The strong media response to the January 2010 earthquake in Haiti brought global attention to the destitution of the small country 750 miles from the United States. Like many others in the United States, the earthquake left students, staff and faculty in higher education questioning what they could do to aid in the relief and rebuilding efforts. Need in Haiti continues to be great, and beyond monetary donations, individuals in higher education possess unique and valuable skills. Recovery and rebuilding will take years and require consistent and coordinated effort. Assistance must be organized to avoid the numerous volunteers overwhelming the infrastructure of the country and to avoid duplication of effort. Assistance must also be sustained over a long period of time. These skills and a passion for service, if organized strategically and in nation-wide collaboration, could make an unprecedented impact on Haiti’s rebuilding efforts.

The Haiti Compact: Higher Education with Haiti was formed during the summer of 2010 by five universities: American University, the College of William and Mary, Indiana University, Loyola Marymount University and the University of Maryland along with Break Away, the national Alternative Breaks organization, to provide long-term and effective assistance in rebuilding and empowerment through Alternative Break trips. Alternative Breaks provide students with the opportunity to use winter, summer and spring breaks to focus on intensive service based on a social issue while experiencing a cultural immersion in an unfamiliar locale. The trips to Haiti focus on specific social issues, currently including:

- Social entrepreneurship
- Rebuilding and disaster relief
- Health
- Education
- Women’s and children’s issues
- Environment

The primary goal of the Haiti Compact is suitably ambitious: to engage US campuses in effective, responsible, and sustainable service work in and for post-earthquake Haiti through 2015, ensuring consistent and mutually beneficial support. This call to engagement is put out with mindful caution and with a real emphasis on drawing upon existing infrastructure to ensure that the work, relationships, and experiences in Haiti – though well intentioned – are not exploitative or voyeuristic in nature. Rather, the Compact establishes a collective higher education initiative, streamlining responses as well as ensuring the power of such an experience is translated into collective action on behalf of Haitians upon return to campuses in the United States. The Compact members commit to work with and for the Haitians toward the vision of a strong, dignified, and peaceful Haiti – with citizens empowered by sustained education, jobs, and voice. We call upon all institutions of Higher Education in the United States to make a commitment toward aiding Haiti. The Compact believes that real advocacy and change come from deepened relationships and kinship between people and organizations, and that there is much that North Americans can learn from Haitians as we witness their resilience, learn their skills, and realize how to become more responsible consumers of the world’s resources.

Over the next five years, the Compact plans to:

- Promote Higher Ed involvement in Haiti, through on-campus education and advocacy, and where appropriate, the development of multi-year Alternative Breaks to Haiti;
Serve as an information and training resource for policy, logistics, safety, pre and post trip reflections and action and advocacy for student involvement and trips to Haiti;

Provide the framework and/or the program to be conducted by each cohort of students with each participating NGO by coordinating and streamlining the process for NGO partners and AB coordinators to facilitate connections and consistency of efforts;

Expand outreach to campuses across the US through at least 2015;

Regularly provide updated reports, and share current information on best practices, partnerships and calls to action through haiticompact.org; and

Modify each program and trip to continually meet the needs of Haitians as the Compact develops.

The Founding members, a mix of staff and student leadership, visited Haiti in June 2010. This trip included more than 20 meetings and interviews with non-governmental organizations (NGOs), other stakeholders, and Haitian community groups working toward rebuilding efforts.

As a result of this experience, and the insight of experts in higher education and relief services, the Compact offers recommended methods – in this report – to colleges and universities to most effectively and responsibly respond to the rebuilding process in post-earthquake Haiti. This report also details the organizational mission, housing availability, transportation and travel information and potential partnership activities with various NGOs located in Haiti.

In the year that has passed since beginning to write this report, much has continued to transpire in Haiti affecting stability in political governance, the rebuilding of individual and community lives, and assistance efforts. The Compact model has demonstrated a necessary tenacity – allowing the report to benefit from the wisdom born from experience in wrestling with every step of the planning process multiple times over. We feel that releasing the report now, rather than even six months ago, reflects the responsibility we have felt to provide the most stable information in an ever-changing country.

With our significant resources working together to build capacity of our Haitian partners, colleges and universities can be more effective, responsible, and sustainable, while developing long-term relationships with Haitians and their NGOs.

If you are interested in learning more about the Haiti Compact and the opportunities to get involved as a member or otherwise, please contact Jill Piacitelli, Executive Director at Break Away (800.903.0646). We will help you join in on the work of the Compact, collaborate with other members, increase effective work in Haiti, and build awareness on campuses.

You can also see the most up to date work going on with the Compact, including the current Haiti Alternative Break information and on-campus work being done by Compact members and Haitian partners, at HAITICOMPACT.ORG.
Perhaps it was the proximity of the January 12, 2010 earthquake in Haiti that shook us so hard and that reflected the immediate views of a complicated neighbor in collapse. The flood of accessible images of both individual and collective devastation, the personal stories of Haitians in the US and of US citizens in Haiti, the feel of it all being so close which moved the United States government and its citizens, to respond swiftly. Record-setting text donations poured in, while one of the largest relief efforts in recent history mobilized and began to work on the ground. For days, for weeks, we continued to watch – with the question always lurking “what to do?” “That is the question that many of us who work in higher education began to try to answer together.

Four months after the earthquake, Alternative Break programs at five universities and the national nonprofit that supports such programs, formed a group to address this question, tentatively calling ourselves the Haiti Compact. We began to work on an answer from our expertise areas – one that we hope will be a long-term and sustainable effort, harnessing the passions, interests, energy and resources of college students.

In June, the Compact conducted an exploratory trip just six months after the devastating earthquake. Fifteen members, eight staff and seven students, loaded our cargo pants with energy bars and began to follow a packed agenda we had created for ourselves. Over 20 meetings later, along with hours of reflection and conversation, eyes and ears full of sights and faces, sounds and stories never to be forgotten, surrounded by destruction, we left, ready to do our part to work alongside Haitians to create and build.

The Compact members compiled notes, wrote paragraphs and proposals, and continued to talk. This report is the cumulative product.

→ We have laid out philosophies, values, missions, and goals developed in our professional practices and heightened by experience in Haiti.
→ We have highlighted important themes and challenges in planning logistics, based on discussions with Haitian organizers, and university administrators.
→ Also included in the report are suggestions of needed skills, challenges to anticipate, pointers for curriculum and logistics development, suggestions of principles and practices, and straight talk about safety issues.
→ The appendix is as valuable as the report - worth a solid read-through and should be kept for future reference. It includes
→ information on community partners (broken into categories of Service, Education, and Advocacy Partners) and a summary of site visits,
→ the trip itinerary from our eight-day stay,
→ a rubric that we developed on site to sharpen our development of community partnerships
→ an example of an educational curriculum to accompany an alternative break experience in Haiti, and
→ information on the authors of this report.

After the June 2010 trip, each university began to develop plans to send at least one alternative break in 2011, or to take smaller steps with their schools to open up future options. However, since the initial draft of this report in Fall 2010, Haiti has experienced a devastating cholera outbreak and political instability surrounding the first round of Presidential elections in November 2010. Those events delayed the first two Alternative Breaks, planned
for January 2011, and caused us to carefully consider our recommenda-
tions for Higher Ed involvement with Haiti. In March, one university successfully completed an alternative break in Haiti. The current political stability offers promise and reason to continue with engagement with Haiti, and so we have chosen to proceed with our call to action. The political landscape in Haiti is ever changing, so our call to action comes with heightened awareness to the daily situation on the ground.

During our visit to Haiti in June 2010, our group met with Haitian leader and educator, Reverend Djaloki Dessables. He shared some important themes that informed our perspective for partnerships. First, he described how very often, where different cultures meet is where disagreements and distance arise. However, it is crucial for groups to come together across difference because that is where healing begins.

Second, Rev. Dessables commented that “experts” often argue about what Haiti needs most, such as food, access to clean water and stable housing. While each of these things is necessary, he asserted that what Haitians truly need is: “1) Dignity, 2) Dignity, and 3) Dignity.” Our Compact has used this statement as a lens and measure for the ways we build partnerships and progress with our commitment. The idea of dignity is exemplified in the values undergirding our work with Alternative Breaks, within the Compact, and in partnerships with organizations in Haiti.

We invite the readers of this report — those working within higher education and with alternative break programs, to seriously consider involvement in the Compact as contributors in direct service, education, and advocacy with Haiti. Each member of the Haiti Compact commits to be involved for at least four years, where we will work collaboratively to continue to build relationships, opportunities, best practices, and action back in the US. Tens of thousands of alternative breakers have worked in the Gulf post-Katrina since 2005. They rolled up their sleeves, got to work, and have continued to work and remember as the spotlight there faded. Imagine what a follow up report could look like in five years if we help to create a way to keep our eyes, minds, and hands working with Haitians. Though, as we detail, “weighing the risk” is unavoidable in the conversation about Haiti it also remains a persistent reminder of the urgency with which we write this report. Need and opportunity have met at the crossroads in Haiti. If we are to utilize the passion and power of young people and volunteerism to truly make change in the world, we must engage wisely, but absolutely engage.

Jill Piacitelli
Executive Director, Break Away
On January 12, 2010, a 7.0 magnitude earthquake struck 15 miles west of Port-au-Prince, Haiti. This initial quake, along with the 52 strong aftershocks occurring in the following 12 days, left Port-au-Prince, Les Cayes, Jacmel, and other communities in the region severely damaged. Over 250,000 people died in the earthquake and over one million people have been left homeless.

The United States’ response to the earthquake in Haiti was immediate and generous. Within days of the quake, over 20,000 U.S. civilian and military personnel were in Haiti directly engaged in the rescue efforts. The US government pledged $100 million to the rebuilding, and Americans donated over $1.5 billion to relief organizations working in Haiti.

On campuses across the United States, university students also contributed to this cause. Through fundraising, supply drives, educational fora and cultural events, students organized to aid in the relief efforts.

However, many college students wanted to do more, and in the months following the earthquake, students were traveling to Haiti in hopes of offering “hands on” aid. With their resources to handle volunteers at capacity, many nongovernmental organizations were turning away volunteers, and others criticized well-meaning, but uneducated visitors for burdening a system already struggling to support its residents.

As a way to streamline the higher education response to the earthquake, the Haiti Compact was formed by five universities and Break Away, the national nonprofit for Alternative Breaks. The five universities have demonstrated expertise in Alternative Breaks and service-learning programming. The Compact’s mission is to be at the forefront in responding to the outpouring of support for Haiti in a sustained and responsible way. Break Away and campus alternative break programs are uniquely positioned as organizations that support student leaders, to circulate their talent and service to other communities. These campus programs will use Alternative Breaks as an activity-based platform for actualizing leadership and service back home; to lead a higher education initiative to engage in rebuilding Haiti.

As part of this Compact, the following commitments were made:

- On June 7-14, 2010 founding members sent a staff and a student leader to Haiti to participate with the Compact in establishing relationships with several communities, with the intent to send an alternative break group during the spring of 2011.
- As part of the compact, schools and Break Away will work to set up the most sustainable arrangement for working with community partners. Initial thoughts on this included: sending groups in sequential weeks, working internally to share information about the status of projects with partners, and commit to sending groups with a base level fundraising commitment.
- Compact members commit to send groups and share their planning and experiences within the Compact for a four-year cycle. Part of the trip reorientation will be to challenge the break groups and campuses to think about how they can contribute to measurable collective impact in their four-year commitment.
- Compact members will work together to serve as touch points to the rest of the field (and media) about how and who to best work in Haiti as student volunteer groups.
- Participants in tracking the “footprints” of alternative breaker involvement in Haiti through research and assessment.
- Sending a staff member on a Compact trip annually to continue to build relations, assessment, and direct service.
Engagement in regular conversations about uniform best practices to adopt, including participant selection processes, issue education, host site relationships, reorientation, working with media, etc.

The founding members of the Compact include the following six institutions:

- Break Away
- American University
- College of William and Mary
- Indiana University
- Loyola Marymount University
- University of Maryland

The initial aim of the Haiti Compact: Higher Ed with Haiti was to begin to collect, research and recommend methods for colleges and universities to most effectively and responsibly respond to the rebuilding process in post-earthquake Haiti. The Compact began this process with the exploratory trip to Haiti in June 2010, where members of the Compact met with over 20 community and non-governmental organizations. Compact members have also attended meetings and conferences in the US surrounding issues of rebuilding in Haiti, and coordinated amongst colleges, universities and institutions to build capacity and best practices for student engagement with Haiti.

The Haiti Compact identified six main (but not exclusive) social issues to focus on for potential alternative break trips and areas for student engagement with Haiti:

- Social entrepreneurship
- Rebuilding and disaster relief
- Health
- Education
- Women’s and children’s issues
- Environment

This report includes recommendations for sending alternative break trips to Haiti, other methods to engage with rebuilding and recovery, and a summary of organizations we met with during our site visit.

**Alternative Breaks, Defined**

The Haiti Compact will equip all aspects of US colleges and universities to become engaged in rebuilding in Haiti, but its particular focus is on Alternative Breaks – which begs the question, “what are Alternative Breaks?”

An alternative break program places teams of college or high school students in communities to engage in community service and experiential learning during their summer, fall, winter, weekend or spring breaks. Students perform short term projects for community agencies and learn about issues such as literacy, poverty, racism, hunger, homelessness and the environment. The objectives of an alternative break program are to involve college students in community-based service projects and to give students opportunities to learn about the problems faced by members of communities with whom they otherwise may have had little or no direct contact. Being completely immersed into diverse environments enables participants to experience, discuss, and understand social issues in a significant way. The intensity of the experience increases the likelihood that participants will transfer the lessons learned on-site back to their own communities even after the alternative break ends. Break Away seeks to use Alternative Breaks as a springboard into lifelong active citizenship...where the community becomes a priority in an individual’s life decisions.

For additional information on the details about Alternative Breaks, such as the Eight Components and Active Citizen Continuum, readers are recommended to visit Break Away’s website at www.alternativebreaks.org (this above description is from this source). Additionally, each of the university programs involved in the Haiti Compact has an overview of their programs on their university websites.
Philosophy

The Haiti Compact approaches our work with Haiti according to several shared values. Together, these values guide our work with the hopes that our approach:

→ allows us to participate in the empowerment of Haitians for their own rebuilding and development,
→ prepares students for quality experiences that focus on learning about social issues and taking action on them as part of reorientation, and
→ equips colleges and universities in the United States to respond to long-term distress and disaster response as partners with Haitians and community-based organizations in Haiti.

**Philosophy**

**Educators**: Learning about the historical, political and economic background of Haiti and US involvement, to provide context for the current situation

→ We recognize that US involvement in Haiti has been extensive, beginning with trade policies shortly after Haiti’s independence, continuing through US occupation in 1915, and continuing with economic and political policies and exploitation. Any engagement of US citizens with Haiti takes place in the context of this involvement, and students must be aware of our government’s activity and its impact.

**Social Justice**: Concentrating on a social justice issue and participating in direct service related to that issue with a focus on root causes

→ A quality component of Alternative Breaks in the Break Away model is issue education. Focusing on a social issue in preparation for and during the trip helps students to get the most out of the experience, complementing their hands-on experience with critical analysis and understanding. Education is always focused on root causes to social issues.

**Sustainability and Reciprocity**: Avoiding the displacement of local labor

→ We strongly recommend that alternative breakers support local labor while in country, through program fees that pay salaries for cooks, drivers, guides, and translators. We also recommend partnering with organizations that help students develop relationships with Haitian mentors by paying a salary to a local worker who can help students learn how to complete their projects.

**Advocacy and Action**: Continuing to advance advocacy and action as students return to their home communities

→ Alternative Breaks emphasize that the trip is the catalyst for more involvement on social issues. Students are encouraged to continue to build relationships, advocate and delve further into root causes and connections to issues in their home communities.

