

**Country Analysis
Education**

Haiti



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Index

1 General educational situation	3
1.1 Educational history	3
1.2 formal educational system	3
1.3 Informal and private education	5
1.4 Government education policy	5
1.5 Providers of education	6
1.6 The quality of education	6
1.7 Literacy	7
1.8 Accessibility of education	7
1.9 Teacher education	7
1.10 Conclusions	8
2 Primary education	9
2.1 School attendance	9
2.2 Tuition fees and other costs	9
2.3 Curriculum	9
2.4 Teachers and management	9
2.5 Infrastructure	9
2.6 Family and community involvement	9
2.7 Government assistance	10
2.8 Future plans	10
2.9 Conclusions	10
3 Secondary education	11
3.1 School attendance	11
3.2 Providers of secondary education	11
3.3 Curriculum	11
3.4 Teachers	11
3.5 Certificate	11
3.6 Conclusions	12
Higher education and university	13
4.1 Providers of higher education and university and enrolment	13
4.2 School accessibility	13
4.3 Forms of higher education	14
4.4 Teachers and management	14
4.5 Infrastructure	14
4.6 Conclusions	14
5 Informal education and literacy	15
5.1 Forms of informal education	15
5.2 Attendance	15
5.3 Government assistance	15
5.4 Conclusions	15
Sources	16

1 General educational situation

1.1 Educational history

Haiti's postcolonial leaders promoted education, at least in principle. The 1805 constitution called for free and compulsory primary education. The early rulers, Henri (Henry) Christophe (1807-20) and Alexandre Pétion (1806-18), constructed schools; by 1820 there were nineteen primary schools and three secondary lycées. The Education Act of 1848 created rural primary schools with a more limited curriculum and established colleges of medicine and law. A comprehensive system was never developed, however, and the emerging elite who could afford the cost preferred to send their children to school in France. The signing of the Concordat with the Vatican in 1860 resulted in the arrival of clerical teachers, further emphasizing the influence of the Roman Catholic Church among the educated class. Roman Catholic schools essentially became non-secular public schools, jointly funded by the Haitian government and the Vatican. The new teachers, mainly French clergy, promoted an attachment to France in their classrooms.

Clerical teachers concentrated on developing the urban elite, especially in the excellent new secondary schools. To their students, they emphasized the greatness of France, while they expounded on Haiti's backwardness and its lack of capacity for self-rule. Throughout the nineteenth century, only a few priests ventured to the rural areas to educate peasants. In both urban and rural settings, they followed a classical curriculum, which emphasized literature and rote learning. This curriculum remained unaltered until the 1980s, except during the United States occupation, when efforts were made to establish vocational schools. The elite resisted these efforts, and the government restored the old system in 1934.

Education in Haiti changed during the 1970s and the 1980s. Primary enrollments increased greatly, especially in urban areas. The Jean-Claude Duvalier regime initiated administrative and curriculum reforms. Nevertheless, as of 1982 about 65 percent of the population over ten years of age had received no education and only 8 percent was educated beyond the primary level.

1.2 formal educational system

There are two school systems side by side in Haiti. The traditional and the reform system.

