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**Assessment of Haitian Educators  
in the Educational Policy Analysis and  
Planning Program  
at the International Management and  
Development Institute (IMDI)  
of the University of Pittsburgh**

**December, 1994**

Submitted to:

USAID/Haiti

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PIO/T Number:

521-0227-3-50005

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## EXECUTIVE SUMMARY

USAID/Haiti funded a six month training program in educational policy analysis and planning for five mid-level Haitian bureaucrats from both the public and private sector. The training was funded under the Caribbean and Latin America Scholarship Program II (CLASP II) Project and arranged by the Partners for International Education and Training (PIET). This program began precipitously in June 1994, just before the embargo on airline traffic in and out of Haiti took effect. The University of Pittsburgh's International Management Development Institute (IMDI), which has operated a francophone management program since 1978, implemented the program.

The Mission scheduled a review by a panel of administrators from the Haitian Ministry of Education, Youth and Sports, as well as a representative of the private sector for the week of 14-17 November. At the same time, it scheduled an external review of the program and gave the Aguirre International assessment team three objectives:

1. Determine the degree of success of the training program. The Mission is considering a potential replication of this program in the future if it turns out to be beneficial to the fellows and to Haiti's educational system.
2. Determine the extent to which the public and private sector pedagogical counselors/inspectors were able to accept the integration, as they are scheduled to work together upon their return to Haiti.
3. Derive lessons learned from this unique experience so as to propose it as a showcase to other Missions.

This report highlights these three objectives in individual sections. These discussions of the objectives are followed by additional data from the interviews conducted and an overview of the program. The final section includes lessons learned and recommendations, based on comments from the visiting Haitian delegation, the Haitian participants, IMDI staff, and the assessment team.

The key lessons learned from this program are as follows.

- IMDI did a good job in the design and implementation of the program, and the participants learned a great deal.
- Despite their efforts, the program did not accurately reflect either the needs of the participants or of their respective administrative hierarchies in Haiti.
- The participants and their administrators had assumed that they were being trained primarily in school administration and evaluation techniques (how to rate teachers, textbooks, et al.), rather than in policy reform.

- This miscommunication probably stemmed from the speed with which the program was launched, but was the focal point for concern, especially among the participants.
- The group quickly coalesced, in part due to classes together, and in part due to living together. They are able to work together as a unit, and have been functioning as such for several months.
- The English language training component needs to be closely scrutinized. If it continues to be offered in Haiti, then it should shift its focus from the TOEFL exam to conversation and grammar. If it moves to the U.S., the time period may be reduced due to the effects of immersion, but the focus should still be on conversation and grammar.
- The probable outcomes of this training depend strongly on the wishes of the educational hierarchy. The participants can apply some of their training at their own administrative levels, but any work on educational policy or national initiatives will require considerable coordination and input from that hierarchy.
- Any subsequent program should incorporate an initial needs assessment, earlier coordination among the principals, a review of the selection process and should ensure ongoing feedback among all of the principals. This avoids the miscommunications present in the earliest months of the program and focuses the potential outcomes more narrowly so that they can be defined and then analyzed.

## ASSESSMENT METHODOLOGY

The assessment consisted of a brief document review, extensive group and individual interviews, classroom observations, and site visits. The primary tools were a series of questionnaires developed for the Haitian participants, the visiting delegation, the trainers, and the program administrators. The interviews addressed the three primary objectives of the assessment through a detailed series of linked questions relating to implementation and expectations. The questionnaires were available in either French or English, but were administered in the language preference of those interviewed. The interviews of the Haitian participants and the visiting delegation were conducted almost exclusively in French. The classroom observation was of an English session on Pittsburgh's use of multicultural education, and the primary site visit was a meeting with the Supervisor of Policy Planning and Restructuring for the Pittsburgh Board of Education. The only trainer available to the assessment team was Michel Rakatomanana, who was the principal trainer in twelve of the seventeen modules.

## PROGRAM OVERVIEW

This section discusses IMDI's program and capacities, and the current educational system in Haiti.

### *IMDI Program Overview*

This International Management and Development Institute (IMDI) started in 1978, with the purpose of training people from francophone Africa and Haiti in management techniques. IMDI is part of the School of Public and International Affairs at the University of Pittsburgh, but focuses specifically on executive development, usually in programs of one or two months. In addition to the regular cycle of courses, they offer custom-designed longer programs to address particular needs. This includes the six-month program for Haitians, as well as a nine-month program for Russians in early 1994. IMDI has 12 full-time employees, and teaches courses in Arabic, French, English and Russian. They have partnership arrangements with a number of international organizations and foreign governments.

IMDI has three goals: (1) to build up knowledge about development management; (2) to develop methods of applying this knowledge; and (3) to transform the knowledge and methods into an applied training program. Its specific training target is mid- to upper-level management, and it includes training, consultation, research, publications, and partnership arrangements among its principal activities. Its working style is based on long-term collaboration and interactive training based on apprenticeships, while the accent of the training is based on practicing techniques and problem solving, using local resources.

The programs in French include the French Seminars in Management and Development (SFMD), which last two months with an enrollment of approximately 120 students. These seminars are divided into three phases. The first phase is general course work, including managing information systems, negotiation and strategic planning. The second phase is the establishment of professional contacts. The third phase is specialized modules, such as training of trainers, financial management, or human resources management.

The participants choose their own specializations during the third phase—flexibility is a key feature of the program as a whole. IMDI also employs several different strategies for follow-up. These include organizing on-site conferences/programs, creating an association of former participants, distributing an IMDI journal, and administering regular follow-up questionnaires.

### *The Haitian Educational System*

There are approximately 3 million school-age children in Haiti. While public education is on the rise, more than 85 percent of the students in school attend private school (only about one in three school-age children attend school). For most of the schools, the ratio of teachers to students averages 1:60, although this may go considerably higher. Many of the teachers do not have formal training in teaching methods, and there is considerable variation between the standards used in the public and private sectors for certification and education.

The Ministry of Education, Youth, and Sports is redesigning the educational program to include nine years in the fundamental program, consisting of three separate cycles. Secondary education will be an additional three-year program, divided into classical, technical and professional training. This is quite different from the older system of six years of primary education, and an additional six of secondary.

The private sector has its own administrative structure. FONHEP (the National Foundation for Haitian Private Education) is separate from the Ministry, but is a parallel entity which monitors the activities of the private schools. The Ministry is ultimately responsible for all education in Haiti, however, and includes an office with oversight over FONHEP. The private sector is divided as follows:

	Catholic	Protestant	Independent	Total
Number of schools	1,156	3,467	3,359	7,982
Number of students	19,983	92,838	72,638	185,459
Number of teachers	3,875	13,770	12,754	30,399

Now the Ministry's immediate task is to decentralize the educational administration, to equalize the available resources among all departments (rather than concentrating them in Port-au-Prince), to develop standards for teachers which incorporate some of the newer initiatives of the government, and to create a national educational plan.

### **INTERVIEW RESULTS**

This is the major descriptive section on the data collected. We have grouped the responses by participants, IMDI administrators, trainers and finally the Haitian delegation. The participant questionnaire was the most extensive of the instruments and covered four major areas: program management, group dynamics, expectations, and recommendations. In most cases, issues on the program outcome, group dynamics and lessons learned have been abstracted from this section and narrated in more detail in those sections of the assessment report.

### *Participant Interviews*

There are five participants in the program, who come from four of Haiti's nine departments: two are from the north, one from Artibonite, one from the west and one from the south. Three participants represent the private sector, and two the public sector.

FONHEP nominated nine candidates, three each from the Protestant, Catholic and Independent sectors. An initial preselection was made at FONHEP, followed by a lengthy interview by Ministry, USAID, and FONHEP representatives. The Ministry followed the same final selection process, and the candidates felt that their initial selection had been a matter of merit and a consequence of references from their supervisors.

All of the participants are mid-level administrators, whose work includes monitoring schools in their regions. The participants are as follows:

**The Private Sector (FONHEP):**

Noel Etienne HERIVEAUX  
Nelle JEANTILLON Derival  
Pierre Antoine LOUIS

**The Public Sector:**

Jean Felix NORGASSE  
Josseline OBAS

The five participants share two apartments off-campus. Several participants left young children behind in Haiti in order to take part in this program, and the duration has imposed considerable hardships on the participants and their families. IMDI has been particularly sensitive and responsive to this situation.

The participants arrived at the University of Pittsburgh after a week-long orientation in Washington, and were immediately thrust into a month-long sequence that was part of the third phase of the regular IMDI program. The three men chose to take the training of trainers module, while the two women took human resources development. The second phase was changed for the Haitian program from an intensive two-week period to periodic visits over the course of the entire six-month program.

The most consistently expressed concern was that they wanted the program to focus more on school administration and specific methodologies, such as how one evaluates a textbook, as opposed to modern management strategies. This became clear during IMDI's mid-term evaluation, and there was increased attention paid to how the different methodologies might affect school administration in each module remaining, but no new modules were developed to compensate.

The participants found their program to be a combination of IMDI and the francophone seminar. Although they thought that the program was well-done, the participants felt that the modules not specific to the Haiti training were less appropriate—in some cases, the site visits were useful but not always germane to their situation. The training consisted of a series of modules, all of which included participatory activities involving feedback, brainstorming, and case studies. There was some theory, but more practice; including site visits, observation, simulation, note-taking, with a synthesis session at the end.

The principal objective of the training was to give the participants leadership, management and planning methodologies, general management techniques, to show them administration and education modules in the U.S., to compare the U.S. educational systems with Haiti's, and prepare them to work together to plan a new educational policy in Haiti.

The modular format had both strengths and weaknesses. Most techniques worked well because they were geared towards teaching adults. Two aspects that were singled out as especially effective were conflict resolution and active listening. When the techniques worked less well, it was often due to the unfamiliarity of the technique and insufficient time to address it more effectively. In general, the modules were well designed, but some of the professional visits were not appropriate to the educational focus, such as the one to the old Pittsburgh airport.

All of the participants developed action plans, either at the beginning of the program, or during the final few weeks of the program. These plans described either what they hoped to achieve in the training, or what they were going to do, using the new techniques, upon their return. Most changed their objectives when it became clear that the focus of the training was on educational policy, although several felt that the tools they learned would be useful, especially in involving the community with the school.

The participants thought that their orientation in Washington was very useful as an introduction to life in the U.S. and in teaching them how to get around in an American city. Although they would have liked a more detailed orientation, they felt that they were adequately prepared for what they would find in the U.S. None of the participants experienced particular problems due to race, gender, or language. They noted that their language facility improved with practice and that several of them had become guides for the newly-arrived African students.

In terms of the administration of the program, the participants were pleased with IMDI's responsiveness and had no substantive complaints to register regarding administrative or financial problems. The IMDI personnel were, by and large, willing to adapt the program as much as possible to address particular concerns expressed by the group. The principal trainer, Michel Rakatomanana, was especially singled out by the participants as being very caring and concerned.

The most and least effective elements in the program varied considerably with each participant. They valued the site visits to places, families, and organizations most; nothing was identified as weak. The trainers were knowledgeable, and the modules were well-prepared. The participants felt that IMDI did well for coming up with a program so rapidly, appreciated the availability of the trainers, and that they learned a lot, especially about adult education techniques. A negative comment indicated once again the disjuncture between expectations and reality. This question evoked the only comment about the content of the modules themselves (apart from their relevance to the participants' situations in Haiti). One of the participants felt that the content was not substantive enough, and, in particular, that they had not paid enough attention to learning computer applications.

The participants were unevenly divided into those who thought there had been too many site visits and those who thought there had been too few. In general, however, all thought that there should have been more formal training.

As to whether or not they had been trained in the skills necessary to accomplish the program objectives, the answers were more equivocal and refer back to that initial disjuncture. They would have preferred a more technical program, more tightly focused on educational methods, but thought that they might be able to adapt some of these skills to their own contexts.

The participants thought that the selection process had worked well for this level of participant. One participant thought that USAID's emphasis on women participants was somewhat artificial.

