

## VISTA HERMOSA FOUNDATION GRANT APPLICATION FORM

**NOTE:** Proposals are reviewed quarterly by the foundation board. Grantees will normally be required to submit an annual report, including self-evaluation of project outcomes. Return applications and all supporting documents to Suzanne Broetje, Executive Director, Vista Hermosa Foundation.

**Date of application: June 29, 2009 and final on July 21, 2009**

**Name of Organization: Beyond Borders (Haiti Partners 501c3 in process)**

**Name and Title of Contact Person: John Engle, Co-Director**

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**501(c)(3) identification number: 23-2713126**

**Title and description of proposed project: *Social Enterprise for Advancing Quality Education***

**Overall:** Develop and promote good leadership, inspiring successes, innovative solutions and community commitment to quality education in Haiti by *leveraging Vista Hermosa-funded Capacity Building3 Project.*

I. Create, distribute and promote a video documentary and companion booklet highlighting a success story of Haitian social enterprises that are funding six schools. This video will be made available in English, French, Spanish and Creole for widespread use in Haiti and elsewhere.

II. In partnership with four Haitian schools, develop a "model school" approach for replication: teachers' salaries funded by social enterprise, 50%+ students are girls, and curriculum including agriculture (community garden), participatory leadership, discussion-based education and social enterprise creation.

III. Design program to train groups of about 15 people in each of 25 communities, igniting their imaginations and equipping them with tools and knowledge for creating social enterprises for furthering education.

IV. Energize *Mwen Renmen Peyi m* initiative ("*I Love My Country*"), which is led by Haiti's private business sector by: a) Providing material, programs and projects that further their cause (above 3 objectives), b) bring American business leaders to Haiti who are known for corporate responsibility/philanthropy for exchange, c) film their visits so that they can spread the word among their US contacts and networks about these exciting initiatives in Haiti.

**Project timeline:** Launch in August 2009 and complete it August 2012

**Total organizational budget for fiscal year** 7/1/08 to 6/30/09 \$           

**Total proposed project budget: (For Haiti Partners programs)** \$           

**Total raised for proposed project thus far:** (projected) \$           

*Grants* \$           

*Fundraising Efforts* \$           

*Other* Harvest Time + Major donor \$           

**Total requested from Vista Hermosa Foundation: \$**

# Social Enterprise<sup>1</sup> for Advancing Quality Education

Develop and promote good leadership, inspiring successes, innovative solutions and community commitment to quality education in Haiti by *leveraging Vista Hermosa-funded Capacity Building3 Project*.

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## ***Background***

Suzanne's invitation to think about ways to increase impact in Haiti and to submit a proposal to Vista Hermosa has helped us to expand our vision and to quickly be in deeper conversation about vision and strategy with trusted Haitian colleagues, members of our boards (Beyond Borders and Haiti Partners) and experts in both development and philanthropy. Information from these conversations along with the realities stated below shape ***Haiti Partners'*** strategic plan and this proposal:

- The worldwide economic downturn and US financial crisis.
- Haiti's ongoing struggle for food and water.
- The scarcity of quality education and trusted and empowering leadership in Haiti.
- Hundreds of millions of dollars committed from international donors and more money likely to come with Bill Clinton being appointed UN Envoy to Haiti.

Vista Hermosa's funding of our Capacity Building3 Project (see Objectives in addendum), which is making it possible for us to strengthen relationships and learn together with 40 key Haitian colleagues, provides the perfect opportunity to explore, develop and promote models of social enterprise for advancing quality education in Haiti. Haitians involved with Capacity Building3 Project include representatives from Concern Worldwide, Limye Lavi, Floresta, Haiti's Ministry of Education and the Mwen Renmen Peyi m campaign (an initiative stemming from Haiti's private business sector) as well as dozens of successful schools and grassroots groups. It's the perfect team for the task at hand.

While we're encouraged by recent commitments of World Bank and USAID for loans and aid and by the likelihood that foreign assistance will increase with Bill Clinton's appointment as UN Envoy to Haiti, it ratchets up the stakes. By and large, Haitians are very cynical of their government, governments in general and of large Non-Governmental Organizations. While it's sure to bring improvement, the downpour of foreign assistance will likely bring about some negative effects: 1) emphasis placed on external aid as the primary means of improvement, 2) disappointment because the aid won't trickle down quickly enough to significantly impact the vast majority of Haitians who are destitute, which leads to, 3) increased distrust and dissatisfaction with their government and leaders and, 4) a hopelessness and despair reinforced because many Haitians feel ashamed that their country is so far behind and that they're always in need of help.

Among Haitian university students (who are effective organizers) and progressives, whether educated abroad or via grassroots popular education initiatives, we can anticipate harsh criticism of the aid and how it gets used ranging from broad stroke *imperialism* and *profiteering* labels to more measured critique of foreigners and their aid being culturally arrogant and naive about best development practices. These critiques point to the need to highlight and promote a Haitian grassroots solution to respond to the immense education gap in one of Haiti's most remote and desperate regions. The 25-year experience of AJPDG (a grassroots association on Lagonav utilizing social enterprise to generate income streams for six Haitian schools) is described in more detail below.

