NATIONAL SURVEY OF CATHOLIC SCHOOLS IN HAITI

Final Report | June 2012



CRS CATHOLIC RELIEF SERVICES

CEEC

UNIVERSITY OF NOTRE DAME

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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 administrators and employees in all Catholic schools in Haiti. Because no centralized database related to Haitian Catholic schools existed prior to this survey, many survey questions were designed to gather basic information on schools such as location, student enrollment, and grades offered.

Other aspects of the survey addressed topics of particular importance within the Haitian context, including facility and sanitation needs or damage caused by the 2010 earthquake. School quality issues covered in the survey include the presence and qualifications of teachers, school capacity, resources available to the schools, student services, finances, and barriers to education. The survey provides a comprehensive overview of the schools and establishes a strong foundation for understanding the current status of Catholic education in Haiti. Copies of the English and French versions of the survey are included as Appendices Two and Three.

CRS personnel entered the survey questions into iFormBuilder, a mobile application that allows for the paperless entry of information. The survey was then downloaded into iPod Touches that were used for the entry of survey data in the field. In addition to facilitating data entry, the iPod Touches allowed data collectors to take photographs of the schools and to record their exact locations using Global Positioning System (GPS) technology.

Each of the ten (arch)dioceses[1] in Haiti hired local data collectors to administer the survey. CEEC and CRS personnel trained the data collectors to administer the survey and provided them with a set of materials to facilitate data collection, including a letter of introduction, a tape measure to measure classrooms, and paper copies of the survey to use in the event the iPod touch malfunctioned. At each school, data collectors attempted to speak with the school director. If the director was unavailable, another school employee completed the survey.

Local parish guides worked with the data collectors to identify and gain access to Catholic schools to complete the survey administration throughout November and December 2011 and January 2012. Upon completion, the survey responses were uploaded to iForm and exported as an Excel file by CRS personnel.

The Notre Dame research team had primary responsibility for validating, cleaning, coding, analyzing, and presenting the survey data. The majority of cleaning was performed in Microsoft Excel; the data were then exported to IBM SPSS (Statistical Package for the Social Sciences) and merged to allow analysis at various levels. Analysis occurred between March and May 2012, with ongoing input from stakeholders at CRS, CEEC, and the Bureaus of Diocesan Education (BDEs).

All data were provided via self-report by school director or available school personnel and have not been independently verified for accuracy. In addition, respondents' opinions may vary related to definitions of terms or perceptual questions. For instance, ideas of what constitutes sufficient access to water may differ from school to school. Standards for furniture quality can also vary and affect ratings provided in the facilities section. As a result, caution is warranted when considering results that may be subject to these variations.

[1] There are eight Catholic dioceses and two Catholic archdioceses in Haiti.

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

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.

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.).

Survey Results

The first series of survey questions focused on general school characteristics and the accessibility of Catholic schools nationally. This section included school name and contact information, location code, parish, whether urban or rural, school category, and school levels.[2] The total number of schools surveyed was 2,315.[3] A number of schools were added to the database subsequent to the completion of the majority of the data analysis.

Urban/Rural

Studies cite disparities in educational access and quality between rural and urban locales in Haiti. Some of the most relevant findings are a lack of school supply in many rural communities; prices in rural schools above what families can afford; a rural-urban gap in attendance rates; and, related to all of these, lower rates of primary school completion in rural areas (León et al. 2008). Given the primarily non-public, tuition-driven system, issues of poverty exacerbate poor educational access. According to the International Monetary Fund (IMF 2008), extreme poverty is nearly three times higher in rural areas.

[2] Surveyors also entered a code to allow entries to be matched to the surveyors. Not all schools provided responses for every question. Unanswered questions were recorded in the database as "Null" or blank. For many of the tables provided in the analysis, these will be aggregated as "No Response". Where clarity is compromised by listing "No Response" (e.g. when only percentages are presented), only valid responses are included in tables. Many tables also include notes to further explain what is presented.

[3] The total number of schools in the major cleaned dataset is 2,205. An additional 110 schools were added to the database after the official close of the survey. Numbers based on the full 2,315 schools are presented only for total urban and rural schools and total number of schools per diocese. The remaining analysis is based on the 2,205 schools included in the database prior to April 2012.

The marginal benefit of education is also higher in urban settings (IMF 2008), giving rural populations a lower expected return on an investment in education and less incentive to participate.

As shown in the table below, the majority (almost 60%) of Haitian Catholic schools are located in rural areas. The estimated breakdown of the Haitian population is 52% rural and 48% urban (IMF 2008).

Schools by Milieu (Urban/Rural)				
	Number of Schools[4]	% of Schools	Population[5] (2010)	% Population
Urban	887	38%	4,818,000	48%
Rural	1,379	60%	5,268,000	52%
No Response	49	2%	-	-

School Categories

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.

[4] According to the 2005 census (as referenced by Antoine 2006), there were 2,227 Catholic schools in Haiti. This suggests the addition of 88 schools since that time, disregarding survey errors in both the 2005 and current surveys.
[5] Source: IMF 2008

Schools by Category[6][7]		
	Number of Schools	**% of Schools**
Autonomous	**774**	**36%**[8]
Autonomous Catholic recognized officially by the Church	592	27%
Autonomous Catholic not recognized officially by the Church	182	8%
Congregational	**316**	**15%**
Congregational public	117	5%
Congregational non-public (private)	199	9%
Presbytérale	**1,040**	**49%**
Presbytérale	962	44%
Presbytérale congregational	43	2%
Presbytérale national	35	2%
No Response (not included in above percentages)	**75**	**3%**

School Category by Milieu

From the table below, it is apparent that most presbytérale schools are located in rural areas, while the majority of congregational schools are located in urban areas. Presbytérale schools provide the primary Catholic school option for rural children, while autonomous Catholic schools are the most numerous options for children living in urban areas. Despite poor conditions, the director of the CEEC has emphasized the importance of presbytérale schools for increasing literacy and giving rural children the opportunity to receive a basic education (Antoine 2006).

School Category by Milieu			
	Autonomous	**Congregational**	**Presbytérale**
Urban	421	211	186
Rural	350	100	851
No Response	3	5	3

Schools by (Arch)dioceses

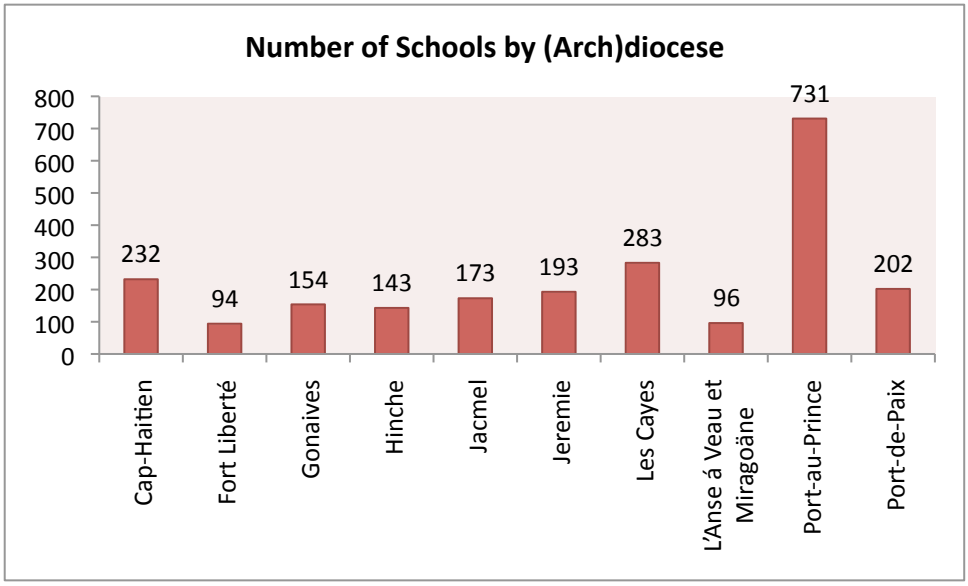
Fort Liberté has the smallest number of schools (94), while Port-au-Prince has the largest number of schools (731). More than 50% of all Catholic schools in Haiti are concentrated in three of the ten (arch)dioceses: Cap-Haitien, Les Cayes, and Port-au-Prince. The distribution of Catholic schools generally corresponds with the population size in a given (arch)diocese. Gonaives and Port-au-Prince have a smaller number of the Catholic schools than their populations would suggest, while Jeremie and Les Cayes have a greater number relative to population size.

[6] 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.

[7] For most of the following analysis, schools will be separated into the general categories of autonomous, congregational, and presbytérale. Where there are significant differences between the subcategories, the main categories will be broken out further into the subcategories.

[8] Category percentage based on 2,130 schools; schools not providing an answer to the question were not included in the total.

Number of Schools by (Arch)diocese				
(Arch)diocese	#	%	Population per Department[9]	% Population
Cap-Haitien	232	10%	773,546	10%
Fort Liberté	94	4%	300,493	4%
Gonaives	154	7%	1,070,397	13%
Hinche	143	6%	565,043	7%
Jacmel	173	8%	449,585	6%
Jeremie	193	8%	337,516	4%
Les Cayes	283	12%	627,311	8%
L'Anse á Veau et Miragoäne	96	4%	266,379	3%
Port-au-Prince	731	32%	3,093,698	39%
Port-de-Paix	202	9%	445,080	6%

