TABLE OF CONTENTS

001 Executive Summary – The Haiti Compact: Higher Education with Haiti
005 Introduction – About the Haiti Compact
009 Community Impact: Building Relationships
019 Student Impact: Measuring Learning
031 Continuing the Work: Post-Trip Advocacy and Support
035 Future Directions
041 Conclusion
045 Works Cited

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EXECUTIVE SUMMARY
The Haiti Compact: Higher Education with Haiti

The Haiti Compact: Higher Education with Haiti was formed during the summer of 2010 by five U.S. universities and the national alternative breaks organization, Break Away. For the past four years, the Compact has brought student groups from member universities on alternative break trips (short-term service-learning experiences that are issue-focused) in partnership with Ayisyen organizations, and student participants have continued their work through internships, advocacy and fundraising after returning from the trips. As outlined in the Haiti Compact’s 2010 report (Barwick et al.), the Compact values partnerships with community organizations based on capacity-building, collaboration, horizontal decision making, mutuality, dependability, and trust.

As the Haiti Compact entered its fourth year, members sought to better understand their impact in Haiti, across institutions and community partners. Assessing community and student impact showed that developing more specific goals and outcomes will allow sharper and deeper impact with Haitian community partners to better help them achieve their missions.

This report reviews the new Community Partner Impact Outcomes and Student Learning Outcomes developed by the Haiti Compact and the results of the assessment on the community impact and student outcomes.

A four year community impact survey presents an opportunity to examine the work of the Compact and its consistency with desired outcomes and best practices for international service-learning (Ward & Wolf-Wendel, 2000; Donahue, Bowyer, & Rosenberg, 2003; Clayton, Bringle, Senor & Hug, 2010; Bringle, Hatcher, & Jones, 2012). This survey allowed community partner organizations to report both direct and indirect contributions of Haiti Compact teams, measure specific community partner outcomes, and evaluate partnerships with Haiti Compact institutions. Key results, aligning with the Community Partner Impact Outcomes are highlighted below.

As a result of partnering with a Haiti Compact alternative break experience, community partners and members have been able to:

→ Establish reciprocal partnerships with student participants through an approach of solidarity
→ Share personal experiences, stories and perspectives of Ayisyen culture and history with student advocates
→ Gain increased capacity to achieve their own mission and goals, through long-term partnerships with alternative breaks

These goals continue to be a focus of the Haiti Compact going into the future.

In addition, Haiti Compact trips bring in revenue for the organizations as well as local businesses and individuals who provide translation, lodging, cooking, and transportation services. Material resources such as books, supplies and planted trees are also contributed for communities through Haiti Compact partnerships.
Over the past four years all partnerships and organizations reported 1,380 hours of service have been conducted affecting over 1,000 Ayisyen community members.

Survey data results indicated a need to further include community members in setting goals and planning of service that Haiti Compact teams engage in during their trips. By utilizing relationships built with community members and encouraging organization contacts, Haiti Compact leaders plan to incorporate more intentional and direct voice of the community members that teams will work with leading up to the actual alternative break trip.

Student Impact

The Haiti Compact developed a set of outcomes for student participants consistent with outcomes described in existing literature on service and service-learning. Through a qualitative document analysis, it was found through much of students’ writings, blog posts, testimonials, and advocacy projects, that students demonstrated achieving the following learning outcomes:

- Examine US and Ayiti relations using concepts of social justice, including power, privilege, oppression, and difference.
  - Students learned about history of colonization and its impact on the perceptions outsiders have of Ayiti. They learned about and questioned the role of foreign aid workers and development in Ayiti. Students reflected on how foreign aid has impacted the perceptions of outsiders.
  - Students learned about the role of foreign aid workers and development in Ayiti. They reflected on the importance of understanding the role of foreign aid and how it has impacted the perceptions of outsiders.

- Advocate for positive policy, organizational and grassroots change affecting Ayisyen communities.
  - Students learned that a top-down approach to international aid does not work at the community level, in many ways the students articulate the need to work hand-in-hand with community leaders with their values, priorities, and culture. With this knowledge, the participants then engage in advocacy and policy change back in the US.

- Apply Haiti Compact experience to academic, co-curricular and life endeavors.
  - Students recount using French they learned in the classroom, gained experiences related to their career interests. Students also accounted achieving personal growth as a result of “deep, moving conversations with Haitian partners” that allow students “to take a different perspective” on the work in Ayiti and their responsibilities after the trip.

- Cultivate meaningful relationships with people of diverse backgrounds and identities in campus and Ayisyen communities.
  - Participants note that relationship-building occurs in all stages of the trip: while doing direct service, through group discussion, during meal and travel times. This results in a greater understanding of each other’s cultures and closer personal connections with the work in Ayiti. Additionally, returning to the same community allows groups to witness progress and to engage in planning and conversations about future work and sharing resources.

- Engage in best practices for ethical and responsible international service-learning in Ayiti.
  - In pre-trip preparations and education, participants learn about the pitfalls of international volunteering and how to engage ethically and responsibly. They seek community members’ feedback and ask what they want out of the partnership, trying not to impose their own ideas. Being aware of power and privilege dynamics as students from the US is important in building relationships with Ayisyens, building on dignity rather than a sense of paternalism or helping attitude.

The qualitative narratives found in this report show how students reflect on their experience, which connects student experience to the larger social context and allows analysis of how to make further commitments to social action (Dubinsky, 2006). Since not all Compact schools engage in blogging or otherwise capturing journal entries, this could be set forth as an expectation in the future to collect data from participants from each member school.

Additional research may be needed to study how the commitments of Haiti Compact participants to advocacy are sustained following the experiences in Ayiti, specifically examining lasting effects post-graduation. Understanding the social, political, and historical contexts helps participants engage with the experience in Ayiti and equips them to move forward as allies, advocates, and ambassadors for the country, its people, and our collective work.
INTRODUCTION

The Haiti Compact: Higher Education with Haiti was formed during the summer of 2010 by five U.S. universities and the national alternative breaks organization, Break Away. The Compact’s purpose is to engage in responsible and sustainable service and advocacy work through alternative breaks with partners in Ayiti. The model is designed to ensure consistent, mutually beneficial, long-term, and effective relationships and projects between U.S.-based alternative breaks programs and communities and organizations in Ayiti.

The Haiti Compact has six key elements that differentiate it from a typical cooperative effort, making it a true collaboration.

### What is a Compact?

A compact has six key elements that differentiates it from a typical cooperative effort, making it a true collaboration.