For these reasons, Haiti Partners is planning to produce a first-rate video documenting an inspiring story of Haitian ingenuity and community-wide collaboration resulting in quality education for local children. This film will be an effective tool and an important point of reference for community organizing throughout Haiti among grassroots, NGOs, government and private sectors. Having the DVD contain language options in English, French and Spanish, in addition to Haitian Creole, will enable Haiti's many liaisons—formal and informal—to countries like the US, Canada, Cuba, Venezuela, Dominican Republic, France, and Taiwan, to share this powerful Haitian story with their networks outside of Haiti. Whether they are Haitians living abroad or foreign representatives of NGOs, governments, UN, etc, they need to have Haitian success stories that they can share with their friends, colleagues and co-workers to

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<sup>1</sup> We've chosen to use the term *Social Enterprise* because it describes well what happens on the ground and it has become the common term for the kind of activity in this project. One concise definition is: **Social enterprises** are social mission driven organizations which trade in goods or services for a social purpose. The term in Haiti is *Antrepriz Kominotè*, which makes for easy translation. This field is growing rapidly and has become very organized. Both Harvard and Columbia University offer *Social Enterprise* programs.

garner support and to help improve Haiti's image. Evidence of Haitians' desire to focus on Haiti's positive can be seen in the rapid growth of Facebook groups like "I Love Haiti" with nearly 1,200 members and "THE HAITI THEY NEVER SHOW US!" with over 3,000 members.

While there's no way to truly measure the role that Haiti's negative image—within Haiti and internationally—has had on Haiti's evolution, it's safe to say that it's been significant. It's common for Haitians to exclaim in disgust, *Gade yon peyi!* (Look at this country!) or *Ayisyen!* (What kind of people are Haitians?) when they see negative behavior in their country. It's almost like, "Do you expect any better? Look at the country and people we're talking about." Abroad, Haiti is known for violence, witchcraft, child slavery and corruption. While these things exist in Haiti, those of us who know Haiti know wonderful Haitians and wonderful stories of extraordinary determination, perseverance and cooperation.

Haiti and Haitians deserve--and need--every effort to amplify their successes. Otherwise, self-fulfilling prophecy will keep them from building upon their current accomplishments. **We don't want to deny the truth and hide injustices that need to be exposed, yet it's clear that generating high levels of energy and garnering broad-based collaboration within Haiti and outside of Haiti requires a steady flow of efforts that build on strengths and successes. Our *Social Enterprise For Advancing Quality Education* project is all about this.**

**And this is also why we're so excited to engage in the *Mwen Renmen Peyi m* (I Love My Country) initiative,** which is described below. In a mutually beneficial venture, Haiti Partners will provide individuals, organizations and companies with material and opportunities to advance *Mwen Renmen Peyi m*'s mission; in turn, they will help us spread the message and mission of Haiti Partners.

### ***Background of the organization, mission, and spiritual values***

Material describing who we are as an organization and our spiritual values was included in our Capacity Building<sup>3</sup> Project proposal. These have continued to evolve since our last submission. During our start-up phase, we are inviting input from all our trusted colleagues and partners including Vista Hermosa, regarding these points.

#### **Vision:**

Our vision with Haiti is for:

- Thriving Schools for Children
- Faithful Churches for Communities
- Democratic and Economic Growth for the Nation

#### **Purpose:**

To help Haitians change Haiti through education for children, leadership development, and training and resources that make social enterprises flourish:

- Where more than two-thirds of children have no access to school and most who do receive a dismal education, we help students attend school and help teachers turn classrooms into thriving environments.
- Where leadership stifles individual potential, sows distrust, and diminishes dignity, we equip leaders to bring out the best in people and create social enterprises to support education.
- Where churches and groups are often challenged by division and a lack of resources, we provide training and materials for them to follow their spiritual and social calls.

#### **Guiding Questions**

Committed to honoring the dignity of every person and striving to do our small part to make the world more like God's vision, these eight questions guide us:

- Do we know, trust, and like the people we're partnering with?
- Are the plan, roles, and desired results clearly defined?
- Are we building on strengths and successes--individual, organizational, and cultural?
- Is it replicable, sustainable, and fostering broad-based collaboration?
- Does everyone involved have a voice, with those impacted by the work valued most?
- Are we communicating with integrity?
- Are we discovering meaning and joy along the way?
- Is love guiding us--God's love for us and our love for our neighbors?

## **Additional Values, Beliefs, and Commitments**

- Each person is created in God's image and deserves the love, respect, and best efforts of her or his neighbors.
- Excellent education should happen both in and out of classrooms.
- Churches should be spiritually growing and socially engaged.
- Quality education and good leadership continuously improves democracy and conditions for economic growth.
- Both what we do and how we do it are important.
- Each member of Haiti Partners is integral to improving who we are and what we do.

*And so we strive to:*

- Develop practices and structures for sharing power more equitably, which includes making major decisions by consensus.
- Create conditions and opportunities for healing across economic, cultural, and racial divisions.
- Open ourselves to new people, new approaches, and new questions.
- Nurture our relationships as we work, so that we have fun, laugh, pray together, and grow in our friendships along the way.
- Be accountable to each other and to our donors—and even more so to the people we serve.
- Work out of our devotion to following Jesus. We will collaborate with a wide variety of people and groups where our missions overlap, though at times our beliefs may differ.

## ***Population/communities served***

The communities where the 40 members of Capacity Building<sup>3</sup> Project live will receive priority for the *Social Enterprise for Advancing Education* program. Members come from regions throughout Haiti and are involved in working with their local schools and churches to improve their communities. Emphasis will be placed on local school committees that they have relationships with so that they can begin experimenting in the creation of social enterprise to fund their community's schools.

## ***Objectives of proposed project and summary of activities to be funded (goals/outcomes) and methods of evaluation***

**Overall:** Develop and promote good leadership, inspiring successes, innovative solutions and community commitment to quality education in Haiti by *leveraging Vista Hermosa-funded Capacity Building<sup>3</sup> Project*.

