

One school One nation

No school, no future



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BOOK PRESENTATION

Published in December 2026, in Creole and in French

ONE SCHOOL ONE NATION

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No school, no future

The case for one Haitian school.

Book presentation.

Port-au-Prince.

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It announces *Yon lekòl inik pou yon nasyon ini* | *Lekòl pa ka tann* and *Une École unique pour une Nation unie* |
L'école ou rien,

published in Creole and in French in December 2026.

An English edition is planned for 2027.

Kreyòl · December 2026

Français · December 2026

English · 2027

INTRODUCTION

Why this book, and why now

I am not writing these pages merely to repeat how urgent it is to educate and train our children and our young people. I write because I believe the Haitian school is one of the last places where Haiti can still be reconciled with itself, and because that space for reconciliation narrows a little further every year.

I led the Ministry of National Education and Vocational Training twice, in 2014-2016 and again in 2021-2024. I came away with a conviction only reinforced: our children do not live in the same country depending on the school they attend. The standing of the school can almost be read on their foreheads. That is what has to stop, and that is what I call one school, one nation.

One school for one nation is not a uniform school. It is not about erasing the differences between backgrounds, nor about making every child learn in the same way. It is about guaranteeing to each one, wherever they are born, the same foundation of rights, knowledge, skills, protection and opportunity, carried by one national system.

Language is as much a matter of identity as of learning and self-worth. A child who learns in the language he speaks understands better, learns more calmly, and gradually stops believing he is inferior to the child who speaks another language. A country that teaches from its own references gives its children the means to understand their reality and to transform it with their own resources. That was Joseph C. Bernard's wager, and he showed the way.

An endogenous curriculum, Creole as the language of teaching and learning, and a multilingualism fully assumed are therefore not simply cultural choices. They are levers of educational justice and of emancipation, but also of school success and of nation-building. Far from closing our children in on themselves, they are the springboard that gives them full access to twenty-first century skills, from the humanities to engineering, from robotics to digital technology and artificial intelligence.

At the latest entrance examination of the State University of Haiti, out of more than 25,000 applications, only 2.4 % went to the Faculty of Sciences and fewer than one in five to the sciences and engineering as a whole. That figure also reveals the limits of a university offer that still leaves little room for the basic sciences, for digital technology and for the other fields that will matter in this century. In the departmental public universities, programmes remain largely concentrated on the traditional fields already in place. Demand cannot develop fully without a supply of training to meet it.

That is why the book *One School One Nation* cannot wait, and neither can the thing it is about. No school, no future: we are no longer debating school in a country at peace. Whole neighbourhoods are held by armed men, schools are closing, and it is among children that these groups recruit. In a country where the State is retreating, school remains one of the few institutions that still speaks to everyone. Making it a national project is also a matter of security.

The book this document announces develops that vision through ten pillars and eleven priorities, and proposes seven decisions to strengthen its implementation. One school for one nation is not only an education project. It is a project for society, a demand for justice, and a promise made to every Haitian child that they will be able to contribute, with equal dignity and equal opportunity, to the future of their nation.

Nesmy Manigat

Former Minister of National Education and Vocational Training
Port-au-Prince

SIX FINDINGS

What we know, and must stop ignoring

- 01 Discontinuity.** The Ministry of Education has seen 174 ministerial terms since 1843, with a median length of nine months, and more than one term in two lasted less than a school year. In 2014 I was the eighth minister in ten years, from 2004 to 2014. No system in the world transforms itself at that pace. The answer is not a providential individual. It is institutional.
- 02 Financing.** Haiti devoted 0.96 % of its gross domestic product to education in 2023, when the average for Latin America and the Caribbean stands at 3.82 %, the Dominican Republic at 3.76 % and Cuba at 8.44 %. No country in the region gives its school a smaller share of its wealth. The main financier of the Haitian school is the family.
- 03 The system itself.** For a long time it spent more energy on certifying examinations than on foundational skills. In 2014, more than 750,000 candidates were called to state examinations for more than 3,000,000 pupils, with high failure rates and considerable cost.