<table>
<thead>
<tr>
<th>COMPACT ELEMENT</th>
<th>IN THE HAITI COMPACT</th>
</tr>
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<tbody>
<tr>
<td>Compelling and timely idea for action</td>
<td>Ayiti Earthquake in 2010; eagerness of students to “do something”</td>
</tr>
<tr>
<td>Identify and build the core</td>
<td>Break Away selected five staff at founding member schools; clear commitment to exploratory trip and four years of alternative breaks. Developed structure for weekly conference calls.</td>
</tr>
<tr>
<td>Galvanizing event</td>
<td>Exploratory trip, summer 2010. Developed fast intimacy, allowed space for questions and formation of best practices.</td>
</tr>
<tr>
<td>Continue developing goals and deepen original commitment</td>
<td>Continued support among Compact members, presentations at conferences, collective advocacy, and publication of report to refine goals.</td>
</tr>
<tr>
<td>Plan an exit and turnover of leadership</td>
<td>Original Compact members have recommitted for another four years; three new schools have joined the Compact to continue the work in the future.</td>
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Since then, the Compact has grown to have seven member universities: American University, the College of William & Mary, Loyola Marymount University and the University of Maryland, Eastern Michigan University, University of Connecticut, and Middlebury College, along with Break Away, the national Alternative Breaks organization.
In its inception, the Compact set out to meet six specific goals. Below are those goals, along with the ways the Haiti Compact has been successful in completing those goals:

1) Promote involvement of higher education in Ayiti, through on-campus education and advocacy, and where appropriate, the development of multi-year alternative breaks to Ayiti.

Between 2010 and 2014, Haiti Compact member universities have worked with a total of 8 partners, completed 16 trips and focused on issues ranging from Maternal and Child Health to Environmental Sustainability.

Community partners confirmed that Haiti Compact alternative breaks have led to meaningful relationships between U.S. and Ayisyen community members. The trips have utilized community input in project planning, been mutually beneficial, and built capacity among the host organizations.

U.S. student members have interned with Ayisyen organizations, raised funds for community partners, hosted Ayisyen visitors on campus, met with legislators on Capitol Hill to advocate for justice in US-Ayiti relations, and continued learning about Ayiti and the issues they addressed after their trip.

2) Serve as an information and training resource for policy, logistics, safety, pre- and post-trip reflections, and action and advocacy for student involvement and trips to Ayiti.

Compact members have presented at 19 national conferences or association events, consulted with staff and faculty at universities across the U.S., and have been involved in 4 articles or publications about best practices for alternative breaks and other service-learning experiences in Ayiti.

Compact members developed a comprehensive Rubric for Assessing International Community Partners that is now widely used by service-learning programs across the country.

Additional materials and resources have been published in the first Haiti Compact Report [Blarwick et al., 2010] and on haiticompact.org, including information on logistics, safety, issue education and other information for planning alternative breaks.

3) Provide the framework to be conducted by each cohort of students with each participating NGO, by coordinating and streamlining the process for NGO partners and alternative breaks coordinators to facilitate connections and consistency of efforts.

Coordinated connections among member institutions to allow multiple institutions to work with the same partners in Ayiti, increasing effectiveness.

Compact members and student leaders engaged in weekly conference calls, regularly including Ayisyen representatives, to share trip planning efforts in order to best coordinate with community partners.

Shared educational resources, listened to the voices of Ayisyen representatives who shared their experiences and ideas, served as a resource to one another for problem-solving, and held one another accountable to high standards of justice and reciprocity.

4) Expand outreach to campuses across the U.S.

Conducted a survey of hundreds of U.S. institutions to learn about their involvement in Ayiti and to share information and resources of the Compact.

Added three new college/university members since its founding, and consulted with many more.

5) Regularly provide updated reports, and share current information on best practices, partnerships and calls to action through haiticompact.org.

Wrote and published a two-year report distributed to all stakeholders in 2012.

Wrote and published 25 posts through haiticompact.org with updates, directions and current issues affecting the work of Haiti Compact institutions and community partners.

Wrote and published an introductory four-year report distributed to all stakeholders in 2014.

6) Modify each program and trip to continually meet the needs of Ayisyens as the Compact develops.

Continuously refined model and goals to ensure that alternative breaks programs are positively impacting community organizations and members in Ayiti, as well as the U.S. student participants.

Developed specific Community Impact Outcomemes and Student Learning Outcomes measured across all Haiti Compact programs to surface implications and directions for growth.

This report shares quantitative and qualitative data on the community impact and student learning occurring as a result of Haiti Compact programs. Further, it provides evidence of U.S. student and institutional members’ continued work on issues related to Ayiti beyond alternative break trips, including advocacy, internships, and support for grassroots organizations. Finally, it concludes with the future directions of the Haiti Compact and Compact members’ continued commitment to long-term, ethical and responsible service work in Ayiti.

To learn more about or get involved in the Haiti Compact, contact Break Away (breakaway@alternativebreaks.org). Please also visit http://haiticompact.org for the current updates and information of the Compact’s efforts.
As members of the Haiti Compact, U.S. colleges and universities are engaged in intentional and long-term partnerships through alternative breaks with community-based and nongovernmental Ayisyen organizations with the aim of creating meaningful and lasting impact in community in Ayiti. Throughout planning, implementation and assessment processes, Haiti Compact members seek to create positive impact that meets community-identified aspirations and needs.

Four years after the formation of the Haiti Compact, over 100 participants on 16 trips have worked with 8 organizations in Ayiti. Participants in Haiti Compact alternative breaks have planted trees, removed rubble, shared information on health, heard stories about financial empowerment, received training on sustainable agriculture, and developed lesson plans. Students have continued their work for justice in Ayiti through advocacy and internships. Members of the Compact have developed relationships with community partners and friends in Ayiti, listening carefully, learning, and being open.

The experience of the past four years has also revealed that more specific goals for the Haiti Compact will sharpen community impact and clarify ways that U.S. colleges and universities can work together productively with partners in Ayiti to help them achieve their missions. As each of the founding Haiti Compact members renewed their commitment to the work of the Compact for another four years, and newer members developed stronger relationships with their partners, the Compact also developed outcomes to focus on in the next four years.

As outlined in the Haiti Compact’s 2010 report (Barwick et al.), the Compact values partnerships with community organizations based on capacity-building, collaboration, horizontal decision making, mutuality and dependability and trust. Building relationships and partnerships rooted in reciprocity and mutuality is the foundation of Haiti Compact (Piacitelli, Barwick, Doerr, Porter & Sumka, 2013). The social justice orientation of the Compact calls for “doing with” as opposed to “doing for” Ayisyen communities and community partners (Ward & Wolf-Wendel, 2000). Desired community outcomes, developed by the Compact in 2014 and outlined below, reflect these commitments and priorities.