**1) Create, distribute and promote a video documentary<sup>2</sup> and companion booklet highlighting a success story of Haitian social enterprises that are funding six schools. This video will be made available in English, French, Spanish and Haitian-Creole for widespread use in Haiti and elsewhere.  
(These Haitians involved are part of our network and two are in the 3-year Capacity Building<sup>3</sup> Project.)**

*“There are many positive things happening in Africa... We don't hear about them because our messengers are the traditional commentators telling us the tragic stories, which do exist. This cannot be the face of Africa to the world and the manner in which Africans raise their children. ...It is very important for young Africans to believe in themselves and to have a positive outlook about themselves and their continent and it's role in the world. I do not believe that NGOs and celebrities—those at the face of the debates thus far—have made a concerted effort to make this message possible.”*

**Dambisa Moyo, one of Time Magazine's 100 most influential people in the world & author of *Dead Aid***

**Goals/Outcomes:** 1. Create a world-class video in four languages, 2) Get video aired at least a dozen times on Haitian TV, 3) At least 100 international organizations and Haitian companies will receive DVDs and booklet. 4) Distribute at least 200 DVDs and booklets to Haitian-Americans, 5) Post on the Haiti Partners' website

**Assumption:** If the DVD is being requested and viewed widely, it will impact group thinking and behavior.

When AJPDG<sup>3</sup> first organized in 1984, one of the biggest challenges they faced was the lack of a school in their

<sup>2</sup> Out of a concern that the video might generate interest and aid that might be disruptive to the aims of Beyond Borders' *Manman lajan* proposal and the model community initiative there will be no mention of AJPDG or the exact community. It's primary purpose is to promote the ideas and practices of AJPDG, not to be a promotional video for either AJPDG or Haiti Partners.

<sup>3</sup> Some of the same text about AJPDG may appear in a Beyond Borders proposal as we both collaborate with this organization and have both benefitted from Todd Saddle's relationship with them and his ongoing involvement in finding ways to support them. Todd is a longtime friend and colleague of John Engle and David Diggs, and current Beyond Borders board member. His bio is below.

community. Children either remained illiterate, or the parents had to spend money they didn't have sending them away to schools where they would usually learn nothing worthwhile for their farming lifestyle. They memorized passages in a language they didn't understand (French) about elephants and the chief exports of Germany. They got whipped or humiliated for giving the wrong answers. In desperation, some parents sent their children to the city to live as "Restavèk," unpaid domestic servants who are subject to every form of abuse.

In order to respond to these obstacles, members of AJPDG started a school in the hilltop community of Mòn Ramye. They are providing their children with a practical education, which includes learning about sustainable agriculture, reforestation, and soil conservation, subjects that will enable them to reduce the devastation caused by the hurricanes that hit the island. They teach in the children's native language, Haitian Creole, and create an atmosphere where children's rights are respected and they are not humiliated or held in a state of fear.

But schools need money, and Haiti's government has the funds to provide schooling for only ten percent of the country's children. AJPDG started their school doing what many other schools in Haiti do. They collected money from parents and other local supporters. But instead of keeping the money in a bag and spending it when it came time to pay the teachers, they did what every good capitalist does - they invested it and spent from the profits!

At harvest time, they bought beans, corn, peanuts, and millet. At planting time, they sold it at a profit. They were usually able to do this two or three times a year, making a healthy profit with each cycle. The parents and members of the school committee did most of the legwork as volunteers.

In Haiti, people refer to this money that they used to make more money as *manman lajan*, or *mother money*. *Manman lajan* is someone's capital, money that they may own or borrow.

When Todd Saddler (member of Beyond Borders board and previously on staff and lived on the island of Lagonav for years) started meeting with AJPDG in 1998, they had accumulated about \$2,000. That may not sound like much, but it represents far more than a year's income for any of the people in the community. Back in 1999 and 2000, Todd helped find them an additional \$3,000 to add to their *manman lajan*. This enabled the school in Mòn Ramye to fund all six years of primary school education for the first time. That money is still at work to this day.

Today AJPDG has a network of 21 schools across Lagonav. Each school has been encouraged to create and manage its own *Manman lajan*. In 2003, Mòn Ramye and five other schools pooled their funds and split the total equally, and their total fund is now estimated at \$12,000-\$15,000. Their activities include grain storage, a bookstore, livestock, and commerce in lumber, cement, and charcoal. With the income they earn from these activities, they are able to pay 20 schoolteachers, 4 school directors, and association members who manage the grain storage activities.

This has all happened in an extremely remote and isolated region known for extreme poverty. This is a story that needs to be told throughout Haiti. It deserves being presented in a powerful medium that is widely accessible--film--and done so by a pro. Luke Renner, Beyond Borders/Haiti Partners associate (bio below) is the man. His CV is available upon request. This story, presented in Haitian-Creole, will be shown on Haitian television. And, the DVD will have versions with subtitles in English, French and Spanish. We will produce 1,000 of these DVD's and, we'll distribute it widely using the Internet. Our budget includes two projectors and two portable generators so that our Haitian co-workers can show it even in remote villages as part of the training.

Creating the video and companion booklet will involve having Luke Renner, Todd Saddler, John Engle, Eric Graham (committee member of Mwen Renmen Peyi m initiative), Erik Badger, and several other Haitian colleagues spending time in AJPDG communities to interview and listen. Todd and several colleagues will spend three full weeks listening. John and Luke will spend several days in community, leave, and return two weeks later once the filming plan has been worked out. The booklet will be drafted during Todd's visits to Haiti and edited by the entire Capacity Building3 Project group during the following months. It will undergo additional editing and reprinting during year two and three as input from trainings is gained.

The video will tell the story in a compelling way and will include educational components like "crucial success factors" and "steps to get started." The booklet will be much more didactic but will also include the story.