- 04 School in a country without peace.** Since June 2022, insecurity has paralysed a large part of the system. The 2024-2025 school census counts 942 schools closed over the three preceding years. An education policy that does not provide for continuity of learning in a crisis is no longer an education policy.
- 05 Foundational learning.** The national learning assessments, prescribed in 2014 and conducted since, return worrying average scores in Creole, in French and in mathematics. We have finally agreed to measure ourselves properly. What remains is to accept what the measurement tells us, and to act on it.
- 06 An unfinished demographic transition.** The net secondary enrolment rate rose from about 10.5 % in 2010-2011 to about 13 % in 2013-2014, then to 32.8 % in 2024-2025. The progress is real, yet close to 7 young people in 10 aged 15 to 18 remain outside secondary school, at an age when they should be able to continue their studies and prepare their future, and where they become more exposed to gang recruitment and to irregular emigration. In 2025, only 42,466 candidates passed the single school-leaving examination, a number equivalent to about 4.5 % of the 943,498 young people aged 15 to 18 counted in Haiti. That ratio shows how narrow access to the secondary diploma remains, in a generation where many have already left school or fallen so far behind that they stay at the margin of the normal path.

Sources: 2024-2025 school census, MENFP; MENFP/DPCE, *Haïti: l'éducation en chiffres* and the 2010-2011 and 2013-2014 statistical yearbooks for the earlier rates; national learning assessments, MENFP; results of the 2025 single school-leaving examination, MENFP (national pass rate 44.96 %); UNICEF, November 2024; World Bank and ECLAC for the financing comparisons.

AND NONE OF THIS IS NEW

In September 2007 the ministry's National Action Strategy for Education For All already described the same funnel, with figures. In 2002-2003, repetition affected 14 % of pupils in the first six basic grades and dropout 12 %, peaking at 26 % in grade six. Over-age pupils made up 72 % of basic enrolment. Of every hundred children entering grade seven, only 7.83 reached the second-part school-leaving diploma, a share that measures a whole cohort and not the candidates who sat the examination. Twenty years later the single school-leaving examination returns a 44.96 % pass rate, against 48.34 % for the combined Rhéto and Philo examinations in 2004-2005. School failure is not an accident of the past decade, it is the norm this system has produced for as long as it has been measured.

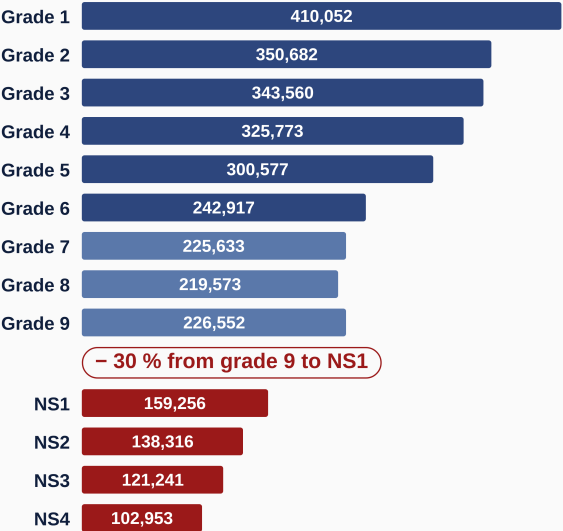
National Action Strategy for Education For All, MENFP, September 2007, pages 18 to 22 and annex B, tables B7 to B11.



The school funnel, as the census shows it

Enrolment by year of study, 2024-2025 school census. The steepest drop comes at the threshold of secondary school. Historically, failure has always been the norm.

88.1 % in pre-primary, ages 3 to 5 : 861,812 children enrolled



CYCLES 1 AND 2 · AGES 6 TO 11

90.3 %

1,344,141 of 1,487,814

FULL BASIC SCHOOL · AGES 6 TO 14

77.3 %

1,709,504 of 2,211,904

SECONDARY · AGES 15 TO 18

32.8 %

309,017 of 943,498

DIPLOMAS · AGES 15 TO 18

4.5 %

42,466 of 943,498

Two figures, two different measures

7.83 %

HISTORICAL PROGRESSION INDICATOR · 2007

Share of pupils entering grade seven reported to obtain the second-part school-leaving diploma. National Action Strategy for Education For All, MENFP, September 2007, paragraph 55.

4.5 %

DIPLOMAS PER 15 TO 18 POPULATION · 2024-2025

42,466 diplomas among 943,498 young people. A demographic ratio, not a cohort completion rate, since graduates may be older than 18.

Over almost twenty years the available indicators show how persistent the completion challenge remains, yet on their own they do not measure its change directly.

Sources : MENFP/DPCE, National Yearbook of School Statistics 2024-2025 ; School Statistics Bulletin 2024-2025. Grades 1 to 9 are the basic school cycle. NS : New Secondary, grades 10 to 13.

Infographic by
Nesmy Manigat

The school funnel, as the census shows it. Every step lost is a generation the country will not get back.

School alone does not disarm a country. But without it, nothing disarms it **for good**.

