

# TECHNICAL COOPERATION PROFILE

DECEMBER 8, 2008

## I. BASIC PROJECT DATA

<b>Country:</b>	Haiti
<b>Program name:</b>	Support to Training of Trainers for the TVET System
<b>Program number:</b>	HA-T1066
<b>Team members:</b>	Sophie Makonnen (EDU/CHA), Project Team Leader; Emma Näslund-Hadley and Claudia Cox (SCL/EDU); and Javier Jiménez (LEG/SGO).
<b>Date of request:</b>	December 2008
<b>Beneficiary:</b>	Government of Haiti
<b>Executing agency:</b>	At the request of the Government of Haiti and the Ministry of Education the executing agency will be University of Quisqueya.
<b>Financing plan:</b>	IDB net income of the Fund for Special Operations (FSO): US\$250,000 Local: US\$ 25,000 Total: US\$275,000
<b>Technical and basic responsibility:</b>	SCL/EDU
<b>Tentative dates:</b>	QRR: December 8 <sup>th</sup> , 2008 APR: December 17 <sup>th</sup> , 2008

## II. BACKGROUND AND PROBLEM STATEMENT

### A. Socioeconomic context

- 2.1 Haiti is faced with the major obstacle of a largely unskilled and inadequately educated labor force numbered at over 4.5 million people. A very small proportion of the labor force has technical or professional qualification. The country is dependent on foreign skilled workers, while at the same time there is high unemployment that affects youth disproportionately.<sup>1</sup> Proportion of those unemployed and inactive is between 45 and 55 percent for the 20-30 age group, while the proportion of those who are inactive is 20% in the 35-44 age group.

### B. The vocational training system

- 2.2 The vocational training system in Haiti consists of a very heterogeneous network of institutions.<sup>2</sup> Over 350 centers are registered, but many others operate without

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<sup>1</sup> Country social analysis done by World Bank in 2004 and 2005.

<sup>2</sup> Vocational education within the formal education system is theoretically an option in the third cycle (7th to 9th Grade), but this track does not exist in practice.

any oversight by the Ministry of Education (MOE). The National Professional Training Institute (*Institut National de Formation Professionnelle* [INFP]) which is a specialized entity under the Ministry of National Education and Professional Training (*Ministère de l'Éducation Nationale et de la Formation Professionnelle* [MENFP]), is officially<sup>3</sup> the only institution authorized to coordinate and regulate the vocational training system. Training offered by both public and non-public providers varies greatly in quality and is largely theoretical and out of touch with the production sector's needs. Although there are a few notable exceptions, most training providers lack the basic inputs –such as infrastructure, didactic materials, equipment, and qualified teaching staff– necessary to provide quality training and in line with the demands of the productive sector.

- 2.3 Haiti has no national training institute for vocational trainers and any permanent structure or stable mechanisms to train trainers for the Technical and Vocational Education and Training (TVET) sector. Instead, it relies on a network of providers, including universities, Non Governmental Organizations (NGOs) and for-profit institutions, that often provide poor quality training and prepare trainers that are frequently out of touch with the production sector's needs. Some training institutions depend largely on the productive sector to recruit trainers, a method that has generally proven to be more successful. However, in order for the TVET sector in Haiti, to develop and maintain a minimum level of quality the existence of a pool of skilled and knowledgeable trainers is one of the basic requirements.

### **C. The Banks role in TVET in Haiti**

- 2.4 To respond to the need of this sub-sector, the Republic of Haiti and the Bank signed a loan agreement of US\$22 million in June 2005, to finance the Vocational Training Program (VTP) (Loan 1627/SF-HA). The program was designed to improve the employability of young people between the ages of 15-24 facing problems of labor marginality, by creating access to quality training, training of trainers, providing didactic material and cutting-edge equipment, rehabilitating eight public vocational training centers, and addressing issues of governance of the national system of vocational training. In addition, in March 2007, the European Union (EU) provided a 5.5 million Euros grant as co-financing to VTP. These additional funds have permitted to add to the program an additional four vocational training centers which in this case are non public and provide more support to the governance activities of the TVET sector.
- 2.5 In spite of the Bank and EU programs providing extensive in-service training of trainers in content and pedagogy for teaching personnel<sup>4</sup> of all twelve targeted centers, these institutions call for a greater number of qualified trainers if quality of training is to be improved and sustainable. According to the Program Coordination Unit (PCU) of VTP and INFP, there is a lack of trainers in the TVET sector, particularly in the fields of electronics and refrigeration for which

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<sup>3</sup> *Decret-Loi de mars 1985: Organisation de la formation professionnelle en Haïti*, August 2003.

