



Introduction

Haiti is one of the countries which progress toward EFA since 2000 could not be reflected in the 2015 Education for All Global Monitoring Report (GMR) due to lack of enrolment data. The instability of the Haitian political and educational system, aggravated by the earthquake of 2010, has made the reporting of education data irregular and inconsistent. In order to monitor progress made by Haiti across some EFA goals since 2000, the GMR Team used data from the Haiti Ministry of Education¹ and the Institute of Statistics and Computer Science². This information was complemented with data from the Haiti Demographic and Health Surveys (DHS) of 2000 and 2012.

Because of the use of data from different sources, including from the DHS household survey, different indicators were used in the analysis. Participation and gender parity at primary level were measured using both enrolment ratios and attendance rates. Additionally, completion rates instead of survival rates to the last grade were used to measure progress towards primary school completion.

Pre-primary education

From 2001 to 2010, Haiti made strong progress in increasing participation in pre-primary education. Indeed, during this period, the pre-primary gross enrolment ratio (GER) went from 44% to 75% over the period, bringing the country much closer to the high participation level category (GER > 80%).

Primary education

The country also experienced an increase in primary school participation, with the GER rising from 120% in 2001 to nearly 157% in 2010, reflecting a large number of over-age students. Over the same period, the net enrolment ratio (NER) of the country increased from 60% to 95% bringing the country close to the target of universal primary enrolment.

Progress towards universal primary enrolment is confirmed by data from DHS that reports attendance or the actual presence of children in school. Indeed, since 2000, the primary school net attendance rates (NAR) increased from 64% to 84% in 2012, a twenty percentage points increase.

Access to school is an important step to universal primary education, but it is equally important to ensure that all children, who enrol in primary education, complete it. However,

¹ Ministry of Education (2011) School Census 2010-2011. Available at: <http://menfp.gouv.ht/ANNUAIRE.pdf> (Accessed 10th of April 2015)

² Haiti Institute of Statistics and Computer Science. (2003). Haiti Living Condition Survey. Available at: [http://www.ihsi.ht/pdf/ecvh/ecvh_volume_I_\(juillet2003\).pdf](http://www.ihsi.ht/pdf/ecvh/ecvh_volume_I_(juillet2003).pdf) (Accessed 10th of April 2015)

in Haiti dropouts remain a major issue despite the improvement in the primary educational attainment rate, from 38% in 2000 to 45% in 2012. The still low educational attainment rate highlights the country continuing struggle to increase access and ensure all students complete primary school.

Gender Parity

Haiti reached the gender parity target in primary education already in 2001, with a GPI of the primary GER at 0.99, and maintained its position in 2010, with a gender parity index (GPI) at 1.01. Gender parity was also achieved in primary school attendance, with a GPI of primary gross attendance rate (GAR) of 0.99 in 2012. In terms of primary school completion as measured by the educational attainment rate, important gender disparities are observed particularly at the expense of boys whose situation has worsened over time, with the GPI of attainment rate increasing from a GPI of 1.15 in 2000 to a GPI of 1.26 in 2012. In Haiti like in many countries, poverty deepens gender disparities in attaining primary education. In this country, wide disparities have emerged, with the poorest boys now less likely to complete primary education than the poorest girls, while the richest boys are as likely as girls to attain primary education

Conclusion

The analysis of education data of Haiti shows that the country has made important progresses in relation to pre-primary and primary education participation and gender parity. Nevertheless, more interventions are needed to improve primary attainment and completion rates and, consequently, enable a larger cohort of students, especially the poorest boys, to access higher levels of education.