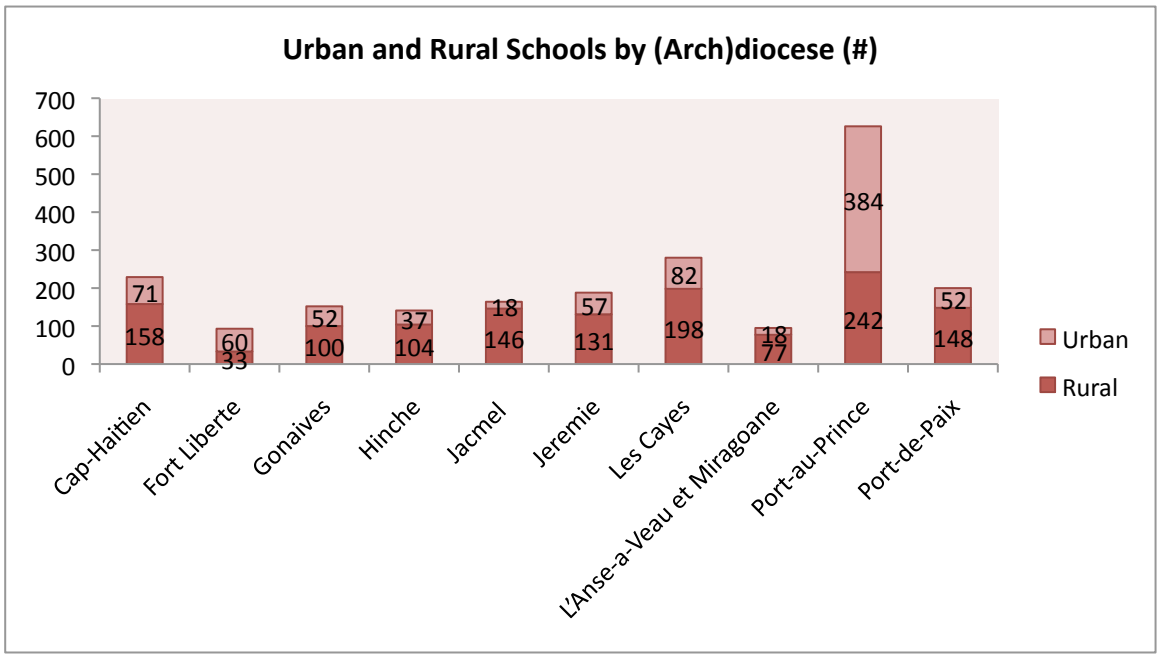


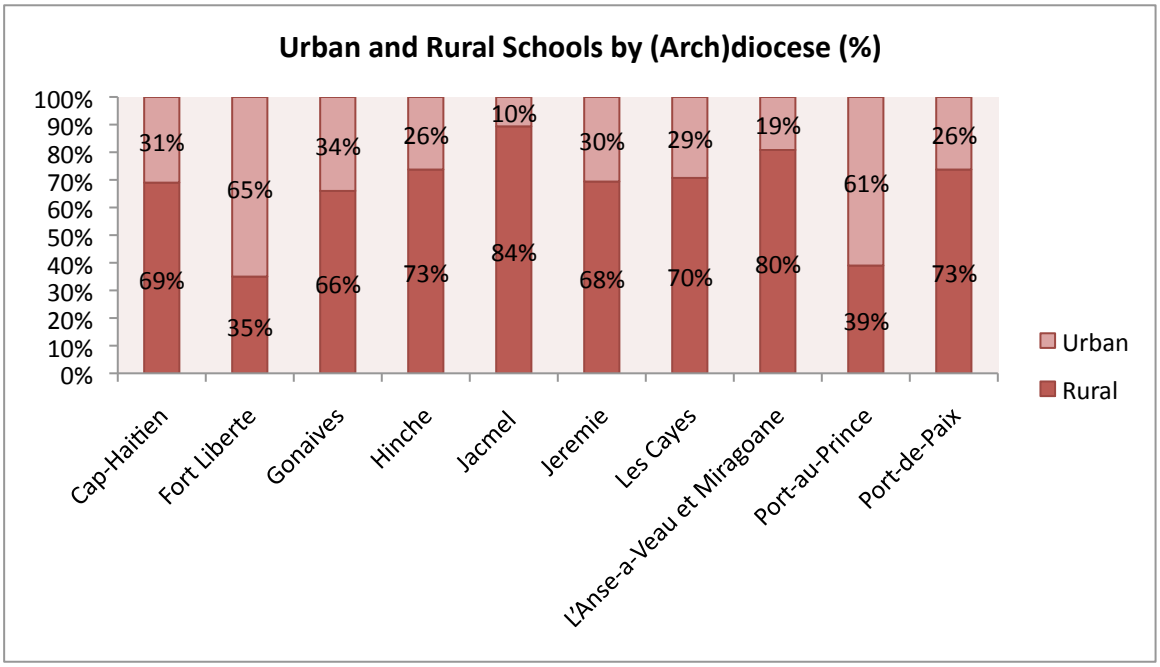
In eight of the ten (arch)dioceses, the majority of schools are located in rural areas. Fort Liberté seems an outlier having more urban than rural schools since it is a small city with a large rural area.[10]

[9] Source: MENFP N.d. Note that Haiti's ten Catholic (arch)dioceses correspond with the ten departments.

[10] Since the rural/urban distinction was left to surveyors' discretion, this could be a perception issue.

School Milieu Urban vs. Rural				
	Rural	Rural (%)	Urban	Urban (%)
Cap-Haitien	158	69%	71	31%
Fort Liberté	33	35%	60	65%
Gonaives	100	66%	52	34%
Hinche	104	73%	37	26%
Jacmel	146	84%	18	10%
Jeremie	131	68%	57	30%
Les Cayes	198	70%	82	29%
L'Anse á Veau et Miragoäne	77	80%	18	19%
Port-au-Prince	242	39%	384	61%
Port-de-Paix	148	73%	52	26%
Note: Percentages calculated based on Rural and Urban, disregarding blank responses.				





Gonaives, L'Anse á Veau et Miragoäne, and Hinche have the highest percentages of presbytérale schools, 76%, 75%, and 73% respectively. Congregational schools are the smallest category in every (arch)diocese except Les Cayes, where 22% of its schools are Congregational schools.

Categories of School by (Arch)diocese						
	Autonomous		Congregational		Presbytérale	
	Number of Schools	% of Schools	Number of Schools	% of Schools	Number of Schools	% of Schools
Cap-Haitien	87	38%	35	15%	107	47%
Fort Liberté	41	44%	13	14%	39	42%
Gonaives	22	15%	15	10%	115	76%
Hinche	20	14%	19	13%	103	73%
Jacmel	51	30%	14	8%	78	45%
Jeremie	52	27%	26	14%	108	56%
Les Cayes	55	19%	61	22%	159	56%
L'Anse á Veau et Miragoäne	12	13%	10	10%	72	75%
Port-au-Prince	330	52%	109	17%	182	28%
Port-de-Paix	104	52%	14	7%	76	38%

School Levels

The Haitian educational system is currently divided into preschool, fundamental, and secondary schools. Fundamental school consists of three "cycles". Cycle one contains first year of fundamental through third year of fundamental, cycle two is fourth year of fundamental through sixth year of fundamental; and cycle three, seventh year of fundamental through ninth year of fundamental. Catholic schools follow the same grade structure. Technical schools vary somewhat in the age of students they serve, ranging from out-of-school youth of all ages, to secondary and post-secondary aged students.

Nearly 1,600 Catholic schools (1,556) offer preschool education. Ninety percent of schools (2,037) offer some fundamental grades. Only 363 (17%) schools offer education at the secondary level. Access to secondary schools will be discussed in greater depth later in this section.

School Levels Offered		
	Number of Schools	% of Schools[11]
Fundamental	2,037	92%
Secondary	363	17%

Technical Schools

There are 72 Catholic technical schools in Haiti. Port-Au-Prince, Cap-Haitien, and Gonaives have the most technical schools, while Fort Liberte and L'Anse á Veau et Miragoäne have the fewest. Of the 72 schools, 26 (36%) are located in rural areas and 46 (64%) in urban.

Number of Technical Schools by (Arch)diocese	
(Arch)diocese	**Number of Schools**
Cap-Haitien	11
Fort Liberté	1
Gonaives	11
Hinche	4
Jacmel	6
Jeremie	5
Les Cayes	4
L'Anse á Veau et Miragoäne	0
Port-au-Prince	23
Port-de-Paix	7
Total	**72**

Technical School Partnerships

Only about one-third of Catholic technical schools reported having a partnership with private sector businesses. A higher percentage of technical schools in rural areas (62%) report participating in partnerships than do schools in urban areas.

Technical Schools with Partnerships		
Rural	16	62%
Urban	7	15%
Total	23	32%

School Sessions per Day

Schools operate one, two, or three sessions using the same educational space and rotating groups of children throughout the day. Single session schools offer one full day of school, some schools operate two half-day sessions (i.e. morning and afternoon sessions with different students attending each session), while other schools operate three sessions (i.e. morning, afternoon, and late afternoon sessions with different students attending each session). Nearly 90% of Catholic schools nationwide operate one session per day. Nine percent operate in two sessions. Only six schools, or 0.03%, operate in three sessions; all are in Port-au-Prince or Port-de-Paix.

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

Cap-Haitien, Port-au-Prince, and Fort Liberté have the highest percentage of schools operating in multiple sessions. While this model increases capacity to deliver education to more children, it also limits the number of hours children in each session receive instruction.

Percent of Schools and Number of Sessions			
(Arch)diocese	One session	Two sessions	Three sessions
Cap-Haitien	87%	13%	0%
Fort Liberté	89%	11%	0%
Gonaives	93%	7%	0%
Hinche	95%	5%	0%
Jacmel	93%	3%	0%
Jeremie	92%	5%	0%
Les Cayes	95%	4%	0%
L'Anse á Veau et Miragoäne	97%	2%	0%
Port-au-Prince	81%	15%	0.8%
Port-de-Paix	93%	5%	0.5%
Total (Nation)	**89%**	**9%**	**0.3%**

All categories of schools operate single, double, and triple sessions. Single sessions represent 84% or more of sessions offered in each school category. Urban schools typically operate two to three times more double sessions than rural. Congregational and autonomous schools are considerably more likely to offer double session than presbytérale schools. Triple sessions represent less than 1% of sessions overall. Among all categories of schools, congregational schools are most likely to operate triple sessions.

Number of Sessions by School Characteristic	One session	Two sessions	Three sessions
Urban	84%	14%	0.6%
Rural	95%	5%	0.1%
Autonomous	85%	13%	0.5%
Congregational	87%	12%	0.9%
Presbytérale	96%	4%	0.2%

Secondary School Characteristics

The lack of secondary school access in Haiti is considered to be a major problem (IMF 2008). This is true of Catholic schools. The majority of secondary schools are located in cities. As presented earlier in this report, 52% of the population resides in rural areas, yet only 26% of the Catholic secondary schools are located in rural areas.

Secondary Schools by Milieu		
	Number of Schools	% of Schools
Urban	267	74%
Rural	95	26%
No Response	1	0.2%

The Archdiocese of Port au Prince, which has the largest overall population, has the majority of secondary schools (50%). However, Gonaives, with the next largest overall population, has only 5% of the secondary schools.

Number of Secondary Schools by (Arch)diocese				
(Arch)diocese	Population per Department	% Population	Number of Secondary Schools	% of Total Secondary Schools
Cap-Haitien	773,546	10%	17	5%
Fort Liberté	300,493	4%	20	6%
Gonaives	1,070,397	13%	17	%
Hinche	565,043	7%	17	5%
Jacmel	449,585	6%	18	5%
Jeremie	337,516	4%	32	9%
Les Cayes	627,311	8%	42	12%
L'Anse á Veau et Miragoäne	266,379	3%	10	3%
Port-au-Prince	3,093,698	39%	174	50%
Port-de-Paix	445,080	6%	16	4%

By school type, nearly 50% of secondary schools are autonomous schools.

Secondary Schools by Category		
	Number of Schools	% of Total Secondary Schools
Autonomous	179	49%
Congregational	93	26%
Presbytérale	84	22%
Presbytérale	*72*	*20%*
Presbytérale congregational	*6*	*2%*
Presbytérale national	*6*	*2%*

Student Enrollment

The school enrollment data indicate that 53% of the school population is female, 47% is male, and 57% is Catholic.

The data reveal a trend of declining enrollment from grade to grade.[12] Between the first year of fundamental and second year of fundamental there is a decline in enrollment of 12,876 students. Between the sixth year of fundamental to the seventh year of fundamental, there is a decline of 14,217 students; and between the ninth year of fundamental and the first year of secondary there is a decline in enrollment of 14,239.

Throughout Haiti, only 32% of children who enter fundamental school typically reached the fifth grade (IDB 2007). Catholic school data mirror this pattern of declining enrollment.

