

FINAL NARRATIVE REPORT

*PREPARING HAITIAN TEACHERS AND STUDENTS FOR ECONOMIC
SUSTAINABILITY*

W.K. Kellogg Foundation Grant: P3032857

A. PROJECT SUMMARY

The President of the Caribbean Studies Association for 2015-2016 saw the occasion of the organization's meeting in Haiti with the theme "Caribbean Global Movements: People, Ideas, Arts, Culture for Economic Sustainability" as an opportunity to address some of the UNESCO Sustainable Development goals,¹ that relate to education for sustainable development in the Haitian context. To this end, she served as project director for a grant from the William K. Kellogg Foundation titled *PREPARING HAITIAN TEACHERS AND STUDENTS FOR ECONOMIC SUSTAINABILITY* which once funded became the name of this project. With support from Kellogg, we (a) opened the conference to Haitian University Students in general; (b) designed a structured day of activities which included an opening plenary session to address the larger theme of the day, "PREPARING HAITIAN TEACHERS AND STUDENTS FOR ECONOMIC SUSTAINABILITY;" (c) organized six (6) workshops which expanded and provided focused examination of related sub-themes from a variety of angles; (d) created a follow up workshop on Instructional Management, based on one of the topics culled from the evaluations distributed to Haitian-teacher participants at the conference.

The problem or need our program addressed is the uneven nature of teacher training and development in Haiti, the limited resources available in Port au Prince and the surrounding communities. Our target population was student teachers at Universite Quisqueya, Université d'État d'Haïti and teachers from selected schools as suggested by those working in education in Haiti. The intent was not to engage the Haitian school curricula directly but to provide enrichment opportunities for

¹ In 2015, more than 190 world leaders committed to 17 Sustainable Development Goals (SDGs) <http://www.un.org/sustainabledevelopment/sustainable-development-goals/> These include No Poverty, No hunger, Good Health, Quality Education, Gender Equality, Clean Water and Sanitation, Renewable Energy, Good jobs and Economic Growth, Innovation and Infrastructure; Reduced Inequalities, Sustainable Cities and Communities, Responsible Consumption, Climate Action, Life Below Water, Life on Land, Peace and Justice and Partnership for the Goals. According to UNESCO, the world needs two million teachers and four million new classrooms to make sure every student can get an education. Full access to quality education is the first step to achieving sustainable development, poverty eradication, gender equality and women's empowerment.

current teachers and those engaged in the process of learning how to teach. Through the Kellogg grant, student-teachers and practicing teachers had the opportunity to attend this Education Day session as well as any other aspects of the conference that interested them free of charge.² We believed that bringing over 500 scholars/experts in various aspects of Caribbean Studies to Haiti should not happen without an impact on and interaction with the local community and day-to-day engagement with the knowledge being disseminated. This project therefore served as the major outreach and community service program of the conference

PROJECT GOALS:

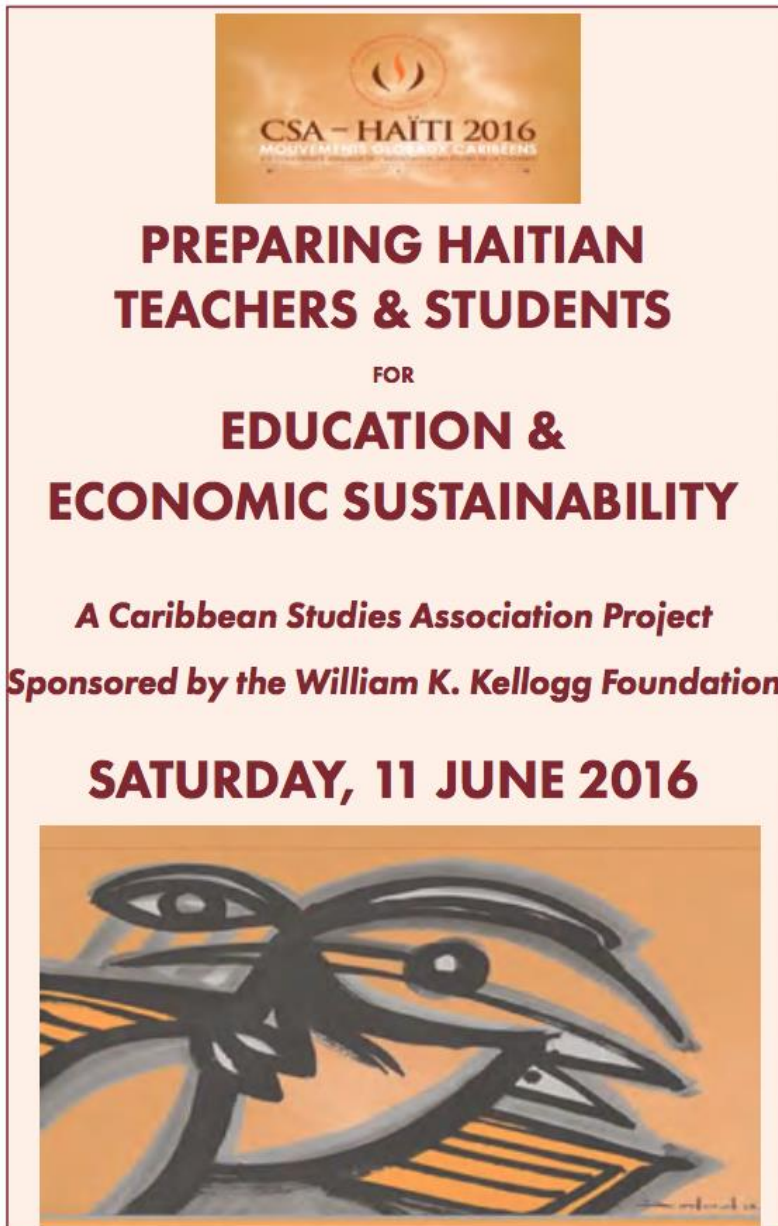
1. To develop a policy forum day, with clear suggested action items that outline pathways to educational enhancement for economic sustainability.

