



inspectors and geographic hurdles decreasing data quality. By sharing data with other education stakeholders such as district and school officials as well as the broader community, a data-driven culture can be promoted and data utilization increased. This in turn increases data quality. The information captured by the annual census focuses on general demographic data on students, schools and teachers such as for instance enrolment, age and gender. However, it is not yet linked to other important information such as financial, health or learning outcome data.

#### 4. Utilization for Decision Making

The Haitian EMIS is geared towards reporting of education data to international organizations instead of school and system efficiency improvements. The MENFP limits its utilization of EMIS data to budget and resource allocation, but fails to employ the information provided by EMIS for other decision-making processes. At the local and school level, education stakeholders do not receive feedback reports and are denied access to school census data. The delays in data dissemination and the lack of inter-ministry sharing further inhibit data utilization for decision making.



## Introduction

**The Systems Approach for Better Education Results (SABER) is an established tool designed to support countries in systematically examining and strengthening the performance of their education systems.** Part of the World Bank's Education Sector Strategy, SABER uses diagnostic tools for examining education systems and their component policy domains against global standards and best practices and in comparison, with the policies and practices of countries around the world. By leveraging this global knowledge, the SABER tools fill a gap in the availability of data and evidence on what matters most to improve the quality of education and achievement of better results.

This report discusses the results of applying the SABER–Education Management Information Systems (EMIS) tool in Haiti. The objectives of this report are to examine the current system according to key policy areas, identify successes and challenges in the system, and provide recommendations to support the continued advancement of EMIS in Haiti in the future. Nevertheless, the primary focus of this diagnostics tool remains on assessing the current EMIS system in Haiti.

## Approach of SABER-EMIS

**Information is a key ingredient in an effective education system. SABER–EMIS aims to help countries improve data collection, data and system management, and data use in decision making.** SABER-EMIS assesses the effectiveness of a country's EMIS, with the aim of informing policy dialogue and helping countries better manage education inputs and processes to achieve overall efficiency and strong learning outcomes.

**A successful EMIS is credible and operational in planning and policy dialogue, as well as teaching and learning.** It produces and monitors education statistics within an education system and has a multifaceted structure, comprising the technological and institutional arrangements for collecting, processing, and disseminating data (Abdul-Hamid 2014). It is crucial for tracking changes, ensuring data quality and timely reporting of information, and facilitating the utilization of information in decision making.

**Figure 1: SABER-EMIS Policy Areas and Levers**

Policy Areas	
Enabling Environment	<b>Policy Levers:</b> legal framework, organizational structure and institutionalized processes, human resources, infrastructural capacity, budget, data-driven culture
System Soundness	<b>Policy Levers:</b> data architecture, data coverage, data analytics, dynamic system, serviceability
Quality Data	<b>Policy Levers:</b> methodological soundness, accuracy and reliability, integrity, periodicity and timeliness
Utilization for Decision Making	<b>Policy Levers:</b> openness to EMIS users, operational use, accessibility, effectiveness in disseminating findings

Source: Abdul-Hamid 2014

**The SABER-EMIS assessment methodology is built on four key policy areas that are essential to EMIS and must be assessed to understand and ultimately strengthen the system.** Each policy goal is defined by a set of policy levers (actions that help governments reach the policy goal) and indicators (measuring the extent to which the policy levers are achieved) (figure 1).

**A strong enabling environment lays the foundation for an effective EMIS.** Enabling environment refers to the laws, policies, structure, resources, and culture surrounding an EMIS that make data collection, management, and access possible. In essence, this policy area is the context in which an EMIS exists. This defined scope of an enabling environment builds on lessons learned from studies of education management systems.

**System soundness** ensures key processes, structures and integration capabilities in an effective EMIS. Education data are sourced from different institutions, but all data feed into and make up EMIS. Databases within an EMIS are not viewed as separate databases, but as part of the *whole* EMIS. Key aspects of system soundness include what data are covered in EMIS and how they come together in the overarching system.

**Quality data** establishes the mechanisms required to collect, save, produce, and utilize information in an accurate, secure, and timely manner. Data quality is a multidimensional

concept that encompasses more than just the underlying accuracy of the statistics produced. It means that not only are the data accurate, but that the data address specific needs in a timely fashion. Quality data lays the groundwork for utilization.

**An effective EMIS is utilized in decision making by all users (parents, students, teachers, principals and policy makers) across the education system.** An EMIS needs to be used so that measures can be taken to improve educational quality. Accurate information on education sector performance enables the design of more informed policies and programs. It is imperative to understand where decision making occurs, if the capacity to analyze and interpret education data exists, and if specific data are available to inform decisions.

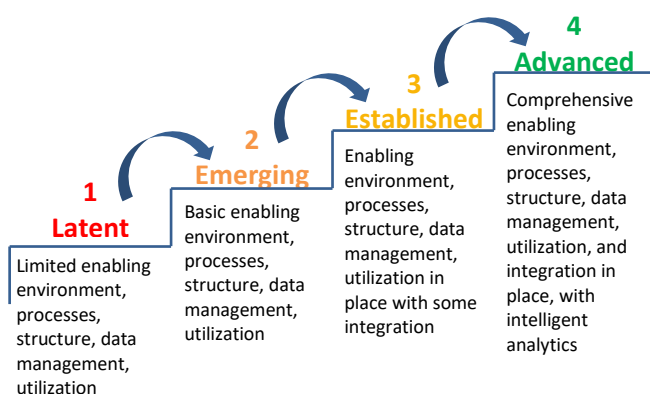
Using the EMIS data collection instrument, policy levers are scored on a four-level scale (latent, emerging, established, and advanced) to assess the extent to which *both* policy intent and implementation are achieved (Figure 2).

### Assessing Policy Intent & Implementation

The EMIS assessment examines policy intent and the degree to which intended policies are effectively implemented on the ground (figure 3). Intent refers to the way in which EMIS and its overarching purpose are articulated by decision makers and documented in policies and legislation, as well as standards and strategy documents. Assessing intent alone only reveals part of the picture.

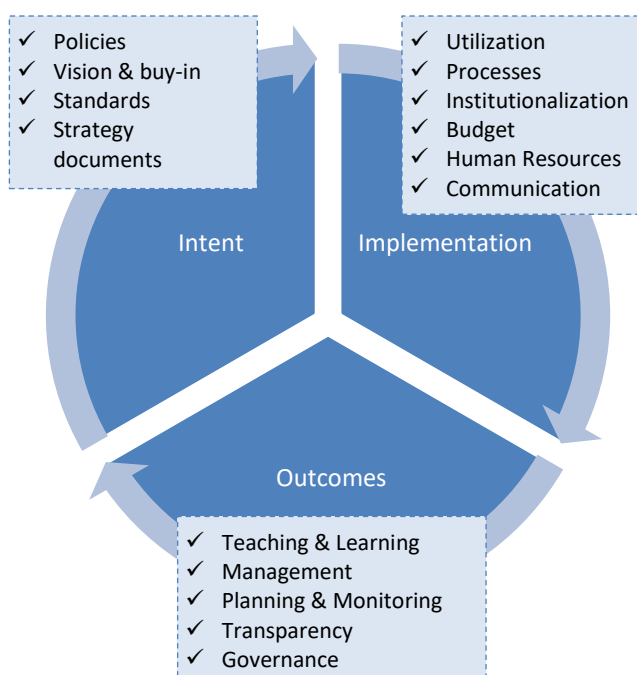
As such, this EMIS assessment also evaluates policy execution. Implementation refers to the

Figure 2: SABER Scoring and EMIS Development



Source: Abdul-Hamid 2014

Figure 3: Policy Intent, Implementation and Outcomes Cycle, with Examples



Source: Authors

degree to which intentions take place during the day to day activities of stakeholders (e.g., policy makers, county administrators, principals, teachers, students, etc.). Implementation can be observed through utilization of EMIS by stakeholders, budget allocation, distribution of human resources, availability of professional development activities, communication and dissemination of information, as well as the extent of institutionalization across the system. Once policy intent and implementation are analyzed, the EMIS assessment explores the results of these two key components, with a focus on

system effectiveness and efficiency, in addition to teaching and learning, and management and planning. Strong education systems will ultimately use these outcomes to inform the effectiveness of policies and education strategies and make adjustments as necessary, creating the cyclical process illustrated in figure 3.

In Haiti, EMIS intent and implementation were assessed through desk research, analysis of system applications and utilization, as well as interviews with a variety of stakeholders at MENFP, USI, DPCE and different focus groups at the school level (table 1).

**Table 1: Measuring Policy Intent and Implementation in Haiti**

Policy Intent	Processes	Policy Implementation
<ul style="list-style-type: none"> <li>• Multiple meetings with MENFP</li> <li>• Focus groups (school directors and teachers)</li> <li>• Extensive review of relevant policies, national strategies, standards, and planning documents</li> </ul>	<ul style="list-style-type: none"> <li>• Analysis of data quality and comprehensiveness</li> <li>• Examination of professional development activities.</li> </ul>	<ul style="list-style-type: none"> <li>• Interviews national, district and schools levels including policy makers and education stakeholders</li> </ul>

Source: Authors

## Methodology

The EMIS assessment methodology consists of a review of written policies and technical documents as well as interviews with key stakeholders across the education system to ensure proper implementation.

Research and investigation for the Haiti EMIS assessment took place from June to September 2016. The authors conducted a comprehensive review of policies, as well as technical documents and other background materials. To further examine policy intent and implementation, a series of interviews and meetings took place with the following entities:

1. Ministry of National Education and Vocational Training (MENFP)
  - a. Directorate of Planning and External Cooperation (DPCE)
  - b. Information Systems Unit (USI)
  - c. Studies and Programming Unit (UEP)
2. Two focus groups with principals, teachers and parents from public and non-public schools

## Country Overview

**Haiti is a low-income country and currently the poorest country in the Western Hemisphere.** It occupies the west side of an island that shares with Dominican Republic. It has a population of approximately 10.7 million. The country is still suffering from the after effects of the disastrous 7.0 magnitude earthquake in 2010, which caused more than 230,000 deaths. At this point approximately 1.5 million people are internally displaced and 24% of the population live in extreme poverty (CIA 2016).

**The GDP of the country is approximately US\$8.877 billion and after an initial contraction of 5.5 percent in 2010, the economy has been growing between 1.5 and 4.25 percent in the past four years.** Most Haitians depend on the agricultural sector for income and have been highly affected by bad harvest, which has also pushed inflation to over 14 percent in February (compared to the previous year), and by the level-five Hurricane Matthew in October 2016. It can be expected that donor financing will gradually decrease in the near future, which poses a substantial challenge to the economy. The latest household survey showed that more than 6 million out of 10.4 million (59 percent) Haitians live under the national poverty line of US\$ 2.42 per day and over 2.5 million (24 percent) live under the national extreme poverty line of US\$1.23 per day. Moreover, Haiti records a Gini coefficient of 0.61 as of 2012, which makes it one of the most unequal countries in the world (World Bank 2016a).

**The education sector is structured with 5 cycles of education in oppose to the international standards of 9 cycles.** The education system is structured in a fashion that the primary education runs for 6 years, and middle school is 3 years. Lately, the MENFP has been reforming secondary schooling by introducing a competency-based approach. In the reformed system, students will graduate from Grade 9 with a Certificate of Fundamental Instruction (*Brevet d'Enseignement Fondamental*), which represents the completion of mandatory education. Higher secondary education offers students a choice of traditional, technical and professional paths, which are all three years and all will graduate with the new high school diploma (*Nouveau Baccalauréat*). Only after students have obtained their diploma, are they eligible to enter tertiary education. Approximately 80-90 percent of schools in Haiti are non-public (table 2, **Error! Reference source not found.** and **Error! Reference source not found.**). They are generally managed by NGOs, Christian missions or for-profit organizations.

**Haiti is experiencing a challenging environment for education service delivery.** Despite government efforts, there is still a weak institutional capacity and infrastructure at different education levels. The 2010 Earthquake eroded much of the previous education infrastructure and Haiti is struggling with low enrolment rates as well as poor education quality. Enrolment is approximately 90 percent in primary. On average a Haitian aged 25 years has undergone 5 years of schooling (USAID Education Factsheet Haiti 2016; World Bank 2015a). According to the UNESCO Institute for Statistics (UIS) in 2012

**Table 2: Public and Non-Public Schools**

	Public	Non-Public
<i>Preschool</i>	5.5%	94.5%
<i>Elementary School (1<sup>st</sup> and 2<sup>nd</sup> Cycle)</i>	8.0%	92.0%
<i>Third Cycle and Secondary School</i>	9.0%	91.0%

Source: MENFP 2007a and MENFP 2003.

**Table 3: Student Statistics in Cycle 1 and 2**

	Public	Non Public
<i>Absolute Number of Students (Both Sexes)</i>	486,619	1,723,602
<i>Percentage of Female Students</i>	49.1%	49.4%

Source: MENFP 2011.

**Table 4: Teacher Statistics Cycle 1 and 2**

	Public	Non Public
<i>Absolute Number of Teachers (Both Sexes)</i>	11,038	58,971
<i>Percentage of Female Teachers</i>	44.2%	36.1%
<i>Pupil-Teacher Ratio</i>	44.1	29.2

Source: MENFP 2011.



approximately 14.1 percent of primary school aged children did not attend school. In rural areas the percentage of out-of-school children in primary education is as high as 18 percent, whereas in urban areas it is only 6.8 percent (World Bank 2016c). An USAID literacy assessment in Haiti found that 75 percent of pupils finishing Grade 1 and 50 percent of pupils completing Grade 2 are unable to read well or at all. Partially, the lack of quality education can be based on poor teacher qualifications. Almost 80 percent of teachers do not receive any pre-service training (USAID 2016).

**Not all schools in Haiti possess an official school license and registration.** Current estimates by the Directorate of Planning and External Cooperation (DPCE) are that approximately 20-25 percent of non-public schools have obtained an official license. The remaining schools have provisional permits until the official registration process has been completed. The disparity between rural and urban areas are prevalent as there are less registered schools with an official license than in urban areas (Demombynes et. al. 2010). Salmi (2000) estimated that not more than a third of secondary schools were licensed. Unlicensed schools often remain unregulated by the government and in many cases do not adhere to nationally set education standards.

**Most schools receive limited funding from the government, but tuition fees charged to parents remain high.** School fees can be very high compared to the low income in the country. This makes education unaffordable for many Haitians and with almost 34 percent of the population being under the age of 14 years it poses substantial long-term threats to Haiti's development (box 1). To counteract these challenges, Haiti has received two grants from the World Bank under the "Education for All" initiative in 2010-15 and 2014-17, amounting to US\$22 million and US\$24.1million respectively. According to the World Bank project report of 2016, the project ensured that over 370,000 students were enrolled in tuition waiver programs and an additional 2,00 qualified teachers were hired. In addition, approximately 140,000 students benefitted from school meal plans (World Bank 2016b).

#### Box 1: Tuition Fees in Haiti

Many parents in Haiti struggle to finance their children's education. For instance, at La Ruche Enchantée, located in a poor Port-au-Prince neighborhood, annual tuition fees vary from US\$127 for the first grade to US\$180 for the sixth grade. This is not an amount that families can easily afford to pay for one, let alone all of their children. The tuition waiver program subsidizes government-accredited schools with US\$ 90, which was estimated to be above the annual tuition cost for a student so that learning materials could be financed. This enabled students to attend school for consecutive years in oppose to only the months or years when the family was able to afford to pay tuition fees. For instance, in 2003 the average student age in grade 3 was 16 years.

Source: World Bank 2015a.

## Development of the Haitian EMIS

Even before the Operational Plan 2010-15, the MENFP has consistently introduced new measures to update and improve its EMIS. In 2006, the Sector Management Information System project was launched in cooperation with Richard Dieudonne<sup>1</sup> and the Higher School of Information Technology (ESIH). In 2008, the GENINOV Group designed the information system tailored to the needs of Directorate of Planning and External Cooperation (DPCE). In 2009, an information software application was developed for Department for Support and Partnership for Private Schools (DAEPP) by Doralaya. At the same time, the National Bureau of State Exams (BUNEXE) and Directorate of Human Resources (DRH) pushed some initiatives forward to develop local applications, with the support and technical assistance of international donors.

Since the inception of the Operational Plan 2010-15, MENFP has prioritized the expansion and improvement of information and communication technologies (ICT). It entered into a multitude of different contracts to upgrade, replace or acquire new software and hardware, which included laptops, desktops, servers, tablets and smartphones. A new Working Group on Education Technology within the Education Information and Communication Technology Unit (UTICE) was established aiming to develop a strategy on how to improve technology integration within different departments. However, their efforts often depended solely on the financial assistance of international and on contract workers. Without the donor assistance, the projects were often abandoned.

