ALLIANCE FOR THE PROTECTION OF CHILDREN

Quarterly Report: July to September 2017

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1. DEC/DDL REQUIREMENTS

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b.	USAID Objective Titles	USAID/Haiti: Protection of human rights, specifically for vulnerable populations
c.	USAID Project Title	USAID Alliance for the Protection of Children USAID Alliance pour la Protection des Enfants USAID Alyans Pwoteksyon Timoun
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2. PROGRAM OVERVIEW

Project Name:	Alliance for the Protection of Children (formerly Combatting Violence Against Children Program)
Activity Start Date and End Date:	July 26, 2016 – July 25, 2019
Name of Prime Implementing Partner:	American Institutes for Research 1000 Thomas Jefferson Street, NW Washington, DC 20007
Contract Number:	Cooperative Agreement No. AID-521-A-16-00004
Reporting Period:	Year 1, Q5: July 1, 2017 – September 30, 2017

2.1 Program Description

The Alliance for the Protection of Children (APC), or Alliance pour la Protection des Enfants (formerly referred to as the Combatting Violence Against Children Program), is a U.S. Agency for International Development (USAID)-supported activity implemented over the course of three years by the American Institutes for Research (AIR). The APC will support strategic objectives on the part of USAID and the Government of Haiti (GoH) to strengthen the protection of vulnerable children. The APC will ensure that its work aligns with Haiti's National Child Protection Strategy (SNPE) and contributes to Objectives 3, 4, and 5, as well as existing laws governing the protection of children in Haiti. We will work in partnership with the Institut du Bien-Être Social et de Recherches (IBESR), Université d'Etat d'Haiti (UEH), Zanmi Lasante (ZL), Combite pour la Paix et le Développement (CPD), and Restavèk Freedom/OPREH (RF). We envision collaboration with other government agencies, ministries, and strategic United Nations agencies such as UNICEF and UNHCR, as well as community-based and local non-governmental organizations in Haiti. We will prioritize child protection through this program, specifically through reducing violence against children; mitigating the trafficking and forced labor of children; protecting unaccompanied and separated migrant, stateless, and refugee children; integrating street children into safer learning and care spaces; preventing the separation of children from their families; and exploring alternative care and protection services. The Alliance for the Protection of Children has four distinct phases: (1) Research; (2) Design of Pilot Interventions; (3) Implementation of Pilot Interventions; and (4) Evaluation and Learning.

3. OVERVIEW OF ACTIVITIES

3.1 Progress Narrative

A – Advisory Committee Meeting

The Advisory Committee meeting took place in the form of a co-interpretation[SM] workshop on July 18th and 19th, 2017 at Hotel Montana in Pétion-Ville. Final reports based on field research

had been completed prior to the workshop. Therefore, the workshop convened all stakeholders, AC members, community representatives, and NGO representatives to validate the findings and provide input as the next step in the research process. A summary of the co-interpretation[SM] workshop can be found in Appendix A.

Preparation for the co-interpretation[SM] process required an intensive facilitator training and deep knowledge of the research reports. The AIR team and three project partner representatives participated in a two day training the weekend before the Advisory Committee Co-Interpretation Workshop in order to become familiar with the co-interpretation[SM] process and to learn facilitation skills.

A total of 10 standing and participating AC members, 8 additional representatives from NGOs and government institutions (BPM, IBESR, IOM, Save the Children, GARR, SJM and CHAIFEJ), and 7 community members from the North East, West, Artibonite, and South East departments were in attendance. Additional representatives from the Mayor's Office and more than one representative from several of the AC member organizations were also in attendance to observe or participate on day one. A total of 45 participants attended the workshop.

This meeting gave participants the opportunity to synthesize the five research reports[1] and to identify and highlight significant findings. Participants worked among four tables, and each table read and synthesized one of the reports (one of the tables was assigned two reports). Two trained facilitators led each table, and participants completed the co-interpretation[SM] process with a debate on key findings and how to prioritize these. During this process, findings were color-coded, classified into different categories and then summarized into key findings. Participants then voted on the six most important key findings that needed to be considered when designing and implementing an intervention. These six key findings, listed below, will be used to inform the interventions during the second year of the project:

1. People most vulnerable to violence are stateless children or children at risk of being stateless, street children, children not in school, restavèk and, in a period post-disaster, girls.

2. The State, in particular IBESR and BPM, has a critical role in the sustainable protection of children and must share this with local and international NGOs.

3. Community intervention models (at the community level and by the community) are useful social transformation tools – they contribute to a reduction in violence and protection of children against domestic labor and facilitate access to using social services. For example, the Bony community is seen as a positive model for child protection: despite funding difficulties, the community has created a structure to document abuse and identify children who enter or leave the community.

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[1] The 5 research reports were the systematic review, rapid qualitative assessment, cultural models, social and broadcast media, and positive deviance research report.

4. Psychosocial interventions can be effective in any setting – they can be of short duration and anyone can apply these and be effective if trained properly.

5. Parents are principally responsible for the protection, monitoring, control and security of children.

6. Inequalities, negligence and abuse in the environment and in the family, affect the development of a child.

3.2 Learning & Collaboration

A – Partner End of Year Evaluations

AIR field staff conducted evaluations with project partners (CPD, RF, ZL and UEH) in August. AIR developed the survey tool and each evaluation was conducted in person, and project partners were asked to rate their level of knowledge on activities and theories on which they had received training, both before and after the trainings and subsequent implementation. Questions revolved around partners' ability to design culturally sensitive questions, skills in organizing and leading interviews in the community, change in knowledge on research theories, research methodology, research ethical principles, and competencies in data reporting and analysis. Questions for each evaluation tool were tailored to the specific research activities that the partners conducted; for example, some of the questions about the cultural models research were different from some of the questions about the positive deviance research. This was due to the fact that different skill sets and knowledge were needed for the various research projects. Questions asked participants to rate their knowledge on a five-item scale from "none" to "expert." Participants also answered questions that offered the opportunity to provide qualitative feedback on valuable aspects of the project year, information on how acquired skills and knowledge would be used in the future, as well as what could be improved in the process going forward. Overall, participants were pleased with the training that they received and felt that they could use the skills that they learned in their own organizational work. They enjoyed being a part of the project and felt that the research processes they learned could help them look at ways to build stronger evidence bases for their own programming. Evaluation forms are available in Appendices B & C.

B – Collaboration with State Institutions, Lumos and Other Local Institutions

Collaboration with the state agency Brigade pour la Protection des Mineurs (BPM) has been valuable. BPM joined our activities with great enthusiasm, particularly in the West, South East, and Artibonite departments. Two representatives of the institution, one from South East and one from the West Central office, attended the Advisory Committee and co-interpretation[SM] workshop in July. AIR is looking forward more interaction with BPM as year 2 and 3 activities take place.

Institut du Bien Etre Social et des Recherches (IBESR) is a standing member of the APC project's Advisory Committee. IBESR responded to our invitation to the July co-interpretation^{SM} workshop and a representative of the central office attended the session. IBESR representatives in Artibonite and in South East departments were engaged with the team during the RQA and PD research activities as well as during the co-interpretation^{SM} workshop. Another aspect of collaboration with IBESR has involved participation in monthly Groupe de Travail sur la Protection des Enfants (GTPE) meetings, where different local and international actors working toward child protection gather to share about or coordinate their activities. One member of the AIR team regularly attends the monthly GTPE meetings at IBESR. AIR will deliver a Power Point presentation at the October 10th meeting, summarizing the APC project activities for year 1. Among other topics at the September 2017 GPTE meeting, IBESR addressed Lumos' progress regarding the current evaluation of orphanages, and they provided more details on the foster family program and expectations for the IBESR-led program targeting youths 16 years of age and older. We look forward to greater and continued collaboration with IBESR during years 2 and 3 of the project.

During Quarter 5, AIR and Lumos were able to meet the Deputy Mayor of Port-au-Prince, Ms. Kettyna Bellabe. Several representatives of the mayor's office attended the July Advisory Committee meeting and co-interpretation^{SM} workshop. AIR and Lumos representatives also met with community leader Reverend Father D'Haiti during quarter five. Reverend Father D'Haiti is a sociologist and educator from the Episcopal Church of Haiti who supports the Groupe d'Etude & de Recherches en Gouvernance Locale (GEREGOL) on a micro project in a poorer community of Carrefour called Dufresnay. During the meeting, AIR and Lumos described their respective activities and Reverend Father D'Haiti presented his community project that aims to promote education and children's right to education. The project has 3 main priorities: (1) to reduce the number of children unaware of their rights to education while offering them the opportunity to attend school, (2) to increase involvement of locally elected state representatives and parents in order to reduce the number of children serving as domestic in the community, and (3) to encourage families to better care for their children. GEREGOL's immediate request to AIR was to help them cover fees related to school supplies, tuition, and transportation for the 2017-2018 school year. The project is unable to fulfill this request at this time, but we look forward to more opportunities to collaborate with Reverend Father D'Haiti that better fits the project scope of work.

During the previous quarter, the AIR field team supported the local government for the first national conference on human trafficking. Working with the Comité National de Lutte Contre la Traite des Personnes (CNLTP) proved to be an overall positive experience and increased collaboration between AIR and committee members. Publication of "Annales," the compilation of presentations from the conference, remained pending during this quarter. While it is unfortunate that AIR was not invited to be part of the development of the CNLTP Action Plan, AIR is enthusiastic about pursuing collaboration with the CNLTP during years 2 and 3 of the project.

The success of these collaborations were written about in two USAID success story narratives which can be found in Appendix D. The first success story focuses on the co-interpretation^{SM}

workshop, and the second focuses on the mapping exercises that took place among partners during year one.

3.3 Lessons Learned

Main activities for this quarter revolved around the Advisory Committee co-interpretation[SM] workshop, and the partner's learning evaluation.

Advisory Committee Meeting and Co-Interpretation[SM] Workshop

As a result of the feedback and experience gained during previous quarters, we started to plan the Advisory Committee meeting and the co-interpretation[SM] workshop in advance. The technical and finance teams worked together to organize logistics for the venue, procurements, arrivals and departure of HO staff members, collection of reports and documents needed for translation, and trainings. Save the date note for the Advisory Committee meeting were sent early in March to standing members, and invitation and follow up emails were sent as well in June. Similar processes were followed with all participants to prevent challenges experienced before with internet and telephone communication. We also involved our partners as facilitators for this event; training dates were shared early and reconfirmed a later date. Training the group facilitating the co-interpretation[SM] workshop was necessary for successful implementation and allowed everyone to perform with confidence during the 2 days of the workshop.

Selection of participants for the workshop was the result of a close collaboration between the AIR team and the research partners, CPD, ZL, RF and UEH. Because these partners were well-informed of purpose of the Advisory Committee and co-interpretation[SM] workshop, they could help us identify the best participants that would be able to actively engage during the workshop and also be able to relay the outcomes of the workshop to peer community members. During the research process, interviewees frequently stated that their voices were not taken into account during the design of development projects. Therefore, community representatives were invited to the Advisory Committee co-interpretation[SM] workshop. The objective was to ensure that their voices and relevant concerns were heard and also part of the development of the key findings. To ensure that there were an equal number of community leader representatives from the regions we covered during year 1 (North East, South East, Artibonite and West), in early July a waitlist of participants was prepared in the case participants would need to cancel last-minute. Participants from remote communities were closely in touch with AIR's community development officer before and after the session to address last-minute issues related to their attendance.[2]

Two consultants were hired to support the FO/HO offices in order to achieve the expected objective sets for quarter 5. The timeline was tight between the end of activities for the first national conference on human trafficking and the co-interpretation[SM] workshop in July. Through

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[2] Attendance issues can range from unforeseen traffic, car problems, public transportation issues, or road construction.

these activities, we learned as a team, to better synchronize our different tasks and improve our communication with partners.

Partner Learning Evaluation

The process of evaluating partner's learning experience throughout year one was positive. In addition to the main questions within the evaluation, partners were offered the opportunity to reflect on the main takeaways of their experiences within the research streams, both positive and negative. Despite the organizational challenges expressed at the beginning of the year, we were pleased to observe that all partners appreciated their collaboration with AIR; they were proud of the work we accomplished together. One partner expressed plans to continue using the techniques learned, and even perceived their skills as a competitive advantage for their organization. All verbally expressed the desire to continue work with our team.

Letters were sent at the conclusion of year 1 to each partner to notify them of their services and to inform them of the ending of year 1. We were grateful for the partnerships we formed with ZL, UEH, CPD, and RF, as their skills, knowledge, and expertise were highly relevant and insightful for year 1. We look forward to the continuation of relationships in year 2, and also the development of new partnerships and collaboration in years 2 and 3.

4. MANAGEMENT AND ADMINISTRATIVE ISSUES

4.1 Management

Our activities were hindered by varied factors throughout the year. Among them, major and repeated electricity issues, caused the office to go days to weeks with instable or absent state power. Reasons were either related to the state power distribution service, to vehicle accidents hitting the electrical pillars and cutting the power lines, or because of issues with the electric transformer at the office location. The option of using an alternative power source such as a generator was used but, the property owner complained about excessive noise. Other issues were related to employees and office vehicles being vandalized; for example, cars parked by the street were scratched by other vehicles, lights and/or car batteries were stolen on repeated occasions. Secured enclosed parking space were not available for AIR employees or the project vehicle during the work day. Vehicles were parked outside with no means of protection against aggressive groups. During the evening, AIR brokered a non-fee arrangement with the Marriott to keep the project vehicle in a secure location out-of-office hours. Moreover, protests by State University students were always a threat as students had threatened to damage the University's research office where we were located. One time, students broke the glass doors during a violent student's movement. Fortunately, the local team was able to work through these difficult periods. In December 2016, AIR discussed with USAID the need to rethink embedding AIR in the UEH environment and that offices at ZL in Petion-Ville would open up as a possibility for late May or

June; AIR included this rent in the budget realignment. Further, AIR informed USAID that if AIR's International Security Advisor deemed there was a need to move sooner, we would need to discuss this with more urgency. That said, AIR maintained its offices at UEH through June 2017 and the space with ZL opened at **11 Rue Ogé, Petion-Ville** in the Platinum Plaza complex in July 2017. A security assessment was conducted and on July 2, 2017 the team moved the office from Turgeau (Rue Babiole #31) to its new location in Pétion-Ville where security and infrastructure concerns have stabilized.

4.2 International Travel

Table 1. Quarter 4 Travel

Name	Beginning date	Ending date	Itinerary	Purpose
Sarah McCool (Consultant)	June 26	August 9	ATL-PAP-ATL	Advisory Committee Co-Interpretation Workshop[SM] prep and organizational management of field office
Amy West	July 11	July 21	DC-PAP-DC	Training and facilitation – Advisory Committee Co-Interpretation Workshop[SM]
Lauren Reeves (Consultant)	July 13	July 20	DC-PAP-DC	Procurement and Training Support
Cary Cuiccio (Co-Interpretation Lead Facilitator)	July 14	July 20	TX-PAP-TX	Training and facilitation – Advisory Committee Co-Interpretation Workshop[SM]
Claire Nowlin (Facilitator)	July 14	July 20	DC-PAP-DC	Facilitation - Advisory Committee Co-Interpretation Workshop[SM]
Michael Baran (Research Lead)	July 18	July 20	DC-PAP-DC	Advisory Committee Co-Interpretation Workshop[SM]
Jerrold Keilson	July 18	July 20	DC-PAP-DC	Advisory Committee Co-Interpretation Workshop[SM]

5. PLANNED ACTIVITIES AND EVENTS FOR NEXT QUARTER

AIR is working through the co-design of implementation years 2 and 3 of the project in partnership with USAID, GOH, Lumos and other actors on the ground in Haiti. This may include an additional budget realignment, establishing subaward contracts, and several rounds of co-design and planning workshops.

