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SOCIAL-INSTITUTIONAL FRAMEWORK  
USAID/HAITI

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SOCIAL-INSTITUTIONAL FRAMEWORK  
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I. INTRODUCTION AND BACKGROUND

The Caribbean and Latin American Scholarship Program (CLASP) is designed to have a long-term impact on: 1) developing a stable social, political and economic environment that is conducive to economic development and 2) promoting an educated and skilled population with capable leaders to manage and implement programs and policies.

USAID/Haiti's CLASP II project will continue to equip a broad base of leaders and potential leaders in LAC countries with technical skills, training, and academic education and an appreciation and understanding of the workings of a free enterprise economy in a democratic society.

The objective of the Social Institutional Framework (SIF) is to identify individuals who are influential in shaping action and opinion from all social/economic strata of the Haitian society, with an emphasis on the socially and economically disadvantaged, and to provide them with the appropriate type of training.

A. THE POLITICAL CONTEXT

The future for democracy in Haiti remains uncertain and colors the social, political, and economic development of the poorest country in the Western Hemisphere. Since the fall of the long and repressive Duvalier family dictatorship on February 7, 1986, attempts to create a democratic form of government in Haiti have met with resistance from military and para-military elements who have maintained a strong influence over many aspects of Haitian life. The prospects for democratic development should, however, be viewed in the broader context of Haitian political history, for the apparent political instability exemplified by five successive governments in less than three years tends to mask political continuities.

In its beginnings, Haiti was on the cutting edge of political history. In the latter part of the 18th century, Haiti and the United States were the first countries to decolonize and declare their independence. Haiti was the first nation in the world to mount a slave revolt, abolish the institution of slavery, and reconstitute itself as a nation of small holding peasant farmers. However, the slave plantation system left its mark on Haitian institutions, including age old patterns of authoritarianism, militarism, and class and color antagonism.

In the modern era, Haitian aspirations for democratic development have been brutally repressed. Modern-day Haiti can be best understood as a proto-state when viewed in light of the evolution of modern states during the past two hundred years. It has the strong authoritarian center which is characteristic of archaic states based on monarchy and despotism. Its government institutions are weak with poorly elaborated bureaucracies and limited functions beyond maintaining power, at all costs, and extracting wealth from a large peasant base. Other defining elements of Haitian political institutions include: 1) a state of chronic crisis in succession to power; 2) the army as the supreme arbiter of political destiny; 3) the President as strongman with power highly centralized, personalized and authoritarian; 4) the intolerance of opposition; and, 5) the absence of personal security. Furthermore, national political struggles are heavily focused on the capital city and there is no tradition of popular participation and no institutionalized mediation of the political aspirations of rural Haitians.

The fall of Jean-Claude Duvalier in 1986 unleashed a tidal wave of popular expectations. These heightened expectations, along with the regressive political tendencies of old line Duvalierists and Tonton Macoutes, help to account for the unresolved political crisis of succession which is now well into its fourth year. On September 17, 1988, General Prosper Avril assumed the Presidency with the support of a group of non-commissioned officers. Since then, political parties are being encouraged again, and the new government has published the electoral calendar and has committed to hold municipal, legislative and presidential elections by the end of 1990.

#### B. SOCIO-ECONOMIC CHARACTERISTICS

Haiti is the poorest country in the Western Hemisphere. GDP per capita is estimated at \$370, and some 85% of the population lives in absolute poverty. Adult literacy is less than 25% and only about 13% of the population has access to potable water. Malnutrition and disease are widespread among the poor. Life expectancy at birth is about 55. It was estimated in 1980 that 70% of the households of Port-au-Prince had an average income of \$70 per month, while the real level was even lower in other cities. Per capita income has been declining in recent years. Because of the lack of investment in social infrastructure and poor service delivery, there has been a general deterioration in the social infrastructure and those services that do exist are overwhelmingly concentrated in the capital city.

Increased population pressure in urban areas and reduced economic opportunities in the countryside have contributed to some broad social conflicts revolving around such issues as class and wealth, labor management and land ownership. From 1950 to 1980, between 10% and 12% of all Haitians emigrated, making the out-migration between 25,000 and 50,000, or approximately 0.4% of the population per year. Migration to urban areas (overwhelmingly Port-au-Prince) is another major trend. It is likely to seriously aggravate the poverty belt around the capital, and increase the levels of unemployment, presently estimated at over 40%.

Haiti remains a predominantly agricultural society with close to three-quarters of the population living in rural areas. However, due to the decline in coffee production and the growth in the export assembly industry, agricultural products are no longer the major source of foreign exchange earnings. In the period 1976 to 1984 the agricultural share of the gross domestic product (GDP) declined from about 40% in 1976 to 33% in 1984, while manufacturing increased from 15% to 17% and services, from 37.5% to 42.5% of GDP. During this period, GDP increased overall by 17%. Overall, however, agriculture is still by far the biggest GDP contributor.

Following a rapid expansion in the 1970's which ended with a recession in 1981-82, Haiti's economy has remained stagnant. The average annual growth rate of GDP in real terms was -0.9% in the period 1980-85, and real per capita income fell more precipitously during this period. Over the same period, fiscal management deteriorated with rising public sector deficits. Policy reforms introduced by the Government in 1985-86 briefly reversed this trend. However, real GDP declined by 1.5 percent in FY 1988 and by 0.5 percent during FY 1989 as a result of the subsequent reduction in foreign assistance and recurring political turmoil which have brought about reduced levels of public and private investments. Furthermore, the emergence of a thriving parallel foreign exchange market has worsened the economic crisis confronting Haiti.

Yet all is not bleak. The infant mortality rate, although unacceptably high, has dropped dramatically in the past decade from 210 per 1,000 live births in 1978, to 105 per 1,000 live births in 1988. Private sector performance, the fastest growing in the Caribbean in the 1970's, more than held its own in the 1980's despite a succession of shocks. In agriculture, an increased number of hillside farmers are using sound soil and water conservation practices. More than 50,000,000 perennial tree seedlings have been planted during the past five years with a survival rate varying between 50 and 65% throughout the country. In education, the Catholic Church and Protestant groups are now cooperating to improve primary education through a new secular foundation, the Haitian Foundation for Private Education (FONHEP). A substantial improvement in the standard of living for most Haitians, however, will depend upon greater political stability, a more attractive investment climate, and higher foreign assistance levels.

### C. USAID/HAITI PROGRAM

U.S. assistance to the Government of Haiti (GOH) was immediately suspended on November 29, 1987 when the democratic elections were aborted by government-condoned violence against the voters. Assistance directly benefitting the people, delivered through PVOs and other non-governmental organizations, has continued. A \$10 million emergency food aid program to the GOH was approved as an exception to the general prohibitions, in late FY 1989. For FY 1990, assistance is also permitted for control of AIDS and for family planning activities and to support an independent electoral commission responsible for the holding of elections consistent with the 1987 Constitution. For the future, the nature and amounts of additional government-to-government assistance will be in large part a function of the direction and rate of progress toward democratization and economic reform in Haiti.

The current USAID/Haiti program focuses on those areas which represent the most pressing social and economic needs of Haiti. The four areas of the Mission's "core" program are, in order of priority: Child Survival/Population, Agricultural Production/Natural Resources, Private Sector, and Education. Through the core program, the Mission is attempting to lower the infant mortality rate, raise the contraceptive prevalence rate, raise the productivity and income of Haiti's peasant farmers, increase employment through private sector growth, and improve the quality of primary education.

