

Table 5: Average Age of Children Attending by Primary School Grade

Grade	Rural	Urban	National
1	10.3	8.9	9.8
2	11.9	10.8	11.6
3	13.3	12.0	12.8
4	14.3	12.8	13.6
5	15.7	14.3	15.1
6	16.5	15.3	15.9

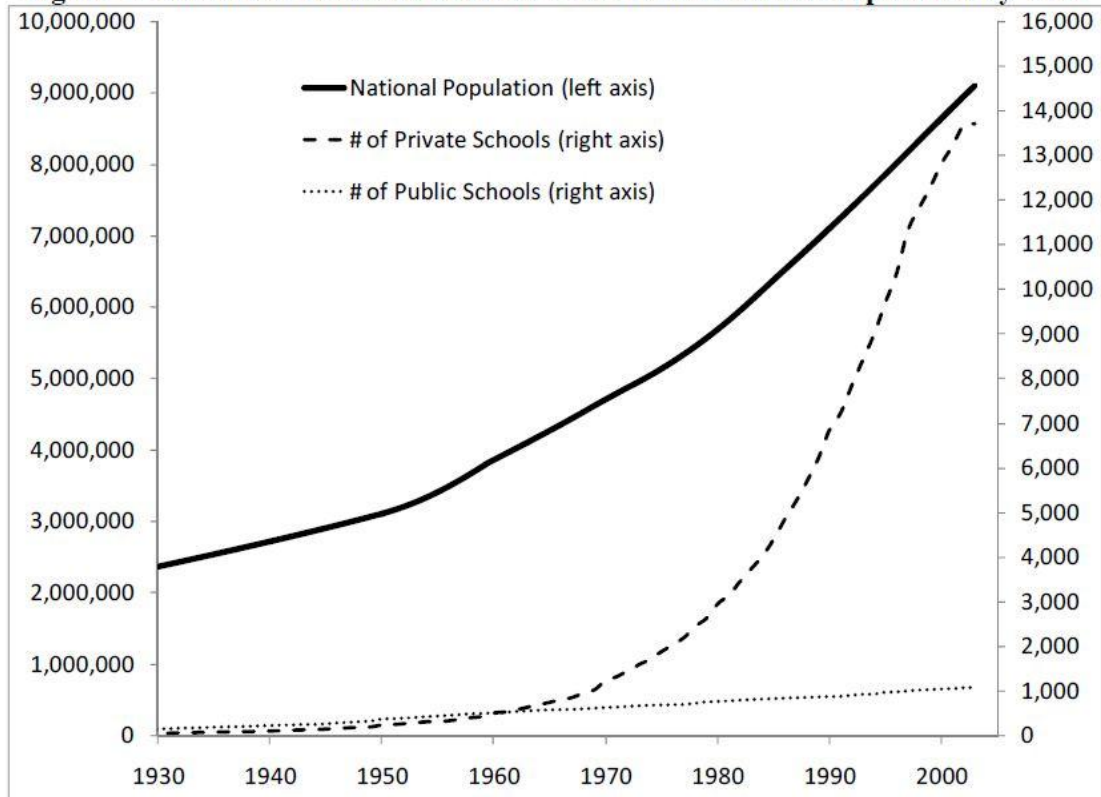
Source: Author's analysis using data from the 2005 DHS.

Table 1: Characteristics of Schools in Haiti

School characteristic	All schools	Private schools	Public schools	Rural schools	Urban schools
Public	8%	-	-	8%	9%
Urban	32%	32%	37%	-	-
School has management committee	60%	59%	80%	59%	64%
School has parent committee	65%	63%	84%	70%	54%
School has license	7%	8%	3%	3%	17%
School has school feeding program	14%	12%	35%	13%	15%
School has multigrade classrooms	54%	57%	26%	60%	42%
Mean number of classrooms	4.23	3.99	6.84	3.6	5.55
Mean number of teachers	4.16	3.92	6.64	3.45	5.61
Average age of teachers in school	32	31	40	32	33
% of teachers trained	14%	11%	38%	7%	27%
% of teachers who are men	69%	70%	56%	74%	59%
Students per teacher	31	30	47	32	30
Class size (number of students per class)	33	31	48	33	31
Average annual fees (Haitian gourdes)	777	777	-	458	1469

Source: Authors' analysis of Haiti 2003 school census data.

