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AN ASSESSMENT OF THE PRESIDENTIAL TRAINING INITIATIVE FOR THE ISLAND CARIBBEAN PROJECT AND THE LAC-II TRAINING PROJECT IN HAITI

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EXECUTIVE SUMMARY

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INTRODUCTION — THE HAITI-PTIIC PROJECT

The Agency for International Development (AID) was charged by the U.S. Congress to implement the goals of the Caribbean and Latin American Scholarship Program (CLASP) to achieve two primary goals. AID's CLASP Project Paper, revised in 1987, expresses this dual goal as follows:

> The goal of CLASP is to (a) contribute to the formation of more effective manpower resources, thereby ensuring the leadership and technical skills needed for the progressive, balanced, and pluralistic development of selected Caribbean Basin and South American countries, and (b) strengthen mutual understanding between the United States and its Latin and Caribbean neighbors.

This report provides an assessment of the implementation of the Caribbean and Latin American Scholarship Program in Haiti, a participating Mission in the Presidential Training Initiative for the Island Caribbean Project (PTIIC). This report will provide AID/Washington, USAID/Port-au-Prince, and other interested individuals with information regarding the extent to which this dual goal is being realized and suggests ways that they can continue to improve the implementation of the project. The findings reported represent an analysis of data gathered from various sources: (a) exit protocols and questionnaires with 128 Trainees prior to their leaving the U.S.; (b) returnee interviews with 65 PTIIC Trainees collected by an Aguirre International evaluation team in Haiti during April and May 1991; (d) the review of Mission and other related documentation; (e) interviews with Haiti's project training staff; and (f) interviews with members of the Selection Committee and the Mission's in-country contractor, Centre de Développement des Ressources Humaines (C.D.R.H.).

CONCLUSIONS

The Haiti-PTIIC Project is an example of successful implementation in several areas: (a) selection of intended target groups, (b) a positive training component, and (c) benefits of training to the Trainees' careers.

In the life of the project to date, the Mission has achieved:

- the award of 47 percent of the 246 scholarships to women, exceeding the 40 percent CLASP target;
- the award of 71 percent of the scholarships to economically or socially disadvantaged Trainees, exceeding the 70 percent CLASP target;
- a mix of short-term (79%) and long-term (21%) training; and
- a mix of technical (80%) and academic (20%) training.

Trainee views on the effects of the training program reveal that:

- almost 62 percent of the exiting Trainees indicated that their original objectives were realized "to a great extent" or "a very great extent";

- 85 percent of the returned Trainees were either "satisfied" or "very satisfied" with their training programs.

- about 89 percent of returned Trainees found their training program to be "useful" or "very useful" in improving their job competency;

- about 85 percent indicated that they were able to put into practice what they had learned in their program;

- over 77 percent of the returned Trainees reported "higher" or "much higher" self-esteem as a result of their U.S. experience"; and

- about 80 percent of the exiting Trainees definitely would recommend their training program to others in their home country, while about 95 percent of returned Trainees would recommend it at the positive (5-6-7) levels on a 7-point scale.

RECOMMENDATIONS

The findings of the Haiti-PTIIC process evaluation have resulted in the following recommendations and suggestions for USAID/Haiti:

- The Mission is encouraged to consider developing a more precise method for determining economic disadvantage which takes into consideration and weighs a variety of economic factors. Selection criteria files should contain documentation that shows how the determination of economic disadvantage is made. The same measures could be taken in regard to the determination of leadership and leadership potential, a primary consideration under CLASP II.

- The Mission is encouraged to continue its effort to achieve and maintain the CLASP target of 30 percent long-term Trainees.

- The Mission may want to review and monitor the pre-departure orientation programs to insure that Trainees receive adequate and timely information regarding courses, curriculum, description of training site, stipend amount, and travel arrangements. It would be useful to monitor closely the progress of Trainees in English language training programs.

- Contractors, program coordinators, and training institutions are encouraged to provide more opportunities for integration into U.S. life during the Trainees' sojourn in the U.S. Increased understanding of U.S. Government and politics may be increased if greater attention is focused on providing Trainees with civic experiences in the U.S.

- The Mission is considering effort to extend Follow-on services and programs to every returned Trainee. A special focus of the program could be to assist Trainees in finding employment. An effective Follow-on program would be Trainee-based, taking into consideration their suggestions for activities.

- The Mission is encouraged to continue to update Trainee files and provide the data entry clerk with dedicated time for updating the CLASP Information System (CIS).

- In order to provide a productive working environment for the staff, the organization and structure of the Training Unit must be stabilized and team-building instituted to bring a collaborative focus on meeting the goals and challenges of the program.

INTRODUCTION — THE HAITI-LAC-II TRAINING PROGRAM

This report also provides a limited assessment of the implementation of the Latin American and Caribbean Training Initiatives II (LAC-II) Project which was operative in Haiti from FY 1985 through December, 1989. Although LAC-II data has been included in the CIS, LAC-II is a separate training program, and the CLASP selection criteria do not apply to it.

From the inception of the program through December 31, 1990, 137 Trainees have completed their training and have returned to Haiti. Of these Trainees, 21 percent were women, and 79 percent were men. One hundred twenty-six Trainees were enrolled in short-term training programs, and 11 were enrolled in long-term programs. Forty-five percent of the LAC-II Trainees (62) came from public sector employment. Nearly seven percent were selected from the disadvantaged population.

Twenty-nine LAC-II Trainees were interviewed in Haiti in conjunction with the Haiti-PTIIC process evaluation. These returned Trainees indicated high degrees of satisfaction with their U.S. training:

- 89.6 percent of the Trainees indicated that they were either "satisfied" or "very satisfied" with their program;

- 86 percent of the Trainees found that they were able to put into practice what they learned in their U.S. training "somewhat" or "to a great extent"; and

- 86 percent of the Trainees would recommend the program at the positive levels (5-6-7) on seven-point scale.

CONCLUSIONS

Overall, the LAC-II training experience appears to have been a positive one for the Trainees. The Mission is to be commended for its administration of this complex program despite the impediments of infrastructure constraints and political and economical instability.

RECOMMENDATIONS

Four recommendations for the improvement of this type of training program in the future are offered for consideration.

- Training programs would benefit from sufficient lead time with advance information about training institutions and courses of study and, where possible, more homogenous grouping and incorporation of participant suggestions into program design.

- The Mission may want to consider program monitoring, through site visits or periodic reports from implementing contractors or institutions, to ensure that the duration of the course is adequate for the instruction given and allows time for practice and internalization.

- Pre-departure orientations that include more information about the various aspects of U.S. culture that students might encounter would help the cultural adaptation of Trainees.

- Mission Follow-on program that reaches all returned LAC-II Trainees and incorporates Trainees' suggestions for Follow-on activities would extend and reinforce the training received.

CHAPTER ONE

Background and Setting

CHAPTER ONE – BACKGROUND AND SETTING

INTRODUCTION

This report provides an assessment of the implementation of the Caribbean and Latin American Scholarship Program (CLASP) in Haiti, a participating Mission in the Presidential Training Initiative for the Island Caribbean Project (PTIIC). This report will:

- review the Mission's Country Training Plan (CTP) and its updates through FY 1990 to identify areas that need clarification;
- discuss the project management by the Training Office and operations of the in-country contractor;
- provide a project profile and describe Haiti's selection of scholars;
- examine various performance indicators to assess the extent to which targets are being met;
- report observations concerning the Mission's recruitment and selection procedures and identify problems that need to be addressed; and
- review Trainee program evaluation data (Exit Questionnaires and Returnee Interviews) to identify strengths and weaknesses of various aspects of completed training programs.

Chapter One of this report will focus on the background and origin of the project and the key documents that have guided implementation. Chapter Two examines who has benefited from the program. Chapter Three reports on how the Trainees benefited and Trainee perceptions of CLASP training. Chapter Four contains an assessment of the Latin American and Caribbean Regional Training Initiatives II (LAC-II) program.

BACKGROUND

Haiti is one of the four Caribbean Missions included in the PTIIC scholarship program which was created in response to a Presidential announcement made in Grenada in February 1986 and is one of several projects functioning under CLASP. The Haiti-PTIIC program is back-stopped by AID Washington and administered from the USAID offices in Port-au-Prince, Haiti.

CLASP's LAC-II program provided funding for South American countries as well as for the Caribbean. PTIIC was limited to four AID Missions: Dominican Republic, Haiti, Jamaica, and RDO/C. These Caribbean Missions received $5.1 million for FYs 1985-87 from LAC-II, and were to receive $20 million for FYs 1986-89 under PTIIC. The PTIIC project was first described in the amended CLASP Project Paper of October 1986.

Haiti's PTIIC activities began in early FY 1987. Among the earliest programs were two short-term observation tours in the United States which were organized for seven

Government of Haiti (GOH) officials and which focused on strengthening the GOH Ministry of Information and on the organization and management of the electoral process. Three political scientists attended a special program at Howard University in Washington, D.C., to meet with other specialists and establish appropriate contacts for the development of a Political Science Association in Haiti. Short-term training in agriculture, literacy, community development, and volunteerism was provided to 64 rural youths. Five undergraduates began English Language Training (ELT) at the American Language Institute of Georgetown University (ALIGU) in July 1987 to prepare for long-term undergraduate training programs.

THE CLASP PROGRAM

The Agency for International Development (AID) was charged by the U.S. Congress with implementing CLASP to achieve two primary goals. AID's CLASP Project Paper, revised 1987, expresses the dual goal as follows:

> The goal of CLASP is to contribute to the formation of more effective manpower resources, thereby ensuring the leadership and technical skills needed for the progressive, balanced, and pluralistic development of selected Caribbean basin and South American countries and to strengthen mutual understanding between the U.S. and its Latin and Caribbean neighbors.

The Project Paper recommended that AID establish a regional fund of $225 million in grant assistance for the period of 1984-1993 to provide training programs in the U.S. for selected individuals from the Caribbean and Central and South America.

The CLASP program was divided into two separate regional projects: 1) the Central American Peace Scholarships Program (CAPS), and 2) the Latin American and Caribbean Regional Training II Program (LAC-II). CLASP would train at least 10,000 Peace Scholars; 7,800 (later revised to 8,500) would be trained under CAPS, and 3,000 would be funded through U.S. Information Services (USIS). In addition, LAC-II would provide U.S. scholarship opportunities to approximately 5,000 Peace Scholars through two additional projects: PTIIC and the Andean Peace Scholarship Program (APSP).

The Cooperative Association of States for Scholarships (CASS), a Congressional earmark to provide CLASP scholarships, managed by AID/Washington and implemented by Georgetown University has included Haiti in its program. The Mission is working with all parties involved to ensure that the implementation of CASS is coordinated with its ongoing training program.

Although this report focuses on the training and Trainees targeted pursuant to the Kissinger Commission initiative and the Presidential Training Initiative, it should be noted that CLASP is entering a new phase as CLASP II which will continue the efforts of CLASP to include more women, more disadvantaged, and more minorities than in any similar AID training program of its scale. It will continue to look for scholarship candidates who have demonstrated leadership traits, but who are clearly without the resources to obtain their educational or training objectives in the U.S. on their own without scholarship assistance. As described in the Social and Institutional Framework and the Country Training Plan, CLASP II will heighten the focus on leadership qualities as a criterion of selection. It will

also look more closely at the special CLASP focus on "Experience America" activities which are designed to assure that the returning Trainee has achieved a greater understanding of how U.S. society, its democratic institutions, and free enterprise system work.

CHARACTERISTICS OF THE CLASP PROGRAM

Several characteristics distinguish the CLASP program from other kinds of development-related training programs:

- The training that is provided recognizes the priority of the political, economic, and social development needs of the country. However, training is determined by the needs of the groups targeted by the AID Mission. Minimally, the targeted groups include a large proportion of women and socially/economically disadvantaged individuals, as well as other identified special groups.

- CLASP training has two training objectives. The first, Experience America, clearly provides an exposure to U.S. culture. Its goal is to introduce participants to all phases of life in the U.S. The second, technical skills or academic training, emphasizes that there should be a mixture of types of training. CLASP training specifies a minimum of 30 percent academic Trainees (20% for the Andean Region), the remainder being short-term technical.

- In CLASP long-term academic programs, preference is given to undergraduate training rather than graduate training, unless graduate training is for special concern groups.

- The primary focus of CLASP is on training programs that support the private sector, instead of programs that are development project-related or public sector-related.

- AID is charged to look for ways to involve the sponsors in sharing costs.

- The CLASP projects are to allocate monies specifically for formative process evaluation and evaluation of benefits of training.

- The Missions are required, in light of U.S. legislation, to place 10 percent of CLASP Trainees in Historically Black Colleges and Universities (HBCUs) and other minority institutions.

Trainees are expected to return to work in their home countries and in positions where their training is utilized effectively. Post-training follow-up and professional support is required by the project to include such programs as alumni associations, professional networks, professional publications, and information systems.

BASIC DOCUMENTS

Several documents provide the basis for implementation of CLASP and the PTIIC project. Two of these–the National Bipartisan Commission on Central America (Kissinger Report), January, 1984, and the CLASP Project Paper–set forth general guidelines applicable to CLASP in all countries where the program exists. A third document is a U.S. General Accounting Office (GAO) report to the Congress entitled, "*U.S. and Soviet Bloc Training of Latin American and Caribbean Students: Considerations in Developing Future U.S. Programs.*" Finally, context-specific interpretations of the general CLASP objectives and guidelines are delineated in two Mission-developed documents: the annual Country Training Plan (CTP) and its Action Plan.

THE KISSINGER REPORT

Although the 1984 Kissinger Report primarily cited Central American concerns as bases for its recommendations, many of these same concerns could be applied to the Caribbean region and, in fact, were applied and addressed through the 1986 PTIIC Project. The central message of the Kissinger Report is that the region's "*crisis is real and acute, and the U.S. must act to meet it, and act boldly; that the stakes are large for the United States, for the hemisphere, and most poignantly, for the people of Central America.*" The Commission expressed the conviction that "*political, social, and economic development goals must be addressed simultaneously.*" Perhaps the most important emphasis in the report is its insistence that social and economic progress would not be obtained without "*providing access to that process for those who previously have not been an integral part of it.*" Three of the report's strongest recommendations follow from that conviction:

- the establishment of a program of 10,000 government-sponsored scholarships to bring Central American students to the U.S.;
- careful targeting to ensure participation of people from all social and economic classes; and
- adequate preparation, such as English Language Training (ELT) or necessary academic work, in order to satisfy admission requirements for programs in the U.S.

According to the guidance given in the Kissinger Report, CLASP requires two essential phases: 1) Trainee selection in accordance with overall policy goals, and 2) provision of appropriate training to chosen Scholars.

THE GAO REPORT

The GAO studied and documented the magnitude and significance of Soviet Bloc scholarships offered to Latin American students, the method of recruiting, and the type of training offered. The GAO Report (August 1984) indicated that Soviet Bloc scholarship programs to the Latin and Central American region increased by 250 percent from 1972 to 1982 while U.S. government programs to the same region over the same 10-year period declined by 52 percent. The GAO Report established a rationale or justification for a U.S. countering strategy to deal with the increasing amount of Soviet Bloc training activity in the region.

The GAO Report had a large impact on the policy and program direction followed by AID in developing its specific response to the Kissinger Commission recommendation that the U.S. initiate a scholarship activity to benefit 10,000 Central Americans. The GAO Report established the importance of:

- countering Soviet Bloc activity;
- recruiting socially/economically disadvantaged individuals as a priority target group;
- programming undergraduate training rather than graduate training as a priority activity; and
- designing follow-up or follow-on activities after training.

Finally, it highlighted the importance of the socio-cultural context by pointing out that the scholarship activity should be flexible, consistent with the nature of the local education institutions, and based on the identified needs of each country rather than following a more generalized, homogenous, and rigidly regional approach.

THE CLASP PROJECT PAPER

The CLASP Project Paper provides direction based on the goals identified by the Kissinger Report. It delineates objectives and procedures to provide structure to the CLASP program.

CLASP is conceptualized primarily as a program that focuses on the "people" side of development. The underlying assumption of the CLASP project rests on the belief that people make the crucial difference.

The CLASP Project Paper specifies four target groups: socially/economically disadvantaged (70%), women (40%), youth, and actual/potential leaders. (Exact percentage targets for youth and leaders have never been indicated, although the expectation of significant participation is implied.)

CLASP is intended to incorporate four programmatic elements; CLASP Scholars are to:

- be selected on the basis of membership in specific leadership groups that are of special local concern, rather than on the basis of expected impact on more general development goals or objectives;
- have an opportunity to experience America and have an opportunity to share their culture and values with American citizens;
- receive training that will facilitate achieving the goals of the program which include the application of training upon return home; and
- continue contact leading to the development of strong friendship ties over time between individual Latin Americans/Caribbeans and North Americans.

THE COUNTRY TRAINING PLAN

The Country Training Plan (CTP) is a comprehensive AID host-country plan that guides the implementation of CLASP. The CTP offers a level of country-specific concreteness much greater than that of policy documents such as the Kissinger Report and the CLASP Project Paper. The CTP applies clear-cut objectives and strategies in defining Mission training needs, resources, and constraints with a 5-year projection of training activities.

A Mission has three basic tasks to perform in order to carry out the CLASP project: 1) the selection and orientation of Trainees; 2) the design of a training program incorporating both training and an Experience America component; and 3) the organization of a Follow-on program which incorporates additional training and establishes linkages with the U.S.

Each Mission is to develop selection criteria taking into account the financial need of the individual, academic performance, leadership potential, membership in a USAID Mission-defined special concern group (indigenous populations, Blacks, or other ethnically disadvantaged groups), the importance of the training to the development needs of the country, and the appropriateness of the training level to the requirements of the country.

Each Mission develops an Economic Means Test, establishes a screening process, selects Trainees on the basis of the Economic Means Test, establishes a screening and selection committee to exercise in-country implementation responsibility after training, and exercises final selection authority.

Other CTP considerations which reflect CLASP Project Paper guidelines and the Kissinger Report goals are:

- Peace Scholars should be programmed for specific activities that expose them to a broad cross-section of American society and provide them with an opportunity to learn and participate in a variety of events and activities at the family, local, state, and national levels.

- U.S. training should actually be preliminary to the most important aspect of the program—the application of the training upon return home and the continued development of strong friendship ties over time between CLASP Trainees and American citizens.

- Peace Scholars should receive English Language Training (ELT) and remedial academic work if needed.

- Short-term training programs should not be less than four weeks to allow Trainees to "experience" America.

- Undergraduate training need not necessarily have a degree as a major objective. For example, one year of undergraduate training (junior year abroad, an associate level program, other certificate programs) could be sought.

- Use of one U.S. geographic area for all orientation, training, or exit programs should be avoided.

- Training for the private sector should take precedence over training for the public sector.

The CTP is an evolving document developed, modified, and updated over time. Changes in the document reflect responses to evaluation data, to AID/Washington policy guidance and project changes, and to opportunities and contextual constraints in the host country.

THE HAITI COUNTRY TRAINING PLAN AND UPDATE

The primary goal of the Haiti development strategy is to train and develop well prepared people to manage programs. One of the means of achieving this is by significantly increasing the number of Haitians from diverse backgrounds studying in the United States and third countries.

Specific Objectives

Haiti's PTIIC project seeks to provide training to individuals in leadership positions and to those from economically and socially disadvantaged backgrounds (including a large percentage of women) to participate more fully in the development process in Haiti. These are target groups which did not have equitable access to USAID training programs prior to FY 1987.

Training objectives for Haiti's PTIIC project are to:

- increase the number of U.S. trained individuals from socially/economically disadvantaged populations, particularly youth and women, who exhibit leadership potential and who would not otherwise have the opportunity to obtain training in the U.S.;

- provide Trainees with skills and knowledge which will help them perform their roles at home more effectively, especially those roles relating to their nation's development;

- enable Trainees to experience American life and the democratic process through participatory activities and relationships with the American people and institutions, and to ensure that these relationships and experiences will continue to have an impact on the Trainees' personal and professional roles after returning home;

- provide Trainees with the knowledge and experiences to influence their own organizations and communities through acquisition of new technical skills and the motivation and enthusiasm to share their positive experiences and new ideas with others;

- reinforce gains made through training by promoting multiplier effects and by conducting Follow-on activities;

- improve the education and human resource development capability of Haiti through teacher training and training of educational administrators; and

- strengthen the private sector by increasing skills in the human resource base especially in businesses-related, tourism, trade, and agricultural fields.

Target Groups

Groups targeted for CLASP training during FY 1990, the final year of funding for the PTIIC project, were drawn from the private sector and from educational fields. The targeted groups include persons with leadership potential, 70 percent socially/economically disadvantaged, and a minimum of 40 percent women.

Specific groups targeted for FY 1990 included:

- 13 small businesswomen attending an eight-week management training program for women entrepreneurs; and

- 10 teachers/monitors (five men and five women) working in specialized institutions for the physically handicapped attending an eight-week training program.

Recruitment

Given the reality of poor communications and the difficulties of publicizing the individual training programs to a broad cross-section of the Haitian population, especially in the rural areas outside of Port-au-Prince, the Training Office, in consultation with the appropriate technical divisions relies on the existing network of PVOs and NGOs through which USAID already is implementing projects, the Peace Corps (when and if reinstated), and other community-based organizations to assist in publicizing, identifying, and communication with possible candidates. A representative of the Consular Office will be included on the CLASP II selection committee to address visa concerns prior to the final selection of Trainees.

Selection

The Mission will continue to take the following steps to insure that elite Haitians do not participate in PTIIC and CLASP II training programs:

- The text which the Mission uses to advertise PTIIC and CLASP II scholarships explicitly discourages the elite from applying.

- The initial screening is conducted by the in-country contractor who ranks training candidates on the basis of the selection criteria and briefly states the basis for the ranking.

- Final selection is done by a USAID committee which reviews all requests for training under PTIIC and CLASP II according to established selection criteria. This committee eliminates those applicants who do not meet the socio-economic criteria.

- The selection committee then interviews the pre-selected candidates and ensures that the socio-economic status of the candidate was taken into account during the pre-selection process.

The "elite" are defined in both financial and political terms. The politically elite include high level government officials and their immediate families. The financially elite consist of those individuals who could reasonably be expected to finance a U.S. college education using personal or family resources.

Economic Means Test

Under PTIIC a precise definition of the criteria for determining "economic disadvantage" was not clearly established and documented (Social Institutional Framework [SIF], p.6). Several factors were taken into account when the financial means test for CLASP II training were developed. These included:

- the income levels of the training groups identified by the Mission in Matrix Three of the SIF;
- average per capita income ($370 per year), the minimum taxable income level (20,000 Gourdes or $4,000 per year);
- the literacy rate (75% illiterate) and hence, the ability to be functional in a training program in the U.S.; and
- Embassy concerns about non-returnees.

Based on these criteria, it was decided that an income of 6,000 Haitian dollars or less per family of five per year would be an appropriate cutoff point.

The Mission's PTIIC application form was designed to provide information which would allow identification of and avoid the selection of "elite", (e.g., employment, salary, place of residence, and assets of applicant; and name, employment, salary, place of residence, and assets of their parents). The Mission has established a median income cut-off which is revised annually. Those applicants whose income (or in the case of a student, their parents' income) falls below the cut-off are considered to be economically disadvantaged. Once the applicant meets the other selection criteria, he or she is considered eligible for the receipt of a PTIIC scholarship.

Socially Disadvantaged

USAID/Port-au-Prince has determined that for PTIIC all women will be considered socially disadvantaged.

Training Programs

The initial training programs begun in the year of start up FY 1987 were previously cited. Since the start-up programs began a whole array of training has been undertaken.

In Fiscal Year 1988, the following PTIIC programs were initiated:

- 11 employees of the GOH Ministry of Justice attended a six-week training program in Virginia on administration of justice with emphasis on the organization of trial courts;

- 5 Haitian journalists attended a six-week training program in radio production at the Voice of America (VOA) in Washington, D.C.;

- 5 young journalists attended a six-week program in Washington on the role of media in a participatory democracy;

- 9 radio station owners and managers participated in a workshop at the University of Maine on radio management techniques;

- 7 Haitian journalists participated in a four-week radio journalism workshop in French at the University of Maine;

- 29 secondary school students participated in a leadership skills training program in literacy, agriculture, and community development at Ferris State University in Michigan; and

- 40 undergraduates in August 1989 were placed in two-year undergraduate training programs in fields such as community development, soil conservation, health education, communications, swine production, agricultural extension, nursing, biochemistry, medical laboratory technology, and project design and implementation. They received four months of intensive language training in country as well as remedial courses in the sciences. They also received a four month ELT program in the U.S.

At the end of FY 1988 due to increasing costs and change of contractor from United Schools of America, Inc. (USA, Inc.) to Partners for International Education and Training (PIET), the target numbers for PTIIC training were substantially reduced. Long-term participants were reduced from 32 to 5, and short-term participants were reduced from 132 to 40. Following the termination of the USA, Inc. contract in January 1989, PTIIC training activities consisted of the following:

- 5 participants began two-year undergraduate training in applied nutrition, nursing, and radiological techniques;

- 17 small businesswomen attended an eight-week management training program; and

- 20 local non-governmental leaders improved their community development skills at a six-week training program.

Fiscal Year 1990 is the final year of funding for the PTIIC project. There are no long-term activities scheduled under PTIIC for FY 1990. In December 1989, the Mission started the recruitment/selection process for the following short-term training activities:

- 13 small businesswomen will attend an eight-week management training program for women entrepreneurs; and
- 10 teacher/monitors will work in an eight-week training program in specialized institutions for the physically handicapped.

Output Targets

In the Mission CTP Update, the projected PTIIC, CASS, and LAC-II (combined) targets for FY 1989 were 211 for long-term and 341 for short-term training. For FY 1990, PTIIC targets were 50 long-term Trainees and 50 short-term Trainees. Two short-term LAC-II Trainees were projected. These were the final Trainees selected under PTIIC and LAC-II projects, however, some Trainees will be in training through FY 1993 and will continue to be monitored by PIET.

Remedial Preparation

If deemed necessary, remedial courses are offered to compensate for the differences in degree requirements in Haiti and the U.S.

English Language Training

ELT has been offered in country and in the U.S. for students attending long-term programs. For example, forty candidates selected for two years of undergraduate training in the U.S. received four months of intensive ELT instruction in-country prior to attending a four-month program in the U.S. However, as a cost-containment measure, longer in-country ELT and less U.S. English Language Training will be offered in the future.

Pre-Departure Training

Returned Trainees are often used in pre-departure training and orientation. The Mission has developed a pre-departure orientation package which stresses the technical, administrative and logistical details of the programs and the socio-cultural aspects of life in the United States. The Mission has also produced a video on long-term participants still in their program to be used in its departure orientation program.

Innovative Programming

Several aspects of innovative programming are discussed under the heading of "Cost-Containment". The Mission has explored arrangements with colleges and universities to arrange for a one-year undergraduate degree for professionals who have worked in development for many years but have never had the opportunity to pursue a degree in higher education.

Experience America

Starting in FY 1988, all training programs funded under PTIIC included "Experience America" opportunities. The Mission increased the minimum duration of short-term training programs from four to six weeks to allow sufficient time for Experience America activities. The Mission also specifically instructed the contractor to incorporate Experience America activities in all technical and long-term training programs.

The CLASP II project has programmed a variety of Experience America activities which will be integrated into the technical, managerial, and leadership training of the participants. The project will also create the opportunity for the participants to develop an appreciation and understanding of U.S. democratic institutions by virtue of special pre-departure orientation sessions which focus on this topic.

Follow-on

Under the Mission's supervision the Centre de Développement des Ressources Humaines (C.D.R.H.), which provides in-country services for PTIIC implemented the following programs in FYs 1987 through 1989. These programs consisted of the following:

- participation of three FY 1987 PTIIC youth leaders in the pre-departure orientation programs conducted for the FY 1988 youth leaders;
- organization of a re-entry seminar to assist youth leaders in identifying local organizations where their newly-acquired U.S. skills may be an asset and to determine their interest in forming an association of returned participants;
- participation of C.D.R.H. and the Mission staff in a three-day in-country follow-up seminar in December 1988 conducted by the Experiment in International Living for the FY 1987 youth leaders;
- two semi-annual seminars in April and May 1989 to assist returned youth leaders in identifying community organizations where their newly acquired skills could be used and to determine their interest in forming an association of returned participants, and to serve as a forum for participants to share experiences acquired while working in their respective communities;
- preparation of a "Participant Training Newsletter"; and
- Follow-on seminars on self-marketing skills for returned PTIIC youth leaders (February 1990).

Activities planned in FY 1991 include the following:

Short-term Trainees

- integration of the returned youth leaders in a USAID-supported civic education program; and

- Follow-on seminars for women entrepreneurs and local non-governmental leaders to reinforce the skills acquired during training in the U.S.; the seminars will provide the support necessary to apply those skills, particularly in small businesses and community development activities in Haiti.

Long-term Trainees

- establishment of linkages with various public and private sector organizations to generate employment opportunities; and

- provision of services for resume writing, basic interviewing skills and job search/networking.

The Mission's long range plans are for CLASP II Follow-on activities that will be designed to further the application of skills which the participants acquired in the United States and to focus on civic responsibility. Returned long-term and short-term participants will attend semi-annual three-day Follow-on seminars over a two year period. Between six and eight Follow-on sessions will be conducted in both FY 1991 and in FY 1992. These seminars will include Trainees from different technical backgrounds in order to foster cross-fertilization and the formation of interdisciplinary networks.

