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UNITED STATES
AGENCY FOR INTERNATIONAL DEVELOPMENT
WASHINGTON, D. C. 20523

HAITI

PROJECT PAPER

CARIBBEAN AND LATIN AMERICAN
SCHOLARSHIP PROGRAM II, HAITI PROJECT
(CLAPS II)

AMENDMENT NUMBER 1

AID/LAC/P-916
CR-564

PROJECT NUMBER: 521-0227

AGENCY FOR INTERNATIONAL DEVELOPMENT

PROJECT DATA SHEET

1. TRANSACTION CODE: A (A = Add, C = Change, D = Delete) — Amendment Number 1

DOCUMENT CODE: 3

2. COUNTRY/ENTITY: HAITI

3. PROJECT NUMBER: 521-0227

4. BUREAU/OFFICE: USAID/HAITI — 5

5. PROJECT TITLE (maximum 40 characters): CLAPS II HAITI PROJECT

6. PROJECT ASSISTANCE COMPLETION DATE (PACD): MM 08 DD 31 YY 96

7. ESTIMATED DATE OF OBLIGATION (Under "B." below, enter 1, 2, 3, or 4)

A. Initial FY 90 B. Quarter 3 C. Final FY 96

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

A. FUNDING SOURCE	FIRST FY			LIFE OF PROJECT		
	B. FX	C. L/C	D. Total	E. FX	F. L/C	G. Total
AID Appropriated Total						
(Grant)	(675,000)	(125,000)	(800,000)	(2,465)	(439)	(2,904)
(Loan)	( )	( )	( )	( )	( )	( )
Other U.S. 1.						
Other U.S. 2.						
Host Country						
Other Donor(s)						
TOTALS	675,000	125,000	800,000	2,465	439	2,904

9. SCHEDULE OF AID FUNDING ($000)

A. APPROPRIATION	B. PRIMARY PURPOSE CODE	C. PRIMARY TECH. CODE 1. Grant	C. 2. Loan	D. OBLIGATIONS TO DATE 1. Grant	D. 2. Loan	E. AMOUNT APPROVED THIS ACTION 1. Grant	E. 2. Loan	F. LIFE OF PROJECT 1. Grant	F. 2. Loan
(1) D&F						500		2,904	
(2)									
(3)									
(4)									
TOTALS						500		2,904	

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

11. SECONDARY PURPOSE CODE

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

A. Code

B. Amount

13. PROJECT PURPOSE (maximum 480 characters)

To equip a broad base of leaders and potential leaders in Haiti with technical skills, training and academic education and an appreciation and understanding of the willings of democratic processes in a free entreprise economy.

14. SCHEDULED EVALUATIONS

Interim MM YY MM YY Final MM YY

15. SOURCE/ORIGIN OF GOODS AND SERVICES

☐ 000 ☒ 941 ☐ Local ☐ Other (Specify) CACM

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

USAID/Haiti Controller clearance

I have reviewed and approved the methods of implementation and financing for this PP.

2/6/85

Jack Winn, Mission Controller

17. APPROVED BY

Signature

Title: Sarah Clark, Acting Director, USAID/Haiti

Date Signed: MM 02 DD 08 YY 85

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

MM DD YY

AID 1330-4 (8-79)

PROJECT AUTHORIZATION

AMENDMENT NO. 1.

COUNTRY: **HAITI**

PROJECT TITLE: **CARIBBEAN AND LATIN AMERICAN SCHOLARSHIP PROGRAM II, HAITI PROJECT**

PROJECT NUMBER: **521-0227**

1. Pusuant to Sections 103, 104, 105, and 106 of the Foreign Assistance Act of 1961, as amended, the Caribbean and Latin America Scholarship Program II, Haiti Project, was authorized on June 22, 1990. That authorization is amended as follows:

A. Section 1 is revised to read, as follows:

Pursuant to Sections 103, 104, 105, and 106 of the Foreign Assistance Act of 1961, as amended, I hereby authorize the Caribbean and Latin American Scholarship Program II, Haiti Project (the "Project"). The project involves planned obligations of not-to-exceed two million nine hundred and four thousand dollars ($2,904,000) in grant funds over a six year period from the date of initial authorization, subject to the availability of funds in accordance with the A.I.D. OYB/allotment process, to help in financing foreign exchange and local currency costs for the project. The planned project assistance completion date for the project is August 31, 1996.

B. Section 2 is revised to read as follows:

The purpose of the project is to equip a broad base of leaders and potential leaders in Haiti with technical skills, training, and academic education, and an appreciation and understanding of the workings of democratic processes in a free enterprise economy. The project will finance training, limited technical assistance and commodities, and related items of cost to achieve its purposes.

C. Section 3 is revised to read, as follows:

3. Source and Origin of Commodities, Nationality of Services.

Commodities financed by A.I.D. under the project shall have their source and origin in the United States, the Cooperating Country, or in countries included in A.I.D. Geographic Code 941, except as A.I.D. may otherwise agree in writing.

Except for ocean shipping, the suppliers of commodities or services shall have the United States, the Cooperating Country, or countries included in A.I.D. Geographic Code 941 as their place of nationality, except as A.I.D. may otherwise agree in writing.

Ocean shipping financed by A.I.D. under the project shall, except as A.I.D. may otherwise agree in writing, be financed only on flag vessels of the United States, other countries in Geographic Code 941, or the Cooperating Country.

D. A new section 5 is added, as follows;

5. Waiver.

The following waiver is authorized:

A waiver, pursuant to A.I.D. Handbook 10, Chapter 16, of the requirement for host country funding of international travel costs for participant trainees under the project.

2. The authorization cited above remains in force except as amended herein.

Sarah Clark
Acting Director, USAID/Haiti

Date: 08 Feb 95

Drafter: EDragon EAD Date 1/30/95
Clearances:
PCPS:GSpence GS Date 1/30/95
PCPS:GImhoff Date 2/03/95
HRD:JNandy Date 2/03/95
CONT:JWinn Date 2/8/95
DDIR:SClark Date

PROJECT PAPER AMENDMENT
CARIBBEAN AND LATIN AMERICAN SCHOLARSHIP PROGRAM II HAITI
(CLASP II HAITI, No. 521-0227)

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GLOSSARY OF TERMS USED

CAPS	:	Central America Peace Scholarship Program
CASS	:	Cooperative Association of States for Scholars
CFET	:	Centre de Formation et d'Encadrement Technique (Center for Training and Technical Education)
CIS	:	CLASP Information System
CLASP	:	Caribbean and Latin American Scholarship Program
CY	:	Calendar Year
DA	:	Development Assistance account
EOPS	:	End of Project Status
ESF	:	Economic Support Fund account
FY	:	Fiscal Year
GOH	:	Government of Haiti
HB	:	Handbook
HBCU	:	Historically Black College and Universities
HRD	:	Human Resources and Democracy Project
LAC	:	USAID's Bureau for Latin America and the Caribbean
LAC II	:	LAC Regional Training Initiatives II Project
LOP	:	Life of Project
LT	:	Long Term
MENJS	:	Ministere d'Education Nationale, Jeunesse et Sports (Ministry of National Education, Youth and Sports)
NGO	:	Non-Governmental Organization
OIT	:	USAID's Office of International Training
PACD	:	Project Assistance Completion Date
PIET	:	Partners in International Education & Training
PIO/C	:	Project Implementation Order/Commodities
PIO/P	:	Project Implementation Order/Participants
PIO/T	:	Project Implementation Order/Technical Assistance
POD	:	Program Operations Document
PP	:	Project Paper
PTIIC	:	Presidential Training Initiative for the Islands Caribbean
PTMS	:	Participant Training Management System
PVO	:	Private Voluntary Organization
ST	:	Short Term
TA	:	Technical Assistance
TCA	:	Training Cost Analysis
USAID	:	U.S. Agency for International Development
USAID/Haiti	:	USAID Mission in Haiti
USAID/W	:	USAID offices in Washington
USIS	:	U.S. Information Service

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I. EXECUTIVE SUMMARY & RECOMMENDATIONS

A. Project Title: Caribbean and Latin American Scholarship Project II

B. Project Number: 521-0227

C. Implementing Organizations: Partners in International Education & Training (PIET) and Centre de Formation et d'Encadrement Technique (CFET)

D. Total Project Cost to USAID: US$2,904,000 million

E. Life of Project: 74 months (PACD 8/31/96)

F. Goal: to promote broad-based economic and social development in Haiti. The sub-goal for the remaining 1.5 years of the project has been narrowed to encourage and strengthen democratic systems for social and economic reconstruction of the country.

G. Purpose: to equip a broad base of leaders and potential leaders in Haiti with technical skills, training and academic education and an appreciation and understanding of the workings of democratic processes in a free enterprise economy.

H. Project Description: The CLASP II Haiti project was authorized in June 1990 and has sent 120 of a planned 153 participants to the U.S. for training since that time. Training has been provided in a number of sectoral areas, including public and reproductive health, sustainable agriculture and natural resources management, small business management, responsible journalism and civic education. Given the USAID program focus during the LOP, most participants have been from the private sector. The purpose of the amendment is to support the immediate training needs of cadres of individuals from key private <u>and public</u> sector institutions who will be needed to define and carry out reforms needed for Haiti's immediate post-crisis development.

I. Recommendations: That the LOP funding be increased from US$2.404 million to US$2.904 million, and the PACD be extended by 1 years from August 30, 1995 to August 31, 1996.

II. BACKGROUND & RATIONALE

A. Background

Since 1972, more than 900 Haitian leaders and professionals have pursued academic and technical training in U.S. colleges, universities and technical schools through scholarships provided under several USAID-funded training programs, including: the Presidential Initiative for Islands Caribbean (PTIIC), the Caribbean and Latin American Scholarships Program (CLASP II), the Cooperative Association of States for Scholarships (CASS) and several USAID sectoral development projects. These programs, which extended special opportunities to women and disadvantaged, have enhanced technical skills and strengthened leadership capabilities enabling this cadre of leaders and potential leaders to contribute more fully in the development of Haiti.

To foster the long-term impact of U.S. training, the CLASP II Follow-on program has facilitated the creation of an alumni association whose goal is to maximize trainees' ability to effect change, have a development impact, and encourage participation in democratically-oriented activities. Most participants and observers agree that the USAID training and follow-on programs have made a substantial contribution to Haitian development.

The current Mission training project is CLASP II. The CLASP II project was authorized on June 22, 1990 with life-of-project (LOP) funding of US$2,404,000. It is part of a regional training program of USAID's Bureau for Latin American and the Caribbean (LAC) to train tomorrows' leaders, with specific requirements that participants adequately represent the Agency's gender (40 percent must be women) and equity (70 percent must be from the lower socio-economic stratum) concerns. The project's purpose is to equip a broad base of leaders and potential leaders in Haiti with technical skills, training and academic education and an appreciation and understanding of the workings of democratic processes in a free enterprise economy.

As described in more detail in section B. below, since its inception CLASP II has sent 120 participants to the U.S. for training, of which 101 were short-term (ST) and 19 long-term (LT) trainees. Of these, 42 percent were women and 85 percent were from Haiti's lower socio-economic strata, thus exceeding the LAC gender and equity requirements. Importantly, 70 percent of the CLASP II trainees to date have been from the private sector, including both the commercial and benevolent (non-governmental organization, or NGO) communities.

This latter characteristic bears some explanation. All official USAID assistance to Haiti since 1987 has, with some specific exceptions, been limited to the non-governmental and

private sectors. When CLASP II was authorized in June 1990, the country was preparing for its first free and fair elections. These were held in December 1990, and Jean-Bertrand Aristide was elected President. During the nine months of Aristide's in-country presidency, an initial group of 33 public sector participants were sent on training. However, the coup d'etat of September 30, 1991 resulted in prohibition of bilateral aid until quite recently. Thus all CLASP II participants since that time have been selected from within the private and non-governmental community with which USAID works in Haiti.

USAID and key personnel representing constitutional elements of the Haitian government (e.g. the Malval cabinet) collaborated closely in planning for restoration of the institutions of democratic governance following resolution of the political crisis. This was most visibly successful in a joint exercise to develop a National Education Plan, in which representatives of the public and private sector participated. Based on this and other similar experiences, the Mission believes that fostering a public-private partnership in policy reform and implementation is a necessary ingredient in the post-crisis development strategy.

Specifically, the recent experience in the education sector has shown that investing in people to achieve a critical mass of skilled leaders and opinion makers is essential. It is viewed as a key first step to help catalyze a process to achieve consensus on reforms needed in sectors important to achievement of national priorities. Developing this consensus is indispensable to formulate and pursue the reforms necessary to achieve sustainable economic growth and participatory democracy. In order to contribute to providing that critical mass of technically qualified opinion makers in Haiti, training will be used as a tool to achieve Mission strategic objectives. In this new training approach, investment emphasis will shift from the traditional process-level project input modality which has project implementation as the goal, to a program-level intervention which has achievement of the Mission's strategic objectives as it goal.

Realizing that USAID cannot satisfy all human capital formation training needs, this new approach will focus scarce USAID funds more effectively by first analyzing both the human resources constraints to achievement of the Mission's strategic objectives and the opportunities to invest in human capital formation which maximizes potential for impact on sustainable economic growth and participatory democratic behavior. As a first step in implementing this new human capital formation strategy, USAID/Haiti asked the Bureau for Latin America and the Caribbean (LAC) to assist it in identifying the human capital constraints to attainment of strategic objectives.

