



# Innovative Approaches to Enhancing Education Quality in Haiti

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# Research Brief

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### Introduction

In 2015, a global consensus was reached among governments to adopt the Sustainable Development Goals (SDGs), a comprehensive framework aimed at addressing the critical challenges confronting the world. Goal 4, among the 17 outlined, stands out as it seeks to ensure inclusive and equitable quality education for all. The United Nations recognizes access to quality education as the foundation of sustainable development (United Nations, 2015).

Over the past decade, educational interventions in developing countries have been primarily focused on increasing access to education (UNDP, 2015). However, recent studies conducted on education in developing nations have highlighted the need to improve the quality of education worldwide (Hanushek & Woessmann, 2008). Despite increased access to education, the quality of education remains below the desired standards (Evans, Popova, Breeding, Arancibia, 2018). Teacher shortages, inadequate teacher training programs, and a dearth of educational resources collectively create a worrisome educational environment in numerous countries. The education sector in Haiti is not exempt from these challenges.

Target 4.C of SDG 4 aims to increase the supply of qualified teachers, particularly in developing countries and small island developing states, through international cooperation for teacher training (Sustainable Development Goals Report, 2020).

The need for well-trained Haitian educators cannot be overemphasized. According to the World Bank, approximately 80% of Haitian educators lack adequate training, 25% of teachers have not gone beyond secondary school, and 60% of students drop out before completing primary school (USAID, 2018). The focus on teacher training is crucial because "a high-quality teaching workforce - the bedrock of all high-performing education systems - is the single most important factor in improving student learning" (Hanushek & Rivkin, 2010).

To address these challenges, various interventions have been implemented in Haiti's education sector. The government, non-governmental organizations, and international partners have all played a role in improving the quality of education in the country. For instance, the Haitian government has launched the "Education for All" program, which aims to increase enrollment and improve the quality of education in Haiti (Government of Haiti, 2016). In addition, the international community has provided support through initiatives such as teacher training programs and the provision of educational resources.

Despite these efforts, progress has been slow, and much remains to be done to ensure that every child in Haiti has access to quality education. This reflects the urgent need for innovative approaches to enhancing education quality in Haiti.

One of the key challenges is the lack of teachers and school leaders who had formal pedagogical training. Additionally, the prevalent use of rote teaching styles, coupled with a dearth of experiential teaching techniques, further compounds the situation. Thus, there is a pressing need to develop effective teaching skills that promote student-teacher interaction and encourage students' active participation in the learning process. This teaching approach is commonly known as learner-centered education, as highlighted by Schweisfurth's (2013) research on educational practices in developing nations. Notably, Schweisfurth (2013) posits that learner-centered pedagogies that integrate existing practices while remaining sensitive to local societal and political realities have a higher likelihood of sustainable implementation.

This white paper provides an analysis of innovative approaches to enhancing education quality in Haiti, with a focus on case studies and success stories that demonstrate effective strategies for improving education outcomes through teacher training and development. The paper also includes recommendations for building quality education systems in Haiti and engaging with local communities to create sustainable systems.

### **The Five Pillars of Quality Education**

The education system of Haiti has been identified as an area of concern, primarily due to its underlying structural foundation. The Ministry of National Education and Training (MENFP), which bears the responsibility of regulating the education system, has been found to be overburdened and under-resourced. The lack of funding provided by the MENFP to a majority of schools has resulted in a loss of control over these schools.

Private schools, which are accessible only to select individuals, have inadequately trained teachers and often function without a license from the MENFP. Non-profit schools, while largely funded by religious organizations, demonstrate inconsistent quality and typically offer only elementary education, up to the fourth grade. The public school system, which is constitutionally obligated to provide free education to children for nine years, is characterized by low quality and students are often required to pay for books and materials.

Notably, the 2010 earthquake, which devastated much of Haiti's infrastructure, prompted serious reform efforts in the education system. According to estimates by the Haitian Ministry of Education, nearly a quarter of all schools in Haiti were affected by the earthquake, necessitating a refocusing of priorities to address the prevailing concerns in the education sector.

P4H Global is a non-profit organization dedicated to improving the quality of education in Haiti. Since 2012, P4H Global has advocated for a transformative paradigm shift in the approach of organizations towards education-based aid, with a primary emphasis on evidence-based aid that facilitates long-term development. In line with the seminal research conducted by Hanushek and Rivkin (2010) on the pivotal role of a high-quality teaching workforce in fostering improved student learning outcomes, P4H Global has demonstrated an unwavering commitment to enhancing the capacity of individuals and communities to provide quality education through innovative teacher training programs.

