



PROPOSITIONS D' ACTIONS DE LA FRANCOPHONIE POUR LA RECONSTRUCTION D'HAÏTI

English version

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**PROPOSALS FOR THE RECONSTRUCTION OF HAITI
BY THE INTERNATIONAL ORGANISATION OF LA FRANCOPHONIE**

These proposals for action in support of the reconstruction of Haiti are made in the context of the priorities determined by the Government of Haiti and the necessity for bilateral and multilateral partners to take complementary and coordinated action to reconstruct and develop the country.

Haiti is one of the founder members of the International Organisation of La Francophonie (IOF), which has now been established there for some twenty years. It acts in concert with the Parliamentary Assembly of La Francophonie (APF) and specialised organisations from the IOF: the Francophone University Agency (AUF), which has also been established there for more than twenty years, the International Association of Francophone Mayors (AIMF), TV5Monde and Senghor University.

The offer of multilateral Francophone cooperation in Haiti is made mainly in the area of governance and with a view to increasing the capabilities of constitutional, human rights, educational, cultural and local development institutions.

The proposals for actions by the IOF in support of reconstruction and development give priority to two areas:

- Contributing to the improvement of institutional capabilities; and
- Radically reforming the education system.

I. The IOF's contribution to the improvement of institutional capabilities

Through the actions of the IOF, the APF and the four specialised organisations, the IOF proposes to participate in the reconstruction by providing its Haitian partners with its own diverse expertise and that of the numerous Francophone institutional networks with which the Haitian institutions are associated: the Supreme Court, the High Court of Audit and Administrative Disputes, the Citizen Protection Office, the Haitian Bar, the eight Haitian universities that are members of the AUF, the four Haitian towns that are members of the AIMF, and the Haitian Parliament section of the APF.

1.1 Participation in the reconstruction of the justice, home affairs and legislative sectors:

The Haitian Ministries responsible for justice, home affairs and local communities are the IOF's primary partners. In consultation with the Haitian authorities and their partners in the international community, the IOF, the APF and the AIMF could provide assistance to increase ministerial capabilities, particularly by making their expertise available to ministers.

- **In the area of justice:**

The action taken will be in two parts:

- The four-party programme of support for the justice system; and
- The mobilisation of the expertise of institutional Francophone networks in support of Haitian institutions.

The four-party programme of support for the justice system:

The IOF will provide support to improve the capabilities of institutions in the context of the four-party programme of support for the justice system, which it will implement in partnership with the Haitian authorities and with financing from the European Union and Canada (Canadian International Development Agency).

The purpose of the programme is to increase the capabilities of the judicial system and of those involved in the administration of justice, so that justice is both more accessible and more independent. The programme focuses on three main areas:

- the training of those involved in the justice system (justices of the peace, judges and court clerks);
- improving the material resources available to judicial institutions (Supreme Court, Council of Judges, Judicial Inspectorate);
- the dissemination of the law (Review of Haitian Law, publication of Haitian Codes and Laws), and the provision of training.

The IOF has mobilised the expertise necessary to set up specific structures within the Haitian courts, facilitating the population's access to justice. It was on this basis that the concept of "law centres" was developed.

Having been interrupted as a result of the earthquake on 12 January 2010, the programme is in process of being reworked to meet the new needs that have arisen, particularly as regards access to justice for the populations affected (information, advice, guidance, mediation and facilitation services).

The four-party programme of support for the justice system has already led to the establishment of five local law centres, whose objective is to provide front-line justice to mitigate the lack of accessibility of justice.

This front-line justice model is entirely suitable for the situation currently prevailing in Haiti following the destruction of the majority of legal and judicial infrastructures.

The aim is to set up and operate law centres in areas where the earthquake destroyed judicial institutions.

Essential legal dispute resolution services would be offered by Haitians for Haitians in these centres (with the involvement of local politicians) in order to re-establish a functioning legal framework. They would offer quick and free legal services for citizens.

Although the objective is to re-establish functional and impartial judicial institutions quickly, the law centre project could also provide the prospect of training for those involved in the system in order to maintain their knowledge levels.

The national authorities envisage that, with the assistance of their international partners, this network will gradually be extended to 70 centres. It could develop hand in hand with other initiatives for the reconstruction of the justice system and the courts in order to ensure their continuity and smooth operation.

The project will have the benefit of support from the International Association of Francophone Prosecutors and Plaintiffs (AIPPF), the Association of Supreme Courts of Francophone Countries (AHJUCAF) and the Association of Constitutional Courts of Francophone Countries (ACCPUF), which will be closely associated with the pursuit of the four-party project in support of justice, and particularly in support of Haiti's Supreme Court.

The provision of expertise by Francophone institutional networks:

Support for democratic governance, and in particular the improvement of mechanisms to promote and guarantee fundamental rights, is a major element of the IOF's intervention in Haiti.

In order to provide such support, the IOF will prioritise its contribution to the improvement of existing institutions, while promoting the mobilisation of the many Francophone institutional networks (about fifteen) that met in Paris on 5 February 2010 under the aegis of the IOF's Peace, Democracy and Human Rights Delegation (DDHDP).

In this context the IOF has already cooperated for a number of years with the Supreme Court, the School of Judges, the Haitian Bar, the High Court of Audit and Administrative Disputes and the Citizen Protection Office. It intends to give new impetus to these initiatives in 2010 based on the needs currently being identified by its various Haitian partners.

Support for the Port-au-Prince Bar: in order to meet the new challenges posed by the post-earthquake situation, the IOF will help the legal profession to respond to the needs that have been identified:

- to provide civil law assistance to claimants affected by the disaster, particularly in the area of inheritance and family law;
- to provide legal aid to persons arrested in criminal cases;
- to provide legal aid to any destitute person; and
- to provide support for the amicable settlement of disputes.

• In the area of home affairs and the management of local communities

The Minister of the Interior and of Local Communities has appointed the AIMF to provide reconstruction assistance to Haitian local communities.

Three kinds of assistance will be given:

- to organise the way in which the reconstruction will be supervised;
- to draw up the overall plan of action for the reconstruction; and
- to define terms and conditions of compensation for victims of the disaster and people subject to pre-emption.

For their part, the Mayors of Haitian towns that are members have asked for the support of the AIMF's network of expertise.

Accordingly, at its meeting in Liège on 26 March 2010, the AIMF Office therefore defined and adopted the following action plan:

- To help the Mayors of Haitian towns that are members of the AIMF to join in the reconstruction process;
- To contribute to increasing the effectiveness of the Mayors of Haitian towns in the context of the reconstruction process: supporting the creation of a national mayors' association, assisting with the definition of the "Metropolitan Port-au-Prince" metropolitan zone, defining the priority objectives of the reconstruction process, and pooling essential basic services;
- To promote a four-way town/Government/sponsor/civic society dialogue: identifying local parties involved, setting up meetings, and defining joint development projects;
- To identify a network of towns and communities that can provide concrete support for the reconstruction: local administrations (local finance), basic services (schools, health centres), and public property.
- To take charge of the restoration of the national civil status archives (records of births, marriages and deaths).

