

Help Hayti/HAACP

A Charitable Project of Congressional District Programs

The island of Hispaniola, the pearl of the Antilles, was a slave colony on December 31, 1803 but on January 1, 1804 she became the world's first Black Republic known today to her children as *Haiti Cherie*. That 24-hour period represents a *major life transition*, undergone by a nation with limited resources to cope with its demands. As a result, Haiti, long deprived of the essentials for social inclusion, is in need of social, economic, and environmental initiatives, but the core of Haiti's impasse lies with the Department of Education.

Help Hayti, while adapting the principles and values of *Community Psychology*, proposes to launch a 25-year *pilot study* applying a *nonequivalent comparison group design* coupled with a *multiple baseline time-series format* in rural Fond Verrettes located on the southwest border of the Dominican Republic. Currently, *Help Hayti* has identified Bois Tombe, the first of nine localities and has also designed a *second-order change* project called Adopt-A-Community focused on two fronts: Improving the literacy rate of the children population (age 3+) and decreasing the rate of deforestation.

The core of the Adopt-A-Community project lies with the implementation of a multifaceted promotion/prevention programs to effectively address the range of identifiable disorders and impact over 100,000 lives. In diverse settings successful efforts require an ecological and developmental approach, addressing not only people but also the contexts in which they live and interact (Community Psychology, Dalton et al. 2001).

Putting this project in Fond Verrettes is a priority because it will succeed in reaching out to a "teeming population that often lives in isolation from its own cities and towns and even its neighbors. "Interior regions of Haiti are seldom approached due to the rugged terrain in which, acre by acre, bursts with an average of 500 persons per square mile, going above 1000 where the land is good – a density unequaled save in Java or Nile Valley (*Blood*, p. 3 1996)". A commitment to Haiti's rural communities is imperative to secure the desired outcome.

The start-up fund for this social innovation is anticipated at _____. This grant will finance useful tools for needs assessment surveys, combinations of qualitative and correlational studies, the construction of a Green residential/boarding-style school, recruitment and training of school personnel, along with the developments of a rigorous curriculum and a community-led reforestation project. The base of financial support comes from the private sector. As a new nonprofit organization *Help Hayti* qualifies for federal, private foundation and educational research grants. The people of Fond Verrettes know, support, and anticipate this project.

Need Assessment

The lack of infrastructure paired with the issue of insecurity makes it an overwhelming task to obtain a comprehensive statistical analysis of Haiti's state of affairs. Nevertheless, the raw statistics of Haiti underscore the obvious problems of poverty (GDP per capita \$400), health (adults age 15-49 infected with AIDS or HIV 6.1%), malnutrition (under-five mortality rate of 123 out of 1,000), and erosion (less than 1% of land has forest cover) as indicated by a review of the 2003 World Development Report. But the object of contempt/disappointment is most certainly the Department of National Education for its failure to educate all of its children.

Comparing the literacy rate of the Dominican Republic and Puerto Rico at 84.7% and 94.1%, respectively, Haiti's nationwide adult literacy rate is 52%; primary enrollment is 65% with less than 35% of those enrolled completing the fifth grade (Bureau of Western Hemisphere Affairs, 2004). However grim these figures may seem they are indicative of the progress being made since the 1978 Education Reform which, along with other changes, brought the administration of rural schools under the mandate of the Department of National Education.

Besides the need to enhance the quality of education there is also the need to address the environmental conditions of Haiti which continue to threaten prosperity for future generations with its dire

consequences. As a result of two-third of the population relying on the land to meet all of their needs, “between 1990 and 2005 Haiti lost 9.5% of its forest cover, or around 11,000 hectares” (World Conversation Monitoring Centre). Based on a June 5 UN OCHA report, in May 2004 Fond Verrettes suffered a devastating blow as floods inundated the mountainside causing more than 1,000 deaths and left over 1,600 missing and presumed dead. Floods destroyed and damaged over 3000 houses leaving well over 50,000 affected as a vast majority of able bodied men and women struggled to survive their scant possessions.