6. APPENDICES

Appendix A: AC Co-Interpretation^{SM} Workshop Agenda and Summary Report

Appendix B: Evaluation Tools

Appendix C: Monitoring, Evaluation and Learning – Year 1 Report

Appendix D: Success Stories

APPENDIX A: AC MEETING AGENDA AND SUMMARY REPORT

7. COMITE CONSULTATIF DE L'ALLIANCE POUR LA PROTECTION DES ENFANTS

18-19 Juillet 2017

Hotel Montana, 6119 Rue Frank Cardozo, Pétion-Ville, Haiti

Agenda – Day 1

8 : 30 – 9 : 00   **Participant arrival**

9 : 00 – 9 :10   **Welcome and conference overview**

9 :10 – 9 : 30   **National Committee to Combat Trafficking in Persons (CNLTP) and IBESR presentations**

9 :30 – 11 :15   **Synthesis of the four studies conducted in the project targeted communities**

- **Systematic Review of the Literature**

- **Rapid Qualitative Analysis**

- **Social and broadcast media report**

- **Positive Deviance**

- **Cultural Models**

11 : 15 - 11 : 30   **Break**

11 : 30 – 13 : 00   **Atelier 1 : Small group working session**

13 : 00 – 14 : 00   **Lunch**

14 : 00 – 15 : 30   **Atelier 2 : Small group work : Presentation/research highlights discussion**

                     Break

15 : 30 – 16 : 30   **Selection of key points**

Agenda – Day 2

8 : 30 – 9 : 00   **Participant welcome**

9 : 00 – 10 :45   **Summary of Day 1 and analysis of key points**

10 : 45 – 11 :00   **Break**

11 :00 – 13 : 00   **Atelier 3: Small group work : Selection and prioritization of interventions based on research and key points**

13 : 00 – 14 : 00   **Lunch**

14 : 00 – 15 : 15   **Summary of interventions – Discussion**

15 : 15 – 15 : 30   **Break**

15 : 30 – 16 : 00   **Conclusion**

ALLIANCE POUR LA PROTECTION DES ENFANTS:

Advisory Committee Co-Interpretation^{SM} Workshop Report and Year 1 Research Findings

Content

I. INTRODUCTION

Co-Interpretation[SM]: Creating a Roadmap for Change and Improvement

On July 18th and 19th, 2017, American Institutes for Research conducted a Co-Interpretation[SM] workshop in Pétion-Ville, Haiti with key stakeholders in the Alliance pour la Protection des Enfants project. By definition, Co-Interpretation[SM] is a process by which data is co-interpreted and co-developed with a shared understanding to create meaning. In other words, it is a collaborative process to make meaning out of data.

Most importantly, Co-Interpretation[SM] allows the people closest to the work to bring their perspectives to the interpretation of the data. Research shows that when stakeholders and community members are involved in data collection and interpretation processes, project interventions are more likely to succeed for several reasons. First, concerns held by local stakeholders and community members are given greater consideration through processes such as Co-Interpretation,[SM] because participants maintain complete ownership over the process. Therefore, the concerns participants have related to issues affecting their communities are prioritized and discussed, rather than focusing on pre-determined issues by outside actors.[3] Second, project uptake is higher in community-inclusive interventions because participants have cultivated an investment in both the evidence base and the outcome of the project and its sustainability through their involvement in the project from the very beginning.[4] Third, community-inclusive processes such as Co-Interpretation[SM] have shown to improve data interpretation, as the meaning of the data is provided by participants—rather than by outside parties—thereby providing greater insight and guidance as to how an intervention should be designed in order to be effective in a particular community.[5]

The three key objectives of Co-Interpretation[SM] are as follows:
1. Analyze and interpret data collaboratively.
2. Develop meaningful findings.
3. Prioritize key findings to inform interventions.

As such, this report will provide a summary of the Co-Interpretation[SM] workshop that was held as part of July's Advisory Committee meeting for the project, outlining the processes that took place, the outcomes from the workshop, and the recommendations moving forward into the next phase of the Alliance pour la Protection des Enfants project. This document is specifically designed to serve as the conclusory deliverable to the research of year one of the project. Finding from all five streams of research are attached in the Annex Section.

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[3]Meredith Minkler, Analilia P. Garcia, Victor Rubin, and Nina Wallerstein, "Community-Based Participatory Research: A Strategy for Building Healthy Communities and Promoting Health through Policy Change," PolicyLink 2012, http://www.policylink.org/sites/default/files/CBPR.pdf, 11.

[4] Lynne C. Manzo and Douglas D. Perkins, "Finding Common Ground: The Importance of Place Attachment to Community Participation and Planning," *Journal of Planning Literature* 20 (2006): 340-341, doi: 10.1177/0885412205286160.

[5] Carolina L. Balazs and Rachel Morello-Frosch, "The Three R's: How Community Based Participatory Research Strengthens the Rigor, Relevance and Reach of Science," *Environmental Justice* 6 (2013): 10-11, doi: 10.1089/env.2012.0017.

The Co-Interpretation^{SM} Workshop

The Co-Interpretation^{SM} workshop was developed as an Advisory Committee meeting activity that was envisioned to engage stakeholders in substantive discussion of research findings from year 1 activities and allow for wider stakeholder thinking and feedback on the prioritization of pilot interventions for years 2 and 3 of the project. As such, Advisory Committee standing and participating members were invited to participate in the meeting, as well as a wider group of government, international and local non-governmental organizations, and community leaders. The workshop was conducted at the conclusion of the five research streams implemented as part of year 1 activities for the Alliance pour la Protection des Enfants project. During year one, research was conducted by AIR and its partners (both research and local implementation specialists), and data and findings were developed into five key reports that were reviewed throughout the workshop. The five reports developed as part of year 1 project research activities are: (1) systematic review, (2) positive deviance, (3) cultural models, (4) broadcast and social media, and (5) rapid qualitative assessment.

The two-day workshop was attended by twenty-nine representatives of key stakeholders in the project.[6] Key stakeholders that attended the workshop were community leaders from project target communities in each of the four departments selected by the Advisory Committee: Northeast, Southeast, West, and Artibonite; NGOs and Government members from La Brigade de Protection des Mineurs (BPM), Institut du Bien Etre Social et des Recherches (IBESR), International Organization for Migration (IOM), Save the Children, Groupe d'Appui au Rapatriés et Refugiés (GARR), Jesuit Service for Migrants (SJM), and Chapitre Haïtien de l'Association Internationale des Femmes Juges (CHAIFEJ); standing and participating members from the United States Agency for International Development (USAID), American Institutes for Research (AIR), Lumos, IBESR, United Nations High Commissioner for Refugees (UNHCR), United Nations Children's Fund (UNICEF), Zanmi Lasante (ZL), Combite pour la Paix et le Développement (CPD), and Restavèk Freedom. In addition, four representatives from the Mayor's Office of Port-au-Prince came to observe the workshop; one of whom was engaged as a participant in the workshop.

The first day of the workshop was designed for participants to read through the reports, identify findings,[7] review the findings with the group, and record the findings on a post-it note, labeled with the source and page number for use on day two of the workshop. As participants arrived at the workshop, each attendee received a name badge with a color-coded dot, along with a corresponding letter that identified the group that they would be a part of for the second half of the afternoon of day one. Groups were split up according to reports in the morning, and in the afternoon, groups were split up by topic areas: *individuals & families*, *systems*, *interventions*, and *communities*.

The second day of the workshop was designed for participants to develop key findings based on the findings that were identified and agreed upon as relevant from the reports on day one. Each supporting point was attached to the key finding, written on a new post-it note, and reviewed by the facilitator and project director to ensure it met the definition of a key finding and was written in a way that could be understood by anyone. Then, each key finding was written on chart paper and hung on the wall along with its supporting points.

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[6] Please see Appendix A for the list of attendees that were present at the Advisory Committee Meeting July 18-19, 2017.

[7] A key finding according to AIR's Co-Interpretation^{SM} process is defined as, "a single idea built from multiple data points. It may represent a theme that is important to consider when developing interventions."

Once each group finished compiling their key findings, participants were able to utilize the second afternoon of the workshop to review the key findings collectively. After the key findings were reviewed by the entire group and written in a way that satisfied everyone, each participant received five green dots for voting. Participants were directed to place one dot on each of five key findings that they believed were important to consider when developing an intervention. Section III will provide greater detail and insight of the voting process and outcomes during the Co-Intepretation[SM] workshop.

II. CONTEXT

Phase 1: Research

Interventions targeting the abuse, neglect, exploitation and violence against children in Haiti must be based on solid foundational research. The methodology and approach to research proposed as part of year 1 project activities intended to ensure that the design and implementation of any pilot intervention would be contextually-relevant, evidence-based and owned by the communities involved. The research proposed in year 1 covered individual, family, community and system level attitudes, behaviors and responses to violence against children and identified those factors that were mitigating or perpetuating cycles of violence.

In Year 1, the Team gathered evidence by conducting five different streams of research.[8] First, a systematic review was conducted of existing child protection models and behavior change communications literature globally. In addition, the Team conducted four different streams of community-based research: rapid qualitative assessment of existing child protection activities in target communities, ethnographic/anthropological cultural models and positive deviance (PD) research, and a scan of influencers/followers of social and broadcast media. Together, the five streams of research provided the evidence-base for working with stakeholders to identify and prioritize pilot interventions for roll-out in Years 2 and 3 of the project.

The research conducted in year one reflects two fundamental elements of the project – 1) leveraging local assets within Haiti and 2) building the capacity of local organizations by strengthening existing work or processes. AIR worked with the Universite d'Etat d'Haiti (UEH) and three local subaward partners (ZL, CPD and Restavek Freedom) to design research protocols and implement the research. AIR provided several trainings with partners on research theory, protocol development, data collection procedures according to the protection of human subjects, and facilitation of the co-interpretation process. The following deliverables were implemented and achieved with partners:

1. Identification of cultural models through in-depth interviews and analysis
2. Determination of the presence of any existing PD practices
3. Mapping of the influencers and followers of broadcast and social media
4. Assessing the existence of existing child protection activities through a rapid qualitative assessment

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[8] AIR submitted all relevant protocols to AIR's IRB process, and when not exempted as in the case of Cultural Models Research, the protocols were submitted to the Comité d'Ethique which is Haiti's internal IRB system.

Research Design

The Team followed a research design that included a systematic review of existing literature, community-based anthropological and ethnographic research for cultural models and positive deviance, mapping of broadcast and social media followers and influencers, and a rapid assessment of existing child protection activities in target areas. Three key questions were at the core of AIR's research design:

(Q1) What are the shared implicit cultural patterns of thinking in Haiti that structure understandings, beliefs, and actions regarding the rights, development, and protection of a child?

- Are there causal factors or predictors that guide who or what perpetuates or influences violence (including, abuse, neglect, exploitation) or the separation of children from families and who or what does not?

- Are there causal factors or predictors that guide who or what prevents, protects or responds to violence against children or their separation from families (examples of positive deviance)?

(Q2) Which larger societal, economic, political, and contextual factors are most ripe for change; what are the most promising strategies for initiating such change; and which options are most feasible and confer the greatest benefit in reducing violence against children and increasing alternative care, support and protection options?

- Which larger societal, economic, political, and contextual factors are barriers to change? Understanding these, what are the most relevant and feasible prevention or protection system strategies that need to be developed and implemented for the greatest impact (i.e., for large numbers of children, most vulnerable children)?

(Q3) What is the existing evidence regarding small- and large-scale interventions that prevent or respond to any form of violence against children in Haiti or in similar developing country contexts?

- Engage in a rapid evaluation in select locations in Haiti of existing child protection activities, including work done to prevent separation of children from their families, work to remove children from residential institutions, work to extract children from harmful child labor or trafficking contexts, and/or work to support children in displaced or abandoned settings.

The cultural models research and to some extent the social and broadcast media mapping focused on answering the first series of questions. The series of questions under Q2 were addressed by the rapid qualitative assessment, positive deviance and systematic review. And the series of questions under Q3 were addressed by the systematic review and rapid qualitative assessment work. These findings appear in the Annex Section at the end of this report.

Data Collection

In addition to the systematic review, the AIR and partner research team developed data collection procedures for each area (positive deviance, rapid qualitative assessment, social broadcast media, and cultural models) in order to answer the research questions.

Rapid Qualitative Assessment Data Collection:

A period of one week each in Artibonite, West, Northeast and Southeast departments for data collection was scheduled between early January and mid-February 2017. RQA activities included a minimum of fifteen interviews to be conducted by each NGO partner using several tools approved by the IRB: a survey for key NGOs or associations; a key informant guide for local leaders, state representatives, or other public service leaders (for example, teachers); and a mapping exercise to identify what child protection/violence reduction activities were taking place in the vicinity of the three most vulnerable communities selected by the Advisory Committee in each department. The objective of the RQA was to learn about existing actors in child protection, their activities in the community, and any perceptions or experiences that could be identified in the communities related to violence, abuse, neglect, and exploitation.

With the support of project staff and our NGO partners, we were able to schedule, complete, and record more than the forty-five interviews initially planned, including the four mapping exercises in each department. A debrief was held with NGO partners who conducted the data collection on February 10, 2017. Experiences, achievements, challenges, and lessons learned were shared with the group and documented as part of project quarterly reports.

Cultural Models Data Collection:

UEH led this data collection process with support from AIR. CM interviews were individual and semi-structured. Most interviews lasted around one hour and thirty minutes, with some as short as forty-five minutes and others lasting about two hours. Forty-one interviews were held in nine communities across the four target departments of the project. Six UEH researchers, including the two lead research assistants, travelled to the different regions to conduct the data collection. Twelve interviews were conducted in West, twelve interviews were conducted in Artibonite, eight interviews were conducted in Northeast, and nine interviews were conducted in Southeast. Data were collected between January 9, 2017 and March 10, 2017. Weekly meetings were held with AIR and UEH to address any issues with data collection and discuss progress. A debrief and initial data analysis training was held with UEH the first week of May 2017 so as to identify initial findings and formulate the presentation of these cultural model frameworks.

Positive Deviance Data Collection:

The rapid qualitative assessment (RQA) research that was conducted during the first quarter of 2017 (January-March) was a pre-requisite to the positive deviance (PD) research. All project partners in Haiti met to discuss their observations from the findings of the RQA, as well as to compare the D.C. research team's findings with their own experiences and observations in the field during the RQA. There was consensus between both groups, and together, both groups began to identify what cases could be considered to be examples of positive deviance. The project partners agreed on selection of Northeast and Southeast departments and a comparison between local responses to the unaccompanied mobility of minors and a lack of coordination of child protection actors that were cited as two critical challenges along the border. Semi-structured interview protocols for the positive deviance research were developed at a partner workshop in early May 2017.

The research team comprised of NGO and UEH partners reached out to participants who took part in the RQA research to schedule interviews. A total of 30 interviews were scheduled and took place over a two-week period in May and June 2017. A total of 15 interviews were scheduled in the northeast region and a total of 15 interviews were scheduled in the southeast region. Researchers were divided into two teams of six people: two people from ZL and four people from UEH were assigned to the Northeast department and two people from RF, two people from CPD and two people from UEH were assigned to Southeast department.

Social Broadcast Media Data Collection:

For the social media research, the research team comprised of two UEH students and AIR survey methodologists focused on using Twitter and Facebook to collect data. The team collected data from Twitter by developing a comprehensive list of keywords from which to search, collecting tweets containing those keywords, and then filtering the resulting data to find the tweets that were most relevant. All keywords were translated into English, French and Creole. The research team then used Twitter's search and streaming APIs to gather tweets that contained identified keywords. The team also used a geographic filter for tweets from users who set their location as "Haiti" and also conducted a targeted search of Twitter users within a ten-mile radius of Port au Prince, Ferrier, Ouanaminthe, Anse a Pitre, Marchand-Dessalines, Gonaives and Saint Marc. Data were collected between January 30, 2017 and June 9, 2017.

