



USAID
FROM THE AMERICAN PEOPLE

PUBLIC FINANCING OF EDUCATION IN HAITI 2010-2018

December 2018

This publication was prepared by SSG Advisors d.b.a. Resonance for the United States Agency for International Development.

This publication was produced for review by the United States Agency for International Development by SSG Advisors d.b.a. Resonance through USAID Contract # AID-OAA-M-14-00024.

This report was prepared by: Resonance
1 Mill Street, Suite 201
Burlington, VT 05401

Resonance Contact: Carrie Conway
Project Director
Tel: (802) 735-1169
Email: cconway@resonanceglobal.com

Public Financing of Education in Haiti, 2010-2018

INDEPENDENT REPORT

December 2018

DISCLAIMER

The author's views expressed in this publication do not necessarily reflect the views of the United States Agency for International Development or the United States Government.

Table of Contents

| | |
|--|----|
| Acknowledgments | i |
| Acronyms..... | ii |
| I. Executive Summary..... | I |
| II. Context and background of the sector | 4 |
| III. Strategic Education Sector Documents of the GoH | 7 |
| IV. GoH Budgetary Allocations & Spending | 9 |
| V. Donor/NGO Budgets & Support..... | 17 |
| VI. Private and family funding of education..... | 24 |
| VII. GoH programming: Universal, Free, and Obligatory Education Program (PSUGO)..... | 26 |
| VIII. Haitian Government Funds: The National Education Fund | 30 |
| IX. Recommendations | 33 |
| X. References | 35 |
| XI. Annexes..... | 37 |
| Annex I. MENFP Organization chart..... | 37 |
| Annex 2. Interview guides..... | 38 |
| Annex 3. List of Interviewees..... | 39 |
| Annex 4. Supplemental Statistics..... | 59 |
| Annex 5. List of Programs & Projects of PIP-Education, 2009-2018..... | 49 |
| Annex 6. List of the 20 Members of the GSE | 54 |
| Annex 7. Exchange Rates (HTG/USD) | 55 |

Acknowledgments

Special thanks to Ms. Christine Veverka (Education Office Chief, USAID/Haiti) who, in proposing this study, permitted a look at the Haitian education sector in a new light, to increase available knowledge, and to contribute to improving the efficiency of public spending. Additional thanks to the former and current State authorities whom were interviewed and who permitted a better understanding of the more complex questions dealt with here. Carl Henry Joseph (UEP/MENFP), Valdéma Eliezer (Dignité, Transport scolaire), Jean Jacques Jean Bouco (MEF), Pierre André Agélus (BRH), and Romuald Piard (Dignité-Transport Scolaire) facilitated the collection of important information and materials for analysis. Jean Bob Aty Noza (StecmaConsulting) helped with the compilation of a variety of materials for the study. The first draft of the study benefited from the comments of Jean Armand Mondélis, Creutzer Mathurin, Daniel Dorsainvil, Joël D. Jean Pierre and Vanneur Pierre. Finally, special thanks to Sergot Jacob, an independent consultant, for contributing to the technical research and content of this report.

Acronyms

| | |
|---------|---|
| BDS | <i>Bureau de District Scolaire</i> ; School District Office |
| BIZ | <i>Bureau d'Inspection de Zone</i> ; Office of Zone Inspection |
| BM | <i>Banque Mondiale</i> ; World Bank |
| BNC | <i>Banque Nationale de Crédit</i> ; National Credit Bank |
| BRH | <i>Banque de la République d'Haïti</i> ; Bank of the Haitian Republic |
| CCI | <i>Cadre de Coopération Intérimaire</i> ; Interim Cooperation Framework |
| CDMT | <i>Cadre des Dépenses à Moyen Terme</i> ; Medium Term Spending Framework |
| CONATEL | <i>Conseil National des Télécommunications</i> ; National Telecommunications Council |
| CSCCA | <i>Cour Supérieure des Comptes et du Contentieux Administratif</i> ; High Court of Accounts and Administrative Litigation |
| DAA | <i>Directions des Affaires Administratives</i> ; Administrative Affairs Directorates |
| DAEPP | <i>Direction de l'Appui à l'Enseignement privé et au Partenariat</i> ; Directorate for Support to Private Education and Partnerships |
| DDE | <i>Directions Départementales d'Éducation</i> ; Departmental Directorates for Education |
| DPCE | <i>Direction de la Planification et de la Coopération Externe</i> ; Directorate of Planning and External Cooperation |
| ECVMAS | <i>Enquête sur les conditions de vie après le séisme</i> ; Investigation of Living Conditions After the Earthquake |
| EPT | <i>Éducation pour tous</i> ; Education For All |
| FNE | <i>Fonds National pour l'Éducation</i> ; National Fund for Education |
| GDP | <i>Produit Intérieur Brut</i> ; Gross Domestic Product |
| GSE | <i>Groupe Sectoriel éducation</i> ; Education Sector Group |
| GTEF | <i>Groupe de Travail sur l'Éducation et la Formation</i> ; Working Group on Education and Training |
| HTG | <i>Gourde Haïtienne</i> ; Haitian Gourde |
| IHSI | <i>Institut Haïtien de Statistique et Informatique</i> ; Haitian Institute for Statistics and Information |
| IMOA | <i>Initiative de Mise en Oeuvre Accélérée</i> ; Accelerated Implementation Initiative |
| INFP | <i>Institut National de la Formation Professionnelle</i> ; National Institute for Vocational Training |
| MEF | <i>Ministère de l'Économie et des Finances</i> ; Ministry of Economy and Finance |
| MENFP | <i>Ministère de l'Éducation Nationale et de la Formation Professionnelle</i> ; Ministry of National Education and Vocational Training |
| MPCE | <i>Ministère de la Planification et de la Coopération Externe</i> ; Ministry of Planning and External Cooperation |
| NGO | <i>Organisation non-gouvernementale</i> ; Non-Governmental Organization |
| ONAPE | <i>Office National de Partenariat en Éducation</i> ; National Office of Education Partnerships |
| PDEF | <i>Plan Décennal d'Éducation et de Formation</i> ; Decennial Education and Training Plan |
| PIP | <i>Programme d'investissement public</i> ; Public Investment Program |
| PNEF | <i>Plan National d'Éducation et de Formation</i> ; National Education and |

| | |
|---------|--|
| | Training Plan |
| PO | <i>Plan Opérationnel</i> ; Operational Plan |
| PRONEC | <i>Programme de nationalisation des écoles communautaires</i> ; Community School Nationalization Program |
| PSDH | <i>Plan stratégique de développement d’Haïti</i> ; Strategic Haitian Development Plan |
| PSUGO | <i>Programme de Scolarisation Universelle Gratuite et Obligatoire</i> ; Universal, Free, and Obligatory Schooling Program |
| PTF | <i>Partenaire Technique et Financier</i> ; Technical and Financial Partner |
| SNA-EPT | <i>Stratégie Nationale d’Action-Éducation pour Tous</i> ; National Action Strategy-Education For All |
| TCA | <i>Taxe sur le Chiffre d’Affaires</i> ; Sales Tax |
| UEP | <i>Unité d’Étude et de Programmation (MENFP)</i> ; Study and Programming Unit (of the MENFP) |
| UNESCO | <i>Organisation des Nations Unies pour l’éducation, la science et la culture</i> ; UN Educational, Scientific, and Cultural Organization |
| UNICEF | <i>Fonds des Nations Unies pour l’enfance</i> ; United Nations International Children’s Emergency Fund |
| UPR | <i>Universités publiques en région</i> ; Regional Public Universities |
| USAID | <i>Agence des États-Unis pour le Développement International</i> ; U.S. Agency for International Development |
| USD | <i>Dollars américains</i> ; American Dollars |

I. Executive Summary

Haiti finds itself at a crossroads; public spending on education is crucial for socioeconomic development as the benefits touch not only private but also social sectors that are fundamental for democracy and social cohesion. In Haiti today, one of the most important needs is qualified human capital/resources in the education sector. However, the current system has considerable room for improvement in order to provide sufficient human capital. The most pressing human resource challenges include: reaching and retaining qualified teaching staff, good governance, and a strong connection between primary and secondary education. These factors combined limit Haiti's overall development.

The Ministry of National Education and Professional Training (*le Ministère de l'Éducation Nationale et de la Formation Professionnelle*; MENFP) is engaged in the preparation of a new plan conceived to identify and improve actions in the sector for the next ten years (2017-2027, see Annex I for an organization chart of the MENFP).

This study estimates \$435.35 million dollars (USD) has been spent annually in education and training via the MENFP and other government ministries from 2010-2018.¹ As the study will further show, the investment of donors and the government is important; \$935 million USD is the cumulative investment of donors in the basic education during the period analyzed.

Education is a crucial component of the general government budget (more than 15% of the budget since 2015) and of the social sector (68.8% during the analyzed period). Diverse actors are implicated, including 20 donors (spending on average some 103.8 million USD per year, about 5.19 million USD annually per donor) and about 205 national and international non-governmental organizations (NGOs), churches, foundations, and associations.²

The MENFP budget mobilizes 369 million USD annually, of which 73.7% is for the Fundamental I and II levels of education (i.e. basic education).³ However, without improvement of the general governance of the system, the road these programs could travel could be arduous. Administrative costs dominate domestic spending to the point where investment in this subsector is mainly based (at about 70.7%) on programs and projects funded by technical and financial partners (*partenaire technique et financier*; PTF). Since the 2010 earthquake, the financial investment in basic education amounts to \$1.4 billion USD (\$157 million annually), of which only 29.33% comes from domestic resources. Administrative costs therefore absorb more than half of the resources dedicated to the sector, leaving few internal avenues for investments in quality (e.g. teacher training or modern teaching materials). These aspects are thus related to cooperation projects; since 2012 a decline in external aid has led to a corollary decline in investment expenditures in the education sector.

Although diverse actors have implemented numerous initiatives in the country, their impact is unclear. The areas that are most important for the development of the education sector and rapid economic development (e.g. governance of the education sector, technical and professional training, and higher education) are underfinanced. They received 12%, 4%, and 2%, respectively, of the funding between 2010 and 2015. If higher education/institutions were better equipped to train the teachers of primary education and the education system itself was better governed, then the efforts dedicated to improving

¹ The government budget for 2017-18 is available on the website of the Ministry of Economy and Finance (MEF). Additional information on the 2017-18 budget for the MENFP can be found in Annex 4 of this study (Figure A.16 and Table A.17).

² Financial statistics for the types of associations aren't available as they are not part of the general budget of the republic, but they are nonetheless an important source of financial resources in the education sector.

³ When we consider the sources outside of the MENFP, education and training activities total more than 435 million USD annually.

the quality of education would render the system more cost efficient and effective in terms of improving human capital.

The education sector appears to be the most precisely planned of all the public sectors as it benefits, at least, from a medium-term plan which gives a strategic action framework (see Chapter III of this report). While the Strategic Plan for the Development of Haiti (*le Plan stratégique de développement d’Haïti*; PSDH) envisions an emergent Haiti in 2030, the education system in a broader sense has not yet demonstrated quality, relevance, or sufficient access, to diversify the structure of the economy, or the gains in productivity and competitiveness that this emergence would entail. The country still relies heavily on imported expertise for these development activities in a country where experts are available locally and could further refine their skills.

Recently there have been changes in the education system. This report shows that since the implementation of the universal, free, and obligatory education program (Programme de scolarisation universelle gratuite et obligatoire; PSUGO, referred to as “Children’s schooling program”), the State has put in place multiple funding mechanisms to support this system. Approved in Parliament in June 2017, the law on the National Education Fund (*le Fonds National pour l’Éducation*; FNE) included 24 fiscal schemes, which were intended to enable the system to be less dependent on external resources to finance the PSUGO⁴.

Government resources comprise a majority of basic education spending in Haiti (76.14%). However, the system does not yet produce the human capital necessary to reach the achievements envisioned by the PSDH. Currently, only 15% of teachers hold the necessary qualifications required for their jobs. Higher education does not train, at least at this point, the teachers needed for the 2.6 million children who attend primary school. The faculties of education sciences were prioritized, from this perspective, in the recent implementation of the regional public universities (*universités publiques en région*; UPR), but they are still not called upon by the MENFP and are seen to lack the resources to adequately play this role.

The challenges of the education system – infrastructure, governance, human capital, and teaching and learning issues – come from a lack of financing. The fiscal system is limited for two main reasons. First, resulting from a low Government revenue (13% of the Gross Domestic Product, GDP), which cannot increase significantly because too few residents make the minimum taxable income. Secondly, efficient fiscal policy in Haiti is further rendered difficult by tax fraud and avoidance among many who are in a position to pay.

The study also shows that in 2011, the State acquired additional means of collecting financial resources for the education system. The vote, in 2017, on the National Education Fund Act (*la loi sur le Fonds National pour l’Éducation*; FNE) makes all 24 fiscal mechanisms operational, which will make the system less dependent on external resources.

The study also demonstrates that the implementation of the operational plan (*le Plan opérationnel*; PO) for 2010-15 (see Chapter III) suffered from an absence of leadership. An attempt of a mid-term review, done in 2013, showed that there were both operational problems (e.g. 10% of the activities had been implemented) and financial difficulties (e.g. 13% of the funds had been mobilized). Despite the efforts that have been made, the number of children outside the education system has not been reduced, suggesting a “replacement effect,” indicating a continuation of young children who do not enter school. Indeed, a recent study (UNICEF 2017) drew attention to the fact that 500,000 youth between

⁴ Resonance was unable to locate the complete list of 24 finance schemes at the time of submission of this report

the ages of 5 and 18 years old, 320,000 of whom are ages 6 to 14, are still out of school.⁵

The United States Agency for International Development (USAID), with 28.78% of the global allocation of \$69 million USD between 2010 and 2015, remains, alongside the World Bank (at 28.09%), the leader in terms of “quality” interventions in the education system in Haiti (e.g. reading interventions in the first few years of school, teacher training, production and distribution of teaching materials, etc.). However, these interventions are at risk because of the challenges in governance of the education system which cannot guarantee their sustainability. As a result, two questions arise: 1) What should be funded? and 2) How should it be financed? The discussions in the following chapters show that without appropriate governance, the partners’ investments are exposed to great risk, and the current model doesn’t permit the reinforcement of the MENFP.

This study is the first of its kind in exploring the public financial efforts (including those that are philanthropic, flowing through the auspices of the State) for education, in particular those supported by resident taxpayers and partner countries. The study takes into account all of the financial flows which enter the public system and are identifiable as such, either through the general budget of the State or public transfers from the balance of payments. All levels of the education system are therefore taken into account: from preschool to higher education, including literacy, and technical and vocational education. Nevertheless, the focus is on basic education, as the first six years of school are recognized as mandatory in the 2010-15 PO.

This study is based on interviews with key government officials (both current and former authorities; see Annexes 2 and 3 for more details) and the collection, processing, and analysis of budgetary, financial, macroeconomic, and demographic data over the period considered (2010-18). Thus, it relies as much on existing secondary data as on primary quantitative and qualitative data from semi-structured interviews with key informants: former Ministers of Education, and Economy; former ministers’ Chiefs of Cabinet; former General Director of the National Telecommunications Council (*Conseil national des télécommunications*; CONATEL); Executives from the Ministry of National Education and Vocational Training (MENFP), the Ministry of Economy and Finance (*le Ministère de l’économie et des Finances*; MEF), the school transportation company Dignité, and civil society leaders and donors.⁶

The study illustrates the context in which Haitian public education is financed (Chapter II), explains government strategies in the sector (Chapter III), details government budgets and spending (Chapter IV) and those of other donors and NGOs (Chapter V), and finally private and family education financing. Explanations of the PSUGO and the FNE, which undergird these financing sources, are given in Chapters VII and VIII. Finally, Chapter IX contains recommendations based on the study’s conclusions.

⁵ See *Haiti Libre* (June 6, 2017). “Haïti - Éducation : Près de 500,000 enfants exclus du système scolaire haïtien ». <<https://www.haitilibre.com/article-21293-haiti-education-pres-de-500-000-enfants-exclus-du-systeme-scolaire-haitien.html>>. (Accessed July 30, 2017).

⁶ The interviews Guides can be found in Annex 2 and Annex 3.

II. Context and background of the Education sector

Economically, Haiti has not yet recovered in full from the earthquake of 2010. There is extreme poverty and neither the size of the economy nor the tax system allows the State to provide adequate public services. As the population grows at a rate of over 2% per year, growth in domestic wealth (which measures the gross domestic product; GDP) is neither as fast nor as constant as population growth. This results in an impoverishment of the population from year to year. The low wealth creation is dominated by a very small percentage, ranking Haiti among the countries with the highest socioeconomic inequality in the Latin America and Caribbean region (see Table A.1 in Annex 4).⁷ The average Haitian lives today with an annual income barely higher than \$800 USD. However, the total fertility rate is still high; in 2012, it was a rate of 3.5 children per woman of childbearing age across the country,⁸ while the out-of-school-children indicator remains high, with nearly 400,000 children not accessing the education system (see Table 2.1).

Table 2.1. Number of children not in school, by age bracket (2014)

| Level | Age bracket | # of children not in school | % of total children not in school | Population of the age bracket | % of age bracket population not in school |
|--------------|-------------|-----------------------------|-----------------------------------|-------------------------------|---|
| Fund. 1 | 6-7 | 65,405 | 16 % | 499,661 | 13 % |
| Fund. 2 | 8-11 | 80,074 | 20 % | 981,875 | 8 % |
| Fund. 3 | 12-14 | 66,593 | 17 % | 810,478 | 8 % |
| Second. | 15-18 | 186,872 | 47 % | 1,038,401 | 18 % |
| TOTAL | 6-18 | 398,944 | 100 % | 3,330,415 | 12 % |

Source: Calculs PhareView (2014) on the base of the ECVMAS.

The population of Haiti, estimated at about 11.4 million in 2017⁹, is extremely young – 50% are under 20 years old; the average age is 25; and the median age is 21.¹⁰ On one hand this illustrates the magnitude of the education and training challenge for the population to be able to get out of poverty, and to be able to participate in the process on the other hand. In addition, unemployment was very high among the labor force, even among graduates of vocational training over the past five years who saw a rate of 66% unemployment, according to a recent study (Jacob, 2017). More generally, while investments in the economic sector outweigh the social (see Dorsainvil, 2015), progress is more visible in the social sector than in the economic sector. Per capita wealth is declining instead of rising, despite investments (see Table 2.2). In the social sector enormous efforts have been made in education.

⁷ The Gini coefficient was 0.592 in 2001 and 0.61 in 2012 according to World Bank information, showing an increase in wealth concentration.

⁸ See EMMUS V cited in UNFPA (2013).

⁹ See the projections from IHSI (IHSI 2009).

¹⁰ See IHSI (2009).

Table 2.2. Evolution of certain economic and social indicators in Haiti (2002 and 2013)

| Year | Life expectancy at birth | Infant mortality per 1,000 births | Illiteracy rate (% of adults) | GDP (constant HTG from 1987) | GDP (constant USD from 1987) | GDP per capita (constant HTG from 1987) | GDP per capita (constant USD from 1987) |
|-----------|--------------------------|-----------------------------------|-------------------------------|------------------------------|------------------------------|---|---|
| 2002 | 49.4 | 71.1 | 33.8 | 12,968 | 2,323 | 1,464 | 293 |
| 2013 | 62.1 | 56.5 | 14.9 | 15,026 | 3,005 | 1,420 | 284 |
| Variation | 28% | -21% | -56% | 16% | | -3% | |

Source: Dorsainvil (2015: 27; Table 16) from the Human Development Report, 2014 and the World Development report, 2014.

There has been an interruption of the planning cycle since 2015 when the government neither evaluated nor replaced the PO of 2010-15. The research showed that for the last two years, there has been a lack of consultation with the educational community to prepare a new plan based on the results of the previous one.

The resources available to the government are limited. The tax burden being among the lowest in the region deprives the State of the financial means to act effectively and sustainably in economic and social spheres, and in particular in the education sector. For Haiti, the question is crucial and is two-pronged: 1) public funding of education is still a major challenge. The majority of the population is indeed poor (e.g. not making the minimum taxable income, depriving the State of tax revenue essential to invest in education), and 2) education costs are quite high because schools are mostly private (90% of Fundamental I and II, comprising 78% of pupils).

Some recent initiatives have created conditions for the mobilization of additional financial flows (particularly public ones) in the education sector whose domestic components (fed through parafiscal mechanisms) have substantially increased. Furthermore, official donations to the government have been part of additional commitments to support reconstruction¹¹

There seems to be a tacit consensus that the battle for access has come a long way and the focus now shifted to other more crucial issues such as quality of education, cycle completion, and intercycle transition.¹² In the framework of the program undertaken by the MENFP to “extend and consolidate” the second public network of regional universities¹³ (*universités publiques en région*; UPR) with the directive to establish faculties in science of education to provide qualified human resources for the educational system.¹⁴

¹¹ This is without considering the fact that in 2016, 205 NGOs (national and international) of which 30% were active, were enlisted by the minister of planning and external cooperation (*le Ministère de la planification et de la coopération externe* ; MPCE) to operate in the education sector (see Jacob, 2016). The financial resources managed by these institutions are not known to the authorities because they do not figure in the finance laws. Funding channeled through NGOs may sometimes be captured through the donor funds reported in the finance laws. Some 84% of NGOs interviewed declare to be funded by donors but they also have other modalities for funding (e.g. private foundations, fundraisers, government, etc.) of which certain informational aspects are kept confidential (see Jacob, 2016).

¹² This was the official position of Haiti during the conference of ministers of education which took place in Washington in 2013.

¹³ The first network constituted by the Université d'État d'Haiti (UEH) to which 13 faculties in Port-au-Prince are attached, including the faculties of civil law and nursing schools. There are also other higher education institutions which are not members of the UEH but which depend on the ministry for their budget.

¹⁴ In the wake of this consensus, it was agreed to consolidate the vocational training sub-sector, which had benefited from support for

While there has been recent progress in children's school enrollment,¹⁵ completion rates, retention, teacher training, and cycle-to-cycle transition remain low. ¹⁶ The result of this is low participation in secondary education: 22% in 2010 and 36% in 2014¹⁷ (see Table A.3 in Annex 4). Higher education paints a similar picture: a total of 100,000 students in 219 higher education institutions (456 students per tertiary education, less than one student per 100 inhabitants).¹⁸ Vocational training included only 21,090 students in 447 centers in total in 2012 (with an average of less than 47 students per training center).¹⁹ Only 15% of primary school teachers are qualified. Of a cohort of 100 students enrolled in the Fundamental I cycle, only 22 will reach high school and 8 will make it to the end of the cycle (without necessarily finishing).²⁰

No study has so far examined the financial flows feeding into the educational sector. The choice of examining the short period since the earthquake is justified mainly by the need to link on the ground reality with recent financial planning efforts, and by the lack of adequate resources. The absence of an assessment of the 2010-15 PO renders the exercise even more necessary.

cooperation since 2006. While this renewed interest has resulted in increased financial support for increasing youth employability; these efforts have been slow to materialize: a recent study has just shown the poor performance in the insertion of these graduates into the job market (Jacob, 2017).

¹⁵ The rate of schooling in basic education I and II was 76% in 2002-03 and 88% in 2012-13 (see MENFP, 2007; PhareView, 2014).

¹⁶ See the Operational Plan (PO) 2010-2015 (MENFP 2011: Chap. 3).

¹⁷ See MENFP (2011) and PhareView (2014).

¹⁸ See Jacob and Mathurin (in press).

¹⁹ See Jacob (2017).

²⁰ See the PO 2010-15.

III. Strategic Education Sector Documents of the GoH

The Government of Haiti's (GoH) policies over the past 20 years have created a strategic framework that is designed to avoid improvisation and lack of preparation, and consequently the waste of scarce public resources. Three recent strategic documents from the education sector are mentioned here.

The national plan for education and training (*le Plan national d'éducation et de Formation*; PNEF), planned to cover the period from 1997-2007, was not actually implemented nor evaluated. Launched in 2007, the national strategy for action-education for all (*la Stratégie Nationale d'Action-Education Pour Tous*; SNA-EPT) was a grant initiative that was adopted at a national forum to cover the period from 2007-2015 and was endorsed by the donor community. As a result, the country would be admitted to the fast track initiative (*l'Initiative de mise en œuvre accélérée*; IMOA) and benefit from an initial support credit of \$22 million USD. However, the earthquake's destruction of most of the school infrastructure in the West and South East departments in 2010 pushed the creation of the operational plan to cover 2010-2015.

The operational plan was created in the wake of the political will to reestablish the educational system after the earthquake. As the first policy document really coming from the national authorities, the operational plan approached the system in a holistic way comprising nine axes²¹ – rather than simply four which was the case in the PNEF and the SNA-EPT (access, governance, quality, and external effectiveness)²² – and even includes its own institutional mechanisms for implementation. There has been an interruption in the government's planning cycle since 2015 as there has been no assessment or creation of a subsequent document to replace the operational plan in a timely manner.

The operational plan, at the request of President Préval who had just received the 33 recommendations of the working group on education and training (*le Groupe de travail sur l'éducation et la formation* (GTEF),²³ was to take over. However, in spite of its systemic approach in addressing age-old problems intrinsic to the education sector, the plan suffered the same fate as previous policy documents, never having been implemented, funded, or evaluated. Moreover, the institutional mechanisms for its implementation were not instituted, which was exacerbated by a succession of four ministers during the period of the plan. A mid-term review was conducted in 2013 and showed that implementation was poor according to both operational and financial indicators (10% of activities were undertaken and 13% of funds were mobilized).

In 2017, the PO is already out of date. While a final evaluation would have made it possible to measure progress, establishing the causes of poor performance and incorporating it in another five-year plan was not performed.

The PO operationalized the GTEF report's 33 recommendations. The plan had foreseen not only the method but the rate of gradual re-entry of children not in school, taking into account their age, the financing of their schooling, and the duration (accelerated or not) of this process in the education system. The purpose of this approach was mainly to avoid pushing the system to a threshold that could cause it to exceed its efficiency limits. To override this approach was also to risk a new balance that neither the tax system as such nor the education system could follow or take charge of.

²¹ See MENFP (2011).

²² See MENFP (2007), MENJS (1997).

²³ GTEF (2011).

The recent efforts of the GoH under the PSUGO are part of a broader and older strategy, that of universal education, which had been incorporated into the PNEF and the SNA-EPT. In ten years, these efforts have mobilized significant financial resources from various donors. However, for two years and without any real consultation with education stakeholders, the government has been scrambling to prepare a new plan without knowing the results of the previous activities in the sector. This absence of leadership within the government creates the conditions for sector partners to be left in a position where it is impossible for them to align with government directives.

The MENFP has begun its planning of a 10-year education and training plan (*le Plan décennal d'éducation et de formation*; PDEF) which is meant to cover 2017-2027. However, recent planning experience in the sector has shown that long-term planning is not the best approach as environmental uncertainties (natural, institutional, political, economic, and social) are ubiquitous and there are high risks when planned activities have long delays.

IV. GoH Budgetary Allocations & Spending

Most of Haiti's fiscal resources are generated by indirect taxes such as the sales tax (*taxe sur le chiffre d'affaires*; TCA), whose character limits effectiveness and therefore, the actions of the State.²⁴ The 1987 constitution set up a range of new governmental offices which were not adequately funded due to a lack of necessary domestic tax base. This has led to a state that looked to the international community to meet its development needs. Such a situation requires funding from the international community, which usually finances a large part of its development budget. In these circumstances, when aid becomes scarce, the whole public investment system struggles.²⁵

Haiti's public finances have, in recent years, revealed several realities noted in other studies:²⁶

- A significant increase in income and expenditure;
- A significant increase in self-financed investment spending (whereas before 2011, this was based on an increase in donations – since 2011 this has been due to the funds from PetroCaribe which is now exhausted and accumulating debt);
- A high dependence on external aid for investment projects;
- Fiscal pressure slightly relieved thanks to an increase in revenue, but which still remains low due to a large part of the population which does not pay taxes (13.7% of GDP in 2014-15; 14.3% in 2015-16);
- A weakness of financial resources due in part to the small size of the economy; and
- The simultaneous rise of external debt to pre-2009 levels (in other words, the date of its cancellation).

Under these conditions, to stimulate the economy public spending could be stronger. Some of the research available suggests that the increasing availability of funding for investment projects has not translated into the effective implementation of these projects, but simply to higher levels of transfers of resources from the treasury to the accounts of projects (World Bank, 2014). Such a situation makes it difficult to advocate in favor of certain sectors whose effects are more long-term, such as education.

Two instruments create the framework within which public funding and expenditures are made. First, the finance laws (*Les lois de finances*) – the decrees establishing the general government budget (who open the budgetary appropriations at the beginning of each fiscal year, and carry these out); and secondly, the regulation laws (*Les lois des règlements*) – which, at the end of each fiscal year, verify what was spent on the budgetary appropriations opened at the beginning of the year. The finance laws are not evaluated, leaving the budgetary credits largely nominative and not necessarily effective in terms of expenditure. The finance laws present a number of problems:

- First, in the absence of a medium-term expenditure framework (*un cadre de dépenses à moyen terme*; CDMT) that would have allowed the prioritization of government actions, the budget of the Republic is similar from year to year, without any correlation with the reality or priorities of the government's policy statement;²⁷

²⁴ For a discussion of the governmental actions regarding social protection, see (2015).

²⁵ The situation continues to be complicated because the loans from Venezuela were spent and managed in a way such that impacts on the economy could not handle.

²⁶ (Dorsainvil, 2015 ; World Bank, 2014)

²⁷ This helps explain why budget policy has not had a significant positive impact on the process of development and economic growth.

- Next, the finance laws have two parts: the functioning of the State and its administration (including payroll) and investment, more conveniently called the Public Investment Program (PIP). Donor inputs take two forms: direct support to the Treasury and project funding (grants and subsidies). In the latter, management is provided directly by donors or by an implementation unit established in cooperation with the government, with a no-objection mechanism provided by the donor. However, for some of these donors, the fiscal year is the calendar year, and in Haiti the fiscal year starts on October 1 and ends on September 30 of the following year, which creates the conditions for constant overlap from one budget year to the next. In addition, donor programs are often presented in the form of an overall financial pool whose division from one year to another automatically creates distortions in the annual estimates;
- In addition, expenditure on education (in the broadest sense, including higher education and technical and vocational training) is not made under the single budget of the MENFP. For example, the company Dignité Transport Scolaire, operating for more than 22 years and transporting more than 2.1 million children in 2016-17 (see Table A.4 in Annex 4), is neither attached to the MENFP nor funded by the Ministry's budget,²⁸ but rather is financed by MEF grants under the Ministry's cost-share and subsidies option (*Quote-part et Subventions*). This makes it difficult to establish an education account in the national public accounts and, consequently, in the public part of the domestic education expenditure (*la Dépenses intérieure d'éducation*; DIE) because it is about financial transactions that are not directly readable in budget documents and for which the actors themselves are reluctant to provide information;
- Finally, the MENFP budget is also not completely legible for the following reasons:
 - The budget is not broken down by level of education, making isolation and level-specific analysis difficult (e.g. specifically looking at pre-school, basic, or secondary education).
 - While the system started reforming primary school in the late 1970s, allowing the change in nomenclature to basic/fundamental education, the budget still uses the old term, "primary school," making it unclear what this refers to. For example, budgets for 2009-10, 2011-12, and 2014-15 include a line called "pre-primary and primary education" which mobilized significant funding: 25.8 million HTG (\$617,613 USD); 243.3 million HTG (\$5,952,419 USD) et 2.472 billion HTG (\$54,260,860 USD) respectively. However, these same budgets also include lines for early childhood and basic education elsewhere;²⁹
 - In addition, in the 2017-18 budget the INFP has an investment loan of 10 million HTG (\$159,594 USD) under the heading "Program for strengthening higher education and vocation and technical training," which includes the construction of high schools, as well as the construction or rehabilitation of ten technical and vocational training centers for another cumulative amount of an estimated 85.8 million HTG (\$1,369,323 USD). This leads to investment credits of 95.8 million HTG (\$1,459,060 USD) instead of 10 million. Situations such as this mean that not all sections and services match the sum of all the specific projects and programs included in the investment budget;³⁰
 - The same budget also includes, under the FNE, an amount of 2,426,157,952 HTG (\$39,951,050 USD) in investment whereas this credit pays the subsidies and functioning³¹ of public schools of the PSUGO.³² In addition, the project « Increasing

²⁸ It is the same for NGOs whose funding does not come from donors based in Haiti, or for vocational training for which five other different ministries (Health, Agriculture, Transport, Social Affairs, & Tourism) intervene without regulation of the INFP/MENFP without their budget being readable.

²⁹ A discussion with a former minister of education from President Préval's administration permitted further understanding of what effect has come from the activities of the presidential schooling program which became the PSUGO: "It was, in other terms, the PSUGO without the name," he said.

³⁰ For the period analyzed, only two budgetary years, 2015-16 and 2016-17, show alignment between the data and investments and the summary of projects and programs of the PIP.

³¹ The same is true of the credits allocated to the operation of the UPRs, which appear in the PIP.