The AIMF would have a coordinating role: helping to identify the personnel to be trained, preparing training programmes, and targeting towns or communities capable of giving work placements to personnel in training.

- **Participation in the reconstruction of the legislature**

The IOF and the APF will provide their support to improve management capabilities and the dissemination of information about legislation. The IOF will contribute to the restoration of the Haitian Parliament's computer system. On the basis of the assessed requirements, specific seminars and training courses will be organised for members of parliament.

II. The IOF's contribution to reform of the education system in Haiti

The education sector has suffered greatly. As a result of the earthquake, 80% of school and university infrastructures were destroyed, and more than 500 university staff (students, teachers, and administrative personnel) are believed killed. The AUF itself was affected: the Aimé Césaire Institute collapsed and 10 students and one teacher were killed.

Faced with disaster on such a scale, the Government of Haiti needs help to radically reform the education system, from nursery provision to university level. Education for all, and higher education, are the **cornerstones of Haiti's sustainable development**.

For this sector, identical reconstruction is not what is required. The post-disaster assessment must take into account both **emergency reconstruction** and the necessity for **reform**.

The IOF intends to offer assistance in the following additional areas:

- Reconstruction, accompanied by the expertise to carry out the structural assessment necessary **for the preparation of a medium and long term strategy**;
- improvement of the quality of teaching in primary and higher education through targeted intervention in the medium and long term.

A prerequisite for the success of all the measures that will be taken is the proper integration in the education system of the two official languages, namely Creole and French. Creole is the language of all Haitians, while French is a language widely taught in schools.

Based on its knowledge of the country, the collaboration it has established with the Haitian authorities (the Ministry of National Education) and its ability to act in concert with other development partners, and in particular the European Union and the World Bank, the IOF can provide genuine added value in the area of the education.

2.1 The preparation of a medium and long term strategy for education:

In 1997, in order to achieve the objective of education for all, the Government of Haiti drew up a National Education and Training Plan. This was relaunched in 2005, and is the reference framework that defines the areas where action will be taken: expansion of the school network, improvement of the quality of education, strengthening of the sector's governance and increasing the sector's external effectiveness.

The situation created by the earthquake means that the National Education and Training Plan must be amended. A new prescriptive framework must be prepared and be applicable to everyone involved in the education sector, whether funded publicly or privately. Similarly, the Government must equip itself with the management and monitoring structures necessary to regulate those involved and maintain dialogue between them.

- **A strategy that puts French and Creole at the heart of a reform of the education system**

Any reform of the Haitian education system must, first and foremost, include the early, effective and appropriate teaching of the French language to Haitian children, because when they first go to school, they do not speak French. The education system must grasp this reality.

Linguistic competence in French is therefore an essential and structural element of the training of teachers in French. However well-informed he may be when it comes to education and teaching, a teacher, whether in Haiti or elsewhere, cannot teach French if he has not mastered it himself. The Faculty of Applied Linguistics (FLA) and teacher training colleges and academies have a central role to play in any radical reform of the education system, both in the medium and long term, because they are responsible for training all the teachers in the country.

A few years ago, the Faculty of Applied Linguistics set up a system of teaching French as a foreign language based on the French model. It must be adapted to Haiti's specific linguistic and cultural characteristics, and take account of the fundamental and complex relationship between French and Haitian Creole. This is essential if the quality of teaching is to improve. These linguistic and anthropological aspects are essential factors in the reworking of French language and literature studies.

- **The provision of expertise to the Ministry of Education to support the preparation of a medium and long term strategy**

This will include the provision of expertise and support in the preparation of a medium and long term strategy and targeted actions to improve the quality of education. This expertise will be provided on the basis of the Haitian authorities' precise identification of their needs, and will be coordinated with the action taken by other multilateral organisations.

- **The provision of support to promote global governance of the education sector and of higher education**

Governance for primary education:

Support will be provided in four ways:

- The formalisation of the partnership between the public and private sector;
- The establishment of a partnership fund consolidating all partners' funds;
- The improvement of the quality of private teaching;
- The concentration of the State's role on the definition of regulatory and quality control policies.

The IOF will be able to provide its expertise in each of these four areas based on its experience in other IOF countries (Mali, Burkina Faso, Niger, Democratic Republic of Congo, etc.).

The IOF also proposes to provide its expertise to the Ministry of Education:

An expert in educational science could provide assistance. His task would be to help the Government of Haiti to formulate a post-catastrophe education policy. He could be appointed as a technical adviser to the Minister for a period of six months, and would act as a point of contact between the Ministry and IOF countries, working in close liaison with Haiti's own experts.

The introduction of governance for higher education:

- In the short term, the AUF will support the arrangement of a conference of the deans of Haitian universities.
- In the medium term, it will assist institutions to formulate the general framework to govern higher education (the status of the teacher, the harmonisation of courses, etc.).
- The AUF will establish a digital academic network in order to strengthen ties between Haitian and foreign universities. This project will also provide access to documentary resources through the creation and provision of online libraries.

- The Haitian Delegation of the AUF will also support the establishments set up to provide institutional governance and organisation. It will mobilise experts to assist with the training of university staff, and provide assistance with the writing of projects and potential applications for financing, etc.
- Long term projects will be prepared on the basis of the policies decided upon by the universities and by the Haitian Government. Their object will be to support the radical reform of the Haitian university system, in conjunction with the establishment of a governance framework, by improving provision and the level of training, and potentially, by supporting the gradual creation of research structures. A number of avenues are already being considered (for example, the creation of an international university campus including several universities and the organisation of regular long term scientific collaboration through the AUF's network).

The creation of two working groups

In order to facilitate the conduct of a strategic review by those involved, two working groups should be set up to consider the radical reform of the Haitian education system: a primary education group and a higher education group.

The IOF and the AUF could provide the necessary expertise for these two groups to operate successfully, for primary education and higher education respectively (with the involvement of specialists and exchanges of experiences with Francophone countries involved in the renovation of public policies). They will be joined by representatives of the bilateral and multilateral partners and of the NGOs, particularly as regards the training of teachers and of those providing the training.

- **To avoid the brain drain, trained executives must be kept in place and an appeal made to the Haitian diaspora**

The issue of the brain drain must be dealt with in the context of the strategic review, to determine what incentives could promote training in Haiti and the integration of trained young people into the economy, making the most of their know-how.

The system of part-time study grants (already used in Haiti as elsewhere) makes it possible for PhD students to stay in their country, at least during their studies, but it provides no guarantees as to what will happen afterwards. In the short and medium term, new measures must be tried to keep the human resources that are essential for the radical reform of the education system, in Haiti.

In order to avoid the brain drain, and at the request of IOF Member States and Governments, a working group is going to be set up to consider the conditions governing the provision of grants to students, researchers and teachers in Haiti. In this respect, existing south-south cooperation should also be developed.

In the area of higher education, the purpose of the action taken by the AUF is to improve the reception and training of students at their respective universities. Individual requests of teachers and students should always be directed to an executive of the institution so that a differentiated aid policy can be defined having regard to the real needs of all the establishments affected by the earthquake.