In 2016, the MENFP demonstrated high commitment to establishing an EMIS in Haiti by institutionalizing a new EMIS unit: Unit of Information Systems (USI). USI is responsible for the majority of EMIS related activities such as implementing effective EMIS structures (organizational architecture, hardware and software provisions, data production procedures and processes), upholding best practices in data production and coordinating with other units that collect education-related data. In short, USI is responsible for the majority of EMIS activities. Nevertheless, the DPCE remains in charge of the school census, which is one of the key components of the Haitian EMIS. During the collection, production and dissemination of the school census DPCE is supported by both USI and the Studies and Programming Unit (UEP). Given the importance of the school census within the Haitian EMIS, the report will shed a particular focus on it. However, it is crucial to understand that the Haitian EMIS extends beyond the school census, which is only a component of the overall data management system.

Currently, the USI has been taking the lead on developing a functional EMIS. With the support of DPCE and international partners, USI has been drafting a new EMIS Master Plan (Schéma Directeur du Système d'Information du MENFP - SDSI). The new initiative is supported by the MENFP with technical support from the World Bank, Inter-American Development Bank (IDB), and the Caribbean Development Bank (CDB). First, a workshop was conducted in November 2016, which brought together senior executives from DRH, BUNEXE, UEP, UTICE, Bureau of Preschool Education (BUGEP) and the Education For All (EFA) project. The workshop contributed to the outline of the Master Plan, which will be instrumental for the

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<sup>1</sup> Author of "L'Envers du Décor: Réflexions sur Haïti et la Crise Mondiale".



strategic alignment of the Haitian EMIS and the development of the Strategic Plan for Education and Training 2017-27 (PSEF).

International partners have been instrumental in the process of developing an EMIS and the EMIS Master Plan. Many meetings and discussions were held to support the USI in its task of developing the Master Plan. For instance, the European Union (EU) collaborated not only with USI, but also UEP to produce preliminary reports. During 2016, the IDB worked closely with GENINOV on a variety of EMIS projects and was often the main financier of them. The United Nations Educational, Scientific and Cultural Organization (UNESCO) has also been a strong supporter of EMIS-related projects.

## Haiti EMIS Results

This section presents the main results of EMIS diagnostics described in the previous sections. Results and scores for each policy goal are presented, along with supporting evidence.

### Policy Area 1: Enabling Environment

#### Emerging ●●○○

Haiti's enabling environment was assessed in the following areas: (1) Legal Framework; (2) Organizational Structure and Institutionalized Processes; (3) Human Resources; (4) Infrastructural Capacity; (5) Budget; and (6) Data-driven Culture.

**The Ministry of National Education and Vocational Training (MENFP) is committed to the implementation of a functioning EMIS.** Article 29 of the Organic Law of Education (2007) provides the general legal framework for EMIS, but it does not yet act as a comprehensive framework for a systemic EMIS. Article 29 focuses on the school census, but a fully operational EMIS extends beyond the census. A good legal framework will strengthen and include all EMIS activities by ensuring a functioning and reliable data production process. It assigns roles and responsibilities as well as guides processes to ensure data quality, timeliness and utilization. The current Organic Law of Education establishes the interaction between the education units and other ministries regarding the school census, but does not extend to all EMIS related activities. Therefore, the EMIS system is not yet fully institutionalized and education policy on data utilization is still emerging.

**The MENFP is currently drafting new policies to strengthen the legal framework of EMIS.** Currently, a new Organic Law of Education is under preparation, which aims to establish a comprehensive legal framework for EMIS beyond the school census. The Directorate of Planning and External Cooperation (DPCE), Studies and

#### Box 2: Content of New EMIS Master Plan

- Objectives of the Master Plan
- Objectives of ICT and information system use
- IT policy retained
- Technology choices
- Analysis of objectives and resources
- Risk analysis of selected policies
- Assessment of the technical directorates (equipment inventory, software inventory and documented procedures)
- Presentation of the mission of the technical directorates
- Functional organization of the Information systems
- Databases management and administration Center
- Application development center
- Networks
- Operating systems and security
- Urbanization approach
- Different dimensions (organizational, business, functional, application and technical)
- Intervention plan
- Projects

Source: MENFP 2016a.

Programming Unit (UEP) and Unit of Information Systems (USI) are coordinating their efforts with international donors and will guide the institutionalization process. The three MENFP units will provide recommendations on how to design the legal framework including its translation from law into practice, assignment of responsibilities and mechanisms for additional EMIS activities. To complement the new Organic Law of Education, the USI is also in the process of drafting a new EMIS Master Plan, which will strengthen institutionalization of EMIS and communicate a clear vision to all stakeholder groups. The new Master Plan will conduct an analysis of current resources (hardware and software, human resources, etc.), define actions to follow and what efforts have been made to achieve the vision of a fully operational future EMIS (MENFP 2016a) (box 2).

**The Directorate of Planning and External Cooperation (DPCE) along with the Studies and Programming Unit (UEP) within the MENFP are the main ministry units in charge of collecting, processing and disseminating education data.** Currently, most education data in EMIS stems from the latest school census data and consists mainly of a collection of files within DPCE and UEP. There have been attempts to set up a fully operational EMIS system and a variety of data solutions have been developed in collaboration with private firms. However, due to financial or political instability none of them have been made operational now. In fact, in Haiti the change in administration in early 2016 may have contributed to inconsistencies in EMIS priorities and thus, caused some delay in EMIS projects.

**The MENFP has defined organizational structure and institutional processes in the school census documents.** The school census is a key component of the Haitian EMIS. Therefore, the school census documents (terms of reference, questionnaire and guidance notes) serve as a reference point to ensure data collection and quality. The school census documents are essential to ensure confidentiality and data integrity. It represents a positive development towards a functioning EMIS. The latest “Terms of Reference 2015-18” explicitly delegate data collection responsibilities. Table 5 illustrates how these responsibilities are shared between the central, regional and district level. Given the high level of centralization, the DPCE oversees data collection, entry, processing, analysis and dissemination. The regional and district levels act in a supportive role for the DPCE.

**Table 5: Current Distribution of Responsibilities in the School Census Data Production Process**

<b>Central</b> (Directorate of Planning and External Cooperation, DPCE)	The central level has full responsibilities in the areas of <i>data collection, data entry, data processing and publication of the statistical yearbook (annuaire)</i> . However, it does not hold responsibility for the analysis of education data for policy utilization purposes.
<b>Regional</b> (Department of Education, DDE)	The regional Departments of Education (DDE) also have full responsibility in the <i>data collection process</i> . The DDE collects school data from the District School Offices (BDS) and Area Inspection Bureaus (BIZ). The MENFP plans pilot the use tablets and CD-ROMs as data collection tools in some regions to increase data entry efficiency.
<b>District/Local Level</b> (School District Office, BDS)	District and local level authorities have full responsibilities in the <i>data collection process</i> . The principals complete the school census questionnaires in the District School Offices (BDS) and independent inspectors report to the Area Inspection Bureaus (BIZ).

Source: Authors.

Since 2010, Haiti has successfully conducted a school census every year with the help of international organizations except for 2014-15. In 2014-15, a comprehensive school mapping project was carried out by the MENFP, where IDB representatives visited schools to collect basic data. created a separate questionnaire for the mapping, which focused on geographic location (longitude and latitude as well as the official address), names of school administration staff (in particular principals), number of students

and teachers. The aim was to create a map of all schools in Haiti, which will provide information on the distribution of schools. Given that the percentage of out-of-school children in primary school education is substantially higher in rural (18 percent) than in urban areas (6.8 percent), such a map could provide important information. For instance, geographic challenges such as distance to schools may play a role in deterring children from attending school (World Bank 2016c). If non-public schools without an official or provisional license were included in the school mapping project, this could provide the government with an important overview of the status of the informal education sector. The project represents a good opportunity to start tracking unregistered schools and identify geographical areas, where licensed schools are wanted.

**The establishment of the new Unit of Information Systems (USI) in the MENFP represents an important step towards improving institutional capacity.** With the responsibility of data collection, entry, processing, analysis and dissemination centered in the DPCE, the department is struggling to complete the full scope of its responsibilities. Therefore, the MENFP has recently established a new unit, Unit of Information Systems (USI), to support DPCE Statistics and Analysis Department in their task. One of the first tasks of USI is to map existing software programs across ministry units to determine a strategy to unify and standardize these, which also includes education data. The USI oversees analyzing data bases and software in preparation of a functioning EMIS. Ideally the USI should plan for technological EMIS updates and facilitate the exchange of data within the ministry. The new circular of January 28, 2016 has officially institutionalized USI and the unit has started operations in 2016. This represents a promising step towards a higher level of operational capacity and data-driven culture.

**At the central level, the EMIS function is placed at the newly institutionalized Unit of Information Systems (USI) with the support of the Directorate of Planning and External Cooperation (DPCE) and Studies and Programming Unit (UEP), while the DPCE director oversees the school census.** With the establishment of USI, the majority of the EMIS operations have shifted to the new unit, while the school census responsibility remains at the MENFP level in DPCE. Nevertheless, the few human resources and manual collection process lessen data collection, entry and analysis efficiency (box 3). The establishment of USI and the additional support from UEP will increase institutional capacity and resources, which can be expected to improve data production and dissemination processes at the DPCE level.

#### Box 3: Paper-Based School Census

The school census in Haiti is paper-based meaning that all data entry has to be completed manually. The physical copies of the school census are mailed to the regional and central level, where data entry occurs, substantially increasing the work load at the central level. The Ministry has piloted a data collection project, which utilizes CD-ROMs in some regions and has expressed plans to buy tablets in the future. The 2015-16 school census budget accounts for their acquisition, but due to delays in the acquisition process the plan was never carried out.

*Source: Authors*

**High staff turnover rates may cause inconsistencies in data collection, analysis and dissemination.** Prior to the establishment of USI, almost 40 percent of staff were contract employees with two permanent staff members are directly involved in the data processing. The statistical unit at DPCE in charge of the school census, has 6 permanent staff members and 4 contract employees causing substantial loss of talent and a high level of inconsistencies. In DPCE the design and production of the annual school census is supervised mainly by 3 permanent staff members and representatives in the Regional Education Departments (DDE). They are scarce in numbers and even though additional resources are dedicated to the annual school census by hiring contract workers and receiving support from other departments such as UEP, the workload may contribute to the delays in data production and dissemination. For instance, the 2015-16

school census took place with some delay in June 2016 and by late September approximately 30 percent of data was still missing. The preliminary results were eventually completed by late October.

The MENFP has a designated human resource department in charge of professional development for EMIS staff. In theory, it is in charge of developing career paths and personnel evaluations. However, in reality few professional development opportunities are made available for EMIS staff. The lack of career opportunities and high political instability contribute to a high staff turnover rate. In addition, the private sector is often more attractive for highly qualified staff, which increases the challenge of finding, hiring and retaining qualified staff. Highly qualified staff consistency would be crucial in the establishment of a fully operational EMIS.

**Although most EMIS staff have some statistics or planning expertise, additional training may still be beneficial.** Currently, the MENFP is struggling to find, hire and retain qualified staff. Some basic training on data collection and entry is provided to staff, but it is insufficient. The government has expressed plans for increased training and professional development for EMIS staff. At the regional level, Regional Education Department (DDE) there is one or two planners in charge of coordinating activities of the school census, one of the key EMIS components. However, they often lack the necessary skills to effectively carry out data collection activities. The challenge is often augmented by inappropriate technological equipment. For instance, some regional offices not only lack a skilled IT person, but also do not have computers or a functioning internet connection.

**Long-term financial sustainability for an EMIS is essential.** The budget for the EMIS is prepared by the DPCE-MENFP, but funded by international organizations. The 2010 Earthquake has substantially increased donor participation in Haiti, but now seven years after the natural disaster the stream of donor funding is likely to decrease over time. At this point, the funding for the education system stems from international donors such as the World Bank, Inter-American Development, Bank Caribbean Development Bank and the European Union. The budget for the 2015-16 school census alone amounted to approximately US\$ 800,000, which excludes additional EMIS expenses. Currently, most of the contractual and seasonal staff (almost 40 percent of total staff) and expenses related to the school census are fully covered by these organizations (MENFP 2015a). Thus, the Ministry will have to face the question of how to ensure a sustainable budget not only for the school census, but for EMIS as a whole in the future. Many other countries also heavily rely on donor funds for their EMIS and face similar challenges (box 4).

#### **Box 4: Designing a Strategic Plan to Reduce Risks Associated with Donor**

Overreliance on donor funding to sustain an EMIS is a threat experienced by many countries worldwide. It is essential to start a dialogue with donors and include them on the path to financial sustainability. For instance, Afghanistan is currently in the process of developing a five-year plan to streamline EMIS vision, goals and objectives. The strategic plan is also designed to counteract the uncertainties associated with donor funding to ensure its longevity.

*Source: Authors.*

**Haiti is building a data-driven culture.** Without a data-driven culture, the education system suffers due to insufficient data for informed decision making at the central, regional and local level. Even before the earthquake of 2010, Haiti had started to introduce a dialogue surrounding the culture of data. This had been partially aided by international organizations, which partnered with the government of Haiti for EMIS projects such as the cooperation between the Inter-American Development Bank (IDB) and GENINOV Group. Since the earthquake, increased efforts by international organizations contributed to a new level of data awareness, which was supported by a considerable amount of coordination between the different donor organizations and the MENFP. For instance, in May and June 2016, the EU partnered with the MENFP to conduct two short-term EMIS missions in Haiti, which complemented the work of the World Bank and the United Nations in the education sector. The Haitian leadership has increasingly prioritized data and facilitated dialogue between MENFP, donors and private firms to design, establish and implement an operational EMIS. Chile may serve as an example, where data is instrumental at every aspect of the education system (box 5).

#### Box 5: Data Driven Culture in Chile

Chile has successfully established an enabling environment for EMIS. Data builds the foundation for every aspect of the education system. The strong data-driven culture is embedded in an education system focusing on monitoring and improving learning outcomes for students. Within the Ministry of Education, designated government agencies, namely the National System for Measuring the Quality of Education (SIMCE) and Agency for Education Quality, are in charge of collecting, analyzing and disseminating education data. Schools are grouped according to student body, urban/rural, economic capacity and historical academic performance. By using each school's unique ID, education stakeholders can easily compare schools with each other.

*Source: Bruns, Filmer and Patrinos 2011.*

**The government grants stakeholder groups access to education data on their website, but data publication is often delayed while international organization are likely to receive early access permission.** Data-driven culture can be improved by allowing different stakeholders in Haiti to gain access to education data. By sharing timely data with other ministries and the public, MENFP can promote a data-driven culture. Education data is relevant and valuable to other ministries such as for instance the Ministry of Health or Ministry of Labor. Even more so, by delaying access to education data to schools and communities, it may decrease stakeholder buy-in and worsens the data-driven culture. At the moment, international organizations often receive early access to data, while the general public may have to wait a few more months before a public version is available. As the reporting mechanisms are already in place, MENFP can draw on them to expand the scope of data access in a timely manner.

## Policy Area 2: System Soundness

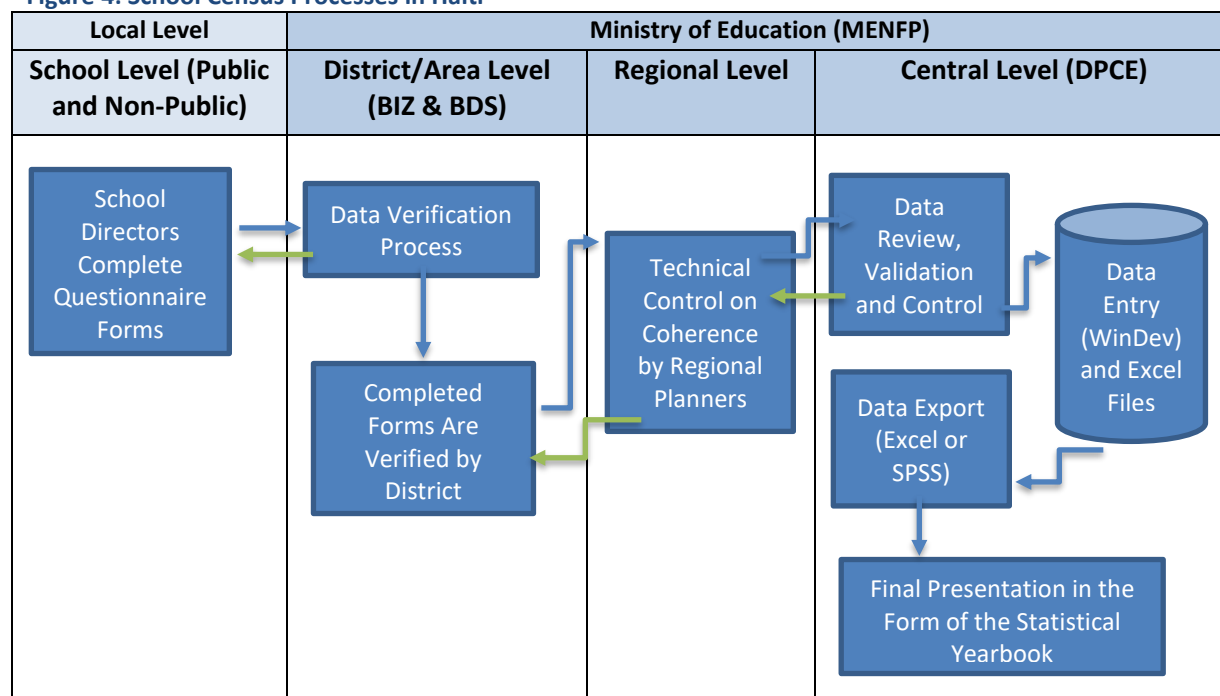
### Latent ●○○○

Haiti's EMIS soundness was assessed in five critical areas: (1) Data Architecture; (2) Data Coverage; (3) Data Analytics; (4) Dynamic System; and (5) Serviceability.

