Evaluation of Local Purchasing and School Canteen Pilot Project in Petite Riviere de Nippes Report 2 of 3

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Submitted

by



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SIGNIFICANT ACRONYMS

MARNDR Ministry of Agriculture, Natural Resources and Rural Development

MAST Ministry of Social Affairs and Labour

MENFP Ministry of Education and ProfesLabosional Training/National School

BND Bureau de Nutrition et Developpement

ROPANIP Réseau des Producteurs/Productrices Agricoles des Nippes

CASEC Municipal Section Administrative Council - Conseil d'Administration de la

Section

CNSA National Commission for Food Security - Commission Nationale pour la

Sécurité Alimentaire

GoB Government of Brazil

GoH Government of Haiti

NGO Non-Governmental Organisation

OPA Farmer Cooperative – *Organisation Professionnelle Agricole*

PNCS National School Meals Programme – Programme National des Cantines

Scolaires

USD United States Dollars

WFP United Nations World Food Programme

Overview of the Longitudinal Evaluation

This document is the second of three reports pertaining to a longitudinal evaluation of a local procurement school feeding pilot project in the Department of Nippes for the years 2015-2017. The project is supported financially by the Government of Brazil (GoB) and implemented with WFP expertise. The project is supported logistically by the Haitian organization BND (Bureau de Nutrition et Developpement) which oversees quality and delivery of the food to the schools, and the Haitian non-governmental entity, ROPANIP (Reseau des Organisations des Producteurs/Productrices Agricoles de Nippes). The research is intended to examine the Local Purchasing and School Canteen Pilot Project with respect to the following issues,

- the system for purchasing and controlling quality of local agricultural products
- integration of local purchasing into the procedures of Haitian public entities
- distribution to schools
- the school canteens and distribution to student-beneficiaries
- nutritional substance of the meals, regional and local differences, preferences and availability
- whether the project design and execution contribute to the increasing of farmer revenues and production
- whether the project design and execution reinforce of the organizational structures of agricultural producer organizations
- durability of the model
- potential for scaling up for a national program of providing school meals in communes across the country

Introduction

The research presented in this report is primarily based on 7 focus groups involving 40 participants: 13 cooks, 10 farmers who are members of associations; 6 school directors and teachers, and 11 parents. We also draw on interviews with field staff for BND and ROPANIP, and an evaluation of farming cooperatives, including a scoring criteria by which we measure the cooperative's capacity along the axis of, Service to Members Administrative Capacity, Infrastructure, and Dependency on other institutions (see ANNEX V: 418).

Readers should bear in mind that, as one of three study phases, this report does not provide the whole story of the program. Rather, in the endeavor to fulfill those goals outlined in the Terms of Reference (see above), it draws on previous research, more recent interviews and comments of producers, parents, cooks, and school administrators

¹ The project is part of the GoH goal of creating a national school feeding program by year 2030, one that makes "the largest possible use of local agricultural produce."

to tell the story of the pilot project from the perspective of these stakeholders; to capture through their eyes the successes, problems, and points of tension where the program can be improved. The telling of their story is obviously filtered through the perspective of the researchers and it is limited by our methodologies. It is nevertheless an honest attempt to express the voices of these project participants.

Having said that, we must keep in mind that, as beneficiaries of the program, the focus group participants stand to gain from decisions that may be made based on their commentary. Most of them appeared aware of the importance of their comments. At times, we can interpret 'their story', not as an attempt to improve the program as WFP, BND or MENFP staff might define it, but rather as an attempt to maximize the benefits for themselves and their children. Few would argue that there is anything wrong with this. The beneficiaries are part of a population engaged in a very real state of ongoing crisis, one that has been significantly aggravated in the past year by the most severe hurricane to strike Haiti in over 50 years. But we should also keep in mind that to make effective use of their comments, those comments must be interpreted within an analytic framework that will help us modify the program in a way conducive to it being more than a short-term windfall for current beneficiaries.

MENFP and WFP's objective with the School Canteen Pilot Project,² is to develop a sustainable model for feeding primary school children food procured from the local economy and, in doing so, improve child nutritional status and academic performance while simultaneously promoting local production. There are clear corollary criteria of what will make such a program successful: it must be sustainable in that it is low cost, which suggests administrative responsibility must ultimately be shifted to the schools, parents and local municipalities. These are objectives recognized by MENFP and WFP, and they are logical in that they will engender an administratively robust system that can adapt to the very real factors that have constrained similar programs in the recent past; specifically, exorbitant costs in face of a government in constant state of bankruptcy, correspondingly weak government institutions, fickle sources of international funding, and not least of all, political unrest and embargoes that have repeatedly hampered efforts at institution building in Haiti for at least the past 50 years. As we move through the analysis we try to keep an eye on these critical factors.

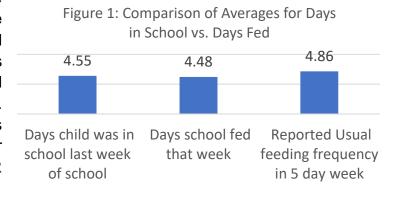
PRAISE FOR THE PROGRAM

Consistent feeding

According to the focus group participants, the program functions well. Focus group participants all reported that feeding is regular (see #CONSISTENCY OF PROGRAM AND DAILY FEEDING: 53). Food is delivered. The Children get fed. The comments are

² Articulated in MENFP's 2016 Politique Et Strategie Nationales D'alimentation Scolaire and Guide Conseils d'Écoles

consistent with findings in the surveys from the first phase of the research where respondents said that their children had been fed as frequently as they had attended school (see Figure 1, right). Congruently, virtually all focus group participants had praise for the program (see #PRAISE FOR THE PROGRAM: 38).



Good for the Children and Good for Parents

The first and most obvious reason respondents appreciate the program is because it is **good for the children**.

It's working well. The children eat every day. And they eat well...

[Mother of 4 with 1 grandchild in the program] i

Yes, [the canteen is] good, because sometimes children go to school without eating. Now, when they reach school, they are going to get fed. It's very good.

[Mother of 6 with 2 children in the program]ⁱⁱ

It is a good program because they are helping us. Especially for the children. Sometimes they leave home without eating and when they arrive they receive substance, they receive food. To me this a great thing.

[Father of 3 who wishes he had children in the program] iii

So, the program helps the children, but **parents also see it as a significant assistance to themselves** (see #PRAISE FOR THE PROGRAM: 38). Typical was the comment,

How does it help you? If for example you have 6 children. If I give them each 25 *goud* [every day]. That's 30 *dola*. But since they've had food at the school, I finish giving them a little food in the morning, I give them each 5 *goud*. The rest of the money stays with me. It'll stay with me because I won't spend it all. Because the canteen is useful [Mother of 6 with 6 children in the program].^{iv}

A Relief from the Hurricane

Parents spoke often of, "sometimes not having the food" to give their children. The canteen was a particularly important relief mechanism for families after the October 2016 hurricane (see #IMPACT OF HURRICANE MATTHEW (OCTOBER 4TH 2016): 96). Typical was the following comment,

...after the hurricane, you know there are problems and misery. All our gardens are destroyed, we have nothing. But when the children go to school, they [still] get fed. That is quite good.

[Mother of 2 with 2 children in the program]

Assists with other logistical complications in feeding children

The program is also important for the logistical issues it helps resolve. Many parents simply do not have time to make food (see #PARENTAL FEEDING IN MORNING, FEEDING BEFORE THE PROGRAM, SNACK MONEY, AND FEEDING IN AFTERNOON: 48). Typical were comments such as,

I am happy with the program. Here is why. Sometimes the school starts at 7:00 a.m. sharp. The children come from way up [the mountain]. You don't have time to make anything to give them. With 10:00 feeding, the children are ok. Now, come recreation, they already give them food to eat. It's a protection for parents.

[Mother of 2 with 2 children in the program] vi

The issue of time is aggravated by the government's 2016 decision not to follow Daylight Saving Time,

...Even more so because of the time change. You don't even have time to make food in the morning. But when the time arrives, as soon as it's 10:00, the food is cooked, eh recreation, they feed them. It's very good.

[Mother of 7 with 1 child in the program]vii

There is also the issue of **children having time to eat the food**. Because they must go to school, and hence are busy and away from home, children risk going a long period each day without eating anything at all. As one mother said,

... my child enters school at 7:45 and gets out at 1:00... Regardless of whether I've already given him something, he can't wait until 1:00 when school lets out and he gets home. [Mother of 7 with 1 child in the program] viii

Food quality and incursion of nutritionally vacuous schoolyard foods

Not least of all is the issue of the **quality of the food available to children** countries (see Socio-Dig 2015, <u>Food Distribution</u>, <u>Production and Consumption in Haiti</u>). The foods sold in school yards throughout Haiti have, over the past four decades, moved from real milk, fruits, peanut butter, peanuts, cashews, breadfruit nuts, and cassava bread, to foods such as hard candies and nutritionally poor but satiating and inexpensive fried dough. The degeneration in quality foods available at schools has taken a significant turn for the worse in the past two decades. Since the late 1990s there has been a rising flood of low quality, industrial produced and imported snack foods.

These predominantly wheat products-- cookies and crackers—are made from the very least expensive ingredients and fortified with heavy doses of preservatives, some of which are banned in developed. The snacks have become ubiquitous. Enter any school yard, even in the most remote areas, and one finds that the outstanding foods on display are imported cookies in colorful packaging and arranged in baskets or wooden tables.

At five to ten Haitian *Goud* per package (~10 to 20 US cents), the cookies are within the economic reach of most school children. They have largely ousted nutritionally superior local foods within the same price range, specifically the *tablet* (peanut cluster) of yesteryear, the



The modern Haitian child's snack shop: Fake milk, low quality cookies and extruded cheese snacks, i.e. air and artificial flavoring

dous (sugar cluster) of multiple forms, and the equally common and nutritious cassava bread and peanut butter. Illustrative of the changes, one focus group participant complained,

Me and this woman here, we used to make [and sell] peanut butter and bread. You remember that one time that I had peanut butter? There was a seller of cassava bread. I bought some to sell with the peanut butter. But you know that there are a lot of children who don't like cassava [anymore]. I couldn't sell it. It spoiled and I had to throw it away. It went like that. We almost didn't sell any of the peanut butter and bread at the school. I roasted four *mammit* of peanuts ~ 20 lbs or 9 kg). When he saw that, the School Director, he's a man who if he doesn't' see peanut butter he'll go to the market and buy a container of it. I had to tell him, well Preacher, I'm giving you this peanut butter. I'm giving it to you and you see what you can do with it, because it doesn't sell. [Grandmother of 4 who sells in school yard]^{ix}



Traditional Haitian snacks: a coconut, sesame, cashew, sugar, and peanut clusters.



The new Haitian snack food

This undermining of the Haitian child's diet via the growth of commercial ready-to-eat snacks sold in the school yard cannot be gainsaid. The sight of two items that might lighten any parent or nutritionist's heart are cheese cubes and condensed milk, both commonly sold in school yards throughout rural and urban Haiti. But over the decades Haitian manufacturers that reconstitute the "cheese" and "milk" from imported ingredients have drastically increased the proportion of filler, such that today they contain very little real dairy product (see below).



The Old The New VS

Value of Local Food

Ingredients: 50% Cheese

With the school feeding program, parents not only get the satisfaction of knowing their children are eating local food high in nutritional quality, they know they are eating natural foods free of chemical preservatives. These are factors that focus group participants widely recognized and extolled in their commentary (see #VALUE OF LOCAL FOODS: 64). Over and over we heard about the high vitamin content contained in natural Haitian products vis a vis imported foods. As one school director exclaimed,

Ingredients: 0% Cheese

...we thank WFP, ROPANIP, and BND, the team that is working for the school feeding program.... They give local products. It is a great satisfaction. Because they could give us lousy imported foods. It is wrong for the children. The local foods have vitamins and protein for the children and that allows for school performance to be raised.....^x

Fees and Paying for Materials and Services

Fees for materials and services

Most problems, complaints and tensions swirled around paying fees, collecting fees, and paying for the materials and services for which the fees are needed, specifically to cover the cost of cooking fuel, spices, the occasional missing ingredient, small services such as paying for errands, and for the women who daily cook the food (see #FEES: 56). To cover these costs the schools typically charge parents five HTG per day. Some ask 20 HTG per week. Some 50 HTG per month. In one case a focus group respondent reported that many parents at his children's remote school paid fees in the form of firewood (see Firewood: 56).

Although, as will be seen, there is tension about some of the details regarding when someone should pay or not pay, we had no case of a parent claiming that the fees were unjust. The need for the fees are explained to parents prior to the school year. Parents agree to pay the fees. Nevertheless, there were significant problems surrounding the fees. Most saliently is that parents overwhelmingly do not pay, or at least not without a struggle. As one school director recounted,

... we have to fight to get that money. It's Mrs BLANK_X, a teacher who gathers the money. There are some months when she has to give reports and you see that it's only 200, 400, 500 or 600 *goud* that she has gathered (out of an expected 10,000 *goud*)...^{xi}

When parents do not pay, the school lacks the money to pay for spices and cooking fuel. As the school director prosaically summed up,

Can you cook the food without wood? Can you do it without spices? Can the food be made without cooks? xii

Cooks and Pay

The most persistent complaints come from cooks (see #PAY FOR THE COOKS: 89). Several cooks bemoaned at length the sacrifices they make and the school's failure to pay them. Some felt they had been misled into working for free. Below are the minutes

from an exchange between Socio-Dig Interviewers and a 55-year old mother of five with no children in the program, but who has been cooking for the school for 14 months.

Cook: And I'm going there every day. Some mornings it's raining. Rain, rain, rain. For me to get up and leave my house to go make food to give, wow, why should I have to do this? You see what I'm saying? Do you think that's alright? Let me tell you, I have five children. Five children I have and they aren't yet earning anything. They're still dependent on me. They still depend on me. I'm the one who must care for them.

Socio-Dig: I would like to clarify something... You say that every morning you get up and get your cloths dirty [cooking]. When you come home, you gotta bring something for your children. But when the program first came, did you get training?

Cook: Yes, I took the training.

Socio-Dig: Did they tell you that they were giving you a job or was it you who volunteered to participate?

Cook: They gave me a job. They were the ones who chose me.

Socio-Dig: But when they gave you this job, did they say that you had a salary they would give you every month?

Cook: They said they had a salary and the parents were the ones who were supposed to pay it. And the committee, the committee was supposed to give it. That I was supposed to get a salary.

Firewood

In the phase 2 focus groups we did not get the same attention directed at wood that we encountered during Phase 1 focus groups. During the Phase 1 research more school directors cited firewood as a problem than any other issue (12 of 14 school directors said so); and it was ranked as the second must significant problem over all (see Table 1, right). We know from these earlier focus groups and key informant interviews that smoke inhalation is a problem; different woods burn at different temperatures, making time needed to cook

Table 1: Ranked Problems with Canteens				
Problem	1 st	2 nd	3 rd	
Parental Particip.	7	2	3	
Cooking fuel/wood	4	7	0	
Insufficient food	2	2	1	
Cook	0	0	1	
Late arrival of food	0	0	1	
Low quality food	0	2	1	
Other	0	0	5	
None	0	0	1	
Grand Total	13	13	13	

unpredictable; and during periods of high rain, wood gets wet and may not burn at all. And the simple fact is that wood is increasingly scarce. During the current Phase of the research a school teacher complained that,

Normally we are using wood in the kitchens, so many trees have been cut... But near my house it's Mango and Avocado, you understand? Imagine we have some

parents who cannot pay for the school. But we agree for them to cut trees to bring firewood to school. What happens is that she/he cuts those trees to pay for school. [Male school teacher] xiii

Wood costs either time or money: parents have to supply it or someone either has to be paid to supply the wood. A school director explained,

...For example, the person who is fetching wood for BLANK SCHOOL_B is from Sileg. When he comes with the wood we sign a contract with him for 300 dollars or 1500 *goud* per month... It's Mrs BLANK_X, a teacher who gathers the money. There are some months when she has to give reports and you see that it's only 200, 400, 500 or 600 *goud* that she has gathered. Now you can understand the person [with the wood] who is coming from Sileg and what's gonna happen? He cannot give service, he's gonna be discouraged. He cannot give the wood because you cannot pay him.xiv

Difficulty of Paying Fees

On the other side of the equation, even though it seems like a very small amount of money, many parents have a very real problem paying fees.

No, it's not a lot of money. Like if you had some economic activity, you're getting ahead, every now and then you have 50 *goud*, or 20 *dola*. But you don't have anything, you just sit and wait for fate to give you something.^{xv}

It's a complaint we heard at least six different times from as many respondents (see #PROBLEMS PAYING FEES: 59). Typical was one mother of five with all five children in the program who exclaimed, "It is not every morning that you are going to have the money"; and similarly, a mother of seven with six children in the program who said, "We may have a day where we do not even have five *goud* to buy a piece of bread."

Strategies for Collecting Fees

Two things that school directors do to get parents to pay fees for their child are, 1) allow the child to stay at school but do not feed them and 2) send the child home (see #COLLECTING FEES: 85). Both strategies distress parents. Not even school directors like the idea of a child being present but not allowed to partake in the meal. But sending the child home was the more common strategy, and the more controversial. Parents lament that children lose time learning,

To send the child back home, I think the child can stay at school. They don't have to feed him, but do not make him lose the entire day of school.

[Mother of 7 with 6 children in the program]xvi

Even those responsible for the feeding program, many with children of their own, were ambivalent about the policy

If I'm involved, we send the children home, I have a right to do that if you never pay. You have a right to send them home. But what can happen is that I [sic] don't have any money, in this case you shouldn't send the children home.

Mother of five with five children in the program and also cooks for a school]xvii

A more severe tactic used by at least one school director is to whip the child. The following is an exchange between a mother of two with one child in the program and the Socio-Dig researchers,

Mother: If you're in the school of director BLANK, any problem you have, if you owe money, you must pay. All the time you have not paid, they'll be asking you for it. They'll ask for it. They'll hold meetings. They'll whip your children.xviii

Socio-Dig: They'll whip your children if you have not paid?

Mother: Yes, they'll whip the children if it's something they ask for and you have not given it. The children don't know anything. They do not need to beat the children. But all the time they don't get their money, they'll whip the children. They hold meetings and call all the parents. They show us that they're very angry about the money.xix

Some directors appear to be losing the battle, or at least claim to be losing. As seen, they report large shortfalls in collecting the total fees due. One director complained,

... if the school feeding program continues like this, I guarantee you that we won't be able to keep it. Because I will be borrowing all the time for the lunch to be cooked.

Solutions

Collecting fees

One school seemed to have resolved the problem by allowing children to fully participate in meals whether they had money or not and then collecting unpaid dues by withholding report cards needed for the child to advance a grade.

It's like that. If the children have money, they eat. If they don't have money, they eat. They still go to school. Now, the number of days that a child didn't pay, it's in the exam week that they calculate how many days that is and the amount of money you pay... They have a paper, the way you see that paper, a dossier for everyone. They write every day. You eat, they write it down. You eat and you pay, they write it down. You don't pay, they write it down.

[Mother of 2 with 2 children in the program].xx

Thus, the issue of the fees, themselves a source of most problems with the feeding program can and in at least one case has been resolved by the simple policy of withholding grades at the end of each semester until the balance of fees owed has been paid. This solution also largely resolves, or at least mitigates, other problems by the

simple fact that school directors would now have the money to pay for materials and cook's salaries.

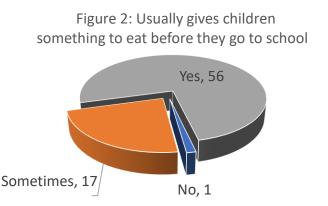
Cooks and pay (again)

Regarding the cooks, the biggest problem seems to be the expectation that they would be paid. And while collecting fees might reduce the problem of paying them, a mention should be made of the fact that the cooks do benefit from the program. They may not get the salaries they hope for, but several of those who participated in focus groups had five and six children benefitting from the canteens. Even those who do not have children in the program said they partake in the daily meal and are allowed to take leftovers home with them. With these points in mind, much of the imploring for pay sounds less necessary and more like a request for aid. As one cook, a 70-year old mother of six with one grandchild in the program said,

They should look after us [laughs]. the same way they look after the children. They should see that we're in need too...and don't have anything. ... Because bad weather came and we still have not recuperated.*xi

Parents can and do feed their children

We have seen that parents sometimes say they cannot feed their children. We have seen that the hurricane put significant stress on parents' capacity to feed their children. We have seen that the feeding program helps get children fed during school hours. We have seen that the school feeding program offers an important buttress against the incursion of nutritionally



vacuous pre-packaged imported foods such as low cost imported cookies and crackers. However, the mistake should not be made of assuming that most parents cannot and/or do not feed their children.

Few factors came through more clearly in the focus groups than that parents are concerned about their children's diet and that they do feed them. Even with the existence of the program, the vast majority feed the children something before they leave home in the morning (#FEEDING NOW THAT THERE IS A CANTEEN: 48). In the first phase of the study, we learned that only 1 of 74 parents interviewed said they never fed their children before school, 56 said they usually did, and 17 said sometimes. In the current focus groups, we heard the same responses over and over. When asked what they fed their children in the morning before they sent them to school, typical responses were like that from a mother of five with three children in the program,

... I have two children. in the morning I must make some bread and coffee for them because they're small, they can't wait for the cooked food [at school]. And I have a young daughter too. She's already told me that she won't go to school if she hasn't eaten. That's right, she won't go. She's assured me that she won't go. xxiii

Or a mother of two with both children in the program,

Myself, if it's not coffee with bread that I give them, then I make a macaroni in the morning and give it to them. But because of the change in time, school starts too early. Now I give them coffee and bread. I don't let them leave without eating something.^{xxiii}

Similarly, parents overwhelmingly spoke of feeding the children in the afternoon, as one mother of seven with one child in the program rather humorously explained,

... you must make an effort no matter what! As soon as they get home, they're headed straight to the table. If they don't find anything, 'Mama, I'm dying here right now!' You do whatever you can. You gotta have something for them no matter what.xxiv

And rather interestingly, some parents seemed to complain about the school feeding program disrupting feeding regimes. A mother of four with one grandchild in the program complained,

When they come home from school, you can boil an egg, you can give the child a banana, it's good for them. It's truly good for their insides. But you can't do that. When the children gets to the school, it's 4 pieces of fried dough for 10 *goud*. After that he finds good stew to drink [canteen food]. The child sees you with a bunch of eggs, but you must eat them [yourself].xxv

In short, the school feeding program is good for all the reasons discussed: it helps relieve stress on the parents, gets the children fed when they otherwise do not get food, helps during times of disaster such as after the hurricane, and it acts as an alternative to the imported cookies and crackers, helping assure that children are getting at least some nutritious foods while at school. But keeping an eye on opportunities to make the program sustainable, we should bear in mind that most parents most of the time can and do feed their children, both before they leave for school in the morning and when they come home in the afternoon. Moreover, of 74 parents interviewed in the Phase 1 survey, 34 percent usually gave the children money to buy a snack at school; 47 percent sometimes gave money; and only 19 percent never gave them money. Such data tells us that most parents could contribute additional resources to the school feeding program.

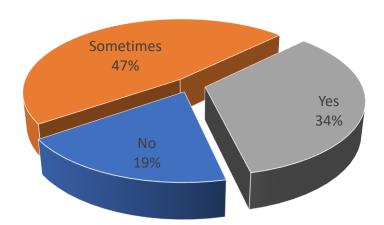


Figure 3: Gives money to go to school with (n=74)

Firewood (again)

The firewood problem is less easily resolved. Yes, collecting fees should mean that school directors can pay for the wood. But all the other problems remain: environmental issues, smoke inhalation, poor quality wood, wet wood, undependable rates of cooking that comes with diffential buring temperatures of different woods. Early on in the program WFP and BND had supplied special stoves that used a much-appreciated briquette composed of compressed recycled paper. On several occasions participants lamented the availability of "briquettes" (see #MATERIALS: 119)

They gave us a briquette [as cooking fuel]. The briquette helped a lot... They must give us, if they could help us, they would give us a little briquette. We would say thank you. [Cook, mother of 6 with 1 grandchild in program]^{xxvi}

Summary of Problems and Issues

In summary, most problems that stakeholders complained about in focus groups should be resolvable through the effective collection of fees. But issues remain. Firewood, it's scarcity, the problem of smoke, lack of alternative cooking sources, and the massive tasks of simply moving the food, cooking the food, separating the food, and cleaning up the mess after the children eat are persistent issues that can be mitigated by changing the menu from hot meals to prepared meals. Feeding prepared foods would reduce these costs. Indeed, prepared foods such as peanut butter, cassava bread, peanut clusters, coconut clusters, cashew clusters, fruits, avocados, and fresh juices not only cost less to prepare, they are readily available and, while no cost analysis is provided in this report, we know they are less expensive to purchase. Moreover, the research suggests that most parents are providing their children with hot meals at least twice per day. With these points in mind, Socio-Dig researchers were keen to explore reactions to a proposed change from hot meals prepared at the school, to prepared cold meals or even uncooked foods such as fruits, nut clusters, cassava bread, and porridges.

Alternative Foods

As expected, participants did not welcome the prospect of their children losing access to free meal of *salt-food*, a term approximately synonymous with a hot meal (see #REFUSALS TO FEED SWEET-FOOD: 73). Typical reactions to the prospects of changing the menu to sweet and/or cold foods were as follows,

We would never agree. It's a canteen their giving, they'll continue to give the cooked food. [Mother of 3 with 3 children in the program]^{xxvii}

Some parents were adamant, insisting their children would not accept either sweet nor cold meals.

Mine wouldn't eat anything at all. I would rather they let me know so that I can give them something instead. Maybe the one I have in the National school, he's a boy and maybe he'd eat it. But I have two girls and they would not eat anything sweet at all, not at all.

[Mother of 4 with 1 grandchild in the program]^{xxviii}

Although not all the proposed cold foods are sweet, parents tend to emphasize their objections to sweet foods. The biggest point of contention centers on the belief that if sweet-food is eaten in the morning before salt-food, the child will get worms and/or the worms that she or he has will rise into the chest and make the child sick. It's an explanation we heard repeatedly in all the focus groups (see #THE SWEET & SALTY DILEMMA: 72). For example, one Mother of five with two children in the school feeding program lamented,

Sometimes, when you give children sweet-food in the morning, it causes worms to rise up into their chest. Children can have a stomachache. It makes them produce mucous and stomach acids. Their chest can hurt. They produce phlegm and acids because the sweet-food upsets their stomach.xxix

There are solutions to the dilemma. Participants in at least two different focus groups spoke about how complications can be pre-empted if salt infusions are drunk before consuming sweet food,

...Sometimes they make remedies to prevent you from getting sick when you are eating sweets. They boil leaves mixed together. It is a tea that will help your chest. It is bad to take sweets before eating anything salty. You will need to drink something salty ahead. [Father of 3 with 2 children in the program]^{xxx}

But the most common technique for dealing with the Salt vs. Sweet dilemma is to simply eat salt-food first,

Because if you give a child something sweet, [you have to give something else as well]. You could have 2 eggs you boil and give the child to eat. You put a little salt [in the child], and if the worms have begun to rise, it will settle them. After that, he could eat a banana and bread with peanut butter, and it might not cause any problems.

[Mother of 4 with 1 grandchild in the program].xxxi

Not all participants were against feeding prepared foods. Most were open to the idea of at least feeding them a couple days per week,

I think that they could give them some porridge. The best in the place of salt-food would be oatmeal. I think that oatmeal could best take the place of salt-food.

[Mother of 2 with 1 child in the program]^{xxxii}

The cooks were particularly enthusiastic about it (under the provision they were still involved),

We are the cooks. It's WFP who would give it to us. That's good, we accept it. We can say that we would accept it. But we don't know what the director would say.

[Mother of 8 with 2 children in the program].xxxiii

Significance of the Salt vs Sweet food dilemma

The significance of this issue of resistance to giving anything but hot meals and salt-food cannot be gainsaid. Virtually every professional aid worker who examines the challenges of creating a sustainable feeding programs in rural Haiti slams into the same cultural preference for hot, salt-food meals and the same objections based on sweet foods and worms. Salt food is also conceptualized as having more vitamins. Yet, it is not true that hot foods have more vitamins. The variety and nutritional content of prepared cold foods—both salty and sweet—is far greater than the available range of cooked foods. Moreover, we know that sweet foods do not cause worms. If anything, it's the other way around, worms induce a craving for sweets (see CDC). Worms consume sugars, depleting glucose supplies in the child. But the vermin also consume proteins, vitamins and minerals causing nutrient deficiencies and impairing digestion. They cause anemia, making children weak, drowsy and impairing their ability to learn. Worms weaken the immune system, making the children vulnerable to disease. And the most useful solution to worms is not to eliminate the option of adding nutritious ready-made foods that could make the feeding program more sustainable. The most expeditious solution is to kill the worms, i.e. initiate bi-annual deworming events.

Moreover, it is not clear how convinced that even the participants are that sweet food is problematic. After expounding on the ills of eating sweet foods first thing in the morning, a mother of four with one grandchild in the program finished up the discussion saying,

It's this issue of salt vs. sweet-food. Is it true? [laughs]. That's what I would like to know.xxxiv

TEXTBOX 1: PRIMER ON HISTORY OF FORTIFIED FOODS IN HAITI

During the 1960s USAID-funded Mothercraft Centers were widespread in Haiti. The centers treated malnourished children with inexpensive local foods (Berggren 1971, Berggren et al. 1984; King et al. 1968; 1974; 1978). Nutritionists who designed and studied the Mothercraft centers lamented the heavy dependence on animal source foods, and it was in this context that fortified processed foods entered the popular diet. These included *akamil* and *akasan* (both pureed and boiled bean-cereal mixtures), and *chanm chanm* (peanut coconut powder). The emphasis was on local foods. Illustrative of the trend, Haiti's Bureau of Nutrition (BND) and Virginia Polytechnic Institute developed *akamil* (AK-1000), a weaning and malnutrition treatment formula, to meet the following criteria:

- 1) appropriate for pre-school children
- 2) contain 10% to 20% of high quality protein
- 2) made exclusively of local products
- 3) simple enough to be made at home or in the village
- 4) inexpensive enough for poor people to afford it

By the 1980s and 1990s imported fortified cereal products entirely supplanted the trend of searching for local supplements to be used in weaning and nutritional programs. Indeed, Haiti was awash in food aid, the vast bulk of which was and is Soy Fortified Bulgur with Corn Soy Blend the second most common cereal product. By the early 2000s the concerns of nutritionists had been reversed and they were lamenting the low reliance on Animal Source Foods. Ruel et. al. (2003) found that without the availability of animal products, such as meat, milk, cheese, and eggs, Haitian mothers using mixtures of local produce and specially fortified imported products such as US government wheat-soy blend (WSB) and corn-soy blend (CSB) were unable to supply infants and young children with sufficient micronutrients—particularly iron and zinc. It was in this context that Ready to Use Therapeutic Foods (RUFTs) emerged (see Textbox 2: 18).

Beghin, Fougere and King, 1970 History of AKA1000 in Haiti Drs. Warren and Gretchen Berggren 2005 gberggren@aol.com

Institute Haitien de L'enfance et al (2000),

King, K.W., Fougere, William, Foucald, J., Dominique, G., and Beghin, I (1966) Responsee of [preschool children to high intakes of Haitian cereal-bean mixtures. Arcivos Latinoamericanos de Nutricion 16:1. pp 53-64.

King, K.W. Fougere, W., and Beghin, I. (1966) Un Melange de proteins vegetales (Ak-1000) pour les enfants haitiens. Ann Soc. Belge Med. Trop. Vol 46, 6, pp 751-754.

Beghin, I, Fougere, W., King, K.W. (1970), L'Alimentation et la Nutrition en Haiti", publication de L'I.E.D.E.S., Presses Universitaires de France, 108, Blvd. Saint-Germain, Paris.

Fintrac 2010, p 16. 52

See also bibliography for Berggren et al. 1984; King et al. 1968; 1978; Berggren 1971, Beaudry-Darismé 1971; Beaudry-Darismé and Latham 1973; Berggren et al. 1985; Mduduzi N.N. 2013; Dornemann and Kelly 2013; Schwartz 2009

Solutions to the Sweet vs. Salty food dilemma

We learned from participants that canteen programs in the past have negotiated the Sweet vs Salty dilemma by simply feeding salt crackers ahead of the meal,

We had a canteen already. They used to give the children crackers, salted crackers.... They used to give them early... They passed each class and they gave the children crackers. [Mother of 6 with 1 grandchild in the program].xxxv

But the fact is that, as seen, most parents are feeding their children something before they go to school, meaning that the food eaten at the school canteen is not the first food of the day for most children. Moreover, in most cases, despite all the insistence regarding sweet foods, parents did not exclude sweet foods. Typical were comments such as that from the focus groups with cooks where one woman, speaking for the group, said, "We give them whatever we have, whatever we have. Like [sweetened] coffee and bread." Indeed, many of the most common breakfast foods are sweet, specifically heavily sweetened coffee, chocolate, and juice.

Miscellaneous Problems: Food Quantity & Quality

Insufficient food

Other problems included complaints about the quantities of food being insufficient (see #NOT ENOUGH FOOD: 92). Five participants in three different focus groups mentioned it. For example, a mother of two with both children in the program and who also worked as a cook complained, "...the only thing is the food is too little in quantity." A school teacher, a father of one child but none in the program said,

Imagine, you have times when it's just a little bit of sweet potato, a little bit of yam, a little bit of stew. It doesn't do anything for the children. It's just a little taste. It was worse before. But right up to the present the stew isn't enough. ...

In at least one case, the complaint seemed to be that that they were somehow getting shorted on food distribution. But all other cases, the complaint seemed to be that the WFP/BND ration is too small. Typical was a cook complained that,

When they send the vegetables, they say that it should be enough for 2 days, ... What they send it is not enough for 1 day... They say a *mammit* for 40 children. It should have been cooked for 20 children. A *mammit* of rice is for 20 children...

[Mother of two with two children in the program]*xxxvi

TEXTBOX 2: PRIMER ON MODERN FORTIFIED FOODS IN HAITI

During the 1990s, Ready-to-Use Therapeutic Foods (RUTFs) began appearing as a new armament in the international humanitarian aid war against malnutrition in developing countries. RUTFs are a scientifically formulated response to the challenges of addressing malnutrition, weaning, and school feeding in a nutritionally insecure environment. RUTFs typically include zinc, iron, iodine and vitamins A and B12, while also providing protein and essential fatty acids. In short, they have it all.

Early RUTFs included F-100, a solid therapeutic milk developed for ACF (Accion Contre le Faim), vitamin and micronutrient rich supplement called Sprinkles developed for UNICEF; High Energy Biscuits and Compressed Food Bars developed for WFP; and peanut butter formulas from the social enterprise Nutriset. Peanut-based formulas are especially effective.

Peanuts alone are a type of super food. They blow the top off the nutritional chart regarding protein and fat content. Nutriset, with its Plumpy Nut brands, initiated a patented process of using milk and soy enriched peanut blends. Moreoer, while high in calories, fat and proteins, peanuts also compare favorably to other staples in terms of cost. In this way the push to develop more nutritious foods and to encourage local production have merged into an effort to produce RUTFs in Haiti using local products, with peanuts being among the most promising candidates for the principal ingredient.¹

Local production, manufacturing, fortification, and packaging of fortified peanut paste products, collectively, form a type of perfect response to recent critiques of food aid and to the value of promoting food sovereignty versus simply food relief. Buying locally will stimulate production. Fortifying and producing locally will provide an accessible, nutritious product. Humanitarian enterprises have determined that the strategy is overwhelmingly logical, and have set out to implement it. MFK and PIH arethe two most conspicuous examples.

In 2003 Patricia Wolff started Meds and Food for Kids (MFK), aimed at producing a peanut-based RUTF sourced and produced in Haiti. In 2010, she was able to raise \$3.2 million, including a \$700,000 loan, with which she built a state-of-the-art RUTF factory in Cap-Haitien. The factory produces a mix of peanuts, soy and vitamin supplements. The original intention was to supply the major humanitarian organizations working in Haiti with RUFTs that could be fed to malnourished children and even to supply school feeding programs. It was off to a promising start. The very next year (2011) Partners in Health (PIH) received a \$6 million grant from Abbot Laboratories to build an even bigger factory.

Together MFK and PIH may have made a greater total investment in ready-to-eat packaged food production than all other Haitian manufacturers combined, meaning even those in the private sector. Formerly deluged with food aid, none of which was produced in country, Haiti suddenly seemed poised to begin producing more RUTFs than it could use. Neither entity has realized its potential, but together they netherless have the capacity to provide Haitian school children with nutrititious, scientifically formulated, cost effective, transportatable snacks with long shelf-lives.

Spoilage

Similar to what was seen in the first focus groups during phase one of the evaluation research, there were complaints about spoiled produce (see #FOOD QUALITY/TASTE: 119). Four people in one of the focus groups with school functionaries complained at length that the food was often spoiled. A school director, father of 6 with 6 of his own children in the program, lamented,

The eggplants...Well, it seems it's the way they harvest them that makes them like that. They bring them and give them to me and I find some that have completely rotted... ...xxxvii

Simillarly, another school director, a father of one with no children of his own in the feeding program, said,

There are those [yam] that are too ripe. And when you cook them, they are either bitter or they're crisp [as if they're not ripe]. For the yam, with the sweet potatoes, sometimes... maybe it's where they store them. Because twice I put sweet potatoes in the storage room. I put them on the ground. When I went to get them on Monday most were rotten. [School Director]xxxviii

Overall, there were complaints about yams, sweet potatoes, eggplant and beans. The conclusion seemed to be two-fold, 1) the foods were poorly harvested, and 2) they were stored too long before the school received them. A school teacher and father of one with no children in the program who oversees one of the school's canteens summed up,

The second thing concerns the yams. There are people who dig up yams, they don't know what's ripe from what yet ripe.... you see sweet potatoes too. It seems to me that when they buy the sweet potatoes, it could be two or three days before they bring them to the school, they spend too much time on the ground. The time it takes to deliver them is what makes them spoil so quick. For the yams too, we find yams that are almost rotten. Because if a yam is bruised, it won't store at all. You understand? After two or three days, it can spoil.xxxix

Cooking Oil

Seven different participants in the two different focus groups that included cooks complained about the cooking oil that WFP gives (see #FOOD QUALITY/TASTE: 119). They say that it gels and is cloudy, which makes them suspicious something is wrong with it. The school director explained that,

No, it's not in a gallon. You have to shake it when it settles. It's like pig fat. It gels like margerine. And you shake it and shake it and when you pour it out it's white. White, white, white. xl

Comments from the teacher who oversees his school's canteen program illustrate the general sentiment,

Regarding the oil, I think that the oil they give there is not a good quality oil. I've observed that...I've never seen oil in a gallon gel. I wonder if it's not oil from a barrel that they sent to the canteen. I mean, I think there's better oil they could give the school.... xli

It warrants clarifying that people throughout rural Haiti make the same complaints about the most common cooking oil available in the country, Ti Malis, a palm oil sold to shops by the barrel. It is not clear why they feel so strongly about cloudy oil when it so common. Not even the participants thought it was necessarily bad. As one cook said, "Only that it gels. Nothing wrong with the taste. It's just that it gels." Another cook however, concluded that, "They put too many chemicals in it," something consistent with what the beneficiaries overwhelming said they suspect regarding all imported foods.

Imported food

Similar to comments about imported cooking oil, participants were adamant regarding the harmfull chemicals and poor nutrituional quality of all imported food (#IMPORTED vs. LOCAL FOOD: 66). The following quotes from three participants in three different focus groups highlights the point,

Imported food has chemicals in. It is not good for our health.

[Mother of 2 with 2 children in the program] xliii

Since they want to modernize everything, that modernization is making us all sick because there is something in the food that they send us." xliii

[Male, 22 years old, no children]

Food overseas, now they have a type of plastic rice, plastic spaghetti. It's not good for you. [Mother of 6 with 6 children in the program]^{xliv}

Lack of Variety and Taste

There were at least two complaints about the food not being varied enough.

But we should respect nutrition and not push rice and bean sauce [all the time]. Even if it was just a little juice once per week. It would be important.xlv

Some parents reported their children found the food did not taste good, a complaint that in the two out of three cases it was brought up was met, according to the parents who reported it, with the admonition that they should just eat it anyway,

Yes, because, you know, sometimes the children come home and they say, 'Mama, the food doesn't taste good.' I say, 'well, it's not home cooking.' [Laughter]. Yes, that's what I say.... They eat it. They give it to them, they eat it. They must.

[Mother of 7 with 1 children in the program]xlvi

Nevertheless, there did seem to be a sort of lurking wish that there would be other nutritious foods, particularly milk, something participants have not forgotten was supposed to be added to the program but never was. Three participants in two different focus groups complained that WFP had told them they would include milk in the program but never did. Typical were the comments of a school teacher, a father of 1 with no children in the program,

Something I notice. It's something they promised the schools. They never gave them what they said, it's a matter of the milk for all the schools. They said that each Wednesday, every child would get a glass of milk. A year has passed, and a second year is passing, but we don't see the milk.xivii

Logistics

Three topics espeically relavant to the sustainability of the feed program are the role of cooperatives, the local market, and gender. Because all three are inter-related, we include a discussion of them them here, together.

The Cooperatives

Overall the associations are currently weak. They provide few services to their members; their accounting and administrative activities are absent in most cases; their infrastructural resources are next to nothing; and not a single organization had a tractor or a vehicle. All this was seen in Report from phase one of this evaluation and the point is evident again in comments from producers who sell to ROPANIP. A a 22-year old farmer explained,

I am a young person. I would like to see improvement. It could be the seeds, as my colleagues have already said. We often have difficulty getting them. You can imagine if you are planting yams and you do not have fertilizer to put on them, we need fertilizer to put on the cabbage. It is obvious that the canteen cannot work well if us farmers are unable to produce. We plant a few crops just to help our children. We do not find any new technology to help us move forward. We really need new technology, any technology.xiviii

If the program has the intended impact on the cooperatives, we can expect them to improve capacity and resources over the life of the project. To evaluate and monitor change in the cooperatives' resources and capacity, Socio-Dig drew on WFP work in Central America (see Bibliography) to develop an evaluative scoring system for the cooperatives. The system has four sub-categories: An Administrative Score that rates accounting and book keeping competency; a Service Score that rates the services provided to association members; an Infrastructural Score that rates the significance of assets the association owns; and a Dependency Score, which is negative and rates the extent to which all the preceding scores depend on assistance from humanitarian

agencies or the State. A list of the questions upon which the scoring is based is available in the Appendix. Nevertheless, the fact is that the associations have been unified under ROPANIP and GRAMIR since the 1980s, and probably since the 1930s US borne Cooperative movement that impacted most of rural Haiti. WFP chose to work in the region ostensibly because of this history of a strong cooperative movement. And yet they are exceedingly weak, suggesting that something is amiss. Making the school feeding dependent on organizations that are incapable of managing the most rudimentary administrative tasks and that have less infrastructure and provide fewer services than any given large farmer in the region could doom the program. This is an especially significant point given the strength of the market system, discussed below.

The Market System and Potential for Scool Purchases

It has become increasingly obvious, particularly in the wake of the 2016 Hurricane—a terrible tragedy, but a fortuitous stress test for the school feeding program—that any sustainable and resilient local feeding program must have recourse to the local market. One cannot say enough about the importance of the Haitian Internal Rotating Marketing System to the rural economy and to efficiently moving Haitian produce from areas of plenty, to areas of temporary shortages, such as those struck by drought or hurricane and, more obviously, to areas of long term shortages, most notably urban areas. The Haitian Internal Rotating Marketing System is an organic and highly efficient redistribution system identical in most ways to the US capitalist market system, but with far fewer controls. Indeed, it approaches near perfect mercantilism. While there are clearly actions that can be taken to improve the Internal Marketing System, such as improving roads and bridges, it is a mechanism of such efficiency and so purely based on individual profit motive that WFP and MENFP should make ever effort to make use of the market.

While one can say nothing with certainty about what Haitian government or international aid institutions will or will not do, it can be said with certainty that the Internal Marketing System will continue to function with or without outside assistance, it will continue to do so efficiently, and it will do so in the face of political uprisings or natural disaster. And so it has become apparent to both BND and WFP that it is expedient to purchase in the markets, rather than encumbering the project with having to deal with representatives of the coopertatives.

Gender and the Market

In rural Haiti, it is emphatically women who harvest, process, store, move and sell produce. And it is women who prepare and cook food. In no case during focus groups did men say that they sold their own produce. If a man has a wife, the wife harvests, processes, and sells the produce. If a man is not yet in union, then he depends on a sister, his mother or another female relative to sell for him. Illustrative was an exchange with farmers from Salagnac,

Socio-Dig: Ok. Number 9, who sells for you?

Participant #9: My mother is responsible for all the selling. I may plant sweet potatoes, yams, cabbage; my mother is the one who sells them. She goes to the market to sell them..... So, um, my mom is responsible for everything. I do not know about the future when I have wife, when I get married, who will be responsible. [Laughter] (male; 22 years old, Farmer, Student; 10th grade; None children; No children in the program)^{xlix}

Socio-Dig: What about you who is responsible to sell for you, number 6?

Participant #6: I know when you get married all your stuff will belong to your wife. So, my wife sells for me (male; 35 years old; farmer; 3rd grade; 4 children; No children in the program).

Socio-Dig: Ok.

Participant #6: Sometimes I go with her.

Public: Laughter

Socio-Dig: Ok, but she is responsible?

Participant #6: Yes, she is responsible.

Women in rural Haiti are responsible for virtually everything to do with food, form the harvest to the cooking pot and proportioning meals out, yet the school feeding program overwhelmingly uses men to purchase and move produce. ROPANIPS reports that all but one of its buyers are men and it has, until recently, bought exclusively from cooperatives whose active membership is predominantly male (see Report from Phase 1 of this evaluation); the BND purchasers are reportedly all or almost all male; and the food is entrusted to school directors, all of whom are men.

Two nearly certain outcomes of dependency on men as sellers and purchasers of produce for the program are, 1) depriving some women of their monopoly on sales of farm produce and itinerant trade, something that cuts into female income and may well deprive some families and children of income now siphoned off for male activities and 2) waste and inefficiency.

From trends seen with mangos and fish we can gain some insight into the consequence of giving men a formal market channel by which to bypass wives and female relatives.

Regarding mangos, Socio-Dig found evidence that male control over mangos increased over the 5-year life-span of the 2011-2015 Haiti Hope project, something that the project designers had predicted but failed to do anything about. In 2012, at the beginning of the project, TechnoServe project managers wrote,

.... by encouraging the formalization and certification of the mango value chain, the program aims to link cells to export markets, which may diminish the importance of women's local marketing activities. This could in turn shift the marketing of mango from women-led to men-led, thereby diminishing women's earning power from mango.

[Haiti Hope 2012: 5]¹

Regarding fish, Socio-Dig found that,

...by helping facilitate the entrance into the market chain of male dominated associations [cooperatives], they [the NGOs] may have unwittingly initiated a process of supplanting women from the fishing market chain; indeed, the oddity of the male *achtè* in the midst of the almost entirely female dominated sphere of rural market intermediaries suggests that his role may have evolved from the associations.



Men in Paillant doing a woman's job: Cleaning and selling their own beans

[Socio-Dig, Post Sandy Fishing Assessment for Grand Anse and Nippes. p. 23]

The second consequence of making men rather than women responsible for purchasing produce is that it is simply bad gestation of human resources, i.e. waste and inefficiency. The project neglects exploiting the female experts who learn from childhood how to harvest, process, transport, store and sell produce. And instead depends on males who by custom are not taught the same skills and are not expected or even, by tradition, supposed to be engaged in such trade. The ineptness of men vis a vis female traders is evident in commentary from the focus groups. A male school director was trying to explain why so much of the produce from the project spoils quickly. His first hypothesis was that the project was being sold old produce.

... The wholesalers, they need to make a little money. It's me who's interpreting it like this. There are those [yam] that are too ripe. And when you cook them, they are either bitter or they're crisp [as if they're not ripe]. In

So one might surmise, as the school director seems to be doing, that wholesalers are making money off of the feeding program, and this is why canteen produce quickly spoils. The explanation could be that female traders are taking advantage of their superior

knowledge of produce or they could simply be opportunists inside the program. But more illustrative of the point is that the same school director, in the midst of the foregoing explanation, changed his hypothesis and, revealing his own male ineptness regarding produce, said,

For the yam, with the sweet potatoes, sometimes..... maybe it's where they store them. Because twice I put sweet potatoes in the storage room. I put them on the ground. When I went to get them on Monday most were rotten. But that could be the storage.

And almost humorously, the school director sought advice from the experts, female marketers,

When I asked the market ladies they said not to put them on the ground. Put them on a board. Now they stay good.

To be clear, the school director's commentary highlights several points related to gender. Unquestionably the strategy of bulk purchases from producers or intermediate resellers opens the very real opportunity for dumping cheap seconds either by agents working on the project itself or saavy market women who know produce better than the mostly male purchasing agents. But the main point is that it's a gross and almost incomprehensible oversight not to use the existing market system and not to draw on the skills of women, the poorest and least educated stakeholders, who also are the mothers the very children the program seeks to help, who will more likely than any other stakeholder to defend the interest of children, and of whom can be expected to be more competent in handling and marketing produce, having been trained since they were children to harvest, select, process, store and transport cereals and vegetables.

Recommendations from Participants

It was seen at the outset of this analysis that the structure of the feeding program should be based on the criteria of optimal sustainability. Consistent with WFP and MENFP objectives, this means incorporating the program into a local administration, one involving parents and school administration as much as possible, reducing costs as much as possible, and basing provision of food on local procurement, one that is resilient in the face of disruptions brought about by natural disasters, such as the 2016 Hurricane Mathew, and frequent disruptions in imports brought that results from political instability and embargoes. With these points in mind, several recommendations from focus group participants were especially pertinent.

Establish recommended policies

While no participant specifically said so, some complaints highlighted the suggestion that WFP should establish recommended policies that reinforce the training they give school and canteen functionaries. In the words of a cook,

...someone who can create a problem is someone who did not go to the training. I believe that if someone did not go to the training they should not hold the storage room key. The storage room key is supposed to be with someone who attended the trainings. You're a teacher [not a cook]. Iii

Similarly, the program should take advantage of the expertise of women regarding harvesting, storage, transport, processing and purchasing of produce. The program should listen to what they have to say. As one cook exclaimed,

...All the time I am saying, "Well mister, I'm making food in this school and I never see people come ask us questions." When the agronomist comes by, the agronomist looks at you, he chats with you a little, and then plop, plop, plop he's gone. No! When you are in the kitchen you should get more visits. We see what happens. And we can make food. And sometimes we are sitting there and we're burdened [with problems of the school feeding program]. [iii]

Involving the children, school gardens and taking ownership

The program should involve children of the schools, it should promote school gardens and it should attempt to impart a sense of program ownership to the schools. A school teacher, father of 1 with no children in program commented,

I recall that there was a plan. BND told us that they had some schools they wanted to target. For example, ... they could make gardens for the students. I see that project did not come through. But I see that there are several schools, that there are things they could produce. So that we could have a means to make them. It might be that it's not possible for us. I have some land that if I wanted to produce eggplant, spinach, we could grow other things. We could produce them... liv

The same school teacher suggested that,

... We'll make the children participate. You understand? In the activities, when you speak to children's minds, the children will learn such things. You tell him, 'here is how you can grow vegetables,' so that they can go and do it for themselves. A learning session we could make with the children. That's what I think. If we produce local, that should be done too.\(^{\text{lv}}\)

The comments point up not only a good idea—have the schools plant gardens and involve the children—but they point up something conspicuously lacking in other commentary and the program in general: a sense of ownership. In all the comments, a sense of dependency on WFP came through. Yet, there should be nothing to stop the schools from adding their own foods. The school teacher's suggestion also cites an opportunity

to do just that, nudge schools toward taking ownership through school gardens and involving the students.

Buying from Parents

Purchasing could include parents from the schools. Parents pointed out that if given the opportunity, they could not consistently supply the school feeding program. Seasonal variation in the availability of produce makes this impossible. But during harvest season they could help supply the school and because transport costs would not be necessary, they could do so at significantly lower cost than BND or even purchasing in local markets.

They would find it close to here. Like the plantains there. We have something called, *Ialo* [a type of green]. We sometimes are full of *Ialo*. We eat *Ialo*.... We are sometimes full of *Ialo*. We have *Iyan panye* [another type of green]. Behind that wall there, very close, we plant spinach. In the corner of the that church, we plant spinach flowers. We sometimes sell piles of spinach.^{Ivi}

A school teacher, father of three with two children in the program,

You don't know the sheer amount of manioc people have. I know I can find manioc in great quantities.^{Ivii}

Parents owning the program

The analysis of the commentary from focus group participants suggests an inevitable question: in the absence of WFP and BND, and if the State does not have the resources to take over the costs of the school feeding program, could parents do it? Might, in the presence of an effective bureaucratic mechanism, parents pay for such a program themselves? Such an achievement should be considered the holy grail of a domestic school canteen program. And while it may seem too much to hope, the possibility should be explored.

The parental resources that have kept generations of Haitian children alive to the present, suggests that if support from parents could be pooled and efficiently spent in a school feeding program, the economy of scale would allow parents to feed their children morning meals at a lower cost and with greater nutritional diversity than can one or two lone parents. No need to give the child money for imported cookies or fried dough. That money would be channeled into the school feeding program.

Put another way, we would expect that when the parents of 50 to 300 children pool their resources, buy and cook in bulk, the economy of scale would be such that they get a bigger bang for their buck, i.e. it would cost them less to feed their child a meal at school than at home. The parents must feed the children anyway. So, if they had the option of paying the school less for a nutritiious meal, would they do it?

We cannot here answer the question of whether parents would really pay for the school feeding program. From the simple fact that parents do feed their child, we can deduce

that parents could pay. But the bottom line is that if they or the State had to do it, cost would be the defining variable. It would have to be less expensive than what parents otherwise would pay. And a corollary of lower costs is less complex administration. In part for this reason, we explored in the focus groups the prospect of replacing hot meals with local, uncooked recipes, or those that could be cooked in advance. Examples are cassava bread and peanut butter, bananas and other fresh fruits, avocado slices, peanuts, breadfruit nuts, boiling and frying sweet potatoes, breadfruit, and yams, a host of local made treats such as peanut clusters, coconut cluster, and not least of all, serving juices. Explorations brought up significant possibilities as well as allowing us to better define the challenges of cultural feeding practices touched on in the first report, most notably that sweet and salty foods, when and how they should be eaten. More attention will be given to this topic—the costs of different foods in the final phase of the research.

Additional Foods

At least three participants suggested adding juice to the meal, or at the least carbohydrate rich sugar water, for example,

.... And in my way of thinking, eh, there are some things we could add. You know, when you finish eating, you should drink some sugar water. What makes them eat the food, well, it's normal, they put the canteen in and they eat the food. But for me, if they would give a little something to make juice for the children it would be a good thing.

Similarly, there were calls for more variety in the food. Participants in Focus Group Seven chided, "No. Millet, there is no millet." One of the cooks, a mother of three with two children in the program, explained,

Like they used to give millet. Now there is no millet. But they could give corn meal in the place of millet. Because every day you get up and cook rice. Every day you get up and cook rice for the children. When they had millet, it was very good. Now they do not have millet, they could put corn in its place. Viii

The recommendations point up the fact that opportunities for variety are many. For example, Petite Riviere has an annual breadfruit festival in which they make 23 different breadfruit dishes. Breadfruit is the most bountiful and is a low cost regional staple. Missionaries in Jeremy have demonstrated that breadfruit flour can be produced in such a way that it stores for 2 years. and at least two Haitian entrepreneurs provide breadfruit flour to schools in the Grand Anse. But the program schools do not incorporate breadfruit in their menu. Similarly, a 22-year old farmer cited Guava as another food that is underappreciated but that could be used in preserves,

We have guava and we do not give it any importance. As soon as you send it to a developed country they will take it and make it a finished product. They put it in jams and preserves. They conserve it for like two, three, and four years. They always have a use for it. In Haiti, we could have done the same thing. We could

take the guava and transform it into a finished product. We could have saved it for like two, three, and four years, like other countries do. We could still do it. We will still respect the local product. Ixi

Alternating hot and cold meals

Similarly, and perhaps a good first step in the direction of school ownership and diversification of meals, is to feed hot meals part time and cold meals other days. From a 35-year old male farmer with no children in the program,

I would advise them to give a normal plate of food even if it is not every day. They can change the meals. There are six days in a week [*sic*]. They could give them a normal plate of food for three days and for the other three days they could give snacks. If they feel that the cost is too much for them, well, we know that cooking food is expensive. They do not need to feed them for the entire week. They could change the meals. ^{Ixii}

Assistance with production

Producers articulated logical calls for assistance with production, such as a 50-year-old male farmer with no children in the program, but who supplies produce to BND,

...We are asking for more support. When you are selling to an institution you must have a reserve. We cannot afford to care for the fields. We only have a place to set our feet. It is like we are selling our toes and are left with our feet. We cannot sell all of it. How would we feed our kids? If we had the funds in our hands, we would go far. Similarly, if your car has fuel, it will go everywhere. But if it does not have fuel, it can go no place. If at least we had a bit of financial support in our hands, we could work. ^{Ixiii}

Third party caterers

One of the school directors suggested turning the program over to a third party, explaining that.

I might not know, but If WFP found a team like they have for the school feeding program, they could make the food with the school directors.... Because we must organize the school feeding program. We must manage the free lunch. Managing it is more work.... Like the lady who must teach. When she gathers money it's a fight, she's losing time. She cannot split it in two pieces, one side stays in the room and teaches and the other one goes to gather the money.... It is just an example. I am talking about SCHOOL_B. When I present the report daily, I need one hour and a half to prepare that report. I give the report to the committee that comes to give the food. And here we are, we're in the middle of all these children. Today I am obliged to do it under pressure, kneeling at a bench. So, school starts at 7:10

and ends at 12:10, they come at 8:00, given the changing time, meanwhile, the teacher, the first thing he does, he makes a telephone call. Can you see how we lose time? Every day we lose time like that. But that's a supposition. If WFP could come here and find a schedule to give the food to the school on time, then for the food to be given we could find another schedule... I think it would be a solution. It would help. It would lighten the load... Ixiv

Improved stoves and/or propane

And, last but not least, the school teacher with one child and none in the program explained that,

If it was me who coordinated the program, one of the things I would bring as a modification...is the burning of charcoal in the schools. I would give ameliorated stoves or propane. Normally we are using wood in the kitchens, so many trees have been cut, understand? ... I would replace the wood burning with ameliorated stoves or propane. That would reduce the quantity of trees they cut to bring wood to school... |xv

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ANNEX 1:

FOCUS GROUP GUIDES IN ENGLISH

GUIDE FOR PARENT FOCUS GROUPS

PAGE 1

- Does everyone here have children in primary school, one that has a canteen.
- o How do you see the school feeding program? Is it working well?
- o Did the canteen function well all last year?
- o What problems did you have?
- o Did all the children get fed?
 - o Why yes?
 - o Why no?
- o Do you have to pay fees? Why? Why Not?
- O What happens if you do not pay?
- o Is it fair?
- o Do you ever give wood? Do you help in the kitchen?
- Does the dicretor pay a salary?
- o Is it fair? Not fair?
- Do other parents pay?
- And when even though there is a canteen, do you still feed the children food before they go to school?
- When the children eat at school, does that mean you still feed in the afternoon when they come home in the afternoon?
- When the canteen functions, what value would you esimate thatit has for the children in house?
- o That means you save how much money per day?
- o Is the food they give always salt-food?
- o Is it necessary to give salt-food?
 - Why? Especially, if children eat salt-food at home before they leave, why can't they give a sweet food at school?

Parent Focus Group: PAGE 2

- If you do not give a child salt-food first thing in the morning, what will happen to the child.
- How can this be avoided? If you give a little salt-food, after that you can give a food that is not salt-food.... Give and example.
- If there is only sweet-food to give in the morning, is it better than no food at all, or better that you don't eat at all?
- o What food do you think is best for children?
- Is cooked food necessary? Cold food could feed more children... It would be better price, easier to prepare.
- o Do you know where the school food comes from? Do you know it's local?
- o Do you agree?
- o Would you rather eat imported food? Why? Why not?
- If the program wanted to buy from the area of the school, what would you recommend they do?
- O How do you see your role in the school? What should a parent do to help the school?
- o Do you feel like you have rights in the program? Obligations?
- o Is the school director easy to approach? Do you have any influence over him?
- If you had a problem with the school directory, what would you do to fix the problem?
- Would a complaint system based on SMS work? For example, if WFP put a system where parents could send and SMS, would people us it?
- A question about rural teachers: do they really get paid?
- o How much per month?
- o If the directors make almost no money, how is it that they pay teachers?
- Why don' the teachers go work in the town or city? Why do they continue to teach? Why do they stay in countryside?

GUIDE FO FOCUS GROUPS FOR MEMBERS OF FARMER ORGANIZATION

(SALAGNAC)

- Do you still sell with ROPANIP?
- O Do you make more money when you sell with ROPANIP or with other people or in the market? Who decides the price? Do they ever try to drive the price down?
- o Is the price good?
- Explain how the market chain works. Do they sell in the market or at home?
- o Has the system of sales with ROPANIP changed in the past 4 months?
- o Could you do ok without ROPANIP?
- Do you understand the WFP school feeding program? What objectives does it have?
- Are there school around here that have feeding program/canteen?
- o If yes, does anyone have children in one of the school?
- o Is it always salt-food?
- o Is salt-food necessary?
- o Why?
- o Is it necessary to give salt-food?
 - Why? Especially, if children eat salt-food at home before they leave, why can't they give a sweet food at school?
- If you do not give a child salt-food first thing in the morning, what will happen to the child.
- How can this be avoided? If you give a little salt-food, after that you can give a food that is not salt-food.... Give and example.
- o If there is only sweet-food to give in the morning, is it better than no food at all, or better that you don't eat at all?
- o What food do you think is best for children?
- Is cooked food necessary? Cold food could feed more children... It would be better price, easier to prepare.

FOCUS GROUP FOR MEMBERS OF FARMER ORGANZATION

(BETWEEN TI TWOU AND PETIT RIVYE)

- O What is the main crop in the area?
- o Who is the main buyer? Do they personally sell to the association?
- When they do not sell wot the association, how do they sell? With whom? Where? Role of wives/women?
- o Do they sell with ROPANIP?
- o How many people in the association/area sell with ROPANIP?
- Explain how the market chain works. Do they sell in the market or at home?
- o Has the system of sales with ROPANIP changed in the past 4 months?
- Could you do ok without ROPANIP?
- Does the association send produce to sell in Port-au-Prince or any other place to sell?
- O Who takes the produce to market?
- Where do they get seeds? If they do not find seeds, what do they plant?
- o What is the most expensive aspects of production?
- o Does the WFP canteen program create new opportunities?
- o Do they understand WFP program? What objectives does it have?
- o Are there school around here that have feeding program/canteen?
- o If yes, does anyone have children in one of the school?
- o Is it always salt-food?
- o Is salt-food necessary?
- o Why?
- o Is it necessary to give salt-food?
 - Why? Especially, if children eat salt-food at home before they leave, why can't they give a sweet food at school?
- If you do not give a child salt-food first thing in the morning, what will happen to the child.
- How can this be avoided? If you give a little salt-food, after that you can give a food that is not salt-food.... Give and example.
- o If there is only sweet-food to give in the morning, is it better than no food at all, or better that you don't eat at all?
- O What food do you think is best for children?
- Is cooked food necessary? Cold food could feed more children... It would be better price, easier to prepare.

ANNEX II

FOCUS GROUP PARTICIPANTS COMMENTARY TRANSLATED INTO ENGLISH AND ORGANIZED BY TOPIC

#PRAISE FOR THE PROGRAM

Focus group 1: Female School-Yard Merchants who are also Parents of Town School Children: Participant #6- (female; 58 years; Commerce; 4th grade; 6 children; 6 children in program). My name is Blank_D. I have 6 children in the school. I have 5 here and I have one in SCHOOL_4. The feeding program helps me a lot. What makes me say that, I do some trading in the [school] yard. It's not enough to give all my children what they need..... I can tell you that the canteen helps me a great, great deal. When the children come back from recreation, they get fed right there. The food helps me a great, great deal.

Focus group 1: Female School-Yard Merchants who are also Parents of Town School Children: Participant #4- (female; 37 years; Commerce; No schooling; 5 children; 2 children in program). I have 5 children, I have four children who are in school, three of them are in a school with a feeding program. Five children, and they got no father. Their father died. It's a little money that I borrowed from the State that has allowed me to manage with those children... The canteen is useful, when they come home they've already eaten. I go and do what I can so that I have some money for [to feed] them later. I'm telling you [WFP] thank you very much.

Focus group 1: Female School-Yard Merchants who are also Parents of Town School Children: Participant #9- (female; 64 years; Commerce; ;4th grade; 4 children; 1 grandchild in program). ... The canteen is useful to me. The little money I make can't help those children. I have three children who are in the canteen and I have three who are not in the canteen program. It helps me. Sometimes I get up, if I put a coin in their hands, that coin can't do anything for them. I'm telling you the canteen helps me a lot. I say thank you for that.

Focus group 1: Female School-Yard Merchants who are also Parents of Town School Children: Participant #9- (female; 64 years; Commerce; ;4th grade; 4 children; 1 grandchild in program). It's working well. The children eat every day. And they eat well.

Focus Group 3, Rural Parents and Members of School Kitchen Committee (Cholet): Participant #7: (Female; 53 years old; Farmer; 3rd grade; 6 children; 2 children in program). Yes, [the canteen is] good, because sometimes the children go to school without eating. Now, when they reach school, they are going to get fed. It's very good.

Focus Group 3, Rural Parents and Members of School Kitchen Committee (Cholet): Participant #5: (Female; 45 years old; Market woman; 9th grade; 2 children; 2 children in program). Yes. Food is useful to the children. It is useful to me because after the hurricane, you know there are problems and misery. All our gardens are destroyed, we have nothing. But when the children go to school, they get fed. That is quite good.

Focus Group 4: School Directors and Teachers; Participant #1: (Male; 57 years old; School director, oversee canteen; Philo; 1 child; No child in the program). First of all, we thank WFP, ROPANIP, and BND, the team that is working for the school feeding program.

We are satisfied with the team. They give local products. It is a great satisfaction. Because they could give us lousy imported foods. It is wrong for the children. The local foods have vitamins and protein for the children and that allows for school performance to be raised.....We are happy when there is free lunch.... Everything about the feeding program is good.

Focus Group 4: School Directors and Teachers; Participant #10: (Male; 51 years old; School director, oversee canteen; 11th grade; 6 children; 6 children in the program). Well, the school feeding program works good. It works good and it is good for the school. ... The school feeding program works good. The parents make weak contributions, but the school feeding program works good.

Focus Group 3, Rural Parents and Members of School Kitchen Committee (Cholet): Participant #1: (Female; 35 years old; Market woman; 2nd grade; 5 children; 5 children in program). It helps me. I may wake up and decide to not cook. When my children get to school they get fed. It helps me, it helps me.

Focus Group 3, Rural Parents and Members of School Kitchen Committee (Cholet): Participant #1: (Female; 35 years old; Market woman; 2nd grade; 5 children; 5 children in program). Five children, I have five children in school....Yes, there is no problem, I know they are going to eat...

Focus group 1: Female School-Yard Merchants who are also Parents of Town School Children: Participant #8–(female; 64 years; Commerce; ;4th grade; 4 children; 1 grandchild in program). The canteen program is really a good thing. Like I told Natacha before, as soon as children enter the school, it's enough for them to see the smoke from the kitchen and they get excited. You understand?

Focus group 1: Female School-Yard Merchants who are also Parents of Town School Children: Participant #6- (female; 58 years; Commerce; 4th grade; 6 children; 6 children in program). How does it help you? If for example you have 6 children. If I give them each 25 *Goud*. That's 30 dollars. But since they've had food at the school, I finish giving them a little food in the morning, I give them each 5 *Goud*. The rest of the money stays with me. It'll stay with me because I won't spend it all. Because the canteen is useful.

Focus Group 6: Parents of Rural School Children (Fondelyann): Participant #6: (female; 46 years; Commerce; 2nd Grade fundamental; 2 children; 2 children in the program): For me, the school feeding program, how should I say? I am happy with the program. Here is why. Sometimes the school starts at 7:00 a.m. sharp. The children come from way up [the mountain]. You don't have time to make anything to give them. With 10:00 feeding, the children are ok. Now, come recreation they already give them food to eat. It's a protection for parents.

Focus Group 6: Parents of Rural School Children (Fondelyann): Participant #5: (female; 32 years; Commerce; None; 7 children; 1 child program): The canteen program is truly, truly a good thing, truly. Even more so because of the time change. You don't even have

time to make food in the morning. But when the time arrives, as soon as it's 10:00 the food is cooked, eh recreation, they feed them. It's very good.

Focus Group 6: Parents of Rural School Children (Fondelyann): Participant #4: (female; 32 years; farmers; 5th year fundamental; 3 children; 2 children in the program): ...We are very happy now that they gave the canteen...

Focus group 1: Female School-Yard Merchants who are also Parents of Town School Children: Participant #3- (female; 34 years; Commerce; 8th grade; 2 children; 1 child in program). Yes, he [their child] has brought us food and showed us how good it tastes. Like when there is stew. He told me, 'drink the stew, I don't like starchy vegetables.' [laughs]. Sometimes he takes a little bowl to his father and shows him. That's in the national school there. As soon as you hear him get up in the morning [he's out the door], I'm the one who has to run after him to give him a coin. The canteen helps a lot.

Focus Group 7: Members of Rural School Kitchen Committees: Participant #6: (female; 58 years of age; Commerce and Farmer; no schooling; 8 children; 2 children in the feeding program; 14 months in committee kitchen). What is good about the project? The food is very good.... But the food is good not only for the children. For us too because there are parents whose children go to school [without eating] and they know that when they get to school they will find something [to eat]. You see how it is good for us and for the children?

What us parents can say, it's better for us than for the children because it's good food they send to the children. They send for us. It's for us because we are parents. Generally [spoken in French], when children leave their house [in the morning] you should find something to give them. But, because they know that at school, director BLANK_A, he will find food. I say, "Sweat-heart, my little child, go bath. Get dressed and go to school. You'll eat something at school. You don't see that your Mama doesn't have anything darling. Mama doesn't have anything." Is it not good for us?

Focus Group 5, Farmers from Salaniac; Participant #6: (male; 35 years old; farmer; 3rd grade; 4 children; No children in the program). What do I think of the program? The program is an activity that helps the children. So, there are parents who don't give their child anything to eat to go to school and, sometimes, even you may not have enough to feed your own child before they go to school. Sometimes what you give them to eat is not enough to keep them for the day. When the children go to school and they get something to eat, that helps you as parent. It is a wonderful activity.

Focus Group 5, Farmers from Salaniac; Participant #3: (male; 26 years old; farmer; 2nd grade; No children; No children in the program). I like the program because I am a farmer. Since there is a place that I can directly send my products without any problem that is good.

Focus Group 5, Farmers from Salaniac; Participant #9: (male; 22 years old, Farmer, Student; 10th grade; None children; No children in the program). It will be very helpful even though I do not have children yet. The hot meal will not only be for the children, but

the parents also. Sometimes you might get up and have just an egg and a banana to give to the child or a piece of bread. Some parents give their child some money. But when the child gets food at school, that helps the parents save money. It's a good thing.

Participant #6: (Male; 66 years old; Farmer, Pastor; 6th grade; 3 children; No child in the program). It is a good program because they are helping us. Especially for the children. Sometimes they leave home without eating and when they arrive they receive substance, they receive food. And it helps us. It helps us as parents. Sometimes the parents don't have anything at all to give to the children. Do you understand? But when they arrive in school they will get something to eat. To me this a great thing.

Focus Group 2: Rice Farmers Kwaku; Participant #5 (Male; 50 years old; Farmer; 3rd grade; 3 children; No child in the program): A program is not good if it doesn't get to the people. If the program does what it has said it would do, it is good. I believe that WFP provides different types of food for all the schools.... I appreciate that because I am a Haitian citizen. WFP is doing it for Haiti, it's not doing it someplace else. It's for our children, our friends, and our ancestors. WFP is helping. I really appreciate that.

#HISTORY OF SCHOOL CANTEENS

Socio-Dig: For how long have you had school canteens in the area?

Focus Group 3, Rural Parents and Members of School Kitchen Committee (Cholet): Participant #5: (Female; 45 years old; Market woman; 9th grade; 2 children; 2 children in program). Two years.

Socio-Dig: Two years. You always have food?

Public: Yes, yes, yes we still find food.

Socio-Dig: Alright. Before the WFP school feeding program came, was there any free lunch program in the schools?

Focus Group 4: School Directors and Teachers; Participant #10: (Male; 51 years old; School director, oversee canteen; 11th grade; 6 children; 6 children in the program). No, there was not, only WFP. Only WFP. Before WFP there was nothing.

Focus Group 4: School Directors and Teachers; Participant #5: (Male; 41 years old; School teacher, oversee canteen; University; 1 child; No child in the program). It seems there were other schools that benefited from the program. No, we did not benefit yet.

Focus Group 4: School Directors and Teachers, Public: We did not have one at all.

Socio-Dig: Ok. You did not have one at all. Ok What difference is there between BND and WFP? Ok you can talk number 6.

Focus Group 4: School Directors and Teachers; Participant #6: (Female; 46 years old; School teacher; Rheto; 1 child; 1 child in the program). The difference is because WFP was not local products. It was foreign products they used to give. It is good for the children to eat natural [local] foods. It is good for their health.

Focus Group 4: School Directors and Teachers; Participant #10: (Male; 51 years old; School director, oversee canteen; 11th grade; 6 children; 6 children in the program). However it's only WFP. If it's WFP, at that time it's not BND that used to give it, but WFP.

Focus Group 6: Parents of Rural School Children (Fondelyann): Participant #1: (female; 55 years; Commerce; 5th year; 3 children; 3 children program): Myself, the school where my child is at in ZON_1, since the school was there, they've had a canteen. Regardless that WFP had not yet begun with their canteen program, the school always had a canteen.

Focus Group 6: Parents of Rural School Children (Fondelyann): Participant #6: (female; 46 years; Commerce; 2nd Grade fundamental; 2 children; 2 children in the program): ...Like a long time ago, there was still a school canteen. But at that time, they used to send several types of food. It wasn't just rice. They sent cracked wheat. They sent wheat flour. They sent rice. They sent milk. In those days, if today they cooked rice, tomorrow they cooked cracked wheat.

Socio-Dig: Ok. But when you said that they always had food, did they use local or imported food?

Focus Group 6: Parents of Rural School Children (Fondelyann): Participant #6: (female; 46 years; Commerce; 2nd Grade fundamental; 2 children; 2 children in the program): No, at that time it was a different priest who was responsible for the Parish. His name was Machan, I believe he died.

Socio-Dig: But it was local produce?

Focus Group 6: Parents of Rural School Children (Fondelyann): Participant #6: (female; 46 years; Commerce; 2nd Grade fundamental; 2 children; 2 children in the program): Yes.

Socio-Dig: Foreign?

Focus Group 6: Parents of Rural School Children (Fondelyann): Participant #6: (female; 46 years; Commerce; 2nd Grade fundamental; 2 children; 2 children in the program): The Priest/Bishop who always sent that aid. That aid came but seems that the priest only sent rice. Because the same as with Fondelyann that's the only food they gave the children. It was only on Wednesday that they fed stew.

Focus Group 7: Members of Rural School Kitchen Committees: Participant #7: (70 years of age; Commerce; no schooling; 6 children; 1 grandchild in feeding program; 14 months

on kitchen committee). We had a canteen already. They used to give the children crackers, salted crackers.

Socio-Dig: That was a good thing.

Public: Yes. They used to give them early.

Socio-Dig: They gave it early? After that, did they give anything else? Or was it only that?

Focus Group 7: Members of Rural School Kitchen Committees: Participant #5: (female; 32 years of age; Commerce and Farmer; 3rd grade; 4 children; 4 children in feeding program; 3 months on committee kitchen). Yes, they used to give food. They gave potato porridge. They passed each class and they gave the children crackers.

#PARENTAL FEEDING IN MORNING, FEEDING BEFORE THE PROGRAM, SNACK MONEY, AND FEEDING IN AFTERNOON

#IMPACT OF PROGRAM ON CHILD BEHAVIOR & SCHOLASTIC PERFORMANCE

#YES IT HAS HELPED

Socio-Dig: Ok.

Focus group 1: Female School-Yard Merchants who are also Parents of Town School Children: Participant #6- (female; 58 years; Commerce; 4th grade; 6 children; 6 children in program). I can tell you that when there was not a canteen, the children, sometimes you would hear them complaining of stomachaches. As soon as they would get to school their stomachs are aching. What's wrong is that they're hungry. But since there is a canteen we don't have that anymore. The children learn very well.

Focus group 1: Female School-Yard Merchants who are also Parents of Town School Children: Participant #8- (female; 64 years; Commerce; ;4th grade; 4 children; 1 grandchild in program)....Me, I have a young girl, a child who isn't yet 14 years of age. As soon as she gets up, she combs her hair, she get's dressed, she goes. Me, I can be outside at recreation and she doesn't come to me. It's when she finishes eating at the canteen that she comes to me. Later I can give her something that she can eat... She knows she has something to eat. It doesn't interest her. She knows to come buy some cookies or lolipop. She is not interested in waiting for food.

Focus Group 4: School Directors and Teachers; Participant #10: (Male; 51 years old; School director, oversee canteen; 11th grade; 6 children; 6 children in the program). ... Sometimes when there was no school feeding program, I used to have problems with the children. When I was in the office, they would come and say: teacher I have a stomachache. Every now and then they said teacher I have stomachache. Rapidly, I would send them to buy some fried dough from the vendors. The lady, we also used to

see her going outside to buy for them. With the school lunch program we face less of those problems. And I used to have a lot of absent students. But with the school feeding program there is none of that anymore. The school feeding program works good. The parents make weak contributions, but the school feeding program works good..... Sometimes, a long time ago, when we didn't have a canteen yet, there were children who came to school saying their stomachs hurt. Sometimes it's not really a stomachache. It's hunger. The director used to take the children, buy fried dough, and feed them. He paid for it himself. And after that you would see the child running around the school yard, playing during recreation. But now, we don't have that.

Focus Group 6: Parents of Rural School Children (Fondelyann): Participant #4: (female; 32 years; farmers; 5th year fundamental; 3 children; 2 children in the program): There are times when we really do not have anything to give the children. They just brush their teeth, put on their cloths and go...

Focus Group 6: Parents of Rural School Children (Fondelyann): Participant #1: (female; 55 years; Commerce; 5th year; 3 children; 3 children program): ... I am happy with the canteen that gives children food at the school. There are times when parents can't find anything to give their children in the morning.

Focus group 1: Female School-Yard Merchants who are also Parents of Town School Children: Participant #8-(female; 64 years; Commerce; ;4th grade; 4 children; 1 grandchild in program). Eh, like when you were a child, especially me, when my mother had some work to do, like washing clothes for people or ironing for people. As soon as I saw my mother ironing I knew I wasn't going to be eating anything that day. Now I would start crying. You're a child who's a nuisance. Now for her to leave the iron and feed me. It's the same with children, as soon enter school and they see there is no fire, they're not happy. Sometimes a parent can give the child a little change. There are children who come to school with three Goud. My God! Calculate what three Goud can do. It can't do anything. A single piece of hard candy to suck on. And it's not all hard candies that sell for one Goud. There are those that sell for four and five Goud. The children come and ask me for three little pieces of hard candy. The canteen is useful to mother and father of the child. When children come to school early, especially when the time changes, but as soon as they see it's 10:00 and the women have already prepared food. There are children who would like to eat two plates of food. The canteen is so useful. That's why we have to say to PAM thank you very much because they have made a dream for us reality. That's what I have to say.

Focus Group 4: School Directors and Teachers; Participant #1: (Male; 57 years old; School director, oversee canteen; Philo; 1 child; No child in the program) The local foods have vitamins and protein for the children and that allows for school performance to be raised.... We are happy when there is free lunch. All the children come to school. Performance improves...They only have to plan for night, to find something to give them

so that they can study and the teachers won't have too much problem with them the next day. Because they know these children can find food to eat. So they cannot come to tell the teachers that they are hungry and they could not study, 'Teacher I was hungry.' Everything about the feeding program is good.

Focus Group 4: School Directors and Teachers; Participant #10: (Male; 51 years old; School director, oversee canteen; 11th grade; 6 children; 6 children in the program). Sometimes when there was no school feeding program, I used to have problems with the children. When I am in the office, they always come and say: teacher I have a stomachache.... And I used to have a lot of absent students. But with the school feeding program there is none of that anymore. The school feeding program works good. The parents make weak contributions, but the school feeding program works good...

#NO IT MIGHT NOT HELP

Focus group 1: Female School-Yard Merchants who are also Parents of Town School Children: Participant #1- (female; 34 years; Commerce; 8th grade; 2 children; 1 child in program). But before the canteen program I had a nephew who was in school. He wasn't so interested. But it wasn't the lack of the canteen that made him not interested. He was more interested in playing. When he got his report card he didn't pass. One time he made an average of 40 percent. Well, he was going into exams and his father told him, 'If you don't pass, soon as you get home and give me that report card I'm going to take you up the mountain and beat you with a stick. I'm going to beat you to death with that stick.' When he got his report card he passed. Then along came the canteen. In the morning, his mother would give him 5 Gourd. When his mother would say she didn't have money, he would say, 'aaaa'. Sometimes he would tell his mother, 'Mama, you can keep the money, I don't need it. I'll eat at school.' He always passed, always first in his class. Now he's at school in the afternoon [secondary school]. He makes good grades. Well, he knows that school in the afternoon has no canteen. When he comes home from school they feed him. Often he says, 'me, my stomach is full. (laughs). I tell him, thanks for the canteen. For me, if they end the canteen, I'll see that as a big problem. Me, the year that happens I'm going to feel bad. It's me who has to beat to make butter. [Contradictions in the original]

Focus group 1: Female School-Yard Merchants who are also Parents of Town School Children: Participant #4- (female; 37 years; Commerce; No schooling; 5 children; 2 children in program). I have two boys. One bigger and one smaller. The smaller one is always more interested in passing. It's been the same since before there was a canteen right up to when there was a canteen. It's always been like that. The littler one has always gotten better grades than the bigger one. It's not that the canteen interests him. It's like the bigger one is just more susceptible to being corrupted.

Focus group 1: Female School-Yard Merchants who are also Parents of Town School Children: Participant #3- (female; 34 years; Commerce; 8th grade; 2 children; 1 child in program). I have two children in school. I had a lot of kids. They've already finished school.

It's just the two that are still in school. The little boy, him, he doesn't want to learn anything at all. Every day he tears a book up. I buy a half dozen double-line notebooks for him, little notebooks with 10 pages, I don't know what he does with them. The teacher has not put a pen to any of them a single time to give him a grade. He doesn't know anything at all. I can try to show him. His brother can show him. He doesn't learn anything. He's only interested in playing. So I went and asked the teacher. The teacher told me that he' just a child who only cares about goofing off. When the teacher is instructing the other children he's off playing. He doesn't want to learn.

Focus group 1: Female School-Yard Merchants who are also Parents of Town School Children: Participant #8- (female; 64 years; Commerce; ;4th grade; 4 children; 1 grandchild in program). In the same way, there are children who come to school, they don't like school. The parents are obliged to send them because you can't keep children in the house. There are children who are not interested in school. There are children too that, as soon as they get near the school entrance, they're late, the people at the entrance could let them in, but they just watch the people go into the school. That means that there are those who are interested and there are those who are not really interested [whether they have a canteen or not].

Focus group 1: Female School-Yard Merchants who are also Parents of Town School Children: Participant #8- (female; 64 years; Commerce; ;4th grade; 4 children; 1 grandchild in program). When the children go to school in the morning, if they send them back home, like if they did not come on Friday, or if they have a little problem with the director and he sends them back home, now, they don't want to go. They stay in the school yard. Now that always happens, even when they had the canteen, even when they didn't have the canteen. The children know that when they get home the parents are going to beat them [because they got sent home]. There are those who get to school late. When they get there, the director sends them home. They hide. If the director sees them, he makes them leave. They hide. They stay. Despite that when they stay, they won't get any food, they stay anyway. That means that the children have something that interests them.

#BEFORE THE CANTEEN EXISTED

Focus Group 3, Rural Parents and Members of School Kitchen Committee (Cholet): Participant #7: (Female; 53 years old; Farmer; 3rd grade; 6 children; 2 children in program). Before it was here, we cooked and make juice to give them to go to school.

Socio-Dig: So did you did this every morning for your kids?

Focus Group 3, Rural Parents and Members of School Kitchen Committee (Cholet): Participant #7: (Female; 53 years old; Farmer; 3rd grade; 6 children; 2 children in program). Yes, I did.

Socio-Dig: In 5 days of classes, how many days a week did you cook and make juice for them before going to school?

Focus Group 3, Rural Parents and Members of School Kitchen Committee (Cholet): Participant #7: (Female; 53 years old; Farmer; 3rd grade; 6 children; 2 children in program). Every school day. But since the canteen is here, we make the food and they do not want it. If you have a 10 *Goud* you give it to them. For the canteen, you just give 10 dollars, 20 dollars [per month] ...

Focus Group 4: School Directors and Teachers; Participant #3: (Female; 43 years old; School teacher; Philo; 1 child; 1 child in the program). I remember before WFP used to give us food, that was important indeed. But before the food was ready, the children used to go buy candy to eat. As now it's BND that is financing the program, I don't know how it is. When it was WFP, I know the children would go buy candy before the food was cooked, so they were not waiting for the food. [Now that there is a canteen], After the break, the children go to eat. Even if you're giving a lesson, they don't follow it. They're focused on the food. But if they could find something to eat before the food is cooked, I see it is better for them. I see they don't do that anymore.

Focus Group 6: Parents of Rural School Children (Fondelyann): Participant #6: (female; 46 years; Commerce; 2nd Grade fundamental; 2 children; 2 children in the program): ...OK, I always made food for them before they went to school... Now, you have a chance to feed the children. When they went at 8:00 and got out at 1:00, you gave 10 *Goud*. [But now] Even if you don't have the money, they feed the child, you don't have to fear.

Focus Group 6: Parents of Rural School Children (Fondelyann): Participant #4: (female; 32 years; farmers; 5th year fundamental; 3 children; 2 children in the program): When there was not yet food at the schools... I used to give coffee and bread.

Focus group 1: Female School-Yard Merchants who are also Parents of Town School Children: Participant #3- (female; 34 years; Commerce; 8th grade; 2 children; 1 child in program). When there wasn't one... I used to send him to his stepmother's. 'Tell your stepmother to give you something.' I used to send him to the other wife, 'Tell her to give you something.' She would give him a cookie and turn her back. Sometimes, he gets food [from the school canteen] and he says, 'mama, give me a container so I can show you how good the food is.'

Focus group 1: Female School-Yard Merchants who are also Parents of Town School Children: Participant #1- (female; 34 years; Commerce; 8th grade; 2 children; 1 child in program). ... I remember a long time ago when I was at a school in Port-au-Prince called Damoklès. They used to give us food, but it was not cooked. We didn't even make food. Adults didn't have time to make food. You suffered when you got out of school. They didn't give you money, long time ago they didn't give children money when they went to school.

Focus Group 4: School Directors and Teachers; Participant #1: (Male; 57 years old; School director, oversee canteen; Philo; 1 child; No child in the program) The parents are relieved when they know the children are going to find something to eat in the school. They don't have to find something to give them in the morning. When the children come back in the afternoon, they know that the they have already found something to eat during the day. ... They only have to plan for night ...

Focus Group 3, Rural Parents and Members of School Kitchen Committee (Cholet): Participant #1: (Female; 35 years old; Market woman; 2nd grade; 5 children; 5 children in program). Five children, I have five children in school.... I know they are going to eat. Now, I am going to focus on getting food for the afternoon meal.

Focus Group 3, Rural Parents and Members of School Kitchen Committee (Cholet): Participant #8: (Male; 45 years old; Teacher, Carpenter; 11th Grade; 3 children; 2 children in program). There are children who eat at school, when they get home they don't need anything...

#FEEDING NOW THAT THERE IS A CANTEEN

#MORNING

Focus group 1: Female School-Yard Merchants who are also Parents of Town School Children: Participant #6- (female; 58 years; Commerce; 4th grade; 6 children; 6 children in program). If it's a school day, I get up early and I make something salty and give it to them.

Focus group 1: Female School-Yard Merchants who are also Parents of Town School Children: Participant #6- (female; 58 years; Commerce; 4th grade; 6 children; 6 children in program). Well, a little corn meal. I make a little spaghetti for them.

Focus group 1: Female School-Yard Merchants who are also Parents of Town School Children: Participant #3- (female; 34 years; Commerce; 8th grade; 2 children; 1 child in program). I have only one little one. The other one is a big girl now. If they're going to school in the morning they say, 'Mama, give me a little spaghetti.' A little spaghetti and she's gone. Or some corn meal. Whatever I have, they're not demanding.

Focus group 1: Female School-Yard Merchants who are also Parents of Town School Children: Participant #1- (female; 34 years; Commerce; 8th grade; 2 children; 1 child in program). I don't make food in the morning. My little girl has a bad habit. She doesn't want to eat in the morning. Even when you would make food. Even when she was smaller. You get up to make food for her and she's not going to eat it. She doesn't like to eat early. I don't get up and make food for her. I don't get up early to make food. I give her whatever

I have. Whatever I have, I give her. If I don't have anything, she goes to her grandparent's yard.

Focus Group 3, Rural Parents and Members of School Kitchen Committee (Cholet): Public: We give them whatever we have, whatever we have. Like coffee and bread. Sometimes I make corn with spinach before they go to school.

Focus Group 3, Rural Parents and Members of School Kitchen Committee (Cholet): Participant #5: (Female; 45 years old; Market woman; 9th grade; 2 children; 2 children in program). Days ago, before the hurricane, we would wake up in the morning and give the children a small cup of tea before they go to school. We would boil plantains with a little sauce of dry fish. And then we made juice for him. Sometimes, as parents, we may wake up late you do not have enough time to make food. But now, whether you wake up early or not, or whether you do not have anything or not, you have the advantage that they will eat at school.

Focus Group 3, Rural Parents and Members of School Kitchen Committee (Cholet): Participant #10: (Female; 38 years old; Market woman; 3rd grade; 5 children; 3 children in program). ... in the morning, I personally have two children. I must make some bread and coffee for them because they're small. They can't wait for the cooked food. And I have a young daughter too. She's already told me that she won't go to school if she hasn't eaten. That's right, she won't go. She's assured me that she won't go.

Focus Group 6: Parents of Rural School Children (Fondelyann): Participant #6: (female; 46 years; Commerce; 2nd Grade fundamental; 2 children; 2 children in the program): Like, in the morning, I prepare coffee and bread. I don't have time to cook food.

Focus Group 6: Parents of Rural School Children (Fondelyann): Participant #5: (female; 32 years; Commerce; None; 7 children; 1 child program): Sometimes in the mornings I make food. Sometimes I don't have it and I send them without it.

Focus Group 6: Parents of Rural School Children (Fondelyann): Participant #1: (female; 55 years; Commerce; 5th year; 3 children; 3 children program): When they go to school, if I have something I cook food for them. If I don't have anything then I give them coffee with bread, or I can give them 10 *Goud* to go with.

Focus Group 6: Parents of Rural School Children (Fondelyann): Participant #4: (female; 32 years; farmers; 5th year fundamental; 3 children; 2 children in the program): Me, when I have it I cook something for them. When I don't have it, I send them to school without it.

Socio-Dig: Ok. Is it necessary that children eat something first thing in the morning every day?

Focus Group 4: School Directors and Teachers,: Public: Yes!

Socio-Dig: Why?

Focus Group 4: School Directors and Teachers,: Public: For their chest, and so that the worms won't burn them.

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Focus Group 6: Parents of Rural School Children (Fondelyann): Participant #6: (female; 46 years; Commerce; 2nd Grade fundamental; 2 children; 2 children in the program): Myself, if it's not coffee with bread that I give them, then I make a macaroni in the morning and give it to them. But because of the change in time, school starts too early. Now I give them coffee and bread. I don't let them leave without eating something.

Socio-Dig: You make something every morning?

Focus Group 6: Parents of Rural School Children (Fondelyann): Participant #6: (female; 46 years; Commerce; 2nd Grade fundamental; 2 children; 2 children in the program): Yes.

Socio-Dig: All week?

Focus Group 6: Parents of Rural School Children (Fondelyann): Participant #6: (female; 46 years; Commerce; 2nd Grade fundamental; 2 children; 2 children in the program): Yes, every morning I make something.

Focus Group 6: Parents of Rural School Children (Fondelyann): Participant #5: (female; 32 years; Commerce; None; 7 children; 1 child program): Ahh, me, in the morning I always try to make coffee. When I don't make it, I give them 10 *Goud*.

Focus Group 3, Rural Parents and Members of School Kitchen Committee (Cholet): Participant #7: (Female; 53 years old; Farmer; 3rd grade; 6 children; 2 children in program). Every school day [I feed them]. But since the canteen is here, we make the food and they do not want it. If you have a 10 *Goud* you give it to them. For the canteen, you just give 10 dollars, 20 dollars [per month]. When I'm late, I do not make anything for him. You give the child 10 *Goud* to buy cookies.

Focus Group 4: School Directors and Teachers; Participant #10: (Male; 51 years old; School director, oversee canteen; 11th grade; 6 children; 6 children in the program). ... Even if the parents haven't fed the child, when he comes to school, he goes and takes a little fried dough from Madam Apol, and he eats it.

NOTE Contradiction: It is clear that people feed and an error to think rural Haitians barely survived this long without the canteen. But the value of the canteen mean that people will play to it in the focus groups. As seen in the following passages. When asked if they feed in the morning

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Focus Group 6: Parents of Rural School Children (Fondelyann): Participant #6: (female; 46 years; Commerce; 2nd Grade fundamental; 2 children; 2 children in the program): Myself, if it's not coffee with bread that I give them, then I make a macaroni in the morning and give it to them. But because of the change in time, school starts too early. Now I give them coffee and bread. I don't let them leave without eating something.

Socio-Dig: You make something every morning?

Focus Group 6: Parents of Rural School Children (Fondelyann): Participant #6: (female; 46 years; Commerce; 2nd Grade fundamental; 2 children; 2 children in the program): Yes.

Socio-Dig: All week?

Focus Group 6: Parents of Rural School Children (Fondelyann): Participant #6: (female; 46 years; Commerce; 2nd Grade fundamental; 2 children; 2 children in the program): Yes, every morning I make something.

Despite saying the above, the same respondent later said the following:

Socio-Dig: If children eat at the house, do you think it's so necessary for to feed them at school again. Couldn't they replace that hot meal with something fresh? That means something else, because every day the child is eating at this house.

Focus Group 6: Parents of Rural School Children (Fondelyann): Participant #6: (female; 46 years; Commerce; 2nd Grade fundamental; 2 children; 2 children in the program): You don't hear what they're telling you? There are times we don't have anything to give them. We send them to school without anything.

#FEEDING IN THE AFTERNOON

Focus Group 6: Parents of Rural School Children (Fondelyann): Participant #5: (female; 32 years; Commerce; None; 7 children; 1 child program): If you don't leave something for them, you must make an effort no matter what! As soon as they get home, they're headed straight to the table. If they don't find anything, 'Mama, I'm dying here right now!' You do whatever you can. You gotta have something for them no matter what.

Focus Group 6: Parents of Rural School Children (Fondelyann): Participant #5: (female; 32 years; Commerce; None; 7 children; 1 child program): ... he enters school at 7:45 and gets out a 1:00... Regardless of whether I've already given him something, he can't wait until 1:00 when school lets out and he gets home.

Focus group 1: Female School-Yard Merchants who are also Parents of Town School Children: Participant #3- (female; 34 years; Commerce; 8th grade; 2 children; 1 child in program). ... When they don't feed them at school, they're killing me. They're really killing

me because when they come home from school, I ask God to forgive me because if they have hunger pains it just makes me ill.

Focus group 1: Female School-Yard Merchants who are also Parents of Town School Children: Participant #1- (female; 34 years; Commerce; 8th grade; 2 children; 1 child in program). ... Sometimes when she comes home she knows that I will have something for her. But when she comes she doesn't find anything....

#GIVING MONEY TO THE CHILDREN TO BUY FOOD

Focus group 1: Female School-Yard Merchants who are also Parents of Town School Children: Participant #9- (female; 64 years; Commerce; ;4th grade; 4 children; 1 grandchild in program). The children are already spoiled. You've got to give them 5 Gourd no matter what.

Focus Group 6: Parents of Rural School Children (Fondelyann): Participant #1: (female; 55 years; Commerce; 5th year; 3 children; 3 children program): ... if you give them 10 Gourd, so that when they finally get out of school [at recreation] they can eat something... That's what I like a lot. Because... they feed them already. School gets out at 1:00 but they've already eaten. What's more is that you give them 10 *Goud* so they can eat something to hold them until the canteen has finished cooking food. After that, I don't see any problems with the canteen. Well, I'm happy because it's not all the time that I have money to give them when they go to school.

Focus group 1: Female School-Yard Merchants who are also Parents of Town School Children: Participant #9- (female; 64 years; Commerce; ;4th grade; 4 children; 1 grandchild in program). Sometimes I make soup for them. I have some who don't need anything. They say give them 5 *Goud* and when they get to school they'll eat. They don't stay home and eat anything.

Focus group 1: Female School-Yard Merchants who are also Parents of Town School Children: Participant #4- (female; 37 years; Commerce; No schooling; 5 children; 2 children in program). Mine, mine aren't little children. I could get up in the morning and they say, 'you don't have to do anything for me. You can give me 10 *Goud*, 15 *Goud*, whatever you have. We're going to see if they have food. If they have food we'll eat whatever it is.'

#NEGATIVE IMPACT OF FEEDING

Focus group 1: Female School-Yard Merchants who are also Parents of Town School Children: Participant #8- (female; 64 years; Commerce; ;4th grade; 4 children; 1 grandchild in program). (female; 64 years; Commerce; ;4th grade; 4 children; 1 grandchild in program). When they come home from school, you can boil an egg, you can give the child a banana, it's good for them. It's truly good for their insides. But you can't do that. When children get here to the school, it's 4 pieces of fried dough for 10 *Goud*. After that he finds good stew to drink. The child sees you with a bunch of eggs, but you must eat them. [She is complaining that because the child gets too much to eat at school and will

not eat what she gives him. Also note that much of this food is not so good for the child, bringing up another issue, i.e. the quality of alternative foods such as candy and cheap fried foods].

Focus group 1: Female School-Yard Merchants who are also Parents of Town School Children: Participant #3- (female; 34 years; Commerce; 8th grade; 2 children; 1 child in program). Yes, every day. They want to go, they're interested. But that one doesn't want to learn anything. I don't know if it's because he's thinking about the food.

#HOW THE FEEDING PROGRAM FUNCTIONS

#TIME OF FEEDING

Focus Group 7: Members of Rural School Kitchen Committees, Public: At 10 o'clock. 10:30.

#PROCESS OF MAKING THE MEAL AND TIME IT TAKES

**

Socio-Dig: Thank you very much. Cooks, how much time does it take you to prepare a meal?

Focus Group 7: Members of Rural School Kitchen Committees: Participant #1: (female; 39 years of age; Farmer; 3rd grade; 3 children; 2 children in the school feeding program; 14 months on kitchen committee). Me, I'm out of my house at 6:30. You know that now the time changes?

Focus Group 7: Members of Rural School Kitchen Committees: Participant #1: (female; 39 years of age; Farmer; 3rd grade; 3 children; 2 children in the school feeding program; 14 months on kitchen committee). As soon as I get there [at the school], I light the fire. And I put the beans on the fire. I wait for the other woman to come. And I wash my cooking pot. Put my beans on the fire. Now, when she gets there she's going to wash all the vessels again [that were washed the day before].

Socio-Dig: Yes.

Focus Group 7: Members of Rural School Kitchen Committees: Participant #1: (female; 39 years of age; Farmer; 3rd grade; 3 children; 2 children in the school feeding program; 14 months on kitchen committee). Now me, I am in the kitchen, the beans are on the fire. She's finished washing the vessels. Now, after that, she comes and joins me. If it's vegetable mush we're making we both work together. We put on our aprons, and we make the food. When we finish making food it's 10:00, 10:30, National time.

#CONSISTENCY OF PROGRAM AND DAILY FEEDING

Socio-Dig: Ok. Do the children get fed every day?

Focus group 1: Female School-Yard Merchants who are also Parents of Town School Children: Participant #6- (female; 58 years; Commerce; 4th grade; 6 children; 6 children in program). Yes, they eat every day.

Socio-Dig: Ok. In your opinion, did the canteen function well last year? Were there days that they did not feed? Did anything happen that they did not get fed?

Focus group 1: Female School-Yard Merchants who are also Parents of Town School Children: Participant #4- (female; 37 years; Commerce; No schooling; 5 children; 2 children in program). All the children got fed. It always worked well last year, just like this year.

Socio-Dig: That means that the children always got fed every day.?

Focus group 1: Female School-Yard Merchants who are also Parents of Town School Children: Participant #4- (female; 37 years; Commerce; No schooling; 5 children; 2 children in program). The children got fed every day.

Socio-Dig: Two years. You always have food?

Public: Yes, yes, yes we always find food.

Socio-Dig: Ok. That means that every day the children go to school, five days per week, they get fed, cooked food?

Focus Group 6: Parents of Rural School Children (Fondelyann): Participant #5: (female; 32 years; Commerce; None; 7 children; 1 child program): Yes, every day.

Socio-Dig: Ok. Does the food always come on time? Is there always food?

Focus Group 6: Parents of Rural School Children (Fondelyann): Public: Yes, there is always food. There is always food that lacks salt, we lack beans, oil.

Socio-Dig: In this sense, we can see the program is functioning well because the schools always feed the children?

Focus Group 3, Rural Parents and Members of School Kitchen Committee (Cholet), Public: Yes, it is properly functioning.

Focus Group 7: Members of Rural School Kitchen Committees: Participant #6: (female; 58 years of age; Commerce and Farmer; no schooling; 8 children; 2 children in the feeding program; 14 months in committee kitchen). Sometimes the cooking oil is finished. I've already told them it's finished. And when they bring more we've already bought some.

#FOOD VARIETY

Socio-Dig: Each day, what kind of food do they get?

Focus group 1: Female School-Yard Merchants who are also Parents of Town School Children: Participant #6- (female; 58 years; Commerce; 4th grade; 6 children; 6 children in program). They get rice and bean sauce. Rice and beans with vegetables. Great thing!

Focus group 1: Female School-Yard Merchants who are also Parents of Town School Children: Participant #8- (female; 64 years; Commerce; ;4th grade; 4 children; 1 grandchild in program). On Wednesday, they feed stew. And like tomorrow, Monday, they will feed rice and bean sauce. If they have vegetables, they make them vegetable mush, rice and bean sauce. Wednesday it's stew.

Focus group 1: Female School-Yard Merchants who are also Parents of Town School Children: Participant #8- (female; 64 years; Commerce; ;4th grade; 4 children; 1 grandchild in program). WFP sends it. They send rice, beans, oil. But local food is yam, sweet potatoes, carrots, cabbage, egg plant, militon.

Focus Group 6: Parents of Rural School Children (Fondelyann): Participant #6: (female; 46 years; Commerce; 2nd Grade fundamental; 2 children; 2 children in the program): They give them rice. In ZONE_2 they give them rice. And only on Wednesday do they give stew. Like when it's time for stew, they give sweet potatoes, yam, they buy things like that. But it's rice that comes most often.

Socio-Dig: Ok. You all, it's the same?

Focus Group 6: Parents of Rural School Children (Fondelyann): Participant #5: (female; 32 years; Commerce; None; 7 children; 1 child program): Yes. It's the same.

Socio-Dig: Ok. Let's say there are 5 days in a week. What do they give the cooks to make? Number 1.

Focus Group 7: Members of Rural School Kitchen Committees: Participant #1: (female; 39 years of age; Farmer; 3rd grade; 3 children; 2 children in the school feeding program; 14 months on kitchen committee). Monday, rice, stew.

Socio-Dig: One after the other. Number 6?

Focus Group 7: Members of Rural School Kitchen Committees: Participant #6: (female; 58 years of age; Commerce and Farmer; no schooling; 8 children; 2 children in the feeding program; 14 months in committee kitchen). Monday, rice and bean sauce. Tuesday,

sometimes we have rice and beans with vegetable sauce. It's like that. If on one Tuesday I make vegetable sauce, the other Tuesday, when they bring the food, I make rice, bean sauce, and vegetable sauce. Wednesday, we make stew. Thursday, we make white rice and bean sauce again.

Socio-Dig: Friday, what do you make on Friday?

Focus Group 7: Members of Rural School Kitchen Committees: Participant #6: (female; 58 years of age; Commerce and Farmer; no schooling; 8 children; 2 children in the feeding program; 14 months in committee kitchen). On Fridays, we always make rice and bean sauce. Because when you look at the kids, they're in school. Now to see you're giving them rice they way we do, mostly Haitian rice and pureed beans.

#FEES

#AMOUNTS

Focus group 1: Female School-Yard Merchants who are also Parents of Town School Children: Participant #3- (female; 34 years; Commerce; 8th grade; 2 children; 1 child in program). Now, here is how the school director does it. He makes you pay the whole year. He makes you pay 15 dollars [75 HTG] for the entire year.

Focus group 1: Female School-Yard Merchants who are also Parents of Town School Children: Participant #6- (female; 58 years; Commerce; 4th grade; 6 children; 6 children in program). We give 50 Gourd.... Every month. Because around here there isn't a lot of money.

Focus group 1: Female School-Yard Merchants who are also Parents of Town School Children, Participant #3- (female; 34 years; Commerce; 8th grade; 2 children; 1 child in program). Up top there [on the mountain], we give wood or charcoal.... Yes, we bring wood, we bring charcoal.... As soon as they're out of it, we bring more. Three or four of us get together on it. We bring charcoal or wood. Because the director told us this. He called a meeting. We give it. And when we're finished we bring more.

Focus group 1: Female School-Yard Merchants who are also Parents of Town School Children, Participant #1- (female; 34 years; Commerce; 8th grade; 2 children; 1 child in program). In this school it's 10 dollars per month [50 HTG].

Focus Group 6: Parents of Rural School Children (Fondelyann): Participant #6: (female; 46 years; Commerce; 2nd Grade fundamental; 2 children; 2 children in the program): No, it's not a lot of money. For a complete week, 20 Gourd. If you can find 20 Gourd for the week. Me, I have 2 children. I must find 8 dollars [40 *Goud*] each week. I don't do anything now. It's my husband who works and he can't find money every single day. There are times, the end of the month comes and I can't find any money. Now, when you pay 20

Gourd each week, that's 32 dollars per month. The month is 16 dollars [for each child]. Myself it's 2 children I have. Hmm. It's 32 dollars per month for me. You understand?

Focus Group 6: Parents of Rural School Children (Fondelyann): Participant #1: (female; 55 years; Commerce; 5th year; 3 children; 3 children program): When I pay for school, I pay everything at once, tuition, canteen, even the parties. I pay just once.

Focus Group 6: Parents of Rural School Children (Fondelyann): Participant #6: (female; 46 years; Commerce; 2nd Grade fundamental; 2 children; 2 children in the program): ... When they go at 8:00 and got out at 1:00, you gave 10 *Goud* [for two children]. And even you if you don't have the money, they feed you, you don't have to fear.

Focus Group 3, Rural Parents and Members of School Kitchen Committee (Cholet): Participant #5: (Female; 45 years old; Market woman; 9th grade; 2 children; 2 children in program). Myself and the one who gives the condiments. You see what I am telling you? So we contribute to buy them [the condiments] to cook for the children.

Focus Group 3, Rural Parents and Members of School Kitchen Committee (Cholet): Participant #5: (Female; 45 years old; Market woman; 9th grade; 2 children; 2 children in program). But the child must be given 5 *Goud*. Or we do not know what WFP could do to help them, because they may not have 5 *Goud*.

#SCARCITY OF MONEY

Focus group 1: Female School-Yard Merchants who are also Parents of Town School Children: Participant #8- (female; 64 years; Commerce; ;4th grade; 4 children; 1 grandchild in program). (female; 64 years; Commerce; ;4th grade; 4 children; 1 grandchild in program). It's not that you can't buy something and sell it. It's the school. It's not everyone who has money to give their children to buy something to eat at school.

Focus group 1: Female School-Yard Merchants who are also Parents of Town School Children: Participant #1- (female; 34 years; Commerce; 8th grade; 2 children; 1 child in program). As soon as you're dealing with the bank's money, you can't do anything. You're working for nothing. It's buy and sell. There are things you can't afford to buy.

Focus group 1: Female School-Yard Merchants who are also Parents of Town School Children: Participant #1- (female; 34 years; Commerce; 8th grade; 2 children; 1 child in program). I'm not hiding the fact that we don't have a single cent. Since I'm still sleeping in the morning, my daughter says to me, 'mommy, I'm leaving." "Yes," I tell her, "you can go. I'll bring you 5 *Goud* during recreation." I say that because I have hope. When in reality, I don't have it. I know that at recreation she'll be looking at what other people are eating. But as soon as 10:00 rolls around she's going to get something to eat no matter what. Sometimes when she comes home she knows that I will have something for her. But when she comes, she doesn't find anything....

Focus group 1: Female School-Yard Merchants who are also Parents of Town School Children: Participant #8- (female; 64 years; Commerce; ;4th grade; 4 children; 1 grandchild in program). (female: 64 years; Commerce: :4th grade: 4 children: 1 grandchild in program). Us parents could help the school with small necessities, do things for the children. Even if we're selling it, even if we're giving it. But it's not easy right now because we have no money. Myself, I have some things I can sell. The school could buy them from me. But the school does not have any money. Sometimes you have a little money, you borrowed it from the office [from and institutional lender]. As soon as you've paid one or two months interest the money is gone. The reason is that trade doesn't have any profit. You buy, like those cookies I see. When the lady sells them. It's us two who sell cookies in the school yard. There is a type of cookie they call Casino. When you buy a big bag of cookies, they sell for 12 dollars [60 Goud]. If you don't sell the small packages at 2 for 5 dollars, you won't make anything. On the contrary, you will lose some of your capital. After that, the other cookies sell for 11 dollars. They have 12 small packs of cookies in them. [You sell them for 1 dollar each]. You make a single dollar. If you eat a pack of cookies yourself then you don't make anything at all. If you have a child who eat two packs you don't make anything at all. Your capital starts to disappear. But if you had a little money for you to sit down with, we could buy [to resell and] to help the school. But we can't. Things are a little difficult for us. When you have a little money, sometimes you buy a sack of lollipops, you buy them at 43 dollars, you make 4 dollars. But in that 4 dollars, children are little animals that like to suck lollipops. The children tell you, 'Mama, give me a lollipop.' You give them one so that they will stop looking at what other people are eating. Now you have 3 dollars left. But there are children who ask their parents and there are children who do not ask. They watch, they take one, they fill their bodies with cookies. The money goes. Do you understand?

Focus group 1: Female School-Yard Merchants who are also Parents of Town School Children: Participant #6- (female; 58 years; Commerce; 4th grade; 6 children; 6 children in program). I do some trading in the [school] yard. It's not enough to give all my children what they need...

Focus Group 6: Parents of Rural School Children (Fondelyann): Participant #6: (female; 46 years; Commerce; 2nd Grade fundamental; 2 children; 2 children in the program): No, it's not a lot of money. Like if you had some economic activity, you're getting ahead, every now and then you have 50 *Goud*, or 20 Dollars. But you don't have anything, you just sit and wait for fortune to give you something.

#UNDERSTANDING OF THE PURPOSE OF FEES

Focus group 1: Female School-Yard Merchants who are also Parents of Town School Children: Participant #6- (female; 58 years; Commerce; 4th grade; 6 children; 6 children in program). When you pay that little change, the money is to buy wood and charcoal [to

cook the food] and coconut to put in the food. That little bit of money can't cover the cost of the food.

Focus group 1: Female School-Yard Merchants who are also Parents of Town School Children: Participant #8- (female; 64 years; Commerce; ;4th grade; 4 children; 1 grandchild in program). Sometimes the food comes and there is no cooking oil. They have to buy oil. And it's not food with bouillon cubes [magey] that we're cooking. You have to season it with garlic, you have to put in some peppers. Eh, you have to give 50 *Goud* per month so they can do this...

Focus Group 3, Rural Parents and Members of School Kitchen Committee (Cholet): Participant #5: (Female; 45 years old; Market woman; 9th grade; 2 children; 2 children in program). Five *Goud* is normal. The children should give it, because we use that money to buy condiments to make the food. We see this school, the school of Mr BLANK does not take money from children....

Focus Group 4: School Directors and Teachers; Participant #1: (Male; 57 years old; School director, oversee canteen; Philo; 1 child; No child in the program) And the food, we cannot cook it only with oil and salt given by WFP. We must put spices in it....

Focus Group 6: Parents of Rural School Children (Fondelyann): Participant #6: (female; 46 years; Commerce; 2nd Grade fundamental; 2 children; 2 children in the program): And what I say too is that they should take the money. They don't send condiments with the food. They must buy them.

Focus Group 7: Members of Rural School Kitchen Committees, Public: We pay a person. We pay to look for wood. To carry wood. Sometimes it's a big piece of wood....

#PROBLEMS PAYING FEES

Focus Group 3, Rural Parents and Members of School Kitchen Committee (Cholet): Participant #1: (Female; 35 years old; Market woman; 2nd grade; 5 children; 5 children in program). WFP provides food. Sometimes the children go to school. You as parents, you do not have a cent. Did they have the right to send the child back for the 5 *Goud* food fee and not allow the child to eat. That is what I see as a problem in the canteen right here. If the child goes to school and does not have the 5 *Goud*, they will send him back home. It is not every morning that you are going to have the money. Do they need to send the child back home for that?

Focus Group 3, Rural Parents and Members of School Kitchen Committee (Cholet): Participant #3: (Female; 38 years old; Market woman; 3rd grade; 7 children; 6 children in

program). We may have a day where we do not even have 5 *Goud* to even buy a piece of bread. We can pay per month and when the month is over we do not have money to pay. To send the child back home, I think the child can stay at school. They don't have to feed him, but do not make him lose the entire day of school.

Focus Group 3, Rural Parents and Members of School Kitchen Committee (Cholet): Participant #1: (Female; 35 years old; Market woman; 2nd grade; 5 children; 5 children in program). I helped out at SCHOOL_1. I spent 1 year and 4 months giving them services. I did not ask them for money. Now I've stop providing services. I spent 1 year and 4 months giving them my strength and energy. I used to pay every month but sometimes I do not have the 5 *Goud*. When I do not have the 5 *Goud*. I worry they are going to send the children home. That gives me a problem. When I do not have it, they are not supposed to send my children home.

Focus Group 6: Parents of Rural School Children (Fondelyann): Participant #6: (female; 46 years; Commerce; 2nd Grade fundamental; 2 children; 2 children in the program): ... there are times when you don't have money. But you must let the children go [to school]. It hurts me that I can't find the money. But I'm obligated. Like when the exam period arrives and the director came up with this strategy of not letting the children take their exams if you haven't paid. Now I figure out a way to send 63 dollars for the two of them. There is a small balance that remains. I haven't finished paying, no, seems I owe 25 *Goud* still. What makes it an issue is that you can't earn it. But when you calculate it, it's just a little money.....

Focus group 1: Female School-Yard Merchants who are also Parents of Town School Children: Participant #3- (female; 34 years; Commerce; 8th grade; 2 children; 1 child in program). Ok so they put the canteen in the school, the canteen is good for me. But if I don't give them a dollar every day, the children don't eat. Well me... their father who is with me, it's like he's not really with me. It's me who must fight, who has to strike a lick to get them food. When they don't feed them at school, they're killing me. They're really killing me because when they come home from school, I ask God to forgive me because if they have hunger pains it just makes me ill.

Focus Group 6: Parents of Rural School Children (Fondelyann): Participant #4: (female; 32 years; farmers; 5th year fundamental; 3 children; 2 children in the program): even the issue of paying when a child is sick and doesn't go to school we can live with. We just go with it. We are obliged to pay but we do not have no problem with the feeding program.

COLLECTING FEES

Focus Group 4: School Directors and Teachers; Participant #5: (Male; 41 years old; School teacher, oversee canteen; University; 1 child; No child in the program). In my school, I can say the school feeding program works good. Except for some problems we are facing. For example, I have problem where students do not want to participate in paying the fee for the food to be made.

And normally as you know, we cannot send the children back home for the fee for the school lunch. Although we applied all kind of strategies the children kept refusing to pay. And we realized some parents don't have enough to pay for the children.

Normally, my school is in isolated area which is different from schools which are in town. There are some parents who have around 4 to 7 children in the school. When we ask for participation they cannot pay it. This is why when it comes to spending money to buy ingredients for the food to be cooked we are obligated to borrow money. For example, we are at the end of March, our cooks have not been getting anything since December. It has been 3 months. This is our biggest problem. Secondly, even to buy wood to cook is a problem. Do you understand? They used to give us briquettes, but we don't get them anymore. That has caused a lot of problems. The biggest problem is there is no fund to move the program forward. But for the other points, we can say that everything is set up for the free lunch to function. But if the school feeding program continues like this, I guarantee you that we won't be able to keep it. Because I will be borrowing all the time for the lunch to be cooked.

Focus Group 3, Rural Parents and Members of School Kitchen Committee (Cholet): Participant #10: (Female; 38 years old; Market woman; 3rd grade; 5 children; 3 children in program). I went to the committee and I informed them that parents should pay, but that the school administration does not have a right to send children home. Because the food is for them [the children]. Parents must take responsibility and pay for the food [the fuel and cook]. It's aid that they're giving you. And you, you must pay your part. There are people who refuse to budge, they never do anything at all to help.

#STRATEGIES TO COLLECT FEES

Focus group 1: Female School-Yard Merchants who are also Parents of Town School Children: Participant #3- (female; 34 years; Commerce; 8th grade; 2 children; 1 child in program). If you're in the school of director BLANK, any problem you have, if you owe money, you have to pay. All the time you have not paid, they'll be asking you for it. They'll ask for it. They'll hold meetings. They'll whip your children.

Socio-Dig: They'll whip your children if you have not paid?

Focus group 1: Female School-Yard Merchants who are also Parents of Town School Children: Participant #3- (female; 34 years; Commerce; 8th grade; 2 children; 1 child in program). Yes, they'll whip the children if it's something they ask for and you have not given it. The children don't know anything. They do not need to beat the children. But all the time they don't get their money, they'll whip the children. They hold meetings and call all the parents. They show us that they're very angry about the money.

Regarding sending children home:

Socio-Dig: Are all the local schools like this or is it only the one?

Focus Group 3, Rural Parents and Members of School Kitchen Committee (Cholet), Public: No, no. Not all.

Socio-Dig: Not all?

Focus Group 3, Rural Parents and Members of School Kitchen Committee (Cholet), Public: No, no. Not all.

Focus Group 3, Rural Parents and Members of School Kitchen Committee (Cholet): Participant #1: (Female; 35 years old; Market woman; 2nd grade; 5 children; 5 children in program). They are not going to feed him. They send him back home.

Focus Group 3, Rural Parents and Members of School Kitchen Committee (Cholet): Participant #6: (Female; 35 years old; Farmer; 3rd grade; 4 children; 3 children in program). It's only the one school that does not send children back home

Focus Group 3, Rural Parents and Members of School Kitchen Committee (Cholet): Participant #5: (Female; 45 years old; Market woman; 9th grade; 2 children; 2 children in program). Then other schools, if the child does not give the money, they send them back home.

Focus Group 3, Rural Parents and Members of School Kitchen Committee (Cholet): Participant #3: (Female; 38 years old; Market woman; 3rd grade; 7 children; 6 children in program). We may have a day where we do not even have 5 *Goud* to even buy a piece of bread. We can pay per month and when the month is over we do not have money to pay. To send the child back home, I think the child can stay at school. They don't have to feed him, but do not make him lose the entire day of school.

Focus Group 6: Parents of Rural School Children (Fondelyann): Participant #6: (female; 46 years; Commerce; 2nd Grade fundamental; 2 children; 2 children in the program): You see how we pay for the exams, the canteen asks that each person pays 20 Gourd per week. And there are times when it comes the moment to pay and you just don't have 20 *Goud*. It's like that. If the children have money they eat. If they don't have money, they eat. They still go to school. Now, the number of days that a child didn't pay, it's in the exam week they calculate how many days and the amount of money you pay... They have a paper, the way you see that paper, a dossier for everyone. They write every day. You eat, they write you down. You eat and you pay, they write it down. You don't pay, they write it down.

But there are times when you don't have money. But you must let the children go [to school]. It hurts me that I can't find the money. But I'm obligated. Like when the exam

period arrives and the director came up with this strategy of not letting the children take their exams if you haven' paid. Now I figure out a way to send 63 dollars for the two of them. There is a small balance that remains. I haven't finished paying, no, seems I owe 25 *Goud* still....

Focus Group 6: Parents of Rural School Children (Fondelyann): Participant #5: (female; 32 years; Commerce; None; 7 children; 1 child program): I think that for what they do. Because me, when I don't come up with the 20 *Goud* to give, and the children come to me and say, 'Mama, I can't take my exams because of the money', I always find a way to send the money. Because you know that if someone is making food, working hard, that person must get something to wash their cloths.

Focus Group 6: Parents of Rural School Children (Fondelyann): Participant #6: (female; 46 years; Commerce; 2nd Grade fundamental; 2 children; 2 children in the program): If you've been giving it, you cannot have money and they'll give you credit. They're heavy [the children], they don't want to go without putting something in their mouth. They're heavy.

#LOCAL PROCUREMENT: KNOWLEDGE, ATTITUDES AND CAPACITY

#PROVENANCE

Socio-Dig: Where does the food come from? Where do they buy it?

Focus group 1: Female School-Yard Merchants who are also Parents of Town School Children: Participant #6- (female; 58 years; Commerce; 4th grade; 6 children; 6 children in program). It's a truck that I see brings it here. I don't know where it comes from.

Focus Group 3, Rural Parents and Members of School Kitchen Committee (Cholet): Participant #8: (Male; 45 years old; Teacher, Carpenter; 11th Grade; 3 children; 2 children in program). I don't know if the rice is local rice. Because they give imported rice more prestige than our rice. That's what has finished with our production.

Socio-Dig: Ok. That food that the children are eating, is it local food or food that WFP sends?

Focus group 1: Female School-Yard Merchants who are also Parents of Town School Children: Participant #8- (female; 64 years; Commerce; ;4th grade; 4 children; 1 grandchild in program). WFP sends it. They send rice, beans, oil. But local food is yam, sweet potatoes, carrots, cabbage, eggplant, militon.

Socio-Dig: Is the rice that WFP gives Haitian?

Focus group 1: Female School-Yard Merchants who are also Parents of Town School Children: Participant #8- (female; 64 years; Commerce; ;4th grade; 4 children; 1 grandchild in program). Yes, it's Haitian rice. In my opinion it's rice from the Artibonite. Because it's not rice from some other country [and it's not from right here].

Focus Group 4: School Directors and Teachers; Participant #1: ...For rice. I think that's local no matter what, even if it's not from right around here, it's not from this region. It's not from this commune, not this department, But I think that it's from Haiti. The yams, I think they're from this area. Except I don't know if they buy them from the producers....

Socio-Dig: Ok. Do you know that they buy local food to give to the children?

Focus Group 6: Parents of Rural School Children (Fondelyann): Public: Yes. They buy in the market. Right about now, they're buying tubers. They drive up to Misòt and buy there. I've seen them in Misòt buying yams, sweet potatoes, cabbage, militon, eggplant. They bring them to the school right about now.

Focus Group 6: Parents of Rural School Children (Fondelyann): Participant #6: (female; 46 years; Commerce; 2nd Grade fundamental; 2 children; 2 children in the program): Like if it's imported food, it's only foreigners who would send it. But because they buy it... well sometimes Professor BLANK tells them to bring money so that he can buy. So that he can go and buy tubers, spinach, cabbage. He goes and buys it at the market. Because he's spoken to several parents who produce. But, you know, time passes and now there's nothing.

Socio-Dig: Umm.

Focus Group 6: Parents of Rural School Children (Fondelyann): Participant #6: (female; 46 years; Commerce; 2nd Grade fundamental; 2 children; 2 children in the program): Now, what happens. Like if they need those products, they go buy them at the market and bring them here.

#VALUE OF LOCAL FOODS

Focus group 1: Female School-Yard Merchants who are also Parents of Town School Children: Participant #6- (female; 58 years; Commerce; 4th grade; 6 children; 6 children in program). Local food has vitamins. Food overseas, now they have a type of plastic rice, plastic spaghetti. It's not good for you. Local food is better.

Public: Food from this country!

Focus Group 4: School Directors and Teachers; Participant #6: (Female; 46 years old; School teacher; Rheto; 1 child; 1 child in the program). The difference is because WFP was not local products. It was foreign products they used to give. It is good for the children to eat natural foods [and not imported foods]. It is good for their health.

Focus Group 4: School Directors and Teachers; Participant #10: (Male; 51 years old; School director, oversee canteen; 11th grade; 6 children; 6 children in the program). When WFP used to give it, it was not local products. But now it's Local products and it's good. It is better for the children. Our school was like that as well.

Focus Group 3, Rural Parents and Members of School Kitchen Committee (Cholet): Participant #3: (Female; 38 years old; Market woman; 3rd grade; 7 children; 6 children in program). Because the food is from our country and it has more vitamins.