The manpower needs assessment undertaken by LAC/DR/EHR is found as Annex B to this PP amendment. The assessment leader interviewed USAID, government and private sector personnel in USAID's areas of strategic interest: health and population, education, agriculture/natural resources, private (commercial) sector development, and democracy/justice. In summary, the assessment recommends that USAID focus overall training resources in the near term on:

- adapting into other sectors the National Education Plan model of autonomous, stakeholder-based action planning (authority generation and codification of the planning unit; goal-setting; resource identification and harnessing; etc.);

- establishing procedural reforms which ease and decentralize transactions in all sectors: credit access, accounting, licensing.

- bridging private-public sector division in all sectors through joint dialog, applied techniques of teambuilding, group leadership, conflict resolution.

This focus on fostering a joint public-private stakeholder-based approach to policy dialogue and procedural reform and implementation requires attention in the immediate, short, medium and long-term. USAID proposes to do this as follows:

- in the short-term (1-2 years), emphasis will be on providing highly tailored short-term technical training for these teams and other senior decision-makers. Wherever possible, participants will be selected based on teams which represent public and private sector interests. At the same time, USAID will undertake a series of broader manpower and institutional assessments to determine more specific needs in the various technical sectors.

- in the medium- and longer-term (3-5, and 5+ years), USAID will implement this more intensive strategy for human capital formation through a two-pronged approach of training and technical assistance, which is summarized in Annex C. This will be carried out under specific projects in the key technical sectors, as well as through a proposed FY 1996 start Education/Training Project. Although broader in coverage and at the same time more focussed in terms of strategic impact, the new project will serve as the follow-on to CLASP II and the Mission's Basic Education project.

It should be noted that because the proposed short-term technical training in FY 1995/1996 is to be highly focussed on groups of upper-level policy decision-makers, the regional CLASP II criteria for socio-economic strata (70 percent) and gender (40 percent) may need to be superseded. That is, in keeping with its

overall strategy the Mission will still strive to meet gender and equity targets. However, in order to focus training on the actors that are most likely to be key in post-crisis policy reform and implementation, these targets may not be achievable in some instances. Project management will remain sensitive to the regional CLASP II criteria, but trainees selected under this amendment will not be specifically subject to them. Given the fact that the Mission has exceeded all targets in previous years, and the expected composition of decision-makers in the post-crisis period, it is likely that over the life of project the number of trainees from the lower socio-economic strata will not drop below 50 percent and the number of women will not drop below 25 percent. Incentives will be build in to encourage recruitment of qualified women trainees, particularly in non-traditional sectors.

This current CLASP II Project Amendment, in summary, is thus proposed to:

1) increase the CLASP II LOP funding by US$500,000 million to a new LOP total of US$2,904,000 to:

o provide training for carefully selected teams of upper-level public and private sector leaders and decision makers who will be molding and shaping post-crisis public/private strategic planning and implementation in sectors and institutions critical to economic and social reconstruction;

o modify the criteria for participants to focus primarily on upper-level leaders and decision makers in USAID's five strategic areas of interest, with LOP targets for the lower socio-economic strata and gender adjusted accordingly;

o continue USAID project management, monitoring and evaluation, including improved participant database management;

o provide personnel resources to guide the development of the follow-on new Education/Training project and the implementation of a human capital formation strategy.

2) extend the PACD by 12 months to provide adequate time for the transition to the proposed new Education/Training Project and other projects to occur.

B. Project Achievements to Date

Annex A of this PP provides a detailed listing of all participants trained through June 1994 under CLASP II, by gender, type of training, field, training period, and duration. Table 1 overleaf provides a summary of these data. It should be

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mentioned that achievements are all the more noteworthy due to the fact that they occurred during a period of major civil unrest, and that no new training starts were possible for an 11 month period from October 1991 through September 1992.

As reflected in the table, the project has been responsive to changing conditions in Haiti by increasing the sectoral emphasis on democracy and civic education, and by focussing on short-term skills transfer rather than longer-term degree programs. This emphasis on short-term skills transfer will be continued in the future, although the "democracy" focus will be more broad-based, with an emphasis on consensus building and negotiation skills in all technical areas.

The data in Annex A indicate that 42 percent of the trainees to date are females, thus exceeding the original CLASP II requirement of 40 percent. The last report on socioeconomic status by the LAC regional monitoring and evaluation contractor indicates that out of 87 trainees, 79, or 91 percent, were disadvantaged. The last two groups not mentioned in the report, i.e., 17 Civic educators and 5 Agricultural Technicians were in most cases disadvantaged. Therefore, it can be safely stated that a minimum of 85 percent of the CLASP II trainees to date were disadvantaged, thus significantly exceeding the original target of 70 percent.

In accordance with the desired end-of-project-status (EOPS) indicators, in quantitative measurements, as of this time all but 5 of the trainees have returned to their jobs and are applying the skills learned in the U.S.. The desired qualitative changes in their levels of responsibility and/or influence in the community have not been possible to measure due to the unstable conditions in Haiti during the LOP. However, strong interest and early participation in the new Alumni Association and its activities suggest that returned participants are anxious to maintain linkages with the U.S.

Table 1: Planned and Actual CLASP II Participants by Type and by Sector as of June 1994

Training Type/Sector	Planned LOP in PP	(%)	Actual as of 12/94	%
Health				
ST Technical	34		10	
LT Technical	8		0	
Academic	10		8	
Subtotal	52	34%	18	15%
Agriculture/Nat.Res.				
ST Technical	16		14	
LT Technical	4		6	
Academic	2		0	
Subtotal	22	14%	20	17%
Education				
ST Technical	34		35*	
LT Technical	3		5	
Academic	2		0	
Subtotal	39	25%	40*	33%
Pvt (Commercial) Sector				
ST Technical	18		10	
LT Technical	4		0	
Academic	0		0	
Subtotal	22	14%	10	8%
Democracy				
ST Technical	18		32	
LT Technical	0		0	
Academic	0		0	
Subtotal	18	12%	32	27%
Subtotals				
ST Technical	120	78%	101	84%
LT Technical	19	12%	11	9%
Academic	14	14%	8	7%
TOTALS	**153**	**100%**	**120**	**100%**

Notes:

* 35 of the education participants were in Civic Education, which is considered supportive of the democracy sector as well.

Source: USAID/HRD, December 14, 1994

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C. Conformance with USAID Strategy

The overall goal of the USAID/Haiti program remains the same as before the coup: to advance the establishment of the necessary conditions for the majority of the Haitian people to improve the quality of their lives. This goal, and the strategic objectives that contribute to its achievement, were first articulated in the September 1991 Country Development Strategy Statement (CDSS), and later reconfirmed in the Mission's FY 1995-2000 Program Objectives Document (POD) of April 1993. The latter was approved by USAID's Bureau for Latin America and the Caribbean (LAC) in June 1993.

The POD defines the "necessary conditions" for Haitians to improve the quality of their lives as: 1) public and private democratic institutions that reinforce the rule of law, foster respect for human rights and respond to the needs of the Haitian people, 2) sustainable, private sector led, equitable economic growth and development, and 3) protection and development of the human resources needed to lay a sound basis for enduring democracy and sustained economic growth. This three conditions form the basis for the Mission's approved strategic objectives.

The CLASP II project, and particularly the proposed amendment, responds to all three of the objectives. Through the focus on selecting participants with a view to developing policy dialogue teams from public and private sector venues, the project will foster collaboration and mutual respect between public and private democratic institutions and individuals. Its emphasis on training in key cross-cutting areas such as policy analysis, administrative reform and decentralization will directly contribute to sustainability of economic development efforts. And, as elaborated in Annex C, its investment in human capital overall directly supports the protection and development of Haiti's human resource base. Finally, the formation of policy and procedural reform teams that is fostered under the extension period should provide a significant "value-added" for other Mission investments in discrete projects in specific technical areas.

The relationship of the CLASP II project and the proposed amendment to these objectives is reinforced in the recently completed FY 1995-FY 1996 Action Plan. The Action Plan states that the funding provided under this CLASP II amendment will provide for immediate impact while medium and long term impact interventions, such as those proposed under the new Education/Training project, are designed.

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III. REVISED PROJECT DESCRIPTION

A. Goal and Purpose

The Mission Project Goal remains the same as in the original PP, that is, to promote broad-based economic and social development in Haiti. The sub-goal for the remaining three years of the project has been narrowed slightly: to encourage and strengthen ~~free enterprise within a~~ democratic systems for ~~democratic pluralism~~ social and economic reconstruction of the country. The Mission believes that the systems for democratic pluralism must be strengthened if the benefits of free enterprise are to be broad-based and equitable.

The Mission Project Purpose is also modified in recognition of the assumption that democracy is a pre-condition for equitable economic growth in Haiti. The modified purpose simply reverses the order of the two, and now reads: to equip a broad base of leaders and potential leaders in Haiti with technical skills, training and academic education and an appreciation and understanding of the workings of democratic processes in a free enterprise economy.

The end-of-project status indicators remain essentially the same, and, as indicated in section II.B., are being achieved. The returned scholars are to be employed in their respective fields of expertise and to be applying the skills learned in the U.S. It is expected that the returned scholars will be active and influential in community or professional affairs and that they will maintain some relationship with the U.S. through individual and professional contacts, including the Alumni Association. Scholars will have been exposed to some aspects of U.S. life, values and institutions and will have developed new perspectives on how they, on a professional, institutional, or community level, can contribute to a more equitable and democratic society in Haiti.

B. Project Outputs and Inputs

1. Participant Training

The project strategy to achieve the stated purpose will not change significantly from what was stated in the original PP:

> The Mission will seek to achieve the project purpose by providing training for individuals with a significant potential for contributing to the development of a democratic system and broad based economic development in Haiti. (CLASP II PP, page 30)

However, where the original PP emphasis development of new leadership from rural areas and non-traditional organizations,

the amendment recognizes that some rebuilding of more traditional institutions is necessary. Thus trainees under the extension period will be drawn from the middle-level decision-makers of the more established public and private sector entities that will form the policy and administrative leadership in the reconstruction period.

Table 2 overleaf provides a summary of the planned, actual and proposed CLASP II participants by type and by sector for the life of the project. The projections are based on the guidance provided in the needs assessment at Annex B. For each of the Mission's five areas of strategic interest, it is assumed that a ten person core policy team for each area (five public sector, five private sector) would be funded for short-term training in FY 1995 or FY 1996. Because of relative strategic importance, 10 additional persons are included in the "democracy" area, to account for the justice sub-sector and 6 additional persons are shown in agriculture to account for the environmental sub-sector. This shows up in Table 2 as a total of 66 additional short-term participants over the remainder of the project.

The exact training objectives and technical specifications for the training will be developed by the USAID technical offices in consultation with HRD. The objectives will follow the priorities reported in Annex B, with particular attention to those areas that promote joint public-private sector dialogue, reform and action.

As described in section IV, Budget, approximately 15 of the new trainees will be sent during FY 1995 and the remaining 51 in the first quarter of FY 1996. It is important that all planning for the FY 1996 training take place in late FY 1995, and that the FY 1996 obligation take place early, so that all participants return to Haiti at least six months prior to the PACD, which would mean February 28, 1996.

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Table 2: Planned, Actual and Proposed CLASP II Participants by Type and by Sector LOP

Training Type/Sector	Planned LOP	(%)	Actual 12/94	(%)	Proposed 1/95-12/96		New LOP Totals	(%)
Health								
ST Technical	34		10		10		20	
LT Technical	8		0		0		0	
Academic	10		8		0		8	
Subtotal	52	(34)	18	(15)	10		28	(15)
Agriculture/Nat.Res.								
ST Technical	16		14		16		30	
LT Technical	4		6		0		6	
Academic	2		0		0		0	
Subtotal	22	(14)	20	(17)	16		36	(19)
Education								
ST Technical	34		35*		10		45*	
LT Technical	3		5		0		5	
Academic	2		0		0		0	
Subtotal	39	(25)	40*	(33)	10		50	(27)
Pvt. (Commercial) Sector								
ST Technical	18		10		10		20	
LT Technical	4		0		0		0	
Academic	0		0		0		0	
Subtotal	22	(14)	10	(8)	10		20	(11)
Democracy								
ST Technical	18		32		20		52	
LT Technical	0		0		0		0	
Academic	0		0		0		0	
Subtotal	18	(12)	32	(29)	20		52	(28)
Subtotals								
ST Technical	120	(78)	101	(84)	66	(100)	167	(90)
LT Technical	19	(12)	11	(9)	0	(0)	11	(6)
Academic	14	(14)	8	(7)	0	(0)	8	(4)
TOTALS	**153**	**(100)**	**120**	**(100)**	**66**	**(100)**	**186**	**(100)**

Notes:
* 35 of the education participants were in Civic Education, which is considered supportive of the democracy sector as well.
** Includes all participants in English Language Training as of June 1994

Candidates will be identified through a consultative process among the USAID technical office, relevant governmental officials and significant private sector leaders. As mentioned earlier and elaborated in Annex B:

> ...normal CLASP selection criteria and procedures should be suspended or amended as necessary for this exceptional extension period. Observing normal CLASP screening criteria that 70 percent of training candidates must come from disadvantaged socioeconomic backgrounds and that 40 percent must be women, may not allow USAID/Haiti to select the policy reform and planning leaders that it wishes to target with limited CLASP II funds. Furthermore, the stage-by-stage competitive process of candidate review and selection may need telescoping into a more executive, nomination-based approach which takes account of who is available as well as who is wanted for training. (Annex B, pp. 1-2).

