

A young girl with dark skin and braided hair, wearing a blue and white checkered shirt under a dark blue vest, stands with her hands on her hips. She is smiling broadly. Behind her is a green chalkboard with faint, handwritten text in white chalk. In the top left corner, there is a red circular logo with the text 'Haiti Partners' in white.

Haiti  
Partners

QUALITY SCHOOLS  
**QUARTERLY  
REPORT**

Fall/Winter 2015-16



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.8

### LEGEND

- IP Improving Pedagogy
- IA Improving Administration
- IPI Increasing Parent Involvement
- ICE Increasing Community Engagement

### CONTACT US

PO Box 2865 | Vero Beach, FL 32961  
hello@haitipartners.org | 772.539.8521  
www.haitipartners.org



# CHILDREN'S ACADEMY AND LEARNING CENTER




## Outcome

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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.




# CHILDREN'S ACADEMY AND LEARNING CENTER

Parents worked 24,620 service hours in total during the 2015 calendar year. 


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In November we began piloting a teaching approach called *centers*. With centers, students work independently or collaboratively with other students. This changes the teacher's role from being solely responsible for student activity to playing a supporting role as students learn to take responsibility for their own educational activity. This approach is showing promise in teaching young students to identify and follow their interests, cooperate with others, and take responsibility for their own learning. 

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During 2015, Language Hangouts were piloted and implemented, with each of the three 8-week sessions engaging approximately 28 Haitian English students. Over 1,000 hours of volunteer time was realized during 2015. A fourth session began January 18th, again engaging 28 Haitian students. Twenty of these pairings are repeats from the last session. Six students from Chestnut Hill College are planning to become English tutors in the Language Hangout program starting in February. 

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In order to improve students' confidence to speak in large groups and their capacity to express their ideas, the school has introduced a new activity called "Friday Stars." Each Friday when the school lets out, students are invited to present to the whole student body on a topic of their choice. On average 8 to 12 students choose to present. Examples include drumming and how to grill corn. 






# CHILDREN'S ACADEMY AND LEARNING CENTER

[SASA!](#), a methodology for community activism that combats violence against women and girls, continues its implementation in collaboration with Beyond Borders. In early January, 24 people completed a training to become “community activists.” This training was led by two CALC parents. Trainees are currently organizing [their own discussion groups](#) in their communities. We expect a minimum of 10 groups of 10-20 people each will be launched this winter. These groups will meet one hour per week for 8 weeks and will proceed through discussions focusing on images.  

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Four new ESK (Education is Conversation) groups launched the week of January 17 – two at CALC and two in a neighboring community. Groups have 15 participants each and will meet weekly through June. Group leaders – who are CALC parents – receive small stipends, get their time counted towards their service hours at the school, and receive support from Beyond Borders Haiti staff. ESK teaches participants to confront critical issues that afflict their communities including child abuse, sexual harassment, child servitude known as *restavèks*, and others.  

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On December 8th and 9th we screened *Beyond Measure*, a new film documenting the resistance to increased reliance on high-stakes testing in the US education system. The film focuses on alternatives, giving close attention to the challenges and rewards that come with transitioning toward other, more liberating, educational approaches. Over 30 students, teachers, parents and community members attended the screenings which were followed by brief but lively discussion.   





# CHILDREN'S ACADEMY AND LEARNING CENTER

With leadership from volunteer Lisa Reyes, CALC staff developed a new, easy to understand, skills-based report card to track student progress. **IA**

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[Garden plots](#) have been added in front of the school. Students visit the plots regularly where they learn from a local agronomist about native plants and gardening techniques. **IP**

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Two Village Savings and Loans ([VSL](#)) groups were established in November, one for parents and one for CALC staff. Each group has 25 members and both are going very well. Because of the enthusiasm generated by these first two groups, community members are already taking steps to organize and launch two more VSLs. These new groups will be led by Micah Scholars from HP's Churches program and will begin as discussion groups focusing on women's and children's rights. We are very pleased to see this organic exchange happening between our Schools, Churches, and Entrepreneurship programs. **ICE** **IPI**

