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Country profile prepared for the
Education for All Global Monitoring Report 2007
Strong Foundations: Early Childhood Care and Education

Haiti

Early Childhood Care and Education (ECCE) programmes

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HAITI

Early Childhood Care and Education (ECCE) programmes

A. GENERAL INFORMATION, STATISTICS AND INDICATORS

Starting age of compulsory education (if applicable):

According to the UNESCO Institute for Statistics (UIS), the compulsory education age range is 6 to 11 years.

1. ISCED 0 PROGRAMMES (USUALLY, PRE-PRIMARY EDUCATION)

(ISCED = International Standard Classification of Education)

1.1. National definition of ISCED 0 programmes:

Pre-school education.

These schools cater for pupils at the “pre-learning” stage of reading and writing, during which emphasis should be on motor, emotional and sensory development. The pre-school level strictly speaking generally consists of three groups: the first-year, second-year and third-year; it accommodates children from 3 to 5 years old.

However, the Ministry of Education, Youth and Sports (MENJS) requires that there be two clearly defined periods of early childhood education, provided both formally and informally:

- initial education, from 0 to 3 years, taking into account: (i) the child’s specific needs relating to growth, survival and protection with a view to the development of his/her full physical, emotional and psychological potential; (ii) access to adequate basic social and medical services suited to the child and the family; and (iii) the need to provide psychosocial surroundings that are conducive to the child’s full development;
- pre-school education, from 4 to 6 years, regarded as a means and a place for arousing awareness and a taste for school, with the objective of fostering the child’s overall development by bringing out all his/her potential for lifelong learning.

1.2. Normative age group(s) covered by ISCED 0 programmes:

3-5 years or 0-6 years

1.3.3. Teachers:

MENJS-View → PreSchool

Breakdown of teachers by training and gender

TRAINING	Women		Men		N/A		TOTAL	
	Number	%	Number	%	Number	%	Number	%
1- University graduate	109	2.11	14	5.62			123	2.21
2- Qualif. nursery teacher	2,380	45.96	35	14.06	8	5.67	2,423	43.52
3- Asst. nursery teacher	728	14.06	25	10.04	4	2.84	757	13.60
4- High school graduate	167	3.23	20	8.03	1	0.71	188	3.38
5- "Philo" (12th grade)	266	5.14	19	7.63	1	0.71	286	5.14
6- "Rheto" (11th grade)	458	8.85	36	14.46			494	8.87
7- 10th grade	209	4.04	10	4.02	1	0.71	220	3.95
8- 9th grade	158	3.05	28	11.24			186	3.34
9- 8th grade	152	2.94	19	7.63			171	3.07
10- Below 8th grade	127	2.45	35	14.06			162	2.91
Unknown	424	8.19	8	3.21	126	89.36	558	10.02
TOTAL	5,178	100.00	249	100.00	141	100.00	5,568	100.00

1.3.4. Funding: Not available

	Percentage
Public current expenditure per pupil as percentage of the Gross National Product per capita	...

1.3.5. Main source(s) of financing:

These schools' running costs and admission requirements vary from case to case, especially among the private schools. The fees payable by pupils' parents for one year range from 50 gourdes to 5,000 or more: there are therefore quite disproportionate differences in the opportunities really available to children for fair access to pre-school education in Haiti.

NGOs also provide funding for attendance at some pre-schools, primarily to the independent schools, followed by the Protestant, Catholic and community schools.

2. OTHER ECCE PROGRAMMES (Generally preceding ISCED 0 programmes)

2.1. National definition of other ECCE programmes:

Not available

2.2. Normative age group(s) covered by other ECCE programmes:

Not available

2.3. Estimate number of children covered by other ECCE programmes:

Not available

**B. BACKGROUND INFORMATION CONCERNING ECCE PROGRAMMES
(INCLUDING ISCED 0)**

3.1. Legislation concerning ECCE:

An early childhood education policy document is being drawn up.