It must be said that we have become a country at war without a declared war. The 2024-2025 school census records, over three years, 942 schools closed, 515 of them for good, affecting more than 156,000 pupils. In November 2024, UNICEF found that the number of children recruited by armed groups had risen by 70 % in a single year. In February 2025, its representative in Haiti went further, stating that close to half the members of armed groups were thought to be children, some of them only eight years old.

These figures describe a school that failed to keep its children, or that never received them at all. Where the school of the Republic closes, another school opens, with its own trainers, its own curriculum and its own career paths. That is what I publicly called, in 2019, open-air vocational schools in gangsterism, and seven years later the phrase still holds.

I take no position here on what should be done with the armed groups. Fighting them, neutralising them, sorting out and reintegrating those who can be reintegrated belongs to a debate on security and justice, and it is not the subject of this document nor of the book it announces. What I can state is that none of those operations will hold if the pool refills every year, and the pool is a child poorly schooled, or out of school, at eleven years old or younger.

That is why school, language, school success, youth employment and the nation are one and the same subject. A child who understands what he is taught, who takes pleasure in discovering the world around him and beyond, stays in school. A child who stays in school is not recruited. A country that teaches its language, its history, citizenship, its arts, its culture and its trades ends up producing citizens who have a reason to stay. School is not the miracle cure for the security crisis, but it is the condition for coming out of it.

THE THESIS

A State built against its Nation can be reconciled through school

The Haitian school is the institution through which a State historically built against its Nation can at last be reconciled with it.

Our school has long reproduced, sometimes without meaning to and often without saying so, the separations and fractures of the society around it. Public schools and private schools, urban establishments, shantytown establishments and rural establishments, schools with resources and schools that improvise every day with almost nothing. To those differences are added gaps in programmes, in textbooks, in languages of instruction and in demands made. Two children of one Nation can go through radically different schooling for the single reason that they attend different schools.

Reconciling does not mean standardising. It means that one curriculum sets the horizon, that one book reaches every pair of hands, that one diploma is worth the same everywhere, that one professional standard applies to all teachers, and that one State guarantees a minimum quality whatever the school. That is the wager of the Liv Inik and of the decision of 23 February 2022 on the exclusive public funding of teaching materials in Creole for the first four years of basic school.

A horizon: 2054

The second quarter of the twenty-first century will not resemble the first. That is why the Curriculum Orientation Framework 2024-2054 was designed, and signed on 30 October 2023. It does not describe the school of today. It describes the citizen Haiti will need thirty years from now. Coding passed for the career of the future in the first quarter, from 2000 to 2025, yet artificial intelligence already does part of it. What a school owes a child is the capacity to put knowledge to work in a real situation, and to keep learning when the trades have changed their names, or vanished.

Three socially fractured countries that chose school to rebuild themselves

The objection raised against any education reform in Haiti is always the same: how can school be a priority when the population is hungry and the emergency calls for investment in the humanitarian and food crisis?

Yet the experience of three countries crossed by deep fractures, which I visited on several professional missions, teaches an essential lesson. Education is not a luxury to be afforded once the crisis has been overcome. It is one of the levers without which there is no lasting way out of it.

India held together the unity of a country of hundreds of languages without erasing any of them, through a three-language formula that gives each child his mother tongue, the language of the federation and a world language.

South Africa ended separate Bantu education and gave itself a single national curriculum. A country that had institutionalised separation at school understood that reconciliation would come through transforming that same school.

El Salvador placed its 1995 reform at the centre of civic values after a long civil war, and strengthened it recently during the fight against the armed gangs. Its education effort today is on a scale not remotely comparable to ours.

None of these three countries can be transposed to Haiti, and I propose to copy none of them. What they show is that a fractured country can decide that school will be the instrument of its reconstruction, and it decides it by transforming the school and by putting money into it. India devotes 4.10 % of its gross domestic product to education, South Africa 6.02 %, one of the highest rates in the world, while El Salvador is at 3.3 % with an announced commitment of up to 8 %. Haiti today invests 0.96 %.

We are in the seventh year of economic contraction, with real gross domestic product down 2.7 % in 2024-2025. It is precisely in such moments that the others invested in their school, and not afterwards.



Three socially fractured countries that chose school to rebuild themselves

Curriculum, financing, growth : the same measures, four countries. Each of the three was emerging from a deep fracture.