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We are working with WorldBlu to adapt their [Freedom-Centered Leadership Scorecard](#) tool for use in Haiti. Board member Fequiere Vilsaint translated it pro-bono into Haitian-Creole. Staff will use the *Scorecard* to evaluate CALC in February. **IA**

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Jayne Engle is on track to receive a doctorate in June based on her [post-earthquake research at CALC](#). **ICE** **IPI** **IA**



# CHILDREN'S ACADEMY AND LEARNING CENTER

In November a group of dentists (Tabasamu) and a medical team (Sionfonds for Haiti) visited the Children's Academy. Tabasamu did a training on proper dental care to more than 300 students, parents, and community members. Both groups consulted between 300-400 patients.  



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With an eye towards improving administrative coordination at the school, administrative staff has instituted weekly meetings during which they address both current issues and their relationship to longer term strategic goals for the school. 



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Representatives from [Swa Group](#), [BAR Architects](#), [Ken Linsteadt Architects](#), and [DCI-Engineers](#) convened with Haiti Partners staff in San Francisco in November to work on site and building plans ([photo](#)). All their work is pro-bono. [Site plan](#).

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Through a combination of five weekend clinics staffed by visiting American physicians and regular weekly clinic hours attended by local Haitian staff, over 6000 patients were seen at CALC by [Haiti Clinic](#) in 2015.  

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In November, the school harvested a crop of beans treated with fertilizer from the composting toilets.  

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November through January we've had 17 US-based non-staff guests staying one week or less and three volunteers from Canada or US for longer than a month.