Figure 1: Number of Public and Private Schools and National Population by Year



Source: Authors' analysis of Haiti 2003 School Census data (schools) and World Development Indicators (population 1960-2003). Population for 1950 is from a Haitian census estimate published in Dyer (1954) and the population before 1950 is estimated using a linear extrapolation based on an estimate of the population in 1914 found in Perusek (1984). The counts of public and private schools are based on the year of founding of schools as reported in the 2003 School Census. Schools that no longer existed at the time of the 2003 school census are not captured in these figures.

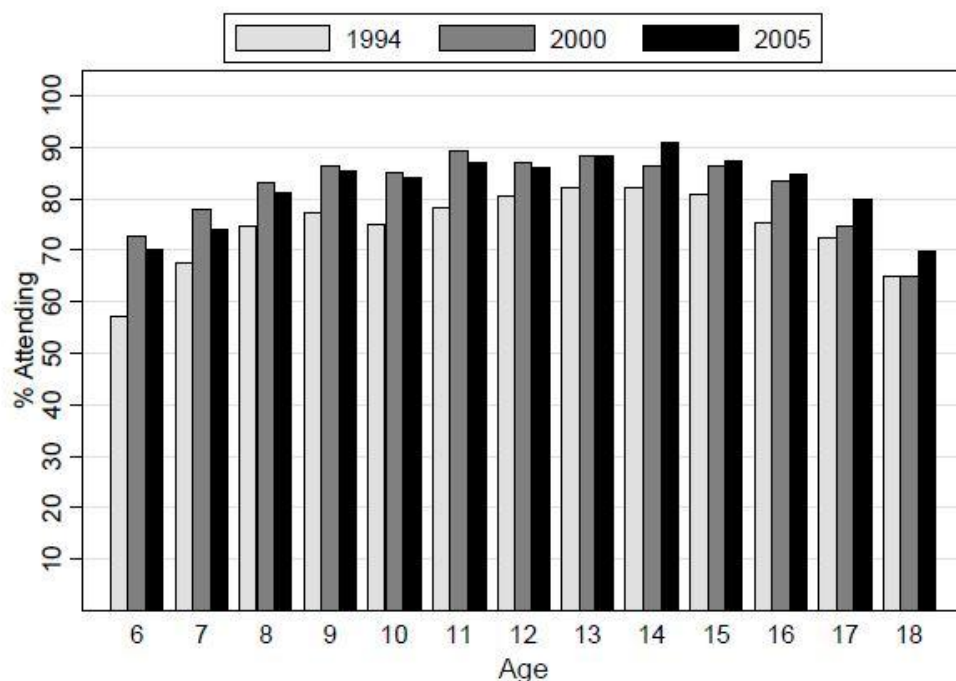
APPENDIX

Table A. 1: Detail on the Owners of Schools in Haiti

Category	Frequency	Percent
Public	1,240	8%
Secular independent	4,225	28%
Congregation	783	5%
Community	674	4%
Communitarian	1,806	12%
Presbyterian	885	6%
Protestant (Independent)	2,669	18%
Protestant (Mission)	2,765	18%
Others	176	1%
Total	15,223	100

