

A look at *Higher Education* in Haiti: Another step after secondary level

Emmanuel W. Védrine



Université d'État d'Haïti : State University of Haiti

Campus Roi Henri Christophe à Limonade, Awiseman

This file is licensed under the Creative Commons Attribution-Share Alike 3.0 Unported license.

Boston, September 13, 2019
(updated Sept. 24, 2019)

Deutsch • English • Español • Français • Kreyòl

Abstract: The central point of this research would be to raise consciousness of all actors in the field of *Higher Education* in Haiti of how things are at this level. It will help readers think about what's needed to be done, what can be done better, and in the advantage of all Haitians. It will help us see the importance to look at how it is at the *State University of Haiti*, comparing to some universities in some developed countries (such as the United States and Canada), what Haiti can learn from them (that is

good) and apply it also to improve their system. Finally, *human resources* that Haiti has not yet exploited in terms of *intellectual contribution Haitians in diaspora* can bring to the area of *education* if a solid bridge is constructed between Haiti and the diaspora in order to improve the education system at this level.

At first, we want to summarize *twenty points* below, as subjects that can provoke more debates. Further research can be done on these subjects by researchers interested in Haiti's Higher Education.

1. *Mémoire de sortie* or *Exit Thesis* – What is needed to be done for the State University of Haiti to eliminate that unnecessary requirement so that students can get their *Licence* (diploma), after four years of university studies and move on? [See notes on [Mémoire](#), [Mémoire universitaire](#)]
2. The role the *English language* must play in education in Haiti, from fundamental to university level.
3. *Formation* and *Orientation* for students and professors.
4. The issue of *Laboratory* at universities in Haiti. Does that really exist?
5. Importance to develop [Exchange Programs](#) with universities abroad.
6. The role *High Technology* should play in education in Haiti, at all levels.
7. Online Teaching Materials and Documents, *electronic version* of books that students could have bought cheap if Haitian authors want to sell the *electronic version* of their books (and the money would go directly to their *credit card*). That way, they won't need to spend a lot of money to publish their books.
8. *Scientific Reviews* as part Documentation for Research.
9. *Language(s) of instruction* professors use to lecture in class.
10. *Financing* the Faculties, and the role that *FAR (Fonds d'Appuis à la Recherche)* plays.
11. The University's *Annual Budget*.
12. The Professors' Union.
13. On the Creation of *University Campus*, a crucial need.
14. Point of view on *Libraries* to help in the area of Research and Documentation.
15. *Formation Training* to orient Students and Professors.
16. Preparing Teachers for the *Fundamental, Elementary, and Middle school* level.
17. Non-Certified Teachers who enter the system to teach.
18. The inexistence of *Continuing Education* for professors.
19. Requirement to enter the *ENI (École Nationale des Instituteurs)*.
20. Tragedy in the area of education after the *closing of many ENI*, and the impact that has on the *Fundamental* level.

[Education in Haiti](#) has always been a field of interest for us. It's among other fields in the country that has many problems. We illustrate some of them in our book, *Yon koudèy sou pwoblèm lekòl Ayiti* (ed. 2007, 221 p.; *A look at the problem of schools in Haiti* : English [summary](#), [abstract](#), [questionnaire](#) and [circular](#)). No country in the world can be really developed without good *education*, and access to free school for everyone (at least until the end of [secondary school](#)). But for that to happen, it is important to have *concerned leaders* who have a vision, and who are not just talking but who are doing positive actions to bring change.

When talking about *Higher Education*, we refer to *university level*. It's another *level* or *step* after *Secondary Education*. But in the construction of a building, the *base* is always very important to support the entire frame of the building. The research and publications that we have already done in the field of [education](#) would concentrate more on *basic* and *secondary education*. Sometimes it's not easy finding teachers, professors, and professionals within the system who can speak freely or give interviews on how things are inside the education system in Haiti (we understand that because people fear of losing their job for talking. So most them would be quiet though they may not like what's going on in term of crucial issues to be addressed), though we can make our own observation as former students.

It's true there have been some research done already (for example, *master theses* and *doctoral dissertations* on education in Haiti but when we can talk directly to students, professors, and professionals who are sincere within the system, we present a research of *primary source*, or one that is original. That way, we hope through this research other researcher will be inspired as well to do

further research on the subject, and if possible publish them *online* also to help schools in Haiti, students, professor, teachers and researchers everywhere who are researching on Haiti in different areas.

Mémoire de sortie or Exit Thesis

We would like to take a look at the *Mémoire de sortie* (*Exit Thesis* for the Bachelor's Degree). This work of research is one of the *requirements* students must face before receiving their *Licence* (Diploma). We have nothing against *research*, because it is through it we can learn many things that we didn't know. But here, we think it would be more of a *blockade* for *senior students* to receive their diploma on time (after four years of university studies).

They need their diploma title *to work*, to go to other */programs abroad* (if the opportunity comes for some). We doubt that it is a research that is going to help them find *scholarships* after defending a thesis (to pursue advance studies such as *master, doctorate, internship, and advance research*) at universities abroad. So, the University should just give them their *Licence* (diploma) after completing the mandatory courses.

For what purpose is this research going to be used? According to an article published in *Le Nouvelliste* newspaper, "*The Haitian University system is characterized by the obligation to write an exit thesis or a graduation work for obtaining an undergraduate degree. This test, which leads to the exercise of a trade or profession, is more a matter of general education. But given the weakness of pre-university education, this requirement is perceived as a difficult barrier to overcome, rather than as one of the privileged ways for the University to carry out its research mission.*" (*Le Nouvelliste*, 2005-05-11). [Our translation: from French to English].

Generally speaking, a *thesis* can be defined as the result of an individual work of research carried out by the student under the supervision of a professor (who may be the student's advisor and professor at the same time). A jury should evaluate this research during the oral defense. The defense is a session that allows the student to defend his opinion on a particular subject. That way, this student will have the opportunity to demonstrate his capacity to contribute to the resolution of a situation mentioned in the problematic. So, the thesis shouldn't just be a document the student writes. It should also be considered as a way to evaluate the student's capacity to deepen his knowledge, and to reflect on a particular subject.

Even at the *Master* level in developed countries like the United States, and Canada, *Mémoire de sortie* or *Exit Thesis* for the *Bachelor's* level is not something mandatory. For the *Bachelor's* degree (that would be equivalent to a *Licence* in the French system), the student just has to complete *120 credits* (in total) as requirement for that *degree*. Most courses are *3 credits* course. In the area of the student's *specialization* or *major*, the student must take about *10 advance courses* (totaling *30 credits*).

