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Tout Timoun Ap Li - ToTAL (All Children Reading)

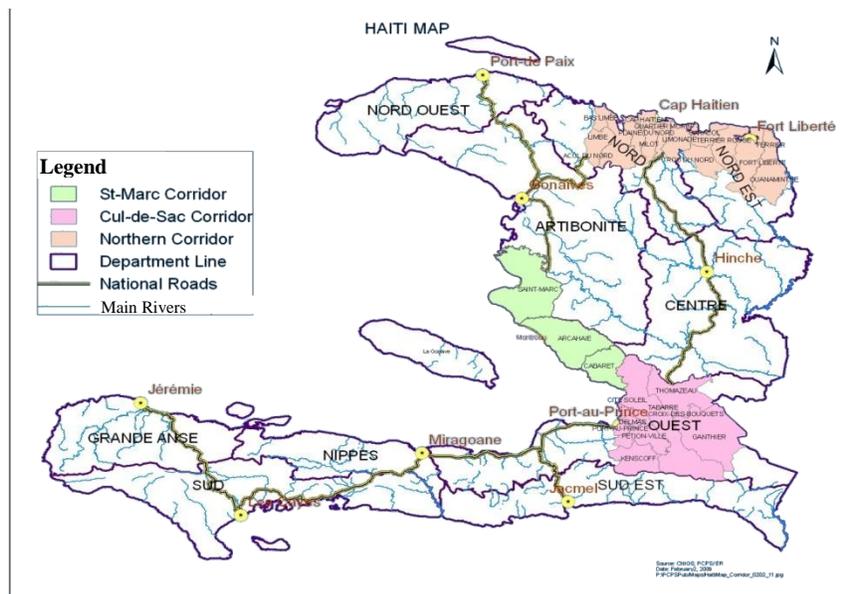
Final Report on the Capacities of Organizations in the
Education Field

Ouest, Artibonite, Nord, and Nord-Est

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Education Field
Ouest, Artibonite, Nord, and Nord-Est

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“In a typical large change program, it is not a matter of simply sending out the new organization chart or the new budget or the new strategy with a few projects. It is about changing people's behavior (often a lot of people), and this is not trivial.”

JOHN P. KOTTER

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Abbreviations

| | |
|----------|-----------------------------------------------------------------------------------------------------------------------------------------------------|
| ADEPA | Association des Directeurs d'École (Association of School Directors) |
| ADEPGM | Association des Écoles Privées de Gros-Morne (Gros-Morne Association of Private Schools) |
| ADEPP | Organisation de la Défense des Écoles Privées de la Plaine Cul de Sac (Organization of the Defense of Private Schools of the Cul-de-Sac Plains) |
| ADSB | Mission Armée du Salut Balan (Salvation Army Mission of Salut Balan) |
| AEF | Association des Enseignants de Ferrier (Ferrier Teachers' Association) |
| AEPI | Association des Enseignants de Pilate (Pilate Teachers' Association) |
| AEPIRS | Association des Écoles Privées Indépendante de St Raphael (Association of Independent Private Schools of St Raphael) |
| AES | Association des Enseignants de Sainte Suzanne (Sainte-Suzanne Teachers' Association) |
| AESM | Association des Éducateurs de Saint Marc (Saint-Marc Teachers' Association) |
| AIR | American Institutes for Research |
| AJCEFOS | Association des Jeunes Chrétiens pour l'Épanouissement de la Force Sociale (Association of Young Christians for the Development of Social Strength) |
| ANEN | Association Nationale des Écoles du Nord (National Association of Schools in Nord) |
| APEC | Association Professionnelle des Enseignants du Cap (Cap Teachers' Professional Association) |
| ASEPISMA | Association des Écoles Privées Indépendantes de St Michel (Association of Independent Private Schools of St Michel) |
| BAEH | Bureau Anglican de l'Éducation en Haïti (Anglican Office of Education in Haiti) |
| BDS | Bureau de District Scolaire (School District Offices) |
| BEMHEG | Bureau des Églises Méthodistes pour l'Éducation Générale (Office of the Methodist Church of Haiti for General Education) |
| BIZ | Bureau d'Inspection de Zone (Zonal Office of Inspection) |
| CAFT | Le Centre d'Apprentissage et de Formation pour la Transformation (Center for Learning and Training for Transformation) |
| CARE | Cooperative for Assistance and Relief Everywhere |
| CEEC | Commission Episcopale des Écoles Catholiques (Episcopal Commission for Catholic Education) |
| CFCE | Centre de Formation des Cadres en Éducation (Center for Training |

| | |
|----------|----------------------------------------------------------------------------------------------------------------------------------------------------------|
| | Executives in Education) |
| CFEF | Centre Formation École Fondamentale (Primary School Training Center) |
| CHASAF | Centre Haitien d'Action Sociale pour l'Avancement de la Famille (Haitian Social Action Center for the Advancement of the Family) |
| CIPSH | Confédération des Écoles Privées Indépendantes d'Haïti |
| CJANVEH | Coordination des Jeunes en Action pour une Nouvelle Vision des Enfants d'Haïti (Coordination of Youth and Action for a New Vision for Children in Haiti) |
| CJOSEP | Cercle des Jeunes pour le Développement Socio-Économique du Pays (Youth Circle for the Socioeconomic Development of the Country) |
| CLIO | Cadre de Liaison Inter ONG (Cadre of Inter NGO Liaison) |
| CME | Commission Municipale d'Éducation (Municipal Education Commission) |
| COADES | Commission d'Appui au Développement de l'Éducation de Sainte Suzanne (Sainte-Suzanne Education Development Support Commission) |
| CODECI | Collectif de Défense Citoyenne (Citizens' Defense Collective) |
| CONFEPH | Confédération des Écoles Privées Indépendantes d'Haïti (Confederation of Independent Private Schools of Haiti) |
| COPRODEP | Conseil Projet National de Développement Participatif en Milieu Urbain (National Project Council for Participatory Development in Urban Areas) |
| CORAM | Comité Pour la Rénovation 11 de l'Avenue Maurepas (Committee for the Renovation of 11 Avenue Maurepas) |
| COSPE | Consortium des Organisations du Secteur Privé de l'Éducation (Consortium of Private Sector Organizations in Education) |
| CPTTS | Cabaret Primary Teacher Training School |
| CSTA | Cité Soleil Teachers' Association |
| DAEPP | MENFP: Direction d'Appui à l'Enseignement Privé et au Partenariat (Directorate of Private Teaching Support and Partnership) |
| DCQ | MENFP: Direction de Curriculum et de Qualité (Directorate of Curriculum and Quality) |
| DDE | MENFP: Directions Départementales d'Education (Departmental Directorates of Education) |
| DEF | MENFP: Direction de l'Enseignement Fondamental (Directorate of Primary Teaching) |
| DFP | MENFP: Direction de la Formation et du Perfectionnement (Directorate of Training and Perfection) |
| DPCE | MENFP: Direction de la planification et de la coopération externe |
| EDE-YO | Organisation Pour le Développement de l'Environnement et Éducation pour Tous (Organization for the Development of the Environment and Education for All) |

| | |
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| EFA | Education for All |
| EFACAP | École Fondamentale d'Application, Centre d'Appui Pédagogique (Basic Education Application School and Pedagogical Support Centers) |
| EGRA | Early Grade Reading Assessment |
| EMMUS | Enquête Mortalité, Mobilité et Utilisation des Services (Study of Mortality, Morbidity and Utilization of Services) |
| ENF | École Normale des Frères (Brother's Normal School) |
| EPT | Éducation pour Tous (Education for All) |
| FAENNE | Federation des Associations des Enseignants du nord et du nord-est (Federation of Teachers' Associations in Nord and Nord-Est) |
| FDLG | Fondation de la Grace (Grace Foundation) |
| FENATEC | Fédération Nationale des Techniciens en Éducation et en Culture (National Federation of Education and Culture Experts) |
| FEPH | Fédérations des Écoles Protestantes d'Haïti (Federation of Protestant Schools of Haiti) |
| FIA | Formation Initiale Accélérée (Accelerated Initial Training) |
| FJ | Fondation Jaune (Yellow Foundation) |
| FONHEP | Fondation Haïtienne de l'Enseignement Privé (Haitian Private School Foundation) |
| FPN | Le Fonds de Parrainage National |
| FREP | Fraternité pour la Réhabilitation de l'Église Primitive (Brotherhood for the Rehabilitation of the Early Church) |
| GTEF | Groupe Technique de Travail en Éducation et Formation (Technical Working Group for Education and Training) |
| HTCO | Hands Together (Mains Unies) |
| IDE | Initiative pour le Développement de l'Estère (Estère Development Initiative) |
| IFOS | Institut de Formation du Sud (Institute of Training of the South) |
| IHSI | Institut Haïtien de Statistique et d'Informatique (Haitian Institute of Statistics and Data Processing) |
| JMC/TMK | Fondation Jeunes Missionnaires du Christ (Young Missionaries of Christ Foundation) |
| MENFP | Ministère de l'Éducation Nationale et de la Formation Professionnelle (National Ministry of Education and Professional Training) |
| MOFAPWO | Mouvman Fanm Bèlè Pwogresis (Movement of the Women of Bèlè For Progress) |
| NGO | Nongovernmental organization |
| ODESCBA | Organisation de Developpement Environnementale et Socio-Culturel du |

| | |
|----------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| | Bas Artibonite (Environmental and Socio-Cultural Development Organization of Lower Artibonite) |
| OJAM | Organisation des Jeunes de l'Avenue Maurepas (Avenue Maurepas Youth Organization) |
| OLEC | Organisation des Leaders Évangéliques de Cabaret (Organization of Evangelical Leaders of Cabaret) |
| OPAA | Organisation pour le Progres et l'Avancement de l'Artibonite (Organization for the Progress and Advancement of Artibonite) |
| PDCL | Plateforme de Développement des Compétences en Lecture (Platform for the Development of Reading Competencies) |
| PEO | Professeurs Ensemble de Ouanaminthe (Ouanaminthe Professors Together) |
| PLOB | Plateforme des Organisation Vivantes de Bois-de-Lance (Platform for Bois-de-Lance Living Organizations) |
| RENEC | Réseau National des Écoles Communautaires (National Network of Community Schools) |
| SAEPP | Service d'Appui à l'Enseignement Privé et au Partenariat (Service of Support of Private Teaching and Partnership) |
| SAP | Service d'Appui Pédagogique (Service of Pedagogical Support) |
| SOS | SOS Village d'Enfant Haiti (SOS Children's Village Haiti) |
| ToTAL | Tout Timoun ap li(All children Reading) |
| UDAA | Union des Démocrates pour l'Avancement de l'Arcahaie (Union of Democrats for the Advancement of Arcahaie) |
| UNICEF | United Nations Children's Fund |
| UPAG/FSE | Université Publique de l'Artibonite aux Gonaïves/Faculte des Sciences Éducatives (Public University of the Artibonite at Gonaïves/Faculty of Educational Science) |
| USAID | United States Agency for International Development |

Executive Summary

In its efforts to both understand and improve education in Haiti at a systemic level, the *Tout Timoun Ap Li* (ToTAL) Applied Research Activity commissioned a study of the capacity of educational organizations active in the Ouest, Artibonite, Nord, and Nord-Est Departments. This study made it possible to compile a directory of organizations active in education in terms of available resources, field experience in implementing education programs, and other capacities. Further, as part of this study, ToTAL not only assessed organizations in the education sector but also expanded its assessment to organizations with complementary skills that can contribute to education projects such as radio stations and publishers.

The number of identified organizations totaled 235, a solid majority of which are located in the Artibonite (90 organizations, or 38%) and Ouest (76 organizations, or 32%) departments. Seventy percent of these organizations were active in urban areas; 30% were rural. The organizations were of various types, including international organizations, national networks of organizations, charities, trade unions, and school and university management associations. All of these organizations reported having resources—whether human, material, or knowledge in the education sector—and could join future education project. However, many opportunities lie outside of the education sector. This report identifies organizations and institutions with complementary skills that are well positioned to contribute to the education sector.

The ToTAL Early Grade Reading Assessment (EGRA) for the 2012–2013 (Baseline and Endline) and 2013–2014 (Baseline) School Year, as well as previous assessments, highlighted the fact that students' low levels of reading proficiency were the result of a combination of factors linked to their teachers' level of knowledge, available curriculum, and the learning environment. The present consultation was launched to identify capacities available in the field to support learning that happens both within and beyond the classroom walls. In particular, this involved highlighting field operators' capacities to drive reading reforms in primary education. This work was accomplished through the use of existing documentary sources and field surveys in some 30 municipalities covering the three USAID corridors. In compiling these inventories, organizations were classified into two main categories: public organizations (such as the École Fondamentale d'Application, Centre d'Appui Pédagogique [EFACAPs]) and regional universities and non-public organizations.

Almost all of these organizations (210, representing 93% of them) were legally recognized by the Haitian state. In more than half of these cases, this recognition was awarded by the Ministry of Social Affairs. The vast majority (88%) of the organizations stated that they had databases or monitoring and evaluation capacities, although it was beyond the scope of this assessment to evaluate the actual functionality of those systems. Approximately 35% of the organizations reported that their main source of funding is member contributions, 26% run on donations, and 29% are funded by nongovernmental organizations (NGOs). Based on information collected in this survey, it was clear that many organizations did not have strong external relationships: less than 40% of them maintain partnerships. Nor did many of them participate in the implementation of common educational structures: 40% in Artibonite and Ouest, and much fewer in the other

two departments. The trend was the same with regard to the conduct of reading support activities: relatively low-level commitments, despite the availability of qualified staff at the organizations (with 70% of their employees having a university education). Very few organizations (19 in total, just over 8%) were familiar with the *Lekti se Lavni* method. Consequently, major efforts in terms of outreach, membership drives, training, and supervision will need to be made. However, while extensive capacity building and systems-strengthening is necessary, it is important to note that the vast majority of organizations welcomed additional engagement, with a full 71% of the organizations indicating that they were interested in participating in a large-scale early grade reading project.

The findings from this report clearly demonstrate something that has long been common knowledge in this sector, that the many local organizations focused on education in Haiti are overall of limited capacity and decentralized in their efforts. However, this report emphasizes that there is a great deal of untapped potential for local organizations and for the Ministère de l'Éducation Nationale et de la Formation Professionnelle (MENFP) to make greater contributions to education in Haiti through working in closer coordination and through partnering with local organizations in other sectors as well as for-profit business. Further, as access to technology increases and technological literacy becomes more widespread in Haiti, existing organizations can leverage their relationships and knowledge in exciting new ways. For example, during the 2013–2014 school year, Institut de Formation du Sud (IFOS), a Haitian NGO with extensive experience in assessments, helped RTI to expand the use of its internet-based Tangerine software in Haiti from Baseline and Endline assessments to coaching data from regular visits by Commission Épiscopale d'Éducation Catholique (CEEC) coaches and Fondation Haïtienne de l'Enseignement Privé (FONHEP) staff during the school year. In this way, IFOS is helping other Haitian organizations to modernize their approach to monitoring and to adopt best practices. This report strongly encourages similar synergistic partnerships between local organizations with expertise in specific techniques or best practices and organizations such as FONHEP and CEEC that have wide networks that can be leveraged with the use of new technology.

Considerable opportunities exist in strengthening the link between Haitian education organizations and Haitian organizations active in other sectors. For example, a vast body of academic research demonstrates that health interventions can improve educational outcomes and that education can improve health. For this reason, RTI has worked to establish a partnership between ToTAL and Lion's Club International Haiti for school-based vision screening to address the issue of vision problems as a barrier to education. However, through the partnership, ToTAL is also scaffolding the development of the capacity of Lions Club International Haiti to move from ad hoc school-based vision screening to a more systematic and scalable approach to vision screening. This report strongly recommends that future programs continue to strengthen the links among Haitian organizations in sectors with strong potential synergies to education, including organizations in the health sector—for example, those involved with activities such as school-based health screenings, health interventions, vitamins, deworming, vaccination, health interventions, food security, and particularly school feedings, water, and sanitation—to ensure a

hygienic school environment and to address barriers to education for girls, gender, human rights, protection, and livelihoods.

Organizations such as CEEC, Bureau Anglican de l'Éducation en Haïti (BAEH), Fédérations des Écoles Protestantes d'Haïti (FEPH), Confédération des Écoles Privées Indépendantes d'Haïti (CONFÉPIH), Bureau de l'Église Méthodiste d'Haïti pour l'Éducation Générale (BEMHEG), FONHEP, Le Fonds de Parrainage National (FPN), PLAN Haiti, Parole et Action (Words and Action), and the regional public universities all have important roles to play in any early grade reading project, but the program must be designed to play to their respective strengths (particularly networks, relationships with schools and students, knowledge of context, and experience) and realistically address their weaknesses. Haitian regional public universities can play a very important role in teacher recruitment, pre-service training, and in-service training. As a result, this project should seek to strengthen the links between these higher learning institutions and organizations active in early grade education.

Recommendations

General Recommendations:

The research conducted to develop this report, when viewed through the lens of RTI's experience implementing the ToTAL project, yields the following recommendations:

- 1. Skills Sharing Partnerships Within The Education Sector:** This report encourages similar synergistic partnerships between local organizations with expertise in specific techniques or best practices and organizations such as FONHEP and CEEC that have wide networks that can be leveraged with the use of new technology. This partnership is fundamentally transformative because FONHEP, through its partner CEEC, has a large network of schools but requires a great deal of strengthening of technology and management systems, such as through the online Tangerine-enabled transmission of coaching data, empowers FONHEP to be more organized and timely in its use of information and thus to more adequately administer its programs and achieve better results for students.
- 2. Cross Sectoral Synergistic Partnerships:** This report also recommends that future programs continue to strengthen the links among Haitian organizations in sectors with strong potential synergies to education, including in the health sector—for example, those involved with activities such as school based health screenings, health interventions, vitamins, deworming, vaccination, health interventions, food security, and particularly school feedings, water, and sanitation—to ensure a hygienic school environment and to address barriers to education for girls, gender, human rights, protection, and livelihoods.
- 3. Leverage Capacity in the Haitian Diaspora:** The Florida-based Educa Vision Inc., for example, produces high-quality children's books in Creole. Educa Vision is a very important partner of the ToTAL project and should be engaged in further projects. Educa Vision could be encouraged to distribute its books using Cloud technology or printing in Haiti. More broadly, considerable opportunities exist in engaging US, Canadian, or French organizations

that provide educational materials or services to the Haitian diaspora in large-scale education projects in Haiti.

4. **Monthly Review Meeting:** A monthly review meeting should be established with the MENFP’s technical directorates and the Directions Départementales d’Education (DDE) in the scholastic departments involved in the project, convened under the responsibility of the General Directorate.
5. **MENFP Contingency Plan:** A contingency plan should be developed for the communication of the project’s results to the managers at the MENFP.
6. **Strengthen Skill-Based Networks:** Relations with those organizations that have tested modules and reading materials—such as Save the Children, FONHEP, CONCERN, and CARE—should be standardized.
7. **Regular Communication of Project Plans, Activities, and Results:** ToTAL project progress in the three corridors should be regularly communicated to the MENFP Reading Skills Development Unit. The goal of these meetings should become joint planning and information sharing with the goal of strengthening the partnership, building MENFP capacity, and increasing the MENFP’s ownership of the project.
8. **Digital Education Materials:** Organizations such as Haïti Future that develop digital education materials and that have already developed French reading content for the first year of basic education should be approached with a view to comparing the work of ToTAL at the didactic level. Cloud technology can be used to make children’s books available to more young learners.

