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***Food Assisted Education
Project Profiles- Haiti***



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With:

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Annex XIV: Food Assisted Education Profile on Haiti

Food Assisted Education Project Profile

Draft

Project title: Enhanced Food Security II Program

Organization implementing: CARE Haiti

Scope/geographical coverage: Approximately 1,000 schools in the Northwest and Artibonite regions of Haiti. These regions are characterized by severe environmental degradation, steep hills, shallow and eroded soils, and scarce rainfall (500-1,000 mm/year).

Type of programming: Increasing school attendance and improving educational performance by providing a daily hot meal to students in targeted schools.

Target group/beneficiaries: Children from most disadvantaged families in the Northwest and Artibonite regions.

Environmental context of program¹⁴	
Social	<p>Two-thirds of the population reside in rural areas, including coastal plains and valleys. Large numbers of Haitians – roughly 12% of the population – have immigrated, mainly to the United States. Haiti has one of the highest prevalence rates of HIV/AIDS outside of Sub-Saharan Africa, at 5.6% of the population. Half of the population does not have access to clean drinking water, and only 30% of the population has access to clean sanitary equipment.</p> <p>Haitians place a high value on education and make great efforts to educate their children. However, education is expensive because of fees, uniforms and supplies, which parents must provide for their children. Ninety percent of schools are private or parochial, because of a lack of state schools. Sixty-five percent of primary school age children are enrolled. Only 35% of the children who enroll in primary school complete the entire cycle. Repetition and dropout rates are extremely high, reflected in the fact that only 45.8% of Haitian adults are literate. Girls and boys enter primary school in roughly equal numbers, but girls' dropout rate in the upper grades is significantly higher than for boys. Schools are staffed with teachers who are poorly trained, under-paid and not held accountable for the quality of education. School infrastructure, educational materials and overall school administration are usually inadequate.</p> <p>The Northwest and northern Artibonite regions are also characterized by low educational levels, poorly trained teachers, high numbers of over-age children in classes, and dropouts, even though enrollment is relatively high. In 2000, primary school attendance was 62.6% for children aged 7-12, but only 3% of teachers have formal training and only one in ten students complete primary school with a primary school diploma – the <i>Certificat d'Etudes Primaires</i> (CEP).</p>
Cultural/Religion	<p>Haiti's population is comprised of two main ethnic groups: African descendents (95% of the population), and African and European descendents (5% of the population). Three major religions are practiced in Haiti. Eighty percent of the population is Roman Catholics and 16% is Protestant. Roughly half of the population practice Voodoo.</p> <p>French and Creole are both official languages of Haiti. Only 10% of the population speak French. Creole is used more widely. English is being increasingly used among young</p>

¹⁴ Taken from <http://www.state.gov/r/pa/ei/bgn/1982.htm> and <http://www.cia.gov/cia/publications/factbook/geos/ha.html>.

	generations of Haitians.
Economic	Haiti is the poorest country in the Western Hemisphere. Eighty percent of the population lives in abject poverty. Over 60% of the population relies on small-scale subsistence farming. In 2000, many international donors suspended nearly \$500 million in aid due to a flawed election process. Haiti suffers from high inflation; in 2002 the inflation rate was 14.8%. Major exports are apparel, mangoes, leather, and seafood.
Political Relationships	Haiti has been marred by internal civil strife and government upheaval. After the resignation of former President Aristide in February 2004, a Multilateral Interim Force (comprised of troops from the U.S., France, Chile, and Canada) arrived to ensure stability. Haiti is a member of the Organization of America States (OAS).

Program description:

Target Group	Children from most disadvantaged families in the Northwest and Artibonite regions.
Program Descriptions	<p>Hot meals were provided to students of around 1,000 schools in the Northwest and Artibonite regions of Haiti. The number of schools varied across the five years of the project. Initially, CARE intended to provide meals in 300 schools. One year into implementation of the project, the Government of Haiti requested that food-assisted education be provided to students of 1,200 schools. However, CARE found that stand-alone school feeding programs do not have impact on nutritional levels nor the quality of education provided. CARE phased out of stand-alone school feeding, and instead focused on targeting school feeding to schools where complementary school quality activities were also implemented. The goal was to achieve greater impact through these synergistic interventions.</p> <p>The project consisted of four main interventions:</p> <ol style="list-style-type: none"> 1. Provision of daily hot meals to students 2. Capacity building of Parent-Teacher Associations 3. School infrastructure improvement projects 4. Pedagogical interventions including teacher training
Material/Physical Resources	The main material resource used was food, cooked daily on school premises.
Financial Resources	The program was funded by USAID's Food for Peace program. Community contributions have played a large role in small school infrastructure projects, and in PTA activities.
Human	The project was managed by CARE Haiti's Food for Security