The Mission is also committed to supporting the development of democratic practices and institutions to the fullest extent feasible. An AID/W team completed a Democratic Needs Assessment in the Spring of 1989. Since then, we have made a grant to the America's Development Foundation to support: 1) a program of regional seminars which will bring together representatives of civic, voluntary, business, labor and political organizations and other leaders; and 2) a small grants program for private organizations working in human rights, electoral participation and journalism. In addition, local currency funds have been set aside for nationwide programs in civic education.

The Mission's Participant Training strategy and objectives focus on enhancing Haitians' professional and technical and leadership skills that will contribute to social and economic development. The CLASP I program covers all sectors of concentration and all skill levels (i.e. managerial, technical and vocational), providing training opportunities in the U.S. for the disadvantaged segments of the Haitian population.

#### D. CLASP EXPERIENCE TO DATE

The Caribbean and Latin American Scholarship Program (CLASP) I, known as the Presidential Training Initiative for the Islands Caribbean (PTIIC) in Haiti, has concentrated on training economically and socially disadvantaged individuals in leadership positions to enhance their participation in the development process in Haiti. By the end of FY 89, the PTIIC project in Haiti had trained 215 Haitians. Approximately 65% have been from rural Haiti and the majority have attended short-term training programs in agriculture, literacy, community development, administration of justice, organization and management of electoral processes, radio production, journalism, and management training. Two- to three-year long-term training in community development, soil conservation, health education, communications, swine production, agricultural extension, nursing, biochemistry, medical laboratory technology and project design and implementation has also been provided. Approximately 75% of the PTIIC participants have been socially and economically disadvantaged and 43% have been women.

Actual (items 1-3) and planned (items 4-7) follow-on activities under CLASP I have included: 1) participation of PTIIC graduates of youth leadership programs in pre-departure orientation programs for newly departing PTIIC youth leaders; 2) organization of a re-entry seminar for youth leaders; 3) participation in an in-country follow-on seminar for youth leaders; 4) integration of returned youth leaders in a civic education program which is designed and will be implemented by the Human Resources Development Center (HRDC), the in-country PTIIC Coordinator; 5) semi-annual support group meetings to exchange information on shared experiences of newly returned Peace Scholars after returning to work in their communities; 6) provision of employment search services; and, 7) publication of a semi-annual newsletter on A.I.D. participant training activities, A.I.D. development activities, and upcoming education/training activities.

In addition to the PTIIC program, the Congressionally earmarked Cooperative Association of States for Scholars (CASS) project, another project operating under the CLASP authorization, launched its long-term training program for youths at two-year community colleges in selected states in the U.S.

Twenty-seven youths were recently selected for training in the following specified areas: food technology, small business management, hotel & restaurant management, electronics, and quality control. Ninety youths are expected to be sent for training in FY 90 under CASS. The CASS program is managed by LAC/DR/EHR and the training numbers are not to be included in the Mission's Country Training Plan annual update.

#### E. DEFINITIONS

In accordance with the CLASP program guidelines, USAID/Haiti has established the following selection criteria and definitions of key terms to ensure that the appropriate target population is reached under CLASP II.

ECONOMICALLY DISADVANTAGED: A precise definition of the criteria for determining eligibility under CLASP I as "economically disadvantaged" was not clearly established and documented. Hence, several factors were taken into account when developing the financial means test for CLASP II training. These included: the income levels of the training groups identified by the Mission in the attached Matrix Three; average per capita income (\$370 per year), the minimum taxable income level (20,000 Gourdes or \$4,000) per year); the literacy rate (75% illiterate) and hence the ability to be functional in a training program in the U.S.; and Embassy concerns about non-returnees. For these reasons, it was decided that an income of \$6,000 or less per family of five per year would be an appropriate cutoff point.

SOCIALLY DISADVANTAGED: In the Haitian context, women are considered to be socially disadvantaged.

LEADER: Individuals who exercise some influence over the thoughts and actions of others, who are trusted community members. A leader may or may not be in a formal position of authority, but rather is recognized as someone in an organization or community who can initiate action and whose opinion is respected.

POTENTIAL LEADER: Potential leaders are individuals, usually youth, whose actions, achievements, attitudes, and communication skills indicate a potential for leadership. In some cases, the individual will already exhibit many of the traits of a leader, but may not be recognized as such due to age.

RURAL: All areas outside of Port-au-Prince are considered rural for the purpose of the Haiti Peace Scholarship Project.

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

YOUTH: An individual under twenty-five (25) years of age.

## II. STUDY OBJECTIVES AND METHODOLOGY

The objective of this Social Institutional Framework (SIF) is to identify positions and institutions within Haitian society from which leadership can be or should be exercised to influence events at the community, municipal, departmental, and national levels consistent with CLASP II objectives. This analysis was conducted in collaboration with Mission staff from the technical, and program divisions and resulted in the attached Matrix One. This matrix was further refined after interviews with individuals representative of a cross-section of the Haitian community as well as Embassy officers, including representatives of the political, consular, and USIS offices. The list of individuals interviewed is included as the last attachment to this document.

Following the review of the CLASP II PID, AID/W agreed that, given the comparatively small amount of CLASP II training planned for Haiti, USAID/Haiti could prepare a modified SIF based on a lesser level of effort than the two-person months envisioned in the guidelines for the preparation of the CLASP II SIF. Hence, the SIF was prepared with the assistance of a two-week TDY of an AID/W project development officer working in close collaboration with mission staff. The latter provided the details of the individual training plans, while the Mission's social analyst prepared the analysis of the formal and informal leadership patterns in Haiti. Mission management was apprised of the objectives and conclusions of the SIF exercise.

Existing sector assessments and other relevant studies were consulted in preparing the SIF. These included the Agriculture Sector Assessment, the Education and Human Resources Sector Assessment, the Health Sector Assessment, the Private Sector Strategy, the Democratic Needs Assessment, the Country Development Strategy Statement, the FY 1990/91 Action Plan, the Preliminary Assessment of the Presidential Training Initiative for the Islands Caribbean (PTIIC) project, and the Social-Institutional Profile for Regional Development.

Several groups, associations, and institutions were selected from Matrix One for further review, based on the Mission's programmatic concerns, legislative restrictions on providing assistance to the Government of Haiti (e.g. individuals identified in formal leadership positions representing the GOH could not benefit from CLASP II training), immigration issues raised by the consular office, and the target groups served under PTIIC. Matrix Two summarizes the groups, institutions and organizations selected for training under CLASP II and Matrix Three provides a training plan and strategy for both individuals and groups of participants to be selected. The latter was prepared by the appropriate technical divisions within USAID/Haiti.

### III. HAITIAN LEADERSHIP PATTERNS

#### A. FORMAL LEADERSHIP STRUCTURE

Leadership, power and influence formally reside in three institutions in Haiti, namely, the army, the Church and the private sector. Of these, the army's influence is preponderant. Haiti's militarist tradition - which emerged from its colonial past, and decades of armed struggle leading to independence in 1804 - has given rise to an authoritarian State, centralizing power and public services in Port-au-Prince, and concentrating power in the hands of the president, who governs as a strong man, while he enjoys the support of the army. The president usually tries to extend his term of office beyond the limits established by the constitution, which he typically uses as his personal charter, to reflect his political conception of the State. As described in the Mission's recent Democratic Needs Assessment, "political power in Haiti is focused almost exclusively on the presidency. Presidential power is highly centralized, personalized and authoritarian. Little distinction is made between the government and the apparatus of the State. There is no real separation of powers, with the legislature and judiciary generally acting as appendages to the presidency. Government ministries and agencies are generally weak and poorly defined as institutions, and are based in Port-au-Prince."