As a result of partnering with a Haiti Compact Alternative Break experience, community partners and members will be able to:

→ Establish reciprocal partnerships with student participants through an approach of solidarity.

→ Share personal experiences, stories and perspectives of Ayisyen culture and history with student advocates.

→ Gain increased capacity to achieve their own mission and goals, through long-term partnerships with alternative breaks.

In addition to these outcomes, Haiti Compact institutions aim to impact communities through contributions of needed fiscal, economic, material and educational resources. This may include trees planted, school supplies donated, housing fees contributed or local items purchased.
While each higher education institution individually and annually measures the community impact of their alternative break partnership, the Haiti Compact sought to better understand and assess the collective four-year impact across institutions and partners. In May 2014, Haiti Compact members administered a survey developed to qualitatively and quantitatively measure collective impact as reported by community partner organizations. In addition to the survey, Haiti Compact community partners will be interviewed as part of a doctoral research project later this year aiming to further determine the extent of “effective, reciprocal, and equitable international partnerships” (Murphy, J., in process).

**Community Impact Assessment**

The four-year community impact survey allowed community partner organizations to report both direct and indirect contributions of Haiti Compact teams, measure Haiti Compact community partner outcomes, and provide evaluation of the partnership with Haiti Compact institutions based on best practices. Survey responses and data reported below are from six partner organizations in Ayiti - an 88% response rate of current Haiti Compact partners. Quantitative items were measured and reported below using a 5-point Likert scale with response options ranging from 1 (Strongly Disagree) to 5 (Strongly Agree).

**Reciprocal and Mutual Partnerships**

As evidenced in our first community impact goal, Haiti Compact partnerships aim to benefit both U.S. students and institutions and Ayisyen community organizations and members as equally as possible. The Compact aims to advance the principle of mutuality within all elements of partnerships including exchanges of finances, culture, knowledge and goals. In addition, it is important that knowledge, goals and activities of the Compact be local, contextual and co-created with (rather than for) the community. Moving beyond mutual benefits, reciprocity facilitates the involvement of individuals in Ayisyen communities not just as consumers of knowledge and services but as participants in the planning, implementation and evaluation of the partnership (Saltmarsh, Hartley & Clayton, 2009). In the four-year survey, Haiti Compact community partners reported the following:

<table>
<thead>
<tr>
<th>SURVEY ITEM</th>
<th>RESPONSE AVERAGE</th>
</tr>
</thead>
<tbody>
<tr>
<td>Partnership with Haiti Compact institution(s) is valuable to the mission and goals of their organization</td>
<td>4.83</td>
</tr>
<tr>
<td>Partnership with Haiti Compact institution(s) can be characterized as mutually beneficial and reciprocal</td>
<td>4.50</td>
</tr>
<tr>
<td>Partnering with Haiti Compact institution(s) has benefited the community members they work with</td>
<td>4.50</td>
</tr>
</tbody>
</table>
The types of contributions made by Haiti Compact partnerships vary according to community needs and organizational missions. However, the impact and benefits most often described by Ayisyen organizations were relational and cultural in nature. For instance, according to Peasant Association of Fondwa (APF) director Father Joseph Philippe, “Students engaged in cultural activities, met with women’s groups and spent considerable time at the University of Fondwa with students, sharing experiences and insights about academic, career and life goals.” The relational outcomes of Haiti Compact students listening, engaging openly in discussions and reflections, sharing meals and experiencing cross-cultural activities with community members was highly valued by partner organizations:

American University students and faculty visits to Fondwa have helped connect students at the University of Fondwa and members of the Fondwa community to the broader global community. Their presence is encouraging and their support of initiatives in Haiti and volunteerism in the U.S. are helping to move programs forward, particularly in higher education.

–Rosemary Edwards, University of Fondwa

Haiti Compact institutions are exactly the instrument through which Na Sonje can complete the mission it has been given - to be a bridge for cross-cultural learning in Haiti.

–Carla Bluntschli, Na Sonje

Solidarity with the community has been significant, the locals feel more at ease to share their struggles, practices, and experiences with the [Haiti Compact] team. It is a win-win situation. –Gabrielle Vincent, Sonje Ayiti

In addition to relational and cultural impact, Haiti Compact partners also recognized more quantifiable benefits of working with Haiti Compact campuses (see numbers on right). Haiti Compact trips bring in revenue for the organizations as well as local businesses and individuals who provide translation, lodging, cooking, and transportation services. Material resources such as books, supplies, and planted trees are also generated for communities through Haiti Compact partnerships. Over the past four years and including all partnerships, organizations reported that 1,380 hours of service have been conducted affecting over 1,000 community members.

Haiti Compact teams incorporate many opportunities to learn and build skills from Ayisyens as well. For example, LMU students received training on urban gardening from Partenariat pour le Développement Local (PDL), a Ayisyen NGO dedicated to enabling rural communities and peasant organizations to lead their own development processes. The students returned to LMU inspired and with skills to work on sustainability and permaculture issues locally. The approaches of reciprocity and mutuality of the Haiti Compact provide a contrast to what community members may expect or be used to. As Carla Bluntschli of Na Sonje Foundation described, “For Haitians, to have foreigners come to learn from them instead of giving to them contains the value of human esteem, national pride and dignity that is beyond any financial gain. Although the economic benefit is significant, this different type of exchange has a healing and important impact in the material, educational and health issues for their lives.”

The Haiti Compact

1,000 COMMUNITY MEMBERS IMPACTED BY COMPACT EFFORTS

$63,274 MONETARY AMOUNT CONTRIBUTED

$1,400 VALUE OF IN-KIND/MATERIAL DONATIONS

1,380 HOURS OF SERVICE
The second community impact goal centers on empowerment through listening to community members share their own experiences, stories and perspectives of Ayisyen culture and history. We believe that honest dialogue between individuals from oppressed and oppressor groups can shift power and slowly translate into a more socially just society. In the four-year survey, Haiti Compact community partners reported the following:

<table>
<thead>
<tr>
<th>SURVEY ITEM</th>
<th>RESPONSE AVERAGE</th>
</tr>
</thead>
<tbody>
<tr>
<td>Community members are involved in determining goals, activities, and directions for engagement with Haiti Compact institution(s)</td>
<td>3.50</td>
</tr>
<tr>
<td>Community members have been able to openly share their voices, experiences, and perspectives with students from Haiti Compact institution(s)</td>
<td>4.50</td>
</tr>
<tr>
<td>Efforts of the Haiti Compact have left a long-term effect on community members</td>
<td>4.00</td>
</tr>
</tbody>
</table>

In the quotes below, community partners further explained the how Haiti Compact partnerships have been empowering to communities with whom they work.

