



## **THE HAITIAN DIASPORA & EDUCATION REFORM IN HAITI CHALLENGES & RECOMMENDATIONS**

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## **GLOSSARY OF ACRONYMS**

GDP	Gross Domestic Product
GoH	Government of Haiti
HDF	Haitian Diaspora Federation
HDI	Human Development Index
HTA	Hometown Association
IDB	Inter-American Development Bank
IHRC	Interim Commission for the Reconstruction of Haiti
MENFP	Haitian Ministry of National Education and Professional Training
MHAVE	Ministry of Haitians Living Abroad
NGO	Non-Governmental Organization
OAS	Organization of American States
SIPA	Columbia University School of International and Public Affairs
SSRC	Social Science Research Council
UN	United Nations
USD	United States Dollars

## **GLOSSARY OF TERMS**

Development	The economic, environmental and sociopolitical progress of a nation that enhances individual welfare and society's well-being.
Diaspora	People settled outside of their ancestral homeland.
Early Childhood Education	The formal teaching and care of young children (from zero to six years of age). It often focuses on child learning through play and is critical to the development of intelligence, personality and social behavior.
Education	The process by which individuals and social groups learn to develop the whole of their personal capabilities, attitudes, aptitudes and knowledge within and for the benefit of their national and international communities. There are four main types of education: (1) Early childhood education, (2) primary education, (3) secondary education, and, (4) higher or tertiary education.
Haitian Diaspora	The collective communities of individuals with Haitian origin living outside Haiti.
Haitian Nationals	Haitians currently residing in Haiti.
Higher / Tertiary Education	The stage of learning that occurs at academies, universities, colleges and other institutions. It typically follows secondary education and may encompass vocational and trade schools.
Kreyòl	Haitian Creole; along with French, one of Haiti's two official languages.
Primary Education	The first stage of compulsory education. Preceded by pre-school education and followed by secondary education, its primary goals are for students to achieve basic literacy and numeracy as well as foundational knowledge in science, mathematics, geography, history and other social sciences.
Secondary Education	The level of education that includes secondary school and vocational school. Children usually transition to secondary education between the ages of 10-16 years. Secondary schools are the last phase in basic education, of which vocational schools are institutions dedicated to providing students technical training in a specific field (such as nursing, law, or information technology).
The Bureau	The Bureau of Haiti's Special Envoy to the United Nations
University of Haiti	A university located in Port-au-Prince, known in Haiti as Université d'État d'Haïti.

## EXECUTIVE SUMMARY

With a GDP of 6.5 billion USD (The World Bank, n.d.) Haiti is one of the world's poorest countries. The island nation has lagged behind its neighbors in the areas of income, health and education. For instance, Haiti's Human Development Index (HDI) is 0.4, compared to a 0.6 average for the Caribbean and Latin America (UNDP, 2010). Those figures have been of heightened concern since the devastating earthquake of January 2010. More than half the budget of the Government of Haiti (GoH) is comprised of international aid (Central Intelligence Agency, 2011). Decades of political instability, limited economic opportunities, and deteriorating infrastructure has led to brain drain, whereby many of Haiti's skilled and educated citizens have emigrated to other countries. The resulting loss of human capital has further hindered development in Haiti. Many of the people interviewed in this study lamented the lack of qualified teachers, administrators and policy makers in Haiti's education sector.

Despite these disquieting statistics, the Haitian Diaspora, individuals of Haitian origin living abroad, has done much to ameliorate Haiti's economic situation. International remittances from the Haitian Diaspora accounted for 20 percent of Haiti's GDP in 2010 (Central Intelligence Agency, 2011). However, the Haitian Diaspora is willing and able to contribute to Haiti's development in ways that extend beyond remittances. In his February 2010 post-earthquake testimony, Robert Maguire, Associate Professor and Director of the Haiti Project at Trinity University, told the US Senate Subcommittee on Foreign Assistance that Haiti's "diaspora offers bountiful evidence of what can be achieved when opportunities are twined with talent," (Ricks, 2010). Given the Haitian Diaspora's unique linguistic, cultural and professional skill sets, we believe that the diaspora is better positioned now than ever to play a pivotal role in buttressing Haiti's development. Arguably the most pressing priority in stimulating the development of Haiti is in the improvement of its education system.

Extensive empirical study has established that education has a positive impact on the economic development of an individual and their society (Colclough, 1982); (Barro & Sala-i-Martin, 2003); (Barro & Lee, 2001); (Hanushek & Kimco, 2000); (Hanushek, 2003). According to The World Bank, "Education is central to development. It empowers people and strengthens nations. It is a powerful 'equalizer,' opening doors to all to lift themselves out of poverty," (The World Bank, n.d.). More specifically, the benefits of education include: improvements in health and nutrition; increased productivity and earning potential; reduction of gender and socioeconomic inequality; alleviation of poverty; promotion of peace and stability; as well as democratization and the engendering of democratic practices (The World Bank, n.d.). Improved education can pull the nation out of its dependence on aid and into an era of development.

To mitigate the pitfalls of aid dependency, Haiti must take an active role in its own human development. Given this framework, a six-member graduate student research team at Columbia University's School of International and Public Affairs, sought to develop a plan of action for Haitian-led international efforts toward the country's education development. The Bureau of Haiti's Special Envoy to the United Nations (The Bureau) and The Social Science Research Council's (SSRC) Migration Program commissioned the team to investigate the ways in which US-based Haitians could mobilize their resources and expertise towards developing a more effective and sustainable education system in Haiti.

Conducting extensive research on the power of diaspora peoples to positively impact development within their home countries, we analyzed the capacity of the US-based Haitian Diaspora to affect change in Haiti's education system and determine best practices for uniting their technical knowledge as well as intellectual and financial resources. To achieve this goal, we directed recommendations toward diaspora organizations, the GoH, and the international community. Our recommendations are as follows.

### **Recommendations for the Haitian Diaspora**

1. Work towards creating a strong diaspora advocacy group that may influence public opinion on education and education policy in Haiti.
2. Work towards creating a central database of diaspora individuals and organizations working in Haiti in the private and public education sector.

### **Recommendations for the Haitian Government**

3. Explore ways of incentivizing diaspora involvement in Haiti's education sector.
4. Bolster the financial and programmatic capacities of the Ministry of Haitians Abroad.
5. Streamline the NGO registration process.
6. Establish an electronic tracking system to monitor all NGO activity in Haiti.
7. Establish and enforce education standards.
8. Increase planning for education activities.

### **Recommendations for the International Community**

9. Ensure efficiency of education projects and assess their impact.
10. Provide financial and human resources that support the education efforts of the Haitian government.
11. Augment funding for education efforts, particularly in tertiary education and training.

We believe that Haiti is ripe for jumpstarting its development. Newly appointed Haitian president-elect, Michel Martelly, marks a new chapter in Haitian history. In April 2011, Martelly spoke of his intention to create an education fund that will ensure free primary schooling for Haitian children, stating that, "education is the future of Haiti," (Fletcher, 2011). While the resulting amelioration of Haiti's development remains to be seen, there is a sense of optimism that improvements to the country's education system are in the foreseeable future.



## **I. INTRODUCTION**

### **Background**

Haiti is one of the least developed countries in the Western Hemisphere (Hornbeck, 2009). Throughout its history, uneven social structures and political instability have impeded the country's human development. The Haitian government, Haitian nationals, the Haitian Diaspora, and the international community have been increasingly concerned with Haiti's rates of life expectancy, literacy, education, and standards of living. In the aftermath of the January 2010 earthquake, facilitating Haiti's development appears even more daunting of a task. The 7.3 magnitude earthquake struck 15 miles southwest of Port-au-prince, the capital city of Haiti, where 2.1 million members of the nation's 9.7 million total population lived (Central Intelligence Agency, 2011). The Inter-American Development Bank (IDB) estimated the damage amounted to between 8 to 14 billion USD (Margesson & Taft-Morales, 2010). An estimated 316,000 people died as a result of the earthquake, over 300,000 were injured, and one million were rendered homeless (The New York Times, 2011).

Over the past several decades, the country's history of political instability, limited economic opportunities, and deteriorating infrastructure led many to leave Haiti in search of better economic opportunities and political stability abroad. Many Haitian migrants headed towards the US. Today, an estimated 400,000 Haitians live in the New York area, about 350,000 to 400,000 in Florida, and 50,000 to 100,000 in Boston (Fagen, 2009). Haiti's mass exodus has not bided well for those who stayed behind. The steady flow of Haitians out of Haiti has led to a significant brain drain (loss in human capital) for the Caribbean island nation. However, Haiti's situation isn't entirely void of promise. The Haitian Diaspora, the collective group of all individuals of Haitian origin living outside of Haiti, has invested heavily in Haiti. International remittances from the diaspora total about 1.8 billion USD annually (Ratha, 2010). In 2010, this figure accounted for 20 percent of Haiti's GDP (Central Intelligence Agency, 2011). Given the Haitian Diaspora's unique linguistic, cultural and professional skill sets, we believe that the diaspora is better positioned than ever to play a pivotal role in the development of Haiti.

### **Project Overview**

Our project was commissioned by the Bureau of Haiti's Special Envoy to the UN (the Bureau) and the Social Science Research Council (SSRC) with the intent to develop a strategy for engaging the Haitian diaspora in Haiti's recovery and development. The Bureau is a Haitian Presidential initiative charged with facilitating and supporting the UN Office of the Special Envoy to Haiti and otherwise generating support from the Haitian Diaspora and interested parties and institutions to Haiti. SSRC's Migration Program seeks to promote research that can improve understanding of the relationship between international migration and development, including how members of diasporas work with governments and international agencies to attain their goals. The organization is an independent, not-for-profit that advances social science throughout the world by nurturing new generations of social scientists, fostering innovative research, and mobilizing necessary knowledge on important public issues. Together, these two organizations are working to better understand the factors that limit the diaspora's contributions and to create opportunities for a greater involvement of the Haitian diaspora in Haiti's development.

Our team is composed of six Columbia University graduate students, five from the School of International and Public Affairs (SIPA) and one from the Graduate School of Arts and Sciences. The team members had a variety of backgrounds, skills, expertise, and interests. Two were dual degree students, one with the School of Social Work and the other with the Joseph L. Mailman School of Public Health. The other three SIPA students were enrolled in the following academic tracks: economic and political development; international security policy; and human rights. The Graduate School of Arts and Sciences team member was in the Latin American and Caribbean Regional Studies Program. One member was a first generation Haitian American, two had extensive work experience in Haiti, and two had prior work experience in the field of international migration. The team worked under the direction of faculty advisor, Jason Schachter, a specialist in migration research, statistics and demography, currently working for the UN Population Division.

After an initial meeting with the clients, the team narrowed its research topic to the following question:

In what ways can US-based Haitian Diaspora members integrate their resources, talents and knowledge to fortify and mobilize the creation of a diaspora network (consisting of individuals, agencies, organizations and foundations) that will contribute to the development and implementation of a sustainable education system within Haiti?

With this question in mind, the project aimed to (1) study existing and potential relationships between Haitian Diaspora groups and development in Haiti, (2) make recommendations to the government of Haiti, diaspora organizations, and international development agencies to develop Haiti's education system, and (3) enhance diaspora engagement and contributions to Haiti.

This was primarily a qualitative research study. To carry out our research, the team conducted 37 personal interviews, including one focus group, with Haitian Diaspora organizations in New York, Massachusetts, Washington D.C., Florida, and Georgia from late February to early April 2011. We also conducted an extensive literature review of the Haitian Diaspora's investment in Haiti and the challenges and nuances of Haitian education. Further information regarding Haitian history, and the relationship between migration and development, organizations interviewed, and interview questions can be found in the appendices.