<sup>4</sup> 450 hours of training in subject content and 360 hours in pedagogy and teaching methods.

there are no trainers in all eight targeted centers. In addition, INFP has noted a need for 134 additional trainers in 39 other centers out of the 122 actually under its responsibility (see [Number of Trainers by Sector](#)).

### III. PROGRAM OBJECTIVE AND DESCRIPTION

- 3.1 **Objective.** The general objective of this Technical Cooperation (TC) is to support the development of a Competency Based Training (CBT) for trainers of the TVET sector.
- 3.2 **Description.** The project will include three components: (i) development of competency based programs for trainers in the TVET sector and identification or development of instructional materials needed to support the provision of these programs; (ii) piloting the new programs to a group of 30 technicians in three selected fields; and (iii) assessing the results of the experimental process and propose a strategy for a nation-wide generalization.
- 3.3 **Component 1. Development of program.** In preparation for the training the following activities will be done: (i) a *Work Situation Analysis*,<sup>5</sup> to determine the competencies a trainer in Haiti would need to suitably teach in a technical or vocational center; (ii) developing the curriculum of the training program according to a competency-based approach; and (iii) development of instructional materials in support of the training process. As per needs identified by INFP regarding lack of teaching personnel, trainers will be trained in the fields of electronics, refrigeration and plumbing.
- 3.4 **Component 2. Pilot training of trainers.** Over a period of eighteen months, one group of thirty technicians in the selected fields (see par. 3.3) will be trained in teaching methods and pedagogical skills. The training activities will be based on the matrix of competencies developed during the *Work Situation Analysis* to ensure that students develop the specific skills and competencies required for the Haitian context. The training will be delivered over three semesters on a part-time basis since students will be coming from the labor market and are already working technicians in their respective fields. The training will consist of 450 hours (30 credits) provided in the form of regular weekday classes or seminar on weekends. Option will be chosen depending on the course and its objectives.
- 3.5 An agreement will be established between University Quisqueya (UniQ) and two or three technical centers to allow for practical work sessions in real classroom situations. This will give the trainees the possibility to practice and consolidate their pedagogical skills through concrete situational experiences. During the training process long distance technical support with already existing

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<sup>5</sup> Work situation analysis is a decisive step in the competency based approach. It consists in drawing up an exhaustive list of the occupational activities inherent in a given job and a thorough study of the tools and techniques used to ascertain the required skills. It makes it possible to pinpoint all facet of a job, problems related to certain tasks and the knowledge, skills and attitudes needed to perform job related tasks.

- communication platforms for distance education will be used to assist teachers and trainees. This will allow direct on line assistance through direct exchanges with experts in the Competency Based approach for TVET trainers.
- 3.6 At the end of the program participants will receive a university certificate which is the equivalent of an Associate Degree.
- 3.7 **Component 3. Validation and proposals for generalization.** At the end of the training a formal assessment of the Program, involving all concerned stakeholders (INFP, MENFP, IDB, Chambers of commerce, Center Directors, students), will be conducted to draw lessons from the experience and propose a strategy for the extension of the Program. The assessment and the proposal for generalization will be discussed in a round table with the participation of all stakeholders, i.e. the business sector, unions, teachers and schools principals, INFP, MENFP and representatives of other higher education institutions.
- 3.8 The validation process of this pilot program will allow UniQ to include the Training of Trainers (TOT) program for the TVET sector in their regular program of studies. UniQ will also make all materials developed during the course of this TC, available to other higher education institutions interested in implementing such a program.

#### IV. COST AND FINANCING

- 4.1 The total cost of the TC is US\$275,000 of the total amount, US\$250,000 will be charged against the net income of the Fund for Special Operations (FSO) and US\$25,000 from local counterpart that will be contributions in kind for studies, tuition fees and coordination. A detailed budget is provided in [Annex I](#).

