



FINAL REPORT – MIDLINE EVALUATION
PARTNERS FOR LEARNING (P4L)

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Abstract

The Partners for Learning (P4L) project is implemented by CARE in collaboration with 20 partner organizations and 465 schools since November 2013. P4L's goal is to identify, enroll, and retain 50,000 out-of-school girls and boys (OOSGB) in the Haitian education system.

The baseline evaluation of the project informed the project's strategic direction by identifying (i) geographical areas where a higher percentage of children were not enrolled and (ii) key factors to address in order to enroll and retain children at school. After three years of implementation, this midline evaluation was conducted to assess the prevalence of OOSGB in targeted areas, given contextual changes such as the destruction caused by Hurricane Matthew; analyze the contribution of P4L training activities on teaching practices; and assess the validity of P4L's strategies.

The current characteristics of the targeted population are:

- Larger number of female-headed households (59.3%), compared to male-headed, in P4L intervention areas;
- More than a third (35%) of household members who are of legal age to have an occupation (15 years or older) were unemployed. The main occupation for men is farming (39.4%) and for woman is trading (36.8%);
- 2830 children in P4L targeted age (5-17 years old) dwell in the 1,230 households sampled in this study;
- Most of the children (88.3%) have an ID. The proportion is statistically significantly higher in urban (92.7%) than in rural areas (87.1%). As the ID is a requirement for enrollment, this situation represents a main barrier for access. The proportion of children who do not have an ID is significantly lower among those who are not enrolled in school;
- Non-enrollment rate is estimated at 8.3% in school year 2016-2017 among school-age (5-17 years) children. A statistically significantly higher proportion of children from rural areas were out-of-school (9.1%) than children from urban areas (5.5%).
- The non-enrollment rate varied among the four departments, ranging from 4.9% in West department to 11.1% in Grand'Anse department. The difference among departments is statistically significant. Younger (under 7) (11.6%) and older (over 14) (11.6%) children are more likely to be out of school than children between 7-14 years old (6.6%). There was no statistically significant difference in non-enrollment rate between boys and girls.
- Among the children that were declared enrolled at school during 2016-2017 school year (91.7%), less than three-quarters (73.5%) attended school more than 80% of the time in the last ten (10) days. During the same period, 5.6% of the children identified by caregivers as enrolled had not attended school at all. They can be considered as functional dropouts.
- Data shows that retention is a more important challenge than enrollment. While only 1.7% of children have never attended school, more than half (53.6%) of those who were not enrolled in 2016-2017 school-year were enrolled in at least one of the last two previous years.
- Hurricane Matthew had a negative impact on enrollment in Grand'Anse department. A total of 15% of children that were enrolled before the hurricane dropped out of school.
- The school conditions were assessed using a scorecard, indicating that 73.3% of the schools have vulnerable infrastructure. Only 38.3% of the schools have enough spaces for children. There is a positive correlation between non-enrollment rate and lack of spaces for children in classrooms.

- In the four P4L target departments, 11.6% of households have some members participating in VSLA activities (with support from CARE and/or other NGOs). More than half of them declared using income generated through VSLA capital to send their children to school. Households participating in VSLA are significantly less likely to have out-of-school children than those who do not participate.
- Classroom observations showed that teachers are using more interactive, activity-based approaches at the midline, compared to baseline results (noting that the baseline and midline samples are not directly comparable). This observation is confirmed by caregivers of children. More than half of the caregivers who have children enrolled in partner schools estimated that there is improvement in teaching (62%), in learning (53.8%) and in discipline (59%) in partner schools during the last two years.
- The scope of three advocacy strategies were assessed in this study. Around 45.7% of the households heard the theme song created by Jean Jean Roosevelt (P4L ambassador); 17.1% viewed the logo shirt “send children to school”; and 10.4% heard about advocacy to vote the National Fund for Education (FNE) law.

Many events influenced school enrollment and retention during the three years of P4L’s implementation in Haiti. In the four operating departments, P4L works to increase enrollment rates by identifying and enrolling out-of-school children; to strengthen retention in partner schools; to improve school environments by promoting better governance, training school staff and teachers; and to increase education financing and supportive actions towards OOSGB through an advocacy campaign, working with other NGOs and civil society associations.

Despite progress resulting from these activities, there were external events which negatively impacted on enrollment. The reduction of Universal and Compulsory Schooling Program (PSUGO), which subsidized school fees for 1.4 million children (2013-2014) was one of those factors, causing school closures in P4L operating zones.

Hurricane Matthew also had a major negative impact on school activities in the 2016-2017 school-year. More than a quarter (27.6%) of schools in Grand’Anse were destroyed or damaged. According to the midline data, only 85% of children that were enrolled before the hurricane returned to school after.

The recommendations from the midline are:

- Increase mobilization efforts to identify and enroll OOSGB in areas of high out-of-school prevalence;
- Need to reinforce the project strategy to strengthen retention, as dropout remains a major issue in targeted areas;
- Mobilize other actors in the education sector (MENFP, NGOs through CEC, civil society associations, etc.) to design a national strategy to address retention issues;
- Promote VSLA in each area to support families to enroll and keep their children in school;
- Mobilize funds and create partnerships to improve infrastructure conditions in partner schools.

Acronyms

BDS	School District Office
BIZ	Zone Inspection Office
CARE	Cooperative for Relief and Assistance Everywhere
CEC	Inter-NGO Liaison Framework Education Commission
CME	Municipal Boards of Education
DDE	Departmental Direction of Education
EAC	Educate a Child
ENI	Normal School of teachers
IDB	Inter-American Development Bank
MENPF	Ministry of Education and Vocational Training
NGO	Non-Governmental Organization
OOSGB	Out of school girls and boys
P4L	Partners for Learning
PDA	Development and School Improvement Plan
PMP	Project monitoring plan
PSUGO	Universal and Compulsory Schooling Program
UMCOR	United Methodist Committee on Relief
UNICEF	United Nations Children's Fund
VSLA	Village savings and loans associations

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1- Description of P4L project and its main achievements

The Partners for Learning (P4L) project has been implemented by CARE HAITI since November 2013 in partnership with several institutions including the Haitian Ministry of Education and Vocational Training (MENFP), Inter-American Development Bank (IDB), United Methodist Committee on Relief (UMCOR), TOMS, LIV Livres Solidaires, LIDÉ GAP Inc., UNICEF and in cooperation with 405 local schools. P4L is funded by Educate A Child (EAC), a program of Qatar's Education Above All Foundation whose goal is to return 6 million out-of-school children to school around the world.

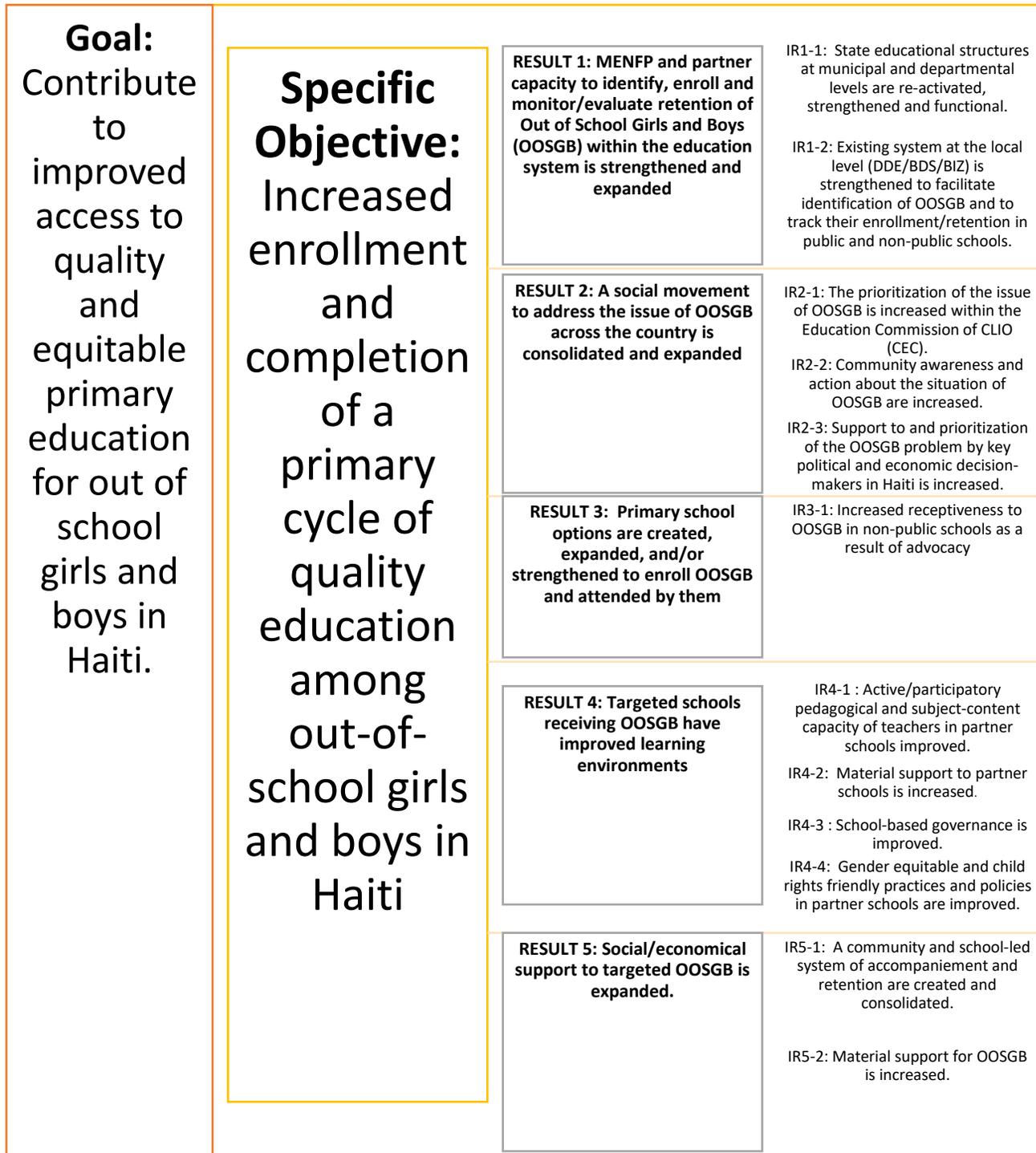
The main purpose of the P4L program is to identify, enroll, and retain 50,000 out-of-school girls and boys (OOSGB) in the Haitian education system by November 2018. To do so, the program focused on five result areas (*See Project Results Framework in Figure 1*):

- i. Capacity building of the MENFP and partners for identifying, enrolling and monitoring / evaluating retention of OOSGB within the education system;
- ii. Consolidation and expansion of a social movement to address the OOSGB problem across the country;
- iii. Creation, expansion and strengthening of primary school options for OOSGB;
- iv. Improvement of partner schools' learning environments;
- v. Expanding social/economic support to targeted OOSGB.

As of January 2018, 53,059 girls and boys had been enrolled by the project in 465 partner schools. Many activities contributed to the achievement of those results, such as:

- OOSGB identification and enrollment through partner schools and community mobilization;
- Case management to retain at-risk children in school and reenroll children who had dropped out.
- Training of MENFP inspectors on supporting teachers to stimulate students to read for fun, use of mini-libraries and school administration guide;
- Learning exchanges and coordinating meetings with the MENFP staff;
- Advocacy activities to sensitize the community on the out-of-school problem, including engagement of mayors and opinion leaders, and the successful media campaign for the approval of the law creating the National Fund for Education;
- Training of partner school's staff, mainly teachers and directors, on general pedagogy, use of child centered methods and gender equitable approaches, mathematics and Creole pedagogy, library management and use of library to cultivate student interest in reading;
- 209 School committees (formed by the school's director, 2 teachers, 2 students, 1 caregiver and 1 community member) trained. Once functional, the community institutions are expected to support efforts to enroll and retain children at school.
- Mobilization with other local and international NGOs in the Inter-NGO Liaison Framework Education Commission (CEC) platform exchange lessons learned and coordinate sector support activities;
- Distribution of school registers to each of the 465 partner schools each year;
- Distribution of 363 mini-libraries to partners schools;
- Distribution of school kits, hygiene kits, books and shoes to targeted OOSGB.

