

# OPERATION DAY'S WORK - HAITI YOUTH LIVESTOCK TRAINING

## *FINAL PROGRESS REPORT*

MARCH 1, 2000 –  
SEPTEMBER 30, 2000

PREPARED BY:

WORLD CONCERN HAITI

SUBMITTED TO:

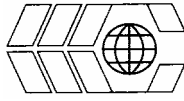
INTERNATIONAL YOUTH  
FOUNDATION

NOVEMBER 30, 2000

### **I. PROJECT SUMMARY**

Children living in rural Haiti often cannot continue their education after primary school. Money is scarce and parents cannot afford to pay school tuition. In these poor villages, livestock is the economic mainstay for most families. However, their animals frequently die or produce poorly due to poor animal management practices and lack of veterinary care. Each year, many children are forced to drop out of school before reaching their teenage years.

There have been organized training sessions for the farmers in animal husbandry, forage production, and soil conservation, but few of the farmers have actually applied the techniques they learned. Traditions are very strong in the countryside and older farmers are often hesitant to give up their centuries-old methods to try new ways. Many farmers feel they are too old to try anything new. Haitian children are more accepting of new methods. This project focuses on teaching children, beginning in the sixth grade, animal



care and agricultural methods that are environmentally sustainable while at the same time getting them started in an economic activity of their own through the loan of a female goat of breeding age.

The main objective of this project over the next five years is to educate 2,000 young people of northwest Haiti in sound animal husbandry practices and enable them to continue their studies after primary school so that present and future families in Haiti will have a more secure economic base.

This progress report covers the period from March to September 2000, as well as a summary of the project over the entire grant period.

## **II. SUMMARY OF ACTIVITIES DURING THIS REPORTING PERIOD**

### **A. Activities planned**

Following is a summary of activities that were planned over the entire grant period, from September 1999 to September 2000:

1. Recruit and train project staff.
2. Identify schools and present project to the Directors.
3. Develop training materials.
4. Organize a refresher class for the veterinary technician.
5. Organize training sessions in the schools.
6. Evaluate the children.
7. Distribute goats to the beneficiaries
8. Identify and establish forage production sites and breeding stations.
9. Continue the erection of the fences for a new site and plant forages.
10. Import bucks from the USA to improve the offspring of the does.
11. Assist the children in the management of their goats.
12. Provide anti-parasite treatment to the does.
13. Collect Offspring.

### **B. Activities accomplished**

#### **1. Recruit and train project staff.**

The project field staff was hired during the months of October, November and December, 1999. One project manager with good experience in community development has been hired. Two monitors and two veterinary technicians who have good veterinary technical skills were hired to assist him. Each monitor has been assigned nine or ten schools according to the number of children in each school. A secretary has also been hired to support the team staff.

After the recruitment, the project manager and the World Concern Haiti Program Coordinator organized a one-day orientation for the field personnel to present the objectives of the project, the planned strategies, and the role that everyone will play to reach the common objective.

## **2. Identify schools and present project to the Directors.**

At the beginning of October 1999, the project manager, assisted by the veterinary technician, conducted a survey to identify schools meeting the criteria of the project. From 30 schools identified, 21 were selected to participate in the project during the first year. The principal criteria for the admission of a school to the project were: the school is located in the project area, the school has a sixth-grade class, and the parents and the teachers are willing to contribute to the success of the project.

After the selection of the schools, the teachers and the directors discussed the implementation plan that had been developed by the project field staff. Each participant reviewed the plan and proposed changes that would be appropriate in their own locality. The project coordinator invited the directors to submit a list of children in the sixth grade in their respective schools. The lists received from the field were then submitted to the program coordinator in November 1999 to be reviewed. The information was entered into a computerized database to facilitate the follow-up on a regular basis.

During the first two weeks of November 1999, the project manager held 21 meetings, one in each school, with the parents of the children selected to participate in the project. The objectives of those meetings were to motivate the parents, explain to them the importance of their role in the management of the project, and establish the management committee in the school. Each management committee is made up of five people: a World Concern representative, two parents, one student and the director of the school. The parents are elected by the parents' assembly and the student is elected by his or her classmates. During the meetings, the project manager explained to the parents the advantages of the project for the family and the community. When the parents understand the project, they are more likely to become involved in supporting project activities.