In addition to the data collected on Twitter, the team also collected data on Facebook. Facebook data collection began by using the list of NGOs (605 organizations in total) that was provided by the Ministry of Planning for the previous RQA research. Using this list, researchers then collected Facebook web links and associated page identifiers (static numeric identifier used to locate each organization page). Of the 605 organizations, the research team identified 97 local Haitian organizations and 130 international organizations with a Facebook page. The AIR team then used the list of Facebook page identifiers to extract all the associated post and response data associated with the identifier, collecting the 100 most recent posts from each organization. For the Facebook social media data, the research team found that of 2,704 posts, fewer than 20 posts related to the topics of interest. Therefore, data analysis for Facebook information was halted, as there was insufficient data.

In order to examine and analyze broadcast media the AIR and UEH research teams decided to collect data exclusively from radio station programming, as radio is the most popular information source in rural and urban Haiti. The research team began data collection by obtaining a list of all radio stations in the four target departments (Artibonite, Northeast, West, and Southeast). This information was obtained from the State Office of Communications (CONATEL). During the data collection process, the research team found seven additional radio stations, which were added to the initial list. In all, there were 106 radio stations identified across the four target departments. Of the 106 total radio stations, researchers collected information from 30 stations, and of those 30 stations, 16 had relevant child protection programming.

III. INPUTS

Data Consolidation

Each of the five streams of research resulted in a report finalized for the purposes of the Co-Interpretation workshop:

1. Systematic Review report: *A Systematic Research Review and Meta-Analysis*.

2. Rapid Qualitative Assessment report: *Findings From a Rapid Qualitative Assessment on Child Protection*.

3. Cultural Models report: *A Report on Haitian Cultural Models of Children, Family, Violence, and Protection*.

4. Positive Deviance report: *Child Protection: A Search for Locally Led Positive Deviance*.

5. Social and Broadcast Media report: *Broadcast and Social Media Narratives on Violence Against Children in Haiti*.

Each of these reports is available in Appendices B-F. Aside from the systematic review, each of the four community-based research reports were presented in a comparable way to frame the Co-Interpretation^{SM} process.

During the Co-Interpretation^{SM} process, participants analyzed reports (data sets) and identified findings. Participants then grouped the individual findings from across the data sets into five broad categories:

1. Individuals and Families

2. Systems

3. Interventions

4. Community

5. Miscellaneous

Participants then worked together to synthesize the data within these categories and develop key findings. Finally, the group prioritized those key findings they deemed most significant. The following key findings represent the key findings that received the highest number of votes at the end of the Co-Intepretation^{SM} workshop.

Voting Procedure

Similar to the data interpretation components of the Co-Interpretation^{SM} workshop, the voting procedures that took place during the workshop were just as critical to the process because voting re-ensured participant ownership of the process. Before voting took place, participants reviewed and discussed the language and wording of each key finding to ensure that it was correct, and to make any

edits or adjustments as needed. There was lively discussion among all participants on each of the findings during the voting process. In total, there were 24 key findings.

Each participant received five green dots to place on each key finding that they believed should be considered for an intervention. Participants were informed to place their votes on the key findings they believed represented a current theme **most important to consider** when developing interventions.

There were also six key voting guidelines that were reviewed and agreed upon before the voting commenced. The voting guidelines were as follows:

- You cannot buy and sell dots.
- You cannot lobby or bribe a colleague to mark a key finding.
- You cannot use more than one dot per key finding (or vote more than once on a particular finding).
- You cannot ridicule someone for a dot placement.
- You cannot trade colors with a colleague.
- You do not have to use all your dots, but you cannot give any away.

The Results

Below are the top six key findings that received the most votes from the workshop participants. Each key finding is listed, with a discussion and inclusion of the individual supporting findings from the various data sources.

(1) People most vulnerable to violence are stateless children or children at risk of being stateless, street children, children not in school, restavèk and, in a period post-disaster, girls. 6 votes

People most vulnerable to violence are stateless children or children at risk of being stateless, street children, children not in school, restavèk and, in a period of post-disaster girls. This key finding was supported by the Positive Deviance and Systematic Review reports, as identified by the workshop participants. According to the Positive Deviance report, informants found that the most vulnerable children included stateless children who cross back and forth over the Haitian-Dominican border, street children, and restavèk children.[9] Informants also stated that out of school children are often exposed to violence,[10] and when restavèk leave their homes at night, they sleep in the street or engage in risky behaviors to feed themselves, and are often confused with and are identified with street kids.[11] The Positive Deviance report further indicated that several informants believed that the number of street children has increased over the years.[12] In addition, the Systematic Review found that young women and girls after the earthquake (2010) both faced increased risk of becoming victims of trafficking,[13] which was identified as a critical finding by workshop participants. Lastly, according to the Systematic Review, about

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[9] Child Protection: A Search for Locally Led Positive Deviance, June 2017, 9.
[10] Findings From a Rapid Qualitative Assessment on Child Protection, June 2017, 6.
[11] Child Protection: A Search for Locally Led Positive Deviance, June 2017, 8.
[12] Ibid., 8.
[13] Yael Kidron and Quita Keller, A Systematic Research Review and Meta-Analysis, March 2017, 5.

1/4 of young women and 1/5 of young men living in Haiti were sexually abused in their childhood. Vulnerability is largely determined by citizenship status, familial stability, and gender.

(2) The State, in particular IBESR and BPM, has a critical role in the sustainable protection of children and must share this with local and international NGOs.
5 votes

Workshop participants identified a duality of beliefs that surround the responsibility of the protection of children in Haiti: it is a critical responsibility of the state but some of this role should be shared by local and international NGOs. For example, the Rapid Qualitative Assessment and Positive Deviance reports found that informants believe that the State must accept responsibility and play a key role in systematizing and ensuring adequate protection of children in Haiti.[14] Knowing that certain entities have a mandate to care for street children and restavèk, a number of respondents in the Rapid Qualitative Assessment report said that BPM and IBESR were the entities most responsible.[15] According to the Cultural Models report, informants believed that the State must be responsible for the development and protection of children through education, security, monitoring, and identification of services, as well as health and justice.[16] Notably, in this same report, community leaders and community members underscored the weakness of the state, citing a lack of services for children and families as a key factor in weak monitoring and thus the potential need to rely on international and local NGOs.[17] These were the findings that workshop participants found most critical when reviewing the research.

Workshop participants identified a finding from the Systematic Review that was relevant to their context: Lots of children [who have been] separated from their parents or who live in orphanages were abandoned and now live without food or care.[18] Respondents in the Rapid Qualitative Assessment report stated that the work of child protection is a permanent work,[19] and believed that local and international NGOs were responsible for taking care of children [as well].[20] NGO leaders cited their own weakness in that NGOs were obstacles in the protection of children in the Rapid Qualitative Assessment Report as well.[21] Dependence on foreign aid has resulted in increased NGO actions on the ground, [22] and according to workshop participants, the protection of children in Haiti is the responsibility of many actors as evidenced by the research.

(3) Community intervention models (at the community level and by the community) are useful social transformation tools – they contribute to a reduction in violence and protection of children against domestic labor and facilitate access to using social services. For example, the Bony community is seen as a positive model for child protection: despite funding difficulties, the

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[14] Findings From a Rapid Qualitative Assessment on Child Protection, June 2017, 5.
[15] Child Protection: A Search for Locally Led Positive Deviance, June 2017, 7.
[16] A Report on Haitian Cultural Models of Children, Family, Violence, and Protection, June 2017, 19.
[17] Child Protection: A Search for Locally Led Positive Deviance, June 2017, 5.
[18] Yael Kidron and Quita Keller, A Systematic Research Review and Meta-Analysis, March 2017, 5.
[19] Findings From a Rapid Qualitative Assessment on Child Protection, June 2017, 12
[20] Child Protection: A Search for Locally Led Positive Deviance, June 2017, 7.
[21] Findings From a Rapid Qualitative Assessment on Child Protection, June 2017, 15.
[22] Ibid., 15.

community has created a structure to document abuse and identify children who enter or leave the community.

5 votes

Workshop participants identified that community intervention models, such as the example of Bony's identification and tracking model, are useful social transformation tools because they contribute to a reduction in violence and protection of children against the supply and demand of trafficking and domestic labor, as well as other forms of abuse, neglect and exploitation. In addition, understanding who the children in a community are at any given time and what they are doing can facilitate the beginning steps to increasing access to critical social services for children. Workshop participants supported the key finding by identifying critical data points from the Systematic Research Review and Positive Deviance reports. Community approaches can reduce the rate of violence to which severe discipline moves to homicide.[23] For example, in Bony, the Positive Deviance report stressed the need to be able to better identify children[24] as a first and fundamental step in child protection that has been overlooked. In response to this need, the Bony Human Rights Committee has identified a process of identifying, monitoring, and tracking the movements and needs of children.[25] As a result of their efforts, the Bony Human Rights Committee created an observable reduction in child abuse, neglect, exploitation, and violence in these areas;[26] and the model has even started to spread to neighboring communities. This case demonstrates that community models can reduce the number of families who enslave their children or put them in other dangerous work environments,[27] and that community models can strengthen advocacy in favor of children's (and women's) rights in the face of community violence.[28] While Bony informants described enormous constraints in funding activities in the region, including even a reduction in support for education and health services[29] compared to previous years,[30] community approaches in an environment with weak resources can effectively reduce the violence rate and promote the health/well-being of the overall population.[31]

(4) Psychosocial interventions can be effective in any setting – they can be of short duration and anyone can apply these if trained.

4 votes

Psychosocial programs can be applied effectively by trained members of the community.[32] This key finding was supported by the Systematic Research Review report. [The] inclusion of lay professionals helps create and build up a critical work force and communities have an opportunity to work more

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[23] Yael Kidron and Quita Keller, A Systematic Research Review and Meta-Analysis, March 2017, 17.

[24] Child Protection: A Search for Locally Led Positive Deviance, June 2017, 8.

[25] Ibid., 9.

[26] Ibid., 10.

[27] Yael Kidron and Quita Keller, A Systematic Research Review and Meta-Analysis, March 2017, 17.

[28] Ibid., 17.

[29] Vocational training and life skills programs enabled participants to feel secure after training and more accountable and respected by the community. This finding was identified by workshop participants in Yael Kidron and Quita Keller, A Systematic Research Review and Meta-Analysis, March 2017, 27.

[30] Child Protection: A Search for Locally Led Positive Deviance, June 2017, 9.

[31] Yael Kidron and Quita Keller, A Systematic Research Review and Meta-Analysis, March 2017, 27.

[32] Ibid., 3.

effectively with victims of violence, with their parents, and others.[33] Psychosocial interventions, including group therapy, role playing, theatre, art, music, sport/movement or yoga can be effective in schools, communities, children's homes, displaced camps, community centers, and foster care.[34] Workshop participants identified that group therapy can be as effective as individual interventions[35]when thinking about community-level interventions. Programs based on psychosocial therapy (whether cognitive, behavioral, or mental) were successful, evidenced in the Systematic Research Review report,[36] and psychosocial programs have demonstrated the feasibility of scaling-up short-term intervention strategies.[37] Notably, psychosocial interventions can be used in many contexts among many different types of populations; psychosocial interventions can be utilized with child soldiers or armed youth implicated in violence, victims of violence, and with neglected and displaced persons.[38] Lastly, as identified by workshop participants as a critical finding from the Systematic Research Review, psychosocial interventions have had more of an impact than professional training programs in life skills, but the latter seem to have more effect on the prevention of violence and abuse.[39]

(5) Parents are principally responsible for the protection, monitoring, control and security of children.
4 votes

Parents are solely responsible for the development and protection of a child.[40] Workshop participants underscored this as a key finding based on the research pulled from the Cultural Models and Positive Deviance reports. Parents were described as more capable of protecting their children, holding the totality of responsibility for their children.[41] Respondents in the Cultural Models report seemed to agree that reducing violence against children must 'begin with the parents' above all, stating, "before public awareness, we must begin with the parents."[42] One respondent in the Cultural Models report reiterated this sentiment stating that parents were [ultimately] responsible for child protection.[43] Identifying and monitoring children according to a number of respondents was the responsibility of a parent.[44] Further, respondents thought that all adults, particularly teachers, should be considered responsible for the development and protection of children.[45] The majority of workshop participants believe that a key factor in the lack of monitoring of children rests in holding parents responsible.

While parental choices were considered determinants of a child's outcome and well-being, respondents in the Cultural Models report also stated that parents' inability to respond to the needs of their children

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[33] Ibid., 16.

[34] Ibid., 15.

[35] Ibid., 16.

[36] Yael Kidron and Quita Keller, A Systematic Research Review and Meta-Analysis, March 2017, 7.

[37] Ibid., 3.

[38] Ibid., 3.

[39] Ibid., 24.

[40] A Report on Haitian Cultural Models of Children, Family, Violence, and Protection, June 2017, 18.

[41] Ibid., 7.

[42] Findings From a Rapid Qualitative Assessment on Child Protection, June 2017, 7.

[43] Child Protection: A Search for Locally Led Positive Deviance, June 2017, 7.

[44] Ibid., 5.

[45] A Report on Haitian Cultural Models of Children, Family, Violence, and Protection, June 2017, 18.

creates poor child development in health, education, and nutrition.[46] Notably, the vulnerabilities associated with displaced and unaccompanied children living between communities and the Haitian-Dominican border are related to perceived parental irresponsibility, the lack of services provided by the state for families and children, as well as a lack of coordination among state actors and non-state actors, according to respondents.[47] Even though service gaps were identified among respondents occasionally throughout the reports, attention was often directed toward parents. Respondents in the Cultural Models report considered bad parents as those who make poor decisions regarding their children, who don't prioritize their children, and who put their children in inappropriate situations;[48] parents' actions decide the behavior of a child.[49] Workshop participants also noted that respondents in the Cultural Models report stated that losing control of a child will mean [that the child] will inherit bad behavior.[50] A bad child can fall into drug abuse and juvenile delinquency.[51] From this perspective, a child's trajectory is inextricably linked with the actions of their parents.

(6) Inequalities, negligence and abuse in the environment and in the family, affect the development of a child.
4 votes

Inequalities, negligence, and abuse in the environment and in the family, affect the development of a child. This key finding was developed by workshop participants based on research from the Cultural Models and Systematic Research Review reports. According to respondents in the Cultural Models report, a child's development depends on the environment; abandonment and negligence have grave consequences on the development of a child.[52] Respondents also stated negligence and abuse are a derogation of responsibility and that the unequal of treatment of children in the same house is a problem.[53] In addition, respondents in the Systematic Research Review identified that abuse and negligence towards children have social and economic costs.[54]This reality is partly reflected by the dynamic that boys have more opportunities than girls.[55]Based on this information, workshop participants identified that in order to reduce the rate of mistreatment of children, it's necessary to attempt to diagnose children in need of health care, mental health care, and social services.[56] Workshop participants also identified that a majority of respondents in the Cultural Models report do not consider corporal punishment as an act of violence but rather a necessary part of parenting.[57] However, workshop participants agreed that, "an environment in which there is a general reduction of tension and conflict influences the positive development of a child."[58]

[46] Ibid., 11.
[47] Child Protection: A Search for Locally Led Positive Deviance, June 2017, 5.
[48] A Report on Haitian Cultural Models of Children, Family, Violence, and Protection, June 2017, 12.
[49] Ibid., 9.
[50] A Report on Haitian Cultural Models of Children, Family, Violence, and Protection, June 2017, 9.
[51] Yael Kidron and Quita Keller, A Systematic Research Review and Meta-Analysis, March 2017, 4.
[52] A Report on Haitian Cultural Models of Children, Family, Violence, and Protection, June 2017, 10.
[53] Ibid., 8.
[54] Yael Kidron and Quita Keller, A Systematic Research Review and Meta-Analysis, March 2017, 4.
[55] A Report on Haitian Cultural Models of Children, Family, Violence, and Protection, June 2017, 14.
[56] Yael Kidron and Quita Keller, A Systematic Research Review and Meta-Analysis, March 2017, 26.
[57] A Report on Haitian Cultural Models of Children, Family, Violence, and Protection, June 2017, 16.
[58] Ibid., 10.