Specific Recommendations:

1. **Project and MENFP Joint Planning Meetings:** Develop a calendar of planning meetings with the appropriate departmental directorates of the MENFP.
2. **Robust Engagements with the EFACAP:** Fully integrate the EFACAP into the project in the three corridors, using their facilities as venues for discussions, exchanges, and socio-cultural activities linked to the prospects of the ToTAL project.
3. **Share Information about Available Space:** Create a list of venues available for training and reading activities.
4. **Engage School Management and School Boards:** With school management and school boards, set up reading structures in each area, with the help of the lead and area inspectors.
5. **Reading and Dictation Competitions:** Launch Creole, French, and dictation competitions for children in Grade 3.
6. **MENFP-sponsored Standardization of Methods:** Participate in departmental sectorial tables and encouraging the standardization of methods.
7. **Intensive Outreach, Recruiting, and Information Sharing with Partners:** Meet with organizations that could become potential project partners, to share preliminary information with them, encourage support, and recruit potential partners.

8. **Continued High-Level Roundtables and Workshops:** Build on the success of a high-level governmental workshop in August 2013, continued, regular conferences on literacy that include the MENFP and leading international and Haitian organizations to present the latest research and success stories, as well as to build joint support for initiatives. Continued engagement is important to maintaining momentum and ensuring a high profile for early grade literacy in both government and civil society.
9. **Expand the PDCL, particularly at the Departmental Level:** Encourage MENFP to establish a PDCL in each of the country's scholastic departments to maintain the focus on early grade reading, share information, coordinate with other departments, and maintain the sense of urgency on improving literacy and early grade reading.

Following these recommendations will help to create improvements in education and civil society through tapping the latent potential of existing organizations in Haiti. Future efforts to improve education must seek to help current organizations to better achieve their missions while also working together in greater coordination (both with each other and with the MENFP) to fulfill the shared goal of improving early grade education and literacy in Haiti.

Introduction

This document describes the results of an assessment of the capacities of organizations involved in the scholastic departments of Artibonite, Ouest, Nord, and Nord-Est in Haiti, in the context of the ToTAL project.

The issue of reading has been of primary concern to the Haitian educational system since the enactment of the Bernard Educational Reform.¹ Today, within an overarching goal of promoting literacy development across Haiti, reading proficiency is directly linked to comprehension and is combined with writing education within a holistic perspective. The MENFP, in its efforts to ensure the quality of elementary education, has engaged in multiple activities to strengthen literacy development within the country:

- It developed Creole and French communication tools as part of an Inter-American Development Bank project (1996–2000).
- In 2006, the EGRA methodology was used in an assessment of basic reading proficiency in elementary schools, with the financial support of the World Bank and USAID.
- Two years later, further funding from the World Bank, through the intermediary of the Education for All (EFA) project, made it possible to again assess elementary school students' reading skills using the EGRA methodology. This approach also involved the finalization of a method for teaching and learning reading skills based on the Creole language. With the backing of the World Bank and the technical support of RTI, the Direction de l'Enseignement Fondamental (DEF) adapted the EGRA instrument in French and Creole.

¹ Joseph C. Bernard, Minister of National Education at the time.

- With funding from USAID, the MENFP is currently implementing the two-year ToTAL project with the goal of improving the teaching and learning of reading in the first years of elementary education in accordance with the MENFP Operational Plan. In this context, MENFP has committed to developing and implementing a systematic approach to teaching reading skills as a strategy for improving the quality of education in Haiti. The ToTAL project’s experimentation in the previously designated development corridors should serve as the basis for the MENFP to extend this method nationwide.

This report presents the results of a survey, conducted to inform the MENFP Operational Plan, of 235 organizations working in the education field. These organizations—only a small percentage of which are in the public sector—are active in the areas covered by the ToTAL project.

Included in the appendices to this report are the mapping databases, information-gathering chart, and consent form used for this report.

2 Overview of Capacity Mapping

2.1 Background

More than 30 years after the enactment of the Bernard Education Reform, the questions raised by the Bernard Educational Reform legislation relating to the teaching of language in Haiti remain relevant today:

- In which language should children learn to read during their first year of school?
- Which reading methods should be used to facilitate the teaching/learning process?
- How should the switch be made from learning in Haitian Creole to learning in French?

These questions have sparked major debates for which a consensus is far from being reached. The present survey was commissioned by the MENFP as part of the ToTAL project to determine the capacities of educational organizations in the project’s intervention corridors; the survey’s results are intended to inform the MENFP’s ongoing attempts to address these questions in a systematic way. In particular, this survey involved highlighting field operators’ capacities to drive reading reforms in primary education.

2.2 The ToTAL Project

The ToTAL project is an applied research project whose goal is to allow children to become proficient in reading, writing, speaking, and comprehending in Haitian Creole and French. This project is implemented by RTI in close coordination and partnership with the MENFP in its efforts to improve literacy education in the first years of elementary school in Haiti. It is in line with the MENFP’s intention of developing and implementing a systematic approach to literacy as a strategy for improving the quality of education. From this perspective, the project’s role is to help the Ministry to develop and test a pedagogical model designed to strengthen literacy skills in children from Grade 1 to Grade 3. This approach is being applied in three geographic areas designated as “development corridors.” These interventions entail training and guiding teachers

with a view to the implementation of a reading program in 150 schools in the Northern corridor, 50 schools in the Saint-Marc corridor, and 100 in Port-au-Prince corridor. The ToTAL project is also helping the communities of a subset of 50 schools in the Northern corridor and 25 schools in the Saint-Marc corridor to organize out-of-school reading activities, thereby incorporating a community component into the experimental approach.

The project's success depends, in part, on the identification and involvement of potential partners in each of the corridors. For maximum success, work must be done in close collaboration with the teaching establishments, the organizations, and the major players in each of the targeted geographic areas. Furthermore, as USAID and the MENFP are planning to eventually implement the program on a larger scale, it will be useful to create a database of potential partners and key individuals who might support and contribute to these efforts.

2.3 Goals of the Survey

The survey identifies Haitian organizations that could serve as implementation partners through their technical skills, networks, organizational capacity, or track records on past projects, as well as individuals from within the three project corridors who are active in the field of education.

A database was designed to capture survey results and to serve as an ongoing repository of new information; its development consisted of the following steps:

- Creating an information database with the project's initial contacts, including the names and contact details for identified offices, institutions, organizations, and individuals, along with any other information relating to the type and scope of their activities and their presence in the relevant geographic areas;
- Entering into the database additional information obtained during the field surveys performed at the offices of potential partners, institutions, organizations, and individuals;
- Producing a summary report on the information obtained and the salient facts regarding the offices, institutions, organizations, and individuals identified as the most capable, willing, and best-placed to work with ToTAL;
- Using the database to produce a brief overview of potential partners (organizations, institutions, and individuals) and to develop recommendations on how to implement reading programs; and
- Describing the contents of the database and providing instructions and a user, update, and maintenance plan for the duration of the project.

2.4 Methodology

The work methodology was based primarily on the use of existing documentary sources and on field surveys.

2.4.1 Document analysis

The consultant made use of available secondary data, assessment reports, and directories from American Institutes for Research (AIR) and from civil society organizations working in Haiti's

education sector. The recently created Consortium des Organisations du Secteur Privé de l'Éducation (COSPE)² directory, the MENFP Operational Plan, and the Groupe Technique de Travail en Éducation et Formation (GTEF) report were all put to use for this purpose.

2.4.2 Field surveys

The scope of the area of intervention includes the three corridors of Nord, Ouest, and Saint-Marc, covering approximately one dozen municipalities. Each municipality was explored in order to identify potential sources of information.

Given the broad scope of the work to be performed in this vast area, RTI applied a methodological approach that balanced the concern for accurate information (by going directly to the field to meet with the players) with the need for rapid responses in real time. In this way, RTI also endeavored to find the best possible combination of rigorous quantitative survey processes (to generate reliable outputs) and mixed processes that are qualitative and quantitative but also fast.

2.4.3 Implementation schedule

The schedule for application of the selected approach and completion of all of the tasks defined for this assessment hinged on an intervention plan staggered over a total period of 57 calendar days and containing the following five key phases:

- 1) A launch phase, equivalent to a period of three business days;
- 2) A review of existing documentation, collection of information from Port-au-Prince, and construction of the initial database architecture, equivalent to six business days;
- 3) Development of the survey and information-gathering tools for the field, staggered over a period of three and a half weeks, but equivalent to 15 business days;
- 4) A data entry, processing, and analysis phase, extending over three and a half weeks, equivalent to 15 business days; and
- 5) A phase for the development and validation of the preliminary report, preparation of the final report, and communication of the results, lasting approximately three weeks, equivalent to 15 business days.

2.4.4 Information-gathering tools

To avoid any reticence among the partners, who might otherwise perceive this mapping as an assessment of their administrative and financial management capacities, the assessment of partner organizations' capacities was performed using a very simple information chart (provided in Appendix II of this report). The consultant based this chart on USAID's Organizational Capacity Assessment tools.

² "COPSE is a confederation of groups of institutions and organizations that provide educational services to the Haitian private sector to increase the participation of networks from the non-public sector in defining and implementing public policy in the education field" (from COPSE bylaws).

The organizations were classified into two main categories: public organizations (such as EFACAP and regional universities) and non-public organizations. The second category comprises five subcategories,³ making it possible to assess the capacities of the organizations in question. The assessment tool calculated a score out of a total of 100 points, and using this tool the organizations were rated as follows:

1. **Very weak organizations:** organizations that have not yet received legal recognition and have neither administrative nor accounting procedures, nor any structures for conducting educational projects;
2. **Weak organizations:** organizations that have sporadically implemented a number of small educational projects but that have neither a permanent staff nor a very solid structure, but that do have State recognition;
3. **Strong organizations:** organizations with a staff that performs interventions in education, that have a viable structure and well-established procedures, and that maintain relationships with other organizations in the community; and
4. **Very strong organizations:** organizations with other partners under their responsibility (which they finance) that have sufficient resources for implementing an educational project and that are equipped with a solid, reliable accounting and administrative structure.

2.4.5 Other information sources: meetings

RTI met with multiple organizations and institutions to launch the information-gathering process. The approach consisted of explaining the work to be performed and then collecting those institutions' opinions of their own capacities and potential.

Meetings were also held in which RTI explained the merits of this work, given that UNICEF was currently conducting a study of partners that used different methods of teaching reading across the country.

Documentary research allowed the development of an initial theoretical database for the three corridors. This information served as the basis for the mapping work. This initial documentation work yielded a list of 90 organizations in Artibonite, around 40 in Nord, and 29 in Nord-Est and 76 in Ouest, for a total of 235 organizations.

3 General Points

This section includes a brief description of Haiti and its educational system to provide a better understanding of the nature and scope of the challenges and issues facing the country and, in this way, to enable evaluation of proposals relating to new prospects for strengthening reading skills in Haiti.

³ International organizations, national networks of organizations, charities, trade unions, and school and university management associations.

3.1 Background

The Republic of Haiti is located in the Caribbean Basin and covers one-half of the island it shares with the Dominican Republic, to the east. A mountainous country,⁴ it is bounded by the Atlantic Ocean to the north and the Caribbean Sea to the south. It is separated from Cuba by the Windward Passage to the northwest, and to the southwest lies the Jamaica Channel.

Haiti has a total area of 27,750 km². The entire country is marked by an uneven relief of mountain ranges. Approximately 60% of the land is sloped at a gradient in excess of 20%. With its tropical climate, the country has a rainy season running from May to November, characterized by torrential rains and powerful, often destructive, tropical storms during the autumn hurricane season. Due to the exploitation of forests, plant cover has declined dramatically over the past few decades. According to the Enquête Mortalité, Mobilité et Utilisation des services (EMMUS) IV report, plant cover is estimated to make up just 2% of the land area.⁵ The nation faces high risk of damage to property and loss of life due to hurricanes and other natural and manmade disasters. Environmental degradation, deforestation, and accelerated soil erosion pose a threat to water resources and agricultural productivity, increasing the country's vulnerability to both natural and man-made disasters. These disasters compound the impact of poverty and contribute to further dependency on international organizations, donor nations, and the Haitian diaspora.

The country is situated on two main seismic faults, and the corresponding environmental threats are enormous, according to the seismic hazard map.⁶ In the event of a large earthquake, it is estimated that only the center of the country would be spared. "We are building our own tomb," wrote Hugo Merveille in July 2004. Engineer Claude Prépetit warned, "After Fonds-Verrettes and Mapou, several other parts of the country are likely to be hit by a disaster."⁷

In 2009, the Institut Haïtien de Statistique et d'Informatique (IHSI)⁸ reported a population in Haiti of 9,923,243 people, with 4,912,513 males and 5,010,730 females. The adult population (aged 18 and over) is estimated at 5,639,026 inhabitants. In general, Ouest is the most populous department,⁹ followed by Artibonite. The country's demographic density remains one of the highest in the Americas. In 2003, the IHSI¹⁰ quoted 301 inhabitants per square kilometer, increasing to as high as 375 inhabitants per square kilometer in the metropolitan zone of Port-au-

⁴ Haiti's mountains occupy approximately 80% of the land.

⁵ Institut Haïtien de l'Enfance (IHE) et MEASURE DHS ICF International. (Septembre 2012) Enquête Mortalité, Morbidité et Utilisation des Services EMMUS-V HAITI 2012. Rapport Préliminaire. <http://mspp.gouv.ht/site/downloads/Rapport%20preliminaire%20final%20EMMUS-V.pdf>

⁶ C. PREPETIT « menace sismique en Haïti Hier, aujourd'hui et demain » Edition de l'Université d'État d'Haïti (2011)

⁷ C. Prépetit, "Menace sismique en Haïti Hier, aujourd'hui et demain" [Seismic Threats in Haiti: Past, Present, and Future], Editions de l'Université d'État d'Haïti, 2011.

⁸ IHSI, "Population totale, population de 18 ans et plus ménages et densités estimés en 2009" [Total population, adult population households, and densities estimated in 2009].

⁹ Taking into account the annual growth rate of 2.2%, cited by MMUSS IV, 2007.

¹⁰ The latest General Census of Population and Housing (GCPH) taken by the Haitian Institute of Statistics and Data Processing (IHSI 2003)

Prince, where, in certain underprivileged districts,¹¹ as many as 20,000 inhabitants can be found per square kilometer. As a result, overcrowding is unavoidable. Furthermore, in economic terms, Haiti is characterized by a substantial income gap between the poor majority (80% of the population lives on less than US\$1 per day¹²) and the wealthy minority. Poverty is particularly acute in the Haitian countryside.

3.2 Use of Two Languages in Haiti

According to the Constitution of March 1987, Haitian Creole and French are recognized as the two official languages of Haiti. The status of French in the jurisdiction of the Haitian speakers remains a topic of discussion in some circles, but the Groupe de Travail en Education et de Formation (GTEF) report proposes that the use of two languages contributes cultural richness.¹³

“Historically and geographically, Haiti is at the crossroads of several cultures, which have helped to give it its special identity, rooted in ancestral Africa, exposed to the French language, and open to the Americas, particular the Caribbean and Latin America. Haitian schools must make these values accessible to future citizens and must, in this way, fully embrace their mission of helping to build a Haitian society that is culturally strong, diversified, open to the world, and perfectly integrated with its region.”

The report further recommends that Creole should be the primary language of learning for the first two years of primary schools and that schools should teach in both official languages by the end of the second year.

The use of two official languages in Haiti—with one more highly codified and used in formal settings and another, similar language that is less codified and used more in the vernacular¹⁴—is not without challenges, however. Particularly in education, the need to guide the language of instruction and the language in which books are written is essential to promote student reading in both languages. Unfortunately, a recent assessment of basic skills in reading shows that students in the first three years of primary education struggle to learn to read, which limits their ability to read with comprehension as they move into higher grades.

Figure 1 shows the percentages of students in Grades 1 through 3 who, when tested, were unable to read in Haitian Creole and French.

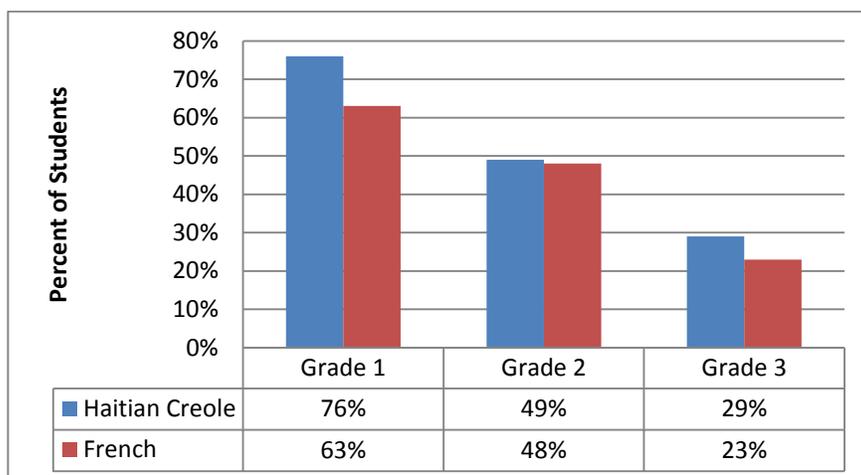
¹¹ In his 2005 doctoral thesis, Jean Goulet counted more than 300 underprivileged districts in Haiti’s Ouest metropolitan area.

¹² E.A. Bernadin. (1995). *L’Espace Caraïbes dans l’évolution économique des Grandes Antilles de 1950 à nos jours* [The Caribbean in the Economic Evolution of the Greater Antilles from 1950 to the Present], Editions des Antilles S.A.

¹³ Groupe de Travail Sur L’Éducation et La Formation. Pour Un Pacte National Sur L’Education en Haiti. Rapport au President de la Republique. Port-Au-Prince, Haiti. August 2010.

¹⁴ A situation often referred to by linguistics as diglossia.

Figure 1: Students Unable to Read in Haitian Creole and French



In Grade 1, 76% of students were not able to accurately read even one word of connected text in their mother tongue of Creole; 63% were unable to accurately read a single word in French. Performance improved in Grades 2 and 3, but even in Grade 3, 29% of students were unable to accurately read even one word in Creole, and 23% were unable to read even one word in French. These findings indicate deficiencies in the Haitian education system for reading development in both languages and a need to ensure that Creole reading is taught to students both more effectively and in a way that fosters the transfer of knowledge to French:

“Les activités pédagogiques dans les salles de classe en Haïti doivent être repensées en tenant compte non seulement de la langue qui constitue la vraie langue première des Haïtiens, le créole, mais aussi du rôle que devra jouer le français dans la situation sociolinguistique d’Haïti, puisqu’il est hors de question que le français soit abandonné en Haïti” (Hugues St Fort, *Haitian Times*, New York, 20 January 2012).