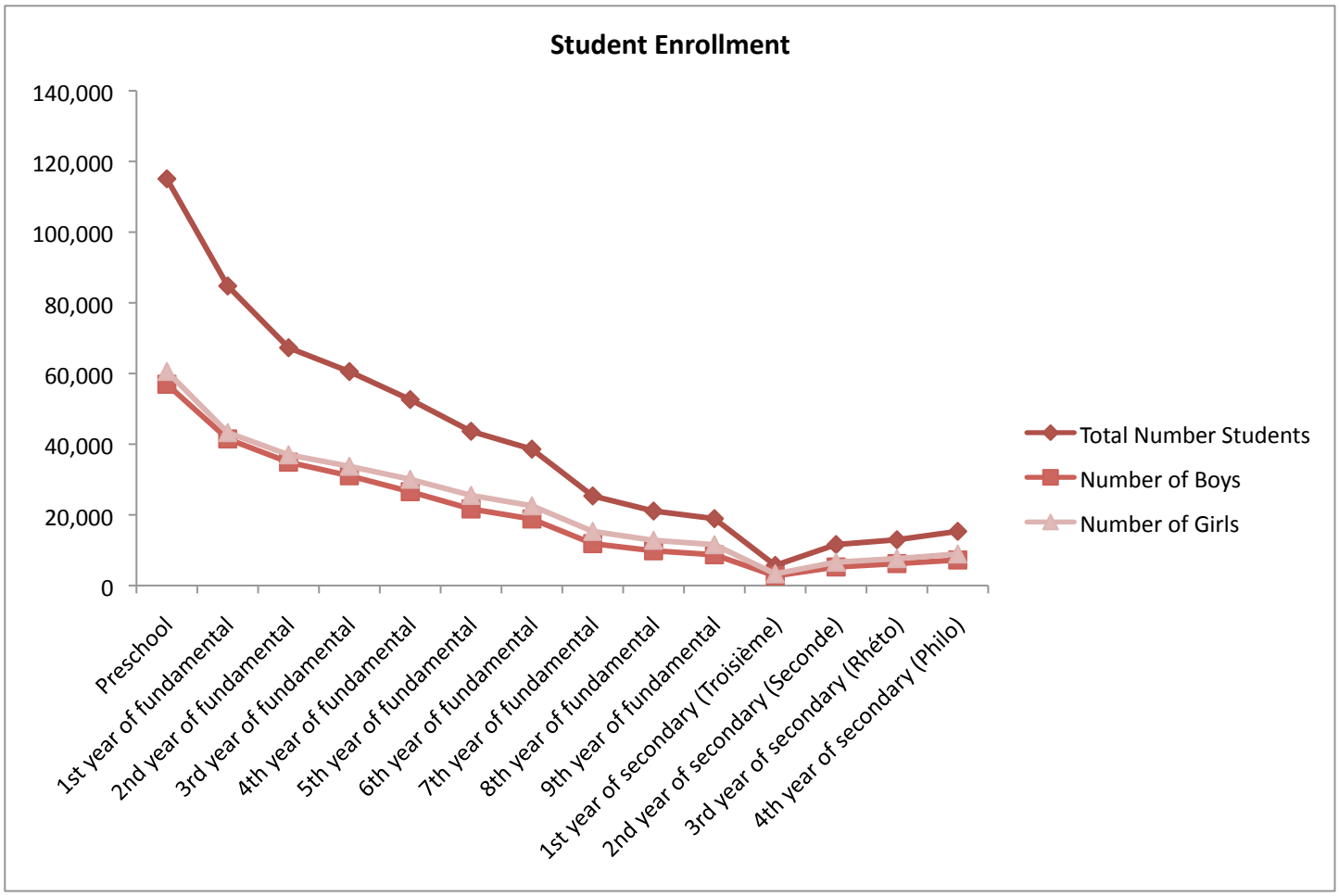
The enrollment of 84,766 students in the first year of fundamental declines to an enrollment of 16,155 students or an 81% decline over thirteen years of schooling. It should be noted that this is not longitudinal data, but it suggests an overall pattern of decline in the number of students accessing Catholic education.

The data show an enrollment gain of 1,966 students between the second and third year of secondary and a gain of 2,324 students between the third and fourth year of secondary. The increasing enrollment in later grades of secondary school reportedly is the result of students repeating grades in order to pass national exams.

[12] Because preschool includes three years of students (ages three, four, and five) enrollment declines from preschool to the first year of fundamental are not comparable to declines in other grades.

Student Enrollment								
	Total # Students	**Change in Enrollment (from prior grade)**	**Total # Boys**	**Total # Girls**	**Avg. # Boys per School**	**Avg. # Girls per School**	**# Catholic**	**% Catholic**
Preschool	117,533	N/A	56,951	60,582	33	35	62,105	54%
1st year of fundamental	84,766	N/A	41,485	43,281	22	23	50,184	59%
2nd year of fundamental	71,890	-12,876	34,900	36,990	19	20	41,687	58%
3rd year of fundamental	64,811	-7,079	31,063	33,748	17	9	38,257	59%
4th year of fundamental	56,616	-8,195	26,558	30,058	16	17	36,044	64%
5th year of fundamental	47,183	-9,433	21,666	25,517	14	16	27,217	58%
6th year of fundamental	41,393	-5,790	18,827	22,566	13	15	23,391	57%
7th year of fundamental	27,176	-14,217	11,848	15,328	14	17	14,178	52%
8th year of fundamental	22,629	-4,547	9,836	12,793	12	15	11,853	52%
9th year of fundamental	20,270	-2,359	8,707	11,563	11	14	10,689	53%
1st year of secondary (Troisième)	6,031	-14,239	2,723	3,308	5	6	2,975	49%
2nd year of secondary (Seconde)	11,865	5,834	5,247	6,618	8	10	5,854	50%
3rd year of secondary (Rhéto)	13,831	1,966	6,209	7,622	9	11	7,227	52%
4th year of secondary (Philo)	16,155	2,324	7,229	8,926	10	13	8,466	52%
Total	**602,149**[13]	**-**	283,249	318,900	-	-	340,127	**57%**

[13] Enrollment in 2005 was 485,957, as quoted by CEEC (Antoine, 2004). The current numbers represent a difference of 87,547 students, or 18% growth.



Major Obstacles to Attendance

The most frequently cited barrier to attendance in urban and rural settings is economic hardship. Illness was indicated as the second major obstacle to attendance, followed by distance from school and absence of a feeding program. Poor school attendance is thought to be due largely to poverty (IDB 2007), both directly, due to the tuition and school fees associated with attending school in a largely private market, and indirectly because students must leave school to participate in income-generating activities or remain home because of frequent illness and poor healthcare.

Major Obstacles to Attendance			
	Total	**Rural**	**Urban**
Economic difficulties	**78%**	**80%**	**74%**
Illness	52%	51%	54%
Distance from school	38%	44%	30%
Absence of canteen (feeding program)	33%	37%	26%
Lack of transportation	13%	12%	15%
Not a priority for the family	12%	13%	9%
Work at home	10%	11%	8%
Work in the fields	10%	13%	4%
Other	8%	6%	5%
Need to work	6%	8%	3%
Rural exodus	5%	9%	5%

Teachers

There are a total of 27,565 teachers across the ten (arch)dioceses in Haiti.[14] Of these, 17,162 (62%) are male and 10,403 (38%) are female.

Total # teachers	Average # teachers per school	Male (# Total)	Male (% Total)	Average # male teachers per school
27,565	13	17,162	62%	8
		Female (# Total)	**Female (% Total)**	**Average # female teachers per school**
		10,403	38%	5

There are more teachers in urban schools than in rural schools, with more than twice as many teachers on average per school.

Teachers by Milieu							
	Total	Male (#)	Male (%)	Female (#)	Female (%)	Average # male teachers per school	Average # female teachers per school
Rural	11,340	7,163	63%	4,177	37%	6	3
Urban	16,043	9,925	62%	6,118	38%	13	8

The differences in personnel between fundamental and secondary schools are more pronounced than by locale. Although there are more fundamental teachers overall, there are far fewer on average per school because high schools are larger and nearly all teachers are part time employees.

[14] This number represents a doubling in the number of teachers since the last assessment in 2005 (Antoine 2006). This may be due in part to the current survey not accounting for individual teachers who teach more than one shift or work at multiple schools.

Teachers by Level							
	Total	Male (#)	Male (%)	Female (#)	Female (%)	Average # male teachers per school	Average # female teachers per school
Fundamental	15,671	8,191	52%	7,480	48%	5	4
Secondary	11,652	8,847	76%	2,805	24%	26	8

The Archdiocese of Port-au-Prince has the largest number of teachers (10,447), which represents 38% of all Catholic school teachers. More male than female teachers serve across all ten (arch)dioceses.

Teachers by (Arch)diocese						
(Arch)diocese	Total	Male (#)	Male (%)	Female (#)	Female (%)	Average # Teachers per school
Cap-Haitien	2,928	1,653	58%	1,275	44%	13
Fort Liberté	1,416	958	68%	458	32%	15
Gonaives	2,049	1,288	63%	761	37%	13
Hinche	1,471	1,013	69%	458	31%	10
Jacmel	1,521	932	61%	589	39%	10
Jeremie	1,994	1,479	75%	515	26%	11
Les Cayes	3,251	1,936	61%	1,315	40%	12
L'Anse á Veau et Miragoäne	850	530	65%	320	38%	9
Port-au-Prince	10,447	6,233	60%	4,214	40%	18
Port-de-Paix	1,640	1,140	74%	500	30%	9

Part-time and Full-time Personnel

There are 26,749 teachers across the ten (arch)dioceses in Haiti, of which 9,457 (35%) are part-time and 17,292 (65%) are full-time. Of the total number of teachers, 16,125 (60%) are Catholic. Nearly two-thirds of secondary school personnel are part-time, compared with only 14% in fundamental schools.

Part-time and Full-time Personnel							
	# Personnel	**# Part-time Personnel (PT)**	**% Part-time Personnel (PT)**	**# Full-time Personnel (FT)**	**% Full-time Personnel (FT)**	**# Catholic Personnel**	**% Catholic Personnel**
Total	26,749	9,457	35%	17,292	65%	16,125	60%
Fundamental	15,473	2,207	14%	13,266	86%	10,407	67%
Secondary	11,106	7,203	65%	3,903	35%	5,637	51%

Administrative Personnel

Responses related to administrative personnel were given separately for men and women. The most commonly cited female administrative positions were: Director or Manager; or Secretary. The most commonly cited male administrative positions were: Director or Coordinator.