Civilian control and administration are nominal in secondary cities, and virtually non-existent in the rural communities. While the State is formally organized into prefectural and communal jurisdictions, these never evolved into viable, local administrative units. Effective control at those levels is exercised by the military, which subdivides the country into military departments, districts and sub-districts, headed by colonels, captains and lieutenants, respectively. A corps of rural police (chefs de section) operating under military command, hold sway at the rural community level (section rurale). The section chief is virtually omnipotent in his domain, being the sole government representative in the rural section. He is empowered to levy taxes, fix fines, mediate disputes and register civil records. He is usually recruited from a small class of wealthy landed peasant families known as "gran don" ("big shots"), who are also engaged in grain speculation, money lending and commercial activities. In many cases, the position is passed on from father to son. During the Duvalier dynasty period, a strong VSN (Tonton Macoutes) presence also served to buttress government power at this level.

The Roman Catholic Church has been a fixture of the power establishment in this country since 1860, with the signing of the Concordat governing relations between Haiti and the Vatican. Most of the best schools in the country traditionally have been run by the francophile Church, which has tended to bolster the superior position of the elite. The hegemony of the Church was periodically challenged in the past, for example by Black pride groups, under Presidents Salnave (1867-69) and Salomon (1879-88), whose cabinets were dominated by freemasons.

During the U.S. Occupation (1915-34), the ethnological movement challenged the power of the Church and called for a more sympathetic understanding of Haiti's African heritage, particularly the Voodoo religion. However, it was under the Duvalier regime that the Church's influence reached its nadir, by means of a policy combining co-optation and persecution of its leadership. Ironically, the Church re-emerged in a strengthened position after February 1986, being widely acclaimed as the architect behind Jean-Claude's overthrow. However, it has gradually shifted to a more conservative position during the past three years, suppressing in the process the budding so-called popular church movement ("Ti Légliz"), inspired by the Theology of Liberation.

The private sector's influence lies almost exclusively in its ability to produce financial and economic growth in the country. It is one of the sources of the nation's economic wealth and as such, any political changes which result in an increase or a decrease in private sector investments will have a profound effect on both the economic and political stability of the country. The private sector has influenced the viability and policies of governments not only through the instrument of the business strike, but it has also been able to bring pressure on governments from within, through the kinship and social ties businessmen have with high level officials in public administration. Like he did with the army and the Church, François Duvalier clipped the influence of the traditional mulatto business establishment to consolidate his power. The business strike proved ineffective as a weapon in this context, because the Tontons Macoutes forced open the doors of the closed establishments to be looted by the populace. As an alternative, Duvalier courted and obtained the support of the rich and extensive Syrio-Lebanese community by increasing their political and economic influence.

#### B. INFORMAL LEADERSHIP STRUCTURE

The authoritarian State has effectively suppressed the emergence of a vigorous informal leadership structure, and has practiced a policy of neglect which has kept the hinterland in a permanent state of isolation and powerlessness. Over time, an informal leadership structure, made up of community elders (or town notables) and the hougan (or spiritual leader), evolved to fill in the vacuum. The scions of the predominant families in any given area form this "corps of elders", and are most often the wealthiest peasants, leasing out land to the poorer farmers under various sharecropping arrangements. The hougan combines both spiritual and social power. In his folk healer role, he often commands considerably high fees, which makes his standard of living substantially better than the typical peasant's. The hougan is usually treated with respect by the general population, mingled with a bit of awe for his magical powers.

The peasant that has emerged from this environment is a rugged individualist whose horizon is limited to his individual household, his neighboring kinfolk, and some close neighbors with whom he may periodically engage in mutually beneficial labor-exchange transactions. His sharply honed instincts for survival make him suspicious of extra-household and extra-familial relationships, in general, but particularly so of outsiders, especially those who have or are perceived to have influence and power. For historical reasons, few enduring and representative groups have emerged as a part of indigenous peasant social organization.

Starting in the early 1950s, donor agencies, PVOs, local churches and missionary organizations began to promote in earnest the concept of peasant group formation as a means to directly channel financial and technical assistance resources to rural communities. In the early 1960s, the Government of Haiti launched the parallel rural community council movement (Conseil d'Action Communautaire, or CAC) to counter the influence of what it saw as a foreign imposed undertaking. Because organizers of both movements relied on the notables as an entrée into the local community, leadership positions of the groups that were formed as a result were usually occupied by representatives of the local-level elite, thereby perpetuating the traditional power structure. However, there have been some notable cases where these organizations have sprouted indigenous roots, and are evolving into authentic local, self-help organizations. One of these is UNICORS, the Regional Union of Southwest Area Coffee Cooperatives, with the committed and long-term support of the Oblates Fathers.

Another example is the "groupement" model which has evolved as an indigenous adaptation of the cooperative concept. Groupements are small groups (between 10-15 members) formed on the basis of pre-existing ties of kinship, neighborhood and friendship. These prior bonds among members provide a base upon which to build stronger, goal-directed, working relationships. Also, the limited size of the group, and its mandate to undertake its own capital-generating projects in common, demand a high level of participation and commitment from all members. The two classic examples of this model are Chavannes Jean-Baptiste's Centre EMMAUS in Papaye (central region), and the USAID supported Groupement Pilot Project (521-0129) in Gros-Morne (transverse region) which was initiated in September 1980, and implemented by Catholic Relief Services (CRS). It is important to note that the Papaye movement - which began in the mid-1970s - is a rare occurrence, in that it is an indigenously produced local self-help movement. Chavannes, a local leader, began his work under the auspices of the Catholic Church in Hinche. In the mid-1980s, Papaye's membership was estimated at 3,000 peasants, broken down into 200 groupements, who carry out various self-help activities.

A 1983 evaluation of the Groupement Pilot Project found that it was making significant progress in mobilizing and organizing peasants. The emerging groupements demonstrated the ability to absorb technical training, and already occupied an important position within the social structure of the target area. Their mortality rate was found to be surprisingly low, while their spread was so rapid as to suggest that groupements do fill a need. The Local Resource Development I Project (521-0156), implemented by Save the Children Federation in Maissade during the 1985-1989 period, has built on the foregoing experience, combining it with an income-generating, profit-oriented approach in enlisting peasant participation for environmental recuperation. The evaluation of this project concluded that it allowed peasants to organize themselves along natural social groupings based on kinship, business and other traditional ties, and that the resulting groups are effective channels for agricultural extension services, with the potential of sustaining the practice of natural resource conservation technologies over time. Groupement savings were also found to serve an important complementary role to the agricultural extension program by promoting peasant investment in agriculture, commerce, animal husbandry and agricultural processing.

### C. IMPLICATIONS FOR PROJECT DESIGN

This section has described the predominant role of the army in the formal leadership structure in Haiti, and how the authoritarian State has suppressed the emergence of a strong, informal leadership structure. However, the last few paragraphs discussed the slow evolutionary process that has been occurring in the rural areas during the past thirty years, whereby what initially began as an exogenously inspired movement has started to grow indigenous roots. More recently, after Jean-Claude Duvalier's departure in 1986, a multitude of public-oriented groups have formed-- including political activist groups, human rights organizations, labor unions, professional, neighborhood and oecumenical associations, and so on-- in a fervor of solidarity in Port-au-Prince, as well as in the provinces. There is also, since February 1986, a relatively free press.

