

From Plans to Action: Launching Project Trinitē

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Introduction

For months, Project Trinitē lived on whiteboards and in proposals, a bold vision to bridge the digital divide by connecting rural and underserved communities to global work. Phase 2 marked the moment where plans became reality. In Haiti and Kenya, we launched our first community hubs—solar-powered, digitally connected workspaces where young people could access tools, training, and opportunities previously beyond their reach.

This launch was not just about technology; it was about empowerment. It proved that global talent exists everywhere, and with the right infrastructure and guidance, even the most remote communities can participate in the global economy.

Executive Summary

The launch of Project Trinitē signaled a turning point. We activated the first hub, enrolled the first cohort of Associates, and began building the foundations of a self-sustaining ecosystem.

The hub is more than desks and laptops. It is a place where youth gather daily to learn, collaborate, and dream bigger. It is also a statement to the wider community: digital work is not an abstract idea, it is real, tangible, and within reach.

Launch Goals Achieved:

- **Establishment of the First Operational Hub:** A purpose-built **8 x 20-foot pod** designed to provide a professional, connected workspace in underserved communities. The pod is equipped with **Starlink internet connectivity**, **solar power systems**, and shared work facilities. Its **steel exterior** ensures durability, while the **wooden plywood interior** provides warmth and regulates temperature for comfort. Inside, a **long wall-mounted table with chairs** creates a collaborative environment where Associates can sit together and work as a team.
- **Enrollment of 45 Associates** across Haiti and Kenya in the first digital training cycle, with participants ranging in age from **18 to 30 years old** representing a dynamic group of youth ready to seize global opportunities.
- **Community Outreach and Engagement:** Project Trinitē worked hand in hand with **local leaders including chiefs, village elders, churches, and schools** to establish trust. In Kenya, outreach included partnerships with **Alaskena Comprehensive School**, while in Haiti, we collaborated with organizations such as **St. Rock Hospital Foundation**. These efforts created excitement, credibility, and a sense of ownership across the communities.

Target Outcomes for Early Rollout

The launch phase was designed to deliver measurable outcomes that would not only validate the Project Trinitē model but also inspire confidence among community members and partners.

- **Enrollment of Associates with Academic and Professional Backgrounds:** A total of **45 Associates** were enrolled across Haiti and Kenya in the first training cycle. These young people, aged **18 to 30 years**, came with diverse qualifications, having graduated from colleges and universities in fields ranging from business and education to technology and community development. By engaging Associates who had already completed their studies, the program tapped into a motivated pool of graduates ready to apply their knowledge and transition into meaningful digital opportunities.
- **Deployment of Fully Functioning Digital Infrastructure:** The hub was equipped with the tools needed to enable global connectivity and learning. Each pod contains **laptops, Starlink-powered Wi-Fi, solar-powered batteries, and even a digital television** for shared learning experiences. To ensure Associates could communicate effectively across borders, we introduced them to global collaboration platforms such as **Zoom, Stream Yard, Google Meet, Slack, and email communication systems**. Together, these tools created a professional environment mirroring the digital workplaces Associates would later engage with.
- **Implementation of Community Awareness Campaigns:** Awareness-building was essential to creating trust and participation. Project Trinitē leaders and Associates engaged different audiences through creative outreach:
 - **Executives** took part in a town-hall style event in **Plymouth**, where the project's global mission and community-centered approach were shared.
 - **Associates** visited local schools, where they introduced digital literacy concepts to students and inspired younger generations.
 - **Managers** facilitated storytelling sessions in **churches, village meetings, and community gatherings**, weaving narratives of hope and opportunity that resonated deeply with families and leaders.

These outcomes not only validated the project's launch strategy but also strengthened ties between Associates, local communities, and global partners—laying the foundation for sustainable growth in underserved communities.

2. Training Priorities

The training program became the centerpiece of the launch, not only equipping Associates with digital tools but also reshaping how they saw themselves in the global workforce. Since the Associates came from **different professions and educational backgrounds**—ranging from business graduates and teachers to community workers and young entrepreneurs—it was clear that a one-size-fits-all approach would not work. To build an even playing field, training was designed to combine **technological development, digital literacy, and essential life skills**, ensuring that every participant, regardless of background, could thrive.