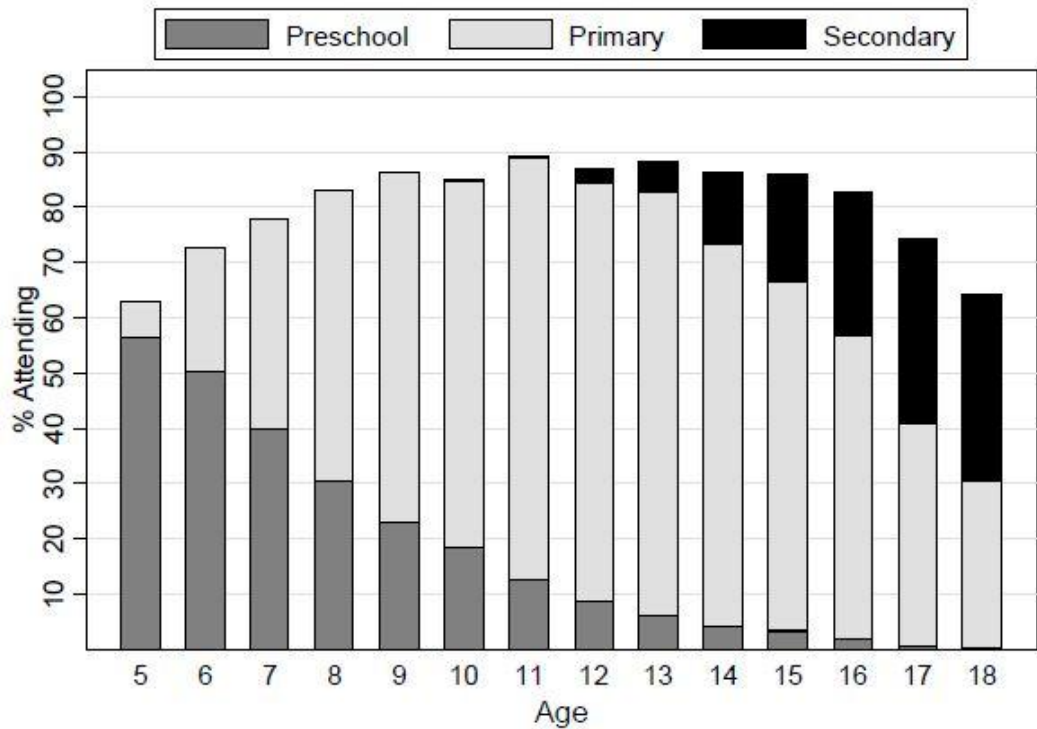
Source: Authors' analysis of 2003 School Census.

Figure 5: Percent of Population Attending School By Age 1994, 2000, and 2005

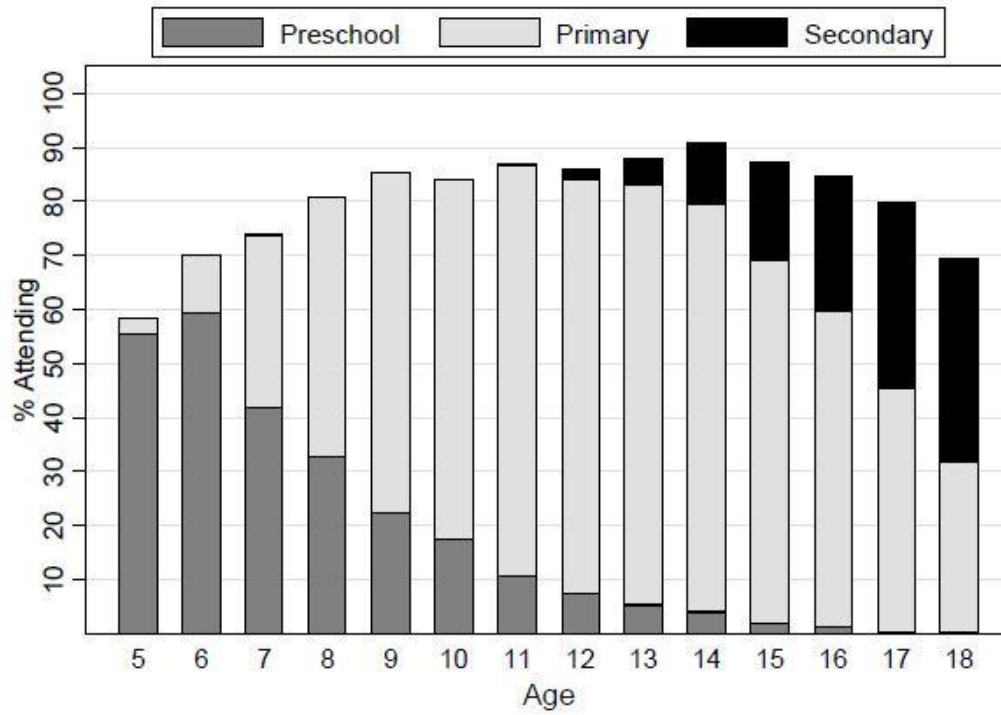


Source: DHS 1994/95, 2000, and 2005.

