

REPORT

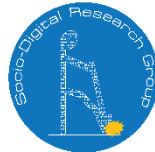
Scholastic Survey, Program Impact Assessment, and Longitudinal Cohort Study

Presented
to



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Sociodig



CONTRIBUTORS

Team Leader: Timothy Schwartz
Coordonatrice: Stephanie Pierre

SOCIODIG SUPERVISOR

Jackly Beutelus
Gisèle Michel

SOCIODIG SURVEYORS

Prophète Sylveste
Tingue Myckenson
Rose-Yolande Desir
Lanel Pierre

FOCUS-GROUP TRANSCRIBERS

Nevelus Schmide
Jean Alain Civil
Nel-Ange St Cyr
Esther Bathol
Fritz Berny Jean Baptiste
Daniel Louima
Edith Séance
Fernand Vincent
Gasner Vital
Robenson St Preux
Ronite Julmiste
Vincent Lucionet
Wilner Jean Simon

FOCUS-GROUP TRANSLATORS

Harold Maas
Hans Goertz

REPORT AND ANALYSIS

Timothy Schwartz

Contents

PART 1:	1
OVERVIEW	1
About HELP.....	1
About Sociodig (Sociodigital Research Group).....	2
Outline of the Report	2
A word about Terminology.....	3
RESEARCH AND METHODOLOGY	5
Methodology	6
Research Methods	6
Questionnaire	6
The Survey	6
Other Research and Follow-up Studies.....	8
PART 2:	9
The Context and History of Higher Education in Haiti	9
1. Class Schism	9
2. Political Instability	10
3. Extreme Poverty.....	11
4. Urbanization, Dominance of the Primate City	12
5. Centralization	13
6. Emigration: Brain Drain.....	13
7. NGO Invasion	14
Summary	15
Educational history	15
History of Primary and Secondary Education.....	15
Primary and Secondary School.....	16
The Character of Early Education in Haiti.....	20
1915 TO THE PRESENT	25
Post Occupation	26
History of Higher Education in Haiti	30
Secondary Schools	30
Higher Education (Professional Schools)	30
Vocational Schools	31
Gender.....	31
The character of 19 th century higher education.....	31
Higher Education during the Occupation 1915-1934	32
Post US Occupation	32
Growth of State Schools and Enrollment.....	33
Growth of Private Institutions and Enrollment	33
Number of Institutions of Higher Education in Haiti Today	34
Contemporary Regulation and Infrastructure.....	35
Quality of Education	35
Three kinds of schools	35

Factors Underlying Poor Infrastructure and Education	41
The Limitation of Funding.....	41
Conclusion: Looking Forward to a Challenging Future	42
PART III:	44
THE STUDENTS	44
Age and Sex	44
General Student Population Respondents	44
HELP Students.....	45
Civil Status and Children	45
Department of Origin	47
Family Background.....	47
Parents and Employment	48
Parental Education	50
Vehicle	52
Dependency on Family	53
Living with Family	53
Tuition.....	55
Overview	55
Discussion	55
Scholarships	59
Overview	59
Work	61
Internships.....	62
Volunteering	63
Student Wealth: Technology and Transportation	64
Majors	66
Overview	66
Gender Differences	66
Discussion	67
Academic Performance & Competence	67
GPA.....	67
Languages Spoken	69
Gender and Language	70
Self-Evaluation of computer Skills	71
Club membership	72
Social Media	73
Conclusion	73
PART IV	75
THE HELP ASSISTANCE PACKAGE.....	75
Introduction.....	75
The Hardware of the HELP Package	76
Group 1: Primary Needs	76
Tuition.....	77
Transport	79
Good Housing	82

Group 2: Secondary Challenges:	87
Access to a Computer	87
Cost of Books.....	89
Printing.....	91
Access to Internet.....	92
Physical Space to Study	93
Summary of Comparisons.....	95
Summary of Relative Needs: Tuition vs. Transport vs. Meals vs. Housing	95
Summary for Secondary Needs: Computer, Books, Printing, Internet, Place to Study	95
HELP and the Relative Ranking of Challenges	96
Summary: “No Problems”	96
The ‘Software’ of the HELP Program	98
Orientation	98
Curriculum IT, English and Citizenship & Leadership	99
Career Counseling and Internships	100
CONCLUSION.....	102
NURTURING A FUTURE GENERATION OF LEADERS AND SCHOLARS	102
Breaking Away from Poverty, Parents and Social Constraints.....	102
Parental Constraints	103
Creating a New Future for Oneself and Haiti	105
Helping Create a Generation of Haitian Leaders	106
Conclusion	109
ENDNOTES	110
WORKS CITED	136
ANNEX	143
Annex 1: Questionnaire For General Student Population Respondents	144
Annex 2: Confusion Surround Number of Institutions and Students.....	149
Annex 3: Universities Respondents Identified.....	156
Annex 4: Volunteer Work.....	175

FIGURES

Figure 1: Highest GINI Coefficients in the World	10
Figure 2: Mulatto/Liberal vs. Black/Nationalist Regimes	10
Figure 3: GDP Per Capita (Constant USD)	12
Figure 4: Emigrant Remittances to Haiti 1998 to 2018 Billions of Dollars	12
Figure 5: Haitians Awarded Legal Residency in the US	14
Figure 6: Haitian Student Population Distribution 1929	25
Figure 7: GDP per capita US Occupation Government Budget Allocations 1928-1929	25
Figure 8: Percentage of Private	26
Figure 9: Sex of Student	44
Figure 10: Age of Students, General Student Population	45
Figure 11: Age of Students, HELP Student Population.....	45

Figure 12: Department of Origin	47
Figure 13: Father's Occupation	48
Figure 14: Mother's Occupation	48
Figure 15: Fathers Educational Level	51
Figure 16: Mothers Educational Level	51
Figure 17: Parents Educational Level: Comparison of Fathers vs. Mother	52
Figure 18: Parent's Education by BACC II Score.....	52
Figure 19: Parents' Vehicle Ownership.....	53
Figure 20: Department of Origin by Secondary School	54
Figure 21: Pays Rent Gen Std Pop.....	54
Figure 22: General Student Population Residence in Secondary vs. University	54
Figure 23: Source of tuition for General Student Population	55
Figure 24: Parents Deceased	56
Figure 25: Students on Some Type of Scholarship.....	59
Figure 26: Ever Started a Business or Organization	63
Figure 27: Ever Volunteered, General Student Population vs. HELP	63
Figure 28: Worked and Volunteered Overlap for General Student Population Sample Data	64
Figure 29: Goods Students Own	65
Figure 30: Comparison of Secondary vs. University GPA by Sex.....	68
Figure 31: Comparison of Secondary vs. University GPA Both Sex Combined	69
Figure 32: Honor Roll Comparison	69
Figure 33: Languages Spoken.....	70
Figure 34: Computer Skills	71
Figure 35: Ranking of Tuition Challenge	77
Figure 36: Ranking of Transport Challenge	80
Figure 37: Distance One-Way from Residence to University	80
Figure 38: HELP Scholars Distance to School During Pandemic	81
Figure 39: Ranking of Good housing Challenge	83
Figure 40: Pays Rent Gen Std Pop.....	84
Figure 41: Ranking of Meal Plan Challenge.....	86
Figure 42: Ranking of Access to Computer Challenge	88
Figure 43: Ranking of Cost of Books Challenge	90
Figure 44: Ranking of Printing Challenge	91
Figure 45: Ranking of Internet Access Challenge	93
Figure 46: Ranking of Place to Study Challenge.....	94
Figure 47: Ranking of Most Significant Primary Challenges.....	95
Figure 48: Relative Ranking of Most Significant Secondary Challenges	96
Figure 50: Most Problematic Challenges for All Students	97
Figure 49: Proportion Respondents Choosing to Rank "No Problem	97
Figure 51: University Found Internship.....	101
Figure 52: Studying Preferred Major	103

TABLES

Table 1: General Student Population at Major Universities	7
Table 2: Cluster Sizes & Frequency	7
Table 3: Public and Private schools at all level of instruction.....	16
Table 4: Total Schools	17
Table 5: Catholic Schools in 1912.....	19
Table 6: Year Number of schools" Number of pupils in All Public Schools	22
Table 7: Public Schools 1912-1945	26
Table 8: Growth of in UEH Enrollment	33
Table 9: Most Commonly Recognized Private Universities that Survey Respondents Attend....	34
Table 10: Number of Private and Public Institutions of Higher Education.....	34
Table 11: Current Civil Status, General Student Population	46
Table 12: Number of Children, General Student Population.....	46
Table 13: Current Civil Status HELP	46
Table 14: Number of Children HELP.....	46
Table 15: Current Civil Status, General Population	47
Table 16: Number of Children, General Population	47
Table 17: Parents' Occupations	49
Table 18: HELP Students Not Living in Dorm or With Parents	55
Table 19: Internship and Work Experience	63
Table 20: Volunteer Work	64
Table 21: Frequency of Internet Access	65
Table 22: Access to Computers and Internet	65
Table 23: Major Studied at University.....	66
Table 24: Average Self Evaluation of Skill in Software.....	71
Table 25: Club Membership	72
Table 26: Most common communication platform	73
Table 27: Educational Challenges	76
Table 28: For those who have no computer: where finds one	89

It's not that you can't leave HELP, no, [HELP will allow you to leave]. But when you think about it, you see that the mission they have for you to become a leader, they educate you, you judge for yourself that you cannot leave.

(HELP, Female, 21 years old, 1st Year, Management, UNIQ).

HELP Timeline

1996:

- US citizen Conor Bohan comes to Haiti to work as a teacher for Louverture Cleary School (LCS), a Catholic boarding school that serves gifted students whose families cannot afford the cost of high school tuition.
- 23-year old Ismonde Joseph asks Conor Bohan for HTG500 (US \$30) to register for secretarial school. Conor offers to pay for medical school registration instead.
- Ismonde passes exam and enrolls in medical school.
- Conor and Garry pay for student Florenal Joseph's university entrance exam.
- HELP supports 1 student with books and tuition only.

1998:

- High school graduate Roodly Joseph is admitted to HELP and begins to volunteer as the HELP accountant.
- HELP supports 3 students.

2000:

- Roodly Joseph becomes HELP's first graduate. His starting salary is \$9,000.
- HELP begins to provide housing to some students due to gang violence in Cite Soleil.
- HELP begins open application and recruitment.
- HELP supports 12 students.

2002:

- HELP incorporates in the U.S as a not-profit corporation.
- HELP supports 28 students.

2003:

- Thanks to publisher and human rights activist, [Bob Bernstein](#), HELP receives a start-up grant from the Sigrid Rausing Trust.
- HELP hires its first employee, an Executive Director, and rents the first HELP Center, on Rue O in Pacot, Haiti.
- HELP introduces student housing by paying for rooms in a boarding house.
- HELP supports 40 students.

2004:

- HELP operates uninterrupted through violent political upheaval, violent insurrection and regime change.
- HELP supports 50 students.

2005:

- Haitian Timoun Foundation(HTF) makes first gift to HELP

2006:

- Garry Delice becomes HELP's third Haiti Country Director.
- HELP begins traveling beyond greater Port-au-Prince to recruit candidates.
- HELP supports 63 students.

2007:

- HELP rents its first dormitory in Pacot.
- HELP supports 78 students

2008:

- First Alumni contribution.
- First student advisor is hired.
- Inception of an English learning curriculum supported by the US Embassy (formalized in 2010)
- Founding of a Computer Lab and IT Instruction
- HELP supports 97 students.

2009:

- Former U.S. President Bill Clinton visits HELP
- US Ambassador Kenneth Merteen visits HELP
- HELP supports 100 students

2010:

- 7.3 magnitude earthquake hits Port-au-Prince. Two HELP students perish. Many students and staff are injured and the HELP center is destroyed. 90% of students work in the relief effort.
- Dartmouth welcomes two HELP students for an academic quarter.
- English literacy program is formalized with support from the US Embassy.
- HELP is incorporated in Haiti.
- First international volunteers take full-time positions at HELP.
- HELP opens an office in New York City.
- HELP receives its first major grant from local donor (Comcel-Voila)
- First Development Director hired.
- HELP supports 115 students.

2011:

- Inception of Citizenship & Leadership classes.
- Career & Alumni Services unit is created (1 part-time staff).
- HELP receives first vehicle as a donation from Digicel.
- HELP supports 120 students.
- IDB grant to set up mandatory alumni contributions

2012:

- W.K. Kellogg Foundation makes first gift to HELP

2013:

- HELP graduate begins teaching at the State University of Haiti, School of Science.
- HELP begins developing open-source database, Baz La, with.
- Thesis support program formalized with new Thesis Advisor position.
- HELP supports 141 students

2014:

- HELP's student-led nationwide recruiting campaign reaches over 100,000 students at over 1,000 secondary schools nationwide.
- Theodule Jean-Baptiste becomes HELP's first Fulbright Scholarship recipient.

- HELP supports 167 students

2015:

- Former Haitian President René Preval visits HELP.
- Nobel Prize winner, Mohammed Yunus visits HELP.
- Career services hires a full-time staff member.
- HELP buys the 2050 m2 Garoute property in Pacot with the intention of building a campus.
- First alumni payment to support new students on KOREM (which in English literally means “Support me”, and is derived from the acronym, *Kontribyasyon Regilye pou Edikasyon ka Miltiplye*, translating in English to, “Regular Contributions for the Multiplication of Education”)
- HELP supports 167 students

2016

- First Student Learning Program Instructor is hired.

2017

- Purchase of the existing building and 1608 m2 lot at #7Croix Deprez for dormitory housing
- Haiti hires a development officer for Haiti.

2018

- HELP alumni independently host a fundraiser (HAI – HELP Alumni Initiative) in Haiti, raising \$40,000.

2019

- Full time Admission Coordinator role established.
- Ismonde Joseph [video](#), released in 2016 reaches 1M facebook views.

2020

- Alumni committee formally established.

2021:

- KOREM contributions to-date meet \$100,000 threshold.
- HELP supports 123 students.

PART 1:

OVERVIEW

This report reviews higher education in Haiti with goal of providing a baseline study that can be used for an ongoing evaluation of the Haiti Education and Leadership Program (HELP). We draw on surveys and focus groups conducted during the course of the study to build statistically representative profiles of Haitian university students, to examine the challenges students face in pursuit of a higher education, and to explore how HELP's assistance program empowers students to overcome those challenges. However, the research does not stop there. The long-term goal of the research is to monitor the impact of the HELP program over time.

Other research that was conducted, not used in this report but that will be drawn on in future studies, are: 1) surveys with 49 of HELPs past candidates who met all scholarship criteria but were not accepted to the program due to lack of funding; and 2) a survey 123 of 210 HELP alumni. That research will be used in subsequent assessments of the HELP program. Indeed, all the research, even that used in this report, is intended to be a first step in the establishment of an monitoring and evaluation plan that will provide feedback on the HELP program, trying to objectively determine : *What is the long-term impact of the program.*

Questions include

- Are HELP students more likely to graduate than other high achieving students in Haiti?
- *Are HELP students more likely to stay in Haiti than other high achieving students in Haiti?*
- *Do they have greater success in their professional careers?*
- *Are they more engaged in community development and leadership for social change in Haiti?*

About HELP

HELP was founded in 1996 by Conor Bohan, a US citizen who came to work in Haiti at the Louverture Cleary School ([LCS](#)), a tuition-free, Catholic, co-educational secondary boarding school for academically-talented and motivated students from low-income families. During Conor's time teaching and working at LCS, he became aware of the daunting challenges confronting lower-income students who wanted to pursue a higher education. And so he decided to do something about it.

HELP's mission is to "create a community of leaders and young professionals who will contribute to a more just society in Haiti" (see [HELP](#)). HELP aims to assure that lower-income students who demonstrate scholastic excellence during secondary school have an opportunity to attend and complete a university degree and have the necessary tools to be successful professionals and citizens in Haiti. Each year, HELP staff scours Haiti's secondary schools, actively seeking out high-achieving secondary school graduates in literally every district of the country. To qualify to apply to the program, students must meet the following criteria,

- Academic excellence as evidenced by a history of achievement (Cumulative GPA 7.5/10 for the four? years of secondary school is the minimum threshold to apply to the program).

- Financial need – without HELP the student would be unlikely to attend or complete their university education.
- 22 years of age or younger at the point of applying for the HELP program.

The students who meet these initial qualifications are vetted to determine if they also show a capacity for leadership. Another goal of the program, but not a requirement, is that students intend to pursue a career in Haiti and are civically engaged in their communities. For those accepted to the program, HELP subsequently covers the costs of tuition and books at three universities in Haiti that are members of the Association of Francophone Universities (AUF). HELP gives the students housing in dormitories located near the schools and a ~ US \$100 monthly stipend for food and transport. Concurrent with their university studies, the students must participate in HELP's own parallel curriculum of courses in Citizenship & Leadership (4 years), English language (4 years), and Computer Literacy (2 years). Additionally HELP students are given guidance through tutoring, academic and personal counseling and undergraduate thesis support. There is an office of under graduate advising, as well as a career services office which facilitates internships and advises on job search strategies. HELP is funded by largely by American donors, but also Haitian businesses, and obligatory participation in KOREM, an alumni contribution program whereby incoming students are contractually obliged to contribute 10% of their salary during their first eight years of employment to support ongoing scholarships. At the time of the surveys, HELP had 211 alumni and 124 students.

About Sociodig (Sociodigital Research Group)

Sociodig is a social enterprise led by internationally trained PhDs and MAs in Anthropology, GIS, Agronomy, and Statistics. Sociodig's expertise is sampling design, survey implementation and analysis. The organization specializes in a wide assortment of evaluation and survey techniques and strategies from simple random baseline surveys in health and agriculture to rapid rural appraisals and data base management systems. A summary of Sociodig's expertise and past research can be found [at https://www.sociodig.com/](https://www.sociodig.com/) and <https://timothyschwartzhaiti.com/>

Outline of the Report

This report is divided into four parts,

Part I: Overview of the purpose of research, methodology, research accomplished, and structure of the report

Part II: Review of the educational system in Haiti

Part III: Presentation and comparison of data from the 1,084-respondent General Student Population Survey and the 116-respondent HELP student Survey.

Part IV: Analysis of how HELP empowers student to effect change in Haiti

A word about Terminology

Throughout the report we often refer to institutions of higher education as “universities”. This conforms to common usage of the term in Haiti. However, in other ways the term is misleading. In at least some cases the institutions are not accredited by any governmental regulatory system. In all but a few cases the institutions do not provide education beyond a BA or BS diploma. And in most cases the institutions are best described, not as a ‘university of diverse departments or colleges, but a single or several colleges that focus on a narrow range of subjects. The “campus” for most institutions consists of a single house or small building. Even in the cases of the most prestigious institutions, such as the different colleges of the Haitian State University (UEH), the infrastructure is nowhere close to what comes to mind when one conjures up the image of an internationally accredited university in a developed country or, for that matter, most developing countries. Moreover, although it is common in the literature about Haitian education to blame at least part of the failure of higher education on the 2010 earthquake, this is only partially true. For example, Inured (2010:2) claimed that as a result of the January 2010 earthquake, “87% of Haiti’s higher education institutions were impaired or completely demolished.” The real figure for the proportion of institutions damaged and destroyed is less than 20 percent.ⁱ The higher education system in Haiti was in disarray long before the 2010 earthquake, As INURED researchers concluded elsewhere,

Overall, the reports and evidence suggest that before the earthquake [January 12, 2010] most universities in Haiti were in abysmal condition. Mainly as a result of the absence of oversight, as well as poor investment, most institutions lacked quality libraries, laboratories, and research facilities. Their training programs and curricula were, on the whole, poorly designed and out-of-date. The vast majority of teachers were poorly paid temporary contractors with a license (the equivalent of a Bachelor’s degree), who were compensated based on the hours of courses taught and frequently absent.

(INURED 2010:9)

None of the preceding is meant to denigrate the Haitian higher education system, but rather to impart to the reader accurate imagery of the institutions being described the challenges that the Haitian student of higher education confronts. The directors of the institutions referred to in this report struggle to educate students with budgets that are often less 1 percent of their developed world counterparts. The most prestigious “universities” discussed in this report are considerably less well-funded than a typical US public elementary school. Unlike most US Universities, none have an endowment. but have to manage largely, and sometimes exclusively, on income from tuition. A very few universities receive grants and, for the State schools, relatively meagar support of ~\$460 per student per year.

PICTURES OF HAITIAN UNIVERSITIES

Haiti's Premier Private Universities



l'Université Quisqueya



Université Notre Dame d'Haïti



École Supérieure d'Infotronique d'Haïti

l'Université d'Etat d'Haïti



From the homepage of la Faculté Des Sciences
(FDS) de l'Université d'Etat d'Haïti.



Unfulfilled Promises of new UEH

The most common photo of a Haitian University that one finds on the internet: University Roi Christophe, outside of Cape Haitian, built by the Government of the Dominican Republic as a gift to Haiti.



ⁱ Similarly, Suzuta (2011:17) claimed that, “90% of the universities located around Port-au-Prince were destroyed in the earthquake. “But we know from DPCE/MENFP—data that Suzata (ibid) cites on page 7 of the same document--that 32 institutions of higher education were damaged in the earthquake, of which 28 were destroyed. If we use Suzata (ibid:16) estimate of 200 institutions of higher learning, this would mean that 16 percent of the schools were significantly damaged, 14 percent destroyed, something in line with what we know from subsequent MTPTC evaluations of all buildings in Port-au-Prince: 7 percent collapsed, another 13 percent were damaged beyond repair for a total of 20 percent of buildings technically destroyed. The most significant lesson in all this is not how many institutions were really destroyed but how wild the estimates are.

RESEARCH AND METHODOLOGY

The research described in this report was commissioned by the Haitian Education and Leadership Program (HELP), a scholarship program that targets and supports the very highest achieving high-school graduates in Haiti who cannot otherwise afford to pay the costs of university education. The primary longitudinal goal of the research is to assess the extent to which HELP scholars are obtaining high quality, university-level educations that most would otherwise not obtain; and if those students are contributing to Haiti's national pool of leadership in ways and to a degree that non-HELP students are not. A secondary objective is to provide a historical and current description of Haiti's national higher-educational system. And a third objective is to provide what, to our knowledge, is the first study of its kind in Haiti: a statistically representative profile of the challenges that all Haitian college students face in achieving a higher education (e.g. paying tuition, dealing with inefficiency school registration and bureaucracy, locating tutoring and supplemental education resources such as online academic libraries, overcoming absenteeism among professors and suspended classes due to demonstrations and strikes, etc.)

The research builds on past studies that HELP commissioned from FONKOZE (2012-2014) and Dare2Impact (2015). The Sociodig team leader reviewed these studies as well as other available literature on Haitian higher education. The Sociodig research team then conducted 10 focus groups—six with non-HELP university students and four with HELP students; and applied a questionnaire to 1,084 randomly selected university students living in Port-au-Prince-- referred to in this report as the General Student Population sample-- as well as 116 of HELP's 124 current scholarship beneficiaries-- referred to in the following pages as the HELP student sample. The literature review , focus groups and mentioned surveys are used in this report to provide a profile of Haitian higher education, the students, their backgrounds and strategies for negotiating challenges of higher education in Haiti, and the impact of the HELP program from the perspectives of those who benefit from it. Other research that was conducted but not used in this report are surveys with two addition groups:

- 1) 49 of HELPs past candidates who had met all admissions criteria but were not accepted to the program due only to lack of available scholarships ("HELP Finalists")
- 2) 123 of the 210 HELP alumni.

The research on these two groups is intended for use in subsequent assessments of the HELP program. Indeed, all the research, even that used in this report, is intended to be a first step in the establishment of an annual monitoring and evaluation plan that will not only provide feedback on HELP performance, but also serve as a baseline for researchers interested in higher education in Haiti, particularly from the perspective of the students who are trying to complete a higher education degree .

Methodology

Research Methods

The research tasks and instruments used to collect data for this report were,

- Four focus groups with HELP students (one for each of the four years of undergraduate studies with seven students per focus group), and six with mixed groups of non-HELP students (with four to 6 students per focus group, one of which was all male and one all-female).
- Application of a survey questionnaires to,
 - 116 of HELP's 124 scholarship beneficiaries.
 - 1,084-respondent random survey of Haitian students of higher education. Selection of the sample began with the three universities that HELP students attend (UNIQ, UNDH, ESIH), but using a 3 to 10-student cluster cohort strategy was amplified to include students attending a total of 91 institutions (see section Survey, below).

Questionnaire

The questionnaire was crafted in consultation with HELP senior staff. Topics used in this report were as follows,

- Demo Profile: Student's marital status, if they have children, who they live with, if they pay rent, as well as ownership of cell phone, computer, and vehicle. Location of origin, as well as parents' occupations, employment status, ownership of vehicle as an indicator of wealth.
- University Information and educational background: Name of university, years at university, distance from university in time, degree sought, who pays their tuition, where they attended high school, GPA/average in high school, current GPA, score on Bac II exam, languages spoken, computer competency, intention to continue education, application for scholarships, overall rating of professors, professor absenteeism.
- Social and Civil Activity/orientation: Clubs and organizations, volunteer activity, business (anything self-initiative), employment, internships. use of social media,
- Paired comparisons of challenges to getting an education: tuition, transport, cost of printing and books, access to a computer, access to internet, access to decent housing.

The Survey

Size of the survey: The survey involved 1,084 interviews with a randomly selected sample of general population Haitian university students and 116 of HELP's 124 scholarship beneficiaries.

Intent: The intent was to obtain a representative profile of the average Haitian university student. Specifically,

- his/her demographic and family background,
- her/her scholarly and professional aspirations,

- the challenges the student faces in trying to achieve a university education and
- how she/he negotiates those challenges

Purpose: To select a representative sample of general population for comparison to those students who apply to and are admitted to HELP and then follow those students overtime to determine what would have been the probable life and career experiences of HELP students had they not benefitted from the program

Sampling Strategy: The general student population sample was selected in clusters. Specifically, we intended to have 200 clusters of 5 students each for a total sample of 1,000 students. The reasons for a cluster strategy is to facilitate sustained contact with the students. HELP and Sociodig intend to conduct subsequent surveys with the same respondents over the next 10 years to see what happens to students; if they complete their education, if they stay in Haiti, how they manage to launch careers and earn a living, and the characteristics that correlate with these career and lifetime changes. To facilitate future contact, we took clusters of students who know one another. If in the future we cannot contact a particular student, then we can ask other students in the cluster to help us locate the student.

Composition and number of clusters: We originally took a random sample of 259 students—136 females and 123 males-- at the four top Universities in Haiti: UEH (the State University) and the three major Universities that HELP students attend (l'Université Quisqueya (UNIQ), l'Université Notre Dame d'Haiti (UNDH), and Ecole Supérieure d'Infotronic d'Haiti (ESIH). We had intended the students to each provide four other students from the same Universities, all five of whom know and interact with one another. In practice this turned out to be unrealistic. Most students could not give four students from the same University with whom they were familiar enough to consider regular members of their personal network. Nor could/would all students provide four other student contacts. Thus, we used the original 259 randomly sampled students as seed contact points, we did achieve a total of more than half the sample (567 respondents) attending the target Universities (Table 1.1; but in order to reach the targeted 1,000 plus respondents, we nevertheless had to accept network/cluster members from any other university. The benefit of this was that it gave us insight into the number of universities that exist in Port-au-Prince. To compensate for students who could not or would not provide four other students who all know one another, we accepted cluster size of from 3 to as much as 10. In one case, responses for a respondent in a cluster of three turned out to be corrupted and so we also ended up with one cluster of two (see). Thus, in the end, the total number of clusters is 227 ranging in size from two to ten but with a strong median of five.

Table 2: General Student Population at Major Universities

University	Total
UEH	282
UNIQ	117
UNDH	91
ESIH	77
Total	567

Table 1: Cluster Sizes & Frequency

Size of Cluster	Number of Clusters
Two	1
Three	37
Four	49
Five	101
Six	28
Seven	8
Eight	2
Nine	0
Ten	3

Other Research and Follow-up Studies

The surveys described above are used in this report to provide a profile of Haitian university students and to compare the experiences of HELP students to non-HELP students. The samples will allow for future control vs. treatment studies. Specifically, with HELP as the “treatment” population, control samples will be drawn from General Population Sample students who attend the same Universities as HELP students, those students with similar grade point averages and test scores as HELP scholars, and also from finalist HELP applicants who met all admissions requirements but were not accepted to the program due to lack of funding. Additional information collected during the course of the research that will be used in follow-up studies include:

- Interviews with 49 of 276 past HELP candidates who did not make the final cut for program acceptance because of a lack of resources to fund all qualified candidates.
- Update HELP’s existing database of students and Alumni.
- Sibling samples: documentation of siblings for all respondents surveyed for future evaluation of cohort success vs. those of HELP.

These subsequent studies may evaluate,

- Successful completion of undergraduate degrees.
- Adoption of civic and leadership roles.
- Post-university civic involvement and initiative indicated through entrepreneurial initiative, volunteer work,.
- Confidence, positive outlook for the future indicated through achievements and responses to questions.
- Disposition to remain living and working in Haiti indicated by location of residence and work sought.
- Employment, income, position of employment, and achievements.

PART 2:

The Context and History of Higher Education in Haiti

To appreciate the academic challenges students of higher education in Haiti face and that HELP empowers them to overcome, we begin with seven critical dynamics of Haitian history and contemporary situation in the country.

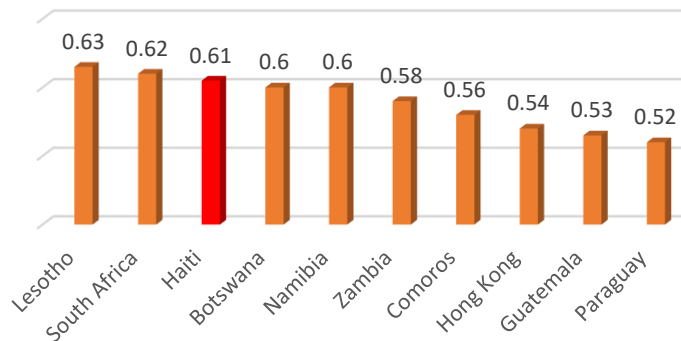
1. Class Schism
2. Political Instability
3. Poverty
4. Urbanization
5. Centralization
6. Emigration
7. NGO Invasion

1. Class Schism

Haiti was the second country in the western hemisphere to have broken free of colonial European rule and the first free republic in the world governed entirely by descendants of African emigrants, many of whom had been slaves. But it was not the product of a single victorious revolution. It was the victory of two revolutions and the aspirations of two very different populations. On the one hand, 200,000, almost entirely illiterate former slaves, at least half of whom had been born in Africa. On the other hand, a population of some 20,000 mostly mixed-blood European-Africans with western values, many of whom prior to independence were European-educated and landed elites, plantation and slave owners. Two distinct populations identifying with two very different cultural traditions: France vs. West African. Practicing two very different religions: Voudou vs. Catholicism. Producing for two very different type of economies: small scale peasant production for the local market vs. plantation production oriented to the global economy. Having, for the most, two different skin colors: one light and the other dark. And speaking two different languages: Kreyol vs. French (albeit all spoke Kreyol while the elite also spoke and prioritized French). The division was such that, a century after the revolution, the Haitian intellectual Jean Price-Mars would describe these two classes as so separate that they came to form, “two nations within the nation, having each its own interests, its own tendencies, and its own ends” (see Shannon 1997:43). Yale sociologist James G. Leyburn (1941) would go even further saying “that the only terminological concept adequate to describe the extremity of economic, religious, cultural, and color divisions between Haiti’s masses and its elite is ‘caste’” Prou (2009:31) summed up the division as a type of “Social Apartheid.” From independence until the 1950s—and still to a large extent today—the division correlated closely with *moun lavil* (city folk) vs. *moun andeyo* (people “outside” of the

city). Throughout Haitian history each side has had its own heroes, its own flag, and its own political parties. A consequence of this class polarization is radically differential access to wealth, today manifest in the third highest GINI Coefficient in the world (Figure 1, see also CIA 2020).ⁱ

Figure 1: Highest GINI Coefficients in the World

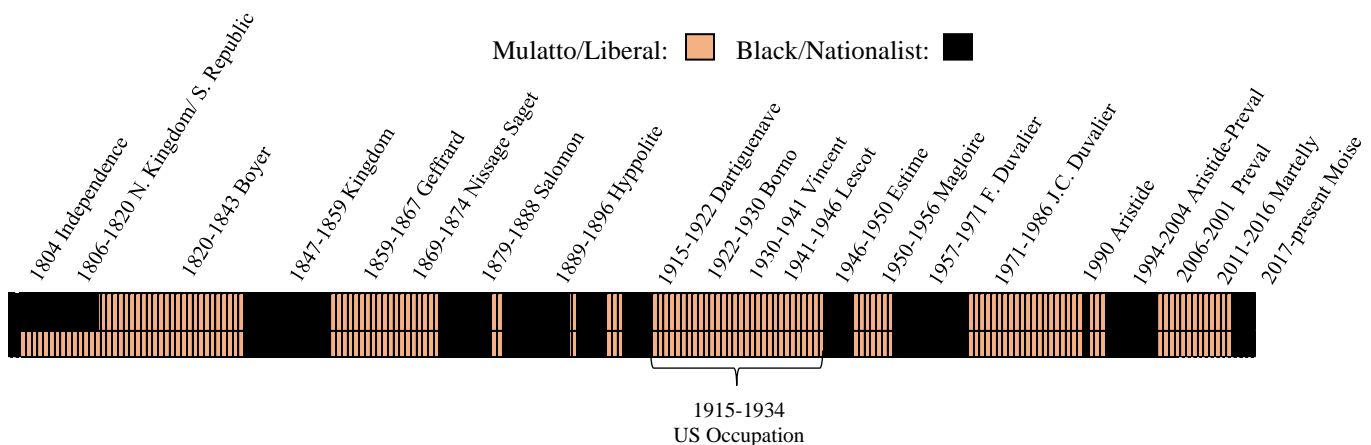


(Source: World Population Review, 2020)

2. Political Instability

Haiti's political history is largely one of a back-and-forth struggle between the two culture-classes described above, one in which the globally oriented elite supported by powerful business interests in developed countries would win control over the government for a decade or two and then be overthrown by populist politicians representing the masses. One year after independence the country immediately split into two countries, a black kingdom in the north ruled by a former slave; and a southern republic in the south, presided over by a series of mixed-blood, former French military officers who had been born on the island. Perhaps ironically, the black kingdom was the more militarily powerful, more organized and more productive, a difference manifest in Haiti's greatest monument, the mountaintop fortress Citadel Laferrière. But in 1820, internal dissent tore the kingdom apart. The southern mulattos immediately moved into the vacuum, seized control of the north and reunited the country. Thus began 200 years of struggle between the 'castes.'

Figure 2: Mulatto/Liberal vs. Black/Nationalist Regimes



By mid-century social upheaval and internecine warfare aggravated by class conflict had become rife in the Haiti. Between 1843 and 1915, at least 25 wars and uprisings ripped through the country. Haiti had 23 presidents and 1 king during that period; 19 of whom lasted less than one year in office, only two finished their term, 14 were overthrown, two were murdered, five died in office from ailments. The early 20th century was dominated by the 1915 to 1934 US military occupation, fleeting moments

of democracy overshadowed by 34 years of dictatorship, and then a return to violent conflagrations and international embargoes.

Chronic political turmoil has characterized the most recent forty years. From 1981 to 1986, violent popular resistance to the Jean-Claude Duvalier dictatorship rocked the country with protests, riots and national strikes. The dictatorship fell in 1986 and in the ensuing eight years were seven different regimes, two failed elections, two coups, and three years of military dictatorship that led to a UN military mission (UNMIH 1994-1996), two years of a foreign-assistance embargo (2002-2004), another coup (2004), another UN military mission (MINUSTAH 2004-2017), and then three years when gangs terrorized the population with armed robberies, home invasions, and kidnappings (2004 and 2007). In 2009, political stability seemed to be within grasp, in collaboration, with the Haitian government, the UN and USAID began orchestrating a massive, highly publicized investment strategy. Haiti's elite entrepreneurs in Haiti, diaspora business people, and US billionaire social-investors were all on board. And then, on the 12th of January 2010, just as final touches were being put on the plan, an earthquake slammed the capital city of Port-au-Prince. Seven percent of all houses and buildings were immediately destroyed. Another 13 percent were damaged beyond repair. Typical to the disorder that prevailed in Haiti, no one knows for sure how many people were killed, somewhere between 50,000 and 316,000.

In spite of fallout from the earthquake, 2010 to 2015 was the calmest and most prosperous period in nearly a half century. Lending nations and international banks forgave the Haitian national debt, private donors gave NGOs some 4 billion US dollars in aid, foreign governments pledged more than \$10 billion to Haiti. Poverty and struggle continued. Earthquake refugee camps persisted. But at the same time the country turned into a type of wonderland of development projects and foreign assistance. Expatriate aid workers were everywhere. Restaurants and bars were packed with them. Roads were traffic-choked with their SUVs. Haitians from the diaspora poured back into the country. Compared the decade before the earthquake and more recent years Port-au-Prince was calm and prosperous.

But by 2016, most the aid money was spent and the country was slipping back into political instability and lawlessness. Since 2018, massive protests shut down transportation in Haiti for months at a time. Gangs once again took control of popular neighborhoods. By 2020, the year of the this study, kidnapping, home invasions and highway robberies were worse then they had been in 2004-2007. Summarizing the impact of this political instability, since 2006, when Fund for Peace first began calculating its Fragile States Index--an indicator comprising activities such as state services, security apparatus, and human rights--Haiti has consistently ranked among the 13 most debilitated countries in the world, ranking among Somalia, South Sudan, Afghanistan and Chad.^{ii iii}

3. Extreme Poverty

Haiti is one of the poorest countries on earth. In 2020 the UNDP Multidimensional Dimensional Poverty Index ranked Haiti at the lowest level of any country in the Western Hemisphere, with the 7th lowest standard of living in the world. But poverty in Haiti relative to other countries in the region has not always been as extreme as it is today. From 1967 to 1980, Haiti's per capita GDP grew at a respectable average of 2.5 percent per year. Then, in 1980-81, precisely when the renewed political instability described above began, GDP stagnated. From 1986 until 1994 it moved backward, declining at a rate of 2.6 percent per year. Since 1995, the GDP at constant 2017 dollars grew 56 percent, but its a figure that can be accounted for, not by increased production, but poverty itself. Specifically, the second highest rate of migrant remittances in the world, charity

dollars given to Haiti as the West's posterchild for poverty, money laundering, and narco trafficking. A comparison of historic Haitian GDP with the neighboring Dominican Republic, Jamaica and Cuba illustrates just how dramatic this un-development has been (see Figure 3).^{iv}

Figure 3: GDP Per Capita (Constant USD)

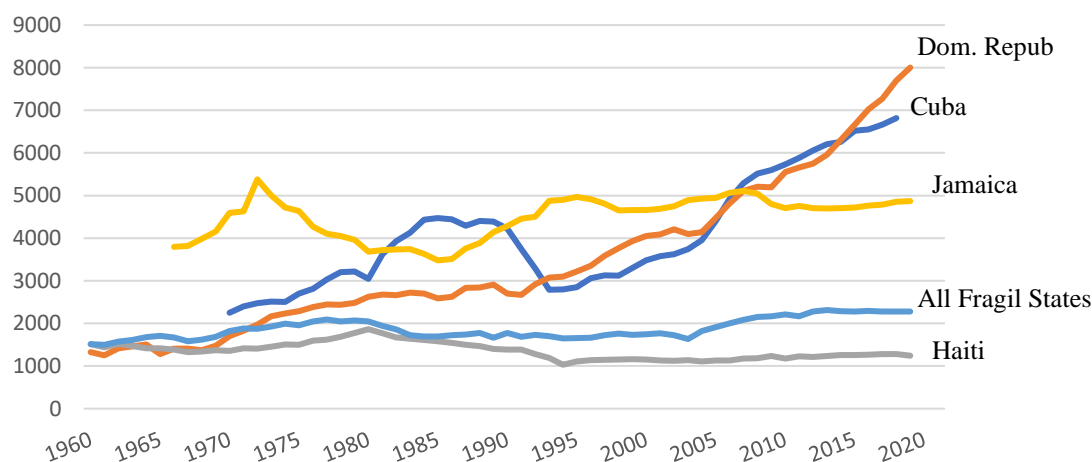
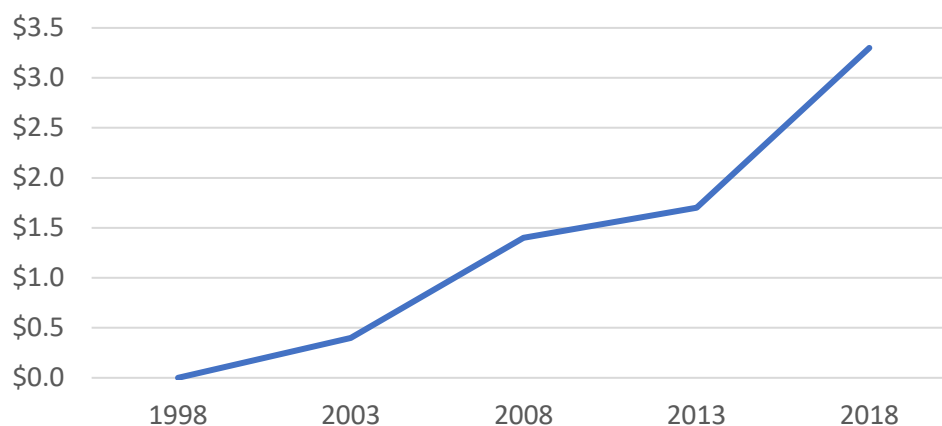


Figure 4: Emigrant Remittances to Haiti 1998 to 2018 Billions of Dollars

(Source MPI 2020)



4. Urbanization, Dominance of the Primate City

Haiti as a whole has gone from less than 10 percent urban in 1950 to 57 percent urban in 2020. A notable feature of urbanization is a focus on the metropolitan area of the capital city, Port-au-Prince. The city has grown at a rate 4 to 5 times that of other cities in the country, increasing in population from 133,000 in 1950 to 700,000 in 1980 to 2.8 million in 2020, an increase in size by a factor of 20 in the space of 70 years (see IHSI data). Today the city is eight times larger than Haiti's second largest metropolitan area, Cap Haitien, with a population of 360,000 people. To put

this in context of other countries, 24 percent of the Haitian population lives in Port-au-Prince, ranking Haiti the 7th in the world in terms of the demographic domination of a single city.^{v vi}

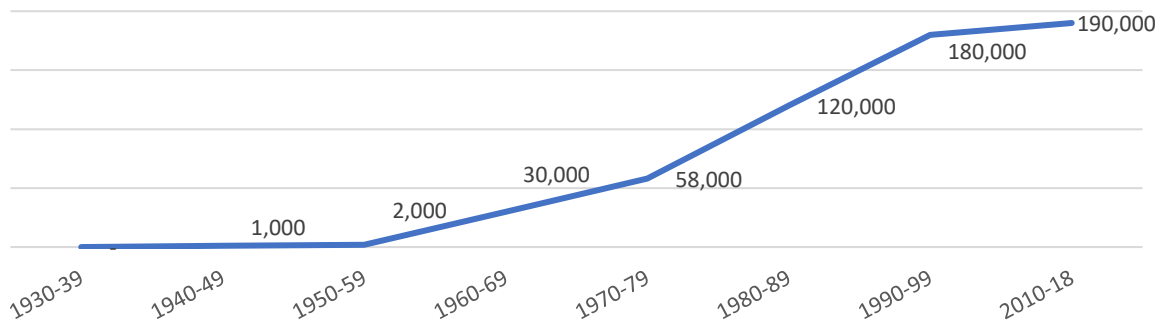
5. Centralization

Whether a cause or an effect, lopsided urbanization seen above is associated with extreme centralization. Many provincial towns and cities that as recently as the 1950s had been thriving centers of regional commerce and political power have lost importance. Although also burgeoning with slums, these outlying cities have become relative backwaters as institutional headquarters have moved to Port-au-Prince. The 1987 constitution called for de-centralization and USAID financed programs sought to decentralize the government and spread investments in development more evenly throughout the country, but with little impact. By 1990, 90 percent of Haiti's exports and 60 percent of imports were going through Port-au-Prince; 80 percent of the national expenditures were made there; and today at least 95 percent of all foreign NGOs have their headquarters in the capital. Despite the rhetorical drive to de-centralize, Haiti today is among the most centralized countries in the world. A 2012 World Bank policy research paper rating 182 countries on both *de jure* and *de facto* indicators of political, fiscal and administrative centralization put Haiti 180th, 3rd from bottom on fiscal decentralization; 175th, 8th from the bottom on political decentralization; and 181st, 2nd from the bottom on administrative decentralization.

6. Emigration: Brain Drain

Haiti has experienced what is arguably the longest, most continuous, and intense brain drain of any country on earth. It began in the 1950s and 1960s when Rotberg (1971:243) estimates 80 percent of Haiti's most qualified physicians, lawyers, engineers, teachers, and other professionals fled political persecution under the populist Francois Duvalier dictatorship. From 1980 onward, with the intensifying political instability described above, the numbers skyrocketed. At that time there were only about 150,000 Haitian emigres overseas. Today, there are at least ten times that figure: 662,000 people born in Haiti are living in the US in 2020, another 491,000 are in the Dominican Republic, 100,000 in Canada, 82,000 in France, and 69,000 in Chile (see Olsen-Medina and Batalova 2018). Totalled, the population living outside of Haiti is equal to 20 percent the population inside of Haiti, and that does not include the offspring of immigrants born abroad.

Many of those in the US, Canada and France are educated before they leave Haiti. No one has exact figures, but common in the literature are estimates that 80 percent Haitians with a post secondary degree leave the country (illustrating how little is actually known about the situation, that figure comes from an International Monetary Fund study done 13 years ago: Prachi 2007). Summarizing the impact of this loss of human capital, on The Global Economy's Human Flight and Brain Drain Index scale of 1 to 10—meant to estimate the intensity of the emigration of the educated—Haiti consistently ranks among the most impacted countries on world. In 2015, Haiti's score of 9.3 was the very highest of all 176 countries rated (ibid).

Figure 5: : Haitians Awarded Legal Residency in the US

(Source: US Yearbook of Immigration Statistics)

7. NGO Invasion

Religious missions have been coming to Haiti since shortly after independence. Catholics ousted during the revolution, but protestants sought to fill the gap. US Methodists arrived in the northern kingdom and British Methodists in the southern republic in the 1810s. US Baptists first arrived in the 1820s. In 1860 the government signed the Concordat with the Catholic Church, precipitating a flood of Catholic missions from Europe, complete with priests, brothers and nuns. In 1862 came US Episcopalians, Adventists arrived in 1879, and with the 1915 to 1934 US occupation the way for US protestant missions was wide open. Seventh-Day Adventist arrived in 1921, the Haiti Baptist Mission was established in 1934, Unevangelized Fields Missions came in the 1940s, Assemblies of God in 1945, Nazarean Church in 1948, The Salvation Army in 1950, the first Pentecostal church in 1962, the Mennonite Church in 1966, and the Church of God in 1967. More recently, Muslims founded the first Mosque in 2008 and have since become the fastest growing religion in Haiti.

Overlapping with the religious missions and ultimately subsuming them are NGOs and development contractors. Secular NGOs first began arriving in Haiti after Hurricane Hazel devastated the country in 1954. Their presence significantly increased three decades later in 1981. Precisely when the political chaos recounted above began in earnest, USAID decided to bypass what U.S. officials defined as “an extremely corrupt Haitian government.” US aid dollars were subsequently delivered either directly to the international NGOs or through for profit contractors such as Chemonics and DAI, entities that acted as accounting and oversight proxies, passing money onto NGOs and Haitian community based organizations. Some of the NGOs were the same religious missions seen earlier, such as the Haiti Baptist Mission. Others were re-incarnations or expansions of those earlier religious missions—such as Catholic Relief Services, Adventist Development and Relief Agency, World Vision, HEKS-EPER, and Lutheran World Relief. Others were secular—such as CARE International, ACDI-VOCA, ACF (*Action Contre la Faim*). The principal European donors—Germany, Britain, and France—followed the US lead, routing aid to NGOs and, in the words of Robert Lawless (1992), “Haiti soon became everybody’s favorite basket case.”

It is not clear today how many NGOs are in Haiti. Claims shortly before the 2010 earthquake ran as high as 10,000. As of 2012, only 561 had registered with the government (Valbrun 2012). A more realistic figure in 2020 would be closed to the 2,757 US-based NGOs in the country, an estimate that comes from US 501c3s that organizations in the United States have reported to the US Internal Revenue Service between approximately 2010 and 2010 (see Guide Star). Whatever the count, journalists commonly refer to Haiti today as “the Republic of NGOs.”

And with good reason, whether it is healthcare, orphanages and child services, food relief, or environmental conservation, NGOs and organizations supported by overseas donations provide—*prima facie*—more services to the Haitian population than the Haiti State, a point, as seen below, abundantly in evidence regarding education.^{vii}

The presences of NGOs creates an internal brain drain even more severe than that of centralization. The most competent and competitive professionals are drawn away from State bureaucracies and national enterprises and into the foreign aid sector where wages are 2 to 10 times that found in government and private sector counterpart hospitals, schools, and agricultural projects. Many of these professionals then use the opportunity as a jumping off point to emigrate.

Summary

Haiti today is a mess. Class schism aggravated by foreign intervention, nefarious business interests and violent internicine struggles have characterized much of the country's history. The past 40 years have arguably been worse than ever before with more riots and gangs, the near complete collapse of the state, intensification of the brain drain, massive urban sprawl 20 times what it was only 50 years ago, rural people pouring into the capital city, extreme centralization, and an NGO invasion concomitant with charity orientation and local unsustainability. The outlook is bleak. In the 2019 Global Competitiveness Report, the World Economic Forum evaluated 141 countries on factors such as governance, security, equality, corporate capacity, education, wages, property rights, migration, and transparency; they Haiti ranked 138th, third from the very bottom. Making matters worse, all the above indicators are based on data two and more years old. Since 2018, the country has deteriorated even further, and at a frightening rate, bringing the country to brink of a total breakdown in the civil sector. It is in this context that we can best make sense of the historical and current situation of education in Haiti.

Educational history

History of Primary and Secondary Education

“Education shall be free. Primary education shall be compulsory. State education shall be free at every level”
Article 24 of Haiti's first constitution, that of 1805

The constitution of 1806 aside, all of the other 22 Haitian constitutions promulgated free primary, secondary, and post-secondary education. Every one of them since 1843 made primary education compulsory. No government has come close to succeeding. Indeed, arguably, since the fall of Henri Christophe's kingdom in 1820, no other government has tried.

From the very beginning it was a system dependent on foreign religious missions and individual educational-entrepreneurs. All Haitian governments encouraged the process, passing laws and sometimes subsidizing missionaries and entrepreneurs. During the later half of the 1800s there was a period when the state was primarily responsible for education. But by 1915, 25 percent of schools were Catholic. In the past half century evangelicals and private entrepreneurs have taken the lead, comprising more than 70 percent of educational institutions. The state tried, and continues to try, at least on paper, to maintain oversight, but from the very beginning until the present has

fallen far short. In recent years, the process has become unleashed and chaotic with the number of unregistered private and religious educational institutions mushrooming at every level. Whether referring to primary, secondary or university level education, Haiti today has a greater proportion of non-public schools than any lower-income country on earth. Of the primary schools, 92 percent are private (mostly religious), a figure far ahead of the nearest competitor, Zimbabwe at 77 percent (see World Bank 2021).^{viii} The evolution of this educational system parallels the historical trends seen above, particularly with respect to the class schism, political instability, poverty, and incursion of religious missions and NGOs. Below we give a brief history of the process and a description of the current situation. ^{ix}

Primary and Secondary School

Government Initiatives

From the earliest days as a state, Haitian political leaders mandated schools. And during these earliest days it was not the State, but more often religious orders and private individuals that established them. In his two short years ruling Haiti, Dessalines authorized six schools, one in each of the new state's six military districts. There is no evidence any were ever built (see Logan 1930).

In the 1810s, in the North, former slave turned king, Henri Christophe decreed schools. By the fall of the kingdom in 1820, there were at least 11 state-supported primary schools located in the major towns of the empire and one secondary school/university near the capitol Cape Henri (today's Cape Haitian). They taught a total of 1,110 students. While decreed and supported by the State, they were all created by Wesleyan Methodists missionaries, mostly from England but including the celebrated african-American educator Prince Saunders. In the southern republic, former French officer turned president, Alexandre Petion decreed schools. By the time of Petion's death in 1818 the southern republic had supported one primary school, the Grand College of Port-au-Prince (later to become *Le Lycee Petion*, the pride of the Haitian state), and a girl's primary level boarding school. But consistent with dependency on private initiatives, these "public" primary schools were also founded by Methodists—also originally from England but later succeeded by methodists from the US--and the *Lycee* was housed in a private residence until 1843 as was the girls boarding school (Campbell 2004:23). During these earliest years, all schools in both the northern kingdom and the southern republic were implemented by methodist educators.

Petion's successor Boyer (1818-1843)—another former French officer--was an exception in the history of Haitian education in that he was against it, saying, "to sow education is to sow the revolution" (*semmer l'instruction c'est semer la révolution*).^x After uniting Haiti in 1820, Boyer demolished the primary schools in the North. After taking over the neighboring Spanish colony, he demolished the schools there as well. Boyer's 1825 rural code forbade the children of peasants from going to school. He allowed the *Lycee*

Year	Number of Schools	Students
1804	0	0
1849	54	unknown
1860	136	10,000
1861	243	13,688*
1963	229	15,697
1875	368	19,250
1888	606	35,000
1895	875	45,542
1912	675	46,108
* Extrapolated from average size of school		

Petion to lapse into what a French observer summed up as, “...a miserable school in which poorly paid teachers are required to do all the work... (Logan 1930: 418).^{xi}

After the fall of Boyer in 1843 came big changes in the government attitude toward public education. President Riviere-Herard passed progressive laws and laid out the plan for Haitian education that would be the template for Haitian education until the 20 century; indeed, in many respects, to the present. There would be rural schools throughout the country and state primary schools were to be co-educational. According to Cook (1948:), the first country (*commune*) schools were founded in the same year, three “rural” and three “urban.” In 1844, a public high school (*Lycee*) was established in Cape Haitian, and in 1845 another in Les Cayes. The one enduring innovation in administration, one that would characterize education until the present, was to create the Ministry of Public Education and decree that all schools, whether religious or private, had to follow the ministry’s educational curriculum, one that for most of Haiti’s subsequent history would emphasize classical studies and be heavily Francophile. Political instability meant most of the other designs would not yet be realized.

Four years and five presidents later, in 1847, president Faustin Soulouque renewed efforts at creating a public educational system. Similar to Christophe, Soulouque was a populist, former slave who would soon be emperor. Beginning with the law of 1848, he mandated primary schools in rural areas. These schools taught basic literacy but were also vocational in that they focused on agricultural techniques and artisanal skills. They were land-grant boarding schools, supposedly for the children of agriculturists. The students cultivated crops to fund their education. By end of his reign as king in 1859, the government claimed there were 118 of the schools (Clement 1979: 166).

Soulouque was succeeded in 1859, by the Mulatto Liberal Geffrard regime who appointed as Minister of Public Instruction Francois Elie Dubois, called by historian Job Clement (1979a:40) the individual who ‘truly deserves the title father of Haitian Education’, Dubois reorganized education at every level, from primary to the State law and medical schools. Secondary schools were founded in Gonaives and Jacmel in 1860. During Dubois 2.5 years in office the number of primary school students reportedly increased to 15,697 attending 229 schools; 15 percent of population of primary school age children (see Clement 1979a:40).

From then until the turn of the century, the number of schools more than doubled. The 1890s was another type of heyday for education. The government authorized post-primary schools for girls, an educational paper the *Revue de L’Instruction Publique* was founded in 1894, and the same year a group of Haitian educators formed the first Port-au-Prince teacher’s association.

Looking at data that has come down from surviving archives and government records, the government appears to have been by far the major provider of education during the the latter half of the 19th century. Table 2.2 indicates fully 96 percent of all schools were public. Cook (1948), discusses these schools as definitively a government initiative. And as seen below, it was not until

Table 4: Total Schools (source: Logan 1930: 427)				
Type of School	Year 1877		Year 1895	
	Count	Percent	Count	Percent
Rural schools	200	51%	505	58%
Urban schools	165	42%	197	23%
Church schools for boys	7	2%	19	2%
Church schools for girls	7	2%	32	4%
Higher elementary, boys	5	1%	6	1%
Higher elementary, girls	6	2%	6	1%
Lycees (boys)	4	1%	5	1%
Higher education	2	1%	3	0%
Total, public	382	96%	773	88%
Private schools	14	4%	102	12%
Grand total	396	100%	875	100%
Total number of pupils	19,250		44,542	

1912 that a law was passed authorizing the church to create presbyterial schools which, according to the US educational reports, they subsequently did, the implication being these schools did not exist.

Questionable State Initiatives

Despite all the claims above and the neat data, Clement (1979) points out that when it comes to 19th century Haitian education, statistical data is ‘virtually non-existent.’ Not even the 1804, 1825, and 1919-20 census data is available. With no dependable source of data for state efforts, and frustrated by constant debt, civil wars, and ministerial appointments based on political patronage, it is hard to believe the government could have accomplished anything on its own. In the 59 years between 1844 and 1903, there were 60 different education ministers (Vincent and Lherisson. 1895).

Government claims were also often exaggerated and unsubstantiated. In 1875, the government of Michel Domingue reported 270 primary schools for boys, 267 for girls, and 252 rural schools, for a total of 789 primary schools. Clement (1979b:41) cites subsequent corrections from the government showing that in reality there were less than half this many schools. Thirty-seven years later the government reported that of 550 schools budgeted the receding year, “not one carried out the program [prescribed by Ministry of Education].” The very next year the legislature voted the creation of two hundred new schools “but forgot to appropriate the money for them.” (Logan 1930:42). As for claims that government Lycees were “among the best of the Haitian secondary schools” (Clement 1979:51), up until the 1950s, they functioned more as the private domain of the children of the merchant and military elite.

In the end, as will be seen below, the two enduring features of the Haitian government initiatives during the first century of independence were, 1) the Ministry of Public Education being given responsibility for setting school curriculum standards for all schools, and even more importantly 2) All 19th century Haitian governments, Boyer excepted, encouraged religious orders and private educational initiatives. It was the latter of these two developments that would, more than anything else, condition the emergence of the modern Haitian school system.

The Seeds of Private Education

“Any person will have the right to open establishments for the education and instruction of youth...” Constitution of 1801 under Governor Toussaint L’Ouverture

Elite Academies

Even the original national schools were not, as seen, government founded schools, rather they were state subsidized private institutions. But there were also private institutions that were not subsidized by the state. Historian Catts Pressoir (1935) cites data that in 1839 there were a combined 1,000 students in Port-au-Prince primary schools and the one *lycée*. Of these, only 150 students (15%) were in public school-- i.e the *Lycee Pétion* and the nationalized, formerly Methodist primary school; 80 were in the Methodist school, 450 boys were in 15 private schools, 200 girls were in eight private girl’s schools, and 120 children were getting ‘private instruction at home’ (see Joint 2009). These were all schools of the elite and in urban Port-au-Prince. It is not clear how many new schools were founded in ensuing years. No complete record exists. Clement (1979) notes that in the 1890s individuals established another 7 secular secondary schools in Port-

au-Prince. We know that elite school continued to be founded unabated into the early 1900s, indeed to the present. But it was a process that was only haphazardly documented.

Cottage Schools and Tutoring

The historical documents that come down to us are state and religious administrative archives as well as the correspondence and writing of politicians, scholars and missionaries that give the impression that public, religious and elite schools were all that existed. It is an assumption conspicuous in the literature. Most reviews of the history of Haitian education conclude that Haiti began with no educational institutions at all.

Yet, tutors and private instruction were important even before independence. “The idea of private tutors was, in fact,” Logan (1930: 419) observed, “about the only intellectual legacy of the French planters.” As seen in the quote at the beginning of this section, Toussaint’s pre-independence constitution of 1801 recognized the right of individuals to teach, suggesting that public education or not public education, there were educated individual doing just that, teaching. The first constitution (1805) after independence, under Dessalines, also guaranteed the right for anyone to teach and set a limit on prices that tutors could charge. Moreover, although there are no systematic exposé of the topic, there are clear contradictions in the literature that suggest such schools were widespread in urban areas and towns. The same British sea Captain who in 1815 had written to president Petion to inquire if Methodist missionaries would be welcomed—the same Methodist missionaries who subsequently founded the “first primary school in the southern republic”—had remarked in his letter on the number schools he had observed on his visit to Port-au-Prince. The president’s personal secretary wrote back acknowledging the compliment and saying there existed such schools in all Haitian cities, that they were all primary schools, and that the republic was in need of secondary schools.

In other words, when scholars claim that the first primary schools established in both the southern republic and the north Wesleyan Methodist schools founded in 1816, what they mean—whether they realize it or not—is that they were the first “public schools.” And as seen, by public, they mean those the State specifically authorized or extended invitations to missionaries and, ostensibly, subsidized. But evidently small private primary schools existed from the first decades of Haitian statehood.^{xii xiii xiv xv xvi xvii xviii}

Religious Missions

As seen, religious missions were involved in the earliest public schools. They offered educational services to the government in exchange for the opportunity to win converts. To their credit, Haitian government used them to this end.

