

PD-AX-469  
34978

AGENCY FOR INTERNATIONAL DEVELOPMENT PROJECT IDENTIFICATION DOCUMENT FACESHEET (PID)				1. TRANSACTION CODE Revision No.		DOCUMENT CODE		
2. COUNTRY/ENTITY Haiti				3. PROJECT NUMBER 521-0203				
4. BUREAU/OFFICE USAID/Haiti				5. PROJECT TITLE (maximum 40 characters) Training for Development				
6. ESTIMATED FY OF AUTHORIZATION/OBLIGATION/COMPLETION				7. ESTIMATED COSTS (\$000 OR EQUIVALENT, \$1 = )				
A. Initial FY 8 7				FUNDING SOURCE		LIFE OF PROJECT		
B. Final FY 9 2				A. AID		10,000		
C. PACD 9 3				B. Other U.S.		1. _____ 2. _____		
				C. Host Country		1,600		
				D. Other Donor(s)				
				TOTAL		11,600		
8. PROPOSED BUDGET AID FUNDS (\$000)								
A. APPROPRIATION	B. PRIMARY PURPOSE CODE	C. PRIMARY TECH. CODE		D. 1ST FY		E. LIFE OF PROJECT		
		1. Grant	2. Loan	1. Grant	2. Loan	1. Grant	2. Loan	
(1) ARDN	614			-		2,500		
(2) POP & HE				717		3,500		
(3) EHR				100		2,000		
(4) SDA						2,000		
TOTALS				817		10,000		
9. SECONDARY TECHNICAL CODES (maximum 6 codes of 3 positions each)						10. SECONDARY PURPOSE CODE		
720	710	700	600			624		
11. SPECIAL CONCERNS CODES (maximum 7 codes of 4 positions each)								
A. Code	BR							
B. Amount								
12. PROJECT PURPOSE (maximum 480 characters)								
<div style="border: 1px solid black; padding: 10px; margin: 10px auto; width: 80%;"> <p>The purpose of the project is to upgrade the professional, technical, administrative and managerial skills of Haitian human resources to permit more rapid economic and social development of the country.</p> </div>								
13. RESOURCES REQUIRED FOR PROJECT DEVELOPMENT								
Staff: Project Paper will be prepared with AID/W Direct Hire assistance and Mission Direct Hire personnel.								
Funds: Approximately \$2,300 for international travel and per diem for one AID/W Direct Hire.								
14. ORIGINATING OFFICE CLEARANCE		Signature Patrick McDuffie			15. DATE DOCUMENT RECEIVED IN AID/W, OR FOR AID/W DOCUMENTS, DATE OF DISTRIBUTION			
		Title Acting Chief, Office of Private and Voluntary Development			Date Signed MM DD YY 08 06 87			
					MM DD YY 08 08 87			
16. PROJECT DOCUMENT ACTION TAKEN				17. COMMENTS				
<input checked="" type="checkbox"/> A = Approved <input type="checkbox"/> S = Suspended <input type="checkbox"/> D = Disapproved <input type="checkbox"/> CA = Conditionally Approved <input type="checkbox"/> DD = Decision Deferred								
18. ACTION APPROVED BY		Signature Linda E. Morse			19. ACTION REFERENCE		20. ACTION DATE	
		Title Acting Director, USAID/Haiti					MM DD YY 08 10 87	

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## TRAINING FOR DEVELOPMENT PROJECT IDENTIFICATION DOCUMENT

### I. Project Summary

This project will be a key component of the Mission's human resource development strategy. With the anticipated growth in the Haitian economy, there will be an increasing need for trained manpower. After the overthrow of the Duvalier regime, there is a heightened prospect for a more effective public sector which will also require managerial and administrative skills largely absent in the public sector.

The purpose of this project is to upgrade the skills of Haitian manpower to permit more rapid economic and social development of the country. It will focus on the need to develop the managerial and administrative skills of Haitian professionals. Secondary emphasis will be placed on selected technical skills which are in short supply and on undergraduate training for Haitians from disadvantaged backgrounds, primarily from outside the capital region.

The project will finance long and short term academic and technical training in the U.S. and third countries, as appropriate, for the public and private sector. Some in-country training will also be provided. The project will also encourage cost-sharing arrangements with those individuals or institutions who are able to pay part of the training costs. The selection of participants will particularly target individuals who will be in a position to increase Haiti's long term ability to train its own professionals. The project will be implemented with a U.S. Contractor who will be responsible for all aspects of prospect management, including local sub-contracts for in-country training and English Language Training.

The primary beneficiaries of this project will be the estimated 545 public and private sector persons who will receive training. This figure includes 75 long term graduate programs at the Masters and Ph.D. levels, 50 undergraduate degrees in fields where shortages exist, 320 short term technical programs in the U.S. and third countries and 100 in-country programs. As a result of the training to be provided, public and private sector institutions will be better able to manage development programs and projects. Since the training of trainers is a particular emphasis for this project, it is expected that the benefits to be derived will have a wider impact than merely on those trained.

## II. Program Factors

### A. Political and Economic Context

The revolution which overthrew the nearly thirty year Duvalier regime affords an opportunity for the birth of a new Haiti, one with economic promise and based on democratic institutions. The challenges facing the current Conseil National de Gouvernement (CNG) and the civilian government which will replace it in February 1988, however, are enormous. If democracy is to succeed, the nation must develop a cadre of skilled administrators and policy makers in the public sector and managers in the private sector who can deal effectively with its delicate economic and political problems.

During the 1980's, Haiti has experienced serious economic problems that are manifested by balance of payments gaps, public sector deficits, inflation, slow or negative GDP growth, rising unemployment and underemployment and falling per capita income. The consequences of this economic stagnation have been particularly severe since most of the population lives at or near the subsistence level. A number of major factors constrain the Haitian economy, including an eroding natural resource base; limited physical infrastructure; weak management, administrative skills and institutions in the private and public sector, and a high percentage of illiteracy and malnutrition in the population.

The agricultural sector accounts for two-third of Haiti's employment and generates about 40 percent of export earnings. Improvements in this sector's productivity, employment and income can have an immediate and direct impact on large numbers of poor Haitian workers. Notwithstanding the rapid growth of the light assembly industry, many of the existing industrial enterprises that have potential to move to an export market are inefficient and their quality standards are often unacceptable for international markets. To enable Haitian firms to diversify and compete in world markets will require new technical expertise and skills; new modes of production, distribution and marketing; more knowledge of international trade; and more sophisticated administrative and management skills.

