



**SAMDÌ, 11 JUN 2016**

*Patwone pa William K. Kellogg Foundation*

*Yon pwolè Asosyasyon Erid Karayibeyen*

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



# **PREPARING HAITIAN TEACHERS & STUDENTS FOR EDUCATION & ECONOMIC SUSTAINABILITY**

*A Caribbean Studies Association Project  
Sponsored by the William K. Kellogg Foundation*

**SATURDAY, 11 JUNE 2016**



# PREPARING HAITIAN TEACHERS & STUDENTS FOR EDUCATION & ECONOMIC SUSTAINABILITY

In 2016, more than 190 world leaders committed to 17 Sustainable Development Goals (SDGs) <http://www.un.org/sustainable-development/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.

The Caribbean Studies Association sees its meeting in Haiti as an opportunity to address some of these goals, particularly those that relate to education for sustainable development. To this end, we have structured a day of activities which includes an opening plenary session which will engage some of these themes from a variety of angles; followed by eight (8) workshops (four in the morning and four in the afternoon) which will then expand and provide close up examination and further development of some of these same issues.

# PREPARE PWOFÈ AK ELÈV AYISYEN POU DIRABILITE EDIKASYON E EKONOMIK

An 2015, plis pase 190 lidè entènasyonal pran angla-man pa rapò a 17 Objektif Devlopman Dirab (ODD oswa SDG, pou Sustainable Development Goals an angle) <http://www.un.org/sustainabledevelopment/sustainable-development-goals/> Pami yo genyen Kanpe Lamizè, Kanpe grangou, Bon lasante, Edikasyon de kalite, Egalite ant lan, Dlo pwòp ak sanitasyon, Enèji renouvlab, Bon travay ak kwasans ekonomik, Inovasyon ak enfrastrikti; Rediksyon inegalite, Vil ak kominote dirab, Konsomasyon responsab, Aksyon sou klima, Lavi anba dlo, Lavi sou tè, Lapè ak jistis ak Patenarya pou objektif yo.

Asosyasyon Etid Karayibeyen an wè reyinyon an n Ayiti li a kòm yon opòtinite pou travay sou kèk nan objektif sa a yo, sitou sa a yo ki gen rapò ak edikasyon pou devlopman dirab. Nan sans sa a, nou te estruktire yon jou aktivite ki genyen ladan l yon plenye ki pral abòde tèm sa a apati plizyè ang : apre sa ap gen sis (6) atelye (twa nan maten ak twa an n apre midi) ki pral answi a elaj epi egzamine ak devlope an pwofondè kèk nan tematik sa a yo.

Dapre UNESCO, sou tout latè n ap bezwen de nouvo mily-  
on pwofèsè ak kat milyon nouvo salklas pou asire ke chak  
elèv ka al lekòl. Akse konplè a edikasyon de kalite se pre-  
mye etap nan akonplisman developman dirab, eliminasyon  
lamizè, epi kreyalite egalite ant lan epi kore dwa famm.

CSA pa gen entansyon fè entèkansyon sou kourik-  
oulòm lekòl ayisyen dirèkteman men plis bay yon opò-  
tinite anrichisman pou pwofèsè ki angaje nan pwosesis  
apran ki lan moun anseye. Gras a sibvansyon Kel-  
logg lan, etidyan pwofèsè yo ak pwofèsè ki deja ap  
travay yo ap gen chans ale gratis nan sesyon jounen  
edikasyon sa a pou osibyen nenpòt lòt aspè nan kon-  
ferans lan ki entere yo. Nou kwè ke yon ransanble-  
man de plis pase 500 entelektiyèl / ekspè nan divès  
aspè nan Etid Karayibeyen an Ayiti pa ta dwe fèt san  
okenn enpak sou, ni entèraksyon avèk kominite lokal la.

Pwofèsè ki patisipe nan sesyon yon jou sa a nan Sam-  
di 11 jèn ap resevwa yon sètifikasyon patisipasyon, epi tou  
konesans ke jounen sa a ap pote kalite aktivite anrichis-  
man epi konesans ki ka gen yon enpak sou anseyman  
yo ak rapò toulejou yo genyen ak elèv yo, kominite  
a epi kolèg yo. Nou pwopozè sèvi ak fowòm sa a pou  
ede pwofèsè yo konprann ki lan yo kapab sèvi ak  
teyori ak politik ledikasyon kòm yon apwòch sou kes-  
tyon edikasyon epi aplike sa nan kontèks ayisyen an.

According to UNESCO, the world needs two mil-  
lion teachers and four million new classrooms to make  
sure every student can get an education. Full ac-  
cess to quality education is the first step to achiev-  
ing sustainable development, poverty eradica-  
tion, gender equality and women's empowerment.

For CSA, the intent is not to engage the Haitian school  
curricula directly but to provide enrichment opportunities  
for teachers engaged in the process of learning how to  
teach. Through the Kellogg grant, student-teachers and  
practicing teachers will have the opportunity to attend this  
Education Day session as well as any other aspects of the  
conference that interests them free of charge. We believe  
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.

Teachers who attend our whole day session on Sat-  
urday June 11th, will receive a certificate of participa-  
tion, as well as the knowledge that this day will pro-  
vide the kind of enrichment activities and knowledge  
that can have an impact on their teaching and day to  
day encounters with students, community and col-  
leagues. We propose to use this forum to help teach-  
ers understand how theory and policy as an approach  
to education can be applied in the Haitian context.

**Agenda:**

**Program:**

**Plenyè**

8:00-10:00

**Poze Kafè**

10:00-10:30

**Atelye**

10:30-12:30 p.m.

