



Final Report of The National Survey of Catholic Schools in Haiti

June 2012

The Episcopal Commission for Catholic Education
Catholic Relief Services
The University of Notre Dame



Funded by Catholic Relief Services

INTRODUCTION

Haiti's tumultuous history has resulted in a fragile state and an under-resourced, but perseverant, citizenry. The 2010 earthquake further weakened the country and intensified existing crises; however, it also increased global attention and catalyzed international support. With increased global focus comes renewed potential to rebuild and renew Haitian society.

Haitian and international leaders recognize that an excellent educational system is of primary importance to building a vital, just, and free society. In order to generate sustainable improvements in Haitian society, all children must have access to a high-quality education that will provide them with the skills to realize their potential. Unfortunately, the current educational system fails to meet the needs of Haiti's children. Among the most prominent problems are:

- Lack of funding from the national government.
- Inequalities based on limited or non-existent access to schools for students in rural areas, students who live in poverty, and students seeking education at secondary level and beyond.
- A dearth of fundamental resources—such as potable water, food, electrical power, and appropriate educational facilities—which undermines learning.
- Inadequate academic quality due to a lack of pedagogical materials and poorly trained and underpaid teachers.

The barriers to high-quality education in Haiti are complex and often caused or perpetuated by deeply rooted problems. For that reason, improving education is connected to social issues such as: effective policy and governance by the state, increases in public expenditure on education, a more efficient system of taxation, and the amelioration of other socioeconomic challenges such as high rates of poverty, limited access to healthcare and employment opportunities, and the overall health of the economy. Yet, in addition to being influenced by these societal factors, education can be a driver of change within the broader social context. Educational quality and attainment have been linked to increased individual income, economic growth, greater employment opportunities, improved health, and higher levels of democratic participation (BEC N.d., EQUIP3 N.d.).

Catholic schools have played a vital role in Haiti's educational system, providing opportunities to some of the most underserved citizens. Schools founded by French religious orders were among the first established in the country. Recognizing the value of Catholic education, in 1913 the Haitian government committed financial support to the Church to open and operate schools in underserved rural and poor areas. Unfortunately, this pledged public support has been rare and sporadic. Despite this, Catholic schools are present throughout all regions of the country and serve some of the neediest students, earning these schools a positive reputation among the citizens of Haiti.

Catholic schools, which account for 15% of the schools nationally, are the largest cohesive provider of educational services in Haiti. Public schools account for only 12% of the system, and the remaining non-public schools are operated by various religious groups and independent private providers (MENFP N.d.). Because Catholic schools are organized into a structured national network—as opposed to a system that is otherwise fractured and largely unregulated—they have a unique ability to implement systemic change. Catholic educational leaders have the opportunity to chart a positive course for all Haitian schools by exemplifying strong leadership, academic quality, and a commitment to forming moral citizens.

In 2007 Catholic educational leaders published the *Catholic Education Project* (PEC for its French initials), a national plan and vision document articulating the role of Catholic education within Haitian society and laying out goals for the system. While initial steps were underway in the years following publication of this plan, the earthquake of January 2010, which traumatized and paralyzed Haiti's citizens and institutions, was a defining disruptive event for Catholic education in Haiti.

In the broader Haitian educational context, the time leading up to and following the earthquake was one of considerable change and planning for reform. A commission convened by President Préval in late 2007, the Working Group on Education and Training (GTEF for its French initials), published in August 2010 a set of policy recommendations and goals for the country (GTEF 2010, MENFP 2010). A task force of Haitian educational leaders, the Ministry of Education and Professional Formation, and public donors utilized the recommendations from the GTEF to create the Operational Plan for the educational system, a comprehensive plan and goals for the future of Haitian education (MENFP 2010). The Operational Plan sets out a vision for public and non-public collaboration and focuses on expanding access, improving quality, increasing investments in secondary education, utilizing technology, improving governance, and rebuilding school facilities in the wake of the earthquake, among numerous other goals for the educational system.

The development of the Operational Plan has been a valuable national opportunity to step back and take stock of the national needs and priorities in Haitian education. Many of the problems that existed before were brought into greater focus by the earthquake. Efforts to implement the Operational Plan have been encumbered, however, by significant political uncertainty in the days after the earthquake, which included a new Presidential election, the appointment of two new Prime Ministers and a new Minister of Education, and months of transition, during which time key leadership positions were left unfilled. Plans for the future of Catholic schools must be understood within this broader Haitian context.

Along with the volatility of the past two and a half years following the earthquake, there has also been an increase in global attention and an influx of private and public investment. The influences of outside participants and resources, both human and financial, represent both an opportunity and a challenge for the educational sector. There is an enormous burden upon Haitian leaders to coordinate, plan, and implement effectively with numerous participants in order to seize opportunities for change and systemic improvement. The limited resources and capacity of Haitian institutions exacerbate this challenge. It is within this context that Catholic educational leaders and partner institutions recognized the need for sound data to plan and coordinate effectively, so that they could seize strategic opportunities for improving Haitian Catholic education. In response, the Episcopal Commission for Catholic Education (CEEC for its French initials), Catholic Relief Services (CRS), and the University of Notre Dame collaborated to articulate a national assessment and action-planning project in the spring of 2011. The project included a survey of all Catholic schools in Haiti to assess their current status and to inform plans for strengthening them. The initial results of that collaboration are presented in this report.

The partners designed the survey to gather relevant information for Catholic educational leaders and stakeholders. The data, findings, and strategies that emerged from this process are intended to equip Haitian leaders and their partners with a common understanding and vision that will strengthen Catholic schools and facilitate a brighter future for the children that they serve.