B. Human Resource Constraints to Development

Haiti has for many years suffered from shortages of skilled manpower which have hampered its efficient economic growth. These shortages include a lack of trained professional, managerial and technical personnel for the productive sub-sectors of the economy and for the key public sector agencies. However, local educational institutions will for sometime be unable to supply adequately trained personnel to meet the nation's demand for skilled manpower.

1. Lack of Professional and Managerial Personnel

In the past, AID and other bilateral and multilateral donors have built up a small, but effective, cadre of skilled administrators and policy-makers in the public sector and managers in the private sector, in part by extensive participant and leadership training programs. Some Haitians have the personal resources to provide their children with the best training available abroad, often in the U.S. Particularly since the fall of the Duvalier regime, many of these students return to Haiti to play a significant role in the government and in the private sector.

At the same time, for many years the economic and political problems have caused an exodus of a large number of Haiti's most skilled policy makers and private sector business leaders. Salaries have not kept pace with inflation. Political repression, political infighting, autocratic and centralized decision making and a lack of political will to enact politically sensitive, but essential, economic reforms have made working conditions financially and professionally unattractive to many Haitians, forcing them to live abroad where they often can find more lucrative and satisfying jobs. Deteriorating economic conditions make it difficult for Haitian families to send their children to other countries to study. Moreover, while the official policy of the Government of Haiti (GOH) is that it is desirous of repatriating skilled professionals who left the country, there is no explicit GOH program designed to encourage repatriation and the extent and nature of any influx of high quality of manpower cannot be estimated.

In Haiti, reliable data concerning employment, unemployment, current and projected manpower demands and supplies, and labor migration either do not exist or exist only in parts from a series of unrelated surveys. 1/ At best, the data are only impressionistic. In addition, the CNG of Haiti is not likely to articulate a development program or policy, which normally would be a derivative of the development strategy. Prior policy has been traditionally one of encouraging labor intensive activities as well as technical and professional training appropriate to meet the needs of the labor market and the CNG appears committed to this policy. Within this milieu, it is difficult to develop long-term estimates of training needs.

What is known is that there are basic problems at all levels: upper-level and middle-level managers, supervisors and technicians. Recent demand studies, while limited in scope, reported that both the public and private sectors had overwhelming difficulty finding trained and qualified managers. Haitian managers lack sufficient skills in a host of general areas, including investment analysis, export marketing, production management, cost analysis and control, accounting, budgeting, project management, computer-based information systems, procurement and export finance. It was also

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1/ Marc Lindenburg, Human Resources Needs in the Private Sector: a Preliminary assessment of Training Needs and Resources in the Assembly Industries in Haiti, Port-au-prince, July 1982. Daniel Dunhan, Vocational Education, Manpower and Training Programs in Haiti, USAID, Washington, D.C. August 1982. F. Carl Braun, Haiti Private Sector Demand for Management Training Programs, Port-au-Prince, June, 1984.

clear that management training was needed in a variety of sectorial areas such as agriculture, health, education and transportation. Even in the light industry and assembly sector, which is making a significant impact on the Haitian economy, the most cited complaint of owners of firms is the severe shortage of managerial talent, especially at the middle-level. Additionally, small businesses, which are a significant sector in the Haitian economy, also suffer from the lack of trained managers.

## 2. Lack of Technical Skilled Personnel

In Haiti, at the present time, a significant shortage exists for trained technicians at the foreman, supervisor and apprenticeship levels. This shortage of qualified personnel trained at the associate or undergraduate level is apparent at many levels and is viewed by the private sector as a significant constraint to growth and expansion. In manufacturing and production, training and upgrading of existing personnel is required in quality control, plant and equipment operations and maintenance. In agriculture, there is a need for persons skilled in the production of new crops, modern farm and nursery management, and equipment maintenance. In the area of infrastructure development, there is a need in civil engineering, resource management, fleet management, and construction management. In the area of health and education, there is a need for skilled administrators.

While Haitian universities, vocational schools and several recently developed training institutions, such as The Human Resource Development Center (HRDC) and the Management and Productivity Center (MPC) can meet some of the demand for skilled personnel in Haiti, there are critical areas in which Haitian institutions do not have the curriculum to provide technologically up-to-date courses of study. A second issue which impacts on the local institutions' capacity is the quality of the education available in Haiti.

The following table is illustrative of the supply and demand for trained persons at various levels of educational attainment. This table, based on projections developed by the Ministry of Planning in 1980 and others cited in the USAID financed Education and Human Resources Sector Assessment, reveals that the supply of trained persons more than meets the formal demand requirements of the country. Three sets of projections are shown: an optimistic scenario (I), a moderate scenario (II), and a conservative scenario (III). Surpluses are evident at all levels, except that a deficit in vocational training appears with projection III.

Table I

Projection of Supply and Demand  
for Trained Personnel 1985 -90

!Level of Instruction !	Demand			Supply	
	I <u>1/</u>	II <u>2/</u>	III <u>2/</u>	IV <u>3/</u>	!
!	!	!	!	!	!
! Primary	17,900	41,650	42,590	99,700	!
! Secondary	6,550	16,650	15,850	141,100	!
! Vocational/Technical!	3,940	1,250	6,850	4,600	!
! Higher Education	1,900	1,550	1,400	2,600	!

1/ modern sector only: Source Ministry of Planning, Direction de la Programmation Economique et Sociale- Main d'oeuvre, Emploi et Ressources Humaines, 1982

2/ all sectors: Source Education and Human Resources Sector Assessment, June 1985. Projection II is a naive projection based on assumptions: (a) that there will be no changes over the period 1982-90 in productivity, and (b) no changes in the sectorial structure of the labor force. Projection III is based on a 5 percent increase in productivity in the agriculture sector and the sectorial structure of the labor force is altered to reflect higher educational requirements for employment.

3/ Source: Ministry of Planning, Office of Economic and Social Planning, Main d'oeuvre - Emploi et Ressources Humaines, 1982.

These data, although only crude approximations of demand and supply conditions, are similar to those found by a World Bank exercise. It appears that in purely numerical terms there is a large general surplus of manpower at both the primary and secondary education levels, while both technical and post-secondary levels exhibit at best a relative general balance and at worst a modest oversupply of manpower.

### 3. Inadequate In-Country Capability

The Haitian education system has grown considerably since 1970 but, despite its output of graduates, the numbers and quality are not adequate to meet the current demand for trained personnel. Long before university-level or technical education existed in the country, Haitians went abroad, first to France and later elsewhere, for higher education and technical training. Today, there are several institutions of higher education in Haiti. The largest and most important is the State University of Haiti in Port-au-Prince. Unfortunately, many constraints impede the ability of Haiti's educational institutions from providing high quality graduates that can meet the demand for trained personnel.