**Manje Mid!**

12:30-1:30 p.m.

**Atelye**

1:30-2:30 p.m.

**Fèmti**

3:00-4:00 p.m.

Distribisyon de Sètifikasyon

Lèkti espesyal pou timoun pa ekriyen:

**Edwidge Danticat**

Rafrechisman

**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](mailto:velmapollard@gmail.com)

#### Speakers:

Mme. Dr. Michelle Duvivier Pierre-Louis  
President, FOKAL  
[mpierrelouis@fokal.org](mailto: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](mailto:a.hudson@qut.edu.au)  
"The Cuban Model of Education and its Implications for the Caribbean"

Rachel Pierre Champagne  
Director of Projects/Chef de Projets, Fondation Digicel Haiti  
[rachel.pamelapierre@digicelgroup.com](mailto:rachel.pamelapierre@digicelgroup.com)  
"An Overview of Digicel Projects in Haiti - Prospects for the Caribbean"

## Plenye:

### "Edikasyon pou Dirablite Ekonomik ak Transandans Sosyal"

Prezidan:  
Profesèur Velma Pollard, University of the West Indies,

Mona, Jamayik [velmapollard@gmail.com](mailto:velmapollard@gmail.com)

Madam Doktè Michelle Duvivier Pierre-Louis  
Prezidan, FOKAL

[mpierrelouis@fokal.org](mailto:mpierrelouis@fokal.org)

"Entwodiksyon : Edikasyon pou dirablite ekonomik - kon-  
teks ayisyen an"

Doktè Anne Hickling-Hudson

Pwofèsè, Fakilte edikasyon, Queensland University of  
Technology, Brisbane, Ostrali ak ansyen prezidan World  
Council of Comparative Education Societies (Konsey mon-  
dyal sosyete edikasyon konparatif)

[a.hudson@qut.edu.au](mailto:a.hudson@qut.edu.au)

" Modèl edikasyon kibèn an enplikasyon li pou Karayib  
la"

Rachel Pierre Champagne

Direktiris pwòje / Chèf pwòje, Digicel Foundation of Hai-  
ti/Fondation Digicel Haiti (Fondasyon Digicel an n Ayiti)

[rachel.pamelapierre@digicelgroup.com](mailto:rachel.pamelapierre@digicelgroup.com)

"Yon rezime pwòje Digicel an n Ayiti - lide pou Karayib la"

Doktè Nicholas Watts

Chèchè asosye, Environmental Policy Research Center  
(Sant rechèch sou politik anvwonman), Free University  
of Berlin (Inivèsite Lib Belen), Reskonsab Gwoup tra-  
vay sou anvwonman ak dirablite nan Asosasyon Etitid  
Karayibeyen

[nsjwatts@gmail.com](mailto:nsjwatts@gmail.com)

"Edikasyon, anvwonman ak dirablite ekonomik"

Rene Jean Jumeau

Inivèsite Quisqueya - fakilite jeni - Pòtoprens, Ayiti &  
ansyen Sekrètè deta pou enèji Minisè travo piblik,  
transpò, komunikasyon ak enèji

[RenelJ2001@yahoo.com](mailto:RenelJ2001@yahoo.com)

"Haiti PEER Project (Pwoje PEER pou Ayiti) : yon etid  
ka pou edukasyon ak dirablite ekonomik : yon entwò-  
diksyon"

N'Dri Assie Lumumba

Fakilite etid Afrik ak dyaspora li, Cornell University,

Prezidan, Comparative and International Education So-  
ciety (Sosyete edukasyon konparatif ak entènasyonal),  
2014-2015

[n.assie-lumumba@cornell.edu](mailto:n.assie-lumumba@cornell.edu)

"Jan ak edukasyon an Afrik ak nan dyaspora afriken an  
- Pou n imagine yon edukasyon imanis mondyal"

Dr. Nicholas Watts

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

[nsjwatts@gmail.com](mailto:nsjwatts@gmail.com)

"Education, the Environment and Economic Sustainability"

Rene Jean Jumeau

Professor, University Quisqueya – College of Engineer-  
ing – Port-au-Prince, Haiti & Former Secretary of State for  
Energy Ministry of Public works, Transportation, Commu-  
nications and Energy

[ReneJJ2001@yahoo.com](mailto: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](mailto:n.assie-lumumba@cornell.edu)

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

**Workshops:**

**Ate/ye:**



## 1. “Modèl edikasyon kibèn an enplikasyon li pou Karayib la”

Anne Hickling-Hudson  
Queensland University of Technology, Ostrali  
[a.hudson@qut.edu.au](mailto:a.hudson@qut.edu.au)

An twa ti gwoup, patisipan yo pral chwazi de nan sijè ki pi ba a yo epi diskite sou politik edikasyon nan peyi pa yo pa rapò ak a sijè yo.

- Lekol piblik ak prive (preskòlè, primè ak segondè)

- Nan ki sèktè elèv reyisi pi byen ? Poukisa ? Ki done ou ta ka chèche !wenn pou fè rechèch sou sa ?

- Ki tantativ k ap fèt / ki deya fèt pou rivè nan yon modèl pi ekilab ?

- Ki sa nou panse ki ta dwe fèt yo mennen plis ekite ?

- Edikasyon pou granmounv: si gen yon pwogram alfabetizasyon pou granmoun, ki jan li fonksyone ? Ki jan peyi w ta ka amelyore entegrasyon alfabetizasyon granmoun kòm yon pati nan yon sistèm edikasyon transfòmatif ?

## 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](mailto: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](mailto: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.

