



USAID | **HAITI**
DU PEUPLE AMERICAIN



EQUIP1 Haiti Final Program Report

October 2007



American Institutes for Research
With
Fonds de Parrainage National

*U.S. Agency for International Development
Cooperative Agreement No. GDG-A-00-03-00006-00
Associate Cooperative Agreement No. 521-A-00-03-00047-00*

Table of Contents

Acronym list	ii
Introduction	1
Initial Project Year: <i>September 2003 – September 2004</i>	2
Part A: Scholarship Support to Victims of Political Violence.....	5
Purpose and Objectives	5
Summary of Activity	5
<i>September 2004 – September 2005</i>	5
<i>September 2005 – September 2006</i>	7
<i>September 2006 – September 2007</i>	8
Sustainability	11
Summary Indicator Table.....	12
Part B: Relief for Flood Victims	13
Purpose and Objectives	13
Summary of Activity	13
<i>September 2004 – September 2005</i>	13
<i>September 2005 – September 2006</i>	15
Summary Indicator Table.....	17
Part C: Support to the <i>Direction d’Appui à l’Enseignement Privé et du Partenariat (DAEPP)</i>	18
Purpose and Objectives	18
Summary of Activity	18
<i>September 2004 – September 2005</i>	18
<i>September 2005 – September 2006</i>	19
<i>September 2006 – September 2007</i>	21
Sustainability	24
Summary Indicator Table.....	25
Research Studies	26
ED2004 Assessment	26
Survey of Basic School Scholarship Programs in Haiti	26
Study of Pre-Service Teacher Training Programs in Haiti.....	27
Successful Methodologies & Lessons Learned.....	29
Implementing Scholarship Programs.....	29
Working with the MENFP.....	30

Acronym List

AIR	American Institutes for Research
BGF	Canadian Cooperation's Office of Funds Management
CIDA	Canadian International Development Agency
CFET	<i>Centre de Formation et d'Encadrement Technique</i>
DAEPP	Department for Support and Partnership for Private Schools (<i>Direction d'Appui à l'Enseignement Privé et du Partenariat</i>)
DDE	Departmental Direction for Education (<i>Directions Départementales d'Education</i>)
DFP	Department for Teacher Training (<i>Direction de la Formation et au Perfectionnement</i>)
DPCE	Planning and Cooperation Department (<i>Direction de la Planification et Cooperation Externe</i>)
EQUIPI	Educational Quality Improvement Program I
FOHNEP	<i>Fondation Haitienne pour l'Enseignement Privé</i>
FPN	<i>Fonds de Parrainage Nationale</i>
ICSPE	Increased Community Support for Primary Education
IHFOSED	<i>Institute Haitien de Formation en Sciences de l'Education</i>
MENFP	Ministry of Education and Vocational Training (<i>Ministère de l'Education Nationale et de la Formation Professionnelle</i>)
MIS	Management Information Systems
NGO	Non-Governmental Organization
PTA	Parent Teacher Association
SACENP	Service for Non-Public School Accreditation (within DAEPP) (<i>Service d'Accreditation des Ecoles Non-Publique</i>)
SAEPP	DAEPP Departmental Offices
TKK	<i>Timoun kè Kontan Camp</i>
USAID	US Agency for International Development

Introduction

One of the most important and unique characteristics of Haiti's education system is the large number of privately owned and operated schools. Indeed, almost 80% of Haiti's schools are private, a result of initiatives by the private sector to fill the gap left by a public system with too few schools to meet the high demand. While this private sector support has helped to raise student enrollments, access, retention and quality continue to be tremendous challenges, especially for Haiti's most vulnerable populations. Approximately half of primary-age children from the lowest income quintile do not attend school, due primarily to the prohibitive cost of school fees.¹ For these poor families, school fees for each child can represent as much as 20% of the family household income.² Moreover, the quality of the learning environment in many Haitian schools is in desperate condition. Data from 2003 showed that less than a quarter of schools had electricity, less than half had running water, more than 10% did not have latrines, and only 12% had a library.³

In 2003, the American Institutes for Research (AIR) began implementation of the USAID-funded EQUIPI program in Haiti, in an effort to help address some of the many challenges within the Haitian educational context. Specifically, the program hoped to help build community support for primary education, to improve access and quality. Over the course of the next four years, a combination of political events and natural disasters changed the implementation landscape, and the focus of the EQUIPI program shifted to better address the immediate needs of the country. Working cooperatively through a local Haitian non-governmental organization, EQUIPI initiated a large-scale scholarship program in an effort to help families mitigate the economic barriers to their children's education, and at the same time improve the quality of the country's private schools. The program also added a specific focus on building the Ministry of National Education and Vocational Training's (MENFP) capacity to regulate and oversee private sector education, through the process of licensing private schools. A number of special studies were also undertaken with program support, in order to provide insight into key education issues to benefit future USAID programming and planning, MENFP operations, and other donor activities.

This final program report summarizes the activities of the EQUIPI program during its four-year implementation period, noting successful methodologies used by the implementation team and key lessons learned. It is AIR's hope that the activities and achievement described in this report serve to highlight the significant contributions and accomplishments of our local partners and government counterparts, whose participation and commitment were critical to the program's success.

¹ World Bank, "Haiti: Options and Opportunities for Inclusive Growth," Country Economic Memorandum (Washington, DC: World Bank, 2006), 123.

² World Bank, "Haiti: Options and Opportunities for Inclusive Growth," 125.

³ MENJS, *Annuaire Statistique des Ecole Fondamentales* (Port-au-Prince: Government of Haiti, 2005).

Initial Project Year: *September 2003 – September 2004*

On September 25, 2003, USAID/Haiti awarded approximately \$3 million to the American Institutes for Research under the EQUIPI Program to help support the mission's planned Increased Community Support for Primary Education (ICSPE) program. The original program design had two main elements: A *Special Studies* component to be implemented by the American Institutes for Research (AIR) and a *Pilot Activities* component with two sub-components—Community Schools and Small Grants—to be implemented by CARE in the remote Northwest Department.

AIR and CARE had worked closely with USAID/Haiti in the preceding month on development of the program, which was to strategically build off of local and community level successes in increasing access to and the quality of education, achieved under USAID's Education 2004 (“ED 2004”) project. The ED 2004 project began in 1997 and aimed to improve the quality of education in about 1,000 rural Haitian schools through teacher training, interactive radio instruction, and the formation and strengthening of parent-teacher associations.

The intention of the EQUIPI Special Studies component was to combine a formal assessment of the multiple components of the ED 2004 project with a number of further studies aimed at informing USAID and others more generally about structural obstacles to improving access to quality education. These additional studies were to include a study of literacy rates, to chart the major ongoing and recently completed literacy programs in Haiti; a language of instruction assessment to prepare an overview of the issues surround the alternatives for language of instruction in Haiti, as well as identifying the advantages, disadvantages, and costs of implementing each of these alternatives; and finally a study to provide an overview of recent and existing scholarship programs and other initiatives aimed at reducing the prohibitive costs of going to school for the neediest families and students.

The two Pilot Activities sub-components aimed to improve the quality of education for children in the Northwest and Artibonite departments. The Community Schools Program, was to improve education quality through interventions that improve school physical infrastructure, improve skills among teaching teams and parent teacher association (PTA) members, and increase the availability of essential teaching and learning materials. The Small Grants Program was intended to enhance the ability of smaller school associations and indigenous NGOs to deliver services to community supported schools and promote collaboration at the local and regional level among all institutions delivering educational services.

From the signing of the agreement at the end of September, through the final months of 2003, the program initiated several start-up activities. During November and into December, AIR staff worked with USAID/Haiti via e-mail and telephone to develop terms of reference for the ED 2004 study—the first of the major studies envisioned for the program to be undertaken. AIR sent a team to Haiti in early December to make further progress on the terms of reference and assess the capacity of local Haitian consulting firms to carry out the assessment. Following in-depth interviews with six firms, the team recommended that three be invited to submit proposals.

In addition to the preparations for the ED 2004 study, the program also initiated the processes of collecting bids for equipment procurement, recruiting program staff, holding planning meetings with USAID/Haiti, and developing a draft workplan for the first year, which was submitted to USAID at the beginning of January 2004.

