

Schedule I

Haitian Diaspora: A Case Study of its Contributions and Impacts on Capacity Building in Higher Education in Post-Disaster Haiti

SUMMARY

The Haiti and the Haitian diaspora project has three premises: (1) that higher education must be an essential part of Haiti's greater post-earthquake recovery (2) that Haitian universities can play a consequential role in serving Haiti's needs, and (3) that the Haitian diaspora participation is key to revitalizing university education and to building human capital in Haiti. We contend that the institutions devoted to knowledge sharing and professional formation are fundamentally important for Haiti's democratic development and for state building overall. Our project proposal calls for both a study of Haitian-diaspora relationships and the development of a plan of action. Both are aimed at mobilizing diaspora talents for building capacities in Haiti, with emphasis on restoring (in reality, building) Haiti's higher educational and professional institutions. The project also foresees building university level educational institutions that are more relevant to practical development objectives and able to reach out and identify talent among poorer Haitians.

Funding is requested for an initial period of 18 months. The intended scope of the project, however is larger than what is reflected in the budget and the project managers are pledged to seek additional funding for an additional period of time with expanded geographical and topical coverage. The additional time will allow the project team to begin implementing the plan of action that the project will propose.

The study will identify and characterize present and potential future contributions of Haiti's diaspora and its impacts on building professional and educational capacities in post earthquake Haiti. Research with diaspora organizations will explore ongoing and recent (post earthquake) initiatives intended to enhance capacity development at national and local levels. Research inside Haiti will analyze the skills and technologies being transferred and will examine how Haitians in the homeland perceive the engagement of the Diaspora. The Plan of action foresees Haitian universities as venues for facilitating future relationships between diaspora experts and those Haitian professionals in education and development whose contributions will be needed for recovery over the long term.

The Interuniversity Institute for Research and Development, INURED in Port au Prince will coordinate the overall research. A project team based at INURED will engage other institutions including three other Haitian universities in different parts of the country as research participants. Researchers from universities in the US (Georgetown, Colombia

University and the University of Miami) will survey diaspora skills and contributions. Research in Canada and the Dominican Republic will be undertaken when and if funding is made available. The project will select approximately five ongoing diaspora capacity building projects and analyze their trajectories and impacts in Haiti.

RESEARCH PROBLEM AND JUSTIFICATION

I. Project Objectives

In Haiti, as in the other case studies that are part of this project, the primary hypothesis is that diasporas affect the recovery of their home societies, but do so in complex ways and with mixed outcomes. This study considers the potential role of the Haitian diaspora in rebuilding Haiti's institutions of higher learning and professional formation.

The premises of this project are (1) that higher education must be an essential part of Haiti's greater post-earthquake recovery (2) that Haitian universities can play a consequential role in serving Haiti's needs, and (3) that the Haitian diaspora participation is key to revitalizing university education and to building human capital in Haiti.

These premises can be expressed in terms of the following objectives. The achievement of these objectives will rely on the research undertaken in the first 18 months:

- To analyze present and potential future Haitian Diaspora contributions and impacts on building capacity in post earthquake Haiti, where physical, institutional, and human resources have been severely degraded.
- By means of research and collaboration, to encourage and facilitate relationships that can lead to transformational capacity building in the areas of education and development in Haitian society, especially at the higher levels.
- To formulate concrete recommendations for mechanisms that will facilitate capacity development and the long term strengthening of Haiti's capacity building institutions and organizations.
- To propose a **plan of action** for capacity strengthening activities, which should take place over the next two years.

Our proposal is directed to identifying diaspora-Haiti connections along with collaborative arrangements that involve non-diaspora organizations. The emphasis is on how diaspora Haitians now and in the future can contribute to capacity building in Haiti, especially in the field of higher and professional education. The needs are more vital than ever before. Higher Education is a concern of various national sectors (the diasporas as well as the locals) because it is the major channel of social placement for all categories of Haitians. In addition, the development of an Action Plan will require the study to also draw upon the experiences of other non Haitian Stakeholders who have been engaged in the field.

Expected outcomes from this project will consist of publications, training seminars, policy recommendations for the Haitian Ministry of Education and other officials implicated in higher education. The project will also lead to the training of a sizeable graduate and post graduate student body as well as faculty in issues related to the Haitian Diaspora and its implications in capacity building in Haiti. An overview of these outcomes is outlined below in **section 5**.

