



The education sector faces many challenges, due to the lack of public infrastructures, the often prohibitive non-public school fees, and the uneven distribution of schools throughout the country. However, over the past years, important progress was made, notably regarding attendance to primary school. The UN works with the Government of Haiti to continue increasing children's access to school, regulate the education system, abolish education fees, and define quality standards for state and non-state service providers.

KEY FACTS AND FIGURES

The 2010-2011 National School Census reveals a 12% increase in the Net Enrolment Rate up to 88% since 2003; almost 1.5 million children between 6 and 12. However, 200,000 children are still not attending school. (1)

Reinforced education planning capacities of the Ministry as the rate of data collection has improved for Fundamental and Secondary Schools. (2)

Among children in 50 public schools, most read just about 26 words a minute.

Distribution of 49,000 school kits in the South-East and Central Departments and 1,000 school kits to 15 educational centers for children with disabilities.

Overall, 12,500 children, 350 teachers and 50 school principals have improved their skills.

100 schools in four targeted departments with NGO partners benefit from early grade reading programs for students and training on school management. (1)

750 students in 25 schools in vulnerable areas (West department) were trained in basic Disaster Risk Reduction, first aid, etc. (3)

Through cooperation with 16 national NGOs, one hot meal every day is provided to 685,000 children in 2,317 elementary schools (preschool to grade 9) in most food insecure areas of the country as per National Food Security Centre classification. Meals cover 20% of the recommended daily energy intake for children aged 3-15 years. (4)

CHALLENGES AND PERSPECTIVES

In 2014, the UN will continue supporting government institutions to increase children's access to quality formal, community and family-based early learning opportunities.

The UN will keep on supporting the Ministry of Education for the **production of statistics** on higher education institutions necessary for planning and coordination of interventions in this sector.

The UN will also accompany the government in **developing policy frameworks** to regulate the education system and define quality standards for service providers.

So that by 2015, 80,000 children, 80% of whom live in the most remote areas, will have access to a quality education based on an essential package that can be used as standard for the definition of a national policy.



VOICES : P.L.A.Y !

The end of a school year provides an opportunity to carry out evaluation of a pilot playground programme in Haiti that has proven popular among students and teachers alike.

With a US\$1 million funding grant from Disney, UNICEF launched a pilot programme that used playgrounds to help foster creativity and healthy development for children affected by disaster and emergencies. The P.L.A.Y. project featured portable playground units designed by architect David Rockwell. These playgrounds were placed in schools in Haiti and in child-friendly spaces in Bangladesh at the start of the 2012 school year.

"How do you take care of children's development in very difficult circumstances?" asks Dr. Cassie Landers from Columbia University's School of Public Health, who is one of the evaluators of the pilot programme. "We thought the playground would be an innovative response to this very challenging problem."

The first task of the evaluation team was compiling data through interviews with teachers, parents, community members and the children, themselves, to see how children were responding to the block-style playground. To assist in this process, local humanitarian organization Tipa Tipa was the monitoring partner on the ground in Haiti.

Preliminary results of the evaluation show that the playground is a versatile resource for children and teachers, alike. Each component of the playground, which is transported and kept in a mobile, climate-friendly box, can be used as a practical learning tool in the classroom. Geometry, colours and shapes are just a few of the subjects that can be explored. Some teachers have reported finding the playground blocks helpful because they have few, if any, teaching tools in their classrooms.