The remainder of the report is divided into the following components: Section two links the relationship between education and development. It discusses education as both an individual and societal benefit; how education can serve a country in times of emergency; and the benefits of higher education to the individual and society. Section three discusses the education situation within Haiti and how it influences development. Section four explains the process of our data-collection and research methodology. Section five discusses our findings in terms of five general categories: development approach in Haiti; governance; decentralization; education; and diaspora collaboration. Section six is a discussion of some of the challenges posed towards ameliorating the education system in Haiti, such as the lack of adequate needs assessment data and political or cultural debates that may hinder standardization of the education system. Section seven presents our recommendations to the Haitian Diaspora, the Government of Haiti (GoH) and the international community at large. We also reasoned that a contextual

discussion might be of use to some readers. Additional background information on Haitian history and the affects of migration on development is located in Appendices C and D.

We chose to focus our research on education based on the following assumptions: First, that in order for a country to develop, it must have adequate human capital to do so. Second, that human capital is obtained through education. Third, that education is a pivotal part of human development, and can positively influence standards of living, health and governance. The following section further describes the connection between education and human development.

## **I. EDUCATION AND DEVELOPMENT**

In conducting this research, we began with the belief that human development is a strong predictor of economic growth. The human development approach, upholds that factors such as health and education are effective indicators of a country's economic well being. In 1990, the human development index (HDI) was created to provide an overall ranking of countries based on life expectancy at birth, mean years of schooling, expected years of schooling, and gross national income per capita (UNDP, 2010). Haiti ranks low on this index, placing 145th out of 169 countries in 2010. As described below, we believe there is a strong link between education, human development and economic progress. Utilizing the tenants of human development theory, we have chosen to use education in Haiti as a measure of economic development for the country. In doing so, we consider the impact of migration on development and the potential for Haitian migrants to contribute to the development and implementation of a sustainable education system within Haiti.

Beginning in 1948, the international community recognized education as a fundamental human right, through Article 26 of the Universal Declaration of Human Rights (United Nations, 1948). Articles 13 and 14 of the International Covenant on Economic, Social and Cultural Rights further stipulate that "primary education shall be free and compulsory to all, secondary and higher education shall be equally accessible to all, and the development of a system of schools at all levels shall be actively pursued," (United Nations, 1948). These international benchmarks on education are based on the premise that education has a strong impact on a country's development.

Investment in universal education at all levels (primary, secondary, and higher) has been proven to have positive impacts on individuals, their community, and nations (Colclough, 1982); (Barro & Sala-i-Martin, 2003); (Barro & Lee, 2001); (Hanushek & Kimco, 2000); (Hanushek, 2003). This is because education serves as an "equalizer" which helps shrink discriminatory socioeconomic and gender gaps within society (The World Bank, n.d.). Providing men and women, both rich and poor, an equal opportunity to gain foundational knowledge and expertise training in a particular field can significantly reduce poverty and inequality (The World Bank, n.d.). A more highly trained workforce increases national productivity, which leads to higher income and strengthens the economic health of a nation. This is a powerful contributor to development by allowing the country to become more competitive within the global market (The World Bank, n.d.).

Education not only leads to economic development but also health and human development. Health, as defined by the Education Development Centre, is not simply the

absence of illness but the presence of physical, mental and social welfare (The World Bank, n.d.). If people are healthy, they can take full advantage of every opportunity to learn, work, and enjoy their lives. Educated individuals are more likely to be knowledgeable on a variety of healthcare topics, such as hygiene, nutrition, and reproductive health, and can thus employ the proper tools to lead healthy lifestyles. Furthermore, because schools provide a space to learn positive social skills such as collaboration and conflict resolution, education has been linked with democratization, peace and security (The World Bank, n.d.).

As detailed below, The World Bank further details the benefits of education on the individual and society, as follows (The World Bank, n.d.).

### **Benefits to the individual**

Education can have a profound impact on an individual's health and nutrition as well as productivity and earnings. The more educated a person is the more likely they receive information on proper hygiene, healthy dieting and ways to prevent communicable diseases; all of which can lead to increased life expectancy. In addition, research has established that every year of schooling increases individual wages for both men and women by a worldwide average of 10 percent. In poor countries, the gains are even greater. Education can thus be a great "leveler," reducing societal inequalities and enabling larger numbers of a population to share in the growth process. Even more, education is particularly powerful for girls, who gain critical knowledge about reproductive health, which may increase their child's mortality and welfare through better nutrition and higher immunization rates.

### **Benefits to society**

A more educated society is more economically competitive, environmentally conscious and peaceful. An educated and skilled workforce is a pillar of the knowledge-based economy. This is important in a world where comparative advantages among nations come less from cheap labor or natural resources and increasingly from technical innovations and the competitive use of knowledge. Education can promote concern for the environment, thus enhancing natural resource management, national capacity for disaster prevention and the adoption of new, environmentally friendly technologies. It can also significantly reduce crime as robust school environments can strengthen academic performance while mitigating absenteeism and drop out rates—precursors of delinquent and violent behavior. By promoting peace and stability education can also contribute to democratization. Peace education—spanning issues of human security, equity, justice, and intercultural understanding— is of paramount importance. Countries with higher rates of primary schooling and a smaller gap between rates of boys' and girls' schooling tend to enjoy greater democracy. Democratic political institutions (such as power-sharing and clean elections) are more likely to exist in countries with higher literacy rates and education levels.

### **Higher Education**

Primary education, as opposed to higher education, tends to be the focus of education development initiatives, due to the perception that it has a greater direct impact on economic growth. However, a recent study suggests that higher education is both a result and a

determinant of income, and can produce both public and private benefits (Bloom, Hartley, & Rosovsky, 2006). The study also suggests that higher education may create greater tax revenue, increase savings and investments, and may be the catalyst for a more entrepreneurial and civic society. Higher education can also improve technology and strengthen governance. Many observers attribute India's success in entering the world economic stage as stemming from its decades-long efforts to provide high-quality, technically oriented, tertiary education to a significant number of its citizens (Bloom, Canning, & Chan, 2006).

In a 2000 speech, former UN Secretary General Kofi Annan spoke to the importance of higher education in contributing to Africa's development:

The university must become a primary tool for Africa's development in the new century. Universities can help develop African expertise; they can enhance the analysis of African problems; strengthen domestic institutions; serve as a model environment for the practice of good governance, conflict resolution and respect for human rights, and enable African academics to play an active part in the global community of scholars (United Nations Information Service, 2000).

Similarly, USAID has been involved in the development of higher education in aid-recipient countries. USAID has committed substantial resources to the creation of university and college facilities and technical and vocational training institutions charged with developing host country capacity to support development objectives. Currently, USAID is in the process of establishing higher education and research partnerships in more than 58 countries involving over 160 higher education institutions from the US and developing countries (USAID, n.d.).

## **Education in a Post-Crisis State**

The earthquake that struck Haiti on January 12, 2010 resulted in a grave disaster for the Caribbean nation. When disaster strikes humanitarian relief efforts primarily focus on providing the affected population with basic needs: food, water and shelter. While meeting such needs is critical, addressing the disrupted education system is equally important, particularly in developing nations. In a post-crisis setting, the return of children to schools is identified as a benchmark of recovery. Education can ensure dignity and "mitigate the psychosocial impact of disasters by providing a sense of routine, stability, structure and hope for the future" (INEE, 2004). Given the important relationship between education and development, our research proceeds with an in depth examination of education in Haiti.

## **II. EDUCATION IN HAITI**

### **Background**

Prior to the Age of Enlightenment of the 18th and 19th centuries, education was the responsibility of parents and the church. At that time it was primarily available to the upper classes and thus served to further widen the socioeconomic gap between the working class and elite members of society (Encyclopædia Britannica, 2011). With the onset of the French and American revolutions in the late 1700s, revolutionaries sought for education to be recognized as a public good (Brockliss, 1987). As such, the state would assume an active role in the education sector making it accessible to all. The development of socialist theory in the nineteenth century

further supported this view, as it emphasized that the state's primary responsibility was to ensure the economic and social well-being of the community through government intervention and regulation in all sectors. While pre-Enlightenment scholars believed education to be a privilege, the period after the revolutions of 18th and 19th centuries came to view education as a right (Encyclopædia Britannica, 2011).

Education policy in Haiti, at that time, paralleled this thinking. The first Haitian constitution of 1801 mirrored the pre-Enlightenment view of education that the private sector should ultimately be responsible for the education of its youth. The constitution stated that, "every person has the right to form private establishments for the education and instruction of youth" (Haiti Government, 1801). However, with the constitution revision of 1807, the practice of providing public education for all was established. Article 34 of the 1807 constitution establishes that, "A central school shall be established in each Division and proper schools shall be established in each District" (Haiti Government, 1807). However, despite the influence of the French on Haiti's state formation, it wasn't until more than 100 years after the French had established education as a human right that Haiti incorporated this principle into their constitution. In 1987, the GoH redrafted its constitution to include Article 22, which reads, "The State recognizes the right of every citizen to decent housing, education, food and social security" (Haiti Government, 1987).

Despite the 1987 constitution's proclamation of education as a human right, many individuals still consider it a privilege to have the opportunity to attend school, where alternatively, in many other parts of the world, education is considered a human right. Families are often willing to sacrifice up to half their income, of approximately 400 USD annually, to send their children to school (McNulty, 2011). However, an inordinate number of children do not have the opportunity to enjoy the same privilege (Bruemmer, 2011). Of the approximately three to 3.5 million school-age children in Haiti, 800,000 do not have access to education (Bruemmer, 2011). In fact, Haitian public schools have the capacity to serve only one quarter of the school-age population (The World Bank, 2006). Even before the earthquake, 25 percent of Haiti's school districts, mostly in rural areas, did not have a school. Due to these challenges, the average Haitian child receives only five years of education (Bruemmer, 2011).

## **Enrollment Rates**

Haiti has one of the lowest enrollment rates in the world, with only 55 percent of children aged six to twelve enrolled in school, and less than one-third of those enrolled reaching fifth grade. According to "Making a Quantitative Leap Forward," the GoH's 2007 Growth and Poverty Reduction Strategy Paper, of the 123,000 students admitted to Haitian secondary schools in 2004, only 82,000, or 67 percent, were able to receive secondary schooling, and most of those who completed their secondary schooling were unable to eventually gain admission to a university (The World Bank, 2006). Low enrollment and high drop out rates are primarily due to economic hardship, high grade repetition rates, and linguistic barriers (Luzincourt & Gulbrandson, 2010). Language can become an obstacle to achieving education, primarily due to the fact that a majority of Haitian families speak Kreyòl in the home and the parents of many students are not French literate, yet lesson plans are taught in French. Additionally, many families are unable to pay the direct and indirect costs of education; therefore, many, especially those with multiple children, are forced to make difficult decisions in deciding which of their

children will be provided an education. This ultimately leads to many children being withdrawn from school, which disproportionately affects girls (Luzincourt & Gulbrandson, 2010). Some parents choose to rotate education opportunities among their children, allowing siblings to take turns attending school. This cycle of interrupted schooling leads to higher repetition rates, which in turn increases the cost of education for the family. Due in part to these factors, approximately 25 percent of those 15 to 29 years of age remain illiterate (Daumerie & Hardee, 2010).

### **Private Education**

There are approximately 16,000 to 17,000 primary schools in Haiti. Private sector schools account for roughly 80 percent of all schools (McNulty, 2011). Although it is considered to be the poorest country in the Western Hemisphere, Haiti has the second highest percentage of private school attendance in the world (Bruemmer, 2011). Article 32 of the 1987 Constitution of Haiti stipulates that “the State guarantees the right to education.” It goes on to say that primary schooling is compulsory under penalties to be prescribed by law. Classroom facilities and teaching materials shall be provided by the State to elementary school students free of charge (Haiti Government, 1987). As of the early 1900’s, the government had only built 350 schools that primarily served the children of the political elite (Salmi, 1998). Eventually, religious, and then non-denominational, for-profit organizations built and staffed schools to fill the gap in services that the government was unable to provide. This has resulted in a system in which only 20 percent of students are served by the public school system and admission is highly competitive (Bruemmer, 2011). To date, the government’s promises have not been realized and in fact, the reality is quite the opposite. Due to the severe lack of regulation and accountability mechanisms, private schools are able to charge tuition rates disproportionate to what average Haitian households can feasibly bear. Annual tuition rates range from approximately 50 USD in rural areas to 250 USD in urban areas (Wolff, 2008). Given this history, the Haitian private education system has grown by default, rather than by the deliberate intention of the state (Salmi, 1998). However, if the GoH shut down the private education sector, its education system would collapse altogether.