**Figure 7: Percent of Population Attending School By Age and Level Attending
2000**

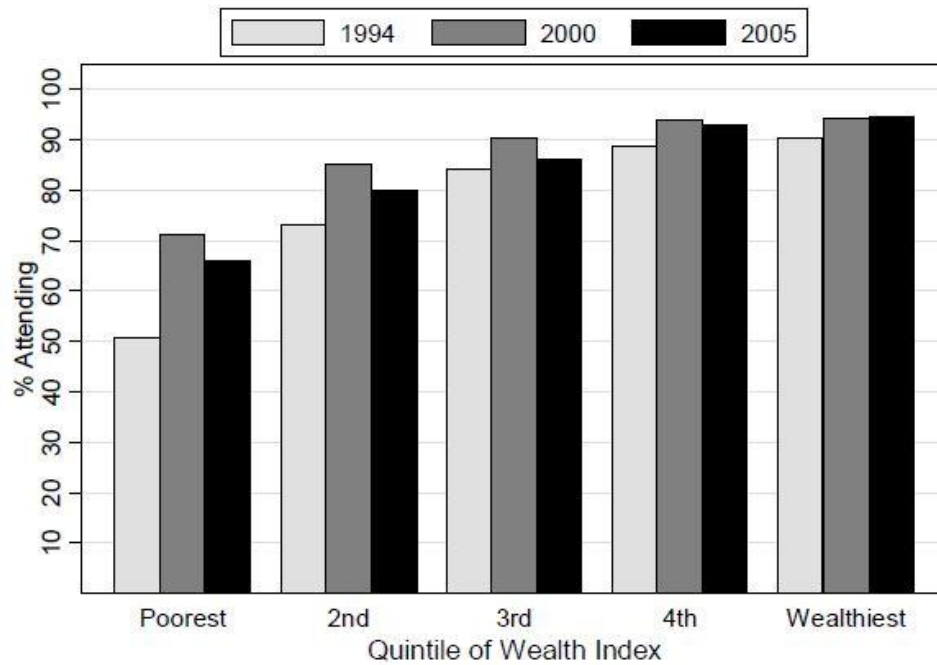


2005



Source: DHS 2000 and 2005.

Figure 6: School Attendance by Quintiles of the Wealth Index



Source: Author's analysis using data from the DHS.