METHODOLOGY

The information contained in this report was gathered through a survey of the administrators and employees of 2,315 Catholic schools in Haiti. The survey was administered on iPod Touches, which allowed data collectors to enter survey data, take photographs of the schools, and record their exact locations using Global Positioning System (GPS) technology. Each of the 10 (arch)dioceses in Haiti hired local data collectors, who were trained by project partners, to administer the survey. The University of Notre Dame was primarily responsible for analyzing the survey data.

The survey provides a comprehensive overview of the schools and establishes a strong foundation for understanding the current status of Catholic education in Haiti.

TERMINOLOGY

There are three main categories of Catholic schools in Haiti: presbytérale, congregational, and autonomous. The majority of Haitian Catholic schools are presbytérale schools, which are similar to what in the United States would be called parish schools. They are affiliated with a parish and a pastor, and in many cases are located within the church building. Presbytérale schools are further divided into three subcategories: traditional presbytérale, congregational, and national. Presbytérale congregational schools are parish schools whose management has been “sub-contracted” to a religious congregation. Presbytérale national schools are parish schools that are funded by the government.

Congregational Catholic schools, as the name implies, are affiliated with a religious congregation. There are two types of congregational schools: public and private. As with national presbytérale schools, publicly funded congregational schools receive government funding. Congregational schools generally contain both fundamental and secondary grade levels (Antoine, 2006). Haitian Catholic school leaders describe congregational schools as having the most access to resources, the strongest leadership, and the greatest stability and academic quality of all school types.

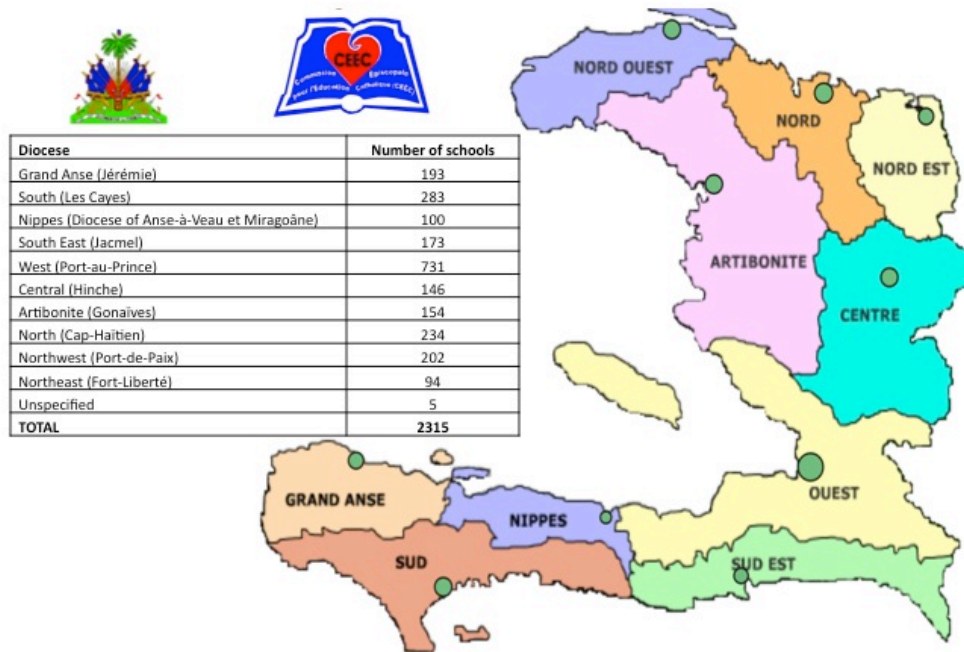
Autonomous Catholic schools, according to Haitian Catholic school leaders, have increased in recent years in response to the shortage of schools. These schools are thought to vary widely in terms of quality and function more independently from the Catholic Church than the other Catholic school types. In order for autonomous schools to be recognized as Catholic, schools are expected to meet two requirements: prepare children for the Sacraments and teach catechesis. The parish priest has the authority to nominate schools for official recognition by the Bishop after confirming that the requirements are met. Though the Church has officially recognized the majority of autonomous schools surveyed, nearly one-quarter have not received official Church recognition.

Organization of the Report

The report is organized in the following manner. It provides an initial overview of basic statistics and a map of Haiti illustrating the distribution of Catholic schools across 10 (arch)dioceses. The report is then organized into the six domains listed below. Each domain includes a section for context, findings, and recommended strategic directions.

- School characteristics and access to schooling
- Catholic identity
- School quality
- Governance and management
- Finances
- Facilities

CATHOLIC EDUCATION: GENERAL PROFILE



There are 2,315 Catholic schools in Haiti.

Haitian Catholic schools have a total enrollment of 602,149 students and 27,565 teachers.

There are 2,037 Catholic fundamental schools (grades 1–9), 363 secondary schools (grades 10–13) and 72 technical schools. The number of schools listed below add up to a total greater than 2,315 because schools that offer both fundamental and secondary levels were counted twice for the chart below.

School Levels Offered		
	Number of Schools	% of Schools ¹
Fundamental	2,037	92%
Secondary	363	17%

Forty-nine percent of Catholic schools are presbytérale schools (1,040), 36% are autonomous schools (774), and 15% are congregational schools (316).

¹ The percentages of fundamental and secondary schools add up to more than 100% because a number of schools offer both fundamental and secondary education.