**Principles and Practices for Alternative Breaks**
Principles and Practices for Haiti Compact Institutions

CAPACITY-BUILDING: Supporting the capacity of partner organizations in Haiti by coordinating amongst US schools to work with recommended partners, doing our best to ensure consistent support by students who have been well-prepared for their work.

- An example of this value is demonstrated by plans created with Jesuit Refugee Services and Fei et Jee. US students would develop an English curriculum to be shared and implemented by successive alternative break groups, providing consistent progress week to week.

COLLABORATION: Staying in communication with each other to ensure continued clarity of purpose and direction.

- The Compact holds regular conference calls and uses email for this purpose.

HORIZONTAL DECISION MAKING

- Our work together is based on the shared values of democracy and consensus building. We make decisions based on shared input and look out for the good of the group, rather than one individual or one institution.

Principles and Practices for Building Partnerships with Organizations in Haiti

MUTUALITY: Working toward mutual benefit, by asking what they want and need, as well as what they have to offer to US volunteers.

- Alternative breakers can also continue to benefit organizations and communities in Haiti through post-trip advocacy and education. For more information on specific activities to advance advocacy and action, see the section “Off-site Involvement with Haiti.”

DEPENDABILITY AND TRUST: Making realistic commitments to organizations and following through on those commitments.

- Alternative Breaks can address some tangible needs, but need to be clear about their limitations.

Examples of Higher Education Involvement Currently in Haiti

Most involvement by higher education occurred in the first three months after the disaster and then sharply declined as the summer break approached and Haiti began to fade from the national spotlight. Efforts generally fit into four categories:

AWARENESS RAISING

- Students purchasing and wearing bracelets, magnets, stick- ers, pens, t-shirts, etc.
- Campus displays, cultural events, concerts, panel discussions; particularly utilizing a mix of staff and students, often Haitian or having a related academic emphasis.

CASH DONATIONS

- Administrators set up campus disaster funds which connected with larger international aid organizations or with smaller organizations connected to a particular campus interest or pre-existing relationship.

ESTABLISHMENT OF PROGRAMS

- Discussions began about building Haiti programming out of various academic or student affairs offices. Strong examples are coming out of Florida International University in Miami such as: small teams from both the College of Nursing and the School of International and Human Affairs collaborating directly with related studies at the University of Haiti; the College of Business Administration working with ten Haitian exporting industries; the College of Education mobilizing Creole speakers to volunteer in various capacities; and the art museum and campus libraries making commitments which will help rebuild and restore access to cultural heritage at museums and libraries in Haiti.

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Broader Collaborative Efforts

- Outside of the Haiti Compact, an example we have found is the University of California (UC) Haiti Initiative. In April, this student led initiative organized a spring summit attended by over 200 people in the UC system. In August, the UC Haiti Initiative also sent a 21-person (13 students) exploratory trip to Haiti, to meet with government officials, NGO leaders and community members. Their goal is to find a single Haitian community to work with on specific recovery projects that can be sustained by the people themselves. The UC system will work collaboratively to help in redevelopment efforts through research and education.

Haiti Compact Background

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Our hope with this report is to help campuses assess the viability of starting an alternative break trip to Haiti. We agreed that the best way to do this is to share information about each part of the planning process: including long-term goals, skills needed, safety issues and curriculum development.

Please note that within the current compact, each institution has faced different challenges and opportunities as we explore possible ways to work in Haiti. We anticipate this being the case with each school that joins the Haiti Compact, which will add to our compilation of best practices and lessons learned. For example, risk and liability policies vary from campus to campus. Current Compact schools can advise potential Compact members on how to work with administration to adapt and update policies to ensure they are strong and relevant for work in Haiti, and how to best propose a trip to Haiti.

After utilizing this first year to build the practices and capacity of Haiti Compact founding members, conducting an exploratory trip, and carrying out the first wave of alternative break programming in Haiti, we intend to use subsequent years to build membership, expand and refine best practices, deepen and multiply partnership organizations in Haiti, secure targeted funding, and conduct solid assessment and research to share with those invested in this collaboration.

After reading through the entire report, please contact Break Away with questions or concerns. Ultimately, we hope that campuses will join the Haiti Compact in multi-year commitments to alternative break program involvement in Haiti.
This section highlights steps for colleges and universities interested specifically in sending a trip to Haiti, and is not inclusive of all the details on how to plan an alternative break trip. For more information on how to plan and implement an alternative break trip, please see APPENDIX V. Not all colleges and universities are prepared or have the capacity to support alternative break trips to Haiti, nor do we suggest that planning a trip to Haiti is right for all universities. It should be noted that Compact member schools have canceled and postponed trips in response to conditions in Haiti, and we recommend that other schools exercise the same caution.

We strongly recommend that any institution considering developing a trip to Haiti proceed with caution, and follow these suggested steps:

**Step 1:** Assess your university’s capacity to organize a trip to Haiti:

- Do you have a well-established domestic break trip program? (5-10 trips a year)
- Do you already have a strong international trip program? (2-3 trips a year)
- Do you have strong student leaders, who have been involved with the break program for multiple years?
- Do you have institutional support? (VP Campus Life, President, etc…)
- Can you commit to long-term partnerships in Haiti (4 or 5 years)?
- What social issue(s) do you want to focus on in Haiti?

**Step 2:** Solicit university administration approval of the trip*:

- Seek out the office which gives final approval. (Study Abroad, Risk Management, Campus Life, etc…)
- Ensure that administrators are aware of all of the safety and security situations.
- Develop a comprehensive risk management procedure and emergency response protocol.

*It is important to have university approval before going forward with trip planning.

**Step 3:** Contact Break Away.

- Break Away is coordinating the Higher Ed response in Haiti and it is highly recommended that all member schools planning alternative break trips communicate with Break Away at the early stages of planning.
- Break Away will put you in touch with one of the Haiti Compact member universities or recommended organizations, based on the social issue you have identified.
- In order to ensure program maturity, we will ask that all Haiti Compact members join as Break Away members. This will allow us to speak to our partners in Haiti, each other, and the media with the common language and ideology of the 8 Components, the Active Citizen Continuum, and the best practices espoused in this document. Break Away membership will also allow the Compact to work more closely, consistently, and collaboratively with staff and student contacts who would be planning and leading such endeavors – ensuring that the best collective effort goes forward.
STEP 4: Other Issues to Consider or Reasons Not to Go To Haiti

- If your university currently does not have a solid student-led and staff supported domestic or international alternative break program (6 trips or more having been established for at least 3 years), preparing to send a trip to Haiti may not have the leadership nor support necessary for such an endeavor.

- Similarly, if your alternative break program does not have strong staff support in the form of an advisor or graduate assistant that dedicates a set portion of their work day to Alternative Breaks, there may not be the administrative commitment to the alternative break program needed for work in Haiti.

- In almost every case with the Haiti Compact members, conversations about school involvement reached as high as the Dean of Students Office and often into the Office of the President. If your alternative break program does not have leverage for such conversations, those ties may need time to be developed before work in Haiti may be a serious conversation.

- Do not try to begin this planning if you do not have the sense that your program is ready to go. Trust your instinct. The work of the Compact is to help build solid ties in Haiti and practices and approaches programmatically to volunteer in Haiti. The work of an alternative break program is to continue to build student-leadership capacity and a sophisticated and sustainable approach to community partnerships and active citizenship. When program maturity is established, it can grow in quality and quantity of trips. We hope that involvement in Haiti is part of that growth, but not before programs feel they are truly ready.
While a primary goal of the Compact is to offer information to schools to create successful alternative break opportunities in Haiti, we foresee some areas in which student groups may face challenges. Below are issues to consider in planning a trip to Haiti.

**LANGUAGE/COMMUNICATION**

Haitian Creole is the language most widely spoken. Many Haitians do not speak English and only a small minority of Haitians speak French. While we recommend that groups hire translators, learning basic Haitian Creole before traveling will improve the students’ experience, as well as be a good start in leveling the power dynamics inherent in volunteerism.

**LIVING CONDITIONS & ROAD TRAVEL**

Students should understand that living conditions in Haiti are challenging. In the spring and summer, the climate is hot and humid, and there is little to no access to air-conditioned areas. Moreover, travel is challenging as roads and vehicles are often in disrepair. Few buildings and vehicles are accessible to people with disabilities. Electricity and running water are scarce outside of Port-au-Prince and even then not reliable.

**SAFETY AND SECURITY**

According to the U.S. State Department travel warning, all non-essential travel to Haiti is discouraged. In the Compact’s assessment, there are considerations that groups can take in order to avoid potentially harmful situations (more information on this below under “Logistics, Safety and Suggestions for Group Travel”). However, it should be understood that Haiti is not a location where students will be able to walk around freely, which may be unlike other international trips. Thus, there must be awareness around security considerations in order to best encourage safety.

**POLITICAL INSTABILITY**

Because of potential political instability, potential for cancelation of trips is much higher and programs must put processes in place in order to be prepared for this possibility. The international airport has been known to close during political disturbances.
The following is a sample curriculum outline to effectively prepare students intellectually and personally prior to their trip to Haiti, reflect appropriately during the trip, and provide a means to engage participants in post-trip activism and advocacy. Curricula may vary depending on the time period of preparation and the context; however, we highly recommend that university groups participate in a six- to eight-week intensive preparation with potential participants. University groups are encouraged to seek out people with the relevant skills and experience on campus with whom to partner.

For a more comprehensive syllabus, please see APPENDIX IV – a sample curriculum from an American University trip focused on women’s empowerment and disaster relief.

PRE-TRIP EDUCATION CURRICULUM (4-8 WEEKS, 1.5-2 HOURS PER SESSION):

→ Socio-cultural history of Haiti, including US involvement in Haiti
→ Background on issue focus (e.g. women’s issues, children’s issues, education, environment, social entrepreneurship, health)
→ Survival Haitian Creole – understanding why it’s important to have some knowledge of the language and develop the basic skills necessary to communicate with community members in Haiti
→ Disaster relief and preparedness
→ Impact of earthquake on Haiti
→ What to expect in Haiti, including our role in Haiti and how we should be think critically about (our/volunteer) involvement in Haiti

Curriculum

→ Skill building (this may depend on the projects on which volunteers are working while in Haiti – work with the organization in Haiti to decide what skills are necessary to prepare participants for the trip)

REFLECTION DURING THE TRIP

→ Root causes of poverty
→ Power and privilege
→ Activism and advocacy
→ US involvement in Haiti
→ Discussion of post-service activism (begin action plan)

POST-TRIP SESSIONS

→ Action plan for activism and advocacy, and engaging the campus community in education about Haiti
→ Production of educational and awareness materials and sessions
The more training that takes place in the United States, the more time students will have to be actively working on projects while in Haiti. Bringing skilled volunteers to any service project leads to higher productivity and requires fewer resources (e.g., time from an employee training the volunteers) from the host site.

There are two approaches to assembling a skilled team of volunteers. The first approach is to select team members based on a specific skill that they bring to the table with the intention of composing a diverse team with a wide variety of backgrounds and language abilities, among other skills. The second approach is to train all members of your team with the skills necessary for your particular project. An ideal skill-based recruitment will place people who are ready to share and train other team members in their specialty so that the break group arrives with the skills needed on at least a shared base level. This section will address some of the skills that we believe will help student groups have successful experiences that make a positive impact in Haiti.

It is important to work with the host site to identify what the service project will be and what skills will be necessary for students to be most involved, effective, and successful. Depending on the project, it may be more important to develop the “hard skills” or “soft skills” of the students. Hard skills, such as operating power tools, are technical skills whereas soft skills are related to human interaction, such as conflict resolution or problem solving.

**CONSTRUCTION SKILLS**

Over the course of the next decade, perhaps longer, Haiti will be in the rebuilding stages and it is likely that student groups will be working with construction projects. Learning to use basic power tools, such as chop saws and skill saws, is vital to student groups being efficient and effective in their service projects. Other hard skills that may be helpful are the basics of how to frame a building, work with concrete, and proper techniques for painting. The Compact strongly recommend training students in these areas prior to working in Haiti. Lowes, Home Depot and other similar hardware stores typically offer training courses on basic construction.

**EDUCATION: ASSESSMENT, CURRICULUM DEVELOPMENT AND CLASSROOM MANAGEMENT**

The education system in Haiti, struggling long before the earthquake, has taken another step back during this time of rebuilding. Classes are often held outside, under tents, with loose curriculum and even looser outcomes. Students may need to be prepared to help participate in assessment activities with classes, mainly women and children, and then respond to the assessment by creating an engaging curriculum. Many requests were fielded for classes on speaking English—though others involved basic technology, other language skills, and even entrepreneurship through micro lending. Along with curriculum development, the dynamics in the “classroom” are not likely to reflect those experienced in the US. Participants should be trained in various skills on how to engage, present, and manage the time spent teaching.

**CULTURAL SENSITIVITY**

It is important that student groups exhibit cultural sensitivity during their experience in Haiti. Be prepared for a different sense of time, a slower pace and plans to change constantly. Students should be aware that displaying expensive jewelry, technology, photography equipment, cell phones or other personal items is neither appropriate nor safe. We would recommend having students explore the societal roles of men and women, family structure and religious beliefs to have a basic understanding of Haitian culture prior to departing for Haiti.

When doing relief work with any natural disaster, students should have a strong education base about the issue at hand. Understanding the political climate, the international aid response and the economic implications are just a few of the areas that will help students comprehend the big picture. In this case in particular, being aware that nearly every person in Haiti lost loved ones in the earthquake will be important to remember during interactions with community members.

**LANGUAGE SKILLS**

There are multiple websites with translations of key phrases and words, some colleges and universities offer Haitian Creole language courses, or perhaps the student group could locate a community member who would be able to teach them the language. However you choose to do it, beginning to learn Creole is a skill that will help the group connect with the Haitian people, ultimately enriching the experience for all involved.
The January 20, 2011 Department of State travel warning for Haiti includes the following:

“U.S. citizens wishing to assist in Haiti relief efforts should be aware that – in addition to the aforementioned safety and health risks, and despite good intentions – their travel to Haiti will increase the burden on a system already struggling to support those in need.”

The purpose of the Haiti Compact’s exploratory trip in June 2010 was to determine if there are local NGOs that are capable of supporting international volunteers and providing a safe experience. Based on our meetings and positive experience, we have concluded that there are currently such NGOs in Haiti willing and able to host volunteer groups and some that may be ready in the future.

While we are aware that the US State Department has issued a Travel Warning to Haiti, throughout the Compact’s visits in Haiti, there were no security incidents. However, the group did take stringent safety precautions and avoided situations that may have led to unsafe conditions. We recommend that universities explore sending student/staff volunteer groups to Haiti, but we recommend trips only when the proper logistical and safety precautions are followed.

**Logistics for Group Travel**

Due to minimal travel and tourism infrastructure in Haiti, our recommendation is to plan trips to Haiti with local host organizations that can provide all of the necessary logistical needs for college student volunteer groups. These logistical needs include:

**A VOLUNTEER COORDINATOR WHO CAN COORDINATE LOGISTICAL NEEDS**

- Housing (especially in the rainy season/summer time) or a place for pitching tents
- Transportation (local, trusted drivers with reliable vehicles)
- Translators
- 24-hour security at the housing site. In Port-au-Prince the housing site should be in an enclosed and secure area
- Recommended drivers with knowledge of the area and community, as well as the ability to anticipate and avoid any troublesome areas
- Cooks who are familiar with cooking for non-Haitians and follow the necessary food preparation precautions
- Access to a grocery store that carries some imported goods
- Access to purified drinking water or the ability to purchase drinking water
- Indoor plumbing for toilets and showers
- Quality volunteer and educational opportunities

Please refer to **APPENDIX I** on Organizational Summaries for further information on organizations that the Haiti Compact has determined meet these qualifications, and contact Break Away to be put in touch with appropriate organizations.
While no one can guarantee safety anywhere in the world, following proper safety measures greatly reduces the chance for harmful incidents. The following safety measures include general guidelines for travel anywhere in the world and some measures that are specific to travel in Haiti.