2. Project Description

The major analytical focus of the study will be how the Diaspora-homeland relationships serve to enhance and develop capacities in Haiti. The study will identify trends and actions relevant for understanding the capacity building process as it is currently unfolding, and how it can be improved. Specifically, the project will design research questions that explore opportunities and obstacles to diaspora engagement, and the effects of capacity building efforts on institutions, community organizations, governance, etc. via transfer of knowledge, skills etc.

As the general overview of the three case project document posits, diaspora-homeland interactions are profoundly affected by major “threshold events.” Taking the January 2010 Earthquake as a watershed event, the project will examine pre and post earthquake interactions of Haitians in Haiti and in the diaspora, the Haitian government, and non-Haitians involved in furthering education and overall development. The shared consensus among all actors inside and outside of Haiti is to “build back better.” In the first months following the Earthquake the government and United Nations carried out and presented to the international community a Post-Disaster Needs Assessment (PDNA). This assessment has provided the basis of discussions with the Haitian population and with international donors. Very high on the list of priorities that the government has underscored is a transformation—not just a restoration—of the Haitian educational system, particularly primary and secondary education. The international donors met in March 2010 and pledged ten billion dollars, of which five billion would be spent in the next two years. Among the immediate challenges these funds will address is to vastly improve the educational system at the primary and secondary levels, including infrastructure, pedagogy, availability, and comprehensiveness. It is indisputable that Haitians in the diaspora can and should play a role in achieving this goal.

Although the value of higher education to society is obvious and is given priority by government and donors, this issue has been largely absent in conversations regarding post-earthquake reconstruction in Haiti. Education receives rather little attention either in national and international media or in the projects being promoted by donors and NGO. Already weak due to lack of resources and centralization around Port-au-Prince, institutions of higher education in Haiti were severely hit by the earthquake. Haiti’s future educated leaders and professionals lost most their institutions of higher

education and are unable to continue their education. This is a crucial issue that needs to be addressed in all dialogues concerning Haiti's post-earthquake recovery¹.

To achieve the aims of the project, the study will focus on the following specific research themes:

- a) In the first section, based largely on existing literature, the project will elaborate the characteristics of the Haitian Diaspora in terms of its organizations, dynamics and resources: We will focus on the forms and institutions through which diaspora actions are manifested. Most important for the purposes of this study: Among Haitians outside of the country are large numbers of skilled professionals and educators whose contributions over the years to Haiti have been of vital importance. Where are they to be found? Is there an untapped number that could be mobilized for purposes outlined in this proposal? Which sectors of the Diaspora in what particular locations can bring which set of skills and other resources (financial and otherwise) to what institutions of higher education in Haiti (university or other professional schools)?

Answers to these questions will shed light on the principles that underlie the variegated experiences of Diaspora-homeland relationships.

- b) Based on data or knowledge from the above, the project will describe and analyze the ways in which Haitian Diaspora entities thus far have engaged in capacity building in Haiti, pre and post earthquake, in the areas of higher education and development. To what extent have ongoing and recent initiatives enhanced the goal of capacity development at national and local levels? How do these initiatives and the relationships they encompass find expressions in people's perceptions, reactions and/or conduct? How do Haitians in the homeland perceive the engagement of the Diaspora? What are the characteristics of the skills and technologies being transferred? What kinds of relationships have capacity building initiatives produced between diasporas and non-diaspora donor entities? What kinds of relations, if any, exist between those various sectors and homeland educational and professional entities? Are the skilled individuals in question organized institutionally or have they been working in their individual capacities? Are relations built in a dominant mode or a more egalitarian mode?

Amendment: All research questions hereinafter must be frame within the problematic of diaspora contribution to higher education institutions in Haiti.

¹ The Challenge for Haitian Higher education: A Post-Earthquake Assessment of Higher Education Institutions in the Port-au-Prince Metropolitan Area. The Interuniversity Institute for Research and Development, INURED, Port-au-Prince, 2010.

What are the lessons learned by various sectors of the Diaspora while bringing skills and knowledge to their homeland society? How can those lessons affect mechanisms of transfer of skills and knowledge?

What kinds of support can be drawn within the non-academic and non-professional Diaspora (and from where) with respect to the mobilization of human and financial resources for higher education in their homeland society?

- c) As in the other cases, this analysis will focus on the perceptions Haitians have about diaspora activities and impacts. The project will assess the impact of Haitian Diaspora relationships and contributions to capacity building at three levels: individual, institutional and societal capacities. What are the opportunities and constraints for diaspora participation created by Haitian state? What specific impacts of Haitian diaspora or professional capacities can be identified at each level? How do these impacts modify the Diaspora's posture towards the Haitian higher learning institutions? What concrete steps can be and are being taken to ensure that impacts of current actions result in more durable learning institutions that serve national, local and individual needs?