In order to operationalize these goals, the Mission sought assistance with the design of a formal Follow-on program which would meet Mission and AID goals. A team evaluated Mission staff capability, participant interests, local institutions, and voluntary organizations to determine the best approach for Haiti Follow-on. A decision was made to enter into an agreement with the Georgetown University CASS program, operating in Haiti under coordinator, Patrick Chemaly, to assist the Mission with its Follow-on program. Georgetown University traditionally employs Alumni organizations as vehicles for providing and facilitating Follow-on. A plan for consolidating the Follow-on programs of the two agencies will be forthcoming in the near future.

Cost-Containment

FY 1988 cost containment efforts included the following: 1) all 40 undergraduates who departed during the last quarter of FY 1988 were placed in college or university dormitories as opposed to off-campus housing; 2) the PTIIC contractor negotiated a special group rate with Lincoln University—an HBCU—where 10 of the 40 undergraduates are enrolled in two-year training programs (resulting in total savings to the Mission of $60,000); 3) a Mission-negotiated "package deal" with a local travel agency to provide all in-country travel arrangements and services for all PTIIC Trainees; and 4) a local clothing factory contributed to the cost of outfitting youth leaders.

Cost-containment measures for FY 1989 included: 1) the elimination of the warm clothing allowance given to short-term and long-term participants (resulting in Mission savings of $8,400); and 2) obtaining free airline tickets for one group of short-term participants and negotiating a special rate for the other group (a savings of $5,300).

In early FY 1989, one staff member in the Controller's Office participated in a Training Cost Analysis program which was developed by the Office of International Training.

Under CLASP II, the Mission will take the following measures to contain costs:

- The in-country contract will be structured differently. Services to be provided under the contract will be paid on a modular basis rather than on an aggregate basis. The Mission will retain the option of managing by itself any activity scheduled under the contract. The Mission expects to realize varying degrees of savings in the process.

- Under PTIIC, the Mission provided four months of in-country ELT for all of its long-term participants. As a result, a considerable amount of the funding for the program was spent on U.S. ELT which created extensive budget shortfalls. To prevent such recurrences under CLASP II, and considering that in-country ELT is much more cost-effective, the Mission plans to extend in-country ELT from four to eight months, to be complemented, if needed, with a maximum of four months of intensive ELT in the U.S.

- The Mission will train larger groups of short-term and long-term Trainees (minimum of 14 participants per group) in order to achieve greater cost-effectiveness.

- During the Follow-on seminars, the Mission will bring together Trainees from different technical fields to realize economies of scale.

- The Mission will use low-cost facilities for hosting its pre-departure orientation and Follow-on sessions.

- The Mission will not pay for recruitment services by the in-country contractor. Under CLASP II, the Mission will be primarily responsible for recruiting most of the short-term and long-term participants.

Historically Black Colleges and University (HBCU) Placements

Since FY 1988, the Mission has made special efforts to place long-term participants in HBCUs. Of the total 193 participants at the date of the FY 1990 CTP, 21 participants or 11 percent (3 short-term and 18 long-term) attended or are currently attending training programs at HBCUs. The Mission was able to exceed the 10 percent requirement for HBCUs by ensuring that one of the two short-term PTIIC training groups scheduled for FY 1990 was placed in an HBCU. The Mission will continue to request that the CLASP II contractor place at least 10 percent of its Trainees at HBCUs.

Changes in Training Plan from Approved CTP

In the FY 1989 CTP Update, the Mission reduced the number of journalists to receive training in media management techniques from 32 to 16, due to the lack of qualified candidates. There were substantial reductions in PTIIC training targets for FY 1989 and FY 1990 as a result of the change of contractor. Long-term participants were reduced from 32 to five, and 40 participants will receive short-term training rather than the 132 forecast. The major revisions for the PTIIC project which were shown in the FY 1990 update remain valid.

CABLE GUIDANCE

1. In Cable 063609 March 1986, AID/W advised USAID/Port-au-Prince to revise the Country Training Plan following the 1986 CLASP Conference and to include discussion of the new PTIIC project.

2. In March 1987, the Mission was commended for covering (in its revised CTP) all training, including LAC-II and PTIIC. However, the review committee noted the lack of specific training objectives in the CTP.

3. In Cable 368710 November 1987, AID/W noted that more than one-third of the Haiti Mission's FY 1988 projected PTIIC scholars fell into the youth category (an important CLASP target group). However, the Mission was asked to revise its short-term training projections to avoid training of one month or less. The Mission was also asked to report on proposed Follow-on programs.

4. Cable 009150 January 1988 advised all CLASP Missions of guidance for preparing CTP Updates, planning levels for CLASP for FY 1990, and defined when a participant is counted as a "new start" (Missions should count as new starts only those Trainees who have actually arrived in the United States).

5. Other AID/W policy guidance cables were general in nature and directed to all Missions participating in the CLASP Program. These general cables addressed issues such as Experience America guidelines, long-term and short-term training, policy on female participants, lead time, and cost-containment.

CONCLUSIONS

A review of Haiti's CTP, their updates, and related cable communication demonstrates the flexible nature of the planning document and the important function of the annual CTP review process. AID/Washington has identified issues in need of attention and has responded by clarifying policy goals and guidelines, by restating project objectives, and by recommending revisions for individual Mission documents. USAID/Port-au-Prince has complied with AID/Washington guidelines and directives.

Modifications of CTPs over time indicate that, by and large, USAID/Port-au-Prince has incorporated recommendations from AID/Washington to make their plans better reflect the CLASP dual goal. They have increased specificity in terms of target groups, training programs, recruitment and selection procedures, and Follow-on programs. They have also adjusted output targets and long-term/short-term ratios in accordance with cable guidance.

There are two areas that need further clarification and expansion in the CTP. The Economic Means Test used to define economic disadvantage would benefit from a discussion of some of the other factors considered in arriving at an economic disadvantaged designation and any weighting procedures that might be employed. The other is the area of definitions; no definitions of the selection criteria "youth", "leadership" and "leadership potential", or "rural" are provided in the CTP, although they are addressed in the Mission SIF.

This conclusion refers only to the need to document descriptions and definitions in the CTP and should not be interpreted as a commentary on selection practices. Chapter Two incorporates, where available, information concerning the definitions that the Mission is, in fact, using to characterize the applicants as socially/economically disadvantaged, youth, leaders, and rural.

The Haiti SIF, however, defines these criteria. "Youth" is an individual under twenty-five years of age. A "leader" is an individual who exercises some influence over the thoughts and actions of others and is trusted by community members. A leader may or may not be in a formal position of authority, but rather is recognized as someone in an organization or community who can initiate action and whose opinion is respected. "Potential leaders" are individuals, usually youth, whose actions, achievements, attitudes, and communication skills indicate a potential for leadership. In some cases, the individual will already exhibit many of the traits of a leader, but may not be recognized as such due to age. "Rural", for the purposes of the Haiti Peace Scholarship Project, is all areas outside of Port-au-Prince.

QUANTITATIVE ACHIEVEMENTS

PTIIC

The Haiti FY 1990-91 Action Plan and subsequent CTP, as modified by policy guidance, has set out a number of targets that are to be met during the life of the project. The targets include:

- 258 individuals from Haiti to be sent to the U.S. for training over the life of the project, 208 for technical training and 50 for academic training (figures revised in early FY 1990);
- a minimum target of 30 percent of these individuals to be placed in long-term training of 9 months or more;
- a minimum of 40 percent women from all Trainees; and
- a minimum of 70 percent of all Trainees recruited from backgrounds of social ethnic, or economic disadvantage.

Between the PTIIC program's inception in early FY 1987 through December 31, 1990, a number of significant accomplishments have taken place.

- A total number of 246 scholars have initiated training in the United States; to date 211 have returned to Haiti.
- Of this number, approximately 20 percent (51) have been enrolled in long-term training programs of 9 months to 3 years.
- Forty-seven percent (115) of PTIIC Trainees are females.
- Trainees from economically or socially disadvantaged backgrounds comprise 71 percent (169) of the total 246 awards.

Other target groups–actual and potential leaders and rural and urban youth–have no specified percentage targets. Thus Mission project administration has the discretion in deciding what percentages to assign targeted subgroups in accordance with demographic, social, and political conditions existing within the country.

Trainee views on the effects of the training program reveal the following:

- 62 percent of the exiting Trainees indicated that their original objectives were realized "to a great extent" or "a very great extent";
- 85 percent of the returned Trainees were either "satisfied" or "very satisfied" with their training program;
- about 89 percent of the returned Trainees found their training program to be "useful" or "very useful" in improving their job competence;
- about 85 percent of returned Trainees indicated that they were able to put into practice to some degree what they had learned in their program;
- over 77 percent of the Trainees reported "higher" or "much higher" self-esteem as a result of their U.S. experience; and
- about 80 percent of the exiting Trainees definitely would recommend their training program to others in their home country, while about 95 percent of returned Trainees would recommend it at the positive (5-6-7) levels on a 7 point scale.

COOPERATIVE ASSOCIATION OF STATES FOR SCHOLARSHIPS (CASS) TRAINEES

The Congressionally earmarked Cooperative Association of States for Scholarships (CASS) project launched its long-term training program for youths at two-year community colleges in selected states in the U.S. in FY 1989. The following goals have been achieved under CLASP I and CLASP II CASS training through March 31, 1991.

- Seventy-six individuals have initiated training in the United States.
- Twenty-six (34%) of the Trainees have been women.
- All seventy-six Trainees (100%) have been classified as economically disadvantaged.

An evaluation of the benefits of training to these long-term Trainees should be scheduled when a sufficiently sized sample have returned to country for six months or more.

The following Chapter addresses the question: **"Who Is Being Served?"**

CHAPTER TWO

Describing PTIIC Design and Application

CHAPTER TWO – DESCRIBING PTIIC DESIGN AND APPLICATION

WHO IS BEING SERVED?

INTRODUCTION

This chapter considers the question: To what extent is the Haiti-PTIIC project reaching its intended target populations? The Mission's computerized CLASP Information System (CIS) provides the data that describe total awards granted in FYs 1986 through 1990. The CIS is a database file maintained by each Mission. Selected information from Trainee files is entered on a regular basis. Each Mission periodically provides AID/Washington (AID/W) with a diskette of its updated CIS file. Percentages reported here are based on Mission information as recorded in the CIS as of March 31, 1991.

The discussion that follows describes the participation of special subgroups of the target population (e.g., male and female, or disadvantaged populations) to assess the degree to which they are participating in the training offered. The Economic Means Test will be analyzed to determine the extent to which USAID/Port-au-Prince has defined and implemented the selection of socially/economically disadvantaged Trainees. The discussion that follows describes how awards were distributed to women, socially/economically disadvantaged, rural populations, youth, and potential leaders.

RESULTS: TARGET GROUPS

Between February 1986 and March 31, 1991, Haiti-PTIIC has awarded scholarships to 246 Trainees. Figure 2.1 reflects results of the Mission's use of selection criteria.

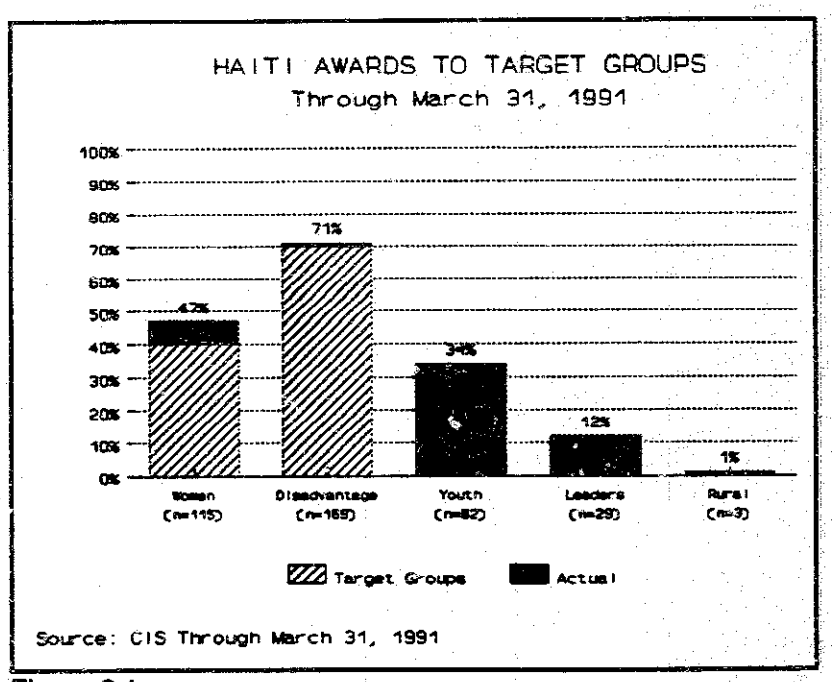

Figure 2.1

CIS data shows that the Mission has selected Trainees beyond the AID/W targeted selection criteria: 47 percent (115) women and 71 percent (169) disadvantaged Trainees. Other suggested, but not mandated, criteria include the selection of youth, leaders, and rural Trainees. In these categories, the Mission-reported percentages are: 1.2 percent (3) rural (in reality this percentage may be closer to 40% [see "Rural Populations", pp. 21-22, for further discussion]), 33 percent (82) youth, and 12 percent (29) leaders (see Figure 2.1). Because Trainees may be classified under more than one category, the totals for each category should not be added. For

example, a woman who is economically disadvantaged would be counted in both economically disadvantaged and female categories.

WOMEN

Women have benefitted from the PTIIC Project. Since the beginning of the project, women have received 47 percent (115) of all PTIIC scholarships in Haiti. Beginning in FY 1987, 40 percent of the awards were made to women. In FY 1988, the percentage dropped to 36 percent. The percentages increased dramatically in FYs 1989 and 1990 to 85 and 68 percent, respectively, well above the CLASP mandate of 40 percent women (see Figure 2.2).

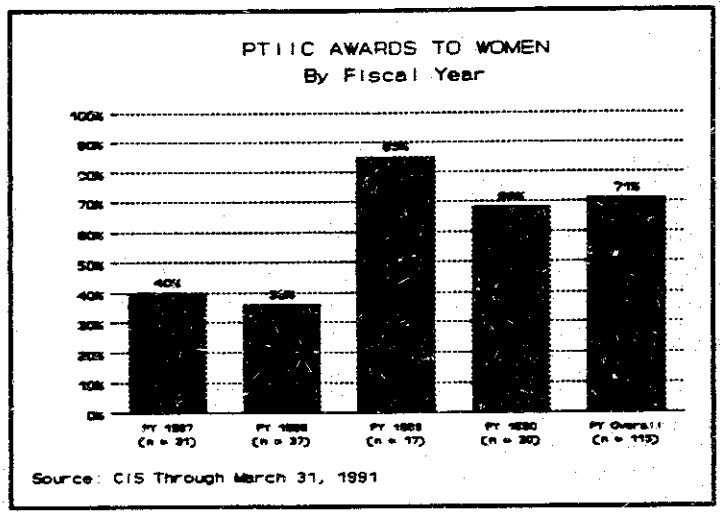

Figure 2.2

Since women are a mandated target group, one must analyze both the quantity and quality of awards to determine whether the awards are in meaningful training areas rather than in areas that constitute token efforts to involve women, yet restrict them to less important training programs.

When the length of training programs are considered, men receive a higher percentage of short-term training than women, 51 to 49 percent. For long-term training there is a greater difference, with men receiving 61 percent of the training compared to only 39 percent for women who make up 47 percent of the PTIIC awards (see Figure 2.3).

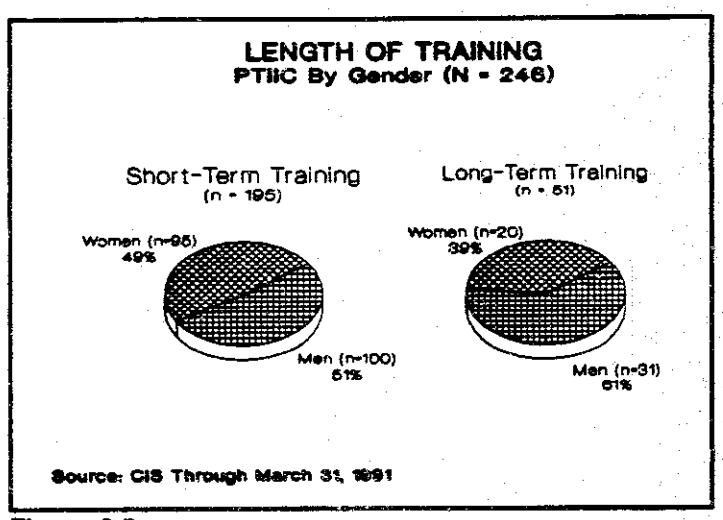

Figure 2.3

Twenty percent of the awards were for academic scholarships. Of these 50 awards, twenty (40%) were granted to women, and thirty (60%) were awarded to men (see Figure 2.4).

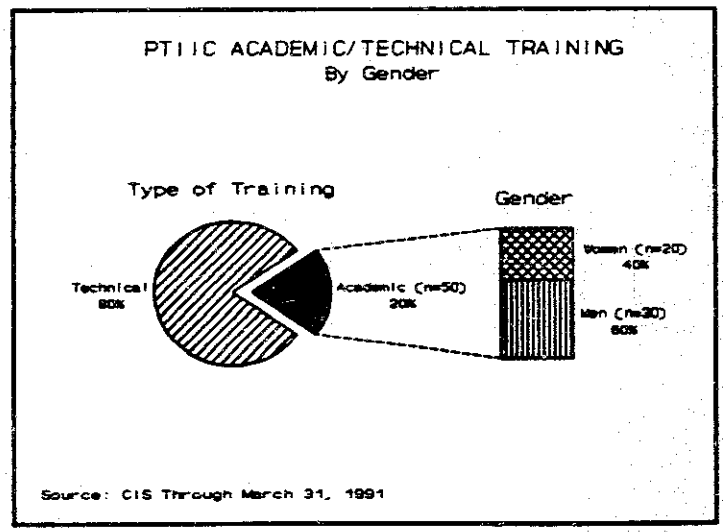

Figure 2.4

Thus, it appears that, although women may not have received the same quality of award as men in terms of length of program and academic training (note that these are not the sole determiners of quality awards), in Exit Questionnaire data for Haiti-PTIIC Trainees, 85 percent of

women Trainees say they would definitely recommend the program, as compared to 75 percent of the men. For CLASP overall, the relationship is reversed: 57 percent men to 43 percent women. Haiti-PTIIC has met the CLASP requirement of emphasis on women in numbers of scholarships but the quality of these scholarships has been somewhat less than that of the scholarships awarded to men.

ECONOMICALLY DISADVANTAGED

Regarding the share of awards allotted to the economically disadvantaged since the beginning of the project, 71 percent of all Haiti-PTIIC Trainees (169) have been economically disadvantaged. Over the period of the project, awards to the economically disadvantaged have remained above the CLASP requirement of 70 percent except for FY 1988 (61%). In FY 1987, 73 percent of the awards were made to disadvantaged applicants; in FY 1988 the percentage dropped to 61 percent. The number of economically disadvantaged reached the 70 percent target in FY 1989 and rose to a high of 80 percent in FY 1990. Awards to the economically disadvantaged by fiscal year are shown in Figure 2.5.

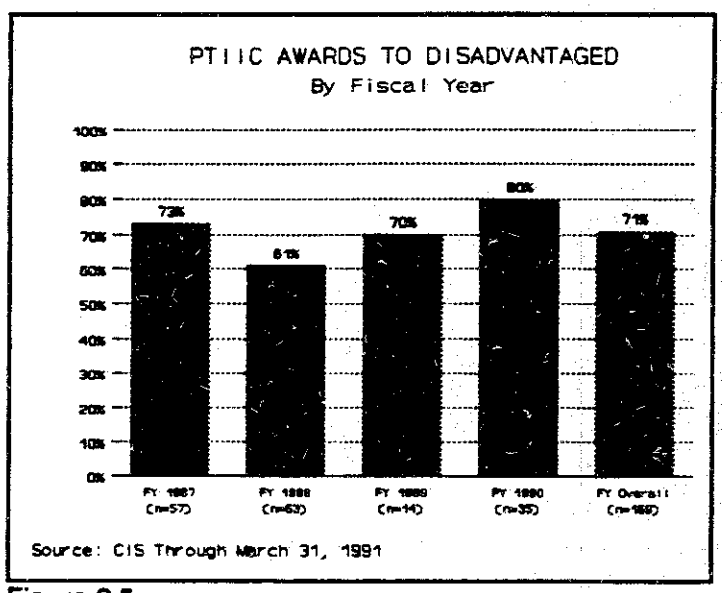

Figure 2.5

Figure 2.6 illustrates the breakdown of economically disadvantaged Trainees by gender.

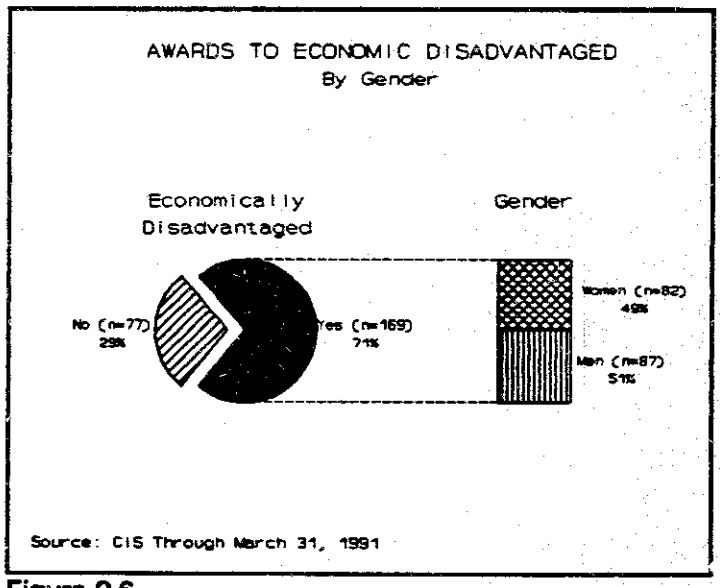

Figure 2.6

Note that of the 169 Trainees classified as economically disadvantaged, 87 (51%) are men and 82 (49%) are women.

RURAL POPULATIONS

According to CIS data as reported by the Mission, Trainees identified as rural account for one percent or three Trainees. When directly asked how the distinction between rural and urban was made, the Training Office staff stated that Port-au-Prince was considered urban and rest of the country as rural. The definition cited in Haiti's most recent Social Institutional Framework (SIF), January 1990, is that "rural" is considered to be all areas outside of Port-au-Prince. Data collection efforts located 27 returned Trainees in the North Coast and South Coast regions of the country as well as others in Port-au-Prince who were recruited from rural areas and have since moved to Port-au-Prince; it would appear that the Mission has not consistently completed this CIS field for Trainees. A more accurate determination

of rural-urban status may be arrived at when the CIS biodata is examined; 148 participants (60%) are from the Ouest where Port-au-Prince is located (although Léogâve and Petit-Goâve are considered to be rural). This would indicate that a more exact determination of rural Trainees might be around 40 percent.

YOUTH

For Haiti-PTIIC, youth or youth-related training is among the selection criteria and the project intends to target young people with leadership potential. However, early in the program, information on youth was not entered into CIS. Since June 1989, a designation of youth has been determined and entered in CIS. Since that date, of 82 Trainees programmed, 33 percent have been identified as youth. Of the women selected, 29 percent (34) are classified as youth, and of the men, 36 percent (48) are classified as youth. Of the 82 Trainees identified as youth, 34 (41%) were women and 48 (59%) were men (see Figure 2.7).

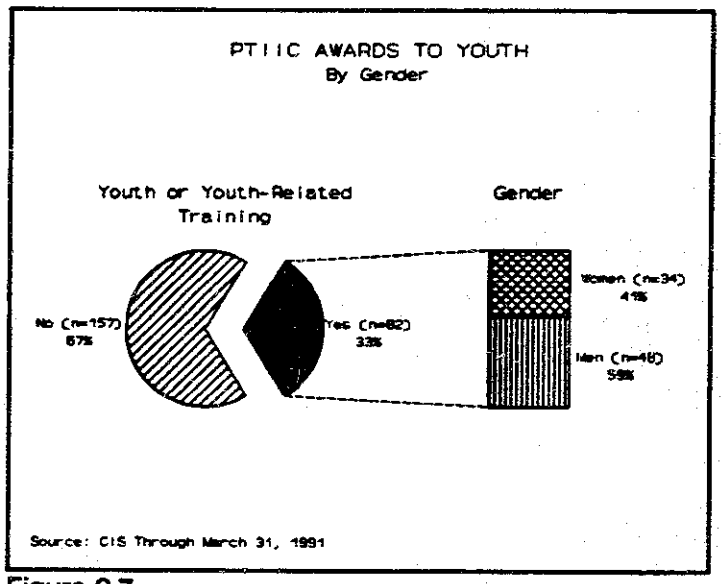

Figure 2.7

LEADERS

Leadership potential or actual leadership was a consideration in the selection of 29 (12%) of 246 Trainees. The breakdown between women and men was fairly equal, 48 percent to 52 percent, respectively. It should be noted that early in the program data for this field was not entered in the CIS. The same proportion of men and women selected for their leadership qualities very closely mirrors the proportion of men and women Trainees (52 and 48%, respectively).

AWARDS BY SECTOR SERVED

The CLASP Project Paper indicated that Trainees should be selected from the private sector as well as from the public sector. When all Haiti-PTIIC Trainees are identified by the type of employment they had prior to training, the private sector, with 25 percent of the Trainees, was the primary source of Trainees. The private sector was divided into Non-Profit (6%), and For-Profit 18%). This was followed by Public with 6 percent, Mixed, with 6 percent, and Autonomous (4%). The largest sector was Other (59%), which if carefully screened and analyzed, may reveal students or participants for one of the other specific categories (see Figure 2.8).

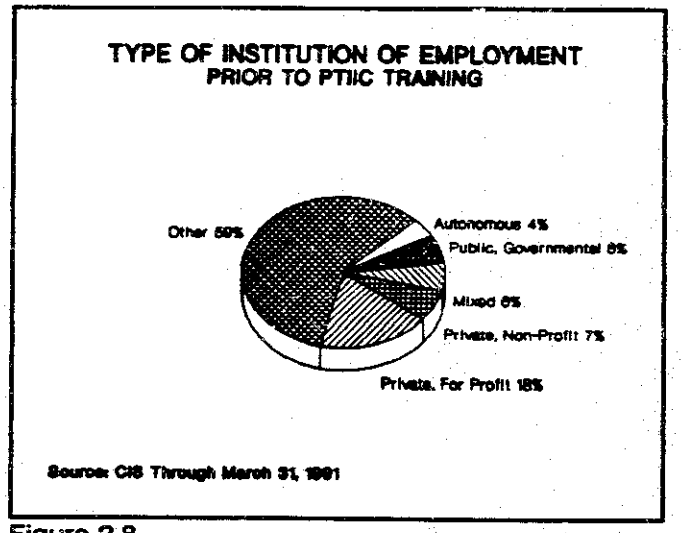

Figure 2.8

30

AWARDS BY OCCUPATION

CIS data indicate that over half (53%) of all 246 Trainees listed the occupation or type of work they held prior to PTIIC training as Student/Recent Graduate. The next largest category was Professional at 11 percent. Table 2.1 shows the breakdown of occupations or type of work for all 246 of the Trainees.

Table 2.1
Occupation/Type of Work Prior to Training

Occupation/ Type of Work	Number	Percent
Student/Recent Grad.	131	53.0
Professional	26	11.0
Semi-Skilled Worker	19	7.8
Skilled Worker	19	7.8
Technician	18	7.3
Businessman/woman	13	5.3
Unemployed	8	3.3
Manager	4	1.6
Other	8	2.9
TOTAL	**246**	**100.0**

TRAINING OBJECTIVES

Nearly two-fifths (40.7%) of the Trainees had as their training objective an Observation Tour. Attendance at conferences or field trips in which the Trainees visit a series of farms or factories may be considered Observation Tours. A Short Course was the objective of 28.5 percent of the Trainees, while 15.9 percent sought the A.A. Degree. Table 2.2 shows the overall Haiti-PTIIC numbers and percentages.

Table 2.2
PTIIC Training Objectives of Trainees

Training Objective	Number	Percent
Observation Tour	100	40.7
Short Course	70	28.5
A.A.	39	15.9
Seminar	23	9.3
B.A. or B.S.	9	3.6
Other	3	1.2
M.A. or M.S.	2	0.8
TOTAL	**246**	**100.0**

FIELDS OF STUDY

Table 2.3 shows the fields of study to be pursued by PTIIC Trainees and reflects the breakdown by gender.

The fields of study reflect Haiti's CTP which cites long-term training in the areas of communications, agriculture, education, health, sciences, business and management, and project design and implementation. Fields of study cited for short-term training included small businessmen/women, teachers, nutritionists, nurses, radiologists, journalists, radio owners/managers, and leadership skills training.

Table 2.3
Fields of Study

Field of Study	Women	Men	Total	Percent
Basic Skills	26	37	63	26.0
Business/Management	35	6	41	17.0
Home Economics	16	15	31	13.0
Communications	3	25	28	11.4
Public Affairs	6	13	20	8.1
Agriculture	2	9	11	4.4
Education	10	0	10	4.1
Engineering	1	9	10	4.1
Law	3	7	10	4.1
Health	4	3	7	2.8
Social Sciences	4	3	7	2.8
Area/Ethnic Studies	0	3	3	1.2
Computer Science	2	0	2	0.8
Sciences	2	0	2	0.8
Mechanics/Repair	0	1	1	0.4
TOTAL	**115**	**131**	**246**	**100.0**

ECONOMICALLY DISADVANTAGED

A discussion and analysis of economic need includes the method and criteria which a Mission adopts to identify economic need. The following section will discuss the method and criteria for identifying economic need in Haiti.