Having Haiti Compact institutions here has helped the voice of the Haitian people go further in a much more positive way than ever. Their presence allows Haitians to give, to teach, to earn, and in general to be more empowered. –Carla Bluntschli, Na Sonje

Solidarity with university students helps them [Ayisyen community members] stay connected to the broader global community - providing hope and encouragement for young men and women struggling to achieve their goals to finish university and impact their own communities and country. –Rosemary Edwards, University of Fondwa

With this experience, I've seen the breaking of barriers and the slow degeneration of mistrust so often present between Haitians and Americans. –Wawa Chege, Komite Santral Menonit

Haiti Compact coordinators approach service and relationships seeking direction and guidance from community members. Opportunities to listen and learn - receiving instruction and insight directly from Ayisyens - are integrated into students’ experiences before and during trips to Ayiti.

The third area of focus for Haiti Compact community partnerships is capacity building. Haiti Compact teams aim not only to meet community-identified needs through service and projects, but for service and projects to be sustainable and replicable by community members. The Compact also aims to engage in service that builds and develops new skills or knowledge among community members and within the organizations we partner with. In the four-year survey, Haiti Compact community partners reported the following:

<table>
<thead>
<tr>
<th>SURVEY ITEM</th>
<th>RESPONSE AVERAGE</th>
</tr>
</thead>
<tbody>
<tr>
<td>Partnership with Haiti Compact institution(s) has increased the organization’s capacity for achieving our mission and goals</td>
<td>4.33</td>
</tr>
<tr>
<td>Partnership with Haiti Compact institution(s) has increased the organization’s capacity for new initiatives, projects, or activities that otherwise may not have been possible</td>
<td>4.00</td>
</tr>
<tr>
<td>Partnership with Haiti Compact institution(s) has increased the organization’s capacity for working with diverse others</td>
<td>4.50</td>
</tr>
</tbody>
</table>

Gabrielle Vincent, CEO of Sonje Ayiti, described the capacity building nature of their partnership with the College of William & Mary: “New skills were learned through capacity building trainings such as teacher trainings, business management for [a women’s solidarity] group to better manage their cocoa factory, yoga physical education training to pregnant women and nutrition training to mothers of malnourished children.” University of Maryland students facilitate culture and language exchange workshops with small groups of adult students. The professional school’s administrator, Romel, remarked, “This exchange is a unique opportunity for my students to build on English skills they learn in class. Practicing with native speakers improves speaking confidence and abilities.”
Implications

Assessing our community partnerships after four years yielded important information and conversations that will guide future directions of the Haiti Compact. Initial analysis indicates that in the first four years of the Haiti Compact, in terms of reciprocal community partnerships, empowerment, and capacity building, a majority of Ayisyen community respondents had positive experiences working with the U.S. colleges and universities who sent students to Ayiti. The assessment results are indicative of the Compact’s principles of reciprocity characterized by a “constant interplay between giving and receiving, between teaching and learning” (Donahue, Bowyer, & Rosenberg, 2003, p. 16). As community partners have reported, the Compact’s practices begin to blur boundaries between provider and receiver, changing traditional cultural and service paradigms that could get in the way of mutual benefits (Donahue, Bowyer, & Rosenberg, 2003). Nonetheless, there are always ways to improve impact, relationships and voice of community partner organizations and members.

One of the most significant findings was the need to further include community members in setting goals and planning of service that Haiti Compact teams engage in during their trips. As a result, the Haiti Compact staff and student leaders aim to work with community partners more closely in identifying and organizing objectives and projects in the coming years. By utilizing relationships built with community members and encouraging organization contacts, Haiti Compact leaders plan to incorporate more intentional and direct voice of the community members. An area of focus will be ensuring community members, not just organizational staff, are included in planning documents and conversations leading up to the actual alternative break trip. In doing so, the Compact aims to reach fully “transformational” (rather than “exploitive” or “transactional”) relationships, as described by Clayton, Bringle, Senor and Hug (2010).

Collectively assessing impact among all Ayisyen community organizations and members is complex due to the various types of service projects and episodic trips in which Haiti Compact members engage. Measuring impact is made even more difficult not only by language, distance and cultural differences but also by the often indirect outcomes, ambiguity, and multiple interpretation of terms. In addition, community members and partners report that many benefits and gains are ‘intangible’ and difficult to describe with words or numbers. Now with specified community impact goals and assessment measures in place, the Compact will continue to improve practices and knowledge of the collective impact of the partnerships.

In upcoming Haiti Compact alternative breaks, member institutions will use the above goals to develop mutually beneficial projects in-country, prepare students for effective work, and continue support of Ayisyen friends while participants are back on campus. The Compact’s effectiveness in meeting those goals will be assessed with a diverse mix of methods, including tracking projects from year to year, continued in-depth evaluations with community partners, assessing student writing and digital stories, and possible longitudinal studies to capture growth.
In the 2010 Haiti Compact Report, student education, advocacy and action are all outlined as core principles and practices for Alternative Breaks (Barwick et al.). From its formation, the Compact has prepared students for their involvement in alternative breaks with cultural sensitivity, hard and soft skill training for their projects, knowledge of Ayisyen history, understanding of their social issues, communication skills, basic Kreyol language, skills and practice in advocacy, and critical thinking about their work. Through group reflections, dialogue, blog posts, continued application of experiences, individual assessments and staff observations, students’ learning and development is rich and evident.

However, the experience of the past four years revealed that more specific and measurable student learning outcomes that span across Haiti Compact colleges and universities are needed. Consistent learning outcomes and assessment of those outcomes enhance program curriculum and clarify understanding of how and what students are learning as a result of their alternative break experiences.

Kreyol is the preferred spelling and pronunciation for Ayisyen-Creole language.
The Haiti Compact utilized qualitative Haiti Compact member alternative break materials including student blog posts (short public essays), trip assessments, and trip evaluations to assess student participants’ learning prior to, during, and after the trips. A coding framework was developed using each student outcome as a code. Trip materials were then coded to capture data and themes around each student outcome. Analysis of student data from the blog posts, assessments, and evaluations, indicates that students did learn about the foreign relations in Ayiti through a lens of examining power and privilege.