Schools by Category²		
	Number of Schools	% of Schools
Autonomous	774	36%
<i>Autonomous Catholic recognized officially by the Church</i>	592	27%
<i>Autonomous Catholic not recognized officially by the Church</i>	182	8%
Congregational	316	15%
<i>Congregational public</i>	117	5%
<i>Congregational non-public (private)</i>	199	9%
Presbytérale	1040	49%
<i>Presbytérale</i>	962	44%
<i>Presbytérale congregational</i>	43	2%
<i>Presbytérale national</i>	35	2%
No Response (not included in above percentages)	75	3%

Sixty percent of Haitian Catholic schools are located in rural areas. The estimated breakdown of the Haitian population is 52% rural and 48% urban (Haiti's Poverty Reduction Strategy Paper, IMF 2008).

Schools by Milieu (Urban/Rural)				
	Number of Schools	% of Schools	Population³ (2010)	% Population
Urban	887	38%	4,818,000	48%
Rural	1379	60%	5,268,000	52%
No Response	49	2%	-	-

SCHOOL CHARACTERISTICS AND ACCESS TO SCHOOLING

Even before the earthquake of January 2010, the Haitian educational system was, according to all measures, the worst in the Americas (Wolff 2008 as cited in Crane et al. 2010). The earthquake heightened the educational crisis by causing the deaths of an estimated 40,000 schoolchildren and over 1,000 teachers, the destruction of an estimated 80% of Port-au-Prince school buildings, and the collapse of the National Ministry of Education and Professional Formation (MENFP) offices, leading to a loss of records and that further degraded the Ministry's already limited capacity and resources (Crane et al. 2010).

Crane et al. note, regarding Haiti's schools, that, "... low quality, lack of access, and little oversight characterize the country's educational sector" (2010 p. xix). As a result, about 50% of the Haitian adult population is illiterate (Wolff 2008 as cited in Crane et al. 2010), while about half of the school-aged population is not in school at a given time (Crane et al. 2010). It is estimated that 400,000 to 500,000 children aged 6–12, the majority of whom live in rural areas, are not attending school (Crane et al. 2010).

Students who do attend school are likely to enroll at an older age and leave school before completing sixth grade. In 2005, the average age of first graders in Haiti was almost ten years old, although the official age to enter the grade was six years old (León et al. 2008). Around that same period, only 33% of children who attended school reached fifth grade (IDB 2007 as cited in Crane et al. 2010). Far fewer enrolled in or completed secondary school. Both phenomena—over-age students and massive attrition—reflect a lack of educational access that is fueled by a variety of factors that will be addressed in more detail later in this report.

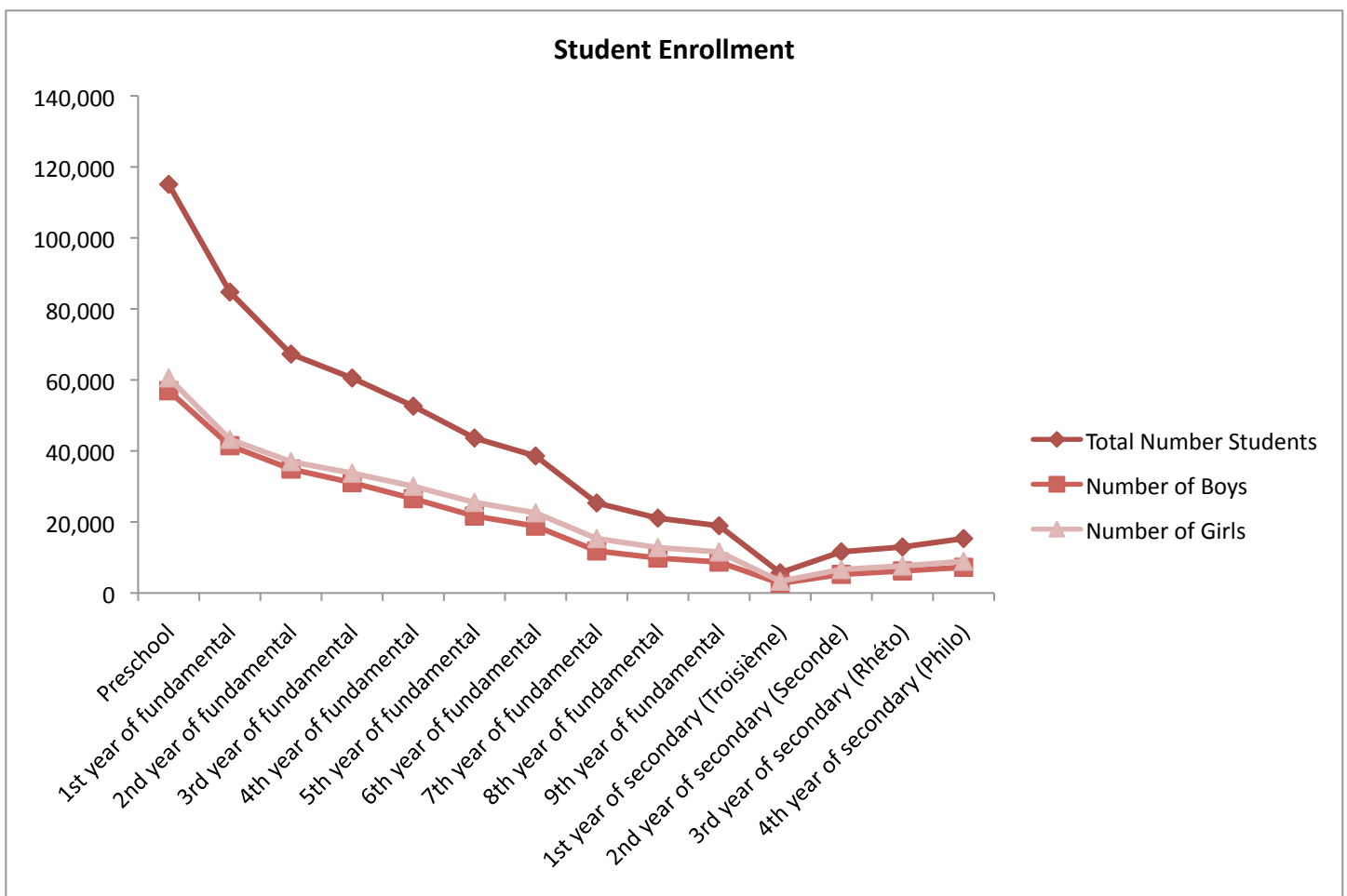
² For the next two charts the total number of schools used in the analysis is 2,205. This is due to 110 schools that were added too late to the data set to be included in the analysis.