2. Methodologies anticipated

The study proposes a multidisciplinary and integrated qualitative and quantitative approach, whereby data will be obtained from a variety of methodological tools, including, as appropriate, published and unpublished literature, survey questionnaires, focus groups, direct observation, and in depth interviews. We propose the following methodological tools for each of the three thematic areas above:

Methodological tools for Theme One:

Data searches: Through census and other population/migration data, the project will identify characteristics, locations, and capacities of the Haitian diaspora.

Literature searches: Characteristics and patterns of Haitian migration have been the subject of research over decades.

Content analysis The research team will examine relevant published and non-published documents and reports.

Methodological tools for Theme two:

Data searches: Through data searches and with the help of organizations such as FONKOZE and FAVACA, the project will identify organizations whose work has been strongly oriented to capacity building initiatives in Haiti.

Amendment: With the help of local universities. The named institutions above scraped.

Content Analysis The project will obtain and assess organizational reports and evaluations of projects that involve capacity building.

Surveys: General surveys will be sent to diaspora organizations that incorporate professionals to determine their engagement with capacity building projects in Haiti and educational contributions in particular.

Questionnaires: These will be sent to government officials, school officials, community groups.

In depth Interviews and Focus Groups: Haitians who have participated in projects initiated with diaspora funding and direction will be interviewed.

Amendment: One survey to administer in order to assess state of institutions of higher education after the earthquake.

Methodological tools for Theme Three:

Surveys: Questionnaires will be sent to external Haitians and to Haitians inside the country identified as having participated in diaspora projects to determine perspectives and views of working relations.

Amendment: Survey will be replaced by interviews and focus-groups.

In depth Interviews and Focus Groups: From survey results, individuals will be selected for in depth interviews.

Amendment: Individuals will be selected for in-depth interviews.

Selected Projects to explore in depth: Between 6 and 8 capacity development projects presently underway, representing pre and post earthquake initiatives, will be selected for in-depth observation and analysis. Individuals involved in these projects, both inside and outside of Haiti will be interviewed as will local officials and other relevant actors. If possible, there will be focus group discussions with presumed beneficiaries to gauge their progress.

Amendment: Between 3 and 5 capacity development projects presently underway... Number of projects reduced.

The proposed research will provide an analysis of the Diaspora potential and identify where it can make the most difference in the Haitian higher education and development context. For purposes of research the project will separately consider academic institutions and non-academic professional associations in both Haiti and outside of Haiti. The formulation of recommendations and a plan of action will involve the engagement of representatives from three or four Haitian universities and the participation of Haitian professionals inside and outside of the country. These will be contracted by the Interuniversity Institute for Research and Development, INURED, which will also oversee training seminars for students expected to participate in surveys and interviews. The project will be directed from INURED, in Port au Prince. The intention is to build capacity in INURED and participating universities so that these institutions can serve as a continuing venue for capacity development and for channeling skills from diaspora and non diaspora sources to serve Haitian needs.

3. Project organization and proposed participants

3.1. Core research team and collaborators

The project will involve both senior and junior researchers located in Haiti, the United States (South Florida and Metropolitan New York in this phase; Canada (Montreal and Québec), and the Dominican Republic (Santo Domingo) in a subsequent phase. INURED in Port au Prince will coordinate the overall research. An effort will be made to engage institutions in all research locations (including other Haitian universities) as sources of research and possible interviewers.

- a) The research team based at INURED in Haiti and the University of Miami' Center for Latin American and Studies will manage the study and its follow up. The core team will include Louis HERNANDEZ Marcelin, Principal Investigator, Ariel Armony, Co-Principal Investigator from the UM Center, and Patricia Fagen, Co-Principal Investigator, will join Yves-François Pierre, at the core team member at INURED during the second year to work with the synthesis of data and writing. The resumes of the core team are attached. The researchers will be assisted with graduate students, each New York and two in Miami, four each in Haiti and South Florida. (The graduate students will have additional coordinating roles in Haiti and Florida.) Field study in Haiti will be directed by the core team at INURED.

Amendments: The research team at INURED has been redefined. Toni Cela will be responsible as the Haiti Program Coordinator. This is reflected in the budget. The time for Patricia Fagen, Co-investigator will be reduced as reflected in the budget – this allows us to save money to pay for fieldwork. Yves-François Pierre has been reduced significantly for the same reason.