There are also other mandatory courses to be taken in other areas (such as *Arts, Philosophy, Foreign Language, Mathematics, Behavioral Science, Natural Science, and Social Science*). American Universities (private or public) have about the same policy. In these institutions, there is what's called *Honor Thesis* at the *Bachelor's* degree level (or at the first university cycle). It would be a short thesis; that's optional for students in their *major area* or field of study. If the student wants to write one, he should choose a professor to do it with. The student can choose to do it for a matter of practice in doing research if he intends to continue (in the same field of study) for a master, and may be continue up to doctorate degree (in some programs where they can also do a master and doctorate degree at the same time).

"Working a '*Mémoire de sortie* (*Exit Mémoire*) or *thesis* (at Undergraduate level) is a mandatory research at the end of a university study cycle. It represents a real obstacle for many students at the State University of Haiti (UEH). In addition to the lack of documentation and methodological flaws that

students who are writing their Exit Mémoires face; there are economic constraints when teachers charge them fees for supporting them in their research.

The UEH leaders want to slow down this practice in certain entities where it is established. Indeed, during meetings in ordinary sessions from 27 to 29 of October, the Council of the State University of Haiti has just adopted a "resolution on the undue payments required of students at the end of their studies.

'It is forbidden for UEH professors to demand or receive payment of financial remuneration or any form of compensation from students to accompany them in achieving their 'Exit Mémoires"... (Our translation: from French to English). [Ref. "L'UEH annonce de nouvelles mesures concernant les mémoires de sortie", October 31, 2017. Fritz Deshommes, UEH Rector].

With the problem of *academic level* universities in Haiti are currently functioning, (not at an international academic level), even if the student completes a *Licence* in Haiti, it would not be easy for all American Universities to give that student the equivalency right away (especially in the student's field of study, or in science for example). We are very precise because we worked in the system, and some American Universities may give the equivalency. That can happen if the student has shown competence in the area of research (he has done, and published already), including good grades he would receive in his former program (that is proven in the transcript of courses taken), and letters of recommendation (that weigh) to be used as *dossiers* when applying to some programs in American Universities.

Universities in the United States also take students' GPA (*Grade Point Average*) into consideration. This average is important when the student is applying to a master's program (second university cycle) or a doctorate program (third university cycle) where this student should have had a *total GPA* equivalent between 80% to 85% or between the notes of "B", "B+" (in the American system) that would represent these percentiles.

The way they give the student a *final grade* (in Haiti) can be problematic when evaluating it in the United States (especially when it would be lower in the 80% [good], 85% [very good] scale). Let's say this student is coming to the United States with immigrant visa or alien card while in third, fourth university year. When evaluating the *transcript* of courses that student took, if lucky, he can get 70 *credits* (for three years completed at university in Haiti). That is, he lacks 50 *credits* to make it 120 *credits*.

So, since in Haiti the shortcut all students can think of taking would be to take more courses (after completing all mandatory courses in their *Licence* program) in an appropriate area (or field of study) for the world market (e.g., *Business*, *Computer Science*, *Statistics*, *Management*, *Mathematics*, *M.I.S : Management Information System*, *English* and *Spanish* at the same time, and for careers they intend to pursue, knowing that American Universities are not going to look at if the student has completed a *Mémoire de sortie* or not. That is not important for them. The student's *transcript* is what's important to transfer the notes of courses taken in Haiti (at university level).

At the level of master in American Universities, it is not mandatory to do a *thesis*. In some programs, that can be considered as an option. In most master's programs, at least the student should complete *thirty credits*. It's rather a project the student has to work on sometimes. In the master program, a student can transfer *six credits* maximum (from another institution), as long as these *credits* are *seven years* old. Depending on the program, the student can take what's called *Qualifying Exam* (or *General Exam*) a mandatory exam. Depending on the university, once the student passes this exam, he can become candidate to enter the *doctoral program* (or the faculty can invite that student in their doctoral program, should they have one in the same field of study).

After the student enters the doctorate program, he can transfer *thirty credits* taken at the master's level if they are in the same field of study. Once that's done, there are *thirty credits* remaining to be completed (to give a total of *sixty credits*). In the remaining thirty credits, the student will receive sixteen to eighteen credits for the *doctoral dissertation* (once this dissertation is completed).

The course taken for the *dissertation* is a mandatory course under *Independent Study*. That is, this student is not going to sit down in a regular classroom with other classmates taking notes. The student is working independently on a research with a professor (who is his counselor, and who can guide him at the same time). That student can travel abroad to do research either at other universities, institutions, or field research). There are scholarships available (sometimes) for that, to support the student financially at this level. This student can also teach at the same university, or at other institutions (depending on how he programs or manages what he needs to do).

Many students can't function normally in English (*the language of instruction*). Even if they already had some years of it (in secondary school in Haiti, they would have done more theory than practice). Many cannot converse normally in English in order to take courses without any problem at American Universities upon their arrival in the United States. So, these students would spend more time taking basic English courses. More time is being wasted. It is one of the reasons why we put a lot of emphasis in our research on *learning English* in Haiti. They can start learning a foreign language since the fifth year of elementary school, the same way it is done in many (developed) countries in the world today. *Appropriate oral methodology* should be used for children at this level. We talk from experience as certified teachers teaching *foreign language* to children (*fourth, fifth grade*), to High School student and to *university* students in the United States.

We take the opportunity to open parentheses on *appropriate oral methodology*. That would be emphasis for the student to develop *oral communication*, and to develop *techniques* for conversation at this age. So, the teacher (who is teaching foreign language only, and who has particular training for that) should avoid *grammatical concepts* with them (until starting the secondary level). And even at the secondary level there should not be too much emphasis on *grammar*, but it is important for them to have a *grammatical notion* of the *foreign language* they are learning.

The textbook they are using already explains everything; they will just read the *grammatical notions* at home. The teacher should speak only in the (target) *foreign language* he is teaching, without making any translation. Making *appropriate gestures* can be helpful for comprehension. There should not be emphasis on *writing* either (at the fundamental level), because the purpose of learning a language is to develop the *capacity to communicate* with people who speak it (as native speakers), and to be able to use it in different situations. That is the philosophy adopted by [Indiana University](#), the most well-known American Universities for [Applied Linguistics](#). Over 80 languages are being taught at that institution, and also where many language textbooks are being prepared to teach language at different levels in American schools, and the application of [hi-tech](#) in all classrooms.

Research shows that children have the capacity to master many languages before reaching age twelve. They pick up a language just by playing with others. It is clear here to see that it is done *orally* (when playing); nothing is *written* but they *memorize* everything. So, little by little, *writing* is coming without any pressure (when the student looks at what's written under or on the side of a *visual object*, and hears the *sound* or how it's pronounced). There are simple ways where the student will be adapted to speak the language without any problem to communicate rapidly (and even *grammatically*, where the teacher does not have taught *grammatical concepts*).