## 2) Working with four schools, develop a "model school" approach for replication.

**Goals/Outcomes:** 1) Selected schools are functioning as *models* according to criteria stated, 2) The experience has been documented and regular progress reports for each are readily available at [www.haitipartners.org](http://www.haitipartners.org), 3) We've identified three additional *Model Schools* and adequate financial partners to provide each with \$20,000 per school over a three year period for training, seed capital, etc.

**Assumption:** The practices that teachers and directors are using and skills they've developed have helped their school to be more vibrant and effective at accessing and managing resources. The children are better prepared to live responsible, productive lives and contribute to their community's improvement.

We have a team of Haitians and ex-pats who have been working together for more than a decade. We're excited about the opportunity to leverage our experience. Here are the working benchmarks for "model school" replication:

- At least 50% of students are girls.
- Curriculum includes agricultural techniques for both rural and urban gardening; students spend time applying these techniques in the school garden.
- Classroom management techniques do not permit corporal punishment.
- Significant portion of school's operating budget comes from social enterprise profits, managed by parents and school employees.
- Weekly use of Reflection Circles or some other discussion-based education approach.
- Integrating parents into the life of their children's school through planned strategies that include periodic Open Space meetings with parents, school teachers and school administration.
- Celebrating children, which include honoring their rights and ensuring that there are appropriate relationships between students and teachers and director. (School has written policies that are enforced to make sure that inappropriate behavior is dealt with.)

4 schools that we intend to pilot as *Model Schools* include:

- Jean Jacques Dessaline Community School of Cabois (JJD Community School) – 100 students  
The Director and their lead teacher are part of the Capacity Building3 Project.
- 1 or 2 of AJPDG schools that are not among the 6 being supported by Beyond Borders. The decision about which of the remaining 15 will be made in consultation with leaders of AJPDG, Limye Lavi and Beyond Borders. Three members of AJPDG leadership are part of Capacity Building3 Project.
- Either St. Thomas School and/or another school identified by us in consultation with Limye Lavi staffers responsible for the Schools Alive program and who are part of the Capacity Building3 Project.

The schools will comply with the guidelines stated above. The schools will be carefully selected based on their experience with participatory methods such as Reflection Circles, practices of actively and respectfully engaging parents, and other criteria mentioned above. We will invite the selected schools, in cooperation with the leadership of networks they are a part of such as AJPDG and Schools Alive, to submit proposals for how they will use the money to create or strengthen social enterprises that can help make the schools more sustainable. Consideration will be given to the resources and involvement provided by community members as a reflection of buy-in. Consideration will also be given to other requests that are determined essential for the effective functioning of the schools.

Julian Belsford, a man who works as Database Coordinator for a Quaker regional organization in Philadelphia, teaches music and is passionate about education, recently spent one month in Haiti working with JJD Community School. Here's what he had to say:

*The first year students (roughly equivalent to first grade in the USA) were learning to write letters. Each of them had a notebook with letters repeated many times on one page. I went to the second year students' class, and watched them multiplying two digit numbers by four digit numbers (problems such as  $21 * 1748$ ). I was surprised to see such difficult work in this class! Some of the students needed help to solve these problems, while others were able to do it right without teacher assistance. Several students were working on problems on the chalkboard at the same time.*

*The oldest class of students, fifth grade, was working on evaluating "less than" or "greater than" expressions with six digit numbers. For example, the students were given numbers like 369258, 369185, and 359225, and asked to put them in order from largest to smallest. During this exercise, the teacher asked one student to try to provide the correct answer, and then asked the class to decide together whether they thought the answer was correct.*

*What I saw was a demonstration of the stated teaching philosophy of JJD Community School - students sit in a circle rather than in rows, and participate together in learning rather than rote memorization and repetition of what's told to them by a teacher (which, is the norm in Haitian schools). Students helped each other understand their work, doing a little bit of "learning by teaching," and took role of active participation in learning rather than a role of "we do what we are told." When asked, this was essentially how the students described the way the school works, too - that by sitting in a circle they are "able to hear each other," and feel like they are "really learning."*

Haiti Partners will be soliciting funding in the US, Canada and among Haiti's private sector toward establishing additional model schools after this 3-year period. Thus, we need to establish an excellent system for monitoring and reporting on progress. To do this, we will contract Erik Badger (bio below) and will purchase licensing rights to Newdea's project center software, which is designed to manage projects and automatically generate reports on our website pages and also downloadable in PDF files. Erik's time and Newdea are included in this budget. Newdea seems like the perfect system for keeping donors up to date. We've consulted satisfied users including a member of Limye Lavi board. Newdea is integral to the international organization (CRWRC) that employs him.

It's crucial that we do good measuring and evaluating (a) before, (b) during, and (c) after because we wish to scale up. We will choose the 20 "indicators" that we want to measure in each school. We'll also measure a few other schools that aren't receiving any aid. Here are example "indicators" that we will measure: a) School attendance (number in school, percentage of kids in the community). b) How they're doing with the money they have for social enterprise (how much profit)? c) How many/what percentage of girls are attending. d) How many parents attend school teacher/parent meetings? e) Test scores on national tests. f) Who is making the decisions in the community about the money—how it's used in social enterprise and how it's allocated in school? Etc. Having Erik Badger focus on this, with the support of our Haitian colleagues will be key to scaling this project.

### **3) Design program to train about 15 people in each of 25 communities, igniting their imagination and equipping them with tools and knowledge for creating social enterprises for furthering education.**

*"If you want to build a ship, don't drum up people to collect wood and don't assign them tasks and work, but rather teach them to long for the endless immensity of the sea."*

**Antoine de Saint-Exupery**

**Goals/Outcomes:** 1) Design an excellent and highly interactive day-and-a-half training program 2) Haitian colleagues will provide on-site training for at least 25 groups 3) With the help of Capacity Building3 Project participants, create database and system for tracking activity.