In order to avoid teachers and future graduates leaving Haiti, the AUF will provide support to universities, their employees, their teaching staff and their students, preferably on site. Human resources will automatically be encouraged to participate in the relaunch of activities on site, because the brain drain, which was already intense, has accelerated again after the earthquake, and is tending to reduce still further the country's keen intellectual resources.

The participation of the diaspora in the reconstruction, and more particularly in that of the education sector, must be one of the priorities. Many Haitians dispersed throughout French-speaking countries, public works contractors, lawyers, architects, etc., are willing to join in the collective effort. Their participation could take the form of the provision of expertise in the reconstruction of the sectors in which their skills are needed.

The IOF proposes to establish a **database listing the expertise available among the diaspora.**

- **A strategy that must combine the efforts of the Government of Haiti and of the international community**

The IOF, like the European Union and the World Bank, has chosen to make it a priority to take action to improve the **quality of teaching, teachers and schools**. The Haitian Ministry of Education has set up associated schools in the academic departments of primary schools and educational support centres (EFACAP). In the context of the programme for the improvement of the quality of education (PARQE) this measure has the benefit of substantial financial aid from the European Union, which has thus assisted with the restoration of EFACAP, and with the large-scale annual distribution of school books and kits.

The IOF must contribute to the reconstitution of quality teaching staff. The IOF could strengthen the EFACAP measure by providing educational tools and setting up new reading and cultural event centres (CLAC) and libraries on the ground in line with the EFACAP timetable. The Francophone Distance-learning Tool for Teachers (IFADEM) initiative, which provides continuous training, could make its methodology and educational content available to be adapted for the initial training.

The capacity of the Ministry of Education to take strategic action in terms of design, execution, monitoring and assessment must be improved. With the support of other sponsors, the IOF could assist the Haitian authorities to create the prescriptive and regulatory framework that is essential if the overall governance of the sector is to be improved.

2.2 Targeted intervention by the IOF to improve education and higher education

- **As regards primary education**

The IOF will concentrate its efforts on the consolidation of the skill centres that support the training of teachers in academic departments. It will draw on the support of the EFACAP and CLAC networks to disseminate and inspire a new teaching method.

Experimentation with the “Haiti Manual” for teachers.

The “Haiti Manual” is still in an experimental version. It does not cover the proposed radical reform of the Haitian education system contained in this document. However, this manual, which is one of a series of nine manuals prepared for other Creole-speaking countries, provides a sufficient basis for adaptation.

On the basis of such an adaptation, the EFACAP network could experiment with it and test it, and this experimental phase will enable trainers to verify the suitability of its content for the reality of the situation on the ground. The desired end result is to produce an educational tool that perfectly meets the needs of trainers. This action could be taken as soon as the next school year starts.

There would be three stages:

- The training of trainers in the EFACAP network based on the “Haiti Manual” and in collaboration with the IFADEM;
- The monitoring and assessment of the trainer’s manual;
- The preparation of the teacher’s manual, work with a publishing company to produce suitable textbooks.

Childhood support.

Childhood support is essential in a country where pre-school provision is very under-developed. Since the majority of knowledge is acquired before the age of ten, initiation in French must begin as early as possible. The IOF has carried out an experiment in the preparation of a childhood guide for Réunion, another Creole-speaking country: M.J. Hubert-Delisle and C. Boyer, “The adaptation of French teaching to Creole-speaking situations (Réunion Teachers’ Manual: primary)”, Paris, IOF, 2009. Based on the accumulated skills, a pilot project could be directed towards young children.

In Haiti, French has supplied Creole with 90% of its linguistic materials. It is therefore appropriate for Creole to be used as a springboard for an early introduction to French, basing initiation in French on the elements common to the two languages. This is an essential point for young children and for the first few years of primary school, where children must be capable of mastering French a year before they start their secondary education, at about the age of ten.

The IOF will therefore set up a team and embark on a project to prepare a manual of the same kind aimed at the establishment of pre-school teaching for small children in Haiti. In parallel with the preparation of the manual, it could take action to raise the awareness of parents and children by working with them and with teachers. This could be organised with the support of the World Bank which is involved in primary education.

The basic methodology will be:

- To form the editorial team;
- To establish a workshop to approve the team's work;
- To train trainers on the basis of the manual;
- To experiment with the manual;
- To monitor and assess the manual;
- To establish a workshop to finalise the final version.

The link between the IFADEM and the convergent teaching project

In 2009, the IOF developed a French teaching method that was suitable for the Creole-speaking situation in Haiti. The IOF published the first experimental training tool with the assistance of the Ministry of National Education and Professional Training, the *Ecole Nationale Supérieure*, the Faculty of Applied Linguistics and the Haiti State University. It is the first teacher's manual of its kind and is entitled "*The adaptation of French teaching to Creole-speaking situations. Haitian teachers' manual*, Paris, IOF".

The IOF and the Francophone University Agency (AUF) have jointly initiated the preparation of a distance-learning tool for primary teachers (IFADEM) intended to improve and perfect their teaching skills in the French language, and, more broadly, their professional skills. The IFADEM has been deployed in four test countries: Benin, Burundi, Madagascar and Haiti. In Haiti, the training of content editors began in July 2009. Despite the earthquake, the educational content will be completed in June 2010 and the training of 500 teachers may start in September 2010.

In addition, to improve the quality of teaching, the IOF and the AUF proposes to link the two initiatives.

IFADEM experts will work with those from the Ministry of National Education responsible for the preparation of the Haiti manual for convergent teaching. This manual, which provides for the teaching of French in combination with Creole, will be adapted according to the comments received from teachers in training.

The anticipated educational content of the IFADEM project for continuous distance-learning will be adapted for the initial training. Its extension to the initial training could take place with the assistance of the 35 EFACAP managed by the Ministry of Education and supported by the European Union. The installation of educational and multimedia materials in the EFACAP, in collaboration with the CLAC, often at local level, would make it possible to create decentralised training centres on the ground.

Support for technical and professional training

Based on the experience it has acquired in the area of professional training, the IOF could take action in relation to professions selected by agreement with the Haitian authorities. The idea would be to facilitate the integration of young men and women in the economic life of the nation by helping them to create their own employment.

Increasing the use of multimedia in teaching

The Francophone Digital Fund will be able to get involved by financing the development of specific educational tools, in particular for distance-learning.

Tv5Monde will make its "**Learn and teach with TV5Monde**" multimedia tool available to the education sector. This is used in a very large number of schools. More than 50,000 teachers use it regularly and draw on the resources that it provides, which they believe add to the attractiveness of their courses.

In this respect, the channel is in a position to provide its educational multimedia productions to local or international institutions working on the reconstruction of primary and university teaching in Haiti. These productions could be integrated in the initiatives to train the trainers, as well as in EFACAPs, CLAC and temporary or permanent higher education resource centres.

