

Centre d'Innovation Technologique et d'Entrepreneuriat

Project Title: Title: Digital Literacy for Inclusion and Active Participation of Young People



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1-Presentation of the organization

The Center for Technological Innovation and Entrepreneurship (CITE): An organization that works to strengthen stakeholders in the entrepreneurial ecosystem and digital technology in Haiti.

-Our goals:

- 1- Encourage stakeholders to strengthen and position themselves through technological tools.
- 2- Train stakeholders in Haiti in technological opportunities that represent a real issue for entrepreneurship.
- 3- Breaking geographic boundaries with trainers and experts from different nationalities for technology transfer.
- 4- Create a collaboration space or the virtual city of young entrepreneurs.
- 5- Promote financial and digital education among young schoolchildren, professionals and academics.
- 6- Strengthen the capacities of micro stakeholders through technical assistance.
- 7- Increase access for businesses to financial services, including affordable loans , and their integration into value chains and markets.
- 8- Strengthen scientific research; improve the technological capacities of the industrial sectors in Haiti, by encouraging innovation.
- 9- Support research and development and innovation activities in Haiti in the technological, in particular by creating conditions conducive, among other things, to industrial diversification and adding value to goods.
- 10- Significantly increase access to information and communication technologies and make ensure that all residents have access to the internet and make efficient use of it.

1.2.-Mission

Inspire, Invest and prepare young people to succeed in the global economy.

1.3.-Vision

Be the partner of choice for businesses and policy makers around the world who seek to develop youth financial and digital education and development economic.

1.4.-Value

Our Values are: Inclusion, transparency and innovation

2.-In context

The School's mission is not only to build knowledge and know-how; it participates in the training of the future citizen. In a context of globalization, the aims civic and cultural aspects of the school are re-examined, in connection with the decline of nation-states and the mass media-cultures taking hold on a global scale.

Digital technologies occupy a predominant place within these new cultural and social practices, especially for adolescents who use the internet and social networks extensively. Different authors highlight the value of digital education and world citizenship, in connection with the forms of exchange and the new relationship with oneself and others being built by teenagers.

These digital skills go well beyond the technical mastery of tools and directly question how to train young people in new model of citizen which is being born before our eyes. Information and Communication Technologies (ICT) lead to a more critical and introspective culture where citizens have greater power through their ability to publish their own opinions on a set of issues. At the same time as it shapes cultures and social practices, the globalization leads, through the global information society that it sets up, to build a more active, more social citizenship oriented towards "living together".

The question is how the Center for Technological Innovation and Entrepreneurship (CITE) can support the emergence of this new civil society and the forms of citizenship that are developing through digital networks in a context marked by the inflation of political, institutional, media and educational discourse on the one hand, and a deep reshuffling of the curricular logic on the other. Part of the Haitian population does not have access to information and communication technologies or suffers from discrimination because they just don't know how to use it. Now it becomes more and more difficult today in everyday life to do without technology and more and more people wish to have access to it. Faced with this observation, like other actors, stakeholders in literacy have set themselves the objective of integrating technology into training. But what way? What status to give them? The danger exists, as Daniel Pimienta¹ reminds us and the authors of research carried out in Quebec, of training learners in the use of a technique without any critical eye, and developing individualism rather than participation and solidarity. In research carried out by ISCED² in January 2019, a trainer noted: "I no longer work with groups of people in literacy training but with individuals sitting in front of their screens asking me to solve their technical problems...". Basic functional and digital literacy is an obligation, without which citizens are unable to access, read, write, type and download information, publish, participate in surveys or express themselves in any way allowing them to participate in the digital life of their community. Still too many children in Haiti, are deprived of, or at least do not fully benefit from, basic education for reasons related to poverty, gender, location. Thus, according to estimates among school-age children in Haiti, a significant number do not attend school. The age group with the most children who have never attended school is between 6 and 9 years old. 21 out of 100 children in this category, for the whole country, do not have access to school³. The figures are much higher in rural areas than in cities. How then to ensure that the information and communication technologies become tools in the service of the fight against exclusion and for

the emancipation of people, so that they become tools for sharing, understanding and learning that promotes personal development and citizenship? How can new communication technologies help us to interact better and offer more opportunities to our young people for sustainable development?.