P4H Global utilizes a comprehensive framework to evaluate the quality of education, which comprises five key indicators.

These indicators, which form the basis for evaluating the effectiveness of educational institutions and the quality of education that students receive, are established through on-the-ground fieldwork and corroborated by research reports from UNESCO (2020), UNICEF (2020), and the World Bank (2018).

#### Teacher Effectiveness:

One of the most significant factors in this regard is teacher effectiveness, which serves as a central pillar. Teachers are the backbone of any educational institution, and their skills, knowledge, and passion for teaching have a significant impact on the quality of education that students receive. To gauge this indicator, the organization takes into account several metrics, including the pass rate of students, attendance records, teacher retention rates, and classroom observations.

#### School Management:

In addition to teacher effectiveness, P4H Global assesses school management practices, including administrative documentation, the regularity of teacher remuneration, action plans, and communication with state authorities. Effective school management involves creating a culture of excellence, promoting accountability, and establishing clear goals and objectives. When schools are well-managed, they can operate efficiently, utilize resources effectively, and provide students with the support they need to succeed.

#### Parent and Community Involvement:

Another crucial pillar in this framework is parent and community involvement, which takes into account established structures for participation, such as school councils, class committees, teacher committees, and parent committees.

Parents and community members can play a crucial role in supporting students' learning and development. By involving parents and community members in the educational process, schools can create a sense of ownership and shared responsibility that helps to improve student outcomes.

#### Student Success:

Furthermore, student success is another top pillar that considers metrics like student attendance, Palmares test scores, and student dropout rates. Student success is the ultimate goal of any educational institution. By focusing on student success, schools can ensure that students are receiving the education and support they need to achieve their full potential and prepare for future success.

#### Secure and Clean Environment:

Lastly, the framework emphasizes the importance of a secure and clean environment, which forms the base pillar. In this regard, P4H Global evaluates the cleanliness and condition of school furniture to ensure that students can learn in a safe environment. A safe and healthy learning environment is essential for student success. Schools must prioritize the safety and wellbeing of students and staff by creating a secure and clean environment that supports learning and promotes health and wellness.

Thus, each of the five pillars mentioned in the text is critical to improving the quality of education. By leveraging these indicators – teacher effectiveness, school management, parent and community involvement, student success, and a secure and clean environment – P4H Global strives to promote high-quality education and create an environment that fosters learning, supports student success, and prepares students for future success through its SQA program.



It is worth noting that these indicators are not exhaustive, and P4H Global recognizes the need to continuously refine and update its framework to keep pace with changing educational needs and contexts. To this end, the organization engages in ongoing research and analysis to identify emerging trends and best practices in the field of education. Overall, P4H Global's framework serves as a useful guide for organizations and stakeholders seeking to promote quality education and drive meaningful educational outcomes. By focusing on key indicators and leveraging data-driven insights, P4H Global is making a significant contribution to advancing educational excellence and ensuring that every individual has the opportunity to realize their full potential.

### **Innovative Approaches to Teacher Training and Professional Development**

P4H Global's flagship initiative is the School Quality Assurance Program (SQA), a comprehensive 3-year cycle that includes personalized training, coaching, and evaluation. The SQA program is a multi-faceted initiative implemented by P4H Global to improve the quality of education in Haiti. This paper will focus on a pilot program funded by Food for the Poor and Taiwan/CDF, which represents a critical component of P4H Global's efforts to improve the quality of education in Haiti. Through the pilot program, P4H Global is working closely with teachers, school leaders, parents, and community members to identify the unique challenges facing each school and to develop customized solutions that address these challenges. By taking a collaborative approach, P4H Global is empowering stakeholders to take ownership of the school improvement process and to work together to create sustainable change.

The majority of the teaching population in Haiti lacks the necessary qualifications, skills, and basic education to teach, manage their classrooms, design lesson plans, and support their students' learning. This lack of teacher efficacy contributes to high dropout rates and limited learning outcomes. Students who dropout of school at an early age do so because they are unable to see the value in continued education. In Haiti, where education is highly valued and prioritized, a lack of student engagement and learning outcomes can be particularly concerning. The economic incentive to drop out in order to support one's family through work only exacerbates the issue.

The SQA program is designed to address the challenges facing teachers and students in Haiti. The program's 3-year cycle is structured to develop skills incrementally, starting with Foundational Educational Theories, Classroom Management, and Collaborative Learning & Engagement in the first year. In the second year, participants learn about Assessments, Lesson Planning, and Self-Reflection. The final year focuses on Leadership & Ethics, with an emphasis on the teacher's role as a change agent in their communities.