While several institutions have failed the Haitian people it is Haiti’s public school system that is identified by many as the culprit of so many ills and, thus, must be the target of change. It has failed to educate its children nationwide, leaving those in the remote villages of Haiti exceptionally vulnerable to this egregious assault. The rural populations make up 67% of the Haitian people, but it has a dropout rate of 80% compared to 50% in urban areas, illustrating one of the disparity that must be addressed (CIA World Factbook). According to the 1982 census, primary school enrollment was 74% in metropolitan Port-au-Prince but was a staggering 32% in rural areas (The Library of Congress Country Studies). Today, with even less government funding the disparity has only worsened.

Note: There are serious problems with national accounts in Haiti, including incomplete coverage and the questionable accuracy of raw data.

Rationale

When studying the conditions of impoverished communities several facts leap to the stage, namely that primary education is inadequate; the necessary infrastructure and resources are non-existent and; hopelessness among the youth population is the status quo. The influences of poverty combined with the detrimental effect of an inadequate school system have produced the dire conditions that engulf Haiti today.

These deplorable conditions did not occur overnight nor are they the result of the last 20 years of increasing political instability. It is, however, a culmination of several layers of influences operating simultaneously. Bronfenbrenner (1979) introduced the Russian nesting doll metaphor to highlight the different layers of influences that govern any given environment. He labels it as the ecological level of analysis and it describes how, like the nesting doll which unravels to reveal another doll inside, “each individual exists within layers of social relationships: family, friendship networks, organizations, neighborhoods, and cultures and societies.” The complete metaphor illustrates how “individual life is strongly influenced by those layers of relationships and in turn influences them as well. Individuals, societies, and the layers of relationships between them are interdependent” (Community Psychology, Dalton et al., p10, 2001).

With that underpinning substantial stride has been made in today’s unrelenting quest to eradicate global poverty and its symptoms. In fact, a critical analysis of the failures and successes of past literatures and programs underlie the need for an action science discipline to accomplish such a daunting task. The theory of social intervention and change that defines an action science unfolded under the scope of Community Psychology and “is interested in research that generates and tests propositions concerning both the variables embedded in the status quo and variables involved in changing the status quo” (Edward Seidman, p.4, 1998).

Beginning in the late sixties since the advent of Community Psychology there has been a shift of perspective heeding the definition of change. That shift has permitted the focus to move from *first-order change* to *second-order change* in which the former in it’s “attempt to solve a problem simply rearranges or substitutes the individual members of a group”. Changes undertaken with this approach rarely “address the linkages between individual and community” allowing for a recurrence of old ills (p.8). Whereas, *second-order change* requires that a group is defined as a collection of individuals with “a set of explicit and implicit assumptions about relations between them”. Thus changing these assumptions and redefining their role in a setting while demanding collaborative decision making becomes the focus.

Exposing the next generation of schoolchildren to methods that encourage critical thinking empowers young minds, giving them a sense of control over the outcome of life’s events. Paolo Friere’s

empowerment model will be one method employed to assist participants to positively change their perspective regarding the challenges posed by their environment. Friere's theory on problem-posing education is an effort to present the contextual reality of individuals, in ways in which self-initiated analysis will make it possible to recognize the relationships between its various components. As a result, the individual develops the ability to critically analyze his/her life with a new attitude toward situations that initially appear limiting (Friere, 1993).

Moreover, to simply introduce school reform initiatives, develop the land, and offer means to establish economic viability and not target the range of forces or influences at play will only fall short of achieving the intended goal or, at the very best, lead to a continuous cycle of humanitarian aid. Contrary to a leading humanitarian a humanistic approach, which Help Hayti favors, refers to a "philosophical position that puts human individuals and their choices as central, determining factors in their fate" (Psychology of African-Americans, p.iV, 1994).

