

TC Document

I. Basic Information for TC

▪ Country/Region:	HAITI
▪ TC Name:	Support to the Project for Support to the Haiti Education Sector Plan (SHESP)
▪ TC Number:	HA-T1281
▪ Team Leader/Members:	Tamagnan, Marie Evane (SCL/EDU) Team Leader; Baron, Marie Edwige (CID/CHA); Blasco, Ivana (SCL/EDU); Chaudry, Kemberly (CID/CHA); Gonzalez Vidales, Ana (VPC/FMP); Holguin Madrinan, Alejandra (SCL/SCL); Mathieu, Vladimir (SCL/EDU); Routhier-Drab, Zoe (SCL/EDU); Vila Saint-Etienne, Sara (LEG/SGO) Edwige (CID/CHA); Blasco, Ivana (SCL/EDU); Chaudry, Kemberly (CID/CHA); Gonzalez Vidales, Ana (VPC/FMP); Holguin Madrinan, Alejandra (SCL/SCL); Mathieu, Vladimir (SCL/EDU); Routhier-Drab, Zoe (SCL/EDU); Vila Saint-Etienne, Sara (LEG/SGO)
▪ Taxonomy:	Operational Support
▪ Operation Supported by the TC:	HA-L1102
▪ Date of TC Abstract authorization:	02 Mar 2021.
▪ Beneficiary:	Ministère d'Education National et de Formation Professionnel (MENFP)
▪ Executing Agency and contact name:	Inter-American Development Bank
▪ Donors providing funding:	OC Strategic Development Program for Social Development(SOC)
▪ IDB Funding Requested:	US\$200,000.00
▪ Local counterpart funding, if any:	US\$0
▪ Disbursement period:	24 months
▪ Execution period:	24 months
▪ Required start date:	April 7, 2021
▪ Types of consultants:	Firms and individual consultants
▪ Prepared by Unit:	SCL/EDU-Education
▪ Unit of Disbursement Responsibility:	CID/CHA-Country Office Haiti
▪ TC included in Country Strategy (y/n):	Yes
▪ TC included in CPD (y/n):	No
▪ Alignment to the Update to the Institutional Strategy 2010-2020:	Social inclusion and equality; Productivity and innovation

II. Description of the Associated Loan

- 2.1 The Bank is preparing a new operation in Haiti, 'Support to the Haiti Education Sector Plan' (HA-L1102), to improve access to quality basic education. The new operation is coming in support to the execution of the newly validated Haiti Decennial Education Sector Plan (PDEF). The operation will support the PDEF through the following three components: (i) governance and institutional strengthening; (ii) access to non-public primary education; and (iii) access to quality public primary education. The operation will largely expand and compliment the current 3355/GR-HA and 2863/GR-HA project universes to approximately 200 public and 400 non-public schools, in which access to quality activities will be executed: tuition waivers in the case of non-public schools and the Quality Assurance System (SAQ) in the case of public schools. The proposed technical cooperation will directly support the project HA-L1102 through the design of the questionnaire needed to establish the project baseline for public and non-public schools, and the key technical design of project areas.

III. Objectives and Justification of the TC

- 3.1 **Objective.** The objective of this Technical Cooperation is to support the preparation of the project HA-L1102 and continue Bank support to the Haiti Decennial Education Sector Plan (PDEF). Through supporting the technical design of key areas of the Quality Assurance System (SAQ) and the Education Management and Information System (EMIS), the TC will strengthen the ability to monitor progress in improving educational quality and more effectively identify and address student learning challenges.
- 3.2 **Background.** Haiti continues to face persistent chronic poverty and inequality. In 2019, Gross Domestic Product (GDP) per capita was US\$772 versus US\$10,454 in Latin America and the Caribbean. Almost 60% of the population lives below the national poverty line and 28.9% live in extreme poverty (less than US\$2 a day), compared to less than 10% in Latin America and the Caribbean.¹ Furthermore, the average quality of education provided by both public and non-public schools remains low, which, once coupled with poverty, further contributes to the low levels of student achievement. Lack of reliable, valid, and relevant data on the education sector is at the center of the complex web of challenges in providing access to high quality learning opportunities to students in Haiti.² Physical learning environments are inadequate as schools often do not provide safe, healthy contexts for learning. For example, only 56% of primary schools had a source of drinking water according to the 2013-14 national school census. In seven of the ten departments of the country, the rate of school electrification is under 25%, below the Sub-Saharan Africa average of 28%.
- 3.3 After decades of growth in the non-public sector, the MENFP has taken initial steps to put in place a set of quality standards and established minimum physical criteria such as water and sanitation infrastructure through the SAQ to encourage schools to improve the safety and learning environment in which they operate. Moreover, as part of its efforts to monitor progress in achieving quality standards throughout the sector, the MENFP has also established an Education Management and Information System (EMIS). The EMIS, designed to collect, produce, and manage key data on the educator sector, is already in its first year of operationalization. For instance, the EMIS is developing unique student, teacher and school identification codes; producing consolidated existing data on public schools; and providing software and training for data collection and management at the school level. Nevertheless, and despite these great strides in governance, these systems are nascent and not yet deeply standardized or institutionalized across the sector. Moreover, COVID-19 has disrupted many aspects of children's lives by separating them from friends, changing their routines, and interrupting their learning. As such, it is expected that recovery from these two events will require functional centralized systems such as the SAQ and EMIS to provide adequate support to students. The HA-L1102 will support the strengthening of key governance systems including the SAQ and EMIS by financing their implementation and technical assistance as described in the PDEF. Nevertheless, for the HA-L1102 to begin rapidly, key technical designs of the SAQ and EMIS can be developed in early 2021.