Core Skills Targeted

- **Technical & Digital Development:** Associates learned how to use laptops effectively, troubleshoot IT challenges, and navigate online work platforms such as Upwork and Fiverr. They were also introduced to content creation, social media management, and digital tools that businesses use daily. This helped bridge the gap for those who, despite being graduates, had not previously interacted with advanced technology.
- **Digital Literacy:** Many Associates had strong academic knowledge but limited exposure to digital tools. Training focused on teaching them to communicate professionally via email, collaborate on Slack, host meetings on Zoom or Google Meet, and present confidently on platforms like Stream Yard. These skills are the foundation of remote global work.
- **Life & Professional Skills:** Beyond technology, Associates were trained on critical life skills—time management, communication, teamwork, and leadership. They learned how to work across cultures, deliver on deadlines, and manage client relationships. For example, group exercises in both Kenya and Haiti required Associates to collaborate on digital proposals, mirroring the expectations of international projects.

Training Delivery Methods

- **Workshops & Bootcamps:** These were the heartbeat of the training program—practical, hands-on sessions where Associates learned by doing rather than just listening. **Project Trinitē partnered with Generation Kenya**, a leading workforce development initiative, to shape the structure of these workshops and ensure they were grounded in proven instructional methods.

Generation Kenya has successfully trained thousands of young people across the country by blending technical training with life skills, coaching, and mentorship. Its model emphasizes **experiential learning**, where students repeatedly practice real-world scenarios until the skills become second nature.

- **Mentorship Programs:** Each Associate was paired with experienced mentors who guided them in specific areas of professional growth. This mentorship proved invaluable, with experts generously sharing both knowledge and encouragement:
- **Julie Thompson and Tracy Corp** provided guidance on **Marketing, Communication, and Outreach**, teaching Associates how to present themselves and their projects effectively.
- **Mr. Dave Connor** mentored Associates in **social media management, creative storytelling, and digital tools** such as Canva, Stream Yard, and Brevo, ensuring they could communicate impactfully online.
- **Rick Holden** offered training on **impact paper writing**, helping Associates craft professional narratives that could engage stakeholders and potential partners.
- **Allison Farquharson** trained Associates on **website building using WordPress**, equipping them with practical web design skills to support projects and organizations.
- **Garry Simon** guided Associates in **entrepreneurship and strategic partnership building**, fostering a mindset of innovation and collaboration for long-term success.
- These mentors bridged the gap between local learning and global expertise, giving Associates access to insights and skills that matched international standards.
- **Peer-Led Learning Circles:** Beyond external mentorship, Associates also learned from one another in structured peer-learning groups. This model was especially effective because participants came from diverse professional and educational backgrounds. Those with stronger digital skills taught their peers basic computer use, while graduates with backgrounds in business or education shared leadership and communication techniques. In practice, an Associate who had just mastered creating a professional email would immediately show others how to do the same. This cycle of peer-to-peer knowledge transfer created **a culture of collaboration and shared ownership**, ensuring that no one was left behind and that knowledge stayed rooted within the community.

3. Challenges & Mitigation

Launching a project of this kind in underserved regions came with several challenges that had to be navigated carefully to ensure long-term success.

Key Challenges

- **Resource Constraints:** Many Associates arrived without personal laptops or reliable devices. This meant that for some, the Project Trinitē hub was their very first experience using a computer consistently. While this demonstrated the critical need for the hub, it also slowed early progress as trainers had to start with absolute basics before moving into advanced skills.
- **Power Supply:** Since Project Trinitē depends exclusively on solar energy, power interruptions became a recurring issue. On cloudy or rainy days, electricity production dropped sharply, forcing Associates to either shorten training hours or reschedule sessions. Limited battery storage capacity further compounded the problem, as devices could not stay powered for evening classes or extended workshops.
- **Starlink Access:** While Starlink connectivity has been a game-changer, it also came with its own challenges. Initial setup required technical expertise, and in some instances, bandwidth fluctuations caused disruptions during live sessions on Zoom or Google Meet. This was especially frustrating when Associates were in the middle of mentorship calls with international trainers. The cost of maintaining consistent access was also a strain, underscoring the need for sustainable partnerships.
- **Community Buy-In:** At the start, not everyone was convinced that digital work could truly benefit the community. In some villages, elders questioned whether young people would actually secure paying jobs online. Others feared that technology might distract youth from traditional livelihoods. Building trust required constant communication, transparency, and the showcasing of small but real successes.
- **Sustainability Concerns:** A critical challenge was the risk of dependency on external support. While the hub provided access and training, the long-term vision required local leaders and associates themselves to take ownership. Without this, the hub could risk being seen as a temporary project rather than a permanent community asset.