Focus Group 3, Rural Parents and Members of School Kitchen Committee (Cholet): Participant #5: (Female; 45 years old; Market woman; 9th grade; 2 children; 2 children in program). Imported food has chemicals in. It is not good for our health. Local food is the best.

Focus Group 3, Rural Parents and Members of School Kitchen Committee (Cholet): Participant #3: (Female; 38 years old; Market woman; 3rd grade; 7 children; 6 children in program). Local food is better.

Focus Group 3, Rural Parents and Members of School Kitchen Committee (Cholet): Participant #8: (Male; 45 years old; Teacher, Carpenter; 11th Grade; 3 children; 2 children in program). Non. Regarding imported food, especially if we were to say that we do not use imported food, we would be lying to ourselves. Especially regarding carrots and cabbage. We say they are local products. But they have something they put on them. Fertilizer. Fertilizer is something that is made with chemicals. Even carrots. The way Haitians love carrots, but they are produced by putting fertilizer on them. Cabbage, they put fertilizer on it. Doesn't that have a consequence? Especially for us. We are based on local production. Even some yams, there are yams that don't produce well and so they put fertilizer on them. What is a local product that has no fertilizer on it? I would say that it's fruit....

Focus Group 4: School Directors and Teachers; Participant #1: (Male; 57 years old; School director, oversee canteen; Philo; 1 child; No child in the program). First of all, we

thank WFP, ROPANIP, and BND, the team that is working for the school feeding program. We are satisfied with the team. They give local products. It is a great satisfaction. Because they could give food us lousy imported foods. It is wrong for the children. The local foods have vitamins and protein for the children and that allows for school performance to be raised.

#IMPORTED vs. LOCAL FOOD

Socio-Dig: OK. Thank you number 6. What do you think also, we know that it's local food that they're feeding the children, if they said that they were going to buy imported food to give the children to eat? What would you think of that? Which food do you think would be best, between local food and imported food?

Focus Group 6: Parents of Rural School Children (Fondelyann): Participant #6: (female; 46 years; Commerce; 2nd Grade fundamental; 2 children; 2 children in the program): Local food, they're good too.

Socio-Dig: Number 1.

Focus Group 6: Parents of Rural School Children (Fondelyann): Participant #1: (female; 55 years; Commerce; 5th year; 3 children; 3 children program): Home food is good too. But we can't sit around and eat the same food all the time. Like today, you're eating tubers, you're in the tubers. No. You must change the time, it's corn meal you can eat. Sometimes it's millet.

Socio-Dig: But, those are local foods. Corn mean, millet.

Focus Group 6: Parents of Rural School Children (Fondelyann): Participant #6: (female; 46 years; Commerce; 2nd Grade fundamental; 2 children; 2 children in the program): Yes, local food.

Socio-Dig: Ehen.

Focus Group 6: Parents of Rural School Children (Fondelyann): Participant #1: (female; 55 years; Commerce; 5th year; 3 children; 3 children program): But you cannot continue feeding the children only local food. There is foreign food too.

Socio-Dig: You should eat foreign food too?

Focus Group 6: Parents of Rural School Children (Fondelyann): Participant #1: (female; 55 years; Commerce; 5th year; 3 children; 3 children program): Yes [laughs]

Socio-Dig: When you say foreign food too, you're referring to what?

Focus Group 6: Parents of Rural School Children (Fondelyann): Participant #1: (female; 55 years; Commerce; 5th year; 3 children; 3 children program): I'm talking about rice, flour.

Focus Group 6: Parents of Rural School Children (Fondelyann): Participant #6: (female; 46 years; Commerce; 2nd Grade fundamental; 2 children; 2 children in the program): And even rice, we have rice too.

Focus Group 6: Parents of Rural School Children (Fondelyann): Participant #1: (female; 55 years; Commerce; 5th year; 3 children; 3 children program): Haitian rice, we almost don't cook it.

Socio-Dig: Why don't you cook Haitian rice? Why not?

Focus Group 6: Parents of Rural School Children (Fondelyann): Participant #1: (female; 55 years; Commerce; 5th year; 3 children; 3 children program): No... there are people who don't like it. I have a child who doesn't like it. Local rice, like yellow rice, I have children who don't like it.

Socio-Dig: Ok. That means that you wouldn't have a problem giving the children imported food.

Public: No. That's not a problem. Just so long as the children eat I don't have a problem with that.

Focus Group 5, Farmers from Salaniac; Participant #9: (male; 22 years old, Farmer, Student; 10th grade; None children; No children in the program). Um, when it is already prepared and when you prepare it, that's 2 different things. What they are eating now is our own products. We don't know if it will come from China or the United States. I do not really know. Since they want to modernize everything, that modernization is making us all sick because there is something in the food that they send us. For instance, there was something called Papyo. It is a juice. A little juice that they put in plastic bags and whenever I drink it, I feel that my entire body is hurting me. Sometimes it puts me in bed for a entire day and sometimes my urine is sweet. I stopped drinking it. So, we have local products and we can prepare them. Sometimes we make guava juice, grapefruit juice, orange juice or soursop juice. We can make carrot juice. Not something that is prepared in another country. They are two different things....

Participant #6: (Male; 66 years old; Farmer, Pastor; 6th grade; 3 children; No child in the program). Well, if it was a foreign food, well, after some time it would cause a problem. Understand? Make people sick. But, it's local food they are feeding the children. I appreciate that a 100 percent. Normally, WFP is helping. It's helping our bodies to be healthy. Do you understand? I adopt it. My friends and I really appreciate WFP. Even though I don't have children in the program, I have neighbors who have children in the program. I really appreciate it.

#LOCAL CAPACITY

Socio-Dig: Ok. And you guys around here, do you have enough vegetables that you could provision the school? That you could sell to the school rather than them going and getting the vegetables from some other place.

Focus group 1: Female School-Yard Merchants who are also Parents of Town School Children: Participant #6- (female; 58 years; Commerce; 4th grade; 6 children; 6 children in program). We don't have the produce around here. Take a look and see, it's only now that the rains are falling and the grass is sprouting. They don't have anything here right now.

Focus group 1: Female School-Yard Merchants who are also Parents of Town School Children: Participant #8- (female; 64 years; Commerce; ;4th grade; 4 children; 1 grandchild in program). They would find it close to here. Like the plantains there. We have something called, lalo [a type of green]. We sometimes are full of lalo. We eat lalo. Make white rice. We are sometimes full of lalo. We have lyan panye [another type of green]. Behind that wall there, very close, we plant spinach. In the corner of the that church, we plant spinach flowers. We sometimes sell piles of spinach. But you know, since the bad weather, things are in tatters. We don't have anything around here. We have how many months since we had rain? It's only now that the rain is falling. We have little stuff that's coming back. We would have to buy it in the market?

Socio-Dig: ... Is it possible for that to happen, for us to produce what we need to cook? Could we find them in the community where the school is located?

Focus Group 4: School Directors and Teachers, Public: It's not possible.

Focus Group 3, Rural Parents and Members of School Kitchen Committee (Cholet): Participant #7: (Female; 53 years old; Farmer; 3rd grade; 6 children; 2 children in program). Yes, there are people in the area who know how to make cassava.

Focus Group 3, Rural Parents and Members of School Kitchen Committee (Cholet): Participant #5: (Female; 45 years old; Market woman; 9th grade; 2 children; 2 children in program). We used to have, we could have bananas. But there are no bananas here [right now]. The hurricane took everything in the area.

Public: Our yam. Children eat bananas and we could make peanut butter. Peanuts are very expensive for us here. A shelled marmite goes for 80 dollars in Miragoâne.

Focus Group 3, Rural Parents and Members of School Kitchen Committee (Cholet): Participant #8: (Male; 45 years old; Teacher, Carpenter; 11th Grade; 3 children; 2 children in program). This question that you ask is important for us... What is important, what is essential, is that there are some things you may not be able to get. Food is very precious to me. For other items, you may need to go to other places to find them. Everything might not be there when you need it. Cassava may not be there when you need it. Rice is

consistent, they know when it is going to be ready, we just send for it. But it can happen that you order cassava and it does not come on time. The children will go without eating. I think the food is important, it is more important. You could have chosen to add a glass of milk. Bread. We can find those things easily. If what is easier is to give all the children a glass of milk with bread, the cooks will not complain for salary any more. Myself, these foods would be even more important.

Focus Group 3, Rural Parents and Members of School Kitchen Committee (Cholet): Participant #8: (Male; 45 years old; Teacher, Carpenter; 11th Grade; 3 children; 2 children in program). WFP wants local production. They're talking about local food. Some of the local food needs to be immediately available because we are going to need them daily. Consistently, every day. And they need to be on site, in case there is a shortage of the food. I don't know if everyone agrees to what I am saying? If I we cannot get bananas, Matthew went with everything. I know what's scarce. If they asked, for pineapple, it is not going to be easy to find; a marmite of peanuts is expensive. Sometimes we find them. I say the most paramount things is the food. I do not know about the others.

Focus Group 3, Rural Parents and Members of School Kitchen Committee (Cholet): Participant #6: (Female; 35 years old; Farmer; 3rd grade; 4 children; 3 children in program). Me, I arrived late [for the focus group]. One of the last directors to come do the focus groups in October, INTEL, he saw the gardens of beans were full and beautiful. He took my contact information as if when the beans were ripe he would return and buy them from us. Until this day I haven't seen him. Me, I could get in contact with him, I would let him know. I will let him know if I should go sell the beans in the market, well...

Socio-Dig: Would you like to sell with to the canteen program?

Public: Yes, yes, yes!

Socio-Dig: What crops do you grow the most here?

Public: Black Beans, peas. They say, 'don't put breadfruit in soup.' But we always put breadfruit in our soup. [Because they have so much of it].

Focus Group 3, Rural Parents and Members of School Kitchen Committee (Cholet): Participant #8: (Male; 45 years old; Teacher, Carpenter; 11th Grade; 3 children; 2 children in program). You don't know the sheer amount of manioc people have. I know I can find manioc in great quantities. But then again, you might not find any [right now, because of the hurricane].

Focus Group 3, Rural Parents and Members of School Kitchen Committee (Cholet): Participant #10: (Female; 38 years old; Market woman; 3rd grade; 5 children; 3 children in program). I think that the way that BND and WFP have a committee that goes around and buys, and since it's already place, the same way there is a kitchen committee or a

parental committee, they will come to where we are. If it's two or three people who make up the committee, they'll go to the market, check the prices. I don't know if it's WFP or BND that goes and buys the beans to brings to us. Ourselves, with respect to the price, this committee is going to get the price from the market. Right now, a price of butter beans sells for 75 dollars (Haitian dollars = 375 *Goud*). Black beans were selling for 70 dollars (Haitian dollars = 350 *Goud*), and just went up past 80 dollars (400 *Goud*). If, in the place where they buy it, they do not have to pay for transport to bring it here, it's the same price around here, according to me.

Socio-Dig: Ok. And where you guys live on the mountain, what produce do you have most?

Public: We plant beans, corn. We plant carrots.

Socio-Dig: Ok. Do you think that it would be a good thing that, as parents, you could have an association that would buy food for the school and give it to the children?

Focus Group 6: Parents of Rural School Children (Fondelyann): Participant #6: (female; 46 years; Commerce; 2nd Grade fundamental; 2 children; 2 children in the program): But, what they would ask of us, we don't have any of that now

Socio-Dig: You don't have anything now?

Public: We don't have any produce, us. We don't have anything right now...

Focus Group 6: Parents of Rural School Children (Fondelyann): Participant #6: (female; 46 years; Commerce; 2nd Grade fundamental; 2 children; 2 children in the program): Even carrots, it's higher up where they grow carrots and not where you are standing, no.

Socio-Dig: And yours?

Public: We plant sometimes. Sometimes it's good.

Focus Group 6: Parents of Rural School Children (Fondelyann): Participant #1: (female; 55 years; Commerce; 5th year; 3 children; 3 children program): When it's dry season they die off. But where there is rain... Right now, were' doing a little planting.

Socio-Dig: Ok. This means that you would not want the school to count on you for food for the children?

Focus Group 6: Parents of Rural School Children (Fondelyann): Participant #6: (female; 46 years; Commerce; 2nd Grade fundamental; 2 children; 2 children in the program): We couldn't do it.

Socio-Dig: You couldn't do it?

Focus Group 6: Parents of Rural School Children (Fondelyann): Participant #1: (female; 55 years; Commerce; 5th year; 3 children; 3 children program): No.

Focus Group 6: Parents of Rural School Children (Fondelyann): Participant #6: (female; 46 years; Commerce; 2nd Grade fundamental; 2 children; 2 children in the program): There are times you plant, you don't get anything. But you must have it all the time to keep the school fed.

Focus Group 5, Farmers from Salaniac; Participant #9: (male; 22 years old, Farmer, Student; 10th grade; None children; No children in the program). We have guava and you do not give it any importance. As soon as you send it to a developed country they will take it and make it a finished product. They put in jams and preserves. They conserve it for like two, three, and four years. They always have a use for it. In Haiti, we could have done the same thing. We could take the guava and transform it into a finished product. We could have saved it for like two, three, and four years, like other countries do. We could still do it. We will still respect the local product.

#THE SWEET & SALTY DILEMMA

#SALT-FOOD

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Focus group 1: Female School-Yard Merchants who are also Parents of Town School Children: Participant #6- (female; 58 years; Commerce; 4th grade; 6 children; 6 children in program). I wouldn't want them to stop giving salt-food meals.

Focus group 1: Female School-Yard Merchants who are also Parents of Town School Children: Participant #6- (female; 58 years; Commerce; 4th grade; 6 children; 6 children in program). No, cooked salt-food is best for children.

Focus group 1: Female School-Yard Merchants who are also Parents of Town School Children: Participant #6- (female; 58 years; Commerce; 4th grade; 6 children; 6 children in program). Salt-food is better for them. Salt is salt, sweet is sweet. If it was both they gave them, they would give the salt-food in the morning and the salt-food after. But if it's [only] sweet food, it's not good for them.

Public Focus Group 3, Rural Parents and Members of School Kitchen Committee (Cholet): Yes, yes, yes, something salty first. Salt-food is the most important thing.

Focus Group 3, Rural Parents and Members of School Kitchen Committee (Cholet): Participant #1: (Female; 35 years old; Market woman; 2nd grade; 5 children; 5 children in program). Salt-food, I see it is much better than sweet-food.

Focus Group 5, Farmers from Salaniac; Participant #6: (male; 35 years old; farmer; 3rd grade; 4 children; No children in the program).... When the child eats salt food it is better for them. Often, they may give children a salt cracker. They can prepare a plate of boiling plantains with sauce. The boiling plantain is even better than the bananas. Who knows, maybe they will give Chiko [industrial processed cheese snack]. So, the hot meal, it is more important, more important.

#SWEET-FOOD AND WORMS

Focus group 1: Female School-Yard Merchants who are also Parents of Town School Children: Participant #4- (female; 37 years; Commerce; No schooling; 5 children; 2 children in program). Sometimes, when you give children sweet-food in the morning, it causes worms to rise up into their chest. Children can have a stomachache. It makes them produce mucous and stomach acids. Their stomach can hurt. They produce phlegm and acids because the sweet-food upsets their stomach.

Focus group 1: Female School-Yard Merchants who are also Parents of Town School Children: Participant #6- (female; 58 years; Commerce; 4th grade; 6 children; 6 children in program) When you give children sweet-food it will give them worms. If they wake up in the morning and you give them sweet-food, it's not good for them....

Focus group 1: Female School-Yard Merchants who are also Parents of Town School Children: Participant #8- (female; 64 years; Commerce; ;4th grade; 4 children; 1 grandchild in program). But if it's something sweet you give him every day it's going to produce worms in his stomache and he's going to have a stomachache. And he could be in school and he can't study, he can't stand up, his stomach hurts.

Focus group 1: Female School-Yard Merchants who are also Parents of Town School Children: Participant #4: Sweet and salty are not the same. It can't be good for children to eat something sweet.

Focus Group 3, Rural Parents and Members of School Kitchen Committee (Cholet): Participant #7: (Female; 53 years old; Farmer; 3rd grade; 6 children; 2 children in program). Eh pineapple is very fragile. If the child has worms and the child eats it, he is going to get sick....

Focus Group 5, Farmers from Salaniac; Participant #6: (male; 35 years old; farmer; 3rd grade; 4 children; No children in the program). I will say that when the child has a plate of food, I still think it is better because when you prepare the cold food... you may give the child cookies maybe something like a sweet roll and banana. Some children will get worms because of that. Sweet is not good for them.

Public: Food that is salty is better. Salty food is better.

Socio-Dig: Things that are salty are better, why? Number 5.

Participant #5: (female; 32 years of age; Commerçant and Farmer; 3rd grade; 4 children; 4 children in feeding program; 3 months on committee kitchen). So that worms don't rise his chest.

#REFUSALS TO FEED SWEET-FOOD

Focus group 1: Female School-Yard Merchants who are also Parents of Town School Children: Participant #1- (female; 34 years; Commerce; 8th grade; 2 children; 1 child in program). For example, if it was sugar clusters they started to give, and they took away the salt-food, I couldn't participate. The reason is that my daughter always has a stomachache. Often she has a stomachache. She's always complaining her stomach hurts. That's why it would not be good for me. But in every way, in every manner, I don't believe they'll take away the salt-food. They'll keep it!

Focus group 1: Female School-Yard Merchants who are also Parents of Town School Children: Participant #9- (female; 64 years; Commerce; ;4th grade; 4 children; 1

grandchild in program). In my opinion, I have two children in the program, it would not be good for me personally. Mine wouldn't eat anything at all. I would rather they let me know so that I can give them something instead. Maybe the one I have in the National school, he's a boy and maybe he'd eat it. But I have two girls and they would not eat anything sweet at all, not at all.

Focus Group 4: School Directors and Teachers; #-9 (female; 64 years; Commerce; ;4th grade; 4 children; 1 grandchild in program): For me, I think the hot plate is better. Especially in my school. In my class there are some children who are never satisfied with what we give to them. They used to say: 'aah that's not tasty enough.' Despite the fact the cold plate has more vitamins, they are not going to see it that way. They will focus more on the full belly. They will focus more on that.

Focus Group 4: School Directors and Teachers; Participant #5: (Male; 41 years old; School teacher, oversee canteen; University; 1 child; No child in the program). The lady says the cold plate will bring more vitamins. I don't see that. Don't forget that I will have to get respect for the diet. For me, In this way I believe in, eh, giving a hot plate to the children is better. For the children it's easier for them to eat a mango. The child passes by his father's yard and finds an Abrigo (a type of fruit) and eats it. Do you understand? The child can find a pineapple in his father's garden. But when children are at school, they are more interested in the hot food. I think it would be better. There is a possibility, maybe one day in the week, they could modify it in order to give something different to the children. That would not be a problem. But the hot plate would be better.

Socio-Dig: Ok. And for example, if we would say that in the place of hot cooked food we would like to give them something else, what would you find acceptable, as parents?

Focus Group 6: Parents of Rural School Children (Fondelyann): Participant #1: (female; 55 years; Commerce; 5th year; 3 children; 3 children program): We would never agree. It's a canteen their giving, they'll continue to give the cooked food.

Socio-Dig: They'll continue to give the canteen?

Focus Group 6: Parents of Rural School Children (Fondelyann): Participant #1: (female; 55 years; Commerce; 5th year; 3 children; 3 children program): They'll continue to give the canteen.

Public: What doesn't take more time is porridge. Or a porridge that doesn't' take a lot of time. But if there is no porridge in the canteen, the canteen can continue to function because the children are already accustomed to it. You know, it's salt-food. It's salt-food, it's good. Hmmm, it's good. Yes, they are already accustomed to it.

Focus Group 6: Parents of Rural School Children (Fondelyann): Participant #5: (female; 32 years; Commerce; None; 7 children; 1 child program): Well, hmm, we haven't thought

about something else to give as food other than the canteen. And those other who know if the canteen is not good for them, it's them who can know what to give. Us, we can't say.

Focus Group 4: School Directors and Teachers; Participant #10: (Male; 51 years old; School director, oversee canteen; 11th grade; 6 children; 6 children in the program). ... there is another thing. When the children come to school, the first area they look at is the kitchen. If they see there is no fire you can see they are discouraged. When the food is being cooked at the school I think it's better.

Focus Group 4: School Directors and Teachers; Participant #5: (Male; 41 years old; School teacher, oversee canteen; University; 1 child; No child in the program)... The school, like we are saying, the smoke is rising up, every now and then you look at it, there is hope.

Focus Group 5, Farmers from Salaniac; Participant #9: (male; 22 years old, Farmer, Student; 10th grade; None children; No children in the program). If it is prepared locally, it is still a problem. Hot meals are more significant. With the cold food, remember that cholera is still out there.

Focus group 1: Female School-Yard Merchants who are also Parents of Town School Children: Participant #9- (female; 64 years; Commerce; ;4th grade; 4 children; 1 grandchild in program). Little cookie or something less, like a hard candy, or something else. It wouldn't be good, like a cookie. A little sweet cookie. Because I believe that in the morning, for them not to tire themselves. The only thing is if I made some coffee. But if it were something like porridge, they wouldn't drink it. They would say, 'Mama, it will make my stomach hurt.' They won't drink it. They don't like it.

#SOLUTIONS TO THE SWEET & SALTY DILEMMA

Focus Group 3, Rural Parents and Members of School Kitchen Committee (Cholet): Participant #8: (Male; 45 years old; Teacher, Carpenter; 11th Grade; 3 children; 2 children in program). Yes, my grandmother told me this, mainly it is about sweet liquid. Sometimes they make remedies to prevent you from getting sick when you are eating sweets. They boil leaves mixed together. It is a tea that will help your chest. It is bad to take sweets before eating anything salty. You will need to drink something salty ahead.

Focus group 1: Female School-Yard Merchants who are also Parents of Town School Children: Participant #8- (female; 64 years; Commerce; ;4th grade; 4 children; 1

grandchild in program). Because if you give a child something sweet, [you have to give something else as well]. You could have 2 eggs you boil and give the child to eat. You put a little salt [in the child], and if the worms have begun to rise, it will settle them. After that, he could eat a banana and bread with peanut butter, and it might not cause any problems.

Focus group 1: Female School-Yard Merchants who are also Parents of Town School Children: Participant #6- (female; 58 years; Commerce; 4th grade; 6 children; 6 children in program). Salt is salt, sweet is sweet. If it was both they gave them, they would give the salt-food in the morning and the salt-food after. But if it's [only] sweet food, it's not good for them.

Focus group 1: Female School-Yard Merchants who are also Parents of Town School Children: Participant #8- (female; 64 years; Commerce; ;4th grade; 4 children; 1 grandchild in program). ...But we can't [only] give them sugar clusters. Even if they changed the food and gave them sugar clusters, they must have something with salt too.

Socio-Dig: So that worms don't rise his chest?

Participant #7: (70 years of age; Commerçant; no schooling; 6 children; 1 grandchild in feeding program; 14 months on kitchen committee). We had a canteen already. They used to give the children crackers, salted crackers.

Socio-Dig: That was a good thing.

Public: Yes. They used to give them early.

Socio-Dig: They gave them early? After that, did they give anything else? Or was it only that?

Participant #5: (female; 32 years of age; Commerçant and Farmer; 3rd grade; 4 children; 4 children in feeding program; 3 months on committee kitchen). Yes, they used to give food. They gave potato porridge. They passed each class and they gave the children crackers.

Focus group 1: Female School-Yard Merchants who are also Parents of Town School Children: Participant #6- (female; 58 years; Commerce; 4th grade; 6 children; 6 children in program). Since when they give you something it's a gift they're making, it's the same as them giving you something for free. [Laughs]. People make a gift of what they want. Give someone a knock in the head with a stick, it's something they're giving [laughs]. If they're making a gift, then you're obliged to get up early and make some medicinal salt-food to give the children [to deal with the problem]. Rather than not get anything at all, I'd rather get up early and boil some leaves [to make a minimal type of salt-food] [Laughs]. When he comes home from school he'll eat [salt-food]. They're giving you the food.

Focus group 1: Female School-Yard Merchants who are also Parents of Town School Children: Participant #1- (female; 34 years; Commerce; 8th grade; 2 children; 1 child in program). Wait until they give you zero [nothing at all]

Public: Laughter

Socio-Dig: If they're giving it away, you'll take it.

Focus group 1: Female School-Yard Merchants who are also Parents of Town School Children: Participant #6- (female; 58 years; Commerce; 4th grade; 6 children; 6 children in program). Oh, they're give it to you, eh.

Public: Laughter

Focus group 1: Female School-Yard Merchants who are also Parents of Town School Children: Participant #6- (female; 58 years; Commerce; 4th grade; 6 children; 6 children in program). Rather than get zero, I'd rather get one [laughs].

Focus group 1: Female School-Yard Merchants who are also Parents of Town School Children: Participant #8- (female; 64 years; Commerce; ;4th grade; 4 children; 1 grandchild in program). Even when it' something sweet, it gives the child vitamins. But you can't give something sweet every day. If it's something you're feeding in the morning, you have to have variety. You can't give a sugar cluster every day. You understand.

Focus group 1: Female School-Yard Merchants who are also Parents of Town School Children: Participant #8- (female; 64 years; Commerce; ;4th grade; 4 children; 1 grandchild in program). (female; 64 years; Commerce; ;4th grade; 4 children; 1 grandchild in program). It's this issue of salt vs. sweet-food. Is it true? [laughs]. That's what I would like to know.

#ALTERNATIVE FOODS

Focus Group 6: Parents of Rural School Children (Fondelyann): Public: What doesn't take more time is porridge. Or a porridge that doesn't take a lot of time...

Focus Group 6: Parents of Rural School Children (Fondelyann): Participant #6: (female; 46 years; Commerce; 2nd Grade fundamental; 2 children; 2 children in the program): Like we never think like that. To be able, they could give them a glass of milk every morning. But if I say that I agree with that, other people could not agree...

Focus Group 3, Rural Parents and Members of School Kitchen Committee (Cholet): Participant #8: (Male; 45 years old; Teacher, Carpenter; 11th Grade; 3 children; 2 children in program). ... You could have chosen to add a glass of milk. Bread, we can find those things easily. If what is easier is to give all the children a glass of milk with bread, the cooks will not complain about salary any more. Myself, these foods would be even more important.

Focus Group 7: Members of Rural School Kitchen Committees: Participant #6: (female; 58 years of age; Commerce and Farmer; no schooling; 8 children; 2 children in the feeding program; 14 months in committee kitchen). But me, what you say, for me, I agree. Food is given for 5 days, 5 days, and then 2 days we don't' make food. We give something else in its place. Would it still be us who gave it to them or would someone else come and give it to them?

Socio-Dig: Hm. No, no. That could still be the responsibility of the cooks.

Focus Group 7: Members of Rural School Kitchen Committees: Participant #6: (female; 58 years of age; Commerce and Farmer; no schooling; 8 children; 2 children in the feeding program; 14 months in committee kitchen). Well, ok, we have no problem.

Socio-Dig: That's our proposition. It is a proposition we ask without thinking.

Public: Yes, yes, it would be good. It would be good to give buttered cassava bread with a glass of milk. It would be very good.

Focus Group 7: Members of Rural School Kitchen Committees: Participant #6: (female; 58 years of age; Commerce and Farmer; no schooling; 8 children; 2 children in the feeding program; 14 months in committee kitchen). We are the cooks. It's WFP who would give it to us. That's good, we accept it. We can say that we would accept it. But we don't know what the director would say.

Focus group 1: Female School-Yard Merchants who are also Parents of Town School Children: Participant #9- (female; 64 years; Commerce; ;4th grade; 4 children; 1

grandchild in program). He could eat a banana in the morning if he eats an egg. He eats a banana and it won't hurt him at all because it's got vitamins. But to give a child sugar water. Juice comes after. People don't drink juice without eating. You have to eat to drink juice. And what I see, there's porridge that the child can drink and it won't do anything [bad] to him. Me, since I was a child, I get bad gas. It's in my chest. You see me, but if I get up in the morning, I have to eat something salty first. If not, I have to drink a little water. When I come home I eat something salty. After that I can eat something sweet. Because if I take something sweet, it burns my chest. I won't feel good. I think that children can be like that too.

Focus group 1: Female School-Yard Merchants who are also Parents of Town School Children: Participant #3- (female; 34 years; Commerce; 8th grade; 2 children; 1 child in program). Even my children, like Soursop [fruit], as soon as it's ripe they eat any size. They eat it any way they can. One eats one, two eat one. They eat it until they can't stand up. Sometimes they want to eat sweet oranges like that. But there aren't that many of them. You can find a few. But common oranges, they eat however many they want, whenever they want.

Focus group 1: Female School-Yard Merchants who are also Parents of Town School Children: Participant #1- (female; 34 years; Commerce; 8th grade; 2 children; 1 child in program). I think that they could give them some porridge. The best in the place of salt-food would be oatmeal. I think that oatmeal could best take the place of salt-food.

Focus group 1: Female School-Yard Merchants who are also Parents of Town School Children: Participant #9- (female; 64 years; Commerce; ;4th grade; 4 children; 1 grandchild in program). To give children in the morning it would have to be a good orange, if not a banana. Because that's local fruit. And perhaps you could give children a preserve with bread. Because that's what I see that's closest for them to give children. You see a child, you can give him a good mango either in the morning on the evening... You can give him a mango for breakfast, you understand. It depends on the child.

Focus Group 7: Members of Rural School Kitchen Committees; Public: Something salty. Sweet things are no good. You can fry an egg and give it to the child with a piece of bread. Or if there is food, you get up early and you make a little white corn meal and give it to the child with some juice to go to school. Or a little plantain, when we had plantains.

Socio-Dig: ...A cold entree could be a palm fruit, it could have bananas, pineapples, much more.

Focus Group 3, Rural Parents and Members of School Kitchen Committee (Cholet): Participant #5: (Female; 45 years old; Market woman; 9th grade; 2 children; 2 children in program). Bread and peanut butter.

Socio-Dig: Bread and peanut butter, cassava! Exactly!

Focus group 1: Female School-Yard Merchants who are also Parents of Town School Children: Participant #8- (female; 64 years; Commerce; ;4th grade; 4 children; 1 grandchild in program). Well now, in the sugar cluster category, there are several types. If it's the morning, you can't only give a child a sugar cluster. You can give him a sugar cluster when he goes to school in the morning. You can get up and make a porridge or give him a banana with bread without a problem. But you can't give something sweet every day. If you give him something it should be something that really has vitamins.

#Summary Example for alternative foods

Socio-Dig: ... As cooks, is there anything else you would like to add? You start making food at 6:00. It can be 10:00 when the food is ready. Isn't there something they could do? Or perhaps they could feed something that was prepared the day before? Something that would be easier, faster than what we give the children? Even if it were not a hot meal. Number 7.

Focus Group 7: Members of Rural School Kitchen Committees: Participant #7: (70 years of age; Commerce; no schooling; 6 children; 1 grandchild in feeding program; 14 months on kitchen committee). We could give spaghetti. We could give a porridge. We could give a milk. We could give all. We could give a buttered bread ("buttered" with peanut butter).

Socio-Dig: In the place of giving the children a plate of food you give bread. Some buttered bread with a glass of milk. Would it be a problem?

Public: Very, very important. Very important. It would be good.

Socio-Dig: It would be good?

Public: Yes, yes. It would be very good. Yes.

Socio-Dig: Let's say in the place of buttered bread, a local flour. We could look for something local. If we took wayal [buttered cassava with a glass of milk]?

Public: Yes, yes. It would be very good. Yes.

Socio-Dig: In the place of a plate of food, it would not be a problem?

Public: It's a support. No. It would not be a problem.

Socio-Dig: No. You must understand. Bread buttered with peanut butter could replace a plate of food. The plate of food would no longer be there. You would not make the plate of food.

Public: Yes, yes, yes.

Socio-Dig: They would not make food at all, no. It's like this, if a week had 5 days, if we said that maybe they could make food for three days or two days. Is there something they could give the children? In the place of always giving a hot plate of food?

Public: Buttered bread and milk.

Socio-Dig: You say buttered bread and a glass of milk. That wouldn't be a problem? What else?

Public: Cassava

Socio-Dig: Yes, you said cassava.... with a glass of milk. Spaghetti would have to be cooked....

Public: Akasan

Socio-Dig: That would not be a problem.

Public: Akasan is faster. It can be prepared faster. It can be prepared faster.

Socio-Dig: With what do they make akasan, with corn?

Public: Yes, with corn, corn, corn.

Socio-Dig: Ok. You were talking... But like yourselves, you have children in school that have canteens, right?

Public: Yes, yes, yes

#SUMMARY OF COMPLAINTS, PROBLEMS, and FRUSTRATIONS

#FOOD QUALITY

Focus Group 4: School Directors and Teachers; Participant #1: (Male; 57 years old; School director, oversee canteen; Philo; 1 child; No child in the program). The oil is not local. I always say that. If WFP said they were going to do something local, know that they didn't mean oil. I don't know about this week, but they have an oil they brought for us. In the school. I looked at it and I see that I have to shake it. Every morning I have to shake before I give it to the children.

Socio-Dig. It gels?

Focus Group 4: School Directors and Teachers; Participant #1: (Male; 57 years old; School director, oversee canteen; Philo; 1 child; No child in the program). Yes, it gels. For me that's not good.

Socio-Dig: Ti Malis [a local brand of oil]

Focus Group 4: School Directors and Teachers; Participant #1: (Male; 57 years old; School director, oversee canteen; Philo; 1 child; No child in the program). No. No it's not

in a gallon. You have to shake it when it settles. It's like pig fat. It gels like margerine. And you shake it and shake it and when you pour it out it's white. White, white, white.

Socio-Dig: And when you put it in the cooking pot?

Focus Group 4: School Directors and Teachers; Participant #1: Since I don't look in the cooking pot... I feel like it's not a good quality of oil compared to what came before.

Socio-Dig: Ok. Is there anyone who would like to add anything else?

Focus Group 4: School Directors and Teachers; Participant #5: (Male; 41 years old; School teacher, oversee canteen; University; 1 child; No child in the program). One thing I'd like to add. Regarding the oil, I think that the oil they give there is not a good quality oil. I've observed that...I've never seen oil in a gallon gel. I wonder if it's not oil from a barrel that they sent to the canteen. I mean, I think there's better oil they could give the school....

Focus Group 4: School Directors and Teachers; Participant #10: (Male; 51 years old; School director, oversee canteen; 11th grade; 6 children; 6 children in the program). The only problem is with the oil....The last time, they came for a report. When the lady came, I told her that the oil had a problem. It gels. She saw the gallon, how it gelled inside...

Focus Group 7: Members of Rural School Kitchen Committees: Participant #8: (female; 55 years of age; Commerce and Farmer; Grade 6; 5 children; 0 children in feeding program; 14 months on the kitchen committee). Yes, the oil gels ladies. We have never seen oil jell like that. It seems it's made of more than just oil.

Focus Group 7: Members of Rural School Kitchen Committees: Participant #5: (female; 32 years of age; Commerce and Farmer; 3rd grade; 4 children; 4 children in feeding program; 3 months on committee kitchen). When you put it in the water to make food it gels on top.

Socio-Dig: It gels on top?

Public: Yes.

Socio-Dig: Do you think that oil is good for your health, what's going on?

Public: We didn't say it's bad. WFP never sends anything that is not good. They always send what is good. It has a good taste. There are oils that send people to the hospital, you know that?

Socio-Dig: When you guys speak, let's do it one after the other. Number 7.

Focus Group 7: Members of Rural School Kitchen Committees: Participant #7: (70 years of age; Commerce; no schooling; 6 children; 1 grandchild in feeding program; 14 months on kitchen committee). There is an oil that sent people in Madyank to the hospital the

other day. The woman said that she finished eating the oil and it made her sick to her stomach.

Socio-Dig: This oil, this is oil from the feeding program?

Public: No, no, no, no

Focus Group 7: Members of Rural School Kitchen Committees: Participant #5: (female; 32 years of age; Commerce and Farmer; 3rd grade; 4 children; 4 children in feeding program; 3 months on committee kitchen). It's an oil they sell in the market.

Socio-Dig: But us, our oil, what problem does it have?

Public: Well, it doesn't have any problem, no.

Focus Group 7: Members of Rural School Kitchen Committees: Participant #5: (female; 32 years of age; Commerce and Farmer; 3rd grade; 4 children; 4 children in feeding program; 3 months on committee kitchen). Only that it gels. Nothing wrong with the taste. It's just that it gels.

Socio-Dig: Ok, so when it gels it is better, or it's because it's no good that it gels? You guys don't like the fact that it gels?

Focus Group 7: Members of Rural School Kitchen Committees: Participant #5: (female; 32 years of age; Commerce and Farmer; 3rd grade; 4 children; 4 children in feeding program; 3 months on committee kitchen). It's not that we don't like it. Because they give it to us.

Socio-Dig: Ok.

Focus Group 7: Members of Rural School Kitchen Committees: Participant #7: (70 years of age; Commerce; no schooling; 6 children; 1 grandchild in feeding program; 14 months on kitchen committee). We see this and we say it. We see that it's WFP's oil. You're working with WFP. We're letting you know the oil gels.

Socio-Dig: Ok. No problem.

Focus Group 7: Members of Rural School Kitchen Committees: Participant #8: (female; 55 years of age; Commerce and Farmer; Grade 6; 5 children; 0 children in feeding program; 14 months on the kitchen committee). Since I already said this to an agronomist this morning. He said that's nothing, that's just how the oil is.

Focus Group 7: Members of Rural School Kitchen Committees: Participant #5: (female; 32 years of age; Commerce and Farmer; 3rd grade; 4 children; 4 children in feeding program; 3 months on committee kitchen). They put too many chemicals in it.

Focus Group 7: Members of Rural School Kitchen Committees: Participant #8: (female; 55 years of age; Commerce and Farmer; Grade 6; 5 children; 0 children in feeding program; 14 months on the kitchen committee). It resembles an oil that is made with corn, it's a pale yellow.

Focus Group 4: School Directors and Teachers; Participant #3: (Female; 43 years old; School teacher; Philo; 1 child; 1 child in the program). ...We had a problem with beans too. Twice I believe that the cooks made us see how the beans were. I would think that before they bring it to us they would look at see how much time it can last before it spoils. How much time it can last before they send it. Because beans spoil. When that happens, we burn them. It's the same for oil that's not of good quality, beans are a problem too ...

Soco-Dig: When the beans spoil like this, is it because of where you store them? Or is it because they dry out? It could be humidity that spoils them?

Focus Group 4: School Directors and Teachers; Participant #10: (Male; 51 years old; School director, oversee canteen; 11th grade; 6 children; 6 children in the program). No. When they're too old.

Focus Group 4: School Directors and Teachers; Participant #1: (BLANK_E; Male; 57 years old; School director, oversees canteen; Philo; 1 child; No child in the program) ... The wholesalers, they need to make a little money. It's me who's interpreting it like this. There are those [yam] that are too ripe. And when you cook them, they are either bitter or they're crisp [as if they're not ripe]. For the yam, with the sweet potatoes, sometimes... maybe it's where they store them. Because twice I put sweet potatoes in the storage room. I put them on the ground. When I went to get them on Monday most were rotten. But that could be the storage. When I asked the market ladies they said not to put them on the ground. Put them on a board. Now they stay good.

Focus Group 4: School Directors and Teachers; Participant #5: (Male; 41 years old; School teacher, oversee canteen; University; 1 child; No child in the program). The second thing concerns the yams. There are people who dig up yams, they don't know what's ripe from what isn't yet ripe. Me, I plant them. There are times you can dig up yams, you think they're ripe. When you finish digging them up you see that underneath they're all white. When the bottom is white they have a bitter taste. That I think isn't the fault of the people who dig the yams. It's when he's finished digging them up that he sees they're not ripe. For example, you see sweet potatoes too. It seems to me that when they buy the sweet potatoes, it could be two or three days before they bring them to the school, they spend too much time on the ground. The time it takes to bring deliver them is what makes them spoil so quick. For the yams too, we find yams that are almost rotten. Because if a yam is bruised it won't store at all. You understand? After two or three days it can spoil.

Focus Group 4: School Directors and Teachers; Participant #10: (Male; 51 years old; School director, oversee canteen; 11th grade; 6 children; 6 children in the program). The eggplants... Well, it seems it's the way they harvest them that makes them like that. They bring them and give them to me and I find some that have completely rotted. I told the woman that. She said, 'well, I can't tell them anything because they're not involved.' And the cabbage they bring also. They bring me so many kilograms... but when I weigh it, I find that's not true. Because they already cleaned it.

Socio-Dig: When you say that something is wrong with the food, in what sense?

Focus Group 6: Parents of Rural School Children (Fondelyann): Participant #5: (female; 32 years; Commerce; None; 7 children; 1 child program): They say it doesn't' taste good.

Socio-Dig: The children complain about that?

Focus Group 6: Parents of Rural School Children (Fondelyann): Participant #5: (female; 32 years; Commerce; None; 7 children; 1 child program): Yes, because, you know, sometimes the children come home and they say, 'Mama, the food doesn't taste good.' I say, 'well, it's not home cooking.' [Laughter]. Yes, that's what I say.

Socio-Dig: When it doesn't' taste good, do they not eat the food, or do they still eat it?

Focus Group 6: Parents of Rural School Children (Fondelyann): Participant #5: (female; 32 years; Commerce; None; 7 children; 1 child program): They eat it. They give it to them, they eat it. They must.

#COLLECTING FEES

Focus Group 4: School Directors and Teachers; Participant #5: (Male; 41 years old; School teacher, oversee canteen; University; 1 child; No child in the program). In my school, I can say the school feeding program works good. Except for some problems we are facing. For example, I have problem where students do not want to participate in paying the fee for the food to be made.

And normally as you know, we cannot send the children back home for the fee for the school lunch. Although we applied all kind of strategies the children kept refusing to pay. And we realized some parents don't have enough to pay for the children.

Normally, my school is in isolated area which is different from schools which are in town. There are some parents who have around 4 to 7 children in the school. When we ask for participation they cannot pay it. This is why when it comes to spending money to buy ingredients for the food to be cooked we are obliged to borrow money. For example, we are at the end of March, our cooks have not been getting anything since December. It has been 3 months. This is our biggest problem. Secondly, even to buy wood to cook is a problem. Do you understand? They used to give us briquettes, but we don't get them

anymore. That has caused a lot of problems. The biggest problem is there is no fund to move the program forward. But for the other points, we can say that everything is set up for the free lunch to function. But if the school feeding program continues like this, I guarantee you that we won't be able to keep it. Because I will be borrowing all the time for the lunch to be cooked.

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Focus Group 3, Rural Parents and Members of School Kitchen Committee (Cholet): Participant #1: (Female; 35 years old; Market woman; 2nd grade; 5 children; 5 children in program). WFP provides food. Sometimes the children go to school. You as parents, you do not have a cent. Did they have the right to send the child back for the 5 *Goud* fee and not allow the child to eat. That is what I see as a problem in the canteen right here. If the child goes to school and does not have the 5 *Goud* they will send him back home. It is not every morning that you are going to have the money. Do they need to send the child back home for that?

Focus group 1: Female School-Yard Merchants who are also Parents of Town School Children: Participant #3- (female; 34 years; Commerce; 8th grade; 2 children; 1 child in program). My name is Blank_C. Ok so they put the canteen in the school, the canteen is good for me. But if I don't give them a dollar every day, the children don't eat... When they don't feed them at school, they're killing me. They're really killing me because when they come home from school, I ask God to forgive me because if they have hunger pains it just makes me ill.

Focus Group 7: Members of Rural School Kitchen Committees: Participant #8: (female; 55 years of age; Commerce and Farmer; Grade 6; 5 children; 0 children in feeding program; 14 months on the kitchen committee). The school functioned very well. But this year, I don't understand, I just don't understand...

Socio-Dig: What happened?

Focus Group 7: Members of Rural School Kitchen Committees: Participant #8: (female; 55 years of age; Commerce and Farmer; Grade 6; 5 children; 0 children in feeding program; 14 months on the kitchen committee). What happened? The children, when they prepare the food for the children, you must have bleach. You must have detergent. You must have soap. Soap to put on the steel wool. When you're giving children food it must be well prepared. You know you don't put bouillon cubes in the food.

You must have garlic. You must have parsley. I must have green pepper. I need butter. You must make food right for the children.

But this year, I don't understand the feeding program at all. I just don't get it. Every time I ask, when I ask.... Like when I finish washing dishes, I should have bleach to disinfect

them. Then you put them in a sack and you tie the sack. The kitchen is not functioning well at all. Every time you ask, they say that the children don't pay. The children don't pay. And us too... Me, that's what I say: when I speak I always say, this is the way to make food. The children don't pay. Either we shut the kitchen down, because I can't function like this. Every time I get there I talk and talk and talk. And I'm taking the heat in the kitchen. You see that I'm old. I'm 58, that's old.

Socio-Dig: As a parent what do you think can fix this problem? How can the children get a meal even when they do not have the 5 *Goud*?

Focus Group 3, Rural Parents and Members of School Kitchen Committee (Cholet), Participant #3: (Female; 38 years old; Market woman; 3rd grade; 7 children; 6 children in program). This means money. For the money problem, they could have supported us. Because sometimes, we may not have the money, but we want to pay it.

#MAKING THE FOOD

Focus Group 7: Members of Rural School Kitchen Committees: Participant #8: (female; 55 years of age; Commerce and Farmer; Grade 6; 5 children; 0 children in feeding program; 14 months on the kitchen committee). But this year we don't do that. ... Now, when I get there the key is in the possession of one of the teachers. When I've finished putting the pot of water for the beans on the fire, I can't find anything to put in it. I can't yet find oil. It's in the storage room. I can't yet find garlic. I can't find leeks to cover the beans. And if the teacher comes on time, when he finally gets there, and after he gives me all he's supposed to give me, if I need something more, the key is in his hand. He's working. When I go ask him for something, he says I'm annoying him. You see that I'm annoying him? No, suppose that a person is teaching school, the key to the storage room is in his hand... Well, me, I just wait. But I'm not happy. I'm in the kitchen where I am, the year went by and I was fine. I felt that the canteen functioned well, well, well, Well, IBut now it does not because they've changed things].

Socio-Dig:... What made you fine last year but not fine this year?

Focus Group 7: Members of Rural School Kitchen Committees: Participant #8: (female; 55 years of age; Commerce and Farmer; Grade 6; 5 children; 0 children in feeding program; 14 months on the kitchen committee). Because there were changes. They were not the same people there. ... The agronomist always comes... They told me to feed at 10:30. You see that the food should be prepared 10:30. There are times you put the beans on the fire, and I'm the one who must go look for firewood. I'm looking for firewood to put under cooking pot to cook the food. Kindling to make it light. Ok? Some the beans are boiling, you must put water in two times [because the beans won't cook]. And now the spices must be prepared and put in the pot while it's cooking. Now, when I ask for the food, I must clean the rice. Then put it on the fire. This is when they are going to count

the students and give me the food. It's right after they count the students, to know who much food to give me... There are times I feed the children at 11:00. You see, I don't need to hide anything. No, I don't need to hide anything. We are having a meeting so that everyone can share their thoughts and experiences.

Socio-Dig: Yes. That's right.

Focus Group 7: Members of Rural School Kitchen Committees: Participant #8: (female; 55 years of age; Commerce and Farmer; Grade 6; 5 children; 0 children in feeding program; 14 months on the kitchen committee). There are times when I feel.... Wednesday the agronomist comes. He scolds me. And it's not my fault. At the time, I'm preparing food. I'm peeling tubers to put them on the fire. The beans are on the fire. I haven't smashed the beans yet. And what is the cause of that? There are times we don't have firewood. There are times when they give me the food too late. You see?

#PAY FOR THE COOKS

Focus Group 7: Members of Rural School Kitchen Committees: Participant #8: (female; 55 years of age; Commerce and Farmer; Grade 6; 5 children; 0 children in feeding program; 14 months on the kitchen committee). But I put up with the heat in the kitchen. I cook the food because I'm in need? People need to work, right? I should get a salary. I get dirty. My cloths get dirty. If I put these cloths on today, I'm going to be around the fire in the kitchen. Tomorrow, I can't wear those cloths again. When I make food, I need to find some soap to wash under my arms. [Sound of a child crying]. I need to put a little bit of perfume on me. I'm wearing an apron. But as soon as I'm near the fire that apron is going to get dirty. Tomorrow I can't wear it again, I can't come to school and make food for the children in dirty cloths. I must wash those cloths. And me, I'm leaving my own children behind. My children must...If I go to work, when I return, I need to give my children something. If my children need shoes I need to be able to give them to them. And me, they are always telling us that we can't come make food with sandals on our feet. But shoes cost money. They should give me the money to buy shoes.

Public: Laughter.

Focus Group 7: Members of Rural School Kitchen Committees: Participant #8: (female; 55 years of age; Commerce and Farmer; Grade 6; 5 children; 0 children in feeding program; 14 months on the kitchen committee). And I'm going there every day. Some mornings it's raining. Rain, rain, rain. For me to get up and leave my house to go make food to give. Wow, why should I have to do this (a kwa bon)?

Public: Hummm.

Focus Group 7: Members of Rural School Kitchen Committees: Participant #8: (female; 55 years of age; Commerce and Farmer; Grade 6; 5 children; 0 children in feeding program; 14 months on the kitchen committee). You see what I'm saying? Do you think that's alright? Let me tell you, I have 5 children. Five children I have and they aren't yet earning anything. They're still dependent on me. They still depend on me. I'm the one who must care for them.

Socio-Dig: Ok.

[Sound of a child crying].

Socio-Dig: I would like to clarify something. Number 8. You say that every morning you get up and get your cloths are dirty. When you come home, you gotta bring something for your children. But when the program first came, did you get training?

Focus Group 7: Members of Rural School Kitchen Committees: Participant #8: (female; 55 years of age; Commerce and Farmer; Grade 6; 5 children; 0 children in feeding program; 14 months on the kitchen committee). Yes, I took the training.

Socio-Dig: Did they tell you that they were giving you a job or was it you who volunteered to participate?

Focus Group 7: Members of Rural School Kitchen Committees: Participant #8: (female; 55 years of age; Commerce and Farmer; Grade 6; 5 children; 0 children in feeding program; 14 months on the kitchen committee). They gave me a job. They were the ones who chose me.

Socio-Dig: But when they gave you this job, did they say that you had a salary they would give you every month?

Focus Group 7: Members of Rural School Kitchen Committees: Participant #8: (female; 55 years of age; Commerce and Farmer; Grade 6; 5 children; 0 children in feeding program; 14 months on the kitchen committee). They said they had a salary, and the parents were the ones who were supposed to pay it. And the committee. The committee was supposed to give it. That I was supposed to get a salary.

Socio-Dig: Ok. Since when did they not pay you?

Focus Group 7: Members of Rural School Kitchen Committees: Participant #8: (female; 55 years of age; Commerce and Farmer; Grade 6; 5 children; 0 children in feeding program; 14 months on the kitchen committee). Aevery time you, you see when we're speaking, we try to claim our right, they tell us that the kitchen doesn't pay. The program doesn't pay.....

... We attended the training. The training taught us this. It's the director and the parents who should give a little money. It's with what they get from the parents that they are supposed to give us something. But that means a beginning. We begin very well. Very well when they give a little money to buy spice. If you need a little soap to wash your cloths. Because every day you must put cloths on. There is a place in the training they say: we can't wear sleeveless blouses for our underarms are exposed. We are expressly prohibited from wearing sleeveless blouses.

But that means every day you must change your cloths. And we can't have just any cloths... But they said that they would give us a salary to go buy in the market, we would be able to get a little soap. But we arrived a point, the little bit they give us, I take it and buy spices to make food [for the school]. You do it because you have a commitment and you respect that commitment. I always must dip into my own funds. Yesterday morning I had to do this. The same way I have responsibility for my own home, I don't like to have to ask you. Well it's the same way in the school. I don't like to have to ask the director or secretary every moment. I can't be asking all the time. We know that it's your obligation to give it to us. You give it to me. Sometimes they do not give it to me. I take mine [my own money] and I do it. The same way, when they want to give me, now, if I can get reimbursed. If, for 14 months, we have been working... We give good service, we have good will, that's why we are still here. ...

But we accept the job of feeding the children. This morning, it was raining since last night. But we go anyway [to feed the children]. We go out in the rain, because we accepted the obligation.

#MILK

Focus Group 3, Rural Parents and Members of School Kitchen Committee (Cholet): Participant #5: (Female; 45 years old; Market woman; 9th grade; 2 children; 2 children in program). WFP said after the child had eaten every Thursday, they will give them a glass of milk, they have not done it.

Focus Group 3, Rural Parents and Members of School Kitchen Committee (Cholet): Participant #1: (Female; 35 years old; Market woman; 2nd grade; 5 children; 5 children in program). I attended training for that.

Socio-Dig: Number 3, what do you think?

Focus Group 3, Rural Parents and Members of School Kitchen Committee (Cholet): Participant #3: (Female; 38 years old; Market woman; 3rd grade; 7 children; 6 children in program). They said every Friday they would give the children milk. They have not done it.

Socio-Dig: Ok. For the milk, we do not know....

Focus Group 4: School Directors and Teachers; Participant #5: (Male; 41 years old; School teacher, oversee canteen; University; 1 child; No child in the program). Something I notice. It's something they promised the schools. They never gave them what they said. It's a matter of the milk for all the schools. They said that each Wednesday, every child would get a glass of milk. A year has passed. And a second year is passing. We don't see the milk.

Socio-Dig: You never got any at all?

Focus Group 4: School Directors and Teachers; Participant #5: (Male; 41 years old; School teacher, oversee canteen; University; 1 child; No child in the program). No, I recall they made a contract. But it didn't work. But I would think that in place... since it's local products they're trying to encourage, if they can't find cow's milk, they would do something else. You understand? Even if it was homemade juice they gave the children. If we gave, gave.... But we should respect nutrition and not push rice and bean sauce [all the time]. Even if it was just a little juice once per week. It would be important.

#FOOD DOES NOT TASTE GOOD

Socio-Dig: When you say that something is wrong with the food, in what sense?

Focus Group 6: Parents of Rural School Children (Fondelyann): Participant #5: (female; 32 years; Commerce; None; 7 children; 1 child program): They say it doesn't' taste good.

Socio-Dig: The children complain about that?

Focus Group 6: Parents of Rural School Children (Fondelyann): Participant #5: (female; 32 years; Commerce; None; 7 children; 1 child program): Yes, because, you know, sometimes the children come home and they say, 'Mama, the food doesn't taste good.' I say, 'well, it's not home cooking.' [Laughter]. Yes, that's what I say.

Socio-Dig: When it doesn't' taste good, do they not eat the food, or do they still eat it?

Focus Group 6: Parents of Rural School Children (Fondelyann): Participant #5: (female; 32 years; Commerce; None; 7 children; 1 child program): They eat it. They give it to them, they eat it. They must.

#NOT ENOUGH FOOD

Focus Group 3, Rural Parents and Members of School Kitchen Committee (Cholet): Participant #5: (Female; 45 years old; Market woman; 9th grade; 2 children; 2 children in program). Yes. Food is useful to the children... But the only thing is the food is too little in quantity.

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Focus Group 3, Rural Parents and Members of School Kitchen Committee (Cholet): Participant #8: (Male; 45 years old; Teacher, Carpenter; 11th Grade; 3 children; 2 children in program). Because there was a professor who did something that made me mad. I always pay for my child, but he took the food and gave one plate to my 2 children. I told him, in my house I feed my children properly. He provided him a plate of food for two. I did not like this. ...

Focus Group 4: School Directors and Teachers; Participant #5: (Male; 41 years old; School teacher, oversee canteen; University; 1 child; No child in the program). Because normally, or before, the quantity they used to give me was insufficient. Right up to the present, when we have stew it is difficult to feed all the children. Imagine, you have times when it's just a little bit of sweet potato, a little bit of yam, a little bit of stew. It doesn't do anything for the children. It's just a little taste. It was worse before. But right up to the present the stew isn't enough. ...

Focus Group 4: School Directors and Teachers; Participant #10: (Male; 51 years old; School director, oversee canteen; 11th grade; 6 children; 6 children in the program). Regarding the cabbage, they take out a big part of it... [BND—or someone--takes a big part when they clean it].

Focus Group 3, Rural Parents and Members of School Kitchen Committee (Cholet): Participant #5: (Female; 45 years old; Market woman; 9th grade; 2 children; 2 children in program). ... When the school opens its doors every Monday, they bring you those small sweet potatoes that are not even enough for four children. They may provide small sweet potatoes with six small yams. When you cut them to put them in the pot, you realize that is not enough even for four children. And they say that It should be enough for about 100 children. I think that it's not enough. When they send the vegetables, they say that it should be enough for 2 days, Tuesday for vegetables, Thursday for soup, and Wednesday again for vegetables. What they send it is not enough for a day. But we just have to deal with it, we have to make it last several days...

Focus Group 3, Rural Parents and Members of School Kitchen Committee (Cholet): Participant #5: (Female; 45 years old; Market woman; 9th grade; 2 children; 2 children in program). It is too small... They give an amount to cook. They say a marmite for 40 children. It should have been cooked for 20 children. A marmite of rice is for 20 children. And you know children from countryside eat a lot. It is like a snack for them. If they could have given them enough to sustain them, it would have been much better.

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Focus Group 3, Rural Parents and Members of School Kitchen Committee (Cholet): Participant #8: (Male; 45 years old; Teacher, Carpenter; 11th Grade; 3 children; 2 children in program). The woman already said that we only get a small quantity of sweet potato to put in the stew. After the children have finished eating, they're not full...

Focus Group 7: Members of Rural School Kitchen Committees: Participant #6: (female; 58 years of age; Commerce and Farmer; no schooling; 8 children; 2 children in the feeding program; 14 months in committee kitchen). ...In the school kitchen, but the kitchen is very useful. It helps both parents and the students. Even though there are students who are not happy with what they give them. The training taught us this, that it's a small taste we're giving and not a full stomach. But there are students who want us to fill their stomachs. They want full stomachs. Sometimes they say to you, 'what can that [little bit of food] do for me.'

You understand? Me, that doesn't make me happy. You look and see a bunch of children your responsible for....

Focus Group 7: Members of Rural School Kitchen Committees: Participant #4: (female; 23 years of age; Farmer; 7th grade; 2 children; 2 children in the school feeding program; 7 months of committee kitchen). Excuse me. You don't need to register my voice. But here is what I will tell. Today, can they give me three short marmite of rice to make food for 90 children? Plus the seven teachers, I must give them a taste. It's not enough food. When the food is cooked it's not enough. The person who gave me the food came to me by the fire, he's angry, so much so that he didn't know how to speak nicely. When he hollered at me the first time, he came, he said to me, "The food isn't enough." I said, "ok, give me some beans to cook. This is what you gave me [to cook]. This is what I'll give you [to eat]."

Now, after he came back to me again, I said, "You gave me exactly four, three short marmite to put on the fire for 90 children plus seven teachers." The man was angry. They told me the man is angry. I told them, "Fine, I'm not coming back!" A lot of other people said, "You're the one who took the training, you've got to come." But I don't know. When they give that little bit of food to share. The ladies must share the food with all those people. Hmmm!

Focus Group 7: Members of Rural School Kitchen Committees, Public: ... There are times that there really is not enough food for everyone. Not enough.

Socio-Dig: What food is the most difficult to make go around for everyone?

Focus Group 7: Members of Rural School Kitchen Committees Public: Well, stew. Only rice. Stew. Stew is no good. Stew is no good at all. It's too small an amount.

#PAYING WHEN CHILD IS ABSENT

(only brought up with regard to one school, but there should be a code of recommended conduct on part of the school)

Focus Group 6: Parents of Rural School Children (Fondelyann): Participant #6: (female; 46 years; Commerce; 2nd Grade fundamental; 2 children; 2 children in the program): But here are the problems I have with the program. If a child is sick, he spends a week out of school, I would think the child doesn't eat, and so he shouldn't have to pay. But the director doesn't see it like that. He says, 'you eat, you pay; you don't eat, you pay.' If there was a problem and the child should have to pay, if the children did something intentional. If he didn't eat because he was goofing off, you could say that child ate, that he didn't eat but you must pay. But if the child is sick, he spends a week out of school, they should take that week out [of what is owed]. He did not eat. He did not participate. That's all the

problem I have. Aside from that, the canteen is very good for me. Because the children come from far away [to arrive at school].

Focus Group 6: Parents of Rural School Children (Fondelyann): Participant #5: (female; 32 years; Commerce; None; 7 children; 1 child program): The canteen ... It's very good. Still, still, when a child is sick, he can't come to school, they still say you must pay. And that's all I would say.

#PROBLEMS GETTING WOOD

Focus Group 4: School Directors and Teachers; Participant #5: (Male; 41 years old; School teacher, oversee canteen; University; 1 child; No child in the program). ... As for me, who lives in BLANK, the advantage that director BLANK_X finds, I don't find it. He has Bayaronde and Lila trees. But beside my house it's Mango and Avocado, you understand? Imagine we have some parents who cannot pay for the school. But we agree for them to cut trees to bring firewood to school. What happens is that she/he cuts those trees to pay for school....It can be that he cuts fruit trees. That's not good for the environment....

#SUMMARY STATEMENT OF PROBLEMS PAYING FOR MATERIALS

Focus Group 4: School Directors and Teachers; Participant #1: (Male; 57 years old; School director, oversee canteen; Philo; 1 child; No child in the program). However, as teacher BLANK_F said, each school has its own problems. Although some of them have the same ones. For example, I heard teacher BLANK X saying that he has problems finding firewood... For example, the person who is fetching wood for BLANK SCHOOL B is from Sileg. When he comes with the wood we sign a contract with him for 300 dollars or 1500 goud per month. And we had two cooks who worked with us. The parents give 5 goud per day, which comes to 100 goud for the month. Well, we have to fight to get that money. It's Mrs BLANK_X, a teacher who gathers the money. There are some months when she has to give reports and you see that it's only 200, 400, 500 or 600 goud that she has gathered. Now you can understand the person [with the wood] who is coming from Sileg and what's gonna happen? He cannot give service, he's gonna be discouraged. He cannot give the wood because you cannot pay him. The cook that we had, in December she left. She said the money was too little. Well what was she is going to do? She prefers selling a little coffee in the morning. And she does better selling coffee... It brings her more money than what the school pays her for the month with money from the children. And the last one who stays [and works as a cook] is mistreated. She's alone. We are supposed to have 500 dollars to give her to pay for wood. You can imagine now, 2500 Goud is 500 Haitian dollars. You don't even gather 200 dollars (1000 Goud). And there are other big difficulties. She herself is cooking but she does not have any children in the school. She has no interest in it. And she is coming from 4 kilometers away to work. When we propose to the parents that they cook the food, they say it's too much work to do. Despite the fact that the advantages are for them. And the food, we cannot cook it only with oil and salt given by WFP. We must put spices in it. We already

know that everything is expensive. I think Mrs. BLANK_X is the one who works with the cook. She is the one who buys the spices to give to the lady. I think for the month she buys 150,200 dollars of spices. (even more). It is just a supposition that I make, there are some things that I can't get involved in. It's up to her and the lady. I don't know. She gathers the money and buys things [spices] for the food. She pays for the wood, she pays the cook, it's all of these problems. For that reason, the parents and BND say, 'if you don't pay, don't send your children back to school no more.' But it is the only strategy we could use.... Indeed, it is a good school feeding program for the children. I am wondering if all the school directors will be able to persist. Because it will be the same for all school directors who are in that situation. Can you cook the food without wood? Can you do it without spices? Can the food be done without cooks?

#IMPACT OF HURRICANE MATTHEW (OCTOBER 4TH 2016)

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Focus Group 3, Rural Parents and Members of School Kitchen Committee (Cholet): Participant #8: (Male; 45 years old; Teacher, Carpenter; 11th Grade; 3 children; 2 children in program). Some parents want to give the money for their children but they do not have it. After the hurricane things got really bad. All the gardens were destroyed. Like plantains, breadfruit. The parents were accustomed to selling these products to get money to pay for the child. It was easy for them to get the 5 *Goud*. But flooding [from the hurricane] destroyed their yams. You may say, 'how do they manage to manage to make food for themselves at home,' but they create a way to make it work. God shows them a way.

Focus Group 3, Rural Parents and Members of School Kitchen Committee (Cholet): Participant #5: (Female; 45 years old; Market woman; 9th grade; 2 children; 2 children in program). Cassava, we do not have it. We cannot provide it right now. But other places can...

Focus Group 3, Rural Parents and Members of School Kitchen Committee (Cholet): Participant #8: (Male; 45 years old; Teacher, Carpenter; 11th Grade; 3 children; 2 children in program). Matthew took everything. I know what's scarce. If they ask for pineapple, it is not going to be easy to find; a marmite of peanuts is expensive. Sometimes we find them. I say the most paramount things is the food. I do not know about the others.

Focus group 1: Female School-Yard Merchants who are also Parents of Town School Children: Participant #6- (female; 58 years; Commerce; 4th grade; 6 children; 6 children in program). Me, even in the market, I don't see neither bananas nor oranges.

Public: Laughter

Focus Group 3, Rural Parents and Members of School Kitchen Committee (Cholet): Participant #5: (Female; 45 years old; Market woman; 9th grade; 2 children; 2 children in

program). Days ago, before the hurricane, we would wake up in the morning and give the children a small cup of tea before they go to school. We would boil plantains with a little sauce of dry fish. And then we made juice for him. Sometimes, as parents, we may wake up late you do not have enough time to make food. But now, whether you wake up early or not, or whether you do not have anything or not, you have the advantage that they will eat at school.

Socio-Dig: Ok alright. What impact the storm has on the program? Do you think Hurricane Matthew has had an impact on the program? Number 5.

Focus Group 4: School Directors and Teachers; Participant #5: (Male; 41 years old; School teacher, oversee canteen; University; 1 child; No child in the program). For example, there are many local products that we used to find. After the hurricane we had a scarcity. For example, we couldn't find manioc, you understand? Well, we couldn't find any vegetables. It was an emergency to find them. Now, the rain has started to fall again. There are many things that BND finds and brings to the school. That is to say, after the bad weather, there was a major problem around here. Right up to present, I don't think anyone is producing plantains. They're still growing [not yet yielding] right up to the present. It's just now that maybe they have some that are going to yield...

Socio-Dig: Ok, was there a scarcity of other food, of the quantity of food you could find?

Focus Group 4: School Directors and Teachers; Participant #5: (Male; 41 years old; School teacher, oversee canteen; University; 1 child; No child in the program). Yes, like other things. Fresh produce.

Socio-Dig: With what did you replace the fresh fruit?

Focus Group 4: School Directors and Teachers; Participant #1: (Male; 57 years old; School director, oversee canteen; Philo; 1 child; No child in the program). Nothing. Only rice and beans. It was in January 2017 that we began to recuperate. But there are a series of foods that they still can't give us. For example, chayote, spinach. Since the hurricane BND can't find them to give us. We're obliged to replace them with something else. Even plantains we can't find. Because there are none.

Socio-Dig: Yes, number 10.

Focus Group 4: School Directors and Teachers; Participant #10: (Male; 51 years old; School director, oversee canteen; 11th grade; 6 children; 6 children in the program). Yes, I would say spinach we can't find at all. Manioc, we can't find it at all.

Socio-Dig. But while we have this scarcity, do the children still eat the same amount of food that they used to eat when they got fresh produce.

Public: Yes, they increased the amount of sweet potatoes and yams.

Focus Group 4: School Directors and Teachers; Participant #10: (Male; 51 years old; School director, oversee canteen; 11th grade; 6 children; 6 children in the program). In the place of manioc they increased yams, sweet potatoes.

Focus Group 3, Rural Parents and Members of School Kitchen Committee (Cholet): Participant #5: (Female; 45 years old; Market woman; 9th grade; 2 children; 2 children in program). Yes. Food is useful to the children. It is useful to me because after the hurricane, you know there were problems and misery. All our gardens were destroyed, we have nothing. Now, when the children go to school, they [still] get fed [because of the program]. That is quite good. But the only thing is that the quantity of food is too small.

Focus Group 3, Rural Parents and Members of School Kitchen Committee (Cholet): Participant #5: (Female; 45 years old; Market woman; 9th grade; 2 children; 2 children in program). Days ago, before the hurricane, we would wake up in the morning and give the children a small cup of tea before they go to school. We would boil plantains with a little sauce of dry fish. And then we made juice for him. Sometimes, as parents, we may wake up late you do not have enough time to make food. But now, whether you wake up early or not, or whether you do not have anything or not, you have the advantage that they will eat at school.

Focus Group 7: Members of Rural School Kitchen Committees: Participant #8: (female; 55 years of age; Commerce and Farmer; Grade 6; 5 children; 0 children in feeding program; 14 months on the kitchen committee). Let me tell you, bad weather comes. We have children. Everything we had we lost. We lost it. The bad weather took it. Ok. Our children need food to go to school. ...

Focus Group 7: Members of Rural School Kitchen Committees; Public: ... Since [Hurricane] Matthew passed I've wanted to eat a plantain. If you don't go to the market [you won't find any plantains] [laughter].

Participant #6: (female; 46 years; Commerce; 2nd Grade fundamental; 2 children; 2 children in the program): ... you know, bad weather hit us and now there's nothing.

Focus Group 4: School Directors and Teachers, Participant #5: (Male; 41 years old; School teacher, oversee canteen; University; 1 child; No child in the program)... Compared to the journey by vehicle to give the food. It will be difficult. For example, in my area, since the storm, vehicles cannot reach us. Even if they bring the food, they leave it by the road. It's motorcycles that must go pick it up. Sometimes I send children from the school to pick up the food and bring it here. Can you understand that? For the food to come it is very difficult....

Focus Group 4: School Directors and Teachers; Participant #5: (Male; 41 years old; School teacher, oversee canteen; University; 1 child; No child in the program). There is a simple thing also. It can be easy for the urban areas. But it's difficult in the rural areas. Compared to where the schools are located, you understand? Compared to the journey by vehicle to give the food. It will be difficult. For example, in my area, since the storm, vehicles cannot reach use. Even if they bring the food, they leave it by the road. It's motorcycles must to go pick it up. Sometimes I send children from the school to pick up the food and bring it here. Can you understand that? For the food to come it is very difficult...

#THE ISSUE OF TEACHING AND TEACHER'S PAY

Socio-Dig: Do teachers working in the countryside get paid for teaching school?

Focus Group 3, Rural Parents and Members of School Kitchen Committee (Cholet): Participant #6: (Female; 35 years old; Farmer; 3rd grade; 4 children; 3 children in program). They do not get paid, no. Not getting paid has made them neglect the students. They don't work with them. They never get paid.

Socio-Dig: What makes them not get paid?

Focus Group 3, Rural Parents and Members of School Kitchen Committee (Cholet): Participant #6: (Female; 35 years old; Farmer; 3rd grade; 4 children; 3 children in program). I don't know, no.

Socio-Dig: But you hear them complaining about how they never get paid?

Focus Group 3, Rural Parents and Members of School Kitchen Committee (Cholet): Participant #8: (Male; 45 years old; Teacher, Carpenter; 11th Grade; 3 children; 2 children in program). Yes, if you're talking about making money, I would never choose to work with children. But because you said yes, you entered an agreement, you can't change your mind and say no. You accept it for the year you work. I work with a class of students. I can't say that I'm not coming to work. I have to be there, consistently, every day, whether I get paid or not. Sometimes we get a little change. Sometimes we don't' get it. That can happen. But you can't get discouraged with the children. It's not the children who are creating the problem. If a teacher chooses to teach, he agrees to work for the children. And now he's going to strike? If you do this you don't work for the children, you're doing violence to them. The children don't know anything about all this [the salaries]. The person who is responsible says, 'here is what can happen next year, but the way things are right now I just can't do anything' [the director says this to keep the teachers working]. I have my children in a school, a teacher agrees to work with them, and now you make them

lose a year of school? I'm going to show you I'm not happy with you. Because you agreed. If you did not agree, you wouldn't come to work. Because you accepted, you have to come to work. You, you're supposed to be the teacher, but during the year you see things are not good and you stop teaching? But the children, my goodness, he passes the 1st trimester, the 2nd trimester, and then the 3rd trimester is about to start and maybe he's going to advance another year, and now you don't come to school to teach him. What have you done? The parents already spent money for the year. If they didn't find the money today, he's got to find it no matter what to pay for the uniform. They have to find money to pay for shoes, to pay for books and notebooks. And then the teacher doesn't' come to school to work with him. Is that not a meanness you've done the children. I'm number 8. I'm a parent, and I'm a teacher for the 5th and 6th grade. Thank you.

Socio-Dig: Ok. Teacher, another little question I would like to ask before we finish. On average, how much does a teacher make around here? Average. I didn't say exactly, No. On average?

Focus Group 3, Rural Parents and Members of School Kitchen Committee (Cholet): Participant #8: (Male; 45 years old; Teacher, Carpenter; 11th Grade; 3 children; 2 children in program). Well, on average you can say 400. Most could make 500 or 600. If the school has no aid.

Socio-Dig: All the class, or each class has its price.

Focus Group 3, Rural Parents and Members of School Kitchen Committee (Cholet): Participant #8: (Male; 45 years old; Teacher, Carpenter; 11th Grade; 3 children; 2 children in program). Each class doesn't pay, ah, well, ok, thanks [laughs]. There are not four schools around here like that. Only us. For little pre-school children, they can pay a little money. For other classes, they start at 1st grade and go to 6th grade. They don't pay one Gourd [the children do not pay tuition]. The only thing they pay is the money for paper, money for notebooks and money for the canteen. When they ask them, they pay. After that, they don't pay a Gourd. There are other places I know, ah, they aren't like that. They don't have what we're talking about, children coming to school for free. Education isn't free. That's what I know regarding other places.

Socio-Dig: Ok. For this area, the government pays teachers?

Focus Group 3, Rural Parents and Members of School Kitchen Committee (Cholet): Participant #8: (Male; 45 years old; Teacher, Carpenter; 11th Grade; 3 children; 2 children in program). No, it's the director who makes an effort to see what he can do.

Socio-Dig: If the director is not getting money from the parents, where does he get the money to pay the teachers?

Focus Group 3, Rural Parents and Members of School Kitchen Committee (Cholet): Participant #8: (Male; 45 years old; Teacher, Carpenter; 11th Grade; 3 children; 2 children in program). The directors [often] don't get paid by the parents. Sometimes they ask others for help. When you see bands of children walking in the savanna [meaning they

are not in school].... Even the State, which began the program of 'free education for all'.... It got going and then began to show everyone it was broke. The State is responsible for 5th and 6th grade. I believe it's those two classes. As soon as they declared they are responsible for the children, with 'free education for all', teaching didn't pay anymore. But with the SIGO program [PSUGO, the State's free education program], the State did not say don't pay for school. This woman has 5 children. If a school said pay for the children, you know that would be very difficult. You have 5 children in school, you have to buy uniforms and do everything.

Focus Group 3, Rural Parents and Members of School Kitchen Committee (Cholet): Participant #1: (Female; 35 years old; Market woman; 2nd grade; 5 children; 5 children in program). She would pay, yes. It's education that you're giving her children.

Focus Group 3, Rural Parents and Members of School Kitchen Committee (Cholet): Participant #8: (Male; 45 years old; Teacher, Carpenter; 11th Grade; 3 children; 2 children in program). No, no, no. It's an example I'm making with you. I'm not saying you don't pay, no. It's an example.

Focus Group 3, Rural Parents and Members of School Kitchen Committee (Cholet): Participant #1: (Female; 35 years old; Market woman; 2nd grade; 5 children; 5 children in program). I would try.

Focus Group 3, Rural Parents and Members of School Kitchen Committee (Cholet): Participant #8: (Male; 45 years old; Teacher, Carpenter; 11th Grade; 3 children; 2 children in program). Exactly. You say that parents should make an effort. But you hear them tell me, 'I'm not going to send my children to that school because you have to pay for the school.' But when people take the children and go somewhere else they learn that they will have to pay no matter what. I don't know if you have anything else you would like to say to me?

Focus Group 3, Rural Parents and Members of School Kitchen Committee (Cholet): Participant #1: (Female; 35 years old; Market woman; 2nd grade; 5 children; 5 children in program). Parents yes. The State does not pay the teachers. How is the director going to pay you?

Focus Group 3, Rural Parents and Members of School Kitchen Committee (Cholet): Participant #8: (Male; 45 years old; Teacher, Carpenter; 11th Grade; 3 children; 2 children in program). You can't find money, no. That's what I'm telling you. You don't earn money for the year. But you can't leave people's children like that. You agreed to work them. Is that not so Mrs. BLANK K?

Focus Group 3, Rural Parents and Members of School Kitchen Committee (Cholet): Participant #5: (Female; 45 years old; Market woman; 9th grade; 2 children; 2 children in program). No, I don't agree with you, no.

Focus Group 3, Rural Parents and Members of School Kitchen Committee (Cholet): Public: No, no, we don't agree. No. We don't agree with what you're saying.

Socio-Dig: Number five.

Focus Group 3, Rural Parents and Members of School Kitchen Committee (Cholet): Participant #5: (Female; 45 years old; Market woman; 9th grade; 2 children; 2 children in program). A hungry stomach is no fun. You, you're a teacher. Since the month of September until today they have not paid you. Do you come to work? I wouldn't come.

Focus Group 3, Rural Parents and Members of School Kitchen Committee (Cholet): Participant #8: (Male; 45 years old; Teacher, Carpenter; 11th Grade; 3 children; 2 children in program). Mrs. BLANK_K. Mrs. BLANK_K, listen, I'll give you a response. What I said to you there, it's something I said clear. You see me, I know they responded, they said they would give us something. I received it twice. [this must be another reference to the State PSUGO program, but not clear]. I know that in some schools others didn't get anything at all. I received it twice, but you know that other times I didn't get anything and I accepted it. I take on a responsibility, [it doesn't pay], and sometimes I find other opportunities. But I stick with my obligations to the school. If someone is only working at school, I agree with you Mrs. BLANK_K. If someone is only working at school, my goodness, it is not easy. But what if all the school teachers were to say they would not come to teach anymore? When they get to Little River, they must cross the river, that's a big task. I think I've spoken enough. If you have any more questions for me I'll wait.

Focus Group 4: School Directors and Teachers; Participant #5: (Male; 41 years old; School teacher, oversee canteen; University; 1 child; No child in the program). Myself, I don't have any problems. It's a state school. All the teachers get paid.

Socio-Dig: Ok.

Focus Group 4: School Directors and Teachers; Participant #1: (Male; 57 years old; School director, oversee canteen; Philo; 1 child; No child in the program). After that it's me. It's a chinese hat [an expression]. It's a private school. When I say private, the state doesn't have anything to do with it. It's not in SIGO [yet another reference to the PSUGO, the apparently defunct government program for support to primary schools called 'Free School for Everyone']. Nor is it in the EPT program. That means it doesn't have any sponsor. It's the fat of the pig that cooks the pig. [Seems to mean that the school must pay for the teachers from tuition or other income]. I don't believe that education has a price. Even the State can't say it pays the teachers. Even the Haitian State cannot say they pay the teachers. When you take a State teacher, they make 25, 40, 50 dollars Haitian

Socio-Dig: That makes how much per month?

Focus Group 4: School Directors and Teachers; Participant #1: (Male; 57 years old; School director, oversee canteen; Philo; 1 child; No child in the program). No, they give the teachers 15,000 *Goud* per month. When you divide that by 25. Secondary at 25,000 *Goud* to 25,000 *Goud*. But it's with a lot of noise, yes. When you take the net proceeds,

it's reduced to 19,000 *Goud*. When you divide by the year, that is going to depend on what school too. The State says that it gives 24 hours of courses. The school can choose to give 18. Now when, when you have 18 hours, you give by 4, per week, and you take the total, you divide and see what you have. Which is more or less what you get at a private school. Because a private school will give a professor 10 to 15 dollars Haitian. That's something pathetic. Well, when you take the level of primary school, imagine a child pays 2,000 Gourd for 1 year. From that 2,000 *Goud* they pay the teachers. They pay for the report cards. They pay for the tests. They pay for everything [from that 2,000 *Goud*]. Well, imagine, the school has no cash. It's a forced march. It's truly a problem.

Socio-Dig: Ok. But what keep professors from just quitting and going to teach school in the city? Going somewhere else?

Focus Group 4: School Directors and Teachers; Participant #10: (Male; 51 years old; School director, oversee canteen; 11th grade; 6 children; 6 children in the program). Don't forget it's a choice.

Focus Group 4: School Directors and Teachers; Participant #1: (Male; 57 years old; School director, oversee canteen; Philo; 1 child; No child in the program). No, only is it a choice. The country doesn't offer us anything. Many of those who have completed high school, many go not only to Chile, they become moto-taxi drivers. They go to University. Well, the few that the university takes, not even a 50th of them finish. And even those that finish, when you go for that education, how many thousands of children are rioting at the ministry? Smashing benches? The State trains teachers at the teaching college.... They don't find anywhere to put them. That's the reality. That the reality of society the way it is.

Socio-Dig: Ok. ...Teachers in the school, you know, all these teachers are from the countryside. They say that often they don't get paid. In your opinion, as parents, do you think that's true?

Focus Group 6: Parents of Rural School Children (Fondelyann): Participant #6: (female; 46 years; Commerce; 2nd Grade fundamental; 2 children; 2 children in the program): They would never work without getting paid. They wouldn't continue to work. What do you see?

Socio-Dig: Ehen.

Focus Group 6: Parents of Rural School Children (Fondelyann): Participant #6: (female; 46 years; Commerce; 2nd Grade fundamental; 2 children; 2 children in the program): They get paid something no matter what.

Socio-Dig: They get paid something no matter what.

Focus Group 6: Parents of Rural School Children (Fondelyann): Participant #5: (female; 32 years; Commerce; None; 7 children; 1 child program): umm.

Socio-Dig: Even if it's not a lot.

Focus Group 6: Parents of Rural School Children (Fondelyann), Public: You can't say they get paid no matter what. You can't say that. If they get paid or not, you can't say they don't get paid, even if the person says that he didn't get paid [meaning they will get paid sooner or later, one way or another, in some form...].

Focus Group 6: Parents of Rural School Children (Fondelyann): Participant #6: (female; 46 years; Commerce; 2nd Grade fundamental; 2 children; 2 children in the program): But he has.... He has a date when he gets paid. They say, 'if it's the State that is paying, the money is never lost.' You don't get paid on time, but when the money comes you'll get paid.

#SUMMARY STATEMENT ON TEACHERS ROLE AND PAY

Focus group 1: Female School-Yard Merchants who are also Parents of Town School Children: Participant #8- (female; 64 years; Commerce; ;4th grade; 4 children; 1 grandchild in program). Teachers have to teach school. I don't believe they would teach school and not get paid. Even if it is in a private school or a state school. The state pays sooner or later. When the month ends, when a teacher first begins to work, he can work for as much as three years and not get paid. For example, I know a teacher who they appointed, they went three years without paying him. Like Professor BLANK that the woman was talking about. Well I attend his church. That man spent a long time. They named him as director of the school Sileg. He went as long as four years without getting paid. He worked and he never got discouraged. He never got paid. There was a man around here who they appointed to a school. It wasn't Sileg. Eh, Jean BLANK. I believe he went for how long and never ever got paid. After that, when they did pay him, they paid him little by little. A school director can't not get paid.

Take Pasteur BLANK. He gets paid. All professors get paid. People can't come to school and get their cloths dirty. That's something of the past. Before you could go to the Onarak School [Laughs] and you don't get paid. But now, these days, things have become a little more developed. All teachers get paid.

But, you know, people are working, they get their cloths dirty. You [the teacher] are not the one who sent the kids to school. It's the kid's parents, it's their responsibility to make him get educated. He [the teacher] can't come to school, he can't work at the school and not get paid. There's no one who's going to say that's not true. People get paid per month. But it's true that when it comes to children, me, I can tell you that there are people like Professor BLANK who is director of BLANK School. There are children he takes that he buys the uniforms for, he pays for their shoes. Every year he has anywhere from five to six children [he pays for]. Sometimes too, other parents [who have been paying] get to a point where they can't pay. They complain that he will put the child out of the school. The

parents are saying 'I'll do this to pay and I'll do that or I can't pay because of this.' And Professor BLANK says, 'ok, you can send them to school. Send them.'

And nowadays, you can't do it. Our own parents, long time ago, if you went to school and you passed one year in school, after that, in another year, your parents might not be able to afford to pay the next year and so you sat out for a year. But these days we don't have that. The director does all he can to keep the children in school. Because there it's a private school. It doesn't belong to the State. The state recognizes them but it doesn't give them anything. But they make money.

All the directors who work are qualified. They're good people. They listen to you. They can understand you. Because they are always having meeting with the parents. They have to hold meetings with parents from every grade. What makes some children not learn when they come to school? I have a little girl who doubled the fifth grade. Now she's in 6th grade. The reason is because she didn't work. She was goofing off. I took her and I have her a couple good switches to see if she would pass. Because a child must work to get anything out of school. Sometimes the teacher is working and the children are off doing whatever they want. Sometimes the teacher is working and the child has his head down on the bench. He's not even looking at the chalkboard. Do you understand me?

There it's your fault, the child's mother is not doing her job. The teacher is working with you, so normally the child can pass. If it's the mother, if the mother knows how to read, she'll put the child in front of her and she'll work with her. If the father knows how to read, he'll put the child in front of him and work with him. They'll do this to help the child with what he's learning.

But if you take a child, when children get out of school and change their clothes... You know, as soon as they get out of school, they are thinking about the house, yes. But as soon as the bell rings, and they have finished praying, they're running for home. You can find yourself yelling, 'LOOK OUT!' A car can hit them because the only thing they see is home.

But it's education. To help the child, you must teach him yourself too. If you can't read, you must make the child take the book. As soon as you see him get out of school, you leave a little something for him to eat, even those there is a canteen. When he gets to the house you give him a little something to eat and you say, 'Change your cloths and get your book.' It's normal.

#ROLE OF SCHOOL DIRECTOR AND PARENTAL RELATIIONS WITH HIM

Socio-Dig: Ok. As parents, do you feel like you have any influence over the school director? How can I say this? If you have a problem and you go to the director, will he listen to you and help you resolve the problem? Or do you think that the director will listen but not do anything about it?

Focus group 1: Female School-Yard Merchants who are also Parents of Town School Children: Participant #4- (female; 37 years; Commerce; No schooling; 5 children; 2 children in program). The director will listen to you. He'll respond to your problem.

Socio-Dig: Ok. And you ma'am. I know that your school director isn't here?

Focus group 1: Female School-Yard Merchants who are also Parents of Town School Children: Participant #3- (female; 34 years; Commerce; 8th grade; 2 children; 1 child in program). If you're in the school of director BLANK, any problem you have, if you owe money, you must pay. All the time you have not paid, they'll be asking you for it. They'll ask for it. They'll hold meetings. They'll whip your children.

Socio-Dig: They'll whip your children if you have not paid?

Focus group 1: Female School-Yard Merchants who are also Parents of Town School Children: Participant #3- (female; 34 years; Commerce; 8th grade; 2 children; 1 child in program). Yes, they'll whip the children. If it's something they ask for and you have not given it. The children don't know anything. They do not need to beat the children. But all the time they don't get their money, they'll whip the children. They hold meetings and call all the parents. They show us that they're very angry about the money.

Socio-Dig: Ok. But if you have a problem with the director, then who do you go to in order to resolve the problem?

Focus group 1: Female School-Yard Merchants who are also Parents of Town School Children: Participant #4- (female; 37 years; Commerce; No schooling; 5 children; 2 children in program). I don't have any problem that would cause me to go to the director or the teachers. Whatever they tell my child, for me, it's "Yes." Everything they say is correct. If they send my child home because of something I don't have, I go to the administration and I give them a date that I will pay, so it's clear.

Socio-Dig: Ok.

Focus group 1: Female School-Yard Merchants who are also Parents of Town School Children: Participant #9- (female; 64 years; Commerce; ;4th grade; 4 children; 1 grandchild in program). Me too. Both of my school directors [where her children are in school] are good directors.

Socio-Dig: Ok .

Focus group 1: Female School-Yard Merchants who are also Parents of Town School Children: Participant #6- (female; 58 years; Commerce; 4th grade; 6 children; 6 children in program). ... I don't think people should be sending the children home, or whipping the children. The children don't know anything. They need to deal with the parents. The director of my child's school is good.

[People are talking among themselves]

Socio-Dig: Ok, thank you ladies. I have one last question to ask. Do you use SMS? Do you send messages on your telephone? Do the majority of you use this?

Public: Yes, yes

Socio-Dig: Ok. If WFP said to you, for example, that it was going to put a system in so that wherever there is a canteen the parents could send a message to complain about any problem, would you guys, as parents, use the system?

Socio-Dig: Yes, number 1.

Focus group 1: Female School-Yard Merchants who are also Parents of Town School Children: Participant #1- (female; 34 years; Commerce; 8th grade; 2 children; 1 child in program). If you have a telephone. But in the end, I don't see what problem you could have that you would call. It's not important.

Socio-Dig: It's not important?

Focus group 1: Female School-Yard Merchants who are also Parents of Town School Children: Participant #8- (female; 64 years; Commerce; ;4th grade; 4 children; 1 grandchild in program). (female; 64 years; Commerce; ;4th grade; 4 children; 1 grandchild in program). It's not important for you to give orders to people when they're doing their job.

Focus group 1: Female School-Yard Merchants who are also Parents of Town School Children: Participant #4- (female; 37 years; Commerce; No schooling; 5 children; 2 children in program). Parents who call and give reports like that, it's not going to be good for your child.

Socio-Dig: Ok.

Focus group 1: Female School-Yard Merchants who are also Parents of Town School Children: Participant #4- (female; 37 years; Commerce; No schooling; 5 children; 2 children in program). If they find out what parent complained, it's going to dig a hole for you.

Socio-Dig: So I'm clear on this, I'm not sending you to speak to the school director. I'm asking you as parents, if you would be comfortable going to the director and discussing a problem like this with him?

Focus Group 3, Rural Parents and Members of School Kitchen Committee (Cholet): Participant #1: (Female; 35 years old; Market woman; 2nd grade; 5 children; 5 children in program). Our director, before school opened, he held a seminar with us who work in the kitchen.

Socio-Dig: I'm asking you, as parents do you feel comfortable going to the school director and discussing your child's situation?

Focus Group 3, Rural Parents and Members of School Kitchen Committee (Cholet): Participant #1: (Female; 35 years old; Market woman; 2nd grade; 5 children; 5 children in program). Yes, if they send my child back home, I must go to the director to know why he sent him home. We always go to the director.

Socio-Dig: Number 1, you said that sometimes they send the children home because you don't give 5 *Goud*, true? Would you feel comfortable going to the school director and discussing that with him?

Focus Group 3, Rural Parents and Members of School Kitchen Committee (Cholet): Participant #1: (Female; 35 years old; Market woman; 2nd grade; 5 children; 5 children in program). The school director?

Socio-Dig: Yes

Focus Group 3, Rural Parents and Members of School Kitchen Committee (Cholet): Participant #1: (Female; 35 years old; Market woman; 2nd grade; 5 children; 5 children in program). No, I would never do that?

Socio-Dig: Why would you never do that?

Focus Group 3, Rural Parents and Members of School Kitchen Committee (Cholet): Participant #1: (Female; 35 years old; Market woman; 2nd grade; 5 children; 5 children in program). I'll try to get the 5 Gourd. Because it's two years that I'm going to meetings about the money, where they talk about what must be done, how to manage the children. If I'm involved, we send the children home, I have a right to do that if you never pay. You have a right to send them home. But what can happen is that I don't have any money, in this case you shouldn't send the children home.

Focus Group 6: Parents of Rural School Children (Fondelyann): Participant #6: (female; 46 years; Commerce; 2nd Grade fundamental; 2 children; 2 children in the program): We don't have a problem, no. Even him, when he needs us he calls us. He says, 'parents, if I need you I will call you, ok.' Sometimes children arrive late, when he doesn't whip them, he sends them home to you. You are the one who must go back to school with them [laughs]. Now you'll go talk to them in the administration. If the child does not know their lessons, sometimes he calls the parents to come in. There are times he calls me in. I speak with him I say, "Director, why did you call me in? You don't need to make me come from all the way up the mountain when you and the teachers can deal with this. If the child doesn't know her lesson, you should beat her so she knows it.' Now he says, 'no, I must call you to speak with you to know if there is something wrong with the child. If it's work that you've been making him do and he doesn't have time to do his lesson.' I say, 'No

director, it's not the work I've been giving him. If you see that she doesn't know her lessons beat her.'

Socio-Dig: Ok. Is there anyone else who wants to say something? Do you feel that you're comfortable to go see the director with a problem that you have?

Focus Group 6: Parents of Rural School Children (Fondelyann): Participant #1: (female; 55 years; Commerce; 5th year; 3 children; 3 children program): Yes, if the school director sends after you, like if it money that you owe, he tells you to come to the school administration office. He lets you know that if you bring money or not, you can rest at ease.

Public: You speak with him, you speak with him.

Socio-Dig: You feel comfortable speaking with the director?

Public: Yes. Yes.

Socio-Dig: And if you were to have an argument with the director?

Focus Group 6: Parents of Rural School Children (Fondelyann): Participant #1: (female; 55 years; Commerce; 5th year; 3 children; 3 children program): I have never had...

Socio-Dig: You've never had an argument?

Public: No. No.

Socio-Dig: And you number 4?

Focus Group 6: Parents of Rural School Children (Fondelyann): Participant #4: (female; 32 years; farmers; 5th year fundamental; 3 children; 2 children in the program): Yes, I never had a problem with him.

Socio-Dig: Same thing?

Public: Yes. yes.

Socio-Dig: Like you guys said, if a child doesn't know his lesson, they should beat him. If, for example, while the professor was beating the child he hit him in the eye and blinded him, how would you see that?

Public: No, he would never beat him in a way that would blind him.

Socio-Dig: No. I said it's an example.

Public: No. The director has children too. He would never do something like that.

Socio-Dig: Listen, when you start swinging the stick, swinging the stick and the child catches blow to the eye, the eye is going to get wounded.

Public: No. He would not do that. The school director, he has something special for that. The little belt in his hand. And when you beat a child, you watch out for the eyes. You don't swing any which way so that it could catch an eye. He's take a belt in this had, and he'll whip him.

Socio-Dig: That never happens?

Focus Group 6: Parents of Rural School Children (Fondelyann): Participant #6: (female; 46 years; Commerce; 2nd Grade fundamental; 2 children; 2 children in the program): That would be a misfortune.

Socio-Dig: If a misfortune like that happened what would you do?

Public: That's a misfortune, a terrible misfortune. We would talk to the director to know how that happened, for us to reach an understanding, we wouldn't eat, we'd hang on to the director with our teeth until we understood what happened. He's our people...

Focus Group 6: Parents of Rural School Children (Fondelyann): Participant #6: (female; 46 years; Commerce; 2nd Grade fundamental; 2 children; 2 children in the program): ... It's the school director who should taste the food to see if it lacks something. And then he could talk with the cooks. Because it's the committee that he put together that chose the cooks. Let them give their names and present themselves. It's not the director who chose them. Right up until today, the director, when they continue to cook food, if they see the food has a problem after that, then he will change them. He will take someone else. That shows you that he let them make the food. The food is good.

Focus Group 6: Parents of Rural School Children (Fondelyann): Participant #5: (female; 32 years; Commerce; None; 7 children; 1 child program): We would never stand there and say that [complain about the school director].

Socio-Dig: You would never say that?

Public: No. No. It wouldn't be good for us.

Socio-Dig: It wouldn't be good for you?

Public: No.

Socio-Dig: Why do you say it wouldn't be good for you?

Public: No. People would think poorly of you... even if you lived far from the school.

#CONTINUATION OF THE PROGRAM

Socio-Dig: Ok, we've arrived at a question I would like to ask. Do you think that it's necessary that WFP continues the project?

Focus Group 4: School Directors and Teachers; Participant #5: (Male; 41 years old; School teacher, oversee canteen; University; 1 child; No child in the program). Extremely necessary, very important.

Focus Group 4: School Directors and Teachers; Public: O yesss! It would be very good.

Focus Group 4: School Directors and Teachers; Participant #1: (Male; 57 years old; School director, oversee canteen; Philo; 1 child; No child in the program). More than necessary

Socio-Dig: More than necessary. Why?

Focus Group 4: School Directors and Teachers; Participant #5: (Male; 41 years old; School teacher, oversee canteen; University; 1 child; No child in the program). I guarantee you, if WFP cuts the program, if they cut the food to the schools, many children will not be going to school anymore. They're already accustomed to the food. Many of them will not go to school again. Because don't forget that many parents don't support the kids any more. There are children who come to school because they know they're going to get fed. The child comes on his own. But if it was up to the parents, all the kids could sit home. For the majority, they can take a hoe, go and weed

Socio-Dig: Ok.

Focus Group 4: School Directors and Teachers; Participant #5: (Male; 41 years old; School teacher, oversee canteen; University; 1 child; No child in the program). There are children I know who are my school, when they have a problem and we call the parents, it's like you don't need to call the father or mother. You can just resolve the problem with the child. The parents have no control over the child. They have not authority over them. You understand? Those children, they take care of themselves, they put themselves in school. You understand?

Socio-Dig: I understand.

Focus Group 4: School Directors and Teachers; Participant #5: (Male; 41 years old; School teacher, oversee canteen; University; 1 child; No child in the program). It is inn that sense that I said, to take those children out of the program is to close the school door.

Focus Group 6: Parents of Rural School Children (Fondelyann): Participant #6: (female; 46 years; Commerce; 2nd Grade fundamental; 2 children; 2 children in the program): It will continue in the name of Jesus. Because we didn't know it was coming He [Jesus] tried to send it to us. Now it will continue until the end.

Socio-Dig: And if WFP arrives at a moment when it doesn't have any way to continue, what will you do, as parents? You guys as parents, will you understand that?

Focus Group 6: Parents of Rural School Children (Fondelyann): Participant #1: (female; 55 years; Commerce; 5th year; 3 children; 3 children program): We'll just have to accept reality.

Focus Group 6: Parents of Rural School Children (Fondelyann): Participant #6: (female; 46 years; Commerce; 2nd Grade fundamental; 2 children; 2 children in the program): Because when it came, we didn't know it was coming. It was when they called us to a meeting. They explained it to us and we came to understand the project. The canteen would have been better, but even the director, the director told us that for four years they were telling him about the project before he succeeded. It's just this year that he got the food project.

Focus Group 6: Parents of Rural School Children (Fondelyann): Participant #1: (female; 55 years; Commerce; 5th year; 3 children; 3 children program): Me, regardless of whether WFP gives food, the school that my children attend will continue to have a canteen.

Focus Group 6: Parents of Rural School Children (Fondelyann): Participant #5: (female; 32 years; Commerce; None; 7 children; 1 child program): It's not only WFP that continues giving the food, the Monsignor still gives.

Focus Group 4: School Directors and Teachers; Participant #1: (Male; 57 years old; School director, oversee canteen; Philo; 1 child; No child in the program). ...if they didn't give the free lunch, it would to be another problem for the children. So we are going to see in next 4, 5 years like there is no school at all. Because when the children don't get fed, they will not stay at school. The result is like they are giving a mango that you plant; you planted your garden too late, it doesn't find rain...

Focus Group 4: School Directors and Teachers; Participant #1: (Male; 57 years old; School director, oversee canteen; Philo; 1 child; No child in the program). It's a pilot project. Well, I would think that the year is finishing in 2017, and so we would hope that the experimental phase finishes and the project is enlarged. Not only continues, but enlarges with other schools.

Socio-Dig: ... In your opinion, what good does the project do? And why should the project continue? What's good about it?

Focus Group 7: Members of Rural School Kitchen Committees: Participant #5: (female; 32 years of age; Commerce and Farmer; 3rd grade; 4 children; 4 children in feeding program; 3 months on committee kitchen). It's good for the children.

Socio-Dig: Number 5, in what sense?

Focus Group 7: Members of Rural School Kitchen Committees: Participant #5: (female; 32 years of age; Commerce and Farmer; 3rd grade; 4 children; 4 children in feeding program; 3 months on committee kitchen). Because there are times when the project brings food for the children. (laughs). Now, in the mornings, the children sometimes leave the house, sometimes they leave with nothing. But when they get to school they find something no matter what. There are those who are not happy because it's not much.

Public: Laughter

Focus Group 4: School Directors and Teachers; Participant #5: (Male; 41 years old; School teacher, oversee canteen; University; 1 child; No child in the program). In my school, I can say the school feeding program works good. Except for some problems we are facing. For example, I have problem where students do not want to participate in paying the fee for the food to be made......for the other points, we can say that everything is set up for the free lunch to function. But if the school feeding program continues like this, I guarantee you that we won't be able to keep it. Because I will be borrowing all the time for the lunch to be cooked.

#RECOMMENDATIONS

#HELPING WITH PRODUCTION AD ACCESS TO CAPITAL

Focus Group 4: School Directors and Teachers; Participant #5: (Male; 41 years old; School teacher, oversee canteen; University; 1 child; No child in the program). Imagine, we already have land. We just need a means to work it. Send us an agronomist....

Focus Group 3, Rural Parents and Members of School Kitchen Committee (Cholet): Participant #10: (Female; 38 years old; Market woman; 3rd grade; 5 children; 3 children in program). I think that the way that BND and WFP have a committee that goes around and buys, and since it's already place, the same way there is a kitchen committee or a parental committee, they will come to where we are. If it's 2 or 3 people who make up the committee, they'll go to the market, check the prices...Ourselves, with respect to the price, this would get the price from the market. Right now, a price of butter beans sells for 75 dollars (Haitian dollars = 375 *Goud*). Black beans were selling for 70 dollars (Haitian dollars = 350 *Goud*), and just went up past 80 dollars (400 *Goud*). If, in the place where they buy it, they do not have to pay for transport to bring it here, it's the same price around here, according to me.

Focus Group 4: School Directors and Teachers, Participant #5: (Male; 41 years old; School teacher, oversee canteen; University; 1 child; No child in the program). That's

what most encourages people to plant. You understand? Because people, if they can sell, they are encouraged to plant. Like in the highland, there are no seasons. It's all the time, it's harvest and plant. I have something I want to add. I recall that there was a plan. BND told us that they had some school they wanted to target. For example, ... they could make gardens for the students. I see that project did not come through. But I see that there are several schools, that there are things they could produce. So that we could have a means to make them. It might be that it's not possible for us. I have some land that if I wanted to produce eggplant, spinach, we could grow other things. We could produce them. For example, where we have the land. We told BND that if they would give us a water pump so that we could produce those vegetables. But they let these fall through. They're not interested in that. That would allow us to have our own gardens. We would find fresh produce. And it would cost less money too.

Focus Group 5, Farmers from Salaniac; Participant #9: (male; 22 years old, Farmer, Student; 10th grade; None children; No children in the program). I am a young person. I would like to see improvement. It could be the seeds, as my colleagues have already said. We often have difficulty getting them. You can imagine if you are planting yams and you do not have fertilizer to put on them. We need fertilizer to put on the cabbage. It is obvious that the canteen cannot work well if us farmers are unable to produce. We plant a few crops just to help our children. We do not find any new technology to help us move forward. We really need new technology, any technology.

Focus Group 2: Rice Farmers Kwaku; Participant #5: (Male; 50 years old; Farmer; 3rd grade; 3 children; No child in the program). ...We are asking for more support. When you are selling to an institution you must have a reserve. We cannot afford to care for the fields. We only have a place to set our feet. It is like we are selling our toes and are left with our feet. We cannot sell all of it. How would we feed our kids? If we had the funds in our hands we would go far. Similarly, if your car has fuel, it will go everywhere. But if it does not have fuel it can go no place. If at least we had a bit of financial support in our hands we could work.

Participant #6: (Male; 66 years old; Farmer, Pastor; 6th grade; 3 children; No child in the program). WFP requests we dry the rice in the sun.... But like my colleague told you earlier, when the rice is boiled first, we get more out of it. Do you understand? When it's not cooked, we get less. ... We spoke about it January 2016. We brought it up with them [WFP and BND] to see if we they could raise the price they are paying us for it. For WFP to help us farmers to get a small loan. Do you understand? We would like a higher price, something different. We would like for them to help us farmers get a loan. Do you understand me? We would like a loan for us to work the land.

Participant #6: (Male; 66 years old; Farmer, Pastor; 6th grade; 3 children; No child in the program). If I had the money... there are many farmers who are poor. When they finish planting rice, they must go to a seller to borrow money before the harvest, to feed themselves and their family. But if we had money we would buy the rice between us farmers. Then, if WFP needs a ton of rice per year, we might be able to provide it to them. I was the first to start selling to WFP along with my colleagues here. We pulled together and we provided it. We had provided it twice already. Do you understand? But this coming harvest, beforehand, we would like for WFP to find a solution. To look how they can raise the price, my friend.

Focus Group 2; Rice Farmers Kwaku; Participant #5: (Male; 50 years old; Farmer; 3rd grade; 3 children; No child in the program). There is a question, I want to focus on it. We would like WFP to make it possible for us to get a humidifier. Because that device will help us to know the rate of moisture in the rice; so that we can know when it is ready to mill and when it is not good for milling. Because sometimes we mess it up, it breaks in our hands.

Focus Group 2; Rice Farmers Kwaku; Participant #5: (Male; 50 years old; Farmer; 3rd grade; 3 children; No child in the program). ... Sometimes the rice breaks because we don't know when it's ready. Sometimes we leave it in the sun too long and, when we grind it, it breaks into small pieces. So, we end up going to other people to purchase, so to complete the amount for WFP. We are losing. We are only selling a small amount to ROPANIP. But WFP could do something. They could check a humidifier for us, for us to know when the rice is ready and to control the humidity so that we can mill it at the right time....

#GETTING THE CHLDREN AND SCHOOL MORE INVOLVED

Focus Group 4: School Directors and Teachers; Participant #5: (Male; 41 years old; School teacher, oversee canteen; University; 1 child; No child in the program). ... We'll make the children participate. You understand? In the activities, when you speak to children's minds, the children will learn such things. You tell him, 'here is how you can grow vegetables,' so that they can go and do it for themselves. A learning session we could make with the children. That's what I think. If we produce local, that should be done too.

Socio-Dig: Ok. And the parents of the students. What could the parents do to help the program function better?

Focus Group 4: School Directors and Teachers; Participant #1: (Male; 57 years old; School director, oversee canteen; Philo; 1 child; No child in the program). Or say yes, it could work.

Socio-Dig: Yes, it could work.

Focus Group 4: School Directors and Teachers; Participant #5: (Male; 41 years old; School teacher, oversee canteen; University; 1 child; No child in the program). If it was me who coordinated the program... I would lean harder on the children to participate. The children don't have to pay for the school feeding program...

#OTHER PRODUCTS

Focus group 1: Female School-Yard Merchants who are also Parents of Town School Children: Participant #8- (female; 64 years; Commerce; ;4th grade; 4 children; 1 grandchild in program) And in my way of thinking, eh, there are some things we could add. You know, when you finish eating, you should drink some sugar water. What makes them eat the food, well, it's normal, they put the canteen in and they eat the food. But for me, if they would give a little something to make juice for the children it would be a good thing.

Focus Group 4: School Directors and Teachers; Participant #5: (Male; 41 years old; School teacher, oversee canteen; University; 1 child; No child in the program). ...But I would think that in place... since it's local products they're trying to encourage, if they can't find cow milk, they would do something else. You understand? Even if it was homemade juice they gave the children. If we gave, gave.... But we should respect nutrition and not push rice and bean sauce. Even if it was just a little juice once per week. It would be important.

Focus Group 4: School Directors and Teachers; Participant #1: (Male; 57 years old; School director, oversee canteen; Philo; 1 child; No child in the program).... What we could add to what number 5 said, aside from the milk if they could give juice. I would like them to give juice.

Focus Group 7: Members of Rural School Kitchen Committees: Participant #1: (female; 39 years of age; Farmer; 3rd grade; 3 children; 2 children in the school feeding program; 14 months on kitchen committee). Like they used to give millet. Now there is no millet. But they could give corn meal in the place of millet. Because every day you get up and cook rice. Every day you get up and cook rice for the children. When they had millet, it was very good. Now they do not have millet, they could put corn in its place.

**

Socio-Dig: What do we want to eat? A little song. What do you want? (laughs). That means if it was you who was going to eat, what Haitian food would you add to the menu? You would add corn? After that, what would you add, millet?

Focus Group 7: Members of Rural School Kitchen Committees: Participant #6: (female; 58 years of age; Commerce and Farmer; no schooling; 8 children; 2 children in the feeding program; 14 months in committee kitchen). Millet, cracked wheat.

Socio-Dig: Cracked wheat isn't local

Public: No. Millet, there is no millet. Corn meal, rice, plantain, breadfruit, yam, sweet potato, manioc. Yes.

. . .

Socio-Dig: Ok. Number 6. You can stand up. I'm going to ask a little question. If you were the one to choose the food, remember the program is meant to support local food, right? If you were to decide what food would be on the menu for the children each day, what food would you give each day?

Focus Group 7: Members of Rural School Kitchen Committees: Participant #6: (female; 58 years of age; Commerce and Farmer; no schooling; 8 children; 2 children in the feeding program; 14 months in committee kitchen). Like Monday, I would make rice with bean sauce. Tuesday, I could make corn meal with beans and vegetable mush. Wednesday I would make stew. And like this also, on Wednesday, if I don't have anything to make stew, that depends, everyone has their own taste. You could make a vegetable sauce and bean sauce again. Thursday, you make a tuber. Each day has its food.

Focus Group 5, Farmers from Salaniac; Participant #6: (male; 35 years old; farmer; 3rd grade; 4 children; No children in the program). I would advise them to give a normal plate of food even if it is not every day. They can change the meals. There are six days in a week. They could give them a normal plate of food for three days and for the other three days they could give snacks. If they feel that the cost is too much for them, well, we know that cooking food is expensive. They do not need to feed them for the entire week. They could change the meals.

Focus Group 3, Rural Parents and Members of School Kitchen Committee (Cholet): Participant #5: (Female; 45 years old; Market woman; 9th grade; 2 children; 2 children in program). There is something else I wanted to add. I remember a long time ago there was a Catholic priest who had a canteen he called.... He had a canteen, but the kids did not pay. He used to use some of the food to distribute a small amount monthly to the children [to take home]. I do not know what WFP can do [to give more food].

#PARENTAL INVOLVEMENT

Focus Group 4: School Directors and Teachers; Participant #1: (Male; 57 years old; School director, oversee canteen; Philo; 1 child; No child in the program). From my point of view, there are many things the parents could do if they wanted to. I think that could arrange a schedule so that they made food. When they did, the school could pay them. Even those parents could organize themselves.

Socio-Dig: To make the food come to the school?

Focus Group 4: School Directors and Teachers; Participant #1: (Male; 57 years old; School director, oversee canteen; Philo; 1 child; No child in the program). No, no. They make food in the canteen. Like in SCHOOL_B, the woman they took on [to make food], she doesn't have children in the school. She has no personal interest [in seeing that the food is prepared]. The parents say they don't have time to make food. The parents could get together and gather firewood. Those who have gardens could bring spices to make food. Then the school would not have to buy those things. But I don't see the parents doing anything

Socio-Dig: Well, and you as parents, what do you think you can do to help the project work better?

Focus Group 6: Parents of Rural School Children (Fondelyann): Participant #6: (female; 46 years; Commerce; 2nd Grade fundamental; 2 children; 2 children in the program): Like the money they ask for the canteen, we should make an effort to always pay so that the project can always function. You guys sending food from wherever it comes from, and so that the school could buy what's lacking [condiments]. It's with that money that we give that they buy spices, butter to put in the food.

#FOOD QUALITY/TASTE

Focus Group 6: Parents of Rural School Children (Fondelyann): Participant #6: (female; 46 years; Commerce; 2nd Grade fundamental; 2 children; 2 children in the program): But, like if the child tells you that the food sometimes doesn't taste good, but if it's something the food lack, if it's spices it lacks, you [should] buy spices to put in it to make it taste better.

#PAYING COOKS

Focus Group 7: Members of Rural School Kitchen Committees: Participant #7: (70 years of age; Commerce; no schooling; 6 children; 1 grandchild in feeding program; 14 months on kitchen committee). Well, what should we say to WFP. They should consider us too. They should look after us [laughs]. the same way they look after the children. They should see that we're in need too...and don't have anything. ... Because bad weather came and we still have not recuperated.

#MATERIALS

Focus Group 4: School Directors and Teachers; Participant #5: (Male; 41 years old; School teacher, oversee canteen; University; 1 child; No child in the program). If it was me who coordinated the program, one of the things I would bring as a modification, because I always talk about environmental protection, is the burning of charcoal in the schools. I would give ameliorated stoves or propane. Normally we are using wood in the kitchens, so many trees have been cut, understand? ... I would replace the wood burning with ameliorated stoves or propane. That would reduce the quantity of trees they cut to bring wood to school... And me, I would borrow an amount to pay for the cooks. Secondly there might be other money to buy spices for the food to be cooked.... Normally the products they give us are good, understand? But these two things are a burden for us.

Focus Group 4: School Directors and Teachers; Participant #5: (Male; 41 years old; School teacher, oversee canteen; University; 1 child; No child in the program). Well as manager and responsible of a project, I would look for funding first. The first stage is to find the means to buy stoves instead of using firewood. It is simple, every month, every 22 days and every 15 days the propane gas is finished and so we have to go to fill it again and go back to place it in the school. I say the first thing we must have is the money to buy these things. Secondly is to look for the means to cover the fees that the children are supposed to be paying. You understand? At this moment [if they had the propane] I would not need money to buy wood to cook the food. And so now I would look for money to buy ingredients for the food to be cooked.

Focus Group 3, Rural Parents and Members of School Kitchen Committee (Cholet): Participant #5: (Female; 45 years old; Market woman; 9th grade; 2 children; 2 children in program). I would like to know if, after the food it gives, can PAM give the school anything more?

Socio-Dig: For example?

Focus Group 3, Rural Parents and Members of School Kitchen Committee (Cholet): Participant #5: (Female; 45 years old; Market woman; 9th grade; 2 children; 2 children in program). Like give you some benches, some books. I don't know.

Focus Group 7: Members of Rural School Kitchen Committees: Participant #7: (70 years of age; Commerce; no schooling; 6 children; 1 grandchild in feeding program; 14 months on kitchen committee). We would like, the first time, there was a person who helped us give the children food. They gave us a briquette [as cooking fuel]. The briquette helped a lot... They must give us, if they could help us, they would give us a little briquette. We would say thank you.

#TURNING THE PROGRAM OVER TO A THIRD PARTY

Focus Group 4: School Directors and Teachers; Participant #1: (Male; 57 years old; School director, oversee canteen; Philo; 1 child; No child in the program). I might not know, but If WFP found a team like they have for the school feeding program, they could make the food with the school directors.... Because we must organize the school feeding program. We must manage the free lunch. Managing it is more work.... Like the lady who has to teach, when she gathers money it's a fight, she's losing time. She cannot split it in two pieces. One side stays in the room and teaches and the other one goes to gather the money.... It is just an example. I am talking about SCHOOL B. When I present the report daily, I have to take one hour and half to prepare that report. I give the report to the committee that comes to give the food. And here we are, we're in the middle of all these children. Today I am obliged to do it under pressure, kneeling at a bench. So, school starts at 7:10 and ends at 12:10. So they come at 8, given the changing time. Meanwhile, the teacher, the first thing he does, he makes a telephone call. Can you see how we lose time? Every day we lose time like that. But that's a supposition. If WFP could come here and find a schedule to give the food to the school on time, then for the food to be given we could find another schedule... I think it would be a solution. It would help. It would lighten the load...

#RULES AND RESPONSIBILITIES

Focus Group 7: Members of Rural School Kitchen Committees: Participant #6: (female; 58 years of age; Commerce and Farmer; no schooling; 8 children; 2 children in the feeding program; 14 months in committee kitchen). But Miss, like you see Mrs. INTEL, the way that Mrs. INTEL talks. That means that if someone, how do you see that they can help

Mrs. INTEL? These two women? Because someone who can create a problem is someone who did not go to the training. I believe that if someone did not go to the training they should not hold the storage room key. The storage room key is supposed to be with someone who attended the trainings. You're a teacher [not cook].

#APATHY

Socio-Dig: Ok. Thank you. Well, as parents...If you had the opportunity to change the program to make it function better, what changes would you make?

Focus Group 6: Parents of Rural School Children (Fondelyann): Participant #1: (female; 55 years; Commerce; 5th year; 3 children; 3 children program): I wouldn't change anything.

Socio-Dig: And you number 6, you wouldn't make any changes either?

Public: We all say the same thing!

Focus Group 6: Parents of Rural School Children (Fondelyann): Participant #6: (female; 46 years; Commerce; 2nd Grade fundamental; 2 children; 2 children in the program): Me, I wouldn't make any changes. If the director tells us that he would make some changes, it's him who can make the changes.

Socio-Dig: No... Let me tell you something... please. It's not a trap we've come to set...We are looking to understand how to make the program function better for the children...

Focus Group 6: Parents of Rural School Children (Fondelyann): Participant #4: (female; 32 years; farmers; 5th year fundamental; 3 children; 2 children in the program): I don't see any reason for it not to continue functioning the way it's been functioning. I don't see anything more than it was working just fine.

Focus Group 6: Parents of Rural School Children (Fondelyann): Participant #5: (female; 32 years; Commerce; None; 7 children; 1 child program): And you, what do you think? If the canteen wasn't good, it would be us who would think of what to do about it. But us, we can't do anything. We can't tell you what we would do.

Socio-Dig: After all, I want to say, you, as people who live around here, when they come with food, do you know where it comes from? What kinds of foods they bring? When the lady spoke ... for example, you could say, 'well, me... here are how things should be done.' It's as simple as that.

Public: We don't see anything to tell you!

Socio-Dig: Ok. Thank you. Number 5, you are not going to say anything about what you would do as a parent?

Focus Group 6: Parents of Rural School Children (Fondelyann): Participant #5: (female; 32 years; Commerce; None; 7 children; 1 child program): Same thing.

Socio-Dig: Number 4. You haven't said anything at all....

Focus Group 6: Parents of Rural School Children (Fondelyann): Participant #4: (female; 32 years; farmers; 5th year fundamental; 3 children; 2 children in the program): Nothing.

Socio-Dig: Nothing. There is nothing you can do as a parent?

Focus Group 6: Parents of Rural School Children (Fondelyann): Participant #4: (female; 32 years; farmers; 5th year fundamental; 3 children; 2 children in the program): No.

Socio-Dig: As a parent what do you think can fix this problem? How can the children get a meal even though he does not have the 5 *Goud*?

Focus Group 3, Rural Parents and Members of School Kitchen Committee (Cholet): Participant #3: (Female; 38 years old; Market woman; 3rd grade; 7 children; 6 children in program). This means money.

ANNEX III FOCUS GROUP TRANSLATIONS ENGLISH

Focus Group # 1

Female School Yard Merchants who are also

Parents of Town School Children

[Petit Riviere (Dipi)]

Date focus group: 03/26/2017

Date transcript: 04/04 / 2017- 20/04/2017

Interviewers

Almathe Jean: Female, 28 years of age, 0 children, Focus Group supervisor.

Natacha: Female, 28 years of age, no children, focus group leader and surveyor.

Jackly: Male, 33 years of age, 2 children, Survey supervisor and focus group leader.

<u>Participants</u>

#1-Blank_A; female; 34 years; Commerce; 8th grade; 2 children; 1 child in program

#3- Blank_B; female; 55 years; Farmer; 6th grade 2; 8 children; 2 children in program

#4- Blank_C; female; 37 years; Commerce; No schooling; 5 children; 2 children in program

#6- Blank_D; female; 58 years; Commerce; 4th grade; 6 children; 6 children in program

#8- Blank_E; female; 64 years; Commerce; ;4th grade; 4 children; 1 grandchild in program

#9- Blank_F; female; 43 years; Commerce; none; 6 children; 3 children in program

FOCUS GROUP TRANSCRIPTION

Socio-Dig (Almathe): Good afternoon ladies!

Public: Hello, hello

Socio-Dig (Almathe): I'm glad you're with us the afternoon. My name is Almathe Jean. I work with a firm called **Socio-Dig**... At the moment, we work with WFP which, as you know, is responsible for the school canteens. We are here today to ask you a few questions to find out how you see the canteen. Everything say to us is important. We give each of you a number. And we record what you say. We do this so that we can provide WFP with a report about what parents of children in the program have to say, what you have to say... Because we use the numbers and not your names, this means that you can be at ease with us, you can say anything you like [because no one will know who you are when they read the report]. I have a list of questions. And each person will give his or her points of view. You have the number in your hands. Whenever you begin to talk, just say, 'number 4 speaks,' 'number 5,' 'number 2.' You give your number. You don't need to say your name. You say your number.

I will let Natacha and Mr. Jackly present themselves. Then each of you may present yourselves. You say. 'I'm number 9, my name is such and such, I work as ... how many children you have in schools with a canteen. Ok?

Socio-Dig (Natacha): Good afternoon!

Public: Good afternoon, good afternoon.

Socio-Dig (Natacha): My name is Natacha. Although some people here already know me, some have never seen me before. Well, we are happy to be with you this afternoon. It is nothing difficult that we are doing. We are here simply to speak with you and to understand each other. We work as a team. I work together with Mrs. Almathe and Jackly. And we will come back and speak to you again another time. OK, so I am pleased to be here with you.

Public: Ok Ok

Socio-Dig (Jackly): Good Afternoon!

Public: Good Afternoon! Good Afternoon!

Socio-Dig (Jackly): My name is Beautelus Jackly. I work with **Socio-Dig**. At the moment, as we've told you, we work with WFP. I am glad to be here to share ideas about the program together, to know how you see it, the advantages, disadvantages.

Socio-Dig: Ok. We begin. Number 8, you may present yourself.

#8- (female; 64 years; Commerce; ;4th grade; 4 children; 1 grandchild in program). My name is Blank E.

Socio-Dig: What do you do for work?

[Noise of students in the school]

#8- (female; 64 years; Commerce; ;4th grade; 4 children; 1 grandchild in program). My work? I sell in the school yard. I sell, I have a table in front of the school. I sell popsicles. I am trying to survive, you know.

Socio-Dig: Yes, I understand. How many children do you have in the program?

#8- (female; 64 years; Commerce; ;4th grade; 4 children; 1 grandchild in program). I have one grandchild in the program. His name is TI_BLANK.

Socio-Dig: Ok. Thank you. Number 1.

#1- (female; 34 years; Commerce; 8th grade; 2 children; 1 child in program). My name is Blank_A. I have two children. One is in school here. What I do for a living, I do commerce. I am a trader.

Socio-Dig: Ok. Thank you. Number 6

#6- (female; 58 years; Commerce; 4th grade; 6 children; 6 children in program). My name is Blank_D. I have 6 children in the school. I have 5 here and I have one in SCHOOL_4. The feeding program helps me a lot. What makes me say that, I do some trading in the yard. It's not enough to give all my children what they need. If I buy a big pack of cookies for 11 Haitian dollars, I make a single dollar off them. That means 5 *Goud* for the small packs. I don't believe that's enough to give 6 children in school food. I can tell you that the canteen helps me a great, great deal. When the children come back from recreation, they get fed right there. The food helps me a great, great deal.

Socio-Dig: Thank you number 6.

#3- (female; 34 years; Commerce; 8th grade; 2 children; 1 child in program). My name is Blank_C. Ok, so they put the canteen in the school, the canteen is good for me. But if I don't give them a dollar every day, the children don't eat. Well me, I almost, their father who is with me, it's like he's not really with me. It's me who has to fight, who has to strike a lick to get them food. When they don't feed them at school, they're killing me. They're really killing me because when they come home from school, I ask God to forgive me because if they have hunger pains it just makes me ill.

#4- (female; 37 years; Commerce; No schooling; 5 children; 2 children in program). My number is 4. My name is Blank_D. I have 5 children, I have four children who are in school, three of them are in a school with a feeding program. Five children and they got no father. Their father died. It's a little money that I borrowed from the State that has allowed me to manage with those children. I get up in the morning and sometimes I can't find 5 Gourd to give them for the canteen and they'll send them home like that. The canteen is useful, when they come home they've already eaten. I go and do what I can so that I have some money for them later. I'm telling you [WFP] thank you very much.

Socio-Dig: Ok.

#9- (female; 64 years; Commerce; ;4th grade; 4 children; 1 grandchild in program). I am number 9. My name is Blank_F. The canteen is useful to me. The little money I make can't help those children. I have three children who are in the canteen and I have three who are not in the canteen program. It helps me. Sometimes I get up, if I put a coin in their hands, that coin can't do anything for them. I'm telling you the canteen helps me a lot. I say thank you for that.

Socio-Dig: Ok. Thank you. We've finished with the introductions. Since many of you have already spoken, I'm going to ask a question. When someone wants to respond raise your number and I will say, "number one" or "number two." And we will give you permission to speak. Since many of you have already spoken about the canteen, for those who have not yet spoken about it, in your opinion, how do you see the school feeding program?

#8- (female; 64 years; Commerce; ;4th grade; 4 children; 1 grandchild in program). Should I stand to give my response?

Socio-Dig: You can sit to respond.