Higher and technical education in Haiti is plagued by severe economic, structural and human resource problems. The university and technical curricula offered in Haiti are traditional, and often out-dated. The institutions do not have adequate equipment, especially in technical areas, and lack current library books, teaching materials and reference material. For the most part, they rely on the services of part-time faculty who cannot dedicate themselves to high quality teaching and research. Most institutions suffer from inadequate funding. The system lacks updated, practical and technologically-current curricula that are relevant to the needs of the country. Few linkages with the labor market

have been developed to ensure realistically trained, employable graduates in the skill areas needed by the private sector. There is only limited MA training and virtually non-existent Ph.D. training available. The lack of adequate training is particularly noticeable in the areas of business and administration, as well as in certain technical fields.

C. Existing Training Opportunities

1. Other Donor's Programs

Some of the country's training and institutional development needs are being fulfilled by the activities of major bilateral and multilateral donors. International donors include the World Bank, IDB, the French, the Canadians, the Israelis, the Germans, FAO and several others. These donors focus on problems related to agriculture, health, education and population. Like the Mission's projects, many of the donor's activities involve substantial amounts of training, although, in general, the USAID funds approximately the same number of external trainees than all donors combined on an annual basis.

The international donors have also supported overseas training in a wide variety of academic and subject areas, including health, nutrition, agriculture, pisciculture, economics, food preservation, banking, veterinary service and teacher training. Support has been given to both the public and private sectors. Other donors are currently funding in excess of 200 participant trainees per annum.

Since the overthrow of the Duvalier regime there is growing evidence of direct training activities being sponsored by the Soviet Union or Soviet-Bloc countries in Haiti. While the Government of Haiti does not have diplomatic ties with these countries, the political freedom in post-Duvalier Haiti and, the adverse economic conditions in the country make it ripe for Communist influence. Recent months have demonstrated that greater Soviet bloc influence is occurring.

Soviet influence has begun and will continue to increase because the conditions are conducive to propaganda which promises relief from the conditions of poverty. Furthermore, Haiti's borders are porous and Radio Moscow and Radio Cuba broadcast daily in Creole. Moreover, the National Library regularly receives publications in French from Soviet Bloc countries. With Cuba only 50 miles to the west of Haiti, it is easy to dispatch Haitians living in Cuba and Cubans of Haitian origin to come to Haiti, and, in fact, some have already been sent.

Most donors report that they work with the GOH Commission for National Promotion and Public Administration (the former Planning Ministry) and other Haitian government agencies in the selection of trainees. Donors report that they have not experienced much difficulty in having trainees come back to Haiti after study abroad. A recent audit of the USAID/Haiti participant training program which was part of a worldwide audit, revealed that only 3% of our participants were non-returnees. The CNG recently convened all donor agencies through the Ministry of Foreign Affairs requesting that the donors offer more open-ended training opportunities to Haitians, with special emphasis on those from outside Port-au-Prince. All donors agree on the need for closer donor cooperation. This is being achieved via the monthly donor meetings and via contacts at the sectoral and/or project level.

## 2. AID Participant Training

Participant training has been and will be a growing element of the AID strategy in Haiti. In FY 86, USAID/Haiti sponsored 105 participants for training in the United States under more than 15 different projects. Most of this training has been directed towards technical training in those areas which are central to the Mission's development strategy, including

- agricultural production and natural resources management and conservation;
- policy reform and institution building to promote private sector industrial development;
- institution building in Haiti's human resource sector such as school administration and educational planning, food aid management and community development;
- health and family planning with emphasis on child survival and oral rehydration therapy and immunizations; and
- infrastructure development such as transportation.

The Office of Agriculture and Rural Development (ARDO) has five projects which project training needs over the next 5 years. These projects (Agricultural Development Support II, Targeted Watershed Management, Agroforestry Outreach, Coffee Cooperative Development, and Interim Swine Repopulation) will emphasize training in agricultural economics, hillside technology, natural resource planning, cooperative development, animal health, seed multiplication, coffee production, and cereals improvement. In support of the Mission's agriculture and natural resources strategy, USAID will also target technical training in the transportation and energy sectors.

The Office of Private Enterprise Development (OPED) manages seven projects (Development Finance Cooperation, Haitian Development Foundation, Haitian Mortgage Bank, Management and Productivity Center, Export and Investment Promotion Center, Crafts Export Resource Center and the private sector component of the Technical Consultants and Training Project) which will provide technical training to members of the Haitian private sector and their support institutions. In the Office of Private and Voluntary Development (OPVD) the major emphasis will be on technical training and institution building, particularly in the private sub-sector of the education sector. The Population and Health Office (PHO), with six projects which project participant training needs, will place emphasis on institution building and technical training in areas such as demography, epidemiology, obstetrics-gynecology and pediatrics.

USAID/Haiti recently submitted a revised Country Training Plan (which was approved by LAC/DR) describing the strategy for implementation of the LAC II and the new Presidential Training Initiatives for the Island Caribbean project (PTIIC). The PTIIC strategy will seek to counteract the increasing Soviet and Cuban training influence in Haiti. The USAID has been allocated \$ 4.2 million for training under PTIIC. The program will focus on long and short-term academic U.S. training for leadership groups and those from disadvantaged groups not currently being targetted under other projects. These groups include media people, lawyers, legislators, labor/management, and youth.

The LAC II Training Initiatives project, provides \$ 300,000 per year for degree training in the U.S. and short-term technical courses, seminars and visits for key decision-makers in the public and private sectors. A total of 454 individuals will receive scholarships under PTIIC and LAC II over the next 5 years.

D. Project Rationale

1. USAID Strategy

The USAID development strategy, as most recently articulated in the FY 88-89 Action Plan, is designed to support Haiti's successful transition to democracy through establishing policies and programs necessary to stimulate economic growth, generate jobs, and provide basic services to the population. It focuses on four major categories of activities: (1) continued implementation of the economic stabilization program; (2) increased agricultural production, preservation and management of natural resources and expanded and improved infrastructure; (3) strengthening the private sector; and (4) increased access to voluntary family planning services, reduced infant and child mortality and improved educational opportunities. Although the strategy of recent years continues in effect during this transitional phase in Haiti, the Mission expects to review its priorities, portfolio and Country Development Strategy Statement (CDSS) as negotiations with the new government progress.

