

DOCUMENT OF THE INTER-AMERICAN DEVELOPMENT BANK

**HAITI**

**PROVIDING QUALITY EDUCATION IN HAITI (PEQH)**

**(HA-L1102)**

**PROJECT PROFILE**

This document was prepared by the project team consisting of: Marie Evane Tamagnan (SCL/EDU), Project Team Leader; Vladimir Mathieu (EDU/CHA), Alternate Team Leader; Monica Clara Angelica Centeno Lappas (LEG/SGO); Christian Ubertini (SCL/EDU); Sarah Ocwieja Mangones (ESG/CDR); Sabine Rieble-Aubourg (SCL/EDU); Ivana Blasco (SCL/EDU); Jennifer Linares (CID/CID); Ana Gonzalez Vidales (VPC/FMP); Marie Marcelle Orisme Roc Passard (VPC/FMP); Daphnee Saindict (CID/CHA); Aurelie Gilles (CID/CID); Josephine-Evelyn Margron (EDU/CHA); Rosangela Bando (SPD/SDV).

Under the Access to Information Policy, this document is subject to Public Disclosure.

## PROJECT PROFILE

### HAITI

#### I. BASIC DATA

<b>Project Name:</b>	Providing Quality Education in Haiti (PEQH)		
<b>Project Number:</b>	HA-L1102		
<b>Project Team:</b>	Marie Evane Tamagnan (SCL/EDU), Team Leader; Vladimir Mathieu (EDU/CHA), Alternate Team Leader; Monica Clara Angelica Centeno Lappas (LEG/SGO); Christian Ubertini (SCL/EDU); Sarah Ocwieja Mangones (ESG/CDR); Sabine Rieble-Aubourg (SCL/EDU); Ivana Blasco (SCL/EDU); Alejandra Holguin (SCL/EDU); Jennifer Linares (CID/CID); Ana Gonzalez Vidales (VPC/FMP); Marie Marcelle Orisme Roc Passard (VPC/FMP); Daphnee Saindict (CID/CHA); Aurelie Gilles (CID/CID); Josephine-Evelyn Margron (EDU/CHA); Rosangela Bando (SPD/SDV).		
<b>Beneficiary:</b>	The Republic of Haiti		
<b>Executing Agency:</b>	Ministry of Education and Professional Development (MENFP)		
<b>Financial Plan:</b>	IDB (Haiti Grant Facility):	US\$	40,000,000
	Total:	US\$	40,000,000
<b>Safeguards:</b>	Policies triggered:	OP-703 (B.1, B.3, B.4, B.6, B.7, B.16, B.17); OP-102; OP-704; OP-761.	
	Classification:	C	

#### II. GENERAL JUSTIFICATION AND OBJECTIVES

##### A. Justification

- 2.1 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.<sup>1</sup>
- 2.2 The arrival of COVID-19 in early 2020 has negatively impacted an already fragile state, where political instability and a deteriorating economic environment were already threatening post-earthquake gains. 2019 was marked by *Peyi-Lok*, a two-month period characterized by persistent social unrest which resulted in an estimated GDP contraction of 4% in FY2019. Moreover, the combination of *Peyi-Lok* and COVID-19 resulted in nearly a year of suspension of school classes.
- 2.3 In response, the Government has developed a Post-COVID-19 Economic Recovery Plan which highlights human capital as one of the most binding constraints to sustainable and inclusive growth.

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

- 2.4 **Sectoral Context.** Over the last decade, the Haitian Ministry of National Education and Professional Development (MENFP) has improved its education sector. The period of the early 2000's to 2015 was characterized by growing net primary enrollment rates, from 60% to about 70-80% respectively. After decades of uncontrolled growth in the non-public sector, the MENFP has taken initial steps to put in place a set of quality standards (the Quality Assurance System)<sup>2</sup> and minimum physical criteria related to safe infrastructure, water, and sanitation, that schools must meet to operate. Nevertheless, with an average national illiteracy rate of 23%, the quality of teaching and learning remains very weak, with poor teacher competencies and student achievement.<sup>3</sup>
- 2.5 A 2019 sector analysis and recently produced Decennial Education Sector Plan (*Plan Decenal d'Enseignement Fondamental* (PDEF)) identifies three priority areas for improving the access to quality teaching and learning in Haiti.