Figure 1 - P4L Results Framework



Source: Performance Monitoring Plan (PMP) – Partners for Learning (P4L) CARE HAITI

2- P4L Baseline evaluation summary

A baseline, completed in the first school year (2014-2015) of the program implementation, provided information on the prevalence of the out of school condition in the communes targeted by P4L; socio-economic situation of households with school aged children and practices related to education and enrollment of girls and boys and retention in the education system; characteristics of the OOSGB population and drivers of this condition; and a profile of the project's partner schools and their teachers, as well as information on classroom practices that may affect enrolment and retention.

2.1- Baseline main findings

In the communes targeted by P4L, approximately 5.7% of children (50% of them girls) were out of school at the time of the baseline. 10% of those under the age of 7 and 10.4% of those age 14 and above were out of school, compared to 3.5% of those age 7-14. OOSGB came mostly from rural households (77%). In addition to the identified OOSGB, 3% of the surveyed children had dropped out of school as per EAC's definition. The majority of them were from rural areas (77%) and older - age 15-17 (6.6%).

The following factors were identified as predictors of the OOSGB situation: Being overage for their grade; time spent on domestic chores; children's participation in agricultural activities; contribution to household income; lack of identification documents (baptismal certificate / birth certificate / national ID) for enrolment; and presence of other dropout children at the household.

Education expenses represented a large part of the household's overall expenditure (59%); 94% of the household heads did not have a fixed occupation (and therefore no stable income). Qualitative findings indicated that parents and children did not consider regular attendance as essential for successful education outcomes. Monitoring data obtained during the first year of P4L indicated an average attendance rate of 86% (noting that actual attendance rates are likely to be even lower, due to the presence of incomplete records or no records at all for some schools/ classes).

Among the surveyed schools, 65% are public schools, 14% are privately owned and 21% are community schools. Almost all of the schools (87%) offer all six primary grades as recommended by MENFP; however, an analysis¹ of school infrastructure indicated that 63% could be considered as "vulnerable" or "very vulnerable" due to the lack of hygiene infrastructure, absence of basic equipment and material, and inadequate space. 83% of the schools had a school management committee (*Conseil d'École*).

Only 62% of the teachers have formal teaching qualifications. Teachers are in a vulnerable situation due to temporary contracts (48%), by facing delays in receiving their salaries (34%) and lack of educational materials (39%). Not surprisingly, motivation is low, contributing to irregular attendance and repeated strikes.

The practices that were in use in the classrooms were still linked to traditional methods such as lectures (observed in 58% of the classes) and recitation (25%). A large proportion of teachers also indicated holding gendered beliefs – 55% consider that boys are better than girls in mathematics, while 58% considered that boys were more likely to misbehave.

¹ The analysis used an observation checklist to assess the school infrastructure using a point system. In a scale of 0 to 20, schools were considered as "safe", "less vulnerable", "vulnerable" or "very vulnerable".

2.2- Baseline recommendations

Considering the results, some keys actions were recommended from the baseline such as:

- More campaigns for providing an ID document to each child;
- More awareness campaigns to reduce children's workload until the total elimination of child labor;
- More awareness activities for enrolling children at the normal school age (5-6 years) regardless of their sex;
- Sensitization for parents around retention and consistent attendance of their children at school; and
- Increasing support to families to raise their household income.

3- Midline evaluation overview

3.1- Objective

The midline evaluation carried out during school year 2016-2017 was undertaken with the dual purpose of identifying the current status of enrolment and retention in targeted areas, given recent, major changes in the context; and to inform the program on the impact of the activities implemented during the last two years on the school environment.

The three specific objectives of the midline were:

- 1) Measure the prevalence of OOSGB in targeted areas, informing efforts to identify OOSGB during the last phase of the project;
- 2) Assess the effect of P4L activities on the classroom environment and subject delivery in targeted schools, analyzing the contribution of P4L training activities on the teaching practices and classroom management strategies.
- 3) Assess the contribution of advocacy activities and other activities conducted by P4L (Village Savings and Loans - VSLA, birth certificate drives, etc.).

It is important to note that the enrollment rate measured at midline cannot be directly compared with baseline results, due to the differences in sampling (which included new sample points due to the expanded school coverage at the midline) and recent events, including a major hurricane, which resulted in large scale displacement.

3.2- Scope of work

The midline evaluation will address key learning questions to help understand the relevance, effectiveness, impact and sustainability of the P4L project.

The key learning questions are:

Relevance:

- Did the activities conducted by the project address the education issues observed in the context?

Effectiveness:

- What percentage of primary school aged children (disaggregated by sex) are still out of school in the communes targeted by P4L?
- What is the percentage of teachers who are using child-centered methods and gender equitable approaches in their classroom practice in the targeted communes, compared to the baseline?

Impact:

- What is the retention rate in primary school, disaggregated by sex and grade, in the communes targeted by P4L?
- Did the children learn better? Are they experiencing a better environment to learn?

Sustainability:

- Are there any potential negative consequences on learning/ completion because of a large influx of new students?
- How many targeted schools have mechanisms in place to identify dropouts/ children at risk of dropping out and for enrolling OOSGB?

3.3- Methodology

To collect evidence to help answer the key learning questions, the P4L midline evaluation used a document review and a quantitative data collection approach.

3.3.1- Document review

A large number of documents were analyzed for the review, selected for relevancy by the program team. Documents were sourced from P4L (P4L PMP and P4L reports), the MENFP (strategical documents), reports from other organizations involved in the education sector (UNICEF study reports) and news review. The findings of the review were used to interpret study results, taking into account changes in the context.

3.3.2- Quantitative approach

A quantitative approach was used to answer the key learning questions. Data were collected on the following specific topics:

- Socio-economic condition of the households and their practices related to education;
- Children school enrollment for the three last years;
- Classroom practices and the changes observed in it;
- Advocacy activities and their contribution to policy change.

Three surveys were undertaken:

- 1) A household survey containing an interview with the head of the household and an interview with eligible children in the household through two different questionnaires;
- 2) A school survey using a physical observation of school infrastructure.
- 3) A teacher survey, including a structured observation of teaching practices (classroom observation) and a teacher interview through a semi-structured questionnaire.

In addition to the above, secondary data was also collected from sample schools.

3.3.3- Survey Respondents

Respondents are defined as following for each survey:

Table 1 - Key Respondent Categories

Survey	Data collection method	Respondents	Selection criteria
Household survey	Questionnaire to the head of household	Head of household or his/her partner	<ul style="list-style-type: none"> ➤ Head of household or his/her partner ➤ Caregiver with school-age child/children (5-17) from interventions areas ➤ Living close to a sampled partner school (within a radius of less than 3 km)
	Questionnaire to children	School-age children	<ul style="list-style-type: none"> ➤ Girls and boys age 9-14 ➤ Living in a sampled household
School survey	Observation of school infrastructure	N/A	Sampled partner school
	Secondary school data	Director of partner school	➤ Director of partner school sampled
Teacher survey	Classroom observation	Teacher of partner school	➤ Teacher of partner school sampled
	Questionnaire to teacher		

3.3.4- Sampling methodology

Due to the level of effort and associated costs demanded for longitudinal tracking of baseline respondents, the project opted for selecting a new sample for the midline. The sample size was revised and increased to allow the project to adequately capture the anticipated impact on enrolment.

The formula used to calculate the sample size of households to interview was based on the measure of the difference in proportion of out-of-school girls and boys (percentage of OOSGB) in the targeted areas from baseline to midline. The equation² used to calculate the sample size is:

$$n = D(Z_{1-\alpha} + Z_{1-\beta})^2 * \left[\frac{P_1(1 - P_1) + P_2(1 - P_2)}{(P_2 - P_1)^2} \right]$$

In the baseline evaluation, the prevalence of OOSGB was measured to approximately 6% (P₁) of OOSGB. The project intends to bring this prevalence to 3% (P₂). With a confidence level of 95% (Z_α=1.282), a power of 80% (Z_β=0.840) and a design-effect of 2.5³, the initial sample size is: 1070 households. With a non-response rate of 10%, the minimal sample size required to measure the reduction of 3% in the prevalence of OOSGB is: **1177 households**.

Table 2 - Sample Size Summary

Type of survey	Key informants	Expected sample	Real sample
Household survey	Head of household	1177	1230
	School-age children	824	850
School survey	Directors	106	60
Teacher survey	Teachers	212	115

² https://www.fantaproject.org/sites/default/files/resources/Sampling-1999-Addendum-2012-ENG_0.pdf

³ Design effect calculated in EMMUS-V (two stages national household based survey) for gross enrollment rate.

3.3.5- Sampling frame

The sampling frame included all 105 communal sections (*section communale*, the smallest administrative unit in Haiti) targeted by P4L⁴ in the four departments of Artibonite, Centre, West and Grand'Anse. A 2-stage cluster sampling approach was used. From this sampling frame, 40 communal sections were randomly selected as sampling clusters.

For the second stage of sampling, within each cluster, three partner schools were randomly selected in case the cluster has more than three partner schools. Otherwise, all partner schools within the cluster were assessed. In all the cases, the number of partner schools chosen in a cluster was not less than two. In total, 106 schools were sampled. In each sampled school, enumerators sought to conduct interviews with the director and two teachers, depending on their availability and consent to participate.

In a cluster with three partner schools, 10 households were selected per school, using a random walk methodology. In clusters with two partner schools, 15 households were selected per school. So, in total, a number of 30 households were selected within each cluster. Therefore, it was anticipated that a total number of 1200 households would be sampled.

Depending on their availability and willingness to participate, one child age 9-14 was randomly selected per household and interviewed using the child questionnaire. At the baseline, around 70% of households with a child age 5 to 17 included a child between the ages of 9-14. Therefore, around 819 children interviews were expected to be carried out during the midline.

Table 2 above indicates the expected and final sample sizes for each respondent category.

3.3.6- Analysis plan

The analysis of midline data focused on a description of the situation two years after the start of the project. The analysis is primarily providing a snapshot of the current conditions, as opposed to direct comparisons with baseline data. The impact of the project in terms of enrolment, promotion and retention through time is assessed instead through individual tracking of all former OOSGB enrolled through its efforts. As noted above, the occurrence of a major natural disaster (hurricane Matthew) in October 2016 resulted in major population displacement in targeted areas; as a result, the baseline and midline samples have been drawn from considerably different populations and are not comparable. Additionally, new schools were included in the sampling framework, as the number of partner schools increased during the life of the project to accommodate new OOSGB.

The midline analysis also focused on the identification of potential shifts in classroom practices and school conditions, which can be linked to project contributions; and to indirect contributions to policy change through advocacy and awareness raising activities.

In addition to this, a secondary analysis will identify patterns in 'high performing' and 'low performing' communes. High performing communes are those where the percentage of OOSGB has decreased the most among the sampled areas; low performing communes are those where the percentage of OOSGB has increased the most.

⁴ A communal section of intervention is defined as a section communal where there is one partner school with P4L beneficiaries. The communal section is the lowest administrative boundaries in Haïti.

The detailed analysis plan can be found in Figure 2 below.

3.4- Limitations

As noted above, the baseline and midline samples are not comparable, due to major population displacement in the targeted areas as a result of hurricane Matthew. In addition to this, the sampling frame for the midline included additional communal sections where the project is now implementing activities. The impact of the project on student enrolment, promotion and retention is primarily assessed through the individual tracking of all students enrolled by P4L, as opposed to a sampled approach, in line with EAC's guidelines.

As noted at the baseline study, heads of household and caregivers often consider that a child is "enrolled" despite not having attended school regularly or even missing months of school. Parents perceived children as being "enrolled" if he/she was enrolled at the beginning of the school year, despite extensive periods of absenteeism or even dropout. Therefore, the actual enrolment rates are likely to be lower than reported by households. Additionally, families may be reluctant to disclose non-enrolment/ dropout. Due to resource limitations, the information provided by parents on each individual child was not cross-verified against school records.

The catchment area was calculated as a maximum radius of 3km from the targeted school/ 30 minutes' walk. This results in selecting households and children who are relatively closer to schools than those who are further than 3km and may potentially exclude populations living far away from schools in remote, rural areas. This estimation reflects an average situation and was compatible with the project's resources for this exercise.

Findings from this study cannot be generalized to reflect the overall distribution of OOSGB in the four P4L operating areas (departments), since the sampling frame included only communal sections targeted by P4L. The study provides a description of the situation in the coverage area only.

Due to the limited resources available, the project chose not to undertake a qualitative study at the midline. It is expected that the final evaluation will collect qualitative as well as quantitative data, allowing for an in-depth, mixed-methods analysis of the contributions of P4L to the education system in Haiti.