The Educational Policy day was successfully executed. We registered two hundred and eighty-eight teachers from schools around Port-au Prince and as far as Jacmel. Students from Université Quisqueya, Université d'État d'Haïti who were in teacher training and other related academic programs with an interest in becoming teachers, also participated in the all-day activity. The day began with a large plenary session to which all registered teachers attended, and featured general and targeted discussions which provided contexts for the day. We found it important to feature those already providing those services in Haiti such as Dr. Michelle Pierre Louis of Fokal who provided the opening presentation on “Education in The Haitian Context.” This was followed by Professor Anne Hickling Hudson of Faculty of Education, Queensland University, Australia who has done considerable research on the Cuban model and presented on “The Cuban Model of Education and its Implications for the Caribbean;” Rachel Palmer, Director of Digicel Education Projects on “An Overview of Digicel Projects in Haiti – Prospects for the Caribbean;” Dr. Nicholas Watts, Environmental Policy Research Center, Free University of Berlin on “Education, the Environment and Economic Sustainability;” Professor Rene Jean Jumeau of the Faculty of Engineering, Université Quisqueya on the “Haiti Peer Project” which is organized to link Haitian students with peers in the sciences and engineering in other universities in the Caribbean and beyond; Professor N'Dri Assie Lumumba, Cornell University and Past President of the Comparative and International Educational Society on “Gender and Education in Africa and the African Diaspora – Imagining a Humanist Education Globally.”

The idea here was to provide a rich plenary opening which covered a variety of topics which were specific to Haiti but also related to the larger Caribbean and to other areas of the African Diaspora and the World on the issue of Education for Economic and Environmental Sustainability. Translation into Haitian Kreyol was provided for this plenary and the program booklet for the day was presented

² The list of teachers who registered formally was provided as an appendix to the evaluation plan.

both in Kreyol and English. (See the cover page which follows and the following relevant page from the program booklet)





**PREPARE PWOFESE
AK
ELÈV AYISYEN
POU
DIRABILITE EDIKASYON E
EKONOMIK**

*Yon pwojè Asosyasyon Etid Karayibeyen
Patwone pa William K. Kellogg Foundation*

SAMDI, 11 JUIN 2016



Agenda:

Plenary

8:00-10:00

Coffee Break

10:00-10:30

Workshops

10:30-12:30 p.m.

Lunch

12:30-1:30 p.m.

Workshops

1:30-2:30 p.m.

Closing

3:00-4:00 p.m.

Certificates Distribution

Special Reading for Children by

Edwidge Danticat

Light Refreshments

Opening Plenary

"Education for Economic Sustainability and Social Transcendence"

Chair:

Prof. Velma Pollard, University of the West Indies, Mona, Jamaica velmapollard@gmail.com

Speakers:

Mme. Dr. Michelle Duvivier Pierre-Louis
President, FOKAL

mpierrelouis@fokal.org

"Introduction: Education for Economic Sustainability – the Haitian Context"

Dr. Anne Hickling-Hudson

Professor, Faculty of Education, Queensland University of Technology, Brisbane, Australia and Past President of: World Council of Comparative Education Societies
a.hudson@qut.edu.au

"The Cuban Model of Education and its Implications for the Caribbean"

Rachel Palmer Champagne

Director of Projects/Chef de Projets, Fondation Digicel Haiti
rachel.pamelapierre@digicelgroup.com

"An Overview of Digicel Projects in Haiti - Prospects for the Caribbean"

Dr. Nicholas Watts

Senior Research Associate, Environmental Policy Research Center, Free University of Berlin, Convenor of the Caribbean Studies Association Working Group on Environment and Sustainability

nsjwatts@gmail.com

"Education, the Environment and Economic Sustainability"

Rene Jean Jumeau

Professor, University Quisqueya – College of Engineering – Port-au-Prince, Haiti & Former Secretary of State for Energy Ministry of Public works, Transportation, Communications and Energy

ReneJJ2001@yahoo.com

"The Haiti PEER Project : A case study of education and economic sustainability: An Introduction"

N'Dri Assie Lumumba

Professor, Africana Studies, Cornell University, President, Comparative and International Education Society, 2014-2015.

n.assie-lumumba@cornell.edu

"Gender and Education in Africa and the African Diaspora - Imagining a Humanist Education Globally"

2. To develop six (6) workshops as identified above from which each teacher will select two (2) workshops to attend, one in the morning and one in the evening sessions.