### **Teacher Salaries**

Within the existing structure it is exceptionally difficult to attract and retain qualified teachers, especially in the public sector where teachers sometimes work for many months without receiving earned compensation. Low salaries, at approximately 60 USD per month, in both the public and private sector, result in high teacher turnover, in addition to many staff members not reporting to school on time and/or consistently (Lunde, 2008). The increased presence of international NGOs in Haiti since the earthquake has presented competition for quality personnel within Haiti’s public education sector, as international organizations are typically able to offer higher wages. Low salaries also contribute to, and are partially responsible for, the brain drain effect in which large numbers of Haitians migrate in order to achieve a higher level of education and do not receive adequate incentives to return. It is estimated that 80 to 86 percent of Haitians with a secondary education leave the country (McNulty, 2011).

## **Educators**

The education level achieved by most school teachers in Haiti is extremely low. On average, most private school teachers have completed nine years of schooling. In fact, only 20 percent of teachers in private schools are graduates of teacher training colleges (Salmi, 1998). The lack of professionally trained teachers contributes to the low quality of many Haitian schools. This is, again, due in part to poor wages and the migration of trained teachers abroad. The lack of teacher training is especially apparent in disciplines such as chemistry and physics, where teachers may be unable to conduct basic laboratory experiments (Luzincourt & Gulbrandson, 2010).

## **Classrooms**

Classroom sizes often surge to more than 70 children per, with one teacher presiding (Kenny, 2011). Naturally, classrooms populated with such high numbers of students are too large for one teacher to manage. This creates an environment in which children are unable to ask questions, receive thoughtful feedback, and do not receive individualized attention. Classrooms are typically ill equipped, lacking textbooks, desks, chairs, and basic teaching materials, such as chalk. There is a severe lack of school spaces, especially in areas hardest hit by the earthquake, to accommodate the numbers of school-age children, in addition to a lack of technology in nearly all schools such as computers and Internet access, which further curtails learning (Luzincourt & Gulbrandson, 2010). Schools vary in appearance from plain cinder-block structures with wooden benches and outdoor latrines to those with brightly colored walls and modern amenities.

## **Accreditation and National Testing**

As mentioned previously, there is very little regulation, oversight or monitoring of the education system in Haiti. Instructors do not require teaching degrees or certifications, there are no official/legal permits to be obtained, and there is no standard curriculum (McNulty, 2011). However, it should be noted that the Haitian public school curriculum has been adapted to that of France since 1958.

The GoH does not have official school accreditations. At the time of the earthquake, there were only ten “accredited” schools in the country. These accreditations were achieved through three different external systems: the US Agency for International Development (USAID), The World Bank, and the IDB (McNulty, 2011). The primary tool by which the GoH monitors the standards of its public schools is through annual national exam testing. The Ministry of Education implements yearly national testing administered in all recognized public and private institutions completing sixth, ninth, eleventh, and twelfth grades. The tests are similar in content to those administered four decades ago in France and those currently offered in francophone African countries (Wolff, 2008).

## **Government Spending on Education**

Although the education system in Haiti is largely inadequate, the government is not in a position to close deficient schools, as it is not equipped to take on the additional responsibility, nor does it have the resources or capacity to do so. Before the earthquake, the GoH was spending approximately 100 million USD per year on schools, approximately two percent of its



GDP and approximately 41 USD per student. This is slightly less than half the regional average of budget allocation for public education (McNulty, 2011).

Additionally, the education system suffers from rural neglect. It is highly geographically centralized, with only 20 percent of education-related expenditures reaching rural areas, which account for 70 percent of Haiti's population (Luzincourt & Gulbrandson, 2010). Of the total number of universities in Haiti, 87 percent were located within or in close proximity to Port-au-Prince before the earthquake (INURED, 2010). To further illustrate this point, in 2007, 23 communal sectors lacked a school, and 145 were without a public school, all located in rural areas (The World Bank, 2006).

### **Language of Instruction**

Kreyòl and French are the two official languages of Haiti and most, if not all, formal government and private sector communications are conducted in French. However, typically, the language of instruction in primary schools is in Kreyòl. It is unclear at what grade level instruction shifts to French. What is known is that the national examinations are administered in French, regardless of the fact that most Haitian families speak Kreyòl in their homes on a daily basis. There are great inconsistencies in the language of instruction by region, level, and subject matter (Wolff, 2008).

### **The Haitian Ministry of National Education and Professional Training**

The Haitian Ministry of National Education and Professional Training (MENFP) is charged with regulating the education system in Haiti. The ministry's mission is twofold: to provide education services to its citizens and to play a normative and regulatory role (Luzincourt & Gulbrandson, 2010). However, MENFP does not have the capacity to meet its mandate of monitoring, evaluating, and reporting on the academic performance of schools primarily because it is overburdened and lacking adequate support (Luzincourt & Gulbrandson, 2010). For example, there is one inspector responsible for providing accreditation, pedagogical supervision, and administrative support for every six-thousand students (Luzincourt & Gulbrandson, 2010). Organizationally, the governance and policy-making functions are not separated from management functions and currently, an independent policy-making body does not exist (Luzincourt & Gulbrandson, 2010).

### **Previous Education Reforms**

The current education reform in Haiti is but one of many previous efforts to revitalize the education system. Three major recent reform efforts were The Bernard Reform of 1978, The National Plan on Education and Training (NPET) of 1997, and The Presidential Commission for Education in Haiti of 2008. The Bernard Reform was an attempt to modernize the Haitian education system. The Bernard Reform sought to align the educational structure with labor market demands by introducing vocational training programs designed as alternatives to traditional education. In addition, Kreyòl began to be utilized in classrooms as the language of instruction in the first four grades of primary school during this time period (Luzincourt & Gulbrandson, 2010). The National Plan on Education and Training was a plan that introduced a shift away from the French education model (Luzincourt & Gulbrandson, 2010). One of the

principle goals of this plan was to ensure that primary education would be made compulsory and free, neither of which have been realized to date.

More recently, The Presidential Commission for Education in Haiti, headed by Jacky Lumarque, rector of Université Quisqueya, set forth recommendations for the new national curriculum to outgoing Haitian President Préval and the Ministry of Education. Post-earthquake, Lumarque redrafted proposals for a National Education Pact. In doing so he consulted a wide cross-section of parents, teachers, students and education NGOs on the issue. The primary goals are: 100 percent enrollment of all school-age children, a free education to all, including textbooks and materials, and a hot meal daily for each child. Lumarque stated that accelerated teacher training is essential for this work. The commission traveled throughout the country asking parents and community leaders what they desired most for their children. When the national curriculum plan is finalized, all public schools and those private schools that choose to participate in the education reform plan are expected to begin utilizing standardized teaching materials in addition to standardized methods to test students (McNulty, 2011).

In April 2011, Michel Martelly was declared President-elect of Haiti, succeeding outgoing two-term President Préval. In an April 20, 2011 press conference with US Secretary of State Hillary Rodham Clinton, President-elect Martelly remarked on the priorities he had emphasized during his presidential campaign. He spoke briefly about his top three priorities, one of which is education (US Department of State, 2011). Five days later, Martelly asked Haitians living abroad to contribute to a new fund for education. He told reporters that his cabinet intends to create an education fund that will ensure free primary schooling for Haitian children,” (Fletcher, 2011).

### **Inter-American Development Bank**

In May 2010, the GoH chose the IDB as its main partner in restructuring the education system and gave it the mandate to work with Haiti’s Ministry of Education and the National Education Commission to help institute a major reform (Bruemmer, 2011). This is a five-year, 4.2 billion USD plan calling for private schools to become publicly funded, resulting in all children having equal access to a free education. The plan proposes to have all children enrolled in free education up to sixth grade by 2015, and ninth grade by 2020 (Bruemmer, 2011). The IDB has committed 250 million USD of its own grant resources and has pledged to raise an additional 250 million USD from third-party donors. The IHRC, whose members include Co-Presidents Prime Minister of Haiti, Jean Max Bellerive and former US President William Clinton, approved the IDB proposal on August 17, 2010.

The first phase of the plan is to subsidize existing private schools. According to the plan, the government would pay the salaries of teachers and administrators participating in the new system (Bruemmer, 2011). In order to participate in this new system, schools will undergo a certification process to verify the number of students and staff at their school, after which they will receive funding to upgrade facilities and purchase education materials (Bruemmer, 2011). This is a first move towards establishing tracking mechanisms, which are currently non-existent. In order to remain certified, schools must continue to be compliant with increasingly demanding standards, including the adoption of a national curriculum, teacher training and facility

improvement programs. The plan will also finance the building of new schools and the use of school spaces to provide services such as nutrition and health care (Bruemmer, 2011).

To qualify, schools must be structurally sound, offer free tuition, and must adopt the new national curriculum, which will include annual student testing and two years of mandatory training for teachers (IDB, 2010). The goals are to eliminate low quality, inefficient schools and consolidate many others over time. Currently, most private schools serve approximately 100 students; yet they have the capacity for up to 400 (McNulty, 2011). The intention is to eliminate waste and to increase the productivity and efficiency of the system.

## **Higher Education**

All levels of the education system are highly geographically centralized, especially that of higher education. Before the earthquake, 139 of Haiti's 159 post-secondary learning institutions were located in Port-au-Prince (INURED, 2010). These included professional and vocational schools, technical schools and traditional universities. It should be noted however, that the Ministry of Education is unable to provide an accurate accounting due to the lack of tracking mechanisms. Of these 159 institutions, 145 were private and of those, only 10 provide "accredited" education. INURED reported in their March 2010 *Post-Earthquake Assessment of Higher Education* that of the remaining 135 institutions, 67 percent do not have permission to operate from the governmental Agency of Higher Education and Scientific Research (INURED, 2010). It is unclear why they are operating without permission or if permission was sought after. The University of Haiti is the largest institution of higher education in Haiti. In 2005, it served 15,000 students and employed 800 teachers, which equates to 38 percent of the total number of students enrolled in higher education in the country (Gosselin & Pierre, 2007). In 2007, MENFP reported the university population of Haiti to be approximately 40,000 students. Of these students, 28,000 attended public universities and 12,000 were enrolled in private institutions (Wolff, 2008).

Universities typically experience a shortage of adequately trained professors, libraries, textbooks, teaching materials, laboratories, and online resources. There is also a lack of emphasis on academic research (INURED, 2010). Additionally, there is an imbalance between student enrollment rates and the number of teachers hired. Between 1981 and 2005, student enrollments rose from 4,099 to 15,000 (MENJS, 2001). However, the numbers of professors staffed did not meet the increased demand. During the same time period the number of teachers rose only from 559 to 700 (US Library of Congress, 1989).

## **Impact of the earthquake**

The earthquake severely interrupted education for students nation-wide. It is estimated that approximately 1.3 million children and youth under 18 were directly or indirectly affected. Of this population, 700,000 were primary school-age children between six and 12 years old. However, it is unknown precisely how many casualties there were in total. What is clear is that the earthquake killed and injured thousands of students and hundreds of professors and school administrators (INURED, 2010). Most schools, even if minimally or not structurally affected, were closed for many months following and it was normative for individuals to refuse to enter standing buildings, out of fear. More than a year after the earthquake, many schools remained

closed and, in many cases, tents and other semi-permanent structures have become temporary replacements for damaged or closed schools (INEE, 2004). By early 2011, more than one million people, approximately 380,000 of whom are children, remained in crowded internally displaced people camps (UNICEF, 2011).