IV. OUTCOMES

Main Key Findings

The closing of the Co-Intepretation^{SM} workshop included collectively reviewing the six key priority findings and asking the workshop participants if they were surprised by these findings and if they agreed with these findings. There was consensus that these six seemed to be the most critical priority findings. The aforementioned key findings represent several critical themes. First, two of the key findings related to parental responsibility and family environment. Key finding five states that "parents are principally responsible for the protection, monitoring, control and security of children," and key finding six states that, "inequalities, negligence, and abuse in the environment and in the family, affect the development of a child." The second key theme that emerges among the priority findings is the identification of vulnerable children and who is responsible for upholding their protection. Key finding one states that, "people most vulnerable to violence are stateless children or children at risk of being stateless, street children, children not in school, restavèk and, in a period post-disaster, girls," and key finding two states that, "the State, in particular IBESR and BPM, has a critical role in the sustainable protection of children and must share this with local and international NGOs." Notably, the third key theme centralizes around successful community-based intervention models. Key finding four states that, "psychosocial interventions can be effective in any setting – they can be of short duration and anyone can apply these if trained." In addition, key finding three states, "community intervention models (at the community level and by the community) are useful social transformation tools – they contribute to a reduction in violence and protection of children against domestic labor and facilitate access to using social services. For example, the Bony community is seen as a positive model for child protection: despite funding difficulties, the community has created a structure to document the abuse and identify the children who return or leave the community." These six main key findings serve as informative and critical pieces of information for designing the pilot interventions for years 2 and 3 of the Alliance pour la Protection des Enfants project.

V. RECOMMENDATIONS

AIR proposes to use the outcomes from the Co-Intepretation^{SM} workshop to inform the start of Phase II of the project: design of pilot-interventions with local communities. Using the evidence base from research activities conducted in year 1, the initial dialogue with a wide variety of stakeholders who interpreted and discussed the research findings together, and the experience of working in nine communities in four different departments, we believe there are several recommendations to consider:

- **Pilot interventions should target stateless children or children at risk of being stateless, street children, children not in school, and restavèk with a focus on girls being most at risk.** The research indicates that many of the most vulnerable communities are citing street children, restavèk, and stateless children as most at risk for abuse, neglect, exploitation, or violence. Many of these children are out of school, at-risk children. While there are many other categories of vulnerable children, looking at these three vulnerable child populations helps to focus the types of interventions the project could support with local community leaders and partners. In each instance, there are three local community-based partners that would be relevant as subawardees: Zanmi Lasante, Restavèk Freedom and GARR (with support from UNHCR).

- **Communities most engaged and that have demonstrated support for the project's research work are those in Artibonite and Southeast departments.** The communities in Northeast and West department had a few security issues[59] during research activities or were non-responsive to community mapping, interviews, and even attendance at the July workshop. Conversely, the target communities in Artibonite and Southeast were very responsive, are not saturated by numerous international or local NGOs working on child protection (especially in comparison to Northeast and West), and they have strong community leaders highly interested in supporting child protection efforts.

- **Community intervention models are useful social transformation tools and the example of Bony community is an example of a positive deviance model for child protection that is essential to child protection, cost-effective and can be scaled up.** In keeping with the project, the Bony model provides a way to leverage local assets in critical and cost-effective ways. The Bony model is one that is locally-owned and sustainable - it identifies children entering and leaving a community a fundamental step in child protection that can be strengthened and rolled out to other communities, led by the leaders in Bony and supported by other child protection actors. This model should be one of the interventions strengthened and scaled up across years 2 and 3.

- **Psychosocial interventions can be effective in any setting – they can be of short duration and anyone can apply these if trained**. Given the lack of mental health support in Haiti and the identification of mental health interventions as part of best practices in child protection, one of the pilot interventions in years 2 and 3 should support a mental health approach that looks at training community mental health workers to work with vulnerable children and deepen relationships between these children and community leaders and first responders (health workers, police, IBESR, *et al*). This would help bring in the role of the State as well as the role of local and international NGOs to support the psychosocial well-being of the child, while looking at a community-led mental health model that does not depend on State or NGO resources over time.

- **Parents are principally responsible for a child's development and protection**. Workshop participants emphasized that parents are critically important and should be held accountable for a child's behavior. Teachers were mentioned within this category as having a role to play. If AIR is to effectively work with respect to the notion that more needs to be done to change the behaviors and attitudes of parents towards their children and children in general, this would be an essential focus for a behavior change communication strategy (that would tackle preconceived ideas of responsibility and the role of adults in a community as well as parents towards children) and possibly an intervention developed by parents after the behavior change communication strategy has taken root. As such, year 2 could focus on behavior change communications in target communities related to the role of parents in child protection.[60] At the end of year 2, communities would have the opportunity to

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[59] In one case, the researchers were threatened when conducting interviews in West department. In Northeast department, the community leaders were looking for money and not interested in engaging in the mapping exercise of interviews without some form of payment over and above what AIR provided in terms of travel compensation or the provision of snacks when interviews were of long duration. A few of those invited to the July workshop requested payment for their households during the three days of absence to attend the meeting.

[60] AIR would look at the critical work of Promundo which has tackled behavior change and especially with a focus on the role and responsibility of men.

compete for a grant that would support a pilot intervention end of year 2 and in year 3 that demonstrates a group of parents changing their attitudes and behaviors around child protection and implementing an activity that reduces violence against children in their community.

Balazs, Carolina L., and Rachel Morello-Frosch, "The Three R's: How Community Based Participatory Research Strengthens the Rigor, Relevance and Reach of Science," *Environmental Justice* 6 (2013): 9-16, doi: 10.1089/env.2012.0017.

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APPENDIX A

Co-Interpretation^{SM} Workshop Participants

Georges Revolus (USAID)
Jerrold Keilson (AIR)
Eugène Guillaume (Lumos)
Corinne Raess-Slavkovic (UNHCR)
Claude Mane Das (UNICEF)
Wesler Lambert (Zanmi Lasante)
Fritznel Pierre (CPD)
Adeline Bien-Aimé (Restavek Freedom)
Abner Guerrier (BPM – Southeast)
Jean Cinedais (IBESR – Artibonite)
Yves Bernard Remarais (Save the Children – Artibonite)
Anghie Lee Gardy Petit (GARR)
Alexis Alphonse (SJM – Northeast)
Norah Jean-François (CHAIFEJ)
Nerline Monpremier (Northeast community leader)
Augustin Julie (Artibonite community leader)
Jean Isaac Jeudi (Southeast community leader)
Alcinot Annuel (Southeast community leader)
Marcelène Humane (Southeast community leader)
Payen Jocelyn (West community leader)
Bony Georges (West community leader)
Sergo Louis (UEH)
Hervé Volcy (IBESR)
Junior Joseph (IOM)
Gustave Wilgens (Port-au-Prince Mayor's Office)
Kettyna Bellehuve (Observer-Port-au-Prince Mayor's Office)
Eddy Bellehuve (Observer-Port-au-Prince Mayor's Office)
Jean Waliner (BPM)

Co-Interpretation^{SM} Workshop Facilitators

Caroline Durena (AIR)
Claire Nowlin (AIR)
Rolinx Augustin (UEH)
Samuel Jean Baptiste (Restavek Freedom)
Reginald Fils-Aime (Zanmi Lasante)
Lesly Grandin (AIR)

Co-Interpretation^{SM} Workshop Operational Support

Cary Cuiccio (AIR, Co-Interpretation^{SM} Facilitator)
Amy West (APC Project Director)
Viviane Boulos (Interpreter)
Cedrick Lafond (Interpreter)
Michael Baran (Research Lead)
Elmire Petit De Brice (Operations Support)
Sarah McCool (Technical Support)
Lauren Reeves (Technical Support)
Nixon Mondesir (Driver)

APPENDIX B : EVALUATION TOOLS

CULTURAL MODELS EVALUATION TOOL

Assessing Learning Growth *Cultural Models*		
Cultural Model Research: competencies assessment based on training, data collection and analysis September 2016 to March 2017. Presented by: M. Baran		
UEH		
1. Example Outcomes:	**2. Orientation** My knowledge/skill in this area:	**3. Workshop Completion** My knowledge/skill in this area:
• Be able to articulate key steps in preparing qualitative action research	⬭ ◯ ◯ ◯ ◯ None Low Moderate High Expert	⬭ ◯ ◯ ◯ ◯ None Low Moderate High Expert
• Be able to rite high quality interview questions	⬭ ◯ ◯ ◯ ◯ None Low Moderate High Expert	⬭ ◯ ◯ ◯ ◯ None Low Moderate High Expert
• Be able to demonstrate quality interview questioning techniques	⬭ ◯ ◯ ◯ ◯ None Low Moderate High Expert	⬭ ◯ ◯ ◯ ◯ None Low Moderate High Expert
• Enhanced understanding of the importance of a sampling plan and how to develop one	⬭ ◯ ◯ ◯ ◯ None Low Moderate High Expert	⬭ ◯ ◯ ◯ ◯ None Low Moderate High Expert

• Demonstrate competence collecting and transcribing qualitative data for subsequent data analysis while respecting ethical principles	○ ○ ○ ○ ○ **None Low Moderate High Expert**	○ ○ ○ ○ ○ **None Low Moderate High Expert**
• Demonstrate competence analyzing qualitative data for cultural assumptions	○ ○ ○ ○ ○ **None Low Moderate High Expert**	○ ○ ○ ○ ○ **None Low Moderate High Expert**
• Understand cultural models theory and how cultural models research could be used for communications	○ ○ ○ ○ ○ **None Low Moderate High Expert**	○ ○ ○ ○ ○ **None Low Moderate High Expert**
• Can use technical knowledge gained to inform other research protocols	○ ○ ○ ○ ○ **None Low Moderate High Expert**	○ ○ ○ ○ ○ **None Low Moderate High Expert**
• Enhance understanding of ethical consideration with regards to human subject research	○ ○ ○ ○ ○ **None Low Moderate High Expert**	○ ○ ○ ○ ○ **None Low Moderate High Expert**
• Be able to articulate training preparing for qualitative action research	○ ○ ○ ○ ○ **None Low Moderate High Expert**	○ ○ ○ ○ ○ **None Low Moderate High Expert**
• Demonstrate ability leading research team/addressing technical challenges during research	○ ○ ○ ○ ○ **None Low Moderate High Expert**	○ ○ ○ ○ ○ **None Low Moderate High Expert**
• Demonstrate ability sharing research skills with colleagues in the organization	○ ○ ○ ○ ○ **None Low Moderate High Expert**	○ ○ ○ ○ ○ **None Low Moderate High Expert**

| Demonstrate ability using research skills gained to inform evidence-based approaches to program implementation within respective instruction | ○ ○ ○ ○ ○
 None Low Moderate High Expert | ○ ○ ○ ○ ○
 None Low Moderate High Expert |

In the training sessions, I learned the most about:

After this research activity, I want to learn more about:

The Cultural Models Research training and protocol implementation could be improved by:

How do you envision using the skills and competencies gained?

What are 2 major takeaways with supporting example from the process going from training to data analysis?

POSITIVE DEVIANCE EVALUATION TOOL

Assessing Learning Growth *Positive Deviance Training*		
METHODOLOGY Sessions: Identifying Positive Deviance, Positive Deviance Methodology, Note Taking		
	5. Orientation **My knowledge/skill in this Area:**	6. Workshop Completion **My knowledge/skill in this area:**
4. **Example Outcomes:**		
• Demonstrate skill identifying positive deviance from RQA and CM research activities by	○ ○ ○ ○ ○ **None Low Moderate High Expert**	○ ○ ○ ○ ○ **None Low Moderate High Expert**

synthesizing data from these research streams		
• Be able to adjust interview questions to account for local context	⬭ ⬭ ⬭ ⬭ ⬭ **None Low Moderate High Expert**	⬭ ⬭ ⬭ ⬭ ⬭ **None Low Moderate High Expert**
• Demonstrate skill in organizing/implementing key informant interviews	⬭ ⬭ ⬭ ⬭ ⬭ **None Low Moderate High Expert**	⬭ ⬭ ⬭ ⬭ ⬭ **None Low Moderate High Expert**
• Demonstrate skill in organizing/implementing interviews with media	⬭ ⬭ ⬭ ⬭ ⬭ **None Low Moderate High Expert**	⬭ ⬭ ⬭ ⬭ ⬭ **None Low Moderate High Expert**
• Demonstrate skill in taking qualitative and objective notes	⬭ ⬭ ⬭ ⬭ ⬭ **None Low Moderate High Expert**	⬭ ⬭ ⬭ ⬭ ⬭ **None Low Moderate High Expert**
• Be able to demonstrate quality interview questioning techniques	⬭ ⬭ ⬭ ⬭ ⬭ **None Low Moderate High Expert**	⬭ ⬭ ⬭ ⬭ ⬭ **None Low Moderate High Expert**
• Demonstrate skills in research ethics	⬭ ⬭ ⬭ ⬭ ⬭ **None Low Moderate High Expert**	⬭ ⬭ ⬭ ⬭ ⬭ **None Low Moderate High Expert**
• Enhanced understanding of the importance of a sampling plan, inclusion and exclusion criteria	⬭ ⬭ ⬭ ⬭ ⬭ **None Low Moderate High Expert**	⬭ ⬭ ⬭ ⬭ ⬭ **None Low Moderate High Expert**

• Demonstrate cultural sensitivity, leadership, and ownership of the research process	⬭ ⬭ ⬭ ⬭ ⬭ **None Low Moderate High Expert**	⬭ ⬭ ⬭ ⬭ ⬭ **None Low Moderate High Expert**
• Demonstrate global understanding of the Positive Deviance Theory and how it can be applied in different contexts	⬭ ⬭ ⬭ ⬭ ⬭ **None Low Moderate High Expert**	⬭ ⬭ ⬭ ⬭ ⬭ **None Low Moderate High Expert**
• Demonstrate ability sharing research skills with colleagues in the organization	⬭ ⬭ ⬭ ⬭ ⬭ **None Low Moderate High Expert**	⬭ ⬭ ⬭ ⬭ ⬭ **None Low Moderate High Expert**
• Demonstrate ability using research skills gained to inform evidence-based approaches to program implementation within respective institution	⬭ ⬭ ⬭ ⬭ ⬭ **None Low Moderate High Expert**	⬭ ⬭ ⬭ ⬭ ⬭ **None Low Moderate High Expert**

In this workshop, I learned the most about:

After this workshop, I want to learn more about:

This workshop could be improved by:

How do you envision using the skills and competencies gained?

What are 2 major takeaways with supporting example from the process going from training to data analysis?