The workshops were intended to cover in more detail the topics presented in the opening plenary, but to also provide additional interesting topics such as using art and storytelling in education; technical education and its relevance to developing job performance skills and developing leadership in the next generation of Haitians. Below are relevant pages from the program booklet ³ showing the workshops, their objectives and themes.

³ A prepared booklet, CSA-Haiti 2016, "Preparing Haitian Teachers and Students for Education and Economic Sustainability. "A Caribbean Studies Association Project Sponsored by the William K. Kellogg Foundation, Saturday, 11 June, 2016, in English and Haitian Kreyol was circulated.

Workshops:

1. **“The Cuban Model of Education and its Implications for the Caribbean”**

Anne Hickling-Hudson
Professor, Queensland University of Technology, Australia
a.hudson@qut.edu.au

In three small groups, participants will choose two of the topics below and discuss the educational policies that are followed by your country with respect to these topics.

- Public and private schooling (early childhood, primary and secondary)
- In which sector are students more successful? Why? What data would you look for in order to research this?
- What attempts are being / have been made to move towards a more equitable model?
- What do you think needs to be done to pursue greater equity?
- Adult Education: If there an adult literacy program, how does it work? How could your country improve the embedding of adult literacy as part of a transformative educational system?

2. **“Art and Culture in the Teaching of History, Place and Self”**

Eintou Pearl Springer
Dramatist, Playwright, Poet, Trinidad and Tobago
eintou@gmail.com

The workshop aims to provide positive self-image through storytelling, song, music, role play. There will be an emphasis on helping teachers use these processes to celebrate Haiti and the importance of its historical role in the transformation of our region. The workshop style is extremely interactive. Teachers will be:

- Given the ability to take everyday situations and conditions and use them as teaching tools.
- Taught how to create a story that is interactive; and how to use songs, folk characters, sayings;
- Taught how to create small improvisations to teach lessons and solve problems.

3. **“Education, the Environment and Economic Sustainability”**

Dr. Nicholas Watts
FRSA, Senior Research Associate, Environmental Policy Research Center, Free University of Berlin, Convenor of the Caribbean Studies Association Working Group on Environment and Sustainability
nsjwatts@gmail.com

A presentation focused on education for the implementation of the Sustainable Development Goals (SDGs). The Environment and Sustainability Strand: Education for Sustainability Workshop will focus on:

- Teacher education emphasizing the development of skills for the Blue (and Green) Economy in ways that encourage positive engagement of teachers and their communities, that equip school leavers at every level.
- The substantive content will be adapted to develop skills applicable in: data collection for the SDGs; renewable energy installation and maintenance; Disaster Risk Reduction (DRR) preparedness and response; ocean management and fisheries practice; the cultural heritage of traditional/indigenous culture in relation to natural resources; nature and knowledge in literature of the Caribbean, and understanding of the role of organisations engaged in wider context of regional and national governance for sustainability.
- These recommendations will affect training of teachers for both primary and secondary levels and will place an emphasis on problem-based learning.

4. **“The Haiti PEER Project : A case study of education and economic sustainability”**

Clifford Louime
University of Puerto Rico – College of Natural Sciences – San Juan, PR 00931
clifford.louime@upr.edu

Bernabe Manuel
Bernatur Inc.
International Students Exchange Program – Sao Paulo, Brazil
Bernakikolo11@hotmail.com

Karl Wright Claflin University
Office of the Vice President – Orangeburg, S.C.
kawright@claflin.edu

The goal of this workshop is to present the “Haiti PEER Project” as an attractive model on how two island jurisdictions are using graduate education to address issues of energy sustainability. There are several components to this project : a) Graduate Studies : Recruiting students from UniQ to pursue graduate degrees in Puerto Rico ; b) Funding thesis research in Haiti : Students are required to carry out their thesis research in Haiti ; c) Joint Courses : Online courses are being developed and taught by faculties from both universities ; d) Faculty exchange : Thesis committees will be made of faculty from both institutions. And faculty members from University Quisqueya in Haiti will be afforded joint appointment in Puerto Rico ; e) Research Projects aligned with environmental needs : Solutions are being proposed through joint research projects with local communities. This workshop intends to inform participants basic understanding of :

- 1- Green Energy Concepts
- 2- Sustainability Issues
- 3- The role of graduate education for sustainable economic development
- 4- How international academic education collaborations can survive the fiscal crises of our day.