**SUGGESTIONS FOR PRE-TRIP DEPARTURE**

→ Register with the US State Department
→ Have an emergency contact in the US, and carry those contact details with you at all times
→ Sign institutional liability releases
→ Get vaccinations as recommended by the Center for Disease Control (www.cdc.gov)
→ Travel with a copy of everyone’s passport, emergency contact information, health and allergy info, and international insurance. This information should also be kept with a contact in the US
→ Purchase international travel insurance with included medical, political stability and natural disaster evacuation
→ Rent an international cell phone for emergencies, and also rent or purchase a Haitian cell phone for local coordination and emergencies
→ Review the most current travel warnings and news
→ Discuss emergency protocol with your local host

**GROUP TRAVEL, SAFETY AND SECURITY**

→ Groups should have at least one trusted and well-traveled staff/faculty member, who has extensive experience in traveling internationally with college student groups
→ Know the location and accessibility of local hospitals/health clinics (work with your local host)
→ Take mature students with prior experience—either experience with Alternative Breaks, or experience with travel in developing countries
→ Implement and enforce an alcohol- and drug-free policy
→ Ensure the group is in good physical condition
→ Practice caution at all times, as crime is an ever-present and growing reality in Haiti
→ Affiliat with a person or organization in-country who provides lodging and transportation These should be arranged ahead of travel and include plans to get to and from the airport
→ Stay in groups of four or more, including someone who speaks Haitian Creole at all times
→ Travel with private transportation with trusted drivers and reliable vehicles. Do not rely on taxi cabs or tap-taps.
→ Travel with a trusted local guide, translator and/or hired security
→ Avoid all demonstrations or large gatherings
→ Do not travel at or at dark or even after sunset

**Responsible Travel in Haiti**

→ Do not give money, food, or donations directly to people. If bringing donations, give donations to your host contact for them to distribute through their organization.
→ Inform your group of measures to take in an earthquake or other emergency situation
→ Avoid unauthorized photography (ask before taking pictures)
→ Wear modest clothing and do not flash expensive cameras, jewelry or phones
→ Travel with water bottles, energy bars and/or packed lunches. There are not many options for buying food when traveling around Haiti
→ Group members should maintain an open & positive attitude to the local culture

→ Avoid high crime zones
→ In the case of crime or other emergency, contact the police and the U.S. Embassy. The U.S. Embassy is a good meeting place in case of emergency since it is close to the airport and there is always a duty officer available
→ Sleep with mosquito nets to avoid dengue and malaria
→ Ensure that your host is purchasing food at a trusted grocery store with safe food handling measures
→ Ensure that you have access to purified water or the ability to purchase water

**Potential Challenges for Travel to Haiti**

→ Avoid high crime zones (listed on the State Department website)
→ In the case of crime or other emergency, contact the police and the U.S. Embassy. The U.S. Embassy is a good meeting place in case of emergency since it is close to the airport and there is always a duty officer available
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→ Ensure that you have access to purified water or the ability to purchase water

→ Do not give money, food, or donations directly to people. If bringing donations, give donations to your host contact for them to distribute through their organization.
→ Inform your group of measures to take in an earth-quake or other emergency situation
→ Avoid unauthorized photography (ask before taking pictures)
→ Wear modest clothing and do not flash expensive cameras, jewelry or phones
→ Travel with water bottles, energy bars and/or packed lunches. There are not many options for buying food when traveling around Haiti
→ Group members should maintain an open & positive attitude to the local culture
Campus involvement (whether you go on a trip or not) in Haiti is essential to the intent of the Haiti Compact for a number of reasons. Most importantly, the focus of Break Away and the mission of the Compact is creating active citizenship around social justice issues, in this case issues related to Haiti. Supplementing a trip to Haiti with education, advocacy, and action before and after the trip, demonstrates that active citizenship is being realized in a very important way. Furthermore, it brings students’ work in Haiti back to the campus to those who do not have the ability to work directly in Haitian communities.

Additionally, it is important to acknowledge that not every university program can or should send a trip to Haiti. For example, three of the five founding Haiti Compact universities were not able to send alternative break trips to Haiti for the 2010-2011 academic year. Each university has different policies and procedures and each program should consider the steps that need to be taken and decide what course of action to take accordingly. In the case of the universities mentioned previously (Loyola Marymount University, Indiana University and University of Maryland), although students will not participate directly in Haiti, they have made a long-term commitment to the Compact and Haiti’s development efforts through the activities listed below. In the face of current news and world issues, we recognize the importance of continuing to engage the campus community in Haiti and acknowledge that we have a responsibility to work for justice there and elsewhere.

The suggestions below highlight the importance of the connection to the Haiti Compact for education, advocacy and education state-side. Universities not able to send alternative break groups can still maintain a connection to groups traveling and working in Haiti through the Compact. It is that connection that makes this initiative important and effective in creating meaningful experiences for students and actively engaging the campus community in social justice work in Haiti.

OFF-SITE INVOLVEMENT WITH HAITI

Advocacy

- Form an advocacy group on campus that has an interest in Haiti to begin developing plans for advocacy and education on campus.
- Stay current on US legislation about Haiti with Open Congress (www.opencongress.org) and how your Senators and Representatives stand on the issues with Project Vote Smart (votesmart.org). Call, write, and visit your legislators to express your opinions.
- Host advocacy tables in common areas in your school, where you can educate people on legislation affecting Haiti and provide supplies for handwritten letters.
- Share your opinion regarding politics, economics, and aid distribution in Haiti with others by writing a letter to your school or local newspaper’s op ed page.

For assistance on effective advocacy communication see Tips for Effective Advocacy Communication in the appendix. Below are additional approaches for advocating on your school’s campus.
Education

- Hold a teach-in or on-campus event on issues associated with Haiti, rebuilding and recovery (examples: socio-cultural history and aid and development in Haiti). Invite professors with expertise on Haiti, Haitian students who attend your university, and others who have traveled to Haiti to share their experiences. See the bibliography of movies, articles and books in the appendix of this document.
- Host dance or performance groups from Haiti. This could provide a cultural backdrop for potential reflections about the socio-cultural history of Haiti and its vibrant culture.
- Connect with Haitian students via email, Skype, letters. Work on collaborative projects such as story telling and writing, photography. This can be facilitated through connections made through the Haiti Compact.

Fundraising

- Host dinner and a movie featuring Haitian food and watch a movie about issues in Haiti. Ask people to contribute what they would for an evening out. This is one creative example of a fundraising activity, but have students use their alternative break fundraising skills to find creative ways to support Haitian organizations.
- Choose an organization that other schools in the Compact are visiting, and support them with creative fundraisers.
- For schools committed to fundraising for other organizations not listed through the Compact, thoroughly research whether the agency is engaged in ethical and effective practices in Haiti. For example, some of the large aid organizations have received a great deal of donations, but very little of the money is actually being seen on the ground in Haiti. The Compact supports organizations that are working directly with community members and grassroots organizations where change is being seen on a local level. If you encounter organizations that fit this description, communicate them to Break Away and Compact members so that they can be highlighted through the Compact.

Economic Empowerment

- Support economic empowerment of Haitian coffee farmers by buying Just Haiti coffee (www.justhaiti.org), and by encouraging your school to sell it on campus.

Connect to Other Compact Schools

- Contact Break Away to find out how your school can get involved - in Haiti or on campus.
- Contact schools who are connected to NGOs in Haiti that are interesting to you; arrange for a Skype meeting or shared blogging about your involvement with those organizations through fundraising, advocacy and alternative break trips.

The suggestions listed above are just a few examples of ways students may involve themselves in the rebuilding efforts in Haiti while still on campus. We welcome ideas to add to this list. Immediately following the earthquake, colleges and universities across the United States hosted unique and meaningful programs in response to the devastation. As partnerships between universities and Haitian organizations develop, schools visiting Haiti may shed light on new areas of need and additional opportunities for stateside involvement in Haiti. For these reasons, the Compact highly encourages schools to communicate with each other about their work, share ideas, and collaborate on ways to add to the suggestions listed above and support the rebuilding and development efforts as well as education and advocacy in and for Haiti from their campus.
It is the strongest recommendation of the Haiti Compact members that the readers of this report slowly and thoughtfully consider all the information contained therein. Planning and carrying out an exploratory trip to Haiti was a complicated endeavor – despite pre-existing connections in Haiti and the professional experience of many working on behalf of the whole. Logistically, it was difficult and tenuous and philosophically, it was and continues to be an extremely sharp learning curve as motives and best practices are refined and defined.

Upon returning from the exploratory visit to Haiti, the Compact members came to the realization that this initiative is not just about Haiti, it is about improving Alternative Breaks and higher education service-learning experiences altogether. We gained insight into several ways this can be done:

→ We learned from the many organizations with which we met about the sustainable, grassroots work that they are doing on the ground and learned about the potential of international volunteering. Many of the well-established organizations that work at the grassroots level had the foresight to implement policies and practices that ensured reciprocity in the service relationship, sustainability in the work being done and took into account the potential harm that can be created to a community with bringing volunteers to help out. We came away from many of these discussions wishing that all of our service relationships – domestic and international - worked in this way.

→ We learned about the importance of collaboration. As we mentioned previously in the report, collaboration is a central value to joining the Haiti Compact. We have discovered throughout the course of the past several months that the collaboration around Haiti permeated into the rest of our work and often seek out the guidance and opinions of our colleagues. Each person and institution involved in the Compact has a great deal of experience and opinions in distinct areas that have led to a collective understanding and movement towards our goals. Additionally, through the collaboration, each institution has worked to implement lessons learned from each other and our programs into our work.

→ We believe we are in the process of creating new models and paradigms about service. We have found through discourse about international volunteering and service that there is oftentimes a one-sided approach which is heavily informed by dominant international development practices that bring expertise from the outside to help people in developing nations. Through the work in the Haiti Compact, we hope that we are providing a practical way to subvert those one-sided practices and work towards truly reciprocal relationships where the community’s voice is not only listened to, but it is the dominant voice in the discussion of how change can happen. There have been examples of this taking place, we hope that the work through the Haiti Compact is bringing those to light for our students, institutions and the world of international and domestic service.

As we have discovered throughout this process, although Haiti is the direct focus of the work we are doing with the Compact, the lessons we have learned have brought renewed energy and insight into the work that we have been doing in other facets of our jobs. It is our goal that the institutions that join the Compact will commit...
to the work of Alternative Breaks and higher education in social justice work, as they commit to partnering with Haiti. The process is certainly not easy or quick, but the outcome is one that will improve practices that will be even more impactful and meaningful for students, institutions and most of all, to communities.

The Haiti Compact aims to work with schools at all levels of programming to ensure the highest possible impact in volunteer work. We offer this information and an invitation to formally join the Compact with the intent that our collective efforts will best achieve those aims. You will join with other Compact schools in scheduled calls; sharing connections, ideas, and resources; and planning work in Haiti and on your campuses. We will continue to build the Haiti Compact in the most sustainable ways. Please consider joining the Compact if you are interested in sending alternative break programs to Haiti, by contacting Break Away at 800.903.0646. This opportunity to join the Haiti Compact is not only a commitment to work in Haiti, but a commitment to working collaboratively to improve and grow alternative break programs and higher education involvement in social justice work in our communities and around the world.

MEN ANPIL CHAY PA LOU.
MANY HANDS MAKE THE LOAD LIGHTER.
Appendix I:
Community Partners & Summaries
of Meetings on Site Visits

ASSOCIATION OF PEASANTS OF FONDWA
www.apfhaiti.org

Vision/Mission: The Association of Peasants Fondwa (APF) is a grassroots organization that has worked with the peasants of Fondwa since 1988. APF envisions a new rural Haiti, one which is populated with sustainably and holistically developed communities that actively promote the civil and human rights of the poor. APF’s daily work is dedicated to making this vision a reality by empowering and enabling the poor to become their own agents of liberation. Together, APF and the peasants have created basic infrastructure, health care, financial services, agricultural training, and primary, secondary, and university-level education to the residents of Fondwa. These opportunities do not simply improve the current quality of life in Fondwa, rather they strengthen community relationships by preventing the migration of rural youth and providing community leaders with access to continue to develop their own community.

Activities in Haiti:
- APF works in a myriad of programs in the Fondwa community around education, women’s rights, children, health care, business development, financial services, a rural university, infrastructure and the environment.
- Specific programs include reforestation, soil conservation, animal breeding, a bakery, credit union, restaurant, carpentry shop, beverage depot, orphanage, community radio station, and water infrastructure.

Currently Recommended Host Partners

Housing Description/ Transportation and Travel Information:
Housing and transportation can be organized through contacting APF. A guest house, restaurant and volunteer housing are quite adequate for group needs.

Potential Partnership:
- APF welcomes volunteers to work with any area of their programs where there is interest. A donation is requested for supplies for the project selected.
- Volunteer service work with the University of Fondwa, founded by Father Joseph Philippe, also founder of Fonkoze, can be arranged by contacting Father Philippe.

Description of possible partnership activities with universities:
Students can engage directly with hands on community development projects in a peaceful and beautiful rural setting. Through building relationships with community members, students learn about economic empowerment, the challenges of rural poverty and the creative, Haitian-run grassroots projects that are addressing pressing social and environmental issues.

FONKOZE
www.fonkoze.org/

Vision/Mission: Fonkoze’s mission is building the economic foundations for democracy in Haiti by providing the rural poor with the tools they need to lift themselves out of poverty. This mission is reflected in the name, Fonkoze, which is an acronym for the Haitian Creole phrase “Fondasyon Kole Zepòl” meaning “Shoulder-to-Shoulder Foundation.” Fonkoze is a microfinance institution that not only provides small loans to women in rural Haiti, they also provide services that include literacy, education and life skills; a full range of financial and banking services, health and
malnutrition programs, social impact monitoring and programs for the ultra poor to bring them to the point where they can participate in micro-credit.

Activities in Haiti:
- Fonkoze provided immediate relief after the earthquake and has gotten all of the bank branches operational. They facilitated remittances from Haitians living abroad to their families in Haiti.
- In partnership with DePaul University and others, Fonkoze created an investment website called Zafen (www.zafen.org) that helps to connect investors from around the world in order to deliver capital to social enterprises in Haiti.
- Fonkoze also focuses on education, children’s rights, and environmental protection.

Housing Description / Transportation and Travel Information:
Housing and transportation are organized by participating on a delegation with Fonkoze.

Potential Partnership:
- Fonkoze USA office organizes delegations to Haiti to learn about their work and visit the microcredit branches and loan recipients. They will organize all logistics of the trip, but there is not an opportunity for direct service. The delegation would be focused on education and post-trip advocacy & activism.
- Opportunity to do volunteer service work with the University of Fonwoa, founded by Father Joseph Philippe, also founder of Fonkoze, can be arranged by contacting Father Philippe.

Description of possible partnership activities with universities:
- Students can learn about microfinance as a strategy for empowering people to pull themselves out of poverty. With this knowledge and critical view of the effectiveness of microfinance, students can decide if they want to support the work of Fonkoze through partnerships, opening branches and educating others about the work.

HAIITIAN AMERICAN CAUCUS
www.hacus.org
Location: Cris-des-Bouquets

Mission:
The Haitian American Caucus mission is to set a platform to empower communities while building partnerships and equal access to resources for all supporting groups. They view to improve quality of life by promoting political, educational and moral values.