Unfortunately, in January and February, a period of violent political uprising followed the celebrations marking 200 years of independence, culminating in the forced exile of President Aristide. These political disturbances significantly affected the program's operations. A UNICEF report, released in mid-2004, documented the results of a rapid nationwide assessment to measure the impact of the political violence on children.⁴ The assessment was conducted in 31 zones across the country, with zones corresponding to a city and its communes. The results showed that children were severely victimized by the events—many were killed, others wounded by gunshots or beaten by armed gangs, and still others were the victims of rape, particularly in urban areas with the most violence. In many locations, children were recruited into armed gangs. Schools too suffered, as targets of violence and looting.

In most of the program's target areas, with the exception of Gonaives, the students lost at least two weeks of school. While more than half of the program's target area students were back to school after March 8, schools had to take measures to allow students to catch up on the missed instruction time. Some added one or two hours per day, some stayed open on Saturdays, and some decided to work during the summer holidays. Despite these efforts, towards the end of the first quarter of 2004, it became apparent that achievement of first year targets as outlined in the January 15 draft work plan could not be achieved on schedule. Adding to the implementation challenges that had been posed by the political unrest, devastating floods hit the southern parts of the country in May, leaving Haiti's children and families even more vulnerable. Accordingly, AIR wrote to USAID/Haiti on April 19 offering to prepare a new proposal for fast-implementing, high-impact activities designed to help Haitian primary schools in the program areas get back on their feet.

In response to all of these challenge, on July 5 USAID/Haiti informed AIR in writing that the program would be restructured as follows:

- The Pilot Activities component would not be implemented;
- The planned evaluation of the ED 2004 under the Special Studies component would proceed as planned;
- The other planned studies (e.g., review of literacy programs, language of instruction assessment) would not be conducted during the 2004/05 school year; and
- The planned study on scholarship programs for the highly disadvantaged would be reoriented to “support a study and implementation of a scholarship program through a local Haitian organization for the academic year 2004/05.”

USAID/Haiti concluded its letter by inviting AIR to visit Haiti in July 2004 to develop a revised program description reflecting these changes to the EQUIPI associate award. The twin thrusts of the revised activity were to be (a) to analyze and assist with the expansion of an indigenous

⁴ UNICEF, *Les Enfants D'Haiti Face A La Crise: Situation Et Realites: Evaluation rapide de l'impact de las crise actuelle sur la situation des enfants en Haiti* (Port-au-Prince: UNICEF, 2004).

scholarship program as part of an emergency response to the recent disturbances and (b) to carry out studies described in the original agreement, in particular an impact assessment of the mission's ED 2004 project, to help provide the analytical underpinnings for a new strategy beginning in September 2006.

A three-person team from AIR visited Haiti from August 21-26, 2004 to prepare a revised program description. This revised program description and accompanying budget were submitted to USAID/Haiti and an amendment to the associate award was subsequently approved on September 23.

The amendment shifted the program's focus to reviving and channeling scholarship funds through a respected but (at the time) much-diminished national institution, the *Fonds de Parrainage Nationale* (FPN), as part of an emergency response to the political upheavals of earlier that year, while preserving aspects of the original agreement, including assessment of the ED 2004 project. In addition, the amendment extended the program by one year and changed the program title to the "Haiti Scholarships Activity."

Part A: Scholarship Support to Victims of Political Violence

Purpose and Objectives

The EQUIPI scholarship program in Haiti was designed with both immediate and longer term objectives for supporting Haitian children. In the short-term, the program was designed to provide a response to an emergency situation arising from the period of civil unrest that disrupted the lives of thousands of Haitian children in the five Haitian cities of Petit-Goâve, Port-au-Prince, Saint-Marc, Gonaïves, and Cap-Haïtien—sites of the worst political violence and civil unrest in 2003 and 2004. This response was designed to:

- Provide scholarship support for the 2004/2005 academic year to as many as possible of the 15,000 children affected by political violence who attended UNICEF’s *Timoun kè Kontan* (TKK) or “Happy Children” day camp in 2004; and
- Provide local Haitian non-profit organization *Le Fonds de Parrainage National* (FPN) with minimum material and institutional support needed to administer the program.

The longer term objectives for the scholarship program were to build the capacity of FPN to sustain its scholarship program after USAID funding, and to increase the extent to which FPN involves parents and communities in helping ensure the academic success of scholarship recipients.

Subsequent modifications to the EQUIPI award served to extend the scholarship program through the 2005/2006 and 2006/2007 academic years. With these modifications, which also added additional activities to the program portfolio, the scholarship program came to be identified as “Part A.”

Summary of Activity

September 2004 – September 2005

When the modification to create the scholarship program was approved in September 2004, FPN was operating out of a modest two room facility at the Chamber of Commerce building and was staffed by an executive director, a senior supervisor, a secretary, and an accountant. In the first few months of the activity, a main goal was to get the program up and running, with an emphasis on building the physical and human capacity of FPN, establishing financial safeguards, putting reporting systems in place, and recruiting and training the necessary field supervisors in the five target cities. FPN subsequently added to their staff with the recruitment of a director of administration and finance, a director of supervision, a data manager, teams of four regional supervisors in each of the targeted cities, as well as three additional support staff. The addition of these human resources was key to allowing the scholarship program to move forward.

In January, FPN prepared and signed contracts with the 185 participating schools for the first year of the program. Specifically, FPN targeted those schools enrolling students who had attended UNICEF’s TKK day camp. Schools’ participation, however, hinged on school directors’

willingness to sign a contract with FPN—the means by which FPN can compel schools to abide by good operating procedures and ensure that school directors and teachers adhere to appropriate standards of conduct.

To formally kick-off the program, scholarship initiation ceremonies were held in each of the target cities, attended by the media, local officials, school directors, students, and representatives of the MENFP and USAID. Each ceremony included a symbolic contract signing between FPN and MENFP, followed by the distribution of supplies for students and teachers.



DAEPP Director Jaques-Yvon Pierre, FPN Director Antoine Levelt, and U.S. Ambassador to Haiti, James Foley with flowers received from scholarship students at the April 6th contract signing ceremony in Port-au-Prince.

Implementation of the program in the first year followed FPN's existing scholarship model. A series of three disbursements were made to school directors and the teachers with scholarship recipients in their classes (for supervising and reporting on the progress of scholarship recipients). The amounts were based on the number of supported students either at the school or in the teachers' classes. The final disbursement was contingent upon receipt of students' final reports for the 2004/2005 academic year.

The 11,409 scholarship recipients each received grade-specific kits of basic school supplies. Participating teachers and the 185 participating schools also received standard kits of relevant school supplies and materials. FPN also provided a complete set of reading books and a portable bookcase to each of the participating schools.

The program also provided school uniforms to students at 31 public schools, since these schools were not eligible for the program's teacher and school director disbursements. FPN contracted with a local company to produce two uniforms each for the 2,622 public-school scholarship students.

During the first year of the scholarship program, 178 school committees were established among the participating schools. An important part of FPN's model is the creation and promotion of school committees. In order for participating schools to apply for school improvement projects (which may take the form of equipment purchases, materials for improvements to school infrastructure, or training funds for school staff or committee members), applications for such projects must be prepared by the school committee, in cooperation with FPN staff. A total of 185 school improvement projects were approved and supported by FPN for the 2004/2005 school year.



At the end of the school year, FPN conducted an independent student assessment, administering tests to a random group of ten sponsored and five non-sponsored students at grade 2, 4, and 6 at participating schools in the five targeted cities. Results from the assessment indicated that sponsored students had better results than the non-sponsored students in Creole, but results for French and math showed no significant difference.

Throughout the first year of the scholarship program, EQUIPI staff worked closely with FPN to help enhance their capacity to manage the logistical and financial responsibilities of such a large scholarship program. This support included training in financial management and accounting software, after which FPN implemented a QuickBooks-based accounting system, allowing for much more accurate tracking and reporting of scholarship program expenditures. EQUIPI staff also reviewed FPN administration procedures and provided recommendations for streamlining and improvement, including recommendations on what additional staff would be needed to effectively and efficiently carry out financial management tasks.