3.3 Organization of the Haitian Educational System

The Haitian educational system hinges on two main sub-systems: a formal sub-system and an informal sub-system. With regard to the management of establishments, the educational system comprises two sectors: the public sector and the non-public sector.

3.3.1 Sub-systems

Formal

The formal sub-system has four levels: (i) preschool education; (ii) primary education; (iii) secondary education; and (iv) higher education. In addition to these four levels, there is also technical and vocational education (with its own special status). The informal sub-system includes literacy and post-literacy education. A description of each education level follows:

- **Preschool education**, which targets children aged three to five, aims at early learning and the emotional, physical, and social stimulation of the child; it is not mandatory.
- **Primary education**, organized in three cycles over a total of nine academic years, is intended for children aged 6 to 14. The current Haitian Constitution of March 1987 makes the first two cycles (basic education) free and mandatory. In practice, however, (i) educational establishments (regardless of the level) are not free, and (ii) the vast majority of primary schools include only the first two cycles of this level of education.
- **Secondary education** spans four years and prepares students for higher education. After a final examination, its teachings lead to classic secondary education certificates (first and second parts). In practice, the third primary school cycle remains attached to high schools, which prepare students for higher education. The stated objectives at this level are to develop the crucial qualifications for exercising a production activity and for preparing for access to higher and university education. There are three possible courses of study: a general course, a teaching course, and a technical, vocational course. Completion is recognized by the award of a baccalaureate diploma (Bac II).
- **Higher education** includes both university and non-university education. University education is provided at a university or another similar establishment accredited by the State. Non-university higher education is primarily practical in its orientation and, in theory, aims to develop students' capacities so that they will easily be able to join the job market. Access to higher university and non-university education is subject to possession of a Bac II or equivalent.
- **Technical and vocational training** prepares students to work in any of a variety of domains or to proceed to higher education. Its length depends on the course of study selected. This training is provided on two networks: (i) a structured network, through vocational training centers and establishments; and (ii) an unstructured network, through a system of apprenticeships.
 - There are five categories of establishments in the **structured network**: (1) technical education establishments, requiring at least nine years of prior schooling; (2) vocational education establishments, requiring at least seven years of prior schooling to receive what is essentially hands-on training; (3) agricultural training establishments, requiring at least 10 years of prior schooling to become an agricultural technician; (4) home economics centers, requiring at least seven years of prior schooling; and (5) vocational training centers, requiring basic literacy to become a semi-skilled worker. Students have access to the different categories, depending on the number of years of schooling they have completed.
 - Within the system of apprenticeships on the **unstructured network** (about which very little information is available), on-the-job training is offered with a “boss/trainer” or an employer.

Informal sub-system

The informal sub-system includes informal education, basic literacy education, and post-literacy education:

- **Informal education** operates in the form of night classes for children who have dropped out or have never been enrolled in school and who are typically in difficult situations or socioeconomically marginalized, paradoxically on the basis of the formal system's programs. It is managed by an entity attached to the MENFP's Directorate of Primary Education.
- **Basic literacy education** aims to teach students reading, writing, and arithmetic.
- **Literacy campaigns** are conducted by both the public entity in charge of the sub-sector—currently the Office of the Secretary of State for Literacy—and non-public and private operators (i.e., NGOs). The training they provide is typically given by instructors (who are often volunteers) in Creole, in a variety of makeshift premises (schools, churches, etc.), either in the classroom or over the radio.

3.3.2 Sectors

Public sector

The public sector includes (1) public schools that are wholly funded and directly managed by MENFP, and (2) parochial schools, a portion of whose funding is provided by the State, which pays the teachers' salaries, but which are managed and administrated by a religious congregation. Although these are placed under the banner of public schools, the population tends to perceive them as private schools, due to their highly selective admissions process, the special conditions of academic success required of their students, the important role of religious activities, and the elevated tuition fees that are often applied.

Non-public sector

The non-public sector includes schools that are mostly financed by non-state funds. Given the difficulty of categorizing them in a satisfactory manner, new concepts have emerged to differentiate between them, such as “non-public, for-profit schools” and “non-public, non-profit schools.” The former are schools financed by private funding and managed by individuals who endeavor, more or less successfully, to combine a concern for providing a service with an interest in financial profitability. The latter tend to be much more community-oriented. They include municipal schools and community schools, supported by NGOs or associations, presbyteral schools, and mission schools (Baptist, Protestant, Adventist, Pentecostal, etc.).

As a whole, the Haitian educational system is characterized by: (i) an insufficient and inequitably distributed school system, heavily dominated by private establishments; (ii) poor quality of the education offered and low internal effectiveness, resulting in very low academic success rates and relatively high repeat and drop-out rates; and (iii) weak governance of the educational system, preventing the MENFP from effectively performing its main regulatory, planning, and steering functions. The mass destruction of scholastic and administrative infrastructure

(including the Ministry’s central building) and the losses of property and human life caused by the devastating earthquake of January 12, 2010, have magnified the situation, with the resulting risk of an increase in the number of school-age children falling outside the system (approximately 500,000).

4 Survey Results: Documentary Information

4.1 Presentation of the School System in the Project Corridors

The Haitian school system includes an estimated 16,072 primary schools,¹⁵ from preschool to high school. Table 1 provides a view of the distribution of these schools in the four scholastic departments included in the ToTAL project.

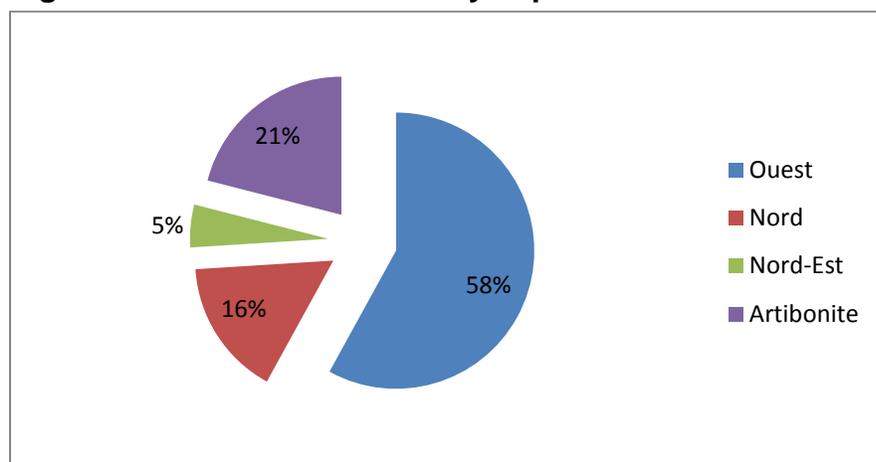
Table 1: Breakdown of schools in the project, by scholastic department

| Department | One-Level Schools | | | | Two-Level Schools | | | Comprehensive Schools Preschool, Prim. (First and Second), and Sec. | Total |
|--------------|-------------------|--------------------------|----------------------|--------------|-------------------|-----------------------------------|--------------|------------------------------------------------------------------------|---------------|
| | Preschools | Prim. (First and Second) | Third Cycle and Sec. | Total | Preschools | Prim. (First and Second) and Sec. | Total | | |
| Ouest | 589 | 1,126 | 523 | 2,238 | 2,515 | 495 | 3,010 | 740 | 5,988 |
| Nord | 198 | 582 | 136 | 916 | 611 | 75 | 686 | 71 | 1,673 |
| Nord-Est | 60 | 156 | 42 | 258 | 235 | 18 | 253 | 31 | 542 |
| Artibonite | 57 | 434 | 115 | 606 | 1,270 | 104 | 1,374 | 177 | 2,157 |
| Total | 904 | 2,298 | 816 | 4,018 | 4,631 | 692 | 5,323 | 1,019 | 10,360 |

In the four departments involved in the ToTAL project, there are 10,360 schools, representing 64% of all schools nationwide (Table 1).

¹⁵ According to the DPCE (2012), approximately 88% are non-public schools, compared to just 12% public schools. More than half of the country’s establishments (56%) are in rural areas.

Figure 2. Number of schools by department



As indicated in Figure 2, the majority of schools (58%) are located in the Ouest department. Artibonite has 2,157 schools, or 21% of the 10,360 in the four departments. Nord has only 16%, while Nord-Est has 5% of the corridors' schools, for a total of 542 schools.

4.2 Presentation of the Data Collected from the Organizations

A total of 235 organizations were identified, including EFACAP structures, primary teacher training schools, and national and international organizations. However, because some organizations did not answer all of the survey questions, the values in each table in this report may not sum to this total.

4.2.1 State partners

Meetings were held with representatives from the MENFP's technical directorates (Direction d'Appui à l'Enseignement Privé et au Partenariat [DAEPP], DEF, Department de Curriculum et de Qualité [DCQ], and Direction de la Formation et du Perfectionnement [DFP]), as well as with the lead inspectors for the five Bureau de District Scolaire (BDS) and 15 area inspectors. The two leaders of the DFP and the DEF assumed their positions only two months prior.

Additionally, at the time of survey administration, a new Director General and his deputy had just been established in their roles.

As a whole, the managers at the MENFP were familiar with the project. However, because of the staffing changes that had just occurred among the heads of the MENFP technical directorates, the ToTAL project's leadership were required to give new presentations to the Ministry's managers, to **ensure that the technical directorates were on board with the project.**

The MENFP departmental directors and inspectors were prepared to contribute to helping the project move forward. ToTAL undoubtedly must rely on these local structures to extend its actions to other municipalities in the three corridors. With weak inspectorships, however, this aim could be difficult to achieve.

MENFP General Directorate

The Director General of the MENFP understood the project, having already attended a number of meetings about the project. **It will be important to ensure that there is a manager at the MENFP General Directorate who can act as a liaison with ToTAL's leadership.**

MENFP Technical Directorates

More than three years after the earthquake that devastated Haiti, the situation at the central MENFP offices has changed very little. In addition to an unfavorable physical work environment, the technical directorates were observed to not have operating budgets and were not yet in control of the Ministry's Operational Plan, the reference document for the different actions planned by the MENFP.

Directions Départementales d'Éducation

The MENFP's Departmental Directors and inspectors interviewed for the survey were very enthusiastic and prepared to contribute to the project's success. **They raised the issue of their limited material and financial resources and of the constraints in finding means of transportation to monitor actions in the field.** Decentralized school support capacity was in general fairly limited, not only by the resource constraints referred to here, but also by an institutional environment that neither encourages inspectors nor holds them accountable for providing useful services to schools. The system, in fact, has no means for monitoring the provision of pedagogical and administrative support to schools.

In the project's four departments of intervention, there were 43 lead inspectors running 43 BDS and 198 area inspectors (Table 2). The staff of inspectors should be replenished, as more than one-third of them were scheduled to retire in the near future. In some ways, this could represent an opportunity to work with the MENFP to recruit and appropriately train a new cadre of inspectors and to put in place for them the appropriate organizational environment that will enable them to more regularly provide effective school support services.

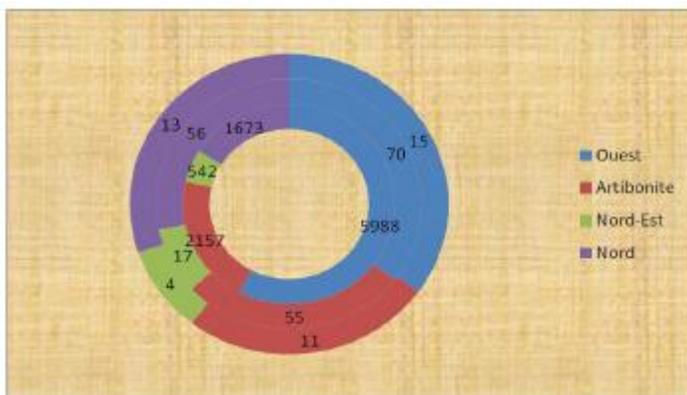
Table 2: Number of inspectors and schools, by department

| Department | Number of Inspectors and Schools | | | |
|--------------|----------------------------------|-----------------|-----------------|--------------------------------------|
| | Schools | Area Inspectors | Lead Inspectors | Average No. of Schools per Inspector |
| Ouest | 5,988 | 70 | 15 | 86 |
| Artibonite | 2,157 | 55 | 11 | 39 |
| Nord-Est | 542 | 17 | 4 | 32 |
| Nord | 1,673 | 56 | 13 | 30 |
| Total | 10,360 | 198 | 43 | |

In Ouest, the largest department in terms of population size and number of schools, each area inspector was responsible for more than 85 schools on average, whereas in Nord, each area inspector managed an average of 30 schools.

For Nord-Est, a very important department for the project, the inspectorship situation was particularly troubling. Of the 16 area inspectors, one was planning to retire, two were to be transferred for administrative reasons, and two others were being called back to the BDSs for administrative faults. The department had an average of 20 schools per inspector, but the inspectors were not evenly allocated across zones; for example, the area inspector for Trou-du-Nord handled more than 60 schools. Figure 3 further illustrates the unequal distribution of inspectors by department.

Figure 3: Mapping of schools, area inspectors, and lead inspectors by department



Note: The inner circle represents the numbers of schools, the middle circle represents area inspectors, and the outer circle represents lead inspectors.

EFACAPs in the project's intervention corridors

The École Fondamentale d'Application, Centre d'Appui Pédagogique (EFACAP) are organizations that exist in all departments (Table 3) and that might be able to help expand the project. EFACAPs could be empowered by a new program based on the promising World Bank-funded Formation Initiale Accélérée (FIA) program of accelerated pre-service teacher training that is now suspended. For the 2013–2014 academic year, the DDE intended to add a line in its budget for EFACAP operations. This could help to revitalize EFACAPs, because, after the withdrawal of the technical and financial partners that helped to set up the EFACAP, the structures have become less effective. **The structure's Educational Support Centers could be used as a venue for training and reading activities.**

Table 3: EFACAP distribution in the project departments

| EFACAP | |
|--------------------------------------------------------------------------------|-----------|
| Department | Number |
| Ouest (Thomazeau and Kenscoff) | 2 |
| Artibonite (St Marc, Gonaives, Gros Morne, Ennery and st Michel de l'Attalaye) | 5 |
| Nord (Limbe, Cap Haitien, Limonade, St Raphael and Grande Riviere du Nord) | 5 |
| Nord-Est (Fort Liberte and Ouanaminthe) | 2 |
| Total | 14 |

Primary School Training Center in Port-au-Prince

At present, there is only one public continuous learning center for basic educational staff in the country. The Centre de Formation des Cadres en Éducation (CFEF),¹⁶ a training center for basic education, is a post-secondary institution created to offer pre-service training for teachers at all three levels of basic education, as well as for school principals and academic advisors. The PSTC runs a three-year training program encompassing 76 modules. At the time of the survey, the Director of the CFEF was the Director of the DEF, while the Director of the Centre de Formation des Cadres en Éducation (CFCE) had been promoted to Director of the DFP. Unfortunately, the CFEF is housed in Martissant, in a location that is difficult to access, is not entirely safe, and is often unsanitary. There is potential for it to be used as a reading and cultural center, if it could be appropriately renovated.

The Service d'Appui Pédagogique (SAP), which included two members and one coordinator, is a technical arm of the DFP at the departmental level. Within each department (or region), only these three people were supposed to provide educational support services to all the schools. This structure, whose attachment to the MENFP had not yet been clearly defined, would be seriously over-stretched if they were expected to provide direct services to schools. But they could act as trainers of trainers or as supervisors/monitors of training sessions for reading teachers.

4.2.2 Networked programs, organizations and other structures**Plateforme de Développement des Compétences en Lecture (PDCL)**

This structure brings together the MENFP's technical offices and the government's main technical and financial partners to coordinate and standardize their efforts in support of the national program to improve reading proficiency. The Plateforme de Développement des

¹⁶ According to DeStefano, J. *Capacity assessment report, USAID, ToTAL project*, September 2012

Compétences en Lecture (PDCL) had just appointed a coordinator at the time of the survey,¹⁷ who was housed at ToTAL's office. **This is a vital structure for the future expansion of the project. To play a leadership role in this unit, ToTAL must help it do the following:**

- Build the institutional capacities that will be necessary to program design;
- Communicate effectively, both internally and externally; and
- Validate and assess the implementation of interventions.

Le Cadre de Liaison Inter ONG (CLIO)

Le Cadre de Liaison Inter ONG (CLIO) includes an Education Commission composed of Haitian and international non-profit NGOs and associations that have been legally recognized and are active in Haiti's education sector. This commission has more than 40 organizations as its members. Its purpose is to bring together as many varied State-recognized NGOs and associations as possible and to establish partnerships and alliances with other organizations in Haitian society and other international and regional institutions interested in education in Haiti. **The CLIO Education Commission is a very important organization, with the same stature as the COSPE and FONHEP. It could be useful when the MENFP decides to expand the ToTAL curriculum to additional schools.**¹⁸ In accordance with its mission and primary objectives, the CLIO Education Commission has placed its priority on the following topics for the 2012–2013 academic year:

1. Education lobbying;
2. Support for the MENFP in implementing the 2010–2015 Operational Plan;
3. Coordination in the event of an education emergency; and
4. The structure of the Education Commission.

CLIO is already a rather important partner for the MENFP, able to act as a liaison between the technical and financial partners and the MENFP General Directorate. Its capacities are related more to communication, advocacy, and coordination than to specific aspects of the technical work of improving teaching and learning.

Formation Initiale Accélérée (FIA)

Formation Initiale Accélérée (FIA) was a promising MENFP program, funded by the World Bank. Established in May 2012, FIA was a component of the World Bank's EFA project, and developed teacher training modules covering, among other subjects, French and Creole instruction. FIA is currently suspended. However, a follow-on accelerated pre-service teacher training program based on FIA should use the ToTAL for early grade reading as part of its

¹⁷ The PDCL's coordinator has just signed a contract with Save the Children International, which funds her salary. She is based out of the ToTAL project office.

¹⁸ We used this approach because it is not only a methodology, but also another way of looking at reading by involving parents and the community.

teacher preparation. The ToTAL project could seek to collaborate¹⁹ with EFA coordinators, who operate under the aegis of the MENFP.

4.3 Introduction of the Survey to Organizations in the Corridors

Artibonite department had the largest share (90, or 38%) of the organizations identified. Seventy-six organizations were identified in the Ouest department, with 40 in the Nord and 29 in the Nord-Est (Table 4).

4.3.1 Organizational profile

Level of nationwide influence

The responding organizations were divided among four of the country's scholastic departments (Table 4). Only a portion of Ouest (Port-au-Prince corridor) was covered by the 76 organizations identified.