The Haitian Ministry of Education estimates that the earthquake affected 4,992 (23 percent) of the nation's schools. Of these, 3,978 (80 percent) of the schools were either damaged or destroyed, affecting nearly 50 percent of Haiti's total school and university population, and 90 percent of students in Port-au-Prince (Haiti Special Envoy to the United Nations, 2008). Higher education institutions were hit especially hard, with 87 percent gravely damaged or completely demolished (INURED, 2010). In addition, the Ministry of Education building was completely destroyed (UNESCO, 2010). The cost of destruction and damage to establishments at all levels of the education system and to equipment is estimated at 478.9 million USD (Haiti Government, 2010). Another residual effect has been the number of children disabled by resulting injuries. Prior to the earthquake, approximately 200,000 children lived with disabilities in Haiti and as a result of the earthquake many more were injured and are experiencing long-term or permanent disabilities (UN Office of the High Commissioner for Human Rights, 2010).

### **III. METHODS**

We believe that the Haitian Diaspora has an important role to play in contributing to the recovery process and to Haiti's development as a whole, particularly in addressing the aforementioned educational deficiencies in the country. The goal of our research was to study existing and potential relationships between Haitian Diaspora groups and development in Haiti, in order to make recommendations to the Haitian government, diaspora organizations, and international development agencies to better develop the country's education system, and enhance diaspora engagement and contribution.

Our team was committed to answering the following research question:

In what ways can US-based Haitian Diaspora members integrate their resources, talents and knowledge to fortify and mobilize the creation of a diaspora network (consisting of individuals, agencies, organizations and foundations) that will contribute to the development and implementation of a sustainable education system within Haiti?

As a first step, a literature review was conducted to examine the following:

1. The theories of development and how they do or do not apply to the Haitian context. As detailed above, this led us to adopt a human development approach to our research, with a focus on education.
2. Migration and development, including case studies of countries similar to Haiti, either in the size or organization of their diaspora population, or in the response of their diaspora to a significant humanitarian need, comparable to the January 2010 earthquake. (See Appendix D for more on our literature review of migration and development.)
3. Education and development, exploring the types of education that lead to development, as well as the types of development that emerge from education.

4. The education situation in Haiti, including existing institutions, infrastructure, curricula, schools of training, and past and present policies and reform efforts.

The understanding we achieved through the literature review informed our continued research. We employed primarily qualitative research methods, conducting key informant interviews and focus group discussions with individuals and organizations (mostly Haitian Diaspora, but also several non-Haitians) engaged in the field of education in Haiti. This allowed us to determine how individuals and organizations came to be engaged in education within the country, their perspectives on the current state of development and education in Haiti, their desired goals for Haiti's education system and development in the future, how they thought US-based diaspora could be organized to support such goals, and what they believed the role of various stakeholders (the US government, the GoH, and other NGOs and international organizations) should be in this process. Their candid responses and creative solutions were critical to answering our key research question identified above.

### **Interview Sample**

Data were obtained from 37 key informant interviews, including one focus group over approximately two months. In an effort to achieve a representative sample of diaspora and non-diaspora efforts, we recruited a diverse sample of individuals and organizations to participate. Informants included individual members of the Haitian Diaspora, diaspora organizations, Haitian Hometown Associations, university professors, policymakers, and social entrepreneurs. Though the majority of the sample were Haitian Diaspora organizations or individuals, we also conducted interviews with several non-Haitian NGOs, international organizations and faith-based groups working in Haiti (see Appendix A). The focus group was comprised of the 5-member board of a US/Haitian NGO.

In order to gain a comprehensive understanding of the diaspora's education efforts in Haiti, we also sought diversity in terms of educational focus. The sample included many organizations working in the field of primary and secondary education, vocational training, and student support (providing scholarships, school supplies, uniforms and school meals). A portion of the sample also reported involvement in teacher training, curriculum development, and the establishment and support of libraries and library resources, as well as involvement in other areas of development (health, agriculture, business, and water/sanitation). Only a few of the individuals and organizations interviewed were engaged in efforts related to university education, early childhood development, adult education/literacy, and education policy. A matrix of interviews conducted allowed us to track the educational focus of our interviewees, to identify gaps in our sample, and to prioritize further interviews to ameliorate these deficiencies. Unfortunately, given the short data collection period, we made some strides, but were unable to sufficiently fill all gaps identified in our study sample, as discussed in the limitations section below.

We did, however, achieve a diverse sample in terms US-based diaspora location. Most of the major Haitian Diaspora hubs in the United States were represented, including New York, Massachusetts, Washington D.C., Florida, and Georgia. The sample was selected from contact lists derived from personal contacts and general Internet searches. Additional participants were also recruited through a 'Call for Participation' on Corbett's List, a listserv heavily used by both

the Haitian Diaspora and Haitian Nationals, and by ongoing referrals from interviewees. Individuals and organizations were screened for relevance to the project's interest in education development in Haiti and for diaspora involvement. Sample recruitment and selection did not target one particular level of education efforts (primary, secondary, university) or a particular type of organization (Haitian HTAs, NGOs, international organizations) in order to obtain a more comprehensive sense of the totality of efforts being exerted towards education in Haiti. We estimate that our sample of 37 key informants and one focus group represents only a small subset of the total diaspora efforts towards education development in Haiti.

## **Interview Questions**

Each informant was asked qualitative questions based on a pre-established topic guide (see Appendix B). Topic questions included:

1. What does your organization do?
2. What are your views on development in Haiti?
3. What role, if any, does education play in development?
4. To what extent, if at all, do you collaborate with other diaspora organizations?
5. What should the role of the US, the GoH, NGOs, and/or international organizations be in development in Haiti?

Each of these topics were followed-up by more specific and probing questions. It should be noted that a rigid survey method was not employed. Questions were open-ended and interviews were conducted in an organic fashion – the order of questions varied by interview and the context of the participant's responses. On average, the duration of interviews was between one and two hours. In most cases at least two team members were present to conduct the interview, with one acting as the primary interviewer and the other serving the function of note-taker. Interviewers debriefed following each interview, and a standard interview report was prepared and made accessible to all members of the research team.

## **Limitations**

We recognize that some constraints and limitations exist in our methodology. They are as follows:

*Sample size.* Our sample included only 37 key informants, including a 5-member focus group. Though we have no way of knowing exactly how many US-based Haitian Diaspora members are engaged in the field of education in Haiti, we sense that our sample is a very small subset of this population, and perhaps not representative of all Haitian Diaspora organizations.

*Sample selection.* We also recognize that our interview sample was somewhat limited in terms of participant's area of focus. We had more interviewees involved in the work of teacher training and elementary and secondary education than any other area of focus. However, the sample was limited in the areas of higher education and policy. Of our 37 interviewees, only two worked in the field of higher education and two worked in education policy. It should be noted that the early phases of developing our research project included an emphasis on tertiary education. However, as we came to discover, there are very few individuals and organizations engaged in efforts at the university level in Haiti.

*Time constraint.* Perhaps the most significant limitation to our study was the limited time frame in which to conduct research. Data collection occurred within an approximately two-month period and occurred around the team's fulltime, academic schedules. This resulted, not only in a small sample of interviewees, but also interviewer availability that did not always match the schedules of the individuals or organizations with whom we desired to speak with. For example, we were unable to coordinate interviews with the Ministry of Haitians Living Abroad (MHAVE) and UNESCO.

Despite these limitations, we were able to analyze the data collected and identify several emergent themes. All research team members reviewed the interview reports for all interviews. A matrix of interview topics (existing activities, future activities/ideas, level of education, curriculum & language, view of current development in Haiti, development in Haiti as it should be, education & development, education in Haiti as it should be, encouraging collaboration, role of the GoH, role of the US, role of NGOs/international organizations, role of the diaspora) was created, and data from each interview report was entered under the appropriate heading. This allowed for easier review of data, identification of common themes, and a synthesis of the research findings presented below.

#### **IV. FINDINGS**

##### **Development Approach in Haiti**

Interview participants agreed that the current development approach in Haiti is largely misguided and ineffectual for a variety of reasons. Diaspora members spoke candidly about the fact that historically, development in Haiti has been fueled by outside interests and international NGOs that rarely produce the results they claim to pursue. While some participants did acknowledge the benefit of international NGOs providing services that the GoH has typically been unable to provide, most diaspora members saw the perpetual presence of international NGOs as detrimental to the GoH and Haiti as a whole. One diaspora member explained this position as such: “[Aid] money goes to NGOs and not the Haitian government because of a lack of trust – but this weakens the stability of the government.”

Overall, diaspora members felt that international NGOs do not place enough emphasis on training and capacity building. One individual described NGO operations in Haiti as “building a system on crutches.” Another interviewee stated, “After 50 years of being in Haiti, there is no record of how many people the [NGO] has trained. When the NGO leaves, what will they leave behind?” However, some organizations were mindful of the sustainability of their activities. One interviewee described a cook stove project, which had been created by other NGOs in the area. He sought to replicate the cook stove project, employing a more sustainable approach. Instead of simply giving the stoves away, he developed a system in which he sells the stoves wholesale to small business owners, who, in turn, sell them to the community. In this way, the business owners must invest in and take ownership of the project. In addition to profits from sales, they also receive education and business skills training as an additional benefit and incentive. Thus, the project became a locally run operation, building local business capacity in the process.

Diaspora members felt that development in Haiti takes place without long-term, systemic planning in mind. One diaspora member described development in Haiti as “unplanned, uncoordinated, and piecemeal.” Another diaspora member echoed this concern, asserting that one NGO in Haiti may operate right next door to another without knowledge that they are both working towards the same goal. Duplication of efforts is commonplace in Haiti, where there is no tracking system to catalog what NGOs are actually doing. Several interviewees felt that most NGOs were in Haiti simply to “do their own thing” and “plant their own flag.” A lack of collaboration between NGOs and even diaspora organizations in Haiti has meant that people are largely concerned only with the success of their own projects rather than the larger, overarching project of achieving sustainable development in the country. Participants also indicated that many of these efforts could be better informed by needs assessments and use of demographic data, to achieve a more efficient and effective use of resources, and to avoid the aforementioned duplication of development efforts

Finally, several interviewees indicated that development in Haiti is taking place without the background “homework” necessary to determine what knowledge, skills, and resources currently exist in the country. The result is that projects often bring in experts to address issues in Haiti without first determining whether that particular expertise is already available in the country. Diaspora members expressed concern that their own organizations are often left out of broader conversations and cluster meetings on development that are only inclusive of the more well-known international NGOs. These individuals felt strongly that development in Haiti must instead be driven by the demands of Haitian nationals and international development efforts must be inclusive of the Haitian Diaspora. Many indicated that in-country resources should be employed first. In the absence of such in-country resources, they then expressed a desire for diaspora organizations and individuals to be considered for positions and projects before international NGOs or non-Haitians are consulted. Many expressed frustration with the use of outside consultants, who lack important language skills or cultural knowledge, over skilled diaspora members who perceive themselves better able to navigate the Haitian context. Diaspora described themselves as “the perfect bridge” – if local Haitians do not have the necessary skills and expertise, and external organizations are lacking language and cultural competencies, the diaspora is a key resource that can fill this gap.

Given our background research on the topic, and indications by some informants that members of the Haitian Diaspora are not always well-received by Haitian nationals, we were surprised to find that most diaspora members interviewed reported a favorable reception from Haitian nationals towards their presence and efforts in Haiti. When asked about this relationship, one participant described the diaspora as “the lifeblood of Haiti” indicating that the financial support they provide tends to make them welcome guests in their home communities.