September 2005 – September 2006

Close observations and discussions between EQUIPI staff and FPN during the first year of the scholarship programs allowed for important improvements to be made in the implementation of the program for the 2005/2006 school year, which supported 15,460 students in 175 schools (see table 1).

City	Schools	Students
Cap Haitien	39	3,221
Gonaives	34	2,839
Petit-Goave	20	2,690
Port-au-Prince	56	4,453
St. Marc	26	2,257
Total	175	15,460

Disbursements made to teachers and school administrators under the program, initially described as “supplements” were redefined as “teacher compensation” and “administrative cost” payments in the second year, to better describe the purpose and function of these payments. The change to teacher compensation payments corresponded with the introduction of specific services required of participating teachers in the program—namely the expectation that teachers spend three hours per week, after normal school hours, tutoring scholarship recipients in math, Creole, and French.

A change was also made to the amounts provided per teacher within schools. The teacher compensation payments are calculated as a percentage of total scholarship value. Given that per-student scholarship values vary by grade, this means that the money available for teacher compensation payments will differ depending at which grade-level the teacher teaches. For the 2005/2006 school year, a refinement to this system was made, in order to address inequities among teachers within a school. It was decided that the total per-student amounts available to teachers within a school should first be pooled and then divided by the total number of scholarship recipients within a school—thereby creating a standard, average per-student amount for participating teachers, regardless of the grade level at which they teach.

Support provided by EQUIPI in networking and alliance building helped position FPN to make an important decision in 2005/2006 to help improve instruction in the participating schools. In March FPN was able to integrate 34 of its schools into the USAID-funded EDA (Distance Education for Haiti) project, an interactive radio instruction project. FPN had been introduced to the EDA math and Creole curriculum as a component of the Part B summer camps in 2005 (described in the Part B section below). EDA then invited FPN to pilot the curriculum in grades 2 and 4 in certain schools. In March EDA trained FPN personnel who in turn trained the directors and appropriate teachers in the 34 schools (including 10 in Cite Soleil) chosen to participate in the project for 2005/2006.

The second year of the scholarship program also saw an important change to FPN's testing process. In the first year of the program, FPN tested students in grades 2, 4, and 6. Results showed that students in grades 4 and 6 performed much better than those in grade 2, suggesting that students who manage to progress past the first three critical years of primary education are likely to continue to perform well. During the second round of testing for the 2005/2006 school year, it was therefore decided that students in the critical primary grades 1-3 should be tested. Heeding this advice, FPN tested samples of both sponsored and non-sponsored students in grades 1-6 at the participating schools. Of the total 10,326 students tested, approximately 6884 of these were sponsored students—representing approximately 45% of all sponsored students. All grades (1-6) were tested in Creole and Math and students in grades 2-6 were additionally tested in French.

As in the first year, the 2005/2006 scholarship program included the distribution of school supplies and materials to participating students and teachers, and school improvement projects for participating schools. FPN supported 175 school improvement projects for 2005/2006. As part of its ongoing support to school committees, FPN leadership paid visits to school committees in the target cities to review key aspects and requirements of the program, answer questions, and to share expectations for the 2006/2007 school year.

September 2006 – September 2007

An amendment to the EQUIPI program in October 2006 extended the scholarship through the 2006/2007 school year. After two prior years of program implementation, the third year offered not only the opportunity to continue supporting children through a cycle of education, but to continue to better refine the scholarship program model and pilot a new effort to bring out-of-school children into the classroom.

For the 2006/2007 school year, the program sponsored 16,417 students in 175 participating schools (see table 2). The number of participating teachers from those schools providing after-school tutoring services to scholarship recipients

City	Schools	Students				
		Boys	Girls	Private School	Public School	Total
Cap Haitien	39	1,760	1,890	2,649	1,001	3,650
Gonaives	34	1,411	1,531	2,608	334	2,942
Petit-Goave	20	1,227	1,353	1,757	823	2,580
Port-au-Prince	56	2,194	2,492	4,434	252	4,686
St. Marc	26	1,190	1,369	2,162	397	2,559
Total	175	7,782	8,635	13,610	2,807	16,417

totaled 1,289. As in previous years, sponsored students and participating teachers and schools received standard kits of school supplies and materials. In addition, 174⁵ participating schools submitted applications for school improvement projects, and all applications were approved.

As FPN processed the first, second, and then third distributions to participating teachers and school directors, the number of individuals receiving funds via electronic funds transfer (versus written check) steadily increased. The transition to electronic transfers marked a notable advance in FPN's scholarship administration process—drastically cutting down on the number of labor hours needed to prepare and sign checks. In order to make these transfers possible, FPN supervisors worked in the schools to help prepare the necessary paperwork to allow participating teachers and school directors to open bank accounts.



FPN's end-of-year student assessment process also improved in 2006/2007. EQUIPI staff worked with FPN to help further refine and improve their student assessment practice by focusing on a reduced sample of schools and using only multiple-choice questions (to lower administrative costs and efforts associated with the assessment), improving question design, and adjusting the test correction process to allow student responses to be entered into the database as opposed to just a correct (1) or incorrect (0) value score for each item. Question design was improved through the inclusion of questions to determine students' knowledge, comprehension, and application levels of various skills within Creole, French and mathematics (such as reading, grammar, vocabulary, or numerations, operations, and measures). Determining the content areas in advance allows the assessment to provide much more useful information to schools. Changes made in question scoring and answer recording allow the data analysts to know not just the percentage of students who got an item right, but also have a better sense of why students got an item wrong. For instance, if the correct answer is 'B', did 80% of those who got it wrong choose 'C'? If so, what does that indicate about student competencies related to a particular content area? FPN's ability to provide this kind of item analysis and information will be very useful to the schools in the effort to improve student instruction.

One of the most notable activities in the third year of the program was the school access pilot program in the city of Gonaives. While FPN's regular scholarship program focuses on students' retention, promotion, and issues of school quality, the pilot program was designed to reach the children untouched by the regular program—specifically those children who are not in school.

⁵ One of the 175 schools decided to become an orphanage during the course of the school year, thus reducing the number of school improvement projects to 174.

For the pilot program, FPN identified 200 out-of-school children who, through the program, would enter first grade for the first time after participating in intensive remedial classes covering all aspects of the MENFP’s first grade curriculum. By focusing exclusively on first graders, FPN was able to streamline the administration of the pilot and create economies of scale: targeting only first-graders meant just one remedial curriculum needed to be developed. Moreover, it is easier to identify and place children who have never been to school than placing those who have been out of school for several years.

Scheduled to begin early in 2007, implementation of the program was unexpectedly delayed due to renewed violence in the program’s target areas of Raboteau and Jubile—two adjoining neighborhoods in Gonaives with a long-standing conflict. Once tensions subsided, activities resumed and FPN conducted teacher training and began the remedial classes, which were called an academic “camp.” From March 30, 2007 to May 17, 2007, FPN conducted this spring academic camp for out-of-school children. One hundred and ninety-nine (199) students attended the camp Monday to Friday, from 8:00 in the morning to 3:00 in the afternoon. The camp included instruction in mathematics, oral French, Creole, social sciences, and experimental sciences—with the intent of preparing the students to enter into grade 1 classes starting in May. A hot meal was provided to the students each day.

Prior to the end of the camp, the students were assessed in Creole and mathematics. The results of these assessments were used to place them into one of the three schools which had agreed to accept the students into grade 1 classes. Beginning on May 21, the students began attending grade 1 classes. These students were provided two hours of daily tutoring during the first two

In May 2007, EQUIPI staff visited the Access to School pilot program at the College Moderne in Gonaives, and was pleased to hear several success stories from those involved with the program.

Two FPN Pedagogic Consultants, who stayed on the school premises throughout the school day as part of the program, noted the progress that was achieved in the children’s behavior. At the beginning of the program, for example, there were fights among the children almost every day. However, after some instruction and training, students learned to address their grievances with other students by speaking to the teacher, and as a result fighting was reduced.

Many other success stories were shared with the EQUIPI staff during the visit. Among these was the story of a little boy who asked the FPN Supervisor if he could come to school on the weekend, as he was learning new things every day at school and wished to learn even more.

weeks of their enrollment, and one hour of daily tutoring for the final two weeks. At the end of the school year in June, they took the final exams like all the other students. Overall, 59% of the students in the pilot program were promoted to grade 2 (see table 3).