Christophe’s main supporters in the 1816 to 1820 educational accomplishments were British Abolitionists, Thomas Clarkson and William Wilberforce, both Born-Again. Christian evangelicals whose assistance was linked to promoting evangelical education in Haiti.^{xix} The 1816 to 1859 Methodist educational undertakings in the south were the result of similar

Table 5: Catholic Schools in 1912

Type School	Number Schools	Students
Presbyterial Primary	153	10,623
Brothers Primary	17	6,731
Colleges	4	2,500
Sisters schools primary	36	
Industrial school	1	

Source: US State Forbes Report 1929

agreement. Baptists do not appear to have been subsidized and were not counted as “public schools”, but they began arriving in the 1820s and new Baptist missions have been coming to Haiti and building schools ever since. Episcopalians arrived in 1862, many former US slaves, and they founded schools.

Cook (1948) cites data that prior to 1867, there were 2,700 students in Wesleyan Methodist, Baptist and Episcopal schools, which, based on average school sizes, would have been 48 schools. Yet, in Table 2.1 on a previous page lists only seven boys “church schools” and seven girls “church schools” (Logan 1930: 438).^{xx xxi}

At the same time as the Minister of Public Education Dubois began reorganizing State education system in 1860, the Haitian educational system got a significant boost from the establishment of relations between Haiti and the Catholic Church (The Concordat), *the principal clause* of which was that Catholicism become the official religion of Haiti in exchange for help with education.^{xxii} With an 1862 modification to the Concordat, Catholic schools became nonsecular public schools. Fass (1988: 237) claims there were two Catholic schools in 1864, fifty-two in 1895, eighty-two in 1905 (see also Burtoff 1994:13). Logan (1930: 438) reports that after another accord with the Catholic Church was signed in 1912 authorizing presbyterian schools, the Catholics quickly created 229 schools which, if we extrapolate based on the average number of students per school, would have been 33 percent of all schools in Haiti. Logan says the number had fallen back to 105 within six years. But seventeen years later the US government Forbes Report put the number of Catholic schools at 211 serving 19,845 students, about 20 percent of all students.

Looking at the data in Table 2.3, it is evident that the government had been claiming Catholic and Protestant schools that it subsidized as its own. As will be seen in the section on the post American occupation period, the role of non-Catholics missions, together with private for-profit schools would come to dominate education in Haiti.

The Character of Early Education in Haiti

Urban and Town Bias

Despite their differences, both the southern mulatto regime in the south composed of former French officers, and the former slave King Christophe in the north focused educational efforts on urban and town elites (Prou 2009:31). Proclamations beginning in 1843 for the creation of “rural” schools was just that, proclamations. Logan (1930:423) noted that government statistics sometimes showed more rural than urban schools: but while there were 592 rural schools on paper in 1893-94, “the Minister of Public Instruction flatly states that most of them are non-existent” (see also Clement 1979:88). A visiting British observer called rural public schools “one of the cruel tricks played on the Haitian people by its government” and doubted there were any rural schools at all, in spite of the fact that there were 500 in the budget (see Heinl and Heinl 1996: 349). After reviewing the historical literature, Clement (1979:46), concluded that despite Article 24 of the Constitution of 1889, declaring education at all levels is free, and primary education is compulsory, “schooling for the masses of peasants in rural areas was almost totally absent...”

The same was true of the religious missions, they too were focused on educating urban and town children. Correspondences between 19th century Methodist leaders in Haiti are replete with school directors lamenting the loss of students to other religious schools, with no reference to the 90 percent of country’s children who were rural. For example, a Haitian Methodist school director complained to his English patrons in the 1840s that half of the pupils in the Wesleyan school in Gonaives had been “lost to intrigues of a Baptist schoolmaster” (Griffith 1986: 116. Also see pages 117, 118). When the Catholics arrived in 1860, the Wesleyan Methods school roles suffered again,

... the church also brought into focus the Haitian love of all things French and the boys' school which was opened in the capital was very successful, so much so that the Wesleyan school lost half its pupils almost at once to that run by the brothers. [Griffith 1986:125]

Even when Methodists tried to reach out to rural areas, they were blocked. The minister of education under Soulouque-- illiterate former slave turned king (1850-59), patron of rural agriculture and the peasants who promoted supposedly rural agricultural schools—refused to allow Methodists to establish schools outside of towns and even prohibited the Methodists from opening one in the remote northwest city of Port-de-Paix.

Private schools and tutors brought no relief to rural illiteracy. Upwardly mobile town merchants, civil servants, lawyers, notaries, and doctor were the ones who could afford to pay schoolteachers and tutors. And it was in the towns where those educated enough to be schoolteachers lived.

The historical record is clear: whether talking about public, religious or a private school, the peasants were not attending them. And they were not welcome. Until the 1980s, French alone was enough to dissuade most of those who tried to go to school. When the US Marines got to Haiti in 1915, literacy rates in the rural areas were near zero (Prou 2009:32).

But there is also good reason to believe most peasants didn't care about education. They had little need for schooling. For the majority that had no intention or opportunity to migrate to the city or overseas, there was no practical use to which to put an education. In 1874, Minister of Public Instruction and Haiti's most celebrated 19th century historian, Thomas Madiou, complained that at those rural schools that did exist, parents did not send their children to school regularly (see Cook 1948: 16). In the late 1800s another Minister of Public Instruction wrote of peasant resistance to education, saying the peasants refused to build schools or allow their homes to be used to teach primary school (see Logan 1930:424).

The implications of the town and city bias yields a somewhat quizzical insight. If we look back at the percentage of the population that was in primary school we can conclude that, if the true target population of school children was living in towns and cities and not the rural areas, and if it was in the cities and towns where the demand for education was, then for at least the past 170 years the demand for primary school education has largely been filled. Table 2.4, below, shows the school age population that Clement (1979b) concludes were enrolled in public schools and what percentage of the school age population was in primary and secondary school *if* a) schools were only serving urban children (10% of the population) or in the second instance, *if* b) the schools were serving village and urban populations (20% of the population). The figures show that, *if* we consider that only urban and village children went to school, then from 1865 onward, 40 percent or more of those children went to primary school (Griffith 1986: 107). By 1895 the figure was 80 percent of school-aged urban and village children. While the government figures are suspect—as seen, the government tended to make claims that were not true—this does not include the unknown number of children in private and religious schools that were not public schools, i.e. subsidized by the government.

Table 6: Year Number of schools" Number of pupils in All Public Schools

Year	Schools	Stdnts per School	Only primary schl stdnts	All Students	Total population in Haiti	% primary school age population in schools 5 to 15 years of age (15% of total population)			% primary and secondary school age population in schools 5 to 20 (25% of total population)		
						Both Rural & Urban (100%)	Only Urban/Village (20%)	Only Urban Only (10%)	Both Rural & Urban (100%)	Only Urban/Village (20%)	Only Urban Only (10%)
1860	136	74	8,500	10,000	1,230,000	5%	25%	50%	3%	30%	30%
1865	228	69	13,342	15,697	1,181,000	8%	40%	80%	5%	25%	50%
1875	368	52	16,363	19,250	1,298,000	8%	40%	80%	6%	30%	60%
1877	382	50	16,363	19,250	1,321,000	8%	40%	80%	6%	30%	60%
1882	421*	56	20,183	23,745	1,379,000	10%	50%	100%	7%	35%	70%
1888	606	58	29,750	35,000	1,449,000	14%	70%	140%	10%	50%	100%
1889	640	46	24,789	29,164	1,460,000	11%	55%	110%	8%	40%	80%
1891	750	45	28,382	33,391	1,530,000	12%	60%	120%	9%	45%	90%
1895	773	58	37,861	44,542	1,576,000	16%	80%	160%	11%	55%	110%

Sources: for school population Logan 1930; for population data see summary in Schwartz, 1991

* Extrapolated from other data

Calculate as Primary school age population = 15% of population that is 5 to 15 years of age, with 15% of reported number of students removed to account for secondary school enrollments

Calculated as Primary and secondary school age population = 25% of population 5 to 20 years of age

Gender

A conspicuous feature of education up until the middle of the 20th century was that girls and boys were segregated in all but kindergarten and post-secondary schools (Cook 1948:7). And although historians such as Clement (1979:46) concluded that as late as the early 1900s, “most primary schools in urban areas were exclusively for boys,” the historical record does not support the claim. True, the first proclamations for State schools were associated with the main priority of the state, military preparedness, and this meant boys. But as early as 1816 there was a girl’s boarding school in the southern republic. Also seen above, Pressoir claimed that in 1839, eight of the 23 elite primary schools were for girls, translating to 200 of 650 female students in these schools.

Public Education for girls was legislated by Article 31 of the 1843 constitution: “Each commune has primary schools for both sexes.” According to Clement (1979:88), the constitution of 1848 mentioned that ‘girls’ education should be equivalent to that of boys,’ no fewer than 10 times. It was never put into effect but according to Cook (1948) Minister of Public Instruction Elie Dubois made female public schools a reality in 1860. In 1861 there were, 242 public schools. Of these, four were boys *lycées*, two were subsidized private colleges for boys, two were primary boarding schools for girls, 89 were primary schools for boys, 50 were primary schools for girls, 90 were national rural schools (ostensible co-educational), two were government subsidized schools for girls (ostensibly primary schools), three were state-subsidized schools for boys (ostensibly primary). In 1875 the government claimed a well-balanced 270 urban and town primary schools for boys and 267 for girls (see Clement 1979:41). Clement (ibid) cites other data that put the real figure at about half this number of schools, but the point is that, contrary to Clement’s own conclusion, public primary education was being offered to as many girls as boys, at least on paper. With the arrival of Catholic sisters after the 1860 Concordat, the sisters taught girls and the brother’s boys. Clement lists 59 girls’ catholic primary schools in 1903 distributed throughout Haiti’s major towns and cities. Going back to data from Fass (1988: 237 and Burtoff

1994:13), that there eighty-two catholic schools in 1905, this suggest that 72 percent of all catholic schools were for girls.

During the 1800s, girls were not accepted to secondary school, but in 1893 the State created a secondary curriculum specific for girls. Instead of six years of secondary school there were three, and instead of being called a *Lycée*, the schools were called *L'Ecole Primaire Supérieur*. Co-education in private schools was common by the 1900s, something that Clement (1979:53), with no support, attributes to the institutions inability to find enough boys, "Most of them were co-educational because they could not find enough boys to maintain all male classes" (another instance of scholars focusing on the schools of the relatively small urban and town elites). Looking back at the figures, it may be interpretations of gender bias at the primary school level may have had more to do with the assumptions of 20th century historians than reality.

Francophile Bias

An obsession with French was and still is deeply embedded in the educational system and culture of Haiti. Griffith (1979: 85) quotes an early 19th century Methodist school director describing his Haitian student's obsession in speaking French with a "punctilious correctness which would almost be considered affectation with us." Francophilism became institutionalized in 1860 with the establishment of relations with Catholic Church who subsequently sent French speaking, European priests, brothers and nuns to be teachers and schoolmasters. Catholics and even "public" and private schools taught straight out of French textbooks (Hebblethwaite 2012). Catholic educators so conspicuously favored the light-skinned students who had French names that, until the present, former dark-skinned students with Haitianized surnames bitterly recount the bias (personal interviews by the author).^{xxiii}

All levels of education were taught in French, something that continued until the 1970s and continues still in elite private schools. Children in the 19th and first half of the 20th century could not even get accepted to primary school without knowing how to speak French. Haitian children were, and in many cases still are whipped if they are caught speaking Kreyol at school. To the amusement of foreigners who first come in contact with Haitian culture, educated Haitian parents, while speaking to maids, intimate friends, and even to their spouses in Kreyol, only speak to their children in French, a conspicuous tactic to assure the education of their children and preservation of their social status. Even illiterate peasants—when they bothered to consider the issue—generally expected and wanted school to be taught in French. When Kreyol was finally introduced into popular primary school curriculum in the 1970 and 1980s, many peasant parents saw it as a means of depriving their children of the opportunity to learn French (see Theil 2008).^{xxiv xxv}

Bias toward Classical Studies

The bias in favor of classical curriculum ran and still runs as deep as the esteem for the French language and culture. "As to the other branches of science," wrote Haitian historian Edner Brutus (1948), "not a single Haitian interests himself" (see Heintz and Heintz 1996: 349). Similar to what happened with the love of the French language, when French priests and nuns took over a major portion of the Haitian national secondary educational system in 1860, they reinforced the classical system that went back to colonial times, emphasizing a preparation for students to continue their education in France. The bias for classical studies ran so deep in Haitian culture that even Price-Mars, the most ardent advocate of a Haitian-African identity, recommended in 1903 turning primary education over to pro-elite, francophile Catholic educators, citing the advantages that would accrue from their "teaching of high moral sentiment" (Shannon 1997).

Abhorrence of Trade Schools and Agriculture

The inverse of the bias toward classical and Francophile education was a rejection of anything agricultural or vocational. From the time of Christophe, populist and even liberal governments tried and failed to promote vocational and agricultural training in schools. Christophe tried in the early 1800s, Riviere-Herard tried in the 1840s, Soulouque tried in the 1850s, Geffrard tried in the 1860s, and in first decade of the 1900s, the Minister of Public Instruction Dantes Bellegarde tried. Logan (1930: 429) cites an order of Catholic brothers who opened an experimental agricultural school in Turgeau in the early 1900s, but in the first year were only able to recruit three students. As will be seen below, the American occupation government would try, as would President Lescot in the 1930s and then President Estime in the 1940s. It never worked. Most vocational schools were short-lived. As late as 1928, under the US occupation, there were only 4 graduates from the mechanical high school (Logan 1930:459). Summing up, in the words of Justin Joseph, “As for the usual trades and manual arts, we have a holy horror of them; they are unworthy of us...” (Logan 1930:428).

It is a bias that has persistently confounded planners and officials, but one eminently logical from the perspective of Haitian parents. The merchants, civil servants, doctors and lawyers who dominated the upper classes had no intention of educating their children to farm. That was the task of barefoot peasants. Even big landowners wanted their children to become prestigious professionals, pen in hand. As for peasants, those few who migrated to the town or managed to send their children to school in towns most certainly did not do it so they could study agriculture. As it is today, migration, whether to the city to work or overseas, was a one-way street, at least in terms of seeking a profession. One might retire to the farm, but the career was going to be that of lawyer, doctor, politician, engineer or civil servant. Not agronomist. When the American’s arrived in 1915, they were quick to learn,

....this emphasis of classical studies and practical exclusion of agricultural and industrial education has necessarily led to the creation of a class of young men who desire to take up professions and occupations such as law, medicine, commerce and clerical; a great portion of the latter seeking governmental positions.... As a result there is a regrettable shortage of agriculturists and skilled workers.

General John Henry Russell, U.S. Marine commander appointed High Commissioner in Haiti, cited in Baber and Balch 1927:93–94)

Summary of Pre-US Occupation Education in Haiti

Already in the 18th century there were clear patterns that would continue over to the 20th and 21st century determining the character of Haitian education to the present. Education was Francophile with an emphasis on classical studies and a disdain for vocational and agricultural programs. It was urban, town and elite oriented; since 1848, most if not all functioning schools were in cities or towns with a most secondary schools located in Port-au-Prince. It was not nearly as bias against females as it was bias in favor of elites; indeed, since the middle of the 1800s there is evidence that primary school was almost as available to girls as it was to boys. From the very beginning the state had cultivated a strategy of depending on religious missions and entrepreneurs to provide for the education of the population. And not least of all, the same debilitating forces plaguing State efforts to build and oversee an educational system: specifically political instability, class schism, urbanization, migration of the educated. Nevertheless, despite all the problems and shortcomings, the 19th century Haitian state was not doing such a bad job, at least not compared to other countries. Logan (1930:27) quotes Newbold (1928),

At the turn of the century Haiti was keeping pace with educational progress in many other countries. In our own southern [US] states " common schools had to be born three times before definite progress could be made. Less than fifty per cent of the school population were enrolled and fewer than thirty percent attended regularly; school buildings, such as they were, were very poor; many schools were conducted in churches and lodge buildings. Teachers were equally poor. " Several of the southern states did not have a single accredited high school that was on a par with the *lycees* of Haiti.

1915 TO THE PRESENT

The American Occupation

The classical, Francophile system that prevailed in the 19th century was challenged during the 1915-34 American occupation. The US occupation officials attempted a complete overhaul of Haitian education, shifting to a focus on mass vocational primary, secondary and higher education through “industrial schools” for urban areas and “agricultural schools” for the rural areas. Oversight of the vocational schools were shifted to the Ministry of Agriculture under the title, “Bureau of Technical Service of Agriculture and Vocational Education.”

What success they had was accomplished in large part through a massive budget. At the height of the campaign, there were 69 agricultural and vocational institutions enjoying two times the budget that the Haitian Ministry of Education had for its 608 public, primary, secondary, and post-secondary schools. Put another way, the traditional public student population ranged throughout the occupation from 15 to 30 times the number of students in the US industrial and agricultural schools; yet, the budget for the Ministry of Education was always less. At one point the Ministry of Education’s budget was a mere 36 percent of the budget for students. Yet, the agricultural and industrial schools never had more 10 percent of Haitian students attending them. The Americans also deliberately tried to reduce Haitian affinity for French language and cultural Monolingual US instructors were brought in and permission for increased numbers of expatriate, Catholic, French-speaking schoolteachers was, at least in one instance, denied. ^{xxvi}

The elite despised the system. Haitian intellectuals cited it as evidence that the Americans wanted to turn Haitians into “hewers of wood and drawers of water” (Balch 1927:116). As seen, those children of landed rural farmers preferred classical education as a means of upward mobility, a strategy to integrate into the upper higher class and a means to political power. Black American politicians and activists backed the Haitian critiques, railing against scheme to promote technical education as an insult to the descendants of slaves who had defeated the French, thrown off the yoke of slavery and imperialism and proven themselves equal to the greatest white military strategists in history; quite simply, an attempt to keep blacks in their place. In 1929 agricultural students protesting a reduction in promised scholarships were at the center of mass protests. Seizing their moment, the elite joined them and pushed their own anti-US grievances. The protests spread, ultimately precipitating an end to the occupation.

Figure 6: GDP per capita (constant US Military Occupation Government Budget Allocations 1928-1929

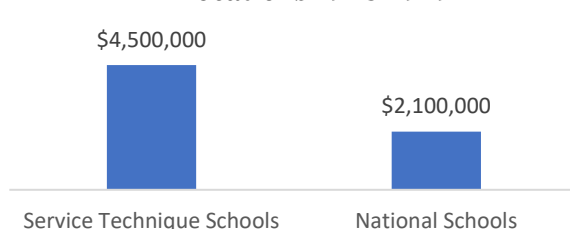
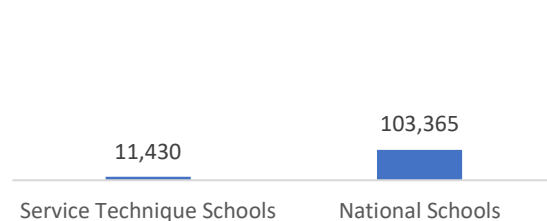


Figure 7: Haitian Student Population Distribution 1929



The US occupation definitively changed the face of Haitian education. When it was over and the American forces left, after 19 years, there were 1,207 schools, up from 675 before the occupation; the student population increased from some 13 percent of the school-age population at the beginning of the occupation to 25 percent right after. There were still problems. A survey in 1931 found that many schools did not exist. In other cases inspectors did not know where they were located. Some schools were nothing more than a thatch awning. Students often lacked materials, teachers were absent, and many were functionally illiterate (see Dartigue 1994).

Year	"Public" Schools	Students
1912	675	46,108
1929	1,165	103,365
1939	1,207	103,180
1945	995	106,310

Post Occupation^{xxvii}

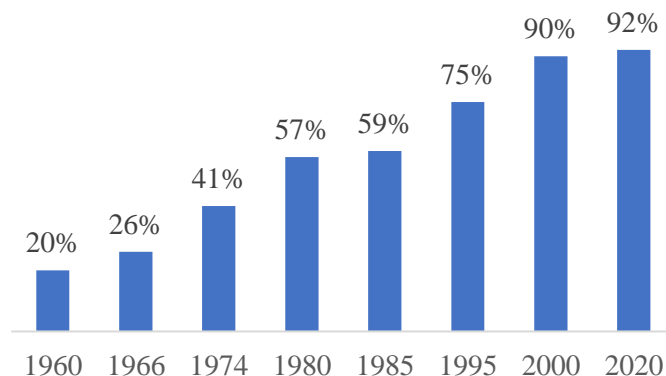
1934 to the fall of Jean-Claude Duvalier in 1986

After the US pulled out of Haiti, Haitian officials turned education back to the way it had been before the occupation: francophile to the point using French textbooks, oriented toward preparing elite youth for higher education in Europe, albeit now Canada and the US were also on the menu. It returned to the way it had been in other respects: a resurgence of political instability, protests and riots meant that most plans to vitalize education were never realized.

Under President Lescot (1941-1946), Maurice Dartigue, a protege of the American program and graduate of Columbia teacher's college, launched a massive reorganization of the educational system focused on accountability and assuring competent teachers. The number of schools actually declined from 1,207 in 1939 to 995 in 1945 (Cook 1948). Dartigue's efforts ended in 1946 when, with the return to power of black nationalists, Lescot went into exile. Dartigue himself would spend the rest of his career outside of Haiti working in African countries as a senior educational specialist for the United Nations.

President Estime (1946-50) who had been a Minister of Education under a previous government, built provincial schools, tried to improve training for teachers with 'normal' schools. But now, with the old problem of class-schism back in full force, the Mulatto liberals supported by the US and the neighboring Dominican dictator brought him down. He went into exile in 1950. The next president, elite support General Magloire, maintained the status quo. Despite a return to black nationalist rule, President for life François "Papa Doc" Duvalier (1957-1971) built only 158 public schools, getting little attention in the literature for any efforts in education other than

Figure 8: Percentage of Private vs. Public Primary Schools
(See Salmi 2000: 165, CRS 2012, USAID 2020)



pressuring elite schools to allow the dark-skinned children of his militia and bureaucrats. The first eight years of his son Jean “Baby Doc” Claude’s regime (1971-1986) was not an improvement.

Jean Claude to Present

The past 40 years since Jean Claude Duvalier regime began crumbling in 1981, were marked by political instability and government educational programs that were never carried out. The first effort, pushed by international donors, was the UNESCO promoted Bernard Reform of Education in 1979. Like so many reforms in the past, attempted and failed to restructure education into academic and technical programs.

In 1993, another UNESCO initiative, the National Plan for Education and Training (NPET) meant to cover 1997 – 2007 aimed to accomplish the same goals seen in all previous educational reforms of the past 154 years: expand access in rural areas, improve quality of teacher training, make educational materials available, and strengthen the management capacity of the Ministry of Education. It was never “actually implemented nor evaluated” (USAID 2018:7).

Trying to catch up for lost time, international donors “fast-tracked” a 2007 National Strategy for Education of All (SNA-EPT) meant to cover the 2007-2015 period. By the time of the devastating 2010 earthquake, it too had not been implemented. So, donors led by USAID and World Bank pushed it up to cover 2010 to 2015. Despite the availability of some \$12 billion of aid that flooded into the country in the two years after the earthquake--10 times the annual Haitian budget--and more than 1,000 overseas aid organizations and missionaries who could have assisted in implementing the plan--all complemented by the longest period of political stability since Francois Duvalier 50 years earlier--“the plan suffered the same fate as previous policy documents, never having been implemented, funded, or evaluated” (USAID 2018:7).

In the midst of SNA-EPT came PSUGO in 2011, “part of a broader and older strategy, that of universal education” (ibid). PSUGO set out to pay for the education of primary school students enrolled in both public and private schools. The government of President Martelly heralded it a great success, with banners proclaiming, “A victory for students!” The World Bank claimed PSUGO paid for the education of 60 percent of all primary school students and sent school enrollment up from 60 to as much as 80 percent (World Bank 2016:3). Critiques do not think so. It may be that primary school enrollment increased, but it is difficult to understand how the government could know whether it had anything to do with PSUGO. Already in 2007, more than 75 percent of schools had no state accreditation and operated completely outside of any government supervision or control (Lunde 2007). Many schoolteachers, parents and students claimed that rather than boosting education, PSUGO’s habit of late payments to school directors, corruption and dashed expectations meant that the program may actually have hurt education (IPS 2013). By 2018 USAID too had its doubts, admitting that for the previous two years there had been no “real consultation with education stakeholders” (ibid:8).

Meanwhile the government was “scrambling” to prepare a new a 10-year education and training plan (le Plan décennal d’éducation et de formation; PDEF) for the 2017-2027 period, but “without knowing the results of the previous activities in the sector.” Bemoaning an “absence of leadership within the government”, USAID sounded much like they were throwing in the towel:

...recent planning experience in the sector has shown that long-term planning is not the best approach as environmental uncertainties (natural, institutional, political, economic, and social) are ubiquitous and there are high risks when planned activities have long delays. (USAID 2018:8)

The Haitian Educational Revolution

Despite the failings of the government, there has been a revolution going on in Haitian educational system, one that grew out of the government's 18th century strategy of encouraging missionary and private educational initiatives. Picking up on the Haitian state's longtime strategy of encouraging religious missions to assume the State's constitutional responsibility for education, Francois and Jean Claude Duvalier both encouraged the process. Salmi (1998) claims in 1959 only 20 percent of primary schools were private; but by 1980, near the end of the Duvalier eras the figure was 57 percent. In 2000, the figure was 90 percent. And with very little support from the government. In the same year, the Haitian government was providing subsidies in the form of salaries to only 2.5 percent of the private schools. Today, 92 percent of primary schools are private. The most recent data indicates there are 15,200 primary schools in Haiti, 1,216 are public--fewer than the 1,207 in 1939; 2,037 are Catholic, 11,947 are protestant or other private (see CRS 2012; USAID 2018). In other words, virtually all the growth in primary school enrollment since the US occupation in 1934 was from Catholic, Protestant and private initiatives.

The Role of Food Aid

A major impetus to the revolution in private primary schools was related to USAID Title II Food aid and private school meal plans. The US sponsored school meal programs began in 1958, were suspended from 1960 to 1971 but, according to Fass (1990), five years later, in 1976, 35 percent of Haitian primary students were eating US-sponsored school meals. In 1984 the figure was 58 percent, and if all philanthropic aid was included, the proportion of primary school students getting a meal may have reached 75 percent in 1986. In 2000 there were 360,000 children on USAID canteen programs and an unknown but large number on philanthropic programs (Salmi 2000), and in 2015-16, World Bank/USAID/UN supported programs meant the figure had more doubled to an estimated 867,000 primary school children (MENFP 2020).

The timing of school meal programs correlates with increases in primary school enrollment. As seen, as early as the 1860s, 10 percent of primary age students were in school. The figure reached 25 percent during the US occupation but, according to Prou (2009: 35), was once again at 10 percent in 1950 and still only 12 percent in 1970. But with school feeding programs, primary school enrollment increased to 44 percent in 1984 and 63 percent in 2000-2010 (UNESCO 2020). The World Bank and USAID claim that the PSUGO program begun in 2011 drove primary school participation up to 70 to 80 percent, but it was concurrent with the massive 2010 to 2020 school feeding programs that more than doubled the number of primary school students getting meals (USAID 2021). Moreover, its not clear what PSUGO proponents mean when they say that the figures had increased to least 70 percent of all children going to primary school. Were they making the almost impossible to substantiate claim that 70 to 80 percent of all children were in primary school? If so, what percentage of children lasted for how long in primary school? How many would dropout? Was this a word game or was it really an improvement over the 2012 figure of 95.0 percent of all women and 95.2 percent of all men in the age category 20 to 24 years of age who had at least some primary school (EMMUS 2012)? Was it even an improvement over 1994 when 77.7 percent of females and 79.9 percent of males in the 10 to 14 age range had some primary education (EMMUS 1994-1995)?

The Introduction of Kreyol into the Classroom

A major part of the 'educational revolution' was the introduction of Kreyol in the classroom. In the 1940s, a Methodist missionary introduced a Kreyol orthography and experimented with Kreyol

adult education programs. The government began supporting the initiative and by 1979, with UNESCO financing, the movement turned into part of what was known as the Bernard Reform of Education, seen earlier. While other aspects of the Bernard reform failed, the introduction of Kreyol instruction has been a game-changer. In 1989, it became law that public primary education began in Kreyol (Salmi 1998). Thus, French was removed as an impediment to the monolingual 90 percent of the population, opening the way for true mass education.

Gender

In 1994 males were slightly more likely than females to be enrolled in primary or secondary school, a trend that has held. The figures for some secondary school for the 20 to 24 year age ranges were 33.5 for females vs. 40.0 for males (see EMMUS 1994/95). In 2012, 66 percent of females in the age range 20 to 24 years had at least some secondary school vs. 69 percent of males (see EMMUS 2012).

Summary: The State of Primary and Secondary Education Today

As it was in the 1800s, albeit less extreme, education continues to be a town and city phenomenon: some rural primary schools reach the 9th grade, most only reach the 6th grade, and almost all secondary schools are located in villages towns and cities. All of which means that rural youth who want to continue their studies must move out of the rural areas. The vast majority of secondary schools are located in Port-au-Prince, further stimulating urbanization and the growth of the capital. Rural illiteracy is not much different than it was 50 years ago; in the dozens of rural surveys the author has conducted since 1998, no matter what rural part of the country the survey is conducted in, a consistent fifty percent or more adults in rural areas have never been to school—at all—and 85 percent have no secondary school (see for example, Schwartz 1998:57; Sociodig 2018: 15; Schwartz et. al. 2014: 35).

Incompetence among primary and secondary school teachers is rampant. A study in 1996 found that 33 percent of primary school teachers could not rank words alphabetically, a trend that, given urbanization, government inaction, political instability, the magnet of food aid and, not least of all, emigration of the education, has certainly worsened in recent years (Salmi 2000:171). Many of the private primary schools that Lunde (2007) reminds us “are on almost every urban corner” are “short-lived businesses” seeking to capture not only tuition fees from the parents but also, as seen above, food aid from WFP, USAID, World Bank, as well as aid from sponsorship programs. As of 2000 only one of three children who began primary school finished the 6th grade (Bernard Hadjadj 2000).



National School, Ti Lori, Haiti, 1998 (Source: Author)

Meanwhile, to an even greater extreme than the 19th century, not only is the Ministry of Education unable to meet the educational needs of Haitian youth, it falls even shorter in its role as the overseer of education. Already in 2007, 75 percent of schools had no state license (Lunde 2007). And while the State by anyone's evaluation corrupt and barely functional, we can now also talk about ineptitude of NGOs as well. FONHEP, the major umbrella organization created and funded by USAID for the mostly private primary and secondary schools in Haiti claimed in year 2000 to have 2/3rd of the schools as members while sponsoring a perfect 15,000 students (Salmi 2000), but as of April 26, 2021 its website has no functional pages, all are "under construction."^{xxviii}

History of Higher Education in Haiti

Higher education closely parallels the history of primary and secondary education seen above. With some notable exceptions. For the first 100 years, secondary school was considered a higher education. Until present, Haitian secondary school is one year longer than the US system and includes liberal arts studies, something included in US university programs. The principal two types of professional schools in 1800s were law and medicine University or "professional education" in the 18th it was originally the State that founded institutions of higher education. It was not until the past 50 years that this changed and private entrepreneurs and to a far lesser extent, evangelical professional schools took over.

Secondary Schools

The first public secondary schools were the *Lycee de Sans-Souci* and the Royal College in the northern kingdom—which may have included instruction in surgery and medicine (Parsons 1930) --and Petion's *Grand College de Port-au-Prince* later to become *Lycee Petion*, as seen in the previous section. Logan (1930:413) recounts that at the end of the 19th century the *Lycee Petion* summoned the same respect in popular Haitian culture that Harvard does in the US. The northern secondary schools ceased to exist after the fall of Christophe but between 1820 and 1915 five more *lycees* were established in Haiti's major provincial cities between. Notable early religious high schools, all in Port-au-Prince, included the Methodist College Bird and the Catholic Le Petit Seminaire College Saint-Martial and L'Institution Saint-Louis de Gonzague, Clement lists 7 private secular secondary schools in Port-au-Prince at the end of the 1800s.

Higher Education (Professional Schools)

The very first post-secondary school was Petion's "school of health" in 1806, what became on January 15, 1823 under President Boyer the state medical school. At the same time, a law school, school of literature, and a school of astronomy were also opened, all in Port-au-Prince and all under the name The Academy of Haiti (*Academie D'Haiti*). Only the medical and law school (*Ecole Nationale de Droit*) would survive more than a few years (ibid; Cook 1948:14). Boyer also founded a National School of Navigation that quickly closed its doors (Cook 1948: 14). As seen, Boyer was suspicious of education as an incubator of sedition and revolutionary thought. After invading the neighboring Spanish Saint Domingue in 1820, he closed the University in Santo Domingo, the oldest in the New World.

In 1860, under Geffrard's ministry of education Elie Dubois--who in the previous section it was seen Clement (1979:40) called the 'father of Haitian education'--the medical and law

schools were reorganized. Schools of Music, painting and engineering were added, but neither was to survive the 19th century. In 1887, during a time when the state law school was closed for political reasons, private citizens in Port-au-Prince founded the *L'Ecole Libre de Droit* at Port-au-Prince. Other law schools were founded in Cape Haitien, and Les Cayes. (Clement 1979:43). In 1895 the government had 22 students overseas on scholarship (see Cook 1948). In summary, by the 1915 occupation, there was one college of medicine, four colleges of law, a normal school for the preparation of teachers, a school of engineering, and the Catholic seminary in Port-au-Prince.

Vocational Schools

Similar to vocational and agricultural education at the primary level, there was not a great interest in vocational schools during the 19th century. The Maison Centrale des Arts et Metiers, a trade schools, was founded in 1846. Originally for delinquent youth it was upgraded under Geffrard to a full-blown trade school (see Logan 1930; Cook 1948).

Gender

Because professional schools required, in theory, a secondary school diploma, and secondary schools were only open to men, women were not attending professional schools (Clement 1979). They were no female doctors or lawyers during the 1800s. A partial exception was a one-year program in midwifery at the medical school. A normal school to train female teachers was proposed in 1877 but did not become law until 1913. According to Logan (1930:424), performance at the girls 3-year post primary schools was so poor that in 1914 only three girls graduated. For women and vocational training, there was the L'Ecole Elie Dubois and two other vocational schools that survived into the 19th century.

The character of 19th century higher education.

As with the primary and secondary schools seen in the previous section, public higher education was paid for by the state, but it was the domain of the political and economic elite. It was also urban, heavily focused on Port-au-Prince, and Francophile. Vocational and agricultural training were looked down on. As seen, there was a music, painting and navigational school that all closed. There was also a landscaping school that did not survive (see Logan 1930, Cook 1948). State education was of questionable quality, Logan (1930:413) recounts that as late as 1912-1913 students who had not completed primary school were admitted to the *lycees* and was "evident that the *lycees* have rarely done work of a real American high school level." In 1860 Dubois had complained that students at the medical school were incompetent in basic French. As late as early years of the US Occupation, it had no library. One observer



noted, “examinations were a farce, and that the graduates were called *petits docteurs* to distinguish them from the *grands docteurs* who had received their degrees in Paris” (ibid 425).

Higher Education during the Occupation 1915-1934

Highlights of the US occupation included the 1920 creation of the University of Haiti, a consolidation of all the state professional schools, specifically, medical, law, and engineering schools. In 1926 the US occupation administrators wrenched control of the medical school from the Haitian government, reorganized it, and built a new school. The Rockefeller Foundation provided scholarships (Cook 1948). But the biggest activity came in agriculture and vocational training. The massive investments in vocational and agricultural education extended to higher education, the most significant of which was the establishment of the *École Centrale* at Damien-- then a productive agricultural region but today part of metropolitan Port-au-Prince--what would become the central site of the Ministry of Agriculture until the present.

Although the US experiment in agriculture and vocational education ostensibly failed, they had a lasting impact. Agronomy would enter into permanently in higher education as a respective subject, something linked to continued USAID and World Bank financial assistance to agriculture, not least of all ~\$600 million in the past 30 years alone, all distributed to NGOs, US contractors, private exporters, and the Ministry of Agriculture, all of whom hire Haitian agronomists (see Schwartz 2020). Agronomy henceforth ranked as one of the main subjects of study. But the professional career trajectory is, *de facto*, not to grow anything, nor run a farm, nor even provide extension services—which, no matter what is says on government payrolls, barely exists outside of NGO programs. The main career path is to get a civil sector job with the well-funded ministry of agriculture or, even more probable and lucrative, an international NGO (personal experience working with at least 50 Haitian agronomists over the past 30 years, the vast majority of whom never have, never wanted to and never will plant anything)

Post US Occupation

In 1960, at the beginning of populist Francois Duvalier dictatorship (1957-1971), the *Université d'Etat d'Haïti* (UEH)--the State University of Haiti-- further centralized. In 1987, the year after the fall of the second Duvalier dictatorship under Jean Claude (1971-1986), the Haitian government wrote a new constitution that opened the higher-education market to private institutions. Since that time UEH has been engaged in what the Ministry of Education itself has described as an ongoing “legal imbroglio between the Executive and the State University of Haiti (UEH)” (MENFP/GTEF 2011:85).^{xxix} Meanwhile, due to the removal of government enforced limits on school enrollment, and a population explosion, Haiti experienced an explosion in the numbers of students in both public and private educational institutions of higher education. The point is most evident in the skyrocketing number of applicants to the State university.^{xxx}

Growth of State Schools and Enrollment

In 1981, the UEH had 4,099 students. Today UEH has 30,000 students, more than seven times the 1981 figure. And that is only a portion of the students that were added to the rolls of State supported schools. Beginning in 2006, Haiti created a second university system for the provinces (UPR: Regional Public Universities). In the 14 years since its creation, the network of UPR institutions has grown to ten schools with a total of? ~10,000 students attending them. Thus, the State itself has 40,000 students on its rolls, ten times as many as were enrolled in the

State university system in 1981 (see Inured 2010). That is only part of the student population seeking education. Each year since at least 2008, more than 50,000 students take the Baccalaureate exam--the State secondary school graduation exams (see Haiti Libre 2019). Slightly more than ½ typically pass, amounting to ~25,000 students who qualifying them to enroll in a State university, but there is room for only 5,000 of them; the other 20,000 (4/5^{ths} of those who passe the exam, do not get accepted to a public institute. This means that the demand for private education is, at the very least, four times what the public sector provides. But even that does not capture the full picture of the demand for higher education.^{xxxii}

Table 8: Growth of in UEH Enrollment (GETF 2010:86)		
Year	Students	Professors*
1981	4,099	559
2005	15,000	800
2008	20,000	-
2013	25,000	-
2020	30,000	1,500
Best estimates are that more than 90 percent of professors are not fulltime but working per course and double and even triple counted as they work in multiple colleges and pick-up multiple paychecks (see Dumay 2010). ^{xxxii}		

Growth of Private Institutions and Enrollment

There are currently ten times as many students enrolled in private institutions as in state institutions. As with the State schools, private higher education has grown explosively. Only 3 of 145 private institutions examined by INURED in 2010 predated 1980, and only 10 predated the 1987 Haitian constitution. Yet, INURED (2010) estimated that even before 2010, “Ninety percent (90%) of the higher education system consists of private universities.” Similarly, Suzuta (2011:6) claimed that 82 percent of students in higher education were in private universities. If true, then in 2011, combining those in public institutions and including another ~12,000 Haitian nationals attending universities in the neighboring Dominican Republic, there were 400,000 Haitian youth in private institutions of higher learning, more than 20 percent of all youth in the preponderant university-age population (see Population Pyramid 2020 in Annex).^{xxxiii}

The evidence, including the number of candidates for the Bacc II, points to at least 20 percent of Haitian youth currently attending a post-secondary school. The more recent data comes from the USAID-sponsored Demographic Health Survey for 2017 (DHS/EMMUS 2017). Based on a random survey of 13,405 households in Haiti, the DHS found fully 21 percent of adults in what would be the most recent age category reflecting the state of higher education Haiti (30 to 34 years) have completed at least some higher education (see EMMUS 2017:48). That is a figure that would suggest that today there are indeed about 400,000 Haitian students in the university-age range of 19 to 29 years-of-age seeking a higher education (see Annex for a full discussion). But despite the high enrollment rates, very few students of higher education will ever earn a degree from a credible institution. As seen earlier, of those that do, at least 80 percent will leave Haiti.^{xxxiv xxxv xxxvi xxxvii}

Number of Institutions of Higher Education in Haiti Today

In the 1,084-respondent random survey of students in the General Student Population sample conducted for this report, we found that respondents attended a dizzying number of 89 institutions of higher education: 78 of the institutions were private, and 11 public.

Table 9: Most Commonly Recognized Private Universities that Survey Respondents Attend (See Annex for complete lists)			
Acronym for University	Full Name	Location	Number of Respondents Citing Attendance
UNIQ	Université Quisqueya	PaP	117
UNDH	Université Notre Dame d'Haïti	PaP	91
ESIH	École Supérieure d'Infotronique d'Haïti	PaP	77
UNASMOH	Université Américaine des Sciences Modernes d'Haïti	PaP	56
UP	Université de Port-au-Prince	PaP	42
INUKA/INUQUA	Institut Universitaire Quisqueya-Amérique	PaP	39
CUPH	Centre Universitaire Polytechnique d'Haïti	PaP	37
UNAP	L'Université Autonome de Port-au-Prince	PaP	34
IWU	L'Info World University	PaP	29
UNIFA	L'Université de la Fondation Aristide	PaP	27
IHECE	L'Institut des Hautes Etudes Commerciales et Econ.	PaP	18
UNEPH	L'Université Episcopale d'Haïti	PaP	17
UNITECH	Université de Technologie d'Haïti	PaP	14
ULUM	Université Lumière	PaP	14
UDEI	Université d'Études Internationales	PaP	10

When we tabulate all the institutions identified in the survey and add to them those institutions recognized by the State as of 2018, as well as those State colleges that did not appear in the survey, we arrive at a total of 196 institutions.

Table 10: Number of Private and Public Institutions of Higher Education				
Type	Category of Institution		Proportion of Total Institutions	Proportion of Survey Respondents in Category
Private	Surveyed, Online, and MENFP-Authorized	29	15%	79%
	Surveyed and Online, but Not MENFP-Authorized	24	12%	10%
	Surveyed but Not Online and Not MENFP-Authorized	25	13%	9%
	Not Surveyed but MENFP Authorized	88	45%	-
	Total Private Institutions	166	85%	
Public	Surveyed	11	6%	2%
	Not surveyed	19	10%	-
	Total Public Institutions	30	15%	-
TOTAL Institutions		196		

Contemporary Regulation and Infrastructure

Most of the institutions of higher education in Haiti, including State institutions, are poorly regulated. The 2007 National Strategy for Action on Education for All (SNAEPT), created by the Ministry of Education to guide government action on education in Haiti, concluded,

...regarding the sub-sector of the Haitian higher education, the most obvious conclusion is that it generally operates outside the law. Without any concern for basic standards of education, institutions of higher education are emerging and calling themselves universities” (MENFP, 2007, p. 48).

Most private institutions are essentially invisible, both to the State and online. Of the 89 institutions students reported attending in the General Student Population survey, we were able to verify the identity of 54 (69%) of them by searching for them online. Of those, only 29 (54%) were authorized by MENFP. Thus, 24 private institutions we could not verify online nor were they included in the list of institutions recognized by the Ministry. What this suggests overall is that 63% of Haiti’s private institutions of higher education may not be recognized by MENFP.

Quality of Education

Whether accredited or not, the vast majority of institutions of higher education provide instruction that would be considered unacceptable even in other developing countries. These institutions can be understood as falling into three categories: State schools, internationally recognized private schools, other private schools. Below is a more detailed explanation of these categories and what they mean to students.

Three kinds of schools

State Schools

The first option available to the Haitian student who seeks a post-secondary degree, and what many students consider the most prestigious schools, are inside the State University of Haiti UEH,

It’s UEH that’s I chose first. After UEH was Quisqueya. After that, Notre Dame.... Because, in fact... the information they give is that UEH is the top in performance... (General Student Population, Female, 21 years of age, Administration, INAGHEI).^{xxxviii}

The State University is also tuition free, as will be seen, the major consideration for almost all the focus group participants as well as the students in the survey:

I will speak first about the State University. They offer a certain advantage. Well... you don’t pay, you only pay a small 1,000 HTG fee.¹ You have normal classes. You get all the classes you need in whatever subject you’re studying... Well, that’s what makes it easy (General Student Population, Male, 20 years of age, Civil Engineering, FDS/UEH).^{xxxix}

Yes, I passed the entrance exam. Well, I got into the State University. That meant that I didn’t have as many expenses as I would have if I went to a private university. Well, in this

¹ At \$1 USD = ~60 HTG, this was approximately USD \$17 at the time of the General Population survey.

sense, my parents support me as much as they can. (General Student Population, Male, 27 years of age, Admin, INAGHEI).^{xi}

When we asked HELP students what they would have done if they had not gotten into the HELP program, almost every single student said they would have taken the State exam, ostensibly because of the costs. Typical were matter-of-fact responses such as,

...same way a lot of students at the State University of Haiti, I would take the exam. (HELP, Female, 18-years-old, 2nd Year, Finance, UNIQ),^{xli}

Nevertheless, there are many problems with the UEH, beginning with just taking the entrance exam,

UEH doesn't really cost anything. But I said that I'm not going to battle to get into UEH, because it's a battle of 1,900 students and they take only 100 people (in a particular UEH School). I said I'm not going to do it. I decided I would go and pay for a private university. (General Student Population, Male 26 years of age, Economics, UNDH).^{xlii}

It's true that there is an advantage because you don't have to pay, but ... when for everyone person, for every 200 applicants they take one, because the exams have dozens of thousands (of applicants). It depends on which college, but it's only 100 or 200 that they accept. That's stressing. You have to work, work, work. (General Student Population, Male, 20 years of age, Electrical Engineering, UEH/FDS/).^{xliii}

Because the exams are so competitive, there are preparatory crash courses called *prefak* (from the French "Pré-Faculté") that prepare students for the university entrance exams, something that is considered by many students as necessary if one is to pass,

... And you are going into a competition like that, and you, you don't have a chance, I didn't have a chance to go to *prefak* to feel like I'm better (prepared)... (General Student Population, male, 28 years of age, Business Management, INAGHEI).^{xliv}

Well, apart from the entrance exams, we just touched on a point that is very important, *prefak*. Normally, when you come out of high school you can decide not to go to *prefak*. But generally, you have to go....(General Student Population, Male, 20-years-old, Electrical Engineering, FDS/UEH).^{xlv}

Because *prefak* costs money, it introduces a financial obstacle for what would otherwise be an opportunity for free education,

Well, when I finished high school I counted on going to FDS (State University Engineering College) to study Civil Engineering. But because I couldn't afford *prefak*, I didn't go. Because to go to FDSE exams, which is a State University, it demands that you, like you go to *prefak*. They work a lot because you are going into a competitive exam. You have two-thousand people and they don't accept many. Well, because I did not go to *prefak*,

well, I had to change my plan....(General Student Population, Male, 24 years of age, Computer Science, USFAH).^{xlvi}

Even paying for *prefak* and passing the entrance exams for the State University is no guarantee the student will end up in the program they originally wanted. Whether because of poor guidance, lack of understanding of the system, or availability, students often wind up attending whatever UEH school they get accepted to.

To begin with, I said that I would make a choice. I chose Medical School. But the school that I registered for (the exam for) was Agronomy. Then the College of Sciences. After that INAGHEI (College of Economics & Management)...(General Student Population, Male, 27 years of age, Accounting, INAGHEI).^{xlvi}

Eh, me, I, when I went to register, I registered for, well, I thought I would go into the College of Science. But there was a problem. I registered (for the exam) with UEH at the School of Law and Economics. Finally I passed the exam at INAGHEI (General Student Population, Male, 29 years of age, Accounting, INAGHEI/ UEH).^{xlvi}

...I went to study business administration in Gonaïves, I thought I would go to school in Gonaïves, I would find teachers, I would find enough to learn what I was studying. But, well, too bad, I didn't find any teachers. After all was done, it was time to go to the class, it was just chaos. You have to get there early to get a seat, all that. And the exams was another head-breaker, another headache. They have a lot of problems over there. (General Student Population, Female, 35 years of age, Administration, UEH/EDSEG).^{xlvi}

Even the availability of *prefak* can redirect a student's career,

..*prefak* chose for me. Because in *prefak* I went into a *prefak* for Social Sciences that is related directly to Administration and that has nothing to do with Medicine. That made me forget about medicine. And from there I took the exam and I succeeded. Well, now I'm in 4th year of Public Administration. (General Student Population, Female, 21-years-old, Public Administration, INAGHEI).^l

For anyone who thinks the physical challenges are limited to crowded examinations, think again. The State University in Port-au-Prince is plagued with unpredictable riots and violence,

For example, they had the FASCH [Faculté des Sciences Humaines] college, which is always chaos. Well, I think at that time they had some kind of disorder, they were boycotting the exam. Someone threw some kind of homemade bomb into the place. That meant we couldn't continue to take the exam. That ruined it for everyone.... (General Student Population, Male, 21-years-old, Admin. Science, UNDH/FSESP).^{li}

...I notice that the State University goes through too many problems, too many protests and riots, the professors don't come to school, things like that. ... If I'm there that will distract me. It's true that if you go to the State University it'll be easier to find work.

Perhaps overseas (I would go to a State school), but in Haiti, I prefer a private school. (General Student Population, female, 21-years-old, UP, Management).^{lii}

Similarly, the prestige given to State University in Haiti does not correspond to the quality of the education. Students report the same issues with infrastructure and administration that we will see below in the section about the private universities,^{liii}

...OK, because normally a classroom, for example, because where I am you're supposed to have 45 students maximum.... And they have as many as 100 and more in a room. (General student population, Male, 27-years-old. INAGHEI, Accounting).^{liv}

....lack of structure, structure. There is no library that's adapted to reality.... The books you find in the library are old.... The internet, there is no access to internet, things like that. (General Student Population, Male, 27 years of age, UEH/INAGHEI, Accounting).^{lv}

Well, the difficulty that I encounter at the State University, before the session begins, they always tell you to go pay, to deposit the money in the bank. You deposit the money, but when you're done with the course you can't even get your grade. And when you go ask the professor for it, he sends you to the school rector. That's the biggest difficulty I have. (General Student Population, Female, 21 years of age, UEH/INAGHEI, Admin.).^{lvi}

... For example, if you are at INAGHEI (the State University School of Management), you have a library that has books dated since, eh, I can say 1986.... Although there have been a lot changes [in the world] since then, they've never brought them up to date. Even in the university, problems with the internet, you see as soon as you're inside the university that you no longer have phone signal. At the university, you have a problem with internet ... (General student population, Male, 28-years-old, INAGHEI, management).^{lvii}

One characteristic that makes the State University even more disadvantageous than private sector schools is the probability the student will never complete their education. Laleau (2007:6) estimated that only 14 percent of students who go to UEH ever obtain a diploma. There are many reasons for this. The biggest is, as already touched on, the State University is a vortex of political crisis in the country. And it is not only student protests, but budget cuts and teacher strikes and administrative shut downs occur frequently and for extended periods of time.

Well, I know the State University is not easy to get into... but I got in. I really got in. I started the school year. Then the university closed on me. For 11 months it was closed [because of a political crisis]. I gave up, went and looked for some aid to study elsewhere. (HELP, Female, 23-years-old, 3rd year, Psychology, UNDH/FLESH).^{lviii}

Internationally Recognized Private Schools

The preferred alternatives to the State University are the better private schools that are internationally recognized and offer a greater hope that one might actually finish their diploma. Included in this group are the three schools that HELP students attend, UNIQ, UNDH, and ESIH. Students who attend such schools have a chance of getting an acceptable education, of finding a job when they finish or they can use their diploma to pursue an advanced degree. But there are still

problems. Students in the focus groups complained bitterly about the administration and infrastructural resources, even at the internationally recognized private institutions,

My biggest complaint about the school is the service they give us, the infrastructure.... (General student population, Female, 25 years of age, UNDH/FSESP, Administration).^{lix}

...I don't really feel like the administration does any work.... Secondly, um, the school, I can say they have a [computer] laboratory, but really, it's not. It doesn't function. A school is supposed to have a laboratory.... Thirdly, the library, I can say the library is not 100 percent accessible, um, and the space is very limited. (HELP, Male, 20-years-old, 2nd Year, Education, UNDH).^{lx}

.... Well, there are two things that you need to find in a school that you do not find. It is true that there are two laboratory rooms, but it's just a space they call "laboratory." There is nothing inside. (HELP, Male, 20-years-old, 2nd Year, Education, UNDH).^{lxi}

.... It's the biggest problem I have with the school where I am, Notre Dame. It's the administration. It's like they're there because they are supposed to be there. But really, the role they're supposed to play, they do not really play it. All the work rests on the students. If a class has been canceled, you're supposed to figure out that there is no class.... It's you who has to figure out how to make the school work. (HELP, Male, 19-years-old, 2nd year, Economics, UNDH).^{lxii}

Well, me, If I had something that I could change in the school where I am it would be the respect they have for students. Because I feel like they do not respect students enough. ... Begin with something as basic as the toilets, they're not clean. They're not clean! Like you cannot, if you have to pee you will not find a place that's clean to do it. Well, I feel like it's a lack of respect. (HELP, Male, 23-years-old, 4th year, Accounting, UNDH).^{lxiii}

The infrastructure I find at the school! I don't find it at all because there is none! There is no lounge. The University, even when you're coming in, you have to be careful that you don't fall on something. Frankly, they have nothing. Even the toilet is bad. There is no infrastructure. They do not have a decent cafeteria. (General student population, female, 22-years-old, UNDH, Administration).^{lxiv}

I am going to say something, perhaps most of the women at Notre Dame cannot agree with me. But you see the school, it only exists in the mind [other women in the focus group are responding, "Do not agree?" "We know it!"]. Anywhere you go you can say, "Notre Dame" and you see that it impresses people. But the infrastructure, bathroom, sidewalks... Now you see that they've destroyed it all. Infrastructure? (General student population, female, 21 years of age, UNDH/FSESP, Economy).^{lxv}

The internationally recognized private schools are considered expensive, albeit compared to education in developed countries, they are not. Tuition at three internationally recognized schools that HELP scholars attend—UNIQ, UNDH ESIH—cost between US \$2,000 and \$3,000 for two annual semesters. By comparison the average annual, undergraduate tuition for private

universities in the U.S. is 10 times those figures at \$33,450 (both costs are without room and board). The average annual tuition for a US public university was \$8,230 in 2021 (see Song 2021).

Not Internationally Recognized Private Schools

Those students who cannot get into a state school and cannot afford an internationally recognized institution, are left with only one alternative, less expensive private schools with no international recognition.

Yes, it was really complicated to enter the university. Especially to choose. The classes are really expensive. I had to look for one that is less expensive because I didn't have much support. (General student population, 22-years-old, male UNASMOH, Accounting).^{lxvi}

...a lot of people choose a school based on the price. Well, what can happen is that the school is not even any good for the subject that the student wants to develop in. But because where they want to go is more expensive, they can't go. And they really want to learn, so they go anywhere... Nowadays, with all these places in Haiti that are making "universities", universities where people don't learn much. When they're finished and they go out on the job market they don't even look at them as people who went to a university. (General Student Population, 26-years-old, Industrial Engineering, UNIQ).^{lxvii}

... there are a lot of people who complain because when you enter you see that there is a sign in front that says university, you think that it's a university, all the while they don't give you a university training. That's what's really going to kill you afterward. (General student population, 20 years of age, FDS/UEH, Electrical Engineering)^{lxviii}

I'm at the University of Notre Dame. I went through hell before I got there. [people in the group laugh]. Don't laugh. What happened to me, when I finished high school... I spent two years at this place. After that, I went and told the professor that I'm going to study a trade. I studied Hospitality at a school. But my dream is to become a diplomat. Well, diplomacy is too expensive for me to study, so I went and enrolled in a university that was more or less cheap, where I could work at a hotel and pay for school at the same time. When I got so far along, what happened, turns out they had no relation to a university. When I discovered that it was already too late for me. I just stopped going.... That means I lost three years.....(General Student Population, Male, 26 years of age, UNDH, Economy).^{lxix}

As with the vast majority of primary and secondary schools in Haiti, most private universities are for-profit enterprises. Students described and emphasized the for-profit business orientation to these private schools but one where the students do not get what they pay for, as in the following focus group excerpt,

The biggest difficulty I have with the university where I am, well, it's a private university. Normally, a private school takes money from the students so they can provide a service. But the money they take from the students, I have the impression they just use it for themselves.... Imagine, computer science has a bunch of tasks that you need to learn to excel in it. But the school doesn't even have a laboratory, doesn't have wi-fi... What's

more, there is only one room, and you're the one who has a computer, your own. But the dust from construction, because the building is not even completed, is destroying your computer... But when the time comes, they take your money, and they don't pay qualified professors with it... When a teacher gives a lecture, most students don't even understand what he was talking about. What that means is that the director, the money, most of the money he just keeps for himself. And he just hires someone who is not even qualified, a way that he can pay a little bit of money for them to pretend to teach.... (General student population, Male, 24-years-old, USFAH, Computer Science).^{lxx}

Factors Underlying Poor Infrastructure and Education

As seen in the introduction, the higher education system in Haiti was in disarray long before the 2010 earthquake. Ironically in view of the claims, the earthquake actually brought hope in the form of foreign subsidies and scholarships, new schools, and big plans for expanded campuses. In 2010, a tripartite task force of representatives from the GTEF (Working Group on Education Technical Training) MENFP and the Inter-American Development Bank (IDB) prepared a five-year Operational Plan that included building five new State University campuses and raising the State's investment per university student from an annual US\$182 to \$600 per student (MENFP/GTEF 2011). The total investment that the task force proposed was US\$561 million. It never happened.

Today, ten years after the earthquake, long after the billions in earthquake money has been spent, long after a series of political crises began in 2015, it is painfully obvious that hope has faded and the post-earthquake dreams of a brighter future for Haiti's institutions of higher education will not soon come to fruition. Instead of the \$560 million plan for the overhaul of Haiti's higher education, the MENFP budget for higher education in 2018-19 was \$14 million, about 1/10th of the budget the task force had projected for that year. And lest there be any doubt the dreams are moot, the government slashed the 2020 budget for higher education by 7 percent, to \$13 million (see Nouvelliste 07-09-2020).

The Limitation of Funding

A comparison of expenses in Haiti's top private schools and the expenses the State makes at UEH versus a similar sized US State University helps put the shortcomings of higher education in Haiti into perspective. Tuition at the University of North Carolina (Chapel Hill)--with 30,011 fulltime students in 2020, almost exactly the same number of students as UEH--was \$8,990 per student for in-state tuition and \$36,159 for out-of-state tuition (see [College Factual](#)). That means that even the subsidized rate for in-state tuition is three to four times the cost of tuition at one of the top internationally recognized private institutions in Haiti (US\$2,000 to \$3,000). If we look at UEH, the Haitian government spends US\$433 per student with a budget for all higher education in the entire country for 2018-2019 at \$14 million. That's one half of one percent of the University of North Carolina Chapel Hill budget of \$3 billion for Fiscal Year 2019-2020. Indeed, the University of North Carolina Chapel Hill budget was only slightly less than the entire \$3.3. billion Haitian government budget—for all of Haiti. While UEH has 1,500 professors, most are hourly contract workers and only 10 percent have Masters' degrees, UNC has 3,696 fulltime professors, all of whom have PhDs.^{lxxi}

Conclusion: Looking Forward to a Challenging Future

Competence, money, and infrastructure are not the only challenges facing the Haitian university system. A brief look forward suggests little hope. For almost the entirety of the 2019/2020 school year, most schools were closed. Already at the time of the focus groups carried out for the research presented here—September through December of 2019-- Port-au-Prince was experiencing daily protests and what was called, “*peyi lòk*” (country-lock). All schools were closed--all of them, from kindergartens to universities. Focus group participants all expressed frustration with the situation,

... the way the country is, it makes you disgusted to be in it. Let's be serious, we have not been to school since September (3 months), the country is totally blocked. Even two-year-olds can't go to school. (General Student Population, Male, 28 years of age, Journalist, ISNAC).^{lxxii}

Even more disturbing is the rampant crime and associates fear that has come with the political turmoil,

... it's the country that puts you in a situation where you have to be stressed, you have to be afraid, you don't feel you're safe. You don't feel good. You don't know when you're going to die. You're afraid. (HELP, Female, 20-years-old, 2nd year, Economics UNDH,).^{lxxiii}

... No one isn't scared.... (HELP, Male, 20-years-old, 2nd year, Architecture, UNIQ).^{lxxiv}

And what's more, there's the security situation. Not only does the person not have the economic means, they begin to have their doubts, they come to feel like they're not even in their own skin... (General Student Population, Female, 21-years-old, Admin. INAGHEI).^{lxxv}

The biggest problem a student has? First off, it's security. You can be walking. A student, because there are students who are coming from school, a thief comes and steals their book bag with everything in it. Pens, telephone. They take their laptops. All of that. When a thief robs you, he puts you back mentally. People will think, like if someone is studying, they'll get bad thoughts in their head. Stress will invade them, they'll feel like they can't do this, they can't make it.... (General Student Population, female, 25 years of age, Administration, EDSEG).^{lxxvi}

And security, it comes next in the sense that the little bit that you do have that can help you do your studies, they take it from you. That creates a psychological frustration that can destroy you. And once you're destroyed mentally, you don't really have anything at all. (General Student Population, male, 21 years of age, Administration, UNDH/FSESP).^{lxxvii}

Sometimes a student goes to school and they don't know when they'll be coming home. ... There are all types of security problems. Danger of violence, danger of traffic, either they get in an accident or some bandits shoot them, kill them. The country is going backwards in term of human resources. I think it's the biggest problem that youth face.