Figure 1: The traditional school system

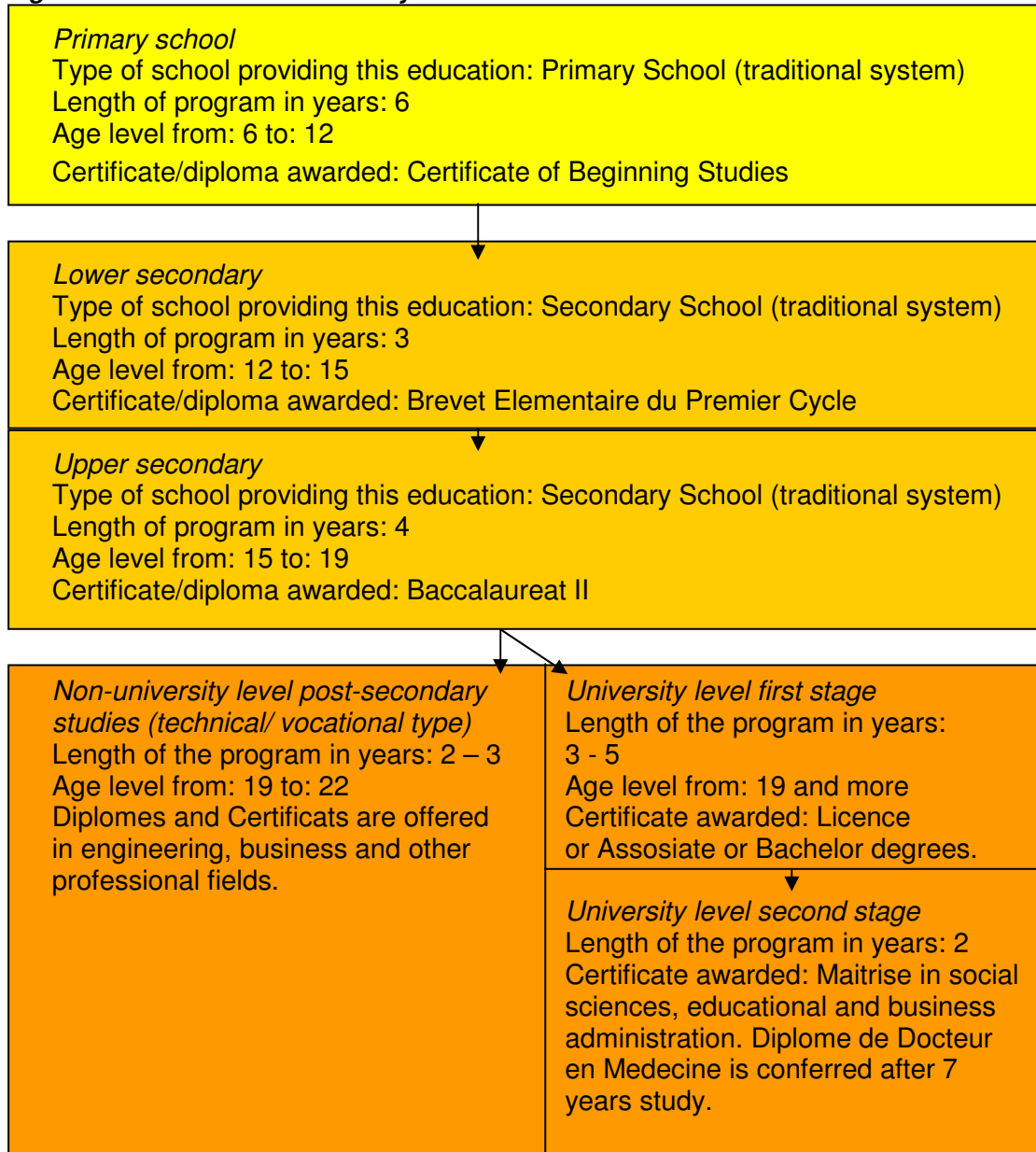
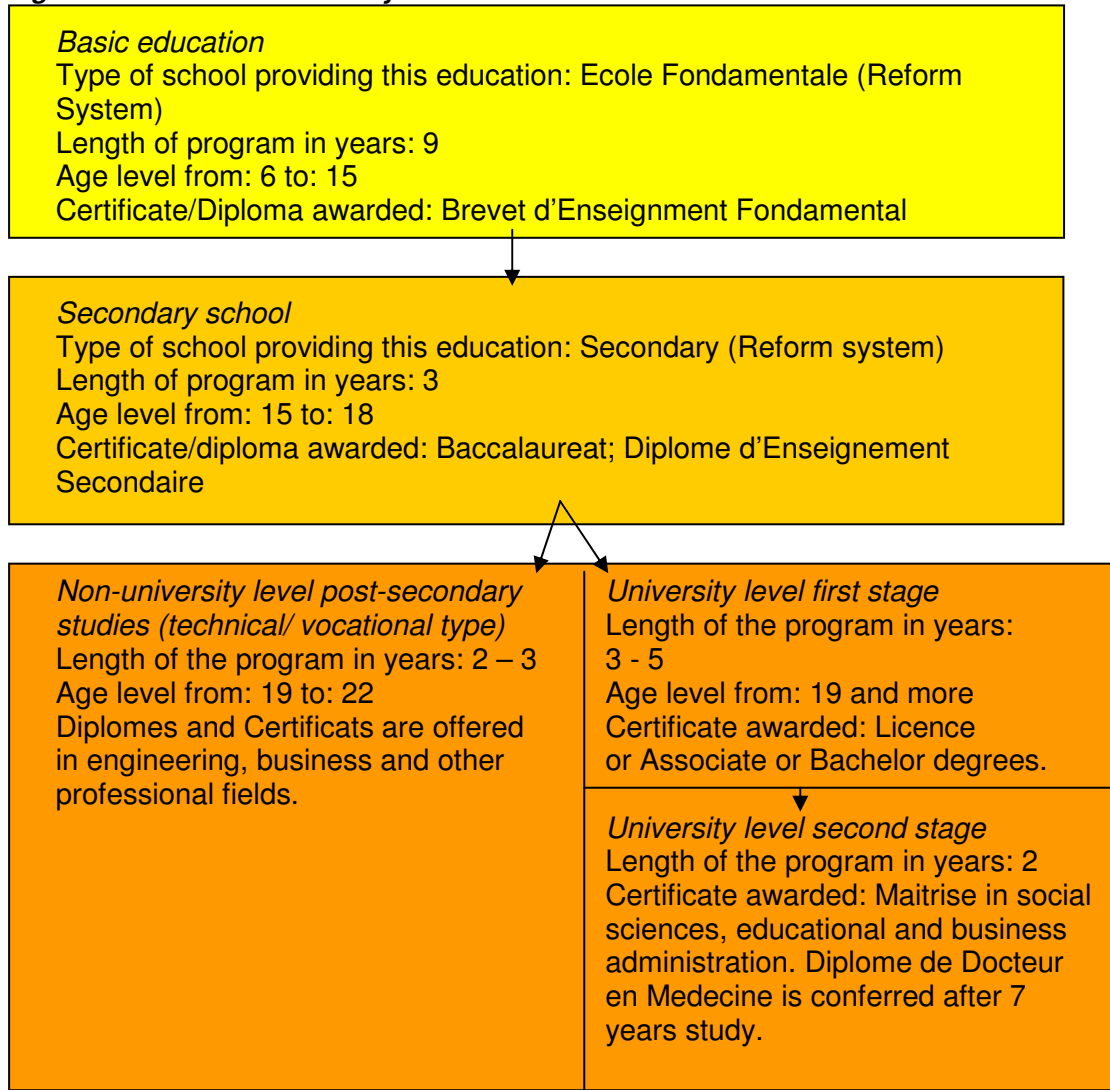