The program is grounded in a comprehensive cycle of training, evaluation, and support designed to provide teachers with student-centered practices and skills that empower them to enhance classrooms and communities. Its overarching objective is to equip teachers with student-centered practices that transform classrooms and communities.

This paper's focal point is a pilot program that received financial support from Food for the Poor and the Taiwan International Cooperation and Development Fund (TaiwanICDF). Moreover, this paper offers a thorough and in-depth account of the School Quality Assurance (SQA) cycle, which commences with a Diagnostic Evaluation of the school.

**Diagnostic Evaluation:**

The SQA cycle starts with a Diagnostic Evaluation, which is conducted to gather baseline data that informs the training and future interventions. The evaluation aims to identify the specific challenges facing each school, such as teacher qualifications, student engagement, and learning outcomes. The data collected during the evaluation is used to develop customized training and support for each school.

**Training:**

Following the Diagnostic Evaluation, participants attend a 3-day training that covers the curriculum outlined in the SQA program. This training equips teachers and school directors with the necessary skills to transform their classrooms and communities. Upon completion of the training, teachers and directors are entered into online Professional Learning Communities (PLCs) through WhatsApp groups. The PLCs facilitate ongoing communication and support among participants.

**Post-Training Observation:**

One month following the training, the P4H Global team conducts a Post-Training Observation, which lasts two days. During the observation, the team conducts an evaluation of each teacher's classroom and provides personalized feedback using the initial baseline data and pre/post-test scores collected.

This feedback is designed to support teachers in implementing student-centered practices and improve learning outcomes.

**Monthly Support and Feedback:**

In addition to the Post-Training Observation, teachers receive monthly calls from their assigned P4H Coach. These calls provide further support and feedback to teachers, helping them to implement the skills learned during the training and improve their teaching practices.

**Final Evaluation:**

At the end of the year, the P4H Global team conducts a Final Evaluation of the school and evaluates student exam scores. This evaluation is used to measure the impact of the SQA program and identify areas for improvement in the upcoming year of training.

**Case Study: Partnership with Food for the Poor schools**

Food for the Poor, a non-profit organization dedicated to providing essential resources, including food, housing, healthcare, and education, invested in a pilot program aimed at augmenting education quality in Haiti. The program concentrated on three critical aspects: (1) Professional Development of Educational Stakeholders, (2) Upgrades to School Infrastructure, and (3) Nutritional Programs for Schools. The pilot program impacted 38 schools situated in Haiti's North Department. In 2022, TaiwanICDF joined forces with Food for the Poor to provide funding for the final year of the pilot program.



TaiwanICDF's overarching objective is to bolster socio-economic development, improve human resources, and advance economic ties in underprivileged partner countries. To this end, the organization provides diverse forms of aid, focusing on four primary areas: lending and investment, technical cooperation, humanitarian assistance, and international education and training.

In collaboration with P4H Global, an established professional development operator in Haiti since 2012, a diagnostic evaluation was conducted to assess the infrastructure, administrative, pedagogical, and community involvement systems in place in the 38 schools. Based on the findings, areas of focus for the infrastructure, pedagogical, and nutrition systems were identified.

To equip teachers with student-centered practices and skills, P4H Global administered 24-hours of intensive, research-based professional development training for teachers and directors. The training for directors was tailored towards team management, culture building, and process management, while parents were equipped with strategies to support their children's academic success.

Furthermore, every teacher was placed into Whatsapp groups facilitated by P4H trainers, where the content focused on the topics covered in the professional development training. P4H also conducted two observations and coaching sessions with every teacher in the program. These efforts aimed to promote teacher development, student learning outcomes, and parent engagement, ultimately enhancing the quality of education in Haiti.

### Teacher development

In the first year of the program, teachers undergo rigorous training on Foundational Educational Theories, Classroom Management, and Collaborative Learning Strategies, and are assessed before and after the training to evaluate their knowledge growth. These knowledge measures are crucial to track behavior change. During the first year, the average pretest score of teachers was 44%, whereas the average post-test score was 93%, resulting in a remarkable 49% increase in knowledge growth based on the covered curriculum.

In the second year of the program, teachers receive intensive training on Assessments, Lesson Planning, and Self-Reflection, and are assessed before and after the training to evaluate their knowledge growth. Prior to the training, the average knowledge level of teachers was 33%, which increased to 93% after the training, reflecting a remarkable 59% growth from pretest to post-test.