The teaching materials should be things like: *children songs* (in their culture), *pictures* (to make little dialogs), *visual games*, learning about the culture (orally), *audio /visual* (to hear, see and understand), *appropriate situations* (to help them doing dialogs; e.g., of lessons that can be developed: *At the airport; We are practicing sports; We are visiting the museum; In a recreational park; In a movie theatre for children; In the supermarket with my parents; On the playground; Guided visits; Sketches* (depicting different situations); *Video games* (they can watch for comprehension, and to build vocabulary). So many lessons can be developed in that sense to help students mastering the *foreign language* they are learning. It is also the teacher's responsibility to assign them a role to play or let them choose one at their ease (when doing sketches, as part of class activities).

It's a reality, a necessity, and an opportunity for Haiti to enter an international level in the area of *education, business, science, and globalization*. And we should also mention the great importance

that has in relation to *human resources* and the *Haitian Generation in the Great Diaspora* (United States and Canada), where English is their *dominant language*, and the *language of instruction* in schools they attend.

As a result, what we would propose to students in Haiti (to do) would be to go to attend a good *language institute* to study *English* and *Spanish* at the same time (once they start secondary school). This will help them further down, preparing them for the *TOEFL (Test of English as a Foreign Language)* in the future. It is a mandatory *English Exam* for students who are entering American Universities, and who did not do their secondary studies at an institution where English is the *language of instruction*.

When considering all these problems that students from Haiti may be facing, teachers, professors, and school officials there don't know how the American School System works, we create an online *Network of Haitian Students, Haiti - Diaspora* to upload key information, making them available to help those in Haiti. We believe the earlier they are informed, the more they can be oriented in term of information needed to guide them.

Going back to our subject, *Memoire de sortie*, the question we may ask is:

What is needed to be done for the State University of Haiti to eliminate that unnecessary requirement so that students can get their Licence (diploma), after four years of university studies and move on?

At first, in the work of research we have done for an *adapted education system*, we show our great interest in the issue of *higher education*. In particular, we try to do a multi-faceted research with our working model: *bibliography, practical education* covering a period of *twenty five years* to help *Haitian Bilingual Programs* in the United States, Canada and schools in Haiti in general in the area of *electronic archives, documentation, edition & translation, information to help students in Haiti, interviews, textbooks* (in *Kreyòl* and bilingual), *publications, research, training formation and orientation*: • *Orientation seminar to help young Haitian youth see better* • *Trades, Professions, Careers: orientation training for Haitian students in Haiti* • *Orientation seminar for Haitian Students coming to the United States* • *Orientation seminar on marriage...*

Regarding the issue of *Mémoire de sortie*, in fact there are universities that already entered this logic. That is, they had the requirement of the *Mémoire de Licence* but eliminated it. *Université Quisqueya (UniQ)* is an example. Their students are only asked to produce a solid report, based on key courses they took. Once this report fulfills their requirement, the student is authorized to enter the master's program directly. But the practice of the *Mémoire* still exists at *UEH* even if it is not all faculties that adopt the same format. At the level of certain faculties for instance, not only students should present their *Mémoire de Licence*, but also are obliged to pass all the courses taken before having the authorization to defend it.

What justifies this requirement?

According to our interviewees, there are many reasons that justify the requirement for the *Mémoire de sortie* though it would be out of practice at many universities abroad. In our investigation, one of the reasons would base on the way the courses are being offered. Many times, the professor is in front of an overcrowded class while there are not enough pedagogical supports (such as audio materials, internet connection, resent publications, etc.) that would allow the objective of the formation to reach its goal for real.

According to what some professors explain, in many cases, it is the *Mémoire* that would allow students to read theories that they didn't have the chance to read during the formation. If they remove this requirement from *UEH*, it would be good on one hand. On the other hand, professors would find more ways to work and students would be in better condition of the practice.

But in this report, don't they require official presentation the same way it is done when there is defense of a 'Mémoire'?

The report they ask for does not require any official presentation the same way it's done when there is defense of a *Mémoire*. However, as we just pointed out further up, it should be a solid report. Certainly, *UEH* could have done that the same also. However, as we said, that will require a lot of work on how the courses are being organized, in relation to the issue of *teaching methodology* in general. We think that as long as a work like this is not done (eliminating the *thesis* for the *Licence* degree at the faculties), it won't be in the students' formation advantage. It will be more of a *blockade* retaining them from advancing intellectually and economically in taking advantage of opportunities that the world market would offer, especially today in the globalization era.

We touch a little bit upon the students' formation, how about for the professors'?

According to some professors, their colleagues would have some advance level, more or less, contrary to what some critics would think. They go on saying that many of them who are teaching at *UEH* would have *Master* (for the least as degree)... However, according to them, it would be important to have a program such as *Continuing Education* that would encourage professors to update their knowledge. It would be important to have programs in place offering them scholarships, encouraging them to pursue their doctoral program to invest in scientific research. That is the purpose of all universities.

How do you see the issue of laboratories at Universities in Haiti?

The *laboratory* issue is a big problem. *Laboratory* is the space for students to scratch theories they are studying with the reality they are living. For a long time, it's the Faculty of *Agronomy*, the Faculty of *Medicine & Pharmacy* and the Faculty of *Odontology* that had laboratories. But today, the idea of *laboratory* spreads out in many other faculties such as Faculty of *Applied Linguistics* (FLA), Faculty of *Human Science* (o), and Faculty of *Ethnology* (FE) to cite some. At the Faculty of *Ethnology*, there is the *LADIREP* Laboratory (Language, Speech and Representation) working on issues dealing with social representation in particular. Inside *FLA*, *LangSÉ* (Language Laboratory, Society and Education) is producing reflections on language problematic in Haiti. At the same time, there are works in process on the description of Haitian Creole (at the *Phonology*, *Syntax*, *Lexicology* level) as one of the *Creole language varieties** spoken in different parts of the world.

Unfortunately, finance causes many of the projects to sleep in the drawers... However, it is fundamental to have *multimedia rooms* allowing students to practice *foreign languages* such as *English* and *Spanish* (two dominant languages of the American continent, and two languages among others in the world market). The product coming out of *UEH* should be able to speak *English* and *Spanish* fluently, and dominate the *French* language also (which has not yet been taught as a foreign language in schools in Haiti).

Exchange Programs with Universities Abroad

Exchange Programs with universities abroad would be a very interesting topic. In this current century, no country can function in a little place (or by itself) without doing exchange with others. Since university is the main space where ideas germinate, there should be real exchange between universities (whether they are regional or international). For instance, there should be exchange program between universities in Haiti and universities in *Brazil*, *Colombia*, *Costa Rica*, *Cuba*, *Curacao*, *Dominican Republic*, *French Guiana*, *Jamaica*, *Mexico*, *Puerto Rico* etc. At the same time also, there should exist good partnership between universities in Haiti and universities in the *United States*, *Canada* and Europe (*Belgium*, *France*, *Germany*, *Italy*, *Spain*, *Switzerland*). There should be programs facilitating students and professors to go and observe or investigate what are being done in other places.