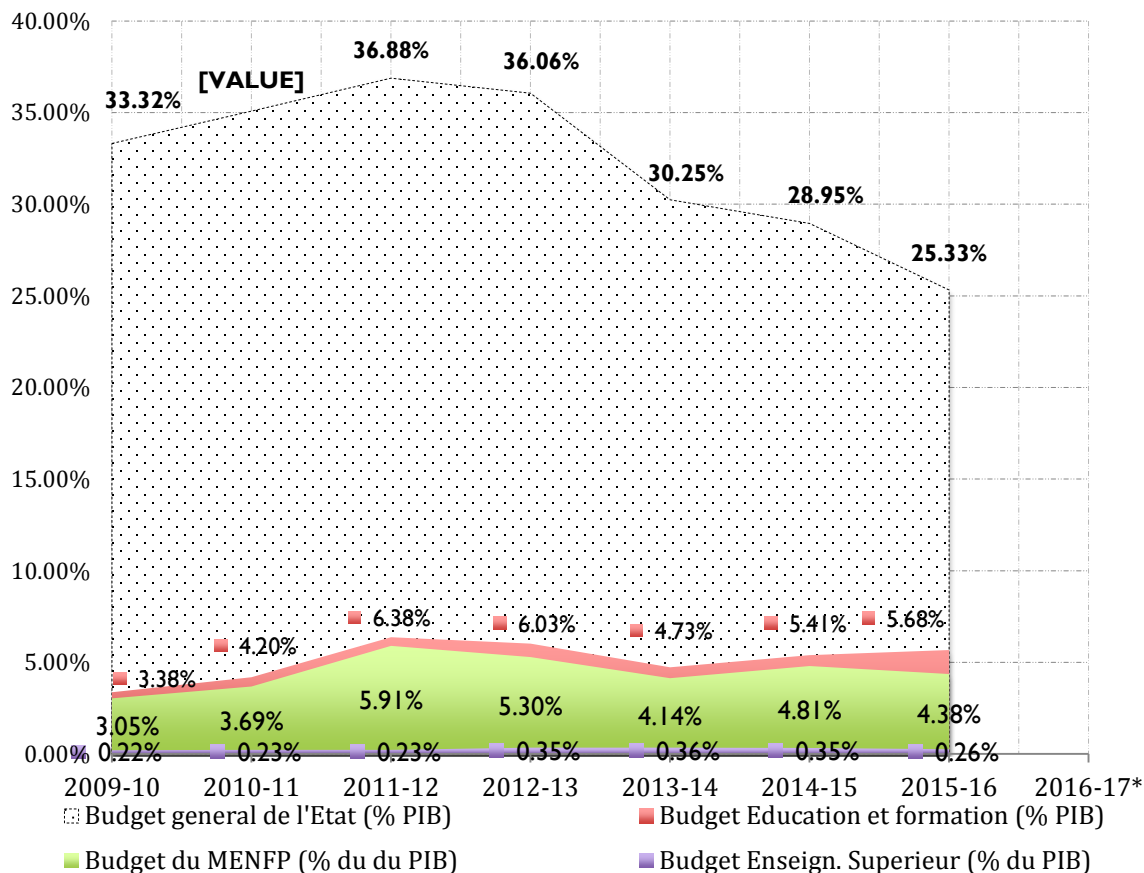
³² However, for fiscal years 2016-17 and 2017-18, the new non-public schools were not admitted to the program and the old ones were

access to quality education » is included in the PIP of vocational training and the construction of vocational training centers is included in the PIP of secondary education, etc. These anomalies and inconsistencies require large corrections to make them readable and technically functional.³³

These findings show that the economic and financial governance of the education sector, and the budget itself, are both problematic and an approximation. This statement applies not only to basic education, but to the entire education system. In other words, with the available government budgetary information, it is only possible to arrive at estimates deduced and constructed from what is easier to obtain from the other sections and services of the budget of the MENFP.

Moreover, over the period analyzed by this study (2010-2018) the government has budgets equivalent to some 2.5 billion USD³⁴ (32.27%, on average of GDP, see Figure 4.1), opening budget appropriations in the order of \$236 USD per capita (38% of per capita GDP, which only grows about \$34 USD each year). These credits, which amount to about 11,085 HTG, are far from being able to make a significant difference in the life of the average citizen for a year.

Figure 4.1. Budget Allocations (% of GDP), 2010-2016



discarded. Moreover, since the August 2016 Ministry directive (see above), the PSUGO only applies to public schools. The amount is very close to those of previous years when the program was running at full capacity.

³³ Other anomalies exist as well for which there is no possible correction. For example, the budget of 2016-17 notes 45 million HTG for a study on the construction of Perches high school, while 25 million HTG is allocated for the construction of the Saint Michel de L'Attalaye high school. In the budget for 2014-15, only 3.9 million HTG are allocated for the construction of five vocational training centers.

³⁴ The 2017-18 budget is \$2.5 billion USD, compared to \$17 billion USD in the Dominican Republic which has a similar population (10.67 million; see www.populationmediacenter.org, consulted 14 October 2017).

While open general budget appropriations account for about one-third of domestic production, they have been in relative decline since 2012-13 (see Figure 4.1), reflecting irregular movements in the overall budget. Similar patterns can be seen for appropriations for education and training activities, from the bottom to the top of the system, both inside and outside the MENFP since all education and training do not go through this Ministry. In this respect, Haiti is not lagging behind the rest of the world according to the weight of resources allocated to education activities in GDP. The problem lies rather in the small size of the economy: just over 8 billion USD on average for the period analyzed for a population of more than 11 million inhabitants.

The credits that pass through the MENFP (domestic resources; functioning including payroll, investments, donations, and loans)^{35,36} are lower by almost one percent. This is due to the division of education and training activities in Haiti between the MENFP and various other ministries and the lack of an "Education and Training Account" as such. For example, the school bus company Dignité reports to the MEF both from a budgetary and administrative standpoint. In addition to the MENFP and the National Institute for Vocational Training (*Institut national de la formation professionnelle*; INFP), technical and vocational training takes place under the auspices of five other ministries (Public Health, Agriculture, Social Affairs, Tourism, and Public Works), but these expenditures are not clearly delineated in these ministries' budget.

The education sector is a significant piece of the government's budget. For the 2017-18 financial year, for example, it is the first budget item in the social sector³⁷ and the first budget item among all ministries (15.90% of the general budget).³⁸ Under the coordination of a director general, the MENFP is organized into various internal services (see Table 4.2) and ten departmental directorates of education (*directions départementales*; DDE) which, themselves, consist of school district offices (*bureau de district scolaire*; BDS) and zone inspection offices (*bureau d'inspection de zone*; BIZ) on which the schools themselves depend.³⁹ The regular staff of all these internal services (including teaching staff) is 36,385 people, or almost half of the entire public service staff. The budget (operation, payroll and investment included) of all these structures depends on the "internal services," reporting to the General Directorate, the MENFP (Table 4.2), which makes the MENFP a very centralized ministry from the point of view of budget implementation.

³⁵ On average, 4.47% of GDP (\$436 million USD) to finance preschool, basic, and secondary education as well as technical and vocational education, literacy, and the UPRs.

³⁶ The Université d'État d'Haiti (UEH), as an independent institution, does not depend on the MENFP budget, but its costs and those of the UPR (which do depend on the MENFP), shows weak resources allocated to these two large networks of public higher education : 0.29% of GDP on average during the period analyzed. (Figure 4.1).

³⁷ The social sector is represented by the following ministries: MENFP, the Ministry of Social Affairs and Work, the Ministry of Public Health and Population; the Ministry of the Feminine Condition, and the Ministry of Youth, Sports, and Civic Action.

³⁸ Coming from the Ministry of Public Works, Transportation and Communication (12.2% of the general budget), the MEF (8.1%), and the Ministry of Agriculture (6.9%). See MEF, 2017.

³⁹ See Annex I.

Table 4.2. Budget allocations under the MENFP, per section (2010-2018)

| DESCRIPTION | 2009-2010 | 2010-2011 | 2011-1012 | 2012-2013 | 2013-2014 | 2014-2015 | 2015-2016 | 2016-2017 | 2016-2017* | 2017-2018 |
|--|--------------------|--------------------|--------------------|--------------------|--------------------|--------------------|------------------|--------------------|--------------------|--------------------|
| Internal MENFP Services - General Direction (% of MENFP budget) | 87.18% | 92.44% | 95.90% | 95.15% | 93.22% | 94.57% | 96.47% | 96.59% | 96.76% | 96.91% |
| Functioning | 118,055,365 | 131,593,358 | 135,470,971 | 146,964,742 | 179,941,412 | 198,580,352 | 3,612,513 | 154,211,734 | 162,859,500 | 190,591,529 |
| Investment | 51,953,833 | 126,875,973 | 319,332,804 | 287,692,148 | 166,254,678 | 224,396,809 | 3,925,369 | 158,614,663 | 152,421,277 | 165,326,095 |
| Total | 170,009,197 | 258,469,331 | 454,803,774 | 434,656,890 | 346,196,090 | 422,977,162 | 7,537,882 | 312,826,397 | 315,280,778 | 355,827,624 |
| Literacy Office | 1.51% | 0.76% | 0.03% | 0.70% | 1.06% | 0.44% | 0.24% | 0.16% | 0.05% | 0.00% |
| Functioning | 1,750,091 | 1,911,780 | 159,794 | - | - | - | - | - | - | - |
| Investment (PetroCaribe) | - | - | - | 2,977,161 | 3,952,613 | 1,975,517 | - | - | - | - |
| Investment (Public Treasury) | 1,196,925 | 200,298 | - | 236,283 | - | - | 18,391 | 534,051 | - | - |
| Total | 2,947,016 | 2,112,078 | 159,794 | 3,213,444 | 3,952,613 | 1,975,517 | 18,391 | 534,051 | 152,586 | - |
| National Cooperation Committee with UNESCO (% of MENFP budget) | 0.19% | 0.15% | 0.09% | 0.09% | 0.10% | 0.08% | 0.08% | 0.09% | 0.09% | 0.09% |
| Functioning | 367,626 | 423,493 | 413,819 | 410,418 | 376,250 | 371,906 | 6,232 | 277,626 | 287,148 | 319,190 |
| Investment | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | - |
| Total | 367,626 | 423,493 | 413,819 | 410,418 | 376,250 | 371,906 | 6,232 | 277,626 | 287,148 | 319,190 |
| INFP (% of the MENFP budget)** | 5.74% | 2.63% | 1.13% | 1.20% | 2.39% | 2.32% | 1.61% | 1.54% | 1.53% | 1.80% |
| Functioning | 4,344,037 | 4,971,719 | 5,201,802 | 5,267,740 | 5,001,655 | 5,726,584 | 115,086 | 4,820,040 | 4,820,040 | 5,097,297 |
| Investment | 6,846,412 | 2,378,538 | 244,653 | 236,283 | 3,881,890 | 4,659,093 | 11,034 | 152,586 | 152,586 | 1,528,918 |
| Total | 11,190,449 | 7,350,258 | 5,446,455 | 5,504,023 | 8,883,545 | 10,385,677 | 126,120 | 4,972,626 | 4,972,626 | 6,626,215 |
| ONAPE (% of the MENFP budget)*** | 0.00% | 0.09% | 0.05% | 0.05% | 0.06% | 0.05% | 0.24% | 0.26% | 0.30% | 0.31% |
| Functioning | - | 250,372 | 244,653 | 236,283 | 213,513 | 205,008 | 18,394 | 839,371 | 976,698 | 1,141,257 |
| Investment | - | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | - |
| Total | - | 250,372 | 244,653 | 236,283 | 213,513 | 205,008 | 18,394 | 839,371 | 976,698 | 1,141,257 |
| Ministry Bureau (% of the MENFP budget) | 5.38% | 3.94% | 2.78% | 2.80% | 3.16% | 2.54% | 1.37% | 1.37% | 1.28% | 0.89% |
| Functioning | 10,496,000 | 11,009,014 | 13,185,892 | 12,810,445 | 11,740,486 | 11,369,706 | 106,947 | 4,436,617 | 4,176,370 | 3,273,288 |
| Investment | - | - | - | - | - | - | - | - | - | - |
| Total | 10,496,000 | 11,009,014 | 13,185,892 | 12,810,445 | 11,740,486 | 11,369,706 | 106,947 | 4,436,617 | 4,176,370 | 3,273,288 |
| TOTAL MENFP BUDGET (HTG) | 195,010,291 | 279,614,546 | 474,254,387 | 456,831,503 | 371,362,497 | 447,284,976 | 7,813,966 | 323,886,689 | 325,846,206 | 367,187,574 |
| Exchange Rate (HTG/USD) | 41.7737 | 39.9405 | 40.8742 | 42.3222 | 43.7429 | 45.5577 | 52.1417 | 65.5368 | 65.5368 | 62.6587 |
| TOTAL MENFP BUDGET (USD) | 4,668,255 | 7,000,777 | 11,602,781 | 10,794,134 | 8,489,663 | 9,817,989 | 149,860 | 4,942,058 | 4,971,958 | 5,860,121 |

Source: Different finance laws and decrees establishing the government budget. * Amending Finance Law ** The INFP benefits in 2017-18 from an official investment credit of 10 million HTG, but the list of projects for constructing the training centers reaches a total of an additional 85.5 million meant for the construction of training centers. We have decided here to correct the investment credits for this year. The same problem exists for the years 2009-2015, but these years have not been corrected. *** The ONAPE was created by law in 2007 after consultation with actors and the essential mission of « including non-public sector participation in introducing policies and programs for development of education in Haiti » (see Le Moniteur 2007). Between 2009 and 2014, budgetary credits were designated for this, but the entity itself was not operationalized until March 2015. **** Exchange rates from the official site of the BRH (www.brh.net; service Portefeuille et Change). See Annex.

The minister remains the sole authorizing officer, but some structures⁴⁰ have autonomy in terms of implementation and budget management. However, this still depends heavily on the MENFP. The MENFP's⁴¹ internal services absorb, for the period under review, an average of 94.25% of the credits granted under the MENFP, which leaves 5.75% for the operation of the other entities, some of which, moreover, have no investment budget.^{42,43} These credits finance payroll and supply and services to the population by the technical directorates incorporated in the organizational framework of the MENFP and the DDE, including the administrative share for services to non-public schools.⁴⁴ However, at this point no clarification or attribution has been made for any service or direction in the MENFP budget.⁴⁵

With the above said, analysis of each level of education within the MENFP budget is a limited exercise for two major reasons. First, the budget is still in a traditional form (as a traditional line item budget), applied each year without any real prioritization of government actions. Second, although the MEF has been preparing draft regulations laws since 2005-06, they are retained by the Superior Court of Accounts and Administrative Disputes (*la Cour supérieure des comptes et du contentieux administrative; CSCCA*) and are never voted by Parliament.

Nevertheless, the budgetary appropriations for the education sector have been increasing since 2011-12 (16.03% on average of the general budget, Figure 4.3). Education and training activities broadly make up 19.26% on average for the same period. As mentioned before, not all education expenditures are registered under the MENFP.

⁴⁰ The INFP, the State Secretary of Literacy, the National Cooperation Commission with UNESCO, and ONAPE.

⁴¹ Concerning preschool, basic education (cycles I, II, and III), secondary education, and the UPRs, but with no differentiation between the levels except in terms of investment.

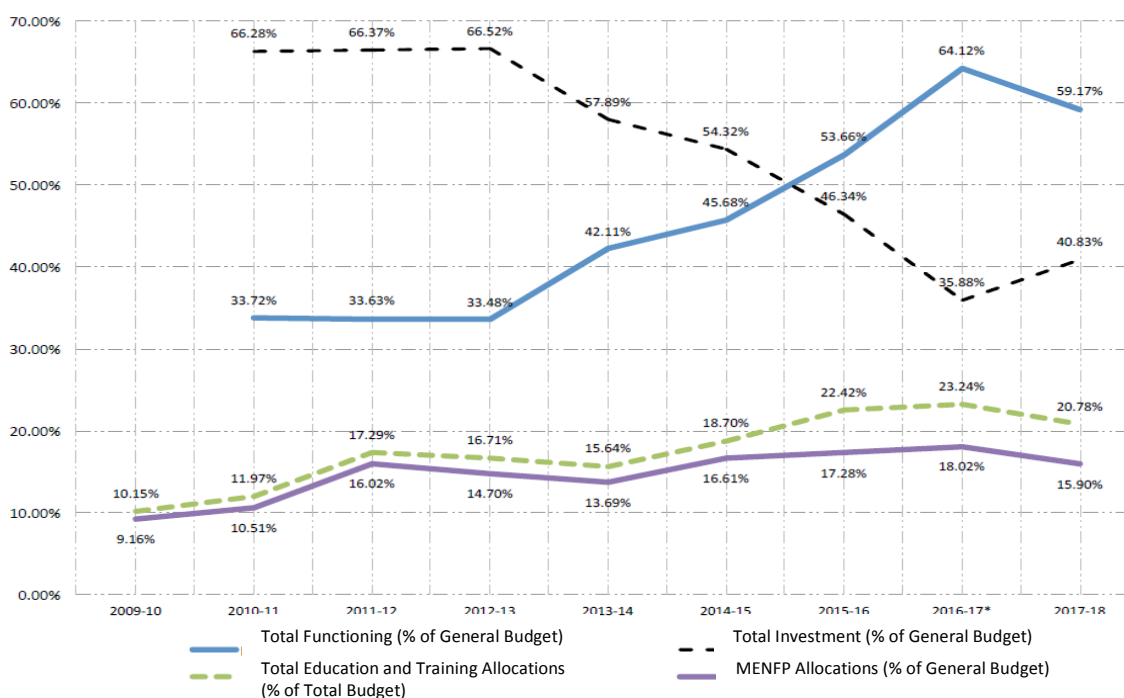
⁴² The office of the Minister, the National Cooperation Commission with UNESCO, and ONAPE.

⁴³ With 21,090 students and 445 training centers of which 39% are known (see Jacob (2017)), the system of vocational training receives on average 2.23% of open credits annually, under MENFP internal services both for functioning and investments. The vocational training system is, considering the current demographic profile of Haitian society, the best lever for spurring economic growth, putting youth to work, reducing poverty, and creating conditions emerging from the 2030 goals in the PSDH.

⁴⁴ The office of support for private education and partnerships (*La Direction de l'Appui à l'Enseignement privé et au Partenariat; DAEPP*) is charged with administering accreditation and permissions for non-public schools.

⁴⁵ This observation advocates in favor of a detailed preparation of the budget and a vote on the regulation law (la « loi des règlements»).

Figure 4.3 Education Credits and Total Budget allocations, 2010-2018 (% of the total budget)



Source: Calculations of the author from various data sources and legal documents.

Investment in the general budget, after a period of stagnation between 2010 and 2013 of around 66% (Figure 4.3), began to decline until the end of the provisional government in 2017, reflecting an overall decline in bi- and multilateral public transfers (Figure 4.4). At the same time, operating credits have increased significantly. Without research and development, this substitution effect takes place at the expense of growth and economic development.⁴⁶ The 2017-18 fiscal year appears to mark a break in this trend, but the political and economic conditions are not in place for this new trend to be confirmed

Table 4.4. Budgetary credits in the general PIP by financing source (millions)

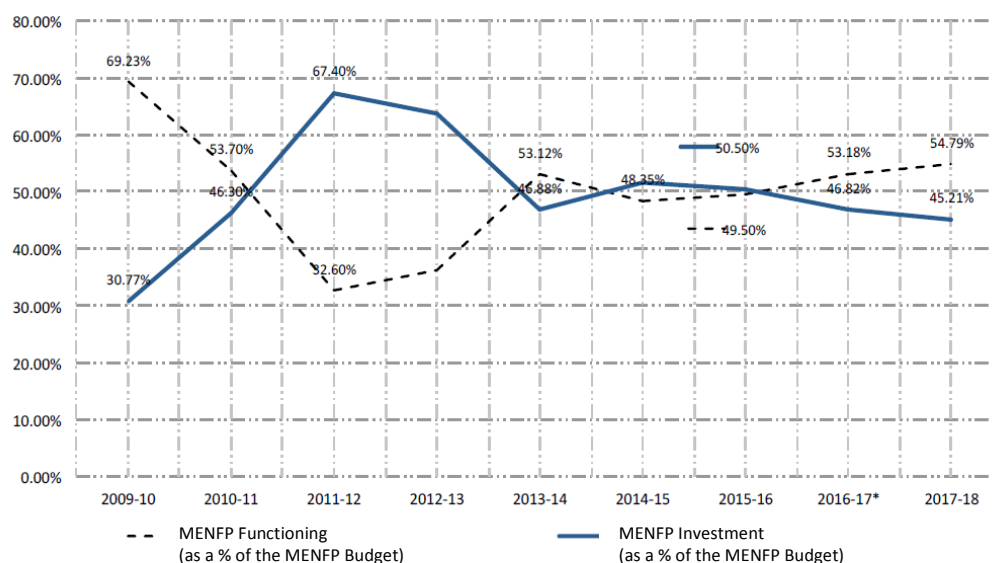
| Fiscal Year | Programmed Project Aid | Treasury Spending | Direct Treasury Spending | Total PIP | Total External Resources | | % External Resources |
|-------------|------------------------|-------------------|--------------------------|-----------|--------------------------|-------|----------------------|
| | | | | | HTG | USD | |
| 2006-2007 | 35,833 | 7,145 | 3,479 | 43,027 | 39,362 | 1,082 | 91% |
| 2007-2008 | 42,970 | 5,495 | 3,297 | 48,465 | 46,266 | 1,158 | 95% |
| 2008-2009 | 38,843 | 6,621 | 2,793 | 45,463 | 42,635 | 1,020 | 94% |
| 2009-2010 | 38,598 | 19,924 | 10,574 | 58,523 | 49,172 | 1,177 | 84% |
| 2010-2011 | 43,873 | 27,022 | 5,440 | 70,894 | 49,313 | 1,235 | 70% |
| 2011-2012 | 57,756 | 23,164 | 5,493 | 80,920 | 63,249 | 1,547 | 78% |
| 2012-2013 | 61,271 | 26,872 | 4,179 | 88,143 | 65,450 | 1,546 | 74% |
| 2013-2014 | 51,475 | 18,135 | 3,074 | 69,610 | 54,549 | 1,247 | 78% |

Source: Dorsainvil, 2015, p. 12: "Sum of budget support and project aid. The 2013-2014 budget was voted late by the parliament (May 2014) when the fiscal year was due to end in September, which explains the decrease appropriations compared with the previous financial year." Exchange rate available in Annex 7.

⁴⁶ The World Bank has previously noted a higher trend indicating "only higher resource transfers from Treasury accounts to project accounts, with no real indication of project implementation" (World Bank, 2014: 52)

Although overall budget allocations for education have continued to increase both for the MENFP budget and for spending on education outside the MENFP, investment⁴⁷ in recent years has stagnated since 2014 to around 48% of the credits for the sector (Figure 4.5). Functioning increased between 33% in 2011 and 53% in 2014, likely due to the implementation of the PSUGO and the appointment of new teachers, but stagnated more recently (52% annual average).

Figure 4.5 Investment and functioning in the education sector (% of the education budget), 2009-2018



Source: Calculations of the author from various data sources and legal documents.

The MENFP is an important item of the budget: on average, 65% of the social sector (composed of the Ministry of Public Health, the Ministry of Social Affairs, the MENFP, and the Ministry of Culture); and 15% of the general budget since 2009-10. However, this does not make it a sector that has sufficient resources to carry out its mission or spend it as adequately as possible. MENFP mobilizes, on average, some \$369 million USD⁴⁸ annually⁴⁹. Within this budget, the most important item is the one devoted to Fundamental I and II: 74% on average since 2010 (see Table A.5 in Annex 4), while the other segments share the remaining 26%.^{50,51} Two main reasons explain, *a priori*, this regularity:

- Basic education levels I and II are the segments of the system that affect the largest part of the school population: 2.6 million children (in 2014, for example), with a growth rate of 2.7% annually. It is also in these segments that the biggest problems of the system are attrition, repetition, older pupils, under-qualification of teachers, inadequate infrastructure, etc.; and
- Donor and NGO interventions⁵² are similarly concentrated at these levels of education.

⁴⁷ Following an increase of 31% in 2009-10 to 67.40% in 2011-12 in the framework of post-earthquake reconstruction efforts.

⁴⁸ However, when we take into consideration other spending outside of the MENFP, this totals more than \$435.5 million USD on education activities (from the basic to higher education levels).

⁴⁹ All sources of public financing taken together (internal and external resources) and all types of spending (both functioning and investment).

⁵⁰ UPRs: 0.53%; technical and vocation training: 2.26%; secondary teaching: 1.61%; literacy: 0.53%; preschool teaching: 0.07%; and « other spending » : 21.30%

⁵¹ This explains in part why economic growth is so weak (about 1% since 2014), because the segments of the production system which would more directly impact growth are neglected, further creating conditions for weak productivity.

⁵² See Jacob (2016).

V. Donor/NGO Budgets & Support

Data on public transfers to Haiti allow analysis of trends since the earthquake. Donations to Haiti since the earthquake have dropped drastically to levels never reached in the last 10 years. Calculation of technical and financial partner (*partenaires techniques et financiers*; PTF) contributions makes it possible to reflect on the orientations of the investments made in the sector by external resources, the importance of which has been clearly illustrated in the public investment program (*le Programme d'investissement publique*; PIP).

An exercise exploring PTF contributions took place in 2006,⁵³ when taking stock of the Interim Cooperation Framework (*le cadre de coopération intérimaire*; CCI) in the education sector (MENFP, 2006) and in 2010⁵⁴ at the time of writing Chapter III of the 2010-2015 PO (MENFP 2011). During this last exercise, the PTFs had programmed for the four years (2010-2014) following the earthquake, \$404 million USD, an average of \$101 million USD annually. In 2015, UNESCO, acting on behalf of a group of education donors (*Groupe sectoriel education*; GSE),⁵⁵ commissioned a study to "map the interventions" of the PTFs (Logist, 2015). The exercise provides a post-earthquake overview of PTF investments over the period planned for the 2010-2015 PO. In addition, it provides information not only on their priority, but also on the global investments in education PIP between 2010 and 2015. All in all, some \$587,468,059 USD was spent by the 20 PTFs in the sector,⁵⁶ an average of \$117.4 million USD per year in total and approximately \$5.87 million USD per PTF per year. This confirms a well-known fact of the education sector:⁵⁷ the Logist report shows that the five largest financial contributors (IDB [27.51%], WFP [19.64%], WB [18.99%], USAID [7.49%] and UNICEF [7.16%]) provided 80.79% of cumulative overall PTF contributions (see Table 5.1).

⁵³ USAID support should be noted here.

⁵⁴ Financial support of UNICEF allowed for this work to take place.

⁵⁵ See Annex 6 for the complete list of GSE members.

⁵⁶ Even while in 2012, at the moment of signing the Education partnership framework, 15 PTFs in the education sector were at the heart of the GSE, but there are actually 20 members there to financially support the actions of the government. (See Annex 6).

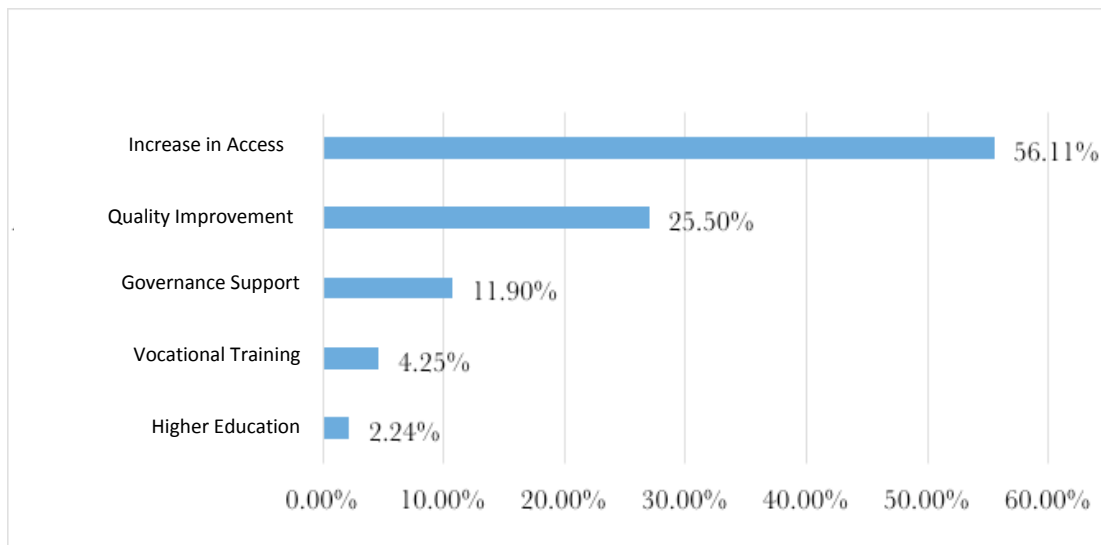
⁵⁷ The \$181 million recorded in 2011 come from donors engaging in the post-earthquake reconstruction efforts.

Table 5.1 Financial Contributions of the PTFs (USD), 2010-2015

| | Governance support | Increasing access | Quality improvement | Vocational training support | Higher education teaching support | TOTAL | % of total financing |
|---------------------------|--------------------|-------------------|---------------------|-----------------------------|-----------------------------------|----------------|----------------------|
| AECID | 1 415 250,00 | 6 837 600,00 | 610 500,00 | 222 000,00 | 166 500,00 | 9 251 850,00 | 1,57 % |
| AFD | 1 665 000,00 | 9 993 483,00 | | | | 11 658 483,00 | 1,98 % |
| Mexican Embassy | | | | | 10 000 000,00 | 10 000 000,00 | 1,70 % |
| French Embassy | | | 4 860 000,00 | | 650 000,00 | 5 510 000,00 | 0,94 % |
| Japanese Embassy | | 2 971 327,00 | | | | 2 971 327,00 | 0,51 % |
| COOPERATION SUISSE | | 14 161 120,00 | | 5 795 981,33 | | 19 957 101,33 | 3,40 % |
| AUF | | | | | 2 300 000,00 | 2 300 000,00 | 0,39 % |
| BDC | | | | | | - | 0,00 % |
| BID | 18 487 872,00 | 98 272 625,00 | 36 664 860,00 | 8 170 000,00 | | 161 595 357,00 | 27,51 % |
| BM | 15 313 931,00 | 54 163 059,00 | 42 082 534,00 | | | 111 559 524,00 | 18,99 % |
| COOP BELGE | | | | 2 043 068,22 | | 2 043 068,22 | 0,35 % |
| FNUAP | | | 85 000,00 | | | 85 000,00 | 0,01 % |
| JCI | | 670 000,00 | | | | 670 000,00 | 0,11 % |
| MAECD/Canada | 10 890 965,35 | 4 316 000,00 | | 7 893 632,00 | | 23 100 597,35 | 3,93 % |
| OIF | | | 779 553,00 | | | 779 553,00 | 0,13 % |
| PAM | 11 187 875,00 | 104 189 141,00 | | | | 115 377 016,00 | 19,64 % |
| UE | 6 649 958,94 | 7 270 129,06 | 2 302 561,73 | | | 20 045 287,00 | 3,41 % |
| UNESCO | 2 320 000,00 | 400 000,00 | 5 525 770,10 | 50 000,00 | 20 000,00 | 8 315 770,10 | 1,42 % |
| UNICEF | 1 090 000,00 | 26 400 000,00 | 13 770 000,00 | 800 000,00 | | 42 060 000,00 | 7,16 % |
| USAID | 900 000,00 | | 43 110 763,00 | | | 44 010 763,00 | 7,49 % |
| TOTAL (USD) | 69 920 852,29 | 329 644 484,06 | 149 791 541,83 | 24 974 681,55 | 13 136 500,00 | 587 468 059,73 | 100,00 % |
| Total (% total financing) | 11,90 % | 56,11 % | 25,50 % | 4,25 % | 2,24 % | 100,00 % | |

Source: Logiste (2015).

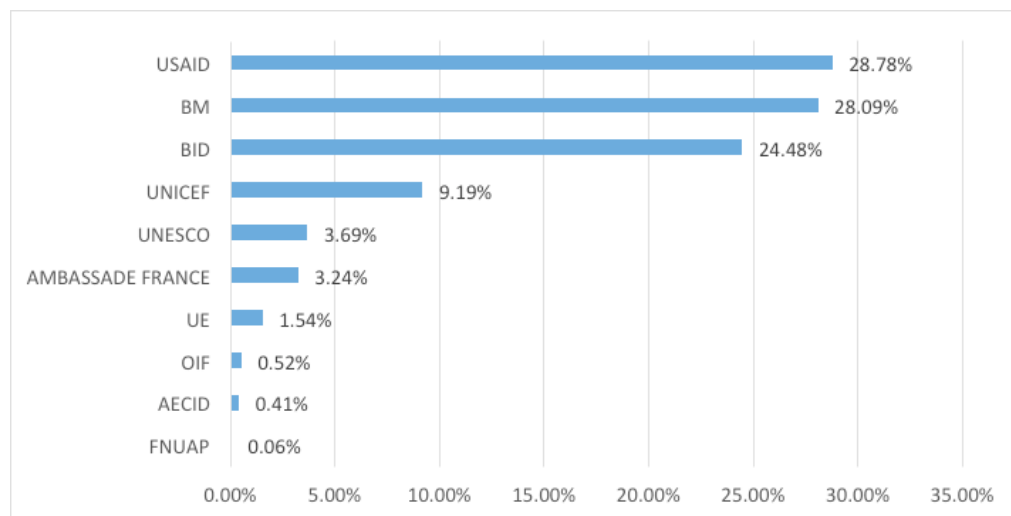
Figure 5.2 Contribution of donors by strategic objective, 2010-2015



Source: Logiste (2015).

These funds, as shown in Figure 5.2, are devoted primarily to financing access to education, i.e. universal schooling (56%), school construction and rehabilitation, and quality (25%: teacher training, pedagogical tools). Governance benefits only 12%, and higher education only 2.24%.