**Priority Area 1: Institutional strengthening and governance.**

- 2.6 Strengthening the Ministry of Education's governance is critical for maintaining oversight over the quality of education provided to its students. Yet, the sector suffers from weak governance and outdated systems. 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.<sup>4</sup> The Haiti Education Information Management System (EMIS), a system designed to collect and produce data on the education sector, is in its first year of successful operationalization. However, the systems management across the ministry is misaligned with the purpose of the EMIS and more generally lacks important processes for intra-and-inter ministerial coordination.
- 2.7 High quality Learning Assessment Systems (LAS) are a key element of effective and efficient education systems.<sup>5</sup> However in Haiti, the previous system for monitoring learning was effectively dismantled and now relies heavily on an office that only manages examinations. This system will not only need to be strengthened, but it will need to be coordinated closely with the EMIS.
- 2.8 In response to the multiple shocks to the education system which can lead to school closures, including COVID-19, the MENFP has prioritized developing a distance education system. Given the challenges due to connectivity issues, with only about 40% of households having access to electricity and 32.5% to internet,<sup>6</sup> the MENFP has begun developing low technology solutions including the use of interactive radio programming, cell phones<sup>7</sup> and television programming.

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<sup>2</sup> The Quality Assurance System (SAQ) is a system developed and validated by the MENFP for measuring and tracking school quality.

<sup>3</sup> Haiti Decennial National Education Plan 2020 – 2030 (MENFP/IIEP 2020).

<sup>4</sup> Cassidy, T. *Education management information systems (EMIS) in Latin America and the Caribbean: Lessons and challenges*.

<sup>5</sup> GPE. (2019). *Analysis of National Learning Assessment Systems: Manual*.

<sup>6</sup> IDB internal calculations (CID)

<sup>7</sup> "PLAN STRATÉGIQUE DE DÉVELOPPEMENT D'HAÏTI" (2016) PNUD - 42% of the Haitian population in urban areas and 18% in rural areas has a cell phone

- 2.9 The Quality Assurance System (SAQ) is the central system for measuring the dimensions of school quality,<sup>8</sup> however the system remains fragile and depends on the functioning of several centralized and decentralized systems including the EMIS, learning assessments, and teacher training, to properly operate.

**Priority Area 2: Access to teaching and learning.**

- 2.10 At all levels of education, the public sector plays a limited role in provision of education, quality assurance, and regulation. Public supply of education is insufficient to meet demand and private providers have stepped in to fill the gap, operating over 90% of preschools and more than 80% of primary schools.<sup>9</sup> Most families struggle to finance education costs, which represent, on average, about 10 percent of the income of households with children in basic education.<sup>10</sup>
- 2.11 At the same time, while there are no significant gender gaps in primary school enrollment, data indicates that most girls in primary classrooms are significantly overaged, with most 4<sup>th</sup> grade girls being 13 years or older (compared to the average age of boys in 4<sup>th</sup> grade of 11 years), which is a barrier to regular school attendance.<sup>11</sup> Given the frequency of over-aged girls in primary schools, special attention must be paid to encouraging regular school attendance for girls through sharing sex-specific information with girls and boys in primary schools, as well as addressing barriers through simple inputs such as trash bins in latrines, having female role models, and more.
- 2.12 Finally, the MENFP has prioritized the financing of access to primary education, contributing to substantial increases in school participation. The GoH has financed tuition waivers to non-public providers through the donor-funded Education for All - EFA Projects' Tuition Waiver Program (Education Pour Tous; EPT) since 2007 and the Government-funded Universal, Free, and Obligatory Education Program (*Programme de Scolarisation Universelle Gratuite et Obligatoire*; PSUGO) since 2011. At their combined peak between 2011 and 2014, these two programs financed the school fees of over 60 percent of all primary students in Haiti, with PSUGO representing about 20 percent of domestic public spending on education. As a result, the net primary enrollment rate rose from about 60 percent in the early 2000s to between 70 and 80 percent in 2012.<sup>12</sup> However, the end of these programs in recent years has effectively shifted the financial burden of primary education back to households.

**Priority Area 3: Quality of teaching and learning.**

- 2.13 The low average quality of education provided by both public and non-public schools, coupled with the deprivations associated with poverty contribute to the low levels of achievement. The quality of teaching is also very weak. Classroom observations of primary school teachers in the Nord and Nord Est departments

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<sup>8</sup> The dimensions of the SAQ are: (i) director leadership; (ii) community involvement; (iii) pedagogy; (iv) school staff; and (iv) school environment.