On the basis of ad hoc financing just covering technical costs, the use of TV5Monde's online educational tool (under the heading "teach French" and "learn French" on www.tv5monde.com) could include the transfer of educational content such as the weekly news magazine "7 days on the planet", the operating instructions intended for teachers and the interactive exercises accompanying the reports, to hard disks and DVDs.

In addition, TV5Monde could issue an additional edition of "instructions for use" on which it is currently working, and which is intended to accompany the training of trainers being initiated in the use of TV5Monde.

The IOF will strengthen the local radio stations that it has installed in the context of its programming.

Extension of the CLAC network

On the basis of a feasibility study already carried out, the IOF intends to strengthen the existing network of 26 CLAC in partnership with the European Union and the IOF's Member States and Governments.

On the basis of the financing that will be sought from the international community, the IOF could install 30 new CLAC and 20 libraries between now and 2013. During a second phase, in order to respond to the wishes of President René Garcia Préval, it will provide its technical expertise to extend the network to 300 CLAC.

- **For higher education**

The AUF supports the Francophone and regional integration of the Haitian university system, in particular with the Dominican Republic, which has already offered its cooperation in the area of higher education. President Fernandez has already announced the creation of a specific tax to finance the construction of Haiti State University (UEH). The IOF wishes to encourage these kinds of initiatives and ensure the continued existence of intellectual exchanges between the institutions of the two countries, which share the same island.

The AUF proposes an integrated and motivational approach and may be able to act as a support and project platform by putting Haitian establishments in touch with foreign establishments, partners and fund providers wishing to be involved in the radical reform of higher education and research in Haiti. To this end, the AUF is organising an international conference for the reconstruction of the Haitian university system, in Montreal, on 25 and 26 May 2010.

In the short term

The priority is the resumption of university activities.

Infrastructures

- The most pressing need of the universities is to find viable and safe premises. The AUF and the Haitian universities are looking into the possibility of various kinds of construction (prefabricated, fitted-out containers, etc.) with a view to seeking out new partners.
- The AUF is working to establish about a dozen digital points of presence, namely a minimum of one for each university that is a member of its network in Haiti. These points will make it possible for distance-learning courses to be organised, and provide access to such courses and documentation.

The resumption of training

Currently, apart from the problem of premises, what is preventing the resumption of courses is the difficulty of paying teachers. The majority of universities receive fees from students monthly, and they are no longer in a position to make that financial commitment.

- The AUF has created an emergency fund; it will determine how it should be used with the Haitian universities. It is envisaged that small projects with a duration of between six and nine months will be financed, so that teachers can be offered remuneration to help them remain where they are and resume their activities. These projects could be surveys, assessments, or the setting up of projects or advanced training. Another possibility is to offer study grants for students to the universities. The AUF will thus be able to take direct responsibility for students at their universities, and thus support their respective universities at the same time. It calls upon its partners and non-Haitian universities to make a contribution to this.
- The earthquake caused the death and departure of many teachers. In the current situation, new training requirements have appeared. In order to remedy this situation urgently, it will strengthen its teaching and expert missions by mobilising its network of universities. The teaching missions will make it possible to continue training without delay; the purpose of the expert missions will be to set up new training.

Training project for 2010-2011

Support for initial and continuous training

- From its digital points of presence, the AUF will broaden its provision of open and distance-learning. In order to do this, it will call upon its university members to exempt Haitian students from having to pay all or part of their enrolment fees.
- The AUF will also promote partnerships between universities to set up or support networks in disciplines considered by Haitian institutions to be a priority.
- The Aimé Césaire Institute, which has temporarily relocated to Martinique until the studies of enrolled students are completed, will be reinstalled in Haiti with a different mission. It will offer training at the request of the universities and of the Haitian Government: in new industries, further education for teachers, short vocational training, etc.

Support for the training of trainers

- The AUF will widely deploy its "Francophone Horizons" measure. The idea will be to provide support for the training of trainers by creating partnerships between universities. Support will be provided locally and in the form of work placements abroad. This measure will concern masters' degrees and doctorates.
- Drawing on its long-standing and active experience in Haiti, the AUF will renew and strengthen its support for the higher education system.
- It will take action in specific and relevant projects on the basis of its dialogue with its members and what is required to complete the radical reform of the Haitian university system.
- To this end, the Agency will mobilise all its networks and partners; it will therefore call for an exceptional effort in the service of reconstructing this sorely tested country.

III. The IOF will adapt its action to the new situation

The IOF has set up a Regional Office for the IOF and all those involved: the IOF's regional Caribbean branch, and the AUF's Higher Education Delegation in Haiti. The Office will be made available to the APF, the AIMF, TV5monde and Senghor University. It will provide the necessary infrastructure and logistics for the experts appointed by the IOF who are involved in the reconstruction.

With the agreement of its Member States and Governments, the IOF will increase the resources made available to this Office.

The AUF is organised appropriately to carry out its activities. The Caribbean Office is now divided into two distinct entities: the Aimé Césaire Institute, which has temporarily relocated to Martinique but which should return to Haiti with a new mission, and the Delegation, whose objective will be to participate in the radical reform of the Haitian higher education system.

Since 12 January TV5Monde has taken steps to ensure international coverage of the situation in Haiti. Thus, Tv5 monde has scheduled special broadcasts, facilitated by its local presence at the time of the earthquake, by a team of journalists who could be mobilised immediately. TV5monde has allowed Haitian television to rebroadcast its programmes free of rights, and has also covered the consultations and discussions concerning the mobilisation of the Governments and international organisations involved in the financing of Haiti's reconstruction. It still has a presence on the ground thanks to a team of journalists. It is also planning a special broadcast to report on the record of the first six months of solidarity and radical reform.

The IOF, the APF and the AUF wish to associate their partners with the steps taken in solidarity with the Haitian people, and have opened specific accounts dedicated to the reconstruction:

IOF: the priority use of the "IOF Haiti reconstruction" account will be the education sector;

APF: this account will be fed by voluntary contributions from sections of the APF and will be used to increase the capabilities of the Haitian Parliament;

AUF: the funds made available will be used to support the university community.

Annex 1
List of 70 states and member governments and observers of the OIF

Albanie	Djibouti	Mauritanie
Andorre	Dominique	Monaco
Arménie	Egypte	Mozambique
Autriche	Ex-Rép. Yougoslave de	Niger
Belgique	Macédoine	Pologne
Bénin	France	Rép. Tchèque
Bulgarie	Gabon	Roumanie
Burkina Faso	Géorgie	Rwanda
Burundi	Ghana	Sainte-Lucie
Cambodge	Grèce guinée	Sao Tomé et Príncipe
Cameroun	Guinée Bissau	Sénégal
Canada	Guinée équatoriale	Serbie
Canada Nouveau-Brunswick	Haïti	Seychelles
Canada Québec	Hongrie	Slovaquie
Cap-Vert	Laos	Slovénie
Centrafrique	Lettonie	Suisse
Chypre	Liban	Tchad
Communauté française de	Lituanie	Thaïlande
Belgique	Luxembourg	Togo
Comores	Madagascar	Tunisie
Congo	Mali	Ukraine
Congo RDC	Maroc	Vanuatu
Côte d'Ivoire	Maurice	Vietnam
Croatie	Moldavie	

Annex 2

La Francophonie's activities in Haiti

La Francophonie has been present in Haiti since 1970, accompanying the country during its transition to democracy and through the hardships of recent years.