³ Source: IMF 2008

Educational stakeholders in Haiti have committed to increasing access to schools. Because 88% of the schools in Haiti are non-public, efforts to improve access necessarily involve non-public schools. Catholic schools account for approximately 15% of all schools and 16% of total enrollment, making the Catholic Church a critical provider of educational access in Haiti (MENFP N.d.).

School Enrollment

The school enrollment data indicate that 53% of the Catholic school population in Haiti is female, 47% is male, and 57% is Catholic. In general, enrollment declines from grade to grade, with the largest decreases between preschool and the first year of fundamental with a loss of 30,321 students. Throughout Haiti, only 32% of children who enter fundamental school typically reached the fifth grade (IDB 2007 as cited in Crane et al. 2010). Catholic school data mirrors this pattern of declining enrollment.



Survey Findings for School Characteristics and Access to Schooling

- **The Catholic Church is a valuable provider of education in Haiti.** Catholic schools represent **15% of all schools** and nearly **20% of the secondary schools** nationwide.
- **The majority of Catholic schools are presbytérale and located in a rural setting.** There are significant disparities between urban and rural schools, and between presbytérale schools and other Catholic school types.
- **There is a student retention crisis in Haiti that also affects Catholic schools.** In the survey data, the student enrollment in Catholic schools declined by approximately 65,000 students between the first year and the ninth year of fundamental school.
- **Economic difficulty** is cited as the number one barrier to attendance. Because the Catholic schools are non-public, the majority must charge tuition, which contributes to limited educational access. Illness, distance from school, and lack of feeding programs are also significant barriers to attendance.
- **Seventy-five percent of Catholic fundamental schools include a preschool.**
- Catholic secondary schools are primarily located in the urban areas. **Students in rural areas have limited access to secondary education.**
- **Nine out of ten Catholic technical schools operate without the benefit of a partnership with private sector businesses.**

Strategic Directions for School Characteristics and Access to Schooling

- The Haitian bishops and the CEEC (Episcopal Commission for Catholic Education) are encouraged to **develop a strategy for responding to the capacity constraints of Catholic schools in rural areas.** This strategy should include a substantive and ongoing dialogue with the government and public donors about the *Convention du 4 août 1913*⁴ between the Church and Haitian government regarding Church sponsorship of rural schools with accompanying state support. In addition, Catholic school leaders are encouraged to research the World Bank-sponsored program for the construction of community schools in rural areas to explore funding opportunities for Catholic schools.
- CEEC and Bureau of Diocesan Education (BDE) Directors are encouraged to **study in greater depth and develop a strategy for improving retention within Catholic schools.** Though this is largely an issue of financial constraints, innovative strategies to be explored include:
 - proactive school policies to engage parents in increasing attendance and decreasing absenteeism,
 - engaging families to encourage children to begin school at the appropriate age to prevent high rates of over-age students, who tend to drop out before completing education, and
 - utilizing school feeding programs and other incentives for regular attendance.
- The bishops and the CEEC are encouraged to **develop a coordinated, national strategy to effectively advocate to the government and public donors for the expansion of school subsidies to Catholic schools.**

⁴ In this Convention there are articles that require the government to provide subsidies to students at parish schools and one hectare [2.5 acres] to the school in order to teach agriculture.

- The CEEC is encouraged to seek funding from the government and public donors to **increase the number of secondary schools, particularly to serve rural populations**. The bishops are encouraged to invite leaders of religious congregations to explore the feasibility of **establishing new secondary schools, especially in the underserved rural areas**.
- The CEEC, in collaboration with the BDE Directors, is encouraged to **expand technical school capacity**, both by constructing new technical schools as well as integrating technical education in existing secondary schools. BDE Directors, in collaboration with technical school directors, **should foster collaboration between technical schools and private sector businesses**.

CATHOLIC IDENTITY AND FORMATION

In recent decades, Haiti has experienced dramatic changes in religious demographics, with a major shift from Catholic to Protestant church affiliation (Schwartz N.d.; Cheney N.d.). This trend appears to have affected the student population and teaching staff of Catholic schools. Data from this survey, cited above, reveal that 43% of students enrolled in Haiti's Catholic schools are not Catholic. Similarly, 40% of school personnel are not Catholic. In interviews and discussions, stakeholders reported having concerns about Catholic identity and the quality of faith formation in Catholic schools.