## 2. “La ak lakiti nan anseyman listwa, lokali-te ak konseans tèt ou”

Eintou Pearl Springer

*Dramatist, Ekriven teyat, Pwèt, Trinidad ak Tobago*

[eintou@gmail.com](mailto:eintou@gmail.com)

Ateye a gen pou objektif enkouraje estim atravè kont, chante, mizik, teyat. Pral gen enfaz sou ede pwofesè sèvi ak pwosedi sa a yo pou selebre Ayiti ak enpòtans wòl istorik li nan transfòmasyon relyon nou an. Stil atelye a trè entèraktif. Pwofesè yo ap :

- Develop kapasite yo pou sèvi ak sityasyon ak kondisyon toulejou pou sèvi kòm zouti anseyman.
- Aprann krewe yon istwa ki entèraktif; epitou kijan pou sèvi ak chante, pèsònaj popilè, pwovèb;
- Aprann krewe ti enprovizasyon pou transmèt leson epi rezoud pwoblèm.

### 3. “Edikasyon, anvironman ak ekonomi”

3.

Doktè Nicholas Watts FRSA  
Chèchè asosye, Sant rechèch sou politik anvironman, Free University of Berlin (Inivèsite Lib Bèlen), Reskonsab Gwoup travay sou anvironman ak dirablite nan Asosyasyon Eridi Karayibeyen  
[nsjwatts@gmail.com](mailto:nsjwatts@gmail.com)

Prezantasyon sa a ap santre sou edikasyon pou aplikasyon Ob-jektif Devlopman Dirab yo (ODD). Seksyon sou anvironman ak dirablite : Atelye edikasyon pou dirablite a pral konsantre sou:

- Yon fòmasyon pwofesè ki santre sou devlopman konpetans pou yon ekonòmik ble (ou vèt) nan yon lan k ap ankouraje yon angajman pozitif pwofesè yo ak kominite yo epi tou k ap bay elèv ki fini lekòl mwayen travay nan tout nivo.

- N ap adapte kontni pwogram la pou nou devlope konpetans ki kapab aplike nan: koleksyon enfòmasyon pou ODD yo; antretyen ak enstalasyon enèji renouvlab; preparasyon ak repòns pou rediksyon ris ak dezast (RDR); pratik pou lapèch ak gesyon lanmè; erita kiltirèl sou kesyon resous natirèl ki sot nan kilti lokal ak tradisyonèl; nati ak konesans nan literati karayib la epi tou konpreyansyon wòl òganizasyon ki angaje nan pi gran kad gouvènans relyonèl ak nasyon al sou kesyon dirablite a.

- Rekòmandasyon sa a yo pral gen yon enpak sou

fòmasyon pwofesè k ap travay nan lekòl primè ak segondè. Yo pral bay anpil enpòtan pou yon aprentisa ki aplye sou pwoblèm.

### 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](mailto: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](mailto:clifford.louime@upr.edu)

Bernabe Manuel

Bernatur Inc.

International Students Exchange Program – Sao Paulo, Brazil

[Bernakikolo11@hotmail.com](mailto:Bernakikolo11@hotmail.com)

Karl Wright Claflin University

Office of the Vice President – Orangeburg, S.C.

[kawright@claflin.edu](mailto: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.

#### 4. **"Pwojè PEER pou Ayiti: Yon etid de ka sou edikasyon ak ekonomi dirab"**

Clifford Louime

University of Puerto Rico (Inivèsite Pòtoriko) – Fakiltè syans natirèl

San Juan, PR 00931

[clifford.louime@upr.edu](mailto:clifford.louime@upr.edu)

Bernabe Manuel

Bernatur Inc. – Pwogram entènasyonal pou echanj etidyan

Sao Paulo, Brazil

[Bernakikolo11@hotmail.com](mailto:Bernakikolo11@hotmail.com)

Karl Wright

Claflin University (Inivèsite Claflin) – Biwo visprezidan

Orangeburg, S.C.

[kawright@claflin.edu](mailto:kawright@claflin.edu)

Objektif atelye sa a se prezante "Pwojè 'PEER' pou Ayiti" tankou yon modèl entèresan pou montre kijan seksyon leta nan de zile sèvi ak edikasyon siperyè avanse pou yo !wenn solisyon pou kesyon enèji dirab. Gen plizyè eleman ki konpoze pwojè a: a) Etid doktora ak metriz: rekrite etidyan UniQ pou y al fè metriz ak doktora Pòtoriko; b) Bay kòb pou fè rechèch pou tèz an n Ayiti: etidyan sètoblite fè rechèch tèz yo an n Ayiti; c) Kou an kolaborasyon: pwofesè tou de peyi yo ap prepare epi bay kou sou entènèt ; d) Echanj pwofesè: komite pou tèz ape konstitiyè ak pwofesè ki nan tou de ensititsyon yo. Pwofesè ki anseye nan Inivèsite Kiskeya an n Ayiti ap gen posibilite pou yo !wenn yon kontra asosye ak Pòtoriko; Pwojè rechèch ki aliyè ak bezwen environman an: y ap pwopozè pwojè rechèch ki fèt ak komite note lokal. Atelye sa a gen entansyon bay enfòmasyon pou devlope yon konpreyansyon patisipan yo sou:

1- Nasyon ki rele "enèji vèt"

2- Kesyon sou dirablite

3- Wòl fòmasyon metriz ak doktora nan devlopman ekonomik dirab

4- Kijan kolaborasyon entènasyonal nan edikasyon inivèsite kapab ede pou siviv kriz fiskal n ap konfwonte jodi a.