Figure 2 - Analysis Plan

Analysis Plan

- 1. General socio-economic condition of household**
 - HH size
 - Male/ female headed
 - # of children living in household (5-17 years)
 - % of children with birth certificates / Participation in the Birth Certificates Campaign with P4L.
 - Economic conditions of the HH
 - Main occupation
 - Number of HH members contributing to income
 - Treatment of the children
 - Quality of teaching /learning of the school
 - – Improvement of teaching: are children perceived to be learning better?
- 2. School profile**
 - Score the school facilities (compounded score created out of the last section of the teacher questionnaire)
 - Disaggregate all data by rural/ urban condition
- 3. % of children enrolled in sample schools/ partner schools**
- 4. % of OOSGB in targeted population (disaggregated per department, gender, type of commune, type of condition)**
- 5. What would bring children back to school?**

Teachers' questionnaire

 - Good practices in classroom (children's preferences; support to children who are struggling; diversity in classroom);
 - Community engagement in school;
 - Teacher living conditions and ensuing absenteeism;
 - Type of school and school conditions
 - Commitment of public institutions (availability of free education in public schools)
- 6. Classroom practices that may lead to dropout**
 - Teachers' questionnaire – classroom practices section
 - Caregivers' questionnaire – top reasons to choose the school
 - Classroom observation results
- 7. CME Presence and Role in the Community**
 - Knowledge of the existence of the Municipal Board of Education (CME) in the community
 - Actions taken by the CME
 - Specific actions taken by the CME regarding the OOSGB
- 8. Exposure to P4L Campaign : Songs, Banners, Spot Messages**

4- Key findings

4.1- General socioeconomic situation of households

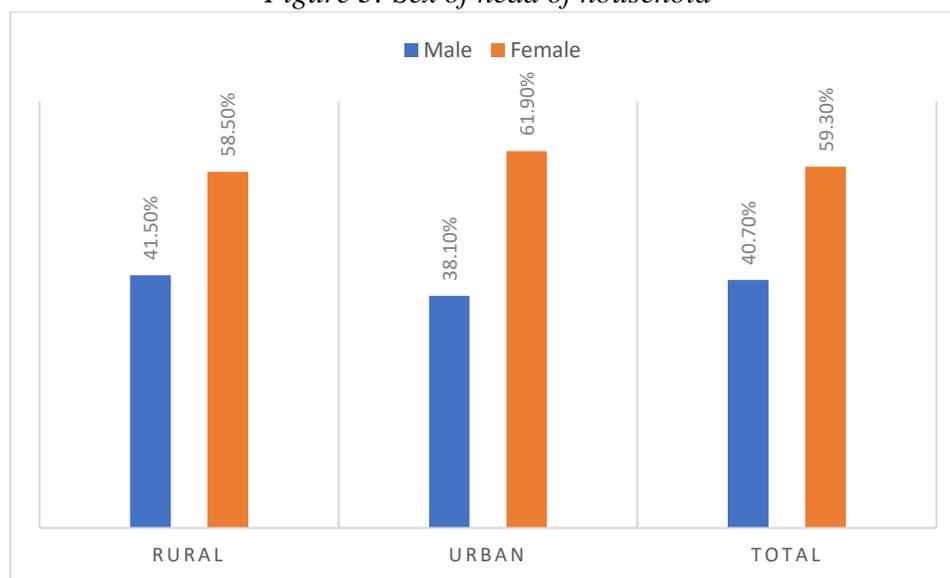
The first section of the analysis provides a snapshot of the present characteristics and conditions of households in P4L's targeted communal sections.

4.1.1- Household composition

Over 77% of the households were sampled in rural locations. The average household size is 5.65 members per household, similar in rural and urban areas (5.64 vs 5.69 respectively).

Females were more often the head of household compared to males, with 59.3% of all sampled households headed by females compared to 40.7% headed by males. The proportions were roughly the same in rural and urban areas (see Figure 3 below). Differences in the gender of the head of household varied a bit more by department, ranging from 55.9% (Grand'Anse) to 65.2% (Centre) of households headed by females. In the baseline sample, 63% of the households were female-headed (67% urban, 61% rural).

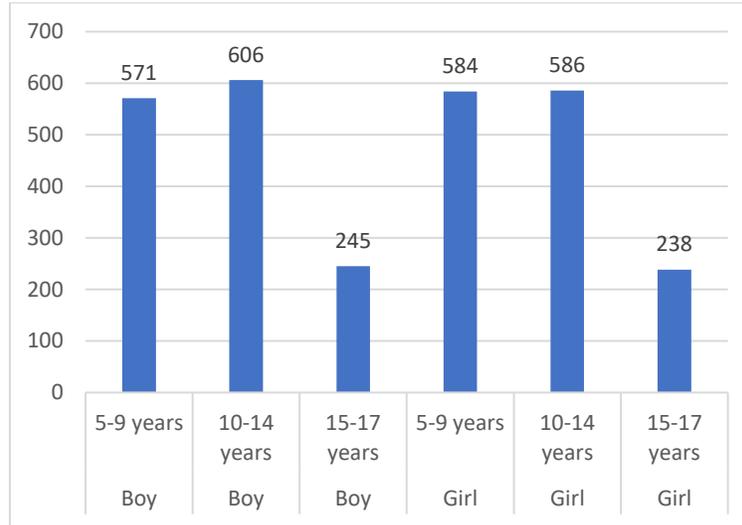
Figure 3: Sex of head of household



Source: Data from P4L Midline, March to May 2017

Overall, 2830 children were counted in the sampled households. Slightly over half of these were boys (50.25%). Children age 10-14 years (42.1%) outnumbered children in the 5-9 (40.8%) and 15-17 (17.1%) age ranges. The patterns were similar in rural (mean: 10.6 years) and urban areas (mean 10.8 years).

Figure 4: Children counted in sampled households by age-group



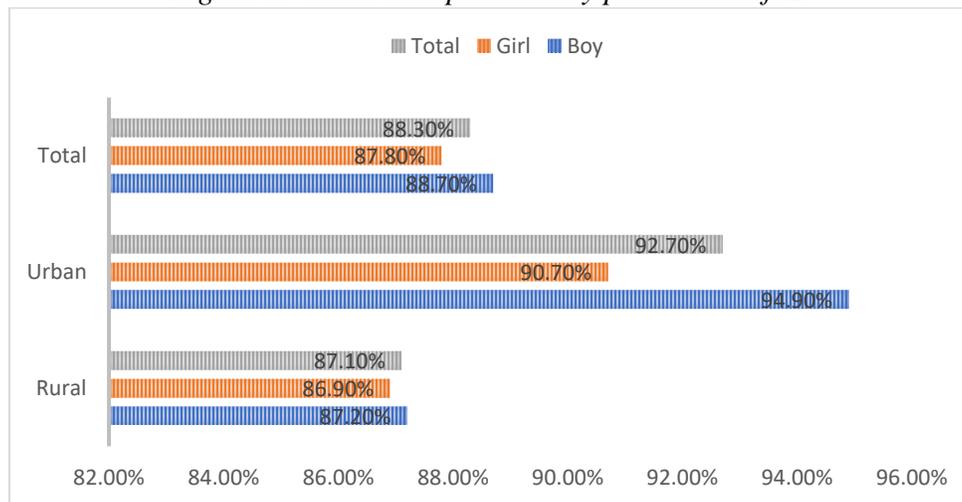
Source: Data from P4L Midline, March to May 2017

Among the 6953 people for whom this data was collected, the vast majority (97.5%) are permanent residents of the household, with little difference between urban and rural areas. Just 2.3% of the people were not living permanently in the household; this proportion was slightly higher among urban households, compared to rural (3.1% vs. 2.0% respectively).

4.1.2- Possession of ID for children

Most children sampled (88.3%) have an ID, including 88.7% of the boys and 87.8% of the girls. This proportion was statistically significantly higher in urban (92.7%) compared to rural (87.1%) areas (Pearson chi-square $\chi^2(2, N=2825)=15.297, p<0.000$). Almost all IDs reported were birth certificates (99%). At the baseline, it was found that 81% of children had IDs.

Figure 5: Children repartition by possession of ID



Source: Data from P4L Midline, March to May 2017

The proportion of children who have IDs is significantly lower among those who are not enrolled (78%) compared to those who are enrolled (89%) (Pearson chi-square, χ^2 (4, N=2825) = 2.78, $p < 0.000$). The possession of an ID is often required for enrollment.

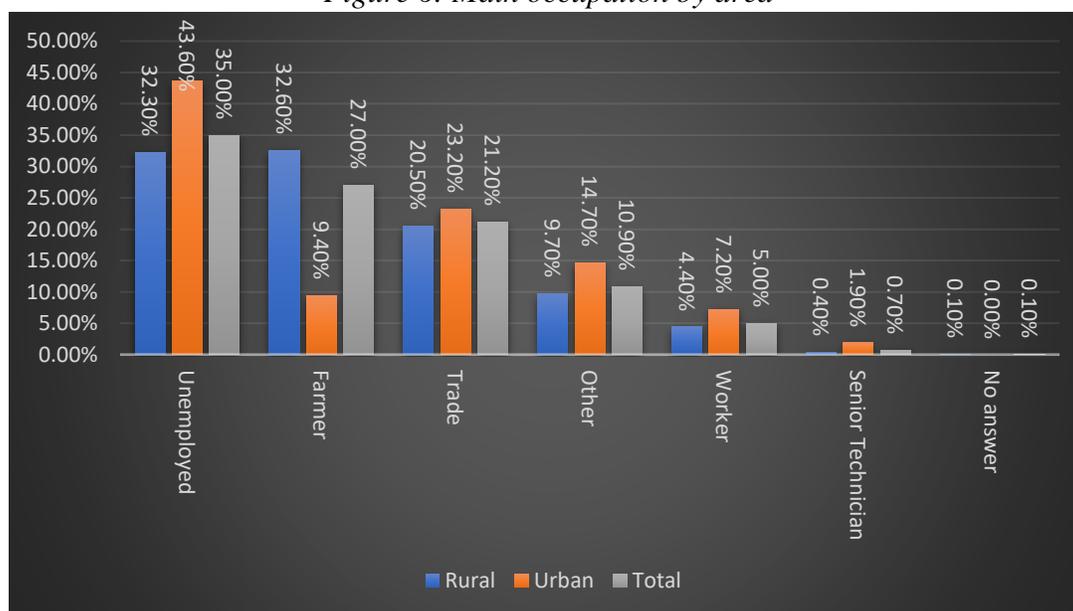
4.1.3- Main occupations

Among all household members who were of legal⁵ age to have an occupation (15 years and older), the main occupations reported were farming (27.0%) and trade (21.2%); 35% of the respondents are unemployed. These percentages were not similar in rural and urban areas, the main difference being a higher unemployment rate in urban areas (43.6% urban vs. 32.3% rural) that is statistically significant (Pearson chi-square χ^2 (1, N=3889) = 39.435, $p < 0.000$).

The unemployment rate is similar between different departments: 32.6% in Artibonite, 34.3% in Centre, 36.9% in Grand'Anse and 37% in West.

Around 10% of head of households are unemployed. They are mostly from urban areas (15.5%) than from rural areas (8.4%) and this difference is statistically significant (Pearson chi-square χ^2 (1, N=1223) = 12.274, $p < 0.000$).

Figure 6: Main occupation by area

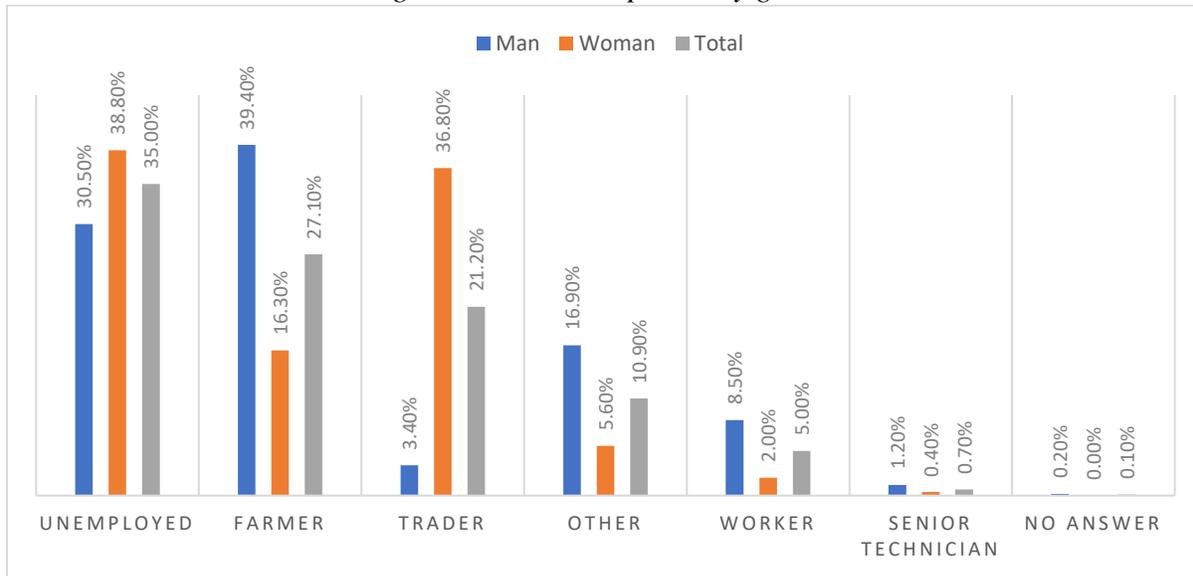


Source: Data from P4L Midline, March to May 2017

There were large gender differences in the main occupation of respondents. Men were more likely to be farmers, while women were more likely to be traders. In absolute numbers, a larger proportion of women are unemployed among the respondents.