RAPID QUALITATIVE ASSESSMENT EVALUATION TOOL

Assessing Learning Growth *Rapid Qualitative Assessment Training*		
METHODOLOGY Sessions on: (1) Research Process, (2) Implementing Methods, (3) transcription, (4) Participatory Mapping; December 5th, 2016 **Presented by Kaitlin Carson**		
7. Example Outcomes:	**8. Orientation** **My knowledge/skill in this Area:**	**9. Workshop Completion** **My knowledge/skill in this area:**
• Demonstrate skill in implementing key informant interviews	⬭ ⬭ ⬭ ⬭ ⬭ **None Low Moderate High Expert**	⬭ ⬭ ⬭ ⬭ ⬭ **None Low Moderate High Expert**
• Demonstrate skill in implementing participatory mapping exercises	⬭ ⬭ ⬭ ⬭ ⬭ **None Low Moderate High Expert**	⬭ ⬭ ⬭ ⬭ ⬭ **None Low Moderate High Expert**
• Be able to contribute feedback on interview questions	⬭ ⬭ ⬭ ⬭ ⬭ **None Low Moderate High Expert**	⬭ ⬭ ⬭ ⬭ ⬭ **None Low Moderate High Expert**
• Be able to demonstrate quality interview questioning techniques	⬭ ⬭ ⬭ ⬭ ⬭ **None Low Moderate High Expert**	⬭ ⬭ ⬭ ⬭ ⬭ **None Low Moderate High Expert**
• Demonstrate competence transcribing interviews	⬭ ⬭ ⬭ ⬭ ⬭ **None Low Moderate High Expert**	⬭ ⬭ ⬭ ⬭ ⬭ **None Low Moderate High Expert**

	None	Low	Moderate	High	Expert		None	Low	Moderate	High	Expert
• Be able to share and use technical knowledge gained from research training and implementation	○	○	○	○	○		○	○	○	○	○
• Be able to write high quality interview questions	○	○	○	○	○		○	○	○	○	○

PROTECTION OF HUMAN SUBJECCTS: Sessions (3) Trauma and Stress, (7) IRB protocols: December 6th, 2016

	None	Low	Moderate	High	Expert		None	Low	Moderate	High	Expert
• Be able to identify participants facing trauma and stress during interviews and know what to do in these cases.	○	○	○	○	○		○	○	○	○	○
• Demonstrate competence adhering to IRB protocols including requesting consent and keeping all questions completely voluntary for participants.	○	○	○	○	○		○	○	○	○	○
• Demonstrate competence Developing relations with community members.	○	○	○	○	○		○	○	○	○	○
• Demonstrate ability sharing research skills with colleagues in the organization.	○	○	○	○	○		○	○	○	○	○
• Demonstrate ability using research skills gained to inform evidence-based approaches to program implementation within respective institution.	○	○	○	○	○		○	○	○	○	○

In this workshop, I learned the most about:
After this workshop, I want to learn more about:
This workshop could be improved by:
How do you envision using the skills and competencies gained?
What are 2 major takeaways with supporting example from the process going from training to data analysis?

SOCIAL & BROADCAST MEDIA EVALUATION TOOL

Assessing Learning Growth *Social and Broadcast Media*		
METHODOLOGY Sessions: Identifying social and broadcast media resources, interviews, recordings		
10. Example Outcomes:	**11. Before SBM research** My knowledge/skill in this Area:	**12. After SBM research** My knowledge/skill in this area:
• Demonstrate skill developing new vocabulary around broadcast and social media	⬭ ⬭ ⬭ ⬭ ⬭ None Low Moderate High Expert	⬭ ⬭ ⬭ ⬭ ⬭ None Low Moderate High Expert
• Demonstrate skill identifying social and broadcast media resources in Haiti	⬭ ⬭ ⬭ ⬭ ⬭ None Low Moderate High Expert	⬭ ⬭ ⬭ ⬭ ⬭ None Low Moderate High Expert

• Demonstrate skill in cross referencing information for data validation	◯ ◯ ◯ ◯ ◯ **None Low Moderate High Expert**	◯ ◯ ◯ ◯ ◯ **None Low Moderate High Expert**
• Demonstrate skill in organizing/implementing interviews with media	◯ ◯ ◯ ◯ ◯ **None Low Moderate High Expert**	◯ ◯ ◯ ◯ ◯ **None Low Moderate High Expert**
• Demonstrate skill in taking qualitative and objective notes	◯ ◯ ◯ ◯ ◯ **None Low Moderate High Expert**	◯ ◯ ◯ ◯ ◯ **None Low Moderate High Expert**
• Demonstrate skill in use of technology for the purpose of recording and uploading information airing on radio stations	◯ ◯ ◯ ◯ ◯ **None Low Moderate High Expert**	◯ ◯ ◯ ◯ ◯ **None Low Moderate High Expert**
• Enhanced understanding of the importance of a sampling plan, inclusion and exclusion criteria for media research	◯ ◯ ◯ ◯ ◯ **None Low Moderate High Expert**	◯ ◯ ◯ ◯ ◯ **None Low Moderate High Expert**
• Demonstrate ability sharing research skills with colleagues in the organization.	◯ ◯ ◯ ◯ ◯ **None Low Moderate High Expert**	◯ ◯ ◯ ◯ ◯ **None Low Moderate High Expert**
• Demonstrate ability using research skills gained to inform evidence-based approaches to program implementation within respective institution	◯ ◯ ◯ ◯ ◯ **None Low Moderate High Expert**	◯ ◯ ◯ ◯ ◯ **None Low Moderate High Expert**

How do you envision using the skills and competencies gained?

What are 2 major takeaways with supporting examples from the process of data collection and analysis?

APPENDIX C : MONITORING, EVALUATION AND LEARNING – YEAR 1 REPORT

Introduction

Overview

An essential component of the USAID-funded, AIR-implemented *Alliance pour la Protection des Enfants* project is the monitoring and evaluation of and learning from project activities. As stated in the project's Monitoring, Evaluation, and Learning Plan, capacity building assumes organizational learning on the part of key stakeholders. In this project, capacity building is designed to occur organizationally through the participation of key individuals from partnering organizations. In support of Intermediate Result 1,[61] in Year 1 the team collected data about the organizational learning of subaward partners who contributed to Year 1 Research activities. In addition to data on capacity building, data on organizational partner learning was acquired to ascertain professional growth in competencies over time. This report presents an initial analysis of this data.

The project sought to attain feedback on capacity building and professional growth in four main domains: learning about research and the application of research tools related to the **Rapid Qualitative Assessment**, **Cultural Models study**, **Social and Broadcast Media scan, and Positive Deviance study**. The results reported in this document are anonymous and partner institutions are not identified.

Approach

Each participant provided data about baseline and end-of-year competency levels in order to establish trends in their learning. Participants filled out a scoring rubric with their estimations of competency for subskills under each of the four major content domains. They were asked to select "none," "low," "moderate," "high," or "expert." Then, a project representative conducted a brief interview to elicit more information about participant concerns and overall program feedback. While there are obvious limitations to participant self-reporting, the approach nonetheless provides an efficient means to understand professional growth in relation to organizational capacity building, in order to use evidence-based approaches in the implementation of project activities. An advantage of this approach is that such rubrics can be used formatively; as a means to help professionals learn and set goals for further learning.

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[61] Intermediate Result 1: Building local capacity for utilizing research methods to inform evidence-based pilot interventions.

Our 15 survey participants were from four different partner institutions: three non-governmental organizations (NGOs) and one institution of higher education. Thirty percent of the participants were female professionals and 70% of the participants were male professionals. Participants were from different professional backgrounds, including healthcare, social work, psychology, communication, and social anthropology, and two were teaching in higher education. The age range of participants was 25 to 55 years of age.

The figures presented in this report do not provide results for each individual in terms of their growth. Instead, we provided the overall trends that were derived from the number of self-estimations provided by participants of their competence in the pursued research capacity domains within Intermediate Result 1. The presentation of the data trends from baseline to the end of Year 1 is complemented by a presentation of interview question results that appears under the category of "Participant Perspectives on *domain X*" for three of the four content domains.[62] The complete list of targeted subskills under each domain are presented in Annex 1.

The Four Research Capacity Building Domains

Rapid Qualitative Assessment

The purpose of the rapid qualitative assessment (RQA) was to learn more about existing actors in child protection, their activities in the community, and any perceptions or experiences that could be identified in the communities related to violence, abuse, neglect, and exploitation. Skills in qualitative methods such as RQAs allow researchers to explore and understand in depth the experiences, opinions, and perspectives of informants. This is particularly important for understanding perspectives on the complexities of child protection and a lack of protection in Haiti, providing descriptions of ongoing child protection activities, and articulating how people currently engage with one another. Researchers learned about RQAs in Year 1 by undergoing two trainings with AIR qualitative research staff on process and protocol development, a mapping practicum, and the methodology involved in conducting key informant interviews and transcribing these.

A total of 6 participants from 3 organizations completed the self-evaluation on learning outcomes in rapid qualitative assessment. Under the domain of RQA, there were 10 subskills with expected learning outcomes. As indicated below in figure 2, from baseline to the end of Year 1 the number of subskills for which participants reported having a "high" level of competency decreased from 14 to 13. However, the number of subskills for which the participants reported having an "expert" level increased from 12 to 24. The number of subskills for which there was "low" competency dropped from 6 at baseline to 1 at the end of Year 1. This positive trajectory indicates considerable learning on the part of participants in this area in Year 1.

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[62] There were no follow-up interview questions for the domain of "Cultural Models," therefore there is not a participant perspectives section in this report for this domain as there is for the other three domains.

Figure 6. Competency Levels in RQA (Number Reported)
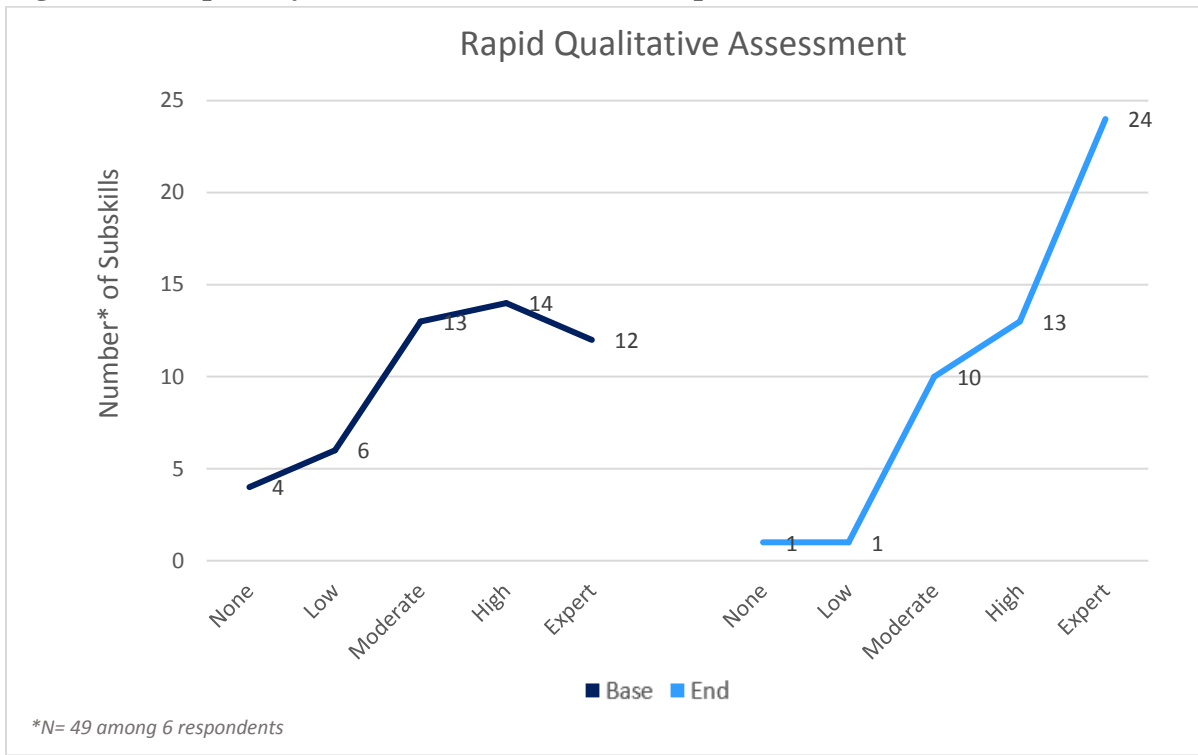
The 4 subskills with the greatest competency levels reported at the end of Year 1 were:

- Ability to demonstrate quality interviewing techniques
- Competence in developing relations with community members
- Ability to share research skills or processes with other colleagues in your organization
- Ability to use new research skills or processes to inform evidence based approaches to your organization's program implementation

Growth in competency levels from baseline to the end of Year 1 was greatest for:

- Skill in implementing a participatory mapping exercise
- Skill in transcribing interviews
- Ability to write high quality interview questions

Figure 7. Areas of Greatest Improvement from Baseline to End of Year 1
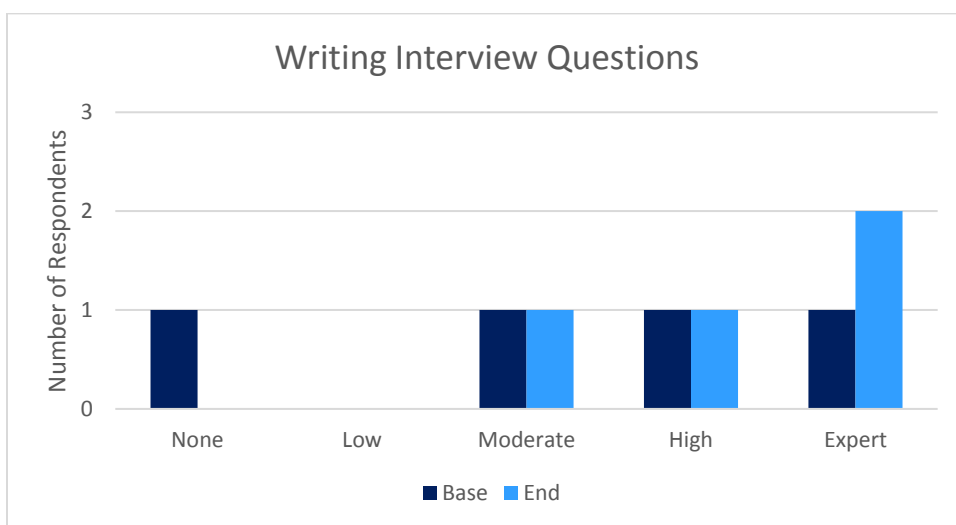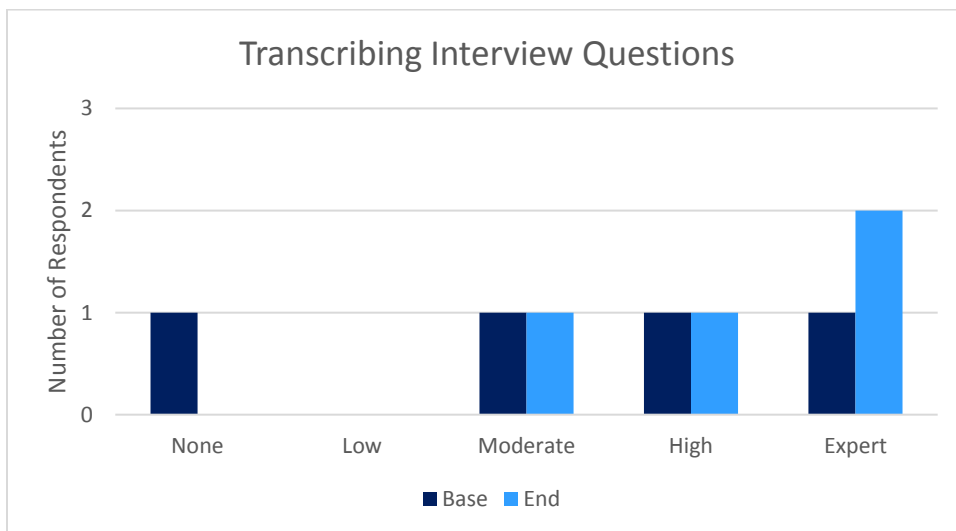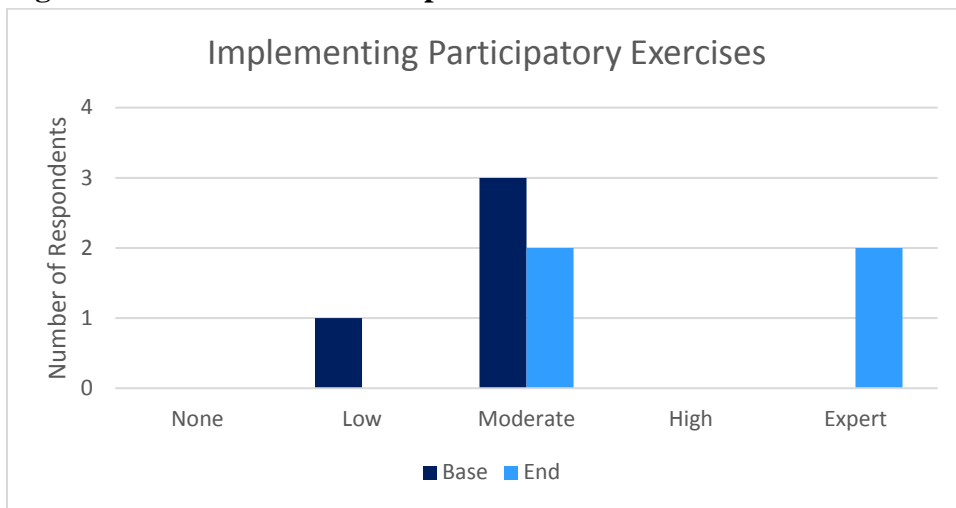
Other competencies with growth included the ability to share and use technical knowledge gained from research training and implementation and competence in adhering to IRB protocols.

