



The Challenge for Haitian Higher Education:

A post-earthquake assessment of higher education institutions in the Port-au-Prince metropolitan area

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ABOUT INURED

The Interuniversity Institute for Research and Development (INURED) is a research and higher education establishment based in Port-au-Prince, Haiti. INURED's mission is the development of top quality research and scientific training with the aim of improving the socioeconomic and political conditions of Haiti's people. As a "think and do" tank, INURED's collaborative research and problem-solving model applies powerful data analysis, multidisciplinary research and evaluation techniques, and a policy-driven perspective to address a wide range of issues facing Haiti.

ABOUT THIS REPORT

This study uses content analysis of historically produced documents on the state of higher education in Haiti. It integrates focus groups, individual interviews, and photographic reports produced by the Haitian Education and Leadership Program (HELP). Data from focus groups were transcribed and analyzed for content and meaning. Content and survey analysis has been integrated into the overall methodology to generate a framework that reveals the underlying factors that shape the nation's higher education system.

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Preface to the Report

This report is the first post-earthquake assessment of higher education in Haiti. "The Challenge for Haitian Higher Education: *A post-earthquake assessment of higher education institutions in the Port-au-Prince metropolitan area*" is a product of the Interuniversity Institute for Research and Development (INURED) in partnership with Haitian Education and Leadership Program (HELP), under the direction of Professor Ragas Nang-Yad of INURED and Quisqueya University (in Haiti). Scholars from the University of Campinas (Brazil), Federal University of Rio de Janeiro (Brazil), the University of Miami (USA), and the Interuniversity Institute for Research and Development (INURED) (Haiti) all contributed to this report.

The goal of this study is to contribute to a national and international dialogue and to recommend solutions to the higher education challenges facing the nation. We identify deficiencies of the current system that obstruct high student enrollment and high-quality research in Haitian universities. These challenges include the high concentration of universities in the capital, the lack of an effective overarching governing body to regulate university accreditation, low investment in scientific research and training, as well as inefficiencies in university administration.

The report documents the condition of the higher education institutions after the January 12th earthquake that leveled most of the major institutions in the Port-au-Prince metropolitan area. It cannot be overemphasized that higher education be a priority for Haiti's rebuilding strategy. Haiti has one of the youngest populations and there is a critical need for young, skilled professionals to rebuild Haiti in the years and decades ahead. As we redefine Haitian society, we must reform higher education institutions and protect them from the politicization that has hindered scientific inquiry and effective collaboration between these institutions in Haiti.

The nation has suffered an irreparable loss of heritage and human capital. Many universities will likely never be rebuilt. The need for additional studies of the impact and implications of this disaster cannot be overstated. The recommendations of this report urge decision-makers and donors to consider short and longer-term investments that reflect the urgency of higher education as a tool to create leadership for Haiti's future on par with other priority areas including agriculture, health, and economic development. Strategic investment with smart policy reform in the higher education system will ensure Haiti's longer-term recovery and development goals.

Louis Herns Marcelin, Ph.D.

A handwritten signature in black ink, appearing to read 'Louis Herns Marcelin', written over a horizontal line.

Chancellor, Interuniversity Institute for Research and Development

Executive Summary

On January 12, 2010, a 7.0 magnitude earthquake shook southwestern Haiti and leveled much of the capital city, Port-au-Prince. As a result, 87% of Haiti's higher education institutions were impaired or completely demolished. Investment in higher education, in this immediate aftermath of the disaster, will be critical to the long term development and rebuilding of Haiti's future.

Fundamental institutional challenges plagued the vast array of public and private universities even prior to the earthquake and include:

- i) Absence of overarching governance and regulation,
- ii) Overconcentration in and around the capital city,
- iii) Lack of research priorities and funding,
- iv) Minimal faculty training,
- v) Insufficient libraries and outdated curriculum.

Ninety percent (90%) of the higher education system consists of private universities of which most are entirely unregulated, contributing to the poor quality of higher education. The problem of governance and regulation is the most striking because it has led to the general deterioration of academic research and education in Haiti over the last three decades.

Eighty percent (87%) of Haiti's universities are located in the affected region of Haiti within or in close proximity to Port-au-Prince. As a result, physical damage has been significant for a majority of the institutions. The problem of overconcentration has played a decisive role in the national academic system's vulnerability in the recent earthquake. Of the 32 major universities surveyed in INURED's preliminary study, 28 were completely destroyed and the rest seriously damaged.

A large segment of Haiti's emerging skilled professionals were killed. Estimates of deaths are largely imprecise, however, of the sample universities surveyed, between 120 to 200 professors and administrators and 2,599 to 6,000 students may have perished as a result of the earthquake. Along with universities, many government buildings collapsed and killed many officials from the public sector.

An uncalculated number of professors, professionals and students have fled Haiti after the earthquake, contributing to the brain-drain of a critically needed people for the country. Most of the fellowships and scholarships granted to Haiti will compound the emigration of Haitian scholars to foreign countries. As result, the challenge of building a new Haiti remains problematic. The solution for building Haitian competence must be built from the ground and on site in Haiti.

Current Findings and Recommendations

The impact of the earthquake on an already-fragile higher education system must force decision-makers and international donors as well as higher education leaders to think critically about the relationship between higher education and Haiti's overall recovery and development. In order to foster a sophisticated dialogue and a thoughtful consideration of rebuilding higher education institutions in the wake of the disaster, the following recommendations are offered as a provisional framework for immediate and longer-term strategies for policy reform and strategic investment.

Short-term

- Graduating students must receive immediate assistance to complete their remaining requirements so that they can obtain their degrees and begin their careers.
- A high impact investment in improving higher education and research is to foster electronic access to libraries and other scholarly resources that can be managed by INURED and other centers that work to facilitate academic research and advanced training.

Intermediate-term

- Haiti must professionalize and update the existing State University of Haiti (UEH) so that professors and students are able to conduct scientific research that informs public policy domestically`.
- Public-private partnerships must be created to link community based organizations, the Haitian Ministry of Education, and established colleges, universities and other higher education research institutions —a partnership that will help train young Haitians, as well as respond to national challenges.
- At the legislative level, the problem of governance and standardization of the higher education system must be resolved.
- It is necessary to strengthen student recruitment and streamline graduation requirements for optimal efficiency of the higher education system.

Longer-term

- Haiti must create a new university founded on the international university model for the production of advanced scientific and professional degrees.
- Rebuilding efforts for higher education should correct for the over-concentration of institutions of higher education in the Department of the Ouest, especially in Port-au-Prince.

Haitian higher education is the most effective site to rapidly develop domestic human capital in the wake of the disaster and should be prioritized on par with investments in agriculture, health, and economic development.