Vision: Their vision is to be a beacon of hope and a shining light to a community unaware of its strengths but not afraid of its power to protect the quality of life of the people.

Activities in Haiti:
- Education: HAC has organized temporary schools at their compound, teaching English classes to girls and women and teaching English classes to men separately. HAC is dedicated to working on women’s and men’s issues.
- Agriculture: HAC is working in the community to improve agricultural yield through better irrigation and crop management.
- Orphanage: HAC will be working with a local orphanage being built in the community.
- Health

Housing Description: Haitian American Caucus has volunteer housing in one large house where up to 30 people can sleep in tents. There are three showers and cooks who make three meals a day.

Transportation and Travel Information:
- The HAC contact at the volunteer house can arrange transportation. Cris-des-Bouquets (Kwadabouke) is about 8 miles northeast of Port-au-Prince in a semi-rural neighborhood with small agricultural fields, concrete houses and some tent camps.

Potential Partnership:
- Trip to Haiti is still in the initial planning stages. HAC is in the process of building partnerships to empower communities while building partnerships and equal access to resources for all supporting groups.
- Opportunity to do volunteer service work with the University of Fonwoa, founded by Father Joseph Philippe, also founder of Fonkoze, can be arranged by contacting Father Philippe.

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They also focus on training men in their responsibility in sexual and reproductive health.

**Issues Addressed:**
- Access to healthcare
- Gender issues, women’s rights
- Empowerment (not just donating laptops, but training how to use them)
- Health education

**Housing Description:** The US office of ICC coordinates housing and food with Haitian partners.

**Transportation and Travel Information:** Could be arranged through housing.

**Potential Partnership:** Strong Alternative Break site for week-long trips.

**Description of possible partnership activities with universities:**
- Medical assistance
- Information technology (training hospital staff on software, etc.)
- Database entry
- Community outreach
- Building
- Tracking impact/assessment of volunteers

**JUST HAITI**

www.justhaiti.org

**Organization Description:** Fair trade coffee growing cooperative in Baraderes, southwest Haiti.

**Vision/Mission:** Just Haiti works with 50 Haitian growers and others to alleviate poverty, hunger, illiteracy and disease in Haiti. We seek to create an environment for justice and peace through fostering and sponsoring activities that include sustainable business and community development, education, employment opportunity, health and medical services, infrastructure development, and improvement of environmental quality.

**Activities on the ground in Haiti:** Growing coffee with organic techniques to be sold through a fair trade cooperative.

**Other Information:**
- Importance of contextual focus – Just Haiti supports coffee growing in this community because it used to be the community’s main industry, until the prices dropped in the 80s. Using a fair trade model makes coffee growing feasible again for the community.
- Forty families are part of the cooperative.
- Focus on long-term relationships with US volunteers, not just coming for one week and leaving.

**Housing Description:**
- Guest house in La Borde, $25 per person, dinner and breakfast included.
- Guest house in Baraderes (we did not visit this house).

**Transportation and Travel Information:**
- Still would need to be arranged. Recommended to fly into Les Cayes to reduce travel time.
- Need to split up travel between PaP, La Borde, and Baraderes by several days - is a long trip.

**Potential Partnership:**
- Potential site for a week-long alternative break trip.
- Should explore possibility of distributing/selling coffee on campuses or at least educating about fair trade practices.
- Potential site for skilled volunteers, faculty or graduate student research (agriculture, business).
- Outside of the work of Just Haiti, there is an opportunity to support general community development in Baraderes, including education, clinics, churches.
- Potential for connection or exchange program with agronomy college in Les Cayes, which is administered by Father Pascal, the priest heading up the housing in La Borde.
- Process is in development, and will be further fleshed out in a September in-person meeting between Kim and Melody in DC.

**Description of possible partnership activities with universities:**
- Supporting growers for different activities in the growing season (Jan/Feb - trimming plants, May - clearing land, Aug - planting, Sept to Dec - harvesting).

**Other Information:**
- Importance of contextual focus – Just Haiti supports coffee growing in this community because it used to be the community’s main industry, until the prices dropped in the 80s. Using a fair trade model makes coffee growing feasible again for the community.
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Mennonite Central Committee


www.latinamerica.mcc.org/#, hover over Haiti link

→ Teaching management and economics, for skilled volunteers
→ Agricultural training (irr. erosion, farming techniques)
→ Building schools (and providing funds for building), chapels (connections could be facilitated by Just Haiti but this work is not explicitly connected to their mission)

Mennonite Central Committee

Purpose and Vision: Mennonite Central Committee (MCC), a worldwide ministry of Anabaptist churches, shares God’s love and compassion for all in the name of Christ by responding to basic human needs and working for peace and justice. MCC envisions communities worldwide in right relationship with God, one another and creation.

Priorities: MCC’s priorities in Haiti are reforestation, peace building, and integrated community development.

Approaches: MCC approaches its mission by addressing poverty, oppression and injustice – and their systemic causes; accompanying partners and the church in a process of mutual transformation, accountability and capacity building; building bridges to connect people and ideas across cultural, political and economic divides; and caring for creation.

Current Activities:

- Earthquake response included emergency distribution of food and material aid such as water filters, first aid kits, tents and tarps and later included cash for work. Long term projects include seminars on construction techniques, and new building of housing and a trauma healing/peace building program.
- Income generation includes projects to enhance agriculture production.
- Food security includes both agriculture projects and advocacy to buy locally grown foods.
- Reforestation projects are located in the Artibonite and are based on the development of a network of community nurseries growing both forest and fruit trees.
- Education projects are with partners to streamline primary education and to enhance technical training.

Advocacy Issues addressed by MCC’s program include: immigration & migration (rural - urban, Haiti - Dominican Republic), Haiti - Miami, militarization of aid, food security, food sovereignty, reforestation and environment, advocacy at home.

Other Important Info:

- Strong focus on post-trauma advocacy activities for returning groups
- MCC is a Christian, faith-based group focused on the social gospel relating to human dignity and peace building.
- MCC Haiti works with grassroots Haitian partner organizations on projects which they identify.
- Opportunities for groups include work and learn teams, learning and advocacy groups.
- Housing:
  - Housing at the MCC guest house in bunk rooms with shared baths
  - Wireless Internet
  - Local food, entertainment, transportation and translation included
- All inclusive 14 day cost is $1,200.00

Transportation:

- Included with program fee (see above)

Potential Partnership:

- Coordinating and hosting a two-week trip.
- Could also provide educational resources for other trips, particularly with an advocacy focus.

Description of Possible Activities:

- Planning trips in reforestation project, working side by side with Haitian mentor
- Education on cultural, social and political issues, as well as learning about advocacy opportunities.
- Participating in other activities, described above

SONDJAYIITI

www.sondjayiit.com

Location: SAD works in the city of Limonada in the North side Mission: Sondjayi Organization, Inc. [S.A.O.] seeks to uplift the Haitian communities through education, economic development, and health promotion.

Vision: Create prosperous communities by connecting locals with resources, materials, and education support to live in their homeland with pride and dignity.

Our Objectives:

- Transferring knowledge and new information to ‘position’ and informal leaders in the community.
- Developing a community psychology and competent community.
- Providing essential leadership skills to collaborators prior to engaging with the community.
- Providing tools and training to local residents in order for them to sustain community growth and continuing development.
- Reducing illiteracy by implementing long and short-term educational programs for both children and adults in rural communities.
- Implementing social development programs, in which to improve living conditions and health awareness.
- Supplying basic daily necessities.
- Creating an environment that allows the community to become self sustained through the transfer of knowledge and capacity building.

Potential Partnerships:

- Preparing to host alternative break trips.

UMVIM – UNITED METHODIST VOLUNTEERS IN MISSION


Organization Description:

- United Methodist Volunteers In Mission (UMVIM), SEJ is the short-term mission agency of the Southeastern Jurisdiction of the United Methodist Church. UMVIM exists to promote, encourage, and enable Christians to exemplify “Christian Love in Action” through short-term mission service in the United States and abroad. UMVIM provides opportunities for service by developing and nurturing relationships with domestic and international leaders.
- In Haiti, UMVIM works closely with the Haitian Methodist Church, completing projects they discern and direct.

Activities: Projects discerned by Haitian Methodist church may include clearing rubble, building churches and schools, repairing buildings, community development (including latrines, wells, micro-credit, etc.)

Other information:

- Volunteers and projects are sequenced by US staff
- Haitian workers [cooks, drivers, etc.] are employed through team support [two for every volunteer]
- Teams must be extremely flexible, as locations and projects may change in the days leading up to the trip, depending on needs of sites
- Currently, the United Methodist Committee on Relief is offering a matching grant program, so if teams raise $3500 for project costs (to fund building materials, construction oversight, etc.), UMCOR will give an equal amount for a total of $7,000 for the projects
- Faith-based organization. Volunteers do not need to profess or belong to a particular faith, but must be willing to attend a Haitian Methodist church service, or risk sending a negative cultural message to the community. No proselytizing.

Issues addressed:

- Economic justice
- Access to health care, public health
- Fair wages, equal opportunity (discrimination as an issue)
- Meeting with Beyond Borders to learn about restaveks (child slavery), model community program

SONDE JAYI

www.sondjayiit.com

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- Reducing illiteracy by implementing long and short-term educational programs for both children and adults in rural communities.
- Implementing social development programs, in which to improve living conditions and health awareness.
- Supplying basic daily necessities.
- Creating an environment that allows the community to become self sustained through the transfer of knowledge and capacity building.

Potential Partnerships:

- Preparing to host alternative break trips.
Shelter
Clean water
Disaster response (UMCOR)
Hidden caste system within the poor community
Child abuse
Male domination, infidelity

Housing Description:
Cost is $40 per person, per day – includes housing, food, interpreters.
Provided in the Methodist Guest House, Petionville, unless work is in rural area. Some housing is in tents – that is for experienced teams and team leaders only.

Transportation and Travel Information: Transport is available at a very low cost.

Potential Partnership: Strong potential as host for alternative break trips, particularly those who are interested in partnering with Haitian Methodist Church (potentially working on church construction, attending church service)

Description of possible volunteer activities with universities:
Completing projects discerned by the Haitian Methodist church, including clearing rubble, building churches and schools, repairing buildings, community development (including latrines, wells, etc.)
Skilled medical volunteers

Other Requirements:
Team leaders must attend UMVIM training through their local United Methodist conference office or jurisdiction
All team leaders must have Haiti experience
Could accommodate 2-3 volunteers added to another team, if a team does not have Haiti experience
Better equipped currently for shorter term volunteer work, but may eventually be capable of hosting a full alternative break group. Some organizations currently host Alternative Breaks, but Compact members have not conducted a site visit.

**DEEP SPRINGS INTERNATIONAL**

[www.deepspringsinternational.org](http://www.deepspringsinternational.org)

**Vision:** To initiate a novel approach to fighting poverty that integrates sustainable solutions to the problems of lack of safe water, lack of job-related education, spiritual poverty, and unemployment. This model will have the ability to be scaled up and implemented around the globe.

**Mission:** Deep Springs International will improve life in developing nations by identifying and encouraging the use of affordable water purification systems, teaching the importance of proper household water treatment practices, and creating new business opportunities for individuals via the teaching of entrepreneurship principles.

With local partners, DSI will provide the mentoring, financing, and business relationships needed by new entrepreneurs.

DSI’s mission is driven by the belief that sustainable access to safe water can be achieved through locally owned businesses that provide water treatment products at prices that rural Haitians can afford. We equip local people to create their own solutions by teaching them water treatment practices, and creating new business opportunities for individuals.

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**FABIBEN**

[www.fabiben.org](http://www.fabiben.org)

**Organization Description:** The English translation of the Creole word “Fabiben” literally means “to do good.” Fabiben’s mission is the embodiment of this motto. The organization was founded in order to help communities help themselves. The Fabiben Corporation is currently operating two schools. One is located in Bainet, Haiti (located in Côte Plage 22, Route Rail 22). It is approximately a 2 hour drive from Port-au-Prince. Fabiben is not at a capacity to provide transportation.

Potential Partnership: Fabiben has enough capacity to work with volunteers for an alternative break trip.

**Description of possible partnership activities with universities:**

- Feeding 4000 children every 15 days in different shelters in Port-au-Prince.
- Find resources to pay teachers of the school in Bainet.
- Find resources to give computer knowledge to 100 young people in Bainet.
- Reforestation incentives for community members.
- Construction, with volunteers providing funds.
- School for 120 children, Ecole la Providence de Begin, fee of $11.77 US per year – one of the most expensive schools in the area.
- Micro-credit activities for community members.
- They are eager for alternative break reps to visit and learn more.
- They are currently operating two schools. One is located in Bainet, Haiti (located in Côte Plage 22, Route Rail 22). It is approximately a 2 hour drive from Port-au-Prince.
- The Haitian Compact
- Family of Children’s Rights
- Protection of the Environment
- Rural Development

### Haiti Compact

**Vision:**

- Sustainable development, with a focus on protection of children’s rights, protection of the environment, rural development.
- Deep Springs International
- Water information using cell phones and barcodes on water buckets (best for computer science, technology, business focused group.

### Potential partnerships

- Money
- Knowledge
- Orientation
- Education
- Skills
- Awareness
- Capacity building.

- Find resources to give computer knowledge to 100 young people in Bainet.
- Reforestation incentives for community members.
- Construction, with volunteers providing funds.
- Work with children.

### Activities

- Medical team for our project in Bainet.
- Attempting to raise US $43,000 for a building for school to accommodate 200 children, after school, adult education and orphanage, including hurricane shelter. The lease for their current school expires in August and they don’t have another building to move into.
- They are eager for alternative break reps to visit and learn more.

**Housing Description:** They own one house that can accommodate 6 to 8 people, but can also find other housing.

**Transportation and Travel Information:**

- Transportation and travel information
- Medical team for our project in Bainet.
- Attempting to raise US $43,000 for a building for school to accommodate 200 children, after school, adult education and orphanage, including hurricane shelter. The lease for their current school expires in August and they don’t have another building to move into.
- They are eager for alternative break reps to visit and learn more.

**Housing Description:** They own one house that can accommodate 6 to 8 people, but can also find other housing.

**Transportation and Travel Information:**

- Would need to be arranged

**Potential Partnership:**

- They are eager to work with alternative breaks, but don’t have the capacity at this point. Their primary focus is fundraising. Potential for faculty connection, or if we find resources that can be used to them (funding tips), we should share them. Potential for a future site visit to determine further possibilities.

**Description of possible partnership activities with universities:**

- Summer camp.
- Construction, with volunteers providing funds.
- Work with children.

**GHESKIO**

[www.gh Eskio.org](http://www.gh Eskio.org)

**Organization Description:** GHESKIO is the premier HIV/AIDS clinic in Haiti. GHESKIO’s three part mission includes clinical service, research, and training in HIV/AIDS and related diseases. Working in partnership with the Haitian Government, GHESKIO provides integrated primary care services, including HIV counseling, AIDS care, prevention, and management of tuberculosis and sexually transmitted infections. Through research, GHESKIO defines HIV/AIDS treatment and prevention models for Haiti (gheskio.org).

Since the earthquake GHESKIO has provided humanitarian assistance and medical treatment to victims. GHESKIO provides screening and treatment for patients with HIV/AIDS or other infectious diseases. Medical and surgical are also provided. The patients are...
also provided with counseling and psycho-social evaluations. All GHESKIO services are free of charge.

Potential Partnership: GHESKIO is an organization that is willing and able to host volunteers for an alternative break trip. GHESKIO runs the Center for Orientation and Community Health. The program currently has 60 local volunteers collecting data from the campsites served by GHESKIO. Student volunteers could help supplement that program. Other tasks can also be delegated by the organization itself.