# THE PARTNER SCHOOL NETWORK

## Outcome

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

## The Network

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Anonsiyasyon

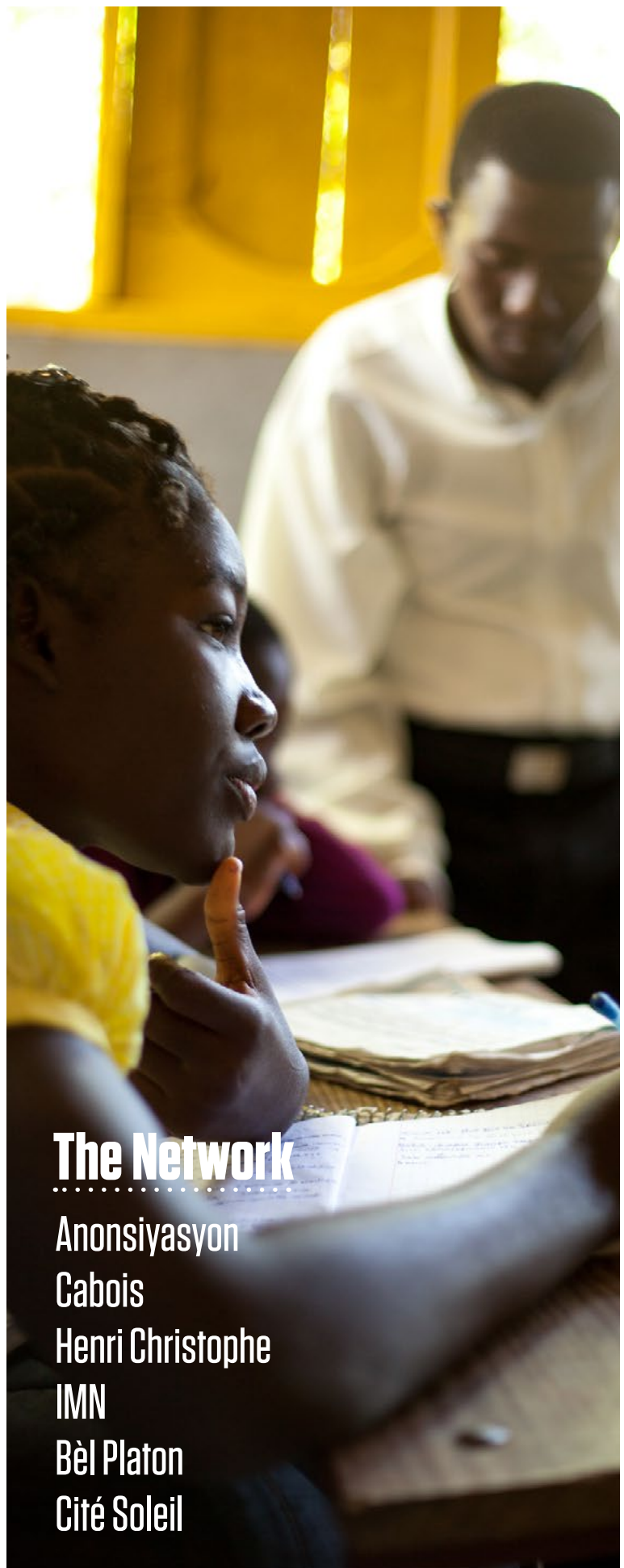
Cabois

Henri Christophe

IMN

Bèl Platon

Cité Soleil








# OVERALL

Total number of elementary students on scholarship via Haiti Partners exceeded 1200 for the first time this year. The exact total as of January is 1209.

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Three of our six partner schools have drafted and approved child protection policies based on Haitian-Creole translation of HP's policy. We are currently reviewing these and expect the other three schools to have their policies adapted for our review by late January. 

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Enel Angervil, in-Haiti program coordinator of the Churches Program, is organizing groups with parents at Caboïs and Henri Christophe Community Schools to pilot the Churches Program's new child protection curriculum. He is also organizing a Village Savings and Loan group for parents of students at our four partner schools in Dabon.  





# Anonsiyasyon

In November school leadership and teachers worked over three days to develop a child protection policy aligned with Haiti Partners'. HP staff and associates are currently reviewing the policy. IA

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Throughout the fall both 3rd and 4th grades participated in Reflection Circles on a weekly basis. IP

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School leadership and teachers worked together to develop a code of conduct for students. This code was discussed with parents and implemented in January. IA

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With support from a church based in the US, Anonsiyasyon began the installation of a solar powered electric system in December. Electricity and maintenance costs will be shared with the neighboring library. Anticipated leftover funds will be used toward adding new classrooms over the coming year.

IA

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Anonsiyasyon took on its oldest student to date this fall, a 58 year old woman named Daniela. Daniela never had the chance to go to school. After being frustrated by her inability to read the Bible and the lyrics to church songs, Daniela came and enrolled at the school. She currently works in the local market in the mornings and comes to class – 1st grade – in the afternoons. Her goal is to complete 6th grade.