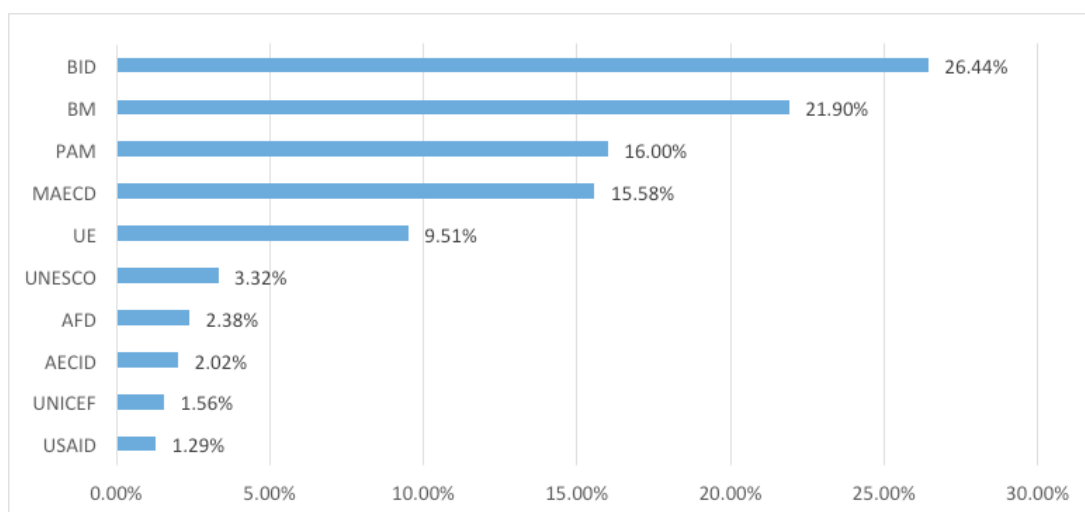
Figure 5.3. PTF investments in Quality Improvement, 2010- 2015



Source: Logiste (2015).

Not all donors prioritize the same strategic objectives. For example, alongside the World Bank (28.09%), USAID prioritizes quality-oriented efforts (28.78% of donor credits) over the 2010-15 period (Figure 5.3), while development banks IDB (26%) and the World Bank (22%) prioritize governance (1.29% of invested funds) (see Figure 5.4).

Figure 5.4 PTF support for Governance in the Education System, 2010- 2015



Source: Logiste (2015).

Between 2010 and 2018, the total education financing investment was US \$1.4 billion USD, averaging \$157 million USD annually (see Table 5.5). Of this amount, national resources represent only 29.33%

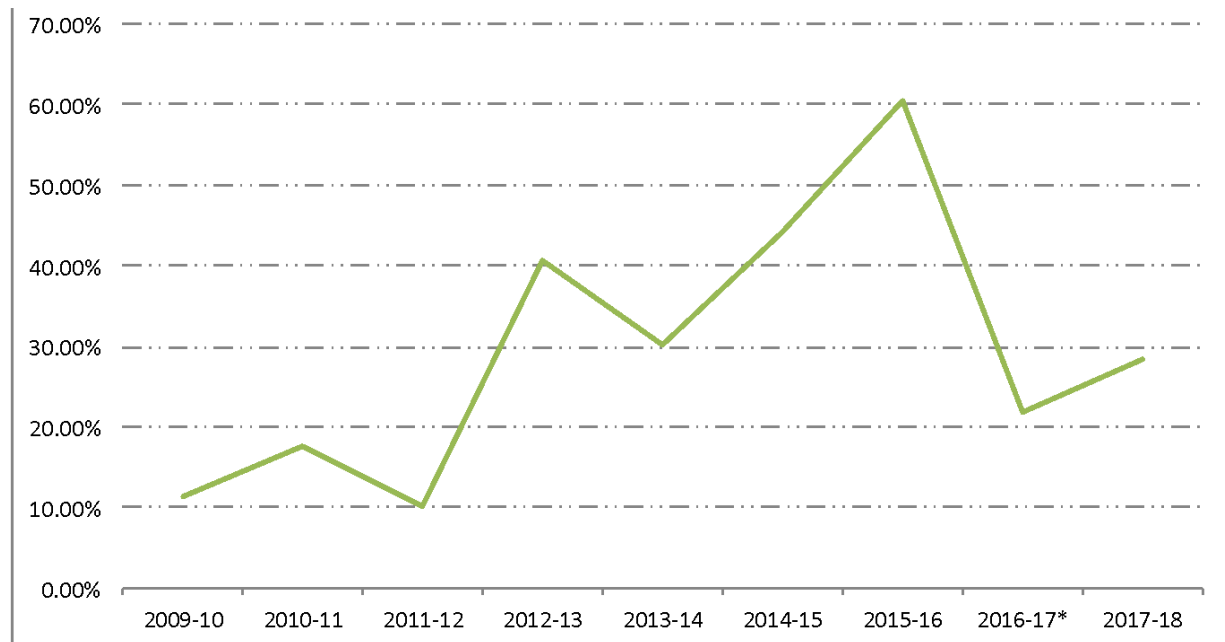
on average annually, leaving the bulk of the investment effort – about 70%⁵⁸ or \$103.8 million USD annually (see Table 5.5) – to PTFs, who will have invested approximately \$935 million USD between 2010 and 2018. Indeed, the operating expenses of the system are at such a high point (69.23% in 2009-10, 54.79% in 2017-18, Figure 5.6) that there are really no more national resources for quality or investment funding. As such, this burden is transferred to the cooperation partners.

Table 5.5 PIP Resources: Basic Teaching, 2010-18

| | 2009-10 | 2010-11 | 2011-12 | 2012-13 | 2013-14 | 2014-15 | 2015-16 | 2016-17* | 2017-18 | AVERAGE |
|--|---------------|---------------|---------------|---------------|---------------|----------------|----------------|----------------|---------------|---------------|
| Total PIP-MENFP Fund. I & II (HTG) | 1 312 648 189 | 3 238 575 000 | 6 717 107 598 | 6 483 506 501 | 8 747 342 120 | 11 819 412 203 | 11 293 927 172 | 10 778 126 193 | 8 918 849 935 | 7 701 054 990 |
| Total PIP-MENFP Fund. I & II (USD) | 31 422 838 | 81 084 989 | 164 336 124 | 153 193 986 | 199 971 701 | 259 438 299 | 216 600 670 | 164 459 147 | 142 340 169 | 156 983 102 |
| Fund. I & II (USD) of which are national resources (%) | 11,20 % | 17,60 % | 10,06 % | 40,56 % | 30,23 % | 44,10 % | 60,30 % | 21,63 % | 28,32 % | 29,33 % |
| Contributions des lenders (USD) | 27 903 877 | 66 813 760 | 147 804 883 | 91 051 658 | 139 516 176 | 145 018 849 | 85 993 839 | 128 892 155 | 102 024 012 | 103 891 023 |

Source: Calculations of the author from various data sources and legal documents. *Amended Budget.

Figure 5.6 Contribution of the Public Treasury for Financing the PIP: Basic Teaching I and II, 2009-2018



Source: Calculations of the author from various data sources and legal documents. *Amended Budget.

It should nevertheless be noted that the input of the treasury between 2011 and 2016 became increasingly important, but this effort is not without problems (Figure 5.6).⁵⁹ Two statements must be made: (i) this period corresponds to that of the PSUGO and its financing by two dedicated parafiscal mechanisms that have fed the FNE since 2011 (even before the final vote on this structure by

⁵⁸ Because of irregularities in the different budgets, this percentage doesn't correspond exactly when the projects and programs for this period are calculated.

⁵⁹ 17.60% in 2010-11; 40% in 2012-13; 60% in 2015-16 before going back to 22% in 2016-17.

Parliament) with an annual financial amount more than \$43.9 million USD; and (ii) these credits appear under the heading "investment" while they are not devoted to construction or rehabilitation, and very little to teacher training or any improvement in the quality of education (see Table A.6 in Annex 4).⁶⁰

Now that the PSUGO has stopped and has been modified in terms of strategy⁶¹ and the FNE has been voted by both houses of Parliament, the education system should have more resources – on the one hand because the PSUGO will have to technically cost less, and secondly because only two dedicated taxes were activated before the vote of the law while 22 additional ones will be implemented. Under these circumstances, the external dependence of the financing of education could be reduced, however public expenditure must be rationalized, and its efficiency seriously improved.

Participation in such a strategic battle without disrupting the MENFP by setting up ad hoc "execution units" is to directly and specifically support the State treasury while establishing strict conditions for the segment of the system that the donor wishes to support. This option remains, to date, the most likely way to change public institutions at the level of both fiscal and financial governance, and the education system.

Higher education and technical and vocational education should attract more and more attention from Haiti's partners as much as to consolidate the lower foundations of the system with skilled human resources as to help create the conditions for a cumulative process of wealth (sustainable economic growth) that grows faster than demographics itself.

In 2016, the country received only \$211 million USD, of which 42% came from bilateral sources, or 2.27% of GDP. Bilateral aid, which dominated donations received by Haiti (77% on average between 2005 and 2010), rose to 56% on average between 2011 and 2016 (see Table 5.7). The United States was the largest donor of bilateral and total aid⁶² (Figure 5.8). The European Union, which provided 70% of multilateral aid over the last decade, has now increased to 14% on average since 2011 (only 2% in 2016, see Table 5.7).

Table 5.7 Public Transfers received in Haiti (millions USD)

| | 2005 | 2006 | 2007 | 2008 | 2009 | 2010 | 2011 | 2012 | 2013 | 2014 | 2015 | 2016 |
|-------------------------------------|---------|---------|---------|---------|---------|----------|---------|---------|---------|---------|---------|---------|
| Bilateral Transfers | 313,44 | 313,26 | 290,92 | 315,70 | 331,58 | 312,43 | 449,60 | 459,03 | 487,93 | 359,20 | 278,16 | 88,26 |
| from USA | 227,00 | 226,29 | 237,12 | 256,81 | 268,98 | 610,00 | 247,27 | 247,27 | 250,00 | 194,00 | 140,00 | 36,85 |
| Multilateral Transfers | 49,98 | 60,18 | 100,63 | 157,84 | 62,92 | 396,76 | 407,32 | 367,41 | 261,76 | 203,32 | 204,32 | 122,41 |
| From the EU | 25,98 | 58,70 | 72,53 | 120,34 | 62,92 | 83,00 | 67,97 | 29,59 | 35,69 | 53,32 | 38,09 | 2,29 |
| Total | 363,42 | 373,44 | 391,55 | 473,54 | 394,50 | 1,709,19 | 856,92 | 826,44 | 749,70 | 56,52 | 482,49 | 210,67 |
| Bilateral | 86,25 % | 83,88 % | 74,30 % | 66,67 % | 84,05 % | 76,79 % | 52,47 % | 55,54 % | 65,08 % | 63,86 % | 57,65 % | 41,89 % |
| of transfers (% of total transfers) | | | | | | | | | | | | |
| USA (% of total transfers) | 6,46 % | 60,60 % | 60,56 % | 54,23 % | 68,18 % | 35,69 % | 28,86 % | 29,92 % | 33,35 % | 34,49 % | 29,02 % | 17,49 % |
| USA (% of bilateral transfers) | 72,42 % | 72,24 % | 81,51 % | 81,35 % | 81,12 % | 46,48 % | 55,00 % | 53,87 % | 51,24 % | 54,01 % | 50,33 % | 41,75 % |
| UE (% of total transfers) | 7,15 % | 15,72 % | 18,52 % | 25,41 % | 15,95 % | 4,86 % | 7,93 % | 3,58 % | 4,76 % | 9,48 % | 7,89 % | 1,09 % |
| UE (% of multilateral transfers) | 52 % | 98 % | 72 % | 76 % | 100 % | 21 % | 17 % | 8 % | 14 % | 26 % | 19 % | 2 % |

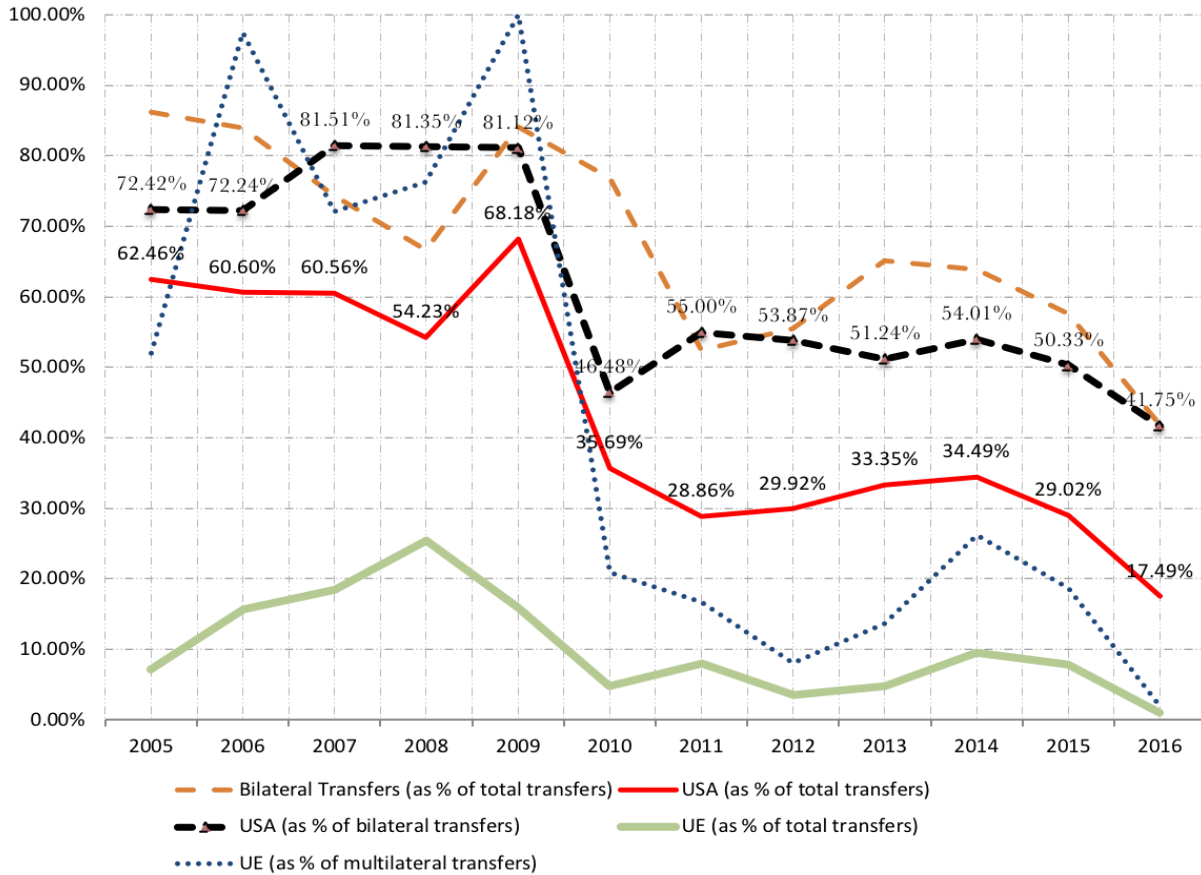
Source: Calculations by the author using data from BRH.

⁶⁰ This might conform to the human capital theory in the sense that it permits the production of relationships useful for future material production, but nothing to date suggests that the PSUGO has really enabled learning, to the point that it is lucrative either for beneficiaries or for the broader society.

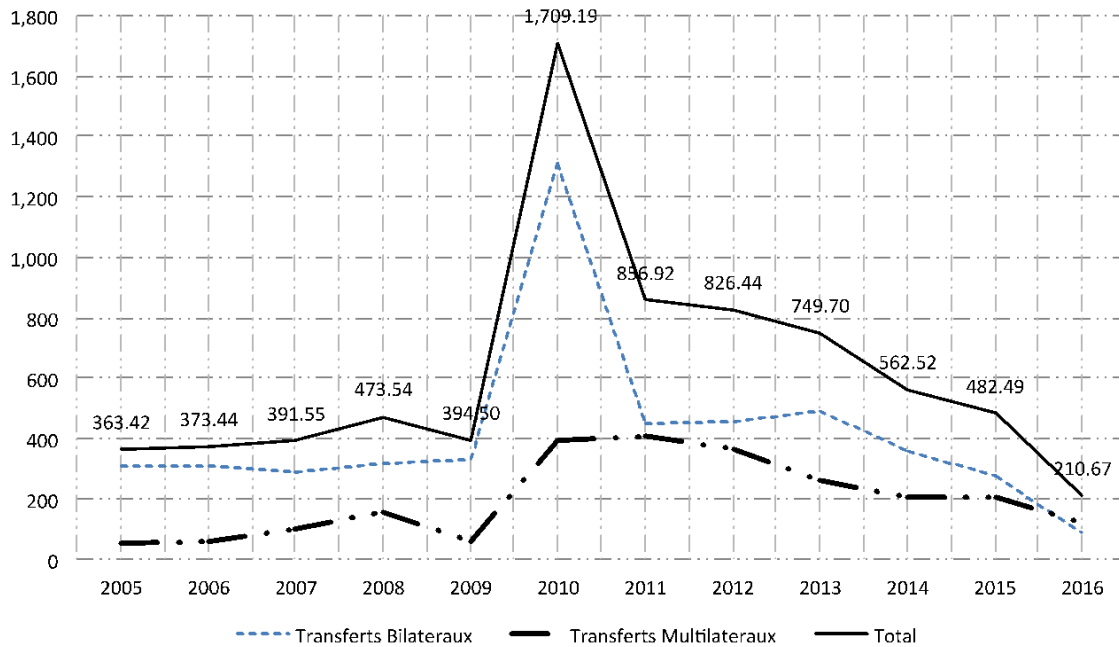
⁶¹ Nothing official exists in this sense apart from the Ministry's order in August 2016 suspending recruitment of new private schools in the program, but discussions with ministry officials show that the non-public schools registered in previous years were separate from this.

⁶² 73% on average of the bilateral aid and 57% of total transfers between 2005 and 2010 before falling to 51% and 28.85%, respectively, during 2011-16.

Figure 5.8 Evolution of Bilateral and Multilateral Aid to Haiti, 2005-2016



Source: Calculations by the author using data from BRH.



Source: Calculations by the author using data from BRH.

The decline in public investment in the education budget, as is the case with the general budget, follows the decline in official development assistance from bilateral and multilateral financial partners shortly after the solidarity effort that followed the earthquake. In 2016, total official assistance is lower than any period in the last 11 years (Figure 5.9), yet it is essential in the public investment program (PIP, Table 4.4). However, in the education sector – where salary and operating costs have always been very high, leaving few resources to support quality – investment is usually based on donor contributions.⁶³ The scarcity of aid then becomes synonymous with underinvestment in the education sector. In fact, national resources account for less than 30% of investment in Fundamental levels I and II. It is especially in this segment that donors (and NGOs) are concentrating their efforts.

⁶³ See Table 4.4

VI. Private and family funding of education

The private sector, which considers all non-public sector actors, is not officially recorded in the public statistics as a financial contributor of public education efforts, as corporate philanthropy is a new concept and is underdeveloped. However, as education is a public service and the State budget is financed by households and businesses via taxes and duties, all actors are mingled in an entity called the “national collectivity.”⁶⁴ From this standpoint, the contribution of the private business sector is indirect. However, the private sector is a large provider and producer of educational services.⁶⁵ In 2014, 90% of school buildings were non-public and attended by 78% of students in levels Fundamental I and II.⁶⁶ There is no financial market to support investments in school buildings, laboratories, or computers of those who provide education (e.g. school directors, churches, foundations, associations, NGOs, etc.). Recent financial realities mean that all transaction costs are systematically transferred to already poor families.

The State has implemented a number of initiatives designed to protect the poorest and guarantee them access to education, but as this section illustrates, gaps in public funding of educational costs require families to pay many costs out of pocket. The PSUGO, launched in 2011 and financed only with domestic funds, is one example. Since 2007, financial partners (the World Bank, the Caribbean Development Bank, the Canadian Development Agency, the Inter-American Development Bank, and the European Union) have financially supported the government's action through the Education for All project (EPT), the first project defined as part of the implementation of the SNA-EPT as it was adopted by the government. "Schools receive an annual subsidy of \$90 per child and in exchange they agree to have a minimum number of qualified teachers and to provide each child beneficiary with three textbooks and a uniform. The children are funded from their 1st to 6th year of basic education" mentions the World Bank on its official website.⁶⁷ But this grant alone cannot cover all of a child's school fees, which must also include other textbooks, other uniforms, school bags, transportation, food, and so on. These are all financial costs left to the parents.

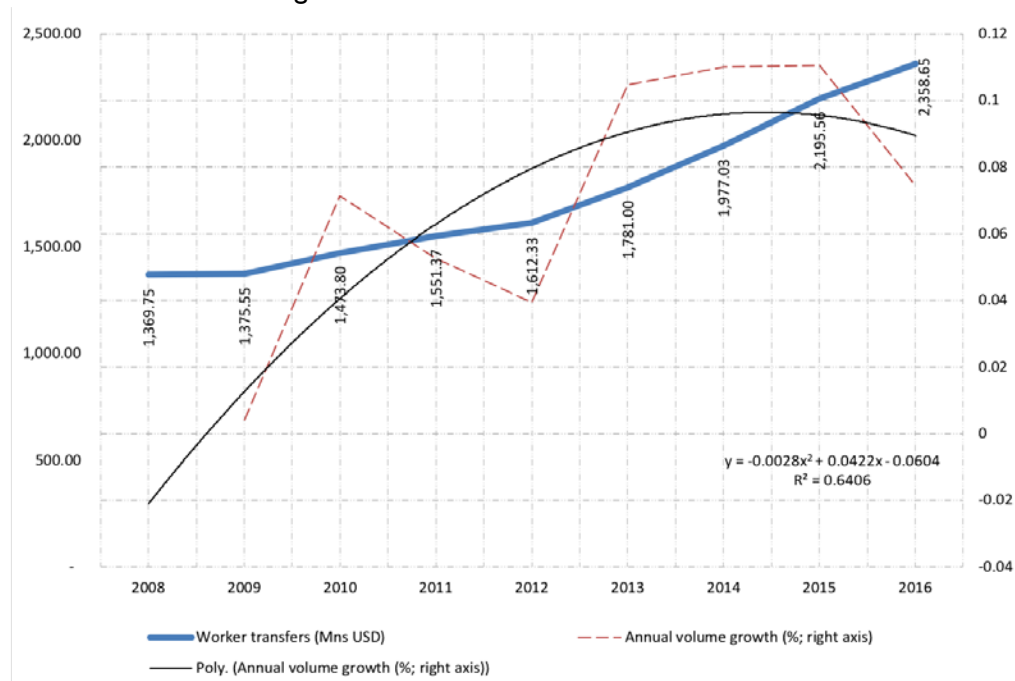
⁶⁴ For more on this subject, see the discussion in Hallack (1969).

⁶⁵ While it is an important variable for the system's strategy and governance, knowing the exact costs to date is impossible, and rather serve as an approximation.

⁶⁶ In 2010, the non-public sub-sector made up 93% of the 328,079 preschool children; 81.5% of the 2.1 million children in Basic I & II; 74% of the 318,136 children in Basic III; and 77% of the 196,016 students in secondary education (see MENFP, 2011: PO 2010-15).

⁶⁷ « Haïti améliore l'accès à l'éducation avec une stratégie gouvernementale ciblée ». Available at: <<http://www.banquemondiale.org/fr/news/feature/2012/11/21/haïti-education-strategy>>. (Accessed July 28 2017).

Figure 6.1 Fund Transfers from Workers



Source: Data from BRH.

The credits of the account "Net Current Transfers" of the balance of payments give as much information on official gifts as on the remittances from emigrant workers. As shown in Figure 6.1, the volume of transfers from the Haitian diaspora has continued to increase over the past 10 years, averaging 7% year-to-year, representing the main form of insurance for the population. The GoH decided to collect fees on transfers to finance education. It can be inferred that this segment of immigrant population, through its calls and transfers, supported the PSUGO between 2011 and 2017 by feeding the National Fund for Education (FNE).

VII. GoH programming: Universal, Free, and Obligatory Education Program (PSUGO)

The Universal, Free, and Obligatory Education Program (*Programme de Scolarisation Universelle Gratuite et Obligatoire*; PSUGO) is a government initiative launched in 2011 to increase and strengthen students' attendance. The PSUGO was presented as the manifestation of a campaign promise to educate all children in Haiti. However, implementation did not take into account the fact that beyond budget resources, it also needed a more effective method of tax collection to fund the governmental action. At the time of its launch, the PSUGO was managed outside the MENFP before being transferred there at the end of 2011 in order to ensure better management (without the latter being able to establish how schools were initially chosen).⁶⁸ The Study and Programming Unit (*L'Unité d'Étude et de Programmation*; UEP) managed it for a year (2011-2012) before a coordination commission was set up in 2013. Together with the UEP, the commission "prepares the annual balance sheets, prepares the requisitions, but the audits are carried out directly by the National Credit Bank (*la Banque nationale de crédit*; BNC), the MEF and the Primature, and are intended to verify [that] teachers are at work and [that] schools really work."

Due to a lack of preparation before the launch of the PSUGO, there are three major problems in ensuring public financing of the PSUGO:

- 1) The collection of taxes from the population first requires a "legal basis" needed to empower the economic institutions to levy these taxes. Since this formality has not been previously fulfilled by the executive, it is currently illegal to collect taxes to finance the PSUGO;⁶⁹
- 2) The financial burdens generated by the program were "too heavy for the public finance system," especially as "numerous cases of corruption" were revealed by various audit missions (non-existent schools, number of pupils overestimated by school directors, etc.); and
- 3) A lack of analysis of the burden on public finances prior to implementation. These weaknesses automatically "generated salary arrears for the 2014-15, 2015-16, and 2016-17";⁷⁰ but the UEP acknowledges that "the PSUGO funding difficulties actually started in 2013-14". All in all, the PSUGO remains a specific case where the policy did not take into account the technical dimension.

⁶⁸ According to the *Bilan annuel 2012-2013* of the PSUGO (see UEP, 2013), six groups of children were the direct beneficiaries of the program: "Group A including children aged 6 to 12 attending school in the ten departments of the country, except the departments of West and Artibonite;" Group B which took care of the "children of the first year (1st AF) to the second year of the fundamental (2nd AF), hosted in non-public schools in the departments of the West and Artibonite;" Group C which "consisted of all public schools whose children are wholly cared for by the State by eliminating the school fees usually paid by their parents"; Group D, which concerned "schools in disadvantaged neighborhoods benefiting from a subsidy for destitute children in grades 1 to 6;" and groups E and F, which included "children benefiting from a subsidy from deputies (Group E) and Senators (Group F) in the ten departments of the country."

⁶⁹ This bill, creating and organizing the National Fund for Education (*le Fonds National pour l'Éducation*; FNE) was tabled in Parliament on June 12, 2012. The vote, in the chamber of deputies of the 49th legislature, was intervenu August 9, 2012, and transmitted to the Senate the same day, but the Senate did not vote on it until June 28, 2017 after major modifications (e.g. in favor of handicapped persons, amendments related to the Council administration, the minister of guardianship, etc.) See *Le Nouvelliste* (August 17, 2017). « Finalement le Fonds national d'éducation a une loi régularisant son fonctionnement ». Available at: <<http://lenouvelliste.com/article/175029/finalement-le-fonds-national-deduction-a-une-loi-régularisant-son-fonctionnement>>. (Accessed August 18, 2017) ; voir aussi la loi votée par le Sénat (Sénat de la République d'Haiti, 2017).

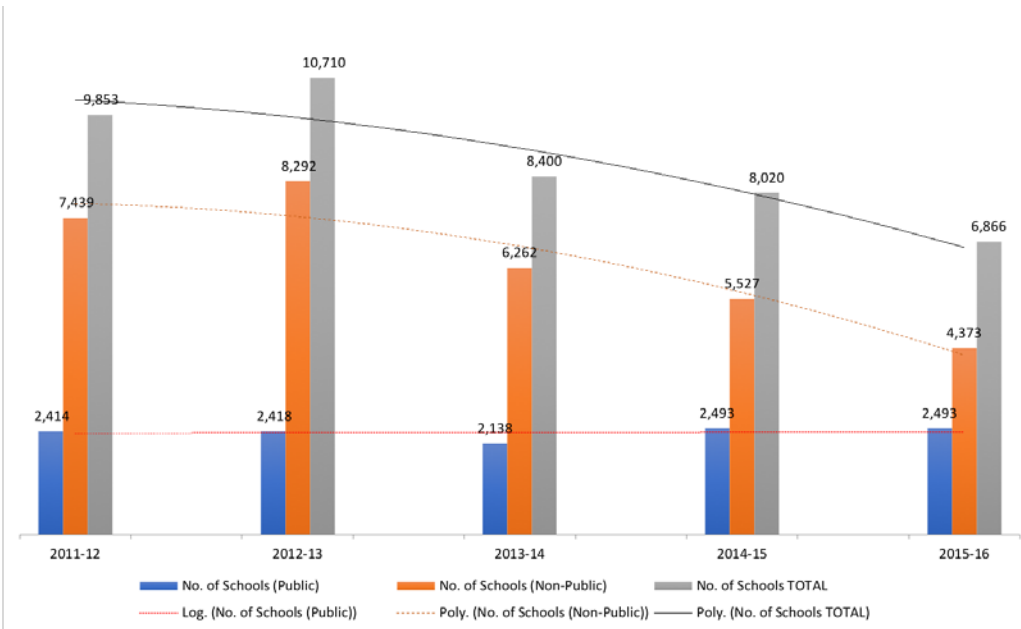
⁷⁰ Only the debts of the first year (2014-15) have been paid to date, according to the UEP. Still, the Minister of Education recently declared that "The debt of the 2014-2015 school year has not been absorbed by his administration... We are taking steps with the Ministry of Finance to pay the debt" in a recent interview with *Le Nouvelliste* newspaper on October 5, 2017 (see Emmanuel Thélusma, "Le PSUGO n'est pas totalement mort, il agonise." Available at: <<http://lenouvelliste.com/article/177372/le-psugo-nest-pas-totalement-mort-il-agonise>>. (Accessed October 8, 2017).

The PSUGO has generated several destabilizing crises in the education system: 1) a public financial crisis, 2) a crisis in the public schools themselves which have been "depopulated"⁷¹ in favor of the schools benefiting from the PSUGO, and 3) a crisis of confidence which will further weaken the governance structure of education.

The withdrawal phase started in autumn of 2016 and remains criticized on both sides. The PSUGO is today "in a phase of withdrawal", for various reasons: not only "the accumulated debts are high (approximately 6 billion HTG or \$115,071,046 USD), corruption is also high at the level of the schools" in all departments, and particularly in the West, according to the former chief of staff of the Minister of Education of the provisional government. Audit reports mention "falsified lists" of students, "fictitious schools," the takeover of decisions by "parliamentarians and high dignitaries" on issues that should only be under the authority of the MENFP. Repeated street demonstrations due to unpaid salaries of PSUGO teachers are the most obvious sign of this conflict.

The Nationalization Program for Community Schools (*le programme de nationalization des écoles communautaires*; PRONEC) was created in 2013 to nationalize the community schools created by NGOs whose projects were coming to an end and therefore threatening the education of participating children. This program was meant to integrate these projects into the PSUGO, an approach that would reduce the cost of schooling for the State compared to the choice of private schools where the expenditure per child is the equivalent of \$90 USD⁷² (compared to \$ 250.00 HTG or less than \$6 USD per child in public schools).

Figure 7.1 Evolution of Schools during the PSUGO, 2012-2017



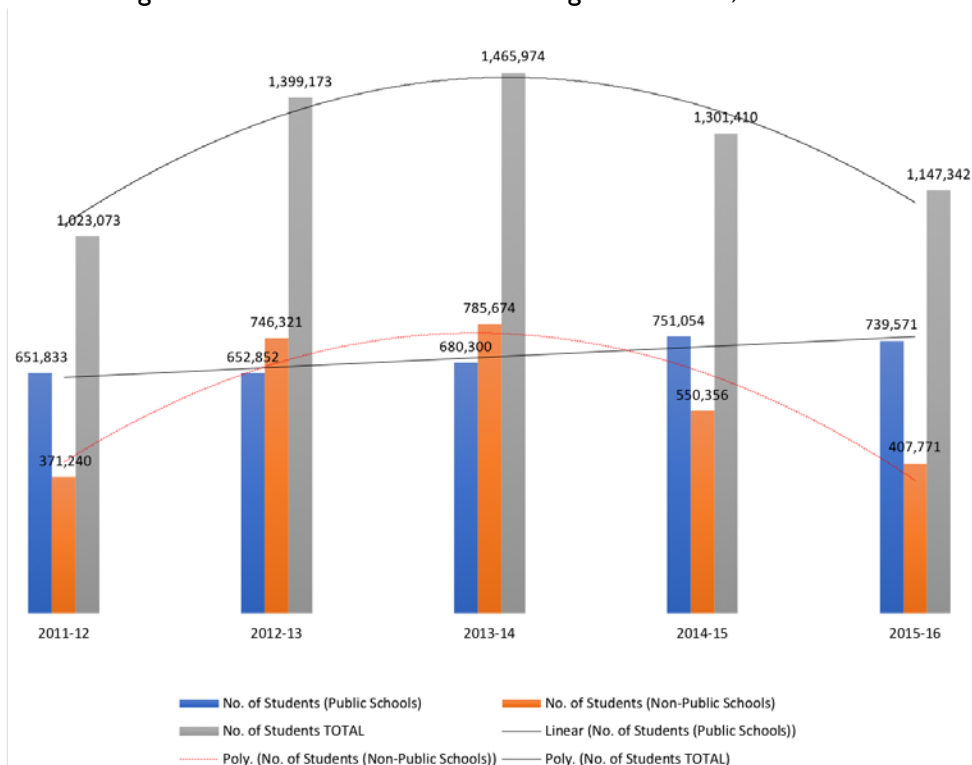
Source: MENFP data: UEP and Coordination unit of the PSUGO.