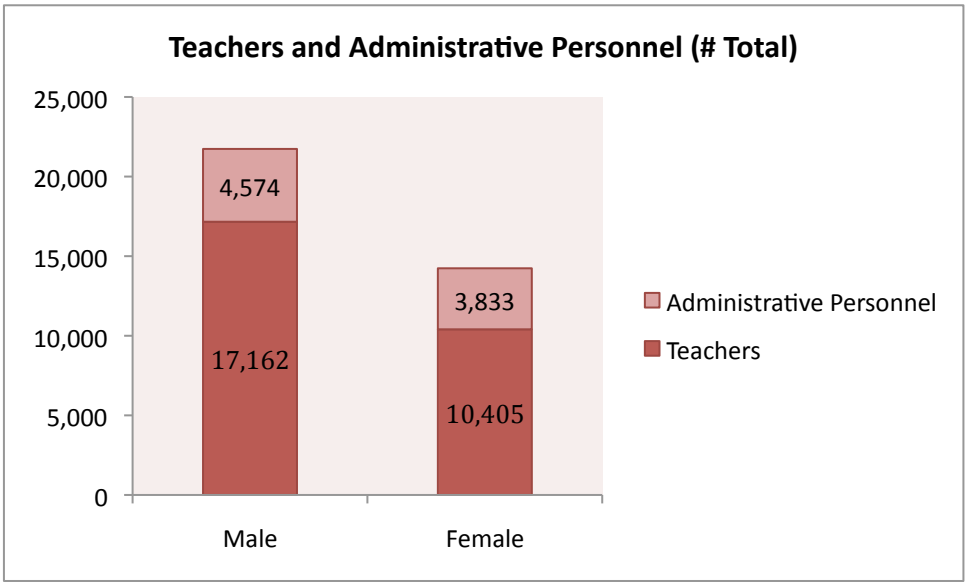
Total # Administrative Personnel	# Male Administrative Personnel	% Male Administrative Personnel
8,407	4,574	54%
	# Administrative Personnel Female	**% Administrative Personnel Female**
	3,833	46%

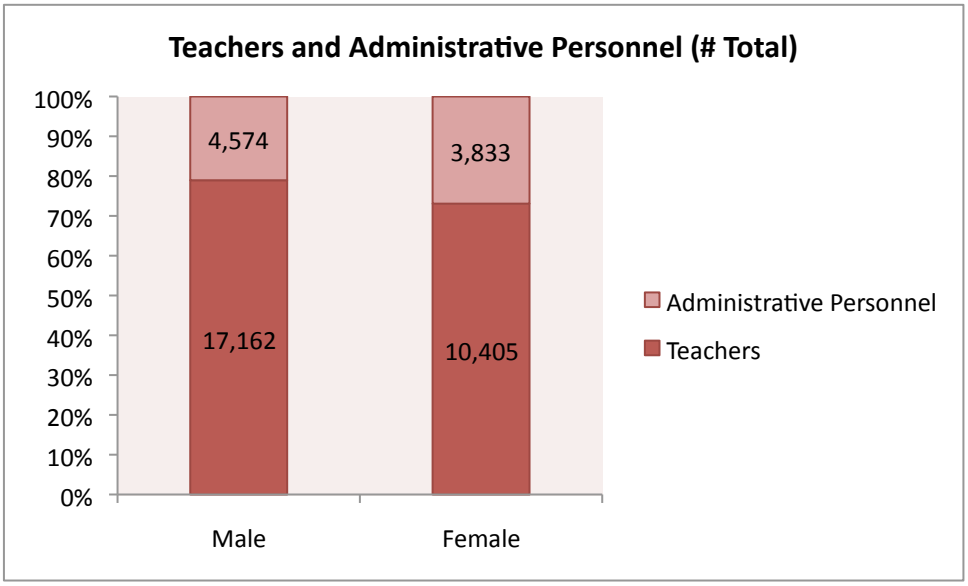
Fundamental

Total # Administrative Personnel	# Male Administrative Personnel	% Male Administrative Personnel
5,668	3,032	53%
	# Administrative Personnel Female	**% Administrative Personnel Female**
	2,636	47%

Secondary

Total # Administrative Personnel	# Male Administrative Personnel	% Male Administrative Personnel
2,668	1,513	57%
	# Administrative Personnel Female	**% Administrative Personnel Female**
	1,155	43%





Administrative Personnel by Milieu							
	Total	Male (#)	Male (%)	Female (#)	Female (%)	Average # Male Administrative Personnel per school	Average # Female Administrative Personnel per school
Rural	3,928	2,353	60%	1,575	40%	2	1
Urban	4,417	2,195	50%	2,222	50%	3	3

School Access Findings

- **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 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*[15] 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 enroll their children in 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.**

- 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

[15] 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.

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.

Survey Results

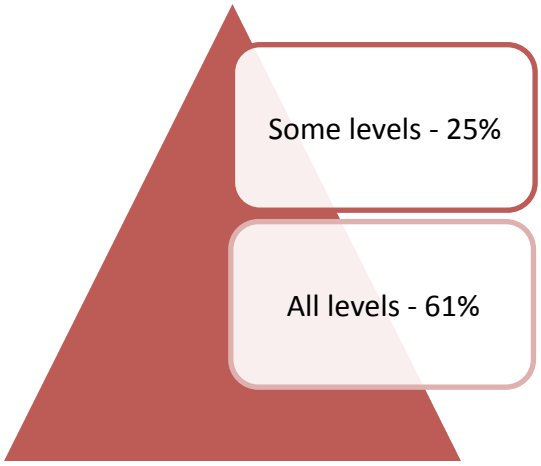
Catechesis and Sacramental Preparation

The domain of Catholic identity includes basic information such as whether schools teach catechesis and whether they offer the Sacraments of the Church. Fourteen percent of schools do not teach catechesis.

Approximately 75% of students are reported to attend Sunday Mass. Eighty-one percent of schools offer the Sacraments. Nearly two-thirds of the schools that offer catechesis offer it at all levels.

Basic Information on Catholic Identity				
	% schools reporting that children go to Sunday mass	% schools that prepare children for the sacraments	% schools that teach catechesis	% schools that teach catechesis at all levels
Total	**75%**	**81%**	**86%**	**61%**
Autonomous	73%	79%	84%	51%
Not Recognized	67%	81%	87%	42%
Recognized	75%	78%	91%	54%
Congregational	79%	85%	88%	76%
Presbytérale	78%	78%	89%	65%

Levels at which Catechesis is Taught



Catholic Identity Findings

- **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.**
- **Forty-percent of school personnel in Catholic schools are non-Catholic.**
- **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 in Catholic Identity

- 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**.
- BDE Directors and the CEEC are encouraged to develop a strategy and programs **to recruit more Catholic youth to serve as teachers in Catholic schools.**
- 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) the materials and resources available to students and 2) the quality and qualifications of administrators and teachers, rather than 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).

Survey Results

Student Services

The table below indicates that, similar to other schools in Haiti, Catholic schools lack resources for students. Four percent of schools have methods for addressing students with learning disabilities. Twenty percent of schools have libraries and, of those, 12% allow students to take books home. Additionally, fewer than half of students have access to their own reading and math textbooks. School feeding programs are addressed in detail below.

Student Services (Percent of Schools Answering Yes)						
	Methods for Addressing Learning Disabilities	**Does the school have library?**	**May students take books home from library?**	**Does each student have access to own math book?**	**Does each student have access to own reading book?**	**Does the school have a feeding program?**
Total	4%	20%	12%	45%	44%	39%
Preschool and Fundamental	4%	15%	8%	43%	42%	41%
Secondary	6%	47%	31%	56%	54%	34%
Urban	7%	36%	22%	55%	55%	43%
Rural	2%	10%	5%	39%	37%	37%
Autonomous Non-official	6%	29%	24%	52%	52%	23%
Autonomous official	6%	20%	12%	46%	46%	29%
Congregational private	7%	48%	25%	60%	59%	55%
Congregational public	4%	46%	20%	63%	63%	70%
Presbytérale	2%	9%	5%	37%	36%	42%
Presbytérale congregational	0%	35%	14%	51%	51%	37%
Presbytérale national	6%	31%	23%	57%	51%	54%

Related to school type, congregational schools report having more access to books than other school types. Traditional presbytérale schools—those not sponsored by a congregation or receiving public funding—are the least likely to have access to books. Rural schools lack resources in all areas in comparison to urban schools.

Feeding Programs

Thirty-nine percent of all schools surveyed reported having a feeding program. Similar to the patterns noted above, this resource is more readily available in urban and congregational schools than in rural and traditional presbytérale schools. By (arch)diocese, Hinche has the highest percentage of schools with a feeding program, followed by Fort Liberte and Gonaives.

Number of Schools with Feeding Program by (Arch)diocese				
(Arch)diocese	Number of Schools	% Schools	Total # Students	Average # per school
Cap-Haitien	105	46%	37,756	235
Fort Liberté	55	59%	23,407	384
Gonaives	88	58%	34,058	292
Hinche	100	70%	33,656	269
Jacmel	49	28%	14,519	122
Jeremie	40	21%	13,439	120
Les Cayes	78	28%	20,953	225
L'Anse á Veau et Miragoäne	33	34%	9,284	175
Port-au-Prince	270	42%	70,945	267
Port-de-Paix	43	21%	11,134	104

Key Barriers to Learning[16]

The most commonly cited barriers to learning across all milieus and school types are lack of teaching materials, lack of student learning materials, and lack of feeding programs.[17]

In relation to an absence of feeding programs as a barrier to learning, according to the Library of Congress country profile (2006), half the population of Haiti is considered "food insecure" and half of the children are malnourished. Various studies (in Benin, Jamaica, North America, and elsewhere) have shown academic achievement to be higher for children receiving school feeding (World Food Programme 2004).

[16] Respondents were asked to identify the key barriers to student learning and were able to select more than one choice from the list provided. Choices were not read aloud for respondents; rather, the data collectors marked the phrases as they were stated.

[17] Congregational schools have slightly lower percentages of schools citing lack of quality teachers and lack of school feeding programs as barriers than other school types.

Key Barriers to Learning			
	Total	Urban	Rural
Lack of didactic material	**48%**	**47%**	**49%**
Lack/inadequacy of textbooks or other supplies	**48%**	**48%**	**48%**
Lack of school feeding	**45%**	**46%**	**45%**
Lack/ inadequacy of chairs/desks/ chalkboards/tables	37%	35%	38%
Teachers' salaries are too low	34%	35%	33%
Lack of health programs for students	26%	28%	26%
Lack/inadequacy of teacher manuals	25%	23%	26%
Lack of continuing training of teachers	22%	20%	23%
Lack/inadequacy of trained teachers	18%	16%	19%
Lack/ inadequacy of toilets	18%	18%	18%
Delay in teacher salaries	17%	19%	17%
Poor building conditions	15%	17%	0.5%
School is too expensive for the parents	11%	12%	14%
The non-use of the "detailed program" (state curriculum)	6%	6%	6%
Overcrowded classrooms	4%	5%	3%
Delay in transfer of school funding	3%	3%	3%
Violence/insecurity at the school	0.5%	0.3%	0.7%