**Haiti lacks an operational EMIS structure.** It exhibits a highly centralized structure, where data collection, entry and analysis occurs at the central level in DPCE, UEP and USI. There is no single database, but ministry departments generally manage their own copy of the data using the software WinDev. In fact, the Haitian EMIS is composed of multiple files across different databases including data from the latest school census and other questionnaires. Technically, at the Ministry of Education, there are two Dell 3650

servers and an HP backup system to archive data. However, EMIS data is mainly archived using HypeFile from WinDev. No blueprint or official documentation exists that provides specifications on the architecture of an EMIS. Generally, the school census documents are the main documents to provide guidance on data collection. However, the newly established USI unit has been tasked to develop a standardized data maintenance system across different MENFP entities to address structural issues.

**Figure 4: School Census Processes in Haiti**



Source: Authors.

**The need for principals to complete the school census forms in the School District Office (BDS) complicates the data collection process.** On the National Day of School Statistics (*Journée Nationale de Statistiques Scolaires*) all principals travel to the BDS to complete the school census questionnaires. This demands substantial travel on their part and many principals are unable to do so due to geographic reasons such as road conditions or lack of transportation means. If principals cannot report in person to the local inspection bureau, they will be sent physical copies of the census questionnaires. The principals then mail them back to the BDS. Similarly, if principals are unable to complete the questionnaire in the BDS, they are required to do so at their local school and mail it back to the regional office. This process often results in data collection delays or missing data as some schools fail to complete the school census questionnaires. Both scenarios reduce data quality. Table 6 illustrates the proposed methodological changes in the data collection process as outlined in the 2015-16 school census plan. Even though these new data collection methods had been planned for the 2015-16 school census they have not yet been implemented and data collection was entirely paper-based. The aim is to possibly make use of these methods in the 2016-17 school census.

**Table 6: Different Data Collection Methodologies Proposed for the 2015-16 School Census**

Instrument	Usage of Collection Instrument	Responsibility
Tablets	160 tablets will be used by school inspectors in the communities with most difficult access (e.g. Artibonite, North and West). Data entered on tablets will be	National Center for Geospatial



	gradually sent by Internet to the CNIGS server. The 2015-16 school census had already accounted for the acquisition of the tablets, which had been postponed.	Information (CNIGS)
<i>CD-ROM</i>	Some technical partners of the ministry and school networks will help complete the questionnaire on a CD-ROM. For instance, pilot studies of the method will take place in municipalities like Fort-Liberté, de Chansolme and La Vallée. There each school principal will fill out the questionnaire on a CD-ROM and provide a copy to the school Inspector, who will forward it to the DDE by May 30.	Regional Education Departments (DDE)
<i>Internet</i>	In areas (urban and rural) where access to the internet is possible, the questionnaire will be completed directly from computers that can access the server through a web site.	Regional Education Departments (DDE)
<i>Partners</i>	In the Northwest Department, the NGO Together for a better future in Haiti (ADEMA) will provide support in the distribution and collection process of questionnaires. Similarly, the Episcopal Commission for Catholic Education (CEEC) will supervise the distribution of questionnaires to schools under its control. After their completion by the principals, CEEC and ADEMA will collect the forms and deliver them to the Regional Director.	Regional Education Departments (DDE)
<i>Paper</i>	Ultimately, the less accessible schools will complete the paper questionnaire (e.g., Grand-Anse, South and municipalities of Petit-Goâve, the Gonâve and Cité Soleil). The schools will deliver the completed questionnaires to the inspector, who will then send them to the DDE. Coding and data entry will be done at the DDE in the following departments: Centre, Nippes, Northeast, Northwest, and Southeast.	Regional Education Departments (DDE)

Source: Authors.

**The few numbers of inspectors may harm the effectiveness of the data validation architecture of the school census.** School inspectors oversee data validation through the means of informal observation as no instruments are used to corroborate the results of their visits. This requires the inspectors to physically travel to the schools and take stock of school inventory, enrolment numbers, teacher attendance and other education data captured by the school census. However, on average inspectors are responsible for 44.67 schools causing substantial strain on their part (Direction Départementale du Centre Service des Ressources Humaines 2015) and financial resources for transport are not necessarily available. In addition, some schools are not reachable due to geographic challenges and even though transportation expenses are technically the responsibility of the Ministry, there is often a lack of transportation means. The Pakistani province of Balochistan faced similar data validation challenges (box 6).

#### Box 6: Data Validation in Balochistan, Pakistan

In Balochistan, Pakistan, independent school inspectors (often retired military personnel) travel on motorbikes to inspect schools. They have to visit at least 90 percent of their schools every month and have been equipped with smartphones. The Department of Education in the Government of Balochistan has recently launched a real-time, Android-based school census application. Using mobile phones, authorized users can now access information in real time. Once the basic information (e.g. school facilities, teacher attendance) had been assessed by external monitors and uploaded, the system does not require additional travel from school authorities as all information can be uploaded locally and accessed from anywhere worldwide through a unique authorization code.

Source: Education Department of Balochistan 2015.

**Resource allocation and other financial benefits are linked to school census data, which heightens the importance of data validation.** Data validation is challenging in Haiti and the school census primarily relies on the information provided by the principals. It is a high-stake exercise as additional benefits in the form

of meal plans, tuition waiver or other financial subsidies are based on school census data provided by school principals. In addition to independent inspectors, Haiti could also make use of new information and communication technologies for data validation. For example, in Uganda mobile phones are used by principals, teachers and school administrators to upload education data and photos as proof into the mobile application. It is an effective data validation tool and allows for real-time access to the data (Trucano 2014).

**Many schools have a provisional permit and are in the process of obtaining an official school license.**

Generally, schools with a provisional license are included in the school census and the Haitian EMIS. The inclusion of these schools ensures that all education data is fully captured raising accuracy, reliability and quality of education statistics. By including unregistered schools and schools with a provisional license national enrolment rates and the numbers of out-of-school children promises to be accurate. Excluding unlicensed schools would weaken the system structure for many reasons: (i) loss of accountability as these schools are not visited by inspectors, (ii) lack of quality assurances given that unlicensed schools often do not adhere to national education standards, and (iii) limited or no control of finances as these schools are often for-profit charging tuition fees at will.

**Box 7: Examples of Unregistered Private Schools**

Ghana has been struggling with unregistered schools. Ever since 2005 when the government announced its intention of closing down hundreds of unregistered schools, it has been trying to monitor the numbers of unregistered schools. In 2014, in the city of Koso 24 percent of schools remained unregistered, 22 percent did not participate in mandatory standardized exams and only 55 percent submitted the required school improvement plans. Similarly, in Tamale Metropolitan Area it is estimated that only 49 out of 300 private pre-schools, primary and junior high schools are registered (approximately 16 percent). The aim is to close sub-standard unregistered private schools and elevate well-performing ones to an official status. In general, the Ghanaian Education Service is charged with the responsibility to ensure that all private schools are registered and adhere to the national education standards (Abdul-Hamid et. al. forthcoming; News Ghana 2016).

Despite high literacy rates Zimbabwe is still struggling with unlicensed schools. Since 2010, “backyard” private schools have appeared all over the country, reducing the quality of education. Often the teachers do not follow the national curricula and fail to meet education standards. In addition, the facilities of the schools are often not conducive for educational purposes ranging from simple homes to churches and backyards. Generally, unlicensed private schools are for-profit. The private schools charge tuition fees per month, which prevents parents from paying large sums upfront at the start of the new school year like in public schools. However, this also often means that if parents are unable to pay for one specific month, children will miss out on the education that month as they are not allowed to attend school unless all fees have been paid. With the support of the Progressive Teachers’ Union of Zimbabwe (PTUZ) the government has aimed to close at least 600 unlicensed schools. The official closure, however, does not guarantee that these schools will not continue to operate as the government would require considerable capacity to monitor all unlicensed schools (Mutenga 2015).

The lack of official or provisional registration technically prevents unlicensed schools from participating in the national assessments conducted by National Bureau of State Exams (BUNEXE).<sup>2</sup> This means that a lot of student and learning data is forgone and lost in the informal education system. Often schools cite the cost of registration, teacher qualification requirements and the difficulty in attaining the minimum required building standards as part of the reason regarding the lack of registration. Unlicensed schools solely rely on tuition fees as their source of funding and many international organizations tend to be nervous about providing long-term funding for unregistered schools (Bolton 2011). There is a clear need to control funding for unregistered schools and monitor them in finances, teaching standards and learning outcomes. Many countries across the globe struggle with the same challenge of unregistered schools (box 7).

**The system architecture should include feedback mechanisms.** There is a clear need for an information feedback loop to ensure a balance between accountability, transparency and school improvement (figure 5). A cyclical feedback loop would help assure the quality of education and effectively collect, maintain and disseminate data (Abdul-Hamid 2014). In Haiti, the high level of centralization may deter information from flowing back to the local level. Moreover, the lack of timely data dissemination<sup>3</sup> harms feedback loops even at the regional level. This is particularly important as school information has been linked to increased education quality and competition, which in turn decreased school fees (Andrabi, Das, and Khwaja 2009). Chile have both established a sound feedback mechanism to inform schools about their individual performance (box 8), but this is only a certain aspect of the full feedback cycle.

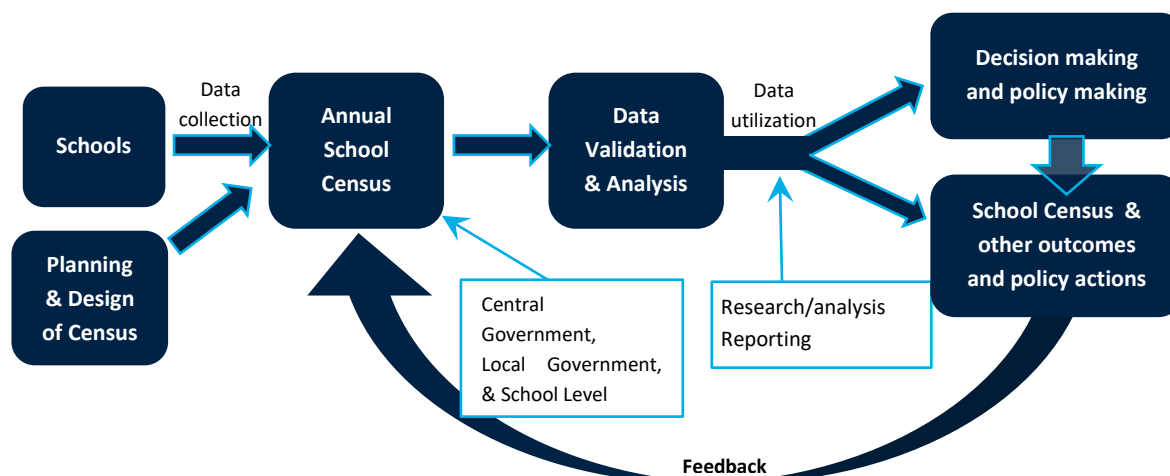
#### Box 7: Examples of School Feedback Mechanisms in Chile

In **Chile** school performance data is made publicly available to provide feedback to the schools, parents and other stakeholders. In addition, Chile publishes a ranking of best performing schools in the country. The highest ranked schools are rewarded with financial benefits (Bruns, Filmer and Patrinos 2011).

<sup>2</sup> It is common that unregistered schools enter partnerships with licensed schools to enable their student to participate in the BUNEXE examinations.

<sup>3</sup> The preliminary analysis of the 2013-14 school census data has been completed, but is not yet publicly available.

Figure 5: Information Feedback Loop



Source: Adapted from Abdul-Hamid 2014

**EMIS data should be linked to other data sources beyond the school census to fully capture the state of the education system.** An integrated EMIS should capture a variety of administrative, financial, human resource and learning outcome data. Currently, the data collected in the school census focuses on student administrative data such as age, gender, enrolment numbers, transition rates and dropout rates. This provides a snapshot of the education system and should be linked to other education data sources. Table 7 provides an overview of best practices of education data collection that goes beyond the school census to reach full education data coverage. Expanding data coverage and linking new sources of education information to the school census holds high potential for fully operational EMIS use by the government.

By using budgeting data from the Ministry of Finance and international organizations, insights into education expenses and school funding could be gained. The school census does not yet collect data on school funding breakdowns, so additional sources of information would be needed to determine how schools are financed (e.g. government, donor-based, school revenue or grant funding). The Students Grades and Exams (BUNEXE) data is collected by the MENFP, but not yet linked to school census data. Integrating examination scores into the EMIS student is an important step towards capturing learning outcomes. Human resource data on teachers and school staff should be included in the EMIS. Data from the teacher permit registry could be integrated into the EMIS to track teacher qualifications. In order to expand data coverage, the MENFP has recently started a collaboration with the Spanish Agency for International Development Cooperation (AECID) in southern Haiti to improve data collection on students and teachers.

Table 7: Data Coverage Fully Integrated Expanding Beyond the School Census: Best Practice, Haiti

Data Type	Best Practice	Haiti
Administrative data	<ul style="list-style-type: none"> <li>Demographic</li> <li>Health</li> <li>Attendance (enrollment, repetitions, dropout, progression, etc.)</li> <li>School level</li> </ul>	<ul style="list-style-type: none"> <li>Demographic</li> <li>Health (special needs data)</li> <li>Attendance (enrollment, repetitions, failure rates by class)</li> <li>School level data (student to teacher ratio, student to classroom ratio, student to school)</li> </ul>

		ratio, progress reports, number of classrooms, students per classroom, school resources)
Financial data	<ul style="list-style-type: none"> <li>• Budget and revenues</li> <li>• Spending</li> <li>• Cash transfers and subsidies</li> <li>• Unit cost per student</li> </ul>	<ul style="list-style-type: none"> <li>• Cash transfers and subsidies</li> </ul>
Human resource data	<ul style="list-style-type: none"> <li>• General demographics</li> <li>• Salaries</li> <li>• Performance evaluations</li> <li>• Professional development</li> </ul>	<ul style="list-style-type: none"> <li>• General demographics</li> </ul>
Learning outcome data	<ul style="list-style-type: none"> <li>• Classroom assessments</li> <li>• National assessments</li> <li>• International assessments</li> </ul>	<ul style="list-style-type: none"> <li>• Performance data (occasionally students' grades are published through BUNEXE)</li> </ul>

Source: Adapted from Abdul-Hamid 2014.

**The system is restricted to performing tabulations by exporting data to SPSS or Excel, limiting analytics possibilities.**

Currently, DPCE, UEP, USI and Students Grades and Exams (BUNEXE) units use WinDev as a data entry and processing tool. It is an automated software tool and the individual ministry units have developed their own basic interfaces. The units store data with HyperFile, which can be exported to SPSS or Excel for analysis in preparation for publication. At the regional level, only the Regional Education Department (DDE) director and potentially the planner or computer specialist have access to a computer for data collection. Often the internet connection is poor and most of the DDE work is performed manually or offline in Excel. There is no built-in system for data analysis. DPCE is solely in charge of data entry, analysis and dissemination in the form of the statistical yearbook (*annuaire*) with the support of USI and the Studies and Programming Unit (UEP). Currently, there are no analytics tools for predictive models or projections even though in cooperation with international organizations, the Haitian Information Statistics Unit (IHSI) was able to carry out elaborate population projections (box 9).

**Box 8: Projections for Education Needs**

Education projections can also be derived from general population estimates. International organizations, namely the Economic Commission for Latin America and the Caribbean (ECLAC) and the United Nations Population Fund, in collaboration with the Haitian Information Statistics Unit (Haïtien de Statistique et d'Informatique, IHSI) have compiled some population projections. They have been computed according to sound methodological procedures. They could be incorporated into EMIS to predict future education needs.

Source: IHSI 2016.

**Despite efforts from the government and international organizations, Haiti's EMIS remains inelastic with limited integration.** The current system cannot easily adapt to change and is neither integrated with non-education databases nor other education databases such as the Students Grades and Exams (BUNEXE) database. The system could become more dynamic by integrating learning, human resource and administrative data. This information should be available at the individual and aggregate level. It should follow logic and fixed methodology with a well-defined purpose (Abdul-Hamid 2014). With the help of international organizations, Haiti has started to develop new dynamic systems. There have been a number of meetings with international agencies to review existing portfolio of education indicators, reports and identify any emerging data requirements. Nevertheless, at this point the Ministry has not been able to launch a functioning EMIS. In the future, a fully functional EMIS may also be integrated with databases from other ministries resulting in spillover benefits (box 10).