The participants established close ties with each other, and several established links with one of the local Catholic churches. They developed some ties with both the trainers and with the various agencies they visited, but thought that the most useful connection in terms of professional contacts had probably been with the OAS (Organization of American States) in Washington, DC.

The participants noted the differences between public and private sector education in Haiti, as well as more noticeable differences between the Haitian and American educational system. Between the public and private sectors, they mentioned the differences in evaluation standards and the range of variation within them. The American system surprised them on a number of levels, and they singled out the American pragmatism: little theory, much work and practice. The methodologies and the general workstyle, where there was a lot of give and take, also occasioned comment. The active participation of students, the emphasis on comprehension rather than memorization, and the involvement of the teachers surprised them, as did the individuality of the schools, which resulted from the difference in having a national plan and programs being determined at the local level.

In selecting future participants for this training, the participants recommend targeting the same level of counsellors and inspectors, but expanding it to the five departments of Haiti untouched initially. They would also include school directors among the group.

Most participants felt that the duration of the training was either about right, or could be expanded. One mentioned the possibility of granting visas to spouses to visit; this was clearly not feasible in the recent political context of Haiti, but might prove worthwhile to investigate for the future, if the program remains at six months or longer. It is also something well within the individual participant's initiative.

The only unanticipated experiences involved the large degree of civic education and the personal improvement of skills. The participants felt that everything had, for the most part, been programmed, so that none of the effects were unintended, except the hurried start of the program.

Perhaps the least successful aspect of this training program was the initial four months' training in English. This was geared solely to passing the TOEFL examination, rather than on conversation or grammar. IMDI initiated the group's English training at the University of Pittsburgh late in the

program, and, while this was more focused, it was also frequently interrupted by site visits and other obligations. Most participants thought that the initial English training would have been accomplished better stateside, where both conversation and language immersion would have been possible.

All of the participants were able to spend time with American families, either in events sponsored by IMDI or on their own. This was strongly endorsed by the participants and encouraged by IMDI, and the participants felt that these visits should be expanded to weekends, if possible.

All of the participants ranked this program between three and four (out of a possible five points), despite the initial misunderstanding of content.

### *IMDI Administrator Interviews*

IMDI includes a number of very specific educational techniques. One of these is convergent and divergent learning: the former works from diverse situations first and develops into a general perception of the problem. The latter works from a specific problem and then develops into site-specific analyses of that problem's interactions. They also use a strategic planning method, where the participants design a set of learning objectives at the beginning of the training, and then an action plan at the end.

Most of the planning for the program was done by Michel Rakatomanana and PIET. Philippe Gasquet, the coordinator of the francophone program, designed the initial response to USAID/Haiti's request. It should be noted that this request stressed educational policy reform, and not school administration techniques.

The Haitians participated in a program orientation offered by IMDI, which lasted for one month. During this time the participants chose selected modules that were part of the francophone seminar; this gave the administration a chance to fine-tune the program for the remaining five months. They also offered to let the participants take other IMDI courses, such as project design and management. When the participants asked about including components on school administration, IMDI went back to PIET for approval/consultation. PIET was unable to provide any correspondence in this regard. IMDI decided to continue the program as designed, since there was already some content on administrative skills in the course of the modules, although not as a separate module. A greater focus on this may come out of the synthesis and application sessions closer to the end of the program.

The Haitian group may devise individual or group action plans, depending on what the administrators want as the end result of the training. The last week of the course is devoted to developing an action plan, while the second to last week is on the management of change.

In the future, IMDI would like to establish direct contact with the clients and with the donors; and explain the different faculties and options at Pittsburgh (IMDI has by far the most experience with training, but the other schools could provide modules of different techniques, as they have in the

past). At the beginning of next year, IMDI should go to Haiti for a well-planned visit of follow-up and to have substantial discussions about the next phase of the program.

### *Trainer Interview*

The IMDI trainers come from a variety of locations; several are from Quebec. Only one trainer was interviewed for this report, but, as mentioned earlier, this trainer was responsible for twelve of the seventeen modules. He also became the chief administrator for this program and the participants' first point of contact with the IMDI management.

IMDI and the trainers received general guidelines from USAID/Haiti; the discussion with participants about expectations changed some aspects of the program (i.e., more site visits), and some background was provided in the course of the modules on evaluating teachers, etc. A synthesis and application session is held to determine what the participants have learned and what they can take back to Haiti. In addition, they regularly devote time to discussing problems, as well as holding frequent roundtable discussions about the program.

The principal trainer felt that site visits were especially useful, that the interaction between teachers, administrators, and students was good, and that the training had been successful in bridging the gap between the public and private sector participants.

Time is definitely a factor in any of the modules, and he would modify the balance for the next program, to include more on classroom-based reform, and expanded professional contacts to focus on solutions to problems.

### *Ministry and FONHEP Delegation Interviews*

The visiting delegation from Haiti included: Mrs. Marie Carmel Coupet, Ministry; Rev. Jacques Nicolas, FONHEP; Mrs. Mona Basse Anthony, Ministry; and Mr. Herve Jean-Charles, USAID/Haiti.

The delegation commented on three specific areas. Their perceptions of the program, their expectations of the participants upon their return, and their assessment of the value of the program.

First, they thought that they had been deceived initially about the purpose of this program. It came as a surprise to realize that the participants had been learning about educational policy and planning and not school administration. They felt that better communication and ongoing feedback among the various involved parties would have minimized this concern. They appreciated the psychological support that IMDI gave the participants during such a particularly trying period.

Second, they expect that upon return the participants will be trainers of trainers, not necessarily in a formal setting, and will participate in the establishment of the decentralization policy. They hope that some will establish test projects to help disseminate some of the ideas they have learned

and observed, in particular through setting up more seminars for training and an orientation to these new methods.

Third, the delegation investigated the possibilities of future cooperation with IMDI and held a discussion with participants on the success of the program's objectives. They learned that, while the participants valued the skills they have learned, and the group did become integrated, it was clear that they wanted more detail on the supervisory components, on computers and education in general.

They agreed that follow-up should be done in Haiti, to improve the planning and organization of the program, and they would like to establish more formal lines of cooperation regarding educational development and planning, along the lines of what they were able to discuss with the Pittsburgh Board of Education.

## PROGRAM OUTCOME

This section looks at three major issues. The first of these is the disjuncture between participants' expectations and the Mission's program. The second examines the IMDI program, as evaluated by the participants and its responsiveness to the Mission's goals. The third issue is the potential impact of this training program on the development of a national educational policy in Haiti.

### *Expectations and Program Objectives*

It is unfortunate that the expectations and the stated program objectives should have been so disparate. In the absence of a sequence of events from the Mission's point of view, the problem would appear to be the classic *failure to communicate*. The Haitian administrators and participants were clear as to what they expected: a program in school administration. The Mission was also clear in communicating to PIET and IMDI what it wanted from the program, as evidenced from the following quote. "The overall goal of this program was to provide trainees with tools necessary to engage in policy dialogue with regards to national education reform. Training should place particular emphasis on applicability to home country and how to sustain what has been learned in the U.S. upon return to Haiti."<sup>1</sup>

While it is probable that the June 1994 political situation in Haiti inhibited much coordinated planning, it is puzzling that there was not some additional communication during the lengthy selection and English language training process.

The participants expressed their concerns about the program during almost every module, and strongly during the mid-term evaluation. At that time, the principal trainer contacted PIET to determine if any modifications were possible under the scope of work. Based on interviews, it is clear that the program administrators decided to implement their original scope of work (and thereby fulfill their contractual obligations) rather than shifting the focus to school administration.

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<sup>1</sup>Page 2 of a 5 page explanatory fax sent from PIET to IMDI, June 21, 1994.

At the same time, more effort was made during the remaining modules to focus on training in the Haitian context.

The visiting Haitian delegation clearly felt excluded from the planning and implementation processes. The delegation used strong language to express that sentiment; the language "deception" and "waste" figured in their interviews. When pressed to elucidate, they explained that the lack of communication meant that they had not known what the program was going to be about, and, if they had known, they would have chosen other participants. While they were certain that these participants would be able to use some of the skills they had learned in their own administrative context, they felt that this particular group would not be in a position to make policy decisions.

### *IMDI's Educational Policy Program*

USAID/Haiti established four objectives for this program. These objectives stressed leadership skills, professional advancement, improved understanding of a democratic free enterprise system with particular emphasis on its relevance to Haiti, and meeting Americans in professional and personal contexts.

IMDI used these objectives as the organizing principle behind their seventeen modules, which included classroom activities and site visits. The classroom activities included modules on democracy and education in the U.S., methods of modern management, educational policy at several different administrative levels, and site visits. The modules ranged in duration from several days to an entire month. One key difference between this tailored program and IMDI's regular francophone seminar was the timing of the site visits, which were spread throughout the entire program, rather than concentrated in two weeks. Most of the participants felt that the site visits had contributed substantially to their understanding of the functioning of the U.S. educational system, and provided the context to which their more theoretical classes applied. These site visits included meetings with representatives from state governments, teacher training schools, community boards of education, and public and parochial schools, as well as the World Bank and the Organization of American States.

The assessment team asked the participants to rate the modules based on organization, closeness of fit with the program goals, implementation, and overall utility of methods. Their cumulative results are presented in the following table, but can be briefly summarized. While not every participant had every module<sup>2</sup>, and none have had the final series on managing change or the final evaluation of the program, almost all rated the modules as having satisfied their objectives. The modules that rank at opposite ends of the spectrum are human resources management, which ranked higher than the others, and educational administration, which ranked lowest. Most

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<sup>2</sup>The participants were given a choice early in the program to take one of two courses in the francophone management seminar. The women chose human resources management, and the men chose training of trainers. This was the only clear evidence of a gender difference between the participants, and appeared to stem more from their actual job situations than any larger variable's effect.

participants felt that, while there were future applications for these skills, the extent to which they would be able to implement them was open to question.

### ASSESSMENT OF PROGRAM COMPONENTS

In general, how satisfied were you with the following components of your program?

Please rate each item using the following scale.

1=Very Dissatisfied, 2=Dissatisfied, 3=Undecided, 4=Satisfied, 5=Very Satisfied; NR=Not Received

COMPONENTS	DESIGN		PRESENTATION	
	Design of Module	Fit w/Program Objective	Process	Usefulness of Methodology
Program Orientation	4.75	4.5	4.2	4.2
Democracy/Governance and Education in U.S.	4.4	4.4	4.4	4.4
Methods of Modern Management				
a. Strategic Planning	4.0	4.0	4.0	4.2
b. Managing People	4.5	4.3	4.5	4.5
c. Managing Information	4.4	4.0	4.4	4.4
d. Managing Change	NR	NR	NR	NR
Educa. Policy/Planning at Fed., State, & Local Levels				
a. Policies and Government	4.2	4.0	4.0	4.0
b. Administration	3.7	3.7	3.3	3.3
Educational Policy and International Organizations				
a. Planning/Management of Develop. Projects	4.0	3.8	4.0	4.0
Professional Contacts	4.2	4.2	4.2	4.2
Synthesis and Application	4.0	4.0	4.0	4.0
Evaluations	4.25	4.25	4.0	4.0

Note: Not all participants responded to every item.

### *Program Impact*

It is important to state, clearly and prominently, that this program is not yet over. As a result, it is too soon to determine the precise impact it may have on the participants, their colleagues or the national educational policy in Haiti. What can be determined, however, is what the participants and the delegation expect will happen.

The participants are somewhat cautious in answering how this training will affect their work. It depends on what the educational hierarchy will permit. However, in terms of personal development, they were more forthright. They felt that their basic skills have improved, and that they had learned a great deal, especially the techniques of active listening, group dynamics, delegation of tasks, and conflict resolution. Several described planning small projects at their own level for teachers and libraries, then executing these plans. On the personal level, they felt they were more open and self-confident than before as a result of the training. They thought that they would be able to use some of these skills in their current jobs, and that the training of more individuals of the same administrative level would be useful. They thought that these methods

and skills would need considerable adaptation before they would be useful to personnel at lower levels in the educational system.