5. **“Competency Based Education Programs, Technical Education and the Acquisition of Job Performance Skills”**

Raygine DiAquoi
Brooklyn College, Educational Equity Consultant
raygine@diaquoi.com

Education has long functioned as part and parcel to the economic engine for most societies, especially those with aspirations to improve or expand their economies. Typically expansion means increased demand for more highly skilled personnel. Furthermore, studies continue to demonstrate that persons with higher levels of education have higher quality of life in terms of mental and physical health as well as, housing and the general fulfillment of life goals that provide motivation and purpose. To this end, it is important for students to acquire knowledge, skills, and dispositions directly responsive to workforce demands. This level of preparation might best be achieved by offering opportunities for competency based programs/education. Students complete aptitude and interest inventories and pursue training aligned with the outcomes of those assessments. In this workshop teachers/ participants will

- Explore several models for creating competency based education programs that recognized the acquisition of job-performance skills, typically in the form of certificates recognized by industry as evidence of preparedness for specific jobs.
- Participants will compare and contrast the benefits of a range of assessment instruments that with demonstrated validity in identifying aptitude and interest mapped to specific career paths

6.

“Redefining Leadership: Building a new generation of leaders to accelerate quality education for all”

Nedgine Paul, Ed.M.,
Co-Founder & CEO of Anseye Pou Ayiti
nedgine.paul@anseypouayiti.org

This workshop will focus on the human capital investments and transformations needed to ensure every child receives a quality education. Centered on the concept of redefining leadership as rooted in collective action, workshop participants will explore the inputs, outputs, and outcomes necessary in a national education system contributing to sustainable, locally rooted development. Using the Anseye Pou Ayiti model as an example, the workshop will include full group and breakout group exercises. We will explore the following guiding questions:

- What is the contextualized vision for success that binds leaders in a nation together, working toward a shared goal in education?
- Which competencies have proven to be essential in developing the actors & beneficiaries of education systems (at school, local, district, and national levels)? What happens to create change at scale?
- What is the role of leadership and citizenship in the classroom?
- What feedback loops assist us in knowing that we are on track, at both the teacher and student level?
- What is the role of innovation when investing in human capital systems?

Biographic Data:



3. To develop knowledge in preparedness for science, technology, engineering, arts and mathematics (STEAM) teaching skills essential in any model of developing economic sustainability.

The workshops as indicated covered science, art and engineering. The Haiti Peer Project is a science/engineering/mathematics initiative; the storytelling in teaching workshop covered the arts; the environment workshop linked environment to economic sustainability; two workshops covered job preparedness and leadership skills.

4. To provide access for diaspora teachers who would otherwise not have an avenue to serve in Haiti a set of options by which they can create partnerships for the future which can bring back the knowledge of the diaspora to the Haiti.

The overarching idea for the project was to provide a day so that Caribbean teachers and educators could interact with Haitian students and teachers in an ongoing way. Presenters representing a wider range of areas from the larger Caribbean, African Diaspora and the world included Professor Velma Pollard (Jamaica) who chaired the plenary session; Prof. Anne Hickling Hudson (Jamaica and Australia) N'drie Assie Lumumba (Cote d'Ivoire and USA), Eintou Pearl Springer (Trinidad and Tobago); Haitians in the diaspora included Raygine di Aquoi, Brooklyn, New York; Clifford Louime of University of Puerto Rico; Marsha Jean-Charles and Christine Aristide who served as student

assistants to the project director. A variety of conferees established their own connections during the conference and were active participants in the plenary session and workshops as well.

5. To partner with institutions to help in the training of teachers in order to prepare children for high school, technical colleges and university.

The Project sought out the partnerships of Universite Quisqueya and Université d'État d'Haïti which provided high enrollments from students from these institutions. Additional teachers from schools either attended or were invited to attend the educational policy day and workshops included: L'Ecole Mixte de Deleard; Summits Education organization and Episcopal Council for Catholic Education Church Archaie; Alliance for Haiti's Children; Anseye pou Ayiti and others suggested by Digicel Projects.

6. To establish connections with educators at home and abroad in urban and rural communities which have substantial African-descended populations.

This was the overall intent of creating an extra day on education at CSA-Haiti, 2016 and opening the conference to teachers and university students to attend consistently throughout the week. Connections were largely informal as we assumed these are best done naturally. Teachers in the follow up workshop indicated that they would like versions of these to take place in various regions of Haiti that do not always have transportation access to Port-au-Prince where most activities tend to take place.



Teachers at lunch hour at the Marriott Hotel, Turgeau



Final plenary session



Writer Edwidge Danticat at final plenary session



Example of a workshop in process

PROGRESS TOWARDS GOALS

Activities

a. Conference: Plenary Session and Conference Workshops

Intellectual Activities conducted were the following workshops:

For the actual workshops we used four (4) local co-facilitators/translators for all but one session which were run by Haitians (namely Nedgine Paul, Clifford Louime and Renee Jumeau) to accompany our international experts as they led these sessions as suggested by Dr. Pierre-Louis of FOKAL. These co-facilitators came from the identified institutions as suggested by our Local Organizing Committee with the responsibility for educational collaboration. Each workshop was 90 minutes long and three of them ran simultaneously morning and afternoon as follows:

- “The Cuban Model of Education and its Implications for the Caribbean” by Anne Hickling-Hudson, Professor Queensland University of Technology, Australia
- “Art and Culture in the Teaching of History, Place and Self” by Eintou Pearl Springer, Dramatist, playwright and specialist in arts for education, IDAKEDA group Trinidad and Tobago
- “Education, the Environment and Economic Sustainability” by Dr. Nicholas Watts of the Free University of Berlin, Germany
- “The Haiti PEER Project: A Case Study of Education and Economic Sustainability” led by Clifford Louime of University of Puerto Rico, College of Natural Sciences and Rene Jean Jumeau, Universite Quisqueya, Haiti
- “Competency-Based Education Programs, Technical Education and the Acquisition of Job Performance Skills” by Raygine DiAquoi, Educational Equity Consultant, Brooklyn College, New York
- “Redefining Leadership: Building a New Generation of Leaders to Accelerate Quality Education for All.” By Nedgine Paul Co-Founder & CEO of Anseye Pou Ayiti, Haiti

b. Practical Activities:

- The transfer of books and supplies to children and teachers from institutions abroad. We visited L'Ecole Mixte de Deleard and delivered supplies to 150 children and the surrounding community. (See photograph which includes project director and students and staff from Cornell University).



- A data base of lesson plans to be shared in follow up workshops on subjects from a range of fields which Haitian teachers can access from their institutional libraries and open internet sources
- We gave out packages which included 4 lesson plans in each conference bag, a children's book in Haitian Kreyol and normal conference supplies – pens, notebooks etc.) These and additional lesson plans will serve as the development of the lesson plan data base.

c. Follow-up Workshop – April, 1 2017, Petionville, Haiti

The following video provides a snapshot of the Follow-up Workshop showing some of the activities, presenters and participants. Each student received a certificate at the end of the workshop on each occasion.

<https://youtu.be/Lz89FvOMJKs>

***“PREPARE PWOFESE AK ELÈV POU YO KAB RIVE NAN
PWEN POU YO SIPÒTE TÈT YO OPWENNVI FINANS”***

Sa se yon pwojè CSA-Haiti, 2016

Fondasyon William K. Kellogg finanse pwojè sa a

Atelye II

JESYON PEDAGOJIK: ATELYE AK PLIZYÈ GWOUP

Premye avril, 2017

Nan Royal Oasis Hotel, Pòtoprens

Enskripsyon: 9:30 Am

Prezantasyon: 11:00 a.m.

- ❖ Entwodiksyon: Dr. Boyce-Davies, Direktè Pwojè, Pwofesè Inivèsite, Inivèsite Kònèl)
- ❖ Salitasyon epi kèk espikasyon: Dr. Rene Jean-Jumeau, *Direktè Egzekitif, Enstiti Ayisyen pou Enèji, Univèsite Kiskeya*
- ❖ Prezantasyon jeneral sou kèk sijè, Nedgine Paul, Fondatè, *Anseye Pou Ayiti*
- ❖ Atelye pou pwofesè – Travay an gwoup

Ruth Estriplet

Rachel Jean

Carolyn Reid

Berthe Petit

Jonas Petit

- ❖ Rakonte istwa pa wou (Tout moun): Dr. Linda Spears-Bunton, Kòdonatè atelye, Pofesè Inivèsite, Inivèsite Entènasyonal Eta Florid
- ❖ Distribisyon Sètifika
- ❖ Konklizyon: 4 pm.
- ❖ **Se pou w enskri pou w patisipe.**

"PREPARING HAITIAN TEACHERS AND STUDENTS FOR ECONOMIC SUSTAINABILITY"

A CSA-Haiti, 2016 Project



Workshop II
INSTRUCTIONAL MANAGEMENT: WORKING WITH GROUPS
Must register to attend

April 1, 2017
9:30-4:00 p.m.
The Royal Oasis Hotel, Port au Prince

Sponsored by the William K. Kellogg Foundation



Contact : Carole Boyce Davies for more information ceb278@cornell.edu

**"PREPARE PWOFESE AK ELÈV POU YO KAB RIVE NAN
PWEN POU YO SIPÒTE TÈT YO OPWENNVI FINANS"**

Sa se yon pwojè CSA-Haiti, 2016



Atelye II

JESYON PEDAGOJIK: ATELYE AK PLIZYÈ GWOUP

Se pou w enskri pou w patisipe

Premye avril, 2017

9:30-4:00 p.m.

Nan Royal Oasis Hotel, Pòtoprens

Fondasyon William K. Kellogg finanse pwojè sa a



Contact : Carole Boyce Davies for more information ceb278@cornell.edu

OUTCOMES – LONG TERM

In order to execute the project, a partnership between Cornell University (Africana Studies Center, where Dr. Boyce Davies is a faculty member) and the School of Education, Florida International University through Dr. Linda Spears-Bunton, was established. Additional relationships for material support and student learning were developed with Ujamaa Residential Hall, Cornell and Ohio University's Multicultural Program Division.

We also established partnerships between schools and teachers with Haitian institutions and organizations which can be of direct benefit to those at home as well as in the diaspora. Dr. Jhon Picard Byron of the Université d'État d'Haïti Universite was our local co-chair for academic connections and Marc Prou of the Universite Quisqueya Education Department served as partners. A variety of Haitian schools and institutions and projects were represented by individual teachers. We have thereby developed and maintained partnerships with Haitian universities for their teacher-education programs and have a nice database of teachers who are interested in furthering their own knowledge and teaching capabilities.