⁵ Under the Haitian Labor Code, the minimum age for paid work is 15.

Figure 7: Main occupation by gender



Source: Data from P4L Midline, March to May 2017

More household members contributed to income in rural areas (mean of 2.11 people or 39.3% of household members) compared to urban areas (mean of 1.85 people or 35.0% of household members).

Only 3.1% of households reported children contributing to household income. This level was slightly higher in rural areas (3.4%) than urban areas (1.8%). The values were slightly higher than at baseline, when 1.5% of children were reported to contribute to their families' income (1.8% in rural areas and 0.9% in urban areas).

Note that the survey does not provide specific data on children who are unpaid domestic workers outside their parental home (*restaveks*). It is possible that this proportion is underestimated, as some of the children identified in urban HHs are *restaveks*. Furthermore, 18.6% of the children (18.3% in rural areas and 19.9% in urban areas) are not living with their natural mother.

More boys than girls were reported to contribute to household income (4.1% vs. 2.0% for all children) and this difference was roughly the same in rural and urban areas.

While the total number of children who were reported to work for income is low (87 out of 2830), the proportion of children who generate income for the household do so by ways that were not reported (50.6%); as farmers (21.8%); and as traders (10.3%). The situation was different by gender with boys much more likely to be farmers (45.7%) than girls (9.1%) and girls much more likely to be traders (18.2%) than boys (0.0%), mirroring the gendered patterns observed among adult respondents.

4.1.4- Early pregnancy

In 17.5% of visited households, there was at least one woman (average 1.09) who was pregnant during the last two years. In those households, 14.9% of reported pregnancies are from minors (under 18 years of age).

4.2- School enrollment situation of boy and girls in the HH

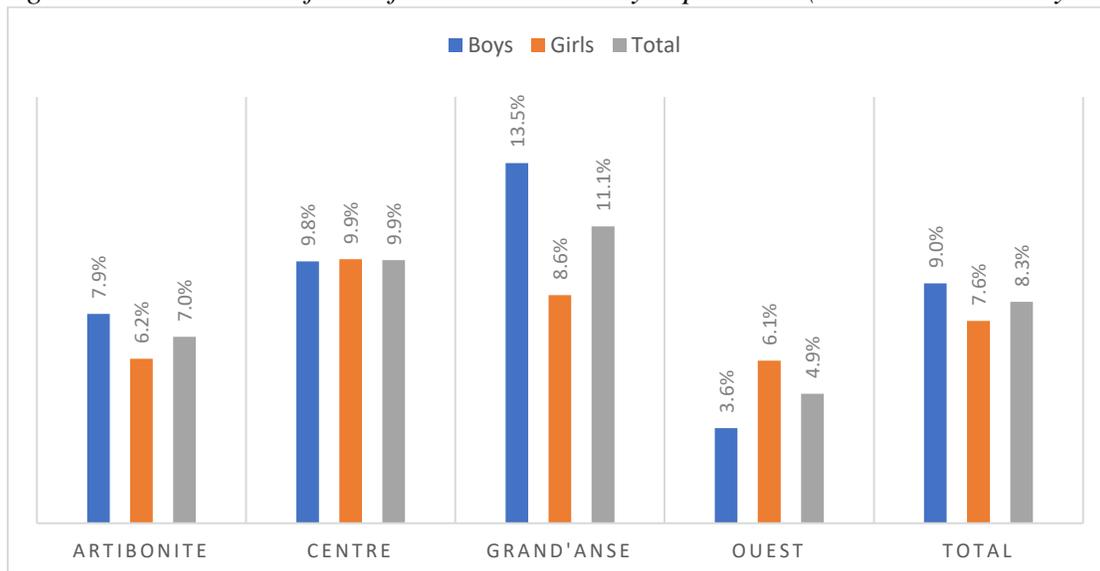
In 2016-2017, 8.3% of the children were out-of-school⁶ in targeted areas of the four departments. Out-of-school children are those who are not attending school according to EAC’s definition. Among those who are enrolled, 73.5% attended school more than 80% of the time during the last ten days and 5.6% did not attend school at all.

More children were out-of-school in rural areas (9.1%) than in urban areas (5.5%) (Pearson chi-square, $\chi^2(2, N=2830) = 9.36, p<0.009$). There was also a large difference between the four departments: Grand’Anse (11.1%) has the largest proportion of out-of-school children, while West (4.9%) has the lowest. The difference by department is statistically significant (Pearson chi-square, $\chi^2(6, N=2830) = 25.7, p<0.000$). An analysis of the proportion of out of school children per commune (Figure 9 below) indicates higher than average proportions in seven communes, up to a maximum of 26% in Grand’Anse’s Corail area, followed by 18% in Boucan-Carré (Centre). On the other hand, respondents in three of the communes in West (Pointe-à-Raquettes, Anse-à-Galets and Ganthier) reported less than 1% out of school children. It is worth noting, however, that P4L has already enrolled 727 OOSGB in these three communes.

In terms of gender, 9% of the boys are out-of-school, compared to 7.8% of the girls. The difference is not statistically significant.

Considering caregiver employment status, there is no statistical difference in children enrollment (Pearson chi-square $\chi^2(2, N=2829) = 0.503, p<0.778$). Non-enrollment rate is quasi-similar for children living with caregivers that have an activity (8.3%) than for those who are unemployed (7.9%).

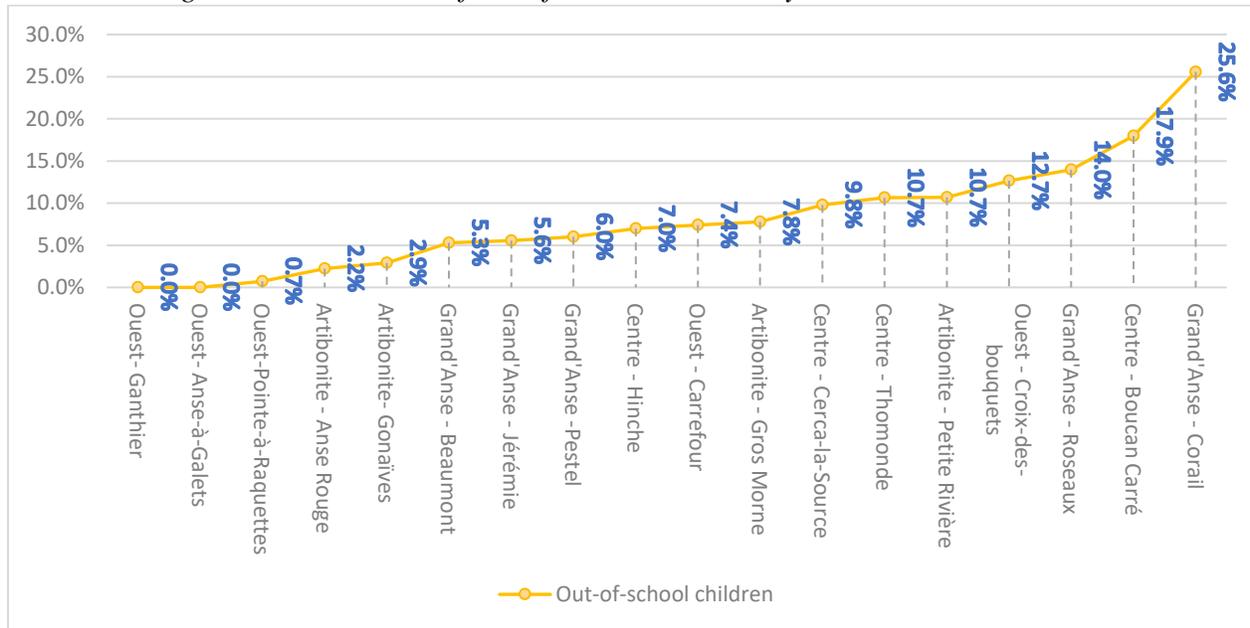
Figure 8: Distribution of out-of-school children by department (2016-2017 school year)



Source: Data from P4L Midline, March to May 2017

⁶ Are considered as out-of-school children that were not enrolled for the school year.

Figure 9: Distribution of out-of-school children by commune in 2016-2017

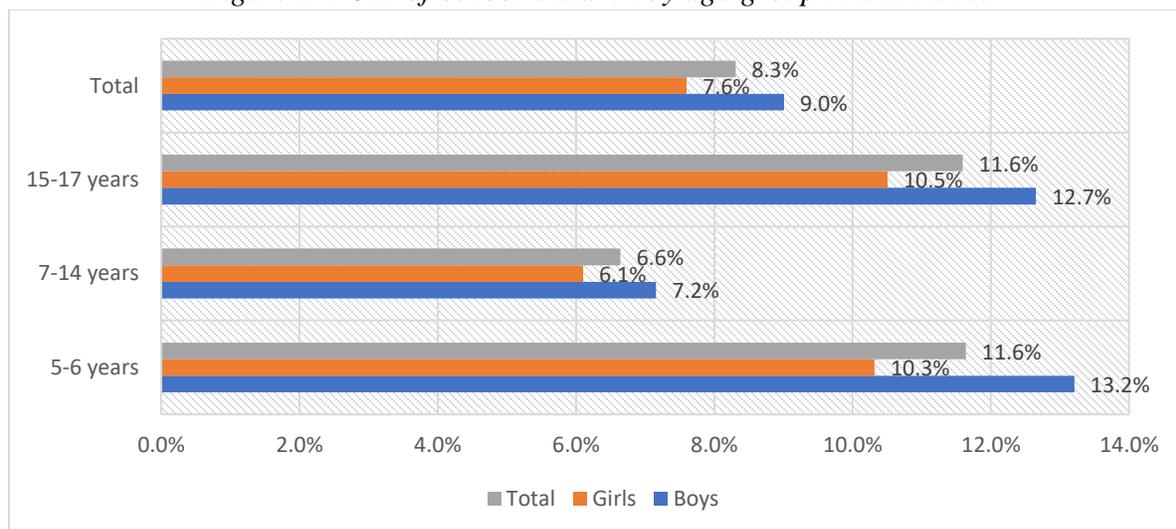


Source: Data from P4L Midline, March to May 2017

It is crucial to note the shifts in the distribution of OOSGB at communal level at the midline, which provide key information to guide identification efforts in the last year of the project. The high prevalence rates in some communes are closely linked to the effects of hurricane Matthew (communes from Grand'Anse department), as well as the migration to urban areas and the increased economic vulnerability in targeted rural areas.

Children sampled for the midline under 7 (11.6%) and those over 14 (11.6%) were more likely to be out-of-school than those who were between 7-14 years old (6.6%). In all three age-groups, more boys were out-of-school than girls.