#8- (female; 64 years; Commerce; ;4th grade; 4 children; 1 grandchild in program). The canteen program is really a good thing. Like I told Natacha before, as soon as children enter the school, it's enough for them to see the smoke from the kitchen and they get excited. You understand? Eh, like when you were a child, especially me, when my mother had some work to do, like washing clothes for people or ironing for people. As soon as I saw my mother ironing I knew I wasn't going to be eating anything that day. Now I would start crying. You're a child who's a nuisance. Now for her to leave the iron and feed me. It's the same with children, as soon enter school and they see there is no fire, they're not happy. Sometimes a parent can give the child a little change. There are children who come to school with three Goud. My God! Calculate what three Goud can do. It can't do anything. A single piece of hard candy to suck on. And it's not all hard candies that sell for one Goud. There are those that sell for four and five Goud. The children come and ask me for three little pieces of hard candy. The canteen is useful to mother and father of the child. When children come to school early, especially when the time changes, but as soon as they see it's 10:00 and the women have already prepared food. There are children who would like to eat two plates of food. The canteen is so useful. That's why we must say to PAM thank you very much because they have made a dream for us reality. That's what I had to say.

Socio-Dig: Ok. Thank you very much. Is there anyone who would like to add anything to what the lady just said?

#1- (female; 34 years; Commerce; 8th grade; 2 children; 1 child in program). For me, I don't see what more I can say. Because I remember a long time ago when I was at a school in Port-au-Prince called Damocles, they used to give us food, but it was not

cooked. We didn't even make food. Adults didn't have time to make food. You suffered when you got out of school. They didn't give you money, long time ago they didn't give children money when they went to school.

I'm not hiding the fact that we don't have a single cent. Since I'm still sleeping in the morning, my daughter says to me, 'mommy, I'm leaving."

"Yes," I tell her, "you can go. I'll bring you 5 *Goud* during recreation." I say that because I have hope. When I don't have it. I know that at recreation she'll be looking at what other people are eating. But as soon as 10:00 rolls around she's going to get something to eat no matter what. Sometimes when she comes home she knows that I will have something for her. But when she comes she doesn't find anything. She lives with me. That's why she's so useful to me. After that, I don't know what else to say. It's a blessing.

Socio-Dig: Ok. Thank you.

#6- (female; 58 years; Commerce; 4th grade; 6 children; 6 children in program). I can tell you the last word is for you guys. Thank you, thank you very much. I don't see anything else I can say.

Socio-Dig: Ok. In your opinion, is the program working well? Or what could make it work even better?

#9- (female; 64 years; Commerce; ;4th grade; 4 children; 1 grandchild in program). It's working well. The children eat every day. And they eat well.

#3- (female; 34 years; Commerce; 8th grade; 2 children; 1 child in program). To make it work better, they would have to pay people. They should pay people.

Socio-Dig: Ok. As parents, is there an amount of money that you're supposed to give the children every day? Is that an amount of money that you give the children every day so that they can buy food?

#9- (female; 64 years; Commerce; ;4th grade; 4 children; 1 grandchild in program). The children are already spoiled. You've got to give them 5 Gourd no matter what.

Socio-Dig: Ok. Number three

#3- (female; 34 years; Commerce; 8th grade; 2 children; 1 child in program). Now, here is how the school director does it. He makes you pay the whole year. He makes you pay 15 dollars (75 Goud) for the entire year.

Socio-Dig: Ok, aren't there other people who do the same?

#6- (female; 58 years; Commerce; 4th grade; 6 children; 6 children in program). When you pay that little change, the money is to buy wood and charcoal [to cook the food] and coconut to put in the food. That little bit of money can't cover the cost of the food.

Socio-Dig: Ok. How much money do you pay?

#6- (female; 58 years; Commerce; 4th grade; 6 children; 6 children in program). We give 50 Gourd.

Socio-Dig: Every how often?

#6- (female; 58 years; Commerce; 4th grade; 6 children; 6 children in program). Every month. Because around here there isn't a lot of money.

Socio-Dig: Ok.

#3- (female; 34 years; Commerce; 8th grade; 2 children; 1 child in program). Up top there [on the mountain], we give wood or charcoal.

Socio-Dig: Oh?

#8- (female; 64 years; Commerce; ;4th grade; 4 children; 1 grandchild in program). Sometimes the food comes and there is no cooking oil. They must buy oil. And it's not food with bouillon cubes (Magey), but you must season it with garlic, you must put in some peppers. Eh, you must give 50 Goud per month so they can do this. And in my way of thinking, eh, there are some things we could add. You know, where you finish eating, you should drink some sugar water. What makes them eat the food? Well, it's normal, they put the canteen in and they eat the food. But for me, if they would give a little something to make juice for the children it would be a good thing.

Socio-Dig: Ok. Number three, I hear you say that you give wood?

#3- (female; 34 years; Commerce; 8th grade; 2 children; 1 child in program). Yes, we bring wood, we bring charcoal.

Socio-Dig: How often do you give it?

#3- (female; 34 years; Commerce; 8th grade; 2 children; 1 child in program). As soon as they're out of it, we bring more. Three or four of us get together on it. We bring charcoal or wood. Because the director told us this. He called a meeting. We give it. And when we're finished we bring more.

Socio-Dig: Ok, that means that all the parents participate in this?

#3- (female; 34 years; Commerce; 8th grade; 2 children; 1 child in program). Yes.

[Noise of a loud motorcycle interrupts]

Socio-Dig: Ok. You guys are telling me that everyone gives. There are people who give 15 dollars (75 *Goud*), they are people who give 50 *Goud*.

#3- (female; 34 years; Commerce; 8th grade; 2 children; 1 child in program). Not in the same school, no.

#1- (female; 34 years; Commerce; 8th grade; 2 children; 1 child in program). In this school, it's 10 dollars per month (50 Goud).

Socio-Dig: You give 10 dollars per month? After that, do the children have to give anything more when they get to school?

Public: No, they don't pay anything more.

Socio-Dig: Ok. Do the children get fed every day?

#6- (female; 58 years; Commerce; 4th grade; 6 children; 6 children in program). Yes, they eat every day.

Socio-Dig: Each day, what kind of food do they get?

#6- (female; 58 years; Commerce; 4th grade; 6 children; 6 children in program). They get rice and bean sauce. Rice and beans with vegetables. Great thing!

#8- (female; 64 years; Commerce; ;4th grade; 4 children; 1 grandchild in program). On Wednesday, they feed stew. And like tomorrow, Monday, they will feed rice and bean sauce. If they have vegetables, they make them vegetable mush, rice and bean sauce. Wednesday it's stew.

Socio-Dig: Ok. That food that the children are eating, is it local food or food that WFP sends?

#8- (female; 64 years; Commerce; ;4th grade; 4 children; 1 grandchild in program). WFP sends it. They send rice, beans, oil. But local food is yam, sweet potatoes, carrots, cabbage, eggplant, militon.

Socio-Dig: Is the rice that WFP gives Haitian?

#8- (female; 64 years; Commerce; ;4th grade; 4 children; 1 grandchild in program). Yes, it's Haitian rice. In my opinion it's rice from the Artibonite. Because it's not rice from some other country [and it's not from right here].

Socio-Dig: Ok. Is there anyone else who would like to add something?

Public: No.

Socio-Dig: Number 3, I see you were about to say something

#3- (female; 34 years; Commerce; 8th grade; 2 children; 1 child in program). No, I wasn't going to say anything.

Socio-Dig: Ok. In your opinion, did the canteen function well last year? Were there days that they did not feed? Did anything happen that they did not get fed?

#4- (female; 37 years; Commerce; No schooling; 5 children; 2 children in program). All the children got fed. It always worked well last year, just like this year.

Socio-Dig: That means that the children always got fed every day?

#4- (female; 37 years; Commerce; No schooling; 5 children; 2 children in program). The children got fed every day.

Socio-Dig: Ok, I'm going to ask a question to each person. I would like everyone to participate. The question is: is there a difference in the children's performance between when the school did not have a canteen and now. For example, in their school performance? How do you see this?

#1- (female; 34 years; Commerce; 8th grade; 2 children; 1 child in program). It's this year that I have a child at school. But before the canteen program I had a nephew who was in school. He wasn't so interested. But it wasn't the lack of the canteen that made him not interested. He was more interested in playing. When he got his report card he didn't pass. One time he made an average of 40 percent. Well, he was going into exams and his father told him, 'If you don't pass, as soon as you get home and give me that report card I'm going to take you up the mountain and beat you with a stick. I'm going to beat you to death with that stick.' When he got his report card he passed. Then along came the canteen. In the morning, his mother would give him 5 Gourd. When his mother would say, she didn't have money, he would say, 'aaaa'. Sometimes he would tell his mother, 'Mama, you can keep the money, I don't need it. I'll eat at school.' He always passed, always first in his class. Now he's at school in the afternoon [secondary school]. He makes good grades. Well, he knows that school in the afternoon has no canteen. When he comes home from school they feed him. Often, he says, 'me, my stomach is full.' (laughs). I tell him, thanks for the canteen. For me, if they end the canteen, I'll see that as a big problem. Me, the year that happens I'm going to feel bad. It's me who must beat to make butter. [Contradictions in the original]

Socio-Dig: Ok, thanks number 1. Is there anyone else who would like to share? Between the time that school didn't have canteens and when they have them now, what difference do you see?

#4- (female; 37 years; Commerce; No schooling; 5 children; 2 children in program). I have two boys. One bigger and one smaller. The smaller one is always more interested in passing. It's been the same since before there was a canteen right up to when there was a canteen. It's always been like that. The littler one has always gotten better grades than the bigger one. It's not that the canteen interests him. It's like the bigger one is just more susceptible to being corrupted.

Socio-Dig: Ok. Number three?

#3- (female; 34 years; Commerce; 8th grade; 2 children; 1 child in program). I have two children in school. I had a lot of kids. They've already finished school. It's just the two who are still in school. The little boy, him, he doesn't want to learn anything at all. Every day he tears up a book. I buy a half dozen double-lined notebooks for him, little notebooks with 10 pages. I don't know what he does with them. The teacher has not put a pen to any of them a single time to give him a grade. He doesn't know anything at all. I can try to show him. His brother can show him. He doesn't learn anything. He's only interested in playing. So, I went and asked the teacher. The teacher told me that he's just a child

who only cares about goofing off. When the teacher is instructing the other children he's off playing. He doesn't want to learn.

Socio-Dig: Ok.

#6- (female; 58 years; Commerce; 4th grade; 6 children; 6 children in program). I can tell you that when there was not a canteen, the children, sometimes you heard them complaining of stomachaches. As soon as they got to school their stomachs were aching. What's wrong is that they were hungry. But since there is a canteen we don't have that anymore. The children learn very well.

Socio-Dig: It's cooked and salt-food they give the children. What if they gave the children sweet-food, or a food that wasn't cooked. Do you think that would have an impact on the children? How would the program work? What would happen if they took the cooked food away and they put something else in its place?

#6- (female; 58 years; Commerce; 4th grade; 6 children; 6 children in program). I wouldn't want them to stop giving salt-food meals.

Socio-Dig: You wouldn't? Why not?

#6- (female; 58 years; Commerce; 4th grade; 6 children; 6 children in program). No, cooked salt-food is best for children.

Socio-Dig: Why?

#6- (female; 58 years; Commerce; 4th grade; 6 children; 6 children in program). What makes it better. When you give children sweet-food it will give them worms. If they wake up in the morning and you give them sweet-food, it's not good for them. Salt-food is better for them. Salt is salt, sweet is sweet. If it was both they gave them, they would give the salt-food in the morning and the salt-food after. But if it's [only] sweet food, it's not good for them.

#1- (female; 34 years; Commerce; 8th grade; 2 children; 1 child in program). For example, if it was sugar clusters they started to give, and they took away the salt-food, I couldn't participate. The reason is that my daughter always has a stomachache. Often, she has a stomachache. She's always complaining her stomach hurts. That's why it would not be good for me. But in every way, in every manner, I don't believe they'll take away the salt-food. They'll keep it!

Public: Laughter

#8- (female; 64 years; Commerce; ;4th grade; 4 children; 1 grandchild in program). Well now, in the sugar cluster category, there are several types. If it's the morning, you can't only give a child a sugar cluster. You can give him a sugar cluster when he goes to school in the morning. You can get up and make a porridge or give him a banana with bread without a problem. But you can't give something sweet every day. If you give him something, it should be something that really has vitamins.

Socio-Dig: Hummm?

#8- (female; 64 years; Commerce; ;4th grade; 4 children; 1 grandchild in program). Even when it's something sweet, it gives the child vitamins. But you can't give something sweet every day. If it's something you're feeding in the morning, you must have variety. You can't give a sugar cluster every day. You understand.

Socio-Dig: Ok.

#8- (female; 64 years; Commerce; ;4th grade; 4 children; 1 grandchild in program). Because if you give a child something sweet, [you must give something else as well]. You could have 2 eggs you boil and give the child to eat. You put a little salt [in the child], and if the worms have begun to rise, it will settle them. After that, the child could eat a banana, and bread with peanut butter and it might not cause any problems.

But if it's something sweet you give him every day, it's going to produce worms in his stomach and he's going to have a stomachache. And he could be in school and he can't study, he can't stand up, his stomach hurts. Sometimes, a long time ago, when we didn't have a canteen yet, there were children who came to school saying their stomachs hurt. Sometimes it's not really a stomachache. It's hunger. The director used to take the children, buy fried dough, and feed them. He paid for it himself. And after that you would see the child running around the school yard, playing during recreation. But now, we don't have that. Even if the parents haven't fed the child, when he comes to school, he goes and takes a little fried dough from Madam BLANK_A, and he eats it.

After that, he goes to his class. He sits in his class. But he has hope that come10:00, when recreation is over, they're going to feed him. But we can't give them sugar clusters. Even if they changed the food and gave them sugar clusters, they must have something with salt too.

Socio-Dig: Ok. Thank you. And the rest of you, as parents, before you send your children to school in the morning, what do you give them?

#6- (female; 58 years; Commerce; 4th grade; 6 children; 6 children in program). If it's a school day, I get up early and I make something salty and give it to them.

Socio-Dig: Like what?

#6- (female; 58 years; Commerce; 4th grade; 6 children; 6 children in program). Well, a little corn meal. I make a little spaghetti for them.

Socio-Dig: Ok, thank you. Number 9.

#9- (female; 64 years; Commerce; ;4th grade; 4 children; 1 grandchild in program). Sometimes I make soup for them. I have some who don't need anything. They say give them 5 Goud and when they get to school they'll eat. They don't stay home and eat anything.

Socio-Dig: Ok. And you number 4?

#4- (female; 37 years; Commerce; No schooling; 5 children; 2 children in program). Mine, mine aren't little children. I could get up in the morning and they say, 'you don't have to do anything for me. You can give me 10 *Goud*, 15 *Goud*, whatever you have. We're going to see if they have food. If they have food we'll eat whatever it is.'

#3- (female; 34 years; Commerce; 8th grade; 2 children; 1 child in program). I have only one little one. The other one is a big girl now. If they're going to school in the morning they say, 'Mama, give me a little spaghetti.' A little spaghetti and she's gone. Or some corn meal. Whatever I have, they're not demanding.

Socio-Dig: Ok.

#1- (female; 34 years; Commerce; 8th grade; 2 children; 1 child in program). I don't make food in the morning. My little girl has a bad habit. She doesn't want to eat in the morning. Even when I would make food. Even when she was smaller. You get up to make food for her and she's not going to eat it. She doesn't like to eat early. I don't get up and make food for her. I don't get up early to make food. I give her whatever I have. Whatever I have, I give her. If I don't have anything, she goes to her grandparent's yard.

Public: Laughter

Socio-Dig: Ok. Thank you. In your opinion, as mothers, do you find that the canteen helps you economically? Number 6?

#6- (female; 58 years; Commerce; 4th grade; 6 children; 6 children in program). How does it help you? If for example you have 6 children. If I give them each 25 Goud. That's 30 dollars.

Socio-Dig: Yes.

#6: But since they've had food at the school, I finish giving them a little food in the morning, I give them each 5 *Goud*. The rest of the money stays with me.

Socio-Dig: Ok.

#6: It'll stay with me because I won't spend it all. Because the canteen is useful.

Socio-Dig: Ok. Is there anyone who would add anything in the sense of how the canteen helps you economically?

#3- (female; 34 years; Commerce; 8th grade; 2 children; 1 child in program). The canteen helps me a lot. In the morning, I have three children, well, I have a little one who won't take 15 Goud from you in the morning.

Socio-Dig: When there was no canteen?

#3- (female; 34 years; Commerce; 8th grade; 2 children; 1 child in program). When there wasn't one... I used to send him to his stepmother's. 'Tell your stepmother to give you

something.' I used to send him to the other wife, 'Tell her to give you something.' She gives him a cookie and turns her back. Sometimes, he gets food [from the school canteen] and he says, 'mama, give me a container so I can show you how good the food is.'

Socio-Dig: Does he bring any and show you?

#3- (female; 34 years; Commerce; 8th grade; 2 children; 1 child in program). Yes, he's brought food to us and showed us how good it tastes. Like where there is stew. He told me, 'drink the stew, I don't like starchy vegetables.' [laughs]. Sometimes he takes a little bowl to his father and he shows him. That's in the national school there. As soon as you hear him get up in the morning [he's out the door]. I'm the one who must run after him to give him a coin.

[Noise of a young man calling his mother]

The canteen helps a lot.

Socio-Dig: But do you see now that the children are more interested in coming school every day?

#3- (female; 34 years; Commerce; 8th grade; 2 children; 1 child in program). Yes, every day. They want to go, they're interested. But that one doesn't want to learn anything. I don't know if it's because he's thinking about the food.

#8- (female; 64 years; Commerce; ;4th grade; 4 children; 1 grandchild in program). When the children go to school in the morning, if they send them back home, like if they did not come on Friday, or if they have a little problem with the director and he sends them back home, now, they don't want to go. They stay in the school yard. Now that always happens, even when they had the canteen, even when they didn't have the canteen. The children know that when they get home the parents are going to beat them [because they got sent home]. There are those who get to school late. When they get there, the director sends them home. They hide. If the director sees them, he makes them leave. They hide. They stay. Despite that when they stay, they won't get any food, they stay anyway. That means that the children have something that interests them.

Socio-Dig: Ok.

#8- (female; 64 years; Commerce; ;4th grade; 4 children; 1 grandchild in program). In the same way, there are children who come to school, they don't like school. The parents are obliged to send them because you can't keep children in the house. There are children who are not interested in school. There are children too that, as soon as they get near the school entrance, they're late, the people at the entrance could let them in, but they just watch the people go into the school. That means that there are those who are interested and there are those who are not really interested. Me, I have a young girl, a child who isn't yet 14 years of age. As soon as she gets up, she combs her hair, she gets dressed, she goes. Me, I can be outside at recreation and she doesn't come to me. It's

when she finishes eating at the canteen that she comes to me. Later I can give her something that she can eat because me, I can't sleep without having eaten supper. Because, you know, when you begin to get old you can't go without eating. She knows she has something to eat. It doesn't interest her. She knows to come buy some cookies or lollipop. She is not interested in waiting for food.

Socio-Dig: Ok. Good. Let's return to the subject of cold food, food that is uncooked that we can give children. What do you give children in the morning that's not salt-food? Does it upset the stomach of the children? What can you give children to eat?

#4- (female; 37 years; Commerce; No schooling; 5 children; 2 children in program). Sometimes, when you give children sweet-food in the morning, it causes worms to rise into their chest. Children can have a stomachache. It makes them produce mucous and stomach acids. Their stomach can hurt. They produce phlegm and acids because the sweet-food upsets their stomach.

Socio-Dig: Hummm

#4: Sweet and salty are not the same. It can't be good for children to eat something sweet.

Socio-Dig: Ok. For example, what if instead of cooked salt-food, they give the children something sweet? What do you think would be a good type of sweet-food to give the children? Do you understand the question?

#1- (female; 34 years; Commerce; 8th grade; 2 children; 1 child in program). What could they give you in place of the canteen? Could it be a sugar cluster?

Socio-Dig: Yes, what would you agree they give your child? If it's a sugar cluster, would you agree? Let's say that they eat something salty in the morning [before they leave the house].

#9- (female; 64 years; Commerce; ;4th grade; 4 children; 1 grandchild in program). Little cookie or something less. Like a hard candy, or something else. It wouldn't be good, like a cookie. A little sweet cookie. Because I believe that in the morning, for them not to tire themselves. The only thing is if I made some coffee. But if it were something like porridge, they wouldn't drink it. They would say, 'Mama, it will make my stomach hurt.' They won't drink it. They don't like it.

Socio-Dig: Ok.

#1- (female; 34 years; Commerce; 8th grade; 2 children; 1 child in program). I think that they could give them some porridge. The best thing in the place of salt-food would be oatmeal. I think that oatmeal could best take the place of salt-food.

Socio-Dig: Ok. What fruits do you have around here?

#9- (female; 64 years; Commerce; ;4th grade; 4 children; 1 grandchild in program). We have good oranges, we have apples.

Socio-Dig: Let's get rid of the idea of apples. Let' talk about local foods. What fruit do you have that's local?

#9- (female; 64 years; Commerce; ;4th grade; 4 children; 1 grandchild in program). To give children in the morning? It would have to be a good orange, if not a banana. Because that's local fruit. And perhaps you could give children a jam with bread. Because that's what I see that's closest for them to give children. You see a child, you can give him a good mango either in the morning or the evening... You can give him a mango for breakfast, you understand. It depends on the child.

Socio-Dig: You could give them a mango to eat because of the vitamins. I had a child, I gave him a mango and someone told me I could give him a mango. I mean someone who is in the medical field, he told me you could give a child a mango to eat. You give him three or four mangos. You can give him a mango to eat, even if he hasn't eaten anything. Do you understand?

Socio-Dig: I understand.

#9- (female; 64 years; Commerce; ;4th grade; 4 children; 1 grandchild in program). He could eat a banana in the morning if he eats an egg. He eats a banana and it won't hurt him at all because it's got vitamins. But to give a child sugar water. Juice comes after. People don't drink juice without eating. You must eat to drink juice. And what I see, there's porridge that the child can drink and it won't do anything [bad] to him. Me, since I was a child, I get bad gas. It's in my chest. You see me, if I get up in the morning, I must eat something salty first. If not, I must drink a little water. When I come home, I eat something salty. After that, I can eat something sweet. Because if I take something sweet first, it burns my chest. I won't feel good. I think that children can be like that too.

Socio-Dig: Ok. Thank you.

#6- (female; 58 years; Commerce; 4th grade; 6 children; 6 children in program). Me, even in the market, I don't see neither bananas nor oranges.

Public: Laughter

Socio-Dig: Ok.

#3- (female; 34 years; Commerce; 8th grade; 2 children; 1 child in program). Even my children, like Soursop [fruit], as soon as it's ripe they eat any size. They eat it any way they can. One eats one, two eat one. They eat it until they can't stand up. Sometimes they want to eat sweet oranges like that. But there aren't that many of them. You can find a few. But common oranges, they eat however many they want, whenever they want.

Socio-Dig: Ok. Thank you. As parents, if the program decided, for example, just an example ...

Public: yes.

Socio-Dig: If the program decided that you didn't have a choice, that the program had no choice, that it's only sweet-foods they can feed the children, in your opinion would you agree to give the children something sweet or would you say that it's better they don't give the children anything at all?

#9- (female; 64 years; Commerce; ;4th grade; 4 children; 1 grandchild in program). In my opinion, I have two children in the program, it would not be good for me personally. Mine wouldn't eat anything at all. I would rather they let me know so that I can give them something instead. Maybe the one I have in the National school, he's a boy and maybe he'd eat it. But I have two girls and they would not eat anything sweet at all, not at all.

Socio-Dig: The children would not eat it?

Public: No.

Socio-Dig: Ok. No one else has anything to say?

#6- (female; 58 years; Commerce; 4th grade; 6 children; 6 children in program). Since when they give you something it's a gift they're making, it's the same as them giving you something for free. [Laughs]. People make a gift of what they want. Give someone a knock in the head with a stick, it's something they're giving [laughs]. If they're making a gift, then you're obliged to get up early and make some medicinal salt-food to give the children [to deal with the problem]. Rather than not get anything at all, I'd rather get up early and boil some leaves [to make a minimal type of salt-food] [Laughs]. When he comes home from school he'll eat [salt-food]. They're giving you the food.

#1- (female; 34 years; Commerce; 8th grade; 2 children; 1 child in program). Wait until you get zero.

Public: Laughter

Socio-Dig: If they're giving it away, you'll take it.

#6- (female; 58 years; Commerce; 4th grade; 6 children; 6 children in program). Oh, they're giving it to you, eh.

Public: Laughter

#6- (female; 58 years; Commerce; 4th grade; 6 children; 6 children in program). Rather than get zero, I'd rather get one [laughs].

Socio-Dig: Ok. I agree with you. I understand what you're saying. I know that it's local food they're giving. Do you think that if the food was imported it would be better? Or you think that local food is better?

#6- (female; 58 years; Commerce; 4th grade; 6 children; 6 children in program). Local food is better.

Socio-Dig: Number 6?

#6- (female; 58 years; Commerce; 4th grade; 6 children; 6 children in program). Local food has vitamins. Food overseas, now they have a type of plastic rice, plastic spaghetti. It's not good for you. Local food is better.

Socio-Dig: Ok. No one would like to add anything? When you say local, do...

Public: Food from this country!

Socio-Dig: For example, let's take this school. Where does the food come from? Where do they buy it?

#6- (female; 58 years; Commerce; 4th grade; 6 children; 6 children in program). It's a truck that I see brings it here. I don't know where it comes from.

Socio-Dig: Ok. And you guys around here, do you have enough vegetables that you could provision the school? That you could sell to the school rather than them going and getting the vegetables from some other place.

#6- (female; 58 years; Commerce; 4th grade; 6 children; 6 children in program). We don't have the produce around here. Take a look and see, it's only now that the rains are falling and the grass is sprouting. They don't have anything here right now.

Socio-Dig: Ok.

#8- (female; 64 years; Commerce; ;4th grade; 4 children; 1 grandchild in program). (female; 64 years; Commerce; ;4th grade; 4 children; 1 grandchild in program). They would find it close to here. Like the plantains there. We have something called, lalo [a type green]. We sometimes are full of lalo. We eat lalo. Make white rice. We are sometimes full of lalo. We have lyan panye [another type of green]. Behind that wall there, very close, we plant spinach. In the corner of that church, we plant spinach flowers. We sometimes sell piles of spinach. But you know, since the bad weather, things are in tatters. We don't have anything around here. We have how many months since we had rain? It's only now that the rain is falling. We have little stuff that's coming back.

[Noise of a motorcycle passing]

We would have to buy it in the market?

Socio-Dig: Ok. Thanks. Well, we can finish. Let's talk a little between ourselves. Regarding the role you have in the school, as parents, what do you think you could do to help the program function better for the children? Yes, number 8.

#8- (female; 64 years; Commerce; ;4th grade; 4 children; 1 grandchild in program). (female; 64 years; Commerce; ;4th grade; 4 children; 1 grandchild in program). Us parents could help the school with small necessities, do things for the children. Even if we're selling it, even if we're giving it. But it's not easy right now because we have no money. Myself, I have some things I can sell. The school could buy them from me. But the school does not have any money. Sometimes you have a little money, you borrowed it from the

office [from an institutional lender], but as soon as you've paid one or two months interest the money is gone. The reason is that trade doesn't have any profit. You buy, like those cookies I see. When the lady sells them. It's us two who sell cookies in the school yard. There is a type of cookie they call Casino.

[Noise of a siren interrupts]

Socio-Dig: Pardon, yes, you may continue.

#8- (female; 64 years; Commerce; ;4th grade; 4 children; 1 grandchild in program). (female; 64 years; Commerce; ;4th grade; 4 children; 1 grandchild in program). When you buy a big bag of cookies, they sell for 12 dollars (60 Goud). If you don't sell the small packages at 2 for 5 dollars, you won't make anything. On the contrary, you will lose some of your capital. After that, the other cookies sell for 11 dollars. They have 12 small packs of cookies in them. [You sell them for 1 dollar each]. You make a single dollar. If you eat a pack of cookies yourself, then you don't make anything at all. If you have a child who eat two packs you don't make anything at all. Your capital starts to disappear.

But if you had a little money for you to sit down with, we could buy [to resell and] to help the school. But we can't. Things are a little difficult for us. When you have a little money, sometimes you buy a sack of lollipops, you buy them at 43 dollars, you make four dollars. But in that 4 dollars, children are little animals that like to suck lollipops. The children tell you, 'Mama, give me a lollipop.' You give them one so that they will stop looking at what other people are eating. Now you have three dollars left. But there are children who ask their parents and there are children who do not ask. They watch, they take one, they fill their bodies with cookies. The money dissapears. Do you understand?

Me and this woman here, we used to make [and sell] peanut butter and bread. You remember that one time that I had peanut butter? There was a seller of Cassava bread. I bought some to sell with the peanut butter. But you know that there are a lot of children that don't like cassava. I couldn't sell it. It spoiled and I had to throw it away. It went like that. We almost didn't sell any of the peanut butter and bread at the school. I roasted four mammite of peanuts. When he saw that, the School Director, [laughs], he's a man who if he doesn't' see peanut butter he'll go to the market and buy a container of it. I had to tell him, well Preacher, I'm giving you this peanut butter. I'm giving it to you and you see what you can do with it, because it doesn't sell.

It's not that you can't buy something and sell it. It's the school. It's not everyone who has money to give their children to buy something to eat at school. When they come home from school, you can boil an egg, you can give the child a banana, it's good for them. It's truly good for their insides. But you can't do that. When children get here to the school, it's four pieces of fried dough for 10 *Goud*. After that he finds good stew to drink. The child sees you with a bunch of eggs, but you're going to have to eat them. [She is complaining that because the child gets too much to eat at school. Also note that much of this food is

not so good for the child, bringing up another issue, i.e. the quality of alternative foods such as candy and cheap fried foods].

Socio-Dig: Hmm.

Public: They'll stay there and wait for when a plate of food is ready. There are some things you can't do to them.

#1- (female; 34 years; Commerce; 8th grade; 2 children; 1 child in program). As soon as you're dealing with the bank's money, you can't do anything. You're working for nothing. It's buy and sell. There are things you can't afford to buy.

Socio-Dig: Ok. As parents, do you feel like you have any influence over the school director? How can I say this? If you have a problem and you go to the director, will he listen to the problem you have and help you resolve it? Or do you think that the director will listen but not do anything about it?

#4- (female; 37 years; Commerce; No schooling; 5 children; 2 children in program). The director will listen to you. He'll respond to your problem.

Socio-Dig: Ok. And you ma'am. I know that your school director isn't here?

#3- (female; 34 years; Commerce; 8th grade; 2 children; 1 child in program). If you're in the school of director BLANK, any problem you have, if you owe money, you must pay. All the time you have not paid, they'll be asking you for it. They'll ask for it. They'll hold meetings. They'll whip your children.

Socio-Dig: They'll whip your children if you have not paid?

#3- (female; 34 years; Commerce; 8th grade; 2 children; 1 child in program). Yes, they'll whip the children. If it's something they ask for and you have not given it. The children don't know anything. They do not need to beat the children. But all the time they don't get their money, they whip the children. They hold meetings and call all the parents. They show us that they're very angry about the money.

Socio-Dig: Ok. But if you have a problem with the director, then who do you go to resolve the problem?

#4- (female; 37 years; Commerce; No schooling; 5 children; 2 children in program). I don't have any problem to go to the director or the teachers with. Whatever they tell my child, for me, it's "Yes." Everything they say is correct. If they send my child home because of something I don't have, I go to the administration and I give them a date that I will pay, so it's clear.

Socio-Dig: Ok.

#9- (female; 64 years; Commerce; ;4th grade; 4 children; 1 grandchild in program). Me too. Both my school directors are good directors.

Socio-Dig: Ok.

#6- (female; 58 years; Commerce; 4th grade; 6 children; 6 children in program). ... I don't think people should be sending the children home, or for them to be whipping the children, the children don't know anything. They need to deal with the parents. The director of my child's school is good.

[People are talking among themselves]

Socio-Dig: Ok. I know that you all live in town. I would like to ask if all the teachers in the rural areas are teachers who get paid? Do they make good money?

#8- (female; 64 years; Commerce; ;4th grade; 4 children; 1 grandchild in program). Teachers must teach school. I don't believe they would teach school and not get paid. Even if it is in a private school or a state school. The state pays sooner or later. When the month ends, when a teacher first begins to work, he can work for as much as three years and not get paid. For example, I know a teacher who got appointed, they went three years without paying him. Like Professor BLANK that the woman was talking about. Well I attend his church. That man spent a long time. They named him as director of the school in Sileg. He went as long as four years without getting paid. He worked and he never got discouraged. He never got paid. There was a man around here who they appointed to a school. It wasn't Sileg. Eh, Jean BLANK. I believe he went for how long and never ever got paid. After that, when they did pay him, they paid him little by little. A school director can't not get paid.

Take Pasteur BLANK. He gets paid. All professors get paid. People can't come to school and get their cloths dirty. That's something of the past. Before you could go to the Onarak School [Laughs] and you don't get paid. But now, these days, things have become a little more developed. All teachers get paid.

But you know, people are working, they get their cloths dirty. You [the teacher] are not the one who sent the kids to school. It's the kid's parents, it's their responsibility to make him get educated. He [the teacher] can't come to school, he can't work at the school and not get paid. There's no one who's going to say that's not true. People get paid per month. But it's true that when it comes to children, me, I can tell you that there are people like Professor BLANK who is director of BLANK School. There are children he takes that he buys the uniforms for, he pays for their shoes. Every year he has anywhere from five to six children [he pays for]. Sometimes too, other parents [who have been paying] get to a point where they can't pay. They complain that he will put the child out of the school. The parents are saying 'I'll do this to pay and I'll do that or I can't pay because of this.' And Professor BLANK says, 'ok, you can send them to school. Send them.'

And nowadays, you can't do it. Our own parents, long time ago, if you went to school and you passed one year in school, after that, in another year, your parents might not be able to afford to pay the next year and so you sat out for a year. But these days we don't have

that. The director does all he can to keep the children in school. Because there, it's a private school. It doesn't belong to the State. The state recognizes them, but it doesn't give them anything. But they make money. They make money.

All the directors who work are qualified. They're good people. They listen to you. They can understand you. Because they are always having meeting with the parents. They must hold meetings with parents from every grade. What makes some children not learn when they come to school? I have a little girl who doubled the fifth grade. Now she's in 6th grade. The reason is because she didn't work. She was goofing off. I took her and I have her a couple good switches to see if she would pass. Because a child must work to get anything out of school. Sometimes the teacher is working and the children are off doing whatever they want. Sometimes the teacher is working and the child has his head down on the bench. He's not even looking at the chalkboard. Do you understand me?

There it's your fault, the child's mother is not doing her job. The teacher is working with you, so normally the child can pass. If it's the mother, if the mother knows how to read, she'll put the child in front of her and she'll work with her. If the father knows how to read, he'll put the child in front of him and work with him. They'll do this to help the child with what he's been learning.

But if you take a child, when children get out of school and change their clothes... You know, as soon as they get out of school, they are thinking about the house, yes. But as soon as the bell rings, they've prayer, they're running for home. You can find yourself yelling, 'LOOK OUT!' A car can hit them because the only thing they see is home.

But it's education. To help children you yourself have to [teach him]. If you can't read, you must make the child take the book. As soon as you see him get out of school, you leave a little something for him to eat, even those who attend a school with a canteen. When he gets to the house you give him a little something to eat and you say, 'Change your cloths and get your book.' It's normal.

Socio-Dig: Ok, thank you ladies. I have one last question to ask. Do you use SMS? Do you send messages on your telephone? Do most of you use this?

Public: Yes, yes

Socio-Dig: Ok. If WFP said to you, for example, that it was going to put a system in so that everywhere there is a canteen the parents could send a message to complain about any problem, would you guys, as parents, use the system?

Socio-Dig: Yes, number 1.

#1- (female; 34 years; Commerce; 8th grade; 2 children; 1 child in program). If you have a telephone. But in the end, I don't see what problem you could have that you would call. It's not important.

Socio-Dig: It's not important?

#8- (female; 64 years; Commerce; ;4th grade; 4 children; 1 grandchild in program). It's not important for you to give orders to people where they're doing their job.

#4- (female; 37 years; Commerce; No schooling; 5 children; 2 children in program). Parents who go and give reports like that, it's not going to be good for your child. If they find out what parent complained, it's going to dig a hole for them.

Socio-Dig: Ok ladies, I say thank you. I'm going to stop the questions now. I don't know if you have any questions you want to ask us. Number 8?

#8- (female; 64 years; Commerce; ;4th grade; 4 children; 1 grandchild in program). (female; 64 years; Commerce; ;4th grade; 4 children; 1 grandchild in program). The question I would like to ask you. I remember that Miss Natacha came to visit already,

Socio-Dig: Yes, yes.

#8- (female; 64 years; Commerce; ;4th grade; 4 children; 1 grandchild in program). (female; 64 years; Commerce; ;4th grade; 4 children; 1 grandchild in program). But him, the young playboy, I don't know if he's married or if he's a playboy [laughs]. But he didn't come before. It was another.

Socio-Dig: Ahh, that was Mr. Pharrel.

#8- (female; 64 years; Commerce; ;4th grade; 4 children; 1 grandchild in program). Yes, Mr. Pharrel came. Well, when I didn't see me, there is something I would ... Because we asked some questions the first time with the foreigner. Well, he said he was coming back. Well, we see that he didn't return.

Socio-Dig. No, that's us. We are a team. We're the same.

#8- (female; 64 years; Commerce; ;4th grade; 4 children; 1 grandchild in program). (female; 64 years; Commerce; ;4th grade; 4 children; 1 grandchild in program). Well, is it true what you say? Can you really do this? It's like I see that you're insisting on it. [a reference to giving cold pre-prepared food]

Socio-Dig: On what?

#8- (female; 64 years; Commerce; ;4th grade; 4 children; 1 grandchild in program). (female; 64 years; Commerce; ;4th grade; 4 children; 1 grandchild in program). It's this issue of salt vs. sweet-food. Is it true? [laughs]. That's what I would like to know.

Socio-Dig: For me, let me tell you clear. What we do, what we've tried to explain is that we work with WFP. But we only do research. We come and ask questions. We talk to you, we look at the situation, and we write a report. We take you complaints and what you see as good, and then we explain to WFP the situation. That's why everything you say is important. That's why we record everything you say. When we get to the office we listen to it and then we summarize your words. But us, we cannot speak for WFP. It's not us who makes decisions.

Public: -Ok. Very well.

Focus Group #2

Rice Farmers (Kawouk)

Date of focus group: 3/27/2017

Date of transcription: 04/04/2017-04/15/2017

Date of translation: 04/15/2017-04/20/2017

<u>Interviewers</u>

Almathe Jean: Female, 28 years of age, 0 children, Focus Group supervisor Natacha: Female, 28 years of age, no children, focus group leader and surveyor Jackly: Male, 33 years of age, 2 children, Survey supervisor and focus group leader Participants

#1: Male; 53 years old; Farmer; None; 1 child; No child in the program

#3: Male; 62 years old; Farmer; Preparatory 1; 5 children; No child in the program

#4: Male; 38 years old; Farmer; Preparatory 1; 7 children; No child in the program

#5: Male; 50 years old; Farmer; 3rd grade; 3 children; No child in the program

#6: Male; 66 years old; Farmer, Pastor; 6th grade; 3 children; No child in the program

#7: Male; 20 years old; Farmer; 4th grade; 2 children; No child in the program

FOCUS GROUP TRANSCRIPTION

Socio-Dig (Almathe): Good morning everyone!

Public: Good morning Madame!

Socio-Dig (Almathe): I want to thank you all for your presence this morning. I'm Almathe. I am working for a firm. What do we do? We do research all over the country. For now we are working for WFP, which is World Food Program. WFP has a school lunch program where they buy local food to give schools to feed the school children. We are here this morning to talk with you about your role in the program. I will let my colleagues introduce themselves to you.

[Someone clears his throat.]

Socio-Dig (Natacha): Good morning to you all!

Public: Good morning to you.

Socio-Dig (Natacha): My name is Natacha. I work for a firm called **Socio-Dig**. Today we are representing WFP. You already know what WFP is. I will let Jackly speak now.

Socio-Dig (Jackly): Good morning gentlemen!

Public: Good morning!

Socio-Dig (Jackly): I'm Jackly. I work for **Socio-Dig**, a research firm. Currenty, we are working for WFP. We are here to speak to you farmers who are selling to ROPANIP. So, we are pleased to be here to have this discussion together.

Socio-Dig (Almathe): All right! Thank you. To start, what do we do? You can see that we have these small devices in front of us; which will record everything we will talk about. We have some questions to ask you. We would like to discuss with you. We would like for everyone to participate. Everything we discuss will be put in a report when we get back to our office. That report will be given to WFP. In that report, we explain to WFP what we found based on the questions that we had asked you. We will tell WFP, 'here is what the farmers said when we ask them these questions.'

Do you understand?

Public: Yes.

Socio-Dig: To start, you have a number in your hand. When we ask a question that you want to answer it, you will repeat the number you have in your hand. It will help us to know who is answering the question. We will go around and have you introduce yourself with the number that you have in your hands. We want you to say who you are; what do you do. You can give a little presentation of yourself, just a short presentation. As you can

see, we've already presented ourselves. I gave you my name and what I do. We will start with you, pastor.

#6: (Male; 66 years old; Farmer, Pastor; 6th grade; 3 children; No child in the program). Ok, alright. Well, I'm... My number is 6. So, I'm a pastor who is preaching the gospel. So, what do I do? I urge people to come and accept Christ for them to have eternal life. But I also engage in agriculture. I grow rice, bananas, and all the products you know the earth can produce. I breed several kinds of animals, livestock and so on. But now I am working, thanks to other farmers, you know, like me. We help each other to farm. Because I do not have enough resources. I am not even in good health. I started selling to WFP since 2016. Do you understand? Products from the marsh, like rice. They even proposed that we sell other things, like other food.

[Loud song of birds singing.]

They asked for corn. Do you understand me? Papaya and so forth, do you understand? I could not provide them to WFP. It is for that reason we came to 2017, I can tell you, the products, the harvest was solid. We do not have enough resources to work the land. Do you understand? When it comes to our own strength and with the small amount of money we have, we have other responsibilities. To care for the children, such as paying school fees. However, the small amount of money we have we cannot invest all of it in the land. We need to pay for our children to go to school. That is why we need... If we could get some help...

Socio-Dig: I am sorry Pastor! We will give you the possibility to ask questions later. [At the moment] We just want you to do a presentation about yourself.

#6: (Male; 66 years old; Farmer, Pastor; 6th grade; 3 children; No child in the program). OK. So generally, that is what I wanted to say. I would be glad if WFP would help us. Do you understand me?

Socio-Dig: Ok. Thanks pastor. We will get there later. Let us just introduce ourselves for now. Tell us who you are, name, and what you do.

#1: (Male; 53 years old; Farmer; None; 1 child; No child in the program). I'm... My number is 1. What do I do? I'm a farmer. I do all kinds of agriculture as well as a breeder. [Laughter]

Socio-Dig: Ok.

#5: (Male; 50 years old; Farmer; 3rd grade; 3 children; No child in the program). I am... I'm number 5. I am a living farmer that provides the country food to eat.

Socio-Dig: Ok, alright.

#3: (Male; 62 years old; Farmer; Preparatory 1; 5 children; No child in the program).. My number is 3. I am a farmer. I raise animals. I don't do anything else. That is the only thing I do.

.Socio-Dig: Ok, thank you.

#4: (Male; 38 years old; Farmer; Preparatory 1; 7 children; No child in the program). My number is 4. I'm a farmer and businessman.

Socio-Dig: Ok.

#7: (Male; 20 years old; Farmer; 4th grade; 2 children; No child in the program). I am 7. I am a farmer and I breed livestock.

Socio-Dig: Another thing I would like to ask you. Do you give us permission to take pictures during the meeting?

Public: No problem. That cannot disturb us. This is nothing. Since you want it, we want it. We're not in a dictatorship. We are all farmers. We are collecting the harvest. We are just working. Well, ok, agreed. [Laughter]

Socio-Dig: Let's begin. In this area what kind of crops you produce the most?

#5: (Male; 50 years old; Farmer; 3rd grade; 3 children; No child in the program). Um, in the past, the crop that we produced the most was millet. Unfortunately, we lost that production. As everyone knows, we will not lie, we lost the production. We do not have it [millet] at all anymore. But we have rice now. It is our major production. Because you know it takes 90 days, 100 days, 110 days. That is how we make it. But it was not valuable in the past. When the internationals sent rice, ours was ignored. We couldn't even pay school for our children. They got sent home for the [lack of paying the] school's fee. Um, we were poorly organized in that way. Well, fortunately WFP got involved in the situation along with ROPANIP to bring a change. We do other small things, but our main product in the past was millet. As for now, our main crop is rice.

Socio-Dig: Ok. My next question I want to ask you. Are all of you members of an association?

Public: Yes, yes, yes.

Socio-Dig: Which association?

#5: (Male; 50 years old; Farmer; 3rd grade; 3 children; No child in the program). AJIPOU. Youth Progressive Association of Oroupe. It is affiliated with ROPANIP. It is integrated with ROPANIP.

Socio-Dig: Ok. Do you sell directly to ROPANIP? How does the market chain work?

#5: (Male; 50 years old; Farmer; 3rd grade; 3 children; No child in the program). Well, at the time, it is unprofitable. The season was not so good. We only got a taste. We are asking for more support. When you are selling to an institution you must have a reserve. We cannot afford to care for the fields. We only have a place to set our feet. It is like we are selling our toes and are left with our feet. We cannot sell all of it. How would we feed our kids? If we had the funds in our hands we would go far. Similarly, if your car has fuel,

it will go everywhere. But if it does not have fuel it can go no place. If at least we had a bit of financial support in our hands we could work.

We have no support at all. Our leaders, the system of our country, and our government does not support farmers. That is why we cannot provide food for the country. To provide the country with food we must have the ability to be modernize agriculture. It has not been done. Well, now with a simple hoe... Since this morning one has not yet eaten? We do everything alone.

[Sound of birds singing is loud]

If our government got involved in agricultural that would be significant. The priority is agriculture. For all the intellectuals and those with doctorates, they need food. If they encouraged us we could give more. We would not have any problems with WFP. But now, this means that we have no reserves left. When we give to ROPANIP we do not have any left. Today we are asking for WFP to give assistance to ROPANIP so that we can produce more and sell more.

Socio-Dig: Alright. Let's clarify something. Do you sell directly to ROPANIP or you go through another association to sell to ROPANIP?

#5: (Male; 50 years old; Farmer; 3rd grade; 3 children; No child in the program). No. No other one. We sell directly to ROPANIP.

[A phone is ringing]

Socio-Dig: Another question about that, anyone can answer. Make yourself comfortable. How does ROPANIP get the products from you?

#5: (Male; 50 years old; Farmer; 3rd grade; 3 children; No child in the program). ROPANIP?

Socio-Dig: Yes, how does the market chain work?

#5: (Male; 50 years old; Farmer; 3rd grade; 3 children; No child in the program). Well, the way the market chain works is that we give to ROPANIP directly. Do you understand? ROPANIP does not give us a bad price. They go to the market on a market day to verify the price. But one thing, when we sell in the market it is better for us. The reason is the "Cooking Pot Rice" or "Steamed Rice" is more cost effective for us. ROPANIP takes the "Sun Rice." But they visit the market first before setting the price. They also provide a small percentage more than the market.

Socio-Dig: Ok. I do not understand when you said, "Cooking Pot Rice," prepared in a pot?

#5: (Male; 50 years old; Farmer; 3rd grade; 3 children; No child in the program). Pot Rice is rice, yellow rice.

Socio-Dig: Steamed Rice is not smashed [in a mortar and pestle]? It is milled?

#5: (Male; 50 years old; Farmer; 3rd grade; 3 children; No child in the program). Well, it's milled, yes. What ROPANIP requests is the "Sun Rice." No. It is the same thing. We don't put it on fire [do not boil it].

Socio-Dig: It is milled?

Public: No. It comes out white. We do not put it on fire, same as Miami rice.

Socio-Dig: Ok, alright. Another thing, I don't know much about rice production. I would like to ask you to give me more explanation about the process?

#5: (Male; 50 years old; Farmer; 3rd grade; 3 children; No child in the program). Ok.

Socio-Dig: Steamed Rice, can someone explain the process? Anyone, how do you steam the rice?

#6: (Male; 66 years old; Farmer, Pastor; 6th grade; 3 children; No child in the program). Steamed Rice is after the rice is harvested and you put it in your home. You need to have a large barrel for cleaning it. You remove the mud and straw then you put it in a pot so that you can boil it. After [boiling], you drain the water and you spread it in the sun to dry. After it's dry, you roll it. The rice is already cooked before you cook it again. It's cooked twice.

But WFP requests we dry the rice in the sun. They tell us the amount time in the sun it needs. You put in the sun and then you roll it. It becomes white like the Miami rice. And that is how they asked us to do it. But like my colleague told you earlier, when the rice is boiled first, we get more out of it. Do you understand?

When it's not cooked, we get less. What happens... We spoke about it January 2016. We brought it up with them [WFP and BND] to see if we they could raise the price they are paying us for it. For WFP to help us farmers to get a small loan. Do you understand? We would like a higher price, something different. We would like for them to help us farmers get a loan. Do you understand me? We would like a loan for us to work the land.

[A phone is ringing.]

Because if I had the money...

Socio-Dig: Let the phone ring!

#6: (Male; 66 years old; Farmer, Pastor; 6th grade; 3 children; No child in the program). If I had the money... there are many farmers who are poor. When they finish planting rice, they must go to a seller to borrow money before the harvest, to feed themselves and their family. But if we had money we would buy the rice between us farmers. Then, if WFP needs a ton of rice per year, we might be able to provide it to them. I was the first to start selling to WFP along with my colleagues here. We pulled together and we provided it. We had provided it twice already. Do you understand? But this coming harvest, beforehand, we would like for WFP to find a solution. To look how they can raise the price, my friend.

#5: (Male; 50 years old; Farmer; 3rd grade; 3 children; No child in the program). There is a question, I want to focus on it. We would like WFP to make it possible for us to get a humidifier. Because that device will help us to know the rate of moisture in the rice; so that we can know when it is ready to mill and when it is not good for milling. Because sometimes we mess it up, it breaks in our hands.

Socio-Dig: You do not have one?

#5: (Male; 50 years old; Farmer; 3rd grade; 3 children; No child in the program). No, we do not have one. Sometimes the rice breaks because we don't know when it's ready. Sometimes we give too much sun and when we grind it, it breaks into small pieces. So, we ended up going to other people to purchase, so to complete the amount for WFP. We are losing. We are only selling a small amount to ROPANIP. But WFP could do something. They could check a humidifier for us, for us to know when the rice is ready and to control the humidity so that we can mill it at the right time. We want the rice to come out whole. Because other institutions have humidifiers, they put the device under the rice to know what degree of humidity it is. It tells what degree it should be. It tells at what degree to mill the rice. [If we had a humidifier] Then we would give WFP better rice. A rice [with grains that are] whole. As for us... Sometimes we give the rice too much sun. It came out bad. We don't know when it's ready. We are doing it based on luck.

Socio-Dig: You are doing it based on luck?

#5: (Male; 50 years old; Farmer; 3rd grade; 3 children; No child in the program). By chance. If it is good, it is good. If it is not, it is not. When it is not good, it is not profitable for us at all. When the rice breaks into small pieces we cannot sell it. So, it is a deficit. [It costs us money to produce]. To take care of it in the rice paddies we spend countless hours and we pay people to help us. It is like the same with you, when you leave your institution you have someone to take over for you.

Socio-Dig: To take over for you?

#5: (Male; 50 years old; Farmer; 3rd grade; 3 children; No child in the program). Yes! You need to pay them. You are paying from what you earn. If you do not make money, you will not be able to pay them. It will bite into your capital. If you have a bank account, you will have to withdraw money to pay people. That is not good.

Socio-Dig: Absolutely!

#5: (Male; 50 years old; Farmer; 3rd grade; 3 children; No child in the program). I ask whether WFP would make us a favor to find us a humidifier. That could help us to control the humidity in the rice, to know when it has too much heat, for the rice not to break into small pieces.

Socio-Dig: Ok. Thank you very much. Let's go back to the steamed rice versus white rice. Do you mean you earn more money when the rice is steamed?

Public: [Laughter] Absolutely!

#5: (Male; 50 years old; Farmer; 3rd grade; 3 children; No child in the program). Absolutely! Easily, easily!

Socio-Dig: Easily? Why are you selling to WFP if you make more money with the steamed rice? Ok number 5.

#5: (Male; 50 years old; Farmer; 3rd grade; 3 children; No child in the program). Well um, some of my colleagues do not understand the system yet. WFP gives us an advantage as well. The advantage WFP gives us is that our children, our brothers, our sisters, and our friends are eating the rice. Because WFP is doing something good for us. We must make sacrifices so we give it to them.

Public: Laughter

Socio-Dig: Ok, right. Remember, I told you that everyone can participate.

Public: Yes. All of us are participating.

Socio-Dig: Let's go back to ROPANIP. How does ROPANIP get rice from you? Is it you who goes to deliver the rice to them or do they come to collect it? They come to take the rice from you? How does the process work?

#5: (Male; 50 years old; Farmer; 3rd grade; 3 children; No child in the program). Some of my colleagues here do not know the system. I am not being irreverent. We deliver the rice to them and they reimburse us for transport. Um, if they came to get it, they would have to pay. They don't make us pay for transport. They have an agreement with the us so that we don't overspend, because it would have to come from the capital. They support the transportation. They support the people who deliver it to them.

Socio-Dig: Are you the one doing the delivery?

#5: (Male; 50 years old; Farmer; 3rd grade; 3 children; No child in the program). Yes, we deliver it to them. They take care of the transportation cost. They pay transportation for the person doing the delivery. It does not come from our capital. The delivery payment comes from them.

Socio-Dig: Ok! I understand that you deliver it to them. But is there a small association within the association, for instance a committee member that is responsible for delivering the rice? Is the committee responsible for taking the rice and delivering it to WFP or can anyone do it on their own? Number 6, do you want to speak?

#6: (Male; 66 years old; Farmer, Pastor; 6th grade; 3 children; No child in the program). I'm number 6. This is how we do it. When we finish preparing the rice, we must mill it. Normally, we call the guy who works for them to come and to tell us what to do. So, they must... They tell us how measure it and put the rice in sacks. We put 18 marmites of rice per sack. We put it in the sacks, and then we call a driver to deliver it to them. They pay

transport. But for the milling we pay for it. We mill it, we pay for that. So, we simply do not pay for the transportation fee to deliver it to them.

Socio-Dig: Ok.

#5: (Male; 50 years old; Farmer; 3rd grade; 3 children; No child in the program). Um, host, I am number 5. We have a mill. It was given to us by Gouveneman Lakay³. And with it we intended to do all our transactions. It was just a carrier potè. It broke many times. Our engine is perfectly good. But don't you see in your agenda or conscience to help us with a mill. And we could give a percentage of the fee. The new one would be more reliable. It could protect us farmers. We believe that the mill is for us. It is for the community. It was given to the community by the Martelly administration. The mill is good but it has broken down many times. It broke down; whack, whack. And we need a lot of money. We don't know how you can give a report on that for us? How you can help us with the mill to get a new system? It is not the engine but the mill. Maybe we can give a percentage. How can WFP help us?

Socio-Dig: Ok. Thank you. Number 3, 4 or 7 would you like to add something to what we have discussed so far?

#3: (Male; 62 years old; Farmer; Preparatory 1; 5 children; No child in the program). Well, all I wanted to say is what they already said. I have nothing to say. Thank you.

Socio-Dig: We all can participate. Everything you say is important. Ok, number 4.

#4: (Male; 38 years old; Farmer; Preparatory 1; 7 children; No child in the program). Well, this is what we notice about the farmers. All of us here are farmers. Among the farmers, we have a lot of land. Mostly, we do not really cultivate it all. We would work it [the land], but we have no finance to invest in the land. WFP could get a lot of rice, but a quarter of the land is left empty because we do not have the resources and the intelligence to work the land. Do you understand?

[Noise bird singing and motorbikes passing]

Because that is what I see in my conscience. That is what I can tell because the land is abandoned.

Socio-Dig: Ok! Thank you. Are you the one who set the price for the rice? Are you the one setting the price as farmers or is it WFP that tells you how much it will pay you for the rice?

#6: (Male; 66 years old; Farmer, Pastor; 6th grade; 3 children; No child in the program). Like my brother said earlier, they go to the market to verify the price. As for us, they tell us how it's being sold on the market. They say they will add this amount more to the selling price. The Steamed Rice sells for \$30HT, 150 goud, a pot of milled rice. I myself

³ Name of a government branch under the Martelly administration

asked for the price to be increased because prices it went up. For someone to buy a bucket of rice its \$70HT, \$75HT and it still has the straw in it.

Socio-Dig: It has not yet been milled?

#6: (Male; 66 years old; Farmer, Pastor; 6th grade; 3 children; No child in the program). That is why at this moment we do not have any resources at all. Also, with Matthew, which destroyed everything, now the country has nothing. There are no resources. There is no rice. Now, when WFP will need the rice, it will find it to be very, very expensive. So, that is why we need you to take this complaint for us. I am telling you that a bucket of rice still with the straw is \$70HT. We will be happy if you can take our complaint to WFP. How many pots are in the bucket? Sometimes it has $2\frac{1}{2}$ or 3 pots. It's still not profitable, the rice has more straw then grain. We would like for people to come and talk to us about our problem. As our host, to take the complaint to them for us to increase the price, because the selling price is not profitable at all.

Socio-Dig: As for you here...

Public: Yes!

[Phone is ringing.]

Socio-Dig: How do you plant rice? Do you have a nursery? Do you have fertilizers? Do you use seeds?

#3: (Male; 62 years old; Farmer; Preparatory 1; 5 children; No child in the program). (Male; 62 years old; Farmer; Preparatory 1; 5 children; No child in the program). We use seeds. When it's ready we come, we organize ourselves, and prepare the land. When the land is ready, we plant.

Socio-Dig: You do not use fertilizer?

#3: (Male; 62 years old; Farmer; Preparatory 1; 5 children; No child in the program). (Male; 62 years old; Farmer; Preparatory 1; 5 children; No child in the program). No, we do not use fertilizer.

Socio-Dig: It's hard to get?

#3: (Male; 62 years old; Farmer; Preparatory 1; 5 children; No child in the program). (Male; 62 years old; Farmer; Preparatory 1; 5 children; No child in the program). Sometimes we travel all the way to Deriseau to an office to buy it or we go all the way to Miragoâne. Sometimes we give a person money to buy it for us from Port-au-Prince. That's how it is.

Socio-Dig: Ok. Let's talk about the seeds. Where do you buy seeds? Do you produce them yourselves?

#3: (Male; 62 years old; Farmer; Preparatory 1; 5 children; No child in the program). (Male; 62 years old; Farmer; Preparatory 1; 5 children; No child in the program). The seeds?

Socio-Dig: Yes. You produce them?

#6: (Male; 66 years old; Farmer, Pastor; 6th grade; 3 children; No child in the program). Hold on. I believe that WFP and ROPANIP got together some time back to order seeds for us. But the seeds were not trustworthy. That is why we decided to not use them. They were not dependable. They were full of straw. [Someone coughing]. Not even the vendors wanted to buy them...

Socio-Dig: The vendors are the ones who give you an advantage?

#6: (Male; 66 years old; Farmer, Pastor; 6th grade; 3 children; No child in the program). Ok listen, we took the seeds, we cared for them, we removed the straw. But we did not get enough to plant. I am telling you, normally we have no guarantee. We had to look for other varieties ourselves so went to Aux Cayes. Some people go all the way to Artibonite and buy rice from there and come back with it [to plant]. Sometimes they may go to look for rice far away, but they do not even know the name of the seeds. It might be good seeds or bad seeds.

#5: (Male; 50 years old; Farmer; 3rd grade; 3 children; No child in the program). It has no origin.

#6: (Male; 66 years old; Farmer, Pastor; 6th grade; 3 children; No child in the program). Well, WFP met with ROPANIP because there are many farmers who planted the rice and lost the whole harvest. Until now there is leftover rice seed. They can't give it away.

Socio-Dig: Ok number 5.

#5: Actually, the agronomist who brought it... You bring a plan. But it depends. It's the same as plantains. The type of plantain might be able to produce more than another type. Normally, the first task to do should be to come and test the soil. You must come to verify the type of soil, to see the variety of seeds that should be planted. Sadly, what they gave us was wrong. They gave an L1 and with another he put 10. He gave us a different one that makes the situation worst. It was not good. Then WFP said they will loan us money for seeds. We waited on WFP and we failed. We did not have money. The rice was bad from the time it was seed. We lost bout the crab and our strength (*Nou pèdi krab nou pèdi kourayî*).

Socio-Dig: Besides that, what else causes you to lose production?

#5: (Male; 50 years old; Farmer; 3rd grade; 3 children; No child in the program). Well, um...

Socio-Dig: Fertilizer?

#5: The fertilizer is one, and also bad weather. During bad weather, we get massive erosion [soil is carried down with the flood waters and smothers the crops] and we lose the whole harvest. We are left with nothing.

Socio-Dig: No animals eat the rice?

#5: Yes. The Madame Sarah's [birds] and rats, epidemics... but Madam Sarah attack us most. It takes a lot of work, especially if you are paying people to work. It is expensive to have a successful harvest.

#6: (Male; 66 years old; Farmer, Pastor; 6th grade; 3 children; No child in the program). Well, there is an insect that is called "bedbug" that always attacks the rice. It is there when the rice is sprouting and normally they get inside and drink the rice milk. The rice comes out like straw. You understand? The bug gets more [of the harvest than us]. Like the rats, we cannot harvest what we were supposed to harvest.

Socio-Dig: Ok. Do you have a plan for how to kill the insects or are you just waiting for someone to come and resolve the problem for you? What you do to fight the epidemics? What plans do you have to get rid of them?

[Birds singing]

#5: (Male; 50 years old; Farmer; 3rd grade; 3 children; No child in the program). Farmers who have money buy insecticide. They buy products to spray their fields. But if you don't have money you are helpless. That is how it is. If you don't have money... actually, in a developed country, when you are farming you need money. Agriculture can't be done without money.

Socio-Dig: How long does it take for the rice to be ready?

#5: There are multiple varieties of rice. Some takes 3 months, 90 days, 100 days. Some take 110 days.

Socio-Dig: Ok. Is there a season to plant rice? Can you plant it at any time?

#5: (Male; 50 years old; Farmer; 3rd grade; 3 children; No child in the program). Yes, but you must be careful, there is a profitable period. Now we are in the spring ... If you plant the rice in November, December, in the winter, it will only sprout. Even with the sprouting, if you don't have money to buy fertilizers, you will get nothing.

Socio-Dig: Ok, thank you. What number do you have? (Number 1) Number 1, how much money do you spend on planting rice? And my other question to you would be on how much land do you plant rice? Do you work by *kawo* [French carreaux = 1.29 hectare or 3.18 acres]?

#1: (Male; 53 years old; Farmer; None; 1 child; No child in the program). I don't work by kawo. I work by ka [quarter of a kawo]. But I plant 3 times per year, because my means are small.

Socio-Dig: How much money you can spend during the year for planting rice?

#1: (Male; 53 years old; Farmer; None; 1 child; No child in the program). I can't calculate it. I do it piece by piece. If you put that on a notebook maybe you can calculate it because I do piece by piece each time. I have not calculated it.

Socio-Dig: Do you spend around \$3,000 HTG?

#1: (Male; 53 years old; Farmer; None; 1 child; No child in the program). No, it is not that much.

#5: (Male; 50 years old; Farmer; 3rd grade; 3 children; No child in the program). It's not \$3,000HTG. Actually, we share crop, 50/50. The owners of land get the same amount we get. The harvest is divided between the two. That is why it's tearing our guts out. The owner of the land doesn't pay a single *Goud*.

Socio-Dig: Which means the land that you are working is not yours?

Public: No. Few people own their own land.

#5: (Male; 50 years old; Farmer; 3rd grade; 3 children; No child in the program). Few people have land. It's 50/50. If you sell 10 buckets of rice you get 5, and the owner gets 5. He/she doesn't give anything, not a single *Goud* or even a drink of water. That is why we are in this situation. Don't even ask if you can go to a seller to take an advance.... If the bucket costs \$20HTG when it is ready, he would offer you \$10HTG or \$5HTG. You sacrifice yourself for the farm. That is why we are in this situation. You go to the seller for an advance, if the price is \$20HTG, he offers you \$10HTG or \$5HTG. The owner of the land crosses his arms while you are doing all the work and he waits for the harvest. We are dying here.

17l#1: (Male; 53 years old; Farmer; None; 1 child; No child in the program). While we are killing ourselves, if we harvest 10 buckets of rice, 5 buckets are for him. But you already spent your 5 buckets. Now you come up with nothing.

#5: (Male; 50 years old; Farmer; 3rd grade; 3 children; No child in the program). You do not make anything at all.

Socio-Dig: Is it because you do not have land or you cannot afford it.

Public: We cannot afford it.

Socio-Dig: Or you have the land but you are unable to work it?

#5: (Male; 50 years old; Farmer; 3rd grade; 3 children; No child in the program). Um, it's a question of money. Because if you are a grand don, your parents left you land and you will not want to sell it. You have a guarantee that you will not spend money. The money you receive, you put it in the bank. You will not sell it. Do you understand? You get a free pass. You got people working for you to fill your pocket with money. You take the money and put it in the bank. Why would you sell your land? To sell your land you would need to be on hard times. There are no hard times for those people.

Socio-Dig: Thank you. As for fertilizers and pesticides, I want to talk about prices. How much money do you spend on chemicals to treat the farms?

#5: (Male; 50 years old; Farmer; 3rd grade; 3 children; No child in the program). Excellent question host!

Socio-Dig: How much can you spend to treat the fields?

#5: (Male; 50 years old; Farmer; 3rd grade; 3 children; No child in the program). Ok. We must become like a guinea fowl. We become like a guinea fowl in character.

Socio-Dig: Guinea fowl?

#5: (Male; 50 years old; Farmer; 3rd grade; 3 children; No child in the program).: Because with sharecropping we get no support. Well, you are not getting anything because everything you buy to spray the rice is coming out of your own pocket. It's on your back. You are obligated to be a crab or a guinea fowl. You don't want to invest too much because the 50% is already killing you. You don't have anyone telling you, 'here my friend is a bag of water.' If you buy everything the guarantee is for the landowner. That is why you become cheap with the farm. You are borrowing money on the rice while it's still planted, the landowners are not here for that. It's a tooth for a tooth, eye for an eye, ear for an ear. All the guarantee is for the landowners. They are sitting and waiting on you.

Socio-Dig: Ok. Would anyone else like to add something else? When you ask for help, I want you to be more direct. What would you like for WFP to do for you? Anyone can answer the question. Yes number 5, when you said you need support, what exactly are you asking from WFP to do for the farmers' association? I want you to be more direct.

#5: (Male; 50 years old; Farmer; 3rd grade; 3 children; No child in the program). Here is what we want form WFP or the government: Give us credit. Give us technical assistance. Because we are useful to the country. We are the engine of the country. A car can't move without an engine. You can be well dressed but you still need food to eat. Even if you don't eat now you will need to eat when you get outside. But if there is no food you will not be able to exist because the National Palace doesn't have a farm inside if it. Instead it has iron. We are the ones who feed the country. The State needs to give us technical assistance. We are poor but with integrity, that is why we are not stealing. Even a dog, if you don't feed it, it will go to where the food is. That is why many Haitians are dying in the Dominican Republic. They risk their lives because life is hard for them, hard. There are many in Brazil and Chile. We are asking WFP and the Haitian Government to give us credit to work so we can eat, live, and so that we too can send our children to school.

Socio-Dig: Ok. Besides the credit what else? I understand about the credit, you are asking for money to be loaned to the farmers. But besides credit, what else can be done?

#5: (Male; 50 years old; Farmer; 3rd grade; 3 children; No child in the program). We don't know the agenda of WFP. If WFP gave us a chart to choose from, we could decide. WFP

has not given us a chart to do that. It is only helping us in this case. Because we have a problem, we have a lot of problems. We are in agriculture. If WFP gives us a chart, we will choose which problem we face the most. WFP knows our problems more than we know our own problems. We are here.

Socio-Dig: Ok I agree with you.

#6: (Male; 66 years old; Farmer, Pastor; 6th grade; 3 children; No child in the program). I want to support what number 5 said. As my colleague said, we need credit to help us. The reason we cause so much damage on the farms is because we don't have the proper equipment for farming. Such as a roto-tiller, we don't have one.

Socio-Dig: Ok.

#6: (Male; 66 years old; Farmer, Pastor; 6th grade; 3 children; No child in the program). Do you understand? I have a handicap, because of my illness. I have been sick for 2 years. I can't support anything now. I can't work now, not if I don't have money to pay someone. For example, for me to work a piece of land now it costs me HTG1400, HTG1800, HTG2000, HTG 2000. You hear me? I must hire people. Do you understand? I am buying days [of work]. Now I have a piece of land, they are asking \$20HT [HTG100] per person, \$20HT for only 3 hours of work.

[Loud sound of a motorcycle passing by]

It's only 2 ½ hours they give us. But if we had equipment, if we had equipment we would call an operator to till` the farm for us. We would set the price and our farms would be done. 1 day or ½ day is enough to till a farm but when you a buying an *eskwad.*⁴ Like I said... I'm spending HTG2000. When I tell you that... well, for just one rice paddy, for each harvest, I must spend money. You must cook big meals for them [the workers]. It's my operation, so I try to negotiate.

#5: (Male; 50 years old; Farmer; 3rd grade; 3 children; No child in the program). Well, I want to tell you also, you know we are working with hoes. We must turn the soil three different times. We give a first one, we give a second one, and then we give a third one. If we had machines it would be one time.

Socio-Dig: Explain that to me. I do not understand.

#5: (Male; 50 years old; Farmer; 3rd grade; 3 children; No child in the program). We give the land the first cut to decay it. We turn the mud upside down. We turn the land upside down. After that, we do it a second time to loosen the mud. It's like making a bean sauce; you smash the beans once, a second time, and a third time. But actually, if you had, what is it called? A blender. With a blender, you would blend. You would blend it only once.

Socio-Dig: The land has water?

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⁴ Group of workers

Public: Yes.

Socio-Dig: You plant rice on it? After the first harvest how long does it take to plant a second harvest?

#5: (Male; 50 years old; Farmer; 3rd grade; 3 children; No child in the program). The same day.

Socio-Dig: But don't you need to turn the mud like you said?

Public: It must decay first.

#5: (Male; 50 years old; Farmer; 3rd grade; 3 children; No child in the program). With a rototiller, you could turn it. It would not take time. What takes time it that you are doing it by hand.

Scoio-Dig: Alright, I want to go back to what you said before. I apologize, I don't know much about rice production. When you said it needs to be decay, why does it need to decay?

#5: The soil, like a mango, it needs to be ripe. You see a green mango is not the same as a ripe mango. You will see that the ripe mango is more delicate. When its green, it takes more strength.

Socio-Dig: Alright. Why don't you speak too sir? I don't know why you are not participating too. I don't like that, everything you say is important. I would like for you to speak because we want to hear what you have to say too.

#3: (Male; 62 years old; Farmer; Preparatory 1; 5 children; No child in the program). My name is BLANK. For the soil to decay, when you cut the reeds, you leave them on the soil. Now the reeds will go under the soil. Now, after the reeds decompose under the soil, you will turn the soil. Then you will be at the stage when you poke [plant] the rice. Again, you stir the soil. And again, you leave it laying there. Now, again the reeds are starting to decompose. They decay again. Now on the third stirring of the soil you will start poking [planting] the rice. A third time. Now the soil is how you need it to be. It's like a porridge. Now you are walking around poking the rice.

Socio-Dig: Hmm, ok. Is that what we call fertilizer?

Public: Yes, it becomes like a fertilizer. But we don't burn the reeds. We put them under the soil.

#5: (Male; 50 years old; Farmer; 3rd grade; 3 children; No child in the program). As for a conclusion, when the poking is done with your fingers the soil can't be hard.

Socio-Dig: I was about to ask you that question.

#5: (Male; 50 years old; Farmer; 3rd grade; 3 children; No child in the program): Because it can't he hard. Like you see here when you are poking with your fingers, you will not have these. [Holds his fingers up]. It will eat your finger if the soil is not liquid. If it's not liquid, the soil will eat all of that. It will eat it, it will eat it, and you will not be able to work. It will peel your skin off...

Socio-Dig: Ok. How long does this process take?

#5: (Male; 50 years old; Farmer; 3rd grade; 3 children; No child in the program). The process will depend on your means. People don't have the means. Its only you. As for the work, if we have people helping us, it can be done faster. But if you are by yourself, you start this and you put it down to start something else. You will take more time. Because you don't have the means, you go from this to that. Some people who have the means take 3 days to finish. So, for you, you spend two or three weeks. Because you are alone. And people will not come here if you don't feed them.

Socio-Dig: What is the name for the people you hire to work for you? How much money do you pay them?

#6: (Male; 66 years old; Farmer, Pastor; 6th grade; 3 children; No child in the program). Daily workers.

Socio-Dig: How much do pay them?

#5: (Male; 50 years old; Farmer; 3rd grade; 3 children; No child in the program). In the past, it was \$10HT [HTG50], \$15HT [HTG75]. It's \$20HT [HTG100] now. For 2½, hours, 2½. If the person is your people, he will give you 3 hours. You need to pay them on site.

Public: They are all over you. You must pay them automatically, as soon as they are finished. [Laughter].

#5: (Male; 50 years old; Farmer; 3rd grade; 3 children; No child in the program). As for us, as for my wife, often she doesn't have anything left [no profit] after she sells the rice. Yes, she's left standing there with her arms crossed.

Socio-Dig: Ok. Talking about that, what role do your wives play in the rice production?

#5: (Male; 50 years old; Farmer; 3rd grade; 3 children; No child in the program). Well, when we don't have much debt, you can have 1 or 3 bucket left, she will steam it and sell it to pay for the children's school fees. But some days my wife is left standing there with her arms crossed.

Public: Laughter

#6: (Male; 66 years old; Farmer, Pastor; 6th grade; 3 children; No child in the program). Since you have debt, you spend all the money. Everything is gone. You are left with zero.

Public: Laughter

#5: (Male; 50 years old; Farmer; 3rd grade; 3 children; No child in the program). Sometimes after you finish harvesting, you go and work for another farmer to feed your home. You have nothing

#3: (Male; 62 years old; Farmer; Preparatory 1; 5 children; No child in the program). When the children are hungry, when they are back from school, you must feed them. You must feed your wife as well.

Socio-Dig: Do you have agronomists who pass through the area to visit your land for you?

Public: Yes, they pass. Sometimes they pass for fun and do nothing.

#6: (Male; 66 years old; Farmer, Pastor; 6th grade; 3 children; No child in the program). They used to plant, but now they don't do that anymore.

Socio-Dig: Is there a nursery in this area?

Public: Yes, we are poking the rice now. We are poking rice now.

Socio-Dig: Ok. Let's go back to the women. I work with women and their role is very important to me

Public: [Laughter]. They are our mothers.

Socio-Dig: Do the women also plant rice or do they poke the rice too. What is the women's role? Number 3.

#3: (Male; 62 years old; Farmer; Preparatory 1; 5 children; No child in the program). Some planted in the past, but they don't plant anymore.

Socio-Dig: Ok.

#6: (Male; 66 years old; Farmer, Pastor; 6th grade; 3 children; No child in the program). The problem with the women, they are giving birth to children. It's very cold. She can't go inside the paddies to work. Well, the person is a woman and she is very fragile. We must protect them. There are some women who could do it, but to protect them we don't let our women do it. It must be the men who work morning and afternoon in the cold. Do you understand? That is, we must protect our women, by not letting them do that type of work.

Socio-Dig: Ok.

#3: (Male; 62 years old; Farmer; Preparatory 1; 5 children; No child in the program). There are some places women can't reach in the paddies. It's too deep. It's so deep the women can't go there.

Socio-Dig: Ok. Yes, number 1.

#1: (Male; 53 years old; Farmer; None; 1 child; No child in the program). Even us men [Laughter]. sometimes you get inside the paddies, if you were not a real man you wouldn't

be able to come out. [Laughter] It's very deep. You could get in and someone must pull you out.

Socio-Dig: Pull you out!

#7: (Male; 20 years old; Farmer; 4th grade; 2 children; No child in the program). Or I throw a rope to you. It's a misery.

#5: (Male; 50 years old; Farmer; 3rd grade; 3 children; No child in the program). Hey hostess, I am putting cards on the table for you. Ok? We have an activity here that is called "eel." Have you heard of eel?

Socio-Dig: Yes, I have heard of eel but I haven't seen them yet?

#5: Yes. It's a very profitable activity. Now you don't find people working the land anymore

Socio-Dig: They are very small fish people fish for to sell?

#5: (Male; 50 years old; Farmer; 3rd grade; 3 children; No child in the program). It has destroyed our agriculture. I will give you all the details. It has destroyed our economy. We don't find workers anymore. We are the ones left out, that is why we are still here. [Laughter]. We are left out. If we had the means we wouldn't be here now. All the workers now are fishing for eel. In one night, a person can two, three, or four thousand dollars (HT) fishing. Some don't fish, but they have people fishing for them, so they can sleep. Us, we can't go to sleep because we have our problems. We are in the wrong place. That is why we are isolated. We can't find workers. We must do it ourselves.

Socio-Dig: Are there women in the association?

Public: Yes, there are women.

Socio-Dig: Ok, there are women. Are your wives selling to ROPANIP or are you selling to ROPANIP?

Public: Laughter

#3: (Male; 62 years old; Farmer; Preparatory 1; 5 children; No child in the program). Our wives come with the blanket [to lay the rice on] and we cut the rice. [Laughter] Our wives measure the rice. We beat [winnow] the rice. They do the trading with ROPANIP and give the amount to be paid by ROPANIP. If we owe other buyers, they give them rice. So ROPANIP will not get all of it. If we had to take a small percentage as a loan from the buyers to feed ourselves during the work, we must pay them back. [Laughter]

#6: (Male; 66 years old; Farmer, Pastor; 6th grade; 3 children; No child in the program). Well, as for me, when I harvest my wife takes responsibility. It doesn't mean she is in charge of everything. We put our heads together to make it work. My wife does her part and I do my part. We do it together. If two people are together they need to understand each other. Well, each meets the other, to have unity, to go forward.

Socio-Dig: Thank you. I have one last question to ask you and then we will finish. Maybe you have something else to add. Do you understand the objective of the program? Do you understand the program?

#6: (Male; 66 years old; Farmer, Pastor; 6th grade; 3 children; No child in the program). Number 6. We can't understand it unless someone explains it to us.

Socio-Dig: What did they tell you about the program?

#6: (Male; 66 years old; Farmer, Pastor; 6th grade; 3 children; No child in the program). They simply explained to us that it is an NGO that comes to Haiti to give aid in feeding school children. Sometimes children left home in the morning without eating a meal. Understand? That is what they told us. Well, I don't follow or attend their meetings. Do you understand? That is what we know. They don't come here and tell us exactly what they do.

Ok. From what you were told, as farmers, do you appreciate the work? Do you think the program is a good program?

#6: (Male; 66 years old; Farmer, Pastor; 6th grade; 3 children; No child in the program). It is a good program because they are helping us. Especially for the children. Sometimes they leave home without eating and when they arrive they receive substance, they receive food. And it helps us. It helps us as parents. Sometimes the parent doesn't have anything at all to give to the children. Do you understand? But when they arrive in school they will get something to eat. To me this a great thing.

#5: (Male; 50 years old; Farmer; 3rd grade; 3 children; No child in the program): A program is not good if it doesn't get to the people. If the program does what it has said it would do, it is good. I believe that WFP provides different types of food for all the schools. As for me, if WFP has another idea, we don't know about it. I appreciate that because I am a Haitian citizen. WFP is doing it for Haiti, it's not doing it someplace else. It's for our children, our friends, and our ancestors. WFP is helping. I really appreciate that.

Socio-Dig: Ok, thank you.

#6: (Male; 66 years old; Farmer, Pastor; 6th grade; 3 children; No child in the program). Well, if it was a foreign food, well, after some time it would cause a problem. Understand? Make people sick. But, it's local food they are feeding the children. I appreciate that a 100 percent. Normally, WFP is helping. It's helping our bodies to be healthy. Do you understand? I adopt it. My friends and I really appreciate WFP. Even though I don't have children in the program, I have neighbors who have children in the program. I really appreciate it.

Socio-Dig: How many of you have children in the program?

#5: (Male; 50 years old; Farmer; 3rd grade; 3 children; No child in the program). WFP has a limited presence in this community.

Socio-Dig: The program is not in the community?

#5: (Male; 50 years old; Farmer; 3rd grade; 3 children; No child in the program). It has not reached here yet.

Socio-Dig: Will it reach here?

#5: (Male; 50 years old; Farmer; 3rd grade; 3 children; No child in the program). It must come here. We are giving food for Petite Riviere de Nippes, but it has not arrived here yet. WFP needs to come here too because we are giving WFP food. Take notes for us.

Public: Laughter

Socio-Dig: That is why we are asking the question.

#5: (Male; 50 years old; Farmer; 3rd grade; 3 children; No child in the program). Yes, it's not here yet. WFP must come here [Laughter] because WFP is not yet ours.

Ok. Another question for you. But you kind-of already answered it. Are there more advantages with ROPANIP or more disadvantages? What is the good and the bad of working with WFP?

#5: I haven't seen it. I don't have a mind that can give a calculation to criticize WFP. If WFP could give more than a 100%, it would have done so. WFP went beyond that because it has done all it said it would do. My friend, if I had a crown, I would crown WFP for its great work.

Public: Laughter

Ok. Thank you. Does that mean you are selling more to ROPANIP than at the local market?

#5: Well, I will say again, because WFP wants something that is natural with no faults, and something that is specially selected, but the local market will take anything.... I have to tell you, the rice sometimes stinks at the local market. You can't even take the smell. It's wet sometimes. As for us, we provide WFP with a good product. We like selling to WFP more because our brothers' children are eating it. We see it is necessary to sell to WFP.

Socio-Dig: Ok. I want to thank you for today but I have one last question. Do you eat imported rice?

#5: (Male; 50 years old; Farmer; 3rd grade; 3 children; No child in the program). Well, when we are hungry we eat a couple of spoonfuls [Laughter]. Hunger makes us eat it, but it's not our food. Ours is better.

Socio-Dig: Is it not your food? Ok.

Public: [Laughter]. When we are hungry we eat it.

Socio-Dig: We want to thank everyone here, I don't know if you would like to add something else. We are done for today. Maybe there are some places you would like us to see. We have several other places to go today.

#5: (Male; 50 years old; Farmer; 3rd grade; 3 children; No child in the program). Well, my only critique to you, umm, is you took us by surprise coming here.

Socio-Dig: That's true. But to give you an answer about why we came without making plans with you is that we didn't have any contact. We were told to come here, find rice farmers, and talk to them. That is why we ask for your phone numbers, so next time we can contact you from Port-au-Prince in advance.

Public: Agreed

#6: (Male; 66 years old; Farmer, Pastor; 6th grade; 3 children; No child in the program). It was around 9:00 PM I saw you calling me.

Socio-Dig: Yes, that is what happened. We had some numbers we called them but we could get in touch with them.

Public: Ahh. Ok, ok.

Yes, but next time it will not be like this.

Public: Yes.

Focus Group #3

Rural Parents and Members of School Kitchen Committee (Cholèt)

Focus Group conducted: 03/29/2017

Date transcript 04/07 / 2017- 04/17/2017

<u>Interviewers</u>

Almathe Jean: Female, 28 years of age, 0 children, Focus Group supervisor.

Natacha: Female, 28 years of age, no children, focus group leader and surveyor.

Jackly: Male, 33 years of age, 2 children, Survey supervisor and focus group leader.

<u>Participants</u>

#1: Female; 35 years old; Market woman; 2nd grade; 5 children; 5 children in program; worked 1 year 4 months in school kitchen

#3: Female; 38 years old; Market woman; 3rd grade; 7 children; 6 children in program

#5: Female; 45 years old; Market woman; 9th grade; 2 children; 2 children in program; works in school kitchen

#6: Female; 35 years old; Farmer; 3rd grade; 4 children; 3 children in program

#7: Female; 53 years old; Farmer; 3rd grade; 6 children; 2 children in program; works in school kitchen

#8: Male; 45 years old; Teacher, Carpenter; 11th Grade; 3 children; 2 children in program

#10: Female; 38 years old; Market woman; 3rd grade; 5 children; 3 children in program

FOCUS GROUP TRANSCRIPTION

Socio-Dig (Almathe): Good afternoon, everybody.

Public: Good afternoon, good afternoon.

Socio-Dig (Almathe): Thank you so much. It looks like there are people at my back.

Public: Let's organize ourselves. Come here. Put it so. Perhaps they can sit there. They can sit there.

[Loud sound of the chairs and those who arrange the benches and chairs that are speaking in the room]

Socio-Dig (Almathe): Ok. We thank you all for your presence. Many of you did not know that we were going to be here. That means you were doing something and you must have left it to come here.

My name is Almathe. We work with an organization called **Socio-Dig**. We conduct research for NGOs. Right now, we are conducting a study for WFP. It is WFP that finances the school canteens. What are doing is passing by places to talk with parents. We also talk to teachers and cooks. Today we have a few questions to ask. You have a number in your hands And we have this device to record everything you say because we are going to write a report to give to WFP to share what you have to say....Are we clear?

Public: Yes, yes.

Socio-Dig (Almathe): I have given you my name. I am going to let Natacha introduce herself.

Socio-Dig (Natacha): Good afternoon, everybody.

Public: Good afternoon, Good afternoon

Socio-Dig (Natacha): I'm Natacha. I work with **Socio-Dig**. Today we represent WFP with school canteens. We have our brother Jackly. I am going to let him introduce himself.

Socio-Dig (Jackly): Good afternoon everybody.

Public: Good afternoon, Good afternoon

Socio-Dig (Jackly): I'm Beautelus Jackly. We work for a company, like the lady explained, it is a research company. But actually, we are doing this work for WFP as part of the school canteen program.

Socio-Dig: We thank you and we are happy to be here with you this afternoon to talk.... The questions are easy to answer. They are not difficult.

Well, let us get started. As parents, do all of you have children in schools where they have a canteen?

Public: yessss

Socio-Dig: As parents does the program work? [Voice children playing] Do not forget those who respond should say their number and then answer the question. You don't need to mention your name. Just say the number you have in your hands.

[Silence]

Socio-Dig: Yes, no problem. Anyone can answer. As parents, how do you see this program? How does it help you as parents?

#7: (Female; 53 years old; Farmer; 3rd grade; 6 children; 2 children in program; works in school kitchen). I see that is good.

Socio-Dig: Yes number 7

#7: (Female; 53 years old; Farmer; 3rd grade; 6 children; 2 children in program; works in school kitchen). Yes, good, because sometimes the children go to school without eating. Now, when they reach school, they are going to get fed. It's very good.

#5: (Female; 45 years old; Market woman; 9th grade; 2 children; 2 children in program; works in school kitchen). Yes. Food is useful to the children. It is useful to me because after the hurricane, you know there are problems and misery. All our gardens are destroyed, we have nothing. But when the children go to school, they get fed. That is quite good. But the only thing is the food is too small.

Socio-Dig: Ok the food is too small.

#5: (Female; 45 years old; Market woman; 9th grade; 2 children; 2 children in program; works in school kitchen). It is too small... They give an amount to cook. They say a marmite for 40 children. It should have been cooked for 20 children. A marmite of rice is for 20 children. And you know children from countryside eat a lot. It is like a snack for them. If they could have given them enough to sustain them, it would have been much better.

Socio-Dig: That means you have a food ration. This means they say how much rice a child can eat per day. So, yourself, you ask if they could raise the ration it would be good. You are number 5? Ok, no problem. Is WFP making that decision or are the school directors making these decisions?

#5: (Female; 45 years old; Market woman; 9th grade; 2 children; 2 children in program; works in school kitchen). WFP made them. Every last Friday of the month they [the schools] must send a report to them [WFP]. Is the food not cooked... or something else...?

Socio-Dig: Ok, right.

#1: (Female; 35 years old; Market woman; 2nd grade; 5 children; 5 children in program; worked 1 year 4 months in school kitchen). WFP provides food. Sometimes the children go to school. You as parents, you do not have a cent. Did they have the right to send the child back for the 5 Goud food fee and not allow the child to eat? That is what I see as a problem in the canteen right here. If the child goes to school and does not have the 5 Goud they will send him back home. It is not every morning that you are going to have the money. Do they need to send the child back home for that?

Socio-Dig: Ok, this means that if the child does not give 5 *Goud* they are going to send him back home or not feed him?

#1: (Female; 35 years old; Market woman; 2nd grade; 5 children; 5 children in program; worked 1 year 4 months in school kitchen). They are not going to feed him. They send him back home.

[noise of bench in the room]

Socio-Dig: As a parent what do you think can fix this problem? How can the children get a meal even when they do not have the 5 *Goud*?

#3: (Female; 38 years old; Market woman; 3rd grade; 7 children; 6 children in program). This means money. For the money problem, they could have supported us. Because sometimes, we may not have the money, but we want to pay it.

Socio-Dig: Ok.

#5: (Female; 45 years old; Market woman; 9th grade; 2 children; 2 children in program; works in school kitchen). Five Goud is normal. The children should give it, because we use that money to buy condiments to make the food. We see this school, the school of Mr. BLANK does not take money from children....

#3: (Female; 38 years old; Market woman; 3rd grade; 7 children; 6 children in program). Who is helping you?

#5: (Female; 45 years old; Market woman; 9th grade; 2 children; 2 children in program; works in school kitchen). Myself and the one who gives the condiments. You see what I am telling you? So we contribute to buy them [the condiments] to cook for the children.

Socio-Dig: Number 6.

#5: (Female; 45 years old; Market woman; 9th grade; 2 children; 2 children in program; works in school kitchen). But the child must be given 5 Goud. Or we do not know what WFP could do to help them, because they may not have 5 Goud.

#3: (Female; 38 years old; Market woman; 3rd grade; 7 children; 6 children in program). We may have a day where we do not even have 5 *Goud* to even buy a piece of bread. We can pay per month and when the month is over we do not have money to pay. To send the child back home, I think the child can stay at school. They don't have to feed him, but do not make him lose the entire day of school.

Socio-Dig: Are all the local schools like this or is it only the one?

Public: No, no. Not all.

Socio-Dig: Not all?

Public: No, no. Not all.

#6: (Female; 35 years old; Farmer; 3rd grade; 4 children; 3 children in program). It's only the one school that does not send children back home.

Socio-Dig: How is the school called?

#3: (Female; 38 years old; Market woman; 3rd grade; 7 children; 6 children in program). SCHOOL 1.

Public: Only that one school provides food and does not send the children back home for money, that one and SCHOOL_2.

#5: (Female; 45 years old; Market woman; 9th grade; 2 children; 2 children in program; works in school kitchen). Then other schools, if the child does not give the money, they send them back home.

Socio-Dig: Yes.

#7: (Female; 53 years old; Farmer; 3rd grade; 6 children; 2 children in program; works in school kitchen). I hear what people say, I congratulate Mrs. BLANK too. I am responsible for storage. I play many roles... I am taking care of other things as well. Sometimes what you give to the children is good, but it is too small. It is not sufficient for the children. I know that sometimes the parents may not have 5 *Goud*. It can happen ... But I put pressure on myself to help others. To see children missing out on the food, that touches me to the bottom of my heart.

We also encourage them to give the 5 *Goud*. But there are a bunch negligent parents. Some of them do not have the money, but if you are selling in the market every day, you have it most of the time.

The agronomist comes and asks us to take 5 *Goud* from the children. There are some parents who may not have it. Since after the hurricane, the parents find themselves in an especially difficult situation. I do not know how WFP makes its decisions, but there is a reason why they say parents should give 5 *Goud*. Here are the reasons: People who cook they spend a lot of time at the school. Sometimes we collect 5 *Goud* just to pay them. It is a small amount of money for this service they give us. It is a small amount of money so that they can buy soap to wash their clothes.

It is not fair that we must ask them for the 5 *Goud*. [They should just give it]. But if they do not have the money we cannot beat them up. Shall we say we will not feed their children or should we send the children home? WFP and BND do not tell us to send the children back home. If a school decides to send the children home, myself as a parent will go to the school to ask them why they sent the child home. But as you can see, those people who are willing to send the children back home are not surprised to see that they are wasting food every day. They just do not like sharing. If you have the spirit of sharing you will not send a child home. They give you something to give [WFP gives food to share] I do not like this. It's not good, not good. This is all I have to say.

Socio-Dig: Thank you number 8. We understand regarding the 5 *Goud* that many parents do not have it. But as parents how could you help the school? How could you help the schools in a way that would help children get the food without giving the 5 *Goud*?

#1: (Female; 35 years old; Market woman; 2nd grade; 5 children; 5 children in program; worked 1 year 4 months in school kitchen). I helped out at SCHOOL_1. I spent 1 year and 4 months giving them services. I did not ask them for money. Now I've stopped providing services. I spent 1 year and 4 months giving them my strength and energy. I used to pay every month but sometimes I do not have the 5 *Goud*. When I do not have the 5 *Goud*. I worry they are going to send the children home. That gives me problem. When I do not have it, they are not supposed to send my children home.

[Noise in the room, children are shouting.]

Socio-Dig: Well, let's talk about another subject. As parents how does the canteen help you financially? What other ways can the canteen help you?

#1: (Female; 35 years old; Market woman; 2nd grade; 5 children; 5 children in program; worked 1 year 4 months in school kitchen). It helps me. I may wake up and decide to not cook. When my children get to school they get fed. It helps me, it helps me.

Socio-Dig: How many children do you have in school?

#1: (Female; 35 years old; Market woman; 2nd grade; 5 children; 5 children in program; worked 1 year 4 months in school kitchen). 5 children, I have 5 children in school.

Socio-Dig: If you wake up today, you do not cook for your children, it does not matter because you know they are going to eat?

#1: (Female; 35 years old; Market woman; 2nd grade; 5 children; 5 children in program; worked 1 year 4 months in school kitchen). Yes, there is no problem, I know they are going to eat. Now, I am going to focus on getting food for the afternoon meal.

Socio-Dig: Before children go to school in the morning, what do you give them before they go?

Public: We give them whatever we have, whatever you have. Like coffee and bread. Sometimes I make corn with spinach before they go to school.

Socio-Dig: You just give them food. Number 8

#8: (Male; 45 years old; Teacher, Carpenter; 11th Grade; 3 children; 2 children in program). Some people agree to help you. But there are some who are disagree. They always say...

[Phone is ringing.]

We need to give them at least a small salary. Some parents try to understand that they have their children at school and it may not be able to give 5 *Goud.*..But the cooks are expecting to receive something every month. That is who the money supposed to be for. And on top of this we need money to buy condiments. We need money to buy them. If WFP does us the favor of giving food, we as parent should manage to get it cooked. When the organization gives you something you need to do your best to do the rest.

Some parents want to give the money for their children but they do not have it. After the hurricane things got bad. All the gardens are destroyed. Like plantains, breadfruit. The parents were accustomed to selling these products to get money to pay for the child. It was easy for them to get the 5 *Goud*. But flooding [from the hurricane] destroyed their yams. You may say, 'how do they manage to make food for themselves at home,' but they create a way to make it work. God shows them a way.

Socio-Dig: Thank you, number 8... How many children do you have in a school where there is a canteen?

#8: (Male; 45 years old; Teacher, Carpenter; 11th Grade; 3 children; 2 children in program). I have three. But it was when they were small. I always put them in school

where there is canteen. I had another child, he is my adopted child. I used to pay for him.

Socio-Dig: Ok.

#8: (Male; 45 years old; Teacher, Carpenter; 11th Grade; 3 children; 2 children in program). Because there was a professor that did something that pissed me off. I always pay for my child, but he took the food and gave one plate to 2 children. I told him, in my house I feed my children properly. He provided one plate of food for two. I did not like this. ...

Socio-Dig: Ok Thank you. Are the schools still receiving food?

Public: Yes, yes, yes.

Socio-Dig: In this sense.

[Sound of something falling on the floor]

Socio-Dig: In this sense, we can see the program is functioning well because the schools always feed the children?

Public: Yes, they are properly functioning.

#5: (Female; 45 years old; Market woman; 9th grade; 2 children; 2 children in program; works in school kitchen). Yes Madame. There is something. When the school opens its doors every Monday, they bring you those small sweet potatoes that are not even enough for four children. They may provide small sweet potatoes with six small yams. When you cut them to put them in the pot, you realize that is not enough for even four children. And they say that It should be enough for about 100 children. I think that it's not enough. When they send the vegetables, they say that it should be enough for two days, Tuesday for vegetables, Thursday for soup, and Wednesday again for vegetables. What they send it is not enough for one day. But what can we do, we must make it last for two days. Even though it is a small thing like this, really, I do not know.

There is something else I wanted to add. I remember a long time ago there was a Catholic priest who had a canteen he called.... He had a canteen, but the kids did not pay. He used to use some of the food to distribute a small amount monthly to the children [to take home]. I do not know what WFP can do [to give more food].

Socio-Dig: To answer to this question, it is a suggestion that we are going to give to WFP. We are going to say to WFP, here are some suggestions given by some parents. That is why we put those devices here...Everything you say, will go directly to the device, it records...

Children receive a daily plate of food. Right? What we call in Haiti salt-food. According to you, as parents, do you think that salt-food is necessary? Or could they give something sweet or something cold? In this case, they might have more for the children, it might be much more for them, they could get more food. Do you understand what I mean?

Let me repeat it if you do not understand?

#1: (Female; 35 years old; Market woman; 2nd grade; 5 children; 5 children in program; worked 1 year 4 months in school kitchen). Salt-food, I see it is much better than sweetfood.

Socio-Dig: Number 6 you do not need to nod, you can say that you disagree. Everything you say is important?

#5: (Female; 45 years old; Market woman; 9th grade; 2 children; 2 children in program; works in school kitchen). Ma'am?

Socio-Dig: Yes?

#5: (Female; 45 years old; Market woman; 9th grade; 2 children; 2 children in program; works in school kitchen). WFP said after the child had eaten every Thursday, they will give them a glass of milk, they have not done it.

#1: (Female; 35 years old; Market woman; 2nd grade; 5 children; 5 children in program; worked 1 year 4 months in school kitchen). I attended training for that.

Socio-Dig: Number 3, what do you think?

#3: (Female; 38 years old; Market woman; 3rd grade; 7 children; 6 children in program). They said every Friday they would give the children milk. They have not done it.

Socio-Dig: Ok. For the milk, we do not know. We are unable to give you an answer. We are going to include that in the report we give to WFP. The question that I ask, about giving the children cold food, what do you think? Something cold that is not a hot plate. There are several things we can provide...A cold entree could be a palm fruit, it could have bananas, pineapples, much more.

#5: (Female; 45 years old; Market woman; 9th grade; 2 children; 2 children in program; works in school kitchen). Bread and peanut butter.

Socio-Dig: Bread and peanut butter, cassava! Exactly!

#5: (Female; 45 years old; Market woman; 9th grade; 2 children; 2 children in program; works in school kitchen). Is the food going to be produced somewhere else or are people in the area is going to make it?

Socio-Dig: Is there no one in the area that knows how to make cassava?

#7: (Female; 53 years old; Farmer; 3rd grade; 6 children; 2 children in program; works in school kitchen). Yes, there are people in the area who know how to make cassava.

Public: But the cassava tree, the cassava tree....

Socio-Dig: Sorry, I want to clarify something. We do not know the answers. You are the ones who should say what do you think. You can tell us what do you think is the best.

#5: (Female; 45 years old; Market woman; 9th grade; 2 children; 2 children in program; works in school kitchen). Cassava, we do not have it. We cannot provide it right now. But other places can...

Socio-Dig: What do you have that children can eat? What things do you have that can be eaten without cooking on the fire?

#5: (Female; 45 years old; Market woman; 9th grade; 2 children; 2 children in program; works in school kitchen). We used to have, we could have bananas. But there are no bananas here [right now]. The hurricane took everything.

Public: Our yam. Children eat bananas and we could make peanut butter. Peanuts are very expensive for us here. A shelled marmite goes for 80 dollars in Miragoâne.

Ok.

#8: (Male; 45 years old; Teacher, Carpenter; 11th Grade; 3 children; 2 children in program). This question that you ask is important for us... What is important, what is essential, is that there are some things you may not be able to get. Food is very precious to me. For other items, you may need to go to other places to find them. Everything might not be there when you need it. Cassava may not be there when you need it. Rice is consistent, they know when it is going to be ready, we just send for it. But it can happen that you order cassava and it does not come on time. Children will go without eating. I think the food is important, it is more important. You could have chosen to add a glass of milk. Bread, we can find those things easily. If what is easier is to give all the children a glass of milk with bread, the cooks will not complain about salary any more. Myself, these foods would be even more important.

Socio-Dig: I remember that WFP, the program was based on local production. The bread, it does not sound local because the flour is imported, is it not? You understand what I am saying?

#8: (Male; 45 years old; Teacher, Carpenter; 11th Grade; 3 children; 2 children in program). Well, that's not agreeable.

Socio-Dig: No, no we did not say it does not agree.

#8: (Male; 45 years old; Teacher, Carpenter; 11th Grade; 3 children; 2 children in program). WFP wants local production. They're talking about local food. Some of the local food needs to be immediately available because we are going to need them daily. Consistently, every day. And they need to be on site, in case there is a shortage of the food. I don't know if everyone agrees with what I am saying? If we cannot get bananas, Matthew went with everything. I know what I am lacking. If they ask for pineapple, it is not going to be easy to find. A marmite of peanuts is expensive. Sometimes we find them. I say the paramount thing is the food. I do not know about the others.

Socio-Dig: Ok, thank you number 8. No one said anything about that yet.

#7: (Female; 53 years old; Farmer; 3rd grade; 6 children; 2 children in program; works in school kitchen). Eh pineapple is a touchy issue. If the child has worms and the child eats it, he is going to get sick. As parents, it is necessary that the child eat something salty before eating something sweet?

Public: Yes, yes, something salty first. Salt-food is the most important thing.

Socio-Dig: Why?

[Noise and silence ...]

#8: (Male; 45 years old; Teacher, Carpenter; 11th Grade; 3 children; 2 children in program). Yes, my grandmother told me this, mainly it is about sweet liquid. Sometimes they make remedies to prevent you from getting sick when you are eating sweets. They boil leaves mixed together. It is a tea that will help your chest. It is bad to take sweets before eating anything salty. You need to drink something salty first.

Socio-Dig: Ok, thank you. Anyone want to add anything? Anyone can talk. You do not want to say anything parents? You do not talk ok.

Public: We're here, we're here.

Socio-Dig: I have a question that we should have asked you.... Before the canteen came... before the canteen existed, what did you give the children before they went to school? Make a comparison with before canteen was there and the present.

#7: (Female; 53 years old; Farmer; 3rd grade; 6 children; 2 children in program; works in school kitchen). To be fed to the children in the morning?

Socio-Dig: We are talking about when the canteen was not there versus now.

#7: (Female; 53 years old; Farmer; 3rd grade; 6 children; 2 children in program; works in school kitchen). Before it was here, we cooked and make juice to give them to go to school.

Socio-Dig: So, did you do this every morning for your kids?

#7: (Female; 53 years old; Farmer; 3rd grade; 6 children; 2 children in program; works in school kitchen). Yes, I did.

Socio-Dig: In 5 days of classes, how many days a week did you cook and make juice for them before going to school?

#7: (Female; 53 years old; Farmer; 3rd grade; 6 children; 2 children in program; works in school kitchen). Every school day. But since the canteen is here, we make the food and they do not want it. If you have 10 *Goud*, you give it to them. For the canteen, you just give 10 dollars, 20 dollars [per month]. When I was late, I did not make anything for him. You gave the child 10 *Goud* to buy cookies.

Socio-Dig: Ok, we want to hear from another parent again.

#5: (Female; 45 years old; Market woman; 9th grade; 2 children; 2 children in program; works in school kitchen). Days ago, before the hurricane, we would wake up in the morning and give the children a small cup of tea before they go to school. We would boil plantains with a little sauce of dry fish. And then we made juice for him. Sometimes, as parent, we may wake up late you do not have enough time to make food. But now, whether you wake up early or not, or whether you do not have anything or not, you have the advantage that they will eat at school.

Socio-Dig: How long have you had school canteens in the area?

#5: (Female; 45 years old; Market woman; 9th grade; 2 children; 2 children in program; works in school kitchen). Two years.

Socio-Dig: Two years. You always have food?

Public: Yes, yes, yes, we always get food.

Socio-Dig: You do not sell anything to program?

Public: No, no.

#6: (Female; 35 years old; Farmer; 3rd grade; 4 children; 3 children in program). Me, I arrived late [for the focus group]. One of the last directors to come do the focus groups in October, INTEL, he saw the gardens of beans were full and beautiful. He took my contact information, as if when the beans were ripe he would return and buy them from us. Until this day, I haven't seen him. Me, I could get in contact with him, I would let him know. I will let him know if I should go sell the beans in the market, well...

Socio-Dig: Would you like to sell with to the canteen program?

Public: Yes, yes, yes!

Socio-Dig: What crops do you grow the most here?

Public: Black Beans, peas. They say, 'don't put breadfruit in soup.' But we always put breadfruit in our soup. [Because they have so much of it].

Socio-Dig: Do you see the program is buying only local food? We know that local food sometimes can be more expensive than imported food. Do you think the program should stay with local food or should they buy imported products? Because we know imported food is cheap.

#3: (Female; 38 years old; Market woman; 3rd grade; 7 children; 6 children in program). Local food is better.

Socio-Dig: Why?

#3: (Female; 38 years old; Market woman; 3rd grade; 7 children; 6 children in program). Because the food is from our country and it has more vitamins.

Socio-Dig: Ok.

#5: (Female; 45 years old; Market woman; 9th grade; 2 children; 2 children in program; works in school kitchen). Imported food has chemicals in. It is not good for our health. Local food is the best.

Socio-Dig: Number 1 are you saying something?

#1: (Female; 35 years old; Market woman; 2nd grade; 5 children; 5 children in program; worked 1 year 4 months in school kitchen). No. What I would say, she already said it.

Socio-Dig: Ok ... Number 8. We like it when several people say the same thing. It sounds better than when only one person says it.

#8: (Male; 45 years old; Teacher, Carpenter; 11th Grade; 3 children; 2 children in program). Non. Regarding imported food, especially if we were to say that we do not use imported food, we would be lying to ourselves. Especially regarding carrots and cabbage.

We say they are local products. But they have something they put on them. Fertilizer. Fertilizer is something that is made with chemicals. Even carrots. The way Haitians love carrots, but they are produced by putting fertilizer on them. Cabbage, they put fertilizer on it. Doesn't that have a consequence? Especially for us. We are based on local production. Even some yams, there are yams that don't produce well and so they put fertilizer on them. What is a local product that has no fertilizer on it? I would say that it's fruit. Maybe, I would say that among them, I don't know if the rice is local rice. Because they give imported rice more prestige than our rice. That's what has finished with our production. In this context, what I would say for manioc is that sometimes you see what you have planted begins to diminish. Some people say it's what they put on the soil [fertilizer] that has caused the yields to diminish. And what you did the other day... You don't know the sheer amount of manioc people have. I know I can find manioc in great quantities. But then again, you might not find any. What I need to say again, eh, especially stew, we feel that really does us bad when the man brings it.... We use it. We even put carrots in the stew. They put cabbage in it. In this way, we do three things. We have a lot of children we're taking care of, either we have 100 children, or we have 80 children. My goodness, to see them. The woman already said that we only get a small quantity of sweet potato to put in the stew. After the children have finished eating, they're not full. There are children who eat at school, when they get home they don't need anything. Myself, I will tell you this without hiding anything, I have two boys. These two children don't get fed. You've seen when chicks are sad? People who care for chickens, as soon as they see that [that the chicks are sad], they don't need to know neither 2 nor 3 what's wrong with them, they're hungry, that's what's wrong with them. But if you say that the thing you are thinking about, that it is cassava that you're going to give us, that's what you'll be giving us one day, if you're thinking for us, to think... [Not clear what the respondent is saying. Trails off into the following.]

Here is what the Women [from **Socio-Dig**] wants to tell us. People who can help you, especially with the food, the women said this, 'how is WFP going to help us with this'? WFP will let us manage on our own. When you see, someone suffering, you give to them. You say it's to help them. But how is WFP going to help you [meaning how are they going to help the cooks]? My goodness. They've already told you they cannot. How are they going to help you there? But when you say someone is suffering, how are they going to help you help them? Are they going to give you some of the food they send [for the children]? The way the woman just said, so that when they come to cook the food they do not complain.

Socio-Dig: Ok, thank you Number 8. You spoke, you said that around here you have black beans and breadfruit. If WFP decided that they wanted to buy black beans from you, how would you do that?

#10: (Female; 38 years old; Market woman; 3rd grade; 5 children; 3 children in program). I think that the way that BND and WFP have a committee that goes around and buys, and

since it's already in place, the same way there is a kitchen committee or a parental committee, they will come to where we are. If it's two or three people who make up the committee, they'll go to the market, check the prices. I don't know if it's WFP or BND that goes and buys the beans to brings to us. Ourselves, with respect to the price, this committee is going to get the price from the market. Right now, a price of butter beans sells for 75 dollars [Haitian dollars = 375 *Goud*]. Black beans were selling for 70 dollars [Haitian dollars = 350 *Goud*], and just went up past 80 dollars [400 *Goud*]. If, in the place where they buy it, they do not have to pay for transport to bring it here, it's the same price around here, according to me.

Socio-Dig: Ok. Is there anyone who would like to add anything more? This lady here, Number 1, you said that sometimes they send the children home because you don't give 5 *Goud*, true? Would you feel comfortable going to the school director and discussing that with him?

#1: (Female; 35 years old; Market woman; 2nd grade; 5 children; 5 children in program; worked 1 year 4 months in school kitchen). The school director?

Socio-Dig: Yes

#1: (Female; 35 years old; Market woman; 2nd grade; 5 children; 5 children in program; worked 1 year 4 months in school kitchen). No, I would never do that?

Socio-Dig: Why would you never do that?

#1: (Female; 35 years old; Market woman; 2nd grade; 5 children; 5 children in program; worked 1 year 4 months in school kitchen). I'll try to get the 5 Goud. Because it's two years that I'm going to meetings about the money, where they talk about what must be done, how to manage the children. If I'm involved, we send the children home. I have a right to do that if you never pay. You have a right to send them home. But what can happen is that I don't have any money; in this case, you shouldn't send the children home.

Socio-Dig: So, I'm clear on this, I'm not sending you to speak to the school director. I'm asking you, as parents, if you would be comfortable going to the director and discussing a problem like this with him?

#1: (Female; 35 years old; Market woman; 2nd grade; 5 children; 5 children in program; worked 1 year 4 months in school kitchen). Our director, before school opened, he held a seminar with us who work in the kitchen.

Socio-Dig: I'm asking you, as parents do you feel comfortable going to the school director and discussing your child's situation?

#1: (Female; 35 years old; Market woman; 2nd grade; 5 children; 5 children in program; worked 1 year 4 months in school kitchen). Yes, if they send my child back home, I must go to the director to know why he sent him home. We always go to the director.

Socio-Dig: Ok.

#10: (Female; 38 years old; Market woman; 3rd grade; 5 children; 3 children in program). Like the way the woman just said, in the morning, I personally have two children. I must make some bread and coffee for them because they're small. They can't wait for the cooked food. And I have a young daughter too. She's already told me that she won't go to school if she hasn't eaten. That's right, she won't go. She's assured me that she won't go. This means that I have this demand. I went to the committee and I informed them that parents should pay but that the school administration did not have a right to send children home. Because the food is for them [the children]. Parents must take responsibility and pay for the food [the fuel and cook]. It's aid that they're giving you. And you, you must pay your part. There are people who refuse to budge, they never do anything at all to help.

#1: (Female; 35 years old; Market woman; 2nd grade; 5 children; 5 children in program; worked 1 year 4 months in school kitchen). WFP did not say did not say that parents should not be paid for making food. WFP didn't say that.

Socio-Dig: Ok. We are almost finished. I'm going to ask one last question about the director or teachers at the school.

#8: (Male; 45 years old; Teacher, Carpenter; 11th Grade; 3 children; 2 children in program). You may ask the question. I'll respond.

Socio-Dig: Do teachers working in the countryside get paid for teaching school?

#6: (Female; 35 years old; Farmer; 3rd grade; 4 children; 3 children in program). They do not get paid, no. Not getting paid has made them neglect the students. They don't work with them. They never get paid.

Socio-Dig: What makes them not get paid?

#6: (Female; 35 years old; Farmer; 3rd grade; 4 children; 3 children in program). I don't know, no.

Socio-Dig: But you hear them complaining about how they never get paid?

#8: (Male; 45 years old; Teacher, Carpenter; 11th Grade; 3 children; 2 children in program). Yes, if you're talking about making money, I would never choose to work with children. But because you said yes, you entered an agreement, you can't change your mind and say no. You accept it for the year you work. I work with a class of students. I can't say that I'm not coming to work. I must be there, consistently, every day, whether I get paid or not. Sometimes we get a little change. Sometimes we don't' get it. That can happen. But you can't get discouraged with the children. It's not the children who are creating the problem. If a teacher chooses to teach, he agrees to work for the children. And now he's going to strike? If you do this you don't work for the children, you're doing violence to them. The children don't know anything about all this [the salaries]. The person who is responsible says, 'here is what can happen next year, but the way things are right

now I just can't do pay you anything' [the director says this to keep the teachers working]. I have my children in a school, a teacher agrees to work with them, and now you make them lose a year of school? I'm going to show you I'm not happy with you. Because you agreed. If you did not agree, you wouldn't come to work. Because you accepted, you must come to work. You, you're supposed to be the teacher, but during the year you see things are not good and you stop teaching? But the children, my goodness, he passes the 1st trimester, the 2nd trimester, and then the 3rd trimester is about to start and maybe he's going to advance another year, and now you don't come to school to teach him. What have you done? The parents already spent money for the year. If they didn't find the money today, he's got to find it no matter what to pay for the uniform. They must find money to pay for shoes, to pay for books and notebooks. And then the teacher doesn't come to school to work with him. Is that not a meanness you've done the children. I'm number 8. I'm a parent, and I'm a teacher for the 5th and 6th grade. Thank you.

Socio-Dig: Ok. Teacher, another little question I would like to ask before we finish. On average, how much does a teacher make around here? Average. I didn't say exactly, No. On average?

#8: (Male; 45 years old; Teacher, Carpenter; 11th Grade; 3 children; 2 children in program). Well, on average you can say 400. Most could make 500 or 600. If the school has no aid.

Socio-Dig: All the class, or each class has its price.

#8: (Male; 45 years old; Teacher, Carpenter; 11th Grade; 3 children; 2 children in program). Each class doesn't pay, ah, well, ok, thanks [laughs]. There are not four schools around here like that. Only us. For little pre-school children, they can pay a little money. For other classes, they start at 1st grade and go to 6th grade. They don't pay a Gourd. The only thing they pay is the money for paper, money for notebooks and money for the canteen. When they ask them, they pay. After that, they don't pay a Gourd. There are other places I know, ah, they aren't like that. They don't have what we're talking about, children coming to school for free. Education isn't free. That's what I know regarding other places.

Socio-Dig: Ok. For this area, the government pays teachers?

#8: (Male; 45 years old; Teacher, Carpenter; 11th Grade; 3 children; 2 children in program). No, it's the director who makes and effort to see what he can do.

Socio-Dig: If the director is not getting money from the parents, where does he get the money to pay the teachers?

#8: (Male; 45 years old; Teacher, Carpenter; 11th Grade; 3 children; 2 children in program). The directors [often] don't get paid by the parents. Sometimes they ask others for help. When you see bands of children walking in the savanna [meaning they are not in school] Even the State, which began the program of 'free education for all', it got

going and then began to show everyone it was broke. The State is responsible for 5th and 6th grade. I believe it's those two classes. As soon as they declared they are responsible for the children, with 'free education for all', schooling didn't pay anymore. But with the SIGO program [PSUGO, the State's free education], the State did not say, 'don't pay for school.' This woman has 5 children. If a school said pay for the children, you know that would be very difficult. You have 5 children in school, you must buy uniforms and do everything.

#1: (Female; 35 years old; Market woman; 2nd grade; 5 children; 5 children in program; worked 1 year 4 months in school kitchen). She would pay, yes. It's education that you're giving her children.

#8: (Male; 45 years old; Teacher, Carpenter; 11th Grade; 3 children; 2 children in program). No, no, no. It's an example I'm making with you. I'm not saying you don't pay, no. It's an example.

#1: (Female; 35 years old; Market woman; 2nd grade; 5 children; 5 children in program; worked 1 year 4 months in school kitchen). I would try.

#8: (Male; 45 years old; Teacher, Carpenter; 11th Grade; 3 children; 2 children in program). Exactly. You say that parents should make an effort. But you hear them tell me, 'I'm not going to send my children to that school because you have to pay for the school.' But when people take the children and go somewhere else they learn that they will have to pay no matter what. I don't know if you have anything else you would like to say to me?

#1: (Female; 35 years old; Market woman; 2nd grade; 5 children; 5 children in program; worked 1 year 4 months in school kitchen). Parents yes. The State does not pay the teachers. How is the director going to pay you?

#8: (Male; 45 years old; Teacher, Carpenter; 11th Grade; 3 children; 2 children in program). You can't find money, no. That's what I'm telling you. You don't earn money for the year. But you can't leave people's children like that. You agreed to work them. Is that not so Mrs. BLANK_K?

#5: (Female; 45 years old; Market woman; 9th grade; 2 children; 2 children in program; works in school kitchen). No, I don't agree with you, no.

Public: No, no, we don't agree. No. We don't agree with what you're saying.

Socio-Dig: Number five.

#5: (Female; 45 years old; Market woman; 9th grade; 2 children; 2 children in program; works in school kitchen). A hungry stomach is no fun. You, you're a teacher. Since the month of September until today they have not paid you. Do you come to work? I wouldn't come.

#8: (Male; 45 years old; Teacher, Carpenter; 11th Grade; 3 children; 2 children in program). Mrs. BLANK_K. Mrs. BLANK_K, listen, I'll give you a response. What I said to you is something that I said to clear. You see me, I know they responded, they said they would give us something. I received it twice. [this must be a reference to the State PSUGO program, but not clear]. I know that in some schools, others didn't get anything at all. I received it twice, but you know that other times I didn't get anything and I accepted it. I take on a responsibility, [it doesn't pay], and sometimes I find other opportunities. But I stick with my obligations to the school. If someone is only working at school, I agree with you Mrs. BLANK_K. If someone is only working at school, my goodness, it is not easy. But what if all the school teachers were to say they would not come to teach anymore? When they get to Little River, they must cross the river, that's a big task. I think I've spoken enough. If you have any more questions for me I'll wait.

Socio-Dig: We've finished with the question. We can give you a couple of minutes to see if you have anything more to say about WFP.

#8: (Male; 45 years old; Teacher, Carpenter; 11th Grade; 3 children; 2 children in program). Thank you for hearing me. I'm very happy. I say thank you to Jackly (of **Socio-Dig**) who came to find us so that we could talk. Courage.

Socio-Dig: Thank you very much. Is there anyone else who would like to say a final word?

#5: (Female; 45 years old; Market woman; 9th grade; 2 children; 2 children in program; works in school kitchen). We say thank you to WFP.

Public: Thank you. Thank WFP. I hope their work goes even farther.

#5: (Female; 45 years old; Market woman; 9th grade; 2 children; 2 children in program; works in school kitchen). I would like to know if, after the food it gives, can PAM give the school anything more?

Socio-Dig: For example?

#5: (Female; 45 years old; Market woman; 9th grade; 2 children; 2 children in program; works in school kitchen). Like give you some benches, some books. I don't know.

Socio-Dig: OK. We say thank you to everyone. We are going to close now. We have some cookies here. ...

Focus Group # 4

School Directors and Teachers

Date conducted: 3/27/2017

Date of transcription: 4/06/2017- 4/20/2017

Date of translation: 4/20/2017- 4/28/2017

<u>Interviewers</u>

Almathe Jean: Female, 28 years of age, 0 children, Focus Group supervisor.

Natacha: Female, 28 years of age, no children, focus group leader and surveyor.

Jackly: Male, 33 years of age, 2 children, Survey supervisor and focus group leader.

<u>Participants</u>

#1: BLANK_E; Male; 57 years old; School director, oversees canteen; Philo; 1 child; No child in the program

#3: BLANK_C; Female; 43 years old; School teacher; Philo; 1 child; 1 child in the program

#5: BLANK_F; Male; 41 years old; School teacher, oversee canteen; University; 1 child; No child in the program

#6: BLANK_A; Female; 46 years old; School teacher; Rheto; 1 child; 1 child in the program

#-9: BLANK_D; Female; 31 years old; School teacher; Philo; 1 child; No child in the program

#10: BLANK_B; Male; 51 years old; School director, oversee canteen; 11th grade; 6 children; 6 children in the program

FOCUS GROUP

Socio-Dig (Almathe): Good afternoon everyone.

Public: Good afternoon.

Socio-Dig (Almathe): I thank you all for coming here. Many of you did not know about this meeting. My name is Almathe. I work for a firm. We do research all over Haiti. For now, we are working for WFP. WFP hired us to a research and conduct some focus groups about the school feeding program. The focus groups are being done with farmers, parents, teachers and school directors. We have some important points that we would like to talk about. We would like to hear what the teachers and the directors have to say about the program. Everything you say is important to us. We want everybody to participate. I will let Natacha introduce herself and then everyone will introduce themselves too.

Socio-Dig (Natacha): Ok. Good afternoon!

Public: Good afternoon.

Socio-Dig (Natacha): I am happy to be here with you. My name is Natacha. As Almathe said, we work with a firm called **Socio-Dig**. Today we represent WFP and the school feeding program. I will let my co-worker introduce himself to you.

Socio-Dig (Jackly): Good afternoon everybody!

Public: Good afternoon.

Socio-Dig (Jackly): My name is Jackly. I work for SOCIODIG. But we are doing this work for WFP, that's the World Food Program. As you already know we had a previous meeting with the school directors before. This is a follow up meeting. It was done in October and this is just a follow up. As they mentioned already, we are going to discuss some of the advantages and disadvantages of the school feeding program. You are free to express yourself however you like. We will let this lady continue with the presentation.

Socio-Dig (Almathe): One more thing please. Because of the noise of the generator, if you could speak a little bit louder it will help us to hear you better.

#6: (Female; 46 years old; School teacher; Rheto; 1 child; 1 child in the program). Good afternoon. My name is BLANK_A. I am working at SCHOOL_1 in the kindergarten class.

Socio-Dig: Ok. Continue.

#10: (Male; 51 years old; School director, oversees canteen; 11th grade; 6 children; 6 children in the program). Ok. My name is BLANK_B I am the school supervisor [at SCHOOL_1] and I'm also responsible for managing the school storage. My number is 10.

Socio-Dig: Thank you.

#3: (Female; 43 years old; School teacher; Philo; 1 child; 1 child in the program). My name is BLANK_C I am a teacher of SCHOOL_1. I teach preparatory 1. My number is 3.

Socio-Dig: Thank you.

#9: (Female; 31 years old; School teacher; Philo; 1 child; No child in the program). My name is BLANK_D I am a teacher at SCHOOL_2. I teach 5th and 6th grade. My number is 9.

#1: (Male; 57 years old; School director, oversee canteen; Philo; 1 child; No child in the program). My name is BLANK E I am the administrator, manager, and founder of SCHOOL_2. My number is 1

Socio-Dig: What number does he have?

#5: (Male; 41 years old; School teacher, oversee canteen; University; 1 child; No child in the program). My name is BLANK F (Someone is coughing.) I am the director of the SCHOOL_3. My number is 5.

Socio-Dig: Alright, thank you. We have these 3 participants who are from the same school. In each school how does the school feeding program work? For example, number 5, how does it work in your school?

#5: (Male; 41 years old; School teacher, oversee canteen; University; 1 child; No child in the program). In my school, I can say the school feeding program works good. Except for some problems we are facing. For example, I have a problem where students do not want to participate in paying the fee for the food to be made. And normally as you know, we cannot send the children back home because of the fee for the school lunch. Although we applied all kind of strategies, the children keep refusing to pay. And we realized some parents don't have enough to pay for the children.

Normally, my school is in isolated area which is different from schools which are in town. There are some parents who have around 4 to 7 children in the school. When we ask for participation they cannot pay it. This is why when it comes to spending money to buy ingredients for the food to be cooked we are obliged to borrow money. For example, we are at the end of March, our cooks have not been getting anything since December. It has been 3 months. This is our biggest problem. Secondly, even to buy wood to cook is a problem. Do you understand? They used to give us briquettes, but we don't get them anymore. That has caused a lot of problems. The biggest problem is there is no fund to move the program forward. But for the other points, we can say that everything is set up for the free lunch to function well. But if the school feeding program continues like this, I guarantee you that we won't be able to keep it. Because I will be borrowing all the time for the lunch to be cooked.

Socio-Dig: Alright thank you. Number 1.

#1: (Male; 57 years old; School director, oversee canteen; Philo; 1 child; No child in the program). I want to say: Good afternoon everybody. Would you allow me to do a little introduction?

Socio-Dig: No problem. We need that...