(General Student Population, Female, 25 years of age, Administration, UNDH/FSESP).^{lxxviii}

In the 14 months since the students made the comments above (September 2019), the situation has gotten even worse. Kidnappings skyrocketed in 2020 and then in the first six months of 2021 increased by 150 percent that of 2020 rate (Arcos 2021). The COVID-19 pandemic meant continued school closings for the second half the 2019/2020 school year and poor infrastructural resources meant that few universities were able to offer online classes. With continued political unrest, an epidemic of gang violence, COVID-19 ravaging developed countries, political crisis in the US, and plummeting aid to countries like Haiti, there is little reason to expect the situation to improve in the near future. With that said, just what is it like to be a student of higher education in Haiti?

PART III:

THE STUDENTS

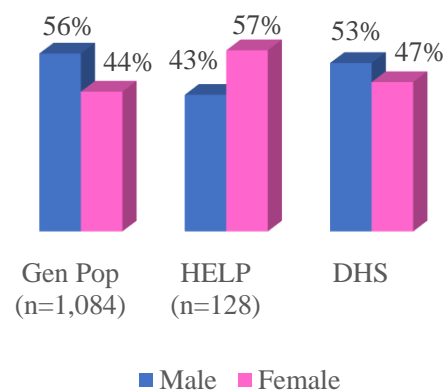
This part of the report describes data found during the General Student Population and HELP student surveys. As explained in the section on methodology, between February 3rd 2020 and April 30th 2020 the Sociodig survey team conducted a random survey of 1,084 university students, all but five of whom were attending schools in Port-au-Prince. The survey was a cluster strategy. Each cluster varied in size from 3 to 10 students. A cluster was defined as students who knew each other, spoke at least once per week, and were in contact by phone and digital media. We began the study by first randomly selecting 260 students on the street. Specifically, at three different times during the school day (morning, midday, late afternoon), surveyors stood on corners near the schools, stopped every third student who passed and requested an interview. The 56 percent of respondents who agreed were used to build clusters, i.e. put us in contact with 5 colleagues they “knew” at the university. We then surveyed the original respondent as well as that respondents colleagues. The original plan was for all the students to be attending the same university. But students had trouble providing the needed number of colleagues at the same school and so we broadened the criteria to include a colleague at any other university in Haiti. In the end, the students attended a total of 89 institutions (see section Survey, in Part I). In November 2020 we applied the same questionnaire to 116 of the current 124 HELP scholars. This allowed us to build the statistically representative profile of Haitian college students presented in the following pages. This included their family backgrounds, socio-economic conditions, opportunities for work and scholarships, the social activities they engage in, their own personal wealth and resources; what they have chosen to study, and their grade point averages. The profile of the General Student Population respondents is compared to that of HELP a task that aids us in the final two sections of this report, Part III & IV, regarding the relative ranking of challenges that students face in getting an education, how they negotiate those challenges, and the success of HELP intervening to assist students.

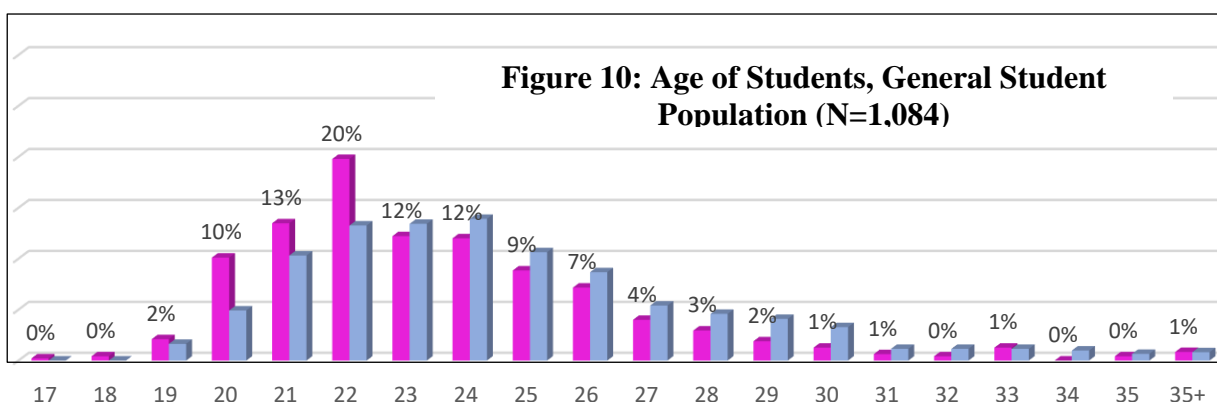
Age and Sex

General Student Population Respondents

Of the 1,084 General Student Population respondents, 56 percent (610) were male and 44 percent were female (474)—(See Figure 9). This is a relatively good approximation of the overall ~53 percent male and ~47 percent female university enrollment indicated in the DHS surveys.^{lxxix} The slight bias toward males came about as a result of the referrals from the original students who had been randomly selected as seed respondents to create 3 to 10 student clusters. Those original 259 students used for clusters, were in fact composed of more females (136) than males (123). The median age of students was 23 years, with 90 percent falling within the range of 19 to 28 years of age (Figure 10).

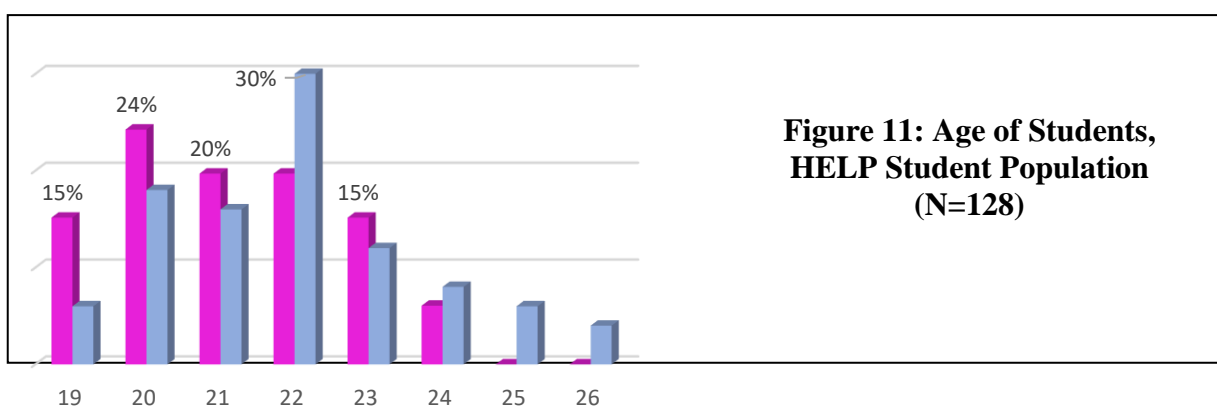
Figure 9: Sex of Student





HELP Students

HELP currently has 128 students in its program, 59 of whom are male and 69 of whom are female. The survey team interviewed 116 of these students, 50 males and 66 females. The median age for HELP students was 21 years of age, with all students falling between the ages of 19 and 26; 96 percent were 24 years of age or younger (Figure 11).



Civil Status and Children

Only 15 of 474 (3.2%) female General Student Population respondents and six of the 610 (1.0%) male General Student Population respondents had ever been in a conjugal union—i.e. live-in relationship with a partner (Table 11). Of the 15 women, ten (2.1%) were legally married, three (0.6%) were in common-law union and two (0.4%) were separated or divorced. Of the six men who reported having been in union, two (0.5%) were currently married, one (0.2%) was in common-law union and the remaining three (0.5%) were either separated or divorced. Similarly, only 14 women (2.9%) and 19 men (3.2%) reported having any children (Table 12). No HELP students reported ever having been in conjugal union or having children (Table 13 & Table 14). By comparison, the DHS (2017) estimates that 30.2 percent of Haitian women and 10.6 percent of men aged 20 to 24 years either are or have been in union (i.e. married or living with a partner). For number of children, the DHS estimates that 43.1 percent of women 20 to 24 years of age have at least one child. Interestingly, a whopping 87.7 percent of men in the same age group believe they

are the biological father of at least one child. In short, Haitian students of higher education are overwhelmingly single and childless, a dramatic difference compared to their non-university age cohorts, and a fact that reflects their continued status as what Haitians consider timoun, literally “children” the very word defining dependency and what Haitians consistently use as a pseudonym for “university student”, a word that even the students themselves use when referring to their colleagues at the university.

Table 11: Current Civil Status, General Student Population				
Sex of Respondent	Common-law	Married	Separated/ Divorced	Total
Female (n=474)	0.6%	2.1%	0.4%	3.2%
Male(n=610)	0.2%	0.3%	0.5%	1.0%
Total (N=1,084)	0.4%	1.1%	0.5%	1.9%

Table 12: Number of Children, General Student Population				
Sex of Respondent	Zero	One	Two	Three or more
Female (n=474)	97.0%	2.3%	0.2%	0.4%
Male(n=610)	96.9%	2.5%	0.5%	0.2%
Total (N=1,084)	97.0%	2.4%	0.4%	0.3%

Table 13: Current Civil Status HELP				
Sex of Respondent	Common-law	Married	Separated/ Divorced	Total
Female (n=66)	0%	0%	0%	0%
Male(n=50)	0%	0%	0%	0%
Total (N=116)	0%	0%	0%	0%

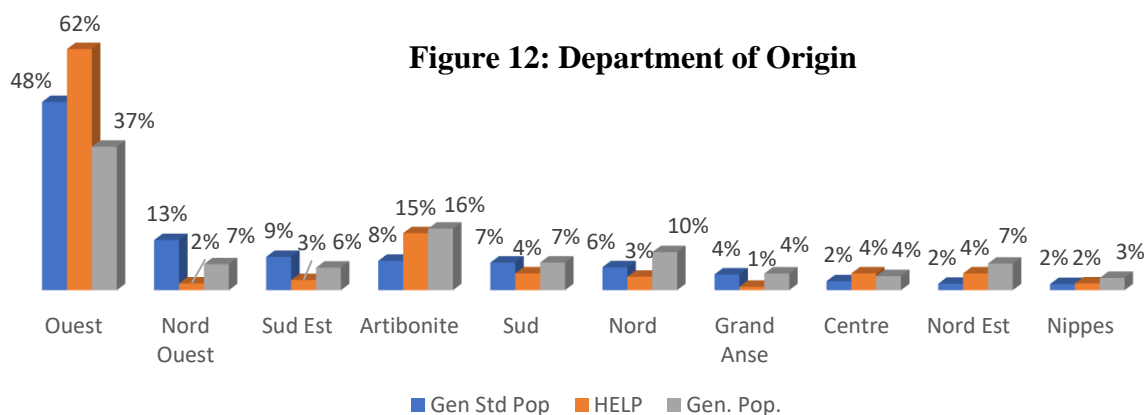
Table 14: Number of Children HELP				
Sex of Respondent	Zero	One	Two	Three or more
Female (n=66)	0%	0%	0%	0%
Male(n=50)	0%	0%	0%	0%
Total (N=116)	0%	0%	0%	0%

Table 15: Current Civil Status, General Population (age 20 to 24 years; source: DHS 2017)				
Sex of Respondent	Common-law	Married	Separated/ Divorced	Total
Female (n=474)	22.8%	4.5%	2.9%	30.2%
Male(n=610)	8.6%	0.5%	1.5%	10.6%
Total (N=1,084)	15.7%	2.5%	2.2%	20.4%

Table 16: Number of Children, General Population (age 20 to 24 years; source: DHS 2017)				
Sex of Respondent	Zero	One	Two	Three or more
Female (n=474)	56.9%	27.1%	12.0%	3.9%
Male(n=610)	12.3%	50.7%	27.2%	9.8%
Total (N=1,084)	34.6%	38.9%	19.6%	6.9%

Department of Origin

Reflecting the centralization of institutions of higher education seen in Part 2, 48 percent of the General Student Population respondents were originally from the West Department, where Port-au-Prince is located (see Figure 12, below). This is 14 percent greater than the 37 percent of the overall population that actually resides in the Department. An even greater proportion of the HELP sample is from the West (62%) and the nearby Artibonite (15%). There is an unusually high number of General Population Students from the Northwest, an unexplained anomaly. The rest of both the HELP and the General Student Population samples are distributed across the remaining eighth Departments at a rate roughly consistent with the population that resides in them.



Family Background

The clearest indicator of a student's socio-economic status is, of course, the students' family's socio-economic status, the most useful proxys of which are employment, and relative wealth status. As a measure of the latter—parental wealth status-- we used "vehicle ownership" and the parents' educational level. What we found is that students are overwhelming from working-class families that are not statistically different from the general population in terms of work and socio-

economic status, but that have notably higher educational backgrounds. We used 2005, 2012 and 2017 USAID-funded DHS surveys as for comparative data on the general population.

Parents and Employment

In all three populations—General Student Population sample, HELP, and the Haitian population at large as represented in the DHS--most parents are informal sector farmers and vendors, blue-collar or low-level professionals (Figure 13 & Figure 13). But the data illustrates a definitive trend toward higher income. Fathers who are skilled workers or professionals are lowest in the DHS sample (combined total of 39%), higher in General Student Population (57%), and highest among the HELP fathers (80%). There is a similar trend for mothers. The combined total of mothers who are skilled workers and professionals is lowest in the DHS sample (9%), higher for the General Student Population mothers (combined total of 27%), and highest among the HELP mothers (combined total of 41%).

Figure 13: Father's Occupation
(for those students living with parents)

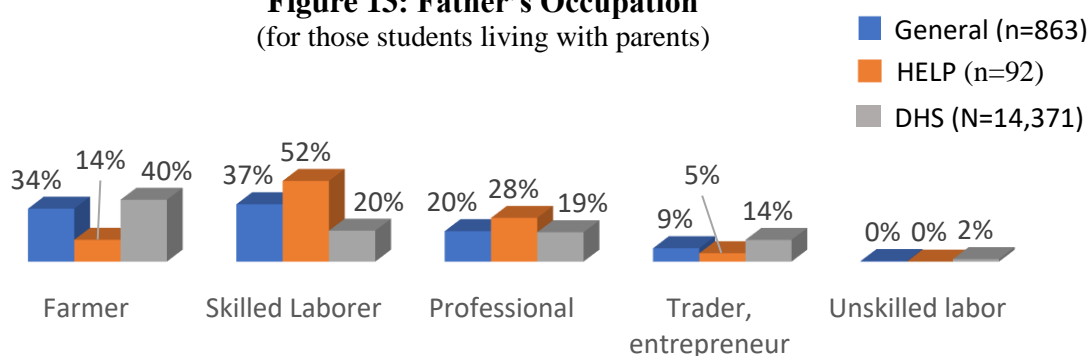


Figure 14: Mother's Occupation
(for those students living with parents)

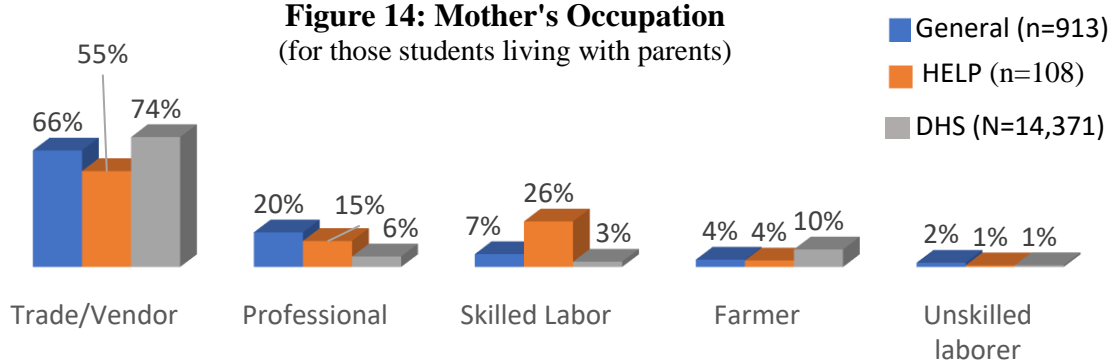


Table 17 below offers a closer look at parents' professions. For General Student Population fathers and mothers, farming and trading were by far the most common occupations. For both mothers and fathers, teaching was distant runner-up but twice as common as the next most common professions. For fathers these latter were mason, driver, carpenter, mechanic, accountant, police, electrician, lawyer, and tailor; for mothers they were nurse, farmer, seamstress, secretary, accountant, cleaner, and pastry chef. The trend for HELP parents were similar except that there is a much higher proportion of mothers who are skilled workers vs. the number of teachers. There were three doctors and 23 lawyers among the entire General Student Population parents; there were no doctors and only 3 lawyers among the HELP student parents. One other interesting feature of the data on parental occupation is that it highlights how vibrant, if impoverished, the Haiti economy is. There were 88 professions cited for the fathers and 49 for mothers.

A caveat when interpreting this data: while HELP parents might show marked trend toward higher socio-economic occupation categories than General Student Population respondents, and especially the general population as estimated in the DHS/EMMUS, all three populations fall squarely in the popular class of Haiti. In the three instances where a HELP student reported their father was a lawyer, this should not be interpreted as an indication of wealth. Many “lawyers” in Haiti earn as little or less than the typical skilled worker, when and/or if they even find employment.

Table 17: Parents' Occupations									
Father					Mother				
Occupation	Gen Std Pop		HELP		Occupation	Gen Std Pop		HELP	
	Count	Percent	Count	Percent		Count	Percent	Count	Percent
Farmer	289	26.2%	13	10.8%	Trade/Vendor	603	57.8%	59	50.9%
Skilled Laborer	163	14.8%	20	16.7%	Teacher or School	62	5.9%	12	10.3%
Trader/Vendor	77	7.0%	5	4.2%	Nurse	44	4.2%	2	1.7%
Teacher	71	6.4%	14	11.7%	Farmer	38	3.6%	4	3.4%
Driver	38	3.4%	9	7.5%	Seamstress	20	1.9%	13	11.2%
Accountant	30	2.7%	2	1.7%	Secretary	19	1.8%	1	0.9%
Police	23	2.1%	3	2.5%	Accountant	18	1.7%	0	0.0%
Lawyer	20	1.8%	3	2.5%	Cleaner	12	1.1%	1	0.9%
Tailor	19	1.7%	4	3.3%	Pastry chef	9	0.9%	10	8.6%
Constr, Super.	17	1.5%	2	1.7%	Administration	8	0.8%	0	0.0%
Security guard	15	1.4%	2	1.7%	Teacher (Teachers	8	0.8%	0	0.0%
Agronomist	12	1.1%	1	0.8%	Nurse's auxiliary	8	0.8%	1	0.9%
Technician other	12	1.1%	4	3.3%	Cook	7	0.7%	1	0.9%
Businessman	11	1.0%	0	0.0%	Beauty Salon	6	0.6%	1	0.9%
Principal Secondary School	7	0.6%	0	0.0%	Finger printer	4	0.4%	0	0.0%
Artist	6	0.5%	1	0.8%	Pharmacist	4	0.4%	0	0.0%
Computer programmer	5	0.5%	0	0.0%	Kindergarten teacher	4	0.4%	1	0.9%
Entrepreneur	5	0.5%	1	0.8%	Heath technician	3	0.3%	0	0.0%
Preacher evangelical	5	0.5%	1	0.8%	Lawyer	3	0.3%	1	0.9%
Technician agriculture	5	0.5%	0	0.0%	Businesswoman	3	0.3%	0	0.0%
Engineer	5	0.5%	1	0.8%	Computer operator	3	0.3%	0	0.0%
Land surveyor	4	0.4%	0	0.0%	Cloth washer	3	0.3%	0	0.0%
Photographer	4	0.4%	1	0.8%	Childcare	3	0.3%	0	0.0%
Teacher (teachers college)	3	0.3%	3	2.5%	Midwife	2	0.2%	0	0.0%
Administration	3	0.3%	0	0.0%	Inspectrice/Civil	2	0.2%	0	0.0%
Cleaner	3	0.3%	0	0.0%	Manager	2	0.2%	0	0.0%
Journalist	3	0.3%	0	0.0%	Servant	2	0.2%	0	0.0%
Doctor	2	0.2%	0	0.0%	Psychologist	2	0.2%	0	0.0%
Fisherman	2	0.2%	1	0.8%	Computer scientist	2	0.2%	0	0.0%
Gardener	2	0.2%	0	0.0%	Technician laboratory	2	0.2%	1	0.9%
Heavy Equipment Operator	2	0.2%	0	0.0%	Servant	2	0.2%	0	0.0%
Checkout Clerk	0	0.0%	1	0.8%	Tax agent	1	0.1%	0	0.0%
Nothing	46	4.2%	4	3.3%	Bank teller	1	0.1%	0	0.0%
Do not know	193	17.5%	24	20.0%	Doctor	1	0.1%	0	0.0%
					Factory worker	1	0.1%	0	0.0%
					Accountant	1	0.1%	0	0.0%
					Nothing	51	4.9%	5	4.3%
					Do not know	80	7.7%	3	2.6%

Parental Education

Data from the General Student Population survey indicates that the parents of students attending university are more educated than other parents from Haiti's general population (including both rural and urban, see Figure 15, Figure 16 & Figure 17; see annex for data on specific grades). Drawing on the DHS surveys for males aged ~38 to 62 years (the ages we can assume for most student parents in the General Population sample), 36 percent achieved at least some secondary school educational level, meaning more than a primary school certificate. The proportion of fathers of the General Student Population sample with at least some secondary school education is 27 percent greater at 46 percent. For HELP fathers the difference is significantly more pronounced at 67 percent, translating to 86 percent greater than the general population fathers in the DHS and 46 percent greater than General Student Population sample fathers. For mothers, the proportion in the General Student Population sample who have completed at least some secondary school is 68 percent greater than that of mothers in the Haiti general population (DHS), specifically 47 percent vs. 28 percent. For the HELP mothers, the figure for those who have completed at least some secondary schools is, at 57 percent, 100 percent greater than their general population age parental cohorts (as per the DHS) and 23 percent greater than General Student Population sample.

In effect, in every category, HELP fathers are more educated than both General Student Population sample fathers and Haiti general population parents (as per the DHS). For mothers, while there may be fewer HELP mothers in the highest educational categories, HELP mothers nevertheless significantly more likely than the other populations to have at least some secondary school; specifically, they are half again as likely as general population women of the same age cohort to have some secondary education and about 25 percent more likely than General Student Sample mothers to have some secondary school.^{lxxx}

Thus, not surprisingly, we can conclude that parents' education level plays a significant role in whether a student goes to university and even the students' level of achievement. Looking at Figure 17, the educational level of mothers seems to have a more pronounced effect on the likelihood a child will attend an institution of higher education. Note, for example, the proportion of mothers who have never been to school is 37 percent for the general population mother, a figure that is 61 percent greater than the 23 percent of general population fathers who have never been to school. But for the General Student Population parents the situation is reversed, with 50 percent greater proportion of fathers vs. mothers never having been to school (27% vs. 18%). For HELP parents the rates are equal at 13 percent of both mothers and fathers never having been to school.

Moreover, while the proportion of fathers in the General Student Population sample who have no education is actually higher than the general population as indicated in the DHS sample and the proportion with at least some high school is essentially unchanged, the proportion of mothers with no education is half in the General Student Population sample what it is in the DHS sample and those secondary school is ~50 percent greater. The same trend is apparent in students of the HELP program. In the HELP sample both parents are significantly more likely to have at least some secondary school but the overall increase is proportionately greater for mothers. That said, it is not clear how this relationship plays out. When we plot the BAC II student exam scores against parental education, as in Figure 18, we see no relationship at all between student exam scores and the educational level of mothers or fathers. The suggestion is that the impact of parental education has less to do with actual scholastic performance and more to do with parental motivation or simply logistical management of everyday life.

PARENTS EDUCATIONAL LEVEL COMPARISON OF SAMPLES AND GENERAL POPULATION

Figure 15: Fathers Educational Level

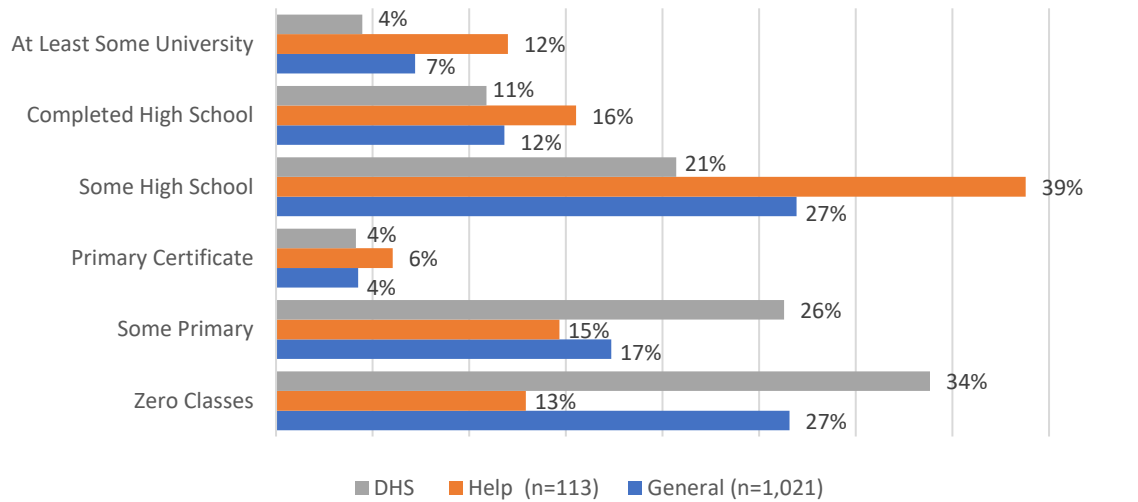


Figure 16: Mothers Educational Level

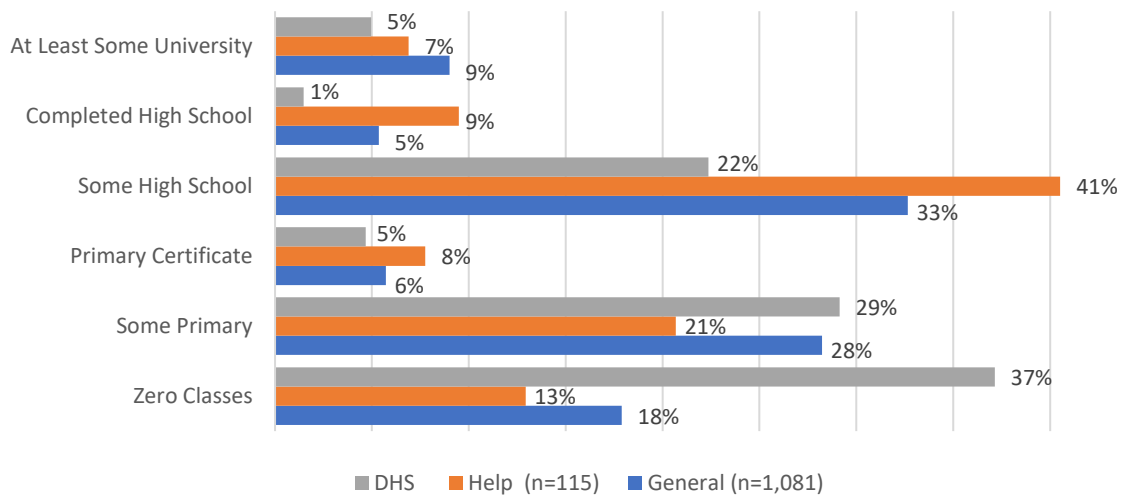
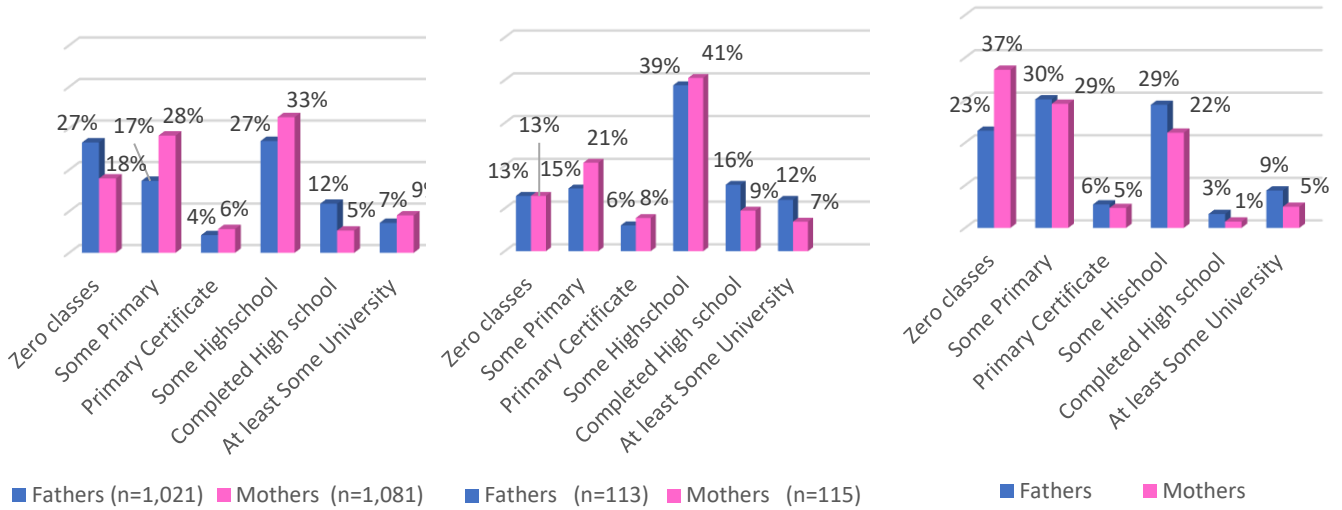
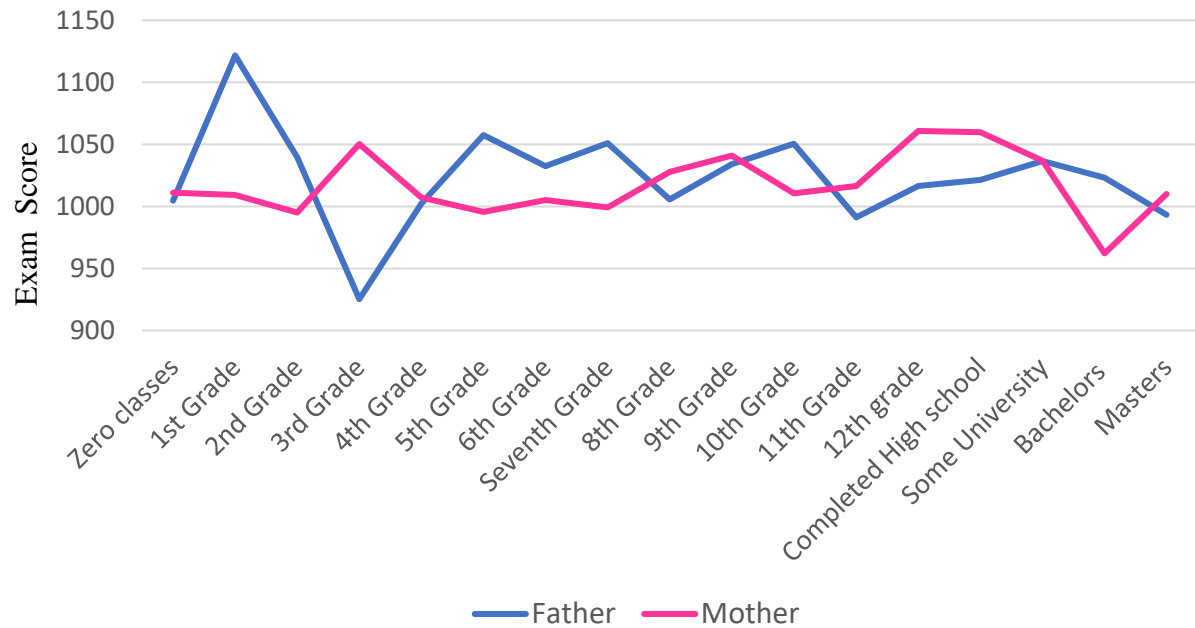
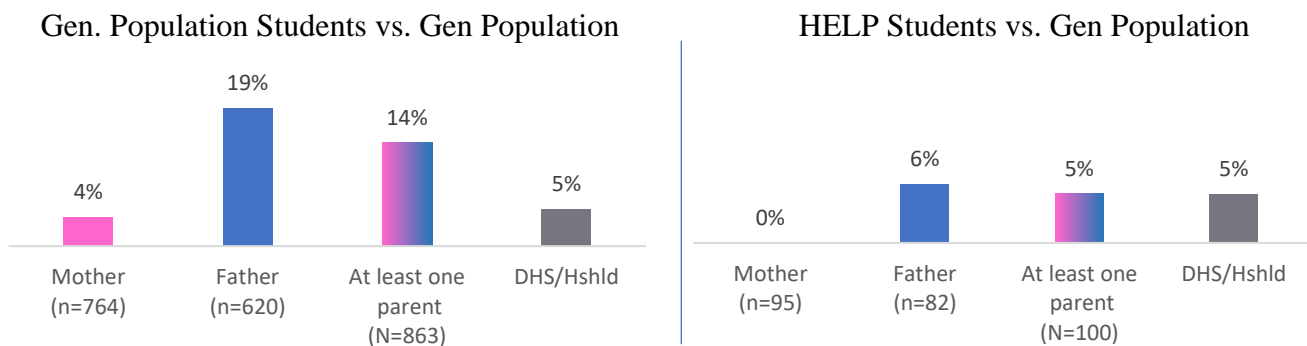


Figure 17: Parents Educational Level: Comparison of Fathers vs. Mother**Figure 18: Parent's Education by BACC II Score**

Vehicle

Another indicator of the popular, lower-middle class status of most parents is vehicle ownership (Figure 19). Five percent of Haitian households have a vehicle (DHS 2017:26). By comparison, for General Student Population respondents, 19 percent of fathers and had a vehicle, four percent of mothers, and in 14 percent of cases at least one parent had a vehicle. The figures for HELP students were considerably lower at five percent for fathers, and no mothers. Given data to be presented in subsequent sections, the explanation for what we see here with wealth is intuitively obvious. First off, as will be seen, General Student Population respondents are overwhelmingly dependent on parents for college tuition. Fully 65 percent reported parents pay tuition. Thus, we can expect that the more resources parents have at their disposal, the more likely their children attend university. In the case of HELP students, tuition is paid by the program, thus whether the student goes to college or not is independent of parent wealth, which is precisely what the data suggests and a powerful statement for the importance of the HELP program in assuring that high achieving low-income students get an opportunity to attend university.

Figure 19: Parents' Vehicle Ownership
(for proportion of living parents)



Dependency on Family

Living with Family

Echoing the concept of students as “children” dependent on support from their families, the vast majority of General Student Population respondents and HELP students lived with their parents during secondary school (84%); and 50% of General Student Population respondents continued to live with parents while attending university (see Figures 3.15 and 3.16 on following page). Moreover, as we will see shortly, almost half of those not living with parents (20 percent of the total), had no living mother or father. If we consider parents and extended family together, 99 percent of all students lived either with parents or family during secondary school and 88 percent of all students were, at the time of the survey, living with parents or family, i.e. while attending university. We know anecdotally from focus groups that the primary reason that some students no longer live with parents when they go to the university is because they are from rural areas and have moved to provincial urban centers or, in most cases, to Port-au-Prince. Even more of those

students who had left their natal family in the rural areas, nevertheless, sought out family in the capital to live with while in university. The pattern is so strong that only 12 percent of General Student Population respondents lived apart from parents or other family while at university (Figure 20). Again, this is part of pattern whereby students continue to be dependents^{lxxxix}. Even among the 50 percent of students who do not live with parents—38 percent of whom live with other family and 12 percent of whom live independently of parents or family-- 58 percent of those reported not paying rent, allowing us to infer that 78 percent of the students pay no rent (ibid). Of the HELP students interviewed who had to leave the dorms because of restrictions in co-habitation associated with the COVID pandemic, 54 percent had gone home to live with parents and another 31 percent was living with family (Table 18). Considering the 36 students not living with parents at the time of the survey, only four reported paying rent.

Figure 20: Department of Origin by Secondary School

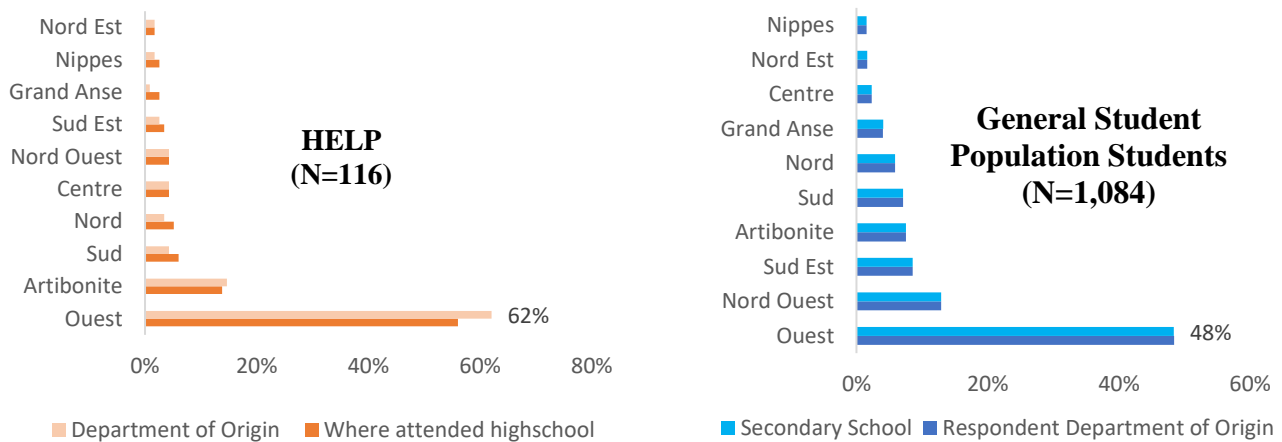


Figure 22: General Student Population Residence in Secondary vs. University

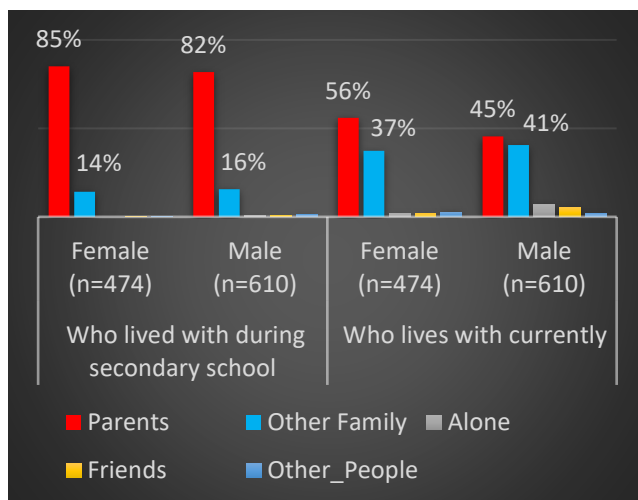


Figure 21: Pays Rent Gen Std Pop
(for those not with parents, n=544)

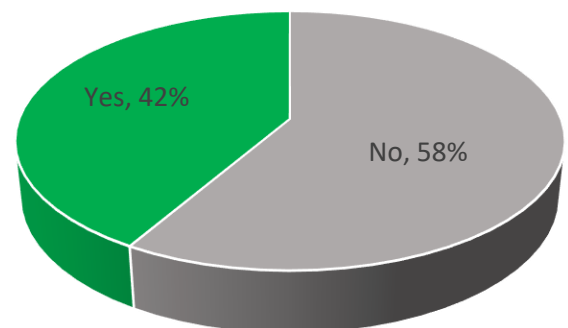


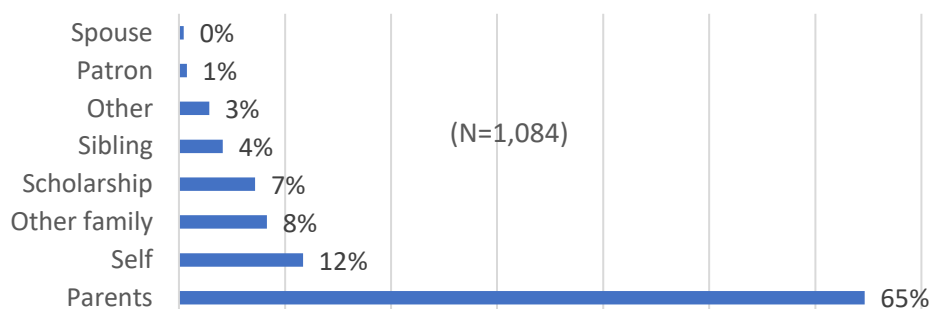
Table 18: HELP Students Not Living in Dorm or With Parents (n=78)			
	Count	Percent	Pays Rent
Alone	1	1%	1
Friends	11	14%	1
Family	24	31%	2
Parents	42	54%	-
TOTAL	78		

Tuition

Overview

For General Student Population respondents, parents are the major source of tuition, 65 percent of General Student Population respondents reported parents pay their tuition, 12 percent reported paying their own tuition (ostensibly by working), 12 percent reported a sibling or other family pays their tuition, 7 percent reported they were on scholarship, and 4 percent reported a patron, spouse, or other pays their tuition (Figure 23).

Figure 23: Source of tuition for General Student Population



Discussion

Aside from free tuition to those who qualify for State institutions, there is no state sponsored financial aid. Bank loans are not available for education, and even if they were, interest rates are far beyond what someone who needed to borrow for school tuition in the first place could reasonably pay. This leaves parents, family, and other social contacts as the primary financiers of higher education, and a far lesser extent, as will be explored in more detail in the next section, scholarships.^{lxxxii}

The fact that parents are the main source of tuition, means that the capacity or willingness of parents to pay has a major determinant of whether or not students will get to study, if they will finish their studies and the struggles they will encounter along the way,

Yes, well, first is the money for school. Second is the clothes to wear, the shoes, the bookbag. This is a huge challenge. Especially when you consider that the student just finished high school. When the student gets to university the parents don't have anything left. Your parents say, "You're an adult now, do what you want." That's a big challenge

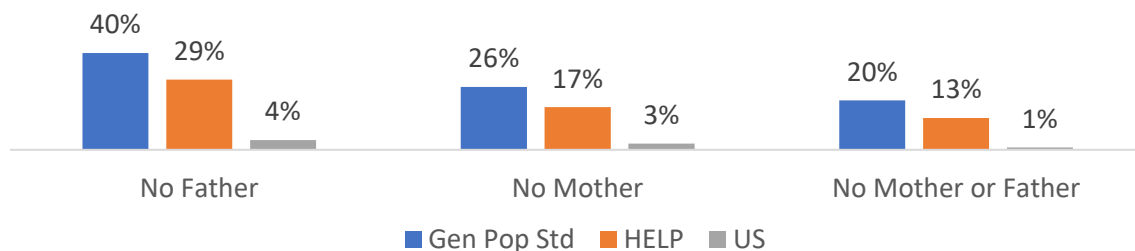
that students encounter. (General Student Population, Female, 21 years of age, Hospitality, UNEP).^{lxxxiii}

My grandfather who lives in the US agreed to pay for my education. He said he would only pay for 4 years. He's not paying any extras, no food, no taxis, no nothing extra. That means only the money for four years of school. I accepted because I'm going to spend 4 years in University Lumiere. It's not easy. Money for food, money for this and money for that. You can suffer for two or three days, but the money for school, when the exam arrives you do what you have to do, you take the exam. Ok, so I spent 4 years. I succeeded without having to do any classes over and that's what makes me satisfied today. (General Student Population, male, 25-years-old, Health and Electrical Engineering, INHSAC).^{lxxxiv}

Perhaps as telling as the sheer presence of parents in terms of the above data is the fact that most of those students independent of their parents had no choice: they had no parents. Figure 24 presents a comparison of the proportion of General Student Population vs. HELP respondents vs. US aged cohorts who have no living mother or whereabouts unknown, no living father or whereabouts unknown (ibid), and neither a living mother and father or whereabouts of both unknown (ibid). To make the data comparable, we included only those General Student Population respondents less than 27 years of age, the age range of HELP students. The proportion of General Student Population respondents with no father was 40 percent, which is 40 percent greater than the 29 percent of HELP students with no father and 1,000 percent greater than 4 percent of US age cohorts with no father. The proportion of General Student Population respondents with no mother was 26 percent, which is 53 percent greater than the 17 percent of HELP students with no mother and 870 percent greater than US age cohorts with no mother. The proportion of General Student Population respondents with no father or mother was 20 percent percent, which is 54 percent greater than the 13 percent of HELP students with no father or mother and 2,000 percent greater than 1 percent of US age cohorts with no father or mother. Once again, we see what seems to be a strong pattern of parental presence correlating with HELP students—being accepted into the HELP program itself being a proxy for high educational achievement--and once again one that is more pronounced regarding mothers. An observation that puts the data on deceased parents in stark relief is comparing it to similar figures from the US census. Even the number of HELP students who have lost a mother, father or both is about six times the proportion of US population of same age cohorts.

Figure 24: Parents Deceased

Parents Deceased or Unknown Comparison of General Student Population vs. HELP vs. US Age Cohorts (26 years and under)



(Source: US Census Bureau, Survey of Income and Program Participation. 2014. Panel Wave 1)

Returning to the issue of residence and dependency of students on parents and family, the high rates of students who have lost parents means that for the 50 percent of the sample not living with parents, almost half of them (46%) have no choice because neither of their parents were alive.^{lxxxv} Most of those who do not have parents or who lost their parents during the course of their studies are in immediate danger of not getting through university.

Well, for me, eh, high school, after I finished high school, um, my dream was to become a big programmer, but unfortunately, eh, in view of my parents economic resources, because I didn't grow up with my mother. My mother died. I was raised by my aunt, eh, she doesn't have the means to send to do study what I want to study.... (General Student population, Male, 24-years-old, IHECE, Administration).^{lxxxvi}

Me, when I was in school, I had the possibility to study medicine. But unfortunately, in 2010 my father died. Well, I didn't have any financial support after that. I chose the State (University). I went into the College of Social Sciences where I am studying communication. (General Student Population, Male, 30 years of age, FASCH, Communication).^{lxxxvii}

As will be seen shortly, for those General Student Population respondents who have lost parents, seeking a scholarship was not a promising option for most. Nor did assistance from non-family appear to be a common option. At least not in the survey. But at least four of the 30 General Population focus group participants had found someone who was not family to pay their education. In one case it was "friends" in another case an older "patron"

For me, I found some aid because I have no mother or father. My family doesn't have the means. The same person as her, he's the one who helps me.... An elderly person who was in the government a long time ago. (General Student Population, female, 21-years-old, Hospitality, UNEP).^{lxxxviii}

The same person, same person who pays her school. He gave me the money enter school.... He's an engineer. He has a business. He just gave me help. (General Student Population, Female, 21-years-old, Hospitality, UNEP).^{lxxxix}

Another aspect of dependence on parents is that, even if they are disposed to help their child get a higher degree, limited parental resources often determines what the children will study,

...when I finished high school, I said that I would go into law, that I would study Jurisprudence. Then I saw that it was 4 years. My father is getting old. There wasn't enough means. I went into Hospitality. I told my father I would go into Hospitality. (General Population, female, 22-years-old, Hospitality, BTC).^{xc}

When I was in high school my vision was to go into medicine. I saw that my father and mother's work, it wasn't enough, it wasn't enough for me to go into it (medicine). (General Population, female, 24-years-old, Communication, ISNAC).^{xci}

When I was in Philo (final year of high school), I thought that I would study cell phone networks, all that. Well, when I went to Canado [a technical school], I got some information. Well, the cost was so high I realized I had to change my options, because my parents didn't really have the money for that. I realized too that I was not the only child of my parents that they had to support through school. I chose to go to a school that wasn't so expensive. I chose to learn something else that I thought I might be interested in. (General Student Population, Male, 28-years-old, ISNAC, Journalism).^{xcii}

I wanted...to become a lawyer or a.... or to go into Business Management because ... you're dependent on your parents, you can get halfway, they tell you they can't help you anymore. I resigned myself to the fact ...that I would go into Hospitality, so that I could find some work so that I could continue my education. (General Student Population, Female, 22 years of age, BTC, Hospitality).^{xciii}

Some parents do not have enough money to support the student to study a particular subject. But the issue cuts the other way as well. Not only does dependence on parental resources determine whether most children will go to the university or not, but the control parents have by virtue of paying for the student's education means parents often play a deciding role in what the student chooses to study,

...in Haiti there is the issue of parent's choice, your parents often make a choice for you. You, you have your own preference. (HELP, Male, 24-years-old, 4th Year, Management, UNIQ)^{xciv}

One factor that also seems to come into play for students with obvious intellectual promise is that parents almost certainly realized these children could become economic lifelines for the entire family and hence were determined to invest in their child. In this regard, there was a distinction between what HELP and General Student Population respondents had to say about parents influence over their studies. In the General Population focus groups, it was complaints about parents not having enough money and so students had to settle for whatever they could afford. With HELP students, all high achievers, there were many comments about parents pushing students to study specific fields, comments that were simply absent from the other focus groups,

Since high school I've been interested in law.... But my family was not very encouraging in this, they saw it as something futile... (HELP, Female, 19-years-old, 1st Year, Law, UNIQ).^{xcv}

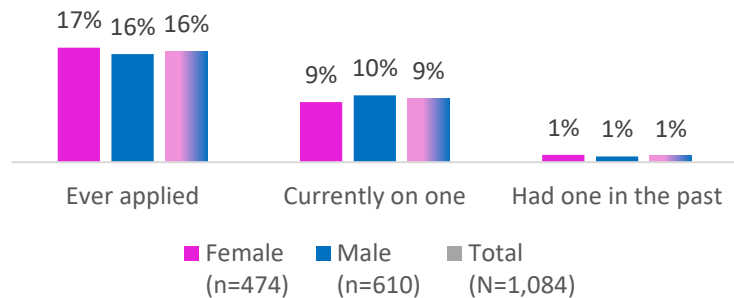
...when I was little, I think my parents put into my head to study medicine (HELP, Female, 21-years-old, 3rd year, Law, UNIQ).^{xcvi}

Scholarships

Overview

Only sixteen percent of General Student Population respondents had ever applied for a scholarship, more than half of those, 10 percent of the total sample, had gotten one; nine percent were on a scholarship at the time of the study (Figure 25).²

Figure 25: Students on Some Type of Scholarship



But based on focus group anecdotes and opinions, students have little appreciation for scholarship programs.

Many embassies offer a few scholarships to study in their respective countries, and this came out in the survey. Sometimes one is made available through the universities themselves. Students view the selection process as monopolized by insiders who channel the opportunities to those students connected to them or through important people.

... I tried to look for a scholarship, but I don't believe in them. Why? Because in the same university you attend, you see how they do it. They take 200 people, 100 are put in by senators and deputies.... (General Student Population, Male, 26 years of age, Economics, UNDH).^{xcvii}

But to find a scholarship isn't easy at all. There's a bunch of information that they circulate on Whatsapp, that you can get a scholarship. But I have the impression that before that information even goes out there are they've already given it to someone, really (General Student Population, Female, 21 years of age, Management, UP).^{xcviii}

... the reality of our country is that you have to have arms, it's what we can call buttress, or Godfathers and Godmothers, so that you can access a series of privileges, because even when they say it's a scholarship, that you have to have to have a .75 on your test score or you have to excel in your courses, but you have a final phase you have to go through, you have to have a contact, ok. This is an experience that I lived personally with the Ministry of Foreign Affairs for a scholarship. The University already accepted us, all that. But we didn't get it... They had already made a copy of our passports, and all that. But in the end they blocked it. When we went to get our final paperwork at the Ministry they said that the University was no longer interested. (General Student Population, Male, 27 years of age, Accounting, INAGHEI).^{xcix}

It is not simply a matter of students suspecting the process. Some students offer anecdotes of suspicious changes in policy and wasted efforts to get a scholarship,

² Note that the figure of nine percent is more than the seven percent of students that say their tuition is paid for by scholarship. The cause of the difference in reporting is not clear. It may be reporting error or it may be that not all scholarships cover tuition.

Yes, I remember eh, I had finished taking the exam, I thought I was going to Mexico. They came and said they would re-do the exam. Seems that there was fraud, they said they would do it over.... (General Student Population, Male, 29 years of age, Accounting, INAGHEI).^c

... And not only that, I applied for a scholarship to Morocco. It was for Medicine... When I registered at the University they said they had space and they gave me a visa.... But then (after I had the visa) they told me there was no more places for people to study Medicine. I would study Mechanical Engineering, something like that (HELP, Male, 23-years-old, 4th Year, Accounting, UNDH).^{ci}

Another common theme was a type of bait and switch strategy where someone claimed to be offering a scholarship but at the last minute asked for money that was enough to cover the entire cost of a non-scholarship program.

Well, it was a pastor. I gave him everything, all the papers. He told me, like, go get a certification at the Ministry, get my birth certificate, all that. I finished enrolling as he instructed me, and at the last minute they said I had to have some money (HELP, Male, 23-years-old, 4th Year, Accounting, UNDH).^{cii}

Eh, well, when I finished school in 2014, in fact you know when you're brilliant in school, there are a lot promises, the school director is looking for help for you. Well...I had a professor helped me find scholarship to Russia. It was for Computer Science and I liked that subject too. Unfortunately, there was cost that they asked my parents to pay. I couldn't find it in time.... They asked US \$10,000... (HELP, Male, 24-years-old, 4th year, Management, UNIQ).^{ciii}

In one case a young woman had been attending school in the Dominican Republic. Her parents called her home. When we asked why she recounted,

... my parents, they preferred I go Cuba. They found a contact. When I got here, the person said that everything was arranged. He said that I would go on the 24th of August. Everything was arranged. After that, he called me at the last moment and said that I couldn't go any longer, that I had to get 10 other students. I managed to find the 10 other students and then he said I had to have 20 students.... Each student had to deposit \$400. (General Student Population, Female, 22 years of age, Administration, UNDH).^{civ}

In the end the woman dropped the pursuit of the scholarship and went to Notre Dame University of Haiti .

Another issue with scholarships is that even though it is supposed to help with or pay for school, there are still costs. There are the costs associated with simply applying for the scholarship: getting copies, passport and certifications. And even if a student wins a scholarship, the transport or incidental expenses may be more than the student can afford.

There are scholarships, they're real, but they ask that you have some money, American money that I can't get. And there are papers you have to look for... that you just can't get

in time to qualify for the scholarship... There was a scholarship to Canada that asked so much money (from the student) that I couldn't apply..... Even if I got to go, you're going overseas, there are a bunch of things you need money for, a ticket and things like that. And sometimes, the scholarship, the costs, that's on you. In the end, I just couldn't do it. I closed my eyes to that. I focused on what's easier for me, the entrance exams at UEH (General Student Population, Male, 28 years of age, Management, INAGHEI).^{cv}

... before I came to HELP, I found an opportunity to go study in Japan. But what happened is that it is not easy for me to go. Because the amount of money they ask, pocket money, I didn't have it. (HELP, Male, 22-years-old, 1st year, Industrial Engineering, UNIQ).^{cvi}

The two scholarship programs that were consistently cited by students and that students consider legitimate and not monopolized by insiders are HELP and FOKAL.

It's those two that I know of, HELP and FOKAL. (HELP Student, Male, 20-years-old, 2nd Year, Economics, UNDH).^{cvi}

We should add to this the State University. And when we asked HELP students about what they would do if they had not gotten into the HELP program, they overwhelmingly cited the State University,

If I did not get into HELP, I would do the same thing that everyone else is saying, I would go take the exams for the State University. (HELP, Female, 18-years-old, 2nd Year, Finance, UNIQ).^{cvi}

But commonly, students also mentioned FOKAL,

... I think that FOKAL, I know that FOKAL would finance me.... I think I would take my chances with FOKAL. I think too that at the same time I would go and take the exam for UEH (HELP, Male, 21-years-old, 3rd year, Economics, UNDH/FSESP).^{cix}

If I did not get into HELP, my first option would be the State University of Haiti. Or also, FOKAL which they have here that gives scholarships if you get at least a GPA of seven. (HELP, Male, 19-years-old, 2nd year, Economics, UNDH).^{cx}

The first option would be to go and take the exam for the State University... and the second option, that is that when I went to high school I had the luck to be on a scholarship from FOKAL which paid my high school. And I think, I already know, well, FOKAL will finance students who have at least a 7 in the State BAC exam. (HELP, Male, 21-years-old, 3rd year, Economics, UNDH/FSESP).^{cx}

Work

One solution to dependency on family and/or not finding a scholarship is to get a job. Unfortunately, work is not so easy to find. Formal sector unemployment for youth aged 15–24 years is a scant 13 percent (World Bank 2015:xii). Focus group participants echoed the statistics,

I have looked and looked, I've done a lot of walking, my feet hurt. They don't offer any jobs or opportunities... (General Student Population, 28 years of age, Public Administration, UEH/INAGHEI).^{cxii}

Some students resolved the unemployment problem by first getting a vocational qualification and then going to school while they worked at their trade.

Well, for me, eh, when I finished high school, eh... I went and learned a trade [before going to university], I learned to be an electrician.... (General Student Population, Male, 24-years-old, IHECE, Administration).^{cxiii}

I studied Hospitality at a school for that... [so] I could work at a hotel and pay for school at the same time....(General Student Population, Male, 26 years of age, UNDH, Economy).^{cxiv}

They (my parents) did not have the means to support me to go to university. Because of that I was always thinking about a profession that I would work at, to see how I could do that (pay for university) (HELP, Male, 22-years-old, 1st Year, Industrial Engineering, UNIQ).^{cxv}

Nevertheless, and despite of the obvious poverty of their families, at the time of the interview only seven percent of General Student Population respondents were working a regular job-- one that was not an internship (see Table 19 below); one percent of HELP scholars reported working a job.

Internships

Respondents in the General Student Population understood that to get a job they needed experience and that meant internships, something that is not easy to come by,

The biggest challenge, hmmm, sometimes we finish our studies, it's true, but the problem is work. Sometimes you submit your CV and they ask you about experience. Yet, they never gave us an internship. That's what sometimes makes it difficult to find work (General Student Population, female, 24 years of age, INAGHEI, Accounting).^{cxvi}

Twelve percent of respondents in the General Student Population survey were working as an intern (Table 19).^{cxvii} Only 30 percent of the entire sample had ever worked either an internship or a job. Twenty percent had either at the time of the interview or sometime in the past had an internship. The internship figures for HELP scholars were dramatically higher. Overall, 37 percent of HELP respondents were currently working on an internship—three times the figure for General Student Population respondents. Similarly, 66 percent of HELP scholars had ever had an internship, also three times the figure for the General Student Population student respondents.

Table 19: Internship and Work Experience						
Category of Work/Internship	General Student Population			HELP		
	Female (n=474)	Male (n=610)	Total (N=1,084)	Female (n=66)	Male (n=50)	Total (N=116)
Currently working (not internship)	5%	9%	7%	0%	2%	1%
Currently Has an internship	12%	11%	12%	41%	32%	37%
Has Ever had an internship	18%	21%	20%	68%	64%	66%

Volunteering

Not a single General Student Population respondent had ever started a business or founded an organization vs. 32 of the 116 (28%) HELP students who have started a business or an organization (Figure 26).

Thirty-seven percent of the General Student Population respondents had done volunteer work (32% of women and 42% of men) vs. 86 percent of HELP students (32% of women and 42% of men- Figure 27). The HELP figures are not a surprise as all HELP students must participate in community service as part of their program, 12 of the 16 who said they had not volunteered were 1st and 2nd year students.

A list of the types of volunteer work is provided in (Table 20, following page). For the General Student Population, because of reporting omissions, data was missing for 94 of 405 respondents. The data was classified originally by the surveyors and hence both General Student Population and HELP data are rough approximations of the reported activities. The data nevertheless gives a good overview of the type of work students volunteer for. The major categories were neighborhood cleanup road work, drainage, & soil conservation; tutoring, and training; childcare & teaching young students; healthcare, vaccination & mobile clinic campaigns; food distribution & assisting the vulnerable.