Given USAID's history and longevity in Haiti, a nomination-based approach led by the technical offices in consultation with USAID/HRD's training office is viewed as appropriate and feasible. At this time, the Mission anticipates being able to continue to use a buy in with Partners in International Education and Training (PIET) for participant placement. PIET's current contract with USAID/Washington/OIT expires in September 1995, but has provision for up to three one-year extensions if merited. Should the PIET contract not be extended, USAID/Haiti will buy-in to whichever central contract OIT recommends. (Given the amount of the amendment, and the fact that there will be so little time left under CLASP II after the OIT contract expires, a separately-let competitive contract is not seen as feasible).

2. Follow-On

The project will also retain its emphasis on Follow-On activities and will continue support to a local contractor, the Centre de Formation et d'Encadrement Technique (CFET) for the remaining year of the contract. In its first year, CFET identified and begun registering all U.S. participants, and convened a convention to form an alumni association and drafted by-laws. It is currently developing a step-by-step plan to encourage the Alumni Association's self-sufficiency. By the end of the contract, the newly-formed alumni association will be a legally-registered entity, with a strategic plan and operational guidelines fostering its sustainability over time.

3. Monitoring and Information Systems

The project will continue to develop the participant information database. USAID/HRD is currently maintaining two databases, the PTMS (Participant Training Management System) and the CIS (CLASP II Information System).

The CIS system was installed by the regional monitoring and evaluation contractor (Aguirre International) as part of its regional CLASP II responsibilities. The system comprises a database on all of the participants who have received training under the PTIIC, CLASP II and LAC training programs. Fields include vital statistics, home and work addresses, type of training received, training location, courses taken and dates of training. The system allows real time quantitative monitoring of overall project performance. The CIS system is required by LAC under the regional CLASP II project, and will be maintained throughout the LOP.

The PTMS system is required by OIT and Handbook 10, and covers all participants funded by the Mission since 1985, including those sent by technical offices. (The CIS data are basically a subset of PTMS). The PTMS provides standard biographical information as well as some program specific data.

The PTMS version currently in use in Haiti is version 2.2, as compared to version 6.1 in use in Washington. Because it is old, the system is quite slow and cumbersome compared to the CIS. When the regional CLASP II project ends it will be more practical to combine the two systems into one user-friendly management tool, preferably under the newest PTMS version available from Washington. For this reason, funding totalling approximately US$19,000 will be provided in FY 95 for USAID/HRD to purchase the necessary hardware and software to integrate and upgrade the two systems.

C. Project Management, Monitoring and Evaluation

The project will continue to be managed by USAID/Haiti's Human Resources and Democracy Office (HRD). Project funding will continue to be used for two positions in HRD, a Training Assistant and a Secretary. As stated above, approximately US$19,000 is proposed for FY 95 for purchase of informatics hardware and software to support information management needs.

Project funding will also be used for an off-shore Personal Services Contractor (PSC) to serve as the Mission's Human Resources Advisor. The PSC will maintain substantive involvement in development of a countrywide and Missionwide human resource strategy. S/he will also work with GOH ministries, private institutions and USAID technical sector offices to assure that development of human resources needed for reconstruction, medium and long term development in each technical sector is included as necessary in project and program plans and coordinated with other donors. Funding for the position for a one year period is provided under this amendment, with funding under the subsequent year to come from the new Education/Training Project. A full Scope of Work is on file at HRD.

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- The needed computer equipment costs of USUS$19,000;
- One year of a Secretary at US$12,000 estimate;
- An audit of CFET in FY 96 at US$10,000 estimate;
- 66 new short-term trainees, @ US$8300, at US$547,800 estimate. The US$8300 per trainee represents an historical average and is considered appropriate for budget purposes.

Assuming the Advisor is hired in the second quarter FY 95, this means that the FY 95 obligation of $258,000 would cover:

- US$100,000 toward the first 8 months of the Advisor;
- US$19,000 for the computer equipment;
- US$12,000 for one full year of the Secretary;
- approximately 15 short-term participants each at US$8,300 average.

Because of the requirement that all trainees return to Haiti six months prior to the PACD, the FY 96 obligation of US$500,000 would need to be early in the first quarter so that the remaining 51 participants could leave and return no later than February 28, 1996. The rest of the funding would cover the CFET audit and incremental funding of the Advisor prior to the new Education/Training project coming on stream.

Table 3: CLASP II, Proposed Revised LOP Obligations (Dollars 1,000)

Project Element	Planned LOP Obl.	Obligated Thru FY 94	Add'l FY 95	Add'l FY 96	NEW LOP TOTALS
Training					
Placemt	-	641	0	0	641
Pre-Depart.	-	357	0*	0*	357
Technical	1,614	546	127	420	1,093
Academic	594	245	0	0	245
Follow-On	-	99	0	0	99
Project Mgmt	144	258	131	70	459
Audits/Eval/Cont.	52	0	0	10	10
Totals	2,404	2,146	258	500	2,904

* Pre-departure costs are included in total training estimates.

Table 4: CLASP II, Proposed Revised Allocation of Project Resources (Dollars 1,000)

Project Element	Planned LOP Obligations	(%)	Proposed Revised LOP Obligations	(%)
Training				
Placemnt.	-	-	641	(22)
Pre-Dep.	-	-	357	(12)
Technical	1,614	(67)	1,093	(38)
Academic	594	(25)	245	(8)
Follow-On	-	-	99	(3)
Project Mgmt	144	(6)	459	(16)
Audits/Eval/Conting	52	(2)	10	(1)
Totals	2,404	(100)	2,904	(100)

Table 5
Methods of Implementation and Financing ($000)

		Original	Revised
1. Direct AID Contract			
Buy-in to OIT contract for participant training	Dir. Reimbursement	$2,014	$1,978
Local contracts for ELT, orientations and follow on seminars, and Alumni Association	Dir. Reimbursement/ Direct Payment	194	457
2. Project Management PSCs	Direct Payment	144	459
3. Evaluations	Dir. AID contract/ Dir. Reimbursement	40	
4. Audit	Dir. AID contract/ Dir. Reimbursement		10
5. Inflation/contingencies		12	
Total		$2,404	$2,904

ANNEX A

CLASP II PARTICIPANTS

CLASP II PARTICIPANTS TRAINED FOR FY91
REPRODUCTIVE HEALTH, PIO/P No. 521-0227-1-10003

Name (Last, First)	Position	Training subject area	Training dates	Type of training	Estimated cost	Training Institution
Bien-Aime, Jean Melki (M)	Nurse's Aid in charge of dispensary, Ministry of Public Health	Reproductive Health	01/26-03/09/91	Short-term technical	$5,000	University of South Florida
Charles, Solange (F)	Nurse's Aid in charge of dispensary, Ministry of Public Health	"	"	"	"	"
Eveillard, Jocelyne (F)	Nurse's Aid in charge of dispensary, Ministry of Public Health	"	"	"	"	"
Honorat, Arnide (F)	Nurse's Aid in charge of dispensary, Ministry of Public Health	"	"	"	"	"
Jean, Marie Rosette (F)	Nurse's Aid in charge of Family Planning, Ministry of Public Health	"	"	"	"	"
Jean-Bernard, Lisette (F)	Nurse's Aid in charge of Family Planning, Ministry of Public Health	"	"	"	"	"
Pierre, Marie Leante (F)	Nurse's Aid in charge of dispensary, Ministry of Public Health	"	"	"	"	"
Riffin, Marie Lucie (F)	Nurse's Aid in charge of Nutrition and Family Planning, Ministry of Public Health	"	"	"	"	"
Saint-Fleur, Elitha (F)	Assistant to the Medical Director, Hopital Bienfaisance	"	"	"	"	"

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Name (Last, First)	Position	Training subject area	Training dates	Type of training	Estimated cost	Training Institution
Victor, Alma B. (F)	Nurse's Aid in charge of Family Planning, Ministry of Public Health	"	"	"	"	"
TOTAL: 10 TJFs (1M, 9F)					$50,000	

PARTICIPANTS TRAINED FOR FY91
TRAINING PROGRAMS IN HEALTH

PIO/P#	Name (Last, First)	Position	Training subject area	Training dates	Type of training	Estimated cost	Training Institution
10042	Lablaiere, Yvon (M)	Project Coordinator/Medical Director, Ministry of Public Health	Public Health (Master's)Health Planning and Management	06/23/91 12/23/92	Long-term Academic	$52,000	Tulane University
10043	Pierre-Louis, Jean-Robert (M)	Director, St. Marc Health District, Ministry of Pulic Health	Public Health (Master's)/Health Planning and Management	"	"	"	"
10050	Laine, Angelina (F)	In charge of Priority Health Programs, Ministry of Public Health	Public Health (Master's)/ Information Education and Communication	"	"	"	"
10051	Marhone Pierre, Joselyne (F)	Deputy Director of the Nurtrition Coordination Office, Ministry of Public Health	Public Health (Master's)/ Nutrition Planning	"	"	"	"
10052	Creed, Rose Odile (F)	Head Nurse, Fort-Liberte Health District, Ministry of Public Health	Public Health (Master's)/ Information Education and Communication	"	"	"	"
10080	Ferdinand, Jean Eric (M)	Area Director of Anse-à-Galet, Ministry of Public Health	Public Health (Master's)/Health Planning and Management	"	"	"	"
10081	Joseph, Yves A. Patrice (M)	Health Project Coordinator, Association of Private Health Institution (AOPS)	Public Health (Master's)/Maternal and Child Health	"	"	"	"
10082	Brunache, Paula S. (F)	Health District Nurse, Ministry of Public Health	Public Health (Master's)/Maternal and Child Health	"	"	"	"
	TOTAL: 8 TJAFs (4 M, 4 F)					$416,000	

CLASP II PARTICIPANTS TRAINED FOR FY 94
ENVIRONMENT/NATURAL RESOURCE MANAGEMENT, PIO/P NO. 521-0227-1-40018

Name (Last, First)	Position	Training subject area	Training dates	Type of training	Estimated cost	Training Institution
Berard, Frantz (M)	Agricultural Technician, UNICORS	Environment and Natural Resource Management	05/94 - 06/94	Short-term technical	$9,000	Oregon State University
Fabis, Plaisandieu (M)	Agricultural Technician, Ministry of Agriculture	"	"	"	"	"
Louis-Jean, Jacques Vanel (M)	Agricultural Technician, UNICORS	"	"	"	"	"
Louissaint, Clampitch (M)	Agricultural Technician, Ministry of Agriculture	"	"	"	"	"
Victor, Marie Danielle (F)	Agricultural Technician, Ministry of Agriculture	"	"	"	"	"
TOTAL: 5 TJFs (4 M, 1 F)					$45,000	

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PTIIC PARTICIPANTS PARTIALLY FUNDED UNDER CLASP II

PIO/P#	Name (Last, First)	Position	Training subject area	Training dates	Type of training	Estimated cost	Training Institution
20002	Jean-Jacques, Marie Ener (F)	N/A	Pharmacognosy (Master's)	08/88-05/92	Long-term Academic	$5,650[1]	University of Mississippi
20003	Telfort, Jorave	N/A	Agro-Industry, AA/AS	08/88-12/91	Long-term Academic	$3,415[2]	Ohio State University

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[1] Non-funded PIO/P - covered by PIET under PIO/T No. 521-0227-3-00129 (Health Account)

[2] Non-funded PIO/P - covered by PIET under PIO/T No. 521-0227-3-00131 (ARDN Account)

CLASP II PARTICIPANTS TRAINED FOR (FY93)
PRIVATE SECTOR MANAGEMENT TRAINING - PIO/P No. 521-0227-1-10191/20089

Name (Last, First)	Position	Training subject area	Training dates	Type of training	Estimated cost	Training Institution
Davilma, Edy (M)	Electrical Supervisor INMETAL D'HAITI, S.A.	Private Sector Management Trg.	03/21-04/30/93	Short-term Tech.	$7,729	Tuskegee University
Desroslers, St.Aubert (M)	Painting/sculpture shop-owner	"	"	"	"	"
Douglas, Elvire (F)	Technical Services Asst./Women Promotion, World Vision International	"	"	"	"	"
Dubois, Samuel J. (M)	Director, Technic Shop	"	"	"	"	"
Evariste, Wilfrid (M)	Stock Manager/Chief Accountant, Maison Laroche, Cap Haitien	"	"	"	"	"
Georges, Gussie (F)	Part-time Secretary at Association des Producteurs Agricoles (APA) and Bakery owner	"	"	"	"	"
Jean, Jonas (M)	Production Supervisor INMETAL D'HAITI, S.A.	"	"	"	"	"
Lambert, Dulame (M)	Sewing Store Owner Shop Lambert	"	"	"	"	"
Morantus, Louides (M)	Production Supervisor NABATCO	"	"	"	"	"

CLASP II PARTICIPANTS TRAINED FOR FY93
SUSTAINABLE AGRICULTURE, PIO/P NO. 521-0227-1-10179/10258/30035

Name (Last, First)	Position	Training subject area	Training dates	Type of training	Estimated cost	Training Institution
Joseph, Joseph dit Georges (M)	Agricultural Tech. UNICORS	Sustainable Ag.	03/21-04/30/93	Short-term Tech.	$8,925	Tuskegee University
Aldime, Jean Raguel (M)	Agricultural Tech. UNICORS	"	"	"	"	"
Andre, Claude Emile (M)	Agricultural Tech. UNICORS	"	"	"	"	"
Jean, Makenson (M)	Agricultural Tech. Orgnization for the Development of the North (ODN)	"	"	"	"	"
Jean-Gilles, Serge (M)	Agricultural Tech. Ministry of Ag.	"	"	"	"	"
Joseph, Fernand (M)	Agricultural Tech. Save the Children Federation	"	"	"	"	"
St. Vil, Jerica (F)	Agricultural Tech. Macaya Biosphere Project	"	"	"	"	"
Fenis, Filemon (M)	Responsible for Ag. Save the Children Federation	"	"	"	"	"
Zephyr, Jean-Francois (M)	Project Coordinator Integrated Rural Development	"	"	"	"	"
TOTAL: 9 TJFs (8 M, 1 F)					$80,329	

