#### Haiti **Partners**

## QUALITY SCHOOLS QUARTERLY REPORT

**SPRING 2015** 

# QUALITY SCHOOLS STRATEGIC OBJECTIVE

Develop schools that help children realize their potential while driving community development and lifelong learning.

#### COMPONENTS

Children's Academy and Learning Center - P.3 Partner School Network - P.10

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#### CHILDREN'S ACADEMY AND LEARNING CENTER





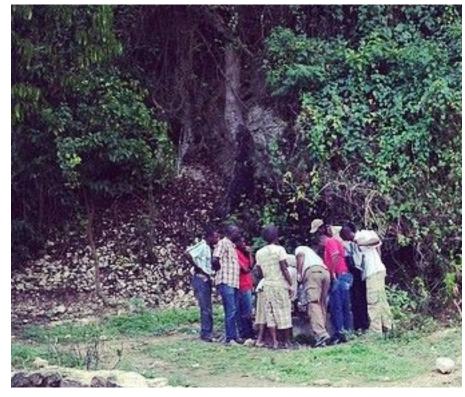
Create a high quality school and learning center grounded in the local community that cultivates civic engagement, innovation, and sustainability and serves as a reference for Haiti's Ministry of Education, Non-Governmental Organizations (NGOs), and other schools.





Social Mapping: On April 7-9 from 8am to 5pm a total of 60 parents plus school staff and trainers from Beyond Borders participated in an activity called "social mapping." A social map is created collaboratively by members of a community in order to reveal what kinds of resources and challenges exist in that community. It shows how many people live in the area, where their homes are, the number of children in servitude (restavèk), the children who have left home to live elsewhere (potential restavèks), people's ages, if they are literate or not, churches, schools, water sources, cemeteries, public places, notable trees, state offices, health services, etc. It then goes on to categorize each family in terms of how at risk they are in order to gauge where future intervention is most needed.







#### May

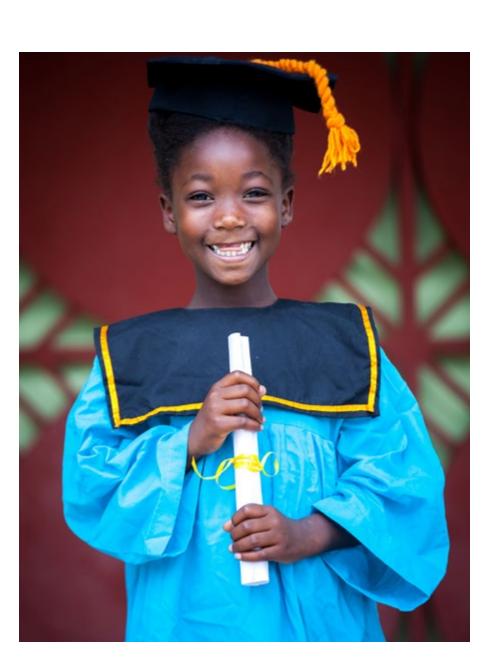
In May we launched a literacy class in partnership with the Secretary of State for Literacy (a Haitiain government agency) through COGEB (a local Association) for parents of Children's Academy students. The group is off to a strong start and currently has 12 participants. It is being led by Children's Academy teacher, Francesse Antoine.

On May 18th the Children's Academy celebrated Haitian Flag Day with a variety of activities, including having students and teachers march around the neighborhood singing patriotic songs. (Video)

Wozo youth choir did a simple <u>music video singing</u> <u>Waving Flag</u>, which was shown at <u>WorldBlu</u>'s annual conference in Miami in May. Wozo continues to meet and practice and do activities every Saturday and Sunday afternoons. They've done two separate concerts this Spring, <u>one for</u> <u>mother's day</u>. This Spring school staff and others associated with the school, like the Wozo Youth Choir, have become advocates for women and children by raising awareness about the issues they face in the community. They do this in venues such as peasant group gatherings, churches, soccer matches, other schools, the health clinic and other community events.

Nobel Peace Prize winner, Muhammad Yunus visited Children's Academy and social business bakery (pictured above). It was wonderful to have him and to receive counsel from him about our bakery.

## June



On Friday June 19 the Children's Academy held its <u>first kindergarten graduation</u>. Thirty students graduated as the school celebrated the completion of its third year in existence. It was a great celebration with hundreds of parents, staff and community members in attendance.

In June we <u>interviewed</u> 8 candidates to fill two teachers positions that will come open when the school adds another class in the fall. Of these, five will be sent to a training with our partners, Amurt. Then, with help from our esteemed friends at Amurt, we will narrow it down to the two hires.





#### Interns

In May, Haley Welch from the University of Miami, and in June, Deborah Shorinde and Maria Oliver from the University of Waterloo joined us as summer interns. They're staying at Bellevue with John and Merline as their hosts and working each day at the Children's Academy assisting in the classroom as well as helping out with afternoon English classes. Haley stayed for three weeks and Deborah and Maria will be with us until August.

