niveau?

1. Gestion:____ 2. Technique: a) bas/moyen:___ b) supérieur:___ 3. Service:___

D. Nombre d'années que le personnel technicien passe a l'institution:

1. bas/moyen:_____ 2. supérieur:_____

III. INFORMATION SUR LE PROGRAME (CHEF DE PERSONNEL & SUPERVISEUR TECHNIQUE)

A. Comment êtes-vous arrivé a connaitre l'existence du CAF?_____

B. Pourquoi avez-vous choisi le CAF pour former vos employés?

_____

C. Y-a-t-il d'autres institutions qui pourraient également former vos employés? (Specifier

_____

D. Nombre d'employés qui ont participé au dernier cours réalisé par le CAF:___ E. Date:_____

F. Citer tous les cours que le CAF a réalisés au profit de vos employés:_____

_____

G. Citer les criteres utilisées pour selectionner les candidats aux cours de formation:

_____

_____

H. Le CAF avait fait une analyse de besoins pour déterminer les besoins réels de formation de votre personnel? 1. oui____ 2. non____ (Si non, laisser tomber questions I & J)

I. Si oui, comment le CAF a-t-il réalisé cette analyse de besoins?
1. interview les candidats a former?____ 2. interview les superviseurs des candidats?____
3. pré-test aux candidats a former ?____ 4. Autres?____

J. Le CAF vous a-t-il soumis un rapport de cette analyse de besoins?
1. oui:___ (demander a le voir) 2. non:___

K. Le CAF vous a-t-il consulté concernant les sujets et techniques enseignés dans les cours?

1. oui:___ 2. non:___

L. Les sujets et techniques étaient-ils applicables au travail des stagiaires? (Expliquer)

____

M. 1. Le CAF vous a-t-il soumis un rapport final du cours de formation?____
2. Etait-il utile et instructif?____ (Si oui, vérifier)

N. 1. Le CAF vous a-t-il jamais contacté après le(s) cours de formation?____
2. A quels intervalles après le(s) cours?____
3. Pourquoi?____

O. Vos employés ont reçu leurs salaires réguliers pendant les sessions de formation?____

P. Evaluer les contributions fournies par votre institution aux sessions de formation (especes & nature)____

Q. 1. Votre institution a pu honoré tous les frais de contrepartie qu'elle s'était engagée à fournir?____ 2. Si non, évaluer le montant non honoré:____
3. Si vous êtes incapable de préciser la valeur, donner le pourcentage non honoré ou en faire la description:____

R. Auriez-vous contribué 50% des couts de formation si on vous l'avait demandé?____

IV. EVALUATION DES ACTIVITES DE LA FORMATION (CHEF DE PERSONNEL & SUPERVISEUR TECHNIQUE)

A. Evaluer l'impact de la formation au niveau de la performance des stagiaires dans le travail:

____

B. Les stagiaires ont subi des promotions après leur formation? (Pourquoi?)

____

C. Les stagiaires ont reçu une augmentation de salaire après leur formation? (Si oui, évaluer la moyenne de la valeur des augmentations)____

D. Nombre de stagiaires travaillant encore dans votre institution:____

E. S'il y en a qui ont laissé le travail, indiquer pourquoi:____

____

F. Pouvez-vous nous dire ou pouvons-nous les rencontrer? (Noter leurs noms & addresses sur la dernière page)____

G. Y avait-il quelques abandons au cours? (Si oui, en donner le nombre et les raisons)

____

H. Si vous aviez assisté quelques sessions de formation:

1. Les instructeurs ont-ils bien dispensé leurs cours?____
2. Ils possédaient bien leurs matieres?____
3. Ils venaient habituellement a l'heure?____
4. Ils organisaient bien le cours?____
5. Ils se faisaient respecter par les stagiaires?____
6. Ils traitaient les stagiaires avec courtoisie?____

I. Quels sont les autres programmes de formation auxquels vos employés ont participés dans le passé? (Si la reponse est négative, laisser tomber J jusqu'a M)