These results highlight the effectiveness of the program in enhancing teachers' knowledge and skills. The program's focus on providing intensive training in critical areas of teaching, followed by assessment to measure knowledge growth, has been proven to be a successful approach. The second-year training on Assessments, Lesson Planning, and Self-Reflection is particularly crucial in helping teachers improve their teaching practices. These skills are essential for teachers to create effective lesson plans, implement assessments that accurately measure student learning, and reflect on their teaching practices to continuously improve.

To assess the progress of the teachers within the classroom, the program included Observation and Coaching Sessions for every teacher.



During the first year, the teachers' pedagogy was evaluated on several indicators, including the use of effective classroom management strategies and collaborative learning strategies during instructional periods. P4H trainers rated the teachers out of a score of 3. The results of the Observation and Coaching Sessions showed that 82% of the schools within the program increased in scores from Observation 1 to Observation 2.

During the second year The teachers are evaluated on several indicators relating to their pedagogy including assessments, lesson planning and self-reflection. The results of the Observation and Coaching Sessions showed that teachers improved an additional 6.9% in scores from Observation 1 to Observation 2. Teachers in the second cycle had less room for improvement as they had retained what they learned from the first cycle. This suggests that the training program effectively enhances teachers' pedagogy.

P4H Global assessed the effectiveness of the training program not only through knowledge growth assessment but also by conducting teacher perception surveys. In the first year, when asked to express their agreement with the statement "The training was effective," 99.3% of all participants agreed with the statement. In the second year, when asked to rate their agreement with the same statement, 98.9% of all participants agreed that the training was effective. These high agreement rates suggest that the participating teachers found the training program to be helpful in enhancing their knowledge and skills. The overwhelmingly positive responses also indicate that the program was well-designed and well-implemented, meeting the teachers' needs and expectations.

Assessing teacher perceptions is an essential component of evaluating the effectiveness of any training program, as it provides valuable feedback on the program's design, content, and delivery. It also allows program organizers to make any necessary improvements to ensure that future iterations of the program are even more effective in meeting the needs of the participating teachers.

The overall academic success of students can be negatively impacted by teacher absenteeism, which can also affect student absenteeism. To monitor this issue, School Directors were requested to report the average number of absences for teachers who were absent more than 10% of the school days in a given year. Out of 38 schools, only 2 reported having 6-9 teachers absent for more than 10% of the school year in the first year. In the second year, only 1 school reported a high number of absent teachers for more than 10% of the school year.

The low number of reported absent teachers in both years suggests that efforts to reduce teacher absenteeism may have been successful. However, it is important to continue monitoring teacher absenteeism and taking steps to address it when necessary, as it can have a significant impact on student academic performance.

Effective management, teacher satisfaction, and a healthy school environment can all be reflected in the consistency of the teaching staff at a school. To assess this, P4H compared the staff lists for the 2020-2021 and 2021-2022 school years to determine which schools had at least 80% of their teaching staff returning for the following year. In the first year, out of 38 schools, 25 had met this benchmark. This number increased in the second year, with 28 schools reporting at least 80% of their teaching staff returning.





This suggests that more schools were able to maintain a consistent teaching staff, which could be indicative of positive factors such as teacher job satisfaction.

Having a consistent teaching staff can have a positive impact on the overall learning environment for students, as teachers are able to build stronger relationships with their students and develop more effective teaching strategies. It can also benefit the school as a whole, as consistent staffing can lead to increased institutional knowledge, smoother operations, and improved student outcomes.

### Student learning outcomes

Chronic absenteeism refers to the act of missing a significant amount of school days, whether the absences are excused or unexcused. It is commonly defined as missing 10% of school days, which translates to around 18 days per academic year. In Haiti, chronic student absences may contribute to high dropout rates as frequent absences can lead to falling behind in coursework, feeling disconnected from school, and eventually, a lack of interest in continuing education.

During the first year of the Quality Education Program, P4H Global estimated absences based on reports from School Directors. In this year, five schools reported student absences of more than 16 days. However, in the second year, only three schools reported chronic absenteeism. This improvement in attendance can be a positive sign for the schools and students involved in the SQA program, as chronic absenteeism can negatively impact academic achievement and increase the likelihood of dropping out.

At the end of the year, every student is given an exam that evaluates their learning throughout the year in each subject. P4H uses these scores as a part of evaluating the teacher effectiveness at a school.

Passing rates are calculated per student. At the end of the first year, 33 schools had over 60% of their students pass the school exams. At the end of the second year, 19 schools had over 60% of their students passing. However, it's important to note that at the time of reporting, 17 schools had not submitted their final exam scores.