ECONOMIC MEANS TEST

Haiti-PTIIC has determined as economically disadvantaged those individuals who live in households with a total income below the figure determined by the Mission on the basis of various considerations, including the per capita income of $370 per year and the minimum taxable income level (20,000 Gourdes or $4,000 per year). In determining economic disadvantage, the Screening Committee takes into account the median income, the household income, the number of dependents in the household, and ownership of property. Occupation and education levels of the mother and father are other factors considered. If an applicant omits any of the economic information on his or her application, the application is not considered.

SOCIALLY DISADVANTAGED

When Haiti-PTIIC began selecting participants for the program, women were considered by the Mission to be socially disadvantaged. Neither ethnic, racial, nor educational factors are considered in determining social disadvantage.

LEVEL OF EDUCATIONAL ATTAINMENT

Mean years of schooling for PTIIC Trainees is 14.4 years. As for the parents of PTIIC Trainees, the mothers have achieved a mean of 5.7 years of education and the fathers, 7.9 years (see Table 2.4).

Table 2.4
Mean Years of Schooling

	Years
Trainee	14.4
Mother	5.7
Father	7.9

In examining CIS biodata for PTIIC Trainees, the largest percentage of Trainees, which includes Youth Leaders (High School students at the time of training), had attained no higher than a Primary School level (37%). This was followed by High School (30%), and Technical School (20%). Of particular note is the large number of women (44) at the Technical level compared to men (5), and the predominance of men from the Primary and the degree levels. Table 2.5 shows the Trainees' highest education levels completed by gender.

Table 2.5
Highest Education Levels of PTIIC Trainees

Educa. Level	Women	Men	Percent
Primary	39	52	37.0
High School	24	50	30.0
Technical	44	5	20.0
B.A./B.S. Degree	6	12	7.3
None	1	7	3.3
M.A./M.S. Degree	0	2	0.8
A.A. Degree	0	1	0.4
Ph.D. Degree	0	1	0.4
Other	0	1	0.4
TOTAL	114	131	100.0

AGES OF TRAINEES

The mean age for PTIIC Trainees is 26.9 years with women slightly younger than men (see Table 2.6). Haitian Trainees are slightly younger than CLASP Trainees overall; the mean age for CLASP Trainees is 27.4 years. This can be explained, in part, by Haiti's emphasis on Youth Leadership training.

Table 2.6
Mean Years of Ages of PTIIC Trainees

Gender	Mean Age	Min.	Max.
Women	26.4	16	66
Men	27.4	16	70
Average	26.9	16	70

MANAGEMENT AND STAFFING

Following the end of the C.D.R.H. contract which managed the advertising, recruitment, pre-selection, and pre-departure orientation of PTIIC Trainees, management of these areas and files became the responsibility of the Mission Training Office. There appears to be sufficient staff within the Training Office to accomplish the tasks for a training program of Haiti's dimensions. The Training Office has attempted, through several realignments of staff, to structure the office for the best utilization of personnel and resources to accomplish its goals. Outside consultants from AID/W and Aguirre International have studied the office staffing and provided suggestions for improving lines of authority, job descriptions, assignment of responsibilities, and in-service training. The Mission is continuing its efforts to develop the best staffing pattern possible for effectively and efficiently managing the administration of the remainder of CLASP I and effecting the programmatic changes required by the CLASP II focus.

INTERVIEWS WITH TRAINING OFFICE STAFF

This evaluator met individually with the four members of the Training Office staff. Each had an opportunity to tell about his or her duties and responsibilities and to speak candidly about the management of the program.

- The title of the head of the Training Office is Chief of EHR. The Chief, who gives approximately 25 percent of her time to the CLASP portfolio, is seeking to structure a smoothly functioning office with everyone carrying his or her own weight and displaying commitment to the training office goals. She is especially interested to get a Follow-on program underway.

- The Senior Training Officer estimates from 30 to 40 percent involvement with the CLASP Program. She is primarily engaged in preparing PIO/Ts, networking with local employers, organizing pre-departure and Follow-on activities, serving on PTIIC and CASS selection committees, and providing orientation and training to the CLASP II Project Manager. She is concerned about finding the time to dedicate to Follow-on and the fact that she can no longer rely on secretarial support. In her opinion, strengthening of the existing program would include a complete Follow-on component, additional Trainees from the Health sector, funds to renew subscriptions, and financial resources in general. A major concern is the lack of jobs for returning Trainees.

- The Assistant Training Officer has worked with the PTIIC project since 1986 and spends approximately 40 to 45 percent of her time on the project. For PTIIC, she has drafted routing cables, handled phone calls from participants, and is charged with Training Cost Analysis (TCA) responsibilities. She has typed PIO/Ps and served on the final Selection Committee for CASS as well as rotated on the PTIIC Selection Committee with the Training Officer.

- The CLASP II Project Manager was hired in September 1990 and spends all of his time on the CLASP II Project. He manages the program from recruitment and selection through to Follow-on with the help of a newly

assigned assistant. His knowledge of the program and of USAID procedures, his organizational skills, and attention to detail, combined with enthusiasm and belief in the program bode well for future successes.

- The Assistant to the CLASP II Project Manager has worked with the CLASP program for one year and spends approximately 90 percent of her time on the project. While working for PTIIC she drafted cables, handled phone calls from participants, edited, filed, maintained the participant directory, typed PIO/Ps, and entered CIS data. Under CLASP II some of the drafting of cable, PIO/P, and CIS duties will continue and added to these will be the responsibilities for drafting letters, arranging for participant interviews, and organizing the selection process (notifying candidates, scheduling, notifying Selection Committee Members, and preparing background information for the committee). She is also an active member of the CASS Selection Committee and does Med-Cert cables. She feels comfortable with her new role and feels challenged in her new position. However, she would like more training and with people who perform similar roles and would like on-site training to see how other offices work.

In July 1991, two months after the interviews above, the office was restructured again, removing the Assistant to the CLASP II Project Manager from the team, assigning her to the CLASP I team, and providing another office Secretary to assist the CLASP II Project Manager on a part-time basis.

RECRUITMENT, SCREENING AND SELECTION

The USAID Mission contracted with C.D.R.H., a local non-governmental agency, to conduct advertising, recruitment, pre-selection, and pre-departure orientation of Haitian candidates as well as some informal Follow-up activity. With USAID approval, C.D.R.H. subcontracted with the Haitian Academy to provide in-country English language training; for FY 89 and 90, the English language training was provided by Learning Options, a Port-au-Prince organization. Costs of remedial training for participants was paid for through a two-year fixed-price grant to C.D.R.H., with a no-cost extension. Prior to the Mission contract with C.D.R.H., some early programs were managed by the Mission Training Office working in close collaboration with the United States Information Services (USIS) with no C.D.R.H. involvement. Under CLASP II the various components of the program are managed by a program manager in the USAID Mission Training Office. However, Follow-on remains the responsibility of the Training Officer and her assistant.

C.D.R.H. recruited its first group of long-term Trainees through radio advertising, flyers, and press releases. The announcements state a description of the PTIIC program and state the criteria for selection. Short-term programs received less publicity and most often the recruitment was done through intermediary organizations: church groups, service clubs, private voluntary agencies, etc. A later group of five long-term candidates was recruited by flyers distributed through the provinces. C.D.R.H. augmented this recruitment effort by traveling to the field, explaining the program and fields of training, enlisting volunteers to assist in recruitment, and leaving applications to be filled out. For the 40 long-term Trainees

recruited by C.D.R.H. a follow-up investigation was conducted by C.D.R.H. at USAID request to confirm background information.

When applications were received by C.D.R.H., these were matched to the criteria and incomplete applications were eliminated. A committee composed of the C.D.R.H. technician and outside educators reviewed the completed applications for income, grades, and community involvement. Those applications approved by this preselection committee were forwarded to the Mission for final selection consideration. A pool of candidates was always offered to the final Selection Committee; nearly 100 candidates were forwarded to the Mission for consideration for 40 undergraduate scholarships.

Early in the Mission-C.D.R.H. collaboration, PIO/Ps were written jointly, but later these were written solely by the Mission and C.D.R.H. provided the Training Implementation Plans (TIP) with Mission concurrence. C.D.R.H. also was responsible for arranging for medical examinations by contracting with local practitioners. Pictures and passports were also part of the C.D.R.H. responsibility. Participant files were housed and maintained at C.D.R.H. until the Fall of 1990 when they were consolidated at the USAID Mission at the conclusion of the C.D.R.H. contract.

Pre-departure orientation sessions were held at C.D.R.H.. Short-term selectees received three days of orientation and long-term candidates, four days. The Mission Training Office provided some of the materials for these and made some of the presentations. For travel arrangements, the U.S. contractor handled the airline tickets, but C.D.R.H. made reservations, took participants to the airport, and often met groups upon their return.

Long-term orientation in the United States consisted of five day programs at the Washington International Center (WIC).

A few Follow-on activities were planned. C.D.R.H. designed and conducted a program for the Youth Leaders upon their return based on their ages, training objectives, and training description. Seminars were also held for Small Businesswomen and Community Development groups, but not much was done subsequently. A videotape for use in pre-departure orientation was an outgrowth of one of the Follow-on sessions.

The USAID Selection Committee, composed of USAID members including a representative of the Training Office, interviews the preselected candidates. Interviews are conducted in Creole.

Once the above process is complete and the selections made, the Training Office notifies the Trainee of the departure date for the U.S. Prior to departure, a medical examination must be conducted and a visa application completed. Near to the departure date an orientation team composed of Mission staff, a C.D.R.H. representative, and returned Trainees, conduct orientation sessions.

RECOMMENDATIONS

SELECTION CRITERIA

- The Mission has successfully met and slightly exceeded its target for disadvantaged Trainees. It may want to develop a more precise and objective method for determining economic disadvantage which takes into consideration and weights a variety of economic factors. To accomplish this, it would be necessary to consider refining the selection criteria process to include a point system whereby points are awarded for various indications of economic disadvantage, e.g., salary, household income, per capita family income, ownership of home or property, loans (tuition or other types), study in other countries (scholarship or own expense); frequency of travel to U.S., Canada, or other countries.

- Presently all women are designated as socially disadvantaged and thus eligible for selection. Under a point system as described above, additional points could be assigned to women for their social disadvantage rather than automatically qualifying them because of gender.

- The Mission may wish to consider reviewing the quality of awards granted to women to ensure that there are a variety of options in fields of training open to them as well as continuing to grant to long-term and academic scholarships commensurate with the female representation in the program.

- The method whereby leadership and leadership potential is determined should be clarified and recorded on the Summary Sheet. The Mission is encouraged to refine the process of leadership identification by establishing a point system for such items as membership in a community organization, holding an office in an organization, accomplishments as a leader, and/or recognition by employer, school, or peers. The Mission has acknowledged that it will be introducing such a refinement into the process in the near future.

- Under Haiti-PTIIC selection procedures, U.S. citizens were seldom represented on the Selection Committee. This is contrary to accepted practices, and the Mission was advised of this omission in previous communications. Under CLASP II, however, a concerted effort has been made by the Project Manager to broaden the Selection Committee representation to include U.S. citizens and private sector individuals. This practice is commendable and should continue.

- In reviewing recent printouts of Selection Committee Scores and reasons for disqualification, it appeared that youth were discounted automatically, and others were disqualified for grades or income levels above the disadvantaged level. It would be useful for these scoresheets to be maintained in each participant's folder.

APPLICATION FORMS

Many selection criteria files do not show how a determination of economic disadvantage and leadership is made. Mission Application Forms and Summary Sheets could be developed to reflect a breakdown of the components of economic disadvantage, social disadvantage, and leadership.

COMMUNICATION

- Members of Selection Committees seemed to be familiar with the PTIIC selection criteria and, in most instances, had been provided in advance with files on the applicants who were to meet with them. This communication and advance planning should continue, and if would be helpful it all members and potential members of the Selection Committees are briefed on the new focus of CLASP II.

- The Mission is encouraged to continue to maintain and improve its communications with its implementation contractor in the U.S. by providing well prepared PIO/Ps and sufficient lead time to allow for arrangements to be made for participant placement.

ADVERTISING

It is important to ensure that advertisement of the PTIIC scholarships continue to receive the widest possible dissemination to reach all areas of the country and various sectors of the public and private sectors.

RELEVANCE OF FIELDS OF TRAINING

The Mission may wish to continue to monitor fields of training offered to ensure that it harmonizes with the overall CDSS and CTP goals. If and when possible, the Mission might want to consult Government of Haiti officials regarding national priorities and fields of training.

LONG-TERM, SHORT-TERM TRAINING MIX

The percentage of long-term training is 21 percent, nine percent below the 30 percent mandated level for PTIIC. Mission explanation is that when the change of placement contractor occurred in 1989, long-term training lost a few slots; it was a Mission decision to not make up the difference by reducing short-term slots. The Mission is encouraged to make every effort to achieve and maintain the 30 percent long-term CLASP target.

ENGLISH LANGUAGE TRAINING

Short-term Trainees received from one-half day to three days of survival English Language Training provided by C.D.R.H.. CLASP II short-term Trainees will receive three weeks of ELT at the Haitian American Institute. The first long-term groups were placed originally at the Haitian Academy, the next groups were subcontracted with Kayanou, and most recently with Learning Options which will also be the site of ELT for CLASP II long-term Trainees. Long-term scholars also receive two months of ELT at Georgetown University's ALIGU program. Historically Haitian language training needs have been underestimated and insufficient training provided. The Mission may wish to closely monitor the progress of

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long-term participants in in-country ELT training and increase, whenever and wherever possible, the amount of ELT for short-term Trainees.

FILES

Trainee files were well organized and easy to read. A few Selection Summary sheets were not in the files. The Mission is encouraged to obtain the Training Implementation Plan (TIP) from the contractor and including it in each participant's folder to complete the total picture of the participant, and should continue to update the checklist in front of the folder to reflect the current status of the Trainee. Currently files are being maintained in the Mission for five years creating a space problem. Recommend that files be retired after three years except for participants who may still be involved in long-term programs.

CLASP INFORMATION SYSTEM

Until mid-1990, the CIS had been housed with the in-country contractor, C.D.R.H. During a technical assistance visit by Aguirre International in September, 1990, the CIS program was installed in the Mission and Mission personnel were trained in its use. The database is now located in-house. The structure of the database was changed in order to meet the needs of the project managers. Missing and unreliable data were cleaned and updated. Special reports were also written and should prove timesaving since the staff was manually compiling information and typing reports. On-going efforts to support the Mission will continue. A Follow-on module and database could be added to the main CIS menu, and the reports menu could also contain a Follow-on report similar to the form used in the Mission.

It would be useful if dedicated time on a regular basis is scheduled for entry of new data, and the staff continue to update and correct older information in the CIS (especially in the areas of rural/urban, institution of employment prior to training, and leadership or leadership potential).

MANAGEMENT AND STAFFING

The Mission has made strides in its efforts to develop a Training Office structure that is a cohesive and collaborative unit. On-going staff training, team-building exercises, and clearly defined responsibilities and lines of authority will assist in achieving this goal.

SUMMARY

The Mission identified and selected the intended target population based on the CTP, however, some systematic procedures for identifying leadership and social and economic disadvantage would refine and objectify the selection process. The Mission has achieved the following:

- the award of 47 percent of the scholarships to women, exceeding the 40 percent CLASP target;
- among all Trainees, quality awards to women: 39 percent in long-term training and 40 percent in academic programs;

- the award of scholarships to the economically disadvantaged who have received 71 percent of the awards, exceeding the 70 percent CLASP target;
- a mix of short-term (79%) and long-term (21%) training; and
- a mix of technical (80%) and academic (20%) training.

The following Chapter addresses the question: **"How Did The Trainees Benefit?"**

CHAPTER THREE

Measuring the Benefits of PTIIC

CHAPTER THREE – MEASURING THE BENEFITS OF PTIIC

HOW DID THE TRAINEES BENEFIT?

INTRODUCTION

The purpose of this chapter is to assess the efficacy of implementation of the Haiti-PTIIC training process and how the Trainees were benefited. We will consider how well the objectives outlined in the CLASP Project Paper and the Haiti Country Training Plan have been met.

The discussion is organized by topics:

Background of the Trainees
General Characteristics of Training Programs
Methodology for Assessing the Quality of Services
Analysis of Data
- Training Component
- Experience America Component
- Follow-on
- Trainee Benefits from Training

Data for this chapter are drawn from:

- CIS through March 31, 1991, including 246 Trainees;
- responses of 128 Trainees surveyed immediately after program completion using Exit Questionnaires;
- exit interview protocols completed by training staff;
- responses of 65 Trainees interviewed after their return to their respective countries in interviews conducted at least six months after completion of training;
- a review of Mission documents; and
- interviews with Mission personnel.

BACKGROUND OF THE TRAINEES

The following data are drawn from CIS records for 246 Haitian Trainees. As noted in Chapter Two, most of the Trainees are economically disadvantaged (71%), 47 percent are women, and one percent are designated as "rural".

SCHOOLING

The mean years of schooling for the PTIIC Trainees is 14.4 years. Comparing the number of years of schooling completed by the Trainees' parents with the number of years of schooling completed by the Trainee can be an indicator of family social mobility. Information concerning the number of years of school completed by the parents of PTIIC Trainees is available for both mothers and fathers. In general the Trainees are considerably better educated than their parents. Mothers average 5.7 years and fathers, 7.9 years.

AGES

The mean age for PTIIC Trainees is 26.9 years, younger than the CLASP average of 27.4 years. The mean age for women is 26.4 years and for men 27.4 years.

OCCUPATION PRIOR TO TRAINING

One hundred thirty-one Trainees (53%) reported their occupation prior to training as student/recent graduate. Twenty-six scholars (11%) were identified as professionals. Nineteen Trainees (7.8%) were skilled workers, and the same number were semi-skilled workers. Eighteen were technicians; thirteen were businessmen or businesswomen. The remainder were either unemployed (3.3%), other (2.9%), or managers (1.6%).

TRAINING OBJECTIVES

The training objective of nearly two-fifths of the 246 PTIIC Trainees (40.7%) was the observation tour. Short courses were the objectives of 28.5 percent, followed by the A.A. Degree by 15.9 percent. The remainder attended seminars (9.3%), or sought degrees: B.A. or B.S. Degrees (3.6%), and M.A. or M.S. Degrees (0.8%).

FIELDS OF STUDY

While it is not intended that PTIIC training respond exclusively to the country's development priorities, most training has basically coincided with areas identified in the Haiti Action Plan. Basic Skills was the largest single field of study with 63 Trainees (26%), 26 women and 37 men. Business and Management followed with 41 Trainees (17%), with women outnumbering men (35 to 6, respectively). Home Economics was the third largest field with thirty-one Trainees (13%), 16 women and 15 men. Other fields included: Communications (11.4%), Public Affairs (8.1%), Agriculture (4.4%), and Education, Engineering, and Law (4.1% each). Fewer than 10 Trainees each were in the fields of Health, Social Sciences, Area and Ethnic Studies, Computers, Science, and Mechanics and Repair.

GENERAL CHARACTERISTICS OF TRAINING PROGRAMS

This section addresses the question: **"What Services Were Provided?"** Here we will draw upon CIS data to describe short- and long-term training program mix and length of training days for FYs 1987-90.

SHORT-TERM AND LONG-TERM MIX

In FY 1987, 94 percent of the 78 Trainees were enrolled in short-term programs. This figure decreased in FY 1988 to 61 percent, and rose to 85 percent in FY 1989 and 95 percent in FY 1990. Overall, since the start of the program, the mix has been 79 percent short-term and 21 percent long-term. Since Missions have different requirements and goals, there is no single "best" mix of long- and short-term training. However, LAC/DR/EHR policy guidance recommends a minimum of 30 percent placement in long-term programs (see Figure 3.1).

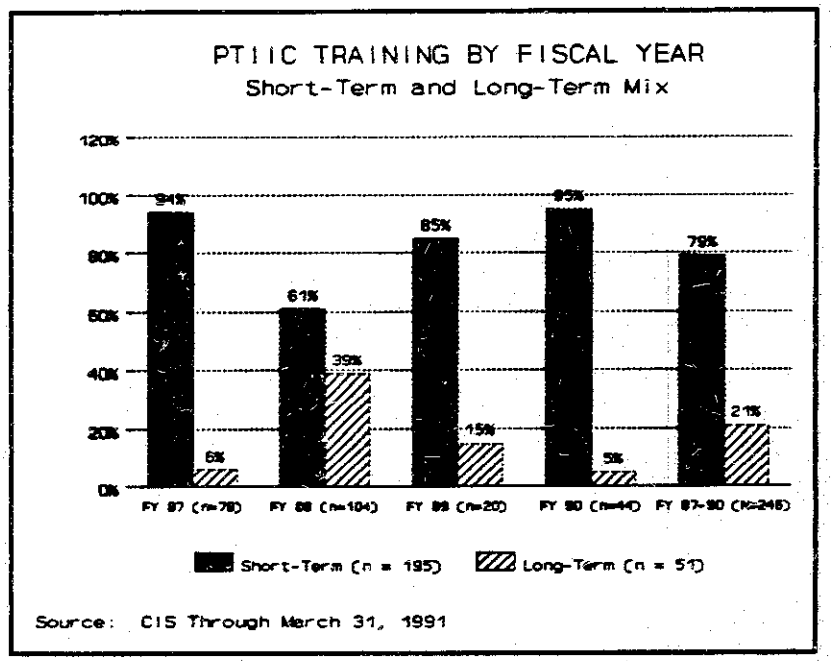

Figure 3.1

LENGTH OF TRAINING

The average number of training months per short-term training program began in FY 1987 with a mean of 1.1 training months; the average increased to 1.2 training months in FY 1988 and rose again to 1.4 months in FY 1989 where it remained through FY 1990. For the length of project to date, the average training months per short-term program is 1.3 months (see Figure 3.2).

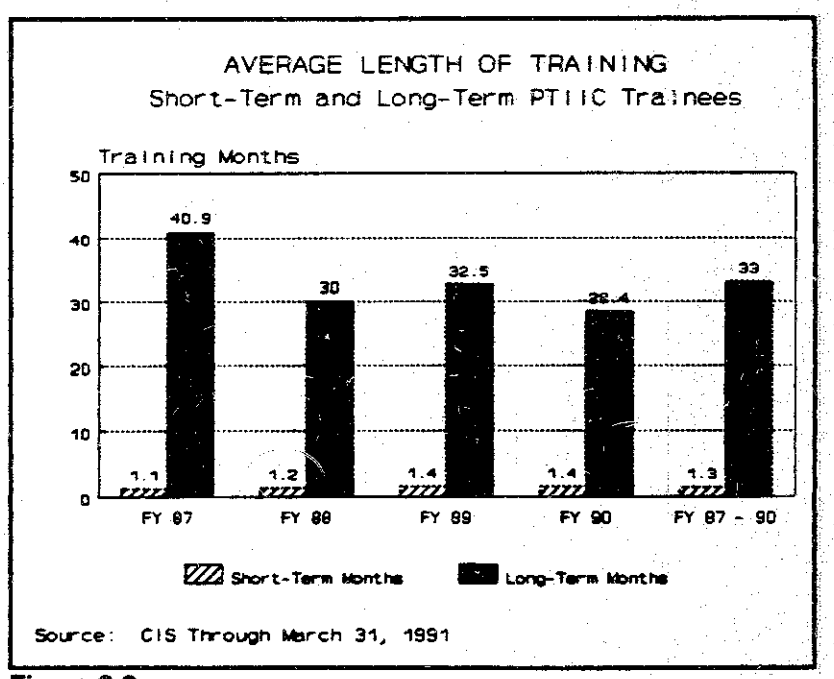

Figure 3.2

The average length of long-term programs has decreased over the years, beginning with a high average of 40.9 months in FY 1987, dropping to 30 months in FY 1988, slightly rising to 32.5 months in FY 1989, before declining to 28.4 months in FY 1990. For the length of project to date, the average training months per long-term program is 33 months (see Figure 3.2).

FIELDS OF STUDY, LENGTH OF TRAINING

From CIS data, fields of study can be examined both by gender and length of training. Data reveal that more men than women were in short-term programs (51% to 49%), while in long-term programs, the number of men exceeded women (61% to 39%) as well. Women and men were distributed among fifteen fields of training. Fields that were composed

exclusively of men were Agricultural Sciences, Area and Ethnic Studies, Engineering, and Mechanics and Repairs. Fields that were exclusively composed of women were Computers, Education, and the Sciences (Life and Physical).

For the 115 women Trainees, the predominant fields were: Business and Management (35), Basic Skills (26), Home Economics (16), and Education (10). The remaining women were distributed among 12 other fields, each containing fewer than ten Trainees. For the 131 male Trainees, the predominant fields were: Basic Skills (37), Communications (25), Home Economics (15), and Public Affairs (13). The remaining men were distributed among 12 other fields containing fewer than ten Trainees (see Table 3.1).

Table 3.1
Fields of Study
(N = 246)

Field of Study	Women	Men	Total	Percent
Basic Skills	26	37	63	26.0
Business/Mgmt	35	6	41	17.0
Home Economics	16	15	31	13.0
Communications	3	25	28	11.4
Public Affairs	6	13	20	8.1
Agriculture	2	9	11	4.4
Education	10	0	10	4.1
Engineering	1	9	10	4.1
Law	3	7	10	4.1
Health	4	3	7	2.8
Social Sciences	4	3	7	2.8
Area/Ethnic Studies	0	3	3	1.2
Computer Science	2	0	2	0.8
Sciences	2	0	2	0.8
Mechanics/Repair	0	1	1	0.4
TOTALS	**115**	**131**	**246**	**100.0**

Source: CIS Through March 31, 1991

SUMMARY

The Mission's record with regard to the characteristics of the training program follow:

- 21 percent in long-term training compared to the recommended 30 percent;
- 39 percent women in long-term training programs and 40 percent women in academic programs compared to 47 percent women Trainees;
- an overall average length of 1.275 months for short-term training programs and an average of 32.95 months for long-term programs; and
- congruence between the fields of study and the region's overall development priorities.

METHODOLOGY FOR ASSESSING THE QUALITY OF SERVICES

Data analyzed to answer the question, "How well were the services provided?", included information from Exit Questionnaires completed by all Trainees, and Returnee Interviews conducted in-country of returnees who have returned from training six months or longer.

EXIT QUESTIONNAIRES

The Exit Questionnaire is completed by the Trainee at his or her final training site at the end of training and before return to country. The primary purpose is to assess the overall training experience of the individual Trainee. The focus is on the actual training experience

and adjunct activities or actions that contributed to its success. The database of Exit Questionnaires excludes some Trainees who completed the program during its first two years, and, as with any survey, the response rate is less than 100 percent. There is no reason to believe, however, that the resulting sample of 129 Exit Questionnaires is not representative of the PTIIC population from FY 1986 until FY 1990.

MID-TERM QUESTIONNAIRES

Although Mid-Term Questionnaire results are not incorporated into this report, a description of what they constitute is provided for information purposes. The Mid-Term Questionnaire is a self-administered questionnaire mailed to long-term Trainees at their training sites. The protocol is a 38-question, 12-page questionnaire. The purpose is to determine how students are viewing the program at this point of their training and to make recommendations for mid-course corrections or interventions should they be necessary. As of March 31, 1991, the database contained four completed Mid-Term Questionnaires from Haitian long-term Trainees. Due to this small number, the Mid-Term Questionnaire will not be considered in this report.

RETURNEE QUESTIONNAIRES

Sample Selection and Data Collection Strategy

In April 1991, an Aguirre International evaluation team comprised of Dr. Rebecca C. Adams and William T. Judy, Jr., visited Haiti for the purposes of interviewing Mission PTIIC project personnel, reviewing files, interviewing Selection Committee members, and supervising data collection efforts for the CLASP Haiti process evaluation.

A stratified random sample of 90 Trainees, drawn from the 246 Peace Scholars who completed training in the United States between the Summer of 1986 and September 1990, served as the population to whom a Returnee Interview Questionnaire was administered. A Mission-recommended, locally-hired private voluntary organization from Port-au-Prince, C.D.R.H., was contracted by Aguirre International to help select and supervise a team of six interviewers who administered a 9-page Returnee Interview protocol. One interviewer was detailed to capture the sample from the North Coast; one covered the South Coast, and four sampled in Port-au-Prince and its environs. Letters were mailed to returnees from Washington advising them of the impending survey and requesting their cooperation, and, many in the Port-au-Prince area received the mailing within a week; nearly a dozen letters were returned as undeliverable.

On April 24, 1991, the six interviewers and the in-country coordinator were brought together in a conference space at the C.D.R.H. offices in Delmas, and trained in the background of CLASP and the interview protocol by the Aguirre evaluation team. Periodic follow-up was done by the in-country coordinator, Margaret Victorin of C.D.R.H., by telephone and as the interview team progressed through the collection effort. These interviewers attempted to locate, contact, and interview as many of the returnee sample as possible between April 24 and May 17, 1991. Locations of interviews varied case by case. All interviews were one-on-one, face-to-face interviews conducted for the most part in the returnees' homes. However, some situations required the interviews to take place at places of work, at cafes, or at the home of the interviewer.

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Interviewers completed 65 in-country interviews of returned scholars. Eighteen of the sample population were in the United States and one was in Canada, most were in one way or another continuing their studies. Interviewers were unable to locate or make contact with 13 others, and two Trainees failed to appear for interviews. Ultimately, 94 returnees were interviewed–65 PTIIC Trainees and 29 LAC-II Trainees. Chapter Four will discuss the LAC-II Training Program.