<sup>9</sup> Haiti Education Sector Analysis, 2019, IIEP.

<sup>10</sup> Investing in People to Fight Poverty in Haiti (World Bank 2015).

<sup>11</sup> Education Sector Plan, IIEP 2019.

<sup>12</sup> Towards Greater Fiscal Sustainability and Equity: A Discussion of Public Finance in Haiti (World Bank 2015).

found that most teachers use ineffective pedagogical approaches and often struggle with content.<sup>13</sup> Student learning is also very weak, for example, a 2016 pilot of a fourth-grade math assessment by the MENFP found that student scores were only slightly above what would be achieved by random guessing.<sup>14</sup> Although differences are small across regions, school type, and between boys and girls, the vast gap between current learning levels in Haiti and international standards is alarming.

- 2.14 Through the 2863/GR-HA and 3355/GR-HA, the Bank supports several initiatives addressing primary education access and quality, providing a broad base for the proposed Project to build on. Tuition waivers have helped 35,000 children attend primary school annually since 2011; the SAQ has been successfully piloted in target departments in 48 schools and has effectively supported these schools in improving school quality along the SAQ indicators since 2017;<sup>15</sup> and the EMIS, school planning and key national evaluations groundwork have been established.
- 2.15 **Strategic Alignment.** The program is consistent with the Second Update to the Institutional Strategy (UIS) 2020-2023 (AB-3190-2) and is strategically aligned with the development challenge of Social Inclusion and Equality by targeting vulnerable regions and expanding students' access to quality basic education. The program is also aligned with the cross-cutting themes of: (i) Gender Equality and Diversity by promoting actions to decrease the gap between boys and girls in public primary school progression; and (ii) Institutional Capacity and Rule of Law by improving the state's capabilities to provide public services with adequate supply, accessibility, and quality. The operation is consistent with the Sector Framework Document for Skills Development (GN-3012-3) by (i) ensuring access to high-quality and relevant learning opportunities throughout life; and (ii) strengthening quality and relevance assurance mechanisms. Additionally, the program will contribute to the Corporate Results Framework (CRF) (GN-2727-12) since it seeks to improve: (i) students benefited by education projects. 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.

## **B. Project Objectives and Components**

- 2.16 The objective of the project is to improve basic education attainment. The specific objectives of the project are to: (i) strengthen the MENFPs governance and increase its capacity to implement the PDEF; (ii) maintain enrollment in selected primary schools, and (iii) strengthen capacity of schools to improve quality. The project is a specific investment grant structured around four components and will disburse over a period of five years.
- 2.17 The direct Project beneficiaries would include current and future students attending primary public and non-public schools<sup>16</sup> supported under the Project

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<sup>13</sup> Adelman, Melissa; Baron, Juan D.; Blimpo, Moussa; Evans, David K.; Simbou, Atabanam; Yarrow, Noah. 2015. Why Do Students Learn so Little?: Seeking Answers Inside Haiti's Classrooms. World Bank, Washington, DC. © World Bank. <https://openknowledge.worldbank.org/handle/10986/22064> License: CC BY 3.0 IGO.

<sup>14</sup> IEA. l'Evaluation Nationale 2016 en Haïti. Unpublished raw data, n.d.

<sup>15</sup> Internal IDB data.

<sup>16</sup> Primary schools include 2 years of pre-primary through grade 9. Non-public schools include for-profit and non-profit institutions.

components. The IDB's education sector will work in five departments in Northern Haiti (Nord, Nord-Est, Nord-Ouest, Ouest and Artibonite), where the IDB is already investing heavily across sectors. These departments are where many of the most vulnerable populations are located. Public schools built with previous IDB financing in the target departments will be included in the project.