To ensure peaceful transition and reconstruction in Haiti, the International Organisation of La Francophonie supported United Nations (UN) Security Council resolution 1542 of April 30, 2005 which established the United Nations Stabilisation Mission in Haiti (MINUSTAH).

The actions of La Francophonie have been implemented in direct collaboration with the Haitian authorities within the cooperation framework decreed by the international community and in four established priority areas:

- ensuring better political governance and promoting national dialogue;
- reinforcing economic governance and contributing to institutional development;
- fostering economic revival;
- ensuring access to basic services.

La Francophonie's actions complement those of its member States and governments.

I. Strengthening institutions, democracy and Human Rights in Haiti

1.1 Supporting the electoral process

In 2004, the International Organisation of la Francophonie (IOF) contributed to political stabilisation in Haiti. It supported the holding of legislative and presidential elections by providing expert advice and support to the Provisional Electoral Council (*CEP*). As soon as conditions allow it, IOF will help prepare the next elections by again funding the compilation of electoral files and the implementation of the entire electoral process.

1.2 Supporting the promotion of national dialogue and Human Rights associations

IOF organised the exchange of experiences between the authorities of Haiti and of African countries undergoing a transition to democracy. French-speaking Human Rights networks have been working in Haiti since 2004 to support freedom of expression and monitor Human Rights. IOF supports Haiti's National Human Rights Commission which is in turn a member of the Francophone Association of National Commissions for the Promotion and Protection of Human Rights (AFCNDH). The Haitian Commission is equipped with documentary holdings on fundamental rights and international Human Rights laws and also receives expert advice and training.

1.3 Supporting media pluralism

IOF and TV5Monde train Haitian journalists, presenters and producers to promote the development of the media. IOF has encouraged the establishment of a media regulatory authority and the adoption of a code of good conduct. Likewise, rural radio stations were set up with support from IOF.

1.4 Supporting the rehabilitation of the legal and judicial system

The quadripartite Haitian justice support scheme instigated at the end of 2004 is jointly run by the European Union (EU), Canada, represented by the Canadian Agency for international Development, the Haitian Ministry of Justice and IOF. IOF is responsible for ensuring the application of this six million Euro project which is still relevant today.

The scheme's aim is to increase the capacity of the legal system and the legal actors, so that justice is both more accessible and more independent. The scheme focuses on three main areas:

- the training of legal actors (justices of the peace, magistrates, and clerks of the court);
- increasing the material resources of the legal institutions (Supreme Court (*Cour de cassation*), Superior Council of Magistrates (*Conseil supérieur de la magistrature*), the judicial inspectorate);
- the dissemination of the law (Review of Haitian law, publication of Haitian codes and laws, creation of the school of magistrates and initiation of training programmes).

IOF mobilized the necessary expertise for the establishment of specific structures within the Haitian courts, facilitating the population's access to justice. As a result, the concept of "*relais justice*" (justice relay-stations) was developed. Five justice relay stations have already been set up in the country and this network is due to be extended in the last stage of the scheme.

1.5 Institutional and constitutional assistance

To strengthen the capacity of institutional governance, the Parliamentary Assembly of La Francophonie (APF) and IOF assist the Haitian Parliament with the elaboration of legal texts. The Haitian Parliament is a member of APF, has participated in its work and benefited recently from a series of specific initiatives. APF took part in IOF's missions to Haiti, participated in re-establishing contact with the new Haitian authorities and contributed to giving the new authorities the full support of the Francophone community, notably by organising a parliamentary seminar in March 2007 on "democracy and good governance" for all members of parliament and a special forum for women members of parliament about the United Nations Convention on the Elimination of All Forms of Discrimination Against Women and the questions of gender and political parity.

The International Association of Francophone Mayors (AIMF) provided the requisite expertise for the establishment of a system for the management of civil status and vital records. Supported by its network of member cities, AIMF also assists its Haitian member cities: Cap-Haïtien, Port-au-Prince, Carrefour and Pétionville. These cities have received specific assistance in urban management. AIMF contributes to discussions with Haitian local authorities regarding the creation of a greater urban authority comprising the cities of Carrefour, Pétionville and Port-au-Prince.

Haiti is involved in the regional project to increase the capacity of its institutions to elaborate and implement national sustainable development strategies for the Caribbean (Dominican Republic, Haiti and Saint Lucia). With this in mind, the Institute of Energy and the Environment of La Francophonie (IEPF) supplied the Haitian authorities with the guidebook for peer reviews to National Sustainable Development Strategies and the Methodological Guidebook to the Elaboration of National Sustainable Development Strategies. The objective is to raise their awareness of crucial issues regarding the implementation of sustainable development policies.

II. Enhancing culture and artistic mobility

2.1 Support for the development of public reading

The network of ten Centres for Reading and Cultural Events (CLAC), which was first established in Haiti in September 2000, has contributed to improving literacy in the country. The network has been expanded under the dynamic management of the Haitian Ministry of Culture. Haiti was part of a pilot group of French-speaking countries prepared to adopt a pro-active policy towards public reading.

IOF helped Haiti implement an effective public reading policy. With IOF's support, the Haitian authorities created a national public reading network by grouping the CLAC centres and municipal libraries under a national Centre with the status of an independent organisation. Several international donors including UNDP, UNICEF, UNFPA and the European Union have taken an interest in the Centre's initiatives and could support its development.

IOF assists the development and equipment of the entity dedicated to coordinating and managing the Haitian national public reading network within the framework of a partnership convention with the Haitian Ministry of Culture. The country's CLAC network was expanded to **26 centres** as part of the 2006-2009 organisation programme.

At the request of the President of the Republic, His Excellency Mr René Garcia Préval, who would like the network to be expanded, a feasibility study was carried out with a view to opening 30 new CLAC centres and renovating 20 public libraries.

2.2 Supporting performing arts circulation

IOF finances the promotion of Haitian artists within the French-speaking world. Over one hundred artists have received IOF aid in recent years as part of the program for the promotion of the circulation of artists and performing arts works. IOF has also produced and edited compilations by French-speaking and Haitian artists.

III. Expert advice on basic education

In 1997, Haiti adopted a National Plan for Education and Training. It was updated in 2005 and serves as a guiding framework for the development of education in the country; The IOF, like the European Union, chose to focus on improving the quality of the teachers' instruction and of the schools.

3.1 Improving the quality of the teachers' instruction

IOF focused on training teachers who cannot teach French if they lack vital language skills. The objective is to improve the efficacy of French teaching-learning in multilingual contexts.

3.2 Supporting the ten-year education development plan

From 2006 to 2009, IOF supported the ten-year education development plan in favour of education from primary school to university in Haiti. Various awareness raising measures were taken culminating in the International Conference on Creole Studies in Haiti in November 2008. The conference led to the approval of a French-language learning strategy for Creole-speaking zones.