On May 21, 1991, a debriefing was held with the interviewer/data collectors which explored their perceptions of the process and the protocol, their assessment of the Trainees, and some anecdotal information (see Appendix A).

RESULTS OF DATA ANALYSIS

The purpose of this section is to assess the quality of the services provided insofar as these relate to the Training component, the Experience America component, and Follow-on. Data are from Exit Questionnaires, Returnee Interviews, and a review of Mission documents.

PRE-DEPARTURE PREPARATION

In this section we report on the quality of training programs from the Trainee's point of view upon completion of U.S. training. The primary source of data is the AID CLASP Exit Questionnaire developed and administered by Aguirre International.

Mission Documentation and Interviews With Staff

While pre-departure preparation and orientation is not addressed in the Mission's CTP, discussion with Mission personnel indicates that a program is in place which incorporates Mission Training Staff, returned Trainees, and a representative of the in-country contractor. The Mission has developed a pre-departure orientation package which stresses the technical, administrative, and logistical aspects of the programs and the socio-cultural aspects of life in the United States.

Extent and Usefulness of Preparation

The extent of preparation and usefulness of pre-departure preparation to Trainees will be examined through data obtained from Exit Questionnaires; Returnee Interviews do not address the issue of preparation.

Results of Exit Questionnaires

Ninety-one percent of the Trainees responding to this question on the Exit Questionnaires (115) report receiving pre-departure training. Fifty-four percent of the Trainees reported themselves to be "very prepared" or "prepared" (14.8% and 39.3%, respectively). Twenty-seven percent said that they were "somewhat prepared", while 18.9 percent reported themselves as being "unprepared" (see Figure 3.3). In CLASP overall, 4.9 percent report being "unprepared." In looking at levels of preparedness by gender, the level of preparedness reported by women (58.5%) was higher than that reported by men (50.7%) responding to the Exit Questionnaire.

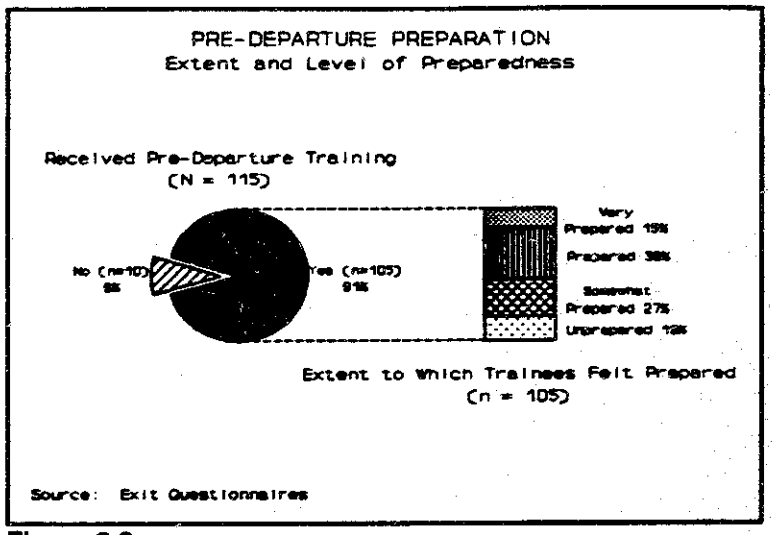

Figure 3.3

Table 3.2 shows the usefulness of the orientation program in specific areas. English preparation was found to be "useful" or "quite useful" by 46.4 percent of the responding Trainees; 9.3 percent found it "of some use", while 10.3 percent found it "not very useful" or "of no use". Thirty-two percent (31) of those responding reported not receiving English language preparation. Two-thirds of the respondents (66.7%) reported the orientation to the United States to be "quite useful" or "extremely useful". Information about the program provided in the pre-departure orientation was found to be "quite useful" or "extremely useful" by 61.2 percent of the respondents. Preparation on program content was found to be "quite useful" or "extremely useful" by 62.3 percent of the respondents. Nearly three-fourths of the Trainees responding (73.7%) found the preparation for program activities to be "quite useful" or "extremely useful". Preparation regarding USAID Administrative Policies was found "quite useful" or "extremely useful" by 61.3 percent of the respondents.

Table 3.2

Usefulness of the Orientation Program in Specific Areas
(Exiting Trainees; Percentages)

Specific Areas	Of No Use	Not Very Useful	Of Some Use	Quite Useful	Extremely Useful
English Preparation*	9.3	1.0	9.3	25.8	20.6
To U.S. Culture	1.0	0.0	20.6	46.1	20.6
Information on Program Objectives	4.1	3.1	23.5	35.7	25.5
Program Content Preparation	4.1	5.1	19.4	43.9	18.4
Program Activities Preparation	0.0	3.0	16.2	40.4	33.3
Preparation for Length of Training	3.3	1.1	32.6	35.9	23.9
USAID Administrative Policies	2.2	2.2	15.1	38.7	22.6

* Note: Thirty-one Trainees reported receiving no English Language Training.

Sources: Exit Questionnaires

In looking at reasons why 22 Trainees did not feel prepared for training, the two areas that received the most negative responses were program content (6) and general (6), followed by English (3), and U.S. culture (2); other areas received fewer than two responses.

Scholars were asked to comment about what else they would have liked to learn in their pre-departure orientation. Twenty-one Trainees responded. Most frequently cited was more information on the academic program content and objectives, followed by timing (more lead time), and more information on U.S. culture.

ENGLISH LANGUAGE TRAINING

English language training is an integral part of the Haiti-PTIIC preparation. Seventy-three percent of the Trainees reported taking English language training. Long-term Trainees receive in-country English language training and two months in the U.S. at Georgetown University's ALIGU program and at other U.S. universities; short-term Trainees received "survival" English training for one-half day up to three days. Since much of the success of the training program as well as the Experience America component depends upon meaningful communication, Trainees were asked about various aspects of that part of their training.

Across all programs and at various stages, Trainees report that training was conducted at various times in English (82.4%), French (74.4%), and Creole (85.5%). Given the limited amount of English language training offered in preparation for training, the Trainees (who were mostly short-term) reported relatively few difficulties with language, the most serious being "understanding reading assignments", "using technical vocabulary", and "being understood in discussions" (see Table 3.3).

Table 3.3
Difficulties with Language
(In Percentages)

Area of:	No Difficulty	Not Much Difficulty	Some Difficulty	Considerable Difficulty	Extreme Difficulty
Understanding lectures	50.4	30.1	11.4	3.3	1.6
Understanding class discussion	52.5	28.7	9.8	3.3	0.8
Understanding informal conversation	28.1	28.9	33.1	5.0	0.8
Understanding reading assignments	42.7	24.8	14.5	0.9	9.4
Being understood in discussions	46.2	23.9	16.2	7.7	1.7
Being understood in informal conversation	43.1	31.9	15.5	5.2	0.9
Writing reports	52.3	18.3	6.4	4.6	1.8
Taking notes	63.9	20.5	6.6	0.8	4.9
Using technical vocabulary	30.8	40.2	16.2	2.6	6.8

Note: A few Trainees selected "Not Applicable", and every Trainee did not respond to every item; therefore, percentages across may not equal 100%.

Sources: Exit Questionnaires

Main Objectives of PTIIC Trainees

Table 3.4 reports the areas of respondents' personal objectives as specified on the Exit Questionnaires. When asked what they originally hoped to get out of the PTIIC training program, 60.7 percent of the 122 respondents identified "learning more in a specific field" as their chief objective. "Getting to know the U.S." was a distant second in importance (18.9%), while the area of "making professional contacts" was the objective of 5.7 percent of the Trainees. "Learning English" was the goal of 4.9 percent. It is interesting to note that more men (68.6%) selected "learning more in a specific field of knowledge" than women (50%); while a larger percentage of women (26.9%) selected "getting to know the U.S." as their main objective than men (12.9%).

Table 3.4
Main Objectives of PTIIC Trainees
(Percentages)

Objectives	Exit (n=122)	Returnee (n=55)
Specific Field Knowledge	60.7	70.9
Getting to Know U.S. Culture	18.9	.0
Making Professional Contacts	5.7	9.1
Learn English	4.9	7.2
Making New Friends	.0	7.2
Other	4.9	5.5

Source: Exit Questionnaires, Returnee Interviews

Table 3.4 also indicates that, of 55 respondents to this question on the Returnee Interview, most placed the heaviest emphasis on "learning more in a specific field" (70.9%). "Making professional contacts" (9.1%) was second in importance, while "learning English" and "making new friends" were next with 7.2 percent each. Three returned Trainees indicated "Other" but offered no explanation. This question on the Returnee Interview asked respondents to rank three answers in order of importance. The responses shown in Table 3.4 reflect only the first choices of the participants.

TRAINEES' REALIZATION/EXPECTATION OF TRAINING

Extent to Which Trainees Realized Training Expectations

Table 3.5 shows that over 61.9 percent of the 122 respondents indicated on the Exit Questionnaire that their original objectives were realized to a "very great extent" (14.3%) or to "a great extent" (47.6%). Thirty-two Trainees (25.4%) responded "some", while 11.1 percent indicated "a little" and one, "not at all". A slightly higher percentage of women (64.3%) reported realizing their training expectations to a "very great extent" or "great extent" than men (61.7%). For CLASP Trainees overall, nearly 80 percent realize their objectives to "a great extent" or "very great extent."

This question is not asked on the Returnee Interview.

Table 3.5
Extent to Which Trainees Realized Training Expectations
(Exiting Trainees; Percentages)

Gender	Not At All	A Little	Some	A Great Extent	A Very Great Extent
Women (53)	1.9	7.5	28.3	43.4	18.9
Men (72)	0.0	13.7	23.3	50.7	11.0
All Exiting Trainees	0.8	11.1	25.4	47.6	14.3
TOTAL (125)	**n = 1**	**n = 14**	**n = 32**	**n = 60**	**n = 18**

Source: Exit Questionnaires

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Comparison of Training Received With Training Expected

Trainees were asked to compare the training that they received with their expectations. Data reported here is gathered from two protocols: the Exit Questionnaire and the Returnee Interviews. Table 3.6 shows how Trainees responded at the end of training, and after having returned six months or more to their country. The exit and returnee populations are different, i.e., not necessarily the same individuals.

Table 3.6
Comparison of Training Received with Training Expected
(Percentages)

Protocol	Better	Same	Worse
Exit (n=120)	32.5	62.5	5.0
Returnee (n=65)	26.1	41.6	32.3

Exit and Returnee data reflected in this table represent responses mostly from short-term Trainees. Upon exiting the program, 32.5 percent of the scholars considered the training to be "better than expected"; 62.5 percent considered it to be "about the same as expected", and five percent felt that it was "worse" than expected. There was very little difference between men and women in response to this question.

About 67.7 percent of the returned Trainees found the training to be the "same" (41.6%) or "better than expected" (26.1%) than expected. This is somewhat lower than the response from the Exit Questionnaire and CLASP overall as well as contrary to the typical response differences between exiting and returned Trainees. Twenty-one respondents to the "worse than expected" variable attributed their feelings to the areas of General Program Content (23.8), Training Activities (14.3%), and (short) Duration (14.3%).

When asked what else they would like to learn if they could begin the program over, returned Trainees cited Specific Subject Matter (46.2%), Greater Depth of Training (20.3%), and (more) English Language Training (12.3%).

USEFULNESS OF TRAINING ACTIVITIES

Trainees were asked to consider and rate the usefulness of various types of "outside of classroom" training activities that comprised their programs. Trainees found visiting on-site work activities, on-the-job-training, and visits to schools to be most useful to their needs (see Table 3.7).

Table 3.7
Usefulness of Outside of Classroom Training
(Percentages)

Area of:	Of No Use	Of Not Much Use	Of Some Use	Of Considerable Use	Of Extreme Use
On-site work activities	0.8	2.5	22.9	47.5	18.6
On-the-job training	1.8	2.7	18.0	45.9	21.6
Visits to offices, businesses, factories	0.9	2.7	18.2	27.3	26.4
Visits to government agencies	2.0	4.9	12.7	24.5	21.6
Visits to schools	0.9	2.6	12.9	28.4	36.2

Source: Exit Questionnaires

Note: A few Trainees selected "Not Applicable", and every Trainee did not respond to every item; therefore, percentages across may not equal 100%.

Over three-fourths (78.9%) of the respondents to the Exit Questionnaire reported that these out-of-classroom activities were extremely relevant (17.2%) or "very relevant" (61.5%) in meeting their training goals.

GENERAL COMMENTS ON TRAINING

Trainees were asked to comment on the appropriateness of equipment utilized in their training program, and the applicability of the training to their own training and experience, their country's condition, and their personal career plans.

Slightly over 84 percent of the respondents to the Exit Questionnaire stated that equipment was an essential part of the training that they received. Eighty-two percent reported that the equipment utilized in training was appropriate for use in Haiti.

Eighty Trainees (66.1%) found their training program "very applicable" (51.2%) or "extremely applicable" (14.9%) to their previous training and experience. A much smaller percentage (37.5%) found the training program "very applicable" (29.2%) or "extremely applicable" (8.3%) to their country's condition. Over three-fifths of the Trainees (61.4%) reported that the training program was "very applicable" (42.9%) or "extremely applicable (18.5%) to their personal career plans.

SATISFACTION WITH THE TRAINING

Results of Exit Questionnaires

On Exit Questionnaires, Trainees were asked to rate satisfaction with all training received on a 5-point scale, ranging from "very dissatisfied" to "very satisfied". One hundred six Trainees responding (85.5%) indicated that they were either "very satisfied" (25%) or "satisfied" (60.5%) with the training. Ten Trainees (8.1%) indicated that they were "neither satisfied nor dissatisfied"; three were "dissatisfied", and five were "very dissatisfied" (see Table 3.8).

Table 3.8

Trainee Satisfaction (Exiting Trainees: N = 124)
(Percentages)

Component	Very Satisfied	Satisfied	Neither Satisfied/ Dissatis.	Dissatis.	Very Dissatis.
With overall quality of training	21.1	65.9	8.9	0.0	1.6
With housing in the U.S.	29.0	49.2	14.5	1.6	2.4
With contact with U.S. Citizens	21.0	59.7	9.7	0.8	5.6
With arrangements made for travel to U.S.	13.1	36.1	28.7	8.2	11.5
With arrangements made for travel in U.S.	21.7	56.7	13.3	3.3	2.5
With amount of stipend	17.3	30.7	25.2	16.5	7.9
With punctuality of stipend	24.2	46.7	15.8	6.7	3.3
With level of difficulty of training	3.8	66.3	22.1	3.8	0.0
With amount of effort required by program	18.3	59.2	15.8	2.5	1.7
With support personnel	32.2	52.9	10.7	1.7	0.0
With organization arranging program	29.1	53.0	10.3	1.7	3.4

Note: Percents for all items may not total to 100% because some Trainees did not respond to every variable.

Source: Exit Questionnaires

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Results of Returnee Interviews

Trainee satisfaction with training was also high among returned Trainees. They, too, responded to a 5-point scale, ranging from "very dissatisfied" to "very satisfied". Of 65 Trainees responding to this item on the Returnee Interview, 84.6 percent (55) indicated that they were either "very satisfied" (32.3%) or "satisfied" (52.3%). Nine Trainees indicated that they were "neither satisfied nor dissatisfied". Only one Trainee claimed to be "dissatisfied" or "very dissatisfied". For CLASP Trainees overall, 90 percent report being "satisfied" or "very satisfied" with their training.

It should be remembered that the respondents to the Returnee Interview, unlike the exiting scholars, have had an intervening period of time of six or more months between their U.S. training and their return to country. It is not unusual that the satisfaction levels of returned Trainees are slightly higher than those of exiting Trainees.

In terms of overall quality of their training program, 80.3 percent of exiting Trainees report it as "excellent" (24.6%) or "good" (55.7%). Fewer than one-fifth (19%) of those reporting felt that the program was only "fair". Ninety-one percent of CLASP Trainees overall report the quality of their training program as "good" or "excellent."

TRAINEE RECOMMENDATION OF THE PROGRAM

Trainees on both the Exit Questionnaire and Returnee Interview protocols are asked to respond to the question, "Would you recommend this program or a similar training program to others?" The response to this question is the single best measure of Trainees' overall impression of the PTIIC program. Positive responses show that, on the whole, the program has offered Trainees a very good experience of the U.S.

Exit Questionnaires

Respondents to the Exit Questionnaires indicated on a 3-point scale ("definitely yes", "maybe", and "no") if they would recommend the program. Slightly over 80 percent of the exiting Trainees would definitely recommend the program, while 16.2 percent said "maybe", and 2.6 percent said "no" (see Table 3.9). For CLASP overall, 89.7 percent of exiting Trainees would definitely recommend the program, and less than one percent said that they would not.

Table 3.9
Would Trainees Recommend The PTIIC Program? (Percentages)

Source	Yes	Maybe	No
Exit (n=117)	80.3	16.2	2.6
Returnee (n=65)	95.4	4.6	0.0

Returnee Interviews

Respondents to the Returnee Interview indicated whether they would recommend of the program on a seven-point scale ranging from 1 ("no") to 7 ("yes"). In order to compare returnee responses with the responses to this question on the Exit Questionnaires, the scale was collapsed into negative, neutral, and positive values, with 1-2-3 being negative, 4 being neutral, and 5-6-7 positive. When this three-value configuration is applied, 95.4 percent of the returned Trainees responded "yes" they would recommend the program (11% at the 5-point, 28% at the 6-point, and 54% at the 7-point); three Trainees responded "maybe", and no Trainees responded negatively (see Table 3.9). For CLASP Trainees overall, 95.5 percent respond at the positive end of the scale.

EXPERIENCE AMERICA COMPONENT

In this section, we report on answers regarding the Experience America component from the Trainee's point of view. Data for these questions were collected from Exit Questionnaires and Returnee Interviews. The goal of the Experience America component is to foster and strengthen relationships between the peoples of the U.S. and the Latin American and Caribbean countries. This component of training provides opportunities for scholars to actively experience America and return home with a lasting commitment to regional cooperation and understanding.

Experience America Activities

Responses of 128 PTIIC Trainees on the Exit Questionnaire indicate a wide variety of experiences. As depicted in Table 3.10, the majority of respondents attended cultural events (85.8%), visited tourist spots (82.4%), visited or lived with U.S. families (82.4%), and traveled around the U.S. (78%). To a lesser degree they attended athletic events (52%), visited friends around the U.S. (24.6%), and attended civic activities (17.6%). For CLASP Trainees overall "attendance at civic activities" is 62 percent. One might speculate the extent to which language is a barrier to increased participation in the area of civic activities, but there is no data to support this speculation. This question is not included in the Returnee Interview.

Table 3.10

Trainee Participation in Experience America

Experience America Activities	Number	Percentage
Attend Cultural Events	106	84.8
Visit Tourist Spots	103	82.4
Visit/Live with U.S. Families	103	82.4
Travel Around the U.S.	99	78.0
Attend Athletic Events	65	52.0
Visit Friends Around the U.S.	31	24.6
Attend Civic Activities	22	17.6

Source: Exit Questionnaires

When asked with whom they most often attended the various Experience America activities, Trainees reported attending most often in mixed groups (68.7%), followed by people from the Trainees' own country (14.8%), U.S. citizens (10.4%), or alone (1.5%).

Increased Understanding of U.S. Life

Exit Questionnaires. The following Table shows the percentages of the 128 Trainees responding to the Exit Questionnaire who said that the program had increased their understanding of U.S. life "much" or "very much". Sixty-three percent increased their understanding of U.S. families. Fifty-nine percent reported an increased understanding of U.S. way of life; the percentage for CLASP Trainees overall for this variable is 79 percent. Fifty-four percent reported an increased understanding of U.S. citizens. Increased understanding of U.S. government and U.S. politics was reported by 35.3 percent and 31.7 percent, respectively (see Table 3.11). This question is not included in the Returnee Interview.

Table 3.11

Trainees Who Increased Their Understanding of the U.S. ("Much" or "Very Much") (Percentages)

Understanding	Exit Q. (N = 128)
U.S. Families	63.4
U.S. Way of Life	59.0
U.S. Citizens	54.0
U.S. Government	35.3
U.S. Politics	31.7

Note: Because more than one area can be mentioned, the percentages do not add to 100.

Trainees Characterize the U.S. As a Country

Exit Questionnaires. Trainees were asked to indicate on a 7-point scale how they would characterize the U.S. according to the following dimensions: unfriendly/friendly; disorderly/orderly; unjust/fair; ungenerous/generous; insensitive/sensitive; and aggressive/non-aggressive. For purposes of analysis, responses were reduced to a 3-point scale corresponding to negative, neutral, and positive characterizations.

Data collected on the Exit Questionnaire and reported in Table 3.12 show that, on the whole, Trainees think very well of the U.S. Large proportions of Trainees chose the adjectives active (88.9%), orderly (83.3%), generous (73.2%), friendly (70.6%), fair (69.8%), and sensitive (59.6%) (see Table 3.12).

Table 3.12
How PTIIC Trainees Characterize the U.S. as a Country

Characteristics	Exit Q.
Active	88.9
Orderly	83.3
Generous	73.2
Friendly	70.6
Fair	69.8
Sensitive	59.6

Source: Exit Questionnaires (N=128)

Returnee Interviews. Returned PTIIC Trainees were asked to characterize the people of the U.S. according to a 7-point negative/positive scale, where 1 is negative and 7 is positive. The characterizations included friendliness, fairness, generosity, prejudice, sensitivity, and understanding of the Trainee's home country. Trainees were asked to rate their perceptions before they began their U.S. training and now, 6 months or more after their return home.

Data collected from the Returnee Interview and reported in Table 3.13, show that on every variable perceptions shifted from a less positive to a more positive perspective. Especially notable is the increase in the positive perceptions in the areas of friendliness, fairness, generosity, and sensitivity. The increased positive perspective was noted to a lesser degree in the areas of prejudice and understanding of the Trainee's country.

Table 3.13
Characterization of U.S. People by Returned PTIIC Trainees (In Percentages)

		Negative 1	2	3	4	5	6	Positive 7
Friendly:	Before (n = 65)	12.3	26.2	21.5	10.8	15.4	6.2	7.7
	Now (n = 65)	7.7	4.6	12.3	6.2	29.2	21.5	18.5
Fair:	Before (n = 64)	6.2	16.9	16.9	26.2	3.1	20.0	9.2
	Now (n = 65)	7.7	10.8	6.2	13.8	18.5	30.8	12.3
Generous:	Before (n = 65)	7.7	9.2	12.3	35.4	9.2	16.9	9.2
	Now (n = 65)	4.6	7.7	4.6	16.9	23.1	21.5	21.5
Unprejudiced:	Before (n = 64)	20.3	20.3	14.1	15.6	12.5	12.5	4.7
	Now (n = 64)	4.7	12.5	17.2	10.9	23.4	23.4	7.8
Sensitive:	Before (n = 64)	3.1	26.6	10.9	17.2	17.2	15.6	9.4
	Now (n = 64)	3.1	14.1	15.6	14.1	18.8	23.4	10.9
Understands Trainee's Country:								
	Before (n = 65)	9.2	24.6	15.4	18.5	20.0	7.7	4.6
	Now (n = 64)	10.9	20.3	20.3	9.4	17.2	12.5	9.4

Source: Returnee Interviews

The Trainees were also asked to indicate on a 7-point scale how they would characterize the U.S. government according to four variables before beginning their U.S. training and now, after returning to their home countries for 6 months or longer. The four areas for consideration are: fairness, generosity, sensitivity to other countries, and sensitivity to the Trainee's country.

Data collected from the Returnee Interview and reported in Table 3.14 indicate that in every area of consideration Trainee perceptions moved toward the positive end of the scale. A few Trainees, however, declined to respond to this question because of its "political" nature.

Table 3.14

Characterization of U.S. Government by Returned PTIIC Trainees (In Percentages)

		Negative 1	2	3	4	5	6	Positive 7
Fair:	Before (n = 61)	9.8	6.6	18.0	31.1	19.7	9.8	4.9
	Now (n = 61)	1.6	13.1	19.7	24.6	21.3	13.1	6.6
Sensitive to Other Countries:								
	Before (n = 61)	4.9	8.2	9.8	34.4	18.0	21.3	3.3
	Now (n = 61)	4.9	8.2	18.0	19.7	21.3	18.0	9.8
Generous:	Before (n = 61)	3.3	11.58	9.8	23.0	23.0	18.0	11.5
	Now (n = 61)	6.6	6.6	8.2	13.1	14.8	32.8	18.0
Sensitive to Trainee's Own Country:								
	Before (n = 62)	4.8	11.3	9.7	21.0	16.1	22.6	14.5
	Now (n = 62)	4.8	8.1	8.1	8.1	16.1	25.8	29.0

Source: Returnee Interviews

BENEFITS OF TRAINING TO RETURNED TRAINEES

Returned Trainees were asked a series of questions in order to estimate the benefit of the CLASP training on their careers. These ranged from items comparing job status at the time of the interview to that existing before training, to others exploring the applicability of the knowledge acquired in the program. Responses to these items provide information for assessing the perceived benefits of the program for the individuals' lives and careers.

COMPARISON OF TRAINING RECEIVED WITH TRAINING EXPECTED

Trainees were asked to compare the training that they received with their expectations. Data gathered from the Returnee Interviews indicated that 26.1 percent considered the training "better than expected"; 41.6 percent considered it about the "same as expected"; and 32.3 percent considered it "worse than expected".

Five of the twenty-one Trainees responding "worse than expected" cited items of general program content. Three cited the training activities, and three others identified the program duration as a source of dissatisfaction. Other respondents cited a variety of reasons to include: personnel, follow-up assistance, and specific program content.

Some typical Trainee comments about why the training was "worse than expected" include:

> "...program was too short, in terms of duration."
>
> "The instructors were not really qualified...training in adaptive technology was poor."
>
> "In theory everything was fine, but in practice the level is sometimes higher and sometimes lower than back in Haiti."
>
> "The course was too focused on American techniques as if Americans wanted to show them off."

All seventeen Trainees who reported the training to be better than expected offered reasons centering on the general organization and treatment, general program content, and specific training activities. Some of them observed the following:

> "...before leaving, we thought it was only a visit to the U.S.A. but we learned something and experienced freedom and democracy."
>
> "I was able to make a comparison; I got a chance to see other people in action."
>
> "...everyone participated, joined in. They (trainers) showed us that each and every one has a mind of his own and can state opinions."
>
> "I was very well received, and the classes I attended helped me to deal with my environment."
>
> "I was surprised at how well we were received by our sponsors...benefited more than expected."

USEFULNESS OF TRAINING

Respondents were asked to rate the usefulness of their training in regard to 7 items. Responses ranged from 1-point "of no use", to 7-point "very useful". Eighty-nine percent of returned PTIIC Trainees report that they found the training "useful" (39%) or "very useful" (50%) in improving their job competency. Haiti-PTIIC Trainees rate this variable higher than CLASP Trainees overall who rate it at 76 percent. For learning new skills, they found the training to be "useful" (53%) or "very useful" (37.5%). Respondents report the training as "useful" (42.9%) or "very useful" (31.4%) for use in their present job. Trainees also found the training "useful" (36.8%) or "very useful" (43.9%) in meeting their career goals. For meeting people in their same field or people from the U.S., the Trainees found the training useful but to a lesser degree. Nearly two-thirds of the respondents found the training "useful" or "very useful" for meeting people in their professions from their own country (93.5%) (see Table 3.15).

Table 3.15

Usefulness of Training–Returned PTIIC Trainees (In Percentages)

Area of:	Of No Use	Not Very Useful	Somewhat Useful	Useful	Very Useful
Improving Job Competency (n=64)	.0	1.6	9.4	39.1	50.0
Learning New Skills (n=64)	.0	4.7	4.7	53.1	37.5
Present Job (n=35)*	5.7	8.6	11.4	42.9	31.4
Career Goals (n=57)	.0	1.8	17.5	36.8	43.9
Meeting Others in Same Field (n=37)	8.1	5.4	16.2	64.9	5.4
Meeting U.S. People (n=58)	1.7	8.6	20.7	37.9	31.0
Meeting People From Own Country (n=61)	.0	1.6	4.9	36.1	57.4

Source: Returnee Questionnaires

* Thirty-eight of the Returnees sampled were not employed at the time of the interview.

WHAT ELSE WOULD TRAINEES HAVE LIKED TO LEARN

Of 65 respondents to the question, 30 scholars cited more information on their "specific subject" as something else they would liked to have learned. Thirteen would have liked more in-depth training in their field; and eight requested more English language training. Others mentioned specific activities and longer duration of training.

The returned scholars cited many specific topics they would have liked to learn including:

> "...group dynamics, community development, and animation principles."
>
> "...more advanced courses, not just for beginners."
>
> "...in-depth leadership and organizational methods."
>
> "...agriculture, learning to make the land productive and using small lightweight tractors."

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"...to go out into the field more often to communicate my knowledge; learn English in order to take control of awkward situations.

FURTHER EDUCATION EFFORTS

Thirty-seven of the 65 respondents (62.7%) to the Returnee Interview were enrolled in an educational program at the time of the interview. Fifteen of these were working on their High School diploma, and six were enrolled in two year (A.A.-type) programs. Five were working on B.A. or B.S. degrees; three each were attending technical schools and secondary schools. The remaining five returnees were in general work-related courses of study.

Of the 20 scholars who attempted to get their diplomas or U.S. credits recognized in Haiti, only two experienced any difficulty.

