



Vision of the Haitian Child: Social Emotional Framework



Acknowledgements

The following is a Framework for Socio-Emotional Learning (SEL) in Haiti. It was developed by The Task Force for Socio-Emotional Learning in Haiti, a group of Haitian and international academics and educational leaders from the NGOs, INGOs, universities and government entities. We convened to support the development and use of SEL in Haitian contexts. This team of thought partners grounded their work in the experience and expertise of Haitian scholars, educational leaders, and partners familiar with the Haitian context. Additionally, members of this Task Force has drawn upon the extant research on Socio-Emotional Learning and related fields, including psychology, sociology, anthropology, and education.

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Overarching Idea of Liberation of the Common Good

LIBERATION

Haitian people pride themselves of being the only black nation who achieved Liberation by defeating their oppressive slave masters. This idea of Liberation was a concept embedded in their freedom not to be dominated by those inside or outside of Haiti. This concept of liberation in its onset marked a distinct knowing that incorporated a want for personal, interpersonal and communal liberation from slavery. This idea was central to the goals of Liberation and remains a fundamental want of personal, inter-personal and communal understanding toward achieving a sustaining and productive life.

The idea of liberation also entails freedom from other forms of contemporary oppression and injustice. As a nation and a society, Haitians aspire to freedom from poverty, injustice, indignity, exclusion, modern forms of slavery, violence, corruption, isolation, ignorance, and repression. As a free people, Haitians are committed to political participation, self-determination, global citizenship, contribution to the common good, cultural expression, wisdom, and the freedom to individually and collectively pursue human flourishing.

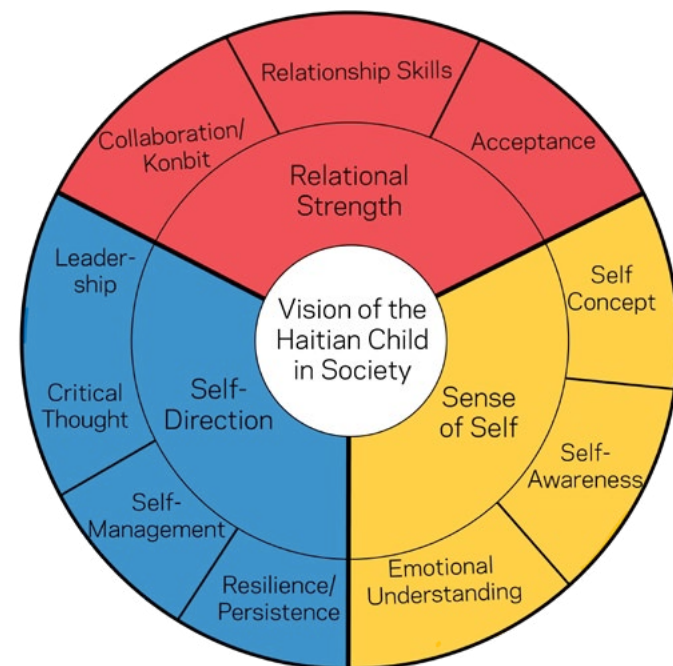
THE COMMON GOOD

Though freedom is a central aim and an experience at the heart of Haitian society and history, to what is this freedom directed? A flourishing society, social justice, and collective well-being. In other words, authentic freedom must be directed towards the common good. The common good has three fundamental aspects: respect for inalienable civil and human rights, the social flourishing and development of the collective, and peace, justice, and security within society. The common good is premised upon the idea of the intrinsic dignity of every human person. It points to integral human development as a core aim of society, including all of the social, cultural, economic, and political factors that comprise human life. Finally, the common good recognizes interdependence and relationally as a central aim and good of society. The common good demands care for the greatest good of all persons, not merely the majority.