Participant Perspectives on Rapid Qualitative Assessment

- *How do you envision using the skills and competencies gained?*

Participants reported that they will use the RQA skills and competencies in research or intervention projects in the communities they serve, as well as share with colleagues in the child protection field. At one of the institutions, a workshop was held in May to train colleagues within their organization in applying the RQA process. Several participants noted that the questions and process for developing the assessment protocols can be transferred to other projects and initiatives. They noted that the use of these tools helps to generate more awareness and interest in child protection issues. They learned that the process of bringing people together from multiple agencies and experiences in the field as part of the RQA itself promoted cohesion among stakeholders and better exchange of information related to what was happening.

Specific actionable knowledge and skills learned included the utility of the community mapping exercise and the knowledge gained surrounding research ethics. Specific examples noted included the idea of maintaining strict confidentiality, the use of consent forms, not asking personal identifying information, and maintaining anonymity. Several participants noted that they would employ such protocols going forward.

- *What are two major takeaways with supporting examples from the process of data collection and analysis?*

Participants noted that the community mapping task was a valuable exercise and provided new insights into how RQA methods could be successfully employed as well as insights into the existing state of affairs in child protection. One participant noted the strong engagement and dedication of institutions working in child protection (e.g. one community based organization rescued a child serving as a domestic helper with their limited resources). At the same time, another was surprised at discovering that state support to the child protection sector was weak.

Other specific takeaways included:

- Knowledge about the co-interpretation[SM] methodology to analyze the research and the value it can add to research endeavors
- Knowledge about the importance of careful sampling methods
- New contacts made with colleagues and key informants who work in child protection

- Understanding of the importance of piloting the research protocols
- Knowledge about the importance of organized logistical support
- Skill in using a recorder for interviews rather than relying on written notes

- *What could be improved in the RQA process?*

Participants noted several ways the process could be improved:

- Researchers desired more time for practicing interviewing techniques
- The mapping exercise could capture more community information (coding for the mapping exercise could be more diversified in terms of the number of categories and levels of analysis)
- Some protocol questions could be more specific and less ambiguous
- More time was needed for the recruitment of respondents
- More attention was needed to ensure the language of the tools corresponded with the language of the community
- RQA questionnaire length needs to be carefully considered (i.e. enough information should be collected to answer the research questions but not be so laborious that participants grow tired of answering questions)
- Safety of participants was noted as an issue in certain cases
- Recording interviews was treated skeptically by some respondents

Cultural Models

In Year 1, the project team gathered evidence of organizational learning about Cultural Models in research. Cultural Models are considered stable and widely shared patterns of thinking that guide reasoning and decisions that people within a culture make every day. Exploring this deep level of cultural understanding can be valuable for designing effective communication campaigns that change knowledge, attitudes, and behaviors on a variety of issues, and as such, it is important that our counterparts have skills in this area.[63] Researchers learned about cultural models in Year 1 through learning the basics of Cultural Models theory, practicing how to write quality interview questions, and demonstrating competency in the importance of developing and implementing a solid sampling plan. The 11 key expected Cultural Model subskill learning outcomes are presented in Annex 1.

A total of 5 participants from 1 organization participated in the Year 1 self-evaluation for learning about Cultural Models. As can be seen below, from baseline to the end of Year 1 there was an

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[63] Farmer, P. (1994). AIDS-talk and the constitution of cultural models. Social Science & Medicine, 38(6), 801–809.

increase in competency with the 11 strategic subskills. The number of subskills for which participants reported having a high level of competency increased from 14 to 28 from baseline to the end of Year 1. The number of subskills for which the participants reported having an expert level increased from 1 to 12. The number of subskills for which there was low competency dropped from 7 at baseline to 0 at the end of Year 1.

Figure 8. Competency Levels in Cultural Models (Number Reported)

N= 46 among 5 respondents
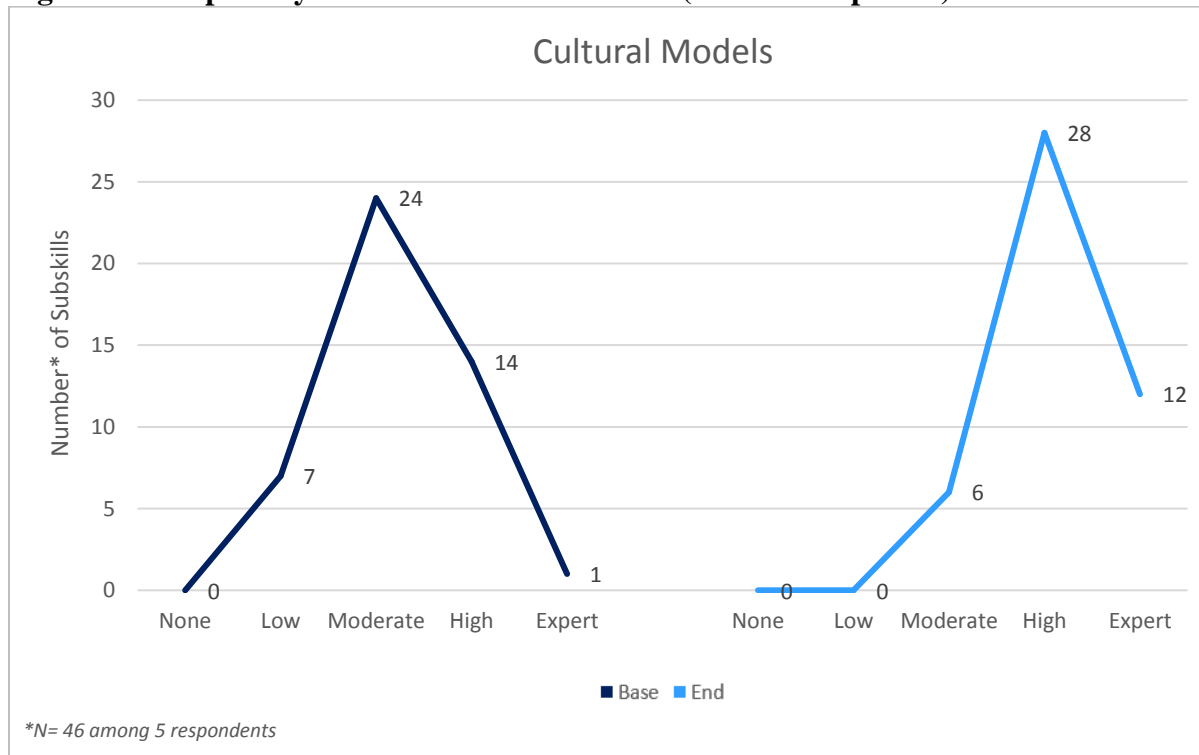
The three Cultural Model subskills with the highest competency levels reported at the end of Year 1 were:

- Ability to use new research skills or processes to inform evidence-based approaches to your organization's program implementation
- Ability to write quality interview questions
- Ability to share research skills or processes with other colleagues in your organization

Growth in Cultural Model competency levels from baseline to the end of Year 1 was greatest for:

- Understanding of Cultural Models theory
- Ability to use new research skills or processes to inform evidence-based approaches to your organization's program implementation

- Ability to share research skills or processes with other colleagues in your organization

Figure 9. Areas of Greatest Improvement from Baseline to End of Year 1

Understanding Cultural Models Theory

Ability to Use Resarch to Inform Implementation

Ability to Share Skills with Colleagues
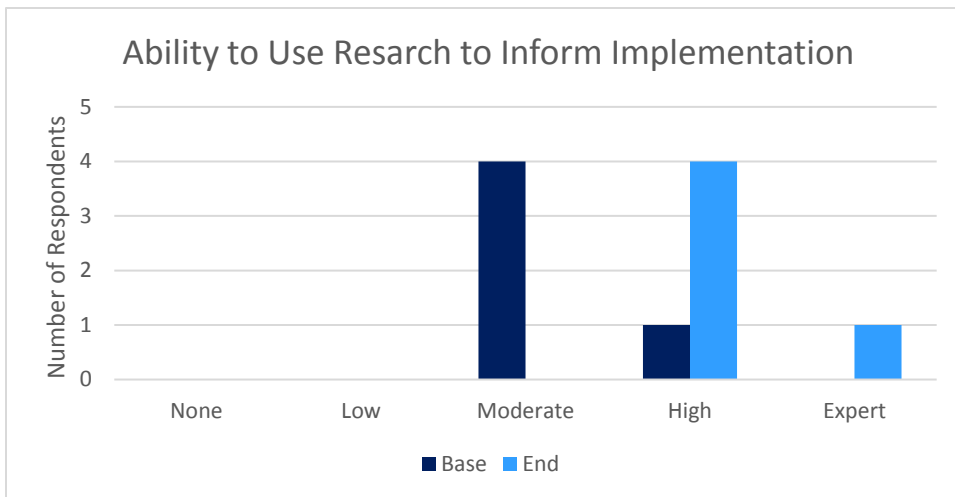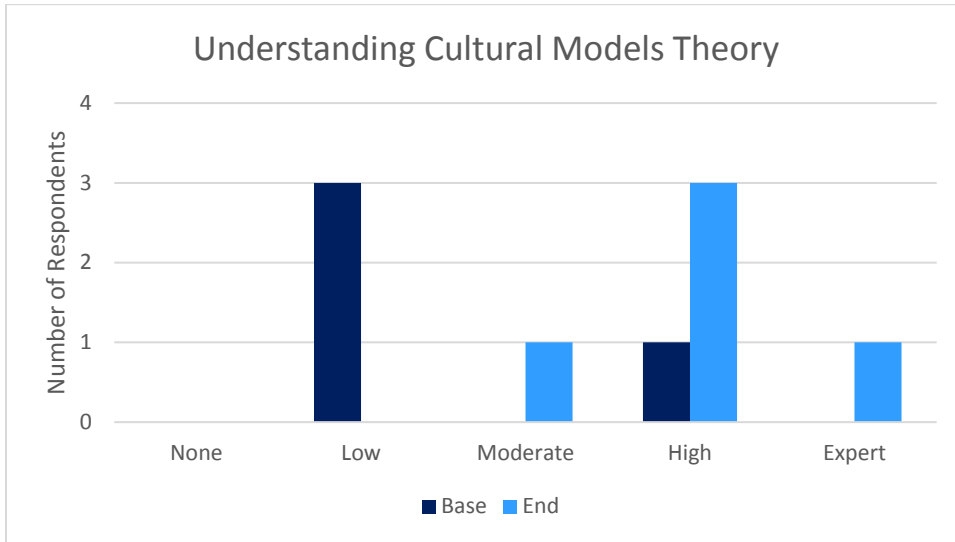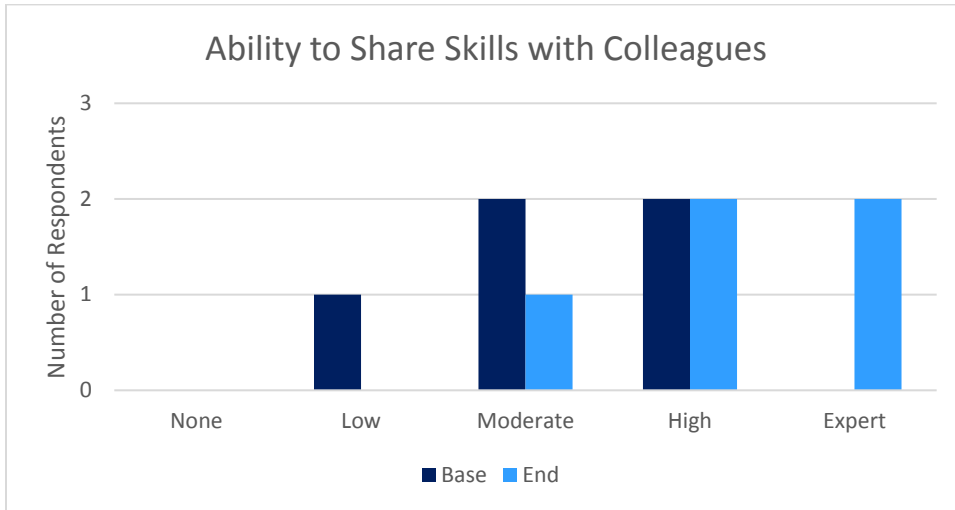
Social and Broadcast Media

The scan of social and broadcast media was conducted to look at influencers and followers of key messages related to child protection. Such influencers and followers could be useful targets for potential communication strategies through their continued discourse, specifically in interventions that contain a behavior change component. Researchers learned how to scan social and broadcast media in Year 1 through the use of data collection and analysis plans.

Two participants from one institution responded to our surveys in regard to what they learned about scanning social and broadcast media in project Year 1. As noted above in chart 1, from baseline to the end of Year 1, there was an increase in competency with the subskills learned over the last year. The number of subskills for which participants reported having a high level of competency increased from 2 to 12 from baseline to the end of Year 1. The number of subskills for which the participants reported having an expert level was zero at baseline and zero at the end of Year 1. The number of subskills for which there was low competency dropped from 8 at baseline to 0 at the end of Year 1.