Table 3. Promotion Rates to Grade 2, of Access Program Participants

	Total Number	Number Promoted	Percentage of Total
Girls	90	55	61.1%
Boys	105	60	57.1%
Total	195*	115	59.0%

* Of the 199 participants, 195 entered Grade 1 classrooms after the camp.

As a follow up to the spring camp, FPN conducted a summer camp in Gonaives for these same children, to help reinforce the lessons and material covered in the spring. This summer camp was held July 30 to August 17 at Collège Moderne des Gonaives.

FPN’s regular 2006/2007 scholarship program concluded in September 2007 with a series of ceremonies to distribute the materials for the 174 school improvement projects.

Sustainability

Sustainability is always challenging for scholarship programs that are financed by donor funds. In the case of the EQUIPI program, a distinct goal was to improve FPN's financial and technical management capabilities, not only for the effective implementation of the EQUIPI program, but also so that FPN could be in a position—as an indigenous Haitian NGO—to similarly implement large scale scholarship programs with resources from other external donors, or funds raised from within the Haitian community and Diaspora.

Under the EQUIPI program, FPN received the technical assistance and financial resources needed to expand its capacity to bring scholarship support to greater numbers of needy students. With program support and training, FPN upgraded its financial management systems and procedures, allowing it to accurately track larger amounts of funds while still adhering to the stringent accounting requirements of USAID and other foreign donors. In addition, program staff worked closely with FPN to provide technical support in such diverse areas as organizational management, program strategy and implementation, monitoring and evaluation and marketing. Program support helped to fund various FPN marketing efforts through radio, television, and print media.

FPN's resulting enhanced capacity, coupled with the increased visibility accorded to the foundation based on the size and scope of the scholarship program, has secured FPN's position as a leading implementer of scholarship programs within Haiti. FPN is now, after three years of support under EQUIPI, better prepared and able to source additional funds from both within and outside of the country to continue its support programs. A fine example is the \$800,000 grant the FPN received from the Canadian International Development Agency (CIDA) for the 2005-2006 school year.

Part A Summary Indicator Table

	2004/2005	School Year 2005/2006	2006/2007
<i>Participating Schools</i>			
Private	154	151	152
Public	31	24	24
Total	185	175	176*
<i>Scholarship Recipients**</i>			
Total	11,409	15,460	16,417
<i>Participating Teachers</i>			
Total	1,245	1,268	1,283
<i>Scholarship Recipient Promotion Rates</i>			
Private	82.5%	84.4%	84.1%
Public	72.7%	73.0%	78.4%
Total	80.7%	82.6%	83.0%
<i>School Improvement Projects</i>			
Private	154	151	150
Public	31	24	24
Total	185	175	174
<i>Access Pilot Program</i>			
Boys			108
Girls			91
Students Total			199***
Promotion Rate to Grade 2 – Boys			57.1%
Promotion Rate to Grade 2 – Girls			61.1%
Promotion Rate to Grade 2 - Total			59.0%

* Two out of the three access program schools were already in the regular program. The third is added to the total presented. One school changed its status to an orphanage in the middle of the year, reducing the number of regular program schools down to 174.

**The number of public to private school recipients is approximately equivalent to the ratio of public to private schools in the country.

*** One-hundred ninety-nine students participated in the camp. Of those students, 195 entered grade 1 classrooms after the camp. Promotion rates are based on the 195 students.

Part B: Relief for Flood Victims

Purpose and Objectives

In May of 2004, heavy rains caused devastating floods in Haiti's southeastern regions and in the neighboring Dominican Republic. More than 2,000 people died or disappeared during the flooding. Later the same year, tropical storm Jeanne ravaged northern regions of country, bringing floods and mudslides that led to the deaths of nearly 3,000 people. In addition to the casualties caused by these natural disasters, flooding washed away homes, destroyed schools, and displaced families. This collective trauma to students and their families jeopardized the start of the 2004/2005 school year.

In December of 2004, at USAID's request, a team from AIR visited Haiti to design a new element to the EQUIPI program for a relief activity directed at children and teachers affected by the 2004 flooding. This activity, identified as "Part B," was designed to have six major components:

1. **Retroactive Scholarships:** Payment of arrears for the 2004/05 school year so that 3,000 students could collect their report cards and be promoted to the next higher grade.
2. **Summer School:** A month-long summer school program for 4,000 students (3,000 private school students and 1,000 public school students) from grades 1-6 focusing on the core subjects of Creole, French and Math and incorporating classes on art and physical education.
3. **Back-to-School Stipend:** Distribution of school supplies and payment of registration fees for 4,000 students (including 1,000 from public schools) to ease the burden of back-to-school costs that force most children to miss the opening weeks of school.
4. **Teacher Support:** Modest stipends to help pay for appropriate clothing and other basic needs.
5. **School Kits and Supplies.** Materials and supplies for schools affected by flooding.
6. **School Improvement Grants.** A per-student sum provided to participating schools to assist with repairs or other general improvements needed to improve the physical learning environment.

Summary of Activity

September 2004 – September 2005

Beginning in May of 2005, AIR and FPN worked to identify schools and students in the affected areas of the Northwest, Artibonite, West, and Southeast Departments to participate in the Part B activity. The selection focused on the following communities in each department:

Northwest Department: Chansolme and Port-de-Paix

Artibonite Department: Gros-Morne and Ennery

West Department: Fonds-Verrettes and Thomazeau

Southeast Department: Belle Anse, Thiotte and Grand Gosier

From the ministry’s list of affected schools in devastated areas and previous FPN evaluations of schools located in these areas, an initial group of 123 schools were targeted for the identification of eligible students—students who had finished the school year several months behind in tuition payments. These children would be invited to attend a month long summer school, their attendance at which would determine their eligibility to receive a retroactive scholarship and one-time “back-to-school stipend.” As the identification process began, however, it became clear that certain pre-selected schools were too far from the chosen summer school locations to be considered. In the end, 3,847 students from 81 schools were selected (see table 4).

Table 4. Part B Summer School Participants

City	Schools	Boys	Girls	Public School Students	Private School Students	Total Number of Students
Belle-Anse (Mapou)	11	209	192	39	362	401
Chansolme	10	275	290	179	386	565
Ennery	8	119	133	100	152	252
Fonds-Verrettes	12	312	296	60	548	608
Gros Morne	21	465	507	192	780	972
Port-de-Paix	11	298	287	168	417	585
Thomazeau	8	243	221	177	287	464
Total	81	1921	1926	915	2932	3847

Eleven schools were chosen as sites to host the summer school activity (see table 5). From July 27 to August 6, FPN organized six-day trainings in Port-de-Paix and Gonaïves for a total of 210 teachers and principals from the host schools.

FPN also assumed the lead for coordinating the curriculum and logistics for the summer school. The summer school curriculum included remedial instruction in Creole and Mathematics for grades 1-4 and life skills instruction for grades 5 and 6, in addition to instruction in oral French for grades 1-6 and extracurricular activities. FPN prepared its own French language curriculum and contracted with FOHNEP for their Math and Creole distance learning programs and the life-skills program for grades 5 and 6. The AfricAmerica Foundation was chosen to provide instruction for arts and crafts, and the Youth Support Foundation (CeDaJ) was selected for the summer school’s physical education instruction. The Groupe D’Appui Psychosocial (GAPS) was contracted to help instruct the summer school teachers on methods and techniques of psychosocial support to students. Given that the students participating in the summer school had witnessed and suffered so much tragedy due to the natural disasters, training teachers in psychosocial support was an important element of the program, as was the inclusion of extra-curricular activities such as arts and sports that could support social and emotional learning.

Table 5. Host Schools for Part B Summer School

City	School
Belle-Anse (Mapou)	Ecole Nationale de Mapou
Chansolme	Ecole Nationale de Chansolme Presbytérale Rodrigue Louis
Ennery	Lycée D’Ennery
Fonds-Verrettes	Ecole Nationale de Fonds-Verrettes Presbytérale Sainte Croix
Gros Morne	La Résurrection Charlotin Marcadieu
Port-de-Paix	Ecole Nationale Saint Joseph St.-Louis Marie de Monfort
Thomazeau	Ste. Thérèse de L’Enfant Jesus

The summer school program began on August 8, 2005 and ended on September 1, 2005. Figure 1. shows the daily schedule for the program.