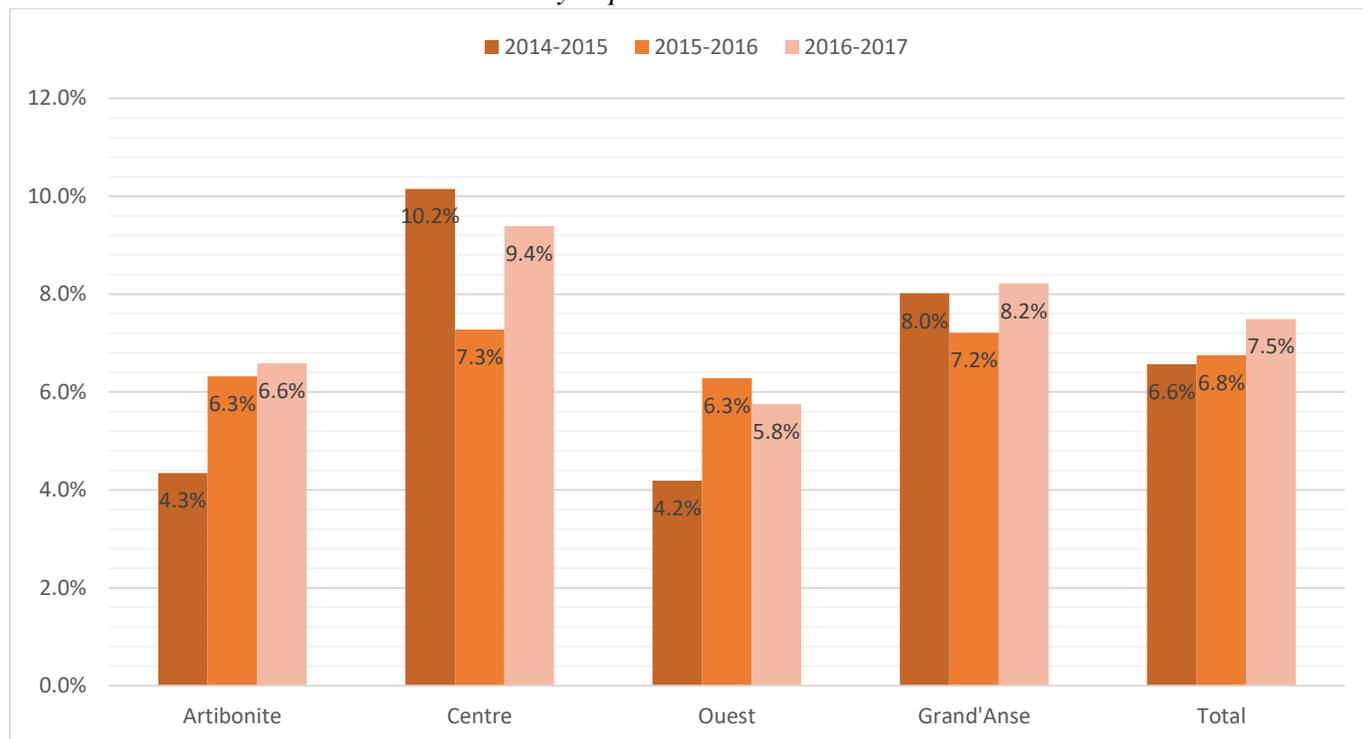
Figure 10: Out-of-school children by age-group in 2016-2017



Source: Data from P4L Midline, March to May 2017

When analyzing the enrolment status of the sampled children through time (as reported by respondents), it is possible to observe that the proportion of out of school children has increased slightly through time; among those who could have been enrolled in school year 2014-15 (8-17 years in 2017), 7.5% are currently out of school, compared to 6.8% during school years 2015-16 and 6.6% in 2014-15.

Figure 11: Enrolment status of out-of-school children in the midline sample (5-14 years in 2014) by department



Source: Data from P4L Midline, March to May 2017

The main reason recorded for non-enrollment at school were economic problems (49.8%). Other important reasons were: pregnancy (2.1%), children were not promoted/did not like school (5.5%), illness (7.2%) and migration (2.1%).

4.3- Retention problem

Retention remains a major issue in Haiti. 42.1% of children currently out of school were enrolled in school during the previous year and 11.5% were enrolled two years ago. Thus, more than half (53.6%) of the out-of-school children identified in the study have dropped out during the last two years, showing a serious issue in retention. Only 1.7% of all out of school children in sampled households never attended school.

Hurricane Matthew had a severe negative impact on school activities in Grand'Anse department. Before the hurricane, 15.4% of households had out-of-school children. Due to the effects of the hurricane on infrastructure and livelihoods, this rate grew to 34.4%. Among the children that were at school before the hurricane, only 85% returned to school afterwards.

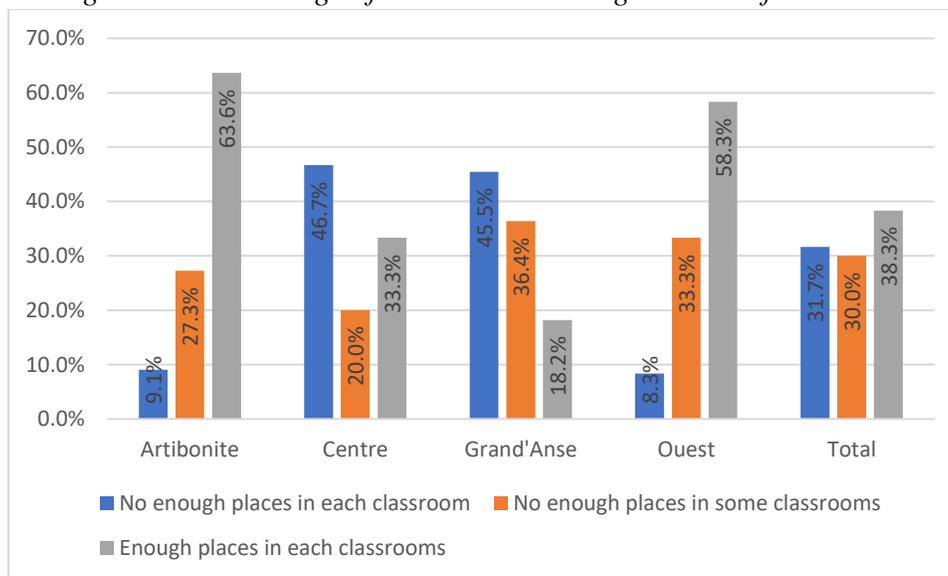
4.4- School Conditions

During the midline, the data collection team visited all 106 partner schools located in sampled communal sections. Some schools, however, lacked records or did not allow for access to those as they were conducting examinations. Therefore, school-level data were collected from 60 schools only. The data collected included aggregate promotion rates (obtained from school records) and observations of school facilities to assess conditions for learning and additional enrolment.

Only 38.3% of the schools had enough seats to receive children in all of the six classrooms. More than 30% did not have enough seats to receive children in any of the available classrooms. The pattern differs between the four departments. In Artibonite (63.6%) and West (58.3%) more than half of the schools have enough seats in each classroom. Only 18% of the schools in Grand’Anse has enough seats in each classroom, compared to 33% in Centre.

P4L project distributed benches in some schools to create additional seats for children. A total of 1856 seats were created (848 in Artibonite department, 956 in Centre and 52 in Grand’Anse). Nonetheless, midline data showed that this remains a problem in partner schools.

Figure 12: Percentage of schools with enough benches for children



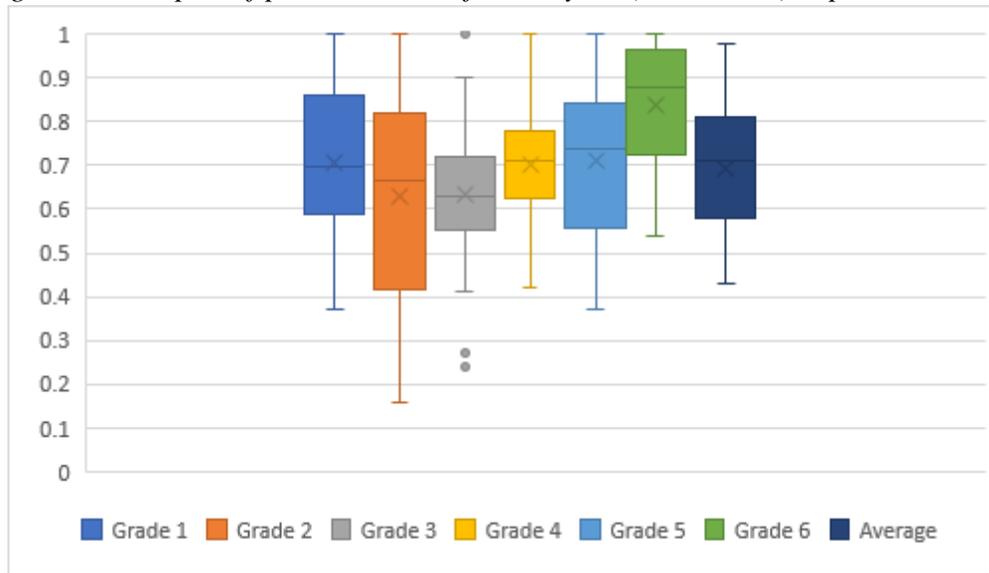
Source: Data from P4L Midline, March to May 2017

A comparison between available seats in partner schools and out-of-school children showed that departments with a larger proportion of schools without enough spaces for children also had a larger proportion of out-of-school children. For example, targeted areas of Grand’Anse have a high out-of-school rate of 11.1%, and 81.9% of these schools do not have enough space for students; targeted areas of Centre has an out-of-school rate of 9.9%, and 66.7% of these schools with not enough spaces. On the other hand, Artibonite’s target areas have a lower out-of-school rate, at 7.0%, and 36.4% of schools lack enough spaces. A similar pattern is observed in targeted areas of West, with an out-of-school rate of 4.9% and 41.6% of schools without enough spaces.

The average promotion rate in the P4L schools (only those with available records) was 69%. The second and third grades had lower average promotion rates and the sixth grade had the highest

average promotion rate. Unfortunately, no national level data is available for comparison. Because school data records are not disaggregated by sex, this pattern could not be disaggregated by sex.

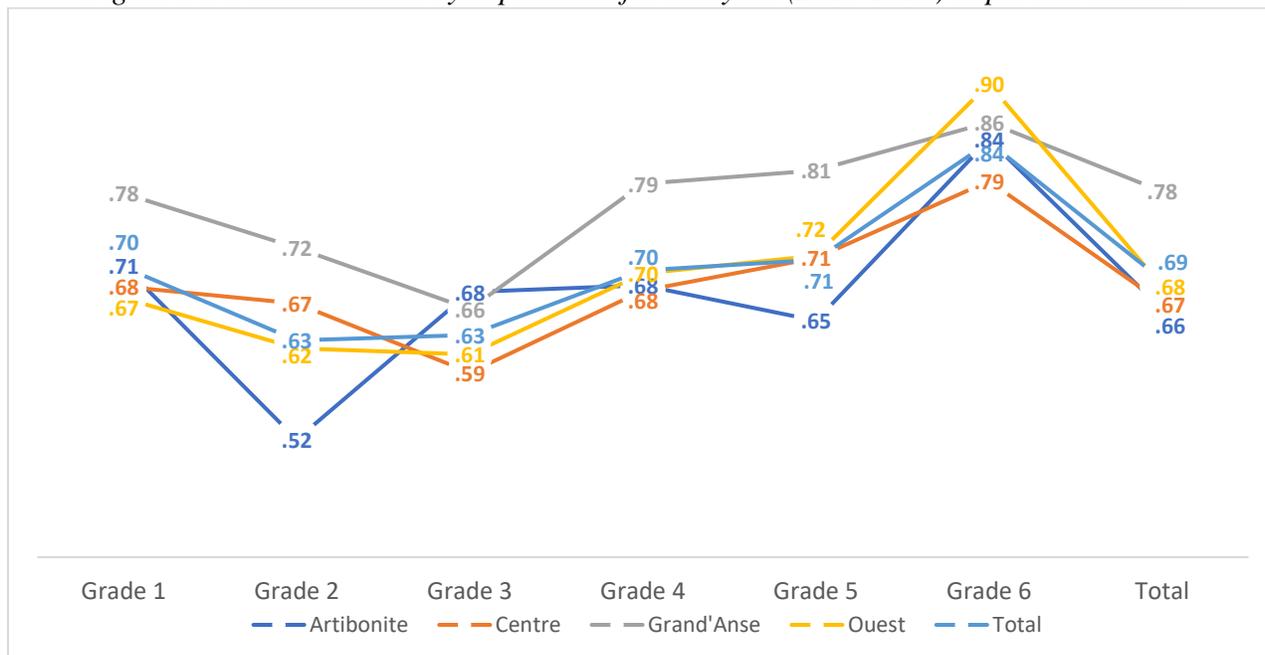
Figure 13: Boxplot of promotion rate for last year (2015-2016) in partner schools



Source: Data from P4L Midline, March to May 2017

An analysis by department showed that Grand'Anse (78%) has the highest average promotion rate followed by West department (68%), Centre (67%) and Artibonite (66%). There is no clear pattern by comparing the department and grade. The sixth grade had the highest promotion rate in 2015-2016 in all four departments.