Figure 26: Ever Started a Business or Organization

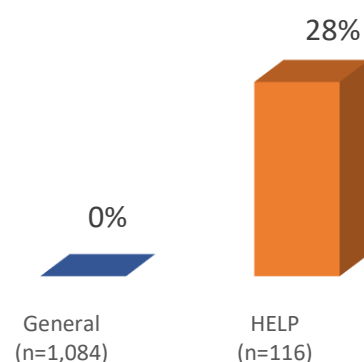


Figure 27: Ever Volunteered, General Student Population vs. HELP

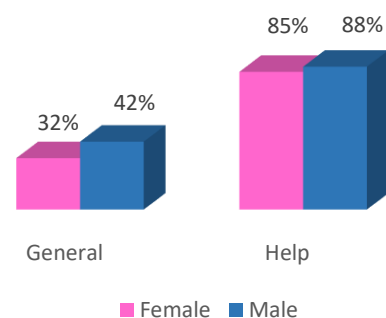
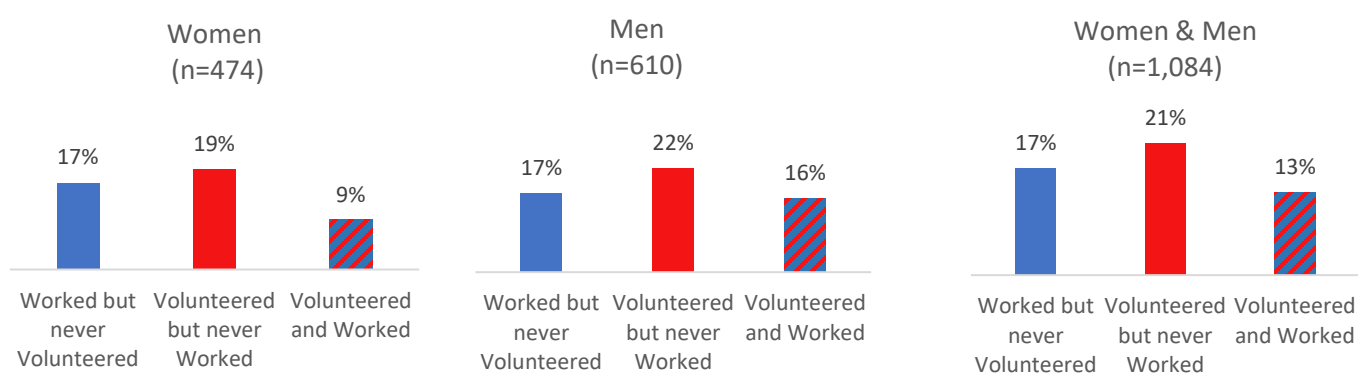


Table 20: Volunteer Work		
Type of Volunteer Work	General Std. Pop (n=311)	HELP (n= 100)
Neighborhood cleanup, road work, soil conservation	30%	12%
Childcare, teach young students, accompanying elders	23%	9%
Tutoring, training, promotion	17%	34%
Healthcare, vaccines, mobile clinic...	14%	0%
Food distribution/Assisting vulnerable	8%	0%
Help at business, institution, bureaucratic work	4%	25%
Organizing Festival, conference, activity	1%	7%
Play music, art	1%	0%
Church	1%	0%
Library, archive	1%	8%
Neighborhood Watch Group	0%	0%
Translator	0%	5%

In the General Student Population survey, respondents apparently included volunteer work in the category of having worked, something that did not appear in the HELP survey. The point is evident in an overlap with those who work and those who volunteer. Fifty-three percent of women who reported having worked were from the same 19 percent of all the women in the sample who reporting having volunteered; 94 percent of the men who reported having worked were from the same 22 percent of all the men who had ever volunteered; and overall, 76 percent of both men and women who reported having worked were from the same 21 percent of the sample who reported have volunteered (Figure 28).

Figure 28: Worked and Volunteered Overlap for General Student Population Sample Data



Student Wealth: Technology and Transportation

All 1,200 students, both General Student Population respondents and HELP scholars, reported they own a cell phone; 42 percent of the General Student Population vs. 57 percent of HELP scholars have a computer—98 percent of which are laptops. Comparable data from the DHS (2017) is 74

percent of men and women 20 to 29 years of age own a cell phone, 15 percent of urban households own a computer. Only three percent of General Student Population respondents have a car and 2 percent own a motorcycle, whereas no HELP students had a car or a moto. Someone in 10 percent of all households owns a motorcycle, and 5 percent of someone in all households owns a car (Figure 29). Drawing on the DHS, average daily use of internet for all university aged youth (20 to 29 years of age), is 60 percent, only slightly less than that for the average university student at 60 percent, while 75 percent of HELP students report use internet daily, something that actually seems low as we would expect all HELP students to use internet daily (Table 21).

Figure 29: Goods Students Own

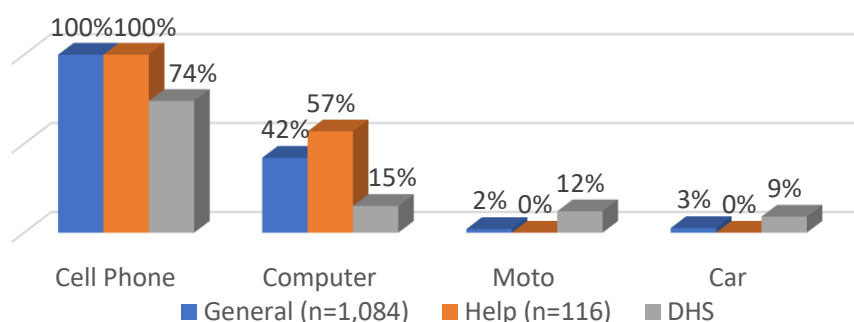


Table 21: Frequency of Internet Access									
Frequency	General Student Population			HELP			DHS (Ages 20 to 29 yrs)		
	Female (n=474)	Male (n=610)	Total (N=1,084)	Female (n=66)	Male (n=50)	Total (N=116)	Female	Male	Total
Every Day	66%	64%	65%	73%	78%	75%	55%	65%	60%
1 > weekly	12%	11%	12%	0%	2%	1%	26%	21%	24%
1 > monthly	9%	9%	9%	2%	2%	2%	19%	14%	17%
Less monthly	3%	4%	4%	0%	0%	0%			

Table 22: Access to Computers and Internet							
Question		General Student Population			HELP		
		Female (n=474)	Male (n=610)	Total (N=1,084)	Female (n=66)	Male (n=50)	Total (N=116)
Has computer		39%	45%	42%	53%	62%	57%
Type of computer	Laptop	38%	43%	41%	50%	62%	55%
	Tablet	2%	2%	2%	5%	0%	3%
	Desktop	1%	2%	1%	0%	2%	1%
Internet cell phone		87%	91%	89%	95%	94%	95%
Internet in House		9%	8%	8%	89%	90%	90%

Majors

Overview

For General Student Population respondents, accounting at overall 18 percent of respondents was most sought after major, with males and females enrollment essentially equal (19 percent for females vs. 17 % for males). By comparison, only 4 percent of HELP scholars chose accounting, with a notably higher number of females in the program (6% vs. 2%). Following accounting, General Student Population respondents chose medicine (14%), engineering (12%), computer Sciences (9%) agronomy (8%), economics (6%), and law. HELP students were similar but with greatest proportion in engineering (18%) and relatively higher proportions in agronomy (11%), economics and law (10%). There were no HELP medical students because the program does not support students pursuing a degree in medicine. An interesting feature of Haitian majors is the total absence of natural sciences, physics, chemistry, geology, biology (Table 23).

Table 23: Major Studied at University						
Subject	General Std Population			HELP		
	Female (n=474)	Male (n=610)	Total (N=1,084)	Female (n=66)	Male (n=50)	Total (N=116)
Accounting	19%	17%	18%	6%	2%	4%
Medicine & Dentistry	23%	8%	14%	0%	0%	0%
Engineering,	3%	21%	13%	11%	28%	18%
Computer Sciences	9%	13%	11%	2%	14%	7%
Agronomy	5%	10%	8%	12%	10%	11%
Economics	5%	7%	6%	12%	18%	15%
Law	9%	6%	7%	14%	6%	10%
Admin/Management/ Finance	15%	9%	12%	23%	12%	18%
Int. Relations/ Pol. Sci./Diplomacy	5%	4%	4%	2%	0%	1%
Sociology/Ethnology/ Geo./Psychology	2%	3%	3%	5%	4%	5%
Education	2%	2%	2%	5%	6%	5%
Nursing, Health	4%	0%	2%	3%	0%	2%
Other	0%	0%	1%	5%	2%	3%

Gender Differences

Gender differences in chosen majors are particularly pronounced in the General Student Population sample. Three times as many women vs. men chose medicine and dentistry (23% vs. 8%). Seven times as many men vs. women chose engineering (21% vs. 3%). Men were more likely to go into agronomy (10% vs. 5%), computer sciences (13% vs. 9%), and economics (7% vs. 5%); while women were more likely to choose a program in administration (15% vs. 9%), law (9% vs. 6%), or nursing (4% vs. 0%). For HELP students some of these gender differences were evident but they tended to be less pronounced. For example, men in the HELP program were also more

commonly studying engineering (28% vs. 11%), and economics (18% vs. 12%); women were even more highly represented in administrative studies (23% vs. 12%) and law (14% vs. 6%). In the case of agronomy, gender differences in chosen majors were reversed, with HELP student women more highly represented in agronomy (12% vs. 10%). Representation of men in computer sciences was far more pronounced in the HELP program (14% vs. 2%).

Discussion

The choice of majors seen among General Student Population respondents corresponds with the influence of parents seen earlier,

To begin, I could say that before Rhetor and Philo (11th & 12th grade equivalent), say about ninth grade, I can say that the dream of almost all parents and that way that all children think is, eh, doctor, lawyer, and what else? engineer. When I say engineer, I mean Civil Engineer. I think it's those three things that are first for a lot of parents in Haiti. (General student population, Male 21-years-old, Electromechanical Engineering, GOC).^{cxviii}

Another popular major is agronomy (8% for General Student Population), a job for which there is the perception of being likely to find employment with the Ministry of Agriculture (MARNDR) or one the many NGOs that have agricultural projects in Haiti. For obvious reasons of demand, computer science (9%) is a popular major. The selection of these occupations as well as economics (6%), administration (4%) and international relations/political science/diplomacy should be understood in terms of the opportunity with the state and civil sector job market. Just as parents push children with high potential to study professions in which they are most likely to find employment and relatively high income, the selection of majors reflects the higher perception of jobs in the civil service sector, meaning as a State government employee, the single largest employer in Haiti.

...I could say that children 12 and 13 years of age begin to think about how they can create wealth. What that means, I can say, is that there is a type of myth they put in children's mind, teach them that they need a degree so they can qualify for a State job... (HELP, Male, 20-years-old, 2nd year, Economics, UNDH).^{cxix}

That said, the data should be interpreted with some caution. In original survey, an omission for specification of "other" categories meant that we had 386 unspecified majors. In follow-up phone calls we brought that figure down to much improved 184 but still large number of missing responses.

Academic Performance & Competence

GPA

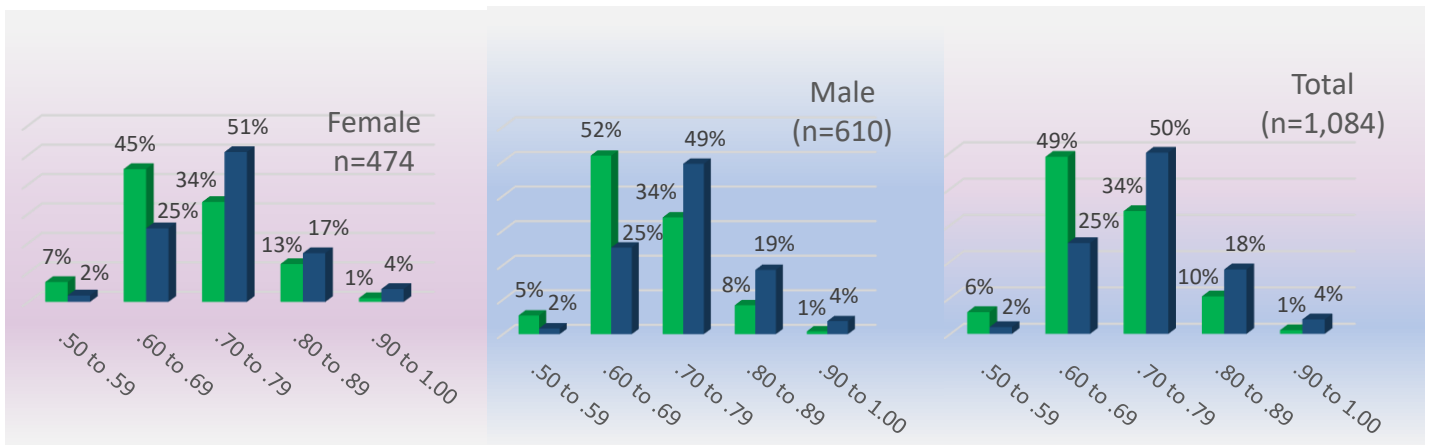
Reported high school grade point average for General Student Population respondents shows 11 percent of students with .8 or higher score (Figure 30). The GPA necessary to qualify for HELP is .75, but all but three HELP students had a .80 or higher secondary school GPA. General Student Population GPA increased significantly at the university (Figure 3.32 to 3.34). Whereas 55 percent of students had a GPA of less than .7 in high school, 72 percent claim to have a GPA of .7 or higher in the university (see also Figure 3.24 for direct comparison). While we do not have any data to explain the increase, it is likely related to standardized tests at the high school level and a surfeit of universities seen in Part I of this report for which there is no standardized curriculum and low standards among institutions of higher education aggravated by a business orientation and

competition for student tuition payments, i.e. an incentive to pass students and hence appease them and encourage continued payment of tuition. Nevertheless, HELP scholars have an expected higher GPA, with 54 percent of HELP scholars vs. 22 percent of General Student Populations having a GPA of .80 or higher at university. Twelve percent of General Student Populations reported having been on the honor roll at some time either in high school or since attending university vs. 46 percent of HELP scholars who were on the honor role at the time of the survey.

Figure 30: Comparison of Secondary vs. University GPA by Sex

Secondary University

General Student Population



HELP

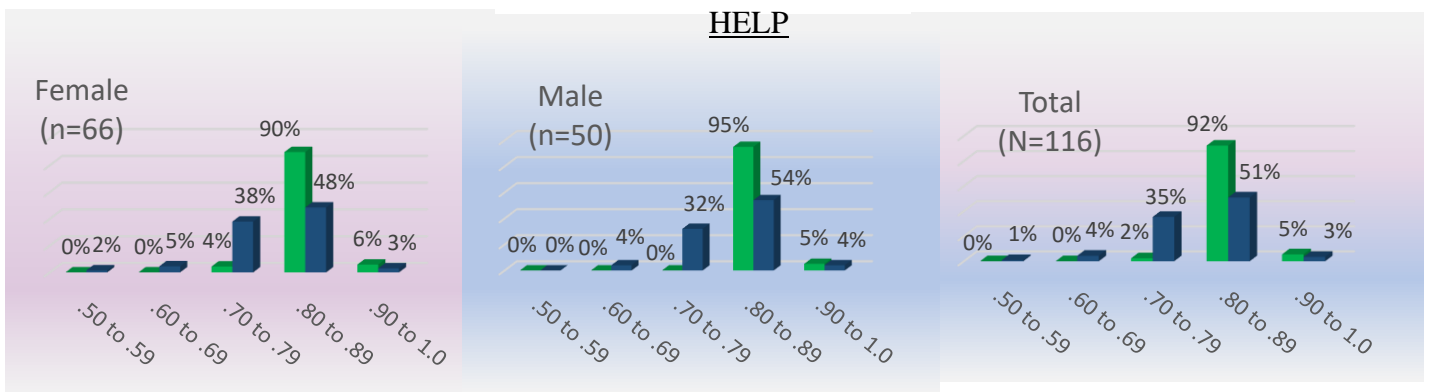
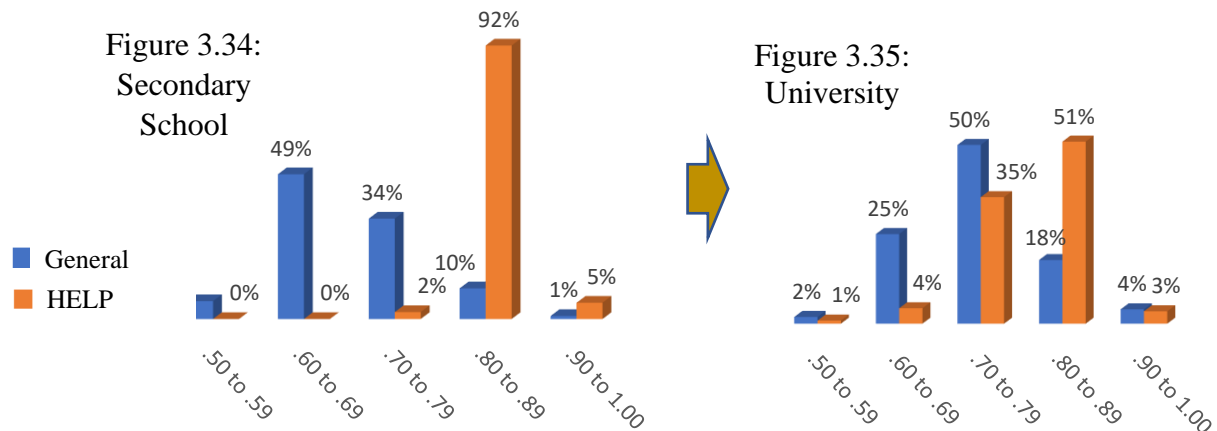
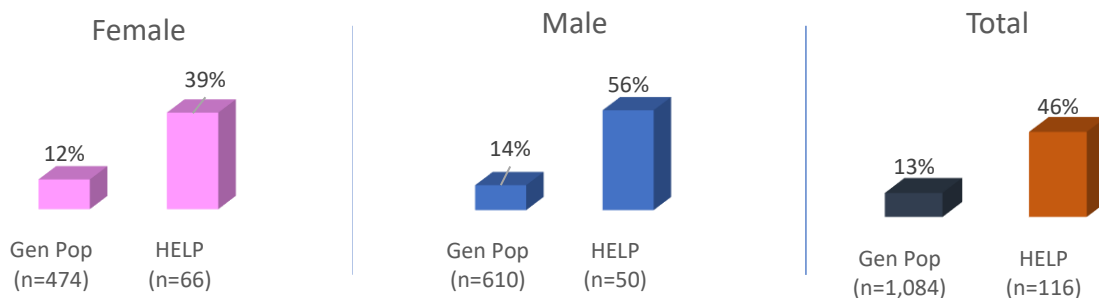


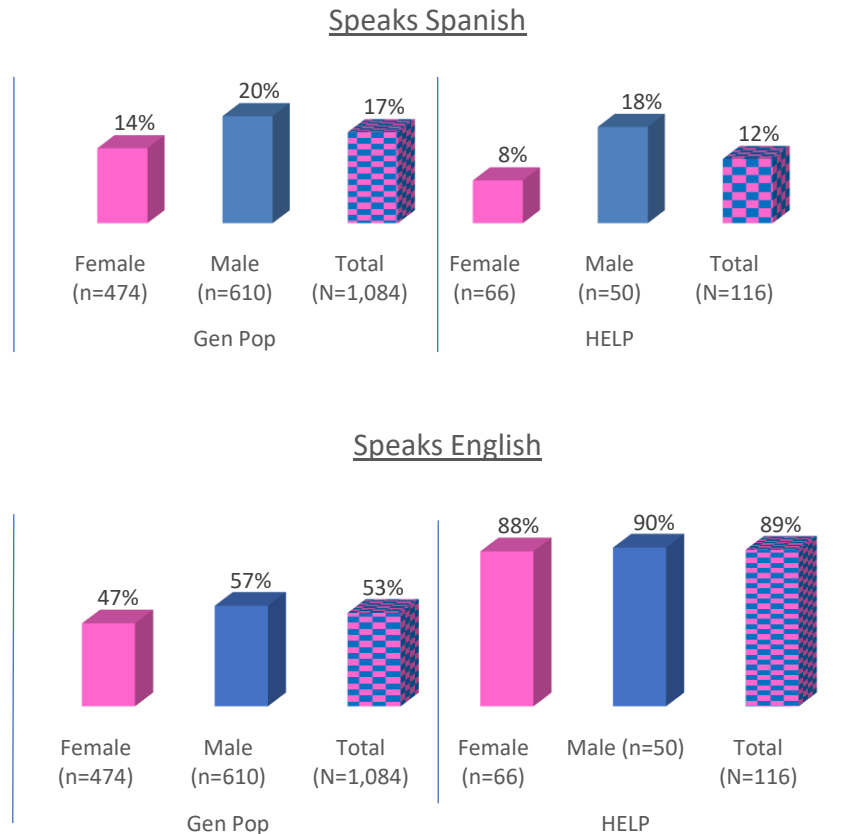
Figure 31: Comparison of Secondary vs. University GPA Both Sex Combined**Figure 32: Honor Roll Comparison**

General Student Population sample who have ever been on honor role
vs.
HELP students on honor roll at time of survey.



Languages Spoken

Fifty-three percent of General Student Population respondents reported they could speak at least some English and 17 percent reported they could speak some Spanish. Overall there was a lower proportion of HELP scholars who speak Spanish, but congruent with HELP's mandatory English program, nearly double (89%) the proportion of HELP students reported they speak English (Figure 33).^{cxx}

Figure 33: Languages Spoken

Gender and Language

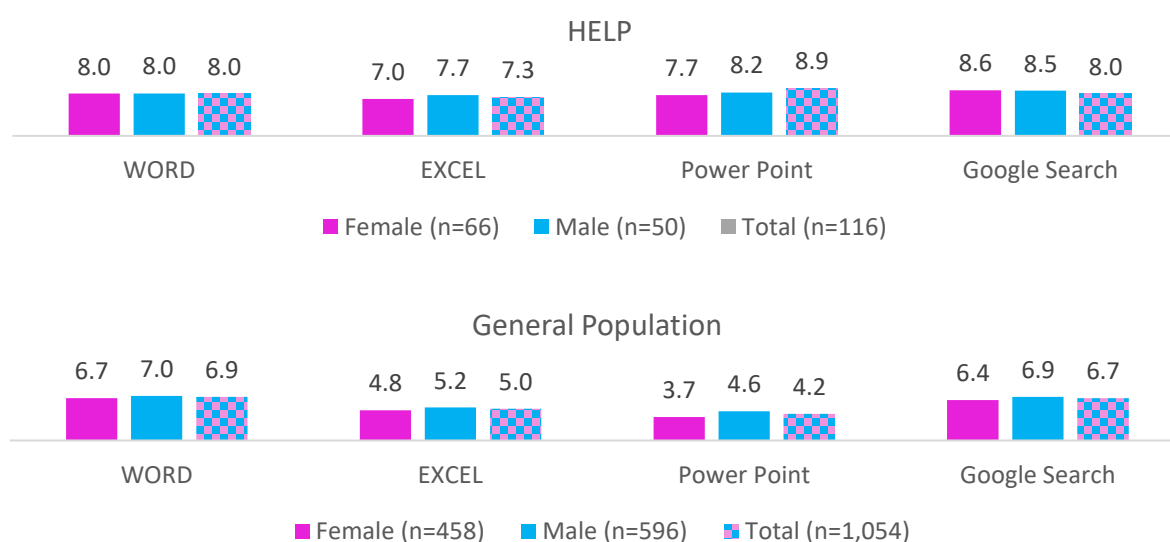
Foreign languages are one of the few areas where there was a clear difference between males and females, at least with men vs. women in the General Student Population sample. Specifically, 57 percent of males vs 47 percent of females in the General Student Population sample reported speaking English. That is a difference of 21 percentage points. For Spanish, 20 percent of General Student Population males vs. 14 percent of females claimed they spoke Spanish, a difference of more than 42 percent. For HELP students, all of whom are required to take four years of intensive English instruction, the difference between males and female was minimal, with 90 percent of males reportedly speaking English vs. 88 percent of females. All those who did not speak English were first year students. For Spanish, a language not part of the HELP curriculum, the reported difference among HELP students for male vs. female knowledge reflected differences among general vs. HELP student respondents, with 18 percent of males vs. 8 percent of females—a difference of 125 percent--claiming they had some working knowledge of Spanish. The suggestion is that, in the absence of the HELP

Self-Evaluation of computer Skills

Despite the fact that only 42 percent of General Student Population respondents own a computer—seen earlier--respondents had a relatively high opinion of their competence with computer software (Table 24). On a scale of one to ten, those that ranked themselves at a level of five or better were 87 percent for MS Word, 63 percent for Excel, 50 percent for Power-Point, and 81 percent for Google Search. The table gives the data in average ratings per school year and for General Student Population vs. HELP students. It is almost certain—based on the author’s experience with Haitian university students—that these self-ratings for the General Student Population are exaggerated. Indeed, the faint increase in reported competence between 1st year and 4th years students may reflect, not so much a lack of learning, as an increasing awareness of their limited skills when students began their studies at the university. Similar to languages, evident in the data is a slight tendency for males to rate themselves at a higher level of competency in computer skills than do females. This trend appears for both General Student Population and HELP students (Figure 34).

Table 24: Average Self Evaluation of Skill in Software per Year in School (Rating scale of 0 to 10)					
School Year	Population	Software			
		WORD	EXCEL	Power Point	Google Search
1st Year Students	Gen Pop (n=249)	6.4	4.3	3.6	6.6
	HELP (n=44)	7.9	6.8	7.7	8.3
2 Year Students	Gen Pop (n=282)	6.8	5.1	4.1	6.8
	HELP (n=29)	8.0	7.0	8.3	8.7
3rd Year Students	Gen Pop (n=216))	6.8	5.0	4.2	6.9
	HELP (n=20)	8.1	6.7	7.9	7.7
4th Year + Students	Gen Pop (n=307)	7.3	5.4	4.8	6.4
	HELP (n=22)	8.0	7.4	7.8	9.0

Figure 34: Computer Skills



Club membership

The most common club that both General Student Population and HELP respondents reported belonging to were youth groups, common throughout Haiti, followed by development groups. Outstanding is the low level of participation in sports and politics (Table 25). A notable difference between the two samples is the relatively high rates of participation of female HELP scholars in Women's groups (20%) and the high rate of all HELP scholars (10%) in NGOs, something especially pronounced for males (15%). In contrast, only three percent of General Student Population female respondents reported being members of a women's group and only one percent of the General Student Population considered themselves to be a member of in NGO, all the latter being male. One point of general interest is the relatively high participation of HELP students in financial savings groups: eight percent of HELP females vs. two percent of General Student Population females participate in Savings Groups. The figures for males are two percent of HELP males vs. one percent of General Student Population males. These figures reflect what we know anecdotally about the Haitian adult population—that rotating savings groups called SOL are common, and that female tend to participate in them more commonly than males. The higher numbers for HELP scholars is not necessarily an indication that they are better off financially, but that they have a steady income at all, by virtue of their scholarship and, for some, access to paid internships, and that they are part of a community—the HELP community—in which members are able to hold one another accountable. Moreover, participation in a SOL should not be understood as having extra income, but rather as a means of saving to purchase items they could not otherwise afford, such as telephone or computer.

Table 25: Club Membership						
Type of Club	General Student Population			HELP		
	Female (n=474)	Male (n=610)	Total (N=1,084)	Female (n=66)	Male (n=50)	Total (N=116)
Youth Group	22%	24%	23%	24%	17%	21%
Development Group	8%	15%	12%	17%	15%	16%
Nghbrhd Solidarity Grp (baz)	4%	2%	3%	0%	0%	0%
Sports Club	2%	3%	3%	0%	6%	3%
Women's Group	3%	1%	2%	20%	0%	11%
Savings Group (Sol)	2%	1%	1%	8%	2%	5%
NGO	0%	2%	1%	6%	15%	10%
Political Party	1%	1%	1%	2%	2%	2%
Nghbrhd Watch Group (Brigad)	0%	1%	0%	0%	0%	0%
Water/sanitation committee	0%	0%	0%	0%	0%	0%
Voudou Sect	0%	0%	0%	0%	0%	0%
Rara	0%	0%	0%	0%	0%	0%
Other	0%	3%	2%	11%	10%	10%
None	53%	49%	51%	32%	33%	32%

Social Media

The most common social media students reported using is Whatsapp, with 79 percent of General Student Population respondents and 83 percent of HELP scholars reporting so. The distant second was Facebook. A notable difference between General Student Population vs. HELP students was that only three percent of General Student Population vs. 12 percent of HELP students reported it as their most commonly used social media. Not captured in the data was the use of LinkedIn, something that we know HELP students use far more commonly than General Student Population, albeit we can be confident that few if any students in either sample population use LinkedIn as their main social media (Table 26).

Table 26: Most common communication platform						
General Student Population			HELP Students			
Responses	Female (n=474)	Male (n=610)	Total (N=1,084)	Female (n=66)	Male (n=50)	Total (N=116)
Whatsapp	81%	78%	79%	80%	86%	83%
Facebook	4%	5%	4%	2%	6%	3%
Email	3%	4%	3%	17%	6%	12%
InstaGram	2%	3%	2%	0%	0%	0%
Nothing	2%	2%	2%	0%	0%	0%
Twitter	1%	2%	2%	0%	2%	1%
Other	7%	6%	6%	0%	0%	0%

Conclusion

In summary, what we have seen in this section is that students who seek post-secondary education in Haiti are almost entirely from popular, urban working-class and rural agricultural families. This should not come as a surprise in view of Part II where we saw the state of education in Haiti and the security situation and infrastructure is such that any student with the economic means to study outside of Haiti almost certainly does so. That said, the parents of university students tend to be more educated than the general population, a greater proportion having at least some secondary school, a pattern that does continues with HELP student parents, more of whom have at least some secondary school than even the parents of General Student Population respondents. More of the HELP parents also tend to be from the higher ranks of the working class, being skilled laborers and a higher proportion from lower ranks of the professional class. However, the trend is not evident in indicators of income. More of General Student Population parents own vehicles and motorcycles than the general Haitian population, as seen in DHS data. This trend in higher income does not extend to HELP parents, who report lower rate of parental ownership of vehicles, albeit this might something that might be due to reporting given that HELP students are aware that one criteria that qualifies them for the program is the inability of their parents to pay for university.

Thus the data reflects, 1) recent urbanization seen in the previous chapter, 2) the fact that higher educated people tend to emigrate internationally with their children or send them to be educated internationally. As should be expected, university students are heavily dependent on their families for support, have limited exposure to work, albeit a high level of volunteering. Students themselves are, similar to their families, impoverished: only 5 percent have vehicles, albeit 42

percent vs. 15 of General Student Population households own a computer. The one technological item that all have and that makes them true participants in the modern world are cell phones with internet connection. We can also infer from the survey data and focus group commentary that students are embedded in a system where their parents do not understand higher education, but want them to enroll in order to get jobs that will maximize income. From the time they are children they are encouraged to think, often unrealistically about the types of jobs they are suited for and can obtain in Haiti. And as will be seen in subsequent sections, few are aware of professions outside a narrow range (doctor, lawyer, engineer). Because some of the objectives of this report are to understand Haitian students, the challenges and struggles they face in the endeavor to get educated, how HELP has impacted the students it supports, and what would happen if HELP did not support those students, we now turn to a review and analysis of the challenges of higher education identified as analyzed through the eyes of students.

PART IV

THE HELP ASSISTANCE PACKAGE

Introduction

In the previous two parts of this report we provided quantitative and qualitative data that describe higher education in Haiti and gave a profile of students and their families. In this final Part 4 we take a look at how the HELP program assists students in dealing with challenges of higher education. Specifically, the benefits HELP provides include,

- A two-week orientation.
- One week integration workshop at the beginning of the scholarship.
- Academic advising and counseling.
- Career services training (CV & interview prep) and internships with HELP as well as local businesses and NGOs and at HELP itself.
- Support for the mandatory undergraduate thesis.
- Parallel HELP-designed and implemented curriculum consisting of a 2-year program in computer literacy and a 4-year, US embassy-sponsored program in English, 4-year program in Citizenship & Leadership with a focus on community service and social change including speakers and occasional field trips.
- Tuition fees paid at any one of three internationally recognized universities in Haiti (UNIQ, UNDH, ESIH).
- Housing: free room and board in one of HELP's three dormitories, all located near to the universities that HELP students attend.
- Textbooks and school supplies.
- Allowance/living stipend of approximately US\$80 - \$100/monthly.
- Access to a computer lab with internet.

The pages that follow examine the assistance package from the perspective of challenges that both General Student Population and HELP students face. The analysis is broken into three sections. The first section examines assistance that focuses on the raw economics of going to college, what can be thought of as the hardware of the HELP assistance package, meaning financial and material needs. Specifically, we compare what we refer to as the basic necessities (tuition, transport, housing, and meals) to determine what students report are the most difficult needs to meet. Then we compare what we refer to as secondary needs (access to printing, books, internet, computer, and a physical space to study). Dyadic comparisons illustrate how students rate the different challenges.

Within each of the two categories described in Table 27, surveyors asked respondents which of these challenges they found most difficult to meet. The pairing was not exhaustive, but rather made deliberately in such a way as to enable surveyors to ask the fewest possible questions while yielding the most comprehensive information.

Table 27: Educational Challenges		
Category	Term Used	Definition
Category 1: Basic necessities	Good housing	Safe, adequate housing close to university/school
	Meals	Snacks and meals
	Transport	Transportation to and from the university/school
	Tuition	Entrance and attendance fees at university/school
Category 2: Secondary needs	Cost of books	Price and/or difficulty of accessing books & school materials
	Printing	Cost of printing school materials and assignments
	Internet access	Cost and/or difficulty in accessing internet
	Access to computer	Difficulty in accessing a computer to do school work
	Physical space to study	Difficulty in accessing a adequate place to do school work

In the first section of Part 4, below, we look at these comparisons and draw on what was learned in previous Part 2 and 3, to explore the differential educational experiences of General Student Population vs. HELP students. The objective is to understand both the impact of the HELP assistance package and what university experience would be like for HELP students if they were not in the program.

In the second section of Part 4, we examine the impact of what can be thought of as the IT or software of the HELP program. Specifically, the orientation seminars, academic advising and counseling, career services, internships and HELP's parallel curriculum in English literacy, computer software applications, and leadership.

And in the third and final section of Part 4, we draw together insights about the package as a whole to show what can be called the synergy of the HELP program and how it frees participants from other significant familial and social constraints that most Haitian students face but that are not readily apparent.

The Hardware of the HELP Package

Group 1: Primary Needs

As seen in the previous parts of this report, the population of students who seek higher education in Haiti are overwhelmingly from lower-income, working-class families. Putting their poverty into context, we saw in Part 2, that Haiti has one of the lowest standards of living and the most unequal distributions of income in the world. Most Haitian families have little income to spare for higher education. For secondary school graduates, no work experience nor job skills, and limited employment and scholarship opportunities leaves few alternatives for students other than continued reliance on their family's household. Thus, it can be considered a given that the greatest challenge for students is money to meet tuition and other school-related expenses. Even students with some form of scholarship or those who attend state schools, must deal with the cost of books, printing, meals, transport, communication, access to a computer, and other daily expenses. Students in focus groups were clear in articulating the primacy of money as a challenge to getting educated,

If there is something difficult about entering the University, you finish registering, you take the exam, you pass, and then the money, you don't find the money for school. When you

get in, even if you find people to pay for you, the time you're going to spend in school, you're not really going to have the money either for books, for documents, printing, for internet, to function while you're in school, to take care of things.... and then there's the question of *prefak* (General Student Population, Male, 26-years-old, Economics, UNDH).^{cxxi}

Yes, the biggest problem we have is economic means. ... Because you can have the competence to study, you break your neck, but economically, you can't do it. When exams come, you're left outside [you cannot even pay the fees]. And now you're going to have to go to the makeup exam and you're going to have to pay a price for that too (General Student Population, Male, 27-years-old, Mechanical Engineering, DIH).^{cxxii}

Group 1) Primary Needs

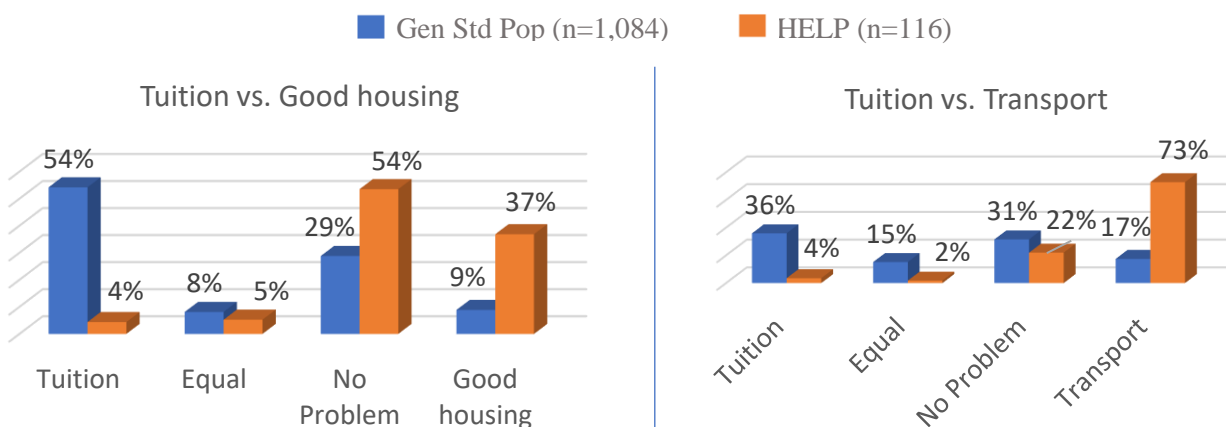
Primary needs include the challenges of meeting basic needs—food, shelter, transport and the actual cost of paying for school (tuition).^{cxxiii}

Tuition

General Student Population respondents see paying tuition as their greatest challenge in getting educated. HELP students see it as the least (Figure 35). Specifically, in the survey students were asked to rate the difficulty of paying tuition vs. obtaining Good House and Transport. General Student Population respondents selected Tuition six times more frequently than Good Housing (54% vs. 9%), and twice as frequently as Transport (37% vs. 17%). HELP students, on the other hand, chose in the other direction and at an even more dramatic rate. Specifically, they selected Good Housing nine times more frequently than Tuition and Transport 18 times more frequently (73% vs. 4%).

Also outstanding in the data is that when confronted with the choice of evaluating Tuition vs. Good Housing, more than half of HELP students (54%) saw both as No Problem. This was the highest “No Problem” selection for any dyadic comparison seen in subsequent sections. The reason is that HELP students have their tuition paid and they are provided with access to dorms that are close to the three schools HELP students attend. Most General Student Population respondents have neither advantage. Below we delve deeper into the reasons underlying why most students chose Tuition while other respondents found other challenges more complicated to negotiate.

Figure 35: Ranking of Tuition Challenge



When recounting Tuition as the greatest challenge, students in the General Student Population said things like,

The biggest cost I can say is paying for school because students have to choose a school based on the price. (General Student Population, Male, 26-years-old, Industrial Engineering, UNIQ).^{cxxiv}

I think it's university tuition. I also think that's why you see five and six thousand students taking the State entrance exams, because one of the biggest problems is tuition... (General Student Population, Male, 21-years-old, Electro-Mechanical Engineering, GOC).^{cxxv}

I find that the biggest cost is paying for school. (General Student Population, Female, 24-years-old, INAGHEI).^{cxxvi}

Paying for school is more than important for me, very important... (HELP, Female, 19-years-old, 2nd year, Communication, UNDH).^{cxxvii}

What makes tuition the greatest challenge is not that it is a most valuable or costly need for students. Housing is arguably more costly than tuition. Meals may also be as costly as tuition. But tuition is unique in that it is the one challenge most students cannot somehow avoid. As seen in Part III and as we will explore in greater detail shortly, students can and most do solve the Housing and Meal challenges through continued dependency on the immediate or extended family households. But most students attend private schools where they must pay tuition and only ~nine percent have any kind of scholarship (see Part III). For 65 percent of students in our sample, it is parents who pay university tuition (Ibid). But as seen in Part II this does not always work out so well. In the words of one student, "you're dependent on your parents, you can get halfway, they tell you they can't help you anymore." If parents do not pay tuition, then the student finds someone else pay to pay, pays themselves or does not go to school. Thus, tuition is often seen as the greatest challenge. But the challenge is not as straightforward as it might at first seem. Students often mentioned tuition as the greatest challenge and then immediately branched into discussing other costs, as with the quotes seen at the beginning of this section, and as with the following.

The biggest challenge a student encounters is the problem of money. First off, you must have money to study. Sometimes you can find someone to support you. They say they will pay your tuition for you, but you have to find money for transport every day, you have to eat because if you don't you won't be able to concentrate and learn. The biggest problem is money. Parents lack the means to help their children with all these educational needs. (General Student Population, Female, 25-years-old, Administration, UNDH/FSESP).^{cxxviii}

As seen, HELP resolves the problem of tuition for students in its program by paying it for them. HELP students in the focus groups were hesitant to pick a particular service that is more important than others, but when pushed, they overwhelmingly settled on tuition as the most important challenge.

... I don't really like to speak about a single thing that is more important that HELP gives us because, just as the other participant was saying, it's a package. I still want to say that it's paying for university... (HELP, Female, 19-years-old, 2nd year, Communication, UNDH).^{cxxix}

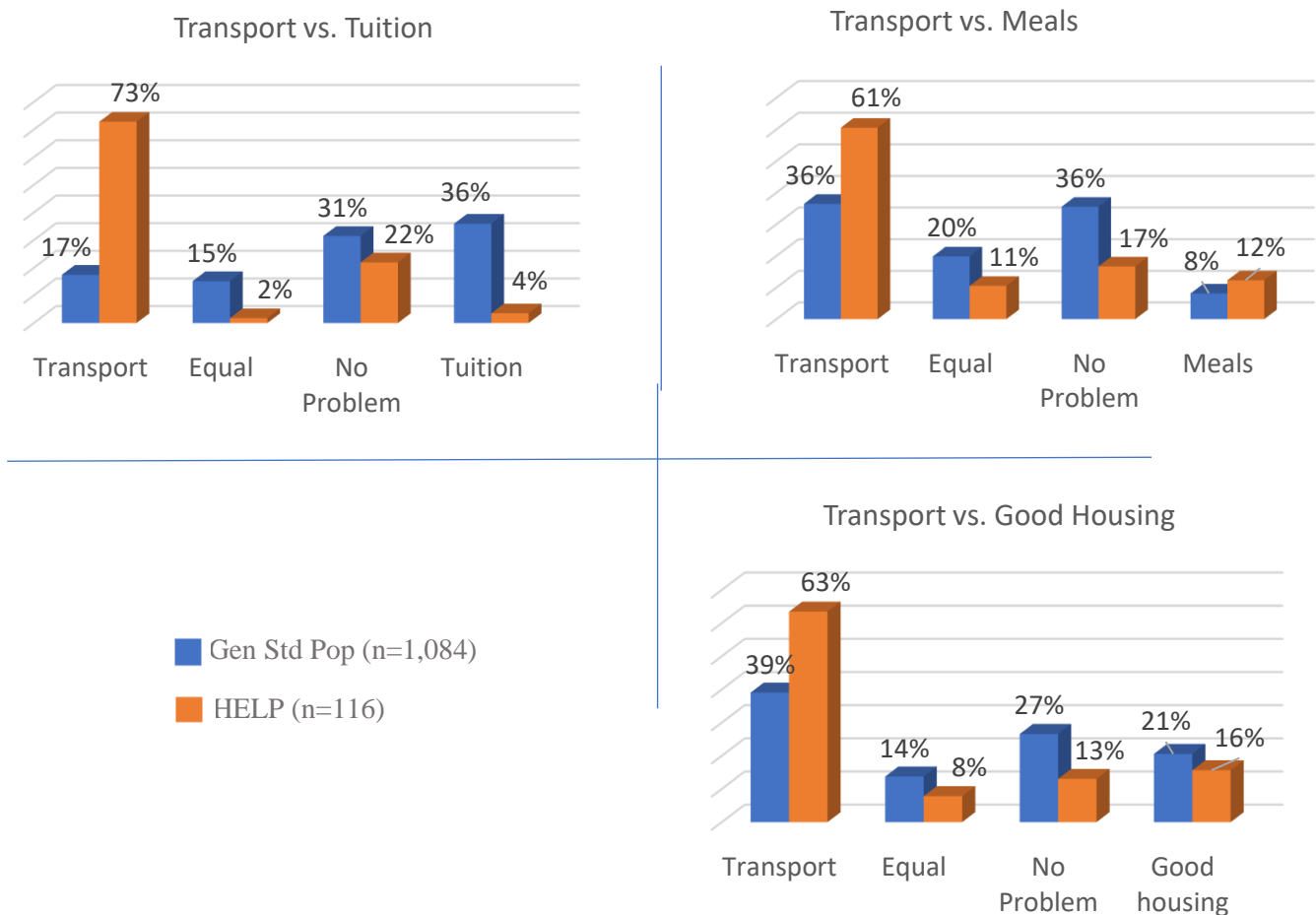
Um, in fact, I would not, in fact, it's all important. It would be difficult to choose just one. I can try, like something that seems a little more important. But, um, financing the university for us. (HELP Student, Female, 18-years-old, 2nd year, Finance, UNIQ).^{cxxx}

In fact, in all the package, the most important for me is paying the University. Then putting me somewhere that facilitates access to the University. OK, feeding me, feeding me, giving me books, giving me everything. Something else, the equipment to study. But the biggest thing, the biggest, is paying tuition. (HELP Student, Male, 18-years-old, 1st year, Industrial Engineering, UNIQ).^{cxxxi}

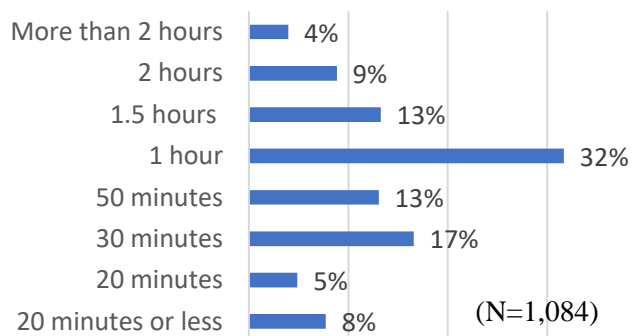
This issue of Tuition strikes at central component of the HELP program. A premise of the HELP scholarship is the assumption that without the program students otherwise would not be able to pay for school and part of the HELP orientation is to weed out students who would otherwise have the means to pay tuition. But as seen in previous sections, most if not all students seeking a higher education in Haiti are doing so because they have no alternative—i.e. they do not have the opportunity to go to school outside of Haiti-- and the major reason most have no alternative is self-evidently because they lack the resources. Moreover, it was seen in Part III that just because some parents have resources to support the child to go to school is no guarantee they will spend it on a particular child's education. And we now we see here that Tuition is really just a part of much more complex web of financial challenges for students.

Transport

Transport was compared to the three primary challenges of Tuition, Meals, and Appropriate Housing (Figure 36). As seen in the previous section, twice as many General Student Population respondents ranked Tuition as a greater challenge than Transport. In contrast, here we see that five times as many General Student Population respondents ranked Transport a greater challenge than Meals (36% vs. 8%) and almost twice as many ranked Transport more challenging than Good Housing (39% vs. 21%). As will be seen in the final review of the primary challenges, we can conclude that Transport is the second greatest challenge for General Student Population respondents. HELP students, on the other hand, rated Transport as by far their most difficult challenge in comparison to both Tuition and Meal plans. Specifically, 18 times as many HELP students cited Transportation vs. Tuition as a greater challenge (73% vs. 4%), five times as many chose Transport over Meals (61% vs. 12%) and four times as many chose Transport over Good Housing (63% vs. 16%).

Figure 36: Ranking of Transport Challenge

The above rankings should be understood within the context of significant caveats exploring the logic of which reveals much about the differential challenges facing HELP vs. General Student Population respondents. Transport is a major challenge for students seeking a higher education in Port-au-Prince. As seen in Part III, only 5 percent of General Student Population respondents and no HELP scholars own their own transport (see Figure 29 on Page 65). Moreover, half of General Student Population survey respondents (58%) live one hour or more travel distance from their home to school (Figure 37). Any trip in the city is complicated by traffic. The extreme difficulty

Figure 37: Distance One-Way from Residence to University

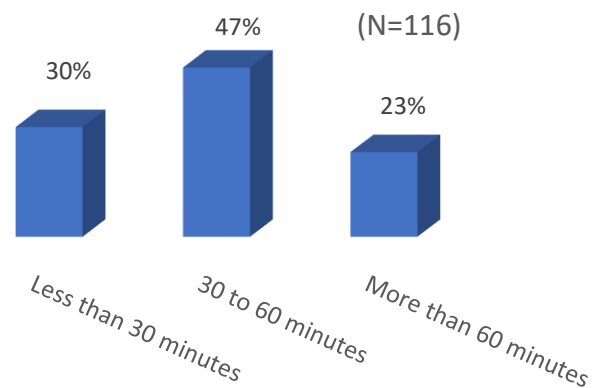
that transport can present for students was articulated by a General Student Population focus group participant,

... imagine that, (like me,) you live in Petion-Ville and go to school at Titayen [30km and as long as two hours in traffic] (laughs). You take transport from Airport Crossroads. It's a place that's not secure, that has a lot of crime and protests. And sometimes there are so many people that the buses are full, you have to stand up and hang on to a hook, and you have all your books and stuff,...all that way to Titayen (General Student Population, Male, 21 years of age, Electro-Mechanical Engineering, GOC).^{cxxxii}

The irony of the challenge of Transport is that it was infrequently discussed during the focus groups. In the General Student Population focus group it was mentioned only a total of four times. The reason is that, although a major daily challenge for most respondents, there is no way around it. Transport and its accompanying challenges are universal. It is not only difficult, it costs money. Most students must pay transport. There are no low-income bus waivers. Few students will find a friend or neighbor who will offer a free ride to school. Thus, except for the minority of General Student Population respondents who live within walking distance of their university, everyone must pay transport. It is also not like meals and housing, seen in following sections, where one can often meet the challenge through continued dependency on parents or family. So it seems that the reason students so seldom even discussed transport is simply because that is how it is in Port-au-Prince, for everyone. The challenge of Transport is for everyone, whether they are going to school, work or anywhere other distant destination that they cannot otherwise walk to.

The situation for HELP students is different. During normal times, HELP students live in dorms within 20 minutes walking distance of the universities where students attend--the farthest school being ESIH, about one mile from the HELP dorms-- making transport much less of an issue for them. In fact, the higher ranking for Transport is almost certainly a byproduct of the timing of the survey. The HELP portion of the survey was conducted during the height of the COVID pandemic, when, as a result HELP's new social distancing policy of one student per dorm room 60 percent of HELP students previously housed at HELP were required to live away from the dorms, but at a time that students were expected to physically attend their classes their universities. For example, 32 of the 69 (46%) HELP students that ranked Transport as more difficult than Meals were living out of the dorms; thirty of them were 1 hour or more travel time from their university (Figure 38).

Figure 38: HELP Scholars Distance to School During Pandemic



In contrast, during the focus groups conducted one year before the pandemic, transport was one of

the least discussed topics in all the HELP focus groups. HELP students mentioned it only seven times in all four focus groups. The reason is precisely because HELP dorms are located within a 25-minute walk of all three universities the students attend, something captured in the earlier focus groups,

In fact, in all the package, the most important for me is paying the university. Then putting me somewhere that facilitates access to the University.... (HELP Student, Male, 18-years-old, 1st year, Industrial Engineering, UNIQ).^{cxxxiii}

At least one HELP student explained that housing and its role in resolving the issue of transport was one of the very reasons the student sought a scholarship with HELP,

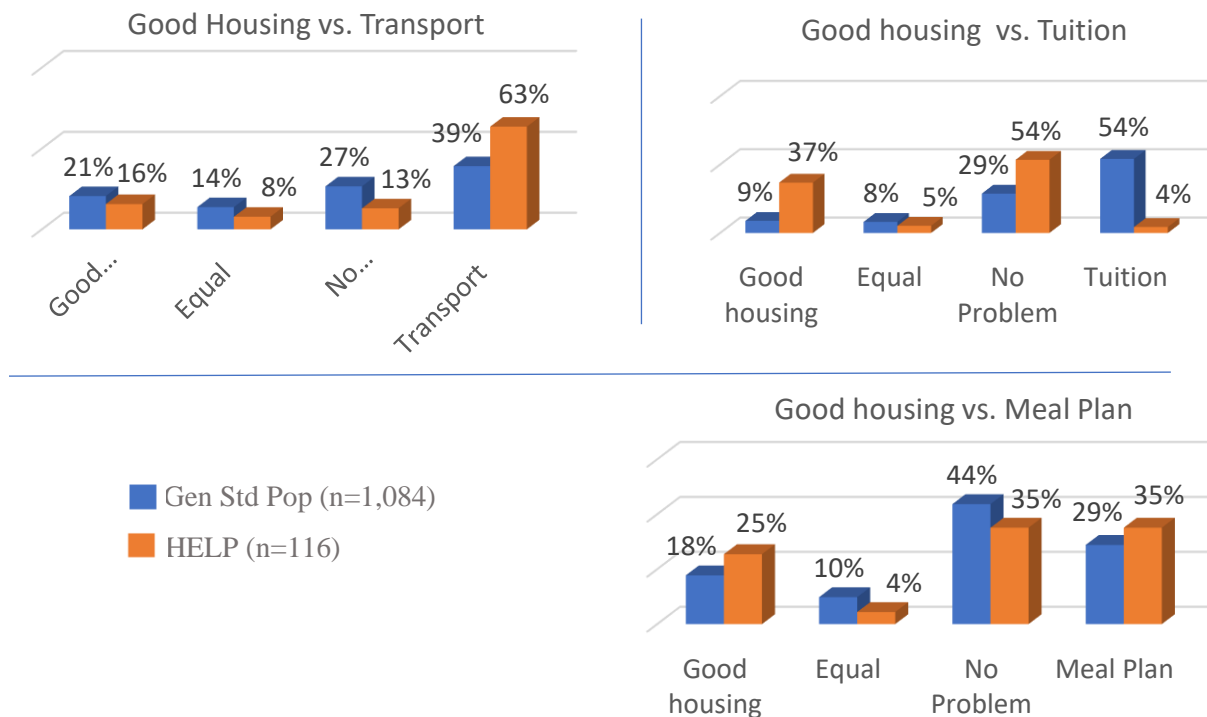
I spent one year at the INAGHEI (the State University). It was a situation that wasn't favorable for me because I had to pay for transport and all that. I was not living well. So I heard about the HELP scholarship... (HELP, Male, 24-years-old, 4th year, Management, UNIQ).^{cxxxiv}

Thus, Transport is closely linked to the issue of Housing, to which we now turn.

Good Housing

In one-on-one comparisons with Transport, Tuition and Meal plan, General Student Population respondents found Good Housing to be the least challenging of all primary needs: three times as many respondents chose Transport (Figure 39, following page), five times as many chose, and a 50 percent greater number chose Meals. Similarly, four times as many HELP students evaluated Transport and ~50 percent more evaluated Meals as a more challenging primary need to meet than Good Housing. Only in the case of Tuition, which HELP students do not pay, was Good Housing seen more frequently as a challenge, nine times more HELP students evaluating it as a greater challenge. For reasons that will become clear in the analysis below, more than half of HELP students (54%) saw both Good Housing and Tuition as Not a Problem and a similarly outstanding number of General Student Population respondents (44%) saw both Meals and Good Housing as 'No Problem.'

As seen earlier, the reasons for the trends seen in the figures must be understood in the context of other events. Because of the COVID pandemic, HELP instituted a new social distancing policy of one student per room. This meant that some 78 students had to leave the dorms and seek housing elsewhere: 54 percent had gone home to live with parents and another 31 percent was living with family. Moreover, for the General Student Population respondents Housing is, like meals, a challenge that students meet maintaining their status as dependents on family, particularly parents, and hence often do not even consider advantages that might come with being able to choose their own housing or housing close to the University. Families resolve the problems for them and hence they do not consider the alternatives. As with previous topics, we delve into a qualitative analysis of Good Housing in order to better understand the challenges that face students, how they negotiate them and the impact of HELP's contributions.

Figure 39: Ranking of Good housing Challenge

For the 30 percent of the Port-au-Prince population who do not own their own home, rent is a major burden and frequent topic of conversation.^{cxxxv} It is typically required up-front annually and the cost in a popular neighborhood for a single room with access to water and a toilet is an average US\$200 monthly, more than the average \$2,000 in annual tuition at the best private universities. If a General Student Population student seeks a room in an elite area near the universities—such as in Turgeau/Pacot where HELP has its dormitories—the cost is typically more. Nevertheless, housing was rated as the least of challenges in comparison to tuition, meals, and transport. Similar to transport, most students in the General Student Population focus groups did not even discuss housing. Notwithstanding, the importance of housing has far-reaching ramifications for the Haitian university student experience. It intersects with other challenges, as with transport above. Thus, the first question one should ask is, why is housing not considered more important? We saw the answer earlier on. The vast majority of students live with family and hence pay no rent. Of the three mentions of housing made in the General Student Population focus groups, two were in reference to still living at home and the fact that meant the speaker had no housing expenses, such as,

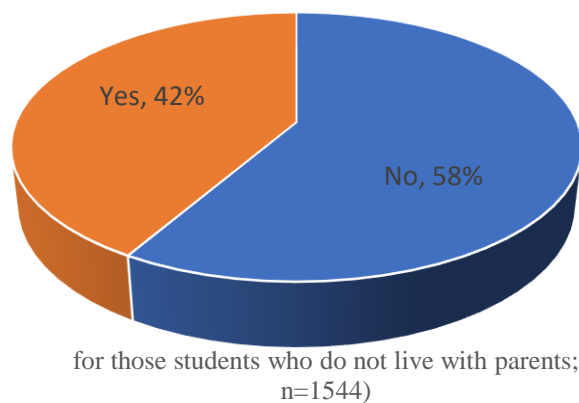
I'm on scholarship, eh, at the State University. That's to say it doesn't cost much. And I'm still at my parent's house, all that. And while I don't have enough, not a lot of resources, but just the same, [because of these things] I have enough to function from day to day. (General Student Population, male, 28-years-old, Management, INAGHEI).^{cxxxvi}

The other mention of housing in the General Student Population focus group was in reference to the fact that housing is a problem peculiar to students who do not live in the greater Port-au-Prince metropolitan areas,

For me, the difficulty that one can sometimes have, you know that all the universities are concentrated in the West Department, when students in the provinces finish high school they must have family in the West who they can live with. If they don't, they have to have the means to rent a room. And if they don't have the means to rent a room, they're just going to be staying home [in the province]. (General Student Population, Female, 26 years of age, Administration, INAGHEI)^{cxvii}

Thus, the reason housing was not given much importance by students in the survey was simply because they did not consider the idea of paying for it. Most live with family. Even those from the province typically manage to find family to stay with. As seen in Part II, even though many are in their mid to late 20s, university students overwhelmingly continue their status as, *timoun*, literally “children.”³ Even among the 50 percent of students who do not live with parents, more than half reported not paying rent (Figure 40).

Figure 40: Pays Rent Gen Std Pop



But unlike General Student Population respondents, all HELP students have optimal housing. Many realize and appreciate the impact it has on their educational experience. During focus group discussions, HELP students frequently cited the value of the HELP dormitories, many of them identifying it as the second most important service that HELP provides.

...housing and all that goes inside the house. That's a second great importance for me (HELP, Female, 19-years-old, 2nd year, Communication, UNDH).^{cxviii}

As someone said, to rank it, what's more important, I'll do it. First, what's important for me is the tuition. Second is lodging..... (HELP Student, Male, 20-years-old, 2nd Year, Economics, UNDH).^{cxix}

Some of this appreciation was associated with the complication mentioned above of being from of being from the province,

Eh, like I was saying when I started, I'm from Cap Haitien. Well, I have a scholarship, it's true, they pay for school. But the fact that I come from Cap Haitien and that I have to come here to go to university, because the University is in Port-au-Prince and you have to pay for somewhere to stay and you don't have place really, it's something that would be very

³ So long as a person is in school, other people and the even the students themselves refer to them as “timoun”, children. This is not the case for youth over the age of ~18 who are not in school.

difficult for me. The fact that they give me a place to stay that is more or less favorable for transport that I need to get to school, well it's a big thing. (HELP Student, Male, 18-years-old, 1st year, Industrial Engineering, UNIQ).^{cxl}

... secondly, it's a house because I'm not from here. I'm from up there, Gonaives. That would be a great difficulty for me... (HELP Student, Male, 20-years-old, 2nd Year, Economics, UNDH).^{cxli}

Another factor related to housing is security. Some of the more dramatic explanations HELP students offered regarding the value of housing involved security and gang activity in their parent's neighborhoods.