The researchers will be assisted in the States by a Research Assistant in Florida (Haitian American) and a Graduate student in New York or Boston. No further students – unless volunteers – will be recruited.

Field study in Haiti will be directed by the core team at INURED. Sustained.

- b) To additional collaborators will be drawn from an array of higher education and development institutions operating in different geographical areas in Haiti and outside, will be contracted for specific purposes related to the project research. They will be consulted throughout the process, but not deemed responsible for the analysis and document preparation at the end of the project. This is the responsibility of the core researchers.

Amendment: The additional collaborators will be drawn on a volunteer basis. No money to pay them, unfortunately.

- c) Four individuals, inside and outside of Haiti will be asked to serve as unpaid advisors to the project.

Other academic participants, will be drawn from Haitian Universities. Additional collaborators outside of Haiti will be drawn from the Haitian Studies Association and from the network of universities that constitutes INURED.

Amendment: Additional collaborators outside of Haiti will be drawn on a volunteer basis. No funds for such collaboration.

3.2. Study participants

Amendment: Study participants will include primarily universities and projects linked with universities and higher education institutions. The paragraph above must be read according to this defined frame.

The institutions collaborating will be kept informed of the progress of the study and be asked to participate in research at particular sites on particular problem areas, for which they will receive financial compensation. Students and other individuals recruited from the participating universities will sign a contract with INURED, and will be trained at INURED. All persons recruited will be fully informed of any possible risks the study might entail. It is anticipated that there will be research teams, consisting primarily of graduate students, operating in Diaspora communities and the other in Haiti. We expect to recruit four graduate students from the United States to constitute the operating team in diaspora communities. They will help with the surveys and with administering questionnaires. The in-depth interviews will be conducted by members of the core research staff.

Amendment: The researchers will be assisted in the States by a Research Assistant in Florida (Haitian American) and a Graduate student in New York or Boston. No further students – unless volunteers – will be recruited.

3.3. Administrative and financial agreements on implementation

The overall administrative and financial responsibilities for this project will be taken by the consortium University of Miami /INURED, where, according to a signed agreement (MOU) between the two institutions, the University of Miami will take financial responsibility. Drs. Marcelin and Armony, respectively Principal and Co-Principal Investigators, will be responsible for the overall process at the Center for Latin American and Caribbean Studies at the University of Miami. Funds from the funding sources will be disbursed to the University of Miami which will subcontract INURED Haiti

4. INURED Assets for this project

Created in 2007, the Interuniversity Institute for Research and Development (INURED) has established an international network of universities and research centers that collaborate actively in conducting three types of activities:

- Higher Education Research and Training
- Production, Centralization and Diffusion of Knowledge
- Community intervention

In its commitment to playing a major role in the revitalization of higher education in Haiti, INURED has:

- established the ability to produce accurate and usable information for international and national consumption in the post earthquake period,
- developed wide networks among educators, communities and policy makers inside and outside of Haiti,
- formed partnerships with specific organizations for the formulation of research and intervention projects related to mental health, community building, energy use, human potential, and public safety, and
- convened community forums for making decisions on community improvement projects.

Specific research and development capabilities of INURED include:

- rapid assessment of emerging health and security needs in local communities,
- engagement of community leaders in self assessment and intervention activities,
- formulation of sampling strategies to elicit information from local community residents,
- formulation of instruments for interviewing local community residents,
- conducting interviews with local community residents,
- data cleaning and analysis of surveys conducted in local communities, and
- presentation of study results to interested parties.

These capabilities have enabled INURED to accomplish the following:

- A rapid assessment of Cité Soleil and its community needs as expressed by its residents, including results of focus groups, individual in-depth interviews, community observations, and a household survey of 1769 cases eliciting unprompted responses to questions about community needs.
- Presentation of community needs for agencies and leaders interested in improving conditions in Cité Soleil, and the subsequent organizing of a community-led ongoing forum for planning future efforts to improve conditions in that community.
- Collection of impact data on the January 12 earthquake from 1400 households in Cité Soleil and dissemination of those data files to interested parties in Haiti and elsewhere.

- An assessment of the earthquake's impact on higher education in Haiti and production of a report and slide presentation of these findings which were reported in the *New York Times*, *Chronicle of Higher Education*, *Higher Ed.*, and the *Los Angeles Times*.

In addition to research capabilities, INURED has developed capacities in the training and education of students and scholars, specifically:

- The development of a youth-to-youth program that links students from the University of Miami with students from Cité Soleil in which local development projects are being planned.
- Access to extensive networks that link promising scholars with appropriate support for projects and courses of study.
- Support for preparation of thesis and dissertation research in Haiti.