The Mission's participant training activities to date (funded from LAC II, PTIIC and approximately 19 other projects) have been consistent with and supportive of Mission objectives. They are a key element in the technology transfer process which is an essential component of our sectors of concentration. They provide Haitians a first hand opportunity to acquire knowledge, skills and attitudes which will have a beneficial developmental impact on Haiti. This new project is based on a similar rationale and should accelerate the technology transfer process. It will help create cadres of professionals in various sectors with the skills necessary to have a significant influence on the future course of Haitian development.

## 2. AID Policy

The proposed project is consistent with AID policy which encourages participant training to strengthen key development institutions as long as the training is in priority areas established in the CDSS, the CTP, the Action Plan, and associated with specific sector objectives. AID's policy for training is based on ensuring that trainees return to their home country and to positions in which their skills are effectively employed. Both the public and private sectors should participate in AID's assessment of needs and selection of candidates. In addition, host country contributions to the costs of training should be encouraged to the maximum extent possible. AID policy encourages local and external short-term training but, U.S. long-term training is also encouraged when appropriate. The training should be limited to fields in which training is not available locally and should focus on advanced training for managers and technicians.

## 3. Conformity with Recipient Country Strategy

While the CNG is not likely to articulate a development strategy or a manpower policy, the prior policy has traditionally been one of encouraging labor intensive activities, as well as technical and professional training which is appropriate to the immediate needs of the labor market. The CNG appears committed to the creation of labor intensive activities; support of the organizations promoting the crafts industries; and the creation of technical and professional training centers. Neither the CNG nor the prior government have done much to support manpower training and allocation and, for this reason, the Mission expects to put this on its policy dialogue agenda at the appropriate time.

In the private sector, there are no discernable professional labor policy objectives other than the tendency for the manufacturing sector to favor assembly industries. There is a relatively limited pool of professional labor available for the private sector and the private sector has endorsed efforts by USAID and other donors to establish appropriate training centers and provide training opportunities for professional and technical personnel.

#### 4. Project Strategy

The success of the development strategy outlined above will require a substantial upgrading of personnel and retraining at managerial, professional and technical levels. A critical mass of skilled individuals is necessary to provide self-sustaining momentum to meet the development goals of the country.

The training provided by this project will fulfill short and long term needs and focuses on those areas identified as critical by the public and private sectors. The appropriateness of the project design, within a complex and unclear milieu and with only impressionistic evidence indicates that the lack of trained managers, administrators and technicians is one of the critical limitations to future growth. Evidence also suggests that local Haitian institutions cannot meet the current demand for trained personnel of the quality needed for development. The training activities currently financed by A.I.D. and the other donors are also inadequate to achieve the required critical mass of trained personnel. The Training for Development Project (TDP) is a means of responding to some of the requirements for public and private sector training and should have a significant development impact on the country.

5. Justification for U.S.-based training

A large portion of the training will be carried out in the U.S. where participants can enjoy a wide-range of opportunities at all levels, from specific managerial skills to state-of-the-art technology applicable to Haiti. The number and variety of programs will allow course/program selection based on the individual's needs and the requirements of the job. This level of selection and variety does not currently exist in Haiti.

U.S. training in already existing and specialized courses will allow a rapid completion of training and quick assimilation of new skills, knowledge and experiences. Although some in-country, specialized training will be developed with Haitian institutions, the use of already existing U.S. specialized courses will be a more cost-effective approach.

Long-term graduate training in the U.S., while expensive, offers the highest quality instruction in the critical areas of economics, business, science, technology, agricultural sciences, education, health sciences and engineering. The U.S. training experience offers the participant access to the most sophisticated scholarship and research and it results in a rapid introduction of new concepts and technologies in the host country. Participants form lasting relationships that facilitate the continuing exchange of ideas and experiences even after the formal training has terminated.

Training in the U.S. also has positive impacts, both economically and politically. It develops closer and mutually beneficial economic relationships between the U.S. and Haiti because participants acquire familiarity with and often a preference for U.S. products. Returning participants maintain close intellectual, cultural and social ties with the U.S. It fosters political friendship through professional linkages and a better understanding in Haiti of U.S. institutions and political values.

6. Justification for Third Country Training

On a limited basis the project will also fund third country training, nearly all of it for short term programs. Under LAC II the Mission has funded some third country training programs. Countries for training have included Nigeria, the Philippines, Mexico, Jamaica, Costa Rica, Brazil, Egypt, Colombia, Tunisia and Israel. Third country training is particularly useful because of lower costs and greater availability of French language programs a particularly successful cooperative relationship with the Israeli Embassy in Haiti, developed with LAC II funding, will be continued under TDP.

III. Project Design

A. Problem Statement

For Haiti to achieve economic growth and make the transition to democratic government, it must expand the numbers of well-trained, democratically-oriented managers, administrators and technicians in government, the private sector, the labor movement and throughout urban and rural areas. Government and labor leaders, entrepreneurs, and rural community leaders require not only additional technical expertise, but also managerial and administrative skills if GOH policies and programs are to contribute to the nation's political and economic development. For the private sector to expand its role in the local and world economy, it too must increase its managerial and technical human resource base. Haiti after years of neglect, however, lacks sufficient institutional capability and financial resources of its own to undertake such an effort.

### Project Goal

The goal of the project is to promote Haitian economic, social and political development and to enhance participation in development activities by strengthening the country's human resources base. The project will provide the trained personnel required for the economy in both the public and private sectors. Goal achievement will be measured by increases in per capita income, increases in local control of development programs and increases in the level of literacy.

### C. Project Purpose

The purpose of the project is upgrade the professional, technical, administrative and managerial skills of Haitian human resources. The project will increase the number of U.S. trained persons who occupy policy level and leadership positions in the private and public sectors throughout urban and rural Haiti. These individuals will, thereby, be able to participate in the development and implementation of more rational social and economic policies and programs and provide a clearer orientation to the development of a Haitian democracy.

The major focus of this project will be to develop the managerial and administrative skills of Haitian professionals. The project will provide a significant number of cadres of individuals in specific institutions who, through their numbers, can bring about major institutional change. Secondary emphasis will be placed on selected technical skills which are in short supply and on training for Haitians in technical areas with direct employment linkages.

Under this project, AID will finance scholarships related to the USAID strategy in two areas: (a) long and short-term academic and technical training in the U.S. and third countries, as appropriate, for technical, professional and managerial personnel required for the social and economic growth of Haiti. Some undergraduate training will also be included, exclusively in those areas where shortages exist, e.g. Business and Computer Sciences; and (b) short-term in-country training programs for selected participants using local and U.S. training firms. The advantage of this project design is the flexibility it provides in being able to meet the country's social and economic needs through the provision of a mix of program lengths, fields and specialty areas.