Using the video and printed material described in *Objective 1*, along with additional videos of Haitian ingenuity in developing successful small business in Haiti, we will design a highly interactive day-and-a-half training. Haitian colleagues—two groups of two – will coordinate with their colleagues in Capacity Building3 Project, to do training for local committees responsible for schools or educational initiatives. Each set of trainers (2) will have a projector and small generator for showing the videos, as well as laptops. The Capacity Building3 Project participants (they are the ones who have chosen the local groups and will participate with them in the training) will assume responsibility for follow-up, ongoing coaching, and reporting back to the larger Capacity Building3 Project group. These local groups could be eligible for future funding depending upon their progress.

**Assumptions:** Our network is going to grow significantly in depth and breadth and will attract attention, additional requests, and additional resources.

### **4) Energize *Mwen Renmen Peyi m* campaign ("I Love My Country"), which is led by Haiti's private business sector.**

*"The **Mwen Renmen Peyi m** initiative is a means to an end: 'Economic and Social Empowerment'. We feel this is the best way to move from a culture of self-pity to one that promotes opportunities and talents. The **Mwen Renmen Peyi m** initiative is about Haiti's business sector working towards doing its part to reduce the unacceptable level of poverty of a too great majority of the population of our country. For this, we ought to focus on Youth. Being a part of the **Social Enterprise for Advancing Quality Education** project is exactly the type of commitment we want to make. We couldn't be more excited about having one of our founding members, Eric Graham, participate in the Capacity Building3 Project. Fellow committee member, Patrick Brun and I,*

are pleased to be part of the **Advisory Council for Social Enterprise for Advancing Quality Education project**. Promoting Haitian solutions, quality education, and social entrepreneurial activity is perfect. And the truth is, meeting people like John Engle, Gerry Keenan, Luke Renner, Pedro Medina (Harvard Fellow and retired business executive deeply engaged in social changes in his home country Colombia) has had a significant impact on my personal life. Their Sense of Purpose, their conviction and their commitment, inspire me daily. It's a passion one wants to share with others and I do. At this time, Haiti needs a steady flow of people committed to these values, to help us impact a larger circle within our (business sector) circles. Indeed, I'm personally proud to be an integral part of this project."

**Philippe Armand, CEO of Groupe Dynamic and President of the AmCham-Haiti Foundation**

**Goals/Outcomes:** Promote social enterprise among business leaders, in Haiti and abroad, in order to develop partnerships and encourage future funding through: a) Bringing American and Canadian business leaders who are known for corporate responsibility/philanthropy to Haiti for exchanges; (b) Filming their visits so that they can easily spread the word among their contacts and networks about this exciting initiative in Haiti; (c) Develop and deepen relationships with members of Haiti's private business sector; (d) Provide material, programs and projects that further this cause.

**Assumptions:** At least 8-12 of the American/Canadian business leaders engaged in social responsibility efforts will make 3-5 days available to come to Haiti with us.

This campaign is in its infancy in Haiti but being undertaken by the powerful Haitian-American Chamber of Commerce and led by a good friend of mine, Haitian businessman and thought leader, Philippe Armand. They have recruited a retired Colombian business executive who has helped similar projects like this launch successfully in Colombia and Argentina. They aim to encourage the private business sector to take more responsibility in social improvements and to join up with people in all sectors (government, grassroots, NGO, schools, churches, etc) to accentuate and communicate all that is good about their country and culture.

There's no need for Haiti Partners to bring financial resources to *Mwen Renmen Peyi m* campaign. But, we provide them with positive Haitian success stories like the DVD described above and opportunities to partner with and fund effective philanthropic projects such as *Social Enterprises to Advance Quality Education*. We can also encourage the Haitian business people involved by connecting them with American and Canadian counterparts who are leaders in this area and who will want to cheer them on. After visiting Haiti, we will create 2-minute video interviews of each business leader, which will be posted to YouTube and result in wonderful PR pieces for Haiti, the *Mwen Renmen Peyi m* campaign and our work.

*"And we will have discussions in the restaurants, and debates in our staff rooms and classrooms where we will learn from one another: What is the nature of prosperity? Is it subsoil assets, location and sunshine, or is it based on human initiative, the productivity of our firms, the foresight of our entrepreneurs? What is a cohesive society, and how can we strengthen it? How can we improve tolerance and build a common vision between people who perceive differences in one another, increase civic engagement, interpersonal trust, and self-esteem? How does a nation recognize and develop the leaders of future generations? What is the relationship between humans and the earth? And how are we to meet our needs while revering the earth as the womb of humankind? These are the questions of our time. While some consider development mostly in terms of infusion of capital, budgets and head counts, we in Rwanda place equal importance to relationships between peoples who have a passion to learn from one another, preparing the next generation of teachers, administrators and CEOs to see the exchange of values and ideas as the way to build the competencies of our people, and to create a prosperous nation."* Rwandan President Paul Kagame

### ***Role that spiritual development plays in the stated objectives and activities***

At its core, our work is about promoting practices, structures, and ways of being that respect the God-given dignity and worth of each person. This is our purpose. And we believe that it's in this environment where spiritual growth and development flourishes. Additional information about the role that spiritual development plays in our work can be found in Capacity Building3 Project proposal.