Higher Education in Haiti

Before the January 12, 2010 earthquake, the Haitian system of higher education comprised at least 159 institutions (see Appendix 1). This system was divided into disparate public and private sectors. The former consisted of a small network of 14 public, government-run institutions of higher education (Instituts d'enseignement superieur, IES) including the State University of Haiti (Université d'État d'Haïti, or UEH). UEH has 18 campuses, of which 11 were located in the metropolitan area of Port-au-Prince, and 7 located outside the capital in provinces in the department of the Ouest¹. Besides the UEH, the public university sector also includes 13 IES either affiliated with or independent of UEH. In contrast, the private higher education sector consists of a vast array of 145 institutions of varying quality. Of the 145 private universities, 10 provide high-quality, accredited education; of the remaining 135 (often religious-based institutions), 67% (97) do not have permission to operate from the governmental Agency of Higher Education and Scientific Research (DESR).

Some of the more prestigious universities—both public and private—are members of the Regional Conference of Rectors and Presidents of Universities in the Caribbean (CORPUCA). The CORPUCA is a member of larger international bodies, such as the University Agency of the Francophone (AUG), the International Organization of the Francophone (OIF,) and the Interamerican University Organization (OUI). Some of the Haitian member universities include:

- Centre de Techniques et d'Economie Appliquée (CTPEA)
- Ecole Nationale Supérieure de Technologie (ENST)
- Ecole Supérieure d'Infotronique d'Haïti (ESIH)
- Institut Universitaire Quisqueya Amérique (INUQUA)
- Université Caraïbe
- Université d'Etat d'Haïti (UEH)
- Université Notre Dame (UNDH)
- Université Quisqueya (UniQ)

While precise statistics are unavailable, it is clear that the pre-earthquake higher education system served only a tiny fraction of secondary school graduates. In 2007, the Ministry of National Education and Professional Formation (MENFP) reported the university population of Haiti was approximately 40,000 students. Of this number 28,000 (70%) were in public universities and 12,000 (30%) in private ones (Wolff 2008, 5). Because

¹ The territory of Haiti is divided administratively into 10 Departments, each with its own capital (*chief-lieu*). The Ouest Department is the principal one, being the one where the national capital, Port-au-Prince, is situated.

Haiti's university system is oftentimes unable to effectively serve all qualified candidates, many qualified high school graduates accept scholarships to the Dominican Republic, Canada, and the United States. Political turmoil, economic, and social problems force a significant proportion of graduates of the system, educated at the expense of Haitian taxpayers, to emigrate to North America and Europe. Furthermore, the January 12, 2010 earthquake depleted a significant portion of the graduates of the system working in the public sector. Radio France Internationale reported on its website that 40% of Haitian public officials were missing since the earthquake (RFI 17 February 2010).

ORGANIZATIONAL STRUCTURE OF HIGHER EDUCATION IN HAITI

The organizational structure of the Haitian educational system, resulting from the 1979 Bernard Reform, consists of a fundamental level of 9 years divided into three cycles (4+2+3), a secondary level of 4 years which leads to a diploma, the 2nd *baccalauréat* or *bac II*, and a higher education level of variable duration (3 to 5 years for the *licence*, 2 years for the masters (after the *licence*), and 6 to 7 years for the doctorate which very few IESs grant). Despite the Bernard Reform, this structure is not universal. Some schools continue to operate under the traditional structure of 13 years (6 +4 +3) for pre-university education. Admission to university is dependent on obtaining the Bac II and passing an entrance examination. The *license* is granted only upon the defense of a thesis. The training is free in public higher education institutions, but tends to be costly in private institutions, which makes access difficult for gifted students from poor families. Very few private universities grant scholarships. There is, however a private nonprofit organization, the Haitian Education Leadership Program (HELP), that has provided a limited number of scholarships to students recruited nationally, based on merit and financial need since 1997.

HISTORY OF HIGHER EDUCATION IN HAITI

The historical development of higher education in Haiti can be summarized briefly as follows. Before the 1980s, the principal institution of higher education was the State University of Haiti (UEH), of which a number of campuses date back to the early 19th century². It remains the largest institution of higher education in Haiti, with 15,000 students and 800 teachers in 2005, or about 38% of the total students in higher education in the country (Gosselin and Jean 2005). Its stated mission is to train professionals in all fields of knowledge and basic services to benefit the Haitian people.

UEH historically provided quality training for the socioeconomic elite, producing mainly lawyers and economists, as well as physicians, pharmacists, engineers, administrators and accountants, and writers who were the top echelon of the country. In 1981, the UEH had 4099 students, distributed as follows: 26% to the Faculty of

² Before it was renamed the State University of Haiti in 1961 by President-for-Life François Duvalier, the same university system was called University of Haiti. Over that period, several of its components have undergone an expansion of their campuses over the years as they expanded the scope of their training.

Law and of Economics, 25% at the Faculty of Medicine and Pharmacy, 17% to INAGHEI [Administration and Management], 11% at the Faculty of Science and topography, and a mere 5% to the Faculty of Agronomy and Veterinary Medicine, which are two areas of great importance for a mostly-agricultural country such as Haiti (Library of Congress, 2001).

CHALLENGES OF PUBLIC AND PRIVATE HIGHER EDUCATION IN HAITI

Overall, the deterioration of quality that has taken hold and spread since the 1980s affects all institutions of higher education, whether public or private. There are many systemic problems with the higher education system in Haiti. There are glaring gaps in the domains of governance, research, training, libraries, and curriculum. Some challenges are specific to public universities while others are more applicable to private university establishments.

In previous studies of the higher education, other areas of focus have emerged as critical weaknesses. A 2009 presidential commission, the Working Group on Education and Training (GTEF), identified several lacunae in the Haitian academic system. It drew particular attention to the lack of emphasis on academics research:

“There is no systematic research programs in the university system, whether basic or applied research and at the State University, budgetary allocations for research are lacking. The research should be an essential function of the university is also neglected in private universities for the same reasons: budget allocation nonexistent or mission of the university insufficiently defined, [and] lack of articulation with the productive sector. Note, however, that some research activities are carried out sporadically in the form of education, applied research or action research funded mostly by international bodies” (GTEF, 2009, section 3.9).