Certainly in the discussion on Exchange Program, knowledge of foreign languages like French, English, and Spanish (as three international languages spoken widely) is very important. Shouldn't that be reinforced at all the faculties?

This would require Haitian students to have more motivation for [foreign language courses](#) such as *English* and *Spanish*. For that to be done, the foreign language courses should be reinforced within the faculties' space. It would require professors to find classrooms equipped with modern equipment, including internet connection with high speed to facilitate students to practice the language they are studying (faster and better).

What do you think if UEH would work officially on some Exchange Programs with universities abroad?

It would be great according to them. Professors from these universities would come and teach in Haiti for a quarter (at different faculties). In this reflection, we already see the *English language* that students in Haiti have not yet mastered since secondary level. This is a great setback for Haiti, while the entire world has been using it as *second language*. Many of the foreign professors (from English speaking countries) may not be able to speak French or have a command of that language to lecture at universities in Haiti (where *French* or *Creole* may be used as *language of instruction*).

No doubt it would be something good for the fulfillment of the university community. At the same time also, the issue of *English*, *Spanish* and *French* should be better addressed at secondary school level. As we mentioned further up, the *language* courses should be reinforced throughout all faculties in the country. Faculties that feel they are very concerned should have the means to construct multimedia rooms, well-equipped with high speed internet to help students preparing research they need. They will feel at ease also when having the possibility to go to *Exchange Programs* at universities abroad.

A student would feel at ease to be able to sit down in a room at the faculty and take courses online at universities abroad. All of this would contribute to help the student having a solid background, a complete one, making that student at ease to intervene in whatever university's *milieu* he would be. This would facilitate the student becoming professor also in the future.

Concerning *Exchange Program* (in Europe, particularly in Spain, the city of [Salamanca](#)), it is something we participated in many times (summer sessions: 1982-1995) with some American Universities (University of [Massachusetts-Boston /Amherst](#) and [University of Rhode Island](#)) and we learned a lot from it.

Do you think it's something that would interest professors from many faculties? Are there some faculties working on that?

In answering this question, they are certain that would interest the professors. Some professors from some faculties sometimes benefit from that. But they are not going to be categorical to say yes the faculties in general are working on that, a formal way or not. They don't know, but they think it's a decision that would bring a lot to the faculties.

The Role High Technology should play in Education (at all levels)

What role should high technology play to help professors in Haiti to organize themselves (according to their field of specialty or field of study) through WhatsApp forums to discuss problems they are facing, and solution they can propose?

According to some professors, there are many *WhatsApp forums* in Haiti. Inside a faculty for instance, one will find many among professors. However, it would be more advantageous if the professors who are in the same scientific field would exchange on their experiences. That requires a lot of motivation for the groups to be active, to have shares and regular debates between different members. But also, the *rapid internet connection* is a great handicap that sometimes causes lack of activities.

So, we can conclude that they are not too active. Certain critics would ask this question:

Is it the political cloud that blocks them?

Some would point at *social, political, and economical* situations that play against them. In addition, the internet connection doesn't always work on time.

Online Teaching Materials and Documents

How do professors react to some materials or documents they can find online to help them with research?

Many of the professors have the habit of sharing them on their forums, interesting videos or texts they find sometimes. Some professors share them with group of students also. This sometimes provokes good little debates.

Scientific Reviews as Documentation for Research

In terms of research, does each faculty publish a review (with publications based on research) two, three, four times a year?

It is a question many researchers would ask in relation to intellectual production. According to our investigation, the *Faculty of Agronomy* has a *RED*, a review that comes out regularly. There are initiatives like this also at the *Faculty of Applied Linguistics (FLA)*, thinking of publishing a review. Unfortunately, the issues are not out yet. We don't have precise information to affirm if yes or no if other faculties publish one regularly.

Concerning subscription, does the University subscribe from institutions abroad?

According to some professors, they are certain that there are subscriptions, but they don't have precision about the name of the reviews. That would require some investigation. At some faculty, they don't have a regular subscription, but they always take advantage of buying some issues of some reviews each time the occasion comes.

Language of Instruction (the language professors use to lecture in class)

What language do professors use to present their subjects in class?

Professors teach their courses in one of the two languages they want. Some professors lecture in French, others in Creole. Also, there are others who mix the two languages (doing code switching) when they teach.

We asked some professors this question:

If students have a book or a text in French for class, would professors give explanations in Creole, or comment on it in Creole?

According to them, in most of their observations, *reading* is done in French. Debates or comments are done in Creole. Many interventions are done in French also. As we know, most professors did not have a chance to have Creole as a required subject in their academic program when they were in school. That is the experience of some of them for instance. They learned to [write Creole](#) very late. They never had [Creole courses](#) from pre-school to end of high school. In addition, they report that some efforts are being made by the government in this issue where Creole has become a mandatory subject in official exams.

In relation to [teaching materials](#), we ask this question:

In some courses, do they use some books, teaching materials that are in English?

According to their answer, it's mostly **articles** that they sometimes use in English. Most of the books are in French. However, there are some courses at certain faculties where they would use documentation such as articles that would be more available in English.

We go on, asking them:

*Are there many professors who would have a preference to find teaching materials they need in **Bilingual** • **Creole** • **Creole-English** • **French** • **French-Creole** • **French-English**?*

Some of them can't be affirmative in this question. It would require a little investigation. The only thing they can say is that they know many professors who wish to find the documents in *French*, due to the lack of scientific production in *Creole*, even if they should salute the effort of many *creolists* (or people who are producing in *Creole*) in this sense.

How do they encourage the use or practice of English? Is it mandatory for students for students to take English courses?

They know that English is mandatory in faculties such as Faculty of Science (FDS), Faculty of Medicine and Pharmacy (FMP), Faculty of Applied Linguistics (FLA), *École Normale Supérieure* (ENS, Teaching School)... They don't know how it is at other faculties at UEH. Some of them don't know either how things are at the private universities. That would require some research according to them.

Financing the Faculties, and the role FAR (*Fonds d'Appui à la Recherche*) plays

At the research level, what institution helps the faculties financially?

According to those we interviewed, it is the gouvernement budget available for the University that is used. At the level of some faculties for instance, they depend on it. However, unfortunately in the budget's document there is no section for *research*. But there is no doubt that's the way it is at all the other state faculties since it is the same model that's in application everywhere. The Rectorate, being conscious about that, had to create a device especially for research. It's name is FAR («*Fonds d'Appui à la Recherche*»).

FAR is a section in the Rectorate's budget for research. The Rectorate created it to support all that has to do with research, even if because of constraints of the budget it's a part of the expenses that is being covered. But also, due to the constraints of the Ministry of Finance, the financing sometimes takes time to arrive. This causes tardiness in the activities foreseen.