Haitian Community Saint Rose of Lima (HaitiCSR)

www.haiticsr.org, santetotal.org, goyfoundation.org

Activities:

→ HaitiCSR is led by Gabriel Thelus, a native of that area who got his education in the US. He has then made his life’s goal to improving his community.

→ They have a school with about 300 students from K - 9th grade. The school has running water and electricity for the visitors when they come.

→ They have a school with about 300 students from K - 9th grade. They are able to provide music and computer classes to the kids.

→ Assembling all volunteer medical teams to visit these communities 4-5 times per year

http://haiticsr.org/ vision/mission

→  Although much of the work done at GHESKIO requires skilled medical training, volunteers could work on other projects like health, farming techniques.

→  Mont Joli Hotel in Cap Haitien, where we are staying. They may need a new clinic building in the future and we might be able to help with that; also a medical records organizing/system project (records are in chaos now and inaccessible)

→  Funding continued medical care between medical team visits and potable water.

Services provided by the programs are growing, as well as the need, and there is always potential for involvement with schools, universities and churches. At this time they are crowded with additional medical staff, and the need for a larger facility, mainly for medical care, medicines, nutritional supplements, food, and potable water. The services provided by the projects as growing.

→  They are not likely to be involved now. Need medical staff; that need is overwhelming

→  They need a new clinic building in the future and we might be able to help with that; also a medical records organizing/project system (records are in chaos now and inaccessible)

→  Planning for a new building also will require a new site.

H.E.R.O. (HOUSING, EDUCATION, AND REHABILITATION OF ORPHANS) IN HAITI

www.haitihero.org

Organization Description:

Three founders of H.E.R.O. moved to Haiti in August of 2009, embarking on what was to be a two year teaching stint at Union School in Port-Au-Prince. In addition to their full-time employment as teachers, Steven, Michele, and Natacha looked for additional opportunities to help Haiti. As a result, H.E.R.O. was founded and began immediately to assist in the physical, mental, health, life skills and social integration of children in Haiti via Rehabilitation programs that target physical and mental health, life skills and social integration.

Mission: Our mission is to provide housing, education, and rehabilitation for orphans and street children in Haiti. We will create a pathway for children in Haiti to become healthy, educated, self-reliant and socially conscious citizens.

Vision: Every child in Haiti is entitled to the basic human rights of housing, education, and rehabilitation.

H.E.R.O. aims to secure Housing for Haitian orphans and street children to provide a stable environment where children can become well adjusted citizens of society.

H.E.R.O. strives to provide Haitian orphans and street children with an Education that ensures their economic autonomy as adults, through the implementation of primary, secondary, technology and vocational school programs.

H.E.R.O. responds to the needs of the most disenfranchised youth in Haiti via Rehabilitation programs that target physical and mental health, life skills and social integration.

Housing: Space is available at the H.E.R.O. residence for up to 12 volunteers. For groups larger than 12 volunteers, H.E.R.O. works with partner organizations to provide volunteer living quarters.

Funding continued medical care between medical team visits – using professional Haitian staff (physicians and nurses)

Providing critical nutritional needs especially for those diagnosed with malnutrition and starvation

Drilling wells to provide potable water

Transportation Description:

Mont Joli Hotel in Cap Haitien, where we are staying. They are not likely to be involved now. Need medical staff; that need is overwhelming.

May need a new clinic building in the future and we might be able to help with that; also a medical records organizing/project system (records are in chaos now and inaccessible)

The services provided by the projects are growing, as well as the need, and there is always potential for involvement with schools, universities and churches. At this time they are crowded with additional medical staff, and the need for a larger facility, mainly for medical care, medicines, nutritional supplements, food, and potable water. The services provided by the programs are growing.

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The services provided by the projects are growing, as well as the need, and there is always potential for involvement with schools, universities and churches. At this time they are crowded with additional medical staff, and the need for a larger facility, mainly for medical care, medicines, nutritional supplements, food, and potable water. The services provided by the projects are growing.
The ambition of the organization is: To have an autonomous Haitian community where we (Haitians) are not dependent on the international community aid; To develop the Haitian natural potentiality Eco-system; To diminish and eliminate the quantities of the illiterates and children moralities; To have a sustainable change. It becomes for us an obligation to provide a sustainable development through the Haitian community through education and capacity grows. Jean Eddy assures volunteers that OHDD is a very nimble organization and even while he is not present in Petit-Goâve, things run smoothly.

Current activities:
From 2005 to 2009 OHDD has taken responsibility for 46 poor children. With the contribution of our members and the collaboration of a partnership, we have engaged in paying for school fees, buying clothes, buying supplies (books, notebooks, pens ...) for them and giving technical assistance to them.

OHDD is engaged in developing young talents by organizing different kinds of socio-cultural activities, as literary clubs, football clubs and other. Every year, OHDD makes nurseries and plants thousands of trees.

OHDD uses to make different kinds of products with Moriga as: oil, eating powder (with leaves), water purifying powder (with seeds), etc. We used to sell the leaf powder in different places as beautiques and hospitals to treat anemia, anemia. OHDD offers agriculture workshops to benefit of peasants of 2e Plaine. OHDD teaches them to make compost and many other kinds of natural pesticides and insecticides.

OHDD offers workshops to teach people how to protect themselves against current sickness and natural disasters.

New, OHDD is planning a SEEDS BANH with a micro-finance project on the benefit of Petit-Goâve farmers. We will start soon a community garden in 2e Plaine to serve as a model while we are teaching the farmers.

Other Information:
Connected to a foundation based in Portland, OR, by returned Peace Corps Volunteers. Jean Eddy is a Haitian who volunteered with Peace Corps projects in Petit-Goâve 2001-03, then founded OHDD in 2005. OHDD is an independent organization that is ready and available to work with any other one interested in development.

Housing Description:
Available in Petit-Goâve (not visited by Compact members).

Because of some other activities as school, and operations coordinator of Haiti Response Coalition, Jean Eddy Etienne spends the week in Port-Au-Prince and returns to Petit-Goâve every weekend. Jean Eddy assures volunteers that OHDD is a very nimble organization and even while he is not present in Petit-Goâve, things run smoothly. He is available as necessary.

Transportation and Travel: Accessible from PaP via the national road that goes to the South department.

Potential Partnership:
OHDD is not currently set up to receive alternative breaks groups, but could welcome skilled volunteers with a sense of adventure.

Should stay in communication for future possibilities as evolution and capacity grows.

Potential Volunteer Activities:
Agriculture, forestry, engineering, irrigation and eco-system assistance. Skilled volunteers needed.

Have not supported alternative breaks in the past; worked only with Peace Corps volunteers up to now. (There is not a Peace Corps volunteer there anymore.)

Would be best if volunteers spoke Creole.

Recommendations: Continued communication; alternative breaks are not able to be supported at this time, but skilled volunteers may be able to provide helpful resources.
ning f- the women so that they can play a more critical role in their communities and Haitian society. They are a Christian

based organization. They recruit all women for the children primarily on Christian women. Alliance des Femmes also focuses on sustain-
able development, especially in terms of education.

Alliances des Femmes current project is a sponsorship program that they have for some of the poorest kids in the Delmas area where their church is located. Alliance provides scholarships that cover half of the children’s tuition fees and they also provide the children with food and clothing. Furthermore, Alliance provides the children’s families with a small stipend in order for them to invest and generate income.

Housing Description: No available housing.

Transportation and Travel Information: Alliance des Femmes is based at L’Eglise Communaute Evangelique D’Haiti, a church located in Delmas 75 in Port-au-Prince. It is easily accessible. Alliance des Femmes will be able to arrange transportation for volunteers.

Potential Partnership:

→ This alliance of professional women in Haiti may offer the best partnership opportunity as an educational talk about women and children’s issues in Haiti. Post trip activism for this or-

ners could help sustain the child sponsorship program.

Specific assignments would have to be delegated by Alliance des Femmes.

POI ET JOIE

www.foyaalegria.org

Mission: Foi et Joie is the Haitian branch of the Jesuit program Fe y Alegría, a pan-American education project. From Fe y Alegría’s website, Foi et Joie is a “Movement for Integral Popular Education and Social Development’ whose activities are directed to the most impoverished and excluded sectors of the population, in order to empower them in their personal development and their participa-
tion in society.”

Activities: Foi et Joie is operating two elementary schools, two technical/vocational schools, one teacher training school, and seven prefabricated camp schools, with many others in produc-
tion. The majority of their education efforts are focused in Port au Prince and the surrounding areas at present. The school in Balan is beginning an irrigation and housing project, as implemented by the community development arm of Foi et Joie.

Important Information:

→ There are multiple Jesuit programs currently running out of the Jesuit Novitiate in Port au Prince, including Foi et Joie and Jesuit Refugee Services. All of the Jesuits living and working out of the Novitiate are of Haitian descent.

→ After the earthquake, Foi et Joie starting employing local Haitians to help rebuild the Novitiate and surrounding area. They have plans to employ 100 more Haitians to construct pre-

fabricated homes. Employment with Foi et Joie also comes with extensive training, with the hopes that within 6 months of being employed by Foi et Joie, each employee will know how to build a house from the ground up, which is a critical skill to have as Haiti rebuilds.

→ While Foi et Joie is a Catholic institution, the projects are non-
denominational, and volunteers are not asked to participate in religious activities. Foi et Joie recognizes that faith is an important component of Haitian society, and they are open to working with all faiths.

Issues Addressed: At its heart, Foi et Joie focuses on education in all aspects, namely primary, secondary, and vocational. As men-
tioned above, Foi et Joie seeks to empower the community through development projects. These projects usually coincide with the founding of community groups to organize the projects. From these meetings, projects could address anything from housing to irrigation to women’s issues, depending on what the community would like to focus on.

HAITI 2015

www.haiti2015.com

Vision/Mission: Haiti 2015’s guiding principle in collaborating with community based organization in Haiti will change the country. Through our four cornerstones of the matrix, we are laying down the foundation of a just and prosperous Haiti by intervening in the areas of: education, job opportunities, economic development and social capital.

Activities: The Project Support Psycho-social will be realized by STADI, in partnership with SAVE THE CHILDREN in order to ame-
tiorate the well-being of the children by offering a psycho-social support in a well-known environment called “Friendly Space for Children”. This program will include newborns to 17 year-old children of our community and the surrounding areas who have been traumatized or have a psychological need after the event of January 12th, 2010. In effect, according to analysis done by the local government and the civil society, which we are a part of, we have come to understand that the impact of the trauma might cause more retardation than mentioned above and the general population as a whole. Therefore, such a project can play an important role in the Haitian community to identify and address concerns about child protection. This is why we will es-
tablish a whole field of activity over a period of sixty (60) days for 4 hours from Monday to Friday with them. For example, we will have activities such as: Creative, imaginative, physical, communicative and manipulative that will allow them to grow, learn, play, become strong and resilient. In addition, it will also enable many people to find an income generating activity by participating in the project. It is in this context that we manage to write this project for a period of three (3) months, in order for us to contribute and make a differ-
cence in the collective construction and psycho-social development of the children and Haitian youth, as a way to address the mental health issues that will be with us for years to come.

Other Information: Haiti 2015 focuses on reconnecting grassroots Haitian organizations with the purpose of Haitian empower-
ment. “Although people are impoverished, they don’t need to wait for people to do things for them.”

Most of their leadership is Haitian but based in the US.

Housing: None available

Transportation and Travel Information: None available

Potential Partnership: Potential for serving as an education partner, or collaborator by connecting to other grassroots groups.

Description of possible partnership activities with universities: These would need to be further developed.
HAITIAN EDUCATION AND LEADERSHIP PROGRAM

www.haitianeducation.org

Description: HELP provides merit based university scholarships in Haiti for top high school graduates who could never afford the tuition. HELP serves bright, motivated young men and women with a proven record of academic achievement for whom the only obstacle to university education and better future is the lack of financial resources. HELP scholarships contribute to the growth of Haiti’s professional class and change Haiti’s long-standing inequities and rigid class structure.

Goals: 1) Provide an opportunity for deserving students to fulfill their potential, 2) Use education to promote economic and social progress, 3) Fill a vital need for trained professionals, 4) Build a more just society.

Housing: No housing is available for US student volunteers

Transportation: No transportation is available for US student volunteers

Potential Partnerships:
- While HELP is not in a place to accommodate groups of volunteers for week long visits, they are a great resource for possible post-trip advocacy. Garry, the on ground director, also suggested that one or two students may accompany HELP students on recruiting trips around Haiti. This could be a good educational experience for US students.
- HELP is working to bring US instructors to Haiti to teach HELP students. HELP often posts internship opportunities.

HAITI RESPONSE COALITION

www.haitiresponscoalition.org

Organization Description: The Haiti Response Coalition is comprised of small and medium not-for-profit, non-governmental organizations with a history of commitment to sustainable development efforts in Haiti. They work side-by-side with Haitian grassroots leaders, Haitian NGO and Association partners. HRC members have organized a two-tier coordinated response: (1) Mobilization of resources to respond to immediate needs and (2) Initiation of developing a sustainable recovery strategy that will reinforce the provinces and empower its Haitian partners to create a new Haiti by and for Haitians. HRC reinforces its Haitian partners through on-the-ground community organizing, networking of resources, facilitating strategic planning efforts, and advocating with and on behalf of Haitian partners.

Activities:
- Advocating for people living in tent camps
- Working with children in camps, providing “animation”
- Space for Children project: psycho-social assistance for kids in camps. Potential funding from UNICEF.

Other Information:
- Vision of doing development through emergency response, not seeing the tasks as separate
- Basic goal is empowerment and capacity-building
- Currently in a transitional phase, moving from survival needs to leadership and building democratic practices - changing the mentality from victim mindset to being autonomous people with needs and resources
- Focus on dignity as primary need for Haitians now
- Grassroots functionality with strong connections to Cluster system to allow for efficiency

Housing Options:
- Connected to three guest houses, including one large one, in Delmas [space for 30-35 volunteers]
- Food is not included

Transportation: Transport can be arranged

Potential Partnership: Currently, HRC cannot accommodate volunteers, due to insecurity of funding. They are hopeful that this will change and we will stay in touch.

Potential Volunteer Activities:
- working with children, administration, drivers
- could be developed if they build capacity to accommodate volunteers
KOFAVIV (Komisyon Fanm Viktim Pou Viktim, the Commission of Women Victims for Victims) and Favelik


Vision/Mission: KOFAVIV is an organization established by and for rape survivors from the poorest areas of Port-au-Prince. KOFAVIV combines support for individual women with the power of grassroots women’s organizing to transform the underlying conditions that give rise to sexual violence against the poor.

Activities:
- Resisting epidemics of rape to prevent and redress sexual assault, care for survivors and build a movement for human rights in Haiti.
- Providing rape survivors with critical and immediate support, accompanying them to the hospital and the police station.
- Preventing rape in the camps by organizing nighttime community watch groups and providing cell phones, whistles and flashlights to women in the camps.
- Providing a safe space for women to gather, support one another and organize to meet their needs and rebuild their community networks.
- Offering training for women on how to stay safe, manage stress, care for traumatized children and maintain family health and hygiene in the hazardous environment of the camps.
- Facilitating psycho-social support through peer-counseling groups of rape survivors who empower one another to heal and rebuild their lives.

Housing Description: They do not have access to volunteer housing.

Transportation and Travel Information: Various women’s organizations (including KOFAVIV and Favelik) are currently the same house in Port-au-Prince as an office space, but their main work is in the tent cities.

Potential Partnership:
- KOFAVIV and Favelik would be great education partners during a trip to Haiti to educate students on the issues of women in Haiti and in the camps. They are a potential group to partner with if a student group would like to advocate for women’s rights and issues in Haiti.