**Box 9: Example of Linkages of Education Data with other Ministries**

In Fiji, the Ministry of Education has established a Body Mass Index page to collect data on the height and weight of students. The intent of the initiative was to use this as a vehicle to engage the **Ministry of Health** and enhance the prospects of data collaboration. If successful, the initiative could provide important data on student health. The Fijian EMIS holds Birth Certificate IDs for most students. Recent collaboration with the **Judicial Ministry** allows the assessment team access to the Birth, Death and Marriage database for the first time to verify student data. Early meetings indicated a longer-term desire to combine both data sets to identify students out of school. It would provide a possibility of longitudinal tracking through the students' academic career.

*Source: Authors.*

**Policy Area 3: Quality Data****Emerging ●●○○**

The quality of data captured by Haiti's EMIS was assessed in four areas: (1) Methodological Soundness; (2) Accuracy and Reliability; (3) Integrity; and (4) Periodicity and Timeliness.

**Basic methodology, concepts and definitions are recorded in the school census documents.** Currently, these are still relatively general definitions and do not yet follow best-practice examples. In order to enhance understanding and standardization of the methodology, the MENFP should expand on the general definitions in the school census documents. For instance, the Ministry of Education in Ghana includes extensive and detailed instruction manuals in the school census forms. The manual serves as a reference point on the data collection process. Additionally, it provides easy guidance on how to complete the forms in every section on the school census and offers general explanations on what information is requested (Ghana Statistical Service 2016). Maryland, U.S.A., has also compiled an extensive education data manual, which may serve as an example on which aspects to include in the manual (box 11).

**Box 10: Maryland Student Records System Manual**

The Maryland Student Records System Manual (COMAR) explicitly underscores the importance of high quality data. It is distributed to EMIS staff, school officials and teachers involved in the data production chain. It provides guidelines on procedures and actions that administrators must follow as they track students and compile reports. Amongst other items, the manual contains:

- List of relevant policies.
- Delegation of responsibility.
- Complete list of all data elements and their descriptions.
- Detailed directions on how to update, digitalize and manage student record cards.
- Appropriate coding (definition and instructions) for electronic student records cards.

*Source: MSDE 2015.*



By explicitly stating definitions, data quality can be assured. In Haiti, the MENFP in collaboration with international organizations, in particular UNESCO, is currently trying to enhance existing school census methodology and processes. The aim of UNESCO and other organizations is to implement best practices across the board. This is a long process and may even involve prior pilot testing as it was done in Somaliland and Puntland (box 12).

#### Box 11: Example of School Census Methodology Testing

In order to test the methodology and ensure data quality of the first school census since 2006, both Somaliland and Puntland, Somalia, conducted field tests of the school census forms in 2011. The main focus was the phrasing of the questions, data collection training and the explanations in the supporting census documents. By conducting pilot studies, the methods, questions and explanations could be improved to fit the needs of the education stakeholders, on the data collection side as well as in the data processing.

*Source:* Ministry of Education and Higher Education, Federal Republic of Somalia 2015.

**International organizations aid Haiti in the statistical analysis of education data.** To ensure a high level of data quality specialized statistical methods are needed. International organizations have carried out sound statistical analysis in cooperation with the Haitian ministries. However, the statistics compiled by DPCE with support by UEP and USI using school census data and other related EMIS data are generally descriptive employing basic techniques. The introduction of high statistical standards by international organizations is the first step and now these techniques have to be included in the daily processes.

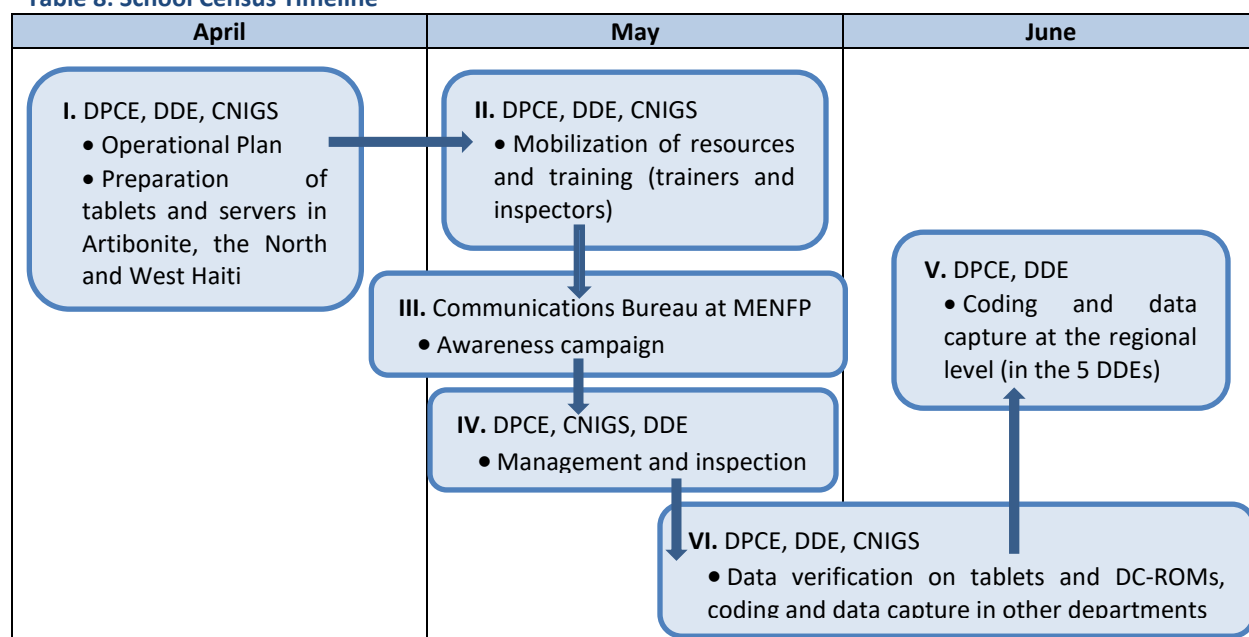
**Data validation mechanisms exist and yet sometimes data accuracy and reliability are limited.** Data validation is fundamental to ensuring quality data and should be prioritized within an EMIS system. It ensures that the data produced is complete, accurate and useful. In addition, data should also be accessible, timely, clear and disaggregated. In Haiti, EMIS staff often face challenges with regards to missing data, which reduces data quality. The paper-based system requires substantial amounts of manual data entry labor and missing data is often ignored rather than corrected for. In theory, data collectors are trained in how to supply quality data before every collection cycle, but generally the training focuses on rather basic collection skills. In particular, if principals are unable to travel to the regional inspection centers to complete the forms.

**The MENFP has established a privacy system and code of professional ethics to ensure data quality.** The main assurance of data integrity and privacy comes by securing the data entry in WinDev with passwords. These passwords are made available only to EMIS staff and thus, follow the confidentiality guidelines, which are also outlined in the school census documents. Only DPCE, and national examination (BUNEXE) staff have the authority to make data edits or export the data. In addition to privacy measures, a code of professional conduct and ethics exists within the Ministry. However, the code is often unknown to the EMIS staff and has little impact on daily operations. This means that staff generally exercise a high level of independence in their professional conduct. The existing manual should be updated and distributed to all relevant staff to ensure their awareness. Moreover, the manual should be detailed and highlight policies as well as the distribution of responsibilities.

**The school census already follows certain timelines during the collection phase and this should be extended to the data dissemination process.** Strict timelines ensure a smooth production process in the preparation phase and a well-functioning supply chain during and after implementation. Table 8 illustrates

the specific timelines in the data collection process up to data verification for the 2015-16 school census.<sup>4</sup> However, there are no specified timelines for data dissemination. Generally, the Ministry aims to make school census data available 6 weeks prior to the start of the school year, but often long delays occur.<sup>5</sup> Even though annual school censuses have been conducted, only the 2010-11 census has been published online, while the 2013-14 school census remains preliminary and has not yet been made available to the public. International organizations are granted early access to school census data upon request. These services provided to EMIS clients (mainly NGOs and international agencies) ensure the relevance and usefulness of data, but lack consistency and predetermined reporting intervals. Despite government commitment, data quality may also be decreased due to missing data. Within the government, ministry entities aside from MENFP do not receive early access to the data either, which inhibits internal review or data utilization processes.

**Table 8: School Census Timeline**



Source: MENFP 2016b.

The structure of the education system is not classified according to the International Standard Classification of Education (ISCED) level codes prescribed by UNESCO. For example, in Haiti exist 5 levels of education (preschool, middle school with cycle 1, 2 and 3, secondary school), while international

<sup>4</sup> In the 2015-16 school census data collection remained paper-based. Tablets could not be used for data collection pilot studies, because the design and programming of the software had not yet been completed. Similarly, CD-ROMs were not yet in use.

<sup>5</sup> As stated supra, the data collection of the 2015-16 school census took place with delays in June 2016 and by late September approximately 70 percent of data had been collected. The preliminary results were eventually completed by late October. This in itself caused delays.

standards prescribe 8 levels (Appendix C). In order to avoid conversion errors to international standards, all questionnaires and data has to be converted to international standards decreasing efficiency. In fact, generally international organizations request all data and then try to convert it for instance into lower and upper secondary education according to age. A similar issue occurred in the Solomon Islands and it was resolved by integrating both classifications into the Solomon Islands Education Management Information System (SIEMIS). In SIEMIS every statistic can be calculated in domestic and ISCED education levels, which facilitates reporting procedures to international organizations such as the UNESCO (World Bank 2015b).

## Policy Area 4: Utilization for Decision Making

### Latent ●○○○

The utilization of Haiti's EMIS was assessed by examining four areas: (1) openness; (2) operational use; (3) accessibility; and (4) effectiveness in disseminating findings.

**Due to the closed nature of the Haitian EMIS, international organizations are the main users of education data.** Education stakeholders often lack awareness of the EMIS and MENFP staff rarely use the information the statistical yearbook (*annuaire*) or student grade publication provide. The long delays in data dissemination reduce the value of the information and inhibit the system's potential for accurate education planning by MENFP. The main stakeholders of education data are international organizations, which actively request education data. Other government agencies, regional offices, schools or the broader community does not yet receive access to the school data unless it is officially published on the Ministry's website.

Given the delay in dissemination of the annual statistical yearbook (*annuaire*) the main source of education statistics are international organizations such as UNESCO, Inter-American Development Bank or World Bank. The MENFP shares preliminary school census data reports with these organizations, which is highly important for the education projects supervised by the international organizations. The data is thus analyzed and disseminated through their respective platforms. This potentially enables other education stakeholders in Haiti to access the important education data, but it remains unlikely that an EMIS will be placed at the core of their operations. Moreover, the information is still limited to what the school census captures.

**The MENFP mainly uses the information provided by the school census for budgeting and resource allocation.** The Haitian government and international organizations both use the information to manage, plan and allocate funding for schools. The budgeting and planning is based on basic education statistics such as school type, number of schools, enrolment numbers, student-teacher ratio, dropout rates, etc. The process occurs at the national level and the MENFP does not involve local education offices in the planning process. Primarily using education statistics for resource allocation is a common practice many

#### Box 12: Example of How Data Determines Resource Allocations

The Philippines have designed an education system, where resource allocation is entirely based on data. The department of Education has established an effective system of Resource Mobilization and Management (RMM). It ranges from raising resources to smartly, effectively and efficiently allocating them. The emphasis on data enhances awareness and promotes a data-driven culture at every level. This is the case, because the Department of Education supervises the process and resource allocation is applied to public as well as private schools all over the country as it is a pre-requisite for receiving government funds. The Philippine model ensures school buy-in and in turn data collection.

Source: Department of Education Philippines 2015.

countries and some even go beyond mere allocation of resources (box 13). Doing so would foster a more data-driven culture and facilitate the use of education statistics.

**The high level of centralization deters regional and school education stakeholders from operational use of data.** Local authorities do not have access to education data unless it is published on the Ministry's website. At the regional and school level no feedback is provided on the school census or other EMIS data. From a school official's perspective, EMIS generally just represents a set of mandatory questionnaires. Local and regional EMIS users receive little or no training on data utilization, which leaves them with basic data interpretation, manipulation and utilization skills. The Ministry does try to make data easily digestible to the public by employing visual aids, but it is generally published with delays limiting data effectiveness. This contributes to a lack of accountability and utilization for decision-making at the regional or school level. At this point, the Ministry has not expressed plans to introduce training for education stakeholders. Table 9 provides an overview of best practices in operational data use and Haiti's current use.

**Table 9: Operational Use, Best Practice, Haiti**

Data Type	Best Practice	Haiti
In evaluation	<ul style="list-style-type: none"> <li>• School performance</li> <li>• Student performance</li> <li>• Growth reports</li> <li>• Diagnostic reports</li> <li>• Graduation rates</li> <li>• Transition rates</li> <li>• Teacher performance</li> </ul>	<ul style="list-style-type: none"> <li>• Student performance</li> </ul>
In governance	<ul style="list-style-type: none"> <li>• Policy decisions</li> <li>• Accountability</li> <li>• Planning</li> <li>• Management</li> </ul>	<ul style="list-style-type: none"> <li>• Planning (resource allocation and budgeting)</li> </ul>
By schools	<ul style="list-style-type: none"> <li>• Academic performance</li> <li>• Teacher performance</li> <li>• Management</li> <li>• Comparison with other schools</li> </ul>	<ul style="list-style-type: none"> <li>• School performance</li> </ul>
By clients	<ul style="list-style-type: none"> <li>• Parents' access to EMIS</li> <li>• Communities' access to EMIS</li> <li>• Use data to make decisions</li> <li>• Use data to demand quality</li> </ul>	
By government	<ul style="list-style-type: none"> <li>• Performance ratios</li> <li>• Infrastructure capacity</li> <li>• Quality/outcome indicators</li> <li>• Spending efficiency</li> <li>• Teacher salaries</li> <li>• Equality indicators</li> </ul>	<ul style="list-style-type: none"> <li>• Student-teacher ratio</li> <li>• Infrastructure capacity</li> <li>• Quality/outcome indicators</li> <li>• Equality indicators</li> </ul>

Source: Adapted from Abdul-Hamid 2014.

## Summary

**Haiti has laid the foundation for a successful school census in the Organic Law of Education, Article 29, and there is a strong political will to establish a fully functional EMIS.** Currently, Article 29 acts as the main legal framework for an annual school census and delegates data collection, maintenance and analysis responsibilities with regards to the school census. The Directorate of Planning and External Cooperation (DPCE) within the Ministry of National Education and Vocational Training (MENFP) is primarily responsible for data collection, entry, analysis and dissemination of the school census. DPCE delivers school census data to the EMIS, while the entirety of the Haitian EMIS falls under the supervision of the Information Systems Unit (USI) with support of the Studies and Programming Unit (UEP). Currently, the MENFP is drafting a new Organic Law of Education, which will be more comprehensive than the existing version and include EMIS related activities beyond the scope of the school census. In addition, MENFP has tasked USI with drafting a new EMIS Master Plan to ensure the successful institutionalization and implementation of a new EMIS. This will be done with the support of DPCE, UEP and international partners. The three units shall provide recommendations and guidelines on issues such as how to build a fully operational EMIS, the legal framework and the division of responsibilities.

**The education system in Haiti does not yet have a fully operational EMIS system.** The school census has been mainly operational and providing valuable education data, but the EMIS system as a whole is not fully functional yet. The EMIS system is in need of technical adjustments and improvements in order to become operational. The WinDev and HyperFile applications are scattered across different units and not yet integrated with analytics software, but need to be exported separately for data manipulation and analysis. The establishment of the new Information Systems Unit (USI) has laid the foundation to the path towards a unified data system across ministries and in particular an EMIS. The EMIS should be customized according to Haiti's specific needs and linked to the overall educational goals of the country.

**Education data is not yet effectively utilized in the decision-making process of policy makers at different levels.** Timely, accurate, reliable and useful data should be the base for informed decision making. In Haiti, the long delays in the data dissemination process lessen the importance of data for policy makers and reduce their application in the process. In order to implement a data-driven culture and effectively make use of the education data, an improved system is needed. Inter-ministry sharing of data and timely dissemination to the public come with great potential to create awareness and buy-in from education stakeholders.

**With the help of international organizations, Haiti has successfully established an annual school census system.** The annual school census is an important contributor to the national EMIS system as an input and output alike. Every year since 2010, Haiti has conducted an annual school census, except for 2014, where a substantial school mapping project was carried out. International organizations have played an instrumental role in establishing a functioning school census process in Haiti. High level political buy-in was just as important and despite political turbulences in the past, Haitian authorities have demonstrated a high level of commitment towards the EMIS and the school census.