FAR supports all faculties that are concerned, professors, researchers, and students who are working on their theses at each faculty. They just need to respect the deadline for their funding. Concerning research project, the approval is not automatic. There is a scientific and ethic committee in place for their blessing, to know if such and such project will be approved or not. But for the students' theses project, they only need the professors' validation supporting the student. It's true, the money is not big according to them, however it helps researchers somehow.

The University' Annual Budget

How does the university work on its annual budget to support each faculty? What problem is always presented?

According to the answer we get, each department prepares its own budget. Since the Rectorate plays the principal administrative role, each faculty is supposed to send its budget to the Rectorate at the

end of each fiscal year. The Rectorate then makes the link with the Ministry of Finance; this Ministry manages the UEH funds. The problem that is always presented is that the disbursements always take time. Sometimes, it's in the last quarter of the year the Ministry of Finance makes the disbursement. When this happens, all faculties are rushing because if the request did not arrive on time, a faculty will not be funded.

Professors' Union

What weigh do professors have, trying to make changes they can? Are they part of a union that protects them?

Their answer is "Yes". There is a professors' *union*, even if it is not too active these days. It was very active in the time of elections of the Rectorate, three years ago.

On the Creation of University Campus

What do you think if UEH would have a well-equipped campus in each main geographical areas of the country?

According to the answer we get, there is a *UEH* campus in [Limonade](#)... But some professors think a well-equipped campus gathering all the faculties in Port-au-Prince would be ideal. But unfortunately, according to them it is not something easy because the challenges are many. One of these great challenges is to be able to get financial means. Many of the student groups we approach on the same issue think that each main geographical area needs to have a campus in order to avoid too much concentration of students in the capital, and for the *decentralization* of the country at university level.

Point of view on Libraries

[[Bibliothèque de la Faculté de Médecine et de Pharmacie de l'UEH](#), State University of Haiti; [Bibliothèque et Archives d'Haïti](#) : [Bibliyotèk e Achiv Ayiti](#); [Bibliothèque Haïtienne des Pères du Saint-Esprit](#) : [Bibliyotèk Pè Sentespri](#); [Bibliothèque National d'Haïti](#) : [Bibliyotèk Nasyonal Ayiti](#); [Bibliothèque Virtuelle du Réseau de Bibliothèques de l'Université d'État d'Haïti](#); [Bibliyotèk 54, Carrefour](#); [Bibliyotèk Rasin Lespwa \(Dabòn- Leyogàn\)](#); [E. W. Védrine Virtual Library](#) : [Bibliyotèk Vityèl E. W. Védrine](#); [Haiti Reads](#); [Martin Luther King, Jr. Library at the Haitian-American Institute](#)]

What is your point of view on libraries in general in Haiti, and libraries that should be at each UEH faculty?

According to the professors, *library* is a key means to open knowledge's door for communities, and to motivate the youth. The *National Library* should have been at a level to help effectively in this sense. Each commune should have had a *public library*, having all documentation, books that students need, and electronic documents also (that is, there are some rare books that people can't find easily. They should have had their *electronic versions* even if students would have to pay a little bit of money to buy this electronic version, and save it on "usb - flash drive"). They mention the *public library* in Delmas as an example that should be replicated in all other communes to give students access to study, do research, and find documentation. *Libraries* should be a well-equipped space that is welcomed in all communes.

At the private level, what has been done in relation to library?

At the *private* level, some little efforts have been made in this sense in some metropolitan areas. For example, there are initiatives by the Trouillot Family (*Delmas 41*) where they made a *library* available for the community, including space for reading. We hope other communes in the country will follow

the same example, for the private sector to see the necessity to help at community level. Pétion-Ville is another example.

How is it at the faculties?

At the university level, each faculty has a small *library*, even if it is not big in terms of essential documentation to support students, and professors. Their existence however allows students to do research in relation to their homework and thesis they are working on. There is also a *Numerical Library* financed by *Agence Universitaire Francophone (AUF)* for *UEH*. It is located at the Faculty of Science (FS).

How do professors at UEH (according to faculties) try to establish contact with Haitian Professors and researchers abroad who are in the same field of study?

According to the answer of some professors, some of them have good contacts with those at universities abroad. Often times, this is done on the basis of report or personal approach. Also, it's the Dean Offices, and the Rectorate that should validate the approach.

Formation Training to orient Students and Professors

It's a subject that we valorize a lot in our research to orient youth, students, teachers, professionals (in different areas). We don't forget a saying that goes: "experience is the mother of science".

What importance does each faculty give to 'formation training', since the first year to guide students, orient them vis-à-vis [careers](#) (for example, training or internship for them to do in the area of their studies, observation) in foreign countries?

According to the answer we find, the faculties are very interested in *training formation*. For example, the Rectorate sometimes sends invitations to professors to participate in *formation workshops*. At this time, the professors respond to the invitations. We also want to mention some difficulties causing that not to happen often. We hope there will be means for these initiatives to be repeated more often possible to update their knowledge.

Preparing Teachers for Fundamental, Elementary, and Middle School level

What preparation do teachers (fundamental, elementary, and middle school level) have before they start teaching? How do they recruit them in terms of diplomas and certificates?

Generally speaking, the recruitment is done on the basis of the candidate's *dossier*. The Ministry evaluates it according to the diploma's level of the interested person. A candidate with diplomas from *École Normale des Instituteurs (ENI, Teaching Institute for Teachers)*, his *dossier* would be more interested. But in some cases, little political pressures sometimes mix with things also. This sometimes causes many teachers in class, whereas they never got nominated. But there are great measures being taken by the Ministry and the schools' management against such practices.

We know that there are teachers who are not certified, and who are in the system teaching. What happen?

Teachers who are not certified, and who are already in the system, the government is obliged to support them by giving them a formation to do their work well. At the same time also, it would be very advantageous for the system if there could be a regular program of *Continuing Education* for teachers (who are certified, and those who are not) in the system.

How is it to get into ENI? Is it after [Baccalauréat](#) (end of secondary school)? Or after obtaining a university Licence?

In the past, the “*Rhétô and Philo*” *Diploma* (obtained after passing the State Exam, end of Secondary School) was not mandatory for a candidate to register at ENI. Since almost ten years, these diplomas have become a requirement. So, the Ministry does not require having a university diploma to start with. If the candidate has it already, it will be a great asset. But generally, one won’t see easily people who already have a university degree register at *ENI*.

One of the tragedies in the area of education in Haiti is the closing of many ENI. How do you comment on that?