In a similar vein, a report by The National Strategy for Action on Education for All (SNAEPT) that guides government action on education in Haiti describes other failures. The document acknowledges several problematic issues:

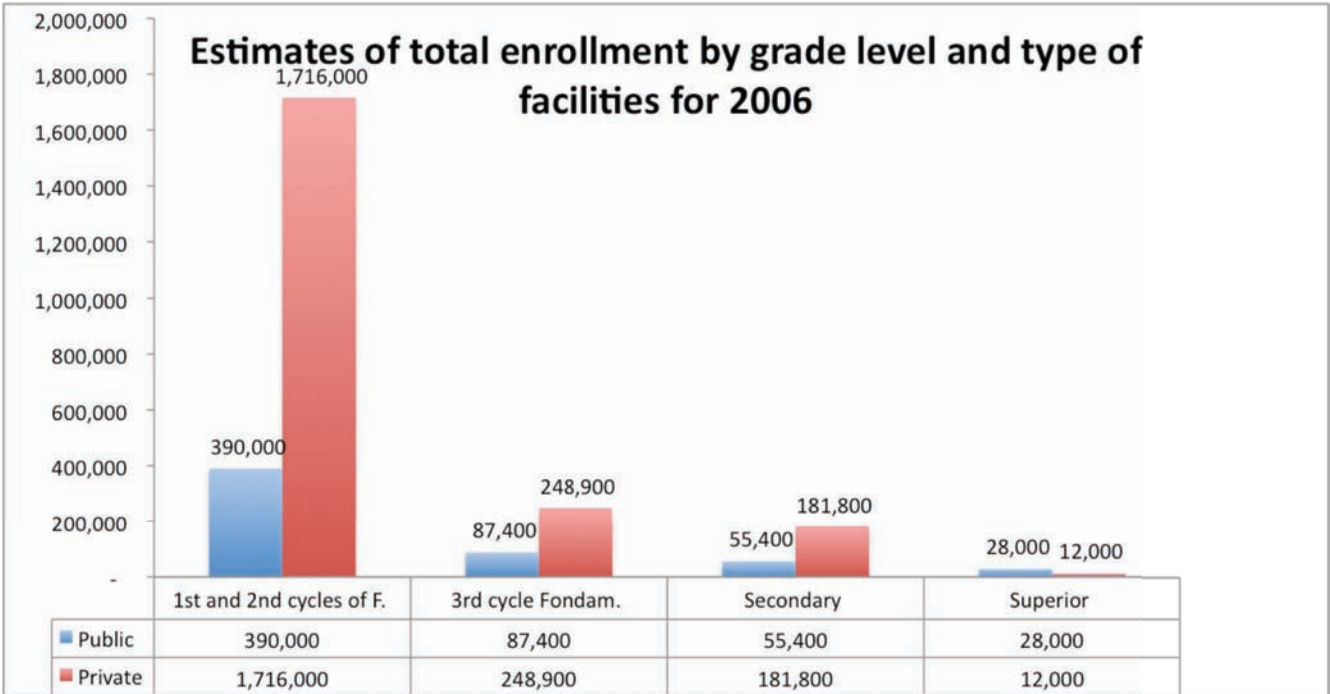
“There is clearly a lack of availability of teachers to guide students...None of the institutions has a real university library, [and] textbooks and teaching materials are severely lacking. Online...[resources] are not available to students. It is the Virtual Campus of the AUF (Agence Universitaire de la Francophonie) which makes it possible for the student population of the capital to access such a resource. (MENFP, 2007).”

UEH/Public IES Governance

UEH’s first decades were characterized by upheaval and tension between the student body and the Duvalier dictatorship, which controlled the university. In response to this, the Constitution of 1987, which was adopted

after the end of the two consecutive Duvalier regimes, granted UEH autonomy and independence. UEH’s 1987 transitional arrangements, which since 1997 became a de facto legal framework, emphasize participation and democratic representation. This system also mandates that leaders of UEH’s Central Administration be appointed by election. Though a well-intentioned administrative policy, the most qualified leaders are not always elected and it is unclear whether these elected officials are accountable to their supervisors or constituents. According to Gosselin and Jean’s mission report (2005) on the UEH’s Faculty of Medicine and Pharmacy and senior management, “there are no general standards or detailed guidance for a coherent and harmonious decision-making process for student body management, student recruitment and teacher evaluation, curricula quality and relevance, evaluation of teaching units, or institution’s organizational structures. This absence is apparent within each institution, between the institutions, and in relation to the institutions and UEH’s senior management.”

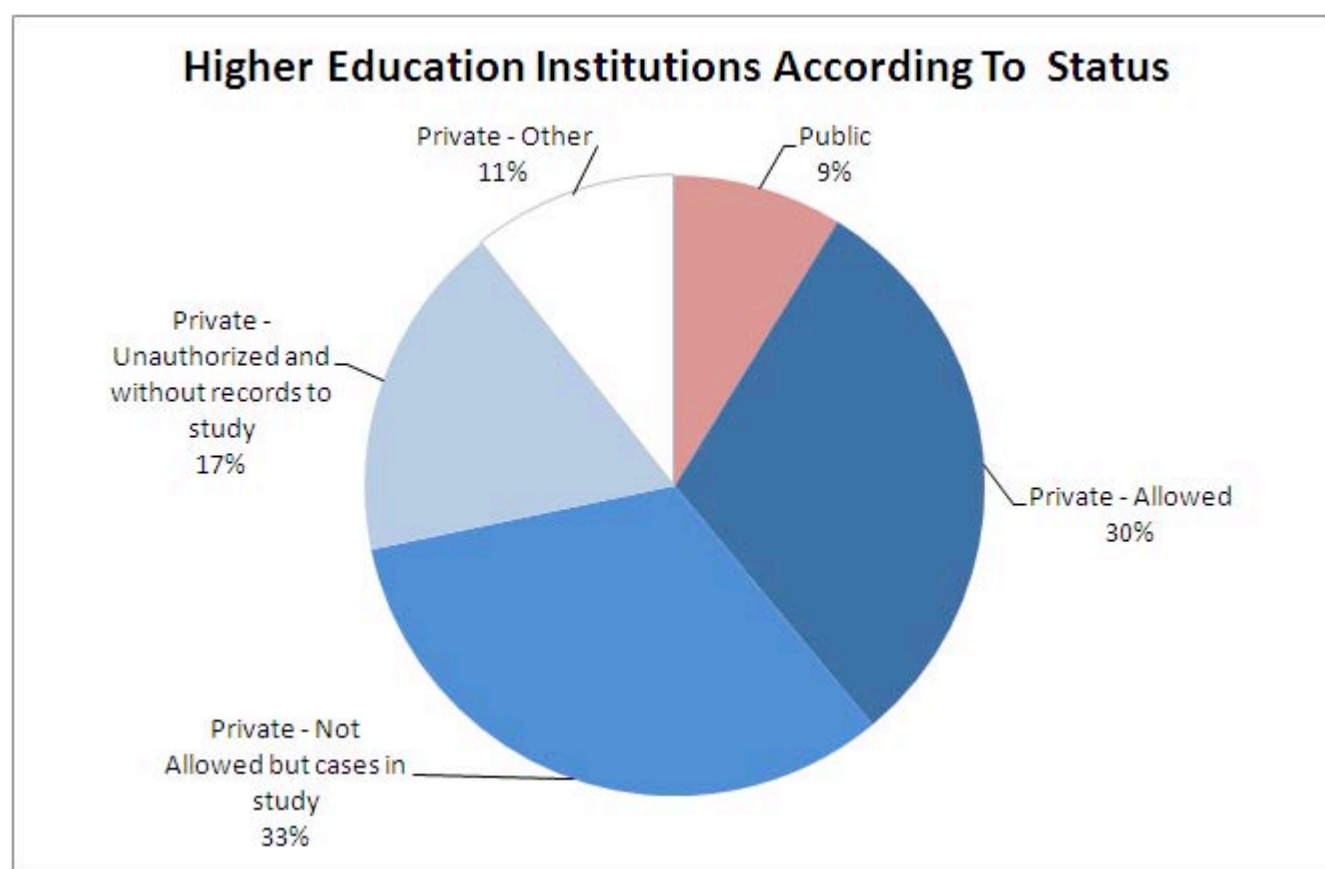
Other challenges abound in the public sector university system as well. The growth in student enrollment has outpaced the increase in instructors. Between 1981 and 2005, the number of instructors grew from 559 to 700 (Library of Congress, 2001, MENFP, 2007). During that same period, the number of university students enrolled jumped from 4,099 to an estimated 15,000 (MENJS, 2004). According to Gosselin and Jean (2005), UEH’s has limited facilities, high attrition rate in the first year, lack of statistical information, and lack of instructors’ supervision of students. The faculty consists mainly of low-paid temporary contractors, who have little contact with students. The instructors are rarely evaluated. The curriculum is often overly theoretical and untested and assessment of student progress is based almost solely on the thesis, which is an uncommon form of evaluation when compared to international counterparts in similar fields. Because the fees are low, many students may take up to ten years to produce the thesis required for graduation with a *license*.