Furthermore, INURED intends to become a clearinghouse of information and sources of information on the social and cultural fabric of Haitian society through use of electronic library databases.

The Interuniversity Institute for Research and Development will direct the overall project and manage the research based in Haiti. Currently, the University of Miami has entered into a partnership arrangement with INURED and has agreed to take some administrative responsibility for INURED's activities. According to the terms of the agreement, the university will provide assistant in managing all major funds – in addition to the financial structure already in place at INURED. A controller at the University of Miami supervises the accounting and auditing process at INURED. This allows INURED to reinforce its financial capability and sustainability. At the University of Miami, the Center for Latin American Studies has agreed to work with INURED on the present project. The Center is prepared to manage the aspects of the Diaspora study in the South Florida area where Haitians and Haitian organizations are heavily concentrated, as well as to assist with the overall project management through the existing administrative arrangements between the University of Miami and INURED.

5. Background and Significance

A post-earthquake assessment of Haiti's higher education was conducted by Louis HERN Marcelin about two months after the earthquake and was the first document to guide the international community on the state of the situation in Haiti. According to the report published by INURED, 87% of Haiti's universities are located in the affected region of Haiti within or in close proximity to Port-au-Prince. Of the 32 major universities surveyed in INURED's preliminary study, 28 were completely destroyed and the rest seriously damaged. A large segment of Haiti's emerging skilled professionals were killed. Estimates of deaths are largely imprecise, however, of the sample universities surveyed, between 120 to 200 professors and administrators and 2,599 to 6,000 students may have perished as a result of the earthquake. Furthermore, an

uncalculated number of professors, professionals and students have fled Haiti after the earthquake, contributing to the brain-drain of a critically needed people for the country. Most of the fellowships and scholarships granted to Haiti will compound the emigration of Haitian scholars to foreign countries. As result, the challenge of building a new Haiti remains problematic.

As noted above, in the wake of the tragedy, Haiti can expect large quantities of resources from multiple donors, hundreds of well meaning people and agencies separately bringing relief, and international advisors by the dozens. A common and welcome theme is agreement that the Haitian government must be at the center of the rebuilding process, and that Haitians should be in charge of their own futures. At the same time, it is widely acknowledged that Haitian institutions are weak and therefore will need oversight and accompaniment. Presently, the World Bank is the fiscal agency for the Haitian Reconstruction Fund, but at some point, Haitian authorities will take charge of addressing the continuing reconstruction challenges.

When that time is at hand, Haitians who assume their warranted responsibilities will have to demonstrate skills in governance, management, communications technologies, and service provision. How will they gain access to the capacities they need? If the international community is serious about building Haiti anew, physically, institutionally and in terms of human capital, part of the rebuilding plan must include capacity building. But, capacity building is achieved over time, and requires longer term commitments than most international donor agencies or NGOs are prepared to give. Moreover, the donors, NGOs and technical experts who will be working in the rebuilding efforts will not necessarily understand the Haitian context, political culture, and language well enough to mentor and promote Haitian capacities and commitments. Haitians in the diaspora, however, have remained engaged over decades and share language and culture.

The Haitian Diaspora has been continuous since the middle of the last century and will continue to expand as long as Haiti remains a fragile state. As a result, there are significant pockets of Haitians in the United States, Canada, the Dominican Republic, France, the Bahamas and other parts of the Caribbean. Their experiences as a diaspora and the relationships they have constructed and maintained with the Haitian homeland are thus far mixed and the widely shared premise of this project is that the relations have not achieved the positive potential they could have.

In the wake of the earthquake of January 2010, the Haitian diaspora will surely have a key role to play in the capacity development arena. Members of the diaspora are already engaged in transferring skills, and a number of them have returned from the US, Canada and France to become active in their respective professions and to share their skills. More have been returning to Haiti for short and long periods of time since the earthquake. There are numerous diaspora Haitians who, in effect, are circular migrants and are building their lives both inside and outside of Haiti. It is certainly possible that if

given the opportunity and means of earning their livelihoods, many such individuals will be willing to live in Haiti over an extended period, sharing their skills and offering guidance as to how best to use international resources for the country's future. And it is now more likely than before that Haitians will welcome them.