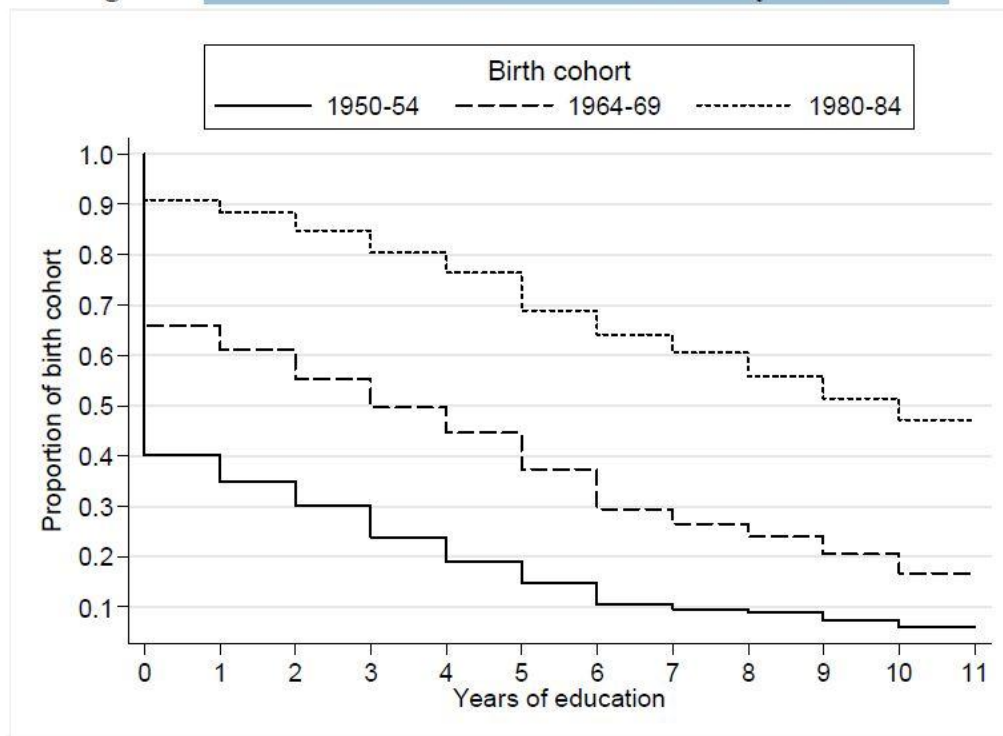
Table 2: School Attendance Rates

	% of children ages 6-14 attending school		
	1994/95	2000	2005
<i>Panel A: School attendance, by area of residence</i>			
Rural	67%	83%	80%
Urban	86%	93%	91%
<i>Panel B: School attendance, by gender</i>			
Girls	74%	87%	85%
Boys	74%	85%	82%
All children 6-14	74%	86%	83%

Source: Author's analysis using DHS data.

Note: The school attendance rate is defined as the percentage of children ages 6-14 attending pre-school, primary, or secondary school.

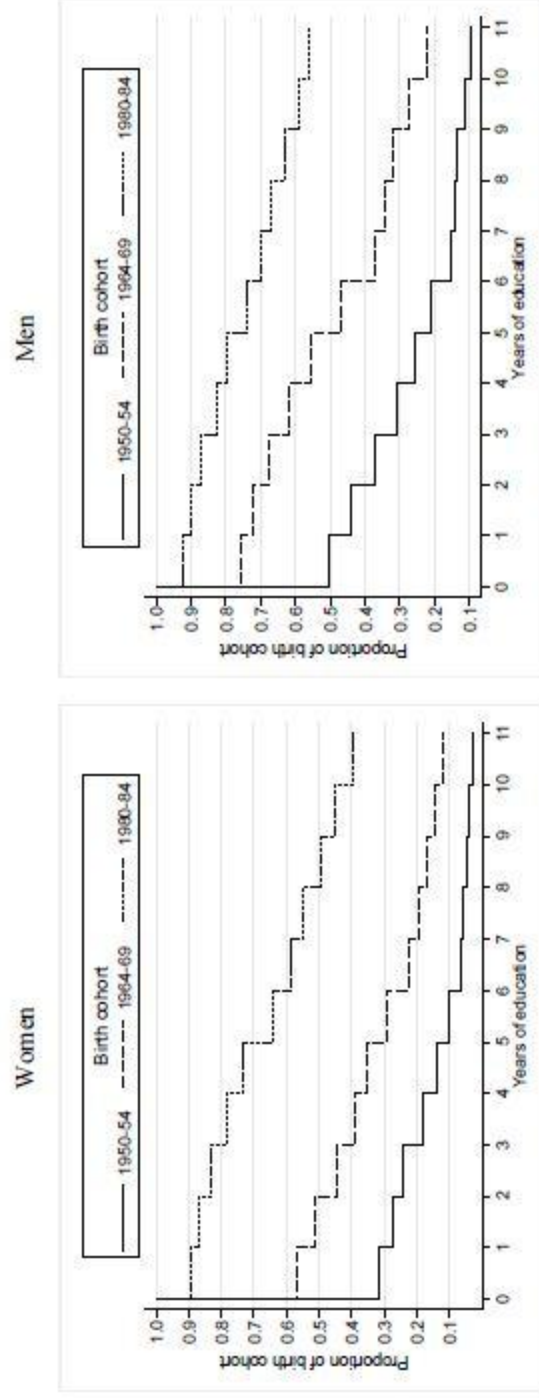
Figure 2: Survival Plots for Education Attainment by Birth Cohort



Source: Authors' analysis using data from the 2005 DHS.