#1: (Male: 57 years old: School director, oversee canteen: Philo: 1 child: No child in the program). First of all, we thank WFP, ROPANIP, and BND, the team that is working for the school feeding program. We are satisfied with the team. They give local products. It is a great satisfaction. Because they could give food us lousy imported foods. It is wrong for the children. The local foods have vitamins and protein for the children and that allows for school performance to be raised. And there is something that used to happen in Petite Riviere every Friday, it seems there was a devil eating the students [meaning that many students would not come to school on Friday]. We are happy when there is free lunch. All the children come to school. Performance improves. The parents are relieved when they know the children are going to find something to eat in the school. They don't have to find something to give them in the morning. When the children come back in the afternoon, they know that the children have already found something to eat during the day. They only have to plan for the night, to find something to give them so that they can study and the teachers won't have too much problem with them the next day. Because they know these children can find food to eat. So, they cannot come to tell the teachers that they are hungry and they could not study, 'Teacher I was hungry.' Everything about the feeding program is good.

Socio-Dig: Yes. Continue.

#1: (Male; 57 years old; School director, oversee canteen; Philo; 1 child; No child in the program). However, as teacher BLANK_F said, each school has its own problems. Although some of them have the same ones. For example, I heard teacher BLANK_X saying that he has problems finding firewood...the city schools do not have the same problems.

[someone else is speaking, and there is a loud noise of something being hit].

For example, the person who is fetching wood for BLANK SCHOOL_B is from Sileg. When he comes with the wood we sign a contract with him for 300 dollars, or 1500 *goud* per month. And we had two cooks who worked with us. The parents give 5 *goud* per day, which comes to 100 *goud* for the month. Well, we must fight to get that money. It's Mrs. BLANK_X, a teacher who gathers the money. There are some months when she must give reports and you see that it's only 200, 400, 500 or 600 *goud* that she has gathered. Now you can understand the person [with the wood] who is coming from Sileg and what's gonna happen? He cannot give service, he's gonna be discouraged. He cannot give the wood because you cannot pay him. The cook that we had, in December she left. She said the money was too little. Well what is she going to do? She prefers selling a little coffee

in the morning. And she does better selling coffee... It brings her more money than what the school pays her for the month with money from the children. And the last one who stays [and works as a cook] is mistreated. She's alone. We are supposed to have 500 dollars to give her to pay for wood. You can imagine now, 2500 Goud is 500 Haitian dollars. You don't even gather 200 dollars (1000 Goud). And there are other big difficulties. She herself is cooking but she does not have any children in the school. She has no interest in it. And she is coming from 4 kilometers away to work. When we propose to the parents that they cook the food, they say it's too much work. Even though the advantages are for them. And the food, we cannot cook it only with oil and salt given by WFP. We must put spices in it. We already know that everything is expensive. I think Mrs. BLANK_X is the one who works with the cook. She is the one who buys the spices to give to the lady. I think for the month she buys 150,200 dollars of spices. It is just a supposition that I make, there are some things that I can't get involved in. It's up to her and the lady. I don't know. She gathers the money and buys things [spices] for the food. She pays for the wood, she pays the cook. It's all of these problems. For that reason, the parents and BND say, 'if you don't pay, don't send your children back to school no more.' But it is the only strategy we could use.... Indeed, it is a good school feeding program for the children. I am wondering if all the school directors will be able to persist. Because it will be the same for all school directors who have a canteen. Can you cook the food without wood? Can you do it without spices? Can the food be done without cooks?

Socio-Dig: Ok. Thank you. Let us take one person from SCHOOL_A. There are three, but for the moment we will take one.

#10: (Male; 51 years old; School director, oversee canteen; 11th grade; 6 children; 6 children in the program). Well, the school feeding program works well. It works good. It works good and it is good for the school. Sometimes when there was no school feeding program, I used to have problems with the children. When I am in the office, they always come and say, 'teacher I have a stomachache.' Every now and then they say, 'teacher I have stomachache.' Rapidly, I must send them to buy some fried dough from the vendors. The lady, we also used to see her going outside to buy for them. With the school lunch program, we face less of these problems. And I used to have a lot of absent students. But with the school feeding program there is none of that anymore. The school feeding program works good. The parents make weak contributions, but the school feeding program works good.

Socio-Dig: Alright. Before WFP's school feeding program, was there any free lunch program in the schools?

#10: (Male; 51 years old; School director, oversee canteen; 11th grade; 6 children; 6 children in the program). No, there was not, only WFP. Only WFP. Before WFP there was nothing.

#5: (Male; 41 years old; School teacher, oversee canteen; University; 1 child; No child in the program). It seems there were other schools that benefited from the lunch program. No, we did not benefit yet.

Socio-Dig: Ok.

#10: (Male; 51 years old; School director, oversee canteen; 11th grade; 6 children; 6 children in the program). However, it's only WFP. If it's WFP, at that time it's not BND that used to give it, but WFP.

Socio-Dig: Ok. But it's not BND that used to give it. What difference do you see between BND now and the way WFP used to give it?

#10: (Male; 51 years old; School director, oversee canteen; 11th grade; 6 children; 6 children in the program). When WFP used to give it, it was not local products. But now it's Local products and it's good. It is better for the children. Our school was like that as well.

Public: We did not have one at all.

Socio-Dig: Ok. You did not have one at all. Ok What difference is there between BND and WFP? Ok you can talk number 6.

#6: (Female; 46 years old; School teacher; Rheto; 1 child; 1 child in the program). The difference is because WFP was not local products. It was foreign products they used to give. It is good for the children to eat natural foods. It is good for their health.

Socio-Dig: Ok, Director, several people say that. We all say that. Now the school feeding program encourages the children to come to school. They come to school more often, because they find food. What other advantages does the food give?

Public: The results are improved performance. We don't get as many children failing.

Socio-Dig: Ok. Reduced number of children failing. Well, if you oversaw the program, what would you do different? Would you leave it like it is? Would you make changes? Number 5.

#5: (Male; 41 years old; School teacher, oversee canteen; University; 1 child; No child in the program). If it was me who coordinated the program, one of the things I would bring as a modification, because I always talk about environmental protection, is the burning of charcoal in the schools. I would give ameliorated stoves or propane. Normally we are using wood in the kitchens, so many trees have been cut, understand? As for me, who lives in BLANK, the advantage that director BLANK_X finds, I don't find it. He has Bayaronde and Lila trees. But beside my house it's Mango and Avocado, you understand? Imagine we have some parents who cannot pay for the school. But we agree for them to cut trees to bring firewood to school. What happens is that she/he cuts those trees to pay for school.

Socio-Dig: Yes, continue.

#5: (Male; 41 years old; School teacher, oversee canteen; University; 1 child; No child in the program). It can be that he cuts fruit trees. That's not good for the environment. I would replace the wood burning with ameliorated stoves or propane. That would reduce the quantity of trees they cut to bring wood to school. Secondly, I would lean harder on the children to participate. The children don't have to pay for the school feeding program. And me, I would borrow an amount to pay for the cooks. Secondly there might be other money to buy spices for the food to be cooked. Thirdly eeeeh if I have a third... if I don't have, well I don't have I will let someone else to talk.

Public: Ok alright.

#1: (Male; 57 years old; School director, oversee canteen; Philo; 1 child; No child in the program). I believe in what teacher number 5 says. I think she speaks for everybody.... If they would do it for real, it would help the schools, like they already started to help them. ...because if they didn't give the free lunch, it would to be another problem for the children. So, we are going to see in next four, five years like there is no school at all. Because when the children don't get fed they will not stay at school. The result is like they are giving a mango that you plant. You planted your garden too late. But it doesn't find rain...

Socio-Dig: So, it's these two changes... If it was you who coordinated the project, these are the two changes you would make?

#5: (Male; 41 years old; School teacher, oversee canteen; University; 1 child; No child in the program). Normally the products they give us are good, understand? But these two things are a burden for us.

#1: (Male; 57 years old; School director, oversee canteen; Philo; 1 child; No child in the program). I might not know, but If WFP found a team like they have for the school feeding program, they could make the food for the school directors.... Because we must organize the school feeding program. We must manage the free lunch. Managing it is more work.... Like the lady who must teach. When she gathers money it's a fight, she's losing time. She cannot split it in two pieces. One side stays in the room and teaches and the other one goes to gather the money.

Socio-Dig: Yes, continue.

#1: (Male; 57 years old; School director, oversee canteen; Philo; 1 child; No child in the program). It is just an example. I am talking about SCHOOL_B. When I present the report daily, I must take one hour and half to prepare that report. I give the report to the committee that comes to give the food. And here we are, we're in the middle of all these children. Today I am obligated to do it under pressure, kneeling at a bench. So, school starts at 7:10 and ends at 12:10. So they come at 8, given the changing time. Meanwhile, the teacher, the first thing he does, he makes a telephone call. Can you see a time lag? Every day you find the time lag like that. But that's a supposition, if WFP could come here

and find a schedule to give the food to the school on time. Then for the food to be given we could find another schedule. After what number 5 says, I think it would be a solution. It would help. It would lighten the load he carries.

Socio-Dig: Is there anybody who wants to add something? If you were responsible for the program, would you lead it like that? Would you do something different?

#6: (Female; 46 years old; School teacher; Rheto; 1 child; 1 child in the program). My colleagues have already said everything. So, it means I don't need to repeat it.

Socio-Dig: Number 10.

#10: (Male; 51 years old; School director, oversee canteen; 11th grade; 6 children; 6 children in the program). I think that next to wood, what number 5 says is good for everybody. But there is another thing. When the children come to school, the first area they look at is the kitchen. If they see there is no fire you can see they are discouraged. When the food is being cooked at the school, I think it's better.

#5: (Male; 41 years old; School teacher, oversee canteen; University; 1 child; No child in the program). There is a simple thing also. It can be easy for the urban areas, but it's difficult in the rural areas. Compared to where the schools are located, you understand? Compared to the journey by vehicle to give the food. It will be difficult. For example, in my area, since the storm, vehicles cannot reach us. Even if they bring the food, they leave it by the road. It's motorcycles that must go pick it up. Sometimes I send children from the school to pick up the food and bring it here. Can you understand that? For the food to come it is very difficult. The school, like we are saying, the smoke is rising, every now and then you look at it, there is hope.

Socio-Dig: Number 5 said something. When the lady said if it was you who would lead or coordinate the school feeding program, what would you do? You said several things. I would like you to tell me how you are going to find money to cover the fees? Do you have any example of how you would find that money?

#5: (Male; 41 years old; School teacher, oversee canteen; University; 1 child; No child in the program). Well, as manager and responsible of a project, I would look for funding first. The first stage is to find the means to buy stoves instead of using firewood. It is simple, every month, every 22 days and every 15 days the propane gas is finished and so we must go fill it again. And go back to place it in the school. I say the first thing we must have is the money to buy these things. Secondly is to look for the means to cover the fees that the children are supposed to be paying. You understand? At this moment [if they had the propane] I would not need money to buy wood to cook the food. And so now I would look for money to buy ingredients for the food to be cooked.

Socio-Dig: Ok, alright, thank you. Now we see the inconveniences that come with cooking the food. What if there was a possibility of giving a cold plate to the children rather than a hot one. What would you think is better for the children in the place of the hot plate?

To be clear, a cold plate is, for example, a plate of fruits, bananas, pineapples or bread with peanut butter. It can be eggs, cassava with peanut butter. But it must be a local thing that is not hot.

#-9: For me, I think the hot plate is better. Especially in my school. In my class, there are some children who are never satisfied with what we give to them. They used to say: 'aah that's not tasty enough.' Despite the fact the cold plate brings more vitamins to them, they are not going to see it that way. They will focus more on the full belly. They will focus more on that.

#5: (Male; 41 years old; School teacher, oversee canteen; University; 1 child; No child in the program). The lady says the cold plate will bring more vitamins. I don't see that. Don't forget that I will have to get respect for the diet. For me, in this way I believe giving a hot plate to the children is better. For the children, it's easy for them to eat a mango. He passes by his father's yard and finds an Abrigo (a type of fruit) and he eats it. Do you understand? He can find a pineapple in his father's garden. But when he's at school he is more interested in the hot food. I think it would be better. There is a possibility, maybe one day per week, that they could modify it to give something different to the children. That would not be a problem. But the hot plate would be better.

Socio-Dig: Alright, thank you.

#3: (Female; 43 years old; School teacher; Philo; 1 child; 1 child in the program). I remember before WFP used to give us food, that was important indeed. But before the food was ready, the children used to go buy candy to eat. As now it's BND that is financing the program, I don't know how it is. When it was WFP, I know the children would go buy candy before the food was cooked, so they were not waiting for the food. After the break, the children are going to eat. Even if you're giving a lesson, they don't follow it. They're focused on the food. But if they could find something to eat before the food is cooked, I see it is better for them. I see they don't do that anymore.

Socio-Dig: Everyone here has children who are in schools where there is a school feeding program?

Public: No. Some of us do.

Socio-Dig: Let me clarify. WFP is like the boss. It's like BND is inside WFP. BND delivers. It's like BND is inside of WFP.

#3: (Female; 43 years old; School teacher; Philo; 1 child; 1 child in the program). Ok I see.

Socio-Dig: For those of you who were in the old program, the current program is not BND. How did you used to get the food? Was it you who used to go to pick-up the foods or did WFP bring them to you?

#3: (Female; 43 years old; School teacher; Philo; 1 child; 1 child in the program). WFP used to bring the food to us.

Socio-Dig: Ok, alright. What impact did the storm has on the program? Do you think Hurricane Matthew has had an impact on the program? Number 5.

#5: (Male; 41 years old; School teacher, oversee canteen; University; 1 child; No child in the program). For example, there are many local products that we used to find. After the hurricane, they were scarce. For example, we couldn't find manioc, you understand? Well, we couldn't find any vegetables. It was an emergency to find them. Now, the rain has started to fall again. There are many things that BND finds and brings to the school. That is to say, after the bad weather, there was a major problem around here. Right up to present, I don't think anyone is producing plantains. They're still growing [not yet yielding] right up to the present. It's just now that maybe they have some that are going to yield...

Socio-Dig: Ok, was there a scarcity of other food, of the quantity of food you could find?

#5: (Male; 41 years old; School teacher, oversee canteen; University; 1 child; No child in the program). Yes, like other things. Fresh produce.

Socio-Dig: With what did you replace the fresh fruit?

#1: (Male; 57 years old; School director, oversee canteen; Philo; 1 child; No child in the program). Nothing. Only rice and beans. It was in January 2017 that we began to recuperate. But there are a series foods that they still can't give us. For example, chayote, spinach. Since the hurricane, BND can't find them to give us. We're obliged to replace them with something else. Even plantains we can't find, because there are none.

Socio-Dig: Yes, number 10.

#10: (Male; 51 years old; School director, oversee canteen; 11th grade; 6 children; 6 children in the program). Yes, I would say spinach we can't find at all. Manioc, we can't find at all.

Socio-Dig. But while we have this scarcity, do the children still eat the same amount of food that they used to eat when they got fresh produce.

Public: Yes, they increased the amount of sweet potatoes and yams.

#10: (Male; 51 years old; School director, oversee canteen; 11th grade; 6 children; 6 children in the program). In the place of manioc, they increased yams, sweet potatoes.

Socio-Dig: Ok. According to you, do you think that 100% of the program is truly local food? If yes ok, but if no, how would you make it local, meaning really local?

Public: Laughter.

#1: (Male; 57 years old; School director, oversee canteen; Philo; 1 child; No child in the program). When we take the oil

Socio-Dig: The oil. The oil is not local. Number 1

#1: (Male; 57 years old; School director, oversee canteen; Philo; 1 child; No child in the program). The oil is not local. I always say that. If WFP said they were going to do something local, know that they don't mean oil. I don't know about this week, but they have an oil they brought for us. In the school. I looked at it and I see that I must shake it. Every morning I must shake before I give it to the children.

Socio-Dig. It gels?

#1: (Male; 57 years old; School director, oversee canteen; Philo; 1 child; No child in the program). Yes, it gels. For me that's not good.

Socio-Dig: Ti Malis [a local brand of oil]

#1: (Male; 57 years old; School director, oversee canteen; Philo; 1 child; No child in the program). No. No, it's not in a gallon. You must shake it when it settles. It's like pig fat. It gels like margarine. And you shake it and shake it and when you pour it out it's white. White, white, white.

Socio-Dig: And when you put it in the cooking pot?

#1: (Male; 57 years old; School director, oversee canteen; Philo; 1 child; No child in the program). Since I don't look in the cooking pot... I feel like it's not a good quality of oil compared to what came before. For rice, I think that's local no matter what. Even if it's not from right around here. It's not from this region. It's not from this commune. Not this department. I think that it's from Haiti. The yams, I think they're from this area. Except I don't know if they buy them from the producers. The wholesalers, they need to make a little money. It's me who's interpreting it like this. There are those (yam) that are too ripe. And when you cook them, they are either bitter, or they're crisp [as if they're not ripe]. For the yam, with the sweet potatoes, sometimes... maybe it's where they store them. Because twice I put sweet potatoes in the storage room. I put them on the ground. When I went to get them on Monday most were rotten. But that could be the storage. When I asked the market ladies they said not to put them on the ground. Put them on a board. Now they stay good.

Socio-Dig: Ok.

#5: (Male; 41 years old; School teacher, oversee canteen; University; 1 child; No child in the program). One thing I'd like to add. Regarding the oil, I think that the oil they give is not a good quality oil. I've observed that...I've never seen oil in a gallon gel. I wonder if it's not oil from a barrel that they send to the canteen. I mean, I think there's better oil they could give the school. The second thing concerns the yams. There are people who dig up yams, they don't know what's ripe from what isn't yet ripe. Me, I plant them. There are

times you can dig up yams, you think they're ripe. When you finish digging them up you see that underneath they're all white. When the bottom is white they have a bitter taste. I don't think it is the fault of the people who dig the yams. It's when they finish digging them up that they see they're not ripe. For example, sweet potatoes too. It seems to me that when they buy the sweet potatoes, it could be two or three days before they bring them to the school. They spend too much time on the ground. The time it takes to deliver them is what makes them spoil so quick. For the yams too, we find yams that are almost rotten. Because if a yam is bruised it won't store at all. You understand? After two or three days, it can spoil.

Socio-Dig: Ok. Is there anyone who would like to add anything else?

#10: (Male; 51 years old; School director, oversee canteen; 11th grade; 6 children; 6 children in the program). The only problem is with the oil.... The last time they came for a report, when the lady came, I told her that the oil had a problem, it gels. She saw the gallon, how it gelled inside. And with the eggplants, the way #5 just said, the eggplants... well, it seems it's the way they harvest them that makes them like that. They bring them and give them to me and I find some that have completely rotted. I told the woman that. She said, 'well, I can't tell them anything because they're not involved.' And the cabbage they bring also. They bring me so many kilograms... but when I weigh them I find that's not true. Because they already cleaned them.

Socio-Dig: That means that the yam....

#10: (Male; 51 years old; School director, oversee canteen; 11th grade; 6 children; 6 children in the program). Regarding the cabbage, they take out a big part of it.

Socio-Dig: While we're talking about this. The lady was asking a question, but we got cut off. Is there a ration of food? Because there is a ration of rice that is zero point something... Is there a ration of yam like that? Is there a ration of sweet potato? And cabbage, the way you were saying?

#10: (Male; 51 years old; School director, oversee canteen; 11th grade; 6 children; 6 children in the program). Well, we don't have it. When they bring us the food they only say, 'here is how many kilograms it weighs.' Here is how many kilogram. If I cook it two times in a week. For example, cabbage. They bring me 48 kilograms of cabbage. I cook 24 kilograms. I leave the rest. That's how we do it. And carrots. They bring 22. And once I cooked eight. Once I cooked seven. I cooked 2.7, and eight. It gave me 22, it's like that. But they don't have a ration the same way as rice, beans, and oil. As much as the child.... But before, for yams, they used to give me 16 kilograms. But now they give me more.

Socio-Dig: With what do you measure it to know that it's 16 kilograms.

#10: (Male; 51 years old; School director, oversee canteen; 11th grade; 6 children; 6 children in the program). No. They bring it in a sack. I have a scale. I weigh it.

Socio-Dig: Ok.

#5: (Male; 41 years old; School teacher, oversee canteen; University; 1 child; No child in the program). Because normally, or before the quantity they used to give me was insufficient. Right up to the present, when we have stew it is difficult to feed all the children. Imagine, you have times when it's just a little bit of sweet potato, a little bit of yam, a little bit of stew. It doesn't do anything for the children. It's just a little taste. It was worse before. But right up to the present the stew isn't enough. ...

Socio-Dig: Ok

#3: (Female; 43 years old; School teacher; Philo; 1 child; 1 child in the program). We were talking about the oil before. We had a problem with beans too. Twice I believe that the cooks made us see how the beans were. I would think that before they bring it to us they would look and see how much time it can last before it spoils. How much time it can last before they send it. Because beans spoil. When that happens, they burn them. It's the same for oil that's not of good quality, beans are a problem too.

Socio-Dig: Ok,

#10: (Male; 51 years old; School director, oversee canteen; 11th grade; 6 children; 6 children in the program). For beans, I made a mistake. How? What they gave me before, they brought a 2nd stock for me. What was there the first time I didn't use.

Socio-Dig: You used the new stock?

#10: (Male; 51 years old; School director, oversee canteen; 11th grade; 6 children; 6 children in the program). But when I realized this, I use it now. Well, the error was mine.

Public: Laughter

Socio-Dig: When the beans spoil like this, is it because of where you store them? Or is it that they dry out? It could be humidity that spoils them?

#10: (Male; 51 years old; School director, oversee canteen; 11th grade; 6 children; 6 children in the program). No. When they're too old.

Socio-Dig: Ok. When they've been stored too long they spoil. We know that it's local food. Someone said it's not from this region. Is it possible for that to happen, for us to produce what we need to cook them? Could we find them in the community where the school is located?

Public: It's not possible.

Socio-Dig: Around here, what do you most produce?

Public: We produce eggplant, black beans, every type of vegetable.

Socio-Dig: Black beans or butter beans?

Public: Black beans.

Socio-Dig: You find them by the season or all the time?

#9: (Female; 31 years old; School teacher; Philo; 1 child; No child in the program). By the season. Even rice is by the season.

#5: (Male; 41 years old; School teacher, oversee canteen; University; 1 child; No child in the program). That's what most encourages people to plant. You understand? Because people, if they can sell, they are encouraged to plant. Like in the highland, there are no seasons. It's all the time, it's harvest and plant. I have something I want to add. I recall that there was a plan. BND told us that they had some school they wanted to target. For example... they could make gardens for the students. But I see that project did not come through. But I see that there are several schools, that there are things they could produce. So that we could have a means to make them. It might be that it's not possible for us. I have some land that if I wanted to produce eggplant, spinach, we could grow other things. We could produce them. For example, where we have the land. We told BND that if they would give us a water pump so that we could produce those vegetables. But they let these fall through. They're not interested in that. That would allow us to have our own gardens. We would find fresh produce. And it would cost less money too.

Socio-Dig: Ok. I'm happy that you mentioned that.

#5: (Male; 41 years old; School teacher, oversee canteen; University; 1 child; No child in the program). Imagine, we already have land. We just need a means to work it. Send us an agronomist. We'll make the children participate. You understand? In the activities. When you speak to the children's mind, the children learn such things. You tell him, 'here is how you can grow vegetables,' so that he can go and do it himself. A learning session we could make with the children. That's what I think. If we produce local, that should be done too.

Socio-Dig: Ok. And the parents of the students, what could the parents do to help the program function better?

#1: (Male; 57 years old; School director, oversee canteen; Philo; 1 child; No child in the program). Or say yes, it could work.

Socio-Dig: Yes, it could work.

#1: (Male; 57 years old; School director, oversee canteen; Philo; 1 child; No child in the program). From my point of view, there are many things the parents could do if they wanted to. I think that could arrange a schedule so that they made food. When they did, the school could pay them. Even those parents could organize themselves.

Socio-Dig: To make the food come to the school?

#1: (Male; 57 years old; School director, oversee canteen; Philo; 1 child; No child in the program). No, no. They make food in the canteen. Like in SCHOOL_B, the people they took on [to make food], she doesn't have children in the school. She has no personal

interest [in seeing that the food is prepared]. The parents say they don't have time to make food. The parents could get together and gather firewood. Those who have gardens could bring spices to make food. Then the school would not have to buy those things. But I don't see the parents doing anything

Socio-Dig: Well, we already have spent a lot of time here. I want to speak a little about teachers in the rural areas. I know there are a lot of problems for teachers to get paid in schools in the countryside. I would like to ask how you directors of the school manage the teachers?

#5: (Male; 41 years old; School teacher, oversee canteen; University; 1 child; No child in the program). Myself, I don't have any problems. It's a state school. All the teachers get paid.

Socio-Dig: Ok.

#1: (Male; 57 years old; School director, oversee canteen; Philo; 1 child; No child in the program). After that it's me. It's a Chinese hat [an expression]. It's a private school. When I say private, the state doesn't have anything to do with it. It's not in SIGO [the apparently defunct government program for support to primary schools called 'Free School for Everyone]. Nor is it in the EPT program. That means it doesn't have any sponsor. It's the fat of the pig that cooks the pig. I don't believe that education has a price. Even the State can't say it pays the teachers. Even the Haitian State cannot say they pay the teachers. When you take a State teacher, they make 25, 40, 50 dollars Haitian

Socio-Dig: That makes how much per month?

#1: (Male; 57 years old; School director, oversee canteen; Philo; 1 child; No child in the program). No, they give the teachers 15,000 Goud per month. When you divide that by 25. Secondary at 25,000 Goud to 25,000 Goud. But it's with a lot of noise, yes. When you take the net proceeds, it's reduced to 19,000 Goud. When you divide by the year, that is going to depend on what school too. The State says that it gives 24 hours of courses. The school can choose to give 18. Now when, when you have 18 hours, you give by four, per week, and you take the total, you divide and see what you have, which is more or less what you get at a private school. Because a private school will give a professor 10 to 15 dollars Haitian. That's something pathetic. Well, when you take the level of primary school, imagine a child pays 2,000 Gourd for one year. From that 2,000 Goud, they pay the teachers. They pay for the report cards. They pay for the tests. They pay for everything [from that 2,000 Goud]. Well, imagine, the school has no cash. It's a forced march. It's truly a problem.

Socio-Dig: Ok. But what keep professors from just quitting and going to teach school in the city? Going somewhere else?

#10: (Male; 51 years old; School director, oversee canteen; 11th grade; 6 children; 6 children in the program). Don't forget it's a choice.

#1: (Male; 57 years old; School director, oversee canteen; Philo; 1 child; No child in the program). No, only it is a choice. The country doesn't offer us anything. Many of those who have completed high school, many go not only to Chile, they become moto-taxi drivers. They go to University. Well, the few that the university takes, not even a 50th of them finish. And even those that finish. When you go for that education, how many thousands of children are rioting at the ministry? Smashing benches? The State trains teachers at the teaching college.... They don't find anywhere to put them. That's the reality. That's the reality of society the way it is.

Socio-Dig: That's no lie. Well, for our part, those are the questions we wanted to ask. I don't know about you guys. I will give you a chance to ask us questions or to add anything.

#5: (Male; 41 years old; School teacher, oversee canteen; University; 1 child; No child in the program). Something I notice. It's something they promised the schools. They never gave them what they said. It's a matter of the milk for all the schools. They said that each Wednesday, every child would get a glass of milk. A year has passed. And a second year is passing. We don't see the milk.

Socio-Dig: You never got any at all?

#5: (Male; 41 years old; School teacher, oversee canteen; University; 1 child; No child in the program). No, I recall they made a contract. But it didn't work. But I would think that in place... since it's local products they're trying to encourage, if they can't find cow milk, they would do something else. You understand? Even if it was homemade juice they gave the children. If we gave, gave.... But we must respect nutrition and not push rice and bean sauce. Even if it was just a little juice once per week. It would be important.

Socio-Dig: Ok. We'll take note of that.

#1: (Male; 57 years old; School director, oversee canteen; Philo; 1 child; No child in the program). What we could add to what number 5 said, aside from the milk if they could give juice. I would like them to give juice. I recall in training, BND said it was an experiment that WFP was making for 2 years.

Socio-Dig: Yes, it's a pilot project.

#1: (Male; 57 years old; School director, oversee canteen; Philo; 1 child; No child in the program). It's a pilot project. Well, I would think that the year is finishing in 2017. We would hope that the experimental phase finishes and the project is enlarged. Not only continues, but enlarges with other schools.

Socio-Dig: Ok, we've arrived at a question I would like to ask. Do you think that it's necessary that WFP continues the project?

#5: (Male; 41 years old; School teacher, oversee canteen; University; 1 child; No child in the program). Extremely necessary, very important.

Public: O yesss! It would be very good.

#1: (Male; 57 years old; School director, oversee canteen; Philo; 1 child; No child in the program). More than necessary

Socio-Dig: More than necessary. Why?

#5: (Male; 41 years old; School teacher, oversee canteen; University; 1 child; No child in the program). I guarantee you, if WFP cuts the program, if they cut the food to the schools, many children will not be going to school anymore. They're already accustomed to the food. Many of them will not go to school again. Because don't forget that many parents don't support the kids any more. There are children who come to school because they know they're going to get fed. The child comes on his own. But if it was up to the parents, all the kids could sit home. For the majority, they can take a hoe, go and weed

.Socio-Dig: Ok.

#5: (Male; 41 years old; School teacher, oversee canteen; University; 1 child; No child in the program). There are children I can recount who are in my school. When they have a problem and we call the parents, it's like you don't need to call the father or mother. You can just resolve the problem with the child. The parents have no control over the child. They have no authority over them. You understand? Those children, they take care of themselves, they put themselves in school. You understand?

Socio-Dig: I understand.

#5: (Male; 41 years old; School teacher, oversee canteen; University; 1 child; No child in the program). In that sense that I said, to take those children out of the program is to close the school door.

Socio-Dig: Ok. Thank you very much.

#1: (Male; 57 years old; School director, oversee canteen; Philo; 1 child; No child in the program). We say thank you to you too.

Public: We say thank you also

Focus Group #5

Farmers from Salaniac

Date of focus group: 3/27/2017

Date of transcription: 04/04/2017-04/15/2017

Date of translation: 04/15/2017-04/20/2017

<u>Interviewers</u>

Almathe Jean: Female, 28 years of age, 0 children, Focus Group supervisor.

Natacha: Female, 28 years of age, no children, focus group leader and surveyor.

Jackly: Male, 33 years of age, 2 children, Survey supervisor and focus group leader.

<u>Participants</u>

#3: BLANK_1; male; 26 years old; farmer; 2nd grade; No children; No children in the program

#5: BLANK_2; male; 48 years old; farmer, pastor; 6th grade; 5 children; No children in the program

#6; BLANK_3; male; 35 years old; farmer; 3rd grade; 4 children; No children in the program

#9; BLANK_4; male; 22 years old, Farmer, Student; 10th grade; None children; No children in the program

FOCUS GROUP TRANSCRIPTION

Socio-Dig (Almathe): Good morning everyone.

Public: Good morning.

Socio-Dig (Almathe): My name is Almathe. I am working for a firm called **Socio-Dig**. ... We do research... At the moment we are working for WFP, which is World Food Program. WFP has a pilot project that provides school children a free lunch. What we are doing is meeting with farmers, parents, and school teachers. We have a few questions to ask you. We know that not all of you are directly involved with WFP. Some of you have a relationship with ROPANIP. ROPANIP is responsible for buying local products for local schools that are in the program. We will talk more about it later. First, the others in our team will introduce themselves. Then we will continue.

Socio-Dig (Jackly): Good morning.

Public: Good morning.

Socio-Dig (Jackly): I'm Beautelus Jackly. I work for a firm called **Socio-Dig**. But this work we are doing now is for WFP, which is World Food Program. We are going to turn on devices that will record everything you are going to say. WFP will hear what you have to say.... You have a number. I do not know if the lady explained what the number is for. This number is so that when we ask you a question and you want to give an answer you can just say your number... If someone else wants to give his point of view, he will also do the same time. You do not need to say that you are pastor INTEL. Just say your number. I am glad to be here with you. I am going to let Miss Natacha introduce herself.

Socio-Dig (Natacha): My name is Natacha. I work with **Socio-Dig**. But today we represent WFP. I am happy to be here with you.

Socio-Dig: We will continue with each participant.

#9: (male; 22 years old, Farmer, Student; 10th grade; None children; No children in the program). Good morning everyone.

Public: Good morning.

#9: (male; 22 years old, Farmer, Student; 10th grade; None children; No children in the program). I'm... My number is 9. I am a simple farmer and student.

Socio-Dig: Can you speak louder?

#9: (male; 22 years old, Farmer, Student; 10th grade; None children; No children in the program). Yes, I'm a farmer and a student. We choose to work just to see how we can contribute on moving the country forward. So um...

Socio-Dig: Ok.

#3: (male; 26 years old; farmer; 2nd grade; No children; No children in the program). Good morning I am... Well, I am a worker. My number is 3. I am a farmer, my occupation is farming.

Socio-Dig: Ok.

#5: (male; 48 years old; farmer, pastor; 6th grade; 5 children; No children in the program). Good morning everyone. I am number 5. I am a farmer and evangelist.

Socio-Dig: Ok, thanks.

#6: (male; 35 years old; farmer; 3rd grade; 4 children; No children in the program). Yes, hello everyone. I am... I'm farmer. I'm a member of the CHURCH_A which is overseen by pastor BLANK_K of ZONE_3. Um, I am living in ZONE_3. My church is in BLANK. Everyone knows about CHURCH_A. We are here so that we can evangelize. We are here so that we can help those who are lost get saved. This gospel is spread to the whole country. Thank you.

Socio-Dig: Thank you everyone for introducing ourselves. Like Jackly said, we have some points that we want to talk about. If you want to answer just say your number. Let's start. In this community, what crops do you grow?

#3: (male; 26 years old; farmer; 2nd grade; No children; No children in the program). We produce carrots, cabbage, yams, and several...

Socio-Dig: Which do you produce the most?

#3: (male; 26 years old; farmer; 2nd grade; No children; No children in the program). Yam and cabbage.

Socio-Dig: Ok. Do we have seasons for yam and cabbage?

#3: (male; 26 years old; farmer; 2nd grade; No children; No children in the program). Yes. Um, it has a season.

Socio-Dig: When is the season?

#3: (male; 26 years old; farmer; 2nd grade; No children; No children in the program). It has no season. If it rains we work. We are hard workers. If we get rain we work. You understand?

Socio-Dig: When is the rainy season?

#5: (male; 48 years old; farmer, pastor; 6th grade; 5 children; No children in the program). The beginning of February, starting December, January, February, in March we start planting.

#6: (male; 35 years old; farmer; 3rd grade; 4 children; No children in the program). We get more rain in March 21, when spring starts.

Public: The way you see it, it will be raining a lot around here.

Socio-Dig: Ok. Would someone else like to add something more?

#9: (male; 22 years old, Farmer, Student; 10th grade; None children; No children in the program). Precisely the cultivars that we plant most here are yams and cabbages. They do not have an exact season. Like he was saying, if it rains we plant.

#6: (male; 35 years old; farmer; 3rd grade; 4 children; No children in the program). And we also plant beans.

#5: (male; 48 years old; farmer, pastor; 6th grade; 5 children; No children in the program). Sure!

#9: (male; 22 years old, Farmer, Student; 10th grade; None children; No children in the program). We grow beans; we grow all types of beans. But yam and cabbage are more in demand. As soon as we see it is raining, we plant them. But one small difficulty we have is that sometimes we do not have money, for instance to buy fertilizer.

Public: And to weed, to take care of the fields.

#9: (male; 22 years old, Farmer, Student; 10th grade; None children; No children in the program). Sometimes we can't afford the fertilizer.

#6: (male; 35 years old; farmer; 3rd grade; 4 children; No children in the program). And the plants will not grow healthy

Public: Mostly, they die. They grow poorly.

#9: (male; 22 years old, Farmer, Student; 10th grade; None children; No children in the program). Not only must you plant the seeds, you also must clean the land to plant it. Now, because of a lack of money, you end up losing the harvest. Sometimes that happens over and over. You can imagine when you keep losing money without having any profit. If we had credit where we can get money, we will make a lot of profit. Um, if a farmer has some money, quickly he buys 2 bags of cabbage seeds and plants them. Rapidly it grows and he makes money. That's an income-generating activity he has, even if it's not much. The farmer may work and he doesn't see a profit from the land. Sometimes he gets discouraged and decides not to do it anymore. He doesn't have money to take good care of the land, to clean it. He comes to realize that he is losing money, a deficit.

Socio-Dig: Ok. I understand.

[Motorcycle passing near]

Socio-Dig: What most causes you to lose crops?

#9: (male; 22 years old, Farmer, Student; 10th grade; None children; No children in the program). The first thing is the fertilizer. You plant the cabbage and someone with the means, after 15 to 22 days, it needs fertilizer. And with the fertilizer, you need to give it fertilizer at least 2 to 3 times to be a success. It can happen that you only give a small amount of fertilizer and it doesn't grow well, it is stunted. But if you have the means and

you put enough fertilizer, it will succeed. That's why we lose our harvests. We can say we don't have a government that is helping us to better our situation, to develop agriculture.

Socio-Dig: Does anyone want to add something else?

#6: (male; 35 years old; farmer; 3rd grade; 4 children; No children in the program). Yes. I'm number 6.

Socio-Dig: Yes, number 6.

#6: (male; 35 years old; farmer; 3rd grade; 4 children; No children in the program). The reason that we have... We are farmers, like he said. We plant yams. The yams that we plant, we can start from January to March. But when we reach the spring, that's when we start doing more activities in fields. Because spring begins March 21 and we can get rain. A lot of the time we would like to plant, but because it is raining too much, we are unable to plant. Sometimes we lack money to buy fertilizer. The fertilizer and the rain. The rain is the first fertilizer. And the natural fertilizer is second fertilizer. And then we are planting beans. We plant carrots. We plant cabbage. When there is rain, we do many activities.

Socio-Dig: Who would like to add more? Yes, number 5?

#5: (male; 48 years old; farmer, pastor; 6th grade; 5 children; No children in the program). Yes, that's me. What I've been doing? So, I am a farmer, that is my occupation. I grow cabbage and yams. Sometimes I grow beans. To make a good profit and a good harvest I need to have a lot of fertilizer... Sometimes I borrow money to invest in my land so that I do not lose my harvest. If I do not go to borrow, I will not have enough money to take good care of the land, to create a good environment for the plants to grow healthy. If I do not borrow money, I will not be able plant. I won't be able get good fertilizer for the land. ... My teaching is to also give the good news.

Socio-Dig: Where do you find the seeds to purchase around here, number 6?

#6: (male; 35 years old; farmer; 3rd grade; 4 children; No children in the program). Um here... Sometimes people buy seeds to sell. When we can't find seeds around here, we go to Fond des Negrès to buy at an agriculture boutique called Agro Service.

Socio-Dig: There is something that is called a market chain. A market chain is the process of selling the crop. When you harvest, how do you sell? Number 9.

#9: (male; 22 years old, Farmer, Student; 10th grade; None children; No children in the program). Ok. Sometimes the crop is good. But the problem we currently have is when you arrive at the market ... The fertilizer is expensive. The seed is expensive as well. Currently, to buy one small bag of seeds you need 500HTG. A bag of fertilizer costs 1500HTG.

When we go to the market you may get a small bag of seed for 500HTG and a bag of fertilizer for 1500HTG. You need to take care of the land and you need money to pay people if you can't clean it on your own. Sometimes it happens when you go to sell at the

market it is a catastrophe. Sometimes you are unable to even make the money that you have spent. Now, imagine if there was a good organization that could defend us as farmers. In developing countries when you do farming, sometimes their government helps them to buy fertilizer and seeds. They provide them with credit for a low interest rate. But in Haiti we don't get anything, not even a little help. What WFP is doing is really important. They buy some products from us and use it to feed the children in school. Not everyone benefits from that. Sometimes you spend money but you are unable make a profit. Well, sometimes you almost lose half of it. Sometimes you lose it completely.

Socio-Dig: Number 6, you want to add something?

#6: (male; 35 years old; farmer; 3rd grade; 4 children; No children in the program). Yes. You asked when we have crops, where we sell them?

Socio-Dig: The market chain, what is the process of the market chain? How do you get the crops to the market? Where do you sell them?

#6: (male; 35 years old; farmer; 3rd grade; 4 children; No children in the program). Sometimes the markets may not be ready for us. We face many difficulties to reach the markets. And sometimes as my colleague said, we happen to go to the market when we think it will be good for us and it isn't. If we could find a place that buys our products, we would feel much better.

Socio-Dig: Thank you. Anyone want to add something more?

#3: (male; 26 years old; farmer; 2nd grade; No children; No children in the program). Well, this is number 3. Like you heard from number 9, what he said is true.

Socio-Dig: Ok. But who is responsible for selling your crops? Who takes the crops to the market?

Public: When the crops are ready, we take a bus/taptap and go sell them in Fond des Negrès.

Socio-Dig: Who in the family is responsible for doing this?

#6: (male; 35 years old; farmer; 3rd grade; 4 children; No children in the program). Our wives sell them. Remember it's the holder of the card that plays the card. If I work hard to plant, my wife should responsible to sell the harvest at the market. I am not obligated to go and sell it at the market. [Laughter]

Socio-Dig: Ok. Number 9, who sells for you?

#9: (male; 22 years old, Farmer, Student; 10th grade; None children; No children in the program). My mother is responsible for all the selling. I may plant sweet potatoes, yams, cabbage; my mother is the one who sells them. She goes to the market to sell them. She goes to the market in Fond des Nègrès. The cost on motorcycle is 250HTG. You may go to the market on motorcycle but they do not usually carry the crops on motorcycle.

Sometimes they would carry a little something behind on the moto but not too much. The crops are carried on trucks. For a small sack, you pay 150HTG, not a big sack. So, um, my mom is responsible for everything. I do not know about the future when I have wife, when I get married, who will be responsible. [Laughter]

Socio-Dig: What about you who is responsible to sell for you, number 6?

#6: (male; 35 years old; farmer; 3rd grade; 4 children; No children in the program). I know when you get married all your stuff will belong to your wife. So, my wife sell for me.

Socio-Dig: Ok.

#6: (male; 35 years old; farmer; 3rd grade; 4 children; No children in the program). Sometimes I go with her.

Public: Laughter

Socio-Dig: Ok, but she is responsible?

#6: (male; 35 years old; farmer; 3rd grade; 4 children; No children in the program). Yes, she is responsible.

Socio-Dig: What about you, Pastor?

#5: (male; 48 years old; farmer, pastor; 6th grade; 5 children; No children in the program). Yes. I sell my products on my own. I do it better than my wife. My wife has typhoid. She has problem with her feet.

Socio-Dig: Ok.

#5: (male; 48 years old; farmer, pastor; 6th grade; 5 children; No children in the program). She can't go all the way to the market.

Socio-Dig: Does that means you sell to Madam Sara?

#5: (male; 48 years old; farmer, pastor; 6th grade; 5 children; No children in the program). I sell the entire harvest. Sometimes I sell all of it. Sometimes I take it to Misòt to sell it. I give a servant of God to sell it for me.

Socio-Dig: What is your relationship with ROPANIP, number 6?

#6: (male; 35 years old; farmer; 3rd grade; 4 children; No children in the program). Yes, I heard about ROPANIP. ROPANIP is in the field. Well, I said I was in ROPANIP. I removed myself. But I know ROPANIP is one of the organizations that do great work. ROPANIP used to give seeds. It usually gives cabbage and carrots. It also gives fertilizer. Um, when I was in ROPANIP I benefited from them. I got a goat from them. Something happened and I decided not to be with them anymore, but I want to return.

Socio-Dig: Great, let me ask you a small question. Ok, can you give me a little story about you and ROPANIP?

#6: (male; 35 years old; farmer; 3rd grade; 4 children; No children in the program). So, not really...

Socio-Dig: For example, were you a member of ROPANIP or were you in another organization who was selling to ROPANIP? How was the relationship?

#6: (male; 35 years old; farmer; 3rd grade; 4 children; No children in the program). Yes. I was in the organization. Back then ROPANIP was not buying. It is after they start buying food and providing to schools. At that time, I was no longer a member of ROPANIP.

Socio-Dig: Ok, number 9?

#9: (male; 22 years old, Farmer, Student; 10th grade; None children; No children in the program). My father is a member of ROPANIP. So, when they get something, they share it among the members. Everyone in ROPANIP gets a little something. Except that when they first started they did a lot of things. As our colleague said, he got a goat. He is right. That was wonderful. It was very helpful. They also help us in education. Mostly, our harvest is not wasted. The president of ROPANIP, if you manage to meet him and talk to him, he will help you sell your products to the schools that take part in the canteen so they can have food. That is my small story that I have. My father shared with me a lot of stories but this is only one I remember.

Socio-Dig: Ok. No one wants to add anything more?

#6: (male; 35 years old; farmer; 3rd grade; 4 children; No children in the program). I do not know if there is someone else that has something to add but me I am done.

Socio-Dig: Do they buy stuff from you? Even if it is not exactly ROPANIP who's doing the buying. Maybe someone buys form you and sells to ROPANIP. Do they ever buy products from you to take it to schools and feed the children?

#6: (male; 35 years old; farmer; 3rd grade; 4 children; No children in the program). I have not done that ...

Socio-Dig: You have done that?

#6: (male; 35 years old; farmer; 3rd grade; 4 children; No children in the program). I have not.

#5: (male; 48 years old; farmer, pastor; 6th grade; 5 children; No children in the program). I sell my products but I don't know if the person takes them to schools. But I am not in a group that sells them my produce. I have not found one. I have not found anyone to sell my goods for me. Do you understand? I don't have people to buy.

Socio-Dig: Ok.

#5: (male; 48 years old; farmer, pastor; 6th grade; 5 children; No children in the program). This means I do not have the courage also to join them without having no contact with them. I do not know them. I do not want them to be mean to me when I enter. But if I had

the opportunity, if they asked me to sell to them, I would have. But I will not take it to them without them asking me to take it to them.

Socio-Dig: I understand.

#9: (male; 22 years old, Farmer, Student; 10th grade; None children; No children in the program). So, the reason why I manage to sell them my produce is because my father is a member of the organization. Sometimes... he takes mine. So, that is why I ended up providing them. If they receive the produce, that means the children will get fed. Because I was talking with a teacher who told me they receive food every day. I asked him how they give the food to the children. He told me, sometimes they give yams, and sometimes it is sweet potatoes. Sometimes they give manioc, soup, and sometimes they made vegetable mush to feed the children. Now, I said, 'If it's like that, it's working' I said, 'that's a terrific thing.' Although I am not part of the program, honestly, that encourages me to produce more and more because I am happy to see the children consuming local products. I am happy that they are eating local products from my farm.

Socio-Dig: Ok. Let me ask a question about what you said. When they take the product from your father, does he sell them to ROPANIP? Do you make more money when you sell your crops at the local markets?

#9: (male; 22 years old, Farmer, Student; 10th grade; None children; No children in the program). It's vice versa. Sometimes you make more money selling them in the markets and sometimes you make less money. For example, last year I had some cabbages and I went to the market and sold them 400HTG to 450HGT. I could have sold them to ROPANIP for more than 450HTG. At the market, you can sell it for 1500HTG but with ROPANIP it will be a bit more than that. I heard that ROPANIP is buying at the market price, I do not know if that is really true.

Silence ...

Socio-Dig: Ok. Do you want to be part of ROPANIP?

Public: Yes, yes.

#5: (male; 48 years old; farmer, pastor; 6th grade; 5 children; No children in the program). If we have opportunity to do it, I will do it.

Socio-Dig: What do you think of the school-feeding programs and feeding the children local food? You already shared your view with us number 9. Can someone else answer?

#5: (male; 48 years old; farmer, pastor; 6th grade; 5 children; No children in the program). That needed to be done...

Socio-Dig: Number 5...

#5: (male; 48 years old; farmer, pastor; 6th grade; 5 children; No children in the program). That needed to be done because it is like an aid that they give them. I am happy to get involved in this too. I have not thought about it... Now I want to part of it.

Socio-Dig: Very good! Number 6, what do you think of the program?

#6: (male; 35 years old; farmer; 3rd grade; 4 children; No children in the program). What do I think of the program? The program is an activity that helps the children. So, there are parents that don't give their child anything to eat to go to school and, sometimes, even you may not have enough to feed your own child before they go to school. Sometimes what you give them to eat is not enough to keep them for the day. When the children go to school and they get something to eat that helps you as parent. It is a wonderful activity.

Socio-Dig: Number 3, what do you think of the program?

#3: (male; 26 years old; farmer; 2nd grade; No children; No children in the program). Um I am ... I like the program because I am a farmer. Since there is a place that I can directly send my products without any problem that is good.

Socio-Dig: Ok. Do you have the program here? Which schools are providing the canteen in the community?

#3: (male; 26 years old; farmer; 2nd grade; No children; No children in the program). Yes. Some schools have it. There is school over there, Kay BLANK_T has it. They always feed them. Kay BLANK_S also has a canteen.

Socio-Dig: Do you have children in the canteen?

#3: (male; 26 years old; farmer; 2nd grade; No children; No children in the program). I do not have children in the program. My children are at SCHOOL_5. They do not have canteen.

Socio-Dig: They don't have a canteen?

#3: (male; 26 years old; farmer; 2nd grade; No children; No children in the program). No.

Socio-Dig: Ok. Another question about the canteen, they provide the children with a hot meal. They give it to them during recess. Is it necessary to provide a hot meal to the children? Do you think they could give the children something else in place of the hot meal, something already prepared? Yes number 9...

#9: (male; 22 years old, Farmer, Student; 10th grade; None children; No children in the program). Um, when it is already prepared and when you prepare it, that's 2 different things. What they are eating now is our own products. We don't know if it will come from China or the United States. I do not really know. Since they want to modernize everything, that modernization is making us all sick because there is something in the food that they send us. For instance, there was something called Papyo. It is a juice. A little juice that they put in plastic bags and whenever I drink it, I feel that my entire body is hurting me.

Sometimes it puts me in bed for a entire day and sometimes my urine is sweet. I stopped drinking it. So, we have local products and we can prepare them. Sometimes we make guava juice, grapefruit juice, orange juice or soursop juice. We can make carrot juice. Not something that is prepared in another country. They are two different things. Hot meal instead of a cold food that is prepared in Haiti and the one from aboard. I think the hot meal is the best solution for the children.

Socio-Dig: Ok. What about if it is something that is prepared locally that doesn't have to be cooked on the same day, cold food?

#9: (male; 22 years old, Farmer, Student; 10th grade; None children; No children in the program). If it is prepared locally, it is still a problem. Hot meals are more significant. With the cold food, remember that cholera is still out there.

Socio-Dig: What I mean by cold food is that it is something that doesn't need to be cooked to eat. It may be something like cassava with peanut butter, bananas. Let's say something like cookies, cookies that are local?

#9: (male; 22 years old, Farmer, Student; 10th grade; None children; No children in the program). Ok, ok. Now I understand. Anyway, a hot meal is the best solution for children.

Socio-Dig: Do you say the same number 6?

#6: (male; 35 years old; farmer; 3rd grade; 4 children; No children in the program). I will say that when the child has a plate of food, I still think it is better because when you prepare the cold food... you may give the child cookies maybe something like a sweet roll and banana. Some children will get worms because of that.

Sweet is not good for them. When the child eats salt food it is better for them. Often, they may give children a salt cracker. They can prepare a plate of boiling plantains with sauce. The boiling plantain is even better than the bananas. Who knows, maybe they will give Chiko [industrial processed cheese snack]. So, the hot meal, it is more important, more important.

Socio-Dig: Ok. Do you want to have the program in this community?

Public: Yes. Yes, ves.

Socio-Dig: Are there many schools in the area? How many public schools are in this community?

#9: (male; 22 years old, Farmer, Student; 10th grade; None children; No children in the program). Two for this area, I know three public schools.

#6: (male; 35 years old; farmer; 3rd grade; 4 children; No children in the program). You asking if I would like it?

Socio-Dig: Yes. Would you like to have such a program in this area for children benefit from it?

#6: (male; 35 years old; farmer; 3rd grade; 4 children; No children in the program). Um, I'm asking you. Can you bring the program here for us?

Socio-Dig: I will answer you. We have a report we will write to WFP. We are going to say to them we spoke with the people and here is what they have said; we are going to give them your words. Agreed?

#6: (male; 35 years old; farmer; 3rd grade; 4 children; No children in the program). I would like that my children's school could participate in the canteen...

Socio-Dig: Is Kay BLANK_T a public school?

#6: (male; 35 years old; farmer; 3rd grade; 4 children; No children in the program). I do not know if it is a public school.

Public: It is a public school

Socio-Dig: Ok.

#6: (male; 35 years old; farmer; 3rd grade; 4 children; No children in the program). I feel bad. I wish that my children's school could participate in the program, that will be very good.

Socio-Dig: What is the school's name?

#6: (male; 35 years old; farmer; 3rd grade; 4 children; No children in the program). BLANK_CJ

Socio-Dig: Ok. I'm going to repeat the question again. If WFP says that they don't have enough money to pay for a hot meal for all the child, and that they will only give snacks, would you say to WFP not to provide the child with any food or would you let the children eat snacks?

#6: (male; 35 years old; farmer; 3rd grade; 4 children; No children in the program). I would advise them to give a normal plate of food even if it is not every day. They can change the meals. There are six days in a week. They could give them a normal plate of food for three days and for the other three days they could give snacks. If they feel that the cost is too much for them, well, we know that cooking food is expensive. They do not need to feed them for the entire week. They could change the meals.

Socio-Dig: Ok.

#6: (male; 35 years old; farmer; 3rd grade; 4 children; No children in the program). Make hot meals today and cold food tomorrow.

Socio-Dig: Thanks. Would someone else like to add more? Are there six school days per week here?

#6: (male; 35 years old; farmer; 3rd grade; 4 children; No children in the program). No, it was an example.

Socio-Dig: Five days? Ok. Do you think this project should continue?

#5: (male; 48 years old; farmer, pastor; 6th grade; 5 children; No children in the program). Yes.

Public: Yes, yes. It should continue, continue.

Socio-Dig: Why should it continue? Why?

#3: (male; 26 years old; farmer; 2nd grade; No children; No children in the program). Because it is very good. I will always want to send my child to a school where there is canteen.

Socio-Dig: Would that help you?

#3: (male; 26 years old; farmer; 2nd grade; No children; No children in the program). It will help me. There are times when he will go to school, he is going to eat something in school. That would be good for me.

Socio-Dig: Yes, number 9?

#9: (male; 22 years old, Farmer, Student; 10th grade; None children; No children in the program). It will be very helpful even though I do not have children yet. The hot meal will not only be for the children but the parents also. Sometimes you might get up and have just an egg and a banana to give to the child or a piece of bread. Some parents give their child some money. But when the child gets food at school that helps the parents save money. It's a good thing.

Socio-Dig: That's all the questions I have. I do not know if my colleagues have some things to add.

Socio-Dig: Maybe. I forgot a question I had earlier. But if Natacha has something, she can still say it while I am trying to remember my question.

Socio-Dig: My question is, do you know the role of WFP? As a farmer do you know the role of WFP?

#5: (male; 48 years old; farmer, pastor; 6th grade; 5 children; No children in the program).

#6: (male; 35 years old; farmer; 3rd grade; 4 children; No children in the program). I believe the role of WFP... This is the first time I've heard about WFP. I have not heard of it before. If WFP has a role it plays, we do not know what it is. If you can share it with us, I will appreciate it.

Socio-Dig: Pastor, would you like to add something?

#9: (male; 22 years old, Farmer, Student; 10th grade; None children; No children in the program). According to everything you said, if I could make a brief summary. I would say that WFP is here to help us move forward. Reason I say to help us move forward is

because if we choose to take all this information and go to the field with it, maybe we can create an organization. We also can improve things in the organization. That is what I wanted to say. I am not going to say anything else.([Laughter]. It is helping us to move forward, feeding our children via the program and helping parents.

Socio-Dig: Ok. Everything you said is good. But by definition we know that WFP is the World Food Program. It operates on giving food. It gives the school the amount of food each child needs per day. It knows the amount of oil the body needs. WFP is taking care of all of this. As for local production, they are buying from the farmers....

Socio-Dig: Yes, I would like to add something to what Jackly said. Is it necessary for the program to buy local food or should it buy imported food to feed the school children? We know that often times local food can be more expensive [sic]. If they said that they are going to buy imported foods to provide children with a larger plate of rice would you agree to that?

#6: (male; 35 years old; farmer; 3rd grade; 4 children; No children in the program). Good. You know when people are giving you, you cannot be picky...

Socio-Dig: No. What do you think is the best? Let him speak. Yes, you can speak.

#6: (male; 35 years old; farmer; 3rd grade; 4 children; No children in the program). Um, similarly to what I said earlier, we could change the meals from time to time. This day they cook yams, the next day they give them rice, the day before they give them wheat or they can cook millet. WFP can change the food. We are ok with that because we do not want to dictate to them what to do. Sometimes when they are unable to buy ours, they can provide those take-out plates. They can do it.

Socio-Dig: Imported means foods from other countries.

#6: (male; 35 years old; farmer; 3rd grade; 4 children; No children in the program). Yes.

Socio-Dig: You do not have a problem with that?

#6: (male; 35 years old; farmer; 3rd grade; 4 children; No children in the program). Yes, we don't have any problem because we eat foods from other countries.

Socio-Dig: Who would like to say something else?

#3: (male; 26 years old; farmer; 2nd grade; No children; No children in the program). I believe in my own culture. I believe in what I am doing.

Socio-Dig: Ok.

#3: (male; 26 years old; farmer; 2nd grade; No children; No children in the program). So, food that is from other countries, I do not trust them. When you eat it, your heart is racing? I consume what I plant.

Socio-Dig: Ok, I understand.

#6: (male; 35 years old; farmer; 3rd grade; 4 children; No children in the program). A question that I want to ask you. Since WFP is focusing on us farmers, like we are sitting here, we can create an organization? If we need some seeds, will WFP give them to us? If they can give us some seeds, that would be very good. Sometimes we need carrot seeds, cabbage seeds. We need fertilizer. Could WFP help us? Can WFP give us these products? I think that would be good if we could get it from you.

Socio-Dig: I understand. Number 9, would you like to say something?

#9: (male; 22 years old, Farmer, Student; 10th grade; None children; No children in the program). Yes, on the products imported. Imported food, we use them but God is looking after us. Whatever happens to us, God is there for us. If it happens, it is because of your level of faith. We all know that the local produce is the best. Well, the imported product is good and the local product is also good. You can come here and say you will import food to feed the children and we can't say no. But in the same place, we could buy a sack of yams and yuccas and feed the children. Why should we use the imported products instead of our local products? We are using foreign food. I don't know where they produce them. There is a name for these products but I forgot the name. Yes, they are called 'Finished Products'.

Public: Yes. They are called "finished products."

#9: (male; 22 years old, Farmer, Student; 10th grade; None children; No children in the program). We have guava and you do not give it any importance. As soon as you send it to a developed country they will take it and make it a finished product. They put in jams and preserves. They conserve it for like two, three, and four years. They always have a use for it. In Haiti, we could have done the same thing. We could take the guava and transform it into a finished product. We could have saved it for like two, three, and four years, like other countries do. We could still do it. We will still respect the local product.

Socio-Dig: We're done here. But if you have something to say to either WFP or ROPANIP you could say it now.

#5: (male; 48 years old; farmer, pastor; 6th grade; 5 children; No children in the program). Yes, I...

Socio-Dig: Number 5.

#5: (male; 48 years old; farmer, pastor; 6th grade; 5 children; No children in the program). What I want to say is that if they can help us with our cultivation, our farms. I will be very grateful. I hope that you are not going to be discouraged.

Socio-Dig: Yes.

#5: (male; 48 years old; farmer, pastor; 6th grade; 5 children; No children in the program). We would like to keep in touch. It is not good that we have not heard from you for two,

three, four months and without seeing each other. I would like this to be something serious. I would not like it to stop here.

Socio-Dig: Ok. We will keep our word. We will take your comments to them, that's our job.

#5: (male; 48 years old; farmer, pastor; 6th grade; 5 children; No children in the program). When will you be back?

Socio-Dig: You know, we must come at least one more time. It may be in June or July when we return again.

#5: (male; 48 years old; farmer, pastor; 6th grade; 5 children; No children in the program). But when you come...

Socio-Dig: Yes, we will call.

#5: (male; 48 years old; farmer, pastor; 6th grade; 5 children; No children in the program). Will you come to the church next time?

Socio-Dig: You need to provide us with good numbers. We can call you when we are coming.

Socio-Dig: Number 6

#6: (male; 35 years old; farmer; 3rd grade; 4 children; No children in the program). Yes. I believe that whenever you return, if you call me, you will reach me. You can find me and ask ROPANIP to provide us with some seed. Even a small amount of seed would be important to us.

#5: (male; 48 years old; farmer, pastor; 6th grade; 5 children; No children in the program). This is very interesting to us.

Socio-Dig: Ok number 9.

#9: (male; 22 years old, Farmer, Student; 10th grade; None children; No children in the program). I am a young person. I would like to see improvement. It could be the seeds, as my colleagues have already said. We often have difficulty getting them. You can imagine if you are planting yams and you do not have fertilizer to put on them. We need fertilizer to put on the cabbage. It is obvious that the canteen cannot work well if us farmers are unable to produce. We plant a few crops just to help our children.

I think also that me and the pastor, the reason we are working is to encourage other people to cultivate the land. Our job is to plant, to till the soil, to water the plants. We will do it, but we do not find any help. That is our challenge. We did not find any new technology to help us move forward. We really need new technology, any technology.

Socio-Dig: One more thing. Does the land you work belong to you or the land is for someone else?

#6: (male; 35 years old; farmer; 3rd grade; 4 children; No children in the program). Sometimes we associate with the owners. You work with someone else and at the end we share the profit with the owner of the land.

Socio-Dig: Ok. I thank you all. We are finished for now.

Focus Group # 6

Parents of Rural School Children (Fondelyann)

Date focus groups conducted: 3/28/2017

<u>Transcription Date: 3/31 / 2017- 4/18/17</u>

<u>Interviewers</u>

Almathe Jean: Female, 28 years of age, 0 children, Focus Group supervisor.

Natacha: Female, 28 years of age, no children, focus group leader and surveyor.

Jackly: Male, 33 years of age, 2 children, Survey supervisor and focus group leader.

<u>Participants</u>

#1: BLANK_A; female; 55 years; Commerce; 5th year; 3 children; 3 children program

#4: BLANK_B; female; 32 years; farmers; 5th year fundamental; 3 children; 2 children in the program

#5: BLANK_C; female; 32 years; Commerce; None; 7 children; 1 child program

#6: BLANK_D; female; 46 years; Commerce; 2nd Grade fundamental; 2 children; 2 children in the program

FOCUS GROUP TRANSCRIPTION

Socio-Dig (Almathe): Even if we have a little noise, let's try to talk loud so that we can have our focus group. Ok, I say good afternoon to everyone.

Public: Good afternoon, good afternoon.

Socio-Dig (Almathe): Thank you for coming this afternoon. We know that it was a big effort.

Public: Yes, yes, yes.

Socio-Dig (Almathe): My name is Almathe. We are a group. We are called **Socio-Dig**. We conduct surveys throughout the country. At the moment, we are working for WFP on the subject of school canteen programs. We know that you already are familiar with the school canteens. We are here to speak with parents and other people so that we can understand how the canteen program is working. Everything you say to us here today is important... that's why we ask about who you are. If we pose a question and you want to respond, you say, "number 1" or "number 5." Everything you say is important. We need to hear what you have to say. That's why we came. Now I will let Natacha present herself.

Socio-Dig (Natacha): I say hello to everyone.

Public: Good afternoon, good afternoon

Socio-Dig (Natacha): My name is Natacha. I want to thank you for your patience because you've already been waiting for quite a spell. As the lady said, we work with an organization called **Socio-Dig**. But today we represent WFP and the school feeding program. We also have a colleague with us who will tell us who he is.

Socio-Dig (Jackly): Good day.

Public: Good day!

Socio-Dig (Jackly): My name is Jackly. I work for the same **Socio-Dig** team but we are representing WFP. Thank you.

Socio-Dig: Ok, we'll begin. Does everyone here have children who benefit from the school feeding program?

Public: Yes.

[Noise of a motorcycle passing]

Socio-Dig: Ok. I'm going to ask each person to introduce themselves. Say your number and at the same time you can say what you think of the school feeding program.

#6: (female; 46 years; Commerce; 2nd Grade fundamental; 2 children; 2 children in the program): I say good afternoon to everyone.

Public: Good afternoon.

#6: (female; 46 years; Commerce; 2nd Grade fundamental; 2 children; 2 children in the program): For me, the school feeding program, how should I say? I am happy with the program. Here is why. Sometimes the school starts at 7:00 a.m. sharp. The children come from way up [the mountain]. You don't have time to make anything to give them. With 10:00 feeding, the children are ok. Now, when recreation comes they already give them food to eat. It's a protection for parents. But here are the problems I have with the program.

Socio-Dig: Yes.

#6: (female; 46 years; Commerce; 2nd Grade fundamental; 2 children; 2 children in the program): If a child is sick, he spends a week out of school, I would think the child doesn't eat and so he shouldn't have to pay. But the director doesn't see it like that. He says, 'you eat, you pay; you don't eat, you pay.'

Socio-Dig: Hmm...

#6: (female; 46 years; Commerce; 2nd Grade fundamental; 2 children; 2 children in the program): If there was a problem and the child should have to pay, it's if the children did something intentional. If he didn't eat because he was goofing off, you could say that that child ate, that he didn't eat but you must pay. But if the child is sick, he spends a week out of school, they should take that week out [of what is owed]. He did not eat. He did not participate. That's all the problem I have. Aside from that, the canteen is very good for me. Because the children come from far away [to arrive at school].

Socio-Dig: Ok. Thank you. We would like to hear from someone else.

#5: (female; 32 years; Commerce; None; 7 children; 1 child program): Good afternoon everyone.

Public: Good afternoon ma'am.

#5: (female; 32 years; Commerce; None; 7 children; 1 child program): What the lady just said, that's the same thing I would have said.

Socio-Dig: You're number 5, you may speak.

#5: (female; 32 years; Commerce; None; 7 children; 1 child program): The canteen program is truly, truly a good thing, truly. Even more so because of the time change. You don't even have time to make food in the morning. But when the time arrives, as soon as it's 10:00 the food is cooked, eh recreation, they feed them. It's very good. Still, still, when a child is sick, he can't come to school, they still say you must pay. And that's all I would say [that's a problem].

Socio-Dig: Ok. Thank you. We don't really need to stand when we speak.

Public: Yes, we can sit.

#1: (female; 55 years; Commerce; 5th year; 3 children; 3 children program): I am BLANK_1. I am happy with the canteen that gives children food at the school. There are times when parents can't find anything to give their children in the morning. And more, if you give them 10 Gourd, so that when they finally get out of school [at recreation] they can eat something...That's what I like a lot. Because when they made them give, they feed them already. School gets out at 1:00 but they've already eaten. What's more is that you give them 10 Goud so they can eat something to hold them until the canteen has finished cooking food. After that, I don't see any problems with the canteen. Well, I'm happy because it's not all the time that I have money to give them when they go to school.

Socio-Dig: Ok, number 4.

#4: (female; 32 years; farmers; 5th year fundamental; 3 children; 2 children in the program): Good day everyone.

Public: Good day.

#4: (female; 32 years; farmers; 5th year fundamental; 3 children; 2 children in the program): My name is BLANK_4. And what the ladies just said, I agree with what they said. There are times when we really do not have anything to give the children. They just brush their teeth, put on their cloths and go. We are very happy now that they gave the canteen. Now even the issue of paying when a child is sick and doesn't go to school we can live with. We just go with it. We are obliged to pay but we do not have a problem with the feeding program.

Socio-Dig: Ok. Well, how do you pay for it?

#6: (female; 46 years; Commerce; 2nd Grade fundamental; 2 children; 2 children in the program): You see how we pay for the exams, the canteen asks that each person pays 20 Gourd per week. And there are times when it comes the moment to pay and you just don't have 20 Goud. It's like that. If the children have money they eat. If they don't have money, they eat. They still go to school.

Socio-Dig: Ok.

#6: (female; 46 years; Commerce; 2nd Grade fundamental; 2 children; 2 children in the program): Now, the number of days that a child didn't eat, it's in the exam week they calculate how many days and the amount of money you pay...

Socio-Dig: Ok.

#6: (female; 46 years; Commerce; 2nd Grade fundamental; 2 children; 2 children in the program): Now, I have 2 children. I have given exactly 63 dollars for the two of them, so they can take their exams.

Socio-Dig: Ok. Yes, number 6, that means that they note...?

#6: (female; 46 years; Commerce; 2nd Grade fundamental; 2 children; 2 children in the program): They have a paper, the way you see that paper, a dossier for everyone. They write every day. You eat, they write you down. You eat and you pay, they write it down. You don't pay, they write it down.

Socio-Dig: How much money did you say again?

#6: (female; 46 years; Commerce; 2nd Grade fundamental; 2 children; 2 children in the program): For a complete week, 20 Gourd. If you can find 20 Gourd for the week. Me, I have 2 children. I must find 8 dollars [40 Goud] each week. I don't do anything now. It's my husband who works and he can't find money every single day. There are times the end of the month comes and I can't find any money. Now when you pay 20 Gourd each week, that's 32 dollars per month. The month is 16 dollars [for each child]. Myself it's 2 children I have. Hmm. It's 32 dollars per month for me. You understand?

Socio-Dig: Ok.

#6: (female; 46 years; Commerce; 2nd Grade fundamental; 2 children; 2 children in the program): But there are times when you don't have money. But you must let the children go [to school]. It hurts me that I can't find the money. But I'm obligated. Like when the exam period arrives and the director came up with this strategy of not letting the children take their exams if you haven' paid. Now I figure out a way to send 63 dollars for the two of them. There is a small balance that remains. I haven't finished paying, no, seems I owe 25 Goud still.

Socio-Dig: Ok. thank you. Ladies, do you think that money they take from the children, do you think it's necessary?

#6: (female; 46 years; Commerce; 2nd Grade fundamental; 2 children; 2 children in the program): No, it's not a lot of money.

Public: It's nothing.

#6: (female; 46 years; Commerce; 2nd Grade fundamental; 2 children; 2 children in the program): What makes it an issue is that you can't earn it. But when you calculate it, it's just a little money. Because calculate that in nine months of school, you prefer to pay per three months. I have two children, I already arrived at 63 dollars. In the meantime, you've given a little money already. You understand? What you gave before is not part of the three months anymore. Now it's another money you're going to pay....

Socio-Dig: Ok. Thank you. You may speak number 5. I know that you're going to say something different.

#1: (female; 55 years; Commerce; 5th year; 3 children; 3 children program): That's the same thing, eh.

#6: (female; 46 years; Commerce; 2nd Grade fundamental; 2 children; 2 children in the program): Like if you had some economic activity, you're getting ahead, every now and

then you have 50 *Goud*, or 20 Dollars. But you don't have anything, you just sit and wait for fortune to give you something.

#4: (female; 32 years; farmers; 5th year fundamental; 3 children; 2 children in the program): Myself, I don't see any problems because it's aid you're getting. I don't see any problem. They're giving it to the children, and regarding food I understand that when people work and make food, I know that they're going to be getting their clothes dirty.

#6: (female; 46 years; Commerce; 2nd Grade fundamental; 2 children; 2 children in the program): They must give them a salary no matter what.

#5: (female; 32 years; Commerce; None; 7 children; 1 child program): I think that for what they do. Because me, when I don't come up with the 20 Goud to give, and the children come to me and say, 'Mama, I can't take my exams because of the money', I always find a way to send the money. Because you know that if someone is making food, working hard, that person must get something to wash their cloths.

#6: (female; 46 years; Commerce; 2nd Grade fundamental; 2 children; 2 children in the program): And what I say too is that they should take the money. They don't send condiments with the food. They must buy them.

#5: (female; 32 years; Commerce; None; 7 children; 1 child program): The only complaint I have that I don't like about the canteen is that there seems to be something wrong with the food. Condiments, I understand, they need money to buy them.

[Noise of a motorcycle.]

Socio-Dig: Don't speak at the same time. You may speak number 5.

#5: (female; 32 years; Commerce; None; 7 children; 1 child program): To buy condiments...

Socio-Dig: When you say that something is wrong with the food, in what sense?

#5: (female; 32 years; Commerce; None; 7 children; 1 child program): They say it doesn't' taste good.

Socio-Dig: The children complain about that?

#5: (female; 32 years; Commerce; None; 7 children; 1 child program): Yes, because, you know, sometimes the children come home and they say, 'Mama, the food doesn't taste good.' I say, 'well, it's not home cooking.' [Laughter]. Yes, that's what I say.

Socio-Dig: When it doesn't taste good, do they not eat the food, or do they still eat it?

#5: (female; 32 years; Commerce; None; 7 children; 1 child program): They eat it. They give it to them, they eat it. They must.

Socio-Dig: Ok. That means that every day the children go to school, five days per week, they get fed, cooked food?

#5: (female; 32 years; Commerce; None; 7 children; 1 child program): Yes, every day.

Socio-Dig: Ok. And when they go to school like this, what do you give them in the morning [before they leave for school].

#6: (female; 46 years; Commerce; 2nd Grade fundamental; 2 children; 2 children in the program): Like, in the morning, I prepare coffee and bread. I don't have time to cook food.

Socio-Dig: Ok.

#5: (female; 32 years; Commerce; None; 7 children; 1 child program): Sometimes in the mornings I make food. Sometimes I don't have it and I send them without it.

Socio-Dig: Ok.

#1: (female; 55 years; Commerce; 5th year; 3 children; 3 children program): When I pay for school, I pay everything at once, tuition, canteen, even the parties. I pay just once.

Socio-Dig: Ok. And in the mornings, before the children go to school, what do you give them?

#1: (female; 55 years; Commerce; 5th year; 3 children; 3 children program): When they go to school, if I have something I cook food for them. If I don't have anything, then I give them coffee with bread, or I can give them 10 Goud to go with.

Socio-Dig: Ok. And you, number 4?

#4: (female; 32 years; farmers; 5th year fundamental; 3 children; 2 children in the program): Me, when I have it I cook something for them. When I don't have it, I send them to school without it.

Socio-Dig: You send them without it?

#4: (female; 32 years; farmers; 5th year fundamental; 3 children; 2 children in the program): Yes.

Socio-Dig: Ok. Is it necessary that children eat something first thing in the morning every day?

Public: Yes!

Socio-Dig: Why?

Public: For their chest, and so that the worms won't burn them.

Socio-Dig: Ok. And for example, if we would say that in the place of hot cooked food we would like to give them something else, what would you find acceptable, as parents?

#1: (female; 55 years; Commerce; 5th year; 3 children; 3 children program): We would never agree. It's a canteen their giving, they'll continue to give the cooked food.

Socio-Dig: They'll continue to give the canteen?

#1: (female; 55 years; Commerce; 5th year; 3 children; 3 children program): They'll continue to give the canteen.

Socio-Dig: Is there no one else who would like to say something different? If for example, they said that the food takes too much time to cook, better we give something earlier to prepare. And in place of the small servings now, the children will get more to eat.

Public: What doesn't take more time is porridge. Or a porridge that doesn't' take a lot of time. But if there is not porridge in the canteen, the canteen can continue to function because the children are already accustomed to it. You know, it's salt-food. It's salt-food, it's good. Hmmm, it's good. Yes, they are already accustomed to it.

Socio-Dig: Ok. Regarding the canteen, what help do you provide the school as parents? Do you ever work in the canteen?

Public: No!

Socio-Dig: If you say that you ever help out, speak one after the other.

#6: (female; 46 years; Commerce; 2nd Grade fundamental; 2 children; 2 children in the program): We do not help out, no, unless you are working at the school. Like if they would ask for each parent to give a little money, we give it. Like if they're working too and they need some help from parents, like the fathers, they can give some support to the kitchen. Like if they need wood from each parent. But that's the men. Us women, it's not easy for use to help except to give a little money.

Socio-Dig: Not to change the subject here, eh, for example, you have five days of class [per week]. I would like to know, for each person here, how many days per week do you make something [food] and give it to the children before they go to school? I would like to hear from each and every person who has a number.

#6: (female; 46 years; Commerce; 2nd Grade fundamental; 2 children; 2 children in the program): Myself, if it's not coffee with bread that I give them, then I make a macaroni in the morning and give that to them. But because of the change in time, school starts too early. Now I give them coffee and bread. I don't let them leave without eating something.

Socio-Dig: You make something every morning?

#6: (female; 46 years; Commerce; 2nd Grade fundamental; 2 children; 2 children in the program): Yes.

Socio-Dig: All week?

#6: (female; 46 years; Commerce; 2nd Grade fundamental; 2 children; 2 children in the program): Yes, every morning I make something.

Socio-Dig: And you number 5.

#5: (female; 32 years; Commerce; None; 7 children; 1 child program): Aaaa, me, in the morning I always try to make coffee. When I don't make it, I give them 10 Goud.

Socio-Dig: That means it sometimes happens that you don't have both the money nor anything to make to give the children when they go to school. That happens.

#5: (female; 32 years; Commerce; None; 7 children; 1 child program): No, sometimes you don't have it.

#6: (female; 46 years; Commerce; 2nd Grade fundamental; 2 children; 2 children in the program): If you've been giving it you cannot have money and they'll give you credit. They're heavy [the children], they don't want to go without putting something in their mouth. They're heavy.

Socio-Dig: If children eat at the house you think it's so necessary for them to feed them at school again. Or couldn't they replace that hot meal with something fresh? That means something else, because every day the child is eating at this house.

Public: No. No.

#6: (female; 46 years; Commerce; 2nd Grade fundamental; 2 children; 2 children in the program): You don't hear what they're telling you? There are times we don't have anything to give them. We send them to school without anything.

Socio-Dig: Ok. How can I say this? It's a question I'm asking... It's just that they're looking at the possibilities. If the canteen did not give a hot meal, you guys, as parents, what would you accept giving the children? Given that you guys always give something salty for them to eat before they go to school.

#6: (female; 46 years; Commerce; 2nd Grade fundamental; 2 children; 2 children in the program): Like we never think like that. To be able... they could give them a glass of milk every morning. But if I say that I agree with that, other people might not agree...

Socio-Dig: Ok. Let's give someone else a chance to speak. Thank you number 6. Number 5, I know that you want to speak. You may speak.

#5: (female; 32 years; Commerce; None; 7 children; 1 child program): Well, hmm, we haven't thought about something else to give as food other than the canteen. And those others who think the canteen is not good for them, it's them who know what to give. Us, we can't say.

Socio-Dig: No ...let me explain something. It's a meeting we're having here. It's like you have a partner who is collaborating with you on the ground. For example, it's you who benefits from the canteen. It's your children who benefit. The people who are in charge bring food. It's an example... There is something we want to do. Them, they come with the objective of learning exactly what you would like to change, what you would applaud, and what you would like to continue. So, they put these things before you as parents.

You, you're supposed to say what you like, what you don't like, what you will accept. This is the reason that we pose these questions.

So, the children sometimes if they leave the house and go eat a hot meal, you can think about whether that food is still important. Or is it not important. It's together we can decide what's good.... Ok. Number 5, you may continue.

#5: (female; 32 years; Commerce; None; 7 children; 1 child program): I wouldn't say anything about the canteen. No, the subject of the canteen interests me. But it's important for everyone. As soon as I finish teaching [sic], he [her child] enters school at 7:45 and gets out a 1:00. I always liked the canteen. Regardless of whether I've already given him something, he can't wait until 1:00 when school lets out and he gets home.

Socio-Dig: Ok.

#1: (female; 55 years; Commerce; 5th year; 3 children; 3 children program): I agree with this. I would never say... because school starts at 7:45 and it lets out at 1:00. He must eat. Regardless if I gave him 10 Goud, regardless whether I gave him something at the house, he needs to eat at school.

Socio-Dig: Ok, and you number 4, you aren't going to say anything? Are you with us? When children get home, we always know that they had a hot meal at school. Knowing this, do still always leave food for them to eat when they get home?

Public: Yes, yes.

Socio-Dig: One after the other. Or can we say that because the children have already eaten something, having food for them when they get home isn't necessary? The children can still wait.

#5: (female; 32 years; Commerce; None; 7 children; 1 child program): If you don't leave something for them, you must make an effort no matter what! As soon as they get home, they're headed straight to the table. If they don't find anything, 'Mama, I'm dying here right now.' You do whatever you can. You gotta have something for them no matter what.

Socio-Dig: Did the school your children attend always have a canteen?

Public: No.

[A bird is singing loudly]

Socio-Dig: How long has the school had a canteen?

Public: This year, this year.

Socio-Dig: When there was no canteen yet, what did you do for the children?

#6: (female; 46 years; Commerce; 2nd Grade fundamental; 2 children; 2 children in the program): Me, to begin with, my children were down at SCHOOL_1. This year I put them at SCHOOL_2. But at that time they didn't yet have a canteen. It's in relation to the

canteen that they started giving a hot meal. And that means my children have not yet benefitted. OK, I always made food for them before they went to school. You know that at that time school wasn't yet opening early the same way as SCHOOL_2.

Now, you already had a chance to feed the children. When they went at 8:00 and got out at 1:00, you gave 10 *Goud*. And even you if you don't have the money, they feed you, you don't have to fear.

Socio-Dig: Ok, thank you. Is there anyone else who wants to say something?

#5: (female; 32 years; Commerce; None; 7 children; 1 child program): Same thing.

Socio-Dig: Same thing? [Laughter].

#4: (female; 32 years; farmers; 5th year fundamental; 3 children; 2 children in the program): When there was not yet food at the schools... I used to give coffee and bread.

#1: (female; 55 years; Commerce; 5th year; 3 children; 3 children program): Myself, the school where my child is at in ZONE_1, since the school was there they've had a canteen. Regardless that WFP had not yet begun with their canteen program, the school always had a canteen.

Socio-Dig: Yours too?

#4: (female; 32 years; farmers; 5th year fundamental; 3 children; 2 children in the program): Yes.

Socio-Dig: Ok. I know that you guys have already told us [when taking basic information on the individuals], but could each person tell us how many children they have in the canteen program.

#6: (female; 46 years; Commerce; 2nd Grade fundamental; 2 children; 2 children in the program): SCHOOL_1?

Socio-Dig: Yes.

#6: (female; 46 years; Commerce; 2nd Grade fundamental; 2 children; 2 children in the program): Me, I have two. All of them are in ZONE_2.

Socio-Dig: Ok. How many do you have Ma'am, number 5?

#5: (female; 32 years; Commerce; None; 7 children; 1 child program): Only one that participates.

Socio-Dig: Number 1.

#1: (female; 55 years; Commerce; 5th year; 3 children; 3 children program): In SCHOOL_1, I have only one that participates.

Socio-Dig: Ok. Number 4, how many do you have that participate?

#4: (female; 32 years; farmers; 5th year fundamental; 3 children; 2 children in the program): I have one in ZONE_1. I have 2 in ZONE_2.

Socio-Dig: Ok. Thank you. Well, as parents, if you had an opportunity to change the program, what would you change? One after the other, please. If you had the opportunity to change the program to make it function better, what changes would you make?

#1: (female; 55 years; Commerce; 5th year; 3 children; 3 children program): I wouldn't change anything.

Socio-Dig: And you number 6, you wouldn't make any changes either?

Public: We all say the same thing!

#6: (female; 46 years; Commerce; 2nd Grade fundamental; 2 children; 2 children in the program): Me, I wouldn't make any changes. If the director tells us that he would make some changes, it's him who can make the changes.

Socio-Dig: No, not yet. Let me tell you something. Here's how I'm posing questions... No, no, no, please, it's not like we came here to argue with you or to complain for you. What we are looking to learn... myself, I don't have children but I have nieces, I have nephews, I have God children. For me, when children find hot meal at school, it has a great deal of importance for me. But at the same time, as a parent, I can look and say that such-and-such should be changed, if I had the power... here is what I would give the children. Or I would give them this but not this, here, here is how I would make it work.

It's not a trap we've come to set. We chose you by chance. We called women on the phone and said come with 2 parents from each school we are seeking advice to help the canteen. We are looking to understand how to make the program function better for the children. So, the children can get better service, better things at school. That's what we're looking for.

#4: (female; 32 years; farmers; 5th year fundamental; 3 children; 2 children in the program): I don't see any reason for it not to continue functioning the way it's been functioning. I don't see anything more than that the way it was working it was working well.

#5: (female; 32 years; Commerce; None; 7 children; 1 child program): And you, what do you think? If the canteen wasn't good, it would be us who would think what we could do. But us, we can't do anything. We can't tell you what we would do.

Socio-Dig: After all, I want to say, you, as people who live around here, when they come with food, do you know where it comes from? What kinds of foods they bring? When the lady spoke ... for example, you could say, 'well, me... here are how things should be done.' It's as simple as that.

Public: We don't see anything to tell you!

Socio-Dig: That means that for you everything functions fine with the canteen.

Public: Yes, yes, yes, because we don't see anything we can't say.

#6: (female; 46 years; Commerce; 2nd Grade fundamental; 2 children; 2 children in the program): But, like if the child tells you that the food sometimes doesn't taste good, but if it's something the food lack, if it's spices it lacks you buy spices to put in it to make it taste better. Like a long time ago, there was still a school canteen. But at that time, they used to send several types of food. It wasn't just rice. They sent cracked wheat. They sent wheat flour. They sent rice. They sent milk. In those days, if today they cooked rice, tomorrow they cooked cracked wheat.

Socio-Dig: Ok. But when you said that they always had food, did they use local or imported food?

#6: (female; 46 years; Commerce; 2nd Grade fundamental; 2 children; 2 children in the program): No, at that time it was a different priest who was responsible for the Parish. His name was Machan. I believe he died.

Socio-Dig: But it was local produce?

#6: (female; 46 years; Commerce; 2nd Grade fundamental; 2 children; 2 children in the program): Yes.

Socio-Dig: Foreign?

#6: (female; 46 years; Commerce; 2nd Grade fundamental; 2 children; 2 children in the program): The Priest/Bishop who always sent that aid. That aid came, but seems that the priest only sent rice. Because the same as with Fondelyann [today], that's the only food they gave the children. It was only on Wednesday that they fed stew.

Socio-Dig: Ok. Let's stop on what you just said. The sun is already hot, isn't it? Let's change the topic.

#6: (female; 46 years; Commerce; 2nd Grade fundamental; 2 children; 2 children in the program): No, we're fine, yes.

[Noise of benches moving]

Socio-Dig: You aren't well arranged. Move the chairs.

[Noise of benches moving]

Socio-Dig: Ok. What food do you give the children each day?

#6: (female; 46 years; Commerce; 2nd Grade fundamental; 2 children; 2 children in the program): They give them rice. In ZONE_2 they give them rice. And only on Wednesday do they give stew. Like when it's time for stew, they give sweet potatoes, yam, they buy things like that. But it's rice that comes most often.

Socio-Dig: Ok. You all, it's the same?

#5: (female; 32 years; Commerce; None; 7 children; 1 child program): Yes. And it's the same.

Socio-Dig: Ok. Do you know that they buy local food to give to the children?

Public: Yes. They buy in the market. Right about now, they're buying tubers. They drive up to Misòt and buy there. I've seen them in Misòt buying yams, sweet potatoes, cabbage, militon, eggplant. They bring them to the school right about now.

Socio-Dig: Ok. Do you think that this in good thing that they buy local?

Public: Yes, very good.

Socio-Dig: It's very good. Why do you say it's very good?

#6: (female; 46 years; Commerce; 2nd Grade fundamental; 2 children; 2 children in the program): Because, if it's local food you're buying, like it's not only imported food... They mix it up.

Socio-Dig: Huh

#6: (female; 46 years; Commerce; 2nd Grade fundamental; 2 children; 2 children in the program): Like if it's imported food, it's only foreigners who would send it. But because they buy it... well sometimes Professor BLANK tells them to bring money so that he can buy. So that he can go and buy tubers, spinach, cabbage. He goes and buys it at the market. Because he's spoken to several parents who produce. But, you know, bad weather hit us and now there's nothing.

Socio-Dig: Ummh.

#6: (female; 46 years; Commerce; 2nd Grade fundamental; 2 children; 2 children in the program): Now, what happens. Like if they need those products, they go buy them at the market and bring them here.

Socio-Dig: Ok. And where you guys live on the mountain, what produce do you have most?

Public: We plant beans, corn. We plant carrots.

Socio-Dig: Ok. Do you think that it would be a good thing that, as parents, you could have an association that would buy food for the school and give it to the children?

#6: (female; 46 years; Commerce; 2nd Grade fundamental; 2 children; 2 children in the program): But, what they would ask of us, we don't have any of that now

Socio-Dig: You don't have anything now?

Public: We don't have any produce, us. We don't have anything right now...

#6: (female; 46 years; Commerce; 2nd Grade fundamental; 2 children; 2 children in the program): Even carrots, it's higher up where they grow carrots and not where you are standing, no.

Socio-Dig: And yours?

Public: We plant sometimes. Sometimes it's good.

. #1: (female; 55 years; Commerce; 5th year; 3 children; 3 children program): When it's dry season they die off. But where there is rain... Right now, were' doing a little planting.

Socio-Dig: Ok. This means that you would not want the school to count on you for food for the children?

#6: (female; 46 years; Commerce; 2nd Grade fundamental; 2 children; 2 children in the program): We couldn't do it.

Socio-Dig: You couldn't do it?

#1: (female; 55 years; Commerce; 5th year; 3 children; 3 children program): No.

#6: (female; 46 years; Commerce; 2nd Grade fundamental; 2 children; 2 children in the program): There are times you plant, you don't get anything. But you must have it [produce] all the time to keep the school fed.

Socio-Dig: OK. Thank you Number 6. What do you think, also, we know that it's local food that they're feeding the children, if they said that they were going to buy imported food to give the children to eat? What would you think of that? Which food do you think would be best, between local food and imported food?

#6: (female; 46 years; Commerce; 2nd Grade fundamental; 2 children; 2 children in the program): Local food, they're good too.

Socio-Dig: Number 1.

#1: (female; 55 years; Commerce; 5th year; 3 children; 3 children program): Home food is good too. But we can't sit around and eat the same food all the time. Like today, you're eating tubers, you're in the tubers. No. You must change, it's corn meal you can eat. Sometimes it's millet.

Socio-Dig: But, those are local foods. Corn meal, millet.

#6: (female; 46 years; Commerce; 2nd Grade fundamental; 2 children; 2 children in the program): Yes, local food.

Socio-Dig: Ehen.

#1: (female; 55 years; Commerce; 5th year; 3 children; 3 children program): But you cannot continue feeding the children only local food. There is foreign food too.

Socio-Dig: You should eat foreign food too?

#1: (female; 55 years; Commerce; 5th year; 3 children; 3 children program): Yes [laughs]

Socio-Dig: When you say foreign food too, you're referring to what?

#1: (female; 55 years; Commerce; 5th year; 3 children; 3 children program): I'm talking about rice, flour.

#6: (female; 46 years; Commerce; 2nd Grade fundamental; 2 children; 2 children in the program): And even rice, we have rice too.

#1: (female; 55 years; Commerce; 5th year; 3 children; 3 children program): Haitian rice, we almost don't cook it.

Socio-Dig: Why don't you cook Haitian rice? Why not?

#1: (female; 55 years; Commerce; 5th year; 3 children; 3 children program): No... there are people who don't like it. I have a child who doesn't like it. Local rice, like yellow rice, I have children who don't like it.

Socio-Dig: Ok. That means that you wouldn't have a problem giving the children imported food.

Public: No. That's not a problem. Just so long as the children eat, I don't have a problem with that.

Socio-Dig: An, ok. Now let's talk a little about the school director and teachers. Would you guys, as parents, if you wanted to speak with the school director, would you have any problem. Do you feel at ease to go to his office and speak directly with him about a problem? Would you be at ease to do that?

#6: (female; 46 years; Commerce; 2nd Grade fundamental; 2 children; 2 children in the program): We don't have a problem, no. Even him, when he needs us he calls us. He says, 'parents, if I need you I will call you, ok.' Sometimes children arrive late, when he doesn't whip them, he sends them home to you. You are the one who must go back to school with them [laughs]. Now you'll go talk to them in the administration. If the children do not know their lessons, sometimes he calls the parents to come in. There are times he calls me in. I speak with him I say, "Director, why did you call me in? You don't need to make me come from all the way up the mountain when you and the teachers can deal with this. If the child doesn't know her lesson you should beat her so she knows it.' Now he says, 'no, I must call you to speak with you to know if there is something wrong with the child. If it's work that you've been making him do and he doesn't have time to do his lesson.' I say, 'No director, it's not the work I've been giving him. If you see that he doesn't know his lessons beat him.'

Socio-Dig: You should beat him if she doesn't know his lesson?

#6: (female; 46 years; Commerce; 2nd Grade fundamental; 2 children; 2 children in the program): Well?

Socio-Dig: Ok. Is there anyone else who wants to say something? Do you feel that you're comfortable to go see the director with a problem that you have?

#1: (female; 55 years; Commerce; 5th year; 3 children; 3 children program): Yes, if the school director sends after you, like if it money that you owe, he tells you to come to the school administration office. He lets you know that if you bring money or not, you can rest at ease.

Public: You speak with him, you speak with him.

Socio-Dig: You feel comfortably speaking with the director?

Public: Yes. Yes.

Socio-Dig: And if you were to have an argument with the director?

#1: (female; 55 years; Commerce; 5th year; 3 children; 3 children program): I have never had...

Socio-Dig: You've never had an argument?

Public: No. No.

Socio-Dig: And you number 4?

#4: (female; 32 years; farmers; 5th year fundamental; 3 children; 2 children in the program): Yes, I never had a problem with him.

Socio-Dig: Same thing?

Public: Yes. yes.

Socio-Dig: Like you guys said, if a child doesn't know his lesson, they should beat him. If, for example, while the professor was beating the child he hit him in the eye and blinded him, how would you see that?

Public: No, he would never beat him in a way that would blind him.

Socio-Dig: No. I said it's an example.

Public: No. The director has children too. He would never do something like that.

Socio-Dig: Listen, when you start swinging the stick, swinging the stick and the child catches blow to the eye, the eye is going to get wounded.

Public: No. He would not do that. The school director, he has something special for that. The little belt in his hand. And when you beat a child, you watch out for the eyes. You don't swing any which way so that it could catch an eye. He takes a belt in his hand, and he'll whip him.

Socio-Dig: That never happens?

#6: (female; 46 years; Commerce; 2nd Grade fundamental; 2 children; 2 children in the program): That would be a misfortune.

Socio-Dig: If a misfortune like that happened what would you do?

Public: That's a misfortune, a terrible misfortune. We would talk to the director to know how that happened, for us to reach an understanding, we wouldn't eat, we'd hang on to the director with our teeth until we understood what happened. He's our people...

#4: (female; 32 years; farmers; 5th year fundamental; 3 children; 2 children in the program): Like there was a child in ZONE_3. A child took a pencil, he stuck it in the eye of another child. What did the priest do? The priest sent for a doctor to come fix the eye.

Socio-Dig: Ok. For you as parents, it's a good thing?

#4: (female; 32 years; farmers; 5th year fundamental; 3 children; 2 children in the program): Good thing?

Socio-Dig: What the priest did?

#4: (female; 32 years; farmers; 5th year fundamental; 3 children; 2 children in the program): Yes.

Socio-Dig: Ok. The questions I am asking are a little heavy. Teachers in the school, you know, all these teachers are from the countryside. They say that often they don't get paid. In your opinion, as parents, do you think that's true?

#6: (female; 46 years; Commerce; 2nd Grade fundamental; 2 children; 2 children in the program): They would never work without getting paid. They wouldn't continue to work. What do you see?

Socio-Dig: Ehen.

#6: (female; 46 years; Commerce; 2nd Grade fundamental; 2 children; 2 children in the program): They get paid something no matter what.

Socio-Dig: They get paid something no matter what.

#5: (female; 32 years; Commerce; None; 7 children; 1 child program): ummh.

Socio-Dig: Even if it's not a lot.

Public: You can't say they get paid no matter what. You can't say that. If they get paid or not, you can't say they don't get paid, even if the person says that he didn't get paid [meaning that they will get paid sooner or later, one way or another, in some form...].

#6: (female; 46 years; Commerce; 2nd Grade fundamental; 2 children; 2 children in the program): But he has.... He has a date when he gets paid. They say, 'if it's the State that is paying, the money is never lost.' You don't get paid on time, but when the money comes you'll get paid.

Socio-Dig: When the money comes you'll get paid?

#6: (female; 46 years; Commerce; 2nd Grade fundamental; 2 children; 2 children in the program): Ummh.

Socio-Dig: Ladies, you don't have anything else you would like to say to the directors of WFP? It's WFP who is responsible for the program. They're the ones who find the food to give the children. If you have a final word you would like to say to them, say it now.

#1: (female; 55 years; Commerce; 5th year; 3 children; 3 children program): Well, the final word I would say, I say thank you. We say to them, thank you. Thank you for what you do, for the satisfaction you give.

Socio-Dig: Ok

#1: (female; 55 years; Commerce; 5th year; 3 children; 3 children program): What I have to say...

Socio-Dig: Do you think the program should continue?

#1: (female; 55 years; Commerce; 5th year; 3 children; 3 children program): Continue?

#6: (female; 46 years; Commerce; 2nd Grade fundamental; 2 children; 2 children in the program): It will continue in the name of Jesus. Because we didn't know it was coming He [Jesus] tried to send it to us. Now it will continue until the end.

Socio-Dig: And if WFP arrives at a moment when it doesn't have any way to continue, what will you do, as parents? You guys as parents, how will you understand that?

#1: (female; 55 years; Commerce; 5th year; 3 children; 3 children program): We'll just have to resign ourselves to the reality of it.

#6: (female; 46 years; Commerce; 2nd Grade fundamental; 2 children; 2 children in the program): Because when it came, we didn't know it was coming. It was when they called us to a meeting. They taught us, and we came to understand the project. The canteen would have been better, but even the director, the director told us that for four years he was getting instruction for the project before he succeeded. It's just this year that he got the food project.

Socio-Dig: Ok.

[Noise of a motorcycle passing]

Socio-Dig: Well, and you as parents, what do you think you can do to help the project work better?

#6: (female; 46 years; Commerce; 2nd Grade fundamental; 2 children; 2 children in the program): Like the money they ask for the canteen, we should make an effort to always pay so that the project can always function. You guys sending food from wherever it

comes from, and so that the school could buy what's lacking [condiments]. It's with that money that they buy spices, butter to put in the food.

Socio-Dig: Ok. Thank you. Number 5, you are not going to say anything about what you would do as a parent?

#5: (female; 32 years; Commerce; None; 7 children; 1 child program): Same thing.

Socio-Dig: Number 4. You haven't said anything at all.

#4: (female; 32 years; farmers; 5th year fundamental; 3 children; 2 children in the program): Nothing.

Socio-Dig: Nothing. There is nothing you can do as a parent?

#4: (female; 32 years; farmers; 5th year fundamental; 3 children; 2 children in the program): No.

#1: (female; 55 years; Commerce; 5th year; 3 children; 3 children program): Me, regardless of whether WFP gives food, the school where my children are at will continue to have a canteen.

#5: (female; 32 years; Commerce; None; 7 children; 1 child program): It's not only WFP that continues giving the food. Monsignor still gives.

Socio-Dig: Ok. Do you know where the Monsignor gets the food?

Public: No. We don't know. In his country, we suppose. Whatever country he comes from, he gets it there. Where the Monsignor is. You know, where we live is a parish.

Socio-Dig: Ok. I have only one more question. Do you guys have a parent committee? A little while ago you said that the food didn't taste good. Could you go to the school to complain on behalf of the children who say that the food doesn't taste good? What can you do as parents to improve this situation?

[A telephone is ringing]

#6: (female; 46 years; Commerce; 2nd Grade fundamental; 2 children; 2 children in the program): Me, the children say that the food doesn't taste good. Even if they would tell me that, I would say, 'you're not at home. Any food they give you, you should eat it.' It's the school director who should taste the food to see if it lacks something. And then he should talk with the cooks. Because it's the committee that he put together that chose the cooks. Let them give their names and present themselves. It's not the director who chose them. Right up until today, the director, when they continue to cook food, if they see the food has a problem after that, then he will change them. He will take someone else. That shows you that he let them make the food. The food is good.

Socio-Dig: Hmm, ok.

#5: (female; 32 years; Commerce; None; 7 children; 1 child program): We would never stand there and say that.

Socio-Dig: You would never say that [that the food is no good]?

Public: No. No. It wouldn't be good for us.

Socio-Dig: It wouldn't be good for you?

Public: No.

Socio-Dig: Why do you say it wouldn't be good for you?

Public: No. People would think poorly of you... even if you lived far from the school.

#6: (female; 46 years; Commerce; 2nd Grade fundamental; 2 children; 2 children in the program): Them, they are in Fodelyann. That's the same area that the cook comes from. Right in front of the school. Us who stay all the way on top, it's not us who would go and take the job of making food.

Socio-Dig: Hmmm. How much time do the children take to get to school each morning? Public: How much time do they take? She's talking about time.

Socio-Dig: Time? In minutes from the house.

#6: (female; 46 years; Commerce; 2nd Grade fundamental; 2 children; 2 children in the program): Like they could take anywhere around 50 minutes to get there.

Socio-Dig: Before they arrive?

#6: (female; 46 years; Commerce; 2nd Grade fundamental; 2 children; 2 children in the program): Hmmm.

Socio-Dig: Every morning?

#6: (female; 46 years; Commerce; 2nd Grade fundamental; 2 children; 2 children in the program): Hmmm

Socio-Dig: And your children, how much time does it take them to get to school?

#5: (female; 32 years; Commerce; None; 7 children; 1 child program): Same place.

Socio-Dig: Ok. You're in the same place too.

#4: (female; 32 years; farmers; 5th year fundamental; 3 children; 2 children in the program): Mine don't take all that muc time to arrive.

Socio-Dig: How long do yours take?

#5: (female; 32 years; Commerce; None; 7 children; 1 child program): Like if they leave the house at 7:20 with 35 minutest they've already arrived at school.

Socio-Dig: Ok.

#6: (female; 46 years; Commerce; 2nd Grade fundamental; 2 children; 2 children in the program): You know what happens? And the mountain.

Socio-Dig: The mountain?

#6: (female; 46 years; Commerce; 2nd Grade fundamental; 2 children; 2 children in the program): I have a mountain to go down, and to go back up again.

Socio-Dig: Ok. And your children?

#4: (female; 32 years; farmers; 5th year fundamental; 3 children; 2 children in the program): My other two who are bigger are in Fondelyann. The little one I take him [to school].

Socio-Dig: How much time do you take to get to school?

#4: (female; 32 years; farmers; 5th year fundamental; 3 children; 2 children in the program): When he doesn't want to walk fast I arrive at 8:00 [laughter].

Socio-Dig: At what time do you leave the house?

#4: (female; 32 years; farmers; 5th year fundamental; 3 children; 2 children in the program): Me, uh, I leave at 7:00

Socio-Dig: So, it's 1 hour. Do you go and get them too?

#4: (female; 32 years; farmers; 5th year fundamental; 3 children; 2 children in the program): Yes.

Socio-Dig: Wait. You have time to look for them? Who goes and gets them for you?

#4: (female; 32 years; farmers; 5th year fundamental; 3 children; 2 children in the program): They go and get them for me.

Socio-Dig: Ok. Is there nothing else you all would like to say?

Public: No. Nothing. Only thank you. Thank you very much.

Socio-Dig: Ok. Thank you.

Focus Group # 7

Members of Rural School Kitchen Commitees

Date focus group conducted: 3/28/2017

Date transcript 04/05 / 2017- 4/22/2017

<u>Interviewers</u>

Almathe Jean: Female, 28 years of age, 0 children, Focus Group supervisor.

Natacha: Female, 28 years of age, no children, focus group leader and surveyor.

Jackly: Male, 33 years of age, 2 children, Survey supervisor and focus group leader.

Participants

#1– BLANK_A; female; 39 years of age; Farmer; 3rd grade; 3 children; 2 children in the school feeding program; 14 months on kitchen committee

#4- BLANK_B; female; 23 years of age; Farmer; 7th grade; 2 children; 2 children in the school feeding program; 7 months of committee kitchen

#5-BLANK_C; female; 32 years of age; Commerçant and Farmer; 3rd grade; 4 children; 4 children in feeding program; 3 months on committee kitchen

#6- BLANK_D; 58 years of age; Commerçant and Farmer; no schooling; 8 children; 2 children in the feeding program; 14 months in committee kitchen

#7- BLANK_E; female; 70 years of age; Commerçant; no schooling; 6 children; 1 grandchild in feeding program; 14 months on kitchen committee.

#8- BLANK_F; female; 55 years of age; Commerçant and Farmer; Grade 6; 5 children; 0 children in feeding program; 14 months on the kitchen committee.

FOCUS GROUP TRANSCRIPTION

Socio-Dig (Almathe): We begin. Good evening ladies!

Public: Hello ma'am.

Socio-Dig (Almathe): My name is Almathe. I thank you very much because I know some of you were waiting for me since yesterday. We apologize for our delay. You know that traffic is bad.

I work with an organization that does research in the country. We work for NGOs. But for the moment we represent WFP... which is giving children food at school canteens.

You who are here, among you are people who help with the school kitchens. We have some questions we would like to ask. You can speak freely with us. We do not want to miss anything that you have to say. And we will not say exactly who told us what. We will say we spoke with cooks and they said such and such. But we will not say exactly who told us what. But afterward, we will take your words, complaints and compliments, and we will help WFP to hear them. Each person has a number. That number represents you. When you speak, it is best that you use the number. You will say, for example, number 5 is speaking.

Now I will allow Jackly and Natacha to present themselves. After that, each of you can present yourself. Tell us what school you work with, what you do at the school, how much time you've been there.... Ok

Socio-Dig (Natacha): Hello everyone.

Public: Helloooo

Socio-Dig (Natacha): I thank everyone for coming, for your patience. My name is Natacha. I work with an organization called **Socio-Dig**. As Almathe just said, we are working with WFP and their school feeding program. We also have our colleague Jackly who will present himself.

Socio-Dig (Jackly): Hello everyone

Public: Hello

Socio-Dig (Jackly): As we've said, thank you for your patience because we know that you guys were waiting for us since yesterday. My name is Jackly Beautelus. I work in the area. I work with the same organization as these two ladies, **Socio-Dig**. But currently we are working with WFP. We have some questions about the feeding program. We will ask about the program, what's good, what's not good. But you are talking directly to WFP. We record what you're saying and then summarize it. OK, so I say welcome again, may we have a good chat. We will begin with number 5.

#5: (32 years of age; Commerçant and Farmer; 3rd grade; 4 children; 4 children in feeding program; 3 months on committee kitchen). I am number 5, I don't know what to say.

Public: Stand up, stand up, stand up!

Socio-Dig: You can stay seated. You don't need to stand up. You don't know what to say? You may present yourself. Tell us, "I am number 5, my name is...."

#5: (32 years of age; Commerçant and Farmer; 3rd grade; 4 children; 4 children in feeding program; 3 months on committee kitchen). My name is BLANK_C, I am number 5. They call me BLANK_C.

Socio-Dig: What school do you help with?

#5: (32 years of age; Commerçant and Farmer; 3rd grade; 4 children; 4 children in feeding program; 3 months on committee kitchen). In SCHOOL_1

Socio-Dig: For how long have you worked with them?

#5: (32 years of age; Commerçant and Farmer; 3rd grade; 4 children; 4 children in feeding program; 3 months on committee kitchen). Three months.

Socio-Dig: Ok. Thanks. Let's talk to number 4.

#4: (female; 23 years of age; Farmer; 7th grade; 2 children; 2 children in the school feeding program; 7 months of committee kitchen). I am number 4. My name is BLANK_B. I am working with the SCHOOL 1 in Cholette. I've been working there for 7 months.

Socio-Dig: Ok. Thank you. Number 6?

#6: (female; 58 years of age; Commerçant and Farmer; no schooling; 8 children; 2 children in the feeding program; 14 months in committee kitchen). My name is BLANK_D. I am working with the SCHOOL_2. I have 14 months there.

Socio-Dig: Ok. Thank you. Number 1?

#1: (female; 39 years of age; Farmer; 3rd grade; 3 children; 2 children in the school feeding program; 14 months on kitchen committee). I am number 1. My name is BLANK_A. I am working with the SCHOOL_2 in Cholette.

Socio-Dig: Ok. Number 7.

#7: (70 years of age; Commerçant; no schooling; 6 children; 1 grandchild in feeding program; 14 months on kitchen committee). Yes. I am BLANK_E. I work at the SCHOOL_3 in Cholette.

[A car drives by making much noise]

Socio-Dig: Thank You.

#8: (female; 55 years of age; Commerçant and Farmer; Grade 6; 5 children; 0 children in feeding program; 14 months on the kitchen committee). My name is BLANK_F. I work in the SCHOOL_3 in Cholette. I have been there for 14 months.

Socio-Dig: Ok thank you. Thank you very much. I am going to begin by asking some quick questions. I would like for everyone to participate. You can give us your point of view. What you think. Ok. According to you as a cook, what do you think of the school feeding program. What you see.

#7: (70 years of age; Commerçant; no schooling; 6 children; 1 grandchild in feeding program; 14 months on kitchen committee). The program.....

Socio-Dig: Yes, number 7.

#8: (female; 55 years of age; Commerçant and Farmer; Grade 6; 5 children; 0 children in feeding program; 14 months on the kitchen committee). And the time you've been working?

Socio-Dig: Yes, Number 8.

#8: (female; 55 years of age; Commerçant and Farmer; Grade 6; 5 children; 0 children in feeding program; 14 months on the kitchen committee). Ok. The time that I've been with the program, it was functioning well.

Socio-Dig: Hum humm...

#8: (female; 55 years of age; Commerçant and Farmer; Grade 6; 5 children; 0 children in feeding program; 14 months on the kitchen committee). The school functioned very well. But this year, I don't understand, I just don't understand...

Socio-Dig: What happened?

#8: (female; 55 years of age; Commerçant and Farmer; Grade 6; 5 children; 0 children in feeding program; 14 months on the kitchen committee). What happened? The children, when they prepare the food for the children, you must have bleach. You must have detergent. You must have soap. Soap to put on the steel wool. When you're giving children food it must be well prepared. You know you don't put bouillon cubes in the food.

You must have garlic. You must have parsley. I must have green pepper. I need butter. You must make food right for the children.

But this year, I don't understand the feeding program at all. I just don't get it. Every time I ask, when I ask.... Like when I finish washing dishes, I should have bleach to disinfect them. Then you put them in a sack and to you tie the sack. The kitchen is not functioning well at all. Every time you ask, they say that the children don't pay. The children don't pay. And us too... Me, that's what I say: when I speak, I always say this is the way to make food. The children don't pay. Either we shut the kitchen down, because I can't

function like this. Every time I get there I talk and talk and talk. And I'm taking the heat in the kitchen. You see that I'm old. I'm 58, that's old.

Socio-Dig: Yes.

#8: (female; 55 years of age; Commerçant and Farmer; Grade 6; 5 children; 0 children in feeding program; 14 months on the kitchen committee). But I put up with the heat in the kitchen. I cook the food because I'm in need? People need to work, right? I should get a salary. I get dirty. My cloths get dirty. If I put these cloths on today, I'm going to be around the fire in the kitchen. Tomorrow, I can't wear those cloths again. When I make food, I need to find some soap to wash under my arms. [Sound of a child crying]. I need a little bit of perfume to put on me. I'm wearing an apron. But as soon as I'm near the fire that apron is going to get dirty. Tomorrow I can't wear it again, I can't come to school and make food for the children in dirty cloths. I must wash those cloths. And me, I'm leaving my own children behind. My children must...If I go to work, when I return I need to give my children something. If my children need shoes I need to be able to give them to them. And me, they are always telling us that we can't come make food with sandals on our feet. But shoes cost money. They should five me the money to buy shoes.

Public: Laughter.

#8: (female; 55 years of age; Commerçant and Farmer; Grade 6; 5 children; 0 children in feeding program; 14 months on the kitchen committee). And I'm going there every day. Some mornings it's raining. Rain, rain, rain. For me to get up and leave my house to go make food to give. Wow, why should I have to do this (a kwa bon)?

Public: Hummm.

#8: (female; 55 years of age; Commerçant and Farmer; Grade 6; 5 children; 0 children in feeding program; 14 months on the kitchen committee). You see what I'm saying? Do you think that's alright? Let me tell you, I have 5 children. Five children I have and they aren't yet earning anything. They're still dependent on me. They still depend on me. I'm the one who must care for them.

Socio-Dig: Ok.

[Sound of a child crying].

Socio-Dig: I would like to clarify something. Number 8. You say that every morning you get up and get your cloths dirty. When you come home, you gotta bring something for your children. But when the program first came, did you get training?

#8: (female; 55 years of age; Commerçant and Farmer; Grade 6; 5 children; 0 children in feeding program; 14 months on the kitchen committee). Yes, I took the training.

Socio-Dig: Did they tell you that they were giving you a job or was it you who volunteered to participate?

#8: (female; 55 years of age; Commerçant and Farmer; Grade 6; 5 children; 0 children in feeding program; 14 months on the kitchen committee). They gave me a job. They were the ones who chose me.

Socio-Dig: But when they gave you this job, did they say that you had a salary they would give you every month?

#8: (female; 55 years of age; Commerçant and Farmer; Grade 6; 5 children; 0 children in feeding program; 14 months on the kitchen committee). They said they had a salary, and the parents were the ones who were supposed to pay it. And the committee. The committee was supposed to give it. That I was supposed to get a salary.

Socio-Dig: Ok. Since when did they not pay you?

#8: (female; 55 years of age; Commerçant and Farmer; Grade 6; 5 children; 0 children in feeding program; 14 months on the kitchen committee). Aevery time you, you see when we're speaking, we try to claim our right, they tell us that the kitchen doesn't pay. The program doesn't pay.

[A truck drives by making much noise]

Socio-Dig: Ok. Thank you. Is there no one who has anything else more to say? Yes, number 6?

#6: (female; 58 years of age; Commerçant and Farmer; no schooling; 8 children; 2 children in the feeding program; 14 months in committee kitchen). What I would add, because we went and took the training.

Socio-Dig: That's good! That's good!

#6: (female; 58 years of age; Commerçant and Farmer; no schooling; 8 children; 2 children in the feeding program; 14 months in committee kitchen). We attended the training. The training taught us this. It's the director and the parents who should give a little money. It's with what they get from the parents that they are supposed to give us something. But that means a beginning. We begin very well. Very well when they give a little money to buy spice. If you need a little soap to wash your cloths. Because every day you must put cloths on. There is a place in the training they say: we can't wear sleeveless blouses for our underarms are exposed. We are expressly prohibited from wearing sleeveless blouses.

But that means every day you must change your cloths. And we can't have any cloths. But they said that they would give us a salary to go buy in the market, we would be able to get a little soap. But we arrived at a point, the little bit they give us, I take it and buy spices to make food. You do it because you have a commitment and you respect that commitment. I always must dip into my own funds. Yesterday morning I had to do this. The same way I have responsibility for my own home, I don't like to have to ask you. Well it's the same way in the school. I don't like to have to ask the director or secretary every

moment. I can't be asking all the time. We know that it's your obligation to give it to us. You give it to me. Sometimes they do not give it to me. I take mine and I do it. The same way, when they want to give me... Now, if I can get reimbursed. If.... For 14 months, we have been working. We give good service, we have good will, that's why we are still here.

In the school kitchen, but the kitchen is very useful. It helps both parents and the students. Even though there are students who are not happy with what they give them. The training taught us this, that it's a small taste we're giving and not a full stomach. But there are students who want us to fill their stomachs. They want full stomachs. Sometimes they say to you, 'what can that [little bit of food] do for me.'

You understand? Me, that doesn't make me happy. You look and see a bunch of children you're responsible for. You can't give to one so another doesn't get anything. Me and BLANK_O, when we are in the kitchen, if there is a lot of food, we get some. When we are finished feeding all the children, if something remains we take some. But if there is none, we remain without.

But we accept the job of feeding the children. This morning, it was raining since last night. But we go anyway [to feed the children]. We go out in the rain, because we accepted the obligation.

Socio-Dig: Ok. Thank you Number 6.

#4: (female; 23 years of age; Farmer; 7th grade; 2 children; 2 children in the school feeding program; 7 months of committee kitchen). Excuse me. You don't need to register my voice. But here is what I will tell you. Today can they give me 3 short mammite of rice to make food for 90 children? Plus, the seven teachers, I must give them a taste too. It's not enough food. When the food is cooked it's not enough. The person who gave me the food, came to me by the fire, he's angry, so much so that he didn't know how to speak nicely. When he hollered at me the first time, he came, he said to me, "The food isn't enough." I said, "ok, give me some beans to cook.... This is what I'll give you [to eat]."

Now, after he came back to me again, I said, "You gave me exactly four, three short mammite to put on the fire for 90 children plus seven teachers." The man was angry. They told me that the man was angry. I told them, "Fine, I'm not coming back!" A lot of other people said, "You're the one who took the training, you've got to come." But I don't know. When they give that little bit of food to share. The ladies must share the food with all those people. Hmmm!

Socio-Dig (Jackly): Let me quickly say something about what the lady just said. We don't know yet who is at fault here. When they give a quantity of food that is not sufficient for 80 students, for example. And the way you said, when it's WFP, they have a specific ration they want. That means they give a quantity of rice for the children each day. True, some children might eat more. But WFP, they give a ration. And the school has a daily

report. That means they must account for it every day. I think that we can't really decide who is at fault here. But whoever is responsible for the canteen must try to make it so that the food is made and distributed in the manner intended. Because they must make a report. I would think that they're is follow up on this misunderstanding.

Socio-Dig: To elaborate a little on what Jackly said. What you say there... Maybe that's what we're looking for. We are looking for problems. What can we do about it? How can the program work better? Because there is nothing that doesn't have some problems. In talking about the problems, we can search for changes that will make the program work better. That's what we're searching for. That's why we're here.... Number 1, you wanted to say something,

#1: (female; 39 years of age; Farmer; 3rd grade; 3 children; 2 children in the school feeding program; 14 months on kitchen committee). Me... every morning I get up early. I leave my house. I attended the training. They asked us to wear sandals that completely cover the foot. We can't come with flipflops to make food for the children. But they said that in the salary, they would give us a little part of it. We have aprons to wash. We leave little children behind at home. They can't give us a salary? So that we can wash our aprons? Ok, thank you. That's what I had to say.

Socio-Dig: Ok. Thank you. Regarding the salary. What do you think should be done? What changes do you think could be make so that you could get it?

#6: (female; 58 years of age; Commerçant and Farmer; no schooling; 8 children; 2 children in the feeding program; 14 months in committee kitchen). Eh, the changes we would like. For example me, I look and see these four people. We have 14 months doing this. We have 14 months that we always have a little hope. That's why we don't leave the job. We have hope. We say, "If I allow someone else to take my place. If something else comes for us." Now for us to say, "Mister, what did I do there? And that's what makes me stay. But there are days that we're very discouraged. We get very discouraged.

There are times that you would like to wash your apron. You don't even have the money to buy a little soap to wash your apron. You're doing a little trading. Sometimes you make a little money. But sometimes you don't make any at all. What do you want me to do?

Socio-Dig: Ok

#6: (female; 58 years of age; Commerçant and Farmer; no schooling; 8 children; 2 children in the feeding program; 14 months in committee kitchen). But I say to myself, "Even if there is something that could be coming. And I have hope that something will be coming one way or another."

Socio-Dig (Almathe): Ok. Thank you Number 6.

Socio-Dig (Jackly): Let's say for example that they come to build a house. They get to the bottom of the hill there, but they can't get up the hill with them. They ask the

population, "What can you do to help us get these rocks up the hill?" The people say, "Well, I have 2 days. I can help carry rocks." There are people who say, 'Well, I have a truck I can loan." That means you look for a way to help the rocks get up the hill. It's the same with the Canteen. The woman, she asks the question. Because we are trying, we give you a service. We can never find anything to take care of ourselves... ...eksetera. And they make a series of demands of us. How we are supposed to come to come to the canteen. But what do we see the bring for us? What? Or what can they do for us cooks that would satisfy us who are taking the heat in the kitchen, and who need money to wash cloths? What do we see they could do for us? What could PAM do? Or what could the program do? What changes could be made in the program so that we could find something too? What do we see could be done?

#8: (female; 55 years of age; Commerçant and Farmer; Grade 6; 5 children; 0 children in feeding program; 14 months on the kitchen committee). Tann pase nan peyi'm...

Almathe: Nimewo 8.

Patisipan #8: (female; 55 years of age; Commerçant and Farmer; Grade 6; 5 children; 0 children in feeding program; 14 months on the kitchen committee). Let me tell you, bad weather comes. We have children. Everything we have we lose. We lose it. The bad weather takes it. Ok. Our children need food to go to school. But the same way they bring food for the canteen, I know the could bring something for us as parents who are working and taking the heat of the fire, who are cooking food. But what I'm not saying they have to give us money. They could give us something else. Ok. Because our children, we have children in school, we must feed them too.

Socio-Dig: Ok.

#8: (female; 55 years of age; Commerçant and Farmer; Grade 6; 5 children; 0 children in feeding program; 14 months on the kitchen committee). Because I don't have children who benefit from the canteen program.

Socio-Dig: Ok.

#6: (female; 58 years of age; Commerçant and Farmer; no schooling; 8 children; 2 children in the feeding program; 14 months in committee kitchen). Each time you arrive from home. You leave the house with hope. But when you get there, there is no hope. Times like this, people ask, "You, each day you get up and go to work. You never come back and say, here is what they paid you. You don't even get a little money."

Socio-Dig: Ok. Ladies, I see that some people have not said anything. I would like them to speak. Do you also not get anything to take home?

Public: Sometimes, sometimes. Yes, I already told you, sometimes.

Socio-Dig: Sometimes?

Public: Sometimes, sometimes. There are times that there really is not enough food for everyone. Not enough.

Socio-Dig: What food is the most difficult to make go around for everyone?

Public: Well, stew. Only rice. Stew. Stew is no good. Stew is no good at all. It's too small an amount.

Socio-Dig: It's too small an amount?

#1: (female; 39 years of age; Farmer; 3rd grade; 3 children; 2 children in the school feeding program; 14 months on kitchen committee). Like they used to give millet. Now there is no millet. But they could give corn meal in the place of millet. Because every day you get up and cook rice. Every day you get up and cook rice for the children. When they had millet, it was very good. Now they do not have millet. They could put corn in its place.

Socio-Dig: Ok. Who gives the food. Who gives the food?

Public: Canteen? Rice, beans, stew.

Socio-Dig: Ok. Let's say there are 5 days in a week. What do they give the cooks to make? Number 1.

#1: (female; 39 years of age; Farmer; 3rd grade; 3 children; 2 children in the school feeding program; 14 months on kitchen committee). Monday, rice, stew.

Socio-Dig: One after the other. Number 6?

#6: (female; 58 years of age; Commerçant and Farmer; no schooling; 8 children; 2 children in the feeding program; 14 months in committee kitchen). Monday, rice and bean sauce. Tuesday, sometimes we have rice and beans with vegetable sauce. It's like that. If on one Tuesday I make vegetable sauce, the other Tuesday, when they bring the food, I make rice, bean sauce, and vegetable sauce. Wednesday, we make stew. Thursday, we make white rice and bean sauce again.

Socio-Dig: Friday, what do you make on Friday?

#6: (female; 58 years of age; Commerçant and Farmer; no schooling; 8 children; 2 children in the feeding program; 14 months in committee kitchen). On Fridays, we always make rice and bean sauce. Because when you look at the kids, they're in school. Now to see you're giving them rice they way we do, mostly Haitian rice and pureed beans.

Socio-Dig: Ok. Number 6. You can stand up. I'm going to ask a little question. If you were the one to choose the food--remember the program is meant to support local food, right? If you were to decide what food would be on the menu for the children each day, what food would you give each day?

#6: (female; 58 years of age; Commerçant and Farmer; no schooling; 8 children; 2 children in the feeding program; 14 months in committee kitchen). Like Monday, I would

make rice with bean sauce. Tuesday, I could make corn meal with beans and vegetable mush. Wednesday I would make stew. And like this also, on Wednesday, if I don't have anything to make stew, that depends, everyone has their own taste. You could make a vegetable sauce and bean sauce again. Thursday, you make a tuber. Each day has its food.

Socio-Dig: And Friday?

Public: Laughter

#6: (female; 58 years of age; Commerçant and Farmer; no schooling; 8 children; 2 children in the feeding program; 14 months in committee kitchen). The lady wants me to be a part of the program. Eeee, like the children, yes! Monday, Saturday (laughs).

Socio-Dig: What do we want to eat? A little song. What do you want? [laughs]. That means if it was you who was going to eat, what Haitian food would you add to the menu? You would add corn? After that, what would you add, millet?

#6: (female; 58 years of age; Commerçant and Farmer; no schooling; 8 children; 2 children in the feeding program; 14 months in committee kitchen). Millet, cracked wheat.

Socio-Dig: Cracked wheat isn't local

Public: No. Millet, there is no millet. Corn meal, rice, plantain, breadfruit, yam, sweet potato, manioc. Yes.

Socio-Dig: Ok. Good, so we can do this fast, because the clock is ticking. We've talked about all the problems the project has. I want to hear from these two women. In your opinion, what good does the project do? And why should the project continue? What's good about it?

#5: (female; 32 years of age; Commerçant and Farmer; 3rd grade; 4 children; 4 children in feeding program; 3 months on committee kitchen). It's good for the children.

Socio-Dig: Number 5, in what sense?

#5: (female; 32 years of age; Commerçant and Farmer; 3rd grade; 4 children; 4 children in feeding program; 3 months on committee kitchen). Because there are times when the project brings food for the children. (laughs). Now, in the mornings, the children sometimes leave the house, sometimes they leave with nothing. But when they get to school they find something no matter what. There are those who are not happy because it's not much.