This emerging and fragile informal leadership structure can make significant contributions in moving Haiti toward a more open and participatory society. For the time being, the formal leadership structure cannot be broadly relied upon to do so. It is the locus of informal leaders and potential leaders who can and should be encouraged to promote the country's social, political and economic development. It is for this reason that CLASP II, with its change-for-democracy agenda, should target the informal sector as its beneficiary group.

#### IV. CLASP II PROGRAM FOCUS

##### A. OBJECTIVES

The Haiti Peace Scholarship (HPS) Project supports the CLASP II objective of equipping 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 a free enterprise economy in a democratic society. The focus on current and potential leaders is designed to maximize the benefits and spread effect of the limited amount of U.S. training provided under the project. In addition to imparting appropriate technical skills, each program will include a segment on leadership training designed to enhance the organizational and planning capabilities of the selected individuals so that they may be more effective not only in their own organizations or sectors, but also in their interactions with the formal power structure.

Experience America activities will be tailored to the needs of the individual groups and will provide an opportunity for Haitian Peace Scholars to experience American life and values, including entrepreneurial spirit, volunteerism, and participatory democratic systems, and to develop personal and institutional relationships between the trainees and Americans. By strengthening leadership capability and encouraging participatory rather than authoritarian decision-making, the HPS project will contribute to the development of democratic systems at various levels of Haitian society and will promote broad-based economic development.

##### B. TARGET GROUPS

The groups targetted for training under the HPS project are drawn from the informal leadership structure, with the majority being identified as leaders or potential leaders at the community level, both urban and rural. Individuals in formal positions of power and authority at the community or national level, specifically the government officials and the army are not targetted at this time. It is our strongly held view that, given current political realities, it is the informal leadership structure which must be relied upon to contribute to broad based growth and the CLASP II goal of democratic pluralism. If the political environment improves, however, over the life of this project, the training of mid-level or local government officials under CLASP II could be reconsidered and the SIF analysis amended. CLASP program objectives and guidelines regarding the elite, however, preclude the training of high-level government officials.

Groups from the agricultural, health, education, and private sectors have been selected with the expectation that by bolstering their leadership and professional capabilities, the seeds for social, political and economic development at the community level can be sown. It was determined during the preparation of the SIF that the objectives of the training provided under the CLASP II project offer a window of opportunity for furthering the objectives of the small-scale civic education projects which the Mission is currently initiating. Youth were also identified as a general target category for training, given their potential for future leadership positions, both formal and informal, if they are properly selected, trained, and able to avail themselves of employment opportunities upon their return.

Based on the information provided in the attached training plan summaries, it is expected that at least 70% of the individuals in the target groups will be considered disadvantaged, thereby complying with the CLASP II requirement. Based on experience under PTIIC and the composition of the groups identified, the project should be able to meet the program requirement for 40% female participation.

#### C. NATURE OF TRAINING

The third set of attached matrices outlines the nature and duration of training for the target groups identified in Matrix Two.

##### 1. SHORT-TERM TRAINING

The majority of the target groups identified will receive short-term technical training courses ranging from approximately 5 weeks to 6 months. For the most part, the individuals selected will already be employed and will be unable to leave for an extended period of time. The short-term programs are appropriate to the training needs and capacity of these target groups, some of whom will have limited formal education. The technical content of the programs will be concentrated on a small number of immediately applicable skills to facilitate use of the training after return and may be reinforced by in-country follow-on training, where appropriate funding is available in other mission projects. Even though the period of training is brief, the established position of influence to which the trainee will return in the community will be reinforced and he/she is therefore more likely to have a direct impact.

At the onset of the PTIIC project, language was perceived as an impediment to the identification of appropriately disadvantaged groups since the majority of the target population speaks Creole, little French and no English, and hence could not properly benefit from short-term training opportunities in the U.S. In the course of the implementation of the PTIIC project, the Mission successfully dealt with the problem by:

1) providing the training groups with a Creole/English translator, preferably one versed in the technical content of the training program; 2) ensuring a mix of English and Creole speakers within the training groups. Under CLASP II the Mission will continue to explore creative approaches to dealing with this problem in order to enable a broader cross-section of the Haitian population to participate in CLASP II. Suggested approaches include: 1) developing a crash English survival course for Creole speakers who will participate in short-term training programs; and 2) exploring the possibility of taking advantage of the technical offerings at Indiana University and University of Maine which have Creole and French speaking personnel. All of these approaches will be reviewed within the context of the cost containment guidelines of the CLASP II project.

In preparing the SIF, the Consular Officer was interviewed and raised a general concern about the issuance of visas to CLASP II trainees who may not want to return to Haiti after the training program. Although the project is designed to identify socially and economically disadvantaged people who would otherwise not have the means or the opportunity to receive training in the States, it is hoped that the emphasis on the identification of leaders who already have occupational, financial, and family responsibilities, and who have vested interest in returning to the community will reduce the likelihood of non-returnees. A careful recruitment and selection process will be critical to achieving this objective. While not a foolproof solution to the problem of illegal immigration to the U.S., the emphasis on leadership does reflect a thoughtful approach to a potential impasse which could jeopardize the intent and implementation of this program.

## 2. LONG-TERM TRAINING

Long-term training (i.e. training of 9 months or more) is indicated in the Training Plan Summaries for some of the private sector and democracy training target groups. The majority of the long-term training will be directed toward youth and future leaders and will be technically-oriented. These long-term technical and academic programs will be offered primarily to Haitians from rural backgrounds, and will last from one to two years. Mission will preferably fund the last two years of undergraduate training, whenever feasible. This length of training is deemed appropriate given: 1) the risks involved in identifying potential leaders; 2) the higher cost of four-year academic programs and consequently the reduced opportunity for allowing a greater number of individuals in the identified target groups to benefit from CLASP II training; and, 3) the uncertain employment prospects upon returning to Haiti. However, four-year programs will also be considered if and when deemed more appropriate in reaching the CLASP II project objectives. All programs will include homestays and significant Experience America activities directly related to the training content areas and the professional and technical interests of the trainees. The training will be conducted in English. Students will receive English instruction in Haiti and, if necessary, in the U.S. Remedial preparation in-country may be also be necessary in order to compensate for the differences in degree requirements in Haiti and the U.S.

The Mission will explore the possibility of initiating a Junior Year Abroad program for disadvantaged students at Schools of the State University of Haiti. The Cooperative Association of States for Scholars (CASS) program will continue to identify youths for long-term training in two-year community colleges. In addition, the Mission will continue to collaborate with the in-country CASS coordinator in the recruitment, selection, and follow-up process in order to increase coordination and avoid competition among similar projects and activities.

#### D. SELECTION AND RECRUITMENT CONSIDERATIONS

The training plan summaries in Matrix Three indicate, by sector, the selection criteria and the recruitment contacts that should be used in identifying and recruiting the appropriate candidates for CLASP II training. As discussed earlier, the technical divisions within USAID/Haiti provided substantial input in the preparation of the training plan summaries and will be the initial contact point for the Training Office and for the grantee to be selected by the Mission to implement the in-country activities of CLASP II training when initiating the recruitment and selection. Given poor communications and hence the difficulties of publicizing the individual training programs to a broad cross-section of the Haitian population, especially in the rural areas outside of Port-au-Prince, the Training Office, in consultation with the appropriate technical divisions, will rely on the existing network of PVOs and NGOs through which USAID already is implementing projects, the other entities under the "Recruitment Contact" category of the matrices, Peace Corps (when and if reinstated), and other community-based organizations to assist in publicizing, identifying, and communicating with possible candidates. As recently agreed upon with the Consular Office, a representative from that office will be included on the selection committee to address visa concerns prior to the final selection of trainees.