_____

_____

J. Quels en étaient les résultats? _____

_____

_____

K. Quel est le nombre total de vos employés qui ont participé a ces programmes? _____

L. Pourqoui n'aviez-vous pas continué à utiliser ces programmes de formation?

_____

_____

M. Comparer aux points de vue de performance dans le travail, habileté et connaissance du travail les stagiaires formés par le CAF a ceux formés ailleurs:

_____

_____

_____

N. Les stagiaires formés par le CAF ont plus de connaissance et font plus bien leur travail que vos employés qui n'ont jamais bénéficiés d'un cours de formation?

_____

_____

_____

O. Comptez-vous envoyer à l'avenir plus d'employés aux cours de formation du CAF? Pourquoi?

_____

_____

_____

P. Spécifier vos besoins de formation: _____

_____

_____

R. Qu'est-ce que vous suggérez pour améliorer les sessions de formation faites par le CAF?

_____

_____

_____

_____

ANNEX D: STEAM BOILING PLANT LETTER

ANNEX D.

Port-au-Prince, le 15 Juin 1983

Attention: Mr. Louis Délimas CHERY
Directeur du Centre d'Appui aux Formations
En Ville.-

Monsieur le Directeur,

Pendant ces dernières années, notre environnement industriel a enregistré de considérables pertes économiques et de vies humaines, dûes aux explosions de Chaudières à Vapeur. Deux de ces derniers accidents ont eu lieu respectivement le 17 Novembre 1981, à l'Usine de Vétivert de l'Abéi, située à quelques kilomètres de la Ville des Cayes, et le 13 Juin 1982, à l'Usine de Vétivert de l'Islet aux Cayes.

Le premier événement a coûté économiquement au propriétaire, Mr. Vital-Herne CHAMBLAIN une valeur équivalante à ($200.000) et a provoqué en même temps la mort de Sept (7) travailleurs. Quant au deuxième accident, deux ouvriers ont perdu leur vie et le propriétaire, Mr. Maurice DAGUILH, lui, sa perte était de ($100.000). Un fort pourcentage de ces accidents est dû tout simplement à un manque de personnel qualifié dans la Connaissance Théorique du fonctionnement des Chaudières à Vapeur.

Voulant définitivement remédier à ce problème toujours existant, et sachant combien utile le Centre d'Appui aux Formations (C.A.F) s'est déjà montré à l'égard des jeunes de la Communauté Haitienne, la Direction de nos Usines se regroupe pour solliciter votre appui. Nous espérons également que notre requête trouvera l'appui de votre intéressante institution pour l'établissement d'un programme de formation de Techniciens en Chaudières à Vapeur.

...../.....

Restant à votre disposition, nous vous prions d'agréer, Monsieur le Directeur, l'expression de notre plus parfaite collaboration, pour la bonne marche de nos Usines et le développement de l'Industrie Haitienne utilisant Chaudières à Vapeur.

1) Mr. Armand POLICARD
Propriétaire de l'Usine
de Vétivert de DEXIA - Cayes, Haiti — Tél: 6-0164

2) Mr. Marc JEUNE
Propriétaire de l'Usine
de Vétivert, Croix des Martyrs
Cayes - Haiti — Tél: 6-0271

3) Mr. Maurice DAGUILH
Propriétaire de l'Usine
de Vétivert à l'ISLET - Cayes
Résidence: Port-au-Prince, Haiti — Tél: 6-3089

4) Mr. Vital-Herne CHAMBLAIN
Propriétaire de l'Usine
de Vétivert L'ABEI - Cayes — Tél: 6-0299