	India unity in diversity	South Africa after apartheid	El Salvador after the civil war	Haiti where we stand
CURRICULUM	A three-language formula : unity without erasing the regional languages.	End of separate Bantu education ; a single national curriculum.	The 1995 reform, built around civic values.	A single curriculum, COC 2024-2054 : the same foundation for every child.
PUBLIC SPENDING % OF GDP	4.10 % 2022	6.02 % 2024, one of the highest in the world	3.3 % 8.0 % announced by the president of El Salvador for 2027, budget not yet voted	0.96 % 2023 ; National Pact target : 8 % ; proposed constitutional floor : 4 %
GDP GROWTH	5.5 % → 7.5-9 %	volatile → 1.6-2.2 %	< 1 % → 5-7 %	7th year of contraction ; real GDP 2024-2025 : -2.7 %

Sources : World Bank, public education expenditure and GDP growth, latest figure available for each country ; Ministry of Economy and Finance and Bank of the Republic of Haiti, after IHSI, for Haiti ; announcement by President Bukele, 23 August 2026.

Infographic by
Nesmy Manigat

Curriculum, financing, growth: the same measures, four countries. Three were emerging from a deep fracture and chose school.

Creole, beyond identity, is a question of **learning** too

The place of Creole in school was argued over for a long time the way we argue over our flag, with conviction, which is entirely legitimate, but without data. Thanks to the national assessments prescribed by the Twelve Measures, we now have a first body of evidence.

In 2015, the same pupils sat the same paper in both languages, Creole and French. The gap it revealed is sharp and clear: a child understands better what he reads in the language he speaks. This is not only an opinion about the dignity of Creole, or about linguistic sovereignty. It is a measurement of what school produces when it teaches in a language almost no child speaks at home.

But reducing language to a matter of scores would be to miss the essential. A child corrected for four years, six years or more in a language he does not speak does not simply learn less. He learns that he is at fault. He comes to believe that intelligence lies elsewhere, with others, in other words. The self-worth of a people is also built in a classroom, and that is why, when promoting the Liv Inik, I explained that an endogenous curriculum is not a retreat. It is the condition for a country to learn to build with what it has, which is to say its language, its history, its land, its trades and its skills, instead of waiting for the solution to come from outside. Multilingualism comes next, and comes better: a foreign language is learned from a language one commands, never from a language one does not understand.

From that finding follows a policy. The protocol signed with the Akademi Kreyòl Ayisyen in July 2015, the ministerial decision of February 2022 committing exclusive public funding of teaching materials in Creole for the first cycle of basic school, Creole as a language of assessment on equal terms with French in the grade 9 state examinations, and the Curriculum Orientation Framework, which writes in a language profile: Creole first, French next, then the languages of the world.

Some decisions that strengthened Creole in school

From a tolerated language to a language taught, assessed, funded and written into the curriculum.

1 September 2014	The Twelve Measures. The presidential decree prescribes national learning assessments, Creole included. Published in <i>Le Moniteur</i> no. 165 of 1 September 2014, republished in <i>Le Moniteur</i> no. 177 of 17 September 2014. First pilot national assessment of grade 4 on 29 May 2015, in Creole, French and mathematics : over 400,000 pupils. It compares the two languages on the same test.
11 September 2014 3 December 2014	National Commission for Curriculum Reform. Created by decree, installed three months later. It reopens the curriculum question, and with it the place of the languages.
19 March 2015	Roll-out of the New Secondary announced for the 2015-2016 academic year, among the Commission's first decisions. Creole is present in it all the way to the final examination papers.
8 July 2015	MENFP-Akadeми Kreyòl Ayisyen protocol, signed with Pauris Jean-Baptiste : the role of each institution towards the national language is settled, and the Academy supports the curriculum reform.
10-11 December 2015	National workshop on language planning : the Ministry brings together the education community and a panel of experts around language policy.
23 February 2022	Ministerial decision no. 6-11-229 : public funding reserved exclusively for teaching materials in Creole for the first four years of basic school. The language stops being tolerated. It is funded. Text signed in Creole and in French ; reproduced in the annex.
26 April 2022	Commission on textbooks and teaching materials : it makes sure the books do not reproduce linguistic discrimination.
31 May 2022	National Curriculum Commission (CNC), created by decree : the strategic body that sets the direction of the programmes, from pre-primary to technical and vocational education. It revises the 2014 Commission and repeals the decree of 11 September 2014 wherever the two conflict. The CNC meets at least four times a year and has a five-member steering committee.
January 2023	Distribution of the Liv Inik and the grade 1 and grade 2 exercise books : about one million copies. Begun in late 2022, it steps up from January 2023. The book becomes free, and the same for everyone.
21 February 2023	Address at UNESCO headquarters, International Mother Language Day, and presentation of the Liv Inik : four subjects in Creole, one in French, free of charge.
30 October 2023	Signature of the Curriculum Orientation Framework 2024-2054 : the language profile is written in. Creole as the language of instruction from pre-primary to secondary, French next, then the world languages.
21 February 2024	Circular on support for scientific work in Creole : funding from the National Education Fund, under article 28 of its founding law, for research and scientific output in Creole. Implementation entrusted to CONASTI, created on 29 July 2022. Scholarships, scientific prizes and support for Creole-language networks. The individual prize for a dissertation or thesis written in Creole starts at five hundred thousand gourdes.
22 February 2024	Decree standardising school transcripts : Creole carries the same weight as French, 300 points, where it had counted for less until then.