**This assessment highlighted some areas for improvement in the current EMIS in the areas of enabling environment, system soundness, quality data, and utilization.** Haiti's benchmarks (**Error! Reference source not found.**) portray a country that has made progress in establishing an EMIS in the areas of enabling environment and data quality, but still requires some improvements in the areas of system

soundness and data utilization. Government officials demonstrate a high level of awareness and interest in improving the Haitian EMIS, which is essential in the process.

**This assessment supports the government initiative to introduce modern information and communication technology (ICT) in the data collection process.** Modern ICT hold many advantages and can increase data collection efficiency. The MENFP aims to use CD-ROMs, tablets and the internet for data collection purposes. Their usage was not yet operational in the 2015-16 or 2016-17 school census. This underscores the government's appetite towards the use of modern ICT in the school census.

## Recommendations and Proposed Activities

This section presents a set of recommendations and proposed activities based on the assessment of EMIS in Haiti (**Error! Reference source not found.**). Recommendations and activities aim to improve the overall EMIS functionality in a sustainable and effective manner, to ensure better access and use of information for decision making, planning, and student learning. Future activities to improve the EMIS should be strategically designed such that they

incrementally boost dimensions of the EMIS to a more advanced level, ultimately improving overall EMIS functionality in a sustainable and effective manner. The Strengths Weaknesses Opportunities Threats (SWOT) analysis (table 11**Error! Reference source not found.****Error! Reference source not found.**) summarizes key points from the assessment and informs recommendations.

**Table 10: Haiti EMIS Rankings**

1. Enabling Environment	Emerging ●●○○
2. System Soundness	Latent ●○○○
3. Quality Data	Emerging ●●○○
4. Utilization for Decision Making	Latent ●○○○



Table 11: Haiti EMIS SWOT Profile

<p style="text-align: center;"><b>Strengths</b></p> <ul style="list-style-type: none"> <li>• Strong <i>desire and buy-in</i> from international organizations to support the Ministry of Education to build an operational and effective EMIS</li> <li>• <i>Political will</i> to establish a functioning EMIS</li> <li>• The <i>Organic Law of Education in combination with school census documents</i> lay the foundation for an effective school census</li> <li>• Planning ability to conduct an <i>annual school census</i></li> <li>• Budget for the school census is prepared by the MENFP</li> <li>• <i>Expanding ministry capacity</i> by creating new units such as the Information Systems Unit (USI)</li> </ul>	<p style="text-align: center;"><b>Weaknesses</b></p> <ul style="list-style-type: none"> <li>• <i>High staff turnover rates and political instability</i> harm the sustainability of EMIS in the long term</li> <li>• Without the financial aid from international organizations, there is <i>insufficient funding</i> for the school census and EMIS related activities</li> <li>• <i>Limited documentation</i> on EMIS structure</li> <li>• Inefficiencies and quality issues due to <i>manual processing</i> of data</li> <li>• Too few inspectors make <i>data validation</i> highly challenging</li> <li>• <i>Considerable delays</i> in data dissemination</li> </ul>
<p style="text-align: center;"><b>Opportunities</b></p> <ul style="list-style-type: none"> <li>• Ongoing development of <i>establishing an EMIS</i></li> <li>• Development of a <i>new Organic Law of Education</i> to establish a comprehensive legal EMIS framework (beyond the school census)</li> <li>• <i>Recommendations</i> by DPCE, UEP and USI may provide new insights for the institutionalization of EMIS</li> <li>• <i>Sharing of information</i> within the government</li> </ul>	<p style="text-align: center;"><b>Threats</b></p> <ul style="list-style-type: none"> <li>• <i>Heavy dependence</i> on donors for funding</li> <li>• High likelihood that donor <i>funding will decrease</i> in the near future</li> <li>• <i>Limited to no training or professional development</i> activities for EMIS staff</li> <li>• <i>Potential political turbulences</i> may cause inconsistencies</li> <li>• <i>Missing or manipulated data</i> from schools</li> </ul>

<ul style="list-style-type: none"> <li>• <i>Creating data awareness</i> by publishing education data in a timelier manner</li> <li>• <i>Collaboration with international organizations</i> to gain expertise in data collection processes, analysis and reporting</li> </ul>	
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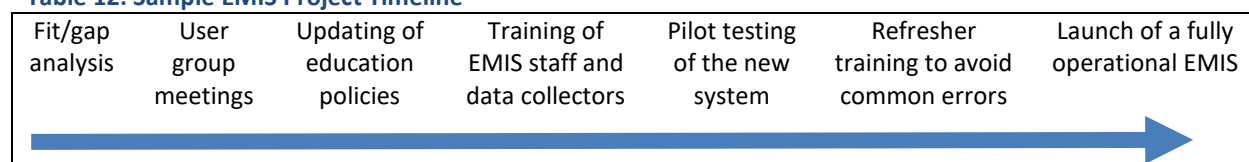
**The policy should clearly outline mandatory practices which are to be adopted by various education stakeholders at each level of the education system.** A well-defined EMIS policy should have clear and explicit procedures and regulations for: (i) central, local and school reporting requirements; (ii) defining responsibility, ownership of and access to data; (iii) allocating budget for EMIS; (iv) data collection processes; (v) data submission requirements; (vi) procurement guidelines (if purchasing the software/hardware from external vendors); (vii) defining technical specifications for EMIS; (viii) type of data to be collected; (ix) data validation (internal and external); (x) the extent to which data should be utilized by stakeholders; (xi) defining the code of conduct for staff; and (xii) professional developing staff that work in EMIS activities.

**Institutionalization of EMIS as the core information system for the government requires strong policies.**

With the help of international donors, the Haitian government has already demonstrated continued commitment towards establishing an operational EMIS and has developed many EMIS projects. However, changes in political leadership and the lack of sustainability have often prevented these projects to take full effect. The establishment of the new Information Systems Unit (USI) exemplifies the government commitment to build a fully operational EMIS. The next step is to design and implement a policy with a focus on EMIS as one of the most important reference points for decision making in the education sector. The EMIS policies should cover the entire data production chain from data collection to data dissemination to ensure a strong enabling environment with a dedicated budget allocated towards its operations. The Directorate of Planning and External Cooperation (DPCE), Studies and Programming Unit (UEP) and USI are providing recommendations on a new and more comprehensive Organic Law of Education. The new Organic Law should establish the legal framework for all EMIS related activities beyond the school census, which is a crucial step in cementing EMIS.

In addition, the new EMIS Master Plan will contribute to the institutionalization and implementation of fully functional EMIS. It will be instrumental and function as a roadmap towards an operational EMIS beyond the school census. It will guide policy makers in their efforts to build a functioning EMIS and may even foster further cooperation with international donor organizations. With a clearly stated and shared EMIS vision, the MENFP, international donors, and private companies will be able to act in unison and combine their efforts in establishing a comprehensive EMIS, avoiding current duplication of efforts.

**The EMIS is only as good as its utilization.** This emphasizes the need for data use at different levels of the education system. By doing so, system-wide efficiencies, teaching and learning practices can be improved. The aim of any EMIS is to provide reliable, accurate and useful data for decision-making processes. Without being used, data loses its value and data collection seems pointless. Data utilization should occur at the central, regional and local level, even including parents, students and the community. In Haiti, a particular focus should be placed on data utilization in high level decision making. Furthermore, regional and local stakeholder groups should also be allowed to access data and use it effectively.

**Table 12: Sample EMIS Project Timeline**

Source: Authors.

**The customization of a functioning Haitian EMIS will be a long, complex and challenging process** (table 12). These steps should be followed in the successful implementation process of a new education data system:

- **Fit/gap analysis** aids in identifying the extent to which a new system fits the needs and requirements for Haiti's education system.
- **User group meetings** help review goals regarding data utilization. All education stakeholders, including local communities and parents, should be involved to ensure that it is not solely a top-down process. The meetings should be used to answer questions such as: What key information should be captured by the data? How can the data be used to monitor and guide the larger education strategy? Which groups should be responsible for what aspect in the data supply chain? How should data be shared and which stakeholder groups should collaborate?
- **Education policies** should be reviewed, updated and enhanced to establish an enabling environment. The goal is to ensure that the education policies in place enhance the effectiveness of the EMIS.
- **Training** of EMIS staff, principals and data collectors should be a priority. After the initial training, there should be follow-ups and additional trainings customized to the needs of the staff.
- **Pilot testing** can be useful in tackling potential system and software errors before the EMIS is officially rolled out and implemented on a broader scale.

**The strength of EMIS is in the integration and linkages of different education aspects and databases.**

Currently, no single data warehouse exists and DPCE, UEP and USI staff are using their own copies of data stored as HyperFile. The EMIS needs to unify the collection of files used by different departments into one single database, which should be made accessible to all EMIS staff. This requires system updates in both software and hardware. Eventually, other databases such as from the school census and national examination department (BUNEXE) should be linked to the system to provide additional data for assessment and decision-making utilization. The creation of a single database system can also facilitate inter-ministry data sharing. The work of the newly created USI of mapping existing ministry software will be essential in the process. By doing so, a new strategy towards unified data systems and databases can be designed.

**Unique student, teacher and school identifiers can be helpful in tracking individual performance throughout their academic careers.** Longitudinal tracking of students, teachers and schools allows for important policy conclusions, which can be utilized directly to improve student learning outcomes. The school mapping project of 2014-15 funded by the IDB aimed to integrate "student files" with unique IDs for students and schools. The data collected by tracking students and schools through their academic careers can hold important information for sound and data-based policy decisions. Unique identifiers for schools will also facilitate tracking of registered and potentially enable easier identification of unregistered schools in combination with the school mapping initiative. Additionally, it may also be beneficial to equip teachers with similar unique IDs to track their professional qualifications, training and development. For unique identifiers to reach their full potential and establish benefits of scope, they will need to be linked and integrated across the entire education system.

**A well-functioning data validation process is a priority.**

Automated and built-in mechanisms to conduct audits, quality assurance checks, and flag inconsistencies need to be established. Every EMIS requires the support of regular internal and external audits to improve the accuracy of data. Ideally data should be validated at every point of data entry. The MENFP and in particular the “DPCE-USI-UEP cluster” have the needed authority to supervise the implementation of a sound data validation system. Further, the system architecture should be designed to hold schools and regional offices accountable for data collection and its accuracy. In Afghanistan, for example, this is achieved through the use of mobile phone technology in combination with data validation mechanisms by outside inspectors (box 14).

**Box 13: Data Collection and Verification in Uruzgan, Afghanistan**

Afghanistan has piloted a mobile phone data collection project in Uruzgan, where principals answer school census questions with their phones. The data is then later verified with the support of *shooras* (school management counsels). By doing so, daily, monthly, quarterly and yearly data is directly submitted to the EMIS.

Source: Ministry of Education Islamic Republic of Afghanistan 2016.

As resource allocation and financial support (e.g. tuition waivers or school feeding) are linked to school census data, it underscores the importance of data validation and the role of independent inspectors. Staff at regional data collection centers, namely the Area Inspection Office (BIZ), School District Office (BDS) and Regional Education Departments (DDE), will benefit from trainings in both data collection and data validation. Moreover, an increased number of school inspectors (both rural and local), the provision of incentives to complete this task, and the provision of appropriate transportation methods will be needed to effectively validate and achieve quality data. The inspectors may also require additional training, so that they can truly fulfill their auditing role, and some accountability mechanisms to make sure work is done and data delivered with good quality. International organizations can be instrumental in providing assistance so that data can be fully validated and verified.

**To improve the capacity of EMIS staff at the local and central level, investing in their training and professional development is essential.** The EMIS staff often lacks technical skills in data management systems and high staff turnover rates amplify the problem. Currently, EMIS is staffed with 40 percent contractual employees (fully financed by international donors) and few designated permanent EMIS staff. As a result, the EMIS staff is often heavily reliant on international organizations to provide expertise. By providing training to staff at every level of the data production chain including the BIZ, BDS and DDE, the government will ensure sustainability and independence in the EMIS process. Moreover, professional development opportunities will create additional capacity of EMIS staff as they reduce staff turnover and provide incentives for staff members.

**Increasing appeal and competitiveness of EMIS positions can help the government ensure that specialized staff can be hired and retained.** Qualified human personnel are essential in any EMIS. Several human resource challenges hinder the growth and effectiveness of the system. These include unequal competitiveness in comparison with private sector opportunities and the previously mentioned challenges to professional development of staff. In general, the lack of appeal and (financial) competitiveness with the private sector is a factor deterring highly qualified staff from accepting employment within EMIS related units.

**A focus on a strategic plan to institutionalize a sustainable EMIS is key.** EMIS needs to be a long-term system and provider of education information. As donor funds may decrease in the future, it is important to bring the focus on building an effective and sustainable EMIS to the forefront of any EMIS strategy. The

sustainability aspect ranges from human resources, budgeting and political commitment to employing appropriate technologies and analytics tools. Within each Operational Plan of Education, special attention should be paid on EMIS and education data. The UEP is the unit in charge of coordinating the upcoming plan and should, thus, work closely with the EMIS team in DPCE and USI.

**Strategic education goals are crucial in achievement of education milestones.** Often decision makers in successful EMIS deployments set milestones of three to five years. Such milestones may include introducing new EMIS modules or programs, expanding data coverage or integrating the EMIS system with other government agencies. Such clear milestones provide all EMIS stakeholders a vision of where the system is going and what it aspires to achieve over the next years. Haiti produces an extensive of approximately 150-page operational plan every five years, which identifies education goals and strategy. The plan's goals should be monitored throughout the lifetime of the plan and adjustments made accordingly. The UEP, DPCE and USI will need to closely work together to ensure the successful implementation, monitoring and achievement of the education goals in the upcoming Operational Plan of Education.

**A long-term funding strategy for EMIS is crucial for the sustainability of the system.** International organizations such as the World Bank, the European Union, the Caribbean Development Bank, and the Inter-American Development Bank are the main donors for EMIS and the school census. However, seven years after the 2010 Earthquake it may be expected that donor funds will decrease. Sooner or later, Haiti will face the challenge on how to sustain its EMIS system and should start to design and implement a functioning budgeting policy. This extends beyond the school census budget and towards the entire functionality of the EMIS. The Fijian EMIS serves as an example of affordability. In Fiji, the focus had been to design an EMIS based on the geographic (island), strategic and financial needs of Fiji, not of their donors. While establishing any EMIS it is crucial to ensure that the specific country can cover continued operational and maintenance costs of the project. Sometimes EMIS projects fail in the long-term, because donors cover the initial investment and countries default on continued payments.

**The type of data collected by the school census focuses on administrative data, but could be extended to include financial, human resource and individual student data.** Currently, the school census captures basic administrative data (e.g. student enrolment numbers), but does not yet fully capture important financial, human resource or learning outcome data. In addition, there is no established system of collecting individual student data. There is potential to: (i) redesign the school census questionnaire to paint a more detailed picture of the education sector and (ii) implement individual student tracking through unique IDs in the long-term. The individual student data could provide useful data to teachers and parents, as well as encourage their engagement with the system (box 15).

**Box 14: Benefits of Individual Student Data**

**Chile** has established an elaborate national ID system, which is used in all aspects of public life. This also includes education and in particular resource allocation. The government allocates so-called “vouchers” to individual students and as every student has a unique ID number, it is easy to track individuals and make allocation adjustments in the case of for instance school transfers. In addition, the unique IDs are also used for national examination. The system has substantial potential to track students at every aspect of their academic lives and gain important policy information from the data analysis.

**Fiji** has successfully established an individual student and teacher data record system. This system encourages schools to consume their own data, driving up the quality of student data. Individual data records also enable government staff in allocation of grants, resources and developing policies that cater to individual student characteristics. It also improves communication between school staff as it is possible to monitor real time education data and respond to the needs of individual students and teachers (FEMIS 2016).

**The initiatives taken by the Haitian government to introduce new information and communication technology (ICT) for data collection can potentially increase school census efficiencies.**

Even though a successful school census is based on many different policies, processes and mechanisms, modern ICTs can aide in making the census process more efficient. The paper-based data collection process is time intensive, slowing down the data production process. The Haitian government has announced plans to pilot data collection projects using CD-ROMs and tablets in some areas. This plan should be implemented to streamline data collection and relieve DPCE and DDE of the manual entry task. Due to limited internet connection and a lack of computers in School District Offices (BDS), potentially tablets with a mobile data function may be beneficial in the process. This has been proven in many countries such as for instance Nigeria (box 16).

**Box 15: Data Collection with Tablets in**

In the Nigerian megacity of Lagos, the use of tablets has substantially improved efficiency and decreased costs of data collection. Tablets are generally less expensive than computers and can easily be taken to schools to use for inspections. The ICT technology is also an important contributor towards a data-driven culture.