- 2.18 **Component 1: Improving Governance of the Education System (US\$10 million).** The project will continue to strengthen the governance and capacity of the MENFP at central and decentralized levels as prioritized by the PDEF. This component will finance the following key governance and institutional capacity activities, *inter alia*: (i) continuing the implementation of an integrated EMIS to enable planning and quality assurance at various levels of the system; (ii) strengthening the national learning assessment; (iii) developing and financing a distance education strategy and action plan;<sup>17</sup> (iv) continuing school planning and non-public regulatory activities; and (v) continuing the operationalization of the SAQ.
- 2.19 **Component 2: Access to non-public primary education (US\$12 million).** In direct emergency response to the educational and economic crises caused by the 2019 socio-political unrest and COVID-19 pandemic, this component will finance tuition waivers to selected primary, non-public schools for a minimum of two (2) school years.<sup>18</sup> Tuition waivers will be transferred to schools on a per capita basis to cover the costs of all enrolled students in the school. Schools will be selected following a verification of pre-approved schools<sup>19</sup> to assess basic infrastructure and quality criteria. Moreover, the component will finance communication activities on individual schools' quality.
- 2.20 **Component 3: Quality Assurance System in primary public schools (US\$11.5 million).** The project will support the long-term vision of the MENFP in increasing the quality of education services in Haiti by supporting the execution of the SAQ. The component will finance school improvement grants to public schools to support school quality improvements within the SAQ framework. Specifically, the component will finance, *inter alia*: (i) individual school scorecards; (ii) school improvement plans; (iii) girls' clubs' pilot to encourage regular school attendance and reduce gender related barriers; (iv) communication activities with the community; (v) textbooks and related service delivery inputs for a quality learning environment, and (vi) professional training. The executing unit (EU) will rely on both the MENFP existing structures and existing public private partnerships (PPP) with specialized operators as needed for the implementation of technical assistance activities.
- 2.21 **Component 4: Monitoring and Evaluation (US\$4 million).** This component will finance monitoring and evaluation of Project activities including the verification of tuition waivers, a Call Center for continuous monitoring and grievance redress, and SAQ data collection activities, amongst others.

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<sup>17</sup> The distance education strategy will include modalities for hybrid education adapted to the Haitian context.

<sup>18</sup> 2021 – 2022 and 2022 - 2023 school years.

<sup>19</sup> Pre-approved schools are those schools on (i) the list of schools in 5068/GR-HA; and (ii) clusters of schools under the IDB financed school choice RCT. The diagnostic will be financed and conducted through a technical cooperation.

- 2.22 **Project Management (US\$2.5 million).** The project will also finance annual audits and project management expenses.
- 2.23 **Expected results.** Several project impacts will be measured including: (i) the percentage of schools reporting data to the MENFP; (ii) the number of students enrolled in school during the project duration; and (iii) the share of schools showing improvements in SAQ indicators.

### III. TECHNICAL ISSUES AND SECTOR KNOWLEDGE

- 3.1 The Project is the result of extensive sector work, including: (i) an assessment of the IDB-financed post-earthquake education program; (ii) a diagnostic of human sector resources in the MENFP; (iii) an assessment of the IDB-financed tuition waiver program; and (iv) an analysis of the national student learning assessment; This sector work has helped identify priority areas for investment and define the specific lines of activities and execution mechanisms that will be supported.
- 3.2 This project is a departure from previous ones that had a heavy reliance on infrastructure components. Its design combines governance aspects, typically with long execution periods, with faster disbursing tuition grants with a shorter-term perspective, in addition to an innovative school-based quality component. The Project will introduce six main improvements: First, scaling of elements that have already been successful in the Haitian context, including, *inter alia*: school financing, tuition waivers, school mapping, and the SAQ.<sup>20</sup> Second, holistic funding to schools through a systemic approach to allow for synergies among investments. Third, the Project will balance funding between the central level and directly in schools to remain agile in the face of shocks to the sector. Fourth, the project EU, when needed, will hire specialized operators and non-governmental organizations to provide technical assistance to project activities. Fifth the project will not include school infrastructure activities due to a lack of school mapping and weak institutional capacity for school construction. And sixth, the project will contribute to overall sustainability of IDB financing in the sector by continuing to support the long-term vision of improving access to quality education in Haiti and supporting key governance and quality areas needed to for durable and systemic improvements to the sector.
- 3.3 **Donor coordination.** To implement a systemic approach in Haiti, the MENFP and the donor community have agreed to coordinate interventions. Donor coordination in Haiti has greatly improved in recent years, and the following processes will continue: (i) geographic targeting between the IDB and World Bank;<sup>21</sup> (ii) regular informal technical discussions; and (iii) coordination to ensure a more efficient use of time and funds.