ANNEX E: RTC TRAINING PROGRAM, 1981-1984

ANNEX E

IGC TRAINING PROGRAM, 1981-1984

ORGANIZATION	IDENTIFICATION NUMBER	ACTIVITY	PARTICIPANTS	RESULT	STARTED	ENDED
1) SNEP	80/001	Training	10	Completed	March 16	April 25, 81
2) SNEP	81/002	Training	8	Completed	August 3	Aug. 31, 81
3) SNEP	81/003	Training	N.A.	Stopped	N.A.	N.A.
4) OXI	81/004	Needs Assessment	N.A.	Completed	January	February 81
5) COVA	81/005	Needs Assessment	N.A.	Completed	January	February 81
6) COPG	81/006	Needs Assessment	N.A.	Completed	March	May 81
7) COOPEP	81/007	Training	11	Completed	Sept. 21	Oct. 16, 81
8) COOPEP	81/008	Training	N.A.	Stopped	N.A.	N.A.
9) COPG	82/009	Training	11	Completed	Nov. 17	Dec. 22, 82
10) POCHEP	82/10A	Training	15	Completed	Nov. 23	Dec. 23, 82
11) POCHEP	82/10B	Training	15	Completed	July 25	Aug. 27, 83
12) POCHEP	82/10C	Training	13	Completed	Nov. 21	Dec. 22, 83
13) POCHEP	82/10D	Training	10	Completed	March 26	April 27, 83
14) OXI	81/011	Training	17	Completed	Nov. 19	Dec. 22, 81
15) OXI	81/012	Training	N.A.	Stopped	N.A.	N.A.
16) OXI	81/013	Training	N.A.	Stopped	N.A.	N.A.
17) OXI	81/014	Training	N.A.	Stopped	N.A.	N.A.

ORGANIZATION	IDENTIFICATION NUMBER	ACTIVITY	PARTICIPANTS	RESULT	STARTED	ENDED
18) CCJA	81/015	Training	24	Completed	Oct. 26	Nov. 30, 81
19) CCJA	81/016	Training	N.A.	Stopped	N.A.	N.A.
20) Scouts/COOPEP	82/017	Forms design	22	Completed	Aug. 6	Aug. 12, 82
21) CCI	82/018	Needs Assessment	60	Completed	October	November 82
22) CCI	82/019	Needs Assessment	N.A.	Stopped	N.A.	N.A.
23) MEPPALEP	82/020	Training	19	Completed	Jan. 31	Feb. 12, 83
24) COOPEP	83/021	Conference	19	Completed	April 25	May 28, 83
25) COOPACVOD	83/22A	Needs Assessment	N.A.	Completed	April	June 83
26) COOPACVOD	83/22B	Training	26	Completed	December	Feb. 4, 84
27) CAMAC	83/023	Needs Assessment/ Forms Design	N.A.	On-going	March 83	N.A.
28) COOPEP	83/24A	Training	21	Completed	Oct. 3	Nov. 5, 83
29) COOPEP	83/24B	Training	16	Completed	May 2	May 30, 84
30) COOPEP	83/025	Needs Assessment	N.A.	On-going	Aug. 83	N.A.
31) CCBFA	84/026	Needs Assessment	N.A.	Completed	February	August 84
32) AGRICORP/CARITAS	84/027	Technical Assistance	N.A.	Completed	March	March 84
33) COOPEP	84/28A	Training	23	Completed	April 9	April 19, 84
34) COOPEP	84/28B	Training	20	Completed	May	May 84
35) CARITAS	84/029	Training	15	Completed	Aug. 27	Sept. 14, 84

ANNEX F: EIGHT PHASES OF THE TRAINING PROCESS

ANNEX F

PLANIFICATION DES ACTIVITES DE FORMATION

PHASES 1 - 8

DATE _____

Phase 1 : Mémo d'Accord /GF
Phase 2 : Analyse de Besoins /GF (Identification nature problème)
Phase 3 : Analyse de Performance GF (PRE-FORMATION)
Phase 4 : Elaboration Programme de Formation (EPF)
Phase 5 : Production de Matériel Didactique (PMD)
Phase 6 : Exécution Programme / GF
Phase 7 : Evaluation Programme GF / EPF
Phase 8 : Evaluation Performance (POST-FORMATION) / GF