*Source: Authors.*

**Timely data dissemination is important for data quality and utilization.** Clearly articulated data utilization and dissemination strategies have been developed, especially regarding processes to ensure the timely dissemination of the annual statistical yearbook. Even though a school census has been conducted very year (except 2014-15), the latest publicly available annual statistical yearbook (*annuaire*) is from 2010-11. Delays in data publication inhibit accurate education planning and data utilization for decision-making, as well as only publishing results in annual statistical yearbooks limits the effective communication of education trends to diverse stakeholders. Efforts need to be made to ensure annual publication of these statistics. Moreover, there is a need for a clear dissemination strategy in order to build awareness and a data-driven culture. Some countries like Cameroon have a clear dissemination strategy in place that utilizes a variety of communication channels (box 17).



**Box 16: Data Dissemination Strategy in Cameroon**

In Cameroon, the Ministry of Education uses a broad variety of channels to disseminate education data. Since 2012, the Ministry has published education data on the radio, the local press and the TV. These are highly effective channels of publication with a deep reach within the population. By using these channels, the Ministry ensures that most potential data users can be reached including those without internet access. Making data available is a crucial aspect in data usage, but just as important is communicating the findings to the general population even if they may not be actively looking for it.

*Source: UNESCO 2012.*

**Regional and local education stakeholders should be strengthened in their position to increase participation and buy-in.**

By allowing these stakeholders to receive data access, they are encouraged to become active data users. At the regional and local level (in the DDE, BDS and BIZ) there is a need for additional training for staff to gain data analysis skills. Furthermore, statistics specialists should be on site in regional offices. This should be complemented by a strong data collection process at the school level. Schools are at the forefront of data collection. Teachers and principals should start to make use of data to fully understand the usefulness and importance of data collection. The government should develop and send customized reports that inform schools on how to improve student learning, inform instruction and make school management decisions. Such school reports have been developed in many countries such as for example in Uganda (box 18). This would help schools and parents to assess school performance better and allow for more targeted decision making. The delays in dissemination of the statistical yearbook (*annuaire*) exacerbate the problem and reduce awareness and buy-in at the local level. Moreover, a feedback mechanism for schools establishes a sense of transparency and accountability.

**Box 17: School Report Cards in Uganda**

In Uganda the Ministry of Education provides feedback to schools and parents in the form of school report cards. These school profiles are generated by utilizing the data the schools provided in the annual school census. They are distributed to headmasters, parent-teacher associations and elected officials. The school report cards have been well-received and make it possible for headmasters, parents and the community to track the performance of the school.

*Source: Cameron 2006.*

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## Abbreviations

ADEMA	Ansanm pou yon Demen Miyò an Ayiti (Together for a better future in Haiti)
AECID	Spanish Agency for International Development Cooperation
BDS	Bureau de District Scolaire (School District Office)
BIZ	Bureau d'Inspection de Zone (Area Inspection Office)
BUNEXE	Bureau National des Examens d'Etat (National Bureau of State Exams)
CEEC	Commission Épiscopale pour l'Éducation Catholique (Episcopal Commission for Catholic Education)
CNIGS	Centre National de l'Information Géo-Spatiale (The National Center for Geospatial Information)
DDE	Direction Départementale d'Education (Regional Education Departments)
DPCE	Direction de la Planification et de la Coopération Externe (Directorate of Planning and External Cooperation)
ECLAC	Economic Commission for Latin America and the Caribbean
ICT	Information and Communication Technologies
IDB	Inter-American Development Bank
IHSI	Institut Haïtien de Statistique et d'Informatique (Haitian Institute of Statistics and Information)
ISCED	International Standard Classification of Education
MENFP	Ministère de l'Éducation Nationale et de la Formation Professionnelle (Ministry of National Education and Vocational Training)
NGO	Non-governmental organization
UEP	Unité d'Études et de Programmation (Studies and Programming Unit)
UNESCO	United Nations Educational, Scientific and Cultural Organization
USI	Unité des Systèmes d'Information (Information Systems Unit)

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## Appendix A: Summary of Policy Lever Benchmarking

Policy goal	Policy lever	Score <sup>a</sup>	Weight	Benchmark
Enabling environment	Legal framework	1.00	17%	Emerging
	Organizational structure and institutionalized processes	4.00	17%	Advanced
	Human resources	1.26	17%	Emerging
	Infrastructural capacity	1.55	17%	Emerging
	Budget	0.80	17%	Latent
	Data-driven culture	0.57	15%	Latent
System soundness	Data architecture	0.70	20%	Latent
	Data coverage	0.72	30%	Latent
	Data analytics	1.60	15%	Emerging
	Dynamic system	1.20	15%	Emerging
	Serviceability	1.09	20%	Emerging
Quality data	Methodological soundness	0.80	25%	Latent
	Accuracy and reliability	2.15	25%	Established
	Integrity	1.38	25%	Emerging
	Periodicity and timeliness	0.66	25%	Latent
Utilization in decision making	Openness	0.33	15%	Latent
	Operational use	0.54	50%	Latent
	Accessibility	1.34	20%	Emerging
	Effectiveness in disseminating findings	1.2	15%	Emerging

a. 0–0.99 = Latent; 1–1.9 = Emerging; 2–2.9 = Established; 3–4 = Advanced.



## Appendix B: Extended Rubric, Haiti Scores Highlighted in Red

Policy levers		Indicators	Description n of best practices	Scoring			
				Latent	Emerging	Establishe d	Advanced
POLICY AREA 1: ENABLING ENVIRONMENT			The system contains crucial components of a comprehensive enabling environment, which addresses related policy elements and enables the functioning of an effective and dynamic system	The system lacks major components of a comprehensive enabling environment	The system contains basic components of a comprehensive enabling environment	The system contains most components of a comprehensive enabling environment	The system contains crucial components of a comprehensive enabling environment
1.1	Legal framework	Institutionalization of system: EMIS is institutionalized as an integral part of the education system and the government	An existing legal framework supports a fully functioning EMIS	A legal framework is not in place	Basic components of a legal framework or informal mechanisms are in place	Most elements of a legal framework are in place	There is an existing legal framework to support a fully functioning EMIS
		Responsibility: responsibility for collecting, processing, and disseminating education statistics is given to a clearly designated institution or agency					
		Dynamic framework: the legal framework is dynamic and elastic so that it can adapt to advancements in technology					

Policy levers		Indicators	Description of best practices	Scoring			
				Latent	Emerging	Established	Advanced
		Data supply: the legal framework mandates that schools participate in EMIS by providing education data					
		Comprehensive, quality data: the requirement for comprehensive, quality data is clearly specified in the EMIS legal framework					
		Data sharing and coordination: the legal framework allows for adequate data sharing and coordination between the Ministry of Education and agencies and/or institutions that require education data					
		Utilization: the legal framework emphasizes data-driven education policy					
		Budget: the education system budget includes a line item for EMIS					
		Confidentiality: the legal framework guarantees that respondents' data are confidential and used for the sole purpose of statistics					

Policy levers		Indicators	Description of best practices	Scoring			
				Latent	Emerging	Established	Advanced
1.2	Organizational structure and institutionalized processes	Organizational structure and institutionalized processes	The system is institutionalized within the government, has well-defined organizational processes, and has several functionalities beyond statistical reporting	The system is not specified in policies, and what exists does not have well-defined organizational processes; EMIS has limited functionalities	The institutional structure of the system is not clearly specified in policies, it has some organizational processes, and its functionalities are limited	The institutional structure of the system is defined within the government, it has defined organizational processes, but its functionalities are limited	The system is institutionalized within the government, has well-defined organizational processes, and has several functionalities beyond statistical reporting
1.3	Human resources	Personnel: the core tasks of EMIS are identified and EMIS is staffed with qualified people  Professional development: professional training is available for EMIS staff	Qualified staff operate the system, and opportunities are available to improve their performance and retention	Minimum standards of qualification are not met for the majority of staff that operate the system and opportunities are not available to improve their performance and retention	Some staff are qualified to operate the system, and limited opportunities are available to improve staff performance and retention	The majority of staff are qualified to operate the system, and frequent opportunities are available to improve staff performance and retention	All staff are qualified to operate the system, and well-established opportunities are constantly available to improve staff performance and retention
1.4	Infrastructural capacity	Data collection: tools for data collection are available  Database(s): databases exist under the umbrella of the data warehouse and have both hardware and software means	The system has a well-defined infrastructure to perform data collection, management, and	The system lacks a well-defined infrastructure	The system has a basic or incomplete infrastructure	The system has an infrastructure that allows it to perform some of its functions in an integral manner	The system has a well-defined infrastructure to fully perform its data collection, management

Policy levers		Indicators	Description of best practices	Scoring			
				Latent	Emerging	Established	Advanced
		Data management system: a system is in place that manages data collection, processing, and reporting	dissemination functions in an integral manner				t, and dissemination functions in an integral manner
		Data dissemination: data dissemination tools are available and maintained by the agency producing education statistics					
1.5	Budget	Personnel and professional development: the EMIS budget contains a specific budget for EMIS personnel and their professional development	The system budget is comprehensive, ensuring that the system is sustainable and efficient	The system suffers from serious budgetary issues		The system budget contains the majority of required categories to ensure that most parts of the system are sustainable and efficient	The system budget is comprehensive, ensuring that the system is sustainable and efficient
		Maintenance: the EMIS budget contains a specific budget for system maintenance and recurrent costs					
		Reporting: the EMIS budget contains a specific budget for reporting costs					
		Physical infrastructure: the EMIS budget contains a specific budget for physical infrastructure costs					
		Efficient use of resources: processes and procedures are in place to ensure that resources are used efficiently					

Policy levers		Indicators	Description of best practices	Scoring			
				Latent	Emerging	Established	Advanced
	<b>Data-driven Culture</b>	Data-driven culture	A data-driven culture prioritizes data as a fundamental element of operations and decision making, both inside and outside of the education system	The system suffers because there is not a data-driven culture that prioritizes data management and data utilization in decision making	The system has a data-driven culture that demonstrates a basic appreciation of data and interest in developing better data utilization practices	A data-driven culture exists that prioritizes data management and utilization within and beyond the education system	A data-driven culture exists that prioritizes data management and utilization within and beyond the education system, and evidence of that culture is present in daily interaction and decision making at all levels
<b>POLICY AREA 2: SYSTEM SOUNDNESS</b>			The processes and structure of EMIS are sound and support the components of an integrated system	The system lacks processes and structure	The system has basic processes and a structure that do not support the components of an integrated system	The system has some processes and a structure, but they do not fully support the components of an integrated system	The processes and structure of the system are sound and support the components of an integrated system

Policy levers		Indicators	Description of best practices	Scoring			
				Latent	Emerging	Established	Advanced
2.1	Data architecture	Data architecture	The data architecture is well defined to ensure full system functionality	The system's data structure does not have a well-defined data architecture	The system's data architecture includes some components ; however, it is incomplete	The system's data structure has most elements of the data architecture; however, it has some deficiencies that affect the system's functionality	The data architecture is well defined to ensure full system functionality
2.2	Data coverage	Administrative data: EMIS contains administrative data	The data in the system are comprehensive and cover administrative, financial, human resources, and learning outcomes data	The data in the system are far from being comprehensive, and coverage is limited	The data in the system include some of the data areas	The data in the system include most but not all of the data areas	The data in the system are comprehensive and cover all data areas
		Financial data: EMIS contains financial data					
		Human resources data: EMIS contains human resources data					
		Learning outcomes data: EMIS contains learning outcomes data					
2.3	Data analytics	Data analytics	Tools and processes are available to perform data analytics at different levels on a regular basis	Tools and processes are used to perform limited tabulations	Basic tools and processes are available, but the system is not capable of conducting advanced analytical steps (e.g., predictive models, projections)	Tools and processes are available; however, data analytics are not performed regularly	Tools and processes are available to perform data analytics at different levels on a regular basis



Policy levers		Indicators	Description of best practices	Scoring			
				Latent	Emerging	Established	Advanced
2.4	Dynamic system	Quality assurance measures: the system is dynamic and maintains quality assurance measures	The system in place is elastic and easily adaptable to allow for changes /advancements in data needs	The system in place is not easily adaptable to changes /advancements in data needs, as no quality assurance standards are used	The system in place is not easily adaptable and requires significant time and resources to accommodate changes and/or advancements	The system in place is easily adaptable, but it remains reasonably complex	The system in place is elastic and easily adaptable to allow for changes/ advancements in data needs
		Data requirements and considerations: mechanisms exist for addressing new and emerging data requirements					
		System adaptability: EMIS is elastic and easily adaptable to allow for changes and/or advancements in data needs					
2.5	Serviceability	Validity across data sources: information brought together from different data and/or statistical frameworks in EMIS is placed within the data warehouse using structural and consistency measures	Services provided by the system are valid across data sources, integrate non-education databases into EMIS, and archive data at the service of EMIS clients by ensuring the relevance, consistency, usefulness, and	Serious issues exist related to data validity and consistency	Inconsistencies exist related to data validity and consistency	The data are consistent and valid; however, some concerns still exist	Services provided by the system are valid across data sources, integrate non-education databases into EMIS, and archive data at the service of EMIS clients by ensuring the relevance, consistency, usefulness, and
		Integration of non-education databases into EMIS: data from sources collected by agencies outside EMIS are integrated into the EMIS data warehouse					
		Archiving data: multiple years of data are archived, including source data, metadata, and statistical results					

Policy levers		Indicators	Description of best practices	Scoring			
				Latent	Emerging	Established	Advanced
		Services to EMIS clients: services provided by the system to EMIS clients include ensuring the relevance, consistency, usefulness, and timeliness of its statistics	timeliness of its statistics				timeliness of its statistics
POLICY AREA 3: QUALITY DATA			The system has the mechanisms required to collect, save, produce, and utilize information, which ensures accuracy, security, and timely, high-quality information for use in decision making	The system lacks mechanisms to collect, save, or produce timely, high-quality information for decision making	The system has basic mechanisms to collect, save, and produce timely, quality information; however, its accuracy might be questionable	The system has most mechanisms in place needed to collect, save, and produce timely, high-quality information for use in decision making; however, some additional measures are needed to ensure accuracy, security, and/or timely information that can be used for decision making	The system has the required mechanisms in place to collect, save, produce, and utilize information, which ensures accuracy, security, and timely, high-quality information for use in decision making

Policy levers		Indicators	Description of best practices	Scoring			
				Latent	Emerging	Established	Advanced
3.1	Methodological soundness	Concepts and definitions: data fields, records, concepts, indicators, and metadata are defined and documented in official operations manuals along with other national datasets and endorsed by the government	The methodological basis for producing educational statistics from raw data follows internationally accepted standards, guidelines, and good practices	The methodological basis for producing educational statistics does not follow internationally accepted standards, guidelines, or good practices	The methodological basis for producing educational statistics follows the basics of internationally accepted standards, guidelines, and good practices	The methodological basis for producing educational statistics follows most required internationally accepted standards, guidelines, and good practices	The methodological basis for producing educational statistics from raw data follows internationally accepted standards, guidelines, and good practices
		Classification: defined education system classifications are based on technical guidelines and manuals					
		Scope: the scope of education statistics is broader than and not limited to a small number of indicators (e.g., measurements of enrollment, class size, and completion)					
		Basis for recording: data-recording systems follow internationally accepted standards, guidelines, and good practices					
3.2	Accuracy and reliability	Source data: available source data provide an adequate basis for compiling statistics	Source data and statistical techniques are sound and reliable, and statistical outputs sufficiently portray reality	Source data and statistical techniques lack soundness and reliability	Source data and statistical techniques have basic soundness and reliability, but statistical outputs do not portray reality	Source data and statistical techniques follow most required elements to be sound and reliable, but statistical outputs do	Source data and statistical techniques are sound and reliable, and statistical outputs sufficiently portray reality
		Validation of source data: source data are consistent with the definition, scope, and classification as well as time of recording, reference periods, and valuation of education statistics					

Policy levers		Indicators	Description of best practices	Scoring			
				Latent	Emerging	Established	Advanced
		Statistical techniques: statistical techniques are used to calculate accurate rates and derived indicators				not portray reality	
3.3	Integrity	Professionalism: EMIS staff exercise their profession with technical independence and without outside interference that could result in the violation of the public trust in EMIS statistics and EMIS itself	Education statistics contained within the system are guided by principles of integrity	Education statistics contained within the system are not guided by principles of integrity	Education statistics contained within the system are guided by limited principles of integrity (one of the three principles of professionalism, transparency, and ethical standards)	Education statistics contained within the system are mostly guided by principles of integrity (two of the three principles of professionalism, transparency, and ethical standards)	Education statistics contained within the system are guided by all three principles of integrity: professionalism, transparency, and ethical standards
		Transparency: statistical policies and practices are transparent					
		Ethical standards: policies and practices in education statistics are guided by ethical standards					
3.4	Periodicity and timeliness	Periodicity: the production of reports and other outputs from the data warehouse occur in accordance with cycles in the education system	The system produces data and statistics periodically in a timely manner	The system produces data and statistics neither periodically nor in a timely manner	The system produces some data and statistics periodically and in a timely manner	The system produces most data and statistics periodically and in a timely manner	The system produces all data and statistics periodically and in a timely manner
		Timeliness: final statistics and financial statistics are both disseminated in a timely manner					