### Parent and community engagement

Parent and community engagement is an integral aspect of promoting a healthy school environment in Haiti, as mandated by the Ministry of Education. To achieve this, various committees are established within Haitian schools, such as parent, student, teacher, and school councils. In the first year of the Quality Education program, P4H assessed the committees' status in each school, with "active" committees being defined as those that held more than one meeting during the academic year. At the end of the first year, there were 25 active parent committees, 24 active student committees, 15 active teacher committees, and 17 active school councils. In the following year, the number of active committees increased, with 31 parent committees, 29 student committees, 20 teacher committees, and 25 school councils all being active. Furthermore, in the second year, 30 parent committees, 27 student committees, 20 teacher committees, and 23 school councils reported having met at least twice, indicating an improvement in parent and community engagement.

This increase in committee activity and engagement suggests that the Quality Education program has been successful in promoting parent and community involvement in schools. By working together, parents, teachers, and students can ensure that schools provide a safe and nurturing environment that supports learning and growth.

Moreover, the involvement of parents and community members in school committees can lead to a more inclusive and equitable education system. When parents are involved in decision-making processes, they can advocate for their children's needs and ensure that all students receive the resources they need to succeed. This can help to reduce disparities in access to education and improve the quality of education for all students.

The establishment of various school committees in Haitian schools and the active participation of parents and community members in these committees is crucial for creating healthy school environments and promoting quality education. The increase in committee activity and engagement during the Quality Education program demonstrates the potential of parent and community involvement to improve the education system and support the success of all students.

### **Success Stories of Teacher Training and Professional Development**

The School Quality Assurance (SQA) program impacts both the effectiveness of teachers and the effectiveness of school directors who control management practices such as administrative documentation, teacher compensation, and communication with state authorities. Successful school management involves creating a culture of excellence, enforcing accountability, and setting specific goals and objectives. A well-managed school can function efficiently, make optimal use of resources, and provide teachers and students with the necessary support to excel.

Effective school management is crucial for quality education and plays a significant role in a school's overall success, including its reputation and ability to attract and retain high-quality teachers and students.

Furthermore, effective school management can foster better communication among teachers, students, and parents, leading to a more collaborative and supportive learning community. This positive school culture can increase student engagement and improve academic outcomes.

Therefore, professional development and training for school leaders and administrators are crucial. Such training can increase teacher and student performance, better utilize resources, and promote more efficient use of time and energy. By promoting effective school management, the SQA program creates better learning environments for students and empowers teachers and school leaders to achieve their full potential.

The testimonials from the directors of the schools that participated in P4H Global's School Quality Assurance (SQA) program provide positive feedback on the impact of the program on the schools, teachers, students, and parents.

*“The training I have attended with P4H Global helped me to improve my work methods, and made me more effective. They helped me to teach so that everything is centered on students.*

*They allow me to have better classroom management. The P4H training helps me to reinforce the bond with my learners. The great work that P4H is doing will have a great impact on the educational system. My biggest challenge was to make students work in small groups. But with the training, I finally developed a sense of leadership in the students. I overcame a lot of difficulties. I have acquired more skills and knowledge, I have become more cooperative, and I am more confident.”*

*Ellie Pierre, Director, College Mixte Le Normalien de Fort Liberté*



The program has been successful in improving work methods, classroom management, and teaching centered on students, as well as reinforcing the bond between teachers and learners. Additionally, the program has helped teachers to develop leadership skills in students and has resulted in more animated classrooms and more eager learners.

*“My school, Collège Mixte le Normalien de Fort Liberté, has been functioning for more than 20 years, but I have to say that in just 1 year with this program with P4H through Food for the Poor I have seen this kind of change in the school. It is extraordinary, through the students, through the teachers, the parents and even with other actors that impact students! The best thing is that I’ve never seen a program in Fort Liberte, where I live, that even trains parents about their children. That is a pride for me that my school is the first to do that in my town. I want to say to Food for the Poor and P4H, even if there are difficulties, keep going because Haiti needs change and this change will only happen through education. When teachers receive support like this, that makes a big impact on the students and therefore, on Haiti.*

*Ellie Pierre, Director, College Mixte Le Normalien de Fort Liberte*

Moreover, the program has had a positive impact on the relationship between the school and the community, with parents making more effort to encourage their children to come to school. The program has also helped to improve the overall conditions of the school and has created a stronger connection between teachers and students.”

“We can say prior to the P4H training in the school of Rénovation Carré, the teachers used to work harder, and the students were not even able to master the contents in the level that I am observing it now. So, it is obvious that the training has improved the students' conditions in the classroom by the way they are learning now.