Source: MENFP. 2007. *The National Strategy for Action on Education For All*. Port-au-Prince: MENFP. Reprinted in Wolff, Lawrence. 2008. *Education in Haiti: The Way Forward*. Washington, DC: Partnership for Educational Revitalization in the Americas (PREAL), p.5.

Private University Governance

Of the 145 private institutions of higher education whose founding dates are known, only 3 predate 1980, and 10 predate 1986. This reveals the unchecked proliferation of private institutions of higher education (many of which are universities in name only), following the Constitution of 1987. The National Strategy for Action on Education for All (SNAEPT), which guides government action on education in Haiti, concludes that, "regarding the sub-sector of the Haitian higher education, the most obvious conclusion is that it generally operates outside the law. Without any concern for basic standards of education, institutions of higher education are emerging and calling themselves universities" (MENFP, 2007, p. 48).



Source: MENFP / Directorate of Higher Education and Scientific Research (DESR), December 2008

The GTEF reports that lack of government oversight resulted in the proliferation of unaccredited so-called universities across the country:

“[There] is currently no structure that coordinates the activities of institutions of higher education...This means that today [unregulated] institutions are mushrooming across the country outside of all criteria and requirements and quality standards...The high growth rate of private provision of higher education and university observed over the last fifteen years has facilitated access to a greater number of young

people at a level of higher education...” [However] “most training programs in place are poorly designed and their contents usually several years old have not been renewed ... in the fields of science and technology...The faculty at this level consists of...professionals...who work full time in government or private organizations. The Law on Civil Service allows an employee to be absent from his post in order to provide a number of lessons in secondary schools and higher education...[a] very small percentage of university instructors at this level (approximately 10%) are holders of a Master. The percentage of faculty with doctorates is even lower” (GTEF, 2009, section 3.9).

The unambiguous failings of a large percentage of private university education in Haiti demands singular attention particularly because private universities constitute approximately 90% of the 159 universities in the entire Haitian university system.

Overall, the reports and evidence suggest that before the earthquake most universities in Haiti were in abysmal condition. Mainly as a result of the absence of oversight, as well as poor investment, most institutions lacked quality libraries, laboratories, and research facilities. Their training programs and curricula were, on the whole, poorly designed and out-of-date. The vast majority of teachers were poorly paid temporary contractors with a *license* (the equivalent of a Bachelor’s degree), who were compensated based on the hours of courses taught and frequently absent.

HIGHER EDUCATION IN THE AFTERMATH OF THE EARTHQUAKE

One weakness in particular is common to the entire academic system in Haiti, and that is overcentralization. The greatest liability of the Haitian higher education system, even before the earthquake, was its extreme centralization in the capital. Of the 159 institutions of higher education discussed in this report, 139 were almost exclusively located in the metropolitan area of Port-au-Prince and only 20 were located in other departments. Therefore, the January 12th earthquake affected approximately 87% of the Haiti’s universities. Although the full extent of destruction and damage is still being investigated, INURED’s preliminary survey of 32 universities in Port-au-Prince estimates the human impact of the earthquake was approximately 131-200 professors and administrators and approximately 2,599 to 6,000 students in public and private institutions (see Table 5). Assessment of the physical damage of the earthquake on the universities surveyed revealed that 28 of the 32 universities were completely destroyed while 4 are severely damaged, indicating a high likelihood that most universities in the capital suffered significant structural damage or were completely reduced to rubble (See Table 5 and Appendix 2).

Table 5. Results of Post- Earthquake Preliminary Survey

IES Institutions	Professors and Administrators Deaths (provisional results)	Student Deaths (provisional results)	Damages
Université d'État d'Haïti (UEH)	27	380	8 Facultés/Schools destroyed, 3 damaged
National Schools	21	300	5 destroyed
Private Institutions	83	1919	15 destroyed, 1 damaged
All 32 Universities Surveyed	131 (upper estimate is 200)	2,599 (upper estimate is 6,000)	28 destroyed, 4 damaged

Source: Paul 2010, INURED survey.

Higher Education Focus Groups: Select Quotations

The INURED conducted five focus groups with student survivors, professors and parents. Participants repeatedly referred to several common themes. These themes include: historic under-investment in higher education, widespread corruption and extortion, negligence, and underlying hope in the power of academic education.