Table 4: Distribution of organizations by department and by area of intervention

| Department | Organization's Area of Intervention | | | | Total | Percent |
|--------------|-------------------------------------|-------------|-----------|-------------|------------|-------------|
| | Urban | Percent | Rural | Percent | | |
| Artibonite | 66 | 40% | 24 | 34% | 90 | 38% |
| Ouest | 63 | 38% | 13 | 19% | 76 | 32% |
| Nord-Est | 16 | 10% | 11 | 16% | 27 | 12% |
| Nord | 18 | 11% | 22 | 31% | 40 | 17% |
| Total | 163 | 100% | 70 | 100% | 233 | 100% |

Most organizations that were active in urban settings (40% of the total) were located in Artibonite (Table 5).

¹⁹ This collaboration could take on a variety of forms, including discussions of previously developed modules, identification of corridor schools where teacher training students are working, and organization of training sessions on the book *Map li nèt ale* for FIA students, among others.

Table 5: Representativeness of each area, by department

| Department | Urban Area | | Rural Area | | Total |
|--------------|------------|------------|------------|------------|------------|
| | Number | Percent | Number | Percent | |
| Artibonite | 66 | 73% | 24 | 27% | 90 |
| Ouest | 63 | 83% | 13 | 17% | 76 |
| Nord-Est | 16 | 55% | 11 | 38% | 27 |
| Nord | 18 | 45% | 22 | 55% | 40 |
| Total | 163 | 70% | 70 | 30% | 233 |

This distribution shows that organizations in Ouest and Artibonite were particularly active in urban environments, unlike those in Nord and Nord-Est. Therefore, it might be difficult to find enough structures with proficiency in the practices of rural teachers in the former two departments.

4.3.2 At the municipal level

The survey covered 11 municipalities in the Ouest department. Of the 75 organizations identified, 17% were located in Port-au-Prince (Table 6). The municipalities of Cité Soleil and Croix-des-Bouquets each accounted for 16% of those organizations. There were nine organizations in Cabaret (i.e., 12% of the total number). Ganthier counted five organizations, including one university. Four organizations were identified in Tabarre.

Table 6: Distribution of organizations in Ouest, by municipality

| Ouest Municipalities | Number | Area | | Percent |
|----------------------|--------|-------|-------|---------|
| | | Rural | Urban | |
| Arcahaie | 5 | 2 | 3 | 7% |
| Ganthier | 6 | 4 | 2 | 8% |
| Cabaret | 9 | 2 | 7 | 12% |
| Tabarre | 4 | 0 | 4 | 5% |
| Thomazeau | 2 | 0 | 2 | 3% |
| Cité Soleil | 12 | 1 | 11 | 16% |
| Croix-des-Bouquets | 12 | 2 | 10 | 16% |
| Delmas | 2 | 0 | 2 | 3% |
| Port-au-Prince | 13 | 0 | 13 | 17% |

| Ouest Municipalities | Number | Area | | Percent |
|----------------------|-----------|-----------|-----------|-------------|
| | | Rural | Urban | |
| Cazeau (a district) | 1 | 0 | 1 | 1% |
| Montrouis | 4 | 2 | 2 | 5% |
| Pétionville | 2 | 0 | 2 | 3% |
| All municipalities | 3 | 0 | 3 | 4% |
| Total | 75 | 13 | 62 | 100% |

For the Nord department, most of the organizations were located in Cap-Haïtien (Table 7). Twenty-seven out of 39 organizations (69% of respondents) worked in the municipality of Cap-Haïtien. In Limonade, five organizations were identified: three in Limbé, and just one each in Pilate and Grande-Rivière-du-Nord.

Table 7: Distribution of organizations in Nord, by municipality

| Nord Municipalities | Number | Area | | Percent |
|------------------------|-----------|-----------|-----------|-------------|
| | | Rural | Urban | |
| Cap-Haïtien | 27 | 15 | 12 | 69% |
| Limonade | 5 | 2 | 3 | 13% |
| Saint-Raphael | 1 | 1 | 0 | 3% |
| Limbé | 3 | 1 | 2 | 8% |
| Grande-Rivière-du-Nord | 2 | 1 | 1 | 5% |
| Pilate | 1 | 1 | 0 | 3% |
| Total | 39 | 21 | 18 | 100% |

In Artibonite, the majority (54%) of the organizations were concentrated in Saint-Marc (Table 8). The municipality of Gonaïves accounted for only 17% of educational organizations.

Table 8: Distribution of organizations in Artibonite, by municipality

| Artibonite Municipalities | Number | Area | | Percent |
|---------------------------|--------|-------|-------|---------|
| | | Rural | Urban | |
| Anse-Rouge | 3 | 1 | 2 | 3% |
| Dessalines | 4 | 4 | 0 | 4% |
| Ennery | 1 | 0 | 1 | 1% |

| Artibonite Municipalities | Number | Area | | Percent |
|---------------------------|-----------|-----------|-----------|-------------|
| | | Rural | Urban | |
| Gonaïves | 15 | 3 | 12 | 17% |
| Gros-Mornes | 6 | 5 | 1 | 7% |
| L'Estère | 3 | 3 | 0 | 3% |
| Marmelade | 1 | 0 | 1 | 1% |
| Petite-Rivière | 2 | 2 | 0 | 2% |
| Saint-Marc | 49 | 5 | 44 | 54% |
| Saint-Michel | 2 | 0 | 2 | 2% |
| Verrettes | 2 | 1 | 1 | 2% |
| Nationale | 2 | 0 | 2 | 2% |
| Total | 90 | 24 | 66 | 100% |

In the Nord-Est scholastic department, the border towns of Ouanaminthe and Trou-du-Nord contained the highest numbers of organizations (25%), followed by Ferrier with 17% (Table 9). Fort Liberté, the capital of the department, had only two organizations.

Table 9: Distribution of organizations in Nord-Est, by municipality

| Nord-Est Municipalities | Number | Area | | Percent |
|-------------------------|-----------|----------|-----------|-------------|
| | | Rural | Urban | |
| Caracol | 1 | 0 | 1 | 4% |
| Ferrier | 4 | 1 | 3 | 17% |
| Fort Liberté | 2 | 0 | 2 | 8% |
| Mont-Organisé | 1 | 1 | 0 | 4% |
| Ouanaminthe | 6 | 3 | 3 | 25% |
| Sainte-Suzanne | 2 | 1 | 1 | 8% |
| Terrier-Rouge | 2 | 1 | 1 | 4% |
| Trou-du-Nord | 6 | 2 | 4 | 25% |
| Vallière | 1 | 0 | 1 | 4% |
| Total | 25 | 9 | 16 | 100% |

4.3.3 Characterization of the organizations

Types of organizations

For the most part, the identified organizations were non-profits who shared a common goal to improve education (Table 10). These accounted for 81% of the respondents. There were also 11 primary teacher training schools (5%). The percentage of public sector organizations stood at 3%.

However, although the public sector organizations were fewer in number and could benefit from considerable capacity building, they must serve as the foundation of any systemic education improvement project. International and local organizations must partner with departments of the MENFP to help the MENFP to fulfill its mandate in the short term while developing its personnel and scaffolding its growth toward long-term sustainability and increased independence. With appropriate support, the MENFP will play a greater role in the education sector. Private Haitian institutions will always have an important role to play in the Haitian educational system. However, the MENFP must develop the capacity and be given the space to lead the sector, coordinate the different actors, and ensure quality.

Table 10: Types of organizations, by area

| Respondents | Number | Area | | Percent |
|----------------------------------|------------|-----------|------------|-------------|
| | | Rural | Urban | |
| Primary teacher training schools | 11 | 3 | 9 | 5% |
| International organizations | 6 | 4 | 2 | 3% |
| State organizations | 6 | 0 | 4 | 3% |
| School systems | 8 | 1 | 7 | 3% |
| Unions | 6 | 1 | 5 | 3% |
| Universities | 5 | 2 | 3 | 2% |
| Associations | 193 | 59 | 136 | 81% |
| Total | 235 | 70 | 166 | 100% |

Organizations' areas of intervention

The vast majority of organizations (165 out of 235, or 70%) were located in urban areas, and fewer than one-third of them (30%) were located in rural areas.

Organizations' typical characteristics

For the most part, the organizations defined themselves as community organizations or non-profit charities (Table 11). Respondents from 110 organizations stated that they had a democratic structure, and 76 organizations from both area types were community-structured.

Table 11: Characteristics of organizations, by area of intervention

| Characteristic | Organization's Area of Intervention | | | | | |
|-------------------------------------|-------------------------------------|-------------|-----------|-------------|------------|-------------|
| | Urban | Percent | Rural | Percent | Total | Percent |
| Community | 53 | 34% | 23 | 34% | 76 | 34% |
| Democratic, with a General Assembly | 79 | 51% | 31 | 46% | 110 | 49% |
| Consulting firm managed by an NGO | 2 | 1% | 1 | 2% | 3 | 1% |
| Other | 21 | 14% | 13 | 19% | 34 | 15% |
| Total | 155 | 100% | 68 | 100% | 223 | 100% |

Table 11 again shows that most of the organizations, regardless of type, had predominantly urban areas of intervention. It might have been expected that community organizations would have been more likely associated with rural settings. In an increasingly urbanized country, however, it is positive to see considerable urban presence and urban experience.

Legal recognition of the organizations

Most of the organizations (210 out of 235, or 93%) were state-recognized (Table 12). Only 16 structures (7% of the organizations) had not yet been recognized. Public structures do not require legal recognition in Haiti. EFACAP were public, whereas the schools that were part of their satellite networks could be either public or non-public and therefore require the MENFP's recognition.

Table 12: Distribution of organizations, by legal recognition

| Legal Recognition | Organization's Area of Intervention | | | | Total | Percent |
|-------------------|-------------------------------------|-------------|-----------|-------------|------------|-------------|
| | Urban | Percent | Rural | Percent | | |
| Yes | 147 | 93% | 63 | 93% | 210 | 93% |
| No | 11 | 7% | 5 | 7% | 16 | 7% |
| Total | 158 | 100% | 68 | 100% | 226 | 100% |

In urban areas, 147 out of 158 organizations were recognized. In rural environments, 63 of the 68 organizations that answered this question had received recognition. Furthermore, nearly one-third of all organizations, regardless of legal recognition, were located in rural areas.

Generally speaking, organizations obtain their legal recognition either from the town hall or from the Ministry of Social Affairs or any of a number of other bodies. Table 13 shows this distribution by recognition body and area of intervention. As a result, there is wide variation in what it means, qualitatively, to be a "legally recognized" organization, as well as variation in the relative importance of such recognition to membership, stakeholders, and activities.

Table 13: Distribution of organizations, by recognition body and by area of intervention

| Recognition Body | Organization's Area of Intervention | | | | | |
|----------------------------|-------------------------------------|-------------|-----------|-------------|------------|-------------|
| | Urban | Percent | Rural | Percent | Total | Percent |
| Ministry of Social Affairs | 77 | 52% | 42 | 67% | 119 | 57% |
| City Council | 38 | 26% | 9 | 14% | 47 | 22% |
| Ministry of Planning | 1 | 1% | 2 | 3% | 3 | 1% |
| Other | 25 | 17% | 9 | 14% | 34 | 16% |
| No answer | 6 | 4% | 1 | 2% | 7 | 3% |
| Total | 147 | 100% | 63 | 100% | 210 | 100% |

The Ministry of Social Affairs was, indisputably, the main recognition body for the surveyed organizations. Only three organizations were recognized by the Ministry of Planning. More than 16% of the organizations chose not to answer this question. For this reason, RTI anticipates that more intensive coordination between the Ministry of Social Affairs and the MENFP will be required in any attempt to build institutional capacity of private local organizations and ensure quality of their programming.

A clear plan must be developed for working with unrecognized organizations to both engage them in system-wide educational initiatives and also put them on a standardized and transparent path to recognition. Criteria for achieving recognition should be based on milestones that directly contribute to the accomplishment of future education initiatives.

Further, the MENFP, Ministry of Social Affairs, and lead actors must develop standardized, transparent, and easy-to-follow policies and guidelines for working with unrecognized organizations. Unrecognized organizations, particularly those focused on poor and marginalized groups, are likely to provide unique perspectives as well as access to underserved populations. As a result, it is important that systemic educational initiatives have a carefully designed strategy to engage, realistically assess capacity, and mobilize unrecognized organizations that are able to contribute. Clear policy guidelines, rigorous capacity assessments, and careful attention to the incentive structure of partnership documents, combined with context knowledge, are also necessary to verify that any organizations brought into the network, whether officially recognized or not, are capable of contributing to the project and incented to continue to contribute as the project proceeds.

4.3.4 Analysis of the degree of incorporation of partnerships

Relationships with organizations in the area

Overall, approximately 40% of the organizations had developed a partnership with other organizations in their area of intervention (Table 14). This percentage was slightly higher in rural environments (42%) than urban ones (39%). However, in general, these were not partner relationships but rather relationships based on simple dialogue. Additionally, nearly 18% of the organizations provided support to others, while 14% had not developed any form of relationship with their counterparts.

Table 14: Relationships between organizations and areas of intervention

| Relationship Type | Organization's Area of Intervention | | | | Total | Percent |
|-------------------|-------------------------------------|-------------|-----------|-------------|------------|-------------|
| | Urban | Percent | Rural | Percent | | |
| Dialogue only | 40 | 28% | 13 | 24% | 53 | 27% |
| Partnership | 56 | 39% | 23 | 42% | 79 | 40% |
| Support | 25 | 18% | 10 | 18% | 35 | 18% |
| None | 19 | 13% | 9 | 16% | 28 | 14% |
| Other | 3 | 2% | 0 | 0% | 3 | 2% |
| Total | 143 | 100% | 55 | 100% | 198 | 100% |

Almost 36% of the organizations had excellent relationships with other organizations in their zone (Table 15). This could be of benefit when the time comes to expand the ToTAL program. Further expansion of the program should certainly prioritize support to organizations already coordinating effectively with others active in education. Even more importantly, however, is that the MENFP must be strengthened to serve as a coordinating body in the education sector by taking a lead role in inter-organizational planning, information sharing, and determining roles and areas of responsibility.

Table 15: Levels of relationships with other educational organizations

| Relationship Level | Area of Intervention | | | | Total | Percent |
|--------------------|----------------------|-------------|-----------|-------------|------------|-------------|
| | Urban | Percent | Rural | Percent | | |
| Poor | 24 | 15% | 9 | 15% | 33 | 15% |
| Average | 50 | 32% | 16 | 26% | 66 | 30% |
| Very good | 55 | 35% | 24 | 39% | 79 | 36% |
| Non-existent | 29 | 18% | 13 | 21% | 42 | 19% |
| Total | 158 | 100% | 62 | 100% | 220 | 100% |

More than a third of organizations, however, had poor or non-existent relationships with other structures. The project could act as a catalyst for the development of relationships between the organizations, by establishing **community reading mobilizers**. Larger organizations must be encouraged and expected to engage in close coordination and partnership with the MENFP. Smaller organizations of more limited capacity could be encouraged to engage through sharing the standardized curriculum and establishing inter-organizational norms such as standing meetings at regular intervals.

Relationship with the MENFP

A clear demonstration of the need for MENFP to play a greater role in the coordination of organizations in the educational sector is seen in the low percentage (26%) of respondents stating that they had a very good relationship²⁰ with the MENFP (Table 16). However, nearly half (48.7%) of the organizations reported having a poor, or even non-existent, relationship with the MENFP, via the DDE. The MENFP must be strengthened to not only interact with, coordinate, and perform quality checks on these organizations, but also mobilize them to better serve students and teachers.

Table 16: Distribution of organizations, by level of relationship with the Directions Départementales d'Éducation

| Relationship Level | Organization's Area of Intervention | | | | | |
|--------------------|-------------------------------------|-------------|-----------|-------------|------------|-------------|
| | Urban | Percent | Rural | Percent | Total | Percent |
| Poor | 50 | 31% | 15 | 22% | 65 | 28% |
| Average | 37 | 23% | 21 | 31% | 58 | 25% |
| Very good | 38 | 24% | 22 | 32% | 60 | 26% |
| Non-existent | 37 | 23% | 10 | 15% | 47 | 20% |
| Total | 162 | 100% | 68 | 100% | 230 | 100% |

Structures created by the organizations

A total of 153 organizations—108 of which were urban—helped to create educational structures such as education consultation tables (Table 17). Overall, there was no considerable rural or urban divide in terms of quality of relations with the MENFP. However, there is a great deal of work to be done in ensuring that the MENFP becomes a more present and value-added

²⁰ Organizations were asked to characterize the nature of their relationship with the ministry, so the information here is based on how organizations themselves see their interaction with the official governmental authorities in the education sector.

contributor to local organizations. In doing so, the MENFP would be leveraging its “footprint” to increase its ability to make a difference at scale.

Table 17: Departmental distribution of organizations that helped to set up educational structures, by area of intervention

| Department | Urban | | Rural | | Total | |
|--------------|------------|-------------|-----------|-------------|------------|-------------|
| | Number | Percent | Number | Percent | Number | Percent |
| Artibonite | 42 | 39% | 19 | 42% | 61 | 40% |
| Ouest | 50 | 46% | 11 | 24% | 61 | 40% |
| Nord-Est | 8 | 7% | 4 | 9% | 12 | 8% |
| Nord | 8 | 7% | 11 | 24% | 19 | 12% |
| Total | 108 | 100% | 45 | 100% | 153 | 100% |

Organizations in Ouest and Artibonite were most often supportive of such initiatives to establish educational structures, and, as can be seen in Table 18, their efforts focused primarily on urban areas. These results are not surprising given the importance of the Port-au-Prince area as the seat of leadership for government and civil society activities in Haiti. However, in line with the broader governmental initiatives supporting decentralization in post-earthquake Haiti, RTI recommends greater focus on ensuring that communities outside of the Port-au-Prince area achieve greater participation in these high-value-added activities.

Table 18: Distribution of organizations that helped to set up educational structures, by area of intervention

| Department | Urban | | Rural | | Total | |
|--------------|------------|------------|-----------|------------|------------|-------------|
| | Number | Percent | Number | Percent | Number | Percent |
| Artibonite | 42 | 69% | 19 | 31% | 61 | 100% |
| Ouest | 50 | 82% | 11 | 18% | 61 | 100% |
| Nord-Est | 8 | 67% | 4 | 33% | 12 | 100% |
| Nord | 8 | 42% | 11 | 58% | 19 | 100% |
| Total | 108 | 71% | 45 | 29% | 153 | 100% |

4.3.5 Communication and monitoring and evaluation systems

Existence of databases and/or monitoring and evaluation at the organizations

A total of 189 organizations (84%) reported having a monitoring and evaluation system that produces, or could produce, data (Table 19). These were chiefly organizations operating in cities (88%). The survey was not able to verify the nature of the data maintained in each organization's monitoring and evaluation system, so information here is based solely on self-reported capacity.

The evidence gathered by this research clearly demonstrates a high level of awareness of the importance of data among local organizations. However, wide differences in data quality and overall monitoring and evaluation capacity clearly exist between organizations. For this reason, RTI recommends that, as part of its more robust outreach and coordination activities, the MENFP distribute and implement a system of common indicators in education that registered organizations in this sector would be expected to report on regularly.