Church leaders identified strengthening the religious mission in Haiti's Catholic schools as a high priority. The national plan and vision document of the Haitian Church leaders for Catholic education, *The Catholic Education Project*, promotes a vision of Catholic education that cultivates a responsible citizenry through moral and spiritual formation in addition to strong academic preparation, in order to “build ‘a new Haiti, a new society, a new school, a new child’” (CEEC 2007). It also sets as a priority the “promotion of spiritual and religious education.”

Additionally, Catholic educational leaders have indicated that the recent growth in autonomous Catholic schools has presented challenges regarding which activities and services define a Catholic school and how newly created, lay-run Catholic schools are formally recognized by the Church. Haitian Church policy documents define a Catholic school as one that teaches catechesis, provides the Sacraments, and receives a letter of official recognition from the bishop after being nominated by the local pastor.

Findings for Catholic Identity and Formation

- **Fourteen percent of Catholic schools are not teaching catechesis and 19% are not preparing children for the Sacraments.** Only 61% of Catholic schools teach catechesis in every grade.
- **Autonomous Catholic schools have the lowest percentage of schools that participate in Sunday Mass, teach catechesis, and the second lowest percentage for preparing children for the Sacraments.**
- **Government assignment of non-Catholics to teach in Catholic schools** is reported to have **weakened the Catholic identity of those schools**. These teachers were described by Catholic educational leaders as being motivated more by higher wages offered by the government and less by the religious mission of the school (ACE Consulting *Interviews* 2012).

Strategic Directions for Catholic Identity and Formation

- BDE Directors are encouraged to **utilize these data to identify those schools not providing catechesis or preparation for the Sacraments** and begin discussions with the pastors and/or directors of these schools **to address the lack of religious programming.**
- The bishops and CEEC are encouraged to engage with the Ministry of Education **to modify the practice of the government controlling the assignment of teachers to Catholic schools.**

SCHOOL QUALITY

The commonly held perception by stakeholders is that the quality of education in Haiti is lacking (MENFP 2010). However, due to inadequate data sources, such as standardized test results, it is difficult to create an accurate assessment. Typically school quality in Haiti is measured by inputs such as: 1) examining the materials and resources available to students and 2) assessing the quality and qualifications of administrators and teachers, rather than by student outcomes.

These input measures suggest that students in Haitian schools receive an inadequate education. Many schools are reported to lack books, teaching resources, and other educational materials. A lack of appropriate facilities limits access to schools (Schiefelbein and Wolff 1992 as cited in León, et al. 2008). The school year is short compared to other countries, and often disrupted by events outside the control of the schools (MENFP 2010). Many students are underfed at home and unable to access food at their schools (MENFP N.d.; Crane et al. 2010). These resource limitations existed prior to the earthquake in 2010 and many were magnified by it, further heightening the need for educational opportunity and improvements in the country.

In 2003, only 8% of non-public schools in Haiti were licensed. The majority of those schools were in urban areas, indicating that fewer rural schools are likely to achieve this status (León, et al. 2008). School licensure is an indicator of school quality as well as a pre-requisite for participation in public subsidy programs.

The scarcity of qualified teachers is among the most pressing problems related to school quality in Haiti. The deficiency in the teacher supply is both a cause and a consequence of the cycle of inadequate education in Haiti. Research indicates that only 25% of teachers received education beyond eighth grade (IDB 2007 as cited in Crane et al. 2010) and that a majority of teachers surveyed could not complete basic tasks related to reading and mathematics (Salmi 1998 as cited in Crane et al. 2010). Those teachers who did receive training often attended non-accredited institutions of uncertain quality (Wolff 2008 as cited in Crane et al. 2010). Low teacher salaries, particularly in non-public schools, amplify these problems (Wolff 2008 as cited in Crane et al. 2010). To end the transmission of educational inadequacy through generations, Haitian government leaders have made teacher training a priority (MENFP 2010).

Findings for School Quality

- **Thirty-five percent of Catholic schools are fully licensed** as opposed to 8% of all non-public schools, as reported in the most recent available data (2003). While this suggests a relatively higher rate of licensure among Catholic schools, there remain **1,505 Catholic schools that lack full accreditation.**

- **Almost no Catholic schools have access to technology.** Only 7% have Internet access, 20% have access to one or more computer, and a sizeable majority lack access to electrical power.
- **Sixty-one percent of Catholic schools lack a feeding program for students. Forty-five percent of respondents identify the absence of school feeding as a barrier to student learning.**
- There is a **pervasive lack of materials and resources to support teaching and learning.**
- **Rural schools have fewer available resources than urban schools.** They are also more likely to report that teachers are absent because of low wages, illnesses, or living far from the school.
- The data indicate **congregational schools have the greatest access to educational resources, technology, ongoing professional development for teachers, less concern with teacher absences, and higher rates of accreditation.** Presbytérale schools are consistently the least resourced and lowest ranking on these indicators, while **presbytérale-congregational schools and presbytérale-national schools tend to rank higher.**
- **Teacher quality and the need for teacher training was the most frequently cited challenge** in interviews with bishops, BDE Directors, diocesan education committees, and CEEC staff (ACE Consulting *Interviews* 2012).
- The Ministry of Education and National Training has identified a certification process for fundamental schoolteachers. **The Ministry of Education does not have a process for secondary school teachers** (ACE Consulting *Interviews* 2012).