“The disaster unveiled what was going on all along in Haiti. It didn’t change the equation.”
- Professor

“The Haitian elites have never invested in the university. It’s never been connected to Haitian reality.”- Professor

“The Haitian university is a mass university, but Haiti was never prepared to transform a mass university for economic and social development. Haitian universities have never accepted the concept of participation.” - University student

“The business of higher education is the business of Bòlèt³.” - University student

“Sex for thesis is very common if you want to have your diploma. No sex, no thesis. No money, no diploma.” - University student

“Faculty draft thesis for students, who pay H\$700 to H\$1500. This happens in the school of law and human sciences.” - University student

“I still think that I have to engage in university because it is the ultimate hope for social mobility.”
- University student

³ *Borlette* in French or *Bòlèt* in Kreyol means lottery. That is, students do not gain credits based on merit, but rather based on tuition payment.

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The earthquake shattered the already cracked university system, resulting in wholesale loss of the nation's precious little human capital. Our preliminary reports indicate that in the École Nationale des Infirmières de Port-au-Prince (School of Nursing), École Nationale d'Administration Financière (ENAF) (School of Administration and Finance), Université Lumière, and Université de Port-au-Prince, among others, buildings crushed entire student populations instantly. The following photographs document damage to these specific institutions. Additional photographic documentation is available on INURED's website at www.inured.org.

Photograph A. 1.10 Faculté de Linguistique Appliquée (FLA) (Department of Applied Linguistics – State University of Haiti)



**Photograph B. 2. École Nationale des Infirmières et Sages Femmes de Port-au-Prince
(School of Nursing in Port-au-Prince)**



**Photograph C. 9. École Nationale Supérieure de Technologie (ENST)
(National School for Technology)**



**Photograph D. 12. École Nationale d'Administration Financière (ENAF)
(School of Administration and Finance)**



Photograph E. 22. Académie Nationale Diplomatique et Consulaire (ANDC) (National Academy of Diplomatic Studies)



Photograph F. 34. Université Lumière



Photograph G. 53. University Quisqueya



Photograph H. 54. Université de Port-au-Prince



Recommendations

The preceding analysis has highlighted some fundamental weaknesses in Haiti's higher education system that was only exacerbated by the earthquake. This section provides an overview of some of the ways that these weaknesses might be overcome. Central to any plan are steps to deal with the special effects of the immediate crisis, but also to build toward a longer term and more strategic set of objectives.

Short-term

- **Graduating students must receive immediate assistance to complete their remaining requirements so that they can obtain their degrees and begin their careers.** This will entail enlisting the assistance of secondary schools and universities in the North America, Europe, Asia, and in other countries in Latin America to create special professorial exchanges and online and distance-learning programs to ensure that students graduate.
- **A high impact investment in improving higher education and research is to foster a hub for electronic libraries and other scholarly resources that can facilitate academic research and advanced training.** Connecting Haiti with the vast network of global electronic journals and publications will help students access up-to-date academic knowledge and provide research resources and other scholarly resources to facilitate research for professionals and scientists.

Intermediate-term

- **Haiti must professionalize the existing State University of Haiti (UEH)** so that professors and students are able to conduct scientific research that informs public policy domestically`.
- **Public-private partnerships must be created to link community based organizations, the Haitian Ministry of Education, and established colleges and universities**—a partnership that will help train young Haitians, as well as respond to national challenges. The objective is to create a new educational framework for colleges and technical schools that lifts the Haitian educational system to international standards as it builds the state's capacity to maintain and expand the scope of these partnerships.
- **At the legislative level, the problem of governance and standardization of the higher education system must be resolved.** In order to control the quality of higher education, the State must designate a body to oversee and regulate the entire system. The system has been long functioning without a legal framework for the regulation and supervision of both UEH and the private higher education sector.
- **Student recruitment must be strengthened, and graduation requirements streamlined for optimal efficiency.** The enrollment capacity of higher education institutions should be increased so that they can

absorb a greater proportion of eligible students and produce higher numbers of qualified graduates to meet the country's needs. In addition, the thesis should be required of students in only limited number of degree programs. It is not necessary in most programs and unnecessarily delays the completion of undergraduate studies.

Longer-term

- **Haiti must create a new university founded on the international university model for the production of advanced scientific and professional degrees.** The objective is to place Haitian advanced education on the same footing as that of its neighbors in Latin America so that Haiti can begin to become economically involved in the knowledge based industries that accelerate economic growth. Progress toward intermediate and long term goals require a strategic reworking of educational priorities, increasing ties to global research initiatives, institutes, and recruiting a greater number of full-time instructors and professors with more advanced academic training (i.e. Ph.D. and M.A. degrees).
- **Rebuilding efforts for higher education should correct for the over-concentration of institutions of higher education in the Department of the Ouest, especially in Port-au-Prince.** This centralization is problematic in at least two respects: 1) it favors the development of the Ouest to the detriment of other departments, thus encouraging internal migration to the capital; and 2) it also increases the vulnerability of the system to natural calamities. Higher education needs to be decentralized along with other social services and economic development.

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Appendices

APPENDIX 1. List of Higher Education Institutions in Haiti (2008)

PUBLIC			
#	Name	Date of Founded	Location (département)
1	Université d'État d'Haïti (renamed in 1960)	pre-1900	
	1.1. Faculté d'Agronomie et de Médecine Vétérinaire (FAMV)		Ouest
	1.2. Faculté de Droit et des Sciences Économiques (FDSE)		Ouest
	1.3 Faculté des Sciences (FDS)		Ouest
	1.4 Faculté de Médecine et de Pharmacie (FMP)		Ouest
	1.5 Faculté d'Odontologie (FO)		Ouest
	1.6 Faculté des Sciences Humaines (FASCH)		Ouest
	1.7 Instit. Natl. d'Adm., de Gstn. et de Htes. Et. Int.(INAGHEI)		Ouest
	1.8 Faculté d'Ethnologie (FE)		Ouest
	1.9 École Normale Supérieure (ENS)		Ouest
	1.10 Faculté de Linguistique Appliquée (FLA)		Ouest
	1.11 Institut d'Études et de Rech. Afr. D'Haïti (IERAH)		Ouest
	1.12 Faculté de Droit et des Sc. Econ. Des Gonaïves (FDSEG)		Artibonite
	1.13 Faculté de Droit et des Sc. Econ. Du Cap		Nord
	1.14 École de Droit de Fort-Liberté		Nord-Est
	1.15 École de Droit de Hinche		Centre
	1.16 École de Droit de Jacmel		Sud-Est
	1.17 Faculté de Droit et des Sc. Écon. des Cayes		Sud
	1.18 École de Droit et des Sc. Écon. de Port-de-Paix		Nord-Ouest
2	École Nationale des Infirmières de Port-au-Prince		Ouest
3	École Nationale des Infirmières de Jérémie		Grand-Anse
4	École Nationale des Infirmières du Cap-Haïtien		Nord
5	École Nationale des Infirmières des Cayes		Sud
6	Université Publique du Sud aux Cayes	1922	Sud
7	Université publique de l'Artibonite aux Gonaïves	1867	Artibonite
8	Université Publique du Nord au Cap-Haïtien	1986	Nord
9	École Natle. Supérieure de Technologie (ENST)	1981	Ouest
10	Ctre. de Tech.de Planif. et d'Éco. Appliq. (CTPEA)	1986	Ouest
11	École Nationale des Arts (ENARTS)		Ouest
12	École Nationale d'Administr. Financière (ENAF)		Ouest
13	Ctre. de Format. des Enseignants du Fondamental		Ouest
14	École Nationale de Géologie Appliquée (ENGA)		Ouest
PRIVATE			
15	Inst. Univ. des Sc. Jurid. et de Dvt. Rég. (INUJED)	1997	Nord
16	École Supérieure de Chimie (CHEMTEK)	1982	Ouest
17	Écle. Spre. Cathol. de Droit de Jérémie (ESCDROJ)	1995	Grand-Anse
18	Université de l'Académie Haïtienne (UAH)	1991	Ouest