We have continued to provide material support. Books and supplies to children and teachers from US institutions were collected prior to and at the conference and donated to local schools through their teachers attending our workshops.

We have created a local and global impact model for using teaching for economic sustainability in a genuine knowledge exchange that is transferrable to other locations in the Caribbean (Nassau such as visiting the African Bahamian museum) (See photo) and available for CSA-Havana next year and into the future. We propose that this be a consistent feature of all Caribbean Studies Association Conferences in order to bring teachers and students forward with knowledge about the Caribbean. The project director is prepared to manage this beyond this project.

We have not been able to create an online data base. This requires substantial additional funding, translation and technical staff to maintain such a site.

Evaluation

Our Evaluation goal was to understand the demographics of our participants; learn how they became aware of the Education Policy Day; discover whether the Educational Policy Day with its plenary session and workshops fulfilled the expectations of teachers and student-teachers and provided opportunities for them to advance their knowledge of specific teaching skills; discover what areas we

should focus on for our follow-up and continuing sessions. We saw evaluation as critical to the project and built it in at the start. Our overall evaluation goal was to use the results from the Evaluation to design further targeted projects for teachers in Haiti in order to bring to them the best practitioners in various fields and thereby enhance the quality and reach of the educational process.

Our Evaluation team consisted of Dr. Grace Carroll of Carroll Consulting, Oakland, California who designed the evaluation instruments and created the measurable templates; two graduate assistants Carolyn Reid-Brown and Rachel Jean who administered the evaluations. Marsha Jean-Charles, graduate assistant to the project director also assisted in the process.

EVALUATION ACTIVITIES AND WORK PLAN

- a. The stakeholders were the teachers and student-teachers who attended our conference and registered for the all-day intense teacher education session. The role they played in the evaluation included participating in the plenary session and workshops activities and completing the evaluation forms.
- b. Five (5) evaluation forms ⁴were created by Carroll Consulting and were translated into Haitian Kreyol for distribution at the conference. These were administered at the conference and have been already tabulated and results are available. We also have a narrative response section written in Kreyol which will need to be translated into English. The results of the evaluation are attached. (Preliminary evaluation results submitted with Evaluation Plan)
- c. Teachers were motivated to complete their evaluation forms through door prizes and a certificate of completion was presented to all participants at the end of the day. Writer Edwidge Danticat attended the closing session and donated some children's books for gift packages and a variety of other donations were also given to teachers⁵

Environment/Challenges/Opportunities

Language had the potential of being a major challenge but this was circumvented by us building in translation into every portion of the project. At the conference workshops, for each session we had Kreyol Speakers as leads or Kreyol facilitators when this was not the case. All evaluations and directional information, handouts and booklets were presented in both English and Kreyol. At the follow up workshop the primary speakers (Rene Jean Jumeau and Nedgine Paul who led the workshop and Fenel Pierre who was a co-presenter with Ms. Paul were Haitian Kreyol

⁴ Already submitted with evaluation plan

⁵ Already submitted with evaluation plan

speakers). Primary facilitator for the workshop was Berthe Petit, a teacher in Broward County schools of Haitian origin. Graduate and undergraduate assistants in each case were Haitian or Haitian-American speakers of Kreyol.

Though we initially assumed that language was potentially a challenge the eagerness of the participants, many arriving very early for the event from long distances, provided the necessary bridge that allowed us to communicate. Many of the teacher-participants were also able to communicate in English or French.

The larger environment of being in Haiti and having an impact on the lives of teachers and children was for us not a barrier but an incentive and therefore an opportunity to be proactive in a context which was very receptive.

The initial conference activities were held at the Marriott Hotel in Turgeau, Port-au Prince. For the follow-up workshop we decided to use the Oasis Hotel in Petionville for two reasons: one to change the location and provide a different spatial engagement opportunity for our local teachers, and two, to bring business support to a different hotel institution.

Collaboration

Collaborations were not formal but generated in the context with participants like Nedgine Paul of Anseye pou Ayiti, who we saw as doing the kind of work we admired and who brought the necessary skills to what we were doing; the universities and schools described above.

OBSERVATIONS

Throughout, the Project “*PREPARING HAITIAN TEACHERS AND STUDENTS FOR ECONOMIC SUSTAINABILITY*” has occurred along a continuum of ongoing learning and teaching events. Indeed, the project demonstrated the power of informed teaching and learning as simultaneous events. The relevance of the work in Workshop II drew strength and credibility from the experiences of the participants, coordinator, project director, choice of workshop leader and student support efforts. In the evaluation reports, participants were clearly consistent in their preference for pedagogy rather than theory. Thus, everything about Workshop II was planned and executed based on the knowledge and experience we garnered from Workshop I. This included the following:

- the use of roundtables in a room that accommodated all of the participants and support personnel in the same room at the same time;
- the use of colorful folders to place important documents documents within easy reach;
- the use of giant post-it note pages for participants to record their responses to workshop tasks and to view those of the colleagues in gallery form; numbering the tables and allowing for:

- participant selection seating which predictably were filled by participants who already knew each other; later assigning seats by number to encourage participants to get to know other teachers and work together;
- the number of participants, under 100 allowed for more face to face interaction with more people and thus opportunities to share new learning & understanding;
- The availability of five people who spoke Kreyol was an enormous benefit to the project.