Figure 14: Promotion rate by department for last year (2015-2016) in partner schools



Source: Data from P4L Midline, March to May 2017

School facilities were observed during school visits and an overall score was established for each school. Observations were scored using the following method:

- a) Observation of classroom (1), teacher's room (2) and latrine infrastructure (3), maximum of three points for each (maximum total 9):
 - Zero: doesn't exist or in very bad condition
 - One: bad condition
 - Two: passable
 - Three: good condition
- b) Sanitation observation: Separate latrines for girls and boys (1), latrines with doors (2), availability of soap (3), water for hand washing and drinking water (4) (maximum total of 4 points)
 - Zero: No
 - One: Yes
- c) Space observation: Enough seats for children in each of the six classrooms (6 variables) (maximum total of 6 points)
 - Zero: No
 - One: Yes
- d) Light observation: Lighting allows children to read (1)(maximum total 1)
 - Zero: No
 - One: Yes

The total score ranged between zero (0) and twenty (20). Thus, schools were categorized into four levels based on scoring as follows:

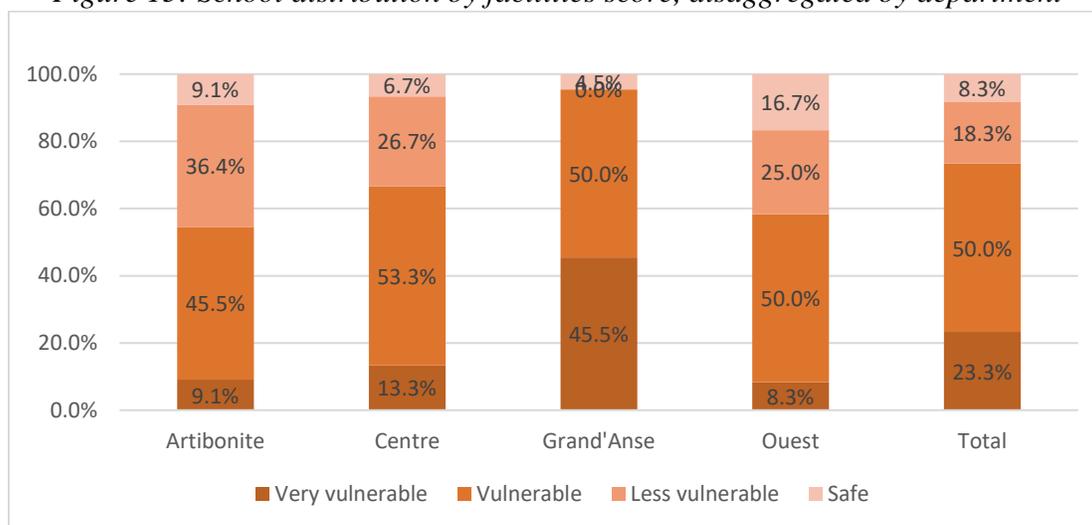
- ✓ Very vulnerable school: 0 – 5.
- ✓ Vulnerable school: 6- 10.
- ✓ Less vulnerable school: 11 -15.
- ✓ Safe school: above 15 points.

The result show that only 8.3% of schools are categorized as “safe school”. On the other hand, 18.3% are categorized as “less vulnerable school”, 50% as “vulnerable school” and 23.3% as “very vulnerable school”.

Schools in urban areas had better facilities than those in rural areas. In rural areas, only 6.3% of schools are categorized as a safe school, compared to 17% in urban areas.

West department, which has the highest proportion of urban areas targeted by the program, has the largest number of safe schools, followed by Artibonite and Centre. Grand'Anse is the department with fewest safe schools and the highest number of very vulnerable schools. Grand'Anse schools were heavily affected by hurricane Matthew; as reported by P4L in January 2017, 82% of the schools in the department were in need of rehabilitation or reconstruction after being hit by the hurricane. Out of P4L's partner schools in the area, 23 were destroyed and 42, heavily damaged. In comparison, only four of P4L's partner schools were destroyed in West, and 15 were damaged.

Figure 15: School distribution by facilities score, disaggregated by department



Source: Data from P4L Midline, March to May 2017

4.5- Profile of teaching staff

The analysis of the profile of the teaching staff in the target schools showed a larger proportion of male teachers (76%) compared to female (24%). More than half of teachers (60%) teach in public schools, nearly one quarter (27%) teach in private schools and 17% teach in community schools.

Table 3: Number of teachers surveyed by gender, department and type of schools

VARIABLES	MODALITY	FREQUENCY	PROPORTION
Sex	Men	87	76%
	Women	28	24%
Department	Grand'Anse	36	31%
	Artibonite	21	18%
	Centre	24	21%
	West	34	30%
Types of school	Private	27	23%
	Public	69	60%
	Community	19	17%

Source: Data from P4L Midline, March to May 2017

The profile of the teaching staff was also analyzed in terms of their education background. The Ministry of Education considers that primary school teachers require ENI level (“normal school”), any university level or Capiste⁷. Out of the 115 teachers interviewed, 27 and 25 (respectively 23.47% and 21.7%) have completed ENI or University level. Out of the teachers assessed, 21 (18.2%) have no training. Among those without any training, eight (38%) located at the Grand'Anse, five (23.8%) in West and Center each and three (14.28%) in Artibonite. Thereby, the department of Grand'Anse has the highest absolute number of untrained teachers in targeted schools, while Artibonite has the lowest.

⁷ A Capiste is a person enrolled in the last year at ENI who didn't success the official examination.

Finally, the data showed that among the 115 teachers interviewed, 29 (25%) said they had another level of training.

Table 4: Number of teachers by department and by sex according to their level of qualification

Niveau de qualification	Artibonite			Centre			Grand'Anse			West			Total		
	M ⁸	W ⁹	Total	M	W	Total	M	W	Total	M	W	Total	M	W	Total
Any	1	2	3	4	1	5	7	1	8	4	1	5	16	5	21
CAPISTE	0	0	0	2	0	2	3	0	3	1	0	1	6	0	6
ENI	3	0	3	2	2	4	12	4	16	2	2	4	19	8	27
University	3	1	4	2	0	2	1	0	1	12	6	18	18	7	25
FIA	1	0	1	0	1	1	2	1	3	1	0	1	4	2	6
Other	8	1	9	7	3	10	3	2	5	5	0	5	23	6	29
Without answer	1	0	1	0	0	0	0	0	0	0	0	0	1	0	1
Total	17	4	21	17	7	24	28	8	36	25	9	34	87	28	115

Source: Data from P4L Midline, March to May 2017

Of the 115 respondents, 95 (82.6%) said they have engaged in professional development activities, namely academic training, GPAS (administrative training) or pedagogical training. Center department had the lowest number of teachers reporting professional development, while West and Grand' Anse had the highest.

Table 5: Number of teachers by department and by sex according to the type of continuous training followed

Type of training	Artibonite			Centre			Grand'Anse			West			Total		
	M	W	T	M	W	T	M	W	T	M	W	T	M	W	T
Academic training	5	2	7	0	2	2	4	2	6	8	2	10	17	8	25
Administrative training GPAS	5	0	5	0	0	0	4	0	4	2	2	4	11	2	13
Pedagogy training	15	4	19	11	4	15	24	3	27	22	6	28	72	17	89

Source: Data from P4L Midline, March to May 2017

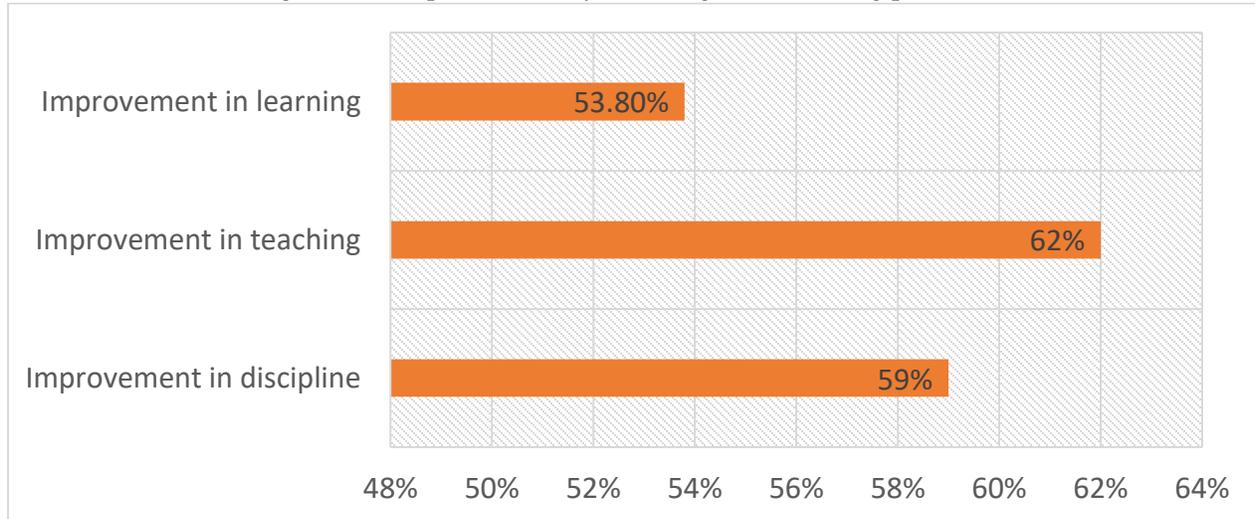
4.6- Quality of teaching and learning practices in schools

More than half (50.9%) of households living close to partner schools (radius of 3 km) had at least one child enrolled in a partner school. Caregivers were interviewed in those 626 households about changes in school discipline, teaching methodology and children's learning in partner schools, during the last two years.

⁸ M: Man

⁹ W: Woman

Figure 16: Improvement of teaching and learning practices

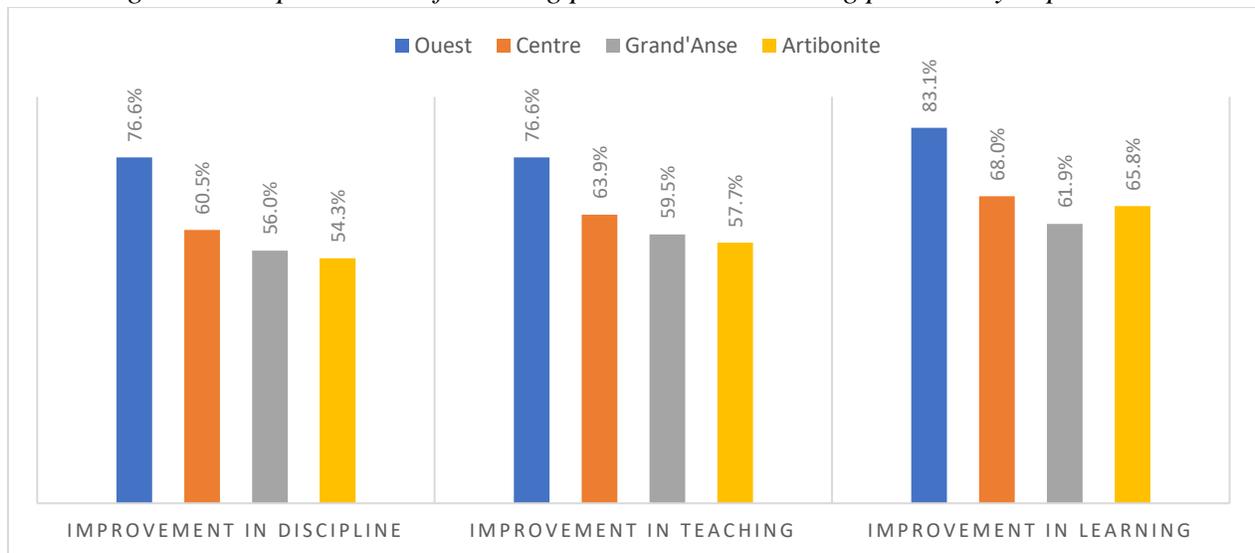


Source: Data from P4L Midline, March to May 2017

More than half of the caregivers reported that there was an improvement in the classroom discipline (59%), the way the teachers teach (62%) and the way their children learn (53.8%) during the last two years. On the other hand, a smaller proportion of the caregivers consider that there was no change in partner schools' discipline (31.6%), teaching practices (26.8%) and learning patterns (21.4%) during the two last years.