#### E. EXPERIENCE AMERICA CONSIDERATIONS

Each of the matrices for specific target groups includes a discussion of group-specific considerations for programming appropriate Experience America (EA) activities. The objective is to link the Experience America activities as closely as possible with the technical training component and make it as relevant as possible to the trainees. At the same time, each section identifies a few key values or principles that are particularly relevant for the target group and that should be emphasized in the EA activities.

#### F. FOLLOW-ON CONSIDERATIONS

The follow-on program will consist of the establishment of an Alumni Association as an institutional mechanism for maintaining contact with returned CLASP trainees. Depending upon the linkage with and availability of funding from other mission projects, bi-annual in-country reinforcement training courses may be conducted. These courses will consist of 1-2 day to one-week courses, depending on the target group, twice a year over a two- year period, starting after the trainee has had time to settle back into his/her job and/or community and tried to apply new learning and skills in that environment. These courses will include Experience America activities as well as technical refresher courses. The publication of a semi-annual newsletter, to be initiated under PTIIC, will be continued as a follow-on activity under CLASP II. The Mission will explore the possibility of offering employment services through an existing organization to ensure institutional sustainability.

CARIBBEAN LATIN AMERICAN SCHOLARSHIP PROGRAM II - HAITI  
SOCIAL INSTITUTIONAL FRAMEWORK

MATRIX ONE

UNIVERSE OF INFLUENTIAL GROUPS, SECTORS AND INSTITUTIONS IN HAITI

<u>SPHERES OF INFLUENCE</u>	<u>URBAN</u>		<u>RURAL</u>	
	<u>MIDDLE INCOME</u> ( <u>\$10,000 &amp; below</u> )	<u>LOW INCOME</u> ( <u>\$6,000 &amp; below</u> )	<u>MIDDLE INCOME</u> ( <u>\$10,000 &amp; below</u> )	<u>LOW INCOME</u> ( <u>\$6,000 &amp; below</u> )
<u>NATIONAL</u>	Church Media Reps. Teacher Assoc. Civic Leaders Professional Assoc.	Student Assoc. Labor Unions Credit Unions	Church	Credit Unions Coop. Leaders Peasant Assoc.
<u>DEPARTMENTAL</u>	Department Council Church		Church Local Assembly	
<u>MUNICIPAL</u>	Local Government Church Mayors Newspaper Corres.	Credit Unions Teacher Trainers	Mayors Church	Credit Unions Teacher Trainers CASECs
<u>COMMUNITY</u>	Teacher Assoc. Civic Leaders Foremen Small Businesses Pol. Activists Notables	Scouts/Guides Notables Coaches Cmte. de Quartier Neighborhood Assoc.	Small businesses	Peasant Assoc. (e.g. MPP) Cooperatives School Propriet./ Headmasters/ nurses/auxilia- ries/FP workers Hougans (Voodoo Priests) FEDKA* Scouts Sport Association Leaders/Coaches Community Leaders Com. Dev. Workers Ag. Ext. Workers
<u>GENERAL</u>	Youth Private Sector Democracy Human Rights Leg. Assist.			

\* Federation des Comités de Quartier

CARIBBEAN LATIN AMERICAN SCHOLARSHIP PROGRAM II - HAITI  
SOCIAL INSTITUTIONAL FRAMEWORK

MATRIX TWO

SELECTED GROUPS, SECTORS AND INSTITUTIONS FOR CLASP II TRAINING

<u>SPHERES OF INFLUENCE</u>	<u>URBAN</u>		<u>RURAL</u>	
	<u>MIDDLE INCOME</u> (\$10,000 & below)	<u>LOW INCOME</u> (\$6,000 & below)	<u>MIDDLE INCOME</u> (\$10,000 & below)	<u>LOW INCOME</u> (\$6,000 & below)
<b>NATIONAL</b>	Media Reps. Teacher Assoc.	Student Assoc. Labor Unions Credit Unions		Credit Unions Cooperatives Peasant Assoc.
<b>DEPARTMENTAL</b>				
<b>MUNICIPAL</b>	Newspaper Corres.	Credit Unions Teacher Trainers		Credit Unions Teacher Trainers CASEC'S
<b>COMMUNITY</b>	Teacher Assoc. Foremen Small Businesses	Scouts/Guides Coaches Neighborhood Assoc	Small businesses	Cooperatives Peasant Assoc. Com. Dev. Workers School Propriet./ Headmasters Nurse/Auxiliaries F. P. Workers Girl/Boy Scouts Sport Association Leaders/Coaches Community Leaders Ag. Ext. Workers
<b>GENERAL</b>	Youth Private Sector Democracy Human Rights Leg. Assist.			

- B -

MATRIX THREE  
TRAINING PLAN SUMMARY  
YOUTH

<u>CATEGORY</u>	<u>STUDENT ASSOCIATION MEMBERS</u>	<u>NEIGHBORHOOD ASSOCIATION MEMBERS</u>	<u>GIRL AND BOY SCOUTS</u>	<u>YOUTH COACH</u>
NATURE OF INFLUENCE	Influential with peers; associations influence students to take a more active role in shaping the future of the educational system and in the political decision-making process.	Exert influence to improve the quality of life and to develop a sense of belonging among community members.	Attitudes of other scouts, family & community members.	Serve as a role model for youth.
INCOME LEVEL	Low	Low	Low	Low
SPREAD EFFECT	Impact on peers and family members; impact in later adult years upon the the community at large.	Impact on peers, family and members of the neighborhood association.	Fellow scouts and community members.	Impact on youths trained.
SPECIAL CONCERNS	Operating in an authoritarian, non-participatory educational system; limited opportunity for constructive use of leadership capabilities.	Training should render these associations more effective in in attracting public officials interest in their activities and collaboration.	Limited organizational activities among youth.	Should inculcate civic education principles to youths.
SELECTION CRITERIA	Youth (i.e. less than 25 years) recommended by their professors or fellow Association members; completed their second or third year of undergraduate studies; and, have good grades.	Youth (i.e. less than 25 years) involved in association activities for at least 2 years.	Scout members possessing demonstrated leadership capability. Involved in Scouts Association for at least 3 years.	Recognized as a role model and leader among youth.
RECRUITMENT CONTACTS	Secondary school principals, local civilian officials, i.e. priests, community action groups, Schools of the State University of Haiti.	Community action groups, churches	Scout leaders, peers, and community.	Officials of Local Sports Associations

TRAINING PLAN SUMMARY  
YOUTH  
(Continued)