With the P4H program, the parents in the community are making more of an effort to encourage their students to come to the school because of the way that we teach them now. All this is because of P4H. With P4H strategies, the students are more eager to learn, classrooms are more animated, and the learners are eager to perform the strategies. Now, our teachers are growing every day, and they enjoy coming to the school so they can teach. Before the school did not work well, but now it’s different. I feel like I have a school that really wants to support the students. Thank you P4H Global! Thank you Food for the Poor!”

Rosine Didas, Director, Renovation de Carre

The directors express their gratitude to P4H Global and Food for the Poor for their support, which has been crucial in improving the educational system in Haiti.

“[This program] made a big impact in my school. This program has taken away misery. It felt like it took too much time for this program to occur in my school. We have needed this program for too long. With the training the teachers received, the teachers became more effective, they reach the students better. The training has created a true connect with the students. Thank you Food for the Poor for this wonderful program. The country of Haiti thanks you for this wonderful program.”

Charles Merlien, Director, Armee Du Salut Grepin



Overall, the testimonials indicate that the SQA program has been successful in making significant improvements to the schools' educational quality, teachers' effectiveness, and students' learning outcomes.

#### Culturally responsive training practices

The SQA program's training practices have been designed to respect the history and experience of Haitian educators. The program incorporates a range of components that are sensitive to local realities, including a focus on Haitian Creole, student-centered learning, and original songs for training and engagement. These practices have been successful in promoting high levels of engagement and satisfaction among teachers and administrators.

Importantly, the training practices consider the realities of Haiti's culture and traditions, as well as the limits of international humanitarianism. This approach has led to the Haitian educators taking ownership of the program, and those who have the authority to implement it have embraced it. The success of these training programs can be partially attributed to the emphasis on culturally responsive training practices that incorporate the rich history and heritage of Haiti.

One key aspect of the training is that it is conducted entirely in Haitian Creole instead of French. As most Haitians speak Creole, this approach is inclusive of lower socioeconomic classes and accounts for the high levels of engagement and satisfaction among teachers and administrators.

Another important component of the training is the emphasis on student-centered learning, with a focus on effective student-teacher interaction and active student engagement. This approach addresses the reliance on rote styles of teaching and learning in Haitian schools.

Observations have shown that after training, over 40% of teachers use P4H Global's 100% participation benchmark, and over 60% of teachers speak for less than 33% of the time in the classroom. The remainder of the time teachers allow students to engage in group work, self-reflection or other activities that put students at the center of learning.

Lastly, P4H Global's training is distinguished by the use of original songs for training and engagement. These songs are developed internally by the P4H Music department and are tailored to the specific needs and interests of the trainees. They are designed to reinforce the training content in a memorable and enjoyable way. By using music as a tool for learning, P4H Global is able to increase the retention of information and make the learning process more engaging and effective.

In summary, the success of the SQA program can, in part, be attributed to its focus on developing teaching skills that are relevant to the local context. The program acknowledges the challenges faced by educators in Haiti, such as limited resources and large class sizes, and aims to provide them with tools and techniques that are practical and effective.

The program also promotes a collaborative approach to learning, with teachers working together to share best practices and support one another. Upon completion of the training, teachers and directors are entered into online Professional Learning Communities (PLCs) through WhatsApp groups. The PLCs facilitate ongoing communication and support among participants. This approach has helped to build a sense of community among educators, and has encouraged them to take ownership of their own professional development.

Overall, the SQA program's training practices are built on a foundation of respect for Haitian educators and the local context. By incorporating culturally responsive practices and focusing on practical skills, the program has made significant progress in improving the quality of education in Haiti.

### **Recommendations for Improving Quality Education in Haiti**

This white paper analyzes P4H Global's SQA program and presents three practical recommendations for stakeholders interested in improving the quality of education in Haiti while taking local realities into account. Firstly, it emphasizes the importance of understanding the context and needs of local partners. Secondly, it stresses the need for teacher training and development programs, the progress of which is monitored through research and evaluation activities. Finally, the program prioritizes effecting change at the local school level.

#### **Recommendation 1: Understanding the Local Context**

To replicate the success of the SQA program, stakeholders need to begin by gaining a thorough understanding of the local context, which includes the needs and perspectives of local partners. It is important to note that the success of the SQA program can be attributed, in part, to its strong emphasis on collaboration and partnership. The program involves working closely with directors, teachers, parents, and the community, as well as educational institutions, to develop tailored solutions that meet the needs of the community.

By involving local stakeholders in the development and implementation of the program, P4H Global has been able to establish trust and ensure that the program is effective and relevant.

The collaboration among educational institutions and stakeholders in Haiti, such as P4H Global, Food for the Poor (FFTP), and TaiwanICDF, in addition to directors, teachers, parents, and the community, was a critical component of the success of the SQA program.