¹ <https://data.worldbank.org/country/haiti>

² Cassidy, T. Education management information systems (EMIS) in Latin America and the Caribbean: Lessons and challenges.

- 3.4 Both the SAQ and the EMIS of the PDEF support Haiti's progress in achieving the United Nations sustainable development goal 4 (SDG 4), which aims to ensure inclusive and equitable quality education for all, however the systems remain fragile and require continued technical assistance to strengthen and better implement them. Moreover, the systems currently do not adequately reflect the socio-emotional, planning, and learning needs of the sector following the disrupted 2019 – 2020 school year. Finally, the systems are not yet coordinated and do not provide up-to-date information to establish baselines of schools.
- 3.5 **Strategic Alignment:** The TC is consistent with: (i) the Second Update to the Institutional Strategy (UIS) 2020-2023 (AB-3190-2) and is strategically aligned with the development challenge of productivity and innovation by supporting the development of the EMIS and the innovative quality assurance system which will strengthen the governance of the public education sector; as well as Social inclusion and equality by financing activities that aimed to improve the quality of education services and supporting strategies to improve the infrastructure quality of public schools that will be part of the associated investment grant. In that sense, it is expected that this TC will contribute to improve the quality of the services that will be provided to the most vulnerable part of the population. The TC is also consistent with: (i) the Strategy on Social Policy for Equity and Productivity (GN-2588-4) as it is expected that the results will allow to support the improvement of school quality in especially vulnerable, underserved communities; and (ii) the objectives of the Ordinary Capital Strategic Development Program for Social Development (GN-2819-1), particularly the second objective that is to strengthen public institutions' effort to become more effective and efficient in social programming. Moreover, the operation is fully aligned with the current IDB Haiti Country Strategy 2017-2021 (GN-2904), which prioritizes improved access to quality education and institutional strengthening.

IV. Description of components and budget

- 4.1 **Sole Component: Technical and operational support to the HA-L1102 (US\$200,000).** The main beneficiary of this component will be the MENFP. TC resources will be used to contract technical and operational assistance for the implementation of key HA-L1102 project preparation and design, notably for of the SAQ and the EMIS.
- 4.2 The component will finance four (4) technical and operational assistance (individual consultancies) for key areas of the aforementioned priorities: (i) the design and coordination matrix of the EMIS action plan (year 2) which will set the roadmap for the HA-L1102 EMIS intervention plan under Component 1; (ii) the support to the operationalization of the SAQ through the technical design of the school directors and school-based management committees (SBMC) training, as well as operational support to the execution of the SAQ in Component 3; (iii) the development of SAQ infrastructure verification criteria and accompanying questionnaire to better identify the physical conditions in schools in order to set the baseline of Component 2 and 3; and (iv) the piloting of the socio-emotional questionnaire of the SAQ especially in light of COVID-19 in order to finalize design of the socio-emotional technical support under Component 3. Eligible expenses include the contracting of individual consultants and firms responsible for the above-mentioned activities; as well as the financing of activities related to workshops and meetings as needed.
- 4.3 The development and piloting of the above-mentioned activities will be closely coordinated with the MENFP, who will provide guidance to ensure that the final product

answers the needs of the MENFP. Consultants hired to execute the sole component will be responsible for coordinating with all relevant stakeholders including the Bank and the MENFP.