<u>CATEGORY</u>	<u>STUDENT ASSOCIATION MEMBERS</u>	<u>NEIGHBORHOOD ASSOCIATION MEMBERS</u>	<u>SCOUTS</u>	<u>YOUTH COACH</u>
<b>SKILLS TO ACQUIRE</b>	Skills acquired and training received based on areas of proficiency of students identified as potential leaders and labor market opportunities.	Communication skills, Collaborative work, organization, problem-solving skills.	Group organization skills, communication skills and specific scouting skills, as appropriate.	Communications, conflict resolution skills
<b>NATURE AND DURATION OF TRAINING</b>	Short- and long-term academic/technical programs/observation tours/workshops	Short-term technical training programs/observation tours/workshops.	Short-term technical observational tours/workshops.	Short-term technical observational tours/workshops.
<b>EXPERIENCE AMERICA CONSIDERATIONS</b>	Meet with members of youth organizations, attend sporting events, arrange homestays with American families with youth of comparable age.	Meet with community and youth organizations, attend sporting events & homestays with American families with youth of comparable age.	Meet with/observe scout organizations, other youth groups, sporting events & homestays with American families having children of comparable to instill ideas of community service & self-reliance.	Meet with leaders of sports organizations in the U.S., particularly those involved in social causes, & attend sporting events.
<b>FOLLOW-ON CONSIDERATIONS</b>	Alumni Association, Job Bank developed through an organization with an established network; bi-annual 1 week leadership training course.	Alumni Association, explore avenues for funding community projects; bi-annual 1 week training on planning and implementation and management of community projects.	Alumni Association, explore avenues for funding community projects; bi-annual 1 week training on planning and implementation and management of community projects.	Alumni Association, bi-annual 1 week follow-on program.

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TRAINING PLAN SUMMARY  
AGRICULTURE AND RURAL DEVELOPMENT

<u>CATEGORY</u>	<u>PEASANT ASSOC/COOP. MEMBERS</u>	<u>COMMUNITY DEVELOPMENT WORKERS</u>	<u>AGRICULTURE EXTENSION WORKERS</u>
NATURE OF INFLUENCE	Attitudes, skills and commercial linkages within and outside their community are respected. Influential in community affairs individually and through their cooperatives and associations.	Opinions, skills and political ties are respected. Influential in community affairs and decisions.	Opinions, skills, experiences and linkages outside the community are respected. Influential in decisions of individual or farmer groups.
INCOME LEVEL	Low	Low and Middle	Low and Middle
SPREAD EFFECT	Direct to approximately 50 to 100 other peasants/farmers. Indirect impact on others through federations of associations or of cooperatives.	Direct to approximately 200 to 400 peasants/farmers. Transfer of skills and knowledge indirectly through groups, associations and cooperatives.	Direct to approximately 100 to 300 peasants/farmers. Transfer of skills and knowledge indirectly through groups, associations and cooperatives.
SPECIAL CONCERNS	Limited grasp of sustainable production methods, limited management capability and knowledge of marketing strategies; not generally democratic in their organizational structure or process. Speak Creole, little French, no English.	Limited communication and lack of knowledge of representative democratic process; speak Creole, little French, no English; allow long lead time for recruitment due to poor communication channels.	The areas they serve have little or no infrastructure (roads, electricity, phones) limiting the generalizability of developed country examples. Allow long lead time for recruitment due to poor communication channels.
SELECTION CRITERIA	Nomination by peers of active members or leaders. Visits and interviews by an AID representative recruiting from the coops or local NGOs.	Nomination by NGO working in the area. Visits and interviews by an AID representative recruiting from or through NGOs.	Nomination by NGO working in the area. Visits and interviews by an AID representative recruiting from or through NGOs.

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TRAINING PLAN SUMMARY  
AGRICULTURE AND RURAL DEVELOPMENT  
 (CONTINUED)

<u>CATEGORY</u>	<u>PEASANT ASSOC/COOP. MEMBERS</u>	<u>COMMUNITY DEVELOPMENT WORKERS</u>	<u>AGRICULTURE EXTENSION WORKERS</u>
RECRUITMENT CONTACTS	UNAPEL, SCF, CCH, MPP, APA, HAVA, PADF, CARE, UNICORS, IRD, DCCH, FONDEV, COOPEP.	SCF, MPP, HAVA, PADF, CARE, UNICORS, IRD, DCCH, ORE, FONDEV, MEDA.	SCF, MPP, HAVA, PADF, CARE, UNICORS, IRD, DCCH, ORE, FONDEV, MEDA.
SKILLS TO ACQUIRE	Marketing strategies; credit/loan management; record keeping; coop and community organization; accounting/bookkeeping; democratic process; micro-processing of agricultural products.	Communication; management of people; community organization; record keeping; soil conservation and public work management, integrated pest management; alternative energy (improved charcoal production).	Communication; coop and group organization; record keeping; sustainable agriculture; environmental education; soil conservation; post-harvest technology; pest management; nursery management; processing agricultural products; farm budgeting.
NATURE AND DURATION OF TRAINING	Short-term technical training (less than 7 weeks). Farm and small coop visits. In Creole with English interpreter(s).	Short-term technical training (2 - 6 months). Workshops, field visits, courses. In Creole with English interpreter(s).	Short-term technical training courses (2 - 6 months) seminars, workshops, farm visits. In Creole with English interpreter(s).
EXPERIENCE AMERICA CONSIDERATIONS	Visit farmer associations, coops, to discuss organization, management, marketing systems.	Visits to community action groups, local government, wilderness protection zones, FHA (4-H).	Visits to Soil Conservation Service offices, farmer associations, nurseries arboretums, wildlife management areas, FHA (4-H).
FOLLOW-ON	1 - 2 day workshops for returned participants near their residences. Alumni Association	1 - 2 day workshops for returned participants near their communities. Alumni Association	1 - 2 day workshops for returned participants near their communities. Alumni Association

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TRAINING PLAN SUMMARY  
HEALTH

<u>CATEGORY</u>	<u>NURSES</u>	<u>AUXILIARIES/FAMILY PLANNING WORKERS</u>
NATURE OF INFLUENCE	Well known, respected and appreciated in rural and urban areas for health and other services (e.g. literacy) provided to the community at large.	Respected for services delivered within the community; potential for increased influence as they are natives of the community where they are rendering service.
INCOME	Low and Middle	Low
SPREAD EFFECT	Direct to every health care beneficiary. Indirect to nearly all residents living within a 2 km radius from the health facilities, especially women and youths. Community Health nurses participate actively in the community's affairs.	Direct to all health care beneficiaries at the village fixed health facilities and at the rally posts. Direct impact on the CHWs "Agents de Sante". Indirect thru participation in Community Development Group meetings.
SPECIAL CONCERNS	Lack of knowledge of appropriate communication techniques; women leadership capabilities are not valued by women themselves.	Lack of knowledge of appropriate communication techniques; women leadership capabilities are not valued by women themselves. Limited technical and administrative skills.
SELECTION CRITERIA	Individuals selected based on level of commitment vis-a-vis their community; nominated by management or co-workers within health institutions (PVOs, Hospitals, Clinics, Nursing Schools)	Auxiliaries nominated by respected community leaders, religious or others, or by Directors of Health Districts, Communal Doctors and PVOs. A second screening may be done by a "panel".
RECRUITMENT CONTACTS	Health District Directors, PVOs, Church priests or pastors.	Health District Directors, PVOs, Church priests or pastors, Community Leaders.

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TRAINING PLAN SUMMARY  
HEALTH

CATEGORY

NURSES

AUXILIARIES/FAMILY PLANNING WORKERS

SKILLS TO ACQUIRE

Communications, training of trainers,  
organizational skills.

Technical, paramedical, organizational and  
communication skills.

NATURE/DURATION OF  
TRAINING

Short-term technical training, seminars  
& workshops (1 to 6 months).

Short-term technical training courses,  
seminars & workshops (6 weeks up to 9 months).