Recommendations:

- 1) As far as advanced as possible, examine the space and place where the workshop(s) will occur in order to maximize opportunities for interactions among the participants.
- 2) The availability of human or electronic translators is critical.
- 3) Continue with plans to develop an on-line site through which to share film, teaching projects etc.

FUTURE PLANS

Has the project become self sustaining? What activities are being continued?

The project has the potential to be self-sustaining because one of our lead collaborators, Anseye pou Ayiti, already has related projects on the ground in Haiti and if supported will be able to deliver the kind of quality programming that we envision. The annual workshops can be continued and our evaluations indicate several themes for which our participant-teachers indicate they would like additional training. Additionally, there was a strong request that the workshops be held in various regions in Haiti in order to reach additional participants who were unable to get to Port au Prince. We realized too that coming from outside of Haiti, we have the capability to generate the kind of excitement which our project brought. We also gave out certificates of completion which were highly prized and sought after, with our institutions names (Cornell University and Florida International University) and signatures.

What structures have been established for the continuation of this project?

We envision moving our workshops with additional partners like Alliance for Haiti's Children to Jacmel and first and then to other regions in Haiti. We already have relationships with FOKAL established through Mme Pierre Louis being our Local Committee Chairperson, and Philippe Dodard, Director of ENARTS who was the co-chair of logistics. Jhon Picard Byron of Universite d'Haiti has been very proactive in getting his students to attend our workshops. Universite Quisqueya through Marc Prou has also been fundamental. We also had a return visit of Rene Jean Jumeau who talked about the importance of our project for developing an advanced faculty of teachers in Haiti. Ruth Estriplet of the Department of Communications

has volunteered consistently to help us advance our events. We also have an extended list of teachers and their email addresses of those who signed up for our program.

What indications are there that this project can be adopted elsewhere?

Ms. Antonica Payen of Alliance for Haiti's Children has already expressed an interest in us doing a workshop in Jacmel which can attract teachers from that region of Haiti. And, Nedgine Paul of Anseyi pou Ayiti has expressed continued interest in partnering with us if we decide to do any future projects. Eight teachers from Haiti attended the 2017 CSA Conference held in Nassau, Bahamas (See photo below). The CSA 2018 conference will be held in Havana, Cuba and has indicated Education for Emancipation as its theme. We would like to create encounters for some of our teachers with Cuban teachers next year.



(Haitian teachers at CSA-Nassau 2017. In photo second and third from left are Dr. Linda Spears Bunton, Workshop Coordinator and Dr. Carole Boyce Davies, Project Director and Past CSA President. Haitian-American, Dr. Carole Charles, also a past CSA President, is also in the photograph, 5th from right, with teachers who came from Haiti to the conference)

The CSA Conference for 2018 will be held in Havana, Cuba June 4-8, 2018 with the theme of Education for Emancipation being central. See CSA website at: <https://www.caribbeanstudiesassociation.org/>

The current president has indicated that she is making this a central conference theme so that we can move these projects forward. It would be significant if we could also get additional support to bring Haitian teachers to Cuba for a special encounter during the 2018 conference. We would be pleased to apply for an additional grant extension to pursue this and related projects that link Haiti to Havana.

Dissemination

What information or evaluation findings from your project have been made available to the field and how?

A preliminary report with photographs was circulated in the CSA Newsletter in July, 2017.

A discussion, update and analysis of our project “Preparing Haitian Teachers for Economic Sustainability” was presented as a Roundtable at the CSA-Nassau Conference, June 5-10, 2017. This session was chaired by Project Director Dr. Carole Boyce Davies, and featured Dr. Linda Spears-Bunton, workshop coordinator, and project graduate student Carolyn Reid-Brown, and a video from second graduate student Rachel Jean Pierre. Handouts from the workshop including student-teacher teaching stories were circulated and discussed by the audience.

What plans do you have, if any, at this time for disseminating information about your project during the next year and at the conclusion of foundation funding?

Additional plans for dissemination include video circulation and sharing in relevant venues. We will place the video on the organization’s website which has an audience circulation of over 1,000 people and will post as an open access You Tube video and other relevant sites.

PROJECT DIRECTOR’S OPINION

What do you think are the most important outcomes and lessons learned from this project?

The fulfillment of a major outreach component for the Caribbean Studies Association which has not been done before was a major outcome. By these means, knowledge that is produced about the Caribbean which circulates only at the university level has the potential of reaching a larger extended community.

The ability to create an opportunity to serve community besides simply meeting in a location which has been a past practice was another major outcome.

We reached close to 300 teachers and had a day to day impact on the larger society's economic well-being.

What recommendations would you make to other project directors working in this area or to the foundation?

The development of partnerships with Haitian organizations with fewer resources, but already providing some of these facilities is perhaps the most important. The outreach to university students and teachers in schools without major resources is critical.

