

What is the state of play of the situation of the right to education in Haiti? Results of the Index of the Right to Education for Haiti (2018)

Introduction: What is the Right to Education Index (in English, RTEI)?

The Right to Education Index (RTEI) is a new global index designed to promote accountability and monitor progress towards the realization of the right to education. RTEI works with civil society, research institutes and governments to collect data on a wide range of indicators of the right to education, to identify progress made in the realization of this right, as well as obstacles who oppose it. The RTEI is organized every two years to monitor progress, identify trends and support efforts for the right to education.

Like the Human Development Index (HDI), which is used to assess the rate of human development in general for all the countries of the world, the RTEI makes it possible to systematically weight the findings relating to the situation of the right to education. This allows a scientific evaluation of this crucial development pole. Such a tool can help state actors and civil society organizations to better plan and implement their actions in the field of education. It also serves as a database for actors who lead advocacy campaigns for the right to education.

Results RTEI: An overview of the RTEI scores.

The overall score of the 69% Index reflects five major themes on which the survey was conducted. As Governance 63%, for Availability insufficient data, Accessibility 60%, Acceptability 57% and Adaptability that has a score of 69%. For each of these themes we have sub-themes with its scores.



Domain 1: Analysis around the governance of the Haitian education sector

With regard to the area of governance in education, according to the recommendations of the RESULTS Educational Fund, the following sub-themes should be considered: the international framework, national legislation, the existence and implementation of action plan, monitoring and reporting of data, funding and data availability. Especially through the results of the TENI for Haiti, the overall

trend is that the governance of the Haitian education sector is at least defective.

1. National legislation

At the national level, there is a fairly large number of laws relating to the educational question. In the Haitian constitution in particular, the right to primary, secondary, vocational and university education is guaranteed. This right is enforceable against the State before the courts, but given the lack of implementing laws regarding the eligibility and the deplorable state of Haitian justice, the steps in this direction are rare.

Haitian law also guarantees the right of citizens to establish private schools. But this right is not well framed in law and practice, which creates a vast mess in the system. The state proclaims itself secular. There are no ethnic minorities or majorities proper in Haiti, however, the vast majority of the population that is black lives in conditions of great poverty as the peasantry and the inhabitants and inhabitants of the popular districts. The Catholic religion is unofficially dominant, followed very closely by the Protestant sector. The voodoo religion of African origin practiced by a good part of the population is beginning to become institutionalized. National legislation promotes inclusive education. However, in practice, Catholic schools are better off by the state. In addition, national laws allow any parent to choose the type of religious or moral education he wants to give his child.

2. The existence and implementation of a Plan of Action.

With regard to educational planning, the latest plans drawn up by the Haitian Ministry of Education were the one concerning the actions to be carried out between 2010 and 2015 to reach the Millennium Development Goals (MDGs) as well as the Priority Operational Plan. 2013-2016. For more than a year, a ten-year plan has been under development, the dates of its finalization and implementation are not yet known definitively. In the meantime, a universal schooling program was implemented in 2011; but it ended in failure, since it focused on the financing of private schools. For the moment, there is no action plan implemented in the sector. We are in a transition phase.

It must be said that in the old action plan, measures to encourage school attendance and reduce drop-out rates were planned. In this plan, there have also been minimum educational standards applicable to all schools, including private schools, particularly with regard to the curriculum. Similar measures are foreseen in the next plan under development. However, the main problem of the system is the non-respect of the commitments made, largely due to lack of political will.

2. Monitoring and reporting of data

In Haiti, the Ministry of National Education is responsible, through the inspection service and its regional structures, for ensuring compliance with the standard standards of the education system. There is not, strictly speaking, a public body independent of the Ministry of Education responsible for this

monitoring work. With regard to the figures, it is the Haitian Institute of Statistics and Informatics (non-specific to education), in support of Inters Haitian tut of childhood, which harvests them. It is these entities that collect, once every 3 to 5 years, information on the net primary school enrollment rate at the national level. Also, these rates are available but they are rarely up to date.

4. Accessibility

Accessibility to education in Haiti is very problematic. The laws, decrees, decisions ... bearing on education are numerous. However only between 15% of schools are public. The remaining 85 percent are from the private sector of education, individual owners, collective enterprises, churches, national and international non-governmental organizations, and international partners such as France and the United States. That said, despite the existence of the texts making an order for primary education to be public and free, the reality is quite different. The Haitian government has the obligation to obtain the necessary means to reverse the situation and to achieve the objectives of sustainable development 4 (SDG4). But it should also ensure that learners work in an environment that is accessible to learning. We can also point to the discrimination in our society that influences the education system. The girl-mothers are a group of children excluded from the Haitian education system but formally this is not registered in the Haitian legislation.

Recommendations

1. Ensuring compliance with national and international laws as well as other commitments made by the Haitian State regarding the right to education, such as that of Incheon in 2015.
2. Make education accessible to all, regardless of discriminatory situations (based on gender, age, disability, social class, race and color).
3. The learning environment is poor, so the government should work to make the environmental condition of learning acceptable.
4. Make arrangements to make textbooks and teachers available in classrooms to make learning possible.