Sources : presidential decree of 1 September 2014 on the Twelve Measures, *Le Moniteur* no. 165 then no. 177 of 17 September 2014 ; decree of 11 September 2014 and installation decision of 3 December 2014 (CNRC) ; MENFP activity report, May-July 2015 ; MENFP-AKA protocol of 8 July 2015 ; ministerial decision no. 6-11-229 of 23 February 2022 ; circular of 26 April 2022 ; decree of 31 May 2022 creating the CNC ; national press, January 2023 ; COC 2024-2054, signed 30 October 2023 ; circular on support for scientific work in Creole, 21 February 2024 ; decree of 22 February 2024.

Infographic by
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What remains to be consolidated

Consolidating this language policy remains an open worksite. The Constitution recognises Creole and French as the official languages of the Republic, but making that recognition effective still calls for coherent and durable mechanisms of application.

A framework law on language planning could set out the obligations of the State, guarantee the linguistic rights of citizens and secure the continuity of this policy beyond changes of government. It should nonetheless preserve the flexibility needed to adapt programmes, administrative practice and language technologies.

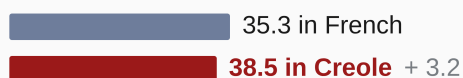
School is not only a place to learn. It is a place to live one's country, to carry on a linguistic heritage, to build and pass on cultural values and knowledge, and to think about the world.

Address at UNESCO, Paris. International Mother Language Day, 21 February 2023. Nesmy Manigat.

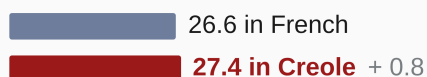
The same test, in Creole and in French

2015 assessment : one single test, translated into both languages and handed out alternately within each class, so that language was the only variable. Mean score out of 100.

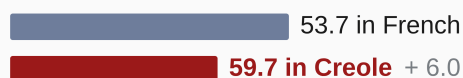
Grade 4, reading



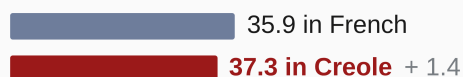
Grade 4, mathematics



Grade 6, reading



Grade 6, mathematics



4 out of 4

At both grades and in both subjects, the pupil who receives the Creole version scores higher : from under one point in mathematics to six points in reading.

Why this is the only valid comparison : in the other assessments, Creole and French are two different papers, which do not measure the same thing. **In 2015 it was one and the same test** ; only the language it was taken in changed.

Source : IEA, Haiti pre-pilot assessment, 2015 ; technical report of the 2016 National Assessment in Haiti, December 2016.

Infographic by
Nesmy Manigat

The same test, in Creole and in French. The gap says nothing about the worth of a language.

THE TEN PILLARS

Ten instruments, one school

None of these instruments is enough on its own. It is their alignment that makes a system, and one missing piece is enough to leave the finest framework a dead letter.

THE FOUNDING PILLARS

- 1 The Twelve Measures of 2014.** Stopping the slide: a teaching licence, the removal of the first-stage baccalaureate, a single uniform, inspection, and the national assessments including the 2015 pilot.
- 2 The single curriculum.** The Curriculum Orientation Framework 2024-2054, signed on 30 October 2023, and pre-primary education at last made compulsory.
- 3 The single book and multilingualism.** One book in every pair of hands, Creole as the language of learning, French and the world languages after it.
- 4 The single competency framework for teachers.** Sixteen competencies, 133 components, 290 observable behaviours, adopted on 5 October 2023, backed by compulsory continuing training.