### ***Funding strategy, including other funders involved in the project and your plans for sustainability once foundation funding ceases***

All of John's and Kent's salary and expenses are covered by other donors. We have about two hundred active donors. Kent also has a book being published this December by Intervarsity Press about his experience living and working in Haiti. The title is "Following Jesus Through They Eye of The Needle." 100% of proceeds go toward our work. This fact and a brief description of Haiti Partners including our website will be featured in the book. His contract with

InterVarsity requires him to write another book in 2010, which will also include reflections about Haiti and our work. Tony Campolo will do a fundraiser in Toronto in January 2010 and spend a full weekend with us in Florida in February 2010 to do multiple events to promote our work. We also have him booked for 2011 and 2012. Simultaneously, as we create Haiti Partners, Kent's longtime friend and generous Canada-based supporter is creating a Canada charity, *Haiti Partners Canada*, to be in partnership with us. Both Kent and I have many contacts in Canada and we anticipate that our gifts from Canadians will grow steadily in years to come. This grant will make it possible for us to do 10 different videos (9 of them will be under 3 minutes) for strategically promoting and raising awareness about our work, in addition to promoting a positive and hopeful image of Haiti. Eight of these videos will be personalized making it possible for business leaders who are friends and supporters to promote our work among their networks.

Approximately \$50,000 from Harvest Time will also come to Haiti Partners to help facilitate the groups they've historically funded to develop income generating activities and social enterprises. These groups have representatives in Capacity Building3 Project. Kent and I are also in the process of developing a strategy, which will make it possible for us to receive more visitors in Haiti who are either active or potential donors. With this project, Capacity Building3 Project, and our desire to receive more visitors during the next 24 months, we anticipate that I will come to Haiti with my family for a number of extended stays. We have a steady flow of requests from churches and organizations including [www.ExitWest.org](http://www.ExitWest.org) to receive groups. Also, in the process of writing this grant, I received counsel, affirmation, and invitations from Executive Directors of Bridgeway Foundation ([www.bridgewayfoundation.org](http://www.bridgewayfoundation.org)) and W Charitable ([www.wcharitable.org](http://www.wcharitable.org)) to submit grant requests next year. A mutual friend, whose wife visited us in Haiti in April and we videotaped her experience, connected me with them and other influential people. We also have The Elevation Group helping us obtain additional grants.

### ***Staff playing important role in project and any other partners/organizations involved in the project***

**John Engle, co-director**, Haiti and non-profit bio was included in Capacity Building3 Project. Additional info: Prior to moving to Haiti in 1991, I spent 7 years in business. During my 5 years with Central Business Systems, a company started by my father, I played a significant role in growing it from \$1 million to \$3.5 million in annual revenues. I also spent two years as a sales manager with Panasonic Corporation helping small business owners and sales managers grow their businesses.

**Kent Annan, co-director**, is author of *Following Jesus through the Eye of the Needle* (InterVarsity Press, December 2009). He began working in Haiti in 2003 and previously worked for refugee ministries in Western Europe, Albania, and Kosovo. He is a graduate of Princeton Theological Seminary. He lived in Haiti and now travels there regularly from Florida, where he lives with his wife and their young daughter and son.

**Enel Angervil** is a pastor, schoolteacher, and community leader on the Haitian island of Lagonav, and a longtime friend of AJPDG members. He leads a network of churches and schools who have integrated our methods and he's helped manage numerous community projects. He's an active education and leadership trainer all around Haiti.

**Fremy Cesar** is co-coordinator of Haiti Partners' Circles of Change program and has worked closely with John for ten years. He is co-founder and active member of a Darbonne (Haiti) cooperative and a community library. He has also created, with the support and blessing of Limye Lavi Foundation, a new foundation that will provide training and materials in participatory leadership, discussion-based education, and social enterprise. Fremy has a bachelor's degree in economics and is currently completing his master's degree at University de Picardie Jules Verne with a focus on Managing Social Interventions Toward Fostering Autonomy.

**Erik Badger** lived in Haiti from 1999 to 2001. He played a key role in developing and implementing our Reflection Circle Project. He lived on the island of Lagonav working with a local association of peasant organizers training literacy teachers how to cultivate leadership and democratic participation through discussion. Before leaving Haiti, Erik co-authored the first Reflection Circle teacher's guide in Haitian Creole. Since returning to the U.S., Erik has earned a master's degree in education from DePaul University, Chicago. He works at Shimer College where he has focused on program coordination and both public and private grant management.

**Todd Saddler** began working with AJPDG in 1996, 12 years after they initially created their social enterprise. More about Todd's involvement with AJPDG above. Todd codirected Beyond Borders from 1993 to 2000, living on Lagonav. Since moving to the states in 2000, he has maintained contact with AJPDG, and currently serves on

Beyond Borders board of trustees. Todd is an active lifetime member of Greenstar Cooperative Market in Ithaca, NY, one of the nation's largest member-owned grocery stores and a student and longtime practitioner of Appreciative Inquiry facilitation method. Saddler shared why he believes social enterprise is one of the primary means to escape poverty: "My interest in AJPDG's social enterprise arose from my effort to apply "Beyond Borders Principles of Engagement," which states in part: *They who are in need have the greatest interest in their problems being resolved. If work is being done that aims to be in their interest, they should have control over it. In other words they should be an active part of every aspect of the work. A community should not become dependent upon outside aid. We should support projects that lead to the community becoming more autonomous. We should support work that helps local people recognize all that they have that is of value, their culture, their understanding, their capabilities, etc.*" Todd is budgeted to receive a one-time stipend of \$1,500 plus round trip airfare from Ithaca to Haiti and expenses over three weeks.