### IV. ENVIRONMENTAL SAFEGUARDS AND FIDUCIARY SCREENING

- 4.1 According to the IDB's Environment and Safeguards Compliance Policy (OP-703), the project's net social impact is expected to be positive, as communities will benefit from increased access to quality education. The Project

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<sup>20</sup> During preparation, the project team will explore the possibility of also including school feeding, as is the case in the 2863/GR-HA, 3355/GR-HA and 5068/GR-HA.

<sup>21</sup> The IDB project team and the World Bank education team in Haiti coordinate on a weekly basis.

is classified as a Category “C”, given that there are no potential negative environmental, social and health and safety (ESHS) impacts. The project will exclude category B investments.

## **V. OTHER ISSUES**

- 5.1 The Project would be executed by MENFP, the Ministry in charge of all levels of education in Haiti. The institutional and implementation arrangements of the Project would be based on the arrangements currently in place for the 2863/GR-HA, which is executed by the EU known as *Unité de Coordination de Projet* (UCP) which has demonstrated satisfactory results to date. The UCP will be responsible for the management and execution of all project components, and when necessary will coordinate with MENFP technical directors and will contract specialized non-governmental organizations and operators for technical support.
- 5.2 The Project maintains the flexibility to respond to emerging needs due to the physical destruction of natural disasters, closures due to socio-political unrest, deteriorating economic conditions, fiduciary risk or diminishing sector financing through school feeding and tuition waivers. The project draws heavily from the lessons learned of previous and ongoing operations<sup>22</sup> to include mitigation measures for the risks stated above, notably simplifying execution of the operation by only having one EU and removing school construction activities. The project will be designed to be able to respond to disasters as they arrive, including through hybrid education to maintain learning in the event of school closures; as well as through investing in governance inputs which are resistant to previously mentioned disasters. The project team is conducting an institutional analysis which will further support an efficient and transparent execution.

## **VI. RESOURCES AND TIMETABLE**

- 6.1 POD distribution is scheduled for April 5, 2021. The Loan Document's presentation to the Board of Directors is planned for June 2, 2021. The administrative budget for preparation is estimated at US\$80,000 (see Annex V). The operation is planned to be executed in five years.

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<sup>22</sup> Internal SCL/EDU documentation on lessons learned from the 2368/GR-HA and 3355/GR-HA.



CONFIDENTIAL

<sup>1</sup> The information contained in this Annex is confidential and will not be disclosed. This is in accordance with the "Deliberative Information" exception referred to in paragraph 4.1 (g) of the Access to Information Policy (GN-1831-28) at the Inter-American Development Bank.



## Safeguard Policy Filter Report

### Operation Information

Operation		
HA-L1102 Providing Quality Education in Haiti (PEQH)		
Environmental and Social Impact Category	High Risk Rating	
C		
Country	Executing Agency	
HAITI	HA-MENFP - MINISTERE DE L'EDUCATION NATIONALE ET DE LA FORMATION PROFESSIONNELLE	
Organizational Unit	IDB Sector/Subsector	
Education	PRIMARY EDUCATION	
Team Leader	ESG Primary Team Member	
MARIE EVANE TAMAGNAN		
Type of Operation	Original IDB Amount	% Disbursed
Grant Financing Product	\$40,000,000	0.000 %
Assessment Date	Author	
17 Dec 2020	MTAMAGNAN Team Leader	
Operation Cycle Stage	Completion Date	
ERM (Estimated)	9 Dec 2020	
QRR (Estimated)	15 Mar 2021	
Board Approval (Estimated)	2 Jun 2021	
Safeguard Performance Rating		
Rationale		



## Safeguard Policy Filter Report

### Potential Safeguard Policy Items

[No potential issues identified]

### Safeguard Policy Items Identified

#### B.1 Bank Policies (Access to Information Policy– OP-102)

The Bank will make the relevant project documents available to the public.

#### B.1 Bank Policies (Disaster Risk Management Policy– OP-704)

The operation is in a geographical area exposed to [natural hazards](#) ([Type 1 Disaster Risk Scenario](#)). Climate change may increase the frequency and/or intensity of some hazards.

#### B.1 Bank Policies (Disaster Risk Management Policy– OP-704)

The sector of the operation is vulnerable to natural hazards. Climate change may increase the frequency and/or intensity of some hazards.