3.-Presentation of Project

To carry out this said research project, we conducted a survey of 50 schools that had approximately 1,000 high school teachers and staff from the Western Department in Haiti. We selected 10 participants per school, at the rate of 5 high school students and 5 teachers, therefore to carry out a survey of around 500 Participants. The objectives of this survey were to identify the gaps in the use of new information technologies in the issues of learning, information sharing and empowerment. After collecting data for the justification of these problems, we produced a complete and detailed document that can help stakeholders in Haiti in their decision-making. There also week of training, for the target participants on the new technologies of the information and communication by experts in specific fields in order to encourage them to make efficient and sustainable use of NTICS for their benefits and correct integration into societal life. At the end of the training, participants mandated to extrapolate this training in their specific establishments so that at the end of this project, we have more than 10,000 trained participants (teachers and students) on the use of new information and communication technologies.

3.1.-General objectives:

This program was designed to improve the literacy level of young people; mainly girls aged 15 to 25, and to study the role of new information and communication technologies in this effort. Young people with different levels of literacy took part, including neo-literates, participants in literacy programs and learners from primary, secondary and university schools to write a reference research document for digital literacy in Haiti.

3.2.-Specific objectives:

1. Improve access to digital education for 300 girls and 200 illiterate and neo-literate boys aged 15 to 25;
2. Train 2000 digital actors to influence educational life in Haiti
3. Improve the social and economic conditions of these young people;
4. Adopt new technologies (ICT, mobile telephony, TV broadcasts) from the grassroots to create a sustainable literacy environment and enhance basic literacy levels;
5. Achieve the Education for All goal of "Improving youth literacy levels by 10% by 2025".
6. Create spaces for reflection on key themes such as Internet governance, online privacy, Big-Data, programming and the Internet of connected things.
7. Create digital leaders in Haiti.
8. Write a reference research paper for digital literacy in Haiti

4.-Project Stakeholders and Beneficiaries

The environment of this program is a complex ecosystem with many actors whose issues related to the project were of diverse nature. For a lasting reach, we had several stakeholders involved in this program:

- 1. LACNIC:** “Latin American and Caribbean Network Information Center” is a regional registry of IP addresses. It operates in Latin America and the Caribbean. As part of its Inclusion Program for Latin America and the Caribbean, this project was chosen among the best projects for the region under the LACNIC’s Lideres 2.0. Connecting the Unconnected has been put into perspective as countries around the world grapple with digital alternatives to ensure economic sustainability in light of the circumstances that the year 2020 has brought. The global pandemic has exposed the digital gaps that exist in our region. The pandemic can also be a game-changer for digital transformations of all kinds. That being said, it is fundamental that no one is left behind thanks to technology. Physical access to the Internet extends to approximately 71% of the population of Latin America and the Caribbean. The digital opportunity - the ability to leverage the Internet for socio-economic gains - is still very disparate between countries and even within countries.
- 2. Haitian Institute of Sign Languages:** An Institution that works with people with disabilities in Haiti. People with disabilities will be actively involved in this project to promote digital and socio-economic inclusion for sustainable development.
- 3. École Supérieure d'Infotronique d'Haiti (ESIH):** forming part of the technical community in Haiti. A training area and some of the trainers for the workshops for the participants were provided by ESIH.