19	Institut de Formation Adm. et Commerc. (IFAC)	1994	Ouest
20	Université Notre Dame d'Haïti (UNDH)	1996	Ouest/Sud/ Nord
21	Institut de Gestion et d'Économie du Centre (IGEC)	1995	Centre
22	Acad. Natle. Diplomatie et Consulaire (ANDC)	1988	Ouest
23	École des Cadres en Éducation Spécialisée (ECES)	1995	Ouest
24	Université Adventiste d'Haïti (UNAH)	1989	Ouest
25	École de Droit de Ouanaminthe (EDU)	1999	Nord-Est
26	École Supérieure d'Infotronique d'Haïti (ESIH)	1995	Ouest
27	Séminaire de Théologie Évangélique	1918	Ouest
28	Centre Internatl. de Recherche et de Dévt. (CIRD)	1999	Ouest
29	Institut Supérieur de Formation Pol. et Soc. (SPOS)	1998	Ouest
30	Université Nouvelle Grand-Anse (UNOGA)	1997	Grand-Anse
31	Université Para-Médicale (Université Bellevue)	1985	Ouest
32	Université Épiscopale d'Haïti (UNEP)	1992	Ouest
33	École de Droit des Nippes	1998	Nippes
34	Université Lumière (UL)	1994	Ouest
35	Institut Supr. des Sc. Écon., Pol. et Jur. (ISSEPJ)	1978	Ouest
36	Collège Universitaire de Christianville (CUC)	1990	Ouest
37	Institut de Nursing (UNIROP)	1998	Ouest
38	Université de la Fondation Aristide	2000	Ouest
39	Fac. des Sc. de l'Éduc. Regina Assumpta (FERA)	1995	Nord
40	Institut des Hautes Études Comm. et Écon. (IHECE)	1961	Ouest
41	Académie des Sciences Pures et Appliquées (ASPA)	1993	Ouest
42	Ctre. U. de Gtn et d'Adm. Mauric. Laroche(CUM L)	1995	Ouest
43	Université Métropole d'Haïti (UMH)	1987	Ouest
44	École Supérieure de Technologie d'Haïti (ESTH)	1991	Ouest
45	Université Autonome de Port-au-Prince (UNAP)	1998	Ouest
46	Faculté des Sciences Appliquées (FSA)	1983	Ouest
47	Université Jean Price-Mars (UJPM)	1991	Ouest
48	Université Chrétienne du Nord d'Haïti (UCNH)	1987	Nord
49	Université Roi Henry Christophe (URHC)	1980	Nord
50	Université Américaine des Cayes (UNAC)	1987	Sud
51	Inst. Supr. d'Ét. Pour. les Carr. Paraméd. (ISCPM)	1990	Ouest
52	Institut Universit. Quisqueya-Amérique (INUQUA)	1988	Ouest
53	Université Quisqueaya (UNIQ)	1990	Ouest
54	Université de Port-au-Prince	1983	Ouest
55	Ctre. de Rech. en Éduc. et d'Interv. Psych. (CREFI)	1993	Ouest/Gran d-Anse
56	Université Royale d'Haïti (URH)	1990	Ouest
57	Univ. Améric. des Sci. Mod. d'Haïti (UNASMOH)	1998	Ouest
58	Institut de Formation Universitaire et Professionnelle	2002	Ouest
59	Institut des Relat. Internat. et des Sciences Sociales	2003	Ouest
60	Windsor-Banyan College	2003	Ouest
61	Institut Supérieur de Traduction et d'Interprétariat	2000	Ouest
62	Ctre. Carib. des Htes. Étud. Com. et Écon. (CCHEC)	2000	Ouest
63	Centre Univ. de Managt. et de Productivité (CMP)	1997	Ouest
64	The Yorker International University	2004	Ouest