Public: Laughter

#5: (female; 32 years of age; Commerçant and Farmer; 3rd grade; 4 children; 4 children in feeding program; 3 months on committee kitchen). And what I see. Me, what I believe...

Socio-Dig: Ok. Number 6. What's good about the project?

#6: (female; 58 years of age; Commerçant and Farmer; no schooling; 8 children; 2 children in the feeding program; 14 months in committee kitchen). What is good about the project? The food is very good. And the lady said that regarding the children. But the food is good not only for the children, but for us too because there are parents whose children go to school [without eating] and they know that when they get there they will find something [to eat]. You see how it is good for us and for the children?

What us parents can say, it's better for us than for the children because it's good food they send to the children. They send for us. It's for us because we are parents. Generally [she says the words in French), when children leave their house [in the morning] you should find something to give them. But, because of the fact that they know that at school, the director BLANK_A, he will find food. I say, "Toutou, my little child, go bath, get dressed and go to school. You'll eat something at school. You don't see that your Mama doesn't have anything darling. Mama doesn't have anything.' Is it not good for us?

Socio-Dig: Hm, hm.

#6: (female; 58 years of age; Commerçant and Farmer; no schooling; 8 children; 2 children in the feeding program; 14 months in committee kitchen). Well, hum, I would like it to expand [the program]. I would like it to expand more.

Socio-Dig: You wanted to add something number 1?

#1: (female; 39 years of age; Farmer; 3rd grade; 3 children; 2 children in the school feeding program; 14 months on kitchen committee). Yes, well, me, I would say the same thing as BLANK.

#5: (female; 32 years of age; Commerçant and Farmer; 3rd grade; 4 children; 4 children in feeding program; 3 months on committee kitchen). It's useful to everyone. Because it can be cooked there. Even if you don't have to go to your house with it. You take a little, you throw it in your mouth. You don't leave without your chest being supported [expression for having eaten].

Socio-Dig: Ok.

#5: (female; 32 years of age; Commerçant and Farmer; 3rd grade; 4 children; 4 children in feeding program; 3 months on committee kitchen). Because you left the house early. You got to school. You took three grains of rice and threw the in your mouth. It's useful to you. Me, I would like it [the program] to always be there.

#6: (female; 58 years of age; Commerçant and Farmer; no schooling; 8 children; 2 children in the feeding program; 14 months in committee kitchen). But don't forget, don't forget that you guys who have these 14 months and ask to continue, ask to get something. The same way that we are asking for the children, we are asking for the cooks too, please.

Socio-Dig: Thank you. And you number 1, you were going to say something?

#1: (female; 39 years of age; Farmer; 3rd grade; 3 children; 2 children in the school feeding program; 14 months on kitchen committee). Yes, what I was going to say, I would like that we always had food. Because food is very important for the children and for the parents. In the morning, you can send the children to school without giving them anything. I myself have two children in school there. Sometimes I don't have time to make anything for them. I get up early to make food. I don't have time to give them anything. That means they will find something in school. I would like that the food is always there both for the parents and for the students.

Socio-Dig: Thank you very much. Cooks, how much time does it take you to prepare a meal? What time do you feed the children? At 10:00?

Public: At 10 o'clock. 10:30.

Socio-Dig: How much time do you take to prepare the food?

#1: (female; 39 years of age; Farmer; 3rd grade; 3 children; 2 children in the school feeding program; 14 months on kitchen committee). Me, I'm out of my house at 6:30. You know that now the time changes? As soon as I get there [at the school], I light the fire. And I put the beans on the fire. I wait for the other woman to come. And I wash my cooking pot. Put my beans on the fire. Now, when she gets there she's going to wash all the vessels again [that were washed the day before].

Socio-Dig: Yes.

#1: (female; 39 years of age; Farmer; 3rd grade; 3 children; 2 children in the school feeding program; 14 months on kitchen committee). Now me, I am in the kitchen, the beans are on the fire. She's finished washing the vessels. Now, after that, she comes and joins me. If it's vegetable mush we're making we both work together. We put on our aprons, and we make the food. When we finish making food it's 10:00, 10:30, national time.

Socio-Dig: Ok. As cooks, are you responsible for purchasing all the ingredients you put in food. Or is it the school that gives you everything?

Public: When we want, it's us who buys it.

Socio-Dig: Are you responsible for purchasing it?

Public: No. There is someone who is responsible for that.

Socio-Dig: Ok. Number 8.

#8: (female; 55 years of age; Commerçant and Farmer; Grade 6; 5 children; 0 children in feeding program; 14 months on the kitchen committee). Ok. In my school, the past year I bought everything. We were responsible for buying it and putting it in the storage room.

Socio-Dig: You cooks were responsible for going to the market and buying?

#8: (female; 55 years of age; Commerçant and Farmer; Grade 6; 5 children; 0 children in feeding program; 14 months on the kitchen committee). Buying it and put it in the storage room. But this year we don't do that. This year when you arrive, when you put the beans on the fire, you put the put the water for the beans on the fire. You put in vegetable oil. You put on garlic. You put in leeks. You cover the beans.

Now, when I get there the key is in the possession of one of the teachers. When I've finished putting the water for the beans on the fire, I can't find anything to put in it. I can't yet find oil. It's in the storage room. I can't yet find garlic. I can't find leeks to cover the beans. And if the teacher comes on time, when he finally gets there he gives me all he's supposed to give me. Like if you need something, the key is in his hand. He's working. When you go ask him for something he says I'm annoying him. You see that I'm annoying him? No, suppose that a person is teaching school, the key to the storage room is in his hand... Well, me, I just wait. But I'm not happy. I'm in the kitchen where I am, the year went by and I was fine. I felt that the canteen functioned well... the canteen functioned well, well, well, well.

Socio-Dig: In what kitchen?

#8: (female; 55 years of age; Commerçant and Farmer; Grade 6; 5 children; 0 children in feeding program; 14 months on the kitchen committee). SCHOOL_1.

Socio-Dig: SCHOOL_1. What made you fine last year but not fine this year?

#8: (female; 55 years of age; Commerçant and Farmer; Grade 6; 5 children; 0 children in feeding program; 14 months on the kitchen committee). Because there were changes. They were not the same people there. Sometimes... Ok, the food is cooked for me to give... The agronomist always comes...

[Noise of a truck passing interrupts]

They told me to feed at 10:30. You see that the food should be prepared by 10:30. There are times you put the beans on the fire, and I'm the one who must go look for firewood. I'm looking for firewood to put under the cooking pot to cook the food. Kindling to make it light. Ok? Some the beans are boiling, you must put water in two times [because the beans won't cook]. And now the spices must be prepared and put in the pot while it's cooking. Now, when I ask for the food, I must clean the rice. Then put it on the fire. This is when they are going to count the students and give me the food. It's right after they count the students, to know how much food to give me. There are times I feed the children at 11:00. You see, I don't need to hide anything. No, I don't need to hide anything. We are having a meeting so that everyone can share their thoughts and experiences.

Socio-Dig: Yes. That's right.

#8: (female; 55 years of age; Commerçant and Farmer; Grade 6; 5 children; 0 children in feeding program; 14 months on the kitchen committee). There are times when I feel....

Wednesday the agronomist comes. He scolds me. And it's not my fault. At the time, I'm preparing food. I'm peeling food to put it on the fire. The beans are on the fire. I haven't smashed the beans yet. And what is the cause of that? There are times we don't have firewood. There are times when they give me the food too late. You see?

Socio-Dig: Ok.

#8: (female; 55 years of age; Commerçant and Farmer; Grade 6; 5 children; 0 children in feeding program; 14 months on the kitchen committee). I'm happy for this re-training [The present meeting]. This meeting makes me very, very, very happy. All the time I am saying, "Well mister, I'm making food in this school and I never see people come ask us questions." When the agronomist comes by, the agronomist looks at you, he chats with you a little, and then plop, plop, plop he's gone. No! When you are in the kitchen you should get more visits. We see what happens. And we can make food. And sometimes we are sitting there and we're burdened [with problems].

Socio-Dig: Hmmm.

#8: (female; 55 years of age; Commerçant and Farmer; Grade 6; 5 children; 0 children in feeding program; 14 months on the kitchen committee). We must ...

Socio-Dig: OK. Number 7.

#7: (70 years of age; Commerçant; no schooling; 6 children; 1 grandchild in feeding program; 14 months on kitchen committee). We would like, the first time, there was a person who helped us give the children food. They gave us a briquette [as cooking fuel]. The briquette helped a lot.

Socio-Dig: Ok. We're going to ask some questions about that.

#7: (70 years of age; Commerçant; no schooling; 6 children; 1 grandchild in feeding program; 14 months on kitchen committee). They must give us, if they could help us, they would give us a little briquette. We would say thank you.

Socio-Dig: A briquette to make food?

Public: Yes, yes, yes.

Socio-Dig: Do you have to pay for the wood?

Public: We pay a person. We pay to look for wood. To carry wood. Sometimes it's a big piece of wood. Now our stoves just sit there [special stoves that WFP gave them for the briquettes]. The stoves have no briquettes. We must use wood.

Socio-Dig: And the briquettes, they used to give them to you too?

Public: The briquettes are good. They're so good. They're good, yes.

Socio-Dig: Ok.

Public: We make food quick (with the briquettes).

#6: (female; 58 years of age; Commerçant and Farmer; no schooling; 8 children; 2 children in the feeding program; 14 months in committee kitchen). But Miss, like you we Mrs. INTEL, the way that Mrs. INTEL talks. That means that if someone, how do you see that they can help Mrs. INTEL? These two women? Because someone who can give a problem is someone who did not go to the training. I believe that if someone did not go to the training they can't hold the storage room key. The storage room key is supposed to be with someone who attended the trainings. You're a teacher.

Socio-Dig: Ok. Well, what I can tell you is that we will carry your complaints. We will carry the message of all you say. As cooks, is there anything else you would like to add? You start making food at 6:00. It can be 10:00 when the food is ready. Isn't there something they could do? Or perhaps they could feed something that was prepared the day before? Something that would be easier, faster than what we give the children? Even if it were not a hot meal. Number 7.

#7: (70 years of age; Commerçant; no schooling; 6 children; 1 grandchild in feeding program; 14 months on kitchen committee). We could give spaghetti. We could give a porridge. We could give a milk. We could give all. We could give a buttered bread ["buttered" with peanut butter].

Socio-Dig: In the place of giving the children a plate of food you give bread. Some buttered bread with a glass of milk. Would it be a problem?

Public: Very, very important. Very important. It would be good.

Socio-Dig: It would be good?

Public: Yes, yes. It would be very good. Yes.

Socio-Dig: Let's say in the place of buttered bread, a local flour. We could look for something local. If we took *wayal* [cassava bread with peanut butter] with a glass of milk?

Public: Yes, yes. It would be very good. Yes.

Socio-Dig: In the place of a plate of food, it would not be a problem?

Public: It's a support. No, it would not be a problem.

Socio-Dig: No. You must understand. Bread buttered with peanut butter could replace a plate of food. The plate of food would no longer be there. You would not make the plate of food.

Public: Yes, yes, yes.

Socio-Dig: They would not make food at all, no. It's like this, if a week had 5 days, if we said that maybe they could make food for 3 days or 2 days. Is there something they could give the children? In the place of always giving a hot plate of food?

Public: Buttered bread and milk.

Socio-Dig: You say buttered bread and a glass of milk. That wouldn't be a problem? What else?

Public: Cassava

Socio-Dig: Yes, you said cassava.... with a glass of milk. Spaghetti would have to be cooked....

Public: Akasan

Socio-Dig: That would not be a problem?

Public: Akasan is faster. It can be prepared faster. It can be prepared faster.

Socio-Dig: With what do they make akasan, with corn?

Public: Yes, with corn, corn, corn.

Socio-Dig: Ok. You were talking... But like yourselves, you have children in school that have canteens, right?

Public: Yes, yes, yes

Socio-Dig: Yes, you benefit from the canteen. But before they had the canteen, did you look for something to give the children before they went to school?

Public: Yes, when we had time, we fed them. Sometimes you don't have time. Food, sometimes you don't have any. You give the children a pat on the head and send them to school.

Socio-Dig: Did you give something sweet or something salty?

Public: Something salty. Sweet things are no good. You can fry an egg and give it to the child with a piece of bread. Or if there is food, you get up early and you make a little white corn meal and give it to the child with some juice to go to school. Or a little plantain, when we had plantains. Since [Hurricane] Matthew passed I've wanted to eat a plantain. If you don't go to the market [you won't find any plantains] (laughs).

Socio-Dig: Ok. Is it not a problem if the canteen were to give sweet food in place of something salty?

Public: Food that is salty is better. Salty food is better.

Socio-Dig: Things that are salty are better, why? Number 5.

#5: (female; 32 years of age; Commerçant and Farmer; 3rd grade; 4 children; 4 children in feeding program; 3 months on committee kitchen). So that worms don't rise his chest.

Socio-Dig: So that worms don't rise his chest?

#7: (70 years of age; Commerçant; no schooling; 6 children; 1 grandchild in feeding program; 14 months on kitchen committee). We had a canteen already. They used to give the children crackers, salted crackers.

Socio-Dig: That was a good thing.

Public: Yes. They used to give them early.

Socio-Dig: They gave them early? After that, did they give anything else? Or was it only that?

#5: (female; 32 years of age; Commerçant and Farmer; 3rd grade; 4 children; 4 children in feeding program; 3 months on committee kitchen). Yes, they used to give food. They gave potato porridge. They passed each class and they gave the children crackers.

#6: (female; 58 years of age; Commerçant and Farmer; no schooling; 8 children; 2 children in the feeding program; 14 months in committee kitchen). But me, what you say, for me, I agree. Food is given for 5 days, 5 days, and then 2 days we don't' make food. We give something else in its place. Would it still be us who gave it to them or would someone else come and give it to them?

Socio-Dig: Hm. No, no. That could still be the responsibility of the cooks.

#6: (female; 58 years of age; Commerçant and Farmer; no schooling; 8 children; 2 children in the feeding program; 14 months in committee kitchen). Well, ok, we have no problem.

Socio-Dig: That's our proposition. It is a proposition we ask without thinking.

Public: Yes, yes, it would be good. It would be good to give buttered cassava bread with a glass of milk. It would be very good.

#6: (female; 58 years of age; Commerçant and Farmer; no schooling; 8 children; 2 children in the feeding program; 14 months in committee kitchen). We are the cooks. It's WFP who would give it to us. That's good, we accept it. We can say that we would accept it. But we don't know what the director would say.

Socio-Dig: Ok. Does the food always come on time? Is there always food?

Public: Yes, there is always food. There is always food that lacks salt, we lack beans, oil.

#6: (female; 58 years of age; Commerçant and Farmer; no schooling; 8 children; 2 children in the feeding program; 14 months in committee kitchen). Sometimes the cooking oil is finished. I've already told them it's finished. And when they bring more we've already bought some.

Public: Like we will have said, there is an oil they bring that gels.

Socio-Dig: Yes, it's good to mention that. You may speak about the oil.

#8: (female; 55 years of age; Commerçant and Farmer; Grade 6; 5 children; 0 children in feeding program; 14 months on the kitchen committee). Yes, the oil gels ladies. We never see oil gel like that. It seems it's made of more than just oil.

#5: (female; 32 years of age; Commerçant and Farmer; 3rd grade; 4 children; 4 children in feeding program; 3 months on committee kitchen). When you put it in the water to make food it gels on top.

Socio-Dig: It gels on top?

Public: Yes.

Socio-Dig: Do you think that oil is good for your health, what's going on?

Public: We didn't say it's bad. WFP never sends anything that is not good. They always send what is good. It has a good taste. There are oils that send people to the hospital, you know that?

Socio-Dig: When you guys speak, let's do it one after the other. Number 7.

#7: (70 years of age; Commerçant; no schooling; 6 children; 1 grandchild in feeding program; 14 months on kitchen committee). There is an oil that sent people in Madyank to the hospital the other day. The woman said that she finished eating the oil and it made her sick to her stomach.

Socio-Dig: This oil, this is oil in the feeding program?

Public: No, no, no, no

#5: (female; 32 years of age; Commerçant and Farmer; 3rd grade; 4 children; 4 children in feeding program; 3 months on committee kitchen). It's an oil they sell in the market.

Socio-Dig: But us, our oil, what problem does it have?

Public: Well, it doesn't have any problem, no.

#5: (female; 32 years of age; Commerçant and Farmer; 3rd grade; 4 children; 4 children in feeding program; 3 months on committee kitchen). Only gels. Nothing wrong with the taste. It's just that it gels.

Socio-Dig: Ok, so when it gels it's better, or it's because it's no good that it gels? You guys don't like the fact that it gels?

#5: (female; 32 years of age; Commerçant and Farmer; 3rd grade; 4 children; 4 children in feeding program; 3 months on committee kitchen). It's not that we don't like it. Because they give it to us.

Socio-Dig: Ok.

#7: (70 years of age; Commerçant; no schooling; 6 children; 1 grandchild in feeding program; 14 months on kitchen committee). We see this and we say it. We see that it's WFP's oil. You're working with WFP. We're letting you know the oil gels.

Ok. No problem.

#8: (female; 55 years of age; Commerçant and Farmer; Grade 6; 5 children; 0 children in feeding program; 14 months on the kitchen committee). Since I already said this to an agronomist this morning. He said that's nothing. That's just how the oil is.

#5: (female; 32 years of age; Commerçant and Farmer; 3rd grade; 4 children; 4 children in feeding program; 3 months on committee kitchen). They put too many chemicals in it.

#8: (female; 55 years of age; Commerçant and Farmer; Grade 6; 5 children; 0 children in feeding program; 14 months on the kitchen committee). It resembles an oil that is made with corn, it's a pale yellow.

Socio-Dig: Yes, cooking oil Ti Malis. Corn. There is oil Ti Malis that gels too.

Socio-Dig: Ok, well ladies. For me, I think I've asked all the questions I have to ask. I don't know if you guys have some last word you would like to tell WFP, that we can tell them on your behalf. I will give you a little time to say this.

#7: (70 years of age; Commerçant; no schooling; 6 children; 1 grandchild in feeding program; 14 months on kitchen committee). Well, what should we say to WFP? They should consider us too. They should look after us (laughs). the same way they look after the children. They should see that we're in need too.

Socio-Dig: OK

#8: (female; 55 years of age; Commerçant and Farmer; Grade 6; 5 children; 0 children in feeding program; 14 months on the kitchen committee). And don't have anything.

#7: (70 years of age; Commerçant; no schooling; 6 children; 1 grandchild in feeding program; 14 months on kitchen committee). Because bad weather came and we still do not have anything in our country.

Socio-Dig: Ok. Ladies

Public: We say a big thank you to WFP for visiting us.

Socio-Dig: Ok. No problem ladies. Thank you.

FOKIS GWOUP KREYOL

<u>Interviewers</u>

Almathe Jean: Fi, 28 ane, 0 timoun, sipivize fokis gwoup yo

Natacha: Fi 28 ane, 0 timoun, lide fokis gwoup la

Jackly: Fi 28 ane, 0 timoun, lide fokis gwoup la

GID FOKIS GWOUP YO AN KREYOL

FOKIS GWOUP PARAN YO

PAJ 1

- Eske nou tout gen ti moun lekol prime, ti moun ki nan yon lekol ki gen kanteen eskole.
- o Ki jan nou we kantin eskole. Eske li mache byen?
- o Eske ane pase kanteen la te funksyone nomal tout tan ane a.
- Ki pwoblem nou konn genyen
- Eske tout ti moun jwenn manje chak jou
- o Pou ki wi?
- o Pou ki non?
- o Eske nou oblije peye/bay kob? Pou ki wi? Pou ki non?
- Si ou pa peye ki sa ki pase?
- o Eske kob nou peye jis?
- Eske nou konn bay bwa? Kout min nan kwizin?
- o Eske direkte lekol konn peye pou sa?
- o Eske sa jis? Pa jis?
- o Eske lot parann konn bay tou?
- Epi menm lè gen kanteen, eske ou toujou bay ti moun yon ti manje anvan yo al lekol la
- Lè ti moun yo manje nan lekol la, eske sa vle di ke nou pa bay lot manje nan maten oswa le li retounen lakay la?
- o Le kantin mache ki vale ou ta kalkile li genyen pa ti moun pou kay la.
- o Kevledi, konbyn ou panse ou sove?
- o Epi eske, manje yo bay toujou manje sel?
- o Eske li nesese pou bay manje sel?
- Poukisa? Sitou, si ti moun manje manje sel nan kay la anvan yo soti, poukisa lekol pa ka bay manje dous?

<u>3</u>

PARAN KONTINUYE

PAJ 2

- Si ou bay ti moun manje ki pa manje sel primye fwa nan maten, egzakteman ki sa li fe ti moun nan.
- Epi ki jan ou ka evite sa. Si ou ba yon ti manje sel, apre sa ou ka bay lot manje ki pa sel. Bay yon egzanmp.
- Si selman gen manje dous pou bay primye fwa nan maten, eske sa pi bon ke okenn manje, oswa ou pito pa bay manje menm?
- o Ki manje ou ta santi ka pi bon pou ti moun yo?
- Eske manje kwit nesese? Manje fret ta ka ba plis ti moun. Li ta pi bon pri. Pi fasil.
 Pi plis.
- Eske nou te tande ke se achte y ap achte lokal?
- o Eske nou dako?
- o Eske ou pa ta pito ke yo ba yon manje ki sot lot bo? Pou ki wi? Pou ki non?
- o Si nou tap deside achte nan zon sa, ki jan ou ta di nou dwe fe l.
- Ki jan nou we wol pa nou nan lekol la? Ki sa yon paran dwe fe pou ede lekol la?
- Eske ou santi ou gen okenn dwa? Eske direkte yo fasil? Eske nou menm nou gen infliyans sou direkte a?
- Si ou ta gen yon pwoblem avek direkte a, ki sa ou ta fe pou regle plent la?
- Eske SMS mache pou nou. Pa egzanmp, si PAM tap mete yon system kote moun ta ka voye plent pa SMS, eske nou tap sevi avek li?
- Yon ti kesyon sou pwofese lekol yo andeyo. Eske yo vreman fe kob?
- o Konbyen kob yo fe pa mwa?
- Si direkte lekol presk pa ka jwenn kob pou inskripsyon ti moun, ki jan li peye pwofese yo.
- Poukisa pwofese sa yo pa al travay nan vil oswa nan bouk? Sak fe yo rete?

FOKIS GWOUP 5 DIREKTE YO

PAJ 1

- 1) Apre konbyen tan ou te kite pwogram.
- 2) Poukisa ou kite pwogram la. Pou ki pi gwo pwoblem? Epi apre sa, ki pi gwo pwoblem ou te genyen avek nouvo sistem la?
- 3) Ansyen pwogram te pi bon pou nou?
- 4) Ki sa ki te diferan ke anvan le PAM tap bay manje.
- 5) Ki jan nouvo pwogram tap mache egzakteman.

Esplike: yo baw ou kob avanse oswa ou blije mete kob deyo? Ki le yo te peye? Kiyes ki te cheche manje? Ki manje yo pemet ou achte? Selman legim li te ye? Yo te toujou kon ba w pwa? Diri?

- 6) Ki sa ou t ap fe diferan si ou ta ka desinye pwogram la, ou menm?
- 7) Ki jan siklon te impakte pwogram
- 8) Ki manje ou ta pito bay? Manje kwit, fret, pam...
- 9) Eske ou pa pito yon moun fe manje epi pote bay li nan lekol?
 - a. Pouki wi,
 - b. Pouki non
- 10) Eske ou panse ke pwogram nesese?
- 11) Ki jan nou ta dwe fe pou fe pwogram vreman lokal? Oswa ou panse ke li dwe pa lokal?
- 12) Yon ti kesyon sou pwofese lekol yo andeyo. Eske yo vreman fe kob?
- 13) Konbyen kob yo fe pa mwa?
- 14) Si direkte lekol presk pa ka jwenn kob pou inskripsyon ti moun, ki jan li peye pwofese yo.
- 15) Poukisa pwofese sa yo pa al travay nan vil oswa nan bouk?

GID FOKIS GWOUP MANMB ORGANIZASYON SALAGNAK

Eske nap van avek avek ROPANIP toujou?

Eske ou fe plis kob lè ou van avak ROPANIP oswa avek lot moun? Eske se yo ki fe pri a? Eske yo ka desan pri?

Eske pri a bon?

Eplike nou anko, egzakteman ki egzakteman ki jan chen mache? Yo vin nan mache oswa

lakay ou?

Eske jan ou vann avek ROPANIP chanje nan denye 4 mwa?

Eske ou ta ka degaje san ROPANIP?

Eske ou konprann pwogram PAM? Ki objektif li genyen?

Eske gen lekol bo isit ki gen kantine eskole?

Si wi, eske gen moun isit ki gen ti moun nan yon lekol ki gen kantin?

- o Epi eske, manje yo bay toujou manje sel?
- o Eske li nesese pou bay manje sel?
- Poukisa? Sitou, si ti moun manje manje sel nan kay la anvan yo soti, poukisa lekol pa ka bay manje dous?
- Si ou bay ti moun manje ki pa manje sel primye fwa nan maten, egzakteman ki sa li fe ti moun nan.
- Epi ki jan ou ka evite sa. Si ou ba yon ti manje sel, apre sa ou ka bay lot manje ki pa sel. Bay yon egzanmp.
- Si selman gen manje dous pou bay primye fwa nan maten, eske sa pi bon ke okenn manje, oswa ou pito pa bay manje menm?
- o Ki manje ou ta santi ka pi bon pou ti moun yo?
- Eske manje kwit nesese? Manje fret ta ka ba plis ti moun. Li ta pi bon pri. Pi fasil.
 Pi plis.

GID POU MAMB ASOSYASON ANT TI TWOU AK PETIT RIVYE

<u>PAJ 1</u>

Ki pi gwo danri nou gen nan zon nan?

Avek kiyes ou plis kon vann? Se ou menm menm ki van direk avek asosyasyon?

Le ou pa vann avek Asosyasyon, ki jan ou van? Avek kiyes? Ki kote? Wol madan ou? Eske nap van avek avek ROPANIP toujou?

Konbyen moun isit ka vann avek ROPANIP?

Konbyen se mamb asosyasyon?

Eske ou fe plis kob lè ou van avak ROPANIP oswa avek lot moun? Eske se yo ki fe pri a? Eske yo ka desan pri? Eske pri a bon?

Eplike nou anko, egzakteman ki egzakteman ki jan chen mache? Yo vin nan mache oswa lakay ou?

Eske jan ou vann avek ROPANIP chanje nan denye 4 mwa?

Eske ou ta ka degaje san ROPANIP?

Eske Asosyasyon an menm kon voye manje potopwins oswa lot lot kote pou van?

Kiyes pote manje sa?

Kote nou jwen semans? Si ou pa jwenn semans, ki sa nou plante?

$\frac{7}{1}$ TI TWOU AK PETIT RIVYE KONTINUYE $\frac{PAJ 2}{1}$

Kisa pran plis kob pou kiltive?

Eske pwoje PAM/ROPANIP kreye lot opotunite yo?

Eske ou konprann pwogram PAM? Ki objektif li genyen?

KESYON DE KANTEEN ESKOLE

Eske gen yon oganizasyon oswa moun nan zon nan ki ta ka fe manje pou lekol yo epi bay yo?

Eske gen lekol bo isit ki gen kantine eskole?

Si wi, eske gen moun isit ki gen ti moun nan yon lekol ki gen kantin?

- o Epi eske, manje yo bay toujou manje sel?
- o Eske li nesese pou bay manje sel?
- Poukisa? Sitou, si ti moun manje manje sel nan kay la anvan yo soti, poukisa lekol pa ka bay manje dous?
- Si ou bay ti moun manje ki pa manje sel primye fwa nan maten, egzakteman ki sa li fe ti moun nan.
- Epi ki jan ou ka evite sa. Si ou ba yon ti manje sel, apre sa ou ka bay lot manje ki pa sel. Bay yon egzanmp.
- Si selman gen manje dous pou bay primye fwa nan maten, eske sa pi bon ke okenn manje, oswa ou pito pa bay manje menm?
- o Ki manje ou ta santi ka pi bon pou ti moun yo?
- Eske manje kwit nesese? Manje fret ta ka ba plis ti moun. Li ta pi bon pri. Pi fasil.
 Pi plis.

<u>Transkripsyon Fokis Gwoup #1 Paran nan Bouk (Dipi)</u>

Clertide Denis

Dat fokis gwoup la fèt: 03/26/2017

Dat transkripsyon: 04/04/2017-20/04/2017

Patisipan

Patisipan #3: Fi ; 55 ane ; Kiltivatè; Moyen 2; 8 timoun; 2 timoun nan pwogram

Patisipan # 1: Fi; 34 ane; komès; 8em ane; 2 timoun; 1 timoun nan pwogram

Patisipan #6: Fi; 58 ane; Komès; 4em ane fondamantal; 6 timoun; 6 timoun nan pwogram

Patisipan #4: Fi; 37 ane; Komès; Okenn; 5 timoun; 2 timoun nan pwogram

Patisipan #9: Fi; 43 ane; Komès; okenn; 6 timoun; 3 timoun nan pwogram

Patisipan #8: Fi; 64 ane; Komès; Preparatwa 2; 4 timoun; 1 timoun nan pwogram

Almathe: Bonswa medam!

Piblik: Bonswa, bonswa.

Almathe: Mwen byen kontan avèk nou la aprè midi a. Non pam se ALMATHE. Mwen ap travay avèk yon fim. Sa nou fè? Nou fè ankèt nan prèske nan tout peyi a. Men pou le moman n'ap travay pou PAM. Nou konn PAM. Epi PAM responsab pou'l bay kantin skolè nan plizyè lekòl ki genyen nan zòn nan. Men nou la jodi a pou nou poze ou menm paran kèk ti kesyon. Pou nou konnen daprè ou menm kòman ou wè kantin nan. Kòman ou wè tout bagay ap mache. Si gen kèk bagay ki ka fèt. Tout sa w'ap di nou vrèman enpòtan. Nou ba ou yon chif. Sa ou ap gade la, sè ke nou anrejistre pawòl wap di yo. Nou arejistre yo paske lè nou prale kote PAM pou nou ba li yo kòm yon rapò. Men paran timoun yo, men sa yo di. Sa nou fè nou pran pawòl sa yo. Nou tape yo. Nou fè yon rapò. Sa vle di ke ou mèt mete ou alèz. Ou ka pale. Ou ka di nenpôt bagay. E mwen gen yon lis de kesyon, de pwen map pale sou yo. Epi chak moun ap bay pwen vi pa yo. Ou gen yon chif nan men ou tou. Sa vle di lè ou ap pale, si gen yon bagay ou ta vle di, wap jis di nimewo 4 k'ap pale. Wap bay nimewo pa ou. W'ap di nimewo ou pa bezwen site non ou. W'ap di se tèl nimewo k'ap pale. Epi nou se yon gwoup ki vini. M'ap kite NATACHA fè prezantasyon tèt li. M'ap kite JACKLY prezante tèt li. Ou menm n'ap bezwen chak moun fè prezantasyon tèt yo. Nou ka komanse w'ap di mwen se nimewo 9. Mwen rele tèl jan. Men travay mwen konn fè. Mwen se yon machann. Epi konbyen timoun ou genyen ki nan lekòl ki bay kantin skolè. Ok?

Natacha: Mwen di nou tout bonswa!

Piblik: Bonswa, bonswa.

Natacha: Non pam se NATACHA. Byen ke gen moun ki rekonèt visaj la deja. Genyen se premye fwa tou yo wè li. Bon, nou kontan pou nou ansanm avèk nou aprè midi a la. Pou nou fè yon ti pale. E se pa kòmsi yon bagay ki difisil. Se ou pale. Nou pale. E nou chache konprann lòt sou pwen sa yo nou pral debat yo. Sa vle di nou travay an ekip. Nou travay ansanm avèk madam ALMATHE e nou gen mesye JACKLY ki ansanm avèk nou. Se yon ekip nou ye nou travay tout kote. Nou toujou travay ansanm. Nou panse ke nou ka retounen wè figi yo ankò [Riii.]

Almathe: N'ap retounen wè yo ankò.

Natacha: Ok mwen kontan ansanm avèk nou.

Piblik: Dakò.

Jackly: Bonswa!

Piblik: Bonswa, bonswa.

Jackly: Non pam se JACKLY. Mwen ap travay pou SOCIODIG. Aktyèlman n'ap fè travay la pou PAM. Kòm nou dil deja. Donk, mwen byen kontan ansanm avèk nou. Pou al pataje

ide ansanm sou pwogram nan. Pou nou konnen kòman sa ye. Avantaj, ki enkonvenyan ta di ki genyen nan pwogram nan. Ok. N'ap kòmanse ak madam sa.

Almathe: Ok. Wi, n'ap kòmanse. Nimewo 8 kijan ou rele?

[Yon moun touse.]

Patisipan #8: Fi; 64 ane; Komès; Preparatwa 2; 4 timou ; 1 timoun nan pwogram: Mwen se nimewo 8. Non pam se...

Almathe: Hum, hum. Kisa ou fè kòm aktivite?

[Ou ka tande elèv ki ap travay nan lekòl la.]

Patisipan #8: Fi; 64 ane; Komès; Preparatwa 2; 4 timoun; 1 timoun nan pwogram: Aktivite pa mwen, mwen vann sou lakou lekòl la. Mwen vann. Mwen gen bak devan lekòl la. Mwen vann ti bagay glase. Ou ap chache lavi a. Ou konnen.

Almathe: Wi, se sa. Konbyen timoun ou gen nan kantin nan la?

Patisipan #8: Fi; 64 ane; Komès; Preparatwa 2; 4 timoun; 1 timoun nan pwogram: Mwen gen yon timoun nan kantin nan. li rele...

Almathe: Ok mèsi pa gen pwoblèm, nimewo 1.

Patisipan #1: Fi; 34 ane; komès; 8em ane; 2 timoun; 1 timoun nan pwogram: Nimewo pa mwen se nimewo 1. (Hum, hum). Non pa mwen se ... Mwen gen 2 timoun. Gen yon ki lekòl isit lan. Sa mwen fè kòm aktivite ? Mwen vann. Mwen se yon komèsant.

Almathe: Ok, mèsi. Nimewo 6.

Patisipan #6; Fi; 58 ane; Komès; 4em ane fondamantal; 6 timoun; 6 timoun nan pwogram: Mwen menn mwen se.... Mwen gen 6 timoun nan lekòl la. Mwen gen 5 isit la. Mwen gen youn Ame du Salu. Kantin sa li itil mwen anpil (Ok). Paske sak fè mwen di li itil mwen. Mwen ap fè ti komès sou lakou a. Sa pa ta ka eee bay tout timoun yo bezwen yo. (Ok) M'ap vann. Paske si ou achte yon bonbon \$11HT se yon grenn ou fè sou li. Sa vle di ou fè 5 *goud* sou yon sachè bonbon. Mwen pata kwè pou'l ta bay 6 timoun manje nan lekòl la. Mwen mèt di nou manje a itil mwen anpil, anpil anpil. Anvan lè timoun yo sòt nan rekreyasyon yo jwenn manje a. Sou plas yo manje'l. (Ok) Manje a itil mwen anpil, anpil.

Almathe: Mèsi nimewo 6.

Patisipan #3: Fi ; 55 ane ; Kiltivatè; Moyen 2; 8 timoun; 2 timoun nan pwogram: Non mwen, nimewo pam se nimewo 3. (Wi) Mwen rele... Bon yo mete kantin nan, kantin nan li bon pou mwen. Men si mwen pa ba yo dola pou jou sa timoun yo pa manje. Bon, mwen menm m'preske, papa avè'm se kòm si li pa avè'm. Se mwen ki ap goumen ki ap fè koum konnen pou mwen ba yo manje. Lè yo pa ba yo se tiye yo tiye'm. Yo tiye'm anpil. Paske

lè yo vini lakay, mande Dye padon si yo gen yon doulè lestomak. Sa ap ban mwen anpil pwoblèm.

Almathe: Fè yon ti pale pi fò.

Patisipan #4: Fi ; 37 ane; Komès; Okenn; 5 timoun; 2 timoun nan pwogram: Nimewo pam se nimewo 4. Non pa mwen se... Mwen gen 5 timoun. Mwen gen 4 ki lekòl. Mwen gen 3 ki nan lekòl ki bay manjeee. 5 timoun san papa. Papa yo mouri. Mwen se ti kòb mwen prete nan leta pou'm degaje'm ak timoun yo. (Hum, hum) Mwen konn leve pafwa mwen pa jwenn 5 *goud* pou'm ba yo. Si pat kantin nan yo t'ap tounen konsa. Kantin nan iltil. Lè vini yo gentan jwenn yon bagay yo manje. Mwen al bwase pou'm jwenn yon bagay pou'm kite pou yo manje pita. (Ok) Mwen di nou mèsi anpil.

Almathe: Ok.

Patisipan #9: Fi; 43 ane; Komès; okenn; 6 timoun; 3 timoun nan pwogram: Mwen se nimewo 9. (Wi) Mwen se... Kantin nan itil mwen. Ti aktivite m'ap fè a pa ka itil timoun yo anyen. Mwen gen 3 timoun ki nan kantin. Mwen gen 3 ki pa nan kantin. Li itil mwen. Pafwa gende lè mwen leve menmsi mwen lage yon adoken nan men yo. Adoken an pa ta ka fè anyen pou yo. Mwen di kantin nan itil mwen anpil. Mwen di nou mèsi pou sa.

Almathe: Ok mèsi. Nou fini ak ENTWODIKSYON an. Kòm anpil nan nou gentan pale deja. M'ap poze kesyon an. Depi yon moun vle pataje ou leve chif ou epi mwen menm m'ap di nimewo 1, nimewo 2. Epi nou ap ba ou pèmisyon pou pale. Kantin nan, pou moun ki pat ko reponn yo. Daprè nou menm kòman nou wè pwogram kantin skolè a ?

Patisipan #8: Fi; 64 ane; Komès; Preparatwa 2; 4 timoun; 1 timoun nan pwogram: Kanpe pou mwen kanpe si m'ap reponn ? (Nimewo 8, ou ka chita pou pale.) Kantin nan vrèman bon. Kòm mwen te di Natacha deja. Prezans Natacha depi timoun yo ap antre lekòl la...Li sifi ke depi yo pa wè lafimen an ap monte nan kwizin nan, kòm si ta di ou yo dekonsoume. Konprann? (Ok) Eeee tankou lè ou te timoun. Sitou mwen menm lè'm te kay manmanm. Manmanm te qen yon travay. Li konn lave pou moun. Pase pou moun. Men depi'm wè manman'm ap pase mwen konnen mwen p'ap manje pou jounen an. (Humm) Kounya mwen tonbe kriye. "Ou se yon timoun ki anmèdan". Kounya se pou'l kite fè a pou'l al banm manje. Se menm jan avèk timoun yo depi yo ap antre la pa gen dife yo pa santi yo byen. Pafwa paran yo k'ap ba yo yon ti monnen. Gen timoun ki konn vin la pafwa avèk 3 goud. Mezanmi! Kalkile kounya 3 goud paka fè anyen. Kounya yon grenn sirèt, e pa tout sirèt. Gen ki vann 1 goud men gen lòt se 4 pou dola. Twa ti sirèt timoun nan vini li mande ou. Kantin nan itil anpil pou manman ak papa pitit. Lè timoun yo vini le maten yo vin bonè, sitou lè a chanje. Men kou wè'l fè 10 zè a, epi medam yo gentan prepare manje. Epi ou wè yo ap manje. Y'ap manje. Gen timoun menm ki ta vle manje 2 plat. (Ok) Tèlman kantin nan itil. Kantin nan itil. Se sak fè fòk nou di PAM anpil mèsi. Paske li revalize yon bon rèv nan depatman an. Se sa mwen t'ap di.

Almathe: Ok. Mèsi anpil. Pa gen moun ki t'ap di yon bagay sou sa madam nan di an?

Patisipan #1: Fi; 34 ane; komès; 8em ane; 2 timoun; 1 timoun nan pwogram: Mwen se nimewo 1. (Wi) Pou mwen menm mwen pa wè sa mwen te ka di ankò. Paske mwen sonje lontan lèm te lekòl Potoprens ki rele Damoklès. Yo te konn bay manje men se kri. Nou pat menm konn fè manje. Granmoun pa gen tan pou fè manje . Ou soufri lè ou sot lekòl. Yo pap ba ou kòb. Lontan yo pat konn bay timoun kòb pou al lekòl. Mwen pa kache di nou pa gen yon *goud*. Konn ap domi ti fi a di'm: "Manman, manman male wi". Mwen dil li mèt ale m'ap pote 5 *goud* pou li nan rekreyasyon. Paske mwen gen yon espwa. Poutan mwen pa genyen'l vre non. Mwen konnen nan rekreyasyon l'ap gade bouch moun. Men kou'l fè 10 zè a l'ap manje kanmenm. Gen pafwa lè'l vini li konnen m'ap kite yon bayay pou li. Lè'l vini li pa jwenn anyen. Se avè'l li rete. Se sak fè li itil mwen anpil. Anfen, mwen pa konn sa te ka di ankò. Se yon gras. [Hummm]

Almathe: Ok. Dakò, mèsi.

Patisipan #6: Fi; 58 ane; Komès; 4em ane fondamantal; 6 timoun; 6 timoun nan pwogram: Mwen se nimewo 6. (Wi) Mwen mèt di nou dènye mo a se pou nou li te ka ye. Mèsi, mèsi anpil. Mwen pa wè anyen mwen te ka di ankò.

Almathe: Dakò pa gen pwoblèm. Daprè nou menm èske nou wè pwogram nan ap mache byen? Ki sak te ka fèl mache pi byen? Pwogram kantin skolè a. Kantin skolè a ap mache byen?

Patisipan #9: Fi; 43 ane; Komès; okenn; 6 timoun; 3 timoun nan pwogram: Li mache byen. Timoun yo manje chak jou. Epi manje a bon.

Almathe: Ok. Jan l'ap mache a?

Patisipan #3: Fi ; 55 ane ; Kiltivatè; Moyen 2; 8 timoun; 2 timoun nan pwogram: Pou'l ta mache pi byen peye pou moun yo pa ta peye. Moun yo peye.

Almathe: Ok. Sa vle di, èske timoun yo, kòm paran nou sipoze bay timoun yo 5 *goud*? Mwen pa konnen non. Èske nou gen yon kantite kòb nou bay timoun lè y'ap vin lekòl pou yo achte manje?

Patisipan #9: Fi; 43 ane; Komès; okenn; 6 timoun; 3 timoun nan pwogram: Timoun yo, nimewo 9 la. Yo deja gate fòk ou bay timoun yo yon dola kanmenm.

Almathe: Ok. Nimewo 3.

Patisipan #3: Fi ; 55 ane ; Kiltivatè; Moyen 2; 8 timoun; 2 timoun nan pwogram: Kounya men kijan Wilto fè , nimewo 3. Tankou la li fè ou peye ane a nèt. Li fè ou bay 15 dola pou tout ane a nèt.

Almathe: Ok. Èske pa gen lòt moun ki fèl konsa?

Patisipan #6: Fi; 58 ane; Komès; 4em ane fondamantal; 6 timoun; 6 timoun nan pwogram: Nimewo 6 la. Lè ou bay ti monnen sa, ou bay la se pou achte bwa, chabon, ak

kokoye pou yo met nan manje a. Men sa pa ta kapab fè manje. Ti monnen sa pa tap ka fè manje.

Almathe: Ok. Konbyen kòb nou bay?

Patisipan #6: Fi; 58 ane; Komès; 4em ane fondamantal; 6 timoun; 6 timoun nan pwogram: Nou bay 50 *goud*.

Almathe: Chak ki lè?

Patisipan #6: Fi; 58 ane; Komès; 4em ane fondamantal; 6 timoun; 6 timoun nan pwogram: Chak mwa pase bò isit la pa gen anyen.

Almathe: Ok.

Patisipan #3: Fi ; 55 ane ; Kiltivatè; Moyen 2; 8 timoun; 2 timoun nan pwogram: Anwo a nou bay bwa, oubyen nou bay chabon.

Almathe: Oooo!

Patisipan #8: Fi; 64 ane; Komès; Preparatwa 2; 4 timoun; 1 timoun nan pwogram: Nimewo 8 la. Pafwa manje konn vini pa gen lwil. Fòk yo achte lwil. Manje a, yo pa pot lwil. Kounye a fòk yo achte lwil. Epi se pa manje avèk magi li ye men fòk ou mete lay. Fò mete ti piman, pwavon ladann. Eeee ou oblije bay 50 *goud* la chak mwa pou yo kapab... Men kòmsi mwen konprann. Eeee gen kèk ti bagay ki te ka ajoute wi. Nou te k'ap fè. Ou konnen lè ou fin manje yon ti manje, li mèt yon dlo sikre ou dwe fè.

[Gen yon ti bri moto k'ap pase.]

Ki fè yo manje manje a, bon se nòmal yo bay kantin yo manje. Men mwen menm si yo ta bay ti bagay pou fè ti ji pou timoun yo li t'ap itil. Mèsi.

Almathe: Ok, dakò. Nimewo 3 mwen tande ou di konsa ou bay bwa?

Patisipan #3: Fi ; 55 ane ; Kiltivatè; Moyen 2; 8 timoun; 2 timoun nan pwogram: Wi. Nou pote bwa. Nou pote chabon.

Almathe: Chak ki lè nou bay li?

Patisipan #3: Fi ; 55 ane ; Kiltivatè; Moyen 2; 8 timoun; 2 timoun nan pwogram: Kou yo fini nou bay li. Nenpòt nou 3 nou 4 nou mete ansanm. Nou pote chabon oubyen bwa. Nou pote ale. Paske Wilton te di nou sa. Yo te fè reyinyon sou sa . Nou bay li. Lè'l fini nou double ankò.

Almathhe: Ok. Sa vle di tout paran patisipe nan sa?

Patisipan #3: Fi; 55 ane; Kiltivatè; Moyen 2; 8 timoun; 2 timoun nan pwogram: Wi.

Almathe: Ok. Nou dim konsa nou chak bay, gen moun ki bay 15 dola gen moun ki 50 goud...

Patisipan #3: Fi ; 55 ane ; Kiltivatè; Moyen 2; 8 timoun; 2 timoun nan pwogram: Se pa nan menm lekòl la non.

Patisipan #1: Fi; 34 ane; komès; 8em ane; 2 timoun; 1 timoun nan pwogram: Nimewo 1, nan lekòl sa yo fè ou bay 10 dola chak mwa.

Almathe: 10 dola nou bay chak mwa? Aprè sa èske timoun nan lè'l rive lekòl la pou yo bal asyèt manje a... Men èske aprè sa pou timoun nan jwenn asyèt manje chak jou li gen yon kòb pou'l bay?

Piblik: Non, li pa gen kòb pou'l bay.

Almathe: Ok dakò. Eske timoun yo jwenn manje chak jou?

Patisipan #6: Fi; 58 ane; Komès; 4em ane fondamantal; 6 timoun; 6 timoun nan pwogram: Wi, chak jou yo jwenn manje.

Almathe: Chak jou, ki kalite manje yo jwenn konsa?

Patisipan #6: Fi; 58 ane; Komès; 4em ane fondamantal; 6 timoun; 6 timoun nan pwogram: Nou jwenn diri, (Ki nimewo ou genyen?) Nimero 6. Diri ak sòs pwa, diri kole ak pwa legim. Bon bagay.

Patisipan#8: Fi; 64 ane; Komès; Preparatwa 2; 4 timoun; 1 timoun nan pwogram: Le Mèkredi yo ba yo bouyon, nimewo 8. Le Mèkredi yo ba yo bouyon. Epi tankou demen Lendi a diri y'ap bay. Yo ap bay diri avèk sòs pwa. Si gen legim yo fè legim diri sos pwa, le Mèkredi bouyon.

Almathe: Ok, dako. Nan manje sa yo ke timoun yo manje, gen nan manje sa yo, yo achte lokal? Kiyès nan manje sa yo ke PAM voye ?

Patisipan #8: Fi; 64 ane; Komès; Preparatwa 2; 4 timoun; 1 timoun nan pwogram: Se nimewo 8 la k'ap pale. Sa PAM voye? Li voye diri, pwa, lwil...

[Yon moun touse.]

Men manje lokal yo se la se yanm, patat, karòt, chou, berejèn, militon. Pou yo fè legim.

Almathe: Eske diri sa PAM pote a, se diri peyi li ye?

Patisipan #8: Fi; 64 ane; Komès; Preparatwa 2; 4 timoun; 1 timoun nan pwogram: Wi, diri peyi li ye. Daprè sa mwen menm se diri Latibonit li ye pou mwen. Se diri Latibonit li ye paske li pa diriii lòt bò dlo. Se pa diri ki soti a letranje.

Almathe: Ok, dakò. Pa gen lòt moun ki t'ap ajoute anyen ankò sou sa'l di a?

Piblik: Non.

Jackly: Nimewo 3, ou pa t'ap di anyen paske mwen wè ou ta pral bat bouch ou ?

Patisipan #3: Fi; 55 ane; Kiltivatè; Moyen 2; 8 timoun; 2 timoun nan pwogram: Non. Mwen pa t'ap di anyen non.

Almathe: Ok dakò. Èske.... Daprè nou menm ane pase èske kantin nan te byen fonksyone? Pa gen jou timoun yo pat jwenn manje? Pa gen yon bagay ki te ka pase timoun yo pat jwenn manje?

Patisipan #4: Fi; 37 ane; Komès ; Okenn ; 5 timoun ; 2 timoun nan pwogram: Tou timoun jwenn manje, nimewo 4. Li te toujou byen fonksyone ane pase menm jan ak ane sa.

Natacha: Sa vle di timoun yo toujou jwenn manje chak jou?

Patisipan #4: Fi; 37 ane; Komès; Okenn; 5 timoun; 2 timoun nan pwogram: Timoun yo jwenn manje chak jou.

Almathe: Ok, dakò. Kesyon mwen pral poze pou chak moun la. Mwen ta renmen pou chak moun patisipe. Lè lekòl la pat gen kantin skolè a ak kounya li gen kantin skolè, ki diferans nou ka wè ak travay timoun yo ap bay nan lekòl ? Travay timoun yo, konesans yo nan kanè skolè pitit pa'w. Rezilta yo bay nan kane, nan pèfòmans.

Patisipan #1: Fi; 34 ane; komès; 8em ane; 2 timoun; 1 timoun nan pwogram: Mwen se nimewo 1. [Hum, hum] Se ane a mwen gen yon ti pitit lekò la. Se ane sa mwen te gen yon ti neve'm ki la. Lontan lè pat ko gen kantin, li pat tèlman entèrese. Men se pat kantin nan ki te fèl pat sou sa. Li pat entèrese li te plis jwe. Lè'l pran kanè li pa pase. Yon lè li pran kanè li fè mwayèn 4. Bon, li ta pral konpoze. Papa di'l: "Depi wè ou pa pase kou ou vini la ou banm kanè a m'ap annik pran ou mwen monte mòn nan avèk ou. Pou'm al fè bwa pou ou. M'ap touye ou nèt ak baton." Yo bay kanè a li pase. Konsa, konsa vin gen kantin nan li te maten. Manman annik bal 5 *goud* li vini. Lè manman di li pa gen kòb li di: "Aaaaa." Gende lè li konn di: "Manman ou met kite ou pa bezwen ban mwen. M'ap manje lekòl la". Li toujou pase. Li toujou premye. Kounya li aprèmidi. Li bay bèl mwayèn. Bon, ou konn aprèmidi a pa gen kantin. Lè'l sot lekòl wap ba'l manje li di: "Mwen menm, vant mwen plen la." [Riii.] Mwen di'l: "Gras ak kantin nan." Mwen menm si yo retire'l m'ap wè se yon gwo pwoblèm. Mwen menm se ane a mwen ladann sa t'ap fèm mal. Se mwen k'ap bat pou'm fè bè.

Almathe: Ok, dakò. Mèsi nimewo 1. Pa gen lòt moun k'ap pataje, ant lè lekòl yo te gen kantin ak lè lekòl la pat gen kantin. Ki diferans nou wè?

Patisipan #4: Fi ; 37 ane ; Komès ; Okenn ; 5 timoun ; 2 timoun nan pwogram: Mwen se nimewo 4. Mwen gen 2 ti gason la. Yon pi gran, yon pi piti. Pi piti a toujou pi entèrese pase pi gran an. Depi lè pat gen kantin jiskaske vin gen kantin. Se toujou konsa. Pi piti a toujou ap pote pi gwo mwayèn ban mwen (Hum, hum) ke pi gran. Se pa pou di se kantin ki enterese'l, kòmsi se yon timoun vagabon pran tèt li.

Almathe: Ok, dakò. Nimewo 3?

Patisipan #3: Fi ; 55 ane ; Kiltivatè; Moyen 2; 8 timoun; 2 timoun nan pwogram: Mwen se nimewo 3

[Yon moun touse.]

Mwen menm gen 2 timoun lekòl. Mwen te gen anpil wi, yo menm yo gentan al nan egzamen. Yo pa lekòl sa ankò. Se 2 sa yo mwen rete ki lekòl la.

Ti gason sa li menm li pa vle, pa konn anyen ditou. Chak jou l'ap chire yon liv. Mwen konn achte demi douzèn kaye doub lin pou li, ti kaye yo 10 fèy. Mwen pa wè sa'l fè avèk yo. Pwofesè a pa poze plim sou youn yon jou pou'l ta make yon nimewo, yon devwa sou youn. Menm yon mak plim pwofesè nan kaye yo pou'l ta bal fè. Li pa konprann anyen ditou. Mwen mèt montre'l, sè, frè montre'l. Li pa konn anyen ditou. Se jwèt l'ap fè. Kounya mwen ale poze pwofesè li a keksyon^{lxvi}. Pwofesè a li di'm: "Se yon timoun se sèl jwèt ki devan tèt li." Lè l'ap fè kou avèk elèv yo li menm se jwe li ap jwe avèk lòt timoun yo. Li nyè, e sa koz li pa patisipe nan anyen. Li pa vle konprann anyen ditou.

Almathe: Ok dakò.

Patisipan #6: Fi; 58 ane; Komès; 4em ane fondamantal; 6 timoun; 6 timoun nan pwogram: Bon mwen menm se nimewo 6. Mwen mèt di nou lè pa gen kantin, timoun yo, pafwa ou konn tande y'ap plenyen vant fè mal. Kou yo vin la vant yo ap fè yo mal. Sa yo genyen grangou yo grangou. Men depi lè gen kantin nan la pa gen bagay konsa ankò. Timoun yo aprann trè byen.

Almathe: Kounya se manje sèl yo bay timoun. Èske si yo ta bay timoun yo manje dous, yon bagay dous oswa ki pa manje kwit; èske nou panse ap gen yon diferans ant kòman timoun yo ap aji? Si yo retire manje kwit sa pou yo ta mete yon lòt bagay?

Patisipan #6: Fi; 58 ane; Komès; 4em ane fondamantal; 6 timoun; 6 timoun nan pwogram: Mwen se nimewo 6. Mwen pa t'ap dakò yo retire manje sèl la.

Almathe: Ou pa t'ap dakò? Poukisa?

Patisipan #6: Fi; 58 ane; Komès; 4em ane fondamantal; 6 timoun; 6 timoun nan pwogram: Non, manje sèl la pi bon pou timoun yo.

Almathe: Poukisa?

Patisipan #6: Fi; 58 ane; Komès; 4em ane fondamantal; 6 timoun; 6 timoun nan pwogram: Sak fèl pi bon. Lè w'ap bay timoun nan bagay dous la l'ap bal vèmin. Depi ou leve maten ou ba'l yon bagay dous, li paaa... Li pa bon pou li. Manje sèl la pi bon pou li. Sèl se sèl, dous se dous. Si se te 2 yo t'ap ba li. Yo t'ap bal dous le maten. Sèl la aprè. Li t'ap bon. Men si se pou dous la, li pap bon pou yo.

Patisipan #1: Fi; 34 ane; komès; 8em ane; 2 timoun; 1 timoun nan pwogram: Mwen se nimewo 1. [Hum, hum] Tankou si se yon dous yo ta vin bay, yo t'ap retire sèl la. Mwen pa t'ap ka patisipe. Paske tifi mwen an toujou gen yon vant fè mal. Detanzantan li toujou gen yon vant fè mal. Li toujou di'm vant li ap fè'l mal. Se sak fè li pa t'ap bon pou mwen. Bon de tout fason, de tout manyè mwen pa kwè y'ap retire'l. Y'ap kitel' la !

Piblik: Riii

Patisipan #8: Fi; 64 ane; Komès; Preparatwa 2; 4 timoun; 1 timoun nan pwogram: Mwen se nimewo 8. Alò nan dous la gen plizyè bagay dous. Ou paka le maten pou ap bay timoun nan dous sèlman. Ou kapab bal dous wi lèl' pral lekòl le maten. Ou gendwa leve ou fè yon labouyi osinon ou gen fig avèk pen ou ba'l manje. Pa gen pwoblèm. Men ou pakab ba'l bagay dous chak jou. Si ou ba li'l vrèman gen bagay ki vitamine.

Almathe: Hummm?

Patisipan #8: Fi; 64 ane; Komès; Preparatwa 2; 4 timoun; 1 timoun nan pwogram: Menm lè li dous li fè timoun nan gen vitamin. Men ou paka ba'l dous chak jou. Se ta yon bagay w'ap ba li le maten. Fòk li ta gen chanjman. Ou paka bal dous chak jou. Konprann?

Almathe: Ok.

Patisipan #8: Fi; 64 ane; Komès; Preparatwa 2; 4 timoun; 1 timoun nan pwogram: Paske si w'ap bay timoun nan yon bagay dous, ou ka gen 2 ze ou bouyi bay timoun nan pou'l manje. Ou mete yon ti sèl. Vrèman li gentan desann flèm. Si yon vèmin t'ap monte. Aprè sa li gendwa vinn manje yon grenn fig. Pen ak manba li kapab pa fèl anyen. Men depi se dous ou ba li chak jou li pral pwodwi ti vèmin nan lestoma'l. Epi li pral gen vant fè mal. Epi li gendwa lekòl la li paka etidye. Li paka kanpe vant li ap fè'l mal. Pafwa tou lè timoun nan... lontan lè nou. Lè nou pat ko gen kantin nan gen timoun ki konn vin la, yo konn di vant yo ap fè yo mal. Pafwa se pa vant fè mal yo genyen vrèman, se grangou. Direktè a konn annik pran yo. Nou konn fè ti pate la, ti marinad, nèke pran yo, voye yo vin manje. Li peye pou yo epi aprè sa ou wè timoun nan ap ponpe nan tout lakou a. Men kounya pa gen sa. Menm ke timoun nan te vini la si paran'l pa ta gentan fè yon bagay bonè pou li. Lè'l vini pase pran yon ti pate kot madan Apòl li manje.

Aprè sa li antre nan sal de klas li. Li chita nan sal de klas li. Men li gen yon espwa lè'l pral fè 10 zè a. Lè'l fin fè nan rekreyasyon yo antre. Epi yo kòmanse ap sèvi yo manje. Men nou paka ba yo dous la. Menm lè manje a ta chanje vrèman, a mwens ke pou yo ta ba yo dous la. Men fòk ta gen yon bagay sèl ladann.

Almathe: Ok, dakò. Mèsi. E nou menm kòm paran lè timoun yo pral lekòl kisa nou ba yo le maten ?

Patisipan #6: Fi; 58 ane; Komès; 4em ane fondamantal; 6 timoun; 6 timoun nan pwogram: M'se nimewo 6. Depi timoun yo pral lekòl le maten mwen leve bone. Mwen fè yon bagay sèl m'ba li.

Jackly: Tankou kisa?

Patisipan #6: Fi; 58 ane; Komès; 4em ane fondamantal; 6 timoun; 6 timoun nan pwogram: Wi, yon ti mayi moulen. Mwen fè yon ti espageti ba li.

Almathe: Ok, mèsi. Nimewo 9.

Patisipan #9: Fi; 43 ane; Komès; okenn; 6 timoun; 3 timoun nan pwogram: Pafwa mwen konn fè ti soup pou yo. Gen ladan yo menm ki pa bezwen anyen. Yo di'w ba yo 5 *goud* yo le yo rive lekòl la y'ap manje. Yo pa konn ret manje anyen.

Almathe: Ok dakò. E ou mnenm nimewo 4?

Patisipan #4: Fi; 37 ane; Komès; Okenn; 5 timoun; 2 timoun nan pwogram: Mwen menm, moun pam yo pa timoun piti. Mwen gendwa leve le maten la yo di'm: "Ou pa bezwen fè anyen pou mwen. Ou met ban'm 10 *goud*,15 *goud* sa ou genyen. Nou prale si pa gen manje. Si gen manje n'ap manje." E konsa.

Patisipan #3: Fi; 55 ane; Kiltivatè; Moyen 2; 8 timoun; 2 timoun nan pwogram: Mwen se nimewo 3. Mwen menm sèl ti piti sa ki pi piti. Lòt la se gwo ti matmwazèl, gwo timoun. Depi yo pral lekòl le maten yannik di: "Manman ban mwen yon ti espageti." Yon ti espageti li ale. Oubyen yon mayi moulen, sam genyen an li pa egzije'm.

Amathe: Ok, dakò.

Patisipan #1: Fi; 34 ane; komès; 8em ane; 2 timoun; 1 timoun nan pwogram: Mwen menm se nimewo 1. Mwen pa konn fè manje. Tifi a se yon timoun ki gen mès. Li pa manje bonè, bonè.

Almathe: Ok.

Patisipan #1: Fi; 34 ane; komès; 8em ane; 2 timoun; 1 timoun nan pwogram: Menm lè manje a ou ta fè'l, menm lè'l te pi piti. Ou leve fe manje a pou li. Li pap manje'l. Li pa renmen manje bonè. Mwen pa leve fè manje pou li. Mwen pa leve bonè le maten pou fè manje. M'bal sam genyen. Sam genyen mwen ba li. Si'm pa genyen li vini nan lakou gran paran.

Almathe: Ok mèsi. Daprè nou menm kòm manman èske nou twouve kantin skolè a ede nou nan fason ekonomimank? Nan ki sans, nimewo 6?

Patisipan #6: Fi; 58 ane; Komès; 4em ane fondamantal; 6 timoun; 6 timoun nan pwogram: Mwen se nimewo 6. Koman fèl ede nou? Si tankou la mwen gen 6 timoun si'm ta ba yo chak 25 *goud*, kounya la yo tap 30 dola.

Almathe: Wi.

Patisipan #6: Fi; 58 ane; Komès; 4em ane fondamantal; 6 timoun; 6 timoun nan pwogram: Men depi mwen konnen gen manje nan lekòl la, kounya gen manje nan lekòl la, m' fin ba yo yon ti manje. Mwen bay chak 5 *goud*. Ou pa konnen rès la ap ret nan menm?

Almathe: Ok.

Patisipan #6: Fi; 58 ane; Komès; 4em ane fondamantal; 6 timoun; 6 timoun nan pwogram: L'ap ret nan menm, paske mwen pap depanse tout. Paske kantin nan itil.

Almathe: Ok, dakò. Pa gen yon moun ki t'ap ajoute yon lòt bagay? Nan mwayen ekonomik kijan li ede ou? Ou menm?

Patisipan #3: Fi ; 55 ane ; Kiltivatè; Moyen 2; 8 timoun; 2 timoun nan pwogram: Kantin nan ede'm anpil. Le maten mwen gen 3 timoun. Bon, mwen gen yon ti piti a li pap pran 15 *goud* pou ou le maten.

Almathe: Lè pat gen kantin nan?

Patisipan #3: Fi ; 55 ane ; Kiltivatè; Moyen 2; 8 timoun; 2 timoun nan pwogram: Wi, lè pat genyen'l. Kounya genyen'l mwen konn annik voye'l al kot bèlmè ou. Di bèlmè ou ba ou yon bagay. Mwen voye'l kot madanm sa m'dil bal yon bagay. Li bal yon bonbon li vire. Gende lè li konn jwenn manje a la li di manman ban'm yon ti veso pou'm pot montre ou kijan manje a gou.

Almathe: Li pote montre ou?

Patisipan #3: Fi ; 55 ane ; Kiltivatè; Moyen 2; 8 timoun; 2 timoun nan pwogram: Wi, li konn pote montre nou kijan manje a gou. Tankou lè e ti bouyon an, li di'm: "Mwen bwe bouyon an mwen pa manje viv. Mwen pa renmen viv." [Riii] Gende lè nan ti bòl li pote pou papa'l. Li vin montre'l. Sak nan Nasyonal la depi ou tande li leve le maten, se mwen konn ap kouri deyèl pou ba li yon adoken.

[Bri yon timoun k'ap rele manman.]

Kantin nan ede'm anpil.

Natacha: Men èske kounya nou wè timoun yo plis anvi vin lekòl chak jou?

Patisipan #3: Fi ; 55 ane ; Kiltivatè; Moyen 2; 8 timoun; 2 timoun nan pwogram: Wi chak jou. Pa yo anvi, li enterese. Men sa pa vle konn anyen ditou. Mwen pa konn si se lide'l ki sou manje.

Patisipan #8: Fi; 64 ane; Komès; Preparatwa 2; 4 timoun; 1 timoun nan pwogram: Bon mwen se nimewo 8.

Almathe: Hummm.

Patisipan #8: Fi; 64 ane; Komès; Preparatwa 2; 4 timoun; 1 timoun nan pwogram: Lè timoun yo vin le maten, si yo ta voye tounen petèt swa yo pat vini nan Vandredi. Osinon yo k'ap gen yon ti pwoblèm e direktè a voye yo tounen. Yo pa vle ale yo rete sou lakou lekòl la. Alò, sa toujou konn fèt menm lè gen kantin menm lè pa gen kantin. Timoun nan konnen lè rive paran'l ap kale'l. Oswa yo anreta. Genyen ki anreta depi yo rive sou lakou a la, yo voye yo tounen. Yo maske kò yo. Direktè a depi'l wè yo li fè yo ale. Yo maske kò yo, yo rete. Malgre lè yo rete se pa manje y'ap ba yo pou sa. Men yo konn rete. Sa vle di timoun nan gen yon bagay ki entèrese'l.

Almathe: Ok.

Patisipan #8: Fi; 64 ane; Komès; Preparatwa 2; 4 timoun; 1 timoun nan pwogram: Konsa gen timoun tou li vin lekòl, li pa renmen lekòl. Paran oblije voye'l lekòl paske ou pa ka kenbe timoun nan lakay. Gen timoun ki pa enterese de lekòl. Gen timoun tou depi wè yo rive bò baryè a. Yo te anreta. Menm lèl, eeee, moun ki nan baryè a li ka fè yo antre nan yon lè ki pa tèlman depase.

Yo konn annik gade yo tounen. Sa vle di ke genyen ki entèrese. Genyen ki pa ki entèrese vre. Mwen menm mwen gen yon jèn ti demwazèl, yon timoun. Li poko gen, se 14 zan li genyen. Li menm depi ou wèl' leve. Li penyen tèt li. Li abiye'l. Li ale. Mwen menm mwen konn deyò a lè rekreyasyon li pa konn vin kote'm. Se kan li fin manje nan kantin l'ap vin kote'm. Pita mwen ka ba li yon bagay pou'l ka fè manje. Paske mwen menm paka domi san soupe. Paske ou konnen lè ou komanse granmoun ou paka ret san manje. Li konnen li gen yon manje l'ap manje. Manje pa entèrese'l. Li konnen pou'l vin achte bagay. De bonbon, pou'l achte piwouli. Li pa entèrese pou'l tann manje.

Almathe: Ok dakò. Bon, n'ap retounen sou manje frèt. Sou manje ki pa manje kwit ke yo ka bay timoun nan. Kisa ou ba timoun nan ki pa manje sèl nan maten? Kisa sa fè timoun nan? Eske li deranje timoun nan? Kisa ou ka bal manje?

Patisipan #4: Fi ; 37 ane ; Komès ; Okenn ; 5 timoun ; 2 timoun nan pwogram: Wi mwen se nimewo 4. Pafwa timoun, lè ou bay timoun nan manje dous granm maten li konn monte vèmin sou lestomak li. Timoun nan gendwa vant li ap fèl mal. L'ap fèl bay flèm. Paske bagay dous la vin boulvèse'l.

Almathe: Hummm

Dous avèk sèl pa janm menm. Li pap ka bon pou timoun nan, pou'l manje bagay dous la.

Almathe: Ok, dakò. Pa epzanp an nou di le maten si timoun an manje yon bagay sèl, ze yon bagay konsa. Epi nan plas ke yo ba yo yon asyèt manje cho, kounya si yo t'ap ba yo manje yon bagay dous. Kisa nou panse ki t'ap yon bagay dous ki bon nan plas sa pou bay timoun yo ? Nou konprann kesyon an?

Patisipan #1: Fi; 34 ane; komès; 8em ane; 2 timoun; 1 timoun nan pwogram: Kisa yo te ka ba yo nan plas kantin nan? Dous li te ka ye?

Almathe: Wi. Kisa ou t'ap dakò pou yo bay pitit ou ? Si se yon manje dous li ye kisa ou t'ap dakò pou yo bay pitit ou ? An nou di nan maten timoun nan manje yon bagay sèl.

Patisipan #9: Fi; 43 ane; Komès; okenn; 6 timoun; 3 timoun nan pwogram: Nimewo 9. Petèt ti bonbon o mwen, wi. Tankou ti sirèt, lòt ti bagay. Li pap bon petèt yon ti bonbon. Ti bonbon dous petèt. Paske mwen kwè le maten timoun mwen pou yo pa fatige, se sèl si mwen ta fè yon kafe. Men si se tankou ti labouyi yo pap bwè'l. Yo di ou: "Manman l'ap banm vant fè mal." Yo pap bwè'l. Yo pa renmen'l.

Almathe: Ok, dakò.

Patisipan #1: Fi; 34 ane; komès; 8em ane; 2 timoun; 1 timoun nan pwogram: Mwen se nimewo 1. Mwen panse yon labouyi, yo ka ba yo. Labouyi avwàn nan plas manje sèl la. Mwen plis kwè se labouyi avwàn yo ka ba yo nan plas manje sèl la.

Almathe: Ok. Ki fri ki gen bò isit la? Kisa nou fè?

Patisipan #9: Fi; 43 ane; Komès; okenn; 6 timoun; 3 timoun nan pwogram: Yon bò zoranj. Bò isit la pa gen pòm.

Almathe: An nou retire pòm nan. An nou di lokal. Sa nou genyen kòm fri?

Patisipan #9: Fi; 43 ane; Komès; okenn; 6 timoun; 3 timoun nan pwogram: Pou yo bay timoun nan le maten se ta yon bò zoranj. Osinon yon fig ou te kapab ba yo. Paske sa yo se pwodwi lokal yo ye. E petèt tou ou ka bay timoun nan yon konfiti avèk pen. Ou kapab ba li. Paske se sa mwen wè ki pi pre le maten pou ta bay yon timoun. Ou pa ka lage yon mango granm manten. Bon, mango manje le maten li pa fè moun anyen. Ou wè yon timoun ou ka ba'l yon mango manje le maten, le swa. Ou ka ba'l manje mango le maten. Èske ou konprann ? Se selon timoun nan.

Almathe: Hummm.

Patisipan #9: Fi; 43 ane; Komès; okenn; 6 timoun; 3 timoun nan pwogram: Ou kap bal manje mango a paske se vitamin. Mwen menm mwen te gen yon timoun, mwen te gen yon mango map ba li'l. Gen yon moun ki di'm ou kapab ba'l mango. Sa vle di yon moun ki nan afè doktè.

Li di'w ou ka bay timoun nan manje yon mango. Ou pa ba li manje 3,4 mango. Ou ka ba'l manje yon mango. Menm lè'l poko manje li pa fè'l anyen. Eske ou konprann ?

Almathe: Mwen konprann.

Patisipan #9: Fi; 43 ane; Komès; okenn; 6 timoun; 3 timoun nan pwogram: Li ta kapab manje fig le maten.Li sifi li manje yon grenn ze.L'ap manje yon grenn fig. Li pap fè'l anyen paske se yon vitamin li ye. Men afè pou al bay timoun nan dlo sikre. Ji dayè moun pa bwè ji san ou pa manje. Fòk ou manje pou bwè ji. E sam gade gen labouyi si timoun nan bwè'l, li pap fè'l anyen. Konsa tou gen labouyi si ou bwè'l li pap fè'l anyen. Mwen menm depi'm timoun mwen fè maladi gaz. Li sou estomam. Ou wè mwen menm si'm leve lè maten se yon bagay sèl pou'm pran anvan. Osinon mwen bwè anpe dlo. Lè'm vini mwen manje yon bayay sèl aprè sa mwen gendwa pran yon bagay dous. Paske sim pran dous la l'ap boule estoma mwen. Mwen pa santi'm byen. Mwen panse timoun nan kapab konsa tou.

Almathe: Ok. Dakò, mèsi.

Patisipan #6: Fi; 58 ane; Komès; 4em ane fondamantal; 6 timoun; 6 timoun nan pwogram: Mwen se nimewo 6. Mwen menm, menm nan mache mwen pa wè ni fig, ni zorani.

Piblik: Riii

Almathe: Ok. Dakò.

Patisipan #3: Fi ; 55 ane ; Kiltivatè; Moyen 2; 8 timoun; 2 timoun nan pwogram: Mwen se nimewo 3.Menm timoun mwen.Tankou korosòl depi yo mi yo manje nenpòt gwo. Yo manje'l jan yo vle. Youn manje, 2 manje youn. Se tonbe y'ap tonbe. Yo vle manje zoranj pafwa konsa. Zoranj dous la pafwa konsa. Pa genyen'l an kantite. Ou ka jwenn yon grenn 2 grenn. Men afè zoranj kòmen .Yo manje sa yo lè yo vle.

Almathe: Ok. Dakò, mèsi. Kòm paran pa egzanp. Si pwogram nan ta di konsa ,yon egzanp...

Piblik: Wi.

Almathe: Si pwogram nan ta di konsa kounya nou pa gen chwa. Pwogram nan pa gen chwa se yon manje dous li ka bay timoun nan. Èske daprè noun menm nou tap dakò pou bay timoun nan yon bagay dous. Oswa nou tap di pito yo pa bay timoun nan anyen ?

Patisipan #9: Fi; 43 ane; Komès; okenn; 6 timoun; 3 timoun nan pwogram: Nimewo 9...

Almathe: Wi?

Daprè mwen menm, mwen gen 2 la. Li pa tap bon pou mwen pèsonèl. Pam yo patat manje ditou. Se mwen ki ta pito fè kou'm konnen poum ba yo yon bagay. Petèt sa mwen gen nan Nasyonal anba. Li menm se yon ti gason li ye. Li tap manje. Men mwen gen 2 tifi la a. Yo pa tap manje bagay dous la ditou, ditou.

Almathe: Timoun nan pap manje'l?

Piblik: Non, non.

Almathe: Ok. Pa gen yon lot moun k'ap di yon bagay?

Patisipan #6: Fi; 58 ane; Komès; 4em ane fondamantal; 6 timoun; 6 timoun nan pwogram: Mwen se nimewo 6. Kòm lè y'ap ba ou se bay y'ap bay. Se menm, kòm se bay y'ap bay [Riii.] Moun nan bay sa li vle. Bay pa kout baton. Se bay y'ap bay[Riii.]. Bay pa kout baton. Se bay y'ap bay. Men si se kado y'ap fè ou, w'ap oblije leve bonè pou fè yon remèd sèl pou bay timoun nan[Riii.]. Pase mwen pa jwenn ditou, mwen pito leve bonè mwen bouyi yo fèy sèl [Riii.] Lè li vin sot lekòl, la manje. E bay y'ap bay.

Patisipan #;1 Fi; 34 ane; komès; 8em ane; 2 timoun; 1 timoun nan pwogram:

Tan pou fè zero nèt.

Piblik: Riii

Almathe: Depi y'ap bay wap pran.

Patisipan #6: Fi; 58 ane; Komès; 4em ane fondamantal; 6 timoun; 6 timoun nan

pwogram: O! se bay y'ap ba ou wi.

Piblik: Riii

Patisipan #6: Fi; 58 ane; Komès; 4em ane fondamantal; 6 timoun; 6 timoun nan pwogram: Olyem fè zero, mwen pito fè yon o [Riii.]

Almathe: Ok. Mwen dakò avèk nou. Mwen konprann sa nou di. Mwen konnen ke manje yo se manje lokal yo ye. Èske nou panse si manje yo sot lòtbò l'ap pi bon, ? Oswa manje lokal la, se li ki pi bon ?

Patisipan #6: Fi; 58 ane; Komès; 4em ane fondamantal; 6 timoun; 6 timoun nan pwogram: Manje lokal la pi bon.

Almathe: Poukisa, Nimewo 6?

Patisipan #6: Fi; 58 ane; Komès; 4em ane fondamantal; 6 timoun; 6 timoun nan pwogram: Li gen vitamin ladann. Manje lòt bò yo. Kounya gen yon mòd de diri plastik. Espageti plastik la, pap bon pou nou. Manje lokal la ap pi bon.

Almathe: Ok. Dakó. Pa gen moun ki t'ap di yon bagay ankò? Lè nou di lokal, èske ...

Piblik: Manje peyi a!

Almathe: Pa epzanp, an nou di lekòl sa la. Ki kote li achte legim yo? Ki kote manje sa yo soti? Ki kote yo achte yo?

Patisipan #6: Fi; 58 ane; Komès; 4em ane fondamantal; 6 timoun; 6 timoun nan pwogram: Nimewo 6. Se yon machin mwen konn wè ki konn pote yo vini. Mwen pa konn kote yo soti.

Almathe: Ok. Èske nou menm nan zòn bò isit la nou gen kantite legim sa yo ? Pou nou ta vann yo avèk lekòl yo pito ? Olye pou y'al pran legim nan byen lwen ? Èske nou menm nou genyen manje sa yo bò isit la ?

Patisipan #6: Fi; 58 ane; Komès; 4em ane fondamantal; 6 timoun; 6 timoun nan pwogram: Nimewo 6. Nou pa gen bagay sa yo isit la. Voye je ou gade pou wè. Se kounya ti lapli tonbe, ki fè ti zèb sa yo pouse la. Pa gen bagay konsa ditou.

Almathe: Ok.

Patisipan #8: Fi; 64 ane; Komès; Preparatwa 2; 4 timoun; 1 timoun nan pwogram: Yo pap jwenn li pre bò isit la. Tankou bannann sa la. Nou konn bagay ki rele lalo? Nou konn plen lalo la. Nou manje lalo. Fè diri blan. Nou konn plen lalo la. Nou konn jwenn lyann panye. Nou konn genyen deyè mi sa la. Tou prè nou la, nou konn plante epina. Nan kwen legliz sa la, nou konn simen flè epina. Nou konn al vann pil epina. Men ou konnen depi tan fin pase a, tout bagay an jan ankonbre. Nou pa genyen bò isit la. Nou gen konbyen mwa la nou pa jwenn lapli. Se kounya la l'ap fè ti lapli. Nou gen ti bagay k'ap rejenere.

[Yon moto pase.]

Fòk se nan mache pou al achte.

Almathe: Ok. Dakò, mèsi. Bon, pou nou fini, an nou fè ti pale antre nou menm paran. Avèk wòl nou genyen nan lekòl yo. Kòm paran ki sa nou wè nou ka fè, pou nou ta ede pwogram nan mache pi byen pou timoun yo ? Wi nimewo 8.

Patisipan #8: Fi; 64 ane; Komès; Preparatwa 2; 4 timoun; 1 timoun nan pwogram: Nou menm paran, nou te ka ede lekòl avèk kèk ti pwodwi nesesite. Fè bagay pou timoun yo. Menm lè se vann nou te vann yo. Menm lè nou bay. Men li pa fasil kounya, paske nou pa gen lajan. Mwen menm sitou mwen gen kèk ti bagay mwen te k'ap vann. Lekòl la te ka achte'l nan menm. Men pa gen lajan. Pafwa lè ou gen yon ti kòb ou prete nan biwo, depi ou peye yon mwa,2 mwa lajan gentan kraze. Paske komès yo pa gen benefis. Ou achte tankou bonbon sa mwen wè a. Eeeeee, madanm nan lè n'ap vann. Se nou 2 a ki vann bonbon nan lakou a. Gen yon sachè bonbon yo rele kazino.

[Gen yon gwo bri ki fèt tankou yon sirèn.]

Almathe: Padon. Mèsi, ou mèt kontinye wi.

Patisipan #8: Fi; 64 ane; Komès; Preparatwa 2; 4 timoun; 1 timoun nan pwogram: Lè ou achte yon sachè bonbon sa, li vann 12 dola. Si ou pa vann li 2 pou 5 dola ou pap fè anyen. Okontrè, w'ap pèdi sou kòb sou manman lajan an. Aprè sa lòt bonbon an vann 11 dola. Li genyen 12 bonbon. Ou fè 1 dola. Si ou manje youn nan bonbon an ou pa fè anyen ditou. Si ou gen yon timoun ki manje 2 ou pa fè anyen ditou, ditou. Manman kòb la komanse ale.

Men si nou te gen yon lajan pou nou te chita, gen bagay nou te kapab achte. Pou'n ta ede lekòl la men nou pa kapab. Bagay yo an tijan maleze⁵ nan men nou. Lè ou gen ti kòb la pafwa ou achte sachè piwouli a. Ou achte'l 43 dola. Ou konn ap fè 4 dola. Men nan 4 dola timoun se ti bèt ki renmen sous. Timoun nan di ou manman ban mwen yon piwouli. Ou ba'l youn, pase pou kite'l al gade bouch. Ou ba'l youn. Kounya ou rete 3 dola. Men gen timoun ki ap mande paran an. Gen timoun ki pap mande. Li veye ou la li pran youn. Li plen kòl bonbon. Lajan ale. Eske ou konprann mwen ?

Mwen avèk dam sa, nou te konn fè pen ak manba. Ou sonje yon lè mwen te gen manba. Yon machann kasav mwen achte kasav poum fè ak manba? Men ou konnen gen anpil timoun ki pa renmen wayal. Kasav la vin rete li kanni. Se jete mwen jete'l. Nou vin rete konsa tou, nou pa vann pen ak manba a nan lekol la. Li pa preske vann. Mwen te griye 4 mamit pistach. Lè'm wè sa eeee pastè [Riii.] Sa se nèg depi ou wè'l pa gen manba la. La'l nan mache kanmenm, fòk li achte yon bokal manba. Mwen oblije di: '' Bon pastè, bon mwen pase ou manba sa.'' M'pase'l li. E ou men wa degaje ou avè'l paske yo pa vann.

Se pa achte ou pa ta ka achte. Se bagay ki bon. Si lekòl la, se timoun yo ye petèt se nan maten. Se pa tout moun ki gen kòb pou ba timoun nan. Lè ou vin nan lekòl la ou ta bouyi ze. Li ta manje yon grenn fig. Li tap bon pou estoma'w. Bon li vrèman bon pou pwatrin

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⁵ Sa vle di piti.

ou. Men ou paka fè sa. Lè timoun nan parèt la 4 ti pate pou 10 *goud*. Lè fini li jwenn bon dlo bouyon li bwè. Wè avèk pil ze ou la, se ou men k'ap manje'l.

Hummmm!

Piblik: L'ap ret tann, pou lè plat manje'l la. Gen kèk bagay ou pa ka fè yo.

Patisipan #1: Fi; 34 ane; komès; 8em ane; 2 timoun; 1 timoun nan pwogram: E depi se nan kòb bank ou ye, ou paka fè anyen. Se travay w'ap travay pou granmèsi. Se achte vann. Ou oblije gen kèk bagay ou pa ka achte .

Almathe: Ok. Dakò, mèsi. Kòm paran kòman nou santi nou gen enfliyans sou direktè lekòl yo ? Kòman mwen te ka di sa. Si nou gen yon pwoblèm n'al kot direktè a l'ap tande nou ? Epi pwoblèm nou genyen an l'ap ede nou rezoud li ? Oswa nou panse direktè a l'ap tande ou, men li pa gen anyen l'ap fè ?

Patisipan #4: Fi ; 37 ane ; Komès ; Okenn ; 5 timoun ; 2 timoun nan pwogram: Mwen men se nimewo 4. Direktè a l'ap tande ou . L'ap reponn ak pwoblèm ou .

Almathe: Ok. Dakò. E ou menm madam mwen konnen direktè lekòl pa ou pa isit?

Patisipan #3: Fi ; 55 ane ; Kiltivatè; Moyen 2; 8 timoun; 2 timoun nan pwogram: Mwen se nimewo 3.

Almathe: Wi, nimewo 3.

Patisipan #3: Fi ; 55 ane ; Kiltivatè; Moyen 2; 8 timoun; 2 timoun nan pwogram: Depi ou nan lekòl kay Wilto. Nenpòt pwoblèm ou genyen. Si se yon kòb ou dwe. Ou genyen pou pote ale pou lekòl la. Toutan ou poko bay y'ap mande li. Y'ap mande li. Yo fè reyinyon. Yo kale timoun yo.

Almathe: Kale timoun nan si yo pa pote kòb?

Patisipan #3: Fi ; 55 ane ; Kiltivatè; Moyen 2; 8 timoun; 2 timoun nan pwogram: Wi. Yo kale timoun nan. Si se yon bagay yo mande ou pa bay li. Timoun nan pa konn anyen. Ou pa ta bezwen kale'l. Yo kale'l. Yo kale'l toutotan yo pa jwenn kòb la. Yo fè reyinyon pou yo reyini tout paran. Yo montre ou yo fache anpil pou bay kòb la.

Almathe: Ok. Mèsi. Men, si ou menm ou gen pwoblèm ak direktè lekòl timoun ou kisa ou fè pou rezoud sa ?

Patisipan #4: Fi ; 37 ane ; Komès ; Okenn ; 5 timoun ; 2 timoun nan pwogram: Mwen se nimewo 4. Mwen pa gen okenn pwoblèm ak direktè. Ak pwofesè tou. Sa yo di pitit mwen se wi. Tout sa yo di'm se wi. Yo voye timoun nan tounen pou yon bagay mwen pa genyen'l, m'al nan direksyon mwen bay dat m'ap bay li. Se klè.

Almathe: Ok.

Patisipan #9: Fi; 43 ane; Komès; okenn; 6 timoun; 3 timoun nan pwogram: Mwen menm, tou lè 2 direktè mwen yo se bon direktè.

Almathe: Ok.

Patisipan #6: Fi; 58 ane; Komès; 4em ane fondamantal; 6 timoun; 6 timoun nan pwogram: Mwen menm se nimewo 6. Pa panse kòm men pa opine sou opinyon dam nan. Mwen pa kwè pou moun ta voye timoun tounen, pou ta nan kale elèv la. Timoun yo pa konn anyen. Se ak paran pou jwenn. Mwen gen direktè pam nan la, se bon bagay.

[Gen ti pale anba, anba.]

Almathe: Ok. Mwen konnen nou tout se nan bouk la nou ye. Eske tout pwofesè k'ap fè lekòl andeyò yo se pwofesè k'ap fè kòb yo ye ? Èske yo touche byen ?

Patisipan #8: Fi; 64 ane; Komès; Preparatwa 2; 4 timoun; 1 timoun nan pwogram: Pwofesè yo fòk yo fè lekòl. Mwen pa kwè pou y'ap fè lekòl pou'l pa touche. Menmsi se nan prive ou leta. Leta peye kanmenm. Lè mwa li rive. Lè pwofesè a fèk kòmanse li gendwa rale nenpòt 3 zan li pa touche. Tankou mwen konnen gen pwofesè yo fin nome yo. Yo fè 3 zan yo pa touche. Tankou mèt Wilto, dam nan ap pale a. Bon, ap pale se legliz mwen li mache. Mesye sa te rale an pakèt tan yo nome'l direktè anlè Silèg. Mesye sa mwen kwè li rale nenpòt 4 tran. L'ap travay san touche. L'ap travay li pa janm dekouraje. Li pa janm touche. Te gen yon mesye bò isi a yo te nome'l nan lekòl se pat ka Silèg? [Yon moun touse.] Eeee, Jean Rosnè. Mwen kwè li rale nenpòt konbyen tan. Li pa janm touche. Aprè sa lè yo vin touche. Menm lè yo pat ba yo tout kòb la. Yo ba yo moso. Direktè a paka pa touche.

Pafwa mwen menm genyen pastè Lalann li touche. Tout pwofesè touche. Moun nan pa ta ka ap vin sal rad li. Se bagay lontan ou te konn al nan lekòl Onarak, [Riii.] Ou pa touche. Men kounya nan moman sa li ye kounya. Tout bagay yo vin a jan eklere. Tout pwofesè touche.

Almathe: Tout pwofesè touche?

Patisipan #8: Fi; 64 ane; Komès; Preparatwa 2; 4 timoun; 1 timoun nan pwogram: Men ou konnen, moun nan ap travay l'ap sal rad. Se pa ou ki te voye'l lekòl. Se parann ki fè edikasyon'l. Li paka vin lekòl. Li pa kab ap travay lekòl pou li pa touche. Sa aa vrèman pa gen moun ki pral kenbe sa kòm yon manti. Moun nan touche, li touche pa mwa. Men konnen lè timoun. Mwen menm, mwen gendwa di mwen gen mèt Lalane la a. Direktè Lalane, gen timoun li pran. Se li ki achte inifòm ba yo, (Wi!) achte soulye. Chak ane li konn gen nenpòt 5,6 timoun. Pafwa tou lè paran vini pa kapab. Li plenyen li ta mete pitit mwen lekòl. Mwen ta sesi mwen ta sela mwen pa kapab. Li di ou mèt voye'l, voye'l vini.

E kounya ou pa kapab. E ou menm paran ou te leve ou nan tan lontan. Si ou al lekòl ou fè yon ane lekòl. Aprè sa lòt ane lekòl la. Li santi li paka peyel', ou chita. Men kounya pa gen bagay sa. Kounya pa gen bagay sa. Direktè a fè tout jan. Tout manyè. Pou'l pran ou lekòl la. Pwiske la se yon lekòl prive li ye. Se pa yon lekòl leta. Leta rekonèt li. Men li pa yon lekòl se sou leta l'ap touche. Men yo touche, yo touche kòb yo.

Direktè yo tou sa ki ap travay la nou kalifye se bon moun yo ye. Paske yo ka tande nou. Yo ka konprann nou. Paske yo toujou fè reyinyon avèk paran e chak klas yo. Yo gen reyinyon yo. Pou yo fè pou yo ak paran yo. Ki fè lè timoun nan vin lekòl si timoun nan pa aprann. Mwen gen yon tifi la li double 5 emane. Kounya se nan 6 ane pou'l ta ye. Akoz li pap travay se sou brigandaj li ye. Mwen lè'm pran li mwen ba'l kèk bon titi [Kèk pataswèl !] pou'm wè sil ta pase. Paske fòk timoun nan travay pou'l bay randman lekòl. Pafwa pwofesè a ap travay, timoun nan se sou brigandaj li kanpe. Pafwa pwofesè a ap travay timoun nan apiye tèt li sou ban an. Li pa menm ap gade tablo a. Èske ou konprann ?

La se ou menm. Manman timoun nan pa sousye ka manmann li ye. Pwofesè ap travay avèk ou, nòmalman pou timoun nan pase lekòl. Se manman an. Si manman an konn li, l'ap met pitit li devann. L'ap travay avè'l. Si papa konn li, l'ap met pitit li devann pou'l travay avè'l. Pou'l ede timoun nan kontinye avèk sa l'ap aprann nan.

Men si ou pran timoun nan. Lè timoun nan sot lekòl lannik dezabiye'l. Konnen lè timoun nan depi'l lekòl pou panse l'al lakay li wi. Men depi ou wè li fè sa panm yo sone. Yo fè lapriyè. Lè ou gade ou genyen k'ap soti la a. Si se pa noun menm k'ap rele: Anmwey ti gason tann! Machin te ka frape yo. Pase se lakay yo yo wè.

Men se edikasyon an pou ede timoun nan fòk ou menm, menm lè ou pa konn li se pou fè timoun nan al pran liv li. Depi ou wè sot lekòl ou kite yon ti bagay pou li. Malgre sot la nan kantin l'ap manje wi. Men lè'l rive lakay li ou bal yon ti bagay kounya la ou di: "Dezabiye ou fè yon ti poze pran liv ou." Se nòmal.

Almathe: Dakò. Mèsi, bokou madam. Mwen gen yon dènye kesyon mwen ta vle poze nou. Èske nou menm nou sèvi avèk sms? Voye mesaj sou telefòn? Majorite nan nou sèvi avèk sa? Nou gen yon telefòn Digicel oubyen Natcom, oswa nou ka ekri yon moun voye mesaj bay? Majorite nou sèvi ak sa?

Piblik: Wi, wi.

Almathe: Ok. Dakò. Si PAM di pa epzanp, l'ap mete sistèm sa nan tout lekòl yo bay kantin popilè yo. Epi si yon paran li gen yon pwoblèm li ka genyen yon plent li vle pote bay pou pwogram nan. Èske nou menm kòm paran èske n'ap itilize sèvis sa ?

Almathe: Wi, nimewo1.

Patisipan #1: Fi; 34 ane; komès; 8em ane; 2 timoun; 1 timoun nan pwogram:

Si ou gen telefòn? Lè fini m'pa wè ki pwoblèm ta genyen pou yo rele. Li pa enpòtan.

Almathe: Li pa enpòtan?

Patisipan #8: Fi; 64 ane; Komès; Preparatwa 2 ; 4 timoun ; 1 timoun nan pwogram: Pa enpòtan ou pa pase moun lòd nan sa l'ap fè a.

Patisipan #4: Fi ; 37 ane ; Komès ; Okenn ; 5 timoun ; 2 timoun nan pwogram: Mwen se nimewo 4. Ou menm paran sa ki pral bay rapò sa. Li pa bon pou pitit ou a pi devan.

Almathe: Ok .Dakò.

Patisipan #4: Fi; 37 ane; Komès; Okenn; 5 timoun; 2 timoun nan pwogram: Li pral fouye kont pou yo konn ki paran ki fè travay sa.

Almathe: Bon, medam m'ap di nou mèsi bokou. Mwen kanpe ak kesyon pam yo la. E nou menm nou kanpe. Mwen pa konnen si nou ta gen kèk kesyon nou ta vle poze avèk nou menm ekip la . Epi si nou pa genyen m'tap di nou mèsi anpil ? Pa gen kesyon pou ta poze nou ? Wi nimewo 8.

Patisipan #8: Fi; 64 ane; Komès; Preparatwa 2; 4 timoun; 1 timoun nan pwogram: Nimewo 8. Kesyon mwen ta renmen poze nou. Mwen sonje madmwazèl Natacha te vini la deja pou pwogram sa deja.

Almathe: Hum, hum

Patisipan #8: Fi; 64 ane; Komès; Preparatwa 2; 4 timoun; 1 timoun nan pwogram: Men li menm jèn jan sa vini la a. Mwen pa konn si se yon mesye marye si se yon jèn jan [Riii]. Li pat vini se yon lòt.

Jackly: Alò, se te mesye Pharrel.

Patisipan #8: Fi; 64 ane; Komès; Preparatwa 2; 4 timoun; 1 timoun nan pwogram: Wi mesye Pharrel te vini. Bon, lè mwen pa wè ... Kòmsi mwen ta renmen. Paske nou te poze keksyon sa premye fwa avèk blan. Bon, li te di l'ap retounen, bon nou wè li pa janm tounen.

Jackly: Non, se nou menm. Se menm ekip la, se menm nou menm nan .

Patisipan #8: Fi; 64 ane; Komès; Preparatwa 2; 4 timoun; 1 timoun nan pwogram: Bon èske se vre sa nou di a? Èske nou kapab fèl vre? Sa sak fè kòm mwen wè nou ensiste sou li.

Almathe: Ki sa'l ye?

Patisipan #8: Fi; 64 ane; Komès; Preparatwa 2; 4 timoun; 1 timoun nan pwogram: Sou afè pwodwi manje sèl. Manje dous. Èske nou ap fè sa vre? [Riii.] Se sa m' ta renmen konnen.

Almathe: Pou mwen menm, banm di ou byen. Nou menm sa nou fè? Nou te gentan di ou sa. (Hum, hum) Nou menm nou travay pou PAM. Kòmsi PAM vini li di konsa ke ou konnen sa se domèn SOCIODIG. Nou bon nan fè rechèch. Nou gen rechèch sa nou ta renmen ou fè pou nou. Poze moun sa yo kesyon sa yo pou wè. Pou tande sa y'ap di epi w'ap ekri rapò. Nou menm sak pase, nou vini nou poze ou kesyon kòm paran. (Wi) Epi nou pral pran doleyans ou. Epi n'ap di men sa yo di. Men sa yo di, men sa yo pa di. Ok? Tout pawòl ou di yo la yo enpòtan. Tout sa ou tande m'di yo ou wè yo anrejistre. Sa vle di lè nou rive nan biwo nou n'ap gen moun n'ap ba yo koute yo. Moun yo ap tape tout pawòl ki di yo.

Patisipan #8: Fi; 64 ane; Komès; Preparatwa 2 ; 4 timoun ; 1 timoun nan pwogram: Ok trè byen.

Jackly: Sa vle di tou sa ou di yo. Se poutèt sa mwen poze ou kesyon. Èske nou panse l'ap pi bon pou nou ? Èske li pap pi bon pou nou ? Sa vle di ke daprè sa ou di. Se sa nou menm n'ap pote.

Patisipan #8: Fi; 64 ane; Komès; Preparatwa 2 ; 4 timoun ; 1 timoun nan pwogram: Ok.

Jackly: Men nou menm nou pa le PAM. Se pa nou k'ap fè desizyon yo. Men se poutèt sa nou di ou pawòl ou enpòtan. Dakò ? (Dakò.) Pa gen anyen ankò.

Piblik: Dakò, mèsi.

Almathe: Dakò. Mèsi bokou.

Transkripsyon Fokis Gwoup #2 Kiltivatè Direktè(Kawouk)

Clertide Denis

Dat fokis gwoup la fèt: 3/27/2017

Dat transkripsyon: 04/04/2017-04/15/2017

Patisipan:

Patisipan #1: Gason; 53 ane; Kiltivatè; Okenn; 1 timoun; Okenn timoun nan pwogram

Patisipan #3: Gason; 62 ane; Kiltivatè; Preparatwa 1; 5 timoun; Okenn timoun nan pwogram

Patisipan #4: Gason; 38 ane; Kiltivatè; Preparatwa 1; 7 timoun; Okenn timoun nan pwogram

Patisipan #7: Gason; 20 ane; Kiltivatè; 4em ane; 2 timoun; Okenn timoun nan pwogram

Patisipan #6: Gason; 66 ane; Kiltivatè, pastè; 6^{em} ane fondamantal; 3 timoun; Okenn timoun nan pwogram

Patisipan #5: Gason; 50 ane; Kiltivatè; 3^{em} ane fondamantal; 3 timoun; Okenn timoun nan pwogram

ENTWODIKSYON

Almathe: Bonjou tout moun!

Piblik: Bonjou madam.

Almathe: M'ap di nou tout mèsi pou prezans nou ki la maten an. Non pa mwen se ALMATHE. M'ap travay ak yon fim. Kisa nou fè ? Nou fè ankèt nan tout peyi a. Men pou le moman nap travay pou PAM. Nou konnen PAM se Pwogram Alimantè Mondyal. Yo genyen yon pwogram kantin skolè kote yo achte manje lokal. Epi yo bay avèk lekòl yo. Pou bay timoun yo manje. Nou menm nou la maten an poun fè ti pale ansanm avèk ou. M'ap kite lòt moun yo prezante tèt yo.

Natacha: Bonjou tout moun!

Piblik: Bonjou ak ou menm tou.

Natacha: Non pa mwen se NATACHA. M'ap travay nan yon fim ki rele SOCIODIG. Men Jodia la nou reprezante PAM, pa bò isit. Alò, nou konn kisa PAM ye deja. Map kite Jacky pale li.

Jackly: Bonjou mesye!

Piblik: Bonjou!

Jackly: Alò, non pa mwen se JACKLY. M'ap travay pou SOCIODIG se yon fim de rechèch. Aktyèlman, n'ap travay pou le PAM. Nou te genyen pou nou te fè ti pale ak plantè yo ki vann avèk ROPANIP. Donk, nou kontan wè nou. Epi nou pral diskite ansanm.

Almathe: Ok. Dakò, mèsi boukou. Pou nou menm pou nou komanse tou, sa nou ka fe? Nou ka wè ke nou genyen ti aperèy sa yo. Sa nou fè ke nou vini ak yon seri de kesyon. Nou poze'w kesyon sa yo. Epi tout moun patisipe ansanm. Nou pran rapò ke ou di yo aprè pou nou ale nan biwo nou tande'l. Nou tape yo. Epi nou ekri yon rapò pote bay PAM. Nan rapò nou di PAM: Pou kesyon ou te poze yo men sa nou jwenn. Kòmsi se yon rapò pou nou di'l pou kesyon li te poze yo men sa plantè yo di. Dakò? (Wi) Se poutèt sa nou wè tout sa yo ouvri. Pou nou menm sa nou ka fe la, pou nou kòmanse. Ou gen yon chif nan men'w. Lè'n poze yon kesyon w'ap reponn li, ou montre chif ou gen nan men'w lan. Pou nou ka konnen kiyes k'ap pale. Ekzateman, sa n'ap fè? N'ap pase wonn nan epi w'ap prezante tèt ou. Avèk nimewo ki nan men'w lan, w'ap di kiyes ou ye. Kisa ou fè. Ou ka bay yon ti ENTWODIKSYON sou tèt ou. Jis yon ti prezantasyon. Kòm ou wè ke nou gentan fè'l. Mwen ban nou non mwen epi kisa mwen fè. Mwen ap komanse avèk ou, pastè.

Patisipan #6: Gason; 66 ane; Kiltivatè; Pastè; 6em ane fondamantal; 3 timoun; Okenn timoun nan pwogram: Ok, dakò. Bon, mwen se... Nimewo 6. Donk, mwen se yon pastè k'ap milite dan levanjil. Donk ke, kisa mwen fè? Se konseye le mond dè pèsonn pou kapab vin jwenn Kris. Afin ke pou yo kapab gen lavi etènèl. Men antouka, mwen fè pati de kiltur. Donk ke, mwen plante diri, bannann. Tout pwodwi ou konnen ke latè kapab pwodwi, (Ok.) gade plizye bèt, zanimo tou, betay eksetera. Men kounyea ke mwen vini, kouyea la mwen travay. Alèt de konkou lòt plantè. Ou konprann ? Menm jan avèk mwen pou yo kapab atire mwen. Donk, pou te kapab ede mwen fè jaden. Paske mwen pa gen ase de mwayen. Menm la sante ke mwen pa genyen. (Ok.) Mwen te kòmanse ap vann PAM depi 2016 nan pwodwi mwen rekolte. Konprann mwen ? Nan marekaj la yo, kòm ke diri. Yo te menm pwopoze otre choz ankò, otre aliman toujou. [Bri zwazo k 'ap chante.] Yo te mande mayi, ou konprann mwen? Eeeeee papay e ot ankòr xvii. Konprann? (Humm.) Mwen pat kapab jwenn yo mwen menm. Se pou sèt rezon, donk ke, nou vini rive nan lan 2017 la. Mwen mèt di'w pwodwi yo, rekòlt la pa telman reponn solid. Parapò nou pa gen ase de mwayen. Pou nou travay tè yo. Ou konprann? Lè se kouraj nou ti lajan nou genyen. Bon, epoutan nou gen reskonsabilite. Pou nou kapab okipe timoun, bagay sa yo. Mete yo lekòll. Swadike, sin te gen yon ti lajan nou pa kapab depanse nèt nan tè. Nou oblije peye lajan pou pitit nou ale lekòl. (Humm, ok) Sak ke nou ta gen bezwen. Si tout fwa ke nou ta jwenn èd...

Jackly: W'ap eskize nou pastè. Nou pral ba ou posibilite pou poze kesyon. Jis fè yo prezantasyon epi kontinye.

Patisipan #6: Gason; 66 ane; Kiltivatè; Pastè; 6^{em}ane fondamantal; 3 timoun; Okenn timoun nan pwogram: An, ok. Se sa ke an gwo mwen genyen. Mwen ta kontan ke pou PAM ta ankadre nou. Konprann mwen ?

Almathe: Ok. Mèsi pastè. Nou pral vin sou sa. N'ap jis prezante tèt nou. W'ap jis di nou kiyes ou ye, non, epi kisa ou fè.

Patisipan #1: Gason; 53 ane; Kiltivatè; Okenn; 1 timoun; Okenn timoun nan pwogram: Mwen se... Nimewo 1. Kisa mwen fè? Mwen se kiltivatè. Mwen fè tout kalite kilti ak ti gadinaj mwen tou. Riii.

Almathe: Ok.

Patisipan #5: Gason; 50 ane; Kiltivatè; 3^{em} ane fondamantal; 3 timoun; Okenn timoun nan pwogram: Mwen se... Mwen se nimewo 5. Mwen se kiltivatè vivan pou bay peyi a manje.

Almathe: Ok dakò.

Patisipan #5: Gason; 50 ane; Kiltivatè; 3^{em} ane fondamantal; 3 timoun; Okenn timoun nan pwogram: Mwen se... Nimewo 3. Mwen se kiltivatè. Mwen gade ti bèt mwen. Aprè sa mwen pa fè anyen ankò. Se sa senpleman mwen fè.

Almathe: Ok, mèsi.

Patisipan #3: Gason; 62 ane; Kiltivatè; Preparatwa 1; 5 timoun; Okenn timoun nan pwogram: Mwen se... Nimewo 4. Mwen se kiltivatè avèk komesant.

Almathe: Ok.

Patisipan #7: Gason; 20 ane; Kiltivatè; 4^{em} ane; 2 timoun; Okenn timoun nan pwogram: Mwen se... Nimewo 7. Mwen fè kiltivatè ak gadinaj bèt la.

Almathe: Yon lòt bagay n'ap mande nou tou. Èske nou ba nou pèmisyon pou nou ta fè kèk ti foto ansanm. Pandan n'ap fè ti reyinyon sa ?

Piblik: Pa gen pwoblèm. Sa pa ka deranje nou. Sa pa anyen. Depi nou la se vle nou vle la. Nou pa nan diktakti. Dayè se kiltivatè nou ye tou. Se rekolte n'ap rekolte pandan nou nan jaden an. Se travay n'ap travay. Ebyen, ok, dakò. [Riii].

Almathe: N'ap kòmanse, nan zòn isit la ki danre nou plis genyen?

Patisipan #5: Gason; 50 ane; Kiltivatè; 3^{em} ane fondamantal; 3 timoun; Okenn timoun nan pwogram: Mwen se... Nimewo 5. Eeeee, lontan pi gwo danre nou te genyen se te pitimi an. (Ok) Men fi a mezi sa vin ale nan men nou. Jan tout moun konnen, nou pap bay manti. Li vin ale nan men nou. Nou pa genyen li ditou. Men nou te vin gen diri a. Se li ki majòjon nou. Paske ou konnen li pran 90 jou, 100 jou 110 jou. Se avè'l nou vire. Men li pat tèlman gen valè lontan. Lè entènasyonal voye diri ba nou, pa nou sanse ke li meprize. Men se ofi amezi li vin bahay, dekouraje. Menm lekòl nou paka peye pou timoun. Lè yo voye yo tounen pou nou. Eeeee, nou te mal òganize nan se sans. Men ofi amezi bon, PAM vin mete men nan sitiyasyon an ansanm avèk ROPANIP. Vin gen yon chanjman. Men nou fè lot ti bagay wi. Nou sanse tyake. Men pri primodyal lotrefwa se te pitimi. Pou aktyèlman la danre nou genyen k'ap avanse ak nou se diri.

Almathe: Ok, mèsi. Lòt kesyon mwen ta vle poze nou la. Nou tout se manb asosiyasyon nou ye ?

Piblik: Wi, wi, wi.

Almathe: Nan ki asosiyasyon nou ye?

Patisipan #5: Gason ; 50 ane ; Kiltivatè ; 3^{em} ane fondamantal ; 3 timoun ; Okenn timoun nan pwogram: AJIPOU. Nimewo 5 lan. Asosiyasyon Jèn Pwogresif Oroupe paske li menm li afilye ak ROPANIP. Li entegre nan ROPANIP.

Almathe: Ok, dakò. Èske nou menm nou vann dirèkteman avèk ROPANIP? Kijan chèn de mache a fèt bò isit la?

Patisipan #5: Gason; 50 ane; Kiltivatè; 3^{em} ane fondamantal; 3 timoun; Okenn timoun nan pwogram: Bon, nan epòk la, toujou nimewo 5 k'ap pale. Pat tèlman gen rantabilite, sezon an pat tèlman bon. Nou bay yon goute. Men nou mande plis ankadreman tou.

Pakont, note byen, lòske w'ap vann ak yon enstans men fòk ou gen de rezèv. Plis ke nou pa gen mwayen pou fè jaden, ki dwe fèt. Pou fè plasman pye nou. Se kòmsi nou van zòtèy. Nou kite pye nou. Pakont nou paka vann tout. E manje timoun yo? Si nou te gen mwayen nan men nou, nou t'ap franchi. Se menm jan si manchin ou gen gaz ou ale nenpòt kote. Men si li pa gen gaz ou fè ti pa sou kote. Se pandan ke nou menm menm, si nou gen ti mwayen nan men nou, nou ka travay.

Nou pa gen ankadreman tou. Se chèf peyi nou yo. Sistèm peyi nou yo. Gouvèneman nou yo pa ankadre kiltivatè yo. Paske nou menm se sak fè nou paka bay peyi a manje. Pou bay peyi a manje men fòk ou gen mwayen pou ta... Agrikilti modèn nan kounyea li paka fèt. Bon, kounyea ak yon zo bwa wou. Depi maten ou pa manje. Pou fè yon ti bagay se ou menm sèl.

Si gouvènman nou yo rantre bagay sa ki rele agrikilti a enpòtans. Premye pri mondyal, premye pri mondyal se agrikilti. Paske tout nèg ki fè entèlektyèl, ki gen doktora. Tout bagay fo'l manje. Si yo te ankadre nou nou t'ap bay plis nou pa t'ap gen pwoblem avèk PAM. Sa vle di ke nou pa gen rezèv. Lè nou bay ROPANIP yon ti bagay ke'n pa genyen ankò. Nou mande jounen jodia PAM pou'l ta ban nou ankadreman avèk ROPANIP. Pou'n ka fè plis e pou nou vann plis.

Jackly: Ok, dakò. Yon ti presizyon. Madam nan te mande èske nou vann dirèkteman ak ROPANIP? Oubyen nou pase pa yon lòt asosiyasyon pou nou vann ak ROPANIP?

Patisipan #5: Gason; 50 ane ; Kiltivatè; 3^{em} ane fondamantal; 3 timoun; Okenn timoun nan pwogram: Non, nou pa pase pa lòt pèsonn. Nou vann dirèkteman ak ROPANIP.

[Gen yon telefon ki sonnen.]

Almathe: Yon lòt kesyon sou sa. Nenpòt moun ka reponn. Mete nou alèz. Kòman ROPANIP fè pran pwodwi yo nan men nou?

Patisipan #5: Gason; 50 ane; Kiltivatè; 3^{em} ane fondamantal; 3 timoun; Okenn timoun nan pwogram: ROPANIP?

Almathe: Wi. Kijan chèn de mache a fèt?

Patisipan #5: Gason; 50 ane ; Kiltivatè; 3em ane fondamantal; 3 timoun; Okenn timoun nan pwogram: Bon, chèn de mache a, li al sou mache a. Ou ba ROPANIB li dirèkteman. Ou konprann ? Li pa prann mal. L'al sou le mache. (Hum, hum) Li vizite mache a . Men gen yon bagay, lè nou vann nan mache a, pi bon pou nou. Rezon ? (Ok) Diri chodyè a pi rantab pou nou. ROPANIP se solèy. Men li vizite mache a avan li bay yon ti pousantaj, yon ti graten sou pri mache a.

Almathe: Ok dakò. Mwen pa konprann lè ou dim chodyè a, avèk chode a?

Patisipan #5: Gason; 50 ane ; Kiltivatè; 3^{em} ane fondamantal; 3 timoun; Okenn timoun nan pwogram: Chode a se diri, diri jòn nan.

Natacha: Sak chode a pa pile, li moulen?

Patisipan #5: Gason ; 50 ane ; Kiltivatè; 3^{em} ane fondamantal; 3 timoun; Okenn timoun nan pwogram: Bon li moulen wi. Sa ROPANIP rekòmande nou an se solèy. Non se menm bagay. Li pa pase nan dife li menm.

Natacha: Se pile, pile?

Piblik: Non soti blan. Li pa pase nan dife. Menm jan ak mayami.

Almathe: Ok. Dakò. Men gen yon bagay tou, mwen pa konn anyen de diri. M'ap mande nou, pou nou ban mwen plis esplikasyon sou pwosesis la.

Patisipan #5: Gason; 50 ane; Kiltivatè; 3^{em} ane fondamantal; 3 timoun; Okenn timoun nan pwogram: Ok. Nou pa gen pwoblèm.

Almathe: Pou diri chode a. Nou ka esplike kòman pwosesis la fèt? Nenpòt moun? Kòman nou fè diri chode a?

Patisipan #6: Gason; 66 ane; Kiltivatè; Pastè; 6em ane fondamantal; 3 timoun; Okenn timoun nan pwogram: Mwen se nimewo 6. Diri chode a se lè ou finn rekòlte diri a. Ou metel lakay ou. Donk ke, ou oblije gen yon gwo doum pou lavel retire labou. Pay pou kapab metel nan chodyè. Pou bouyi li, aprè ou ouvril nan chodyè la. Epi nòmalman ou seche dlo a. Ou vide'l. Ou pasel solèy pou yo kapab sechel. Aprè'l fin seche, wa'l woule li. (Ok) Diri sa li gentan kwit avan ke ou itilize'l pou manjel. Li gentan kwit de fwa. Men li menm. PAM li menm, lè li pran diri a nan men nou. Li mande diri solèy la. Li di ou se tan de solèy pou nou pase li. Ou pase'l aprè tan de solèy ou woulel. Li soti blan. Li soti menm jan ak diri miyami an. La avèk sa, se konsa yo te mande nou li. Men kòm konfrè a te di ou la. Soti la, li pa gen yon lòd ladan li. Lè'l bouyi a ou jwenn plis ladann. Konprann? Men lè li pa bouyi a, ou jwenn pe. [Gen yon moun ki di li mwens kraze.] Sa ki vin rive [yon moun touse.] Nou te fè reklamasyon. Konprann? Ane 2016 la nan mwa Janvye a la, nou te fè reklamasyon. Donk ke, pou yo te kapab wè si yo te ka aroze nan pri ke yo te achte nan men nou an. Pou PAM te kapab ede nou menm kòm kiltivatè. Ak von ti prè. Konprann? Nan pri ke vo achte'l nan men nou an. Yon ti kòb ki diferan. Lè fini nou ta renmen ke, pou vo te kapap ede nou menm kòm plantè. Pou te kapab ban nou von ti prè konprann mwen? Yon ti prè travay pou nou te kapab travay tè la yo. [Gen yon telefòn k'ap sone.] Paske, si tout fwa mwen te gen lajan. [Kite'l sone moun ap pale.] Si tout fwa mwen te gen lajan. Gen anpil nèg se malere yo ye. Lè yo fin plante diri a la. Yo oblije vin kot yon machann davans. Konprann? Donk ke, lè yon ti lajan. Depi davans pou yo te kapab manje ak pitit yo. Men pa genyen'l. Men si nou te gen mwayen, nou t'ap achte'l. Chak moun sa yo. Yo t'ap achte ti diri sa nan men'l. Epi si PAM ta bezwen. Konprann mwen? Yon tòn diri pa ane. Konprann mwen? Nou ta kapab. Se mwen menm an premye ki sèvi ak PAM. Ki bay PAM diri avèk lot konfrè yo (Hum, hum). Nou kole tèt nou ansanm, epi nou ba li. Nou gentan bay 2 fwa deja konprann diri. Men rekòlt sa k'ap vini an. Donk

ke, Depi davans nou ta renmen ke, pou PAM ta jwenn yon solisyon. Gade kòman li te kapab, pou ogmante ti pri ke li ban nou an. Dònk ke, monchè.

Patisipan #5: Gason; 50 ane; Kiltivatè; 3^{em} ane fondamantal; 3 timoun; Okenn timoun nan pwogram: Gen yon kesyon tou. Mwen vle pote yon aksan tegi.

Almathe: Ki nimewo'w?

Patisipan #5: Gason; 50 ane; Kiltivatè; 3^{em} ane fondamantal; 3 timoun; Okenn timoun nan pwogram: Mwen se nimewo 5, pou PAM ta ka fè posib pou nou yon imidimèt pou nou. Paske imidimèt la poun kontrole to imidite diri a, kilè li bon pou moulen, kile li pa bon pou moulen. Paske gen lè li kraze nan men nou.

Natacha: Men nou menm nou pa genyen'l?

Patisipan #5: Gason; 50 ane; Kiltivatè; 3em ane fondamantal; 3 timoun; Okenn timoun nan pwogram: Non. Nou pa genyen. Gende lè diri a kraze nan men nou. Nou pa konnen. Gende lè nou bal twòp solèy. Lè nou al moulen li kraze. Men nou se ti krib fen. Pakont tou gende lè se achte ou al achte'l, nan men moun nan. Pou konplete pa ou la. Nou fè defisi ladann. Se kòm ti tèt la ou vann ROPANIP. Nou fè defisi. Men si PAM. Si le PAM ta fè. Ta tyeke yon imidimèt pou nou. Pou nou konnen to imidite a. Kilè li bon pou'l ka moulen. Pou diri a ka soti ankè. Paske nou menm, nan lòt enstans yo gen imidimèt. Yo mete'l anba diri a. Yo konn ki degre li ye. Men ki degre li ye, posib pou'l moulen. Lè sa n'ap bay le PAM pi bon diri tou. Yon diri ankè. (Ya!) Men lè se nou menm, paske gen jou solèy la varye sou nou. Li sote. Nou pa konn lèl bon, ak lèl pa bon. Nou fè'l sou chans. (Nou fè'l sou chans?) pa aza. Sil bon li bon, s'il pa bon...Men pa bon an pa bon pou nou. Dayè tou li kraze tou. E nou paka bay li kraze tou a. E nou an defisi. E ke pou al achte diri a anndan marekaj la. Pou mete'l deyò. Pou fè an pakèt tan ap peye moun ede ou. Lè ou soti pou ou menm, se menm jan tou. Si ou ta ladann yon enstitisyon. Sou soti fòk ou gen moun ki pou kenbe pou ou. (Pou kenbe pou ou? Fò peye'l. Tandiske, se nan sa w'ap fè la wi. Si ou pa touche ou pap ka peye'l. Kapital ou pral atake. Si ou gen yon kanè. Se li ou pral kraze, pou peye moun nan. Li pap bon pou ou. (Egzateman!). Nou menm an kalite nimewo 5. Mwen menm, mwen mande PAM si pou ta fè nou yon favè an kalite peyizan. Pou li ede nou jwenn yon imidimèt pou'n ka kontwole to diri a. Varyete a. Kilè gen twòp chalè. Kilè gen mwens chalè, pou'l pa kraze nan men nou.

Almathe: Ok. Dakò, Mèsi bokou. Pou'm tounen sou zafè diri chode ak diri blan, [hum'hum] èske nou vle di nou fè plis kòb nan diri chode a ?

Piblik: [Riii] Egzateman!

Patisipan #5: Gason; 50 ane; Kiltivatè; 3^{em} ane fondamantal; 3 timoun; Okenn timoun nan pwogram: Egzateman! Fasil, fasil.

Almathe: Fasil, fasil. (Wi) E poukisa nan ka sa nou vann avèk PAM. Si nou fè plis kòb nan diri chode a ? Ok 5.

Patisipan #5: Gason; 50 ane; Kiltivatè; 3^{em} ane fondamantal; 3 timoun; Okenn timoun nan pwogram: Bon, eeee. Gen konfrè ki poko konn sistèm nan. PAM ba nou avantaj tou. (Ok). Avantaj PAM ba nou. Paske se pitit nou. Se frè nou, zanmi nou ki itilize'l. Eeee an kalite nimewo 5. Paske PAM e pou nou li fè byen an. Nou oblije fè sakrifis la tou. E ke nou ba li'l.

Piblik: Riii

Almathe: Ok. Dakò. Sonje mwen di nou tout moun ka patisipe.

Piblik: Wi. Tout moun k'ap patisipe.

Almathe: Pou'm tounen sou ROPANIP ansanm avèk nou. Kòman ROPANIP fè pran diri a nan men nou. Eske se nou ki leve al pote diri a ba yo. Oswa se yo menm ki vini la, yo vin pran diri a nan men nou? Kòman pwosesis la fèt?

Patisipan #5: Gason; 50 ane ; Kiltivatè; 3^{em} ane fondamantal; 3 timoun; Okenn timoun nan pwogram: Bon, toujou nimewo 5 la. Gen konfrè ki poko konn sistèm nan. Mwen pa pètinan non. An kalite nimewo 5. Eeee yo pote diri a ba li. Men li jere nou nan depa a. Eeeee, s'il ta vini fò ta peye. Li pa kite frè a sot sou nou. Li antann avèk frè a. Pou'n pa pa tèlman foule. Paske fòk se nan kapital la pou yo ta soti. Li sipòte nou. (An, an) moun ki pote'l ba li a.

Almathe: Men se pa nou menm ki potel ba li?

Patisipan #5: Gason; 50 ane; Kiltivatè; 3^{em} ane fondamantal; 3 timoun; Okenn timoun nan pwogram: Wi se nou menm ki pote'l ba li, li jere nou, li jere moun ki vini an yon frè apa sot sou kapital li. Sou kapital l'ap ba li a yo jerel frè potè a.

Almathe: Ok. Dakò. Mwen konprann se nou menm ki pote'l ba li. Men èske gen yon ti asosiyasyon anndan asosiyasyon an. Pa epzanp sa vle di manb komite ki responsab. Depi diri a bon ki pou pran'l. Eske se sou responsablite moun sa yo li ye? Yo pran diri a pou yo pote bay PAM. Oswa nenpòt moun ka fèl avèk volonte pa yo? Nimewo 6 w'ap pran'l.

Patisipan #6: Gason; 66 ane; Kiltivatè; Pastè; 6^{em} ane fondamantal; 3 timoun; Okenn timoun nan pwogram: Mwen se nimewo 6. Men kòman li fè. (Ok. Fè yon ti avanse plis) (Non, ou mèt pale pa enkyete ou pou mwen.). Lè nou fin prepare diri a. Nou fin moulen li. Nònmalman nou rele nèg k'ap travay yo, pou kapab vini. Pou kapab di nou sa pou nou fè. Donk, yo oblije, yo di nou ke kontwole byen. Ba nou sak. Nou kontwole diri a 18 mamit pa sak (Ok). Yo mete'l nan sak. Epi nou menm sa nou fè. Nou rele yon chofè de transpò pou pote'l ba yo. Yo peye transpò a. Men moulen an se nou ki peye'l. Se nou ki moulen li. Peye moulen li. Donk, egal la nòmalman se senpleman voye. Se pri transpò pote ale a. Se li menm senpleman yo bay.

Almathe: Ok.

Patisipan #5: Gason; 50 ane; Kiltivatè; 3em ane fondamantal; 3 timoun; Okenn timoun nan pwogram: Eeeee animatris, m'se nimewo 5 lan. Men nou gen moulen. Gouvèneman lakay te ba nou. Se li nou te prevwa fè tout tranzaksyon ladann. Men se yon potè li ye. A konbyen fwa li kraze. Men motè nou korèk. Men èske pa wè nan ajannda yo. Oubyen konsyans pa'w. Yo te ka ede nou. Li mèt se yon moulen. E nou menm nou te ka bay yon pousantaj tou. Li te ka pli fyab. Li te ka pwoteje nou avèk plantè nou yo. Nou rete kwè se pou nou li ye. Se yon moulen kominotè li ye. Se sou gouvèneman Mateli a yo te bay li. Men moulen an bon. Men se yon potè li ye. Plizyè fwa li kraze nan men nou. Men potè a kòb nou fè a li manje'l. Plizyè fwa li kase nan men nou. Li kase ko'w, li kase ko'w.Men sepandan ou bezwen yon pakèt lajan. Men nou pa konnen kijan ou te ka fè yon rapò. Kijan li te ka ede nou avèk moulen. Pou nou te ka jwenn yon lòt sistèm moulen. Men se pa motè non. Moulen an menm li ta fè. E nou menm nou te ka bay yon pousantaj tou. Kòman li te ka ede nou.

Almathe: Ok. Dakò. Mèsi bokou. Pa gen moun ant nimewo 3, nimewo 4 e 7 ki t'ap di yon bagay, nan tout sa nou sot pale a ?

Patisipan #3: Gason ; 62 ane; Kiltivatè; Preparatwa 1; 5 timoun; Okenn timoun nan pwogram: Bon tout sak di la se sam t'ap di tou nou pa gen anyen. O revwa mèsi bokou.

Natacha: Nou ka pale. Tout sa ou di enpotan. Ok, nimewo 4?

Patisipan #4: Gason; 38 ane; Kiltivatè; Preparatwa 1; 7 timoun; Okenn timoun nan pwogram: Mwen se nimewo 4. Bon, men sa nou vin gade nan plantè yo. Nou menm bò isit la la n'ap plante. Nan plantè yo la gen anpil tè. Pifò tè yo rèt atè. Nou ta travay [Yon moun touse.] Nou pa gen mwayen posib pou nou ta travay tè yo. Menm le PAM te ka jwenn anpil diri. Men twaka tè yo ret atè. Paske moun yo pa gen mwayen posib. Pou nou ta fè entelijans nou travay. Konprann ?