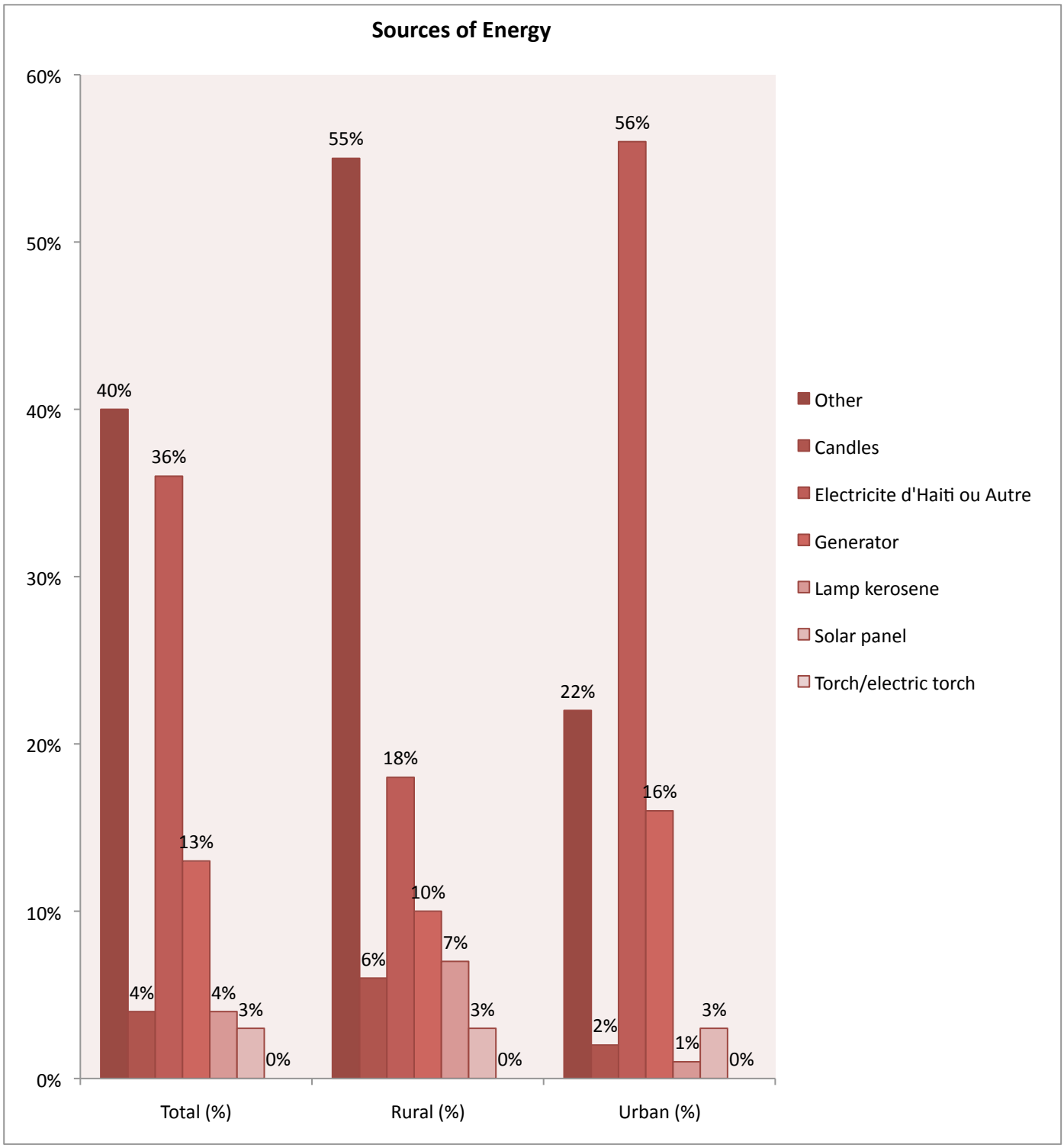
Sources of Energy

One-third of schools did not answer the question regarding their sources of energy, which may mean that they simply do not have access to electricity and skipped the question.[18] Out of all schools responding to the question, 36% have access to national power (the grid) and 13% have a generator, totaling 49%. Forty percent selected "Other" and many in that group described their energy source as "sun," "sunlight," or "air".

Sources of Energy						
Source	**Total**	**Total (%)**	**Rural**	**Rural (%)**	**Urban**	**Urban (%)**
Other	594	40%	443	55%	148	22%
Electricité d'Haiti (national power company)	527	36%	145	18%	371	56%
Generator	186	13%	80	10%	105	16%
Candles	64	4%	49	6%	15	2%
Kerosene lamp	62	4%	58	7%	4	1%
Solar panel	41	3%	22	3%	19	3%
Torch/electric torch	6	0%	4	0%	1	0%
Note: Percentages based on Total – Null – Blank = 1,480						

National power is the primary energy source used by urban schools (56%) compared to 18% of rural schools. Fifty-five percent of rural schools use a source of energy other than those listed on the survey, likely suggesting they have no access to electricity.

[18] For this question, 647 survey responses were recorded as "Null" and another 78 were entirely blank, totaling 725 "No response". This represents 33% of schools. It is likely, although not certain, that many of these schools did not respond because they have no external energy source.


Sources of Energy
60%
50%
40%
30%
20%
10%
0%
40%
4%
36%
13%
4%
3%
0%
55%
6%
18%
10%
7%
3%
0%
22%
2%
56%
16%
1%
3%
0%
Total (%)
Rural (%)
Urban (%)
Other
Candles
Electricite d'Haiti ou Autre
Generator
Lamp kerosene
Solar panel
Torch/electric torch

Computers and Internet

Fewer than 20% of Haitian Catholic schools have computer access (at least one computer) and 7% have access to reliable Internet. Almost half of secondary schools have access to a computer, while 15% of fundamental schools have access. A similar pattern exists for Internet availability, with 19% of secondary schools and 4% of fundamental schools reporting reliable access.

Computers and Internet by School Characteristic		
	Percentage of schools w/ Computers	Percentage of schools w/ Internet
Total	19%	7%
Preschool and Fundamental	15%	4%
Secondary	47%	19%
Urban	36%	13%
Rural	10%	2%

Computers and Internet by School Category		
	Percentage of schools w/ Computers	Percentage of schools w/ Internet
Autonomous Non-official	34%	10%
Autonomous official	27%	7%
Congregational private	54%	23%
Congregational public	51%	9%
Presbytérale	15%	3%
Presbytérale congregational	44%	16%
Presbytérale national	17%	0%

When compared by school type, congregational schools have similar advantages relative to technology as they have shown for other student services. The two categories of congregational schools are the only types to have computers available in more than 50% of schools. In addition, 23% of congregational private schools have Internet access, 7% more schools than the next highest category.

Source of Energy by Technology Access				
	Grid	**Generator**	**Other**	**No Response (Null)**
Computers				
Yes	57%	25%	7%	6%
No	18%	6%	35%	33%
Internet				
Yes	55%	26%	5%	7%
No	22%	8%	30%	31%

As would be expected, because access to electricity is required for technology use, more than 75% of schools with computer and Internet access reported using the national power grid or a generator.

School Policies

The majority of surveyed schools have formal school policies or a handbook for faculty, parents, and students detailing the procedures and internal rules or regulations of the school. Preschools and fundamental schools are almost equally likely to have school policies at around 86%; nearly 100% of secondary schools have school policies. When divided by urban and rural (not shown), 94% of urban schools have policies compared to 80% of rural schools.

School Policies								
	Total		Preschool		Fundamental		Secondary	
	Number	Percent	Number	Percent	Number	Percent	Number	Percent
Yes	1,860	84%	1,337	86%	1,745	86%	351	97%
No	250	11%	178	11%	242	12%	6	2%
Unknown	27	1%	16	1%	23	1%	3	0.8%

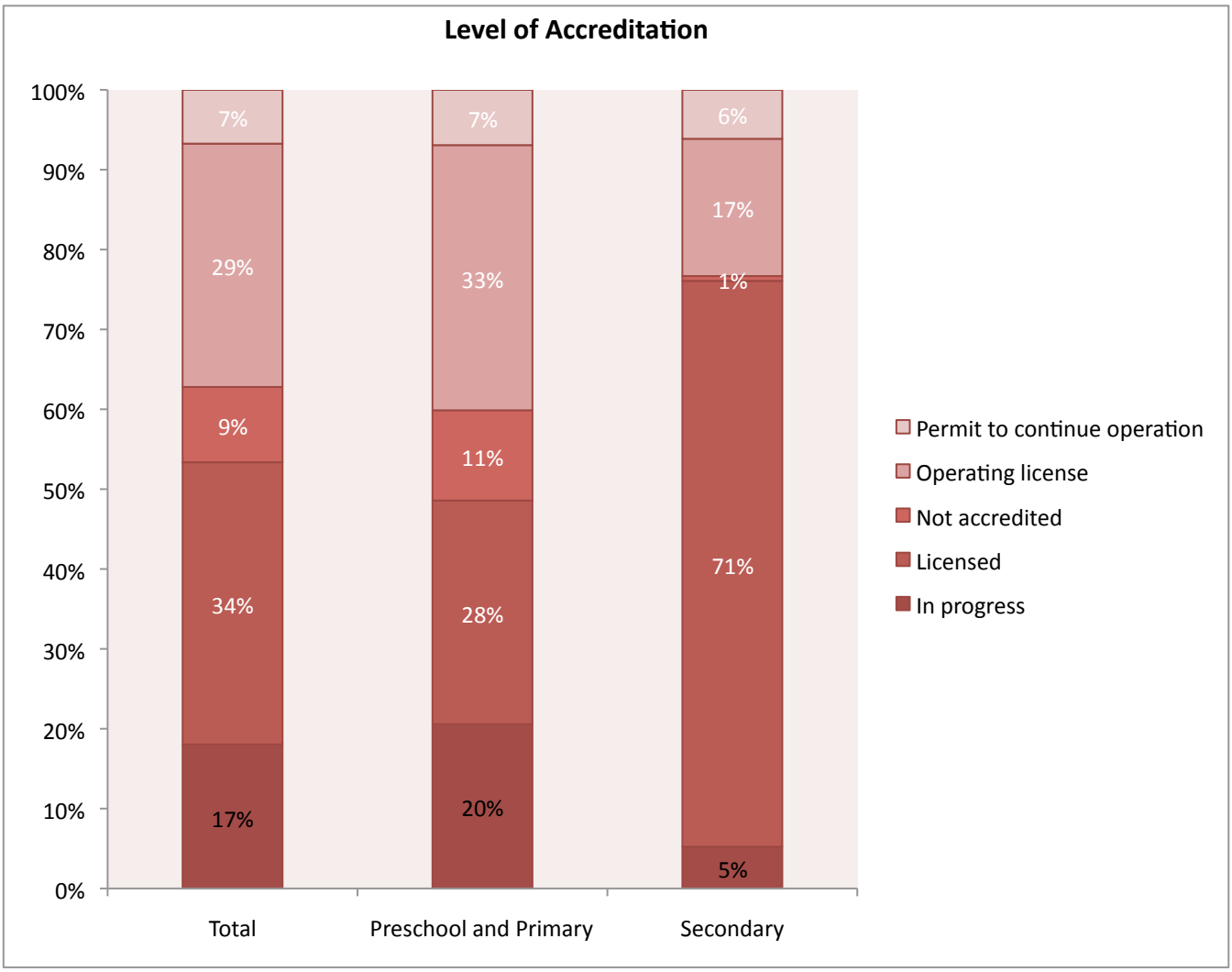
Traditional presbytérale schools are least likely of all school types to have school policies at 78%. For all other school types, more than 90% of the schools have manuals or policies.

School Policies by School Category		
	Number	Percent
Autonomous	714	92%
Congregational	303	96%
Presbytérale	822	79%
Traditional presbytérale	*746*	*78%*
Presbytérale congregational	*42*	*98%*
Presbytérale national	*34*	*97%*

School Accreditation or Licensure

A majority of Catholic schools in Haiti are either fully licensed (34%) or have an operating permit or a permit of continued operation (36%). Nine percent are non-accredited, with the implication that they are not currently pursuing accreditation, and an additional 17% are in the process of applying for accreditation. By percentage, more than twice as many secondary schools are fully accredited than fundamental schools.

School Accreditation by School Level						
	Total		Preschool and Fundamental		Secondary	
	#	%	#	%	#	%
Licensed	753	34%	494	28%	256	71%
Operating Permit	649	29%	586	33%	62	17%
Permit to continue operation	144	7%	122	7%	22	6%
In progress	384	17%	363	20%	19	5%
Not accredited	201	9%	199	11%	2	0.6%



A far higher percentage of urban schools are accredited (57%) than are schools in rural areas (21%). This is another indication of disparities between the schools types.