- 4.4 The total cost of the TC is US\$200,000 and will be financed through a contribution from resources of the OC Strategic Development Program for Social Development (SOC).³

Indicative Budget

Component	Activity	IDB/SOC Funding (USD)	Total Funding
Component I: Technical and operational support to the HA-L1102	Support to EMIS operationalization	55,000	55,000
	Quality Assurance System (SAQ) operational support	105,000	105,000
	Development of Quality Assurance Infrastructure verification	15,000	15,000
	Quality Assurance System (SAQ) development and piloting of socio-emotional support interventions	25,000	25,000
	Total	200,000	200,000

- 4.5 **Supervision.** The Project Team Leader, an Education Specialist (SCL/EDU), will be the TC designated focal point in the Haiti Country Office, and will be responsible for executing this project. The Education Division will be responsible for supervision costs.
- 4.6 This TC seeks to support the operation in development in Haiti by providing technical support on institutional deliverables and will measure the following indicators:
- Indicator 1: 1 EMIS action plan year 2 is developed and detailed.
 - Indicator 2: 1 SAQ standardized director and SBMC training implementation plan.
 - Indicator 3: 1 SAQ infrastructure verification questionnaire
 - Indicator 4: 1 report of SAQ socio-emotional questionnaire piloted in 30 schools.
- 4.7 Specifically, the link between the HA-L1102 and the TC are as follows:

HA-L1102 Component	TC Indicator	Total TC Financing
Component 1: Governance and institutional strengthening		
Support the continued operationalization of the Haiti Education Management Information System (EMIS)	EMIS action plan year 2 is developed and detailed.	US\$ 55,000
Component 2: Access to non-public primary education		

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SOC has communicated the eligibility of this project on March 23, 2021.

Tuition waiver program	1 SAQ infrastructure verification questionnaire	US\$ 15,000
Component 3: Access to quality public education		
Quality Assurance System standard package	Report of SAQ socio-emotional questionnaire piloted in 30 schools.	US\$ 25,000
Quality Assurance System standard package	1 SAQ standardized director and SBMC implementation plan	US\$ 105,000

V. Executing agency and execution structure

- 5.1 Based on a request by the MENFP, referencing its technical assistance capacity, the IDB, through the Education Division (SCL/EDU) will execute this TC. Bank execution of this operation is consistent with guidelines (GN-2629-1) Annex 10 which allows execution by the Bank when it enhances independence of key products to be developed. SCL/EDU will be responsible for the identification, preparation, evaluation, execution, and supervision of the activities to be developed by the operation. The unit of disbursement responsibility of the TC will be CID/CHA. Any products developed under the TC will be the intellectual property of the Bank and the MENFP will have rights to it.
- 5.2 **Procurement.** All activities to be executed under this TC have been included in the Procurement Plan (see Annex IV) and will be contracted in accordance with Bank policies as follows: (a) AM-650 for Individual consultants; (b) GN-2765-4 and Guidelines OP-1155-4 for Consulting Firms for services of an intellectual nature; and (c) GN-2303-28 for logistics and other related services. The procurement plan includes one single source selection (SSS) for the individual consultancy related to the development of SAQ infrastructure verification criteria and accompanying questionnaire to better identify the physical conditions in schools. The SSS is justified due to having a specialized infrastructure specialist consultant with over 10 years of experience working with education and infrastructure in Haiti in the CHA/EDU team, who would continue supporting the team regarding this TC indicator.

VI. Major issues

- 6.1 No major risks are expected from this project. To prevent any possible risks, the Team will communicate and work closely with the MENFP regarding the consultants hired for this project. The current socio-political unrest and ongoing COVID-19 pandemic pose minor risks in the timely development of TC products for instance should MENFP and Bank teams be prevented from meeting regularly or should the MENFP productivity be affected periodically. It is expected that these risks will be mitigated by having the IDB as the executing agency, especially considering that the Bank has experience in Haiti. In addition, the strong links between this TC and HA-L1102 will allow for a wider dissemination of results and guarantee a better sustainability of the project and direct MENFP involvement in the use of TC products.
- 6.2 The TC is coordinated with donors working in the education sector, particularly with the World Bank, to ensure that parallel actions on the EMIS and SAQ complement each other and are synergized.

VII. Exceptions to Bank policy

- 7.1 There are no expected exceptions to Bank policy.

VIII. Environmental and Social Strategy

- 8.1 The TC is not anticipated to have direct environmental or social impacts and has been classified as “C” according to the Safeguard Classification tool (see Safeguard Policy Filter Report and Safeguard Screening Form).

Required Annexes:

[Request from the Client - HA-T1281](#)

[Results Matrix - HA-T1281](#)

[Terms of Reference - HA-T1281](#)

[Procurement Plan - HA-T1281](#)