In June, recent high school graduate, Eleanor Gerhard along with Nicolas Bernhardt-Lanier attending Lycee Francais in Washington, DC both joined us for three weeks as volunteers at Children's Academy.

In September Hannah Knierim will come stay with us during her gap year (between high school and college) for 7 months. Hannah learned about HP through a former intern, Nicole Groves, who stayed with us last year and volunteered at the Children's Academy.

Michael Palha from Waterloo University will join us for 3 and a half months beginning in September.





Throughout this spring each weekday afternoon volunteer Lisa Reyes has been <u>leading an English</u> <u>language class</u>. The class has been very popular, averaging more than 40 students at times. To improve it, she recently broke the class into beginner and intermediate groups. She currently leads the beginner's class which is averaging 25 students. The classes are made up mainly of local teenagers but also include school staff.

On June 3rd, Lisa's colleague and friend, volunteer Donna Tatum-Johns, began leading the intermediate English language class. The class

went very well, averaging 18 students.

In early June, volunteer Donna Tatum-Johns conducted an English language instruction training introducing a group of Haitian English teachers to an innovative method called TPRS (Teaching Proficiency through Reading and Storytelling). 30 people participated and the training was very well received. (View post-training interview and group photo.)

The second session of language hangouts wrapped up in mid-June. Since January, over 250 hours of one-on-one conversational English language practice took place between American volunteers and Haitian English language students via the internet at the Children's Academy. Jodie Kitchens, our volunteer coordinator of the program, is currently conducting a survey with volunteers to determine how it can be improved for the fall. Though the survey is not yet complete, the responses to date have been very positive with volunteers rating it at an average of 4.25 on a 5 point scale for how fulfilling it was as a volunteer experience.



#### The Rest

In partnership with Beyond Borders, three ESK (Education is Conversation) parent groups <u>continue to meet</u> on a weekly basis with an average of 45 participants. Through ESK, participants confront, first in conversation and then through role-playing and interventions, critical issues that afflict their communities including child abuse, sexual harassment, restavèk, and others.

This spring school staff, <u>Wozo Youth Choir</u> and others have become advocates for women and children by raising awareness about the issues they face in the community. They do this in venues like peasant group gatherings, churches, soccer matches, other schools, the health clinic and other community events.

Since January parent volunteers have worked 11,227 hours, making it possible to get substantial projects done like <u>improving local roads</u>, <u>landscaping and beautifying the front of the</u> <u>school and its grounds</u>, and visiting sick parents.

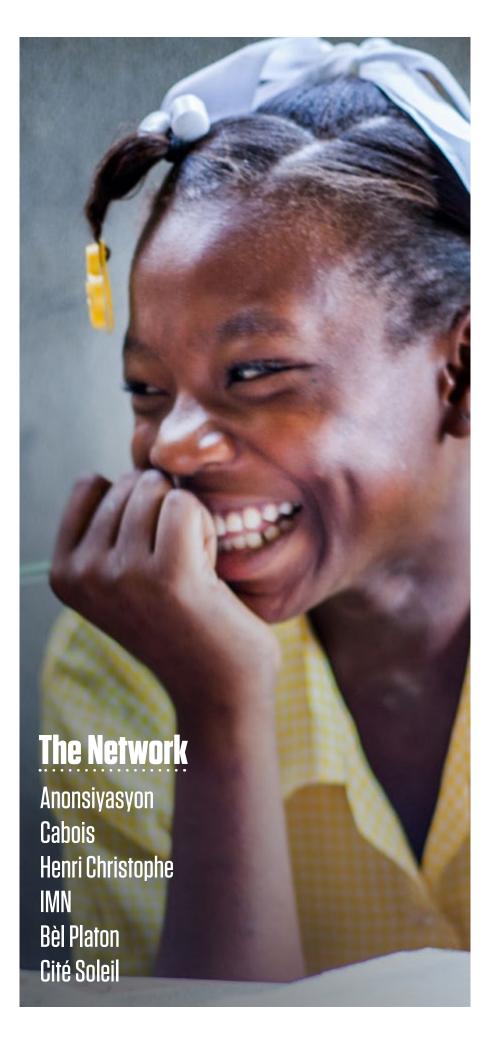
The second floor of Children's Academy 2nd building is complete and the two classrooms are being used regularly for trainings and meetings. Construction of 3rd floor is on hold as we seek funding. In the meantime, 5 of the 13 community members who were trained in construction throughour partnership with Extollo International recently got jobs with Lafito Construction which is currently undertaking a massive port construction project in Port-au-Prince.

In partnership with Haiti Clinic, 10 parents of Children's Academy students are <u>learning to</u> <u>be home health agents</u>. They visit the homes of neighbors and other community members to determine what their health needs are. In Haiti, where many people are unfamiliar with modern medicine, this is a vital strategy to assure that people get the medical care that is available to them. Without it, they can suffer from oftentimes easily treatable illnesses, reducing their ability to take care of themselves and their families.

