



**DEVELOPING A NEEDS ASSESSMENT: LESSONS LEARNED FROM
HAITI**

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Developing a Needs Assessment

Lessons learned from Haiti

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How it began

- Experience of visiting the community of Jacmel, Haiti in 2013
- Working with “Restore Haiti”
- Child Sponsorship
- Presenting to community leaders on child trauma
- Being involved in feeding approximately 500 children daily
- Worshipping with the community
- Learning the culture
- Seeing the vision
- Agreeing to partner with “Restore Haiti”

Research

■ Berry Fund

- Provides partial funds to aid professors and students in research relevant to the social work field
- Both BSW and MSW students qualify
- <https://www.roberts.edu/media/3643/departement-guidelines-for-berry-fund-proposals.pdf>

RESTORE HAITI

- Mission:
 - “To empower a community to rise from a culture of desperation to one of hope through providing assistance in the areas of nutrition, education, health care, and general living conditions.”
- <http://restorehaiti.com/>

Restore Haiti

- Jacmel, Haiti
- Approximately 500 children sponsored
- Goal: 600 children sponsored
- Provide:
 - Daily meal
 - Education
 - Uniform
 - Basic Medical Care

Restore Haiti

- Purpose
 - To explore how well the organization is responding to the needs of the children in the sponsorship program
 - To consider additional programs that may be needed

Literature Review

- Domains
 - Psychosocial – 5 questions
 - Child Safety – 5 questions
 - Health – 5 questions
 - Education – 5 questions
 - Youth and “Risky” behaviors for ages 12+
 - 7 questions

Implementation

- Who:
 - 30 sponsored children chosen by Pastor and leader of community
 - Convenience Sample
 - 2 Interviewers, 2 Writers, 2 Translators = 2 Team

Implementation

- What
 - 27 question survey
 - Dichotomous questions
 - Qualitative questions
 - Demographic information gathered
 - Name
 - DOB
 - Gender
 - Family Employment
 - Family Composition
 - Location of residence (in relation to resources)

Implementation

- Where
 - Interviews conducted next door to feeding program
 - After lunch each day for 3 days
 - Gated school yard
 - Outside

Potential issues

- Sample = hand picked by community leader
- Cultural barriers = bad touch, physical abuse, eating, confidentiality
- Interpreters = no training other than our team's brief training
 - Potential opinions and own translations

Results

- Frequencies N=32
 - Gender = 50% Male/50% Female
 - Employment = 59.4% yes
 - Trauma = 53.1% yes (loss of loved one, earthquake, 1 sexual abuse)
 - Friends = 100% yes
 - Activities = 34.4% Play, 28.1%, hide and seek, 21.9% soccer
 - Who to talk to when sad = 40.6% friend, 21.9% no one, 18.8% mom

Frequencies cont.

- Housing = 62.5% concrete/cement, 18.8% wood
- Housing 2 = 50% 1 or 2 rooms
- Emotion = 50% happy
- Safety = 75% yes
- Who keeps me safe = 34.4% parents, 15.6% God
- Bad touch = 71.9% no (potential cultural barrier)
- Physical abuse = 87.5% yes (cultural difference)
- Medical clinic = 90.6% yes
- Water = 53.1% buy, 28.1% well

Frequencies cont.

- Eating = 9.4% = 1x, 53.1% = 2x, 37.5% = 3x (cultural barrier)
- Feeding program = 84.4%
- Brushing teeth = 100% yes
- School = 100% yes
- Why miss school = 71.9% sick
- Transport = 100% walk
- Teachers = 93.8% like teachers
- Hard to learn = 56.3% = no issues, 31.2% = math/english

Frequencies with adolescents only

- Frequencies N=12
 - Intercourse = 25% yes
 - Fighting = 50% yes
 - Alcohol = 25% yes
 - Drugs = 8% yes
 - Pregnancy = 0% yes

Lessons learned

- Children were not as desperate as initially thought
- Excessive(westernized) use of corporal punishment is cultural norm
- Most common emotion = happy
- Little frame of reference for sexual abuse
- No correlations between items on the questionnaire

Lessons learned

- Additional questions to explore spirituality
- Train interpreters
- Ask questions in either likert or multiple choice format
- Educate team on cultural norms
- Visit homes
- Possibly interviewing parents
- Larger sample size
- Going Further

Lessons Learned

- Children don't necessarily consider being whipped or hit by their parents as being touched by someone where they do not want to be touched (discuss the form of discipline in Haiti)
- Lack of sex, drugs and alcohol admitted to amongst the older children
- The feeding program is effectively being used.

Future studies

- Use this questionnaire with other children who are not in the Restore Haiti program to understand how they compare to those in the program.
- Perform questionnaire both before and during a child's time in the Restore Haiti program to show progress over time.
- Compare Haitian children to children in other countries.
- A possible future follow up questionnaire may include questions in regards to the large amount of happiness expressed amongst the children.

Questions

- Time for questions and discussion



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