Figure 10. Competency Levels in Social and Broadcast Media (Number Reported)

Social and Broadcast Media

Chart showing Number of Subskills across competency levels (None, Low, Moderate, High, Expert) for Base and End. Base values: None 3, Low 8, High 2, Expert 0, with Moderate 5. End values: None 0, Low 0, Moderate 6, High 12, Expert 0.*

N= 18 among 2 respondents
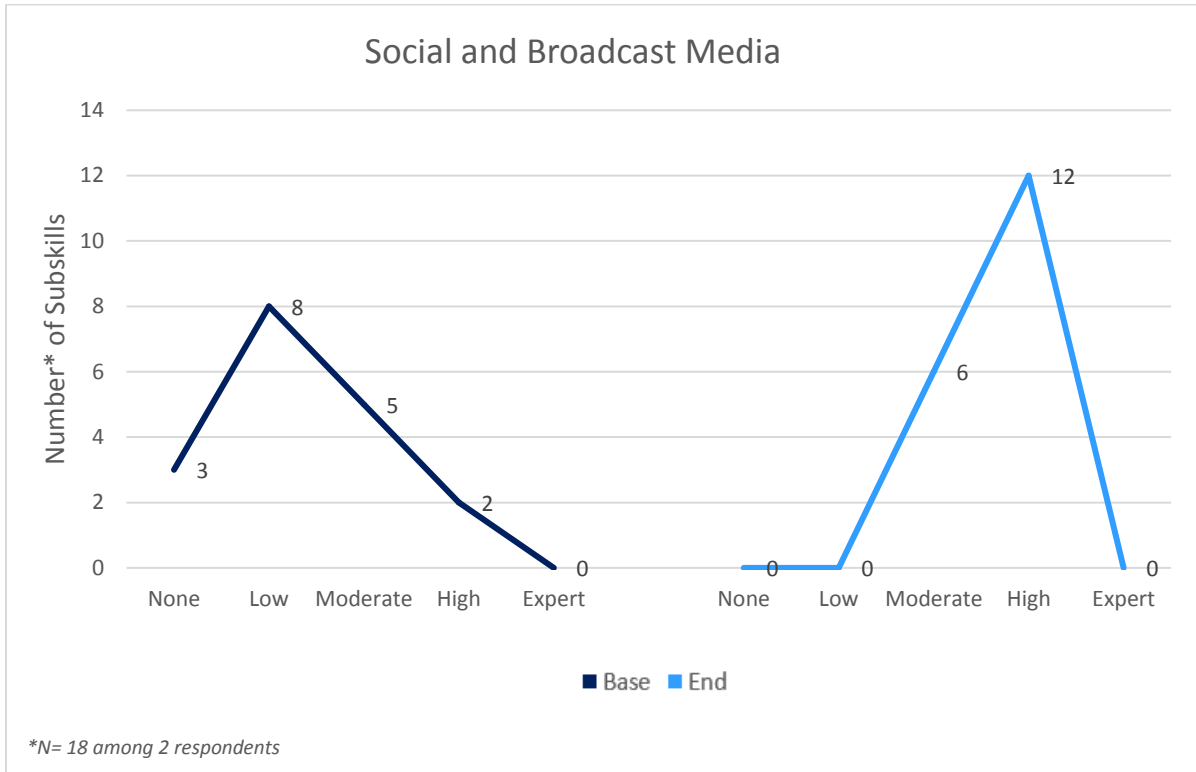
The 4 Social and Broadcast Media subskills with the greatest competency levels reported at the end of Year 1 were:

- Ability to develop new vocabulary around social and broadcast media
- Ability to identify social and broadcast media resources in Haiti
- Skill in taking qualitative and objective notes, and;
- Ability to share research skills or processes with other colleagues in your organization

Growth in Social and Broadcast Media competencies from baseline to the end of Year 1 was greatest for:

- Enhanced understanding of the importance of a sampling plan, inclusion and exclusion criteria for broadcast media research

Participant Perspectives on Social and Broadcast Media

- *How do you envision using the skills and competencies gained?*

One participant noted that the experience and skills acquired can be used for research with the same or another institution to promote child protection or other concerns. This participant noted motivation to compare this methodology with others to better support benefits of the technique

over other techniques. The participant aspired to add the technique to the curriculum of research methods classes. The participant reported that meeting with broadcast media representatives made him/her realize how much childhood was neglected as a research topic in this field. Possible follow-up initiatives s/he noted could include doing talk shows for children and creating a recreational center for children to help them express their potential. This participant noted that s/he is currently engaged with colleagues and community members to open a community library for children in Port-au-Prince.

- *What are 2 major takeaways with supporting examples from the process of data collection and analysis?*

Participants learned new techniques and expressed the desire to apply them in order to get radio stations more involved. They also shared that it was challenging to get media involved in this research about child protection issues. They noted that few radio stations in Haiti have radio shows that address child protection. Participants, however, observed changes in dispositions on the part of radio workers that were not conducive to cooperation in this area at first, referring to challenges in connecting with the stations by phone or in person. Nevertheless, towards the end of the research, journalists were leaning towards the need to address child protection on broadcast shows. Participants expressed the need for political support to encourage radio station interest for the topic of child protection.

The participants noted the desire for media representatives to take this issue more seriously in the future after the duration of our interventions (interviews/questionnaires) and, that they will use more air time to promote child protection on a regular basis, not only on special occasions such as International Children's Day. One participant was surprised to see "that childhood is so neglected in the country" and by the media in particular. They noted only one radio-educative show for parents called, "Parents-school," which targets parents and educators.

Positive Deviance

In Year 1, the project team gathered evidence of participant learning in the realm of positive deviance (PD) research. Positive deviance is based on the observation that in every community there are certain individuals or groups whose uncommon behaviors and strategies enable them to find better solutions to problems than their peers, while having access to the same resources and facing similar or worse challenges.[64] Consequently, PD is the culmination of these individual differences that can serve as a community resource for behavior change.

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[64] Pascale, R., Sternin, J., & Sternin, M. (2010). *The power of positive deviance*. Boston, MA: Harvard Business Press.

Our Haitian research colleagues needed to have skills to identify positive deviants as the project design is largely informed by the identification of outliers or observable exceptions that challenge the status quo. Such outliers were identified by researchers during phase 1 of the project. These observations helped identify what mechanisms will help improve child protection activities among stakeholders such as government actors, caregivers, community members, and teachers. Researchers learned about PD in Year 1 through observation and interviews, taking ownership and leadership of the research process, and identifying PD behaviors from the cultural models and rapid qualitative assessment research.

A total of 11 participants from 4 organizations participated in the Year 1 self-evaluations of skills development on PD identification. As can be seen below, from baseline to the end there was an increase in competency with the 9 subskills learned over the last year. The full list of subskills for PD can be found in Annex 1. The number of subskills for which participants reported having a high level of competency increased from 25 to 47 from baseline to the end of Year 1. The number of subskills for which the participants reported having an expert level increased from 14 to 36. The number of subskills for which there was low competency dropped from 18 at baseline to 0 at the end of Year 1.

Figure 11. Competency Levels in PD Methodology (Number Reported)

Positive Deviance Methodology

*N= 98 among 11 respondents across baseline
*N= 99 among 11 respondentsacross endline
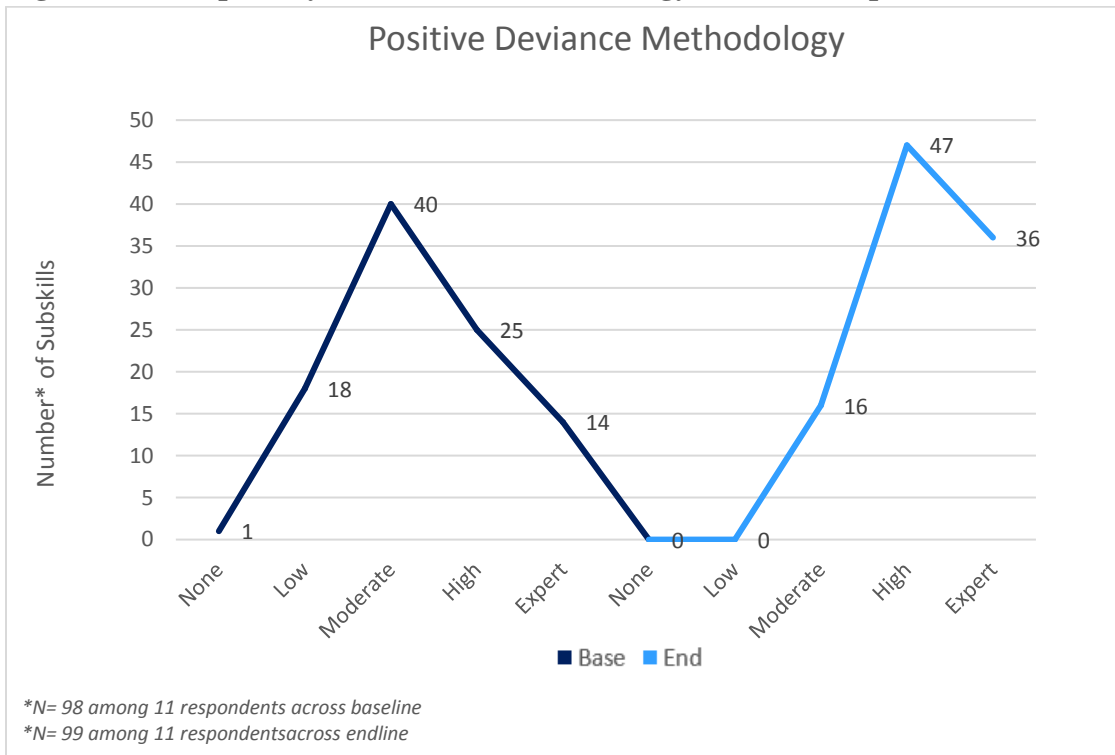
The three PD subskills with the highest competency levels reported at the end of Year 1 were in the areas of ability to adjust interview questions to account for local context, skill in implementing key informant interviews, and knowledge of issues in research ethics (see figures 2, 3, and 4 below). The numbers in the bar graphs indicate the total number of competency levels marked by all participants for that category.

Figure 2. Ability to Adjust Interviews to Context, End Year 1

Ability to Adjust Interviews to Context, End Year 1
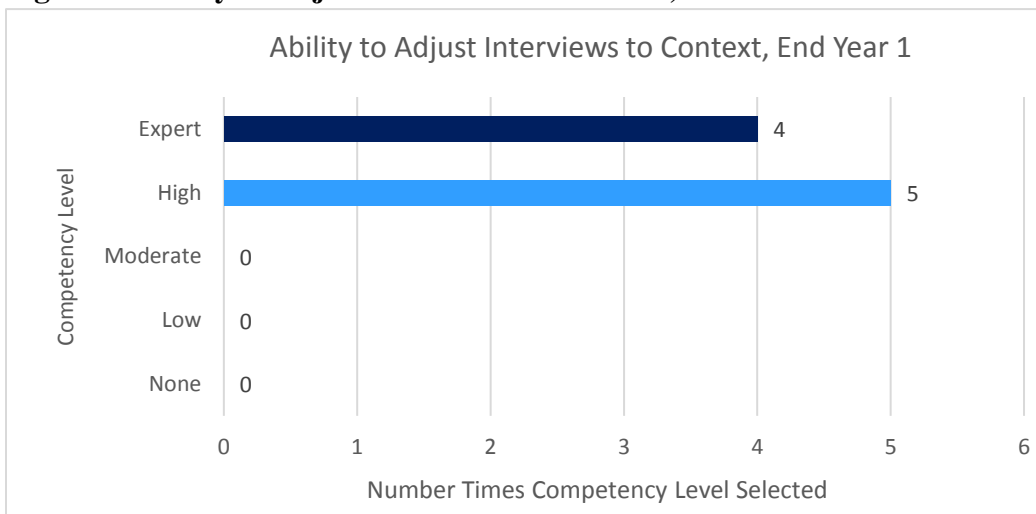
Figure 3. Skill in Organizing/Implementing Key Informant Interviews

Skill Organizing Informant Interviews, End Year 1

Competency Level	Number Times Competency Level Selected
Expert	4
High	5
Moderate	0
Low	0
None	0
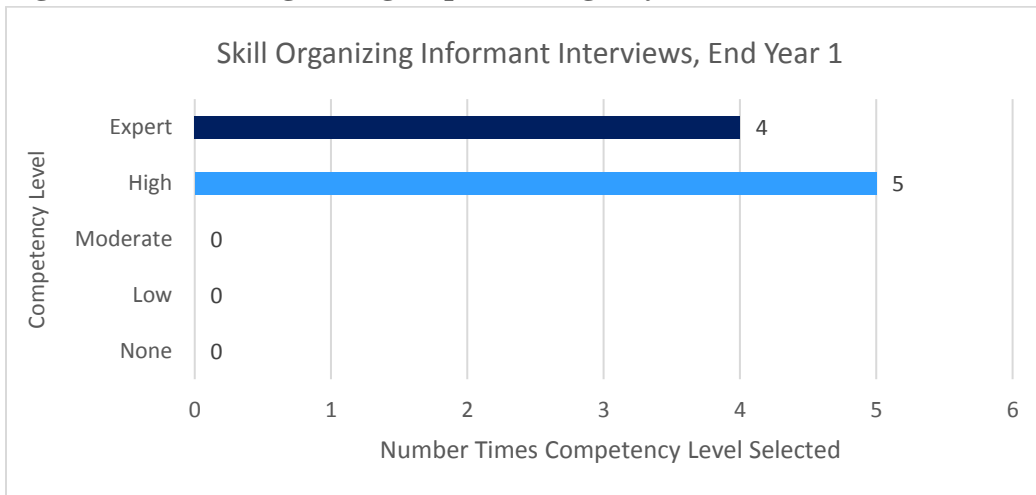
Figure 4. Knowledge of Issues in Research Ethics

Knowledge of Research Ethics, End Year 1

Competency Level	Number Times Competency Level Selected
Expert	3
High	6
Moderate	0
Low	0
None	0

Growth[65] in PD competency levels from baseline to the end of Year 1 was greatest for:

- Ability to articulate the PD theory and how it can be applied in different contexts
- Ability to identify PD from RQA and Cultural Models research activities by synthesizing data from these research streams
- Ability to adjust interview questions to account for local context

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[65] Growth level was determined by calculating total scores across respondents at baseline and at end of Year 1 and subtracting the difference. For each of the subskills using the following values for calculating levels: none = 0 points, low = 1 point, moderate = 2 points, high = 3 points, and expert = 4 points. This scoring system was used for the other three domains as well.

Figure 5. Growth in PD Competency Levels from Baseline to the End of Year 1
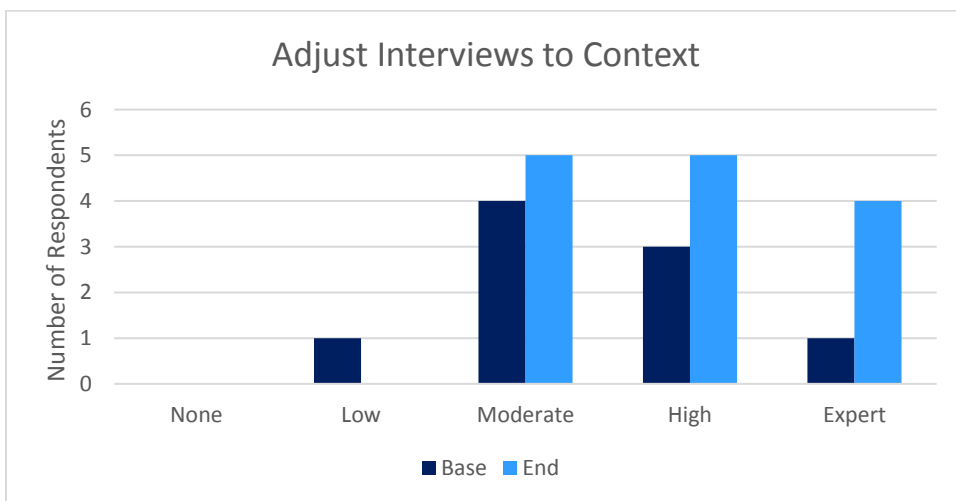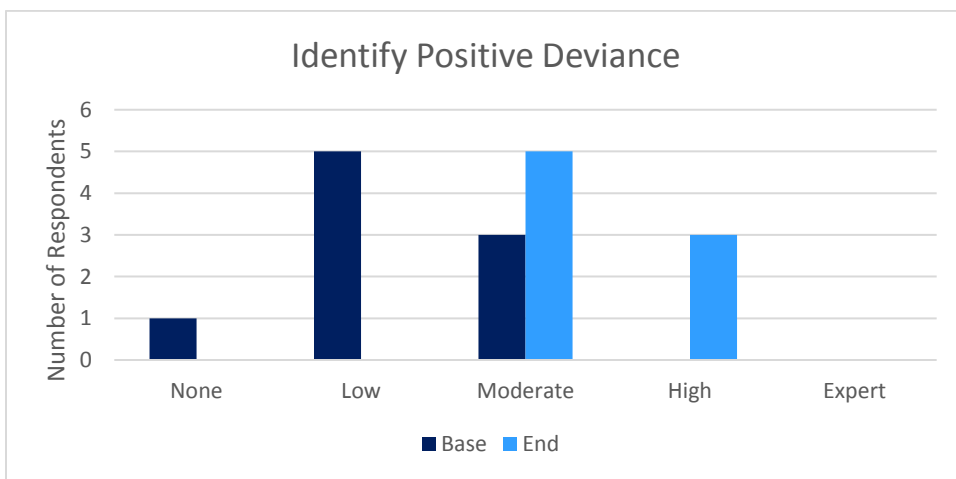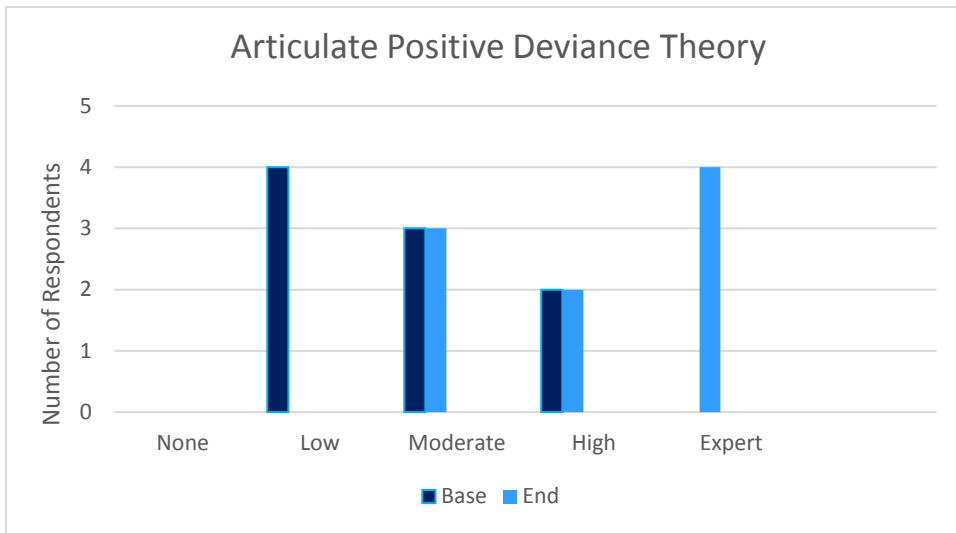
Participant Perspectives on Positive Deviance