Through collaboration and partnership, the SQA program has been able to create a more holistic approach to education. It recognizes that education is not just the responsibility of teachers and students, but also of the wider community. The involvement of local stakeholders has allowed the SQA program to take into account the specific needs and circumstances of each community, which has led to greater success in improving the quality of education.

Moreover, the collaboration among educational institutions and stakeholders has facilitated the sharing of resources, knowledge, and expertise. This has enabled the program to leverage the strengths of each partner and develop more comprehensive solutions. The SQA program has also fostered a culture of continuous improvement, where stakeholders work together to identify areas of weakness and develop strategies to address them.

#### **Recommendation 2: Prioritize Teacher Training and Professional Development**

One of the critical factors that contributed to the success of the School Quality Assurance Program (SQA) in Haiti was its emphasis on teacher training and professional development. By providing teachers with the necessary skills and resources, the program laid a strong foundation for quality education in the country. The importance of this emphasis cannot be overstated, especially in a nation like Haiti, where many educators lack formal training or access to professional development opportunities.

To prioritize teacher training effectively, it is vital to consider various factors to ensure the effectiveness and sustainability of the program. First and foremost, it is essential to involve all educational stakeholders, including teachers, directors, parents, and the wider community. By involving everyone in the process, the program can create a cohesive approach to education that emphasizes the importance of each stakeholder's role in ensuring high-quality learning opportunities for students.

In addition, follow-up and monitoring are crucial to ensure that the training has a lasting impact. By evaluating the program's success, stakeholders can identify areas that need further development or adjustment, and take the necessary steps to improve the program. It is important to note that coaching and follow-up have the most significant impact, and that monitoring the program's progress through research and evaluation is essential for identifying areas for improvement. Technology has emerged as an essential tool for improving the effectiveness of coaching and follow-up in teacher training programs in Haiti. Technology has emerged as an essential tool for improving the effectiveness of distance coaching and follow-up in teacher training programs in Haiti.

Upon completing their training, teachers and administrators in Haiti are enrolled in Professional Learning Communities (PLCs) through WhatsApp groups. Many also join a Facebook group for Haitian teachers. These digital collaboration tools, such as Facebook and WhatsApp, have enabled teachers to connect with one another and share resources, ideas, and best practices. These online communities offer a platform for continuous communication, collaboration, and support among participants.

The use of PLCs has been instrumental in fostering a sense of community among educators, enabling them to learn from one another, share ideas and resources, and receive peer support. Through these communities, teachers and administrators are encouraged to take ownership of their professional development and engage in ongoing learning. They can leverage the collective knowledge of their peers, ask questions, and receive feedback on their teaching practices. This approach not only enables teachers to improve their pedagogical skills but also provides a supportive environment for personal growth and development.

In addition, the use of technology has made it easier for educators to access these communities and engage with one another. WhatsApp is a widely used platform in Haiti, and its use for professional learning communities has proven to be effective. It is a convenient and accessible way for educators to communicate and collaborate, even in areas with limited access to technology or other resources.

Moreover, the sense of community created through these PLCs has led to increased motivation among educators to stay engaged in the program and to continuously improve their teaching practices. As they work collaboratively and receive support from their peers, teachers feel more connected to the education system and are more invested in their own professional growth and development.

By leveraging technology, teachers have access to resources and training that might not otherwise be available, which can lead to more personalized and effective learning experiences for students. In some cases, technology has also helped teachers build content or pedagogical knowledge, further strengthening the program's impact.

In conclusion, prioritizing teacher training and professional development is a crucial component of any program seeking to enhance education quality in developing nations like Haiti. By involving all stakeholders in the process, providing follow-up and monitoring, and leveraging technology, stakeholders can ensure that programs are effective, sustainable, and promote high-quality learning opportunities for all students.

### Recommendation 3: Mobilize Change at the Local School Level

Finally, it is important to focus on mobilizing change at the local school level, as this is where the most significant impact can be made. These recommendations are grounded in the program's successful approach to improving education in Haiti. By taking into account the unique challenges faced by Haitian educators and students, and by prioritizing practical solutions that are relevant to the local context, the program has been able to make a positive impact on the quality of education in the country.

A key element of this success has been the recognition of the critical role that school councils play in overcoming barriers and mobilizing change at the local level. School councils bring together community leaders who can advocate for equitable and quality education for the students, making them an important factor in creating sustainable change. By involving parents, community members, and other stakeholders, the program has been able to create a more holistic approach to education that recognizes the importance of community involvement and support. Through the involvement of local stakeholders, the program has been able to tailor its interventions to address specific needs and challenges faced by the community, leading to greater acceptance and ownership of the program.