Name (Last, First)	Position	Training subject area	Training dates	Type of training	Estimated cost	Training Institution
qPean, Francois, H (M)	Owner of an Auto Parts Store	*	*	*	*	*
TOTAL: 10 TJFs (8 M, 2 F)					$77,289	

CLASP II PARTICIPANTS TRAINED FOR FY93
CIVIC EDUCATION, PIO/P No. 521-0227-1-30142

Name (Last, First)	Position	Training subject area	Training dates	Type of training	Estimated cost	Training Institution
Baptiste, Marie Chantal (F)	Teacher Trainer, Ecole Normale des Professeurs de St. Louis de Gonzague	Civic Education	9/25-11/06/93	Short-term technical	$6,294	Florida State University
Bauzile, Gerard (M)	Teacher Trainer/ Inspector, Ecole Normale de Frères	"	"	"	"	"
Cassange, Jean-Claude (M)	Teacher Trainer, Ecole Normale de la Mission Evangelique Baptiste du Sud d'Haiti	"	"	"	"	"
Charles, Anthony (M)	Teacher Trainer, Ecole Normale de la Mission Evangelique Baptiste du Sud d'Haiti	"	"	"	"	"
Delva, Marie Cecile (F)	Teacher Trainer, Ecole Normale des Professeurs de St. Louis de Gonzague	"	"	"	"	"
Etienne, Wildenes (M)	Teacher Trainer, Ecole Normale de L"Universite Adventiste de Diquini	"	"	"	"	"
Henry, Joseph Walter (M)	Teacher Trainer, Ecole Normale de Freres	"	"	"	"	"
Henry, Marie Friguette (F)	Teacher Trainer, Ecole Normale des Professeurs de St. Louis de Gonzague	"	"	"	"	"

Name (Last, First)	Position	Training subject area	Training dates	Type of training	Estimated cost	Training Institution
Henry, Yves (M)	Teacher Trainer/Asst. Director, Ecole Normale de Freres	"	"	"	"	"
Jean, Raymonde (F)	Teacher Trainer/Co-Director, Ecole Normale de L'Universite Adventiste de Diquini	"	"	"	"	"
Jean-Claude, Marie Norma (F)	Teacher Trainer/DirectorEcole Normale de la Mission Evangelique Baptiste du Sud d'Haiti	"	"	"	"	"
Jean-Francois, Lesly (M)	Teacher Trainer, Ecole Normale de l'Universite Adventiste de Diquini	"	"	"	"	"
Jen-Francois, Renotte (F)	Teacher Trainer, Centre de Recherche et d'Education Continue (CEREC)	"	"	"	"	"
Jeanty, Gabriel (M)	Teacher Trainer, Ecole Normale des Professeurs de St. Louis de Gonzague	"	"	"	"	"
Lebrun, Jean-Joseph (M)	Teacher Trainer/DirectorEcole Normale de l'Universite Adventiste de Diquini	"	"	"	"	"

Name (Last, First)	Position	Training subject area	Training dates	Type of training	Estimated cost	Training Institution
Pierre, Phebee (F)	Teacher Trainer/Director Ecole Normale de l'Universite Adventiste de Diquini	"	"	"	"	"
Plaisimond, Thomas (M)	Teacher Trainer/Co-Director, Ecole Normale de la Mission Evangelique Baptiste du Sud d'Haiti	"	"	"	"	"
TOTAL: 17 TJFs (10M, 7F)					$116,000	

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CLASP II PARTICIPANTS TRAINED FOR FY91
CIVIC EDUCATION, PIO/P No. 521-0227-1-10187/10250/20096

Name (Last, First)	Position	Training subject area	Training dates	Type of training	Estimated cost	Training Institution
Antoine, Jean-Felix (M)	Primary School Inspector, Haiti Protestant Schools Federation	Civic Education	09/28-11/09/91	Short-term technical	$6,223	Florida State University
Augustin, Elias (F)	Primary School Principal, Haitian Foundation for Private Education (FONHEP)	"	"	"	"	"
Boisrond, Marie France (F)	Primary School Teacher Ministry of National Education	"	"	"	"	"
Casimyr, Antonio (M)	Teacher Trainer, Ministry of National Education	"	"	"	"	"
Cayemitte, J. H. Louis (M)	Primary School Principal, Ministry of National Education	"	"	"	"	"
Delorme, Marie Claudette (F)	Primary School Teacher, Ministry of National Education	"	"	"	"	"
Dumay, Magalie (F)	Primary School Teacher, Ministry of National Education	"	"	"	"	"
Dyo, Jean-Joseph (M)	Primary School Inspector, Haitian Foundation for Private Education (FONHEP)	"	"	"	"	"

Name (Last, First)	Position	Training subject area	Training dates	Type of training	Estimated cost	Training Institution
Etienne, Jean-Fritzner (M)	Primary School Principal, Ministry of National Education	"	"	"	"	"
Georges, Marie Paule (F)	Primary School Teacher, Ministry of National Education	"	"	"	"	"
Jean-Baptiste, Enos (M)	Primary School Principal, Ministry of National Education	"	"	"	"	"
Jean-Jacques, Claudette (F)	Primary School Teacher, Ministry of National Education	"	"	"	"	"
Leveille, Patricia (F)	Primary School Principal, Ministry of National Education	"	"	"	"	"
Louis, Charlemagne (M)	Primary School Principal, Haitian Foundation for Private Education (FONHEP)	"	"	"	"	"
Louis, Julienne (F)	Primary School Teacher, Ministry of National Education	"	"	"	"	"
Michel, Marie Polane (F)	Primary School Principal, Haitian Foundation for Private Education	"	"	"	"	"
Mérancy, Gestie (F)	Primary School Teacher, Ministry of National Education	"	"	"	"	"

Name (Last, First)	Position	Training subject area	Training dates	Type of training	Estimated cost	Training institution
Provil, M. Rose Daniel (F)	Primary School Teacher, Ministry of National Education	"	"	"	"	"
TOTAL: 18 TJFs (7M, 11F)					$112,000	

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CLASP II PARTICIPANTS TRAINED FOR (FY91)
TRAINING PROGRAM IN JOURNALISM - PIO/P NO. 521-0227-1-10190/10248/10251/20005

Name (Last, First)	Position	Training subject area	Training dates	Type of training	Estimated cost	Training Institution
Abollard, Fritz (M)	Journalist, Radio Soleil	Training in Journalism	09/14-10/16/91	Short-term Tech.	$6,451	Tuskegee University
Balline, Nicole (F)	Journalist, Radio Express-Continental	"	"	"	"	"
Delva, Joseph Guyler (M)	Chief Editor, Radio Telediffusion Cayenne (RTC)	"	"	"	"	"
Gervais, Darlie (F)	Journalist, Haiti National T.V. Station (TNH)	"	"	"	"	"
Harris, Blodine Widelene (F)	News Commentator, Radio Metropole	"	"	"	"	"
Jeune, Arlette (F)	Journalist/Reporter, Voice of America	"	"	"	"	"
Linder Martine (F)	Journalist, Radio Soleil	"	"	"	"	"
Philippe, Jean-Robert (M)	News Coordinator, Haiti National Radio Children Federation	"	"	"	"	"
Prophete, Emmelie (F)	Journalist, Radio Galaxie	"	"	"	"	"
Saint-Surin, Jean-Ronald (M)	Journalist, Radio Lakanoyel	"	"	"	"	"
Sincere, Montigene (M)	Journalist, Radio Lumiere	"	"	"	"	"

Name (Last, First)	Position	Training subject area	Training dates	Type of training	Estimated cost	Training Institution
Mengual, Yolette (F)	News Coordinator, Radio Lakamyel	"	"	"	"	"
TOTAL: 12 TJFs (5 M, 7 F)					$77,406	

Name (Last, First)	Position	Training subject area	Training dates	Type of training	Estimated cost	Training institution
Jocelyn, Jacques (M)	Journalist, Radio Plus	"	"	"	"	"
Joseph, Frants D. (M)	Administrator, Radio Independance	"	"	"	"	"
Manigat, Pierre (M)	Writer/Reporter, Journal Le Nouvelliste	"	"	"	"	"
Paul, Jean Mario (M)	Journalist, Radio Antilles	"	"	"	"	"
Pressendieu, Lesly (M)	Director of Programming, Radio St. Marc	"	"	"	"	"
Riquet, Michel (M)	Journalist/Anchorman, Radio Metropole	"	"	"	"	"
Valet, Jean Daly (M)	Presenter/Reporter, Radio Signal FM	"	"	"	"	"
Vincent, Eder (M)	Newsroom Director, Radio 4VTS	"	"	"	"	"
TOTAL: 20 TJFs (18 M, 2 F)					$160,000	

CLASP II PARTICIPANTS TRAINED FOR FY92
TRAINING PROGRAM IN JOURNALISM - PIO/P NO. 521-0227-1-20074

Name (Last, First)	Position	Training subject area	Training dates	Type of training	Estimated cost	Training Institution
Beauliere, Pierre Nazon (M)	Journalist, Radio Tele Express	Training in Journalism	10/25-12/18/92	Short-term Tech.	$8,000	Institute for Training and Development (ITD)
Billon, Fernand (M)	Journalist, Radio Soleil	"	"	"	"	"
Cajeste, Lindhart (M)	Assistant Editor-in-Chief, Journal Le Matin	"	"	"	"	"
Calixte, Fritz Gerald (M)	Assistant Director, Radio Independance	"	"	"	"	"
Cherfils, Marielle (F)	Journalist, Radio Citadelle	"	"	"	"	"
Dalmar Amilcar (M)	Journalist, Radio 4VEH	"	"	"	"	"
Derange, Norluck (M)	Journalist/Reporter, Haiti en Marche	"	"	"	"	"
Dubois, Evens (M)	Journalist, Radio Soleil	"	"	"	"	"
Fanfan, Jean Maryo (M)	News Coordinator, Radio Tropic F.M.	"	"	"	"	"
Fleury, Jean-Robert (M)	Reporter, Balance Magazine	"	"	"	"	"
Gaudier, Marjorie (F)	Journalist/Anchorman, Radio Plus	"	"	"	"	"
Jeanvier, Yvon (M)	Journalist, Radio Grand'Anse	"	"	"	"	"

ANNEX B

LAC/DR/EHR TECHNICAL RECOMMENDATIONS

SUMMARY ASSESSMENT OF TRAINING AREA PRIORITIES FOR THE USAID/HAITI CLASP EXTENSION

June 11, 1994

by: John Jessup, EdD
LAC/RSD/EHR (on TDY)

1. Background: Pending project authorization and funding of a new, encompassing general training activity, DTTA (Development Training and Technical Assistance), which is not expected to start enrolling trainees before January 1996, the current CLASP training project will be extended beyond its current expiration date in August 1995. "August 1995" actually means that CLASP trainees must have returned to country six months earlier, by February 1995, to allow time for follow-on activities to take place; they would have to be sent for training no later than the fall or winter of 1994.

A 24-month project extension to August 1997 would allow additional participant trainees to be sent for U.S. short-term training throughout 1996 returning by February 1997. This overlap with planned implementation dates for DTTA would allow for possible slippage of DTTA authorization, funding and competitive contract procurement.

2. Shaping the CLASP extension: At present, scant funds mean a scant number of prospective trainees under the CLASP extension, perhaps 10-12 in all sectors sent on short-term training enrollments 8-12 weeks long. Although it is not wise to prescribe the length of short-term training (STT) enrollments before individual training needs and available programs are known, clearly long-term training (LTT) enrollments of nine months or more, whether for academic degrees or for technical skill development, are out of the question for the CLASP extension period.

English language readiness: STT enrollments are not usually long enough to justify the cost of prior English language courses. This will be even more true with CLASP-extension trainees, forcing selection in the direction of Haitians who already know English. "Off the shelf" (readymade) courses at U.S. institutions in French exist, in limited number. Designing special courses taught in French for small numbers may be prohibitive; use of interpreters is one answer, which also adds substantially to the cost.

To achieve meaningful impact from a modest amount of training, normal CLASP selection criteria and procedures should be suspended or amended as necessary for this exceptional extension period. Observing normal CLASP screening criteria that 70% of training candidates must come from disadvantaged socioeconomic backgrounds and that 40% be women, may not allow USAID/Haiti to select the policy reform and planning leaders it wishes to target with its limited CLASP funds. Furthermore, the stage-by-stage competitive

process of candidate review and selection may need telescoping into a more executive, nomination-based approach which takes account of who is available as well as who is wanted for training.

3. General rationale and challenge: The thinking is that during the period ahead while resolution of the present political impasse takes place before normal development activity can resume, time will be wasted if preparations in skill development are not made during the current interim which can be applied immediately upon the restoration of more normal working conditions. A large and speedy allocation of resources for reconstruction or institutional restructuring may follow normalization, for which it would be prudent to have both project ideas and necessary skills already in place.