5.- Presentation of the Zone

The Haitian population, according to the projections made from the final results of the 4th census carried out by the Haitian Institute of Statistics and Informatics (IHSI) in 2003, was 7,205,000 inhabitants in 2005 and a little over 10 million in 2010, 40% of which - a little over 3.5 million - cannot read or write. Port-au-Prince (in Haitian Creole: Pòtoprens) is the capital and the most populous of the municipalities of Haiti, whose urban area is estimated to be nearly 2,754,812 inhabitants (2019) called Port-au-Princiens and Port-au-Princiennes. From an administrative point of view, Port-au-Prince is both the capital of the department of the West and of the district of Port-au-Prince. According to estimates from the Haitian Institute of Statistics and Informatics (IHSI), the metropolitan area of Port-au-Prince which covers 152.02 km² (or about one fifth of the extent of the arrondissement or the capital), counted in 2019, 2,754,812 inhabitants, or more than 90% of that of the Borough. The population of the commune of Port-au-Prince alone was estimated at 1,234,742 inhabitants, with an urban population of over 97.5%. In Port-au-Prince, there are 90 training centers, that is to say schools, colleges and high schools, hence the Target 50 training center program for the pilot phase.

6.-The content of the training:

The training was face-to-face and online. The curriculum is inspired by the national framework of Basic Skills, revised to incorporate fixed teaching criteria. He keeps of the areas of the basic framework below, even if it reduces the content and emphasizes marked on ICT dimensions:

1. Language and communication: oral communication, reading and writing, digital identity, Community management, Fake News, Online privacy
2. Mathematics: calculation and problem solving using ICTs.
3. Social education: communication for behavior change, citizenship and democracy, health and hygiene, environmental and virtual education;
4. Internet of Connected Things, Internet Governance, Cybercrime
5. Digital label: digital standards of conduct and procedures
6. Digital communication: digital communications
7. Digital Literacy: The Processes of Technology Teaching and Learning, and the Use of Technology
8. Digital access: maximum participation in a virtual way for opening up to the world
9. Digital commerce: the buying and selling of digital products
10. Digital legality: responsibility for actions and behavior when using digital tools
11. Digital rights and responsibilities: responsible actions and behaviors related to technology
12. Digital health and well-being: physical and psychological well-being in a digital world
13. Digital security (self-protection): the precautions to be taken to ensure digital security.
14. Programming, Big-Data, Digital Economy and Community Networks.

These areas form the minimum content of the program. They can be adapted according to the specific needs of the participants or their community, identified at the start of each training session. The different modules are adapted by UNESCO, which adapts the ICT components on the basis of these initial criteria. These trainings will focus on the technological demand and development and key elements of 21st Century skills.

7.-Calendar of activities

Based on this agenda, we had to carry out this national project for a better use of New Information and Communication Technologies.

Date	Activities	Who
December 07, 2020 to January 07, 2021	The period of the survey	Online and Face to Face
January 14, 2021 at 2:00 PM	Project launch	Institut Haïtien de Langue des Signes
January 20, 2021 to January 30, 2021	Training of Learners	Institut Haïtien de Langues des Signes
February 2, 2021 to February 7, 2021	Monitoring and evaluation	Institut Haïtien de Langues des Signes

7.1.-The Survey Period

A face-to-face and online survey were carried out in order to better identify the expectations and the understanding of participants on digital literacy. These data told us how we should prepare the training modules and thus the training course in order to bridge the existing barriers between young people and the new Information and Communication Technologies.

7.2-Project Launch

The Center for Technological Innovation and Entrepreneurship (CITE) successfully launched the Digital Literacy Program on January 14, 2021 at 2:00 PM in the locals of the Haitian Institute of Sign Language, a room filled with 100 young people from everywhere in the capital. The press and panelists also responded positively for this great success. Patrick ATTIE, Director of ESIH; Max Larson HENRY, CEO at TRANSERVAL; Fenel FELLEGERDE, Co-founder of the Haitian Institute of Sign Languages and Ralphson PIERRE; Coordinator of the TICE Unit of the Ministry of Education and Vocational Training shared their expertise on a rather interesting topic: *Which School for Tomorrow? Building a school system for the 21st Century.*



Patrick ATTIE, Director of ESIH

He is the Director General of one of the most influential and longest-serving universities in Haiti in the field of computer science. He made his presentation on the importance of the commitment of the technical community for the popularization of the scientific spirit among young people in Haiti. Mr. Patrick insisted on this program for young people which are a great departure towards progress and digital inclusion in Haiti.