Figure 1.

HOURS	1 ^{ère} AF	2 ^{ème} AF	3 ^{ème} AF	4 ^{ème} AF	5 ^{ème} - 6 ^{ème} AF
8 h 00 – 8 h 15	Accueil				
8 h 15 - 8 h 45	1 ^{er} Snack				
8 h 45 - 9 h 25	Créole	Créole	Math	créole	Sport
9 h 25 - 9 h 30	Change of activity				
9 h 30 – 10 h 15	Sport	Sport	Créole	Math	Ed Vie
10 h 15 – 11 h 00	2 nd Snack				
11 h 00 – 11 h 40	Math	Math	Sport	Art	Art
11 h 40 - 11 h 45	Change of activity				
11 h 45 – 12 h 25	Art	Art	Art	Sport	Ed Vie
12 h 25 – 12 h 30	Change of activity				
12 h 30 – 13 h 15	French	French	French	French	French

September 2005 – September 2006

Following the completion of the summer school program, FPN began preparing the list of eligible students for the retroactive scholarships. The scholarships were fixed at a flat rate of \$30 per student and were intended to pay at least part of the students' 2004-05 tuition arrears, thus making them eligible to enroll for classes in 2005-06. Eligibility was limited to private school students who had attended the summer school program for at least 5 days and who were present at the start of the 2005-06 school year. From the 2,932 private school students who participated in the summer program, 2,653 students met these criteria and 2,457 were selected to receive retroactive scholarships. Although the project had budgeted for 3,000 students, many were unable to attend summer school because they were too far away. FPN therefore selected 543 additional students from the Southeast towns of Thiotte and Grand Gosier and an area of Belle-Anse called Pichon. All the selected students in these new areas had not been able to attend the summer school programs due to prohibitive distances, but met the remaining standard selection criteria.

In addition to the 3,000 retroactive scholarships, the program also provided back-to-school support to 4,000 students at 94 public and private schools in the affected areas. For the students in private schools, this support included a \$10 per-student sum paid to each respective school to cover administrative costs. Each of the 94 schools received a complete set of 48 reading books along with a portable book-case, in addition to receiving books, notebooks, pens, pencils, pencil sharpeners, erasers, dictionaries, maps, and chalk boxes. These same 94 schools worked with FPN staff to design school improvement projects. The projects involved procuring needed school equipment such as desks, chairs, and filing cabinets.

Part B back-to-school support further included stipends to teachers in the affected areas, to allow these teachers to buy appropriate clothes and other basic items. A total of 2,469 teachers working in 480 schools were selected to receive a grant of 2,975 gourdes (US \$ 69.19). These included 582 teachers in the 94 schools receiving the back-to-school support, plus 1,887 teachers from an additional 386 schools.

Finally, FPN also created a standard school kit containing a water reservoir (200 gallons), a garbage can, a radio cassette, four metallic folding chairs, a wall clock, a set of geometrical instruments, 20 dictionaries, 300 notebooks, 6 notebooks for teachers, plus pens, pencils, pencil sharpeners and erasers, geographic maps of Haiti, boxes of chalk, a stapler, and a box of staples. This kit was provided to a total of 260 schools in the affected areas targeted by Part B. An additional eighty schools received only part of the standard kit so as to avoid duplication with the materials provided as part of the improvement projects.

Distribution of all the materials, equipment and support provided under Part B was conducted through a series of distribution ceremonies, organized by FPN, in the targeted communities. On January 26, 2006 a closing ceremony for Part B was held in Ennery (Artibonite).

Part B Summary Indicator Table

	Participating Schools			Participating Students		
	Private	Public	Total	M	F	Total
<i>Summer School</i>						
Belle-Anse (Mapou)			11	209	192	401
Chansolme			10	275	290	565
Ennery			8	119	133	252
Fonds-Verrettes			12	312	296	608
Gros Morne			21	465	507	972
Port-de-Paix			11	298	287	585
Thomazeau			8	243	221	464
Total			81	1921	1926	3847
<i>Retroactive Scholarships for 2004-05</i>						
Belle-Anse (Mapou)		10	10	169	141	310
Belle-Anse (Pichon)		5	5	114	102	216
Chansolme		7	7	159	156	315
Ennery		6	6	68	79	147
Fonds-Verrettes		11	11	235	221	456
Grand Gosier		3	3	72	76	148
Gros Morne		17	17	359	371	730
Port-de-Paix		8	8	120	131	251
Thiotte		5	5	95	84	179
Thomazeau		5	5	134	114	248
Total		77	77	1525	1475	3000
<i>Back-to-School Support</i>						
Belle-Anse (Mapou)	10	1	11	239	215	454
Belle-Anse (Pichon)	9	0	9	159	146	305
Chansolme	7	3	10	266	292	558
Ennery	6	2	8	130	170	300
Fonds-Verrettes	8	0	8	169	190	359
Grand Gosier	4	0	4	68	64	132
Gros Morne	16	4	20	441	485	926
Port-de-Paix	8	3	11	228	212	440
Thiotte	5	0	5	90	69	159
Thomazeau	5	3	8	183	184	367
Total	78	16	94	1973	2027	4000
<i>Teacher Stipends</i>						
				Participating Teachers		
Belle-Anse			64	194	50	244
Chansolme			14	37	16	53
Ennery			22	75	25	100
Fonds-Verrettes			27	91	24	115
Gonaives			168	745	252	997
Grand Gosier			21	82	17	99
Gros Morne			43	167	55	222
Port-de-Paix			43	190	66	256
Thiotte			33	126	12	138
Thomazeau			25	124	16	140
Anse-a-Pitres			7	24	2	26
Bassin Bleu			13	65	14	79
Total			480	1920	549	2469
<i>School Kits</i>						
Total			340			

Part C: Support to the *Direction d'Appui à l'Enseignement Privé et du Partenariat (DAEPP)*

Purpose and Objectives

In Haiti, nearly 80% of all schools are privately owned and operated, posing a unique challenge to the Ministry of National Education and Vocational Training (MENFP) in ensuring the quality education available to the nation's children. While not inherently bad, a mostly private education system demands strong governmental processes to regulate and support the quality of instruction and school facilities. Unfortunately, Haiti's system for licensing private schools—the purview of the *Direction d'Appui à l'Enseignement Privé et du Partenariat* or DAEPP—has suffered from lack of standard protocols, inadequate offices and equipment, and staff who lack skills to effectively manage paperwork and licensing procedures. These deficiencies are most acute at the decentralized departmental (DDE), district, and zonal offices, where piles of unprocessed license applications can date back months, and in some cases even years. The lack of capacity at DAEPP headquarters and decentralized offices results in few private schools being licensed. A nationwide school census in 2003 revealed only about 2,000 out of roughly 15,000 private schools possessed valid operating licenses.

Beginning in 2005, the EQUIPI program initiated support to DAEPP headquarters to strengthen the government's capacity to regulate and license non-public schools while fostering partnerships with the non-public education sector. Specifically, the new component (dubbed "Part C") had the following objectives:

- To help DAEPP process its current backlog of license applications and establish a computerized database of Haiti's non-public schools;
- To provide needed equipment and renovations to DAEPP offices, including the provision of computers connected to a server linking them with other MENFP offices and the internet; and
- To provide training to key DAEPP staff in filing, computer use, management, and planning.

Subsequent modifications to the program served to extend support, first (in a pilot effort) to the Nippes Department, and later to all nine remaining departments.

