

### III-Project Description

The Catholic Educational Project will be applied only to the extent that structures are properly created to welcome and facilitate its development in schools. Two years after its creation in 1987 the CEEC formed the Diocesan Education Committee (CRC) with the executive arm of the Diocesan Office of Education, regional counterpart of the Central Office of the National Plan. And remained there without being able to develop the basic structures that facilitate the implementation of educational action. Structuring of the database is needed more than ever if we want the implementation of the CEP. Four elements of the basic structure are necessary and indispensable: the government school, the School Committee, the Parish Board of Education and the Diocesan Committee area.

It is imperative that the basic structures are created for the implementation of the PEC and thus changes in the organizational structure of the CEEC.

#### 3.1-The basic elements to be considered in the context of the implementation of the PEC

##### 3.1.1-The Government School (GS)

It is an organization that brings students or students to participate in the operation, the life and goals of the school. School government, like the government of a country identifies various departments to create in order to provide services to the educational community. In this context the government school Ecole St Michel priestly Berrette, Parish of Cavaillon could be established departments created according to the school's needs in health, education, healthy environment, economics and finance, agriculture, in implementation of the CEP, etc.. The school elects a prime minister and a president to coordinate the activities of service workers to give to the student population.

Students are the main actors of proper functioning of the school, they Paradoxically exclusively the role of learner that is to say that assimilate different knowledge. The implementation of the Educational Project Catholic can not simply tell them what to do at school and in their lives as educators are usual but the Project Implementation CEP will involve students in the first place its realization through the establishment of schools in each Government Catholic schools in Haiti. This form of accountability learners is their involvement in various aspects of the operationalization of the PEC to forge a new citizen and Christian for a new Haiti.

##### 3.1.2 The School Committee (EC)

It brings together representatives of all those involved in the school. So in this committee found parents, students, school principal, a teacher representative, the notables of the community, local elected officials. The School Committee has the task of making everyone's education. He decides to give directions to the school so that it

finds solutions to some problems of financial, administrative, educational, education, etc..

### 3.1.3-The Parochial Committee of Education (CPE)

This committee aims to bring together representatives of school committees around the parish priest as president to create unity schools in the parish, solidarity and brotherhood that will facilitate the implementation of a project in the occurrence of PEC.

There are major differences between the Catholic schools of the same parish. Generally public and private church schools are better off, have a suitable room well built, clean, with adequate school furniture, students are provided with sufficient teaching materials, faculty is better trained. And it goes without saying that students perform better on exams officials of the Ministry of National Education.

However, things go differently in schools and autonomous Catholic priestly few exceptions. Many of them are dilapidated and painfully pass exams MENFP. There are those who arrive with barely literate.

The fact that all Catholic schools, wealthy or poor are called to work together in the implementation of a joint project, the fact that all are called to work in a Parochial Committee of Education will not doubt synergy and solidarity needed to bridge the gaps between them for better collaboration, better contribution to the common task of building a quality school, that of evangelizing. Exchanges of all kinds are to hope that all schools are Catholic schools and Catholic at the same time.

### 3.1.4-The Committee of Diocesan Zone (CZD)

Schools regardless of their size and resources can not live their dynamism in isolation, as if they were sufficient in themselves. Their willingness to relationship and collaboration with other expressed their solidarity in the educational task, especially in the formation of diocesan committees zones. These networks or committees bring together areas diocesan institutions who wish and who consider their necessary coordination in this structure is more efficient and better service.

It is by no means a structure superimposed on others, but a device intended to refocus all the shares in their natural convergence, which is and can only be the establishment or school. It promotes communication and inter catégorialité grows, teamwork.

Diocesan Committees Zones will be established from the pastoral areas of the diocese commonly called deaneries. The dean responsible for the area shall be ex officio the chairman. Members of law will all parish priests Zone and directors elected to represent the different types of schools. The other members shall be selected from teachers, parents and students. On average, it is established by six zones diocese.

### 3.1.5-A base for a pastoral school overall

These first four elements of the basic structure of the CEEC and the government school, the school committee, the Committee Parish Education Committee and the Diocesan area are essential to any achievement of a common goal to Catholic schools because involve all those concerned with the education of students through parents, teachers, principals, community leaders, parish priests. The Parochial Committee of Education provides a solid foundation that guarantees the realization of any project aimed at schools, but also and above all it can to serve a pastoral work from the school as "subject Church".

It is important not to stop there because there is a very significant battle to carry on with our parents sides met in well structured associations.

### 3.1.6-The Parish Association of Parents (APP)

Once the school committee and the committee formed parish education there is a step to the creation of an association of parents parish. This is the stem cell of this great movement of parents to improve quality in schools to encourage the Haitian government to be more responsible.

APP is powered by representatives of parents of all Catholic schools in the parish. It aims to:

- . Improving the quality of education in the Catholic schools of the parish
- . The promotion of cultural values and civic
- . The beautification of the environment
- . Access to all school-age children in primary school, secondary and vocational
- . The creation of healthy recreation for young and old
- . Training for young and old, etc..

There is no country in the world where the state is as disinterested in the education of his son in Haiti. The figures speak for themselves: there are 90% of non-public schools and only 10% of public schools. There is a plea to go before the state commits itself subsidizing the training of teachers, the salaries of these, the student materials, renovation and construction of schools, equipping schools with furniture .

To achieve these goals, the spearheads to effectively use the parents must demand quality education for their offspring. This can be done only through well-structured groups. It is entirely appropriate that when the structure of the CEEC it is three complementary and indispensable to sustainable action.

### 3.1.7-The Federation of Diocesan Parents (PDF)

Diocesan Federation of Parents brings together representatives of all associations parish Parents to harmonize the regional policies and claims of parents of Catholic schools.

### 3.1.8-The National Confederation of Parents (NOC)

At the national level the National Confederation of Parents (CNP) has policies and claims at the state of Haiti, its government, the Ministry of National Education and within the National Office of Partnership Education with a place reserved for him as a full member.