3.3 Supporting bespoke teaching methods

In a second phase in 2009, IOF developed a bespoke French language teaching method specially designed for Haiti's specific Creole-speaking conditions. IOF has published the first experimental training device developed thanks to the mobilization of Haiti's Ministry of National Education and Professional Training, of the *Ecole Nationale Supérieure*, the Faculty of Applied Languages and the State University of Haiti. It is the first teacher manual of its kind and is entitled "*Adaptation de la didactique du français aux situations créolophones. Guide du maître Haïti, OIF*" (Adapting French-language teaching methods to Creole-speaking environments. Haitian teachers' manual, IOF).

3.4 Introducing IFADEM, a joint IOF/AUF distance-learning device to improve primary school teacher training and skills

IOF and the Academic Agency of La Francophonie (AUF) together initiated the distance-learning device for primary school teachers (IFADEM). This device is designed to improve and perfect their French language teaching skills as well as generally better their wider professional skills. IFADEM was implemented in four test countries: Benin, Burundi, Madagascar and Haiti.

The national committee for Haiti was created on January 30, 2009 and met for the first time on April 27, 2009 to:

- approve the chosen target audience: so-called “*capistes*” teachers (teachers with minimal vocational qualifications) in the South-Eastern and Southern regions of Haiti;
- create three IFADEM units at the National Teacher Training School (ENI) in Les Cayes and at the Fundamental School of Application - Teaching Support Centre (EFACAP) in Meyer, Mersan and Jacmel;
- define the profiles of the content editors, supervisors and instructors who will design and supervise this teacher training program in Haiti.

Training of content editors started in July 2009. In June 2010, they will complete the content of 6 training manuals. 500 teachers are due to start a training course in September 2010.

3.5 Supporting French language teaching with the “Learn and teach with TV5Monde” multimedia device

This device is used in many schools and institutes. Over 50,000 teachers use it on a regular basis and obtain resources they feel will increase the appeal of their lessons. Indeed, the channel can contribute educational content that is useful for initiatives planned by other francophone institutions in Haiti. TV5Monde has an online educational device (“*enseigner le français*” and “*apprendre le français*”) on its website - www.tv5monde.com.

IV. Supporting higher education with the Academic Agency of La Francophonie (AUF)

The Academic Agency of La Francophonie has been active in Haiti for over 20 years without interruption. AUF’s activities focus on three areas: supporting higher education in Haiti; integrating Haitian establishments in its network of international universities, and consolidating exchanges between Haitian higher education establishments.

These activities are varied and include: the transmission of knowledge through access to open and distance training courses; support for teacher training (IFADEM project with IOF); support for training through the implementation of inter-university cooperation programs; scholarships for trainer coaching; training courses in NICT, etc. At the request of the Haitian State, AUF founded IFGCar (French-Language Management Institute of the Caribbean), which is also known as the *Institut Aimé Césaire* and was inaugurated in 2009.

4.1 Raising French language standards in Haiti

AUF is responsible for coaching young trainers in oral French teaching methods and provides French language oral workshops for students starting their university course. This training course is organised in partnership with the *École Nationale Supérieure de Technologie*, Notre-Dame University of Haiti and Delmas Caribbean University. 1,220 students and 20 teachers have received coaching.

4.2 A state of law and democracy: supporting institutional networks

AUF supports the CIFDUF institutional network (International Conference of French-speaking Law Faculties). The State University of Haiti is also a member of this network.

4.3 Boosting excellence at university, partnerships and corporate relations by supporting regional excellence clusters

AUF aims to bolster the top science universities in the South and help them create a network of regional skills by pooling available resources. AUF supports 10 regional excellence clusters. Haiti takes part in the actions of these regional excellence clusters, and notably in those regarding slavery and treaties, communities, frontiers and identities.

4.4 Inter-university scientific cooperation projects

Haiti's institutions are involved in the inter-university scientific project on micro-finance institutions and poverty reduction in Central Africa and the Caribbean, with case studies in Cameroon and Haiti. The project is managed by Quisqueya University in partnership with the University of Yaoundé II in Cameroon and the University of Rouen in France.

4.5 Scientific exchanges between universities

AUF fosters mobility (mobility scholarships) to boost universities and scientific institutions in the South. These mobility scholarships are attributed to students with a Masters and Doctorate level, to teachers and to registered researchers or to researchers working in AUF member establishments.

Number of foreign exchanges during the 2008-2009 academic year:

- **From Haiti: 36**
 - Masters scholarships: 16
 - Doctoral scholarships: 2
 - Professional traineeships: 15
 - Support or teaching missions: 3

- **To Haiti: 29**
 - Doctoral scholarships: 4
 - Support or teaching missions: 25

4.6 Supporting the Regional Conference of Caribbean Rectors

AUF assists the Conference of Caribbean Rectors and University Presidents (CORPUCA) which comprises the following universities: Delmas Caribbean University; Quisqueya University; Center of Planning Techniques and Applied Economics (CTPEA), *École Nationale Supérieure de Technologie*, Pétionville; Quisqueya-America University, Pacot; *École supérieure d'Infotronique d'Haiti*, Nazon; State University of Haiti; University of Havana, Cuba; APEC University, Dominican Republic; Pontifical Catholic University Madre y Maestra, Dominican Republic; University of the French Antilles and Guyana, Guadeloupe (France); University of Notre Dame d'Haïti, Sapotille.

4.7 Rebuilding political sciences courses

AUF is assisting the plan to restructure the political sciences course at the National Institute of Administration, Management and International Higher Studies (INAGHE) in partnership with the University of Quebec in Montreal, Canada and the State University of Haiti, Port-au-Prince.

4.8 Environment and sustainable development

AUF supports 79 courses on the environment and development, including five in Haiti: Project engineering; Food Sciences and Technologies; Masters in Eco-toxicology, the Environment and Water Management; Corporate Information Systems and Masters in History, Memory and Heritage.

4.9 Increasing the presence of Francophone institutions in higher education

AUF has consolidated its presence in Haiti with the establishment of a Digital Campus in Port-au-Prince to assist students and professors and with the opening of the French-Language Management Institute of the Caribbean (IFGCar)/Aimé Césaire inaugurated in 2009 and which sadly was destroyed by the earthquake on January 12, 2010.

V. Permanent presence of La Francophonie

In March 2005, IOF set up a Caribbean regional office in Port-au-Prince and appointed a permanent Representative there. In 2008, the Haitian Government and IOF signed a headquarter agreement thus strengthening the role of the regional office which manages programmes concerning Haiti on-site and is responsible for coordinating activities between IOF and other multilateral organisations in the region. AUF has also opened a Caribbean regional office which, following the earthquake of January 12, 2010, will become an AUF Organisation for Higher Education in the Caribbean.