The trick is to select trainees a) who can produce in time sufficient impact at policymaking, institutional reform or planning levels to justify investment of scarce resources in their training; b) whose current political status permits them to take advantage of U.S. training but does not make them ineligible or unavailable for subsequent work with USAID; and c) who do not require direct dealings by USAID with the de facto authorities in arranging proposed training enrollments. (Currently employed public servants are not automatically excluded from consideration under CLASP extension. Future influentials may be found among them whom the Mission should be preparing now for high-impact contribution later.)

Given these constraints, the following areas or types of STT suggest themselves after consultation with USAID/Haiti staff and Haitian leaders in agriculture, education, health and private foundations.

I did not ask for names yet of CLASP extension training candidates, since STT enrollments may not take place for another several months. More important for purposes of project paper amendment was a rank-ordering of priorities.

4. Priority areas. The following broad areas are reflected in the language of USAID/Haiti's original CLASP project paper. The activities come from local consultations this week.

Agriculture:
- decentralization of operations;
- enabling service delivery by private sector, e.g. agricultural credit by banks, rather than direct public sector delivery.

(PADO wishes to confirm/verify.)

Health:
- decentralization of payment/reimbursement procedures to grantees in the field (reforms in Finance Ministry procedures).

(More coming from HPNO.)

Education: (FONEP)	- coordination and decentralization of public, private sectors in primary education; - teacher testing, training and remediation.
Private sector:	- support of microenterprises through reform (simplification) of Haitian accounting, credit, licensing requirements.
Democracy:	- promoting rule of law and evenhanded procedures of justice administration. - improvement in ethical level and functional efficiency of the Haitian parliament.

5. Training areas in more detail:

The original CLASP project paper list of training fields identified (Attachment A) may serve as source for further training if policy-level candidates cannot be readily identified in any given sector. However, the listing was meant for high-volume, cumulative-impact enrollments and may not present ideas useful to the CLASP extension objectives.

Instead, further ideas from current assessment efforts might serve the project better.

Overall:

1. **Adapting into other sectors the National Education Plan model of autonomous, stakeholder-based action planning (authority generation and codification of the planning unit; goal-setting; resource identification and harnessing; activity definition, prioritizing, delegation; planning the activity monitoring-evaluation-adjustment cycle).**

2. **Establishing procedural reforms which ease and decentralize transactions in all sectors: credit access, accounting, licensing. Target may be Finance or Planning ministries.**

3. **Bridging private-public sector divisions in all sectors through joint dialog, applied techniques of teambuilding, group leadership, conflict resolution.**

Agriculture:

1. **Agricultural industrial development: positioning selected Haitian agricultural products for free trade area export.**

2. **Planning a viable food security policy for Haiti.**

3. Advancement of Energy and Natural Resource Management Plan for design, approval, social marketing, organizational structuring/reform, implementation.

4. Developing AgMin capacity for agricultural datagathering and statistical manipulation as a management-planning tool.

Education:

1. Planning educational outreach and decentralization through:

1a - feasibility study and planning of distance education (use of local radio, non-formal education approaches, building in response or discussion mechanisms). (Possibly IIBE-funded)

1b - Planning for curriculum reform and teacher training in the direction of interactive, participatory instruction.

1c - Planning for regional or district-level implementation of national, standardized achievement norms and testing.

2. Planning reform and institutionalization of vocational training, starting with workforce analysis (skill deficit vs. job market for prospective new skills, according to selected sectors).

Health:

1. Public-private sector dialog and teambuilding.

(Can meet many training requirements through project funding as well as CLASP pipeline.)

Private sector:

1. Credit union structuring, standardizing and capitalization/guaranteeing in all appropriate enterprises.

Democracy:

1. AOJ:
   Conflict resolution techniques for law enforcement.

   data base capability creation for programmatic planning and monitoring.

2. Training <u>groupement</u> leaders in civic education.

<u>6. Rank-ordering in time</u>: Criteria for priority selection of training enrollments might include: a) training which supports activities that are politically neutral, "administrative" to the extent possible; b) activities that do not require a significant

logistical train or immediate action to accomplish (e.g. training which supports development of a policy or procedure which can be "banked," rather than its implementation); and c) training where the content will remain stable over a 1-2 year time frame at least (not "state of the art" computer training, for instance).

On this basis, the following training areas deserve early attention, in 1994 if possible. They are drawn from the above listing. To the extent possible, the STT trainee cadres should consist of teams of influentials representing both private and private sectors in each enrollment cohort, sent for three months or less to high-quality institutions of international renoun. This will contribute a valuable "halo effect" from the STT institution as well as skill development from the training activity itself:

- Overall: 1, 2, 3
- Agriculture: 2, 3
- Education: 1a, 1c, 2
- Health: Largely covered under "Overall."

7. Cost estimating:

Estimating is futile before individual training programs are considered, which can vary considerably in cost per student-month (particularly given the variation of attendant needs in English language support).

However, the following per-trainee-month cost rates serve as a general guideline. They do not include English language support activities or training; lower group rates for teams of trainees sent to one program can often be negotiated, lowering the per-trainee rate considerably:

- Programs 5 months long or longer: $500/week
- Programs 3-5 months long: $1,000/week
- Programs 1-3 months long: $1,000-1,500/week
- Programs 1-4 weeks long: $2,000/week.

Attachment A

ORIGINAL CLASP PROJECT PAPER: FIELDS OF STUDY IDENTIFIED
(headings expressed in general terms)

Short-term training:
- Health
- Education
- Agric
- Private Enterprise
- Democracy

in Health:
- communication & training (extension)
- organization
- technical/medical
- paramedical

in Agriculture:
- Agr cooperative mgmt
- Accounting
- marketing
- pest management
- post-harvest processing

in Education:
- group dynamics
- participatory instructional techniques
- computer use
- materials preparation
- civic education
- educational administration
- community organization

in Private Enterprise:
- credit union mgmt
- marketing services
- small bus. mgmt
- accounting
- financial planning

in Democracy:

for GROUPEMENTS:
- voluntary organizational mgmt
- fundraising, proposal-writing
- community leadership
- problem-solving,
- problem prioritizing

for journalists:
- ethics
- research techniques
- accuracy of reporting

Table 2: Planned, Actual and Proposed CLASP II Participants by Type and by Sector LOP

Training Type/Sector	Planned LOP	(%)	Actual 06/94	(%)	Proposed 6/94-8/97	New LOP Totals	(%)
Health							
ST Technical	34		10		18	28	
LT Technical	8		0		0	0	
Academic	10		8		0	8	
Subtotal	52	(34)	18	(17)	18	36	(14)
Agriculture/Nat.Res.							
ST Technical	16		14		18	32	
LT Technical	4		0		2	2	
Academic	2		0		0	0	
Subtotal	22	(14)	14	(13)	20	34	(13)
Education							
ST Technical	34		35*		18	53*	
LT Technical	3		0		12**	12**	
Academic	2		0		0	0	
Subtotal	39	(25)	35*	(32)	30	65	(25)
Private Sector							
ST Technical	18		10		18	28	
LT Technical	4		0		2	2	
Academic	0		0		0	0	
Subtotal	22	(14)	10	(9)	20	30	(12)
Democracy							
ST Technical	18		32		18	50	
LT Technical	0		0		2	2	
Academic	0		0		0	0	
Subtotal	18	(12)	32	(29)	20	52	(20)
Subtotals							
ST Technical	120	(78)	101	(93)	90 (83)	191	(88)
LT Technical	19	(12)	0	(0)	18 (17)	18	(8)
Academic	14	(14)	8	(7)	0 (0)	8	(4)
TOTALS	**153**	**(100)**	**109**	**(100)**	**108 (100)**	**217**	**(100)**

Notes:

* All 35 of the education participants were in Civic Education, which is considered supportive of the democracy sector as well.
** 12 LT Technical Education participants in English Language Training as of June 1994

ANNEX C

HUMAN CAPITAL FORMATION STRATEGY

II. ACHIEVEMENT OF AGENCY GOALS

C. Targets of Opportunity: Education for Sustainable Development

The Minister of Education (MOE) and the Education Advisor in President Aristide's personal cabinet have recently requested donors and NGOs to assist them in developing a National Education Plan to address the critical concerns the crisis in education presents to the future of the nation. USAID support for this process provides the first opportunity to implement the recently-initiated policy (STATE 95363) of closer USAID consultation and collaboration with GOH counterparts, intended to demonstrate tangible USG support for the democratically elected administration to reinforce its legitimacy, and lay the foundations for institution-building that must take place if a sustainable democratic transition is to take hold in Haiti (PAP 1508). When completed, the National Education Plan could lay the foundation for a USAID 's strategic focus on human capital formation for sustainable development. The participatory process proposed by the MOE also offers the hope to contribute positively to resolution of the political crisis by facilitating dialogue among groups from opposite ends of the political spectrum which have been growing increasingly polarized since the September 1991 coup d'etat. As in El Salvador, this participatory process could be an important contribution to successfully implementing the Peace Accord.

As demonstrated below, education is the best investment USAID can make to simultaneously pursue goals in the Agency's four current areas of concentration. Educational performance in Haiti, regardless of the measure, is the worst in the Western Hemisphere and has continued to decline at an accelerating rate following the 1991 coup. This crisis in education must be reversed because it undermines USAID's ability to make progress to support Agency goals and its own strategic objectives.

1. In the last thirty years, economists have found strong quantitative evidence to support the intuitive belief that education is key to economic success. Studies show that education increases labor force participation and worker productivity, thus increasing a nation's economic competitiveness. Basic education is an exceedingly profitable investment in people; rates of return to investment are in the order of 20 percent—twice as high as the return to investment in physical infrastructure. In Haiti, public investment in education is only 1.5 % of GDP and principally at the terciary level. At best 7 % of the labor force has completed secondary education, whereas 25 % of the labor force in Pacific Rim countries had completed secondary education at the time of economic take off. The problem arises at the entry level since only 37 out of every 100 children enrolled in first grade complete primary school and only one in three children of primary school age have access to education. Clearly, Haiti's best educational investment is at the primary level. The achievement of the Pacific Rim countries was due to a judicious mix public and private investment, which included healthy but well-targeted doses of public investment (around 4-6 % of GNP), particularly at the primary and secondary levels where education is most like a public good.

2. **Education also means healthier families.** Education of girls translates effectively into healthier families in two specific ways: (1) educated women take better care of their own health, have greater control over the frequency and spacing of childbearing, and tend to use health

services during pregnancy and birth; and (2) schooling of the mother leads to better hygiene, improved nutritional practices, and greater effectiveness in caring for her family's health. According to the *World Development Report 1993*, expanding investment in education, particularly for females, and financing and ensuring the delivery of health care services, particularly for the poor are considered the two most favorable policies to improve health.

Countries that had achieved substantial levels of secondary education in the 1970s fare much better today, in terms of family health, than Haiti. For example, the Dominican Republic had a 36% secondary enrollment rate in 1975, whereas Haiti has less than 20% today. As a consequence, the infant mortality rate is only 62/1000 in the Dominican Republic, versus 101/1000 in Haiti. Similarly, the fertility rate is only 2.9 in the Dominican Republic today, versus 4.6 for Haiti.

3. **Education improves the environment.** Education contributes to environmental quality through increased income and reduced population growth. Educated individuals also know how to organize collectively to press their environmental demands on governments and can call governments to public action. Thus, education is key to the effective political demand, democratically expressed, for increased environmental quality. There is no way to ensure permanent demand with an uneducated public. Education also plays a role through the supply of environmental quality. Women are often the key producers and managers of the environmental resources tied to soil conservation, firewood production, rural water resources, and biodiversity. For this reason, the 1992 World Development Report concludes that **"improving education for girls may be the most important environmental policy in the developing world."**

4. **Education encourages democratic and sustainable, stable governance.** It is clear that donor-promoted innovations in the areas highlighted above will not be sustainable in the absence of "good government." A great deal of evidence suggests that an important pre-condition for government to be both democratic and stable is a well-educated people. Education increases an individual's awareness of government impact, the likelihood of following election processes, the accumulation of more political information, a sense of political efficacy, and the likelihood of engaging in political discussion. Only a well-educated people can demand accountability and articulate a struggle for their rights and thus help ensure the first pre-requisite of good government: democratic participation and accountability. At the same time, education is key to making democracy stable and non-demagogic, which in turn makes it less threatening to entrenched interests. Democracy can be sustained only via a strong demand for government that is accountable and also responsible, and such a demand can only come from people with a high-quality level of basic education.

Furthermore, it is clear that unleashing market forces in situations where wealth is very badly distributed will increase social tension. However, it is very difficult to distribute most types of wealth without creating perhaps worse problems than one is trying to solve. The exception is the wealth represented in education. It is, in fact, very easy to distribute this wealth evenly, simply by investing heavily in basic education, as well as investing in facilitating access to education to groups that have traditionally had limited access to education, such as girls and subsistence based peoples. There is no other investment, that we know of, that can so easily resolve some of the contradictions between the goals of fast free-market growth and social

equity.

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Strategic Objective No. 3B: Develop the Human Resource Base: Human Capacity Development

A. Background: Haiti's education sector, already the weakest in the Western Hemisphere, is nearing collapse. Most schools operate erratically in deteriorating physical structures with few or no materials, unqualified or absent teachers, and with no national mandate. Most parents can no longer afford to send their children to school and for those who can, there is concern about the quality of the education received. Nonetheless, Haitians continue to invest substantial private resources in the education of their children. Haiti, has seen the estimated national literacy rate fall to below 20 percent, a drop of 15 percent in the last decade. For every child enrolled in school, two are not. The continued decline in the human resource base needed to undertake and participate in the democratic transformation is jeopardizing future generations' potential to contribute to social and economic growth. Therefore, regardless of progress on the political front it is essential to address this crisis immediately.