West had the highest proportion of households considering that there was an improvement in discipline, teaching and learning practices at school. It is important to note that training was not equally distributed across departments. Indeed, most of teachers trained came from Artibonite department (42.9%); West has only around 18% of trained teachers.

Figure 17: Improvement of teaching practices and learning patterns by department

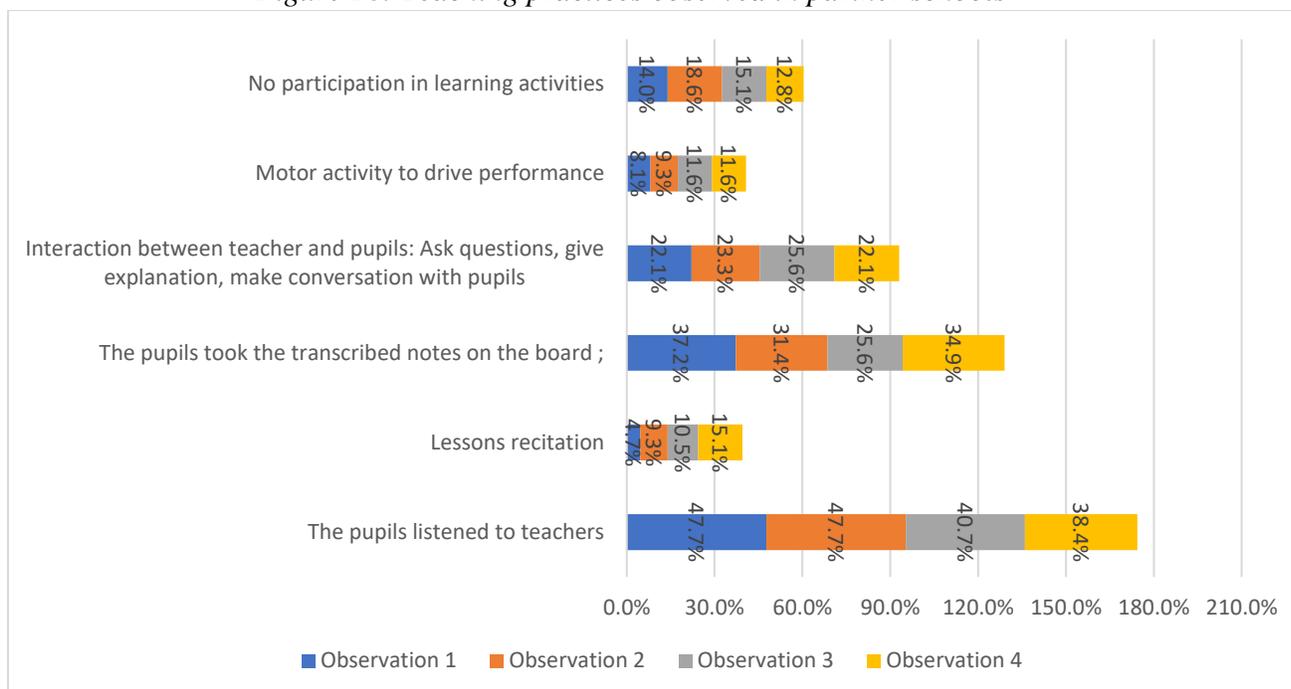


Source: Data from P4L Midline, March to May 2017

Among the 115 teachers interviewed, 86 were observed teaching during a period of 60 minutes each.

Classroom observations indicate that child-centered practices are still limited, but are more often and consistently observed than at the baseline (noting that the samples are not comparable). Interactions with pupils were consistently observed at the midline (Observation block 1: 22.1%, Observation block 2: 23.3%, Observation block 3: 26.6% and Observation block 4: 21.1%). Despite this, ‘chalk and talk’ is still the most commonly adopted methodology. Motor activities were observed less often than other types of interaction (O1: 8.1%, O2: 9.3%, O3: 11.6% and O4: 12.8%).

Figure 18: Teaching practices observed in partner schools



Source: Data from P4L Midline, March to May 2017

4.7- Community engagement and actions

Among the 626 households whose children are enrolled in partner schools, less than a quarter (23.3%) of caregivers know what is a school management committee. The proportion of caregivers who have knowledge of school management committees was higher in rural areas (24.1%) compared to urban communities (17.8%). There was no difference depending on the gender of the head of households interviewed.

Around 80% of caregivers who knew what a school committee is stated that there is one in the partner schools where their children are enrolled. More caregivers from rural areas (81.2%) reported the presence of a school committee, compared to those from urban areas (61.5%).

More than half (58.2%) of caregivers who reported the existence of a school committee affirmed that the school committees were active and implemented activities at the school. This was more often reported in rural (60.2%) than in urban areas (38.5%).

4.8- Exposure to P4L advocacy campaign

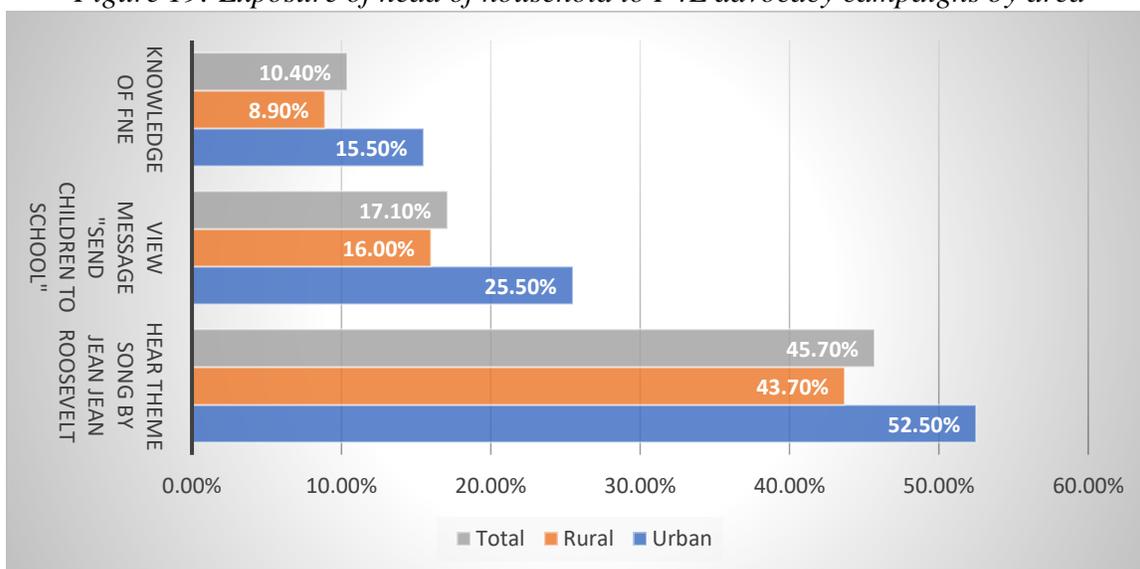
Among all P4L advocacy strategies (page 35), the song “Send Children to School,” by Jean Jean Roosevelt, was the best known to the head of households. Among the heads of household interviewed, 46% reported that they had heard the song; not surprisingly, the results were higher in urban areas (52.5%) than in rural ones (43.7%). More male heads of household (47.7%) had heard the song than women (44.3%). Slight differences were observed between departments: Artibonite (48.9%) had the highest proportion of respondents who had heard the song, compared to West (43.9%), Centre and Grand’Anse (both at 44.1%).

P4L also disseminated the message “send children to school” through logos on tee-shirts distributed during some project occasions, and on banners, etc. This message was seen only by 17.1% of the heads of household. More women (18.9%) saw it compared to men (17.0%), and by more respondents from urban areas (25.5%) than rural (16.0%).

One of the key initiatives implemented by the project was the advocacy for the approval of the law creating the National Fund for Education (FNE). The advocacy campaign focused mostly on local leaders and policymakers because the population has a lack of knowledge about policy development and information in the media about the FNE law was limited. But, this campaign included a public petition. A total of 3783 persons signed this petition.

During the midline, P4L assessed the knowledge of FNE and the petition in its operating zones. Only 10.4% of interviewed heads of household stated that they knew what the FNE was. Among them, 20% had heard about the FNE petition. And only 24% of the heads of household in P4L operating zones who heard about the FNE petition had signed it. Head of households living in urban areas were more likely to know what FNE is and to have heard about the FNE petition than those living in rural areas, but a higher proportion of those who are living in rural areas had signed the petition. Given high levels of illiteracy and limited knowledge of legislative procedures, and the population’s ability to engage in them, the results are not surprising. After more than a year of advocacy and six meetings with the senators, the FNE law was finally voted by the Senate on June 29, 2017.

Figure 19: Exposure of head of household to P4L advocacy campaigns by area



Source: Data from P4L Midline, March to May 2017

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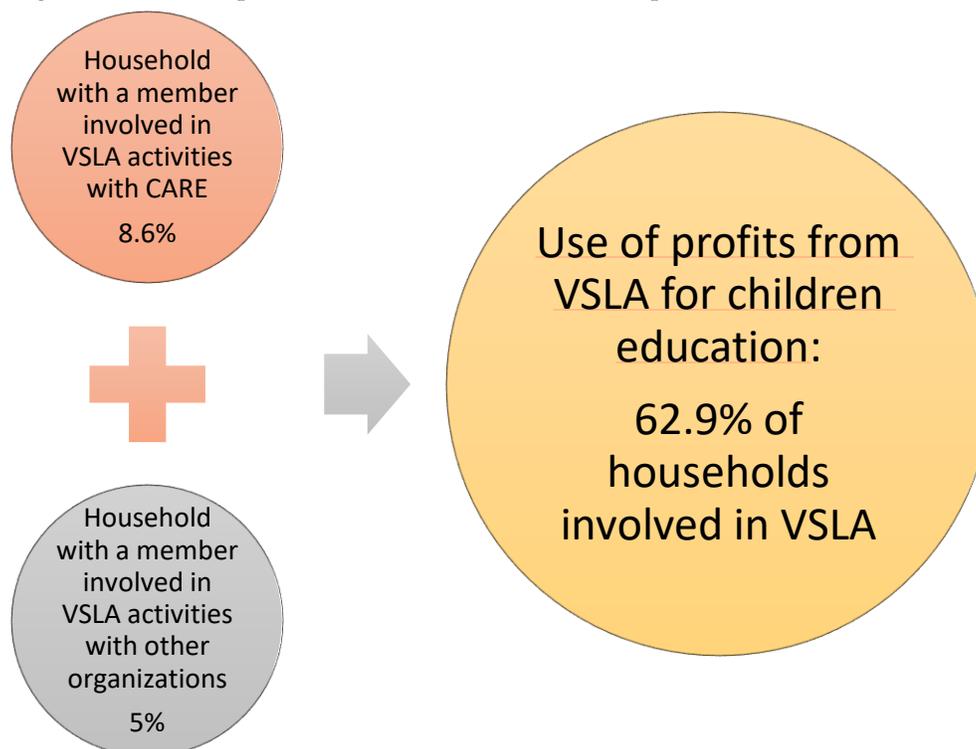
4.9- Participation in VSLA activities

The mobilization and support to Village Saving and Loan Associations (VSLA) is one of CARE’s flagship strategies to increase the financial capacity of households. It is also implemented by other NGOs and organizations in P4L’s operating areas. Data were collected on the participation of sampled households in VSLA to assess the impact of this activity on enrollment.

Midline results indicate that in 11.6% of households in P4L operating zones, some household members participated in VSLA activities (8.5% with CARE, 5% of with other organizations and 1.9% with both CARE and other organizations). A larger proportion of male-headed households (12.6%) had members involved in VSLA, compared to female-headed (11.0%). A larger number of households in rural areas (12.4%) have members participating in VSLA, compared to urban areas (9.0%) but the difference is not statistically significant (Pearson chi-square $\chi^2(1, N=1230) = 2.42, p=0.119$).

A larger proportion of households reported being engaged in VSLA in Artibonite (12%), Centre (9.6%) and Grand’Anse (7.2%) than in West (3.7%).

Figure 20: Participation in VSLA activities and impact on children education



Source: Data from P4L Midline, March to May 2017

More than half of the households (62.9%) participating in VSLA reported that the profits earned through those activities allowed them to send their children to school. There is a slight difference between urban (56.0%) and rural (64.4%) areas. A larger proportion of male-headed households (71.4%) reported using the profits to send children to school, compared to female-headed households (56.3%). Households from Artibonite (65.7%), Centre (70.0%) and Grand’Anse (73.1%) departments used the profit to send their children to school to a much higher extent than those from West (23.5%)

department. It is important to note that respondents from West are primarily urban dwellers, and may have other sources of income which they rely on, such as formal employment.