Level of accreditation by milieu				
	Rural	**Rural (%)**	**Urban**	**Urban (%)**
Licensed	275	21%	474	57%
Operating Permit	453	34%	192	23%
Permit to continue operation	95	7%	48	6%
In progress	310	23%	74	9%
Not accredited	180	14%	20	2%

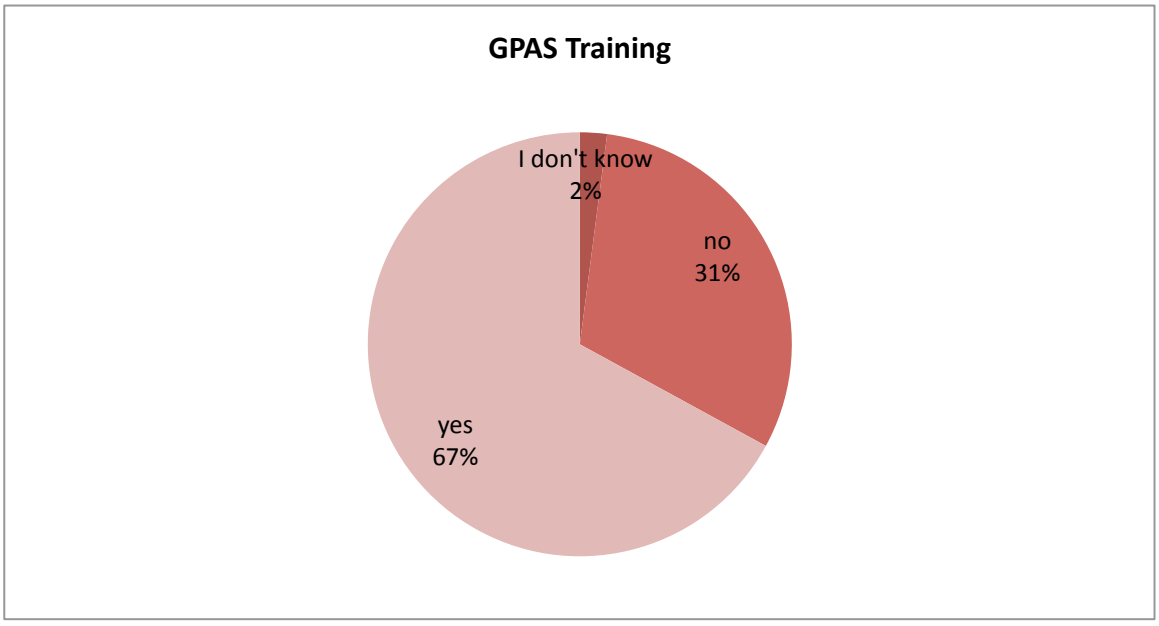
Similar to the results for school policies, congregational schools have the highest percentage of fully accredited schools, followed by autonomous schools.

Level of Accreditation by School Category						
	Autonomous Non-official		Congregational private		Presbytérale (All Subcategories)	
	Number	Percent	Number	Percent	Number	Percent
Licensed	283	37%	229	73%	234	23%
Operating License	248	32%	42	13%	337	32%
Permit to continue operation	60	8%	17	5%	67	6%
In progress	128	17%	15	5%	237	23%
Not accredited	47	6%	1	0.3%	148	14%

Level of Accreditation by School Category (cont.)						
	Presbytérale		Presbytérale congregational		Presbytérale national	
	Number	Percent	Number	Percent	Number	Percent
Licensed	201	21%	18	42%	15	43%
Operating License	305	32%	16	37%	17	49%
Permit to continue operation	66	7%	1	2%	0	0%
In progress	226	24%	8	19%	3	9%
Not accredited	148	15%	0	0%	0	0%

Practical Guide of School Administration Training

Approximately two-thirds of administrators have received training based on the Practical Guide of School Administration (GPAS for its French initials), a training program for school administrators approved by MENFP.



Teacher Training

Recognizing the importance of teacher training in ensuring school quality, the survey asked respondents to report the educational attainment of the teachers in their schools. Unfortunately, the answer choices for the question omitted necessary options, invalidating the responses. Information reflecting the overall levels of training for teachers in the country and qualitative data from Catholic school leaders, however, clearly indicate that Catholic schoolteachers in Haiti do not have sufficient training to ensure high-quality education for their students (IDB 2007, ACE Consulting 2012).

A majority (56%) of Catholic schools provide some form of continuing education or ongoing professional development for teachers. Results for continuing education of teachers show similar trends to those found above with regard to urban and rural inequalities and fewer resources in presbytérale schools.

Percentage of Schools that Re-Train Teachers Regularly (Recyclage)						
	Total	Rural	Urban	Autonomous	Congregational	Presbytérale
Total	56%	52%	65%	61%	70%	50%

Reasons for Teacher Absence

In the section related to teaching staff, respondents were asked to select three primary reasons for teacher absences. Twelve percent of schools report that teacher absence is not a problem. Among the remaining schools, illness is the most frequently cited reason for absence or lateness (67%) across all school types and milieus. Rural schools are more likely to cite distance to the school (55%) and low salaries (48%) as reasons for teacher absence, while urban schools are more likely to report traffic (25%) as a cause of teacher absence or tardiness.

Reasons for Teacher Absence						
	Total	Urban	Rural	Autonomous	Congregational	Presbytérale
Illness	67%	63%	70%	62%	61%	72%
Long distance from the school	48%	36%	55%	43%	39%	54%
Low salary	37%	20%	48%	35%	14%	45%
Difficulty of transportation	30%	31%	28%	31%	35%	27%
Traffic jams	14%	24%	8%	21%	22%	6%
This is not a problem for teachers	12%	15%	11%	12%	18%	11%
Lack of motivation	8%	6%	9%	8%	4%	9%
Other employment	4%	5%	4%	4%	3%	4%
Accumulation of hours in several schools (other jobs)	3%	6%	2%	4%	6%	2%
Part-time	2%	3%	2%	2%	3%	2%
Other	10%	6%	13%	8%	6%	13%

Discipline

Nationally, more than 50% of schools use meetings with parents as a means of discipline. This is also the most prevalent form of discipline in each (arch)diocese. In most cases, work on school grounds is the second most utilized form of discipline.

Two answers were included relating to corporal punishment due to a concern that schools may be reluctant to self-report or may misunderstand the meaning of "corporal punishment." Therefore, "use of the whip" was also an answer choice and was selected by 9% of schools, while 6% of schools reported using corporal punishment.

Methods of Discipline		
	Number	Percent
Meetings with parents	1,183	54%
Labor in the school yard	264	12%
Use of Whip	202	9%
Corporal Punishment	129	6%
Provisional dismissal	122	6%
Expulsion	5	0.2%
Other	99	5%

Summary of School Quality Findings

- **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 in 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.[19]

- 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.**

- 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.

[19] 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.

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).

Survey Results

Community Involvement and School Committees

There are three types of school management committees common in Haitian schools: parent associations that support schools and advocate for them in the community, school committees that provide council and oversight, and student committees (student government). Individual schools can have all three types of committees.

Thirty-four percent of Catholic schools have an association of parents of students (APE for its French initials) and 31% have an education committee (CE for its French initials). Twenty-five percent have a student committee. Secondary schools are more likely than fundamental schools to have student committees and equally as likely to have education committees, but 13% fewer have parent associations.

School Committees			
	Association of parents of students (APE)	Education committee (CE)	Student committee
Total	34%	31%	25%
Preschool and Fundamental	36%	31%	20%
Secondary	24%	32%	51%
Urban	29%	35%	35%
Rural	37%	29%	19%
Autonomous	32%	35%	28%
Congregational	29%	31%	38%
Presbytérale	38%	28%	20%

Schools in Hinche are most likely to have parent associations. L'Anse á Veau et Miragoäne has the highest percentage of education committees. No (arch)dioceses have student committees in a majority of schools. The highest rates are found in Cap-Haitien and Hinche, where over one-third of schools have student committees.

School Committees by (Arch)diocese			
(Arch)diocese	Association of parents of students (APE)	Education committee (CE)	Student committee
Cap-Haitien	32%	17%	38%
Fort Liberté	25%	27%	40%
Gonaives	42%	38%	13%
Hinche	70%	27%	35%
Jacmel	28%	38%	23%
Jeremie	39%	30%	20%
Les Cayes	31%	33%	12%
L'Anse á Veau et Miragoäne	15%	51%	14%
Port-au-Prince	30%	30%	30%
Port-de-Paix	25%	32%	22%

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 in 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 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).

Survey Results

Financial Records and Budgets

Almost 70% of schools reported using budgets or keeping financial records.

School Financial Records/Budgets		
	# of schools	% of schools
Yes	1,497	68%
No	484	22%
Don't know	17	0.8%

Salaries and Fees[20]

The median salary per month for Catholic preschool and fundamental schools is 3,000 gourdes (approximately $72 USD). For secondary schools, the median hourly salary is 125 gourdes (approximately $3 USD). Reported salaries and fees vary considerably from school to school.[21] Across (arch)dioceses, median monthly salaries at the fundamental level vary from 2,100 gourdes (approximately $53 USD) in Jacmel to 3,500 (approximately $95 USD) in Port-au-Prince.

Across (arch)dioceses, median fees for secondary schools range from two and a half to eleven times higher than fundamental fees.

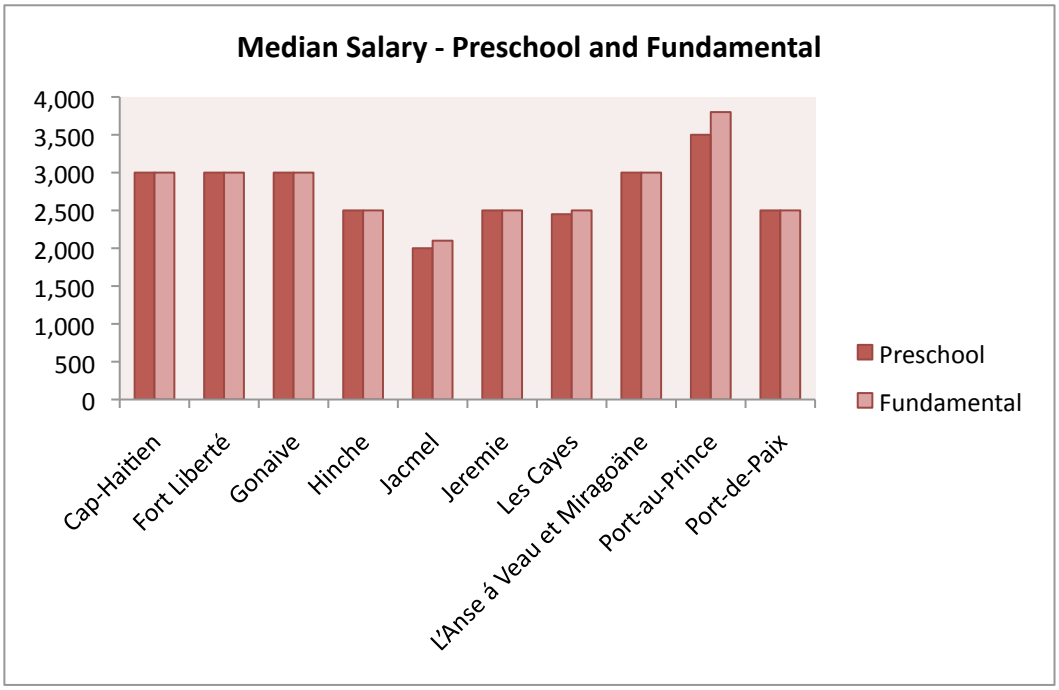
Salaries and Fees (in Gourdes)						
	Salaries			Fees		
	Preschool Median Salary (Monthly)[22]	Fundamental Median Salary (Monthly)	Secondary Median Salary (Hourly)	Preschool Fees (Median)	Fundamental Cycle 1 Fees (Median)	Secondary Fees (Median)
Cap-Haitien	3,000	3,000	143	1,275[23]	1,013	5,000
Fort Liberté	3,000	3,000	100	1,200	1,300	5,000
Gonaives	3,000	3,000	148	1,100	1,000	11,400
Hinche	2,500	2,500	100	750	750	5,700
Jacmel	2,000	2,100	100	750	750	5,000
Jeremie	2,500	2,500	80	150	425	1,650
Les Cayes	2,450	2,500	115	1,000	750	4,000
L'Anse á Veau et Miragoäne	3,000	3,000	113	563	263	4,600
Port-au-Prince	3,500	3,500	150	2,005	2,250	6,570
Port-de-Paix	2,500	2,500	125	1,000	1,200	6,750
Total	3,000	3,000	125	1,000	1,000	5,350