B. Strategic Objective Performance: USAID's human resource development efforts have focused on basic education and training traditionally provided to and through the private sector. The IIBE project has been very instrumental in channeling appropriate resources to the private education sector which serves about 85% of the primary education clientele to improve the quality of instruction, and promote administrative efficiency and equity of access. To date more than 10,000 primary school teachers and directors have been trained, and about 500 instruments for testing and evaluation have been developed. The project has developed also two diagnostic tests: one for teachers and one for teacher trainers or pedagogical advisors. These instruments are part of the first steps in introducing standards to the education sector. To date the teacher diagnostic test has been administered to more than 2,000 primary school teachers. The project has also supported the development of a civic education curriculum that will be piloted next year. The project provided a number of services such as textbook distribution, material development, school renovation and construction, and performance incentives grants. The project by using a more institutional approach has played a key role in the consolidation of the previously balkanized private education sector. Progress in this project has slowed due to weaknesses in internal accountability systems of the newly created umbrella institution representing the private education sector which was the principal implementing organization. A concerted six month effort to strengthen financial administrative systems and personnel has improved these systems to enable phased reactivation of project components with continued technical assistance in financial management and administration.

Since 1972, more than 900 Haitian leaders and professionals have pursued academic and technical training in U.S. colleges, universities and technical schools through scholarships provided under several A.I.D.-funded training programs, including: the Presidential Training Initiative for Island Caribbean (PTIIC), the Caribbean and Latin American Scholarship Program (CLASP II), the Cooperative Association of States for Scholarships (CASS) and several USAID sectoral development projects. These programs, which extended special opportunities to women and disadvantaged, have enhanced technical skills and strengthened leadership capabilities enabling this cadre of leaders and potential leaders to contribute more fully in the development of Haiti. To foster the long-term impact of U.S. training, the CLASP II Follow-on program has facilitated the creation of an alumni association whose goal is to maximize trainees' ability to

effect change, impact development, and encourage participation in democratically-oriented activities. CLASP II, the follow-on to PTIIC, has proven the most effective training program ever implemented in Haiti and will continue until 1996.

In recent months the MOE has taken a leadership role in initiating critical education policy dialogue with the private education sector and donors which has stimulated an important collaborative process. Early USAID support to this collaborative process led to the recent selection of a cadre of individuals from the private and public education sector to receive training in the U.S. in the area of education policy analysis, planning and administration. Upon completion of their training the five returnee will constitute a special inter-sectoral unit working on policy dialogue. This opportunity to create a national structure and process enabled both sectors to see the potential of collectively contributing to education standardization and reform. This initiative served as a catalyst to the collaborative process and has led the MOE to broaden collaboration to involve representation from the entire nation in developing a national consensus on education reform. This experience led USAID to re-evaluate its training strategy to focus scarce USAID resources to identify the human resource constraints to achievement of the Missions's strategic objectives and invest in the critical mass of opinion makers needed to formulate and carry forward reforms in these strategic focus areas.

C. USAID Priorities and Strategy: The Mission does not pretend to have the resources necessary to overcome the years of neglect of Haiti's education sector. Haiti's problems in the education sector are of such a magnitude that it necessitates a concerted effort by the donor community, with the active participation of all stakeholders. The Mission will use its resources to support activities that amplify the impact of our limited funding by: 1) helping the country develop a policy environment for educational reform and promoting changes in budgetary priorities within the country so that innovations and new practices introduced by reform become the norm and are sustained through time, 2) promoting a participatory partnership between the public and private education sectors, the private business sector, NGOs, civil society and donors to formulate and carry out education reform, 3) leveraging resources from other donors and improving investment decisions for all education resources by implementing education reform, and 4) focusing our education and training resources to support performance at the strategic planning and policy reform level in addition to the project level.

Given the importance of education to sustainable development demonstrated above, the lack of human capital in Haiti ranks as the most critical constraint to social, economic and political progress. This lack of human capital is constraining achievement of Agency goals and Mission strategic objectives. The comprehensive nature of Haiti's human capital constraint dictates an strategic approach which integrates basic education, along with participant training and workforce development into an overall human resource strategy. The strategy requires immediate, medium and long term interventions correlated to the several levels of the constraint:

1. The lack of technically qualified professionals to formulate and carry out reforms in the Mission's strategic focus areas.

This level of constraint requires immediate impact interventions that focus upon in-

country and participant training as a means of providing critical skills to develop and implement reforms and strengthening key public and private sector institutions critical to defining and carrying out reform.

2. The lack of institutional capacity to educate and train the technical and professional cadres in sufficient numbers needed for Haiti's continued development.

This level of constraint requires medium term impact interventions that focus upon the training of trainers and broad range institutional strengthening through participant training and technical assistance in areas with a pronounced multiplier effect.

3. The lack of basic primary education to over 60 % of the population jeopardizing Haiti's future.

This constraint requires long term impact interventions that focus upon systemic change in support of basic education for the masses.

Mission strategy to address immediate human resource constraints is elaborated below. Medium and long term interventions will be refined in the process leading to the development of a National Education Plan. With respect to the immediate impact interventions, funding will be made available through amendments to the Incentives to Improve Basic Education (521-0190) and the CLASP II (521-0227) projects. Medium and long term impact interventions with a multiplier effect and involving systemic societal change will be funded through the Development Training and Technical Assistance (DTTA 521-0470) project in FY 1995 and the Education for Development and Democracy (521-0249) project in FY 1996. The one year delay in implementation of DTTA will enable its design to proceed on a parallel track with the education sector assessment to ensure that the manpower needs and institutional strengthening identified as part of the sector assessment are incorporated into the design. DTTA is unique in that it provides funds not only for participant training, but also for technical assistance in the form of Haitian expatriates who will provide on the job and in-country training in their respective areas of expertise. With respect to long term impact interventions, funding will be through a mix of project and non-project assistance (NPA), with a distinct emphasis upon planning and policy development conditioned upon performance. The EDD envisions project and non-project assistance to the education sector to implement education policy reform agreed upon in the National Education Plan, discussed above.

Over the next six to nine months, USAID will focus its efforts upon the building of a national consensus for basic education reform through social marketing and the sponsorship of a participatory education sector assessment that engages the broadest possible involvement of stakeholders in the dialogue. See PAP 3351 and 3352. The assessment will make use of research generated by the IIBE project, and lead to the development of a long term national education plan that will serve as the basis for donor coordination.

Beginning immediately, USAID will broaden the base of support to the education sector. Whereas, in previous years, the Mission supported private education only, given Haiti's economic crisis, and the inability of many people to pay for private education (only one in three

children of school age have access to education), it now makes good sense to find ways to strengthen the public sector. The demand for education is so great that poor quality private schools are springing up rapidly. Supporting good quality public education is one of the best ways to stop poor quality private education. For equity reasons, it is important to support good quality public schools to create competition for the private sector so that the quality of all schools improves.

First steps include putting the public education sector in a position to introduce education standards, to articulate their needs and coordinate inputs to the sector. The Mission will refrain from direct assistance to the public sector until a prioritized agenda for national education is developed. This consensus-based GOH National Education Plan will provide the blueprint to enable the GOH to coordinate donor resources to prevent redundancy and gaps and better direct public and private sector investments in education.

Our immediate attention will focus on public and private education institution building and policy dialogue. Parallel activities will be pursued to support both the public and the private education sectors, including:

1) Training will be provided to key education institutions (MOE, FONHEP and others) to institutionalize their ability to use and adapt the LASER presentation to launch a broad participatory process to build consensus for national education reform. LASER, (Latin American Strategies for Educational Reform), a social marketing tool, stimulates dialogue and builds consensus within a nation about the priority of education reform. Although LASER may stimulate policy dialogue and motivate the demand for education reform, it cannot substitute for a sector assessment to inform decision makers of their policy choices and facilitate national dialogue and consensus building in the development of a national plan.

2) Funding will be provided to undertake a broadly participatory education sector assessment. This participatory process of education dialogue will open the door for policy dialogue and the development of a National Education Plan. The process also offers the hope to contribute positively to resolution of the political crisis by facilitating dialogue among groups from opposite ends of the political spectrum. As in El Salvador, this participatory process could be an important contribution to successfully implementing the Peace Accord.

3) On the job in-country training will be provided to a "policy reform support team" to act as a policy think tank and sales team to market the consensus-based policies for the policy makers. This policy hit squad will assess policies and frame the issues to prioritize the reform agenda to move the reform process along to formulate the National Education Plan and ensure its implementation.

4) Support the GOH and FONHEP, the mainstream education sector, to develop curricula and teaching practices that encourage and strengthen democracy. In addition to testing a pilot civics education curriculum in primary schools, a non-formal radio education pilot will seek to reach a broader range of people. Aimed at teachers, it will extend participatory teaching methods which encourage student teacher interaction and participation in the civics curriculum.

Our recent experience in the education sector has shown that investing in people to achieve a critical mass of skilled leaders and opinion makers is a key first step to help catalyze a process to achieve consensus on reforms needed in sectors important to achievement of national priorities. Developing this consensus is indispensable to formulate and pursue the reforms necessary to achieve sustainable economic growth and participatory democracy. In order to contribute to providing that critical mass of technically qualified opinion makers in Haiti, training will be used as a tool to achieve Mission strategic objectives. In this new training approach, investment emphasis will shift from the traditional process level project input modality which has project implementation as the goal to a program level intervention which has achievement of the Missions strategic objectives as its goal.

Realizing the USAID cannot satisfy all human capital formation training needs, this new approach focuses scarce USAID funds more effectively by first analyzing both the human resources constraints to achievement of the Mission's strategic objectives and the opportunities to invest in human capital formation which maximizes potential for impact on sustainable economic growth and participatory democratic behavior. As a first step in implementing this new human capital formation strategy, USAID will initiate a multi-sector manpower needs assessment to identify the human capital constraints to attainment of strategic objectives. This assessment will proceed on a parallel track to the immediate interventions in the education sector described above.

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New Activity Description (NAD)

1. Basic Data

Project Title	:	Education for Development and Democracy (EDD)
Project Number	:	521-0249
Fiscal Years	:	1996-2000
LOA Funding	:	$20,000,000 DA, ESF

2. Strategic Fit with Agency/Bureau Goal: The proposed project supports the Agency and Bureau objectives by creating an educated resource base to contribute to economic growth, encourage democratic and stable governance, stimulate a demand for a better environment and ultimately result in healthier families. The EDD will follow the Incentives to Improve Basic Education (IIBE) project and will focus on improving both public and private sector primary education. According to the landmark World Bank study, The East Asian Miracle, "primary education was the single largest contributor to the growth of the high-performing Asian economies." In addition to evidence regarding education's effect on national growth, economists have found evidence at the microeconomic level that education is an exceedingly good investment in people. The evidence linking education, particularly girls education, to family health indicators, including family planning, is extremely strong. Education, particularly of women, is a strong predictor in determining family health and is a cost-effective means to attack health problems. Education creates an indigenous demand for a better environment since educated individuals know how to press their environmental demands on governments and can call governments to public action. Moreover, education encourages democratic and stable governance because only a well educated population can demand accountability and open participation.

3. Consistency with Mission Strategy

(a) Activity Goal: The goal of the project is to lay a stable foundation for economic growth and democracy by strengthening the country's human resource base through improvements in primary education. Preliminary indicators would be: (1) increased public investment in primary education, and (2) increased percentage of students promoted from primary to secondary school in three years.

(b) Activity Purpose: The purposes of the project are to: (1) increase public sector investment in primary education; (2) improve the efficiency and equity of access to private and public primary schools serving rural and depressed urban areas; (3) enhance the quality of instruction by making teaching more participatory and making the curriculum more relevant by adding a civic education component; (4) develop the private and pubilc primary education

infrastructure to enable it to consistently plan and implement improvements in the quality of primary education. Preliminary indicators would include: increased percentage of teachers sufficiently trained; increased percentage of GNP invested in quality improvements of the primary education sector; improved academic performance as determined by measuring trend in national test scores; increased gross number of children enrolled in primary schools.

(c) Project Description: The project will consist of seven components: (1) teacher training, (2) distance education, (3) information collection and management, (4) institutional development, (5) policy dialogue, (6) research, and (7) commodity procurement. Each of the seven interrelated components will provide support to both the public and private sectors. Teachers in both sectors will receive diagnostic training in three modules, as well as training with civics and environmental education. Data collection and management initiated under IIBE will continue to be a priority under EDD, particularly in the public sector. Technical assistance and training will be provided to the Ministry of Education and private associations to support the development of the private and public education institutions. EDD will also strengthen policy dialogue by funding town meetings, conferences and seminars. The project will initially focus on improving the quality and efficiency of the educational system. Once this has been adequately addressed to ensure that students entering the system receive basic skills with average repetition rates, the project will add education access with a special focus on female education.