Annex 3 : Budget estimate

	Montant
I. Contribution de la Francophonie au renforcement des capacités des institutions	
Participation à la reconstruction des secteurs justice, intérieur et du pouvoir législatif	
Le programme quadripartite d'appui à la justice :	
- Financement de 70 relais de justice.....	750 000 \$US
- Mobilisation de l'expertise des réseaux institutionnels francophones.....	
.....	1 550 000 \$US
- Appui aux collectivités territoriales détruites.....	1 000 000 \$US
II. Contribution de la Francophonie à la refondation du système éducatif en Haïti	
Elaboration d'une stratégie à moyen et long terme pour l'éducation et l'enseignement supérieur :	
- Mise à disposition d'une expertise auprès du Ministère de l'éducation...	670 000 \$US
- Création et gestion d'une banque de données pour l'expertise disponible dans la diaspora (sur deux années).....	1 071 000 \$US
Pour l'éducation de base	
- Expérimentation du « Guide Haïti » pour le maître 268 000/an x 5	1 340 000 \$US
- Soutien à la petite enfance 5 000 000/an x 5	25 000 000 \$US
- Renforcer l'utilisation de multimédia dans l'enseignement	2 544 000 \$US
- Extension de l'IFADEM ⁽¹⁾ (sur 3 ans)	1 500 000 \$US
- Extension du réseau CLAC ⁽²⁾ 70 000 x 300	21 000 000 \$US
Pour l'Enseignement supérieur	
- Reconstruction de l'IFGCar ⁽³⁾ /Aimé Césaire	2 500 000 \$US
- Installation de points de présence numérique	500 000 \$US
- Fonds d'urgence	1 000 000 \$US
- Bourses d'études aux universités pour des étudiants	5 000 000 \$US
- Fonds d'Appui à l'expertise, et à la reformulation de nouvelles filières (sur 3 ans)	5 000 000 \$US

(1) IFADEM : Initiative francophone pour la formation à distance des maîtres

(2) CLAC : Centre de lecture et d'animation culturelle

(3) IFGCar : Institut de la Francophonie pour la Gestion dans la Caraïbe

Annex 4

The state of education in Haiti

The assessments made of the education system in Haiti all arrive at the same conclusion:

- A large proportion of the population is excluded. More than 300,000 children remain outside the school system. One third of young people between the ages of 16 and 24 are illiterate, and the rate of university attendance is 1.2%.
- The majority of educational provision comes from the private sector: 86% of primary education and 76% of pupils. Many unsupervised establishments operate in the area of education, which has an impact on the quality and training of teachers and on the production and distribution of educational materials.
- The education system only has a limited capacity to train teachers. More than 60% of teachers in the private sector have had no academic or professional training.
- Only 35.5% of children going to school complete their primary and secondary education to the age of 15.
- The standard of the baccalaureate is not such as to guarantee sufficient competence in French to enable effective access to higher studies.
- The faculties of Haiti's State University have therefore had to arrange for the provision of basic French language teaching in the first year (from medicine to agronomics).
- 55% of school buildings were not designed for that purpose and are unsuitable.
- The education system is not regulated by a partnership mechanism or by an operational legal framework.
- Mechanisms to supervise the application of the rules are lacking.

Annex 5

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Déclaration commune des établissements universitaires haïtiens membres de la Conférence régionale des recteurs, des présidents et des directeurs d'Institutions universitaires membres de l'AUF dans la région des Caraïbes (CORPUCA) et de l'Agence universitaire de la Francophonie (AUF) sur la refondation de l'enseignement supérieur et de la recherche en Haïti

DECLARATION COMMUNE DES ETABLISSEMENTS UNIVERSITAIRES
HAITIENS MEMBRES DE LA CONFERENCE REGIONALE DES RECTEURS, DES
PRESIDENTS ET DES DIRECTEURS D' INSTITUTIONS UNIVERSITAIRES
MEMBRES DE L'AUF DANS LA REGION DES CARAIRES (CORPUCA) ET DE
L'AGENCE UNIVERSITAIRE DE LA FRANCOPHONIE (AUF) SUR LA
REFONDATION DE L'ENSEIGNEMENT SUPERIEUR ET DE LA RECHERCHE EN
HAITI

(adoptée le 26 février 2010, à l'occasion de la réunion organisée par la CORPUCA et l'AUF dans les locaux de l'Université APEC de Santo Domingo en République dominicaine)

1 - PREAMBULE

1-1 Les établissements universitaires haïtiens membres de la CORPUCA et de l'AUF se sont réunis avec les autres membres, les 25 et 26 février 2010, pour évaluer la situation de l'Enseignement supérieur et de la Recherche, en Haïti, suite au séisme du 12 janvier. D'un commun accord, ils ont déploré l'ampleur des pertes humaines. Ils ont constaté l'importance des destructions matérielles enregistrées.

1-2 Les établissements universitaires haïtiens susdits font leurs conclusions de la Conférence mondiale sur l'Enseignement supérieur tenue à Paris, sous l'égide de l'UNESCO, en juillet 2009 : « A aucun moment, dans l'histoire de l'Humanité il n'a été plus important d'investir dans l'Enseignement supérieur pour promouvoir le développement solidaire et durable des pays » .

1-3 Dans cet esprit, ils réaffirment l'importance de l'Enseignement supérieur et de la Recherche pour la reconstruction et le développement d'Haïti et souhaitent, en conséquence, être représentés dans les différentes conférences internationales qui y seront consacrées, pour que soient pris en compte les besoins spécifiques en termes d'infrastructures et de formation des cadres et des chercheurs.

1-4 Ils ont constaté qu'un mouvement de solidarité universitaire internationale s'est immédiatement et massivement manifesté au lendemain de la catastrophe et que des aides nombreuses et diversifiées ont été annoncées par les États et les grands opérateurs publics et associatifs de la coopération dans le secteur des formations supérieures.

2 - OBJECTIFS

2-1 Les établissements universitaires haïtiens membres de la CORPUCA et de l'AUF estiment que toute la communauté universitaire haïtienne doit s'organiser pour parler d'une même voix face aux donateurs et exprimer ses principes, stratégies et priorités afin que les appuis attendus correspondent à leurs besoins et à ceux de l'avenir du pays. La présente déclaration commune témoigne de leur engagement dans cette démarche de coordination, de programmation et de formulation de leurs objectifs nationaux.

3 - PRINCIPES, STRATEGIES ET PRIORITES

3-1 Les établissements d'enseignement universitaire haïtiens membres de la CORPUCA et de l'AUF considèrent que les moyens qui seront mis en œuvre devront permettre, à partir de la situation de destruction généralisée qu'ils affrontent, non une simple reconstruction mais une

véritable refondation de l'Enseignement supérieur et de la Recherche en Haïti, sur des objectifs d'amélioration et de réorganisation qualitative, notamment en matière de gouvernance universitaire, de formation à la Recherche et par la Recherche et de préparation à l'Emploi.

3-2 Ils insistent sur la nécessité, dans le contexte actuel, de réfléchir à une carte universitaire, comme élément de levier d'un aménagement du territoire en matière de formation, qui pourrait servir d'exemple à d'autres secteurs et également sur l'intérêt d'un regroupement et d'une mutualisation de certains services.