### **Video Producer**

**Luke Renner** has been traveling to Haiti for over 15 years and recently moved there with Adrian and their 3 children. Luke has worked as a media professional for A&E, Universal, FOX, SPEED, etc. He has filled the director's chair at venues the likes of Carnegie Hall, Red Rocks Amphitheater, and the world renowned Sydney Opera House. He's worked alongside numerous recording artists including Paul Simon, Ricky Skaggs, Marty Stuart, Michael W. Smith, and Andraé Crouch. Luke is an *associate* of Beyond Borders and Haiti Partners.

### **Special Advisors**

**Jeannie Annan**, PhD, is the Director of Research and Evaluation at the International Rescue Committee. Her research examines the impact of war and violence on mental health, with a particular focus on identifying individual, social, and environmental risk and protective factors. Dr. Annan is also engaged in the evaluation of post-conflict youth programs, examining the psychological and social effects of programs for economic recovery and the reintegration of ex-combatants.

**Chris Blattman**, PhD, is Assistant Professor of Political Science & Economics at Yale University. His PhD in economics is from the University of California at Berkeley, and his Master's in Public Administration and International Development (MPA/ID) is from the Harvard Kennedy School. He is also a consultant and adviser to the World Bank (Human Development Group), the UN Peacebuilding Fund, Uganda's Office of the Prime Minister, and Liberia's Ministry of Internal Affairs.

### **Special Haiti-based, Haitian Advisors**

**Philippe Armand** is chairman and CEO of GROUPE DYNAMIC INC., which includes 12 established businesses ranging from a 200 vehicle Hertz Rental Car franchise to a prominent travel agency with multiple locations. He is a leading business figure in the Haitian business community and served as President of the American Chamber of Commerce of Haiti (AMCHAM) from 2003-2005. He currently serves as President of the AmCham-Haiti Foundation, the social harm of the American Chamber of Commerce in Haiti, as Vice-President of the Pan American Development Foundation (PADF), and as Vice-President of the Board Governors of Association of American Chambers of Commerce in Latin America at the US CHAMBER OF COMMERCE, (AACCLA).

**Altagrace Payen Auguste** is a participant in Capacity Building3 Project and works as Project Manager for Concern Worldwide Haiti's Education Program. She oversees a program that partners with 3 other NGO's along with Haiti's Ministry of Education to improve the quality and access of 41 rural schools in Plateau Central. Their strategy includes helping local cooperatives affiliated with the schools to create bookstores whereby profits are used to help cover school expenses. Bookstores are run by teachers.

**Patrick A. Brun** is the Chief Executive Officer of Central Hardware and Building Materials S.A, better known in Haiti. In the past ten years he co-founder several business that are now thriving including AmeriLink Market Services which, links partners across borders through capital investment, shared marketing and distribution channels, joint product creation and intellectual property sharing. He holds a BA in Int'l Finance and Marketing from University of Miami and serves on numerous local boards of non-profits and associations including as Vice-Chair of The Haitian Project (Louverture Cleary School in Santo, Haiti), board member of the Economic Growth Initiative for Haiti (EGI) and the Association des Riverains de la Zone Industrielle de Varreux (RZIV), which is a business district forum for problem solving and community integration in a region near Cite Soleil.

**Eric Graham** is a founding member of *Mwen Renmen Peyi m* initiative. Recently retired after working as Property and Material Manager at the Embassy of Canada, Haiti for 25 years, he is now a full-time volunteer using his photography skills and equipment to document Haiti. He holds a BS from New York University, an accounting certificate from “Ecole de Commerce Julian Craan, Haiti,” and a certificate in photography from New York Institute of Photography.

**Laurence Thomas**, Directrice of Toboggan Kindergarden Et Pounniere is a graduate of Haiti’s Normalien College (teacher training) with 25 years as an educator. Her career includes working for Henri Des Champs in developing curriculum and doing teacher training throughout Haiti and publishing numerous books for children. Mrs. Thomas is also a participant of Capacity Building3 Project.

***Budget for proposed project and how foundation funds will be used***

DESCRIPTION	YR 1	YR 2	YR 3	TOTAL
<b>1) Documenting and sharing broadly, using print and video, a success story of a Haitian community enterprises that are funding 6 schools.</b>				
a. Carefully document experience and create a 12-15 minute video in Haitian-Creole with subtitles in English, French and Spanish and pedagogical material just in Creole to accompany it. Includes 1,000 DVDs.				
b. Printing of booklet (described above to accompany DVD) with story and principles - \$3/copy for development and printing and \$1,000 for final edit = 4,000 copies covered by this grant. Additional funds will be sought elsewhere for more copies.				
c. Year 1: Projectors (3 for \$2,000 to have a backup), portable generators (2 @ \$800 ea), extension cords, etc, plus travel budget (\$1,200=\$400/month x 3 months) for portion of year one. Video and booklets are finished and trainers can travel to do training for year 2 and 3: money for travel expenses for four people (pairs of 2 making 1 three-day trip every other month at roughly \$300-\$450/trip to travel around Haiti to show films and provide discussion-based training for school groups connected to members of Capacity Building3 Project. We will also seek other funding from Haitian-Americans and US/Canada-based church groups partnering with local Haitian communities/schools to help cover travel expenses for trainings beyond the 25.				
<b>2) Developing a "model school" approach for REPLICATION.</b>				
a. JJD Community School – Director and two teachers are participating in Capacity Building3. Budget will allow them to do necessary facility improvements (\$2,000). JDD will be invited to submit a business plan to start an enterprise.				
b. 1 or 2 AJPDG schools that are not part of the 6 being supported by Beyond Borders. Our grant to them will respond to their request. It could include money for solar panels/inverters/batteries and internet installation and a secure technology room or it could be primarily to augment their capital for social enterprise. Decision about what school(s) will be made in consultation with AJPDG and staff of Limye Lavi.				
c. Several schools being considered here. We prefer to do more research before selecting one or two.				
d. Subscribe to Newdea's Project Center for managing grants from Vista Hermosa and for monitoring and marketing to foundations, churches, companies and people of significant means in US, Canada and Haiti "model school" concept and social enterprise projects. (Normal subscription/licensing fee is \$5,000/year. We are receiving special price of \$3,000 because we're small and starting out.) There is \$500 added in year 1 to cover training for Kent Annan, John Engle and Erik Badger.				