D. Indication of Project Success

1. End of Project Status (EOPS)

Upon completion of the training activities financed under this project, the following will have been accomplished:

- a. an expanding, trained pool of professional managers and technicians in key sectors of the economy and national institutions apply their skills to development programs.
- b. improved productivity and expanded capability in the participating private and public entities.
- c. improved and more effective social and economic services provided by the private and public sectors in priority areas related to the USAID's strategy.
- d. improved capacity to assess training needs in local institutions.
- e. improved quality of local training institutions.

## 2. Outputs

The project will have the following training outputs:

- a. an estimated 105 public and private sector employees trained at the graduate level in the U.S.
- b. an estimated 20 undergraduates trained in the U.S.
- c. an estimated 320 public and private sector employees trained in short courses, seminars and observation tours in the U.S. and or third Countries
- d. an estimated 100 public and private sector employees trained in short-term in-country training programs.
- e. an estimated ten in-country training assessments of local institutions.

Table II

Training	Project Outputs by Year				
	FY 88	FY 89	FY 90	FY 91	Total
Graduates (in training)	30	30	25	20	105
Undergraduates (in training)	10	5	5	-	20
Short-term U.S./TC	80	80	80	80	320
Short-term In-country	<u>25</u>	<u>25</u>	<u>25</u>	<u>25</u>	<u>100</u>
TOTAL	145	140	135	125	545

E. Project components and How it will work

1. U.S. Long-Term Training

The Training for Development Project will respond to the need for middle-level personnel in the government, the private sector and other critical areas for social and economic development through formal graduate and undergraduate degree training in appropriate U.S. universities or selected third country institutions for some specialties. Two levels of long-term graduate programs will be provided under the project: (a) Masters programs for technical, managerial and professional personnel; and (b) Ph.D. or Masters programs for key teaching and research faculty members of universities to upgrade existing degree programs in Haiti to meet the needs for future professional personnel.

At the undergraduate level, most of the training will consist of two year programs, either AA/AS degrees or BA/BS degrees for those who have had several years of university training in Haiti. In all cases, undergraduate training will be provided in fields which are in short supply in Haiti.

a. Masters Degree Training

i. Objectives

The training programs will be designed to respond to the need for appropriately trained middle-level personnel in the areas most directly involved with the Mission's portfolio of development activities. The training will meet the need for expertise to establish and maintain the quality and quantity of services required to improve the capability of Haitian businesses or government social and economic services.

General constraints such as poor infrastructure or organizational problems may be affected indirectly, in the long term, by individuals returning from training under the project. The training offered under the project, however, will be specifically related to the operational level requirements of the host institution.

ii. Selection Criteria and Areas of Study

Proposals for training will be for persons already working permanently for a sponsoring institution. Candidates for training should be nominees who will have a "multiplier effect" upon completing training and returning to work. For the Masters Degree programs, standard criteria for academic eligibility will be applied, i.e. the candidates must meet the requirements of the training institution involved. Criteria for selection of candidates will be derived from a variety of sources. The Mission will conduct a manpower needs analysis of selected government agencies and sub-sectors of the economy. This information, together with the impressionistic information already available from previous surveys and USAID technical officers, will assist in establishing priority areas for training under the project. Areas outside the Mission's development assistance portfolio must be approved by the Deputy Director, USAID/Haiti.

Requests for training will be reviewed in terms of the specialty area to avoid duplicating efforts being made in the AID-financed development assistance projects. The intention of the Training for Development Project is to supplement external or in-country training already programmed as part of USAID's bilateral projects.

Initial decisions concerning the selection of candidates and areas of specialization will take place during the first six months of project implementation after the project staff and Project Selection Committee (project advisory committee made up of USAID officers, other USG officers, private sector, government and PVO representatives as appropriate) are in place.

b. University Faculty Training

i. Objectives

Under the project, higher education institutions, such as State University of Haiti, and the Roi Henri Christophe University and the selected specialized training institutions, e.g. Human Resource Development Center, Management and Productivity Center, will have the opportunity to nominate, for graduate studies at the Masters and/or Doctorate level, qualified individuals from departments that provide training in specialities which support the Mission's portfolio of development assistance activities. The persons selected will be expected to study in programs in areas determined by USAID to be needed most to strengthen a particular department and that is within the USAID's priorities. Upon return to their institutions, they are expected, through their expertise and leadership, to assist the institution to build the range of expertise necessary to upgrade the institution programs in their respective fields. They will be crucial elements in updating the curricula and the development of the teaching, technological and research capabilities necessary for

high quality programs through which the need for technicians, managers and professionals can be met in Haiti.

ii. Selection Criteria

The academic training needs of university departments must agree closely with the needs expressed by the government, the private sector and USAID. Final selection of specialities to be supported under the project will be done as outlined above and will be determined early in project implementation.

c. Undergraduate Training

i. Objectives

As stated previously, there are several fields, e.g. business administration and computer sciences, for which no undergraduate degree training is available in Haiti. In those cases where the Mission determines that specific skills are in short supply, limited undergraduate training will be provided.

ii. Selection Criteria

The areas of training will be identified during the development of this project paper. In general, participants will be selected who have completed some university education and will not require four years to complete their studies.

## 2. Short-Term Training

### a. Objectives

There is strong interest on the part of the Haitian private and public sectors to acquire professional, technical and managerial skills in the U.S. The findings of a demand analysis supported the need for both long and short-term management training, but the firms in the survey expressed a greater interest in short-term training to immediately upgrade the capabilities of their employees.

To respond to this need, USAID/Haiti has provided funding to establish two local non-formal training centers

(a) The Management and Productivity Center (MPC), which provides a broad range of management training, consulting and business services for the Haitian business community; and

(b) The Human Resources Development Center (HRDC), which is designed to provide culturally appropriate training for illiterate, semi-literate persons and project staff to enhance the effectiveness of development assistance projects.

Although these projects have made a good first start at addressing the problem, there is a need to supplement these programs with short-term U.S. or third country training in areas which are outside the preview or expertise of MPC or HRDC and/or which promise to be a more cost-effective approach to provide the required training.

Under the Training for Development Project, (TDP) short-term U.S. and third country will be programmed and tailored to the requirements of the specific job, enterprise and institutional need. Training will include, but not be limited to, short non-degree courses, formal courses, seminars, tours, internship, and conferences. Group training programs may also be designed to respond to sectors or area-specific training needs, as appropriate.

