



## Model Community Initiative

### School Sisters of Notre Dame

#### Partnership with Ti Palmis and Nan Mango, LaGonâve, Haiti

#### Project Description July 1, 2017 – June 30, 2018



## Last Year

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In partnership with the Atlantic-Midwest Province of the School Sisters of Notre Dame, in 2017 Beyond Borders engaged two new rural communities on the island of LaGonâve – Tipalmis and Nan Mango - to join the Model Community Initiative (MCI). The goal of the MCI is to equip each community to:

1. Guarantee all children protection from trafficking, exploitation, and abuse,
2. Secure access to quality primary education for every child,
3. Generate sustainable livelihoods, especially for the most disadvantaged families, and;
4. Prevent violence against women and girls and balance power between women and men and girls and boys.

### 1. Guarantee all children protection from trafficking, exploitation, and abuse

In 2017, the AMSSND-Beyond Borders partnership trained and mobilized 270 child rights activists in Tipalmis and Nan Mango. The top three most significant changes reported by those trained in the 22-week series were:

1. Participants will no longer send children into *restavèk* (domestic servitude);
2. Participants will no longer use corporal punishment to discipline children; and,
3. Participants will no longer mistreat children.

Additionally, two new Child Protection Brigades were created, one in Tipalmis and one in Nan Mango. Beyond Borders inaugurated each brigade with a public, community-wide ceremony and is providing ongoing training to brigade members as they intervene in cases of child slavery, abuse, and neglect, and work to raise awareness about the rights of children in their communities and the dangers of sending children away to the city to live with others.

### 2. Secure access to quality primary education for every child

To improve the quality of education for children in Tipalmis and Nan Mango, teachers from both communities participated in the following activities supported by the AMSSND-Beyond Borders partnership:

1. A three-day immersion training for teachers to learn theory and observe implementation of native language, nonviolent, participatory pedagogical methods and classroom management techniques,
2. A four-day intensive training to orient schools to methods and approaches.

According to surveys conducted with workshop participants, and observations made during technical support visits to classrooms after the trainings:

- Students are more engaged in learning, demonstrating increased comprehension in the classroom,

- Students are more creative in their classroom work, writing books in Creole as part of the Mother Tongue program in which students tell their own personal narratives, and;
- Students are more vocal in class, expressing their feelings and exercising their rights.

To remove financial and social barriers to education for children in Tipalmis and Nan Mango, the AMSSND-Beyond Borders partnership:

1. Provided monthly stipends to strengthen the financial stability of schools and ensure that they could pay their teachers,
2. Launched an accelerated education program so that older, unschooled youth could start school and catch up to their appropriate grade level, and;
3. Created textbook banks to ensure that every student has the textbooks they need to be successful learners

### **3. Generate sustainable livelihoods, especially for the most disadvantaged families**

The AMSSND-Beyond Borders partnership supported the creation of four school gardens and four family gardens. Schools and families planted organic vegetable gardens, received training, onsite technical support visits, and garden materials. The gardens averaged only one successful harvest this past school year however, due to severe drought.

School and family gardens teach children agricultural science, mathematics, and improved farming techniques that they can share with their families, like how to produce higher crop yields and minimize the impact of drought and deforestation. Vegetables grown in the school gardens are used in daily school meal programs, with excess food sold in the market, helping students learn to manage money and serving as a revenue source for schools. Families also earned income by selling excess vegetables from their home gardens. One school principal stated that her school paid teachers from two major revenue sources: monthly subsidies and school garden revenue.

Agricultural technicians who visited schools and families to provide technical support reported that teachers, parents, and students are now demonstrating the capacity to transplant seedlings and make raised beds. They can make compost, demonstrating knowledge of inputs and methods. Schools are effectively seeding, making natural insecticide, and integrating school gardens into their core classroom curriculum, like mathematics and writing. School and family gardens show children that rural life can be fruitful and productive and that searching for a better life in the big city isn't their only option.

## Plans for This Year

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This year, the AMSSND-Beyond Borders partnership will continue its work to guide the communities of Tiplalmis and Nan Mango through the five-year MCI arc of intervention.

To achieve **education** outcomes, Beyond Borders' primary education partner on Lagonav Island – the Matènwa Community Learning Center (MCLC) – will continue to work with eight local schools in Tiplalmis and Nan Mango to implement additional teacher training and providing ongoing support for school textbook banks.