⁷¹ This phenomenon does not seem to have become worrying from the point of view of other managers in the system.

⁷² It is, in fact, an alignment with the model implemented as part of universal schooling efforts and in particular the World Bank-financed EPT project since 2007, following its preparation and adoption by the GoH and the PTFs' endorsement of it. In other words, this unit cost has nothing to do with tuition fees in private schools except that it reflects the cost-effectiveness ratio calculated in the early 2000s, nor with the real costs of the schooling of a child (see Moisset and Mérisier, 2001, for a study on the costs of schooling where the school constitutes the unit of observation).

In 2016, the ministry took “steps to transfer students to public schools that [in fact] have experienced a decline in enrollment because of the PSUGO, and to stop the admission of both new schools and new students to the program.”⁷³ This measure came into force in autumn 2016 and aimed at "ensuring better management of the program ... both from an educational and an administrative point of view."⁷⁴

Figure 7.2 Evolution of Students during the PSUGO, 2012-2017



Source: MENFP data: UEP and Coordination unit of the PSUGO.

Indeed, the current demand for education, always revealed by a vague figure typically estimated at some 500,000 children⁷⁵ outside the system since 1997, theoretically ruled the new seats that the initiative was supposed to create. The initiative opened, at the beginning of 2011 with 9,853 schools (75% of which are non-public schools), rising to 10,710 (of which 77% were non-public) the following year (a growth of 8%) before falling to 8,400 (down 28%) of which 75% were non-public. In 2015-16, the number of schools was only 6,866 (64% non-public).⁷⁶ The year-to-year drop in the number of schools has averaged 10% since the program's launch. Public schools even increased slightly: 3.27% over the period, rising from 2,414 to 2,493 schools (i.e., 79 more schools). It also appeared that it was cheaper to educate children in local public schools than to create new ones from scratch. The PRONEC is part of this process.

⁷³ In fact, even before this decision of the MENFP, many schools have decided to abandon the program since 2013-14.

⁷⁴ See the official site of Radio Caraïbes (August 10, 2016). « PSUGO : le MENFP ordonne le transfert des élèves dans des écoles publiques, des directeurs exigent leur paiement ». Available at: <http://www.radiotelevisioncaraibes.com/nouvelles/haiti/le_menfp_ordonne_le_transfert_des_lesves_dans_des_coles_publicques.html. > (Consulted July 29, 2017).

⁷⁵ Our own estimates for 2006, during the preparation for the SNA-EPT, allowed for concrete consideration of this number between 400,000 and 700,000; all depending on the effect of adjustments necessary for demographic data.

⁷⁶ Being 41% of the 16,618 schools which function in the countril according to the last school census done by the MENFP (see MENFP 2014).

Payments to schools did not follow similar trends, averaging 2.08 billion HTG annually (of which 15% are paid to public schools) while the Treasury disbursements (to the MEF) are 2.67 billion HTG annually, on average. The average of payments to schools is approximately \$43,160,000 USD annually, while royalties from the two dedicated parafiscal measures average \$43,970,000 USD annually (see Table A.7 in Annex 4).

The perception that emerges from the MENFP executives or the entities that managed the PSUGO (i.e., the UEP, the coordination unit) is that of a five-year program with a limited lifetime (2011-2016), as evidenced by its projected budget. However, as already noted, in August 2017, the PSUGO coordination unit was not able to provide a minimum of information on the program it is supposed to manage (e.g., it could not give the number of schools, the number of pupils, nor the numbers for year 2016-17, which had just ended).

VIII. Haitian Government Funds: The National Education Fund

The PSUGO presents a variety of particularities. The PSUGO is financed mainly by national funds. In fiscal year 2012-13, the situation was as follows (CCP, 2013: 19): National Education Fund (*le Fonds National pour l'Éducation*; FNE): 1.9 billion HTG (or \$44,893,696 USD) and the Treasury: 800 million HTG (or \$18,902,609 USD), totaling 2.7 billion HTG (or \$63,796,305 USD). However, during the same fiscal year, the Clinton Foundation made a donation to the government amounting to \$1,264, 150 USD « to support the elimination of fees paid by parents in public schools » (Cellule de coordination, 2013: 8).

Beyond the financial arrangements allowed annually by finance laws, the institutional structure meant to legalize this framework is the "Law establishing, Organization and functioning of the National Fund for Education (FNE)" (*la Loi portant création, Organisation et fonctionnement du Fonds national pour l'éducation*) which was adopted by the Council of Ministers on June 27, 2012. The objective of the law is to provide the State with "adequate logistical and financial means to meet the needs of the population in education and training." According to the law, the devolved mission of the FNE is "to participate in the Education for All effort and to manage funding for both State and local government expenditure on education, including benefit Haitian school children, projects and studies likely to contribute to the advancement of children's education and, finally, the construction or improvement of school infrastructure in the country" (Senat 2017: 3, art 3). The law passed by both chambers contains, in Articles 24 and 25 (Chapter III, p. 7), not less than 24 sources of financing, including royalties, fees, grants, donations, subsidies, loans, taxes, and other ways of capturing financial resources to feed the FNE. Only two of these 24 funding sources have been activated since June 2011.⁷⁷ The vote on the FNE law will activate the other 22.

Tabled in parliament and voted by the Chamber in 2013, the project was subsequently blocked in the Senate over the past four to five years. The Senate vote took place on June 28, 2017, following the change of administration.⁷⁸

The FNE was set up to fund the PSUGO but had to first be put to the vote of the parliament to be legal and to allow the collection of public funds and royalties from the population. However, additional resources were needed to fill gaps in the budget, as the PSUGO was conceived in May 2011. The Martelly administration created without delay two parafiscal mechanisms.⁷⁹ Moreover, the financial "forecasts" allowed to anticipate high amounts: 12.2 billion HTG (\$305,454,363 USD) over the five years (October 2011-October 2016, Table 8.1) of the initiative included in the investment program (PIP).⁸⁰ However, 34.37% of these resources had already been spent on October 30, 2013 according to the "financial progress"

⁷⁷ The FNE mechanism operated in great confusion and under a lot of suspicion since June 15, 2011. See *Haiti Liberté*. "À quoi servent les fonds collectés sur les appels téléphoniques ? ». Vol. 6 • No. 46 • From May 29-June 5, 2013. Available at : <<http://www.haiti-liberte.com/archives/volume6-46/A%20quoi%20servent%20les%20fonds.asp>> (Consulted June 10, 2017). See also *Le Nouvelliste* (August 17, 2017). « Finalement le Fonds national d'éducation a une loi régularisant son fonctionnement ». Available at : <<http://lenouvelliste.com/article/175029/finalement-le-fonds-national-deducation-a-une-loi-régularisant-son-fonctionnement>>. (Consulted August 18, 2018).

⁷⁸ See *Haiti Libre*: « Le Projet de loi du Fonds National pour l'Éducation (FNE) voté finalement au Sénat ». Disponible à : <<http://news.anmwe.com/haiti-le-projet-de-loi-du-fonds-national-pour-leducation-fne-vote-finalement-au-senat/>>. (Consulted July 4, 2017).

⁷⁹ Parafiscality designates "a number of compulsory deductions made on individuals or businesses, in order to finance a specific set of specific benefits" (Maitrot, s.d.).

⁸⁰ The PSUGO is referenced under the « Code : 1311-1-12-53-17 » in the finance laws and under the title: « Sous-programme de scolarisation ».

prepared by the program coordination unit (Cellule de coordination, 2013: 9). The analysis in Table 8.1 clearly illustrates that the subsidy for children's schooling in non-State schools accounted for 78% of the funds provided. While there was no capital expenditure, the second goal of the program was to create 800 new public schools.⁸¹

Table 8.1 Activities and anticipated resources under the PSUGO, 2011- 2016

| | ACTIVITIES | Total resources anticipated | | %** |
|----|--|-----------------------------|--|-----------------|
| | | HTG* | USD (Exchange rate: 39,9405 HTG/USD) | |
| 1 | Staffing of the schools and the coordinating office of the program, in qualified human resources | 1 442 500 000,00 | 36 116 223 | 11,82 % |
| 2 | Identification of children to be educated in the l'Ouest and l'Artibonite departments. | 28 266 111,00 | 707 705 | 0,23 % |
| 3 | Implementation and maintenance of a database for the PSUGO | 35 000 000,00 | 876 304 | 0,29 % |
| 4 | Reinforcement of an information system | 253 000 000,00 | 6 334 422 | 2,07 % |
| 5 | Subsidies for children in non-public schools | 9 493 795 385,00 | 237 698 461 | 77,81 % |
| 6 | Elimination of school fees for students in public schools | 538 498 475 00 | 13 482 517 | 4,41 % |
| 7 | Audit of schools registered in the program | 101 000 000,00 | 2 528 762 | 0,83 % |
| 8 | Reinforcement of coordination and communication | 121 856 000,00 | 3 050 938 | 1,00 % |
| 9 | Follow-up evaluation of the program | 97 207 029,00 | 2 433 796 | 0,80 % |
| 10 | Training of masters and school directors, school supervision | 40 000 000,00 | 1 001 490 | 0,33 % |
| 11 | Attention to homeless children | 50 000 000,00 | 1 251 862 | 0,41 % |
| | GENERAL TOTAL | 12 201 123 000,00 | 105 482 480 | 100,00 % |

Source: Coordination Unit (2013: 9; Table 2).
Notes: * Data from the Coordination Unit. **Author calculations

On September 9, 2011, a presidential decree formalized a tax of 0.23 USD per minute on incoming and outgoing international calls, of which 0.05 USD of any fees⁸² would go to an account at the Bank of the Republic of Haiti (BRH) to fund the FNE. The mechanism, launched on May 26, 2011, was supposed to generate \$3 million USD monthly for anticipated international "traffic" of 60 million minutes per month. However, even if we exempt "by-passing," which is an illegal call redirection action, international telephone traffic is increasingly competing with applications such as "WhatsApp" and "Skype". In fact, international traffic has only reached 63% of the expected communication performance. The data available on the official website⁸³ of CONATEL⁸⁴ show the tax revenue that the mechanism allows: \$142.3 million USD collected for the period from June 15, 2011 to March 9, 2017, an average

⁸¹ The specific objectives pursued by the PSUGO are as follows: Facilitate free access to the first two basic schooling cycles to 1,500,000 students from age 6 to 12 ; ensure free basic education for all children in public schools by eliminating fees; create 800 new public schools; recruit and train 8,500 new teachers (Cellule de coordination 2013).

⁸² CONATEL, to which operators are supposed to transfer the collected funds, is supposed to then deposit these funds into an account at the BRH. It is, however, "entitled to levy management fees of the order of 7 to 8%," indicates one of its former directors general.

⁸³ See < <http://www.conatel.gouv.ht/node/38>>. (Consulted July 28, 2017).

⁸⁴ Available in Figure A.8 in Annex 4.

performance of \$2.2 million USD (73% of anticipated amounts), and \$26.7 million annually USD.⁸⁵

CONATEL, to which the operators transfer funds collected, would then deposit the funds in an account at the BRH to finance the PSUGO (see Table A.8 in Annex 4). Through the financing law, the funds are transferred from the BRH to the Ministry of the Economy and then to the Ministry of Planning, specifically into the investment part of the budget and finally to the Ministry of Education. CONATEL is, however, “entitled to collect management fees of 7% or 8%” according to one of the former director generals. The Ministry of Education has a key role in the management of spending for the PSUGO (e.g. from donor contributions and projects financed in-country).

As the fund is based in the BRH, questions related to specific spending must be directed to the bank. However, this information may be available at the end of the year from the Supreme Court of Accounts and Administrative Disputes (*le Cour superieure des comptes et du contentieux administrative*; CSCCA) after the implementation of the budget. The CSCCA has the legal authority and mandate to review the effectiveness of government spending. While the law has been passed, the FNE is not yet established institutionally (e.g. with staff, administration, etc.). The law, comprised of 39 articles and 6 chapters, creates and organizes the FNE, envisioning a general director who would be guided by a board of directors where ministries (e.g. education, economy, Haitians living abroad, planning, and a teacher union representative) would sit.

The second lever, launched on June 15, 2011 and prioritized by the Martelly administration, consists of a levy of \$1.50 USD on all incoming or outgoing international bank transfers. The balance of payment items refer to as “sending workers' funds” (« *Envoi de fonds des travailleurs* »).

Analysis of this payment balance shows it has increased but at a slow rate, suggesting that this funding mechanism will become less effective over time. Table 8.1 reports available statistics. About 61 million remittances are received or paid in Haiti (94%), or shipped from Haiti (6%). Transfer counters are the preferred operators for these transactions (98%). On average, the Haitian financial system records 9.9 million transferred transactions annually. Of the six years of operation, about \$92 million USD has been collected,⁸⁶ an annual average of \$15.5 million USD, which together with \$28 million USD from international calls, leads to overall performance of approximately \$44 million USD generated annually by the two financial mechanisms (Table A.7 in Annex 4). As we have seen, payments to schools are worth an average of \$43.1 million USD annually, which allows resources collected only through these two financial mechanisms that were activated before the law was voted in June 2017, to cover jobs in the system.

⁸⁵ Our annual average of \$28.45 million USD includes the amount from the first year: \$36.56 million USD, which results in our aggregation of funds collected between May and September 2011 and those from the fiscal year 2011-12 (October 1, 2011 – September 30, 2012).

⁸⁶ See Table A.9 in Annex 4.

IX. Recommendations

This study finds that recent education sector initiatives are lacking when it comes to sustainability and adequate funding of programming. The largest proportion of spending on basic education in Haiti comes from the government (76%), but the effectiveness of this public expenditure is low when we look at outcomes. In addition, the education system has not yet managed to produce the human capital indispensable for the convergence desired for 2030 in the PSDH.⁸⁷ Higher education is not, at least to this day, training teachers needed for basic school coverage of the 2.6 million children who currently attend it.

The study points to the following recommendations:

- Given the lack of evaluations of government strategies, USAID could support (along with a small group of donors, but maintaining leadership) an evaluation of Haiti's education goals over at least the last ten years. This is also a form of support to the ministry, but it will require effective State-donor coordination to move the process forward. In future support to the government, conditionality may be considered in relation to how the budget is prepared and executed, since it involves enormous anomalies, inconsistencies and overlaps that do not facilitate a rigorous examination of public expenditure;
- Beyond USAID, if PTFs are determined to support effective government action, they must first encourage the adoption of a medium-term expenditure framework (un cadre des dépenses à moyen terme; CDMT) that would allow for prioritization and better efficiency of public spending, along with better accountability. In the short- and medium-term, attention should be focused on strategic development objectives and better budget preparation. It is clear that the coherence of country programs and the CDMT remains a challenge in itself;
- An assessment of management systems in the Ministries of Health, Education, and others in the coming year that could help target opportunities to explore the possibility of direct USAID funding support to these ministries; and
- Preference for training activities for primary school teachers should be given in UPRs. Such an approach would strengthen State and public universities as well as indirectly support capacity building in the regions. The State could increase the governance, regulations, and accreditation standards of all organizations involved in teacher education to advance the goals and objectives of the ministry.
- Stated differently, given the limits in terms of the quantity of resources once eliminated by activation of different resource collection of the FNE, one of the main priorities should quality improvement expenditure in order to improve the efficiency of governance and learning outcomes in the classroom.

Additional challenges should also be considered when supporting the education sector in Haiti. As a means to address these challenges, USAID could further diversify its funding priorities while investing in the quality of the education system.⁸⁸ Diversification of investments in the education sector could create the conditions for a higher rate in future success (i.e. by supporting actions in the area of governance).

⁸⁷ Qualified emigration, meaning the percentage of people who have received a degree of higher training in Haiti, is increased: 73.9% (ONU-OCDE, 2013).

⁸⁸ A recent study on vocational training (Jacob 2017), financed by the Fund for the reconstruction of Haiti and the Inter-American Development Bank, recently demonstrated not only the difficulties of including those who have completed training in the workforce, the lack of access to credit for those wanting to start their own business; the lack of training of those who can teach in the sector; and the necessity of improving the trainings themselves to better improve access to employment for youth and to spur economic growth.

Furthermore, one of Parliament's flagship missions is to control the executive's action, but it is clear that it has not been able to play that role, nor even vote for the *lois sur les règlements* that would constitute the starting point for rationalizing public expenditure. It may therefore be important to advocate to Parliament for the systematic and regular voting of the *lois sur les règlements*. In the same vein, it would be better to involve committed and credible local civil society in a process of citizen watch and social monitoring of government action in the field of education.

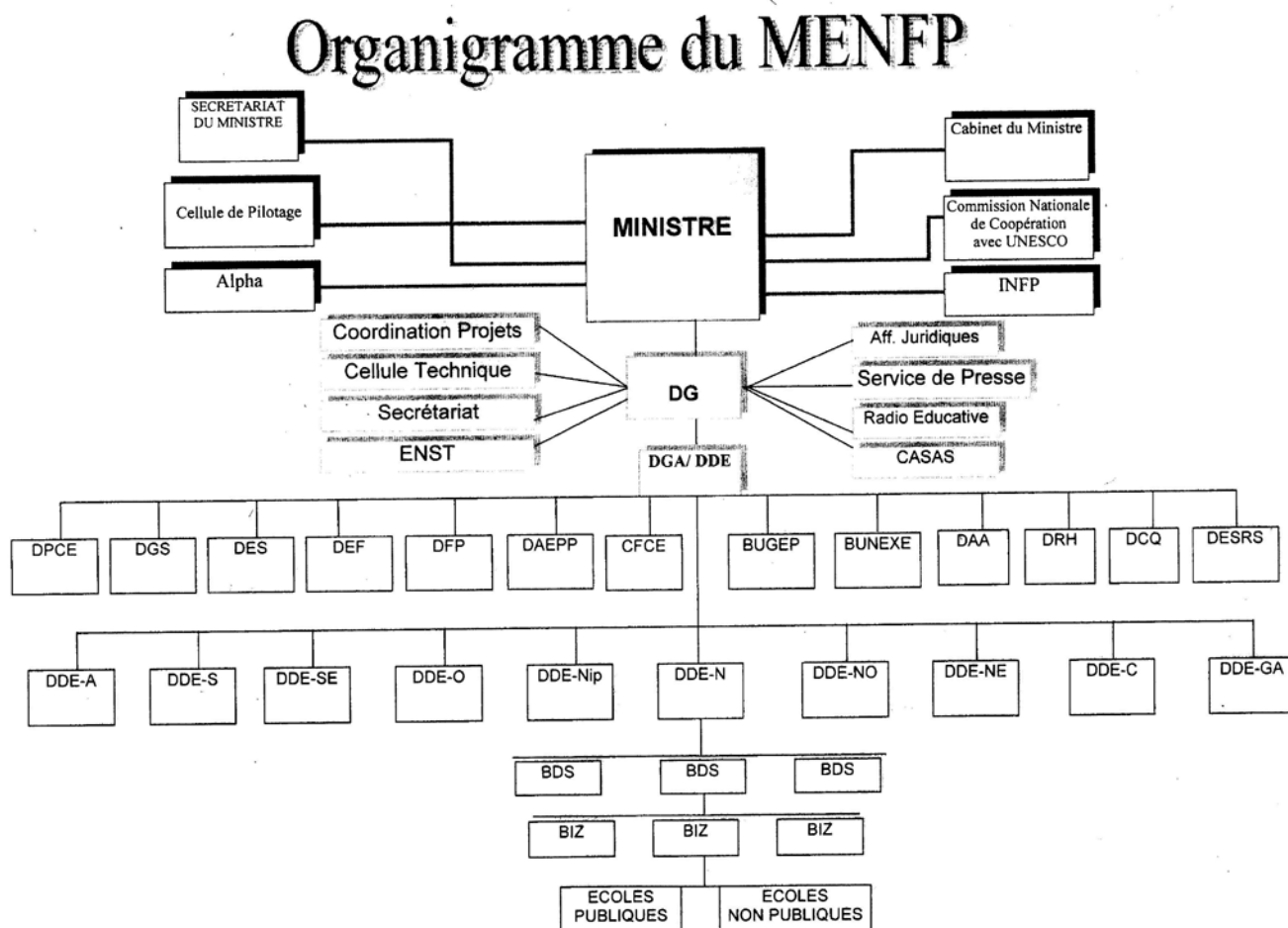
X. References

- Banque mondiale. (2014). *Évaluation des performances du système de gestion des investissements publics d'Haïti*. Port-au-Prince: Banque mondiale.
- _____. (21 novembre 2012). « Haïti améliore l'accès à l'éducation avec une stratégie gouvernementale ciblée ». Disponible à : <http://www.banquemondiale.org/fr/news/feature/2012/11/21/haïti-education-strategy> (consulté le 28 juillet 2017).
- Brunner, J.J. (2013). *The rationale for higher education investment in Ibero-America*. Working paper No. 319. OECD Development Centre.
- Bureau de Michel Joseph Martelly (mai 2011). *Le Fonds national pour l'éducation*. Disponible à : http://www.ezilidanto.com/zili/wp-content/uploads/2011/05/FNE_Presentation_final_Pdf_v5-0-pptx.pdf (consulté le 10 juin 2017).
- Cellule de coordination (du PSUGO). (Oct. 2013). *Bilan annuel 2012-2013*. Port-au-Prince : MENFP.
- CONATEL (2017). *Programme de scolarisation universelle gratuite et obligatoire (PSUGO)*. Disponible à : <http://www.conatel.gouv.ht/node/38> (consulté le 28 juillet 2017).
- Dorsainvil, D. (2015). *Évaluation du financement public de la politique de protection sociale : Une lecture spéciale du Programme Ede Pèp*. Commission économique pour l'Amérique latine et les Caraïbes (CEPALC).
- GdH. (2012). *Projet de loi portant création, Organisation et fonctionnement du Fonds National pour l'Éducation (FNE)*. Port-au-Prince : Conseil des ministres du 27 juin 2012.
- GTEF (2010). *Pour un pacte national sur l'éducation en Haïti : Rapport au Président de la République*. Port-au-Prince : GTEF.
- Haïti Libre (27 avril 2012) : « Haïti-Télécommunication : C'est officiel, la compagnie Haïtel est sous-séquestre ». Disponible à : <http://www.haitilibre.com/article-5511-haiti-telecommunication-c-est-officiel-la-compagnie-haitel-est-sous-sequestre.html> (consulté le 29 juillet 2017).
- Haïti Libre. « Le Projet de loi du Fonds national pour l'éducation (FNE) voté finalement au Sénat ». Disponible à : <http://news.anmwe.com/haïti-le-projet-de-loi-du-fonds-national-pour-leducation-fne-vote-finalement-au-senat/> (consulté le 4 juillet 2017).
- Hallack, J. (1969). *Coûts et dépenses en éducation*. Paris : Institut international de planification de l'éducation, UNESCO.
- IHSI. (2005). *Enquête sur les conditions de vie en Haïti*. Port-au-Prince : IHSI.
- _____. (2009b). *Grandes leçons socio-économiques tirées du IVe RGPH*. Port-au-Prince : IHSI.
- Jacob, S. et Mathurin, C. (à paraître, 2018). *Économie politique et gouvernance de l'éducation en Haïti au 21e siècle ou l'art du Paradoxe*. Pétiion-Ville : Les éditions Pédagogie Nouvelles SA.
- Jacob, S. (2017). *Étude coût-emploi sur les sortants de la formation technique et professionnelle*. Port-au-Prince : BID/FRH/UCP-INFP- StecmaConsulting.
- Jacob, S. (2016). *Identification, cadre d'intervention et de travail des ONG en éducation en Haïti*. Port-au-Prince : StecmaConsulting.
- Jacob, S. (2008). *Capital humain, productivité agricole et rationalité des agriculteurs : Une Étude empirique avec application de l'approche « 'Data Envelopment Analysis »' sur données d'Haïti*. PhD dissertation in Economics of Development (University of Auvergne, Clermont;

- and French West Indies University, France).
- Logiste, J. (2015). *Cartographie des interventions des partenaires techniques et financiers (PTF) dans le secteur éducatif en Haïti*. Port-au-Prince : Groupe sectoriel Éducation.
- Maitrot, J.-C. (s.d.). « Parafiscalité ». Encyclopædia Universalis [en ligne]. Consulté le 10 août 2017. Disponible à : <<http://www.universalis.fr/encyclopedie/parafiscalite/>>.
- MEF (2017). *Projet de loi de finances 2017-2018*. Port-au-Prince : MEF.
- MENFP (2014). *Annuaire statistique*. Port au-Prince : MENFP.
- _____. (2011). *Vers la refondation du système éducatif haïtien : Plan opérationnel 2010-2015 des recommandations du GTEF*. Port-au-Prince : MENFP.
- _____. (2007). *Stratégie nationale d'Action Education Pour Tous*. Port-au-Prince : MENFP.
- Moniteur (Le). (Lundi 19 novembre 2007). *Loi créant et organisant l'Office national de partenariat en éducation (ONAPE)*. Port au Prince : Le Moniteur.
- Moisset, J.J. et Mérésier, G.G.(2001). *Coût, financement et qualité de l'éducation en Haïti. Perspective comparative : École publique et école privée*. Port-au-Prince : MENJS.
- ONU-OCDE (2013). *Les migrations internationales en chiffres*. Contribution conjointe des Nations Unies/DAES et de l'OCDE au Dialogue de haut niveau des Nations Unies sur les migrations et le développement, 3-4 octobre 2013.
- PhareView (2014). *Étude sur l'accès à l'éducation des enfants et des jeunes dans la tranche d'âge 6-18 ans*. Port-au-Prince : USAID.
- Pierre, V. (2012). *Présentation du PSUGO et FNE à Miami (10 décembre)*. Port- au-Prince : MENFP.
- Sénat (Le). 2017. *Projet de loi portant création, organisation, et fonctionnement du Fonds national pour l'éducation (FNE)*. Port-au-Prince : Le Sénat.
- Smith, A. (1776 ; new edition 2004). *The wealth of nations*. New York : Barnes & Nobles Books. (Introduction by Prasannan Parthasarathi).
- Suzuta, E. (2011). *Education in Haïti : An overview of Trends, Issues and Plans*. Paper prepared for the WiseHaiti workshop held in Port au Prince.
- Tardieu, C. (17 juillet 2016). *Le PSUGO, une des plus grandes arnaques de l'histoire de l'éducation en Haïti*. Disponible à < <http://www.haitimedia.com/le-psugo-une-des-plus-grandes-arnaques-de-lhistoire-de-leducation-en-haiti/>>. (Consulté le 19 juin 2017).
- UNFPA (2013). *Évolution de la fécondité et de la planification familiale*. Port-au-Prince : UNFPA.
- UNICEF/MENFP. (2017). *Présentation des résultats de l'étude sur les enfants non scolarisés en Haïti*. Port-au-Prince : Unicef/MENFP.
- USI (2009). *Indicateurs de l'éducation. Directives techniques*. Paris : UNESCO.

XI. Annexes

Annex I. MENFP Organization Chart



Source : MENFP, 2007. Note : La Cellule de pilotage a été démantelée fin 2011 sans que sa mission soit prise en charge par une autre structure du système. De même, l'actuelle administration n'a pas renouvelé la Direction Générale Adjointe.

Annex 2. Interview Guides

AVEC LES ANCIENNES AUTORITÉS DU MENF (28 juin 2017)

- Comment se pose aujourd'hui la problématique PSUGO?
- Quelle est la situation financière du PSUGO aujourd'hui ?
- Comment le PSUGO arrive-t-il à avoir autant de dettes?
- Comment le Ministère ou le gouvernement doit-il envisager le futur ?
- Le MENFP prépare actuellement un nouveau Plan, comment y sera adressée la problématique de la scolarisation universelle ?

AVEC LES ANCIENNES AUTORITES DU MEF (28 juin 2017)

- Comment se présente la réalité du PSUGO au niveau du MEF sur le plan financier ?
- Quelles mesures ont été prises en ce qui concerne les arriérés de salaires par le gouvernement provisoire ?
- Qu'ont révélé les audits et inspections du MEF dans les 10 départements ?

AVEC LES ANCIENNES AUTORITES DU CONATEL (21 juin 2017)

- Quelle est aujourd'hui la réalité du mécanisme de collecte des ressources financières sur les appels internationaux ?
- Comment se comporte le trafic des appels ?
- Les performances du trafic ont-elles correspondu à vos attentes ?
- Quelle en est la performance en termes de ressources générées ?
- Comment se comportent les opérateurs eu égard au versement des redevances financières collectées ?
- Que pensez-vous du projet de loi sur le FNE ?

AVEC LE RESPONSABLE DE LA SOCIETE CIVILE (31 août 2017)

- Le ministère de l'Éducation prépare actuellement son Plan décennal 2017-2027. En tant que représentant de la société civile, êtes-vous consulté ? Y-a-t-il concertation avec la société civile et les acteurs du monde de l'éducation?
- Nous savons que, parfois votre organisation effectue une veille citoyenne. Qu'avez-vous observé dans le secteur de l'éducation ?
- Dans quel segment du système faut-il concentrer les dépenses si on veut appuyer l'effort d'éducation? Et, comment le faire ?
- Quelles sont vos recommandations à court et à moyen termes ?

Annex 3. List of Interviewees

Angélu, Pierre André (Département de Supervision, BRH)

Altéma, Jean Marie (Ancien Directeur Général, CONATEL)

Bastien, Yves (Ministre de l'Economie des Finances, Gouvernement Provisoire, Février 2016-Mars 2017)

Desroches, Rosny (Directeur Exécutif de l'Initiative de la Société Civile)

Eliezer, Valdema (Chargé de mission, Dignité Transport Scolaire)

Jean Jacques, Jean Bouco (Directeur du Trésor, MEF)

Jean Pierre, Joel D. (Ancien Ministre de l'éducation, 2008-2011)

Joseph, Carl Henry (Chef de Service Suivi-Evaluation, UEP/MENFP)

Paul, Eliccel (Chef de Cabinet du Ministre de l'Education National et de la Formation Professionnelle du Gouvernement Provisoire (Février 2016-Mars 2017), et ancien Coordonnateur du PSUGO)

Piard, Romuald (Directeur, Dignité Transport Scolaire)

Pierre, Vanneur (Ancien Ministre de l'Education:Aout 2012-Mars 2014)

Annex 4. Supplemental Statistics

Table A.1 Pression fiscale (en % du PIB) dans la région Amérique Latine-Caraïbes, 2011

| Pays | Pression Fiscale |
|------------------------|------------------|
| Bahamas | 16,4% |
| Barbade | 27,4% |
| Belize | 23,4% |
| Brésil | 26,0% |
| Costa Rica | 14,4% |
| Dominique | 23,9% |
| El Salvador | 13,9% |
| Grenade | 18,3% |
| Guatemala | 10,9% |
| Honduras | 15,0% |
| Jamaïque | 23,4% |
| Nicaragua | 15,2% |
| République Dominicaine | 12,7% |
| Trinidad & Tobago | 29,2% |

Source: CEPAL, Fiscal Panorama of Latin America and the Caribbean, 2013, rapporté dans Dorsainvil (2015: 7; tableau 2).

TableA.2 Coefficients de Gini dans divers pays de la région Amérique Latine-Caraïbes

| Pays | Coefficient de GINI |
|--|---------------------|
| Belize | .531 |
| Bolivie | .563 |
| Brésil | .547 |
| Chili | .521 |
| Colombie | .559 |
| Costa Rica | .507 |
| Équateur | .493 |
| Guatemala | .559 |
| Haïti | .592 |
| Honduras | .570 |
| Jamaïque | .455 |
| Le Salvador | .483 |
| Panama | .519 |
| Paraguay | .524 |
| Pérou | .481 |
| République Dominicaine | .472 |
| Uruguay | .453 |
| Venezuela (République Bolivarienne du) | .448 |

Source: United Nations Development Program-Human Development Report, 2014. Rapporté dans Dorsainvil (2015 : 25; tableau 14).

Table A.3 Fréquentation scolaire par âge spécifique et chez les 6-12 ans

| Âge | Êtes-vous actuellement scolarisé ? | | | Population | Taux de Fréquentation |
|----------------|------------------------------------|---------|-----------|------------|-----------------------|
| | Oui | Non | Total | | |
| ≤ 2 | 0 | 0 | 0 | 754 720 | 0% |
| 3 | 147 724 | 130 253 | 277 976 | 277 976 | 53% |
| 4 | 180 345 | 77 079 | 257 424 | 257 424 | 70% |
| 5 | 222 621 | 47 970 | 270 592 | 270 592 | 82% |
| 6 | 201 445 | 32 978 | 234 423 | 234 423 | 86% |
| 7 | 232 810 | 32 428 | 265 238 | 265 238 | 88% |
| 8 | 248 675 | 21 740 | 270 415 | 270 415 | 92% |
| 9 | 274 535 | 21 567 | 296 102 | 296 102 | 93% |
| 10 | 199 907 | 8 958 | 208 865 | 221 150 | 90% |
| 11 | 176 697 | 6 626 | 183 323 | 194 209 | 91% |
| 12 | 279 102 | 9 820 | 288 921 | 305 860 | 91% |
| Total 6-12 ans | 1 613 171 | 134 116 | 1 747 287 | 1 787 396 | 90% |

Source : Calculs effectués à partir d'ECVMAS-2012. Dorsainvil (2015 : 48)

Table A.4 Ecoliers ayant bénéficié du programme du transport scolaire

| | 2014-15 2014-15 | 2015-16 2015-16 | 2016-17 2016-17 |
|------------|---------------------------|---------------------------|---------------------------|
| Ouest | 368,882 | 435,934 | 615,249 |
| Sud'est | 174,901 | 224,830 | 248,670 |
| Sud | 111,535 | 236,864 | 318,904 |
| Nippes | 108,525 | 158,774 | 172,824 |
| Nord'ouest | 134,518 | 124,213 | 34,518 |
| Centre | 80,768 | 110,339 | 134,977 |
| Artibonite | 138,771 | 174,970 | 203,101 |
| Grand'Anse | 112,417 | 134,108 | 110,553 |
| Nord | 208,324 | 260,360 | 350,565 |
| Total | 1,438,641 | 1,860,392 | 2,189,361 |

Source : Dignité-Transport Scolaire. Note : La flotte d'autobus fonctionnels en 2017 est de 280.