In areas where it is appropriate and cost-effective, the TDP project will use MPC and HRDC to provide short-term in-country training for an estimated 100 persons, as well as other local training institutions which may be appropriate. These training programs will also be programmed and tailored to the requirements for a specific job, enterprise or institutional need. In this way, the delivery institutions can capture the expertise of the U.S. consultant and duplicate the programs, as needed. Moreover, these in-country training programs will be used as one method of screening participants for more advanced training in the U.S. If participants exhibit high potential in an HRDC program, for example, they may be selected for additional and more advanced training in the U.S.

b. Selection Criteria and Areas of Study

Candidates selected for the intensive short-term skills upgrading will be employees, or owners of the institutions in which they work. The criteria for selection will focus on identification of skills, knowledge or abilities needed to improve the productivity of the organization nominating the trainee. The general criteria for participant selection will be: (1) need as identified by the Project and the sponsoring entity, and (2) appropriate qualification of the proposed trainee.

Heavy concentration of training demand is expected in technical and administrative training for agribusiness, light industry, infrastructure development, public health, and human resource development. Training will be directed to specialized skills training in areas of critical importance to the USAID development strategy, with emphasis on courses such as those offered by the World Trade Institute, Cooperative Agribusiness Institute, and the American Management Association, to name a few. Observational visits and seminars by individuals and or groups will also be arranged with U.S. private business, public agencies, schools, farms, research centers, and/or educational faculties. Placements may be in academic or non-academic settings.

### 3. Supporting Activities

#### a. English Language Training

In-Country English Language Training (ELT) for long-term training participants will be initiated as part of the TDP project. AID will finance the ELT program with a host country institution, either The Haitian American Institute or the English Language Program of the Union School. Technical assistance and commodities will be provided as needed.

The purpose of the intensive in-country ELT program will be to train A.I.D. participants at beginning and intermediate levels to an English Language proficiency level equivalent to a 500 TOEFL 1/ before departing to the United States for long-term academic training. This intensive pre-academic program will operate under a set of curriculum guidelines with well-defined performance objectives. Instruction is to be intensive with a curriculum that is balanced with basic skills: reading, writing, listening and speaking. Based on the cost-effectiveness and pre-screening value of the program, long-term participants needing ELT from all programs may be required to attend the program. In-country ELT will be programmed for short-term trainees in only a limited number of areas.

b. Special Programming

Participants being trained under the TDP project will be involved in a number of specially programmed activities as described below:

- Educational Counseling. The training officer of the U.S. contractor, will provide resource information about U.S. academic institutions to participants, including orientation to participant prior to their trip, outreach services to rural areas, testing services, and information to assist the participant to identify and appropriate U.S. university for graduate level training.

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1/ TOEFL - Test of English as a Foreign Language is a widely used English Language proficiency test accepted among U.S. colleges and universities.

- Orientation Programs. The departure orientation will consist of a personal interview with the Training Officer of a U.S. contractor discussing the objectives, requirements, the extent of the training programs and the role the participant is expected to play upon return to Haiti. A Haitian social student who has studied and lived in the U.S. will brief and discuss issues such as culture shock, competitive academic work, and life in the U.S.

- Enrichment Program. for long-term participants, short observation trips, conferences and seminars to learn about the American way of life or professional association will be funded by AID during vacation periods.

- Exit programs. The U.S. contractor staff will de-brief returning participants as part of the follow-up plan. An exit interview will be conducted with long-term participants which will include information about the value of the training received, their feelings on life in the U.S., their attitudes toward U.S. political and economic systems, readjustment issues, expectations and other concerns they may have as a result of their U.S. training.

c. Evaluation and follow-up

In order to measure the effectiveness of the individual training programs, as well as the significance of the training in the context of the Project goal, an evaluation and follow-up survey will be carried out by an independent contractor. The objectives of the annual survey will be to: (1) update type, duration and level of demand for training; (2) examine the factors that have influenced this level of demand; (3) review the level of support provided by the host country sponsor, and (4) suggest any modifications for improving

programs. The survey will also assess the impact, relevance and utilization of the training on job performance and leadership in the community. Participants will be surveyed to measure their satisfaction with the quality of the training program and to how well it met the needs for which it was designed. This information will be used for programming and recommending program modifications.

F. Cost Estimates and Financial Plan

The AID contribution to this five-year project is \$10,000,000 in grant funds. The host country contribution is U.S.\$1,600,000 equivalent in local currency. All project funds will be obligated through an institutional contract or contracts.

The training of participants within the project will be implemented in three ways: (i) a U.S. contractor will administer the bulk of long-term and short-term training in the U.S. and Third countries, (ii) local institutions will provide in-country short-term training programs, as needed, and (iii) a local institution will provide in-country English Language Training for long-term training participants.

1. AID Costs

a. Direct Training Costs (\$8.57 million)

The direct costs associated with the training and in-country administration of the project are estimated at \$6.27 million for long-term U.S. training and \$1.3 million for short-term U.S. training. These costs include tuition, maintenance, books, insurance, and other direct costs but exclude the contractor's administrative fee.

In-Country ELT for long-term participants will be obtained through a subcontract with a local institution and the costs are estimated at \$500,000.

In-country subcontracts for short-term training will be obtained through several local institutions, primarily the HRDC and MPC, and the costs are estimate at \$500,000.

b. Administrative/Technical Assistance Costs

Administrative and Technical Assistance costs for all contracts under the project, except for evaluation and audit, are estimated at \$1.35 million.

c. Evaluation and Audit

Costs of evaluation and, if required, a non-federal audit are estimated at (\$80,000) and will be procured under separate contracts, with an 8a firm.

2. Host Country Costs (\$1.6 million)

a. Airfare and Salaries (\$1.6 million).

Participating institutions will be required to finance the salaries paid to employees while in training as well as the cost of a replacement employee, if required. Most participating enterprises will be required to finance the international air fare for participants they are sponsoring for training. In some cases, particularly in the private sector, cost sharing arrangements for program expenses will also be sought.

b. Selection Committee

A committee made up of representatives of the Haitian private sector, A.I.D. and other USG offices and the U.S. and local contractors will meet several times per year for the purpose of selecting scholarship finalists.

G. Method of Implementation

1. USAID/Haiti Training Office

The USAID/Haiti training office, which is part of the Mission's Office of Private and Voluntary Development (OPVD), will be responsible for the overall management of the TDP project. The Training Officer will handle the day-to-day management of the project and will be responsible for monitoring the progress of the project and the respective contractors selected to carry-out the various project components. The Training Officer, working in cooperation with the Selection Committee, will have final responsibility for the selection of training participants and ensuring that the project meets its objectives. The training officer will be the chairperson for the meetings of the Selection Committee.