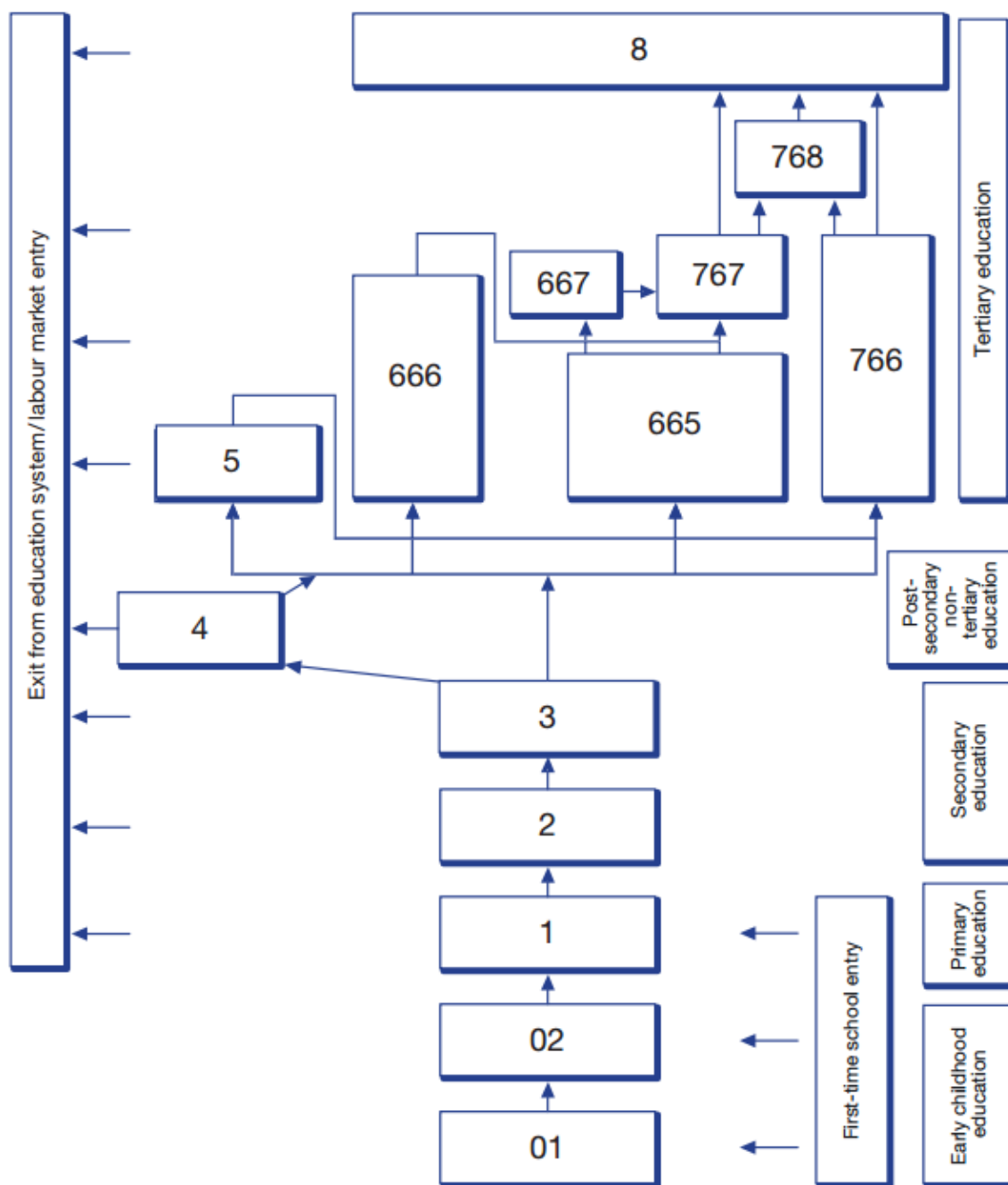
Policy levers			Indicators	Description of best practices	Scoring			
					Latent	Emerging	Established	Advanced
POLICY AREA 4: UTILIZATION FOR DECISION MAKING				The system is wholly utilized by different users for decision making at different levels of the education system	There are no signs that EMIS is utilized in decision making by the majority of education stakeholders	The system is used by some education stakeholders, but not for major policy decision making	The system is used by most education stakeholders but is not fully operational in governmental decision making	The system is wholly utilized by different users for decision making at different levels of the education system
4.1	Openness	EMIS stakeholders: EMIS primary stakeholders are identified and use the system in accordance with the legal framework	The system is open to education stakeholders in terms of their awareness and capacity to utilize the system	The system lacks openness to education stakeholders in terms of their awareness and capacity to utilize the system	The system is open to some education stakeholders in terms of their awareness and capacity to utilize the system	The system is open to the majority of education stakeholders in terms of their awareness and capacity to utilize the system	The system is open to all education stakeholders in terms of their awareness and capacity to utilize the system	
		User awareness: current and potential EMIS users are aware of EMIS and its outputs						
		User capacity: EMIS users have the skills to interpret, manipulate, and utilize the data produced by the system to ultimately disseminate findings						
4.2	Operational use	Utilization in evaluation: data produced by EMIS are used to assess the education system	Data produced by the system are used in practice by the main education stakeholders	Data produced by the system are not used in practice by education stakeholders	Data produced by the system are used in practice by some education stakeholders	Data produced by the system are used in practice by the majority of education stakeholders	Data produced by the system are used in practice by the main education stakeholders	
		Utilization in governance: data produced by EMIS are used for governance purposes						
		Utilization by schools: data produced by EMIS are used by schools						

Policy levers		Indicators	Description of best practices	Scoring			
				Latent	Emerging	Established	Advanced
		Utilization by clients: data produced by EMIS are used by clients (including parents, communities, and other actors)					
		Utilization by government: the system is able to produce summative indicators (derived variables) to monitor education system					
4.3	Accessibility	Understandable data: data are presented in an easily digestible manner	Education statistics are presented in an understandable manner and are widely disseminated using clear platforms for utilization, complemented by user support	The system suffers from serious accessibility issues	The system has major accessibility issues	The system has minor accessibility issues	Education statistics are presented in an understandable manner and are widely disseminated using a clear platform for utilization, complemented by user support
		Widely disseminated data: education statistics are disseminated beyond the Ministry of Education and/or the education statistics-producing agency to other EMIS stakeholders					
		Platforms for utilization: platforms are standardized across EMIS and are customizable to user needs					
		User support: assistance is provided to EMIS users upon request to help them access the data					
4.4	Effectiveness in disseminating findings	Dissemination strategy: national governments have an information dissemination strategy in place	Dissemination of education statistics via EMIS is	Dissemination is neither strategic nor effective	Dissemination is reasonably strategic,	A dissemination plan has been implemented	The dissemination of education statistics via



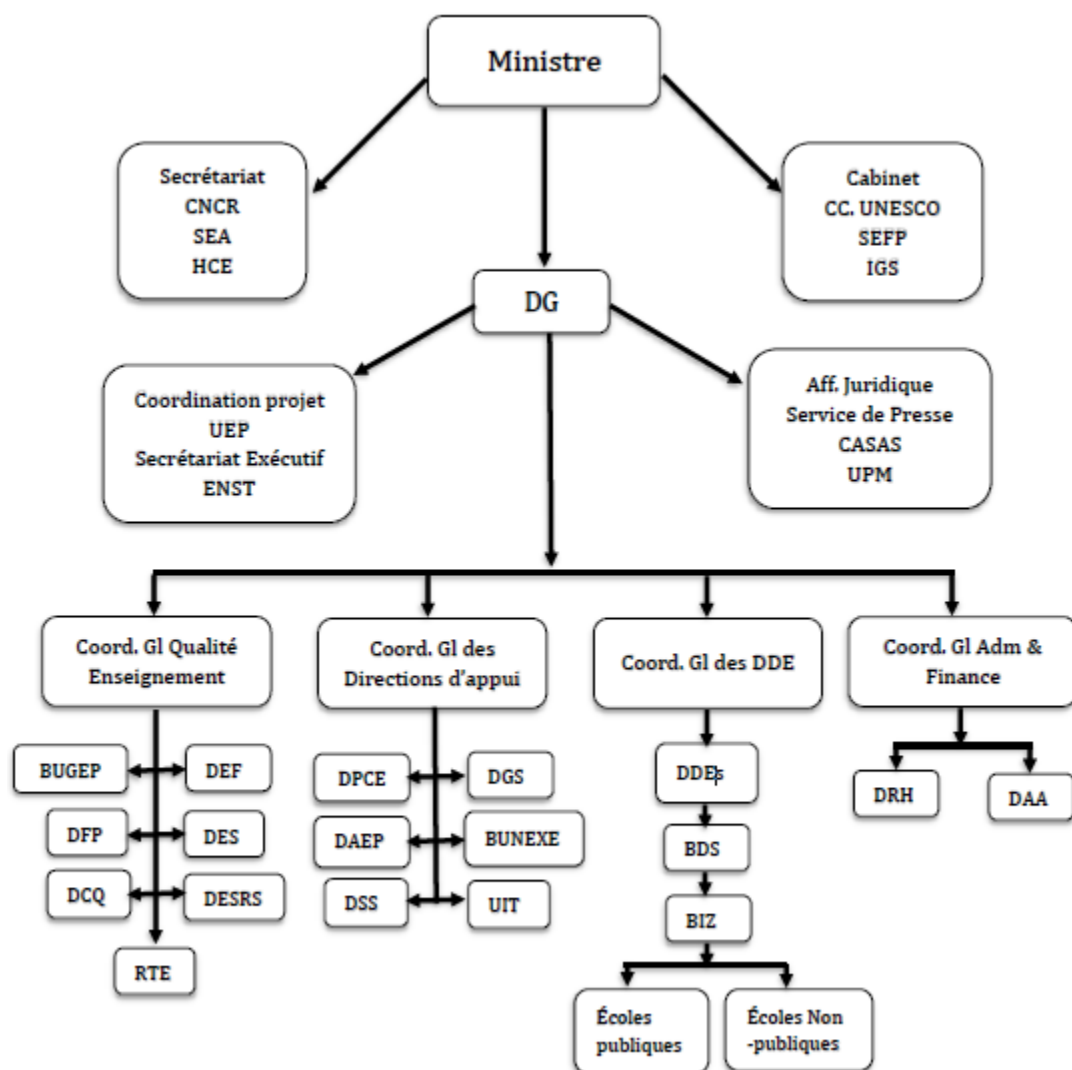
Policy levers		Indicators	Description of best practices	Scoring			
				Latent	Emerging	Established	Advanced
		Dissemination effectiveness: dissemination of EMIS statistics is effective	strategic and effective		but ineffective	d; however, room exists for improvement (for full effectiveness in relation to strategic engagement)	EMIS is strategic and effective

## Appendix C: International Standard Classification of Education (ISCED) 2011



Source: UNESCO Institute for Statistics (UIS). 2012. "International Standard Classification of Education ISCED 2011." UIS, Montreal, Canada.

## Appendix D: Haiti Education Delivery Structure



Source: Authors.

## Appendix E: Extracts Haiti School Census Form 2015-16



REPUBLIQUE D'HAÏTI

**MINISTÈRE DE L'ÉDUCATION NATIONALE ET DE LA FORMATION PROFESSIONNELLE  
(MENFP)**

**DIRECTION DE LA PLANIFICATION ET DE LA COOPÉRATION EXTERNE  
(DPCE)**

*Service des Statistiques et Analyse (SSA)*

**RECENSEMENT SCOLAIRE 2015-2016**

**FORMULAIRE DE COLLECTE**

☐ PRÉSCOLAIRE  
☐ FONDAMENTAL (1<sup>ER</sup>, 2<sup>EME</sup>, 3<sup>EME</sup> CYCLES)  
☐ SECONDAIRE

**Les données individuelles sont strictement confidentielles et ne seront utilisées qu'à des fins statistiques**

NOTE : Si vous avez des doutes sur une question ou si vous avez n'importe quelle question sur ce formulaire, consultez votre inspecteur de zone

Nom de l'école :

---



---

Date de remplissage du questionnaire: ...../...../.....  
(ii) mm aaaa

Page 1 of 14

**PREMIERE PARTIE : INFORMATIONS GENERALES SUR L'ÉCOLE**

<b>1.1.- IDENTIFICATION ET LOCALISATION DE L'ÉCOLE</b> <small>(Si l'école a déjà été recensée porter son code tel qu'il apparaît dans le dernier répertoire des écoles)</small>																			
1.1.1 NOM DE L'ÉCOLE (PRÉCISER LE SIGLE S'IL Y A LIEU)																			
1.1.2 ANCIEN NOM DE L'ÉCOLE (S'IL Y A LIEU) :																			
1.1.3 NOM DE L'ACTUEL PROPRIÉTAIRE DE L'ÉCOLE :															1.1.4 Tels. :				
1.1.5 DÉPARTEMENT GÉOGRAPHIQUE					1.1.6 ARRONDISSEMENT					1.1.7 Commune									
1.1.8 DISTRICT SCOLAIRE					1.1.9 N° DE LA ZONE SCOLAIRE														
1.1.10 ADRESSE (PORTER L'ADRESSE DE L'INSTITUTION DANS LES DEUX PREMIÈRES LIGNES DU MILIEU URBAIN OU DANS LES DEUX DERNIÈRES DU MILIEU RURAL)																			
<input type="checkbox"/> -1 MILIEU URBAIN ; N° NOM DE LA RUE : _____ NOM DE LA VILLE OU DU QUARTIER : _____																			
<input type="checkbox"/> -2 MILIEU RURAL, ___/___ 2 <sup>ME</sup> SECTION COMMUNALE _____ NOM DE LA SECTION COMMUNALE _____ NOM DE LA LOCALITÉ (OU DE L'HABITATION) : _____																			
1.1.11 TELS DE L'ÉCOLE _____ ADRESSE ÉLECTRONIQUE (EMAIL) / SITE WEB : _____																			
1.1.12 Secteur : <input type="checkbox"/> 1.- PUBLIC <input type="checkbox"/> 2.- NON PUBLIC																			
1.1.13 CATÉGORIE : <input type="checkbox"/> 1.- LAÏQUE <input type="checkbox"/> 2.- CONGREGANISTE <input type="checkbox"/> 3.- COMMUNALE <input type="checkbox"/> 4.- COMMUNAUTAIRE <input type="checkbox"/> 5.- PRESBYTÉRIALE <input type="checkbox"/> 6.- ÉPISCOPALE <input type="checkbox"/> 7.- PROTESTANTE (MISSION) <input type="checkbox"/> 8.- PROTESTANTE (INDÉPENDANTE) <input type="checkbox"/> 9.- AUTRES (PRÉCISER : _____)																			
1.1.14 COCHER LE(S) NIVEAU(X) D'ENSEIGNEMENT DONT DISPOSE L'ÉCOLE (PLUSIEURS CAS S'PEUVENT ÊTRE COCHÉS)																			
<input type="checkbox"/> 1.- PRÉSCOLAIRE <input type="checkbox"/> 2.- FONDAMENTAL 1 <sup>ER</sup> ET 2 <sup>ES</sup> CYCLES <input type="checkbox"/> 3.- 3 <sup>ES</sup> CYCLE DU FONDAMENTAL <input type="checkbox"/> 4.- SECONDAIRE TRADITIONNEL <input type="checkbox"/> 5.- NOUVEAU SECONDAIRE																			
<b>1.2.- FONCTIONNEMENT DE L'ÉCOLE</b>																			
1.2.1 L'ÉCOLE FONCTIONNE EN : 1 <input type="checkbox"/> SIMPLE VACATION 2 <input type="checkbox"/> DOUBLE VACATION																			
1.2.2 L'ÉCOLE EST LOGÉE DANS SA PLUS GRANDE PARTIE :																			
<input type="checkbox"/> 1.- DANS UN BÂTIMENT CONSTRUIT POUR UNE ÉCOLE <input type="checkbox"/> 2.- DANS UNE MAISON D'HABITATION <input type="checkbox"/> 3.- DANS UNE EGUSE <input type="checkbox"/> 4.- SOUS DES TONNELLES <input type="checkbox"/> 5.- SOUS DES TENTES <input type="checkbox"/> 6.- AUTRES (PRÉCISER) : _____																			
1.2.3 L'ÉCOLE BÉNÉFICIE-T-ELLE DE CANTINE SCOLAIRE ? OUI 1 <input type="checkbox"/> NON 2 <input type="checkbox"/> :																			
SI OUI, CETTE CANTINE EST SOUTENUE PAR : 1 L'ÉCOLE ELLE-MÊME 2 L'ÉTAT 3 UNE ASSOCIATION DE PARENTS 4 D'UN ORGANISME, LEQUEL : _____																			
1.2.4 L'ÉCOLE EST-ELLE SUBVENTIONNÉE ? OUI 1 <input type="checkbox"/> NON 2 <input type="checkbox"/> (A RÉPONDRE POUR LES ÉCOLES NON PUBLIQUES SEULEMENT)																			
SI OUI, SUBVENTIONNÉE PAR :																			
1. <input type="checkbox"/> L'ÉTAT (MENFP) À TRAVERS																			
1 <input type="checkbox"/> L'ÉPT, ET LA SUBVENTION CONSISTE EN : 1 <input type="checkbox"/> LA PRISE EN CHARGE DE _____ ENSEIGNANTS ET _____ ÉLÈVES																			
2 <input type="checkbox"/> UN AUTRE DON VERSE SUR UNE BASE RÉGULIÈRE, DON DE _____																			
2 <input type="checkbox"/> LE PSUGO, ET LA SUBVENTION CONSISTE EN : 1 <input type="checkbox"/> LA PRISE EN CHARGE DE _____ ÉLÈVES																			
3 <input type="checkbox"/> AUTRE PROGRAMME : _____																			
2 <input type="checkbox"/> UN ORGANISME, LEQUEL : _____																			
3 <input type="checkbox"/> UNE ASSOCIATION DE PARENTS																			
1.2.5 L'ÉCOLE A UN COMITÉ DE PARENTS					1.2.7 LE BÂTIMENT EST-IL UTILISÉ POUR UNE AUTRE ACTIVITÉ ? OUI 1 <input type="checkbox"/> NON 2 <input type="checkbox"/>														
OUI 1 <input type="checkbox"/> NON 2 <input type="checkbox"/>					SI OUI, ACTIVITÉ SCOLAIRE : UNE ÉCOLE FONDAMENTALE 1 <input type="checkbox"/> UNE ÉCOLE PSUGO 2 <input type="checkbox"/> UN COLLÈGE 3 <input type="checkbox"/> UN LYCÉE 4 <input type="checkbox"/>														
1.2.6 L'ÉCOLE A UN COMITÉ DE GESTION					UN CENTRE DU SOIN 4 <input type="checkbox"/> DONT EFFECTIFS GARÇONS : _____ FILLES : _____														
OUI 1 <input type="checkbox"/> NON 2 <input type="checkbox"/>					AUTRE ACTIVITÉ 5 <input type="checkbox"/> PRÉCISER : _____														
1.2.8 LE BÂTIMENT EST CONSTRUIT DANS SA PLUS GRANDE PARTIE EN : MUR 1 <input type="checkbox"/> BOIS 2 <input type="checkbox"/> CLAYCOU 3 <input type="checkbox"/> AUTRE 4 <input type="checkbox"/> _____																			
1.2.9 LA CONSTRUCTION EST :										1.2.10 L'ÉTAT DU LOCAL EST GLOBALEMENT :									
ACHÉVÉE 1 <input type="checkbox"/> INACHÉVÉE 2 <input type="checkbox"/>										BON 1 <input type="checkbox"/> PASSABLE 2 <input type="checkbox"/> MAUVAIS 3 <input type="checkbox"/>									