We should point out that long ago, the state-run *ENIs* have been diminished in the country. This does help neither young people nor the system. For example, at the end of the 90’s, the Ministry decided to close *École Normale de Damien*, which was an asset for the educative system throughout the country. It has been replaced by *CFEF (Centre de Formation pour l’École Fondamentale)*. *CFEF* currently occupies the same space where *École Normale de Martissant* used to be; it is also closed down. It is true *CFEF* does not stop confirming that it has its spot because it formed teachers who graduated from that institution. However, the *Écoles Normales* were not supposed to be closed. One did not bother the other. For example, *École Normale de Damien* located at the north entrance of the capital; it used to receive young people throughout the country. Instead of just closing it (those are responsible), they could have turned it into *École Normale Moderne de Damien*. That would be something very important for the system. We are hoping that those who are responsible in the Ministry would revise this decision, especially when we know that *CFEF* is not able to receive the amount of young people knocking at its door each year. This would diminish the amount of youth who are obliged to sell their energy and their capacity in the [Dominican Republic](#), in [Chile](#), and other places because they don’t have means to learn anything.

What impact does this have on the fundamental level, as basic education?

A thorough reform of the educative system should give the fundamental level its entire spot, because it’s the base. *École Normale des Instituteurs (ENI)* should be multiplied in the country. There should have had been willingness also to make them more attractive as possible, the same way it is for [École Normale Supérieure \(ENS\)](#). The Ministry and the *UEH* Rectorate can think of sitting down together to see how the cursus of this formation could be evaluated to reinforce it, and bring it up to the “*Licence*” level; that would valorize the trade. As it is the case in other countries, a teacher who graduated from *ENI* should have been able to do a master and doctorate in the same field. Also, can the *ENIs* be a department within the Faculty of Science of Education of the State University of Haiti?...

*Note

- Some of the Creole languages spoken in different parts of the world
- Algunos de los idiomas criollos que se hablan en diferentes partes del mundo
- Certaines des langues créoles parlées dans différentes parties du monde
- Einige der kreolischen Sprachen, die in verschiedenen Teilen der Welt gesprochen werden
- Kèk nan lang kreyòl ki pale nan diferan pati nan lemond.

Creole varieties: [Haiti](#) (fbc), [French Guiana](#) (fbc), [Guadeloupe](#) (fbc), [Jamaica](#) (ebc), [Mauritius](#) (fbc), [Rodrigues](#) (fbc), [Cape Verde](#) (pbc), [Curacao](#) (Papiamentu, pbc), [Dominica](#) (fbc), [Louisiana](#) (fbc), [Martinique](#) (fbc), [Seychelles](#) (fbc), [Saint-Lucia](#) (fbc). Etc...

| | | | |
|-----|--------------------------------------|------------------------|----------------------|
| ebc | English-based creole | Créole à base anglais | Kreyòl a baz anglè |
| fbc | French-based creole | Créole à base français | Kreyòl a baz fransè |
| pbc | Portug-based creole | Créole à base portug. | Kreyòl a baz pòtigè |
| sbc | Spanish-based creole | Créole à base esp. | Kreyòl a baz espayòl |

ANNEXED TEXTS

- ALLEN, Jeff. *Automated /Machine Translation (MT)*, Haitian Creole and other Creole languages, Speech Technologies, Language Software.
- CHERY, Pierre Michel. *Douz (12) Prensip Bwa Kayiman : The Twelve Bwa Kayiman Principle*. (English translation by Emmanuel W. Védrine).
- CHERY, André Vilaire. *Dictionnaire de l'évolution du vocabulaire français en Haïti (dans le discours politique, économique et social du 7 février 1986 à nos jours)*.
- DEGRAFF, Michel and Glenda S. Stumps. «Ann bati lekòl tèt anwo: lang manman, pedagoji ak teknoloji kòm engredyan fondal natal pou yon chanjman radikal». *Journal of Haitian Studies*, Vol 24, #2. Fall 2018, pp. 114-124.
- DEGRAFF, Michel and Mandaly Louis-Charles. *Ann chante alfabè kreyòl la*. (Haitian Creole alphabet song).
- . *New developments... aiming toward a paradigm shift in Haiti's education system*. (interview) Jacques Pierre and Michel Degraff.
- DESHOMMES, Fritz. *L'UEH annonce de nouvelles mesures concernant les mémoires de sortie*. 31 oct. 2017.
- DUGE, Jean Armoce. *Manyèl Kreyòl (1^e, 2^{èm}, 3^{èm}, 4^{èm}, 5^{èm}, 6^{èm}, 7^{èm}, 8^{èm} ane fondamantal)*. C3 Éd. www.C3editions.com
- GANGOLLI, Anjali. «*L'enseignement du français langue étrangère aux enfants en milieu institutionnel: Le cas de l'Inde*». Thèse de Doctorat en sciences du langage. Université de Bourgogne – Franche-Comté École doctorale LECLA (Lettres, Communications, Langues, Arts). 2017. 469 p.
- HYPOLITE, Michel-Ange. «*Bèbè Gòlgota: bouskay sitwayènte ak diyite*». *Translation from Haitian Creole to English* by Emmanuel W. Védrine).
- LÉGER, Frenand. *Pawòl Lakay: Haitian-Creole language and culture for beginners and intermediate learners (2nd ed.)*. Coconut Creek, Florida. *Educa Vision Press*. 475 p.
- LORQUET, Joël. *Boukan Dife Literati ak Joël Lorquet, lexical data* (edited by) Emmanuel W. Védrine.
- MAPOU, Jan (Jean-Marie Willer Denis). *D.P.M Kanntè (Dirèk Pou Miyami, play)*. (Translated from Haitian Creole to English by Emmanuel W. Védrine).
- MASON, Marilyn (web editor). *The Creole Clearing House*. [Authoring and Documentation Workflow Tools for Haitian Creole; Automated Creole Orthography Conversion; Computing in Creole Languages].
- OREM, William. *Book of Changes: the preservation of Creole, a nuanced language*. (Research & Creative Activity. Vol. XXIII, No. 1, April 2000. Indiana University).
- PALLI, Francesca (web editor). *Creole Languages and Cultures*.
- PIERRE, Gotson. *Interview with Haitian linguist, Emmanuel W. Védrine...* Oct. 2000.
- SHAPIRO, Norma and Adelson-Goldstein. *Oxford Picture Dictionary English-Haitian Creole*. [Bilingual Dictionary for Haitian Creole speaking teenage and adult students of English. 2nd ed... "4,000 words and phrases are organized thematically within 163 topics. Includes English to Haitian Creole translations of vocabulary throughout, and an extensive index in Haitian Creole at the back of the book. A fully integrated vocabulary development program in American English"].
- THÉLUSMA, Fortenel. *Le créole haïtien dans la tourmente: faits probants, analyse et perspectives*. C3 Éd. 2018. 188 p.
- . *Elements didactiques du créole et du français: le cas de la prédication nominale, des verbes pronominaux et du conditionnel*. Imp Éd. des Antilles. 2009.
- . *L'enseignement – apprentissage du français en Haïti: constats et propositions*. C3 Éd. 2016.
- . *Mon nouveau manuel de grammaire française*. 5^e AF. 2016.
- . *Mon nouveau manuel de grammaire française*, 6^e AF. 2016.
- . *Mon nouveau manuel de lecture française*, 7^e AF. 2017.
- . *Mon nouveau manuel de lecture française*, 8^e AF. 2017.
- . *Mon nouveau manuel de lecture française*, 9^e AF. 2018.
- . *Mon nouveau manuel de communication française*, 3^e AF. 2018.
- . *Mon nouveau manuel de communication française*, 4^e AF. 2018.
- VALDMAN, Albert. *Ann pale kreyòl: an introductory course in Haitian Creole*. 2001 (revised ed.).
- . *Haitian Creole – French – English Dictionary*. Bloomington, IN: Indiana University Press. 1981.
- . *A Learner's Dictionary of Haitian Creole*. (with Rozevel Jean-Baptiste and C. Pooser). 1996.
- . *Dictionary of Louisiana Creole* (with T. Klingler, M. Marshall, & K Rottet).

