



Pedagogical Seminar

Responding to a request from a local teachers' organization (PAW), Pwof Ansanm carried out an intensive, 80-hour training program in student-centered educational methods. Fifty five secondary teachers attended, representing all 21 secondary schools in Ouana-minthe, Haiti. Pwof Ansanm and PAW groups collaborated on the logistics, and Faculty and graduate students from City College of New York (CCNY) and Columbia University Teachers' College participated in the development and presentation of the program. The content for the seminar was specifically designed for second-



Training for Secondary Teachers Wanament, Haiti

ary teachers in Haiti. The participants are expected to implement the methods in their classrooms, affecting 1000s of students - students who will soon be the community leaders.

There is already evidence of the impact of the program

on the community. Many teachers have joined PAW, the local teachers' organization, and many have shared the methods among peers. A library committee was formed, and some teachers are planning a Debate Program for their students. General pedagogical train-

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Local expert = ecological awareness



Composting in Torbeck.

Pwof Ansanm supports educational seminars in agriculture, health and disaster prevention through a gifted trainer, Jean Zamor Joseph. He works with grassroots

community groups in southwest Haiti, directly training 88 people this year. Living there and taking part in the community, he is able to tailor trainings to overcome obstacles in the lives of families and farmers, and respond to their changing reality. After three hurricanes and a tropical storm devastated Haiti this year, Zamor held a seminar for 25 youth on risk and disaster. The group discussed the consequences of disasters on their lives and precautions to be taken for disasters. After the discussion the group visited houses that had been overtaken by rivers and examined why

it had happened. A related seminar covered protection of the environment, including the elements of an ecosystem, particularly trees, water and the soil. They learned about the imbalances created by cutting down trees, misuse of chemical products, poor soil use, erosion and water contamination. They brainstormed ways they could help protect the environment. Other seminars included the preparation of natural insecticide, nursery creation and and the preparation of compost.

"The reason I have chosen to do a seminar on com-

posting is because in Haiti the environment is being degraded more and more every day with garbage that could be useful. What's more, chemical fertilizer is expensive and the peasants don't have enough money to buy it regularly. I think it's important to teach them how to manage the waste and use it to create organic fertilizer that can be used in gardening. Not only will that lead to a cleaner environment, but it will support the health of families who consume products from their own gardens." Visit our website to see photos from Zamor's follow-up visits.

Support for educational initiatives in Haiti

QUESTIONING, RESEARCH, ANALYSIS AND CONSENSUS BUILDING ARE ALL SKILLS THAT TAKE MANY YEARS TO MASTER. WE PRACTICE THESE TECHNIQUES AND INVESTIGATE WHERE THEY CAN BE APPLIED IN THE HAITIAN CLASSROOM.

The tools for problem solving – Pou ki sa?



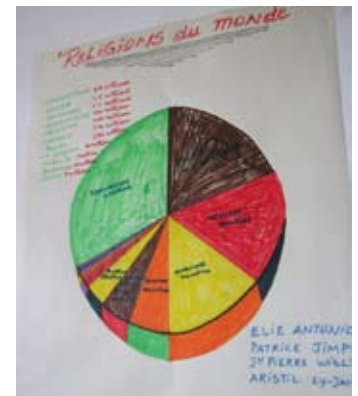
Pou ki sa -Why? It is important for a teacher to stimulate thinking and encourage students to ask questions. Of course, it's unnerving for a teacher to invite questions – questions which are sometimes difficult to answer, especially where our teachers work – no library, no internet and few books. That is why problem-solving tools are important for teachers. Certain tools and techniques help the teacher answer questions – and also provide the strategy for students to answer their own questions. The teacher, then, can act as the guide rather than the

expert. With practice, problem solving techniques that are applied to simple classroom questions will become more sophisticated, and can be used to solve the complex problems of a society. In the Pwof Ansanm program we discuss a number of different approaches to problem solving. The first step is to pose clear and relevant questions. Once the question is posed, we analyze the components of the problem. Analysis should be based on accurate information – requiring solid research and evaluation skills. We introduce cooperative

analysis tools, including debate, brainstorming, open space (circles), and graphics. We explore the use of visual presentations, demonstrations, experiments and statistics, to clarify the information about the problem. If the solution is not apparent, then we also need to apply consensus-building techniques to establish an agreed-upon approach to resolving the issue.



A human puzzle.



Graph of world religions



Supplies for restavèk girls.

Backpacks for Hope

It is estimated that there are more than 300,000 Restavèks in Haiti. Restavèks are children who have separated from their families to live with another family in hope of getting an education and a better life. Too often, however, Restavèks are treated as servants rather than family. Many are girls who are abused, and rarely are provided the promised education. The House of Hope in Port-au-

Prince gives a home and an education to 92 girls and young women where they can safely escape from their hopeless situations. Providing sufficient supplies for their girls is a difficult stretch with their limited resources.

Following a presentation by Pwof Ansanm about Haiti, the Sunday School at the United Church of Christ in Honeoye, NY decided to support students in Haiti.

They collected or purchased school supplies to fill 30 backpacks for the students at the House of Hope. To offset shipping costs, they sold personal items on E-Bay. The backpacks were delivered by Pwof Ansanm.

The education that the parents sought when they gave up their children will be made possible by the House of Hope, and we are glad to contribute to their effort.