Resources	Support Unit. UNICEF and Ed2004 managed the pedagogical activities.
Community Mobilization	<p>The project worked to mobilize parents and community members to improve the quality of schooling through several main activities:</p> <ol style="list-style-type: none"> 1. The organization of school associations and committee elections. CARE USA provided training and support to help PTAs become democratic, participatory, and active. In particular, the PTAs supported increasing participation from women. 2. The development of community-driven and community-funded small projects. These projects range from very simple, such as the construction of a latrine, to more substantial, such as the construction of a school metal roof. 3. The development of larger community-driven and community-managed projects, which were funded by the project. CARE helped the communities to respond to a major problem identified by the school. The majority of the projects were focused on school rehabilitation. 4. Exchange between PTAs for increased learning and collaboration. CARE helped PTAs build a stronger network for learning and sharing through the regions. The goal was to lead to the development of common projects through joint fund-raising activities and the pooling of resources.
Teacher Training Curriculum	<p>The project had several activities that addressed improving the quality of teaching and learning:</p> <ol style="list-style-type: none"> 1. Supporting teachers and students in preparation for the <i>Certificat d'etudes primaries (CEP)</i>, an examination taken at the end of the sixth grade. 2. Teacher training on reading and writing skills, time management, math, Creole, and use of teaching materials. The training sessions were followed by mentoring visits to classrooms in order to support teachers in applying the concepts to their daily teaching. 3. Training for School Directors on group management, administration, and pedagogy. Trainings were followed by mentoring visits to provide feedback and coaching to School Directors. 4. Distribution of pedagogical material kits.

Programming interventions (impact and effectiveness) matrix

Category	Effectiveness of programming interventions ¹⁵
Access	<p>Daily meals were fed to around 150,000 students. The project evaluated the following indicators:</p> <ul style="list-style-type: none"> - Increased attendance rates : Which improved in the target schools to 78%, a 14% increase over non-supported schools - Improved school infrastructure: 110 community-funded and community-managed projects to improve school infrastructure took place. In addition, 18 larger school infrastructure projects were undertaken and funded by CARE. These larger infrastructure projects included 12 rehabilitation works, 2 school yard fences, and 2 water cisterns.
Management	<ul style="list-style-type: none"> - Parent-Teacher Associations (PTAs) have become more active and participatory. PTAs in supported schools were more active than other schools, with 74% of the schools having an active PTA that was democratically elected and meeting twice a year. - 60% of participating schools had community-driven and community-funded projects taking place.
Quality	<ul style="list-style-type: none"> - The percentage of students passing the <i>Certificat d'études primaires (CEP)</i>, an examination taken at the end of the sixth grade, is the indicator for learning achievement. In project schools 70% of sixth graders passed the exam, an increase of approximately 13% over the average in the regions. - Teacher guides were more prevalent in schools that participated in the CARE project. - Provision of trainings for teachers and school directors on: child-centred teaching and learning, the importance of including parents in school activities, and managing interactive teaching techniques. - School-based monitoring activities helped teachers and directors receive necessary support to improve their teaching and school management. - Distribution of pedagogical material kits that include: geometric instruments, maps, dictionaries, books, and preparation booklets.
Overall	The project was successful on the following accounts:

¹⁵ Sources used include:

Smucker, Glenn and Nina Schlossman, eds. "Evaluation Report of the Enhanced Food Security II Program." USAID Haiti Mission: April 2001.

CARE Haiti. "CARE Haiti Title II Program Fiscal Year 2001 Results Report." December 2001.

Vilgrain, Colette and Gregory Charles. "Final Impact Evaluation Study of USAID's School Feeding Program." Haiti: March 2003.

Program Effectiveness	<ul style="list-style-type: none">- For many students, especially in rural areas, the school lunch is their first meal of the day.- The school lunch has a positive effect on daily attendance. Parents are more likely to send their children to school when the children will receive a lunch. Moreover, providing the school lunch has reduced the number of children who are absent from school for extended periods of time.- It is vital to combine school feeding with quality improvement activities. Surveys indicated that the canteen is far from being the first criterion of the parents to choose a school. Parents attach more importance to the quality of teaching and therefore ensuring their children a better future. The emphasis placed on improving the quality of education is correct.
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