Figure 2: The reform school system



1.3 Informal and private education

In Haïti private schools dominate. 80 % of the schools in primary education and 75% of the schools in secondary education are private schools. There are two sorts of private schools: the confessional schools and the common schools. A majority of 66% of the private schools is confessional. The confessional schools are divided in catholic and protestant schools. Catholic schools are in urban and in rural areas. Whereas protestant schools are mainly in rural areas, where the poor people live. Differences between private school are huge. A small group of elite private schools are at the top, offering the best schooling, public schools occupy the middle range, and the vast majority of private schools are located at the bottom of the scale.

1.4 Government education policy

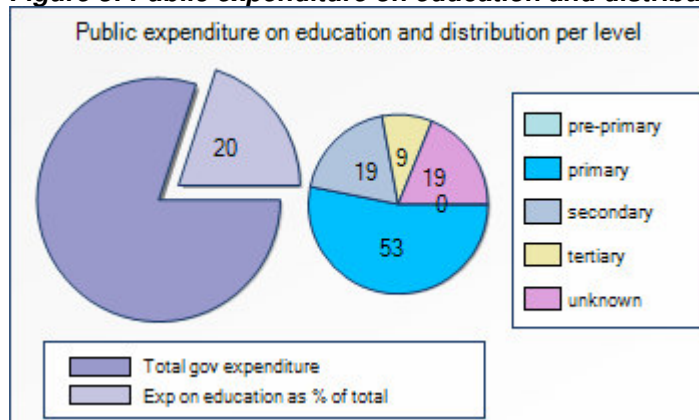
The government has set some goals they want to reach. These goals are:

- Access: 100,000 poor children benefit from primary education enrollment subsidies
- Access: Grade 1 Intake Capacity increases to 100% in schools participating in program
- Access: At least 3,600 new teachers receive pre-service education
- Public/Non Public Partnerships: At least 500 accredited non-public schools receive per student subsidies allocated by multi-stakeholder committees
- Public/Non Public Partnerships: At least 80 percent of beneficiary schools submit use of funds reports to Ministry of Education
- Quality: At least 20,000 schoolchildren participate in integrated nutrition/health program.
- Learning Outcomes: Grade 2 literacy competency test is applied and analyzed in at least 200 schools, to establish a baseline against which to measure learning in Phases Two and Three.