- *How do you envision using the skills and competencies gained?*

Participants who were part of PD work noted that the skills and competencies they acquired could be used in both their personal and institutional research and programmatic endeavors. Half of participants reported that identifying positive deviance in the communities in which they worked will be a priority in their programmatic work going forward. Several participants noted that they would both share what they learned with colleagues and students as well as suggest that other non-governmental organizations employ PD approaches. One participant noted that having this approach in the toolkit will be useful to "increase our competitive advantage for future employment opportunities."

More specifically, participants noted the effectiveness of some of the participatory processes (i.e. meeting with partners and other people involved in child protection work and activities) that are a part of the PD approach. One participant noted that in the mental health field, positive deviance could become a best practice tool in Haiti, as identifying positive deviance could ultimately help to reduce stigma and assist with successful reintegration of people into their communities. Another participant also noted that the tools enabled a better understanding of both family dynamics and the economics of families in the communities in which they worked.

- *What are two major takeaways with supporting examples from the process of data collection and analysis?*

From Training and Preparation for Research

Participants noted that because AIR modeled the learning process in a participatory and collaborative approach, it could be replicated in their own organizations' research or evidence-based implementation endeavors. Several participants noted that they would create additional trainings in PD for colleagues with new materials and knowledge from this year. Participants believed that the data collection protocols were well thought out and characterized the learning process (for both PD and cultural models research).

Participants noted that the roll out of training interventions was well planned; the fact that the rapid qualitative assessment (RQA) took place before the PD research allowed participants to draw on newly learned skills and on the community contacts that were acquired during the RQA. Participants appreciated the thoughtfulness of the Co-interpretation[SM] process which was the culmination at the end of Year 1 research activities as it gave people a chance to come together, voice their concerns, share knowledge, and discuss findings collaboratively. It also made participants feel engaged in the process.

Participants noted that they learned:

- The importance of having tools and protocols in the appropriate language (e.g. Creole)
- Excellent communication skills are necessary to work with community members and assist them share and disseminate information about their community needs
- Customized protocols are important (e.g. as in cases where additional questions need to be added for organizations not working permanently in a community)
- Practicing in advance and piloting of interview questions and protocols are important in order to refine tools before they are employed in actual data collection
- There is a clear need for continuous learning on their part in order to hone their skills with the PD identification process (e.g. they can learn even more detail and clarification on how to identify solid cases in the communities)

From Field Work Practice Endeavors

One take away from their research in the community was that the methodology promoted transparency in that community respondents had to answer "on the spot." This meant that researchers were able to get an "unfiltered" view of the situation on the ground. Another big takeaway noted by participants was that the PD approach places the focus on community norms and cultures, and as such it fosters a holistic approach and does not just focus on individuals. This holistic approach was cited as important to removing barriers to successful implementation.

Participants also believed that the community involvement in the research process was important because it encouraged community members to participate more actively in child protection activities. Participants noted that when the community was engaged and believed that their contribution was making a difference, it reinforced community cohesion and strengthened links between organizations. Participants learned that existing communication within communities was sometimes poor and the PD approach can be used to encourage, maintain or increase opportunities for collaboration and communication between community members.

A takeaway for the researchers was the extent which some people in the community had limited information about what happens to the children, about their vulnerability, and about the children who move across the border. Community members struggled to share information about the reality children are facing. They noted that it was not easy to get community support for their endeavors and there was a general lack of information on who does what in the community. People who agreed to be interviewed were not always consistent and cancelled appointments. A conclusion from these challenges was that considerable investment in collaboration and building networks of trust were important to successful research.

Our participants learned the importance of clear, well-calibrated, and contextual relevant terminology, and to define concepts clearly when working in the community.

In addition to learning about challenges, participants were impressed by some community initiatives (e.g. in South-East where they witnessed low resourced community leaders active in protecting children in the community). A community leader in Banane shared that, at night, they have some community members who wake up to watch for movement on the border or inform authorities if a child were in danger.

Conclusions

In Year 1, the project sought to attain organizational capacity building in four main key domains: learning about research and the application of research tools related to developing skills in Rapid Qualitative Assessment and Cultural Models, scanning for influencers and followers of Social and Broadcast Media, and using tools to identify Positive Deviance. While there are cautions to drawing inferences from self-reported data, or claiming "expert" knowledge after practicing the application of this knowledge in only a few activities, there is nonetheless considerable evidence to support the claim that key stakeholders have gained new professional knowledge and skills as part of a capacity building process.

Annex 1: Learning Outcomes from Year 1

Positive Deviance
Expected Learning Outcomes (9 Subskills):
• Demonstrate global understanding of the Positive Deviance Theory and how it can be applied in different contexts
• Demonstrate skill identifying positive deviance from RQA and CM research activities by synthesizing data from these research streams
• Be able to adjust interview questions to account for local context
• Demonstrate skill in organizing/implementing key informant interview
• Demonstrate skill in taking qualitative and objective notes
• Be able to demonstrate quality interview questioning techniques
• Demonstrate skills in research ethics
• Enhanced understanding of the importance of a sampling plan, inclusion and exclusion criteria
• Demonstrate cultural sensitivity, leadership and ownership of the research process

Rapid Qualitative Assessment
Expected Learning Outcomes (10 Subskills):
Demonstrate skill in implementing key informant interviews
Demonstrate skill in implementing participatory mapping exercises
Be able to contribute feedback on interview questions
Be able to demonstrate quality interview questioning techniques
Demonstrate competence transcribing interviews
Be able to share and use technical knowledge gained from research training and implementation
Be able to write high quality interview questions
PROTECTION OF HUMAN SUBJECTS: Trauma, Stress, and IRB Protocols
Be able to identify participants facing trauma and stress during interviews and know what to do in these cases
Demonstrate competence adhering to IRB protocols including requesting consent and keeping all questions completely voluntary for participants

- Demonstrate competence Developing relations with community members

Cultural Models
Expected Learning Outcomes (11 Subskills):
• Be able to articulate key steps in preparing qualitative action research
• Be able to write high quality interview questions
• Be able to demonstrate quality interview questioning techniques
• Enhanced understanding of the importance of a sampling plan and how to develop one
• Demonstrate competence collecting and transcribing qualitative data for subsequent data analysis while respecting ethical principles
• Demonstrate competence analyzing qualitative data for cultural assumptions
• Understand cultural models theory and how cultural models research could be used for communications
• Can use technical knowledge gained to inform other research protocols
• Enhance understating of ethical consideration with regards to human subject research
• Be able to articulate training preparing for qualitative action research
• Demonstrate ability leading research team/ addressing technical challenges during research

Social and Broadcast Media
Expected Learning Outcomes (7 Subskills):
• Demonstrate skill developing new vocabulary around social and broadcast media
• Demonstrate skill identifying social and broadcast media resources in Haiti
• Demonstrate skill in cross referencing information for data validation
• Demonstrate skill in organizing/implementing interviews with media
• Demonstrate skill in taking qualitative and objective notes
• Demonstrate skill in use of technology for the purpose of recording and uploading information airing on radio stations
• Enhanced understanding of the importance of a sampling plan, inclusion and exclusion criteria for media research

APPENDIX D: SUCCESS STORIES

Co-Intepretation^SM: Creating a Roadmap for Change and Improvement

Working to Improve Child Protection

Photo: Lauren Reeves/American Institutes for Research

"It is rare we are invited to have a voice in these types of stakeholder meetings, for those of us working in the different departments. It is important for us to have been part of the research at the community level and to have been asked to be part of the discussions with other communities and national level representatives from the Haitian Government and the UN and other NGOs working in Haiti on child protection. We learned a lot through this co-interpretation process and we feel like we were able to contribute."

Abner Guerrier,
La Brigade de Protection des Mineurs,
Haitian National Police

Telling Our Story
U.S. Agency for International Development
Washington, DC 20523-1000
http://stories.usaid.gov

Efforts are made by individuals, non-governmental organizations, and state actors on a regular basis to advance the protection of children in Haiti. Yet, natural disasters, political instability, and lack of coordination around relief and development interventions continue to exacerbate vulnerabilities for children in particular. Indeed, hundreds of thousands of children are subjected to violence as a result of weak service delivery and inadequate response and referral systems throughout the country.

To help address these pressing issues, the USAID-funded and American Institutes for Research (AIR)-implemented *Alliance pour la Protection des Enfants* was designed to support the Government of Haiti's strategic objective to strengthen protection systems for vulnerable children. The Alliance involves the collaborative efforts of Haitian government representatives, United Nations agencies, community-based non-governmental organizations and leaders, and other key stakeholders.

AIR seeks to leverage local assets in its work and create an inclusive and collaborative learning and implementation environment. As a conclusion to the end of year one research activities, AIR hosted a two-day Co-Intepretation^SM workshop in July 2017 in Pétion-Ville with key child protection stakeholders from four departments targeted by the project: West, Artibonite, Northeast, and Southeast. The Co-Intepretation^SM workshop engaged a wide array of stakeholders to review year one research findings and provide feedback and substantive input on the prioritization of gaps and needs in child protection.

The Co-Intepretation^SM workshop was attended by 29 representatives from IBESR, BPM, UNICEF, UNHCR, IOM, Save the Children, GARR, SJM, CHAIFEJ, Lumos, CPD, Zanmi Lasante, and Restavèk Freedom. On the first day of the workshop, participants read through five key reports: a systematic review of effective child protection models inclusive of Haiti, as well as four community based research efforts that included a rapid qualitative assessment, positive deviance research, cultural models research, and a scan of influencers and followers of social and broadcast media. The workshop participants were asked to identify findings from these five reports, review them with the group, and record the findings on a labeled post-it note.

On the second day, participants developed key findings based on the report findings from day one that were identified and agreed upon as relevant. Each supporting point was attached to the key finding and reviewed to ensure it met the definition of a key finding and was written in a way that could be understood easily by anyone. Then, each key finding was written on chart paper and hung on the wall along with the supporting points captured on post-it notes. The key findings were reviewed collectively and discussed in great detail by the entire group. Each participant was able to vote on which five of these 24 key findings established by the group were considered to be priorities for designing a pilot intervention.

Collaborative engagement among workshop participants demonstrated that utilizing the Co-Intepretation^SM method ensured wider ownership over the process of data interpretation. Local perspectives were integral to the interpretation of research findings and the prioritization of key findings. The key findings identified with this diverse group of stakeholders will be used by the Alliance to inform the design of community supported child protection pilot interventions in years 2 and 3 of the project.

Mapping the Way to Child Protection in Haiti

Connecting the Dots

The result of one of the four mapping exercises in Haiti, reflecting known child protection programming in the country by participants.

Photo: American Institutes for Research

"Participatory mapping was a valuable exercise. Overall, the community participatory research process was an enjoyable way to engage community leaders and NGOs and an effective way to learn more about what others knew about child protection activities."

Dr. Reginald Fils-Aimé
Zanmi Lasante

"I can use the skills I learned through this process in my work and with other institutions to promote strong qualitative research skills."

Henry Robert Pierre-Paul,
Ethnology Faculty Member,
Université d'État d'Haïti

Telling Our Story
U.S. Agency for International Development
Washington, DC 20523-1000
http://stories.usaid.gov

Some of the most vulnerable communities in Haiti experience dire economic hardship, low access to social and public services, extreme risk of natural disasters, poor housing infrastructure, and high incidence of interpersonal and public violence. Children in vulnerable communities of the West, Artibonite, Northeast and Southeast departments, are exposed to working in domesticity, recruitment into armed gangs, homelessness, sexual exploitation, trafficking, unwanted pregnancy, abandonment, displacement, and more.

To best evaluate how to serve vulnerable children in these four departments in Haiti, the USAID-funded and American Institutes for Research (AIR)-implemented *Alliance for the Protection of Children* project partnered and consulted with local leaders and community-based organizations to identify existing child protection activities through a participatory mapping exercise. AIR uses mapping exercises, in addition to semi-structured and structured interviews, as part of qualitative research. Mapping is an effective tool to collect richer data on the experiences, opinions, and perspectives of informants and to create a more inclusive research environment.

As part of project activities, AIR worked with the Université d'État d'Haïti, Zanmi Lasante, Combite pour la Paix et le Développement, and Restavek Freedom to train a research team for data collection. In addition to other qualitative methods, AIR and its partners then conducted the mapping exercise with representatives from local and international NGOs, government representatives of IBESR and BPM, and community leaders in the four project departments. AIR utilized this mapping technique to help achieve several goals. The first was to gather information on spatial knowledge of child protection actors, vulnerability, and access to resources in target communities within departments; the second was to understand local and institutional knowledge of key child protection actors and activities; and the third was to involve local child protection stakeholders in the research process to inform the project of gaps and needs in consideration of future child protection activities. Further, the mapping exercise highlighted the funding sources and resource support for NGOs and community-based organizations in each department.

The participatory mapping exercise was helpful in identifying certain patterns across the four departments as to what child protection activities and strategies are perceived to be working well and which are less effective. For example, active engagement of community leaders was found to be critical to child protection programming, but often overlooked or not prioritized. Participants cited that a lack of communication and coordination among NGOs had created a weakness in child protection activities or repetition of interventions by different NGOs. Further, participants stated that there is little to no formal monitoring and evaluation of child protection activities within communities and sometimes this has negative unintended consequences on child protection.

The implementation of participatory mapping as part of qualitative research is critical. Too often research extracts information from external international NGOs or a small elite circle with greater access to donors and NGOs. As we look for new ways to engage local leaders and community members in sharing information about challenges that affect them and their communities, inclusive methods for gathering data are essential. AIR and its partners believe that the participatory mapping exercise in Haiti created more diverse data inputs as well as developed engaging and inclusive relationships with community members whose voices became integral to the research findings.