The delegation felt that one of the more unfortunate aspects of this program, from the standpoint of potential impact, was that the selection process had focused on a bureaucratic level other than the one which might be able to most appropriately address policy issues. Given the geographic separation of the participants, the delegation did not foresee them working together as a single, centrally-organized unit. They felt that participants' expertise would be best utilized in teaching other, smaller, regional groups in some of these new techniques, and possibly in serving in a modified advisory capacity.

USAID/Haiti reports that the Research Triangle Institute, which is providing assistance with the National Education Plan of reform, has recommended that the five participants be temporarily assigned to policy development teams which may serve as the conduit for their acceptance as viable "movers and shakers." This is a reasonable and appropriate use of these participants and, if the Ministry of Education concurs, participants will be in a better position to make use of the expertise they acquired in their U.S. training.

## **TEAM FORMATION**

Working together really depends on how the upper echelons view both this program and the possibilities of the Trainees' involvement with educational policy reform. They certainly can work together well now, but it is still unclear whether they will be given a chance to do so. They probably will not be working together in one office, but is likely that they will be brought together for periodic meetings to discuss issues.

The program contributed to increased self-esteem and the participants' ability to cope with different administrative levels. This was clearly manifest in the site visits. It contributed to a sense of group cohesion; most felt that sense would continue in Haiti and that they would be able to expand upon this.

The training was effective in terms of creating solidarity; living together and attending classes together reinforced the group dynamic. In addition, attending some of the same courses with larger, more diverse groups, also generated group spirit. While it is clear that the individuals worked well together from the start, now they know how the others will react, and how to manage different opinions. The creation of this group spirit was one of the key findings of the mid-term evaluation.

## **LESSONS LEARNED**

There are several key areas, focussing most generally on planning, from which the Mission can learn in order to modify subsequent training programs.

- Earlier and ongoing coordination and feedback among the various parties—Ministry, contractor and Mission—is key both to a consensual,

participatory process and also to the smooth implementation of the program.

- It is important that any new program build upon an initial needs assessment. Not only does this build consensus among the involved entities, but it clarifies the goals for the implementing agency.
- It is equally important to gather information on the participants and their work environment before a subsequent implementation to ensure that the skills taught are the appropriate ones.
- A successor to this program should focus either on school administration or on educational policy reform. This requires that the Mission and the Ministry agree to the focus. This will have implications for participant selection and choice of training modules. Training in school administration and educational policy are both useful to Haitian educational development, but their target populations are quite different.
- The key unforeseen problem was the volatile political situation. This also had an effect on the participants' abilities to function in a strange environment by exacerbating the usual stress such a situation imposes.
- English language training focus should be reviewed.
- The probable outcomes of this trained group in terms of their ability to work together and the types of tasks they might do is still indeterminate.
- Most of what the participants have learned about education and society has been as a result of site visits. They still need tools to involve the community with the schools.
- A program on school administration should include specific modules on methodologies and techniques, such as the evaluation of textbooks, teachers, students, and programs. All of these were addressed by the IMDI program to a certain extent. Some of the general management techniques will apply, but considerably more detail on executing reforms and managing their limited resources will need to be developed for this course.
- \* IMDI did a good job in the time it had to develop a program. Perhaps the weakest element was its knowledge of the Haitian situation. This had the positive effect, however, of encouraging more active contributions from the participants.

## CONTRACTING ISSUES

USAID/Haiti was concerned about the delayed response of PIET to its training request for this program and the complications and increased cost that it engendered. The confusion and hassles over the delayed response to the training request strained the relationships among the Mission, PIET, the University of Pittsburgh, and the participants as well, and the residue of this is in evidence even as the program is winding down.

The training request, for a July 1994 departure, was submitted to the Human Capacity Development Center (HCDC) by the Mission in January 1994. This was a reasonable and adequate lead time. PIET received the request from HCDC in early February 1994. The PIET response, however, was not forthcoming in a timely manner. The Mission, in April and again in May, contacted PIET (and copied HCD's manager of the PIET contract) to find out the status of the training, and by mid-May was becoming concerned about the lack of response, because of the political situation in Haiti, the impending airline embargo, and the prospect of trying to get the participants out of the country before the embargo was in place. As it turned out, the Mission had to accelerate the start of training by three weeks to avoid the June 21 embargo. PIET managed to place these participants in the IMDI program at the University of Pittsburgh, but because of PIET's late negotiations, the cost, according to the Mission, was about three times what the usual cost would have been. Halfway into the program, the Mission reports that the cost suddenly increased, and they were told by PIET that, if the Mission did not pay, the University of Pittsburgh would put the participants on the next plane home. The increased amount was due to an accounting error at PIET.

PIET acknowledges its responsibility for the delay in responding to the training request and attributes the problems to reorganization and staffing changes taking place at the time. PIET approached the Mississippi Consortium and Harvard about providing the training, but after some delay, both declined. PIET maintains that it was not easy to find an appropriate 5- to 6-month non-degree program, and that any such program tended to be expensive. Because of the immediacy of the training, IMDI, taking advantage of the situation, proposed a budget, which PIET was compelled to accept because of the time factor. Also, because of the short notice, IMDI was unable to get a clear understanding of the background of the participants and the plans for nationwide educational reform, and was, therefore, limited in its ability to customize the program to the Haitian situation.

## RECOMMENDATIONS

Rather than making strict recommendations, the assessment team instead focused on the various options for a successor project, given that the lessons learned section highlighted most of the strengths and weaknesses of the program. One additional suggestion is that the Mission consider the possibility of sending a team of educational policy experts to Haiti's Ministry of Education, Youth and Sports to assist them in designing, articulating, and implementing educational restructuring.

There are several choices ahead for this program. The first concerns the scope of a successor project: does it continue to work in the four current departments, developing a critical mass of trained personnel there, or does it expand the training into all nine departments? The second concerns the content of a successor project: does it continue to focus on educational policy, or shift to school administration? The third choice concerns the language of instruction, and the location of that instruction.

### *Scope of Program*

One of the difficulties in the five participants being able to work together as a unit in Haiti is the geographical separation of the participants. At the same time, their geography works to their advantage in expanding the base of trained people in their own departments. It also accomplishes one of the Ministry's goals in decentralizing educational resources. The drawback is that the re-education of the separate departments will fall on a single individual's shoulders, and this additional training will contribute to the participants' existing workloads.

The choice becomes one of deepening existing capabilities, or broadening the geographic base of those capabilities. If there is more formal, external training in these four departments, then a critical mass of trained people can be developed to continue the training at different levels and serve to reinforce one another's capacities. If the initial training is expanded into all nine departments, then the initial accomplishments and drawbacks of this preliminary training are replicated. At the same time, broadening the available pool of trained resources across the entire country could reinforce national objectives far more effectively than in only a limited number of locations.

### *Program Content*

The basic choice for the program is whether it will remain focused on educational policy, or shift to school administration. If it remains an educational policy program, then there are several changes needed in the selection process and possibly in the location of the training, although the modules and the existing program can remain largely as is. Currently, the selection process draws from a pool of mid-level administrators. This is not the key group for educational reform, which should include upper-level administrators and Ministry officials. Selections from this more narrow pool becomes increasingly political as one climbs the educational hierarchy, and time constraints become more critical. Are these people who could absent themselves from their positions for six months?

It might be more feasible to use the modular approach for this group. A contractor could conduct several different month-long seminars that are very tightly focused, omitting many of the site visits and concentrating on developing and implementing policy reforms. These seminars could be held almost anywhere, and it might be more appropriate to hold these in one of the regional capitals in Haiti, rather than in Pittsburgh. This type of program would target a more appropriate audience and build a critical mass of trained personnel simultaneously. It could also contribute to developing a group spirit, and subtly alter more hierarchical office politics. Not the least, it would also be less costly than an overseas training program.

If the project shifts to school administration, then this will require considerable revision of the modules and the intent of the program. The participants and the visiting delegation were forceful in arguing for a shift to school administration, and proposed several changes to the existing program that would enhance this new concentration. If this is the future direction, the selection process is fine as it stands for this level of participant, and the participants judged it to be fair and impartial.

The modules, however, would have to be considerably altered, to shift focus from educational policy to a more hands-on approach to school administration and methodologies. Before any additional planning is done, a comprehensive needs assessment should take place, to include comments not only from the participants, but from their colleagues in Haiti. This should include the active participation of the Ministry and FONHEP.

The participants discussed in some detail how the new program might be reshaped. The new modules should concentrate on school administration, intensify school visits, training of trainers, participation/involvement of the community with the school, and a better, more specific, focus on education. The balance between theory and practice, in terms of classroom activities and site visits, should also be re-examined. This should strengthen the connections the participants make from their observations, and provide a more concrete forum for discussing these novel methodologies with practitioners.

There is a certain inevitability of close coordination between Pittsburgh's School of Education and IMDI for this type of program, which might usefully be expanded from the Haitian context alone to include the African one. This would echo the types of training done when IMDI started the francophone management program, but shift its focus to an educational one. This type of close collaboration becomes even more possible given the fact that the principal trainer is a doctoral candidate in the School of Education.

### *Language of Instruction/Location of Instruction*

Language and location of instruction are closely allied topics. If the instruction is done in Haiti, then it would seem logical that it be done in French. If the training is done in the U.S., then the utility of managing an island of francophones in an anglophone sea becomes less clear. This strict correlation of location and language is not necessarily the correct interpretation, especially given the timeframes of the training programs and their target audiences.

The educational policy program requires collaboration within the Ministry of Education, and with other Haitian government entities. This collaboration is conducted in French or Creole. The educational policy program also requires collaboration with international donors, which may be in French or, more probably, in English. So the ability to present ideas and a program in English may be an important factor in obtaining funding for a particular initiative. Language becomes an issue in terms both of selection and overall cost of a program. If English is a prerequisite for this training program, how much does this reduce the available pool of upper-level management participants? If English training is a necessary component to this program, how much and what

level (and at what cost) would be most appropriate? The choice becomes which language is more useful in the long run.

Any overseas program of relatively long duration imposes psychological stresses on the participants. Being able to function in their own language becomes an important psychological bulwark. It usually makes it easier to comprehend new concepts, since these can be introduced without the filter of struggling with another language. At the same time, the practical experiences of a school administration program would require some degree of functional English in order to understand the situations and the methods used. It is also important for participants to be able to establish a certain independence in their daily life, which again requires a degree of functional English. English training would seem to be a necessary component to this program, but the question once again is how much and what level (and at what cost) would be most appropriate?