The government recognises that the private sector is of great importance. Their partnership with the private schools is one of the most important strategic steps in their plan. The ministry wants to make and mark minimal conditions for education and control schools in reaching the goal of education.

Finance

Figure 3: Public expenditure on education and distribution per level (2005)



1.5 Providers of education

Providers of education are the government, NGO, individuals and churches.

1.6 The quality of education

A particular difficulty facing Haiti is that it has the lowest school enrolment and literacy rates in the Western Hemisphere, a complex problem due to the poverty of parents and because of government inaction. Whilst links are complex, there is documented association between poverty and educational attainment. Both the quantity and quality of education services is low. Over 50% of the population cannot read and write, and only 63 percent of children ages 6–12 are enrolled in school. In rural areas,

the coverage is much lower, at 23 percent. By comparison, the average illiteracy rate for Latin America and the Caribbean is 15 percent, and the primary gross enrollment rate (including over-age students) is estimated 52 percent.

Causes of the bad quality of the education in Haiti are:

- The socio-politic situation
- Much children work or care for their younger brothers and sisters
- There is no good place where children can do homework
- Aids is a cause for much dropouts
- There is not enough money available to improve education
- There are too much children in one class
- There are not enough school buildings
- There are not enough schoolbooks, pens etc.
- There are unqualified teachers
- Language is a problem. French is the language of education, while 95% of the Haitian population had Creole as mother tongue. There is not enough attention paid on Creole to learn the children good Creole reading and writing. French is also not good learned because teachers don't speak good French.
- There is less attention for HIV/Aids and democratic values in the curriculum.

1.7 Literacy

Table 1: Literacy rates

	Adult literacy		
	15 and older: total	15 and older: male	15 and older: female
1997	47,0 %	49,0%	45,0%

1.8 Accessibility of education

Haiti household survey data indicate that nearly one-half of poor children have no access to primary education and 90 percent of household heads without education are poor, whereas three-quarters of non-poor children are enrolled in primary education and 90 percent of household heads with tertiary education are not poor. Poverty leads to unequal access to education, which results in inequality and limited impact of growth on poverty reduction: a vicious circle.

1.9 Teacher education

Teachers in Haiti must graduate from either the traditional primary or reform fundamental cycle and take a competitive entrance examination for entry into the Ecole Normale D'Instituteurs for a three-year course culminating in the Diplome D'Instituteur. Student with a Baccalaureat I also take an entrance examination and take a one-year teacher training course. Students with a Baccalaureat II can take an

entrance examination for a three-year course at the Ecole Normale Superieure in order to teach secondary school.

Although this good education is available for teachers, a lot of teachers are bad educated and unmotivated. In the private sector this is really problematic. Most of the teachers there are youth who just finished Ecole Fundamentale (basic education). UNESCO found that just 1% of the teachers in the private sector has finished Ecole Normale D'Instituteurs. In the public sector this is 44%. Salary for teachers is also low.

1.10 Conclusions

Public social services in Haiti are weak to nonexistent across all sectors. In the education sector, the public sector accounts for less than 20 percent of all basic education enrollment and less than 10 percent of all schools, which means that the vast majority of households are left to their own devices to pay for whatever education they can afford in the non-public sector, or do not send their children to school at all (an estimated 45 percent of children aged 6-12 are not in school). Quality is extremely poor, measured by low teacher qualifications, inadequate availability of textbooks, high repetition and dropout rates, low scores on primary education qualifying exams, etc. Nationwide just 350 new teachers are certified each year, versus an estimated need of 10,000 new teachers to achieve education for all (EFA). The Ministry of Education (MOE) is very weak, with little capacity to oversee much less regulate the dominant non-public education sector. Public education spending on education is less than 2 percent of GDP for fiscal year 2005/06, less than half of which goes to primary education.