In conclusion, the recommendations outlined in this paper can serve as a useful guide for all parties interested in enhancing the quality of education in Haiti. It is crucial for stakeholders to focus on culturally appropriate strategies that respect the values, beliefs, and customs of the Haitian people. This requires collaboration with local communities and involving them in the decision-making process to ensure the proposed solutions align with their needs and expectations.

Moreover, prioritizing teacher training and professional development should remain a key objective for educational programs seeking to improve the quality of education in Haiti. By providing teachers with the necessary resources and skills, stakeholders can create a sustainable foundation for quality education that will benefit Haitian students for years to come.

It is important to note that coaching and follow-up have the most significant impact on the success of teacher training programs. Through research and evaluation, stakeholders can monitor the program's progress, identify areas that require further attention, and implement necessary adjustments to enhance the program's impact.

Overall, by adopting these recommendations, stakeholders can work towards improving the quality of education in Haiti while respecting the country's unique cultural and societal contexts. This will ensure that the solutions put forward are effective, sustainable, and have a lasting impact on the lives of Haitian students.

### Conclusion

The 2020 Sustainable Development Goals Report has highlighted the inadequacy of progress towards achieving SDG targets by 2030, particularly in areas that affect disadvantaged and marginalized populations.



This issue has been exacerbated by the COVID-19 pandemic. To ensure that the ambitious 2030 Agenda can yield the desired outcomes, all stakeholders must work together to accelerate progress in SDG initiatives, as emphasized in Kolk and Lenfant's 2015 report.

One country that has faced challenges in the education sector is Haiti. The World Bank's 2015 report on Haiti observed that there is insufficient evidence to guide the planning and targeting of policies and programs. Specifically, the report highlighted a lack of evidence on the implementation of education reform policies that focus on teacher professional development with student-centered pedagogies at the core.

To address this issue, this white paper explores innovative strategies for enhancing education quality in Haiti. It focuses on successful case studies and stories that demonstrate effective approaches to improving education outcomes. The article highlights the importance of understanding the local context, prioritizing teacher training and professional development, and mobilizing change at the local school level to achieve quality education.

The challenges facing the education sector in Haiti are significant, including low enrollment rates, high dropout rates, inadequate infrastructure, and a shortage of qualified teachers. The government has taken steps to address these issues, including the implementation of the Education for All (EFA) program, which aimed to provide universal access to education by 2015. However, progress has been slow, and the quality of education remains a major concern.

Innovative approaches are necessary to overcome the existing challenges and improve education outcomes in Haiti.

Utilizing the five essential pillars for quality education, including teacher effectiveness, school management, parent and community involvement, student success, and a secure and clean environment, it is possible to promote a high standard of education and cultivate an environment that fosters learning, facilitates student success, and equips them for future accomplishments.

One such approach is the implementation of student-centered pedagogies that prioritize active learning and problem-solving. This method has been proven to be highly effective in enhancing student achievement and engagement in several successful case studies. Therefore, teacher training programs that focus on improving teaching practices through student-centered pedagogies, classroom management, and subject knowledge have been shown to have a positive impact on student outcomes.

However, it is essential to note that simply implementing these programs may not be sufficient to achieve sustainable improvements in education outcomes. It is equally important to understand the local context and tailor education initiatives to the specific needs of the community. In this regard, local-level mobilization of resources, such as parent-teacher associations, community leaders, and civil society organizations, can play a significant role in driving change and achieving sustainable improvements in education outcomes.

In conclusion, the white paper highlights the need for innovative approaches to enhance education quality in Haiti. By prioritizing student-centered pedagogies, teacher professional development, and community engagement, stakeholders can work together to overcome the existing challenges and achieve sustainable improvements in education outcomes.



To achieve this, it is crucial to focus on the professional development of teachers, understand the local context, and involve local-level resources in driving change. This holistic approach will help to build a strong foundation for education in Haiti and ultimately lead to a brighter future for the nation.

The challenges facing the education sector in Haiti are significant, but they can be overcome with innovative approaches and collective action. Therefore, we call on all stakeholders, including governments, non-governmental organizations, community leaders, and individuals, to prioritize and invest in teacher professional development, student-centered pedagogies, and local-level mobilization of resources. Together, we can ensure that every child in Haiti has access to a quality education that will provide them with the knowledge and skills needed to build a better future for themselves and their communities. Let us work towards achieving the Sustainable Development Goals and improving education outcomes in Haiti.

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