### **C. Develop training materials**

In order to efficiently train the children, it was essential to develop a training manual adapted to their age. An agronomist was consulted to develop the curriculum to be taught to the children. The children study the topics of animal husbandry, soil conservation and basic information on health care and community development. However, the children do not have the training manual in hand yet. A consultant in education has revised the materials and proposed some changes, particularly in the presentation of the terms and the pictures. The consultant had estimated that the project needed a reasonable time to

test the materials because they are written for children. This activity has not been completed and is still in process. According to the staff working on this activity, the materials should be ready in January 2001. They will be tested in the schools with the teachers, the project committee and the children. After the field test, the consultant and the agronomist will review the book and finalize it. Then the manual will be sent to a printing-house for printing.

#### **D. Organize a refresher class for the Veterinary Technician**

The WORLD CONCERN HAITI Livestock Manager organized two training sessions with the assistance of the field officer during the period covered by this report. In the first training session, the vet agents learned how to construct an A-frame. The second training session consisted of demonstrations on the construction of barbed wire gates, fence repair, selection of breeding animals, and goat nutrition.

##### **1. Organize training sessions in the schools.**

One of the objectives of the project is to teach specific subjects on livestock animal husbandry and community development to the children. After selecting the 21 schools, the monitors of the project met with the administration of each school to set up the weekly class training. From October 1999 to August 2000, 196 classes were held. Besides the theory training, at the end of each month the children practice the subjects taught to them during the month. These practice sessions are held in the breeding sites established by the project in different locations. At the end of the theory and practical sessions, the monitors gave an evaluation test to the children. The results obtained are hopeful. Around 80% of the children passed the test successfully.

<b>CHART OF BENEFICIARIES</b>					
<b>SCHOOLS</b>		<b>SESSIONS</b>	<b>NUMBER OF STUDENTS</b>		
			<b>Boys</b>	<b>Girls</b>	<b>Total</b>
1	Christ Seul Espoir	12	9	6	15
2	Sainte Marguerite	11	12	10	22
3	Assurance de la Foi	9	4	5	9
4	Eben-Ezer	9	5	9	14
5	Mont-des-Oliviers	8	10	4	14
6	Adventiste	12	3	8	11
7	Bon Berger	9	7	4	11
8	Nationale	8	8	8	16
9	Baptiste Jericho	9	8	10	18
10	Nationale	9	23	14	37
11	Eben-Ezer	9	13	22	35

12	Lamartine	8	17	24	41
13	Sacré-soeur	11	6	9	15
14	Adventiste	11	7	12	19
15	Chrétienne	8	1	9	10
16	Ste Thérèse	8	2	7	9
17	Maranatha	8	7	3	10
18	Notre-Dame	9	12	9	21
19	Génézareth	9	6	7	13
20	Episcopale	11	15	15	30
21	Nationale	8	11	19	30
<b>TOTAL</b>		<b>196</b>	<b>186</b>	<b>214</b>	<b>400</b>

Usually in summer time in Haiti children are on vacation. Some of them visit their parents in the towns or in other localities until the classes reopen. A specific plan has been designed by the field staff to continue the treatment of the goats for the children and organize refresher classes for those who stayed in the communities. To accomplish this, the schools have been regrouped by locality to have enough children to participate to the training. The following chart shows the grouping together of schools by locality and the number of children attending the trainings.

Localities	# of Schools	Total Beneficiaries		Sessions
		Boys	Girls	
Moustique	3	23	35	12
Foison	5	35	42	12
Pascatabwa	5	28	30	9
La Hatte	3	15	18	12
La Source	5	20	25	12
<b>Total</b>	<b>21</b>	<b>121</b>	<b>150</b>	<b>57</b>

### **E. Evaluate the Children**

On a weekly basis, the monitors organized training sessions for the children. To make sure that the children understand the subjects taught to them, every month the monitors give them a test. The results obtained by the children are satisfactory. For the last exam in July around 80% have obtained a passing mark. (Between 50-100). (See chart below)

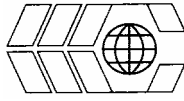
<b>RESULTS</b>					
<b>SCHOOLS</b>		<b>EVALUATION</b>			
		<b>&lt; 50%</b>	<b>50 to 60%</b>	<b>80 to 100%</b>	<b>Total</b>
1	Christ Seul Espoir	-	2	13	15
2	Sainte Marguerite	5	3	14	22
3	Assurance de la Foi	-	1	8	9
4	Eben-Ezer	-	9	5	14
5	Mont-des-Oliviers	3	3	8	14
6	Adventiste	3	3	5	11
7	Bon Berger	1	2	8	11
8	Nationale	4	1	11	16
9	Baptiste Jericho	3	10	5	18
10	Nationale	10	24	3	37
11	Eben-Ezer	4	30	1	35
12	Lamartine	-	30	11	41
13	Sacré-sœur	2	10	3	15
14	Adventiste	-	12	7	19
15	Chrétienne	2	8	-	10
16	Ste Thérèse	-	9	-	9
17	Maranatha	-	3	7	10
18	Notre-Dame	3	10	8	21
19	Génézareth	-	10	3	13
20	Episcopale	6	14	10	30
21	Nationale	4	16	10	30
<b>TOTAL</b>		<b>50</b>	<b>210</b>	<b>140</b>	<b>400</b>

#### **F. Distribute goats to the beneficiaries**

By the end of June, all of the 400 goats were purchased and distributed to the 400 children. All purchased goats were treated for internal and external parasites before they were turned over to the children. Among the goats distributed, only one died a few months later. The project has replaced it for the child.