Other:

Please list issues that you would like to discuss with your foundation program officer/lead.

I would like additional resources to develop the on-line data base with lesson plans, instructional materials and other resources for teachers. We would like to see this as a continuing feature of the Caribbean Studies Association wherever it goes in the Caribbean and Latin America. Haitian teachers have expressed an interest in us moving the workshops to other locations in Haiti. We are prepared to do this.

Submitted by:

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Appendix I
RESULTS OF EVALUATION

*PREPARING HAITIAN TEACHERS AND STUDENTS FOR ECONOMIC
SUSTAINABILITY*

W.K. Kellogg Foundation Grant: P3032857

(Translated from Kreyol into English)

I. June 10, 2016 CSA form Data: Verbatim Responses on 130 of the forms

Best liked:

- The way the teachers gave information
- How to develop confidence in the children
- Practical aspects
- Liked discussions (x8)
- How other nations are interested in the system in Haiti
- Examples of how to use education in Haiti
- Better way to learn with better result in the problems in education.
- Appreciated learning about the different ways children can learn
- Model that was set for education showed how education could change
- Liked the model of the conference and model of presentation we used
- Loved subjects and presentations and the educational system solution to good schools
- Liked the way they taught how to integrate new ideas in to the school system
- Liked the way that issues were discussed and the possibility of change
- Liked the leadership ideas for education
- Liked the collaboration between teachers and attendees
- The way they exposed the situation in Haiti
- Liked illustrations on techniques.
- Method for participation

Suggestions for Improvement:

- More interaction/participation (x 10)
- Choice of sessions (x3),
- Spot for students to attend,
- Wanted follow-up conferences (x 8)
- More interpreters (esp for questions)
- Divide teaching sessions into grade level
- Opportunity for oral feedback
- Not enough time for questions (x 8)
- Longer conference
- Wanted Conference in rural areas
- More time x 40

Suggestions for Future Conferences

- Leadership
- The environment
- More examples about rural schools (what to do, how to teach there)
- Discuss problems of education,
- Practical education/Pedagogy
- Discussion of the reality of schools in Haiti
- Teach people on how to be responsible for their job (PD)
- More teaching on social development,

II. April 1, 2017 CSA form Data: Verbatim Responses on 130 of the forms

Best Liked:

- Way the speakers developed the concepts of Gradual Responsibility Method
- Techniques used to help how they teach children
- The method used in the capacity they learned, especially from other people at the conference.
- The discussion with others
- The pedagogical strategies used: Music, Rapping, Clapping, Poster making, Discussion.

Suggestions for Improvements:

- For everyone to participate more in the conference
- Next time, would like to see more speakers and panels, longer day
- For the conference to open itself to the parents of students, so they can also learn methods to help their children learn
- Earlier time, and two days instead of only one
- More days, more time
- More subjects or methods
- Would like more handouts

Summary of Evaluation Forms:

The evaluation forms for the first Haitian Teacher Day workshops (June 2016) included the Registration Form, Individual Workshop Form, End of Conference Form, and Sharing Stories Form. The two forms that provided the most comprehensive feedback and insight included the End of Conference Form and the Sharing Stories Forms, which were used again for the second Teacher Day in April 2017. The Sharing Stories form simply asked Teachers to write down stories of their own educational experiences, either as a teacher or a student. Teachers were encouraged to complete Story forms during breaks and at the end of the day. The Story forms provided qualitative data on the educational experience in Haiti.

Additionally, the End of Conference Form was analyzed after the first Teacher Day in June 2016 for information that could be used to design the follow up workshop. Teachers rated their entire experience on a five-point scale, from poor to excellent, in a variety of categories, including Speakers, Organization, Materials, Information presented, networking opportunities, and Overall Pace. They also rated their interest levels for future workshops on a four point scale from Not Interested to Extremely Interested, in the following categories: Building youth leadership skills, Subject matter skills, Communication skills, Partnership skills, Teaching strategies, Language skills, Technology skills, Child Development, and Classroom Management. In the same form, teachers were also asked open-ended questions that provided the best information as far as preferences, perceptions of the workshop, and future needs. For example, Question 6 asked, " What did you like best about the conference today?" and Question 9 asked, " What advice would you offer to improve the conference today?" These questions, along with the rest of the information, provided essential data for the design of the follow-up workshop.

One consideration when working in Haiti with data would be to consider the relationship between the French and Creole Languages. For example, although the spoken language is often Creole among the majority of the population, the academic language is French. So, although the evaluation forms were translated into Creole, many participants responded to questions in French, which complicated translation. The French/Creole relationship is a complex one in Haiti, where there are not clear-cut solutions. Participants spoke Creole and comprehended best when Creole was used in the presentations, but they often reverted back to French when responding to questions.

Haiti Workshop Video: <https://youtu.be/Lz89FvOMJKs>

Appendix II

Power point of Roundtable presentation at Caribbean Studies Association Conference, Nassau, Bahamas 2017.



CSA Round Table Presentation 2017 copy



Revised CSA DATA REPORT.pdf

Appendix IV: Budget



2016 Budget - Haiti Teaching for Econ Sus