2. Selection Committee

The Selection Committee will be responsible for making the final selection of individuals for all long and short-term training. The Committee will consist of representatives from the USAID Mission in Haiti (ARDO, OPVD, ENG, OPED, PHO, OEA, DRE); the Haitian private sector (both profit and non-profit), the Haitian Government, and other USG entities as appropriate e.g. USIS or Peace Corps. Each organization will assign two representatives, one principal and one alternate, to assure full representation at the meetings.

### 3. U.S. Contractor

The U.S. contractor, under direct USAID supervision, will be responsible for day-to-day implementation of the project. Initially, the contractor will develop a network of contacts with key private and public sector organizations throughout the country and establish mechanisms for nomination procedures. The contractor will coordinate the meetings of the Selection Committee and ensure that biographical and other relevant information reach each member of the selection committee at least three working days prior to the meeting. Once the candidates have been selected, the contractor will inform the candidates of the outcome of the selection process, will provide them with the USAID training application form, ensure that it is properly completed prior to submission to USAID and will prepare the Project Implementation Order Participant form (PIO/P). The contractor will also arrange course selections, admission to universities and training institutions, and will make travel arrangements for participants. The contractor will also ensure that participants undergo a complete medical examination (using forms provided by USAID), prior to departure for training. The contractor will work closely with the Ministry of Foreign Affairs and the U.S. Consulate in Haiti to facilitate the acquisition of passports and J1 visas. The contractor will have responsibility for designing the itineraries for the training programs, providing the airline tickets and for assuring that an orientation session, and all travel, housing, escort and translator requirements have been arranged. The pre-travel and post-travel programs and data collection and entry will also be the responsibility of the contractor.

For in-country seminars, the contractor's responsibilities will be to subcontract for local and to assist in the in-country arrangements which will be necessary for conducting the courses.

Under the general direction of the USAID Training Officer, the contractor will also be specifically responsible for:

1. Carrying out training assessments in those institutions (selected jointly by USAID and local officials from the private and public sectors) where significant resources could be allocated;
2. Assisting in the establishment of training priorities;
3. Advertising (where appropriate), screening and selecting candidates with appropriate involvement of Mission, GOH and private sector selection committee(s);
4. Using the Work Breakdown Structure;
5. Maintaining participant data base;
6. Placing and monitoring of selected candidates;
7. Identifying cost effective and cost cutting options and opportunities for French language programs;
8. Assisting in building institutional linkages between US and Haitian institutions;
9. Improving the quality of in-country English language training programs; and
10. Providing appropriate enrichment and follow-up.

#### IV. Factors Affecting Project Design and Issues for Further Development

The following is a brief outline of issues which should be explored in depth during development of the Project Paper. Some of these issues may be easily resolved, while others may require substantial effort:

##### A. Project Design

The project design presented in the Project Identification Document (PID) is a straight forward participant training project without two components described in the Concept Paper. They have not been included in the PID, VIZ., (i) the establishment of a student loan fund administered by a local private educational foundation, and (ii) the provision of foreign technical assistance to replace those key official who are off on long-term U.S. training. During interviews with Haitian and U.S. officials, both features were widely accepted in principal but, the consensus of opinion was that these activities were unworkable in practice.

Given the myriad of constraints affecting Haitian training institutions, especially the lack of training materials and the lack of qualified instructors, the concept of a student loan fund was expanded in conversation to become an educational credit facility. The concept was that a local private educational foundation, with loan funds from AID, would make low-cost loans available to three groups of potential borrowers: (i) students who wished to borrow funds for U.S. training; (ii) Haitian training institutions who wanted to borrow foreign exchange for training material or equipment purchases; and (iii) instructors who would borrow funds to strengthen their qualifications. Although nearly everyone interviewed liked the concept and believed there would be ample effective demand for the funds, no one believed that payback could

be achieved, especially in the current political atmosphere. Grant funding was also not widely recommended because: it was held that grants would artificially stimulate demand for training, it would run counter to AID policy, and it would make it all the more difficult to administer equitably.

The provision of foreign technical assistance to replace key officials off on long-term training was similarly dismissed on practical grounds. Most people felt the Government of Haitian and its officials would not readily accept U.S. long-term technical assistance, given the political climate and generally acceptable replacements available within the various organizations. Moreover, faced with an average cost of \$25,000 for one year of graduate study in the U.S. and \$150,000 for one year of technical assistance, most persons interviewed were unwilling to trade-off six Haitians trained for one year, for one year of U.S. technical assistance.

Thus, the project will exclusively focus on training, largely outside of Haiti, but with a small in-country component.

#### B. Social Impact of the Proposed Project

The Demand Analysis proposed for the Project Paper will provide some information about the socio-cultural feasibility of the proposed project. The project beneficiaries are fairly clear-cut. The direct beneficiaries will be the middle-level personnel currently working within the private and public sectors and university staff within faculties that prepare students for employment in professional, technical and managerial careers in areas of USAID's development strategy. The indirect beneficiaries will be society as a whole and the labor force of the country, including many of the poor who should find increased employment opportunities as the economy expands as a result of increased efficiency, expansion and diversification.

While the beneficiaries of the project are fairly clear, the Mission should carefully explore several important social/economic concerns.

Questions to be addressed, include:

(1) Economic constraints with social implications

Middle level professionals, managers and technicians, who are the prime target of this project, may not receive full salary from their employer during training. This could result in serious social/economic problems for the participant and his/her family during the training period as well as for an extended time after the training. Graduate students who are studying under tight financial support conditions may find a stressful situation developing in the U.S. and at home. These factors should be taken into consideration in orientation of the trainees as well as the time of trainee selection. Universities may wish to send participants for Ph.D. training programs, but the cost of that program to the university is high. There is a very limited number of individuals from whom to choose for the highly desirable long-term study opportunities at the Ph.D. level. The university must replace the person for a three-year period, which is costly, both in terms of money and in terms of possible loss in quality of teaching while the person is away. Careful consideration should be given to the university staff training component and the issue should be discussed with university Rectors.

(2) Impact on Women

According to persons interviewed, the number of women who occupy middle-level technical, managerial and professional positions in Haiti is low. Whatever the cause, and whatever the unbalance, it is a reality that project management will be faced with a situation that fewer women will be nominated for training than men. The social soundness analysis should study this situation carefully and provide recommendations for identification, recruitment and selection activities to assure adequate female participation.