#### B.1 Bank Policies (Gender Equality Policy– OP-761)

The operation will offer opportunities to promote [gender equality](#) or [women's empowerment](#).

#### B.2 Country Laws and Regulations

The operation is expected to be in compliance with laws and regulations of the country regarding specific women's rights, the environment, gender and indigenous peoples (including national obligations established under ratified multilateral environmental agreements).

#### B.3 Screening and Classification

The operation (including [associated facilities](#)) is screened and classified according to its potential environmental impacts.

#### B.6 Consultations

Consultations with affected parties will be performed equitably and inclusively with the views of all stakeholders taken into account, including in particular: (a) equal participation by women and men, (b) socio-culturally appropriate participation of indigenous peoples and (c) mechanisms for equitable participation by vulnerable groups.

#### B.7 Supervision and Compliance

The Bank is expected to monitor the executing agency/borrower's compliance with all safeguard requirements stipulated in the loan agreement and project operating or credit regulations.

#### B.17. Procurement

Suitable safeguard provisions for the procurement of goods and services in Bank financed operations may be incorporated into project-specific loan agreements, operating regulations and bidding documents, as appropriate, to ensure environmentally responsible procurement.



## Safeguard Policy Filter Report

### Recommended Actions

Operation has triggered 1 or more Policy Directives; please refer to appropriate Directive(s). Complete Project Classification Tool. Submit Safeguard Policy Filter Report, PP (or equivalent) and Safeguard Screening Form to ESR.

### Additional Comments

[No additional comments]



## Safeguard Screening Form

### Operation Information

Operation		
<b>HA-L1102</b> Providing Quality Education in Haiti (PEQH)		
Environmental and Social Impact Category	High Risk Rating	
C		
Country	Executing Agency	
HAITI	HA-MENFP - MINISTERE DE L'EDUCATION NATIONALE ET DE LA FORMATION PROFESSIONNELLE	
Organizational Unit	IDB Sector/Subsector	
Education	PRIMARY EDUCATION	
Team Leader	ESG Primary Team Member	
MARIE EVANE TAMAGNAN		
Type of Operation	Original IDB Amount	% Disbursed
Grant Financing Product	\$40,000,000	0.000 %
Assessment Date	Author	
17 Dec 2020	MTAMAGNAN Team Leader	
Operation Cycle Stage	Completion Date	
ERM (Estimated)	9 Dec 2020	
QRR (Estimated)	15 Mar 2021	
Board Approval (Estimated)	2 Jun 2021	
Safeguard Performance Rating		
Rationale		

### Operation Classification Summary

Overriden Rating	Overriden Justification
Comments	



## Safeguard Screening Form

### Conditions / Recommendations

No environmental assessment studies or consultations are required for Category "C" operations.

Some Category "C" operations may require specific safeguard or monitoring requirements (Policy Directive B.3). Where relevant, these operations will establish safeguard, or monitoring requirements to address environmental and other risks (social, disaster, cultural, health and safety etc.)

The Project Team must send the PP (or equivalent) containing the Environmental and Social Strategy (the requirements for an ESS are described in the Environment Policy Guideline: Directive B.3) as well as the Safeguard Policy Filter and Safeguard Screening Form Reports.

### Summary of Impacts / Risks and Potential Solutions

The project is located in an area prone to [hurricanes](#) or other [tropical storms](#) and the likely severity of the impacts to the project is [moderate](#).

A Disaster Risk Assessment, that includes a Disaster Risk Management Plan (DRMP), may be necessary, depending on the complexity of the project and in cases where the vulnerability of a specific project component may compromise the whole operation. The DRMP should propose measures to manage or mitigate these risks to an acceptable level. The measures should consider both the risks to the project, and the potential for the project itself to exacerbate risks to people and the environment during construction and operation. The measures should include risk reduction (siting and engineering options), disaster risk preparedness and response (contingency planning, etc.), as well as financial protection (risk transfer, retention) for the project. They should also take into account the country's disaster alert and prevention system, general design standards and other related regulations.

The project is located in an area prone to [inland flooding](#) and the likely severity of the impacts to the project is [moderate](#).