Mitigation Strategies

To overcome the challenges faced during the launch, Project Trinitē used simple and practical solutions:

- **Getting More Resources:** Since many Associates did not have laptops, Project Trinitē worked with partners and **Non-Governmental Organizations (NGOs)** to provide shared laptops and internet bundles. A rotation system was used so everyone had access.
- **Power Backup:** Because solar power sometimes failed during cloudy days, training sessions were moved to daylight hours. Offline materials were also shared, and the team started planning for backup batteries and generators.
- **Improving Internet:** When **Starlink internet** was unstable, activities that required strong internet (like live mentorship calls) were scheduled carefully. Backup data bundles were used, and Associates were taught basic troubleshooting to reduce downtime.
- **Building Trust in the Community:** Some people doubted the project at first. To change this, Project Trinitē organized **town-hall meetings, school visits, and church sessions,**

where Associates and leaders shared real success stories. This showed families that digital work was possible.

- **Creating Local Ownership:** To make the hub last long-term, Associates were trained to lead peer-learning groups and mentor new members. Local leaders, such as chiefs and elders, were involved in decision-making so that the hub would belong to the community, not just outsiders.

4. Solutions & Adaptations

One of the strongest signs of impact from the launch phase was the **80% success rate** among the first group of Associates. This meant that the majority not only completed training but also demonstrated readiness to apply their new skills. To keep this momentum, Project Trinitē adapted its model in ways that can be repeated and scaled.

- **Modified Training Programs:** Training was customized to fit the different educational levels of Associates. For example, graduates with business backgrounds were given more advanced digital marketing tasks, while others started with basic computer literacy. This flexibility ensured that everyone could learn at their own level and still succeed. In future cohorts, this approach will continue, allowing Associates from varied backgrounds to grow together.
- **Local Mentor Roles and Peer Learning:** Associates who excelled in the first cohort were promoted into peer mentor roles. For example, one Associate who mastered Canva and social media management began leading sessions for others. This created a “train-the-trainer” effect, ensuring knowledge stays within the community and expands naturally as new cohorts join.
- **Leveraging Partnerships for Growth:** Partnerships with organizations, companies, and **Non-Governmental Organizations (NGOs)** proved critical. Support from mentors in areas like marketing, social media, storytelling, and entrepreneurship gave Associates exposure beyond their communities. As new cohorts are added, these partnerships can provide even more mentors and resources, widening the scope of training.
- **Expanding Across Cohorts:** The 80% success rate shows that the model works. By keeping peer mentors involved, using flexible training methods, and building on partnerships, each new cohort can start from a stronger position. Over time, the number of Associates who succeed will grow, creating a cycle where every graduate helps lift the next generation.

This adaptability is what makes Project Trinitē scalable. Every solution tested in the first launch is now a building block for future hubs and training programs.

5. Conclusion & Bridge to Phase 3

At the close of the launch period, Project Trinitē had achieved more than just a working hub, it had built a living model of how technology, training, and community ownership can transform opportunity in underserved regions.

By this stage, Associates had:

- **Acquired Foundational Digital and Operational Skills:** Associates moved from basic digital literacy to confidently using online platforms, managing projects, and applying life skills like time management and teamwork. For example, many learned to set up professional online profiles, manage social media pages for local organizations, and design digital flyers using tools like Canva. These are practical skills they can now use to earn income, support local businesses, and connect to global clients.
- **Taken on Roles as Peer Mentors, Role Models, and Ambassadors:** Success was not measured only by individual growth but also by the ability to inspire others. Associates who mastered skills were encouraged to teach their peers, lead group discussions, and even represent Project Trinitē in schools, churches, and village meetings. In doing so, they became ambassadors of change, showing their communities, that digital work is real, achievable, and beneficial.

This progress sets the stage for **Phase 3**, where the focus will shift to scaling. Expansion will involve:

- Increasing training capacity to include larger cohorts in both Haiti and Kenya.
- Replicating the hub model in other communities, using the success of the 8 x 20-foot pod as a template.
- Building structured pipelines that directly connect Associates to remote job opportunities, internships, and entrepreneurial ventures across the globe.

Through this progression, Project Trinitē moves closer to its vision: turning underserved communities into globally connected talent hubs, where young people can thrive without leaving their roots behind.

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