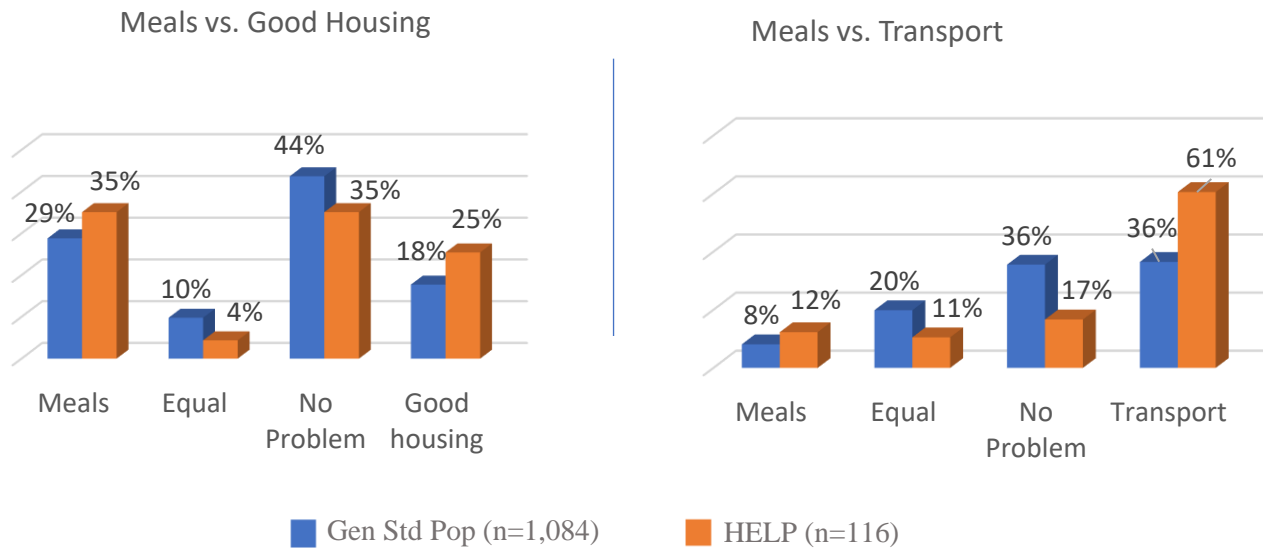
I think you guys know the reality of Martissant, that people can't go through there now because of the bandits, they are always shooting. Well, one of the things that's important for me besides that HELP pays for school, is housing.... I can't go through Martissant.... It's true the scholarship is important, but my life is more important. (HELP Student, Female, 20-years-old, 2nd Year, Economics UNDH).^{cxlii}

I would like to say something about that. I am, personally, like if I had gone to the State University, things around my house are not so good at all. For example, I can get up today and go to school, but tomorrow, the bandits are fighting and I can't go. Well, I can say that HELP resolved that problem. (HELP, Female, 21-years-old, 1st Year, Management, UNIQ).^{cxliii}

Thus, HELP's student housing not only resolves issues of transport and access to the universities, it has a major impact on security by virtue of providing access to housing in upper-scale residential neighborhoods that are relatively safe and within walking distance of university. But once again, it is not that non-HELP students do not have the same problems. The difference is that they have no alternative. The cost of independent housing is simply too great for most to even consider.

Meals

Both a greater number of General Student Population respondents and a greater number of HELP students saw Meals as more challenging than Good Housing (Figure 41). However, the difference is the least of all differences between frequencies of primary challenges, ~30 percent points greater for both populations. Moreover, as seen in an earlier section, when confronted with the task of evaluating Meals vs. Good Housing, fully 44 percent of General Student Population respondents and 35 percent of HELP students responded that neither are a problem. The same was not true for Transport. As seen earlier, four times as many HELP students and General Student Population respondents cited Transport as greater problem than meals. Once again, a qualitative look at the data gives insight into the challenges.

Figure 41: Ranking of Meal Plan Challenge

The reason that meals is not seen as a significant problem by more than a small minority of General Student Population respondents is similar to housing: students are able to manage at least part of their meals through their continued dependency on parents and their status as “children” (see earlier references). Remaining in the homes of their parents or living with extended family means the students can benefit from the Haitian custom of households cooking in the morning and afternoon and feeding all the members of the household. More specifically, we know that 80 percent of respondents live with family and parents and hence are provided meals free. There is, however, one challenge regarding meals that is left unresolved and that is the need to eat when the student goes to school. Most of the few references to cost of meals and food were in this context,

Because there are students who spend the entire day at school, and if they do not find food it's very difficult for them because now a plate of food costs 20 Haitian dollars (20 Haitian dollars = 100 HTG = 1 USD). And you have not even drank anything [a reference to the custom of drinking juice or soda after a meal]. I think that put, like they would find a way for students to get that. That would be good. (General Student Population, Male, 20 years of age, Electric Engineering, FDS/UEH).^{cxlv}

Well, the way that the other participant was saying, it is security and economics. Economics first of all. For what reason? Because very often people cannot have enough money to even eat. And if you don't eat well, you can't do the work you have to do. (General Student Population, male, 21 years of age, Administration, UNDH/FSESP).^{cxlv}

Being part of the same phenomenon—i.e. a need that can be negotiated through continued dependence on parents or family--meals only barely edges out housing as a greater challenge for

more students. And the reason is that parents and family typically foot the bill for some meals, but the student must somehow pay for food when at school or in the street.

For HELP students Meals is a greater problem because they have to purchase their food and organize their meals. HELP resolves the issue of meals by providing students with an allowance that permits them to pool their money for food and hire cooks in the dormitories, relieving students of dependency on parents or the need to lose time preparing meals as well as the costs. And in a final quote that, as with many others, emphasizes the holistic impact of the scholarship ‘package’,

... OK, feeding me, feeding me, giving me books, giving me everything. Something else, the equipment to study. But the biggest thing, the biggest, is paying tuition. (HELP Student, Male, 18-years-old, 1st year, Industrial Engineering, UNIQ).^{cxlvi}

Group 2: Secondary Challenges:

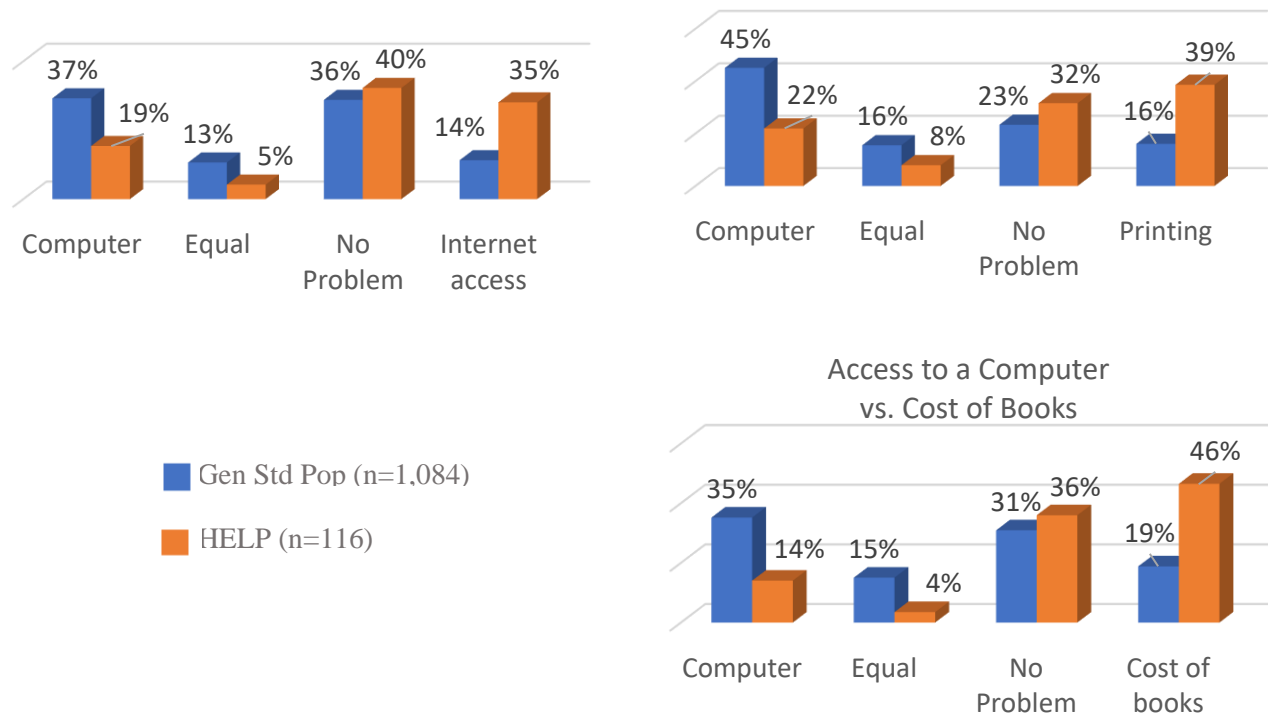
Secondary challenges include Printing, Cost of Books, Access to Internet, Access to Computer, Access to Space. Although qualitatively different than food, shelter, transport and tuition seen in the previous section, we know both intuitively and from student commentary during focus groups that buying books, printing and access to internet, a computer and space to study are challenges that students must meet in the endeavor get educated.

Access to a Computer

Access to a Computer was compared to Printing, Access to Internet and Cost of Books (Figure 42). General Student Population respondents evaluated it as the most challenging secondary category. Specifically, almost three times as many General Student Population Respondents evaluated Access to a Computer as more challenging than Printing (45% vs. 16%), almost three times as many evaluated it as more challenging than Access to Internet (37% vs. 14%), and almost twice as many evaluated it as more challenging than Cost of Books (35% vs. 19%). Nearly the complete opposite was true of HELP Students: Access to a Computer was evaluated by HELP Students as approximately half as challenging as Printing (22% vs. 39%), half as challenging as Access to Internet (19% vs. 35%), and one-third as challenging as Cost of Books. Moreover, in every category, HELP Students were more likely than General Student Population respondents to evaluate both challenges as No Problem. Below we examine the logic behind these differences.

As seen in the section on Material Goods (Part III), only 42 percent of General Student Population respondents vs. 57 percent of HELP Students own their own computer. Thus, the simple fact that 25 percentage points more HELP students own a computer increases the likelihood that Access to a Computer is less challenging. Before the COVID pandemic, HELP students also had access to computer laboratories at their dormitories. With the pandemic, HELP made laptops available on loan and they increased the student stipend to cover cost of internet time. General Student Population respondents do not have these options. As seen in the Part I of this report, universities are not much help regarding access to computers,

.... Imagine, computer science has a bunch of things that you need to learn to excel in it. but the school doesn't even have a (computer) laboratory, doesn't have wi-fi... What's more, there is only one room, and you're the one who has a computer, your own, but the dust from construction, because the building is not even completed, is destroying your computer... (General student population, Male, 24-years-old, USFAH, Comp. Science).^{cxlvi}

Figure 42: Ranking of Access to Computer Challenge

The lack of computer labs is not something peculiar to the low-cost institutions. Even some of the top schools, such as the three internationally recognized schools that HELP scholars attend (UNIQ, UNDH, ESIH), offer poor facilities,

...um, the school, I can say they have a laboratory, but really it's not, it doesn't function. And a school is supposed to have a laboratory.... (HELP, Male, 20-years-old, 2nd Year, Economics, UNDH).^{cxlviii}

.... Well, there are two things that you need to find in a school that you do not find. It is true that there are two laboratory rooms, but it's just a space they call "laboratory." There is nothing inside. (HELP, Male, 20-years-old, 2nd Year, Architecture, UNIQ).^{cxlix}

To get access to a computer, students in the general population, must borrow one from family and friends (see Table 4.2, above).

Me, I don't have one. When I need one it's borrow, borrow, borrow, borrow, borrow, borrow. (General Student Population, Female, 23-years-old, Public Administration, UP).^{cli}

No, I don't have one. I'm always borrowing. (General Student Population, Male, 22-years-old, Accounting, UNASMOH).^{cli}

My mother has 4 children. One has left. The three of us have one laptop to use. (General Student Population, Male, 28-years-old, Journalism ISNAC).^{clii}

Even those General Student Population respondents who do own a computer frequently complained about the quality. Common during focus groups were comments such as the following,

I can say I have a laptop. I have a laptop, but it's not enough, not normal. I would need to upgrade it for it to be useful for my schoolwork. (General Student Population, Male, 29-years-old, Computer Science, INAGHEI).^{cliii}

My laptop has a problem. (General Student Population, Male, 28-years-old, Business Management, INAGHEI).^{cliv}

I have one but it's not in very good condition [others in the room laugh]. (General Student Population, Male, 30-years-old, Communication, FASCH)^{clv}

I have one. But it's broken. You can say I don't have one. (General Student Population, Male, 32-years-old, Elect. Mech. Engineering, UNASMOH).^{clvi}

Access to computers is also impacted by the high rates of crime and the protests. "Protesters" often seize computers from commuters at roadblocks.

I had a laptop, and all my tools for school... But in the neighborhood where live I was coming from school and I got stopped and they stole everything. I don't have a laptop now. (General Student Population, Male, 27-years-old, Computer Science, INAGHEI).^{clvii}

Because of robberies associated with protests, not only do students lose their laptops, those who have not lost them are often afraid to leave home with them. This was true even for HELP students,

I have one, but you know what's beautiful, I was at my home when the protests hit and there was so much problems, I would be so upset if they stole it, I would cry so hard, I would be so lost that I left it at my house.[meaning she does not have it to use] (HELP, Female, 19-years-old, 2nd year, Communication, UNDH).^{clviii}

But although most HELP students were concerned about not owning a laptop or losing the one they do own, they did not have much to say about the access to computers and the reason is, as mentioned above, HELP provides a computer laboratory.

It's not just the scholarship. It's the place to live that's not far from school. The way they treat us, the material support, we have a computer lab... Yes, everything complete. (HELP, Female, 21-years-old, 1st Year, Management, UNIQ).^{clix}

Table 28: For those who have no computer: where finds one			
Response	Female (n-289)	Male (n-338)	Total (N=627)
Friend	43%	56%	50%
Family	24%	22%	23%
Internet Cafe	6%	5%	5%
University	6%	4%	5%
Other	21%	14%	17%

Cost of Books

Cost of Books was compared to Access to a Computer, Access to Internet, and Access to a Place to Study (Figure 43). For General Student Population respondents, only Access to a Computer--seen in the previous section--was evaluated as more challenging (19% vs. 35%) with over than three times as many General Student Population respondents having evaluated it as more challenging than Access to Internet (31% vs. 9%) and almost four times as many having evaluated

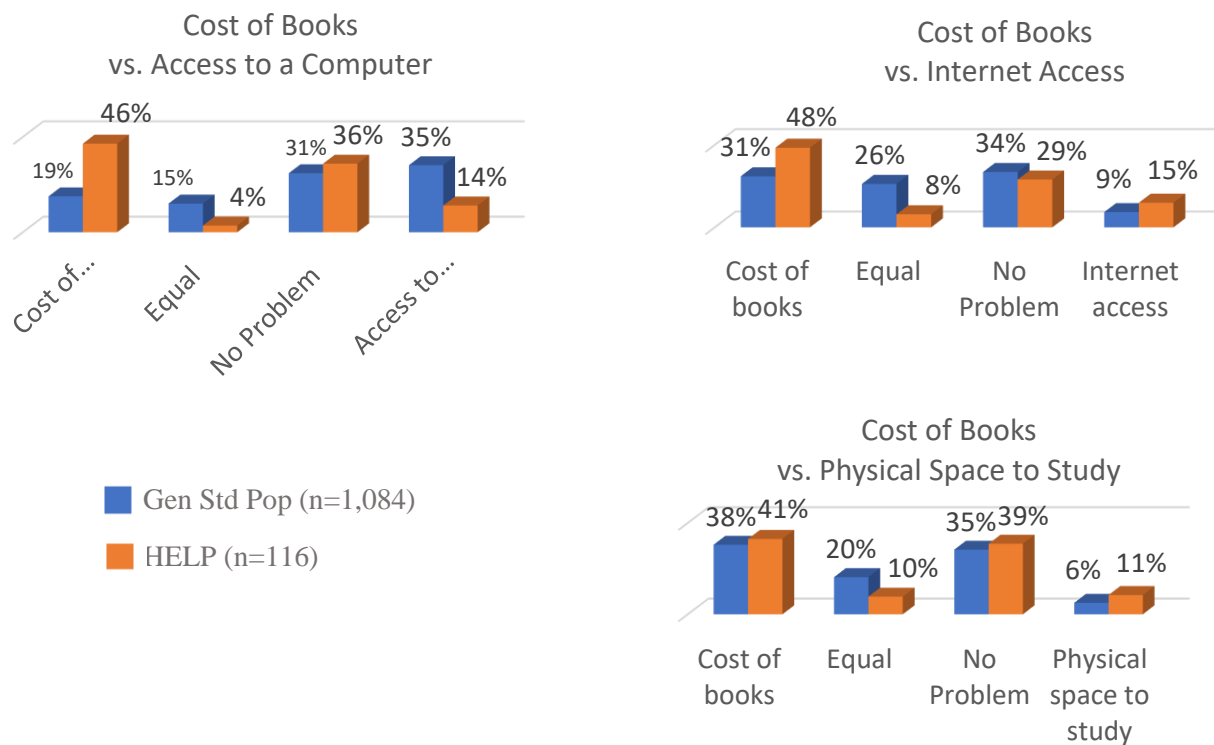
it as more challenging than a Place to Study (38% vs. 11%). In the words of one General Population student,

It's not a small issue because there are some books that costs 5,000 HTG (~US\$80). Even if someone pays school for you, you're not going to have the book, you can't go ask the person for the money for a book too. It's difficult... (General Student Population, Male, 26-years-old, Economics, UNDH).^{clx}

HELP Students evaluated the Cost of Books as relatively more important vis a vis other challenges. For HELP students it was the most commonly selected greatest secondary challenge. It is not clear why so many students selective it because HELP provides books to the students. HELP purchases whatever books students need and makes them available to the program students Yet, more than three times as many HELP students cited Cost of Books as more challenging than Access to a Computer (14% vs. 46%), three times as many cited it as more challenging than Access to Internet (15% vs. 48%), and four times as many cited it as more challenging than a Place to Study (11% vs. 41%). It may simply be that all the other categories are better satisfied than Cost of Books.

Significant is that about one-third of both HELP and General Student Population respondents saw No Problem in any of the three Cost of Books comparisons. Cost of Books is examined in greater depth in the following section on Printing, because many students pay to print or copy textbooks.

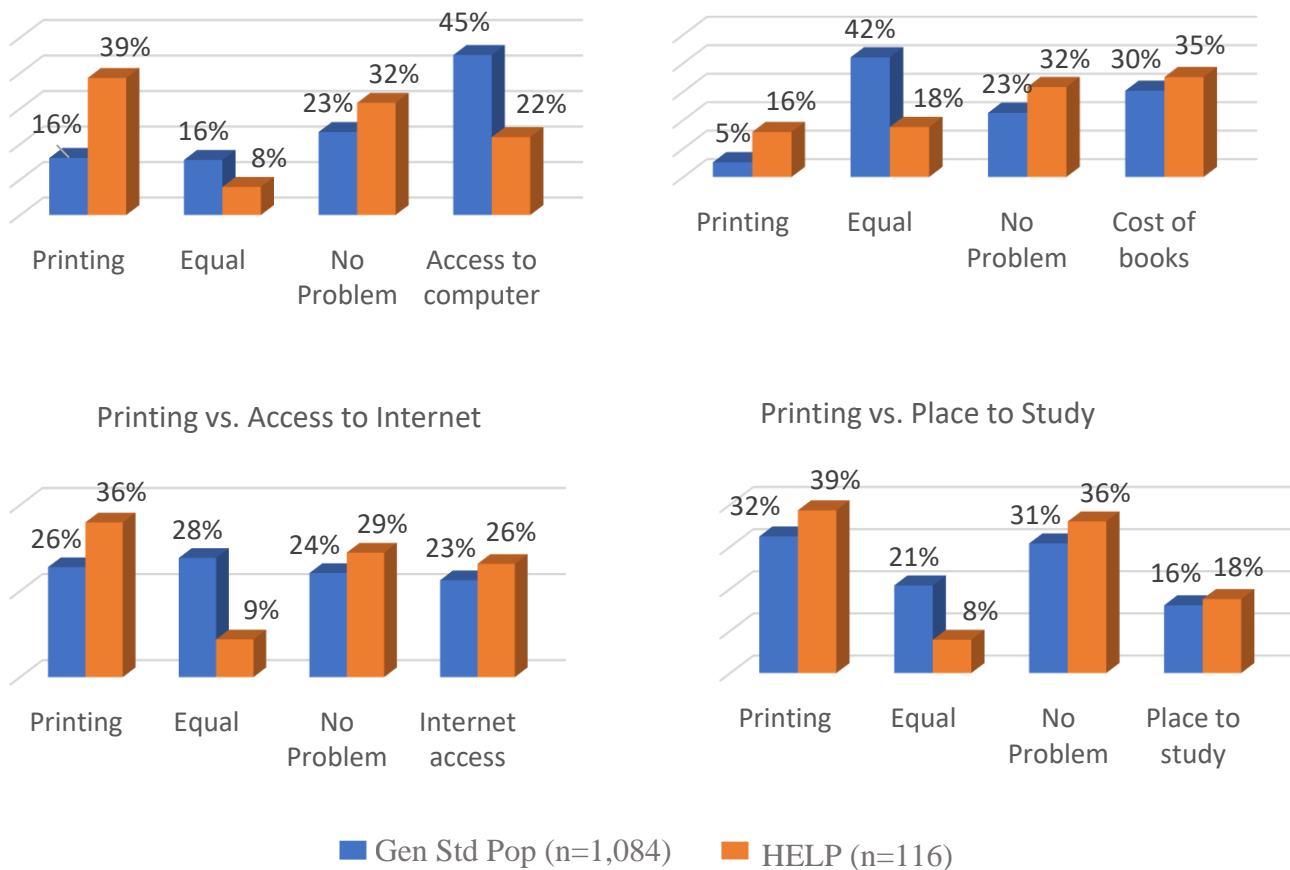
Figure 43: Ranking of Cost of Books Challenge



Printing

Already seen in previous sections, Printing was compared to Access to a Computer, Cost of Books, and Access to Internet. It was also compared to Place to Study (Figure 44). For HELP students it was evaluated as more challenging in all categories except Cost of Books, in which case it was evaluated as more challenging in about 50 percent as many cases (16% vs. 35%). HELP students cited Printing as more challenging almost twice as frequently as Access to a Computer (39% vs. 22%), about 40 percent more commonly than Access to Internet (36% vs. 26%), and twice as commonly as Place to Study (39% vs. 18%). For General Student Population respondents, Printing was one of the least commonly chosen challenges. It was cited as more challenging in only 30 percent as many cases as Access to a Computer (16% vs. 45%), 17 percent as frequently as Cost of Books (5% vs. 30%), only marginally more often than Internet Access (26% vs. 23%), and as with HELP students, twice as frequently as Place to Study (32% vs. 16%).

Figure 44: Ranking of Printing Challenge



Although Cost of Books seen in the previous section was rated far more commonly as a great challenge than Printing material for classes, printing often means copying textbooks, a point evident in the fact that almost half (42%) of all General Student Population respondents said the two were equally challenging. Students in focus groups commonly conflated the two categories,

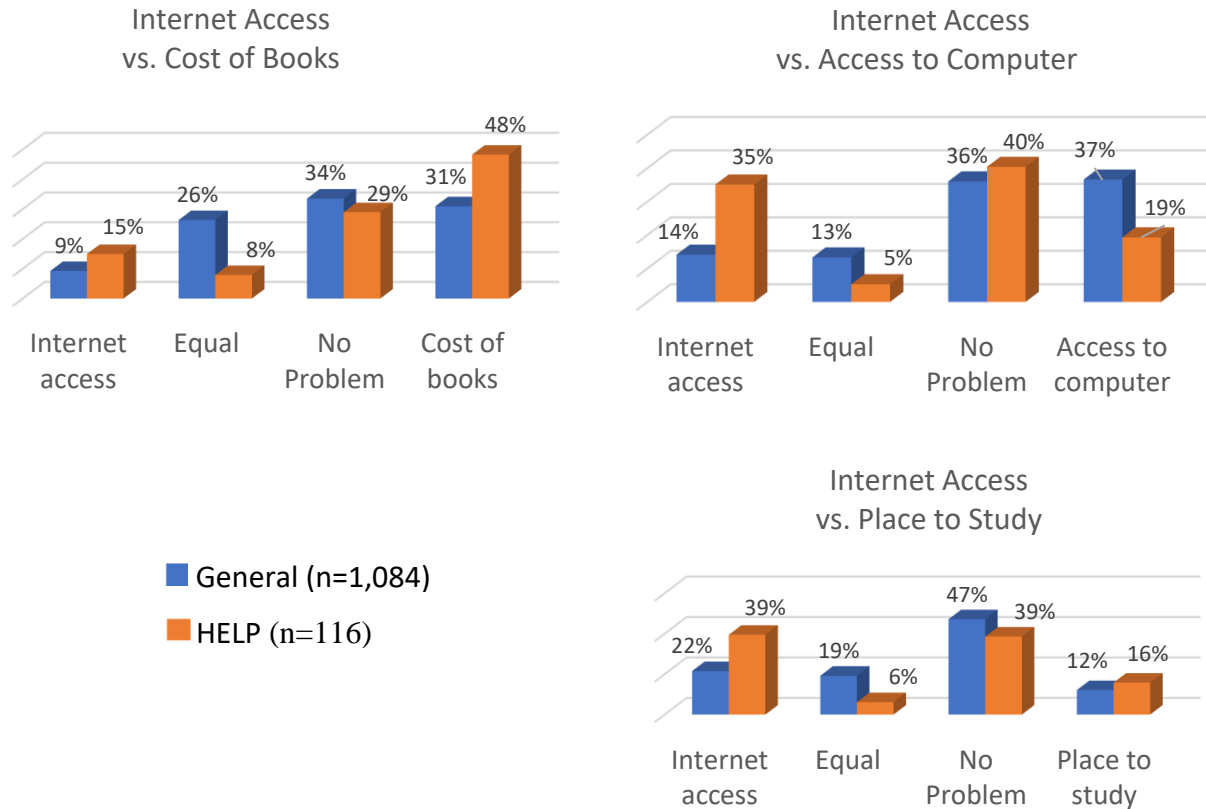
Well, it's good that I'm in the State University because, as I've been saying, I don't pay as much for school as some of the others. What I do pay, is just a small fee. When I take a course it's more a matter of paying for documents, because a single book can sell for 1,500 HTG. For example, sometimes you can't even get the book to make a copy. The biggest cost is documents so that you can study. (General Student Population, Male, 27 years of age, Computer Science, INAGHEI).^{clxi}

It's the same thing. It's when I got into school, and mind you I'm in a public University, but I still had money problems, because of copies, books. The books, they never stop giving you [to buy]... When you just look at the books, even if you make copies, you can't do it. I don't need to tell you about the cost of the books. That means that you're blocked. And because you're on scholarship, the State is paying, you have to be 'tight', hold your legs together tight. You make a lot of efforts because you have to.... (General Student Population, Male, 29 years of age, Accounting, INAGHEI).^{clxii}

HELP students had little to say in focus groups about the cost of printing and books. As seen elsewhere, they appreciated the fact that HELP covers the expenses for them through provision of a monthly allowance and through provision of books HELP reduces the need to copy books. Nevertheless, it should be noted that HELP students most often chose Costs of Books as more challenging than other secondary categories and that Printing was the next most commonly cited greater challenge.

Access to Internet

Access to Internet was compared to Cost of Books, Access to Computer, and Place to Study (Figure 45). For General Student Population respondents, Internet Access was only cited more frequently than Place to Study, almost twice the number of students chose it (22% vs. 12%). In the other two cases, General Student Population respondents selected Access to Internet relatively infrequently: less than 1/3rd as commonly as Cost of Books (9% vs. 31%) and less than half as commonly as Access to Computer (14% vs. 37%). For HELP students, Internet Access was chosen by only 1/3rd the number of students who evaluated Cost of Books as more challenging (15% vs. 48%); but it was chosen by twice as many respondents as more challenging than Access to a Computer (35% vs. 19%), and more than twice as frequently as Place to Study (39% vs. 16%). The significant point is that HELP students more frequently cited Access to Internet as more challenging relative to other challenges.

Figure 45: Ranking of Internet Access Challenge

We know from focus groups that internet was seen as less of a challenge than the other categories. Moreover, all students have cell phones (see Part III). In Port-au-Prince internet service is readily available via cell phone and can be purchased at as low a cost as US\$0.70 per 2 GB, enough for a typical student's daily needs of research and communication. Students did sometimes complain about schools not having internet service, but those complaints were linked to the issue of computer labs and hence linked to the fact that more than half of students have no computer, as in the following,

...lack of structure, structure. There is no library that's adapted to reality.... The books you find in the library are old.... The internet, there is no access to internet, things like that (General Student Population, Male, 27 years of age, INAGHEI, Accounting).^{clxiii}

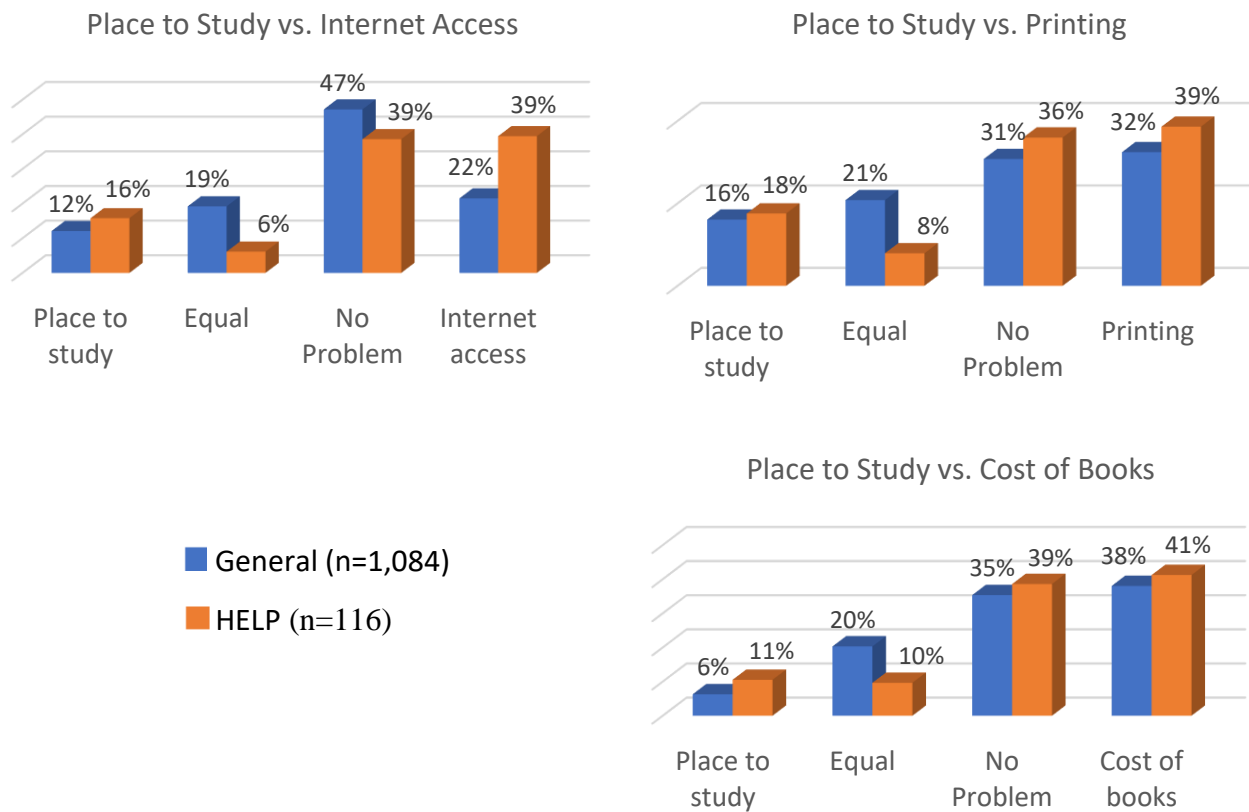
Why HELP students find internet access challenging is likely because of weak signals accessed through telephones. HELP provides internet service in the computer labs but not in the dorms.

Physical Space to Study

Physical Place to Study was compared to Internet Access, Printing, and Cost of Books (Figure 46). For both General Student Population and HELP students it was the least frequently cited as a

greater challenge. For General Student Population respondents it was almost half as frequently chosen as Internet Access, half as frequently chosen as Printing, and about 1/6th as frequently chosen as Cost of Books. For HELP students, Access to a Place to Study was overall chosen about 30 percent more frequently—for all categories—than with General Student Population respondents. It was nevertheless the least frequently selected of any of the three comparative categories. Specifically, less than half as many HELP students chose it over Internet, half as many chose it over Printing, and about 1/4th as many chose it over Costs of Books.

Figure 46: Ranking of Place to Study Challenge



Thus, when asked to compare the importance of having a place to study, it was considered by only a small percentage as an issue greater than other challenges. While we do not have the data here, we can infer from discussion groups and previous analysis that the reason physical space to student was not given greater importance was simply because the typical Haitian student is confronted with challenges much more immediate than an actual place to study, peace and quiet, and the availability of electricity—all very real constraints in Haiti. But the point should not be lost that physical space to study as well as classrooms were very real issues that students brought up in the General Student Population focus groups,

Sometimes they (students) come home, they can't find a peaceful place to study. So they're obliged to go to their university to study, or study in the park. They come home very late... (General Student Population, Female, 21 years of age, Management, UP)^{clxiv}

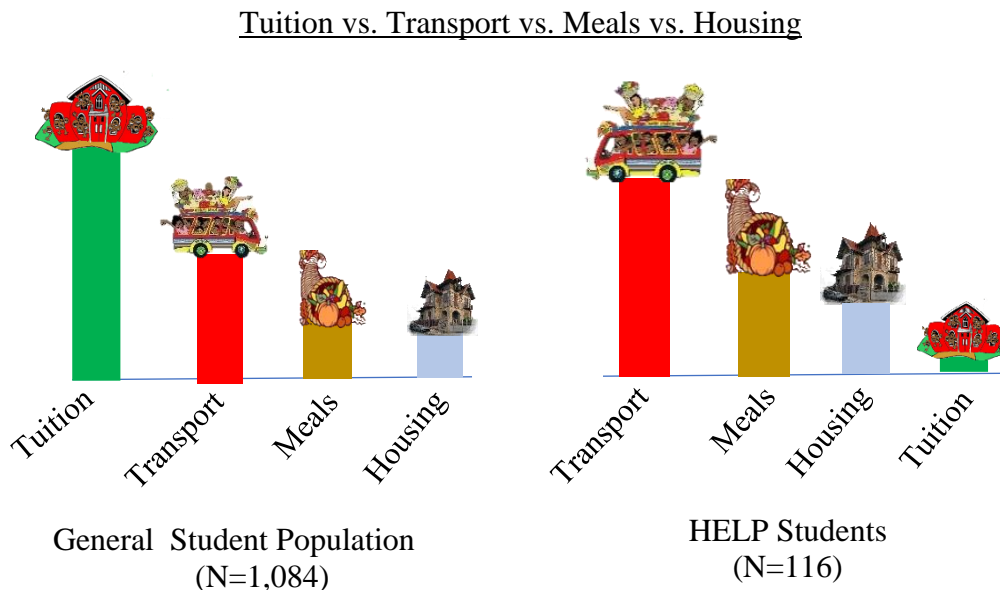
...another thing I don't like, where my school is located, because we have two annexes. Next to each annex there is a restaurant and a pool. You can be in the classroom and you hear a lot noise, I'm talking music and people partying. They crank the music. You're in the classroom and it's like you're sitting in the middle of a party. The only thing is that you can't see the people partying. (General Student Population, Female, 21 years of age, Management, UP).

Summary of Comparisons

Summary of Relative Needs: Tuition vs. Transport vs. Meals vs. Housing

Tuition was considered by far more students than any other primary challenge category as the most challenging need to meet. It was chosen by twice as many students as a more difficult challenge than Transport, which was considered by three and one-half times more students as a greater challenge than Meals, which was considered by 30 percent more students to be a greater challenge than Good Housing (Figure 47).

Figure 47: Ranking of Most Significant Primary Challenges



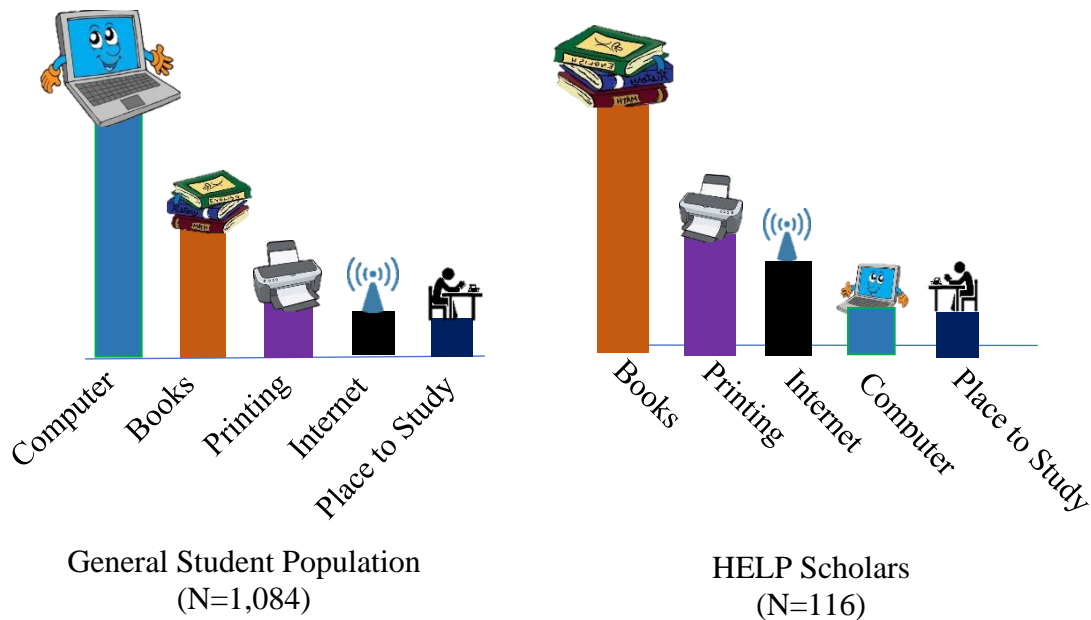
Summary for Secondary Needs: Computer, Books, Printing, Internet, Place to Study

Figure 48 sums up the findings for the comparative difficulty of Secondary Challenges. Most General Student Population respondents reported Access to a Computer to be the primary challenging Secondary need. Approximately twice as many students found it more challenging than Cost of Books, which was considered by six times as many students more challenging than the next most challenging need. Printing, which was seen by almost the same percentage of General Student Population respondents as challenging vis a vis Access to Internet, both of which were considered by about 50 percent more percentage points as a greater challenge than finding a Place to Study.

For HELP students the situation was different. Cost of Books was most commonly cited as the most difficult Secondary Challenge, twice as many students cited it as they did Printing, three times the number cited it than chose both Access to Internet and Access to Computer and four times as many cited Cost of Books than chose Place to Study. Printing followed Cost of Books. It was only about 1/3rd more commonly selected than Access to Internet but twice as frequently chosen over Access to a computer, and about 2.4 times more commonly selected than Place to Study. This left Internet Access twice as commonly selected as Access to Computer and about 2.3 time more frequently slighted in the least commonly selected challenge, Place to Study.

Figure 48: Relative Ranking of Most Significant Secondary Challenges

: Printing vs. Cost of Books vs. Access to Internet vs. Access to Computer vs. Access to Space to Study (N=1,084)



HELP and the Relative Ranking of Challenges

It is clear from the General vs. HELP Student analysis above that the reason for differential frequencies lies in the assistance HELP gives its scholars. The point is particularly evident in primary challenges regarding Tuition, which drops from first place for General Population to last (4th) place for HELP students (Similarly regarding secondary challenges, provision of computers and access to computer laboratories for HELP students causes computers to drop from first place for General Student Population respondents to second to last place for HELP students (again, from 1st to 4th place).

Summary: “No Problems”

In concluding we offer a final view of the data that supports the findings above. When confronted with a comparison, students had the option to select “No Problem”, meaning that neither of the challenges was a problem for them. If we count the actual number of times that respondents chose

“No Problem” rather than selecting one or the other challenge as more difficult than the other, the overall frequency for all comparisons is approximately the same for General Student Population as it is for HELP scholars (Figure 49). And if we look at the specific cases when a General Student Population vs. a HELP student chose or did not chose “No Problem” we find another way to evaluate the relative significance of different challenges. Specifically, Figures 4.33 summarize the proportion of times that an individual, when confronted with a comparison involving the subject challenge, did not opt for the choice. So for example, in how many of the cases that an Individual was asked about Meals vs another challenge did the respondent select 'No Problem'. In this way the frequency can be thought of as a proxy for the ‘intensity’ that a challenge is not a problem for a student. A review of Figure 49 and Figure 50 shows that the frequencies correspond closely to the analysis above and in preceding pages, lending credibility to the conclusions.

Figure 49: Proportion of Respondents Choosing to Rank a Challenge Compared Choosing "No Problem"

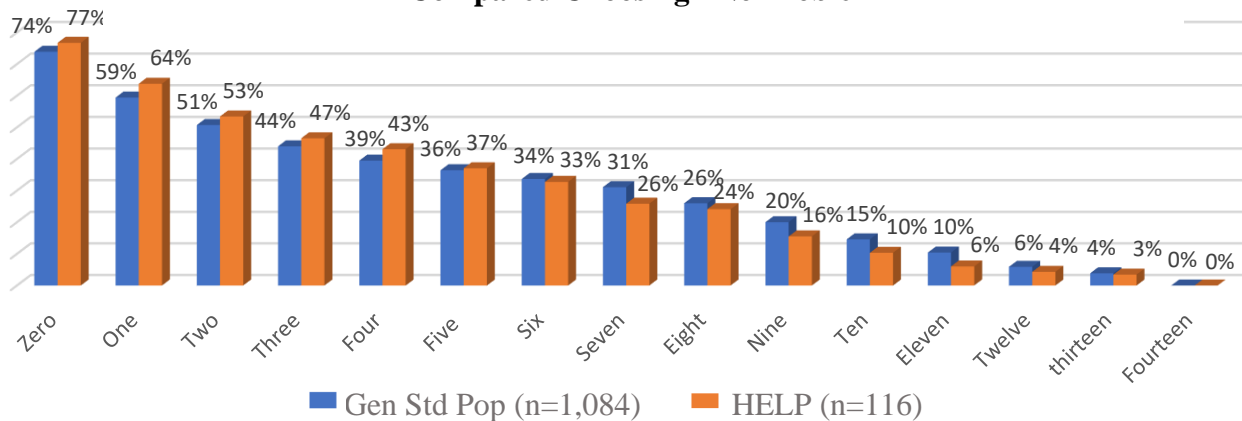
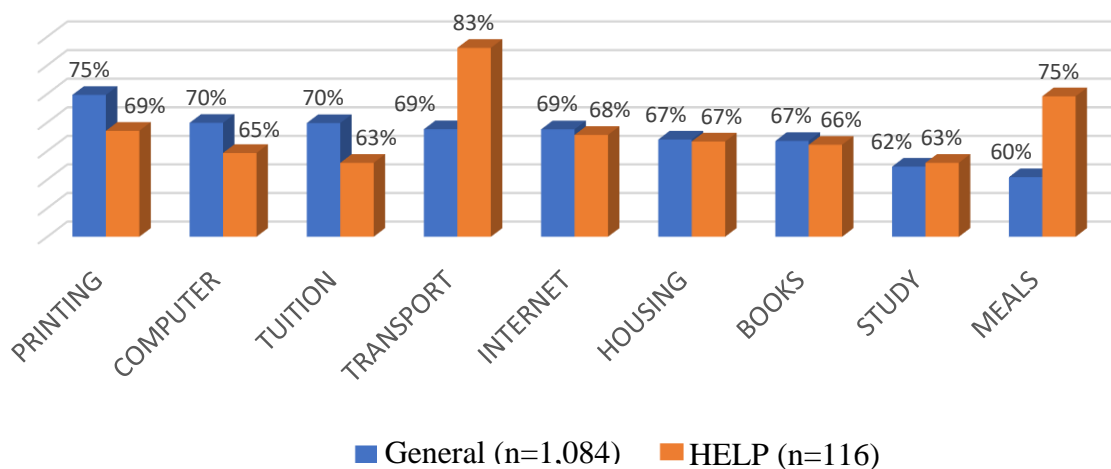


Figure 50: Most Problematic Challenges for All Students



The 'Software' of the HELP Program

Orientation

Even before students are accepted to the program, HELP provides students with an intensive two-week orientation program that includes a career seminar where students learn about the various fields of study and hear from students, graduates and seasoned professionals in those fields to help students make informed decisions about the skills necessary, the employment market and the challenges they will face. The impact of orientation was something mentioned in focus groups by almost every single HELP student,

...It was in the Professional Orientation that I learned that Administrative Science is related to everything. Everything needs an administrator.... And that's the way I decided on Management of Financial Institutions. (HELP, Female, 21-years-old, 1st Year, Management, UNIQ).^{clxv}

.... It is when I was in Philo that I heard of the HELP program. But before that, I didn't really know what I wanted to study.... When I came to HELP, in the Professional Orientation that they gave, they explained the different fields of study and all that was involved, what opportunities there were, and that's how I came to see that I would rather do Industrial Engineering. (HELP Student, Male, 18-years-old, 1st year, Industrial Engineering, UNIQ).^{clxvi}

I always wanted to learn something that has to do with mathematics.... When I went to professional orientation (at HELP) I saw that one aptitude related to mathematics is computer science. That means that one intellectual capacity has to do with twice as many skills a person can learn. Like a person who is good in mathematical logic, he can go into civil engineering, industrial engineering, etcetera, and medicine, and computer programming.... (HELP, Male, 17-years-old, 1st Year, Computer programming, ESIH).^{clxvii}

The career orientation and career counseling can be called a game changer. The impact can be seen when we contrast HELP students to those of the General Student Population, most of whom had only a vague idea of what they could do with their major. Some even seemed completely adrift, never having been sure what they wanted to study and with no guidance in trying to figure it out,

Well, coming out of Philo (12th grade) I chose medicine. But ordinarily, I would have chosen Civil Engineering. But now I'm in accounting... (General student population, Male, 22-years-old, UNASMOH, Accounting).^{clxviii}

...when you're in high school you always have teachers that will give you backup, that are interested in you. When you go to university, now you're all alone.... (General Student Population, Female, 21-years-old, Business Management, UP).^{clxix}

When I was in high school I had in mind either I would go into Medicine, precisely Pediatrics because I like children a lot. I aimed to spend a lot of time with children, that would have made me happy. After that, I said that I could go into mathematics. I went

straight into Administration.... It's a shame I went into it like that.. (General Student Population, Female, 21-years-old, Public Admin., INAGHEI).^{clxx}

After I finished high school I had a list of universities that I wanted to go to, but I always like psychology. I chose (The State University School of) Ethnology, I went and took the exam for Ethnology. I didn't make it. After that, I applied for two other colleges that were in the Human Sciences because I took my chances in several, and I took the entrance exam for the (State University) School of Social Science. ...I still didn't make it. Afterward, I was thinking, thinking, thinking, I chose IHECE [a school specializing in administrative sciences]. But I never finished. Then I went to the University of Port-au-Prince where I took Public Administration. But again, that's not what I wanted to do because numbers are not something that I'm so comfortable with. Finally, I withdrew. Now I got it in my head to leave all those colleges, to go somewhere else to study, outside of Haiti. (General Student Population, Female, 23-years-old, former Public Admin., UP).^{clxxi}

Curriculum IT, English and Citizenship & Leadership

HELP scholars participate in mandatory courses in English, Computer Literacy and Citizenship & Leadership . HELP has developed its own integrated curriculum to assure that students not only have the technical skills provided by the universities but have the hard and soft skills demanded by local employers and the leadership skills to be engaged in the HELP mission for social change in Haiti. The best way to summarize how students view these courses is as a educational program on par with their university studies, one that prepares them to be competitive in the job market and/or continue on to graduate school.

Well, I can add more to what they're saying. The training that HELP gives, for example the Leadership course, the English course, the computer courses, because they choose professors who can assure you good training, that's what I have to say. (HELP Student, Female, 19-years-old, 1st Year, Management, UNIQ).^{clxxii}

Another thing I would say is important is the courses they give us, Leadership, English and Computers, that gives us something more. Because when you're finished studying in HELP, you have what you need to get another scholarship to continue your studies. English is very important. Computers too can help you develop your mind more. Well, I can say that it's more than paying university for us, the other important thing is these courses. (HELP Student, Female, 18-years-old, 2nd year, Finance, UNIQ).^{clxxiii}

...the first is, it's the courses that are very important for us. Those that they give us along with our studies. They complement Communications that I'm studying. Like Leadership, Computers, they are very important to us. Without forgetting English. And not only in Haiti, it's a language that is used all over the world. (HELP, Male, 20-years-old, 2nd year, Economics, UNDH).^{clxxiv}

The students so appreciated these courses that there was even a suggestion from one student that they should be expanded to include other courses that are online and could be made available to

university students who are not in the HELP program, a hint at HELP becoming a “University” itself,

Online courses. It’s a good thing. But, it should be them [HELP] that makes them available.... That’s what would be interesting to me and some of the other students at my university, if HELP could make us find other complementary courses together with the courses we have that are not, that are not sufficient for us in school, online that supplement this for us. It might seem like a big request but I think it would be the best thing, the best thing that could happen, especially for the other kids at my university. Because courses online, wow! (HELP, Female, 19-years-old, 2nd year, Communication, UNDH).^{clxxv}

HELP courses are a type of guarantee to the students that they have in fact received a useful and marketable education. Students in the General Student Population were often despondent about their professional qualifications. To repeat a quote seen in the first section of this report,

... Nowadays, with all these places in Haiti that are making universities, universities. People don’t learn much. When they’re finished and they go out on the job market they don’t even look at them as people who went to a university.

(General Student Population, 26-years-old, Industrial Engineering, UNIQ).^{clxxvi}

Eh, I can say that the biggest problem for us is... you see you have a diploma in your hand and you can’t do anything with it.

(General Student Population Student, Male, 21-years-old, Elect-mech, Engineer, GOC).^{clxxvii}

Career Counseling and Internships

HELP’s Career Services and access to internships were also highly valued and seen as rounding off the HELP experience. HELP actively pursues relationships with local employers to assure students have practical experience before graduation and strong opportunities for graduates.

All those points are really sensitive. They’re important. It’s a lot of things that HELP pays for regarding school. But there are other things too. There is a department inside HELP that is really interesting. It’s Career Services. They help you find an internship that you can work at while you’re studying. Generally, when you’re done with school, you go look for a job and they ask you what experience you have. Not only you studied, you took a course in Leadership, you studied English, you learned computers, and you have experience. You’ll find work. (HELP, Male, 17-years-old, 1st year, Computer Science, ESIH).^{clxxviii}

Sometimes HELP finds an opportunity for us. The University is not a good source, it’s not the University that helps you find an internship so that you can practice, practice, practice.... (HELP, Female, 21-years-old, 4th year, Agronomy, UNIQ).^{clxxix}

The importance of assistance with internships is best appreciated in the context of the non-HELP students who do not have access to the same opportunities, and frequently lamented that they could not get job experience.

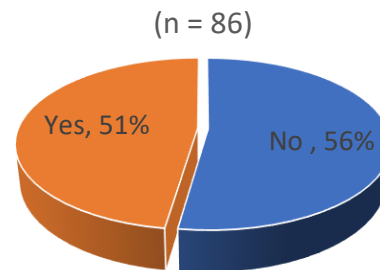
...one of the biggest problem we Haitian students confront is that to really learn you need to practice.... It's practice that is going to permit you to excel. We don't find it.... For example, take agronomy, rarely do you see them take an agronomy student to the field. And especially those of us in Computer Science. There is no laboratory here that they take us to and explain that you use this for this reason. We don't have it. (General Student Population, 28 years of age, Journalism, ISNAC).^{clxxx}

If I go to the University, it's because I hope, eh, to work, to get experience in an area. Oh, my country, it doesn't offer me that opportunity. Despite that I'm in the University and all that, it does not give me many opportunities.... Even us who are training in public administration, we see it's not us who qualify, who get jobs. They take other people who don't even have any qualifications, who have not even been to the University who are in those jobs.... And we have to get experience because [employers] ask that you have experience. (General Student Population, 28-years-old, Public Admin., INAGHEI).^{clxxxi}

The most pressing needs students face are economic. Money is both necessary and scarce. But the issue is more complex than it might at first seem. Costs are bound up with the abominable infrastructural conditions of Port-au-Prince as well as poor infrastructural conditions in the schools themselves, including the complete absence of dormitories or any alternative student housing, transport that is logistically challenging and even dangerous, and the high crime and insecurity students described in Part II of this report. Printing material and books costs money but it is not simply a matter of paying for printing; the student has to get there through a mass of typically snarled traffic, and then hope that it is open and functioning when they arrive. Evaluating the challenge of housing is not simply a matter of price; it is bound up in the level of neighborhood gang activity, distance to school, intensity of traffic, and availability of public transport as well as availability and strength of phone and internet signal. Just how difficult it is to meet certain challenges is also bound up with what the student's family can give him or her for free—such as meals and a place to sleep--or that the student can somehow procure through another strategy that avoids direct purchase—such as using internet at a workplace. Commentary from HELP students captured the complexity of these challenges. We asked every one of the 26 HELP focus group participants the question, ‘what is the most important benefit HELP provides?’ And every one of them resisted singling out any one greatest benefit of the HELP scholarship bundle of services,

.... In the end it's a single package. I don't know how to give any one thing more importance (HELP, Female, 20-years-old, 2nd Year, Economics UNDH,).^{clxxxii}

Figure 50: University Found Internship



.... HELP resolves a lot of problems, not only the tuition scholarship, like the way they give you a place to stay considering the distance to school. The way they treat us and give us what we need for a computer lab.... Yes, it's complete. (HELP, Female, 21-years-old, 1st Year, Management, UNIQ).^{clxxxiii}

Eh, I find it really difficult, I don't really like to speak about a single thing that is more important that HELP gives us. Because just as the other participant was saying, it's a package.... every time I start to think and I say to myself if we didn't have such and such things would be really difficult for me (HELP, Female, 19-years-old, 2nd year, Communication, UNDH).^{clxxxiv}

Thus, HELP students understand that there is a synergy to the scholarship program that comes from the programs comprehensive approach to assuring that students basic needs are met. But there are also challenges not readily apparent, subject of the next and final section.

CONCLUSION

NURTURING A FUTURE GENERATION OF LEADERS AND SCHOLARS^{clxxxv}

HELP's mission is to create, through merit and needs based scholarships, a community of young professionals and leaders who will promote a more just society in Haiti.

In this final section we look at the synergy of the HELP program. Consequences of the program that are not readily apparent include liberating students from social constraints of family and friends and empowering students to look beyond the immediate economic rewards of getting a job.

Breaking Away from Poverty, Parents and Social Constraints

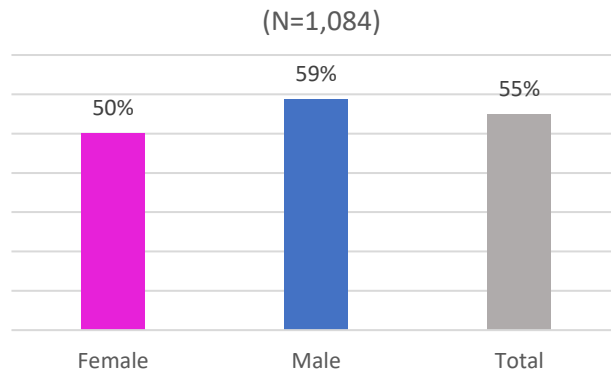
Financial independence and guidance help students break away from social constraints, particularly limitations imposed by parents and family members who themselves have a narrow understanding of the opportunities available to students. More specifically, in the context of poverty, changing educational opportunities and demands, students often unrealistically gravitate toward, and even pushed into pursuing professions that may be unrealistic for the student and even unrealistic in terms the development of Haiti. In contrast to HELP students, those of the General Student Population--with no professional guidance, little money and dependent on parents—found themselves at the mercy of whatever came. Almost half (45%) of those in the survey said they were studying something they personally did not want or intend to study (see Figure 51). Below

we expound on these constraints and how the research reveals HELP empowers students to overcome them.

Parental Constraints

As seen in the Part II, "...in Haiti there is the issue of parent's choice. Your parents often make a choice for you." and "the dream of almost all parents and that way that all children think is, eh, doctor, lawyer and ...engineer." Not least of all, "... there is a type of myth they put in children's mind, teach them that they need a degree so they can qualify for a State job." Not only are these expectations inculcated early on in child's life, but the parents--most of whom are working class people who never got past primary school--often insist their children pursue specific careers. And because most students are totally dependent on parents or family for tuition, meals, board, and even money for transport, snacks, and books, the students often have no choice.

Figure 51: Studying Preferred Major



In fact, I come from Cap Haitien. I am a Capois. Since high school I've been interested in law. I had a friend who gave me some Agatha Christie novels.... I found that I'm very passionate about murder mysteries.... But my family was not very encouraging in this, they saw it as something futile... Well, when I took orientation (at HELP), I saw the way they spoke about law. I found it different than the way my folks tell me. And I took a personality test. When I see what my aptitudes are... law was one of them. Well, I decided that it really is for me... (HELP Student, Female, 19-years-old, 1st Year, Law, UNIQ).^{clxxxvi}

Me, I am studying law. In fact, before, when I was little, I think my parents put into my head to study medicine. But when I got to high school, that wasn't my passion. I wanted to study law or something related to social science, perhaps history, or even sociology, ethnology, something that has to do with people.... (HELP, Female, 21-years-old, 3rd year, Law, UNIQ).^{clxxxvii}

We heard the same story over and over from HELP students. And the message was that without HELP, students would not have been even allowed to pursue their intellectual interests. As yet another student recounted.

When I was little I always dreamed about studying law. Unfortunately, my parents did not want me to. They told me that they would not pay for me to study law... (HELP, Female, 21-years-old, 3rd year, Law, UNIQ)

In this case, as students recounted in case after case, it was HELP that made the young woman realize that law really did fit her competence and interest,

...and then I found HELP. I went to the professional orientation that HELP gave. And I saw that I could study law. And despite my parents not wanting me to, I spent a week trying

to convince them that I wanted to study law and that what they thought law was is not what it really is. And so I came to study law. And that's what I've dreamed of doing since I was little. (HELP, Female, 21-years-old, 3rd year, Law, UNIQ).

Without assistance from HELP, there is little hope the above student would have pursued her passion,

Sociodig Interviewer: But did your parents ever agree?

Student: No.^{clxxxviii}

Thus, we have a situation where some of the most qualified students in the entire country are often forced into the pursuit of careers for which they have little interest and that they may not even be suited to study. The HELP program allows students to break from these constraints. The support that HELP gives means that these high achieving, highly competent, potential future leaders can pursue their own interests, passions and competencies without having to succumb to the whims of parents, the vast majority of whom never went to University.

...it was medicine they put in my head. Especially gynecology. ... right up until I got to HELP, when I was taking professional orientation, they had a panel on economics. There was a person who had just finished his course work and one who had several years of experience. They were explaining what was involved. And when I was thinking about it afterward and talking to people, I realized that I really do have a competence for that. And truth is, I never wanted to study medicine... (HELP, Male, 21-years-old, 3rd year, Economics, UNDH/FSESP).^{clxxxix}

In some cases, the simple fact that they could attend '*prefak*' for a specific subject meant they went into an entirely different area of study than what they had hoped for,

... I had in mind either I would go into Medicine.... Prefak chose for me.... now I'm in 4th year of Public Administration (General Student Population, Female, 21 years of age, Public Administration, INAGHEI).^{cx}

I counted on going to FDSE (State Engineering College)... But because I couldn't afford Prefak, I didn't go... I had to change my plan....(General Student Population, Male, 24 years of age, Computer Science, USFAH).^{cxci}

But more than anything it was raw economics that compelled students to pursue a degree they were not interested in.

...when I finished high school, I said that I would go into law... My father is getting old. There wasn't enough means. I went into Hospitality... (General Student Population, female, 22-years-old, Hospitality, BTC).^{cxcii}

...I thought that I would learn Networks...Well, the cost was so high I realized I had to change my options... (General student population, Male, 28-years-old, ISNAC, Journalism).^{cxci}

When I was in high school my vision was to go into medicine. I saw that my father and mother's work, it wasn't enough.

(General Student Population, female, 24-years-old, Communication, ISNAC). ^{cxciv}

...my dream was to become a big programmer, but unfortunately... My mother died...

(General Student population, Male, 24-years-old, IHECE, Admin). ^{cxcv}

I had the possibility to study medicine. But unfortunately in 2010 my father died...

(General student population, Male, 30-years-old, FASCH, Com.). ^{cxcvi}

When I finished high school I wanted to study diplomacy. But economic problems meant that I couldn't. (General Student Population, Male, 26-years-old, Economics, UNDH). ^{cxcvii}

I wanted...to become a lawyer or a... or to go into Business Management because ... you're dependent on your parents, you can get halfway, they tell you they can't help you anymore. I resigned myself to the fact ...that I would go into Hospitality, so that I could find some work so that I could continue my education.

(General Student Population, Female, 22-years-old, BTC, Hospitality). ^{cxcviii}

Thus, students not in HELP were at the mercy of a wide array of arbitrary and unpredictable determinants of what they wound up studying, most importantly money. And here we arrive at another major difference between HELP students and those students in the General Student Population. Specifically, how HELP opens the way for students to think in terms of becoming a real agents of change.