A Disaster Risk Assessment, that includes a Disaster Risk Management Plan (DRMP), may be necessary, depending on the complexity of the project and in cases where the vulnerability of a specific project component may compromise the whole operation. The DRMP should propose measures to manage or mitigate these risks to an acceptable level. This must take into consideration changes in the frequency and intensity of intensive rainfall and in the patterns of snowmelt that could occur with climate change. The DRMP includes risk reduction measures (siting and engineering options), disaster risk preparedness and response (contingency planning, etc.), as well as the financial protection (risk transfer, retention) of the project. The DRM Plan takes into account existing vulnerability levels and coping capacities, the area's disaster alert and prevention system, general design standards, land use regulations and civil defense recommendations in flood prone areas. However, the options and solutions are sector- and even case-specific and are selected based on a cost analysis of equivalent alternatives.

The project is located in an area prone to [earthquakes](#) and the likely severity of impacts to the project is [moderate](#).



## Safeguard Screening Form

A Disaster Risk Assessment, that includes a Disaster Risk Management Plan (DRMP), may be necessary, depending on the complexity of the project and in cases where the vulnerability of a specific project component may compromise the whole operation. The DRMP should propose measures to manage or mitigate these risks to an acceptable level. The measures should consider both the risks to the project, and the potential for the project itself to exacerbate risks to people and the environment during construction and operation. The measures should include risk reduction (siting and engineering options), disaster risk preparedness and response (contingency planning, etc.), as well as financial protection (risk transfer, retention) for the project. They should also take into account the country's disaster alert and prevention system, general seismic design standards and other related regulations.

### Disaster Risk Summary

Disaster Risk Level

**Moderate**

Disaster / Recommendations

The reports of the Safeguard Screening Form (i.e., of the Safeguards Policy Filter and the Safeguard Classification) constitute the Disaster Risk Profile to be included in the Environmental and Social Strategy (ESS). The Project Team must send the PP (or equivalent) containing the ESS to the ESR.

The Borrower prepares a Disaster Risk Management Summary, based on pertinent information, focusing on the specific moderate disaster and climate risks associated with the project and the proposed risk management measures. Operations classified to involve moderate disaster risk do not require a full Disaster Risk Assessment (see Directive A-2 of the DRM Policy OP-704).

The Project Team examines and adopts the DRM summary. The team remits the project risk reduction proposals from the DRMP to the engineering review by the sector expert or the independent engineer during project analysis or due diligence, and the financial protection proposals to the insurance review (if this is performed). The potential exacerbation of risks for the environment and population and the proposed risk preparedness or mitigation measures are included in the Environmental and Social Management Report (ESMR), and are reviewed by the ESG expert or environmental consultant. The results of these analyses are reflected in the general risk analysis for the project. Regarding the project implementation, monitoring and evaluation phases, the project team identifies and supervises the DRM approaches being applied by the project executing agency.

Climate change adaptation specialists in INE/CCS may be consulted for information regarding the influence of climate change on existing and new natural hazard risks. If the project requires modification or adjustments to increase its resilience to climate change, consider (i) the possibility of classification as an adaptation project and (ii) additional financing options. Please consult the INE/CCS adaptation group for guidance.

### Disaster Summary



## Safeguard Screening Form

### Details

The project is classified as moderate disaster risk because of the likely impact of at least one of the natural hazards is average.

### Actions

Operation has triggered 1 or more Policy Directives; please refer to appropriate Directive(s). Complete Project Classification Tool. Submit Safeguard Policy Filter Report, PP (or equivalent) and Safeguard Screening Form to ESR.



## SOCIAL AND ENVIRONMENTAL STRATEGY

### **A. Environmental impact**

According to the IDB's Environment and Safeguards Compliance Policy (OP-703), the project's net social impact is expected to be positive, as communities will benefit from increased access to quality education. The Project is classified as a Category "C", given that there are no potential negative environmental, social and health and safety (ESHS) impacts. The project will exclude category B investments.

### **B. Social impact**

This operation is estimated to have favorable effects on education quality and student learning. This will be achieved through (i) the provision of tuition waiver programs and school grants, (ii) holistic school improvement including inter alia: teacher professional development, director leadership, community involvement, financial training; and (iii) the strengthening of the MENFP governance and institutional capacity.