## 5. "Pwogram edikasyon ki apiye sou kon-petans, edikasyon teknik e akizisyon kapasite pou fè yon travay"

Raygine DiAquoi  
Brooklyn College, Edikasyon Konsiltan sou Treiman Egal Ego  
[raygine@diaquoi.com](mailto:raygine@diaquoi.com)

Depi lontan, edikasyon fonksyone tankou yon pati entegre nan motè ekonomik anpil sosyete espesyalman pou sa ki gen aspi- syon pou yo amelyore owinon etann ekonomik yo. Ekspansyon vle di yon pi gwo demann pou travay ki gen pli gwo kalifikasyon. Pi plis etid kontinye montre ke moun gi gen pi gwo diplo- m nan sa yo te etidye gen yon pi gwo kalite lavi nan kesyon sante fizik a mantal epi tou lojman ak akonplisman objektif lavi yo ki bay yo motivasyon ak detèminasyon. Pou sa ka fèt li enpotan pou etid- an gen konesans, konpetans ak dizpozisyon ki pèmèt yo repou- n dirèkteman nan sa travay mande. Nivo preparasyon sa a ka akonpli pi byen si nou ofri posibilite pou pwogram ou edikasyon ki baze sou konpetans. Etidyan yo konplete de envan- tè sou aptitud ak entè- epi yo swiv de fòmasyon ki aliyè avèk rezilta evalyasyon sa yo. Nan atelye sa a, pwofesè / patisipan pral:

- Explore plizyè modèl pou yo kreye pwogram edikasyon ki apiye sou konpetans e ki rekone akizisyon konpetans pou travay nan yon diòb, sou fòm sètifika ki rekone pa sè- tifikasyon pou travay spesifik.

- Patisipan ap kapab konpare e difere ansyè nan benefis tout yon sè- m- d- evalyasyon ki gen laprè validite yo pou idantifye aptitud ak entè- e ki trase sèten trajektwa

## 5. "Competency Based Education Programs, Technical Education and the Acquisition of Job Performance Skills"

Raygine DiAquoi  
Brooklyn College, Educational Equity Consultant  
[raygine@diaquoi.com](mailto: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@anseyepouayiti.org](mailto:nedgine.paul@anseyepouayiti.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?

6.

## “Redefini lidèship: An nou bati yon nouvo jenerasyon lidè pou nou kapab fè edikasyon kalite pou tout moun vanse pi vit”

Nedgine Paul, M. Ed  
Kofondatris ak Direktis “Anseye Pou Ayiti”  
[nedgine.paul@anseyepouayiti.org](mailto:nedgine.paul@anseyepouayiti.org)

- Ki wòl lidèship ak sitwayènte genyen nan yon klas lekòl?
- Ki kalite fidbak ki ka ede nou konnen ke nou sou bon chimen, ke l te pou pwofesè a, ke l te pou elèv la ?
- Ki wòl inovasyon genyen lè n ap envesti nan sistèm kapital imen ?
- Ki kompetans ki esansyèl pou devlope akte ak benefisyè sistèm edikasyon (nan nivo lekòl, lokal, depatman, nasyonal) ? Ki sa ki dwo fèt pou krete chanjman sou yon gwo nechèl ?
- Ki vizyon sikse nan sèten konteks ki rasanble lidè yon peyi, pou yo travay sou yon menm obèktif pou ledikasyon?
- Atelye sa a pral santralize sou envestisman nan kapital imen ak sou transòmasyon nou bezwen pou nou kapab fè chak timoun re-sevwa yon bon kalite edikasyon. Santralize sou nosyon ki vle bay nouvo definisyon lidèship ki gen rasin li nan aksyon gwoup, pati-sipan nan atelye sa a pral eksplòre tou ki sa ki nesèse kòm entran ak rezilta nan yon sistèm edikasyon nasyonal ki kapab ede yon devlopman dirab e ki enrasine nan peyi a. Atelye a ap sèvi ak model “Anseye pou Ayiti” a kòm egzamp e ap gen egzèsis an gwoup konplè ou nan ti gwoup. Nou pral etidye kesyon k ap swiv yo kòm gid:

Yon Mési espesyal a:



W.K.  
KELLOGG  
FOUNDATION™

Alix Cantave

Ujamaa Residential Life, Cornell University  
(esp. Marcus Scales and Theoria Cason)  
&





## **N'DRI THÉRÈSE ASSIÉ-LUMUMBA**

Professor of African, African Diaspora and Comparative/ International Education at Cornell University in the Africana Studies and Research Center, Dr. Assié-Lumumba is the immediate Past-President of

Comparative and International Education Society (CIES), a Fellow of the World Academy of Art and Science, Chercheur Associé at Université Félix Houphouët-Boigny (Abidjan, Côte d'Ivoire), a Diasporan Fellow in the department of sociology at the University of Ghana, and a Research Affiliate at the Institute for Higher Education Law and Governance of the University of Houston (Houston, Texas). She is Distinguished Visiting Professor in the Faculty of Education at the University of Johannesburg (South Africa), Extraordinary Professor in the Education Policy Studies at the Stellenbosch University (South Africa) and a Diasporan Fellow in the department of Sociology, UG-Carnegie Diaspora Programme, at the University of Ghana. She was a Fulbright Senior Research Fellow, Resident Fellow of the UNESCO International Institute for Education Planning (IIEP) in Paris, visiting Professor at Hiroshima University in the Center for the International Cooperation in Education (Hiroshima, Japan), and Distinguished Visiting Professor in the Graduate School of Education at the American University in Cairo. She has served as Director of the former Program on Gender and Global Change and as Director of Graduate Studies of the Africana Studies at Cornell University. Her monographs, edited and co-edited books include: *Cyberspace, Distance Learning, and Higher Education in Developing Countries: Old and Emergent Issues of Access, Pedagogy and Knowledge Production* (Brill, Leiden and Boston 2004); *Higher Education in Africa: Crises, Reforms and Transformation* (CODESRIA, Dakar 2006); *Millennium Development Goals (MDGs) in Retrospect Africa's Development Beyond 2015* (Springer, London 2015).