**APPENDIX A**

**Schedule  
of  
Activities**

## SCHEDULE OF ACTIVITIES

- November 14
- Arrived in Pittsburgh, Pennsylvania
  - Attended IMDI briefing by Philippe Gasquet and Martin Esambe.
  - Participated in a briefing at the Graduate School of Education by the visiting delegation about the state of education in Haiti and the educational reform measures
  - Attended presentation on Multicultural Education by the Pittsburgh Public Schools
  - Organized a schedule of meetings and interviews with participants, visiting delegates and IMDI
- November 15
- Conducted a focus group with all participants, focusing on the program components and modules; participants rated the modules on a matrix provided
  - Distributed an open-ended questionnaire to serve as a basis for individual interviews
  - Individual interview with Noel Etienne Heriveaux, a participant representing FONHEP
  - Individual interview with Nelie Jeantillon Derival, a participant representing FONHEP
  - Met with IMDI administration, Dr. Nolan, Mr. Esambe, and Mr. Gasquet to explain purpose of visit and get their perspectives on the program
  - Individual interview with Project Coordinator and principal instructor, Michel Rakotomanana
  - Met with Herve Jean-Charles, CLASP-II Project Manager, USAID/Haiti
- November 16
- Individual interview with Josseline Obas, a participant representing the Ministry of Education
  - Individual interview with Pierre Antoine Louis, a participant representing FONHEP
  - Individual interview with Jean Felix Norgaisse, a participant representing the Ministry of Education
  - Met with members of the visiting delegation at opportune time throughout the afternoon and evening
  - Attended presentation on strategic planning and educational restructuring at the Pittsburgh Board of Education
- November 17
- Prepared for debriefing with IMDI staff and visiting delegation
  - Participated in debriefing of IMDI staff and visiting delegation
  - Departed Pittsburgh for Washington, DC

**APPENDIX B**

**IMDI  
Program  
Brochure**

**IMDI**

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L'INSTITUT  
INTERNATIONAL  
POUR LE  
DEVELOPPEMENT  
DU MANAGEMENT

SEMINAIRES FRANCOPHONES EN  
MANAGEMENT DU DEVELOPPEMENT  
CALENDRIER ET FICHE D'INSCRIPTION

**1995**

# SEMINAIRES FRANCOPHONES EN MANAGEMENT DU DEVELOPPEMENT 1995 CALENDRIER

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<b>Séquence I.</b>	26 Avril - 26 Mai, 1995 U.S. \$5,000.00 par participant
<b>PMPE</b>	Planification et Management des Projets de Développement
<b>EMPE</b>	Entreprenariat et Management des Petites et Moyennes Entreprises
<b>GEO</b>	Gestion de L'Environnement

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<b>Séquence II</b>	24 Mai - 30 Juin, 1995 U.S. \$5,000.00 par participant
<b>MMM</b>	Méthodes de Management Moderne

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<b>Séquence III</b>	28 Juin - 28 Juillet, 1995 U.S. \$5,000.00 par participant
<b>MRH</b>	Management des Ressources Humaines
<b>RFM</b>	Management des Ressources Financières
<b>FFP</b>	Formation des Formateurs et Gestion de la Formation

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<b>Sequence IV</b>	2 Août - 1 Septembre, 1995 U.S. \$5,000.00 par participant
<b>PMPE</b>	Planification et Management des Projets de Développement

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**Tarif** Les candidats peuvent participer à une ou plusieurs séquences. Les frais d'inscription seront:  
Une séquence: U.S. \$5,000; Deux séquences: U.S. \$7,500; Trois séquences: U.S. \$10,000

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## Information Supplémentaire

Si vous désirez recevoir des informations supplémentaires sur les programmes de l'IMDI, veuillez contacter l'institut au numéro de téléphone (412) 648-7610, ou fax (412) 648-2222, ou à l'adresse suivante:  
Dr. Riall W. Nolan, Director, International Management Development Institute, Graduate School of Public and International Affairs, 3703 Forbes Quadrangle, Pittsburgh, PA 15260, U.S.A.

# FICHE D'INSCRIPTION—SEMINAIRES FRANCOPHONES EN MANAGEMENT DU DEVELOPPEMENT—1995

Veillez remplir cette fiche d'inscription et la renvoyer à l'adresse suivante:

Dr. Riall W. Nolan, Director  
International Management Development Institute  
Graduate School of Public and International Affairs  
3J03 Forbes Quadrangle  
Pittsburgh, PA 15260  
U.S.A.  
Fax: (412) 648-2222

## Séminaires

Les candidats peuvent participer à un séminaire par séquence. Veuillez indiquer précisément le séminaire choisi:

Séquence I	<input type="checkbox"/>	PMPD	Planification et Management des Projets de Développement
	<input type="checkbox"/>	EMPME	Entreprenariat et Management des Petites et Moyennes Entreprises
	<input type="checkbox"/>	GED	Gestion de L'Environnement
Séquence II	<input type="checkbox"/>		Méthodes de Management Moderne
Séquence III	<input type="checkbox"/>	MRH	Management des Ressources Humaines
	<input type="checkbox"/>	MRF	Management des Ressources Financières
	<input type="checkbox"/>	FF	Formation des Formateurs et Gestion de la Formation
Séquence IV	<input type="checkbox"/>	PMPD	Planification et Management des Projets de Développement

## Renseignement Généraux

Nom, Prénom

Date et Lieu de Naissance

Nationalité

Adresse Permanente pour Correspondence

Adresse au Bureau

Téléphone

Télex

Fax

Organisme de Financement (si connu)

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# PLANIFICATION ET MANAGEMENT DES PROJETS DE DEVELOPPEMENT

Séquence I: 26 Avril - 26 Mai, 1995

Frais d'études: U.S. \$5,000 par participant

## Planification, Programme et Projet

- Planification: contenu, avantages, inconvénients, conditions de réussite; analyse de situation: constat, analyse, projection, problèmes/besoins;
- Planification stratégique et programme;
- Planification opérationnelle et projet.

## Préparation de Projet

- Planification opérationnelle et projet: arbre des objectifs, cadre logique;
- Préparation de projet: squelette de projet, matrice de marketing.

## Analyse de Projet

- Analyse financière de projet: délai de récupération, actualisation, valeur actualisée nette, taux de rentabilité interne, ratio bénéfice/coût;
- Analyse économique de projet: méthode des effets, des prix de référence et de la balance des paiements;
- Analyse sociale de projet: analyse coût-efficacité, analyse multi-critères;
- Cas des projets non-directement productifs;
- Application de l'informatique à l'analyse de projet.

## Management/Exécution de Projet

- Organisation de l'exécution de projet: activités, tâches, tableau des responsabilités;
- Ordonnancement de l'exécution de projet: diagramme de Gantt, méthode PERT et chemin critique;
- Exécution de projet (suite);
- Application informatique.

## Contrôle, Suivi et Evaluation du Projet

- Contrôle et suivi de l'exécution: tableaux de bord, schéma de suivi, système d'information pour le suivi;
- Utilisation de l'informatique pour le contrôle et le suivi de l'exécution;
- Evaluation ex-post du projet: objectifs, modalités, techniques et outils.

## Voyage d'Etudes et Contacts Professionnels:

Les enseignements sont complétés par des voyages d'études et contacts professionnels ayant pour but de familiariser les participants avec divers aspects du management tel qu'il est mis en pratique aux Etats-Unis. Les participants à la première séquence effectueront un voyage d'études à Harrisburg, capitale de la Pennsylvanie.

## Plans d'Action de Transfert

Chaque séminaire met l'accent sur le transfert de la formation. Ainsi, il sera demandé à chaque participant de préparer un plan d'action pour le transfert des connaissances, des outils et instruments discutés lors du séjour à Pittsburgh.

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## ENTREPRENARIAT ET MANAGEMENT DES PETITES ET MOYENNES ENTREPRISES

Séquence I: 26 Avril - 26 Mai, 1995

Frais d'études: U.S. \$5,000 par participant

### Diagnostic des entreprises

- Facteurs positifs et négatifs de l'entrepreneuriat; perspectives en Afrique et à Haïti.

### Organisation de l'entreprise

### Marketing et les problèmes de débouchés

- L'analyse et l'amélioration de la capacité des organismes dans un environnement de marchés complexes;
- La segmentation des marchés: examen des critères de segmentation, détermination des conditions de segmentation efficace, détermination et attaque des cibles;
- L'audit marketing;
- Le marketing dans le secteur public: implantation du marketing dans les organismes publics;
- Le marketing international.

### La politique financière de l'entreprise

- Les ratios de l'entreprise;
- Définition et utilisation.

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## GESTION DE L'ENVIRONNEMENT

Séquence I: 26 Avril - 26 Mai, 1995

Frais d'études: U.S. \$5,000 par participant

### Principes de base de la gestion de l'environnement

- L'analyse de l'environnement et des ressources naturelles;
- Le cycle de projet et la gestion de l'environnement;
- L'écosystème africain: analyse cross-sectorielle.

### Normes et réglementations environnementales

- Le contexte international de la protection et la gestion de l'environnement;
- Conséquences des conférences internationales et régionales sur la gestion de l'environnement en Afrique.

### Perspectives sociales et culturelles de la gestion de l'environnement

- Impact socio-économique de la gestion de l'environnement;
- Migrations internes et contraintes sur l'environnement; traitement des déchets industriels et des ordures ménagères;
- Utilisation des ressources naturelles dans un milieu rural.

### Analyse économique de la gestion de l'environnement

- Analyse des coûts et bénéfices,
- Comptabilité environnementale;
- Le management de l'environnement dans le cadre d'un développement durable;
- Le rôle des instruments économiques.



## Renforcement des capacités locales et des institutions

- Le rôle des institutions nationales et régionales dans la gestion de l'environnement et l'analyse de l'impact;
- La formulation de recommandations et de projets de législation viables;
- Le développement des ressources humaines;
- Contrôle et suivi.

## Visites Professionnelles

Ces visites fourniront aux participants l'occasion de confronter leurs propres expériences dans la gestion de l'environnement avec celles de leurs collègues américains dans des domaines tels que la gestion des ressources forestières, de la faune et de la flore, l'écologie, le traitement des ordures et des déchets industriels, le recyclage, la conservation, ...

## Voyage d'études et contacts professionnels

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## Plans d'action de transfert

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## METHODES DE MANAGEMENT MODERNE

Séquence II: 24 Mai - 30 Juin, 1995

Frais d'études: U.S. \$5,000 par participant

### Planification stratégique et plans d'action

- Description et utilisation de la planification stratégique;
- Le plan d'action: conditions d'utilisation et son rôle dans le processus de planification stratégique;
- L'analyse *FFOM*: les quatre éléments de base; application de l'analyse *FFOM* dans un contexte donné;
- Les problèmes: analyse selon la technique dite de *l'arbre généalogique*; transformation des problèmes en objectifs à atteindre;
- Elaboration et description des éléments caractéristiques d'un objectif;
- Construction d'un schéma *PERT* reliant plusieurs activités entre elles; répartition des tâches en fonction des activités à accomplir et des ressources humaines disponibles.

### Techniques de négociation

- Diagnostic des stratégies de négociation.
- La négociation: définition, rôle et portée, phases de négociation et problèmes surgissant à l'ouverture des négociations.
- Le négociateur: profil et caractéristiques.
- La préparation des négociations: atouts et faiblesses, connaissance des partenaires
- La conduite des négociations: types de négociations et compétences requises, styles de négociation, alternatives, stratégies et tactiques, communication interculturelle.

### Management de l'information

- Définition de l'information et sa place dans le processus du management.
- Mise en place d'un système d'information aux fins de management (SIM):
- Diagnostic des organisations;

## MANAGEMENT DES RESSOURCES HUMAINES

Séquence III: *28 Juin - 28 Juillet, 1995*

Frais d'études: *U.S. \$5,000 par participant*

### Concepts et outils efficaces dans le management des ressources humaines

- Etablissement des communications inter-individuelles et inter-groupes.

### Outils de motivation

- Motiver les employés au travail.

### Procédures de délégations

- Règlement des conflits;
- Travail d'équipe;
- Leadership et gestion du temps du manager.

### Gestion prévisionnelle du personnel

- Evaluation des postes et emplois;
- Description des postes.

### Formation du personnel

- Préparation et mise en place des programmes de formation: détermination des besoins et des budgets de formation;
- Méthodes de formation des adultes: pédagogie et andragogie;
- Exécution des programmes de formation;
- Evaluation des programmes de formation.



## Outils du directeur du personnel

- Etablissement des livres;
- Des tableaux de bord du directeur du personnel.

## Evaluation des performances

- Des agents et des services.
- Implications des politiques de stabilisation et d'ajustement pour le management des ressources humaines.

## Voyage d'études et contacts professionnels

Les enseignements sont complétés par des voyages d'études et contacts professionnels ayant pour but de familiariser les participants avec divers aspects du management tel qu'il est mis en pratique aux Etats-Unis. Les participants à la troisième séquence effectueront un voyage d'études à Harrisburg, capitale de la Pennsylvanie.

## Plans d'action de transfert

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# MANAGEMENT DES RESSOURCES FINANCIERES

Séquence III: 28 Juin - 28 Juillet, 1995

Frais d'études: U.S. \$5,000 par participant

## Management des Ressources de l'Etat et des Collectivités Décentralisées

- Règles et techniques d'élaboration des budgets de l'Etat et des administrations autonomes. Le budget comme élément de politique économique et sociale;
- Politiques de stabilisation et d'ajustement structurel: mécanisme, portées et limites, implications budgétaires.