3.2. Official body/bodies in charge of supervision or coordination:

The only institution with statutory responsibility for the supervision and coordination of ECCE programmes is the Ministry of Education, through its Pre-School Education Management Bureau (BUGEP)

3.3. Other entities involved in the provision (e.g. municipalities, local governments) and main types of providers (e.g. public, private, mixed, community-based, etc.):

Not available

3.4. Type of personnel involved:

Kindergarten teachers
Assistant kindergarten teachers
Non-teaching staff: ancillary staff

3.5. Type of staff training (requirements):

Kindergarten teacher: 3 years' training
Assistant kindergarten teachers: 2 years' training

3.6. Recent national policies and reforms:

Some improvement in pre-school provision is expected when the 1997-2007 National Education and Training Plan (PNEF) drawn up as part of the Bernard Reform is implemented. The plan's declared objective is to improve the process of preparing children's readiness to enter school by strengthening and incorporating the various support arrangements that currently exist (MENJS, 1999).

3.7. Efforts targeted at vulnerable or disadvantaged children:

Not available

3.8. Special projects/programmes aiming at expanding or improving ECCE:

Not available

3.9. Information concerning the curriculum (if applicable) or the contents of ECCE programmes

3.9.1. Objectives and aims:

The aim of pre-school education is to contribute to the development of the child's personality in every respect. It is not strictly one of the stages of education, but rather an exploratory and early learning stage, including a set of socialization activities to prepare children for the entry into formal education.

3.9.2. Learning areas and teaching-learning methods:

The curricular model chosen is both formative and educational. The young child's all-round development requires knowledge covering:

- pre-reading and pre-writing skills;
- pre-arithmetic skills;
- ideas about colour, shape, health, hygiene, nutrition, music, drawing and good manners;
- sensory education;
- spoken French;
- psychomotor exercises;
- left/right-handedness;
- games.

The curriculum covers the moral, civic and aesthetic values that should train and inspire future citizens of Haiti.

3.9.3. Average number of hours per week and average amount of weeks per year:

The timetable takes the particularities of children's age-related development into account. The duration of organized exercises and activities is very short and varies from 5 to 25 minutes.

3.10. Any other relevant and pertinent information

Specific difficulties have been encountered in pre-school education. There are too few teachers for the number of children in pre-schools: no more than 12,236 for a population of 418,561 children in 1997-1998, a ratio of 34 children per teacher. In terms of teaching method, many efforts have been made. After distribution of the pre-school curriculum by the Ministry of Education, Youth and Sports (MENJS), teaching materials were put on the market (pre-learning kits, educational games and teaching guide) to improve learning attainment.

The number of children enrolled in pre-school, estimated at approximately 110,602 (GER: 19.7%) in 1990, had reached 529,100 children (GER: 45%) by 2000, in 1,680 pre-schools, 1,400 of them private and 280 public, mostly in the towns rather than in the countryside. (*National Report on the Development of Education, 2004.*)

C. SUPPLEMENTARY INFORMATION REGARDING ECCE (TO BE COMPILED IN COLLABORATION WITH UNICEF OFFICES WHERE POSSIBLE)

4.1. Parenting programmes are usually addressed to parents and families of children less than 6 years of age. Please provide information about any parenting programmes in your country according to the table below:

Type of programme	Yes or No (note for each programme)	Please estimate the number of beneficiaries (if possible)
Parenting education through early learning centres and child care centres	No	
As component of health and nutrition programmes, such as information about child development included in health and nutrition visits	No	
Parent groups that meet to discuss issues of their young children, including health, nutritional status, and development	No	
As component of adolescent, livelihood or literacy programmes	No	
Media broadcast, such as <i>Sesame Street</i> , with media for and with children	No	
Other (please specify)		

Are any of these programmes targeted specifically toward the vulnerable, poor, disadvantaged or excluded? If so, which ones? (Please provide/attach any additional and relevant information if available).

Not available

4.2. Is there a national-level system for monitoring children's development or school readiness prior to entering primary school?

No.

**4.3. Is there a policy on early childhood (ECCE, ECD, etc.) that has been accepted?
If not, is there one under development?**

No, but a policy document is being drawn up.

[Data revised and additional details supplied by UNICEF, January 2005.]