**Seksyon pou Nòt:**





## **RAYGINE DiAQUOI**

An educational equity consultant, coach, educator, and speaker specializing in providing relevant training and support to organizations and stakeholders committed to improving the academic experiences and

outcomes of marginalized and under served populations. Her research interests include the applicability of anti-colonial theory in schools, racial socialization, and unrecognized forms of cultural capital. Her work on students of color at an elite boarding school was published in the book *Educating elites: Class privilege and educational advantage* (2010) and the *Harvard Educational Review* (2012). A former editor of the *Harvard Educational Review*, she is co-editor of the book *Education for a multicultural society* (2011) and has written about the specific competencies required of African American students and their families (2012; 2014; 2015).

As part of a University Partnership for Educational Research In Haiti, Raygine worked with Sove Timoun to train teachers, schools, and communities in Maissade to collect and analyze data on school quality. Following the 2010 earthquake, she worked closely with a comprehensive school in Petit Goave, supporting school officials to draw from and build upon local capacity for meeting students' needs and was interviewed by Liliane Pierre-Paul for Radio Kiskeya. Her interviews with Dr. Fabienne Doucet and Dr. Herns Marcelin on the educational landscape of Haiti after the earthquake can be found in the Summer 2011 issue of the *Harvard Educational Review*, *Learning after disaster: Voices from Haiti and New Orleans*.

Raygine earned her Doctorate in Culture, Communities, and Education and Masters in Education from Harvard Graduate School of Education and her Bachelor of Arts in Sociology from Columbia University.

Currently, she is teaching at Brooklyn College.



## **ANNE HICKLING- HUDSON**

taught foundation  
sociological and cultural  
studies in the Faculty  
of Education at Australia's  
Queensland University of  
Technology (QUT) for 25  
years. After retiring, she

has continued since 2013 as an adjunct Professor of Education in the School of Cultural and Professional Learning. Her career as a teacher, teacher educator, researcher, education planner and community activist spans the Caribbean, the UK, the USA, Hong Kong and Australia. Her research interests and publications focus on intercultural and postcolonial approaches in teaching, and education policies and practices for decolonization and development. Among research grants that she has won are a Rockefeller Fellowship for researching Cuban internationalism in education, two large Australian Research Council grants for working with educators in Papua New Guinea to develop programs to counter HIV/AIDS, and a national Australian grant for working interstate with other universities to develop a 'Public Pedagogy' approach in university teaching.

Professor Hickling-Hudson is a founding member of the Australian Association for Caribbean Studies (AACS), which started in 1994 and since then has held 12 biennial conferences at universities in different Australian states. She has held a number of prestigious leadership positions, including the Presidency of the World Council of Comparative Education (2001-2004). Her research has been widely published, and she has given numerous keynote speeches around the world on education for decolonization and radical change. She is a co-Editor of the Palgrave Macmillan book series Postcolonial Studies in Education, which has produced 15 scholarly books so far, and of the online journal Postcolonial Directions in Education, now in its 5th year: <http://www.um.edu.mt/pde/index.php/pde1/issue/archive>



**RENE JEAN-JUMEAU,**

Secretary of State for Energy Ministry of Public works, Transportation, Communications and Energy, Dr. Jean-Jumeau obtained a license (B.S. degree) in electro-mechanical engineering from The School of Engineering of the State University of Haiti. He also

holds a Master's (M.Sc.) and a Doctorate (Ph.D.) Electrical Engineering, both from Cornell University, in Ithaca, New York. Dr. Jean-Jumeau is presently Under Secretary of State for Energy at the Haitian Ministry of Public Works, Transportation, Communications and Energy.

He was formerly Coordinator of the Energy Sector Management Unit in the Ministry of Public Works, Transport and Communications (MTPTC) in Port-au-Prince. He also served as Senior Advisor for matters of Energy to the Minister of Public Works in Port-au-Prince, Haiti and, previous to that, as Advisor to the Under Secretary of State for Energy and Telecommunications. As such, he has been the preeminent energy reference for the island nation for the past 6 years.

Rene Jean-Jumeau was Vice President for Academic Affairs at University Notre Dame d'Haiti of which he was a founding member, and taught as Professor of Electrical Engineering at University d'Etat d'Haiti and at University Quiqueya in Port-au-Prince. While at Cornell University, he carried out research in Electrical Power Systems. Dr. Jean-Jumeau is currently a member of the Power Engineering Society of The Institute of Electrical and Electronics Engineers (IEEE). He generally works as a consultant in Electrical Engineering, Energy and Systems Optimization.