CURRENT EMPLOYMENT

Twenty-six of the 64 respondents (41%) to the question "Are you working now?" said that they were currently employed. Thirty-eight of the returnees interviewed (59%) were not working. When fields of study are examined in terms of numbers of unemployed, the fields of civic activities (Community Development and Youth Leadership) contain 30 employed returned Trainees (nearly 79% of the total unemployed). Three individuals from the Communications/Journalism field are unemployed as is one each from the fields of Agriculture, Business and Management, Social Science, and Visual/Performing Arts. When unemployment numbers for returned PTIIC Trainees are examined, women (18) and men (20) share almost equally in the problem. It is interesting to note that the number of unemployed men and women in the Civic Activities field is the same (15 each).

The high percentage of unemployed returnees may be due, in part, to the large number of youth leaders who were selected for training who are now completing their education in-country. This is not to say that there are not unemployment problems for returned Trainees in other fields. On the contrary, it is a very real problem which needs to be addressed through some facet of the Follow-on program as it is developed. For CLASP overall, 85 percent of the returned Trainees are employed.

Twenty-five of the 26 employed Returnees identified the kinds of work in which they are presently employed. Of the 25 respondents to this item on the Returnee Interview, 44 percent (11) reported the profession of Education. This was followed by White Collar Workers (20%), Merchants/Businessmen and women (16%), Journalist and Managers (8% each) and Skilled Technicians (4%).

Returned Trainees were asked to identify for whom they worked. From the interview we find that eleven respondents (42.3%) are self-employed; three work for private firms, and two each are with private, non-profit firms, or autonomous organizations. The remainder are not in categorized programs.

Fifteen (71.4%) of the 26 employed respondents returned to the same positions they had before their U.S. training. Ten Trainees report that they are doing something different from the jobs they held before U.S. training.

Some responses to the question "What are you doing different?" included such statements as:

> "I'm called on more often for my techniques; people ask me for help and advice." (Youth Leadership Trainee)
>
> "...more responsibility for organizing punctual activities, whereas before I just taught." (Human Resource Development Trainee)
>
> "...before I only did office jobs; now I often participate as an instructor in training programs for peasants." (Community Development Trainee)
>
> "Since I acquired new skills, now, most importantly, I do out-of-office jobs in fields like education and small business management." (Community Development Trainee)

Six Trainees who have different jobs or different responsibilities responded to the question as to how they would compare their former job with their current job. Three of the Trainees (50%) report that the current job is "better". One Trainee report that it is "about the same"; and one respondent reported the current job to be "worse". Two did not respond at all. Those Trainees reporting the current job to be "better" cited as reasons specific experiences and knowledge gained through U.S. training and general reasons.

Trainees who felt their present job was "worse" by comparison did not cite specific reasons. However, a number of scholars stated why the current job is "better":

> "I acquired more knowledge, more abilities. Therefore, my work is more effective. Also I have more responsibilities."
>
> "...better salary, more responsibility, better working conditions."
>
> "...better orientation; priorities put in place; better budget balancing."
>
> "I have more self-confidence and am better able to deal with the clients."

Seventy-three percent of the employed Trainees responding felt that they were able to put into practice what they had learned in their U.S. training either "somewhat" (38.5%) or "to a great extent" (34.6%). Four other Trainees said "yes" but to a lesser degree. Two said "no" they could not put their training into practice because the training was "not applicable to the present job."

Twelve of 22 respondents (54.5%) report that they have received salary increases since returning from U.S. training. Fifty percent (6) of the Trainees felt that the salary increase was due, in part, to the training received in the U.S.

RETURNED TRAINEE PERCEPTIONS OF THEIR EXPERIENCES

WHAT STUDENTS LIKED MOST ABOUT THEIR U.S. EXPERIENCE

The question "What did you like most about your U.S. experience?" was answered by 54 of the 65 returned Trainees. Experiences involving their homestays and field trips connected with their training and Experience America activities seemed to rank high among their most-liked experiences. To a lesser degree they expressed their like for various aspects of the training programs and social interaction with U.S. citizens, trainers, and fellow students. The exposure to U.S. culture and society and the climate were also cited as being most-liked aspects of their experience.

A few examples of Trainee responses capture the flavor of their experiences:

> "...homestays (New Hampshire); I am still in contact with the family I lived with."

> "...visiting American families in their homes; the concrete examples and the techniques used in teaching."

> "...liked the way the country functioned and patience with which teachers explained lessons; the speed at which people moved."

> "...the course on the "solar oven"; team-building; project writing; and the experience in the American family which even now I have not forgotten."

WHAT STUDENTS LIKED LEAST ABOUT THEIR U.S. EXPERIENCE

Forty-three of the 65 returned Trainees responded to the open-ended question "What did you like least about your U.S. experience". The (too) short duration of training and American food headed the list of least-liked aspects of the U.S. training program. To a lesser degree, communications (lack of English language skills), homestay problems, the climate, and some aspects of the training such as instructor competence and coursework expectations were also cited by the respondents.

The responses of a few Trainees provide a sampling of the comments:

> "...the time was too short to really do anything in detail."

> "...because of lack of preparation and adaptation the teachers do not know Haiti's realities."

> "...the temperature (Michigan) and living with an American family; not understanding the entire family who had very young girls who did not have enough experience."

> "...in general, it was as if we were asked to pass over our cultural background."

WHAT SURPRISED STUDENTS THE MOST

The views expressed by 47 of the 65 returned Trainees responding to an open-ended question about what surprised them the most were mostly discoveries about various aspects of U.S. culture and U.S. institutions, as well as observations about the technological advances of the United States. Something that was also surprising to them was the kinds and amount of educational games that were available to teachers. Crime was mentioned in three instances.

Among surprises expressed by the Trainees were a mixture of positive and negative observations:

> "...how people combined different work methods, yet still succeeded in keeping discipline; their (U.S.) hospitality also surprised me."

> "One day Mr. Rogers did his best to find a drum because we wanted to organize a *soiree haitienne*; his efforts surprised me."

> "...the American culture and sense of collaboration."

> "...the organization of the country, the development in general; that preoccupied me a lot."

> "...U.S. technology and infrastructures. I was very surprised when on my way to San Francisco I saw a bridge built over the sea."

> "A cop moving with speed to catch some criminal who broke the law plowed into a fellow participant and then accused him (the Trainee) of trying to help the culprit. But he (the policeman) did give up after some talk."

WHAT IMPACT DID THE TRAINING HAVE ON TRAINEE LIVES

Students were asked to consider in an open-ended question what impact this training experience had on their lives. All of the 65 returned Trainees responded to this question. Many of the scholars listed self-development and personal growth as impacts of the training on their lives. Others cited gaining an understanding of U.S. culture and improving interpersonal skills as impacting on their lives.

The Trainees' own words best express their feelings and perceptions:

> "I have never been in a developed country before. Now, I can visit the U.S. and that is important to me and to my family. Moreover, better work = better life."

> "Somehow I grew up. Now I can tackle life's daily difficulties."

> "The students, including me, have ever since (U.S. training) wanted and tried to have and apply discipline in whatever we do."

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"This experience helped me a lot, in my day to day life. I try to analyze the "dos" to see the truth in the face of the reality that presents itself."

"I learned from the experience how to deal with people. That helps me a lot. I love my country more because I saw how the Americans love theirs."

ACTIVITIES SINCE RETURN TO COUNTRY

Sixty-three returned PTIIC Trainees responded to questions asking them to indicate contacts or activities in which they had been involved since returning to their home country. Since they were asked to indicate each category that applied, percentages do not total 100 percent.

Fifty-seven scholars (87.7%) have remained in contact with other Trainees since their return to country. Over one-third (36%) have received professional literature. Six (9.2%) have participated in professional programs. Eighteen respondents (27.7%) have purchased goods from the U.S., and only one has purchased services from the U.S. Three individuals have sold goods to the U.S., and one has offered services to the U.S.

FOLLOW-ON

Contacts

Of the 65 returnees who were interviewed almost 75 percent said that since their return they had been provided with information or service by someone connected with USAID/Haiti or the training program in which they had participated. The Trainees reported the types of information or services provided and rated the usefulness of the Follow-on efforts. They responded on a scale of 1 to 5, with 1 indicating "of no use" and 5 indicating "very useful".

Forty-seven of the 65 Trainees responding to a question about Follow-on provided by USAID stated that they had received Follow-on. Seventeen of these respondents listed the types of assistance provided by USAID: conferences, literature, and other. For those receiving Follow-on from the Mission, twenty (51%) found it to be "somewhat useful" or "very useful".

Three Trainees reported Follow-on assistance from the contractor, in the form of correspondence and literature. All three Trainees reported the assistance to be "somewhat useful" or "very useful".

Three Trainees reported Follow-on by people in the program. The kinds of contact were correspondence and literature. Two of the Trainees found the assistance to be "very useful". Nineteen Trainees reported receiving various other kinds of Follow-on services, but they did not specify their nature.

Activities

Trainees were asked to rank Follow-on programs and activities which they would find most useful. Respondents ranked at least three items in order of importance with 1 being for most important. Seminars, Alumni Associations, Workshops, and Newsletters rated highest in the Trainee rankings. The Other category included suggestions for job-search skills, a continuation program of U.S. training for former participants, and student assistance. (see Table 3.16).

Table 3.16

Ranking of Follow-on Activities by Returned Scholars

Activity	Rankings 1	2	3	4	5
Alumni Associations (n=41)	25	9	7	0	0
Seminars (n=56)	28	23	5	0	0
Workshops (n=36)	7	16	10	2	1
AID Publications (n=20)	2	3	11	3	1
Prof. Publications (n=18)	2	2	13	1	0
Newsletters (n=15)	0	2	8	3	0
Other (n=6)	3	2	1	0	0

Source: Returnee Interviews

Trainees specified a number of seminar topics which included many requests for leadership training and leadership skills, community development, agricultural techniques, management skills, job-search skills, and communications. Among the workshop topics suggested were: reforestation and the environment, first-aid fundamentals, leadership training, community development, agricultural techniques, television production, new product familiarization, and education.

Improved Status of Trainees

Returned Trainees were asked to rate how their experience in the U.S. affected them in the areas of status with coworkers, stature with family, status in the community, and their self-esteem. Responses ranged across a 5-point scale, from "much lower" to "much higher". Every Trainee did not respond to each portion of the question, but the area of Self-Esteem showed the greatest gain with 48 of 62 Trainees responding (77.4%) rating it "higher" to "much higher". This was followed by perception of higher status in the Community by 42 of 64 Trainees (65.2%) (see Table 3.17).

Table 3.17

Effect of U.S. Training on Status of Returned PTIIC Trainees (N = 65)

Status	Much Lower	Lower	Same	Higher	Much Higher
With Co-Workers	12	3	10	15	17
With Family	15	3	16	13	18
In the Community	10	3	9	24	18
Trainee's Self-Esteem	4	4	6	15	33

Source: Returnee Interviews

The report of "lower" and "much lower" numbers is unusually high in the areas of Family, Co-Workers, and the Community. It is not unusual to see some negatives in the Co-Worker category due to perceptions of advantage that the Trainee has received as a result of his or her training, but these appear unusually high. The negative ratings on status with Family are also of concern. Future impact studies may wish to probe the basis for these perceptions and suggest ways of increasing positive images (see Table 3.17).

TRAINEE RECOMMENDATIONS AND FUTURE PLANS

WOULD TRAINEES RECOMMEND THE PROGRAM?

All 65 respondents to this question on the Returnee Interview indicated on a scale of 1 through 7 their enthusiasm for recommending this program to other people. Sixty-two scholars (95.4%) gave scores of 5, 6, and 7 on the positive end of the scale. Three Trainees selected 4, the neutral response on the scale. No one scored the program lower than 4.

This response is perhaps the single best measure of Trainees' overall impressions of the PTIIC program. The overwhelmingly positive responses show that, on the whole, the program has offered the Trainees a very good experience of the United States.

Respondents were asked to explain their recommendation ranking. Several explanations are furnished as examples:

> "I would like others to learn what I've learned and show it to their co-workers and community."
>
> "...allows a person to better his or her techniques and have different approaches as well as learning a sense of discipline and responsibility."
>
> "...the experience was very positive, and it made me see things on a broader horizon."
>
> "...because it makes you believe that one can succeed if you apply hard work and the training that you receive."
>
> "...very useful to help one know oneself; helped to make me see U.S. citizens as the same people as myself."
>
> "I solemnly engage myself to recommend other people to this program for the continuity in my community because I can't be the only one."

TRAINEE RECOMMENDATIONS FOR PROGRAM IMPROVEMENT

All 65 returned scholars responded to a question seeking comments and suggestions for improvement of the program. The four most often-recurring recommendations were for:

- longer program duration;
- improved program content and better course scheduling;
- follow-on opportunities; and
- a more responsive Training Office staff which listens to participant ideas and suggestions and attempts to meet their needs.

Other recommendations were for more thorough orientation, more competent instructors, more homogenous grouping, and additional English language training. Three Trainees suggested that homestays be discontinued because they "involve too many problems."

A sampling of responses includes the following:

> "The program must be longer; participants should get more information before leaving, and they should take into consideration participants' suggestions."
>
> "They should ask people what they want to learn and have more planning before leaving Haiti; be more respectful about schedules."
>
> "The program officers in Haiti should be more respectful vis-a-vis the participants. They should take into serious consideration all promises made and, also, the participants' proposals."
>
> "I recommend that the participants be grouped according to their interests and level to make the learning process for the advanced more successful."
>
> "...that USAID offer scholarships focused on Haiti's needs and problems, and things useful to the country's development."
>
> "...that the group be more homogenous; that they don't just pick us because we are women entrepreneurs, but because we are able to follow the courses without slowing down the rest of the group."
>
> "...have a program better adapted to the program description given to the participants; for example, I filled out a questionnaire which was not respected and the program that I expected was not done; do some research on the families before allowing a student to go into the homestays."
>
> "I have nothing to add as far as the program is concerned, but I recommend to the organizers to take better care of a foreigner where food is concerned."

TRAINEE FUTURE PLANS

Trainees were asked to comment on their future plans, and, of 65 responses to the Returnee Interview, over half of the scholars (37) were continuing or planning to continue their studies. Seventeen were pursuing their careers in various fields of work, and three were studying or planning to continue studying English language.

Some specific comments regarding future plans are furnished in this sampling of the Trainees' comments:

> "I studied typewriting and accounting, so I would like to work in those areas. In addition, I plan to study management. I feel good home."

"I'd like to study business administration. I've got no job opportunity...next year, maybe. I will probably be in Port-au-Prince...anyway, my parents must make a decision."

"...to get my license in languages and open an institution."

"I would like to continue studying Journalism, maybe participate in a two-year program in the U.S., return to Haiti, and find better employment and maybe become director of a radio station."

"I would like to open a small factory to make a ready-made product to sell to the United States."

"My monetary situation is not good. I am seeking employment, and I shall continue my studies, whatever they are, as far as I can."

"My big plan is to prepare my tomorrow, and help my country in any way that I can."

SUMMARY

The Mission has offered scholarships to 195 short-term and 51 long-term Trainees. The average length of training for a short-term Trainee has been 1.3 months; long-term Trainees have averaged 33 months. Women have comprised 39 percent of long-term training scholarships and 49 percent of the short-term scholarships.

Men and women were fairly equally distributed among 15 fields of training, although in some fields one gender predominated: Education (10 women, no men), Business (35 women, 6 men), Communications (25 men, 3 women), Public Affairs (13 men, 6 women), Engineering (9 men, 1 woman), Agriculture (9 men, 2 women), and Law (7 men, 3 women).

Ninety-one percent of the exiting Trainees reported receiving pre-departure orientation; 18.9 percent of these Trainees felt "unprepared" for the training (CLASP overall reports 4.9% "unprepared"). Women reported being better prepared than men (58.5 to 50%, respectively). Reasons for unpreparedness included dissatisfaction with the program content, lack of English language ability, and lack of preparation for the U.S. culture.

Nearly 62 percent of the exiting Trainees realized their training expectations to "a great" or "very great extent." Only 5 percent of exiting scholars compared the training they received with the training expected as "worse", while 32 percent of the returned Trainees rated it "worse." Some of the reasons for a "worse" rating include general program content, specific training activities, and the short duration of the course.

Over three-fourths of the respondents to the Exit Questionnaire reported their classroom training to be of "considerable" or "extreme" usefulness. Nearly 62 percent realized their training expectations to a "great" or "very great extent". Over 82 percent reported that the equipment utilized in training was appropriate for use in Haiti. Over 85 percent of exiting trainees were either "satisfied" or "very satisfied" with their training. Slightly under 85

percent (84.6%) of the returned Trainees reported being "satisfied" or "very satisfied" with their training.

Exiting Trainees report participating in Experience America activities in the following areas: cultural events (84.8%), visiting tourist spots (82.4%), visiting or living with U.S. families (82.4%), and traveling around the U.S. (78%). The fewest number reported visiting friends around the U.S. (24.6%) and attending civic activities (17.6%). Over two-thirds of the Trainees report attending the various activities in mixed groups (with fellow Haitians, participants from other countries, and U.S. citizens).

The percentage of exiting Trainees who increased their understanding of U.S. families "much" or "very much" is slightly over 63 percent. They increased their understanding of U.S. way of life and U.S. citizens 59 and 54 percent, respectively. Their increased understanding of U.S. government and U.S. politics is 35 and 32 percent, respectively. Returned PTIIC Trainees characterized U.S. people in a more positive manner **after** training as compared to their characterization **before** training; the same is true of their characterization of the U.S. government.

Nearly 63 percent of the returned Trainees are enrolled in educational programs. Forty-one percent (26) of the returnees interviewed are currently employed. Forty percent, the largest block of employed, are in the education profession, and white collar workers make up 20 percent of those employed. Thirty of the 38 returnees not currently employed are from the fields of civic activities (Community Development and Youth Leadership).

Seventy-three percent of the employed Trainees report being able to put into practice what they had learned in their U.S. training either "somewhat" or "to a great extent". Of the 26 employed, 12 Trainees report that they have received salary increases since returning from U.S. training. Six of these 12 respondents felt that the salary was due, in part, to the training received in the U.S.

Over 87 percent of the scholars have remained in contact with other Trainees since their return, and over one-third have received professional literature. Nearly 75 percent reported receiving some information or service from someone connected with USAID/Port-au-Prince or the training program in which they had participated.

When asked to rank the kinds of Follow-on programs they would consider most useful, the returned Trainees listed Seminars, Alumni Associations, Workshops, and a Newsletter as their top choices.

Returned Trainees report increased self-esteem, status in the community, and status with co-workers and family, as a result of their U.S. training experience.

When asked if they would recommend the program to other people, 80.3 percent of exiting Trainees responded "definitely, yes". On a seven point scale, 95.4 percent of the returned Trainees responded at the 5, 6, and 7 levels on the positive side.

RECOMMENDATIONS

PRE-DEPARTURE

The Mission may wish to consider reviewing and re-appraising its pre-departure orientation program in order to decrease the percentage of Trainees reporting themselves as "unprepared" (18.9%). Trainee suggestions in this regard include more specific information about their program content and objectives, training site, more lead time, more information on U.S. culture, and, in the case of short-term Trainees, more English language training. It has been found (see Aguirre *Information Memorandum* Vol. V, No. 90-05, April, 19[illegible]) that "surprises encountered by Trainees once in the United States make them feel less at ease."

ENGLISH LANGUAGE TRAINING

As mentioned in a previous section of the report, difficulty with the English language posed a problem for some Trainees. Over one-third reported difficulty in understanding informal conversation, while one-fourth expressed difficulty in being understood in discussions, in reading assignments, and using technical vocabulary. The Mission is taking steps to address the length and quality of the training provided, especially to the short-term Trainees.

DISSATISFACTION WITH TRAINING

The Mission is encouraged to consider reviewing with its contractor, where appropriate, and addressing the areas that generated the most dissatisfaction among Trainees: arrangements for travel to the United States, more homogenous grouping of Trainees, amount of stipend, and punctuality of the stipend. Opportunities for contact with U.S. citizens was next on the list of elements of dissatisfaction. Contractors, program coordinators, and training institutions could be encouraged to provide more opportunities for integration into U.S. life.

EXPERIENCE AMERICA

The Experience America component that received the least participation by Haiti-PTIIC Trainees was attendance at civic activities (17.6%). Possibly as a result of this lack of participation, there has been a relatively small increase in understanding of U.S. government and U.S. politics by Trainees. One of the goals of Experience America has been to bring about an increased understanding of democracy and democratic institutions. The Mission may wish to explore with its contractor ways to increase experiences in this area for Trainees.

HOMESTAYS

The Mission, also through its contractor, may want to consider the quality of homestays provided for Trainees. A small, but vocal minority, expressed some dissatisfaction with the families and experiences they had during their homestays in the U.S.

FOLLOW-ON

The Mission is considering extending Follow-on programs and activities to every returned Trainee. With the proposed agreement with the Georgetown University CASS program to cooperate in a country-wide Follow-on program, this goal can be realized. Returned Trainees are eager for contact and participation. Hopefully the new program will center on

the issue of assisting Trainees to find employment, and take into consideration Trainee recommendations for Seminars, Workshops, Alumni Associations, and a Newsletter. A concerted public relations campaign could be waged to publicize the skills and talents of the returned participants to both the public and private sectors throughout the country.

EVALUATION

The Mission may wish to consider a more in-depth evaluation of the positive applications of PTIIC training by returned Trainees, in short- and long-term programs (after the return of more long-term Trainees); it would yield rich information for the program manager. Such an evaluation, applying interactive probing in group and in one-on-one dialogue is available through buy-ins under the CLASP II evaluation contract.

CHAPTER FOUR

Evaluation of the LAC-II Program

CHAPTER FOUR - EVALUATION OF THE LAC-II PROGRAM

INTRODUCTION

From the start of the LAC Training Initiatives II (LAC-II) project in FY 1985 through December 1989, the Caribbean Basin Missions of Dominican Republic, Haiti, Jamaica, and RDO/C have funded USAID scholarships. Chapter Four will examine the implementation of the LAC-II Scholarship Program in Haiti which has trained 137 scholars through December 31, 1990.

Although the four Caribbean Missions that administered the CLASP/PTIIC program were directed to include data on LAC-II Trainees in the CIS, LAC-II is a separate training program, and the CLASP selection criteria do not apply to it.

DISTRIBUTION OF AWARDS

From the inception of the program through December 31, 1990, 29 women Trainees (21%) and 108 men Trainees (79%) had completed their LAC-II training program and returned to their home country for six months or longer. According to CIS data, twenty-seven percent (3) of the academic scholarships and 21 percent (26) of the technical scholarships had been awarded to women.

Although CIS data is maintained for 137 Haiti-LAC-II Trainees, certain types of information have not been required for all Trainees (i.e., urban-rural, economic disadvantage, youth and leadership data was not entered for most Haiti-LAC-II Trainees). Basic biodata information is maintained on LAC-II and will be reported in the following section.

MIX OF SHORT-TERM AND LONG-TERM PROGRAMS

LAC-II programs in Haiti consisted primarily of short-term training programs; 92 percent of the Trainees (126) were enrolled in short-term training programs, while 8 percent (11) were enrolled in long-term training programs. Women in LAC-II programs made up 21 percent of the short-term training and 27 percent of the long-term training (see Figure 4.1).

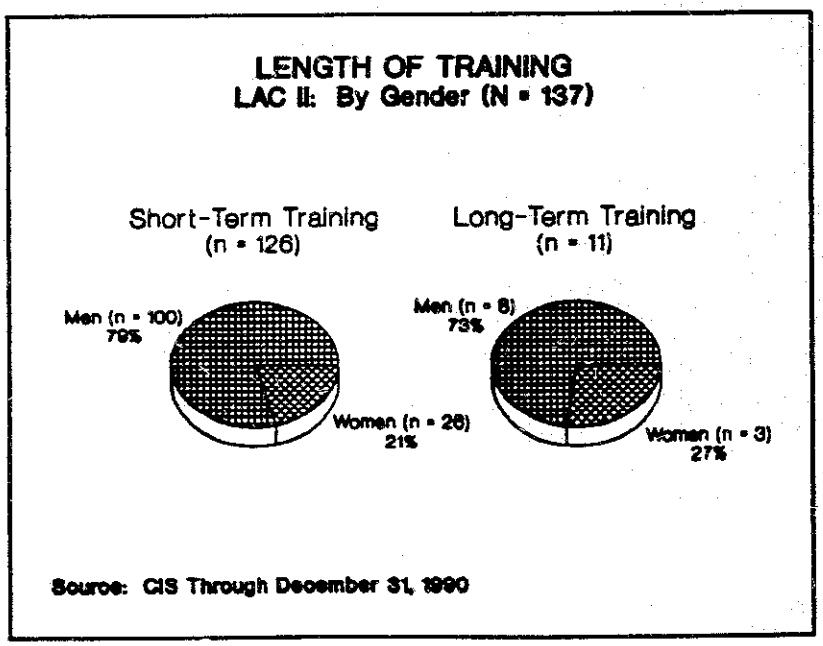

Figure 4.1

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Figure 4.2 indicates the mix of programs that began at the outset of training in FY 1985 (67% short-term and 33% long-term) and the fluctuating, but overall descending, amount of long-term training and the increasing amount of short-term training up to the last year of the project when the short-term training increased slightly, resulting in an overall average for the four fiscal years of 92 percent short-term and 8 percent long-term training.

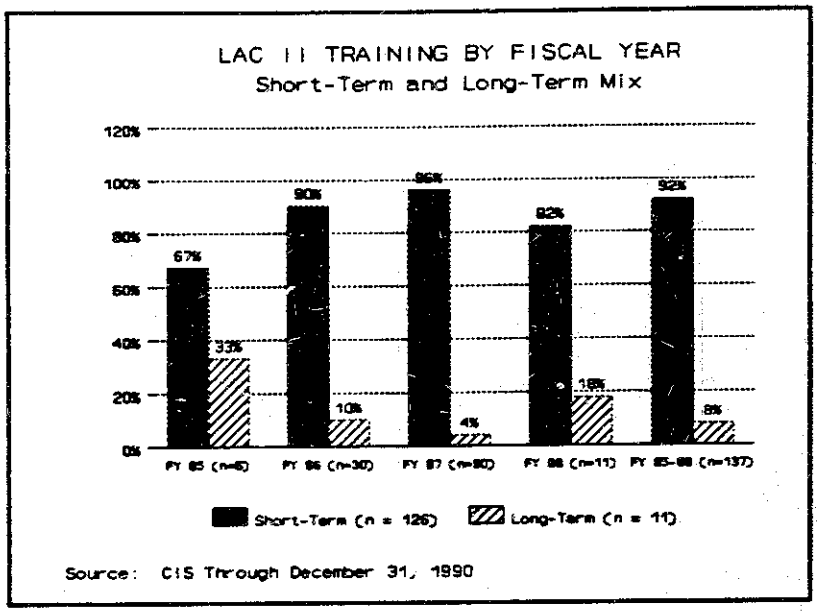

Figure 4.2

LENGTH OF SHORT-TERM TRAINING PROGRAMS

The average number of training months for short-term LAC-II training programs began in FY 1985 with a mean of 2.1 training months; the average decreased to 1.4 training months in FY 1986 and 1.2 months in FY 1987. It rose to 2.0 months in FY 1988. For the life of project, the average training months per short-term program is 1.675 months. Long-Term training began in FY 1985 at a high of 38.7 average months and decreased in FY 1986 to 27.7 months. It continued its decrease to 25.1 months in FY 1987 before climbing slightly to 26.5 months in FY 1988 for an overall average of 29.5 months for long-term training (see Table 4.1).

Table 4.1

LAC II — Length of Training
Short-Term and Long-Term

Type of Training	Average Number of Training Months FY 85	FY 86	FY 87	FY 88	Avg.
Short-Term	2.1	1.4	1.2	2.0	1.7
Long-Term	38.7	27.7	25.1	26.5	29.5

Source: CIS Through December 31, 1990

AWARDS BY OCCUPATION

CIS data show that over half (52%) of the 137 LAC-II Trainees listed the occupation or type of work they held prior to training as Professional. The next largest category was Technician (15%), followed by Businessman/woman (6.6%), Semi-Skilled Worker (2.9%), Manager (2.2%), and Student/Recent Graduate (1.5%). "Other" accounted for 20 percent of the total Trainees. Table 4.2 shows the break-down of occupation or type of work for all 137 Trainees (see Table 4.2).

Table 4.2

Occupation/Type of Work
of LAC II Trainees Prior to Training

Occupation/Type of Work	Trainees	Percent
Professional	71	52.0
Technician	21	15.0
Businessman/woman	9	6.6
Semi-Skilled Worker	4	2.9
Manager	3	2.2
Student/Recent Graduate	2	1.5
Other	27	20.0
TOTAL	**137**	**100.0**

Source: CIS Through December 31, 1990

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TYPE OF INSTITUTION OF LATEST EMPLOYMENT

The largest group of LAC-II Trainees came primarily from the public sector prior to training (45%). Twenty-two percent were from private, non-profit organizations; 12 percent from private for-profit organizations; and 2 percent from mixed groups. "Other" accounted for 25 percent of the number (see Figure 4.3). It is interesting to note that only 6 percent of PTIIC Trainees from Haiti come from the public sector.