#### THE PARTNER School Network

#### Outcome

Develop an effective accompaniment approach that helps Haitian schools to improve education, achieve financial independence through social business, and become democratic centers for community development and lifelong learning.

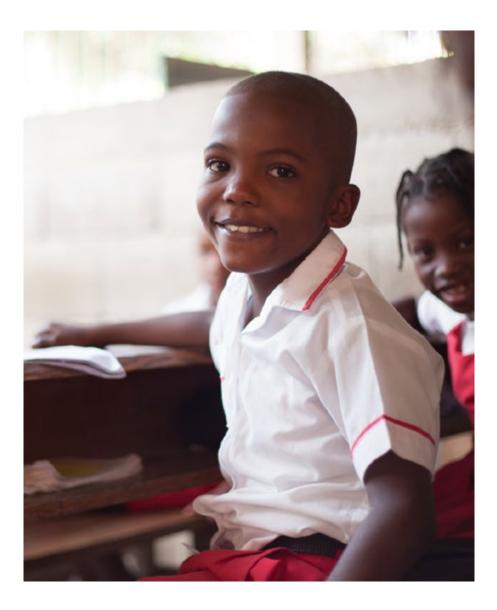


#### IMN

In order to reinforce what students learned about Haitian history in class, on March 27th 34 students plus several staff went to see <u>Fort Jacques and</u> <u>Fort Alexandre</u> in Kenscoff. While there, they also visited a historical museum in the Baptist Mission hospital in Fermathe.

In April and May IMN students participated in an intramural competition sponsored by a local radio station, Radio Educ FM. Students from 12 schools competed on a variety of subjects including: math, science, French, Haitian Creole, sports and culture. IMN was the overall winner of the competition.

In May 35 students plus several staff visited a farm in Grand-Goâve. Students witnessed and learned about tree planting and rabbit, fish and turtle breeding.





#### Henri Christophe

May 1st was Labor and Agriculture Day in Haiti. To celebrate, the school prepared a traditional soup for all students and held activities to teach about local work and agriculture and their importance in Haitian life.

On May 16th the school organized a field trip to Lake Miragoâne. Having never encountered a lake before, students learned what a lake is and also learned about its ecological importance. They also learned about local geography, passing several important towns along the way.





#### **Bèl Platon**

In addition to support from HP, Bèl Platon Community School has established partnerships with both World Vision and Care International to provide them with teacher training. Every two months, 3 teachers go to receive training from them and then return to the school where they share what they've learned with the rest of the staff.

Through an arrangement with the state government, the school is receiving food to provide meals to students on a daily basis. Because of this, attendance has improved, students are arriving earlier and staying later, and they are better able to pay attention and learn in class.



## Cabois

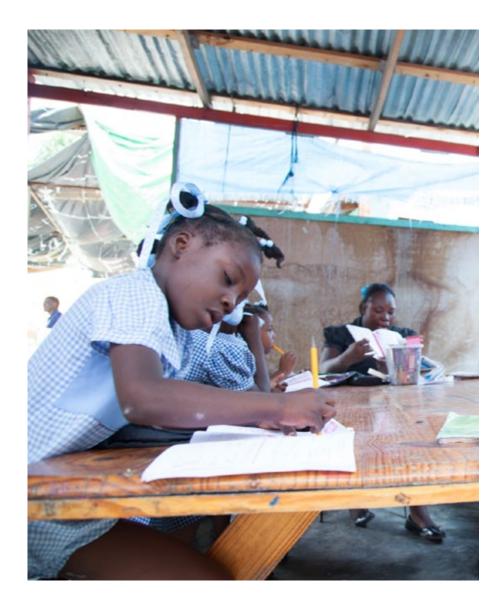
In May students took a field trip to "Madam Vèdye," a local water source that supplies water to the area near the school. They learned about local ecology and also learned about and observed construction of gabion retaining walls (walls made from fenced in stones) at a river in neighboring Fayèt.





## Cité Soleil

In early March CSCS received funding to <u>build a</u> <u>tall wall around the school</u> that will substantially improve security for students and staff. Safety and security is a major concern at CSCS because of recurring gang violence and conflicts between local gangs and police and UN forces. In mid-June, members of the school community participated in a march to promote peace.





## Anonsiyasyon

Half way through the school year, Anonsiyasyon was approached by a 28-year old woman named Islande. Islande had never had the opportunity to go to school before and wanted to enroll. Not being prepared for this, the administration hesitated, but Islande insisted, saying that she wanted to learn to read and write before she died. Recognizing her commitment and feeling that it was in keeping with their mission to provide the most underprivileged a quality education, they decided to enroll her. As of this writing, Islande is nearly through both lesson books the school uses for a whole year, is competently writing her name, and is among her class' top students. We expect her to successfully complete the first grade this year.