The first step in initiating a project that accomplishes sustainable development, induces responsible behavior, and creates second-order change is education. The Education Act of 1848 created rural primary schools in Haiti with a limited, mostly agricultural curriculum. Haitian education, modeled on the French system remained basically unchanged until the education reform of 1978. To date, a comprehensive, accessible school system has yet to be developed.

Agency Capability

Help Hayti is a 501 (c)(3) charitable project of the Congressional District Programs founded in March of 2005 by an independent group of concerned Haitians, Haitian-Americans, and members of the international community for the benefit of Haiti as the need to organize a response to the deafening cries of more than four million Haitian children escalates. Help Hayti's membership is comprised of educators and health care providers, agronomists, artists, financial investors, lawyers, consultants and community activists who through community outreach and education efforts, participation in conferences and task forces, litigation and research, have developed the expertise in the area of community development and school reform initiatives. Help Hayti's source of funding has been donations from the private sector.

Help Hayti has been a committed advocate of the peasant community since 1986. The organization was created out of concern for a) the national crisis in academic performance among the peasant population and; b) the need to integrate a response to the increasing environmental deforestation. Dedicated in its efforts to improve the quality of life in the rural communities of Fond Verrettes, Help Hayti, in 2004, began its campaign of school reforms and environmental protection and has quickly emerged as a major charitable organization addressing educational issues among others in the remote villages of Haiti.

Help Hayti's vision is to integrate actions to permanently reinvigorate the social, economic, and physical equilibrium of Haiti. The aforementioned goals will be accomplished via the grassroots organization-arm of Help Hayti, Humanitarian Aid for the Advancement of the Community Population (HAACP) whose mission is to provide quality primary education and follow-along services to disadvantaged children in remote villages of Haiti. The collaborative efforts of both branches created the Adopt-A-Community project to influence the dynamic change we seek in rural communities. One of Help Hayti's objectives for accomplishing this goal is to provide targeted communities like Bois Tombe with a 21st century state of the art "Green" residential school complete with an infirmary, a community cistern system, and a nursery for 100,000 tree seedlings for a school-based community-run reforestation project. This is accomplished through community participation and involvement.

In 2005, gaining access to Bois Tombe required the use of a donkey, but upon Help Hayti's arrival and knowing the difficulty in reaching the community, the members initiated a community-led project to enhance the road and allow a vehicle to access more of their community. Help Hayti proudly supplied the tools along with vegetable and fruit seeds to increase crop production, which succeeded in producing a surplus valued roughly at \$300. With the financial support of past donations Help Hayti is having another accelerating year in 2010 regarding the level of collaboration it continues to foster with the community of Bois Tombe. Following the humanistic approach and through an array of forums, Help Hayti has established extensive credibility with the community members resulting in the current project to join resources and reforest the denuded mountainsides of Bois Tombe, Fond Verrettes.

Project Objectives

The leading goal of Help Hayti is to improve the literacy rate of the Haitian population (children population, age 3+) in Fond Verrettes through the promotion of social competence, individual wellness and health. The overall objectives of the Adopt-A-Community project are to:

- . Enhance positive self-images and discipline in Haitian children
- . Strengthen the curriculum of rural schools
- . Decrease the rate of deforestation/Increase the rate forestation
- . Enhance the community façade beginning with the construction of a model school with an infirmary and a tree nursery
- . Increase training and workshops for community on a variety of topics
- . Enhance the life skills of community members
- . Increase awareness on a variety of topics through the aid of billboards, and the like
- . Conduct a pilot study

Project Design

Targeting communities located in the most remote villages of Haiti, the *Adopt-A-Community Project* will first be introduced in Bois Tombe, Fond Verrettes as a pilot study under the tutelage of *HAACP*. A formative evaluation will be done prior to project implementation using focus groups, community forums, interviews, and statistical analysis to determine the needs of the community. Based on the results project content will be adjusted accordingly. Under the guidance of *HAACP*, Bois Tombe will build its first rural "Green" residential/boarding school while community members will participate in training sessions, workshops, and conferences regarding education, sustainable agriculture, economics, environmental and health issues. Since the organization's strengths lie in its members, the collective resources and expertise of this group in a variety of domains and community concerns qualify them to communicate effectively with the target population. Choosing to foster positive self-images and discipline in Haitian children in the rural community now strengthens the future voice of the community, thus accomplishing the goals of *Help Hayti*.