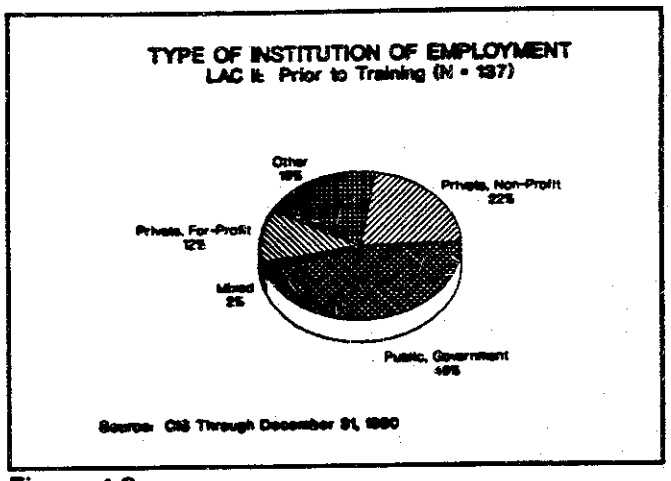

Figure 4.3

LEVEL OF EDUCATIONAL ATTAINMENT

Mean years of schooling for LAC-II Trainees is 18.2 years. Mean years of education for mothers of LAC-II Trainees is 11.3 years and for fathers, 14.2 years (see Table 4.3). This is contrasted with Haiti-PTIIC Trainees whose mean years of schooling is 14.4 years. For parents of PTIIC Trainees, the mean years of schooling are 5.7 for the mothers and 7.85 for the fathers.

Table 4.3

Mean Years of Schooling of LAC II Trainees and Their Parents

Family Member	Years
Trainee	18.2
Mother	11.3
Father	14.2

Source: CIS through 12/31/90

AGES OF TRAINEES

The mean age for LAC-II Trainees is 33.9 years, compared to 26.9 years for PTIIC Trainees. The older age of LAC-II Trainees is accounted for, in part, by the LAC-II emphasis on the type of training offered and the CLASP emphasis on training youth (see Table 4.4).

Table 4.4

Mean Years of Ages of LAC II Trainees

Gender	Mean Age
Female	32.2
Male	35.5
Average	33.9

Source: CIS through 12/31/90

TRAINING OBJECTIVE

Seventy-three LAC-II Trainees (53.3%) participated in seminars. About 39 percent of the Trainees (53) were enrolled in short courses. Eight scholars were enrolled in M.A. or M.S. degree programs, and three were enrolled in programs leading to a B.A. or B.S. degree (see Table 4.5).

Table 4.5

LAC II Trainee Training Objectives

Training Objective	Number	Percent
Seminar	73	53.3
Short Course	53	38.7
MA or MS	9	5.8
BA or BS	3	2.2
TOTAL	**137**	**100.0**

Source: CIS Through December 31, 1991

FIELDS OF STUDY, LENGTH OF TRAINING

Fields of study can be examined both by gender and length of training. CIS data reveal that more men than women were in short-term programs (79% to 21%, respectively). In long-term programs, the percentage of men also exceeded that for women (73% to 27%, respectively).

Table 4.6 shows the combined totals for short- and long-term training by fields and by gender. In the largest field of training, Business and Management, which also includes Business and Office Work, and Marketing and Distribution, there are 29 male Trainees compared to 17 female Trainees. The second largest field of training is Communications which includes Communication Technology has 24 males and three females. In the Agriculture field there are 23 males to one female. Males were distributed among 18 different fields of training compared to only 11 fields for women.

Table 4.6

Fields of Study LAC II Trainees
(N = 137)

Field of Study	Women	Men	Total
Agriculture	1	23	24
Architecture/Design	0	3	3
Area/Ethnic Studies	1	1	2
Business/Mgmt	17	29	46
Communications	3	24	27
Computer/Info Sci	1	1	2
Education	1	7	8
Engineering	3	7	10
Foreign Languages	0	1	15
Home Economics	1	0	1
Basic Skills	0	1	2
Public Affairs	1	1	2
Sci Technologies	0	1	1
Mechanics/Repairs	0	1	1
Transportation	0	5	5
General	10	11	21
TOTAL	**29**	**108**	**137**

Source: CIS Through December 31, 1991

RETURNEE PERCEPTIONS AND BENEFITS OF TRAINING

Twenty-nine LAC-II Trainees (8 women and 21 men) were interviewed in Haiti by interviewers trained by Aguirre International in conjunction with the CLASP process evaluation of Haiti-PTIIC. An abbreviated form of the Returnee Interview used for PTIIC Trainees was administered to the LAC-II returnees.

The following discussion briefly examines the background of these Trainees but mainly focuses on their degree of satisfaction with the program, their present environment, and their recommendations and plans for the future.

COMPARISON OF TRAINING RECEIVED WITH TRAINING EXPECTED

Trainees were asked to compare the training that they received with their expectations. Data gathered from the Returnee Interview indicated that 17.2 percent considered the training "better" than expected; 62.1 percent considered it about "the same as" expected, and 20.7 percent considered it "worse" than expected.

Reasons cited by the six Trainees who considered the program "worse" than expected were dissatisfaction with the duration, with the composition of their group, with instructors, and with general program content.

In the words of the Trainees themselves:

> "The course seemed to be made especially for those in the United States who needed a job desperately in that field."

> "...teachers not qualified, field trips not related to the course."

> "They should have gotten into more details; the course was too Americanized, as a matter of fact 'too New York.'"

Reasons stated by Trainees who considered the program "better" than expected were primarily satisfied with the general program content, the personnel, and the cultural adaptation process.

Some of the reasons expressed by the Trainees include:

"...didn't know what to expect, but what we had had to have been better than what could have been expected."

"...highly technical, well-qualified professionals; concrete examples; loved it and wouldn't mind going back."

"I expected it to be challenging, but it allows one to contact different kinds of people; the possibilities are almost limitless."

SATISFACTION WITH THE TRAINING

Trainee satisfaction has been high across all of the LAC-II programs evaluated by Trainees. From 46 returned LAC-II Trainees, 34 indicated that they were either "very satisfied" (33%) or "satisfied" (41%). Four reported that they were "neither satisfied nor dissatisfied". Two Trainees indicated that they were "dissatisfied" (4%) and six indicated that they were "very dissatisfied" (13%).

CURRENT EMPLOYMENT

Sixteen of the 29 LAC-II returned Trainees reported that since their return from U.S. training they have had new or increased responsibilities on the job. Some of their comments attest to the impact their training had on their jobs and careers.

In their own words, these Trainees report:

"...before I was a teacher's aide; now I teach aquatic biology, fishery and aquaculture, and natural resources."

"...before I was receiving orders; after the program I give orders and make my own decisions at work."

"...before I was in statistics, but after the program I am in charge of the evaluation section."

"...before the program, I was a tax auditor, but now I am in charge of the Verification Department."

"When receiving English-speaking guests, it is easier to communicate and understand foreigners, having visited a foreign country."

"...before I was responsible for a project; afterwards, I became a coordinator, and now a year later I am the supervisor of the coordinators."

USEFULNESS OF TRAINING

Returned LAC-II Trainees were asked to what extent they were able to put into practice what they had learned in their U.S. training programs. Twenty-five of the 29 (86.2%) responded that they had been able to put their training into practice "somewhat" (48.3%) or "to a very great extent" (37.9%). Four replied negatively. One gave the reason as lack of resources; two others responded that they were unable to put into practice what they had learned because of the reluctance of their employer to accept new things, and the fourth person gave no reason.

WOULD TRAINEES RECOMMEND THE PROGRAM

Forty-eight respondents to this question on the Returnee Interview indicated on a scale of 1 through 7 their enthusiasm for recommending this program to other people. Twenty-five of the 29 Trainees (86.2%) gave scores of 5, 6, and 7 on the scale. One Trainee gave a neutral rating; two participants ranked it at 2-level, and one placed it at the l-level. There was no significant difference in the responses between men and women.

This response is perhaps the single best measure of Trainees' overall impressions of the LAC-II program. The overwhelmingly positive responses show that, on the whole, the program has offered Trainees a very good experience of the U.S.

Respondents were asked to explain their recommendation. Several explanations are furnished as examples:

> "The program is appropriate to our needs, and we need more professionals."
>
> "...highly helps those in an intermediate level as far as managing is concerned."
>
> "You discover the application of technology on different angles, contact with other nationalities, and get to more or less know American families."
>
> "The course was not fully complete as far as the human dimension is concerned; there were successes and failures in the execution of the project."
>
> "...because you have a large view of the underdeveloped countries, large view of different way of seeing things, case studies; you know exactly what is going on at the United Nations."
>
> "It's a leadership program...high quality...it gives you good experiences, helps to make friends; the contact is really helpful and extremely influencing."

TRAINEE RECOMMENDATIONS FOR PROGRAM IMPROVEMENT

All 29 Trainees responded to the question seeking comments and suggestions for improvement of the program. The most often recurring recommendations were regarding the need for more homogenous grouping, increased participant input into program design, better preparation for the program, longer program duration, and additional English language training.

Trainees furnished thoughtful and serious recommendations for improving the program. A sampling of responses include the following:

"The program should be longer and oriented more towards methods applicable here."

"There were too many participants in the same course, for too short a time, and too limited a program."

"The participants should be placed in strategic sectors in order to have better feedback on the investment."

"The training program should be based on the participant's knowledge, background, and origin."

"Caribbeans, Africans, Americans, and others are not confronting the same managerial problems, therefore, they should not be placed in the same class and study the same thing, the same way."

SUMMARY

Over the length of the project, 137 LAC-II participants were trained. LAC-II women Trainees represented 21 percent of the total selected and received quality awards in slightly greater proportions (27% academic awards, 27% in long-term training programs). Unlike PTIIC, there was no requirement for LAC-II Trainees to have been selected from the disadvantaged population; slightly over seven percent were designated as disadvantaged in the CIS.

Over half of the LAC-II Trainees classified themselves as professionals (52%) before entering training; 45 percent came from the public sector.

The mean age for Haiti's LAC-II Trainees (33.9 years) is older than the Haiti-PTIIC average (26.9 years). The mean years of education for LAC-II Trainees (18.2 years) is higher than the Haiti-PTIIC Trainee schooling of 14.4 years.

Fifty-three percent of the Trainees came for seminars, and 38.7 percent came for short training courses; the largest fields of training were Business and Management (30) and Education (17).

Eighty-six percent of the respondents to the Returnee Interview (25) would recommend this program to other people. Responses are based on a scale of 1 through 7, with 7 being the most positive. The 25 respondents placed their recommendations at the 5, 6, and 7 levels on the scale.

Student recommendations for improvement to the program include: the need for more homogenous grouping, increased participant input into program design, better preparation for the program, longer program duration, and additional English language training.longer program duration, improvements to the specific content of coursework, and more thorough preparation for the program.

RECOMMENDATIONS

Overall, the LAC-II training experience appears to have been a positive experience for the Trainees. The Mission is to be commended for its administration of this complex program spread throughout Haiti despite a deteriorating infrastructure and economic and political turmoil. It is recommended that four areas be considered for improvement in future programs:

- sufficient lead time for the participants, with advance information about training institutions and courses of study;
- program monitoring to ensure that the duration of the course is adequate for the instruction given and allows time for practice and internalization (Aguirre International site visits can assist with this task);
- more homogenous grouping and participant input into program design; and
- Institution of a Follow-On program that reaches all returned LAC-II and PTIIC Trainees and incorporates some of the Trainees' suggestions for Follow-on activities. The Mission is making plans to institute a formal Follow-on program through an agreement with the Georgetown University CASS program, headed in Haiti by coordinator, Patrick Chemaly.

APPENDIX A

Observations of Data Collectors

APPENDIX A

OBSERVATIONS OF DATA COLLECTORS

On May 21, 1991, a debriefing was scheduled at C.D.R.H. with the In-country Coordinator for the survey and the six data collectors who administered the Returnee Interviews. The data collectors had been alerted in their training session before the outset of the data collection effort to be aware of four items as they conducted the survey: the process and the protocol itself, their perceptions of the returned Trainees interviewed, anecdotal information that might be useful, and their own assessment of the data collection effort and the program.

The In-country coordinator and five of the six data collectors attended the debriefing. The sixth data collector was unable to attend due to an automobile accident enroute to the meeting. As the Aguirre International evaluator posed certain questions, the Coordinator recorded the responses and discussion that ensued. The resulting comments, conclusions, and recommendations serve as valuable complements to the protocols and prove interesting insights as well as validation to some of the findings.

THE PROCESS AND THE PROTOCOL

The data collectors felt that the evaluation process undertaken in Haiti was probably the best approach to doing this kind of survey work. All, however, would have appreciated better and more current addresses for returned Trainees than the Mission CIS was able to provide. The data collectors suggested that radio announcements might have been helpful in drawing more attention to the survey. Some felt that the questionnaire was too long and the questions too structured, which did not allow the interviewee enough latitude to respond. Most PTIIC participants were interviewed at their homes, while most LAC II participants were interviewed at their place of work.

The data collectors reported that the two-year Trainees had more questions and longer responses than shorter term Trainees. They noted that more participants seemed to be satisfied with the six-week length of courses. Most returnees contacted asked why the evaluation was occurring so long after their training program. Some were reluctant to respond to Question 27 which asked for their feelings toward the U.S. Government, but following an explanation of the reason for the question and the confidentiality of the survey, all but four responded to it.

INTERVIEWER PERCEPTIONS OF RETURNED TRAINEES

All of the data collectors were convinced of the economic disadvantaged status of the PTIIC returnees interviewed. Most of the interviews were conducted in the Trainees' homes and the economic distress and deprivation were evident in many cases. LAC II returnees, on the other hand, appeared to be better off economically and were all employed. Regarding the employment situation of the PTIIC returnees, those who were employed spoke of changed position and increased responsibilities. A few were not working in their field of study. The unemployed returnees, who were not students, were looking for work.

The data collectors reported areas of the program that pleased the Trainees, reasons for dissatisfaction, and recommendations for improvement. In addition to their academic or technical training programs, many returnees seemed particularly pleased with their homestays, their escorts, and the sightseeing visits they experienced. Areas of dissatisfaction that were expressed included: the lack of homogenous groups, training that was neither practical no applicable to Haiti, the disparity between what was promised and what was delivered, homestays, program duration, and insufficient English language training. The recommendations expressed to the data collectors included a more fine-tuned program, more homogenous groupings, more English language training, and follow-up.

Based on their observations and discussions with the returnees, the data collectors echoed the recommendations of the Trainees as well as two additional suggestions. The first suggestion was the establishment of a job bank for returned participants, and the second was to target a higher level of disadvantaged, not just the poorest of the poor, but some of the lower middle class who might still meet the disadvantaged income levels set by USAID.

ANECDOTES

Although there are many success stories experienced by the data collectors, only two will be related in this chapter.

One success story recounted by a data collector was of two women entrepreneurs, who before their U.S. training were one-person sewing businesses. Now they are employing other women to make clothing and sell it in the U.S., and eventually they want to open a factory. They attribute their success to the self-confidence and business skills that they received through their AID training program.

The second success story involves an educator who was a primary school teacher when he entered PTIIC training. Now he owns and directs his own primary and secondary school, an achievement which he attributes to the PTIIC training program.

ASSESSMENT

In summation, the data collectors were asked two questions. The first was "What do you feel was your greatest challenge in this data collection effort?" The unanimous response was locating the returned Trainees. The second questions was "Based on what you now know about the program, would you recommend this program to likely candidates? Why or Why not?" Again the answer was unanimous, "definitely yes." They observed that the PTIIC program was a fundamentally good program that addressed many of Haiti's needs and which greatly boosted the confidence and self-esteem of the participants.

APPENDIX B

Training Costs Analysis

HAITI PROGRAM COSTS – Through Fiscal Year 1990

	TECHNICAL				ACADEMIC				TOTAL			
	Total Trainees	Total Training Months	Program Expenditures Through FY 90	Cost Per Training Month	Total Trainees	Total Training Months	Program Expenditures Through FY 90	Cost Per Training Month	Total Trainees	Total Training Months	Program Expenditures Through FY 89	Cost Per Training Month
CLASP I												
CASS I												
Georgetown U.					25	333.0	382,113.08	1,147.49	25	333.0	382,113.08	1,147.49
PTIIC												
PIET	68	95.4	228,544.00	2,395.64	48	911.3	978,704.00	1,073.96	116	1,006.7	1,207,248.00	1,199.21
USA, Inc.	142	145.4	621,814.24	4,276.58	41	232.4	277,452.85	1,193.86	183	377.8	899,267.09	2,380.27
PIET/USA, Inc.					4	157.2	197,862.80	1,258.67	4	157.2	197,862.80	1,258.67
TOTAL CLASP I	**210**	**240.8**	**850,358.24**	**3,531.39**	**118**	**1,633.9**	**1,836,132.73**	**1,123.77**	**328**	**1,874.7**	**2,686,490.97**	**1,433.02**
CLASP II												
CASS II												
Georgetown U.					51	94.1	183,086.54	1,945.66	51	94.1	183,086.54	1,945.66
TOTAL CLASP II					**51**	**94.1**	**183,086.54**	**1,945.66**	**51**	**94.1**	**183,086.54**	**1,945.66**
LAC II												
PIET	63	87.5	332,166.00	3,796.18	7	163.8	214,093.00	1,307.04	70	251.3	546,259.00	2,173.73
TOTAL LAC II	**63**	**87.5**	**332,166.00**	**3,796.18**	**7**	**163.8**	**214,093.00**	**1,307.04**	**70**	**251.3**	**546,259.00**	**2,173.73**

SOURCE: TCA Summary Report through Fiscal Year 1990

CLASP TECHNICAL TRAINING PROGRAM COSTS THROUGH FY 1990 – PTIIC / HAITI COMPLETED PROGRAMS

Source: CLASP Information System (CIS) through September 30, 1990.										Source: CLASP Training Cost Analysis (TCA) Summary Report through September 30, 1990. (NR = TCA Not Reported)							
PIO/P No(s)	Field Name/ Program Title	Contractor	Start Date	Comple-tion Date	Length of Prog. (Months)	Total Trainees	Total Training Months	PIO/P Amount	Cost Per Trng. Month	Contractor	Start Date	Comple-tion Date	Length of Prog. (Months)	Total Trainees	Total Training Months	Actual Program Costs	Cost Per Trng. Month
	NOT REPORTED IN CIS									USA (C.Marlin)				1		3,991.68	
00135 00136	Small Bus Mgmt	PIET	07/15/90	08/26/90	1.4	12	17.2	61,224.00	3,559.53	PIET	07/15/90	08/26/90	1.4	13	18.6	35,009.00	1,882.20
00154 00155	Special Educa, Gen	PIET	07/30/90 07/30/90	09/10/90 09/09/90	1.4 1.4	9 1	12.9 1.4	185,436.00 20,604.00	14,374.88 14,717.14	PIET	07/30/90	09/10/90	1.4	11	15.8	32,312.00	2,045.06
50046	NOT REPORTED IN CIS									PIET	05/27/85	08/03/85	2.3	1	2.3	7,309.00	3,177.83
50056	NOT REPORTED IN CIS									PIET	06/30/85	08/02/85	1.1	1	1.1	4,650.00	4,227.27
50110	NOT REPORTED IN CIS									PIET	09/08/85	09/21/85	0.5	2	0.9	288.00	320.00
7658151	Primary Elections	USA	02/07/87 02/07/87	02/15/87 02/14/87	0.3 0.3	4 1	1.2 0.3	4,472.00 1,118.00	3,726.67 3,726.67	USA	02/08/87	02/15/87	0.3	5	1.3	1,710.00	1,315.38
7658153	Primary Elections	USA	03/01/87	03/04/87	0.1	2	0.3	3,350.00	11,166.67	USA	03/01/87	03/04/87	0.1	2	0.3	2,593.96	8,646.53
7658160	Int'l Studies Assoc	USA	04/11/87 04/11/87	04/27/87 04/28/87	0.6 0.6	1 2	0.6 1.2	2,650.00 5,300.00	4,416.67 4,416.67	USA	04/12/87	04/27/87	0.5	3	1.6	7,053.65	4,408.53
7658191	Youth Leadership Prog	USA	08/18/87 08/25/87	09/22/87 09/29/87	1.2 1.2	15 1	18.0 1.2	82,500.00 5,500.00	4,583.33 4,583.33	USA	08/24/87	09/16/87	0.8	31	24.8	139,535.65	5,626.44
7658192	Youth Leadership Prog	USA	08/18/87 08/18/87 08/18/87	09/22/87 09/24/87 12/30/89	1.2 1.3 28.9	12 1 1	14.4 1.3 28.9	66,000.00 5,500.00 5,500.00	4,583.33 4,230.77 190.31	NR							
7658193	Youth Leadership Prog	USA	08/18/87 08/20/87 08/25/87	09/22/87 09/24/87 09/29/87	1.2 1.2 1.2	2 9 6	2.4 10.8 7.2	11,000.00 49,500.00 33,000.00	4,583.33 4,583.33 4,583.33	USA	08/25/87	09/30/87	1.2	33	40.7	143,017.96	3,513.95
7658194	Youth Leadership Prog	USA	08/20/87 08/25/87 08/30/87	09/24/87 09/29/87 09/24/87	1.2 1.2 0.9	10 5 1	12.0 6.0 0.9	55,000.00 27,500.00 5,500.00	4,583.33 4,583.33 6,111.11	NR							
7658197	Admin of Justice	USA	10/06/87	11/05/87	1.0	10	10.3	57,915.00	5,622.82	USA	10/07/87	11/03/87	0.9	12	11.2	64,893.45	5,794.06

CLASP TECHNICAL TRAINING PROGRAM COSTS THROUGH FY 1990 – PTIIC / HAITI COMPLETED PROGRAMS

Source: CLASP Information System (CIS) through September 30, 1990.										Source: CLASP Training Cost Analysis (TCA) Summary Report through September 30, 1990. (NR = TCA Not Reported)							
PIO/P No(s)	Field Name/ Program Title	Contractor	Start Date	Comple-tion Date	Length of Prog. (Months)	Total Trainees	Total Training Months	PIO/P Amount	Cost Per Trng. Month	Contractor	Start Date	Comple-tion Date	Length of Prog. (Months)	Total Trainees	Total Training Months	Actual Program Costs	Cost Per Trng. Month
7658215	Radio Production	USA	01/24/88	03/04/88	1.4	5	6.8	23,940.00	3,520.59	USA	01/25/88	03/03/88	1.3	5	6.5	23,272.63	3,580.40
7658216	Young Journalists	USA	02/13/88 02/20/88	03/21/88 03/21/88	1.3 1.0	4 1	5.1 1.0	27,284.00 6,821.00	5,349.80 6,821.00	USA	02/28/88	04/06/88	1.3	5	6.5	35,786.00	5,505.54
7658218	Radio Management	USA	05/31/88 06/01/88	07/09/88 07/08/88	1.3 1.3	1 8	1.3 10.1	42,798.00 0.00	32,921.54 0.00	USA	06/01/88	07/08/88	1.3	9	11.4	45,078.15	3,954.22
7658260	Journalism	USA	07/10/88	08/13/88	1.2	7	8.2	28,000.00	3,414.63	USA	07/10/88	08/13/88	1.2	7	8.2	25,995.00	3,170.12
7658261	Community Develop	USA	08/28/88	09/30/88	1.1	15	17.0	48,885.00	2,875.59	USA	08/28/88	09/30/88	1.1	14	15.9	64,443.06	4,053.02
7658262	Community Develop	USA	08/28/88	09/30/88	1.1	13	14.7	42,367.00	2,882.11	USA	08/28/88	09/30/88	1.1	15	17.0	64,443.05	3,790.77
90169	Small Business Mgmt	PIET	09/25/89	11/06/89	1.4	9	12.9	51,138.00	3,964.19	PIET	09/25/89	11/05/89	1.4	10	14.0	40,450.00	2,889.29
90170	Small Business Mgmt	PIET	09/25/89	11/03/89	1.4	8	11.5	51,144.00	4,447.30	PIET	09/25/89	11/05/89	1.4	9	12.6	36,396.00	2,888.57
90177	Community Services	PIET	10/21/89	12/03/89	1.5	11	16.1	54,307.00	3,373.11	PIET	10/21/89	12/02/89	1.4	12	17.2	39,399.00	2,290.64
90178	Community Services	PIET	10/21/89	12/03/89	1.5	9	13.2	48,303.00	3,659.32	PIET	10/21/89	12/02/89	1.4	9	12.9	32,731.00	2,537.29
				CIS TOTAL		196	266.4	1,113,556.00	4,180.02			TCA TOTAL		210	240.8	850,358.24	3,531.39

CLASP ACADEMIC TRAINING PROGRAM COSTS THROUGH FY 1990 – PTIIC / HAITI COMPLETED PROGRAMS

Source: CLASP Information System (CIS) through September 30, 1990.

PIO/P No(s)	Field Name/ Program Title	Contractor	Start Date	Comple-tion Date	Length of Prog. (Months)	Total Trainees	Total Training Months	PIO/P Amount	Cost Per Trng. Month
00206	NOT REPORTED IN CIS								
00218	NOT REPORTED IN CIS								
00219	NOT REPORTED IN CIS								
00220	NOT REPORTED IN CIS								
00221	NOT REPORTED IN CIS								
00224	NOT REPORTED IN CIS								
50162	NOT REPORTED IN CIS								
70127	NOT REPORTED IN CIS								
7658157	Computer Science	USA/PIET	06/01/87	07/02/90	37.6	1	37.6	382,923.00	10,184.12
7658158	English & Irrigation Engr	USA/PIET	06/30/87	07/31/90	37.6	1	37.6	44,144.00	1,174.04
7658219	Agriculture	USA/PIET	08/21/88	08/22/90	24.4	1	24.4	66,598.00	2,729.43
7658221	Radio & Television Prod	USA/PIET	08/21/88	08/24/90	24.5	1	24.5	62,463.00	2,549.51
7658229	Business Administration	USA/PIET	08/21/88	08/22/90	24.4	1	24.4	61,913.00	2,537.42
7658231	Chemistry, General	USA/PIET	08/21/88	08/22/90	24.4	1	24.4	62,463.00	2,559.96
7658232	Sociology	USA/PIET	08/21/88	08/15/90	24.2	1	24.2	64,264.00	2,655.54

Source: CLASP Training Cost Analysis (TCA) Summary Report through September 30, 1990

Contractor	Start Date	Comple-tion Date	Length of Prog. (Months)	Total Trainees	Training Months Comple-ted	Actual Program Costs To Date	Cost Per Trng. Month
PIET	01/25/89	08/31/90	19.5	1	19.5	680.00	34.87
PIET	01/25/89	08/31/90	19.5				
PIET	01/25/89	08/31/90	19.5				
PIET	01/25/89	08/30/90	19.4				
PIET	01/25/89	08/31/90	19.5				
PIET	01/25/89	08/30/90	19.4				
PIET	01/06/86	06/15/87	17.5	1	17.5	17,705.00	1,011.71
PIET	01/25/89	08/11/89	6.6			13,434.00	
USA	07/11/87	07/11/89	24.4	1	24.4	24,468.03	1,002.79
PIET USA	01/25/89 07/11/87	09/30/90 01/24/89	20.5 18.8	1	20.5 18.8	18,112.00 26,478.98	883.51 1,408.46
USA (7658221)	08/21/88	01/24/89	5.2	1	5.2	3,349.40	844.12
USA (7658233)	08/21/88	01/24/89	5.2	1	5.2	7,334.40	1,410.46
USA (7658243)	08/21/88	01/24/89	5.2	1	5.2	7,374.17	1,418.11
USA (7658247)	08/21/88	01/24/89	5.2	1	5.2	7,309.40	1,405.65
USA (7658248)	08/21/88	01/24/89	5.2	1	5.2	5,641.40	1,084.88

CLASP ACADEMIC TRAINING PROGRAM COSTS THROUGH FY 1990 – PTIIC / HAITI COMPLETED PROGRAMS

Source: CLASP Information System (CIS) through September 30, 1990.

PIO/P No(s)	Field Name/ Program Title	Contractor	Start Date	Comple-tion Date	Length of Prog. (Months)	Total Trainees	Total Training Months	PIO/P Amount	Cost Per Trng. Month
7658233	Computer Info System	USA/PIET	08/21/88	09/02/90	24.8	1	24.8	62,463.00	2,518.67
7658235	Diversified Business	USA/PIET	08/21/88	08/24/90	24.5	1	24.5	62,463.00	2,549.51
7658238	Industrial Elec Tech	USA/PIET	08/21/88	08/31/90	24.7	1	24.7	62,463.00	2,528.87
7658240	Electrical Engineering	USA/PIET	08/21/88	08/24/90	24.5	1	24.5	62,463.00	2,549.51
7658241	Electromechanical Tech	USA/PIET	08/21/88	08/10/90	24.0	1	24.0	61,963.00	2,581.79
7658246	Business Administration	USA/PIET	08/21/88	08/22/90	24.4	1	24.4	80,000.00	3,278.69
7658255	Mechanical Engineering	USA/PIET	08/21/88	08/10/90	24.0	1	24.0	61,963.00	2,581.79
90040	NOT REPORTED IN CIS								
90047	NOT REPORTED IN CIS								
90055	NOT REPORTED IN CIS								
90056	NOT RE[illegible]ATED IN CIS								
90065	NOT REPORTED IN CIS								
90066	NOT REPORTED IN CIS								
90067	NOT REPORTED IN CIS								
90069	NOT REPORTED IN CIS								

Source: CLASP Training Cost Analysis (TCA) Summary Report through September 30, 1990

Contractor	Start Date	Comple-tion Date	Length of Prog. (Months)	Total Trainees	Training Months Comple-ted	Actual Program Costs To Date	Cost Per Trng. Month
USA (7658249)	08/21/88	01/24/89	5.2	1	5.2	7,650.40	1,471.23
USA (7658251)	08/21/88	01/24/89	5.2	1	5.2	7,436.40	1,430.08
USA (7658225)	08/21/88	01/24/89	5.2	1	5.2	7,309.40	1,405.65
USA (7658229)	08/21/88	01/24/89	5.2	1	5.2	7,390.40	1,421.23
USA (7658231)	08/21/88	01/24/89	5.2	1	5.2	5,754.40	1,106.62
USA (7658244)	08/21/88	01/24/89	5.2	1	5.2	3,628.40	697.77
USA (7658223)	08/21/88	01/24/89	5.2	1	5.2	5,789.65	1,113.39
PIET	01/25/89	08/31/90	19.5	1	19.5	21,997.00	1,128.05
PIET	01/25/89	08/31/90	19.5	1	19.5	20,543.00	1,053.49
PIET	01/25/89	08/31/90	19.5	1	19.5	23,342.00	1,197.03
PIET	01/25/89	08/31/90	19.5	1	19.5	19,802.00	1,015.49
PIET	01/25/89	08/31/90	19.5	1	19.5	19,080.00	978.46
PIET	01/25/89	08/31/90	19.5	1	19.5	19,131.00	981.08
PIET	01/25/89	08/31/90	19.5	1	19.5	18,805.00	964.36
PIET	01/25/89	01/01/90	11.4	1	11.4	13,409.00	1,176.23

CLASP ACADEMIC TRAINING PROGRAM COSTS THROUGH FY 1990 – PTIIC / HAITI COMPLETED PROGRAMS

Source: CLASP Information System (CIS) through September 30, 1990.