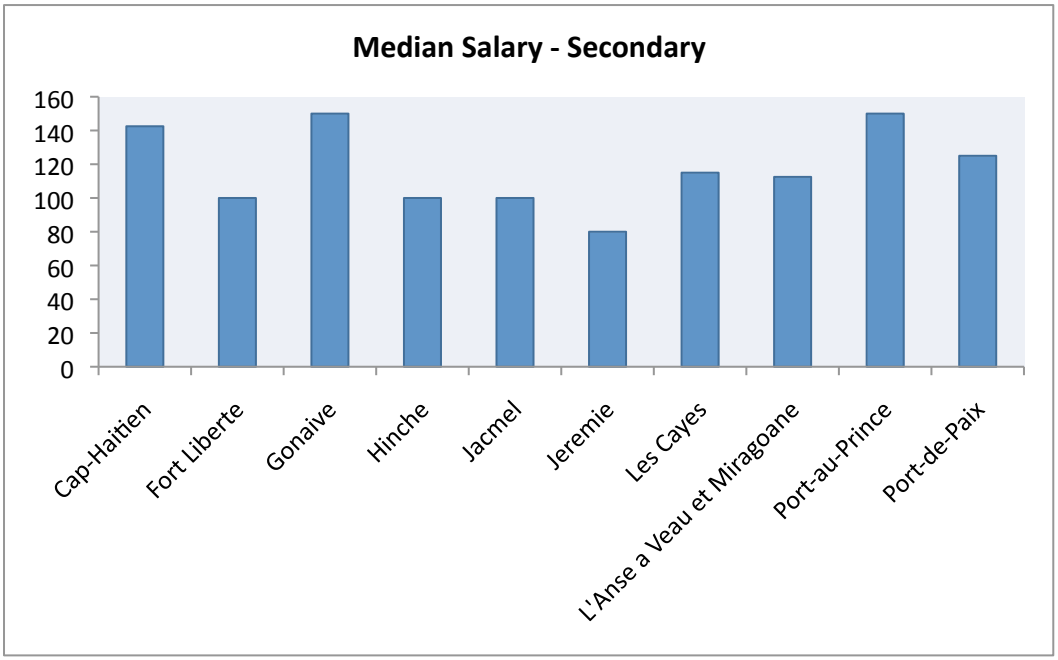
[20] Although school fee information was collected for Preschool, Primary, Fundamental I II and III, and Secondary, only three levels are presented to simplify comparison.

[21] Values at the low and high ends that seemed implausible in comparison to other values were removed as outliers or errors.

[22] Conversion Rate: 1 Gourde = 0.0239. Source: http://www.currency.me.uk/rates/htg-haiti-gourde.

[23] 150 Gourdes ≈ $3.59; 750 HTG ≈ $17.93; 1000 HTG ≈ $23.90; 5,000 HTG ≈ $119.50; 6,785 HTG≈ $162.17





By school category, fees and salaries are highest among congregational schools and lowest in presbytérale schools.

Salaries and Fees						
	Salaries			Fees		
	Preschool Median Salary	Fundamental Median Salary	Secondary Median Salary	Preschool Fees	Fundamental I Fees	Secondary Fees
Autonomous	3,000	3,000	120	1,600	1,500	5,800
Congregational	4,000	4,750	139	2,375	2,100	7,075
Presbytérale	2,500	2,500	105	750	750	3,650

Eighty percent of Catholic schools report using school fees to pay salaries, while 5% report receiving public subsidies.

Sources of revenue serving to cover teacher salaries		
Sources	# of schools	% of schools
School fees	1,574	80%
Support from the Church/school in the United States	61	3%
Support from the (arch)diocese	36	2%
Local religious organizations	52	3%
Private subsidies	37	2%
Public subsidies	91	5%
Sponsorship from a foreign sister parish	62	3%
Non-governmental organization support	62	3%
Micro-enterprise	2	0%

Subsidies and Twinning

Eleven percent of schools (246) reported that they receive state subsidies, and 12% (264) reported being affiliated with parishes with international twins.[24]

Ninety-seven percent of schools receiving public subsidies receive these funds via direct transfer or check; only 3% receive cash payments.

Channel for transfers		
	Number of schools	% of schools
Check	121	49%
Bank transfer	118	48%
Cash payment	8	3%

Forty-four percent of schools receiving public subsidies receive funds on an irregular basis and do not receive the total amounts due to them.

[24] The twinning finding is inconsistent with information provided by (Arch)bishops, who reported higher percentages of twinning within their (arch)dioceses. It is possible that many schools failed to report participation in this program, either because of lack of knowledge of existing twinning relationships which would be stewarded by pastors, or because of perceived financial incentives to underreport these relationships.

Reliability of fund receipt		
The funds arrive . . .	**Number of schools**	**% of schools**
Usually on time and in the full amount	43	14%
Usually on a regular basis but not in the full amount due	18	6%
Generally on an irregular basis but in the full amount due	116	37%
Generally on an irregular basis and not with the full amount due	139	44%

Source of Financing for School Feeding Programs

Of Catholic schools with a feeding program, 56% are funded by the World Food Program (PAM for its French initials). Twenty-one percent of schools self-finance their feeding programs through tuition revenue.

Source of financing for the feeding program ("no program" responses removed from calculation)		
PAM (World Food Program)	323	56%
Tuition/School/School Funds	120	21%
BND (Bureau de Nutrition et de Développement)	70	12%
Diocesan education office (BDE)	63	11%

Finances Findings

- **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 in 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).

Survey Results

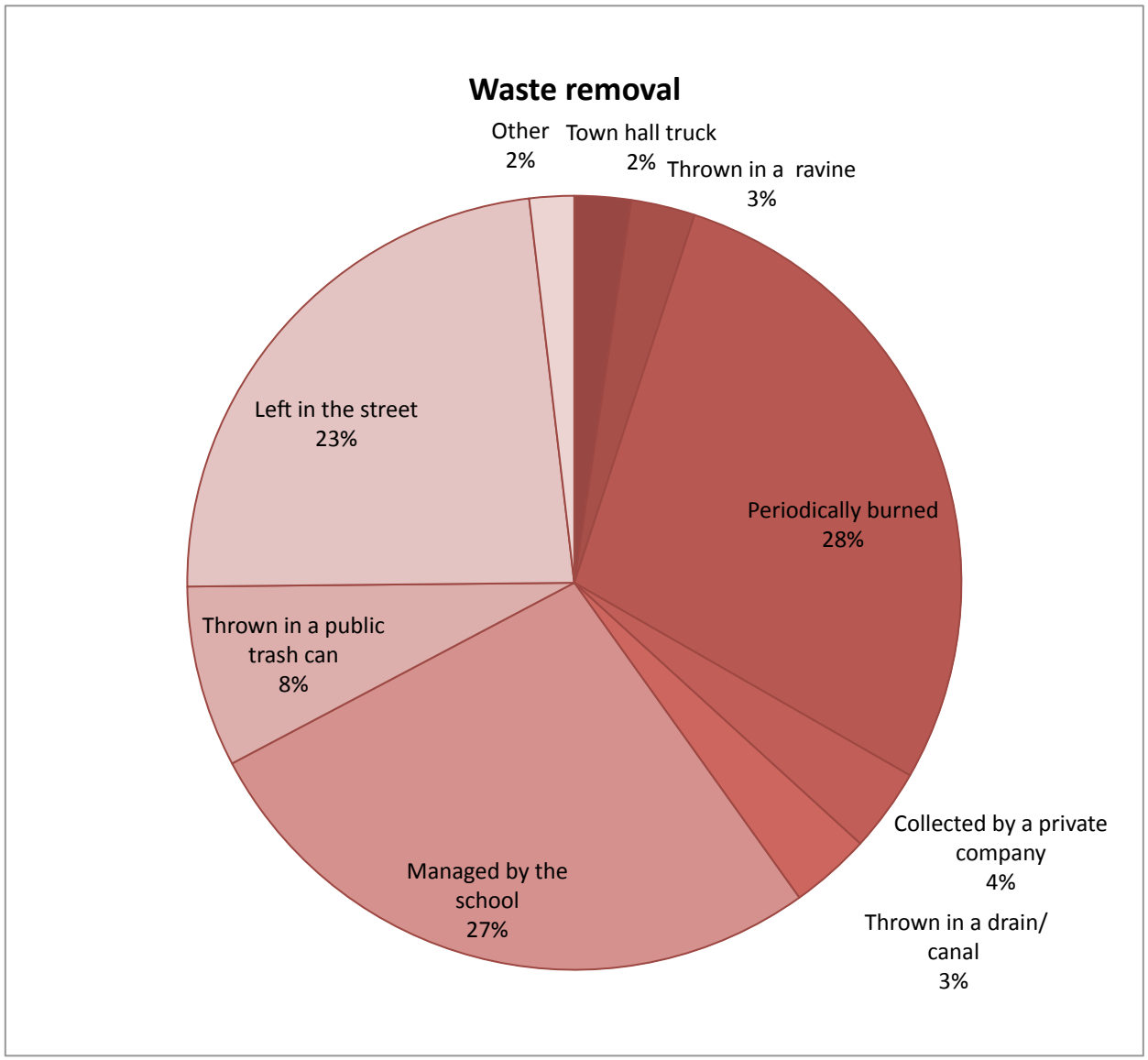
Sanitary Capacity

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Sanitation by Milieu			
	Total (%)	Urban (%)	Rural (%)
Separate bathrooms for boys and girls	**58%**	**78%**	**47%**
Potable water	43%	56%	35%
Treated water for handwashing	62%	76%	55%

Trash Disposal

Many schools practice a combination of waste disposal methods. The most common responses were: managed by the school, left in the street, and periodic burning. Rural schools (not shown) engage in more burning than do urban schools.