Strategic Directions for School Quality

- Bishops, CEEC and BDE Directors are encouraged to **continue to pursue public and private resources to strengthen school quality in presbytérale and rural schools.**
- The CEEC leadership is encouraged to seek recognition and funding from the Ministry of Education to **become the official licensing agency for Catholic Schools.**
- The CEEC leadership and the BDE Directors are encouraged to seek **innovative methods to ensure sustainable energy - such as solar power - that will support the use of technology,** and are also encouraged to **explore the feasibility of accessing emerging technologies to promote learning.**
- The bishops and the CEEC leadership are encouraged to seek support from public donor organizations and NGOs **to establish feeding programs in all Catholic schools,** and work toward utilizing local products for school feeding over the medium term.⁵
- The bishops and CEEC leadership are encouraged to **seek partnerships with both Catholic and public universities and colleges in Haiti to address significant teacher training needs.**
- The CEEC in collaboration with the BDE Directors is encouraged to **continue implementing fundamental school teacher training and certification for current teachers.**

⁵ The utilization of local products by 2030 is advocated in the strategy of the National School Feeding Program (PNCS for French initials) and is aimed at increasing sustainability of school feeding while reducing dependency on foreign aid.

- The CEEC leadership is encouraged to **support the design and implementation of secondary school teacher training and certification programs.** (i.e., working with and through universities and other institutional partners, such as the Marcel Bedard Teacher Institute project currently being developed by the Congregation of Holy Cross).

- Haitian Catholic school leaders should **explore innovative strategies for increasing access to texts, books, and other educational materials.** Strategies to be explored might include:
 - Using cell phones, smart phones, or low-cost tablets to gain wide access to texts, children's books, and other educational materials.
 - Training teachers to facilitate activities that help students generate text, such as student creative writing workshops resulting in a student-created library of children's books, journal writing, and sharing activities.

GOVERNANCE AND MANAGEMENT

Good governance is central to the effective provision of public services and goods required to enable social well-being and sustained economic growth in Haiti (Crane et al. 2010). While this refers primarily to the role of state institutions, effective democratic governance also requires a robust and active civil society working in relationship with the state (Kaviraj and Khilnani 2001). Given the historical weakness of the Haitian state, civil society has needed to play a vital role in the provision and oversight of public services in Haiti (Fatton 2002).

The role of non-public institutions working in relationship with the state is evident in the Haitian educational sector. Over 80% of Haitian students are enrolled in non-public schools, among the highest percentages in the world for private sector enrollment (León et al. 2008). As Crane et al. note, before the 2010 earthquake, “the state played a very limited role in providing and regulating school,” as evidenced by the low levels of state licensing of schools—approximately 10% of fundamental schools—and the commitment of only 2% of GDP to schools (2010:101).

Some non-public networks of schools provide oversight, quality control and support to their schools. The Catholic school system, operating in this manner through its network of diocesan and parish structures, represents a uniquely capable non-public participant that can support effective governance for the educational sector, at least among its 2,315 schools spread throughout the country. The Catholic school network, however, is often inhibited in performing these functions by a lack of resources, revenue streams, and personnel (ACE Consulting *Interviews* 2012).

National and regional leaders point to the need to strengthen BDEs—diocesan-level Catholic education offices—as vehicles for effective governance and the provision of services in areas including:

- Teacher training
- Data collection and data-informed leadership
- Coordination of NGO and governmental support services such as school feeding programs
- The establishment of community school boards to increase local ownership and school quality
- The coordination of facilities planning and improvements
- The coordination of outside financial support from the government and other partners

Local governance is as important as regional governance and historically lacking within Haiti (Crane et al. 2010). This highlights the need to establish local and sub-regional governance structures like parent associations, school committees, and student councils. These structures enable local community ownership and support and provide accountability and transparency for school management (INEE 2004). Local governance structures also provide experiences of civic participation that strengthen democratic foundations. In addition, the government subsidy program, Education For All (EPT), which provides \$90 per-student tuition subsidies to non-public fundamental schools, requires active school committees as a prerequisite for school participation. Given that financial constraints are a major barrier to educational access, the creation of school committees is of paramount importance.

As a central part of their 2007 plan, the Catholic Education Project (PEC for its French initials), Haitian Catholic educational leaders emphasized the role of participatory governance structures as a means of sustainably improving educational quality in Catholic schools. In 2011, Catholic educational leaders conducted a pilot to implement the governance structures recommended in the PEC in thirty schools in each of four (arch)dioceses (ACE Consulting *Interviews* 2012).

Findings for Governance and Management

- Approximately **one-third of the schools in each of the dioceses have governance structures** in place including parent associations, student committees, and school committees.
- **There is insufficient capacity at the BDE level to carry out needed leadership responsibilities** such as supervision of administrators, teacher training, feeding programs, and participation in the EPT program (ACE Consulting *Interviews* 2012).
- **Each diocese has an Education Commission** appointed by the (arch)bishop to oversee the BDE, set priorities and engage in planning (ACE Consulting *Interviews* 2012).

Strategic Directions for Governance and Management

- The CEEC leadership is encouraged to **continue and to bring to scale their efforts—as outlined in the PEC—to create student councils, parent associations, and school committees** throughout all ten (arch)dioceses.
- Bishops and the CEEC are encouraged to **strengthen the capacity of BDEs and augment sustainable revenue**. Possible approaches include:
 - The development of Income Generating Activities (IGA), owned and overseen by BDEs
 - The improvement or expansion of Haitian to U.S. (arch)diocesan twinning relationships that support Haitian BDEs with annual operating funds and technical assistance.

FINANCES

Financial difficulties and deficiencies are a consistent theme in research related to Haiti. The lack of stable sources of funding, either from the government through taxation or from private citizens, limits the amount of financial investment dedicated to education.