## **CLIFFORD LOUIME**



Joining the University of Puerto Rico (UPR) College of Natural Sciences as an Assistant Professor of Environmental Sciences in January 2014, Dr. Louime's research interests skate the intersection between renewable energy technology, microbiology and genomics sciences, brought forth by the onset of global climate change. His interests

include marine resources for economic sustainability. One of Dr. Louime's recent papers looked at the potential of marine Sargassum as biofuel feedstock, providing thereby based knowledge of how readily available seaweed could offer significant advantages for discovery stage bioenergy research. Before joining UPR, Dr. Louime worked as an Assistant Professor at Florida A&M University, where he co-founded the FAMU BioEnergy Group, whose role was to advise lawmakers and stakeholders on sustainable energy solutions. Dr. Louime was selected at the University's first and only fellow of the World's Famous Broad Institute of MIT and Harvard, working on developing Genomics technologies for energy and the environment. Dr. Louime has received many external and professional awards and marks of recognition. Presently, he is also working as a Visiting Fellow of the US Department of Energy at the National Renewable Energy Laboratory in Colorado. He also served as the founding director of the Foundation for the Advancement of Higher Education, launched in 2010 as a long-term initiative to provide educational opportunities to talented students from developing countries. Dr. Louime received his BSc from the University of Kassel, Germany in International Agricultural Development, and his MSc and PhD from Florida A&M University in Tallahassee, Florida in Environmental Microbiology. He has published countless papers in areas such as biotechnology, bioenergy and microbial cellulases



## **BERNABE MANUEL**

Mr. Manuel is currently serving as the CEO and President of Al Continental, a company headquartered in Sao Paulo, Brazil. Al Continental is a multi-service corporation which has been heavily involved in international students' exchange programs between Brazil, Africa and the US.

Just recently, Al Continental

sponsored a group of Cameroonian students who were interested in completing a short-term agricultural training in Southern Brazil. The goal of this project was to implement some of the ongoing efforts of the government of Cameroon to diversify their economy. Similar efforts are now underway in Ghana and Angola, where specifically this oil-based economy is currently undergoing major retractions due to oil price crashes.

Most of the academic exchange programs run by Al Continental are sponsored either by the company itself as part of their community giving-back initiatives or part of government scholarships programs. Al Continental also supports workshops and seminars on topics of interests to academic institutions across Angola and Brazil. These close ties to Brazil are due to the fact that Mr. Manuel Bernabe is a native of Angola, also a Portuguese colony.

Mr. Bernabe received his Bachelor degree in Business Administration from the University of Zumbi dos Palmares in Sao Paulo, Brazil. During his tenure as a student at Zumbi dos Palmares, Mr. Bernabe participated in academic exchange programs with Florida A&M University, where he learned first-hand the importance of international exchange programs and how they can help build sustainable economies across the world.



### **NEDGINE PAUL**

The Co-founder & CEO of Anseye Pou Ayiti. Originally from Haiti, Nedgine maintained ongoing leadership roles in community service and youth development programs within Haitian diaspora communities. Her previous roles at Achievement First, the Episcopal Diocese of Connecticut, WorldTeach & Partners In Health included opportunities to manage workforce planning, staff orientation, management trainings, and governance duties, as well as the development of a school principal residency program. She has conducted teacher training seminars and extensive research about the historical, cultural, and socio-economic factors contributing to Haiti's school system. Nedgine earned a B.A. in History from Yale College and an Ed.M. in International Education Policy from the Harvard Graduate School of Education. In 2014, she was named among the top global social innovators by Echoing Green, and she was selected for the Forbes Magazine "30 Under 30 Social Entrepreneurs in 2016. She is passionate about joining forces with others to continue pursuing her deep commitment to the expansion of high-quality educational opportunity for all.



## **RACHEL PIERRE-CHAMPAGNE**

The Head of Projects at the Digicel Haiti Foundation, since 2007, Rachel has been building a successful career in the field of international development, managing projects with an emphasis on community empowerment, social inclusion, education, and workforce development. Rachel joined the Foundation in 2011. She manages 100+ community

grants touching one million+ men, women and children. Equally, she continues to design and development of the Digicel Haiti Foundation's Leadership Enrichment and Educational Development program, a 3.2 million USD initiative delivering professional development to coaches, in-service primary school teachers, administrators, and community stakeholders in the intent to improve the quality of teaching and learning in schools built by the Digicel Foundation. To date, more than 1400 teachers and 200 directors have been enrolled in the program.

Human rights has always been a personal passion for Rachel. Following the global outcry on the treatment of Dominican born persons and Haitian migrants in the Dominican Republic, Rachel liaises on behalf of the Digicel Foundation with strategic partners to help in ending the wrongful displacement and deportation of such persons by funding grassroots and community-based organizations on both sides of the border. Prior to the Digicel Foundation, she has served as a consultant and leader for development projects in continuing education for primary school teachers, youth financial literacy, and disabilities rehabilitation services at reputable non-profits and international non-governmental organizations.

Rachel holds a Master of Art and Master of Education from Columbia University in International Educational Development and a Bachelor of Art from Wheaton College in International Relations and French Studies.





## **MICHÈLE DUVIVIER PIERRE-LOUIS**

Since her return to Haiti in 1976 after her studying abroad and obtaining her degree in Economics from Queens College of the City University of New York, she has devoted special atten-

tion to education, access to information, culture and sustainable development. In 1995 she created and directed for thirteen years Fondation Connaissance et Liberté – FOKAL ([www.fokal.org](http://www.fokal.org)), a member of the Open Society Foundations – Soros foundations' network. FOKAL focuses on the areas of education, culture, science, community development, environment, gender equity, civil society endeavors. Since 1989, Michèle Pierre-Louis has been a member of a Review "Chemins Critiques" in which she wrote several articles on politics, economics, arts and culture. She has also contributed to several books and reviews.

In September 2008, Michèle Pierre-Louis became Prime Minister of Haiti, only the second woman to hold this position. While Prime Minister, Pierre-Louis also served as Minister of Justice and Public Security. In November 2009, Pierre-Louis resumed her activities at FOKAL as President, coordinating special projects related to Haiti's post earthquake reconstruction efforts. Pierre-Louis is also a University teacher at Université Quisqueya. In 2014, UN Secretary General Ban Ki-moon nominated her as a member of a High Level Panel on a Technology Bank for the Least Development Countries. For the past three years, (2013, 2014 and 2015), she has served as a member jury for the WISE Award on education under the auspices of the Qatar Foundation.