The proposal describes a 25-year project, comprised of 10 components:

- . Presenting the theme of the project—prevention/promotion—to the members of the community in the form of discussion groups, workshops, and outings (field trips).
- . Recruitment of eligible educators and paraprofessionals.
- . Training of eligible educators and paraprofessionals.
- . Building a "Green" residential/boarding-style school...
- . Developing a curriculum designed to foster positive self-images and discipline in Haitian children.
- . Child sponsorship/Adoption.
- . Organizing an outreach program.
- . Enhancing community façade/Reforestation.
- . Documenting community development.
- . Evaluation of the project.

Presenting the theme

Community members/parents will meet every two weeks for 2.5 hours per sessions. Approximately 2hrs will be devoted to topic content, after which the floor will be open to discuss special interest topics. Modeled after Friere's theory of problem posing education, the curriculum will entail a series of informal workshops designed to address family structure, education, environmental concerns, the economy, health issues, life-skills, etc. Field trips will be scheduled (bi-weekly/monthly) for participation in events that will complement curriculum content.

Recruitment

The project will target motivated and qualified educators in the rural community of Fond Verrettes to participate in the Adopt-A-Community project. Two field monitors will recruit motivated and eligible

educators and paraprofessionals from the targeted rural community based groups. They will also be recruiting a registered nurse, a principal, a censer, and a counselor. Recruitment will be an ongoing effort to enlist a total of 12 educators and paraprofessionals before the commencement of the school year.

Training

Educators, paraprofessionals, and community members recruited from the rural communities will be trained to deliver the curriculum and replenish the denuded country sides. To prepare the educators and paraprofessionals to deliver the curriculum content, they will receive an extensive 2 weeks training session, while community members will receive proper training in the latest techniques of reforestation.

Building

The community of Bois Tombe will undergo a complete "Green-style" renovation beginning with the construction of a residential school. It will include electricity, an infirmary, cafeteria, bathrooms, auditorium, dormitory, etc.

Designing a curriculum

A school-based reforestation curriculum developed with the combined efforts of HH Director, the executive director/program manager, and the Department of National Education. Strategies would include translating educational tools such as Sesame Street and Blues Clues to fit the context of Haitian Children and their environment.

Selected prevention/promotion programs for four age groups:

Person-centered

- **Early childhood**

- Head Start
- Prenatal/Early Infancy Project
- High/Scope Curriculum
- Interpersonal Cognitive Problem Solving (ICPS)

Whole setting

- Child Development Project (CDP)

- **Middle childhood**

- Social Development Model
- Social Decision Making
- Social Problem Solving (SDM/SPS)

- Social Development Program (SDP)

Community-Wide

- Interventions Using Mass Media
--billboard contests

Outreach Program

Conduct a series of workshops, trainings, outings, conferences, and seminars for out-of-school youth (and up) population.

- **Adolescence**

- Life Skills Training (LST)
- Skills for Action (SFA)

- **Adulthood**

JOBS Project
Depression Prevention
Research Project (DPRP)

Community-Wide

- . Interventions Using Mass Media
--billboard contests

Child Sponsorship

Adopting the model of World Vision, Help Hayti will set up a child sponsorship program for its students actively enrolled in the community school. Sponsorship would include meals, uniforms, and educational supplies and materials.

Enhance the Community Façade

In light of the environmental crisis that the world is facing green-style homes or structures with community cistern system, community-led reforestation projects, roads, etc. will be introduced to contribute in creating a sustainable community.