3-3 Les établissements d'enseignement universitaire haïtiens membres de la CORPUCA et de l'AUF expriment leur volonté de reprendre au plus vite leurs activités d'enseignement. Ils attendent de la Communauté internationale qu'elle s'inscrive dans une logique de priorité donnée à la reprise des formations universitaires en Haïti même. Dans le même temps, ils souhaitent que les offres nombreuses de bourses de mobilité faites dans le cadre de l'aide internationale soient gérées selon des choix, des méthodes et des critères qui favorisent l'achèvement des cursus pour les formations continues et les étudiants finissants, la poursuite des travaux des doctorants, et préparent le retour au pays de ces étudiants et leur réintégration dans leurs universités (notamment pour y renforcer les ressources professorales existantes), leurs entreprises ou leurs administrations haïtiennes d'origine.

3-4 Vu les pertes dues à la catastrophe, il est plus que jamais nécessaire d'aider à la formation de nouveaux enseignants chercheurs pour les universités haïtiennes. En attendant et pour répondre à l'urgence, l'Enseignement supérieur haïtien aura besoin d'une aide internationale sur les formations pédagogiques et scientifiques et de gestion administrative pour terminer les programmes en cours, soit sous forme présenteielle, soit sous forme d'enseignement à distance.

3-5 Il va sans dire qu'un accompagnement en locaux, en matériels, en infrastructures numériques, en laboratoires techniques, en bibliothèques et documentation, est actuellement indispensable pour la reprise des activités et que l'aide de la Communauté internationale est particulièrement urgente à cet égard.

3-6 La présente déclaration commune est accompagnée de dossiers et de documents précisant le bilan des destructions et des dégâts matériels et des pertes humaines provoqués par le séisme, ainsi que les besoins, les attentes et les projets énoncés par les établissements signataires, accompagnés d'une budgétisation et d'un calendrier d'opérationnalisation.

3-7 Les établissements d'enseignement universitaire haïtiens membres de la CORPUCA et de l'AUF sont conscients que la refondation de l'Enseignement supérieur et de la Recherche en Haïti ne pourra se passer, pour atteindre ses objectifs, de cadres institutionnels : d'une part, un cadre national et gouvernemental de pilotage et de définition des politiques, d'autre part un cadre d'association et de mutualisation des universités, qui sera le porte parole de leurs intérêts conjoints et l'interlocuteur privilégié de la structure publique chargée de l'Enseignement supérieur.

3-8 Ils considèrent que, dans l'attente de la mise en place de tels cadres, la CORPUCA et l'AUF constituent des réseaux représentatifs (2/3 des effectifs des étudiants haïtiens), qualifiés pour s'exprimer. Ils proposent par ailleurs que des universités non membres de la CORPUCA et de l'AUF dans la Caraïbe puissent également s'associer à la démarche qui est en cours.

3-9 Enfin, les établissements universitaires signataires rappellent que les moyens importants qui seront mis à la disposition de l'Enseignement supérieur et de la Recherche en Haïti, par de nombreux acteurs nationaux et internationaux du développement éducatif, doivent impérativement être utilisés dans le cadre d'un programme intégré et cohérent, d'un projet global d'ensemble, ce qui est une condition, à leurs yeux impérative, de la valorisation de ces moyens dans le cadre du développement durable d'Haïti.

Université d'Etat d'Haïti

Université Notre Dame d'Haïti

Université Quisqueya

Ecole Supérieure d'Infotronique d'Haïti

Ecole Nationale Supérieure de Technologie

Institut Universitaire Quisqueya Américain

Centre Technique de Planification et d'Economie Appliquée

Université Caraïbe

Déclaration de Paris

Les représentants de la communauté académique et scientifique française et les responsables des institutions d'enseignement supérieur haïtiens membres de la CORPUCA, réunis à Paris les 11 et 12 mars, à l'invitation du gouvernement français :

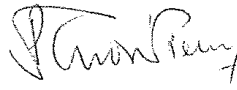
- Consternés par la catastrophe qui a frappé Haïti tout entier et l'Université haïtienne en particulier lors du séisme du 12 janvier,
- Conscients de l'ampleur des dégâts et de l'importance de l'aide à mobiliser pour gérer l'urgence et pour préparer la reconstruction du pays à moyen et long termes,
- Assurés que la France peut fournir un appui particulièrement significatif dans les secteurs de l'enseignement supérieur et de la recherche,
- Convaincus que l'efficacité de l'effort de coopération à mettre en place est intimement liée à la qualité de sa coordination et de sa cohérence globale,
- Intéressés à rechercher la meilleure coordination des nombreuses actions de solidarité en faveur d'Haïti,
- Résolus à engager la reconstruction et même la refondation de l'enseignement supérieur et de la recherche en Haïti,
- Reconnaisant le rôle fondamental de l'enseignement supérieur et de la recherche pour la reconstruction et le développement économique,
- Considérant que les dispositifs de formation doivent reposer sur des infrastructures modernes, sur des ressources humaines de qualité et sur un environnement intellectuel, culturel et professionnel attractif,


Et en accord avec l'Agence Inter-établissements de la Recherche pour le Développement (AIRD), la Conférence des Présidents d'Université (CPU) et l'Agence Universitaire de la Francophonie (AUF), le ministère de l'Enseignement supérieur et de la Recherche (MESR),

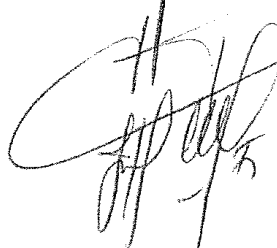
1. demandent à la communauté internationale de sanctuariser une part significative – estimée à 500 millions d'euros sur 10 ans, ou au moins équivalente, en proportion, à la part que les pays développés consacrent au budget de l'enseignement supérieur et de la recherche – de l'aide financière internationale qui sera décidée à l'occasion de la conférence de New-York du 31 mars 2010,
2. s'engagent à mettre en œuvre les conclusions des travaux des rencontres universitaires France – Haïti des 11 et 12 mars à Paris.

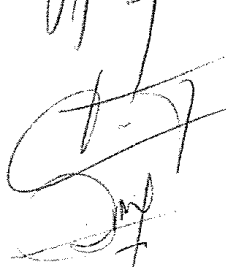
Paris, le 12 mars 2010

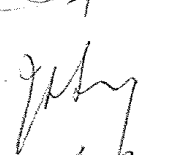
Les signataires de la Déclaration de Paris

 recteur UNDIH

, recteur AUF

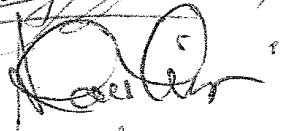
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recteur UEH

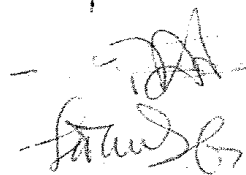
 DG AIRD
Président CORPUCA

 Rectrice Université Carr

 DIRECTEUR ENST

, CITEA

 Université d'Angers

 Ecole Supérieure d'Informatique
d'Art. (ESIA)
Bur A.G. INUQUA



Université Senghor
Université internationale de langue française
au service du développement africain
Opérateur direct de la Francophonie