She has received several awards and distinctions in her career, including: two "Doctorate Honoris Causa" from Saint Michael College, Vermont (2004) and the University of San Francisco (2014). From September through December 2010, she was a Resident Fellow at Harvard University Kennedy School of Government/Institute of Politics.





### **VELMA POLLARD**

A retired Senior Lecturer in Language Education in the Department of Educational Studies, Dr. Pollard is in the Faculty of Humanities and Education of the University of the West Indies at Mona, Jamaica. Her major research interests have been Creole Languages of the Anglophone Caribbean, The Language of Caribbean Literature and Caribbean Women's Writing. Articles in these areas appear in local and international journals. She has also published: *From Jamaican Creole to Standard English-a handbook for teachers* (1994, 2003) and a monograph: *Dread Talk-the language of Rastafari* (1994, 2000).

Pollard is involved in Creative writing and has published poems and stories in regional and international journals and anthologies. She has a novel, three collections of short fiction and five books of poetry



### **EINTOU SPRINGER**

A Trinbagonian performance poet, storyteller, playwright and cultural activist, Springer was Poet Laureate of the City of Port of Spain from 2002 to 2009. She has published four adult collections of poetry and two collections of Poems and Stories for children. She is a specialist librarian in Caribbean literature and Cultural Director of the Emancipation Support Committee. She is Creative Force of her family company IDAKEDA, founded by her daughter Dara Healy. They have created a successful model of workshops and interventions for at risk communities using the stories, music and movement of the African Diaspora.



## **NICHOLAS WATTS**

Dr Nicholas Watts FRSA is an environmental social scientist working in policy research and advocacy for sustainable livelihoods and communities in small states. He takes an interdisciplinary approach to behavioural and policy change, working on oceans and fisheries, renewable energy

and education and training for skills in the blue economy, with the focus on Commonwealth SIDS. He is working with the Sharp End partnership (see below) and the Commonwealth Association of Museums (CAM) to these ends. Nicholas is Convenor, Caribbean Studies Association Environment and Sustainability Working Group; Member of the Advisory Board of the Society for Caribbean Research (SOCARE), and Member of the International Union for the Conservation of Nature Commission for Education and Communication (IUCN CEC). He is Senior Research Fellow at the Institute of Commonwealth Studies, School of Advanced Study, University of London; Visiting Fellow with the Education in Small States Research Group, University of Bristol Graduate School of Education - Centre for Comparative and International Research in Education (CIRE). Nicholas has taught at the University of California Davis, the Freie Universität Berlin, the University of Surrey, the University of the West of England and London Metropolitan University. Nicholas was formerly Trustee, Education Adviser, and Chair of Projects Committee, Commonwealth Human Ecology Council. He was UK coordinator of the Intelligent Energy Europe project 'SAUCE': Schools at University for Climate and Energy (2008-2011)). His training was in Psychology and German (BA Hons, Keele University), Russian (PG Diploma, distinction, University of Surrey), Environmental Psychology (MSc University of Surrey) and Political Science (DPhil, Freie Universität Berlin, magna cum laude).



### **KARL WRIGHT**

Currently serving as the Provost Dr. Wright is also the Vice-President for Academic Affairs at Claflin University. Before joining Claflin, Wright was the provost at the University of the Virgin Islands, a comprehensive public, land-grant institution. There, he also was the executive director of the Virgin Islands Academic and Cultural

Awards Endowment. Prior to that, Wright had a 15-year career at Florida Memorial University, an HBCU in south Florida. During his time at Florida Memorial, Wright also was executive vice president, provost and president. There, he was instrumental in signing articulation agreements with international institutions in the Caribbean Islands, Africa, Asia and Latin America. Wright also led Florida Memorial successfully through national and regional accreditation process, significantly upgraded the size and quality of the faculty, enhanced the institution's physical facilities and technological infrastructure and laid the foundation for a capital campaign.

In the past, he served as Dean of South Carolina State University's business school and was instrumental in laying the groundwork for accreditation of that program.

He received a Bachelor of Science and Master of Science degrees in resource economics from the University of Maryland, College Park. In 1983, he was awarded a Ph.D. in agricultural economics from Mississippi State University.

***Special Project Team:***



### **CAROLE BOYCE DAVIES**

President of the Caribbean Studies Association for 2015-2016, Dr. Boyce Davies is also a Professor of Africana Studies and English at Cornell University. Her most recent book is *Caribbean Spaces. Escape Routes from Twilight Zones* (University of Illinois Press, 2013). She is also the author of the prize-winning *Left of Karl Marx. The*

*Political Life of Black Communist Claudia Jones* (Duke University Press, 2008) and *Black Women, Writing and Identity: Migrations of the Subject* (Routledge, 1994) which is considered a theoretical base for many studies in the field of black feminist literary theory and the writing of migration. In addition to over a hundred scholarly articles, book reviews and essays, Dr. Boyce Davies has also published twelve critical editions in Caribbean, African, African Diaspora Studies, *Black Women's Writing Internationally*. She is co-editor with Ali Mazrui and Isidore Okpewho of *The African Diaspora: African Origins and New World Identities* (Indiana University Press, 1999) and *Decolonizing the Academy. African Diaspora Studies* (Africa World Press, 2003). She is general editor of the 3-volume *The Encyclopedia of the African Diaspora* (Oxford: ABC-CLIO, 2008). From Trinidad and Tobago, she earned an M.A. in African Studies from Howard University and a Ph.D. in African Literature, from the University of Ibadan, Nigeria on a Commonwealth Scholarship. She has lectured at universities and communities in Africa, China, India, Brazil, throughout Europe, Latin America and the Caribbean. Her current book project is on women and political leadership in the African Diaspora and is the author of a forthcoming children's book titled *Walking* (2016).