EXPERIENCE AMERICA  
CONSIDERATIONS

Visit rural clinics and meet with U.S.  
health volunteers and paramedical techni-  
cians to discuss volunteerism and service  
to the public.

Visit rural clinics and meet with U.S.  
health volunteers and paramedical techni-  
cians to discuss volunteerism and service  
to the public.

FOLLOW-ON  
CONSIDERATIONS

Alumni Association, bi-annual 1-2 week  
follow-up courses, newsletter

Alumni Association, bi-annual 1-2 week  
follow-up courses, newsletter

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TRAINING PLAN SUMMARY  
EDUCATION

<u>CATEGORY</u>	<u>TEACHER ASSOCIATION MEMBERS</u>	<u>TEACHER TRAINERS</u>	<u>SCHOOL PROPRIETORS/HEADMASTERS</u>
NATURE OF INFLUENCE	Leadership position in educational affairs. Influential in policy formulation.	High impact on attitudes and skills of trainees.	High impact on attitudes and skills of students; are respected and influential in community affairs.
INCOME LEVEL	Middle and Low	Middle and Low	Low
SPREAD EFFECT	Indirect participation in decision making process at the national and regional levels.	Direct to trainees.	Direct to school population; indirect to community through contacts with parents.
SPECIAL CONCERNS	Limited membership in rural areas.	Lack of understanding of specific pedagogical skills and need for systematic programs to impact those skills.	Authoritarian, non participatory nature of educational system.
SELECTION CRITERIA	Must be association members.	Respected educators active in promotion of education; nominated by community peers.	Educators who run/own a rural school who display leadership capability, to be nominated by recruitment contacts or community.
RECRUITMENT CONTACTS	Teachers Association of Port-au-Prince Commission Episcopale de l'Education Catholique (CEEC ) Fédération des Ecoles Protestantes Peace Corps staff, HAVA	Teachers Association of Port-au-Prince Commission Episcopale de l'Education Catholique (CEEC) Fédération des Ecoles Protestantes Peace Corps staff., HAVA	Teachers Association of Port-au-Prince Commission Episcopale de l'Education Catholique (CEEC) Fédération des Ecoles Protestantes Peace Corps staff, HAVA

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TRAINING PLAN SUMMARY  
EDUCATION  
(Continued)

<u>CATEGORY</u>	<u>TEACHER ASSOCIATION MEMBERS</u>	<u>TEACHER TRAINERS</u>	<u>SCHOOL PROPRIETORS/HEADMASTERS</u>
SKILLS TO ACQUIRE	Institutional development skills and participatory techniques.	Teaching and training methodologies, evaluation, curriculum development.	Participatory teaching techniques, educational management and community organization skills.
NATURE AND DURATION OF TRAINING	Short-term technical training seminars/courses/workshops (5+ weeks)	Short-term technical training seminars/courses/workshops (5+ weeks)	Short-term technical training seminars/courses/workshops (5+ weeks)
EXPERIENCE AMERICA CONSIDERATIONS	Meet with teacher's associations, attend educational conferences, PTA meetings and school/community interactions.	Meet with teacher's associations, attend educational conferences, PTA meetings and school/community interactions.	Meet with teacher's associations, attend educational conferences, PTA meetings and school/community interactions.
FOLLOW-ON CONSIDERATIONS	Alumni Association 1 week follow-up seminars	Alumni Association 1 week follow-up seminars	Alumni Association 1 week follow-up seminars Support to community development activities

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TRAINING PLAN SUMMARY  
PRIVATE SECTOR

<u>CATEGORY</u>	<u>LABOR UNIONS</u>	<u>SMALL BUSINESSES</u>	<u>CREDIT UNIONS</u>
NATURE OF INFLUENCE	Attitudes and skills in negotiation could be influential in developing true trade unionism.	Attitudes and skills respected in community & business affairs through daily contacts and transactions with community members.	In urban and rural areas, influence over small businessmen, workers, and farmers just moving beyond mere subsistence.
INCOME LEVEL	Low	Low and Middle	Low to Middle
SPREAD EFFECT	Broad-based potential for legitimate trade union movement; direct impact on rank and file labor, indirect on youth, esp. university students, and polit. leaders	Direct impact on employees; Demonstration effect on other small businesses and local leaders.	Interaction with small farmers, small businessmen & workers.
SPECIAL CONCERNS	Limited understanding of legitimate trade unionism and the functioning of businesses in a free market economy; ltd. negot. skills	Limited understanding of accounting, marketing, and business practices; planning capacity lacking.	Limited understanding of credit analysis, planning and marketing.
SELECTION CRITERIA	Support role in union movement, not partisan or political.	Recognized for business acumen and civic contribution in smaller cities and rural areas.	committed to continued work in developing credit union movement.

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TRAINING PLAN SUMMARY

PRIVATE SECTOR

(continued)

<u>CATEGORY</u>	<u>LABOR UNIONS</u>	<u>SMALL BUSINESSES</u>	<u>CREDIT UNIONS</u>
RECRUITMENT CONTACTS	AIFLD, factory owners and associations (ADII, APRONA, Chamber of Commerce), Min. of Social Affairs, unions	Trade Associations Civic groups in community MEDA, CMP, HDF, FAF	WOCCU Formal sector bankers HDF, Conseil National des Cooperatives (CNC)
SKILLS TO ACQUIRE	Negotiation principles and management skills, democratic functioning within unions.	Basic accounting, financial planning, management & marketing.	Credit and savings methods, finance and basic accounting, marketing and computer skills.
NATURE AND DURATION OF TRAINING	Short-term technical training courses/seminars/workshops (e.g. AFL/CIO).	Short-term technical training seminars/workshops/ in finance, accounting, management and marketing.	Short- and long-term technical training courses/seminars/workshops (e.g. Nat'l Banking Institute).
EXPERIENCE AMERICA CONSIDERATIONS	Visits to headquarters of U.S. unions, visits to U.S. plants in presence of union representatives.	Visits to specific kinds of small businesses in small communities; meetings with small producer & retail associations.	Contact with U.S. credit unions, esp. rural, to see how leadership chosen, control by members.
FOLLOW-ON CONSIDERATIONS	Alumni Association bi-annual 1 week follow-up seminars; literature on labor activities in U.S. elsewhere.	Alumni Association bi-annual 1 week follow-up seminars possibly through CMP.	Alumni Association bi-annual 1 week follow-up seminars.

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TRAINING PLAN SUMMARY  
PRIVATE SECTOR  
(Continued)

<u>CATEGORY</u>	<u>CRAFTS PEOPLE</u>	<u>FOREMEN</u>
NATURE OF INFLUENCE	Ties within & outside the community (materials & man-power suppliers & buyers of finished goods).	Key contact point with semi-skilled and unskilled labor force in the modern industrial sector.
INCOME LEVEL	Low	Middle
SPREAD EFFECT	Direct impact on local semi-skilled and unskilled laborers; indirect demonstration effect on other businesses in the community.	Direct impact on labor force supervised; indirectly influence employers.
SPECIAL CONCERNS	Limited understanding of product design, quality control and standardization.	Limited conceptual capability and leadership skills.
SELECTION CRITERIA	Selected from among small rural craft producers.	Successful performance in medium and large factories.