## **Governance**

The need for improved oversight on the part of the GoH also emerged as a common theme across interviews. Though some diaspora members reported an interest and willingness to work with the GoH, others were wary of such collaboration. In reference to the social stratification that exists in Haiti, and the emergence of a ruling elite who have consolidated much of the country’s wealth and resources for personal gain, one interviewee explained, “Many people see [the current situation in] Haiti as an injustice of the earthquake, but there was an



earthquake of social injustice long before that.” Other diaspora individuals reported a similar perception of the self-serving interests of Haitian politicians, often referring to the choice to go into politics as a calculated move to achieving wealth. Several also perceived that the government lacks a clear agenda on education or lacks a vision for Haiti’s development as a whole.

Despite these reservations, many believe it is the role of the government to deliver and regulate education in Haiti by maintaining enrollment data, standardizing curriculum and testing, and monitoring the operations of education institutions. Many called for increased government spending on education, but also indicated a need for outside assistance and support in these efforts. This discussion included a call for budgetary support from the US government and international aid agencies and limiting conditional funds from these sources. One individual offered the example of funds restricted to school construction without additional consideration to financing the purchase of necessary supplies, or the hiring of skilled teachers. Without these additional expenses, the school building would exist but would not be an effective educational institution. As it was described, such conditional or partial funding of projects, without considering the totality of the investment that needs to be made, only reinforces the distrust and disappointment in the government as a provider of education services. Continuing with the present example, he also explained how it limits government interest in proceeding with the construction of a school they know they cannot support in the first place. It is also notable that the two interviewees involved in education efforts at the university level, as well as several others, indicated that greater attention and funding must go to higher education than does at present.

In addition to regulating education institutions specifically, many also saw management of the vast international NGO community and regulation of their operations as an essential responsibility of the GoH. Several expressed the belief that the current NGO environment is “actually taking the country backwards, not forwards,” and indicated a desire for the GoH to intervene. There were suggestions that all international NGOs go through a process of registration with the GoH, and that the government actively engages in coordinating and monitoring the impact of NGO efforts in Haiti.

Many diaspora members also expressed a need for the GoH to support their work in the country by easing and facilitating Haiti’s NGO registration process. Obtaining legal status in the country is seen by several organizations as essential to transparent, accountable and efficient operations. In their efforts to register their organization in Haiti, one association reported spending three years and close to 25,000 USD on fees and the back-and-forth trips to Haiti that became necessary when required meetings with ministers were delayed or cancelled. Though a timeline and cost of this magnitude may not be the norm, several others reported similar durational and financial frustrations. Overall, there seems to be a desire among diaspora organizations for recognition by the GoH, but many are not willing to submit to the cumbersome and expensive registration process that currently exists. Even those who have successfully completed the licensing procedure are calling for a more streamlined and efficient approach.

Beyond NGO registration, the unnecessarily complicated logistics of working in Haiti were cited as a further area of government deficiency. Many interviewees speculated that if the GoH could guarantee a safer, more stable, and more comfortable setting for living and working,

more Haitian Nationals would remain in the country and more members of the Haitian Diaspora would return and invest. Participants put forth several ideas for strengthening the GoH and achieving such stability. One group proposed a mentorship program that would pair municipal leaders in Haiti with municipal political officials in the US. The relationship would involve a shadowing period in the United States, where the Haitian leader would follow and observe their US counterpart, to allow Haitian politicians the opportunity to develop skills in budgeting, infrastructure planning, and more that could then be applied to their communities in Haiti.

More frequently, diaspora members identified themselves as a valuable resource for promoting many of the aforementioned good governance practices based on their own education and skill sets. For example, competencies in project management, strategic planning, curriculum development, information technology and demographic tracking, among many others, were identified as particular areas of technical skill in which the diaspora could offer assistance and training to the Haitian ministries. Such knowledge transfer was most commonly envisioned to occur in Haiti, with diaspora members relocating temporarily or permanently to participate. However, in addition to identifying the diaspora as a willing and able resource, many individuals also noted the financial strain of transitioning from a US salary to a Haitian salary. Despite a desire to contribute, “once you are involved in the trappings of American life, it becomes much more difficult to return to Haiti,” one interviewee observed. A program to provide supplementary income for short-term assignments, supported by the US government or other funding organizations, was a commonly cited incentive for diaspora involvement in such capacity-building efforts.

Finally, many members of the Haitian Diaspora expressed the desire for dual citizenship. Such a policy is perceived as the key to encouraging more cyclical migration of diaspora back to Haiti and thus greater investment and participation in the country’s development. It has the potential to encourage and ease the process of diaspora returning to lend their skills and expertise to capacity development within the government. A resolution towards dual citizenship may soon be realized. Recently, the Minister of Haitians Living Abroad, Edwin Paraison, expressed that “...[m]ore than ever, the political climate is now fully favorable to the diaspora” and assures that “the executive has done its job by submitting a draft constitutional reform integrating the issue of dual-nationality,” (Haiti Libre, 2011).

## **Decentralization**

Decentralization, of resources, infrastructure, and people, away from Port-au-Prince was a very important theme that emerged from diaspora interviews. Participants described that the devastating losses of the earthquake were, in large part, due to the centralization of resources in the capital city. The physical damages to the education system were among the most direct and severe as a result. “One weakness in particular is common to the entire academic system in Haiti, and that is over-centralization. The greatest liability of the Haitian higher education system, even before the earthquake, was its extreme centralization in the capital,” (INURED, 2010).

The concentration of relief services in Port-au-Prince since the earthquake has perpetuated this preexisting pattern. Some interviewees lamented the “lost opportunity” in the failure to capitalize on the initial movement of people away from Port-au-Prince after the

earthquake. Many individuals have since moved back to the capital for lack of material resources and aid elsewhere. Decentralization, to reduce uneven regional development patterns, was a determining factor for some diaspora organizations' choice to concentrate their efforts outside of Port-au-Prince. Interviewees indicated that working outside of Port-au-Prince was often difficult because of the lack of infrastructure in Haiti. Many locations within Haiti lack electricity, and the poor roads and long distances between accessible resources make communication difficult. One diaspora member concentrated a portion of his efforts on supplying mobile phones to the local government in the area in which he worked, in order to facilitate easier communication between actors. However, this individual also acknowledged the difficulties in sustaining such a program. For example, when cell phone minutes expired or a cell phone stopped functioning, communication also ceased.

## **Education**

When specifically questioned about education, diaspora members agreed that education is a “social equalizer” and is “an essential starting point to create development” and should therefore be a “key component of all development efforts.” Some also described education as “a way out [of poverty].” To this end, most also indicated the importance of free universal access, particularly at the primary and secondary levels. As previously stated, individuals interviewed for this study participated in a wide range of activities in education and at a range of levels, from primary school to higher education and vocational training. Across all levels, the need for standardization of the education system in Haiti was a common theme throughout our interviews.

There was little disagreement that current curriculums which are most widely used, emphasize rote memorization and lack a critical thinking component, and must be reformed. Most diaspora members agreed that public education in Haiti should be more engaging and experiential than it is at present, and that it should emphasize practical learning over a purely theoretical approach. For example, one participant suggested that in rural areas, giving lessons outside, in the natural environment, rather than in a formal “school” structure would be beneficial. “When I look at education in Haiti, I don’t see a school, I see people coming together,” she described, emphasizing that it is not just the construction of school buildings that is important, but also what is being taught and how this knowledge can practically benefit communities and the country as a whole. A couple of informants were engaged in school gardening projects that taught students a practical skill while serving as a setting for teaching about nutrition and the local environment. Another participant described the importance of lessons in science that were laboratory based, giving students an opportunity to tangibly apply lessons learned.

In terms of curriculum reform, several interviewees engaged in school-based projects were taking it upon themselves to change the content of their lessons. One individual had surveyed the environment in his community and compiled a textbook of local plants, animals, weather patterns and natural phenomena that he favored using over the English versions of textbooks he described as less relevant to the students’ experiences in Haiti. He offered the example of trying to teach students about the four seasons and snowfall in a climate where these concepts are not so applicable. In addition to incorporating lessons on the environment and environmental management, several interviewees also stressed the importance of incorporating technology education into the standard curriculum. As one informant described it, where as

previously, being educated was defined at a minimum as having the ability to read and write, technology must also factor into that definition today. “Because everything involves technology now, someone is not really educated [today] if they can’t read, write, and use a computer.”

In nearly every interview, participants expressed the lack of transparency and tracking systems in education. That is to say, schools in Haiti, private and public alike, are not held to any meaningful standards despite the existence of annual national exams. Several diaspora members expressed concerns that many schools are operating with little to no standards and no accountability due to the ease with which “anyone can set up a school in Haiti.” For example, some interviewees shared that private schools often charged arbitrary amounts for tuition and provided inadequate education services in return.

Interviewees also lamented the fact that many schools are full of under-qualified teachers that are underpaid and unable to serve the needs of their students. Several individuals were particularly clear on their expectations for teacher qualifications – university level training and certification for teachers was deemed essential. To that end, participants expressed the need for the government to also focus its efforts and investments on higher education and teacher training. In many cases, the idea of online or distance learning was suggested as a viable alternative to sending trainers to Haiti. A novel idea for contributing to these efforts was that of US universities “donating” their professors for sabbaticals in Haiti. In this case, the university would pay the professor their normal faculty salary and would allow them to spend a semester or a year conducting teacher trainings in Haiti as a form of philanthropy on the part of the university. This idea could even be applied to capacity building at the university level, by pairing US university professors with Haitian university professors or students to conduct research projects relevant to development issues in Haiti.

In terms of curriculum, there was great debate surrounding the language of instruction. Historically, education in Haiti has been in French. Certain interviewees expressed the importance of French in Haiti’s cultural history and the belief that an education in French granted one greater social capital. Diaspora members explained that for many in Haiti, an education in Kreyòl is inherently not as good as one in French, and therefore, they must cater to the desires of the population. One organization leader expressed it simply - if he were to educate students in Kreyòl, he would be “losing customers.” On the other hand, other diaspora members spoke to the importance of education in Kreyòl. They indicated that nearly 80 percent of the population currently does not understand French, and teaching children in Kreyòl, the “language of the people” and “the language of their mothers,” not only made more sense from a practical perspective, it was also a recognition of an important part of Haitian cultural identity. Many diaspora members felt that to continue teaching in a language that so many do not understand lends itself to exclusionary practices.

Several interviewees in favor of teaching students in Kreyòl were also strong advocates of better equipping schools with teaching materials and textbooks in their native language. One organization was collaborating with a local publisher to produce textbooks in Kreyòl, while another created his own simple versions by hand. Using existing English stories, he changed the character names to those of common family names in the community and redefined the setting – the vegetation, animals, housing structures, etc. – to more closely resemble the local Haitian

context. He described the success of this effort in the student's ability to relate to and engage with the material. "This is their identity," he explained. "They see themselves in this story."

There were also those in the diaspora that expressed the importance of English, because of the large international NGO presence in Haiti and Haiti's close relations and geographic proximity with the United States and other English-speaking nations. On the whole, these participants did not advocate for education exclusively in English, but rather English being taught as a second language in secondary and tertiary schools to ensure competence. A few diaspora members mentioned the importance of Spanish, due to Haiti's close proximity to the Dominican Republic. The question of language often sparked controversy among diaspora members within the same organization and proved to be a very contentious issue. Despite the disagreements, it seemed evident to most that education in Haiti must take place within a bilingual framework at the very least, with the government leading in the implementation and standardization of curriculum.

Lastly, many interviewees believed that addressing education in Haiti was only part of the picture, emphasizing that without business development and job creation, education reform would be for naught. These individuals indicated the importance of foreign investment in Haiti, and, in particular, the potential of the diaspora to contribute to this process. One individual took a unique approach to this, intertwining his business in Haiti with the provision of education. He established a vocational school, teaching basic math and literacy, as well as the skills necessary to work in his manufacturing plant. Upon completion of schooling, students are assured of a job at his company.