**Table IV-1: Budget US\$**

Description	IDB	Local	Total
Development of content	70,800	5,000	75,800
Training of trainers	126,900	8,000	134,900
Validation and coordination	42,960	12,000	54,960
Contingencies	3,340		3,340
Audit	6,000		6,000
<b>Total</b>	<b>250,000</b>	<b>25,000.00</b>	<b>275,000</b>

#### V. EXECUTING AGENCY AND EXECUTION STRUCTURE

- 5.1 **Executing agency.** At the request of the Government of Haiti the executing agency will be UniQ. Which is a non-profit private university established in 1990. This university has since grown in an institution with a high level of quality training in many areas (Education, Health, Law and International Relations, Engineering, Computer Sciences, Agriculture and Environmental Sciences, Business Administration, and Economy). UniQ has also developed diverse graduate programs in cooperation with several North American universities (Missouri State University in Business Administration, Cornell and Van Der Bilt

in Medical Sciences, UQAM in Urban Development). In close cooperation with University of West Indies, An Ton de Kom (Surinam), UTEC (Jamaica) and Guyana University, UniQ is developing a Distance Learning Center with the assistance of UNESCO. This training center is part of a global strategy of UniQ to assist the Government in addressing the pressing needs of training of teachers for the Education for All Project.

- 5.2 Selection and contracting of consultants/consulting firms will be done by the Bank, in accordance with its policies (GN-2350-7).
- 5.3 The TC will be executed during a 22 months-period (counted from effective date of contract signed between the Bank and the Beneficiary). The disbursement period will be 24 months.

## **VI. MAJOR ISSUES**

- 6.1 While GOH is interested in developing new options that would provide trainers to the TVET sector and in particular in training centers, this will also create recurrent costs on MOE budget. This can be mitigated by the centers being autonomous and able to access extra funds because they have the possibility to create their own revenues by either renting out their equipment outside class hours or by having income generating activities by using the school facilities and their equipment. In addition, the Bank through HA-T1098 *Support to the Presidential Commission on Education* will be funding consultancies on financing of education, the TVET sector is well suited for setting up funding with the business sector one of the main stakeholders in outputs of this sector.

## **VII. ACTION PLAN**

- 7.1 The next steps include preparation of the TC Plan of Operation.

## **VIII. ENVIRONMENTAL AND SOCIAL STRATEGY**

- I.1 Since the TC focuses mainly on technical assistance, consultancy services, workshops, and studies and minor investments in equipment, no environmental or social impact is expected from the execution of the TC. The project team proposes a “C” classification according to the safeguard classification tool.

(ORIGINAL SIGNED)  
Approved: \_\_\_\_\_  
Marcelo Cabrol  
Chief, SCL/EDU

(ORIGINAL SIGNED)  
Concur: \_\_\_\_\_  
Philippe Dewez  
Representative, CCB/CHA

## Support to Training of Trainers for the TVET System (HA-T1066)

### Detailed Budget

Description	Days	Unit	Cost	IDB	Local	Total	%
<b>Development of program</b>				<b>70,800</b>	<b>5,000</b>	<b>75,800</b>	<b>28%</b>
Study on AST - <i>Consultant</i>	38	2	300	22,800			
Program Development (curriculum and didactic material) - <i>Consultant</i>	40	5	240	48,000			
<b>Training of trainers</b>				<b>126,900</b>	<b>8,000</b>	<b>134,900</b>	<b>49%</b>
Tuition Fees		30	1380	41,400			
Support to curriculum implementation	320	1	100	32,000			
Material (technology and didactic material)				53,500			
<i>Didactic material for students</i>		30	100	3,000			
<i>Computers</i>		15	1000	15,000			
<i>software</i>				15,50			
<i>Connectivity</i>				20,000			
<b>Validation and coordinnation</b>				<b>42,960</b>	<b>12,000</b>	<b>54,960</b>	<b>20%</b>
Validation seminars **		180	60	10,800			
Program Coordination	480	1	67	32,160			
<b>Contingencies</b>				<b>3,340</b>		<b>3,340</b>	<b>1%</b>
<b>Audit</b>				<b>6,000</b>		<b>6,000</b>	<b>2%</b>
<b>Total</b>				<b>250,000</b>	<b>25,000</b>	<b>275,000</b>	<b>100%</b>