(d) Poverty Alleviation: The proposed project will directly alleviate poverty by increasing access to education through elevated levels of public sector investment, teacher training and improved curriculum. With illiteracy rates estimated as high as 80% and only one-third of Haiti's children enrolled in primary school, the public and private education sectors require immediate long-term attention. Because public sector investment is currently estimated at approximately 1.5% of GNP, funding will be provided through a mix of project and non-project assistance (NPA), with a distinct emphasis upon planning and policy development conditioned upon performance. Non-project assistance will not only be used to increase public investment in education, but also to encourage policy dialogue and quality investment. For example, approximately 99% of Haiti's public investment in education is for teacher training, leaving just 1% for materials (books, chalk, paper), training and curriculum development. Project assistance will be targeted to meet the immediate needs of Haiti's primary schools, as identified by the education sector assessment performed under IIBE, and non-project assistance will ensure that decision-makers budget appropriate resources and change policies as needed so that the innovations and practices introduced by USAID (in collaboration with local governments and NGOs) become the norm and are sustained through time. Empowerment of communities and NGOs at the policy level is the best possible contribution to sustainability. By

giving policy voice to the previously voiceless, we will directly and immediately encourage greater democracy and pluralism and alleviate poverty.

(e) Dialogue Agenda: EDD will focus on policy dialogue and reform in tandem with targeted project interventions (i.e. teacher training, curriculum development) to assure sustainability. Local NGO policy pressure will be harnessed in conjunction with conditionality to elicit sustainable policy dialogue. Policy dialogue will not only focus on increased public investment (targeting 4-5% of GDP) but improved quality investment. Moreover, the policy agenda will be shaped by the National Education Plan which will be based on policy analysis and public dialogue. USAID is currently providing technical assistance in the development of a national education plan which is expected to be presented by the government in FY 95.

(f) Donor Coordination: Haiti's problems in the education sector are of such a magnitude that necessitate a coordinated effort by the donor community with the active participation of stakeholders. USAID will work in concert with other donors in developing the policy dialogue and targeting our activities in areas that address real bottlenecks. The World Bank's activities were interrupted by the 1991 coup and UNICEF, UNESCO and OAS have only recently begun to support the Ministry of Education's efforts. The education sector assessment funded and completed under IIBE is expected to serve as the basis for donor collaboration under EDD. USAID intends on focusing on its comparative advantage, technical assistance at the policy level, and will coordinate with the multilateral banks on direct capital investment.

4. Policy and Design Issues:

(a) Sustainability: The project will assist the country to develop a policy environment for educational reform and promote changes in budgetary priorities within the country so that innovations and new practices introduced by reform become the norm and are sustained through time. Medium and long-term programmatic and financial sustainablity strategies of the private education sector NGO, FONHEP, will be addressed in the institutional development component.

(b) Potential Issues: Given Haiti's fluid political situation, the public sector component of EDD could be in periodic suspension during the life of the project. As a result, increased public sector investment and other project objectives may be delayed. Implementation of EDD's private sector component assumes that FONHEP (Haitian Private Education Foundation has the financial management capability to assume direct USAID funding.

(c) Innovative Approaches: EDD will combine project level assistance with non-project assistance to address problems within the education sector at both the policy and project level. USAID will work in partnership with the GOH as well as the NGO community

(FONHEP, CNEH) in dentifying the necessary interventions to increase access an improve education in both the public and private sector. US. _D will provide technical assistance to the Ministry of Education, enabling the GOH to achieve its objectives identified under the National Education Plan. USAID will also provide targeted assistance consistent with the findings of the education sector assessment to be completed under IIBE.

(d) Management and Support Requirements: A high-qualified off-shore PSC education technical advisor will serve as the project manager of the EDD project and will be assisted by a local-hire PSC. Both positions are currently filled and will continue under EDD. To implement the human capacity development strategy outlined in the mission's strategic objectives, one additional off-shore human resources PSC will be added as manager of the Education and Human Resources Division of GDO. No additional management is required.

(e) Timetable: The design will begin by evaluating the IIBE project and receiving the results of the education sector assessment being funded in FY 94 by the IIBE amendment. Project Paper will be developed in late FY 95 following development of National Education Plan, using off-shore design team with assistance of staff listed above in 4 (c).

(f) Recommendation on Delegation of Authority: Full approval and authorization authority delegated to the Mission Director.

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New Activity Description (NAD)

1. Basic Data

Project Title: Incentives to Improve Basic Education (IIBE) **(Amendment)**

Project Number: 521-0190

Fiscal Years: 1986 - 1996

LOA Funding: $25,200,000 (DA)

2. Strategic Fit with Agency/Bureau Goal: The lack of human capital in Haiti is the most critical constraint to achieving sustainable development in the poorest and most illiterate country in the Western Hemisphere. With literacy rates estimated at 20%, the IIBE project directly supports the Agency and Bureau objectives by creating an educated resource base that will strengthen democratic institutions, contribute to economic growth, increase environmental awareness and ultimately produce a healthier population. If developing Haiti's human capacity is ignored, future generations' potential to contribute to durable and sustained economic growth will be lost and Haiti's democratic transformation jeopardized.

3. Consistency with Mission Strategy

(a) Activity Goal: The goal of the project is to promote Haitian economic development and popular participation in development activities by strengthening the country's human resource base. A preliminary indicator would be improved quality and efficiency of primary education as determined by measuring the percentage of students promoted from primary to secondary school in three years.

(b) Activity Purpose: The purposes of the project are twofold: (1) improve the quality of instruction, administrative efficiency and equity of access in primary schools serving rural and urban depressed areas; and (2) provide the necessary support for Haitian primary education to organize itself on a more coherent basis and to take ongoing responsibility for quality improvement efforts. Preliminary indicators would include: increased number of children enrolled; improved academic performance as determined by measuring trend in national test scored; improved curricula being applied in all participating schools; and improved systems of accountability in private and public institutions involved - primary education.

(c) Project Description: Under the IIBE amendment, four parallel activities will be pursued with both the public and private sectors. First, LASER training (Latin and Caribbean Strategies for Education Reform) will be provided to key education institutions (MOE, FONHEP and others) to institutionalize their

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ability to use the LASER presentation to launch a broad participatory process to build consensus for national education reform. Second, an **education sector assessment** will be undertaken with participation from a broad spectrum of groups. The assessment will serve stimulate policy dialogue on education reform and serve as the foundation of a National Education Plan. Third, **a "policy reform support team"** will receive in-country training to act as a policy think tank and sales team to market the consensus-based policies. Fourth, a pilot **distance education** activity combining teacher training with civics and environment curriculum will be supported under the amendment. Teachers will serve as models of democratic behavior through the vehicle of the civics and environment curriculum. Additional activities to be completed under the IIBE amendment include: information management, research analysis and small commodity procurement. The lack of basic learning materials such as books was a theme reiterated again and again by the key speakers at the April 29-30 seminar to launch the development of the National Education Plan. The USG could make an immediate visible contribution to ameliorate this appalling situation in the up-coming school year by restoring to the FY 94 OYB, the $ 1 million cut from the IIBE project in the recision.

(d) Poverty Alleviation: The project's activities will have a direct impact on the poor by increasing access to education. Presently, only one-third of Haiti's children are enrolled, leaving two-thirds of the population without access to education. Moreover, approximately 80% of the children are enrolled in private primary schools because of the degenerative state of the public school system. As a result, a large number of school-age children are not enrolled because of a lack of resources. By reactivating the public sector assistance component under the IIBE amendment, USAID will increase access to education and contribute to alleviating poverty. Assistance will continue to be provided to private primary schools, given a large majority of the student population is still dependent on this sector.

(e) Dialogue Agenda: Under IIBE, USAID will provide technical assistance to the Ministry of Education to support a Haitian initiative promoting broad based participation among the citizenry to debate educational policy and build the consensus necessary for the advancement of education in Haiti. Policy dialogue is being stimulated through LASER , a computerized demonstration of the beneficial impact of education upon economic competitiveness, political stability and social well being. LASER's purpose is to stimulate dialogue and build consensus within a nation about the high priority of education. The GOH has requested that Haitians be trained in the implementation of LASER technology, to enable them to extend more widely the importance of education in both French and Creole languages.

(f) Donor Coordination: Several other donors traditionally involved in education, such as UNESCO, UNICEF and OAS, are currently working with USAID in supporting the Ministry of Education's efforts to create a National Education Plan. UNICEF

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recently confirmed a financial contribution of $65,000 for the Plan and $10,000 for the seminar to launch the Plan. UNESCO pledged $5,000 for the launch seminar. In February 1994, the OAS committed approximately $100,000. The OAS also hosted the March 30 human resources meeting on Haiti convened by the education advisor to President Aristide and UNESCO is providing technical assistance and resources to the Ministry of Education. Under the amended project, USAID will also be funding a highly participatory assessment of the education sector which will serve as the basis for donor collaboration. The sector assessment will be conducted with the broadest possible involvement of stakeholders in the dialogue and will make use of the research generated by the IIBE project.

4. Policy and Design Issues

(a) Sustainability of Proposed Activities: Assistance will be provided to both the Ministry of Education and the Haitian Private Education Foundation (FONHEP) to institutionalize accountability and the effective use of financial and human resources. FONHEP was created in 1989 with 2 founding members, the Episcopal Commission for Catholic Education (CEEC) and the Federation of Protestant School (FEPH) to represent the major elements of a fragmented private sector education system. The creation of FONHEP was one of the IIBE's institutional development objectives and providing technical assistance to strengthen FONHEP's financial management capability is critical to FONHEP's sustainability. Medium and long-term programmatic and financial sustainablity strategies of FONHEP will be addressed in the institutional development component.

(b) Innovative Approaches: USAID's assistance to support the development of a National Education Plan is an opportunity for the USG to support a haitian initiative to bring together haitians from all walks of life and to focus on a topic important to all members of society. The Plan has the potential of unifying a broad cross-section of Haiti's polarized society around a theme of interest and concern to nearly every household. It will present an opportunity for haitians to participate in debates, negotiations and compromise around a specific topic. The process of building consensus around a National Education agenda has the potential of offering a concrete example of consensus building and in itself could contribute to the process of national reconciliation.

(c) Potential Issues: (1) The public sector component of the IIBE project has never been fully activated because of Haiti's political situation. A high possibility exists that the current government, already of a caretaker nature since the December 1993 resignation of Prime Minister Malval, could be replaced at any moment; and with it the departure of the education portfolio incumbent, the principal initiator of the National Education Plan.

(2) USAID's institutional partner representing the private sector, FONHEP, has been unable to receive direct USAID funding for the past two years due to continued weakness in FONHEP's financial management systems. A preaward survey will be conducted this

summer to determine whether FONHEP has the financial management capability to receive direct USAID funding. The Mission is currently considering potential US institutional contractors to assume FONHEP's responsibilities if FONHEP does not pass the preaward survey.

(d) Management and Support Requirements: Presently, a high qualified off-shore PSC education technical advisor serves as the project manager for the IIBE project. She is assisted by a local hire PSC education advisor. She serves as an advisor to the Chief of the General Development Office (GDO) for education and training. To implement the human capacity development strategy outlined in the mission's strategic objectives, one additional off-shore PSC human resources expert will be added as manager of the Education and Human Resources Division of GDO. No additional management is required.

(e) Timetable and Resource Requirements: The Project Paper amendment will be completed with resident staff in GDO and PDI in 3rd quarter FY 94. TDY assistance of 6 person weeks from LAC/DR/EHR and AA/LAC has been completed. One additional week TDY assistance will be required to complete rfa for the education sector assessment.

(f) Recommendation on Delegation of Authority: Full approval and authorization authority delegated to the Mission Director.

STRATEGIC OBJECTIVE NO 3.B STRENGTHEN THE HUMAN RESOURCE BASE: HUMAN CAPACITY DEVELOPMENT

PROGRAM OUTCOME 3.B: Human Capital Formation

Indicator 1: Increase in Number of Teachers Trained in Basic Skills and Pedagogy (Quality)

Unit: Percent of Teachers Trained in Private and Public Education		YEAR	PLANNED	ACTUAL
Source: FONHEP/MOE (data collected annually)	Baseline	1991	3.2%	3.3%
Comments: * 1995 comprises both Public and Private Sector (previous years represent private sector only)		1992	3.2%	0%
		1993	3.2%	0%
		1994	3.2%	
		1995	12%*	
		1996	TBD	

Indicator 2: Increase in MENJS Expenditures as Share of all Ministries Expenditures (Quality)

Unit: Percent of Expenditures to all Ministries Expenditures		YEAR	PLANNED	ACTUAL
Source: MOE MOP	Baseline	1989	19.1%	22.7%
Comments: Targets will be established for 1996 when the new basic education project begins		1990	16.8%	22%
		1991		
		1992		
		1993		
		1994		
		1995		
		1996	TBD	

Indicator 3: Number of USAID Trainees Employed in Field of Training (Efficiency)

Unit: Percentage of Trainees Employed in Field of Training		YEAR	PLANNED	ACTUAL
Source: Follow-on Contractor/Training Evaluation Reports	Baseline	1994		
Comments: Follow-on Contractor currently collecting data		1995	TBA	
		1996		

Indicator 4: Increased Number of Trainees in Policy Formulation and Implementation Positions in Public and Private Sector Institutions (Mobilization)

Unit: Percentage of Trainees in Key Public and Private Sector Institutions		YEAR	PLANNED	ACTUAL
Source: Follow-On Contractor Reports/MOE/FONHEP	Baseline	1993		

STRATEGIC OBJECTI E NO 3.B STRENGTHEN THE HUMAN RESOURCE BASE: HUMAN CAPACITY DEVELOPMENT				
PROGRAM OUTCOME 3.B: Human Capital Formation				
Indicator 4 continuation..... **Comments:** Key positions to be determined		1994		
		1995	TBA	
		1996		

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STRATEGIC OBJECTIVE PROGRAM TREE

Bureau Objective: Strengthen the Human Resource Base

Strategic Objective No. 3.B Human Capacity Development

PROGRAM OUTCOME 3.B:
Human Capital Formation

- 521-0190 Incentives to Improve Basic Education
- 521-0227 Caribbean Latin American Scholarship Program II
- 521-0247 Development Training and Technical Assistance
- 521-0249 Education for Development and Democracy

Reg. & Can. Projects

- 598-0169 Caribbean Latin American Scholarship Program II
- 936-0071 Training, Evaluation Support Services Project
- 598-0071 Human Educational Resource Network Support
- 598-0032 Education & Human Resources Technical Services
- 936-5818 LearnTech
- 936-5832 Advancing Basic Education & Literacy

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17 June 1994

MEMORANDUM

TO : Karen Poe, Chief, GDO

CC : Rebecca Adams, GDO/ET
Herve Jean-Charles, GDO/ET

FROM : I. Worrell & L. McPherson, CRI Consult, Inc.