e. Project Manager, Erik Badger (bio below): Portion of his time plus expenses (10-12%), to focus on 1) development of this model, 2) developing with Haitian colleagues indicators and strategies for measuring, before, during and after, the schools where we're intervening, 3) putting all this information on schools selected to receive Vista Hermosa funds (and more that might be funded by non-Vista Hermosa givers) and other Haiti Partner projects including this grant on Newdea's Project Center for monitoring and communicating progress on our website, 4) doing grant writing to obtain funds for replication of model school approach.				
f. Stipends for 18 non-staff Haitians who are part of Capacity Building3 Project along with money for materials to do <i>Circles of Change</i> training; Reflection Circles, Open Space and Lectio Divina for staff of prospective schools to develop into model schools that might be eligible for the social enterprise training and to eventually receive funding for seed capital for building their social enterprise. Working in groups of 2, these non-staff Haitians train over a period of 6-months, groups of 15-30 teachers and community leaders. Each trainer earns approximately US\$150/month to do the training. There are also minimal costs involved for books and materials. The people receiving training take responsibility for providing any meals and refreshments necessary. Proposed funding would train a minimum of 50 people for year 1, minimum of 60 people during year 2, and minimum of 70 people year 3. (Total of 180-250 people) <b>Estimated \$22,000 covered by other donors.</b>				
<b>3) Designing a training program that equips Haitians with tools and skills for creating social enterprises for furthering education.</b>				
a. Staff time of 4 Haitian staff to focus on this as part of their work - these are also same four staff who will assist in the development of the video and printed material who will also be traveling around Haiti doing training.				
b. Add one additional 4-day meeting each year to the Capacity Building3 Project. Currently our group of 40 comes together 3 times a year. This would make it possible for 4 meetings, which we feel is absolutely essential given all that we're trying to accomplish. This amount covers travel costs for Haitian participants and lodging.				
c. Provide funds for small grants of \$500-\$1,500 for projects proposed by participants in Capacity Building3 Project - General Coordinating Committee to decide which proposals get funded. All projects will be entered and updated by Eric Badger on Newdea Project Center tool and available on Haiti Partners' website.				
<b>4) Energizing Mwen Renmen Peyi m initiative ("I Love My Country")</b> , led by Haiti's private business sector by: Providing material, programs and projects that further their cause, Bringing business leaders to Haiti who are known for corporate responsibility/philanthropy. Filming their visits so that they can spread the word among their US contacts and networks about this exciting movement in Haiti.				
a. 2 visits year 1 (one or two visitors per visit) and 3 visits during both year 2 and 3 with each visit having a professionally done 2-minute video completed and on YouTube by the time they get home to circulate to people in their network. Professionals pay their own way. This budget covers video and other related expenses.				
<b>5) Create a 3-minute promotional video of Haiti Partners' work for sharing the story and raising awareness and funds.</b>				
<b>Administration – All administration costs not stated here including significant portion of John Engle's time covered by other donors.</b>				
<b>TOTAL</b>				
<b>HERE'S HOW WE WOULD USE ADDITIONAL FOR PROMOTION OF KENT'S BOOK TO GROW SUPPORT FOR HAITI PARTNERS</b>				
Produce a series of 5-minute videos of Kent in Haiti based on his forthcoming book <i>Following Jesus through the Eye of the Needle</i> . * Videos would promote the social and spiritual aspects of our work in a way that's relevant to people's lives in North America. Videos would be promoted on Haiti Partners site, the publisher's site, DVDs, etc. Modeled on the popular NOOMA video series by Pastor Rob Bell, the stand-alone reflections would also promote the book and Haiti Partners. *Manuscript and book cover available from InterVarsity Press on request. *This book chosen to be featured as a Book of the Day at the Urbana conference (about 20,000 people) in December 2009.				
Travel for book promotion and Haiti Partners; develop Kent's author website that also points people toward Haiti Partners; capacity to give free books to opinion leaders; selected advertisements.				
<b>TOTAL WITH ADDITIONAL REQUEST OF</b>				

## Addendum

### Title and summary of existing Vista Hermosa funded project: *Capacity Building*<sup>3</sup>

#### **I. Build capacity of our Haitian trainers and our network**

Engage 40 Haitians who are active in our network and skilled in one or more of the three methods we're promoting in a 3-year learning program called *Bati Kapasite* (Building Capacity).

#### **II. Build capacity of the organizations and leaders they're helping**

All 40 members of *Bati Kapasite* group are each involved with multiple groups; NGO's, schools, churches, grassroots groups, etc. In some cases, a single person could be working with dozens of groups and institutions. The organizations they're working with will benefit because of new expertise and tools and they will take an additional 100 organizations through our Circles of Change 6-month training.

#### **III. Build capacity of **Beyond Borders Florida (being renamed *Haiti Partners*)** to significantly grow this work**

Our mission *to help Haitians change Haiti by establishing new leadership and education paradigms that respect the God-given dignity and potential of each person* will not be accomplished without significant resources. The expertise and services that The Elevation Group will bring us is what we need to access more resources.