## Management des Ressources Financières de l'Entreprise

- Budget et politique générale de l'entreprise.
- Eléments de comptabilité d'entreprise.
- Analyse financière de l'entreprise: les ratios, leur signification et leur utilisation comme éléments de contrôle des performances. Mise en oeuvre des outils financiers indispensables à la rentabilité de l'entreprise.

## Evaluation et Management des Ressources Financières de Projets

- Etablissement des coûts, avantages comparés des projets;
- Analyse financière, économique et sociale: méthodes et critères de sélection, leurs portées et limites; effets macro-économiques;
- Utilisation des données financières.

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# FORMATION DES FORMATEURS ET GESTION DE LA FORMATION

Séquence III: *28 Juin - 28 Juillet, 1995*

Frais d'études: *U.S. \$5,000 par participant*

## Formation des adultes

- Méthode d'étude des adultes: différences entre les principes d'éducation andragogique et pédagogique;
- Motivation des adultes: comment créer un climat favorable à l'enseignement;
- Techniques d'instruction susceptibles d'amener les meilleurs résultats chez les adultes;
- Techniques de formation utilisant l'expérience Redondance des participants.

## Gestion de la formation

- Elaboration d'un plan de formation;
- Le rôle et la fonction du manager de programmes de formation;
- L'administration des programmes de formation: sélection d'une équipe de formateurs et mise en place de la fonction formation;
- Contrôle des dépenses et du budget de formation;
- Intégration des cadres dans le processus de formation.

## Planification, élaboration et évaluation des projets de formation

- Identification des besoins en formation;
- Formulation des objectifs de formation;
- Elaboration de sessions créatives et participatives;



- Le transfert des méthodes dans la situation professionnelle;
- Développement de programmes de suivi pour les projets en cours, et à la conclusion des projets.

**Techniques de formation**

- Langage de la formation: communication inter-culturelle, communication non-verbale;
- Elaboration de programmes de formation innovateurs sur une base de rapport qualité/prix;
- Développement d'une plate-forme d'aptitudes;
- Techniques de présentation: utilisation de l'audio-visuel, motivation de l'audience;
- Développement de plans du cours;
- Motivation du participant: du rôle passif au rôle actif.

**Voyage d'études et contacts professionnels**

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International Management Development Institute; Graduate School of Public and International Affairs;  
3J03 Forbes Quadrangle; University of Pittsburgh; Pittsburgh, PA 15260; U.S.A.

Tel: (412) 648 7610 Fax: (412) 648-9999. Telav: 100196. E-Mail: imdi@umc.cie.nitt.edu



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## PLANIFICATION ET MANAGEMENT DES PROJETS DE DEVELOPPEMENT

Séquence IV: 2 Août - 1 Septembre, 1995

Frais d'études: U.S. \$5,000 par participant

### Planification, Programme et Projet

- Planification: contenu, avantages, inconvénients, conditions de réussite;
- Analyse de situation: constat, analyse, projection, problèmes/besoins;
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- Application informatique.

## Contrôle, Suivi et Evaluation du Projet

- Contrôle et suivi de l'exécution: tableaux de bord, schéma de suivi, système d'information pour le suivi;
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## Voyage d'études et contacts professionnels

Les enseignements sont complétés par des voyages d'études et contacts professionnels ayant pour but de familiariser les participants avec divers aspects du management tel qu'il est mis en pratique aux États-Unis. Les participants à la quatrième séquence effectueront un voyage d'études à Harrisburg, capitale de la Pennsylvanie.

## Plans d'action de transfert

Chaque séminaire met l'accent sur le transfert de la formation. Ainsi, il sera demandé à chaque participant de préparer un plan d'action pour le transfert des connaissances, des outils et instruments discutés lors du séjour à Pittsburgh.

## Emploi

Précisez vos trois derniers postes en commençant par le plus récent:

Titre	Organisation	Responsabilités

## Éducation

Universitaire, Post-Universitaire et/ou Professionnelle:

Institution	Période	Diplôme/Domaine

Comment avez-vous été informé des programmes de l'IMDI?

- |                                                    |                                                          |
|----------------------------------------------------|----------------------------------------------------------|
| <input type="checkbox"/> dans mon service          | <input type="checkbox"/> par un organisme de financement |
| <input type="checkbox"/> par un ancien participant | <input type="checkbox"/> autre (à préciser)              |

## Emploi

Précisez vos trois derniers postes en commençant par le plus récent:

Titre	Organisation	Responsabilités

## Education

Universitaire, Post-Universitaire et/ou Professionnelle:

Institution	Période	Diplôme/Domaine

Comment avez-vous été informé des programmes de l'IMDI?

- |                                                    |                                                          |
|----------------------------------------------------|----------------------------------------------------------|
| <input type="checkbox"/> dans mon service          | <input type="checkbox"/> par un organisme de financement |
| <input type="checkbox"/> par un ancien participant | <input type="checkbox"/> autre (à préciser)              |

**APPENDIX C**

**Program  
Outline**

**INTERNATIONAL MANAGEMENT DEVELOPMENT INSTITUTE**

**in collaboration with**

**USAID and PARTNERS FOR INTERNATIONAL EDUCATION AND TRAINING**

**PROGRAM OUTLINE**

**EDUCATIONAL POLICY ANALYSIS AND PLANNING  
PROGRAM FOR  
FIVE EDUCATORS FROM HAITI**

**GRADUATE SCHOOL OF PUBLIC AND INTERNATIONAL AFFAIRS  
UNIVERSITY OF PITTSBURGH**

**1 July - 9 December 1994**

## EDUCATIONAL POLICY ANALYSIS AND PLANNING PROGRAM FOR FIVE EDUCATORS FROM HAITI

### SCOPE OF WORK

#### TRAINING GOALS:

- To provide participants with the tools needed to engage in policy dialogue with regards to future national education reforms in Haiti in such areas as educational policy planning and leadership skills;
- To enhance the participants' expertise in educational policy and management in such professional areas as teacher training, school and classroom supervision, pedagogical counselling, and educational research;
- To facilitate networking activities between participants and US and international educational institutions to encourage the identification of funding so as to insure the sustainability of future educational reforms in Haiti upon the participants' return;
- To provide participants with an experiential and participatory approach to understanding the US, its public and private institutions, and its citizens, as these relate to democracy and market economy.

#### PARTICIPANTS:

- Mr. Noel Heriveaux (teacher training, classroom supervision, data collection)
- Mr. Jean Felix Norgaisse (teacher training, classroom supervision, pedagogical counselling)
- Mrs. Marie Jeantillon Derival (teacher training, school supervision, data collection)
- Mr. Pierre Antoine Louis (teacher training, school supervision)
- Mrs. Josseline Obas (teacher training, classroom observation for pedagogical research)

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EDUCATIONAL POLICY AND INTERNATIONAL ORGANIZATIONS

ETHNICITY, MULTICULTURAL EDUCATION  
AND SOCIAL MOBILITY

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## DEMOCRACY, GOVERNANCE AND EDUCATION IN THE US

### PURPOSE:

The module will provide participants with perspectives on the issues of US commitment to individual rights and freedoms, and the implied role of citizen participation and responsibility. and allow participants to better understand the importance democratic institutions in the US, their interaction with educational institutions, and ultimately, the impact of this interaction on the social mobility of American people.

### OBJECTIVES:

Upon completion of this module, participants will be able to:

- identify US democratic institutions at federal, state, and local levels, and how they operate;
- discuss issues such as the separation of power between the Executive, the Legislative, and the Judiciary branches of government;
- recognize how such citizens' rights as freedom of speech are protected by the United States Constitution;
- enhance their understanding of the values and functioning of a democratic free enterprise system;
- analyze the U.S. commitment to individual rights and freedoms, and the implied roles of citizens participation and responsibility;
- review the concepts of ethnicity in the US as both a source of cultural richness and a challenge.

Ultimately, the module is to provide participants with an enhanced understanding of the interaction between issues of democracy, respect for human rights, citizen's participation and the market economy.

**MODULES:**

- Democracy, Governance and Education
- Ethnicity, Multicultural Education & Social Mobility;
- Local Government and Citizen's Participation

**DURATION OF MODULE:** 15 days

**INSTRUCTOR:** M Michel Rakotomanana

**PROPOSED SITE VISITS/SEMINARS:**

(Subject to confirmation)

- Office of Equal Educational Opportunity (Harrisburg, PA)
- Federally-funded RICE Project (Buffalo, NY)
- Various inner-city and rural revitalization projects (PA)
- United Nations Commission on Human Rights (New York)
- United Nations Development Fund for Women (New York)
- American Council for the Advancement of Human Rights (Washington, DC)

## METHODS OF MODERN MANAGEMENT

### PURPOSE:

The purpose of this module is to provide participants with an understanding of contemporary management concepts and functions. This includes knowledge of basic concepts of management, understanding concepts applied in strategic management and the management of information, and the importance of negotiation and how to conduct and evaluate those.

### OBJECTIVES:

Upon completion of this program component, participants will be able to:

- adapt strategic management to the context of educational policy and planning; and develop an action plan which can be of use upon their return to Haiti.
- rationalize the use of information and make decisions on when and how to automate;
- build consensus through team building and leadership management skills;
- apply work process analysis to a quality improvement of the Haitian educational system.

### Training Modules:

- Strategic & Action Planning;
- Managing Peoples' Skills;
- Management of Information;
- Managing Change in the Organization

## ***STRATEGIC PLANNING***

### **TRAINING OBJECTIVES:**

The main goal of this module is to:

- introduce participants to two management tools: strategic planning and action planning;
- adapt strategic management to the African context; and
- develop an action plan.

### **FUNDAMENTAL CONCEPTS:**

- SWOT Analysis
- Force-Field Analysis
- Branching Tree Analysis
- Brainstorming
- Objective Writing
- Task Analysis
- Resource Planning
- Scheduling with PERT

**DURATION OF MODULE:**            5 days

**INSTRUCTOR:**                        M Yvan Porcheron

## ***MANAGING PEOPLES' SKILLS***

### **TRAINING OBJECTIVES:**

This module will enable participants to:

- demonstrate through trial skill practice communication techniques which foster mutual understanding, respect, and exchange of information;
- state the difference between groups and teams, and identify situations that call for team rather than group behavior;
- identify the needs of employees as set forth in case studies, and develop strategies to satisfy these needs;
- demonstrate through trial skill practice techniques of coaching which will contribute to overall employee motivation and morale.

### **FUNDAMENTAL CONCEPTS:**

- Leadership & Delegation
- Conflict Management & Resolution
- Teamwork
- Negotiations

**DURATION OF MODULE:**            5 days

**INSTRUCTOR:**                        M Roger Putzel

## ***MANAGEMENT OF INFORMATION***

### **TRAINING OBJECTIVES:**

This module will enable participants to:

- create, use and manage information in their organizations;
- devise a manual or computerized system of information, including the generation of reports and procedures, to facilitate the tasks of management; and
- develop and use systems of data collection and entry; and state the advantages of using data to facilitate decision-making.

### **SUBTOPICS:**

- Definition of information and its role in the management process;
- Implementation of an information system for management;
- Introduction to micro-computing.

**DURATION OF MODULE:**            5 days

**INSTRUCTOR:**                        M Pierre Voyer

## **MANAGING CHANGE IN THE ORGANIZATION**

### **TRAINING OBJECTIVES:**

This module will enable participants to:

- Introduce creativity and innovations in their respective organizations;
- Revitalize their organizations in view of emerging external challenges;
- Restructure general organizational policies while providing a greater efficiency in the goals of the organization.

### **SUBTOPICS:**

- Introducing change in the organization;
- Resistance to change and strategies to implement change;
- Change and organizational climate;
- Optimal management of personnel in the organization and change.