This is not to say that the Haitian diaspora offers a "silver bullet" for restoring human capital to Haiti. Indeed, while Haitians in the diaspora have been generous toward Haiti over the years, they have done so in large part by bypassing government at all levels, and targeting their contributions to projects of their own, not necessarily the beneficiaries' choices. Within the diaspora, among homeland Haitians, and between, there are tensions and distrust, combined with strong class-based and political divisions.

It may be the case that the earthquake will prove to be a watershed moment. There is evidence of stronger commitments, more willingness to overcome differences, and a strong desire among those living outside of Haiti to be relevant to that nation's future. Likewise, in Haiti, there is greater acceptance that outside help is badly needed, accompanied by an appreciation for the potential contribution of Diaspora skills.

The intention of the research is to look beyond traditional approaches that see capacity building solely through education, and training and technological modernization, important as these functions are. We envision a more dynamic set of approaches that look at how knowledge sharing and capacity development can contribute to state functions, e.g. for improving abilities to address natural disasters and climate change impacts; for effective delivery of health and education; for organizing and promoting local development, agricultural production, and so on. We will ask how Diaspora-led actions as well as mixed diaspora and non-Haitian initiatives can further facilitate such learning. At the same time, we foresee that the universities can serve as the most logical venues for facilitating learning and knowledge sharing.

There is a need to move beyond conventional categories in describing Diasporas and homeland relationships. Haitians are frequently in both categories. As is the case with mobile people from many countries, many Haitians may have lived in more than one country, have identified with more than one country culturally and politically, and have family members in more than one country. Such people have what we may call a "global" identity. Their movements are often circular, and their relationships are multi-national. The speed, intensity, and extent of contemporary global transformations challenge many of the assumptions that have guided traditional analyses of Diaspora. Whereas an earlier generation of scholarship saw Haitians in the Diaspora as a bounded entity that maintained a unidirectional relationship with its homeland, the idea now seems to be playing catch-up to larger socioeconomic and transnational processes that go beyond this notion.

We therefore agree that the key concept at the core of our analytical framework of Haitian Diaspora is "circulation." The concept circulation as used here implies

movement of people, ideas, commodities and allocation of services that transcend the dichotomy between inside and outside of the homeland. It is also a cultural process with its own dynamism, evaluation, and constraints. The overall dynamic is created by the interactions between specific types of circulating forms (be they money, services, religious relics, ideas, etc.) and the interpretive communities built around them from the community of origin to the places where they are located, thereby challenging traditional notions of national boundary, cultures, and fixity of identities and citizenship. The concept of circulation may be very productive in helping us frame processes that are by nature continuing and fluid; contexts that are at the same time situated in communities while shaped by transnational forces. Circulation, transnational and trans-local will be crucial in the analyses of the processes we want to capture.

6. Results and Dissemination

In addition to a series of policy reports and articles we plan to hold a series of workshops and forums to disseminate research insights gained through the study and to prepare for the action plan. Additionally, we plan and to the extent possible to organize targeted programs geared toward capacity building: they will consist in the following:

Thesis Advisory Support Program: In partnership with the participating universities, we hope to develop this program to encourage students to access the research infrastructure and network of professional researchers in order to develop their own work within the field.

Faculty Support Program to help young professors develop their skills in this field of study. In this sense and through this project, INURED will serve as a platform for group discussions and exchanges where faculty from participating universities in Haiti have the chance to discuss their work with peers and take part in workshops and continuous training modules on theoretical and methodological issues.

Amendment: The above programs will become among the core deliverables.

7. Institutions and Personnel

The Project Team encompasses scholars from different academic settings and includes the following core components:

7.1. Project Core Research Team:

Dr. Louis HERNS MARCELIN is Faculty at the Department of Anthropology and Department of Epidemiology and Public Health with joint appointment at the Latin American Study Program at the University of Miami, and Chancellor of the Interuniversity Institute for Research and Development. He will serve as Principal Investigator (PI) on this project. He will take responsibility for the overall scientific and administrative supervision, implementation of research plan, budget,

Develop web-based surveys		X	X										
Organize/conduct training				X									
Simultaneous Pilot studies, Haiti, US.					X								
Summarize, analyze results						X	X						
Adapt research material							X						
Administer revised interview, surveys In all project sites								X	X	X	X	X	X
Preliminary analysis of results													X

Research Tasks, Year Two	1	2	3	4	5	6	7	8	9	10	11	12
Bring tentative results to focus groups	X	X	X									
Discuss tentative results with advisers			X									
Fill research gaps identified				X	X							
Complete first draft report					1 X	X	X	X				
Comments/review								X	X			
Finalize report										X	X	X

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