2 Primary education

2.1 School attendance

In 2003 only 63 percent of children ages 6–12 are enrolled in school. In rural areas, the coverage is much lower, at 23 percent.

There is no difference between male and female enrollment in primary education.

2.2 Tuition fees and other costs

Although public education is free in Haiti, the cost is still quite high for Haitian families who must pay for uniforms, textbooks, supplies, and other inputs.

2.3 Curriculum

The Haitian curriculum is not very good. There is a great gap between reality and the things learned in school.

2.4 Teachers and management

In 1998 32% of the teachers were female. There are a lot more male teachers.

The pupil/ teacher ratio in 1991 was 23

2.5 Infrastructure

The infrastructure is very bad. Only 42% of the school building is build for educational purposes. 15 % of the schools are accommodated in a church and about 7% of the schools is outside with just a shed for the rain.

There is also a lack of books and pens etc. Only 22% of the school had enough material.

2.6 Family and community involvement

Because the government lacks structure, resources and accountability, there exists an enormous reliance on civil society to provide basic services such as education. Haiti is unique in that over 80% of primary education is covered by civil society — more than anywhere else in the world. Two-thirds of private schools are religious, with the majority now belonging to the umbrella organization, FONHEP (Fondation Haitienne de l'Enseignement Prive). Formed in the late 1980s, FONHEP channels external funding, conducts in-service teacher training, and provides school furniture and instructional materials. Most education expenditures are thus financed privately

by civil society with contributions from local communities – such financial support is increasingly scarce, support that could come from multilateral sources.

The role of Haitian civil society in relief and development is well-recognized by the international community. Civil society in the north channel significant amounts of monies to civil society organizations in Haiti for poverty reduction. Moreover, bilateral and multilateral agencies have long recognized the importance of civil society in Haiti to provide basic services. Aid flows through civil society normally peak during periods of crisis when the Government of Haiti have been unable or unwilling to provide event a minimal range of social services

2.7 Government assistance

Of the 2.5% GDP spent by the government on education, only 20% goes to rural areas where 70% of the population live.

2.8 Future plans

The government is going to work together with NGO's to be more transparent and responsive in meeting the needs of its citizens by offering to support technical advisors within these Ministries, continuing to rehabilitate facilities, strengthening anti-corruption measures, enhancing communication and improving administration and management. To assist the GOH with public education expenses, USAID will provide \$7.0 million in textbooks subsidies for the 2006/07 school year. Funds are also being provided to improve port security, strengthen customs administration, and improve the government's financial management system, budget processes and procedures and its anti-corruption unit.

2.9 Conclusions

Primary education is still of very bad quality. Enrolment is low and costs of education are high, although public schools are free. The government spends very less money on education, what makes improving education difficult. There isn't good coordination of education, which makes facts about education difficult to find.

3 Secondary education

3.1 School attendance

The enrolment in secondary school in 1991 was 21. This is the Gross enrolment rate. The gross enrolment rate (GER) is the number of pupils enrolled in a given level of education, regardless of age, expressed as a percentage of the population in the theoretical age group for the same level of education. For GER is almost the same for male and female.

3.2 Providers of secondary education

In 1981 there were 248 secondary-level schools in Haiti; 205 of them were private. Between 1974 and 1981, the number of private secondary schools almost tripled, while only two new public lycées were built. About 100,000 students attended these secondary schools, which employed 4,400 teachers. In addition to general secondary schools, several vocational and business schools existed, most of them in metropolitan Port-au-Prince.

3.3 Curriculum

The curriculum emphasized the classics and the arts to the detriment of the sciences.

3.4 Teachers

Students with a Baccalauréat II take an entrance examination for a three-year course at the Ecole Normale Supérieure. Upon successful completion of the course, students are awarded a Diplôme. There are private Institutions de Formation des Maîtres du Secondaire. Three private universities offer courses in Educational Sciences.

3.5 Certificate

Based on the French system, secondary education lasts for seven years and is divided into two cycles (three and four years). The Baccalauréat 1e partie is a certificate awarded after succeeding in the state examination at the end of the third year of the second cycle. The Baccalauréat 2e partie, taken at the end of the fourth year, is a state diploma that marks the end of the secondary level.