#### **G. Identify and establish forage production sites and Breeding stations**

As planned, the project leased two plots (of one hectare and 1 1/2 hectares) to establish the forage multiplication sites. One is already totally fenced with cement fence posts, and live posts (trees) were used to attach the barbed wire. Four species of forage grasses have been grown so far: Cross, Guinee, Elephant and Rasoir. The entire site is now totally



covered with these forage grasses. This site is often used for the practice training sessions with the children at the end of each month.

#### **H. Continue the Erection of the Fences for a New Site and Plant Forages**

During the last few months, the field staff planned to finalize the erection of the other site and the planting of forages. There was a delay in obtaining a good plot of land that would be accessible to the other localities included in the project. We planned to lease only land along a river to have access to water during the dry season. Unfortunately, some farmers who own some plots in that area were charging too much to lease them. Recently, a plot of land was found for a good price. This site has now been fully established. Forage grasses were planted on the two sites to feed the imported goats. We also planned to distribute forage grasses to the children to plant around their houses and family garden. However, because of a long drought period which lasted over seven months, the grasses did not grow as expected. Since August, it has been raining, new forages have been planted and in a few months the project could reach the objective to spread improved forage grasses to the areas reached by the program.

#### **I. Import Bucks from the USA to Improve the Offspring of the Does**

One of the objectives of the project is to improve the indigenous goats available in the local area. Four bucks have been received by the project, three from the USA and one from Haiti. Those bucks have been entrusted to the veterinary technicians in charge of the breeding stud station to offer breeding services to the beneficiaries.

96 goats have been bred to date by the bucks in stud stations. Since the first breeding occurred, it is evident that the offspring are in better shape than the mother and after six months could be sold for more money than any indigenous goat on the market.

#### **J. Assist the Children in the Management of their Goats**

One of the roles of the veterinary technicians is to assist the beneficiaries in the management of the goats. Once a week the project manager holds a meeting with the vet technicians and the monitors to review the plan of the last week and establish the list of families to be visited for the current week. At least once a quarter, the veterinary technicians visit the children in their home. Once a month, the children bring their does for a regular treatment against internal and external parasites. Beside this quarterly treatment, the veterinary technicians assist the beneficiaries if their animal needs more care. To do so, the project supplies veterinary technicians from small local pharmacies with some basic medicines. During these visits the veterinary technicians encourage the parents to support the children in his/her livestock activities. They also take this opportunity to confirm that they are applying the livestock principles taught them. A total of 21 clinics have been organized.

### **K. Provide Anti-parasite Treatment to the Does**

Each quarter, the veterinary technicians treated the animals for internal and external parasites. All the goats have now been treated at least two times against internal and external parasites. Beside these treatments, they also provide care for other diseases. Some cases of abortion have been seen in these last few months, but we don't know the cause yet. The veterinary doctor of the Haiti Livestock Program is looking for the causes in order to inform and train the parents and the children to prevent this problem. (Below is the chart of treatment by localities, number of schools, and number of goats treated).

Locality	# Schools	# Goats	Type of treatment	
			Vaccination	Clinic
La Source	5	55	1	1
La Hatte	3	43	1	1
Foison	5	127	2	2
Moustique	3	68	1	1
Rosette	2	22	1	1
Pascatabwa	3	48	1	1
<b>Total</b>	<b>21</b>	<b>363</b>	<b>7</b>	<b>7</b>

### **L. Collect Offspring**

According to the criteria of the project, each child would receive one female goat and would reimburse one offspring to the project. From 1998 to 2000, World Concern Haiti has distributed 537 female goats to the children in Northwest Haiti. Through September, the program has received 87 offspring from the children.

Year	Goats distributed	Offspring received	# Children	Lost
98 – 99	137	86	73	9
99 – 00	400	15	14	0
<b>Total</b>	<b>537</b>	<b>101</b>	<b>87</b>	<b>9</b>

### **III. PROBLEMS ENCOUNTERED**

The long drought period that occurred during this project year is one of the major problems faced by the project. The impacts of the drought were particularly severe during the second semester of the project. This situation has had negative consequences on the activity to distribute improved forages to the children for planting on their own parents' land.