Prior to the 2010 earthquake, state spending on education was only 2% of GDP (Crane et al. 2010). Crane et al. state that amount would need to be multiplied many times to meet the need for basic educational access for all children. Despite the ongoing deficiency of educational funds, the Haitian Ministry of Education recently reiterated its goal of providing a free education to all students at the fundamental level, both by increasing the number of public schools and by subsidizing non-public schools (MENFP 2010). While international donors and the government have made progress in recent years, the goal of providing a free education to all children at the fundamental level remains unmet. In a recent census of non-public schools in Haiti, only 21% of schools reported receiving government subsidies for their students ((MENFP N.d.).

Non-public schools must charge tuition and fees to cover operating costs, and rely heavily on parents' ability to pay. This funding model is problematic given that more than three-quarters of Haitians lived on less than \$2 per day in 2006 (León et al. 2008). Financial stress is even more pronounced in rural areas where 88% of the population was reported to be living in poverty in 2001 (IMF 2008).

Despite the lack of funds available for non-public schools from public or individual sources, 88% of schools in Haiti are non-public and 80% of students attend these schools (MENFP N.d.). Because of the tuition hurdle associated with non-public schools, poverty status is the primary determinant of school enrollment for Haitian children. Over 40% of surveyed parents who do not have children in schools cited financial barriers to enrollment (León et al. 2008). Luzincourt and Gulbrandson state that Haitian parents value education, but are often forced to withdraw or not enroll their children at all, because they lack the resources to send their children to school.

The lack of stable funding sources also restricts the amount and quality of educational resources and materials. High-quality teachers are difficult to attract and retain, particularly in non-public schools, which must compete with public schools that offer higher salaries for teachers (León et al. 2008).

Findings for Finances

- **Only 11% percent of Catholic schools currently receive public subsidies. Of these schools, 44% did not receive the subsidies in full or on time.**
- **Seventy-one percent of Catholic schools rely on tuition and fees to fund school operations and pay teacher salaries.**
- **Thirty-two percent of Catholic schools do not use budgets or keep financial records.**

Strategic Directions for Finances

- As noted above, in the Access to Schooling section, the bishops and the CEEC are encouraged to **develop a coordinated, national strategy to effectively advocate for the expansion and improved efficiency of public subsidies to Catholic schools.**
- BDE Directors are encouraged to **provide training to Catholic schools not currently utilizing budgets or keeping financial records.** Accurate financial records are a prerequisite to receive public subsidies.

FACILITIES AND CAPACITY

The status of school facilities is of increased concern following the 2010 earthquake. The disaster damaged and destroyed school buildings in several areas of the country, with a concentration in three (arch)dioceses. Many schools not directly affected by the earthquake are also in need of renovation and may need to be rebuilt. Inadequate construction materials and techniques as well as the absence of construction standards seriously compromise the safety and stability of all school facilities throughout Haiti (SCW 2012). In addition, many functioning schools are not in educationally appropriate facilities. Thirty-nine percent of fundamental schools hold classes in locations not intended to be educational facilities (churches, outdoors, etc.) (MENFP 2010). Finally, several communities with demand for schools have none because facilities are not available (ACE Consulting *Interviews* 2012). Taken together, these findings suggest a crisis related to school facilities in Haiti that is negatively impacting student safety, access to schools, and academic progress.

The survey results indicate limited sanitary capacity in most school facilities, as well as disparities between rural and urban facilities. Drinking water is available in 56% of urban schools, but in just 35% of rural schools. Fewer than half of rural schools have separate latrines for girls and boys, a characteristic that in other countries has been shown to discourage the enrollment of girls in schools (Birdthistle, et al. 2010).

Findings for Facilities and Capacity

- **37,329 new children can be enrolled in Catholic schools by utilizing untapped capacity in current schools, and up to an additional 948,181 students can be added by constructing up to 7,592 classrooms in existing Catholic schools.**
- **Fifty-seven percent of all Catholic schools lack access to potable water and 38% lack access to treated water suitable for hand washing.** This problem is worse in rural schools, where 65% lack access to potable water and 45% lack access to treated water suitable for hand washing. This raises concerns in light of the recent cholera outbreak in Haiti.⁶
- **Rural school facilities are particularly inadequate,** with 40% of schools operating in facilities not designed for educational purposes (i.e., Church structures).
- **Forty-five percent of fundamental schools report having insufficient classroom space.**

⁶ In the SCW 2012 study, surveying 221 schools in the three earthquake affected (arch)dioceses, 75% of schools were identified as lacking access to water, suggesting possible under-reporting on the survey.

- **The majority of Catholic schools are over 20 years old**, suggesting that most building systems are beyond their life expectancy **and need significant renovation or replacement** (SCW 2012).
- **Twenty percent of Catholic schools currently have buildings under construction (338) or being renovated (310)**. (Arch)dioceses that were affected by the earthquake have slightly higher rates of construction in progress.

Strategic Directions for Facilities and Capacity

- CEEC is encouraged to advocate with government leaders—using data from this report—to **secure public subsidies to educate 37,329 additional children in Catholic schools**.
- CEEC is encouraged to advocate with government leaders—using data from this report—to **secure public funding and subsidies to build up to 7,592 new classrooms and educate up to 948,181 additional children in Catholic schools**.
- CEEC and BDE Directors are encouraged to develop a strategy to **work with NGOs, relevant government ministries and other partners to improve sanitary conditions and access to clean water in Catholic schools**.
- CEEC, the bishops and the BDE Directors are encouraged to utilize data from this report and the SCW 2012 report **to articulate a long-term strategy for addressing Catholic school facility needs**.