Creating a New Future for Oneself and Haiti

As seen above and as with students anywhere, General Student Population respondents thought about the job market and getting a job. HELP students too tended to be job oriented. But the difference is that literally no General Student Population respondent proposed any ideas about creating their own business, about becoming a consultant or developing a specialized, marketable profession. Notwithstanding the fact they are attending the same universities in the same country, HELP students often see underdevelopment and problems in Haiti as an opportunity, not a limitation,

...Everything they need to do [in Haiti], it's someone from outside [who comes to do it]. But me, I'm going to be a reference, someone who can help my country, who can act to help to build an economic understanding of my country. (HELP, Female, 18-years-old, 2nd Year, Finans, UNIQ, Economics). ^{cxcix}

Such comments were never heard in General Student Population respondent focus groups. And HELP students went even farther, talking frequently not about the job they hoped to get, but the job they would create.

... But me, I always want to study law. But with the Orientation I participated in at HELP, it had Communication and Law, I came to choose communication. Let's say that with Communication I feel like I'm better suited. It's true that I always like law and I still like law. But I've come to try to understand social communication, to work with people, to influence people, so that I can struggle against a series of barriers. It's a question of conscience, etcetera. In the end I chose communication. And I feel good about it. (HELP, Female, 19-years-old, 2nd year, Communication, UNDH).^{cc}

Um, I can say that since Rheto, Philo, (final two years of secondary school) I've had two dreams.... Management of Enterprise and Interpreting. But I lean more toward interpreting because I like English a lot. And, just as some of the other students were saying, it's when I arrived at Professional Orientation at HELP that I came to see that a businesswoman, she too can be interested in English. It's a factor in what she's studying because when you're a businesswoman, you have to get along with people in your own country, but you need to connect with people in other countries as well. That's why now I'm studying Business Management. (HELP, Female, 19-years-old, 1st year, Business Management, UNIQ).^{cci}

And, in a development that further brings home the power of HELP, we found HELP students focusing on resolving the very issues that had limited them as children and were limiting other students in Haiti who do not have the guidance of HELP

... I've decided to do a Master's to help Haiti in this sense, to integrate economics in grade school.... Because it's a problem we face. We lack competence in economics. (HELP, Male, 20-years-old, 2nd year, Economics, UNDH).^{ccii}

Ok, um, when I was in high school, I had it in my head to study psychology. But when I came to HELP, when I went to the Professional Orientation and they started to talk about several other professions, I became interested in finance... Well, I'm thinking about the future, I will match the passion I have for art that deals with dance, singing, music, and painting. Um, well, I do not do design, but I like to see people do it. And I like images too. Well, all that comes back to psychology, I want to make a type of school that will allow students to come and search for self-validation through art. Because many children are doing extraordinary things (with art) but nothing is there to nurture them in the endeavor. (HELP, Female, 18-years-old, 2nd Year, Finance, UNIQ).^{cciii}

Helping Create a Generation of Haitian Leaders

We know from listening to the focus groups that if students did not get into the HELP program most would apply to the State University where they must contend with riots and protests, overcrowding, and where, as seen earlier on, only some 14 percent of students will even graduate. We saw this at length earlier on, there is no reason to repeat this here. What is not evident in the focus groups is that by virtue of their intellect, ambition, and social skills—the very grounds HELP used to choose them—the highest achievers among them would likely find their way out of the country. They would find sponsors or qualify for the few overseas scholarships that are fair and available and they would leave. Ironically, one of the ways these students would have escaped, if not been lured away from Haiti, is by tapping into international scholarships ostensibly offered in

the interest of developing Haiti. Here are comments from just a few of the students who may well have found their way out of Haiti.

...the same as the other HELP student was saying, I applied for a scholarship for Japan... But HELP gave me an opportunity, I don't need money in my pocket. I didn't need anything else. I took the opportunity. (HELP Student, Male, 18-years-old, 1st year, Industrial Engineering, UNIQ).^{cciv}

There were several other scholarships that I had information about. But HELP got my attention so early on that I had already applied.... (HELP, Male, 20-years-old, 2nd year, Economics, UNDH, Economics).^{ccv}

...and there is Taiwan too, if you have a .7 GPA, you apply, you can go. There is Mexico, there are several other scholarships that opened up, that were there that I could have applied for. But HELP was there first and I applied and I got in. (HELP Student, Male, 20-years-old, 2nd Year, Economics, UNDH).^{ccvi}

I was in the preselection... there was another stage... for Taiwan... (HELP, Male, 24-years-old, 4th year, Management, UNIQ).^{ccvii}

No one can blame high achieving students for wanting to leave Haiti. Given rampant urban crime, political instability and other challenges seen in this section, and with no program that offers supportive, intellectually nourishing environment if they stay in Haiti, something would be amiss if a student did not consider leaving Haiti.

To be honest and not be a hypocrite, I would say no [I would not stay in Haiti], because seriously, the way the country is, it makes you disgusted to be in it. Let's be serious, we have not been to school since September (3 months), the country is totally blocked. Even two-year olds can't go to school. (General Student Population, Male, 28 years of age, Journalist, ISNAC).^{ccviii}

Yes, well, the question about people studying in Haiti at this moment now, there's a lot of constraints. The person has a lot of constraints with respect to economics, family, distance, all of that. Students can't study because of the security situation that we have now in Haiti. (General Student Population, Male, 29 years of age, Accounting, INAGHEI).^{ccix}

The question of studying in Haiti at this moment? I can tell you it really is impossible. Because the situation in the country, it's not everyone who can work. There are people who truly want to study, but they don't have anyone to support them, they don't have money to study in the university. Because there are those that are expensive and it's not everyone who can afford them (General Student Population, Female, 24 years of age, Accounting, INAGHEI).^{ccx}

Even some HELP students are fed up. When we asked HELP students what they would do if they were given a scholarship in the US, Canada or France with all the same support that HELP gives, some students candidly said they would leave,

Ah! The situation of the country, sincerely, I would leave. Because it's not HELP that is a problem. At the moment, the way the situation is, means that HELP itself, it can't accomplish its mission. If I found that I could go to another country and I got the same assistance that HELP is giving me.... If I found somewhere else all the structure that HELP put in place, and I'm safe, everything is working. Good, well, rationally that's the way it is. (HELP Student, Male, 20-years-old, 2nd Year, Economics, UNDH).^{ccxi}

.... I want to stay to help too, but with this situation, I'd have to go. (HELP, Female, 19-years-old, 2nd year, Communication, UNDH).^{ccxii}

I would say the same thing too. Because it's not HELP that's the problem. But it's the country that puts you in a situation where you have to be stressed, you have to be afraid, you don't feel you're safe. You don't feel good, you don't know when you're going to die, you're afraid. (HELP Student, Female, 20-years-old, 2nd Year, Economics UNDH,).^{ccxiii}

Not all HELP scholars said they would leave. Despite the egregious security situation, political instability, and bleak economic outlook, most said they would stay in Haiti and help their country develop and improve lives for future generations. It is here that we see the most far-reaching impact of the HELP program. HELP partners with these students in their endeavor to build a future, not only for themselves, but for the country of Haiti. HELP gives the students the support they need to stay and fight for Haiti's future. Common were responses such as the following,

I chose HELP, in the same way, HELP chose me. Well, I know that Haiti will not stay like this. And I want to bring a change, I want to make a contribution to the change in my country. Well, for certain, I would stay to study here. (HELP Student, Female, 19-years-old, 1st Year, Management, UNIQ).^{ccxiv}

Well, before I did not have the mind to go and live in another country. Since a long time I never had that in mind... Because I always see, I always saw the necessity for me to stay in my country, for me to work for the wellbeing of my country. Because normally, if all the youth left the country well, well leave the country, what will the future of Haiti be? (HELP Student, Male, 18-years-old, 1st year, Industrial Engineering, UNIQ).^{ccxv}

Ok, to respond to the first question. Before HELP, I was a patriot... but at a certain level... Well, now, I'm inside HELP and I have come to understand every day the reflections they push on us to become actors in the change of all that is going on. Not for us to see it and submit to it, but for us to act and come up with solutions. (HELP Student, Male, 18-years-old, 1st year, Industrial Engineering, UNIQ).^{ccxvi}

In fact, I think I would stay. Because the fact that you see me here, I can't imagine myself overseas...because everything I have, all the people I know are here and even if the country is like this, [because of HELP] I have a door to pass through no matter what. (HELP Student, Female, 19-years-old, 1st Year, Law, UNIQ).^{ccxvii}

Conclusion

HELP recruits high school graduates with academic and civic potential and, in addition to paying their university tuition, providing housing near the universities, paying for books and other costs, the program offers them access to contacts, internships, recruiters, and guidance regarding continuing education and professional opportunities. We have seen all this. These are not things that HELP only promises to students; they are services that HELP delivers. But one thing that might not readily apparent is what it means for such a program to exist inside of Haiti. These are types of services that cannot be bought in Haiti, even by those with resources. Without a program such as HELP, any student pursuing higher education inside the country, no matter what the income of their parents, will not have recourse to similar guidance and a similarly intellectually nurturing environment. In this way, participating in the HELP program means two things: first, that high-potential students in Haiti will get a good education and almost certainly graduate from university; second, that at least some those who otherwise might leave Haiti do not. We expect and the comments from HELP students seen in this report supports the assumption that the quality of the opportunities HELP offers are such that, for those who enter the program, the education experience in Haiti is not simply changed, it is upgraded to a level that is competitive with education in more developed countries. This creates a very real incentive to remain in the country and be part of a movement for change for students who might otherwise leave.

ENDNOTES

ⁱ Estimate for the GINI Index comes from the CIA (2020). It is based on their estimates from for all countries since ~2000. The estimates are not given for every year, but rather are made periodically. The estimate for Haiti comes from 2012.

ⁱⁱ The political situation looked like it might improve in 1990 when the immensely popular, leftist Lavalas movement propelled Jean Bertrand Aristide to power. A historic 70 percent of the eligible population voted, 67 percent of them for Aristide. Six months later, a group of CIA trained military army officers, sympathetic to the merchant toppled the regime. Three years of a violently repressive military junta and an international trade embargo followed. A US invasion restored Aristide to power in 1994 and the embargo was lifted. By that time the formal economy was all but non-existent. The number of Haitians employed in factories had fallen from 30,000 to 400 workers. At the same time, the Haitian merchant elite and a substrata of upwardly mobile nouveau riche had become smugglers and money launders par excellence, an industry they proceeded to perfect as middlemen in the flow of cocaine from Colombia to the US. Coupled with the highest levels of the merchant elite that controls imports and exports, Haiti's new role in transshipment of recreational drugs was to become the major political destabilizing factor.

From 1995 to 2000 a UN military peacekeeping force was deployed in Haiti. Notwithstanding, the capital city of Port-au-Prince began a descent into lawlessness. Banditry and kidnapping increased. Aristide was elected president again in 2000 with another historic ~70 percent voter turnout, this time winning 90 percent of those votes. The UN left the same year (2000) and the situation deteriorated even further. Territorial gangs were armed on the one hand by narcos, right-wing politicians and businessmen seeking to destabilize the government and on the other hand by the left-leaning government and its partisans seeking to maintain power. Weakened by the suspension of foreign assistance to the Haitian Government and aggressive opposition from the small upper middle class and elite, in 2004 a small cadre of 200 US supported soldiers toppled the government and Aristide was flown into exile.

The next two years saw a near total break down in Haitian civil society. The gangs and some of the military insurgents that had been used as political proxies in the fight for control of the country now became freelance kidnappers and armed bandits. They fought one another to monopolize urban produce markets where some 80 percent of the population bought and sold the food they need to survive. A new UN peacekeeping force deployed in 2004 did little to calm the situation.

With the election of Rene Preval in 2006, the violence began to subside. Preval negotiated truces with gang leaders. The UN peacekeepers and the Haitian National Police began to assert themselves, entering popular neighborhoods and engaging the gangs, arresting and even killing some gang members, such as when, in the dead of night, Peruvian forces through a handgrenade into the home of Cite Soley gang leader Dred Wilm (see Kail 2019). More conservative tactics involved a UN disarmament program to reduce the weapons the gangs had. USAID, World Bank, and IDB launched development projects to relieve economic tension in popular neighborhoods. The efforts pacified the worst of the gang excesses. In 2009, with political stability finally seeming to be a reality, the international community, Haitian business community in the country and in the diaspora seeming to be a reality, prepared for a massive investment strategy. Under the leadership of UN Special Envoy Bill Clinton and US Secretary of State Hillary Clinton, a cabal of private investors was assembled and preparations began for a massive investment in industry, tourism, and agriculture. The future finally seemed to be brightening for Haiti.

Then, on January 12th 2010, just as the US State Department, the UN Office of the Special Envoy and the Haitian government were finalizing the new investment plan, a devastating earthquake rocked the capital city of Port-au-Prince. Seven percent of all buildings collapsed immediately, 20 percent were damaged beyond repair, and somewhere between 50,000 and 316,000 people were killed. The ensuing 4 years was characterized by massive humanitarian aid and squalid camps in which, at their height, the UN claimed over half the metropolitan population had sought shelter.

In spite of fallout from the earthquake, 2010 to 2015 was the calmest and most prosperous period in nearly a half century. Lending nations and banks forgave the Haitian national debt. Private donors gave NGOs some 4 billion in aid and foreign governments pledged more than \$10 billion in aid. But by 2016 the money was gone and the country was slipping back into political instability and lawlessness. Massive protests shut the country down for months at a time. Gangs once again took control of popular neighborhoods. By 2020, kidnapping, home invasions and highway robberies were worse than they had been in 2004-2006.

ⁱⁱⁱ In 2020, Transparency International ranked Haiti the 9th most corrupt country in the world.

^{iv} Remittances from Haitians who have fled the country more than quadrupled over this period reaching 37 percent of GDP (\$3.3 billion in 2019), making remittances the second highest proportion of any GDP in the world (Lindor 2019). Haiti is recognized as among the top money laundering and drug narco transshipment countries in world, industries that began in mid 1980s and took off during the 1990s (for remittances see, Sabatini 2018:8, World Bank; for money laundering see INCSR 2019).

^v 2.8 million of Haiti's 11.5 million inhabitants live in Port-au-Prince.

^{vi} Leimenstoll, Will. 2014. Planet of the Primate (Cities), *In The Urbanist Dispatch*. July 10, 2014
<https://www.urbanistdispatch.com/2393/planet-of-the-primate-cities/>

^{vii} As with so many issues in Haiti cumulative data is scarce, but to give an example from the authors own research in one of Haiti's 10 departments, the Northwest: in 1998 and early 1999, while the Haitian State ministries of Health, Educational, Justice and Agriculture Departments were employing 261 people and owned seven motorcycles and three jeeps--four of the motorcycles and two of the jeeps being gifts from NGOs--three NGOs in the same area employed over 800 fulltime workers, and had a combined 94 four-wheel drive vehicles, 192 motorcycles, 28 large transport trucks, two dump trucks and a backhoe. While the State had built some 100 meters of drainage ditch during this time, the three NGOs had employed 21,137 local people each for a period of ten days, while renovating 206.5 kilometers of roads, building over 3,000 meters of irrigation canals, installing over 3,800 cubic meters of anti-erosion walls, and capped 67 water sources (see Schwartz 2000).

^{viii} World Development Indicators 2021

^{ix} Haitian Constitutions: 1805, 1806, 1807, 1811, 1816, 1843, 1849, 1867, 1874, 1879, 1888, 1889, 1902, 1918, 1932, 1935, 1946, 1950, 1957, 1964, 1983, 1987, 2012

^x Pierre, *Éducation et enjeux socio-économiques* [Education and Socio-economic Objectives]. 1995, p. 15

^{xi} In his dissertation, Leslie Griffith (1986), describes a July 1815 letter to President Petion sent from Francis Reynolds, the British captain of the ship "Hebe." Reynolds was a devote Methodist who laid over in the Port-au-Prince harbor for a week and he was person who opened the way for the first Methodist mission to Haiti. While waiting in the harbor for a week and visiting the city, he got the idea to ask Petion if he would welcome Methodist missionaries. Reynolds added a postscript complimenting the president on all the schools he had seen when touring the city. The president's personal secretary Joseph Balthazar Ignac wrote back, welcoming the prospect of Methodist missionaries, thanking him for the compliment, saying that all the cities of the Republic had similar schools. that they were primary schools, not secondary schools, and that the Republic had a great need for secondary schools. It is unlikely that one could mistake or would assume someone else would mistake children of the age for primary school with teenagers of the age for secondary school, suggesting that the claim is true. There is, however, the possibility that Ignac was fishing for more support for secondary schools and hence emphasizing that if Reynolds were to send missionaries, the president would prefer they open secondary schools.

Another important point evident in this letter is the simple fact that they were even talking about schools. It is revealing in terms of why Haiti, and other impoverished countries, opened their doors to proselytizing missions. Each party had their interest. It was a trade. The missions offered educational services in exchange for the opportunity to win converts.

This would be the main clause of the 1860 concordat between the Haitian Government and the Catholic Church, Haiti would recognize Catholicism as its official religion, and in exchange the Church would support the government in education. And it was the same conditions that brought foreign educators to the northern kingdom. Christophe's main supporters were British Abolitionists Clarkson and Wilberforce. Both were religious zealots, champions of both abolition and education on religious grounds. Clarkson was the son of an Anglican Minister and himself a deacon who became an abolitionist after spiritual revelation from God. Wilberforce was a Born-again Evangelical Christian. Christophe was only interested in getting teachers and was willing to pay for them. But Wilberforce responded that they would unlikely find any "of good character" willing to go abroad, and instead urged Christophe to hire missionaries as teachers with encouragement that they would travel anywhere that "there was any want of religious instruction and moral improvement." (see Conerly 2013:13).

^{xii} Throughout the literature, the first primary school established in the southern republic is said to be the Wesleyan Methodist in 1816. But the reason is because the government nationalized it in 1820. In other words, it was the first "public school" in the republic.

^{xiii} Quoting a colonial document, Logan (1930:411) recounted the author of several marching songs was, "Jean Coquille, a Negro originally from Martinique, who was a school teacher (*maitre d'école*) at les Cayes even before the revolution." The parade for the coronation of Dessalines included, "Public School teachers. Conducting a great number of their pupils" (*ibid*:407).

^{xiv} One part of the logic was that there was few schools in the colony and so it could be expected there would be no schools after independence. Prou (2009:31). "As a French Colony, Haiti certainly had no history for formal education, because the children of upper class property owners and freeman were usually sent abroad for their educations ." But the key word is "formal." The formal schools were destroyed or closed during the 13-year revolution. But evident in the in the literature is also strong interest even among the slaves for education. And while there was war, life went on. Families had children, they planted gardens, trade and business continued. There is no reason to expect that people living in Haiti suspended educating their children

^{xv} We see the cottage school making appearance in as unexpected places as the accounts of Dominican Republic's dictator Raphael Leonidas Trujillo, whose immigrant Haitian grandmother had a primary school in her living room.

^{xvi} Tacrede Auguste (1912-1913) who the US ambassador at the time claimed subsidized free primary schools on his plantation (see Heintz and Heintz 1996:348).

^{xvii} And why wouldn't there have been cottage schools and tutors? Since colonial times, providing basic education would have an obvious demand among upwardly mobile lower classes, petty. lower tier merchants, craftspeople, and entrepreneurs, especially in towns, and providing the education would have been an economic opportunity for anyone with a basic knowledge of reading, writing or arithmetic. Education meant prestige and social mobility. No education meant downward social mobility and shame. An oft quoted anecdote found in multiple forms in the literature tells of an illiterate artisan who found a copy of a French grammar book that subsequently became a coveted source of learning. The anecdote is attributed to Pressoir (1935:33-57), it's a woman who recounts a cobbler,

...a young shoemaker had found a copy of Lhomond's grammar in a cellar.... Some people would meet at the shoemaker's to study together, others at home would make manuscript copies of the little book.

Examples of works where it is cited include in Cook (1948:12) and in Joint (2009)

^{xviii} 1851 when, although the state only recognized ~100 public primary schools in Haiti making comprising about 500 students, the Methodist Pedagogue Mark Baker Bird nevertheless wrote to the Haitian Secretary of State complaining that only 10,000 of Haiti 100,000 children were in primary school.

^{xix} Clarkson was the son of an Anglican Minister and himself a deacon who became an abolitionist after spiritual revelation from God. Wilberforce was a Born-again Evangelical Christian. Christophe was only interested in getting teachers and was willing to pay for them. Wilberforce responded that they would unlikely find any “of good character” willing to go abroad, and instead urged Christophe to hire missionaries as teachers with encouragement that they would travel anywhere that “there was any want of religious instruction and moral improvement.”(see Conerly 2013:13).

^{xx} “The signing of the Concordat with the Vatican in 1860 brought much of the education in Haiti under the control of the Roman Catholic Church. French religious orders were assigned the responsibility of establishing and maintaining Catholic schools, which became non-secular public schools. The new teachers, mostly French clergy, were supported by the Church, while all other costs were borne by the Haitian government” (Michele Burtoff 1994: 19).

^{xxi} The Forbes report says that “By a law of 1913 the Priests were authorized to establish rural schools usually referred to as ‘presbyteral schools’“, but in fact such schools had existed since shortly after the Concordat.

presbyteral schools, called “the foundation of the educational system in Haiti,” with 10,623 pupils

Brothers’ schools with 6,731 students; the instructors are about half Brothers and half laymen and receive salaries from the Government,

colleges with a total attendance of about 2,500.

Sisters’ schools.

girls’ industrial school conducted by the Belgian Sisters and under the Service Technique of the Department of Agriculture.

The Haitian Government subsidizes a seminary in France for the special training of missionaries for Haiti. At Port au Prince there is a seminary for the training of Haitian Priests.

(USG 1930)

^{xxii} A catholic seminary and secondary school were established in Petion-Ville in 1862-65, Le Petit Seminaire Collège Saint Martial, Early Catholic focus was on Secondary Education, another major Catholic secondary school in 1890, L’Institution Saint-Louis de Gonzague. In 1893 the Methodist upgraded the first primary school in the south, creating the secondary school, College Bird. Individuals established at least another 7 secular secondary schools in Port-au-Prince during this epoch (c. 1890s).

^{xxiii} A catholic seminary and secondary school were established in Petion-Ville in 1862-65, Le Petit Seminaire Collège Saint Martial, Early Catholic focus was on Secondary Education, another major Catholic secondary school in 1890, L’Institution Saint-Louis de Gonzague. In 1893 the Methodist upgraded the first primary school in the south, creating the secondary school, College Bird. Individuals established at least another 7 secular secondary schools in Port-au-Prince during this epoch (c. 1890s).

^{xxiv} From Theil 2009:

“Ironically, what the World Bank advisors and UNESCO specialists had intended to be an act of support for the majority of the Creole-speaking children was, instead, perceived by their families to be a means of exclusion from the opportunity to learn French (which was identified with receiving a good education

The reform provided that Creole be the language of instruction on the primary level, in contradiction to the wishes of most Creole-speaking parents who believed that their children must become proficient in French in order to move upward socially.”

^{xxv} (a legacy of 200 year history of bias, but also of a history of fixation on education from the lowest to highest classes_.

^{xxvi} The new educational system was meant to complement US private sector investments that were being made in agro-industry and factories. A teacher-training institute for agricultural teachers was established at Damien, the site of today’s Ministry of Agriculture. Half of the curriculum of the vocational schools were devoted to skilled labor and the other half on basic reading, writing, moral and religious instruction, duties of citizenry and health.

^{xxvii} The drive to promote rural, vocational and agricultural oriented primary schools continued after the Americans left. President Lescot elevated to minister Maurice Dartigue, a protege of the American program and graduate of Columbia teacher’s college. In part it was a carryover of the American Occupation. Dartigue continued an emphasis on agriculture and trade was not just minister of education but Vice President of the notorious SHADA (Société Haïtiano-Américaine de Développement Agricole), a reviled and ultimately failed US-Haiti agrobusiness scheme that expropriated 150,000 acres of peasant land, displaced 40,000 families, and cut all the trees on 47,000 acres, including more than 1 million fruit trees. Notwithstanding, in the absence of US overseers, Dartigue and his colleagues accomplished a massive reorganization of the Haitian educational system on the scale not seen since 1860. It is not clear what the real accomplishments on the ground were. In 1946, he would go into exile with president Lescot. But on paper, what he succeeded in doing was, as with Dubois in 1869, laying the foundation for the education system that would evolve over coming decades in the political turmoil and *de facto* absence of state involvement in education. In short, he provided the guidelines that the evangelical and would fulfill on behalf of the State.

^{xxviii} In the author’s own research; as recently as the 1990s, peasants discussed school as necessary today because there is no longer enough land to for adult children to remain in the countryside, saying such things as, “It was not a long time ago you could have children. . . . Now, if you have ten children, you have to put all ten in school” (Schwartz 2008:149).

^{xxix} « ...imbroglio socio-politico-juridique entre l’Exécutif et l’Université d’État d’Haïti (UEH), connaît une crise sans précédent depuis la fin des années 1980. Deux tentatives, en 1995 et en 2001, pour doter le secteur d’un cadre juridico-administratif se sont révélées infructueuses. Cette impasse a créé une situation d’anarchie au plan de la gouvernance qui a paralysé le développement du secteur et facilité la prolifération des institutions d’enseignement supérieur face à l’explosion de la demande sociale. Or, le secteur n’arrive pas encore à répondre aux divers besoins, en termes de compétences techniques, de connaissances sur les processus sociaux et les problèmes environnementaux de la société haïtienne en profonde mutation depuis près de deux décennies. » (MENFP/GTEF 2010 : 85).

^{xxx} The following recent history of the UEH governing structure was translated from https://www.ueh.edu.ht/admueh/disp_reglementaires.php

Legal and constitutional provisions

The State University of Haiti is governed by the decree of December 16, 1960. Various provisions of this decree were repealed by the Constitution of March 29, 1987 that also granted the University the status of an independent institution and assigned it the mission of carrying out evaluation of accreditation requests from private universities.

Since 1986, various drafts and proposals for laws have been drawn up to define the University’s constitutional autonomy and independence, or to organize the UEH and establish its role in the regulation of Haitian higher education. However, no text has yet been approved by the Parliament.

Transitional provisions

In February 1997, the Provisional University Council agreed with the Minister of National Education on regulatory provisions to manage the institution until the implementation of a new organic law. These "transitional provisions relating to the organization of the central administration of the State University of Haiti" defined the mode of management of the University and the structures responsible for the development of the new bill that would be submitted to the Executive.

General regulations

Each faculty has drafted its own internal regulations.

The electoral charter

At the start of the 2006-2007 academic year, the University Council adopted an electoral charter that replaced the different methods of appointing leaders in the eleven faculties of the metropolitan area. The Central Election Commission supports the local electoral commissions which organize the elections in the faculties. The charter also fixes the mode of distribution of the votes between the three colleges that elect the leaders of the Faculties. For the first time in its history, the administrative staff participate alongside teachers and students in the choice of the UEH leadership.

^{xxxix} According to Dumay (2010), "the most recent reliable statistic on the entire system dates from 1987 and indicated that 93 percent of professors worked part time and that only 26 percent had a graduate degree."

^{xxxix} Durandis, Ilio. 2017. The Anatomy of a Failed Education System. June 16, 2017 <http://woymagazine.com/2017/06/16/anatomy-failed-education-system/>

^{xxxix} Some points made in Dumay's thesis are not clear:

"Estimated at only 1 percent, access remains at the elite level in Haiti. A comparison with the Dominican Republic, Haiti's neighbor, is illustrative. Out of a population of 9 million, the Dominican Republic enrolled 174,621 students in 1997. Haiti's enrollment is estimated at 15,000 for a population of 8.5 million. Even among the students that made it into college, in 2008 78 percent indicated that they could not enroll in their desired concentration."

He never clarifies that he's talking about the Dominican and Haitian State, not total control enrollment. And even then "1 percent" access to what? 15,000 is 1% of 1.5 million. 1.5 million what? Haiti has 10 million people. So is this college aged population? And we know that about 20% of people go to higher education.

Here's another:

"During the 35-second quake, the sole building that housed the University of Port-au-Prince crumbled, trapping hundreds of students and faculty members under its fallen concrete slabs."

So that is the University of Port-au-Prince. It's not UEH or the other 190 some schools. Why single it out? Moreover, as per elsewhere, his estimates at educational infrastructure destroyed are probably 4 to 5 times too high.

^{xxxix} Sources: MENFP. 2007. The National Strategy for Action on Education For All. Port-au-Prince: MENFP. Reprinted in Wolff, Lawrence. 2008. Education in Haiti: The Way Forward. Washington, DC: Partnership for Educational Revitalization in the Americas (PREAL), p.5. MENFP / Directorate of Higher Education and Scientific Research (DESR), December 2008.

^{xxxix} The quote from (INURED 2010:2): "Ninety percent (90%) of the higher education system consists of private universities of which most are entirely unregulated, contributing to the poor quality of higher education."

^{xxxix} The 2010 earthquake might have helped clarify how many students were in public vs. private institutions. Of the 32 major Universities INURED researched, three times as many students were killed in private versus public

institutions. This would suggest that in 2010 there were 90,000 students in private education vs. ~30,000 at public schools to a total of 120,000 students of higher education, about 7 percent of students in the University age range.

Table EN1: Private Institution of Higher Education by Authorization Status (Source: INURED 2010)	
Type of Institution	Percentage (N=145)
Private unauthorized with record keeping	33%
Private authorized	30%
Private unauthorized no record keeping	17%
Private Other	11%
Public	9%

xxxvii For the Data on the Dominican Republic see, <https://www.haitilibre.com/en/news-14488-haiti-education-more-than-12-000-haitian-students-in-dominican-universities.html>

xxxviii Se te UEH ki te antèt. Aprè UEH, mwen te wè Kiskeya. E answit Notre Dame... Paske.. *en faite*, ..., enfòmasyon yo te toujou bay ke se UEH ki an tèt inivèsite nan leta, nan *performance*, tout sa. Donk, mwen te vize UEH. (fi, 21 ane, INAGHEI, Admin)

xxxix Kòm ka on ti jan pi fasil, m'ap pale avan nan inivèsite deta a. Yo ba w *certain* avantaj. Bon, avèk enkonvenyan m'sot ba nou an la, kòmsi la ou pa peye, ou jis peye frè, ki se 1000 goud lajan. Ou gen kou nòmalman. Ou toujou gen kou 100 tè nan domèn ke w'ap aprann nan. Donk se se fas, li te fasil pou mwen paske paranw te deja konn peye lekòl pou mwen.... (gason, 20an, FDS/UEH, Jeni Eletrik).

xl Wi, m pase yon konkou. Donk, m'antre nan inivèsite leta. Donk, sa vin koz ke'm pa vrèman fon anpil depans parapò avèk yon lòt seri inivèsite prive. Donk, nan sans sa paran'm yo sipòte'm jan yo kapab. (gason, 27an, INAGHEI, Syans Kontab)

xli ...menm jan anpil lòt *étudiant* université d'État d'Haïti, se pou li m t'ap pase konkou an. (HELP, Kominikasyon, Fi, 2em ane)

lii UEH. UEH pa peye vrèman. Men mwen di mwen pap al nan batay UEH la, paske batay 1900 moun pou yo pran 100 moun nan, mwen di mwen pap al ladan. Mwen di mwen pral peye yon inivèsite pou'm ale, men kounye a. (gason, 26an, UNDH, Ekonomi)

liii ... Se vre gen avantaj paske w pa peye, men lè sou on sèl moun, lè se pa egzant, kòmsi lè sou chak on moun, sou chak 200 moun ou pran youn, paske konkou a konn gen *des dizaines de milliers*. *Tout dépend* de ki *faculté*, men se jis 100 oubyen 200 *seulement* yap pran. Donk, li stresan. Fò w travay, fò w travay, fò w travay. (gason, 20an, FDS/UEH, Jeni Eletrik).

xliv Eh, li pat fasil. Sa'k fè'l pat fasil, paske ou gen yon konkou ou pral pase. Eh m'kwè ke ki pral gen *aux environs* 5.000 ou 6.000 moun ladan. Eh y'ap pran prèske 300 moun. Eh ou pral nan konkou konsa, *c'est que*, eh, mwen menm, m pat gen chans, mwen pat gen chans pou'm te ale nan *prefak* pou'm te santi m mye... (gason, 28ane, INAGHEI, Gesyon).

xlv Bon, apa konkou an, nou sot sòlve yon pwèn ki vrèman enpòtan ki se *prefak*. Nòmalman lè'w sot nan sistèm klasik, lè'w sot lekòl, sa vle di, bon, ou ka deside pa al nan *prefak*. Men jeneralman, fòk ou al nan *prefak*.... (gason, 20an, FDS/UEH, Jeni Eletrik).

xlvi Donk, lè' m'te apèn *terminé étude* klasik mwen m'te konte ale FDSE pou'm t'al aprann jeni sivil. Men, *puisque* akòz de posiblite pou'm te antre nan *prefak*, m'pat arive antre nan *prefak*. Paske pou al konpoze nan FDSE, ki se yon *université* leta, li mande pou'w, kòmsi pou'w pase nan *prefak*. Kòmsi yo travay anpil, paske'w prale nan yon konkou.

Wap gen dè e dè milye de moun e yo pap pran anpil. Donk, *puisque* m'pat ale nan *prefak*, donk, m'te oblije chanje ide. M't'al konpoze nan an FDSE. M't'ap konpoze INAGHEI, paske'm pat vle kite ane a pase pou'm pat al tante chans mwen *quand même* nan leta. Ebyen, domaj sa pat reyisi. Donk, *puisque* m'wè tan ap pase, e laj ap monte, donk, m'te *c'est obligé* ale nan syans enfòmatrik. M'pat rayi l tou, men objektif lan se te jeni sivil lan. Kounya la a, m'nan syans enfòmatrik. M'ap etidye nan inivèsite USFAH. (gason, 24ane, USFAH, Syans Enfòmatrik)

^{xlvii} Byen ke *au départ* m'te di ke mwen te fè chwa. M te fè faculté de médecine. Men lekòl ke'm te enskri se *faculté d'agronomie. Ensuite faculté des sciences. Par la suite* t'ap vin gen INAGHEI (gason, 27an, INAGHEI, Syans Kontab)

^{xlviii} Eh mwen menm, m'te, lè'm ta pral enskri nan, m'te enskri nan, byen, ke'm te konte ale fakilte de syans. Men vin gen yon pwoblèm ki te vin pase. Mwen te enskri avèk fakilte *de droit et des sciences économiques*. Par la suite, m'te vin bon INAGHEI. (gason, 29 an, INAGHEI, Syans Kontab).

^{xlix} Mwen menm, lè'm te *terminer* etid mwen, depi avan'm te *tèmine* etid mwen, m'te vle aprann, um, medsin. Men, mwen vin jwenn nan lè'm vin *tèmine* a, m'pat gen chans pou'm te antre nan *faculté*. M'te sipoze antre a. Kounyea, m te vin al enskri. m ale Gonaïve nan administrasyon. Men m te panse m'te, m t'ap antre Gonaïve la, m t'ap jwenn pwofesè, m tap jwenn valè etid pou'm te ka etidye sa'm tap aprann nan. Men, enbyen, domaj, m'pa jwenn pwofesè a. Lè, fini tou, lè nou rive lòt bò a, nou gen lè pou nou ale nan semèn. Lè n'al nan semèn, se bourara. Fò'w al bonè pou'w jwenn plas, tout sa. E ekzamen ankò se on lòt bann kasetèt, tèt chaje ankò. Yo bay anpil pwoblèm lòt bò a. (fi, 35ane, EDSEG, Administrasyon)

ⁱ Lè'm te nan reto filo, mwen te genyen, mwen te wè de bagay. Swa mwen t'ale nan medsin, prezizeman nan pedyatri paske mwen te renmen, mwen renmen timoun anpil. Mwen te vize ke al pase tan'm avèk timoun yo sa t'ap fè *du bien*. Aprè sa mwen te di si m'ap branche sou pati matematik. mwen prale dirèkteman nan administrasyon. Eh, mwen te genyen de chwa. Lè mwen fin, lè mwen fin fè filo mwen, yo te enskri m nan yon *prefak*. Domaj si'm ka dil antre konsa. Li te tou, *prefak* la te tou fè chwa pou mwen. Paske nan *prefak* mwen te ale a se te yon *prefak sciences humaines* ki gen rapò dirèkteman ak kesyon administrasyon e ki pa gen rapò avèk medsin. *De ce fait* sa mwen te tou bay medsin vag. E de la mwen te al nan konkou e mwen te reyisi. Donk, mwen nan katriyèm ane nan administrasyon piblik. (fi, 21ane, INAGHEI, Admin).

^{li} antre (leta) a te difisil paske li gon *processus* pou'w swiv, kijan'w te kapab enskri, kijan pou'w te peye, kijan pou'w te pase ekzamen yo. Sa'k te vin pase ? Se youn nan lokal yo kote'n ta pral fè ekzamen an, yo te separe. Te gen fakilte tankou FACH, pa ekzanp, ki toujou ap fè dezòd. Donk, m'kwè ke nan epòk sa yo te gen dezòd ki te an kèlke sòt, bòykote ekzamen an. Epi yo te vin lage an kèlke sòt bonb atizanal nan kote l nan *siège* nou m'te ye an. Donk ki vin fè ke nou te vin pakapab kontinye konpoze. Nou te vin pa byen ditou, ki vin fè ke yo te repòtè'l. Men aprè sa, tout bagay te toujou vin pase byen. (gason, 21ane, UNDH/FSESP, Syans Administratif).

^{lii} Bon, mwen, m prefere *université* prive. Rezon an se paske mwen remake *universitaire* ki nan *faculté* leta yo sibi twòp, donk, dezòd, manifestasyon, pwofesè pa vini, bagay. M'pa... M'twouve kòm si la son, lap dekonsantre'm si'm al ladan l. Se vre kòm si la yo, si'w al nan leta, l'ap pi fasil pou'w jwenn travay. Petèt a letranje. An Ayiti, men'm prefere prive a. (fi, 21ane, UP, Jesyon,).

^{liii} The present report is grounded in the raw reality of being a student. But even the abstract distance of consultants highlights a system that is dysfunction. For example, Gosselin and Jean's mission report (2005), quoted in INURED (2010:7):

...there are no general standards or detailed guidance for a coherent and harmonious decision making process for student body management, student recruitment and teacher evaluation, curricula quality and relevance, evaluation of teaching units, or institution's organizational structures. This absence is apparent within each institution, between the institutions, and in relation to the institutions and UEH's senior management.

^{liv} ...Ok, paske nòmalman yon sal de klas, pa egzanp, paske kote'm ye a se sistèm kredi ke'l ye, ou ta sipoze gen 45 etidyan maksimòm. ... An lè sa kounya ou gen nenpòt 100 konbyen moun nan yon sal. (gason, 27an, INAGHEI,

Syans Kontab).

^{lv} ...manke *structure, structure*. Pa gen bibliyotèk ki adapte avèk reyalyte... Se de seri de, de liv ansyen ke'w jwenn nan bibliyotèk yo....Entènèt, pa gen aksè a entènèt, tout sa. (gason, 27an, INAGHEI, Syans Kontab).

^{lvi} Donk, difikilte ke'm trouve nan *université* an, e avan sesyon an kòmanse, yo toujou di ke pou'w al peye, pou'w al depoze kòb lan labank. Ou fin depoze kòb la, lè'w fin konpoze nan yon kou, ou pa ka jwenn rezilta a e lè'w al kote pwofesè a pou mande rezilta'w la li voye' kote dwayen an. Donk, se pi gwo difikilte sa. (fi, 21ane, INAGHEI, Syans Kontab).

^{lvii} ... Pa egzanp, si ke'w ou INAGHEI, ou gen yon bibliyotèk ki gen liv ki date depi, eh m'te ka di depi sou 1986.... poutan gen anpil modifikasyon k'ap fèt yo pa janm fe. Menm nan inivèsite an. E pwoblèm entènèt, ou wè depi'w anndan inivèsite ou wè pa gen rezo, ou gen pwoblèm entènèt pou inivèsite a.... (gason, 28ane, INAGHEI, Gesyon).

^{lviii} Lè'm sot nan filo, m te genyen, sa m te toujou renmen se psikoloji. Malgré m nan psikoloji e syans *humaine*. Bon, m konnen UEH pa janm fasil pou antre. Men nan sousi, *que* se mwen ki pou te ede tèt pam, m te di m'ap antre. M te rantre vre, m kòmanse, m fè yon sesyon. *Université* a vin fèmen sou mwen. M fè 11 mwa chita. Lè sa, kounya m oblije ap chache èd...Te gen kriz politik pou... (HELP, Sikoloji, Fi, 3em ane)

^{lix} Pi gwo ensatisfaksyon'm de lekòl la, de *service* yo ba nou an, se *infrastructure* lan....(fi, 25ane, UNDH/FSESP, Administration).

^{lx} Eh FSESP se eh, m pa vrèman santi *corps administratif* lan ap travay. ... *Deuxièmement* e, um, *faculté* an, m te ka di gon *laboratoire*, men vrèman ki pa, ki pa fonksyone a. *En tant que faculté* ki ta sipoze gen yon *laboratoire* ...Twazyem nan se bibliyotèk la ankò. Bibliyotèk la, m te ka di li pa *accessible* a 100% um, epi tou espas la trè *restreint* m te ka di. (HELP, Edikasyon, Gason, 2em ane)

^{lxi} ... Donk, gen de bagay *que* ou bezwen jwenn nan lekòl la ke'w pa ka jwenn li. *C'est vrai que*, gen 2 sal *laboratoire*, men se jis espas la ki rele *laboratoire*. Men, nou pa gen okenn ekipman ki ale avè'l... (HELP, Arkitek, Gason, 2em ane).

^{lxii} ...Se pi gwo pwoblèm mwen avèk *faculté* ke'm ye a, nan *Notre Dame*. Se, se *administration* an. Se kòmsi yo la, *parceque* yo ta *supposé* la. Men, vrèman wòl yo ta *supposé* jwe an, yo pa, yo pa jwe'l vrèman. Tout travay la repoze sou do ou menm ki *étudiant* an. Si pap gen kou, se ou menm pou degaje'w konnen si pap gen kou.... Se ou menm ki pou degaje'w, fè jan w konnen pou'w réus. (HELP, Ekonomi, Gason, 2em ane).

^{lxiii} Bon, mwen menm, si *que* m t'ap gon bagay pou m chanje oswa t'ap mande yo chanje yon bagay nan fakilte kote'm ye a, se t'ap respè pou *étudiant*. Paske m'santi ke yo pa, pa respekte *étudiant* yo ase. Paske ou nan yon fakilte, menm kòmanse sou twalèt yo menm, donk ki pa pwòp, ki pa ka pwòp. Tankou pa ka gon, si'w gon ti pipi pou'w al fè ou pap jwen yon kote ki ase pwòp pou'w fè'l. Donk m'santi sa son gwo mank de respè. Epi tou, tout lòt sèvis ke y'ap bay yo tou. (HELP, Kontabilite, Gason, 4em ane).

^{lxiv} *Infrastructure* mwen jwenn lekòl la! M'pa jwenn *du tout parce que* pa gen, pa gen lwazi. Inivèsite a, menm rantre w'ap rantre si'w pa veye wa tonbe. Franchman, pa gen anyen. Menm twalèt pa bon. Pa gon bon kafeterya [bri], menm kou, menm sal w'ap swiv kou w lan ... (fi, 22an, nan UNDH, administration)

^{lxv} M'pral di yon bagay la, peut-être pi fò nan medam *Notre Dame* yo ka pa dakò avè'l. Mwen menm, m' wè lekòl la se sèlman non ke'l genyen (piblik la reponn: ou di pa dakò! Bon, nou konnen'n). Nenpòt kote ou di'w lekòl *Notre Dame*, ou ka wè w ou ka gen avantaj. Men antè m de *infrastructure*, twalèt, wout, kounya'm wé yo fin kraze. *Infrastructure* ? (fi, 21an, UNDH/FSESP, Ekonomi)

^{lxvi} Wi se te vrèman konplike pou antre nan yon *faculté*. Sitou pou chwa. A l'aide de kou yo vrèman trè *couteux*. Ou te oblije ap chèche sa ki mwens *couteux* akòz de sitiyasyon ekonomik ki pat tèlman gran. (gason, 22ane, UNASMOH, syans kontab)

^{lxvii} Ok, Pi gwo kou a m kapab di se peye lekòl la paske se an fonksyon de lekòl, anpil moun chwazi lekòl an fonksyon de pri yo. Bon, sa ka rive ke lekòl la pa menm bon nan domèn ke timoun nan ta dwe *évoluer* a. Men puiske kote'l ta renmen ale a li wo, li pa ka ale, epi li vle aprann, sa li al yon kote nenpòt, ...Kounya avèk tout kote an Ayiti kap fè *université*, *université* (ti bri) moun yo pa *étudier* byenAprès lè yal sou mache *du travail* la yo pa menm gade yo tankou moun ki te etidye nan *université*. (Gason, Jeni Indistrial, 26an, UNIQ).

^{lxviii} ...Li pi bon olye wa'l nan *pseudo université* *parce que* yap gen anpil kounya gen anpil pa [bri]... Eh, gen anpil moun ki plenyen pou sa paske lè'w rantre ou wè bagay la make *université* nan tèt, ou ou panse se inivèsite, poutan yo pa baw fòmasyon *université*. Se sa yap sa pral vrèman tiye'w *après*. (gason, 20an, FDS/UEH, Jeni Eletrik)

^{lxix} Mwen menm, ee pou'm peye inivèsite Notre Dame, kote'm ye la a, son pakèt mizè m pase. Sak fè m pase mizè yo (Stéphanie ap ri ; Piblik di, 'Non pa ri' epi piblik ap ri). Sa ki pase, lè'm fini lekòl e son w pakèt karyè, mwen 2 zan yon kote. Aprè sa mwen soti kote'm te soti a male pwofesè nan yon sal de klas, epi m di m'pral bat pou m'wè si'm ma etidye yon metye manyèl. M'fè Hôtellerie Bar Restaurant nan lekòl Hôtellerie d'Haïti. Pandan m'ap etidye, men rev mwen, premye rev mwen se te pou'm ka devni yon diplomat. Men m'pat, eh, byen, diplomasi a te twò chè pou mwen. Male, mwen kòmanse etidye nan yon inivèsite ki pliz ou mwen *plus ou moins* ba, kote ke pandan m'ap travay sou otèlri a ki ka edem peyel. Lè'm rive, sa kap fèt, yo pa gen rapò avèk inivèsite e lè'm pral dekouvri ke sa kap fèt la pa gen rapò avèk inivèsite a, li gen tan twò ta pou mwen. M bay vag. M jis kanpe, mwen bay vag nèt.... Savledi mwen fè 3 zan pèdi epi nou kite sa. Epi lè'm fin kite sa a m'jwenn yon travay nan yon ansyèn lekòl kem te genyen, ke'm te ye, kote m fè segondè, mwen ò, m'te fè disiplin, se la m di kounya la mwen *plus ou moins* gen yon lajan nan men m ki ka edem peye yon inivèsite serye, inivèsite serye. Lè'm di inivèsite serye, mwen fon referans ak on inivèsite anwo a, ki se Quisqueya, se sa, Notre Dame, (piblik) UEH. UEH pa peye vrèman. Men mwen di mwen pap al nan batay UEH la, paske batay 1900 moun pou yo pran 100 moun nan, mwen di mwen pap al ladan. Mwen di mwen pral peye yon inivèsite pou'm ale, men kounye a. (General Student Population, gason, 26an, UNDH, Ekonomi).

^{lxx} Pi gwo difikilte ke'm ap konfwonte avèk nan *université* kote kote'm ye a, donk, se yon *université* prive [Piblik ap pale]. Nòmalman, prive an gon kòb yo pran nan men *étudiant* yo jis pou yo ka ba ou yon sèvis. Kòb yo pran nan men *étudiant*, nan men *étudiant* yo, nan men m spesyalman, m'gen enpresyon sèlman pou yo regle, kòmsi afè prive pa yo. ... *Imagine toi bien..* Syans enfòmatrik gon pakèt *critère* ki reji, kòmsi pou aprann li byen, aprè pou'w ka eksele nan domèn nan, domèn nan. Or, nan lekòl lan pa gen *laboratoire*, (yon kòk chante) pa gen *wi-fi...en plus* tou ou nan yon sal, sal kote'w ye a, s'ou gen machin ou, la pousyè prèske fin kraze machin nan a koz sal lan pa fèt. ...E lè tan rive, yo pran kòb lan nan men'w, e yo pa ba'w pwofesè, kòmsi ki kalifye pou fè... si, si pwofesè lan fin fè kou an, la majorite *étudiant* pa konprann li. Sa vle di, moun ki *directeur* lan *en soi*, kòmsi kòb, pi fò kòb lan li kenbe'l pou byen li. Epitou, li *just* pran yon moun ki pa kalifye, yon fason pou'l ka ba'l nenpòt ti monnen, pou'l *just* fè sa l'ap fè a.....(gason, 24ane, USFAH, Syans Enfomatik)

^{lxxi} GETF 2010:122

^{lxxii} Donk, pou'm onèt ak tèt mwen epi pou'm pa nan ipokrizi m'ap di non, puisque ann serye, jan peyi a ap mache la, li bay moun degou pou rete ladan. Donk ann serye, nou gen depi le 5 septembre peyi an bloke konplètman. [Yon kòk ki ap chante]. Menm timoun ki fèk gen 2an pa ka al lekòl...(gason, 28ane, ISNAC, Jounalis)

^{lxxiii} MwenM tap di menm bagay lan tou. *Parceque* se pa vrèman HELP ki pwoblèm nan. Men se peyi an, kòmsi ki mete'w nan *situation* kote ke'w oblije toujou ap strese, ou oblije pè, ou pa santiw an sekirite. Ou pa santiw byen, ou pa konn kilè wap mouri ou pè(HELP, Ekonomi, Fi, 2em ane).

^{lxxiv} Here is more of the quote,

... it's very much in vogue at the moment, especially now in this area, there is more stealing. Well, if they start doing it again, I think that a student can be coming out of a class.... And in this area you're walking alone, they're vulnerable,

for both female and male. No one isn't scared.... Donk, *pour l'instant* la, m pa gen yon bagay ke pou HELP *énorme* pou yo ta ban nou. Sèl sa ki ta merite ban nou. Dèfw wap sot lekòl, Ensekirite an li pa twò, *très en vogue* nan moman an, *surtout* moman sa zòn nan vin gen *plus* aktivite de vòl. Donk, si aktivite yo ta reprann la a, m panse *que étudiant* ki ap sot nan kou ... k'ap tèmine a *7 heure et demie* [Stéphanie: *Umm*], dèfw se sou *seule l'heure* sa kou an *disponible*. E antre nan zòn sa w'ap mache pou kont ou, li *vulnérable*, ni pou fi yo ni pou gason yo tou. Okenn moun pa epanye. Donk, yon sistèm kote *que* ki disponib pou *raccompagner quelques étudiants* k'ap sot nan kou a lè saa, pou tou mete yo lakay yo, m panse *que* li t'ap enpòtan. (HELP, Arkitek, Gason, 2em ane)

^{lxxv} An plis de sa a, se *insécurité* a. *Insécurité*, an plis ke yon moun pa gen mwayen pou l fonksyone epi, vin *des doutes* li vin genyen..., li vin santi l nan yon sitiyasyon kote ke li menm li pa nan po l. Donk sa a ap vin demotive l e sa a ap anpeche ke pou li remèt *meilleur* de li menm. (fi, 21ane, INAGHEI, Admin)

^{lxxvi} Bon, mwen se nimewo 3. Pi gwo pwoblèm yon etidyan? Premyèman, se *sécurité*. Gen dwa, lè w'ap mache, on etidyan, paske gen timoun ki konn ap sot lekòl, vòlè pran valiz yo. avèk tout bagay yo, plim, telefòn. Yo konn pot laptop yo. Tout sa yo, Lè vòlè a pran'l, ou vin mete yon bak, li fè moun nan fè bak mantalman. Moun nan ap panse. Tankou si moun nan ap *étudier*, l'ap vin gen move panse nan tèt li. Strès ap anvayi'l, l'ap vin fè'l paka fè sa l'ap fè a byen (fi, 25ane, EDSEG, Administrasyon).

^{lxxvii} Epi *insécurité* a, li vin aprè nan sans ke ti sa'w genyen ki kapab ede'w fè travay la, yo pran'l nan men'w. L'ap vin kreye on, on, on, on fristrasyon mantal. Kote ke ou vin kraze. E depi'w kraze mantalman., ou pa twò vrèman ka fè anyen. (gason, 21ane, UNDH/FSESP, Syans Administrativ)

^{lxxviii} Pi gwo defi ke *étudiant* rankontre se pwoblèm ekonomik. Donk, dabò fòk ou gen mwayen ekonomik pou'w *étudier*. *Parfois* ou gen dwa jwenn yon moun sipòte'w. Li di'w l'ap peye fakilte a pou ou, men fòk ou jwenn frè transpò chak jou, fòk ou manje paske si'w pa manje ou p'ap, kòm si tèt la p'ap vrèman dispoze pou aprann. Donk, sa a se pi gwo pwoblèm nan se lajan. Donk, paran yo manke mwayen ekonomik pou yo reponn avèk responsabite ke yo genyen *envers éducation, formation* pitit yo. 2èm pi gwo pwoblèm se *insécurité*. *Parfois, jeune* nan ale nan *faculté*, li ale, li pa konnen ki lè si l'ap tounen lakay li. Li pa konnen tou... *Insécurité* sou tout fòm: *insécurité en terme de violence, insécurité routière*, swa ke'l fon aksidan swa ke gen yon bandi ba l yon bal, li vide'l atè. Donk, peyi a ap fè bak *en termes de ressources humaines*. Donk, eh, m panse ke se pi gwo pwoblèm ke pifò jenès la ap fè fas. (fi, 25ane, UNDH/FSESP, Admin).

^{lxxix} University enrollment by gender is based on extrapolating from percentage of women with higher education estimates in the 2017 DHS (EMMUS in French). Specifically, the DHS reports 14.5 percent of females in the 25-29 year age cohort having “higher education” (Etudes Supérieur) vs. 16.2 percent of males. It is not clear whether this is completed diploma or at least some higher education.

^{lxxx} These figures for general population mothers and fathers educational level are extrapolated from the 2005 and 2012 DHS surveys (EMMUS in French). The 2017 DHS for 40 to 49 year old age cohorts indicates significantly fewer parents who have at least some secondary education.

^{lxxxi} The fact is evident in figures for those who pay rent. We did not ask students who reported were living with parents if they pay rent; based on convention, we simply assumed they did not.

^{lxxxii} The annual interest rate from the National Bank (what is known and the “base rate”) has varied from 12 to as high as 15 percent in Haiti over the past decade (see Pasquali 2020). And, even though expensive, loans are still difficult to obtain. They require collateral and come with service fees as high as 25 percent of the entire loan.

^{lxxxiii} Wi donk, *premièrement* se mwayen ekonomik lan. Dezyèmman, avèk mwayen pa'l tou pou'l te genyen pou'l achte rad pou'l mete sou li, pou'l achte soulye, pou'l achte valiz. Donk, sa a se yon gran *difficulté* l ye. Avèk si paran an tou, tankou la li *exactement* vre li fini nan, eh, filo. Lè li rive pou'l ale nan *université* paran an pa gen mwayen, paran an di'l: « Ou granmoun, w'a fè sa'w vle ». Donk, sa a se pi gran difikilte yon etidyan ka rankontre. (fi, 21ane, UNEP, Otelri).

^{lxxxiv} Mwen te jwenn sponso bò kot gran papa'm kap viv etazini. Li te di se sèlman kòb la lap peye pandan 4 tran. Li

pa nan repriz, li pa nan kòb manje, (piblik: ri) li pa nan kòb taksi, li pa nan repriz [bri]. Savledi, sèlman kòb lekòl la lap peye pandan 4 tran. Bon, m te aksepte paske mwen pral fè 4 tran nan fakilte *lumière*. Se pat yon bagay fasil. Kòb manje, kòb *ceci*, kòb *cela*. Ou ka soufri pandan 2, 3 jou, men lajan lekòl la, lè egzamen fin rive, ok ou reziyew, fò w al konpoze. OK, bon m'te fè 4 tran an, m'te reyisi san double e petèt se sa ki ba nou satisfaksyon m jodi a. Se sa'm ka di. (fi, 25an, INHSAC, Sante, Jeni Eletrik)

^{lxxxv} Reflecting the more prominent role of mother versus the weaker role of fathers, no respondents were unsure if their mother was alive or not.

^{lxxxvi} Bon, pou mwen, eh, reto filo, aprè'm fin fè reto filo, um, rèv mwen se te ale pou'm te yon gwo enfòmatisyen, men malerezman, eh vu kòm si mwayen ekonomik paran'm, paske'm pa leve avèk manman'm. Manman'm te mouri. M'leve avèk yon matant, eh, li pat gen ase mwayen pou l te voye'm nan sa mwen te vle a.... (gason, 24an, IHECE, Administrasyon).

^{lxxxvii} Bon, mwen menm, lè'm te lekòl, posiblite ke'm te genyen pou'm te *étudier* se te medsin. Men malerezman 2010, papa'm te vin *décédé*. Bon, m'pat gen posiblite ekonomik ankò. Ee m'vin fè chwa de leta. Ke mwen vin nan *sciences humaines* ke m'ap *étudier* kominikasyon.(gason, 30ane, FASCH, Kominikasyon, FG #5).

^{lxxxviii} Pou mwen menm, se yon èd mwen te jwenn paske'm pa gen manman m pa gen papa. Donk, fanmi'm pa gen mwayen. Donk, pou menm moun li di an, se moun sa a tou ki ban m èd sa tou pou jiskask'e'm fini. Donk, se li menm ki banm èd la. ... yon ansyen moun ki te nan *gouvernement* an, sa fè lontan sa. (fi, 21ane, UNEP, Otelri)

^{lxxxix} Menm moun nan, menm moun avè l, moun nan peye lekòl la pou li. Li menm li te ban m èd la pou m antre lekòl la. Li se yon *ingénieur*. Li gen biznis pal. Li te *juste* te banm èd la, li fèl. (fi, 21ane, UNEP, Otelri, #FG3, All Female)

^{xc} ...lè'm te fini nan lekòl klasik, mwen te di'm ta pral antre nan dwa pou'm al *étudié science juridique*. Kounyea, m'wè katran. Papa'm kòmanse ap antre nan laj. Pat gen de mwayen. M antre nan otelri. M di papa'm, m'ap antre nan otelri, (fi, 22ane, BTC, Otelri).

^{xcii} Lè'm t'ap fè reto filo mwen te gen vizyon pou'm t'al nan medsin. *Vu que* eh, eh, djòb papa'm avèk manman'm, li pa nivo a, pa ase aksesib pou'm te al ladan'l. (fi, 24ane, ISNAC, Kominikasyon).

^{xciii} Hum, donk, lè'm t'ap fè filo, m'te panse en al aprann rezo *tout ça*. Donk, lè mwen t'al Canado, m't'al pran kèlke enfòmasyon. Donk, pri an te tèlman elve m'te sipoze, m'te chwazi chanje opsyon, donk, paske paran'm pat vrèman *en mesure* pou te jere sa. Donk, m'te vin wè tou se pa sèl mwen'k pitit pou yo pouse. Donk, m'te chwazi al nan yon lekòl kote pri an pa tèlman elve. Donk, m'te chwazi al aprann yon lòt bagay ke'm santi m'ka fè yon ti efò pou'm aprann li. (gason, 28ane, ISNAC, Jounalis).

^{xciv} Mwen, m'te vle, lè'm te fini lekòl klasik mwen, pou'm te vin yon avoka, oubyen yon... pou'm antre nan jesyon an paske, *par ce que*, mwen renmen sa. Kòm jan peyi sa ye, se laj kap antre sou tèt ou. Sitou se paran'w k'ap ede'w, ou ka rive nan yon mwatye la, li di'w li paka bay ankò. M'te reziye'm, lè'm fini lekòl, m'te antre nan *Hôtellerie et tourisme*. pou'm ka jwenn posibilite pou'm ta jwenn yon travay pou mwen kontinye etid mwen, *université* 'm. (fi, 22ane, BTC, Otelri).

^{xcv} ...gon kesyon an Ayiti de chwa paran. Paran ou gen dwa fè yon chwa pou ou. Ou menm, ou gen yon chwa tou... (HELP, Jesyon, Gason, 4em ane)

^{xcvi} Anfèt, mwen soti *au Cap-Haitien*. Donk, m'*capoise*.... Depi segond m te entèrese ak *droit*. *Parce que*, lè'm te kòmanse, te gen yon zanmi'm ki te refere'm à *certaines livres* ee d'*Agatha Christie*. Lè m te kòmanse li yo, m te twouve'm trè pasyone *pour ce qui attire* rezoud *enquête, les meurtres etc.*. Donk, m te *tout à fait* retwouve'm nan sa. Men pou'm di vrèman ke fanmi'm pat vrèman ankouraje'm nan *voie* sa, yo te twouve se yon bagay ki *à futile*. ... Donk, lè'm vin nan oryantasyon, mwen wè ki jan y'ap pale de *droit*. Se *tout à fait* diferan de sa granmoun mwen te

konn di'm. Epitou, m te fè tè s pèsonalite. Lè'm gade sa'm gen lakay mwen, se *tout à fait* sa ke m'ta *supposé* gen pou'm fè. *Droit* se youn nan metye ki soti pou mwen. Se te yon *avocate*. Donk, m' twouve ke la a se te vrèman chans mwen an. Epi kounya m'ap *étudié droit* nan *université Quisqueya*. [bri] (HELP, female, Droit, 1e ane).