Other Notes: It is very important that US volunteers learn some Creole before coming to Haiti, as a sign of respect.
Appendix I

in Port-au-Prince and in Cap-Hatien.

grams for incoming groups, however there is potential for educat-

ing the grassroots.

 internationallife. Empowering communities, building the soil, nour-

community organizations in Haiti and academics and activists

problems of poverty, poor public health, agricultural productivity,

environmental destruction. We attempt to nurture collective

ment programs we strive to help individuals to realize their

innate talents and to become a part of creating social change

Our mission is to transform discarded materials

ganism's wastes into another's resources. It is from the soil

matter, sustaining ecological systems by converting one or-

Environmental Health: In nature soil transforms organic

→  International Collaboration: Since Haiti's successful inde-

dependence war in 1804, the country has been portrayed as a

dangerous and underdeveloped, a hopeless case. The goal of

USaid activities

In the immediate aftermath of the disaster USAID coordinated

search & rescue missions, feeding 3.5 million people and vac-

ines against infectious disease.

Mission: Haiti Advocacy Working Group: HAWG is a working group of international development, faith-based, human rights and social

justice organizations advocating on issues related to U.S.-Haiti

history.

Potential Partnership: 

→ Join lobby day in Congress to advocate for Haitian grassroots

organizations.

→ To contact them it is best to get in touch with some of the

member groups which include American Jewish World

Service, Washington Office on Latin America and Action Aid

International (http://www.actionaid.org/).

Advocacy Partners

HAWG

Location: Washington, DC

Mission: Haiti Advocacy Working Group: HAWG is a working group of international development, faith-based, human rights and social

justice organizations advocating on issues related to U.S.-Haiti

history.

Potential Partnership:

→ Join lobby day in Congress to advocate for Haitian grassroots

organizations.

→ To contact them it is best to get in touch with some of the

member groups which include American Jewish World

Service, Washington Office on Latin America and Action Aid

International (http://www.actionaid.org/).

Other Resources

AYITI EXCURSIONS

ayitiexcursions@gmail.com

Location: Port-au-Prince

Ayiti Excursions provides logistical support and transportation for
groups, in addition to planning excursions around Haiti for post-

service exploration of Haiti’s beauty. The College of William and

Mary worked with Ayiti Excursions for travel within Port-au-Prince

and recommends them based on their knowledge of the area,
sensitivity to safety concerns and ability to share information about

Haiti’s current situation.


Mission: FIDA believes in the inherent right for every person to own

self-respect and to know self-worth. They also believe that dignity is

achieved through a cultivated ability to provide for ourselves,

our family, and our fellowman. FIDA encourages self-sufficiency in

Haiti; to work at the grassroots to introduce appropriate technology

and training; to bring hope, encouragement and resources to help

communities work out solutions to their adversities.

Activities: FIDA purchases and distributes cement to 722

families (or 3610 men, women and children) to repair and rebuild

their homes before the rainy season begins; in the communities of

Fon-Batis, Breli, and Delis.

Other ongoing PCF field activities include:

→ meeting with local leaders and authorities to plan appropriate

distribution in the communities

→ bringing in additional relief supplies

→ the assessment of available agricultural stock from the previ-

ous planting season

→ identification and evaluation of additional needs

SOIL (SUSTAINABLE ORGANIC INTEGRATED LIVELIHOODS)

www.oursoil.org

Description: SOIL is a non-profit organization dedicated to

protecting soil resources, empowering communities and trans-

forming wastes into resources in Haiti. We believe that the path
to sustainability is through transformation, of both disempowered

people and discarded materials, turning apathy and pollution into

valuable resources. SOIL integrates integrated approaches to the

problems of poverty, poor public health, agricultural productivity,

and environmental destruction. We attempt to nurture collective

creativity, developing and cultivating relationships between

community organizations in Haiti and academics and activists

internationally Empowering communities, building the soil, nour-

ishing the grassroots.

What they do:

− Environmental Health: In nature soil transforms organic

matter, sustaining ecological systems by converting one or-

ganisms wastes into another's resources. It is from the soil

that our organization has borrowed both our name and our

philosophy. Our mission is to transform discarded materials

and pollutants into valuable resources, creating livelihoods

and cleaning up the environment.

− Education and Empowerment: We believe that every human

being has an inherent worth. Through our education and empow-

erment programs we strive to help individuals to realize their

innate talents and to become a part of creating social change in

their communities.

− International Collaboration: Since Haiti's successful inde-

pendence war in 1804, the country has been portrayed as a

dangerous and underdeveloped, a hopeless case. The goal of

our international coalition building programs is to expose our

international partners to the picture rebuilding work.

The Haiti Compact

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FIDA – FOUNDATION FOR INTERNATIONAL DEVELOPMENT ASSISTANCE/ WALLS INTERNATIONAL GUEST HOUSE


www.usaid.gov/haiti

www.actionaid.org/

www.fida-pch.org/
participating in the logistics of distribution
→ meeting with local leaders and authorities to prepare follow-up reports
→ conducting sessions in post trauma support
→ preparing schedules for the upcoming planting season

Other Information:
Priorities are as follow:
→ Relief and social assistance to a traumatized population
→ Relocation and reconstruction of FIDA/PCF physical operations
→ Revitalization of intensive agricultural production structures
→ Rebuilding of market-based communities

Housing Description:
→ Tents or rooms, which run $35-40 day and includes lunch and dinner
→ Walled and 24 hour security watch Creole lessons available for a fee
→ Seminars can be arranged at the Guest house on topics like: Haiti’s social/political history and the colonial impact, The socio-psychological scars resulting from the slave trade, Literacy in Haiti, The family/gender dynamic, Poverty (why is Haiti poor?), and Religion (Vodou).

Transportation and Travel Information:
→ Transportation to/from the airport is $20 per trip
→ Would need to be arranged

Potential Partnership: They are able to house Alternative Break groups, but working through ideas on how their approach and philosophy might best work with alternative break groups, if at all. Their primary focus is direct funding of Haitian projects.

Description of possible partnership activities with universities:
→ Housing
→ Need to be developed
→ The William and Mary Haiti Compact stayed at Walls in May 2011 and would recommend their housing to other groups.

MATTHEW 25 GUEST HOUSE
www.parishprogram.org/matthew-25-house

Vision/Mission: The purpose of Matthew 25 House is to provide warm hospitality, comfort and assistance to visiting North Americans involved in the PTPA or other missionary and humanitarian organizations. Located just 15 minutes from the International and local airports, Matthew 25 House provides the following services to its visitors:
→ Transportation to and from the airports
→ A safe, comfortable environment with 24 hour security
→ Breakfast and authentic Haitian dinners: Lunches available at extra cost
→ Pleasant hostel style sleeping arrangements (most rooms have four beds; one has seven), with flush toilets and showers
→ Reservations for flights to in-country locations
→ Currency Exchange
→ Assistance in arranging vehicle rentals
→ Assistance in scheduling interpreters
→ Across the street from a cyber cafe; guests may bring their own laptops there
→ Artisans shop filled with items made in Haiti by local Haitian artists and craftspeople.

Housing Description: The house can accommodate up to 33 people. The cost of room and board is $35.00 US a day. Reservations may be made up to one year in advance, or as little as one day, space permitting.

Transportation and Travel Information: Can arrange transportation from airport, etc.

Potential Partnership: Housing site

ISAC WESNEL, TRANSLATOR
wesnelisac@yahoo.com, (509) 3726-4209 [Haitian number]

Isac was one of the translators the Haiti Compact worked with during the June 2010 exploratory trip and he is available to work with other groups and recommended by the Haiti Compact.
Appendix II:
June 2010 Exploratory Trip Schedule
<table>
<thead>
<tr>
<th>SUNDAY</th>
<th>Monday</th>
<th>Tuesday</th>
<th>Wednesday</th>
</tr>
</thead>
<tbody>
<tr>
<td>June 6th</td>
<td>June 7th</td>
<td>June 8th</td>
<td>June 9th</td>
</tr>
<tr>
<td><strong>Break Away arrives in Port-au-Prince @ 10:20</strong></td>
<td><strong>Loyola Marymount U. arrives in Port-au-Prince @ 10:40</strong></td>
<td><strong>group going to Les Cayes departs</strong></td>
<td><strong>Loyola Marymount U./Break Away with Br. Jim, prep camp</strong></td>
</tr>
<tr>
<td><strong>Grocery shopping, set up camp, orientation</strong></td>
<td><strong>American Meeting with Haitian-American Caucus</strong></td>
<td><strong>American U meeting with Centre Gheskio</strong></td>
<td><strong>William &amp; Mary meeting with Mononix Central Committee, Delmas 7</strong></td>
</tr>
<tr>
<td><strong>American University, Maryland, Indiana University arrive in Port-au-Prince at 15:45</strong></td>
<td><strong>William &amp; Mary meeting with Mennonite Central Committee, Delmas 7</strong></td>
<td><strong>Meeting with Walls Guesthouse/ FIDA: Foundation for International Development Assistance</strong></td>
<td><strong>Meeting with Just Haiti in Les Cayes/ La Borde - William &amp; Mary, University of Maryland, Indiana University</strong></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Thursday</th>
<th>Friday</th>
<th>Saturday</th>
<th>Sunday</th>
</tr>
</thead>
<tbody>
<tr>
<td>June 10th</td>
<td>June 11th</td>
<td>June 12th</td>
<td>June 13th</td>
</tr>
<tr>
<td><strong>Meeting with Just Haiti in Les Cayes/ La Borde - William &amp; Mary, University of Maryland, Indiana University</strong></td>
<td><strong>Fai Bien meeting in Carrefour with Sheila Mompart</strong></td>
<td><strong>American U meeting with Alliance des Femmes in Delmas 75 at L’eglise Communaute</strong></td>
<td><strong>Begin departure from Port-au-Prince</strong></td>
</tr>
<tr>
<td><strong>Loyola Marymount U./Break Away with Br. Jim, prep camp</strong></td>
<td><strong>Indiana University, Maryland, William &amp; Mary meeting with Michael Ritter Deep spring International</strong></td>
<td><strong>Women’s Group Meeting Foie et Joie in Baylan</strong></td>
<td><strong>Final Compact meeting re: future trips and projects</strong></td>
</tr>
<tr>
<td><strong>William &amp; Mary with Haiti Response Coalition, Djaloki Dessables, rue Martial, Delmas 33</strong></td>
<td><strong>FDNKOZE meeting with Annie Hastings</strong></td>
<td><strong>USAID meeting with Office of the US Response Coordinator</strong></td>
<td><strong>KGFAWVE and FAVELIK meetings</strong></td>
</tr>
<tr>
<td><strong>William &amp; Mary With Haiti Response Coalition, Djaloki Dessables, rue Martial, Delmas 33</strong></td>
<td><strong>William &amp; Mary With Haiti Response Coalition, Djaloki Dessables, rue Martial, Delmas 33</strong></td>
<td><strong>Final Compact meeting re: future trips and projects</strong></td>
<td><strong>William &amp; Mary with FLAP - Foundation La Providence - Haiti</strong></td>
</tr>
</tbody>
</table>
# Appendix III:

## Rubric for Assessing International Community Partnership Development

<table>
<thead>
<tr>
<th>UNWORKABLE</th>
<th>IDEAL</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>HOUSING</strong></td>
<td></td>
</tr>
<tr>
<td>Doesn’t provide and has no suggestions.</td>
<td>Doesn’t provide, but has connections.</td>
</tr>
<tr>
<td><strong>SECURITY</strong></td>
<td></td>
</tr>
<tr>
<td>Actively downplays need for security, despite other trustworthy warnings.</td>
<td>Will need to find/provide own.</td>
</tr>
<tr>
<td><strong>ON-SITE ACCESS</strong></td>
<td></td>
</tr>
<tr>
<td>No capacity for this.</td>
<td>Has connections or is willing to help make them.</td>
</tr>
<tr>
<td><strong>PERSONALITY OF HOST SITE CONNECTION</strong></td>
<td></td>
</tr>
<tr>
<td>Had an extremely difficult time, for whatever reason, communicating in person and online.</td>
<td>A bit guarded in person, but friendly and proved reliability beforehand in communication.</td>
</tr>
</tbody>
</table>

Appendix III
CAPABILITY TO WORK WITH A VOLUNTEER TEAM (10-12 PPL)

<table>
<thead>
<tr>
<th>UNWORKABLE</th>
<th>IDEAL</th>
</tr>
</thead>
<tbody>
<tr>
<td>01</td>
<td>02</td>
</tr>
<tr>
<td>Does not have capability or interest.</td>
<td>Has a volunteer coordinator/direct supervisor who has demonstrated understanding of the work load that can be carried by a large group and has indicated this through projects developed.</td>
</tr>
<tr>
<td>Hasn’t worked with volunteer groups in the past but is willing to try.</td>
<td></td>
</tr>
<tr>
<td>Does not have capability or interest.</td>
<td></td>
</tr>
<tr>
<td>Hasn’t worked with volunteer groups in the past but is willing to try.</td>
<td></td>
</tr>
</tbody>
</table>

LANGUAGE

<table>
<thead>
<tr>
<th>UNWORKABLE</th>
<th>IDEAL</th>
</tr>
</thead>
<tbody>
<tr>
<td>01</td>
<td>02</td>
</tr>
<tr>
<td>How did you set up this appointment? Translator absolutely needed. No email; no phone.</td>
<td>Contact is fluent in English and in other languages of the region. Ability to communicate through email and phone. Friends with us on Facebook. Makes fun of English only speakers, as they should.</td>
</tr>
<tr>
<td>Limited ability to communicate due to language barrier and limited use of technology.</td>
<td></td>
</tr>
<tr>
<td>Ability to communicate thanks to their and our use of several languag-es. Fairly accessible through phone/email.</td>
<td></td>
</tr>
</tbody>
</table>

POTENTIAL FOR LONG-TERM PARTNERSHIP

<table>
<thead>
<tr>
<th>UNWORKABLE</th>
<th>IDEAL</th>
</tr>
</thead>
<tbody>
<tr>
<td>01</td>
<td>02</td>
</tr>
<tr>
<td>Unstable org - don’t call us, we’ll call you, if we’re around next year at this time.</td>
<td>Pursing next steps with alternative break group. They have an established rapport with community. They have other well established, clear and identified partnerships, potentially with groups that look like our own.</td>
</tr>
<tr>
<td>Interested - doesn’t know feasibility. We would have to work hard on our end to build capacity and long term relationship.</td>
<td></td>
</tr>
<tr>
<td>Could be persuaded - very interested. Will need some work, but likely will be completely on board after the first try with alternative break groups.</td>
<td></td>
</tr>
</tbody>
</table>

ISSUE SPECIFICITY

<table>
<thead>
<tr>
<th>UNWORKABLE</th>
<th>IDEAL</th>
</tr>
</thead>
<tbody>
<tr>
<td>01</td>
<td>02</td>
</tr>
<tr>
<td>Very broad - scattershot. We had to work hard to understand what the issues were.</td>
<td>Clearly defined vision and mission and population served. Conversations with host site generate deeper interest in educational component and possibilities for later advocacy. Projects are related directly to social issue of organization.</td>
</tr>
<tr>
<td>Many issues; though not well developed projects or depth. No sense of education around the project.</td>
<td></td>
</tr>
<tr>
<td>Multiple issues and well developed projects.</td>
<td></td>
</tr>
</tbody>
</table>

UNWORKABLE

<table>
<thead>
<tr>
<th>01</th>
<th>02</th>
<th>03</th>
<th>04</th>
</tr>
</thead>
<tbody>
<tr>
<td>High level of bureaucracy. Our group is at the end of the trickle down.</td>
<td>High need; grassroots level work. Volunteer groups are part of capacity building in a sustainable way as well as meeting some pressing and immediate needs for labor and resources.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Will work with us, but we’re not doing them any favors.</td>
<td>Will work with us, but we’re not doing them any favors.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>N</td>
<td>N</td>
<td>N</td>
<td>N</td>
</tr>
</tbody>
</table>