SUBJECT : Follow-on Program to the CLASP II Project.

One of the deliverables under the contract between CRI Consult, Inc., and USAID/Haiti is to provide, as part of the Project Paper Amendment for the CLASP II Project (521-0227), a draft scope of work for the contract modification of the Follow-on Program implementing agency.

We have participated in meetings with the committee of the alumni association, ANAB. Discussion focussed primarily on the progress that CFET has made and on the processes underway for ANAB to reach its goal of a self sustainable alumni association. The committee indicated that it was relatively satisfied with the progress being made by CFET. However, it felt that a lack of transparency between CFET and ANAB was causing problems.

We have held meetings with CFET management. Topics of conversation centered on the progress that was being achieved by CFET and their budgetary problems. To date CFET has created Regional Chapters of the alumni association, ANAB,, and started the process of drafting the by-laws. It has also held the first ANAB convention, started publication of a newsletter and established a fledgling Job Assistance Program. Given the difficulty of the situation over the past year this level of achievement is acceptable. The budgetary discussions focused on the need for increased expenditure in the Activities and Organization costs caused by the on going crisis.

As a result of the discussions with both ANAB and CFET, CRI Consult recommends a higher level of supervision by the manager of the project. A revised implementation plan and regular monthly meetings would help to provide this. A greater level of involvement of the ANAB committee with CFET in the process of developing the alumni association would help increase the transparency between the two organizations.

At this time we do not believe a new scop of work for CFET is necessary. Re-alignment of their budget ll allow them to complete the project as planned. This re-alignment is not time sensitive and it is suggested that at some time with in the next fiscal year it is completed. Attached is a copy of a suggested revised obligation budget, Attachment 1.

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Attachment 1.

Suggested Revised Obligation Budget
Centre de Formation et d'Encadrement Technique (CFET)

	Previously Obligated				Suggested Re alignment				Suggested Revised Obligation Budget			
Category	Gourds	US$		Total US$	Gourds	US$		Total	Gourds	US$		Tc
1. Salary	G 1,415,980	$	-	$ 133,962	G (179,115)		0	G (16,946)	G 1,236,865	$	-	$ 117,017
2. Office	G 315,920	$	-	$ 29,888	G (75,990)		0	G (7,189)	G 239,930	$	-	$ 22,699
3. Organization	G 57,554	$	14,000	$ 19,445	G 197,684		0	G 18,702	G 255,238	$	14,000	$ 38,147
4. Activities	G 150,000	$	-	$ 14,191	G 213,531		0	G 20,202	G 363,531	$	-	$ 34,393
5. Other Direct Costs	G 384,370	$	-	$ 36,364	G (156,110)		0	G (14,769)	G 228,260	$	-	$ 21,595
6. Fixed Fee	G 162,667	$	-	$ 15,389	G -		0	G -	G 162,667	$	-	$ 15,389
Sub Total	G 2,486,491	$	14,000		G	$	-		G 2,486,491	$	14,000	
Total in US$				$ 249,240				$ -				$ 249,240

Exchange Rate used = 10.57 .1

ATTACHMENT A - SCOPE OF WORK

A. BACKGROUND

Since 1972, more than 900 Haitian leaders and professionals have pursued academic and technical training in U.S. colleges, universities and technical schools through scholarships provided under several USAID-funded training programs, including: the Presidential Initiative for Islands Caribbean (PTIIC), the Caribbean and Latin American Scholarships Program (CLASP II), the Cooperative Association of States for Scholarships (CASS) and several USAID sectoral development projects. These programs, which extended special opportunities to women and disadvantaged, have enhanced technical skills and strengthened leadership capabilities enabling this cadre of leaders and potential leaders to contribute more fully in the development of Haiti. To foster the long-term impact of U.S. training, the CLASP II Follow-on program has facilitated the creation of an alumni association whose goal is to maximize trainees' ability to effect change, have development impact, and encourage participation in democratically-oriented activities. Most participants and observers agree that the USAID training and follow-on programs have made a substantial contribution to Haitian development.

The current Mission training project is CLASP II. The CLASP II project was authorized on June 22, 1990 with life-of-project (LOP) funding of US$2,404,000. It is part of a regional training program of USAID's Bureau for Latin American and the Caribbean (LAC) to train tomorrows' leaders, with specific requirements that participants adequately represent the Agency's gender (40 percent must be women) and equity (70 percent must be from the lower socio-economic stratum) concerns. The project's purpose is to equip a broad base of leaders and potential leaders in Haiti with technical skills, training and academic education and an appreciation and understanding of the workings of democratic processes in a free enterprise economy.

The CLASP II project has recently been amended to provide for continuity in its program as Haiti moves toward resolution of the crisis. The amendment is based on a summary manpower needs assessment that recommends that USAID focus overall training resources in the near term on:

- adapting the National Education Plan model of autonomous, stakeholder-based action planning (author y generation and codification of the planning unit; goal-s ting; resource identification and harnessing; etc.) into other sectors;

- establishing procedural reforms which ease and decentralize transactions in all sectors: credit access, accounting, licensing.

- bridging private-public sector division in all sectors through joint dialog, applied techniques of teambuilding, group leadership, and conflict resolution.

This focus on fostering a joint public-private stakeholder-based approach to policy dialogue, procedural reform and implementation requires attention in the immediate, short, medium and long-term. USAID proposes to do this as follows:

- prior to and immediately following resolution, USAID will work in its five areas of strategic interest to identify individuals from upper-level management that will be participating in decision-making on policy reform and implementation in the post-crisis period. In close consultation with leadership from the public and private sectors in each strategic area, USAID will identify teams of individuals that can benefit from training and return to spearhead necessary reforms. These teams will be sent for short-term, high impact training shortly after resolution. Key areas of training that have been identified and that cross-cut all technical areas include conflict resolution, negotiation, policy analysis, administrative reform and decentralization.

- in the short-term (1-2 years), emphasis will be on providing highly tailored short-term technical training for these teams and other senior decision-makers. Wherever possible, participants will be selected based on teams which represent public and private sector interests. At the same time, USAID will undertake a series of broader manpower and institutional assessments to determine more specific needs in the various technical sectors.

- in the medium- and longer-term (3-5, and 5+ years), USAID will implement this more intensive strategy for human capital formation through a two-pronged approach of training and technical assistance, which is summarized in the Human Capital Formation Strategy attached to this Scope of Work. This will be carried out under specific projects in the key technical sectors, as well as through a proposed Development Training and Technical Assistance (DTTA) Project (521-0470). Although broader in coverage and at the same time more focussed in terms of strategic impact, the DTTA will essentially serve as the follow-on to CLASP II.

Following the recommendations of the CLASP II design team, USAID/Haiti has determined that it needs the full-time services of a specialist to serve as Human Resources Advisor as this strategy is pursued.

B. OBJECTIVES

The objective of this scope of work is to obtain the services of a Human Resources Advisor to assist USAID/Haiti in the development and implementation of its human capital formation strategy. During a two year period, the Advisor will work with USAID/Haiti to develop a phased strategy for A.I.D. assistance which will strengthen human resources development activities already underway. As indicated by the strategy, and in consultation with relevant support offices at USAID/Haiti, the Advisor will additionally develop necessary program and project documentation, as indicated, to implement the strategy.

C. STATEMENT OF DUTIES

The Advisor will provide assistance to USAID/Haiti in developing and implementing a human capital formation strategy suitable for A.I.D. assistance to Haiti, and will initiate necessary program and project documentation to implement the strategy. Specifically the Advisor will provide technical guidance and analysis for program design which might include, but not be limited to, such activities as: provision of short-term assistance to undertake manpower and/or training needs assessments for specific technical sectors; development of scopes of work for and supervision of consultants to undertake such assessment; identification of possible training and seminars in and outside of Haiti for key leaders and officials, both under the CLASP II project as well as under technical sector projects; development of scopes of work for and supervision of specialists to undertake design of longer term human resource development projects, including DTTA; and the establishment of training stand-by programs in critical areas of concern, including policy reform, administrative reform, decentralization, policy analysis, and civic education.

The following specific types of activities will be undertaken:

1. Serve as Human Resources Advisor for A.I.D.-funded human capital formation projects in Haiti, under the direction and supervision of the Supervisory General Development Officer (GDO) at USAID/Haiti and in frequent consultation with the relevant project offices. Coordinate and manage programs and projects related to human resources development, reporting on the progress of all program activities, assisting in the design and implementation of projects and programs. Assist in the preparation of key implementation actions, and propose timely corrective action that might increase the effectiveness of the approved program activities.

2. Develop contacts and maintain good working relations with a broad representational group of Haitians active in human resources development, both in the government and the civil society. Also maintain contacts and current knowledge of programs of other donors active in the human resources development sector.

3. In consultation with relevant Mission offices that are implementing the overall development assistance program in Haiti, and building from the April 1994 Action Plan and the contacts noted above, develop a more detailed phased strategy for A.I.D. assistance to Haiti's human resources development. The detailed phased strategy should include, but not be limited to, identification of defined activities and performance indicators for the primary areas of focus in human capital formation. The detailed phased strategy would include analysis of the likely fit of the proposed FY 95 DTTA project within the strategy, and a detailed plan for development of additional projects as indicated. In this regard, the Advisor is expected to serve as primary author of the detailed strategy, but should also identify possible additional analyses and resources required for its elaboration and implementation over time.

4. Serve as Mission Project Advisor for any short-term activities that are indicated by the strategy. Develop any necessary pre-implementation or implementation documentation, including scopes of work and budgets for individuals or institutions, training objectives or invitational travel training plans, project implementation letters, semi-annual project implementation reports, etc. Serve as primary Mission technical contact for institutional contractors/grantees undertaking human resources development work in Haiti.

5. Develop the design plan and scope of work for, and serve as the Mission's lead technical specialist on the design of the FY 95 democratic initiatives project. Following the strategy developed as part of # 3 above, and in close collaboration with the Supervisory GDO, develop and/or manage the development of analyses necessary for a Project Paper (PP) for FY 95 authorization and obligation. Assist the team, as appropriate and in conjunction with relevant personnel from other offices within USAID/Haiti, in understanding the broader fit of proposed DTTA activities within the evolving human capital formation strategy. Work with the GDO to ensure that the eventual Project Paper (PP) fully complies with the needs and opportunities for supporting the Mission's strategic objectives.

6. Assist the Mission with the technical/design elements of any necessary work associated with implementation of the human capital formation strategy, including identifying and developing

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Scopes of Work for possible short-term technical assistance, developing draft cooperative agreements for possible grantees, etc.

7. Prepare periodic status reports regarding progress of all Haiti human capital formation efforts.

8. Undertake other tasks associated with the evolving Haiti program as assigned by the Supervisory GDO.

D. DESIRED QUALIFICATIONS

1. Education

MA/MSC degree or equivalent work experience in relevant discipline, e.g., public administration/education/organizational development/training etc.

2. Work Experience

Ten years experience in a relevant aspect of human resources development, as well as two-to-five years experience in management of development programs overseas, required. Prior demonstrated experience working with senior levels of host country individuals, such as Members of Parliament, Ministers and Secretaries, etc., highly desired Prior experience with A.I.D. policies and procedures, particularly in the human resources development field, highly desired.

3. Qualifications

Under the guidance of the Supervisory GDO, the Advisor will be required to undertake a significant amount of independent work. S/he must have demonstrated managerial, analytical and leadership skills, particularly in problem identification and problem solving. S/he must additionally have the ability to communicate effectively, both in writing and orally, with key governmental and non-governmental individuals, at all levels. Demonstrated research and writing skills are essential.

The Advisor must have French and English language skills at the S3/R3 level. Knowledge of Creole is desirable but not essential.

E. PERIOD OF SERVICE

The contract shall be effective _____, and it is expected that Contractor services shall be required for a period of twenty-four months from that date.

ATTACHMENT B - ESTIMATED BUDGET

1. Salary & Benefits

Salary (FS 02 range) US$ 75,000 X 2	150,000
Post Differential 25%	37,500
FICA and Medicare @ 7.65%	11,500
Subtotal salary & benefits	199,000

2. Travel

Travel to and from Post (family of 4)	4,000
Shipping of UAB (to and from post)	2,000
Shipping/Storage of HHE	15,000
Education Allowance (6,000/yr X 2 yrs)	12,000
Local travel ($50/day average X 100 days over 2 years)	5,000
AID/W Consultation/conferences X 2 @ $ 2000 travel and per diem	4,000
Subtotal travel	42,000

3. Other Costs

Housing (rent, utilities, security, 2000 X 24 months)	48,000
Life and Medical Insurance, including DBA & medical evacuation	7,000
Communications	4,000
Subtotal other costs	59,000

Grand Total 2 years	300,000