^{xcvi} Mwen, m'ap *étudié* dwa. Anfèt, avan, lè'm te pi piti, m kwè paran m te met nan tèt mwen pou'm *étudié* medsin.... (HELP, fi, Droit, 3em ane).

^{xcvii} .. M te eseye chache bous, bous la, men m'pat ret kwè ladan. Poukisa? Paske si nan menm inivèsite lakay nou an la, ou wè kòman nèg yo fè. Yo pral pran 200 moun, gen 100 se senatè depite ki bay atè a la. Nan peyi d'Ayiti, se pa lè'w ta jwenn yon bous ki pou ale atranje ki bay pou, se moun ki pral pati pou se ti mwen (piblik: Ri) menm ki pral jwenn li la nan peyi'm nan la. Mwen pa ka jwenn kote pou'm pase pou'm rantre. Epi se pa sak a lettranje a. E lòt bagay, etranje a, e etranje a, li menm, gen bagay li pral mande'w, yon pakèt lòt bagay li pral mande'w. Dèfwà yo konn, yo, menm paspò [bri] yo pa vle fè pou timoun ankò. Donk m pa ka fè. (gason, 26an, UNDH, Ekonomi).

^{xcviii} ... Men jwenn bous la pa fasil ditou. Gen yon pakèt enfòmasyon yo konn ap *circuler* sou whatsapp, bagay ke 'w pral jwenn bous. Alòske avan enfòmasyon sa rive jwenn yon pati nan majori, nan jenès ayisyen an, gen timoun m'gen enpresyon ki gentan menm pati sou li menm, *sincèrement*. (fi, 21ane, UP, Jesyon).

^{xcix} ...reyalite peyi nou an sè ke son peyi fòk ou gen *le bras*, sa nou te kapab rele kolòn nan, oubyen marenn parenn, pou'w kapab jwenn yon seri de privilèj, paske menm lè yo di'w sou bous la, fòw fè mwayèn 75, oubyen fò'w te ekselan nan *étude* ou, men, men gen yon dènye faz pou'w rive, fò'w gen yon kontak, ok. Sa se youn nan eksperyans ke mwen menm pèsonèlman m'te viv avèk ministè afè (*étrangère*) pou yon bous sitou. Inivèsite a te gentan aksepte nou, *tout ça*, epi pa la swit, yo fè sa pou yo fè a bous la, men nou menm nou pat benefisye... Yo te gentan fè nou vini ak kopi paspò, tout sa. Men *par la suite*, tout, eh, bagay bloke. Lè'n al lòtbò a, yo di inivèsite a pa entèrese ankò, bagay, bon, eh, sa. (gason, 27an, INAGHEI, Syans Kontab).

^c Wi, m sonje eh, ... mwen fin konpoze, mwen panse'm pral Meksik. Yo vin di y'ap refè ekzamen an, e ta sanble te gen fwod nan sa yo di y'ap refè ekzamen an.... (gason, 29 an, INAGHEI, Syans Kontab, FG #1).

^{ci} ... E pa sa sèlman tou, m'te *postulé* pou yon bous *Maroc*. Anfèt toujou medsin, men nan anfèt m enskri nan yon *université* yo te di'm'gen plas nòmalman, *lorsque* yo reponn pou'm, pou'm, anfèt, pou te ban m viza pou'm al *maroc* la, ...yo di'm'pa gen plas anko pou medsin.... Si se se, swa m al nan geni mekanik, yon bagay konsa. (HELP, Kontabilite, Gason, 4em ane)

^{cii} Donk, se te yon *pasteur*. Mwen te bal tout, kòmsi pyès. Li te di'm, tankou, mal deye sètifika ke'm'te pran nan ministè la e akdenesans, tout sa. M fin enskri jan'w di a, epi apre, a la dènye *minute* yo di fòk ou gen frè sa. (HELP, Kontabilite, Gason, 4em ane)

^{ciii} Eh, bon lè'm'te fini lekòl an 2014, anfèt ou konnen lè'w te briyan lekòl, gen anpil pwomès, direktè lekòl di'w y'ap chèche pou ou. Donk, m'te en peu novis, m'pat konn bagay yo twòp. M'te gen yon pwofesè'm ki te, ki te fè'm jwenn yon bous la *Rusie*. Se te pou syans enfòmatis e m'te renmen bagay sa tou. Men malerezman te gon kòb yo te mande paran. M pat ka jwenn li nan entèval de tan.... yo te mande'm 10,000 dola ameriken. (HELP, Jesyon, Gason, 4em ane)

^{civ} ... kòmsi paran m, yo te plis vle se te Cuba. Epi ke yo te fè plizyè kontak e yo te jwenn yon kontak pou mwen tale. Lè'm rive, men moun nan la a, li te di tout bagay ap regle. Mwen te rantre. Li te di'm, mwen rantre premye out. Li di m'ap pati 24 out. Tout bagay mwen fin regle. Aprè li rele m, li di konsa, nan dènye lè a, lè li di kem pap ka pati a ankò fòm ta gen 10 étudiant. Mwen fin arive jwenn 10 étudiant an li mandem 20 étudiant la awi, chak 10 moun te depoze 400 dola.... (fi, 22an, nan UNDH, etidye admin)

^{cv} Wi mwen te chèche bous. *C'est que*, eh. anpil bous ke mwen menm, mwen te jwenn, yo sè ke yo gen *critère* ke mwen menm pa ka ranpli. *A savoir*, li gen bous lan li son bous vrèman, men mande, eh, yon mwayen, *soit surtout* an ameriken ke, eh, mwen menm, mwen pat ka reponn avè'l. E gen de seri de papye tou, eh, nan lè'w jwenn bous lan ou

gendwa ap chèche epi bagay la, li te la depi yon mwa. Men ou menm, lèw jwenn li an, ou gen yon seri de papye ke'w ou pa ka, ou pap ka mete a dispozisyon, tout sa, pou te jwenn li... Epi te gen bous Canada ee ankò m'pat ka m'pat ka aplike paske te gen on on lajan ke yo te mande ki te tèlman wo m pat kapab.... Menm lòske prale, w'ap, w'ap, ou pral vwayaje, ou gen yon pakèt, ou gen lajan, tikè, tout bagay sa yo, tout sa, eh pafwa nan bous lan, frè, sa yo sou kont ou yo konn ye. Donk, sa vin akòz ke'm pa t'ap kapab. M fèmen je'm sou li. M'konsantre'm sou, sou sak pi fasil lan ki se konkou UEH lan. (gason, 28ane, INAGHEI, Gesyon)

^{cvi} Wi, gen yon bagay mwen ta renmen ajoute. *C'est que*, byen, avan ke mwen vini nan Help, mwen te jwenn yon lòt *opportunité* pou'm al *étudié au Japon*. Men sa ki te rive, *c'est que* li pat fasil pou ke'm t'ale. Paske mwayen kantite kòb yo te mande, kòm lajan de pòch la, mwen pat genyen nan moman an pou'm te ale. (HELP, Jeni Endistriyèl, Gason).

^{cvi} Se 2 sa yo m'konnen Help avèk Fokal. (HELP, Ekonomi, Gason, 2em ane).

^{cvi} Umm si m pat jwenn Help? Menm jan ak tout lòt yo, m ta pral nan konkou *Université d'État d'Haïti*. (HELP, Finans, Fi, 2em ane)

^{cix} ...m panse ke FOKAL, m pa konn si FOKAL t'ap finanse'm li, sinon, m panse ke m tap pran chans mwen avèk FOKAL. M panse tou menm jan, m ta pral konpoze nan UEH. (HELP, Ekonomi, Gason, 3em ane)

^{cx} Bon si pat gen Help, premye opsyon'm se t'ap toujou *université* leta dayiti. Oubyen tou, avèk eh, FOKAL ki genyen isit ki bay bous tou, si ou fè mwayèn de 7 nan [Piblik: Nan egzamen], eh, ay, [Piblik: Nan *bac*]... (HELP, Ekonomi, Gason, 2em ane)

^{cxi} Ah, menm jan premye opsyon, se te al konpoze nan UEH, nan CTPEA oubyen FDSE ... Epi *deuxième* opsyon, *c'est que, lorsque* m te nan lekòl klasik, m te gen chans pou'm te bousye FOKAL ki te peye etid klasik pou mwen. Epi um, epi'm, m te gentan konnen, ki donk, um, afè FOKAL te finansye moun ki fè mwayèn 7 nan egzamen, nan egzamen baka loreya. ... (HELP, Ekonomi, Gason, 3em ane)

^{cxi} Mwen gen anpil chache, map chache, map mache anpil, pye'm fè'm mal. Eh, nan djòb, tout sa, yo pa ofri nou. (gason, 28ane, INAGHEI, Gesyon)

^{cxi} Bon, pou mwen m'ka kòmanse ankò, eh, pou'm di lè'm te nan reto filo m'te wè, eh, fini konsa pap bon. M'tal aprann yon bagay, m'te fè elektrisite batiman 2 ans. M'gen diplòm leta e m'gen yon sètifika salezyen, ok. Jiska prezan li lakay mwen. (gason, 24an, IHECE, Administrasyon).

^{cxiv} Mwen menm, ee pou'm peye inivèsite Notre Dame, kote'm ye la a, son pakèt mizè m pase. Sak fè m pase mizè yo (Stéphanie ap ri ; Piblik di, 'Non pa ri' epi piblik ap ri). Sa ki pase, lè'm fini lekòl e son w pakèt karyè, mwen 2 zan yon kote. Aprè sa mwen soti kote'm te soti a male pwofesè nan yon sal de klas, epi m di m'pral bat pou m'wè si'm ma etidye yon metye manyèl. M'fè Hôtellerie Bar Restaurant nan lekòl Hôtellerie d'Haïti. Pandan m'ap etidye, men rèv mwen, premye rèv mwen se te pou'm ka devni yon diplomat. Men m'pat, eh, byen, diplomasi a te twò chè pou mwen. Male, mwen kòmanse etidye nan yon inivèsite ki pliz ou mwen *plus ou moins* ba, kote ke pandan m'ap travay sou otèlri a ki ka edem peyel. Lè'm rive, sa kap fèt, yo pa gen rapò avèk inivèsite e lè'm pral dekouvri ke sa kap fèt la pa gen rapò avèk inivèsite a, li gen tan twò ta pou mwen. M bay vag. M jis kanpe, mwen bay vag nèt.... Savledi mwen fè 3 zan pèdi epi nou kite sa. Epi lè'm fin kite sa a m'jwenn yon travay nan yon ansyèn lekòl kem te genyen, ke'm te ye, kote m fè segondè, mwen ò, m'te fè disiplin, se la m di kounya la mwen *plus ou moins* gen yon lajan nan men m ki ka edem peye yon inivèsite serye, inivèsite serye. Lè'm di inivèsite serye, mwen fon referans ak on inivèsite anwo a, ki se Quisqueya, se sa, Notre Dame, (piblik) UEH. UEH pa peye vrèman. Men mwen di mwen pap al nan batay UEH la, paske batay 1900 moun pou yo pran 100 moun nan, mwen di mwen pap al ladan. Mwen di mwen pral peye yon inivèsite pou'm ale, men kounye a. (General Student Population, gason, 26an, UNDH, Ekonomi).

^{cxv} Yo pat gen mwayen pou te pouse'm antre nan inivèsite. Anfèt, mwen te tou ap panse a pwofesyon pou'm ka travay. Pou'm wè kòman m'kapab fè sa. (HELP, male, 1e ane)

^{cxvi} Pi gwo defi a, humm *parfois* nou fin etidye, se vre, men se pwoblèm travay la. Pafwa gen kèk kote nou al depoze CV, yo toujou ap mande nou eksperyans. Tandiske, kote nou te ye a yo pat menm voye nou fè staj (Touse). Se sak fè pafwa la travay la difisil pou nou. (fi, 24an, INAGHEI, Syans Kontab).

^{cxvii} Males were more likely to be working or to have worked in the past, with an overall 33 percent of males who were or ever had worked or held an internship versus 26 percent of females.

^{cxviii} Eh, o kòmansan, m ka di ke avan reto filo m te anviwon, m ka mete l nevyèm konsa, m ka di ke prèske tout rèv paran e jan tout timoun te konn wè, eh, medsin, avoka. Epi, kisa'm ka di ankò, enjenyè. Lè'm di enjenyè, jeni sivil. M panse se 3 bagay sa yo ke pou anpil paran apremye an ayiti. Poutan ke gen lòt mwayen ke yon timoun te ka, paske tout timoun pa oblije al nan medsin. Si ou pa renmen l, ou pa, ou plis abil nan chif, ou pa ka chwazi medsin... (gason, 21an, GOC, Jeni-elektromekanik, FG #1):

^{cxix} ... Eh m te ka di *éducation que* yo ba nou an Ayiti an ki plus, m te ka di ankouraje nou fè yon lisans epi pou nou kouri dèyè travay... Men le w pran, m ka di yon elèv fondamantal, m te ka di 7èm ane, depi nan 7èm ane m te ka di yo entegre ekonomi nan lekòl. Sa vle di m te ka di w timoun nan depi nan laj 12, 13 zan li kòmanse ap panse kijan'l ka kreye riches. Sa vle di, m te ka di w son, son sòt de mit yo retire nan tèt timoun yo ki fè kwè ou la lekòl pou w aprann fon bouraj de kràn, aprè le w vin gon lisans pou w ap kouri dèyè leta pou ba w djòb... (HELP, male, 2em ane).

^{cxx} Below is a description of the program from the director:

All HELP students' English proficiency is evaluated using a standardized test the first week they are admitted to HELP, before their first academic year begins. The results of this evaluation determine if they are placed in Level 1, Level 2, or Level 3 of our 4- Level program. Typically, about 85% are placed in Level 1 (beginner level), 10% are placed in Level 2 (Beginner/ Intermediate) and about 5% are quite proficient and are placed in Level 3 in their first year at HELP. Every Level takes one year to complete. Every Level meets with the instructor twice a week for 1.5 hours and they have assignments. They are assessed frequently through the academic year. At the end of every academic year, we have them complete the same standardized test they used for their placement. This allows us to measure their growth from year to year.

As you know, most students learn some English in high school and some have made significant effort to teach themselves. However, the majority are at a beginner level when they come to HELP. Some continue to struggle throughout their English courses, but all leave with at least an intermediate proficiency after moving through the 4 levels. Some enter at a beginner level, are highly motivated, and do very well with their proficiency growth after just one year. As is the case with all subject matters, it varies from student-to student.

This year I had the opportunity to teach Level 4 students, many of whom I taught for a 6-week period when they were in Level 1. I was impressed to see that almost all of them had gone from very little English (in Level 1) to a level of proficiency where they make very few grammatical errors, they understand professional and casual speaking, etc... We still have some work to do on writing longer pieces (essays, etc), but they can certainly "degaje".
^{cxxi} Donk, si gen difikilte ke'n rankontre pou'n rantr nan invèsite se fin enskri, epi w konpoze, w pase, epi kantite kòb la, epi w pa jwenn lajan pouw al lekòl la (piblik la ri). Lè w fin rantr, menm si w ta jwenn yon moun diw lap peye lekòl la pou ou, tan w pral fè lekòl la ou pap gen kantite lajan vrèman swa pouw achte liv, pouw gen dokiman, pou w gen entènèt pou fonksyone pandan ke w nan inivèsite, pou tcheke yon bagay. ...Sa vle di difikilte yo, yo anpil. (gason, 26an, UNDH, Ekonomi).

^{cxixii} Wi, pi gwo pwoblèm nou se, se, se mwayen ekonomik lan. Jan lòt kòlèg yo di a, paske ou gen dwa kapab, ou ka *étudier*, ou ka pase kou yo. Men ekonomik nou, ekonomikman ou pa reponn. Lè pral gen egzamen, w'ap rete deyò epi ou pral nan repriz epi fòw peye repriz ankò. (gason, 27ane, DIH, mekanik).

^{cxixiii} The reader should keep in mind that while far more students found a particular category more challenging than the other, in each comparison there was a sizable minority of students that went the other way. For example, although

54 percent versus 9 percent of students found Tuition more challenging than Housing, we should not lose sight of the fact that there was still nine percent of students—9 of every 100 students—that found Housing more challenging to meet than Tuition. Similarly, in every dyadic comparison of challenges, there was from 13 to 54 percent of students who said that neither of the challenges were a problem for them (see main text).

The point is that the numbers we see in this section give us an idea of the overall ranking of challenges in terms of how many students find a particular challenge a greater problem than other challenges, but any given student faces his or her unique difficulties in meeting the needs that lead to an education. The reader should also keep in mind that these were not the only challenges. Most significantly, there was also the issue of personal security (crime and violent street protests). But because personal security was not a task, service, or expense—but rather a type of affliction—it was not something the analysts felt could be directly evaluated vis à vis the other challenges.

Note also that in presenting the conclusion to each of the two section—one for primary challenges and the other for secondary challenges—we provide summary comparison of results that are relative rather than precise size rankings. The reason they are relative is because different challenges yielded different percentages of respondents in comparison to other challenges. Thus, for example, 56 percent of respondents found that Tuition was more challenging than Transport but 38 percent found that Transport was more challenging than Meals.

^{cxxiv} Ok, Pi gwo kou a m kapab di se peye lekòl la paske se an fonksyon de lekòl, anpil moun chwazi lekòl an fonksyon de pri yo. (Gason, Jeni Indistriyal, 26an, UNIQ)

^{cxxv} Eh, m panse se inivèsite a, inivèsité m'panse tou ke se youn nan rezon ki fè tout *preuve* la kote ke'w jwenn anviwon 5 mil a 6 mil timoun ki pral, ki pral nan konkou leta paske youn nan pi gwo pwoblèm yo se inivèsite a, paske chwa inivèsite yo di. (Hum, Ri) (gason, 21an, GOC, Jeni-elektromekanik)

^{cxxvi} Pi gwo kou an se twouve lajan pou'w peye inivèsite a. (fi, 24an, INAGHEI, Syans Kontab)

^{cxxvii} Non. Non, m pa di sa. Deja *université* ke Help peye a, *il faut dire que* son bagay ki *hyper* enpòtan pou mwen, se *très important*. E kay tou ke'l pèmèt mwen jwenn nan avèk tout sa ki ale nan kay yo. Sa ankò son 2em *grande importance* pou mwen. (HELP, Kominikasyon, Fi, 2em ane)

^{cxxviii} Pi gwo defi ke *étudiant* rankontre se pwoblèm ekonomik. Donk, dabò fòk ou gen mwayen ekonomik pou'w *étudier*. *Parfois* ou gen dwa jwenn yon moun sipòte'w. Li di'w l'ap peye fakilte a pou ou, men fòk ou jwenn frè transpò chak jou, fòk ou manje paske si'w pa manje ou p'ap, kòmsi tèt la p'ap vrèman dispoze pou aprann. Donk, sa a se pi gwo pwoblèm nan se lajan. Donk, paran yo manke mwayen ekonomik pou yo reponn avèk responsabilté ke yo genyen *envers éducation, formation* pitit yo. 2èm pi gwo pwoblèm se *insécurité*. *Parfois, jeune* nan ale nan *faculté*, li ale, li pa konnen ki lè si l'ap tounen lakay li. Li pa konnen tou... *Insécurité* sou tout fòm: *insécurité en terme de violence, insécurité routière*, swa ke'l fon aksidan swa ke gen yon bandi ba l yon bal, li vide'l atè. Donk, peyi a ap fè bak *en termes de ressources humaines*. Donk, eh, m panse ke se pi gwo pwoblèm ke pifò jenès la ap fè fas. (fi, 25ane, UNDH/FSESP, Admin).

^{cxxix} Eh, m'twouve'l vrèman difisil. E, m vrèman pa twò apresye pale de yon bagay ki enpòt, ki enpòtan nan *package* Help bay la. Paske menm jan nimewo 1, donk m di'l déjà, se yon *package*. A chak fwa *que* m'anvi di ke *en plus de université*, men ki sa ki pi enpòtan pou mwen... (HELP, Kominikasyon, Fi, 2em ane).

^{cxxx} Um, anfèt, m pa t'ap, anfèt tout enpòtan. Men, anfèt li ta plis ke difisil pou'w ta chwazi youn. M ka eseye, kòmsi du *peu* ki parèt pi enpòtan. Men m wè tout kòmsi parèt pi enpòtan. Men umm, *en plus de université* ke yo, yo finanse pou nou ... (HELP, Finans, Fi, 2em ane).

^{cxxxi} Anfèt nan, nan tout *package* sa a, sa ki pi enpòtan pou mwen, mwen menm, se peye *université* a, se peye *université* a. Mete'm yon kote pou mwen rete se fasilite'm vin nan *université* a pi prè. Ok, ban mwen manje, se ban mwen manje, ban mwen liv, ban mwen tout. Yon lòt ansanm *d'équipement* se fasilite'm nan *étude* la pou mwen ale pi lwen ladan'l. Men pi gwo bagay, pi gwo bagay la se peye *université* a. (HELP, Jeni Endistriyèl, Gason, 1e ane)

^{cxxxii} Ok, pa ekzanp, eh, imagine'w ke si'w Petyonvil epi ou lekòl GOC ki just Titanyen (yon ti ri) epi pou w pran machin kafou ayopò ki se yon kote ki pa asuree, e lè yo ba'w pou bis la si'w pa pran l w'ap oblije pran transpò pou'w sot kafou ayopò pou al Titanyen, e pafwa ou konn tèlman anvi ale, bus la plen, ou oblije ou pran sèso, tou fè liy nan nèt. Imagine'w ke yon timoun ki pral aprann ki fè yon liy sot kafou ayopò kanpe, ki pral Titanyen, li pran sèso. (yon ti ri). (gason, 21an, GOC, Jeni-elektromekanik).

^{cxxxiii} Anfèt nan, nan tout *package* sa a, sa ki pi enpòtan pou mwen, mwen menm, se peye *université* a, se peye *université* a. Mete'm yon kote pou mwen rete se fasilite'm vin nan *université* a pi prè. Ok, ban mwen manje, se ban mwen manje, ban mwen liv, ban mwen tout. Yon lòt ansanm *d'équipement* se fasilite'm nan *étude* la pou mwen ale pi lwen ladan'l. Men pi gwo bagay, pi gwo bagay la se peye *université* a. (HELP, Jeni Endistriyèl, Gason, 1e ane)

^{cxxxiv} M'te fè 1 nan *INAGHEI*, eh, men jan *situation* an te ye li pat favorab pou mwen peye machin, tout sa. Bon, m pa t'ap byen viv. Donk, m'te wè bous *HELP* la, m'te *postulé* pou li epi pandan'm nan *HELP* nan oryantasyon an, yo te ban m'fè yon tès *d'orientation*. Konsa'l rele tès *d'orientation* konsa'l rele. E jesyon an te soti, kontabilite tou sa. E m te gentan genyen l nan mwen. Tou se te youn nan pasyon m. M'te tou chwazi jesyon. (HELP, Jesyon, Gason, 4em ane)

^{cxxxv} Regarding home ownership in Port-au-Prince: in fact, surveys before the earthquake estimated that 42 percent of Port-au-Prince residents were homeowners (see page 53 of FAFO 2003 Enquête Sur Les Conditions De Vie En Haïti ECVH – 2001 Volume I.). In the USAID/BARR (2011) survey we found that 70 percent of Port-au-Prince respondents claimed to own the house they lived in, 60 percent claimed to own the land, 93 percent of these had some kind of paper. Notable as well is that the USAID/BARR census of Ravine Pentad (2010)—one of the Port-au-Prince Prince neighborhoods most impoverished and most severely damaged in the earthquake—found that 60 percent of respondents owned the house; 51 percent owned the house and land. The discrepancy in the differences between the USAID surveys and that of the 2001 ECVH is due to the latter not having differentiated between ownership of the house and ownership of the land. As seen in the USAID surveys, a common practice in popular neighborhoods is to build homes on rented land and subsequently purchase the land. Rents for land are typically 1/10 to 1/20 that of the rent for home. In a 2012 survey Socio-Dig designed and coordinated for CARE International we visited 800 randomly selected homes in Leogane and found that 72 percent of household heads reported they owned the land and the house. In a CARE funded survey of heavily urbanized Carrefour we found that 50 percent of 800 randomly selected household heads claimed to own the house and the land; 60 percent owned the house.

^{cxxxvi} Eh bon, se yon bousye, eh, leta m'ye. *C'est que* li pa mande'm *grand frais*. Eh mwen menm tou, eh, m'te ka di m'kay paran'm *tout ça*. Eh menm, lòske pa gen ase, pa gen gran mwayen, men *quand même* m'gen *opportunité au jour le jour* pou'm fonksyone. (gason, 28ane, INAGHEI, Gesyon)

^{cxxxvii} Pou mwen menm, difikilte yo konn rantre, *des fois* nou konnen ke tout inivèsite yo konsantre nan lwès la. Lè timoun nan fin fè filo'l, li an pwovens. li oblije gen yon paran ki nan lwès la pou li desann lakay li. Si'l pa gen moun pou'l desann, fòk li gen mwayen pou li lwe yon chanm. Si'l pa gen mwayen pou li lwe yon chanm, donk l'ap ret chita lakay li. Dèfwà tou, yo konn pa jwenn *encadrement*, yo pa gen oryantasyon, pa gen moun ki pou oryante yo. Donk, si ke yo pa gen oryantasyon e yo pa gen mwayen, yo p'ap kapab avanse. (fi, 26ane, INAGHEI, Admin.)

^{cxxxviii} Non. Non, m pa di sa. Deja *université* ke Help peye a, *il faut dire que* son bagay ki *hyper* enpòtan pou mwen, se *très important*. E kay tou ke'l pèmèt mwen jwenn nan avèk tout sa ki ale nan kay yo. Sa ankò son 2em *grande importance* pou mwen. (HELP, Kominikasyon, Fi, 2em ane)

^{cxxxix} Pou'm te ka bon, e jan yo di'l an, jan timoun yo di'l an, tout sa Help ofri enpòtan. Kòm ou di, fè yon klasman de sa ki, ki pi enpòtan. M ap fè li. Premyeman se, se sak pi enpòtan pou mwen, se, eh, se bous Help lan, m te ka di nan sans, um, li *subventionné université* a pou mwen. Dezyeman, se lojman paske m pa moun isi. Se, se anwo m'soti. Se Gonayiv m te ka di. (HELP, Ekonomi, Gason, 2em ane)

^{cxl} E jan'm te di lè'm t'ap kòmanse a, mwen soti *cap-Haïtien*. Donk, *le fait que* mwen jwenn yon bous, se vre, wi, y'ap peye *université* a pou mwen. Men, *le fait que* m soti *au Cap-Haïtien*, m vin isi a nan *université* a ki son obligasyon,

paske se *port-au-prince université* a ye. E ou pa gen yon kote egzateman pou rete. Donk, se t'ap kèlke choz ki vrèman difisil pou mwen. Donk, *le fait que* m gen yon kote pou'm rete ki *plus ou moins*, um, favorize, transpò ke m'ap genyen pou'm ale nan *université* a, donk, pou mwen son bagay ki gran. (HELP, Jeni Endistriyèl, Gason, 1e ane)

cxli ... Dezyeman, se lojman paske m pa moun isi. Se, se anwo m'soti. Se Gonayiv m te ka di. Sa ta pral yon, yon difikilte pou mwen menm. ... (HELP, Ekonomi de Edikasyon, Gason, 2em ane)

cxlii M panse ke nou konn reyalyte matisan, ke moun pa ka pase kounye a la akòz de bandi ki toujou ap tire tout ça. Donk, youn nan bagay ki pi enpòtan pou mwen, *mise à part de cours, que* Help peye pou nou nan *université* e *cours* li bay nou nan lekòl, se kay yo.... M pa tap ka pase matisan....se vre *que* bous lan *important*, men vi'm pi enpòtan *toujours*... (HELP, Ekonomi, Fi, 2em ane)

cxliii Mwen te vle di yon bagay sou sa. Mwen menm pèsoneyman, kòm si ki te vize ale konpoze leta, sitiyasyon bò lakay mwen pa benefik pou mwen *du tout*. Kòm si mwen te ka leve jodi an la, m ka al lekòl demen si *Dieu veut* kòm si, kòm si gen atak bandi fè mwen pa ka ale. Donk, mwen kapab di pou mwen, Help rezoud anpil pwoblèm. (HELP, Jesyon Finansyal, Fi, 1e ane)

cxliv Paske gen timoun ki fè jounen an lekòl la, si yo pa jwenn, si yo pa jwenn manje sa a lap trè difisil paske kounya manje pa men 20 dola, se 25-30 dola ayisyen (piblikla: sa se nan lari wi). Eh w poko bwè, e w poko bwè *du coup*. M panse sa a yo mete, kòm si yo fè yon jan pou timoun nan gen aksè ak sa. Sa son bon bagay. (gason, 20an, FDS/UEH, Jeni Eletrik).

cxlv Donk, jan nimewo 3 pat gen moun k'ap ede'l la, se *insécurité* avèk ekonomi. Ekonomik lan dabò, pouki rezon? Paske, trè souvan moun nan konn pa gen ase kòb pou'l menm manje. E depi'w pa byen manje, ou vin pratikman pa ka fè travay ou dwe fè a. (gason, 21ane, UNDH/FSESP, Syans Administratif)

cxlvi Anfèt nan, nan tout *package* sa a, sa ki pi enpòtan pou mwen, mwen menm, se peye *université* a, se peye *université* a. Mete'm yon kote pou mwen rete se fasilite'm vin nan *université* a pi prè. Ok, ban mwen manje, se ban mwen manje, ban mwen liv, ban mwen tout. Yon lòt ansanm *d'équipement* se fasilite'm nan *étude* la pou mwen ale pi lwen ladan'l. Men pi gwo bagay, pi gwo bagay la se peye *université* a. (HELP, Jeni Endistriyèl, Gason, 1e ane)

cxlvii *Imagine toi bien*.. Syans enfòmasyon gon pakèt *critère* ki rejè, kòm si pou aprann li byen, aprè pou'w ka eksele nan domèn nan, domèn nan. *Or*, nan lekòl lan pa gen *laboratoire*, (yon kòk chante) pa gen *wi-fi*...*en plus* tou ou nan yon sal, sal kote'w ye a, s'ou gen machin ou, la pousye prèske fin kraze machin nan a koz sal lan pa fèt. ... (gason, 24ane, USFAH, Syans Enfòmasyon)

cxlviii Eh FSESP se eh, m pa vrèman santi *corps administratif* lan ap travay. ... *Deuxièmement* e, um, *faculté* an, m te ka di gon *laboratoire*, men vrèman ki pa, ki pa fonksyone a. *En tant que* *faculté* ki ta sipoze gen yon *laboratoire* ... Twazyem nan se bibliyotèk la ankò. Bibliyotèk la, m te ka di li pa *accessible* a 100% um, epi tou espas la trè *restreint* m te ka di. (HELP, Ekonomi de Edikasyon, Gason, 2em ane)

cxlix ... Donk, gen de bagay *que* ou bezwen jwenn nan lekòl la ke'w pa ka jwenn li. *C'est vrai que*, gen 2 sal *laboratoire*, men se jis espas la ki rele *laboratoire*. Men, nou pa gen okenn ekipman ki ale avè'l... (HELP, Arkitek, Gason, 2em ane).

cl Mwen menm, mwen pa genyen. Depi lè'm [bezwen] se toujou prete, prete, prete, prete, prete. (fi, 23ane, UP, Adm Piblik)

cli Non. Mwen pa genyen. Se toujou *emprunt* ke m fè. (gason, 22ane, UNASMOH, syans kontab).

clii Manman'm gen 4 pitit. Donk, gen youn ki lakay li déjà, men nou 3 a gon laptop pou nou 3 a pou'n itilize. (gason, 28ane, ISNAC, Jounalis).

cliii M ka di m gen yon laptop tou, wi. M'gonw laptop men, eh, ki pa fin nòmal parapò a *étude* mwen map fè a. Tankou li gon ansanm de akseswa pou'm ta met sou li men *le fait que* kapasite'l pa reponn avèk sa m'pa genyen yo. (gason, 29 an, INAGHEI, Syans Kontab)

cliv Laptop mwen gen pwoblèm. (gason, 28ane, INAGHEI, Gesyon)

clv Bon m gen youn men'l pa an *bonne état* (Piblik tonbe riii) (gason, 30ane, FASCH, Kominikasyon)

clvi Mwen genyen. Bon, li anpàn, kapab konkli kem pa genyen. (gason, 32ane, UNASMOH, elektro mekanik).

clvii Alò mwen m'te gen laptop tout zouti'm si'm ta... Men vi katye kote'm rete map sot lekòl brakaj, *tout ça*. M'pa gen laptop nan moman. (gason, 27an, INAGHEI, Syans Kontab)

clviii M gen, men ou konn sa'k pi bèl, *c'est que* m te lakay mwen an avan peyi lòk lan, e tèlman gen *insécurité* an di nan peyi lòk la, m t'al lakay mwen e lè'm ap tounen la *insécurité* e janm sispèk sa t'ap tèlman fè'm mal, m t'ap tèlman kriye e si'm pèdi'l m'oblige kite'l lakay mwen. (HELP, Kominikasyon, Fi, 2em ane).

clix Ok mwen te vle di yon bagay sou sa. Mwen menm pèsoneyman, kòmsi ki te vize ale konpoze leta, sitiyaasyon bò lakay mwen pa benefik pou mwen *du tout*. Kòmsi mwen te ka leve jodi an la, m ka al lekòl demen si *Dieu veut* kòmsi, kòmsi gen atak bandi fè mwen pa ka ale. Donk, mwen kapab di pou mwen, Help rezoud anpil pwoblèm, se pa sèlman, kòmsi ban m bous lan. E kòmsi fason jwenn kote, kòmsi pou mwen rete pa rapò a distans lekòl lan. Jan kòmsi yo trete nou epi ban nou materyèl tou, nou gen laboratwa enfòmatrik ... Wi, li konplete, tout. (HELP, Jesyon Finansyal, Fi, 1e ane)

clx Se pa yon mens afè paske gen de liv la w'ap al la pleyad la ou ta renmen genyenl paske'w gen yon kou sou li liv la vann prè de 5000 goud. Menmsi yon moun fin peye lekòl la, pou ou pap gen liv la, ou paka al mande moun nan kòb liv. (gason, 26an, UNDH, Ekonomi).

clxi Alò, byen ke mwen jan'm te di'l deja, mwen nan yon fakilte leta. M pa peye lekòl konpare ak yon seri, alò. Lèm di pa peye, alò ou bay yon *frais*. Alò, pi gwo kou an pou nou se *plus* jere kesyon *document* yo, paske yon grenn liv konn ap vann 1500 goud. Pa egzanp, ou pa ka *procurer* li e defwa menm, liv la ou pa ka jwenn pou'w fè kopi a tou, Pi gwo kou a se sa, se *procurer* dokiman pou'w kapab *étudier*. (gason, 27an, INAGHEI, Syans Kontab).

clxii Se menm jan tou. Se lè'm te antre a, menm se byen ke se nan inivèsite piblik m ye tou, men m'te toujou konfwonte pwoblèm lajan tou, atravè kopi yo, paske gen yon seri de liv. Liv yo se, yap ba'w pou'w al achte lapleyad. Men lè w'ap gade kòmsi kou liv la, menm kopi a, w pa ka fè. M'pa bezwen di'w kou liv la. Sa vle di, sa, sa te vin toujou yon bloke, kòm pwiske'w se yon bousye, se leta, ou te oblije kòmsi *tight*, kenbe pye'w sere sere. W'ap fè pil efò ke'w pat sipoze fè men'w te oblije paske'w te ka deyò, ou te oblije fè'l. (gason, 29 an, INAGHEI, Syans Kontab).

clxiii ...manke *structure, structure*. Pa gen bibliyotèk ki adapte avèk reyalite... Se de seri de, de liv ansyen ke'w jwenn nan bibliyotèk yo....Entènèt, pa gen aksè a entènèt, tout sa. (gason, 27an, INAGHEI, Syans Kontab).

clxiv Gen de fwa yo vin lakay yo, yo pa jwenn pè pou yo etidye. Donk, yo oblije rete nan *université* a, nan *faculté* a, oubyen ret sou plas *étudier*, ap antre lakay yo byen ta. (fi, 21ane, UP, Jesyon)

clxv Epi *à travers* de kòmsi oryantasyon pwofesyonèl yo fè pou nou, epi lè m'ap gade tou *sciences administratives* kòmsi son, son syans ke anpil moun ta *supposé* aprann. Paske lò w'ap gade'l, prèske tout sa w'ap fè ou bezwen yon *administrateur* oubyen yon *administratrice* ladan'l ki pou jere pou ou. Epi se konsa, lè nou te gen konseye nou, mwen pale ansanm avèk li. Men mwen menm, jan m' te konprann *sciences administratives* la, se kòmsi li te anglobe ni jesyon, tout nèt. Lè'l li eksplike'm, li di'm ke menm *gestion* an tout sa yo nèt fè pati de *sciences administratives* e se konsa mwen te vini. Mwen chwazi *gestion des institutions financières*. Kounya m'ap *étudié* metye sa *université Quisqueya* (HELP, female, 1e ane)

clxvi „,Se pandan ke mwen nan filo mwen tande pale de pwogram Help la, men byen avan, fòm di *sincèrement*, m'pat vrèman konnen kisa ki k'ap m'pral etidye. ... lè mwen vini nan Help, nan kou oryantasyon pwofesyonèl ke yo t'ap fè, epi yo ap eksplike prezante chak *champ d'étude* yo avèk tout sa ki gen ladan yo, ki *opportunitè*, eh se konsa lè'm ap gade nan mwen menm, mwen wè ke m'plis ka fè jeni endistriyèl. (HELP, male, 1e ane)

clxvii .. m te toujou vle aprann yon bagay ki gen rapò avèk matematik. ... E lè'm vin nan [bri], lè mwen vini nan oryantasyon pwofesyonèl, mwen wè, mwen wè ke *youn nan aptitude* pou aprann enfòmasyon se entelijans nan matematik. Sa vle di yo te bay yon lis entelijans ki gen rapò avèk entelijans ou genyen an ki doub metye ou kapab pran. Tankou moun ki bon nan lojik matematik, li ka pran jeni two, jeni sivil, endistriyèl, etsetera, e nan medsin e enfòmasyon tou. ... (HELP, male, 1e ane)

clxviii Bon, *sortant de* filo mwen te chwazi medsin. Men *ordinairement* jeni sivil. Men se nan syans kontab la m ale pou pi rapid e ke.... (gason, 22ane, UNASMOH, syans kontab)

clxix ... lè nou te nan klasik nou te gen plizyè pwofesè ki te toujou ap ban nou bakòp kòm si la enterese nou, nou te gen plis pouse. Lè ou al nan *université* kounya ou pou kò'w. Ki donk, responsabite'w e ou ki pou jere yo.... (fi, 21ane, UP, Jesyon).

clxx Lè'm te nan reto filo, mwen te genyen, mwen te wè de bagay. Swa mwen t'ale nan medsin, presizeman nan pedyatri paske mwen te renmen, mwen renmen timoun anpil. Mwen te vize ke al pase tan'm avèk timoun yo sa t'ap fè *du bien*. Aprè sa mwen te di si m'ap branche sou pati matematik. mwen prale dirèkteman nan administrasyon. Eh, mwen te genyen de chwa. Lè mwen fin, lè mwen fin fè filo mwen, yo te enskri m nan yon *prefak*. Domaj si'm ka dil antre konsa. Li te tou, *prefak* la te tou fè chwa pou mwen. Paske nan *prefak* mwen te ale a se te yon *prefak sciences humaines* ki gen rapò dirèkteman ak kesyon administrasyon e ki pa gen rapò avèk medsin. *De ce fait* sa mwen te tou bay medsin vag. E de la mwen te al nan konkou e mwen te reyisi. Donk, mwen nan katriyèm ane nan administrasyon piblik. (fi, 21ane, INAGHEI, Admin).

clxxi E aprè m fin fè filo, mwen te gen yon lis e univèsite kè'm te vle ale. Men sa ke mwen te renmen se te toujou psikoloji. Mwen te fè chwa de *Ethnologie*, mwen te konpoze de *Ethnologie*. Mwen pa bon. Aprè sa, mwen te aplike pou lòt 2 *faculté* ki te sciences humaines parce que mw t'ap tante chans mwen nan plusieurs, epi m konpoze *sciences humaines*. Mwen pa bon toujou. Aprè mwen t'ap, mwen t'ap reflechi, reflechi reflechi, mwen te fè chwa de IHECE. Kote kè'm te komanse ladan'l, men m pat fini. Epi mwen te vin ale *Université de Port-Au-Prince* kote kè'm t'al pran *administration publique*. Men ankò, se pa sa yo m te renmen *parce que* chif se pa yon bagay kè'm alèz ladan'l, Epi finalman mwen te vin fèmen dosye m. Kounya, mwen te vle ale *plus loin* toujou. E kounya mwen fè, mwen gen nan tèt mwen pou m lese tout *faculté* sa yo, pou'm ale lòt kote pou'm al *étudier*, men ki pa Ayiti. (fi, 23ane, UP, Adm Piblik).

clxxii Bon, m'ka ajoute *en plus de* sa yo. Yon lòt fòmasyon ke Help ba'w pa egzanp *cours leadership, cours anglais, cours informatique*, paske yo chwazi *professeur* ki ap kapab *assuré bonne formation* an se sa'm ka di. (HELP, Gesyon, Fi, 1e ane).

clxxiii Um, anfèt, m pa t'ap, anfèt tout enpòtan. Men, anfèt li ta plis ke difisil pou'w ta chwazi youn. M ka eseye, kòm si du *peu* ki parèt pi enpòtan. Men m wè tout kòm si parèt pi enpòtan. Men umm, *en plus de université* ke yo, yo finanse pou nou, lòt bagay m te ka di ki pi enpòtan ankò, se pa *rapport* avèk kou ke yo ba nou. *Leadership, anglais e informatique*. Ki ap pèmèt nou gen yon, yon *possibilité en plus*. *Pour que* lè nou fini *étudié* sa n'ap *étudié* a la nan Help, k'ap pèmèt nou, si na jwenn yon lòt bous, pou'n fin kontinye *étude* nou. *Anglais très important, informatique* la tou, ka pèmèt nou devlope tèt nou *de plus*. Donk, m'ta kapab di se anplis de, umm *université* a ke yo finanse pou nou, lòt sa ki parèt pi enpòtan se *cours* yo. (HELP, Finans, Fi, 2em ane).

clxxiv ... twazieman se, se *cours* yo ki *très important* pou nou. *Par rapport* avèk e, m te ka di, ap, wi, ke'l ba nou avèk domèn *étude* nou an. *A part de communication* m'ap *étudié*, m konnen gen lòt *cours* ki *très important* sou mache travay la. Tankou *leadership* avèk *informatique* se *très important* tou. *Sans oublier anglais*. E se pa *seulement* an Ayiti, men se tout *monde* lan ke lang sa an *vogue*. Bon, m tou fè pa klasman. (HELP, Ekonomi de Edikasyon, Gason, 2em ane)

clxxv De cours en ligne. Se trè byen. Men, se yo menm ankò k'ap distribuer'l.... Men sa'k t'ap pi entèresan que Help te ka fè surtout pou mwen menm avèk lòt timoun yo ki nan menm faculté avè'm yo se pèmèt que, se pèmèt que nou jwenn possibilité pou'n jwenn d'autre cours complémentaire avec cursus que nou genyen ki pa, pa suffisant pou nou nan lekòl nou, en ligne e que subventionné nou pou sa,. Li parèt yon demande ki egzajere men m panse se pi bèl bagay, pi bon bagay yo ke t'ap fè, surtout pou timoun ki nan faculté'm yo. Parceque cursus nou an lin, waww! (HELP, Kominikasyon, Fi, 2em ane)

clxxvi Ok, Pi gwo kou a m kapab di se peye lekòl la paske se an fonksyon de lekòl, anpil moun chwazi lekòl an fonksyon de pri yo. Bon, sa ka rive ke lekòl la pa menm bon nan domèn ke timoun nan ta dwe *évoluer* a. Men puiske kote'l ta renmen ale a li wo, li pa ka ale, epi li vle aprann, sa li al yon kote nenpòt, ...Kounya avèk tout kote an Ayiti kap fè *université, université* (ti bri) moun yo pa *étudier* byenAprès lè yal sou mache *du* travail la yo pa menm gade yo tankou moun ki te etidye nan *université*. (Gason, Jeni Indistrial, 26an, UNIQ).

clxxvii Eh m'ka di ke, pi gwo pwoblèm nou se... wap gade ke'w gon, ou gon diplòm nan men'w epi'w paka fè anyen avè'l. (gason, 21an, GOC, Jeni-elektromekanik).

clxxviii Tout pwen yon vrèman sansib. Yo enpòtan. Se anpil byen *à part de* lekòl Help peye. Li ba nou kote pou nou rete, e *allocation*, e kou *supplémentaire* li ba nou ki tout enpòtan. Gen lòt. Gen yon lòt depatman ki nan Help ki vrèman entèrese, ki entèresan. Se, se, sèvis *carrière* ki pèmèt ke bousye yo jwenn staj pandan ke y'ap trav pandan ke y'ap *étudié*. Pa se jeneralman lè, lè lò'w fin, lè'w fini w'al mande travay yo, mande'w ki eksperyans ou genyen..... Non sèlman ou *étudié*, ou jwenn kou *leadership*, ou jwenn anglè etsetera... ou jwenn enfòmatrik tou, e ou tou gen esperans tou ke w'ap ka jwenn travay. (HELP, Enfòmatrik, Gason, 1e ane).

clxxix Genyen men manke, sitou pou yon etidyan ki nan agwonomi. Ke, ke nou pito jwenn li. Dè fwa se *HELP* ki ede nou jwenn kèk *opportunité* eksetera.. E kòm si *université* a sa pa yon, e kòm si on sousi première li se pa li menm, se li pa menm k'ap, ki ede'w jwenn *des opportunités* de staj pou'w kapab pratike, pratike, pratike. (HELP, Agwo-Ekonomi, Fi, 4em ane)

clxxx ... youn nan pi gwo pwoblèm nou menn *étudiant* ayisyen n'ap konfwonte nan peyi an *c'est que* tout sa w'ap aprann li merite pratik. Donk, isi e kòm si yon sòt de bouraj de kràn. Epi tou, sa w'ap aprann nan men, kòm si yo pa entèkonekte swa avèk antrepriz prive ou *du moins* leta. Ou ta al pase yon jou w'al fè yon ti pratik pou'w al eseye ekzèse, *or* depi'w ap aprann yon bagay ou pa pratike. Se pratik la ki pral pèmèt ou pi eksele a. E pa tout leson, tout bagay yo, se pa yo menn ou pral aplike. Se pratik lan li menm ou pral fè e'w pa jwenn sa. Sa vle di se youn nan pi gwo pwoblèm nou genyen.... Non, ou pa jwenn li. Se vle di, ou fini, pa egzamp la, si'w ap aprann, nòmalman ou nan, ok agwonomi, epi se *rarement* ou wè yo pran *étudiant* agwonomi yo pou yo ale sou yon *territoire* pou fè tout jan de bagay sa yo ansanm avèk yo. Sitou nou menm ki nan enfòmatrik. Pa gon *laboratoire* isi kòm si la yo entèkonekte yo ta ale ansanm avèk yo di sa se tèl bagay, sa yo te konn itilize nan tèl bagay, fè tèl bagay. Nou pa gen sa. (gason, 28ane, ISNAC, Jounalis).

clxxxi Si m'al nan université, se paske m swete m, eh, pou'm travay, pou'm fè eksperyans sou domèn nan. O, eh, peyi m nan, li pa ofri'm vrèman opportunité sa yo, malgre m'nan université, tout sa, li pa bay mwen posibilite tèlman. Mwen gen anpil chache, map chache, map mache anpil, pye'm fè'm mal. Eh, nan djòb, tout sa, yo pa ofri nou. R, opportunité sa yo tou. M panse anviwonman nou an, se sou plan politik, tout sa. M'gen anpil difikilte, tout sa. E menm nou fòme pou nou ale nan administration publique ou prive, men nou wè e pa menm nou menm ki kalifye yo ki ale ladan yo. Se lòt moun ki pa menm gen kalifikasyon e ki pa menm fè université menm ki ladan yo. Donk, nou menm jèn yo, menm jan, ok. Leta envesti yon pakèt lajan nan nou paske nou te sipoze peye un invésite nou byen chè, li envesti nan nou, se pou nou te ka ba li sèvis nou dwe'l sa. Mwen dwe'l sa, mwen menm, mwen santi'm gen redevans anvè peyi'm, men yo pa ofri nou opportunité sa. E fòk nou fè eksperyans paske lè nou pral nan travay, yo mande nou eksperyans. Donk, si'm jwenn posibilite pou'm ale Sendomeng, mwen prale. Mwen prale. Paske m konnen ke m'ap jwenn opportunité nan soit étude lan, oubyen aprè étude lan pou'm travay oubyen lè m'ap tounen an Ayiti m'ap parèt pi enpòtan. E sèl mwayen ke'm panse ke ee.. (gason, 28ane, INAGHEI, Gesyon)

clxxxii ... *Enfin* tout yon *package*. *M pa* ka vrèman konnen kòmsi pote ki sa ki plis *important* e pa pi enpòtan (HELP, Ekonomi, Fi, 2em ane).

clxxxiii ...HELP rezoud anpil pwoblèm, se pa sèlman, kòmsi ban m bous lan. E kòmsi fason jwenn kote, kòmsi pou mwen rete pa rapò a distans lekòl lan. Jan kòmsi yo trete nou epi ban nou materyèl tou, nou gen laboratwa enfòmatis [Stéphanie: Donk Help ba'w tout li konplete manje, lave rad?] Wi, li konplete, tout. (HELP, Jesyon Finansyal, Fi, 1e ane)

clxxxiv *Eh*, m'twouve'l vrèman difisil. E, m vrèman pa twò apresye pale de yon bagay ki enpòt, ki enpòtan nan *package* Help bay la. Paske menm jan nimewo 1, donk m di'l déjà, se yon *package*. A chak fwa *que* m'anvi di ke *en plus de université*, men ki sa ki pi enpòtan pou mwen, m vin ap reflechi, m di e si'm pat gen tèl bagay tou, li t'ap *hyper* difisil pou mwen, e sa mwen genyen. (HELP, Kominikasyon, Fi, 2em ane).

clxxxv An issue that could be taken up at this point in the evaluation—but was not—is that of selecting scholars who cannot otherwise afford to go to University. A major part of the HELP image and an integral part of its mandate since the program began in 1996 is that HELP provides education to Haitian students who could not otherwise afford to go to University. There were student anecdotes that exemplified this objective, encapsulating the entire process and the student's struggle from just getting into the University, getting past the corruption, needing and losing support of parents, adapting to the reality of work, but then realizing through the HELP orientation what one really wants to study,

I am from Cite Soley.... When I got to high school I decided on Administrative Sciences. I hoped to go to INAGHEI. But while I was growing up my mother got cancer. After I finished high school she died. Despite that, I went and took the exam at INACHEI.INAGHEIINACHEI. I didn't succeed. I passed almost the entire year without studying anything. I finished high school in 2018, I didn't study anything. I applied for HELP, I didn't get in. I took the State exam to get into the School of Human Sciences, I didn't get in. Then I went back to HELP. ... Now I'm studying at Quesqueya. (HELP, female, 1st Year).

clxxxv So there are cases that very much capture the sheer desperation and almost certain professional failure that awaited some students had they not been fortunate enough to be accepted into the HELP program. HELP caught those students, saving them from what would almost certainly have been a life of limited intellectual growth, limited professional opportunities, and low wage employment--if they could find any formal sector job at all. But, at this point in time and at this point in this study, it is apparent that any student left in Haiti who could greatly benefit from the type of program HELP offers. Moreover, HELP has a secondary objective that, with the sole exception of FOKAL, no scholarship program in Haiti addresses: nurturing Haiti's future leaders. A student in Haiti who has more income than most other students is still confronted with significant limitations in pursuit of a quality educational experience, one that will nurture intellectual development and what they have to offer their community and Haiti as a country.

clxxxvi Anfèt, mwen soti *au Cap-Haitien*. Donk, m'*capoise*.... Depi segond m te entèrese ak *droit*. *Parce que*, lè'm te kòmanse, te gen yon zanmi'm ki te refere'm à *certain* livres ee d'*Agatha Christie*. Lè m te kòmanse li yo, m te twouve'm trè pasyone *pour ce qui attire* rezoud *enquête*, *les meurtres etc.*. Donk, m te *tout à fait* retwouve'm nan sa. Men pou'm di vrèman ke fanmi'm pat vrèman ankouraje'm nan *voie* sa, yo te twouve se yon bagay ki *à futile*. ... Donk, lè'm vin nan oryantasyon, mwen wè ki jan y'ap pale de *droit*. Se *tout à fait* diferan de sa granmoun mwen te konn di'm. Epi tou, m te fè tèl pèsonalite. Lè'm gade sa'm gen lakay mwen, se *tout à fait* sa ke m'ta *supposé* gen pou'm fè. *Droit* se youn nan metye ki soti pou mwen. Se te yon *avocate*. Donk, m' twouve ke la a se te vrèman chans mwen an. Epi kounya m'ap *étudié droit* nan *université Quisqueya*. [bri] (HELP, female, Droit, 1e ane).

clxxxvii Mwen, m'ap *étudié* dwa. Anfèt, avan, lè'm te pi piti, m kwè paran m te met nan tèt mwen pou'm *étudié* medsin. Men, lè'm te kòmanse rive nan *secondaire*, se pat vrèman pasyon m. Donk, m te toujou vle *étudié* dwa, oubyen yon bagay ki gen rapò ak syans sosyal, *peut-être histoire*, menm oubyen anm sosyoloji, etnoloji, yon bagay ki gen rapò avèk moun an.... (HELP, fi, Droit, 3em ane)

clxxxviii Bonjour. Mwen se #6. E m'ap *étudié* dwa. M, anfèt, depi lorsque mwen te piti, mwen te toujou reve pou'm te *étudié* dwa. Men *malheureusement*, paran m pat janm vle. Yo te di'm *que* yo pa t'ap peye dwa pou mwen. Lè'm te vin

rive nan filo, mwen te di *que* mwen pral *étudié* chimi, paske m te vrèman renmen chimi e. Men yon jou, mwen t'ap gade yon video, pandan *que* mwen te nan sal *de* klas. Mwen, mwen t'ap gade yon video sou prizon an ayiti. Sa te vrèman, *emu* mwen te pran *ferme* desizyon *que* paran m vle, *que* paran m pa vle, m'ap *étudié* dwa kanmèm. E mwen te vin rankontre ansanm avèk HELP. Mwen te swiv oryantasyon pwofesyonel (gòj grate) HELP te fè. E mwen te wè ke m te kapab fè dwa. E malgre *que* paran m pat vle, mwen te fè yon semèn a de semèn ap konvenk yo *que* mwen vle fè dwa. M ka fè dwa e sa yo panse *que* dwa ye a se pa sa. E mwen te arive *étudié* dwa. Donk, sa *que* mwen te reve, *depuis lorsque* m te piti, pou'm te *étudié* a se li m'ap *étudié*. (HELP, fi, Droit, 3em ane)

Animator: Men eske yo te dakò?

Etidye: Non.

^{clxxxix} ... se te medsin ki te nan tèt mwen. Spesyalman jinekoloji. Men.... Jiska ke m rive nan HELP, lòske'm swiv oryantasyon pwofesyonèl la, ke yo te envite panèl ekonomi. avèk ladan'l te gen yon, yon *débutant*, yon moun, ki fèk ap *étudié* ekonomi, yon moun ki nan finisan, nan domèn nan. Avèk yon moun ki gen *plusieurs* ane eksperyans ladan'l. Lòske yo t'ap pale de ekonomi an, yo t'ap di kisa, ki sa mande an ki fason aprè'm. E lè m ap, lè m te fè yon retwospeksyon aprè, epi lè'm t'al pale ansanm avèk moun yo, m t'ap wè vrèman vre m gen konpetans pou sa. E *que*, jamè *que*, vrèman vre, m pat anvi medsin nan.... (HELP, male, economics, 3e ane).

^{cxc} Lè'm te nan reto filo, mwen te genyen, mwen te wè de bagay. Swa mwen t'ale nan medsin, presizeman nan pedyatri paske mwen te renmen, mwen renmen timoun anpil. Mwen te vize ke al pase tan'm avèk timoun yo sa t'ap fè *du bien*. Aprè sa mwen te di si m'ap branche sou pati matematik. mwen prale dirèkteman nan administrasyon. Eh, mwen te genyen de chwa. Lè mwen fin, lè mwen fin fè filo mwen, yo te enskri m nan yon prefak. Domaj si'm ka dil antre konsa. Li te tou, prefak la te tou fè chwa pou mwen. Paske nan prefak mwen te ale a se te yon prefak *sciences humaines* ki gen rapò dirèkteman ak kesyon administrasyon e ki pa gen rapò avèk medsin. *De ce fait* sa mwen te tou bay medsin vag. E de la mwen te al nan konkou e mwen te reyisi. Donk, mwen nan katriyèm ane nan administrasyon piblik. (fi, 21ane, INAGHEI, Admin).

^{cxci} Donk, lè' m'te apèn *terminé étude* klasik mwen m'te konte ale FDSE pou'm t'al aprann jeni sivil. Men, *puisque* akòz de posiblite pou'm te antre nan prefak, m'pat arive antre nan prefak. Paske pou al konpoze nan FDSE, ki se yon *université* leta, li mande pou'w, kòm si pou'w pase nan prefak. Kòm si yo travay anpil, paske'w prale nan yon konkou. Wap gen dè e dè milye de moun e yo pap pran anpil. Donk, *puisque* m'pat ale nan prefak, donk, m'te oblije chanje ide. M't'al konpoze nan an FDSE. M't'ap konpoze INAGHEI, paske'm pat vle kite ane a pase pou'm pat al tante chans mwen *quand même* nan leta. Ebyen, domaj sa pat reyisi. Donk, *puisque* m'wè tan ap pase, e laj ap monte, donk, m'te *c'est obligé* ale nan syans enfòmatrik. M'pat rayi l tou, men objektif lan se te jeni sivil lan. Kounya la a, m'nan syans enfòmatrik. M'ap etidye nan inivèsite USFAH. (gason, 24ane, USFAH, Syans Enfomatik)

^{cxcii} ...lè'm te fini nan lekòl klasik, mwen te di'm ta pral antre nan dwa pou'm al *étudié science juridique*. Kounyea, m'wè katran. Papa'm kòmanse ap antre nan laj. Pat gen de mwayen. M antre nan otelri. M di papa'm, m'ap antre nan otelri, (fi, 22ane, BTC, Otelri).

^{cxci} Hum, donk, lè'm t'ap fè filo, m'te panse en al aprann rezo *tout ça*. Donk, lè mwen t'al Canado, m't'al pran kèlke enfòmasyon. Donk, pri an te tèlman elve m'te sipoze, m'te chwazi chanje opsyon, donk, paske paran'm pat vrèman *en mesure* pou te jere sa. Donk, m'te vin wè tou se pa sèl mwen'k pitit pou yo pouse. Donk, m'te chwazi al nan yon lekòl kote pri an pa tèlman elve. Donk, m'te chwazi al aprann yon lòt bagay ke'm santi m'ka fè yon ti efò pou'm aprann li. (gason, 28ane, ISNAC, Jounalis).

^{cxciv} Lè'm t'ap fè reto filo mwen te gen vizyon pou'm t'al nan medsin. *Vu que* eh, eh, djòb papa'm avèk manman'm, li pa nivo a, pa ase aksesib pou'm te al ladan'l. (fi, 24ane, ISNAC, Kominikasyon).

^{cxcv} Bon, pou mwen, eh, reto filo, aprè'm fin fè reto filo, um, rèv mwen se te ale pou'm te yon gwo enfòmatisyen, men malerezman, eh vu kòm si mwayen ekonomik paran'm, paske'm pa leve avèk manman'm. Manman'm te mouri. M'leve

avèk yon matant, eh, li pat gen ase mwayen pou l te voye'm nan sa mwen te vle a.... (gason, 24an, IHECE, Administrasyon).

^{cxcvi} Bon, mwen menm, lè'm te lekòl, posiblite ke'm te genyen pou'm te *étudier* se te medsin. Men malerezman 2010, papa'm te vin *décédé*. Bon, m'pat gen posiblite ekonomik ankò. Ee m'vin fè chwa de leta. Ke mwen vin nan *sciences humaines* ke m'ap *étudier* kominikasyon.(gason, 30ane, FASCH, Kominikasyon, FG #5).

^{cxcvii} Mwen menm, lè'm te fini, lèm t'al nan reto filo, mwen te panse al etidye diplomasi. Men, pwoblèm ekonomik te vin fè ke m pat ka al etidye diplomasi... (gason, 26an, UNDH, Ekonomi,)

^{cxcviii} Mwen, m'te vle, lè'm te fini lekòl klasik mwen, pou'm te vin yon avoka, oubyen yon... pou'm antre nan jesyon an *paske, par ce que*, mwen renmen sa. Kòm jan peyi sa ye, se laj kap antre sou tèt ou. Sitou se paran'w k'ap ede'w, ou ka rive nan yon mwayen la, li di'w li paka bay ankò. M'te reziye'm, lè'm fini lekòl, m'te antre nan *Hôtellerie et tourisme*. pou'm ka jwenn posiblite pou'm ta jwenn yon travay pou mwen kontinye etid mwen, *université* 'm. (fi, 22ane, BTC, Otelri).