Note: These are plots of Kaplan-Meier survivor functions. The plots indicate the proportion of individuals in each birth cohort who achieved *at least* the indicated number of years of education.

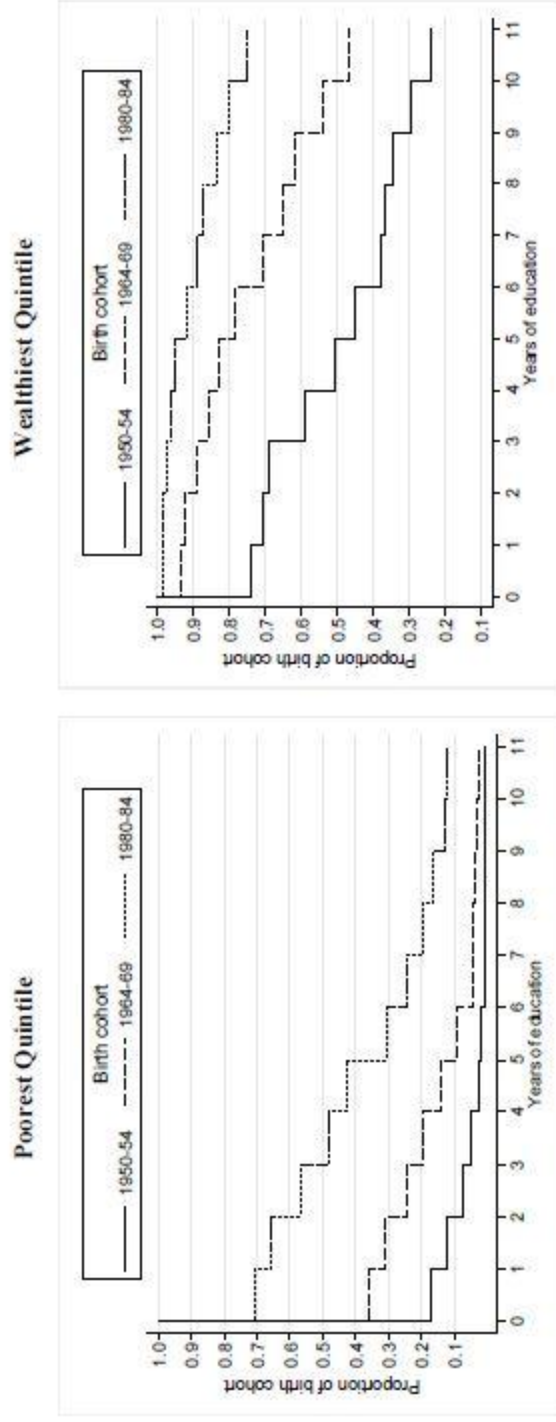
Figure 3: Survival Plots for Education Attainment by Gender



Source: Authors' analysis is using data from the 2005 DHS.

Note: These are plots of Kaplan-Meier survivor functions. The plots indicate the proportion of individuals in each birth cohort who achieved *at least* the indicated number of years of education.

Figure 4: Survival Plot for Education by Wealth Quintile



Source: Authors' analysis using data from the 2005 DHS.

Note: These are plots of Kaplan-Meier survivor functions. The plots indicate the proportion of individuals in each birth cohort who achieved *at least* the indicated number of years of education. Quintiles are calculated using an wealth index. Because the wealth index is calculated using the individual's household information as an adult in 2005 (rather than during the childhood of his/her cohort), the observed relationships reflect in part the causal effect of education on wealth.