65	Université Oxford d'Haïti	2001	Ouest
66	Université Polytechnique d'Haïti	2001	Ouest
67	Institut Haïtien des Sciences Administratives (IHSA)	1994	Ouest
68	Institut d'Études Polytechniques	2004	Ouest
69	Millenium International University of the Americas	2002	Ouest
70	Université Technologique de la Grand-Anse	2002	Grand-Anse
71	Université Métropolitaine Anacaona	2004	Ouest
72	International Mangement University (IMU)	2004	Ouest
73	Université Caraïbe (UC)	1990	Ouest
74	Centre d'Études Diplomatiques et Internat. (CEDI)	1997	Ouest
75	Institut Supérieur Technique d'Haïti (ISTH)	1962	Ouest
76	Instit. Supr. des Sci. de l'Édu., de Gstn. et du Dévt.	2004	Ouest
77	Ctre. d'Études Sup. et de Form. Continue (CESFCO)	1982	Ouest
78	Université Joseph Lafortune (JLF University)	2002	Ouest
79	Université Queensland (UQ)	1996	Ouest
80	Institut de Langue Espagnole (ILE)	2003	Ouest
81	Centre de Formation et de Dévt. Économ. (CFDE)	2003	Ouest
82	Université Fond Dwa (Route de Jacmel)		Sud-Est
83	Fondation Jean XXIII	2005	Ouest
84	Ctre. de Rech. en Fin., Inform. et Mngt. (CREFIMA)	2004	Ouest
85	Université Ruben Leconte	2002	Ouest
86	Institut Caribéen de Géographie Appliquée (ICGA)	2005	Ouest
87	Ctre. Spécialisé de Leadership pour un Mngt. Créatif	2005	Ouest
88	Instit. de Form. et de Rech. pour le Progrès de l'Ensgnt. Class. et Tech.	2002	Ouest
89	Faculté Craan d'Haïti (FCH)	1996	Ouest
90	Instit. Univ. des Sciences et de Technologie (INUST)	2005	Ouest
91	Université Polyvalente d'Haïti (UPH)	2003	Ouest
92	Université Valparaiso (UV)	2006	Nord-Ouest
93	Université Indépendante de l'Artibonite (UIA)	2006	Artibonite
94	Espace Enseignement à Distance (EED)	2005	Artibonite
95	Université Nobel d'Haïti (UNH)	2006	Ouest
96	École Supérieure d'Isaac Newton		Ouest
97	Le Centre Universitaire (CU)	2003	Ouest
98	Institut Louis Pasteur (ILP)	2003	Ouest
99	International Open University (IOU)		Ouest
100	Université G.O.C.	1982	Ouest
101	Institut Supérieur des Cadres Pol. et Adm. (ISCPAD)	1986	Ouest
102	Grand Séminaire Notre Dame (GSND)		Ouest
103	Faculté des Études Supérieures d'Haïti (FESH)	1984	Ouest
104	Institut de Technologie Électronique d'Haïti (ITEH)	1977	Ouest
105	Centre Haïtien de Formation des Journalistes	1986	Ouest
106	Centre d'Études Techniques Médicales (CETM)	1991	Artibonite
107	Centre de Formation Paramédicale		Ouest
108	Institut Universitaire d'Études Spécialisées		Ouest
109	Centre Universitaire de Commerce d'Haïri (CUCH)		Ouest
110	École Supérieure de Journal. et de Communication	1994	Ouest
111	Institut d'Étude et de Rech. en Sci. de l'Éducation		Artibonite
112	Instit. Sup. d'Adm., de Comm., de Gest. et d'Inform.	1991	Ouest

113	Institut Supérieur d'Étude Océanique		Ouest
114	Instit. Magnifica École Supre de Liturgie d'Enseignement de la Famille Myriam	1992	Ouest
115	Institut Supérieur d'Études Paramédicales	1989	Ouest
116	Université Chrétienne d'Haïti des Gonaïves	1987	Artibonite
117	Faculté des Sciences Infirmières (fSI)	1987	Ouest
118	Conservation des Sciences Techniques		Ouest
119	Centre des Hautes Études Commerciales de PaP		Ouest
120	École Supérieure Polytechnique d'Haïti	1992	Ouest
121	Univ. Victoria, Mission Foi Apostolique Maranatha		Artibonite
122	Institut des Hautes Études Paramédicales (IHEPM)		Ouest
123	Ctre. Univ. Internat. et Technique de Saint Gérard		Ouest
124	Institut Univ. et Technique d'Haïti (INUTECH)		Ouest
125	Instit. des Htes Études Polyvalentes d'Haïti (INEPH)		Ouest
126	Institut Anacobel d'Haïti		Ouest
127	Institut Privé de Gestion et d'Entreprenariat		Ouest
128	Instit. Supr. Natl. d'Adm. et de Communic. (ISNAC)		Ouest
129	Université Libre d'Haïti (ULH)		Ouest
130	Centre d'Études Paramédicales de Port-au-Prince		Ouest
131	Institut de Formation à Distance Assistée (IFDA)		Ouest
132	Institut Supr. d'Informatique et d'Admin. (ISCAD)		Ouest
133	Inst. Supr. des Htes. Étd. Méd. de la Car.(ISHEPAC)		Ouest
134	Ctre. Prat. de Compt., de Gstn., d'Inform. et de Secrét. (CPCIGES)		Ouest
135	Inst. Spr. de Bibliothéconomie, de Gstn. et d'Inform.		Ouest
136	Inst. de Tech. des Commun. et Param. (ITECOPAM)		Ouest
137	Centre de Formation Paramédicale		Ouest
138	Université MLK		Ouest
139	Université d'Été du CEREK		Ouest
140	Institut Supérieur d'Admin. et de Gestion (ISAG)		Ouest
141	Institut Supr. de Commerce et d'Inform. (ISCINFO)		Ouest
142	Centre Universitaire des Arts et Métiers		Ouest
143	Centre Universitaire Polytechnique d'Haïti (CUPH)		Ouest
144	Institut Supérieur d'Informatique et de Gestion		Ouest
145	Ctre. Univ. de Form. de Tchnciens. en T. P.(CFTTP)		Ouest
146	Université Internationale d'Haïti (UNIH)		Ouest
147	Faculté des Sciences Administ. et Informatiques		Ouest
148	Institut d'Enseignement Polytechnique		Ouest
149	CEFODEV		Ouest
150	Université Saint Thomas d'Aquin		Ouest
151	Université Cœurs-Unis (UCU)		Ouest
152	Université de la Grâce		Ouest
153	Institut National Haïtien des Sciences de la Santé		Ouest
154	Institut Supérieur des Hautes Études Commerciales		Ouest
155	Institut Universitaire de Formation des Cadres		Ouest
156	Université Gregor Mendel		Ouest
157	Ctre. de Rech. et de Form. Écon. et Soc. pr le Dévt.		Ouest
158	École de Droit de Saint-Marc		Artibonite

159	École Nationale de Technologie Médicale	1998	Ouest
0	Inst. de la Francoph.. Pr. la Gstn ds. la Car. (IFGCar)	1987	Ouest

Source: MENFP / Directorate of Higher Education and Scientific Research (DESR). December 2008

· Numbers in **bold** correspond to the 7 public and 48 private institutions (55 institutions in total) whose credentials are certified by the DESR. Nothing is said about the legalization of diplomas granted by the 7 other public institutions. Among the 48 private schools that are allowed to operate, but there is one institution that is not on the list of 159 e tables (reproduced above) provided by the DESR. This is *the Higher Institute for Research and Technological Development (ISRDT)*. Also note that the IES numbered 0 at the bottom of the list, IFGCAR was omitted from the list despite having been created on the initiative of the Government of Haiti and the AUF and it is certainly recognized by the Haitian State.