Table A.5 Crédits budgétaires ouverts pour l'éducation de base, 2010-18

| | 2009-10 | 2010-11 | 2011-12 | 2012-13 | 2013-14 | 2014-15 | 2015-16 | 2016-17* | 2017-18 | MOYENNE |
|---|----------------------|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|
| Credits MENFP (en % du budget general) | 9.16% | 10.51% | 16.02% | 14.70% | 13.69% | 16.61% | 17.28% | 18.02% | 15.90% | 14.65% |
| Fonctionnement MENFP (en % du budget MENFP) | 69.23% | 53.70% | 32.60% | 36.27% | 53.12% | 48.35% | 49.50% | 53.18% | 54.79% | 50.08% |
| Investissement MENFP (% du budget MENFP) | 30.77% | 46.30% | 67.40% | 63.73% | 46.88% | 51.65% | 50.50% | 46.82% | 45.21% | 49.92% |
| Fonctionnement MENFP | 5,639,997,572 | 5,997,454,997 | 6,318,249,255 | 7,012,349,614 | 8,629,306,945 | 9,852,014,632 | 10,492,148,108 | 11,345,714,866 | 12,558,217,124 | 8,649,494,790 |
| Investissement MENFP | 2,506,303,831 | 5,170,489,800 | 13,062,472,879 | 12,321,764,624 | 7,615,165,637 | 10,525,260,086 | 10,703,083,942 | 9,989,202,762 | 10,363,478,935 | 9,139,691,388 |
| TOTAL CREDITS MENFP (HTG) | 8,146,301,403 | 11,167,944,797 | 19,380,722,134 | 19,334,114,238 | 16,244,472,582 | 20,377,274,718 | 21,195,232,050 | 21,334,917,628 | 22,921,696,059 | 17,789,186,179 |
| TOTAL CREDITS MENFP (USD) | 195,010,291 | 279,614,547 | 474,155,387 | 456,831,503 | 371,362,497 | 447,284,975 | 406,492,923 | 325,541,034 | 365,818,251 | 369,123,490 |
| <i>dont</i> | | | | | | | | | | |
| <i>UPR et ENST (%)</i> | 0.39% | 0.47% | 0.49% | 0.56% | 0.00% | 1.35% | 0.28% | 0.61% | 0.57% | 0.53% |
| <i>Formation technique et professionnelle (%)</i> | 5.74% | 2.63% | 1.13% | 1.20% | 2.39% | 2.32% | 1.62% | 1.53% | 1.81% | 2.26% |
| <i>Alphabetisation(%)</i> | 1.51% | 0.76% | 0.03% | 0.70% | 1.06% | 0.44% | 0.24% | 0.05% | 0.00% | 0.53% |
| <i>Enseignement secondaire (%)</i> | 0.49% | 0.09% | 0.35% | 0.14% | 2.89% | 0.55% | 6.93% | 1.45% | 1.62% | 1.61% |
| Enseignement fondamental I et II (%) | 76.84% | 72.09% | 63.37% | 61.29% | 81.43% | 86.99% | 73.02% | 76.07% | 72.16% | 73.70% |
| <i>Education Prescolaire (%)</i> | 0.01% | 0.36% | 0.00% | 0.00% | 0.10% | 0.16% | 0.00% | 0.00% | 0.00% | 0.07% |
| <i>Autres (Depenses transversales)</i> | 15.02% | 23.60% | 34.63% | 36.10% | 12.12% | 8.18% | 17.91% | 20.31% | 23.84% | 21.30% |
| Enseignement Fond. I et II (USD) | 149,845,828 | 201,584,708 | 300,465,567 | 279,974,517 | 302,390,828 | 389,094,524 | 296,835,332 | 247,628,147 | 263,988,991 | 270,200,938 |
| Total Credits EDUCATION & FORMATION (HTG) | 9,031,245,641 | 12,726,531,272 | 20,921,722,179 | 21,984,339,037 | 18,565,744,570 | 22,930,048,635 | 27,509,373,698 | 27,515,287,544 | 29,964,771,735 | 21,238,784,924 |
| Total Credits EDUCATION & FORMATION (USD) | 216,194,535 | 318,637,255 | 511,856,432 | 519,451,707 | 424,428,755 | 503,318,838 | 527,588,738 | 419,844,844 | 478,222,046 | 435,504,794 |
| Credits totaux Education & Formation (% Budget total) | 10.15% | 11.97% | 17.29% | 16.71% | 15.64% | 18.70% | 22.42% | 23.24% | 20.78% | 17.44% |

Sources : Calculs de l'auteur à partir de données de différentes lois sur les finances. Le poste « crédits Éducation et Formation » nous permet de cumuler l'ensemble des crédits du MENFP et des autres crédits hors MENFP orientés vers des activités d'éducation et de formation.

Table A.6 Ventilation des dépenses (HTG) par rubrique, Octobre 2012-Septembre 2013

| Dépenses effectuées par rubrique | Montant |
|--|-------------------------|
| 11-Rémunérations principales | 396,790,588.55 |
| 14 Indemnités et primes diverses | 26,071,530.00 |
| 20-Services de base | 12,974,009.50 |
| 22-Transport et Déplacements | 9,509,550.00 |
| 23 Formation | 149,000.00 |
| 24- Loc. Immob. et mobilières | 1,467,223.06 |
| 25- Entretien sur biens mobiliers et immobiliers | 208,067.35 |
| 29- Serv. et charges Divers | 50,635,743.89 |
| 30- Fournitures et petit matériel | 5,468,117.43 |
| 31- Prod. chimiques & fourn. Énergétiques | 3,627,601.52 |
| 32- Produits de subsistance | 7,536,813.00 |
| 41 -Matériel de transport | 17,729,422.37 |
| 73-Allocations, subventions | 2,253,338,227.00 |
| Total | 2,785,505,893.67 |

Source : DAA/MENFP, Octobre 2013

Table A.7 Détails quantitatifs sur le PSUGO et son financement

| | | Exercice fiscal | | | | | Moy. Annuelle |
|--|---|------------------|------------------|------------------|------------------|------------------|------------------|
| | | 2011-12 | 2012-13 | 2013-14 | 2014-15 | 2015-16 | 2016-17 |
| Nbre d'écoles | Publiques | 2,414 | 2,418 | 2,138 | 2,493 | 2,493 | 2,391 |
| | Non Publiques | 7,439 | 8,292 | 6,262 | 5,527 | 4,373 | 6,379 |
| | TOTAL | 9,853 | 10,710 | 8,400 | 8,020 | 6,866 | 8,770 |
| | Croissance du nombre total d'écoles | | 8% | -28% | -5% | -17% | -10% |
| Nbre d'élèves | Ecoles publiques | 651,833 | 652,852 | 680,300 | 751,054 | 739,571 | 695,122 |
| | Ecoles non publiques | 371,240 | 746,321 | 785,674 | 550,356 | 407,771 | 572,272 |
| | TOTAL | 1,023,073 | 1,399,173 | 1,465,974 | 1,301,410 | 1,147,342 | 1,267,394 |
| | Croissance des effectifs | | 36.76% | 4.77% | -11.23% | -11.84% | 4.62% |
| Paievements aux écoles (HTG) | Ecoles publiques | | 803,145,170.00 | 172,291,300.00 | 134,575,628.00 | 147,914,200.00 | 314,481,575 |
| | Ecoles non publiques | | 1,828,538,504.10 | 1,679,005,583.89 | 1,992,130,380.90 | 1,885,584,852.00 | 1,846,314,830 |
| | TOTAL | 1,805,606,112.82 | 2,631,683,674.10 | 1,851,296,883.89 | 2,126,706,008.90 | 2,033,499,052.00 | 2,089,758,346 |
| | Tx de change moyen au dernier mois de l'exercice (HTG/USD) | 42.2606 | 43.7590 | 45.4867 | 51.8112 | 65.2016 | |
| TOTAL (USD) | 42,725,520.05 | 60,140,397.95 | 40,699,740.45 | 41,047,225.48 | 31,187,870.42 | 43,160,151 | |
| Besoins financiers théoriques du PSUGO* | Ressources théoriques (HTG) | 1,574,954,926.96 | 3,102,458,875.51 | 3,386,471,716.22 | 2,754,080,423.85 | 2,577,754,190.02 | - |
| Decaissement du Trésor, MEF (HTG) | Ressources (Credits fournis par le MEF) | 1,927,103,189.40 | 2,609,250,799.48 | 2,386,412,090.92 | 3,750,356,518.73 | 2,685,600,248.70 | 2,671,744,569.45 |
| | Emplois (Depenses du MENFP) | 1,805,606,112.82 | 2,387,245,850.37 | 2,379,990,730.80 | 3,466,016,122.40 | 2,939,868,252.32 | 2,595,745,413.74 |
| | Difference (Ressources-Emplois) | 121,497,076.58 | 222,004,949.11 | 6,421,360.12 | 284,340,396.33 | (254,268,003.62) | 75,999,155.70 |
| | Diff. Ressources théoriques-Emplois effect. | (230,651,185.86) | 715,213,025.14 | 1,006,480,985.42 | (711,935,698.55) | (362,114,062.30) | - |
| Redevances generees pour le FNE** | Appels internationaux entrants (USD) | 35,565,983.10 | 26,674,487.32 | 26,674,487.32 | 26,674,487.32 | 26,674,487.32 | 28,452,786.48 |
| | Transferts privés internationaux entrants et sortants (USD) | 15,038,403.00 | 13,107,835.50 | 14,383,513.50 | 16,473,648.00 | 18,622,329.00 | 15,525,145.80 |
| | TOTAL (USD) | 50,604,386.10 | 39,782,322.82 | 41,058,000.82 | 43,148,135.32 | 45,296,816.32 | 43,977,932.28 |
| | TOTAL (HTG) | 2,138,571,719.01 | 1,740,834,664.34 | 1,867,592,965.96 | 2,235,556,668.76 | 2,953,424,899.05 | 2,627,720,324.24 |
| Performance des Redevances generees | TOTAL (en % des Depenses effectives du MENFP) | 118.44% | 72.92% | 78.47% | 64.50% | 100.46% | 86.96% |
| | TOTAL (en % des besoins financiers théoriques) | 135.79% | 56.11% | 55.15% | 81.17% | 114.57% | 88.56% |
| | Ecart (Besoins théoriques -Dep. effectives) | 17.35% | -16.81% | -23.32% | 16.67% | 14.11% | 1.60% |
| | | | | | | | |

Sources : Calculs de l'auteur à partir des données MENFP, BRH et CONATEL. Notes :

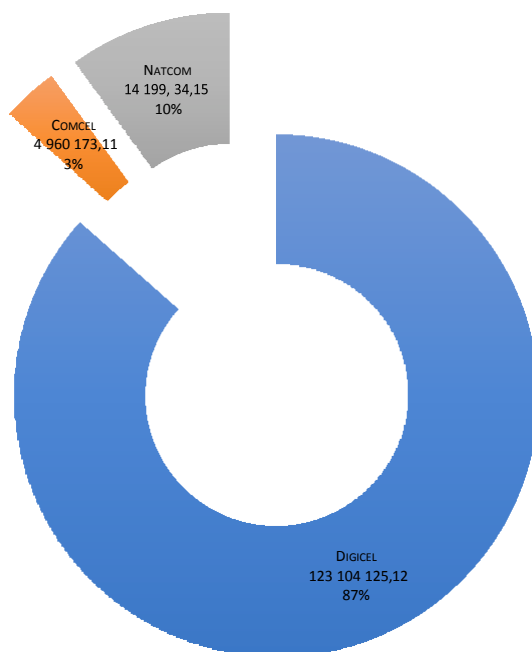
*Les besoins financiers théoriques du programme sont estimés en multipliant le nombre d'enfants dans les écoles publiques par la subvention unitaire annuelle de 250 HTG prévue ; tandis que pour les écoles privées, l'effectif (le nombre d'élèves) est multiplié par l'équivalent HTG, aux prix de la période concernée, des 90,00 USD par enfant.

**Pour les redevances générées pour le FNE, puisque la fiscalité dédiée qui a permis la collecte de ces ressources a été lancée officiellement avant l'exercice fiscal 2011-12, c'est-à-dire avant que les enfants ne soient effectivement dans les salles, nous assumons que les ressources n'ont été rendues disponibles pour être utilisées qu'au cours de l'exercice 2011-12. Pour cette raison, nous additionnons les ressources collectées à la fin de l'exercice 2010-11 à celles de l'exercice 2011-12. Il faut noter aussi que les redevances sur les transferts internationaux obtenus pour l'exercice 2016-2017 concernent les mois d'octobre 2016 à mai 2017.

*** Selon le bilan de la cellule de coordination, les dépenses incluent : les « dépenses de personnel » ; des « charges diverses » ; de la consommation du « petit matériel » ; des « immobilisations corporelles » ; des « Subvention, Quote-part et Contribution-Allocation et Indemnité »

**** Au 16 août 2017, la cellule de coordination PSUGO n'a été en mesure de fournir aucune donnée ; ni sur les écoles ni sur les élèves du programme. Pourtant, le programme n'est pas réputé officiellement clôturé par le gouvernement. C'est la raison pour laquelle, la colonne 2016-17 ne comporte que les informations sur les redevances générées.

Figure A.8 Ressources générées par les appels internationaux, juin 2011-mars 2017



Source : Calcul de l'auteur à partir des données du CONATEL

Table A.9 Nombre de transferts payés et expédiés, 2011-2017

| | 2010-11** | 2011-12 | 2012-13 | 2013-14 | 2014-15 | 2015-16 | 2016-17*** | TOTAL |
|----------------------|------------------------------------|------------------|------------------|------------------|-------------------|-------------------|------------------|-------------------|
| | COMPTOIRS TRANSFERTS DE BANQUES | | | | | | | |
| REÇUS | 1,987,849 | 7,373,684 | 8,066,973 | 8,836,722 | 10,280,055 | 11,679,980 | 9,027,065 | 57,252,328 |
| EXPÉDIÉS | 0 | 471,352 | 516,088 | 588,303 | 528,256 | 557,512 | 395,172 | 3,056,683 |
| TOTAL | 1,987,849 | 7,845,036 | 8,583,061 | 9,425,025 | 10,808,311 | 12,237,492 | 9,422,237 | 60,309,011 |
| REÇUS | 42,828 | 60,277 | 62,854 | 67,138 | 73,824 | 76,064 | 54,633 | 437,618 |
| EXPÉDIÉS | 0 | 89,612 | 92,642 | 96,846 | 100,297 | 101,330 | 69,523 | 550,250 |
| TOTAL | 42,828 | 149,889 | 155,496 | 163,984 | 174,121 | 177,394 | 124,156 | 987,868 |
| TOTAL GÉNÉRAL | 2,030,677 | 7,994,925 | 8,738,557 | 9,589,009 | 10,982,432 | 12,414,886 | 9,546,393 | 61,296,879 |
| Ressources (USD) | FNE 3,046,015.50 | 11,992,387.50 | 13,107,835.50 | 14,383,513.50 | 16,473,648.00 | 18,622,329.00 | 14,319,589.50 | 91,945,318.50 |

Source : Données de la BRH. Dernière rangée : Calculs de l'auteur. Note : *Le chiffre pour 2010-11 contient les transferts expédiés et payés. ** Juin-septembre 2011. ***Octobre 2016-mai 2017.

Table A.10 Les enseignants du Programme en 2012

| Département | Nombre |
|-----------------|--------------|
| Centre | 503 |
| Grand Anse | 1,021 |
| Nippes | 290 |
| Nord | 1,419 |
| Nord Est | 325 |
| Nord Ouest | 499 |
| Sud | 323 |
| Sud Est | 473 |
| Ensemble | 4,853 |

Source : MENFP, 2012

Table A.11 Dépenses effectuées dans le cadre du PSUGO, Octobre 2012- Septembre 2013

| Rubriques | Total en gourdes |
|--|------------------|
| Dépenses de Personnel | 422,862,618.55 |
| Services et Charges Diverses | 73,929,288.80 |
| Achat Biens et Consommation et Petit Matériel | 17,223,598.95 |
| Immobilisations Corporelles | 18,152,160.37 |
| Subvention, Quote-part et Contribution-Allocation et Indemnité | 2,253,338,227.00 |
| Total (HTG) | 2,785,505,893.67 |

Source : DAA / MENFP, Octobre 2013

Table A.12 Dépense annuelle de scolarité par famille et par enfant selon le cycle d'études

| | 2006 | | | 2010 | | |
|--------------|----------------------|-----------------|--------------------|-------------------|-----------------|-----------------------|
| | HTG courantes, 2001* | US\$ courants** | % du PIB/capita ** | HTG courantes *** | US\$ courants** | En % du PIB/capita ** |
| Préscolaire | 2 514 | 62,95 | 18% | 4,675 | 117 | 18% |
| Fond. 1 et 2 | 3 605 | 90,18 | 26% | 6,232 | 158 | 24% |
| Secondaire | 7 224 | 180,6 | 52% | 14,000 | 350 | 54% |

Source : *IHSI (2003 : 101), GTEF (2010 : 152) et ** calculs propres (Jacob 2009 ; MENFP 2011).

Table A.13 Enseignants et élèves du fondamental I et II par département 2010-2011

| Département | Nombre d'élèves | Nombre d'enseignants dans le fondamental I et II | Ratio élèves/enseignants |
|-------------|-----------------|--|--------------------------|
| Artibonite | 405,496 | 10,585 | 38 |
| Centre | 201,566 | 4,725 | 43 |
| Grand'Anse | 122,297 | 2,740 | 45 |
| Nippes | 83,960 | 2,532 | 33 |
| Nord | 243,329 | 6,803 | 36 |
| Nord'Est | 101,935 | 2,362 | 43 |
| Nord'Ouest | 169,195 | 4,927 | 34 |
| Ouest | 835,334 | 25,343 | 33 |
| Sud | 158,806 | 4,641 | 34 |
| Sud-Est | 133,062 | 3,768 | 35 |
| Haïti | 2,454,980 | 68,426 | 36 |

Source : MENFP/DPCE.

Table A.14 Décaissements du MEF en faveur du PSUGO

| Exercice | Prévision | Allocation | Décaissement | Différence/ Allocation-Dec. | Différence/Prévision- Dec | Pourcent age Décaissé |
|--------------|-----------------------|-----------------------|-----------------------|--------------------------------|------------------------------|-----------------------------|
| 2011-2012 | 2,239,884,182 | 1,992,000,000 | 1,927,103,189 | 64,896,811 | 312,780,992 | 97% |
| 2012-2013 | 4,038,636,157 | 2,156,000,000 | 2,681,888,000 | 525,888,000 | 1,356,748,157 | 124% |
| 2013-2014 | 4,571,327,145 | 2,300,000,000 | 3,256,731,040 | 956,731,040 | 1,314,596,105 | 142% |
| 2014-2015 | 3,931,322,612 | 4,602,864,200 | 1,856,211,929 | 2,746,652,271 | 2,075,110,683 | 40% |
| 2015-2016 | 3,886,630,449 | 2,567,462,200 | 2,682,980,294 | 115,518,094 | 1,203,650,154 | 104% |
| 2016-2017 | 2,852,890,722 | 2,400,052,141 | 1,007,726,102 | 1,392,326,039 | 1,845,164,620 | |
| Total | 18,667,800,544 | 16,018,378,541 | 12,404,914,453 | 1,213,411,947 | 6,262,886,092 | 77% |

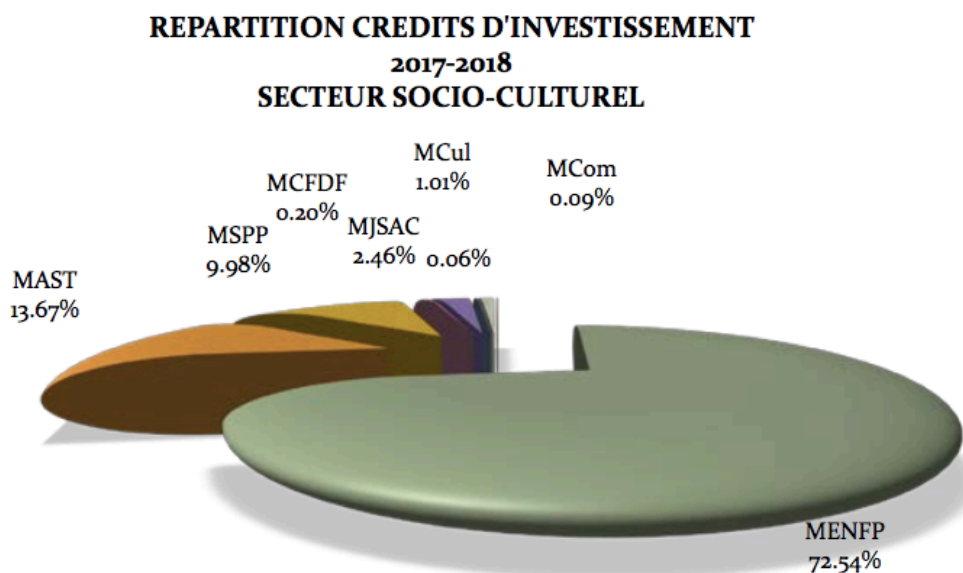
Source : MEF.

Table A.15 Les finances publiques haïtiennes : Indicateurs macro-économiques sélectionnés (2009-2018)

| | 2009-10 | 2010-11 | 2011-12 | 2012-13 | 2013-14 | 2014-15 | 2015-16 | 2016-17* | 2017-18 |
|--|----------------------|----------------------|----------------------|----------------------|----------------------|----------------------|----------------------|----------------------|----------------------|
| Taux de change (HTG/USD) | 41,7737 | 39,9405 | 40,8742 | 42,3222 | 43,7429 | 45,5577 | 52,1417 | 65,5368 | 62,6587 |
| PIB (prix courants, milliards HTG) | 266 952 000 000 | 302 854 000 000 | 328 061 000 000 | 364 811 000 000 | 392 315 000 000 | 423 644 000 000 | 484 351 000 000 | | |
| PIB (prix courants, milliards USD) | 6 390 432 258 | 7 582 629 161 | 8 026 114 273 | 8 619 849 630 | 8 968 655 485 | 9 299 064 703 | 9 289 129 430 | | |
| PIB par habitant (USD actuels) | 634 | 740 | 771 | 815 | 835 | 852 | 839 | | |
| Taux de croissance réel du PIB (%) | -5,50 % | 5,50 % | 2,90 % | 4,30 % | 2,80 % | 1,20 % | 1,40 % | | |
| Population | 10 085 214 | 10 248 306 | 10 413 211 | 10 579 230 | 10 745 665 | 10 911 819 | 11 078 033 | 11 244 774 | 11 411 527 |
| Croissance de la population | 1,63 % | 1,62 % | 1,61 % | 1,59 % | 1,57 % | 1,55 % | 1,52 % | 1,51 % | 1,46 % |
| Budget général (HTG) | 88 942 900 943 | 106 284 926 099 | 121 000 978 209 | 131 543 490 810 | 118 680 548 947 | 122 649 683 349 | 122 679 830 801 | 118 380 130 650 | 144 200 000 000 |
| Fonctionnement | | 35 840 726 547 | 40 687 417 856 | 44 042 235 507 | 49 978 501 567 | 56 026 598 354 | 65 836 000 000 | 75 910 000 000 | 85 320 000 000 |
| Investissement | | 70 444 199 552 | 80 313 560 353 | 87 501 255 303 | 68 702 047 380 | 66 623 084 995 | 56 843 830 801 | 42 470 130 650 | 58 880 000 000 |
| BUDGET GÉNÉRAL (USD) | 2 129 160 236 | 2 661 081 511 | 2 960 326 519 | 3 108 143 972 | 2 713 138 565 | 2 692 183 393 | 2 352 816 092 | 1 806 315 393 | 2 301 356 396 |
| Crédits budgétaires ouverts par habitant (HTG) | 8,819 | 10,371 | 11,620 | 12,434 | 11,045 | 11,240 | 11,074 | 10,528 | 12,636 |
| Crédits budgétaires ouverts par habitant (USD) | 211 | 260 | 284 | 294 | 252 | 247 | 212 | 161 | 202 |
| Crédits budgétaires ouverts par habitant (% PIB/hab) | 33 % | 35 % | 37 % | 36 % | 30 % | 29 % | 25 % | | |

Sources : Calculs de l'auteur sur la base de données BRH (PIB ; taux de change), MEF (Lois sur les finances ; décrets établissant le budget général de la population).

Figure A.16 Le budget 2017-18



Source : « Documents annexes au Budget 2017-2018 » Disponible à http://mef.gouv.ht/docs/17_18_documents_annexes_projet_de_loi_de_finances.pdf

Table A.17 Ressources alloués à la MENFP

| | Ressources Nationales | Ressources Externes | | | Total PIP |
|-----|-----------------------|---------------------|---------------|---------------|----------------|
| | Trésor Public | Bilatérale | Multilatérale | Totale RE | |
| HTG | 3,700,157,952 | 85,000,000 | 6,578,320,983 | 6,663,320,983 | 10,363,478,935 |
| USD | 59,052,581 | 1,356,555 | 104,986,554 | 106,343,109 | 165,395,690 |

Annex 5. List of Programs & Projects of PIP Education, 2009-2018

(Sources : Divers Lois de finances et Décrets établissant le Budget de la République)

Table V.1. PIP-Enseignement fondamental, 2009-2018

| ENSEIGNEMENT FONDAMENTAL | Bailleurs | 2009-2010 | 2010-2011 | 2011-2012 | 2012-2013 | 2013-2014 | 2014-2015 | 2015-2016 | 2016-2017* | 2017-18 | Moyenne |
|--|---------------|----------------------|----------------------|----------------------|----------------------|----------------------|----------------------|----------------------|----------------------|----------------------|----------------------|
| Appui à la réforme de l'éducation-PHARE | USAID | 264,000,000 | 492,000,000 | | | | | | | | |
| Programme de renforcement de la qualité de l'éducation (PARQUE/SACPAR) | UE | 27,522,000 | 17,200,000 | | | | | | | | |
| Appui au renforcement de la qualité de l'éducation II | UE | | | 13,122,500 | 17,387,500 | | | | | | |
| Appui au STACAP (PARQUE II) | UE | 15,000,000 | 14,000,000 | | | | | | | | |
| Credit d'échange/Frais de scolarité | ACDI | 67,314,236 | | | | | | | | | |
| Construction de l'EFACAP Savane du Bois | Espagne | | | 17,500,000 | 33,280,000 | | | | | | |
| Appui à l'amélioration de l'éducation préscolaire et de l'enseignement fondamental | Unicef | | | 538,490,760 | | | | | | | |
| Appui à l'éducation fondamentale (EFACAP) de savanes du Bois à Margot phase III FAES | Espagne | | | | | 21,024,675 | | | | | |
| Implémentation du plan de restructuration et de modernisation de l'offre de services éducatifs dans le Sud'Est I (PREMOSE phase II FAES) | Espagne | | | | | 157,836,420 | | | | | |
| Programme d'appui au renforcement de la qualité | UE | 256,872,000 | | | | | | | | | |
| Appui aux services directs d'éducation de base | USAID | | 80,000,000 | 80,000,000 | | | | | | | |
| Projet Tout moun ap Li - Total | USAID | | | | | 193,005,000 | | | | | |
| Appui à la rentrée scolaire (dotation de matériels) | | | | | | | | | | | |
| | Tresor Public | 40,000,000 | 510,000,000 | 510,000,000 | 474,000,000 | | | | | | |
| | BID | | 1,040,000,000 | | | | | | | | |
| Appui à la reconstruction du système éducatif | ACDI/BM | | | 973,060,000 | | | | | | | |
| Mise en place de la plateforme de logiciel pour le PSUGD | PetroCarbe | | | | | 13,560,000 | | | | | |
| Accès à l'éducation primaire- Rentrée scolaire 2010-2011/Ouest | ACDI/BID | | | | | 90,000,000 | 90,000,000 | | | | |
| Sud Est | | | | | | | | | | | |
| Projet d'appui à l'enseignement fondamental en vue d'améliorer l'accès à la qualité de l'éducation des enfants des écoles nationales | Espagne | 15,400,000 | | | | | | | | | |
| Appui au renforcement de la qualité de l'éducation | ACDI | | | 307,300,000 | | | | | | | |
| Scolarisation pour les enfants vulnérables et les enfants en ages scolaire dans le pays (PRONEI-PHENASECO) implantation d'écoles dans les sections communales/PRONEI (PHENASECO-PA4) | Tresor public | 35,000,000 | 60,000,000 | 60,000,000 | | | | | | 10,000,000 | |
| E ducation pour Tous Phase II | BM | 352,000,000 | 507,375,000 | 672,000,000 | 672,000,000 | 1,215,000,000 | | 104,000,000 | | 1,509,321,931 | |
| Cantines Scolaires | PAM | | | | | 386,462,664 | 310,906,395 | 4,361,370,052 | 4,361,370,052 | 4,361,370,052 | |
| Formation initiale accélérée des maîtres | | | | | | | | | | | |
| | Tresor Public | 72,000,000 | 65,500,000 | | | | | | | | |
| | BM | 88,000,000 | 168,000,000 | | | | | | | | |
| | | 38,255,953 | | | | | | | | | |
| Appui aux écoles nationales du Nord-ouest et de l'Arbonne (UNICEF) | | | | | | | | | | | |
| Amélioration de la qualité de l'enseignement en Haïti | Canada | | | | | | | | | | |
| Appui à la formation continue des enseignants | USAID | | | 140,000,000 | 210,912,000 | | | | | | |
| Appui à la mise en oeuvre du plan opérationnel de l'éducation et de la réforme (FAES)- HAL-1080 | BID | | | | | | | | | 333,900,000 | |
| Mise en place des jardins scolaires dans les réseaux EFACAP | Tresor Public | | | | | | | | | 10,000,000 | |
| Achèvement de la construction de l'EFACAP Moriseau d'Aquin (Tresor public) | Tresor Public | | | | | | | | | | |
| | Canada | | | | | 13,500,000 | 18,000,000 | 18,000,000 | | | |
| Achèvement de la construction de l'EFACAP Michel Lazare des Cayes | Tresor Public | | | | | 127,236,191 | 15,000,000 | 15,000,000 | | | |
| Accroissement de l'accès à l'éducation de qualité (HA-L-1049) | BID | | | | | | 1,240,200 | 113,400,000 | | | |
| Support à la restructuration du secteur de l'éducation-HAL-1049 | BID | | | | | 735,435,000 | | | | | |
| Accroissement de l'accès à l'éducation de qualité (HA-L1077) | BID | | | | | | | | | 1,752,975,000 | |
| Accroissement à l'éducation de qualité (HA-L1080) | BID | | | | | | | | | 654,129,000 | |
| Achèvement de la construction de l'EFACAP Sal Tadere du centre | Tresor Public | | | | | | 20,000,000 | 20,000,000 | | | |
| Achèvement de la construction de l'EFACAP de Marfranc de Jérémie | Tresor Public | | | | | | 20,000,000 | 20,000,000 | | | |
| Achèvement de l'école nationale de Saint Hélène | Tresor Public | | | | | | 10,000,000 | 10,000,000 | | | |
| Construction de l'école nationale Le Gras à Port Margot | Tresor Public | | | | | | 8,500,000 | 15,000,000 | | | |
| Consolidation des écoles de la zone frontalière (Centre, Nord'Est, Sud'Est, Ouest) | Tresor Public | | | | | | | 30,000,000 | | | |
| Reforme du curriculum du système éducatif haïtien | Tresor Public | | | | | 20,000,000 | 15,000,000 | | | | |
| Appui à la qualité (révision de curriculum) | BM | | 40,000,000 | | | | | | | | |
| Achèvement de la construction de l'EFACAP SALTADERE des Cayes | | | | | | | | | | | |
| | Tresor Public | | | | | | 30,000,000 | | | | |
| | Canada | | | | | | 43,000,000 | | | | |
| Achèvement de la construction de l'EFACAP de Marfranc de Jérémie | | | | | | | | | | | |
| | Tresor Public | | | | | | 20,000,000 | | | | |
| | Canada | | | | | | 43,000,000 | | | | |
| Projet d'urgence de reconstruction d'établissements scolaires (PURES) | BM | | | 73,354,991 | | | | | | | |
| FAES-440-D-RT | | | | | | | | | | | |
| Reconstruction des services éducatifs du Sud'Est (TOT PREMOSE) FAES | BID | | | 128,725,000 | 630,000,000 | | | | | | |
| Appui à la reconstruction infrastructures éducatives (PARE) 2153/GR-GA FAES | BID | | | | 64,114,000 | | | | | | |
| Support à la restructuration du secteur de l'éducation-HAL-1049 | BID | | | | | 735,435,000 | | | | | |
| Appui à la reconstruction Education (ARSE)2464/SF-HA-FAES | BID | | | 1,961,430,100 | 740,880,000 | | | | | | |
| Appui à la mise en place du système d'information statistique éducative | Unesco | | | | 3,101,754 | | 3,101,754 | | | | |
| Appui à la mise en oeuvre du système d'information statistique éducative-appui au recensement | UNICEF | | | | | 9,900,000 | | | | | |
| Amélioration de la qualité de l'enseignement en Haïti | Canada | | | | | 74,477,327 | 43,000,000 | | | | |
| Mise en place des jardins scolaires dans les réseaux EFACAP | Tresor Public | | | | | 184,500,000 | 356,495,000 | 30,000,000 | | | |
| Appui à la mise en place de politique sur la formation initiale et continue des enseignants | ACDI | 40,000,000 | 40,000,000 | | | | | | | | |
| Appui à l'accès et à la qualité de l'éducation | UNICEF | | | | | 110,000,000 | | | | | |
| Mise en place de laboratoires expérimentaux | PetroCarbe | | | | | 45,000,000 | | | | | |
| Formation des agents éducatifs | Unicef | | | | | 13,500,000 | | | | | |
| Construction de l'école nationale Danglisse | Tresor public | | | | | | | | | 5,000,000 | |
| Culture et Bêtonnage de l'école nationale de Pestel | Tresor public | | | | | | | | | 5,000,000 | |
| Construction de l'école nationale de Jéquin | Tresor public | | | | | | | | | 3,000,000 | |
| Construction de l'école nationale de Ze section Mathurin | Tresor public | | | | | | | | | 3,000,000 | |
| Construction de l'école nationale Morne rouge | Tresor public | | | | | | | | | 3,000,000 | |
| Achèvement de la construction de l'EFACAP de Moriseau d'Aquin | Tresor public | | | | | | | | | 16,000,000 | |
| Achèvement de la construction de l'EFACAP de Michel Lazare des Cayes | Tresor public | | | | | | | | | 15,000,000 | |
| Accroissement de l'accès à l'éducation de qualité (HA-L-1049) | Tresor public | | | | | | | | | 113,400,000 | |
| Achèvement de l'EFACAP SALTADERE du Centre | Tresor public | | | | | | | | | 12,500,000 | |
| Achèvement de l'EFACAP de Marfranc de Jérémie | Tresor public | | | | | | | | | 12,500,000 | |
| Construction de l'école nationale de Saint Hélène | Tresor public | | | | | | | | | 10,000,000 | |
| Construction de l'école nationale Le Gras à Port Margot | Tresor public | | | | | | | | | 15,000,000 | |
| Consolidation des écoles de la zone frontalière (Centre, Nord'Est, Sud'Est, Ouest) | Tresor public | | | | | | | | | 20,000,000 | |
| Mise en place des jardins scolaires dans les réseaux d'EFACAP | Tresor public | | | | | | | | | 10,000,000 | |
| Réhabilitation de l'école nationale Latape | Tresor public | | | | | | | | | 10,000,000 | |
| Construction de l'école nationale Cacique Henry/Anse à Fédor | Tresor public | | | | | | | | | 5,000,000 | |
| Réhabilitation de l'école nationale Tipodno | Tresor public | | | | | | | | | 10,000,000 | |
| Réhabilitation de l'école nationale TDJ Terrier rouge | Tresor public | | | | | | | | | 17,000,000 | |
| Construction de l'école nationale Haut Lhérisson | Tresor public | | | | | | | | | 5,000,000 | |
| Construction d'un laboratoire de sciences expérimentales à Jacmel | Tresor public | | | | | | | | | 10,000,000 | |
| Accroissement de l'accès à l'éducation de qualité (HA-1077) | Tresor public | | | | | | | | | 1,065,000,000 | |
| Accroissement de l'accès à l'éducation de qualité (HA-L-1080) | Tresor public | | | | | | | | | 553,729,000 | |
| Construction et réhabilitation d'écoles nationales endommagées par le cyclone Mathieu dans le département de la Grande-Anse | Tresor public | | | | | | | | | 38,200,000 | |
| Construction et réhabilitation d'écoles nationales endommagées par le cyclone Mathieu dans le département du Sud | Tresor public | | | | | | | | | 25,000,000 | |
| Construction réhabilitation d'écoles nationales endommagées par le cyclone Mathieu dans le département du Sud'Est | Tresor public | | | | | | | | | 20,000,000 | |
| TOTAL (HTB) | | 1,271,368,189 | 2,770,975,000 | 5,788,683,351 | 2,885,495,254 | 3,269,701,086 | 1,843,194,340 | 4,587,910,333 | 7,353,774,052 | 7,888,050,983 | 4,178,218,612 |
| TOTAL (USD) | | 30,434,656 | 68,115,697 | 141,621,936 | 68,183,961 | 74,748,155 | 40,458,459 | 87,989,273 | 112,208,317 | 125,908,882 | 86,535,637 |
| Total (% du PIP EDUCATION/MENFP) | | 55.11% | 58.76% | 70.16% | 58.58% | 55.62% | 78.11% | 74.92% | 95.64% | 87.88% | 70.53% |