### **Diaspora Collaboration**

In terms of collaboration, many of the sample participants reported some form of existing partnerships, either with other diaspora organizations, NGOs, faith-based organizations or international funding organizations. Several also cited membership in a regional or national Haitian Diaspora group such as The Haitian Diaspora Federation (HDF). However, several diaspora individuals also indicated that they rely solely on support from family and friends to fund their work in Haiti. Most interviewees expressed dissatisfaction with the extent of collaboration among the Haitian Diaspora in general. Lack of effective communication, leadership, trust, and knowledge of fellow diaspora efforts and resources were all cited as challenges to greater collective action.

Most diaspora members interviewed favor the creation of a stronger diaspora network. To this end, the need for a database of skilled diaspora individuals and organizations working in Haiti was a commonly proposed idea. It is notable that the background research and interviews conducted for this study revealed several existing and ongoing efforts at creating such a resource. For example, one New York-based organization is currently working on establishing a Guide Star-like nonprofit registry for Haiti. This database would list all registered nonprofits currently working in Haiti, as well as describe the nature of the work in which they are engaged. Greater efforts towards the creation of a representative and cohesive national diaspora organization were also indicated. Though several such umbrella organizations were mentioned - regional hometown associations such as the Massachusetts Coalition of Haitian Hometown Associations,

and national diaspora organizations such as the HDF and the Haitian Hometown Association Research Group - participants pointed out the lack of linkages between them.

One suggestion to leverage collaborative efforts was to create a system of layered diaspora associations with US-based hometown associations and diaspora organizations grouped under regional umbrella organizations. Such a regional network would allow for regular face-to-face meetings between organizations, as well as the possibility of collaborating on small projects and fundraising. It was suggested that a representative from each regional association would be appointed to a national umbrella group, whose focus would be to act as an overarching diaspora advocacy base and provider of collective resources. Again, it is notable that several of these component structures already exist - it is the links between them to create a more connected network that are lacking.

Most participants also cited the need for an identifiable and accessible Haitian Diaspora leader. Many of these discussions focused on the role of Haiti's Minister of Haitians Abroad and the need to ensure this position becomes more functional with sufficient budgetary support. It was suggested that, in addition to keeping a registry of all diaspora organizations working in Haiti, the minister could be tasked with facilitating and expediting the process of NGO registration for diaspora individuals and groups. Fees charged for this service could then provide the necessary budget for the minister's diaspora outreach efforts. The sentiment among many participants is that the current ministry has little awareness of the resources that exist within the Haitian Diaspora, or the projects in which diaspora are currently engaged in Haiti. However, many expressed a belief in the potential of this role to be a more effective link between the diaspora and the GoH.

## **V. CHALLENGES**

Given these findings and our knowledge of the present realities of education in Haiti, as well as the limited success of past reform efforts, we have identified a number of key challenges to reforming the Haitian education system and to diaspora involvement in that process. They are as follows:

### *1. Sufficient and specific demographic and needs assessment data are lacking.*

Until this information is determined, accurately setting priorities for school construction (how many and where) and at what level to focus funds and efforts (primary, secondary, tertiary, or higher) will be difficult. Without a thorough assessment of the educational needs of the country, it is difficult for the GoH to sufficiently budget for these needs or to accurately request outside funds to supplement what it cannot afford to invest in alone. Priorities are also difficult to determine without ongoing data collection and monitoring and evaluation. For example, accurate information on Haiti's current population age-structure and fertility patterns must be available in order to project the size of the future student population. In addition, it is not known whether it is more cost effective to invest in vocational schools over secondary institutions or vice versa. Furthermore, the efforts of international NGOs in education are not easily regulated if the educational needs and priorities in the country are not clear.

2. *Standardizing the education system presents a host of complex political and cultural debates.*

Among these debates includes what the end goal of education in Haiti should be (i.e. basic literacy for all, a liberal arts curriculum tailored to individual intellectual predilections, or practical vocational skills targeted towards specific jobs, etc.) and what language of instruction should be used (Kreyòl, French, English, or some combination of these, again with the challenge of determining when each should be introduced and what level of choice students have in acquiring proficiency). These are issues that must be debated and decided before the GoH can move to standardize curriculum and testing. They will also have important implications for how the GoH proceeds to address and incorporate private schools into the system, and the standards to which they may also be held.

3. *Improving access to quality education is a challenge that extends beyond standardization.*

Private schools in Haiti once filled a need where the public sector had failed, but have since created an education system that is unregulated and inequitable. Whether these private institutions should continue to provide the bulk of education services in Haiti is a question with complicated implications. Private schools cannot simply be removed due to the void they would leave behind, but Haiti cannot have the majority of its educational institutions operating unchecked and at prices that are burdensome or inaccessible to much of its population. The high number of underqualified teachers is also of critical concern when it comes to the quality of education in the Haiti. However, the call for higher teacher qualifications becomes a more complicated endeavor when one considers the lack of universities in the country, as well as the lack of educated staff necessary to teach at this high level. Identifying the diaspora's capacity and resources to contribute to teacher training is thus an important priority for addressing this challenge.

4. *Government resources are insufficient to effectively reform the education sector.*

Much is expected of the GoH in terms of education reform, but government resources (both financial and human) are currently insufficient to effectively achieve these reforms alone. Furthermore, there are certain concerns regarding reliance on external sources to fund and deliver services that Haitians expect the GoH to provide. Balancing expectation and reality is a particular challenge. That said, collaboration of the GoH with the international community and the Haitian Diaspora will be important. No single group can reform the education system alone, but working together will require a clear delineation of roles and responsibilities.

## **VI. RECOMMENDATIONS**

Based on the findings of our research and the challenges they pose, we have compiled a list of recommendations directed towards the Haitian Diaspora, the GoH and the international community. These recommendations provide ideas for facilitating and encouraging diaspora collaboration and involvement in Haiti's development, strengthening the GoH's capacity for education development in the country, and improving the development approach of the international community working in Haiti.

## **Recommendations for the Haitian Diaspora**

1. *Work towards creating a strong diaspora advocacy group that may influence public opinion on education and education policy in Haiti.*

A more functional diaspora advocacy group must be created to encourage collective action and influence education policy initiatives in Haiti. The largest clusters of US-based Haitian Diaspora groups are in New York, Massachusetts, Florida and Georgia. All hometown associations and diaspora organizations in these hubs should be grouped under regional umbrella organizations. Representatives from each regional association can then be appointed to a national umbrella group, whose focus would be to act as an overarching diaspora advocate for all US-based Haitian Diaspora.

Haitian Diaspora members have unique skills that can be leveraged in the education sector. A strong and organized diaspora advocacy group can effectively lobby for roles in Haiti that may allow them to combine the professional skills they have acquired abroad, their cultural understanding of Haiti, and language skills, as many diaspora members speak Kreyòl and/or French. These assets can greatly facilitate education initiatives in Haiti, using diaspora members to help train teachers and/or develop curriculum reform.

2. *Work towards creating a central database of diaspora individuals and organizations working in Haiti in the private and public education sector.*

A central database of diaspora individuals and organizations working in Haiti in the private and public education sector should be created for use by both the diaspora and the GoH. Though there are several existing and ongoing efforts towards this goal, existing databases have fallen short, as they appear to suffer from the same lack of coordination and limited awareness as many of the singular diaspora efforts in Haiti. Existing lists should be collected and consolidated into a central database that is publicly available in print and online and widely disseminated.

The connections between diaspora organizations in the US and the Haitian communities in which they work can then be mapped to provide an easy reference for organizations interested in collaborating based on proximity of their locations either in the US or Haiti. Such a mapping project could facilitate the sharing of resources and best practices towards standardization in education projects.

## **Recommendations for the Haitian Government**

3. *Explore ways of incentivizing diaspora involvement in Haiti's education sector.*

Structured exchange programs can renew interest in contributing to Haiti among the younger population of first and second generation Haitian Americans as well as older diaspora retirees looking to contribute towards educational development in Haiti. Both a Teach for America and Peace Corps model could be successful to that end, with incentives such as stipends and loan forgiveness to encourage participation from younger Haitian-Americans.



Initiatives and programs intended to benefit Haiti's education system need to consider ways to build capacity in the local and national government positions that impact this sector. Some examples include municipal-level mentorship programs and employing the diaspora to provide technical assistance and training to Haitian ministries. Salary supplements would provide an incentive for diaspora to contribute to capacity building efforts.

The GoH, working with the US government and other international donors and organizations, must allocate resources to provide these salary supplements and incentives. Channeling resources into this fund would be a powerful step towards local capacity building for a future generation of educators in Haiti.

4. *Bolster the financial and programmatic capacities of the Ministry of Haitians Abroad.*

The GoH needs to make the role of the Ministry of Haitians Living Abroad (MHAVE) a more functional position by ensuring budgetary support and more active engagement with the diaspora. The MHAVE has the unique position of serving as a liaison between Haitian nationals and diaspora members. With more institutional support and funding, the MHAVE could occupy a powerful role, leading advocacy initiatives that would give Haitian diaspora members with expertise in the education sector a greater role in education development.

5. *Streamline the NGO registration process.*

The registration process for NGOs in Haiti needs to be streamlined and made more efficient. Facilitating this process is a potential role for the MHAVE – it will ease the process for diaspora organizations and could provide a revenue stream for the ministry's diaspora outreach efforts.

6. *Establish an electronic tracking system to monitor all NGO activity in Haiti.*

The GoH must be responsible for a tracking system of all international NGOs operating in Haiti. The development of such a tracking system, and the initial monitoring and evaluation of existing on-the-ground NGO efforts, can be initiated by an external organization in close collaboration with the GoH. This effort should be initiated with the intention to transition responsibility and the necessary skills for this process to the appropriate government ministries over time.

As mentioned in recommendation two, a central database specific to diaspora individuals and organizations working in Haiti should be created for use by both the diaspora and the GoH. Management of this system is another viable responsibility for the MHAVE.

7. *Establish and enforce education standards.*

The GoH must work towards creating and implementing a standardized curriculum that addresses the current inefficiencies in the public education system. As such, this standard curriculum should outline benchmarks for student proficiency in all subjects and must establish a primary language of instruction. Currently, the most prominent options include: Kreyòl, French, Spanish and English. The debate surrounding language is hotly contested

within Haiti and among the diaspora. Even our research team failed to reach a consensus on which language(s) in which curriculum should be taught.

While we cannot recommend specific language(s), we all agreed that Haiti's education system should be bilingual with a primary and secondary language. Recommended variations are Kreyòl/English, Kreyòl/French, or English/French. For the GoH to determine whether or not to establish a multilingual system and what language(s) the curriculum should be taught, the following steps must be taken.

First, it must survey the population to understand the preferences of the general public. Secondly, weigh all language options based on two factors: economic impact and social value. Economic impact addresses the investment needed to establish the curriculum in the primary language along with supplemental materials in the secondary language (if a multilingual system is chosen). It also considers the potential economic gain (or loss) to the country if its citizens are educated in a given language. To this end, it is believed that linguistic barriers can inhibit trade and commerce, yet if citizens speak the language of a prominent trading country, it would increase business and, moreover, wealth of citizens. Social value assesses the utility of the language within society. Meaning, selected language(s) is/are transferable to both urban and rural environments. Finally, analyze the results of these two steps and determine the language(s) of instruction based on which language(s) have the most public support in addition to highest economic impact and social value.

Furthermore, the GoH must update the national exam system in order to better measure and track students' progress. The government must also involve local government actors and charge them with the responsibility of implementation and reporting.

8. *Increase planning for education activities.*

The GoH must emphasize the use of population and demographic data in planning future development projects. Data on the location, size, and level (primary, secondary, higher, tertiary) of existing schools, as well as information on current needs must be made available and easily accessible to the development community in Haiti. If these statistics are not up-to-date or not inclusive of the whole country (e.g.: not yet collected in rural areas), efforts must be made to collect and release this data. For example, an effort should be made to conduct Population and Housing Censuses at regular 10-year intervals, not allowing over twenty years to pass as occurred between the 1982 and 2003 Haitian Censuses. Needs assessment and data collection are potential areas of collaboration between the GoH and international organizations.