- . *Dictionary of Louisiana Creole*. With T. Klingler, M. Marshall, & Bloomington: Indiana University Press. 1998.
- . [Discovering Cajun French, CD-ROM](#). [Discovering Cajun French through the spoken word : À la découverte du français Cadien à travers la parole].
- . *Le français en Amérique du Nord*. (sous la direction de: Albert Valdman, Julie Auger, Deborah Piston-Hatlen). 2005. 592 p.
- . *Haitian Creole-English Bilingual Dictionary* (the "DICO Project", Vol. I). 2007. 781 +xxxiv p. Indiana University-Creole Institute. (Emmanuel W. Védrine, Frenand Léger, Jacques_Pierre, Nicolas André: Native Speakers Editing Team).
- . *English-Haitian Creole Bilingual Dictionary*. 1148 p. iUniverse. Bloomington, IN. 2017. Albert Valdman (editor). The "DICO Project", Vol. II.
- VEDRINE, Emmanuel W. [Abstracts : Abstrè](#) (on the problem of schools in Haiti).
- . [Agriculture, the first target for Haiti's development](#). *Boston Haitian Reporter*, July 2004. [Haitian creole Version : Vèsyon kreyòl](#).
- . [A Bibliography of Theses and Dissertations related to Cape Verde](#). June 2005.
- . [A Bibliography of Theses & Dissertations related to Haiti \(20th Century\)](#). March 2008.
- . [A Bibliography of Theses and Dissertations related to Haiti \(From 2001-2004\)](#).
- . [A Bibliography of Theses and Dissertations related to the Dominican Republic](#). Sept. 2005. E. W. Védrine, Andrés Paniagua. University of Massachusetts-Boston. [Research done upon the request of His Excellency, Dr. Leonel Fernandez (former President of the Dominican Republic), and presented at the Dominican-American National Roundtable, 8th Annual Conference held at The University of Massachusetts-Boston. Oct. 2005].
- . [An Annotated Bibliography on Haitian Creole](#): a review of publications from colonial times to 2000. Educa Vision. 700 p. [Research presented at the Linguistic Conference held in Cayenne, French Guiana (from May 9 – 11. 2003, organized by the «Laboratoire des Sciences Sociales IRD de Guyane»), on the languages spoken in French Guiana. Also presented at the "17th Annual Haitian Studies Association", held at University of Massachusetts-Boston, Oct. 2005.
- . [Aristide in past tense: homework to be corrected by Préval, Haiti's new elected president](#).
- . [Barack Obama](#) (presidential candidate) Speech : Diskou Barack Obama (kandida alaprezidans).
- . [Bibliographie Haïtienne et Indices Bibliographiques](#). (edited by) E. W. Védrine and Francesca Palli.
- . [D.P.M Kanntè](#) (play) by Jean Mapou : a bridge between fiction and reality. (Book review and English translation of the book by E. W. Védrine).
- . [Does Haiti really need a Creole Academy? : Èske Ayiti reyèlman bezwen yon akademi kreyòl?](#)
- . [A look at the problem of schools in Haiti](#). (comments and suggestions) E. W. Védrine).
- . [A look at the problem of schools in Haiti](#). (essays and interviews on the problem of schools in Haiti and interviews with some Haitian educators in diaspora). 1994. Soup to Nuts. 2nd ed., 2007. 221 p. E. W. Védrine.
- . [Charla Lingwista Haitiano Emmanuel W. Védrine](#) (na NAAM (Curaçao). [On *Haitian Creole Bibliography*, 200 years of publications. Courtesy of [Myriam Lavache](#) (Haitian Creole, Papiamentu translator): *Kreyòl Pale, Kreyòl Konprann Institute of Spoken Kreyol*. Curaçao. Richenel Ansano (Director of NAAM]. [Yaniek Pinedo](#) (translator: Haitian creole, Papiamentu, and Spanish). 2016.
- . [The use of Creole in schools in Haiti](#) (use of the urban variation and the tendency to reject the rural one: Sociolinguistics and the reality behind it).
- . [Dictionary of Haitian Creole Verbs with phrases and idioms](#). 1992. Soup to Nuts: Cambridge, MA. 246 p. [Reprint by Educa Vision]. [Research ref. in *Haitian-English Dictionary*, University of Kansas; ref. in *Haitian Creole-English Bilingual Dictionary* (HCEBD). Indiana University-Creole Institute. 2007 2007.
- . [Dictionary of Haitian Proverbs](#). (Unpub manuscript).
- . [A look at two dictionaries on Haitian Creole](#) : Yon koudèy sou 2 gran diksyonè sou kreyòl ayisyen.
- . [Educating Haitian Youth and the Haitian Community in Diaspora](#).
- . [English – Haitian Creole Dictionary of Medical Terminologies](#). (Unpub manuscript).
- . [A healing paradigm for a new Haiti](#) (essays).
- . [Interview with André Vilaire Chéry](#) (on the evolution of Haitian Creole, post *dechoukay* or after February 7, 1986). Indiana University-Creole Institute. 1999.
- . [Does Haiti need more mediocre universities after January 12, 2010?](#).
- . [Est-ce le créole un bon outil pour apprendre à l'école en Haïti? : Is Creole a good tool to learn in school?](#).