Table V.2. PIP-Enseignement secondaire, 2009-2018

| ENSEIGNEMENT SECONDAIRE | | 2009-2010 | 2010-2011 | 2011-2012 | 2012-2013 | 2013-2014 | 2014-2015 | 2015-2016 | 2016-2017* | 2017-18 | Moyenne |
|---|----------------------|------------|------------|------------|-------------|-------------|------------|---------------|-------------|-------------|-------------|
| Construction du lycée de Grand Gouave | Trésor Public | 10,000,000 | | | | | | | | | |
| Renouveau secondaire | Trésor public | 10,000,000 | | | | | | | | | |
| Construction du lycée de plaisance du Nord | Trésor public | 10,000,000 | 10,000,000 | | | | | | | | |
| Construction d'un lycée à Belair (BIMPAO) | Japon | | | 41,000,000 | | | 70,000,000 | | | | |
| Établissement du nouveau secondaire dans les départements | Trésor Public | | | | | | | 40,000,000 | 80,000,000 | | |
| Reconstruction du lycée Toussaint Louverture (Port au Prince)* | Pétrocable | | | | | | | 181,412,171 | | | |
| Reconstruction du lycée Masson de Néron (Port au Prince)* | Pétrocable | | | | | | | 161,477,124 | | | |
| Construction du lycée de l'Anse-à-Pierre (Saint-Hippolyte) | Trésor Public | | | | | | | 40,000,000 | | | |
| Étude pour la construction et l'équipement du lycée d'Aniquet | Trésor Public | | | | | | | | 3,000,000 | | |
| Étude pour la construction et l'équipement du lycée de Terre Rouge | Trésor Public | | | | | | | 5,000,000 | 15,000,000 | | |
| Construction de lycée à Belair, Thomasique et Cerca-la-Source | Japon/BIMPA G/ARF | | | | 450,000,000 | | | | | | |
| Construction du lycée François Capois de Charcaïme | Pétrocable | | | | | | | | 35,376,569 | 20,000,000 | |
| Construction et équipement du lycée René Théodore de Ouaniéme | Trésor public | | | | | | | | 45,000,000 | | |
| Étude pour la construction et l'équipement du lycée Pierre Eustache Daniel Rignolé (Ouest) | Trésor Public | | | | | | | | 20,000,000 | | |
| Étude pour la construction et l'équipement du lycée Georges et Antoine Komby (Ouest) | Trésor Public | | | | | | | | 5,000,000 | | |
| Étude pour la construction et l'équipement du lycée des Pêches | Pétrocable | | | | | | | | 45,000,000 | | |
| Construction lycée nationale de Saint-Michel de l'Atalaye | Pétrocable | | | | | | | | 25,000,000 | | |
| Amélioration de la qualité de l'éducation en Haïti par la mise en place des lycées d'excellence au niveau départemental | | | | | | | | 1,000,000,000 | | | |
| Construction du lycée national de Cap-Haïtien | Pétrocable | | | | | | | | 25,000,000 | | |
| Construction du lycée Jacques-Stephane Alexis de verrettes | Trésor Public | | | | | | | | | 5,000,000 | |
| Construction du lycée national de Terre Neuve | Trésor Public | | | | | | | | | 5,000,000 | |
| Construction et équipement du lycée national de la commune de Hapitèze | Trésor Public | | | | | | | | | 5,000,000 | |
| Construction et équipement du lycée Bouron Carré | Trésor Public | | | | | | | | | 5,000,000 | |
| Clôture et l'entretien du lycée national de Rivière | Trésor public | | | | | | | | | 5,000,000 | |
| Construction du lycée de Bois d'Ormes | Trésor public | | | | | | | | | 5,000,000 | |
| Construction de lycée à Port-au-Prince | Trésor Public | | | | | | | | | 5,000,000 | |
| Construction et équipement du lycée Corail | Trésor Public | | | | | | | | | 5,000,000 | |
| Construction du lycée des Inis | Trésor Public | | | | | | | | | 5,000,000 | |
| Construction du lycée national de Kossouff | Trésor public | | | | | | | | | 5,000,000 | |
| Construction et équipement du lycée Guy Malary à la Croix des Missions | Trésor Public | | | | | | | | | 5,000,000 | |
| Construction du lycée de Liégeois | Trésor Public | | | | | | | | | 5,000,000 | |
| Construction du lycée La Découverte de Môle-Saint-Nicolas | Trésor Public | | | | | | | | | 5,000,000 | |
| Construction du lycée Thomas-Alexandre de Caré de Jé | Trésor public | | | | | | | | | 5,000,000 | |
| Construction du lycée de la Petite Rivière de Bois de Herme | Trésor public | | | | | | | | | 5,000,000 | |
| Rehabilitation du lycée de Jacques-Stephane Alexis de Haïtien | Trésor Public | | | | | | | | | 4,000,000 | |
| Construction du lycée nationale de Tiburon | Trésor Public | | | | | | | | | 5,000,000 | |
| Finalisation de la construction du lycée Simone Théard (Sud) | Trésor Public | | | | | | | | | 5,000,000 | |
| Construction du lycée national de Saint-Louis du Sud | Trésor Public | | | | | | | | | 5,000,000 | |
| Construction du lycée Calixte Renaud de Belle-Rose | Trésor public | | | | | | | | | 5,000,000 | |
| Construction d'un lycée dans la localité de Duvergè | Trésor public | | | | | | | | | 5,000,000 | |
| Construction du lycée national Dovelier (Phase Étude) | Trésor Public | | | | | | | | | 5,000,000 | |
| Construction du lycée national d'Abraham | Trésor Public | | | | | | | | | 5,000,000 | |
| Construction des lycées de référence | Trésor Public | | | | | | | | | 5,000,000 | |
| Construction du lycée national Saint-Michel des Nippes | Syngécation | | | | | | | | | 250,000,000 | |
| Extension du nouveau secondaire des départements | Trésor public | | | | | | | | | 5,000,000 | |
| Étude pour la construction et l'équipement du lycée Pierre Eustache Daniel Rignolé | Trésor public | | | | | | | | | 20,000,000 | |
| Construction et équipement du lycée René Théodore de Ouaniéme | Trésor public | | | | | | | | | 35,000,000 | |
| Étude pour la construction du lycée d'Aniquet | Trésor public | | | | | | | | | 5,000,000 | |
| Étude pour la construction du lycée de Liégeois | Trésor public | | | | | | | | | 5,000,000 | |
| Étude pour la construction et l'équipement du lycée Georges et Antoine Komby | Trésor public | | | | | | | | | 5,000,000 | |
| Étude pour la construction du lycée des Pêches | Pétrocable | | | | | | | | | 25,000,000 | |
| Construction du lycée national de saint Michel de l'Atalaye | Pétrocable | | | | | | | | | 40,000,000 | |
| Construction du lycée national de Cap-Haïtien | Trésor public | | | | | | | | | 50,000,000 | |
| Aménagement et équipement du lycée Fritz-Pierre-Louis de Port-au-Prince | Trésor public | | | | | | | | | 15,000,000 | |
| Construction du lycée Orie à Pétion | Trésor public | | | | | | | | | 10,000,000 | |
| Construction du lycée national de plaisance du Nord | Trésor public | | | | | | | | | 5,000,000 | |
| Construction du lycée de la Hogue commune Lascahobas | Trésor public | | | | | | | | | 5,000,000 | |
| Construction du lycée Okéil Anile de Côte-de-l'Or | Trésor public | | | | | | | | | 5,000,000 | |
| TOTAL (HTG) | | 30,000,000 | 10,000,000 | 41,000,000 | - | 450,000,000 | 70,000,000 | 1,427,889,495 | 298,376,569 | 627,000,000 | 328,251,785 |
| en % du PIP EDUCATION (MENFP) | | 1.30% | 0.22% | 0.50% | 0.00% | 7.65% | 2.97% | 23.32% | 3.88% | 6.89% | 5.20% |
| TOTAL (USD) | | 718,115 | 230,172 | 1,003,078 | - | 10,287,384 | 1,536,513 | 27,384,790 | 4,152,810 | 10,046,591 | 6,798,474 |

Table V.3. PIP-Alphabétisation, 2009-2018

| LITERACY | Funder | 2009-2010 | 2010-2011 | 2011-2012 | 2012-2013 | 2013-2014 | 2014-2015 | 2015-2016 | 2016-2017 | 2017-18 | Average |
|--|-----------------|-----------|-------------------|-----------|------------------|-------------------|-------------------|-------------------|-------------------|---------|--------------|
| Functional Literacy Campaign | PetroCaribe | | | | | | 90,000,000 | | | | |
| Réalisation d'une campagne pilote d'alphabétisation fonctionnelle | Public Treasury | | | | | 10,000,000 | | | | | |
| Appui au programme d'alphabétisation et formation au petits métiers UNESCO | Spain | | 10,000,000 | | 4,160,000 | | | | | | |
| Post-Literacy | Public Treasury | | | | | | | 25,000,000 | 10,000,000 | | |
| TOTAL (HTG) | | | 10,000,000 | | 4,160,000 | 10,000,000 | 90,000,000 | 25,000,000 | 10,000,000 | | |
| TOTAL (USD) | | | 250,372 | | 98,293 | 228,608 | 1,975,517 | 479,463 | 152,586 | | |
| % of total PIP | | 0.00% | 0.24% | 0.00% | 0.10% | 0.23% | 4.39% | 1.51% | 0.30% | | 0.85% |
| ALPHABETISATION | Baileur | 2009-2010 | 2010-2011 | 2011-2012 | 2012-2013 | 2013-2014 | 2014-2015 | 2015-2016 | 2016-2017 | 2017-18 | Moyenne |
| Campagne d'alphabétisation fonctionnelle | PetroCaribe | | | | | | 90,000,000 | | | | |
| Réalisation d'une campagne pilote d'alphabétisation fonctionnelle | Tresor Public | | | | | 10,000,000 | | | | | |
| Appui au programme d'alphabétisation et formation au petits métiers UNESCO | Espagne | | 10,000,000 | | 4,160,000 | | | | | | |
| Post-Alphabétisation | Tresor Public | | | | | | 25,000,000 | 10,000,000 | | | |
| TOTAL (HTG) | | | 10,000,000 | | 4,160,000 | 10,000,000 | 90,000,000 | 25,000,000 | 10,000,000 | | |
| TOTAL (USD) | | | 250,372 | | 98,293 | 228,608 | 1,975,517 | 479,463 | 152,586 | | |
| En % du PIP total | | 0.00% | 0.24% | 0.00% | 0.10% | 0.23% | 4.39% | 1.51% | 0.30% | | 0.85% |

Table V.4. PIP-Enseignement supérieur, 2009-2018

| ENSEIGNEMENT SUPERIEUR | 2009-2010 | 2010-2011 | 2011-2012 | 2012-2013 | 2013-2014 | 2014-2015 | 2015-2016 | 2016-2017* | 2017-18 | Moyenne |
|--|---------------|-----------|-------------------|--------------------|------------------|-----------|-----------|------------|---------|--------------|
| | | | | | | | | | | 18 |
| Appui à la gouvernance du sous secteur de l'enseignement supérieur | Trésor Public | | 15,000,000 | 10,000,000 | | | | | | |
| Appui à la modernisation de l'enseignement supérieur | Franc | | 28,600,000 | | | | | | | |
| Appui à l'enseignement supérieur | Franc | | | 92,000,000 | | | | | | |
| Renforcement de l'accès des étudiants à la formation universitaire par l'octroi de bourses dans les universités françaises | France | | | 204,600,000 | | | | | | |
| Programme d'enseignement numérique d'Haiti | Franc | | | 37,500,000 | | | | | | |
| Appui à la Création d'espace numérique dans les fac. De médecine ainsi que la formation des formation et de sites Web | | | | 25,000,000 | | | | | | |
| Ecoles des infirmières/Femmes sages FNUAP | | | 12,000,000 | | | | | | | |
| Appui à l'enseignement supérieur | USA | | | 8,000,000 | 8,000,000 | | | | | |
| TOTAL (HTG) | | | 55,600,000 | 409,580,000 | 8,000,000 | | | | | |
| TOTAL (USD) | | | 1,392,070 | 11,977,726 | 189,026 | | | | | |
| en % du PIP Education (MENFP) | 0.00% | 1.20% | 4.96% | 0.16% | 0.00% | 0.00% | 0.00% | 0.00% | 0.00% | 0.79% |

Table V.5. PIP-Enseignement technique et professionnelle, 2009-2018

| FORMATION PROFESSIONNELLE | | 2009-2010 | 2010-2011 | 2011-2012 | 2012-2013 | 2013-2014 | 2014-2015 | 2015-2016 | 2016-2017* | 2017-18 | Moyenne |
|--|---------------|-------------|-------------|-------------|-------------|-------------|-------------|-------------|------------|------------|-------------|
| Programme de developpement de la formation professionnelle | BM | 5,401,000 | | | | | | | | | |
| Programme de formation professionnelle (PRET 1627/SF-HA) | BID/emprunt | 286,000,000 | | | | 25,000,000 | | | | | |
| Mise en place d'action de developpement de formation professionnelle (Trésor public) | Trésor Public | | | | | | | | | 10,000,000 | |
| Construction d'école professionnelle à l'Azile | Trésor Public | | | | | | | | | 10,000,000 | |
| Construction de l'école professionnelle à Bonbon | Trésor Public | | | | | | | | | 10,000,000 | |
| Construction de l'école professionnelle pour les filles/ Les Anglais | Trésor Public | | | | | | | | | 10,000,000 | |
| Projet d'éducation de base et de formation professionnelle | USAID | 235,672,932 | 480,000,000 | | | | | | | | |
| Formation professionnelle | BID | | | | | 5,826,216 | | | | | |
| Reforme de la formation professionnelle | PetroCaribe | | | | | 20,000,000 | | 19,999,980 | | | |
| Renforcement de l'INFP | AFC | | | | | 112,462,200 | | | | | |
| Mise en oeuvre d'action de developpement de la formation professionnelle | Trésor Public | | | | | 30,000,000 | | 20,000,000 | | | |
| Mise en place d'un centre de formation professionnelle à Pignon | PetroCaribe | | | | | 27,342,929 | | 53,290,395 | | | |
| Equipeement pour les ateliers des écoles de formation professionnelle AFC en construction (ANNULATION/FM) | AFC | | | | | | | 135,000,000 | | | |
| Construction de cinq écoles de formation professionnelle (UCP) (ANNULATION) | | | | | | | | 3,967,171 | | | |
| Appui à la reconstruction du centre pilote et modernisation de formation du service national d'apprentissage industriel (ABC/SENAC) | Bresil | | | | 160,000,000 | | | | | | |
| Appui à la formation technique et professionnelle | Bresil | | | | 302,302,050 | | | | | | |
| Appui à la formation technique et professionnelle | USAID | | | 200,000,000 | 200,000,000 | | | | | | |
| Formation professionnelle 2385/GR-HA(1627/SF-HA) | BID | | | | 22,332,000 | | | | | | |
| Appui au renforcement du centre de formation professionnelle CANADO-HAITI à Port au prince (CFPH-CANADO) | Canada | | | | | | | | 41,796,000 | | |
| CFPH-CANADO | | | | | | | | | | | |
| Institut National de Formation Professionnelle | ACDI | 109,757,472 | | 91,742,280 | 91,742,280 | 69,372,797 | | | | | |
| Trésor public | | | 83,000,000 | | | | | | | | |
| Multilatéral | | | 12,000,000 | | | | | | | | |
| Renforcement du dispositif de gestion de la formation technique et professionnelle du pays | Trésor Public | | 10,000,000 | | 10,000,000 | | | | | | |
| Mise en place de réseaux régionaux de centre de formation professionnelle et technique | Canada | | | | | 21,500,000 | | | | | |
| Mise en place de centres dans les pole regionaux de developpement | | | | | | | | | | | |
| Trésor public | | | | | | 104,000,000 | | | | | |
| Bilatéral | | | | | | 180,000,000 | | | | | |
| Renforcement institutionnel de l'administration centrale (de l'INFP) | AFC | | | | | 3,967,171 | | | | | |
| Construction de cinq écoles de formation professionnelle | BID/AFC | | | | | 3,967,171 | | | | | |
| Equipeement pour les ateliers des écoles de formation professionnelle en construction (UCP) | BID/AFC | | | | | 135,000,000 | | | | | |
| Mise en place d'un centre de formation professionnelle à Pignon | PetroCaribe | | | | | 53,290,395 | | | | | |
| Consolidation du réseau des centres de formation technique et professionnelle du pays | Trésor Public | | 20,000,000 | | 10,000,000 | | | | | | |
| Aménagement en mobiliers, équipements et matériels de formation professionnelle et technique de l'école professionnelle du Warf de Jérémie | Trésor Public | | | | | | | | | 10,000,001 | |
| Construction d'une école professionnelle (polyvalente) | Trésor public | | | | | | | | | 7,000,000 | |
| Construction d'une école professionnelle à petite rivière de l'Artibonite | Trésor public | | | | | | | | | 5,000,000 | |
| Construction d'une école professionnelle à Limonade | Trésor public | | | | | | | | | 7,000,000 | |
| Construction d'une école professionnelle à Capotille | Trésor public | | | | | | | | | 7,000,000 | |
| Construction des Murs de clôtures de 5 nouvelles écoles professionnelles situées à Mirbalais/Miragane/Cote de fer/Milot | Trésor public | | | | | | | | | 15,000,000 | |
| Projet d construction d'une école d formation professionnelle et technique à Saint-Marc | Trésor public | | | | | | | | | 2,000,000 | |
| Reconstruction du bâtiment administratif du centre pilote de formation professionnelle | Trésor public | | | | | | | | | 20,000,000 | |
| Mise en place d'une centre de formation professionnelle à Dame Marie | Trésor public | | | | | | | | | 2,800,000 | |
| Construction d'une école professionnelle à L'Asile | Trésor public | | | | | | | | | 5,000,000 | |
| Construction d'une école professionnelle à Chamblan | Trésor public | | | | | | | | | 5,000,000 | |
| Construction du centre professionnelle de Laurent Feraux des Coteaux | Trésor public | | | | | | | | | 5,000,000 | |
| Construction d'un centre professionnelle et technique avec espace de loisir à Lestère | Trésor public | | | | | | | | | 5,000,000 | |
| Programme de modernisation de l'administration centrale | Trésor public | | | | | | | | | 10,000,000 | |
| TOTAL (MFG) | | 636,830,404 | 605,000,000 | 291,742,280 | 796,976,330 | 791,728,879 | 274,053,546 | 30,000,000 | 10,000,001 | 95,800,000 | 392,459,049 |
| TOTAL (USD) | | 15,244,769 | 15,147,532 | 7,137,566 | 18,831,165 | 18,099,597 | 6,015,526 | 575,355 | 152,586 | 1,528,918 | 8,128,281 |
| en % du PIP EDUCATION (MENFP) | | 27.61% | 13.07% | 3.54% | 16.18% | 13.47% | 11.61% | 0.49% | 0.13% | 1.07% | 9.68% |

Table V.6. PIP-Interventions transversales, 2009-2018

| NON CLASSES-INTERVENTIONS TRANSVERSALES | | 2009-2010 | 2010-2011 | 2011-2012 | 2012-2013 | 2013-2014 | 2014-2015 | 2015-2016 | 2016-2017* | 2017-18 | Moyenne |
|---|-----------------|--------------------|----------------------|----------------------|----------------------|----------------------|-------------------|-------------------|-------------------|--------------------|--------------------|
| Appui à la gouvernance et à l'éducation | Canada | | 104,000,000 | | | | 21,500,000 | | | | |
| Soutien et encadrement psycho-social aux enseignants | Multilatéral | | | | | | | | | | |
| Finalisation du recensement scolaire | Tresor Public | 10,000,000 | | | | | | | | | |
| Projet d'amélioration de la gestion des ressources humaines au MENFP | France | 28,600,000 | 32,000,000 | 23,000,000 | 36,712,770 | | | | | | |
| Appui au développement des ressources humaines du MENFP | Tresor Public | | 6,000,000 | | | | | | | | |
| | Japon/Unesco | 5,389,678 | | | | | | | | | |
| Appui au renforcement des capacités du MENFP (assistance technique) | France | | | 8,000,000 | 10,863,924 | | | | | | |
| Banque de données en éducation | ACDI | 18,197,256 | | | | | | | | | |
| Modernisation et actualisation des outils de gestion du personnel du ministère | France | | | | | 11,500,000 | | | | | |
| Assistance technique- Appui institutionnel et politiques publiques | Unicef | | | | | 3,000,000 | | | | | |
| Mise en place de laboratoires scolaires expérimentaux | PetroCaribe | | | | | 45,000,000 | 45,000,000 | | | | |
| Sous-programme de support à la reconstruction du secteur de l'éducation-HA-L_1049 | BID | | | | | 760,500,000 | | | | | |
| Appui à la mise en place du système d'information statistique éducative (SISE) | UNESCO | | | | | | 20,650,000 | | | | |
| | UNICEF | | | | | | 4,400,000 | | | | |
| Sous programme de réévaluation des écoles publiques dans les 10 départements du pays | Tresor Public | | | | | | 100,000,000 | | | | |
| Appui au renforcement de la gouvernance locale micro planification et inspectorat | UNICEF | | | | | | 16,400,000 | | | | |
| Appui à la gestion des risques et des catastrophes | Unicef | | | | | 1,000,000 | | | | | |
| Renforcement institutionnel du MENFP en planification et statistiques éducatives (SISE) phase I | Espagne | | | | | 23,611,720 | | | | | |
| Renforcement institutionnel du MENFP en planification et statistique et statistiques éducatives (SISE) phase II | Espagne | | | | | 12,014,100 | | | | | |
| Appui à la gouvernance et à l'éducation Phase 2/Ad346598 | Espagne | | | | | 14,954,654 | | | | | |
| Appui à la gouvernance et à l'éducation (phaseI/AD34659-001) | Canada | | | | | | | 19,696,970 | | | |
| Appui à la mise en oeuvre du plan opérationnel de l'éducation et de la réforme (FAES)-HA-L1060 | BID | | | | | | | 1,014,520 | | | |
| Appui au renforcement à la mise en place du système d'information statistique éducative (SISE) | Tresor Public | | | 24,000,000 | | | | | | | |
| | Espagne | | | | | 10,000,000 | 21,400,000 | | | | |
| Appui à la programmation | UNICEF | | | | | 24,000,000 | 4,000,000 | | | | |
| Plan national d'éducation et de formation PNEF | Canada | 27,518,304 | 33,000,000 | | | | | | | | |
| Ameublement et équipement scolaires | Canada | | | | | 410,000,000 | | | | | |
| Infrastructures scolaires | PetroCaribe | | | | | | | | | | |
| | Tresor Public | | 20,000,000 | | | | | | | | |
| | BM | 44,000,000 | | | | | | | | | |
| Appui au renforcement de la gestion locale de l'éducation | France | | | 10,600,000 | 22,894,700 | | | | | | |
| Appui à la réhabilitation d'écoles | USAID | 176,000,000 | | | | | | | | | |
| Appui à la réhabilitation d'écoles | Suisse | | 80,000,000 | | | | | | | | |
| Appui à la réalisation d'écoles/ACDI | BID/ACDI | | | 800,000,000 | 800,000,000 | | | | | | |
| réévaluation des écoles publiques | Tresor Public | | | 50,000,000 | 50,000,000 | | | | | | |
| Appui au renforcement des capacités du MENFP | Tresor Public | | 10,000,000 | | | | | | | | |
| | Banque Mondiale | | 171,280,000 | | | | | | | | |
| | Espagne | | 30,000,000 | | | | | | | | |
| | Unesco | | 40,000,000 | | | | | | | | |
| Infrastructure scolaires reconstruction | UE | | 80,000,000 | | | | | | | | |
| | BM | | 120,000,000 | | | | | | | | |
| | BID | | 20,000,000 | | | 134,400,000 | | | | | |
| Mise en place du système d'information et de réalisation de la carte scolaire | Tresor Public | | 10,000,000 | 10,000,000 | 10,000,000 | | | | | | |
| | BID | | 98,400,000 | | | | | | | | |
| Renforcement institutionnel de l'administration déconcentrée | Unicef | | | | | 27,450,000 | | 7,000,000 | 7,000,000 | 6,894,700 | |
| Standardisation du système de planification opérationnelle et de suivi évaluation des projets et programmes publics | Tresor Public | | | | | | | | | | |
| Appui à l'accréditation des écoles et de formation continue des enseignants | USAID | | | 350,000,000 | 140,808,000 | | | | | | |
| Appui à la mise en oeuvre du plan opérationnel de l'éducation et de la réforme (FAES-HAL 1080) | BID | | | | | 317,000,000 | | | | | |
| Mise en oeuvre du nouveau cadre régulateur du système d'accréditation des écoles non publiques | Tresor Public | | | | | | | 10,000,000 | 10,000,000 | | |
| Conception, développement et implémentation d'un système de planification, gestion, exécution et suivi des marchés | Tresor Public | | | | | | | 15,000,000 | | | |
| Assistance technique-Appui institutionnel et politiques publiques-Appui à la CONOPS/ SUM PSUGO | Unicef | | | | | | 9,000,000 | | | | |
| Support à la reconstruction du secteur de l'éducation-HAL 1049 | BID | | | | | | | | | | |
| Appui à la mise en place d'un plan opérationnel du MENFP | USAID | | 433,398,120 | | | | | | | | |
| Standardisation du système de planification opérationnelle et de suivi-évaluation des projets et programmes publics | Tresor public | | | | | | | | | 5,000,000 | |
| Mise en oeuvre de nouveau cadre régulateur du système d'accréditation des écoles non publiques (Conception, développement et implémentation d'un système de planification, gestion, exécution et suivi des marchés) | Tresor public | | | | | | | | | 10,000,000 | |
| Appui à la mise en oeuvre du plan opérationnel de l'éducation et de la réforme (FAES)-HA-L1060 | BID | | | | | | | | | 333,900,000 | |
| Implantation du Jardin Botanique National d'Haïti | Tresor public | | | | | | | | | 15,000,000 | |
| TOTAL (HTG) | | 368,705,238 | 1,229,078,120 | 1,719,600,000 | 1,231,079,394 | 1,357,480,474 | 82,500,000 | 52,711,490 | 16,894,700 | 363,900,000 | 713,549,935 |
| TOTAL (USD) | | 8,826,253 | 30,772,727 | 42,070,548 | 29,088,266 | 31,033,161 | 1,810,890 | 1,010,928 | 257,790 | 5,807,653 | 14,778,445 |
| en % du PIP EDUCATION (MENFP) | | 15.98% | 26.54% | 20.84% | 24.99% | 23.09% | 3.50% | 0.86% | 0.22% | 4.06% | 13.34% |

Annex 6. List of the 20 Members of the GSE

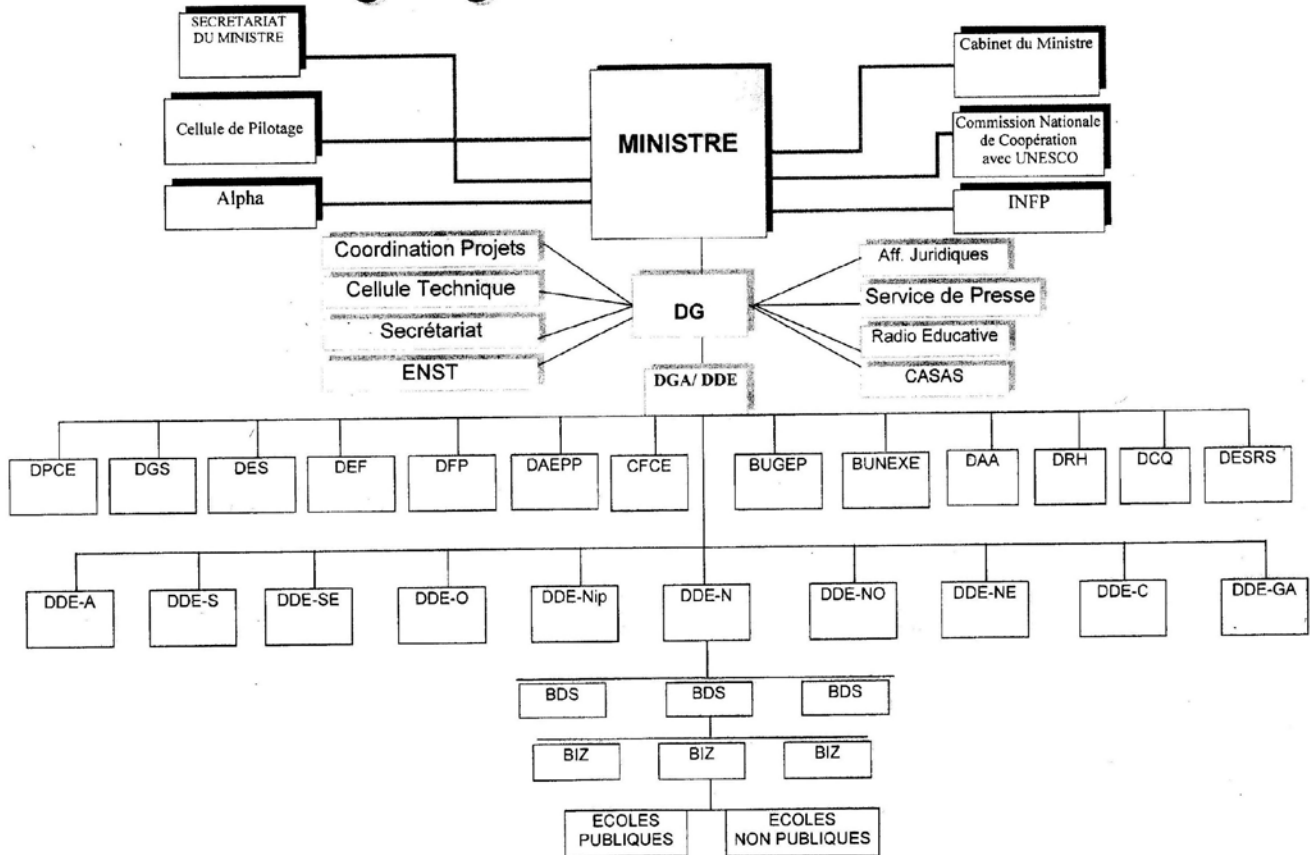
1. AECID - Coopération espagnole
2. AFD - Agence française de développement
3. AUF - Agence Universitaire de la Francophonie
4. Ambassade du Chili
5. Ambassade de France
6. Ambassade du Japon
7. Ambassade du Mexique
8. Ambassade de Suisse
9. Banque Caribéenne de Développement
10. BID - Banque Interaméricaine de Développement
11. BM - Banque Mondiale
12. Coopération Belge
13. FNUAP - Fonds des Nations Unies pour la Population
14. MAECD - Ministère des Affaires Étrangères, du Commerce et du Développement/Canada
15. OIF - Organisation Internationale de la Francophonie
16. PAM - Programme Alimentaire Mondial
17. UE - Union Européenne
18. UNESCO - Organisation des Nations Unies pour l'Éducation, la Science et la Culture
19. UNICEF – Fonds des Nations Unies pour l'Enfance
20. USAID – United States Agency for International Development

Annex 7. Exchange Rates (HTG/USD)

| 2006- 2007 | 2007- 2008 | 2008- 2009 | 2009- 2010 | 2010- 2011 | 2011- 2012 | 2012- 2013 | 2013- 2014 | 2014- 2015 | 2015- 2016 | 2016- 2017 | 2017- 2018 |
|---------------|---------------|---------------|---------------|---------------|---------------|---------------|---------------|---------------|---------------|---------------|---------------|
| 36.3813 | 39.9535 | 41.7737 | 41.7737 | 39.9405 | 40.8742 | 42.3222 | 43.7429 | 45.5577 | 52.1417 | 65.5368 | 62.6587 |

Source : Banque de la République d’Haïti

Organigramme du MENFP



Annex 2. Interview guides

WITH THE FORMER AUTHORITIES OF MENFP (June 28, 2017)

- How is the PSUGO issue today?
- What is the financial situation of PSUGO today?
- How does the PSUGO get so much debt?
- How should the Ministry or the government consider the future?
- The MENFP is preparing a new Plan, how will it address the problem of universal schooling?