Job creation must go hand-in-hand with education reform. Without a viable plan for employing Haiti's educated citizens, the vast majority will seek residence and livelihood abroad.

## **Recommendations for the International Community**

### *9. Ensure efficiency of education projects and assess their impact.*

Though the GoH has a role to play in regulating Haiti's NGO presence, international NGOs and the donor community must also strive to improve their development approach in Haiti. These organizations must ensure that they are accountable to the GoH and that education projects they pursue are in compliance with education standards set forth by the GoH.

These organizations have the capacity to conduct thorough needs and resource assessments and must do so to better inform their work, avoid duplication of efforts, and provide critical information to the GoH. Ongoing monitoring and evaluation, as well as more long-term impact assessments of all education projects currently on the ground, must take place to an extent greater than what currently occurs, and most importantly the results of these assessments must be made public. These assessment efforts provide an important opportunity to share best practices or lessons learned that would better inform development efforts as a whole. If carried out in close collaboration with the GoH (by involving municipal leaders, or, in the case of larger international organizations, working closely with the Haitian ministries), they also provide a unique opportunity to build local capacity that will allow the GoH to better regulate future development efforts in Haiti.

### *10. Provide financial and human resources that support the education efforts of the Haitian government.*

There are important tasks the GoH must perform, but is unable to, given the lack of infrastructure. International organizations and NGOs are excellent candidates for supporting the GoH financially and in supplying human resources. These international organizations and NGOs must be sure to align their priorities with those of the GoH and provide support by conducting needs assessments, demographic data collection, monitoring and evaluation, and pilot studies and cost-benefit analyses of potential education interventions that can inform government action and policy. As mentioned above, executing these projects in close collaboration with government ministries or municipal leaders along with the Haitian diaspora provides an opportunity to build local capacity that will allow the GoH to continue these practices in the future.

### *11. Augment funding for education efforts, particularly in tertiary education and training.*

While much education funding is currently directed towards early childhood and primary education, the international community must recognize the importance of higher education in Haiti. Investments should be made in both public and private universities towards more research-oriented and teacher training programs. Without a cadre of well-trained Haitian Nationals, development in Haiti will continue to rely largely on imports of outside help.

## **VII. CONCLUSION**

Haiti's turbulent history, marked by numerous periods of instability and a culture of impunity, is among the many reasons for the massive underdevelopment that exists in Haiti today. The current state of education in Haiti is a testament to its categorically weak government,

poor infrastructure, and lack of human and material resources. The deadly hurricanes of recent years and the earthquake of January 2010 have only compounded an already desperate situation. At a recent UN Security Council meeting convened to review the situation in Haiti, Haiti's outgoing president, Préval, criticized the effectiveness of the body's interventions, which he affirmed, "have practically led to 11 years of military presence in a country that has no war," (Lederer, 2011).

Despite the perceived failure of the international community and the GoH to effectively address Haiti's needs, there is vast potential for Haiti to improve its situation. The Haitian Diaspora currently remits an estimated 1.8 billion USD annually to Haiti, which The World Bank estimates is nearly half of the country's national income (Ratha, 2010). However, the diaspora is poised to do more than simply send remittances. Given the Haitian Diaspora's unique linguistic, cultural and professional skill sets, we believe that the diaspora is better positioned than ever to play a more pivotal role in Haiti's human development. As the Haitian Diaspora celebrate the first annual "National Day of the Diaspora", it seems that stage is set for a constitutional change that would finally grant dual citizenship and allow the diaspora to engage more fully with their homeland. Diaspora members who contributed to this report expressed the desire for dual citizenship, maintaining however that their commitment to Haiti was not contingent upon formal recognition by the GoH.

Interviewees are hopeful that reconstruction in Haiti will truly become Haitian led, incorporating the resources and talents of Haitian nationals and diaspora members towards a more transparent, standardized, free education system that is culturally relevant and can place Haiti in this global arena. Haitian President-elect Martelly has echoed the desires of interviewees, stating publicly that his goals include free tuition for all children nationwide, housing for people living in tent camps, and strengthening the agricultural system so that Haiti can become more self-sufficient (VOA News, 2011). It remains to be seen how the reconstruction effort, funded largely by governments and international NGOs, will adapt to the demands of the diaspora and Haitian nationals. Diaspora members also must address how to best combine their resources towards a network that can easily facilitate communication and mobilize their historically disjointed efforts. However, it appears that essential stakeholders, the GoH, the international community, diaspora members, and Haitian nationals remain committed to development in Haiti. Now that Haiti has peacefully transitioned to a new democratically elected presidency, hope remains high that Haitian nationals and the diaspora will assume a more substantive role in the ongoing development of Haiti.

## APPENDIX A – ORGANIZATIONS & INDIVIDUALS INTERVIEWED

	<b>Individual/Organization Name</b>	<b>Location</b>	<b>Date Interviewed</b>
1	Johnny Celestin, The Haitian Fund for Innovation & Reconstruction at Rockefeller Philanthropy	New York	February 24, 2011
2	Dr. Patrick Weil, Libraries Without Borders	New York	February 25, 2011
3	Ginette Petersburs, Education for All	New York	February 25, 2011
4	Duquesne Fednard, Individual	New York	February 25, 2011
5	Steve Rosefort, Individual	New York	February 27, 2011
6	Jacques Laurent, Menelise Organization International	Georgia	March 2, 2011
7	Genevieve Dagobert, International Rescue Committee (IRC)	New York	March 3, 2011
8	Jude Elie, W-Smart	New York	March 4, 2011
9	Elvita Dominique, Individual	New York	March 5, 2011
10	Dr. Patrick Richard, George Washington University	Washington, DC	March 7, 2011
11	Sara Boras Eddy, The United Nations Children's Fund (UNICEF), Office of Emergency Programmes	New York	March 8, 2011
12	Florine Desmosthene, Individual	New York	March 8, 2011
13	Louis Elneus, Haiti Lumiere de Demain	Connecticut	March 8, 2011
14	Lunine Pierre-Jerome, Boston Public Schools	Massachusetts	March 11, 2011
15	Gerta Louizi & Frantz Bourget, Haitian Alliance, Haiti Literate 2030 Program	Georgia	March 12, 2011
16	Christine Low, Matenwa Community Learning Center	Massachusetts	March 12, 2011
17	Jean Valerus, Farm Haiti Now	Massachusetts	March 12, 2011
18	Dr. Marc Prou, University of Massachusetts	Massachusetts	March 12, 2011

	<b>Individual/Organization Name</b>	<b>Location</b>	<b>Date Interviewed</b>
19	Dr. Jean Y. Monice, Friends of Petit-Goave (FPG)	Florida	March 14, 2011
20	Dr. Yvrose Beauregard, Yvonne Learning Center	Florida	March 15, 2011
21	Justin M. Manuel, Haitian-American Scholarship Fund/Myriam Mezadieu & Litzrudy Justinvil, Haiti First, Inc. and Marie M. Manuel	Florida	March 15, 2011
22	Marceau Livette, Solidarity Dame-Marien, Inc.	Florida	March 15, 2011
23	Dr. Guylaine Richard & Dr. Yanique Edmond (WISEOP)	Florida	March 16, 2011
24	Dr. Guerda Nicolas, University of Miami	Florida	March 16, 2011
25	Max Massac, Haitian American Engineers and Scientists	Florida	March 16, 2011
26	Rosny Auguste, Assoc. pour la Formation Socio-Culturelle et Sportive des Jean-Rabeliens (AFCS-JR, Inc.)	Florida	March 17, 2011
27	Chris Beyer, Florida International Volunteer Corps (FAVACA)	Florida	March 17, 2011
28	Major Joseph Bernadel, US Army (Ret.), Rethink Haiti & Interim Haiti Reconstruction Commission (IHRC) & Haitian Diaspora Federation (HDF)	Florida	March 18, 2011
29	Greg & Barb Van Schoyck, Haitian American Fellowship Foundation (HAFF)	Georgia	March 24, 2011
30	Jacky Poteau, Foundation for the Technological and Economic Advancement of Mirebalais (FATEM)	Massachusetts	March 24, 2011
31	Jean-Patrick Lucien, Ile-a-Vache Corporation	Massachusetts	March 24, 2011
32	Dr. Lois Wilcken, La Troupe Makandal	New York	March 25, 2011

	<b>Individual/Organization Name</b>	<b>Location</b>	<b>Date Interviewed</b>
33	Josiane Hudicourt-Barnes, Foundation Connaissance et Liberté (FOKAL)	Haiti	March 28, 2011
34	Jacques-Philippe Piverger, The Haiti Project	New York	March 28, 2011
35	Conor Bohan, Haitian Educational Leadership Program (HELP)	New York	March 29, 2011
36	Dr. Louis HERN Marcelin & Alpen Sheth Interuniversity Institute for Research and Development (INURED)	Florida	April 1, 2011
37	Alain Pompilus, Lila Helps	Florida	April 6, 2011

## APPENDIX B – INTERVIEW TOPIC GUIDE

### 1. Tell us about your organization.

- How/when was your organization founded?
- How many active members do you currently have?
- What motivates members to participate?
- Please describe the organization and leadership.
- Who runs the organization? Is there a board of directors?
- Do you have branches abroad (in Haiti) or sister organizations?
- Do you work with other existing community groups?
- How easy or difficult is it for your organization to carry out its work?
- How is the work of your organization received by in-country Haitians?
- How did the earthquake affect your operations?

#### *Teacher Training*

- Does your organization engage in teacher training? If so, please describe where, how long you have been active, etc.?
- Who are the participants of teacher training? Diaspora members or in-country Haitians?
- What kind of further teacher training would Diaspora members require to adequately assist Haiti's education sector?
- To what extent does the training program interact with the Haitian Ministry of Education or other branches of the government?

#### *Demographics*

- What is the socioeconomic status of the students your organization assists?
- What are the students' ages? Grade levels?
- Are the students living in urban or rural areas?
- What is the male to female student ratio?

#### *Curriculum Development*

- Is there a disaster preparedness component to your work?
- Is there mental health component in the curriculum?
- What language is the curriculum written/taught in?
- Are there any changes being made to the curriculum? (i.e. new teaching models—using more participatory learning with group involvement rather than unilateral lecture style)
- If there are changes being made, how involved is the local community in those decisions? The Ministry of Education? International agencies?
- Is there an emphasis over some fields of study more than others? If so, what fields of student are more emphasized or encouraged?



**2. What are your views on development in Haiti?**

- How do you feel your organization is contributing to Haiti's development?
- What do you see as the biggest challenges for diaspora members in facilitating the development of Haiti?

**3. What role, if any, does education play in development?**

- Do you know of any plans in the works for rebuilding the universities? If so, who is facilitating the rebuilding? Please describe.
- What do you perceive as potential barriers to the rebuilding of Haitian universities?

**4. To what extent, if at all, do you collaborate with other diaspora organizations?**

- How do you spread the word about projects and gain membership?
- How do you maintain connection with your members, with those in Haiti, and/or with other organizations?
- What are some of the challenges to collaboration among diaspora organizations?
- What would make it easier or encourage you to collaborate with other organizations?
- How can international organizations encourage collaboration?
- How can governments (US and Haitian) support/encourage collaboration?
- Are there any individuals or organizations that can serve as diaspora coordinators to mobilize education development in Haiti?

**5. What should the role of the US, the GoH, NGOs, and/or international organizations be in development in Haiti?**

- What could the GoH do to facilitate the diaspora's involvement in Haiti's development?
- Are there any policies currently on the table for increasing Haitian Diaspora involvement in Haiti's development?