^{cxcix} Nan yon lòt peyi. Ayiti *pourvu que* m gen yon konesans ki ap, ki ap fè ke mwen ka reprezante'm. M pa oblije son lòt moun ki soti *à l'extérieure* ki pou f'on bagay pou peyi'm. Tout sa yo bezwen fè, se yon lòt moun ki soti *à l'extérieure*. Men mwen menm, m'ap yon moun ki *de reference*, e ka ede peyi'm, ki ka aji pou ede kwasans ekonomik peyi'm. (HELP, Ekonomi, Fi, 2em ane)

^{cc}Men mwen menm, m te toujou vle *étudier droit*.. Men avèk ke oryantasyon ke'm te vin fè nan Help, panèl ke'm te genyen sou kominikasyon e dwa, m te vin chwazi kominikasyon pito kòm *première option*. Ann di ke avèk *communication*, um, m te vin santi'm chita ladan'l pi byen. C'est vrai que m'toujou renmen dwa e m'toujou konte *étudier droit* aprè. Men m'vin tèlman ap eseye konprann sak rele *communication sociale, question* pou travay avèk moun pou ede, pou *influencé* moun nan sa'w anvi *influencé* yo an, *pour* pou menm m ka *lutté* kont de seri de bagay, *question de conscientisation ecetera*, sa te vin fèm chwazi *communication* pito. Epwi m'santi'm ase byen ladan'l. (HELP, female, Kominikasyon, 2em ane).

^{cci} Um, m'ka di depi nan reto filo, mwen te gen 2 rèv,.. *gestion d'entreprises* avèk *interprète*. Men, mwen, m te plis panche'm sou *interprétariat* a paske mwen te renmen lang anglè anpil. Epi, menm jan ak nimewo 2, nimewo 3 di'l an, se lè ke mwen rive nan oryantasyon pwofesyonèl nan Help mwen vin wè ke yon *businesswoman*, yon *businessman*, li menm tou, li ka an lang anglè a. Se yon *facteur* nan, um, nan sa ke l'ap *éudié* a *parce que* antanke yon *businesswoman* ou pap sèlman gen pou'w, um, fok alize'w sou moun oubyen gen afè avèk moun nan peyi'w. Sa ka rive an, ou gen afè avèk lòt moun nan lòt peyi tou, nan lòt *businessman*. Donk, se sa'k fè kounya m'ap *éudié gestion des PME* mès. (HELP, female, Gesyon, 1e ane)

^{ccii} Men avan tout, m konte fon metriz nan, um, *économie de l'éducation*. M di *l'économie de l'éducation parceque en Haïti*, avan ke m te ka di pou etabli antrepriz an Ayiti, ou *du moins* pou *influence* lòt moun vin investi an Ayiti. Ou bezwen, um, yon kote pou'm, m ka di kote *situatio* politik peyi an, oubyen ekonomik peyi an *plus ou moins* stab. ... Eh m te ka di *éducation que* yo ba nou an Ayiti an ki plus, m te ka di ankouraje nou fè yon lisans epi pou nou kouri dèyè travay... Men le w pran, m ka di yon elèv fondamantal, m te ka di 7èm ane, depi nan 7èm ane m te ka di yo entegre ekonomi nan lekòl. Sa vle di m te ka di'w timoun nan depi nan laj 12, 13 zan li kòmanse ap panse kijan'l ka kreye richès. Sa vle di, m te ka di'w son, son sòt de mit yo retire nan tèt timoun yo ki fè kwè ou la lekòl pou'w aprann fon bouraj de kràn, aprè le w vin gon lisans pou w ap kouri dèye leta pou ba w djòb, pandan'l pa gen ase kapasite pou'l ba ou'l. Se youn nan mwayen ki fè m te ka di ke *situation* ou tande mache de travay la pa *prolifique*. Mache de travay la nòmman pa bay *résultat*. Se *parceque* gen twòp moun k'ap kouri dèyè travay men ki pa gen ase de bagay pou yo kreye richès pou tèt yo. Men mwen, m deside fon metriz nan sa pou'm, pou'm ede Ayiti nan sans sa a, pou entegre ekonomi an nan lekòl. *Bien avant que* lè'm di lekòl, lekòl klasik. *Bien avant que* w antre nan inivèsite... Um, *parceque*, se youn nan pwoblèm ke n'ap konfwonte. Nou manke konpetans nan ekonomi... (HELP, male, 2em ane).

^{cciii} Ok, um, lè'm te an reto avèk filo, mwen te gen nan tèt mwen pou'm te *éudié psychologie*. Um, men lè m vini nan Help, lè'm vini nan oryantasyon pwofesyonèl epi yo te vin kòmanse pale de *plusieurs, plusieurs* lòt pwofesyon, epi la

m te vin entèrese avèk finans... Donk, m'ap eseye à l'avenir, m'ap *rematch* pasyon ke m genyen *pour art en ce qui a trait à la danse chant, music, peinture*. Um, byen, ke m pa konn fè desen, men kòmsi m' renmen wè lè moun ap fè'l (ri..), epi m renmen imaj yo tou, donk, se ta kòmsi fè youn avèk tou psikoloji an tou ke m konte *étudié* an se ta fè yon, kòmsi yon sòt de, m'ta di, yon lekòl, men ki ap pèmèt ke timoun avèk *jeune* vini ladan l pou ede yo *valoriser* sa yo konn fè en *terme d'art*. Paske, gen anpil timoun ke w ap gade, ki ap fè de seri bagay ki vrèman *extraordinaire*, men ki pa gen *aucune instance*, ki pou ta ankadre yo... (female, 2em ane).

^{cciv} Sa, sa'm ka di yo *confondre*. Paske son, son, m te ka di, rezon sa a li *fusionnée*. Ou imagine lè'w pran 391 eh yo pran 52, gen anpil lòt moun ki pèdi *opportunité* ke'm jwenn nan. Donk, se pa paske se pa vle di *que*, oparavan m'pat gen lòt *opportunité*. Pa egzanp, menm jan nimewo 3 di'l la, m te aplike tou pou bagay Japon an. Men gen, gen de seri de bagay yo te vin mande'w. Pa egzanp, *peut-être* lajan, ke'm pat ka reponn. E nan Help yo, yo ban m *opportunité* a, m'pat bezwen gen lajan pòch. M'pat bezwen gen lòt bagay. M pran opòtinite a. (HELP, Jeni Endistriyèl, Gason, 1e ane)

^{ccv} Eh e, te gen *plusieurs* lòt bous ke, eh, m te gen enfòmasyon sou yo. Men Help te tèlman pran *bonne heure* ke se Help ki m te gentan *postulé* ladan anvan. Epi m bon, ki fè ke lòt bous yo m pat gentan menm *postulé*, oubyen fon *démarche* pou yo. *Parce que* Help kòmanse *processus* li an trè bonè. (HELP, Ekonomi, Gason, 2em ane)

^{ccvi} ...Epitou gen Taïwan nan tou, si w fè mwayèn 7, ou *postulé*, ou ka ale. Gen *Mexique*, gen *plusieurs* lòt bous ki te ouvri, kòmsi ki te la ke'm te ka *postulé* pou, men *processus* Help lan te la pi *bonne heure*, epi m te *postulé*, m te tou antre. (HELP, Ekonomi, Gason, 2em ane)

^{ccvii} ... nan tout moun sa yo, yo gon preseleksyon y'ap fè. ...Donk yo te di'm m'pase etap yo, preseleksyon an. Donk, te gen yon lòt etap, swa antrevu nòmalman, m'pa sonje, ... Pou Taiwan. Aprè sa à, la fin se te yon, yon lòt pwofesè m'te genyen UNASMOH ki te banm ...yon demi bous UNASMOH. Men malerezman, m'pa menm'fè yon sesyon. M'pa renmen jan *université* sa t'ap fonksyone a. Paske yeux'm te kòmanse ouvè. M pa renmen jan yo t'ap fonksyone a. Epi m pa menm fè yon sesyon. M pa rete. Epi aprè sa, m'bat bèt mwen konpoze nan leta. M te bon nan leta. (HELP, Jesyon, Gason, 4em ane)

^{ccviii} Donk, pou'm onèt ak tèt mwen epi pou'm pa nan ipokrizi m'ap di non, *puisque* ann serye, jan peyi a ap mache la, li bay moun degou pou rete ladan. Donk ann serye, nou gen depi *le 5 septembre* peyi an bloke konplètman. [Yon kòk ki ap chante]. Menm timoun ki fèk gen 2an pa ka al lekòl...(gason, 28ane, ISNAC, Jounalis)

^{ccix} Wi, alò kesyon pou moun etidye nan an Ayiti nan moman kounya la li, sa gen anpil kontrent. Li gon pil kontrent parapò, anpil kontrent,eee kontrent ekonomik, kontrent famiyal tou, distans tout, *tout ça* ki vin rann moun nan pa ka etidye parapò ak ensekirite ki vin, ki ap fè la *une* la kounye a an Ayiti.... (gason, 29 an, INAGHEI, Syans Kontab).

^{ccx} Kesyon etidye an Ayiti moman sa la a ? Bon, m ka di'l vrèman enposib. *Parce que*, paske koz sitiyasyon peyi a, se pa tout moun k'ap travay. Gen moun ki ta byen anvi etidye vre, men ki pa gen moun k'ap ede yo, ki pa gen kòb pou yo fè *étudier* fakilte. Paske gen nan yo ki *tres cher* e pa tout moun kap ka bòde yo. ... (fi, 24an, INAGHEI, Syans Kontab).

^{ccxi} A! Nan *situation* peyi a la, *sincèrement* m ta prale. Paske se pa Help ki pwoblèm nan. Nan moman an la, se *situation* peyi a ki vin fè que Help li menm, li pa ka *abouti* avèk sa li gen kòm objektif. Si mwen wè ke m ka al nan yon lòt peyi e m'ap jwenn menm sa Help ap ban mwen yo, se pa, se pa Help *seulement*, se pa Help m ka di, eh, bay pwoblèm nan. Se, ok tout *structure* ke Help mete nan plas yo, m'ap jwenn yon lòt kote, eh, m'ap an sekirite eh tout bagay ap mache, Byen, donk, *rationnellement* se sa. (HELP, Ekonomi, Gason, 2em ane)

^{ccxii}m vle rete pou'm sèvi tou, men nan *situation* sa a, m t'ap oblije ale. (HELP, Kominikasyon, Fi, 2em ane)

^{ccxiii} M t'ap di menm bagay lan tou. *Parceque* se pa vrèman Help ki pwoblèm nan. Men se peyi an, kòmsi ki mete'w nan *situation* kote ke'w oblije toujou ap strese, w'oblije pè, ou pa santi'w an sekirite. Ou pa santi'w byen, ou pa konn kilè w'ap mouri ou *peur* (HELP, Ekonomi, Fi, 2em ane).

^{ccxiv} Mwen chwazi Help, menm jan tou ke Help te chwazi'm nan. Donk, mwen konnen ke Ayiti pap ret konsa. E mwen vle pote yon chanj, mwen vle pote kontribisyon pa'm nan chanjman peyi'm. Donk, wi, *bien sur*, mwen t'ap rete pou'm *étudié*. (HELP, Gesyon, Fi, 1e ane).

^{ccxv} Byen, avan m'pat gen nan tèt mwen pou'm t'ale al rete nan lòt peyi. Men byen avan jis kounya, m'pa janm genyen'l... Paske'm te toujou wè, m te toujou wè li se yon nesesite pou ke'm rete nan peyi'm, pou ke mwen travay pou *bien-être* peyi a. Paske nòmman si tout *jeune* ta pati kite peyi a, di, bon, n'ap kite peyi a, avni peyi a ki kote li ye? (HELP, Jeni Endistriyèl, Gason, 1e ane).

^{ccxvi} Ok. Pou'm reponn ak *première question* an. Avan, avan Help, m te yon patriyòt,,, men a yon *certain* nivo Donk, kounya mwen vin antre nan Help ki vin aprann nou chak jou fè *des réflexions poussées* pou nou vin wè nou antanke *des acteurs* ki ka pote yon chanjman nan tout sa k'ap fèt la a. Nou pa sèlman la pou nou asiste, e *subi*, men nou la pou nou aji tou e pote *des solutions* (HELP, Jeni Endistriyèl, Gason, 1e ane)

^{ccxvii} Anfèt, m'panse t'ap rete. Paske'm *tout à fait* retwouve'm la, m'pa vrèman imajine'm lòtbò a paske'm déjà, Ok, tout sa'm genyen, tout moun konnen deja la, epi tou m' twouve ke menm si peyi a konsa m' gon pòt de soti kanmenm. (HELP, Dwa, Fi, 1e ane).

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ANNEX

Annex 1:
QUESTIONNAIRE FOR GENERAL STUDENT POPULATION RESPONDENTS
UNIQ, UEH, ESIH, UNDH

Metadata

- Time Begun (automatic)
- Date (automatic)
- Survey ID (automatic)
- Surveyor's name (list)
- Cluster number (entered by surveyor from list; used for future tracking of 5-member clusters)

Questions to Respondent

Demo Profile

- Origin
- Mother alive/in contact
 - y/n
- Father alive/in contact
 - y/n
- Mother occupation
 - Currently employed?
- Father Occupation
 - Currently employed?
- Either parent has a car
 - y/n
- Date of birth
- Civil status: Ever had live-in partner or married (y/n)
 - If yes: list of living with partner, married, separated, divorced, widowed
- How many children do you have?
- Living arrangements/who they are living with,
 - Alone
 - Parents
 - Other family
 - Friends/other
- If not living with parents, do you pay rent?
 - y/n
- Number of people in household

- Do you have own room?
 - y/n

University Information

- Name of University (list)
- Years at University (integer)
- Distance lives from school in time to arrive (list of time options)
- Major (list)
- Did you ever attend another University? (list)
- Did they ever have a different major?
 - If yes, what? (list)
- If you could major in whatever you really wanted, what would it be?
- Who pays for tuition?
 - Self
 - Parents
 - Sibling
 - Other family
 - Spouse/partner
 - Patron
 - Scholarship/organization
 - Other
- Where you attended high school
- Public or private highschool?
- Who did you live with? (similar list as tuition source)
- GPA/average in high school
- Score on Bach Exam
- GPA now
- Awards (list)
- Languages spoken (list)
 - Rate on 1 to 5 each language

Social and Civil Activity/orientation

- Skills (list of music, athletics...)
- Clubs and organizations
- Volunteers for anything now
 - If yes, what
- Ever volunteered for anything during the past
 - If yes, for what
- Ever done a business (anything self-initiative)
- Have you ever worked?
 - If yes, doing what?
- Have you ever had an internship (work related to major)
 - If yes, where,

- Did it pay
 - If yes, How much
 - If no, do you want one?
- Who do you turn to when they need help (tuition, books, living, and related costs)
- Who do you ask when you have a problem with school or studies?
- Who do you ask when you have a problem with school or studies?
- Do you have someone you would consider a mentor (response can be made based on last response)

Orientation outside of Haiti/Fidelity to Haiti

- Have you ever traveled outside of Haiti? y/n
 - If yes, to where
- Have you ever missed a year of school? (including highschool and primary school)? y/n
- If yes, why? (list: finances, illness, travel, parent ill)
- When was the last time you were seriously ill? (list of time options)
 - If not “never”: Where did you go for treatment?
- Last time you missed school.
 - If not “never”: Why? (list of time options)
- Intention to do the Master’s.
 - y/n
- Have you ever had a scholarship (if not on scholarship now/does not include free tuition at State Univ.)
 - y/n
 - If no, did you ever look for a scholarship
 - If yes or no,
 - List of programs we know of, plus option for other
- Did you apply for one to leave Haiti (list of answers includes already studying outside Haiti)
- Did you ever consider studying in (if not included in above responses)
 - DR?
 - Cuba?
- If you could have left Haiti:
 - If they had option a: Dominican Republic
 - If they had option b: Other countries
- Do you think you will complete your education?
- Do you plan to finish University in Haiti?
- Will you leave Haiti after if you finish school ?
 - No
 - If possible
 - Yes
 - Do not know
- Do you expect to obtain a degree beyond lisans? (if thinks will complete education)
 - Hope so
 - Definitely
 - Do not think so

- Do you own
 - Cell phone
 - Laptop
 - Desktop
 - Tablet
 - Moto
 - Car/Vehicle
- If no Computer, do you have access to computer? y/n
 - If yes, where/how (list includes university, internet café, family, friend, other)
- Rate computer skills 1 to 5
- Internet access
 - Frequency
 - Use of social media
 - Top 3 social media preferences (includes email)
- Frequency listens or watches the news
 - If not “Never”: primary source of local news
 - If not “Never”: primary source of international news
- For you personally which is the most significant (the following will be reformulated into paired questions, e.g. which is more of a challenge for you: housing vs. transport?)
 - financial aid
 - housing
 - transport
 - printing
 - books
 - internet
 - meal plan
 - access to computer
 - access to tutoring/assistance learning...
 - physical spaces for learning
- Rate 3 biggest challenges to studying (similar to preceding and may be eliminated)
 - Absenteeism
 - Manifestations
 - Buying books
 - Printing
 - Transport
 - Computer access
 - Internet access
 - Lab
 - Help studying
 - Other
- Rate overall quality of teachers (1 to 5 star rating)
- Biggest problem with teachers
 - Competence
 - Absenteeism

- Other
- Rate overall professor's absenteeism
 - 25 percent or less
 - 25 to 49 percent
 - 50 to 74 percent
 - 75 percent or more

Sibling samples (for future evaluation of cohort success vs. those of HELP)

- How many siblings do you have on mother's side?
 - Age of each (questions cycle through, oldest to youngest)
 - Where is each located
 - Educational level
 - If in Haiti, employment status

Annex 2: Confusion Surround Number of Institutions and Students

Number of Students

As counterintuitive as it might seem—given that we are talking about scholarship itself—higher education in Haiti has been little studied and is radically misunderstood in some of its most basic assumptions. Take an issue, touched on above, as simple as how many Haitian youth go to University. The few reports on higher education that exist typically claim that that only 1 to 2 percent of students in Haiti make it to University.^{ccxix} It is not clear why this myth persists; as seen in the main text, the best source of demographic data for Haiti, the USAID-sponsored Demographic Health Survey for 2017 (based on a random survey of 13,405 households in Haiti) indicates that fully 21 percent of adults in what would be the most recent age category reflecting the state of higher education Haiti (30 to 34 years) have completed at least some higher education (see DHS 2017:48). The figure fits well with the calculations we make below for demand for higher education. Nevertheless, the myth does persist and an examination of data below illustrates the extent to which even the knowledge of higher education in Haiti is lacking and the extent to which demand for higher education in Haiti is unquestionably expanding at a meteoric pace.

We know, for example, that 90 percent of University students are in the age range of 19 to 29 years of age (see Figure 10). We also know that there are about 2 million Haitian youth in this age range (see Figure Population period in Annex). With those figures in mind, consider that there are 40,000 students enrolled in Haiti public institutions of higher education; 30,000 students at UEH and another 10,000 in the State UPRs (Regional Public Universities). If 90 percent are 19 to 29 years of age, that means that 2 percent of youth in the university age range (19-29 years of age) are attending public universities. But that is only those who get into the public schools. As seen in the main text, each year, some 25,000 students pass the State exams--qualifying them to attend public university, but 20,000 of them, 4/5th, do not get accepted. This means that the demand for private education is at least 4 times what the public sector provides.^{ccxx}

The evidence suggests that closer to 10 percent of the university age population is attending an institution of higher education. Even before the 2010 earthquake MENFP's Direction de l'Enseignement Supérieur et de la Recherche Scientifique (DESRS) estimated that Haiti had a total of 100,000 students in higher education, 62 percent of whom were attending private institutions.^{ccxxi} Juxtaposing this against our population data above, this would mean that 10 years ago close to 5 percent of Haitian university age youth were enrolled in institutions of higher learning. But highlighting just how little is known--and how confused even the authorities are about basic facts of higher education in Haiti--at the same time that DESRS issued the above estimate, the Ministry's working group GETF (Groupe de Travail sur l'Éducation et la Formation) put the number of youth enrolled in higher education at 180,000 students, almost double the DESRS figure, something that would make the proportion of the university-aged population attending an institution of higher education closer to 10 percent and the number of those in private institutions five times greater than the number in public schools (see GETF 2010:120 footnote 66).^{ccxxii ccxxiii ccxxiv ccxxv ccxxvi}

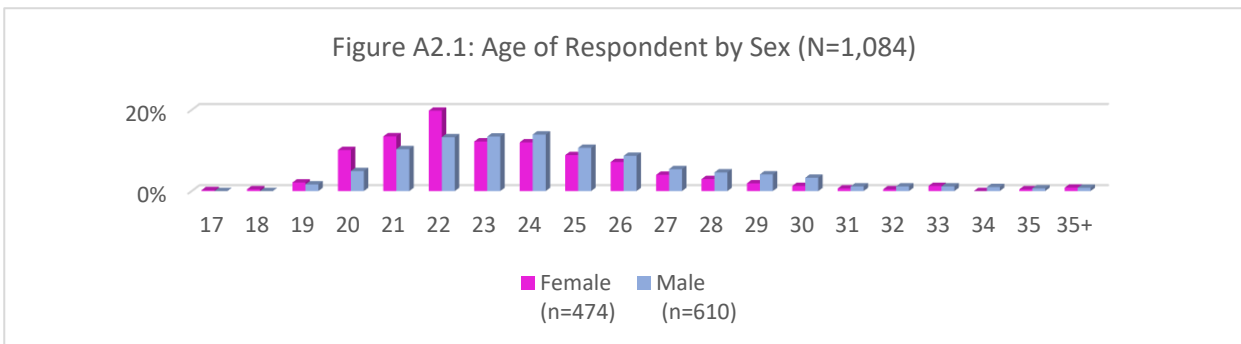
Number of Institutions

The MENFP/GETF 2007 report estimated that private institutions outnumbered public ones by 10 to 1. This figure is in line with the mushrooming demand for higher education echoed by INURED's (2010) claim that ninety percent of the higher education system consists of private universities and Suzuta's (2011:6) claim that 82 percent of students in higher education are in private universities. INURED's 2010 study concluded that there were at least 159 post-secondary school institutions in Haiti. Of these, 145 were private "universities," 67% of which did not have government permission to operate. By 2018, eight years later, the situation had changed with respect to government authorization. At this point in time, MENFP reported there were 137 institutions of higher learning recognized by the Ministry. Thus, while INURED had identified 145 private institutions, only 48 of which were registered, eight-years later the government reported 101 registered institutions ^{ccxxvii ccxxviii}

Table A2.1: Private Institution of Higher Education by Authorization Status (Source: INURED 2010)	
Type of Institution	Percentage (N=145)
Private authorized	30%
Private unauthorized no record keeping	17%
Private unauthorized with record keeping	33%
Private Other	11%
Public	9%

Summarizing this part of the annex:

- 1) In contrast to the usual claims that only 1 percent of the population makes it to university, there is an enormous demand for higher education in Haiti, with from 10 to 20 percent of all students in the university-age range (19 to 29 years of age) seeking to attend some sort of post-secondary institution.
- 2) The State has only been able to satisfy about 10 to 20 percent of that demand,
- 3) There is very little formal knowledge about Haitian higher education, such that even the Ministry of Education has no idea how many students seek to go to university. It might be 5-percent or it might be 10 percent. It might even be more than that. Nor does anyone know for certain how many institutions of higher education there are in Haiti. The best estimate is at least 196.

TEXTBOX A2.1: Age of Students at University of General Student Population Respondents


Because Haitians have two more years of high school than US students, most enter university at twenty years or older. Only three students in the entire sample were less than 19 years of age. The median age of students is 23 years old (Figure 2.2). Only eight percent (8%) percent were 30 years of age or old. Thus, 92 percent of the students were in the age range 19 to 30 years of age. The median for years attended was two years (Figure A2.1), which by inference means that most students finish their first diploma within the expected four years, quit school or leave Haiti.

Figure A2.1: Haiti Population Pyramid Year 2020

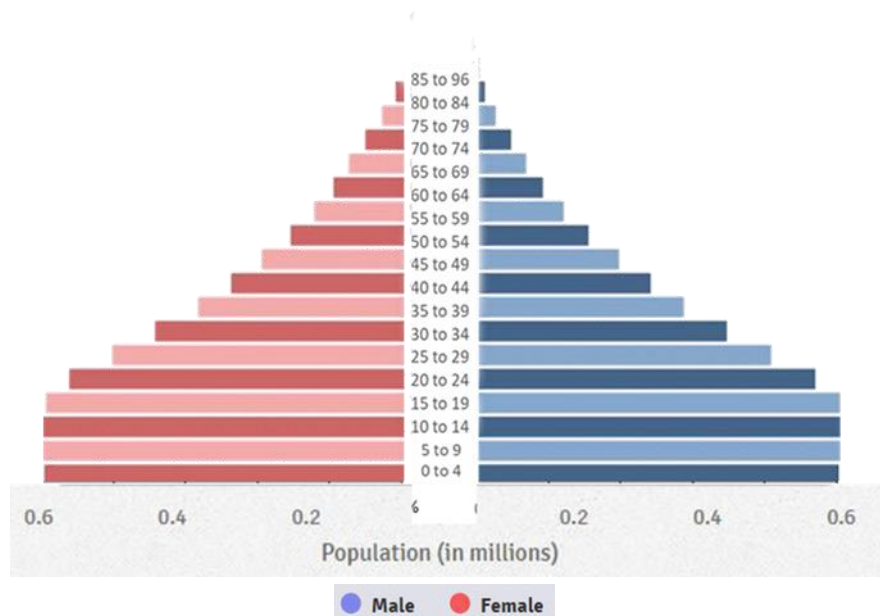


Table A2.2: Parental Occupation: General Student Population			
Father	Number	Mother	Number
Farmer	289	Trade/Vendor	603
Trader/Vendor	77	Teacher	62
Teacher	71	Nurse	44
Mason	47	Farmer	38
Driver	38	Seamstress	20
Carpenter	36	Secretary	19
Mechanic	34	Accountant	17
Accountant	30	Cleaner	12
Police	23	Pastry chef	9
Electrician	20	Administration	8
Lawyer	20	Teacher (Teachers college)	8
Tailor	19	Nurse's auxiliary	8
Construction Superintendent	17	Cook	7
Welder	16	Hair stylist	5
Security guard	15	Finger printer	4
Agronomist	12	Pharmacist	4
Technician other	12	Kindergarten teacher	4
Businessman	11	Heath technician	3
Plumber	7	Lawyer	3
Principal Secondary School	7	Businesswoman	3
Artist	6	Computer operator	3
Computer programmer	5	Cloth washer	3
Entrepreneur	5	Childcare	3
Preacher evangelical	5	Midwife	2
Technician agriculture	5	Inspectrice/Civil servant	2
Engineer	4	Manager	2
Land surveyor	4	Servant	2
Photographer	4	Psychologist	2
Teacher (teachers college)	4	Computer scientist	2
Administration	3	Technician laboratory	2
Cleaner	3	Servant	2
Electromechanical engineer	3	Tax agent	1
Journalist	3	Hair stylist	1
Tile layer	3	Banker	1
Doctor	2	Account	1
Fisherman	2	Doctor	1
Gardener	2	Factory worker	1
Heavy Equipment Operator	2	Accountant	1

Table A2.2: Parental Occupation: General Student Population			
Father	Number	Mother	Number
Inspector	2	Photographer	1
Jeweler	2	Messenger	1
Judge	2	Hotelier	1
Messenger	2	Police	1
Military	2	Emergency health technician	1
Painter	2	Medical supervisor	1
Porter	2	Statistician	1
Printer	2	Technician agriculture	1
Shaman	2	Civil servant	1
Taxi moto	2	Veterinary	1
Technician Agricultural	2	University rector	1
Technician electronic	2	Nothing	116
Truck driver	2	Do not know	5
Yard Attendant	2		
Architect	1		
Archivist	1		
Baker	1		
Baker assistant	1		
Boat captain	1		
Butcher	1		
Clerk	1		
Construction worker	1		
Controller	1		
Cook/chef	1		
Customs agent/tech	1		
Distiller	1		
Economist	1		
Fish farmer	1		
Florist	1		
Forestry agent	1		
Gas Station attendant	1		
Health agent	1		
Laborer	1		
Management	1		
Musician	1		
Owner of wire transfer store	1		
Pharmacist	1		
Politician	1		
Principal Assistant School	1		
Principal Primary School	1		
Psychologist	1		

Table A2.2: Parental Occupation: General Student Population			
Father	Number	Mother	Number
Real estate	1		
Retired	1		
Supervisor	1		
Technician Geological	1		
Technician laboratory	1		
Theology	1		
Tile layer	1		
Yard man	1		
Other	5		
Do not know	13		
Nothing	106		

NOTES Annex 2

^{ccxix} An example of the assumption that only 1 to 2 percent of Haitian children eventually go into higher education: “This means that less than 10% of children entering secondary school are able to graduate successfully. This represents 2.5% of all children entering elementary school, or roughly 2% of all children including those who never went to school.” Suzuta, Eriko 2011. Education in Haiti. An Overview of Trends, Issues and Plans. September 2011. WISE Haiti Task Force

^{ccxx} Durandis, Ilio. 2017. The Anatomy of a Failed Education System. June 16, 2017 <http://woymagazine.com/2017/06/16/anatomy-failed-education-system/>

^{ccxxi} Gosselin and Jean 2005 made this estimate. It is cited in INURED 2010.

^{ccxxii} Sources: MENFP. 2007. The National Strategy for Action on Education For All. Port-au-Prince: MENFP. Reprinted in Wolff, Lawrence. 2008. Education in Haiti: The Way Forward. Washington, DC: Partnership for Educational Revitalization in the Americas (PREAL), p.5. MENFP / Directorate of Higher Education and Scientific Research (DESR), December 2008

^{ccxxiii} “Ninety percent (90%) of the higher education system consists of private universities of which most are entirely unregulated, contributing to the poor quality of higher education. (UNURED 2010:2).

^{ccxxiv} The 2010 earthquake might have helped clarify how many students were in public vs. private institutions. Of the 32 major Universities INURED researched, three times as many students were killed in private versus public institutions. This would suggest that in 2010 there were 90,000 students in private education vs. ~30,000 at public schools to a total of 120,000 students of higher education, about 7 percent of students in the University age range.

Table A2.3: Earthquake Fatalities in Public vs. Private Institutions of Higher Education		
Type of Institution	Deaths	
	Professors and Administrators	Students
Public	48	680
Private	83	1919
All 32 institutions	131	2,599

^{ccxxv} For the Data on the Dominican Republic see, <https://www.haitilibre.com/en/news-14488-haiti-education-more-than-12-000-haitian-students-in-dominican-universities.html>

^{ccxxvi} Another way to get at the numbers is to use the estimates is to multiple the numbers of students in the public universities by the estimated proportion in private institutions. Already at the time of the 2010 earthquake there were four students in private institutions for everyone one in a public school. Today there are 40,000 students in UEH and the UPRs. That suggests another 160,000 in private institutions for an estimate total of 200,000 students in higher education in 2019-2020, about 10 percent of the population in the University age range. See Wise 2012, p. 6.

^{ccxxvii} Regarding the public institutions the State recognized: 20 colleges of the State University (UEH), seven institutions under the auspices of various ministries (CTPEA, ENGA, ENST, ENAPP, ENAF, CFEF, Ecole Nationale des Beaux-Arts), and the ten Regional Public Universities (UPR) in the provincial cities.

^{ccxxviii} One indicator of just how little oversight there is for higher education is that in 2011 MENFP had a Division of Higher Education, but only had three people working in it. (Suzuta 2011:15).

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sometimes Microsoft Word does things that seem impossible to figure out.

Annex 3: Universities Respondents Identified

Table A3.1: Universities that Survey Respondent Attended: Private Verified Online				
	Acronym for University	Full Name	Location	Number of Respondents Citing Attendance
1	UNIQ	l'Université Quisqueya	Pap	117
2	UNDH	Université Notre Dame d'Haïti	PaP	91
3	ESIH	École Supérieure d'Infotronique d'Haïti	PaP	77
4	UNASMOH	Université Américaine des Sciences Modernes d'Haïti	PaP	56
5	UP	Universite de Port-au-Prince	PaP	42
6	INUKA/INUQUA	L'Institut Universitaire Quisqueya-Amérique	PaP	39
7	CUPH	Centre Universitaire Polytechnique d'Haiti	PaP	37
8	UNAP	l'Université Autonome de Port-au-Prince	PaP	34
9	IWU	L'Info World University	PaP	29
10	UNIFA	l'Université de la Fondation Aristide	PaP	27
11	IHECE	L'institut des Hautes Etudes Commerciales et Economiques	PaP	18
12	UNEPH	L'Université Episcopale d'Haïti	PaP	17
13	UNITECH	Universté de Technologie d'Haïti	PaP	14
14	ULUM	Universite Lumiere	PaP	14
15	UDEI	Université d'Études Internationales	PaP	10
16	UPH	Université Polyvalente D'Haiti,	PaP	6
17	CUC	Le Collège Universitaire Caraïbe	PaP	5
18	USFAH	L'Université Saint François d'Assise d'Haïti	PaP	5

Table A3.1: Universities that Survey Respondent Attended: Private Verified Online

	Acronym for University	Full Name	Location	Number of Respondents Citing Attendance
19	HUNASMOH	Université Américaine des Sciences Modernes d'Haïti	PaP	5
20	CEDI	Centre d'Etudes Diplomatiques et Internationales	PaP	4
21	URH	Universite de la Renaissance d'Haiti	PaP	4
22	URL	Universite Ruben Leconte	PaP	4
23	CFPH	Canado Technique	PaP	4
24	MBSI	Mission Bon Samaritain International School of Nursing	PaP	4
25	UNAH	l'Université Adventiste d'Haïti.	PaP/Carrefour	3
26	PAODES	Plan d'Action Organisationnelle pour le Développement Économique et Social	PaP	3
27	GOC	University Group Oliver et Collarborateurs	PaP	3
28	IDI	International Development Institute in Hait	PaP	3
29	UPROH	l'Université Providence d'Haïti.	Ganthier	2
30	DIH	Diesel Institute of Haiti	PaP	2
31	ENOFOCA	Ecole Normale et de Formation continue de Carrefour	PaP/Carrefour	2
32	INIKA/UNITECH	Université de Technologie d'Haïti,	PaP	2
33	ISSIG	Institut supérieur des sciences infirmières de Gabes	PaP	2
34	Unischool	Unischool Institution de Formation Professionnelle	PaP	2
35	UC	Université Caraïbe		1
36	ANDC	Académie Nationale Diplomatique et Consulaire	PaP	1
37	Cisa	Centre d'Informatique, de Statistique et d'Administration	PaP	1
38	UNIVERSAH	Université Atlantique d'Haïti,	PaP	1
39	FCA	Faculté Craan d'Haïti	PaP	1
40	FSA	Faculté des Sciences Appliquées	PaP	1
41	Alliance	Alliance Informatique	PaP	1
42	AUC	American University of the Caribbean	Les Cayes	1

Table A3.1: Universities that Survey Respondent Attended: Private Verified Online

	Acronym for University	Full Name	Location	Number of Respondents Citing Attendance
43	BTI	Business and Technology Institute	Les Cayes	1
44	CUROM	College Universitaire de Roumanie en Haiti	PaP	1
45	EHH	Ecole Hôtelière d'Haiti,	PaP	1
46	EPSJA	Ecole Professionnelle Saint Joseph Artisan	PaP	1
47	Haiti Tec	Centre de Formation Technique et Professionnelle	PaP	1
48	IDEI	Institut Diversity Equity Inclusion Haiti	PaP	1
49	INASMO	Iraq National Science and Math Olympiads	Leogane	1
50	ISA	Institut Supérieur d'Agriculture	Petion-Ville	1
51	LCUNI	Ligne christ Universite	PaP	1
52	UTS	L'Université de Technologie Supérieure	PaP	1
53	CSU	Universite Aime Cesaire	PaP	1

Table A3.2: Universities That could not be Verified Online

	Acronym for University	Full Name	Location	Number of Respondents Citing Attendance
1	ISSAO			13
2	GEOSEH			12
3	ISSAH			11
4	USPAH			6
5	IHFA			4
6	IFHA			3
7	URL			3

Table A3.2: Universities That could not be Verified Online

	Acronym for University	Full Name	Location	Number of Respondents Citing Attendance
8	CCU			2
9	ESSMATECH			2
10	ETSTG1			1
11	CETEE			1
12	CTB			1
13	Ekol nasyonal superior de teknologi			1
14	Helt school			1
15	Infopak			1
16	INIVEL			1
17	IRH			1
18	GPS Universite			1
19	ISHA			1
20	UC			1
21	USTH			1
22	SETEMO			1
23	ULEH			1
24	ULIM			1
25	UMYN			1
26	USIJMAC			1
27	UTSAH			1
28	Yavemisi			1

Table A3.3: Universities that Survey Respondent Attended: Public

	Acronym for University	Full Name	Location	Number of Respondents Citing Attendance
1	FASCH/UEH	L'Université d'État d'Haïti / Faculté Des Sciences Humaines	PaP	1
2	FDSE/UEH	L'Université d'État d'Haïti / Faculté de Droit et des Sciences Economiques	PaP	1
3	UPSAC	Université Publique du Sud aux Cayes	Les Cayes	1
4	UPSEJ	L'Université Publique du Sud-Est à Jacmel	Jacmel	7
5	UPNCH	Université Publique du Nord au Cap-Haïtien	Cape Haitian	1
6	UPAG	Université Publique de l'Artibonite aux Gonaïves	Gonaïves	1
7	UPR	Universités Publiques Régionales	Various	1
8	UPNOPP	Université Publique du Nord-Ouest à Port-de-Paix	Port-de-Paix	1
9	ENGA	École Nationale de Geologie Appliquee	PaP	1
10	ENS	L'Ecole Normale Supérieure	PaP	1
11	CICA	Corps d'Ingénieurs Civils et d'Architectes	PaP	1

Below is full list of the 160 post-secondary schools recognized by MENFP (source: Nouvelliste 2018, from MENFP/DESRS)

I-Institutions d'Enseignement Supérieur privées reconnues

1. Université Adventiste d'Haïti (UNAH)
2. Université Américaine des Cayes (UAC) ci-devant American University of the Caribbean.
3. Université Américaine des Sciences Modernes d'Haïti (UNASMOH)
4. Université Autonome de Port-au-Prince (UNAP)
5. Université Autonome Charlemagne Péralte (UNACP)
6. Université Bellevue (UNIBEL)
7. Université Caraïbe (UC)
8. Université Chrétienne du Nord d'Haïti (UCNH)
9. Université Chrétienne de la Communauté de Caïman (UCCC)
10. Université de la Concorde / Concord University, ci-devant CCHC-CUMES
11. Université de la Fondation Aristide (UFA)
12. Université de Port-au-Prince (UP)
13. Université des Sciences Administratives et de la Santé (UNISAS)
14. Université d'Etudes Internationales (UDEI)
15. Université Evangélique d'Haïti (UNEH)
16. Université Episcopale d'Haïti (UNEPH)
17. Université INUKA
18. Université GOC
19. Université Intégrée de la Caraïbe (UNICA)
20. Université Jean-Price Mars (UJPM)
21. Université Lumière (UL)
22. Université Libre d'Haïti (ULH)
23. Université Métropole d'Haïti (UMH)
24. Université Métropolitaine Anacaona (UMA)
25. Université Notre Dame d'Haïti (UND'H)
26. Université Polyvalente d'Haïti (UPH)
27. Université Providence d'Haïti (UPROH)
28. Université Quisqueya (UNIQ)
29. Université Queensland (UQ)
30. Université Roi Henri Christophe (URHC)
31. Université Ruben Leconte (URL)

32. Université Saint-Gérard (USG)
33. Université Saint François d'Assise d'Haïti (USFAH)
34. Université de l'Académie Haïtienne (UAH)
35. Université Fondwa (UNIF)
36. Université Ponds d'Espoir d'Haïti (UPOESAH)
37. Université Joseph Lafortune (UJLF)
38. Université La Pléiade d'Haïti (UPLEH)
39. Université Royale d'Haïti (URH)
40. Université Mont Everest d'Haïti (UNEDH)
41. Université Nouvelle Grande-Anse (UNOGA)
42. Université Polytechnique Notre Dame du Rosaire (UPONDRO)
43. Université de Léogane (UNIVEL)
44. Université Sainte Geneviève
45. Université Innovatrice d'Haïti (UNIH)
46. Université Franco-Haïtienne du Cap-Haïtien (UFCH)
47. Université Nobel d'Haïti (UNH)
48. Université Valparaiso (UV)
49. Université Chrétienne d'Haïti-Mission Évangélique des Gonaïves
50. Université de Jérémie (UJ)
51. Université Atlantique d'Haïti (UNIVERSAH)
52. Université Chrétienne Renaissance du Centre d'Haïti (UCRECH)
53. Université Moderne d'Haïti (UMDH)
54. Université Michel Nord Isaac
55. Université Nissage Saget (UNISSA)
56. Université La Ferrière Joseph
57. Université de Pétion-Ville (UNP)
58. Université la Renaissance d'Haïti (URH)
59. Université Indépendante de l'Artibonite (UIA)
60. Université Les Encyclopédistes d'Haïti
61. Université de Bas Artibonite (UNIBA)
62. Université Soleil d'Haïti (USH)
63. Faculté Craan d'Haïti (FCA)
64. Faculté des Sciences Appliquées (FSA)
65. Faculté des Sciences de l'Education Regina Assumpta (FERA)
66. Institut de Technologie Electronique d'Haïti (ITEH)
67. Institut d'Etudes Supérieures de l'Ouest (IESO)

68. Institut des Sciences, des Technologies et des Etudes Avancées d'Haïti (ISTEAH)
69. Institut de Formation des Cadres (IFC)
70. Institut de Formation Juridique et des Sciences Connexes des Cayes (INFOJUSC)
71. Institut de Formation Supérieure en Sciences Administratives et Appliquées (IFSA)
72. Institut des Hautes Etudes Commerciales et Economiques (IHECE)
73. Institut de Management Territorial, d'Etudes et de Recherche Politiques (IMTERP)
74. Institut Haïtien des Sciences Administratives (IHSA)
75. Institut Haïtien de Formation en Sciences de l'Education (IHFOSED)
76. Institut Supérieur d'Administration et de Gestion (ISAG)
77. Institut Supérieur de Recherche et de Développement Technologique (ISRDT)
78. Institut Supérieur des Sciences Economiques Politiques et Juridiques (ISSEPJ)
79. Institut Supérieur Technique d'Haïti (ISTH)
80. Institut Supérieur et Universitaire Professionnalisé (ISUP-EMATECH)
81. Institut Universitaire de Science et de Technologie (INUST)
82. Institut Universitaire des Sciences de l'Education (IUSE/CREFI)
83. Institut Universitaire des Sciences Juridiques et de Développement Régional (INUJED)
84. Institut Universitaire de Formations des Cadres (INUFOCAD)
85. Université de Technologie d'Haïti (UNITECH)
86. Institut Louis Pasteur (ILP)
87. Institut Panaméricaine des Hautes Etudes en Gouvernance (HEG)
88. Institut de Formation Biblique et Théologique d'Haïti (IFBTH)
89. Institut de Philosophie Saint François de Salles (IPSES)
90. Institut Universitaire de l'Ouest (IUO)
91. Ecole de Droit et de Notariat de Saint-Marc
92. Ecole Supérieure Catholique de Droit de Jérémie (ESCDROJ)
93. Ecole Supérieure Isaac Newton (ESIN)
94. Ecole Supérieure d'Infotronique d'Haïti (ESIH)
95. Ecole Supérieure de Chimie (CHEMTEK)
96. Ecole Supérieure de Technologie d'Haïti (ESTH)
97. Centre d'Etudes Diplomatiques et Internationales (CEDI)
98. Centre de Formation et de Développement Economique (CFDE)
99. Centre de Management et de Productivité (CMP)
100. Centre de Recherche en Finance et en Management (CREFIMA)
101. Centre d'Informatique de Statistique et d'Administration (CISA)
102. Centre du Savoir Universel (CSU)
103. Centre Universitaire Moderne d'Haïti (CUMOH)

104. Centre Universitaire de Développement Intégré (CUDI)
105. Centre Universitaire Maurice Laroche (CUML)
106. Centre Universitaire Polytechnique d'Haïti (CUPH)
107. Collège Universitaire de Christianville (CUC)
108. CFEF Filles de Marie PARIDAENS
109. Académie Nationale Diplomatique et Consulaire (ANDC)
110. Académie des Sciences Pures et Appliquées (ASPA)
111. Azure University (AU)
112. Académie de Formation et de Perfectionnement des Cadres (AFPEC)
113. Burnett International University (BIU)
114. Grand Séminaire Notre Dame (GSND)
115. Haïtian Education and Leadership Program (HELP)
116. Mission Baptiste Conservatrice d'Haïti (MBCH)
117. PAODES Université
118. Séminaire de Théologie Évangélique de Port-au-Prince (STEP)
119. Spring Hill University (SHU)

II-Institutions Publiques d'Enseignement Supérieur

Members of UPR

- 1- Université Publique du Nord au Cap-Haïtien (UPNCH)
- 2- Université Publique de l'Artibonite aux Gonaïves (UPAG)
- 3- Université Publique du Sud aux Cayes (UPSAC)
- 4- Université Publique du Sud-Est à Jacmel (UPSEJ)
- 5- Université Publique du Nord-Ouest à Port-de-Paix (UPNOPP)
- 6- Université Publique du Centre à Hinche et à Mirebalais (UPCHM)
- 7- Université Publique des Nippes (UPNIP)
- 8- Université Publique du Nord-Est (UPNE)
- 9- Université Publique de la Grand-Anse (UPGA)
- 10- Université Publique du Bas Artibonite à Saint-Marc
- 11- Centre de Techniques de Planification et d'Economie Appliquée (CTPEA)
- 12- Centre de Formation des Enseignants du Fondamental (CFEF)
- 13- Ecole Nationale Supérieure de Technologie (ENST)
- 14- Ecole Nationale des Arts (ENARTS)
- 15- Ecole Nationale de Géologie Appliquée (ENGA)
- 16- Ecole Nationale d'Administration Financière (ENAF)

17- Ecole Nationale d'Administration et Politique Publique (ENAPP)

18- Université d'Etat d'Haïti (UEH)

Université d'Etat d'Haïti (UEH)

Facultés et Campus repartis dans huit (8) départements géographiques du Pays

1- Faculté de Droit et des Sciences Economiques (FDSE)

2- Faculté d'Agronomie et de Médecine Vétérinaire (FAMV)

3- Faculté des Sciences (FDS)

4- Faculté Linguistique Appliquée (FLA)

5- Faculté d'Ethnologie (FE)

6- Faculté d'Odontologie (FO)

7- Faculté de Médecine et de Pharmacie (FMP)

8- Institut National d'Administration de Gestion et des Hautes Etudes Internationales (INAGHEI)

9- Faculté des Sciences Humaines (FASCH)

10- Institut Supérieur d'Etude et de Recherche en Sciences Sociales (ISERSS)

11- Ecole Normale Supérieure (ENS)

12- Ecole de Droit et des Sciences Economiques des Gonaïves

13- Ecole de Droit, des Sciences Economiques et de Gestion du Cap-Haïtien

14- Ecole de Droit et des Sciences Economiques des Cayes

15- Ecole de Droit de Jacmel

16- Ecole de Droit de Hinche

17- Ecole de Droit de Fort-liberté

18- Ecole de Droit et des Sciences Economiques de Port-de-Paix

19- Campus Henri Christophe à Limonade (Cap-Haïtien)

Unités déconcentrées de l'UEH

1. Ecole Nationale des Infirmières de Port-au-Prince (ENIP)

2. Ecole Nationale des Infirmières du Cap-Haïtien

3. Ecole Nationale des Infirmières des Cayes

4. Ecole Nationale des Infirmières de Jérémie

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Num	Type	Acronym	Name	Location
1	VR	UC	Université Caraïbe	
2	VR	ANDC	Académie Nationale Diplomatique et Consulaire	PaP
3	VR	CEDI	Centre d'Etudes Diplomatiques et Internationales	PaP
4	VR	Cisa	Centre d'Informatique, de Statistique et d'Administration	PaP
5	VR	ESIH	École Supérieure d'Infotronique d' Haïti	PaP
6	VR	INUKA/INUQUA	L'Institut Universitaire Quisqueya-Amérique	PaP
7	VR	CUC	Le Collège Universitaire Caraïbe	PaP
8	VR	IHECE	L'institut des Hautes Etudes Commerciales et Economiques	PaP
9	VR	UNAH	L'Université Adventiste d' Haïti .	PaP/Carrefour
10	VR	UNAP	L'Université Autonome de Port-au-Prince	PaP
11	VR	UNEPH	L'Université Episcopale d' Haïti	PaP
12	VR	UPROH	L'Université Providence d' Haïti .	Ganthier
13	VR	UNIQ	L'Université Quisqueya	Pap
14	VR	USFAH	L'Université Saint François d'Assise d' Haïti	PaP
15	VR	UNASMOH	Université Américaine des Sciences Modernes d' Haïti	PaP
16	VR	URH	Universite de la Renaissance d' Haiti	PaP
17	VR	UP	Universite de Port-au-Prince	PaP
18	VR	UDEI	Université d'Études Internationales	PaP
19	VR	UNDH	Université Notre Dame d' Haïti	PaP
20	VR	UPH	Université Polyvalente D' Haiti ,	PaP
21	VR	UNITECH	Universté de Technologie d' Haïti	PaP
22	VR	UNIVERSAH	Université Atlantique d' Haïti ,	PaP
23	VR	UNIFA	L'Université de la Fondation Aristide	PaP
24	VR	FCA	Faculté Craan d' Haïti	PaP
25	VR	FSA	Faculté des Sciences Appliquées	PaP
26	VR	CUPH	Centre Universitaire Polytechnique d' Haiti	PaP

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Num	Type	Acronym	Name	Location
27	VR	PAODES	Plan d'Action Organisationnelle pour le Développement Économique et Social	PaP
28	VR	URL	Universite Ruben Leconte	PaP
29	VR	GOC	University Group Oliver et Collarborateurs	PaP
30	NV	CCU		
31	NV	CETEE		
32	NV	CTB		
33	NV		Ekol nasyonal superior de teknologi	
34	NV	ESSMATECH		
35	NV	ETSTG1		
36	NV	GEOSEH		
37	NV	GPS Universite		
38	NV	Helt school		
39	NV	IFHA		
40	NV	IHFA		
41	NV	Infopak		
42	NV	INIVEL		
43	NV	IRH		
44	NV	ISHA		
45	NV	ISSAH		
46	NV	ISSSAO		
47	NV	SETEMO		
48	NV	ULEH		
49	NV	UMYN		
50	NV	USIJMAC		
51	NV	USPAH		

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Num	Type	Acronym	Name	Location
52	NV	USTH		
53	NV	UTSAH		
54	NV	Yavemisi		
55	R	AFPEC	Académie de Formation et de Perfectionnement des Cadres	
56	R	ASPA	Académie des Sciences Pures et Appliquées	
57	R	AU	Azure University	
58	R	BIU	Burnett International University	
59	R	CFDE	Centre de Formation et de Développement Economique	
60	R	CHEMTEK	Ecole Supérieure de Chimie	
61	R	CMP	Centre de Management et de Productivité	
62	R	CREFIMA	Centre de Recherche en Finance et en Management	
63	R	CUDI	Centre Universitaire de Développement Intégré	
64	R	CUML	Centre Universitaire Maurice Laroche	
65	R	CUMOH	Centre Universitaire Moderne d'Haïti	
66	R	ESCDROJ	Ecole Supérieure Catholique de Droit de Jérémie	
67	R	ESIN	Ecole Supérieure Isaac Newton	
68	R	ESTH	Ecole Supérieure de Technologie d'Haïti	
69	R	FERA	Faculté des Sciences de l'Education Regina Assumpta	
70	R	GSND	Grand Séminaire Notre Dame	
71	R	HEG	Institut Panaméricaine des Hautes Etudes en Gouvernance	
72	R	IESO	Institut d'Etudes Supérieures de l'Ouest	
73	R	IFBTH	Institut de Formation Biblique et Théologique d'Haïti	
74	R	IFC	Institut de Formation des Cadres	
75	R	IFSA	Institut de Formation Supérieure en Sciences Administratives et Appliquées	
76	R	IHFOSED	Institut Haïtien de Formation en Sciences de l'Education	

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Num	Type	Acronym	Name	Location
77	R	IHSA	Institut Haïtien des Sciences Administratives	
78	R	ILP	Institut Louis Pasteur	
79	R	IMTERP	Institut de Management Territorial, d'Etudes et de Recherche Politiques	
80	R	INFOJUSC	Institut de Formation Juridique et des Sciences Connexes des Cayes	
81	R	INUFOCAD	Institut Universitaire de Formations des Cadres	
82	R	INUJED	Institut Universitaire des Sciences Juridiques et de Développement Régional	
83	R	INUST	Institut Universitaire de Science et de Technologie	
84	R	IPSES	Institut de Philosophie Saint François de Salles	
85	R	ISAG	Institut Supérieur d'Administration et de Gestion	
86	R	ISRDT	Institut Supérieur de Recherche et de Développement Technologique	
87	R	ISSEPJ	Institut Supérieur des Sciences Economiques Politiques et Juridiques	
88	R	ISTEAH	Institut des Sciences, des Technologies et des Etudes Avancées d'Haïti	
89	R	ISTH	Institut Supérieur Technique d'Haïti	
90	R	ISUP-EMATECH	Institut Supérieur et Universitaire Professionnalisé	
91	R	ITEH	Institut de Technologie Electronique d'Haïti	
92	R	IUO	Institut Universitaire de l'Ouest	
93	R	IUSE/CREFI	Institut Universitaire des Sciences de l'Education	
94	R	MBCH	Mission Baptiste Conservatrice d'Haïti	
95	R	SHU	Spring Hill University	
96	R	STEP	Séminaire de Théologie Évangélique de Port-au-Prince	
97	R	UAC	Université Américaine des Cayes	
98	R	UAH	Université de l'Académie Haïtienne	
99	R	UCCC	Université Chrétienne de la Communauté de Caïman	
100	R	UCNH	Université Chrétienne du Nord d'Haïti	
101	R	UCRECH	Université Chrétienne Renaissance du Centre d'Haïti	

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Num	Type	Acronym	Name	Location
102	R	UFCH	Université Franco-Haïtienne du Cap-Haïtien	
103	R	UIA	Université Indépendante de l'Artibonite	
104	R	UJ	Université de Jérémie	
105	R	UJLF	Université Joseph Lafortune	
106	R	UJPM	Université Jean-Price Mars	
107	R	UL	Université Lumière	
108	R	ULH	Université Libre d'Haïti	
109	R	UMA	Université Métropolitaine Anacaona	
110	R	UMDH	Université Moderne d'Haïti	
111	R	UMH	Université Métropole d'Haïti	
112	R	UNACP	Université Autonome Charlemagne Péralte	
113	R	UNEDH	Université Mont Everest d'Haïti	
114	R	UNEH	Université Evangélique d'Haïti	
115	R	UNH	Université Nobel d'Haïti	
116	R	UNIBA	Université de Bas Artibonite	
117	R	UNIBEL	Université Bellevue	
118	R	UNICA	Université Intégrée de la Caraïbe	
119	R	UNIF	Université Fondwa	
120	R	UNIH	Université Innovatrice d'Haïti	
121	R	UNISAS	Université des Sciences Administratives et de la Santé	
122	R	UNISSA	Université Nissage Saget	
123	R	UNIVEL	Université de Léogane	
124	R	UNOGA	Université Nouvelle Grande-Anse	
125	R	UNP	Université de Pétion-Ville	
126	R	UPLEH	Université La Pléiade d'Haïti	

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Num	Type	Acronym	Name	Location
127	R	UPOESAH	Université Ponds d'Espoir d'Haïti	
128	R	UPONDRO	Université Polytechnique Notre Dame du Rosaire	
129	R	UQ	Université Queensland	
130	R	URH	Université Royale d'Haïti	
131	R	URHC	Université Roi Henri Christophe	
132	R	USG	Université Saint-Gérard	
133	R	USH	Université Soleil d'Haïti	
134	R	UV	Université Valparaiso	
135	R		Université Sainte G��nevi��ve	
136	R		Universit�� Chr��tienne d'Ha��ti-Mission ��vang��lique des Gona��ves	
137	R		Universit�� Michel Nord Isaac	
138	R		Universit�� La Ferri��re Joseph	
139	R		Universit�� Les Encyclop��distes d'Ha��ti	
140	R		Ecole de Droit et de Notariat de Saint-Marc	
141	R		CFEF Filles de Marie PARIDAENS	
142	R	CSU	Centre du Savoir Universel	
143	V	Alliance	Alliance Informatique	PaP
144	V	AUC	American University of the Caribbean	Les Cayes
145	V	BTI	Business and Technology Institute	Les Cayes
146	V	CFPH	Canado Technique	PaP
147	V	CUROM	College Universitaire de Roumanie en Haiti	PaP
148	V	DIH	Diesel Institute of Haiti	PaP
149	V	EHH	Ecole H��teli��re d'Haiti,	PaP
150	V	ENOFOCA	Ecole Normale et de Formation continue de Carrefour	PaP/Carrefour
151	V	EPSJA	Ecole Professionnelle Saint Joseph Artisan	PaP

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Num	Type	Acronym	Name	Location
152	V	Haiti Tec	Centre de Formation Technique et Professionnelle	PaP
153	V	HUNASMOH	Université Américaine des Sciences Modernes d'Haïti	PaP
154	V	IDEI	Institut Diversity Equity Inclusion Haiti	PaP
155	V	IDI	International Development Institute in Hait	PaP
156	V	INASMO	Iraq National Science and Math Olympiads	Leogane
157	V	INIK/UNITECH	Université de Technologie d'Haïti,	PaP
158	V	ISA	Institut Supérieur d'Agriculture	Petion-Ville
159	V	ISSIG	Institut supérieur des sciences infirmières de Gabes	PaP
160	V	IWU	L'Info World University	PaP
161	V	LCUNI	Ligne christ Universite	PaP
162	V	MBSI	Mission Bon Samaritain International School of Nursing	PaP
163	V	Unischool	Unischool Institution de Formation Professionnelle	PaP
164	V	UTS	L'Université de Technologie Supérieure	PaP
165	V	CSU	Universite Aime Cesaïre	PaP
166	V	ULUM	Universite Lumiere	PaP

Parental Education

Table A3.5: Proportion of all Student Fathers' with at least Specified Level of Education		
Grade	General (n=1,021)	Help (n=113)
Zero classes	27%	13%
1st Grade	0%	0%
2nd Grade	2%	3%
3rd Grade	1%	3%
4th Grade	2%	3%
5th Grade	4%	0%
6th Grade	8%	6%
Seventh Grade	4%	6%
8th Grade	4%	3%
9th Grade	8%	6%
10th Grade	4%	9%
11th Grade	4%	10%
12th grade	7%	10%
Completed High school	12%	16%
Some University	7%	9%
Bachelors	5%	3%
Masters	1%	0%

Table A3.6: Proportion of All Mothers' with at least Specified Level of Education		
Grade	General (n=1,081)	Help (n=115)
Zero classes	18%	13%
1st Grade	1%	0%
2nd Grade	2%	1%
3rd Grade	3%	2%
4th Grade	6%	3%
5th Grade	5%	3%
6th Grade	11%	12%
7th Grade	6%	8%
8th Grade	4%	3%
9th Grade	9%	9%
10th Grade	4%	3%
11th Grade	6%	9%
12th grade	9%	16%
Completed High school	5%	9%
Some University	5%	7%
Bachelors	4%	0%
Masters	0%	0%

Table A3.7: HELP Mothers' vs. Fathers', Proportion with at least Specified Level of Education		
Grade	Mother	Father
Zero classes	100%	100%
Pre school	87%	87%
1st Grade	86%	87%
2nd Grade	86%	87%
3rd Grade	85%	84%
4th Grade	84%	82%
5th Grade	81%	78%
6th Grade	78%	78%
7th Grade	66%	72%
8th Grade	58%	66%
9th Grade	54%	63%
10th Grade	46%	57%
11th Grade	42%	48%
12th grade	34%	38%
Completed High school	17%	28%
Some University	8%	12%
Bachelors	1%	3%
Masters	1%	1%

Annex 4: Volunteer Work

Table A4.1: Type of Volunteer Work	Female	Male	Total
Organizing Festival, conference, activity	2	2	4
Church	1	1	2
Brigad	1	0	1
Food distribution/Assisting vulnerable	9	17	26
Innovation	0	1	1
Cleaning Neighborhood, road work, drainage, soil conservation,	25	69	94
Play music, art	0	3	3
Tutoring, training, promoter/recruiter	13	40	53
Child Care	11	12	23
Library	2	0	2
Healthcare, vaccines, mobile clinic...	21	21	42
Help in a business or institution, beuracratic work, financial advice	5	8	13
Childcare, teach young students...	20	27	47
TOTAL	110	201	311