SUPPORTING PILLARS

- 5 The single school-leaving examination.** One examination instead of two, new tracks, the technical lycées.
- 6 SIGE and NISU.** The 2024-2025 school census counts 4,028,897 pupils, 18,241 schools and 152,610 monitors and teachers. The SIGE platform, consulted in October 2026, shows the same pupil and school figures and 116,939 teachers, a narrower perimeter than the census. In June 2025, 2,977,751 pupils held a unique school identification number.
- 7 Accreditation.** From pre-primary to higher education, quality stops being a commercial promise. National accreditation policy published in June 2022, made operational by the ministerial decision of 10 June 2022: authorisation to open, licence to operate, certificate of accreditation.
- 8 School meals based on local produce.** Local purchases have risen from under 1 % in 2015 to more than 40 % of the value purchased today, as a national average. About one pupil in three has access to school meals, and the funding depends for the most part on international sources.
- 9 Financing and budget dialogue.** Partners and donors aligned on a single national priority.
- 10 Local governance.** A school council in every school, municipal education commissions in every commune, families in the decision. National policy on local governance published in June 2022; the ministerial decision of 10 June 2022 makes the school council compulsory in every establishment, public or private.

A country does not educate itself with only 1 % of its GDP

Haiti faces a double constraint: the weakness of its national wealth and the insufficiency of the public resources mobilised to finance its development. The country's domestic resources stand at around 6 % of gross domestic product, when the regional average is above 20 %. In other words, the Haitian State has a capacity to raise resources far too small to meet the basic needs of the population, education first among them. Families and non-public schools take over, and they do not have great means either.

Under those conditions, devoting a large share of a very limited public budget to education is not enough to finance an education policy equal to the needs. The problem is therefore not only the priority given to school, but also the narrowness of the resources available and the ability of the State to raise them durably. A high share of a tiny budget does not make an education policy.

That is why the recommendation that follows does not concern school alone. I want, as I have often said, every new constitutional draft to establish a minimum public investment of 4 % of gross domestic product in education, from pre-primary to higher education. The 8 % target carried by the National Pact of 2015 remains the horizon. The 4 % is the first step, and it must be a national commitment and an obligation.

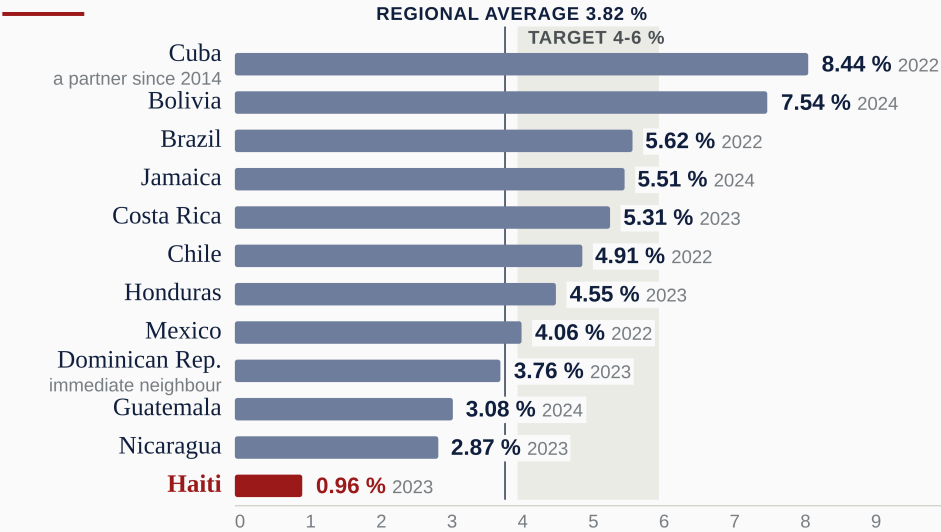
This is not a leap into the unknown. It is what the other fractured countries cited here did before us: 4.10 % for India in 2022, 6.02 % for South Africa in 2024, 3.3 % for El Salvador, 3.76 % for our immediate neighbour in 2023. All these figures measure public education expenditure as a percentage of gross domestic product, latest year available for each country. A floor of 4 % would put us at the lowest level in the region, not above it.

A provision setting a minimum threshold of 4 % of GDP for education would make that catching-up effort binding and would give the commitment a legal and budgetary force that annual arbitration cannot guarantee. Without legal protection, the resources promised to education can be cut at the mercy of annual budget revisions and supplementary budgets.



What Haiti invests in its school

Public investment in education, as a percentage of gross domestic product. Latest figure available for each country.



0.96 % of gross domestic product spent on education, against a regional average of 3.82 % and an international target of 4 to 6 %. No country in the region spends less.

Families and non-public schools take over, and they do not have great means either.