Table 19: Departmental distribution of organizations with databases or monitoring and evaluation capacities

| Department | Urban | | Rural | | Total | |
|--------------|------------|-------------|-----------|-------------|------------|-------------|
| | No. | Percent | No. | Percent | No. | Percent |
| Artibonite | 57 | 41% | 17 | 35% | 74 | 39% |
| Ouest | 57 | 41% | 8 | 16% | 65 | 34% |
| Nord-Est | 12 | 9% | 8 | 16% | 20 | 11% |
| Nord | 14 | 10% | 16 | 33% | 30 | 16% |
| Total | 140 | 100% | 49 | 100% | 189 | 100% |

Most of the organizations in urban as well as rural areas reported having databases or monitoring capacities. The majority of these organizations were in Artibonite and Ouest. Special efforts will undoubtedly be necessary to build the capacities of those in rural areas. As noted above, standardized indicators provided by the MENFP could help both to strengthen and standardize monitoring and evaluation across the sector and to improve coordination between organizations.

With increased access to internet in Haiti via cellular technology, it is an opportune time to implement large-scale, web-based consolidation of standardized assessment, monitoring, and evaluation data. The ToTAL project is currently making increased use of RTI's Tangerine electronic data collection software to both simplify and standardize data collection, as well as to provide project management with much more rapid access to data. Further, RTI's Pomegranate application allows for capture of monitoring and evaluation data via SMS. In Morocco, for example, RTI has demonstrated that it is possible to use Tangerine for very large-scale assessment of student performance. Government and civil society organizations of a wide range of capacities can be trained to use Tangerine to facilitate the timely, accurate, and large-scale collection of data. Use of standardized indicators across a wide range of organizations allows for

increased accountability through transparent comparison of results. For these reasons, RTI strongly recommends an expanded role for electronic data collection software in any future systemic education improvement initiative.

Radio station audience levels

Based on the data supplied by the respondents on the stations with the largest audiences, it was determined that the two most popular radio stations are located in Saint-Marc, one of the municipalities with the largest number of organizations (Table 20). Listening patterns varied by department and by the number of organizations there. It is important to note that, by law, radio stations are not allowed to broadcast nationwide.

Table 20: Number of radio stations, by municipality

| Radio Stations | | |
|----------------|------------|-------------|
| Station | Number | Percent |
| Caraïbes | 13 | 12% |
| Delta | 21 | 19% |
| Guinen | 13 | 12% |
| Têt à Têt | 44 | 40% |
| Vision 2000 | 19 | 17% |
| Total | 110 | 100% |

Nearly all the radio stations had an online presence, and this online presence provides an important, relatively inexpensive medium for sensitization on and raising awareness about education. Although broadcast radio remains a very important medium to access both rural and urban communities, information from radio websites is also widely shared by Haitians with access to social media. As use of social media increases in Haiti and radio stations remain quite popular, the relationship between the two will only become even more important. In addition to engaging with the radio stations themselves, a wide range of potential partners are available for the development of content promoting education—from musical groups, to authors such as Frankétienne and entertainers such as Kako and TiRa, to children themselves. Due to the popularity and cultural significance of the radio in Haiti, live broadcasts of festive public outreach activities such as Reading Championships and Reading Caravans are essential to raising the profile and social prestige of these events, which increases the chance that they will become self-perpetuating traditions and thus more sustainable over the long term.

4.3.6 Reading support levels

Support by area of intervention

A total of 155 organizations reported providing reading support (Table 21). This figure represents 75% of all of the respondents. Within the rural environment, which experiences enormous difficulties in the field of teaching support in general, 49 organizations reported offering reading support.

Table 21: Departmental distribution of organizations, by the existence of reading support activities and areas of intervention

| Department | Urban | | Rural | | Total | |
|--------------|-----------------|---------|-----------------|---------|-----------------|---------|
| | Reading Support | Percent | Reading Support | Percent | Reading Support | Percent |
| Artibonite | 41 | 39% | 16 | 33% | 57 | 37% |
| Ouest | 47 | 44% | 12 | 24% | 59 | 38% |
| Nord-Est | 10 | 9% | 9 | 18% | 19 | 12% |
| Nord | 8 | 8% | 12 | 24% | 20 | 13% |
| Total | 106 | 100% | 49 | 100% | 155 | 100% |

Of the 223 organizations that answered this question, 155 (69%) stated that they perform reading support activities, primarily at the initiative of organizations in Ouest and Artibonite. The available information does not provide for more in-depth knowledge of these activities. As a result, it would be good to conduct a more detailed survey of the technical (teaching) aspect to determine the following:

- *The methodology used*
- *The texts provided for reading*
- *The level of teacher training*
- *The quality of the guidance received by the teacher*
- *The reading students' actual level of proficiency*

Interest of the organizations in using new reading methods

The organizations indicated whether they would be willing to receive a new method for teaching reading and whether they have a structure that might facilitate the work. Seventy-five percent of the organizations with human resources who had already received training on reading methods said that they were interested in applying new methods for teaching reading skills. For organizations whose human resources had not yet been trained on reading methods, 96% stated that they were willing to receive training on the latest methods for teaching reading skills.

Knowledge of the *Lekti se lavni* method

Of all of the organizations surveyed, very few (19 in total, just over 8%) were familiar with the *Lekti se lavni* method: 13 in urban areas and just 6 in rural settings (Table 22).

Table 22: Distribution of organizations, by area of intervention and knowledge of the *Lekti se lavni* method

| Department | Urban | | Rural | | Total | |
|--------------|-----------------------|-----------|-----------------------|-----------|-----------------------|-----------|
| | <i>Lekti se lavni</i> | Percent | <i>Lekti se lavni</i> | Percent | <i>Lekti se lavni</i> | Percent |
| Artibonite | 8 | 12% | 4 | 17% | 12 | 14% |
| Ouest | 3 | 5% | 1 | 8% | 4 | 5% |
| Nord-Est | 2 | 11% | 0 | 0% | 2 | 7% |
| Nord | 0 | 0% | 1 | 5% | 1 | 3% |
| Total | 13 | 8% | 6 | 9% | 19 | 8% |

Among the surveyed organizations, 72% responded that they had personnel who have already been trained on methods for teaching reading skills (Table 23).

Table 23: Number of organizations with staff trained on methods for teaching reading

| Responses | | Frequency | Percent |
|--------------|----------|------------|-------------|
| Valid | Yes | 171 | 73% |
| | No | 56 | 24% |
| | Subtotal | 227 | 97% |
| Missing | | 8 | 3% |
| Total | | 235 | 100% |

Organizations willing to receive training on reading skills

Organizations also reported that they were willing to receive training on a new reading methods, with 95% (representing 222 surveyed organizations) saying they were favorable to the idea of learning a new method to teach reading (Table 24). The results suggest that it is an opportune time for providing much wider access to a standardized, high-quality national curriculum. The ToTAL curriculum, for example, could be disseminated much more broadly to Haitian schools to address the urgent need for access to quality materials. This intervention, however, would be considerably more effective if local organizations with sufficient capacity provide teacher

coaching and training and the MENFP were strengthened to coordinate as well as provide monitoring and evaluation.

Table 24: Number of organizations willing to receive training on new methods for teaching reading

| Responses | | Frequency | Percent |
|--------------|----------|------------|-------------|
| Valid | Yes | 222 | 95% |
| | No | 9 | 4% |
| | Subtotal | 231 | 98% |
| Missing | | 4 | 2% |
| Total | | 235 | 100% |

4.3.7 Distribution of organizations, by level of education of their staff

The vast majority of the organizations, in both rural and urban settings, had human resources with qualifications from a university or primary teacher training school (Table 25). This is a very encouraging factor because it signals that high-capacity professionals are active in this sector. More practically, it suggests alumni linkages to higher learning institutions may facilitate recruiting efforts in prominent institutions, as well as information sharing and partnership opportunities between universities or primary teacher training schools and organizations active in the education sector.

Table 25: Distribution of organizations, by level of education of teaching personnel and areas of intervention

| Level of Education | Area of Intervention | | | | Total | |
|---------------------|----------------------|-------------|-----------|-------------|------------|-------------|
| | Urban | | Rural | | | |
| | No. | Percent | No. | Percent | No. | Percent |
| Secondary | 8 | 5% | 0 | 0% | 8 | 4% |
| Bachelor's | 118 | 73% | 39 | 58% | 157 | 69% |
| Teaching school | 33 | 21% | 27 | 40% | 60 | 26% |
| Vocational training | 1 | 1% | 1 | 2% | 2 | 1% |
| Master's | 1 | 1% | 0 | 0% | 1 | 0% |
| Total | 161 | 100% | 67 | 100% | 228 | 100% |

4.3.8 Organizations' funding sources

Roughly 35% of the organizations reported that their main source of funding came from their members' contributions, and 26% of the 213 respondents ran chiefly on donations (Table 26). More than 29% received funds from NGOs. **Overall, the organizations' funding was fragile, in that donations are difficult to predict and unstable.** The financial contributions of NGOs were sporadic and typically stop after the end of a project. This led to the dismissal of human resources (acquired and trained) and, in some cases, to the closure of the project's field office.

This reality must be considered when the time comes to expand the project, particularly in Nord-Est, where there are no member contributions. Further, the reduction in the availability of funds, reduction in interest by some donors, and closure of some projects in the post-earthquake environment place a great deal of pressure on local organizations that had previously depended on strong relationships with international agencies to fund their programmatic and operational expenses. Some organizations are in the (often difficult) process of restructuring or closing as a result. To the extent that future projects contribute significant funding to local organizations, it is very important that both parties have a common understanding of project cycle and donor funding realities. As a result, both the local partner and the international institution should work together at the beginning of the project to develop a clear capacity building plan and vision for the size and structure of the local partner at the end of the project.

In addition, some organizations changed their strategies and activities, depending on trends in international aid. Particular attention must be given and due diligence must be conducted to ensure that potential partners are not attempting to secure donor funds through representing themselves in a way that is beyond their capacity as an organization.

Table 26: Distribution of organizations, by funding source and areas of intervention

| Funding Source | Department | | | | | | | | | |
|----------------------|------------|-------------|-----------|-------------|-----------|-------------|-----------|-------------|------------|-------------|
| | Artibonite | | Ouest | | Nord-Est | | Nord | | Total | |
| | No. | % | No. | % | No. | % | No. | % | No. | % |
| Member contributions | 27 | 32% | 30 | 46% | 0 | 0% | 18 | 50% | 75 | 35% |
| NGO funding | 19 | 23% | 7 | 11% | 24 | 89% | 11 | 31% | 61 | 29% |
| Donations | 27 | 32% | 24 | 36% | 3 | 11% | 3 | 8% | 57 | 27% |
| Other | 11 | 13% | 5 | 8% | 0 | 0% | 4 | 11% | 20 | 9% |
| Total | 84 | 100% | 66 | 100% | 27 | 100% | 36 | 100% | 213 | 100% |

4.3.9 Availability to participate in a coaching project in the field of reading

Most of the surveyed organizations were favorable to the idea of a coaching project: 71% were very interested, compared with just 8% of the organizations who were not so inclined (Table 27).

Table 27: Distribution of organizations, according to their disposition toward participating in a reading support project

| Participation Levels | Area of Intervention | | | | | |
|----------------------|----------------------|-------------|-----------|-------------|------------|-------------|
| | Urban | | Rural | | Total | |
| | No. | Percent | No. | Percent | No. | Percent |
| Poor | 16 | 10% | 1 | 2% | 17 | 8% |
| Average | 33 | 21% | 9 | 15% | 42 | 19% |
| Very good | 103 | 67% | 50 | 81% | 153 | 71% |
| Non-existent | 2 | 1% | 2 | 3% | 4 | 2% |
| Total | 154 | 100% | 62 | 100% | 216 | 100% |

4.3.10 Presentation of the organizations, by their capacity for intervention

The survey made it possible to discover a large number of grassroots organizations that work with schools in the field. The analysis of their capacities yielded various types of information:

1. The organizations' structure
2. Their resources
3. Their vision and foothold in the field
4. Their interest in reading projects

It is difficult to find local Haitian organizations that last very long without substantial grants, in the medium or long term. FONHEP is one example of these. Despite its major achievements, it suffers from serious budget problems on a regular basis, compelling it to sell its services like a consulting firm.

According to the survey data, only 21 of 90 organizations in Upper and Lower Artibonite have the minimum structure needed to support project management. These organizations have a democratic structure and support other organizations in the area. They often also have representatives on-site and have already completed education projects.

Organizations that have conducted education projects

Table 28 provides a list of organizations in Artibonite that previously have conducted educational projects.

Table 28: Organizations that have conducted educational projects in Artibonite

| No. | Organization Name | Acronym |
|-----|----------------------------------------------------------------------------------------------------------------------------------------------------------------|----------|
| 1 | Conseil Projet National de Développement Participatif en Milieu Urbain (National Project Council for Participatory Development in Urban Areas) | COPRODEP |
| 2 | Fraternité pour la Réhabilitation de l'Église Primitive (Brotherhood for the Rehabilitation of the Early Church) | FREP |
| 3 | Organisation des Jeunes de l'Avenue Maurepas (Avenue Maurepas Youth Organization) | OJAM |
| 4 | Bureau de l'Église Méthodiste d'Haïti pour l'Éducation Générale (Office of the Methodist Church of Haiti for General Education) | BEMHEG |
| 5 | Cercle des Jeunes pour le Développement Socio Économique du Pays (Youth Circle for the Socioeconomic Development of the Country) | CJOSEP |
| 6 | Organisation de Développement Environnementale et Socio-Culturel du Bas Artibonite (Lower Artibonite Environmental and Sociocultural Development Organization) | ODESCBA |
| 7 | Organisation pour le Progrès et l'Avancement de l'Artibonite (Organization for the Progress and Advancement of Artibonite) | OPAA |
| 8 | Association des Directeurs d'École (Association of School Principals) | ADEPA |
| 9 | Commission Épiscopale d'Éducation Catholique (Episcopal Commission for Catholic Education) | CEEC |
| 10 | Grappes Papillon de Gros-Morne (Gros-Mornes Butterfly Clusters) | GPGM |
| 11 | École Fondamentale d'Application Centre d'Appui Pédagogique de St Marc (Saint-Marc Fundamental Application School and Educational Support Center) | EFACAP |
| 12 | Fondation Jaune (Yellow Foundation) | FJ |
| 13 | Initiative pour le Développement de l'Estère (Estère Development Initiative) | IDE |
| 14 | Fédération Nationale des Techniciens en Éducation et en Culture (National Federation of Education and Culture Experts) | FENATEC |
| 15 | Comité pour la Rénovation 11 de l'Avenue Maurepas (Avenue Maurepas Renovation Committee) | CORAM |
| 16 | Association des Édicateurs de Saint Marc (Saint-Marc Teachers' Association) | AESM |
| 17 | Association des Structures Avisées de Saint Marc (Association of Informed Structures of Saint-Marc) | AEASM |
| 18 | Fondation Haïtienne de l'Enseignement Privé (Haitian Foundation for Private Education [Artibonite]) | FONHEP |

Of the 90 structured organizations in Artibonite, 12 expressed an interest in the ToTAL project. These organizations were reported to already have human resources (i.e., inspectors, educational support staff, and supervisors) in the field.

Structured organizations in Artibonite that expressed an interest in the project

The 12 Artibonite organizations in Table 29 had at least some structures that could be used to set up projects.

Table 29: Structured organizations in Artibonite that have expressed an interest in the project

| No. | Organization name | Acronym |
|-----|---------------------------------------------------------------------------------------------------------------------------------------------------|---------|
| 1 | Fraternité pour la Réhabilitation de l'Église Primitive (Brotherhood for the Rehabilitation of the Early Church) | FREP |
| 2 | Organisation des Jeunes de l'Avenue Maurepas (Avenue Maurepas Youth Organization) | OJAM |
| 3 | Bureau de l'Église Méthodiste d'Haïti pour l'Éducation Générale (Office of the Methodist Church of Haiti for General Education) | BEMHEG |
| 4 | Cercle des Jeunes pour le Développement Socio Économique du Pays (Youth Circle for the Socioeconomic Development of the Country) | CJOSEP |
| 5 | Commission Épiscopale d'Éducation Catholique (Episcopal Commission for Catholic Education) | CEEC |
| 5 | École Fondamentale d'Application Centre d'Appui Pédagogique de St Marc (Saint-Marc Fundamental Application School and Educational Support Center) | EFACAP |
| 6 | Fondation Jaune (Yellow Foundation) | FJ |
| 7 | Initiative pour le Développement de l'Estère (Estère Development Initiative) | IDE |
| 8 | Fédération Nationale des Techniciens en Éducation et en Culture (National Federation of Education and Culture Experts) | FENATEC |
| 9 | Comité pour la Rénovation 11 de l'Avenue Maurepas (11 Avenue Maurepas Renovation Committee) | CORAM |
| 10 | Association des Éducateurs de Saint Marc (Saint-Marc Teachers' Association) | AESM |
| 11 | Association des Structures Avisées de Saint Marc (Association of Informed Structures of Saint-Marc) | AEASM |
| 12 | Fondation Haïtienne de l'Enseignement Privée (Haitian Private School Foundation) | FONHEP |

With respect to organizations with excellent relationships with the community and the MENFP, at the departmental level, the survey revealed that, outside State organizations like EFACAP, only four structured organizations were considered fit to implement this major reading project in Upper and Lower Artibonite (Table 30).

Table 30: List of structured organizations with a good relationship with the MENFP

| No. | Organization Name | Acronym |
|-----|---------------------------------------------------------------------------------------------------------------------------------|---------|
| 1 | Bureau de l'Église Méthodiste d'Haïti pour l'Éducation Générale (Office of the Methodist Church of Haiti for General Education) | BEMHEG |
| 2 | Commission Épiscopale d'Éducation Catholique (Episcopal Commission for Catholic Education) | CEEC |
| 3 | Initiative pour le Développement de l'Estère (Estère Development Initiative) | IDE |
| 4 | Fondation Haïtienne de l'Enseignement Privée (Haitian Private School Foundation) | FONHEP |

In Ouest, 16 of the corridor's 76 organizations had the minimum structure needed to support project management (Table 31). These organizations had a democratic structure and support other organizations in the community.