REFERENCES

- ACE Consulting. 2012. *Haitian Catholic Education Leaders Interviews and Surveys*. Unpublished document.
- Antoine, D. 2006. L'Engagement de L'Eglise Catholique dans le Domaine de L'Education en Haïti. Unpublished document.
- Basic Education Coalition. N.d. *Basic Facts*. As of June 1, 2012: <http://www.basiced.org/basic/> .
- BEC: See Basic Education Coalition.
- Birdthistle I., K. Dickson, M. Freeman. 2010. *A Protocol to Systematically Review Evidence of the Impact of Separate Toilets for Girls at Schools on Their Primary and Secondary School Enrolment, Attendance and Completion*. MARCH Centre at LSHTM and EPPI-Centre, University of London. As of May 23, 2012: http://www.dfid.gov.uk/r4d/PDF/Outputs/SystematicReviews/FINAL-Q27-Separate-Provision-of-toilets-Protocol-DFID-LSTMH.doc_P1.pdf
- CEEC: See Commission Episcopale Pour L'Education Catholique
- Cheney, David M. *Hierarchy of the Catholic Church: Haiti*. As of June 1, 2012: <http://www.catholic-hierarchy.org/country/dht.html> .
- Commission Episcopale Pour L'Education Catholique. 2007. *Catholic Education Project of Haiti*. Unpublished document provided by CEEC personnel.
- Crane, K., J. Dobbins, L. E. Miller, C. P. Ries, C. S. Chivvis, M. C. Haims, M. Overhaus, H. L. Schwartz, and E. Wilke. 2010. *Building a More Resilient Haitian State* (National Security Research Division). Santa Monica, CA: RAND Corporation. As of May 23, 2012: <http://www.rand.org/pubs/monographs/MG1039.html>
- Education Quality Improvement Program 3. N.d. *Why Youth Development?* As of June 1, 2012: <http://www.equipl23.net/webarticles//anmviewer.asp?a=596&z=123>
- EQUIP3: See Education Quality Improvement Program 3
- Fatton, Robert Jr. 2002. *Haiti's Predatory Republic: The Unending Transition to Democracy* Lynne Reinner Press
- Groupe de Travail sur L'Éducation et la Formation. 2010. *Pour un Pacte National pour l'Éducation en Haïti*. Port-au-Prince, Haiti: Groupe de travail sur L'Éducation et la Formation. As of June 1, 2012 : http://cbcsq.qc.net/sites/1678/documents/dossiers/pacte_national_pour_education.pdf
- GTEF: Groupe de travail sur L'Éducation et la Formation
- IDB: See Inter-American Development Bank
- IMF: See International Monetary Fund
- INEE: See Inter-Agency Network for Education in Emergencies

- Inter-Agency Network for Education in Emergencies (INEE). 2004. *Minimum Standards for Education in Emergencies, Chronic Crises and Early Reconstruction*. London: INEE.
- Inter-American Development Bank. 2007. *Country Program Evaluation: Haiti 2001–2006* (Office of Evaluation and Oversight RE-327). Washington, DC: Inter-American Development Bank. As of May 23, 2012: <http://www.iadb.org/ove/GetDocument.aspx?DOCNUM=1015148>
- International Monetary Fund. 2008. *Haiti: Poverty Reduction Strategy Paper* (IMF Country Report 08/115). Washington, DC: International Monetary Fund. As of May 23, 2012: <http://www.imf.org/external/pubs/ft/scr/2008/cr08115.pdf>
- Kaviraj and Khilnani. 2001. *Civil society: History and Possibilities*. Cambridge: Cambridge University Press.
- León, G., G. Demombynes, and P. Holland. 2008. *Students and the Market for Schools in Haiti*. Unpublished draft provided by author.
- Luzincourt, K. and J. Gulbrandson. 2010. *Education and Conflict in Haiti: Rebuilding the Education Sector after the 2010 Earthquake* (Special Report). Washington, DC: United States Institute of Peace.
- MENFP: See Ministère de L'Éducation Nationale et de la Formation Professionnelle
- Ministère de L'Éducation Nationale et de la Formation Professionnelle. N.d. *Direction de la Planification et de la Coopération Externe: Recensement Scolaire 2010–2011 Présentation des Résultats*, Port-au-Prince, Haiti: Unpublished document.
- Ministère de L'Éducation Nationale et de la Formation Professionnelle. 2010. *Towards the Refounded Haitian Education System: Operational Plan 2010–2015 Recommendations* (Presidential Commission of Education and Training). Port-au-Prince, Haiti: Unpublished document.
- Salmi, J. 1998. "Equity and Quality in Private Education: The Haitian Paradox," Pp. 1–17 in *Haiti: The Challenges of Poverty Reduction*, Vol. II: *Technical Papers* (World Bank, report 17242-HA). Washington, DC: World Bank.
- Schiefelbein, E. and Wolff, L. 1992. *Repetition and Inadequate Achievement in Latin America's Primary Schools: A Review of Magnitudes, Causes, Relationships and Strategies* (Latin America and the Caribbean Region Technical Department, A View from LATHR No. 31). Washington, DC: World Bank.
- Schwartz, Timothy T. *Haiti*. As of June 1, 2012: <http://www.everyculture.com/Ge-It/Haiti.html> .
- SCW: See Schools for the Children of the World
- Schools for the Children of the World. 2012. *Haiti Catholic Schools Facility Assessment Report*. Unpublished document.
- Wolff, L. 2008. *Education in Haiti: The Way Forward*. Washington, DC: PREAL. As of May 23, 2012: <http://www.thedialogue.org/page.cfm?pageID=32&pubID=1605>