## Workshop Coordinator

### **LINDA A. SPEARS-BUNTON**



Associate Professor and graduate program leader of English Education at Florida International University (FIU), Dr. Spears-Bunton is also the Program Director for the EDD and PhD programs in Curriculum and Instruction in the College of Education at FIU. Her research focuses upon the interrelationships among literature, literacy and culture among mainstream groups and people of color and ways to use literature to build social justice consciousness

and activism among adolescent students. Her publications include: *A Qualitative Analysis of High School Students' Engagement with Poetry and Social Justice* (Journal of Language and Literacy Education, Vol. 11 Issue 2—Fall 2015), Spears-Bunton, & Powell. (2009) (Eds.) *Toward a Literacy of Promise: Joining the African American Experience*, Routledge., Gumbo. (2008). Dr. Spears-Bunton has shared her understanding of literacy and social justice in many parts of the world through refereed presentations including Surinam, Egypt, Morocco, Ghana, Portugal, and Grenada, WI, and across the U.S. She is the co-creator of FIU's first Study Abroad Program to a Black Nation, Grenada, W. I. This Institute was designed to build bridges through cross cultural learning and understanding and delivered in creative and interactive ways to foster high academic achievement among teachers and students of the African Diaspora. Her current projects include writing two articles based on quantitative and qualitative data from research study in a 'high school about students' responses to 13 Reasons Why, an adolescent novel about suicide. Dr. Spears-Bunton has a Bachelor's degree in English and History from Holy Names University in Oakland, CA, a Masters degree in English and Education from Stanford University and an EdD in Curriculum and Instruction with a Specialization in English and Literature from The University of KY, in Lexington KY.



### **GRACE CARROLL**

Dr. Carroll received her B.A., M.A, Ph.D. in Sociology of Education and teaching credentials from Stanford University. Her research focus on African American self-concept and racial perception culminated in her book, *Environmental Stress and African Americans: The Other Side of the Moon*, published in 1998.

Dr. Carroll is currently CEO of Carroll Consulting that focuses on program design, implementation and process evaluation, and assessment/evaluation of community based projects. She has served as a consultant on ethnic data collection and reporting, evaluation, community development projects, and diversity with clients including: Oakland Unified School District, Kaiser Permanente, Harvard Business School, Urban Strategies Council, Oakland Housing Authority, State of California's Department of Education, the University of California, the Office of the Currency Comptroller, Alameda County, JBS/Aguirre International and the National Society of Black Engineers (NSBE). At Aguirre, she served on projects for the Bureau of the Census, and the Department of Homeland Security. She served ten years as the Director for African American Student Development at the University of California, Berkeley, and for three years as the Associate Director of the Center for Research on the Education of Students Placed at Risk (CRESPAR) at Howard University. In an effort to extend her work beyond the academic arena, the fall of 2006 she published a handbook based on her previous work focusing on race and stress entitled, *Me and MEES: Musings of a Mad Matriarch*. Dr. Carroll had two children and nine grandchildren for whom she collaborates with her son and daughter to create children's books with an emphasis on literacy.



## Project Assistant



**RACHEL JEAN**

A middle school educator in Sunrise, Florida, Ms. Jean teaches 6-8th grade Reading and English Language Arts to a diverse student population. She is also co-department chair and runs the ESOL (English Language Learner) program at her school location. Rachel is currently seeking a graduate degree from Florida International University in Curriculum and Instruction, specializing in English. Ms. Jean is particularly skilled in facilitating learning through technology. Originally raised in Port-au-Prince, Haiti, she is passionate about Social Justice issues and has a history of working in the non-profit setting for organizations such as Living Word Ministries and the Red Cross.



### **MARSHA JEAN-CHARLES**

A Ph.D. student in Africana Studies, Marsha is interested in transnational literary studies of black women's coming-of-age and immigration novels and conceptualizations of black feminisms in the contemporary moment. Ever intrigued by the transformations of protagonists in texts that enhance understandings of cosmologies and revolutionary politics aroused from intersectional identity formation, forced migration, and statelessness, Marsha's research itself exists at the intersection of radical politics, identity, and art. She explores these sites by advancing two concepts, "Black Feminist Citizenship" and "Diaspora Saudade". In discussing artists of the African—and principally Haitian—diaspora in the USA, Cuba, and Brazil, she seeks to use these terms to catalogue their rebellions. An organizer at her core, she fuses her academic work with her activist work and expands understandings of the uses of literary and performance art as tools for activism.

## Project Assistant



**CAROLYN REID-BROWN**

A teacher- educator and a PhD candidate at Florida International University, Ms. Reid-Brown's current research focuses on instructional methodologies that increase self-directed learning readiness in middle and high school students leading to improved post-secondary outcomes. In her 22 years as an educator she has promoted the importance of economic sustainability through education in different fora and has worked with various agencies in Jamaica to develop competency-based curricula to achieve this end. Carolyn Reid-Brown, a life-long, dedicated educator, has served at all levels of education as teacher, administrator, and policy shaper. She currently works as a Graduate Assistant at FIU.

A Special Thanks to:



Alix Cantave

Ujamaa Residential Life, Cornell University  
(esp. Marcus Scales and Theoria Cason)

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