Households participating in VSLA are statistically less likely to have out-of-school children (3.4%) than those who do not (8.9%) (Pearson chi-square $\chi^2(2, N=2830)=11.823$, $p=0.003$).

4.10- Impact of Hurricane Matthew in Grand'Anse

Out of the household sample, 311 households (25.3%) were interviewed in five targeted communes at the Grand'Anse department. Most of the households (85.2%) were from rural areas. All households from Grand'Anse were interviewed on the impact of Hurricane Matthew on their living conditions seven months after the hurricane.

4.10.1- Impact on living conditions

Almost all interviewed households (96.1%) owned a house before the hurricane. Around 60.5% of them lost their house and for 37.8%, their house was damaged. The situation was different between rural and urban areas. In rural areas, houses were more often destroyed (64.3%) than damaged (34.9%). But in urban areas, houses were more often damaged (56.1%) than destroyed (36.6%), potentially reflecting the differences in the use of construction materials.

Among interviewed households, only 9.6% declared having migrated to another location. Migration happened more often in households headed by women (12.1%) than by men (6.6%). It is important to note, however, that this result is likely to be heavily biased, as the survey captured only data from a sample drawn from the affected location, conducted months after the hurricane, without tracing migration patterns to other areas of Haiti. Displacement patterns could only be traced through a comprehensive survey conducted in destination areas, which is outside the scope of the present study.

4.10.2- Impact on economic activities

In 82.6% of households, at least one member was involved in economic activities that allowed them to contribute to household income before hurricane Matthew.

Almost all households (90.4%) had a farm before the hurricane, and this was the case more often among households from rural areas (92.7%) than urban ones (88.5%). The hurricane destroyed the crops, resulting in loss of the season's anticipated income. Fortunately, seven months afterwards, more than 70% of them had restarted farming.

Almost all households (92.9%) kept livestock before the hurricane (rural areas (94.9%) and urban ones (91.4%)). A little less than two thirds (66.4%) of them lost all their animals after the hurricane, while one third lost some of their livestock.

4.10.3- Impact on school activities

Before the hurricane, only 15.4% of households had out of school children. Seven months after the hurricane, this proportion had increased to 34.4% of households. The proportion is similar in male and female-headed households, but the prevalence is higher in rural households, compared to urban ones.

Among the children that were enrolled in school before the hurricane in Grand'Anse (682 children in sampled households), 15% did not return to school after the hurricane. This hurricane-related dropout affected boys (17.2%) more often than girls (12.5%) and was more frequent in rural areas (15.4%) than in urban areas (12.4%).

5- Which events affected the Education sector between the Baseline and Midline Evaluations?

Between the baseline (January to May 2015) and midline evaluation (March to May 2017), many events influenced the education sector in the four operating zones of P4L. Such events have an impact on school enrollment and learning practices.

5.1- P4L interventions

5.1.1- Enrollment of OOSGB

By the time the midline was conducted, the project team had identified around 48,476 OOSGB and enrolled 42,379 in 405 partner schools. During the first year (2014-2015) 12,831 children were enrolled; in the second year (2015-2016), 6,839 were enrolled; and in the third year (2016-2017) 11,221 children were enrolled. In Grand'Anse department, P4L helped 11,488 children to return to school after hurricane Matthew. After the midline was conducted, an additional 10,680 children were enrolled (as of January 2018).

The main methods used for out-of-school children identification are:

- Database from other organizations such as “Kore Fanmi¹⁰”, “Restavèk Freedom¹¹” and “Kore Lavi¹²”;
- Community meetings with support from local authorities and community leaders;
- Door-to-door mobilization.

These methods helped to find almost all children that are not attending school during the identification period in operating zones. Identified children are enrolled in partner schools.

5.1.2- Retention strategy

In addition to enrolling out-of-school children in P4L operating areas, a retention strategy was implemented to keep children at school.

The main components of this strategy include:

- Monitor children attendance to intervene in case of dropout;
 1. Monitor the attendance of former OOSGB enrolled by P4L;
 2. Identify dropout among children enrolled by P4L;
 3. Identify dropout among other children (not enrolled by the project);
 4. Interviews with the director, teacher, parent and child to determine reason for dropout and other important information;
 5. Determination of the possibility of bringing dropout children back to school

¹⁰ “Kore Fanmi” is a government program that carried out a census of family in certain communes, specifically two intervention communes in Centre department: Cerca-la-source and Thomassique.

¹¹ “Restavèk Freedom” is an organization working with children in “domesticité” (unpaid domestic workers) in Grand'Anse department.

¹² “Kore Lavi” is a program from Ministry of Social Affairs and Labor (MAST) implemented by a consortium led by CARE HAITI. “Kore Lavi” conducted a census in three intervention communes: Cerca-la-Source, Thomassique and Boucan Carré.

- Activities that improve quality of teaching
 1. Director and teacher training on pedagogy and subject content;
 2. Provide a mini-library to each partner school;
 3. Train teachers on mini-library use;
 4. Provide furniture such as benches to needy schools;
- Provide support resources to beneficiary children and their parents;
 1. Hygiene kits
 2. Small study materials (notebooks, books)
 3. Access to VSLA (through a partnership with Kore Lavi project)
 4. Shoes
 5. Access to the registrar to obtain birth certificates in their zone
- Provide support resources to the community;
 1. Creation of Municipal Board of Education
 2. Creation of School committee
 3. Awareness campaign on the importance and the community responsibility to follow up on children to complete the first two cycles of fundamental education

Those actions increase retention by reducing barriers that could lead to dropout. In the first year of the program implementation, the retention rate among former out-of-school children enrolled by P4L was 76.7%. At the second year, it had increased to 81.6%.

5.1.3- School's staff training

P4L implemented six trainings for school staff in order to improve conditions for learning. These included:

- Initial training provided to all teachers and directors on general pedagogy.
- Training on mini library management to stimulate students to read for fun. It was provided to only two persons in the school, using a cascade model.
- Training on participatory pedagogy and gender equity provided to all teachers and directors. This training equipped teachers how to use child-centered methods and alternative methods for discipline, other than corporal punishment.
- Training on mathematics and Creole pedagogy, provided to all teachers and directors. The training focused on the subjects with highest failure rate in official examinations.
- Training to school committees on school development and improvement plan and child rights. The focus of this training was on the improvement of the learning environment for the children by promoting a non-violent environment.
- Training to directors and inspectors on practical guidance in school administration.

5.1.4- P4L advocacy campaign

In coordination with other NGOs in the Education Committee of CLIO, P4L disseminated messages on corporal punishment and learning time through radio spots; and SMS messaging focusing on enrolment and retention.

In partnership with Jean Jean Roosevelt, a Haitian artist, CARE developed a song and a video on the theme "send children to school". Both song and video were disseminated throughout P4L targeted areas, to sensitize the community on the importance of sending their children to school.

In collaboration with other local and international organizations, CARE conducted advocacy activities to raise awareness on the approval of the FNE (National Fund for Education) law. In June 2017, the law was passed and enacted.

5.2- External events

5.2.1- Reduction of PSUGO (Programme de Scolarisation Universelle Gratuite et Obligatoire) program

The main program of the Haitian government to enroll out-of-school children was the PSUGO program. The government aimed to bring 500,000 children back to school.

The PSUGO program started in 2011. It supported all expenses of basic public schools and subsidized fees for children attending non-public schools (90 USD per child).

Data¹³ from the Haitian Education Ministry showed that in 2012, PSUGO supported 903,000 children in 8,854 schools. Among them, 490,000 attended public schools and 413,000 were enrolled in non-public schools; 142,000 of them were considered as out-of-school previously to their enrollment through the program.

An annual report¹⁴ from Haiti's Ministry of Education showed that during the 2013-2014 school year, 1.4 million children were supported by the program. Nonetheless, audits undertaken in the schools suggested that there were many problems in the implementation of the program. According to media reports, some schools did not exist, others falsified¹⁵ the number of children enrolled to receive additional funds. In order to solve these issues, MENFP passed two resolutions:

- 1) From 2015 onwards, no additional children could be enrolled in non-public schools through PSUGO.
- 2) From 2016 onwards¹⁶, exited all non-public schools from PSUGO program and demanded that all supported children enrolled in these schools be transferred to public schools. However, public schools (22% of schools in Haiti) lack available seats to receive them.

The reduction of PSUGO program by those two resolutions has had a major impact on enrollment. Many of non-public schools that were created as a result of the program closed down. While complete data on the impact of these decisions on enrolment is not available, many children were left out-of-school in P4L operating zones.

5.2.2- Hurricane Matthew in Grand'Anse

In October 2016, at the beginning of school year 2016-2017, category 4 Hurricane Matthew landed in Haiti. The infrastructure and farms in South, Nippes and Grand'Anse departments were severely damaged.

Grand'Anse department, one of P4L's targeted areas, was the most damaged department. This hurricane left all children out-of-school because all schools were closed for more than a month.

¹³ http://siteresources.worldbank.org/EDUCATION/Resources/ppt_Haiti_Ministry_of_Education_Feb.28.pdf

¹⁴ <http://lenouvelliste.com/lenouvelliste/article/143883/PSUGO-pour-eviter-le-fiasco>

¹⁵

https://www.radiotelevisioncaraibes.com/nouvelles/haiti/education_psugo_des_coles_impliqu_es_dans_des_d_to_urnements_de_f.html

¹⁶ <http://www.alterpresse.org/spip.php?article20493#.WiafK0ribD4>

According to official reports¹⁷, more than a quarter (27.6%) of schools in Grand'Anse were destroyed or damaged.

Among the 82 P4L partner schools in this area, only 27 reopened in 2016 and 52 reopened in 2017; 3 stayed closed for the entire year. Even though many organizations conducted interventions in the area to bring the children back to school, the enrolment rate declined as a result of the destruction of farms and homes, and the negative effects on socio-economic conditions. As discussed above, among the children in Grand'Anse that were at school at the beginning of 2016-2017 school year, only 85% returned at school.

¹⁷ <http://www.haitilibre.com/en/news-19031-haiti-education-4-of-schools-across-the-country-damaged-or-destroyed.html>

6- Conclusions and Recommendations

With the objective to measure the prevalence of OOSGB in targeted areas, analyze the contribution of P4L training activities on teaching practices and assess the scope of P4L and CARE strategies, the midline evaluation took place between March and May 2017.

This evaluation used three main tools: a household survey, a school survey (inclusive of classroom observations and capture of school records data) and a teacher survey, in addition to secondary data.

An analysis of the data collected showed that:

- ✓ The out of school rate for school-year 2016-2017 is 8.3% in targeted areas. More than half of the out-of-school children in 2016-2017 are recent dropouts i.e. they were enrolled just two years before the survey. Only 1.7% of the out of school children have never attended school.
- ✓ Classroom observations and caregivers' perceptions supported the idea that training activities implemented by P4L had an impact on the school environment. Teachers have incorporated the use of child-centered practices in over a quarter of the observations, and more than half of caregivers reported that there is improvement in teaching, learning and discipline in partner schools during the last two years;
- ✓ More than three-quarters of the partner schools have vulnerable infrastructures. Data showed a positive correlation between not having enough places for children in schools and the proportion of out of school children in the targeted area.
- ✓ Household participation in VSLA activities has a significant impact on enrollment. Households that have member participating in VSLA activities are less likely to have out-of-school children than those who do not have members participating in VSLA activities.
- ✓ Among the three advocacy campaigns assessed (Theme song by Jean Jean Roosevelt, shirt logos and FNE advocacy), the theme song from Jean Jean Roosevelt, a P4L ambassador, had the greatest reach (45.7% of households).

An analysis of the education sector shows that two external events impacted negatively on school enrollment during the first three years of P4L implementation: The reduction of the PSUGO program and the negative effect of hurricane Matthew, the latter specifically in Grand'Anse department.

The following actions are recommended to further improve access and retention:

- 1- Use out-of-school prevalence rates in sampled locations to identify areas with more OOSGB, for identification and enrollment for 4th cohort;
- 2- Reinforce the project retention strategy to focus on the main reasons cited for non-enrollment:
 - a. Economic problem through VSLA integration,
 - b. Early pregnancy through sensitization.
- 3- Mobilize other actors in the education sector (MENFP, NGO through CEC, civil society association, etc.) on the problem of retention to have a national strategy;
- 4- Promote VSLA activities in each area to support families to enroll and retain children in school;
- 5- Mobilize funds and create partnerships to improve the infrastructure condition in partner schools.