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TRAINING PLAN SUMMARY  
PRIVATE SECTOR  
(continued)

<u>CATEGORY</u>	<u>CRAFTS PEOPLE</u>	<u>FOREMEN</u>
RECRUITMENT CONTACTS	Zin d'Art, other private craft marketers and exporters.	Nominated by employers and employer associations, unions, ADIH, CMP.
SKILLS TO ACQUIRE	Craft production techniques, design acceptability, quality control, costing principles.	Supervisory techniques and management skills.
NATURE AND DURATION OF TRAINING	Short- and long-term technical training courses/ seminars/workshops with applied orientation.	Short- and long-term technical training courses seminars/workshops with applied orientation.
EXPERIENCE AMERICA CONSIDERATIONS	Visits to craft communities in the U.S. (e.g. Upstate New York, New England).	Visits to factory sites with possible internships.
FOLLOW-ON CONSIDERATIONS	Alumni Association bi-annual 1 week follow-up seminars; Integrate into Zin d'Art network.	Alumni Association; bi-annual 1 week follow-up seminars; Include in CMP Roster as pool of qualified people for supervisory courses.

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TRAINING PLAN SUMMARY  
DEMOCRACY

<u>CATEGORY</u>	<u>COMMUNITY LEADERS</u>	<u>HUMAN RIGHTS WORKERS</u>	<u>LEGAL ASSISTANCE WORKERS</u>	<u>MEDIA REP.</u>
NATURE OF INFLUENCE	Influential in community affairs; influence attitudes and actions at the community level.	Influential in community affairs, with public opinion, with perception of public institutions by public at large.	First influence on those affected by justice system. Influential on government officials, official justice workers, etc.	Influential in changing and directing public opinion, particularly through radio. Principal means of informing people of developments in Haiti.
INCOME LEVEL	Low and middle	Low	Low	Low (reporters/editors) Middle (senior editors)
SPREAD EFFECT	Community development groups, church organizations, peasant associations, labor organizations	Widespread through public at large, church, government, etc.	Those involved in justice system, on all sides.	Widespread through public at large.
SPECIAL CONCERNS	Operates in authoritarian, non-participatory mode of decision-making.	Accuracy and responsibility. Recognition of human rights concerns. Ability to deal with possible victims and possible aggressors.	Understanding of legal system. Ability to assist ordinary citizens with complex legal issues. Understanding of responsibility of legal system in a democracy.	Rights and responsibilities of a free press in a democracy. Relationship of press and government. Principles of ethical journalism.
SELECTION CRITERIA	Demonstrate constructive influence; community selection; outstanding participants in civic education projects.	Demonstrated leadership capability; nominated by organizations.	Demonstrated leadership capability and civic responsibility.	Recommendations from USIS, Association of Haitian Journalists (AJH)
RECRUITMENT CONTACTS	HAVA, HRDC, IHRED	Human rights organizations	Human rights organizations, Ministry of Justice	Association of Haitian Journalists (AJH)

TRAINING PLAN SUMMARY  
DEMOCRACY  
(Continued)

<u>CATEGORY</u>	<u>COMMUNITY LEADERS</u>	<u>HUMAN RIGHTS WORKERS</u>	<u>LEGAL ASSISTANCE WORKERS</u>	<u>MEDIA REP.</u>
SKILLS TO ACQUIRE	Communication/organizational skills, participatory management defining & prioritizing problems.	Statistical compilations, accuracy in determining abuses, organizational planning, prioritizing, human relations.	Human relations, legal knowledge, organizational ability, accuracy, fairness.	Writing, editing, reporting, skills. Ethics of journalism. Responsibilities of journalism. Relationships with government, other institutions.
NATURE AND DURATION OF TRAINING	Short-term technical training/ observation tours, 5+ weeks.	Short-term technical training, 5+ weeks.	Short-term technical and theoretical training, 6+ months.	1) Short-term technical training, 5+ weeks. 2) Long-term technical/ communications education, 6-24 months.
EXPERIENCE AMERICA CONSIDERATIONS	Visit town council and community development meetings to understand participatory government and decision-making; Visit local government institutions.	Visit U.S. human rights organizations, church organizations, civil rights groups, to observe relationship between them and other official and non-governmental institutions.	Visit courtrooms, law offices, legal aid societies, prisons, prisoner-rights organizations.	Visit local media outlets, discuss with U.S. journalists, observe relationships of media with society. Visit local gov't offices to observe role of the press.
FOLLOW-ON CONSIDERATIONS	Alumni Association; Bi-annual one week follow-up session in leadership training and community development, preferably delivered by NGOs operating in this area; possible initiation of a community project fund.	Alumni association. Periodic short training courses over two years.	Alumni association. Periodic short training courses over two years.	Alumni association, involvement in local training. Periodic short training courses over two years.

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CARIBBEAN LATIN AMERICAN SCHOLARSHIP PROGRAM II - HAITI  
SOCIAL INSTITUTIONAL FRAMEWORK  
MATRIX FOUR  
OVERALL TRAINING PLAN SUMMARY  
BY SECTOR, OVER A FIVE YEAR PERIOD\*

<u>SECTOR</u>	<u>SHORT-TERM TRAINING</u>	<u>LONG-TERM TRAINING</u>
HEALTH	3 groups of 10 trainees each	0 trainees
EDUCATION	3 groups of 10 trainees each	0 trainees
AGRICULTURE	3 groups of 10 trainees each	0 trainees
PRIVATE SECTOR	2 groups of 10 trainees each	10 trainees
DEMOCRACY	3 groups of 9 trainees each	3 trainees
YOUTH	1 group of 7 trainees	23 trainees
totals	144	36

\* These numbers are based on the following conservative assumptions: 1) that the average training cost for long- and short-term training combined is \$1850/mo. (approx. \$1520 program, \$330 admin.); 2) that the LOP total is \$2.404 million, 3) that percentage short-term will be 80% and the long-term 20%; 3) that the average duration of short-term training will be 3 months total; and 4) that the average long-term training will be 24 months total. This gives you the above ratio of short-term to long-term for the overall program. The long-term/short-term split by sector is based on the information provided in the individual training plan summaries submitted by each technical division.

CARIBBEAN LATIN AMERICAN SCHOLARSHIP PROGRAM II - HAITI  
SOCIAL-INSTITUTIONAL FRAMEWORK  
LIST OF PERSONS INTERVIEWED

- Mr. Guy Alexandre, President, Association des Enseignants de Port-au-Prince
- Mr. Jacques Edouard Alexis, Representative, Université Quisqueya
- Mr. Léopold Berlinger, Director of the Institut Haitien de Recherches et d'Education (IHRED)
- Mr. Steve Kashkett, Political Section, U.S. Embassy
- Mr. Charles Clermont, Director, SOGEBEL
- Mrs. Myrtha Dominique, Secretary, SOSAKA, Solidarité Santé Kanada Ayiti
- Mr. Ken Duncan, U.S. Consulate
- Mrs. Benji Duval, Administrator, Management and Productivity Center
- Mrs. Jocelyne Féthière, Fonds d'Aide à la Femme
- Mrs. Maud Fontus, Director of Protestant Sector of the Fondation Haitienne de l'Enseignement Privé (FONHEP)
- Mr. Raymond Lafontant, Director, Association des Industries d'Haiti
- Mrs. Cathy Mangonès, Executive Director of the Haitian Association of Voluntary Agencies (HAVA)
- Mr. Georges Nicolas (Director), Mrs. Margareth Victorin, Mrs. Nancy Durand (CASS Coordinator), Human Resources Development Center (HRDC)
- Mr. Guy Paul (Director) and Mr. Nguyen Khao (Consultant), Haitian Development Foundation