**DURATION OF MODULE:**            3 days

**INSTRUCTOR:**                    M Yvan Porcheron

## **EDUCATIONAL POLICY AND PLANNING AT FEDERAL, STATE AND LOCAL LEVELS**

### **PURPOSE:**

This program component is intended to provide participants with information about institutional arrangements at federal, state and local levels in the area of educational policy and planning; to familiarize participants with how education policies are designed, implemented and coordinated at all three levels. Finally, participants will develop an appreciation for the implementation of these policies in the classroom.

### **MODULES:**

- Educational Policies and the role of Government: at Federal Level, State and Local levels
- Educational Administration

DURATION OF COMPONENT: 10 days

INSTRUCTOR: M Michel Rakotomanana

## ***EDUCATIONAL POLICIES AND GOVERNMENT***

### **PURPOSE:**

This module will enhance the participants' understanding of how the strategy for the achievement of educational goals contained in "America 2000" are to be implemented in terms of lowering school dropouts, increasing math and science achievement, and eliminating illiteracy.

Participants will discuss issues of teacher-training and the linkages between policy and research in education and get an insight on how educational research is conducted at national level in the United States.

Finally, the module will familiarize the participants with the international technical cooperation policy of the US Government in the area of education.

### **TRAINING OBJECTIVES:**

This module will enable participants to:

- discuss federal, state, and local educational policies as implemented in the United States.
- develop and implement educational policies with a view to improve the quality of education in Haiti at the national, regional and local levels;
- link issues related to institutional arrangements and strategic planning to program implementation at the government level.

## ***EDUCATIONAL ADMINISTRATION: PUBLIC AND PRIVATE SECTORS***

### **PURPOSE:**

The purpose of this module is to provide participants with an insight on educational management practices in the United States. Attention will be given to issues such as the processes of teaching and learning, school organization and improvement, curriculum design, school/classroom supervision, educational evaluation and documentation.

### **TRAINING OBJECTIVES:**

Upon completion of this module, participants will be able to:

- build a network of contacts among public and private schools in the United States with a view to identify possible future cooperative activities.
- use some of the various tools and techniques necessary in the organization, administration, and supervision of elementary and secondary schools.

Specific references will be made throughout the module to private schools, especially denominational schools operate in the United States. Some of the topics to be addressed are educational governance, student counselling, finance and policy, federal assistance, fund raising, teaching, and government relations.

Particular emphasis will be placed on the issue of school improvement in relation to the principal as educational leader.

### **PROPOSED SITE VISITS/SEMINARS:**

(Subject to confirmation)

- Selected Private and Public Schools in Allegheny county (PA)
- National School Public Relations (Washington DC)
- Council for American Private Education (Washington DC)
- National Catholic Educational Association (Washington DC)
- Lutheran Educational Conference of North America (Washington DC)
- National Association of Independent Schools (Washington DC)

## EDUCATIONAL POLICY AND INTERNATIONAL ORGANIZATIONS

### PURPOSE:

The module will provide participants with the international dimension of educational reform and management with an emphasis on Latin America and the Caribbean regions. The module will focus on such issues as funding sources, project design and implementation, and project evaluation.

### OBJECTIVES:

The ultimate objective is to:

- enhance the participants' understanding of the international dimension of education;
- prepare a portfolio for future educational projects with possible findings from international organizations;
- and to establish a network of contacts, which they can draw upon once they return to Haiti.

### PROPOSED SITE VISITS/SEMINARS:

(Subject to confirmation)

- UNESCO liaison office (New York)
- UNICEF (New York)
- UNDP (New York)
- The World Bank (Washington, DC)
- Latin America Development Bank (Washington, DC)

## PLANNING AND MANAGEMENT OF DEVELOPMENT (EDUCATIONAL) PROJECTS

### PURPOSE:

The purpose of this module is to enable participants to understand the notions and procedures of planning and programming as they apply to educational projects; to learn how to establish project budgets; to use different techniques of decision-making with regards to matters of investment; and to negotiate financing for the projects.

### OBJECTIVES:

At the end of this module, the participants will be able to:

- create a complete project document necessary for obtaining financial backing from national and international sources;
- ensure the successful operation of a project in terms of human resource management and meeting deadlines; and
- perform an adequate evaluation of project impacts and formulate recommendations for future projects.

### MODULES:

- Planning, program and project;
- Project preparation;
- Project management and implementation;
- Project monitoring, follow-up, and evaluation.

**DURATION:** 15 days

**INSTRUCTOR:** M Rajoana Andriamananjara

## PROFESSIONAL CONTACTS

### PURPOSE:

Site visits, field trips and professional seminars will give participants an opportunity to meet and to have beneficial interaction with their american counterparts, and other professionals working in the international organizations represented in Haiti. At the same time, participants will be provided with opportunities to have "hands-on" experience and to use how some of the tools and techniques they have learned in training can be applied in real life situations.

### OBJECTIVES:

Site visits and field trips are aimed at familiarizing the participants with the different aspects of education as it is practiced in the United States and strategic plans of international organizations operating in Haiti. Upon completion of these visits, the participants will be able to understand:

- how the various branches of government (federal, state and local) operate in the United States in the administration, funding and implementation of educational policies in the United States;
- how teachers training programs are undertaken in the United States and how the knowledge thus acquired can be transferred to the Haitian context;
- current and future educational strategies as linked to economic and social development in Haiti and the Caribbean by experts of different educational agencies: non-governmental organizations, international organizations.

### PROFESSIONAL VISITS:

(subject to confirmation)

#### Federal:

- Education Department (Washington, DC)
- State Department
- United States Agency for International Development (Washington, DC)
- Educational Resources Information Center (ERIC) (Washington, DC)
- National Association of Secondary School Principals (Washington, DC)
- National School Board Association (Washington, DC)
- National Urban Coalition (Washington, DC)

State:

- State Board of Education (Harrisburg, PA)
- Office of School Equity (Harrisburg, PA)
- Office of School Services (Harrisburg, PA)
- Bureau of Curriculum and Academic Services (Harrisburg, PA)
- Bureau of Community and Student Services (Harrisburg, PA)
- Bureau of Personnel (Harrisburg, PA)
- State Board of Private Schools (Harrisburg, PA)
- National Association of State Boards of Education (Washington, DC)

Local:

- Mayor's Office (Pittsburgh)
- City Council (Pittsburgh)
- Local Board of Education (Pittsburgh)
- Various private and public schools (PA)

DURATION: 25 DAYS

FACILITATOR: Michel Rakotomanana

## . SYNTHESIS AND APPLICATION

### PURPOSE:

The purpose of this module is to enable participants to reflect on all aspects of the program and to elaborate an action plan for implementation of the most useful tools in terms of the overall programs' goals and participants' professional responsibilities.

### OBJECTIVES:

Upon completion of this module, participants will be able to:

- write a concise summary of what they learned throughout the seminar;
- evaluate the different aspects of the program in terms of relevance to their work as educators and more generally to the proposed national educational reform in Haiti;
- organize and present their findings from the seminar, site visits, and other professional activities, in the form of an action plan;
- establish an action plan to disseminate the information received throughout the training program to their colleagues in Haiti.

**DURATION:** 5 days

**INSTRUCTOR:** M Michel Rakotomanana

## EVALUATION

Evaluations are an integral and important component of all IMDI programs. Four types of evaluations are to be administered by the coordinating staff during the course of the program. They include:

- Daily impression evaluations
- Instructor/module evaluations
- Final Evaluation
- Debriefing

## OTHER RESOURCES

Through field visits/seminars, the program also draws resources from government officials, scholars, researchers, practitioners, and other professionals from such institutions and/or organizations as the State Department, the State House of Representatives (Harrisburg) the State Board of Education (PA), the local Board of Education (Pittsburgh), the School of Education (University of Pittsburgh), the State University of New York College (Buffalo), various private and public schools (PA); the federally-funded Learning Research and Development Center (Pittsburgh), USAID, the United Nations Secretariat, the United Nations Development Program, UNICEF, UNESCO, and the World Bank.

\*\*\*\*\*

## **APPENDIX**

## PROJECT PERSONNEL

- **Mr. Philippe E Gasquet (Project Supervisor)**

M Philippe Gasquet is Regional Manager for Francophone Africa at the International Management Development Institute. A native from France, M Gasquet received a Master of Arts in International Educational Development from Teachers' College at Columbia University. M Gasquet is the lead coordinator of the Francophone Development Management Seminars at IMDI.

- **Dr. Michel Rakotomanana (Project Coordinator and Instructor for the modules on: Democracy, Governance and Education; Educational Policies and Planning in the US; International Organizations and Education):**

Dr. Rakotomanana is from Madagascar. He completed a first doctorate degree in Public Administration and International Law in France. He is preparing his second Doctorate at the School of Education of the University of Pittsburgh. He has worked as instructor with IMDI as well as with various branches of the United Nations including the UN Secretariat in New York, FAO in Rome, and UNDP in Sierra Leone. He now works as researcher at the School of Education on a USAID-funded education project.

- **Mr. Christopher Bell (Assistant Coordinator)**

M. Bell has worked with IMDI for the past four years as Assistant Coordinator. M. Bell holds a Bachelor's degree from Case Western University. M. Bell has extensive experience with the Francophone Development Management Seminars.

## INSTRUCTORS

- **Dr. Rajaona Andriamananjara (Strategic Planning and Project Management):**

Dr Andriamananjara is a native of Madagascar where he is Director of the Malagasy Institute for Planning Techniques (IMATEP). He received his PhD from the University of Minnesota and has been a trainer with IMDI for the last seven years. Dr Andriamananjara is the lead trainer for the seminar on Planning & Management of Development Projects.

- **Yvan Porcheron** (Strategic Management; Managing Organizational Change):

Mr Porcheron is from Quebec. A native French-speaker, he has extensive experience as a trainer in three languages: French, English and Portuguese. M Porcheron lived in Cameroon for two years and travelled extensively in French-speaking Africa for various training assignments. M Porcheron trains for IMDI in a variety of areas including: Strategic Planning and Training of Trainers.

- **Dr Roger Putzel** (Managing People's Skills):

Dr. Putzel is an American citizen with extensive experiences in French-speaking Africa. Dr Putzel has worked with IMDI for the past five years, training a module on Negotiation Techniques with the Francophone Management Development Seminars in Pittsburgh; he teaches at St Michael's College in Vermont; he also served as an IMDI consultant in many African countries including most recently Rwanda.

- **Mr Pierre Voyer** (Management of Information):

Mr Voyer heads out of Quebec where he teaches at the Ecole Nationale d'Administration and the University of Quebec at Montreal. Mr Voyer has animated the module on the Management of Information with the Francophone Seminar for several years.

**APPENDIX D**

**Interview  
Questions**

## QUESTIONNAIRE FOR PARTICIPANTS

### Program Design

1. How is the program structured? What types of training and methodologies have you encountered?
2. What are the program's objectives?
3. How are the modules organized? What types of techniques do they use? Which ones worked best/worst? Why?
4. How would you change (the program/the modules) to make them more responsive to your needs?

### Program Implementation & Administration

5. Did the participants design an action plan at the beginning of the program? What were its objectives? Have you met them?
6. What would you have learned from an initial orientation, separate from whatever you received at Pittsburgh? What would you put into such an orientation for the next group of students?
7. Have you encountered any problems regarding language (gender or ethnicity) either in the courses or outside the classroom?
8. In terms of the day to day structuring of the program:
  - o how responsive is the staff to internal modifications?
  - o how would you rate the balance between classroom activities, observation, and training?
  - o what would you change for the next group of participants?

9. In terms of the overall administration of the program:
- o how responsive is the staff to problems/concerns?
  - o have you encountered difficulties with the financial or administrative aspects?
  - o is there an institutionalized process for airing concerns?
  - o what would you change for the next group of participants?
10. Regarding program implementation & administration overall, what were the program's strengths? Weaknesses?
11. Is the training you received what you will need to implement the program's objectives in Haiti?
- o if not, what kind of training would be more useful?