Capacity to Accommodate New Students

Fifty-five percent of Catholic schools reported an ability to accommodate new students, and 31% of schools reported having one or more unutilized classroom.

Capacity to accommodate new first-year students					
	Current capacity to accommodate (Yes)	**Existence of un-utilized classroom(s)**	**Possibility of constructing a new classroom**	**Opportunity to hold double shifts**	**Possibility of constructing several new classrooms**
Number of Schools	1,220	677	1,066	965	1,248
% of Schools	55%	31%	48%	44%	57%
Note : Fewer schools completed this section than others, so more « Null » responses were recorded. For the counts above, only « Yes » responses were included. Nulls were kept in calculation of the Percentage, however, in order not to overestimate capacity.					

Capacity to add new first-year students					
(Arch)diocese	Current capacity to add new students (Yes)	Existence of unutilized classroom(s)	Possibility of constructing a new classroom	Opportunity to hold double shifts	Possibility of constructing several new classrooms
Cap-Haitien	60%.	47%	46%	53%	54%
Fort Liberté	48%	42%	63%	68%	72%
Gonaives	39%	22%	57%	42%	66%
Hinche	45%	13%	54%	63%	45%
Jacmel	54%	29%	51%	60%	49%
Jeremie	45%	20%	45%	49%	25%
Les Cayes	56%	17%	34%	56%	25%
L'Anse á Veau et Miragoäne	46%	10%	34%	46%	25%
Port-au-Prince	65%	40%	55%	50%	61%
Port-de-Paix	55%	36%	41%	41%	50%

Catholic schools report being able to add 37,329 students to Catholic schools by utilizing unused classrooms or adding additional students to the school.

Capacity to add new students by (arch)diocese			
(Arch)diocese	Total # new students that can be enrolled (first year students)	Tuition subsidy to enroll new students -$90	Average # new students that can be enrolled per school
Cap-Haitien	4,573	$411,570	28
Fort Liberté	2,566	$230,940	48
Gonaives	2,324	$209,160	23
Hinche	1,894	$170,460	24
Jacmel	3,003	$270,270	23
Jeremie	2,276	$204,840	19
Les Cayes	3,641	$327,690	20
L'Anse á Veau et Miragoäne	770	$69,300	16
Port-au-Prince	11,489	$1,034,010	27
Port-de-Paix	4,793	$431,370	37
Total	37,329	$3,359,610	26
Notes: Subsidies are estimated at $90 per student, in line with EPT			

Catholic schools reported being able to construct up to 7,592 new classrooms at existing school sites, which could result in the ability to enroll 948,181 new students in Catholic schools.

Capacity to build new classrooms and students by (arch)diocese					
	Total # new classrooms that can be built	Total # new students that can be enrolled with new classrooms	Estimated construction costs at $900 per net m2 x 72 m2 per classroom	Tuition subsidy to enroll new students	Total costs (construction and per student subsidy)
Cap-Haitien	733	84,519	$47,498,400	$7,606,710	$55,105,110
Fort Liberté	492	36,523	$31,881,600	$3,287,070	$35,168,670
Gonaives	581	44,581	$37,648,800	$4,012,290	$41,661,090
Hinche	598	67,163	$38,750,400	$6,044,670	$44,795,070
Jacmel	616	56,512	$39,916,800	$5,086,080	$45,002,880
Jeremie	503	89,220	$32,594,400	$8,029,800	$40,624,200
Les Cayes	918	138,592	$59,486,400	$12,473,280	$71,959,680
L'Anse á Veau et Miragoäne	251	44,982	$16,264,800	$4,048,380	$20,313,180
Port-au-Prince	2,626	288,762	$170,164,800	$25,988,580	$196,153,380
Port-de-Paix	274	97,327	$17,755,200	$8,759,430	$26,514,630
Total	7,592	948,181	$491,961,600	$85,336,290	$577,297,890
Notes: Construction costs are estimated for 72 m2 per classroom times $900 per net m2 for construction for a total cost of $43,200 per classroom (SCW 2012).					

Types of Buildings

The data indicate that 60% of Catholic school buildings are permanent, with 40% characterized as either temporary (23%), tents (15%) or trailers (2%). There are more permanent buildings in rural areas (68%) than in urban areas (52%).

Types of buildings						
	Total		Urban		Rural	
	Number	Percent	Number	Percent	Number	Percent
Permanent buildings	2,513	60%	1,123	52%	1,355	68%
Temporary buildings	983	23%	558	26%	420	21%
Trailers	68	2%	62	3%	6	0%
Tents	633	15%	414	19%	216	11%

The data indicate that most schools have one or two permanent buildings, with more urban schools having two permanent buildings than rural schools.

Average by school			
	Total	Urban	Rural
Permanent buildings	1.4	1.76	1.18
Temporary buildings	0.60	0.97	0.39
Trailers	0.05	0.12	0.01
Tents	0.39	0.72	0.21

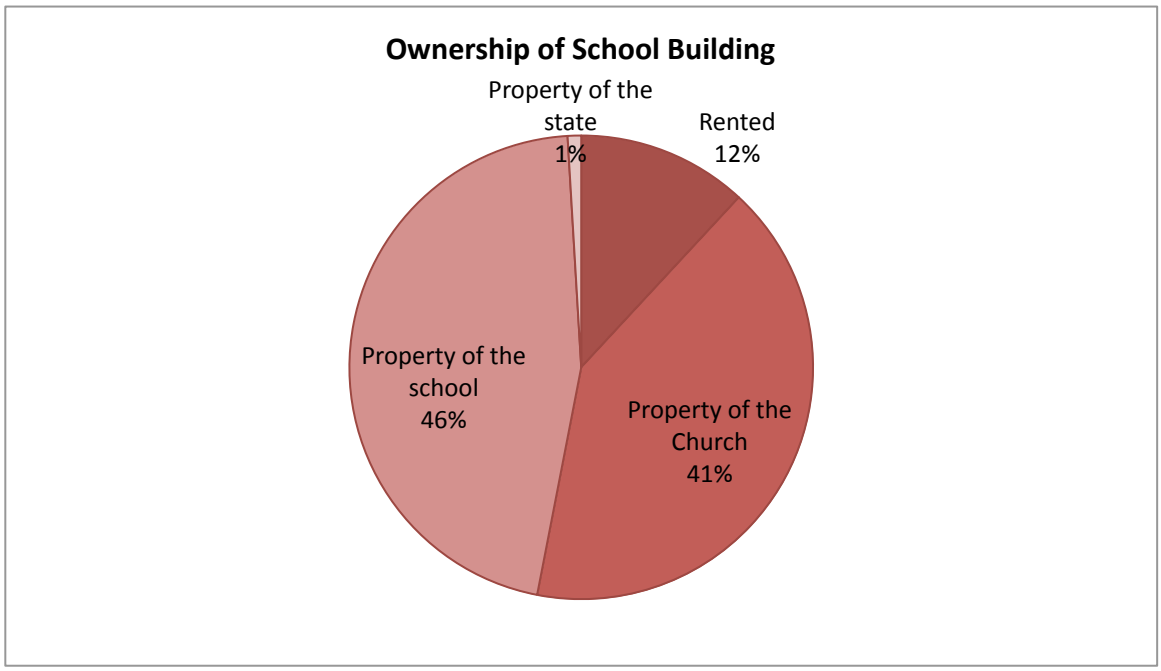
Purpose of Structure

Though the majority of Catholic school buildings were built to function as schools (60%), up to (40%) of Catholic school buildings were not designed to function as educational facilities. Research suggests that facilities not designed to serve as educational spaces often lack the ability to foster effective teaching and learning (SCW 2012).

Purpose of Structure	
A teaching establishment	60%
A church	19%
A house	11%
Other	3%

Ownership of Building

School ownership is nearly evenly divided between school-owned and church-owned buildings. Twelve percent of Catholic schools rent their facilities.



Primary Use of the Building

Nationally, almost three-quarters of schools operate out of a building used solely for educational purposes, while 21% operate out of churches and 5% out of homes. The differences are pronounced by locale and school category. In rural areas and for presbytérale schools, approximately one-third of schools are held in churches. Of urban schools, 90% have facilities used only as schools.

Primary Use of the Building				
	School	Church	Housing	Commerce
Rural	64%	31%	5%	0%
Urban	90%	5%	5%	0%
Autonomous	83%	8%	9%	0%
Congregational	94%	1%	4%	1%
Presbytérale	61%	36%	3%	0%
Total	74%	21%	5%	0%

Age of Building

On average, school buildings are reported to be 25 years old (founding date of 1987). The Congregational public schools are the oldest.

Average Age of the School						
	Total	Rural	Urban	Autonomous	Congregational	Presbytérale
Average Age (in years)	25	23	27	19	34	26

New Buildings and Renovations

In every (arch)diocese, the average number of buildings currently under construction and renovation (not shown) is less than one for each school, except in Port-au-Prince, where the average is two currently being renovated and 1.6 under construction. Among Catholic schools overall, 244 are currently constructing one building, 57 are constructing two, and 37 are constructing three or more buildings. Similarly, 185 schools are currently renovating one building, 68 are renovating two, and 57 are renovating three or more buildings.

New Buildings and Renovations (%)					
	In the process of construction or renovation	New buildings on site	Renovation or construction projects planned but not yet begun	Site hosts another school	If yes, it is a public school
Cap-Haitien	24%	23%	47%	31%	10%
Fort Liberté	14%	16%	39%	20%	5%
Gonaives	21%	28%	38%	14%	9%
Hinche	19%	30%	35%	11%	3%
Jacmel*	21%	23%	40%	10%	4%
Jeremie	22%	19%	43%	8%	4%
Les Cayes	7%	18%	45%	13%	7%
L'Anse á Veau et Miragoäne*	28%	18%	43%	23%	6%
Port-au-Prince*	22%	20%	40%	14%	6%
Port-de-Paix	21%	26%	38%	13%	13%
Total	20%	22%	41%	16%	7%
Note: * indicates that an (arch)diocese was in the region of Haiti directly affected by the January 2010 earthquake.					

Classrooms

The average number of primary classrooms in schools with secondary capacity is greater than that at solely preschool/primary schools, indicating that these schools are larger overall. The percentage of secondary schools with sufficient space is considerably larger than the percentage of primary schools reporting sufficient space.

Schools without Secondary Capacity	
Average # classrooms per school	6
% schools with sufficient space	55%

Schools with Secondary Capacity	
Average # primary classrooms per school	9
Average # secondary classrooms per school	5
% schools with sufficient space	77%

Furniture

The majority of seating for students consists of collective benches. Sixty-six percent of schools classified their furniture as being in good condition, while 34% reported furniture in poor condition.

Average pieces of furniture per school						
	Storage cabinets	Chairs	Filing cabinets	Benches	Tables	Desks
Average per school	3	30	1	82	9	8

State of the furniture						
	Storage cabinets	Chairs	Filing cabinets	Benches	Tables	Desks
Good	720 (66%)	1,160 (67%)	499 (70%)	1,141 (63%)	1,359 (65%)	949 (67%)
Poor	374 (34%)	571 (33%)	217 (30%)	664 (37%)	593 (35%)	467 (33%)
Total Responses	1094	1731	716	1805	2087	1416

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.[25]

- **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.**

[25] In the SCW 2012 study, surveying 221schools in the three earthquake affected (arch)dioceses, 79% 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 in 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**.

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