The first learning outcome stem from the fact that U.S. American student groups (in which the majority of students are from the U.S.) come from a country with a complex and often violent history of negative foreign relations in Ayiti and comparable to that is not often brought to light. One of the first lessons learned by the members of the Haiti Compact exploratory trip in 2010 was the importance of understanding the history and current state of U.S. and Ayiti relations in the context of the power of one country over the other, the resulting oppression, and the privilege U.S. students, staff and faculty bring with them by coming from the U.S.)...From the U.S. occupation of Haiti, which lasted from 1915-1934...Aristide & Flynn, 2000). University of Maryland students (2012) were extremely disheartened by the apparent ignorance USAID had in Haiti in the early 1900’s; “participants were surprised to learn of the U.S. occupation of Haiti, which lasted from 1915-1934” (American University blog post, 2013).

Several themes around U.S. – Ayiti relations emerge from students’ written reflections of their journeys and experiences in Ayiti. The seven categories highlighted below are history of colonization, outsider perceptions of Ayiti, the role of foreign aid workers in Ayiti, U.S. agriculture policy’s impact on food security, Ayiti having much to teach foreigners, appreciating cultural differences, and learning about global inequalities.

The first theme that stands out refers to the history of colonization and its impact on the perceptions outsiders have of Ayiti. Some of the students observe the importance of understanding the historical context of colonialism, the Ayiyen revolution in 1804, and the lasting exploitation that ensured from the Western powers including France and the United States. Doing so, they de-construct and banish the common stereotypes and misconceptions people often have of Ayiti as “poor Haiti” or “dangerous Haiti” or “lazy Haitians.” (University of Maryland student blog post, 2012).

Several students expressed shock upon learning about U.S. invas of Ayiti in the early 1900’s; “participants were surprised to learn of the U.S. occupation of Haiti, which lasted from 1915-1934” (American University blog post, 2013).

It is clear that much of what students gain from traveling to Ayiti, beyond reading books and articles, is a radical challenge of their perceptions and preconceived notions. “Actually going to Haiti changed many of the perceptions Americans have about the country and it was a valuable experience for anyone interested in economic development, history, education, and women’s issues” (American University assessment survey, 2013).

Students also learned about and questioned the role of foreign aid workers and development in Ayiti...

They spoke to us about their roles as aid workers and how very often their role in Haiti seemed to go against the role of colonizers in Haiti - how no matter how much an aid worker tried, they would always carry a certain amount of privilege with them. This raised interesting questions among us, and seemed to echo a lot of the sentiments we had been hearing throughout our time here. What is our role as aid workers? How long should we be here working as aid workers? Should we be here? If we are not here, what can we do to support international development? “University of Maryland student blog post, 2012,

Other students write about the ramifications of foreign aid focus ing on “helping” over building human relationships. They found that this leads to Ayiyen seeing foreigners as “dollar signs” and creating a culture of asking for things. Students got an inside view of how many of the large development agencies.

When we had just finished a couple of days of lectures from Haitian organizations and visited the USAID (effic) - I was ex tremely disheartened by the apparent ignorance USAID had in the country. It was very impactful and I realized how important it is for our government to be more transparent.

“University of Maryland participant assessment, 2014.

Students spoke about the story of the destruction of the Kreyol pig, a ‘classic paradigm of globalization.” In the 1980’s, the U.S. govern ment decided that the Kreyol pig, a breed well-adapted to Ayiti’s climate, mountains, available pig feed (food waste), and beneficial to the soil for agriculture, was at risk of spreading swine flu to the North. The U.S. government exterminated all of the native pigs in a period of 13 months with the promise of “new and better” breeds from Iowa. These breeds did not adapt well to Ayiti; some estimates state the rural Ayiyen farmers (peasants) lost $400 million dollars (Aristide & Flynn, 2000). University of Maryland students (2012) were shocked to learn of this story and connected it to the current state of extreme deforestation in Ayiti, since families were forced to sell trees for firewood and became the new source for bank ac counts of Ayiyen families.

Students discuss food security in their essays and evaluations con nected to U.S. agriculture policy and the problem of importing rice and other cheap or free foods from the U.S. resulting in negative impacts on the Ayiyen economy and diet.

Apparently, most of the peanuts used at the facility must be imported from the United States because it is cheaper, although they are trying to use a greater percentage of the Haitian-grown peanut butter. This got me thinking about the actual impact of U.S. agricultural surpluses around the world, which are sold at below market prices and effectively make Haitian farmers uncompetitive. (College of William & Mary Student blog post, 2014).
Many students reflected on Ayiti having much to offer and to teach Western powers:

So, while I was thinking about the destruction that international actors have created, and continue to create in Haiti, I am also hopeful for good things and maybe someday in the “West” will understand that we have so much to learn from the people of Ayiti.

–University of Maryland Student blog post, 2012

This is a strong theme among student participants, focusing on the importance of building relationships and learning from Ayisyens, and earning and observing over and above giving aid (College of William & Mary Student blog posts, 2011 & 2014).

By talking to and meeting people different than themselves, students are able to appreciate difference and different perspectives and sides of the issues: Students learn about the rich history of Vodou and its misconstrued portrayal in the media, “[This misconception about the religion — I and I believe many would argue — stems from many years of Haitian repression and impoverishment rather than experience with Vodou itself” (University of Maryland Student blog posts, 2012 & 2014).

Students often become quite aware of the stark differences in income and access to resources when they travel to Ayiti. The global inequalities typically become apparent after they have spent time in impoverished or very low-income rural or urban areas without access to clean, running water, electricity or public education and then visit a hotel that caters to Western tourists or aid workers. They express shock and dismay at the disparities while at the same time they realize that they are most comfortable in air conditioned buildings with American-style food and potable water. One student from William & Mary puts it this way, “how could we be sitting poolside, sipping fruit smoothies and nibbling on steak and lobster when people were struggling to survive a few hundred yards away” (student blog post, 2012).
Advocate for Positive Policy, Organizational and Grassroots Change

Haiti Compact students delve deep into various issues that affect Ayisyen communities, including women’s empowerment, access to education, reforestation, border issues with the Dominican Republic, rural development, health and nutrition, microfinance, and small business development. With this knowledge and experience, the participants engage in advocacy and policy change back in the US that supports Ayisyen interests and positive policy development. Number of hours they spend in policy work and post-trip stuff.