### Group Dynamics

12. How were you selected for this program? Is there some aspect of that selection process you would change for the next group?
13. Were you able to establish constructive linkages:
- with other participants
  - with U.S. educational institutions
  - with U.S. government agencies or NGOs
  - with the trainers
14. How has this training changed the way you interact with the other participants (as fellow administrators) in this program?
15. What surprised you the most about the way the other educational sectors (either in the U.S. or Haiti) functioned?

## Expectations

16. What did you expect to get from this program?
  17. How have those expectations changed, now that you've been in training for several months?
  18. How will this training affect the way you do your job in the future once you return to Haiti?
  19. What other educational groups/levels would benefit from this training, if the program is expanded?
  20. Would you be able to modify/use existing modules for further training (of other staff) in Haiti?
  21. What are the probable outcomes, both of your own training, and of training others, with these methods?
  22. Were there any unintended (positive or negative) effects of this training?
  23. How did this training change your perceptions of the U.S. educational structure? What types of 'lessons learned' can you draw from this program?
  24. How would you redesign this program to be more responsive to your particular sector's needs? To national concerns?
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## QUESTIONNAIRE DES PARTICIPANTS

### Organisation du Programme

1. Comment est-ce qu'on a structuré ce programme? Quelles sortes de formation et de techniques pédagogiques ont-ils utilisé?
2. Quel est le but principal de ce programme?
3. Comment est-ce qu'on a structuré chaque groupement de leçons? Quels sorts de techniques pédagogiques ont-ils utilisé? Décrivez ceux qui ont bien marché (ou mal)? Pourquoi?
4. Comment pourriez-vous modifier, soit le programme, soit le groupement de leçons, à les rendre plus aptes à vos besoins?

### L'Exécution et l'Administration de Programme

5. Avez-vous formulé un plan d'action au debut de ce programme? Quels étaient ces objectifs? Les avez-vous atteints?
6. Qu'est-ce que vous auriez appris d'une orientation au début de programme (comme celle ils ont supprimée, à cause de contraintes), à part de celle qu'ils ont lancée à Pittsburgh? Comment organiseriez-vous une telle orientation pour les prochains participants?
7. Avez-vous trouvé aucun probleme en classe, en ville, ou ailleurs vis à vis la langue (ou votre sexe ou bien votre race)?

8. Selon l'organisation quotidienne de ce programme:
- o le personnel vous semble sensible aux changements dans les cours?
  - o comment jugeriez-vous la variété et la formulation de programme, c'est-à-dire, entre les activités en classe, les observations, et la formation?
  - o comment est-ce que vous les modifieriez pour les futurs participants dans ce programme?
9. Selon l'administration général de ce programme:
- o est-ce que le personnel vous semblait sensible aux problèmes et capable de les résoudre?
  - o avez-vous trouvé des contraintes dans ce programme, surtout administratives ou financières?
  - o comment est-ce que vous les modifieriez pour les futurs participants dans ce programme?
10. En général dans le domaine d'exécution et d'administration, quels étaient les éléments les plus efficaces? Les plus faibles?
11. Est-ce que vous avez reçu dans cette formation les techniques et les renseignements dont vous aurez besoin à instituer les objectifs de ce programme en Haiti?
- o si non, quelle formation (ou quelles techniques) vous seraient plus utiles?

## Dynamique de Groupe

12. Comment sélectionnaient-ils les participants? Y a-t-il quelques aspects dans ce procès de sélectionnement vous aimeriez voir changer pour les participants au futur?
  
13. Est-ce que vous avez établi des liens utiles:
  - entre d'autres participants
  - entre d'autres institutions éducatives
  - entre d'autres agences, soit du gouvernement américain, soit des ONGs
  - avec les formateurs
  
14. Comment est-ce que cette formation a modifié la dynamique du groupe de participants (dans leurs rôles comme fonctionnaires)?
  
15. Qu'est-ce que vous a surpris (ou étonné) le plus du fonctionnement de ces autres institutions éducatives, soit en Haïti, soit aux E.U.?

## Prévisions

16. Qu'est-ce que vous avez attendu de ce programme?
  
17. Au cours de cette formation, comment avez-vous modifié ces prévisions?
  
18. Comment est-ce que cette formation changera votre façon de travailler au futur, dès votre retour?
  
19. Si on élargit ce programme, y a-t-il d'autres groupes ou niveaux de fonctionnaires ceux qui vous pensez bénéficier de cette formation? Lesquels?

20. Est-ce que vous pourriez utiliser ces leçons en Haiti? Auxquels niveaux de fonctionnaires ou de formateurs?
21. Quels sont les résultats prévisibles de cette formation, soit pour vous-même, soit pour la formation des autres?
22. Y avait-il des effets imprévus (soit positifs, soit négatifs) de cette formation?
23. Comment est-ce que cette formation a contribué à modifier vos idées du système éducatif américain? Quelles leçons avez-vous apprises dans ce programme?
24. Avez-vous des recommandations à reviser ce programme, de le rendre plus sensible aux besoins sectoriels ou nationaux?

## QUESTIONS FOR PROJECT MANAGEMENT

1. What type of timeframe existed for the design of the program?
2. What were the operational constraints in finding a francophone program stateside? What were your options, and how did U.Pitt. come to be chosen?
3. What is the pipeline like for the project (on track, several months, more than six months' funding)?
4. How have the differences between the training goals' and the mission's scopes of work been negotiated?
5. What types of problems have you encountered that could be corrected for the next group of participants?
6. Have you identified any unintended benefits of this training program?

## QUESTIONNAIRE FOR ADMINISTRATORS

### Program Design

1. What are the program's objectives? What connection does this have with changing the Haitian educational structure?
2. Based on what you understand about this program, how would you change (the program/the modules) to make them more responsive to your needs?
3. How were participants selected for this program? Is there some aspect of that selection process you would change for the next group?

### Expectations

4. What do you expect the participants will obtain as a result of this program?
5. What other educational groups/levels would benefit from this training, if the program is expanded?
6. How could this program be more responsive to your national concerns?

## QUESTIONNAIRE FOR TRAINERS

### Program Design

1. How is the program structured? What types of training and methodologies have you included in the program?
2. What are the program's objectives?
3. How are the modules organized? What types of techniques do they use? Which ones worked best/worst? Why?
4. How would you change (the program/the modules) to make them more responsive to the participants' needs?

### Program Implementation & Administration

5. Did the participants design an action plan at the beginning of the program? What were its objectives? Have you met them?
6. What effect on the participants would the initial orientation (which was canceled) have had on the participants' preparedness and understanding of the program? What types of changes did you have to make to the program's structure to compensate for its absence?
7. In terms of the day to day structuring of the program:
  - o how much have you had to modify the program in response to the participants' requests?
  - o how would you rate the balance between classroom activities, observation, and training?
  - o what would you change for the next group of participants?

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8. In terms of the overall administration of the program:
- o how have you dealt with participants' problems/concerns?
  - o have you encountered difficulties with the financial or administrative aspects of the A.I.D. structure?
  - o is there an institutionalized process for airing concerns?
  - o what would you change for the next group of participants?
9. Regarding program implementation & administration overall, what were the program's strengths? Weaknesses?

#### Group Dynamics

10. How have the group's interactions changed with the course of the training? How would you judge its functional efficiency? Would you make any changes to the program to elicit more positive responses?

#### Expectations

11. What did you expect the participants to get from this program?
12. How have those expectations changed, now that you've been training this group for several months?
13. What other educational groups/levels would benefit from this training, if the program is expanded?

14. Were there any unintended (positive or negative) effects of this training?
  
15. How would you redesign this program to be more responsive to the students' expressed concerns?

**APPENDIX E**

**Mission  
Scope  
of  
Work**

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AID 11/02/94

HRD:KMPOE

HRD:HJEAN-CHARLES

1. HRD:RCADAMS, 2. HRD:YJOSEPH  
AMB DCM DIR, HRD EG RFKMP  
HJC  
RCA (CID)  
YJAMEMBASSY PORT AU PRINCE  
SECSTATE WASHDCFOR HCDO, I.D. 585  
JOHN JESSUP, LAC/RSD/EHR  
DAVID EVANS, CHIEF, LAC/RSD/EHR  
MARCIE BERNBAUM, HRDM/TSDJOHN JESSUP, LAC/RSD/EHR (PLEASE COPY AGUIRRE  
INTERNATIONAL)

E.O. 12356: N/A

SUBJECT: BUY-IN TO CLASP II MONITORING AND EVALUATION  
CONTRACT WITH AGUIRRE INTERNATIONAL FOR CASE STUDY  
RESEARCH FOR EDUCATION POLICY TJFS CURRENTLY STUDYING AT  
THE UNIVERSITY OF PITTSBURGH

## BACKGROUND:

THE MISSION HAS INITIATED A FORUM FOR POLICY DIALOGUE AMONG THE FOUR GROUPS COMPRISING PRIMARY EDUCATION IN HAITI. THE PRIVATE SECTOR CURRENTLY REPRESENTS 85% OF ALL PRIMARY EDUCATION AND IS COMPRISED OF PROTESTANT, CATHOLIC, AND INDEPENDENT SCHOOL GROUPS. THESE THREE GROUPS, TRADITIONALLY BALKANIZED, ARE NOW WORKING TOGETHER UNDER THE UMBRELLA ORGANIZATION, FONDATION HAITIENNE DE L'ENSEIGNEMENT PRIVE (FONHEP), THE COUNTERPART ENTITY UNDER THE INCENTIVES TO IMPROVE BASIC EDUCATION PROJECT. THE REMAINING GROUP, THE PUBLIC SECTOR, REPRESENTS 15% OF PRIMARY EDUCATION IN HAITI. SCHOOLS IN THE LATTER SECTOR ARE DIRECTLY MANAGED BY THE MINISTERE DE L'EDUCATION NATIONALE, DE LA JEUNESSE ET DES SPORTS (MENJS). ALL GROUPS ARE CURRENTLY ENGAGED IN THE INITIAL STAGE OF POLICY DIALOGUE RELATED TO A NATIONAL EDUCATION PLAN FOR HAITI.

SELECTING CLASP II TRAINEES WHO REPRESENT EACH OF THESE SECTORS IS DESIGNED TO FACILITATE THE POLICY DIALOGUE PROCESS. SPECIAL ATTENTION IS BEING GIVEN TO CONSENSUS BUILDING AMONG THE GROUP. THE FIVE TRAINEES, UPON RETURN TO HAITI, WILL COMPRISE A UNIT, NEVER BEFORE CREATED, THAT WILL SERVE TO BRIDGE THE INDIVIDUAL AND COMMON

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INTERESTS OF THE GROUPS, AND SERVE AS ADVISORS IN THE CONTINUING POLICY DIALOGUE PROCESS NECESSARY FOR NATIONAL EDUCATION REFORM IN HAITI.

THIS GROUP WILL PLAY AN ACTIVE ROLE IN THE DESIGN, IMPLEMENTATION, AND EVALUATION OF PROGRAMS IN EDUCATIONAL POLICY, PLANNING, AND ADMINISTRATION. THEY WILL ALSO PARTICIPATE IN TEACHER TRAINING, SCHOOL SUPERVISION, PEDAGOGICAL COUNSELLING, DATA COLLECTION, AND CLASSROOM OBSERVATION FOR PEDAGOGICAL RESEARCH.

TWO TRAINEES REPRESENT THE PUBLIC SECTOR, ONE REPRESENTS THE PROTESTANT SECTOR, ONE REPRESENTS THE CATHOLIC SECTOR, AND ONE REPRESENTS THE INDEPENDENT SECTOR.

STATEMENT OF WORK:

1. THE INTERNATIONAL MANAGEMENT DEVELOPMENT INSTITUTE (IMDI) OF THE UNIVERSITY OF PITTSBURGH IS CURRENTLY PROVIDING TRAINING IN EDUCATIONAL POLICY ANALYSIS AND PLANNING TO THE FIVE ABOVEMENTIONED FELLOWS. THE PROGRAM WILL COVER THE FOLLOWING MAJOR TOPICS:

- METHODS OF MODERN MANAGEMENT;
- DEMOCRACY AND GOVERNANCE;
- PROJECT DESIGN AND PLANNING;
- EDUCATIONAL POLICIES;
- SCHOOL ADMINISTRATION.