These eight schools are, in Nan Mango: Wesleyan School, Saint Barthelmy School, Baptist Evangelical School, Application Center, and Saint Philippe & Saint Jacques School; and in Tiplalmis: St. Lucy Catholic School, National School, and Jean Marie School.



*At workshops at MCLC, teachers learn to prepare materials for Mother Tongue Books (left) and reflect on roles and responsibilities. (right)*

For **livelihoods**, the AMSSND-Beyond Borders partnership will continue to nurture the school garden initiative at these same eight schools in Tiplalmis and Nan Mango, and will support one adult agro-literacy center in Nan Mango that includes a community garden project, literacy classes, and sustainable agriculture workshops for local farmers.



*At MCLC workshops, teachers learn techniques for making compost (left) and how to build raised beds (right), while learning how to integrate mathematics and other classroom lessons within school gardening.*

Beyond Borders will implement multiple **child rights** initiatives in Tiplalmis and Nan Mango, including training more Child Rights Activists and building the capacity of new and existing Child Protection Brigade (CPB) members through multiple workshops. This year, we will also support local advocacy initiatives and train CPBs on Haiti's anti-trafficking law.

We are also very excited about efforts to create new network branches of adult survivors of child domestic slavery in Nan Mango and Tiplalmis. Survivors will organize and raise awareness through community meetings and peer support group sessions. Survivors will also receive specialized training to help them create Village Savings & Loan Groups that they can borrow from to start a small business or in the event of a family emergency. The groups also build a sense of economic solidarity among members. The network of adult survivors of child domestic slavery began through Beyond

Borders’ child rights organizing in Port-au-Prince and currently boasts 500+ members, including 200+ from other communities on Lagonav Island. The goal of this initiative is to support adult survivors to find healing and power as they gather in solidarity and bring their voices to strengthen the movement to end child slavery in Haiti.

**Detailed plans** for the year are outlined in this table:

Outcome	2018 Activity
Every child has access to quality primary education, and local schools demonstrate significantly improved educational outcomes for students.	<ul style="list-style-type: none"> <li>• Hold teacher training workshops throughout the year: one 3-day residential onsite at MCLC and 6 day-long, bi-monthly workshops; also includes monthly technical support visits to schools, both to strengthen application of teaching methods and to strengthen school capacity to implement school gardens</li> <li>• Stock and run textbook banks at 8 schools</li> <li>• Distribute monthly school subsidies at 8 schools</li> <li>• Pilot tuition match with St. Lucy Catholic School in Tiplalmis</li> <li>• Increase parental engagement: hold Open Space sessions for parents at 8 schools</li> </ul>
Every child grows up at home, safe and free and surrounded by a loving family and community.	<ul style="list-style-type: none"> <li>• Provide a second round of child rights education for 210 residents via 14 dialogue groups (6 in Tiplalmis and 8 in Nan Mango)</li> <li>• Provide capacity-building workshops and technical support to 2 existing child protection brigades on: child rights, child development, committee management, psychosocial support, and child safe communities, including child protection policies and codes of conduct</li> <li>• Support local initiatives to raise awareness and to advocate for improved protection services for children, and for application of anti-trafficking law</li> <li>• Hold workshops for local government and other duty bearers on Haiti’s anti-trafficking law</li> <li>• Mobilize, inaugurate, and support 2 new branches of adult survivors of child slavery in Tiplalmis and Nan Mango by holding community meetings and peer group support dialogue sessions with newly recruited network members.</li> </ul>
Every family can sustain itself with dignified work and access to sufficient food and clean water.	<ul style="list-style-type: none"> <li>• Support 8 school and 32 family gardens, terracing 1 school garden</li> <li>• Run 1 agro-literacy class and community garden in Nan Mango</li> <li>• Deliver sustainable agriculture workshops with Nan Mango farmers</li> <li>• Provide training to adult survivors of child slavery on the Village Savings and Loan methodology</li> </ul>
Every institution and the entire community enjoys effective and just governance.	<ul style="list-style-type: none"> <li>• Support school networks to conduct advocacy activities for access and quality improvements in education</li> <li>• Governance training for 8 school administrators will be included scheduled teacher training workshops</li> <li>• Hold workshops on Haiti’s anti-trafficking law for CPBs and local government employees in the justice sector</li> <li>• Train 53 new CPB members on roles and responsibilities</li> </ul>

Beyond Borders is still working with local partners to plan implementation of activities to achieve these two outcomes.

- Women and girls live free from violence and discrimination and increasingly share power and opportunity equally with men and boys in their communities and homes.
- The natural environment heals and grows verdant and productive.