DEUXIEME PARTIE : INFORMATIONS RELATIVES A L'EDUCATION PRESCOLAIRE											
(A remplir si l'école dispose du préscolaire)											
<b>2.1- FONCTIONNEMENT DU PRESCOLAIRE</b>											
<b>2.1.1.- NOM DU CENTRE PRESCOLAIRE :</b>											
2.1.2. NOM DU DIRECTEUR PEDAGOGIQUE DU PRESCOLAIRE:				2.1.3 FORMATION :							
				<input type="checkbox"/> 1.- DIPLOME EN JARDINIERE <input type="checkbox"/> 2.- DIPLOME EN SCIENCE DE L'EDUCATION <input type="checkbox"/> 3.- ETUDES UNIVERSITAIRES <input type="checkbox"/> 1.- ATTESTATION <input type="checkbox"/> 2.- CERTIFICAT <input type="checkbox"/> 3.- LICENCE <input type="checkbox"/> 4.- MAITRISE <input type="checkbox"/> 5.- DOCTORAT <input type="checkbox"/> 4.- AUTRES (DERNIERE CLASSE)							
2.1.4 ANNEE D'OUVERTURE DU PRESCOLAIRE:				2.1.5 - HEURES DE FONCTIONNEMENT:           HRS A         HRS							
2.1.6 NOMBRE DE SALLES DISPONIBLES POUR LE PRESCOLAIRE :				2.1.6.1 NOMBRE DE SALLES UTILISEES			2.1.6.2 -NOMBRE DE CLASSES PEDAGOGIQUES DU PRESCOLAIRE				
2.1.7.- EXISTE-IL DES SALLES SPÉCIALES POUR HANDICAPÉS AU NIVEAU DU PRESCOLAIRE : <input type="checkbox"/> 1.- OUI <input type="checkbox"/> 2.-NON				2.1.7.1 SI OUI, NOMBRE DE SALLES							
2.1.8 DANS QUELLE LANGUE SE FAIT L'ENSEIGNEMENT ? FRANÇAIS SEULEMENT 1 <input type="checkbox"/> CREOLE SEULEMENT 2 <input type="checkbox"/> FRANÇAIS ET CREOLE 3 <input type="checkbox"/> ;    4 <input type="checkbox"/> AUTRE ... (UNE SEULE CASE DOIT ÊTRE COCHÉE)											
2.1.9 FRAIS SCOLAIRES : INDIQUEZ DANS CE TABLEAU POUR CHACUNE DES SECTIONS, LES FRAIS D'INSCRIPTION SCOLAIRES, LES FRAIS D'ENTRÉE ET LA SCOLARITÉ MENSUELLE.											
FRAIS		POUPON 8		PETIT 8		MOYEN 8		GRAND 8			
D'INSCRIPTION (en GHS),											
D'ENTRÉE (en GHS),											
DE SCOLARITÉ MENSUELS (en GHS),											
AUTRES (GHS)											
<b>2.2. ORGANISATION SPATIALE ET PEDAGOGIQUE DES CLASSES</b>											
2.2.1 LIEUX D'ACCUEIL : RÉPARTITION DU NOMBRE DE SECTIONS SELON LEURS LIEUX D'ACCUEIL.											
LIEUX D'ACCUEIL				POUPON 8		PETIT 8		MOYEN 8		GRAND 8	
SALLES											
ÉGLISE											
TUNNELLES											
TENTES											
AUTRES (.....)											
2.2.2 NOMBRE DE PLACES ASSISES PAR SECTIONS (POUR LES SALLES DE CLASSE SEULEMENT)											
		POUPON 8		PETIT 8		MOYEN 8		GRAND 8		TOTAL	
PLACES ASSISES											
<b>2.3. EFFECTIFS ÉLÈVES</b>											
2.3.1 DONNEZ LA RÉPARTITION DES ENFANTS PAR SECTION ET SEXE, SELON L'ÂGE											
ÂGE	SECTIONS ET SEXE										
	POUPON 8		PETIT 8		MOYEN 8		GRAND 8		TOTAL		
	G	F	G	F	G	F	G	F	G	F	
MOINS DE 2 ANS											
2 ANS											
3 ANS											
4 ANS											
5 ANS											
6 ANS											
7 ANS ET +											
NOMBRE D'ÉLÈVES HANDICAPÉS (S'IL Y A LIEU)											



**TROISIEME PARTIE : INFORMATIONS RELATIVES AU NIVEAU DU FONDAMENTAL**  
(A remplir si l'école dispose du niveau fondamental)

III.1 FONCTIONNEMENT DU FONDAMENTAL										
3.1.1 NOM DU DIRECTEUR PEDAGOGIQUE :		3.1.2 FORMATION :								
		<input type="checkbox"/> 1.- NORMALIEN DIPLOME (ENI ou ENS) <input type="checkbox"/> 2.- DIPLOME EN SCIENCE DE L'EDUCATION <input type="checkbox"/> 4.- ETUDES UNIVERSITAIRES <input type="checkbox"/> 1.- ATTESTATION <input type="checkbox"/> 2.- CERTIFICAT <input type="checkbox"/> 3.- LICENCE <input type="checkbox"/> 4.- MAITRISE <input type="checkbox"/> 4.- DOCTORAT <input type="checkbox"/> 5.- AUTRES (DERNIERE CLASSE FREQUENTEE)								
3.1.3 ANNEE D'OUVERTURE DU FONDAMENTAL :										
3.1.4 - HEURES DE FONCTIONNEMENT: 1ERE VACATION: DE           HOURS A           HOURS; 2EME VACATION: DE           HOURS A           HOURS.										
3.1.5 NOMBRE TOTAL DE SALLES DISPONIBLES DANS L'ECOLE POUR LE FONDAMENTAL 1 <sup>ER</sup> ET 2 <sup>ME</sup> CYCLE:         ; 3.1.5 NOMBRE DE SALLES UTILISEES										
3.1.6 NOMBRE TOTAL DE SALLES DISPONIBLES DANS L'ECOLE POUR LE FONDAMENTAL 3 <sup>ME</sup> CYCLE:            3.1.7 NOMBRE DE SALLES UTILISEES										
3.1.7 NOMBRE TOTAL D'ANNEES D'ETUDES DONT DISPOSE LE FONDAMENTAL 1 <sup>ER</sup> ET 2 <sup>ME</sup> CYCLE         ; 3 <sup>ME</sup> CYCLE										
3.1.8- EXISTE-T-IL DES SALLES SPECIALES POUR HANDICAPES: <input type="checkbox"/> 1.- OUI <input type="checkbox"/> 2.- NON ;    3.1.8.1 SI OUI, NOMBRE DE SALLES										
3.1.9 FRAIS SCOLAIRES (INDIQUEZ DANS CE TABLEAU, POUR CHACUNE DES ANNEES D'ETUDES : LES FRAIS D'INSCRIPTION SCOLAIRES, LES FRAIS D'ENTREE ET LA SCOLARITE MENSUELLE.										
VACATION		1 <sup>ERE</sup> AC	2 <sup>EME</sup> AC	3 <sup>EME</sup> AC	4 <sup>EME</sup> AC	5 <sup>EME</sup> AC	6 <sup>EME</sup> AC	7 <sup>EME</sup> AF	8 <sup>EME</sup> AF	9 <sup>EME</sup> AF
1 <sup>ERE</sup> VACATION	FRAIS D'INSCRIPTION (EN GCS)									
	FRAIS D'ENTREE (EN GCS)									
	SCOLARITE (EN GCS)									
	AUTRES FRAIS (GCS)									
2 <sup>EME</sup> VACATION	FRAIS D'INSCRIPTION (EN GCS)									
	FRAIS D'ENTREE (EN GCS)									
	SCOLARITE (EN GCS)									
	AUTRES FRAIS (GCS)									
3.1.10 REPARTITION DU NOMBRE DE CLASSES PEDAGOGIQUES SELON LEURS LIEUX D'ACCUEIL (1 <sup>ERE</sup> VACATION).										
LIEUX D'ACCUEIL	1 <sup>ERE</sup> AC	2 <sup>EME</sup> AC	3 <sup>EME</sup> AC	4 <sup>EME</sup> AC	5 <sup>EME</sup> AC	6 <sup>EME</sup> AC	7 <sup>EME</sup> AF	8 <sup>EME</sup> AF	9 <sup>EME</sup> AF	TOTAL
SALLES										
ECUSE										
TONNELLES										
TENTES										
AUTRES (.....)										
TOTAL										
3.1.11 REPARTITION DU NOMBRE DE CLASSES PEDAGOGIQUES SELON LEURS LIEUX D'ACCUEIL (2 <sup>EME</sup> VACATION).										
LIEUX D'ACCUEIL	1 <sup>ERE</sup> AC	2 <sup>EME</sup> AC	3 <sup>EME</sup> AC	4 <sup>EME</sup> AC	5 <sup>EME</sup> AC	6 <sup>EME</sup> AC	7 <sup>EME</sup> AF	8 <sup>EME</sup> AF	9 <sup>EME</sup> AF	TOTAL
SALLES										
ECUSE										
TONNELLES										
TENTES										
AUTRES (.....)										
TOTAL										
3.2. ORGANISATION SPATIALE ET PEDAGOGIQUE DES CLASSES										
3.2.1 NOMBRE DE PLACES ASSISES (POUR LES SALLES DE CLASSE SEULEMENT)										
VACATION	1 <sup>ERE</sup> AC	2 <sup>EME</sup> AC	3 <sup>EME</sup> AC	4 <sup>EME</sup> AC	5 <sup>EME</sup> AC	6 <sup>EME</sup> AC	7 <sup>EME</sup> AF	8 <sup>EME</sup> AF	9 <sup>EME</sup> AF	TOTAL
1 <sup>ERE</sup> VACATION										
2 <sup>EME</sup> VACATION										

QUATRIEME PARTIE : INFORMATIONS RELATIVES AU SECONDAIRE									
(À remplir si l'école dispose du secondaire)									
<b>4.1-FONCTIONNEMENT DU SECONDAIRE</b>									
4.1.1 NOM DU DIRECTEUR PÉDAGOGIQUE :		4.1.2 FORMATION :							
		<input type="checkbox"/> 1.- NORMALIEN DIPLOME (ENS) <input type="checkbox"/> 2.- DIPLOME EN SCIENCE DE L'ÉDUCATION <input type="checkbox"/> 4.-ÉTUDES UNIVERSITAIRES <input type="checkbox"/> 1.- ATTESTATION <input type="checkbox"/> 2.- CERTIFICAT <input type="checkbox"/> 3.- LICENCE <input type="checkbox"/> 4.- MAÎTRISE <input type="checkbox"/> 4.- DOCTORAT <input type="checkbox"/> 5.- AUTRES (DERNIÈRE CLASSE FREQUENTÉE).....							
4.1.3 ANNÉE D'OUVERTURE :		<input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/>							
4.1.4 NOMBRE TOTAL DE SALLES DISPONIBLES DANS L'ÉCOLE POUR L'ENSEIGNEMENT SECONDAIRE :		<input type="text"/> <input type="text"/> <input type="text"/> ; DONT UTILISÉES <input type="text"/> <input type="text"/> <input type="text"/>							
4.1.5 NOMBRE D'ANNÉES D'ÉTUDES DONT DISPOSE LE SECONDAIRE :		<input type="text"/> <input type="text"/> <input type="text"/>							
4.1.6.- EXISTE-IL DES SALLES SPÉCIALES POUR HANDICAPÉS :		<input type="checkbox"/> 1.- OUI <input type="checkbox"/> 2.- NON ; 4.1.6.1 SI OUI, NOMBRE DE SALLES <input type="text"/> <input type="text"/> <input type="text"/>							
4.1.7 FRAIS SCOLAIRES : INDIQUEZ DANS CE TABLEAU, POUR CHACUNE DES ANNÉES D'ÉTUDES, LES FRAIS (EN GHS) PERÇUS PAR L'INSTITUTION.									
	ANNÉE D'ÉTUDES	TROISIÈME	SECONDE	RHÉQU	PHILO	Secondaire I	Secondaire II	Secondaire III	Secondaire IV
FRAIS PERÇUS		4.1.7.1.- VACATION I							
FRAIS D'INSCRIPTION									
FRAIS D'ENTRÉE									
FRAIS DE SCOLARITÉ MENSUELS									
AUTRES FRAIS									
		4.1.7.1.- VACATION II							
FRAIS D'INSCRIPTION									
FRAIS D'ENTRÉE									
FRAIS DE SCOLARITÉ MENSUELS									
AUTRES FRAIS									
4.1.8 RÉPARTITION DES CLASSES PÉDAGOGIQUES SUIVANT LEURS LIEUX D'ACCUEIL									
	ANNÉE D'ÉTUDES	SEME	SECONDE	RHÉQU	PHILO	Secondaire I	Secondaire II	Secondaire III	Secondaire IV
LIEUX D'ACCUEIL		PREMIERE VACATION							
SALLES									
ECUSE									
TONNELLES									
TENTES									
AUTRES (.....)									
TOTAL									
		DEUXIEME VACATION							
SALLES									
ECUSE									
TONNELLES									
TENTES									
AUTRES (.....)									
TOTAL									
4.2 ORGANISATION SPATIALE ET PEDAGOGIQUE DES CLASSES									
4.2.1 NOMBRE DE PLACES ASSIGÉES PAR ANNÉE D'ÉTUDES									
VACATION	SEME	SECONDE	RHÉQU	PHILO	SECONDAIRE I	SECONDAIRE II	SECONDAIRE III	SECONDAIRE IV	TOTAL
1ERE VACATION									
2EME VACATION									

The Systems Approach for Better Education Results (SABER) initiative collects data on the policies and institutions of education systems around the world and benchmarks them against practices associated with student learning. SABER aims to give all parties with a stake in educational results—from students, administrators, teachers, and parents to policy makers and business people—an accessible, detailed, objective snapshot of how well the policies of their country's education system are oriented toward ensuring that all children and youth learn.

This report focuses specifically on policies in the area of Education Management Information Systems.

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