OTHER COMPONENTS INCLUDE:

- EVALUATIONS;
- PROFESSIONAL CONTACTS.

2. PROGRAM DATES:

PROGRAM BEGAN JULY 1 AND WILL END DECEMBER 9, 1994.

3. MISSION REQUESTS THAT AGUIRRE INTERNATIONAL CONDUCT A CASE STUDY RESEARCH ON THE GROUP OF FIVE EDUCATORS. AGUIRRE INTERNATIONAL IS OFFICIALLY CONTRACTED BY AIDW TO CONDUCT EVALUATION OF THE CLASP II TRAINING PROGRAMS. THE PURPOSE OF THIS RESEARCH IS TO:

- DETERMINE THE DEGREE OF SUCCESS OF THE TRAINING PROGRAM. MISSION IS CONSIDERING A POTENTIAL REPLICATION OF THIS PROGRAM IN THE FUTURE IF IT TURNS OUT TO BE

BENEFICIAL TO THE FELLOWS AND TO HAITI'S EDUCATIONAL SYSTEM;

- DETERMINE THE EXTENT TO WHICH THE PUBLIC AND PRIVATE SECTOR PEDAGOGICAL COUNSELLORS/INSPECTORS WERE ABLE TO REALIZE THE INTEGRATION, AS THEY ARE SCHEDULED TO WORK TOGETHER UPON THEIR RETURN TO HAITI;

- DERIVE LESSONS LEARNED FROM THIS UNIQUE EXPERIENCE SO AS TO PROPOSE IT AS A SHOW CASE TO OTHER MISSIONS.

4. SOME POINTS ARE WORTH CLARIFYING AT THE BEGINNING OF THIS STUDY. FIRST, THE SELECTION OF THE TRAINING INSTITUTION. GIVEN THAT THE PROGRAM WAS TO BE CONDUCTED IN FRENCH, IT WAS DIFFICULT TO IDENTIFY AN AMERICAN INSTITUTION OF HIGHER EDUCATION POSSESSING THE REQUIRED CAPABILITIES TO CARRY OUT A SIX-MONTH PROGRAM. SECONDLY, EVEN THOUGH WE HAD SUBMITTED THE TRAINING REQUEST WITHIN THE REQUIRED TIME LIMIT, THE CONTRACTOR FOR PLACEMENT AND MONITORING OF PARTICIPANTS, PIET, DID NOT RESPOND IN A TIMELY FASHION. THIS DELAY REDUCED THE SCOPE OF CHOICES THAT THE MISSION HAD IN THE SELECTION OF A TRAINING INSTITUTION. THIRDLY, THE ORIGINAL PLAN WAS CIRCUMVENTED DUE TO THE CESSATION OF COMMERCIAL FLIGHTS ON JUNE 25, 1994; THEREFORE, MISSION WAS COMPELLED TO SEND FELLOWS TO THE U.S ON JUNE 24, 1994. MISSION HAD ORIGINALLY PLANNED TO SEND THEM TO THE U.S AFTER JULY 15, 1994. FOURTH, THE COSTS OF THIS SIX-MONTH PROGRAM ARE PROHIBITIVE (\$52,000 PER PARTICIPANT). USUALLY, A LONG-TERM TECHNICAL PROGRAM LIKE THIS AMOUNTS TO AN AVERAGE OF \$25,000. BECAUSE OF THE EARLY DEPARTURE OF THE TRAINEES, WE HAD TO NEGOTIATE COSTS AFTER THE DEPARTURE OF THE TRAINEES. THE SLOWNESS OF PIET IN IDENTIFYING A TRAINING INSTITUTION AND NEGOTIATING COSTS RESULTED IN THIS UNPRECEDENTED HIGH COST PROGRAM.

ANOTHER CONSEQUENCE OF THIS EARLY DEPARTURE WAS THAT THE THREE-DAY PRE-DEPARTURE ORIENTATION PLANNED FOR THE GROUP COULD NOT TAKE PLACE, BECAUSE OF LAST-MINUTE ARRANGEMENTS. MISSION WANTED THE GROUP TO LEAVE HAITI IN ORDER TO BE READILY PREPARED BY THE TIME DEMOCRACY IS RESTORED IN THE COUNTRY.

5. MISSION REQUESTS THAT AGUIRRE INTERNATIONAL CONDUCT RESEARCH BETWEEN NOVEMBER 15-19, PERIOD DURING WHICH A

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FOUR -MEMBER DELEGATION MADE UP OF THE MENJS DIRECTOR GENERAL, MENJS TRAINING DIRECTOR, FONHEP REPRESENTATIVE, AND THE CLASP II PROJECT MANAGER WILL VISIT THE FELLOWS AT PITTSBURGH.

6. MISSION WOULD APPRECIATE THAT HCD CONTACT AGUIRRE INTERNATIONAL'S ALLAN BROEHL AND PIET'S VICTORIA HOLMES IMMEDIATELY SO THAT NECESSARY ARRANGEMENTS CAN BE MADE IN A TIMELY MANNER. MISSION WELCOMES SUGGESTIONS FROM HCD. PLEASE CONTACT DR. REBECCA ADAMS OR DR. HERVE JEAN-CHARLES, USAID/HAITI. TEL: (509) 22-5500; FAX: (509) 23-9603; OR SEND US AN E-MAIL. THANK YOU.

7. PIO/T TO FOLLOW WITH FUNDING CITES FOR A BUY-IN TO THE CLASP II MONITORING AND EVALUATION CONTRACT.  
REGARDS. SWING##\_\_

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**APPENDIX F**

**Sample  
Participant  
Action  
Plans**

## PLAN D'ACTION

### - introduction -

Pour répondre aux objectifs formulés par l'USAID dans le cadre de notre formation à l'IMDI / Université JESSBURG, le groupe de participants a travaillé sur différents modules et formulé une proposition de PLAN D'ACTION comprenant des activités à entreprendre dans différents domaines ; PÉDAGOGIE, ANDRAGOGIE, ADMINISTRATION et Éducation civique.

### MODULES.

- 1- DEMOCRATIE, GOUVERNANCE et Éducation
- 2- Politique d'éducation et LES ORGANISATION INTERNATIONALES.
- 3- ETHNICITE, Éducation Multiculturelle et MOBILITÉ SOCIALE.
- 4- FORMATION DES FORMATEURS.
- 5- GESTION DES RESSOURCES HUMAINES
- 6- TECHNIQUE DE NÉGOCIATION et Gestion DE CONFLITS.
- 7- MANAGEMENT DE L'INFORMATION.
- 8- PLANIFICATION et Gestion de Projets.

PLAN D'ACTION -  
OBJECTIFS I.

Fournir aux participants les instruments nécessaires pour entamer une politique de dialogue en ce qui concerne les réformes d'éducation nationale en Haïti dans de tels secteurs comme la planification de l'éducation et le leadership.

Action - SEMINAIRE de formation pour les inspecteurs, les directeurs, les instituteurs -  
CONFÉRENCE débat sur DECENTRALISATION,  
DELEGATION, LEADERSHIP.

PLANIFICATION STRATÉGIQUE, GESTION DE CONFLIT.

- OBJECTIF II -

AMÉLIORER l'expertise des participants en matière d'éducation et MANAGEMENT dans des secteurs professionnels tels que la formation des maîtres, la supervision des écoles et des salles de classe, des conseillers pédagogiques et la RECHERCHE EN MATIÈRE d'éducation.

- SEMINAIRE de formation de formateur.  
FORMATION des maîtres

VISITES PROFESSIONNELLES de certaines écoles d'application.

SEMINAIRE SUR l'ADMINISTRATION SCOLAIRE

DURÉE 1 SEMAINE PAR TRIMESTRE

## OBJECTIF III

FACILITER LES ACTIVITÉS DE LIAISON ENTRE LES PARTICIPANTS ET DES INSTITUTIONS D'ÉDUCATION AMÉRICAINES ET INTERNATIONALES EN VUE D'IDENTIFIER LES SOURCES DE FINANCEMENT DE MANIÈRE À ASSURER LA VIABILITÉ DES FUTURES RÉFORMES ÉDUCATIVES EN HAÏTI QUAND LES PARTICIPANTS SERONT DE RETOUR -

ACTION - SUGGESTION, CONSEILS AUX DIRECTEURS POUR LA RECHERCHE DE FINANCEMENT.  
SEMINAIRE - THÈME - PLANIFICATION ET GESTION DE PROJETS

- COMMUNICATION LISTE DE (PROJETS) ONG AUX DIRECTEURS POUR LA RECHERCHE DE FINANCEMENT.

DURÉE 2 SEMAINES / AN.

## OBJECTIF IV

FOURNIR AUX PARTICIPANTS UNE APPROCHE PARTICIPATIVE BASÉE SUR L'EXPÉRIENCE EN VUE DE COMPRENDRE LES ÉTATS-UNIS, SES INSTITUTIONS PUBLIQUES ET PRIVÉES ET SES CITOYENS DANS SES RAPPORTS AVEC LA DÉMOCRATIE ET L'ÉCONOMIE DE MARCHÉ.

- SEMINAIRE

ANALYSE SITUATION ACTUELLE ET SITUATION DÉSIRÉE EN MATIÈRE (DÉMOCRATIE, DROITS HUMAINS FONCTIONNEMENT DES POUVOIRS

VISITES PROFESSIONNELLES DES INSTITUTIONS DE  
LA COMMUNAUTÉ (ADMINISTRATIVE, POLITIQUE.)

- VULGARISATION DES INFORMATIONS PAR LES  
MÉDIAS

## RAISON D'ÊTRE

### 1- NATURE École Nationale

a) Nom : École d'application de Milot

b) Descr. Brève : C'est une école primaire rattachée à l'école normale de Milot servant de laboratoire aux élèves-maîtres.

c) Valeurs : - Réussite  
- Discipline  
- Transparence  
- Inter-relation et relations inter-personnel.

### 2- Clients

a) Utilisateurs : Les élèves, élèves-maîtres

b) Mandants : Les parents

c) Payeurs : Les parents, le ministère de l'éducation nationale.

### 3- Services

a) Aux utilisateurs.

a-1) aux élèves elle offre l'instruction et une partie de l'éducation familiale et religieuse, elle développe aussi le goût et la pratique des travaux manuels.

a-2) Aux élèves-maîtres. Elle leur permet d'appliquer les théories apprises en salle de classe.

## b) Aux clients mandants - Les Parents.

- L'école complète l'éducation familiale des enfants.
- L'école instruit les enfants à la place des parents
- L'école fournit aux parents des informations sur le travail scolaire des enfants.
- L'école motive les parents sur l'importance de l'instruction et l'éducation.
- L'école organise des réunions d'information pour les parents.
- L'école inscrit les enfants des parents

## c) Les clients payeurs.

### c-1. Les parents.

- Avec l'argent reçu des parents l'école met en place des infrastructures pour accueillir les enfants
- > L'école fait aussi une provision du petit matériel de base.

### c-2. Le ministère de l'éducation Nationale.

- L'école reçoit une subvention du ministère pour les professeurs et le directeur et pour le personnel.

## 4- R. G. A.

### a) Les utilisateurs:

Élèves -> Réussite - acquisition d'une bonne formation.

- Élèves - maîtres :

Bonne maîtrise des théories par la pratique.  
et devenir par la suite de bons enseignants

b) Les mandats.  
Parents.

?? { Satisfactions des parents pour les services  
fournis.

→ Transparence acquise

c- Les payeurs.

c-1 Les parents.

- Comptes-rendus des fonds reçus des parents.

c-2. Le ministère de l'éd. Nationale.

Rapport annuel des subventions et de travail fourni  
au cours de l'année scolaire par le biais de l'inspecteur  
Acolaire.