Source: CLASP Training Cost Analysis (TCA) Summary Report through September 30, 1990

PIO/P No(s)	Field Name/ Program Title	Contractor	Start Date	Comple-tion Date	Length of Prog. (Months)	Total Trainees	Total Training Months	PIO/P Amount	Cost Per Trng. Month	Contractor	Start Date	Comple-tion Date	Length of Prog. (Months)	Total Trainees	Training Months Comple-ted	Actual Program Costs To Date	Cost Per Trng. Month
90070	NOT REPORTED IN CIS									PIET	01/25/89	08/31/90	19.5	1	19.5	18,706.00	959.28
90072	NOT REPORTED IN CIS									PIET	01/25/89	08/31/90	19.5	1	19.5	21,657.00	1,110.62
90075	NOT REPORTED IN CIS									PIET	01/25/89	08/31/90	19.5	1	19.5	18,709.00	959.44
90079	NOT REPORTED IN CIS									PIET	01/25/89	04/30/90	15.4	1	15.4	12,947.00	840.71
				CIS TOTAL		14	368.0	1,198,546.00	3,256.92			TCA TOTAL		28	384.9	404,973.83	1,052.15

CLASP ACADEMIC TRAINING PROGRAM COSTS THROUGH FY 1990 – PTIIC / HAITI ONGOING PROGRAMS

Source: CLASP Information System (CIS) through September 30, 1990.										Source: CLASP Training Cost Analysis (TCA) Summary Report through September 30, 1990.							
PIO/P No(s)	Field Name/ Program Title	Contractor	Start Date	Comple-tion Date	Length of Prog. (Months)	Total Trainees	Total Training Months	PIO/P Amount	Cost Per Tmg. Month	Contractor	Start Date	Comple-tion Date	Length of Prog. (Months)	Total Trainees	Training Months Comple-ted	Actual Program Costs To Date	Cost Per Tmg. Month
00076	NOT REPORTED IN CIS									PIET	01/25/89	04/30/91	27.5			4,959.00	
00125	NOT REPORTED IN CIS									PIET	01/25/89	08/31/91	31.6			1,357.00	
00134	NOT REPORTED IN CIS									PIET	01/25/89	10/31/90	21.5			2,781.00	
00178	NOT REPORTED IN CIS									PIET	01/25/89	12/31/90	23.5			753.00	
00179	NOT REPORTED IN CIS									PIET	01/25/89	12/31/90	23.5				
00180	NOT REPORTED IN CIS									PIET	01/25/89	12/31/90	23.5				
00181	NOT REPORTED IN CIS									PIET	01/25/89	03/31/91	26.5			632.00	
00182	NOT REPORTED IN CIS									PIET	01/25/89	06/30/91	29.6				
00183	NOT REPORTED IN CIS									PIET	01/25/89	06/30/91	29.6				
00184	NOT REPORTED IN CIS									PIET	01/25/89	12/31/90	23.5			1,723.00	
00185	NOT REPORTED IN CIS									PIET	01/25/89	11/30/90	22.5			1,200.00	
00186	NOT REPORTED IN CIS									PIET	01/25/89	08/31/91	31.6			1,098.00	
00187	NOT REPORTED IN CIS									PIET	01/25/89	11/30/90	22.5				
00188	NOT REPORTED IN CIS									PIET	01/25/89	12/31/90	23.5				
00190	NOT REPORTED IN CIS									PIET	01/25/89	03/31/91	26.5			200.00	
00191	NOT REPORTED IN CIS									PIET	01/25/89	03/31/91	26.5			460.00	
00192	NOT REPORTED IN CIS									PIET	01/25/89	06/30/91	29.6				
00193	NOT REPORTED IN CIS									PIET	01/25/59	06/30/91	29.6				
00194	NOT REPORTED IN CIS									PIET	01/25/89	06/30/91	29.6				
00195	NOT REPORTED IN CIS									PIET	01/25/99	06/30/91	29.6				

CLASP ACADEMIC TRAINING PROGRAM COSTS THROUGH FY 1990 – PTIIC / HAITI ONGOING PROGRAMS

Source: CLASP Information System (CIS) through September 30, 1990.

Source: CLASP Training Cost Analysis (TCA) Summary Report through September 30, 1990.

PIO/P No(s)	Field Name/ Program Title	Contractor	Start Date	Comple-tion Date	Length of Prog. (Months)	Total Trainees	Total Training Months	PIO/P Amount	Cost Per Trng. Month	Contractor	Start Date	Comple-tion Date	Length of Prog. (Months)	Total Trainees	Training Months Comple-ted	Actual Program Costs To Date	Cost Per Trng. Month
00196	NOT REPORTED IN CIS									PIET	01/25/89	04/30/91	27.5			1,746.00	
00207	NOT REPORTED IN CIS									PIET	01/25/89	03/31/91	26.5				
00210	NOT REPORTED IN CIS									PIET	01/25/89	05/31/91	28.6				
00215	NOT REPORTED IN CIS									PIET	01/25/89	08/31/91	31.6				
00216	NOT REPORTED IN CIS									PIET	01/25/09	05/31/91	28.6				
00217	NOT REPORTED IN CIS									PIET	01/25/89	08/31/91	31.6				
00222	NOT REPORTED IN CIS									PIET	01/25/89	12/31/90	23.5				
00223	NOT REPORTED IN CIS									PIET	01/25/89	05/31/91	28.6				
00231	NOT REPORTED IN CIS									PIET	01/25/89	12/31/90	23.5			460.00	
00255	NOT REPORTED IN CIS									PIET	01/25/89	12/31/90	23.5				
7658154	Agricultural Engineering	USA/PIET	07/01/87	12/20/90	42.3	1	42.3	37,884.00	895.60	PIET USA	01/25/89 07/11/87	12/31/90 01/24/89	23.5 18.8	1	20.5 18.8	19,965.00 23,801.17	973.90 1,266.02
7658155	English, Agri Economics	USA/PIET	06/30/87	11/11/90	41.0	1	41.0	51,871.00	1,265.15	PIET USA	01/25/89 07/11/87	10/31/90 01/24/89	21.5 18.8	1	20.5 18.8	23,832.00 27,811.56	1,162.54 1,479.34
7658156	International Business	USA/PIET	07/01/87	12/01/90	41.7	1	41.7	46,205.00	1,108.03	PIET USA	01/25/89 07/11/87	12/31/90 01/24/89	23.5 18.8	1	20.5 18.8	26,231.00 31,631.09	1,279.56 1,682.50
7658217	General Engineering	USA/PIET	08/21/88	08/01/91	35.9	1	35.9	62,389.00	1,737.86	USA (7658219)	08/21/88	01/24/89	5.2	1	5.2	9,228.40	1,774.69
7658218	Accounting	USA/PIET	08/21/88	12/20/90	28.4	1	28.4	61,913.00	2,180.04	USA (7658220)	08/21/88	01/24/89	5.2	1	5.2	7,374.17	1,418.11
7658220	Mechanical Technology	USA/PIET	08/21/88	06/01/91	33.8	1	33.8	80,000.00	2,366.86	USA (7658232)	08/21/88	01/24/89	5.2	1	5.2	3,362.40	646.62

CLASP ACADEMIC TRAINING PROGRAM COSTS THROUGH FY 1990 – PTIIC / HAITI ONGOING PROGRAMS

Source: CLASP Information System (CIS) through September 30, 1990.

PIO/P No(s)	Field Name/ Program Title	Contractor	Start Date	Comple-tion Date	Length of Prog. (Months)	Total Trainees	Total Training Months	PIO/P Amount	Cost Per Trng. Month
7658222	Business Administration	USA/PIET	08/21/88	12/27/90	28.6	1	28.6	80,000.00	2,797.20
7658223	Nursing	USA/PIET	08/21/88	06/01/91	33.8	1	33.8	80,000.00	2,366.86
7658224	Nursing Assisting	USA/PIET	08/21/88	07/20/91	35.5	1	35.5	61,963.00	1,745.44
7658225	Medical Laboratory Tech	USA/PIET	08/21/88	08/22/91	36.6	1	36.6	63,503.00	1,735.05
7658226	Soil & Water Mechanics	USA/PIET	08/21/88	03/01/91	30.8	1	30.8	69,323.00	2,250.75
7658227	Pharmacognosy	USA/PIET	08/21/88	08/22/91	36.6	1	36.6	62,389.00	1,704.62
7658228	Agricultural Commerce	USA/PIET	08/21/88	03/01/91	30.8	1	30.8	69,323.00	2,250.75
7658230	Management	USA	08/21/88	12/19/90	28.4	1	28.4	61,913.00	2,180.04
7658234	Management Supervision	USA/PIET	08/21/88	04/30/91	32.8	1	32.8	61,913.00	1,887.59
7658236	Biochemistry	USA/PIET	08/21/88	09/01/91	36.9	1	36.9	66,598.00	1,804.82
7658237	Plant & Soil Sciences	USA/PIET	08/21/88	12/22/90	28.5	1	28.5	80,000.00	2,807.02
7658239	Agricultural Economics	USA/PIET	08/21/88	06/01/91	33.8	1	33.8	66,598.00	1,970.36
7658242	Livestock	USA/PIET	08/21/88	03/01/91	30.8	1	30.8	69,978.00	2,272.01

Source: CLASP Training Cost Analysis (TCA) Summary Report through September 30, 1990.

Contractor	Start Date	Comple-tion Date	Length of Prog. (Months)	Total Trainees	Training Months Comple-ted	Actual Program Costs To Date	Cost Per Trng. Month
USA (7658230)	08/21/88	01/24/89	5.2	1	5.2	4,156.40	799.31
USA (7658224)	08/21/88	01/24/89	5.2	1	5.2	3,374.40	648.92
USA (7658226)	08/21/88	01/24/89	5.2	1	5.2	5,754.40	1,106.62
USA (7658227)	08/21/88	01/24/89	5.2	1	5.2	3,616.40	695.46
USA (7658234)	08/21/88	01/24/89	5.2	1	5.2	8,501.40	1,634.88
USA (7658237)	08/21/88	01/24/89	5.2	1	5.2	8,481.40	1,631.04
USA (7658242)	08/22/88	01/24/89	5.2	1	5.2	8,996.78	1,730.15
USA (7658246)	08/21/88	01/24/89	5.2	1	5.2	5,992.16	1,152.34
USA (7658250)	08/21/88	01/24/89	5.2	1	5.2	7,369.17	1,417.15
USA (7658256)	08/21/88	01/24/89	5.2	1	5.2	3,077.39	591.81
USA (7658222)	08/21/88	01/24/89	5.2	1	5.2	3,349.40	644.12
USA (7658228)	08/21/88	01/24/89	5.2	1	5.2	3,322.40	638.92
USA (7658235)	08/21/88	01/24/89	5.2	1	5.2	7,836.40	1,507.00

CLASP ACADEMIC TRAINING PROGRAM COSTS THROUGH FY 1990 – PTIIC / HAITI ONGOING PROGRAMS

Source: CLASP Information System (CIS) through September 30, 1990.										Source: CLASP Training Cost Analysis (TCA) Summary Report through September 30, 1990.							
PIO/P No(s)	Field Name/ Program Title	Contractor	Start Date	Comple-tion Date	Length of Prog. (Months)	Total Trainees	Total Training Months	PIO/P Amount	Cost Per Trng. Month	Contractor	Start Date	Comple-tion Date	Length of Prog. (Months)	Total Trainees	Training Months Comple-ted	Actual Program Costs To Date	Cost Per Trng. Month
7658243	Diversified Business	USA/PIET	08/21/88	12/01/90	27.8	1	27.8	62,463.00	2,246.87	USA (7658236)	08/21/88	01/24/89	5.2	1	5.2	7,309.40	1,405.65
7658244	Irrigation	USA/PIET	08/19/88	03/20/91	31.5	1	31.5	69,978.00	2,221.52	USA (7658239)	08/21/88	01/24/89	5.2	1	5.2	7,830.40	1,505.85
7658245	Electronic Equip Repair	USA/PIET	08/21/88	12/22/90	28.5	1	28.5	61,963.00	2,174.14	USA (7658241)	08/21/88	01/24/89	5.2	1	5.2	8,730.40	1,678.92
7658247	Soil Conservation	USA/PIET	08/21/88	03/20/91	31.4	1	31.4	69,978.00	2,228.60	USA (7658245)	08/21/88	01/24/89	5.2	1	5.2	7,818.89	1,503.63
7658248	Mech Engineering Tech	USA/PIET	08/21/88	06/01/91	33.8	1	33.8	62,463.00	1,848.02	USA (7658252)	08/21/88	01/24/89	5.2	1	5.2	7,309.39	1,405.65
7658249	Animal Sciences, Gen	USA/PIET	08/21/88	06/01/91	33.8	1	33.8	66,598.00	1,970.36	USA (7658253)	08/21/88	01/24/89	5.2	1	5.2	3,142.39	604.31
7658250	Agriculture/Com Develop	USA/PIET	08/21/88	06/01/91	33.8	1	33.8	66,598.00	1,970.36	USA (7658254)	08/21/88	01/24/89	5.2	1	5.2	3,557.39	684.11
7658251	Banking and Finance	USA/PIET	08/21/88	05/22/91	33.5	1	33.5	62,389.00	1,862.36	USA (7658255)	08/21/88	01/24/89	5.2	1	5.2	8,481.39	1,631.04
7658252	Management	USA/PIET	08/21/88	12/26/90	28.6	1	28.6	61,913.00	2,164.79	USA (7658240)	08/21/88	01/24/89	5.2	1	5.2	7,374.17	1,418.11
7658253	Ag Business Mgmt, Gen	PIET	08/21/88	06/01/91	33.8	1	33.8	69,978.00	2,070.36	USA (7658257)	08/21/88	01/24/89	5.2	1	5.2	8,498.32	1,634.29
7658254	Soil & Water Conserva	USA/PIET	08/21/88	06/01/91	33.8	1	33.8	69,478.00	2,055.56	USA (7658258)	08/21/88	01/24/89	5.2	1	5.2	7,357.39	1,414.88
7658256	Dietetics	USA/PIET	08/21/88	11/30/90	27.7	1	27.7	61,963.00	2,236.93	USA (7658238)	08/21/88	01/24/89	5.2	1	5.2	5,814.40	1,118.15
90037	NOT REPORTED IN CIS									PIET	01/25/89	12/31/90	23.5	1	20.5	20,147.00	982.78
90038	NOT REPORTED IN CIS									PIET	01/25/89	03/31/91	26.5	1	20.5	26,288.00	1,282.34

CLASP ACADEMIC TRAINING PROGRAM COSTS THROUGH FY 1990 – PTIIC / HAITI ONGOING PROGRAMS

Source: CLASP Information System (CIS) through September 30, 1990.

PIO/P No(s)	Field Name/ Program Title	Contractor	Start Date	Comple-tion Date	Length of Prog. (Months)	Total Trainees	Total Training Months	PIO/P Amount	Cost Per Trng. Month
90039	NOT REPORTED IN CIS								
90041	NOT REPORTED IN CIS								
90042	NOT REPORTED IN CIS								
90043	NOT REPORTED IN CIS								
90044	NOT REPORTED IN CIS								
90045	NOT REPORTED IN CIS								
90046	NOT REPORTED IN CIS								
90048	NOT REPORTED IN CIS								
90049	NOT REPORTED IN CIS								
90050	NOT REPORTED IN CIS								
90051	NOT REPORTED IN CIS								
90052	NOT REPORTED IN CIS								
90053	NOT REPORTED IN CIS								
90054	NOT REPORTED IN CIS								
90057	NOT REPORTED IN CIS								
90058	NOT REPORTED IN CIS								
90059	NOT REPORTED IN CIS								
90060	NOT REPORTED IN CIS								
90061	NOT REPORTED IN CIS								
90062	NOT REPORTED IN CIS								

Source: CLASP Training Cost Analysis (TCA) Summary Report through September 30, 1990.

Contractor	Start Date	Comple-tion Date	Length of Prog. (Months)	Total Trainees	Training Months Comple-ted	Actual Program Costs To Date	Cost Per Trng. Month
PIET	01/25/89	03/31/91	26.5	1	20.5	26,625.00	1,298.78
PIET	01/25/89	06/30/91	29.6	1	20.5	22,989.00	1,121.41
PIET	01/25/89	06/30/91	29.6	1	20.5	27,135.00	1,323.66
PIET	01/25/89	12/31/90	23.5	1	20.5	20,105.00	980.73
PIET	01/25/89	03/31/91	26.5	1	20.5	25,944.00	1,265.56
PIET	01/25/89	03/31/91	26.5	1	20.5	26,325.00	1,284.15
PIET	01/25/89	12/31/90	23.5	1	20.5	26,108.00	1,273.56
PIET	01/25/89	12/31/90	23.5	1	20.5	21,015.00	1,025.12
PIET	01/25/89	06/30/91	29.6	1	20.5	20,147.00	982.78
PIET	01/25/89	06/30/91	29.6	1	20.5	24,927.00	1,215.95
PIET	01/25/89	12/31/90	23.5	1	20.5	18,454.00	900.20
PIET	01/25/89	06/30/91	29.6	1	20.5	20,458.00	997.95
PIET	01/25/89	05/31/91	28.6	1	20.5	20,919.00	1,020.44
PIET	01/25/89	08/31/91	31.6	1	20.5	24,655.00	1,202.68
PIET	01/25/89	12/31/90	23.5	1	20.5	20,426.00	996.39
PIET	01/25/89	08/31/91	31.6	1	20.5	18,796.00	916.88
PIET	01/25/89	11/30/90	22.5	1	20.5	23,224.00	1,132.88
PIET	01/25/89	07/31/91	30.6	1	20.5	24,703.00	1,205.02
PIET	01/25/89	08/31/91	31.6	1	20.5	24,015.00	1,171.46
PIET	01/25/89	06/30/91	29.6	1	20.5	20,234.00	987.02

CLASP ACADEMIC TRAINING PROGRAM COSTS THROUGH FY 1990 – PTIIC / HAITI ONGOING PROGRAMS

Source: CLASP Information System (CIS) through September 30, 1990.

PIO/P No(s)	Field Name/ Program Title	Contractor	Start Date	Comple-tion Date	Length of Prog. (Months)	Total Trainees	Total Training Months	PIO/P Amount	Cost Per Trng. Month
90063	NOT REPORTED IN CIS								
90064	NOT REPORTED IN CIS								
90068	NOT REPORTED IN CIS								
90071	NOT REPORTED IN CIS								
90073	NOT REPORTED IN CIS								
90074	NOT REPORTED IN CIS								
90081	NOT REPORTED IN CIS								
90108	RADIOLOGY	PIET	09/09/89	08/01/92	35.3	1	35.3	54,492.00	1,543.68
90109	Community Health Work	PIET	08/27/89	12/28/91	28.5	1	28.5	55,442.00	1,945.33
90112	Nursing	PIET	08/27/89	06/01/92	33.7	1	33.7	55,442.00	1,645.16
90113	Food Sci & Hum Nutr	PIET	01/02/90	05/01/92	28.4	1	28.4	54,492.00	1,918.73
90115	Food Sci & Hum Nutr	PIET	01/02/90	05/01/92	28.4	1	28.4	48,474.00	1,706.83
				CIS TOTAL		36	1,179.3	2,287,867.00	1,940.02

Source: CLASP Training Cost Analysis (TCA) Summary Report through September 30, 1990.

Contractor	Start Date	Comple-tion Date	Length of Prog. (Months)	Total Trainees	Training Months Comple-ted	Actual Program Costs To Date	Cost Per Trng. Month
PIET	01/25/89	12/31/90	23.5	1	20.5	19,148.00	934.05
PIET	01/25/89	05/31/91	28.6	1	20.5	20,218.00	986.24
PIET	01/25/89	04/30/91	27.5	1	20.5	19,081.00	930.78
PIET	01/25/89	05/31/91	28.6	1	20.5	18,583.00	906.49
PIET	01/25/89	11/30/90	22.5	1	20.5	19,404.00	946.54
PIET	01/25/89	08/31/91	31.6	1	20.5	17,961.00	876.15
PIET	01/25/89	12/31/90	23.5	1	20.5	17,966.00	876.39
PIET	08/31/89	12/31/91	28.4	1	13.2	15,271.00	1,156.89
PIET	08/27/89	12/26/91	28.4	1	13.3	17,425.00	1,310.15
PIET	08/27/89	05/31/92	33.6	1	13.3	14,371.00	1,080.53
PIET	01/01/90	04/30/92	28.4	1	9.1	10,621.00	1,167.14
PIET	01/01/90	04/30/92	28.4	1	9.1	7,700.00	846.15
		TCA TOTAL		65	916.0	1,049,045.82	1,145.25

CLASP ACADEMIC TRAINING PROGRAM COSTS THROUGH FY 1990 – CASS I / HAITI ONGOING PROGRAMS

Source: CLASP Information System (CIS) through September 30, 1990.

Source: CLASP Training Cost Analysis (TCA) Summary Report through September 30, 1990.

PIO/P No(s)	Field Name/ Program Title	Contractor	Start Date	Comple-tion Date	Length of Prog. (Months)	Total Trainees	Total Training Months	PIO/P Amount	Cost Per Tmg. Month	Contractor	Start Date	Comple-tion Date	Length of Prog. (Months)	Total Trainees	Training Months Comple-ted	Actual Program Costs To Date	Cost Per Tmg. Month
9658555	Quality Control	Georgetown	08/21/89	08/31/91	24.7	1	24.7	0.00	0.00	Georgetown	08/21/89	12/31/90	16.6	1	13.5	13,910.00	1,030.37
9658570	Quality Control	Georgetown	08/21/89	08/31/91	24.7	1	24.7	0.00	0.00	Georgetown	08/21/89	12/31/90	16.6	1	13.5	13,909.95	1,030.37
9658634	Electronics	Georgetown	08/28/89	08/31/91	24.5	1	24.5	0.00	0.00	Georgetown	08/28/89	12/31/90	16.4	1	13.3	14,940.99	1,123.38
9658636	Electronics	Georgetown	08/28/89	08/31/91	24.5	1	24.5	0.00	0.00	Georgetown	08/28/89	12/31/90	16.4	1	13.3	14,940.99	1,123.38
9658637	Electronics	Georgetown	08/28/89	08/31/91	24.5	1	24.5	0.00	0.00	Georgetown	08/28/89	12/31/90	16.4	1	13.3	14,941.16	1,123.40
9658646	Electronics	Georgetown	08/28/89	08/31/91	24.5	1	24.5	0.00	0.00	Georgetown	08/28/89	12/31/90	16.4	1	13.3	14,940.99	1,123.38
9658700	Quality Control	Georgetown	08/30/89	08/31/91	24.4	1	24.4	0.00	0.00	Georgetown	08/30/89	12/31/90	16.3	1	13.2	14,957.00	1,133.11
9658703	Quality Control	Georgetown	08/30/89	08/31/91	24.4	1	24.4	0.00	0.00	Georgetown	08/30/89	12/31/90	16.3	1	13.2	14,957.00	1,133.11
9658704	Quality Control	Georgetown	08/30/89	08/31/91	24.4	1	24.4	0.00	0.00	Georgetown	08/30/89	12/31/90	16.3	1	13.2	14,957.00	1,133.11
9658774	Food Technology	Georgetown	08/28/89	08/31/91	24.5	1	24.5	0.00	0.00	Georgetown	03/28/89	12/31/90	16.4	1	13.3	15,009.00	1,128.50
9658779	Food Technology	Georgetown	08/28/89	08/31/91	24.5	1	24.5	0.00	0.00	Georgetown	08/28/89	12/31/90	16.4	1	13.3	15,009.00	1,128.50
9658783	Food Technology	Georgetown	08/28/89	08/31/91	24.5	1	24.5	0.00	0.00	Georgetown	08/28/89	12/31/90	16.4	1	13.3	15,009.00	1,128.50
9658847	Quality Control	Georgetown	08/21/89	08/31/91	24.7	1	24.7	0.00	0.00	Georgetown	08/21/89	12/31/90	16.6	1	13.5	14,874.00	1,101.78
9658853	Quality Control	Georgetown	08/21/89	08/31/91	24.7	1	24.7	0.00	0.00	Georgetown	08/21/89	12/31/90	16.6	1	13.5	14,874.00	1,101.78
9658863	Hotel & Restaurant Mgmt	Georgetown	08/29/89	08/31/91	24.4	1	24.4	0.00	0.00	Georgetown	08/29/89	12/31/90	16.3	1	13.3	15,828.09	1,190.08
9658867	Hotel & Restaurant Mgmt	Georgetown	08/29/89	08/31/91	24.4	1	24.4	0.00	0.00	Georgetown	08/29/89	12/31/90	16.3	1	13.3	15,828.09	1,190.08
9658890	Clothing Merchandising	Georgetown	08/29/89	08/31/91	24.4	1	24.4	0.00	0.00	Georgetown	08/29/89	12/31/90	16.3	1	13.3	15,786.09	1,186.92
9658892	Clothing Merchandising	Georgetown	08/29/89	08/31/91	24.4	1	24.4	0.00	0.00	Georgetown	08/29/89	12/31/90	16.3	1	13.3	16,728.10	1,257.75
9658903	Clothing Merchandising	Georgetown	08/29/89	08/31/91	24.4	1	24.4	0.00	0.00	Georgetown	08/29/89	12/31/90	16.3	1	13.3	15,786.09	1,186.92
9658904	Small Business Mgmt	Georgetown	08/29/89	08/31/91	24.4	1	24.4	0.00	0.00	Georgetown	08/29/89	12/31/90	16.3	1	13.3	15,786.09	1,186.92

CLASP ACADEMIC TRAINING PROGRAM COSTS THROUGH FY 1990 – CASS I / HAITI ONGOING PROGRAMS

Source: CLASP Information System (CIS) through September 30, 1990.										Source: CLASP Training Cost Analysis (TCA) Summary Report through September 30, 1990.							
PIO/P No(s)	Field Name/ Program Title	Contractor	Start Date	Comple-tion Date	Length of Prog. (Months)	Total Trainees	Total Training Months	PIO/P Amount	Cost Per Trng. Month	Contractor	Start Date	Comple-tion Date	Length of Prog. (Months)	Total Trainees	Training Months Comple-ted	Actual Program Costs To Date	Cost Per Trng. Month
9658905	Small Business Mgmt	Georgetown	08/29/89	08/31/91	24.4	1	24.4	0.00	0.00	Georgetown	08/29/89	12/31/90	16.3	1	13.3	15,828.09	1,190.08
9658907	Small Business Mgmt	Georgetown	08/29/89	08/31/91	24.4	1	24.4	0.00	0.00	Georgetown	08/29/89	12/31/90	16.3	1	13.3	15,828.09	1,190.08
9658909	Small Business Mgmt	Georgetown	08/29/89	08/31/91	24.4	1	24.4	0.00	0.00	Georgetown	08/29/89	12/31/90	16.3	1	13.3	15,828.09	1,190.08
9658910	Small Business Mgmt	Georgetown	08/29/89	08/31/91	24.4	1	24.4	0.00	0.00	Georgetown	08/29/89	12/31/90	16.3	1	13.3	15,828.09	1,190.08
9658911	Small Business Mgmt	Georgetown	08/29/89	08/31/91	24.4	1	24.4	0.00	0.00	Georgetown	08/29/89	12/31/90	16.3	1	13.3	15,828.09	1,190.08
				CIS TOTAL		25	611.9	0.00	0.00			TCA TOTAL		25	333.0	382,113.08	1,147.49