Summary of Activity

September 2004 – September 2005

The modification providing for the addition of Part C to the program's portfolio of activities was approved in July 2005. Subsequent discussions with key DAEPP staff and field visits to the MENFP departmental offices made it clear that the problems with Haiti's system for licensing private schools went far beyond the program's initial focus on physical renovations and provision of IT equipment to speed the backlog of license applications. While DAEPP leadership stressed the need for training and basic office furniture, AIR discovered other serious,

fundamental challenges to the improvement of the licensing system. Specifically, no systematic protocol for licensing actually existed, nor was there any meaningful contact between the MENFP field inspectors (responsible for processing license applications) and the DAEPP headquarters staff in the capital. Thus, as support activities commenced in the fall of 2005, the EQUIPI program approached the effort with three distinct priorities—to ensure that MENFP and DAEPP staff not only possessed the requisite knowledge to effectively perform their duties, but that these staff also had the necessary tools and equipment to efficiently conduct their tasks, and clear, appropriate systems and procedures to guide their work.

September 2005 – September 2006

The process of licensing Haiti’s private schools involves several different offices and groups of actors within the MENFP. Beginning at the central level, DAEPP’s Service for Non-Public School Accreditation (SACENP in French) is the body responsible for issuing licenses. SACENP works in concert with staff at the department-DAEPP offices (called SAEPP office) who process license applications and submit them to SACENP, and the MENFP school inspectors working at district and zonal levels within each department. These inspectors, who work to inspect schools in the public school system, also play a vital role in the private school licensing process, as it is they who are responsible for making inspection visits to schools to verify information on license applications.

Per the request of DAEPP, one of the first activities to be undertaken by the program was to support training to fill a critical knowledge gap among inspectors. EQUIPI provided financial, technical, and logistical support to a series of trainings which reached all inspectors in each of the country’s ten departments. These trainings, held at the departmental level, provided the inspectors with an introduction to the licensing process, including their roles in the process, and the use of various forms involved. Despite their critical importance to the licensing system, the inspectors had never before received such training.

Concurrent with strengthening the most local actors in the process, EQUIPI also reinforced capacities and systems at the central level. In line with the shared vision of EQUIPI and USAID to create a modern, efficient licensing system using high quality information technology for data collection, storage, and transfer, the program began outfitting the DAEPP offices with the equipment and furniture needed to support such a revised system. The SACENP office, in particular, underwent renovation to repair walls and windows and to install air conditioning. It also received new chairs, desks, and file cabinets as well as computers and printers. Cell phones purchased by the program for the SACENP personnel served as the only functioning phones in all of DAEPP, until the installation of a new intra-office telephone system. These seemingly simple procurement efforts vastly transformed the working environment within DAEPP, providing the critical functionalities of a modern office.



The provision of IT equipment, in particular, marked the first steps in overhauling the operations of DAEPP and the system for licensing private schools. EQUIPI staff worked with SACENP to redesign and streamline the various forms used in the licensing process, including the school application form and the school inspection and application review forms. Many of these forms were overly long and confusing. These revised forms then provided the framework for the development of DAEPP's first-ever school licensing database.

The DAEPP database developed through a consultative process with DAEPP staff, MENFP officials from other directorates, and stakeholders from the donor community involved in the effort to build and strengthen the ministry's management information system (MIS). The program's aim in developing the database was to provide a useful tool for DAEPP staff that could and would also link DAEPP to important information resources within other directorates, such as the data from the 2003 census of schools in Haiti.



DAEPP staff received both intensive basic computer training as well as training in database use and data entry, to prepare them to use the new database. As DAEPP staff worked with the database they were able to offer useful suggestions for improvements. Given that the database needed to be a hub for DAEPP's critical information, EQUIPI worked to ensure that the database included as much pertinent information as possible, a process which necessitated close collaboration with several different stakeholders. The addition of the 2003 school census data, for example, required

a series of meetings and discussions with the MENFP's Department for Planning and External Cooperation (DCPE), the office responsible for the census data.

Through these and other efforts of EQUIPI staff, the program was able to increase the level of coordination between DAEPP and other education sector donors, as well as between DAEPP and other MENFP directorates. The program also worked to integrate DAEPP into the planning for the larger MENFP MIS development effort, spearheaded by other donors.

By the spring of 2006, DAEPP central staff were entering licensing information into the database. During this time, SACENP personnel in Port-au-Prince noticed that many of the applications for licenses that were coming from the departmental offices were incomplete or incorrectly filled out by schools, inspectors, or SAEPP personnel. Thus, they recommended that follow-up visits be organized to all 10 SAEPP offices to reinforce the lessons imparted during the initial trainings (completed October 2005 – March 2006) and address any follow-up issues. The program sponsored these visits, and as part of the follow-up visits, EQUIPI brought basic office furniture (desks, chairs, and filing cabinets) to the SAEPP personnel. District offices in the West Department were also included in this initiative as they are responsible for many schools.

Most SAEPP offices and the West district offices were in desperate need of this equipment; in some places inspectors were sharing desks and chairs.

The distribution of office furniture to the SAEPP offices raised the profile of the project considerably in the eyes of the SAEPP employees and the Departmental Directors (DDEs)—so much so that the DDEs, who had not shown much interest in the initial departmental licensing trainings, specifically requested training in licensing. Moreover, in several departments DAEPP staff took advantage of the furniture delivery to conduct training for new DDE employees. In some cases, they went even further, providing support to schools.

In Grand Anse, for example, DAEPP staff even paid visits to several towns, including some remote locations. At each location the DAEPP staff processed several school applications on site and then hosted local meetings to present their findings to school owners and directors. Each school present at these meetings was given a sheet explaining what was missing from their application. This type of support visit by DAEPP staff had never been made before the EQUIPI program, proving that one of the major accomplishments of the program was reducing the large distances, both geographic and psychological, that exist between DAEPP, DDEs, inspectors and schools. In the first year of support from the program, DAEPP staff visited almost all SAEPP offices at least twice.

As the capacities and facilities available to DAEPP headquarters staff began to improve by the spring of 2006, attention turned to the selection of a pilot department in which to fully implement a revised electronic licensing system. In other words, EQUIPI, USAID, and DAEPP wished to identify a specific department, which could be provided training and outfitted with the appropriate IT equipment to allow the electronic transfer of information from the local zonal and district offices all the way up to SACENP. In conjunction with DAEPP officials, the Nippes Department was selected. Although it is a mostly rural department, the inspectors in Nippes proved to be more motivated than in other departments and the Departmental Director for Education exhibited strong leadership skills.

The process of equipping the local DAEPP offices and preparing local staff began with a 10-day training for 27 MENFP employees in Nippes on basic computer use and key software applications, and an introduction to the DAEPP database. EQUIPI staff then commenced a series of field visits to all the district and zonal offices in the Nippes Department, to ascertain the renovation, furniture, equipment, and networking needs of each site. Given the off-grid location of many sites, plans were also made to install solar panels to provide the electricity needed for the computer equipment. By the end of the first year of activities under Part C, renovation work in Nippes was already underway.

September 2006 – September 2007

The EQUIPI program modification at the beginning of October 2006 served to extend the program's support to DAEPP for another full year, including the expansion of the pilot efforts into two additional departments. This strategy eventually changed, however, as greater attention was paid by other departments to the activities occurring in Nippes. By the beginning of 2007, EQUIPI and DAEPP officials jointly concluded that providing assistance down to the local level in just one or two additional departments would leave few resources for reaching the

remaining departments. The majority of departments, under such a plan, would not be able to benefit from the efficiencies generated by the program. It was decided that the most efficient way to proceed with the program would be to extend training and equipment support to most or all of the MENFP's departmental-level headquarters offices (DDEs). A request was made to USAID to amend the EQUIPI agreement to accommodate this approach.

The departments' desire to benefit from EQUIPI support was understandable, particularly given the very dramatic improvements in the Nippes Department. By the start of the New Year, most furniture deliveries had been made to the SAEPP office as well as the district and zonal offices, as physical renovations of offices continued. By the spring, solar panels and satellite internet connections were installed and thirty laptops were procured for use by staff in those offices. At each solar panel installation, the Departmental Director in Nippes organized and presided over meetings to engage community leaders in the project and to maximize security of the equipment. The importance of the computers, solar panels and internet connectivity at the DAEPP local level offices cannot be understated, as together these allowed for a revolution in information and communication within the Nippes Department.