[Bri zwazo k'ap chante, ak moto k'ap pase]

Paske se sa mwen wè nan konsyans pa'm. Nimewo 4. Se sam ka di paske tout tè yo ret atè nèt.

Almathe: Ok. Pa gen pwoblèm mèsi. Eske se nou ki mete pri diri a ? Eske se li ki mete pri diri a ? Eske se nou menm kòm kiltivatè ? Oubyen eske PAM ki di nou menm kòm kiltivatè ki pri pou diri a vann ou achte ?

Patisipan #6: Gason; 66 ane; Kiltivatè; Pastè; 6^{em} ane fondamantal; 3 timoun; Okenn timoun nan pwogram: Mwen se nimewo 6. Kòm konfrè a sot te deja di nou talè a. Yo ale sou le mache yo verifye pri a. Epi nou menm, pri'l vann nan sou le mache a. Yo di nou men konbyen li vann. Yo menm y'ap mete, mete tan sou li. Mamit diri a yo te achte'l ak 30 dola (150 *goud*.) (Hum, hum). Mamit diri moulen an. Ke mwen menm, mwen te vin fè reklamasyon. Pou di ke bagay yo vin monte. Pou yon moun achte yon bokit diri a vann 70 dola. Pou peye bokit an pay la (bokit an pay la, li poko menm moulen non.) Non se

sak fè ke nan moman an. Pa gen okenn resous ditou dan la tè ankò. A Matye ki vini li ravaje. Konnprann? Peyi a pa gen a ryen^{|xviii|} di tou. Pa gen aryen kòm resous. Se senpleman ti diri blan yo jwenn nan mache. Menm diri pa nou pa genyen'l [zwazo k'ap chante]. Lè PAM pral bezwen diri, li pap jwenn. Paske li pral trè, trè, chè. Donk, se sak fè ke nou ta renmen nòmalman ke si nou te ka pote doleyans la. M'di ou kounya la wi 70 dola an pay. Pay la mamit yo. Pafwa machann yo ofri ou 2mamit edmi 3 mamit. Li pa rantab li fè plis pay. Li fè gren. [Anfèt] sa ke nou ta mande depi davans antan ke animatris. Pou yo te ka wè doleyans nou. Pou ye ta kapab di mon chè w'ap ogmante pri ya pou pou nou. Paske pri kounya pa rantab ditou.

Natacha: Ok. Èske tankou nou menm nou fè diri bò isit. [Wi]. Kijan nou fè diri isit la ? Eske se pepinyè nou fè ? Kòman èske se yon angrè nou genyen, kòman semans nou fè ?

[Bay nimewo pa ou a.]

Patisipan #3: Gason; 62 ane; Kiltivatè; Preparatwa 1; 5 timoun; Okenn timoun nan pwogram: Nimewo 3. Se semans nou fè. Sètadi ke nou vini, nou fè semans lan. Kou'l bon nou òganize fè tè a kou li bon nou plante'l.

Natacha: Men nou pa met angrè ladann?

Patisipan #3: Gason; 62 ane; Kiltivatè; Preparatwa 1; 5 timoun; Okenn timoun nan pwogram: Non. Nou pa jwenn angrè a. (Nou jwenn li pa fasil.) Gen defwa fòk nou peye yon machin, nou achte'l jis Deriso. Nan yon biwo osinon nou achte'l jis Miyagwàn.Gende lè tou ou bay yon moun kòb la pote angrè pou sot Pòtoprens (Hum, hum). Se konsa.

Almathe: Ok. Sa vle di ke, fè yon ti kanpe sou sa. Nou nan semans kounya. Ki kote nou achte semans nou menm ? Nou menm ki fèl?

Patisipan #3: Gason; 62 ane; Kiltivatè; Preparatwa 1; 5 timoun; Okenn timoun nan pwogram: Semans lan (hum, hum.)

Natacha: Nou menm ki fè'l?

Patisipan #6: Gason; 66 ane; Kiltivatè; Pastè; 6^{em} ane fondamantal; 3 timoun; Okenn timoun nan pwogram: Mwen se nimewo 6. Talè ... Mwen kwè ke PAM te mete ak ROPANIP otrefwa la. Yo te mete, pou yo te kapab rekòmande semans pou nou (Hum, hum.) Men semans lan pat tèlman agreable⁶ fyab. Sa fè eke nou oblije pa sèvi avèk semans la li pa bay garanti, li pa garan an pay, men pou. [Gen yon moun k'ap touse] machann yo pa vle prann. (Se machann ki pou ta ba ou avantaj). Ok koute wi. Nou menm nou pran li pou okipe'l li. Pou nou retire pay ladann. Donk ke, nou pa jwenn ase de kantite pou nou ta bay la. Mwen di ou nòmalman li pa bay garanti. Nou oblije chache lòt varyete nou mete. Nou menm osi nou, nou kapab ale Okay. Gen moun se jis Lartibonit. Yo pran

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⁶ Mo a se agreyab

diri latibonit yo vini avè'l. Yo gendwa al chache diri a. Yo pa konn non diri a nòmalman se [Grenn.] Li gendwa grenn li bon wi.

Patisipan #5: Gason; 50 ane; Kiltivatè; 3^{em} ane fondamantal; 3 timoun; Okenn timoun nan pwogram: Li pa gen orijin.

Patisipan #6: Gason; 66 ane; Kiltivatè; Pastè; 6^{em} ane fondamantal; 3 timoun; Okenn timoun nan pwogram: Ebyen kounya la, PAM te kontre avèk ROPANIP. Gen anpil nèg ki plante diri a. Yo pa jwenn anyen. Diri a pèdi. Donk, jiska prezan gen yon diri deyò toujou yo pa pakab bay li.

Almathe: Ok nimewo 5.

Patisipan #5: Gason; 50 ane; Kiltivatè; 3^{em} ane fondamantal; 3 timoun; Okenn timoun nan pwogram: Mwen se nimewo 5 la. Pa kont agronòm nan te pote di...Ou pote yon plan vini. Men sa depan, se menm jan ak tè sa gen bannann. Li ka fè plis ke yon lòt bannann. Men tè a nòmalman premye devwa pou fè, se te vin vizite sòl la. Plante diri a. Men fòk ou ta vini pou verifye varyasyon sòl la. Pou wè a ki tip de varyete ke'l sèvi. Ebyen, sal te ba nou an pa bon. Yo te bay yon L1 avèk yon lòt li te mete sa 10. Se yon lòt li ban nou. Li devye nou nan sitiyasyon an. Li pa bon. Aprè sa PAM te di yo t'ap prete nou kòb. Pou ta fè semans gwoup. N'ap tann le PAM epi nou echwe. Nou vin pa gen mwayen diri vin soti mal. Depi nan semans la. Nou pèdi krab nou pèdi kouray.

Natacha: Ok. Apa de sa, kisa ki konn koz nou pèdi plis diri nan zòn nan?

Patisipan #5: Gason; 50 ane ; Kiltivatè; 3^{em} ane fondamantal; 3 timoun; Okenn timoun nan pwogram: Bon eee([angrè a.) Angrè a se youn, epi tankou lè move tan.(Ok). Tankou lè move tan ranblè plen konn tonbe sou yo. Epi nou ret konsa.

Natacha: Pa gen bèt ki manje diri?

Patisipan #5: Gason; 50 ane; Kiltivatè; 3^{em} ane fondamantal; 3 timoun; Okenn timoun nan pwogram: (Wi). Wi. Madan Sara, avèk gende lè gen epidemi rat. Men madan sara konn fatige nou anpil. Li pran nou anpil tan. Pa mande lè travay se peye ou peye moun. Sa koute nou chè pou nou reyisi jaden sa.

Patisipan #6: Gason; 66 ane; Kiltivatè; Pastè; 6^{em} ane fondamantal; 3 timoun; Okenn timoun nan pwogram: Mwen se nimewo 6.(Ok. Dakò.) Donk ke, gen yon bèt ki rele pinèz. Ki toujou atake diri yo. Ki la pandan diri a ap sorti^{lxix}. Epi nòmalmam li antre ladan li. Yo bwè'l. Yo bwè lèt diri a. Diri a vin soti pay. [Gen kòk k'ap chante.] Konprann ? Kòm se li menm ki vin plis jwenn. Tankou jan konfrè la di ou la. Tankou rat bagay sa yo. Donk ke, le fè ke, nou pa kapab jwenn sa nou ta dwe jwenn nan.

Jackly: Ok. Dakò. Eskizem yon ti presizyon. Èske nou genyen nan tèt nou, yon plan oubyen yon bagay nou panse nou ka mete ki pou ta detwi ensèk sa yo? Èske nou genyen yon plan, oubyen n'ap atann nou ak yon bagay?

Ok. Kisa nou fè pou konbat epidemi sa yo lè nou genyen yo ? Eske nou gen yon plan pou nou detwi yo ?

[Zwazo k'ap chante]

Patisipan #5: Gason; 50 ane; Kiltivatè; 3^{em} ane fondamantal; 3 timoun; Okenn timoun nan pwogram: Ok. Mwen se nimewo 5. Moun ki gen mwayen an, li achete odsidezen. L'al nan senkonsantren. Li achte medikaman pou'l flite jaden an. Men si ou pa gen mwayen ou bèbè. (Ou bèbè Riii) ebyen se konsa wi. Si pa gen mwayen dayè tou nan peyi serye lè ou ap fè jaden ou sipoze gen kòb jaden an la. Agrikilti pa konn fèt san lajan.

Natacha: Konbyen tan yon diri ka pran nan tè pou'l bon?

Patisipan #5: Gason; 50 ane; Kiltivatè; 3^{em} ane fondamantal; 3 timoun; Okenn timoun nan pwogram: Gen plizyè varyete diri. Men genyen ki pran 3 mwa, 90 jou. Genyen ki pran 100 jou. Genyen ki pran 110 jou.

Natacha: Ok. Men li gen yon sezon oswa yon peryòd pou plante diri a? Ou ka plante'l tout lè?

Patisipan #5: Gason; 50 ane ; Kiltivatè; 3^{em} ane fondamantal; 3 timoun; Okenn timoun nan pwogram: Wi. Men atansyon gen yon peryòd de rantabilite. (Ok.) Toujou nimewo 5 lan k'ap pale. Kounya nou nan bon peryòd la. Se prentan an. Men depi nou plante diri mwa Novanm. Mwa Desanm, e nan livè a. Se boujonnen. E menm boujonnen an depi ou pa gen lajan pou achte angrè. Ou p'ap gen anyen ditou se pou la fòm.

Almathe: Ok. Dakò. Mèsi bokou. Ki nimewo ou genyen ? (Nimewo 1) Nimewo 1 konbyen kòb ou depanse pou plante yon jaden diri pa egzanp ? Ok. Premye kesyon m'ap poze ou sou kantite tè ou plante diri ou menm ? Ou konbyen kawo, ekta tè ou plante diri ?

Patisipan #1: Gason; 53 ane ; Kiltivatè; Okenn; 1 timoun; Okenn timoun nan pwogram

Nimewo1. Mwen pa travay kawo mwen travay ka. (Ok.) Men se an de twa fwa. Pandan ane a la se an de twa fwa paske mwayen an kout.

Almathe: Konbyen kòb pandan ane a ou ka depanse pou plante diri nan tè a?

Patisipan #1: Gason; 53 ane; Kiltivatè; Okenn; 1 timoun; Okenn timoun nan pwogram:

Mwen pa fin divize'l. (Ok.) Tanzantan w'ap fè ti moso. E si ou te mete sa sou kaye ou te ka divize'l. Tanzantan w'ap fè moso. W'ap fè ti moso. Mwen pa divize'l.

Almathe: Ou depanse yon 3 mil dola konsa?

Patisipan #1: Gason; 53 ane ; Kiltivatè; Okenn; 1 timoun; Okenn timoun nan pwogram: Non. Li pa rive tout sa.

Patisipan #5: Gason; 50 ane; Kiltivatè; 3^{em} ane fondamantal; 3 timoun; Okenn timoun nan pwogram: Li pa 3 mil. Dayè tou, mwen se nimewo 5. E nou menm nou foule. Se demwatye nou travay. [Kók chante]. Pa gen 3 pi. Mèt tè a li menm li egal ak menm vale ou jwenn nan. Se menm valè sa li jwenn tou. Se sak fè fyèl nou pete. Li pa ba ou yon *goud*.

Almathe: Sa vle di tè n'ap travay yo pa pou nou?

Piblik: Non.Kèk grenn moun.

Patisipan #5: Gason; 50 ane; Kiltivatè; 3em ane fondamantal; 3 timoun; Okenn timoun nan pwogram: (Non. Ou pa gen tè.) Se kèk grenn moun ki gen tè. Mwen se nimewo 5 la. Kèk grenn moun. Se demwatye. Si ou ta vann 10 bokit diri. Ou gen 5 mwen gen 5. Ou pa banm yon *goud*. Pa yo fresko ou pa ban mwen. Pa yon dlo. Se sak fè nou nan sitiyasyon sa. Pa mande w'al kay yon machann. Kay machann ou al pran yon aval. Aval la sa vle di kòb diri a sou pye. (Hum, hum). Si bokit diri a t'ap vann aktyèlman 20 dola. Li ba ou ak 10, 5 dola. W'al ponyade tèt ou pou fè jaden an. E sak fè ou nan sitiyasyon an. W'al pran ponya nan men machann nan. Si diri a t'ap vann ak 20 li ba ou li ak 10. Oubyen li ba ou li ak 5. Pou fè jaden moun nan li menm menm li kwaze de bra li. Li konnen l'ap vin rekolte. Ou menm w'ap ou pèdi tout tan ou. Se mouri wi, e mouri n'ap mouri wi.

Patisipan #1: Gason; 53 ane; Kiltivatè; Okenn; 1 timoun; Okenn timoun nan pwogram: Nimewo 1. Pandan m'ap di ou sa. W'al anjandre tèt ou pou li. Ou fè 10 bokit diri kounya la nan 10 bokit. La li gen 5 bokit pou li. Ou menm 5 pa ou la gentan pase nan tè a ankò wi. Ak kisa ou sòti ou? Pa sòti ak anyen non.

Patisipan #5: Gason; 50 ane; Kiltivatè; 3^{em} ane fondamantal; 3 timoun; Okenn timoun nan pwogram: Ou pa sòti ak anyen non.

Jackly: Eske se paske nou pa gen tè, oubyen nou pa gen mwayen? (Nou pa gen mwayen.) Oubyen nou gen tè a la nou paka travay li?

Patisipan #5: Gason; 50 ane ; Kiltivatè; 3^{em} ane fondamantal; 3 timoun; Okenn timoun nan pwogram: Eeeeee se yon kesyon de mwayen.Paske si jamè ou son gran don. Ou leve jwenn tè papa ou te kite pou ou. Bon, ou p'ap vann. Ou jwenn ak garanti. Ou pa depanse lajan yo. E kòb ou, ou pran met labank. Ou pap vann èske ou konprann ? Ou jwenn piyay sa. Pou moun ap travay plen pòch ou lajan. Se pran kòb ou met labank Ki foli ou genyen pou ta vann tè. Pou vann tè fòk ou jwenn degoutans. Ou pa gen degoutans.

Almathe: Ok. Dakò, mèsi. Bon, pou medikaman, mwen yon tijan vle pale anpil sou pri. Konbyen kòb ou depanse. Pou medikaman konbyen kòb ou depanse. Mwen vle tounen sou pri pou medikaman pou bèt k'ap manje jaden yo. Konbyen kòb nou depanse pou trete jaden yo?

Patisipan #5: Gason; 50 ane; Kiltivatè; 3^{em} ane fondamantal; 3 timoun; Okenn timoun nan pwogram: Trè byen animatris.

Almathe: Konbyen kòb nou ka depanse pou trete jaden yo?

Patisipan #5: Gason; 50 ane; Kiltivatè; 3em ane fondamantal; 3 timoun; Okenn timoun nan pwogram: Ok. Nimewo 5 vle reponn ou. Men nou vin pentad. Nou vin gen karaktè pentad tout. (Pentad mawon). Paske ou pèdi ak demwatye. Ou pa gen ankadreman. Bon ou paka jwenn anyen. E tout sa ou pral achte yo. Tout sa ou pral achte detan an pakèt bagay pou flite jaden an. Se sou do ou. Se sou do ou li ye. Ou oblije krab kò ou. Ou pentad kò ou. Ou pa vle envesti twòp. Paske fyèl ou deja ap pete. Deja demwatye ou pa gen moun ki ap di menm. Monchè men yon sachè dlo mwen voye ba ou. Epi pou al achte bagay la. Epi tout garanti a se pou li. Li pa pèdi yon *goud* ditou, ditou. Sa koz ou fè yon jaden medyòk. Men lè nan men moun nan w'ap pran diri sou pye a. Se pa menm jaden si yo te k'ap ede ou. Pwopriyetè yo menm pa nan bagay konsa .Se dan pou dan, èy pou èy.Li pa konn afè ou. Tout garanti a se pou pwopriyetè a li ye. (Se chita tann.) Se chita tann.

Almathe: Ok. Pa gen moun ki t'ap ajoute yon lòt bagay sou sa ? Lè ou di ede a. Mwen menm, mwen vle pawòl la soti dirèk. Kisa ou ta renmen pou PAM fè ? Di'm bagay la dirèk jan li ye a. Epi nenpòt moun ka ajoute. Wi, nimewo 5. Lè ou di ede a kisa ou ta renmen pou PAM fè pou asosiyasyon an kòm plantè? Di'm bagay la dirèk jan li ye a.

Patisipan #5: Gason; 50 ane; Kiltivatè; 3em ane fondamantal; 3 timoun; Okenn timoun nan pwogram: Men sa nou ta vle pou PAM ede nou fè. Leta ede nou fè. Si se yon kredi. (Ok oubyen PAM, leta ayisyen). Se ba nou ankadreman. Paske nou itil peyi a. Paske se nou ki motè peyi a. Yon machin paka mache san motè. Ou met byen brodè la fòk ou manje. Menmsi ou ka pa manje la, men fòk ou manje lè ou soti deyò. Men si pa gen manje a ou pap egziste. Paske palè Nasyonal pa gen jaden se fè li genyen. Se nou ki pou bay peyi a manje. Fòk leta pran ka nou. Li lage nou bredouy. Nou menm se paske se malere nou ye. Nou gen santiman. Ki fè nou pa vòlò. Leta fè pou nou, poun ta vòlò paske li pa ban nou ankadreman. Menm yon chen ou genyen si ou pa pran kal. Kote'l jwenn manje a se la lale. E sak fè anpil moun nou al mouri Sen Domeng. Se afè pa bon. Pran kanntè chak jou w'ap mouri se lavi a ki pa bon. Men o Brezil chaje. Chili chaje. Se sitiyasyon ki pa bon. Nou mande PAM, avèk gouvèneman ayisyen pou'l ba nou kredi. Pou'l ba nou mwayen pou'n travay. Pou'n ka manje tou, mwayen lojman. Fòk pitit nou al lekòl tou.

Almathe: Ok. Mèsi. Apa de kredi ki lòt bagay? Mwen konnen se kredi, lè n'ap di nan sans de kredi a ki lòt bagay? Eske gen yon kòb pou yo prete plantè yo? Men apa de kòb sa ki lòt bagay yo te ka fè?

Patisipan #5: Gason; 50 ane; Kiltivatè; 3^{em} ane fondamantal; 3 timoun; Okenn timoun nan pwogram: An kalite nimewo 5. Kwa ke nou pa konn ajannda PAM. Si PAM te ba nou yon tablo nou t'ap deside. PAM pa ba nou tablo. Se ede l'ap ede nan sans sa a. Paske nou gen pwoblèm. Nou gen plizyè pwoblèm. Kwake se nan pwodwi lokal li ye. Sa nou fè? Si PAM te ba nou yon tablo. Nou t'ap chwazi ki pwoblèm nou plis pase.PAM konn pwoblèm nou pase nou. PAM konnen nan ki sitiyasyon n'ap viv. Nou la.

Almathe: Ok dakò mwen konprann.

[Kòk chante.]

Patisipan #6: Gason; 66 ane; Kiltivatè; Pastè; 6^{em} ane fondamantal; 3 timoun; Okenn timoun nan pwogram: Mwen se nimewo 6. (Hum,hum). Mwen vle sipote sa nimewo 5 lan di an. Kòm konfrè a di an. Nou bezwen yon prè. Pou t'ap kapab ede. Din pa la ankò. Donk ke, ki fè plis dega ladann nan jaden yo ,lè nou ap fè yo. Nou pa gen materyèl pou nou fè jaden yo. Tankou la nou pa gen motokiltè.

Almathe: Okeee.

Patisipan #6: Gason; 66 ane; Kiltivatè; Pastè; 6em ane fondamantal; 3 timoun; Okenn timoun nan pwogram: Konprann mwen? (Hum,hum). Donk, soti la se yon endikap mwen ye. Pa rapò ak maladi mwen. Mwen gen 2 zan edmi malad. Donk ke, kounya mwen pakab sipòte aryen. Mwen paka fè aryen. Sim pa gen lajan gen defwa mwen gen yon jaden la. Pou'm fè'l m'ap depanse nenpòt 1400,1800 dola pou'm fè jaden an. (De mil dola) 2000 dola wi. Se konbit n'ap fè. Konprann mwen? Achte jounen. Men kounya la ou wè mwen te gen yon ti bout eskwat w'ap bay la. Yo dim 20 dola tèt ye. Nan 3 zè de tan wi 20 dola wi, pou nou bay. Pou nou kapab fè jaden an 3 zè de tan wi. [Bri moto k'ap pase.] (2 zèd tan).Ok. De zèd tan edmi yo ba nou. Men si nou te gen materyèl. Si nou te gen materyèl egal la. La mentnan, nou rele operatè vini fè jaden an pou nou. Nou fè pri avèk li. Jaden an gentan fin fèt. Nan yon joune. Demi joune. Li sifi pou nou ta fè nenpòt kantite jaden. Men lè w'ap achte eskwat lèm di ou sa, 2000 dola. M'ap depanse mesye lèm di ou sa. Donk, pou'm fè jaden sa wi. Chak rekòlt diri a. Pou'm rekolte'l se lajan wi. Kòb pou'm met deyò wi. Fè gwo manje. Kòm etan done ke, kòm se jaden mwen. Se tè mwen, egal la se pa asosye. Se sa ki fèm fè jaden.

Patisipan #5: Gason; 50 ane; Kiltivatè; 3^{em} ane fondamantal; 3 timoun; Okenn timoun nan pwogram: Alò, fòm di ou sa tou depans nou fè a. An kalite nimewo 5 k'ap pale. Ou konnen nou menm se avèk wou a nou bal 3 vire. Nou ba li yon premye, ou ba li yon dezyèm, yon twazyèm. Men si te genyen yon machin agrikòl. Li t'ap fè yon sèl pase avèl.

Almathe: Esplikem li mwen pa konprann?

Patisipan #5: Gason; 50 ane; Kiltivatè; 3^{em} ane fondamantal; 3 timoun; Okenn timoun nan pwogram: Nou ba li yon premye koupe pou'l pouri. [Ou chavire tè a fas anba]. Ou chavire tè a fas anba. Kounya la ou bal yon dezyèm ankò pou'l lache li. Men tankou yon sòs pwa w'ap fè. ou bal yon premye pile. Yon dezyèm. An aprè ou bal yon twazyèm nan. Tandiske si ou te gen kijan yo di sa [blenndè] ak yon blenndè se blouuu [yon sèl pase]

Natacha: Tankou tè sa la li gen dlo?

Piblik: Wi.

Natacha: Nou plante diri ladann? Lè diri a bon nou rache'l? Sou konbyen tan ou ka fè pou replante diri a?

Patisipan #5: Gason; 50 ane; Kiltivatè; 3^{em} ane fondamantal; 3 timoun; Okenn timoun nan pwogram: Depi ojoudwi mèm.^{lxx}

Natacha: Men nou pa bezwen vire tè a jan ou di a?

Piblik: Non men fòk li pouri.

Patisipan #5: Gason; 50 ane ; Kiltivatè; 3^{em} ane fondamantal; 3 timoun; Okenn timoun nan pwogram: Si se machin agrikòl ou ka tou virel la, ou fè pepinyè ou pap pran tan. Sa ap pran tan pou fèl paske ou menm se vire wap vire'l.

Almathe: Ok. Dakò. Ban mwen fè yon ti rale sou sa padon wi [en en] Mwen pa konn anyen nan pwodiksyon diri a mwen di nou sa [pa gen pwoblèm]. Lè nou di pou'l pouri a, kisa nou di ki pou pouri a ?

Patisipan #5: Gason; 50 ane ; Kiltivatè; 3^{em} ane fondamantal; 3 timoun; Okenn timoun nan pwogram: Tè a. (Ok). Menm jan ak yon mango mi. Wap wè yon mango vèt li pa menm ak mango mi a. Wap wè mango mi an pi delikat. (Lèl vèt la li fè plis efò)

Almathe: Ok. Dakò. Epa nou pa janm pale mesye mwen pa konn poukisa. Mwen pa renmen sa, tout sa nou di bon. Fòk nou pale, paske mwen bezwen detay yo. (Yo kite nimewo 5 ap pale toutan.) [Riiii ak pale anpil]

Patisipan #4: Gason; 38 ane; Kiltivatè; Preparatwa 1; 7 timoun; Okenn timoun nan pwogram: Mwen se ...(Hum,hum) .Lè pou tè a pouri a se menm jan ou taye jòn yo. Ou lage'l sou tè a. Ou taye jòn yo ou lage'l sou tè a. Jòn sa yo pase anba tè a. Kounye a jòn nan vin dekonpoze ansanm avèk tè a. Kounya ou vin rebwase tè a. Kounya ou pwal sou peryòd ou nan pike diri. Kounya la ou bwase tè sa ankò. Ou kite'l atè. Kounya la tout ti raje kòmanse dekonpoze ankò, li repouri ankò. Kounya twazyèm bwase a se pou pike diri [trè byen sa.] Yon twazyèm se pou pike diri. Lè sa a tè a vin jan ou bezwen'l lan. Ou vin jwenn li tankou yon labouyi. Epi kounya w'ap mache w'ap pike diri a.

Natacha: Hum, hum ok. Eske se sa nou te ka rele'l fimye a?

Piblik: Wi.Li fè fimye tou wi. Men pay la pa boule. Nou pase'l pay anba tè a.

Patisipan #5: Gason; 50 ane; Kiltivatè; 3^{em} ane fondamantal; 3 timoun; Okenn timoun nan pwogram: Alò, pou konklizyon an kalite nimewo 5. Lè se ak dwèt nou n'ap foure'l nan tè a li paka di.

Almathe: Se sa mwen ta pral mande nou wi.

Patisipan #5: Gason; 50 ane; Kiltivatè; 3^{em} ane fondamantal; 3 timoun; Okenn timoun nan pwogram: Paske li paka di. Tankou la si w'ap foure dwèt ou la. Ou p'ap gen sa yo. Li ka manje dwèt ou wi si tè a pa likid. Do tè a ap manje tout sa yo. [Li pa likid]. L'ap manje'l, l'ap manje'l nèt. Ou pap ka travay ankò. L'ap dekale'l nèt. Men lè ou lache'l la epi foure'l dwèt ou antre. Li pap gen bagay ki pou manje dwèt ou.

Almathe: Ok. Tout pwosesis sa konbyen tan li ka pran kounya a?

Patisipan #5: Gason; 50 ane; Kiltivatè; 3em ane fondamantal; 3 timoun; Okenn timoun nan pwogram: Pwosesis la, sa pral depann de mwayen yo kounya. (Hum). Ou paka achte, moun pa gen mwayen. Se sèl ou menm. Kounya travay sa ou akonpanye la. Nou tout ap fè li. L'ap fèt pi vit. Men si se sèl ou menm ou depoze sa ou pran sa. Ou depoze sa ou pran sa. Ou fè plis tan. Pliske ou pa gen mwayen. Se sot nan sa al nan sa a. Gen moun ki gen mwayen 3 jou li fini. Li fin fè jaden an. Epi ou menm ou k'ap fè 2 semèn,3 semèn se sèl ou menm. E moun nan pap vini la pou ou san manje.

Almathe: Kòman nou rele moun sa yo ki vin travay pou nou yo ? Konbyen kòb nou peye yo ?

Patisipan #6: Gason; 66 ane; Kiltivatè; Pastè; 6^{em} ane fondamantal; 3 timoun; Okenn timoun nan pwogram: Jounalye.

Almathe: Jounalye. Konbyen kòb nou peye yon moun konsa?

Patisipan #5: Gason; 50 ane; Kiltivatè; 3^{em} ane fondamantal; 3 timoun; Okenn timoun nan pwogram: Lontan li te 10 dola, 15 dola. Kounya se 20 dola. Pou 2 zè tan edmi (2 zè tan) 2 zè de tan edmi.si moun nan se moun pa ou la ba ou 3 zè tan. Fòk ou bal kòb li sou plas.

Piblik: Sou tèt lonbrit ou wi. Fòk ou ka di moun nan men lajan'l. Aaaa. Riii

Patisipan #5: Gason; 50 ane ; Kiltivatè; 3^{em} ane fondamantal; 3 timoun; Okenn timoun nan pwogram: E nou menm, an kalite nimewo 5.Ou ka madanm mwen. Ou pa jwenn anyen ditou wi. Se bwa ou kwaze wi lè ou fin vann diri an.

Almathe: Ok. An palan de sa tou. Ki wòl madanm nou jwe nan pwodiksyon diri a?

Patisipan #5: Gason; 50 ane ; Kiltivatè; 3^{em} ane fondamantal; 3 timoun; Okenn timoun nan pwogram: Ebyen lè nou pa tèlman dwe, depi ou jwenn yon de twa bokit li chode'l l'al vann. Pou lekòl timoun yo. Gende lòt jou madanm nan se bwal li kwaze. Riiii

Jackly: Ki nimewo ou? Nimewo ou zanmi'm.

Patisipan #7: Gason; 20 ane; Kiltivatè; 4^{em} ane; 2 timoun; Okenn timoun nan pwogram:

Nimewo 7. (En,en) Depi ou dwe lajan pase. Tout bagay fini. Ou a zero.

Piblik: Riiiii

Patisipan #5: Gason; 50 ane ; Kiltivatè; 3^{em} ane fondamantal; 3 timoun; Okenn timoun nan pwogram: Gende lè tou fin rekòlte. Lè ou vini se nèg wi w'al bay jounen. Pou bay kay manje wi. Bon, wi ou pa gen resous. (Ou pa gen resous)

Patisipan #3: Gason; 62 ane; Kiltivatè; Preparatwa 1; 5 timoun; Okenn timoun nan pwogram: Lè timoun grangou. Lè'l sot lekòl fòk ou bal manje. Fòk ou bay madanm nan manje.

Natacha: Èske nou konn gen agwonòm ki pase nan zòn nan gade tè yo pou nou?

Piblik: Wi Yo pase. Gende lè yo pase nèg yo se fantezis.

Patisipan #7: Gason; 20 ane; Kiltivatè; 4^{em} ane; 2 timoun; Okenn timoun nan pwogram: Yo te konn plante men kounya la yo pa fè sa ankò.

Natacha: Men nou gen zòn sa la ki fè pepinyè?

Piblik: Wi. Se diri nap pike a wi. E diri n'ap pike.

Almathe: Ok. Dakò, mèsi. Banm tounen sou medam yo. Paske mwen travay avèk fanm. Fanm entèresem anpil [Riii] (Se manman nou yo ye tou) Ok. Èske medam yo plante oubyen pike diri tou? Kisa fanm yo fè? Nimewo 3.

Patisipan #3: Gason; 62 ane; Kiltivatè; Preparatwa 1; 5 timoun; Okenn timoun nan pwogram: Nimewo 3. Genyen ki konn plante vre. Men kounya yo pa fè sa ankò.

Almathe: Ok.

Patisipan #6: Gason; 66 ane; Kiltivatè; Pastè; 6^{em} ane fondamantal; 3 timoun; Okenn timoun nan pwogram: Mwen se nimewo 6.Men pwoblèm ki prezante. Fi la yo, moun nan ap anfante timoun. (Hum, hum) Gen anpil fredite. (Ooo) Li paka antre nan marekaj la poul al travay. Donk ke, moun nan se fi li ye li trè frajil. (Hum, hum) Nou oblije pwoteje yo. Gen fi ki te kapab fèl. Men pou amenaje yo pwoteje yo. Yo pa fè bagay konsa. Fòk se gason an kanmenm ki pou pran fredite. Maten, midi, swa. Konprann mwen ? Se sak fè ke fi yo nou toujou ap pwoteje yo. Yo pa fè jan de pwogram sa yo.

Almathe: Ok.

Patisipan #3: Gason; 62 ane; Kiltivatè; Preparatwa 1; 5 timoun; Okenn timoun nan pwogram: Nimewo 3 toujou. Gen kote fi a paka antre nan marekaj la. (Li twò fon.) Li tèlman fon fi yo paka rantre ladann. Monte desann nan.

Almathe: Ok. Dakò. Wi nimewo 1.

Patisipan #1: Gason; 53 ane; Kiltivatè; Okenn; 1 timoun; Okenn timoun nan pwogram:

Nimewo 1. Ou menm ki gason. [Riii] Gen pafwa ou konn antre nan marekaj la. Si ou pa gason ou paka soti non. [Riii] Pou fason li fon wi .Ou konn antre ladann ou paka soti non. Se men pou yo ba ou.

Almathe: Pou soti.

Patisipan #7: Gason; 20 ane; Kiltivatè; 4^{em} ane; 2 timoun; Okenn timoun nan pwogram: Osinon mwen voye yon kòd pou lonje ba ou. Se mizè.

Patisipan #5: Gason; 50 ane ; Kiltivatè; 3^{em} ane fondamantal; 3 timoun; Okenn timoun nan pwogram: Alò, animatris m'ap jwe kat sou tab avèk ou. Ou dakò ? (Hum,hum) Bò isit la nou gen yon aktivite isit la ki rele ti zangi. Ou tande pale de ti zangi a.

Almathe: Wi mwen konn tande non zangi a. Men mwen pa konnen kisal ye.

Patisipan #5: Gason; 50 ane ; Kiltivatè; 3^{em} ane fondamantal; 3 timoun; Okenn timoun nan pwogram: Wi. Li se yon aktivite ki rantab. Ou pa jwenn nèg ankò pou travay.

Almathe: Èske se ti bèt yo peche a. Epi yo vann ni tou piti a?

Patisipan #5: Gason; 50 ane ; Kiltivatè; 3em ane fondamantal; 3 timoun; Okenn timoun nan pwogram: Ok. Kounya la li menm ki kraze agrikilti nou. Se nimewo 5 k'ap pale avèk ou. M'ap ba ou tou bagay an detay nèt. (Wi) Se li ki kraze ekonomi nou nèt nou pa jwenn nèg ankò. Nou menm se ti meprize nou ye ki fè nou la.[Riii] Se ti meprize nou ye sin te gen mwayen nou pa tap la.Tout nèg ki konn travay se lè zangi yo rete.Pou yon sware nèg la ap fè 2,3 ,4 mil dola. Nan yon sware lè yo peche. Genyen ki pa peche, yo peche pou moun. Yo gen aktivite yo, yo menm. Lè konsa se domi y'ap dòmi yo menm. Nou menm nou paka dòmi paske nou gen pwoblèm nou men nou mal plase (Hum, hum) Se sak fè nou izole nou pa jwenn moun (Ok)Se nou menm ki oblije ap redi pou kò nou.

Almathe: Redi pou nou fèl. Pa gen fanm nan asosiyasyon an?

Piblik: Wi. Gen fanm.

Almathe: Gen fanm(Wi) ok. Eske se madanm nou ki vann ak ROPANIP? Oubyen nou menm ki vann avèk ROPANIP?

Piblik: Riii. Yo pale ansanm.

Patisipan #4: Gason; 38 ane; Kiltivatè; Preparatwa 1; 7 timoun; Okenn timoun nan pwogram: Nimewo 4.Madanm nou vin sou dra.Nou taye diri ., [Riii] Madanm nou mezire diri a. Nou menm sèl bat nou bat diri a.[Riii]Li fè kontwòl ak ROPANIP (Ok). Li bay kantite poul bay la. Si nou te gentan dwe lòt machann li bay li. Lè sa ROPANIP pa jwenn tout kantite pou'l jwenn nan. Moun nou t'al pran ti pousantaj nan men'l. Pou nou te ka manje a. Diran n'ap travay la fòk nou ba li'l tou [Riii]

Patisipan #6: Gason; 66 ane; Kiltivatè; Pastè; 6^{em} ane fondamantal; 3 timoun; Okenn timoun nan pwogram: Mwen se nimewo 6.(Hum,hum) Donk ke, mwen menm, pou bò kotem. Lèm rekòlte konsa madanm mwen pran responsabilite a. Men pa pou di ke li pran an chaj. Se nou tou lè de a ki kole tèt nou ansanm. (Hum, hum). Pou fè li mache konprann. ? La kounya la madanm nan bay kouraj pa li. Mwen bay kouraj pa mwen. Epi tou nou mete ansanm. An depi ke de moun ansanm, pa gen youn ki pou ta konprann. Donk ke youn kontre lòt, ke nou gen linite ansanm, pou kabab donk ke avanse.

Almathe: Ok. Dakò. Mèsi bokou wi. Mwen gen yon sèl lòt kesyon m'ap poze nou. Aprè sa n'ap fini. Oswa si nou gen lòt bagay ke nou ka pale sou sa. Daprè nou menm èske nou konprann objektif pwogram PAM sa, nou konprann li ?

Patisipan #6: Gason; 66 ane; Kiltivatè; Pastè; 6^{em} ane fondamantal; 3 timoun; Okenn timoun nan pwogram: Mwen se nimewo 6.Nou pa ta kap konprann li san ke, nou pa jwenn yon moun ki pou ta kapab esplike nou li.

Almathe: Men kisa yo di nou sou pwogram sa?

Patisipan #6: Gason; 66 ane; Kiltivatè; Pastè; 6^{em} ane fondamantal; 3 timoun; Okenn timoun nan pwogram: Tou senpleman yo esplike nou. Di ke se yon ONG ki vini pou kapab bay konkou li an Ayiti. Pou kapab ede timoun lekòl la yo. Pou yo kapab jwenn la manjay pou yo manje. Pafwa ke timoun nan kapab sot lakay li. Li pa pran aryen. Konprann ? Se sa yo di nou (An an).Donk ke ,kòm mwen pa konn ale swiv. Ni asiste ak reyinyon ke yo fè. Konprann ? Men se sa ke pafwa lè yo vini la. Donk ke, yo di kelke memo sou li. Men yo pa fini di nou , esplike nou li definitif.

Almathe: Wi. Dakò. Èske sa yo di nou se bagay nou menm kòm kiltivatè se bagay nou apresye ? Oswa nou panse pwogram nan se yon bon pwogram ?

Patisipan #6: Gason; 66 ane; Kiltivatè; Pastè; 6^{em} ane fondamantal; 3 timoun; Okenn timoun nan pwogram: Li se yon bon pwogram, paske se ede y'ap ede nou.Sitou timoun nan gendwa soti lakay li san manje.(En ,en). Li rive la jwenn subtans la. Li ede nou. Li ede nou menm kòm paran. Pafwa paran konn pa gen anyen ditou. Konprann? (En,en) Pou'l bal timoun nan le maten. Men si li rive lekòl yo pran ka li. Yo ba li manje. Mwen wè se yon bagay li ye mwen menm (Hum, hum).

Patisipan #6: Gason; 66 ane; Kiltivatè; Pastè; 6^{em} ane fondamantal; 3 timoun; Okenn timoun nan pwogram: Mwen se nimewo 5.(Hum,hum).Pwogram nan pa bon se lèl kroke li pa eteri. Depi pwogram nan ateri sal te di fè a li fèl. Mwen rete kwè PAM fèl. Li fèl nan tout lekol yo la. Bay manje, nan divès manje. Eee mwen menm, nan sans sa si PAM ta gen yon lòt ide toujou. Nou ka pa konnen. Mwen apresye sa (Hum,hum). Paske mwen se yon sitwayen ayisyen. Se pou ayisyen li fè byen an. Li pa al lòt kote ak manje a. Pou pitit nou, zanmi nou, zansèt nou li fèl. Mwen apresye sa anpil.

Almat6he: Ok. Dakò mèsi.

Patisipan #6: Gason; 66 ane; Kiltivatè; Pastè; 6^{em} ane fondamantal; 3 timoun; Okenn timoun nan pwogram: Donk ke, mwen se nimewo 6. Donk ke, la avèk sa si se yon pwodwi etranje ki te vini. Donk ke, aprè kèlke tan ke. Ape bay pwoblèm konprann ? (Hum,hum) Maladi bagay sa yo. Men se pwodwi natirèl. Donk ke, nòmalman li achte pou'l bay timoun yo. Donk ke, mwen apresye sa 100% (Ok) Paske nòmalman l'ap ede nou. Li ede nou donk ke, avèk kò nou. Pou sa te plis jayi. Konprann ? (Hum,hum) bò kote nou.Mwen adoptel. Mon cher mwen felisite le PAM pou gran zafè sa. Malgre mwen pa gen timoun. Pitit lekòl bagay sa yo. Yo nan premye, katriyèm bagay sa yo., Men mwen apresye .Mwen gen timoun. Mwen gen vwazen vwazin ki lekòl men mwen apresye'l. Donk ke, li egalman trò zapresye.

Almathe: Ok. Dakò. Toujou sou sa ou di a. Konbyen nan nou la ki gen timoun ki jwenn manje nan kantin skolè ? Konbyen nan nou, pitit pa nou ?

Patisipan #5: Gason; 50 ane; Kiltivatè; 3^{em} ane fondamantal; 3 timoun; Okenn timoun nan pwogram: M' se nimewo 5. (Wi) Men PAM gen yon limit. Li gen yon komin ke li ye.

Natacha: Li pa nan komin bò isit la?

Patisipan #5: Gason; 50 ane ; Kiltivatè; 3^{em} ane fondamantal; 3 timoun; Okenn timoun nan pwogram: Li poko rive .

Almathe: L'ap rive?

Patisipan #5: Gason; 50 ane; Kiltivatè; 3^{em} ane fondamantal; 3 timoun; Okenn timoun nan pwogram: Fòl rive sou nou. N'ap bal manje pou petit Rivyè de Nip. Li poko rive sou nou. (An, an ok). Fò PAM degaje'l rive sou nou. Pase se nou k 'ap bay PAM manje. Pran sa pou nòt. Riii

Almathe: Se sak fè nou poze kesyon sa wi.

Patisipan #5: Gason; 50 ane; Kiltivatè; 3^{em} ane fondamantal; 3 timoun; Okenn timoun nan pwogram: Wiiii, li poko rive. fò PAM rive sou nou Riii. Paske PAM poko pa nou.

Jackly: Ok. Lòt ti bagay mwen ta pral di Nou sanse fin dil pandan nan mo fen yo la. Èske gen plis avantaj [Zwazo k'ap chante] bò kote ROPANIP oubyen plis enkonvenyan ? Pi bon men move kote, men bon kote kisa nou ta di plis. Èske nou tap di tou plis enkonvenyan pou PAM ou avantaj ? Èske nou tap plis felisite oubyen kritike.

Patisipan #5: Gason; 50 ane; Kiltivatè; 3^{em} ane fondamantal; 3 timoun; Okenn timoun nan pwogram: Mwen se nimewo 5.Mwen poko wè mwayen. Em poko wè. Mwen poko wè yon sèvo la ki ta bay yon kalkil poun ta kritike PAM. PAM, si yo te konn bay depase 100%, m tap depase PAM. PAM depase pa lè evènman. Paske li ateri nan tout sa l'ap fè yo. PAM debouye'l tout sal di yo li reyalize tout. PAM mon chè kòm pa gen kouròn la, mwen ta ba ou yon kouròn.

Piblik: Tout moun tonbe Riii.

Almathe: Ok. Mèsi. Èske sa vle di ke nou plis anvi vann ak ROPANIP ke nou vann sou mache lokal la?

Patisipan #5: Gason; 50 ane; Kiltivatè; 3em ane fondamantal; 3 timoun; Okenn timoun nan pwogram: Bon sak fè ke n'ap redi sa ankò an kalite nimewo 5. Pliske PAM bezwen yon bagay ki natirèl. Ki san defo, ki seleksyone. [Yon telefòn sonnen]. Mache a bay nenpòt bagay (Hum, hum). Fòm di ou tou. Men diri a konn santi nan mache a. (Ok). Li konn gen move sant lè yo chodel. Sant dezagreab. Yo mouye. Mwezi, vye sant li konn genyen. Menm sant li ou paka pran. Men nou menm nou bay PAM yon bagay korèk. Nou pi renmen vann ak PAM paske se pitit frè nou ankò ki manjel (Hum, hum) nou wè li nesesè pou nou vann PAM.

Almathe: Ok. Dakò, m'ap di nou mèsi bokou, yon lòt bagay ankò. Eske bò isit la nou pa manje diri enpote yo ?

Patisipan #5: Gason; 50 ane ; Kiltivatè; 3^{em} ane fondamantal; 3 timoun; Okenn timoun nan pwogram: Bon lè grangou nan kò nou nou pran de kiyè [,Riii.]Se grangou ki fè nou manje'l .Men se pa nou manje. Li pi gou tou.

Almathe: Se pa nou manje. Ok.

Piblik: Tout moun tonbe riii. Se grangou ki fè nou manje'l.

Almathe: M'ap di nou tout mèsi anpil. Mwen konnen si gen yon lòt bagay nou t'ap ajoute? Nou menm n'ap fini. Gen lòt kote pou nou al vizite. Paske nou gen plizyè lòt kote poun ale ankò.

Patisipan #5: Gason; 50 ane ; Kiltivatè; 3^{em} ane fondamantal; 3 timoun; Okenn timoun nan pwogram: Bon, mwen menm.Sèl sa m'ap kritike nou, eeeeee nou pran nou brèf.

Almathe: Se vre nou pran ou brèf vre. Pou nou ba ou yon bon repons sou sa. Yo sèlman di nou vini nan tèl zòn chache moun. [Aaaaaa]Nou pa gen kontak pèsonn. Se poutèt sa nou pran kontak ou. Ke pwochèn fwa n'ap tounen la ankò n'ap rele ou lè n'ap vini.

Jackly: Depi Potoprens n'ap rele ou. [Ebyen dakò]

Patisipan #5: Gason; 50 ane ; Kiltivatè; 3^{em} ane fondamantal; 3 timoun; Okenn timoun nan pwogram: Se vè 9 vè konsa mwen te wè nou t'ap rele mwen.

Almathe: Wi. Se sak pase nou.

Jackly: Nou gen kèk nimewo nou t'ap rele nou pat ka jwenn yo.

Piblik: Annn ok. ok.

Almathe: Se sak fè sa. Men pwochèn fwa li pap fèt konsa ankò.

Jackly: Vwala, mèsi, mèsi [mèsi tou.] Nou te mèt al reprann travay.

Natacha: Mwen espere youn pwochèn fwa ankò.

Piblik: Wi.

Transkripsyon Fokis Gwoup #3 Paran Andeyò (Cholèt)

Marie Therese Jn Baptiste

Dat Fokis Gwoup la fèt: 03/29/2017

Dat transkripsyon 04/07/2017- 04/17/2017

<u>Patisipan</u>

Patisipan #1: Fi; 35 ane; Komès; Preparatwa 2; 5timoun; 5 timoun nan pwogram

Patisipan #3: Fi; 38 ane; Komès; 3em ane fondamantal; 7 timoun; 6 timoun nan pwogram

Patisipan #10: Fi; 38 ane; Komès; 3em ane fondamantal; 5 timoun; 3 nan pwogram

Patisipan #5: Fi; 45 ane; Komès; 9em ane fondamantal; 2 timoun; 2 nan pwogram

Patisipan #6: Fi; 35 ane; Kiltivatè; 3em ane fondamantal; 4 timoun; 3 nan pwogram

Patisipan #7: Fi; 53 ane; Kiltivatè; 3em ane fondamantal; 6 timoun; 2 nan pwogram

Patisipan #8: Gason; 45 ane; Anseyan, ebenis; Reto; 3 timoun; 2 nan pwogram

ENTWODIKSYON

Almathe: Bonswa tout moun!

Piblik: Bonswa, bonswa.

Almathe: M'di nou mèsi. Ta sanble genlè gen moun ki nan do'm. [Riii]

Piblik: Fon ti aranje'n. Fon ti bak. Mete'l konsa. Petèt yo ka chita la. Yo ka chita la.

[Gwo bri chèz ak ban. Epi moun k'ap range ban ak chèz. Patisipan yo ap pale nan sal la.]

Almathe: Ok. M'ap di nou tout mèsi pou prezans nou. Anpil nan nou pat menm konnen nou tap la. Sa vle di ke se yon bagay ou tap fè epi ou kite'l ou vin la. Mèsi anpil! Non pa'm se ALMATHE. Nou travay avèk yon fim ki rele SOCIODIG. Sa nou fè? Nou fè ankèt pou plizyè ONG ki genyen. Pou le moman, n'ap fè yon ankèt pou PAM. PAM ki finansye pwogram lekòl kantin skolè ki nan plizyè lekòl ki gen nan komin nan. Sa n'ap fè? N'ap pase plizyè kote. N'ap pale a paran yo. N'ap pale a kèk pwofesè lekol. Moun k'ap kwit manje yo. Epi nou gen kèk ti kesyon pou'n poze yo. Sa vle di ou gen yon chif nan men'w. Ou wè NATACHA pran non'w. Li pran chif ou . Gen kèk pwen lè n'ap pale de yo, ou ta vle reponn. W'ap sèlman di nimewo 6. Nimewo k'ap pale. Epi pou nou ka kenbe yo. Epi sa yo nou gen la se pou nou anrejistre pawòl ki di yo. Paske nou menm nou gen yon rapò pou nou bay PAM. Pou'n di men kesyon nou te poze moun yo. Lè nou poze tèl kesyon men repons yo bay. Se poutèt sa nou gen sa yo pou'n anrejistre vwa tout moun k'ap pale yo. Dakò? Eske nou klè?

Piblik: Wi, wi.

Almathe: Mwen gentan bay non'm. N'ap bay Natacha yon chans pou'l prezante tèt li.

Natacha: Bonswa tout moun!

Piblik: Bonswa, bonswa.

Natacha: Non pa mwen se NATACHA. M'ap travay nan yon fim ki rele SOCIODIG. Ki fè rechèch. Men jodi a nou reprezante PAM nan afè kantin skolè. Nou gen konfrè nou ki se Jackly. M'ap kite'l pou'l prezante tèt li.

Jackly: Bonswa tout moun!

Piblik: Bonswa, bonswa.

Jackly: Non pa mwen Se JACKLY. N'ap travay pou yon fim. Jan madan nan te sot di'l la. Se yon fim de rechèch. Men aktyèlman n'ap fè travay la pou le PAM nan kad pwogram kantin skolè a.

Natacha: Nou di nou mèsi. E nou kontan ansanm avè'w aprè midi a la. Pou'n fè ti pale sa. N'ap pale jis pou'n avanse.

Almathe: Epi pawòl, se pawòl w'ap ka reponn tou. Se pa pawòl ki difisil. Bon, pou nou kòmanse, kòm paran nou tout la gen timoun ki lekòl nan lekòl ki bay kantin? Se pa vre? Piblik: Wiii.

Almathe: Kòm paran kòman nou wè pwogran nan ap mache?

[Vwa timoun k'ap jwe.]

Almathe: Pa bliye moun k'ap reponn nan l'ap di nimewo'l. Epi l'ap reponn. Ou pa bezwen site non'w. Jis di nimewo ki nan men'w lan lè w'ap pale.

Silans... Patisipan pa vle pale.

Almathe: Wi, pa gen pwoblèm non. Nenpòt moun ka reponn. Kòm paran kòman ou wè pwogram sa? Kòman pwogram sa ede'w kòm paran?

Patisipan #7: Fi; 53 ane; Kiltivatè; 3 em ane fondamantal; 6 timoun; 2 nan pwogram: Mwen wè li bon.

Almathe: Wi, nimewo 7

Patisipan #7: Fi; 53 ane; Kiltivatè; 3 em ane fondamantal; 6 timoun; 2 nan pwogram: Wi, li bon. Paske timoun nan gende pafwa, timoun nan sot lakay ou pa ba'l manje. Epi le'l rive nan lekòl a li jwenn manje. Li trè bon.

Almathe: Ok, dakó.

Patisipan #5: Fi; 45 ane; Komès; 9em ane fondamantal; 2 timoun; 2 nan pwogram: Mwen m'se nimewo 5.(Wi) Manje a itil timoun yo. Li itil mwen anpil. Pase aprè siklòn ki te pase a. Ou konnen gen problèm. Gen mizè pou kounye a. Menm tout jaden kraze pa gen anyen. Kounya lè timoun nan al lekòl li jwenn manje se byen sa. Men sèl bagay manje a twò piti.

Jackly: Ok. Manje a twò piti?

Patisipan #5: Fi; 45 ane; Komès; 9em ane fondamantal; 2 timoun; 2 nan pwogram: Li twò piti. Pase yo bay kantite pou yo kwit. M'tande yon mamit pou 40 timoun. Non, pou 20 timoun. Koupe tèt. Si yon mamit diri pou 20 timoun ? E ou konn timoun andeyò manje anpil. Byen ke bagay la son soutni li ye. Men si yo te ka bay li yon ti jan. Li t'ap pi bon.

Jackly: Le PAM, eskize'm gen yon rasyon alimantè. Sa vle di yo di men kantite diri yon timoun ka manje pa jou. Donk ou menm ou mande si yo te kapab ogmante rasyon an li ta bon. Ou se nimewo 5 ? Ok, pa gen pwoblèm. Eske se PAM ki fè desizyon an oswa direktè lekòl yo ki fè desizyon sa yo ?

Patisipan #5: Fi; 45 ane; Komès; 9em ane fondamantal; 2 timoun; 2 nan pwogram:

PAM ki fè'l. Chak eeee, chak dènye Vandredi nan mwa yo gen rapò pou y'al bay pou yo. Eske manje a pa kwit plis oubyen on bagay kèlkonk.

Almathe: Ok, dakò.

Patisipan #1: Fi; 35 ane; Komès; Preparatoir 2; 5timoun; 5 timoun nan pwogram:

Mwen se nimewo 1. PAM bay manje a, gen pafwa timoun nan al lekòl ou gendwa leve kòm paran ou pa gen 5 *goud* la. Èske yo gendwa voye timoun nan tounen pou 5 *goud* la pou'l pa manje. Se sèl sa'm wèk gen nan pwoblèm nan manje bò isit la. Depi timoun nan al lekòl ou pa ba'l kòb la yo voye'l tounen pou 5 *goud* la. Ou gendwa leve on lè'w pa genyen'l. Ou gendwa ba li'l pa mwa. Gon lè mwa rive ou pa genyen'l pou bay li. Fò yo voye timoun nan tounen pou sa ?

Almathe: Ok. Sa vle di ke si timoun nan pa bay 5 *goud* la. Yo voye'l tounen oswa yo pa ba'l manje ?

Patisipan #1: Fi; 35 ane; Komès; Preparatwa 2; 5timoun; 5 timoun nan pwogram: Yo pa ba'l manje. Yo voye'l tounen.

[Ban k'ap fè bri nan sal la.]

Almathe: Kóm paran. Kisa ou panse kite ka ranje pwoblèm sa? Pou fè timoun sa jwenn plat manje sa. Menmsi li pa gen 5 *goud* la ?

Patisipan #3: Fi; 38 ane; Komès; 3 em ane fondamantal; 7 timoun; 6 timoun nan: pwogram: Sa vle di bagay kòb la.

Almathe: Ki nimewo?

Patisipan #3: Fi ; 38 ane ; Komès; 3 em ane fondamantal; 7 timoun; 6 timoun nan: pwogram: Nimewo 3. Bagay kòb la pou yo ta sip⁷ pou nou. Paske nou gendwa pa gen kòb la. Nou ta vle manje a pa peye.

Almathe: Ok.

Patisipan #5: Fi; 45 ane; Komès; 9em ane fondamantal; 2 timoun; 2 nan pwogram: Mwen se nimewo 5. M'tounen ankò. Senk *goud* la se nòmal pou timoun nan ta bay li. Paske se avè'l pou y'achte engredyan pou yo fè manje a. Nou wè lekòl sa, lekòl Mèt Alfred la. Li pa pran senk kòb nan men timoun yo. O kontrè...

Patisipan #3: Fi; 38 ane; Komès; 3 em ane fondamantal; 7 timoun; 6 timoun nan: pwogram: Se li ki ede nou.

Patisipan #5: Fi; 45 ane; Komès; 9em ane fondamantal; 2 timoun; 2 nan pwogram: Se mwen menm ave'l ki bay engredyan an. Donk, ou wè sa'm di'w lan? Nou menm nou kotize. Nou achte'l bay kwit pou timoun yo.

Almathe: Nimewo 6.

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⁷ Sispann

Patisipan #5: Fi; 45 ane; Komès; 9em ane fondamantal; 2 timoun; 2 nan pwogram:

Men fòk timoun nan ta bay 5 *goud* la. Oubyen tou nou pa konn kisa PAM te ka fè tou. Pou'l ede nou. Pase yo gendwa pa gen 5 *goud* la.

Patisipan #3: Fi; 38 ane; Komès; 3 em ane fondamantal; 7 timoun; 6 timoun nan: pwogram: Nou gendwa leve menm 5 *goud*, nou paka jwenn pou'n achte menm yon pen . Nou gendwa peye pa mwa. Epi lè mwa rive ou pa... Poko jwenn ni pou peye. Yo voye timoun nan tounen. M'panse timoun nan ka rete lekòl. Ou pa ba'l manje. Men'l paka pèdi jou lekòl la pou sa.

Almathe: Èske se tout lekòl nan zòn nan ki fonksyone konsa? Oubyen yon sèl?

Piblik: Non, non. E pa tout.

Almathe: Se pa tout?

Piblik: Non, non, non. Se pa tout.

Patisipan #6: Fi; 35 ane; Kiltivatè; 3em ane fondamantal; 4 timoun; 3 nan pwogram: E sèl lekòl sa la, ki pa fè timoun yo retounen.

Almathe: Kòman lekòl sa rele?

Patisipan #3: Fi; 38 ane; Komès; 3 em ane fondamantal; 7 timoun; 6 timoun nan: pwogram: Kominotè de Cholèt.

Piblik: Sél lekòl sa la ki bay manje, ki pa fè timoun tounen. Avèk Vizyon Kretyèn de Cholèt.

Patisipan #5: Fi; 45 ane; Komès; 9em ane fondamantal; 2 timoun; 2 nan pwogram: Apresa, lòt lekòl yo depi timoun nan pa bay kòb la. Yo voye yo tounen.

Almathe: Wi.

Patisipan #8: Gason; 45 ane; Anseyan, ebenis; Reto; 3 timoun 2 nan pwogram: Nimewo 8. Mwen tande tout sa moun yo di. Eee mwen felisite Madam Konpa tou. Nou menm, sa nou fè nan lekòl la? Se mwen ki responsab depo a. ou wè'm jwe anpil wòl ladanl? Mwen responsab depo. Men yo ban nou yon balans. Se avè'l, a lèd de li pou nou sèvi. Gen defwa ti sa y'ap bay timoun yo, bon, li twò piti. Li pa sifizan pou timoun yo. Sitou jan yo di a. Mwen menm m'konn ap gade. M'konn nan aktivite m'gendwa pa gen 5 *goud* la. M'gendwa pa gen 5 *goud* la. Sa ka rive m'pa genyen'l. Mwen menm pafwa m'fè presyon. M'santi si'm wè'm t'ap manje, m'renmen pataje. Pou'm wè'm ap manje pou timoun nan pa manje. M'pa santi sa pa t'ap fè'm byen. Pase nou toujou fè presyon. Nou toujou di fò'w bay, fò'w bay. Men gon sèl bagay tou. Gon seri de paran ki neglijan. Genyen ki gendwa pa genyen'l wi! Men si'w nan mache chak jou. M'pa di pou genyen'l toutan. Pase lè Agwonòm nan vin kote nou, li di'n: "Fòk timoun yo ta bay dola a". Gen defwa vre gen paran ki gendwa pa genyen'l. Depi aprè tan an fin pase a. Paran yo twouve yo an difikilte.

Men gen ki koz ki fè nan lekòl yo. Soulye⁸ nou di di fòk paran yo ta bay 5 *goud* la. Men rezon: Moun yo k'ap kwit manje a mezanmi iii. Yo vin la yo fè tout tan an. Pafwa se 5 *goud* sa nou ranmase. Si se yon ti monnen. Sa se yon sèvis ke yo rann nou. Son ti monnen nou ka di yo, men sa pou achte savon pou yo lave rad yo. Se sa ki fè pafwa nou oblije mande, fòk yo ta bay 5 *goud* la.

Men si yo pa genyen'l. Nou paka met baton. Pou nou di nou pap ba yo manje voye yo tounen. Paske yo pa di pou yo voye timoun yo tounen. Si yon lekòl chwazi fè'l li voye timoun nan tounen. Mwen menm paran. Gen yon desizyon mwen ap pran. M'ta pral nan lekòl la. M'tap di poukisa nou voye timoun nan tounen? Men jan ou wè moun sa ki chwazi voye timoun sa tounen. S'il gen manje lakay li ki an gagòt. L'ap manje tout pou kont li. Li pap pataje. S'iw gen espri de pataj, m'pa kwè w'ap voye on timoun tounen. Se bòw yo bòw yon bagay pou bay. Se vre nou mande timoun nan 5 *goud* lan. Men lekòl ki voye timoun nan tounen an. Mwen menm m'pa renmen'l. Li pa bon, li pa bon. Se tout sa mwen t'ap di nimewo 8.

Almathe: Mèsi nimewo 8. Nou konprann pou 5 *goud* la anpil fwa paran yo konn pa gen 5 *goud* la. Pou yo bay li. Men kòm paran. Kòman'w wè ou te ka ede lekòl yo? Ki kout men ou te ka bay lekòl yo. Nan yon fason pou ede yo. Pou timoun yo te ka jwenn manje a, nan plas ou pa bay 5 *goud* la?

Patisipan #1: Fi; 35 ane; Komès; Fi; 35 ane; Komès; Preparatwa 2; 5timoun; 5 timoun nan pwogram: Nimewo 1. Mwen m'te bay kout men nan lekòl Presbiteral. M'te fè 1an konbyen 4 mwa. Mwen t'ap bay sèvis ladan'l. Pa pran ni kòb savon ni kòb... Kounya'm vin kanpe m' pa bay sèvis. M' fè 1an 4 mwa m'ap bay kouray mwen ladann. M'konn peye pa mwa. Gende lè m'pa gen 5 *goud*. Dèske'm pa gen 5 *goud* la. M'pa si pou y'ap voye timoun nan tounen an. Sa banm pwoblèm. Lè'm pa genyen'l lan yo pa sipoze voye'l tounen. E si'm pat bay li ditou.

[Bri nan sal la, timoun ki nan lòt chanm k'ap pale fò.]

Almathe: Bon, ann pran yon lòt pawòl. Kòm paran kòman kantin nan ede'w finansyèman nan kay la? Ki lòt fason ke kantin nan ede'w?

Patisipan #1: Fi; 35 ane; Komès; Preparatwa 2; 5timoun; 5 timoun nan pwogram: Li ede'm. M'gendwa leve nan maten. M'pa fè mange li rive lekòl la li manje. Ede li ede'm.

Almathe: Konbyen timoun ou gen nan lekòl la?

Patisipan #1: Fi; 35 ane; Komès; Preparatoir 2; 5timoun; 5 timoun nan pwogram: 5 timoun. M'gen 5 timoun nan lekòl la.

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⁸ Soulinye

Almathe: Si'w leve Jodi a ou pa fè manje pou timoun yo. Ou pa gen pwoblèm ou konnen y'ap manje?

Patisipan #1: Fi; 35 ane; Komès; Preparatwa 2; 5timoun; 5 timoun nan pwogram: Wi. M'pa gen pwoblèm. Dèske'm konnen y'ap manje. Kounya'm pral degaje'm pou apre midi.

Almathe: Avan timoun yo al lekòl le maten. Kisa nou ba yo avan yo ale?

Piblik: Sa'w genyen ou ba yo. Sa'w genyen. Menm son kafe a pen. Gende lè m'fè mayi moulen a fèy ba yo avan yo ale.

Almathe: Se mange sèl nou ba yo. Nimewo 8.

Patisipan #8: Gason; 45 ane; Anseyan, ebenis; Reto; 3 timoun 2 nan pwogram: Nimewo 8 la tounen ankò. Gen moun ki dakò pou yo bay kouray yo. Kòman nou ta di? Pou sitou pou afè kantin nan. Men konsa genyen ki pa dakò. Yo toujou met nan tèt yo...

[Bri telefòn k'ap sone.]

Chak mwa ki rive fók yo ta genyen yon ti salè. Gen paran ki eseye konprann li gen timoun li nan... Li gendwa pa gen 5 *goud* la. Li vini li bay tout fòs li. Nou vin twouve'n nan yon sitiyasyon. Gen moun nan l'ap tann kòmsi chak mwa fò yo ta ba li yon salè. Men lè timoun sa pa peye yo pa bay kòb kantin nan. E nou menm kòman n'ap fè ak moun sa k'ap fè manje a? Li ta vle pafwa bay kouray li. Menm jan Madam nan sot di a, pou'l ta rann sèvis. Rann sèvis sa. Se kominote a ou rann sèvis. Si PAM li menm li rann nou sèvis. Li ban nou manje a. Nou menm paran nou ta ka di bon. Nan sa m'ap kwit la fòm manje ladann. M'ta ka di ban'm bay kouraj mwen. Menmsi m'te ka bay. M'pap panse a pitit ki lakay pitit ki sesi, pitit ki sela. Ban nou, se men kontre. Pase si m'ap bòw... Gen òganizasyon ki pa dakò pou l'ap bòw, pou pa met swè'w deyò. Fò'w mete'l deyò kanmenm. Pase di l'ap bòw, fòw ka bay yon ti bagay tou. Men sa'm ta wè pou paran. Pafwa k'ap mande kòb. Se sa pou'n ta fè. Paske sa rive nou, pase gen moun nan depi'l rive mwa li pa santi'l alèz. M'pa konnen nou menm koman PAM ap ede nou nan sitiyasyon sa. M'tande kote paran yo pale. Vrèman vre depi aprè siklòn nan. Kisa'w konnen kite pi an favè pou nou? Bannann, lam veritab la. Yo konn jwenn ni pi fasil lè y'al nan mache. Y'al vann ni, yo ka jwenn 5 goud la trè fasil. Sitou yanm nan yo plante'l tou dlo vini, tout bagay sa yo ale. Moun nan difikilte. Senk *goud* la ka parèt difisil pou yo. Malgre gen moun ki pral mande. Kòman yo fè manje lakay yo. Li gendwa pa genyen. Men li fon fason pou'l manje. Bondye moutre'l manje kanmenm. Mèsi nimewo 8.

Almathe: Dakó. Mèsi, nimewo 8. Ou gen timoun pavre ? Konbyen timoun ou genyen nan kantin skolè a ?

Patisipan #8: Gason; 45 ane; Anseyan, ebenis; Reto; 3 timoun 2 nan pwogram: Mwen genyen 3. Men m'ap di'w sa. Lé'm te gen a lepòk. M'te toujou... Vwala'm te gen youn se te yon timoun. Yon ti pitit adoptif. Men m'te konn toujou ap peye pou li.

Almathe: Ok.

Patisipan #8: Gason; 45 ane; Anseyan, ebenis; Reto; 3 timoun 2 nan pwogram: Pase gon lè gon pwofesè ki te fonw bagay. Sa te tèlman fè'm mal. M'ap peye toutan pou pitit mwen. Li pran manje li ba yo pou yo 2. Mwen di ummh ummh lakay mwen. Mwen swazi bay pitit mwen manje. Yo bay manje a pou yo 2. Sa a m'pa dakò'l. Lè'm te gen 3. Non 4 pitit. Adoptif li pa la. Pi gran ti gason'm nan pa la. Se 2 mwen genyen ki la toujou.

Almathe: Ok. Dakò mèsi. Èske lekòl yo toujou jwenn manje ? Sa vle di ke PAM toujou voye manje pou tout lekòl yo?

Piblik: Wi. Wi, wi.

Almathe: Nan sans sa.

[Gen yon bagay ki tonbe.]

Almathe: Nan sans sa. Nou ka wè pwogram nan ap byen fonksyone. Nan sans ke lekòl yo toujou jwenn manje. Pou yo bay timoun yo.

Piblik: Wi. Y'ap byen fonksyone.

Patisipan #5: Fi; 45 ane; Komès; 9em ane fondamantal; 2 timoun; 2 nan pwogram: Wi Madam. Gen yon bagay wi. Lè yo pot viv yo chak Lendi. Lè yo pote viv la. Pou wè mòd ti patat. Ki pap menm ka separe pou 4 timoun. Yo gendwa bay yon ti patat ak yon 6 ti bout yanm. Menm lèw rache bagay sa yo. Met nan yon chodyè, pa menm pou 4 timoun. Tandike gen nenpòt 100 konbyen timoun k'ap manje'l. M' twouve 'l two piti. Kou wè legim nan. Yo voye yo di se pou 2 legim. Madi pou legim. Mèkredi pou bouyon. Jedi pou legim ankò. Donk, sa yo voye a menm pou yon jou li paka fè. Men nou menm isi la. Nou reziye nou nou fe'l fè 2. Menmsi sonw ti bagay konsa, men m'pa konnen. Mmm men gon lòt bagay m'te vle di tou. Èske, m'songe lontan gon Pè kite konn bay kantin. Li te rele Pè Ajan. Li te konn bay kantin. Men timoun yo pat konn peye. Men li te konn fonw jan. Nan manje sa yo yap distribiye ba timoun yo. Li te konn ba yo chak mwa on ti bagay ladann. M'pa konnen kisa PAM ka fè nan bagay sa yo.

Jackly: Pou reponn avèk kesyon sa. Se yon sijesyon ke n'ap remèt PAM. N'ap di PAM men kèk sijesyon kèk paran lekòl bay. Se sak fè yo mete aparèy yo la, tout sa'w di ...

[Gen yon moun ki touse.]

Tout sa'w di, ou di'l dirèkteman nan aparèy l'ap tepe'l. Yo pral tande dirékteman sa ou di nou. N'ap repòte. Men se sa'w di dirèkteman. Fè komsi se ak PAM menm w'ap pale. Pou di egzakteman sa'w kontan sa'w pa kontan.

Almathe: Timoun yo resevwa yon pla cho chak jou. Se pa vre? Sa nou rele an Ayiti manje sèl. Daprè nou menm kóm paran. Èske nou panse ke manje sèl la li nesesè? Oswa gen yon lòt manje li te ka yon bagay dous. Oswa yon bagay frèt ke'w te ka bay timoun yo?

Men nan ka sa tap gen plis timoun. Li tap pi an kantite pou timoun yo te ka jwenn plis. Nou konprann sa'm vle di a ?

Jackly: Banm reprann pou nou. Si nou pa konprann?

Aktyèlman le PAM bay manje sèl. Diri, etsetera... nan lekòl yo. Daprè nou menm an tanke paran. Èske nou gen yon plan. Oubyen sa'n panse si yo ta vini a yon lòt kalite manje? A savwa yon manje dous. Oubyen yon lòt bagay nan plas manje a ki tap ka sèvi plis moun e yo tap jwenn plis kantite.

Almathe: Li ka pa yon bagay dous. Li ka yon bagay frèt. Kòm nou konnen nou pran tan pou nou kwit manje sa. Nou bezwen engredyan. Èske ka gon lòt bagay yo ka vini yo te ka bay nan plas sa? Kisa nou panse?

Patisipan #1: Fi; 35 ane; Komès; Preparatwa 2; 5timoun; 5 timoun nan pwogram: Manje sèl la. Mwen wè'l pi mye ke bagay dous la wi.

Almathe: Nimewo 6, ou pa bezwen souke tèt. Ou ka di ke ou pa dakò. Tout sa'w di enpòtan?

Patisipan #5: Fi ; 45 ane ; Komès ; 9em ane fondamantal; 2 timoun; 2 nan pwogram: Madam ?

Almathe: Wi!

Patisipan #5: Fi ; 45 ane ; Komès ; 9em ane fondamantal ; 2 timoun; 2 nan pwogram: PAM te di konsa, aprè lè timoun nan fin manje. Chak Jedi y'ap ba yo yon vè lèt. M'wè sa pa janm fèt.

Patisipan #5: Fi; 45 ane; Komès; 9em ane fondamantal; 2 timoun; 2 nan pwogram: M'al nan enfòmasyon pou sa m'wè. Sa pa janm fèt.

Almathe: Nimewo 3 sa'w panse?

Patisipan #3: Fi; 38 ane; Komès; 3 em ane fondamantal; 7 timoun; 6 timoun nan: pwogram: Yo te di e chak Vandredi, yo t'ap bay timoun yo lèt la. M'wè sa pa janm fèt.

Almathe: Ok, dakó. Pou afè lèt la nou pako konnen. Nou paka ba'w repons sou sa. N'ap pote rapò a bay PAM. Nan kesyon m'poze a. Pou bay timoun yo manje frèt. Kisa nou panse ? Yon bagay frèt ki se pa yon pla cho. Gen plizyè bagay nou ka bay. Nan zòn bò isit kisa nou fè?

Natacha: Pla frèt la, se pa kòmsi nou kite manje a domi. Nan demen maten nou bay timoun nan. Yon pla frèt tankou'l te ka yon pla fwi. Li te ka genyen fig, anana Anpil lòt bagay ankò.

Patisipan #5: Fi; 45 ane; Komès; 9em ane fondamantal; 2 timoun; 2 nan pwogram: Pen a manba.

Almathe: Pen a manba, wayal! Egzakteman!

Patisipan #5: Fi; 45 ane; Komès; 9em ane fondamantal; 2 timoun; 2 nan pwogram: Èske se machin k'ap pote'l pou timoun yo. Oubyen se moun nan zòn nan.

Almathe: Èske pa gen moun nan zòn nan ki konn fè wayal?

Patisipan #7: Fi; 53 ane; Kiltivatè; 3 em ane fondamantal; 6 timoun; 2 nan pwogram: Wi gen moun nan zòn nan, ki konn fe kasav.

Piblik: Men manyòk la, manyòk la.

Jackly: Eskize wi. Se yon ti presizyon m'ap fè. Nou pa konnen ? Se ou ki pou di sa'w panse. Se yon pwopozisyon n'ap poze kesyon. Ou menm w'ap di sa'w panse kite ka pi bon.

Patisipan #5: Fi; 45 ane; Komès; 9em ane fondamantal; 2 timoun; 2 nan pwogram: Kasav la nou pa genyen'l la. Nou paka fèl la men gen kote ...

Almathe: Kisa nou genyen bò isi ke timoun yo ka manje? Ki bagay nou genyen. Se pa nan dife pou ale pou kwit li ?

Patisipan #5: Fi; 45 ane; Komès; 9em ane fondamantal; 2 timoun; 2 nan pwogram: Nou te fè'l, nou te ka fè fig la. Men pa gen bannann bò isit. A tan pase l'ale a, bagay pa gen anyen nan zòn nan.

Piblik: Nou fè yanm. Timoun nan gen dwa manje yon grenn fig. Menm pistach la nou te ka fè manba. Pistach la vin chè pou nou bo isit la. Mamit kale a vann 80 dola miragwan.

Almathe: Ok.

Patisipan #8: Gason; 45 ane; Anseyan, ebenis; Reto; 3 timoun 2 nan pwogram: Wi. Eeeee Nimewo 8. Sa nou wè ki enpòtan. Sonw kesyon yo poze nou la. Yo elanse'l ba nou. Pou yo wè ki repons k'ap bon. Sa ki enpòtan. Sa ki esansyèl la. Gen bagay ou gendwa pa jwenn. M'wè manje a li gen anpil valè pou mwen. Paske lòt bagay yo. Yo gendwa pral fè rechèch lòt kote. Tout bagay yo gendwaaa... Tout bagay yo gendwa pa parèt a tan. Kasav la gendwa pa parèt a tan. Men sa konsekitivman diri a toujou parèt. Yo konn lè'l pare. Depi'l fini yo vini avè'l. Men sa ka rive, ou fè yon kòmann kasav. Ou wè kasav pa vini. Timoun yo ret konsa. Sa'm wè. Mwen wè primòdyal la se manje a. Manje a plis enpòtan. M'pa konnen, n'ap di pla ki fre. Nou ka di lèt si nou di sa. Paske m'wè nou vle rantre nan kontèks la tou. A fè lèt la tou ... Nou te ka chwazi yon vè lèt. Pen an m'konnen nou ka jwenn fasil. E si e sa ki fasilite. Nou ka di pou tout timoun k'ap bwè yon lèt. Ap manje yon pen sa sifi. Moun nan pap bezwen vin fè manje pou l'ap plenyen pou bay kòb. Mwen e sam wè ki t'ap plis enpòtan.

Almathe: Sonje PAM, pwogram nan baze sou pwodiksyon lokal. Farin nou fè pen an, li pa lokal. Son farin enpòte li ye. Nou konprann sa m'ap di a ?

Patisipan #8: Gason; 45 ane; Anseyan, ebenis; Reto; 3 timoun 2 nan pwogram:

Ebyen si'l pa dakò.

Almathe: Non, non nou pa di li pa dakò non.

Patisipan #8: Gason; 45 ane; Anseyan, ebenis; Reto; 3 timoun 2 nan pwogram: Li pale de pwodisksyon lokal. S'il pale de pwodiksyon lokal. Gen kèk bagay nan lokal la n'ap bezwen se imedya. Paske bagay w'ap bezwen yo, fòk yo la chak jou. Konsekitivman chak jou fò yo la. Sa w'ap bezwen yo. Sa'm wè y'ap ban mwen chak jou a. Si'm pa jwenn lót ou konnen se pa li menm pase pito. M'pa konn si tout moun dakò a sa'm di a? Se pale m'ap pale. Alòs si'm pa jwenn fig la. Matye ale a tout bagay yo. M'gentan konnen m'pap jwenn. Si yo ta di'm anana. M'pap jwenn ni fasil. Pistach. Tande pri mamit pistach moute. Sim pap jwenn sa yo. Sa mwen wè ki pi primòdyal la, se li mwen chwazi. Sa se mwen nimewo 8 la ki pale konsa. M'pa konn pou lòt yo.

Almathe: Ok. Dakó mèsi nimewo 8. Pa gen yon moun ki t'ap di yon bagay sou sa ankò?

Patisipan #7: Fi; 53 ane; Kiltivatè; 3 em ane fondamantal; 6 timoun; 2 nan pwogram: Eeee, anana son bagay ki frajil. Si timoun nan gen vè l'al manje'l, li kontre a vè a l'ap pike kè'l. Anana...

Almathe: Kòm paran. Èske li nesesè fòk timoun nan manje yon bagay sèl ,avan'l manje yon bagay dous?

Piblik: Wi. Wi, wi, bagay sèl avan. Bagay sèl la pi enpòtan.

Almathe: Poukisa?

[Bri fèy kaye epi silans...]

Patisipan #8: Gason; 45 ane; Anseyan, ebenis; Reto; 3 timoun 2 nan pwogram: Wi. Grann mwen te konn di'm, sitou le timoun nan bwè. Bon, n'ap konpare de remèd avan'w ta manje tout bagay sa yo. Sa granmoun yo fè? Yo bouyi tout fèy melanje ansanm bouyi bò'w bwè. Yo di remèd sa vè pap moute sou lestomak ou. A yon bagay dous li pral fè rankont. Pou'l leve le maten pou'l pran bagay dous. Li pap bon pou'l. Fò'l ta bwè bagay sèl la avan. M'pa konn pou lòt moun.

Almathe: Ok. Dakò, mèsi. Pa gen moun ki vle ajoute anyen ? M'pa gen pwoblèm non nenpòt moun . Nou pa pale. Nou pa vle di anyen. Se paran nou ye wi .Si nou pa pale... Ok.

Piblik: Nou la, nou la.

Jackly: Eskize'm wi. Gen yon ti kesyon ki te ka vini avan. M'pa konnen si se bliye animatris la bliye. Avan kantin nan. Kisa nou te konn fè pou timoun yo? Avan kantin nan te vini e pandan kantin nan? Kòm mwen wè nou te poze kesyon a deja. E kisa nou abitye bay timoun yo pou yo vin kekòl la? Donk, nou ta renmen gen yon ti diferans lè kantin nan potko vini. Kisa nou te konn bay timoun nan avan l'al lekòl? Fè yon paralèl ak lè kantin nan potko vini ak kounya. Kòman sa ye?

Patisipan #7: Fi; 53 ane; Kiltivatè; 3 em ane fondamantal; 6 timoun; 2 nan pwogram: Pou fè mange bay timoun nan le maten.

Almathe: N'ap pale lè kantin nan te la. Oubyen lè'l potko la.

Patisipan #7: Fi; 53 ane; Kiltivatè; 3 em ane fondamantal; 6 timoun; 2 nan pwogram: Avan'l te la , nou te konn fè manje. Fè ji ba li . Ba'l al lekòl.

Almathe: Se sa ou te konn fè chak maten pou timoun ou yo?

Patisipan #7: Fi; 53 ane; Kiltivatè; 3 em ane fondamantal; 6 timoun; 2 nan pwogram: W., Se sa'm te konn fè.

Almathe: Nan semen nan gen 5 jou de klas. Konbyen jou nan semen nan ou fè manje? Ou konn fè ji pou bay timoun nan al lekòl?

Patisipan #7: Fi; 53 ane; Kiltivatè; 3 em ane fondamantal; 6 timoun; 2 nan pwogram: Lè'l pral lekól chak jou. Men depi vin gen kantin nan la, ou fè manje. Li pa ret manje. Si'w gon 10 *goud* ou ba li. Yon 20 dola, yon 10 dola, ou bay pou kantin nan. Ou bay timoun nan on 10 *goud* pou'l achte bonbon. Si se lè'w anreta. Ou pa gentan fè bagay sa pou li.

Almathe: Ok. Nou ta vle tande avi yon lòt paran ankò.

Patisipan #5: Fi; 45 ane; Komès; 9em ane fondamantal; 2 timoun; 2 nan pwogram: Lontan lè siklòn nan potko pase. Ou gendwa leve nan maten. Ou bay timoun nan yon ti remèd sèl. Nou bouyi yon ti bannann avèk sòs aransò ba li. Epi aprè nou fè yon ti dlo sikre ba li. Men delè tou kòm paran. Ou gendwa leve an reta. Ou pa gentan fè manje a. Men kounya kit ou leve bonè. Ou pa leve bonè. Kit gon bagay. Kit ou pa genyen. Ou gendwa tou pran woulib. Ou di:" Aaa ou pral manje lekòl la pa pantan pou ou". Ou defann ou.

Almathe: Sa fè konbyen ane nou gen kantin skolè nan zòn nan?

Patisipan #5: Fi ; 45 ane ; Komès ; 9em ane fondamantal; 2 timoun; 2 nan pwogram: Ane sa fè 2 zan .

Almathe: 2 zan. Nou toujou jwenn manje?

Piblik: Wi. Wi, wi nou toujou jwenn manje.

Almathe: Bò isit la, nou pa vann anyen a pwogram nan? Èske nou vann a pwogram nan?

Piblik: Non. Non, non.

Patisipan #6: Fi; 35 ane; Kiltivatè; 3em ane fondamantal; 4 timoun; 3 nan pwogram: Mwen menm pèsonèlman, mwen te rive an reta. Mesye Pharrel te pase mwa Doktob. Li te wè jaden pwa yo te bèl. Li te pran kontak avèm komsi lè pwa yo bon. Li t'ap vin achte a. Yon jou m'pa wè'l. Mwen menm, mwen te gendwa pran kontak avè'l m'ap fè'l konnen. M'ap fè'w konnen. Si'm pou'm pa ta'l vann nan mache. Bon...

Almathe: Eske nou ta vle vann avèk pwogram nan?

Piblik: Wi. Wi, wi.

Almathe: Kisa nou plis fè bò isi a?

Piblik: Pwa nwa. Pwa bè. Epi yo di lè n'ap fè bouyon piga nou met lam veritab ladann. Se nou menm pou fantezi pa nou. Lè n'ap fèl nou mete'l ladann.

Almathe: Èske jan nou wè jan pwogram nan ap fèt la. Y'achte manje lokal. Nou konnen yon bagay manje lokal. Manje peyi toujou pi chè ke bagay ki enpòte. Èske nou panse ke pwogram nan ta sipoze rete nan manje lokal. Oswa nou ta ouvè kò'l nan pwodwi enpòte ? Paske nou konnen manje enpòte a li te ka mwens kòb.

Natacha: Moun k'ap pale di nimewo'w. Youn aprè lòt.

Patisipan #3: Fi; 38 ane; Komès; 3 em ane fondamantal; 7 timoun; 6 timoun nan: pwogram: Manje lokal la t'ap pi bon.

Almathe: Poukisa?

Patisipan #3: Fi; 38 ane; Komès; 3 em ane fondamantal; 7 timoun; 6 timoun nan: pwogram: Paske se manje peyi nou lye li gen plis vitamin.

Almathe: Ok.

Patisipan #5: Fi; 45 ane; Komès; 9em ane fondamantal; 2 timoun; 2 nan pwogram: Manje enpòte a li menm li gen pwodwi chimik ladann. Li pa bon pou sante nou. Manje lokal e li menm ki pi bon.

Almathe: Nimewo 1, ou pa t'ap di yon bagay?

Patisipan #1: Fi; 35 ane; Komès; Preparatwa 2; 5timoun; 5 timoun nan pwogram: Non.Sa'm ta pral di a li gentan di'l.

Almathe: [Riii] Ok ... Nimewo 8 [Riii.] Nou bezwen lè plizyè moun di yon bagay li sonnen pi byen. Ke se lè yon sèl moun ki di'l.

Patisipan #8: Gason; 45 ane; Anseyan, ebenis; Reto; 3 timoun 2 nan pwogram: Non. Si pwodwi ki enpòte yo. Sitou si nou ta di nou pa sèvi avèk sa enpòte yo. N'ap di n'ap bay tèt nou manti. Sitou nan kawòt yo chou, si nou di sa, se pwodwi lokal. Men yo gen yon bagay yo mete ladann ki se angrè. Angrè a se yon bagay, li fèt ak pwodwi chimik. Men kawòt, jan Ayisyen renmen kawòt. Bagay sa y'ap met angrè yo. Chou men se angrè yo mete ladann. Èske sa pap gen yon kansekans ladann aprè. Sitou nou menm nou baze plis sou pwodwi lokal. Men onivo yanm yo, gen yanm ki konn pa byen donnen. Yo mete angrè. Kisa m't'ap di nan bagay lokal yo, ki pa gen angrè? Si'n te ka chwazi m't'ap di se nan fwi yo. Petèt m'ta di ladan yo. Si'n ta di sa. Sa yo gen bagay pwodwi ladan. Yo tou se bagay enpòte. M'pa konn si diri a se diri lakay li ye. Paske yo bay diri enpòte plis valè ke pa nou.

Se sak fè kilti nou fin ale. E nan afè kontès sa m'te di tou pou manyòk la. Se tanzantan w'ap wè bagay ou te gen nan tè a ap diminye. Gen moun ki di se bagay yo voye anlè. Se sak fè bagay ou te gen nan tè a ki te konn ap pwodwi yo. Ki rann yo diminye. E sa w'ap fè lotre jou. E konfyans ou pa konn ki valè moun ki gen manyòk. M'gen konfyans m'ap jwenn manyòk an kantite. Se konsa nou gendwa nou pa jwenn ni. Sam te bezwen di ankò. Eeee, sitou bouyon an. Nou konn santi sa vrèman fè nou mal. Lè mesye a pote'l. Talè m'panse la, y'ap rele'm li rive sou mwen. Nou konn sèvi avè yo. Menm kawòt la nou konn mete nan bouyon. Yo konn pran nan chou yo yo mete. Kòmsi nou konn fè 3 bagay. Le'w gen von kantite timoun nan men'w. Swa'w gen 100 timoun. Swa'w gen 80 timoun. Mezanmi pou wè. Madanm nan te di sa deja son ti patat w'ap mete. Timoun nan fin manje li di'w vant li pa plen. Gen timoun ki konn manje lekòl la. Lè rive lakay li, li pa bezwen anyen. Mwen menm m'ap di'w sa san kache'w. M'gen 2 ti mesye la. De timoun sa yo pa jwenn manje. Ou konn wè lè yon ti poul kagou? Moun ki gade pou'l yo? Depi'w wè yo kagou ou pa bezwen konn ni 2, ni 3, sa yo genyen. Grangou yo grangou. Men si nou di bagay sa n'ap panse, swa sou kasav nou ban nou. Sa w'ap ban nou an. Yon lè si w'ap panse pou nou. A panse, men sa Medam yo te vle di nou an. Moun k'ap ede nou sitou nan manje yo. Madam nan te di sa kòman PAM ap ede nou jere sa ? Li ba nou degaje nou lè'w wè yon moun nan mizè. Ou ba li ou di'l pou'l ede'w. Men kòman'l pral ede'w la mezanmi? Li deja moutre'w li pa kapab. Kòman'l pral ede'w la? Men lè yon moun nan mizè, ou di pou'l ede'w. Kòman li pral ede'w la? Èske nan manje yo voye a n'ap gen mwayen, pou nou ba yo, yon ti bagay ladann? Jan Madam nan sot di a. Pou yo kapab lè yo vin fè manje a pou nou. Pou yo pa plenyen. Mèsi se nimewo 8.

Almathe: Dakò. Mèsi bokou nimewo 8. Nou pale nou di bò isi a nou genyen pwa nwa. Epi lam veritab. Gen pwa nwa, gen lam veritab. Èske si PAM ta deside achte pwa nwa nan men nou, kòman'l te ka fè sa ?

Patisipan #10: Fi; 38 ane; Komès; 3em ane fondamantal; 5 timoun; 3 nan pwogram: M'panse jan'l gen komite, k'ap mache achte a. Kòmsi la la jan gen komite paran. Oubyen komite kwizin nan. L'ap pase pa nou. Si se yo 2. Ou 3 moun k'ap fè komite a. Yo pral sou mache. Al pran pri a li menm. M'pa konnen si se PAM. Si se BND ki konn al achte pwa. Pou pote'l ba nou. Nou menm pa rapò a pri li konn al achte la isit. Epi komite sa pral pran pri'l vann sou mache. Aktyèlman la, mamit pwa bè vann 75 dola. Pwa nwa t'ap vann a 70 dola. Li vin moute pase a 80 dola. Si kote'l al achte'l la. Li peye kous li pote'l vini. Se men bagay l'ap ye bò isit la daprè mwen menm.

Almathe: Ok. Pa gen moun ki t'ap ajoute anyen ankò? Madam sa, talè a nimewo 1, pa vre 1 ou te ye? Ou di konsa ke pafwa yo konn voye timoun yo tounen. Paske'w pa bay 5 *goud* pou yo peye pou manje a pa vre? Èske'w sant'iw alèz pou ale kote direktè a. Pou pale avè'l sou sa? Èske'w janm fè sa?

Patisipan #1:Fi; 35 ane; Komès; Preparatwa 2; 5timoun; 5 timoun nan pwogram: Direktè lekòl la ?

Almathe: Wi.

Patisipan #1: Fi ; 35 ane ; Komès; Preparatwa 2; 5timoun; 5 timoun nan pwogram: Non pa janm fè sa.

Almathe: Poukisa ou pa janm fè sa?

Patisipan #1: Fi; 35 ane; Komès; Preparatwa 2; 5timoun; 5 timoun nan pwogram: M'ap fè efò pou'm bay 5 *goud* la. Paske sa fè 2 ane m'al swiv reyinyon. Kòb sa yo. Yo di sa pou yo fè. Kòman pou yo jere elèv yo. Si mwen menm, m'a anndan'l, ou voye elèv la tounen. M'gendwa, si'm pa janm peye. Ou gendwa voye'l... Men sa ka rive m'pa gen kòb men ou paka voye elèv la tounen.

Almathe: Pou'm klè ansanm avèk ou. Se pa voye m'ap voye'w al kot direktè a. Pou al pale avèl non. M'ap chèche konnen kòm paran. Èske nou alèz. Pou n'al kote direktè a. Si gen yon pwoblèm poun pale ansanm avèk yo. Se sa nou bezwen konnen kòm paran. Èske nou alèz poun fè sa ?

Patisipan #1: Fi; 35 ane; Komès; Preparatwa 2; 5timoun; 5 timoun nan pwogram: PAM fè fòmasyon avèk yo. Direktè sa, avan lekòl la ouvè. Yo fè seminè avèk yo. Menm kwizinyè, yo fè seminè avèk yo.

Almathe: Kòm paran, èske'w santi'w alèz. Pou w'al kote direktè a pou pitit ou? Èske'w santi'w konfòtab pou fè sa?

Patisipan #1: Fi; 35 ane; Komès; Preparatwa 2; 5timoun; 5 timoun nan pwogram: Wi.Si yo voye elèv la tounen. Fò'w al kot direktè a. Pou konn poukisa sal tounen. Nou toujou al kot direktè a.

Almath: Ok, dakò.

Patisipan #10: Fi; 38 ane; Komès; 3em ane fondamantal; 5 timoun; 3 nan pwogram: Mwen eee m'nimewo 10. Bagay chwazi paran yo paaa pase. Se manje a, yo neglije bay timoun nan kòb la. Tankou jan Madanm nan sot di la. Le maten mwen menm, pèsonèlman m'gen 2 timoun. Fò'm fè yon pen a kafe ba yo. Paske yo piti. Yo pap ka tann lè manje a kwit. Em gon tifi tou, li deja di'm:" Depi'l pa manje li pa pral lekòl la". Wi. Li pa prale. Li sètifye'm li pa prale. M'gen yon... Sa vle di m'gon egzijans. M'tal nan komite sa yo fè'w konnen. Paran pa dwe pa peye manje a. E direksyon an pa dwe voye timoun nan tounen. Paske manje a, se pou yo lye. Fòk paran pran resposablite'l peye manje a. Son èd yo ba ou. Men ou menm fòw ankouraje pou manje a peye. Gen moun ki entènize'l pa janm fè yon jès ditou.

Patisipan #1: Fi; 35 ane; Komès; Preparatwa 2; 5timoun; 5 timoun nan pwogram: PAM pa di si paran pa peye, pou pa moute chodyè a. PAM pa di sa.

Almathe: OK, mèsi. Nou prèske fini. M'ap poze yon denyè kesyon sou direktè, oubyen pwofesè lekòl.

Patisipan #8: Gason; 45 ane; Anseyan, ebenis; Reto; 3 timoun 2 nan pwogram: Ou mèt poze'l. M'ap reponn ou.

Almathe: Èske pwofesè ki nan zòn andeyò yo touche?

Patisipan #6: Fi; 35 ane; Kiltivatè; 3em ane fondamantal; 4 timoun; 3 nan pwogram: Yo pa touche non. Sak fè yo pa touche a ? Sa vin rann yo neglije travay a elèv yo. Yo pa travay avèk yo. Yo pa janm touche.

Almathe: Sak fè yo pa touche?

Patisipan #6: Fi; 35 ane; Kiltivatè; 3em ane fondamantal; 4 timoun; 3 nan pwogram: M'pa konnen non.

Natacha: Men ou tande y'ap plenyen de sa yo pa janm touche?

Patisipan #8: Gason; 45 ane; Anseyan, ebenis; Reto; 3 timoun 2 nan pwogram: Wi. Si nou ta pale pou touche. M'tap di m'pa t'ap janm chwazi, pou'm travay a timoun yo. Lòske'w te pran yon angajman. Lò'w di wi fò wi. Pa pase anyen dèyè'l. Ou te pran angajman ou te di wi. Wasepte pandan ane w'ap travay. M'ap travay a yon klas ki gen elèv. Men m'paka di m'pap vini travay a elèv la. Konsekitivman fòk mwen la chak jou. Pa touche, ni touche tou. Pafwa nou jwenn ti monnen. Pafwa ou gendwa pa jwenn ni. Sa ka rive. Ou paka dekouraje a timoun nan. E pa timoun nan ki gen pwoblèm avè'w. Si yon pwofesè chwazi an tanke endikat. Li chwazi dakò pou'l travay a timoun nan. Li pral di l'ap fè grèv. Ou pa travay a timoun nan. Ou fè timoun nan mechanste. Timoun nan pa konn anyen, nan bagay sa. Moun ki responsab la, ap di men sa k'ap rive wi. Lòt ane jan sa ye m'pap kapab.

Pandan ane a wè si'm ta gen timoun mwen. Pandan ou wè se pwofesè m'ye. M'ta gen timoun mwen ki lekòl. Yon pwofesè ou dakò pou travay avè'l. Ou fèl pèdi ane a. M'ap moutre'w m'pa kontan ave'w. Paske'w te dakò. Si'w pat asepte ou pa t'ap vin travay. Se paske'w te asepte fòw vin travay. Men ou menm e tanke pwofesè, pandan ane sa. M'wè bagay yo pa bon pou mwen m'kanpe. Men si timoun nan rive mezanmi fè premye trimès. Dezyèm trimès. Li fè twazyèm trimès. Li pral rive devan'l petèt li te ka pral fè yon lòt klas. Ou vin pa travay avè'l pa travay avè'l kisa'l fè. Paran an te deja depanse yon kòb pou ane a. Li pa jwenn jodi. Fò'l jwenn ni kanmenm pou'l fè inifòm. Fò'l jwenn kòb pou'l achte soulye fò'l jwenn kòb pou'l achte kaye, liv. Epi antan ke pwofesè ou pa vin travay avè'l. Èske se pa mechanste ou fè elèv la ? Mwen se nimewo 8. Mwen se paran. Mwen se pwofesè 5em e 6em ane. Mèsi.

Almathe: Ok. Pwofesè yon lòt ti kesyon m'ap poze'w pou'm fini. An mwayèn, konbyen kòb yon pwofesè ka touche bò isit la ? An mwayèn, m'pa di egzakteman non. An mwayèn.

Patisipan #8: Gason; 45 ane; Anseyan, ebenis; Reto; 3 timoun 2 nan pwogram:

Bon, an mwayèn m'ka di 400. Pi fò tou li ka 500, 600. Si lekòl pa gen èd. M'panse l'ap pase kanmenm.

Natacha: Pou tout klas yo? Oubyen chak klas peye pri pa yo?

Patisipan #8: Gason; 45 ane; Anseyan, ebenis; Reto; 3 timoun 2 nan pwogram: Chak klas pa pey. Aaaaa bon ok, mèsi [Riii.] Pa gen 4 lekòl ki bò isi a sèl nou menm ki konsa. Pou timoun preskolè yo. Yo ka peye yon ti kòb. Pou lòt klas yo. Sòti 1e rive jiska 6em yo pa peye yon *goud*. Sèl sa yo peye se kòb fèy. Kòb kaye ak kòb kantin nan. Lè yo mande yo, yo peye. Aprèsa yo pa bay yon *goud*. Men lòt kote yo, m'konn ee yo pa konsa. Pa gen afè pou w'ap di'm konsa w'ap vin lekòl gratis. Edikasyon pa vann edikasyon pa gratis. E sa'm konnen pou lòt kote yo.

Almathe: Ok. Pou isit la. Se leta ki peye pwofesè yo?

Patisipan #8: Gason ; 45 ane ; Anseyan, ebenis ; Reto; 3 timoun 2 nan pwogram: Non. An kòmse direktè k'ap fè efò pou'l wè sal ka fè.

Almathe: Si direktè a pa touche nan men paran yo, kote'l jwenn kòb pou'l peye pwofesè yo ?

Patisipan #8: Gason; 45 ane; Anseyan, ebenis; Reto; 3 timoun 2 nan pwogram: Yo pa touche non ,nan men paran. Pafwa se mande n'ap mande lòt enstans. Kòman yo ka ede nou. Timoun nan, lè wè yon bann timoun nan yon savann ap pwomennen. Menm leta ki mete yon edikasyon pou tous. Li rive nan wout. Li rive nan wout li kòmanse moutre'w li bwate. Li responsab 5em, 6em an. M'kwe'l di 2 klas sa yo li responsab. Depi'w di ou responsab timoun yo. A lèd de edikasyon pou tous la, lekòl vin pa peye. Avèk pwogram SIGO. Se a lèd de bagay sa yo. Mete leta pa vin di yo. Yo pa peye. Madanm sa gen 5 timoun lekòl. Si yon lekòl ta di l'ap peye la. Ou konnen sa t'ap vrèman di. Ou gen 5 timoun lekòl. Pou achte inifòm pou fè tout bagay.

Patisipan #1: Fi; 35 ane; Komès; Preparatwa 2; 5timoun; 5 timoun nan pwogram: Li t'ap peye wi. Se edikatyon w'ap bay timoun.

Patisipan #8: Gason; 45 ane; Anseyan, ebenis; Reto; 3 timoun 2 nan pwogram: Non. Non, non, son egzanp m'pran sou ou wi. Se pa m'di ou pap peye non. Son egzanp.

Patisipan #1: Fi; 35 ane; Komès; Preparatwa 2; 5timoun; 5 timoun nan pwogram: M'tap fè efò.

Almathe: Egzat.

Patisipan #8: Gason; 45 ane; Anseyan, ebenis; Reto; 3 timoun 2 nan pwogram: Men kounya di w'ap mete'l la, pou paran ta fè yon ti efò. W'ap tande l'ap di'm:" M' pap voye pitit mwen nan lekòl sa non". Paske lekòl sa peye. Menm lè moun nan pran pitit li, al mete'l lekòl lòt kote. Li konnen pou'l peye kanmenm. M'pa konn si'w gon lòt bagay ou t'ap dim ankò.

Patisipan #1: Fi; 35 ane; Komès; Preparatwa 2; 5timoun; 5 timoun nan pwogram: Paran. Si pwofesè a, leta pa peye. Kòman direktè ap fè peye'w?

Patisipan #8: Gason; 45 ane; Anseyan, ebenis; Reto; 3 timoun 2 nan pwogram: Ou pa ka jwenn kòb non. Se sa'm di'w. Ane a ou pa touche se vre. Men ou paka kite pitit moun nan rete nan sa. Ou te fin dakò travay avè'l. E pa vre Madam Konpa?

Patisipan #5: Fi; 45 ane; Komès; 9em ane fondamantal; 2 timoun; 2 nan pwogram: Non. M'pa dakò avè'w non.

Piblik: Non. Non, m'pa dakò non. M'pa dakò ak sa'w di a.

Almathe: Ok. Dakò, mèsi nimewo 5.

Patisipan #5: Fi; 45 ane; Komès; 9em ane fondamantal; 2 timoun; 2 nan pwogram: Grangou nan vant pa dous. Ou menm se pwofesè'w ye. Se depi mwad Septanm a Jodi a yo pa peye'w. Èske w'ap vin travay? Mwen m'pap vini.

Patisipan #8: Gason; 45 ane; Anseyan, ebenis; Reto; 3 timoun 2 nan pwogram: Madanm Konpa. Madanm Konpa tande m'ap bo'w repons. Wè sa'm di'w la se bagay mwen di'w klè. Ou wè mwen menm, m'konnen yo reponn. Yo di y'ap ba nou yon bagay. M'konnen m'jwenn ni pandan 2 fwa. M'konnen gen lòt ki pa jwenn ni ditou. Nan kèk lòt lekòl. M'konen m'jwenn ni pandan 2 fwa, men ou konnen nan lòt tan yo m'pa jwenn ni. Men m'vin reziye'm mwen menm. Sa e mwen menm. M pran angajmanm. Pafwa m'konn jwenn lòt aktivite m'fè. M'pa rete sou kondisyon lekòl la. Si moun nan se sèl sou lekòl la. M'dakò avèk ou Madan Konpa. Si moun nan se sèl sou lekòl la li rete. Mezanmi sa vrèman di. M'ap mande paran yo. Kisa n'ap fè ? Si tout pwofesè lekòl ta di yo pap vin fè lekòl. Pwofesè di yo pap fè lekòl ankò. Lè yo rive Tirivyè, Tirivyè pou y'ap travèse dlo anpil bagay. M'santi m'pale sifi m'pa konnen si gen lòt moun. Ou genlè gon kesyon pou mwen m'ap tann ni.

Almathe: Mwen menm. Oou nou menm nou fini avèk kesyon pa nou. M'pa konnen nou te ka bay moun yo, yon 2 minit pou si yo ta gen yon rès bagay yo t'ap di PAM. Nou menm n'ap ba'w posiblite pou pale. Men nou menm nou fini.

Patisipan #8: Gason; 45 ane; Anseyan, ebenis; Reto; 3 timoun 2 nan pwogram: Mèsi dèske ou te asepte tande'm. Mwen kontan mwen di mèsi a Jackly kite vin chèche nou. Pou nou te ka fon ti pale. M'di nou mèsi. Bon kouraj. Se la nou rete avè'w. Nimewo 8 la.

Almathe: Mèsi anpil. Pa gen yon lòt moun ki ta vle di yon dènye mo?

Patisipan #5: Fi ; 45 ane ; Komès; 9em ane fondamantal; 2 timoun; 2 nan pwogram: N'ap di PAM mèsi.

Piblik: Mèsi. Ankouraje, mèsi PAM. M'ta renmen pou travay yo rive pi lwen.

Patisipan #5: Fi ; 45 ane ; Komès; 9em ane fondamantal; 2 timoun; 2 nan pwogram: M' ta renmen konnen aprè manje. Èske PAM pa t'ap ka fè kèk bagay pou nou nan lekòl la ? Jackly: Pa egzanp?

Patisipan #5: Fi ; 45 ane ; Komès ; 9em ane fondamantal ; 2 timoun; 2 nan pwogram: Tankou ba nou kèk ban. Kèk ouvraj. M'pa konnen.

Jackly: Yo la, n'ap rapòte. An pasan byen ke se vre PAM ap tande sa nou di a. Kisa'l ye ? PAM se Pwogram Alimantè Mondyal. Se bagay mange li plis fè. Sa pa anpeche si PAM vle. Li ka toujou entèveni. Men PAM se Pwogram Alimantè Mondyal. Le mot de la fin, ok tout moun mèsi. Nou pral klotire.

FEN!

Transkripsyon Fokis Gwoup #4 Direktè ak pwofesè lekòl

Clertide Denis

Dat fokis la fèt: 3/27/2017

Dat transkripsyon kòmanse: 6/04/2017

Dat transkripsyon fini: 20/04/2017

Patisipan

Patisipan #1: Gason; 57 ane; Direktè, Responsanb kantin; Tèmine; 1 timoun; Okenn timoun nan pwogram

Patisipan #3: Fi; 43 ane; Pwofesè; Filo; 1 timoun; 1 timoun nan pwogram

Patisipan #9: Fi; 31 ane; Pwofesè; Filo; 1 timoun; Okenn timoun nan pwogram

Patisipan #6: Fi; 46 ane; Anseyant; Reto; 1 timoun; 1 timoun nan pwogram

Patisipan #5: Gason; 41 ane; Pwofesè, Responsab kantin; Inivèsite; 1 timoun; Okenn timoun nan pwogram

Patisipan #10: Gason; 51 ane; Direktè, Responsab kantin; Segond; 6 timoun; 6 timoun nan pwogram

ENTWODIKSYON

Almathe: Bonswa tout moun!

Piblik: Bonswa, bonswa.

Almathe: M'ap di nou mèsi dèske nou vini la. Gen anpil nan nou ki pat menm konnen. Se lè yo vini la. Yo konnen ke gen reyinyon. Mèsi pou prezans nou. Non pam se ALMATHE. M'ap travay ak yon fim. Nou se yon fim. Sa nou fè ? Nou fè rechèch nan tout peyi Dayiti. Men pou le moman n'ap travay pou PAM. PAM anboche nou, pou fè rechèch pou li. Pou nou fè fokis gwoup pou li. Pou afè kantin skolè a. Epi nou gen fokis gwoup n'ap fè. Nou fè ak paran kiltivatè, pwofèse. Epi direktè lekòl. Sa vle di kòm Jackly te gentan di sa nan kòmansman. Sa n'ap fè ? Nou gen kèk pwen nou ta vle debat, nou ta vle tande sa pwofesè epi direktè ap di sou sa kòman kantin ap mache. Kijan pwogram nan ap mache. Tout moun, tout sa ou di vrèman enpòtan. Nou tout la nou ta vle tande ou. E tout moun patisipe. E m'ap kite NATACHA li menm, l'ap prezante tèt li. Aprèsa n'ap pase pou chak moun prezante tèt yo. Ap di kiyès yo ye.

Ok. Mwen di bonswa tout moun!

Piblik: Bonswa, bonswa.

Natacha: Mwen kontan wè nou. Non pam se NATACHA. Jan madam nan sot di a, nou se yon gwoup k'ap travay nan yon fim ki rele SOCIODIG. Men jodi a se PAM nou reprezante nan afè kantin skolè. Nou gen konfrè nou ki avèk nou, n'ap kite'l pou'l prezante'l.

Mwen di nou Bonswa!

Piblik: Bonswa, bonswa.

Jackly: Non pam se JACKLY. Donk, m'ap travay avèk SOCIODIG. Men n'ap fè travay sa pou le PAM. Ki se Pwogram Alimantè Mondyal. Kòm nou konnen li deja. Nou genyen yon rankont avèk direktè lekòl. [Gen yon moun ki touse] Travay sa se yon swivi ke li ye. Se yon travay ki te fèt depi an Oktòb. Donk, sa se yon swivi. Kote nou pral diskite jan yo di deja. Sou avantaj ta di ak enkonvenyan pwogram kantin nan. E nou lib e libè pou nou di sa ki nan tèt nou. Tout sa nou vle. N'ap pase madam nan pou li kontinye prezantasyon an.

Yon ti bagay wi silvouplè. Nou konnen dèlko ap an tijan fè bri. Si nou te ka pale antijan fò, pou nou te ka tande yo.

Patisipan #6: Fi; 46 ane; Anseyant; Reto; 1 timoun; 1 timoun nan pwogram: Mwen di nou bonswa. Mwen se ... M'ap travay Nan Lalann e Paskal Nan klas preskolè.

Jackly: Ok. Kontinye?

Patisipan #6: Fi; 46 ane; Anseyant; Reto; 1 timoun; 1 timoun nan pwogram: Nimewo pam nan se 6.

Almathe: Mèsi.

Patisipan #6: Fi; 46 ane; Anseyant; Reto; 1 timoun; 1 timoun nan pwogram: Ok. Mwen se... Mwen lekòl la, mwen se siveyan lekòl. Epwi mwen responsab depo kantin nan. Nimewo 10.

Almathe: Mèsi.

Patisipan #6: Fi; 46 ane; Anseyant; Reto; 1 timoun; 1 timoun nan pwogram: Mwen se... Mwen se pwofesè nan Lalann Pascal. Mwen kenbe klas premye ane. Nimewo 3.

Almathe: Mèsi.

Patisipan #6: Fi; 46 ane; Anseyant; Reto; 1 timoun; 1 timoun nan pwogram:

Mwen se... Mwen se pwofesè nan kolèj Modèn Epi m'kenbe klas 5^{em}, 6^{em} ane. Nimewo pa mwen se 9.

Almathe: Mèsi.

Patisipan #1: Gason; 57 ane; Direktè, Responsanb kantin; Tèmine; 1 timoun; Okenn timoun nan pwogram: Mwen se... Mwen se administratè, direktè, fondatè, lekòl Modèn.Nimewo pa mwen se won Riii.

Almathe: Ki nimewo li genyen?

Piblik: wonn^{lxxi} Riii.

Patisipan #5: Gason; 41 ane; Pwofesè, Responsab kantin; Inivèsite; 1 timoun; Okenn timoun nan pwogram: Mwen se... (Gen yon moun ki touse). Mwen se direktè lekòl Nasyonal Kominotè de Fon De Lyann. Nimewo pam se 5.

Almathe: Ok. dakò. Mèsi bokou. Avèk 3 moun sa yo ki se menm moun. Men ou konnen nan lòt lekòl li diferan. Nan chak lekòl yo kòman pwogram kantin skolè a mache. Pa epzanp nimewo 5 kòman li mache nan lekòl pa ou?

Patisipan #5: Gason; 41 ane; Pwofesè, Responsab kantin; Inivèsite; 1 timoun; Okenn timoun nan pwogram: Bon, nan lekòl pa'm nan. Mwen te ka di kantin nan mache byen. Men sof ke gen kèk ti pwoblèm ki prezante (Hum,hum). Pa epzanp, mwen pwoblèm kote timoun ki pa vle bay patisipasyon yo mande a. Pou manje a rive fèt. E nòmalman ou konnen nou paka voye timoun yo tounen pou kòb kantin. Men lòske nou itilze tout strateji timoun yo pa vle peye. E nou konstate gen paran ki pa gen posiblite, pou yo peye pou timoun yo. Nòmalman lekòl mwen an nan yon zòn rekile. Ki diferan pa rapò ak lekòl ki nan vil yo. Gen paran ki anviron, gendwa genyen nenpòt 4,7 timoun nan lekòl la. Lè nou mande yon patisipasyon, yo paka bay li. Sa vin fè ke, lè pou fè depans pou nou achte

engredyan, pou manje a fèt. Pafwa nou oblije ap prete kòb. Pou nou achte. Pa epzanp, jodi a nou nan fen mwa de Mas. Moun k'ap fè manje yo, nou pa gen anyen pou nou ba yo. Depi mwa de Desanm. Yo gen 3 mwa la. Se pi gwo pwoblèm. Dezyèm bagay, menm pou nou achte bwa pou nou fè manje a fèt se yon pwoblèm. Konprann? Yo te konn ban nou brikèt. Yo pa ba nou'l. Sa vin fè ke, sa kreye anpil pwoblèm. Pi gwo pwoblèm nan se pa rapò ke, pa gen yon fon pou alimante pwogram nan. Men o nivo lòt pwen yo, nou ka di ke nou aranje nou kanmenm. Pou kantin nan fonksyone. Men si se konsa tout fwa kantin nan ap mache. Sensè, mwen ba ou garanti. Nou pap ka kenbe. Paske se prete m'ap prete toutan. Pou ke kantin nan rete an vi.

Almathe: Ok. Dakò, mèsi. Nimewo 1?

Patisipan #1: Gason; 57 ane; Direktè, Responsanb kantin; Tèmine; 1 timoun; Okenn timoun nan pwogram: Nimewo 1. Fòk mwen di tout moun bonswa. [Gen yon bagay k'ap frape.] N'ap pèmèt ke mwen fè yon ti entwodisyon.

Almathe: Pa gen pwoblèm. Nou anvi sa menm.

Patisipan #1: Gason; 57 ane; Direktè, Responsanb kantin; Tèmine; 1 timoun; Okenn timoun nan pwogram: Dabò, nou remèsye PAM, ROPANIP, BMB. Tout ekip k'ap travay pou kantin nan avanse. Yon lòt gwo satisfaksyon gen ankò, se le fèt ke timoun yo... Tout ekip ke mwen site la, fasilite manje a bay. Yo bay dè pwodwi loko. Se yon gwo satisfaksyon. Paske ou te gendwa bay manje, se vye manje enpôte. (Hum, hum) Li fè timoun nan ditò. Nou felisite tout sa yo. Sa konte lè manje sa yo vini. Li pote kèk vitamim, pwoteyinn pou timoun yo. Ki pèmèt randmam skolè yo ogmante. Gonw bagay ki te konn fè Peti Rivyè, chak Vandredi. Andirè ke, ta sanble gen yon dyab k'ap manje timoun lekòl. Nou pap nwi depi gen kantin nan tout timoun vini lekòl. (Hum,hum)Tout bon kote yo. Eeee efektif lekòl la sanse ogmante. Pa bò kote yo, wi. Li ogmante. Paran tou li soulaje. Paske timoun sa, lè li konnen ke li pral jwenn yon bagay lekòl, yon goute lekòl la. Paran pa tèlman kase tèt li pou'l jwenn kichòy. Pou'l ba li nan maten. Lè li ta vin aprè midi, paske nou sanse travay maten. Men la ankò li pap trakase tèt li. Li konnen ke timoun sa nan jounen an li te jwenn kichòy. Li ka aranje'l lè solèy pral kouche pou'l jwenn yon ti bagay. Lè timoun nan pral domi, pou'l kenbe. Pou'l etidye, e pwofesè yo pap tèlman gen twop pwoblèm ak timoun sa yo. Pase ke li konnen timoun sa, li ka jwenn manje. Donk, yo paka vini di mèt la, madam nan: "M'te grangou wi. Ki fè'm pat etidye. Pwofesè mwen te grangou wi." Se tout bon kote kantin nan.

Almathe: Humm.

Patisipan #1: Gason; 57 ane; Direktè, Responsanb kantin; Tèmine; 1 timoun; Okenn timoun nan pwogram: Men sepandan... Se sepandan an ki pi fò la kounya la. Jan mèt Laurore sot di'l. Chak lekòl sanse genyen, eeeee ti pwoblematik pa yo. Byenke gen ladan yo ki komen, pwoblematik yo. Nou genyen pa epzanp, m'sot tande la mèt Enok di a. Li

gen pwoblèm bwa. Mwen panse se milye riral la li ye. Sa pa t'ap koze twòp pwoblèm. Tankou lè ou lekòl nan vil yo. Se pa menm jan.

[Bri yon lòt moun k'ap pale, epi gen yon bagay k'ap frape.]

Epzanp, moun k'ap founi Kolèj Modèn bwa a l'ap sot jis Silèg. E lè'l vini, bwa l'ap bay la. Nou gen yon kontra bwa avè'l pou 300 dola, 1500 *goud* le mwa (Hum, hum) Nou te genyen 2 kwizinyè ki t'ap travay. Pwiske se 5 *goud*, yon adOkenn paran t'ap bay pa jou. Ki vini 100 *goud* pou mwa a. (Pou mwa) Ebyen se anba goumen. Se madam Chantal, se li menm ki ranmase kòb sa kòm pwofèse anndan an. Ebyen, gende mwa lè nou ale pou bay rapò ou wè ke... Ou tande se 200, 400 *goud*, 500 *goud*, 600 *goud* li ramase. Deja ou k'ap konprann kounya la moun sa k'ap sot jis Silèg la sa k'ap pase? Li pap ka ba ou sèvis. (L'ap dekouraje.) Li paka ba ou sèvis. Ou pa peye'l. Kwizinyè, 2 kwizinyè ou te genyen an ki sanse ap travay. Lè nou ale pou Desanm nan, youn pwofite okasyon an li pa vini. Li di ti kòb yo ba li a two piti. Ebyen sa li al fè? Li pito al vann ti kafe le maten. E trouve ke ti kafe a li al vann le maten an, wi. Ti kafe sèlman mwen di ou, mwen met prezisyon wi. Li sanse rapote'l ke sa w'ap bal le mwa. Di ou ti sa w'ap bal le mwa a nan kòb timoun yo.

E lòt grenn ki rete a ki sanse ap bourike. Li menm sèl, nou ta sanse genyen 500 dola o mwen obligatwaman pou bay pou bwa pou li menm. Wa imajine kounya la, 200 dola sa 500 dola ayisyen wi. Ou pa ranmase 200 dola menm. Men gen twop difikilte. Lè fini li menm k'ap fè manje sa li pa gen timoun lekòl. li pa gen enterè. E li menm tou k'ap soti 4 kilomèt. Pou'l sot kote'l soti a, pou'l vin bay li. Lè nou pwopoze pou paran andan lekòl fè manje a. Yo di ou, bon twòp travay pou yo fè. Malgre avantaj la se pou yo. E manje sa ou paka kwit ak lwil sèlman. Avèk sèl sèlman ke PAM bay. Fòk ou met epis ladann. Nou konnen bagay yo chè. Lè ou vini la, m'panse madam CHANTAL se li ki fonksyone sa yo ak kwizinyè lan. Se li ki achte epis pou'l bay dam nan. Ou panse ke le mwa w'ap achte 150,200 dola epis pou mwa a ? (Plis menm) Menm plis. Se yon sipozisyon mwen fè. Gen bagay mwen pa antre ladan yo. Se li avèk dam nan. Mwen pa konnen. Li ramase lajan an li menm li fè acha a pou fè manje a. Li peye bwa a. Peye kwizinyè a. Se tout tèt chaje sa yo. Donk, paran an... E BMB di pa voye timoun yo tounen lekòl. Sèlman mwayen pou nou te ka sèvi. Se ta vini jodi a a ou pran 2 grenn la. Ou dil, ou dwe twop ale. Lòt yo ou t'ap rive sou yo. Ou paka fè'l. Ou nan ti soulye ou. Se yon kantin ki bon sevre, k'ap bon pou timoun yo. M'ap mande èske tout direktè lekòl yo ap ka kenbe ? Paske m'ap pale pou tout direktè lekòl yo an jeneral ki nan sityasyon sa. Èske ou ka fè manje a san bwa? Èske ou ka fè li san epis? Èske manje a ka fèt san kwizinyè?

Almathe: Ok. Mèsi. An nou pran yon moun pou Lalann e Paskal. Paske se twa yo ye. N'ap pran youn?

Patisipan #10: Gason; 51 ane; Direktè, Responsab kantin; Segond; 6 timoun; 6 timoun nan pwogram: Ok. Se nimewo 10.

Almathe: Wi.

Patisipan #10: Gason; 51 ane; Direktè, Responsab kantin; Segond; 6 timoun; 6 timoun nan pwogram: Bon nan lekòl la, kantin nan li byen mache. Li mache byen. Li byen mache. Epi li bon pou lekòl. Pafwa, lè pat gen kantin nan. Mwen te konn gen pwoblèm ak timoun yo. Lèm nan direksyon an, ou toujou jwenn. Yon kadè ou wè sa vini: "Mèt la vant mwen ap fèm mal." (Hum,hum) Vire tounen timoun yo vini yo di ou mèt la vant mwen ap fèm mal. Rapid gen pate la fòm dil al achte yon pate. Mwen oblije al achte pate pou yo. Mwen konn ap achete 30,40 dola pate pou yo. Madam nan tou ou konn wè'l soti deyò a. Pate l'al achte pou yo. Pandan gen kantin nan mwen jwenn mwens ak pwoblèm sa yo. Epi lè fini tou mwen te konn gen timoun ki apsan fasil. Men pandan vin gen kantin nan, pa gen apsan sa yo. Kantin nan byen mache. Paran yo kontribiye wi, wi fèbman. kantin nan byen mache.

Jackly: Ok. Dakò, mèsi. Eskize'm m'ap eseye pote yon ti presizyon. A chak kesyon yo, eseye bat pou nou rete nan kesyon an. Gen anpil kesyon gen bagay direktè yo di li pral gen kesyon pou yo.

Almathe: Sa pa yon pwoblèm.

Jackly: Mwen pa di se yon pwoblèm non. Pou nou ka fè pi rapid. N'ap bat pou nou rete nan kesyon an. Paske gen bagay direktè yo di la, pral gen kesyon pou yo. Mèsi se yon ti presizyon.

Piblik: Ok, ok.

Almathe: Ok. Dakò Jacky. Avan kantin popilè PAM vini la, èske te gen kantin popilè nan lekòl yo?

Patisipan #10: Gason; 51 ane; Direktè, Responsab kantin; Segond; 6 timoun; 6 timoun nan pwogram: Non, pat genyen. Sèlman PAM.

Almathe: Sèlmam PAM, avan PAM pat genyen?

Patisipan #5: Gason; 41 ane; Pwofesè, Responsab kantin; Inivèsite; 1 timoun; Okenn timoun nan pwogram: Li sanblerè ke^{lxxii}, gen lòt lekòl ki te benefisye kantin. Nou pat ko benefisye.

Almathe: Ok.

Patisipan #10: Gason; 51 ane; Direktè, Responsab kantin; Segond; 6 timoun; 6 timoun nan pwogram: Alò se sèlman PAM. Isi a se PAM. Lè a se pa BND ki te konn bay li. Se toujou PAM.

Almathe: Ok. Men se pa BND ki te konn bay li? Ki diferans ou wè ki genyen ak sa BND ap bay kounye a, ak lè PAM te konn bay li?

Patisipan #10: Gason; 51 ane; Direktè, Responsab kantin; Segond; 6 timoun; 6 timoun nan pwogram: Lè PAM te konn bay li, se pat pou di pwodwi lokal li te konn bay. Kounya se pwodwi lokal li bay. Li bon. Li pi bon pou timoun yo.

Almathe: Lekòl nou an te konsa tou?

Piblik: Nou pat genyen ditou.

Almathe: Ok. Nou pat genyen ditou. Ki diferans ki genyen ant BND e PAM? Ou ka pale wi nimewo 6.

Patisipan #6: Fi ; 46 ane ; Anseyant; Reto; 1 timoun; 1 timoun nan pwogram: Diferans ki genyen an se paske PAM se te pwodwi lokal. Li menm se pwodwi etranje, li te konn bay. Nou jije li bon. Lè timoun nan ap manje nan lanati. Li mye ankò pou sante yo.

Almathe: Ok. Direktè! Nou tande plizyè moun temwanye de ankourajman manje a pote bò kote timoun yo. Paske yo vin lekòl la pi souvan. Ki lòt pèfòmans elèv yo ap bay? Apa de anvi vin lekòl. Ki chanjman nou remake?

Piblik: Rezilta yo ogmante, pa òd pedagojik. Tout echèk ou te konn jwenn yo, ou pa jwenn. Yo diminye.