Table 31: List of organizations in Ouest that have conducted educational projects

| No. | Organization name | Acronym |
|-----|-----------------------------------------------------------------------------------------------------------------------------------------------------|---------|
| 1 | Association des Jeunes Chrétiens pour l'Épanouissement de la Force Sociale (Association of Young Christians for the Development of Social Strength) | AJCEFOS |
| 2 | Union des Démocrates pour l'Avancement de l'Arcahaie (Union of Democrats for the Advancement of Arcahaie) | UDAA |
| 3 | Hope on a String | HS |
| 4 | Ecole Noramale de Cabaret | ECN |
| 5 | Organisation des Leaders Évangéliques de Cabaret (Organization of Evangelical Leaders of Cabaret) | OLEC |
| 6 | Fondation Jeunes Missionnaires du Christ (Young Missionaries of Christ Foundation) | JMC/TMK |
| 7 | Mouvman Fanm Bèlè Pwogresis (Movement of the Women of Bèlè for Progress) | MFBP |
| 8 | Organisation pour le Développement de l'Environnement et Éducation pour Tous (Organization for the Development of the Environment and Education) | EDE-YO |

| No. | Organization name | Acronym |
|-----|------------------------------------------------------------------------------------------------------------------------------------------------------------|---------|
| | for All) | |
| 9 | Coordination des Jeunes en Action pour une Nouvelle Vision des Enfants d'Haïti (Coordination of Youth in Action for a New Vision of the Children of Haiti) | CJANVEH |
| 10 | Fondation de la Grace (Grace Foundation) | FDLG |
| 11 | Mission Armee du Salut Balan (Salvation Army Mission of Salut Balan) | ADSB |
| 12 | Organisation de la Défense des Écoles Privées de la Plaine Cul de Sac (Organization for the Defense of Private Schools in the Cul-de-Sac Plains) | ODPSCP |
| 13 | Fédérations des Écoles Protestantes d'Haïti (Federation of Protestant Schools of Haiti) | FEPH |

Of these structures, 12 expressed an interest in the project (Table 32). They already had human resources such as education advisors and inspectors in the field.

Table 32: List of structured organizations in Ouest that have expressed an interest in the project

| No. | Organization Name | Acronym |
|-----|------------------------------------------------------------------------------------------------------------------------------------------------------------|---------|
| 1 | Association des Jeunes Chrétiens Pour l'Épanouissement de la Force Sociale (Association of Young Christians for the Blossoming of Social Force) | AJCEFOS |
| 2 | Union des Démocrates pour l'Avancement de l'Arcahaie (Union of Democrats for the Advancement of Arcahaie) | UDAA |
| 3 | Hope on a String | HS |
| 4 | Ecole Normale Cabaret | ENC |
| 5 | Organisation des Leaders Évangéliques de Cabaret (Organization of Evangelical Leaders of Cabaret) | OLEC |
| 6 | Fondation Jeunes Missionnaires du Christ (Young Missionaries of Christ Foundation) | JMC/TMK |
| 7 | Organisation pour le Développement de l'Environnement et Éducation pour Tous (Organization for the Development of the Environment and Education for All) | EDE-YO |
| 8 | Coordination des Jeunes en Action pour une Nouvelle Vision des Enfants d'Haïti (Coordination of Youth in Action for a New Vision of the Children of Haiti) | CJANVEH |
| 9 | Fondation de la Grace (Grace Foundation) | FDLG |
| 10 | Mission Armee du Salut Balan (Salvation Army Mission of Salut Balan) | ADSB |

| No. | Organization Name | Acronym |
|-----|--------------------------------------------------------------------------------------------------------------------------------------------------|---------|
| 11 | Organisation de la Défense des Écoles Privées de la Plaine Cul de Cac (Organization for the Defense of Private Schools in the Cul-de-Sac Plains) | ADEPP |
| 12 | Fédérations des Écoles Protestantes d'Haïti (Federation of Protestant Schools of Haiti) | FEPH |

With respect to organizations in Ouest with very good relationships with the community and the MENFP, only two organizations met this criterion (Table 33).

Table 33: List of organizations in Ouest with a good relationship with the MENFP

| No. | Organization Name | Acronym |
|-----|--------------------------------------------------------------------------------------------------------------------------------------------------|---------|
| 1 | Ecole Normale Cabaret | ENC |
| 2 | Organisation de la Défense des Écoles Privées de la Plaine Cul de Cac (Organization for the Defense of Private Schools in the Cul-de-Sac Plains) | ADEPP |

Among organizations in Nord-Est, seven had educational projects (Table 34).

Table 34: List of organizations in Nord-Est with educational projects

| No. | Organization Name | Acronym |
|-----|-----------------------------------------------------------------------------------------------------------------------------------------------------|---------|
| 1 | Association Nationale des Écoles du Nord (National Association of Schools in Nord) | AREIN |
| 2 | S.O.S. Village d'Enfants Haiti du Nord (SOS Children's Village North Haiti) | SOS |
| 3 | Federation des Associations des Enseignants du Nord et du Nord-Est (Federation of Teachers' Associations in Nord and Nord-Est) | FEANNE |
| 4 | Réseau National des Écoles Communautaires (National Network of Community Schools) | RENEC |
| 5 | Organisation pour la Reconstruction et l'Éducation des Enfants Démunis (Organization for the Reconstruction and Education of Impoverished Children) | OREED |
| 6 | Collectif de Défense Citoyenne (Citizens' Defense Collective) | CODECI |

Strong organizations in the project's corridors

In total, 17 organizations with a strong structure and the capacity for project implementation were identified. In addition to their knowledge of education, they had an accounting structure and a monitoring and evaluation system. Organizations such as Plan Haïti, SOS Children's Village, CARE, FONHEP, and BEMHEG's Ecole Normale des Frères already managed educational projects. A complete list is included in Table 35.

Table 35: List of organizations with established structure and capacity

| No. | Organization Name | Acronym | Organization's Department | Municipality Covered by the Organization |
|-----|----------------------------------------------------------------------------------------------------------------------------------|------------|---------------------------|------------------------------------------|
| 1 | Plan Haïti de la Croix-des-Bouquets | Plan Haïti | Ouest | Croix-des-Bouquets |
| 2 | Fédérations des Écoles Protestantes d'Haïti (Federation of Protestant Schools of Haiti) | FEPH | Ouest | All municipalities |
| 3 | SOS Village d'Enfant Haiti (SOS Children's Village Haiti) | SOS | Ouest | Croix-des-Bouquets |
| 4 | École Normale des Frères | ENF | Ouest | Pétionville |
| 5 | Association Pour le Changement Batir Haiti (Association for Change, Build Haiti) | ACHABAT | Ouest | Cité Soleil |
| 6 | Association des Enseignants de Cité Soleil (Cité Soleil Teachers' Association) | ADECS | Ouest | Cité Soleil |
| 7 | Association Nationale des Écoles du Nord (National Association of Schools in Nord) | AREIN | Nord | Cap-Haïtien |
| 8 | Centre Haitien d'Action Sociale Pour l'Avancement de la Famille (Haitian Social Action Center for the Advancement of the Family) | CHASAF | Nord | Bas-Limbé |
| 9 | SOS Village d'Enfants Haiti du Nord (SOS Children's Village North Haiti) | SOS | Nord | Morin |
| 10 | Cooperative for Assistance and Relief Everywhere | CARE | Artibonite | Gonaïves |
| 11 | Hands Together | HTCO | Artibonite | L'Estère |
| 12 | Commission Épiscopale d'Éducation Catholique (Episcopal Commission for Catholic Education) | CEEC | Artibonite | Gonaïves |
| 13 | Confédération des Écoles Privées Indépendantes d'Haïti (Confederation of Independent Private Schools of Haiti) | CONFEPH | Artibonite | Gonaïves |
| 14 | Heads Together for Education Foundation | HTEF | Artibonite | Saint-Marc |
| 15 | Initiative pour le Développement de l'Estère (Estère Development Initiative) | IDE | Artibonite | L'Estère |
| 16 | Fondation haïtienne de l'enseignement Privée (Haitian Private School Foundation) | FONHEP | Artibonite | Pétionville |
| 17 | Professeurs Ensemble de Ouanaminthe (Ouanaminthe Professors Together) | PEO | Nord-Est | Trou-du-Nord |

Organizations considered to be fairly weak

The organizations listed in Table 36 had not yet been recognized and had no procedure manuals.

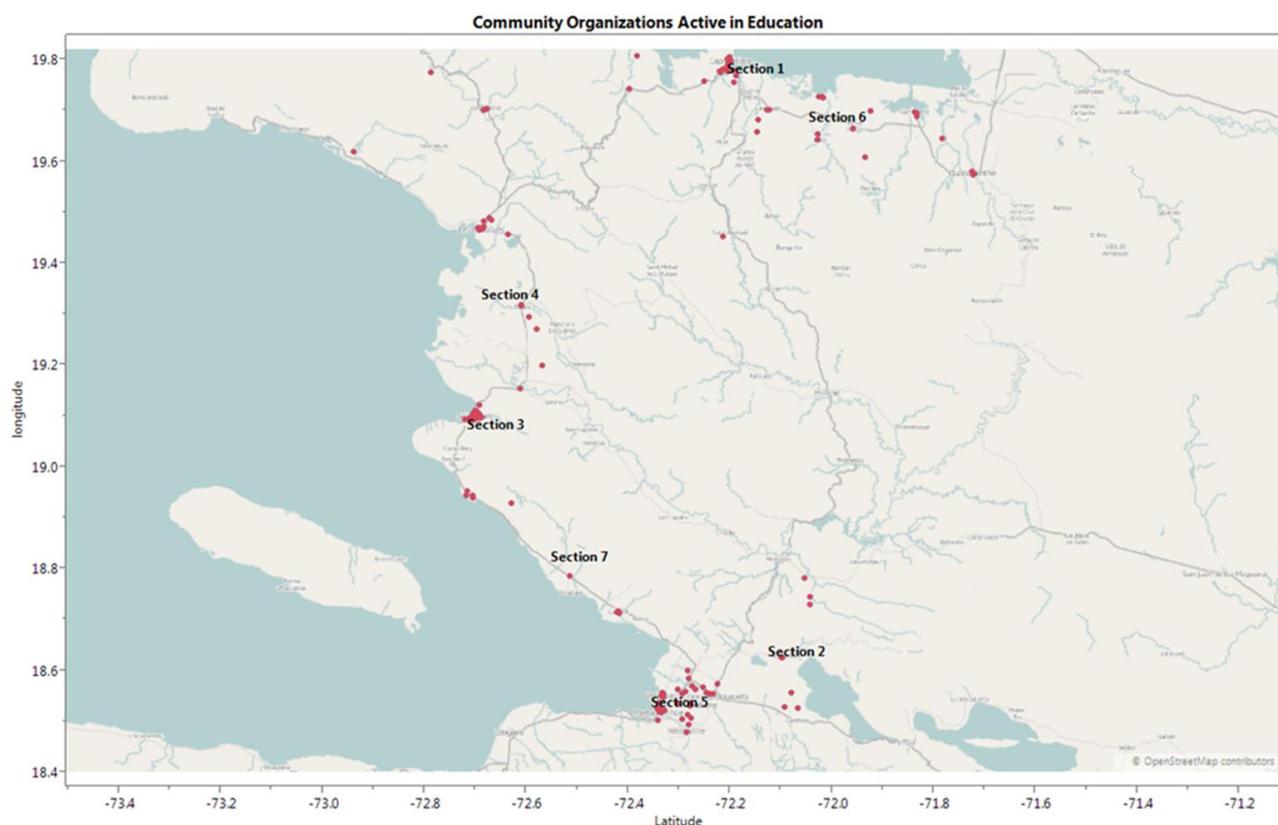
Table 36: Unrecognized organizations without manuals or administrative and accounting procedures

| No. | Organization name | Acronym | Department | Municipality |
|-----|--------------------------------------------------------------------------------------------------------------------------------|----------|------------|----------------|
| 1 | Association des Enseignants de Ferrier (Ferrier Teachers' Association) | AEF | Nord-Est | Ferrié |
| 2 | Commission d'Appui au Développement de l'Éducation de Sainte Suzanne (Sainte-Suzanne Education Development Support Commission) | COADES | Nord-Est | Sainte-Suzanne |
| 3 | Association des Enseignants de Sainte Suzanne (Sainte-Suzanne Teachers' Association) | AES | Nord-Est | Sainte-Suzanne |
| 4 | Association des Normaliens Supérieur de Ouanaminthe | ANSO | Nord-Est | Ouanaminthe |
| 5 | Union des Normaliens de Fort-Liberté et ses Environs | UNOFE | Nord-Est | Ferrié |
| 6 | Association des Écoles Privées Indépendante de St Raphael (Association of Independent Private Schools of St-Raphael) | ASSEPIS | Nord | Saint-Raphael |
| 7 | Association Professionnelle des Enseignants du Cap (Cap Teachers' Professional Association) | APEC | Nord | Cap-Haïtien |
| 8 | Association des Enseignants de Pilate (Pilate Teachers' Association) | AEPI | Nord | Pilate |
| 9 | Association des Ecoles Privées de Gros Morne (Gros-Morne Association of Private Schools) | AEPGM | Artibonite | Gros-Morne |
| 10 | Association des Écoles Privées Indépendantes de St Michel (Association of Independent Private Schools of St. Michel) | ASEPISMA | Artibonite | Saint-Michel |
| 11 | AJBP | AJBP | Nord | Limonade |
| 12 | Plateforme des Organisation Vivantes de Bois-de-Lance (Platform for Bois-de-Lance Living Organizations) | PLOB | Nord | Limonade |

4.4 Mapping of Organizations

In order to facilitate an understanding of where these organizations are located within Haiti, GPS coordinates were captured for each and are represented on the following map.

Figure 4: Geographical Location of Organizations



Because many organizations are located in close proximity to each other in certain urban areas, more detailed maps of the seven most populated areas can be found in Appendix IV of this report.

4.5 Proposals from Organizations in the ToTAL Project

The surveyed organizations offered some interesting and innovative proposals related to the ToTAL project.

- Creation of reading centers, multimedia rooms, libraries, and sociocultural and activity centers
- Mobilization and a survey on children who do not attend school
- Lifelong learning for teachers
- Literacy education for parents and members of the community
- Allocation of books to children
- Organization of academic engineering activities and contests

4.6 Organizations That Would Soon Be Able to Support the Nationwide Implementation of the Total Project

4.6.1 *Commission Épiscopale d'Éducation Catholique (CEEC)*²¹

Commission Épiscopale d'Éducation Catholique (CEEC) is a structure created by the Catholic Church that is part of FONHEP. There are, in fact, 2,301 Catholic schools in Haiti, a large majority (60%) of which are in rural areas. Due to its vast network of schools, CEEC is an important participant in any education initiative. CEEC could better mobilize and leverage its network of schools with an updated approach to data collection and data management. According to the CEEC's July 2012 review report, there were three main categories of Catholic schools in Haiti: presbyteral schools, parochial schools, and non-denominational schools. As described by the Diocesan Offices of Education and confirmed by the data, the majority of Haitian Catholic schools were presbyteral. The Haitian Catholic education authorities considered presbyteral schools (i.e. State-funded parish schools) to be the poorest in terms of resources and quality.²²

The CEEC already managed a large number of projects and had its own print shop.

4.6.2 *Bureau des Eglises Méthodistes pour l'Éducation Générale (BEMHEG)*

The Methodist Church of Haiti set up a school system that offers instruction to thousands of children around the country (in the eight departments where the mission is present). The Methodist education system is designed to be an instrument of the Church, in the service of education. At the time of the survey, the mission had 100 schools, some of which were supported but not recognized by the BEMHEG due to their very poor academic results.

4.6.3 *Plan Haïti*

Plan Haïti is an international organization that has been active in Haiti for more than 35 years. Its actions were concentrated in Sud-Est, Nord-Est, and Ouest. Through a child mentoring program, Plan Haïti enabled thousands of children to attend school by giving parents financial support and guidance for setting up income-generating activities. Plan Haïti also supported school development, particularly school infrastructure and teacher training.

Plan Haïti reported placing a priority on lobbying and economic development, alongside its health and sanitation actions.

4.6.4 *Artibonite Public University of Gonaïves (UPAG)*

Artibonite Public University of Gonaïves (APUG) is one of the regional universities. Its faculty of education ran a FIA program on behalf of EFA. In recent years, the faculty participated in the supervision of schools subsidized by the Universal, Free, and Mandatory Schooling Program. At

²¹ Taken from the latest CEEC review (2012).

²² The grants awarded by the government to schools in Haiti take a variety of forms, including the payment of teacher salaries and direct, headcount-proportional grants to schools, such as the Education for All (EFA) program. The survey did not ask the respondents to specify the type of any grants received by the school.

the time of the survey, the university had approximately 100 students finalizing their dissertations for their bachelor's degrees in education.

APUG reported having a digital room and a computer lab to help to train school teachers.

4.6.5 *La Fédération des Écoles Protestantes d'Haïti (FEPH)*

La Fédération des Écoles Protestantes d'Haïti (FEPH) is a network of some 3,000 schools. It is also a member of FONHEP and CLIO and has a national structure that is easy to mobilize, thanks to its centralized coordination.

The FEPH was founded in May 1986 and reported a network of more than 300 churches and protestant organizations. The network's stated objective is to promote quality education at the university level. It was active in Ouest, Sud-Est, Artibonite, Grand'Anse, Nord-Ouest, Nippes, Sud, and Nord. Its activities involve developing lesson plans for teachers, raising parents' awareness, training teachers, planning extracurricular activities, and producing academic materials for the network.

4.6.6 *Confédération des Écoles Privées Indépendantes d'Haïti (CONFEPH)*

The goal of Confédération des Écoles Privées Indépendantes d'Haïti (CONFEPH) is to unite independent private schools in working to improve the quality of teaching in Haiti.

CONFEPH was founded in 1993 to establish cohesion among independent private schools in Haiti. It provides support to 12 regional associations and hundreds of local ones. As reported, the CONFEPH network includes 800 schools plus 1,142 affiliates, and its most recent educational project was a training program for teachers at 100 schools, with 800 professors and principals as its beneficiaries. In addition to educational support, it has also provided academic materials to schools. CONFEPH works in partnership with the FONHEP and MENFP.

4.6.7 *Le Fonds de Parrainage National (FPN)*

As part of the national effort for universal education, Le Fonds de Parrainage National (FPN) endeavors to offer quality education to the country's poorest children.

FPN is a private, non-profit, apolitical, duly registered organization. Since its creation in 1992 through a private-sector initiative, FPN has been working to help the country's most underprivileged children to attend school. FPN brings together multiple organizations representing four of the main sectors of Haitian society: NGOs involved in education, the business world, churches, and the Haitian State. To better cover the entire territory, FPN is run in a decentralized manner. Sponsored children are placed in schools selected by FPN—on the basis of certain eligibility criteria established by the institution's specialists—to ensure the program's success.

4.6.8 Le Centre d'Apprentissage et de Formation pour la Transformation (CAFT)

According to the directory of organizations,²³ Le Centre d'Apprentissage et de Formation pour la Transformation's (CAFT) goal is to support the Haitian population, particularly the poor, in facing urgent education and environmental challenges and, in that way, to help with the development of the vast and unique potential of that segment of the population.

Registered with the Ministry of Social Affairs since 1999 and accredited by the Haitian Ministry of Education, CAFT is firmly established and widely recognized in Haiti for the effectiveness of its transformational education programs. Thanks to a mutual learning progress, and in collaboration with government and nongovernmental agencies, CAFT develops and manages innovative, transformational training programs for trained and informal trainers, trained and informal members, and institution members, with the goal of promoting a positive attitude and behavioral changes through the development of individual and collective capacities.