The evidence that students participating in Haiti Compact programs understand grassroots change is reflected in their writing:

"We aren’t like the other foreigners we were exposed to today. We’re not trying to “help” Haiti like the doctors in the restaurant, nor are we trying to “save” Haiti like the 28-person group from central Michigan. We are here to actively learn so that we can address social issues vital to Haiti’s recovery.

–College of William and Mary Student blog post, 2012"

Capacity building and sharing knowledge between each group; with U.S. students and Ayisyen community members learning from each other is one of ways that the Haiti Compact supports Ayisyen communities. Some student groups have worked with microfinance, and small business development. With their values, priorities, and culture:

Students learn that a top-down approach to international aid does not work at the community level; in many ways the students articulate the need to work hand-in-hand with community leaders with their values, priorities, and culture:

"So my wish for our week - or at least one of my wishes - that our trip leads to something much deeper than humanitarian tourism. That we see how so many kinds of aid end up being harmful to dignity and empowerment. That we see who is doing something different - who’s creating sustainable models - and learn from them.

–College of William and Mary Student blog post, 2012"

Related to the second goal is the knowledge that participants gain about the role of organized communities working together for positive change.

"I learned a lot about the role of community in rural development - one of the most poignant moments that I experienced to do with this theme was when the band played music in UNIF and the entire community joined us for a wonderful night of dancing. All students and members of Fondwa dancing hand in hand - that is the sense of community that binds and has bonded Haitian people together.

–American University student assessment, 2014"

Students, inspired by the community leaders and the grassroots organizations they met, continue to do advocacy and policy work by showing films they created to support displaced communities, or visit Capitol Hill to support legislation on violence against women in Ayiti, or agricultural policies that do not harm Ayisyen farmers.

"I am now more passionate about international development as well as more knowledgeable about some of these complex issues. I cannot imagine a way I could have put my Winter break to better use” (College of William and Mary student blog post, 2014).

In blog posts and post-trip surveys, students overwhelmingly comment on the relationships they made during their Haiti Compact trips:

"The experience was filled with inspiring individuals and communities whose stories, time and efforts were gracious gifts to our team. Each moment served as a transformative and empowering answer for what we must do as a result of our time in Haiti" (University of Maryland student in Haiti Compact newsletter, 2013).

Cultural exchange sessions provided opportunities to delve into deep subjects including religion, education, and sex education. Participants agree that in doing service for the communities in Ayiti, they also gain something themselves. The personal growth that students see is a result of "deep, moving conversations with Haitian partners" that allow students "to take a different perspective" on their work in Ayiti and their responsibilities after the trip (College of William & Mary student blog post, 2011).

In their comments, students reference the desire and commitment to continue their involvement as advocates for Ayiti after their Haiti Compact experience is over. Many reference direct action such as continued advocacy through film screenings on campus, participation in lobbying campaigns, and ensuring that their universities maintain strong partnerships with their Ayisyen counterparts. A number of students shared personal commitments to return to Ayiti in the future -- both with the Compact, and on their own.

Students affirm their commitment to Ayiti in less direct ways, including sharing their experiences with others, hoping that “those who hear what we experience” will “join us as advocates for Haiti” (College of William & Mary student blog post, 2011).

Overwhelmingly, student comments reflect the unique nature of their Ayiti experience: "No trip abroad enables a student to think as critically about social justice and the role we play in it like this one did," commented one American University student in the 2014 participant assessment.

In the spirit of encouraging life-long active citizenship in student participants, this program reflects the desire for students to apply their Haiti Compact experiences beyond their trip participation.

Students’ long-term integration of lessons learned on a Haiti Compact alternative break leads to a more profound impact on community. When students go on to become advocates for justice in U.S.-Ayisyen policy, raise funds for community organizations, gain knowledge on international aid and development, or choose a career with a justice focus, their short-term experience and work in Ayiti ripples out to have broader and more lasting results.

Students connect their Haiti Compact work to course content in a few ways. A number of students recount stories of having to use French they learned in the classroom during their time in Ayiti. Students found this experience to be both fun -- when they were able to connect to people they met while in Ayiti - and nerve-wracking. One student from College of William & Mary notes: “I’m happy that I was put in a situation that gave me the opportunity to really think about and develop language skills which I had only really ever practiced in a classroom” (blog post, 2011).

Students were also able to work with faculty to gain credit for their experience, and were able to gain experiences related to their career interests, in fields as varied as film production and midwifery.

Students who are studying international relations or international development, found the trip to be particularly eye-opening. They note that the trips led them to “greatest awareness and understanding of development” (University of Maryland student assessment, 2014) and will impact the way they think about international aid and work in the field.

"The experience was filled with inspiring individuals and communities whose stories, time and efforts were gracious gifts to our team. Each moment served as a transformative and empowering answer for what we must do as a result of our time in Haiti” (University of Maryland student in Haiti Compact newsletter, 2013)."
Since the inception of the Haiti Compact in 2010, Ayisyen partners have emphasized the importance of developing relationships between students and Ayisyens. While many of the Compact’s community impact goals are measurable and focused on tangible change or capacity building, Ayisyen partners have been a voice for the transformative power of human connection, and its potential to shift ways of thinking and acting for all parties. For students working in Ayiti through the Haiti Compact, meaningful relationships begin with honest dialogue and interaction and continue with long-term commitment and post-trip advocacy.

When working in Ayiti, participants note that relationship-building occurs in all stages of the trip: while doing direct service, through group discussion, during meal and travel times. These opportunities to build stronger ties between students from the U.S. and Ayisyens results in a greater understanding of each other’s cultures and close personal connections with the work in Ayiti. One College of William & Mary student states: “Ultimately, it is relationships that motivate us to advocate, to keep at it, to work together toward real positive change” (blog post, 2011). Another student provides the following reflection: “I suspect that among many things we learn (or are reminded off) on our trip, we will know that even though our kinship with those in Haiti is a complex relationship, we are indeed sisters and brothers” (College of William & Mary student blog post, 2011).

Students especially appreciate experiences that provided an authentic experience of the Ayisyen culture. This included struggles to learn basic Kreyol in order to communicate, and immersing themselves in local food and customs as much as possible. They are eager to ride in tap taps, eat plantain chips, and learn about the paintings created by local artists. Students often feel that they are part of the culture: “[it’s good to be part of [the] environment we’re working with instead of just observing it” (College of William & Mary student blog post, 2012). Another common sentiment shared in blog posts and reflections is that students appreciate the hospitality that is extended to them by their hosts and community members. One student writes: “every Haitian we’ve met so far has been unbelievably helpful and hospitable” (College of William & Mary Student blog post, 2012).