Documenting Community Development

A video documentary will be filmed following the development of the community. The development of the community as well as the development of the project will be captured on film with community members expressing their needs, concerns, and desires.

Project Evaluation

Pre and post-tests will be administered to participants measuring change in aptitude and attitudes.

Director's Statement

The previous section captures the reality as it pertains to Haiti before 2010. The 35-sec. 7.0 earthquake experienced by approximately 9 million Haitians and visitors at 4:53 PM on Jan 12th 2010, and the rest of the world for days after, have only impacted, compounded, and stretched the imagination to the challenges that was facing this impoverished republic and those that lay ahead:

- . 95% school buildings are either destroyed or heavily damaged.
- . 153,000 children are in Port au Prince - _ cannot attend school
- . 254 primary schools have collapsed
- . Thirty-eight thousand students perished
- . Over 300,000 lives lost
- . Every major/historical institution was reduced to rubble or suffered substantial structural damage
- . At least one million survivors displaced.

Fortunately, Help Hayti along with its sister-organization HAACP, have been on the ground for more than 5 years preparing the foundation that would be needed in the face of such destruction and such opportunities. Bois Tombe is surrounded by Haiti's most abundant resources: its mountains and its resilient people. Regrettably, these resources are systematically and deliberately being deprived of their

charm.

Nevertheless, the objectives are clear; all that is left to do is to prioritize. Without a concerted effort to deal with the environmental crisis aggressively, which incidentally threatens all future gains, it can be said that no true dialogue of reconstruction has begun. To the benefit of the Haitian people that dialogue is in progress between Help Hayti and a few dynamic organizations, namely Trees for Life, Jane Wynn Farm, Her Many Voices, and Global Potential. To kick things off Frank Cohn, founder of Global Potential unites with HH and offers his expertise in the area of urban youth leadership development; Glenna Stinson, founder of Trees for Life Haiti, has made a commitment to join forces with HH in the mission of environmental protection by aiding the community members to plant over 100,000 trees (in the course of N-years) throughout the southwest border of Hispaniola. ; while Jane Wynn of Jane Wynn Farm will furnish the training and trees necessary to achieve our goal; and Alicia Fall, vision holder of Her Many voices will "provide the platform of support to raise awareness for any...cause driven by the social, global good". _

Help Hayti's initiative to team up with Trees for Life International, Jane Wynn Farm, Global Potential, and Her Many Voices offers the peace of mind fighting to emerge in the mist of chaos. Together we can all play a pivotal role contributing to the Millennium Development Goals (MDGs) and ultimately in the reconstruction of Haiti. As citizens of the global community it is an honor and not an obligation to define that role so as to benefit every interrelated part of this union.

“A people’s economic success and social peace will be proportional to the quantity and quality of their human capital”--Linda Chang

MEDIATING STRUCTURES

Intermediate communities that provides practical ways to participate in the larger society

I Reservoir/Reforestation

II School House

- . Classrooms
- . Bathrooms
- . Cafeteria
- . Library
- . Gym
- . Auditorium
- . Dance
- . Music/Drawing
- . Shop

Dormitory

- Bedrooms
- Bathrooms
- Kitchen
- Dining hall
- Recreational room
- Office
- Supply room

III Playground

Staff

Two Consultants (Educator/Environmentalist)
Eight Educators & Paraprofessional

- | | |
|-------------------|------------------|
| . RN | Science |
| . Counselor | History |
| . Shop | Math |
| . Performing Arts | Language |
| . Fine Arts | Theology |
| . Soccer Coach | Writing |
| . Track & Field | Foreign Language |

N=Volunteers

IV Headquarters (Earthbag)

- a. Help Hayti/HAACP Office
- b. Guests Quarters

Below you will find a budget that highlights the present need identified by Help Hayti, included is the Trees for Life Campaign, which offers the next generation an opportunity to participate in the positive rewards of globalization.