WITH THE FORMER AUTHORITIES OF THE MEF (June 28, 2017)

- What is the reality of the PSUGO at the level of the MEF at the financial level?
- What measures have been taken with regard to wage arrears by the Provisional Government?
- What did the audits and inspections of the MEF reveal in the 10 departments?

WITH THE FORMER AUTHORITIES OF CONATEL (June 21, 2017)

- What is the reality today of the mechanism for collecting financial resources on international calls?
- How does call traffic behave?
- Did the traffic performance match your expectations?
- What is the performance in terms of resources generated?
- How do the operators behave with regard to the payment of the collected financial fees?
- What do you think of the FNE bill?

WITH THE RESPONSIBLE FOR CIVIL SOCIETY (August 31, 2017)

- The Ministry of Education is currently preparing its 2017-2027 Ten-Year Plan As a representative of civil society, are you consulted? Is there consultation with civil society and stakeholders in the world of education? education?
- We know that sometimes your organization does a citizen watch, what did you observe in the education sector?
- In which segment of the system should spending be concentrated if we want to support the education effort and how to do it?
- What are your recommendations in the short and medium term?

Annex 3. List of Interviewees

Angéelus, Pierre André (Supervision Department, BRH)

Altéma, Jean Marie (Former Director General, CONATEL)

Bastien, Yves (Minister of Economy and Finance, Provisional Government, February 2016-March 2017)

Desroches, Rosny (Executive Directeur of the Civil Society)

Eliezer, Valdema (Mission Head, Dignité Transport Scolaire)

Jean Jacques, Jean Bouco (Treasury Director, MEF)

Jean Pierre, Joel D. (Former Education Minister, 2008-2011)

Joseph, Carl Henry (Chief of Follow up/Evaluation, UEP/MENFP)

Paul, Eliccel (Head of Cabinet of the Minister of National Education and Vocational Training of the Provisional Government (February 2016-March 2017) and Former PSUGO Coordinator)

Piard, Romuald (Director, Dignité Transport Scolaire)

Pierre, Vanneur (Former Education Minister: August 2012-March 2014)

Annex 4. Supplemental Statistics

Table A.1 Fiscal Pressure (% of GDP) in the Latin America/Caribbean Region, 2011

| Country | Fiscal Pressure |
|--------------------|-----------------|
| Bahamas | 16.4% |
| Barbados | 27.4% |
| Belize | 23.4% |
| Brazil | 26.0% |
| Costa Rica | 14.4% |
| Dominica | 23.9% |
| El Salvador | 13.9% |
| Grenada | 18.3% |
| Guatemala | 10.9% |
| Honduras | 15.0% |
| Jamaica | 23.4% |
| Nicaragua | 15.2% |
| Dominican Republic | 12.7% |
| Trinidad & Tobago | 29.2% |

Source: CEPAL, Fiscal Panorama of Latin America and the Caribbean, 2013, reported in Dorsainvil (2015: 7; Table 2).

Table A.2 Gini Coefficients in Countries in the Latin America/Caribbean Region

| Country | Gini Coefficient |
|--------------------|------------------|
| Belize | .531 |
| Bolivia | .563 |
| Brazil | .547 |
| Chile | .521 |
| Colombia | .559 |
| Costa Rica | .507 |
| Ecuador | .493 |
| Guatemala | .559 |
| Haiti | .592 |
| Honduras | .570 |
| Jamaica | .455 |
| El Salvador | .483 |
| Panama | .519 |
| Paraguay | .524 |
| Peru | .481 |
| Dominican Republic | .472 |
| Uruguay | .453 |
| Venezuela | .448 |

Source: United Nations Development Program-Human Development Report, 2014. Reported in Dorsainvil (2015 : 25; Table 14).

Table A.3 School Attendance (by age and among 6-12 year-olds)

| Age | Are you currently in school? | | | Population | Rate of School Attendance |
|------------------|------------------------------|---------|-----------|------------|---------------------------|
| | Yes | No | Total | | |
| < 2 years | 0 | 0 | 0 | 754,720 | 0% |
| 3 years | 147,724 | 130,253 | 277,976 | 277,976 | 53% |
| 4 years | 180,345 | 77,079 | 257,424 | 257,424 | 70% |
| 5 years | 222,621 | 47,970 | 270,592 | 270,592 | 82% |
| 6 years | 201,445 | 32,978 | 234,423 | 234,423 | 86% |
| 7 years | 232,810 | 32,428 | 265,238 | 265,238 | 88% |
| 8 years | 248,675 | 21,740 | 270,415 | 270,415 | 92% |
| 9 years | 274,535 | 21,567 | 296,102 | 296,102 | 93% |
| 10 years | 199,907 | 8,958 | 208,865 | 221,150 | 90% |
| 11 years | 176,697 | 6,626 | 183,323 | 194,209 | 91% |
| 12 years | 279,102 | 9,820 | 288,921 | 305,860 | 91% |
| Total 6-12 years | 1,613,171 | 134,116 | 1,747,287 | 1,787,396 | 90% |

Source: Calculations from ECVMAS-2012. Dorsainvil (2015: 48)

Table A.4 Students benefitting from the School Transport Program

| Department | 2014-15 | 2015-16 | 2016-17 |
|------------|-----------|-----------|-----------|
| Ouest | 368,882 | 435,934 | 615,249 |
| Sud'est | 174,901 | 224,830 | 248,670 |
| Sud | 111,535 | 236,864 | 318,904 |
| Nippes | 108,525 | 158,774 | 172,824 |
| Nord'ouest | 134,518 | 124,213 | 34,518 |
| Centre | 80,768 | 110,339 | 134,977 |
| Artibonite | 138,771 | 174,970 | 203,101 |
| Grand'Anse | 112,417 | 134,108 | 110,553 |
| Nord | 208,324 | 260,360 | 350,565 |
| Total | 1,438,641 | 1,860,392 | 2,189,361 |

Source: Dignité Transport Scolaire.

Note: The fleet of functional school busses in 2017 is 280.

Table A.5 Education Budget Allocations, 2010-18

| | 2009-10 | 2010-11 | 2011-12 | 2012-13 | 2013-14 | 2014-15 | 2015-16 | 2016-17 | 2017-18 |
|---|----------------------|---------------------|---------------------|---------------------|---------------------|---------------------|---------------------|-----------------------|-----------------------|
| Credits MENFP (% of the general budget) | 9.16% | 10.51% | 16.02% | 14.70% | 13.69% | 16.61% | 17.28% | 18.02% | 15.90% |
| MENFP Functioning (% of the MENFP budget) | 69.23% | 53.70% | 32.60% | 36.27% | 53.12% | 48.35% | 49.50% | 53.18% | 54.79% |
| MENFP Investment (% of the MENFP budget) | 30.77% | 46.30% | 67.40% | 63.73% | 46.88% | 51.65% | 50.50% | 46.82% | 45.21% |
| MENFP Functioning | 5,639,997,572 | 5,997, | 6,318, | 7,012, | 8,629, | 9,852,0 | 10,492, | 11,345,714 | 12,558,217 |
| MENFP Investment | 2,506,303,831 | 454,997 | 249,255 | 349,614 | 306,945 | 14,632 | 148,108 | ,866 | ,124 |
| TOTAL MENFP CREDITS MENFP (HTG) | 8,146,301,403 | 11,167,9 | 19,380,7 | 19,334,1 | 16,244,4 | 20,377,27 | 21,195,2 | 21,334,917, | 22,921,696, |
| TOTAL MENFP CREDITS MENFP (USD) | 195,010,291 | 44,797 | 22,134 | 14,238 | 72,582 | 4,718 | 32,050 | 628 | 059 |
| Breakdown: | | | | | | | | | |
| <i>UPR and ENST (%)</i> | 0.39% | 0.47% | 0.49% | 0.56% | 0.00% | 1.35% | 0.28% | 0.61% | 0.57% |
| <i>Technical and vocational (%)</i> | 5.74% | 2.63% | 1.13% | 1.20% | 2.39% | 2.32% | 1.62% | 1.53% | 1.81% |
| <i>Literacy (%)</i> | 1.51% | 0.76% | 0.03% | 0.70% | 1.06% | 0.44% | 0.24% | 0.05% | 0.00% |
| <i>Secondary education (%)</i> | 0.49% | 0.09% | 0.35% | 0.14% | 2.89% | 0.55% | 6.93% | 1.45% | 1.62% |
| Basic Education I et II (%) | 76.84% | 72.09% | 63.37% | 61.29% | 81.43% | 86.99% | 73.02% | 76.07% | 72.16% |
| <i>Preschool Education (%)</i> | 0.01% | 0.36% | 0.00% | 0.00% | 0.10% | 0.16% | 0.00% | 0.00% | 0.00% |
| <i>Others (Cross-cutting spending)</i> | 15.02% | 23.60% | 34.63% | 36.10% | 12.12% | 8.18% | 17.91% | 20.31% | 23.83% |
| Basic Education I and II (USD) | 149,845,828 | 201,5 | 300,4 | 279,9 | 302,3 | 389,0 | 296,8 | 247,628 | 263,988 |
| | | 84,708 | 65,567 | 74,517 | 90,828 | 94,524 | 35,332 | ,147 | ,991 |
| Total Credits EDUCATION & TRAINING (HTG) | 9,031,245,641 | 12,726,531,2 | 20,921,722,1 | 21,984,339,0 | 18,565,744,5 | 22,930,048,6 | 27,509,373,6 | 27,515,287,544 | 29,964,771,735 |
| | | 72 | 79 | 37 | 70 | 35 | 98 | | |
| Total Credits EDUCATION & TRAINING (USD) | 216,194,535 | 318,6 | 511,8 | 519,4 | 424,4 | 503,3 | 527,5 | 419,844 | 478,222 |
| | | 37,255 | 56,432 | 51,707 | 28,755 | 18,838 | 88,738 | ,844 | ,046 |
| Total Credits Education & Training (% Budget total) | 10.15% | 11.97% | 17.29% | 16.71% | 15.64% | 18.70% | 22.42% | 23.24% | 20.78% |

Sources : Author calculations based on various data from the finance laws. The line for Education and Training allows us to collate the budget allocations for MENFP and those outside of the MENFP which are oriented towards education and training activities.

Table A.6 Breakdown of spending (HTG), October 2012-September 2013

| Spending by line | Amount |
|---|-------------------------|
| 11 - Principal Remunerations | 396,790,588.55 |
| 14 - Various Allowances and Premiums | 26,071,530.00 |
| 20 - Basic Services | 12,974,009.50 |
| 22 - Transportation | 9,509,550.00 |
| 23 - Training | 149,000.00 |
| 24 - Building and Other Rentals | 1,467,223.06 |
| 25- Maintenance | 208,067.35 |
| 29 - Other Services and Charges | 50,635,743.89 |
| 30 - Supplies and Materials | 5,468,117.43 |
| 31 - Chemical Products and Energy Materials | 3,627,601.52 |
| 32 - Subsistence Products | 7,536,813.00 |
| 41 - Transportation Materials | 17,729,422.37 |
| 73 - Allocations, Subsidies | 2,253,338,227.00 |
| Total | 2,785,505,893.67 |

Source: DAA/MENFP, October 2013

Table A.7 Quantitative PSUGO Details & Financing

| | | Fiscal Year | | | | | |
|---|--|------------------|------------------|------------------|------------------|------------------|------------------|
| | | 2011-12 | 2012-13 | 2013-14 | 2014-15 | 2015-16 | 2016-17 |
| Number of Schools | Public | 2,414 | 2,418 | 2,138 | 2,493 | 2,493 | |
| | Non-Public | 7,439 | 8,292 | 6,262 | 5,527 | 4,373 | |
| | TOTAL | 9,853 | 10,710 | 8,400 | 8,020 | 6,866 | |
| | Growth in Total # of Schools | | 8% | -28% | -5% | -17% | |
| Number of Students | Public Schools | 651,833 | 652,852 | 680,300 | 751,054 | 739,571 | |
| | Non-Public Schools | 371,240 | 746,321 | 785,674 | 550,356 | 407,771 | |
| | TOTAL | 1,023,073 | 1,399,173 | 1,465,974 | 1,301,410 | 1,147,342 | |
| | Growth in # of Students | | 36.76% | 4.77% | -11.23% | -11.84% | |
| Payments to Schools (HTG) | Public Schools | | 803,145,170.00 | 172,291,300.00 | 134,575,628.00 | 47,914,200.00 | 1 |
| | Non-Public Schools | | 1,828,538,504.10 | 1,679,005,583.89 | 1,992,130,380.90 | 1,885,584,852.00 | |
| | TOTAL | 1,805,606,112.82 | 2,631,683,674.10 | 1,851,296,883.89 | 2,126,706,008.90 | 2,033,499,052.00 | |
| | Average exchange rate for the final month of the fiscal year (HTG/USD) | 42.2606 | 43.7590 | 45.4867 | 51.8112 | 65.2016 | |
| | TOTAL (USD) | 42,725,520.05 | 60,140,397.95 | 40,699,740.45 | 41,047,225.48 | 31,187,870.42 | |
| Theoretical financial needs of the PSUGO* | Theoretical resources (HTG) | 1,574,954,926.96 | 3,102,458,875.51 | 3,386,471,716.22 | 2,754,080,423.85 | 2,577,754,190.02 | - |
| Treasury Disbursement, MEF (HTG) | Resources (Credits from the MEF) | 1,927,103,189.40 | 0.00 | 0.00 | 0.00 | 0.00 | |
| | Jobs (MENFP Spending) | 1,805,606,112.82 | 0.00 | 0.00 | 0.00 | 0.00 | |
| | Difference (Resources-Jobs) | 121,497,076.58 | - | - | - | - | |
| | Difference (Theoretical resources-Actual Jobs) | (230,651,185.86) | 3,102,458,875.51 | 3,386,471,716.22 | 2,754,080,423.85 | 2,577,754,190.02 | - |
| Royalties generated for the FNE** | Incoming international calls (USD) | 35,565,983.10 | 26,674,487.32 | | | | |
| | Private international transfers coming in and out (USD) | 0 | 7.32 | 26,674,487.32 | 26,674,487.32 | 26,674,487.32 | 26,674,487.32 |
| | TOTAL (USD) | 35,565,983.10 | 26,674,487.32 | 26,674,487.32 | 26,674,487.32 | 26,674,487.32 | 26,674,487.32 |
| | TOTAL (HTG) | 1,503,039,785.18 | 1,167,248,890.69 | 1,213,334,402.44 | 1,382,037,197.50 | 1,739,219,252.53 | 1,709,834,637.29 |
| Performance of the royalties generated | TOTAL (% of MENFP Spending) | 118.44% | 72.92% | 78.47% | 64.50% | 100.46% | |
| | TOTAL (% of theoretical financial needs) | 135.79% | 56.11% | 55.15% | 81.17% | 114.57% | |
| | Difference (Theoretical needs - Actual disbursement) | 17.35% | -16.81% | -23.32% | 16.67% | 14.11% | |

Sources: Author calculations according to data from MENFP, BRH, and CONATEL.
Notes:

* The theoretical financial needs of the program are estimated by multiplying the number of children in public schools by the expected annual unit subsidy of 250 HTG; while for private schools the number of pupils is multiplied by the HTG equivalent, at the prices of the period concerned, of \$90 USD per child.

** For the royalties generated for the FNE, since the dedicated tax that enabled the collection of these resources was officially launched before the fiscal year 2011-12 (before children started school) we assume that the resources have been made available for use only during the 2011-12 fiscal year. For this reason, we add the resources collected at the end of the 2010-11 fiscal year to those of the 2011-12 fiscal year. It should also be noted that the fees for international transfers obtained for the 2016-2017 fiscal year are from October 2016 to May 2017.

*** According to the balance sheet of the coordination unit, expenditure includes: "personnel costs;" "miscellaneous charges;" consumption of "small equipment;" "tangible fixed assets;" and "Subsidy, Quota and Contribution-Allocation and Indemnity."

**** As of August 16, 2017, the PSUGO Coordination Unit was unable to provide any data either for the program's schools or students. However, the program is not deemed officially closed by the government. For this reason, the 2016-17 column contains only the royalty information generated.

Figure A.8 Resources Generated through International Calls (June 2011-March 2017)

NATCOM
14 199, 34,15
10%

COMCEL
4 960 173,11
3

DIGICEL
123 104 125,12
8

Source: Author calculations according to data from CONATEL

Table A.9 Number of Paid and Expedited Transfers, 2011-2017

| | 2010-11** | 2011-12 | 2012-13 | 2013-14 | 2014-15 | 2015-16 | 2016-17*** | TOTAL |
|----------------------------|---------------------|----------------------|----------------------|----------------------|----------------------|----------------------|----------------------|----------------------|
| | | | | Bank Accounts | Transfers | | | |
| Received | 1,987,849 | 7,373,684 | 8,066,973 | 8,836,722 | 10,280,055 | 11,679,980 | 9,027,065 | 57,252,328 |
| Expediated | 0 | 471,352 | 516,088 | 588,303 | 528,256 | 557,512 | 395,172 | 3,056,683 |
| TOTAL | 1,987,849 | 7,845,036 | 8,583,061 | 9,425,025 | 10,808,311 | 12,237,492 | 9,422,237 | 60,309,011 |
| Received | 42,828 | 60,277 | 62,854 | 67,138 | 73,824 | 76,064 | 54,633 | 437,618 |
| Expediated | 0 | 89,612 | 92,642 | 96,846 | 100,297 | 101,330 | 69,523 | 550,250 |
| TOTAL | 42,828 | 149,889 | 155,496 | 163,984 | 174,121 | 177,394 | 124,156 | 987,868 |
| TOTAL | 2,030,677 | 7,994,925 | 8,738,557 | 9,589,009 | 10,982,432 | 12,414,886 | 9,546,393 | 61,296,879 |
| FNE Resources (USD) | 3,046,015.50 | 11,992,387.50 | 13,107,835.50 | 14,383,513.50 | 16,473,648.00 | 18,622,329.00 | 14,319,589.50 | 91,945,318.50 |

Source: Data from the BRH. Final line : author calculations.

Notes: * The number for 2010-11 contains expediated and paid transfers. ** June-September 2011. ***October 2016 - May 2017.

Table A.10 Number of Program Teachers in 2012

| Department | Number |
|------------|--------|
| Centre | 503 |
| Grand Anse | 1,021 |
| Nippes | 290 |
| Nord | 1,419 |
| Nord Est | 325 |
| Nord Ouest | 499 |
| Sud | 323 |
| Sud Est | 473 |

| | |
|--------------|--------------|
| TOTAL | 4,853 |
|--------------|--------------|

Source: MENFP, 2012

Table A.11 PSUGO Spending, October 2012-September 2013

| Rubrics | Total |
|--|-------------------------|
| Personnel Spending | 422,862,618.55 |
| Various Services and Charges | 73,929,288.80 |
| Purchase of Goods and Materials | 17,223,598.95 |
| Fixed Costs | 18,152,160.37 |
| Subsidies, Shares, Contribution- Allocation, & Allowances | 2,253,338,227.00 |
| Total (HTG) | 2,785,505,893.67 |

Source: DAA/MENFP, October 2013

Table A.12 Annual Education Spending per Family and per Child

| Level of Schooling | 2006 | | | 2010 | | |
|-----------------------|-------------|--------------------|-----------------------|---------------|--------------------|------------------------|
| | HTG (2001)* | USD (current)** | % GDP per capita** | HTG (current) | USD (current)** | % of GDP per capita |
| Preschool | 2,514 | 62.85 | 18% | 4,675 | 117 | 18% |
| Basic I & II | 3,605 | 90.13 | 26% | 6,232 | 156 | 24% |
| Secondary | 7,224 | 180.6 | 52% | 14,000 | 350 | 54% |

Sources: *IHSI (2003: 101), GTEF (2010: 152). ** Author calculations (Jacob 2009 ; MENFP 2011).

Table A.13 Basic Education (I & II) Teachers and Students per Department (2010-2011)

| Department | Number of Students | Number of Teachers in Basic I & II | Student/Teacher Ratio |
|------------|-----------------------|---------------------------------------|-----------------------|
| Artibonite | 405,496 | 10,585 | 38 |
| Centre | 201,566 | 4,725 | 43 |
| Grand'Anse | 122,297 | 2,740 | 45 |
| Nippes | 83,960 | 2,532 | 33 |
| Nord | 243,329 | 6,803 | 36 |
| Nord'Est | 101,935 | 2,362 | 43 |
| Nord'Ouest | 169,195 | 4,927 | 34 |
| Ouest | 835,334 | 25,343 | 33 |
| Sud | 158,806 | 4,641 | 34 |

| | | | |
|---------|-----------|--------|----|
| Sud-Est | 133,062 | 3,768 | 35 |
| Haïti | 2,454,980 | 68,426 | 36 |

Source : MENFP/DPCE.

Table A.14 MEF Disbursements for the PSUGO (HTG)

| Fiscal Year | Forecast | Allocation | Disbursement | Difference: Allocation- Disbursement | Difference: Forecast- Disbursement | % Disbursed |
|--------------|-----------------------|-----------------------|-----------------------|--|--|----------------|
| 2011-2012 | 2,239,884,182 | 1,992,000,000 | 1,927,103,189 | 64,896,811 | 312,780,992 | 97% |
| 2012-2013 | 4,038,636,157 | 2,156,000,000 | 2,681,888,000 | 525,888,000 | 1,356,748,157 | 124% |
| 2013-2014 | 4,571,327,145 | 2,300,000,000 | 3,256,731,040 | 956,731,040 | 1,314,596,105 | 142% |
| 2014-2015 | 3,931,322,612 | 4,602,864,200 | 1,856,211,929 | 2,746,652,271 | 2,075,110,683 | 40% |
| 2015-2016 | 3,886,630,449 | 2,567,462,200 | 2,682,980,294 | 115,518,094 | 1,203,650,154 | 104% |
| 2016-2017 | 2,852,890,722 | 2,400,052,141 | 1,007,726,102 | 1,392,326,039 | 1,845,164,620 | 42% |
| Total | 18,667,800,544 | 16,018,378,541 | 12,404,914,453 | 1,213,411,947 | 6,262,886,092 | 77% |

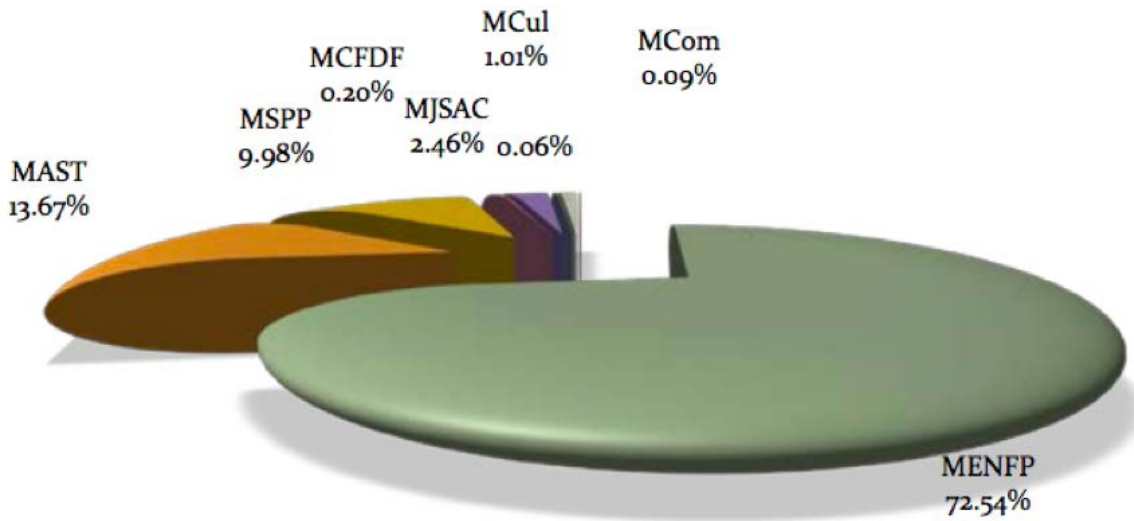
Source: MEF.

Table A.15 Haitian Public Finances: Select Macroeconomic Indicators (2009-2018)

| | 2009-10 | 2010-11 | 2011-12 | 2012-13 | 2013-14 | 2014-15 | 2015-16 | 2016-17* | 2017-18 |
|--------------------------------------|---------------|--------------|--------------|--------------|---------------|--------------|--------------|--------------|---------------|
| Exchange Rate (HTG/USD) | 41,7737 | 39,9405 | 40,8742 | 42,3222 | 43,7429 | 45,5577 | 52,1417 | 65,5368 | 62,6587 |
| GDP (current price, billions HTG) | 266 952 000 | 302 854 000 | 328 061 000 | 364 811 000 | 392 315 000 | 423 644 000 | 484 351 000 | | |
| GDP (current price, billions USD) | 6 390 432 25 | 7 582 629 16 | 8 026 114 27 | 8 619 849 63 | 8 968 655 48 | 9 299 064 70 | 9 289 129 43 | | |
| GDP per capita (current USD) | 634 | 740 | 771 | 815 | 835 | 852 | 839 | | |
| Real Growth Rate of GDP (%) | -5,50 % | 5,50 % | 2,90 % | 4,30 % | 2,80 % | 1,20 % | 1,40 % | | |
| Population | 10 085 214 | 10 248 306 | 10 413 211 | 10 579 230 | 10 745 665 | 10 911 819 | 11 078 033 | 11 244 774 | 11 411 527 |
| Population Growth | 1,63 % | 1,62 % | 1,61 % | 1,59 % | 1,57 % | 1,55 % | 1,52 % | 1,51 % | 1,46 % |
| General Budget (HTG) | 88 942 900 94 | 106 284 926 | 121 000 978 | 131 543 490 | 118 680 548 9 | 122 649 683 | 122 679 830 | 118 380 130 | 144 200 000 0 |
| Functioning | | 35 840 726 5 | 40 687 417 8 | 44 042 235 5 | 49 978 501 56 | 56 026 598 3 | 65 836 000 0 | 75 910 000 0 | 85 320 000 0 |
| Investment | | 70 444 199 5 | 80 313 560 3 | 87 501 255 3 | 68 702 047 38 | 66 623 084 9 | 56 843 830 8 | 42 470 130 6 | 58 880 000 00 |
| GENERAL BUDGET (USD) | 2 129 160 23 | 2 661 081 51 | 2 960 326 51 | 3 108 143 97 | 2 713 138 565 | 2 692 183 39 | 2 352 816 09 | 1 806 315 39 | 2 301 356 396 |
| Budget Allocation per capita (HTG) | 8,819 | 10,371 | 11,620 | 12,434 | 11,045 | 11,240 | 11,074 | 10,528 | 12,636 |
| Budget Allocation per capita (USD) | 211 | 260 | 284 | 294 | 252 | 247 | 212 | 161 | 202 |
| Budget allocation per capita (% GDP) | 33 % | 35 % | 37 % | 36 % | 30 % | 29 % | 25 % | | |

Sources: Author calculations based on BRH data (GDP, exchange rate), MEF (Finance laws, decrees establishing the general budget).

Figure A.16 Breakdown of Sociocultural Budget: 2017-18



Source : « Documents annexes au Budget 2017-2018 » Available at:
http://mef.gouv.ht/docs/17_18_documents_annexes_projet_de_loi_de_finances.pdf

Annex 5. List of Programs & Projects of PIP-Education, 2009-2018

(Sources: Various finance laws and decrees establishing the government budget.)