Almathe: Ok. Yo diminye? Bon, si ou menm ou t'ap dirije pwogram sa, ki diferans ou t'ap fè? Èske ou t'ap kite'l jan li ye a? Ki chanjman ou t'ap fè nimewo 5?

Patisipan #5: Gason; 41 ane; Pwofesè, Responsab kantin; Inivèsite; 1 timoun; Okenn timoun nan pwogram: Nimewo 5. Si se mwen ki t'ap kòdone pwogram nan (Hum, hum) youn nan bagay mwen t'ap pote kòm modifikasyon. Paske mwen toujou ap pwone pou nou pwoteje anvironnman. Premye bagay mwen t'ap elimine afè chabon bwa k'ap boule nan lekòl yo.

Almathe: Ok.

Patisipan #5: Gason; 41 ane; Pwofesè, Responsab kantin; Inivèsite; 1 timoun; Okenn timoun nan pwogram: Mwen t'ap bay recho amelyore, oubyen gaz pwopànn konprann. Nòmalman n'ap itilize bwa nan kwizinn yo anpil pye bwa ap plede koupe konprann. Tankou mwen menm ki nan Fon Delyann avantaj direktè Jean Robert jwenn mwen pa jwenn li. Li ka jwenn bayawond, lila pou yo koupe. Poutan bò lakay mwen se pye mango, pye zaboka ou konprann (an, an) (pye fwitye yo). Imajine nou gen paran ki paka peye lekòl la. Men nou dakò pou yo koupe pye bwa brile pou pot lekòl la. Saka rive se yon pye bwa li detwi poul pote vini nan lekòl.

Almathe: Hum, hum.

Poutan se k'ap yon pye fwitye li koupe pot lekòl ki pa bon pou avironnman. (Bri machin k'ap pase) Mwen t'ap ranplase yo pa de recho amelyore, oubyen gaz pwopànn. Lè sa li t'ap redwi kantite pye bwa y'ap pot nan lekòl la. Dezyèm bagay mwen t'ap panche sou kesyon patisipasyon timoun yo. Mwen konstatate timoun yo pa gen mwayen pou yo peye kantin nan vre. E mwen menm mwen t'ap fe yon jan pou mwen alye yon montan nan lekòl pou yo te kapab peye kwizinye yo. Dezyèmman petèt gen lòt bagay pou yo achete pou

manje a fèt. Twazyèm bagay, eeee sim gen yon twazyèm... Sim pa genyen ? Bon, mwen pa genyen m'ap kite yon lòt kolèg pale.

Piblik: Riii

Almathe: Ok, dakò.

Patisipan #1: Gason; 57 ane; Direktè, Responsanb kantin; Tèmine; 1 timoun; Okenn timoun nan pwogram: Mwen se nimewo 1. Mwen kwè ke ak saaaa mèt. (Nimewo 5) Nimewo 5 di an. Mwen panse sa li di a, li osi pale pou tout moun. Donk, se ta wè nan ki mezur^{lxxiii}... Mwen pa konnen si sa nan vokasyon PAM tou. Si li ta fè'l li ta vrèman ede lekòl yo. Jan li kòmanse ede yo a. Pèmèt ke ... Paske pa bay kantin nan, li pral yon lòt pwoblèm pou timoun nan. Donk, ou pral wè nan 4,5 kan se kòmsi pa t'ap gen lekòl ki eziste ditou. Paske lè timoun nan jwenn manje. Kounya li pa jwenn manje li. Li pap rete lekòl la. Rezilta l'ap bay la a.... Se kòmsi ou ta di ou se yon pye mango ou te plante. Ou te fè yon jaden an reta li pa jwenn lapli.....

Jackly: Alò se 2 chanjman sa yo... Non si se te yo menm ki t'ap kòdone pwojè a. Se 2 chanjman sa yo nou t'ap fè ?

Patisipan #5: Gason; 41 ane; Pwofesè, Responsab kantin; Inivèsite; 1 timoun; Okenn timoun nan pwogram: Paske nòmalman Pwodwi yo ba nou yo bon. Konprann ? Men se 2 bagay sa yo ki se yo fado pou nou.

Patisipan #1: Gason; 57 ane; Direktè, Responsanb kantin; Tèmine; 1 timoun; Okenn timoun nan pwogram: Ou di mwens tou. Petèt mwen pa konnen. Si PAM pa jwenn yon ekip tankou jan yo fè kantin popilèr^{|xxiv} la. Te ka aranje'l li fè manje a. Kounye a direktè lekòl. Responsab lekòl fon ofri yo. Lòt enkonvenyan ki genyen nan travay lekòl la. Li mèt plis travay. Paske fòk ou òganize kantin nan. Fòk ou jere kantin nan. Ou administre'l se yon travay anplis. Donk, sou plan administrativ, pa òd pedagojik. Tankou madam nan la, ki gen yon klas nan men'l. Lè'l pral ranmase nan goumen. Se yon tan pèdi. Li paka fann li ande. Yon bò ret nan sal la. Lòt la pou'l al ranmase lajan an.

Almathe: Hum, humm.

Se yon epzanp mwen pran. M'ap pale pou Kolèj Modèn. Mwen menm, lè'n vini. Nou fè prezantasyon rapò le maten kotidyènman. Men fòk ou pran inèdtan edmi pou prepare rapò sa. Komite ki vini an pou bay manje. Pou bay rapò sa. E vwala ke ou nan milye kote ke timoun nan ... Jodi a mwen oblije fè yon presyon. Mete anbann a jenou. Donk, lekòl la antre ak 7è 10è, pou midi 10. Li 8è timoun yo ap parèt lekòl. Pa rapò ak lè chanje a. Pandan setan pwofesè a li menm premye bagay li fè. Se apèl li fè. Ou wè yon dekalaj. Chak jou ou jwenn dekalaj la konsa. (Dekalaj la konsa) Men si PAM, se yon sipozisyon, ta vini la a. Jwenn fòmil bay manje a lekòl a lè. Alò, pou manje a bay. Pou ta jwenn yon lòt fòmil a kote de sa nimewo 5 di an. Mwen panse ke se t'ap yon solisyon li t'ap ye. Li t'ap ede. Li t'ap sanse lage chay la sou do'l.

Almathe: An nou kite yo fini. Pa gen yon lòt moun ki ap ajoute yon lòt bagay. Si se ou menm ki t'ap dirije pwogram nan ? Èske ou t'ap dirije'l konsa. Ki diferans ou t'ap fè ?

Patisipan #6: Fi; 46 ane; Anseyant; Reto; 1 timoun; 1 timoun nan pwogram: Kòlèg yo sanse di tout bagay. Pou mwen menm. Sa vle di mwen pa bezwen fè repetisyon ankò.

Almathe: Nimewo 10.

Patisipan #10: Gason; 51 ane; Direktè, Responsab kantin; Segond; 6 timoun; 6 timoun nan pwogram: Nimewo 10. Mwen panse a kote de bwa. Gen sa kòlèg nimewo 5 di an. Li valab, sanse pou tout moun. Men pou gen yon lòt bagay nimewo 1. Gen yon lòt bagay mwen konstate ke. Gen timoun lè l'ap parèt la. Premye kote li gade se nan kwizinn nan. E kwizinn nan. Si li wè dife pata limen. W'ap wè timoun nan gen yon dezolasyon. Li gentan gen abitid) Li gentan gen abitid lan. Donk, se sak fè lè'l kwit nan lekòl la mwen panse pi bon. Lè manje a kwit lekòl li pi bon.

Patisipan #5: Gason; 41 ane; Pwofesè, Responsab kantin; Inivèsite; 1 timoun; Okenn timoun nan pwogram: Gen yon bagay ki senp tou. Ou gendwa kapap fasil pou zòn ibèn nan. Men pou zòn riral l'ap difisil. Pa rapò ak kote lekòl yo plase a. Ou konprann? Pa rapò pou machin nan ap vire. Pou li ap bay manje a. L'ap difisil. Pa epzanp, lakay mwen. (Ok) Depi aprè tan an machin paka rantre. Menm lè yo pote manje a pou nou an. Se deyò yo kite'l. Se moto ki al pranl. Pafwa se timoun yo ankò. Mwen fè pandan yo lekòl la. Al pran manje a pote'l la. Ou ka konprann sa ? (Hum, hum) Pou manje a antre la l'ap trè difisil. Lekòl la jan nou di a, lafimen ap leve. Tanzantan w'ap fè yon ti gade. (Gen yon espwa) Genyen yon espwa Riii

Jackly: Nimewo 5 te di yon bagay. [Gen yon moun ki touse] Lè madam nan di si se nou menm ki t'ap dirije oubyen kòdone kantin nan. T'ap poze kesyon. Kote li te mande nou. Si se nou ki t'ap kòdone pwogram nan. Kisa ou t'ap fè ? Ou te di plizyè bagay. Mwen ta renmen ou dim. Kijan w'ap fè pou jwenn lajan, pou kouvri frè timoun yo t'ap bay la ? Èske ou gen yon egzanp kijan ou t'ap fè pou jwenn lajan sa ?

Patisipan #5: Gason; 41 ane; Pwofesè, Responsab kantin; Inivèsite; 1 timoun; Okenn timoun nan pwogram: Bon etan ke administratè. Etan ke responsab yon pwojè. Mwen t'ap chache dè finansman dabò. Pou ke mwen te kapab rive aplike 2 bagay sa yo. E, jwenn mwayen pou'm achte recho. Olye ke m'ap itilize bwa. Dabò, li senp chak mwa. Chak 22 jou. Chak 15 jou. Bonbòn gaz la fini. Se al replenn ankò. Retounen pou mete'l nan lekòl. Mwen di premye bagay pou nou genyen. Fòk nou genyen yon fon. Lajan pou nou kapab rive achte bagay sa yo. Dezyèm bagay chache mwayen tou. Pou ke m'jwenn ke'm kouvri frè ke timoun yo ap bay la. Ou konprann? Lè sa mwen pa t'ap bezwen kòb pou'm achte bwa ankò, pou manje a fèt. Lè sa mwen t'ap chèche kòb pou'm achte engredyan pou manje a fèt la.

Almathe: Ok. Dakò, mèsi. Kounya nou wè kèk enkonvenyan ki genyen pou kwit manje a. Ki enkonvenyan ki genyen ? Kounya si ta gen yon posiblite, olye yo bay timoun yo yon

pla cho. Yo bay timoun yo yon pla frèt. Kisa nou panse ki te ka yon bon bagay. Pou timoun yo nan plas pla cho a ?

Jackly: Kòm presizyon. Mwen panse pla frèt se ...Pa epzanp yon pla fri. Fig ki gen anana, eksetera. Ou byen pen ak manba. Li ka ze, wayal. Men se yon bagay lokal. Ki pa yon plat manje frèt. Se yon ti presizyon.

Patisipan #9: Fi; 31 ane; Pwofesè; Filo; 1timoun ; Okenn timoun nan pwogram: Nimewo 9.

Almathe: Wi.

Daprè mwen menm. Mwen panse pla cho a ap pi enpòtan. Paske si tou nan lekòl mwen an. Nan klas mwen ye a. Konn gen timoun ki pa menm rive satisfè, avèk sa yo ba yo a. Yo konn di: "Aaah di ou sa se yon goute, sa pa ase". Malgre pla frè ap pote plis vitamin lakay timoun yo. [Gen yon moun k'ap touse] Men yo pa pral panche sou sa. Y'ap plis panse sou vant yo ki ap plen an. Y'ap plis panse sou sa.

Almathe: Nimewo 5.

Patisipan #5: Gason; 41 ane; Pwofesè, Responsab kantin; Inivèsite; 1 timoun; Okenn timoun nan pwogram: Alò, madam nan di ke pla frè a ap pote plis vitamin. Mwen pat di'l konsa mwen menm. Paske pa bliye fòm respekte rejim alimantè.

Natacha: Rejim alimantè.

Nan sans sa ke, mwen kwè. Eeee bay timoun nan pla cho a. Pou mwen menm li pi bon (Ok). Timoun nan, li pi fasil pou timoun nan jwenn yon grenn mango li manje'l. Li pase anba lakou papa'l li jwenn yon abriko li manje'l. Ou dakò? Li ka jwenn yon anana nan jaden papa'l. Men sepandan li lekòl li plis entèrese pou'l jwenn ti bagay cho a. Mwen panse sa t'ap pi bon. Si gen yon posiblite a kote, petèt yon jou nan semèn nan. Yo ta petèt modifye'l. Pou yo ta bay timoun nan yon lòt bagay li pa yon pwoblèm. Men pla cho a, li pa t'ap yon pwoblèm.

Almathe: Dakò, mèsi.

Patisipan #3: Fi ; 43 ane ; Pwofesè ; Filo; 1 timoun ; 1 timoun nan pwogram: Nimewo 3 ap di yon pawòl tou. Kòm li pa janm pale. (Hum, hum). Mwen sonje, avan PAM te konn ba nou yon manje ki te enpòte se vre. Men avan manje a, timoun yo te konn jwenn yon bonbon yo manje avan. Pou tann pla cho a. Kòm kounya se BND k'ap finanse pwogram nan. Mwen pa konnen kòman sa ye. Lè se PAM, mwen te gentan konnen timoun yo pral jwenn bonbon an. Avan manje a kwit timoun pap plis ap rete tann manje a. Aprè rekreyasyon, timoun yo pral manje. W'ap fè yon lekti timoun yo pa sou li non. Se manje a yo gentan wè yo pral jwenn. (Wi) Men si yo te gentan jwenn yon bagay avan. Avan manje a, mwen wè li te ka plis an tijan pou timoun yo. Kòm mwen wè yo pa fè sa ankò.

Natacha: Nou tout la. Nou gen timoun ki nan lekòl ki bay kantin?

Piblik: Non. Yon ti piti.

Jackly: Madam Almathe banm mete yon ti presizyon. Alò, le PAM se kòmsi ta di se patron an. Sa se yon ti presizyon. Mwen pa konnen si li diferan nan Ti Rivyè. Le PAM se patron an. E BND a, sèten tan se konsa li te ye. Se kòmsi se yon òganizasyon k'ap distribiye. Le PAM se gran chèf la. Se sak fè ou wè n'ap fè travay la pou le PAM. Ki se Pwogram Alimantè Mondyal. Se kòmsi ta di BND anndan le PAM. Se yon ti presizyon. Paske ou di ou panse se te PAM.

[Gen yon moun ki netwaye gòj li]

Patisipan #3: Fi ; 43 ane ; Pwofesè ; Filo; 1 timoun ; 1 timoun nan pwogram: Ok. Mwen wè sa wi.

Almathe: Pou nou menm ki te nan ansyen pwogram nan. Se pa pwogram kounya BND a. Ansyen pwogram nan. Pou manje yo. Kòman nou te konn jwenn manje yo? Èske se nou menm ki konn al chache manje yo? Oswa se PAM menm ki te konn pote manje yo pou nou?

Patisipan #3: Fi ; 43 ane ; Pwofesè ; Filo; 1 timoun ; 1 timoun nan pwogram: PAM ki te konn pote manje yo pou nou.

Almathe: Ok, dakò. Ki enpak siklòn nan vin genyen sou pwogram nan? Èske nou panse siklòn Matye ki sot pase a, gen enpak sou pwogram nan? Nimewo 5.

Patisipan #5: Gason; 41 ane; Pwofesè, Responsab kantin; Inivèsite; 1 timoun; Okenn timoun nan pwogram: Pa epzanp, gen anpil pwodwi loko nou te konn jwenn. Aprè siklòn nan te gen yon rate. Pa epzanp, nou pat ka jwenn manyòk. Konprann? Bon, tout nèt legim nou pat ka jwenn li. Se avèk anpil emèjensi yo te kapab deplase pou jwenn. Pou moman sa lapli kòmanse ap tonbe ankò. (Hum, hum) Gen anpil bagay BND jwenn, li pote ba nou nan lekòl yo. Sètadir^{lxxv} aprè tan, janm di nou an te gen yon gwo pwoblèm kite prezante bòy⁹ si. Jiska prezan, mwen pa kwè ke gen yon moun ki jwenn menm yon ti bannann. Ki ta monte nan jaden ou jiska prezan. Se kounya ti pye yo petèt pral donnen. Pat gen sa bò isit.

Almathe: Ok. Èske te gen yon ratman nan manje? Nan kantite manje nou te konn ap jwenn yo?

Patisipan #5: Gason; 41 ane; Pwofesè, Responsab kantin; Inivèsite; 1 timoun; Okenn timoun nan pwogram: Wi. Tankou lòt bagay yo, yo toujou jwenn. Pwodwi frè.

Almathe: Ak kisa yo te ranplase pwodwi frè yo?

Patisipan #1: Gason; 57 ane; Direktè, Responsanb kantin; Tèmine; 1 timoun; Okenn timoun nan pwogram: Anyen. Sèlman diri ak pwa. Se a pati Janvye 2017 la. Nou kòmanse refè yo. Men gen yon seri espès ke yo poko janm ka ba nou. Paske yo paka jwenn yo.

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⁹ Bò isi

Pa epzanp, si'n ta site tankou: Militon, epina (Hum, hum) Depi aprè siklòn nan BND paka jwenn li pou'l ba nou. Nou oblije ranplase youn pa lòt. Menm bannann nou pa jwenn. Pase pa genyen'l.

Almathe: Hum, humm. Wi nimewo 10.

Patisipan #10: Gason; 51 ane; Direktè, Responsab kantin; Segond; 6 timoun; 6 timoun nan pwogram: Wi. Mwen t'ap di epina nou pa jwenn li menm. Manyòk la nou pa jwenn li ditou.

Almathe: Men pandan gen ratman sa. Èske timoun yo toujou jwenn, menm kantite manje nou te konn ba yo lè te gen pwodwi frè?

Piblik: Wi. Yo ogmante'l pa patate, yanm.

Patisipan #10: Gason; 51 ane; Direktè, Responsab kantin; Segond; 6 timoun; 6 timoun nan pwogram: Nan plas manyòk, yo ogmante yanm nan. Patat la.

Almathe: OK. Èske daprè nou menm, nou panse 100% pwogram nan se yon pwogram ki lokal vrèman ? Si wi ok. Si non. Kòman nou te ka fèl lokal, lokal, sa yo rele bon lokal la ?

Piblik: Riii

Patisipan #1: Gason; 57 ane; Direktè, Responsanb kantin; Tèmine; 1 timoun; Okenn timoun nan pwogram: Lè nou pran lwil yo.

Almathe: Lwil yo. Lwil yo pa lokal. Nimewo 1?

Patisipan #1: Gason; 57 ane; Direktè, Responsanb kantin; Tèmine; 1 timoun; Okenn timoun nan pwogram: Lwil yo pa lokal. Mwen toujou ap di sa. Si PAM di ke l'ap fè yon bagay lokal konnen sof lwil. Sof lwil la. Eeee m'pa konnen semèn sa, gen yon lwil yo pote pou nou. (Wi) Nan lekòl la. Mwen gade m'wè se souke pou souke'l. Souke pou souke'l chak maten pou bay timoun yo.

Almathe: Li kaye?

Patisipan #1: Gason; 57 ane; Direktè, Responsanb kantin; Tèmine; 1 timoun; Okenn timoun nan pwogram: Wi. Kaye. Pou mwen sa pa bon.

Almathe: Ti malis.

No. Non li nan yon galon. Se souke pou souke'l. Lè'l poze fò di se yon grès kochon. Ki kaye mantèg. Epi ou soukel. Ou soukel. Lè ou vide'l, epi li tou blanch. Blanch, blanch. (Lè yo mete'l nan chodyè a.)

Kòm mwen menm, mwen pa gade chodyè a. Mwen santi ke li pa de bòn kalite pa rapò avèk sa te gen vin avan yo. Pou diri a. Mwen panse ke, li lokal kanmenm. Menm lè li pa rejyonal. (Ok) Li pa rejyonal. Li pa sòti nan kominn nan. Nan depatman an. Mwen santi ke, se diri peyi a li ye. Yanm nan yo, inyam yo se peyi. Avèk, sof ke mwen pa konnen

èske se nan achte yo a pwoduktè¹⁰ la. Founisè la, li menm li bezwen fè yon ti kòb. Sa se mwen menm k'ap entèprete'l konsa. Oubyen gen ladan yo ki poko twò rèk. Epi lè ou kwit li, swa li amè, oubyen li krip krip. Pou inyam yo, avèk patat yo. Pafwa eeeee èske se petèt se kote yo stoke a ? Paske pandan 2 fwa mwen met patat yo. Se atè mwen mete yo. Lè pou mwen bay yo nan Lendi. Mwen jwenn pifò gentan gate ladan yo. Men sa se nan andwa a. Lè'm mande moun, machann, yo dim pa mete yo a tè. Mete yo sou planch. Kounya yo rete sen.

Almathe: Ok.

Patisipan #5: Gason; 41 ane; Pwofesè, Responsab kantin; Inivèsite; 1 timoun; Okenn timoun nan pwogram: Yon bagay m'ap jis senpleman ajoute.

Almathe: Nimewo 5.

Patisipan #5: Gason; 41 ane; Pwofesè, Responsab kantin; Inivèsite; 1 timoun; Okenn timoun nan pwogram: Nimewo 5. Pou lwil mwen panse ke lwil yo bay la, li pa de bon kalite. Mwen menm, mwen fè konsta a. Lè galon yo fini pou janm wè lwil la kaye nan dèyè galon an. M'ap mande èske se pa lwil dwoum yo pran. Yo voye bay nan kantin nan. Sètadi, mwen panse gen pi bon lwil. Yo te k'ap founi lekòl yo ke sa yo voye a. Dezyèm bagay pou konsènan eeee yanm nan. Eeee, gen moun lè y'ap fouye yanm nan, yo pa konnen si'l gentan finn bon, avèk si'l pa bon. Mwen menm, mwen plante bagay sa. Tankou, gen moman ou kapab fouye yanm. Ou panse li rèk. Lè ou finn fouye'l ou wè deyè'l blanch. Depi deye'l blanch l'ap gen yon ti gou amè. Sa, m'panse se pa fòt moun k'ap founil la. Se lè'l finn fouyel, li gendwa wè yanm nan pa finn rèk. Pa epzanp, ou wè patat la tou. (Hum, hum) Mwen gen enpresyon lè yo al achte patat la. Sa ka rive, patat yo achte 2,3 jou avan yo pote'l vini. Li pran twòp tan atè. Tan pou yo vin fè livrezon an. Se sak fè yo an tijan rete gate. Pou yanm nan tou, nou konn jwenn gen yanm ki prèske gate. Paske depi yanm nan li blese. Li pap ka konsève vrèman. Konprann? Aprè yon 2, 3 jou li kapab pouri.

Almathe: Ok. Pa gen moun k'ap ajoute yon lòt bagay ankò?

Patisipan #10: Gason; 51 ane; Direktè, Responsab kantin; Segond; 6 timoun; 6 timoun nan pwogram: Se sèl pwoblèm lwil la. Lwil la bon... Dènyeman, yo te vin dèyè yon rapò. Lè dam nan vini, mwen dil lwil la gen pwoblèm nan tou. Li kaye. Li te wè galon an vre. Kòman li kaye ladann. Epi avèk obèjin yo, jan nimewo 5 sot di an. Obèjin yo ... Bon ta sanble lè yo keyil la ki pèmèt yo konsa. Yo konn pote yo ban mwen. Epi mwen jwenn yo tou pouri ladan yo. Dayè mwen te di dam nan sa. Mwen te di bon, mwen paka di yo anyen. Paske yo pa andann. Menm chou a yo pote'l tou. Valè kilogram yo pote ban mwen an. Lè'm pran ladann mwen kite'l. M'di'l valè kilogram mwen rete andan an. Al peze'l ou pap jwenn sa vre .Paske yo gentan netwaye'l.

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¹⁰ pwodiktè

Almathe: Sa vle di yanm nan...?

Patisipan #10: Gason; 51 ane; Direktè, Responsab kantin; Segond; 6 timoun; 6 timoun nan pwogram: Non chou a. Yo retire yon bon valè ladann.

Jackly: Pandan ou sou sa. Madam nan ta pral poze kesyon an. Menm pi cho banm pran devan. Èske gen yon rasyon alimantè? Paske gen yon rasyon diri ki 0 pwen konbyen eksetera. [Gen yon moun ki touse] Èske gen yon rasyon pou yanm nan? Èske gen yon rasyon pou patat? Epi chou, jan ou ap dil la?

Patisipan #10: Gason; 51 ane; Direktè, Responsab kantin; Segond; 6 timoun; 6 timoun nan pwogram: Bon, nou pa genyen'l. Dayè yo pote'l ba ou. Yo di men konbyen kilogram yo pote sèlman. Men konbyen kilogram, si'm kwit li 2 fwa nan sèmen nan. Pa epzanp, chou a yo konn pot 48 kilogram pou mwen. Mwen kwit 24 kilogram. Mwen kite lòt la. E konsa nou fè'l. Epi kawòt la yo te konn pote 22. Epi yon lè mwen kwit 8. Yon lè mwen kwit 7. Mwen kwit 2,7, on 8. Li banm 22, se konsa. Men li pa gen yon rasyon menm jan ak diri, pwa, lwil. Otan de timoun nan. Men avan pou yanm nan, mwen te konn jwenn... Valè yo te konn ban mwen an se te, 16 kilogram. Mwen te konn jwenn. Men kounya yo ajoutel'.

Jackly: Nan kisa ou mezire sa. Pou konn si se 16 kilogram li ye ?

Patisipan #10: Gason; 51 ane; Direktè, Responsab kantin; Segond; 6 timoun; 6 timoun nan pwogram: Non.Yo pote'l nan sak. Nan sak yo pote'l la. Mwen gen balans. Mwen peze'l.

Almathe: Ok.

Patisipan #5: Gason; 41 ane; Pwofesè, Responsab kantin; Inivèsite; 1 timoun; Okenn timoun nan pwogram: Paske nòmalman, o paravan avan kantite yo te konn bay la. Li ensifizan. Jiska prezan lè gen bouyon an. Li difisil pou timoun yo manje. Imajine ou gende moman se yon ti kal patat, yon ti kal yanm, yon ti bouyon. Li pa fè anyen pou timoun yo vrèman. Se yon ti goute. (Yon ti goute) Men o paravan li te pi mal. Jiska prezan lè gen bouyon an. Manje a paka separe. Se rache, rache ou konprann? Avan poun bay timoun yo yon ti moso.

Almathe: Ok.

Patisipan #3: Fi ; 43 ane ; Pwofesè ; Filo; 1 timoun ; 1 timoun nan pwogram: Nimewo 3 ap di yon ti pawòl tou. Nou t'ap pale de lwil talè a. Nou te gen yon pwoblèm pwa la tou. Pandan 2 fwa, mwen kwè ke siveyan te fè moun yo wè, kijan pwa te ye. Mwen panse avan yo te pote'l vini, yo t'ap gade konbyen tan li ka fè. Pou'l pa gate. Konbyen tan li ka fè avan yo voye'l. Paske pwa yo konn gate. Lè sa se boule yo boule'l. Se menm jan pou lwil la ki pa de bòn kalite a. Pwa gen pwoblèm tou.

Almathe: Ok, dakò.

Patisipan #10: Gason; 51 ane; Direktè, Responsab kantin; Segond; 6 timoun; 6 timoun nan pwogram: Alò pou pwa, nimewo 10. Pou pwa, gen yon erè mwen te fè. Poukisa? Sa yo te ban mwen avan, yo te pote yon dezyèm stòk ban mwen. Sak te la avan mwen pat itilize'l.

Almathe: Humm. Ou itilize nouvo a?

Patisipan #10: Gason; 51 ane; Direktè, Responsab kantin; Segond; 6 timoun; 6 timoun nan pwogram: Men lè'm vin remake sa. Mwen itilize'l kounye a. Donk, erè a te soti bò kote'm.

Piblik: Riii

Natacha: Ok. Lè pwa gate konsa. Èske se kote nou mete'l ki koz li gate? Oubyen èske se seche pwa pa seche? Li mete imidite ki fè li gate?

Patisipan #10: Gason; 51 ane; Direktè, Responsab kantin; Segond; 6 timoun; 6 timoun nan pwogram: Non. Lè li rete twòp.

Almathe: Ok. Lè li rete twòp li gate. Nou konnen se pwodwi lokal n'ap jwenn. Youn nan nou te di li pa rejyonal. Èske li posib pou sa fèt ? Pou nou pwodwi sa n'ap bezwen pou nou kwit yo. Èske nou ka jwenn li nan kominote kote lekòl yo ye a ?

Piblik: Li pa posib.

Almathe: Bò isit, kisa nou plis fè bò isit la?

Piblik: N'ap jwenn pwa nwa. Obèjin. Tout legim yo.

Natacha: Pwa nwa ou pwa bè?

Piblik: Pwa nwa.

Natacha: Pa sezon n'ap jwenn yo. Oubyen toutan?

Patisipan #9: Fi; 31 ane; Pwofesè; Filo; 1 timoun; Okenn timoun nan pwogram: Pa sezon. Menm diri a tou se pa sezon.

Piblik: [Tout moun vle pale an menm tan nan piblik la.]

Patisipan #5: Gason; 41 ane; Pwofesè, Responsab kantin; Inivèsite; 1 timoun; Okenn timoun nan pwogram: Se sak fè ke moun yo plis ankouraje plante .Konprann direktè? Pwiske moun yo konnen y'ap achte nan men yo. Ebyen yo ankouraje plante. Tankou anlè a, li pa gen sezon. Se toutan se retire sa mete sa.(Ok) Mwen gen yon bagay m'ap ajoute Mwen raplem, ke yo te genyen yon plan. Alò nimewo 5. BND te di nou gen kèk lekòl yo te sible eee. Pa epzanp, pou te gen posiblite yo kite'l tonbe. Pou yo te kapab rete fè jaden eee skolè. Men, mwen wè yo te kite pwojè a tonbe. Men, mwen wè gen plizyè lekòl. Gende bagay yo te ka pwodwi nan lekòl yo. Pou nou ta gen mwayen pou nou fè yo. Sa ka rive li pa posib pou ou. Mwen gen tèren si'm ta vle pwodwi pa epzanp: Obèjin, epina nou t'ap ka fè lòt bagay. Nou te kapab fè yo. Pa epzanp, kote ke nou gen tèren an. Nou

te di BND si yo ta ba nou yon ti ponp. Gen yon dlo, yon rivyè. Nou t'ap sèlman ponpe dlo a monte sou teren an. Pou'n te ka gen tout legim sa. Yo kite sa tonbe. Yo pa entèrese avèk sa. Sa t'ap pèmèt tou lè'n gen jaden an. Se t'ap pwòp jaden pa nou li ye. Nou t'ap jwenn bagay la tou fre. Konprann? E ki te ka koute mwens kòb tou.

Almathe: Ok. Mwen byen kontan nou mansyone sa.

Patisipan #5: Gason; 41 ane; Pwofesè, Responsab kantin; Inivèsite; 1 timoun; Okenn timoun nan pwogram: Imajin twa^{lxxvi}. Nou gen tè a deja. Nou jis bezwen mwayen pou nou travay tè a. Voye yon agwonòm ba nou. Timoun yo n'ap fè yo patisipe. Konprann ? Nan aktivite yo. Le w'ap pale timoun nan pou tèt li. Tèl bagay timoun nan konnen. Ou di li men kòman li kapab fè de maryaj. Pou'l al aplike'l. Yon seyans te ka tou pase ak timoun yo. Sam panse, si n'ap pwone pwodwi loko fòk sa yo te ka fèt.

Almathe: Ok, dakò. E paran elèv yo. Kisa paran elèv yo te ka fè ? Pou pèmèt pou pwogram nan mache pi byen ?

Patisipan #1: Gason; 57 ane; Direktè, Responsanb kantin; Tèmine; 1 timoun; Okenn timoun nan pwogram: Nimewo 1. Oubyen di wi. Te ka fèt.

Almathe: Wi, te ka fèt.

Patisipan #1: Gason; 57 ane; Direktè, Responsanb kantin; Tèmine; 1 timoun; Okenn timoun nan pwogram: A mon avi,si paran yo te gen volonte. Gen anpil bagay yo te ka fè. Mwen panse ke, yon paran te ka aranje'l. Li fè woulman pou yo fè manje a. Lè sa lekòl la ta reminere yo. Menm paran sa yo te ka òganize yo tou.

Almathe: Pou fè manje a pou vin vann ak lekòl la?

Patisipan #1: Gason; 57 ane; Direktè, Responsanb kantin; Tèmine; 1 timoun; Okenn timoun nan pwogram: Non, non. Yo fè manje kantin nan. Tankou nan Kolèj Modèn, moun yo pran, li pa gen timoun lekòl la. Li pa gen enterè ladann. Paran yo di ou. Yo pa gen tan pou yo fè manje. Paran yo te ka fè konbit pou bwa. Yo t'ap fè konbit. [Bri machin k'ap pase.] Sak gen jaden pote epis pou manje a fèt. Lè sa lekòl la pa t'ap bezwen achte bagay sa yo. Men mwen pa wè ki paran ki ap fè'l.

Almathe: Bon, nou gentan gen yon bon titan la. Mwen ap fè yon ti pale sou lekòl pwofesè ki andeyò yo. Mwen konnen gen anpil pwoblèm nan lekòl andeyò yo. Pou pwofesè yo touche. Mwen t'ap mande kijan nou menm direktè lekòl, kijan nou jere pwofesè lekòl yo?

Patisipan #5: Gason; 41 ane; Pwofesè, Responsab kantin; Inivèsite; 1 timoun; Okenn timoun nan pwogram: Mwen menm pa gen pwoblèm. Se lekòl leta. Tout pwofesè mwen yo touche.

Almathe: Ok. Pa gen pwoblèm.

Patisipan #1: Gason; 57 ane; Direktè, Responsanb kantin; Tèmine; 1 timoun; Okenn timoun nan pwogram: Aprè sa se mwen. Se yon kaskèt chinwa. Se youn nan lekòl ki

prive, prive. (Ok) Lèm di prive, prive. Leta pa wèl ditou. Li pa ni nan Sigo, ni nan EPT elatriye. Sa vle di pa gen Okenn sponsò. Se grès kochon an ki kwit kochon an. [Gen yon moun ki touse.] Mwen pa kwè ke edikasyon gen pri. Menm leta paka di li peye pwofesè. Men leta Ayisyen paka di li peye pwofesè. Lè ou pran yon pwofesè leta. Yo peye'l 25, 40,50, dola Ayisyen lè.

Almathe: Sa fè konbyen pa mwa an mwayèn?

Patisipan #1: Gason; 57 ane; Direktè, Responsanb kantin; Tèmine; 1 timoun; Okenn timoun nan pwogram: Non. Yo bay yon pwofesè 15mil *goud* le mwa. Lè ou divize'l pa 25, segondè a 25 mil *goud*. Men se avèk montan bri wi. Lè ou pran montan nè la... (Pa bliye pou di sa.) Li redwi ak 19 mil *goud*. Lè ou prann pou divize'l pa ane a, sa pral depann de ki lekòl la tou. Leta di se 24 trèd tan de kou ki genyen pou founi. Lekòl la ka chwazi bal 18. Lè sa kounya, lè ou gen 18 è sa. Ou divize'l pa 4, pa sèmen nan. E lè ou pran montan ou ta divize'l pou ta wè sa ou reyalize. Ki plizou mwen pa rapò ak prive a. Paske yon lekòl prive ap bay yon pwofesè 10 dola, 15 dola lè Ayisyen. Saaa, se yon bagay mizerab nèt. Donk, lè ou pran o nivo primè la menm. An nou imajine, yon timoun ap peye 2 mil *goud* nan yon lekòl pou ane. De mil *goud* se ladann y'ap peye pwofesè. Se ladann y'ap fè kanè. Se ladann egzamen ap fèt. Se ladann tout bagay ap fèt. Donk, wa imajine ou. Lekòl sa ki pa gen efektif tou. Donk, se fòse fè lekòl. Se bagay vrèman tèt chaje nèt.

Almathe: OK. Men sa'k anpeche pwofesè sa yo kite lekòl yo ? Y'al nan lekòl nan vil ? Y'al chache yon lòt kote ?

Patisipan #10: Gason; 51 ane; Direktè, Responsab kantin; Segond; 6 timoun; 6 timoun nan pwogram: Pa bliye se yon chwa.

Patisipan #1: Gason; 57 ane; Direktè, Responsanb kantin; Tèmine; 1 timoun; Okenn timoun nan pwogram: Non sèlmam se yon chwa. Men peyi nou an tou pa ofri nou anyen. Anpil ladan yo la ki fè filozofi se... (O Chili yo ale.) Non sèlman Chili. Se moto taxi yo pran nan lari a. Al nan pòt fakilte frape pòt fakilte. Donk, ti sa fakilte pran an li pa menm yon 50 tyèm nan bachelye ki tèmine. E menm sak tèmine... Lè n'ap pran edikasyon. Konbyen milye timoun k'ap fè grèv la nan ministè a ? Kraze an bann bagay. Ki leta fòme ayisyen fòme lekòl nòmal. Fòme nan CF li pa jwenn kote pou li mete yo. Men reyalite a. Men reyilite sosyete a jan li ye a.

Almathe: Se pa manti, se vre. Bon, pou nou menn bò kote pa nou. Se kesyon sa yo nou te vle poze. Ke PAM te mande nou pou nou poze. Mwen pa konnen si nou menm. M'ap ba nou chans si nou ta gen yon lòt bagay nou ta vle ajoute. M'ap ba nou chans pou nou ajoute'l. Si nou pa genyen. Pou nou menm bò kote pa nou, nou bon. Si gen yon bagay ou panse nou t'ap poze kesyon sou li, nou pa poze kesyon an. Se moman ou ka mansyone sa.

Patisipan #5: Gason; 41 ane; Pwofesè, Responsab kantin; Inivèsite; 1 timoun; Okenn timoun nan pwogram: Yon bagay m'ap souliye.

Almathe: Se nimewo 5.

Patisipan #5: Gason; 41 ane; Pwofesè, Responsab kantin; Inivèsite; 1 timoun; Okenn timoun nan pwogram: Nimewo 5. Se yon bagay yo te pwomèt lekòl yo sa. Yo pa janm rive reponn avèk sa yo te di a.

Almathe: Se kisa li ye?

Patisipan #5: Gason; 41 ane; Pwofesè, Responsab kantin; Inivèsite; 1 timoun; Okenn timoun nan pwogram: Se te yon kesyon lèt pou tout lekòl. (Ok) Yo te prevwa chak Mèkredi, chak timoun yon vè lèt. Yon ane pase. Yon dezyèm ane ap tonbe la ankò. Nou pa janm jwenn lèt la. Nan sans saaa.

Almathe: Nou pat konn jwenn li menm?

Patisipan #5: Gason; 41 ane; Pwofesè, Responsab kantin; Inivèsite; 1 timoun; Okenn timoun nan pwogram: Non. Mwen raple'm ke yo te fè yon kontra. Men sa pa mache. Men m'panse ke nan plas ... Kòm se pwodwi loko y'ap ankouraje. Si yo paka jwenn lèt bèf la. Menm se ta yon lòt mwayen. Konprann? Menmsi se ta ji natirèl pou yo ta bay timoun yo. Si n'ap di bay, bay. Men fòk nou respekte rejim alimantè a. Se pa pouse timoun yo diri sòs pwa. Epi menm yon ti ji yo paka bwè pou semèn nan. Sa li enpòtan.

Jackly: Ok, dakò. N'ap note byen.

Patisipan #1: Gason; 57 ane; Direktè, Responsanb kantin; Tèmine; 1 timoun; Okenn timoun nan pwogram: Answit sa se Nimewo 1. Sa n'ap ajoute avèk sa kolèg nimewo 5 di an. A kote de lèt la, si yo pa ta ka bay li. Nou ta renmen bay ji an. Mwen raple'm nan fòmasyon BND te di, se yon esè PAM ap fè pandan 2 ane.

Almathe: Wi. Se yon pwojè pilòt li ye.

Patisipan #1: Gason; 57 ane; Direktè, Responsanb kantin; Tèmine; 1 timoun; Okenn timoun nan pwogram: Se pwojè pilòt li ye. Donk, mwen panse ke ane a ap fini an Jen 2017 la. Eeeee, nou ta swete ke... Nou ta swete ke faz esperimantasyon an li pa detèmine. PAM li menm elaji'l, elaji li. Non sèlmam kontinye'l, men elaji li tou avèk lòt lekòl.

Almathe: Ok. Ou rive nan kesyon sa mwen te gen pou'm poze'l, mwen pat ko poze'l. Èske nou panse li nesesè pou PAM kontinye pwojè sa ?

Patisipan #5: Gason; 41 ane; Pwofesè, Responsab kantin; Inivèsite; 1 timoun; Okenn timoun nan pwogram: Estrèmeman nesesè, trè enpòtan!

Piblik: O wiiii! Li t'ap bon anpil.

Patisipan #1: Gason; 57 ane; Direktè, Responsanb kantin; Tèmine; 1 timoun; Okenn timoun nan pwogram: Plis ke nesesè.

Almathe: Plis ke nesesè. Poukisa?

Patisipan #5: Gason; 41 ane; Pwofesè, Responsab kantin; Inivèsite; 1 timoun; Okenn timoun nan pwogram: Mwen ba ou garanti. Si tout fwa PAM koupe èd sa. Manje sa nan lekòl yo. Anpil timoun pa pral lekòl ankò. (Ok) Yo gentan abitye ak manje a. Anpil timoun pa pral lekòl ankò. Pase, pa bliye ke mentenan paran yo pa sousye de lekòl timoun yo ankò. Gen timoun ki vin lekòl se pa rapò li konnen l'ap jwenn yon pla cho. Li menm li fòje tèt li. Men si se pou paran tout timoun te mèt chita lakay yo. Men majorite ladan yo mèt pran sòkò yo, pran wou yo. Y'al sakle.

Almathe: Ok.

Patisipan #5: Gason; 41 ane; Pwofesè, Responsab kantin; Inivèsite; 1 timoun; Okenn timoun nan pwogram: Gen timoun m'ap rankonte ki lekòl lakay mwen. Lè'l gen yon pwoblèm rele paran se kòmsi ou pat bezwen rele papa, rele manman. Ou te mèt resoud pwoblèm nan ak timoun nan. Paran pa gen pouvwa sou timoun nan. Pa gen otorite sou timoun nan. Ou la? Timoun sa yo, se yo menm ki degaje yo met tèt yo lekòl. Konprann?

Almathe: Mwen konprann.

Patisipan #5: Gason; 41 ane; Pwofesè, Responsab kantin; Inivèsite; 1 timoun; Okenn timoun nan pwogram: Nan sans sa mwen di: Retire timoun sa yo nan pwogram nan se di fèmen pòt lekòl.

Almathe: Hm! Ok, dakò. Mèsi bokou.

Patisipan #1: Gason; 57 ane; Direktè, Responsanb kantin; Tèmine; 1 timoun; Okenn timoun nan pwogram: Nou di mèsi ak ou menm tou.

Piblik: Nou di ou mèsi tou.

Fen!

Transkripsyon Fokis Gwoup # 5 Plantè Salanyak

Marie Therese Jn. Baptiste

Dat fokis gwoup la fèt: 3/28/2017

Dat transkripsyon: 4/03/2017- 04/ 20/2017

<u>Patisipan</u>

Patisipan #3: Gason; 26 ane; Kiltivatè; Preparatwa 2; Okenn timoun; Okenn timoun nan pwogram

Patisipan #5: Gason; 48 ane; Kiltivatè; pastè; Moyen 2; 5 timoun; Okenn timoun nan pwogram

Patisipan #6: Gason; 35 ane; Kiltivatè; 3em ane fondamantal; 4 timoun; Okenn timoun nan pwogram

Patisipan #9: Gason; 22 ane, Kiltivatè; etidyan; 3em segondè; Okenn timoun; Okenn timoun nan pwogram

ENTWODIKSYON

Almathe: Bonjou tout moun!

Piblik: Bonjou, bonjou.

Almathe: Mwen rele Almathe. M'ap travay avèk yon ekip ki rele SocioDig. Sa nou fè ? Sè ke nou fè rechèch prèske tout kote nan peyi a, nan tout domèn. Men pou moman sa nou menm n'ap travay ansanm avèk PAM, ki se Pwogram Alimantè Mondyal. N'ap travay avèk PAM. PAM gen yon projè pilòt ki se kantin skolè ke yo bay timoun yo mange yon pla cho. Nou menm sa n'ap fè, sèke n'ap reyini ansanm ak kiltivatè, paran, epi pwofesè lekòl. Nou gen kèk ti kesyon pou'n poze yo. Nou konnen vrèman ke se pa nou tout la ki vann dirèkteman, ki gen yon relasyon dirèkteman ansanm avèk Ropanip. Ke m'kwè ki responsab sou teren pou achte pwodwi lokal yo. Pou pote bay lekòl yo. Men n'ap pale sou sa plis talè. M'ap kite lòt moun ki nan ekip la prezante tèt yo epi n'ap kontinye.

Bonjou!

Piblik: Bonjou, bonjou.

Jackly: Non pa mwen se Jackly. M'ap travay avèk yon ekip ki rele SocioDig. Men travay sa n'ap fè la, n'ap fèl pou le PAM. Jan madam nan di: Se Pwogram Alimantè Mondyal. Ok. Jan'n te di. Donk, yo mete ti aparèy yo. Nou pral pale. Se pa avèk nou prèske ou pral pale. Se nou k'ap poze kesyon. N'ap esplike. Men tout sa w'ap di la, le PAM ap tande ou. Epi yo menm, aprè pwobableman pou yo reaji. Donk, ou gen yon nimewo. M'pa konnen si madam nan te di sa déjà. Nimewo a lè yo poze'w yon kesyon, ou vle reponn. W'ap di tèl nimewo. Epi w'ap di sa w'ap di a. Yon lòt moun bezwen bay ide tou, l'ap di tèl nimewo. Epi li di sa l'ap di a. Ou pa bezwen di Pastè... w'ap jis di nimewo a. M'kontan pou'm ansanm avè nou. M'ap fè plas a madam Natacha.

Natacha: Non pa'm se Natacha. Alò, m'ap travay avèk yon ekip ki rele SocioDig. Men jodi a nou reprezante PAM. Mwen kontan ansam avèk nou.

Almathe: N'ap kontinye avèk chak patisipan.

Patisipan #9: Gason; 22 ane, Kiltivatè, etidyan; 3em segondè; Okenn timoun; Okenn timoun nan pwogram: Bonjou tout moun.

Piblik: Bonjou, bonjou.

Patisipan #9: Gason; 22 ane, Kiltivatè; etidyan; 3em segondè; Okenn timoun; Okenn timoun nan pwogram: Mwen se ...Ki se nimewo 9. Mwen se yon senp kiltivatè epi etidyan.

Natacha: Èske nou ka pale pi fó?

Patisipan #9: Gason; 22 ane, Kiltivatè; etidyan; 3em segondè; Okenn timoun; Okenn timoun nan pwogram: Wi. Mwen se yon kiltivatè pwi¹¹ etidyan. Nou chwazi travay jis pou'n fè, pou'n wè si na met men ansanm nan pat la. Jis pou'n fè eee peyi a omwen pluzoumwen avanse. Donk, eeeee...

Almathe: Ok.

Patisipan #3: Gason; 26 ane; Kiltivatè; Preparatwa 2; Okenn timoun; Okenn timoun nan pwogram: Bonjou mwen'm se.... Bon, e travayè'm ye. Nimewo 3. Epiii mwen menm se kiltivatè. Travayè m' ye. Depi'm jwenn, nenpòt sa'n genyen ... Eee latè m' travay. [Setou.]

Almathe: Hummm. Ok. Patisipan #5: Gason; 48 ane; Kiltivatè, pastè; Moyen 2; 5 timoun; Okenn timoun nan pwogram: Tout moun. Mwen limewo 5. Mwen se travayè latè. Epi anonse bòn nouvèl.

Almathe: Ok. Mèsi. Dakò.

Patisipan #6: Gason; 35 ane; Kiltivatè; 3em ane fondamantal; 4 timoun; Okenn timoun nan pwogram: Wi. Bonjou tout moun.

Piblik: Bonjou mesye.

Patisipan #6: Gason; 35 ane; Kiltivatè; 3em ane fondamantal; 4 timoun; Okenn timoun nan pwogram: Mwen se... Mwen se kiltivatè. Epiiii mwen se manb Dye Asanble di Kò de Jezikris. Ki ap milite pa pastè Apot Lavidè Rezeaks nan Janlwi. Eeee, mwen se abitan nan Janlwi, eee ke legliz mwen ki demere se anwo Cholwa.

E tout moun kapab tande legliz Kò de Jezikris. Nou la pou nou kapab... eee, nou la pou nou kapab anonse bòn nouvèl Jezikris. Nou la pou nou kapab ede, sila ki manke yo. Pou yo kapab konnen kòman pou yo sove. E levanjil sa a, son levanjil ki epapiye a tout peyi a. Mèsi.

Almathe: Mèsi bokou tout moun. Pou ENTWODIKSYON nou fè de tèt nou. Nou di kiyès nou ye. Epi sa nou fè. Bon, n'ap kòmanse bò isit la. Kòm Jackly te gentan di'l deja. N'ap gen kèk pwen ke nou genyen nou pral debat. Si'w vle pale, w'ap di nimewo 5. Nimewo k'ap pale a. Lè w'ap pale pa egzanp, w'ap leve chif ki nan men'w. Mwen menm oswa nenpòt youn nan nou ap di: Ok nimewo 3. Nou ba'w la pawòl. Nou di sa w'ap di a. Nan zòn bò isi a, ki danre nou gen pi plis ?

Patisipan #3: Gason; 26 ane; Kiltivatè; Preparatwa 2; Okenn timoun; Okenn timoun nan pwogram: Isi Nimewo 3. Eee, òòt, chou, yanm, plizyè ... Bon, depi se danre. Almathe: Kisa nou genyen plis?

Patisipan #3: Gason; 26 ane; Kiltivatè; Preparatwa 2; Okenn timoun; Okenn timoun nan pwogram: An.... Yanm, yanm ak chou.

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¹¹ pyi

Almathe: Ok. Eske nou gen sezon pou yanm ak chou?

Patisipan #3: Gason; 26 ane; Kiltivatè; Preparatwa 2; Okenn timoun; Okenn timoun nan pwogram: Wi. Eee, wi li gen sezon'l, wi.

Almathe: Ki sezon lye?

Patisipan #3: Gason; 26 ane; Kiltivatè; Preparatwa 2; Okenn timoun; Okenn timoun nan pwogram: Sezon'I, bon eeeee, sezon'I li kòm pa gen sezon. Depi lapli ap tonbe isi nou travay. Travayè nou ye. E lapli ase, depi nou jwenn lapli nou travay. Ou konprann ?

Almathe: Men nan ki sezon lapli plis tonbe?

Patisipan #5: Gason; 48 ane; Kiltivatè, pasté; Moyen 2; 5 timoun; Okenn timoun nan pwogram: Kòmanse Fevriye, kòmanse Desanm, Janvye, Fevriye. Mas lan tou nou plante.

Patisipan #6: Gason; 35 ane; Kiltivatè; 3em ane fondamantal; 4 timoun; Okenn timoun nan pwogram: Plis tonbe lapli a tou se 21 Mas. Lè prentan kòmanse.

Piblik: Janm wè a la. Li pral tonbe nèt bò isi a.

Almathe: Ok. Dakò. Pa gen moun ki t'ap di yon lòt bagay ankò?

Patisipan #9: Gason; 22 ane, Kiltivatè; etidyan; 3em segondè; Okenn timoun; Okenn timoun nan pwogram: Eeee, nimewo 9. Justeman, eee pou alò kilti nou fè pi souvan. Alò, se yanm epi chou. Yo pa gen yon sezon fiks non. Se kwè'l di a. Depi lapli ap tonbe. Donk, nou plante bagay yo.

Patisipan #6: Gason; 35 ane; Kiltivatè; 3em ane fondamantal; 4 timoun; Okenn timoun nan pwogram: E nou plante pwa tou.

Patisipan #5: Gason; 48 ane; Kiltivatè, pasté; Moyen 2; 5 timoun; Okenn timoun nan pwogram: Mèwi!!

Patisipan #9: Gason; 22 ane, Kiltivatè; etidyan; 3em segondè; Okenn timoun; Okenn timoun nan pwogram: Nou plante pwa, nou plante tout. Men se sa yo mande plis la. Alò sa nou plante se yanm epi chou. Nan lari depi nou wè lapli ap tonbe. Epi nou jis plante. Men sèl, ti sèl difikilte pètèt nou genyen. Alò, se sèlman lè nou plante konsa. Dèfwa nou konn chwazi plante yo. Bon, mwayen ekonomik la pa pèmèt moun nan pou'l jwenn. Pa egzanp angrè pou'l...

Piblik: Netwaye! Pran swen jaden an.

Patisipan #9: Gason; 22 ane, Kiltivatè; etidyan; 3em segondè; Okenn timoun; Okenn timoun nan pwogram: Jus sa vin pèmèt aske jaden an swa li rete....

Patisipan #6: Gason; 35 ane; Kiltivatè; 3em ane fondamantal; 4 timoun; Okenn timoun nan pwogram: Li vin rete pase mizè.

Piblik: Li mouri anba tè. Swa li rete pase mizè li pa manbre.

Patisipan #9: Gason; 22 ane, Kiltivatè; etidyan; 3em segondè; Okenn timoun; Okenn timoun nan pwogram: Non sèlman ou fin fè semans lan. E li redi netwaye tè a pou mete'l. Kounya, akoz de mwayen ekonomik ki vin pa genyen. Jisteman jaden sa a rive pedu¹². Eee nan pedu pedu pedu, chak sa k'ap soti. Donk, li pap re-antre ankò. Eee, w'ap wè on moun gendwa gon ti bagay nan men'l la. Epi'l simen on 2 sachè chou. Rapid li pran vit nan men'l. Li pran swen'l. Sa'w tande a, rapid li gen yon ti aktivite nan men'l kanmen'm. Malgre li pa twò gwo, men lè'l pa genyen ditou alòske se sa ki bay plis pwoblèm nan. Moun nan gendwa ap travay e li pa wè kisa l'ap fè ak tè a. Pafwa li vin ba li yon degoutans. Li vin pa wè sa l'ap fè. Akoz de mwayen ekonomik, li pa genyen jis pou'l pran swen'l. Pou'l netwaye'l. Sa vin rann kont, paske se defisi l'ap fè defisi sou defisi.

Almathe: Ok. Dakò. Mèsi.

[Bri moto k'ap pase.]

Almathe: Ki bagay ki koz nou plis pèdi danre nou nan kominote a? Nou plis pèdi jaden yo, ki sak koz sa ?

Patisipan #9: Gason; 22 ane, Kiltivatè; etidyan; 3em segondè; Okenn timoun; Okenn timoun nan pwogram: Bagay ki plis fè nou pèdi jaden an, nimewo 9.

Almathe: Nimewo 9

Patisipan #9: Gason; 22 ane, Kiltivatè; etidyan; 3em segondè; Okenn timoun; Okenn timoun nan pwogram: Alò, premyèman se angrè a. Rapid vit w'ap wè ou plante yon ti pye chou tou piti. Alò, yon moun ki gen mwayen nan men'l. Ou fin plante'l jodi a. A pati de 15 a 22 jou la, ou sipoze ba'l angrè. E nan angrè w'ap ba li a, il fo ke'w bay angrè nenpòt 2 a 3 fwa. Avan li vin, avan li vin resi bon. Sa ka rive wannik pran on ti priz angrè ou ba li la. Jisteman, ou wè son bagay ki annik ret la. Li kokobe. Answit w'ap wè, si'w genyen'l nan men'w. Epwi ou mete'l ladann rapid. Se sa'k konn rann kont ke jaden yo arive pèdi. A vle di pa gon gouvènman ki ede. Pou yo ta amelyore nou. Epi jis pou'n ta avanse avèk ee agrikilti yo.

Almathe: Ok. Dakò. Mèsi. Pa gen yon moun ki t'ap ajoute yon lòt bagay?

Patisipan #6: Gason; 35 ane; Kiltivatè; 3em ane fondamantal; 4 timoun; Okenn timoun nan pwogram: Wi. Mwen se nimewo 6.

Almathe: Wi, nimewo 6.

Patisipan #6: Gason; 35 ane; Kiltivatè; 3em ane fondamantal; 4 timoun; Okenn timoun nan pwogram: Eeee, rezon ke nou genyen. Nou se plantè jan misye di an. Lè nou plante yanm, men yanm nan nou plante. Nou ka kòmanse depi mwa Janvye pou rive mwa Mas. Men lè prentan nou kòmanse. Se lè a nou ka kòmanse fè plis aktivite de jaden. Paske prentan kòmanse 21 Mas. E lè sa nou ka jwenn lapli. Pase anpil de lè nou ta renmen

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¹²pèdi

plante, koz lapli nou paka plante. Souvan, fwa tou nou ta fè ti jaden, nou ta plante ti jaden. Yo ta byen bon. Pafwa nou konn manke lajan pou achte angrè. E se angrè a. Lapli, lapli a se premye angrè. E angrè natirèl la ki se dezyèm angrè. Epi aprèsa nou plante pwa. Nou plante kawòt. Nou plante chou. E non sèlman, depi gen lapli nou fè anpil aktivite.

Almathe: Ok. Dakò. Mèsi. Pa gen yon moun ki t'ap ajoute yon lòt bagay ankò? M'ka kontinye? Wi, nimewo 5 lan.

Patisipan #5: Gason; 48 ane; Kiltivatè, pasté; Moyen 2; 5 timoun; Okenn timoun nan pwogram: Wi, mwen menm. Sa'm fè ? Deja se travay tè m'travay. M'plante chou. M'plante yanm. M'plante pwa men san dege¹³. Lè pou yo ta rive bay rekòl fòm ta jwenn an bokou angrè. Seeee, m'konn fè pati nan leta.

[Gen yon moun ki touse.]

Patisipan #5: Gason; 48 ane; Kiltivatè, pasté; Moyen 2; 5 timoun; Okenn timoun nan pwogram: Mwen konn al prete pou mwen mete. Pou'm pa pèdi jaden yo. Pase si'm pa al prete kòb la, pase se bon kòb ki pou fè jaden an. Si'm pa al prete kòb la pou'm konstwi jaden an. Ou pap gentan jwenn angrè nan bon bò a vre pou konstwi jaden an.

[Bri moto k'ap pase.]

Patisipan #5: Gason; 48 ane; Kiltivatè, pasté; Moyen 2; 5 timoun; Okenn timoun nan pwogram: Anseye tou. Se mwen ki bay bòn nouvel la. Se mwen ki fè sa.

Almathe: Pou semans kote nou jwenn semans achte bò isi a ? Bon, ok nimewo 6.

Patisipan #6: Gason; 35 ane; Kiltivatè; 3em ane fondamantal; 4 timoun; Okenn timoun nan pwogram: Eee pou bò isi a. Pafwa gen moun ki konn achte ti semans pou yo vann. Epi lè nou pa jwenn bò isi a, gen Fondènèg ki ba nou an gwo e detay. Ki se Agwo sèvis. N'achte Fondènèg.

Almathe: Ok. Dakò. Gen yon bagay ki rele chenn de mache, chenn de mache a sè ke nou gen danre a kòman nou vann li. Lè nou rekòlte kòman nou vann li? An nou bay nimewo 9 yon chans pou'l pale. Aprè nimewo 6 ou menm ou ap pale.

Patisipan #9: Gason; 22 ane, Kiltivatè; etidyan; 3em segondè; Okenn timoun; Okenn timoun nan pwogram: Ok. Alò eee, danre a la se yon bagay li gendwa bon wi. Men pwoblèm ki vin konn prezante, alò, lè'w rive sou mache a avè'l. Dèfwa ou konn achte semans lan avèk yon pri ki trè elve. E'w konn achte angrè a ak yon pri ki trè elve osi tou.

Aktyèlman la, pou achte yon sèl ti sachè semans sa koute 500 *goud*. Yon sak angrè sa koute eeeee 300 dola. Pou'm pa di... Imajine, alò an *goud*. Se an *goud* peyi nou an sèvi.

Donk, ou gendwa rive nan mache a. Ou gendwa fè tout depans. Ou gendwa simen yon ti sachè semans pou 500 *goud*, yon sak angrè pou 300 dola. Wa'p pran swen'l. E kòb

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¹³ San'm pa di plis.

w'ap peye lòt moun. Si ou menm ou pa kapab netwaye'l. Dèfwa ou konn rive sou mache avè'l son katastwòf. Dèfwa ou konn rive sou mache a avè'l ou konn paka menm tire kòb ou depanse a. Kounya la, lè'm vin fè yon imajinasyon. M'di bon: Si nan zòn nan nou te gen, eeee pa egzanp yon bon òganizasyon kite a la tèt nou. Menm jan nan peyi devlope, yo konn fè sa tou. Yon moun gendwa fin fè jaden an, leta ap ede'l. Epi aprè lè danre a bon, leta menm gen yon ti pousantaj. Li pran sou li. E jis ou gendwa ap travay. Li gendwa fè x tan ap travay. Li wè poukisa l'ap travay la. Men, dèfwa nou menm nou pa jwenn yon bagay konsa. Menm yon ti èd. Òganizasyon sa ki sou pye a vrèman enpòtan. Pou kèlke moun bagay la fèt. Yo pran li y'ale bay pou kantin timoun yo. Men dèfwa nou gendwa al sou mache avè'l. Dèfwa kób ou depanse a ou paka tire'l nul par¹⁴. Bon, ou prèske menm demi ou paka tire. Dèfwa se pèdi, pèdi, pèdi nèt.

Almathe: Nimewo 6, ou t'ap ajoute yon bagay?

Patisipan #6: Gason; 35 ane; Kiltivatè; 3em ane fondamantal; 4 timoun; Okenn timoun nan pwogram: Wiii. Ou te di lè nou gen danre kote nou vann yo?

Almathe: Chenn de mache a ye,kòmanchenn de mache a ye? Kote'l soti nan jaden an pou rive nan mache a. Pou rive kote w'ap vann ni an. Kòman sa fèt?

Patisipan #6: Gason; 35 ane; Kiltivatè; 3em ane fondamantal; 4 timoun; Okenn timoun nan pwogram: Nan depa, mache yo konn pa pre nou. Nou konn gen anpil dè difikilte pou'n rive nan mache yo. Epi pafwa, jan konfrè nou di an. Nou konn rive nan mache lè nou panse sa ka byen pou nou, bagay yo konn pa tèlman. Alò, se yon jijman. Si tout fwa ke nou te jwenn yon kote ki te ka resevwa podwi sa yo nan men nou. Nou t'ap santi li pi mye pou nou.

Almathe: Ok. Dakò. Mèsi. Pa gen moun k'ap ajoute yon lòt bagay?

Patisipan #3: Gason; 26 ane; Kiltivatè; Preparatwa 2; Okenn timoun; Okenn timoun nan pwogram: Bon. Bon, e limewo 3. Jan'w tande nimewo 9 la di a. Bon sa'w wè'l di a se konsa.

Almathe: Ok. Dakò. Men kiyès ki responsab pou al vann machandiz nou? Pou vann danre. A kiyès ki responsab pou fè sa?

Pliblik: Gen dèfwa, danre a konn pare. Ki nimewo... Ki nimewo ? Se machin ou pran w'al vann ni Fondènèg.

Almathe: Men kiyès kiyès nan fanmi an ki responsab ki pou fè sa?

[Bri moto k'ap pase.]

Patisipan #6: Gason; 35 ane; Kiltivatè; 3em ane fondamantal; 4 timoun; Okenn timoun nan pwogram: Madanm nou. Chonje se mèt kat ki jwe kat la. Si'm redi m'fè jaden'm. Si'm

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¹⁴ Okenn kote

gon fi. Fi a gendwa al vann ni. Men se mwen ki redi fe jaden an. Se mwen k' pou oblige al bat mizè'm, nan mache a.[Riii.]

Almathe: Ok. [Riii] Ok. Nimewo 9. Ki moun ki vann pou ou? Riii

Patisipan #9: Gason; 22 ane, Kiltivatè; etidyan; 3em segondè; Okenn timoun; Okenn timoun nan pwogram: Alò, se manman'm ki responsab. Tout, tout bagay mwen nèt. M'gendwa fè patat. Yanm. Chou kèlkeswa sa'l ye a. Se manman'm ki responsab li. Se konsa'l ye, li ale nan mache.

Pou ale nan mache, nan mache a Fondènèg. Kous moto a ap koute'w. Nenpòt ee 250 *goud*. Ou gendwa al nan mache. Ou pran moto ou desann, sa esi w'ap desann. Men yo pa konn pote yo sou moto a.

Dèfwa, yo konn pote on ti bagay sou dèyè moto a. Pa twóp. Men yo konn pote yo sou machin. Alò, ou poto on sèl la sou machin. Sòti la al Fondènèg l'ap koute'w on 150 *goud*. On sèl la. On ti bout sak. E pa gwo, gwo, gwo sak non. E konsa bagay yo ye. E nan sa nou ye bó isi a. Donk, eeee manman'm ki responsab tout bagay. M'pa konn pou pi devan, lè'm gen madanm. Lè'm vinn gen madanm, e li k'ap responsab. [Riii.]

Almathe: E ou menm. Kiyès ki responsab pou ou? Nimewo 6. Ki vann pou ou?

Patisipan #6: Gason ; 35 ane; Kiltivatè; 3em ane fondamantal; 4 timoun; Okenn timoun nan pwogram: Mwen se limewo 6. Mwen konnen depi'w gen madanm. Sè ke tout afè'w se sou kont madanm ou yo ye. E madan'm mwen ki vann pou mwen.

Almathe: Ok

Patisipan #6: Gason ; 35 ane ; Kiltivatè ; 3em ane fondamantal; 4 timoun; Okenn timoun nan pwogram: Pafwa, m'konn ansanm avèk li tou.

Piblik: Riii

Almathe: Ok. Men se li ki responsab?

Patisipan #6: Gason; 35 ane; Kiltivatè; 3em ane fondamantal; 4 timoun; Okenn timoun nan pwogram: Wi. Se li'k responsab.

Almathe: Nimewo 5. Pastè?

Patisipan #5: Gason; 48 ane; Kiltivatè, pasté; Moyen 2; 5 timoun; Okenn timoun nan pwogram: Wi . Mwen menm m'konn vann jaden. M'konn vann jaden, pase madan'm mwen gon lafyèv tifoyid nan pye li.

Almathe: Ok.

Patisipan #5: Gason; 48 ane; Kiltivatè, pasté; Moyen 2; 5 timoun; Okenn timoun nan pwogram: Li pa kapab pran kous machin nan. Li pa kapab.

Almathe: Ok. Sa vle di machann, madan Sara vini. Epi'w tou vann tout jaden an?

Patisipan #5: Gason; 48 ane; Kiltivatè, pasté; Moyen 2; 5 timoun; Okenn timoun nan pwogram: M'vann jaden an. Pafwa tou m'vann ni, nan jaden an. Pafwa tou m'pote'l Msòti m'al vann ni. M' bay yon sèvant vann ni pou mwen.

Almathe: Ok. Dakò. Mèsi. Èske nou tande pale de Ropanip? Sa nou tande pale de Ropanip? Nimewo 6.

Patisipan #6: Gason; 35 ane; Kiltivatè; 3em ane fondamantal; 4 timoun; Okenn timoun nan pwogram: Wi. Mwen tande pale de Ropanip. Eeee alò'm konnen Ropanip se youn sou teren an. Byen ke'm te di m'te nan Ropanip. M'te vin soti. Menm konnen Ropanip se youn sou teren an, ki travay anpil. Ee Ropanip konn voye dè semans. Li konn bay chou. Li konn bay kawòt. Li konn bay angrè. Eeee m'kwè m'te nan Ropanip. Lè'm te nan Ropanip m'te gentan benefisye yo. Te voye, m'te gentan benefisye yon kabrit nan Ropanip. Aprèsa se yon bagay yo te fè. vin fè ansanm avèk mwen. Ki fè'm te vin soti. Men jisteman m'te vle tounen. M'pot ko retounen. Menm konnen Ropanip te konn travay sou teren.

Almathe: Dakò. Ban'm poze'w yon ti kesyon. Ok. Ou ka ban mwen yon ti istwa ou menm avèk Ropanip? Sa vle di, ou te asosye avèk Ropanip?kòmansa te rive fèt?

Patisipan #6: Gason; 35 ane; Kiltivatè; 3em ane fondamantal; 4 timoun; Okenn timoun nan pwogram: Bon m'pa fin tèlman...

Jackly: Pa egzanp, èske yon manb Ropanip ou te ye? Oswa ou te nan yon lòt oganizasyon ki konn vann a Ropanip? Kòman sa te fèt?

Patisipan #6: Gason; 35 ane; Kiltivatè; 3em ane fondamantal; 4 timoun; Okenn timoun nan pwogram: Wi. Mwen te nan òganizasyon an. Men lè sa Ropanip potko achte. Se an aprè lè'm vin soti. Ropanip te vin achte pou yo bay a lekòl. Lè sa se manb mwen te ye nan Ropanip.

Almathe: Ok, mèsi. Nimewo 9.

Patisipan #9: Gason; 22 ane, Kiltivatè; etidyan; 3em segondè; Okenn timoun; Okenn timoun nan pwogram: Wiii. Papa'm fè pati Ropanip la tou. Donk alò, se konsa bagay yo ka vini la. Epi yo separe yo antre yo. Chak moun ki nan Ropanip yo jwenn yon ti bagay. Sof ke gen yon bagay yo te konn ouvri ladan tou. Yo te konn fè anpil. Eeee anpil ekonomi. Jan konfrè nou di'l, jan li te benefisye kabrit la. Alò, se pa pou san rezon. Alò, son bèl bagay li ye. Li ede'w a fè dè jesyon. Li ede'w konn de bagay ou genyen, jisteman. E pifó danre ou fè yo tou, pa preske pase an gaspiyay.

Alò, gen prezidan Ropanip la. Donk, si'w ladan degaje la rapid vit ou jwenn avè'l. Eeee l'ap degaje'l. Li pranl nan men'w. Jis pou fè kantin eskolè a mache ase byen. Alò, se sèl ti istwa sa tou piti, tou piti, ti istwa sa sèlman mwen te genyen. Mwen konnen papa'm andedan pati, ki konn ap esplike'm on seri de bagay ladann. Alò, se sèl sa mwen retni ladann, yon istwa ladann.

Almathe: Ok. Pa gen moun ki t'ap ajoute lòt bagay ankó?

Patisipan #6: Gason; 35 ane; Kiltivatè; 3em ane fondamantal; 4 timoun; Okenn timoun nan pwogram: M'pa konn si gen moun k'ap di. Mwen m'pap di anyen ankó non.

Almathe: Ok. Èske yo pa janm achte danre nan men nou? Menm si egzakteman se pa Ropanip ki achte danre a nan men nou. Èske yo pa janm achte danre nan men nou? Epi danre sa, yo pran'l ? Yo pote'l nan lekòl ki bay kantin yo ? Epi yo bay timoun yo mange ?

Patisipan #6: Gason; 35 ane; Kiltivatè; 3em ane fondamantal; 4 timoun; Okenn timoun nan pwogram: Mwen'm se limewo 6. M'poko gen sa...

Almathe: Ou poko gen sa?

Patisipan #6: Gason; 35 ane; Kiltivatè; 3em ane fondamantal; 4 timoun; Okenn timoun nan pwogram: M'poko genyen.

Patisipan #5: Gason; 48 ane; Kiltivatè, pasté; Moyen 2; 5 timoun; Okenn timoun nan pwogram: Mwen vann. M'pa konn si moun nan al pote'l ale. Men m'poko antre nan gwoupman an. Pou mwen al bay danre. M'poko jwenn. Lè fini lespri'm potko demare pou male la nonpli. M'pat jwenn moun te vin anseye'm, mande'm machandiz. Ou konprann? M'pa konn jwenn moun mande'm achte.

Almathe: Humm.

Patisipan #5: Gason; 48 ane; Kiltivatè, pastè; Moyen 2; 5 timoun; Okenn timoun nan pwogram: M'pa konn jwenn moun mande'm achte. Sa vle di m'pa gen kouray tou, pou yo wè m'ap rantre san'm pat gen kontak ak moun nan. Pou'm ap pot machandiz. M'konnen moun nan ka banm desepsyon. M'pa antre. Men si'm te jwenn okazyon. Yo te envite'm. Yo te bezwen machandiz nan menm. M' tap pote ba yo. Men san ke yo pa di'm sa. M'pa pote.

Almathe: Ok, dakò.

Patisipan #9: Gason; 22 ane, Kiltivatè; etidyan; 3em segondè; Okenn timoun; Okenn timoun nan pwogram: Alò, rezon ki konn fè mwen menm... Defwa m'konn genyen tou ki konn rive jwenn timoun yo. Se paske papa'm nan òganizasyon an. Li gendwa genyen. Epi'l chwazi jodi a li pa voye pa'l. Epi'l pran nan pa'm, li jis bay. Li voye ale. Sa vin rann kont m'gon ti bagay ki ale tou. Alò, depi'l rive nan men moun yo. Moun yo k'ap resevwa yo a. Ki ap achte yo a. Depi'l rive nan men yo. Sèke eeee timoun yo ap twouve yo kanmenm. Paske se sa yo la pou yo fè. Donk, depi'l rive nan men yo. M'konnen y'ap rive kanmem. Paske m'tap pale ak yon pwofesè lekòl anlè Salanyak. Li di'm e chak jou defwa... M'di'l: "Kóman yo bay timoun yo bagay yo"? Li di'm: "Se yanm dèfwa se patat."

Dèfwa yo konn ba yo manyòk. Yo konn fè bouyon. Gen jou tou yo fè legim tout bagay nèt. Epi bay timoun yo mange. Kounya la, alò'm di: "Bon, si se konsa l'ap mache." M'di: "Bon, bagay la ap byen mache". Sa sèlman fè'm gen anvi travay de pli. Malgre'm poko

entegre ladann. Jis pou'm ranbouse yo yon seri de bagay, pou yo ba yo. Men sa sèlman fè'm anvi travay. Paske m'wè timoun yo ap nouri a pwodwi lokal la. E sa ankò fè'm pi byen toujou. Paske y'ap nouri pwodwi lokal yo.

Almathe: Ok. Ban'm poze yon kesyon sou sa'w di'm nan. Èske lè papa'w konn pase danre ou yo a Ropanip, ou fè plis kób ke lè danre al nan mache a?

Patisipan #9: Gason; 22 ane, Kiltivatè; etidyan; 3em segondè; Okenn timoun; Okenn timoun nan pwogram: Eeee, alò li vise vèsa. Defwa ou konn fè plis kòb nan mache a. Dèfwa tou ou konn ap fè mwens kòb. Pa egzanp... Eee, m'pa konnen. Alò ane kite pase a te konn genyen yon ti bagay chou.

[Brii moto k'ap pase.]

Ou konn rive nan mache a la, ou vann ni 80, 90 dola. Answit lè'w rive eeee, nan Ropanip la. Ou vann ni depli ke 90 dèfwa tou. Li konn moute nan mache a, ou parèt ou vann ni 300, 300 konbyen dola. Epi aprè nan Ropanip la li gendwa, li gendwa desann. Em te vin tande, m'pa konnen si se konsa'l ye vre. M'te vin tande pri sa li vann sou mache a. Se pri sa a Ropanip ap resevwa'l nan men moun yo. M'pa konnen si se verite li te ye.

Silans...

Almathe: Ok. Èske nou ta vle fè pati de Ropanip?

Piblik: Wi, wi.

Patisipan #5: Gason; 48 ane; Kiltivatè, pasté; Moyen 2; 5 timoun; Okenn timoun nan pwogram: Depi nou jwenn okazyon pou'n fè sa n'ap fè'l.

Almathe: Kisa nou panse de pwogram kantin skolè a ? Yo bay timoun yo manje manje lokal la. Ou gentan di'm sa'w panse nimewo 9. Yon lòt moun. Kisa'w panse de pwogram sa, pwogram PAM sa ?

Patisipan #5: Gason; 48 ane; Kiltivatè, pasté; Moyen 2; 5 timoun; Okenn timoun nan pwogram: Sa ta merite pou fèt..

Almathe: Nimewo 5 ...

Patisipan #5: Gason; 48 ane; Kiltivatè, pasté; Moyen 2; 5 timoun; Okenn timoun nan pwogram: Sa ta merite pou fè sa. Paske yo son èd pou bay timoun sekou. Jan yo konn di a. Sonw lit n'ap fè la. Mwen trè kontan pou'm kapab patisipe nan sa tou. Paske'm pat ko, sa pat nan lespri'm tou .M'pat ko jwenn moun panike'm de sa tou. Se kounye la nou pran posiblite pou'm patisipe nan sa. Epi'm kontan sa tou.

Almathe: Trè byen. Nimewo 6, sa'w panse de pwogram nan?

Patisipan #6: Gason; 35 ane; Kiltivatè; 3em ane fondamantal; 4 timoun; Okenn timoun nan pwogram: Sam panse de pwogram nan? Nimewo 6. Sam panse nan pwogram nan. M'panse se yon aktivite ki ap ede timoun yo nan lekòl. Paske tout fwa ou menm paran ou

te gendwa bay timoun nan on ti bagay la'l lekòl. Epi sa'w te ba li a te gendwa pat ka kenbe'l pou jounen an. Lè'l rive lekòl la li vin jwenn yon lòt ti bagay ankò, ki ka ba'l yon plis sipò pou'l retounen. Timoun nan timoun nan vin jwenn ou. Epi'm santi son bèl aktivite nan pwogram nan. Em kontan sa. M'felisite sa.

Almathe: Nimewo 3, sa'w panse de pwogram nan?

Patisipan #3: Gason; 26 ane; Kiltivatè; Preparatwa 2; Okenn timoun; Okenn timoun nan pwogram: Eeee, mwen menm ... M'renmen pwogram nan anpil. Pase se travayè'm ye. Pase depi'm wè gon bagay gon kote ou ka annik rete ou bay li, y'ap pran'l. Se bon.

Almathe: Ok. Eske gen lekòl bò isi a ki bay kantin skolè? Ki bay manje, ki bay kantin nan seksyon an, nan kominote a, gen lekòl ki jwenn?

Patisipan #3: Gason; 26 ane; Kiltivatè; Preparatwa 2; Okenn timoun; Okenn timoun nan pwogram: Wi. Gen lekòl ki jwenn. Pase gon lekòl anlè kay Tilis la. Yo konn fè sa. Yo toujou bay. Kay Soni yo toujou bay kantin.

Almathe: Ou pa gen timoun ki nan kantin?

Patisipan #3: Gason; 26 ane; Kiltivatè; Preparatwa 2; Okenn timoun; Okenn timoun nan pwogram: Non. Mwen pa gen timoun. Mwen menm timoun pa'm lekòl Kè de Jezi de Vyèl. Almathe: Hummm

Patisipan #3: Gason; 26 ane; Kiltivatè; Preparatwa 2; Okenn timoun; Okenn timoun nan pwogram: Yo pa fè kantin.

Natacha: Yo pa fè kantin?

Patisipan #3: Gason; 26 ane; Kiltivatè; Preparatwa 2; Okenn timoun; Okenn timoun nan pwogram: Non.

Almathe: Ok.

Almathe: Yon lòt kesyon sou afè kantin nan, m'ap poze nou. Sa yo bay? Yo bay timoun nan yon pla cho? M'kwè yo bay li nan peryòd rekreyasyon. Men èske daprè nou menm li enpòtan? Èske li nesesè se yon pla cho pou yo bay timoun nan? Èske nan plas pla cho a, yo te ka bay timoun nan yon pla frèt? Ou konnen pou fè manje li pran tan. Èske nou pa panse yo te ka bay timoun nan yon lòt bagay nan plas pla cho a? Yon bagay ki deja prepare? Wi. Nimewo 9.

Patisipan #9: Gason; 22 ane, Kiltivatè; etidyan; 3em segondè; Okenn timoun; Okenn timoun nan pwogram: Eeee ki deja prepare a avèk lè se ou menm ki prepare'l la se 2 bagay diferan. Eee sitou se avèk menm pwodwi pa nou nou chwazi fè preparasyon an. Avèk yon preparasyon... Ban'm di ki soti...Bon, ban'm di an Chin, Ozetazini. Donk, m'pa konn kijan de preparasyon'l ye. Eee malgre de tanzantan mond lan menm... Non sèlman ap modènizè. Modènizasyon an menm vin ap prèske mete moun yo, prèske mete moun

yo maladif. Pase gen de seri bagay yo kreye aktyèlman. Y'ap voye ba nou. Te gon egzanp eeeeee on bagay yo rele papyo, yon ti ji.

Yon ti ji yo fè yo mete'l nan sachè. A chak fwa mwen menm mwen bwè'l, e kòmsi m'santi tout kòm ap fè'm mal. E sou m'prèske sou. M'konn fè jounen an kouche. Dèfwa tou, padon figi nou, m'konn ap pipi, pipi a dous. Dèfwa m'jis pa bwè'l ankó. Kounya la avèk nou menm ki gen pwodwi lokal pa nou. Donk, nou prepare. Ou gendwa gen gwayav sa la. Ou pranl ou fè yon ji avè'l. Ou gendwa gen chadèk sa la. Ou pran'l ou fè yon ji avè'l. Oubyen zoranj kèlkeswa kowosól. Kèlkeswa sa'lye a ou pran'l ou fè yon ji. Ou prepare yon ji ou bwè, kawòt la. Donk, m'panse yon bagay... M'panse ki deja prepare nan yon lòt peyi kèlkonk. Alò, se 2 bagay diferan. Alò, pla cho a, olye de yon pla frèt ki deja prepare soti on lòt kote. Avèk nou menm ki prepare'l la, m'panse pla cho a se meyè solisyon pou timoun yo.

Almathe: Ok. E sou sa'w di a, e si pla frèt la sonw pla ki prepare lokal li ye?

Patisipan #9: Gason; 22 ane, Kiltivatè; etidyan; 3em segondè; Okenn timoun; Okenn timoun nan pwogram: Alò, pla frèt la... Eee si'l prepare lokal... Donk, alò se toujou yon pwoblèm. Pla cho a, lik plis nesesè. Alò pla frèt la... M'konn toujou tande lè y'ap fè spòt kolera yo konn toujou di avan...

Almathe: Lè'm di'w pla frèt la, sa pa vle di sonw manje ki la deja. Sonw manje ki pa kwit ki ka manje. Men ou pa bezwen mete'l sou dife pou kwit li. Li ka yon bagay, nou ka di kasav avèk manba, fig mi. Ann di on bagay konsa. Men se bagay ki lokal?

Patisipan #9: Gason; 22 ane, Kiltivatè; etidyan; 3em segondè; Okenn timoun; Okenn timoun nan pwogram: Ok, ok. Kounya la m'konprann. De tout fason alò pla cho a, alò e li k'ap meyè solisyon pou timoun yo.

Almathe: Èske nou di menm bagay, nimewo 6?

Patisipan #6: Gason; 35 ane; Kiltivatè; 3em ane fondamantal; 4 timoun; Okenn timoun nan pwogram: Mwen se nimewo 6. M'ap di, tout fwa lè timoun nan ta pran yon pla cho li ankò santi'l pi bon. Paske lè ou prepare pla frèt la, m'kwè ou gendwa bay timoun nan ti bonbon. Pafwa'l gendwa e ti bonbon siwo. Ou gendwa e ti bannann mi. Gen timoun pafwa, gen timoun ki vere anpil.

Bagay dous la pa fin tèlman bon pou li. Lè timoun nan pran yon ti bagay sèl li pi mye pou li. E souvan fwa, yo gendwa di yo pral bay timoun nan ti sachè bonbon sèl. Pafwa'm kwè... Pafwa menm kan yo te prepare yon grenn bannann. Yo te bouyi li. Yo te ba li enpe sòs. Li te bwè'l. Li t'ap ankò mye pou li. Menm lè yo te ba'l yon bout bannann, li t'ap pi mye pou li. Ke'l pral manje yon grenn bannann mi, ki pa'p santi'l enpòtan. Petèt yo pral ba'l yon sachè bonbon. Petèt yon sachè chiko li mange'l. Son ti desè lye. Se yon ti desè'l ye. Sè ke si'l te pran pla cho a, li t'ap pi enpòtan, pi enpòtan.

Almathe: Ok, dakò. Èske nou ta vle genyen kantin skolè nan zón nan?

Piblik: Oh wi. Anpil, anpil.

Almathe: Anpil, anpil?

Piblik: Wi, wi.

Almathe: Gen anpil lekòl nan zòn nan? Konbyen lekòl kominotè ki genyen konsa?

Patisipan #9: Gason; 22 ane, Kiltivatè; etidyan; 3em segondè; Okenn timoun; Okenn timoun nan pwogram: Kominotè a 1,2. Alò pou zòn sa la, m'konn 3 lekòl kominotè.

Patisipan #6: Gason; 35 ane; Kiltivatè; 3em ane fondamantal; 4 timoun; Okenn timoun nan pwogram: Alò'm se nimewo 6. Ou di, èske nou ta renmen...

Almathe: Wi, èske nou ta renmen pou gen yon pwogram konsa nan zòn isit la ? Pou timoun yo te ka benefisye'l.

Patisipan #6: Gason; 35 ane; Kiltivatè; 3em ane fondamantal; 4 timoun; Okenn timoun nan pwogram: Eeee m'pral di... Si tout fwa ke lekòll pa timoun yo pat genyen'l deja. Èske a travè de nou menm nou pral... Pandan setan ke ou rejwenn ansanm avèk mwen. Èske a travè...

Almathe: Ou mèt fin pale, ou mèt fin pale.

Patisipan #6: Gason; 35 ane; Kiltivatè; 3em ane fondamantal; 4 timoun; Okenn timoun nan pwogram: Ok, èske a travè de nou menm? Èske lekòl la pral ka arive benesifye'l.

Almathe: M'ap reponn ou avèk sa. Se pou sa nou gen ti aparèy sa yo la. Ke nou genyen. Nou fè ba'w chif. Nou gen yon rapò nou pral remèt PAM. N'ap di nou te pale, men a moun nou te pale yo. Men sa yo panse. Men sa yo di. Epi men kote yo ye. N'ap pote tout pawòl ou di. Se kòm si se a PAM w'ap pale la. Dakò?

Patisipan #6: Gason; 35 ane; Kiltivatè; 3em ane fondamantal; 4 timoun; Okenn timoun nan pwogram: Jis mentnan ke m'ta renmen... M'ta renmen si lekòl kote timoun mwen yo ye a ka patisipe...

Natacha: Kay Tilis se yon lekòl kominotè? Kay Tilis?

Patisipan #6: Gason; 35 ane; Kiltivatè; 3em ane fondamantal; 4 timoun; Okenn timoun nan pwogram: Bon m'pa konn si se yon lekòl kominotè.

Piblik: Kominotè'l ye, kominotè'l ye.

Almathe: Ok.

Patisipan #6: Gason; 35 ane; Kiltivatè; 3em ane fondamantal; 4 timoun; Okenn timoun nan pwogram: Sa plis manke'm. Si kote timoun mwen yo lekòl la, si yo te ka patisipe li t'ap mye. Yo t'ap benesifye on bagay tou.

Almathe: Kòman lekòl la rele?

Patisipan #6: Gason; 35 ane; Kiltivatè; 3em ane fondamantal; 4 timoun; Okenn timoun nan pwogram: Kè de Jezi de Vyèl.

Almathe: Ok. M'ap tounen sou bagay sa ankò avèk nou. Si yo di, si yo ta di nou konsa kòm nou pa gen timoun ki nan lekòl. Men pa egzanp ou gen yon timoun ki nan lekòl ki bay kantin. Si kantin nan vini li di konsa, sa nou gen kounya nou ka bay timoun nan se yon bagay dous. Si yo di ke yo pa gen ase fon pou bay timoun yo yon pla cho. Nan ka sa kisa nou t'ap di PAM ? Si'l ta di yon bagay konsa. Èske nou t'ap di PAM pito'l pa bay timoun nan anyen menm. Oswa li mèt ba li bagay ki dous la?

Patisipan #6: Gason; 35 ane; Kiltivatè; 3em ane fondamantal; 4 timoun; Okenn timoun nan pwogram: Alò, nimewo 6. Sam t'ap di, m'pa t'ap di pa bali'l. M'tap di, pla cho a se pa tout afè. Si yo pa ta ka ba li'l chak jou. Pafwa yo te ka fè yon melanj. (Mmhh) Si tout fwa ke nan semèn nan pote 6 jou. Yo ta ka fè pla cho a diran 3 jou. E pla frèt la diran lòt 3 jou. Epi'm t'ap di yo te ka melanje'l, yo fè sa. Pase bagay yo pran depans. Si tout fwa yo ta santi depans la twòp pou yo. Bon, nou konnen pou afè fè manje ou pa ka pran yon manje ou mete'l bouyi. Men si yo pa ta ka panse diran tout semen nan, yo pat ka moute chodyè. Yo te ka melanje'l.

Almathe: Ok.

Patisipan #6: Gason; 35 ane; Kiltivatè; 3em ane fondamantal; 4 timoun; Okenn timoun nan pwogram: Fè yon pati pla cho, yon pati pla frèt.

Almathe: Dakò. Mèsi. Pa gen yon moun ki t'ap ajoute yon bagay ankò?

Natacha: Men semèn lekòl bò isi yo se 6 jou yo fè ? Kòm mwen tande...

Patisipan #6: Gason; 35 ane; Kiltivatè; 3em ane fondamantal; 4 timoun; Okenn timoun nan pwogram: Non. Alò, m'di sa.

Almathe: 5 jou, 5 jou. Ok, dakò. Èske nou panse yon pwojè konsa ta sipoze kenbe? Ta sipoze kontinye jiskaske'l rive kote'l ta dwe rive a?

Patisipan #5: Gason; 48 ane; Kiltivatè, pasté; Moyen 2; 5 timoun; Okenn timoun nan pwogram: Wi alò.

Piblik: Wi, wi.

Almathe: Tankou pwogram kantin skolè a, èske nou panse li ta dwe kontinye oubyen'l dwe kanpe?

Piblik: Non. Fò'l ta kontinye, kontinye.

Almathe: Poukisa pou'l ta kontinye? Poukisa pou'l ta kontinye?

Patisipan #3: Gason; 26 ane; Kiltivatè; Preparatwa 2; Okenn timoun; Okenn timoun nan pwogram: Paske se yon bagay ki bon li ye. Si tout fwa m'ta vin gon timoun. M'ap travay. M'ap toujou bat pou'm mete'l nan lekòl kote ki gen pla cho a.

Almathe: Sa t'ap ede'w kòman?

Patisipan #3: Gason; 26 ane; Kiltivatè; Preparatwa 2; Okenn timoun; Okenn timoun nan pwogram: L'ap soulaje'm. Gen dèfwa l'ap nan lekòl li. Li t'ap jwenn kantin ni. Egal la, li t'ap bon pou mwen.

Almathe: Wi, nimewo 9.

Patisipan #9: Gason; 22 ane, Kiltivatè; etidyan; 3em segondè; Okenn timoun; Okenn timoun nan pwogram: Alò soulajman'l t'ap jwenn, malgre'm poko gen timoun. Soulajman'l t'ap jwenn, pla cho a la. Alò, li t'ap sòti nan men paran yo ankò. E answit e pitit yo, e pitit, yo ankò ki pral benefisye'l. Dèfwa ou gendwa rete, donk ou gendwa leve maten an la. Alò sonw grenn ze, yon ti fig, oubyen yon ti pen ou gentan fè bay timoun nan. Donk, gen paran lè timoun nan al lekòl la chak jou, alò fòl jwenn on 100 *goud* on 50 *goud* pou'l ba li. A lèd de pla cho sa, 50 *goud* sa, 100 *goud* sa li fè ekonomi avè'l. Akoz de pla cho a timoun nan jwenn nan lekòl la, alò li t'ap ede paran bokou, bokou.

Almathe: Pou mwen menm, kesyon pa'm yo sanse fini. M'pa konnen si kolèg mwen yo gen kèk bagay yo ta vle ajoute ke mwen menm mwen pat ajoute?

Jackly: Bon, m'pa wè genyen anpil bagay mwen ka ajoute se sa'l ta ye. Mwen te gen yon kesyon avè'm talè a. M'genlè bliye'l. Men si Natacha gen yon bagay li ka toujou di'l pandan sa ma sonje pa'm nan.

Natacha: Bon, m'pa gen tèlman anpil bagay m'ap di. Pase m'tande tout sa nou te gen pou'n tande ?

Jackly: Kesyon'm genyen an, mwen on ti jan chanje'l. Èske nou konnen wòl le PAM? Wòl le PAM antanke plantè? Èske nou konnen wòl li?

Patisipan #5: Gason; 48 ane; Kiltivatè, pasté; Moyen 2; 5 timoun; Okenn timoun nan pwogram: Non, lè plantè...

Almathe: PAM, PAM. Ou ka jis di nimewo'w?

Patisipan #6: Gason; 35 ane; Kiltivatè; 3em ane fondamantal; 4 timoun; Okenn timoun nan pwogram: Nimewo'm se 6. Alò mwen kwè wòl PAM nan, se pou la premyè fwa m'tande PAM. M'potko tande'l. E si tout fwa PAM ta gen yon wòl li jwe, sè ke nou pa konnen. Si tout fwa nou ta esplike nou on pwent de vi ladann. Nou ta kapab rekonèt li. Pase pou mwen menm m'potko tande'l.

Almathe: Pastè, pat gen yon lòt moun ankò?

Patisipan #9: Gason; 22 ane, Kiltivatè; etidyan; 3em segondè; Okenn timoun; Okenn timoun nan pwogram: Ok, nimewo 9. Alò eeee selon tout sa nou pale la. Si'n t'ap fè yon brèf rezime. Donk, mwen t'ap gentan di. Alò'm t'ap gentan di. PAM li la jis, eeee li la jis pou'l ede nou avanse. Rezon an, lè'm di pou'l ede nou avanse, si nou chwazi vin pran tout enfomasyon sa yo. Epi pou'n degage pou'n pote ale answit. Aprèsa, eee sizanka,

sizanka ou vin gon reaksyon ki vin fèt. Petèt òganizasyon gendwa vin fòme. Epi nou jwenn posiblite tou pou'n ofri de seri de bagay nan òganizasyon an. La m'panse, m'paka pa di anyen ditou. [Riii] An gwo, PAM ede nou avanse a pwogram kantin eskolè yo. E answit pou'l ede paran yo tou. E answit pou ede timoun yo tou.

Jackly: Ok. Tout sa nou di yo bon. Men pa definisyon nou konnen ke PAM se Pwogram Alimantè Mondyal. Sou afè kesyon manje. Se sak fè nan lekòl la gen sak rele rasyon alimantè. Kantite pwa, kantite diri, kantite lwi'l kò yon timoun ap bezwen pa jou. PAM se li menm ki regle koze sa yo. Sam te ka di pwodiksyon lokal. Paske nan moman sa la, yo achte pwodwi nan men plantè etsetera....

Se yon bagay ki nan zafè ak kesyon manje. M'panse se tout sam ka di. Madam nan genlè ap ajoute yon bagay ?

Almathe: Wi. M'tap ajoute yon bagay sou sa Jackly di. Nou konnen ke, èske li nesesè pou pwogram nan achte manje lokal? Oubyen pou'l ta achte manje ki enpòte pou bay timoun yo? Nou konnen pou manje lokal anpil fwa manje lokal la konn pi chè. Sa timoun nan ka jwenn nan konn piti. Si yo di konsa ke y'ap achte manje ki enpòte. Yo ka bay timoun on asyèt diri ki pi gwo ke si yo ta ba'l nan diri lokal. Èske yo ta sipoze rete egzakteman sou lokal oswa yo te ka pran manje enpòte bay timoun yo?

Patisipan #6: Gason; 35 ane; Kiltivatè; 3em ane fondamantal; 4 timoun; Okenn timoun nan pwogram: Bon, mwen se nimewo 6. Alò, n'ap di lè tout fwa ke se moun k'ap fè pou ou, ou pa egzije.

Almathe: Non. Sa'w panse ki t'ap pi bon?

Jackly: Kite'l pale, kite'l pale.

Patisipan #6: Gason; 35 ane; Kiltivatè; 3em ane fondamantal; 4 timoun; Okenn timoun nan pwogram: Eee pandan setan ke, se menm jan m'sot di a la. Nou panse e si tout fwa ke nan manje, menm se ou menm a la mezon. Si tout fwa ou ta gen yanm. Ou plante yanm. Ou paka fè. Ou paka rete toutan pou w'ap kwit yanm, yanm. Ou ka, ou ka kwit yanm nan gon moman. Gon moman ou ka kwit diri. Yon moman ou ka kwit mayi moulen. Gon moman ou ka kwit pitimi. Epi nou ka change manje. Fè rechanj manje. M'kwè nan moman sa si PAM ta vle kwit diri ba timoun yo. Li vle kwit yanm. Li ka kwit bannann. Li ka fèl. Nou pa bezwen se nou menm, ki pou di egzakteman men sa nou dakò pou yo ta fè pou yo. Em kwè yo ka kwit diri. Yo ka kwit yanm. Epi pafwa lè yo paka achte nan pa nou an, yo ka bay yon anbwate. Yo ka fè'l.

Jackly: Enpòte ? Enpòte vle di, manje ki soti nan lòt peyi.

Patisipan #6: Gason; 35 ane; Kiltivatè; 3em ane fondamantal; 4 timoun; Okenn timoun nan pwogram: Wi.

Almathe: Ou pa t'ap gen pwoblèm a sa?

Patisipan #6: Gason; 35 ane; Kiltivatè; 3em ane fondamantal; 4 timoun; Okenn timoun nan pwogram: Bon. Alò nou pa t'ap gen lòt pwoblèm avè'l. Paske nou manje manje ki sot nan lòt peyi.

Almathe: Kiyès? kiyès ki t'ap di yon lòt bagay?

Patisipan #3: Gason; 26 ane; Kiltivatè; Preparatwa 2; Okenn timoun; Okenn timoun nan pwogram: Mwen menm nimewo 3. M' pi abitye a kilti'm fè a. M'kwè nan sam fè a.

Almathe: Ok.

Patisipan #3: Gason; 26 ane; Kiltivatè; Preparatwa 2; Okenn timoun; Okenn timoun nan pwogram: Donk, manje k'ap sot lwen nan bato sa yo. M'pa fin fye ladan yo. Lè w'ap manje'l gon ke sote ki pran'w,.nan sam plante a m'pi kwè ladanl. Almathe: Ok, dakò.

Patisipan #6: Gason; 35 ane; Kiltivatè; 3em ane fondamantal; 4 timoun; Okenn timoun nan pwogram: Epi nimewo 6. Kesyon'm ta renmen tounen di ankó. Alò, kòm PAM eeeee peze sou afè plantè a. Sam ta di, èske tout fwa ke pandan se tan nou chita la? Nou chita nou gentan kòm yon òganizasyon la? Èske tout fwa nou gen dè ti semans tou epi PAM te ka fè nou rejwenn? Pafwa si PAM te ka fè nou rejwenn dè ti semans. Ankò tou, n'ap santinn mye. Eee pafwa nou konn bezwen dè ti chou, kawòt. Pafwa kawòt la konn rate nou. Nou bezwen angrè. Èske PAM ka ede nou? PAM ka fè nou jwenn ti pwodwi sa yo?

Almathe: Ok .

Patisipan #6: Gason; 35 ane; Kiltivatè; 3em ane fondamantal; 4 timoun; Okenn timoun nan pwogram: M'santi sonw mye l'ap ye pou nou.

Almathe: Ok. Dakò. Nimewo 9, ou t'ap di yon bagay?

Patisipan #9: Gason; 22 ane, Kiltivatè, etidyan; 3em segondè; Okenn timoun; Okenn timoun nan pwogram: Wii.

Almathe: Ou t'ap di on bagay sou afè pwodiksyon lokal, ou sou pwodwi enpòte?

Patisipan #9: Gason; 22 ane, Kiltivatè; etidyan; 3em segondè; Okenn timoun; Okenn timoun nan pwogram: Sou pwodwi enpòte a. Alò nou patisipe ladann. Si gon bagay ki pou rive sof ke Bondye nan syèl la gentan wè kòman. Li gen je e li k'ap veye tout bagay nèt. Kèlkeswa sa'k gen pou rive a selon kwayans nan Dye. Pa gen anyen li pap fè. Alò pwodwi enpòte a ap bon. Ni pwodwi lokal l'ap bon. Ou gendwa parèt la ou di w'ap fè, w'ap fè ee yon enpòtasyon la. Sa t'ap ede vin patage a timoun yo. Nou paka di non. Eeee pandan setan nou te ka achte kèlke sak yanm, manyòk. Jis poun prepare pou timoun yo. Nou paka di non. Alò, pwodwi enpòte a. Se vre m'gendwa pi kwè mmhh nan pwodwi lokal mwen an. Menm jan te gen yon sitwayen kite di sa. Poukisa nou oblige kite pwodwi lokal nou an? Alò, se ak bagay etrange n'ap sèvi. Alò, dèfwa rezon ki fè n'ap sèvi a bagay etange sa yo. Gendwa pou fè ee... Yo gen kote pou yo fè. M'bliye kòman yo di sa. Wiii, pwodwi fini.

Piblik: Pwodwi fini, fini.

Patisipan #9: Gason; 22 ane, Kiltivatè; etidyan; 3em segondè; Okenn timoun; Okenn timoun nan pwogram: Men si nou gendwa gen gwayav la. Gwayav la la. Ou la ou pa konn enpòtans li non. Men si imedyatman ou voye'l nan lòt peyi ki òganize yo. Yo jwenn ni. Yo fè'l tounen yon pwodwi fini. E w'ap wè yo mete yon konsevasyon. Konsevasyon ladann ki dire 2,3,4 tran ladann. Yo toujou jwenn yo pou y'ap sèvi yo menm. Alò, si'n te gen bagay sa yo isi a la. Nou te gendwa transfòme pwodwi pa nou yo tou an pwodwi fini. Donk, eee nou te gendwa jwenn yo 2 ,3 ,4 tran n'ap sèvi tou. Menm jan a lòt yo. Alò, eeeee enpòtasyon an avèk lokal la. Alò jan yo ta dwe fè'l li t'ap toujou bon. Lokal la, enpòtasyon an tout enpòtan.

Jackly: Alò dakò. Mèsi. Nou sanse fini men si nou ta gen yon dènye pawòl nou t'ap di a PAM. Swa Ropanip ki dènye pawòl li t'ap ye ?

Patisipan #5: Gason; 48 ane; Kiltivatè, pasté; Moyen 2; 5 timoun; Okenn timoun nan pwogram: Wii, mwen...

Almathe: Nimewo 5.

Patisipan #5: Gason; 48 ane; Kiltivatè, pasté; Moyen 2; 5 timoun; Okenn timoun nan pwogram: Sa mwen menm, mwen ta vle di. Mwen se la kilti mwen fè. Si'm te ka jwenn yon opòtinite ta ede'm. Ta renmen on sèl bagay. Fòk nou pa dekourage.

Almathe: Wi.

Patisipan #5: Gason ; 48 ane ; Kiltivatè, pastè ; Moyen 2; 5 timoun; Okenn timoun nan pwogram: Fòk nou kapab genyen yon pawòl si. Si'w konnen ou ap fè 2,3,4 mwa nou pa wè. De mwa ou ale nou pa k'ap tande ankò. M'ta renmen pou'l fè. Pou'l mòde. Bonjan aktivite ladann. Epi pou nou kenbe pawòl nou. Pou nou pa mòde lage.

[Briii moto kap pase.]

Almathe: Ok. Pou'm reponn ak pastè. Se reponn m'ap reponn. Nou menm sa nou fè. Nou pran pawòl ou. Nou pote ale. Se sa nou fè.

Patisipan #5: Gason; 48 ane; Kiltivatè, pasté; Moyen 2; 5 timoun; Okenn timoun nan pwogram: Kilè n'ap tounen ankò?

Jackly: Ou konnen nou gen yon dènye vini pou'n fè ankò. Se an Jen oswa Jiyè n'ap fonw retounen ankò. Pwobableman ka gentan genyen yon lòt bagay avan. Konsa tou, Jen an gendwa rive gen lòt ti difikilte sa pa mache. M'panse se nan peryòd sa n'ap tounen vin pale ansanm avèw ankò.

Patisipan #5: Gason; 48 ane; Kiltivatè, pastè; Moyen 2; 5 timoun; Okenn timoun nan pwogram: Men lè n'ap vini.

Almathe: Wi, n'ap rele.

Patisipan #5: Gason; 48 ane; Kiltivatè, pasté; Moyen 2; 5 timoun; Okenn timoun nan pwogram: Anlè a n'ap desann, nan legliz la?

Jackly: E sak fè? Fò nou bay bon nimewo. Pase nou t'ap rele nou. Nou pat ka jwenn nou.

Almathe: Nimewo 6.

Patisipan #6: Gason; 35 ane; Kiltivatè; 3em ane fondamantal; 4 timoun; Okenn timoun nan pwogram: Wi, nimewo 6. M'kwè nenpòt lè n'ap retounen nou rele'm n'ap jwenn nimewo pa mwen an. N'ap ka jwenn mwen. Epi m'ap mande avèk Ropanip, eee kòm li te konn fè sa. E li fè sa. Se li'k toujou ka fè nou jwenn yon ti semans.

Almathe: Hummmm

Patisipan #6: Gason; 35 ane; Kiltivatè; 3em ane fondamantal; 4 timoun; Okenn timoun nan pwogram: Yon ti semans ki ap enpòtan pou nou. Fè nou jwenn yon ti semans.

Patisipan #6: Gason; 35 ane; Kiltivatè; 3em ane fondamantal; 4 timoun; Okenn timoun nan pwogram: Sa ap pi entèrese nou.

Almathe: Ok, nimewo 9.

Patisipan #9: Gason; 22 ane, Kiltivatè; Etidyan; 3em segondè; Okenn timoun; Okenn timoun nan pwogram: Mwen menm antanke jèn. Donk, sam ta renmen. Mwen ta jis bezwen yon amelyorasyon. Amelyorasyon an, se jis ou gendwa genyen alò pou fè semans yo. Kòm konfrè sot di a la. Konn gen difikilte pou nou jwenn yo. Alò, lè'n pa jwenn yo, lè konsa sa vin kont menm timoun yo. Kalkile si nou pa travay nou pa jwenn angrè pou met nan yanm yo. Pou yo donnen. Pou timoun yo jwenn. Si'n pa jwenn angrè pou'n met nan chou. Pou nou mete nan semans yo. Pou nou plante jis pou timoun yo jwenn. M'panse ni mwen menm, ni timoun yo, pwogram eskolè a li pap yon jan ka mache. Si'n pa gen ase mwayen nan men nou tou. Yon lòt bagay pou nou fè kilti yo. Pou timoun ka jwenn yo.

M'panse ni nou menm tou, tankou mwen menm pastè a, eeee lòt toujou se travayè yo ye. Si yo pa travay. Alò, yo poko gen yon metye pwofesyonèl nan men yo, tankou bòs mason. Alò, pa gen anyen ditou. Alò, se travay la. Travay latè a ki se plante yanm nan. Alò esa ki ede yo sèlman. Alò, si yo gen difikilite pou yo travay li. Yo pa jwenn yon amelyorasyon. Yo pa jwenn yon ede pou yo ka ale vè lavan. M'panse la pa gen, pa gen okenn pa yo ka fè. M'panse l'ap vrèman enpòtan pou'n ta gen yon vrèman amelyorasyon. Li mèt nan nenpòt sans lan. Amelyorasyon jis pou nou avanse. Non sèlman avèk pwogram eskolè avèk avni nou tou.

Jackly: Yon ti bagay tou piti? Tè nou travay yo, se tè pa nou oubyen tè moun, Nimewo 6

Patisipan #6: Gason; 35 ane; Kiltivatè; 3em ane fondamantal; 4 timoun; Okenn timoun nan pwogram: Dèfwa ou pran'l asosye. Swa ou poteke'l. Ou travay nan sa'w fè a. Ou bay mèt tè a.

[Bri moto k'ap pase.]

Almathe: Ok. Dakò. M'ap di nou mèsi m'ap fémen sa yo.

Transkripsyon Fokis Gwoup Kreyol #6 Fondelàn e Pwoji

Dat fokis gwoup fèt: 3/28/2017

Dat transkrispyon: 3/31/2017- 4/18/17

Patisipan

#1 BLANK_A; Fi; 55 ane; Komès ; 5em ane; 3 timoun; 3 timoun nan pwogram

#4 BLANK_B; Fi ; 32 ane; Kiltivatè; 5eme ane fondamantal; 3 timoun; 2 timoun nan pwogram

#5 BLANK_C; Fi; 32 ane; Komès; Okenn; 7 timoun; 1 timoun nan pwogram

#6 BLANK_D; Fi; 46 ane; Komès; 2em ane fondamantal; 2 timoun ; 2 timoun nan pwogram

ENTWODIKSYON

Menmsi nou ka gen ti bri, bon n'ap eseye pale pi fò pou nou ka kenbe bagay la. Bon m'ap di tout moun bonswa.

Piblik: Bonswa, bonswa.

E mèsi anpil pou deplasman ke nou fè aprè midi a. Nou konnen nou fè anpil efò pou nou la.

Piblik: Wi wi wi .

Non pa mwen se ALMATHE. Nou se yon group. Kisa nou fè? Nou fè ankèt nan tout peyi a. Nou rele SOCIODIG. Pou le moman n'ap travay ansanm avèk PAM sou afè kantin skolè a. Nou panse ke ou konnen kisa kantin skolè a ye. Epi nou genyen pou nou pale ak paran, avèk plizye moun pou konnen kèk bagay koman pwojè a ap mache daprè yo menm. Tout sa ou di nou li enpòtan. Tout bagay ou di se yon bagay ki enpòtan li ye. Kòm Jackly gentan di sa, m'ap raple ou, ou gen yon chif nan men'w chif sa reprezante ou menm. Se pou tèt sa ke nou, nou pran enfomasyon pa'w. Si gen yon kesyon ke nou poze nan yon bagay n'ap debat w'ap di: Nimero 1 oswa nimewo 5 epi w'ap pale. Tout sa ou di enpòtan pou nou. Nou menm nou bezwen tande'w ki fè nou vini la. Se tande nou bezwen tande'w. Tout pawòl ou gen pou di nou yo se pawol ki vrèman enpòtan. M'ap kite Natacha prezante tèt li.

Mwen di nou bonswa tout moun.

Piblik: Bonswa, bonswa, bonswa.

Non pa'm se Natacha. Mwen di nou mèsi pou pasans nou paske nou te gentan fè yon bon ti kanpe anba. E alò jan madam nan sot di la n'ap travay avèk yon òganizasyon yo rele SOCIODIG. Men jodi a se PAM nou reprezante bo isit nan afè kantin skolè. Epi nou gen konfrè nou lòtbo a la k'ap di nou kiyès li ye.

Bonjou.

Piblik: Bonjou!

Non pa'm se Jackly. Donk se toujou n'ap travay nan menm ekip ki se SOCIODIG men travay la se pou PAM. Mèsi.

Ok, dakò. N'ap komanse. Èske nou tout la a nou gen timoun ki ap benefisye afè kantin skolè ? Se pa sa ?

Piblik: Wi.

[Bri moto k'ap pase.]

Ok, dakò. Epi m'ap mande chak moun pou fè ENTWODIKSYON tèt pa'w. W'ap di ki nimewo ou genyen epi aprèsa nan menm tan w'ap di nou pou ou menm kisa ou panse de pwojè kantin skolè a ? N'ap komanse ak nimewo 6.

#6 BLANK_D; Fi; 46 ane; Komès; 2em an;e 2 timoun; 2 timoun nan pwogram: M 'di bonswa tout moun.

Piblik: Bonswa aaa.

#6 BLANK_D; Fi; 46 ane; Komès; 2em an;e 2 timoun; 2 timoun nan pwogram: Pou mwen afè kantin nan, se mwen menm nimewo 6. Ki jan? Mwen kontan pwojè kantin nan. Paske men poukisa, gende pafwa lekòl la li antre 7hr egzat. Ou menm timoun nan, li soti wo, ou pa gentan leve pou fè yon preparasyon ba li. Avèk de 10 zè manje timoun sa gentan kwit. Kounye a kou'l nan rekreasyon yo gentan ba yo mange yo manje. Kounye a li se yon potejman pou tout paran. Men pwoblèm mwen jwenn nan afè de kantin.

Wi.

#6 BLANK_D; Fi; 46 ane; Komès; 2em an;e 2 timoun; 2 timoun nan pwogram: Se tankou si timoun nan malad li ta fè yon semèn li pa al lekòl, m'panse semèn sa timoun nan pa manje a li pata dwe peye.

Ok.

#6 BLANK_D; Fi; 46 ane; Komès; 2em an;e 2 timoun; 2 timoun nan pwogram: Men direktè a pa wè'l konsa. Li di'w ou manje ou peye ou pa mange ou peye.

Mhmm...

#6 BLANK_D; Fi ; 46 ane ; Komès ; 2em an;e 2 timoun ; 2 timoun nan pwogram: Si gen yon problèm timoun nan ta peye se si l'ap fè tèt di.Se nan interesant li li pa manje ou ka di kit timoun sa te mange kit li pa manje se pou'l peye. Men si timoun lan se malad li malad li fè yon semèn, de semèn w'ap retire semèn sa yo. Li pa manje. Li pa patisipe. Se tout problèm mwen resevwa. Men san pasa, kantin lan li bon pou mwen anpil. Pase timoun mwen yo soti enpe lwen anpil.

Ok, dakò. Mèsi n'ap fè plas avèk yon lòt moun.

#5 BLANK_C; Fi; 32 ane; Komès; Okenn; 7 timoun; 1 timoun nan pwogram: Bonswa tout moun.

Bonswa madam.

#5 BLANK_C; Fi; 32 ane ; Komès; Okenn ; 7 timoun ; 1 timoun nan pwogram: Sa dam lan di a se li menm m'tap toujou di.

Ou se nimewo 5 ? Ou mèt pale wi.

#5 BLANK_C; Fi; 32 ane ; Komès; Okenn ; 7 timoun ; 1 timoun nan pwogram: Kantin nan vrèman vre ,li trè bon vrèman vre . Plis nan lè chanje sa la ou pa menm gentan. Menm

lè timoun nan rive depi a 10 zè manje kwit, eeee kreasyon yo ba li la. Li trè bon. Toujou, toujou lè timoun nan fè ta malad li paka vini yo toujou di fò'w peye. E sèl sa ase mwen te ka di wi.

Ok dakò. Pa gen pwoblèm. Nou pa trò bezwen kanpe non tou m'panse.

Piblik: Wi nou ka chita.

#1 Mwen menm se Deliverans Fasil. E nimewom se nimewo 1. Wi mwen menm mwen kontan nan parapo avèk kantin yo bay timoun yo manje lekòl la. Delè paran pakapab pou ta jwenn lè maten pou ta ba yo. E piske lè yo vin ba yo li a menmsi'w lage yon 10 *goud* nan men timoun nan pou'l de rete tann lè lekòl de lage a pou'l tann lè lekòl lage pou'l manje a se sa mwen renmen sa anpil, anpil. Paske lè yo fè yo ba yo, yo ba yo manje a, lekòl la ap lage a 1 nè midi yo ba yo manje. Anpi ou bay yon 10 *goud* pou yo manje jis pou yo ka rete tann lè kantin nan lè manje a vin kwit pou yo manje. Aprèsa mwen pa wè ankenn defo kantin nan genyen ladann .Ebyen mwen kontan paske epa tout fwa mwen genyen pou'm bay timoun nan pou'l al lekòl.

Dakò, nimewo 4.

#4 BLANK_B; Fi; 32 ane; Kiltivatè; 5eme ane; 3 timoun; 2 timoun nan pwogram: Bonjou tout moun.

Piblik: Bonjou

#4 BLANK_B; Fi ; 32 ane; Kiltivatè; 5eme ane; 3 timoun; 2 timoun nan pwogram: Non mwen se Gina Laurant . E mwen menm de sa medam yo di a m'dakò de sa yo di a. Gende lè vrèman nou pa gen anyen pou nou bay timoun yo, yo jis bwose bouch yo mete rad la sou yo y'ale. Noubyen kontan yo bay kantin nan kounye a. Kounye a menm afe de pwoblèm yo di pou'n peye si timoun nan gen lafyèv li pa al lekòl la pou'l peye nou bay vag de li. Nou vin bay vag de li si dirèk la di pou peye nou bay vag de li. Nou oblije nou peye'l men nou pa gen ankenn pwoblèm de kantin lan .

Ok, dakò. Bon kòman nou peye kantin nan?

#6 BLANK_D; Fi ; 46 ane ; Komès ; 2em an;e 2 timoun ; 2 timoun nan pwogram: Nimewo 6, (Ok) ou wè tankou pou peye egzamen sa la, kantin nan yo reklame pou chak moun te bay 20 *goud* pa semèn. E gende pafwa semèn nan rive sou ou 20 *goud* pa tonbe nan men'w. Se konsa tou timoun nan li gen kòb li manje li pa gen kòb li manje men non'l toujou ekri sou kaye.

Ok .

#6 BLANK_D; Fi ; 46 ane ; Komès ; 2em an;e 2 timoun ; 2 timoun nan pwogram: Kounya nonb de jou sa timoun nan pa manje a se nan semèn peryòd egzamen yo fè tout kontwòl kounye a kantite kòb la rive a w'ap peye'l nòmal.

Ok.

#6 BLANK_D; Fi ; 46 ane ; Komès ; 2em an;e 2 timoun ; 2 timoun nan pwogram: Kounya mwen ki gen 2 timoun la egzateman la mwen gentan voye 63 dola pou 2 de a. Pou yo ka konpoze.

Ok. Wi nimewo 6, sa vle di yo make...?

#6 BLANK_D; Fi ; 46 ane ; Komès ; 2em an;e 2 timoun ; 2 timoun nan pwogram: Yo gen yon papye jan'w wè papye sa yo, tout dosye yo chak jou yo tout ekri. Ou manje li ekri ou. Ou manje ou peye li ekri. Ou pa peye li ekri.

Sa vle di konbyen kòb ou te di'm ankò?

#6 BLANK_D; Fi ; 46 ane ; Komès ; 2em an;e 2 timoun ; 2 timoun nan pwogram: An total semèn nan w'ap peye 20 *goud*. Si li te posiblite pou ou te ka jwenn 20 *goud* la chak semèn. Mwen menm ki gen 2 timoun pou'm ta jwenn 8 dola chak semèn m'pap fè anyen kounya mari'm se tè l'ap travay li paka jwenn kòb la chak jou. Gende pafwa mwa konn rive m'pa jwenn kòb la. Kounye la men lè'w peye 20 *goud* chak semèn mwa soti 32 dola. Kounya mwa yo soti 16 dola. Mwen menm egal se 2 timoun mwen genyen hum mèt di'w mwa pam nan se 32 dola li vini. W' konprann ?

Ok.

#6 BLANK_D; Fi; 46 ane; Komès; 2em an;e 2 timoun; 2 timoun nan pwogram: Men gende pafwa ou pa jwenn kòb la kounya ou oblije kite timoun yo ale. Se pa, sa fè'w mal ke'w pa jwenn kòb la ba yo. Men ou sètoblije. Men tankou lè peryòd egzamen an direktè a tire yon fason si'w pa peye ou pap konpoze. Kounye a la menm m'fè fason la m'voye 63 dola pou 2 de a. M'toujou rete yon ti rès. M'poko fin peye non men pa konn si a tounen'l ban mwen pou sa'm rete a .Genlè yon 25 *goud* mwen rete.

Ok. Dakò mèsi. Medam èske nou panse ke kòb sa yo pran nan men timoun yo , èske nou panse sa se yon bagay ki nesesè li ye?

#6 BLANK_D; Fi ; 46 ane ; Komès ; 2em an;e 2 timoun ; 2 timoun nan pwogram: Non, sa di se pa anpil kòb li ye.

Piblik: Sa pa anyen.

#6 BLANK_D; Fi ; 46 ane ; Komès ; 2em an;e 2 timoun ; 2 timoun nan pwogram: Menm paran an se paske'w paka fè'l ki fè'l se yon afè. Men se pa kòb sa ye. Men lè'w vin antipliye li, li on ti kòb. Paske kontwole nan 9 mwa lekòl, e wi kounya wa prefere pa 3 mwa la. Mwen gentan nan 2 timoun, mwen gentan voye 63 dola.

(Li pa anyen). Arotan yon ti monnen ou te bay devan. Ou konprann? Sa'w te bay devan pa ladan'l men kounya rès 3 mwa sa lòt peryòd la ankò on lòt kòb ou pwa'l bay ankò. Menm de kòb ou jwenn nan ou pwa'l antipilye'l pou bay.

Ok. Dakò mèsi, ou mèt pale wi nimewo 5 pa gen pwoblèm ou mèt pale m konnen'w t'ap di on bagay diferan ou mèt pale.

#1 BLANK_A; Fi; 55 ane;Komès ; 5em ane; 3 timoun; 3 timoun nan pwogram: E menm bagay la wi .

#6 BLANK_D; Fi ; 46 ane ; Komès ; 2em an;e 2 timoun ; 2 timoun nan pwogram: Tankou si'w ta gen yon bagay nan men'w w'ap devlope tanzantan ou te ka fè yon 50 *goud* , on 20 dola. Kounya ou pa wè'l anyen men plis ke ou pa gen nan men'w se jou Pè letènèl lage yon bagay ba wou.

#4 BLANK_B; Fi ; 32 ane; Kiltivatè; 5eme ane; 3 timoun; 2 timoun nan pwogram: Mwen menm m'pa wè sa anyen pase sa a sonw èd m'kòm wè'l ye.(Hummm) Pase mwen pa wè'l anyen. Pa e timoun nan depi ou wè yo bay timoun nan, nan manje m'konprann lè moun ki ap travay la k'ap kwit man manje a mwen konnen rad li ap sal .

#6 BLANK_D; Fi ; 46 ane ; Komès ; 2em an;e 2 timoun ; 2 timoun nan pwogram: Fòk yo bal yon salè kanmenm.

#5 BLANK_C; Fi; 32 ane; Komès; Okenn; 7 timoun; 1 timoun nan pwogram: M'panse pou sa yo fè sa. Pase mwen menm lè'm pa jwenn 20 *goud* la pou'm bay, e timoun nan vin kote'm li di'm manman li pap konpoze pou tèt kòb la. Mwen toujou fè re refòm lan m'voye'l ale. Paske ou konnen depi moun nan l'ap kwit manje a l'ap redi li menm fòl jwenn yon bagay tou pou lal lave rad li tou.

#6 BLANK_D; Fi ; 46 ane ; Komès ; 2em an;e 2 timoun ; 2 timoun nan pwogram: E sa'm di tou lè fini li jis pou yo pran kòb la, se pa tout epis ki vini nan manje a se achete pou yo achete bè .

#5 BLANK_C; Fi; 32 ane; Komès; Okenn; 7 timoun; 1 timoun nan pwogram: Sèl defo m'pa renmen nan kantin lan, manje a genlè pa anfòm. Epis yo m'konnen kòb la tou yo t'ap pran pou yo te achete epis.

[Bri moto.]

Pa pale ansanm. Ou mèt pale wi, ou mèt pale nimewo 5. Nou pa gen problèm.

#5 BLANK_C; Fi; 32 ane; Komès; Okenn; 7 timoun; 1 timoun nan pwogram: Pou achte estreman...

Lè'w di manje a li pa anfòm nan kisans ou di sa?

#5 BLANK_C; Fi; 32 ane; Komès; Okenn; 7 timoun; 1 timoun nan pwogram: Yo di, sa vle di li pa gou.

Timoun yo plenyen de sa.

#5 BLANK_C; Fi; 32 ane; Komès; Okenn; 7 timoun; 1 timoun nan pwogram: Wi. Paske ou konnen gende pafwa lè timoun yo vini, li di manman manje a pa gou m'di'l e e epa lakay ou ye ©©©. Wi, mwen di'l sa.

Lè'l pa gou konsa èske yo pa manje'l oswa yo toujou manje'l.

#5 BLANK_C; Fi; 32 ane; Komès; Okenn; 7 timoun; 1 timoun nan pwogram: Yo manje'l. Yo ba li'l yo manje'l yo oblije.

Ok. Dakò sa vle di chak jou timoun yo al lekòl chak jou nan 5 jou yo jwenn yon asyèt manje, yon pla cho?

#5 BLANK_C; Fi; 32 ane; Komès; Okenn; 7 timoun; 1 timoun nan pwogram: Wi, chak jou.

Ok. Men lè timoun yo al lekòl konsa kisa nou ba yo le maten? Chak moun ka di'm yon bagay.

#6 BLANK_D; Fi ; 46 ane ; Komès ; 2em an;e 2 timoun ; 2 timoun nan pwogram: Tankou lè maten mwen fè kafe avèk pen. Mwen pa gentan kwit manje.

Ok, dakò.

#5 BLANK_C ; Fi; 32 ane ; Komès; Okenn ; 7 timoun ; 1 timoun nan pwogram: Mwen le maten gende pafwa se manje m'fè. Gende pafwa tou m'pa gen tou m'voye ale konsa.

Ok, dakò.

#1 BLANK_A; Fi; 55 ane;Komès ; 5em ane; 3 timoun; 3 timoun nan pwogram: Nimewo 1, mwen menm lè m'ap peye lekòl la mwen fè tout pri ,ni lekòl la, ni kantin nan, ni fèt la ladann li. Mwen peye yon sèl kòb .

Ok. E le maten lè timoun yo pwal lekòl sa ou fè ba yo ?