Sources : World Bank (SE.XPD.TOTL.GD.ZS) ; ECLAC, *Economic Survey of Latin America and the Caribbean 2025* ; UNESCO, Incheon Declaration (2015).

Infographic by
Nesmy Manigat

Public investment in education, as a percentage of gross domestic product.

What must hold over the next five years

These reforms have laid foundations. They do not yet make an integrated system, able to guarantee every child the same rights, the same demands and the same possibilities. The challenge is therefore not to start again from zero, but to consolidate what has been gained, to correct what did not hold, and to give these transformations the institutional continuity and the financial means they have too often lacked.

They fall into five families. Each one is measured, and each must be made public.

The foundations

- 1 Compulsory pre-primary education, actually financed.
- 2 Foundational learning guaranteed and measured.
- 3 Teachers certified and trained throughout their career.

The systems

- 4 The single curriculum and the New Secondary rolled out nationwide.
- 5 A digital school identity for every pupil.
- 6 A real digital school, not a distribution of equipment.

Protection

- 7 School as a space of peace, and continuity of learning in a crisis.
- 8 School meals as a lever of success in basic school and of local development.

Pathways

- 9 Technical and vocational training of real quality.
- 10 A regulated higher education that carries research.

Governance

- 11 Decisions grounded in data, accountability and results.

From commitments to action

- 01 Finance the new obligation of pre-primary education.** Since 30 October 2023 pre-primary is no longer an option but a compulsory cycle, while the public sector takes in only 10 % of the children enrolled.
- 02 Write into the Constitution an investment floor of 4 % of gross domestic product** for education, the 8 % target of the 2015 Pact remaining the horizon. A nation cannot build its educational future by making parents and the private sector pay for what public investment does not cover.
- 03 Specialise the National Education Fund in fiduciary management, free it of operational duties, and give it departmental funds** tied to the school maps, allocating according to enrolment and learning results, under rules published in advance.
- 04 Open to citizens, by 2030, a national education dashboard.** What the State measures, citizens must be able to read.
- 05 Honour Haiti's accession to the Latin American Laboratory for Assessment of the Quality of Education** and take part in earnest in the 2030 regional assessment cycle. A country that agrees to be compared has stopped fearing its own results.
- 06 Submit every major reform to an independent and published impact evaluation.**
- 07 Draw a clear line between career posts and political posts:** departmental directors, public school principals and inspectors recruited by competitive examination.

THE CALL

The main question of the hour is not which Haiti we are going to leave to the coming generations, but which coming generations we are going to leave to Haiti.

This work belongs to no minister. It belongs to the parents, who pay for most of this school; to the teachers, who keep it standing; to the principals, the inspectors, the mayors, the civil society organisations, the partners, and first of all to the pupils themselves.

A question is therefore put to them, and the answers are awaited.

What school do we want for the generation growing up today?

Every answer counts.

Nesmy Manigat

Port-au-Prince

ANNEX

**Ministerial decision
no. 6-11-229**

Port-au-Prince, 23 February 2022

On the exclusive public funding
of teaching materials in Creole
for the first four years
of basic school.

Text signed the same day in Creole and in French.
Both full versions appear in the annexes of the book.
The facsimile that follows is the French original.



RÉPUBLIQUE D'HAÏTI

**MINISTÈRE
DE L'ÉDUCATION NATIONALE ET
DE LA FORMATION PROFESSIONNELLE**

No. P-11.329

Port-au-Prince, le 23 FEV 2022

Décision ministérielle

**portant sur le financement exclusif des manuels didactiques en Créole
pour le 1^{er} cycle de l'école fondamentale**

Tenant compte des dispositions édictées par la réforme éducative et les recommandations de toutes les études réalisées à date pour l'amélioration des apprentissages de la 1^{ère} à la 4^{ème} année de l'école fondamentale ;

Conformément aux actions engagées pour la réforme curriculaire et la place du Créole qui est à la fois outil d'enseignement et objet d'apprentissage (langue d'enseignement et d'apprentissage) de la 1^{ère} année du fondamental jusqu'à la dernière année de fin d'études secondaires ;

Considérant la nécessité de promouvoir l'élaboration de matériels didactiques en Créole, particulièrement au niveau du premier cycle de l'école fondamentale ;

Considérant les prescriptions du Décret du 30 mars 1982 préconisant l'apprentissage dans la langue maternelle, le Créole ;

Considérant l'Arrêté présidentiel du 1^{er} septembre 2014 relatif aux 12 mesures en appui à la réforme du système éducatif ;

Considérant les exigences des programmes détaillés du Fondamental pour le Créole comme langue d'enseignement pour toutes les matières au cours du 1^{er} cycle de l'école fondamentale ;

Après consultation, évaluation et plusieurs réunions de concertation, il a été décidé, qu'à compter de l'année académique 2022-2023, aucun financement ne sera accordé ni en dotation ni en subvention pour des manuels en Français destinés aux apprenants pour le premier cycle de l'école fondamentale.