- . [20 Fraz Kreyòl Potomitan : Twenty Key Creole phrases](#). E. W. Védrine. [Translators & Editors: Aude Fawaka Désiré, CLASH (*Comité de Liaison d'Application des Sources Historiques*), Ernest Pépin, Francesca Palli, Franswa Sintomer, Hilda de Windt Ayoubi (Papiamento, Dutch, Spanish studies), Jean-S Sahaï, Ines Angela Pellegrini, Lindy-ann Alexander, [Marilyn Mason](#), Marlin Augustin, [Maxette and Malte Olsson](#), Miguel Calzada, Penda Choppy, [Raphaël Confiant](#), Sedley Richard Assonne].
- . [Gramè Kreyòl VEDRINE Grammar of Haitian Creole](#). 1996. 354 p. [GKV Index](#).
- . [Haiti, for a practical education on Fridays](#) : Ayiti, pou yon edikasyon pratik lè vandredi.
- . [Haitian Creole Data base](#): (source: *Haïti Progrès*, newspaper, 2004). [Model of edited database: Modèl bank done leksikal tou edite pou [lojisyèl ipèbaz](#) (for hyper base [software](#))].
- . [Haitian Creole Data base: Kri pou liberasyon](#) (Cry for liberation: a collection of poems in Haitian Creole). 2008. [Model of edited Creole database (for hyper base software) : Modèl bank done leksikal tou edite (pou [lojisyèl ipèbaz](#))].
- . [Haitians' Presence and Contribution to the Society of Curaçao](#) : Prezans ak Kontribisyon Ayisyen nan Peyi Kiraso.
- . A hidden norm in the standardization process of Haitian Creole that would be acceptable by the whole Haitian population and how to manage it. (Presentation). Haitian Studies Association, 18th Conference. University of Virginia, Charlottesville, VA. 2006.
- . [Good luck to Haiti's next president](#). *Boston Haitian Reporter*, Vol. 6. Issue 12.
- . [Ide pou kreye yon 'High School Ayisyen' prive nan Boston](#). 1994. 109 p. ([Idea to found a Haitian Private High School in Boston](#) (debate)).
- . [Some superstitions in Haitian culture](#) : Kèk sipètisyon nan kilti ayisyen.
- . [Questioning Haitian Culture to learn more about it](#) : Kesyon kilti ayisyen pou aprann plis de li.
- . [Ti istwa kreyòl : Short stories in Haitian Creole](#). Soup to Nuts. 1994. 115 p. [Reprint by [Educa Vision](#)].
- . [Konbit bibliyasyon elektwonik pou ede nan difizyon lang kreyòl la Ayiti](#). Collective electronic publications to help in the diffusion of the Creole language in Haiti).
- . [Kreyòl without toil : an introductory course to Haitian Creole](#).
- . [Leksik kreyòl : Creole lexicon](#).
- . [Teaching materials for schools in Haiti](#).
- . «Une norme sous-entendue dans le processus de la standardization du créole haïtien qui serait acceptable par toutes les couches sociales de la population haïtienne et comment la gérer». (presentation). Haitian Studies Association, 18th Conference. University of Virginia, Charlottesville, VA. 2006.
- . [October 28, International Creole Day, and what?](#).
- . [Haitian authors, editors and translators... know your rights and respect others'](#).
- . [Men I anlè a I ap vini](#) (*He is in the air coming*, short story). Orèsjozèf Pub. 34 p.
- . [Mouri pou libere Ayiti \(short story\)](#) by E. W. Védrine with translation in other languages [English: *Dying for Haiti's liberation* (by E. W. Védrine, author); French: *Mourir pour libérer Haïti* ([Jean-S. Sahaï](#)); German: *Sterben, um Haiti zu befreien* ([Ines Angela Pellegrini](#)); Italian: *Morire per liberale Haiti* ([Francesca Palli](#)); Japanese: Mihoko Tsunetomi; Latin: (Vittore Nason); Papiamentu: *Muriendo pa liberashon di Haiti* ([Yaniek Pinedo](#)); Russian: *Karlova Ekatarina*); Spanish: *Morir para liberar Haiti* ([Miguel Calzada](#))].
- . [Path to the most ever published bibliography research on Haitian Creole](#).
- . [Petit lexique du créole haïtien](#). (historical linguistics). Orèsjozèf publications. 87 p.
- . [Published Poems](#) (in periodicals, anthologies, and books) : Powèm Pibliye.
- . [Peyi m rele Ayiti : My country is Haiti](#).
- . [Premye etap avèk yon òdinatè](#). (First step with computers, the first computer training manual in the Haitian language : Premye manyèl an kreyòl pou trening òdinatè). Editors: Emmanuel W. Védrine, Emily Miksik, and Jean Aupont. A presentation of Prof Ansanm. Publisher: Eastern Digital Resources.
- . [Retard dans l'enseignement des langues étrangères en Haïti](#).
- . [Research & Publications](#) (summary).
- . [Rezo Etidyan Ayisyen, Ayiti – Dyaspora](#) : Network of Haitian Students, Haiti – Diaspora.
- . [Ritardo dell'insegnamento delle lingue straniere nelle scuole di Haiti](#).
- . [Orientation seminar for Haitian students coming to the United States](#).
- . [Sezon Sechrès Ayiti](#) (woman istorik, [tèks pou nivo segondè](#)). 1st ed. Soup to Nuts, 1994. 2nd ed., JEBCA editions. 2014. 224 p. Season of drought in Haiti (historical novel). *Temporada di sekura na Haïti* (novela na papiamento). [Model of edited database for hyper base [software](#) : Modèl bank done leksikal tou edite pou [lojisyèl ipèbaz](#)].

- . [Some reflection for a new Haiti after January 12, 2010](#). *The Mass Media*, Vol. XLIV #7. Feb. 2010, pp.11, University of Massachusetts-Boston.
- . [So many political parties, so little progress](#). *Boston Haitian Reporter*. Vol. 7, issue 5, May 2008.
- . [Suzanne Comhaire-Sylvain : a bibliography of her publications](#).
- . [Standardizing Haitian Creole: a round table discussion](#). *Haitian Studies Association*, 18th Conference. University of Virginia, Charlottesville, VA. 2006. [Panel: Emmanuel W. Védrine, Marc Prou, Albert Valdman, Josiane Huducourt-Barnes].
- . [Tardiness in foreign language teaching in Haiti's schools](#).
- . [The cultural richness of Haiti, an unexploited mine](#) : Richès kiltirèl Ayiti, yon min ki poko esplwate.
- . [Tontongi's clarification and demystification in his book, Critique de la francophonie haïtienne](#).
- . [Translation of Medical Terminologies](#) : English – Haitian Creole.
- . [Twenty cents of consciousness to become a better person](#).
- . [Di yon vèb, tire yon kont](#). (2nd ed. : Say a verb, I will tell you a riddle in Haitian Creole). [Riddles in Haitian Creole]. Educa Vision. FL.
- . [Un stylo international](#). (An international pen). [Poetry in 7 languages, including 24 in French]. Soup to Nuts: Cambridge, MA. 61 p.
- . [Védrine committed to bridging language gap](#). Martine Louis. *Boston Haitian Reporter*.
- . [What are the presidential candidates' credentials in Haitian Society?](#) *Boston Haitian Reporter*. Oct. 2005.
- . [What to do with the Haitian Army?](#) *Boston Haitian Reporter*, Nov. 2006.
- . [Working harder to bridge the generation gap](#). *Boston Haitian Reporter*, March 2006.

[In praise of the author](#) • [Send your comments](#)