## APPENDIX C – BACKGROUND ON HAITI

Haiti is located in the Caribbean region at the west side of the island of Hispaniola, which it shares with the Dominican Republic (US Department of State, 2010). Haiti's beginnings include a history of colonization by Spain and France. After the Haitian Revolution ended in 1804, Haiti became the first independent nation in Latin America and the world's first Black-led republic. The Republic of Haiti served as a trendsetter in global politics at its onset (US Library of Congress, 1989). Following its independence, it inspired and even assisted other countries, including its neighbor the Dominican Republic, in gaining independence from colonial powers (Embassy of the Dominican Republic in the United States, n.d.). Embodying the motto "l'union fait la force" or "unity creates strength", it established alliances with networks in neighboring countries, encouraging freed slaves and others to migrate to Haiti (Jadotte, 2009). The newly independent country offered refuge to those in the region, fleeing undesirable conditions in their own countries of origin. However, due to limited economic opportunities, high political instability, and corruption, those who came to Haiti did not stay long (Jadotte, 2009). Many returned to their previous homelands (including the United States, Cuba, and others). Over time, the GoH has gone through many transitions, some authoritarian, and the shuffle of power from one administration to the next had led to a mass exodus of Haitian professionals from the country during the second half of the 20th century (Jadotte, 2009).

This exodus began in 1957 when populist leader Francis Duvalier, was elected and declared himself "President for life," (US Department of State, 2010). Duvalier's rule was marked by a consolidation of military power, the establishment of a rural paramilitary force loyal to Duvalier, and the stifling of government opposition, including disappearances of individuals thought to oppose Duvalier's rule (Loescher & Scanlan, 1984). After Duvalier's death in 1971, his son, Jean-Claude Duvalier, assumed power, ruling in a similar fashion. Lack of democracy and ongoing political instability during this time led Haitian professionals in a variety of fields to flee to the United States, France, and other countries throughout the world. The World Bank has estimated that today more than 80 percent of all Haitian professionals live outside of Haiti (Fagen, 2009). These individuals and their descendants comprise the Haitian Diaspora, what Haiti's former President Jean-Bertrand Aristide refers to as the "Eleventh Department," (US Department of State, 2010) a subset of the population that lives outside of the country's ten geographic departments. The North American-based Haitian Diaspora is primarily located in Canada (Montreal) and the United States (New York, Miami, and Boston). An estimated 800,000 to 900,000 Haitians are estimated to reside in the US, of which about 400,000 live in the New York area, about 350,000 to 400,000 in Florida, and 50,000 to 100,000 in Boston (Fagen, 2009). The relationship between the Haitian Diaspora and Haitians living in Haiti has at times been contentious, resulting in part from anti-diaspora sentiment stemming from the Duvalier administration.

A 1986 military coup compelled Duvalier to flee to France. Following his departure, the country fell into economic collapse and a second wave of Haitians came to New York in search of better economic opportunities. Unlike the first wave of Haitian out-migrants, largely the political elite fleeing Duvalier in the late 1950s, this second wave tended to be more interested in achieving a level of economic success that would enable them to assist their families back in Haiti (Fagen, 2009). The newly arrived Haitians began to establish Haitian Diaspora

organizations to assist people in their towns of origin. These organizations became known as hometown associations.

For the remainder of the 1980s, Haiti was ruled by a provisional military government, which ended in a series of bloody massacres upon would-be voters. Finally in 1990, with the assistance of an internationally monitored election, Jean-Bertrand Aristide was elected president, receiving 67 percent of the vote. However, a coup soon after Aristide's election led to a third wave of Haitian "boat people," migrating to the United States. From 1991 to 1994, the United Nations and the Organization of American States (OAS) attempted to end Haiti's political crisis through UN sanctions. When this effort failed, UN forces, led by the US, entered Haiti in 1994. Though designed as a humanitarian intervention, many believe this action was also an effort to stop the influx of Haitian refugees to Florida (Jakobsen, 1996) (Faiola, 1995). President Aristide and other elected officials returned to Haiti on October 15, 1994. With the OAS and the UN monitoring, a new election brought President René Préval to power (Jakobsen, 1996). However, under Préval's administration Haiti continued to struggle with development and the retention of its most educated citizens. Since 1994, operations in Haiti have been monitored by the United Nations Stabilization Mission in Haiti (MINUSTAH) (MINUSTAH, n.d.).

In 2008, a series of crises threatened Haiti's democratic consolidation: food and fuel prices in the country increased, leading to riots, and four tropical storms and a hurricane struck the island nation. With 24 percent of its GDP based on agriculture (US Department of State, 2010), Haiti was greatly impacted by the hurricane. Thus, the international community, drafted an economic development strategy for Haiti, and the Secretary General appointed former US President William Clinton as the UN Special Envoy for Haiti to attract private donors and investment (UN Security Council, 2011). Despite the efforts of Haitian President Préval, whose development plan for 2009 included the creation of 500,000 jobs targeting the agriculture, services, and manufacturing sectors, and 1.2 billion USD in debt relief from the IMF and World Bank, Haiti suffered from the global economic recession, a reduction of remittances, exports, and public revenues (Hornbeck, 2009).

## APPENDIX D – MIGRATION AND DEVELOPMENT

International migration from developing countries to developed countries has increased significantly despite expanding restrictions on cross border movement in recent years. According to the United Nations Population Division, it is estimated that in 2010, international migrants composed 3.1 percent of the world's total population, compared to 2.2 percent in 1985 (UN Population Division, 2009). Diverse reasons motivate people to move. Some migrate voluntarily, others involuntarily; some are economically motivated by opportunities abroad while others are fleeing repression or hardships in their country of origin. Regardless of the reason for the migration, it is clear that these population shifts have certain implications for development, particularly for the country of origin.

The relationship between migration and development can be viewed from two points of view. The first considers migration as an important contributor to development. Migrants who leave their home countries to seek better economic, social or political circumstances abroad may eventually return to, invest in, or send remittances back to their country of origin. Such contributions of knowledge, skills, and funds acquired through migration contribute to economic development in the home country. People that remain outside of their homeland but maintain political, social, and cultural attachments are referred to as “diasporas.” Sheffer defines diasporas as “ethnic minority groups of migrant origins residing and acting in host countries but maintaining strong sentimental and material links with their countries of origin—their homelands,” (Sheffer, 1986). The “sentimental and material links” of diaspora to their homelands have important implications for their role in home country development (Sheffer, 1986).

However, along with the potential for diaspora members to contribute to development in their home countries, comes recognition of the challenges and threats to development in a country of origin posed by outmigration of its citizens. These countries may suffer from a shortage of manpower due to the emigration of its economically active population. Indeed brain drain, the loss of educated and skilled personnel, can be detrimental to a developing country whose immigrants take their talents and know-how abroad. That has certainly been the case in Haiti, which lacks many of the skilled professionals it needs to facilitate economic development of the nation.

To examine the impact of diverse diasporas on the development of countries of origin, we took a comparative look at a number of country case studies. We chose to examine diaspora populations that might have similarities to the Haitian situation, such as the US-based Mexican Diaspora, given that the U.S. is the largest destination country for Mexican migrants, as is the case for Haitian migrants. We also researched diaspora populations whose home countries experienced recent natural disasters, similar to the January 2010 earthquake in Haiti. Thus, in light of the 2008 Sichuan earthquake and the 2010 floods in Pakistan, we reviewed the impact of Chinese and Pakistani Diaspora recovery efforts in China and Pakistan. Finally, the Dominican Republic was selected as an important case study to consider due to its proximity to Haiti and its similarly large population of US-based immigrants.

In considering the contribution of diasporas to the development of their countries of origin, it is important to note that these contributions can take on a variety of forms, from

donations of money and resources to exchanges of ideas. For example, migrant workers' remittances are an important source of finance for many developing countries. In fact, for some developing countries, these remittance flows are far greater than foreign aid flows (The World Bank, 2004). US-based migrants from Latin America and the Caribbean grant the most remittances and are the biggest aid donors to their home countries. Such remittances can assist countries of origin in narrowing the trade gap, paying back debts, and providing capital resources in sustainable development (Blackwell & Seddon, 2004). Diasporas can also impact countries of origin in the sectors of tourism, transportation, and telecommunications (Sharabati-Shahin, 2006). In recognition of the importance of these funds, homeland governments have adopted policies to increase remittance flows, promote transfers through formal channels, reduce the cost of transfers, and channel remittances into productive investment (UN Population Division, 2006). In the late 1980s, for example, China successfully attracted diaspora investment by reforming regulations to promote foreign investment, including tax breaks, access to land for establishing factories, and employment. China's non-profit sector continues to actively recruit investment from the Chinese Diaspora in areas such as environmental protection, women's rights, health, and education. For example, the China Youth Development Foundation's "Project Hope," which builds primary schools and provides scholarships in China, has raised 200 million USD in diaspora contributions for education projects (Young & Shih, 2003).

To facilitate investments of diaspora entrepreneurs in their countries of origin, some homeland governments have considered granting dual citizenship to their diaspora members (Martin, Martin, & Weil, 2002). The ability to hold multiple citizenships or long-term residence status can encourage the professional skills and knowledge diaspora obtain from their host countries to be brought back to their countries of origin. This would allow diaspora members to more easily invest in both long-term and short-term business and development projects in their countries of origin. Having the right to vote could also engender a greater sense of home-country national identity among these groups and strengthen ties to their home country (Gutierrez, 1999). The Mexican government made such dual US/Mexican citizenship available to its diaspora in 1996, a move that has facilitated the migration of Mexicans to the US and the return migration of its diaspora back to Mexico. The Mexican government has also actively engaged in outreach to its diaspora population, encouraging them to maintain strong connections with their homeland, and promoting the increase of remittances and circular migration (Newland, 2004). In 2003, the Institute for Mexicans Abroad was founded as an independent department in the Ministry of Foreign Affairs to facilitate partnerships of the Mexican government with the Mexican Diaspora, and to assist in the well-being of Mexican migrants in the US (Laglagaron, 2010).

Such diaspora outreach and incentives on the part of the Mexican government have proven to be successful. Mexican Diaspora remittances have been an important contributor to education development in Mexico, and were found to have influenced a reduction in child illiteracy, improved school attendance, and increased the construction of schools (Córdova, 2004). However, it is important to note that the home country government does not have to be the sole initiator of such outreach efforts. The relationship works both ways. For example, a Dominican Republic Diaspora organization, the Global Foundation for Democracy and Development, initiated a "New York-Dominican Republic Strategic Alliance Project" to strengthen and create a new channel of cooperation between the Dominican Republic Diaspora and the homeland. They have built partnerships with education institutions, such as the

Metropolitan Technological University and donated free web platform access to the Dominican Republic Ministry of Education (Global Foundation for Democracy and Development, 2004).

Beyond everyday contributions, research has also shown that, in the event of an emergency or high-risk situation, diaspora members tend to contribute to their origin countries more than non-diaspora members. Emotional and social sentiments for the country of origin are often key factors driving these investments (Martin, Martin, & Weil, 2002). For example, a 7.9 Magnitude Earthquake hit Sichuan, China, May 12, 2008, killing more than 68,000 people and impacting a population of 15 million in the affected region. The estimated damage was 20 billion USD (Goldman, 2008). After three weeks of fundraising, the Chinese Diaspora in the US donated millions of dollars to the relief and recovery. The Chinese Consolidated Benevolent Association, based in New York, raised more than 800,000 USD through the Red Cross Society of China (Goldman, 2008). According to the disaster relief group Mercy Corps, which collected donations for the earthquake, post-disaster contributions to the relief effort exceeded expectations “particularly from people with direct or ancestral ties to China” (Goldman, 2008).

Contrasting this impressive outpouring is the case of Pakistan. In the summer of 2010, monsoon rains flooded one-fifth of its territory, impacting 20 million people and killing 2,000 individuals. The response of the Pakistani Diaspora to this event was perceived as weak. There was a fundraising campaign conducted through the Pakistan American Foundation, but donations were low (Migration Policy Institute, 2010). These limited contributions were reportedly due to Pakistani-Americans’ suspicions over the use of relief donations by what they judged to be a corrupt national government (Scherer, 2010). Thus, it is not simply the desire of a diaspora to contribute to their country of origin that matters for development, but also the in-country systems and stability that allow them to do so with ease and peace of mind.

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