Table V.1. PIP-Basic Education, 2009-2018

| | Funder | 2009-2010 | 2010-2011 | 2011-2012 | 2012-2013 | 2013-2014 | 2014-2015 | 2015-2016 | 2016-2017* | 2017-18 | Average |
|---|-----------------|----------------------|----------------------|----------------------|----------------------|----------------------|----------------------|----------------------|----------------------|----------------------|----------------------|
| Fundamental Education | | | | | | | | | | | |
| Support for education reform/FAES | USAID | \$4,000,000 | \$92,000,000 | | | | | | | | |
| Program for reinforcing education quality (PARQUE SACHA33) | EU | \$7,522,000 | 17,200,000 | | | | | | | | |
| Support for Reinforcing Education Quality II | EU | | | 3,122,500 | 17,387,500 | | | | | | |
| Support to EFACAP (PARQUE II) | EU | 5,000,000 | 14,000,000 | | | | | | | | |
| School credits and Fees | ACDI | 97,314,236 | | | | | | | | | |
| Construction of EFACAP Savane du Bois | Spain | | | 17,500,000 | 13,280,000 | | | | | | |
| Support for the improvement of Preschool and Basic Education | LUNICEF | | | 338,490,750 | | | | | | | |
| Support for Fundamental Education (EFACAP) of Savane du Bois | Spain | | | | | 21,024,675 | | | | | |
| Margot phase III FAES | Spain | | | | | 137,836,420 | | | | | |
| Implementation of the restructuring and modernization plan of education service offerings in the Sud-Est (PREMOSE phase II FAES) | EU | 256,872,000 | | | | | | | | | |
| Support Program for Quality Improvement | USAID | | 80,000,000 | 80,000,000 | | | | | | | |
| Direct Service Support for Basic Education | USAID | | | | | 193,000,000 | | | | | |
| Tout Moun Ap Li Project - Total | Public Treasury | 40,000,000 | 510,000,000 | 510,000,000 | 474,000,000 | | | | | | |
| Back to school support (material allocation) | BID | | 1,040,000,000 | | | | | | | | |
| Support for education system reconstruction | ACDI/BM | | | 973,040,000 | | | | | | | |
| Implementation of software platform for the PAUCO | PetroCaribe | | | | | 13,560,000 | | | | | |
| Access to primary education: back to school 2010-2011/Quost | ACDI/BID | | | | | 80,000,000 | 80,000,000 | | | | |
| Sud Est | Spain | 5,400,000 | | | | | | | | | |
| Support project for basic education to improve access to quality education for students in national schools | ACDI | | | 107,500,000 | | | | | | | |
| Support for education quality reinforcement | Public Treasury | 85,000,000 | 60,000,000 | 60,000,000 | | | | | | 10,000,000 | |
| Education for under-age and school-age children in the country (PRONAI PIENASCO): implantation of schools in communal sections (PIENASCO-PAE) | BM | 352,000,000 | 507,375,000 | 672,000,000 | 672,000,000 | 1,215,000,000 | | 104,000,000 | | 1,509,321,931 | |
| Education for All (Education pour Tous, EPT ; Phase II) | PAM | | | | | 386,462,664 | 110,906,395 | 4,361,370,052 | 4,361,370,052 | 4,361,370,052 | |
| School cafeterias | Public Treasury | 72,000,000 | 85,500,000 | | | | | | | | |
| Initial Accelerated Training for Masters | BM | 8,000,000 | 68,000,000 | | | | | | | | |
| Support for national schools of the Nord ouest and l'Arbonais (LUNICEF) | | 88,239,953 | | | | | | | | | |
| Teaching quality improvement in Haiti | Canada | | | | | | | | | | |
| Support for continued teacher training | USAID | | 60,000,000 | 110,912,000 | | | | | | | |
| Support for the rollout of the Operational Plan for education and reform (FAES - HA-1349) | BID | | | | | | | | | 333,900,000 | |
| Implementation of school gardens in the EFACAP networks | Public Treasury | | | | | | | | | 10,000,000 | |
| Completion of construction of the EFACAP Morissey d'Aquin (public treasury) | Public Treasury | | | | | | | | | | |
| | Canada | | | | | | 13,500,000 | 18,000,000 | 18,000,000 | | |
| | Public Treasury | | | | | | 27,256,191 | 15,000,000 | 15,000,000 | | |
| Completion of construction of the EFACAP Michel Lazare des Cayes | Public Treasury | | | | | | 2,500,000 | 15,000,000 | 113,400,000 | | |
| Quality Education Access Improvement (HA-11049) | BID | | | | | | | | | | |
| Support for the restructuring of the education sector - HA-1049 | ACDI | | | | | 735,435,000 | 1,240,200 | | | | |
| Quality Education Access Improvement (HA-11077) | BID | | | | | | | | 1,752,975,000 | | |
| Quality Education Access Improvement (HA-11083) | BID | | | | | | | | 654,129,000 | | |
| Completion of construction of the EFACAP Sal Taïebre du centre | Public Treasury | | | | | | | 20,000,000 | 20,000,000 | | |
| Completion of construction of the EFACAP de Marfranc de Jérôme | Public Treasury | | | | | | | 20,000,000 | 20,000,000 | | |
| Completion of construction of the Sainte Helene national school | Public Treasury | | | | | | | 10,000,000 | 10,000,000 | | |
| Construction of the Gras à Port Margot national school | Public Treasury | | | | | | | 8,300,000 | 15,000,000 | | |
| Consolidation of border zone schools (Centre, Nord Est, Sud Est, Ouest) | Public Treasury | | | | | | | | 30,000,000 | | |
| Curriculum review of the Haitian education system | Public Treasury | | | | | 20,000,000 | 5,000,000 | | | | |
| Quality support (curriculum review) | World Bank | | | 40,000,000 | | | | | | | |
| Completion of the construction of EFACAP SALTADERE des Cayes | | | | | | | | | | | |
| | Public Treasury | | | | | | | 80,000,000 | | | |
| | Canada | | | | | | | 43,000,000 | | | |
| Completion of the construction of EFACAP de Marfranc de Jérôme | | | | | | | | | | | |
| | Public Treasury | | | | | | | 20,000,000 | | | |
| | Canada | | | | | | | 43,000,000 | | | |
| Emergency reconstruction of education establishments project (PURES) FAES H 460-D-HT | World Bank | | | 93,354,991 | | | | | | | |
| Reconstruction of educational services in the Sud-Est (TOT PREMOSE) FAES | BID | | | 28,725,000 | 830,000,000 | | | | | | |
| Support for education infrastructure reconstruction (PARF) 2153/GN- GA FAES | BID | | | | 84,134,000 | | | | | | |
| Support for the education sector restructuring HA-1049 | BID | | | | | 735,435,000 | | | | | |
| Support for Education Reconstruction (ARF) 2464/2F-HA-FAES | BID | | | 2,961,430,100 | 740,880,000 | | | | | | |
| Support for the implementation of an education statistics information system | LUNICEF | | | | 1,101,794 | | 1,101,794 | | | | |
| Support for the implementation of an education statistics information system - survey support | LUNICEF | | | | | 9,900,000 | | | | | |
| Teaching quality improvement in Haiti | Canada | | | | | 74,477,327 | 43,000,000 | | | | |
| Implementation of school gardens in the EFACAP networks | Public Treasury | | | | | 184,500,000 | 956,495,000 | 30,000,000 | | | |
| Support for the implementation of a policy for initial and continuing teacher training | ACDI | | | 40,000,000 | 40,000,000 | | | | | | |
| Support for access and quality of education | LUNICEF | | | | | 110,000,000 | | | | | |
| Implementation of experimental labs | PetroCaribe | | | | | 45,000,000 | | | | | |
| Training of education agents | LUNICEF | | | | | 13,500,000 | | | | | |
| Construction of Dangli national school | Public Treasury | | | | | | | | | 5,000,000 | |
| Closing and cementing Pestal national school | Public Treasury | | | | | | | | | 5,000,000 | |
| Construction of Jagan national school | Public Treasury | | | | | | | | | 1,000,000 | |
| Construction of the 2nd section Mathurin national school | Public Treasury | | | | | | | | | 1,000,000 | |
| Construction of Mome rouge national school | Public Treasury | | | | | | | | | 1,000,000 | |
| Completion of construction of EFACAP de Morissey d'Aquin | Public Treasury | | | | | | | | | 16,000,000 | |
| Completion of construction of EFACAP de Michel Lazare des Cayes | Public Treasury | | | | | | | | | 15,000,000 | |
| Improvement of Education Access and Quality (HA-1049) | Public Treasury | | | | | | | | | 113,400,000 | |
| Completion of EFACAP SALTADERE du Centre | Public Treasury | | | | | | | | | 12,500,000 | |
| Completion of EFACAP de Marfranc de Jérôme | Public Treasury | | | | | | | | | 12,500,000 | |
| Construction de l'école nationale de Saint-Hélène | Public Treasury | | | | | | | | | 10,000,000 | |
| Construction de l'école nationale Le Gras à Port Margot | Public Treasury | | | | | | | | | 15,000,000 | |
| Consolidation of border zone schools (Centre, Nord Est, Sud Est, Ouest) | Public Treasury | | | | | | | | | 30,000,000 | |
| Implementation of school gardens in the EFACAP networks | Public Treasury | | | | | | | | | 10,000,000 | |
| Rehabilitation Latape national school | Public Treasury | | | | | | | | | 10,000,000 | |
| Construction of the Cacique Henry/Rose à Poléur national school | Public Treasury | | | | | | | | | 5,000,000 | |
| Rehabilitation of the Tipodine national school | Public Treasury | | | | | | | | | 10,000,000 | |
| Rehabilitation of the TDE Terrier rouge national school | Public Treasury | | | | | | | | | 17,000,000 | |
| Construction of the René Lhérisson national school | Public Treasury | | | | | | | | | 5,000,000 | |
| Construction of an experimental science laboratory at Jacmel | Public Treasury | | | | | | | | | 10,000,000 | |
| Support for access and quality of education (HA-1077) | Public Treasury | | | | | | | | | 1,065,000,000 | |
| Support for access and quality of education (HA-1086) | Public Treasury | | | | | | | | | 553,725,000 | |
| Construction and rehabilitation of national schools damaged by Cyclone Mathieu in the Grand Anse Department | Public Treasury | | | | | | | | | 38,200,000 | |
| Construction and rehabilitation of national schools damaged by Cyclone Mathieu in the Sud Department | Public Treasury | | | | | | | | | 25,000,000 | |
| Construction and rehabilitation of national schools damaged by Cyclone Mathieu in the Sud-Est Department | Public Treasury | | | | | | | | | 25,000,000 | |
| TOTAL (HTG) | | 2,271,868,189 | 2,720,575,000 | 2,788,683,951 | 2,885,695,254 | 3,269,701,086 | 2,843,194,340 | 4,587,930,252 | 7,353,774,052 | 7,883,020,983 | 4,178,213,612 |
| TOTAL (USD) | | 30,434,656 | 68,115,697 | 441,621,836 | 68,183,961 | 74,748,155 | 40,458,459 | 87,989,273 | 112,208,317 | 125,808,882 | 86,535,637 |
| Total (% of PIP EDUCATION/MENFP) | | 55.11% | 58.76% | 50.16% | 58.58% | 55.62% | 78.11% | 74.92% | 95.64% | 87.88% | 70.53% |

Table V.2. PIP-Secondary Education, 2009-2018

| SECONDARY EDUCATION | Funder | 2009-2010 | 2010-2011 | 2011-2012 | 2012-2013 | 2013-2014 | 2014-2015 | 2015-2016 | 2016-2017* | 2017-2018 | AVERAGE |
|---|-----------------|------------|------------|------------|-----------|-------------|------------|---------------|-------------|-------------|---------|
| Construction of Lycee Grand Gave | Public Treasury | 10,000,000 | | | | | | | | | |
| New Secondary | Public Treasury | 10,000,000 | | | | | | | | | |
| Construction of Lycee Plaisance du Nord | Public Treasury | 10,000,000 | 10,000,000 | | | | | | | | |
| Construction of a high school in Beladere (BMPAD) | Japan | | | 41,000,000 | | | 70,000,000 | | | | |
| Extension of new secondary in the departments | Public Treasury | | | | | | | 40,000,000 | 80,000,000 | | |
| Reconstruction of Lycee Toussaint Louverture (Port au Prince) | PetroCaribe | | | | | | | 181,412,371 | | | |
| Reconstruction of Lycee Alexandre Petion (Port au Prince)* | PetroCaribe | | | | | | | 161,477,324 | | | |
| Construction of Lycee de Boczele (Saint Marc) | Public Treasury | | | | | | | 40,000,000 | | | |
| Study for the construction and equipment for the lycee d'Arriquet | Public Treasury | | | | | | | | 3,000,000 | | |
| Study for the construction and equipment for the lycee de Terrier Rouge | Public Treasury | | | | | | | 5,000,000 | 15,000,000 | | |
| Construction of a lycee in Beladere, Thomassinque and Cerca-la-Source | Japan/BMPAD/MEF | | | | | 450,000,000 | | | | | |
| Construction of lycee Francois Lippin de Chansolme | PetroCaribe | | | | | | | | 35,376,569 | 20,000,000 | |
| Study for the construction and equipment for the lycee Rene Theodore de Quaranime | Public Treasury | | | | | | | | 45,000,000 | | |
| Etude pour la construction et equipement du lycee Pierre Sartache Daniel Rigoud (Queret) | Public Treasury | | | | | | | | 20,000,000 | | |
| Study for the construction and equipment for the lycee Georges et Antoine Imery (Queret) | Public Treasury | | | | | | | | 5,000,000 | | |
| Study for the construction and equipment for the lycee des Peches | PetroCaribe | | | | | | | | 45,000,000 | | |
| Construction of the lycee nationale de Saint Michelle de l'Atlaye | PetroCaribe | | | | | | | | 25,000,000 | | |
| Education quality improvement in Haiti for the implementation of « Lycee d'excellence » at the departmental level | | | | | | | | 1,000,000,000 | | | |
| Construction du Lycee national de Cavallion | PetroCaribe | | | | | | | | 25,000,000 | | |
| Construction of Lycee Jacques Stephen Alexis de verettes | Public Treasury | | | | | | | | | 5,000,000 | |
| Construction of Lycee national de Terre Neuve | Public Treasury | | | | | | | | | 5,000,000 | |
| Construction and equipment of the lycee national de la commune de Esparto | Public Treasury | | | | | | | | | 5,000,000 | |
| Construction and equipment of the lycee Soucan Carré | Public Treasury | | | | | | | | | 5,000,000 | |
| Coating and cementing of the Lycee national de Pestal | Public Treasury | | | | | | | | | 5,000,000 | |
| Construction of the lycee de Bois d'Ormes | Public Treasury | | | | | | | | | 5,000,000 | |
| Construction of the lycee à Port au Prince | Public Treasury | | | | | | | | | 5,000,000 | |
| Construction and equipment of the lycee Coral | Public Treasury | | | | | | | | | 5,000,000 | |
| Construction of the lycee des rois | Public Treasury | | | | | | | | | 5,000,000 | |
| Construction of the lycee national de Kenouff | Public Treasury | | | | | | | | | 5,000,000 | |
| Construction and equipment of the lycee Guy Malary à la Croix des Mission | Public Treasury | | | | | | | | | 5,000,000 | |
| Construction of the Lycee de Lilavois | Public Treasury | | | | | | | | | 5,000,000 | |
| Construction of the Lycee La Decouverte de Mole Saint Nicolas | Public Treasury | | | | | | | | | 5,000,000 | |
| Construction of the Lycee Thomas Madoux de Cote de Fer | Public Treasury | | | | | | | | | 5,000,000 | |
| Construction of the Lycee de la Petite Riviere de Bate de Herme | Public Treasury | | | | | | | | | 5,000,000 | |
| Rehabilitation of the Lycee de Jacques Stephen Alexis de Basse Bate | Public Treasury | | | | | | | | | 4,000,000 | |
| Construction of the Lycee nationale de Tiburon | Public Treasury | | | | | | | | | 5,000,000 | |
| Finalisation of the Construction du Lycee Riviere Herard (Sud) | Public Treasury | | | | | | | | | 5,000,000 | |
| Construction of the Lycee national de Saint Louis du Sud | Public Treasury | | | | | | | | | 5,000,000 | |
| Construction of the Lycee Casse Numa Rabel de Belle Anse | Public Treasury | | | | | | | | | 5,000,000 | |
| Construction of a high school in Duvergier | Public Treasury | | | | | | | | | 5,000,000 | |
| Construction of the Lycee national Duvilier (Study Phase) | Public Treasury | | | | | | | | | 5,000,000 | |
| Construction of the Lycee national d'Abraham | Public Treasury | | | | | | | | | 5,000,000 | |
| Construction of reference high schools | Public Treasury | | | | | | | | | 230,000,000 | |
| Construction of the Lycee national Saint Michel des Nippes | Public Treasury | | | | | | | | | 5,000,000 | |
| Extension of new secondary in the departments | Public Treasury | | | | | | | 3,000,000 | 3,000,000 | | |
| Study for the construction and equipment of the lycee Pierre Sartache Daniel Rigoud | Public Treasury | | | | | | | | | 20,000,000 | |
| Construction and equipment of the lycee René Théodore de Quaranime | Public Treasury | | | | | | | | | 35,000,000 | |
| Study for the construction of the lycee d'Arriquet | Public Treasury | | | | | | | | 5,000,000 | | |
| Study for the construction of the lycee de Liancourt | Public Treasury | | | | | | | | 5,000,000 | | |
| Study for the construction and equipment of the lycee Georges et Antoine Imery | Public Treasury | | | | | | | | 5,000,000 | | |
| Study for the construction of the lycee des Peches | Petrocaribe | | | | | | | | 25,000,000 | | |
| Construction of the lycee national de saint Michel de l'Atlaye | Petrocaribe | | | | | | | | 40,000,000 | | |
| Construction of the lycee national de cavallion | Public Treasury | | | | | | | | 55,000,000 | | |
| Planning and equipment for the lycee Pierre Sartache Louis de port au Prince | Public Treasury | | | | | | | | 15,000,000 | | |
| Construction of the Lycee Orno à Prede | Public Treasury | | | | | | | | | 10,000,000 | |
| Construction of the lycee national de plaisance du Nord | Public Treasury | | | | | | | | | 5,000,000 | |
| Construction of the lycee de la Haye commune Lanchobon | Public Treasury | | | | | | | | | 5,000,000 | |
| Construction of the lycee Clocod Mode de Cote de la | Public Treasury | | | | | | | | | 5,000,000 | |
| TOTAL (HTIG) | | 30,000,000 | 10,000,000 | 41,000,000 | - | 450,000,000 | 70,000,000 | 1,427,889,495 | 286,376,569 | 627,000,000 | |
| TOTAL (SIS) | | 718,115 | 250,372 | 1,269,977 | - | 10,287,281 | 1,346,513 | 27,384,799 | 4,512,809 | 10,866,594 | |
| % of total PIP | | 1.53% | 0.24% | 0.54% | 0.00% | 10.52% | 3.42% | 86.11% | 8.97% | 20.23% | 14.62% |

Table V.3. PIP-Literacy, 2009-2018

| LITERACY | Funder | 2009-2010 | 2010-2011 | 2011-2012 | 2012-2013 | 2013-2014 | 2014-2015 | 2015-2016 | 2016-2017 | 2017-18 | Average |
|--|-----------------|-----------|-------------------|-----------|------------------|-------------------|-------------------|-------------------|-------------------|---------|--------------|
| Functional Literacy Campaign | PetroCaribe | | | | | | 90,000,000 | | | | |
| Functional Literacy Pilot Campaign | Public Treasury | | | | | 10,000,000 | | | | | |
| Support for literacy program and training in small trades UNESCO | Spain | | 10,000,000 | | 4,160,000 | | | | | | |
| Post-Literacy | Public Treasury | | | | | | | 25,000,000 | 10,000,001 | | |
| TOTAL (HTG) | | | 10,000,000 | | 4,160,000 | 10,000,000 | 90,000,000 | 25,000,000 | 10,000,001 | | |
| TOTAL (USD) | | | 250,372 | | 98,293 | 228,608 | 1,975,517 | 479,463 | 152,586 | | |
| % of total PIP | | 0.00% | 0.24% | 0.00% | 0.10% | 0.23% | 4.39% | 1.51% | 0.30% | | 0.85% |

Table V.4. PIP-Higher Education, 2009-2018

| HIGHER EDUCATION | Funder | 2009-2010 | 2010-2011 | 2011-2012 | 2012-2013 | 2013-2014 | 2014-2015 | 2015-2016 | 2016-2017* | 2017-2018 | Average |
|---|-----------------|--------------|-------------------|--------------------|------------------|--------------|--------------|--------------|--------------|--------------|--------------|
| Support for governance of the subsector of higher education | Public Treasury | | 15,000,000 | 10,000,000 | | | | | | | |
| | EU | | 28,600,000 | | | | | | | | |
| Support for modernization of higher education | France | | | 32,480,000 | | | | | | | |
| Support for higher education | France | | | 92,000,000 | | | | | | | |
| Strengthening student access to university education by awarding scholarships to French universities | France | | | 204,600,000 | | | | | | | |
| Haiti's digital education program | France | | | 37,500,000 | | | | | | | |
| Support for the creation of digital space in the faculties of medicine as well as the training of training and websites | | | | 25,000,000 | | | | | | | |
| Nursing and Midwifery Schools | FNUAP | | 12,000,000 | | | | | | | | |
| Support for higher education | USAID | | | 8,000,000 | 8,000,000 | | | | | | |
| TOTAL (HTG) | | | 55,600,000 | 409,580,000 | 8,000,000 | | | | | | |
| TOTAL (USD) | | | 1,392,070 | 11,977,726 | 189,026 | | | | | | |
| % of PIP Education (MENFP) | | 0.00% | 1.20% | 4.96% | 0.16% | 0.00% | 0.00% | 0.00% | 0.00% | 0.00% | 0.79% |

Table V.5. PIP- Technical and Vocational Education, 2009-2018

| VOCATIONAL TRAINING | | 2009-2010 | 2010-2011 | 2011-2012 | 2012-2013 | 2013-2014 | 2014-2015 | 2015-2016 | 2016-2017* | 2017-18 | Moyenne |
|---|--------------------------|--------------------|--------------------|--------------------|--------------------|--------------------|--------------------|-------------------|-------------------|-------------------|--------------------|
| Vocational training development program | World Bank | 5,400,000 | | | | | | | | | |
| Vocational Training Program (PRET 1627/SF-HA) | BID/loan | 286,000,000 | | | | | | | | | |
| Implementation of vocational training development action (Public Treasury) | Public Treasury | | | | | 25,000,000 | | | | | |
| Construction of a vocational school in l'Auille | Public Treasury | | | | | | | 10,000,000 | | | |
| Construction of a vocational school in Dondon | Public Treasury | | | | | | | 10,000,000 | | | |
| Construction of a vocational school for girls / the English Basic education and vocational training project | Public Treasury USAID | 235,672,932 | 480,000,000 | | | | | 10,000,000 | | | |
| Vocational Training | BID | | | | | 5,826,216 | | | | | |
| Reform of vocational training | PetroCaribe | | | | | 20,000,000 | 19,999,980 | | | | |
| Strengthening of the INFP | AFC | | | | | 112,462,200 | | | | | |
| Implementation of vocational training development action | Public Treasury | | | | | 30,000,000 | 20,000,000 | | | | |
| Implementation of vocational training center in Pignon | PetroCaribe | | | | | 27,342,929 | 53,290,395 | | | | |
| Equipment studios in vocational training schools | AFC | | | | | | 135,000,000 | | | | |
| In construction (CANCELLATION/FM) | | | | | | | | | | | |
| Construction of 5 vocational training schools (CANCELLATION) | | | | | | | 3,967,171 | | | | |
| Support for the construction of a pilot center for modernization of training for national service and industrial learning (ABC/SENAC) | Bresil | | | | 160,000,000 | | | | | | |
| Support for technical and vocational training | Bresil | | | | 302,302,050 | | | | | | |
| Support for technical and vocational training | USAID | | | 200,000,000 | 200,000,000 | | | | | | |
| Vocational Training 2985/GR-HA (1627/SF-HA) | BID | | | | 22,932,000 | | | | | | |
| Support for strengthening a vocational training center CANADO-HAITI in Port au prince (CFPH-CANADO) | Canada | | | | | | 41,796,000 | | | | |
| CFPH-CANADO | ACDI | 109,757,472 | | 91,742,280 | 91,742,280 | 69,372,797 | | | | | |
| National Vocational Training Institute | Tresor public | | | | | | | | | | |
| Multilateral | | | 83,000,000 | | | | | | | | |
| Strengthening the management sector of technical and professional training in the country | Public Treasury | | 12,000,000 | | 10,000,000 | | | | | | |
| Implementation of regional networks of technical and vocational training | Canada | | | | | 21,500,000 | | | | | |
| Implementation of centers in the regional development poles | Public Treasury | | | | | | | | | | |
| Bilateral | | | | | | 104,000,000 | | | | | |
| Institutional strengthening of central administration (from the INFP) | AFC | | | | | 180,000,000 | | | | | |
| Construction de cinq ecoles de formation professionnelle | BID/AFC | | | | | 3,967,171 | | | | | |
| Equipment for vocational training school studios | BID/AFC | | | | | 3,967,171 | | | | | |
| In construction (UCP) | | | | | | 135,000,000 | | | | | |
| Implementation of a vocational training center in Pignon | PetroCaribe | | | | | 53,290,395 | | | | | |
| Consolidation of a network of vocational and technical training centers in the country | Public Treasury | | 20,000,000 | | 10,000,000 | | | | | | |
| Planning for equipment and training materials for Warf de Jeremie vocational school | Public Treasury | | | | | | | | 10,000,001 | | |
| Construction of a vocational school (multipurpose) | Public Treasury | | | | | | | | | 7,000,000 | |
| Construction of a vocational school in petite riviere de l'Artibonite | Public Treasury | | | | | | | | | 5,000,000 | |
| Construction of a vocational school in Limonade | Public Treasury | | | | | | | | | 7,000,000 | |
| Construction of a vocational school in Capotille | Public Treasury | | | | | | | | | 7,000,000 | |
| Construction of walls for 5 new vocational schools in Mirbalais/Miragone/Cote de fer/Milot | | | | | | | | | | | |
| Project for construction of a technical and vocational training center in Saint -Marc | Public Treasury | | | | | | | | | 2,000,000 | |
| Reconstruction of pilot center administrative building | Public Treasury | | | | | | | | | 20,000,000 | |
| Set up of a vocational training center in Dame Marie | Public Treasury | | | | | | | | | 2,800,000 | |
| Construction of a vocational school in L'Asile | Public Treasury | | | | | | | | | 5,000,000 | |
| Construction of a vocational school in Chambellan | Public Treasury | | | | | | | | | 5,000,000 | |
| Construction of a vocational center in Laurent Feraux des Coteaux | Public Treasury | | | | | | | | | 5,000,000 | |
| Construction of vocational and technical training center with leisure space in Lesieres | Public Treasury | | | | | | | | | 5,000,000 | |
| Central Administration Modernization Program | Public Treasury | | | | | | | | | | 10,000,000 |
| TOTAL (HTG) | | 636,830,404 | 605,000,000 | 291,742,280 | 796,976,330 | 791,728,879 | 274,053,546 | 30,000,000 | 10,000,001 | 95,800,000 | 392,459,049 |
| TOTAL (USD) | | 15,244,769 | 15,147,532 | 7,137,566 | 18,831,165 | 18,099,597 | 6,015,526 | 575,355 | 152,586 | 1,528,918 | 8,128,281 |
| % of PIP EDUCATION (MENFP) | | 27.61% | 13.07% | 3.54% | 16.18% | 13.47% | 11.61% | 0.49% | 0.13% | 1.07% | 8.68% |

Table V.6. PIP-Cross-cutting Interventions, 2009-2018

| CROSS-CUTTING INTERVENTIONS | | 2009-2010 | 2010-2011 | 2011-2012 | 2012-2013 | 2013-2014 | 2014-2015 | 2015-2016 | 2016-2017* | 2017-18 | Moyenne |
|--|-----------------|--------------------|----------------------|----------------------|----------------------|----------------------|-------------------|-------------------|-------------------|--------------------|--------------------|
| Support to governance and education | Canada | | | | | | | | | | |
| Psychosocial support to teachers | Multilateral | | | | | | | | | | |
| Completion of the education census | Public Treasury | 10,000,000 | 104,000,000 | | | | 21,500,000 | | | | |
| | France | 28,600,000 | | | | | | | | | |
| MENFP HR management improvement project | | | 32,000,000 | 23,000,000 | 36,712,770 | | | | | | |
| MENFP HR development support | Public Treasury | | 6,000,000 | | | | | | | | |
| | Japan/UNESCO | | 5,389,678 | | | | | | | | |
| | France | | | | | | | | | | |
| Technical assistance and capacity building for the MENFP | | | | 8,000,000 | 10,863,924 | | | | | | |
| Education database | ACDI | 18,197,256 | | | | | | | | | |
| | France | | | | | | 11,500,000 | | | | |
| Modernization et actualization of management tools for ministry personnel | | | | | | | | | | | |
| Technical Assistance : institutional support and public policy | UNICEF | | | | | | 3,000,000 | | | | |
| Implementation of experimental laboratories | PetroCaribe | | | | | 45,000,000 | | | | 45,000,000 | |
| | BID | | | | | | 760,500,000 | | | | |
| Sub-program of support for restructuring the education sector - L 1049 | | | | | | | | | | | |
| Support for implementation of an educational statistics information system (SISE) | UNESCO | | | | | | 20,650,000 | | | | |
| | UNICEF | | | | | | 4,400,000 | | | | |
| Sub-program for recovery of public schools in the country's 10 departments | Public Treasury | | | | | | 100,000,000 | | | | |
| Support for strengthening local governance and micro-planning and inspection | UNICEF | | | | | | 16,400,000 | | | | |
| Support for risk and disaster management | UNICEF | | | | | 1,000,000 | | | | | |
| Institutional strengthening of the MENFP in planning and educational statistics (SISE) phase II | Spain | | | | | 23,611,720 | | | | | |
| | Spain | | | | | 12,014,100 | | | | | |
| Support for governance and education Phase II/Ad34698 | Spain | | | | | 14,954,654 | | | | | |
| Support for governance and education (Phase II/A034699-001) | Canada | | | | | | | 19,696,970 | | | |
| Support for implementation of the operational plan for education and reform (FAES)-HA-L1060 | BID | | | | | | | | 1,014,520 | | |
| | Public Treasury | | | 24,000,000 | | | | | | | |
| Support for strengthening educational statistics information system (SISE) | Spain | | | 10,000,000 | 21,400,000 | | | | | | |
| | UNICEF | | | 24,000,000 | 4,000,000 | | | | | | |
| Programming support | Canada | 27,518,304 | | | | | | | | | |
| National education and training program (PNEF) | Canada | 33,000,000 | | | | | | | | | |
| School furnishing and equipment | PetroCaribe | | | | | | | | | | |
| Educational Infrastructure | Public Treasury | 20,000,000 | | 410,000,000 | | | | | | | |
| | World Bank | 44,000,000 | | | | | | | | | |
| Support for strengthening local education management | France | | | 10,600,000 | 22,894,700 | | | | | | |
| Support for school rehabilitation | USAID | 176,000,000 | | | | | | | | | |
| Support for school rehabilitation | Suisse | | | | | | | | | | |
| Support for realization of schools/ACDI | BID/ACDI | | 80,000,000 | 800,000,000 | 800,000,000 | | | | | | |
| Public school recovery | Public Treasury | | | 50,000,000 | 50,000,000 | | | | | | |
| Support for MENFP capacity strengthening | Public Treasury | | 10,000,000 | | | | | | | | |
| | World Bank | | 171,280,000 | | | | | | | | |
| | Spain | | 30,000,000 | | | | | | | | |
| | UNESCO | | 40,000,000 | | | | | | | | |
| Reconstruction of school Infrastructure | UE | | 80,000,000 | | | | | | | | |
| | BM | | 120,000,000 | | | | | | | | |
| Implementation of information system and school cards | BID | | 20,000,000 | | 134,400,000 | | | | | | |
| | Public Treasury | | 10,000,000 | 10,000,000 | 10,000,000 | | | | | | |
| | BID | | 98,400,000 | | | 27,450,000 | | | | | |
| Institutional strengthening of decentralized administration | UNICEF | | | | | | | | | | |
| Standardization of the operational planning system and monitoring and evaluation of public projects and programs | Public Treasury | | | | | | 7,000,000 | 7,000,000 | 6,894,700 | | |
| Support for school accreditation and continuing education for teachers | USAID | | | 350,000,000 | 140,808,000 | | | | | | |
| Support for the implementation of the operational plan and the reform (FAES-HAL 1080) | BID | | | | | 317,000,000 | | | | | |
| Implementation of a new regulatory framework for the accreditation of non-public schools | Public Treasury | | | | | | | 10,000,000 | 10,000,000 | | |
| Conception, development, and implementation of a planning, management, execution, and monitoring system | Public Treasury | | | | | | | 15,000,000 | | | |
| Technical Assistance technique : Institutional support and public policy for CONOPS/ SUM PSUGO | UNICEF | | | | | | 9,000,000 | | | | |
| Support for the restructuring of the education sector-HAL 1049 | BID | | | | | | | | | | |
| Support for the implementation of the operational plan of the MENFP | USAID | | | | | | | | | | |
| Standardization of the operational planning system for monitoring and evaluation of public projects and programs | Public Treasury | | 433,398,120 | | | | | | | 5,000,000 | |
| Implementation of a new regulatory framework for the accreditation of non-public schools (Conception, development, and implementation of a planning, management, execution, and monitoring system) | Public Treasury | | | | | | | | | 10,000,000 | |
| Support for the implementation of the educational operational plan and the reform (FAES)-HA-L1060 | BID | | | | | | | | | 333,900,000 | |
| Planting the National Botanical Garden of Haiti | Public Treasury | | | | | | | | | 15,000,000 | |
| TOTAL (HTG) | | 368,705,238 | 1,229,078,120 | 1,719,600,000 | 1,231,079,394 | 1,357,480,474 | 82,500,000 | 52,711,490 | 16,894,700 | 363,900,000 | 713,549,935 |
| TOTAL (USD) | | 8,826,253 | 30,772,727 | 42,070,548 | 29,088,266 | 31,033,161 | 1,810,890 | 1,010,928 | 257,790 | 5,807,653 | 14,778,445 |
| en % du PIP EDUCATION (MENFP) | | 15.98% | 26.54% | 20.84% | 24.99% | 23.09% | 3.50% | 0.86% | 0.22% | 4.06% | 13.34% |

Annex 6. List of the 20 Members of the GSE

1. Spanish Agency for International Development Cooperation
2. French Development Agency (AFD - *Agence française de développement*)
3. University Francophone Agency (AUF - *Agence Universitaire de la Francophonie*)
4. Embassy of Chili
5. Embassy of France
6. Embassy of Japan
7. Embassy of Mexico
8. Embassy of Switzerland
9. Caribbean Development Bank
10. Interamerican Development Bank
11. World Bank
12. Belgian Development Cooperation
13. United Nations Population Fund
14. Canadian Ministry of Foreign Affairs, Trade, and Development
15. International Francophone Organization (OIF - *Organisation Internationale de la Francophonie*)
16. World Food Program
17. European Union
18. UNESCO
19. UNICEF
20. USAID

Annex 7. Exchange Rates (HTG/USD)

| 2006-2007 | 2007-2008 | 2008-2009 | 2009-2010 | 2010-2011 | 2011-2012 | 2012-2013 | 2013-2014 | 2014-2015 | 2015-2016 |
|-----------|-----------|-----------|-----------|-----------|-----------|-----------|-----------|-----------|-----------|
| 36.3813 | 39.9535 | 41.7737 | 41.7737 | 39.9405 | 40.8742 | 42.3222 | 43.7429 | 45.5577 | 52.1417 |

Source: Banque de la République d’Haïti