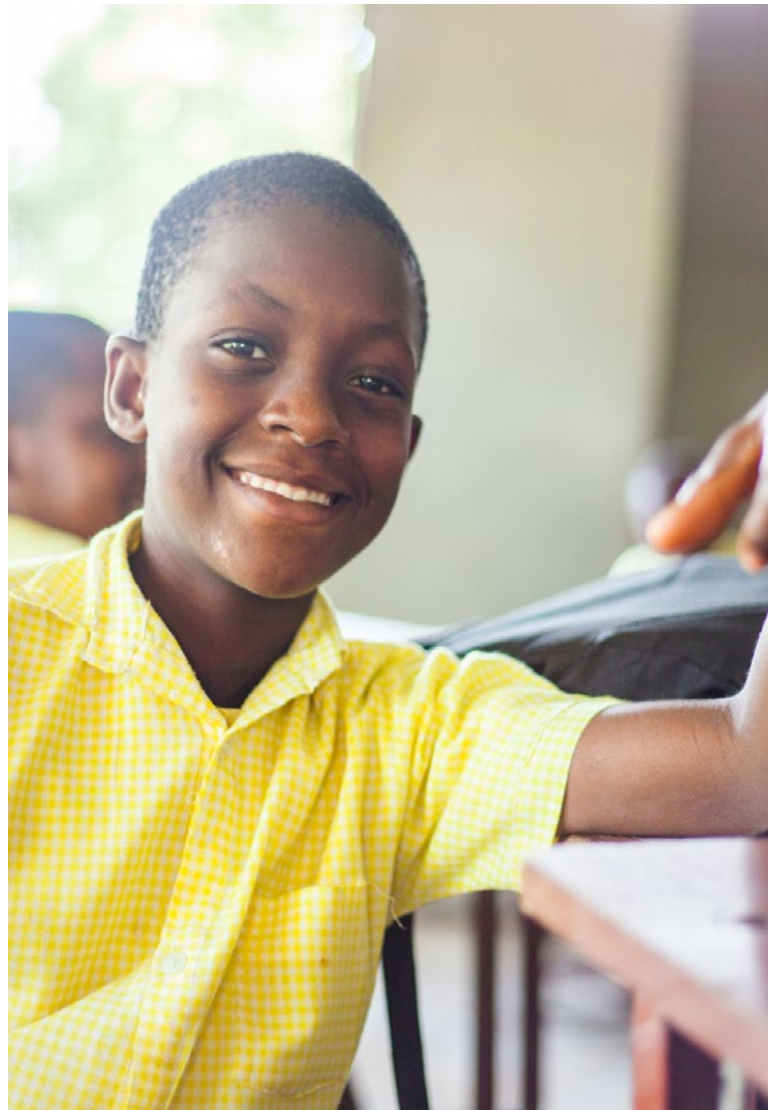


# Cabois



The school has instituted “class committees” in the primary level classes. Class committees are made up of 5 students who take leadership to help manage classroom activities, communicate with the school administration as needed, keep the classroom clean and orderly, manage classroom materials, etc. Class committees develop student leadership by encouraging students to take responsibility for the success of their classes, without relying solely on the teacher. Since they work in committees, these committees also encourage meaningful collaboration among students. IA IP

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In the fall the school introduced physical education into the kindergarten classes. Though this might not seem remarkable, in Haiti the idea of devoting class time to physical activity and student health is a radical concept. These physical education classes take place every Friday and involve everything from aerobic exercise to team sports like soccer. To reinforce its importance, students wear separate uniforms on Fridays for their physical education activities. IP




# Henri Christophe

This fall the school engaged a psychologist part-time. This person's primary role is to help students who are having issues that get in the way of their ability to succeed in school. The psychologist is also available to teachers looking for ways to engage troubled students and parents looking for ways to better support their children in school.  

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In August the school rebuilt a metal platform behind the school that had fallen into disrepair. The platform holds a water tank that allows the school to better store water.


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In order to better support students who don't consistently do their homework, the school has begun a new system to accompany, assist, and improve relations with them. They work primarily after school and, toward the same end, try to strengthen relations with parents as well. 









IMN was the first of the partner schools to begin offering 7th grade this fall. To date, the class is going very well with 100% of students passing their first trimesterly exams (5 girls, 4 boys). 

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This fall IMN began experimenting with an accelerated program that combines the 1st and 2nd grade national curriculum into a single year. So far, this experimental class is performing remarkably well, with 100% of the students passing their first trimesterly exams (13 girls, 2 boys). Parents have shown great enthusiasm for this new program and, if things continue to go well, the school intends to continue the program next year. 

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A 3 day internal teacher training was held at the school on November 3-5, 2015. 




# Bèl Platon

School leadership has arranged training to be carried out this spring by Care International. Care has already distributed some basic school supplies to students at the school as a part of this arrangement. 

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The school has secured a donation for a food program from Misyon Sur la Rocher. 

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An inter-class competition has been arranged to encourage students to excel. Teachers work extra with students 2 times per week in preparation. 





# Cité Soleil

Violence in Cité Soleil continues to be a major impediment for CSCS. This fall due to street/gang violence in the area there were several days that parents chose not to send their kids to school out of fears for their safety getting there and back. As a result, students both got behind in their studies and were uneasy when it came time to take their trimesterly exams. This resulted in a relatively weak 65% passing rate on this year's 1st trimesterly exam.

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In order to improve participation and direct engagement between parents and teachers, CSCS has begun hosting parents at the school class by class, rather than as a single group as they've done in the past. This new approach has worked well to facilitate exchange between parents and teachers. 