CURRENT PARTNERSHIPS

<table>
<thead>
<tr>
<th>UNWORKABLE</th>
<th>IDEAL</th>
</tr>
</thead>
<tbody>
<tr>
<td>01</td>
<td>02</td>
</tr>
<tr>
<td>None. Unilateral “partnership.” Strong partnerships with other organizations.</td>
<td>Strong in direct service, can help with education.</td>
</tr>
<tr>
<td>30% education, 70% direct service. Direct service based on needs assessment conducted by community.</td>
<td></td>
</tr>
</tbody>
</table>

EDUCATION/DIRECT SERVICE

<table>
<thead>
<tr>
<th>UNWORKABLE</th>
<th>IDEAL</th>
</tr>
</thead>
<tbody>
<tr>
<td>01</td>
<td>02</td>
</tr>
<tr>
<td>Weak in both.</td>
<td>Strong in one, no ties to the other.</td>
</tr>
<tr>
<td>Strong in direct service, can help with education.</td>
<td></td>
</tr>
</tbody>
</table>

COMMUNITY DEVELOPMENT AND SUSTAINABILITY

<table>
<thead>
<tr>
<th>UNWORKABLE</th>
<th>IDEAL</th>
</tr>
</thead>
<tbody>
<tr>
<td>01</td>
<td>02</td>
</tr>
<tr>
<td>We are doing work that could/should be done by locals and have very little interaction with members of the community.</td>
<td>We are working with members of the community and having conversations about creating projects that build community. We are welcome.</td>
</tr>
<tr>
<td>We are working with members of the community and having conversations about creating projects that build community. We are welcome.</td>
<td></td>
</tr>
</tbody>
</table>

We are working with a few members of the community who have carried out the ideas of an outside organization as outsiders. |
LEARNING GOAL 1: Orient participants to the policies and procedures of service-learning

1.1 LEARNING OBJECTIVE: comprehend expectations of the Alternative Break Program

Intended participant outcomes:

- Summarize role of participants
- Summarize role of trip coordinators
- Define participants role and responsibilities

1.2 LEARNING OBJECTIVE: Understand the mission and goals of Alternative Breaks

Intended Participant outcomes:

- Summarize the mission of Alternative Breaks
- Understand the 8 critical components of the Break Away foundation
- Describe the purpose and goals of service learning projects
- Demonstrate knowledge of the difference between direct, indirect and advocacy service activities
- Understand AU’s role as a founding member of the Break Away Haiti Alternative Break Compact

*To begin during Week 1 of Pre-Trip Trainings
LEARNING GOAL 2:
Orient participants with the community in which they will serve (women, impoverished communities, a region devastated by a history of corruption and natural disasters, etc.)

2.1 LEARNING OBJECTIVE: Understand the difficulties that women deal with in Haiti
Intended Participant Outcomes:
→ Identify and familiarize participants with various ways of life within target community
→ Comprehend the diversity of underprivileged women, children and families in rural and urban communities in Haiti
→ Understand stereotypes surrounding women: economically, socially, racially, and culturally
→ Interpret how the culture influences social problems within society

2.2 LEARNING OBJECTIVES: Understand women and communities in which they will be serving
Intended Participant Outcomes:
→ Identify key issues facing women and their communities including poverty, illiteracy and lack of political capital
→ Identify organizations working on those issues within the community
→ Summarize their role within each given organization
→ Allow participants to learn to their full potential about the issues through presenting their own information (Demonstrated in Pre-Trip Training, discussions with organizations and community members, and Post-Trip Activism)
→ Understand the uniqueness behind development in Haiti
→ Take an active role in solution building in Haiti
* To begin during Week 2 of Pre-Trip Trainings and seen throughout the year in Post-Trip Activism

3.1 Learning Objective: Define social issue and understand how it affects the community
Intended Participant Outcomes:
→ Define prejudice, racism, sexism, classism, and stereotypes and how these affect targeted population(s) – violence, healthcare issues, sexual assault, poverty, lack of political access and lack of education.
→ Describe how poverty and lack of political access affects the surrounding community
→ Recognize what is being done to address social issue and identify how the group will assist in those efforts
→ Develop solutions for long-term engagement on the social issue
→ Become “Global Citizen Scholars”
*To begin during Week 3 of Pre-Trip Trainings and seen throughout the year in Post-Trip Activism

LEARNING GOAL 3:
Orient Participants with social issue

LEARNING GOAL 4:
Participant Risks and Preparation

3.1 LEARNING OBJECTIVE: To understand the various risks involved while rebuilding within the community
Intended Participant Outcomes:
→ Understand the dangers associated with working in an area with a fractured societal infrastructure
→ Identify potential hazards and recognize how to avoid hazardous situations
→ Understand how to handle certain harmful situations
→ Learn ways in which to be culturally sensitive
*To begin during Week 1 of Pre-Trip Trainings and to continue throughout participants’ lives

4.1 LEARNING OBJECTIVE: To understand the various risks involved while rebuilding within the community
Intended Participant Outcomes:
→ Understand the dangers associated with working in an area with a fractured societal infrastructure
→ Identify potential hazards and recognize how to avoid hazardous situations
→ Understand how to handle certain harmful situations
→ Learn ways in which to be culturally sensitive
*To begin during Week 1 of Pre-Trip Trainings and to continue throughout participants’ lives

LEARNING GOAL 5:
For participants to develop a network of support and continuing resources

5.1 LEARNING OBJECTIVE: Educate participants about resources in their area (University location and hometown)
Intended Participant Outcomes:
→ Learn ways to stay connected and involved
→ Create solutions that strengthen AU’s Alternative Breaks to Haiti
→ Create solutions to activate their communities to keep redevelopment and empowerment of Haiti on the political agenda
*To begin during Week 4 of Pre-Trip Trainings and to continue throughout participants’ lives.
In the section in the main body of the report, we highlight the additional steps to take in order to implement an alternative break trip. That list is not exhaustive and does not include the main elements to implementing an alternative break trip. This appendix includes a detailed checklist of how to implement an alternative break trip. If an institution or department has never implemented an alternative break trip, we strongly recommend that Haiti not be your first endeavor. The steps to implementing an alternative break trip can be very time consuming and challenging and if being implemented for the first time at an institution should be done at a location that does not already have too many external challenges such as Haiti.

The following checklist is from the Break Away website.

WWW.INTERNATIONALBREAKS.ORG

### Logistics

- We have transportation to and from the site
- We have on-site transportation
- We have city, state and regional maps and a procedure to follow in case a group gets lost on the road
- We have a place to sleep at night
- We have access to bathroom facilities
- We have made eating arrangements
- We have planned a tentative menu for the week
- We have addressed group dietary concerns (e.g. vegetarian, vegan, no sugar, etc.)
- We are bringing our own eating utensils, so as not to create extra waste
- We have planned at least one celebration meal with our hosts
- Participants have been given a list of what to bring and have been informed of logistical details
- We have discussed the trip itinerary as a group
- We have assigned committees of participants to take care of logistics on site (cooking, cleaning, etc.)
- We have someone assigned as treasurer (collect receipts, hold the credit card or travelers’ checks, etc.)
The Haiti Compact

→ We are in weekly communication with our host site(s)
→ We have confirmed the number of volunteers we are bringing with our host site(s)
→ We have a place to work each day
→ We have back-up projects in case of inclement weather or volunteers finishing tasks faster than expected
→ We have purchased materials necessary to complete the project(s)
→ We have worked with our site(s) to detail a specific itinerary for the week
→ We have incorporated community interaction into the week through means such as community dinners, speaker panels, community-oriented social activities, and service projects with community members.
→ We have collected emergency information and waiver forms from all participants
→ Participants have been given emergency information to give to their parents or significant others.
→ We have a first aid kit for each vehicle.
→ We have consulted with the American Red Cross for first aid guidelines and procedures.
→ All participants have attended a personal safety workshop.
→ We have established emergency procedures.
→ We have discussed alcohol policies.
→ We have trained drivers in van-driving safety.

→ We have distributed a name/address list of all participants.
→ We have planned our budget for the week and collected all fees.
→ We have spent group time getting to know each other.
→ We have planned night group building activities, games, and free time.
→ We have noted cliques that might form and have plans to get people to work and travel with new people.
→ We have a camera, film, and a group journal.
→ Participants have been given reading materials on the issues the site addresses.

→ We have brought up and discussed issues surrounding the work site.
→ The group feels comfortable with the work they will be doing.
→ Time has been taken to answer all questions about this experience.
→ Any pre-training that was required has been given, including sensitivity training, skills in working with children, elderly, homeless, and other populations.
→ We have spent time learning about the community and agency we will be working with.
→ We have scheduled an on-site orientation session with the agency/site contact.

Site Development

Safety and Liability

Participants

Orientation and Training
We have contacted the school newspaper and radio station about our program.
We have met with our school’s public relations office to tell them what we are doing.
We have written a press release and sent it to the media in the towns in which we will be working. (Your public relations office may do this for you).
We have contacted local alumni in the area in which we will be working.
We have let the community know about any media contacts.
We have given participants a packet of reading materials about the social issues to be confronted on-site.
We have conducted a cultural sensitivity training for all participants.
Reflection has been discussed as a group (what it is, why do it, etc.) and participants have been trained to use the What? So What? Now What? model or a similar model for reflection.
We have started to write in our group journal.
Site Leaders have planned a tentative idea of exercises and activities to use to spark effective reflection.
Group and individual reflection time have been built into the itinerary.
We have scheduled a strategic planning session at the end of the week to plan post-break programming.
Some post-break activities have been planned to encourage lifelong active citizenship, such as continued volunteerism, activism, advocacy, informed consumerism, philanthropy, and more.
We have designed a trip evaluation for participants to complete.
We have designed an evaluation for the community organization to complete.
The evaluation covers issues such as reasons for participating, the purpose of an alternative break, continued and/or current involvement in service, as well as site specifics, all of which can be used to improve the program.
We have incorporated a time to complete and discuss evaluations as a group at the end of the week.
We have determined a process by which new leadership can use evaluations to continue building the program in future years.
Appendix VI:

Haiti Resources

Advocacy and Action

This section highlights various websites and organizations that provide resources that can assist with advocacy and action on various issues in Haiti.


WEBSITES

Mennonite Central Committee Washington: www.washington.mcc.org
TakePart: www.takepart.com/haiti relief
  → This site has information to educate about the U.S. government’s funding for Haiti that can be useful to advocate in the U.S. around Haiti funding and redevelopment.

Organization Reports and Project Websites

Many organizations that have engaged in grassroots action in Haiti have conducted their research and created reports on their findings. Additionally, various project websites, especially those that are using Open Source communication provide a great deal of information on what is going on on the ground in Haiti. These resources can give great insight into what is happening at the grassroots level in Haiti.

ORGANIZATION REPORTS


PROJECT WEBSITES

Haiti Aid Map: http://haitiademap.org
Ushahidi Haiti: http://www.haiti.ushahidi.com/
Many universities have engaged in action in Haiti and on their campuses. Below are examples of work that is being done on college campuses to advocate for Haiti.

**The City University of New York (CUNY) Help for Haiti:** [http://www1.cuny.edu/mu/helphaiti/](http://www1.cuny.edu/mu/helphaiti/)

**Florida International University (FIU) Hope for Haiti:** [http://news.fiu.edu/2010/08/hope-for-haiti/](http://news.fiu.edu/2010/08/hope-for-haiti/)

**University of California (UC) Haiti initiative:** [http://www.university-ofcalifornia.edu/news/articles/23824](http://www.university-ofcalifornia.edu/news/articles/23824)

**University of Miami – Haiti Intersession through SOIL (Sustainable Organic Integrated Livelihoods):** [http://www.as.miami.edu/international-studies/pdf/takeoffnews/january%20intersession%20flyer.pdf](http://www.as.miami.edu/international-studies/pdf/takeoffnews/january%20intersession%20flyer.pdf)

Because of the myriad news items that have come out in the news since January 12, 2010, we will provide a list of the websites and news publications that have featured much of the news about Haiti.

**Christian Science Monitor:** [www.csmonitor.com](http://www.csmonitor.com)

**The Guardian:** [www.guardian.co.uk](http://www.guardian.co.uk)

**Huffington Post:** [www.huffingtonpost.com](http://www.huffingtonpost.com) (we suggest you search for articles by Beverly Bell and Peter Constantini)

**The Nation:** [www.thenation.com](http://www.thenation.com)


**Newsweek:** [www.newsweek.com](http://www.newsweek.com)

**TakePart:** [www.takepart.com](http://www.takepart.com)

**Washington Post:** [www.washingtonpost.com](http://www.washingtonpost.com)

**Utne Reader:** [www.utne.com](http://www.utne.com)

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**Additional Haiti Articles**


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**Haiti on the Radio, Television and Film**


American University focused on women’s economic empowerment as the social issue of their alternative break trip. The trip was initially planned for January 2011 to work with Fonkoze, Haiti’s alternative bank for the organized poor. Several changes in plans arose, however, due to holiday closures, Fonkoze’s work schedule and complications related to the Presidential elections. Ultimately the trip occurred during Spring Break, March 5 – 12, 2011.

Before the trip happened, AU participants on the alternative break collaborated with partners across the University to host Haiti like Haiti Week in January 2011 commemorating one year after earthquake. Events included a memorial service, a panel at Law School focused on land rights issues for Internally Displaced Persons, a round table discussion with representatives from Haitian civil society NGO’s and benefit concert to raise money for the tree planting project on the trip.

We had an amazingly successful trip. Six American University students (two leaders and four participants) traveled with one staff member. The small group size facilitated ease of movement, staying in a small guest house and being able to form meaningful relationships with university students in Fondwa. Spending time in rural Haiti was extremely informative and convinced our group that more attention is needed to support the agricultural sector of Haiti.

We spent the first half of the week working in Fondwa, with APF: the Peasants Association of Fondwa (see appendix) doing both hands on service, like planting trees in an agro-forestry project with University of Fondwa agronomy students, as well as meeting with community members to learn about income generating projects, women’s issues, the impact of the earthquake and other rural development projects.

The second half of the trip focused exclusively on the work of Fonkoze, who hosted us in the town of Mirebalais in the Central Plateau region of Haiti. We were lucky to witness firsthand the powerful tools Fonkoze provided their clients to lift themselves out of poverty through visiting Chemen Lavi Miyo (“Path to a Better Life”) households, observing a training session on family planning, health care, and education. Fonkoze’s four-step microcredit program is very impressive and through observing the program first-hand students were able to learn deeply about the meaning of women’s economic empowerment.

During nightly reflection sessions, students were able to articulate what they learned about the trip’s social issue. Students observed that women, who are excluded by society, are denied access to basic rights like education, clean water, food, clothing, hospitals or clinics and even social capital are victims of an unequal system. Programs like Fonkoze’s microfinance stairway out of poverty address economic violence in a holistic manner. Programs attempt to address poverty on an individual basis, building the capacity of women to change their own situation through asset building and skills building.

Upon return to campus, American University students were eager to share what they learned; they created a slide show presentation, held a viewing of film “The Quake”, some participated in HAWG (Haiti Advocacy Working Group) lobby day in Congress, are planning a panel discussion later in the year, and one student is interning at Fonkoze USA’s Washington, DC office. American University will continue events like Haiti Week, and several students are in the process of applying to become a leader next year.
The Haiti Compact

The College of William and Mary had planned an alternative break to work with Mennonite Central Committee and International Child Care/Grace Children’s Hospital for two weeks in January 2011, focusing on access to public health and methods for US citizens to be effective advocates. A team of two student leaders, five participants and one staff advisor met together weekly during Fall semester 2010 to prepare for the experience. Education topics included the history of US involvement in Haiti, Haitian history and culture, the effects of the earthquake and the background of our partner organizations.