Social Emotional Framework

INTRODUCTION

Socio-Emotional Learning is a development model that helps individuals learn and apply dispositions and practices to enhance their personal growth and civic engagement. SEL in Haiti refers to the psychological, emotional, social, cognitive, and spiritual development of the child to achieve a life of human flourishing, dignity, and social harmony. In the Haitian context, we frame this purpose around the two-fold goals of personal liberation and the common good for all Haitian citizens. We conceptualize the modalities of development and socio-emotional learning to achieve these aims within the broad categories of: 1) sense of self, 2) relational strength, and 3) self-direction.

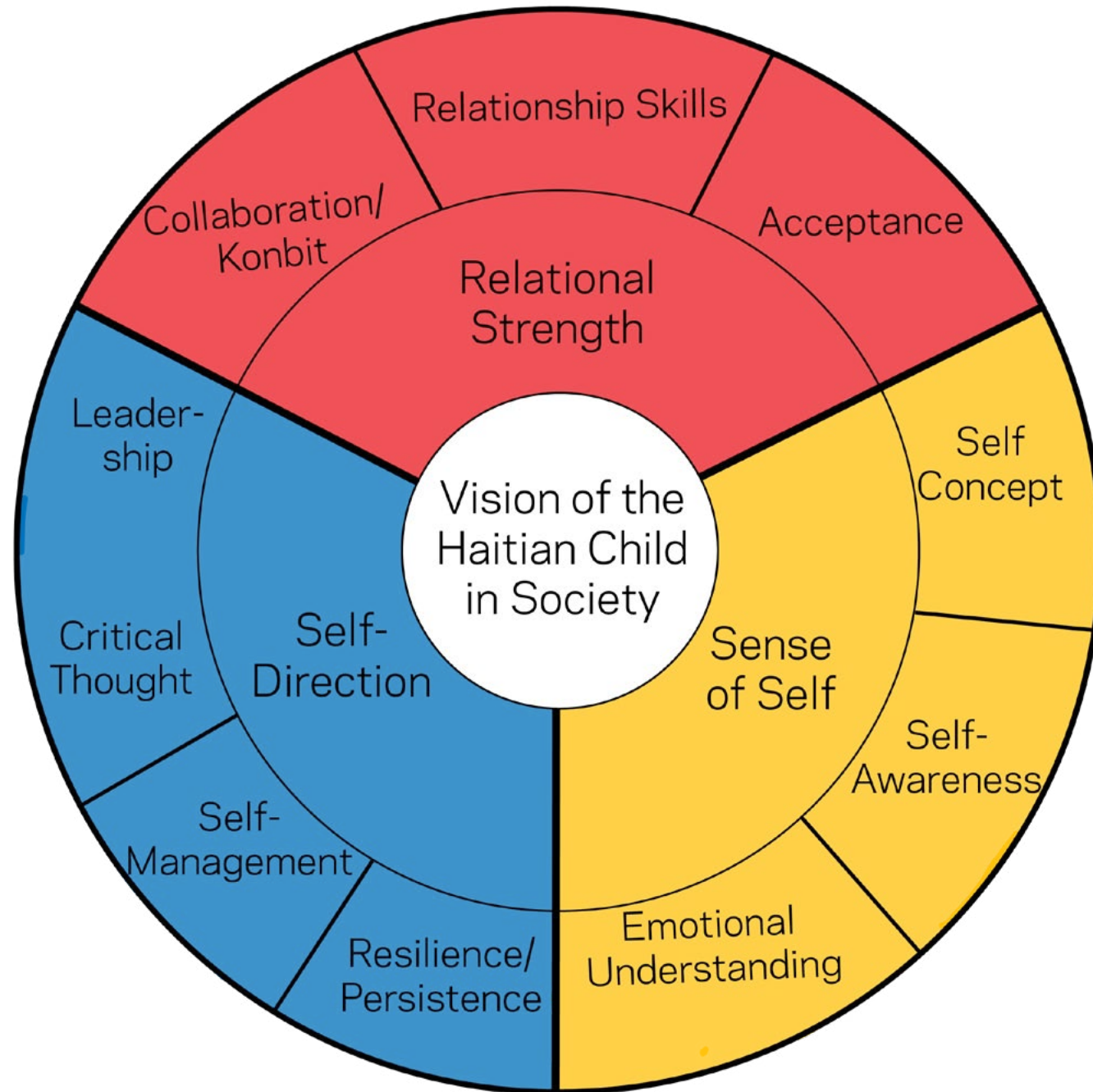


The starting point of this Task Force was a culturally appreciative approach to Haiti, its people and its circumstances. Asset-based approaches to Social Emotional Learning in Haiti allows our collective to tap into the core values of Haitian communities and seek to understand what aspects of Haitian culture align with or advance the work of the SEL. Grounded in culturally relevant and sustaining pedagogies, an asset-based approach to SEL in Haiti will guide us to develop a framework and corresponding resources that creates an inclusive learning environment, consider and incorporate what is culturally important for the student demographics, challenge aspects of the culture that are oppressive while educating students with high expectations and academic rigor. Resisting reductionist deficit framings, while also recognizing needs and threats to healthy child development, our balanced approach aims to simultaneously recognize real needs while sustaining the integrity of Haitian peoples' knowledge, skills, talents, values, and beliefs.

PURPOSE

This framework is intended to serve as a resource and guide for all those working in Haitian education and related fields, particularly those working in or supporting schools or educational organizations at the pre-primary, primary, secondary, and post-secondary levels. The framework will provide an overview of key elements of socio-emotional learning relevant for the Haitian socio-cultural and historical contexts. It will offer guidelines and strategies for the use of these ideas, particularly for educational institutions and actors.