Budget Plan

The budget for Help Hayti for the first year will be \$_____. Of this ___% will be used for personnel/operational costs and the remaining ___% will be used for non-personnel costs.

Program Manager/Executive Director

1. A full-time program manager with a BA in psychology from NYU and a candidate for a MS in Global Studies will spend 100% of her time on the proposed project. She is multi-lingual, fluent in English, Creole, conversational in French, and a basic knowledge of ASL. She will be responsible for the management of finances and also for hiring two consultants, one for a school-based curriculum design, and the other, for a community-led reforestation project. Her responsibilities include the development and provision of educational material for participants. She will also be responsible for organizing outings and field trips, and facilitating work-shop discussion groups. Last, but not least she will head a team in conducting a pilot study examining the status quo.

Director (Haiti).

2. Will head the Human resources department and supervise the consultation team advising Help Hayti on its journey. He/She will play a pivotal role in negotiating international relief among others. She/He will spend 50% of his time on the proposed project facilitating communication between the program manager and the regional directors. She/He will be responsible for the supervision of regional directors as well as leading a team with designing a school-based reforestation curriculum.

Regional Directors

3. Their responsibilities will include recruitment of school personnel, consultants, and volunteers as well as traveling to selected communities to conduct trainings. One regional director accompanied by an assistant regional director will be responsible for the supervision and evaluation of all rural projects and the regional monitors.

Traveling Expenses

4. Program manager will travel between Haiti and the US four times a year with a bulk of the time being spent in Haiti.

Consultants

5. Consultants will be recruited for their expertise in their respective fields. To begin the project two experts will be hired, one will lead the soil and water conservation project, and the other, will design an innovative curriculum for schoolchildren ranging from pre-K to adolescence.

School Personnel

6. School personnel will consist of a principal, a RN, a secretary, a counselor, eight educational specialists and paraprofessional, a censer, four cafeteria employees, and a janitor/security guard with some individuals fulfilling more than one role.

Regional Monitors

7. Nine regional monitors will be identified to monitor and provide field support to projects.

Construction of school

8. A modern day Green residential/boarding school structure with respect to community features will be built. It will include electricity, an infirmary, restrooms, classrooms, cafeteria, auditorium, and a fun-filled playground.

School Equipment

9. The donated fund will purchase benches, chairs, desks, painting, computers, printer, and copier, etc.

Educational Materials

10. In addition to the standardized reading and writing materials a curriculum custom-designed to address the environmental crisis while incorporating the technology of the 21st century will be developed.

Transportation

11. The infrastructure (i.e. roads) leading to Bois Tombe is non-existent. A used truck will be purchased to transport school personnel, supplies, donors...to the community.

Visual and Audio Equipment

12. Equipment to monitor and record the development of the community will include a professional camera with accessories. We will capture interviews, program implementation, etc.

Volunteers

13. The true backbone of this project, the volunteers, will be recruited from the rural community of Fond Verrettes as well as the respective communities to be identified.

Headquarters

14. A locale will be identified in Bois Tombe for the purpose of conducting Help Hayti/HAACP operational activities as well as providing accommodations for visiting guests and donors.

Utilities

15. Due to the lack of infrastructure in Haiti basic needs are met at a high cost. Therefore, a generator will be among the list of equipment that Help Hayti will need to acquire.

KEY PERSONNEL

Program Manager steps onto the scene with a wealth of information derived from conducting a 20-year personal research study into the life of Haitians and the different behavior settings that mesh to create the Haitian culture. An in-depth understanding of the Haitian people has paved the road to Help Hayti.

Director (Haiti) The community that sparks this innovation is one that Ms Opont.....

Two Regional Directors will work closely with the regional monitors. Collectively they have many years' experience as activists and community organizers; they know the terrain, the culture, and how to flexibly deal with challenging situations.

Consultants with expertise in a wide range of issues will be recruited.