Grading

The usual grading system in secondary schools is:

- Full Description: 0-100%
- Highest on scale: 100%

- Pass/fail level: 50%
- Lowest on scale: 0%

3.6 Conclusions

There is a great lack of information about secondary schools in Haiti. The system of secondary school is still of the French time. The enrolment in secondary schools is very low. Haiti has a lot to do to improve her secondary education.

Higher education and university

4.1 Providers of higher education and university and enrolment

Higher education is provided by universities and other public and private institutions and is under the responsibility of the Ministry of Education.

In 1981 there were 4,099 students at the University of Haiti, of whom 26 percent were enrolled in the Faculty of Law and Economics; 25 percent, in the Faculty of Medicine and Pharmacy; 17 percent, in the Faculty of Administration and Management; and 11 percent, in the Faculty of Science and Topography. Despite the important role played by agriculture in the Haitian economy, only 5 percent of the university's students were enrolled in the Faculty of Agronomy and Veterinary Medicine. Two private post-secondary institutions were established in the 1980s—the Institut Universitaire Roi Christophe in Cap-Haïtien and the Institut International d'Etudes Universitaires in Port-au-Prince. Other private institutions of higher learning included a school of theology and law schools in Cap-Haïtien, Gonaïves, Les Cayes, Jérémie, and Fort Liberté. A business school, the Institut des Hautes Etudes Economiques et Commerciales, was established in Port-au-Prince in 1961. An engineering school, the Institut Supérieur Technique d'Haïti, was founded in Port-au-Prince in 1962. The Institut de Technique Electronique d'Haïti, also in Port-au-Prince, provided instruction in electrical engineering.

4.2 School accessibility

Admission to non university higher education studies

Name of secondary school credential required: Baccalauréat 1e partie

For entry to: Non-University Institutions

Admission to university-level studies

Name of secondary school credential required: Baccalauréat 2e partie

For entry to: All institutions/programmes

Entrance exams required: Competitive entrance examination for Law, Dentistry, Medicine, Economics, Agriculture, Veterinary Medicine, as well as for the Ecole normale supérieure.

Foreign students admission

Admission requirements: Foreign students must have completed secondary education and passed the competitive entrance examination.

Entry regulations: Residence permit.

4.3 Forms of higher education

Higher education is provided by universities and other public and private institutions. Higher education is generally under the responsibility of the Ministère de l'Éducation nationale but the licence for the teaching of Medicine, Pharmacy, Dentistry, Nursing and Medical Technology is issued by the Ministère de la Santé (Ministry of Health) which has a say in the programmes.

4.4 Teachers and management

In 1981 the University of Haiti had 559 professors, compared with 207 in 1967. Most professors worked part time, were paid on an hourly basis, and had little time for contact with students

4.5 Infrastructure

The Universities in Haiti suffer severe shortages of books and other materials.

4.6 Conclusions

The higher education system in Haiti has many gaps. It is left to the universities and other institutions to cope with the lack of information, processes, etc. The processes are either slow, inadequate or inexistent. The Ministry of Education intends to improve the system but it is being slowed down by past and present political turmoil.

5 Informal education and literacy

5.1 Forms of informal education

Informal education deals with the specific training needs of any particular sub-group of adults or children, that is, groups formed to accomplish specific learning tasks. Government intervention in the area of informal education is not limited to literacy issues, even though the scope and persistence of illiteracy constitute a serious problem. There is an Informal Education Unit within the Directorate of Basic Education of the MENJS, which is responsible for traditional evening courses and domestic science courses. Most of these programmes take place in ignorance of each other's existence. There is, therefore, no common approach to curriculum, evaluation, or pedagogical standards. Individual needs and programmes are established separately for target populations, and this reduces the opportunities for communication. However, other methods of informal education are frequently used, for example: rural animation, distance education, mass media initiatives for the purposes of education.

There is also a pre-primary school for children from 3-5 years old.

5.2 Attendance

The enrolment in pre-primary school in 1991 was 34. This is the Gross enrolment rate. The gross enrolment rate (GER) is the number of pupils enrolled in a given level of education, regardless of age, expressed as a percentage of the population in the theoretical age group for the same level of education. For GER is almost the same for male and female.

For the other informal learning is enrolment unknown.

5.3 Government assistance

The government organises some informal learning activities and influence activities organised by NGO's.

5.4 Conclusions

Informal education is important for Haiti. Evening schools can educate children who must work on daytime. The government supports informal education.

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