For four years, CAFT managed a training program on quality education for Plan International, from which 60 schools for the poor, 400 principals and trainers, 2,000 parents, and 13,000 trainees have benefited. CAFT subsequently expanded its activities, which helped more than 30 other schools and more than 20 groups of adolescents in five new municipalities in Sud-Est and Nord-Ouest, by establishing partnerships with local community institutions and by launching a youth leadership program for teachers and young activity organizers. From its headquarters in Port-au-Prince (Pétionville), CAFT has organized training sessions in every department in the country.

4.6.9 Ecole Normale de Vaudreuil

Ecole Normale de Vaudreuil is run by sisters and has a tremendous training capacity, including a computer lab. It trains students to teach the first two cycles of primary school. Some inspectors at the Nord DDE lend their services to the primary teacher training school. This school could be used as a training venue and forum for dialogue, as part of a large-scale reading project.

4.6.10 SOS Children's Village Nord and Ouest

SOS Children's Village is a non-profit organization that provides guidance for children in need. It conducts actions in Ouest, particularly in and around Santo, and in Nord, at Beaubin. SOS is currently in the process of extending its interventions into Sud. SOS gets its funding from international organizations. It has large premises and a well-organized structure. It will be able to work with the project to implement a reading program in the SOS schools. The organization's premises could be used to perform reading mobilization activities and as a training center.

4.6.11 Bureau Anglican de l'Éducation en Haïti (BAEH)

The goals of the Bureau Anglican de l'Éducation en Haïti (BAEH) are to (i) work to eradicate poverty by increasing education-related services; (ii) fight injustice and contribute to the advent of a more peaceful, equitable world, through prioritizing education, as well as youth training;

²³ AIR 2010, directory of civil society organizations working in the field of education, PHARE Project

(iii) promote education for all by making quality education more accessible; and (iv) work in partnership with all organizations, regardless of their beliefs and political affiliations, to make the freedom offered by knowledge prevail and to raise funds to support schools in the Episcopalian network.

In 2005, the Episcopal Church of Haiti established the Anglican Bureau of Education to supervise all of the educational activities organized and funded by the Church, throughout the country. The BAEH currently has some 60 schools nationwide. It is a member of Consortium des Organisations du Secteur Privé de l'Éducation (COSPE) and CLIO. The BAEH has already managed substantial funds, particularly relating to the Canadian Cooperation's local funds.

5 Conclusion and Recommendations

The ToTAL project is being implemented in a context characterized by a wide variety of initiatives to improve education, broad diversity of local non-governmental actors, engaged government units, and mounting consensus around the making literacy a priority. The time is ripe for change. However, at the strategic level, lack of coordination of effort and critical capacity gaps in major organizations present major barriers to more effective and robust implementation of literacy projects. These barriers, while significant, are not insurmountable and can be managed through coordination and synergistic partnerships under the umbrella of a large-scale educational improvement project such as Project ToTAL.

In an education system that is dominated by the non-public sector, chronic underfunding, organizational instability, and undeveloped coordination systems will lead to unforeseen challenges during project implementation. However, the meetings held in December 2012 and discussions with the organizations and some representatives from the MENFP seem to indicate that the project is proceeding fairly well and that it can count on organized structures already engaged in field work.

Although literacy remains an issue of great concern for the Haitian education system, there has not been sufficient debate, discussion, or analysis of the role of local partners at the technical directorates in question. The former director of the DFP, Rénoald Telfort, had a rather clear vision of the MENFP's role in the issue of reading education. Telfort's approach was in line with the Haitian State's vision for education, which underlies the reorganization of the education system, described as "a learning society in which universal access to basic education, control of qualifications from a relevant vocational training system, and the capacity for scientific and technical innovation fuelled by a modern, effective university system are molding the new type of citizen that the country needs for its reorganization."

This will entail “producing citizens who respect values, are disciplined, hard-working, and honest, and who are capable of applying the norms of a democratic society and of making their own contribution to the creation of a modern, egalitarian society oriented toward progress and development, thanks to their intellectual training and their mastery of new technologies.”²⁴

Clearly, the wide variety of organizations and the emerging state capacity in the three corridors where ToTAL is active have a great deal of potential to realize Telfort’s vision through the engagement of active, committed local stakeholders. ToTAL has concluded that the three corridors in which the project is being trialed have potential in this respect. In addition, the State is present there in the form of DDE, the BDS, and the Bureau d’Inspection de Zone (BIZ), and there are plans to create Commission Municipale d’Éducation (CMEs) that might help with local management in academic environments. The Service d’Appui à l’Enseignement Privé et au Partenariat (SAEPP) and SAP could help with community mobilization and activity monitoring.

EFACAP structures and programs similar to FIA can help expand the project. For the 2013–2014 academic year, the DDE will be adding a line in their budgets for EFACAP operations. This funding may help to revitalize the EFACAPs, which, after the withdrawal of the technical and financial partners that helped to set them up, have become veritable “white elephants.” This structure’s ESCs could be used as appropriate venues for training and reading activities.

Organizations such as FONHEP, CAFT, FPN, Plan Haïti, BAEH, CONFEPH, FEPH, and BEMHEG have a long history in the field of education and could be considered preferred partners. They can mobilize human resources nationwide, as quickly as possible, to implement this vast reading project.

5.1 General Recommendations

The research conducted to develop this report, when viewed through the lens of RTI’s experience implementing the ToTAL project, yields the following recommendations:

1. **Skills Sharing Partnerships Within The Education Sector:** This report encourages similar synergistic partnerships between local organizations with expertise in specific techniques or best practices and organizations such as FONHEP and CEEC that have wide networks that can be leveraged with the use of new technology. This partnership is fundamentally transformative because FONHEP, through its partner CEEC, has a large network of schools but requires a great deal of strengthening of technology and management systems, such as through the online Tangerine-enabled transmission of coaching data, empowers FONHEP to be more organized and timely in its use of information and thus to more adequately administer its programs and achieve better results for students.
2. **Cross Sectoral Synergistic Partnerships:** This report also recommends that future programs continue to strengthen the links among Haitian organizations in sectors with strong potential synergies to education, including in the health sector—for example, those involved with activities such as school based health screenings, health interventions, vitamins,

²⁴ 2010-2015 Operational Plan, MENFP

deworming, vaccination, health interventions, food security, and particularly school feedings, water, and sanitation—to ensure a hygienic school environment and to address barriers to education for girls, gender, human rights, protection, and livelihoods.

3. **Leverage Capacity in the Haitian Diaspora:** The Florida-based Educa Vision Inc., for example, produces high-quality children’s books in Creole. Educa Vision is a very important partner of the ToTAL project and should be engaged in further projects. Educa Vision could be encouraged to distribute its books using Cloud technology or printing in Haiti. More broadly, considerable opportunities exist in engaging US, Canadian, or French organizations that provide educational materials or services to the Haitian diaspora in large-scale education projects in Haiti.
4. **Monthly Review Meeting:** A monthly review meeting should be established with the MENFP’s technical directorates and the Directions Départementales d’Education (DDE) in the scholastic departments involved in the project, convened under the responsibility of the General Directorate.
5. **MENFP Contingency Plan:** A contingency plan should be developed for the communication of the project’s results to the managers at the MENFP.
6. **Strengthen Skill-Based Networks:** Relations with those organizations that have tested modules and reading materials—such as Save the Children, FONHEP, CONCERN, and CARE—should be standardized.
7. **Regular Communication of Project Plans, Activities, and Results:** ToTAL project progress in the three corridors should be regularly communicated to the MENFP Reading Skills Development Unit. The goal of these meetings should become joint planning and information sharing with the goal of strengthening the partnership, building MENFP capacity, and increasing the MENFP’s ownership of the project.
8. **Digital Education Materials:** Organizations such as Haïti Future that develop digital education materials and that have already developed French reading content for the first year of basic education should be approached with a view to comparing the work of ToTAL at the didactic level. Cloud technology can be used to make children’s books available to more young learners.

5.2 Specific Recommendations

1. **Project and MENFP Joint Planning Meetings:** Develop a calendar of planning meetings with the appropriate departmental directorates of the MENFP.
2. **Robust Engagements with the EFACAP:** Fully integrate the EFACAP into the project in the three corridors, using their facilities as venues for discussions, exchanges, and socio-cultural activities linked to the prospects of the ToTAL project.
3. **Share Information about Available Space:** Create a list of venues available for training and reading activities.

4. **Engage School Management and School Boards:** With school management and school boards, set up reading structures in each area, with the help of the lead and area inspectors.
5. **Reading and Dictation Competitions:** Launch Creole, French, and dictation competitions for children in Grade 3.
6. **MENFP-sponsored Standardization of Methods:** Participate in departmental sectorial tables and encouraging the standardization of methods.
7. **Intensive Outreach, Recruiting, and Information Sharing with Partners:** Meet with organizations that could become potential project partners, to share preliminary information with them, encourage support, and recruit potential partners.
8. **Continued High-Level Roundtables and Workshops:** Build on the success of a high-level governmental workshop in August 2013, continued, regular conferences on literacy that include the MENFP and leading international and Haitian organizations to present the latest research and success stories, as well as to build joint support for initiatives. Continued engagement is important to maintaining momentum and ensuring a high profile for early grade literacy in both government and civil society.
9. **Expand the PDCL, particularly at the Departmental Level:** Encourage MENFP to establish a PDCL in each of the country's scholastic departments to maintain the focus on early grade reading, share information, coordinate with other departments, and maintain the sense of urgency on improving literacy and early grade reading.

Following these recommendations will help to create improvements in education and civil society through tapping the latent potential of existing organizations in Haiti. Future efforts to improve education must seek to help current organizations to better achieve their missions while also working together in greater coordination (both with each other and with the MENFP) to fulfill the shared goal of improving early grade education and literacy in Haiti.

Appendix I: Consent Form

RTI-ToTAL Project

CONSULTATION FOR THE CAPACITY MAPPING OF EDUCATIONAL ORGANIZATIONS

Jean Michel Charles, Consultant

CONSENT FORM

ORGANIZATION NAME
ORGANIZATION ADDRESS
AREA(S) OF INTERVENTION

I- CONFIDENTIALITY

The personal information that you give us about your organization will remain confidential. No information that could identify you in any way will be published. Your organization will not be ranked, and no negative opinion will come from the survey that will expose your organization.

II- RESPONDENT DISADVANTAGES AND RIGHTS

There are no particular risks associated with providing information about your organization's reading capacities. You may decide not to answer all of the questions on our form, or even to put an end to the meeting. If you are not at ease with certain questions, you can always contact the lead consultant, Jean Michel Charles, at 3741-1305 or send him an e-mail at jnmichel01@yahoo.fr or jeanmichelcharles1@gmail.com.

III- RESPONDENT'S CONSENT

I hereby freely consent to taking part in this survey, in the name of my organization, and I understand that I can withdraw from it at any time, without having to explain my decision.

Respondent's full name Position
Signature Date

Consultant's signature Date

Appendix II: Information Chart

| No. | Questions | Responses | No. | Questions | Responses |
|-------------------------------------------|-------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------|------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------|
| Section I - Organizational Profile | | | | | |
| 1.1 | Organization name | | 1.1.1 | Organization acronym | |
| 1.2 | Department(s) covered by the organization | 1 <input type="checkbox"/> Artibonite 6 <input type="checkbox"/> Centre 2 <input type="checkbox"/> Grand' Anse 7 <input type="checkbox"/> Nippes 3 <input type="checkbox"/> Ouest 8 <input type="checkbox"/> Nord 4 <input type="checkbox"/> Nord-Est 9 <input type="checkbox"/> Nord-Ouest 5 <input type="checkbox"/> Sud 10 <input type="checkbox"/> Sud-Est | 1.2.1 | Municipality(-ies) covered by the organization | 1: 6: 2: 7: 3: 8: 4: 9: 5: 10: |
| 1.3 | Organization's area of intervention | 1 <input type="checkbox"/> Urban 2 <input type="checkbox"/> Rural | 1.3.1 | Level of intervention | 1 <input type="checkbox"/> Pre-school 2 <input type="checkbox"/> Primary 3 <input type="checkbox"/> Secondary 4 <input type="checkbox"/> Other: |
| 1.4 | Organization telephone numbers | Tel: Tel: | 1.4.1 | Organization e-mail address | 1: 2: |
| 1.5 | Organization office address | | | | |
| 1.6 | Organization representative or Chief Executive Officer (position) | Last name: First name: E-mail: Telephone: | 1.6.1 | Field manager (position) | Last name: First name: E-mail: Telephone: |
| 1.7 | How is the organization structured? | Community Democratic, with a General Assembly Consulting firm Managed by an NGO Other (please specify) | 1.8 | What is the organization's mission? | |
| 1.8.1 | Is the mission shared with the organization's members? | 1 <input type="checkbox"/> Yes 2 <input type="checkbox"/> No | 1.9 | Is the organization legally recognized? | 1 <input type="checkbox"/> Yes 2 <input type="checkbox"/> No |

| No. | Questions | Responses | No. | Questions | Responses |
|-------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------|--------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 1.9.1 | What body recognized it and when? | Ministry of Social Affairs <input type="checkbox"/> City Council <input type="checkbox"/> Ministry of Planning <input type="checkbox"/> Other (please specify) <input type="checkbox"/> In | 1.10 | Does the organization have administrative and accounting procedure manuals? | 1 <input type="checkbox"/> Yes 2 <input type="checkbox"/> No |
| 1.11 | Does the organization have a control mechanism? | 1 <input type="checkbox"/> Yes 2 <input type="checkbox"/> No | 1.12 | Is there a structure that handles data or M&E? | 1 <input type="checkbox"/> Yes 2 <input type="checkbox"/> No |
| Section II - Knowledge and Relationship with the Community | | | | | |
| 2.1 | Which organizations in the community do you know that are involved in education? | 1: 2: 3: 4: | 2.1.1 | What types of relationships do you have with those organizations? | 1 <input type="checkbox"/> Dialogue only 3 <input type="checkbox"/> Support 2 <input type="checkbox"/> Partnership 4 <input type="checkbox"/> None 5 <input type="checkbox"/> Other (please specify) |
| 2.2 | Have you helped to set up educational structures in your area of intervention (e.g. dialogue tables, etc.)? | 1 <input type="checkbox"/> Yes 2 <input type="checkbox"/> No | 2.2.1 | If yes, what structures? | 1: 2: 3: |
| 2.3 | What community activities have you performed in the past? | 1: 2: 3: | 2.4 | Among those activities, are there any that involve the supervision of students or reading? | 1 <input type="checkbox"/> Yes 2 <input type="checkbox"/> No |
| 2.5 | What are the structures of the community organizations that you supervise? | 1 <input type="checkbox"/> Democratic 2 <input type="checkbox"/> Mixed 3 <input type="checkbox"/> Autocratic 4 <input type="checkbox"/> Other | | | |
| 2.6 | What are your current funding sources? | 1 Donations <input type="checkbox"/> 2 Member contributions <input type="checkbox"/> 3 NGO funding <input type="checkbox"/> 4 Other <input type="checkbox"/> | | | |

| No. | Questions | Responses | No. | Questions | Responses |
|----------------------------------------------------------------|--------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------|-------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Section III - Number and Quality of Available Resources | | | | | |
| 3.1 | How many educational human resources (staff members) are there at your organization? | No. of women: No. of men: | 3.1.1 | How many of them work in the field and in the office? | In the field: W M At the central office: W M |
| 3.2 | Do you have any human resources who supervise schools? | 1 <input type="checkbox"/> Yes 2 <input type="checkbox"/> No | 3.2.1 | How many (number)? | |
| 3.3 | Have your human resources (staff) been trained on reading methods? | 1 <input type="checkbox"/> Yes 2 <input type="checkbox"/> No | 3.3.1 | Would they be willing to receive training on new reading methods? | 1 <input type="checkbox"/> Yes 2 <input type="checkbox"/> No |
| 3.4 | Are your human resources familiar with the Lekti se lavni method? | 1 <input type="checkbox"/> Yes 2 <input type="checkbox"/> No | 3.4.1 | If yes, please explain briefly: | |
| 3.5 | What level of education has your field staff received? | 1 <input type="checkbox"/> Secondary 2 <input type="checkbox"/> College 3 <input type="checkbox"/> Primary teacher training 4 <input type="checkbox"/> Vocational training 5 <input type="checkbox"/> CFEF 1- <input type="checkbox"/> Other (please specify) | | | |
| 3.6 | Do you have an information-sharing system for your human resources in the field? | 1 <input type="checkbox"/> Yes 2 <input type="checkbox"/> No | 3.6.1 | If yes, what is that system? | Email <input type="checkbox"/> Database <input type="checkbox"/> Staff meetings <input type="checkbox"/> Other <input type="checkbox"/> |
| 3.7 | How do you share information at your organization? | Reports <input type="checkbox"/> Meetings <input type="checkbox"/> Other <input type="checkbox"/> | 3.7.1 | How often do you produce reports? | Monthly <input type="checkbox"/> Quarterly <input type="checkbox"/> Semi-annually / annually <input type="checkbox"/> Other <input type="checkbox"/> |

| No. | Questions | Responses | No. | Questions | Responses |
|-----------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------|-------|----------------------------------------------------------------------|-----------|
| Section IV - Relations and Communications with the MENFP and Other Organizations | | | | | |
| 4.1 | <i>How would you describe your relationship with the Departmental Directorate of Education?</i> | 1 <input type="checkbox"/> Poor 2 <input type="checkbox"/> Average 3 <input type="checkbox"/> Excellent 4 <input type="checkbox"/> Non-existent | 4.1.1 | <i>What activities do you typically perform with the DDE or BDS?</i> | |
| 4.2 | <i>What types of activities do you typically perform with the DDE or other MENFP structures?</i> | | | | |
| 4.3 | <i>How would you describe your relations with the educational organizations in the area?</i> | 1 <input type="checkbox"/> Poor 2 <input type="checkbox"/> Average 3 <input type="checkbox"/> Excellent 4 <input type="checkbox"/> Non-existent | 4.3.1 | <i>What activities do you perform together?</i> | |
| 4.4 | <i>Which radio stations broadcast in the community that could be used for reading programs (list by order of importance)?</i> | 1- 2- | | 3: 4: | |
| 4.5 | <i>How would you rate your level of participation in a reading support project?</i> | <input type="checkbox"/> Poor 2 <input type="checkbox"/> Average 3 <input type="checkbox"/> Excellent 4 <input type="checkbox"/> Non-existent | | | |
| 4.6 | <i>What are the organization's development projects for education?</i> | | | | |
| 4.7 | <i>Any other remarks you consider to be important:</i> | | | | |

Surveyor's full name **Present date**

Appendix III: Letter Sent to the Organizations

Port-au-Prince, January 20, 2013

Dear Organization Manager,

The ToTAL project offers its compliments and congratulates you on the great work that you are performing in the education field in Haiti. As part of its support of the MENFP, the ToTAL project, managed by RTI and backed by USAID, is working so that all Haitian children can read and write in Creole and French.