Capacity building of Nippes staff also continued. Staff from SACENP noticed that the Nippes Department was processing very few applications and that many were incomplete, often without the requisite school inspection, despite the training and close cooperation the program had been receiving from MENFP leadership in Nippes. In an effort to remedy the situation, SACENP staff, accompanied by EQUIPI staff, made a field visit to Nippes in late November to discuss these issues directly with the Departmental Director and his staff. During this same visit, SACENP staff took advantage of the backlog of pending applications at the SAEPP office to review procedures with Nippes staff and assist in processing all pending applications. Where possible, SACENP staff members also accompanied inspectors on school visits, to reinforce the training. This initiative on the part of SACENP staff, to train and support the departmental offices, evidenced the growing technical and managerial competency within DAEPP and a proactive approach to problem solving.

This improved technical and managerial capacity was again demonstrated as DAEPP central staff first received training on archiving and file management and subsequently delivered this same training to peers at the departmental level. While the challenges and obstacles to efficient licensing stemmed from many factors, some are as basic as a lack of skills in how to manage, organize, and file documents. The archiving and file management training provided DAEPP staff with the necessary skills and knowledge needed to organize the DAEPP archives and to efficiently manage the filing of license applications. DAEPP staff then went to both Nippes and Centre Departments to train staff in those DDEs.

Indeed, the second year of project activities was marked by a strong focus on human capacity building. DAEPP hosted and EQUIPI sponsored training for the Departmental Directors for Education. The training focused on an introduction to licensing, an introduction to the EQUIPI

program and the role of the SAEPP offices (which fall under the authority of the Departmental Directors). While all Departmental Directors had been invited to the programs's initial departmental-level trainings for inspectors, where this same information was shared, most did not attend. This training therefore filled an important knowledge gap.

Important trainings also occurred in relation to the DAEPP database, both in Nippes (at the user level), and at DAEPP headquarters (for IT administrators and technicians). In Nippes, a refresher class in introductory computer use and training in the SACENP database was held for all Nippes inspectors and secretaries. This training reviewed what participants had learned at the initial basic computer training in May 2006 and also introduced them to the SACENP database which they are tasked with using to fill out licensing applications. The training was led by a team composed of trainers from SACENP, DAEPP and DPCE, assisted by two IT technicians from the Nippes DDE.

One of the successes of the EQUIPI program is that as a result of the training, equipment, and support that SACENP and DAEPP staff received, they are now able to serve as trainers for departmental-level MENFP employees. Eventually, the Nippes staff may also be able to serve as trainers for other departments.

Among the trainings provided to SACENP and DAEPP headquarters staff, IT technicians from these offices (as well as from DPCE) received training on network management and database programming—critical skills that will allow DAEPP not only to maintain the IT infrastructure and database it now has in place, but also to proactively manage and adapt the database as needs change. One improvement made to this IT infrastructure in the program's second year was the upgrade of the database from an MS Access version to the more sophisticated SQL version, which is more appropriate for large databases and multiple-access, network environments. In addition, the program supported the development of a ministry-wide internet domain and financed the acquisition of enough email boxes (user accounts) to allow all DAEPP staff to have ministry email addresses.



In May 2007, the EQUIPI program was again modified, this time to officially approve the revised expansion strategy of extending training and equipment support to the remaining DDEs. By this time, all renovations and equipment deliveries to the Nippes Department had been completed, and attention therefore turned to the procurement and training plans for the extension. During the program's final months of July, August, and September, basic office equipment, internet connection systems, and basic computer equipment was delivered to DDE offices, in an effort to extend the benefits received previously by the pilot Nippes Department to the rest of the country. To complement the equipment deliveries, teams of trainers from DAEPP headquarters visited the DDEs to provide training in archiving and file management and in basic computer use.

By the conclusion of the program at the end of September, EQUIPI had laid the initial, critical foundation for the emergence of a revised, modernized, nation-wide licensing system, demonstrating its potential via the pilot effort in the Nippes Department. Anchored at the DAEPP headquarters by a robust database, technology infrastructure, and knowledgeable staff, the nascent system will also benefit, thanks to the EQUIPI program, from a cadre of trained staff working in equipped departmental offices around the country.

Sustainability

The EQUIPI program invested heavily in the equipment and materials needed to modernize DAEPP licensing process, but even more so in the development of human capacity needed to make the system work. While during the first year of Part C activities, the focus was on developing the core capacity of the DAEPP headquarters staff, during the second year of activity these same central staff demonstrated the skill and ability to serve as a training resource for the departmental and local levels.

The task ahead for DAEPP will be to support departmental level staff across the country as they begin to use the computers and database made available to them to process license applications. EQUIPI's efforts to revise and streamline application forms and create a user-friendly database will help make this possible. Not only does DAEPP now boast a core group of knowledgeable database users (the SACENP staff), so too does it have a team of competent IT technicians who will be able to troubleshoot and adapt the database as needed. This core strength will drive the work and support that is still needed in the departments.

The pilot program in Nippes was successful on multiple levels, for the capacity it built among MENFP's Nippes employees, but also for the example it provides for the lessons and challenges of extending a computerized system all the way down to the most local levels. DAEPP now has the training capacity to replicate the same process of knowledge transfer in the remaining nine departments. The provision of computer equipment, furniture, and office renovation were, however, also fundamental to the pilot effort. In this case, EQUIPI's work to better integrate DAEPP into broader MIS development efforts, and the links and contacts created through the many meetings EQUIPI facilitated between stakeholders will hopefully position DAEPP leadership to take advantage of resources and support available from other donors.

Part C Summary Indicator Table

<i>Trainings for DAEPP Headquarters & Departmental Staff</i>				
Year	Topic	Participants		
		Male	Female	Total
2005/2006	Licensing training for inspectors	250	104	354
2005/2006	Computer training for DAEPP employees	3	11	14
2005/2006	Database training for SACENP employees	4	4	8
2006/2007	Computer training for Nippes employees	17	10	27
2006/2007	Licensing training for departmental directors	12	1	13
2006/2007	Filing training for the DAEPP employees	5	12	17
2006/2007	Database training for Nippes employees	20	14	34
2006/2007	Filing training for Nippes employees	35	13	38
2006/2007	Computer training for the DDE staff	--	--	90
2006/2007	Filing training for the DDE staff	--	--	175
2006/2007	DAEPP/MENFP IT Engineer training on network management	3	0	3
2006/2007	DAEPP/MENFP IT Engineer training on database programming	6	0	6
<i>Equipment Provision to Headquarters & Departmental Offices</i>				
				Total Number of Items
Desktop Computers				100
Laptop Computers				38
Server Computers				12
Routers				17
Photocopier				1
Printers				1
Overhead Projectors				2
Air Conditioning Units				3
UPS				112
Internet Systems				10
Tables				3
Desks				239
Desk Chairs				170
Other Chairs				488
Filing Cabinets				166
Vehicle				1
Phone systems				2
Cell phones				9
Phones				5
Digital camera				1
Antennas				2
Water cooler				1
Projection screens				2

Research Studies

Complementing the activities of Parts A, B, and C of the program, EQUIPI also supported several studies aimed at providing important education-sector insight and information for the benefit of future USAID programming, MENFP operations, and other donor activities.

ED2004 Assessment

An element of the original program description for the EQUIPI program in Haiti, the goal of the ED2004 Assessment was to provide a formal external evaluation of ED2004 to complement the final report written by the project team. During the first quarter of 2006, the three firms which had been short-listed by AIR in December 2003 submitted proposals to conduct the assessment. A review of the proposals led to the selection of the Centre de Formation et d'Encadrement Technique (CFET).

The ED2004 assessment examined the project's impact on the use of improved classroom techniques and the level of community involvement in school-level management. Specifically, the assessment team examined the impact of the project's cluster approach, school feeding program, interactive radio instruction, and parent-teacher association support, and the extent to which the eight partner organizations involved in the project continued to support ED2004 schools in the absence of USAID funding.

CFET sampled one quarter of ED2004's 64 clusters, selecting two clusters per partner organization (one urban and one rural) and two schools per cluster, for a total of 32 sampled schools. Using a combination of interviews and focus groups, the CFET assessment team collected information from more than 450 individuals during the month of April 2006. A final assessment report was submitted by CFET on June 21 and approved by USAID on July 28.