Focus on the trainers



Dr. Tatyana Kleyn is a Professor in the Bilingual/TESOL program at the City College of New York (CUNY). She taught with Pwof Ansanm in 2006 and 2008, and has added and helped develop the program. She received her doctorate in International Educational Development from Teachers College, Columbia U, where she concentrated on the intersections of multicultural and bilingual education for Spanish and Haitian Creole speakers, and bilingual classes in Chinese and Russian. She was previously a teacher in Honduras and Georgia.

Jessica Horstmann currently works as an Adjunct; English as a Second Language, English Language Studies Program at The New School. She taught with Pwof Ansanm in 2008, and continues to participate in program planning and revision. She has a Masters degree in applied linguistics from Teachers College, Columbia University. She has experience teaching in diverse contexts, including teaching English to adults and adolescents in France, South Korea, Minnesota and Teachers College. Jessica has worked in Haiti previously, speaks French fluently and is learning Haitian Creole.



Jean-Claude Daniel is the General Director of the College Oswald Durand school in Wanament. From his home in New York City, he has been working to coordinate the Pwof Ansanm Pedagogical program for Wanament. He taught the Democracy and Children's Rights sections of the seminar. Daniel served as a Senator in Haiti for 6 years, representing the Northeast Department, and he is licensed to practice law in Haiti. In the past he has worked as a secondary teacher and for the Ministry of Information, Youth and Sports in Haiti.

Rachael Lynn Spring is a french teacher and has had experience with primary through university students, principally with high school students. She has an MA in education (French) and has studied in France twice. Rachael speaks three languages fluently and is the webmaster for the professional organization "Chautauqua County Foreign Language Teachers Association (CCFLTA)". She will be teaching in the 2009 Pedagogy program in Wanament.

"I ENJOYED WORKING WITH HAITIAN TEACHERS WHERE THE EDUCATION SYSTEM, LANGUAGES AND CULTURES DIFFERED, BUT THE DESIRE FOR HIGH QUALITY TEACHING AND LEARNING CROSSED BOTH NATIONS."

DR. TATYANA KLEYN

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Association Pwof Ansanm is a network of educators who believe the role of education should be to empower individuals, to improve their lives and communities.

Pwof Ansanm was created in September 2004 as a non-profit, fully volunteer organization registered in Pennsylvania. Pwof Ansanm promotes cooperative initiatives that address educational needs, and supports establishment of community groups who assume responsibility for their own educational development. By using the resources available in Haiti, coordinating international and local volunteers, and supporting projects initiated by Haitian educators, new teaching methods and better use of technology can be introduced to immediately alleviate some of the extreme problems of the educational system. By encouraging teachers to take control of their own development and the development of their schools, resources can be extended significantly throughout a community.

**Check out our
new website**
www.pwofansanm.org

Debating Difficult Questions

1. Wearing uniforms in school must be obligatory.
2. Sport contributes to establishing a peaceful world.
3. Community service must be obligatory for all students.
4. Young children must learn in their maternal language.
5. Young girls must have equal treatment and opportunity in the schools as young boys.
6. Elected officials who don't respect democratic process must be removed from office.
7. Peasants must cut trees because they represent their only economic resource.
8. The custom of taking restavek children must be legally accepted.



Difficult questions require serious discussion. Debate is a technique that demands rigor in research, logic, oral presentation, and respect for peers. In the pedagogy course, participants selected a topic to debate on a team. They debated, observed and evaluated the arguments. "Discussions" lasted long into the afternoon after the debate - ideas create a lot of energy in Haiti, and who better to guide that energy among students, than the teachers? Debate is the platform - new ideas are the result.

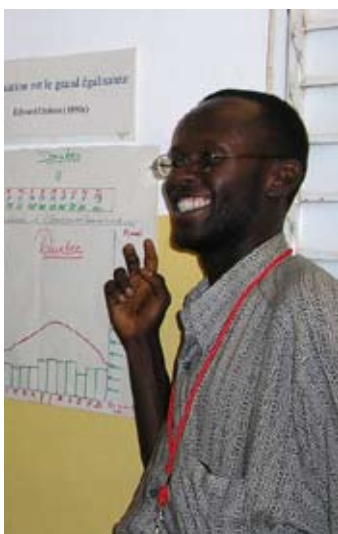
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ing is important because the majority of secondary teachers in rural Haiti have not had an opportunity for training in educational practices, but rather become teachers with only core content education. Methods taught included higher-order learning, use of visual materials, cooperative groups, and literacy. These concepts were introduced using a set of activities, such as brainstorming, cause and effect diagrams and debate. All teachers who met the program criteria, were

awarded a certificate from Pwof Ansanm and CCNY.

During the training, the teachers' enjoyment of the program was palpable and they organized a special closing ceremony. Following the seminar, teachers reported they were surprised by positive comments from students who noticed the changes the teachers made. Moreover, Pwof Ansanm was happy to find that participants had voluntarily trained primary school

teachers in these methods. Another group of teachers is set to attend this training, in 2009. Pwof Ansanm is seeking funding to continue this important program. *This program was supported by FAVACA, the American Embassy, Global Ministries, United Church of Christ in Collegeville and Pleasantville PA, and by many donors. Thank you for your contributions and support throughout the year.*



Wilsaint Joseph demonstrates temperature change.