Another major problem is the distance of the breeding stations from some of the children's homes. Some children live very far from their school and the breeding station. It may take one hour for a child to get to the breeding station and he needs another hour to get back home after the goat breeding. Many of the children's parents breed the goats with the indigenous bucks available in their localities and fail to take the opportunity to improve the herds if they breed them with the imported bucks from USA. The project would like with the permission of the International Youth Foundation to build new breeding sites with the balance of funds in order to solve this problem.

Another problem is the delay in finalizing the training materials. We have under-evaluated the time necessary to develop these kinds of materials for children. The monitors have had curriculum to train the children, but the children's materials are not done yet. Again, the project would like to continue with this activity so that in the next three months the children could have good support materials for their training.

In spite of bad road conditions and lack of local infrastructure to facilitate the field staff in their activities, the enthusiasm and participant spirit of the children, the parents, the teachers and the committees of the project have encouraged us.

#### **IV. CONCLUSION**

This project, Livestock Training For the Young People Of Haiti, is a success according to the results obtained in its implementation so far. In just a few months the project has distributed 400 indigenous goats to 400 children to start and manage their own business enterprise, 400 children have learned basic principals in animal husbandry, and 400 families have access to an improved breeding station to increase the herd size. It is also fantastic that the children can contribute to their own education. The project has also made the children aware of the role they can play in the future of their communities. Today, they better understand the value of an animal in rural family economy. According to the boards of the schools involved in the project, this project brings a challenge to the children in the lower grades to work to pass to the next grade to eventually have access to a goat.

As mentioned in the previous report, all the participants were well motivated and expressed their satisfaction. In the localities and the schools where the project was implemented, the children become more confident in themselves according to the new responsibility they have to manage their own assets. They expressed also their satisfaction to see that in the future they could have the opportunity to support their parents in their tuition expenses. Day after day the regional office of World Concern Haiti receives requests from other localities and schools where the project has not reached yet; that proves the appreciation of the population for the project.

Even though this phase of the project is over, World Concern Haiti will continue the training with the children during the next year as we have planned. We have more to do, as the requests increase day after day.

## **STORIES OF BENEFICIARIES**

### Isaline Dorvil

Isalene Dorvil was born October 8, 1982. She lives in the village of Jolivert near the town of Bassin-Bleu in the Northwest part of Haiti. She is the second child in a family of nine, which has two boys and seven girls. Life for this family is very difficult.

Isaline and her brothers and sisters started school at an older age than most children in Haiti. But because of her family's financial situation, most of the children were not able to continue with their schooling. Isalene was chosen to continue school and this year she will finish her primary education. She attends the school "Hope in Christ" in the village of Hotte in the Northwest area of Haiti.

In 1999 World Concern/ACLAM received funding for the Youth Livestock Training Program from the International Youth Foundation for schools in the Northwest to help fund courses in Animal Health Care and provide goats for the children in the program. Isalene was selected to participate in this program. She and the other students in her class began the course in Animal Health Care and in February she was given a female goat. This year her goat had two male kids that will be given back to the World Concern project. Later this year the goat will give birth again and Isalene hopes with this offspring that in September 2001 she will be able to sell it. This will enable her to pay to enter her first year of high school.

Because of the economic benefits to the family from this project, Isalene's family sent more of their children to school this year in hopes that the other children would also receive a goat from the World Concern Project. Now, Isalene has more confidence in herself and in her life. She has hope now that God will help her finish all of her education. With God's help she can continue to raise at least two goats each year and sell them so that she can continue her schooling, which is always difficult here in Haiti.

### Emma Elcise

Emma Elcise comes from a family of eight children. Her father is a farmer and her mother sells items at the market. Because of the economic situation in Haiti, it is very hard for Emma's father to support his family. Some of the children have been able to go to school, but have only been able to finish primary school and have not been able to continue.



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Emma attends school at “Ebenezer” in the village of Lafond. In February 1999 she was able to receive a goat through the World Concern project at her school. Since February, her goat has had two sets of offspring and it is now pregnant.

According to the guidelines of the project, the first set of offspring is given back to the World Concern project, to be used to further expand the project. Emma stated, “I gave the first set of kids back to the project, and the second offspring I sold this year. From this sale, I was able to buy my uniform, books and notebooks I needed for school. My goat represents my future for me.” Emma also stated that the goat didn’t only help her, but it helped her father and mother by providing the money to pay for her high school tuition.

Emma hopes that World Concern will be able to continue this good program and be able to help many other boys and girls.