CLASP ACADEMIC TRAINING PROGRAM COSTS THROUGH FY 1990 – CASS II / HAITI ONGOING PROGRAMS

Source: CLASP Information System (CIS) through September 30, 1990.										Source: CLASP Training Cost Analysis (TCA) Summary Report through September 30, 1990.							
PIO/P No(s)	Field Name/ Program Title	Contractor	Start Date	Comple-tion Date	Length of Prog. (Months)	Total Trainees	Total Training Months	PIO/P Amount	Cost Per Trng. Month	Contractor	Start Date	Comple-tion Date	Length of Prog. (Months)	Total Trainees	Training Months Comple-ted	Actual Program Costs To Date	Cost Per Trng. Month
0659136	Electron/Med Equip Rep	Georgetown	08/16/90	08/16/92	24.4	1	24.4	0.00	0.00	Georgetown	08/16/90	08/16/92	24.4	1	1.5	3,222.74	2,148.49
0659148	Electron/Med Equip Rep	Georgetown	08/16/90	08/16/92	24.4	1	24.4	0.00	0.00	Georgetown	08/16/90	08/16/92	24.4	1	1.5	3,222.74	2,148.49
0659150	Machine Tool Technology	Georgetown	08/14/90	08/14/92	24.4	1	24.4	0.00	0.00	Georgetown	08/14/90	08/14/92	24.4	1	1.6	2,528.34	1,580.21
0659155	Machine Tool Technology	Georgetown	08/14/90	08/14/92	24.4	1	24.4	0.00	0.00	Georgetown	08/14/90	08/14/92	24.4	1	1.6	2,528.34	1,580.21
0659170	Electronics/Comp. Repair	Georgetown	08/15/90	08/15/92	24.4	1	24.4	0.00	0.00	Georgetown	08/15/90	08/15/92	24.4	1	1.6	3,416.57	2,135.36
0659176	Electronics/Comp. Repair	Georgetown	08/15/90	08/15/92	24.4	1	24.4	0.00	0.00	Georgetown	08/15/90	08/15/92	24.4	1	1.6	3,416.56	2,135.35
0659189	Quality Control	Georgetown	08/28/90	08/28/92	24.4	1	24.4	0.00	0.00	Georgetown	08/28/90	08/28/92	24.4	1	1.1	2,783.13	2,530.12
0659191	Quality Control	Georgetown	08/28/90	08/28/92	24.4	1	24.4	0.00	0.00	Georgetown	08/28/90	08/28/92	24.4	1	1.1	2,783.13	2,530.12
0659205	Clothing Merchandising	Georgetown	08/28/90	08/28/92	24.4	1	24.4	0.00	0.00	Georgetown	08/28/90	08/28/92	24.4	1	1.1	2,651.15	2,410.14
0659206	Clothing Merchandising	Georgetown	08/15/90	08/15/92	24.4	1	24.4	0.00	0.00	Georgetown	08/15/90	08/15/92	24.4	1	1.6	2,584.41	1,615.26
0659214	Clothing Merchandising	Georgetown	08/15/90	08/15/92	24.4	1	24.4	0.00	0.00	Georgetown	08/15/90	08/15/92	24.4	1	1.6	2,584.41	1,615.26
0659219	Clothing Merchandising	Georgetown	08/15/90	08/15/92	24.4	1	24.4	0.00	0.00	Georgetown	08/15/90	08/15/92	24.4	1	1.6	2,584.41	1,615.26
0659228	Electronics/Comp. Repair	Georgetown	08/16/90	08/16/92	24.4	1	24.4	0.00	0.00	Georgetown	08/16/90	08/16/92	24.4	1	1.5	2,693.57	1,795.71
0659230	Electronics/Comp. Repair	Georgetown	08/16/90	08/16/92	24.4	1	24.4	0.00	0.00	Georgetown	08/16/90	08/16/92	24.4	1	1.5	2,693.57	1,795.71
0659234	Electronics/Comp. Repair	Georgetown	08/16/90	08/16/92	24.4	1	24.4	0.00	0.00	Georgetown	08/16/90	08/16/92	24.4	1	1.5	2,693.57	1,795.71
0659243	Small Business Mgmt	Georgetown	08/13/90	08/13/92	24.4	1	24.4	0.00	0.00	Georgetown	08/13/90	08/13/92	24.4	1	1.6	2,742.19	1,713.87
0659247	Small Business Mgmt	Georgetown	08/13/90	08/13/92	24.4	1	24.4	0.00	0.00	Georgetown	08/13/90	08/13/92	24.4	1	1.6	2,742.19	1,713.87
0659250	Small Business Mgmt	Georgetown	08/13/90	08/13/92	24.4	1	24.4	0.00	0.00	Georgetown	08/13/90	08/13/92	24.4	1	1.6	2,742.08	1,713.80
0659252	Small Business Mgmt	Georgetown	08/13/90	08/13/92	24.4	1	24.4	0.00	0.00	Georgetown	08/13/90	08/13/92	24.4	1	1.6	2,742.22	1,713.89
0659258	Food Technology	Georgetown	08/07/90	08/07/92	24.4	1	24.4	0.00	0.00	Georgetown	08/07/90	08/07/92	24.4	1	1.8	3,311.15	1,839.53

CLASP ACADEMIC TRAINING PROGRAM COSTS THROUGH FY 1990 – CASS II / HAITI ONGOING PROGRAMS

Source: CLASP Information System (CIS) through September 30, 1990.										Source: CLASP Training Cost Analysis (TCA) Summary Report through September 30, 1990.							
PIO/P No(s)	Field Name/ Program Title	Contractor	Start Date	Comple-tion Date	Length of Prog. (Months)	Total Trainees	Total Training Months	PIO/P Amount	Cost Per Trng. Month	Contractor	Start Date	Comple-tion Date	Length of Prog. (Months)	Total Trainees	Training Months Comple-ted	Actual Program Costs To Date	Cost Per Trng. Month
0659260	Food Technology	Georgetown	08/07/90	08/07/92	24.4	1	24.4	0.00	0.00	Georgetown	08/07/90	08/07/92	24.4	1	1.6	3,311.16	1,839.54
0659262	Food Technology	Georgetown	08/07/90	08/07/92	24.4	1	24.4	0.00	0.00	Georgetown	08/07/90	08/07/92	24.4	1	1.6	3,311.15	1,839.53
0659267	Food Technology	Georgetown	08/07/90	08/07/92	24.4	1	24.4	0.00	0.00	Georgetown	08/07/90	08/07/92	24.4	1	1.6	3,311.15	1,839.53
0659276	Food Technology	Georgetown	08/14/90	08/14/92	24.4	1	24.4	0.00	0.00	Georgetown	08/14/90	08/14/92	24.4	1	1.6	3,283.86	2,052.41
0659278	Food Technology	Georgetown	08/14/90	08/14/92	24.4	1	24.4	0.00	0.00	Georgetown	08/14/90	08/14/92	24.4	1	1.6	3,283.86	2,052.41
0659281	Food Technology	Georgetown	08/14/90	08/14/92	24.4	1	24.4	0.00	0.00	Georgetown	08/14/90	08/14/92	24.4	1	1.6	3,283.86	2,052.41
0659282	Food Technology	Georgetown	08/14/90	08/14/92	24.4	1	24.4	0.00	0.00	Georgetown	08/14/90	08/14/92	24.4	1	1.6	3,283.71	2,052.32
0659289	Food Technology	Georgetown	08/14/90	08/14/92	24.4	1	24.4	0.00	0.00	Georgetown	08/14/90	08/14/92	24.4	1	1.6	3,283.84	2,052.40
0659291	Small Business Mgmt	Georgetown	08/13/90	08/13/92	24.4	1	24.4	0.00	0.00	Georgetown	08/13/90	08/13/92	24.4	1	1.6	3,346.91	2,091.82
0659296	Small Business Mgmt	Georgetown	08/13/90	08/13/92	24.4	1	24.4	0.00	0.00	Georgetown	08/13/90	08/13/92	24.4	1	1.6	3,346.86	2,091.79
0659298	Small Business Mgmt	Georgetown	08/13/90	08/13/92	24.4	1	24.4	0.00	0.00	Georgetown	08/13/90	08/13/92	24.4	1	1.6	3,346.81	2,091.76
0659306	Small Business Mgmt	Georgetown	08/13/90	08/13/92	24.4	1	24.4	0.00	0.00	Georgetown	08/13/90	08/13/92	24.4	1	1.6	3,172.75	1,982.97
0659307	Small Business Mgmt	Georgetown	08/13/90	08/13/92	24.4	1	24.4	0.00	0.00	Georgetown	08/13/90	08/13/92	24.4	1	1.6	3,172.75	1,982.97
0659308	Small Business Mgmt	Georgetown	08/13/90	08/13/92	24.4	1	24.4	0.00	0.00	Georgetown	08/13/90	08/13/92	24.4	1	1.6	3,172.75	1,982.97
0659311	Small Business Mgmt	Georgetown	08/13/90	08/13/92	24.4	1	24.4	0.00	0.00	Georgetown	08/13/90	08/13/92	24.4	1	1.6	3,172.75	1,982.97
0659323	Clothing Merchandising	Georgetown	08/13/90	08/13/92	24.4	1	24.4	0.00	0.00	Georgetown	08/13/90	08/13/92	24.4	1	1.6	3,019.97	1,887.48
0659324	Clothing Merchandising	Georgetown	08/13/90	08/13/92	24.4	1	24.4	0.00	0.00	Georgetown	08/13/90	08/13/92	24.4	1	1.6	3,019.97	1,887.48
0659325	Clothing Merchandising	Georgetown	08/13/90	08/13/92	24.4	1	24.4	0.00	0.00	Georgetown	08/13/90	08/13/92	24.4	1	1.6	3,019.97	1,887.48
0659331	Clothing Merchandising	Georgetown	08/13/90	08/13/92	24.4	1	24.4	0.00	0.00	Georgetown	08/13/90	08/13/92	24.4	1	1.6	3,019.97	1,887.48

CLASP ACADEMIC TRAINING PROGRAM COSTS THROUGH FY 1990 – CASS II / HAITI ONGOING PROGRAMS

Source: CLASP Information System (CIS) through September 30, 1990.										Source: CLASP Training Cost Analysis (TCA) Summary Report through September 30, 1990.							
PIO/P No(s)	Field Name/ Program Title	Contractor	Start Date	Comple-tion Date	Length of Prog. (Months)	Total Trainees	Total Training Months	PIO/P Amount	Cost Per Trng. Month	Contractor	Start Date	Comple-tion Date	Length of Prog. (Months)	Total Trainees	Training Months Comple-ted	Actual Program Costs To Date	Cost Per Trng. Month
0659336	Computer Science	Georgetown	08/16/90	08/16/92	24.4	1	24.4	0.00	0.00	Georgetown	08/16/90	08/16/92	24.4	1	1.5	3,214.41	2,142.94
0659340	Computer Science	Georgetown	08/16/90	08/16/92	24.4	1	24.4	0.00	0.00	Georgetown	08/16/90	08/16/92	24.4	1	1.5	3,214.41	2,142.94
0659341	Computer Science	Georgetown	08/16/90	08/16/92	24.4	1	24.4	0.00	0.00	Georgetown	08/16/90	08/16/92	24.4	1	1.5	3,214.41	2,142.94
0659358	Computer Science	Georgetown	08/16/90	08/16/92	24.4	1	24.4	0.00	0.00	Georgetown	08/16/90	08/16/92	24.4	1	1.5	3,218.15	2,145.43
0659363	Computer Science	Georgetown	08/16/00	08/16/92	24.4	1	24.4	0.00	0.00	Georgetown	08/16/90	08/16/92	24.4	1	1.5	3,218.15	2,145.43
0659364	Computer Science	Georgetown	08/16/90	08/16/92	24.4	1	24.4	0.00	0.00	Georgetown	08/16/90	08/16/92	24.4	1	1.5	3,218.15	2,145.43
0659370	Hotel Management	Georgetown	08/15/90	08/15/92	24.4	1	24.4	0.00	0.00	Georgetown	08/15/90	08/15/92	24.4	1	1.6	3,147.75	1,967.34
0659373	Hotel Management	Georgetown	08/15/90	08/15/92	24.4	1	24.4	0.00	0.00	Georgetown	08/15/90	08/15/92	24.4	1	1.6	3,147.55	1,967.22
0659382	Hotel Management	Georgetown	08/15/90	08/15/92	24.4	1	24.4	0.00	0.00	Georgetown	08/15/90	08/15/92	24.4	1	1.6	3,147.82	1,967.39
0659395	Quality Control	Georgetown	08/28/90	08/28/92	24.4	1	24.4	0.00	0.00	Georgetown	08/28/90	08/28/92	24.4	1	1.1	2,783.22	2,530.20
9658925	Food Technology	Georgetown	01/04/90	01/04/92	24.4	1	24.4	0.00	0.00	Georgetown	01/04/90	01/04/92	24.4	1	9.0	16,865.99	1,874.00
9658926	Food Technology	Georgetown	01/04/90	01/04/92	24.4	1	24.4	0.00	0.00	Georgetown	01/04/90	01/04/92	24.4	1	9.0	16,865.99	1,874.00
				CIS TOTAL		51	1,244.4	0.00	0.00			TCA TOTAL		51	94.1	183,086.54	1,945.66

CLASP TECHNICAL TRAINING PROGRAM COSTS THROUGH FY 1990 – LAC II / HAITI COMPLETED PROGRAMS

Source: CLASP Information System (CIS) through September 30, 1990.										Source: CLASP Training Cost Analysis (TCA) Summary Report through September 30, 1990. (NR = TCA Not Reported)							
PIO/P No(s)	Field Name/ Program Title	Contractor	Start Date	Comple-tion Date	Length of Prog. (Months)	Total Trainees	Total Training Months	PIO/P Amount	Cost Per Trng. Month	Contractor	Start Date	Comple-tion Data	Length of Prog. (Months)	Total Trainees	Total Training Months	Actual Program Costs	Cost Per Trng. Month
40212	Road Equip Mgmt	PIET	02/20/87	02/27/87	0.3	2	0.5	1,290.00	2,580.00	NR							
40213	Plng Mgmt Agri Coops	PIET	02/23/87	03/24/87	1.0	1	1.0	1,400.00	1,400.00	NR							
40215	Soil/Water Conserva	PIET	03/21/87	03/28/87	0.3	1	0.3	1,430.00	4,766.67	NR							
50054	Development Mgmt	N/A	06/16/85 06/17/85	08/16/85 08/16/85	2.1 2.0	3 1	6.2 2.0	33,381.00 11,127.00	5,384.03 5,563.50	PIET	06/16/85	08/14/85	2.0	4	8.0	39,062.00	4,882.75
50171	Agroclimate	PIET	03/09/86	04/19/86	1.4	1	1.4	2,900.00	2,071.43	NR							
50177	Proj Mgmt Loc Dev	PIET	05/27/86	08/10/86	2.5	1	2.5	9,220.00	3,688.00	PIET	05/27/86	08/09/86	2.5	1	2.5	7,943.00	3,177.20
50179	Income Tax Admin	PIET	07/06/86	08/09/86	1.2	2	2.3	15,220.00	6,617.39	PIET	06/29/86	08/09/86	1.4	2	2.8	6,722.00	2,400.71
50180	Aquaculture & Ext	PIET	05/04/86	07/08/86	2.2	1	2.2	1,450.00	659.09	NR							
50183	Development Mgmt	PIET	06/15/86	08/16/86	2.1	5	10.5	56,100.00	5,342.86	PIET	06/15/86	08/17/86	2.1	5	10.7	48,559.00	4,538.22
50186	Ed Testing & Eval	PIET	06/23/86	07/19/86	0.9	1	0.9	3,800.00	4,222.22	PIET	06/22/86	07/18/86	0.9	1	0.9	3,003.00	3,336.67
50188	Eval Educa Pro	PIET	07/20/86	08/09/86	0.7	1	0.7	3,260.00	4,657.14	PIET	07/14/86	08/09/86	0.9	2	1.8	4,580.00	2,544.44
50189	Eng"sh Langu/ge	PIET	07/27/86	09/20/86	1.9	2	3.7	10,070.00	2,721.62	PIET	07/20/86	09/14/86	1.9	2	3.8	4,112.00	1,082.11
50190	Indus Communication	PIET	01/09/87	04/03/87	2.8	4	11.3	40,800.00	3,610.62	NR							
50191	Young Journalists	PIET	07/13/86	08/12/86	1.0	1	1.0	3,472.00	3,472.00	PIET	07/13/86	08/12/86	1.0	1	1.0	2,632.00	2,632.00
50193	Loan Negotiation	PIET	08/10/86	09/06/86	0.9	1	0.9	6,390.00	7,322.22	PIET	08/10/86	09/06/86	0.9	1	0.9	5,750.00	6,388.89
50194	Hospitality/Retail/Tour	PIET	08/03/86	08/09/86	0.2	1	0.2	1,350.00	6,750.00	PIET	08/03/86	08/08/86	0.2	1	0.2	559.00	2,795.00
50195	Micro–Macroeconomics	PIET	08/19/86	12/21/86	4.2	1	4.2	9,500.00	2,261.90	PIET	09/22/86	01/18/87	4.0	1	4.0	5,982.00	1,495.50
50196	Computer Tech & Appl	PIET	09/21/86	10/11/86	0.7	1	0.7	5,820.00	8,314.29	PIET	09/21/86	10/10/86	0.7	1	0.7	4,143.00	5,918.57
50197	Rural Commun Devel	PIET	08/19/86	12/10/86	3.8	1	3.8	3,066.00	806.84	NR							

CLASP TECHNICAL TRAINING PROGRAM COSTS THROUGH FY 1990 – LAC II / HAITI COMPLETED PROGRAMS

Source: CLASP Information System (CIS) through September 30, 1990.										Source: CLASP Training Cost Analysis (TCA) Summary Report through September 30, 1990. (NR = TCA Not Reported)							
PIO/P No(s)	Field Name/ Program Title	Contractor	Start Date	Comple-tion Date	Length of Prog. (Months)	Total Trainees	Total Training Months	PIO/P Amount	Cost Per Tmg. Month	Contractor	Start Date	Comple-tion Date	Length of Prog. (Months)	Total Trainess	Total Training Months	Actual Program Costs	Cost Per Tmg. Month
50198	Eval Strat Decision/Proj	PIET	09/14/86	09/28/86	0.5	1	0.5	3,000.00	6,000.00	PIET	09/14/86	09/27/86	0.5	1	0.5	2,234.00	4,468.00
50207	21 Annual Conven (TESOL)	PIET	04/20/87	04/26/87	0.2	3	0.7	2,643.00	3,775.71	PIET	04/20/87	04/26/87	0.2	3	0.7	102.00	145.71
50208	Water Resources Quality	PIET	04/27/87	05/19/87	0.8	1	0.8	1,546.00	1,932.50	NR							
50209	Financial Mgmt w/PC	PIET	05/11/87	05/22/87	0.4	1	0.4	4,000.00	10,000.00	PIET	05/10/87	05/22/87	0.4	1	0.4	2,992.00	7,480.00
50210	Mgmt Skills Develop	PIET	05/31/87	06/13/87	0.5	1	0.5	4,610.00	9,220.00	PIET	05/31/87	06/13/87	0.5	1	0.5	2,876.00	5,752.00
50212	Economics of Develop	PIET	06/24/87	08/15/87	1.8	4	7.1	33,236.00	4,681.13	PIET	06/23/87	08/14/87	1.8	4	7.1	26,804.00	3,775.21
60047	Petroleum Products	PIET	04/13/86	04/19/86	0.2	5	1.2	0.00	0.00	NR							
60099	Airport Admin & Oper	PIET	09/21/86	10/22/86	1.1	1	1.1	3,900.00	3,545.45	PIET	09/22/86	10/10/86	0.6	1	0.6	3,678.00	6,130.00
60112	Purch, Prc, Stores Mgmt	PIET	10/13/86	11/04/86	0.8	1	0.8	4,500.00	5,625.00	PIET	10/13/86	11/04/86	0.8	1	0.8	3,241.00	4,051.25
60113	Training in Ceramics	PIET	11/23/86	12/20/86	0.9	1	0.9	4,250.00	4,722.22	PIET	11/16/86	12/13/86	0.9	1	0.9	3,878.00	4,308.89
60114	Financial Mgmt w/PC	PIET	11/09/86	11/23/86	0.5	1	0.5	4,000.00	8,000.00	PIET	11/10/86	11/21/86	0.4	1	0.4	3,107.00	7,767.50
60115	Agri Coops Mgmt & Dev	PIET	11/12/86	01/28/87	2.6	2	5.2	8,800.00	1,692.31	NR							
60116	Agroforestry/Arid Zones	PIET	11/17/86	12/18/86	1.1	5	5.3	13,000.00	2,452.83	NR							
60117	Journalist Coverage Conf	PIET	11/14/86	11/23/86	0.3	10	3.3	11,320.00	3,430.30	NR							
60137	Rural Regional Develop	PIET	02/06/87	09/07/87	7.1	1	7.1	2,400.00	338.03	NR							
60138	Rural Regional Develop	PIET	02/06/87	09/07/87	7.1	1	7.1	11,600.00	1,633.80	NR							
60139	Plng, Mgmt Agri Coop	PIET	02/23/87	03/24/87	1.0	2	2.0	4,400.00	2,200.00	NR							
60146	Instr Module Develop	PIET	03/29/87	04/11/87	0.5	1	0.5	3,110.00	6,220.00	PIET	03/30/87	04/10/87	0.4	1	0.4	1,976.00	4,940.00
60148	Aquaculture Tmg Prog	PIET	03/25/87	07/17/87	3.8	1	3.8	7,970.00	2,097.37	NR							
60153	Purch, Proc, Store Mgmt	PIET	04/12/87	05/02/87	0.7	1	0.7	4,740.00	6,771.43	PIET	04/12/87	05/02/87	0.7	1	0.7	3,401.00	4,858.57

CLASP TECHNICAL TRAINING PROGRAM COSTS THROUGH FY 1990 – LAC II / HAITI COMPLETED PROGRAMS

Source: CLASP Information System (CIS) through September 30, 1990.										Source: CLASP Training Cost Analysis (TCA) Summary Report through September 30, 1990. (NR = TCA Not Reported)							
PIO/P No(s)	Field Name/ Program Title	Contractor	Start Date	Comple-tion Date	Length of Prog. (Months)	Total Trainees	Total Training Months	PIO/P Amount	Cost Per Trng. Month	Contractor	Start Date	Comple-tion Date	Length of Prog. (Months)	Total Trainees	Total Training Months	Actual Program Costs	Cost Per Trng. Month
60160	Food Industry Quality	PIET	05/30/87	06/14/87	0.5	1	0.5	3,300.00	6,600.00	NR							
60161	Financial Mgmt w/PC	PIET	05/10/87	05/27/87	0.6	1	0.6	3,445.00	5,741.67	PIET	05/10/87	05/22/87	0.4	1	0.4	2,594.00	6,485.00
60162	Mgmt Skills Develop	PIET	05/31/87 05/31/87	06/13/87 06/14/87	0.5 0.5	1 1	0.5 0.5	3,960.00 3,960.00	7,920.00 7,920.00	PIET	05/31/87	06/13/87	0.5	2	0.9	6,052.00	6,724.44
60163	Drinking Water/Sanitation	PIET	05/25/87	06/01/87	0.3	2	0.5	1,880.00	3,760.00	NR							
60164	Grain Storage & Mktg	PIET	06/07/87	07/29/87	1.8	1	1.8	6,880.00	3,822.22	NR							
60165	Sm Ruminant Prod Tech	PIET	06/06/87	08/09/87	2.2	1	2.2	7,240.00	3,290.91	NR							
60166	Francophone Dev Mgmt	PIET	06/07/87	08/09/87	2.1	5	10.7	47,030.00	4,395.33	PIET	06/06/87	08/08/87	2.1	5	10.7	40,037.00	3,741.78
60168	Francophone Dev Mgmt	PIET	06/14/87 06/24/87	08/13/87 08/13/87	2.0 1.7	5 1	10.2 1.7	17,835.00 10,035.00	1,748.53 5,902.94	PIET	06/14/87	08/13/87	2.0	6	12.2	52,742.00	4,323.11
60169	Marketing Mgmt	PIET	06/15/87	08/24/87	2.4	1	2.4	8,950.00	3,729.17	PIET	06/14/87	07/24/87	1.4	1	1.4	8,101.00	5,786.43
60170	Mnging Effect Trng Org	PIET	06/14/87	07/30/87	1.6	1	1.6	10,400.00	6,500.00	PIET	06/14/87	07/30/87	1.6	1	1.6	8,738.00	5,461.25
60171	Export Marketing Strat	PIET	06/21/87	07/04/87	0.5	1	0.5	4,000.00	8,000.00	PIET	06/21/87	07/01/87	0.4	1	0.4	3,026.00	7,565.00
60177	Telecommun Plng	PIET	08/12/87	08/29/87	0.6	1	0.6	1,470.00	2,450.00	PIET	08/12/87	08/28/87	0.6	1	0.6	507.00	845.00
60182	Agricultural Machinery	PIET	06/14/87	08/14/87	2.1	1	2.1	2,030.00	966.67	NR							
60187	Poultry Prod & Mthds Ext	PIET	10/26/87	12/25/87	2.0	3	6.1	2,238.00	366.89	NR							
60188	Irrigation & Soil Mgmt	PIET	10/26/87 10/26/87	12/18/87 12/19/87	1.8 1.8	1 1	1.8 1.8	1,629.00 1,629.00	905.00 905.00	NR							
60189	Mthds Agric Ext & Plng	PIET	10/26/87	12/22/87	1.9	3	5.8	3,174.00	547.24	NR							
70099	Haitian Journalists	PIET	08/21/87	09/11/87	0.7	10	7.3	15,100.00	2,068.49	NR							

CLASP TECHNICAL TRAINING PROGRAM COSTS THROUGH FY 1990 – LAC II / HAITI COMPLETED PROGRAMS

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70112	Fund Raising Strategies	PIET	09/13/87 09/13/87	09/26/87 09/25/87	0.5 0.4	4 1	1.9 0.4	14,240.00 3,560.00	7,494.74 8,900.00	PIET	09/13/87	09/26/87	0.5	5	2.3	10,650.00	4,630.43
70113	Referenced Instruction	PIET	09/13/87	09/30/87	0.6	1	0.6	3,500.00	5,833.33	PIET	09/15/87	10/01/87	0.6	1	0.6	2,211.00	3,685.00
70116	Fruit Tree Crops Produc	PIET	08/31/87	09/30/87	1.0	1	1.0	1,616.00	1,616.00	NR							
70129	Compu Repair & Maint	PIET	01/07/88	03/30/88	2.8	1	2.8	9,000.00	3,214.29	PIET	02/18/88	08/17/88	6.1	1	6.1	10,172.00	1,667.54
				CIS TOTAL		126	171.7	542,372.00	3,158.84			TCA TOTAL		63	87.5	332,166.00	3,796.18

CLASP ACADEMIC TRAINING PROGRAM COSTS THROUGH FY 1990 – LAC II / HAITI COMPLETED PROGRAMS

Source: CLASP Information System (CIS) through September 30, 1990.										Source: CLASP Training Cost Analysis (TCA) Summary Report through September 30, 1990. (NR = TCA Not Reported)							
PIO/P No(s)	Field Name/ Program Title	Contractor	Start Date	Comple-tion Date	Length of Prog. (Months)	Total Trainees	Total Training Months	PIO/P Amount	Cost Per Trng. Month	Contractor	Start Date	Comple-tion Date	Length of Prog. (Months)	Total Trainees	Total Training Months	Actual Program Costs	Cost Per Trng. Month
40127	Agri Extension Education	USDA	11/05/84	02/03/88	39.5	1	39.5	55,615.00	1,407.97	NR							
50038	Fisheries & Al. Aquaculture	PIET	08/20/85	09/26/88	37.8	1	37.8	50,000.00	1,322.75	PIET	08/01/85	09/26/88	38.4	1	38.4	31,826.00	828.80
50166	English/Agri Economics	PIET	04/30/86	11/08/86	6.4	1	6.4	58,000.00	9,062.50	NR							
50169	Agricultural Economics	PIET	10/31/85	01/01/88	26.4	1	26.4	1,421.00	53.83	NR							
60094	English, Hydrology, Water	PIET	09/01/86	12/19/88	28.0	1	28.0	52,000.00	1,857.14	PIET	09/21/86	12/23/88	27.5	1	27.5	39,628.00	1,441.02
60180	Public Administration	PIET	09/01/87	12/30/89	28.4	1	28.4	14,000.00	492.96	PIET	09/01/87	06/11/89	23.7	1	23.7	15,496.00	653.84
70076	Public Policy & Mangement	PIET	06/28/87	06/30/88	14.3	1	14.3	25,600.00	1,790.21	PIET (Technical)	07/10/87	06/09/88	11.2	1	11.2	20,522.00	1,832.32
70097	Eng, Mgmt Engineering	PIET	08/16/87	12/30/89	28.9	1	28.9	54,000.00	1,868.51	PIET	08/17/87	11/30/89	27.9	1	27.9	39,631.00	1,420.47
70096	Food Science & Technology	PIET	10/17/87	12/30/89	26.9	1	26.9	54,000.00	2,007.43	NR							
70100	Public Administration	PIET	11/08/87	12/30/89	26.1	1	26.1	50,000.00	1,915.71	PIET	11/08/87	05/31/90	31.2	1	31.2	34,577.00	1,108.24
70115	Business Administration	PIET	08/31/87	12/21/89	28.1	1	28.1	14,000.00	498.22	PIET	09/07/89	12/31/89	3.9	1	3.9	32,413.00	8,311.03
				CIS TOTAL		11	290.8	428,636.00	1,473.99			TCA TOTAL		7	163.8	214,093.00	1,307.04

APPENDIX C

Bibliography

APPENDIX C – BIBLIOGRAPHY

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PERSONAL INTERVIEWS

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Magalie Pradel, Secretary/Data Enterer, USAID/Port-au-Prince. April, 1991.

Margaret Victorin, PTIIC Coordinator (former), C.D.R.H. Port-au-Prince. April-May, 1991.

Georges Nicolas, Director, C.D.R.H., Port-au-Prince. April, 1991.

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Muriel Hollant, Coordinator, Office of Private Enterprise.
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Margaret Timmer, Program Office/Communications.
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