### INDEX OF COMPLETED AND PROPOSED SECTOR WORK (HA-L1102)

Issues	Description	Dates	Link to Document
<b>Technical options and design</b>	National Evaluation of Student Learning	Complete	<a href="#">Evaluation</a>
	Quality Assurance System (SAQ)tools	Complete	<a href="#">Tools</a>
	Socio-emotional SAQ tool 2020	Complete	<a href="#">Tool</a>
	Process Evaluation of tuition waiver program	Complete	<a href="#">Evaluation</a>
	IDB post-earthquake Education Program in Haiti: Mid-term Evaluation Report.	Complete	<a href="#">Evaluation</a>
	TVET sector Evaluation	Complete	<a href="#">Report</a>
	Technical note on socio-emotional development	In preparation	
	Minimum Competencies 2020	Complete	<a href="#">Tools</a>
	Determinants of School achievement	Complete	<a href="#">Report</a>
	Management of school system	Complete	<a href="#">Report</a>
	Early childhood development Policy/ strategy.	Complete	<a href="#">Strategy</a>
	Analysis of situation of Early Childhood	Complete	<a href="#">Analysis</a>
	ICT proposals for MENFP's Management Information System.	Complete	<a href="#">Proposals</a> <a href="#">Proposals</a> <a href="#">Proposals</a>
	School Mapping Methodology	Complete	<a href="#">Report</a>
	School Maps 2017 – 4 Departments	Complete	<a href="#">school maps</a>

Issues	Description	Dates	Link to Document
	EMIS Action Plan	Complete	<a href="#">Proposals</a>
	Verification of School Feeding Service Provider (BND) 2018	Complete	<a href="#">Report</a>
	School feeding strategy	Complete	<a href="#">Strategy</a>
	School health policy	Complete	<a href="#">Policy document</a>
	Teacher training strategy	Complete	<a href="#">Strategy</a>
	Non-formal education policy	Complete	<a href="#">Policy document</a>
<b>Analysis of cost and economic viability</b>	Conduct required cost-benefit analysis of the project	November 2020	<a href="#">TORs</a>
<b>Financial management/fiduciary issues and control environment</b>	Assessment of Institutional Capacity (PACI)	Ongoing	<a href="#">TORs</a>
	Fiduciary management capacity of DDE's as well as MENFP and other executing agencies	Complete	<a href="#">Reports</a>
<b>Data collection and analysis for reporting on results</b>	Parent Surveys and studies on school choice in Haiti (TC abstract).	Complete	<a href="#">Report</a>
	SAQ 2017 baseline recalculated for the revised 2018 questionnaires	Complete	<a href="#">Report</a>
	Baseline of non-public schools participating in the program. This is based on an elaborated methodology including school mapping, EPT data and school results on national evaluations and exams (Draft)	Complete	<a href="#">Baseline</a>
	Institutional diagnostic in terms of planning and school construction	Complete	<a href="#">Diagnosis</a>

Issues	Description	Dates	Link to Document
<b>Institutional analysis/personnel, procedures other aspects of implementation capacity</b>	UCP Standard Operations Manual Draft (independent of the IDB financed projects)	Complete	<a href="#">Draft Manual</a>
	Evaluation of institutional capacity of Direction of Administrative Affairs (DAA)	Complete	<a href="#">Report</a>
	Audit of Human Resources Direction (DRH) at the central and local level	Complete	<a href="#">Report</a>
	Management manual for Departmental Directions (DDE)	Complete	<a href="#">Manual</a>
	School accreditation manual	Complete	<a href="#">Manual</a>
	Procedures manual of ONAPE	Complete	<a href="#">Manual</a>
	Capacity building and local governance in the education sector (UNICEF)	Complete	<a href="#">Report</a>
<b>Social and environmental safeguards</b>	Social and Environmental Strategy developed by ESG as part of project preparation	To be prepared	
<b>Other key issues, such as donors, gender, sustainability, country/sector issues</b>	Education Sector Plan 2020 – 2030 (PDEF)	Complete	<a href="#">Sector Plan</a>
	Sector Analysis 2019	Complete	<a href="#">Report</a>
	ESPIG Concept Note Developed by the GPE Grant Agent, World Bank	Complete	<a href="#">Concept note</a>
	Evaluation of implementation of the Operational Plan (2010-2015)	Complete	<a href="#">Evaluation</a>

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<sup>1</sup> The information contained in this Annex is confidential and will not be disclosed. This is in accordance with the "Deliberative Information" exception referred to in paragraph 4.1 (g) of the Access to Information Policy (GN-1831-28) at the Inter-American Development Bank.