



Regroupement Education Pour Toutes et Tous

## **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 (2021)**

#### **Introduction : What is the Right to Education Index ( 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 periodically 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 54 % Index reflects five major themes on which the survey was conducted. As Governance 73 %, for Availability (insufficient data) , Accessibility (insufficient data), Acceptability (41 %) and Adaptability that has a score of 60 %. For each of these themes we have sub-themes with its scores. By indicator type , Haiti has 74% at the structural level, 56% at the process level and 54% at the outcome

Haiti's score is overall extremely low with only 54 %. All other areas are below 75% and Accessibility is only 46 %, below 50%.

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

With regard to the area of governance in education, in line with the recommendations of the RTEI RESULTS for education, the following sub-themes are part of the governance framework: the international framework, national legislation, the existence and implementation of the action plan, data monitoring and reporting, data financing and availability, Haiti achieved 73% of results. It is particularly necessary to comment on the last two sub-themes.

### **1.1.- Data availability**

At first glance, it should be noted that according to the results of the RTEI index in the area of data availability, Haiti with 75 % is the least successful country. This means that the real situation of the right to education in Haiti is largely unknown. This weakness also reflects the lack of governance and government infrastructure to effectively manage the education system.

### **1.2. - Financing of education**

The State has the primary responsibility for the education of the population and must ensure the orientation, management and financing of the educational offer necessary for the populations of the country's urban and rural areas. The state must make adequate financial resources available in its budget to be able to assume its responsibilities

Although there is a lack of data, with regard to the financing of education, we can point out that in the last six (5) years, However, in the 2021 RTEI, that for the past six (6) years, the education budget has been cut in half. Public spending in the education system has increased from 20% to 10% of the national budget in the space of six years (2016 to 2021), despite the fact that the Haitian state has committed internationally to devote 20% of its budget to national education.

Expressed as a percentage of GDP allocated to education, government expenditure on education was 2% in 2021 according to available data

## **Domain 2: Analysis around the accessibility in the Haitian education sector**

There is also a lack of data regarding accessibility. We can however report that the free education like sub-theme of the accessibility is only 46% in the RTEI 2021 index. Haiti has its worst result in the field of accessibility with this 46 %

Note that the education in Haiti is divided into two systems, the public system and the private system. The public system is financed by the state while the private network is financed largely by households, followed by charitable missions and by subsidies from private institutions. It should also be said that the state grants some subsidies to certain religious and private secular schools.

These two sectors are under the supervision and academic guidance of the MENFP (Ministry of National Education and Vocational Training), but in reality, there is little oversight about private schools. They are fee-paying schools whose amounts vary from one school to another. Some of them require payments in US dollars even when the national currency is the Gourde.

Public schools represent less than 10% or 8.99% (The private schools 91.01 % ) of Haitian schools and they accommodate less than 20% or 19.33% (The private schools more than 80 %) of the school population according to the MENFP's Decennial Education and Training Plan (PDEF) 2020-2030

Thus, the national education system is characterised by high demand from families and a very low level of free public education that does not meet the needs of the population, especially the poorest.

## **Recommendations**

### **A. - To the Haitian State**

1. - Make available and accessible reliable data on the situation of education and in particular data in relation to the human right to education
2. - Initially double the percentage of public education funding in the budget and in GDP, taking the higher of the two to invest in public education
3. - Systematically develop a policy to effectively reverse the percentages of schools and enrolment between the private and public sectors by establishing new public schools and negotiating with proprietary private schools the transformation of their private schools into public schools
4. - Control, monitor and guide schools so that they are both public and private so that they are as close as possible to the criteria of human right to education

**B. Civil society organizations and international bodies** To promote, support the implementation of these recommendations.

**B.-International bodies** to support the Haitian State and civil society organizations in the implementation of these recommendations.