We anticipate that this framework will be shared widely with civil society and government partners and refined with their input, then disseminated broadly throughout the national community to promote the ideas and practices related to socio-emotional learning in Haiti. Additionally, partners involved in the development of this framework will create an initial set of tools, training materials, curricular materials, and assessment instruments that will be piloted in first through third grade classrooms and integrated within an early grade reading intervention: M'ap li net ale and J'pale bien France. This will serve as an initial effort to develop content and programming for strengthening socio-emotional learning in early grades in Haitian schools, however, this is regarded as only a beginning and a broader and sustained effort of multiple actors is needed to continue to develop and spread these ideas and practices within the Haitian educational system and context.



The framework is intended to inform the current and future development of student facing content, curricula, and media, as well as adult facing content, training, practices, and tools by actors supporting Haitian education. This framework does not represent a curriculum or a complete scope and sequence of interventions addressing the various developmental stages and ages, but could be used as a resource for eventually developing such tools.

Vision of the Haitian Child in Society

Sense of Self

Self Concept

- Personal Identity (Categories (i.e. color, gender) traits, roles, existential)
- Historical identity and national pride (ethnicity, heritage, colonization and effects etc.)
- Healthy self-image
- Confidence, self-esteem, dignity, value
- Experiencing success (and avoiding false praise)

Self-Awareness

- Self-reflection (strengths, weakness, goals)
- Identify +/- influences or behaviors
- Role perception in social contexts (i.e. family, school, etc.)
- National and global identities

Emotional understanding/regulation

- Recognize and control emotions
- Tolerance versus flexibility
- Strong/djanm mentally

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Relational Strength

Collaboration/Konbit

- Social Engagement
- Teamwork
- Compromise/conflict resolution
- Understand/navigate social norms
- Engage school, family, community supports

Relationship skills

- Relationship building
- Empathy
- Communication
- Listening
- Seek/offer help as appropriate

Acceptance

- Appreciating diversity
- Perspective taking
- Respect

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Self-Direction

Critical Thought

- Engendering curiosity & questions
- Analysis.
- Using the Five Senses
- Descriptive Vocabulary
- Emphasizing process and not just the “correct” answer
- Problem Solving
- Making Decision

Self-Management

- Emotional regulation
- Social engagement
- Planning
- Self-evaluation

Resilience/Persistence

- Task Persistence
- Flexible Thinking
- Hope in the future/ Optimism
- Coping with adversity and stress