After the first round of Presidential elections in November 2010 resulted in widespread instability and a three-day airport closure, the College’s Risk Assessment Group convened and determined that it was in the best interest of the alternative break group and our host organizations to cancel the trip. Our host organizations had recommended against travel and supported that decision. This decision was strengthened by the Compact, as we relied heavily on reports from other partners we met in Haiti and the decision-making process of colleagues at Loyola Marymount University.

As Haiti continued to recover, William and Mary’s Risk Assessment Group reconvened in March 2011 to assess the viability of a tentatively rescheduled trip for May 2011. Due to increasing stability and the recommendations of our host partners, in addition to clarified safety protocols and considerations, the Group approved the May 2011 alternative break.

For a week in May 2011, William and Mary completed our first successful alternative break, focused on access to health care and working with International Child Care/Grace Children’s Hospital. Because of the shortened length of the trip and scheduling difficulties, we were not able to work with Mennonite Central Committee as originally planned.

During the trip, we visited ICC’s programs in Port-au-Prince and Cap Haitien, including their inpatient medical care for adults and children, community health outreach in a tent camp, and integrated community health outreach in Joli Trou, near Cap Haitien. We also visited the headquarters and factory of Pure Water for the World – Haiti, as well as an orphanage and school that used Pure Water’s filter systems. Each of these visits showed us how well ICC is connected to the needs and assets of the community, and we also explored opportunities to be involved in future direct service. We did offer a public health lesson in the tent camp, and cared for children in the inpatient ward over the course of two afternoons.

Because the first day of our trip was on Flag Day when most offices in the country were closed, we spent the day in Kenscoff just outside Port-au-Prince with Wings of Hope, an orphanage for children with disabilities. This visit was eye-opening and introduced us to a committed group of staff and a delightful group of children.

While in the North, we also visited Sonje Ayiti, a smaller community organization in Lemosade headed by Gabrielle Vincent. We knew of the organization through a former W&M graduate student who had worked with them long-term. William and Mary students also contributed their post-earthquake fundraising to Sonje Ayiti and Fondwa. We were deeply impressed with their holistic program of education, financial empowerment and health outreach. We toured a 15 acre farm that employs 17 permanent workers and 135 temporary workers while growing sustainable local food; saw a factory that will soon be producing jam, jelly, hot chocolate and maybe goat cheese some day; and visited with goats and chickens that are given to women’s solidarity groups to raise for sale and “pass on the gift” (donate offspring) to other solidarity groups. We also heard about their micro-lending and community health promotion programs and discussed opportunities for student involvement in future alternative breaks. We were energized by the possibilities and inspired by Gabrielle and her staff’s visionary, creative and dedicated approach.

We also met with Djaloki Dassables, who led a cultural orientation for us early in our trip, answering questions and sharing about Haitian culture. The students were wowed by his presentation and approach, and we frequently remembered his thoughts throughout the trip, as they helped us to communicate more effectively and make connections more easily. We would recommend him to all groups visiting Haiti.

During the trip, the team talked with various contacts about the best ways we could continue to work for Haitian empowerment, and heard from each how important it is to focus on building relationships, and to commit to returning year after year. The team is excited to commit to both of these values going into the future.

We will be recruiting for new team members in September with the goal of completing our second trip in January 2011. We also look forward to sharpening our skills and raising awareness throughout the Fall to share what we learned with the campus.
Due to policy in the IU Office of Overseas Study and Risk Management, Indiana University was not able to send a trip to Haiti in the 2010-2011 academic year. Instead, IU has focused efforts on building awareness and aiding in the rebuilding process from campus through initiatives such as film festivals, fundraising dinners, drives, and suggested readings and speaking panels. IU students are interested in collaborating with other universities travelling to Haiti or assisting with projects as they are needed. It is our hope that IU may support both Haiti and other alternative break programs through long distance consulting. Moving forward, The Alternative Break program will continue conversations with the IU Offices of Risk Management and Overseas Study regarding potential travel to Haiti in the future.

Loyola Marymount University

LMU canceled their plans to bring student groups to Haiti in 2011 because of the political upheavals in the fall and winter prior to the trip. Brother Jim, one of the main contacts at Foi et Joie returned to the US, leaving LMU without a strong community partner contact. LMU had been coordinating with several other Jesuit universities who also subsequently canceled their 2011 trips. Additionally, Joanne Dennis, LMU Alternative Break Coordinator and founding member of the Haiti Compact changed jobs and as of publication, LMU has not yet filled her post. However, Loyola Marymount is once again planning on a trip for summer 2012 that has been approved by their Risk Management department.

The University of Maryland

The University of Maryland decided not to go through with a 2011 trip to Haiti. Currently, the Alternative Breaks program is preparing a proposal to the Risk Management Group to assess a trip for a 2012 trip to Haiti (in either January or March). The trip does not have a current partner, but they hope to work with the Mennonite Central Committee. Student trip leaders who are veterans of the AB program with a great deal of international experience have been selected and are a part of the proposal process. We are excited about the potential of working with Haiti and will provide updates as they arise.
**Appendix VIII:** Haiti Compact Member Biographies

**Indiana University:** Molly Barwick

Molly Barwick is the Director of Civic Leadership Development at the Kelley School of Business at Indiana University. Molly promotes community service at the local level by organizing internship and short and long term volunteer opportunities at nonprofit agencies in Bloomington, IN. On a global level, she directs Kelley’s alternative break program which sends students on service and education trips across the US and around the world. As wealth creation is a primary objective in business practice, Molly sees a strong connection between a business education and poverty alleviation. Molly earned her Bachelor of Arts in Anthropology, German, and Economics at the University of Vermont and her Masters of Arts in Anthropology at the University of Cincinnati.

**University of Maryland:** Elizabeth Doerr

Elizabeth Doerr is the Coordinator for Community Service-Learning, Immersion Experiences at the University of Maryland. She primarily oversees the Alternative Breaks program which involves over 20 trips that travel locally, nationally and internationally focusing on targeted social justice issues. Elizabeth has lived, worked and traveled extensively in Latin America and Africa. She served as a Peace Corps Volunteer in Malawi, South-eastern Africa where her primary focus was HIV/AIDS education. Later, she returned to the US to work as a Peace Corps Recruiter in the Washington, DC recruitment office. Elizabeth is interested in alternative and experiential education practices with a focus on equity, equality and social justice. Interest areas include social justice education, critical pedagogy, sustainability education, and the impacts of volunteerism and service-learning on communities both domestic and abroad. Elizabeth is originally from Washington State and earned her MA in International Education Policy from the University of Maryland and her BA in Rhetoric/Media Studies and Spanish at Willamette University in Salem, OR.

**College of William and Mary:** Melody Porter

Melody Porter is the Associate Director of the Office of Community Engagement and Scholarship at The College of William and Mary. She fosters student leadership in two main areas: Alternative Breaks and local anti-poverty work. She oversees Branch Out Alternative Breaks, including international, national and regional programs (a total of 35 trips each year), and several anti-poverty programs, including the work of three AmeriCorps*VISTA members. Melody received a Bachelor of Arts in Political Science and Religion from Emory University and her Master of Divinity from the Candlet School of Theology at Emory. She has served as a long-term volunteer for three years, with a job development program in Philadelphia and working with preschool children in Johannesburg, South Africa; Associate Minister at First United Methodist Church of Germantown in Philadelphia; working in areas of social justice and community development; and director of Volunteer Emory, a student-led department for community service. Through all of her professional and volunteer experiences, Melody has seen how connected and interdependent people and communities are everywhere, and believes in the power of mutual connection to transform lives and bring social change.
Shoshanna Sumka is the Assistant Director for Global Learning & Leadership at American University. She primarily oversees Alternative Breaks and other international community-based learning programs. Shoshanna is from Silver Spring, MD and has lived, traveled and/or worked in Kenya, Israel, Indonesia, Ecuador, Belize, Eastern Europe, Venezuela, Zambia and India. She lived in Ecuador for five years where she was the director of the University of Idaho’s study abroad program and taught service-learning courses about indigenous groups in the Amazon rainforest. She is an international education professional with interests in environmental conservation and responsible tourism, the impacts of study abroad on local communities, cross-cultural communication, indigenous rights and grassroots social justice movements. Shoshanna is fluent in Spanish. She holds a Master’s Degree of Applied Anthropology, Cultural Resource Management, from the University of Maryland and a Bachelors of Arts in Sociology/Anthropology from Earlham College.

Jill Piacitelli is currently the Executive Director of Break Away, a role which involves building national programmatic partnership initiatives and managing overall operations at Break Away. Her involvement with Break Away has spanned 13 years in various capacities: retreat trainer and facilitator, the National Program Director, lead on curriculum development, a member of the Board of Directors, and chair of the Programs Board. In that time, alternative break programs have been established on over 500 campuses and alternative break trips, where students use school breaks to participate in immersion volunteer projects for communities other than their own, have grown to involve over 74,000 students each year. Prior to work with Break Away, Jill studied Sociology at Brigham Young University, where work as a research assistant, particularly in a project involving the steelworkers of a recently closed steel plant, fueled her interest in service-learning and in social movements. She has worked on two college campuses coordinating, encouraging both faculty/staff-driven models of community work and student-led service-learning initiatives.

Joanne Dennis was the Alternative Breaks Coordinator for the Center for Service and Action at Loyola Marymount in Los Angeles. Joanne oversaw the student leadership of the Alternative Breaks program, which offers 20 trips per year (10 domestic and 10 international), and she was also the Advisor of the Student Veterans’ Organization on campus. After receiving her Bachelors in Social Work from the University of Wisconsin-Madison and her Masters in Social Work from Loyola Chicago, Joanne worked as a youth social worker before joining LMU in 2007. Joanne is incredibly grateful that she’s been able to volunteer, study and/or travel in over 40 countries. She is now working with Team Rubicon (www.teamrubiconusa.com).
Haiti Compact: Exploratory Trip June 2010

TOP ROW (Left to Right)
- [Student] hanging on to the back of the tap tap
- Clay Hunt, student, Loyola Marymount University
- Mike Lee, student, Loyola Marymount University
- DJ Mounga, intern, Break Away
- Katy Kaesebier, intern, Break Away
- Claire Bankston, intern, Break Away
- Brian Focarino, student, College of William and Mary
- Jill Piacitelli, staff, Break Away
- Shoshanna Sumka, staff, American University
- Samantha Giacobozzi, staff, Break Away
- Melody Porter, staff, College of William and Mary
- Tania Smith, student, American University

STANDING
- DJ Mounga, intern, Break Away
- Katy Kaesebier, intern, Break Away
- Claire Bankston, intern, Break Away
- Brian Focarino, student, College of William and Mary
- Jill Piacitelli, staff, Break Away
- Shoshanna Sumka, staff, American University
- Craig Slack, staff, University of Maryland
- Joanne Dennis, staff, Loyola Marymount University
- Samantha Giacobozzi, staff, Break Away
- Melody Porter, staff, College of William and Mary

KNEELING
- Molly Barwick, staff, Indiana University
- Elizabeth Doerr, staff, University of Maryland

NOT PICTURED
- Tania Smith, student, American University

Haiti Compact: Exploratory Trip
The members of the Haiti Compact would like to acknowledge:

→ The students who began appearing in our offices and whose impassioned pleas and eagerness to stand with Haiti after the earthquake led to the formation of this Compact.

→ Foi et Joie and Br. Jim Boynton for graciously hosting the exploratory group, and helping to coordinate the challenge of 15 compact members attending over 20 meetings all over Port au Prince and Haiti.

→ Our drivers, translators, cooks and security guards became a little family for us during our visit, and we thank you for making us feel at home and helping us to learn more about your beautiful country through what you shared.

→ Fabienne and Anthony Smith – gracious hosts in Port-au-Prince for coordinating logistics, driving and welcoming us to their home

→ All of the Haitians/NGO employees we met with during our visit to Haiti. Thank you for opening your hearts and sharing your stories; it is these stories and your thoughts about how to move forward in Haiti that have formed our philosophy for the compact.

→ The many contacts for NGOs with whom we spoke before and after our exploratory visit, but were not able to meet with while in Haiti. We are grateful for the information and encouragement you have shared with us, and we are eager to continue learning about the good work you do and sharing that information with others.

→ Our supervisors and university administrators who have been unbelievably supportive of this project. Thank you for your continued enthusiasm, guidance, and support

→ American University: Fanta Aw, Assistant Vice President, Campus Life for overflowing wisdom and guidance and Marcy Fink Campos, Director, Center for Community Engagement and Service for constant support.

→ Break Away: Toby Chalberg, Deb Salls, the amazing staff at the founding Compact schools, and our adventurous Summer 2010 interns - DJ Mounga, Katya Kassaei, and Claire Heckerman.

→ College of William and Mary: Dr. Ginger Ambler, Vice President of Student Affairs; Dr. Laurie Koelis and Theresa Johansson of the Rowe Center; President Taylor Reveley; and Dr. Drew Stalnaker, Director of Community Engagement.

→ Indiana University: Dr. Tom Lenz, Chair of the Undergraduate Department at the Kelley School of Business; Kathleen Robbins, Director of the Undergraduate Program at the Kelley School of Business

→ Loyola Marymount University: Pam Rector, Director of the Center for Service and Action; Dr. Lane Bove, Vice President of Student Affairs; Rich Rechelbacher, Associate Vice President for Student Life; and Doug Moore, University Risk Manager.

→ University of Maryland: Linda Clamment, Vice President of Student Affairs; Jim Osteen, Assistant Vice President of Student Affairs; Warren Kelley, Assistant Vice President of Student Affairs; Marsha Duender-Stevens, Director of the Adelphi Stamp Student Union; Susan Bayly, General Counsel, Office of Legal Affairs; Michael Ulrich, Director Education Abroad

→ Steph Davlantes, for her tireless design and lovely layout of The Haiti Compact. www.stephdavl.com
While in Haiti, the members of the Compact were able to participate in building an elementary school for a displaced persons camp in Port au Prince. Thank you to Ray Arenas and our Haitian team members for your patience in teaching us construction skills. Special thanks to the donors:

- Loyola Marymount University’s Center for Service and Action
- Carol Majewski
- The staff of Break Away
- Nanci and Clint Guymon
- Andrea Kelly
- Andrew Johnson
- Julie Currie
- Kelly Donouhe
- Dayna Hasty
- Catherine Larsen
- Jacquie Lonning
- Steve Mayock
- Angie Twerdok and Paiva Artisan Crafts
- Dan Wright

Finally, we wish to acknowledge that the Haiti Compact was catalyzed by Loyola Marymount University student Clay Hunt, who traveled to Haiti with Team Rubicon in the days immediately following the earthquake. After his travels, he approached his staff advisor at LMU, Joanne Dennis, proposing further involvement in Haiti’s rebuilding process—which led Joanne to reach out to Break Away and ultimately to form the Haiti Compact. Clay’s bravery in addressing immediate needs, development of connections to Brother Jim Boynton and Foi et Joie, and passion for healing and justice in Haiti, crystallized a vision of what student volunteers could accomplish in partnership with Haitians.

On March 31, 2011, Clay’s life ended. Having deployed to both Iraq and Afghanistan as a US Marine, Clay had returned from those conflicts with a Purple Heart and was honorably discharged in April 2009. His service to others continued through Team Rubicon, responding not only to the earthquake in Haiti but also to the earthquake in Chile in 2010. He participated in four Ride2Recovery challenges to raise money for wounded veterans. Ultimately, his wrestling with depression proved too difficult for him to withstand.

The Haiti Compact is profoundly grateful for the energy, vision and model that Clay brought to our team, and we hope to honor his life and love for others in our continued work.
For information on joining the Haiti Compact or questions regarding this report, please contact:

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