The relationships are an important marker in Haiti Compact’s philosophy of engaging in sustained, long-term partnerships. “As we return to Haiti we recognize the importance of relationship building as the bedrock of all our interactions with community partners on the ground,” a student’s blog entry reads (College of William & Mary, 2011). The feeling is echoed: “Visiting people whom I’d met before not only proved to both of us that the commitment is for real; it also allowed me to get to know them, their families, their community, better. And that is a gift and will only make our partnership stronger and more productive in the future” (College of William & Mary student blog post, 2012).

Continuing to work with the same organization year after year allows Haiti Compact members to “develop a strong partnership through more open communication and a deeper understanding of how our assets could combine to provide benefit in the communities they serve” (Haiti Compact newsletter, 2013). Returning to the same community allows groups to witness progress and to engage in planning and conversations about future work and sharing resources.
Ethical and Responsible International Service-Learning in Ayiti

This last goal perhaps encompasses the main raison d’être for the Haiti Compact. More than a learning outcome, it is a way of interacting with people and organizations in an ethical and responsible way, infused throughout the entire international service-learning experience. The results of this goal is seen in the responses in the community partner survey – partners responded if they think the Haiti Compact is engaging in ethical and responsible service-learning.

Students indicate that they understand this goal in a myriad of comments. In their pre-trip preparations and education, participants learn about the pitfalls of international volunteering and how to engage ethically and responsibly. Student groups make sure to seek community members’ feedback and ask what they want out of the partnership, trying not to impose their own ideas. A student from College of William & Mary wrote, “We have been extremely cautious to repeatedly seek their feedback – there’s nothing worse than assuming what they need (like we could ever know) and giving them something that isn’t all that helpful” (student blog post, January 2012). Being aware of the power and privilege the students from the U.S. bring with them is important in building relationships with Ayisyens built on dignity rather than a sense of paternalism or helping attitude.

Implications

Qualitative narrative entries, such as blog posts and newsletter excerpts serve as an opportunity for students to reflect on their experience. In a service-learning context, reflection connects student experience to the larger social context and allows students to analyze their experiences and make further commitments to social action (Dubinsky, 2006). From a research standpoint, these excerpts provide a first-hand account into students’ experiences, understandings, and commitments and allow for a look into the depth of student learning. For that reason, intentional engagement in collecting qualitative and quantitative data is an essential part of assessing whether the intended outcomes for student learning translate into the Haiti Compact experience. Since not all Compact schools engage in blogging or otherwise capturing journal entries, this could be set forth as an expectation of all members, in an effort to collect data from participants from each member school.

Haiti Compact participants express a desire for continued advocacy and involvement in Haiti. Longitudinal studies may be employed to study how these commitments are sustained following the experiences in Ayiti. Understanding the role that the involvement with the Haiti Compact has on students’ activities and worldview post-graduation presents an important opportunity to examine the lasting effects of the experience.

Lastly, student feedback highlights the need to continue contextualizing and introducing Ayiti to American students. Learning about the history and politics, immersion into the culture, and relationships with Ayisyens are all described as impactful components for student participants. Understanding the social, political, and historical contexts helps participants engage with the experience in Ayiti and equips them to move forward as allies, advocates, and ambassadors for the country, its people, and our collective work.
In the four years since the founding of the Haiti Compact, member universities and partner organizations have developed their programs to increase participants’ awareness of and action on social issues in Ayiti, and keeping in communication with community organizations.

After the end of their trips, student groups on college campuses have continued to be involved with the issues they engaged in while in Ayiti in a variety of ways. The following are some projects that students completed post-trip follow-up:

**University of Maryland:**
- A student interned with Fonkoze in Washington, D.C.
- A student was awarded a $6,000 grant to develop a summer camp in a local Ayisyen community
- A student returned to Ayiti for two months to intern with a partner organization
- The university hosted Paul Farmer for a Voices of Social Change campus-wide event with over 400 students in attendance at his talk
- Students served as consultants for peers in Minor in International Development and Conflict Management course projects focused on Ayiti
- Students and staff regularly attended panels, events and lectures on Ayiti-related topics in the Washington D.C. area

**American University:**
- Six students interned with Fonkoze and APF
- Students planned Haiti Week events on campus, including a memorial service on the anniversary of the earthquake, discussion with Caribbean Circle about Ayiti and Cuba, and a policy panel on women and development in Ayiti
- Students and staff have attended briefings about Ayiti on Capitol Hill

**College of William & Mary:**
- Upon return to campus, students met with each other weekly to discuss articles about issue and Ayiti in general
- Students held a fundraising pasta night and shared information about their trip and names of food items in Kreyol
- Students met with Rev. Djaloki Dessables for lunch discussion about intercultural work and a Q&A session

**Loyola Marymount University:**
- Students created a video to raise awareness about Mozayik, a community displaced by the earthquake and their tent camp forcibly removed two times
- Students created an online petition to urge the UN to leave Ayiti
Throughout the past four years of the Haiti Compact, members have reached out to other colleges and universities who are interested in or already working with communities in Ayiti.

In January 2014, the Compact surveyed colleges and universities in the US who were not members of the Haiti Compact and received responses from 16 other institutions (in addition to Haiti Compact members) who were either already working in Ayiti or had plans to in the future. The institutions include Concordia University, Gannon University, Hood College, Lafayette College, Purdue University, Rhode Island College, Sewanee: The University of the South, South Dakota State University, SUNY Geneseo, The College of Lake County, University of Oregon, University of the South, University of the South, Virginia Commonwealth University, and Warren Wilson College. There is significant potential for a larger network of U.S. institutions who seek to engage responsibly with Ayiti. Several ideas for engaging other colleges and universities include hosting a conference in the future; connecting the students, staff, and faculty with community-based organizations in Ayiti; and continuing to network and share experiences. The Haiti Compact will continue to convene and share ideas and resources among these colleges and universities.
Bringing new members into the Haiti Compact is an important way to continue the sustainability of partnerships in Ayiti. Since the founding of the Compact, three new universities have joined: Middlebury College, Eastern Michigan University and University of Connecticut. The new members have added valuable perspectives and new energy into the Compact.

When new members join they commit to:

- Chapter membership in Break Away and a one-time Haiti Compact joining fee of $100 to Break Away.
- Sending an alternative break group, including a college or university staff member, to work in partnership with an organization in Ayiti each year for at least four years.
- Using best practices for alternative breaks as established by Break Away, including student leadership, pre-trip education, orientation and training, strong direct service, reflection and thoughtful reorientation including advocacy and activism.
- Serving as liaisons to the field of community engagement, international service and media about best practices for student volunteers to work with communities in Ayiti.
- Tracking community impact through collectively developed research and assessment.