The report's major conclusions suggest that the ED2004 cluster model did lead to improvements in the quality of instruction, thanks especially to the project's strong focus on student-centered learning, and despite the fact that the cluster structure was not universally sustained post-project to the extent desired. Increases in the capacity of local associative structures (such as PTAs) to play a role in school management is also cited as an outcome of the project. The full text of CFET's ED2004 assessment can be downloaded from USAID's Development Experience Clearinghouse website.

Survey of Primary and Secondary School Scholarship Programs in Haiti

The survey of basic school scholarship programs in Haiti was also one of the originally proposed studies in the EQUIPI program description. In Haiti, a broad range of religious organizations and national and international NGOs implement programs to address the direct and indirect costs of schooling. This survey was designed to inform USAID on existing programs and the possibility of adapting such programs in a cost-effective manner and/or extending them to other levels of education.

Terms of reference for the survey were first distributed to local firms in June 2006, however none of these firms responded with a proposal. In September 2006 the terms of reference were re-issued to two additional firms, including CFET. CFET's proposal was selected and work on the survey began in October. Over a period of approximately five weeks, data collectors conducted interviews with representatives of implementing organizations as well as parents of scholarship recipients and school directors. In addition, focus group discussions were held with school committee members. Through these data collection methods, CFET sought to gather information on the content of various programs (including strategy and details of scholarship packages), the impact of programs on students' access and retention, the institutional capacities of the various organizations implementing scholarship programs, and any lessons learned which could be useful in the eventual extension or expansion of such programs.

A first draft of the completed survey report was submitted December 11, 2006. During the next several months, a series of meetings occurred between CFET, AIR, and USAID in order to discuss edits and suggestions for the report. The final version of the report received USAID approval in May 2007.

The survey report identified 50 different scholarship programs in Haiti, with the greatest number operating in the Ouest and Artibonite Departments. Predominantly financed through overseas institutions and donors, programs mostly provide either direct support for students' school fees or indirect support through payments to schools. The full text of CFET's survey report, which includes profiles of the various implementing organizations, can be downloaded from USAID's Development Experience Clearinghouse website.

Study of Pre-Service Teacher Training Programs in Haiti

At the request of USAID, AIR drafted terms of reference for a study of pre-service teacher training programs in Haiti. The key goals of the study were to identify existing public and non-public pre-service teacher training programs in Haiti, document the details of the programs' duration, curricula, and admission requirements, and assess the possibility of providing scholarships to potential candidates in an effort to attract candidates and increase the pool of qualified teachers for primary and secondary schools. First drafted at the beginning of 2006, the terms of reference underwent several months of discussion and revision, in order to align the study with the goals and interests of other key stakeholders. In particular, the draft terms of reference were shared with the Director of the MENFP's "Direction de la Formation et au Perfectionnement" (DFP) to obtain feedback and recommendations.

Subsequently finalized in October 2006, the terms of reference were then shared with three local firms and AIR selected the *Institute Haitien de Formation en Sciences de l'Education* (IHFOSED) to conduct the study. USAID approval to conduct the study was received in February 2007 and IHFOSED began work on the study soon thereafter. The study team surveyed a total of 84 institutions, including 16 universities offering an education degree. Key officials were interviewed at each institution.

The final study report and accompanying directory of teacher training institutions received USAID approval in August, after a series of reviews by USAID and other stakeholders including

the former and current heads of the DFP, CIDA, and the Canadian Cooperation's Office of Funds Management (BGF). Among the findings of the report, licensing proved to be an issue of concern (echoing the situation of primary and secondary schools), as only 12 of the 84 schools surveyed could produce a proper license. The study revealed several variations among programs; the length of the teacher training programs, for example, ranges from 2 years (for primary level programs) to up to 5 years (for education degrees from universities). Admission requirements also vary. To be admitted to a program for secondary school teachers a student must be a high school graduate, however students who have completed the grade 11 are eligible for primary school teacher programs. The study further found that the majority of teacher training programs in Haiti are relatively new, having been in operation for an average of just 10 years. These and other insights into the characteristics of the teacher training programs are accompanied by the report's assessment of challenges and problems within the sector and possible solutions.

Comments received from various stakeholders suggest that the study will prove to be a very useful resource for both the MENFP and donor organizations. The full text of the final study report and the accompanying directory of teacher training institutions can be downloaded from USAID's Development Experience Clearinghouse website.

Successful Methodologies & Lessons Learned

Many lessons were learned during the four years of program implementation, allowing for the refinement of program activities and strategies. The bullets below highlight some of those lessons, refinements, and successful methodologies which are most relevant and useful for future programming.

Implementing Scholarship Programs

- It was quickly learned that program manager oversight was necessary for successful implementation of scholarship activities. AIR hired a program manager to liaise with FPN and oversee other activities related to scholarship provision.
- Although the project originally tried to provide uniforms to all scholarship beneficiaries, it was soon evident that distribution of uniforms was untenable as a form of student support. In Haiti, each school has different color, material, and design requirements for their uniforms, making timely large-scale uniform distribution impossible.
- The independent testing plan helped to build teacher and school administrator accountability for recipients' educational outcomes. Moreover, by testing recipient and non-recipient students within schools, the testing helps ensure that teachers focus equally on the education of all students within their class and do not pay undue attention to the scholarship recipients.
- Changes made in question scoring and answer recording of the independent testing allows data analysts to know not just the percentage of students who got an item right, but also have a better sense of why students got an item wrong. FPN's ability to provide this kind of item analysis and information is very useful to the schools in the effort to improve student instruction.
- All applications for school improvement projects must be prepared by the school committee, in cooperation with FPN staff. Upon receipt of the equipment, materials, and or funds, it is the school committee which signs for and takes responsibility for the ultimate end use. Entrusting such responsibility to the school committees has had a beneficial impact on the degree to which parents feel invested in the school and in their children's education. Indeed, the program witnessed many examples where parents and community members took the initiative to improve the school and its environs. In one community, for example, parents noticed the sewer near a school was full of garbage, and thus worked together to clean it. In another, parents purchased garbage cans for the school, in order to keep the school yard clean. In yet another community, parents used their own time and money to repaint a classroom which needed to be brightened.
- An important method used by the program for addressing quality issues is the school contract. Schools that refused to sign contracts were denied entry to the program, and any school which breached the terms and conditions of the contract was subject to expulsion from the program. The school contract is therefore a means by which the Haiti Scholarship

Program compelled schools to abide by good operating procedures and ensure that school directors and teachers adhered to appropriate standards of conduct.

- FPN’s initial effort to identify children for the access pilot program was stymied by the fact that information gathered from neighborhood organizations was not accurate. An accurate search for out-of-school children required in-depth door-to-door visits by FPN supervisors into the poorest neighborhoods of the target city.

Working with the MENFP

- In the MENFP department offices, staff lacked many basic skills. Clear recognition of skill levels and provision of even the most basic skills (like filing) can have a big impact on office operations when skill levels are very low.
- Over the course of the program, SACENP staff began making more support visits to both the Nippes department as well as DDE and local level MENFP offices in other departments. This initiative to make a stronger presence of headquarters staff in the field help to motivate departmental staff.
- Strong relationships and patience are especially essential when working with governments in which there is a lot of turnover in leadership.
- When selecting a location for a pilot site (city, department, etc.), the quality of local leadership is an important factor for success. The strong leadership of the Nippes Departmental Director was fundamental to the program’s pilot effort success in that department.
- The program’s revised roll-out strategy, which helped to “touch” every department (rather than focus on a few) had the effect of building national-level interest in the revised licensing program and a national-level basic capacity level for implementing the new system.
- Using training teams made up of DAEPP headquarters staff for the departmental-level trainings not only served to reinforce important skills among the headquarter trainers, but also created a sustainable “brain trust” that will help to sustain and extend the training efforts begun under the EQUIPI program.
- The use of advanced technologies, like solar panels and wireless technology can help overcome severe infrastructure challenges, particularly in remote locations.
- Donor-funded studies, like the study of pre-service teacher training institutions conducted under EQUIPI, can hold great benefit for government offices, particularly when national data sources are poor and there are no government funds for such studies.





United States Agency for International Development

American Institutes for Research | 1000 Thomas Jefferson St. NW | Washington, DC 20007

www.equip123.net