PHASE 1 MEMO D'ACCORD G F

N°	ACTIVITES	Section Resp.	PROGRAMME								
1.1-	Analyse préliminaire	GF									
1.2-	Négociation et rapport	GF									
1.3-	Intersectorale- approche	ST									
1.4-	Comité exécutif	Dir CP CT ADM									
1.5-	Draft-mémorandum	GF									
1.6-	Budget	CT ADM									
1.7-	Signature mémo final	GF									
1.8-	Ordonnance	CT ADM									
1.9-	Ouverture de compte	ADM CI									

PHASE 2 - ANALYSE DE BESOINS GF

N°	ACTIVITES	Section Resp.	PROGRAMME								
2.1-	Termes de Référence consultant ou cadre de travail	GF CT									
2-	Identification consultant(s)	GF									
3-	Comité de sélection et recrutement	ST									
2.4-	Programme de travail consultant	GF									
2.5-	Disponibilité de fonds au compte programme	CT									
2.6-	Rédaction contrat	GF,CT ADM									
2.7-	Exécution analyse *	GF									
2.8-	Rapport final du consultant	GF									
9-	Rapport GF au client	GF									

PHASE 3 - ANALYSE DE PERFORMANCE PRE-FORMATION G F

N°	ACTIVITES	Section Resp.	PROGRAMME								
.1-	Termes de référence consultant ou cadre de travail	CT EPF . GF									
.	Identification consultant	GF									
3-	Comité de sélection et recrutement	ST									
.4-	Programme de travail du consultant	GF EPF									
.5-	Disponibilité de fonds au compte du programme	CT									
6-	Contrat	GF, CT ADM									
.7-	Exécution analyse	GF									
.8-	Rapport d'analyse	GF									
.-	Rapport de section	GF									

PHASE 4 - ELABORATION PROGRAMME DE FORMATION EPF

N°	ACTIVITES	Section Resp.	PROGRAMME								
4.1-	Termes de référence consultant(s) ou cadre de travail	EPF CT									
4.2- ✓	Identification consultant(s) et autres ressources	GF									
4.3- ✓	Comité de sélection et recrutement	ST									
4.4- ✓	Disponibilité des fonds au compte programme	CT									
4.5- ✓	Contrat	GF CT ADM									
4.6- ✓	Analyse des tâches *	EPF									
4.7- ✓	Rapport au client	EPF									
4.8- ✓	Plan de leçons/contenu détaillé										
4.8.1-	CHOIX DES MEDIAS	PMD EPF									
4.9- ✓	Présentation de leçons et consignes d'instruction/Consigne déroulement	EPF									
4.10- ✓	Termes de référence instructeur	EPF CT									

PHASE 4 · ELABORATION PROGRAMME DE FORMATION (suite)

No	ACTIVITES	Section Resp.	PROGRAMME								
.11-	Tests de sélection *	EPF									
.12-	Tests d'évaluation formative sommative par stag. et instruct.	EPF									
.13-	Aide-mémoire ou fiches techniques	EPF									
.14-	Manuel d'opération *	EPF									
.15-	Programmation *	EPF									

PHASE 5 - PRODUCTION MATERIEL PMD

No	ACTIVITES	Section Resp.	PROGRAMME								
5.1-	Termes de référence consultant(s) ou cadre de travail	PMD CT									
5.2-	Identification consultant(s)	GF									
5.3-	Comité de sélection et recrutement	ST									
5.4-	Disponibilités de fonds	CT									
5.5-	Contrat(s)	CT GF ADM									
5.6-	Edition des textes	PMD EPF									
5.7-	Traduction	PMD									
	Dactylographie	PMD									
5.8-	Illustration et montage	PMD									
5.9-	Production audio-visuelle après signature ADLX	PMD									
5.10-	Reproduction du matériel	PMD									

PHASE 6 - EXECUTION PROGRAMME GF

no	ACTIVITES	Section Resp.	PROGRAMME								
6.1- ✓	Administration - tests de sélection et/ou d'aptitude	GF									
6.1.1 ✓	Négociations avec le client	GF									
6.1.2	Rassemblement/transport candidats stagiaires	GF									
6.1.3 ✓	Exécution tests	GF									
6.1.4 ✓	Présentation résultats et sélection stagiaires	GF EPF									
6.2-	Planification des services	GF									
6.2.1	Termes de référence gestionnaire-résident	GF CT									
6.2.2 ?	Intersectorale	ST									
6.2.3 ✓	ADEX approuvés par Directeur du CAI	GF									
6.2.4 ✓	Approuvé par client	GF									

PHASE 6 - EXECUTION PROGRAMME suite...