The staff advisers of Haiti Compact alternative breaks programs commit to:

- Attend a Break Away training, either the staff track at the Alternative Breaks Citizenship Schools or the Professional Development Summit.
- Participate in the weekly Haiti Compact conference calls.
- Work with a mentor (a seasoned member of the Haiti Compact), for at least the first six months of membership. Conversations focus on areas of professional support, on-campus activities, logistics, participant selection, support of administration, community partnerships, curriculum for pre-trip education, security questions and dealing with parental concerns, Kreyol phraseology and DEET alternatives.
- Student leaders in Haiti Compact alternative breaks programs commit to:
  - Two student leaders participating in regular national Compact student conference calls.
- Expanding the Haiti Compact to continue to reach U.S. institutions who are committed to responsible, meaningful and sustainable social change work in Ayiti is one area of growth in the coming years. The Haiti Compact seeks to serve as a clearinghouse and central organization to connect those who are interested in working in Ayiti.

The Haiti Compact teams have been working closely with community partners to identify goals and objectives for the alternative breaks. However, Haiti Compact leaders want to ensure that community members are a more central part of the dialogue and logistical planning leading up to the trip. This is essential in ensuring that community members have a voice in the direction and impact of the program.

Haiti Compact teams will also partner with community partners to serve as co-educators during the pre-trip meetings. Utilizing social media and technology as Skype, community partners and members can participate in pre-trip meetings. Resources recommended by community members along with interviews of community members from previous trips can also be utilized.

Haiti Compact teams aim to collaborate with academic departments at each of their institutions to establish partnerships with faculty that in the long-term can develop community-based learning courses with community partners in Ayiti. These strategic partnerships can be useful by taking students from specific majors and skills to assist in building community capacity. Further, these institutional partnerships can help pressure universities to continue to approve travel to Ayiti.

Based on the key findings from assessments of community impact and student learning, the Haiti Compact will focus on several specific areas for the next four years. Haiti Compact members will continue to authentically engage community partners in the pre-trip planning process, program development, and post trip action while expanding the reach and impact of the Compact through institutional partnerships, assessment and bringing new Compact members on board.

The Haiti Compact teams will partner with community partners to meaningfully engage in advocacy and actions after returning from trips. Haiti Compact teams will coordinate a process where student participants collaborate on a post-trip action plan that may include activities such as Ayiti awareness week, letters writing campaign, art exhibits, or planned legislative visits in advocacy in Washington, D.C. to create a wider impact.

Haiti Compact teams aim to continue to dialogue with community partners and members to develop plans for team members to meaningfully engage in advocacy and actions after returning from trips. Haiti Compact teams will coordinate a process where student participants collaborate on a post-trip action plan that may include activities such as Ayiti awareness week, letters writing campaign, art exhibits, or planned legislative visits in advocacy in Washington, D.C. to create a wider impact.

The Haiti Compact teams have already begun collaborating for pre-trip education. This has proven to be effective in developing a sense of community among all student leaders. Student leaders will continue to communicate on regular conference calls and streamline a process for pre-trip education such as selecting a common read each year.
The majority of Haiti Compact members have been partnering with a consistent local community partner. This has demonstrated to be most effective in measuring learning outcomes, and community and student impact. Most importantly, having a consistent community partner is essential in developing authentic relationships with community members. Haiti Compact members are working with common community partnerships, which is helpful in project continuity and sustainability. Haiti Compact teams will focus on developing local community partners in the states that relate to efforts in Haiti or the issues connected to their trips. Haiti Compact teams aim for students to collaborate with local community partners before and after their trip to Ayiti.

The Haiti Compact has committed to working with community partners in Ayiti through alternative breaks into 2018. The Haiti Compact will continue to expand to incorporate more universities into the Compact. It will assess its objectives in the next four years to continue to measure its impact and make changes where necessary.

With specified community impact goals and assessment measures in place, the Compact will continue to improve practices and knowledge of the collective impact of the partnerships. The Compact’s effectiveness in meeting these goals will be assessed with a diverse mix of methods, including tracking projects from year to year, continued in-depth evaluations with community partners, assessing student writing and digital stories, and possible longitudinal studies to capture growth.

The Haiti Compact has committed to working with community partners in Ayiti through alternative breaks into 2018. The Haiti Compact will continue to expand to incorporate more universities into the Compact. It will assess its objectives in the next four years to continue to measure its impact and make changes where necessary.
CONCLUSION

Over the past four years, the Haiti Compact has sought to be a leader in the field of international service-learning, developing partnerships with partners in Ayiti that will build their capacity, while working in true collaboration among U.S. colleges and universities. Ayisyen partners have reported that those goals were achieved. In large part, the alternative break trips supported by the Haiti Compact have resulted in lasting relationships, both institutional and personal, between Ayisyen organizations and U.S. universities, and the people who make up both. Those relationships have allowed for projects that build capacity in Ayisyen organizations and understanding and commitment in U.S. college students.

The Compact model has emerged as an approach to service work that stands out for its truly collaborative nature. Members do not just cooperate; they get to know each other well through weekly conversations, build trust, challenge one another, and rely on each other to develop knowledge and practices that lead to a more just society. As the Haiti Compact has refined its practices, the model has begun to be adopted by universities and colleges across the U.S., with a focus on regional work in the southeast U.S. and in Nicaragua.

Even with the strides that the Haiti Compact has made in its work, there is much more to do. The adoption of student learning and community impact outcomes will not only allow for a clear-eyed picture of where the Compact is hitting (and missing) its targets; the goals will also serve as guideposts for the development of future alternative breaks and partnerships.

While the buzz of media attention to Ayiti has declined to near-silence since 2010, U.S. colleges and universities continue to work in partnership with Ayisyen organizations, while other campuses begin to think about developing projects in Ayiti for the first time. As the Compact continues to refine its goals for community work and student development and transformation, members will also continue to reach out to these campuses, while sharing information about the Compact model and the progress of the Haiti Compact with audiences/constituents across the U.S. and beyond. Through its continued growth, and sustained commitment to working for justice in Ayiti and among Ayisyens and U.S. Americans, the Haiti Compact seeks to shine a bright light on the people working passionately for wholeness, peace, abundance and possibility in Ayiti.


For information on joining the Haiti Compact or questions regarding this report, please contact:

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