.../...

Par ailleurs, tenant compte aussi de l'évolution du temps et de l'environnement global d'Haïti dans le concert caribéen, latino-américain et nord-américain, le ministère de l'Éducation nationale et de la Formation professionnelle (MENFP) veut aussi encourager fortement, dès les premières années de l'école fondamentale, la communication orale des langues française, anglaise et espagnole.

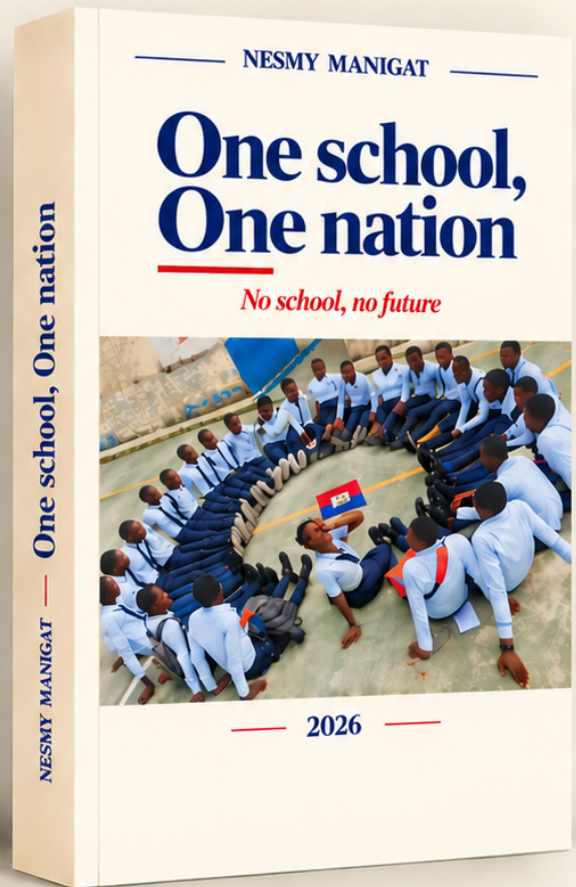
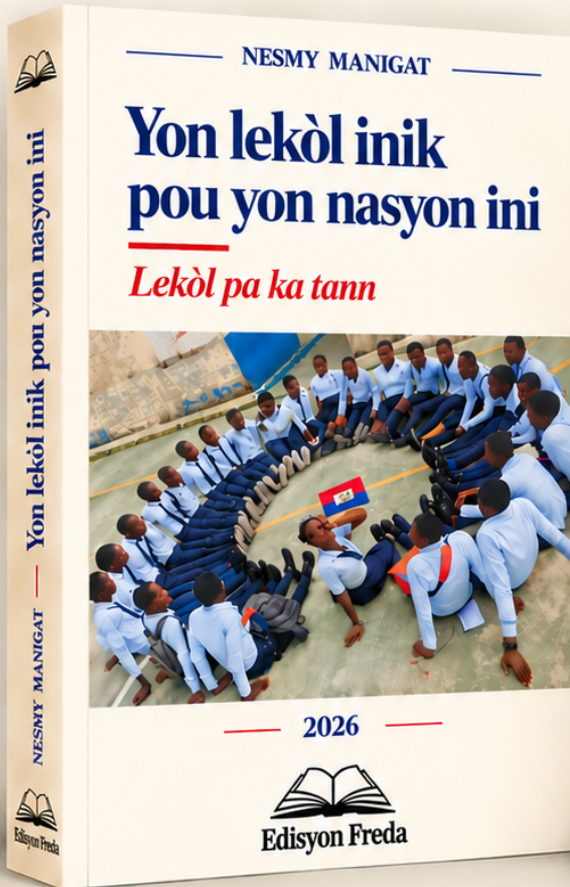
Le MENFP invite, en conséquence, les directeurs d'établissements scolaires de la République (écoles publiques et privées) à adopter des dispositions, en ce sens, en vue de la pleine application de cette mesure.

Nesmy MANIGAT



One school, One nation

No school, no future



Nesmy Manigat

Former Minister of National Education and Vocational Training

2026