Max Larson HENRY CEO at TRANSERVAL

Transversal is a computer engineering service company (SSII) that makes sure to understand the operational context of your business, your markets and the expectations of your customers. He is part of the private sector stakeholder business in Haiti; his intervention was based on stakeholder involvement for technological development and digital literacy for a true connection with Web 3.0.



Ralphson PIERRE

Representative of the Education Ministry

Mr. Pierre played the role of mediator as a representative of the Ministry of Education in Haiti, which has the mission of training future generations. He suggested that the institution adopt digital literacy in the school curriculum in order to train citizens who are enlightened and capable of bringing about the change of paradigm to bring about digital inclusion.



Fenel BELLEGARDE

Specialist in Accessibility Handicap and Support and the Co-founder of the Haitian Institute of Sign Languages.

His presentation was based on the integration of people with disabilities, digital literacy is an asset for these people. He discussed several strategies to use so that people with disabilities are trained and true digital players.



Some pictures of Public

7.3.-Training of Learners

For this cohort, we received 50 participants to follow a 10-day intensive training on digital literacy. For the first cohort, its certified students will duplicate this training with other students from their school to ensure the sustainability of this program. And then, we will create a virtual platform "The Digital Leaders Club" to connect these young people to other leaders in the world in a Mentoring and Networking program. This platform will be open only to students who have completed the Digital Literacy program (PAN).



Some photos taken during the intensive training.



Joseph LAURIE, Participant

I was particularly interested in digital literacy as well as knowing how to use new information and communication technologies. This training gave me more self-confidence when I will share it with those around me or for my school. I was able to acquire a lot of knowledge. It's a very, very good training, it met all my expectations. I will recommend her. "



Stephanie JOSEPH, Trainer

I am very happy and proud to have participated as a trainer in this project. I am a professional in New Information and Communication Technologies; we must embrace immediate solutions to promote digital inclusion in Haiti. Congratulations to the whole team who carried out this large-

scale project in Haiti.

8. - Conclusion

The essential purpose of education is to make people more human, or in more concrete terms, to allow them to develop all their dimensions and potentialities, in particular economic and social. This is to ensure from one generation to the next the transmission of knowledge, skills and attitudes accumulated over time. This is why education is the main factor in the development of individuals but also enables a society to maintain a certain cohesion and ensure its development. A "treasure is hidden there", a true "vehicle of cultures and values, construction of a space for socialization and a melting pot of a common project", to use the words of Jacques Delors (1996: 51). Whatever our degree of conviction concerning the character of digital education as a public good and as a major factor in the well-being of individuals and the development of peoples, whatever the quality of the action programs drawn up for the sector, we risk missing the targeted achievements if these programs are not firmly anchored to an overall social project. Such project must be; translated into a comprehensive plan, and implemented from a focused strategy on respect, for the person fundamental rights the participation of all citizens aware of their duties (education is everyone's business) and the creation of conditions for indispensable political stability and even relative social peace. A social project that will ensure that the beneficiaries of the plan to modernize the education and training system, particularly at the higher level, do not leave the country for better skies. Ideal or even utopian, some will say, but it is the long, arduous and difficult road that will have to be taken so that in Haiti, the shaky today become the bright tomorrows. Teaching digital literacy is a task for the whole of society and different actors must be involved in this mission. Indeed, all stakeholders must play a role and take measures to make them accountable for the use of Information and Communication Technologies. LET US COMMIT to become enlightened and responsible digital citizens and so that our dear country (Haiti) can graciously benefit from the advantages of technology.