No	ACTIVITES	Section Resp.	PROGRAMME								
6.2.5 ✓	Identification instructeur et gestionnaire-résident	GF									
6.2.6 ✓	Comité de sélection et recrutement	ST									
6.2.7	Identification autres services	GF									
6.2.8 *	Disponibilité des fonds au compte programme	CT									
6.2.9 ✓	Contrats instructeur(s) et gestionnaire résident	GF CT ADM									
6.2.10	Contracting autres personnel et services	GF CT ADM									
6.3-	Organisation session orientation instructeur et gestionnaire-résident	GF									
6.3.1	Identification lieu(x)	GF									
6.3.2 ✓	Identification matériel et logiciel	GF									
6.3.3 ✓	Collection du guide d'instructeur	GF									

PHASE 6 - EXECUTION PROGRAMME suite....

N°	ACTIVITES	Section Resp.	PROGRAMME								
6.3.4	Supervision orientation	EPF GF									
6.3.5 ✓	Rapport d'orientation	GF EPF									
6.4-	Achat matériel et outils pédagogiques	GF									
6.5-	Programmation gestion	GF									
6.5.1	Calendrier	GF									
6.5.2	Date d'ouverture cours et journée de motivation	GF									
6.5.3 ✓	Dates de visites GF	GF									
6.5.4 ✓	Rapports GR (verbal ou écrit)	GF									
6.5.5	Date clôture du programme	GF									
6.5.6 ✓	Evaluation par stagiaires et instructeurs	GF									

PHASE 7 - EVALUATION PROGRAMME GF/EPF

N°	ACTIVITES	Section Resp.	PROGRAMME								
1- ✓	Rapport critique et d'observation pédagogique	EPF									
.2- ✓	Résumé d'action de formation	GF EPF									
.3-	Rapport au client	GF									
.4-	Révisions/corrections	EPF									
.5-	Inventaire du matériel	GF ADM									
.6- ?	Planification stage pratique	GF									
.6.1	Dates et lieux sélectionnés	GF									
.6.2 ?	TR/identification superviseur stage	GF CT									
.6.3 ✓	Dates visites EPF ou GF	GF									
.7 ✓	Rapport d'évaluation de stage	GF									
.7-	Préparation certificats	PMD									
.8	Remise des certificats	GF									

PHASE 8 - EVALUATION PERFORMANCE POST-FORMATION GF

no	ACTIVITES	Section Resp.	PROGRAMME								
8.1-	Suivi stagiaires	GF									
8.1.1	Questionnaire administration	GF									
8.1.2	Questionnaire stagiaire	GF									
8.1.3	Rapport suivi	GF									
8.2-	La mesure de l'impact	GF									
8.2.1	TR consultant ou cadre de travail	EPF GF CT									
8.2.2	Intersectorale	ST									
8.2.3	Budget	GF CT ADM									
8.2.4	Ordonnance	CT ADM									
8.2.5	Identification du consultant	GF									

PHASE 8 - EVALUATION PERFORMANCE suite... GF

N°	ACTIVITES	Section Resp.	PROGRAMME								
.8.2.6	Comité de sélection et recrutement	ST									
..2.7	Programme de travail	GF									
..2.8	Disponibilité de fonds au compte	CT									
. 2.9	Contrat	GF CT ADM									
.2.10 ✓	Exécution de l'évaluation	GF									
..2.11 ✓	Rapport de l'évaluation	GF									