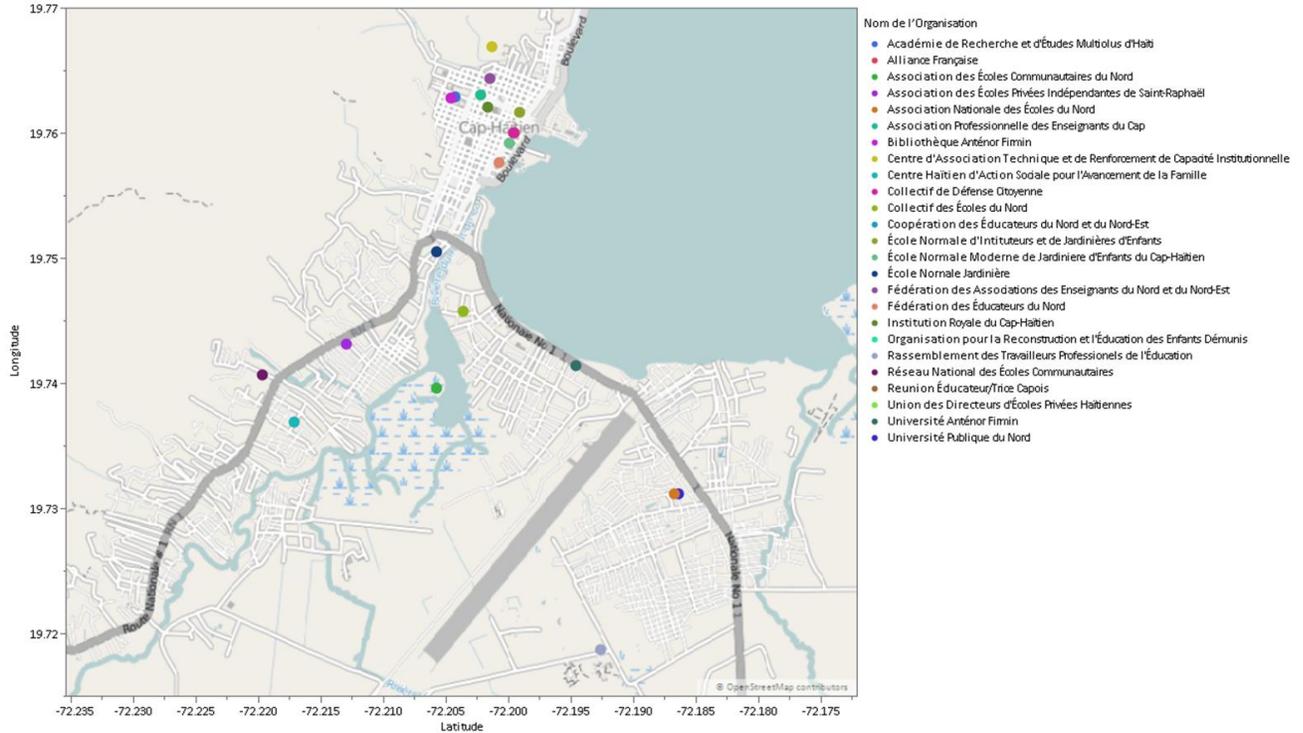
Additionally, after testing in the Croix-des-Bouquets, Saint-Marc, Nord, and Nord-Est corridors, it is highly likely that the Ministry of Education, from a perspective of extending the ToTAL method to other municipalities in the country, will wish to meet with the organizations, structures and people involved in education to conduct a review of existing potential.

The ToTAL project thanks you for your cooperation and assures you that your data will remain confidential. Please complete the consent form.

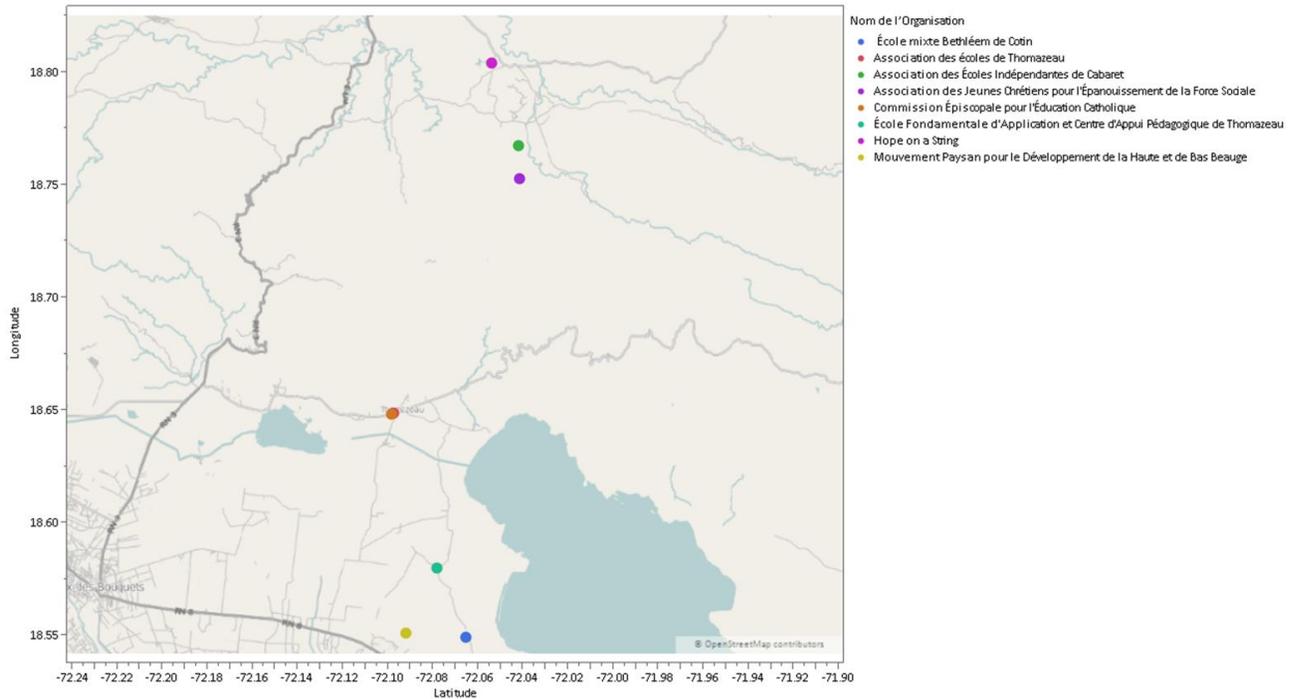
Ronald Jean Jacques
ToTAL Project Manager

Appendix IV: Detailed Maps of Organizations

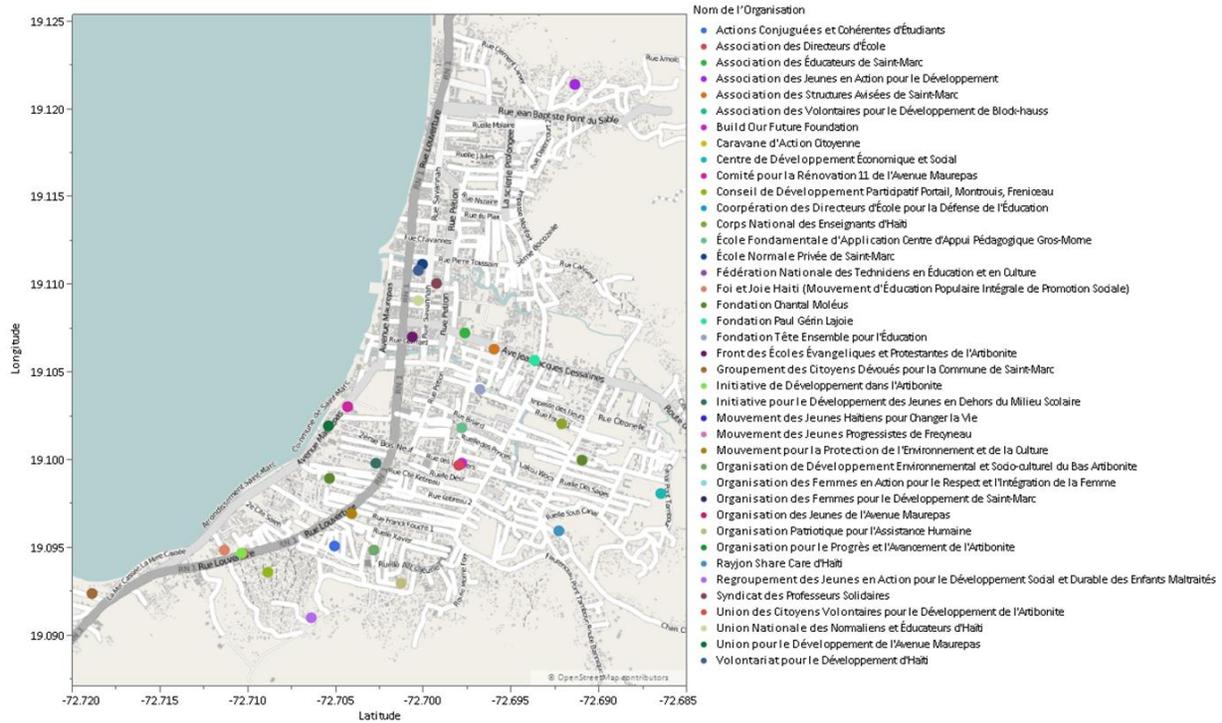
Detail Section 1: Cap-Haïtien



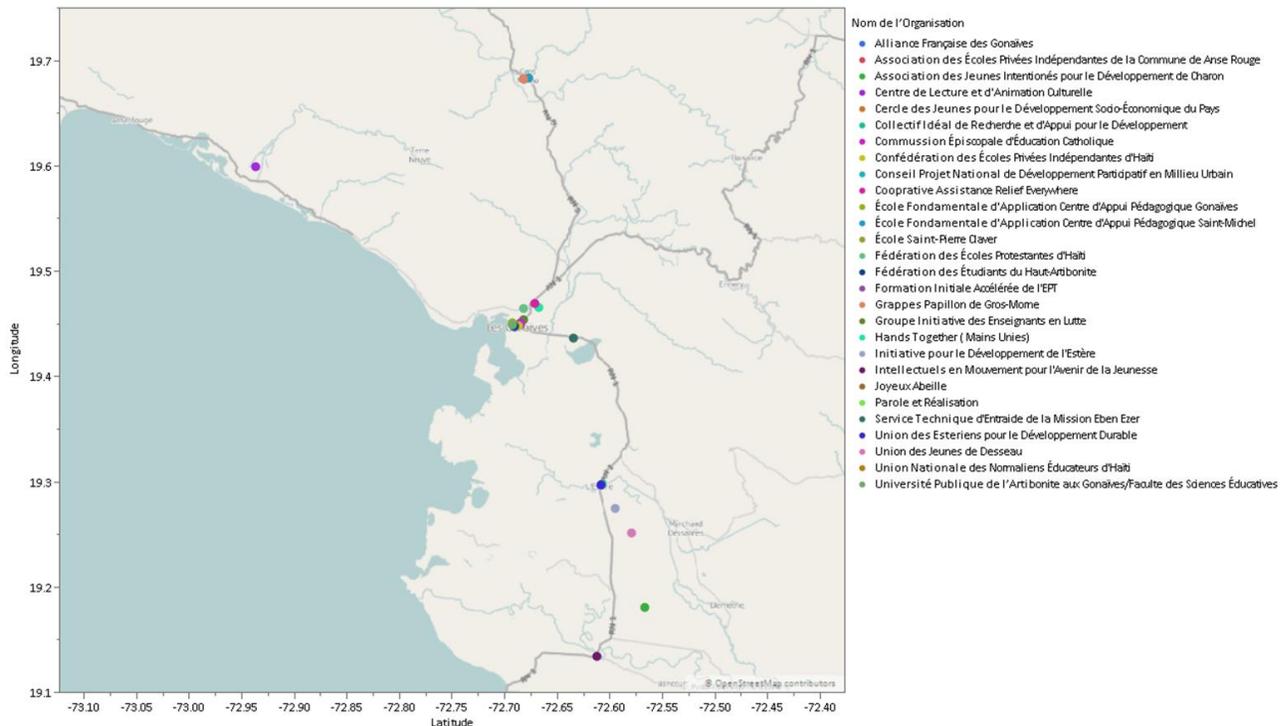
Detail Section 2: Ouest Rural



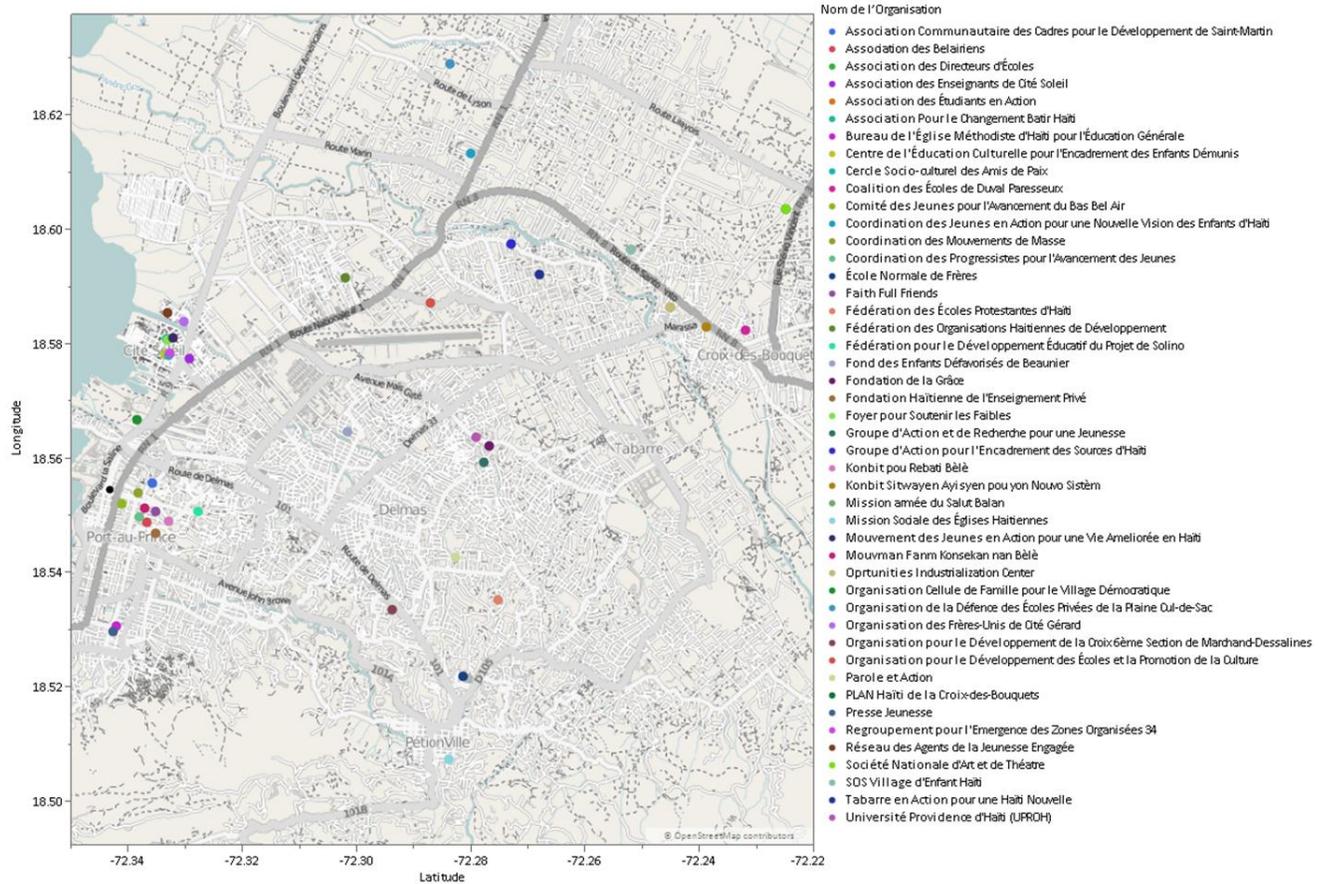
Detail Section 3: Saint-Marc



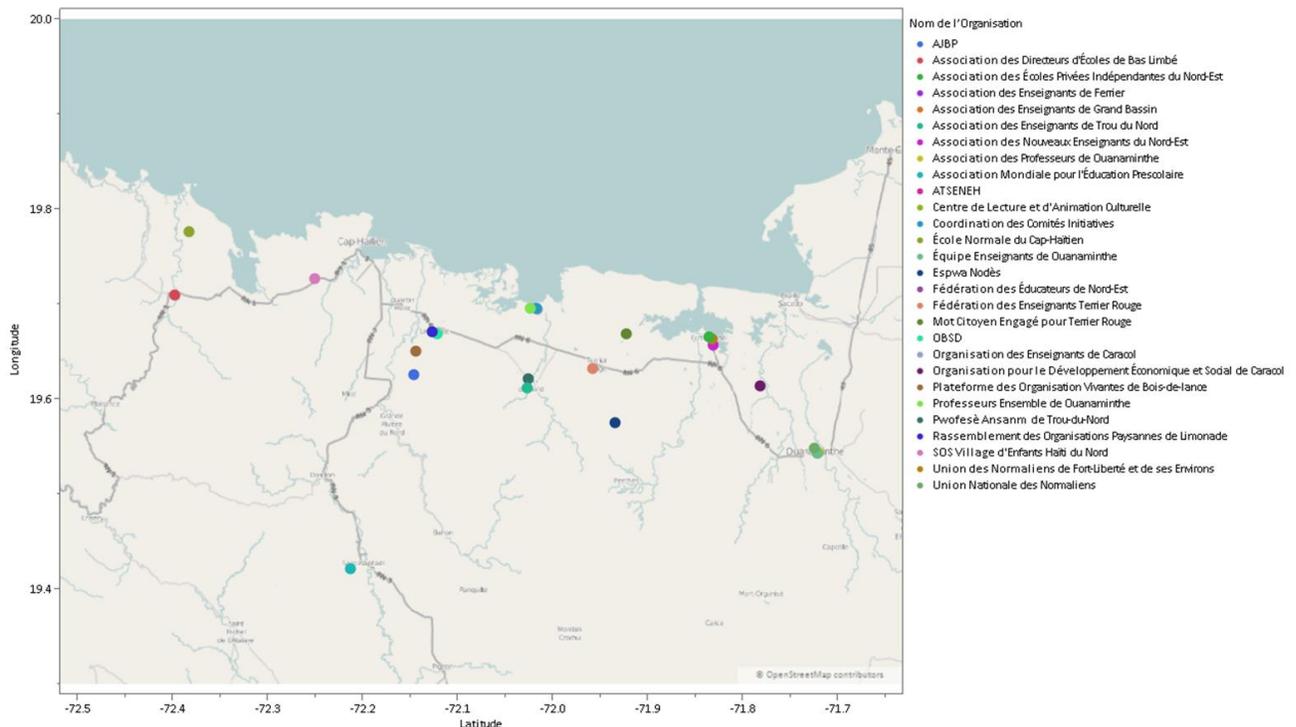
Detail Section 4: Gonaïves



Detail Section 5: Port-Au-Prince



Detail Section 6: Nord-Est



Detail Section 7: Cabaret