#1 BLANK_A; Fi; 55 ane;Komès ; 5em ane; 3 timoun; 3 timoun nan pwogram: Lè'l pwa'l lekòl depi'm genyen m'fè manje bali. Si'm pa genyen mwen ba'l kafe a pen oubyen mwen ba'l yon di 10 *goud* l'ale.

Ok, dakò. E ou men mnimero 4?

#4 BLANK_B; Fi ; 32 ane; Kiltivatè; 5eme ane; 3 timoun; 2 timoun nan pwogram: Mwen menm lè'm genyen mwen fè manje ba yo. Lè'm pa genyen mwen voye yo ale konsa .

Ou voye ale konsa?

#4 BLANK_B; Fi; 32 ane; Kiltivatè; 5eme ane; 3 timoun; 2 timoun nan pwogram: Wi.

Ok. Eske li nesesè pou timoun nan manje yon bagay sèl chak maten.

Piblik: Wi!

Poukisa?

Piblik: Pou lestomak li, epi pou vè pa pike' l.

Ok, dakò. Bon, epa egzanp si yo ta di konsa ke nan plas manje cho a, sa vle di yo bay timoun yo yon pla manje. Nan plas manje cho a si yo t'ap bay yon lòt bagay, yo ta di yo

pap bay plat manje sa, daprè paran kisa nou t'ap santi ki akseptab pou yo ta bay timoun nou manje ?

#1 BLANK_A; Fi; 55 ane; Komès ; 5em ane; 3 timoun; 3 timoun nan pwogram: Nou pa t'ap janm dakò, se kantin yo bay kantin n'ap kontinye ba yo manje.

Kontinye kantin nan?

#1 BLANK_A; Fi; 55 ane; Komès ; 5em ane; 3 timoun; 3 timoun nan pwogram: Kontinye kantin nan.

Pa gen moun ki t'ap di yon lòt bagay? Si pa egzanp yo ta di konsa olye nou bay kantin, yon bagay kantin nan pran plis tan pou'l kwit, nou te ka fè yon bagay ke ki pi fasil pou timoun yo. E yo te ka jwenn li an kantite tou olye pou jwenn ti kal sa yo te ka jwenn li anplis men li pap pran tou tan sa.

Piblik: Se kisa ki ta pa pran plis tan sonw labouyi , oubyen yon labouyi ki ta pa pran tan. Men ete pa sa si pa gen labouyi a e kantin nan. Kantin nan k'ap kontinye mache paske timoun yo déjà abitye ave'l. Ou konnen se manje sèl li ye. Se manje sèl li bon. Humm li bon. Wi, yo déjà abitye ave'l.

Ok. Ki kout men nou konn bay lekòl la kòm paran nan afè kantin nan? Èske nou konn bay kout men nan afè kantin nan?

Piblik: Non!

Si nou di'w nou konn bay kout men. Pale youn aprè lòt nou youn aprè lòt.

#6 BLANK_D; Fi ; 46 ane ; Komès ; 2em an;e 2 timoun ; 2 timoun nan pwogram: Nou pa konn bay kout men non, plis se si yon travay ap fè nan lekòl la. Tankou si'l ta ka reklame pou chak paran bay yon ti monnen ou kapab bay li. Tankou si yo ap travay tou li ta bezwen èd nan men paran, tankou nan men papa yo, ki ta ka bay yon kankou si yo ap fè kizin konsa. Tankou'l ka bezwen yon bwa nan men chak paran, men se gason yo. Nou menm fi yo pa fasil konsa se sil tankou frè ti monnen nou ba li .

Pou nou pa pèdi plas li, eee pa egzanp semèn nan gen 5 jou de klas. Mwen ta renmen konnen kòmsi nan men chak moun la e konbyen jou nan semèn nan ou konn fè yon bagay bay timoun nan avan l'al lekòl ? Mwen ta renmen tande chak grenn moun avèk nimewo 'w eksetera .

#6 BLANK_D; Fi ; 46 ane ; Komès ; 2em an;e 2 timoun ; 2 timoun nan pwogram: Mwen menm depi'w tande semèn lekòl la lè'm pat konn fè kafe a pen ba yo mwen konn fè makaroni ba yo le maten. Men parapo lekòl la lè a chanje, li vin antre trò bonè kounya se kafe mwen fè ba yo avèk pen avan y'ale. Mwen pa konn kite yo ale konsa nèt.

Chak maten toujou fè sa?

#6 BLANK_D; Fi; 46 ane; Komès; 2em an; e 2 timoun; 2 timoun nan pwogram: Wi.

Pou tout semèn nan?

#6 BLANK_D; Fi; 46 ane; Komès; 2em an;e 2 timoun; 2 timoun nan pwogram: Wi, chak maten mwen fè'l.

E ou menm nimewo 5?

#5 BLANK_C; Fi; 32 ane; Komès; Okenn; 7 timoun; 1 timoun nan pwogram: Aaaa, mwen menm limewo 5, lè maten toujou fè efò m' fè kafe; osinon si'm pa fè kafe mwen fè manje. Lè'm pa fè'l tou m' ba yo on 10 *goud*.

Sa vle di sa pa konn rive nou pa ni gen lajan oubyen ni gen mwayen pou nou fè yon bagay bay timoun nan ke al lekòl konsa ? Sa pa konn rive ?

#5 BLANK_C; Fi; 32 ane; Komès; Okenn; 7 timoun; 1 timoun nan pwogram: Non, gende pafwa ou pa genyen'l.

#6 BLANK_D; Fi; 46 ane; Komès; 2em an;e 2 timoun; 2 timoun nan pwogram: Depi'w abitye ba yo ou mèt pa gen kòb ou pwa'l pran kredi ba yo. Yo lou yo pa vle ale si yo pa pase yon bagay nan bouch, yo lou.

Se sak fè, li eskize, si timoun nan li manje lakay li donk èske nou panse li tro nesesè pou yo ba'l manje lekòl la ankò ? Èske'l pata ka ranplase pla cho sa pa yon pla frèt? Sa vle di yon lòt bagay ki pa manje. Pwiske chak jou li manje lakay li.

Piblik: Non. Non.

#6 BLANK_D; Fi ; 46 ane ; Komès ; 2em an;e 2 timoun ; 2 timoun nan pwogram: Ou pa tande sa yo dou'w ? Gende pafwa nou pa genyen pou nou ba li, nou voye'l ale konsa .

Ok. Kòman mwen te ka di sa ? Se yon kesyon n'ap poze, epa komsi sa nou di a se li menm ki pwal fèt.

[Bri telefon k'ap sone.]

Non, sèke y'ap gade ki posiblite ki ta genyen. Paske si yo di konsa ke: Ok, kantin nan si yo pa bay yon pla cho men kisa nan plas kantin nan, nou menm kòm paran nou t'ap asepte pou yo bay timoun yo. Si ke timoun avan li ale lekòl ou toujou ba li yon bagay sèl pou'l manje.

#6 BLANK_D; Fi ; 46 ane ; Komès ; 2em an;e 2 timoun ; 2 timoun nan pwogram: Tankou nou pa janm panse konsa. Pou te kapab, yo tankou ou ta prezante timoun sa yo yon vè lèt chak maten. Menmsi mwen menm mwen di sa se mwen dakò'l lòt moun yo pa dakò'l kounya si se manje yo dakò manje a ki pou fèt.

Ok. An nou bay chak moun yon chans. Mèsi nimewo 6. Nimewo 5, mwen konnen w' vle pale, w'ap pale.

#5 BLANK_C; Fi; 32 ane; Komès; Okenn; 7 timoun; 1 timoun nan pwogram: Si Anbyen mmm, nou pa panse kiii panse ki lòt bagay pou nou ta pase nan plas kantin nan. E yo

menm ki konnen si kantin nan pa bon pou yo. E yo menm ki konnen kisa y'ap ba nou menm nou paka .

Non ...banm di yon bagay. Eskize'm se yon seyans de deba ke'l ye. Se kòmsi nou gen yon patenarya kote n'ap kolabore ansanm men ou sou tèren. Pa egzanp ou se nou se benefisyè kantin nan. Se nou menm pitit nou k'ap benefisye kantin nan donk moun ki chèf k'ap pote mange a vini an, se pa egzanp nou te gendwa gen yon bagay nou anvi di. Gen yon bagay nou anvi fè oubyen gen yon bagay nou ta renmen ki fèt. Donk, yo menm yo vini la se okjetif deba pou konnen egzateman kisa nou ta renmen chanje, e kisa nou ta renmen bat bwavo, e kisa nou ta renmen kontinye. Donk se sak fè yo mete bagay lan devan nou antan ke paran. Nou menm ki paran kounya nou menm n'ap di men sam ta renmen, men sam pa renmen, men sam asepte, se pou sa yo nou poze nou kesyon.

Donk timoun yo dèfwa sil soti lakay li mange yon pla cho lakay lan, donk e moun k'ap reflechi yo wè bon èske manje a enpòtan ankò lekòl la? Oubyen èske'l pa enpòtan? Donk se ansanm avè nou pou yo konnen kòman sa ye. Se sak fè yo bay chak moun posiblite pou di egzateman sal panse.

[Gen yon bri ki fèt.]

Ok. Wi, numewo 5 ou mèt kontinye.

#5 BLANK_C; Fi; 32 ane; Komès; Okenn; 7 timoun; 1 timoun nan pwogram: Sinon sa'm t'ap di a.

Ok. Kiyès ki te gen yon lòt bagay ki t'ap di? Te gen lòt moun? Ou menm .

#5 BLANK_C; Fi; 32 ane; Komès; Okenn; 7 timoun; 1 timoun nan pwogram: Mwen menm, mwen pa t'ap di anyen afè de kantin nan non, afè kantin nan li interese'm. Men li enpòtan pou tout moun. Depi'm ta fin bay timoun nan lekòl li ap antre ap antre avè 7tè 45 pou 1 nè pou'l lage. M' toujou renmen afè kantin nan. Kèlkeswa sam te gentan ba li pap rete tann 1nè a pou'l lage "pou'l vin lakay li.

Ok.

#1 BLANK_A; Fi; 55 ane;Komès ; 5em ane; 3 timoun; 3 timoun nan pwogram: M' dakò avèk sa . Mwen pa t'ap janm di pase lekòl la se a 7hr 45 li antre 1 nè l'ap lage lekòl. Fò'l ta manje kèlkeswa m'te ba'l yon 10 *goud*,kèlkeswa sam te ba'l lakay fò'l manje lekòl la.

Ok, dakò. E ou menm nimewo 4, ou pap di anyen ? Ou bon? Ok, dakò. Èske lè timoun yo tounen lakay, nou toujou konnen ke timoun gen yon pla cho ke yo jwenn lekòl la, aprè lè timoun yo relache èske nou toujou kite manje pou yo ?

Piblik: Wi, wi.

Youn aprè lòt. Oswa, èske nou ka mete nan tèt nou, èske petèt nou ka di konsa ke timoun sot manje yon bagay la m'pap tro, m'pa santi'l tro nesesè pou'm al fè manje ba li? Timoun nan ka rete toujou.

#5 BLANK_C; Fi; 32 ane; Komès; Okenn; 7 timoun; 1 timoun nan pwogram: Sou' w pa kite pou yo, an fò'w fè efò wa wi pa! Depi yo vini rad la sou yo, yo pa bezwen konnen al sou tab la al leve. Si yo pata jwenn anyen: Manman m'ap mouri la kounya. Ou fè efò a kou w' konnen. Fò'w kite yon bagay pou yo kan menm.

Èske lekòl kote timoun yo a te toujou gen kantin?

Piblik: Non.

[Zwazo k'ap chante.]

Sa fè konbyen tan depi n'ap benefisye kantin.

Piblik: Menm se yon pou di se pa yon ane sa? Ane sa, ane sa.

Lè pòtko gen kantin kòman nou te konn fè avè timoun yo.

#6 BLANK_D; Fi ; 46 ane ; Komès ; 2em an;e 2 timoun ; 2 timoun nan pwogram: Mwen menm komansman timoun pa'm yo, limewo 6, se te plato anba Chadonal lekòl timoun sa yo te lekòl. Kounya se ane sa vin mete yo Fondelàn Kounya men lè sa pat ko gen kantin. Se parapò yo vin bay kantin ane sa Fondelàn e lè sa yo vin bay pla cho. E sa fè timoun pa' m yo potko benefisye. Se anba m'te mete yo. Ok m' te toujou konn fè manje pou yo avan al lekòl. Ou konnen lè sa a lekòl la pat antre bonè menm jan ak Fondelàn. Se 8 tè yo te konn antre. Kounya ou te gentan gen tout chanch¹⁵ pou te gentan bay timoun sa manje. Pou ale lekòl la a 8 tè lage a 1 nè lè'w gon 10 *goud* ou ba yo. E tout fwa tou pa genyen ou ba yo manje w'ale san krent.

Ok, dakò. Mèsi. Pa gen moun k'ap di yon lòt bagay.

#5 BLANK_C; Fi; 32 ane; Komès; Okenn; 7 timoun; 1 timoun nan pwogram: Menm bagay.

Menm bagay? ©©© Nimewo 4?

#4 BLANK_B; Fi ; 32 ane; Kiltivatè; 5eme ane; 3 timoun; 2 timoun nan pwogram: Lè potko gen manje nan lekòl yo... Wi, e sèl kafe ak pen mwen te konn bay.

#1 BLANK_A; Fi; 55 ane;Komès ; 5em ane; 3 timoun; 3 timoun nan pwogram: Mwen menm lekòl pitit mwen an ye a nan Jan Pòl 2. Depi lekòl la ap fonksyone pè a fonksyone epi yo menm y'ap resevwa kantin. Kelkelanswa yo potko mete bagay kantin PAM nan yo te toujou bay kantin nan.

Ok. Ni pa'w la tou?

#4 BLANK B; Fi; 32 ane; Kiltivatè; 5eme ane; 3 timoun; 2 timoun nan pwogram: Wi.

-

¹⁵ chans

Ok. Poko mwen konnen ke nou di nou, chak moun ka di nou konbyen timoun la yo genyen k'ap benefisye nan kantin, nan program skolè a?

#6- Daduit Louisianie; Fi ; 58 ane; Kiltivatè; 8 timoun 2 timoun ki nan pwogram Fondelàn nan?

Wi.

#6- Daduit Louisianie; Fi ; 58 ane; Kiltivatè; 8 timoun 2 timoun ki nan pwogram: Mwen se 2 mwen genyen Tou 2 pa'm yo se Fondelàn yo ye.

Ok. Konbyen ou genyen madam, nimewo 5?

#5 BLANK_C; Fi; 32 ane; Komès; Okenn; 7 timoun; 1 timoun nan pwogram: Yon sèl k'ap benefisye.

Nimewo 1?

#1 BLANK_A; Fi; 55 ane;Komès ; 5em ane; 3 timoun; 3 timoun nan pwogram: Mwen menm nan Jan Pòl 2 a se yon sèl mwen genyen ladann'l ki ap benefisye.

Ok. Nimewo 4, konbyen'w genyen k'ap benefisye?

#4 BLANK_B; Fi ; 32 ane; Kiltivatè; 5eme ane; 3 timoun; 2 timoun nan pwogram: Mwen gen youn nan Jan Pòl. Mwen gen 2 Fondelàn.

Ok mèsi. Bon, kòm paran si ke'w ta gen posiblite pou ta change program nan ki bagay nan program nan ke ou t'ap chanje? Youn apre lòt silvouplè. Si'w ta di ke ou gen posiblite pou chanje pwogram nan ki kèk chanjman ou t'ap fè pou pwogram nan mache pi byen?

#1 BLANK_A; Fi; 55 ane; Komès ; 5em ane; 3 timoun; 3 timoun nan pwogram: Mwen m'pa t'ap fè okenn lòt chanjman.

E ou nimewo 6, ou pa t'ap fè chanjman tou?

Piblik: Son sèl bagay nou tout di.

#6 BLANK_D; Fi ; 46 ane ; Komès ; 2em an;e 2 timoun ; 2 timoun nan pwogram: Mwen menm m'pa t'ap fè chanjman. Se si direktè a ta di nou l'ap fè chanjman se li ka fè chanjman.

Non, poko. Ban'm di nou yon bagay. Kesyon an men fason m poze'l...

Non, non, non silvouplè se pa kòmsi nou vini la nou vin pran pawòl ou pou nou bay kont ou oswa pou pote plent pou ou. Sa n'ap chèche a n'ap chèche konnen ke mwen menm mwen pa gen pitit men m'gen nyès, m'gen neve, m'gen ti fiyèl. Pou mwen menm lè timoun nan jwenn yon pla cho lekòl la sa gen anpil enpòtans pou mwen. Mwen an menm tan tou kòm paran m'ap gade m'ap di a si tel bagay te ka chanje si'm te gen pouvwa. M'ap dirije sa men sa m't'ap fè, men sa'm t'ap bay timoun yo. Olye m' ba yo sa men sam t'ap ba yo. Men kòman, men kòman m' t'ap fè'l mache.

Se pa pyeje nou vin pyeje moun. Nou chwazi moun pa aza. Nou rele madam nan nou di'l vini ak 2 paran pou chak lekòl. Nou pap chache pawòl pou kanpe kantin nan. N'ap chèche konnen kijan pwogram nan te ka mache pi byen pou timoun yo. Pou timoun yo te ka jwenn pi bon sèvis pi bon bagay nan lekòl la. Se sa n'ap chèche konprann.

#4 BLANK_B; Fi ; 32 ane; Kiltivatè; 5eme ane; 3 timoun; 2 timoun nan pwogram: M 'pa wè anyen pou' I pa mache jan 'I te konn mache a non. M' pa wè anyen pase jan' I mache a l' mache byen.

#5 BLANK_C; Fi; 32 ane; Komès; Okenn; 7 timoun; 1 timoun nan pwogram: E nou menm ki ta panse, si kantin nan pa ta bon, se nou menm k 'ap panse kisa nou te ka fè. Men nou menm nou paka fè anyen. Nou paka di' w kisa pou'n ta fè.

Lè fini tou, m'ap di se nou menm kòmsi nan zòn lan menm lè nou pa manje nan manje a antanke paran èske nou konnen lè yo pote manje a koman yo pote'l? Ki kalite manje yo pote? Lè madam nan pale nan sa se jan de bagay sa. Pa egzanp ou te gendwa di: Bon, mwen menm... Epa sa n'ap fòse w' di non. Se pa sa nou mande w' pou di non. Men ou te gendwa wè men koman bagay la ap fèt men ou pa renmen'l, men koman ou ta renmen'l fèt. Se jis sa.

Piblik: Anben nou pa wè!

Sa vle di pou nou menm tout bagay mache trè byen nan kantin nan.

Piblik: Wi ,wi, wi pase nou pa wè nou paka di

#6 BLANK_D; Fi; 46 ane; Komès; 2em an;e 2 timoun; 2 timoun nan pwogram: Men tankou si timoun nan di'w manje a gende fwa li pa gou men si se yon bagay manje a manke, si se epis li manke w'ap achte epis pou mete ladan pou'l ka pi gou.

Tankou wè lontan, nimewo 6, Pwoji te toujou gen kantin lekòl. Men lè sa yo te voye plizyè kalite manje. Se pat sèl diri a yo te konn voye. Yo voye ble. Yo voye farin frans. Yo voye diri. Yo voye lèt. Kounya on jou konsa, si jodi a yo kwit diri demen si Dye vle yo kwit ble.

Ok. Men nan lè'w di, te toujou gen manje. E avèk pwodwi lokal yo te konn fè manje sa yo oubyen manje enpòte ?

#6 BLANK_D; Fi ; 46 ane ; Komès ; 2em an;e 2 timoun ; 2 timoun nan pwogram: Non, lè sa sete yon lòt pè ki te sou pawas la, kite rele pè Machan. M' byen kwè'l mouri wi .

Men sete pwodwi lokal?

#6 BLANK D; Fi; 46 ane; Komès; 2em an; 2 timoun; 2 timoun nan pwogram: Wi.

Etranje?

#6 BLANK_D; Fi ; 46 ane ; Komès ; 2em an;e 2 timoun ; 2 timoun nan pwogram: Monseyè ki toujou voye èd sa vini. Manje sa vini men kounye la se menm mon pè genlè se sèl diri

yo voye konsa. Paske menm jan avèk Fondelàn se sèl manje sa yo pase bay timoun. Se sèl le jou Mekredi yo ba yo bouyon.

Ok, dakò. Pou'm kanpe sou saw sot di a. Solèy la genlè cho wi pa vre? Nou ka vire, ann fè yon ti vire.

[Bri ban k'ap vire, pye moun k'ap mache]

#6 BLANK_D; Fi; 46 ane; Komès; 2em an;e 2 timoun; 2 timoun nan pwogram: Non, nou bon la wi.

Nou pa byen chita, chita menm jan.

[Bri ban k'ap vire toujou.]

Ok. Ki manje yo bay timoun yo chak jou?

#6 BLANK_D; Fi; 46 ane; Komès; 2em an;e 2 timoun; 2 timoun nan pwogram: Diri yo ba yo. Fondelàn diri yo ba yo wi. E sèl le mekredi yo ba yo bouyon. Tankou lè bouyon yo, yo ba yo patat, yanm, achte yo achte bagay sa yo. Men e diri a ki vini pi souvan.

Ok. E nou tout menm bagay?

#5 BLANK_C; Fi; 32 ane; Oken; 7 timoun ;1 timoun ki nan pwogram: Wi. E konsa yo fè.

Ok. Eske nou tande se achte yo achte manje lokal, pou yo bay timoun yo?

Piblik: Wi. Yo konn al achte yo nan mache. Lè konsa se viv wi yo achte, machin nan tankou al achte Misòt. M'konn wèl Misòt y'ap achte yanm, y'ap achte patat, y'ap achte chou, militon ,berejèn. Sa pou yo fè legim pou yo pote nan lekòl la lè konsa.

Ok. Èske nou panse sa son bon bagay li ye paske y'ap achte manje lokal?

Piblik: Wi. Li trè bon.

Li trè bon, poukisa nou di li trè bon an?

#6 BLANK_D; Fi ; 46 ane ; Komès ; 2em an;e 2 timoun ; 2 timoun nan pwogram: Paske ? Si se manje peyi'w li achte, tankou se pa sèl manje blan. Yo melanje'l.

Ummh.

#6 BLANK_D; Fi ; 46 ane ; Komès ; 2em an;e 2 timoun ; 2 timoun nan pwogram: Tankou si se manje blan, kounya e sèl blan ki t'ap voye'l, men plis ke yo achte'l. Bon gende pafwa mèt Jakob konn di yo pou yo pote lajan pou'l achte. Pou la'l achte viv la tankou, tankou epina, chou. E sou mache la'l achte yo. Pase li konn pale avèk kèk, kèk paran ki ta genyen. Men ou konnen tan pase pa gen anyen.

Ummh.

#6 BLANK_D; Fi ; 46 ane ; Komès ; 2em an;e 2 timoun ; 2 timoun nan pwogram: Kounya e sa'k fè. tankou si yo bezwen yo, y'al achte'l sou mache yo tou vini avèk li.

Ok. Dakò e anlè kote nou rete a, ki danre ke nou plis genyen?

Piblik: Nou konn plante pwa, mayi. Nou plante kawòt.

Ok. Èske nou panse ke li t'ap yon bon bagay ,si kòm paran nou menm te ka gen asosiyasyon ke lekòl yo se nan men nou, yo t'ap achte manje pou yo bay timoun yo?

#6 BLANK_D; Fi ; 46 ane ; Komès ; 2em an;e 2 timoun ; 2 timoun nan pwogram: Men, sa yo ta mande nou an, nou pa genyen'l lè sa.

Nou pa genyen lè sa .

Piblik: Nou pa gen kiltiv sa yo menm nou menm, nou menm wi. Nou pa fè yo ou tande menm...

#6 BLANK_D; Fi ; 46 ane ; Komès ; 2em an;e 2 timoun ; 2 timoun nan pwogram: Menm kawòt la, se pi wo wi pou al fè kawòt la. Epa kote'w kanpe a non ?

E pwa?

Piblik: Nou konn plante de lè wi. Gende lè'l pa bon.

#1 BLANK_A; Fi; 55 ane;Komès ; 5em ane; 3 timoun; 3 timoun nan pwogram: Lè sezon sechrès yo pèdi. Men lè lapli kounye a la y'ap nan ti aktivite nan moman sa la.

Ok.

Sa vle di nou pa ta anvi ke lekòl la konte sou do nou sèlman pou yo ta jwenn manje pou yo bay timoun yo manje.

#6 BLANK_D; Fi ; 46 ane ; Komès ; 2em an;e 2 timoun ; 2 timoun nan pwogram: Nou pa t'ap kapab.

Nou pa t'ap kapab?

#1 BLANK A; Fi; 55 ane; Komès ; 5em ane; 3 timoun; 3 timoun nan pwogram: Non.

#6 BLANK_D; Fi ; 46 ane ; Komès ; 2em an;e 2 timoun ; 2 timoun nan pwogram: Gende pafwa ou fè semans la, ou pa jwenn. Men fòk ou jwenn pou jere lekòl la.

Dakò mèsi nimewo 6. Kisa nou panse tou, nou konnen se manje lokal y'ap bay timoun yo manje. Si yo ta di ke se manje lòt bò y'ap achte pou yo bay timoun yo manje. Kisa nou t'ap panse ? Kiyès nan yo ki t'ap pi bon daprè nou menm pwodwi lakay yo, oswa pwodwi ki soti lòt bò ?

#6 BLANK_D; Fi; 46 ane; Komès; 2em an;e 2 timoun; 2 timoun nan pwogram: Pwodui lakay yo bon tou.

Nimewo 1.

#1 BLANK_A; Fi; 55 ane;Komès ; 5em ane; 3 timoun; 3 timoun nan pwogram: Pwodwi lakay la bon tou. Men ou paka chita pou w'ap manje yon sèl manje toutan. Tankou jodi a ou nan viv se viv, ou nan viv. Non !!! Fòw chanje delè, se mayi Moulen ou ka manje. Delè se pitimi kounya .

Men, sa yo se manje lokal? Mayi moulen, pitimi.

#6 BLANK_D; Fi; 46 ane; Komès; 2em an;e 2 timoun; 2 timoun nan pwogram: Wi. Manje lokal.

Enhen.

1Men ou paka kontinye timoun nan, nan manje lokal, manje lokal. Manje blan tou.

Fò'w manje, manje blan tou?

#1 BLANK_A; Fi; 55 ane; Komès ; 5em ane; 3 timoun; 3 timoun nan pwogram: Yes 😊 😊 .

Lè'w di manje blan tou, ou vle pale de kisa ? Fò'w manje, manje blan tou. Ou pale de kisa ?

#1 BLANK_A; Fi; 55 ane; Komès ; 5em ane; 3 timoun; 3 timoun nan pwogram: M'vle pale de duri, de farin.

#6 BLANK_D; Fi ; 46 ane ; Komès ; 2em an;e 2 timoun ; 2 timoun nan pwogram: E menm diri. Gen duri pa'w la tou.

#1 BLANK_A; Fi; 55 ane;Komès ; 5em ane; 3 timoun; 3 timoun nan pwogram: Diri peyi a. Nou prèske pa konn kwit li non.

Poukisa nou pa kwit diri peyi. Sak fè sa?

#1 BLANK_A; Fi; 55 ane;Komès ; 5em ane; 3 timoun; 3 timoun nan pwogram: Non... Gen moun ki pa renmen'l. M'gen timoun ki pa renmen'l tou. Diri peyi a,tankou diri jonn nan genyen ki pa renmen'l nan timoun mwen.

Ok. Sa vle di nou pa t'ap gen problèm. Si yo ta bay timoun yo manje ki enpôte tou?

Piblik: Non. Sa pa pwoblèm non. Mwen menm depi timoun nan manje mwen pa gen problèm ak sa non nou menm.

An, ok. Kounya ann fon ti pale sou direktè ak pwofesè lekòl yo. Èske daprè nou menm kòm paran si ke ou ta vle pale avèk direktè a sou yon pwoblèm kèlkonk... Èske'w santi w'ap alèz pou ale nan biwo wa pou pale avèk direktè a san'w pa gen okenn problèm ? Èske w'ap alèz pou fè sa ?

#6 BLANK_D; Fi ; 46 ane ; Komès ; 2em an;e 2 timoun ; 2 timoun nan pwogram: An, nou pa gen problèm pou sa non. Men li menm lè'l bezwen'n li rele nou. I'di: Paran'm yo depi'w tande bezwen m'ap rele nou wi. Gen pafwa si timoun nan rive anreta lè'l pakale timoun

nan, li voye'l tounen ba wou. Se ou menm ki pou mennen'l tounen ba li. ③ ⑤ ⑤. Kounye la wa'l pale avè'l nan direksyon. Si timoun nan pa konn leson'l gen pafwa li konn rele paran. Gon fwa li te vin rele'm, kounya male kounya lè'm pale avè'l m'di: "Dirèk Pou sa la ou voye rele'm nan? Ou pa't menm bezwen voye rele'm pou'm soti jous anwo wa kesyon sa ou te ka regle'l ou men avèk pwofesè a. Si timoun nan pa konn leson'l se bat ou bat li pou'l konn leson'l". Kounya'l di non fòm ta rele nou pou'm pale avè'w pou'm ka konnen si te jennen timoun nan jennen. Si te nan travay ou ba'l fè ki fè'l paka konn leson'l nan. M'di non dirèk m'di epa travay m'ba'l fè. Si'w wèl pa konn leson'l se bat li.

Se bat li depi'l pa konn leson'?

#6 BLANK_D; Fi; 46 ane; Komès; 2em an; e 2 timoun; 2 timoun nan pwogram: anyen.

Ok. Dakò pa gen moun ki t'ap di yon lòt bagay ankò ? Èske'w santi w'ap konfòtab nenpòt sa'w ta genyen pou ale kot direktè lekòl la pou pale avè'l ?

#1 BLANK_A; Fi; 55 ane;Komès ; 5em ane; 3 timoun; 3 timoun nan pwogram: Wi, depi direktè lekòl la voye rele'w. Tankòm se lajan kounya ou ta ret dwe'l kòb. Li di'w pase nan... direksyon lekòl la. Vin fè'l konnen èske w'ap pot kòb oubyen ou pa gen kòb la mete'l alèz.

Piblik: Ou pale avè'l, ou pale avè'l.

Ou santi w'alèz pou pale avèk direktè a ?

Piblik: Wi. Wi.

Esi'w ta gen yon ti diskisyon avèk direktè a?

#1 BLANK_A; Fi; 55 ane;Komès ; 5em ane; 3 timoun; 3 timoun nan pwogram: M'pap janm...

Ou pap janm gen diskisyon?

Piblik: Non. Non.

E ou menm nimewo 4?

#4 BLANK_B; Fi; 32 ane; Kiltivatè; 5eme ane; 3 timoun; 2 timoun nan pwogram: Wi. Nou pap gen anyen avè'l.

Menm bagay?

Piblik: Wi. Wi.

Kòm nou di, si timoun nan pa konn leson'l pou yo bat li. Si pa egzanp pandan pwofesè a ap bat timoun nan li ta pran yon kout frèt nan je'l, je'l pete. Kòman nou t'ap konprann sa ?

Piblik: Non li pa t'ap janm kale'l pou je'l pete.

Non. M'di si pa egzanp.

Piblik: Non. Direktè a gen pitit tou. Li pa t'ap janm fè sa.

Tande lè w'ap voye baton, voye baton epi li pran yon kout frèt nan je. Je'l pete.

Piblik: Non. Li pa t'ap fè sa. Direktè a li menm li gen bagay li tout espre. Ti sentiron pou'l bat timoun nan nan pla men'l. Men lè w'ap kale yon timoun fòk ou kontrole zye'l. Li pap voye'l nenpòt kote pou'l ta al pran'l nan zye'l. L'ap pran yon ti sentiron nan pla men'l l'ap bat li.

Sa pa konn rive?

#6 BLANK_D; Fi ; 46 ane ; Komès ; 2em an;e 2 timoun ; 2 timoun nan pwogram: Sa t'ap yon malè.

Si son malè konsa ta rive sa w'ap fè?

Piblik: Sa on malè. Sa on gwo malè nonplis tou n'ap pale ak direktè pou'n konnen kòman sa fè fèt ? Pou nou antann nou epa manje, epa kole n'ap kole dan sou direktè a direktè a se pou nou l'ye, e pa nou l'ye.

#4 BLANK_B; Fi; 32 ane; Kiltivatè; 5eme ane; 3 timoun; 2 timoun nan pwogram: Tankou gen yon timoun nan Janpòl 2 a. Yon lòt timoun pran yon kreyon li foure nan je'l yon ti elèv. Sa pè a fè? Pè a voye chache yon medsen vin mete nan je timoun nan pou'l ka refonn san nan zye'l.

Ok. Pou ou menm kòm paran sa son bon bagay li ye?

#4 BLANK_B; Fi; 32 ane; Kiltivatè; 5eme ane; 3 timoun; 2 timoun nan pwogram: Bon bagay li ye.

Sa pè a fè a?

#4 BLANK_B; Fi; 32 ane; Kiltivatè; 5eme ane; 3 timoun; 2 timoun nan pwogram: Wi.

Ok, dakò. Bon kesyon m'ap poze a yon jan lou. Pwofesè yo nan lekòl la. Nou konen tout pwofesè sa yo se pofesè andeyò yo ye ? Anpil fwa yo toujou di yo pa touche èske daprè nou menm kòm paran nou panse sa se verite'l ye ?

#6 BLANK_D; Fi ; 46 ane ; Komès ; 2em an;e 2 timoun ; 2 timoun nan pwogram: Yo pa t'ap janm travay pou pa touche. Yo pa t'ap kontinye travay. Sa'w wè ?

Enhen.

#6 BLANK_D; Fi; 46 ane; Komès; 2em an;e 2 timoun; 2 timoun nan pwogram: Yo touche kanmenm.

Yo touche kanmenm?

#5 BLANK_C; Fi; 32 ane; Komès; Okenn; 7 timoun; 1 timoun nan pwogram: ummh.

Menmsi'l pa anpil?

Piblik: Ou paka di yo touche kanmenm. Ou paka di sa. Kèlkanswa moun nan pa touche le mwa. Ou paka di sa moun nan pa touche, moun nan di'w li di pa touche.

#6 BLANK_D; Fi ; 46 ane ; Komès ; 2em an;e 2 timoun ; 2 timoun nan pwogram: Men'l gen... Gon dat li touche. Yo di'w depi se leta k'ap peye'w lajan'w pa konn pèdi. Ou pa touche sou le chan men kou pou touche ou touche .

Kou pou touche ou touche?

#6 BLANK_D; Fi ; 46 ane ; Komès ; 2em an;e 2 timoun ; 2 timoun nan pwogram: Ummh.

Dakò. Jackly ou pa gen lòt kesyon?

Non. E nou menm medam nou pa gen anyen nou ta vle di pwogram nan. ke ou ta vle nou pote bay PAM. Se PAM ki responsab pou fè pwogram sa yo. Pou fè lekòl sa yo jwenn kantin, jwenn manje pou bay timoun yo. Si gon dènye pawòl nou t'ap di kisa nou t'ap di?

#1 BLANK_A; Fi; 55 ane;Komès ; 5em ane; 3 timoun; 3 timoun nan pwogram: Ebyen dènye pawòl nou t'ap di. Mèsi n'ap di yo, mèsi pou sa yo fè pou satisfaksyon yo bay la.

Ok

#1 BLANK_A; Fi; 55 ane;Komès ; 5em ane; 3 timoun; 3 timoun nan pwogram: Sam gen pou'm di...

Èske nou panse pwojè sa ta sipoze kontinye?

#1 BLANK_A; Fi; 55 ane; Komès ; 5em ane; 3 timoun; 3 timoun nan pwogram: Kontinye.

#6 BLANK_D; Fi ; 46 ane ; Komès ; 2em an;e 2 timoun ; 2 timoun nan pwogram: L'ap kontinye o non de Jezi. Pase nou pa konnen si'l pat vini Leseyè voye'l vini ban nou. Kounya e toujou ka kontinye'l pou jiska la fen.

E si tout fwa PAM ta rive nan wout, pa epzanp yo di yo pa gen mwayen swa pou achte bwa oubyen pou kontinye kenbe. Kisa kòm paran w'ap fè ? Nou menm paran kòman nou t'ap konprann sa ?

#1 BLANK_A; Fi; 55 ane; Komès ; 5em ane; 3 timoun; 3 timoun nan pwogram: Reziyen nou t'ap reziyen nou.

#6 BLANK_D; Fi ; 46 ane ; Komès ; 2em an;e 2 timoun ; 2 timoun nan pwogram: Paske lè'l t'ap vini an nou pat konnen. Se parapò yo rele nou nan reyinyon. Yo fè fòmasyon avèk nou, nou vin konprann pwojè a. Kantin nan t'ap pi bon menm direktè, direktè a di nou konsa li te gen 4 tran l'ap fè fòmasyon pou pwojè manje a avan'l resi. Kounye la menm li resevwa pwojè manje a ane sa.

Ok. Dakò.

[Bri moto k'ap pase.]

Bon, e nou menm kòm paran kisa nou santi nou ka fè ? Pou fè pwojè sa mache pi byen.

#6 BLANK_D; Fi ; 46 ane ; Komès ; 2em an;e 2 timoun ; 2 timoun nan pwogram: Tankou kòb yo mande pou pojè kantin nan, se li menm pou nou fè efò nou menm paran yo pou nou toujou bay li. Pou kantin nan toujou ka mache. Nou menm k'ap voye manje a kote'l soti a sak manke pou yo ka achte'l. Se nan kòb n'ap bay la pou yo ka achte epis, bè konsa pou yo ka mete nan manje a.

Ok. Dakò nimewo 5. Ou pap di anyen kisa kòm paran kew ka fè?

#5 BLANK_C; Fi; 32 ane; Komès; Okenn; 7 timoun; 1 timoun nan pwogram: Menm bagay.

Nimewo 4. Ou pa pale menm.

#4 BLANK_B; Fi ; 32 ane; Kiltivatè; 5eme ane; 3 timoun; 2 timoun nan pwogram: Sèl kesyon.

Nimewo 4.

#4 BLANK_B; Fi; 32 ane; Kiltivatè; 5eme ane; 3 timoun; 2 timoun nan pwogram: Anyen.

Anyen. Pa gen anyen ou te ka fè kòm paran?

#4 BLANK_B; Fi; 32 ane; Kiltivatè; 5eme ane; 3 timoun; 2 timoun nan pwogram: Non.

#1 BLANK_A; Fi; 55 ane;Komès ; 5em ane; 3 timoun; 3 timoun nan pwogram: Mwen menm kèlkeswa kantin PAM pa ta bay manje. Lekòl timoun kote pa'm mwen an ye a toujou kontinye bay kantin .

#5 BLANK_C; Fi; 32 ane; Komès; Okenn; 7 timoun; 1 timoun nan pwogram: Anbyen se pa sèl pwojè PAM nan ki kontinye manje pa ou wa ou menm. Monseyè toujou bay.

Ok. Dakò

Men, nou konn ki kote Monseyè jwenn manje sa?

Piblik: Non. Nou paka konnen, nan peyi pa'l. Kote'l soti nan peyi blan li jwenn li . Kote kot Monseyè ye. Ou konnen kote nou abite a se pawas li ye ?

Ok. Dakò yon sèl kesyon'm gen ankò. Èske nou menm nou pa fè komite paran? Talè a ou di genlè manje a pa gou. Èske'w ka ale nan lekòl la pou pote plent di timoun nan di'w manje a pa gou? Kisa nou ka fè kòm paran pou'n amelyore sa?

[Gen yon telefòn k'ap sone.]

#6 BLANK_D; Fi ; 46 ane ; Komès ; 2em an;e 2 timoun ; 2 timoun nan pwogram: Mwen menm. Timoun yo pa konn di'm manje a pa gou. Menmsi yo ta di'm mwen t'ap di timoun se pa lakay nou nou ye nenpòt kijan yo ban nou manje a nou dwe manje'l. Se direktè a ki konnen si'l ta goute'l pou'l ta wè'l manke yon bagay. Kounya li ta pale ak kouziyèz yo. Pase se komite e lè yo te fome komite a se swazi yo te swazi kouziyèz yo. Kite bay non yo e prezante tèt yo. Se pa direktè a kite swazi yo. Jiskaske jou sa direktè a te di lè yo

kontinye kòmanse fè manje a, si yo ta wè manje a gen yon poblèm aprèsa la chanje yo. La pran lòt, ki fè'w wè li kite kouziyèz yo fè manje a. Se bon manje a bon.

Ummh, ok.

#5 BLANK_C; Fi; 32 ane; Komès; Okenn; 7 timoun; 1 timoun nan pwogram: Nou pa t'ap janm al kanpe pou nou di sa.

Nou pa t'ap janm fè sa?

Piblik: Non .Non li pa t'ap bon pou nou.

Ok. Li pa t'ap bon pou nou?

Piblik: Non.

Poukisa, nou di li pa t'ap bon pou nou?

Piblik: Non. Epi tou wa wè anyen non sòsi e ta... Menmsi nou menm nou rete jis foji

#6 BLANK_D; Fi; 46 ane; Komès; 2em an;e 2 timoun; 2 timoun nan pwogram: Yo menm se fodelàn nan yo, se nan menm zòn nan kouziyèz yo soti. Nan menm devan lekòl la. Nou menm ki rete jis anwo, se pa nou menm ki ta val pran plas fè manje?

Ummh. Konbyen tan timoun ou yo pran, pou yo al lekòl chak maten?

Piblik: Konbyen tan yo pran? Li pale de tan.

Tan? An minit pou soti lakay ou.

#6 BLANK_D; Fi ; 46 ane ; Komès ; 2em an;e 2 timoun ; 2 timoun nan pwogram: Tankou yo te gendwa pran nenpòt 50 minit pou yo rive.

Avan yo rive?

#6 BLANK_D; Fi ; 46 ane ; Komès ; 2em an;e 2 timoun ; 2 timoun nan pwogram: Ummh.

Chak maten?

#6 BLANK_D; Fi; 46 ane; Komès; 2em an; e 2 timoun; 2 timoun nan pwogram: Ummh.

E timoun pa'w yo, konbyen tan yo pran pou yo rive lekòl la?

#5 BLANK_C; Fi; 32 ane; Komès; Okenn; 7 timoun; 1 timoun nan pwogram: Menm kote.

Ok. Menm kote pou ou tou.

#4 BLANK_B; Fi ; 32 ane; Kiltivatè; 5eme ane; 3 timoun; 2 timoun nan pwogram: Mwen pa'm nan pa pran tout minit sa yo pou'l rive.

Li pa pran tout minit sa yo? Konbyen minit li ka pran konsa?

#5 BLANK_C; Fi; 32 ane; Komès; Okenn; 7 timoun; 1 timoun nan pwogram: Tankou si'l sot lakay la, avèk 7h 20 avèk 35 li gentan rive nan lekòl la.

Ok.

#6 BLANK_D; Fi ; 46 ane ; Komès ; 2em an;e 2 timoun ; 2 timoun nan pwogram: Ou konn sa'k pase ? E mòn nan.

Mòn nan.

#6 BLANK_D; Fi ; 46 ane ; Komès ; 2em an;e 2 timoun ; 2 timoun nan pwogram: M'gon mòn pou yo desann, pou yo moute.

Ok. E timoun pa'w yo?

#4 BLANK_B; Fi ; 32 ane; Kiltivatè; 5eme ane; 3 timoun; 2 timoun nan pwogram: Mwen lòt 2 pi gran yo e Fondelàn yo ye. Ti piti a e pote m'konn pote'l.

Konbyen tan sa konn pran pou wa'l lekòl .

#4 BLANK_B; Fi; 32 ane; Kiltivatè; 5eme ane; 3 timoun; 2 timoun nan pwogram: Lè'l pa vle mache m'konn rive a nenpòt 8 h. \odot \odot .

A kilè'w konn kite lakay ou?

#4 BLANK_B; Fi ; 32 ane; Kiltivatè; 5eme ane; 3 timoun; 2 timoun nan pwogram: Mwen menm.

Ummh.

#4 BLANK_B; Fi; 32 ane; Kiltivatè; 5eme ane; 3 timoun; 2 timoun nan pwogram: Mwen konn soti a 7h.

Ok. Nenpòt 1nè de tan. Ou menm kal chèchè'l tou.

#4 BLANK B; Fi; 32 ane; Kiltivatè; 5eme ane; 3 timoun; 2 timoun nan pwogram: Wi.

Talè? Ou gentan al chèchè'l. Kiyès k'al chèchè'l pou ou?

#4 BLANK_B; Fi ; 32 ane; Kiltivatè; 5eme ane; 3 timoun; 2 timoun nan pwogram: Yo pral dèyè'l pou mwen.

Dakò. Pa gen anyen ankò ke nou t'ap di?

Piblik: Non. Pa gen anyen. Sa'm t'ap di, mèsi. Mèsi anpil.

Ok. Mèsi.

<u>Transkripsyon Fokis Gwoup # 7 Cholèt</u>

Murielle

Dat fokis gwoup la fèt: 3/28/2017

Dat transkripsyon 04/05/2017- 4/22/2017

Patisipan

Patisipan #1: Fi; 39 ane; Kiltivatè; 3em ane fondamantal; 3 timoun; 2 timoun nan pwogram; 14 mwa nan komite kwizin

Patisipan #4: Fi; 23ane; Kiltivatè; 7em ane; 2 timoun ;2 timoun nan pwogram; 7 mwa nan komite kwizin

Patisipan #5: Fi; 32 ane; Kiltivatè, komès; 3em ane fondamantal; 4 timoun; 4 timoun nan pwogram; 3 mwa komite kwizin

Patisipan #6: Fi; 58 ane; Komès, kiltivatè; Okenn; 8 timoun; 2 timoun nan pwogram; 14 mwa nan komite kwizin

Patisipan #7: Fi; 70 ane; Komès; Okenn; 6 timoun; 1timoun nan pwogram; 14 mwa nan komite kwizin

Patisipan #8: Fi; 55 ane; Kiltivatè, komès; 6em ane; 5 timoun; Okenn timoun nan pwogram; 14 mwa nan kwizin

ENTWODIKSYON

Almathe: N'ap kòmanse. Bonswa medam!

Piblik: Bonswa madam.

Almathe: Non mwen se ALMATHE. M'ap di nou mèsi anpil, paske m'konnen gen nan nou la ki t'ap tann mwen depi yè. (Ri) Nou eskize nou pou reta a tou. Ou konnen ke trafik yo anpil. Bon, m'gentan di mwen rele ALMATHE. Mwen menm m'ap travay avèk yon òganizasyon. Sa nou fè? Nou fè rechèch tout kote nan peyi a. Nou fè rechèch pou plizyè òganizasyon oswa ONG. Men pou moman sa nou reprezante PAM. N'ap travay ansanm avèk PAM k'ap bay timoun yo manje nan kantin skolè yo. Nou menm ki la, gen nan nou ki konn bay kout men nan lekòl yo kòm kwizinyè. Nou gen kèlke ti kesyon nou ta vle poze. Epi pale ansanm avèk ou. Ou mèt mete'w alèz pou pale ansanm avèk nou. Ou wè tout ti bagay sa yo ou wè la ? Sèke nou pa ta vle manke anyen nan saw di a. Paske nou gen yon rapò ke nou sipoze remèt PAM. N'ap di ke nou te pale avèk kwizinyè sa yo, sou tèl bagay men sa yo te di nou. Men pawòl yo. Nou pote pawòl yo ba ou. Nou pote doleyans kwizinyè yo ba ou pou tande yo. E ou gen yon chif nan men'w tou, chif la reprezante ou. Sa vle di ke chif... Ou konnen anpil tan lè ou ap pale, m'ka pa sonje non'w. W'ap pale di nimewo ou genyen an. M'ap kite JACKLY avèk NATACHA si y'ap fè yon ti prezantasyon. Aprè sa n'ap kòmanse. N'ap kontinye konvèzasyon avèk ou. Sa w'ap fè pou nou: W'ap di mwen se tèl nimewo ; m'rele tèl jan ; m'soti nan tèl lekòl ; men sam fè nan lekòl la ; epi men konbyen tan mwen genyen m'ap fè sa m'ap fè a. Dakò, kolèg mwen yo.

Natacha: Bonswa tout moun!

Piblik: Bonswa.

Natacha: Mwen di nou mèsi paske nou la pou pasyans nou. Non pa'm se NATACHA. Alò n'ap travay pou yon òganizasyon ki rele SOCIODiG. Jan madam lan sot di'l la. Men jodi a nou pa la pou SOCIODIG. Nou la pou PAM nan afè kwizin nan kantin skolè. E nou gen konfrè JACKLY ki ansanm avèk nou la. N'ap kontinye avè'l.

Jackly: Bonswa tout moun!

Piblik: Bonswa.

Jackly: Kòm nou te la. Nou wè nou te la depi yè. Non pa'm se BEAUTELUS JACKLY. E mwen travay nan zòn yo la. M'ap travay nan menm òganizasyon avèk medam yo ki se SOCIODIG. Men aktyèlman n'ap fè travay la pou PAM. Kote ke nou gen kesyon sou pwogram kantin skolè a. N'ap fè yon seyans deba. Kote ke pou nou konnen si kantin nan ka mache. Kisa ki bon, kisa ki pa bon. Men ou menm w'ap pale dirèkteman ak PAM atravè aparèy yo. Donk, lè w'ap poze yon kesyon w'ap pale avèk nou men se dirèkteman ak PAM w'ap pale. W'ap bay doleyans ou. Ni sa'w renmen. Ni sa'w pa renmen. Sa ki bon e

sa ki pa bon eksetera... Donk, m'di nou ankò byenveni. Bòn patisipasyon. N'ap kontinye avèk madam nimewo 5?

Patisipan #5: Fi; 32 ane; Kiltivatè, komès; 3em ane fondamantal; 4 timoun; 4 timoun nan pwogram; 3 mwa komite kwizin: Mwen se nimewo 5. M'pa konn sa pou'm di mwen menm.

Piblik: Kanpe, kanpe, kanpe!

Almathe: Ou ka chita. Ou pa bezwen kanpe. Ou mèt chita. Ou pa bezwen kanpe. Ou pa konn sa pou di ? Prezante tèt ou. Di nou: Mwen se nimewo 5 mwen rele....

Patisipan #5: Fi; 32 ane; Kiltivatè, komès; 3em ane fondamantal; 4 timoun ; 4 timoun nan pwogram; 3 mwa komite kwizin: Mwen menm se...Mwen m' se nimewo 5. Mwen rele

Almathe: Nan ki lekòl w'ap bay kout men?

Patisipan #5: Fi; 32 ane; Kiltivatè, komès; 3em ane fondamantal; 4 timoun; 4 timoun nan pwogram; 3 mwa komite kwizin: Nan lekòl Presbiteral de Cholèt.

Almathe: Sa fè konbyen tan?

Patisipan #5: Fi; 32 ane; Kiltivatè, komès; 3em ane fondamantal; 4 timoun ; 4 timoun nan pwogram; 3 mwa komite kwizin: 3 mwa.

Almathe: Dakò, mèsi. An nou pran nimewo 4?

Patisipan #4: Fi; 23ane; Kiltivatè; 7em ane; 2 timoun ;2 timoun nan pwogram; 7 mwa nan komite kwizin: Mwen se nimewo 4. Non pam se... M'ap travay nan Kominotè de Cholèt. M'gen 7 mwa depi m'ap travay.

Almathe: Ok mèsi. Nimewo 6?

Patisipan #6: Fi; 58 ane; Komès ,kiltivatè; Okenn; 8 timoun; 2 timoun nan pwogram; 14 mwa nan komite kwizin: Non pam se... Mwen ap travay nan lekòl Nasyonal de Cholèt. Mwen genyen gen 14 mwa depi m'ap travay nan lekòl Nasyonal.

Almathe: Ok dakò mèsi. Nimewo 1?

Patisipan #1: Fi; 39 ane; Kiltivatè; 3em ane fondamantal; 3 timoun; 2 timoun nan pwogram; 14 mwa nan komite kwizin: Mwen menm se limewo 1. M'se... M'ap travay nan lekòl Nasyonal de Cholèt.

Almathe: Ok, Nimewo 7. Ou se 7 manmi?

Patisipan #7: Fi; 70 ane; Komès; Okenn; 6 timoun; 1timoun nan pwogram; 14 mwa nan komite kwizin: Wi. Mwen se... M'ap travay nan lekòl ...

Almathe: Nasyonal?

Patisipan #7: Fi; 70 ane; Komès; Okenn; 6 timoun; 1timoun nan pwogram; 14 mwa nan komite kwizin: Vizyon Kretyèn de Cholèt.

[Bri machin k'ap klaksyone.]

Almathe: Mèsi.

Patisipan #8: Fi; 55 ane; Kiltivatè komès; 6em ane; 5 timoun; Okenn timoun nan pwogram; 14 mwa nan kwizin: Non pam se... Mwen genyen 4... M'ap travay nan lekòl Vizyon Kretyèn de Cholèt. Mwen gen 14 mwa depi m'ap travay.

Almathe: Ok, dakò. Mèsi bokou medam. M'pral kòmanse poze kèk ti kesyon ki pap pran anpil tan. Men m'ta vle tout moun patisipe. Ou ka ban nou, ou ka di pwen de vi pa ou. Kisa ou panse. Ok? Daprè nou menm kòm kwizinyè kisa nou panse de pwogram sa a, kantin skolè sa? Kiyès k'ap pale? Sa nou panse de pwogram nan? Kisa nou wè de pwogram nan? Kòman nou wè pwogram nan?

Patisipan #7: Fi; 70 ane; Komès; Okenn; 6 timoun; 1timoun nan pwogram; 14 mwa nan komite kwizin: Pwogram nan

Almathe: Wi, nimewo 7.

Patisipan #8: Fi; 55 ane; Kiltivatè,komès; 6em ane; 5 timoun; Okenn timoun nan pwogram; 14 mwa nan kwizin: Etan n'ap fonksyone ?

Almathe: Wi, nimewo 8.

Patisipan #8: Fi; 55 ane; Kiltivatè, komès; 6em ane; 5 timoun; Okenn timoun nan pwogram; 14 mwa nan kwizin: Ok. Etan m'ap foksyone nan pwogwam sa. Li te kòmanse fonksyone byen.

Almathe: Hum humm...

Patisipan #8: Fi; 55 ane; Kiltivatè, komès; 6em ane; 5 timoun; Okenn timoun nan pwogram; 14 mwa nan kwizin: Lekòl la te byen ap fonksyone. Men pou ane isit m'pa konprann. M'pa konprann.

Almathe: Kisa'k pase?

Patisipan #8: Fi; 55 ane; iltivatè, komès; 6em ane; 5 timoun; Okenn timoun nan pwogram; 14 mwa nan kwizin: Kisa'k pase? Timoun yo, lò w'ap prepare manje pou timoun yo fòk ou gen klowòs. Fòk ou gen fab. Fòk ou gen en savon. Savon an pou met nan paydefè. Manje a lè w'ap bay timoun yo manje a fòk ou byen prepare. Ou konnen w'pa met magi nan manje a ?

Almathe: Hum, hum.

Patisipan #8: Fi; 55 ane; Kiltivatè, komès; 6em ane; 5 timoun; Okenn timoun nan pwogram; 14 mwa nan kwizin: Fòk ou gen lay. Fòk ou gen pwawo. Fòk ou ta gen pèsi. Fòk mwen ta gen piman vèt. Fòk mwen ta gen bè. Fòk ou ta byen prepare manje pou bay timoun nan.

Almathe: Hum, hum.

Patisipan #8: Fi; 55 ane; Kiltivatè, komès; 6em ane; 5timoun; Okenn timoun nan pwogram; 14 mwa nan kwizin: Men lè'm rive ane isit la, mwen pa konprann kantin nan ditou, ditou. Chak parèt lè'm mande... Tankou lè'm fin lave veso yo fòm ta jwenn klowòs pou'm fè... pou'm dezenkfekte veso yo. Pou'm ka bay timoun yo manje a.

Byenke lè'm konn fin lave veso yo, m'konn mete yo nan yon sak. M'mare yo. Ou pa pran manje yo konsa. Aprè ou fin savonen veso a pou bay timoun yo manje a. Fòk ou gen klowòs pou pase nan veso yo. Ane isi la m'pa konprann kantin nan menm. Kantin nan pa ale byen ditou. Chak lè'w mande yo diw konsa ke timoun yo pa peye. Timoun yo pa peye. E moun... nou menm tou ke timoun yo pa peye.

Mwen menm men sa'm di. Lè m'ap pale m'toujou di: 'Se konsa menm pou nou fè manje a'. Timoun yo pa peye. Se swa nou kanpe kantin nan. Paske mwen menm paka sèvi konsa. Se chak lè'm rive m'toujou ap pale. M'ap pale. M'ap pale. Epi m'ap pran chalè dife. Ou wè janm ye la ? M'son granmoun mwen ye. Sim a 58 ane sou tèt mwen. M'son granmoun.

Almathe: Wi.

Patisipan #8: Fi; 55 ane; Kiltivatè, komès; 6em ane; 5 timoun; Okenn timoun nan pwogram; 14 mwa nan kwizin: Men m'ap pran chalè dife. M'ap kwit manje paske m'bezwen, gen bezwen. Pa vre ?

Almathe: Hum hum.

Patisipan #8: Fi; 55 ane; Kiltivatè, komès; 6em ane; 5 timoun; Okenn timoun nan pwogram; 14 mwa nan kwizin: Fòk mwen ta ka jwenn yon salè. M'ap sal, m'ap sal rad sou mwen. Rad sou mwen an sal. Sim met sa sou mwen jodi a m'al pran chale dife, demen si Dye vle m'paka tounen avè'l non. Lè'm pral fè manje a fòk mwen jwenn yon ti savon pou m'pase anba bwa'm. (Bri yon timoun k'ap kriye.) Fòk mwen jwenn menm son ti pafen pou'm mete sou mwen. Pou m'al sou timoun yo. Mwen gen yon tabliye sou mwen. Tan ou bò dife a konsa w'ap sèvi, tabliye a sal. Demen si Dye vle m'paka pran tabliye sal sa pou m'al sou timoun yo. Non ! Pou m'al ba yo manje. Fòk yo lave. E mwen menm kite pitit pam dèyè tou. Fòk pitit mwen yo... Si m'al travay lè'm retounen fòm jwenn yon bayay pou'm pote pou pitit mwen. Si pitit mwen bezwen yon soulye fòk mwen ka ba li'l. E mwen menm tou yo toujou di nou: 'Pa al fè manje ak yon zèl sapat nan pye nou'. Men boyo 100 goud sa ? Fò yo ban'm kòb pou'm achte'l.

Piblik: Riii

Patisipan #8: Fi; 55 ane; Kiltivatè, komès; 6em ane; 5 timoun; Okennn timoun nan pwogram; 14 mwa nan kwizin: Anlè, èske'm fon plede monte chak jou. Lè maten m'ap gade pa de lapli k'ap tonbe, lapli, lapli, lapli. Pou'm leve pou kite kay mwen. Pou'm al fè manje pou bay. Men mezanmi, a kwa bon ?

Piblik: Hummm.

Patisipan #8: Fi; 55 ane; Kiltivatè, komès; 6em ane; 5 timoun; Okennn timoun nan pwogram; 14 mwa nan kwizin: Ou wè ? Èske nou wèl bon ? E m'di nou mwen gen 5 pitit. Senk pitit m'genyen an yo poko reskonsab. E sou kont mwen yo ye toujou wi. Sou kont mwen yo ye toujou. Se mwen k'ap ba yo swen.

Almathe: Ok, dakò.

[Gen yon timoun k'ap kriye.]

Almathe: M'ta renmen pote yon ti presizyon, nimewo 8. Kòm ou di chak maten ou leve, vrèman vre ou sal rad. Lè'w tounen fòk ou ta pote yon bagay pou timoun yo. Men èske lè pwogram nan te vini ou te swiv fòmasyon?

Patisipan #8: Fi; 55 ane; Kiltivatè,komès; 6em ane; 5 timoun; Okenn timoun nan pwogram; 14 mwa nan kwizin: Wi. M'te swiv li.

Almathe: Èske yo te di'w se anboche yo anboche'w pou travay? Oubyen se ou ki chwazi bay patisipasyon pa ou nan kwizin nan?

Patisipan #8: Fi; 55 ane; Kiltivatè, komès; 6em ane; 5 timoun; Okenn timoun nan pwogram; 14 mwa nan kwizin: Yo te anboche'm. Yo menm ki te chwazi'm.

Almathe: Men èske lè yo te anboche'w, yo di ou yo gen yon salè y'ap ba ou le mwa?

Patisipan #8: Fi; 55 ane; Kiltivatè, komès; 6em ane; 5 timoun; Okenn timoun nan pwogram; 14 mwa nan kwizin: Yo te di yo gen yon salè. Se paran ki pou bay li. E komite a, e komite pou bay li. Mwen menm pou yo ban'm salè.

Almathe: Ok. Men depi kilè ou pa jwenn salè sa?

Patisipan #8: Fi; 55 ane; Kiltivatè, komès; 6em ane; 5 timoun; Okenn timoun nan pwogram; 14 mwa nan kwizin: Chak tan ou... W'ap wè lè n'ap pale n'ap reklame dwa nou. Yo toujou di kantin nan pa peye, kantin nan pa peye.

[Gen bri kamyon k'ap pase.]

Almathe: Ok. Mèsi. Pa gen yon moun k'ap di yon pawòl ankò? Wi nimewo 6? An nou fè yon ti tann kamyon sa fin pase!

Patisipan #6: Fi; 58 ane; Komès, kiltivatè; Okenn; 8 timoun; 2 timoun nan pwogram; 14 mwa nan komite kwizin: Ale, ale .

Almathe: Ok, dakò. Nimewo 6, mèsi.

Patisipan #6: Fi; 58 ane; Komès, kiltivatè; Okenn; 8 timoun; 2 timoun nan pwogram; 14 mwa nan komite kwizin: Nou te gentan bay non an deja.

Almathe: Wi.

Patisipan #6: Fi; 58 ane; Komès, Kiltivatè; Okenn; 8 timoun; 2 timoun nan pwogram; 14 mwa nan komite kwizin: Sa m'ap ajoute de madam... Paske nou t'al swiv fòmasyon.

Jackly: Nimewo 6 nou gentan di'l.

Patisipan #6: Fi; 58 ane; Komès, kiltivatè; Okenn; 8 timoun; 2 timoun nan pwogram; 14 mwa nan komite kwizin: Nou t'al swiv fòmasyon.

Almathe: Li bon, li bon!

Patisipan #6: Fi; 58 ane; Komès, kiltivatè; Okenn; 8 timoun; 2 timoun nan pwogram; 14 mwa nan komite kwizin: Nou t'al swiv fòmasyon. Fòmasyon an te di nou konsa e se direktè avèk paran yo ki pou bay ti monnen an. Se nan sa yo ranmase nan men paran yo ki pou nou. Pou yo ba nou yon bagay ladan'l. Men sa vle di nan kòmansman tankou madam ... sot di. Nou kòmanse trè byen, trè byen. Lè yo bay ti kòb lan pou achte epis lan, si ou menm ou bezwen yon moso savon pou lave rad pa ou? Paske chak jou fòw mete yon rad sou ou. Nan fòmasyon an yo te diw: "Yo pa sèvi avèk timoun avèk rad a bretèl. Pou anba bwa ou deyò". Egzijibleman nou paka mete rad bretèl sou nou.

Men sa vle di chak jou fòk nou chanje yon rad. E nou paka mete nenpòt rad. Men yo te di nan salè sa yo ap ban nou, pou fè mache pou manje yo. Nou te ka jwenn yon moso savon ladan yo. Men nou vin rive nan on moman la, ane dènye sa te kòmanse trè byen. Nou rive nan moman, m'pa kache diw mwen menm grenn ti bagay mwen m'ap vire. Epi delè se ladan'l mwen foure menm mwen pran m'achte epis. Pou m'al fè manje a. Paske, piske'w te gentan al pran angajman. Pou respekte angajman'w ou te al pran an. Se nan toujou, se nan fon pam mwen foure mwen pran. Pandan setan ou wè m'ap pale avè nou la. Yè maten pou m'al fè manje se nan fon mwen menm foure menm. Men reskonsablite mwen gen lakay mwen. Mwen pa renmen se mande pou m'ap mande ou. Ebyen se menm jan lekòl la, m'pa renmen chak moman se mande pou m'ap mande direktè a oubyen sekretè a. M'paka pral mande toutan. Nou konnen se dwa nou pou nou ban mwen. Nou ban mwen. Gende lè yo pa ban mwen. Mwen pran pam mwen fè'l. Egal, lè yo vle ban mwen an. Kounya sim ka jwenn pou'm ranbouse. Kote m'te retire a m'ranbouse. Men nou menm tout 14 mwa sa n'ap travay la. N'ap bay sèvis. Se bòn volonte nou ki fè nou kenbe la toujou.

Almathe: Hum, hum.

Nan kantin nan, men kantin nan trè itil. Li itil ni paran ni elèv yo. Menm lè gen elèv ki pa kontante a sa yo ba yo. Fòmasyon te di nou konsa ke son ti goute'l ye. Se pa pou vant plen.

Almathe: Ok. Hum, hum.

Ou santi sam di nou an ? Se pou yon ti goute pa pou vant plen. Men gen elèv yo ki vle se vant plen pou ba yo li, vant plen. Gende pafwa yo konn diw konsa: "Sa sa ka fè pou mwen".

Eske'w konprann? Mwen menm lè konsa sa pa fèm plèzi non. Pase ou gade ou wè pil timoun. Ou paka bay yon pòsyon pou lòt pòsyon an pa jwenn. Mwen menm avèk Ozèt lè

nou nan kizine nan si genyen nou jwenn. Kan nou fin ba tout elèv manje, si genyen nou ka pran yon bagay. Men si pa genyen tou nou rete konsa.

Almathe: Ok.

Men nou asepte. Fòk nou ba elèv yo manje. Maten an la, depi nan nwit yè swa lapli ap tonbe. Men nou soti kanmenm.

Almathe: Ok.

Soti anba tout lapli. Paske son angajman ou pran.

Almathe: Ok. Dakò, mèsi. Nimewo 6.

Patisipan #4: Fi; 23ane; Kiltivatè; 7em ane; 2 timoun ;2 timoun nan pwogram; 7 mwa nan komite kwizin: Eskize! Nou pa bezwen anrejistre vwa'm non. Men sa m'ap di nou. Èske tankou jodi a la yo banm 3 mamit diri tèt koupe pou kwit pou 90 elèv ? Plis 7 moun ap fè lekòl fóm ba yo goute. Manje kwit li paka separe. Lè manje a kwit li paka separe. Moun ki banm manje a. Lè'l parèt sou mwen bò dife a. Ou wè lè'l parèt sou bo dife a li move sou mwen. Tan li pa konn kijan pou'l pale ak moun. Tan li pa konn kijan pou'l abòde moun. Lè'm rele'l premye fwa, li vini. Li dim: "Manje a paka separe". M'di: "Enbyen w'ap banm pwa pou mal remete nan dife".

"Se sa'w te banm se li pou'm ba ou". Kounya aprè'l retounen kotem ankò. M'di: "Ou banm 4,3 mamit manje tèt koupe. Pou'm mete nan dife pou 90 elèv plis 7 moun k'ap fè lekòl". Misye move. Yo di'm misye move. Ou wè menm vini m'te di, "Bon m'pap vini !' Anpil lòt moun yo la di: "Se ou ki te pran fòmasyon fòk ou vini". Menm pa konnen. Kòmsi lè yo bay ti kal manje sa pou separe. Medam, pou separe pou tout moun sa yo? Hmmm!

Jackly: M'ap di yon ti bagay an pasan sou sa madam lan di a. Nou pako konn kiyès pou'n akize. Lè yo bay yon kantite manje ki pa sifi pou 80 elèv pa ezanp. E jan nou di a: Le PAM se Pwogram Alimantè Mondyal ki gen yon rasyon alimantè. Sa vle di li bay kantite diri pou yon timoun manje pa jou. Se vre ke gen timoun ki gendwa ka manje plis. Gen posiblite pou'l manje plis. Men li menm li bay yon rasyon e lekòl la gen rapò jounalye. Sa vle di pou'l fè chak jou pou'l remèt. Donk, m'panse nou poko ka akize pèsòn. Èske se lekòl la ou pa. Donk, kòm ou te di pa anrejistre'w men pou'n pa ba'w manti. Sa'w di a yo kapte'l. Paske se pa nou se le PAM m'ta ka di se patron travay la, nan sèten sans. Ki se avè'l w'ap pale la. Se vre se nou ki la pou gide. Men se avèk li w'ap pale la. Donk, se pa yon pwoblèm sa'w di a. Moun k'ap jere kantin lan fòk li redi pou manje a fè jan li dwe fè a. Petèt ke gen yon rezon fò'l respekte. Paske fò'l bay rapò. Donk, nou poko konnen egzateman kiyès pou akize. Men sa'w di a le PAM tande'l. E m'panse ap genyen yon swit nesesè probableman.

Almathe: Pou'm ranje, poum fon ti apwi sou sa JACKLY di a. Saw di a pa yon pwoblèm. Petèt se sa n'ap chèche. N'ap chèche ki pwoblèm ki genyen. Kisa nou te ka fè. Kijan, kòman pwogram nan te ka mache pi byen. Pase pa gen bagay ki la ki pa gen pwoblèm.

Tout moun konnen ke ka gen pwoblèm. Li gen bon bagay ladan'l. Men li gen pwoblèm. Nan pwoblèm li genyen yo ki kèk chanjman nou ka fè pou nou fè'l mache pi byen. Se sa n'ap chèche la. Se poutèt sa nou la. Sa vle di li pa yon pwoblèm si ke gen yon bagay daprè nou menm. Se kwizinyè nou ye. Se nou k'ap fè manje a. Nou devan dife a nou ka wè gen bagay ki p'ap byen mache. Kòman nou te ka chanje'l ? Kisa nou te ka fè ? Sa pa yon pwoblèm pou nou pale de sa. Se pa anyen. Sa ou di a se yon bon bagay li ye. Li nan prèske tout lekòl. Dakò ? Nimewo 1 t'ap di yon bagay?

Patisipan #1: Fi; 39 ane; Kiltivatè; 3em ane fondamantal; 3 timoun; 2 timoun nan pwogram; 14 mwa nan komite kwizin: Mwen menm se... Chak maten m'ap leve bonè. M'ap kite kay mwen. Mwen t'ap swiv fòmasyon yo te mande fòk nou met sandal fèmen. Fòk nou pa ale ak ti kalap vin fè manje pou elèv yo. Men yo te di konsa nan salè y'ap bay la fòk yo ba nou yon ti bagay ladann. Nou menm nou gen tabilye pou nou lave. Nou kite pitit nou lakay. Yo paka ba yon salè pou nou jwenn ? Pou nou lave tabilye yo ? (Hum,hum) Ebyen, mèsi. Se sa mwen t'ap di.

Almathe: Ok. Ebyen, dakò. Mèsi. Pou afè salè sa kisa nou panse pou ta fè ? Ki kèk chanjman nou panse ki ka fèt pou nou te ka jwenn li?

Patisipan #6: Fi; 58 ane; Komès, kiltivatè; Okenn; 8 timoun; 2 timoun nan pwogram; 14 mwa nan komite kwizin: Mwen menm.

Almathe: Nimewo 6.

Patisipan #6: Fi; 58 ane; Komès, kiltivatè; Okenn; 8 timoun; 2 timoun nan pwogram; 14 mwa nan komite kwizin: Eee chanjman nou ta renmen, tankou nou menm ki la. M'gade m'wè 4 moun sa yo. Tankou nou gen 14 mwa. Gen 14 mwa depi nou toujou gen espwa. Se sa ki fè nou pa kite wi.

Nou gen espwa nou di: "Sim kite yon lòt moun vin nan plas mwen an. Si gen yon bagay ki vini pou nou." Alò pou'n di, "Mesye sa'm konnen'm te fè la ?". (Yon timoun ap pale.) E sak fè'n kenbe la toujou. Men gende jou nou dekouraje anpil. Nou dekouraje anpil.

Gende moman, gende moman ou ta renmen lave tabilye'w. Ou pa gen kòb pou'w ta achte yon ti moso savon pou'w lave tabilye'w. Ou nan ti komès gende lè ou ranbouse yon ti kòb. Nan komès lan men gende lè ou pa genyen. Saw vle'm fè?

Almathe: An ok.

Patisipan #6: Fi; 58 ane; Komès, kiltivatè; Okenn; 8 timoun; 2 timoun nan pwogram; 14 mwa nan komite kwizin: Men m'di konsa ke: "Menmsi genyen yon bagay k'ap vini. E m'gen espwa yon bagay k'ap vini kanmem".

Almathe: Ok. Dako. Mèsi nimewo 6.

Jackly: An nou di pa egzanp y'ap vin konstwi yon kay la. Yo rive anba avèk wòch lan yo paka monte avè'l.

Yo mande popilasyon an: "Kisa nou ka fè pou'n mete wòch lan anlè?" Tout moun di: "Bon, mwen m'ap fè 2 jou. M'ap bwote wòch ak kouraj mwen." Gen moun ki gen dwa di,: "Bon mwen gen yon machin m'ap prete'l. M'ap bagay." Donk, sa vle di yo chache yon jan pou rive anlè avèk wòch la. Donk, se menm jan avèk kantin nan. E madam nan li poze yon kesyon. Pwiske nou menm n'ap frape. N'ap bay sèvis nou. Nou pa janm ka jwenn anyen kòm pou'n pran swen tèt nou ...eksetera.

E yo fè nou yon seri degzijans. Kòman pou nou vini nan kantin nan. Men ansanm kisa nou wè yo te ka vini ? Avèk kisa ? Oubyen kisa yo te kab fè pou yo te vini ak yon bagay pou nou ta satisfè nou menm kwizinyè, k'ap pran chalè dife a ? Epi k'ap bezwen lajan pou lave rad. Kisa nou wè yo te ka fè ? Kisa Le Pam te ka fè?

Oswa kisa pwogram nan te ka fè ? Ki kèk chanjman pwogram nan te ka fè pou nou te ka jwenn ? Kisa nou we'l te ka fè?

Patisipan #8: Fi; 55 ane; Kiltivatè, komès; 6em ane; 5 timoun; Okenn timoun nan pwogram; 14 mwa nan kwizin: Ok. Tan pase nan peyi'm...

Almathe: Nimewo 8.

Patisipan #8: Fi; 55 ane; Kiltivatè, komès; 6em ane; 5 timoun; Okenn timoun nan pwogram; 14 mwa nan kwizin: Ban'm di tan pase nan peyi an. Nou menm nou gen pitit. Tout sa nou genyen nou fin pèdi yo. Nou pèdi yo. Tan ale avèk yo. Ok. Pitit nou bezwen manje tou pou ya'l lekòl. Men tanke y'ap pote manje kantin sa, mwen konnen te ka pote yon bagay pou yo tou kòm paran k'ap pran chalè dife, k'ap fè manje. Men kisa ? M'pa di fòk se chèk pou yo ta ban nou. Yo te ka ban nou yon lòt bagay. Pote yon lòt bagay pou'n te ka benefisye. Ok. Pase timoun nou yo, nou gen pitit lekòl fòk nou ba yo manje tou.

Almathe: Ok.

Patisipan #8: Fi; 55 ane; Kiltivatè, komès; 6em ane; 5 timoun; Okenn timoun nan pwogram; 14 mwa nan kwizin: Pase m'pa gen pitit mwen menm nan kantin nan.

Almathe: Ok dakò.

Patisipan #6: Fi; 58 ane; Komès,kiltivatè; Okenn; 8 timoun; 2 timoun nan pwogram; 14 mwa nan komite kwizin: Reskonsablite nou, nimewo 6, reskonsablite nou. Chak lè ou rive ou soti lakay ou. Ou soti ak yon espwa. Men lè'w antre pa gen espwa. Lè konsa moun nan mande, "Ou menm, ou menm chak jou ou leve w'al travay. Ou pa janm vini pou di konsa men yo peye'w. Yon ti kòb menm ou pa jwenn."

Almathe: Ok. Medam m'wè gen kèk moun ki pa reponn. M'ta vle yo pale. Eskè nou menm tou nan sa nou kwit la nou pa jwenn yon ti bagay pou nou pote lakay nou?

Piblik: Pafwa, pafwa, pafwa. Wi m'sot diw sa deja. Wi pafwa.

Almathe: Pafwa?

Piblik: Pafwa, pafwa, pafwa. Gende lè'l kwit li paka separe vre. Menm paka separe.

Almathe: Ki manje ki konn pi difisil pou separe?

Piblik: Bon, bouyon an. Sèl diri a. Bouyon, bouyon an. Bouyon an pa bon. Bouyon pa bon

ditou. Li twò piti.

Almathe: Li twò piti?

Patisipan #1: Fi; 39 ane; Kiltivatè; 3em ane fondamantal; 3 timoun; 2 timoun nan pwogram; 14 mwa nan komite kwizin: Tankou yo te konn bay pitimi. Kounye a pa gen pitimi. Men yo te gendwa pase mayi moulen an nan plas pitimi an. Paske chak jou ou leve w'ap kwit diri. Chak jou ou leve w'ap kwit diri bay timoun lan. Lè te gen pitimi an li te trè bon. Kounye a pa gen pitimi yo te ka pase li pa mayi moulen.

Almathe: Ok. Ki manje yo bay? Ki manje yo bay menm? Kòman meni an ye?

Piblik: Kantin lan? Diri, pwa, bouyon.

Almathe: Ok. An nou di pou 5 jou nan semèn an kisa yo bay kwizinyè yo pou kwit? Nimewo 1?

Patisipan #1: Fi; 39 ane; Kiltivatè; 3em ane fondamantal; 3 timoun; 2 timoun nan pwogram; 14 mwa nan komite kwizin: Lendi, diri. Bouyon.

Almathe: Yon aprè lòt. Nimewo 6?

Patisipan #6: Fi; 58 ane; Komès,kiltivatè; Okenn; 8 timoun; 2 timoun nan pwogram; 14 mwa nan komite kwizin: Lendi ,diri sòs pwa. Madi gende pafwa nou fè diri kole legim. E se konsa si Madi nou fè legim, lòt Madi prochen lè yo pot bagay yo. Mwen fè diri sòs pwa legim. Mèkredi nou fè bouyon. Jedi nou tounen fè diri blan sòs pwa jiska Vandredi.

Almathe: Vandredi, sa nou fè Vandredi?

Patisipan #6: Fi; 58 ane; Komès, kiltivatè; Okenn; 8 timoun; 2 timoun nan pwogram; 14 mwa nan komite kwizin: Vandredi nou fè toujou diri sòs pwa. Paske lè ou gade timoun nan e lekòl li ye. Kounye a pou wè pou w'ap bal grenn diri a jan li ye a. Nou menm, eeee Nasyonal plis manje nou. Se sòs pwa nou fè bay timoun yo.

Almathe: Ok. Nimewo 6. Ou mèt fè yon ti kanpe. M'ap poze ou yon kesyon. Si se ou menm ki t'ap chwazi manje, sonje ke pwogram nan se kore manje lokal. Se pa vre ? (Wi) Si se nou menm ki t'ap deside yon menu pou bay timoun nan chak jou, ki manje ou t'ap ba li chak jou?

Patisipan #6: Fi; 58 ane; Komès, kiltivatè; Okenn; 8 timoun; 2 timoun nan pwogram; 14 mwa nan komite kwizin: Tankou Lendi m'fè diri sòs pwa. Madi m'gendwa kwit on mayi moulen kole ak pwa legim. Mèkredi m'te ka fè yon bouyon. E se konsa tou Mèkredi an siw pa gen bagay pou fè bouyon an, sa depan tout moun gen gou pa yo. Ou ta gen dwa fè yon legim sòs pwa ankò. Jedi ou fè viv tè. Chak jou yo gen manje pa yo.

Almathe: E Vandredi?

Piblik: Riii

Patisipan #6: Fi; 58 ane; Komès, kiltivatè; Okenn; 8 timoun; 2 timoun nan pwogram; 14 mwa nan komite kwizin: Madam nan vle fè'm vin sou pwogram ,eeeee, tankou timoun lekòl yo wi ! Lendi, Samedi [Rii]

Natacha: Sa nou vle manje? Ti chante a. Sa nou vle? [Rii] Sa vle di ke si se te ou menm ki manje, ki manje peyi ou t'ap ajoute nan menu an ? Ou tap ajoute mayi ? Aprè sa kisa ankò, pitimi?

Patisipan #6: Fi; 58 ane; Komès, kiltivatè; Okenn; 8 timoun; 2 timoun nan pwogram; 14 mwa nan komite kwizin: Pitimi, ble.

Almathe: Ble ? Ble pa lokal.

Piblik: Non. Pitimi pa gen pitimi. Mayi moulen, diri, bannann, veritab, yanm, patat, manyòk. Wi.

Almathe: Dakò. Bon, pou'n ka fè pi vit. Paske lè a se kouri l'ap kouri. Nou pale de tout bagay ki negatif sou projè a. Mwen vle tande de 2 medam sa yo. Daprè nou menm ki bon bagay pwojè sa gen ladan'l? E pou kisa pwojè sa ta sipoze kontinye? Ki bon bagay pwojè a gen ladan'l ? Nan pwogram kantin nan ki bon kote'l genyen ? Kisa ki bon ladan 1?

Patisipan #5: Fi; 32 ane; Kiltivatè, komès; 3em ane fondamantal; 4 timoun; 4 timoun nan pwogram; 3 mwa komite kwizin: Li bon pou timoun yo .

Almathe: Nimewo 5, nan ki sans?

Patisipan #5: Fi; 32 ane; Kiltivatè ,komès; 3em ane fondamantal; 4timoun ; 4timoun nan pwogram; 3 mwa komite kwizin: Pase gende lè, lè pwojè a vin la avèk manje yo pou timoun yo. [Riii] Kounye a lè matin timoun yo gende lè yo sot lakay yo, gende lè yo pa pran anyen. Men lè yo vini yo konnen y'ap jwenn yon bagay kanmenm nan lekòl la. Yo vini yo. Ou menm ou fè manje a ou ba yo. Genyen ki kontan. Genyen ki pa kontan poutét li piti.

Piblik: Riii

Patisipan #5: Fi; 32 ane; Kiltivatè, komès; 3em ane fondamantal; 4 timoun; 4 timoun nan pwogram; 3 mwa komite kwizin: E sa mwen mwen wè. Mwen kwè mwen menm...

Almathe: Ok. Nimewo 6, bon bagay de pwojè. Sak bon nan pwojè a ?

Patisipan #6: Fi; 58 ane; Komès, kiltivatè; Okenn; 8 timoun; 2 timoun nan pwogram; 14 mwa nan komite kwizin: Sak bon nan pwojè a? Manje yo trè bon. E dam nan di pou timoun yo. Se pa sèl pou timoun yo manje a bon. Pou nou menm tou paske gende paran, timoun nan soti li al lekòl. Li konnen lè'l rive lekòl lan l'ap jwenn yon bagay. Paran an pa fè kè kase. Ou wè li bon ni pou nou, ni pou timoun nan.

Sa nou menm paran nou kapab di.Li pi bon pou nou pase timoun yo. Paske se bon manje yo voye pou timoun yo. Yo voye pou nou. Se pou nou li ye paske se nou ki paran. Egzijibleman lè timoun nan sot lakay ou fò'w ta jwenn yon bagay pou'w ba li. Men, pa lefèt ke li konnen nan lekòl, kay direktè Alfred, l'ap jwenn manje. M'di: "Toutou, ti piti mwen yan benyen non. Vin met rad sou ou w'al lekòl. W'ap jwenn yon ti manje lekòl la wi. Ou pa wè manman pa gen anyen cheri. Manman pa gen anyen." Eske se pa pou nou'l bon?

Almathe: Hum, hum.

Patisipan #6: Fi; 58 ane; Komès, kiltivatè; Okenn; 8 timoun; 2 timoun nan pwogram; 14 mwa nan komite kwizin: Enbyen, hum ta renmen, mwen menm sam ta renmen li avanse plis. M'ta renmen li avanse plis.

Almathe: W'ap ajoute yon bagay, nimero 1?

Patisipan #1: Fi; 39 ane; Kiltivatè; 3em ane fondamantal; 3 timoun; 2 timoun nan pwogram; 14 mwa nan komite kwizin: Wi. Bon, mwen menm mwen ka di menm pawòl avèk Sani.

Patisipan #5: Fi; 32 ane; Kiltivatè ,komès; 3em ane fondamantal; 4 timoun ; 4 timoun nan pwogram; 3 mwa komite kwizin: Li itil tout moun.

Almathe: Ok. Wi. Men nimewo 5 ap pale.

Patisipan #5: Fi; 32 ane; Kiltivatè ,komès; 3em ane fondamantal; 4timoun ; 4timoun nan pwogram; 3 mwa komite kwizin: Paske li gendwa kwit la, menmsi ou pa gendwa al lakay ou ak li. Ou pran yon ti grenn ou voye nan bouch ou. Ou pa ale san lestomak ou pa kore.

Almathe: Ok.

Patisipan #5: Fi; 32 ane; Kiltivatè, komès; 3em ane fondamantal; 4timoun ; 4timoun nan pwogram; 3 mwa komite kwizin: Paske ou te sot lakay ou konsa bonè. Ou rive nan lekòl la ou pran 3 grenn diri voye nan bouch ou. Li itil ou. Mwen menm ta renmen pou'l ta toujou ret la.

Patisipan #6: Fi; 58 ane; Komès, kiltivatè; Okenn; 8 timoun; 2 timoun nan pwogram;14 mwa nan komite kwizin: Men pa bliye, pa bliye nou menm ki gen 14 mwa sa mande kontinye, mande pou nou jwenn yon bagay. Menm jan n'ap mande pou timoun yo mande pou kiziyèz yo tou, silvouplè.

Almathe: Mèsi, pa gen pwoblèm. E ou menm nimewo 1, ou t'ap di yon bagay?

Patisipan #1: Fi; 39 ane; Kiltivatè; 3em ane fondamantal; 3 timoun; 2 timoun nan pwogram; 14 mwa nan komite kwizin: Wi. Sam t'ap di mwen menm. M'ta renmen pou toujou gen manje a. Paske manje a trè enpòtan ni pou timoun ni pou paran. Le maten gendwa di timoun nan al lekòl ou pa bal anyen. Mwen menm gen 2 pitit lekòl la. Genlè m'pa gentan fè anyen pou yo. Mwen leve byen bonè pou'm vin fè manje. M'pa gentan ba

yo anyen. Sa vle di ke nan lekòl la yo manje. M'ta renmen pou manje a toujou la ni paran ni pou elèv la.

Almathe: Mèsi bokou. Kwizinyè konbyen tan li pran nou pou nou prepare manje a ? A kilé nou bay timoun nan manje a ? A 10 zè ?

Piblik: 10 zè, 10 zè edmi.

Almathe: Konbyen tan li pran pou manje sa prepare?

Patisipan #1: Fi; 39 ane; Kiltivatè; 3em ane fondamantal; 3 timoun; 2 timoun nan pwogram; 14 mwa nan komite kwizin: Mwen depi 6 zè edmi mwen kite lakay mwen. Ou konn kounya lè a chanje?

Almathe: Hum, hum.

Patisipan #1: Fi; 39 ane; Kiltivatè; 3em ane fondamantal; 3 timoun; 2 timoun nan pwogram; 14 mwa nan komite kwizin: Depi'm fè sam rive se dife m'limen. Epi'm mete pwa nan dife. Tann dam sa vini. Epi'm lave chodyè mwen. Mete pwa'm nan dife. Kounya li menm lè'l vini li relave tout veso.

Almathe: Wi.

Patisipan #1: Fi; 39 ane; Kiltivatè; 3em ane fondamantal; 3 timoun; 2 timoun nan pwogram; 14 mwa nan komite kwizin: Kounya mwen menm, mwen nan kizin pwa nan dife. Fini li fin lave veso yo, kounya aprèsa li vin jwenn mwen. Si se legim n'ap fè nou tou de mete men nou. Nou met tabliye sou nou epi nou fè manje. Lè nou fin prepare manje a 10 zè, 10 zè edmi. Nasyonal.

Almathe: Ok. Kòm kwizinyè èske nou reskonsab pou nou achte kèk engredyan pou met nan manje a ? Oswa se lekòl la ki ban nou tout bagay ?

Piblik: Lè nou vle nou achte.

Almathe: Èske se nou menm ki responsab pou nou achte?

Piblik: Non. Yo gen yon responsab.

Almathe: Ok. Nimewo 8.

Patisipan #8: Fi; 55 ane; Kiltivatè,komès; 6em ane; 5 timoun; Okenn timoun nan pwogram; 14 mwa nan kwizin: Ok. Nan lekòl pam nan ane pase m'achte tout bagay. E nou te responsab achte mete nan depo.

Almathe: Nou menm kwizinyè ki te responsab ale nan mache al achte?

Patisipan #8: Fi; 55 ane; Kiltivatè,komès; 6em ane; 5 timoun; Okenn timoun nan pwogram; 14 mwa nan kwizin: Achte mete nan depo. Men ane isit la pa gen sa. Ane isit la lè'w rive lè'w met pwa nan dife, ou fin met dlo pwa nan dife. Ou met lwil. Ou met lay. Ou met pwawo. Ou toufe pwa.

Kounya lè'm vini kle a se nan men yon moun k'ap fè lekòl. Lè'm fini mete dlo pwa nan dife m'paka jwenn anyen pou met ladan'l. M'poko ka jwenn lwil. Li nan depo. Poko ka jwen lay. Poko ka jwenn pwawo pou toufe pwa. E si moun nan vini vre, lè'l resi vini an li remet sa pou'l remet ou. Tankou siw bezwen yon bagay kle'l nan men'l. L'ap travay. Lè'w al mande li di'w mwen nwi'l. Ou wè mwen nwi'l? Non, sipoze si yon moun ap fè lekòl kle depo paka nan men'l. Son moun pou angaje pou kenbe'l. Bon, menm mwen reziye'm mwen rete. Men mwen pa alèz. Menm nan kwizin kote'm ye a, ane pase m'te alèz. M'te santim te... kantin nan te ale byen. Byen, byen, byen, byen.

Almathe: Nan ki kwizin ou ye?

Patisipan #8: Fi; 55 ane; Kiltivatè, komès; 6em ane; 5 timoun; Okenn timoun nan pwogram; 14 mwa nan kwizin: Nan Vizyon kretyèn.

Jackly: Vizyon Kretyèn. Sak fè ou te byen epi ane ou pa byen?

Patisipan #8: Fi; 55 ane; Kiltivatè, komès; 6em ane; 5 timoun; Okenn timoun nan pwogram; 14 mwa nan kwizin: Paske gen chanjman ki fèt. Pa menm moun nan ki la ankò. Gende lè... Ok, manje a mwen fèt pou'm bay. Lè agwonòm nan vini toujou...

[Bri yon kamyon k'ap pase.]

Yo dim pou'm bay manje a 10 zè edmi. Ou wè manje a fèt pou'l prepare a 10 zè edmi. Gende lè ou fin mete pwa nan dife se mwen k'ap vire chache bwa. M'ap chache bwa pou'm mete anba chodyè a. Pou'm fè manje a kwit. Ti fachin bwa piti pou fè'l limen. Ok? Gende lè pwa bouyi premye dlo, dezyèm dlo. Epi konya se epis w'ap prepare pou mete manje a nan dife. Kounya lè'm mande manje a, kounya se lè sa pou jwenn manje a pou triye diri a. Mete li nan dife. Se lè sa yo pwal fè kontwòl elèv pou yo banm manje a. Se jis aprè kontwòl elèv pou yo banm manje a. Gende lè'm konn bay timoun yo manje a 11 zè. Ou wè ? Mwen pa bezwen sere. Non, m'pa gen sere pou'm sere. Reyinyon reyini pou nou bay sak nan panse nou.

Almathe: Wi. Se sa.

Patisipan #8: Fi; 55 ane; Kiltivatè, komès; 6em ane; 5 timoun; Okenn timoun nan pwogram; 14 mwa nan kwizin: Gende lè'm santi... Mèkredi agwonòm nan vini. Li fè'm repwòch. Epa fòt mwen. Lè sa ke m'ap prepare. M'ap kale manje pou'm al met nan dife. Pwa sou dife m'poko pile pwa. E sak fè sa ? Gende lè pa gen bwa. Gende lè yo banm manje two ta. Ou wè ?

Almathe: Ok, dakò.

Patisipan #8: Fi; 55 ane; Kiltivatè, komès; 6em ane; 5 timoun; Okenn timoun nan pwogram; 14 mwa nan kwizin: An epi'm kontan refòmasyon sa. Reyinyon sa nou vin fè la m'kontan anpil, anpil, anpil. Toutan toujou ap di: "Bon mesye m'ap fè manje nan on lekòl epi pa janm wè moun ap pase pou vin poze'm on kesyon". Lè agwonòm nan pase, agwonòm nan l'ap gade nou. Li fè yo ti pale avè nou. Plop, plop, plop l'ale. Non! Lè nou

nan kwizin nan fòk gen vizit plis. Nou ka wè sa k'ap pase. E nou menm tou k'ap fè manje a gende lè la nou chita tou chaje.

Almathe: Hummm.

Patisipan #8: Fi; 55 ane; Kiltivatè, komès; 6em ane; 5 timoun; Okenn timoun nan pwogram; 14 mwa nan kwizin: Nou genyen pou nou...

Almathe: OK. Nimewo 7.

Patisipan #7: Fi; 70 ane; Komès; Okenn; 6 timoun; 1 timoun nan pwogram; 14 mwa nan komite kwizin: Nou ta renmen premye fwa, te gen yon moun ki t'ap ede nou bay timoun yo manje a. Yo te bay yon brikèt. Brikèt a te itil anpil.

Almathe: Ok. Nou ta pral poze kesyon sou sa.

Patisipan #7: Fi; 70 ane; Komès; Okenn; 6 timoun; 1 timoun nan pwogram; 14 mwa nan komite kwizin: Fò yo ta ban nou, si yo ta ka ede nou. Yo ta ban nou yon ti brikèt. Nou ta di mèsi.

Almathe: Brikèt pou fè manje yo?

Piblik: Wi, wi wi.

Almathe: Eske bwa yo se achte nou achte bwa?

Piblik: Nou peye yon moun. Nou peye chèche bwa. Pou nou peye pote chèche bwa. Pou nou gende lè se gwo bout bwa. Kounya recho nou yo kanpe la. Recho nou pa gen brikèt. Bwa pou nou sèvi.

Almathe: E brikèt yo, yo pa konn pa bon tou?

Piblik: Brikèt yo bon. Yo bon. Yo bon, wi.

Almathe: Ok.

Piblik: Rapid nou fè manje ladan yo.

Patisipan #6: Fi; 58 ane; Komès, kiltivatè; Okenn; 8 timoun; 2 timoun nan pwogram; 14 mwa nan komite kwizin: Men matmwazèl

Almathe: Wi, nimewo 6?

Patisipan #6: Fi; 58 ane; Komès, kiltivatè; Okenn; 8 timoun; 2 timoun nan pwogram; 14 mwa nan komite kwizin: Tankou ou wè madam Dyelis, jan ke madam Dyelis pale. Sa vle di si yon moun, kòman ou wè yo ka ede madam Dyelis? De medam sa yo? Paske moun ki ap ba yo pwoblèm nan se yon moun ki pat swiv fòmasyon.

Menm kwè si yon moun pa swiv fòmasyon ou paka kenbe kle depo nan men ou. Kle depo a sipoze nan men medam yo ki swiv fòmasyon an. Ou paka kenbe kle depo a nan men ou. Kle depo a sipoze nan men medam ki swiv fòmasyon yo. W'ap fè lekòl.

Almathe: Ok. Bon, sam ka di nou n'ap pote doleyans ou ale. N'ap pote tout bagay ale. [Rii] Èske pa gen yon lòt bagay ankò kòm kwizinyè? Nou konnen nou t'ap pale de li. Nou kòmanse fè manje sa depi a 6 zè. Pou n'ale 6 zè pou nou kòmanse prepare. Li ka 10 zè se lè sa manje a kwit. Èske pa gen yon bagay ke yo te ka fè? Oswa yo te ka bay timoun nan yon bagay ki te ka gentan prepare nan demen? Yon bagay ki t'ap pi fasil. Pi vit ke sa nou bay timoun yo. Menmsi se pa yon pla cho kisa'l te ka ye? Nimewo 7?

Patisipan #7: Fi; 70 ane; Komès; Okenn; 6 timoun; 1 timoun nan pwogram; 14 mwa nan komite kwizin: Nou te ka bal espageti. Nou te ka ba yo yon espageti. Nou te ka ba yo labouyi. Nou ka ba yo lèt. Nou ka gen pen tou. Nou ka ba yo pen bere.

Almathe: Nan plas ke ou bay timoun nan yon asyèt manje, ou ba li yon pen. Yon pen bere ansanm avèk yon vè lèt. Li pa t'ap yon pwoblèm ?

Piblik: Trè trè enpòtan. Trè enpòtan. Li t'ap bon.

Almathe: Li t'ap bon?

Piblik: Wi. Wi. Li bon anpil. Wi.

Almathe: An nou di nan plas pen bere a, farin pa lokal. N'ap chache bagay lokal. Si nou pran wayal, kasav bere avèk yon vè lèt yo bay timoun nan ?

Piblik: Wi. Wi. Li bon anpil. Wi.

Almathe: Nan plas asyèt manje a, li pa t'ap yon pwoblèm?

Piblik: Li son soutni. Non. Li pa t'ap yon pwoblèm.

Almathe: Non. Fò nou konprann wi. E pen a manba li t'ap ranplase pla manje a. Pla manje a pa t'ap la. Yo pa t'ap fè manje a ankò.

Piblik: Wi. Wi. Wi. Hum.

Jackly: Epa kòmsi yo p'ap fè manje a menm non. Se kòmsi si semen nan nou genyen 5 jou. Si nou di petèt yo te ka fè manje pandan 3 jou oswa 2 jou. Èske gen yon lòt bagay yo te ka bay timoun nan? Olye yo toujou ba li yon pla manje cho? Nou di pen bere avèk yon vè lèt. Sa pa t'ap yon pwoblèm? Ki lòt bagay ankò? (Nou di kasav) Wi nou di kasav ak pen bere. (Avèk yon vè lèt) Wi avek yon vè lèt. (spageti) Spageti fòk ou kwit li. Men yon bagay ki prepare. Nou p'ap gen pwoblèm. ? Li ka fè yon 2 a 3 jou la. (Akasan) Li p'ap gen pwoblèm?

[Bri yon timoun k'ap kriye.]

Piblik: Akasan pi vit. Li fèt pi vit. Li fèt pi vit.

Jackly: Avèk kisa yo fè akasan an, ak mayi?

Piblik: Wi. Ak mayi, mayi, mayi.

Almathe: Ok. Ou t'ap pale... Men tankou nou menm, nou gen timoun ki nan lekòl ki bay kantin pa sa ?

Piblik: Wi, wi,wi.

Almathe: Wi. Nou benefisye de kantin nan. Men èske anvan timoun nan al lekòl nou chèche yon bagay bay timoun nan manje anvan l'al lekòl la?

Piblik: Wi lè nou gen tan. Nou bal wi. Gende lè ou pa gentan. Manje a gende lè ou pa genyen'l. Ou voye timoun nan. Ou pase men nan kou'l.

Almathe: Bagay dous nou konn ba yo oswa bagay sèl?

Piblik: Bagay sèl. Bagay dous la pap bon. Ou ka fri on ze ou bay timoun nan ak yon pen. Oubyen si gen manje a la ou leve bonè ou fon ti mayi blan bay timoun nan jis pou la'l lekòl. Oswa on ti bannann, lè nou te gen bannann. Depi Matye pase bon mwen m'anvi manje on ti grenn bannann. Siw pa al nan mache [riii].

Almathe: Ok. Eske li pa tap yon pwoblèm tou si nan kantin nan yo bay timoun nan yon bagay dous olye de yon bagay sèl?

Piblik: Bagay sèl pi bon. Bagay sèl pi bon.

Almathe: Bagay sèl pi bon, poukisa? Nimewo 5?

Patisipan #5: Fi; 32 ane; Kiltivatè ,komès; 3em ane fondamantal; 4 timoun ; 4 timoun nan pwogram; 3 mwa komite kwizin: Pou vè pa monte sou lestomak li .

Almathe: Pou vè pa monte sou lestomak li?

Patisipan #7: Fi; 70 ane; Komès; Okenn; 6 timoun; 1timoun nan pwogram; 14 mwa nan komite kwizin: Nou te gen kantin nan deja. Yo te konn ba timoun yo bonbon, bonbon sèl.

Almathe: Sa se yon bon bagay li te ye?

Piblik: Wi .Yo te konn bay li bonè.

Almathe: Yo bay li bonè aprèsa yo bay yon lòt manje ankò? Oubyen se sa sèlman yo ba yo?

Patisipan #5: Fi; 32 ane; Kiltivatè, komès; 3em ane fondamantal; 4 timoun ; 4 timoun nan pwogram; 3 mwa komite kwizin: Wi, yo te konn fè manje. Wi yo te kon fè labouyi pòmdetè. Yo pase nan klas yo bay chak timoun yon bonbon.

Patisipan #6: Fi; 58 ane; Komès, kiltivatè; Okenn; 8 timoun; 2 timoun nan pwogram; 14 mwa nan komite kwizin: Men mwen, saw di an mwen menm pou mwen menm. M'dakò. Manje a nan 5 jou, 5 jou manje an gen 2 jou pase nou pa fè manje. Nou bay yon lòt bagay nan plas la. Toujou se nou menm ki ap ba yo li oubyen yon lòt moun k'ap vin ba yo li?

Almathe: Hum. Non, non. Sa te ka toujou responsabilite kwizin nan.

Patisipan #6: Fi; 58 ane; Komès, kiltivatè; Okenn; 8 timoun; 2 timoun nan pwogram; 14 mwa nan komite kwizin: Ebyen, ok. Nou pa gen pwoblèm.

Almathe: Sa se pwopozisyon pa nou. Son pwopozisyon, se mande nou mande ou sa ou panse.

Piblik: Wi. Wi. L'ap bon. L'ap bon. Kasav bere avèk vè lèt la. L'ap byen bon.

Patisipan #6: Fi; 58 ane; Komès, kiltivatè; Okenn; 8 timoun; 2 timoun nan pwogram; 14 mwa nan komite kwizin: Nou menm nou se kwiziyèz se PAM k'ap ban nou. Sa vle di, sa'l ban nou nou ap asepte avè'l. Nou menm nou ka di n'ap asepte men nou pa konn sa direktè a ap di.

Almathe: Ok. Èske manje toujou vini a lè pou nou jwenn yo pou nou bay timoun yo ? Èske konn gen lè tou pa gen manje pou nou kwit bay timoun yo ?

Piblik: Wi. Toujou gen manje. Toujou gen manje nou ka manke sèl. Nou manke pwa, lwil.

Patisipan #6: Fi; 58 ane; Komès, kiltivatè; Okenn; 8 timoun; 2 timoun nan pwogram; 14 mwa nan komite kwizin: Gende lè, lè lwil mwen konn fini m'gentan dil fini. Men le tan pou yo vini nou gentan achte'l.

Patisipan #8: Fi; 55 ane; Kiltivatè, komès; 6em ane; 5timoun; Okenn timoun nan pwogram; 14 mwa nan kwizin: Gen lwil yo pote la son lwil kaye.

Almathe: Wi li bon tou pou mansyone sa. Ou mèt pale de lwil la.

Patisipan #8: Fi; 55 ane; Kiltivatè, komès; 6em ane; 5timoun; Okenn timoun nan pwogram; 14 mwa nan kwizin: Wi lwil la kaye madam. Nou pa konn wè li kaye konsa. Li genlè fèt ak plizyè bagay.

Patisipan #5: Fi; 32 ane; Kiltivatè, komès; 3em ane fondamantal; 4 timoun ; 4 timoun nan pwogram; 3 mwa komite kwizin: Lè'w mete'l nan dlo manje a, li kaye anlè.

Almathe: Li kaye anlè?

Piblik: Wi.

Almathe: Nou panse Iwil sa pa bon pou sante ou ? Sak pase?

Piblik: Nou pa di'l pa bon. PAM pa janm voye yon bagay ki pa bon. Li toujou pran sak bon pou'l voye. Paske'l gen bon gou. Gen yon lwil ki voye moun lopital, wi.

Almathe: N'ap pale youn aprè lòt. Nimewo 7?

Patisipan #7: Fi; 70 ane; Komès; Okenn; 6 timoun; 1timoun nan pwogram; 14 mwa nan komite kwizin: Gen yon lwil ki voye moun lopital Madyank lòt jou. Fi a di'l fin manje lwil la, lwil la tonbe mache andan'l.

Almathe: Nan Iwil sa yo, Iwil kantin nan?

Piblik: Non, non, non, non.

Patisipan #5: Fi; 32 ane; Kiltivatè ,komès; 3em ane fondamantal; 4 timoun ; 4 timoun nan pwogram; 3 mwa komite kwizin: Gon lwil yo vann nan mache. Li pa bon.

Natacha: Men nou menm lwil pa nou an ki pwoblèm li genyen?

Piblik: Anyen. Lwil pa gen anyen non.

Patisipan #5: Fi; 32 ane; Kiltivatè, komès; 3em ane fondamantal; 4 timoun; 4 timoun nan pwogram; 3 mwa komite kwizin: Sèl kaye. Gou a pa gen anyen. Kaye li kaye.

Natacha: Ebyen, lè li kaye a li pi bon ? Oubyen se paske li pa bon ki fè'l kaye ? Nou pa renmen kaye a ?

Patisipan #5: Fi; 32 ane; Kiltivatè ,komès; 3em ane fondamantal; 4 timoun ; 4 timoun nan pwogram; 3 mwa komite kwizin: Se pa renmen nou pa renmen'l. Paske yo pat konn ba nou'l.

Almathe: Ok.

Patisipan #7: Fi; 70 ane; Komès; Okenn; 6 timoun; 1 timoun nan pwogram; 14 mwa nan komite kwizin: Se premye fwa nou wèl vini. Nou wèl nou di sa. Nou wè se lwil PAM. Nou di sa. Paske se toujou moun PAM ka pale avèk nou la. Nou fè'w konnen ke lwil lan kaye.

Almathe: Pa gen pwoblèm.

Patisipan #8: Fi; 55 ane; Kiltivatè, komès; 6em ane; 5 timoun; Okenn timoun nan pwogram; 14 mwa nan kwizin: Kòm mwen te gentan di sa avèk yon agwonòm maten an. Li dim se pa anyen li genyen. Se avèk sa lwil lan fèt.

Patisipan #5: Fi; 32 ane; Kiltivatè ,komès; 3em ane fondamantal; 4timoun ; 4timoun nan pwogram; 3 mwa komite kwizin: Tròp pwodwi yo mete ladan.

Patisipan #8: Fi; 55 ane; Kiltivatè, komès; 6em ane; 5timoun; 0 timoun nan pwogram; 14 mwa nan kwizin: Li sanble yon lwil ki fèt a mayi. Li parèt jòn.

Almathe: Wi. Lwil Ti Malis? Gen yon lwil Ti Malis ki kaye tou. Ebyen, ok. Dakò medam. Pou mwen menm, mwen sanse fini bò kote pam. M'pa konnen si nou menm nou ta gen yon dènye pawòl nou vle di avèk PAM. M'ap ba nou ti tan sa pou nou ka di sa.

Patisipan #7: Fi; 70 ane; Komès; Okenn; 6 timoun; 1timoun nan pwogram; 14 mwa nan komite kwizin: Bon, sa pou'n ta di PAM? Fòk li ta gade nou. Fòk li ta voye je li sou nou tou. [Riii] Jan li voye zye'l sou timoun yo. Fò'l ta voye zye'l sou nou tou.

Almathe: Dakò.

Patisipan #8: Fi; 55 ane; Kiltivatè, komès; 6em ane; 5 timoun; Okenn timoun nan pwogram; 14 mwa nan kwizin: Pam pase wè nou. Etan ke kwiziyèz pa gen anyen nan men nou.

Patisipan #7: Fi; 70 ane; Komès; Okenn; 6 timoun; 1 timoun nan pwogram; 14 mwa nan komite kwizin: Paske tan pase nou pa gen anyen nan peyi nou.

Almathe: Ok. Dako medam.

Piblik: N'ap di PAM anpil mèsi. Pou'l ta pase wè nou.

Almathe: Ok. Pa gen pwoblèm mèdam mèsi.

ANNEX V:

COOPERATIVE/ASSOCIATION SCORING SYSTEM

Scoring System

Overall the associations are currently weak. They provide few services to their members; their accounting and administrative activities are absent in most cases; their infrastructural resources are next to nothing; and not a single organization had a tractor or a vehicle. If the program has the intended impact, we can expect OPAs to improve capacity and resources over the life of the project. To evaluate and monitor change in the OPAs resources and capacity, Socio-Dig drew on WFP work in Central America (see Bibliography) to develop a scoring scoring system. The system has four sub-categories: An Administrative Score that rates accounting and book keeping competency; a Service Score that rates the services provided to association members; an Infrastructural Score that rates the significance of assets the association owns; and a Dependency Score, which is negative and rates the extent to which all the preceding scores depend on assistance from humanitarian agencies or the State. A list of the questions upon which the scoring is based is available in the Appendix. The logic for the scoring system is present in Table A14 and below.

Table A14: SCORING LOGIC FOR FARMER ASSOCIATIONS		
ADMINISTRATION SCORING (0 to maximum of 52 points positive; can lose 18)	Response	Score
	Somewhere	5
Is the association registered and where	Mairie	5
	MAST	5
	Both	10
Respondent claimed reg. but cannot show paper for any registration	No	-5
Respondent claimed mayor only reg. but cannot show paper	No	-5
Respondent claimed MAST only reg. but cannot show paper	No	-5
Respondent claimed Both but cannot show paper	No	-10
Registration is up to date (for those who were registered before 2013	Yes	5
Association has a bank account	Yes	5
Association cannot show you a bank book or deposit receipt	No	-5
Association showed a list of members	Yes	5
List shows how many members are active	No	-2
Association collects membership dues	Yes	5
Association has and shows list of land owned per member	Yes	5

Table A14: SCORING LOGIC FOR FARMER ASSOCIATIONS		
ADMINISTRATION SCORING (0 to maximum of 52 points positive; can lose 18)		Score
Association knows quantity of main crop that all members together harvested the past season	Yes	5
Association knows the total quantity of produce sold for its members in the past 12 months	Yes	5
Association knows the number of members that contributed to sales to ROPANIP	Yes	5
Association knows the quantity of fertilizer sold	No	-1
Association knows the quantity of fertilizer gifted	No	1
Association knows quantity of fertilizer that an NGO or the State gave over the last 12 months		-1
Association knows the quantity of pesticide sold		-1
Association knows the quantity of pesticide gifted	No	-1
Association knows quantity pesticide State or other organization gave over the last 12 months	No	-1
Association knows the quantity of seeds sold	No	-1
Association knows the quantity of seeds gifted	No	-1
Association knows quantity of seeds State or other organization gave over the last 12 months		-1
Association knows the quantity of tools that it sold or gave in the past year	No	-1
TOTAL		-18

INFRASTRUCTURE SCORE (0 to unlimited points)	Response	Score
Association owns x number of Building	Number x 5	
Association owns x Santyem of Land (1/100 of a Carreaux 29 meter ²)	Number x 5	
Association owns x number of Vehicles	Number x 5	
Association owns x number of Tractors	Number x 5	
Association owns x number of Mills	Number x 3	
Association owns x number of Tillers	Number x 3	
Association owns x number of Sprayers	Number x 2	
Association owns x number of Pumps	Number x 3	
Association owns x number of Silo	Number x 3	
Association owns x number of Barrels	Number x .25	

INFRASTRUCTURE SCORE (0 to unlimited points)		Score
Association owns x number of Computers	Number x 2	
Association owns x number of Telephones	Number x 1	İ
Association owns x number of Tablets	Number x 1	

SERVICE SCORE (0 to maximum of 95 points)	Response	Score
Association helped members sell their crops	Yes	5
The Association sold fertilizer over the last 12 months	Yes	5
The Association gifted fertilizer over the last 12 months	Yes	5
The Association sold pesticide over the last 12 months	Yes	5
The Association gifted pesticide over the last 12 months	Yes	5
The Association sold seeds over the last 12 months	Yes	5
The Association gifted seeds over the last 12 months	Yes	5
The Association produced seeds in the previous 12 months	Yes	5
The Association sold tools to members over the last 12 months	Yes	5
The Association gifted tools to members over the last 12 months	Yes	5
In past season/year Association sold produce for members	Yes	5
Association has a program to loan members money	Yes	5
	Living	
	retainer walls	
Type of assistance the Association gives	,	5
	Ravine walls	5
	Drainage	
	canals	5
	Reforestation	5
	Castration	5
	Give improv.	
	livestock	5
	Training	5

SERVICE SCORE (0 to maximum of 95 points)	Response	Score
TOTAL		90

DEPENDENCY SCORE (0 to -36 points)	Response	Score
	Not	
Source of capital	Members	-5
All produce sold went to ROPANIPS	Yes	-5
Association collects no membership dues	No	-5
State or an NGO help sponsor the assistance	Yes	-3
All fertilizer given or sold came from an NGO or the State	No	-5
All pesticide given or sold came from an NGO or the State	No	-5
All seeds give or sold came from an NGO or the State	No	-5
At least part of the tools given or sold came from an NGO or the State	Yes	-3
TOTAL		-36

Cooperative Name	ADMIN SCORE	SERVICE SCORE	INFRASTRUCTURE SCORE	DEPENDENCY SCORE
	25			
APDR		10	16	0
ABAPR	20	5	5	0
ABSS	5	15	7	-5
AFAP	25	25	2	0
AJPO	10	15	5	0
APSS	15	20	0	0
AUPC	-2	10	2	-5
Fipa	5	15	15	-5
RPN	30	25	0	-5
JPLB/OJPB	15	10	0	0
KFB	10	10	0	0
GPSJ	15	25	2	0
МАНО	18	15	0	0
OPC	10	5	5	-5
OTEM	5	15	0	0
VPN	30	10	0	0
OGPTSS	0	5	0	-5
IMAD	25	25	0	0
GCCA	10	20	5	-5
OMPP	30	15	0	0
OJIDEM	15	5	0	0
GPSA	15	10	0	-5
OPR	0	10	14	0
ODTSS	10	10	0	0
GROCIDDEN	15	15	0	-5
GPSD	15	15	0	0
OJDB	15	10	0	0
SOFES	5	15	0	-5
OCI	15	5		0

NOTES

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- ^v Focus Group 3, Rural Parents and Members of School Kitchen Committee (Cholet): Participant #5: (Female; 45 years old; Market woman; 9th grade; 2 children; 2 children in program).
- vi Focus Group 6: Parents of Rural School Children (Fondelyann): Participant #6: (female; 46 years; Commerce; 2nd Grade fundamental; 2 children; 2 children in the program).
- vii Focus Group 6: Parents of Rural School Children (Fondelyann): Participant #5: (female; 32 years; Commerce; None; 7 children; 1 child program).
- viii Focus Group 6: Parents of Rural School Children (Fondelyann): Participant #5: (female; 32 years; Commerce; None; 7 children; 1 child program).
- ^{ix} Focus Group 1: Female School-Yard Merchants who are also Parents of Town School Children: Participant #8- (female; 64 years; Commerce; ;4th grade; 4 children; 1 grandchild in program).
- * Focus Group 4, School Directors and Teachers; Participant #1: (Male; 57 years old; School director, oversee canteen; Philo; 1 child; No child in the program).
- xi Focus Group 4, School Directors and Teachers; Participant #1: (Male; 57 years old; School director, oversee canteen; Philo; 1 child; No child in the program).
- xii Focus Group 4, School Directors and Teachers; Participant #1: (Male; 57 years old; School director, oversee canteen; Philo; 1 child; No child in the program).
- ^{xiii} Focus Group 4 School Directors and Teachers; Participant #5: (Male; 41 years old; School teacher, oversee canteen; University; 1 child; No child in the program).
- xiv Focus Group 4, School Directors and Teachers; Participant #1: (Male; 57 years old; School director, oversee canteen; Philo; 1 child; No child in the program).

ⁱ Focus group 1: Female School-Yard Merchants who are also Parents of Town School Children: Participant #9- (female; 64 years; Commerce; ;4th grade; 4 children; 1 grandchild in program).

Focus Group 3, Rural Parents and Members of School Kitchen Committee (Cholet): Participant #7: (Female; 53 years old; Farmer; 3rd grade; 6 children; 2 children in program).

iii Participant #6: (Male; 66 years old; Farmer, Pastor; 6th grade; 3 children; No child in the program).

iv Focus group 1: Female School-Yard Merchants who are also Parents of Town School Children: Participant #6- (female; 58 years; Commerce; 4th grade; 6 children; 6 children in program).

- xv Focus Group 6: Parents of Rural School Children (Fondelyann): Participant #6: (female; 46 years; Commerce; 2nd Grade fundamental; 2 children; 2 children in the program):
- xvi Focus Group 3, Rural Parents and Members of School Kitchen Committee (Cholet): Participant #3: (Female; 38 years old; Market woman; 3rd grade; 7 children; 6 children in program).
- xvii Focus Group 3, Rural Parents and Members of School Kitchen Committee (Cholet): Participant #1: (Female; 35 years old; Market woman; 2nd grade; 5 children; 5 children in program).
- xviii Focus group 1: Female School-Yard Merchants who are also Parents of Town School Children: Participant #3- (female; 34 years; Commerce; 8th grade; 2 children; 1 child in program).
- xix Focus group 1: Female School-Yard Merchants who are also Parents of Town School Children: Participant #3- (female; 34 years; Commerce; 8th grade; 2 children; 1 child in program).
- xx Focus Group 6: Parents of Rural School Children (Fondelyann): Participant #6: (female; 46 years; Commerce; 2nd Grade fundamental; 2 children; 2 children in the program):
- ^{xxi} Focus Group 7: Members of Rural School Kitchen Committees: Participant #7: (70 years of age; Commerce; no schooling; 6 children; 1 grandchild in feeding program; 14 months on kitchen committee).
- ^{xxii} Focus Group 3, Rural Parents and Members of School Kitchen Committee (Cholet): Participant #10: (Female; 38 years old; Market woman; 3rd grade; 5 children; 3 children in program).
- xxiii Focus Group 6: Parents of Rural School Children (Fondelyann): Participant #6: (female; 46 years; Commerce; 2nd Grade fundamental; 2 children; 2 children in the program):
- xxiv Focus Group 6: Parents of Rural School Children (Fondelyann): Participant #5: (female; 32 years; Commerce; None; 7 children; 1 child program):
- xxv Focus group 1: Female School-Yard Merchants who are also Parents of Town School Children: Participant #8- (female; 64 years; Commerce; ;4th grade; 4 children; 1 grandchild in program).
- xxvi Focus Group 7: Members of Rural School Kitchen Committees: Participant #7: (70 years of age; Commerce; no schooling; 6 children; 1 grandchild in feeding program; 14 months on kitchen committee).
- xxvii Focus Group 6: Parents of Rural School Children (Fondelyann): Participant #1: (female; 55 years; Commerce; 5th year; 3 children; 3 children program):
- xxviii Focus group 1: Female School-Yard Merchants who are also Parents of Town School Children: Participant #9- (female; 64 years; Commerce; ;4th grade; 4 children; 1 grandchild in program).

- xxix Focus group 1: Female School-Yard Merchants who are also Parents of Town School Children: Participant #4- (female; 37 years; Commerce; No schooling; 5 children; 2 children in program).
- Focus Group 3, Rural Parents and Members of School Kitchen Committee (Cholet): Participant #8: (Male; 45 years old; Teacher, Carpenter; 11th Grade; 3 children; 2 children in program).
- Focus group 1: Female School-Yard Merchants who are also Parents of Town School Children: Participant #8- (female; 64 years; Commerce; ;4th grade; 4 children; 1 grandchild in program).
- xxxii Focus group 1: Female School-Yard Merchants who are also Parents of Town School Children: Participant #1- (female; 34 years; Commerce; 8th grade; 2 children; 1 child in program).
- ^{xxxiii} Focus Group 7: Members of Rural School Kitchen Committees: Participant #6: (female; 58 years of age; Commerce and Farmer; no schooling; 8 children; 2 children in the feeding program; 14 months in committee kitchen).
- xxiv Focus group 1: Female School-Yard Merchants who are also Parents of Town School Children: Participant #8- (female; 64 years; Commerce; ;4th grade; 4 children; 1 grandchild in program). (female; 64 years; Commerce; ;4th grade; 4 children; 1 grandchild in program).
- xxxv Focus Group 7: Members of Rural School Kitchen Committees: Participant #7: (70 years of age; Commerçant; no schooling; 6 children; 1 grandchild in feeding program; 14 months on kitchen committee).
- xxxvi Focus Group 3, Rural Parents and Members of School Kitchen Committee (Cholet): Participant #5: (Female; 45 years old; Market woman; 9th grade; 2 children; 2 children in program).
- xxxvii Focus Group 4, School Directors and Teachers; Participant #10: (Male; 51 years old; School director, oversee canteen; 11th grade; 6 children; 6 children in the program). The eggplants...
- Focus Group 4, School Directors and Teachers; Participant #1: (BLANK_E; Male; 57 years old; School director, oversees canteen; Philo; 1 child; No child in the program).
- xxxix Focus Group 4, School Directors and Teachers; Participant #5: (Male; 41 years old; School teacher, oversee canteen; University; 1 child; No child in the program).
- xl Focus Group 4, School Directors and Teachers; Participant #1: (Male; 57 years old; School director, oversee canteen; Philo; 1 child; No child in the program).
- xli Focus Group 4, School Directors and Teachers; Participant #5: (Male; 41 years old; School teacher, oversee canteen; University; 1 child; No child in the program).
- xiii Focus Group 3, Rural Parents and Members of School Kitchen Committee (Cholet): Participant #5: (Female; 45 years old; Market woman; 9th grade; 2 children; 2 children in program).

- Focus Group 5, Farmers from Salaniac; Participant #9: (male; 22 years old, Farmer, Student; 10th grade; None children; No children in the program).
- xliv Focus group 1: Female School-Yard Merchants who are also Parents of Town School Children: Participant #6- (female; 58 years; Commerce; 4th grade; 6 children; 6 children in program).
- xlv Focus Group 4, School Directors and Teachers; Participant #5: (Male; 41 years old; School teacher, oversee canteen; University; 1 child; No child in the program).
- xivi Focus Group 6: Parents of Rural School Children (Fondelyann): Participant #5: (female; 32 years; Commerce; None; 7 children; 1 child program):
- xivii Focus Group 4, School Directors and Teachers; Participant #5: (Male; 41 years old; School teacher, oversee canteen; University; 1 child; No child in the program).
- xiviii Focus Group 5, Farmers from Salaniac; Participant #9: (male; 22 years old, Farmer, Student; 10th grade; None children; No children in the program).
- xiix Focus Group #5 Farmers from Salaniac; participant #9: (male; 22 years old, Farmer, Student; 10th grade; None children; No children in the program).
- ¹ Specifically, Socio-Dig found that the proportion of mangos that women sold through the cooperatives versus those that their male counterparts sold declined over the life of the project by 7% and the average by almost 20%. See Socio-Dig 2015 PART III Haiti Hope Project 2015 Annual Survey and Evaluation. p. 82
- Focus Group 4, School Directors and Teachers; Participant #1: (BLANK_E; Male; 57 years old; School director, oversees canteen; Philo; 1 child; No child in the program)
- Focus Group 7: Members of Rural School Kitchen Committees: Participant #6: (female; 58 years of age; Commerce and Farmer; no schooling; 8 children; 2 children in the feeding program; 14 months in committee kitchen).
- #8: (female; 55 years of age; Commerçant and Farmer; Grade 6; 5 children; 0 children in feeding program; 14 months on the kitchen committee).
- Focus Group 4, School Directors and Teachers, Participant #5: (Male; 41 years old; School teacher, oversee canteen; University; 1 child; No child in the program).
- Focus Group 4, School Directors and Teachers; Participant #5: (Male; 41 years old; School teacher, oversee canteen; University; 1 child; No child in the program).
- ^{Ivi} Focus group 1: Female School-Yard Merchants who are also Parents of Town School Children: Participant #8- (female; 64 years; Commerce; ;4th grade; 4 children; 1 grandchild in program).
- Ivii Focus Group 3, Rural Parents and Members of School Kitchen Committee (Cholet): Participant #8: (Male; 45 years old; Teacher, Carpenter; 11th Grade; 3 children; 2 children in program).
- viii Focus Group 7: Members of Rural School Kitchen Committees: Participant #1: (female; 39 years of age; Farmer; 3rd grade; 3 children; 2 children in the school feeding program; 14 months on kitchen committee).

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- lxi Focus Group 5, Farmers from Salaniac; Participant #9: (male; 22 years old, Farmer, Student; 10th grade; None children; No children in the program).
- Focus Group 5, Farmers from Salaniac; Participant #6: (male; 35 years old; farmer; 3rd grade; 4 children; No children in the program).
- Focus Group 2; Rice Farmers Kwaku; Participant #5: (Male; 50 years old; Farmer; 3rd grade; 3 children; No child in the program).
- ^{lxiv} Focus Group 4, School Directors and Teachers; Participant #1: (Male; 57 years old; School director, oversee canteen; Philo; 1 child; No child in the program).
- Focus Group 4, School Directors and Teachers; Participant #5: (Male; 41 years old; School teacher, oversee canteen; University; 1 child; No child in the program).
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http://www.umc.org/news-and-media/breadfruit-flour-effort-aims-to-enrich-haiti