C. Economic Analysis

There is a dearth of labor market information on which the Selection Committee can make judicious decisions about how to maximize the project's scarce resources relative to the needs of the economy to assist the Selection Committee in choosing trainees and the allocation of funds. The Mission should contract a local consultant or consulting firm to conduct a limited scope demand analysis.

Some portion of the proposed public sector training will be in fairly generic areas. For example, all Ministries currently need financial administrators, auditors and budget analysts. Moreover, USAID officers have a good grasp of some of the needed training and Haiti will not have an adequate labor market information system in the short to medium term. Under these circumstances, the best the Mission can hope to achieve is some improvement in the data base through conducting a limited scope survey of key officers in the critical sectors it expects to target, i.e. those areas targeted for development assistance. The information from the survey along with other impressionistic information should be used to select trainees.

The demand analysis should examine the following issues:

(1) Determine the current level of demand for training of managers, professionals, and technicians in those areas the Mission has determined are key to the economic and social development of Haiti, e.g. health, private sector, education, agriculture and infrastructure development.

(2) Determine what factors may influence this level of demand, including known GOH development plans and the expected development assistance objectives of other donors.

- (3) Assess the relative demand for short-term versus long-term training.
- (4) Assess the relative demand for type of training being sought (administrative, professional, technical).
- (5) Indicate what sectors (agribusiness, health, etc.) demonstrate the greatest need for training and in what occupational areas.
- (6) Quantify the level of support the various sponsoring agencies would be willing to provide training participants.
- (7) Estimate Training demand to the end of the proposed project (1991)
- (8) Estimate the critical mass of skilled administrators needed for selected Haitian institutions.
- (9) Provide qualitative feedback from key officials on ways in which they would make the U.S. training program most effective.
- (10) Estimate the number of women who would be candidates for middle-level professional, administrative or technical training.

Insofar as it is possible, the data collected by survey should be a random, stratified sample of public and private organizations in key areas of interest to USAID/Haiti.

The project will provide training directed towards improving the human resource base in key economic and social areas. After the training, each participant's human capital will be higher and consequently the participant should command higher wages. The net financial rate of return, from the individual participant point of view, should be large. Moreover, the benefit to the economy of the

investment in human capital should come in greater efficiency, productivity and improved judgement of the returned participants after training. Although no problems are anticipated, USAID/Haiti should conduct a standard rate of return analysis of the proposed project. In addition, the Mission should:

- (1) examine the cost-effectiveness of the proposed project design, and
- (2) analyze the impact of the project design on the long-term financial commitments as well as the recurrent costs on the host-country.

PROJECT DESIGN SUMMARY

LOGICAL FRAMEWORK

Project Title & Number: Training for Development 521-0203

<u>Narrative Summary</u>	<u>Objectively Verifiable Indicators</u>	<u>Means of Verification</u>	<u>Important Assumptions</u>
Program or Sector Goal: The broader objective to which this project contributes:	Measures of Goal Achievement		Assumptions for achieving goal targets
To promote Haitian social, economic and political development and popular participation in development activities by strengthening the country's human resource base.	<ul style="list-style-type: none"> <li>-Increases in average family income</li> <li>-Increases in local control of development programs</li> <li>-Increases in literacy ratio</li> </ul>	<ul style="list-style-type: none"> <li>-World Bank Reports</li> <li>-Aid and other donor project evaluation</li> <li>-Ministry of Education Reports</li> </ul>	<ul style="list-style-type: none"> <li>-Political stability continues</li> <li>-Enough employment opportunities generated by economy</li> <li>-Mechanism for local participation in development</li> </ul>

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PROJECT DESIGN SUMMARY

LOGICAL FRAMEWORK

Project Title & Number: Training for Development 521-0203

<u>Narrative Summary</u>	<u>Objectively Verifiable Indicators</u>	<u>Means of Verification</u>	<u>Important Assumptions</u>
Project Purpose:	Conditions that will indicate has been achieved; End of project status.		Assumptions for achieving purpose
To upgrade Haitian managerial, administrative, professional, and technical skills.	<ul style="list-style-type: none"> <li>-An expanding, trained pool of professional managers and technicians in key sectors of the economy and national institutions apply their skills to development programs</li> <li>-Improved productivity and expanded capability in the participating public and private entities</li> <li>-Improved and more effective social and economic services Provided by the public and private sectors in priority areas related to USAID strategy</li> <li>-Improved capacity to assess training needs in local institutions</li> <li>-Improved quality of local training institutions</li> </ul>	<ul style="list-style-type: none"> <li>-Project records Project evaluation</li> <li>-Project evaluation</li> <li>-Project evaluation</li> <li>-Project evaluation</li> <li>-Project evaluation</li> </ul>	<ul style="list-style-type: none"> <li>-GOH makes commitment to administrative reform</li> </ul>

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PROJECT DESIGN SUMMARY

LOGICAL FRAMEWORK

Project Title & Number: Training for Development 521-0203

<u>Narrative Summary</u>	<u>Objectively Verifiable Indicators</u>	<u>Means of Verification</u>	<u>Important Assumptions</u>
Outputs:	Magnitude of Outputs:		Assumptions for achieving outputs:
- Trained Individuals	-Estimated 105 public and private sector employees trained at graduate level in the U.S. or third countries	- Project records	
	-Estimated 20 undergraduates trained in the U.S.	-Project records	
	-Estimated 320 public and private sector employees trained in short courses, seminars and observation tours in the U.S. and/or third countries	-Project records	
	-Estimated 100 public and private sector employees trained in short-term in-country training programs	-Project records	
- Training assessments	-Estimated 10 in-country training assessments of local institutions	-Project records	

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PROJECT DESIGN SUMMARY

LOGICAL FRAMEWORK

Project Title & Number: Training for Development 521-0203

<u>Narrative Summary</u>	<u>Objectively Verifiable Indicators</u>	<u>Means of Verification</u>	<u>Important Assumptions</u>
Inputs:	Implementation Target (Type and Quantity)		Assumptions for providing inputs

USAID

\$ 6.27 million, overseas long-term training  
 1.3 million, overseas short-term training  
 .5 million, in-country training  
 .3 million, in-country English language training  
 1.35 million TA/administration  
 .08 million evaluation and audit

          
 \$10.0 million

Host Country

\$ 0.25 million air transportation  
 1.15 million salaries while in training (GOH)  
 0.20 million cost sharing with private sector

          
 \$ 1.6

45