APPENDIX 2. Facts about the State University of Haiti (UEH)

Faculty	Enrollment					
	♦ Enrollment in 2005-2006				Enrollment in 2008-2009 ♦ ♦	
	Men	Women	Total	%	Total	%
Ecole Normale Supérieure (ENS)			550	5.1%	500	5.8%
Faculty of Agronomy and Veterinary Medicine (FA MV)	402	21	423	4%	410	4.8%
Faculty of Humanities (FASCH)	2083	608	2691	25.2%	1500	17.4%
Faculty of Sciences (SDS)	559	56	615	5.8%	580	6.7%
Faculty of Law and Economics (FDSEA)	627	779	1406	13.1%	1500	17.4%
Faculty of Ethnology (FE)	552	232	784	7.3%	900	10.4%
Faculty of Applied Linguistics (FLA)			200	1.9%	500	5.8%
Faculty of Medicine and Pharmacy (FMP)	550	175	725	6.8%	650	7.5%
Faculty Odontologie (FP)			150	1.4%	90	1%
IERAH / ISERSS **	272	77	349	3.3%	500	5.8%
INAGHEI ***			2800	26.2%	1500	17.4%
Total (ZM PAP) *			10693	100%	8630	100%
Campus province						
Faculty of Law and Econ Sc. Gonaïves (FDSEG)						
Faculty of Law and Econ Sc. Cape						
School of Law in Fort-Liberté						
Law School Hinche						
Law School Jacmel						
Faculty of Law and Econ Sc. Les Cayes						
Total (Province)				7932	42.6%	
Total UEH				18625		

* These figures relate only UEH campus located in the Metropolitan Area of Port-au-Prince, in the department of the West. The UEH also has campuses in six other departments on which data are lacking.

** Institut d'Etudes et de Recherches Africaines / Institut Supérieur d'Etudes et de Recherches en Sciences Sociales

*** National Institute of Administration, Management, and International Studies

♦ Source: Working Group on Education and Training (GTEF). 2009. *Consultation Document: Moving Forward*. Port-au-Prince: Working Group on Education and Training (Presidential Commission). Available online and downloaded February 14, 2010 at the following address:

<http://www.commissioneducation.ht/images/documentspublics/gtef-documentconsultationavenir.pdf>

♦ ♦ Source: University of state of Haiti. 2009. *Applicant's Guide to the State University of Haiti. Undergraduate Programs*. Port-au-Prince: UEH. Available online and downloaded February 14, 2010 at the following address: <http://ueh.edu.ht/etudes/Inscriptions/Guide2.pdf>.

† Source: Radio Kiskeya. *UEH The honors about 350 professors, students and employees died*. Monday, February 15, 2010. Available online at: <http://radiokiskeya.com/spip.php?article6536>

APPENDIX 3. The Impact of the Earthquake on 32 Public and Private Universities from preliminary surveys by INURED in the Port-au-Prince metropolitan area

Photographs of the 32 Public and Private Universities from preliminary surveys by INURED in the Port-au-Prince metropolitan area are available at INURED's website: www.inured.org.

	IES Institutions	Professors and Administrators Deaths (provisional results)	Student Deaths (provisional results)	Damages
	Public Institutions			
1	Université d'État d'Haïti	27	380	8 Facultés/Schools destroyed, 3 damaged
	1.1. Faculté d'Agronomie et de Médecine Vétérinaire (FAMV)			Destroyed
	1.2. Faculté de Droit et des Sciences Économiques (FDSE)			Destroyed
	1.3 Faculté des Sciences (FDS)	1		Destroyed
	1.4 Faculté de Médecine et de Pharmacie (FMP)			Destroyed
	1.5 Faculté d'Odontologie (FO)			Damaged
	1.6 Faculté des Sciences Humaines (FASCH)	1	10	Damaged
	1.7 Instit. Natl. d'Adm., de Gstn. et de Htes. Et. Int.(INAGHEI)			Destroyed
	1.8 Faculté d'Ethnologie (FE)			Damaged
	1.9 École Normale Supérieure (ENS)	8	20	Destroyed
	1.10 Faculté de Linguistique Appliquée (FLA)	18	350	Destroyed
	1.11 Institut d'Études et de Rech. Afr. D'Haïti (IERAH)			Damaged
	National Schools	21 (estimate)	300 (estimate)	5 destroyed
2	École Nationale des Infirmières de Port-au-Prince	10-17 (estimate)	75-200	Destroyed
9	École Natle. Supérieure de Technologie (ENST)			Destroyed

10	Ctre. de Tech.de Planif.etc'd'Éco. Appliq. (CTPEA)			Destroyed
11	École Nationale des Arts (ENARTS)			Destroyed
12	École Nationale d'Administr. Financière (ENAF)	4	30-70	Destroyed
	Private Institutions	83 (estimate)	1919	15 destroyed, 1 damaged
16	École Supérieure de Chimie (CHEMTEK)	8	57	Destroyed
20	Université Notre Dame d'Haïti (UNDH)			Damaged
22	Acad. Natle. Diplomatique et Consulaire (ANDC)			Destroyed
26	École Supérieure d'Infotronique d'Haïti (ESIH)	1	13	Destroyed
34	Université Lumière (UL)	14	376	Destroyed
40	Institut des Hautes Études Comm. et Écon. (IHECE)	12	109	Destroyed
45	Université Autonome de Port-au-Prince (UNAP)	15-20	175-300	Destroyed
52	Institut Universit. Quisqueya-Amérique (INUQUA)			Destroyed
53	Université Quisqueya (UNIQ)	5	5	Destroyed
54	Université de Port-au-Prince	7	700	Destroyed
73	Université Caraïbe (UC)			Destroyed
85	Université Ruben Leconte			Destroyed
89	Faculté Craan d'Haïti (FCH)			Destroyed
100	Université G.O.C.	7	100	Destroyed
123	Ctre. Univ. Internat. et Technique de Saint Gérard	21	375	Destroyed
01	Inst. de la Francoph.. Pr. la Gstn ds. la Car. (IFGCar)			Destroyed
	All 32 Universities Surveyed	121-200 (estimate)	2,599 - 6,000 (estimate)	28 destroyed, 4 damaged

Source: Paul 2010; INURED survey.

Acknowledgements

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Photography

INURED owes the Haitian Education Leadership Program (HELP) for almost all of the photos reproduced for this report and those available on INURED's website that were provided to us without hesitation. These are photos, though taken by amateur photographers, nonetheless provide an eloquent testimony of the damage suffered by the IES of the Metropolitan Area of Port-au-Prince following the earthquake of January 12, 2010. We thank them for their goodwill and cooperation.

Symposium

The Center for Latin American Studies (CLAS) at the University of Miami hosted a symposium on Tuesday, March 7, 2010 to discuss a draft of this report. The aim was to make the report the basis of an in-depth discussion about ways that universities outside of Haiti can support the recovery and strengthening of higher education in Haiti through INURED. We sincerely thank CLAS and the participants for their efforts and contributions to this final report.

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