

## TC ABSTRACT

### I. Basic Project Data

▪ Country/Region:	HAITI/CID - Isthmus & DR
▪ TC Name:	Private Schooling and School Choice in Haiti - Phase 2
▪ TC Number:	HA-T1252
▪ Team Leader/Members:	MATHIEU, VLADIMIR (SCL/EDU) Team Leader; OLSEN, ANNE SOFIE WESTH (EDU/CEC) Alternate Team Leader; ELACQUA, GREGORY MICHAEL (SCL/EDU); CROWTHER, NAOMI (SCL/EDU); SANTOS MORALES, HUMBERTO ALONSO (SCL/EDU); ANDRE, PIERRE FRANCOIS DIEUDONNE (CDH/CHA); ELIAS GONZALEZ, ALISON (SCL/EDU); ETIENNE SALNAVE, MARISE (VPC/FMP); CHAPUIS, EMILIE (VPC/FMP); CONTRERAS GOMEZ, RAFAEL EDUARDO (SCL/EDU); CHRETIEN, LOUIS-FRANCOIS (LEG/SGO); SCANNONE CHAVEZ, RODOLFO ANDRES (SCL/EDU)
▪ Taxonomy:	Operational Support
▪ Number and name of operation supported by the TC:	Support to the Implementation of the Education Plan and Reform in Haiti-HA-L1060 - Support to Execution Increasing Access to Quality Education in Haiti-HA-L1077 - Support to Execution Support to the Education Plan and Reform in Haiti - IV-HA-L1080 - Support to Execution Providing Quality Education in Haiti (PEQH)-HA-L1102 - Support to Execution Private Schooling and School Choice in Haiti-HA-T1223 - Support to Execution Early Childhood Development Action Network in Haiti-HA-T1251 - Support to Execution
▪ Date of TC Abstract:	10 Apr 2018
▪ Beneficiary:	Haiti
▪ Executing Agency:	INTER-AMERICAN DEVELOPMENT BANK
▪ IDB funding requested:	\$ 300,000.00
▪ Local counterpart funding:	\$ 0.00
▪ Disbursement period:	18 months
▪ Types of consultants:	Firms
▪ Prepared by Unit:	Education
▪ Unit of Disbursement Responsibility:	Country Office Haiti
▪ TC included in Country Strategy (y/n):	No
▪ TC included in CPD (y/n):	Yes
▪ Alignment to the Update to the Institutional Strategy 2010-2020:	Social inclusion and equality

### II. Objective and Justification

- 2.1 The objective of this Technical Cooperation is to implement the second phase of the experiment which aims to evaluate the impact of access to information and accountability in the Haitian schooling system. In the first phase of the TC, report cards have been distributed to parents and schools who are located in a sample of “closed schooling markets” across the country with information on school performance (quality) and school fees, in addition to an accountability component which will consist of a school ranking in each schooling market. In this second phase, the TC will finance, specifically, end-line surveys to collect data that will allow to measure the impact of the distribution of reports cards on the school choice of the parents.

- 2.2 This TC will fund the endline survey of an experiment that provides information to schools and families in a sample of “closed schooling markets” across Haiti. About 85% of schools in Haiti are private, and parents currently choose schools without any information provided by educational authorities on either quality or price. Specifically, in this Randomized Control Trial (RCT), we provided report cards to parents and schools located within these markets with information on school performance and school fees. The dissemination of the report card draws upon behavioural economic insights to frame the information according to the target. We harness the social norms of the local area to ‘nudge’ the principals. The parent dissemination session takes into account their cognitive scarcity and low bargaining power by empowering them with an implementation tool and promoting group action. The endline results will allow us to observe the impact of information on school outcomes and decisions of parents. At the end of the TC, the experiment will be able to provide policy recommendations to improve the Haitian education system.
- 2.3 This specific experiment is a critical part of a larger three component-project elaborated in collaboration with MENFP that has the general objective of understanding how school choice and school markets function in Haiti. The first component consisted of a parent and school survey combined with a standardized test in Mathematics and Reading in 90 closed school markets across Haiti; approximately 900 schools and 2,084 parents. This component has allowed to constitute the baseline with data about school market knowledge, sources of information parents use, school search strategies, school fees, factors for choosing current school, and student background information. This first component was financed under HA-L1049 and led by MENFP. The second component, that was financed under HA-T1223, introduced an accountability experiment of delivering school report cards and ranking of schools in 45 of the randomly selected school markets. The third component, which would be financed under this TC, consists of the endline parent and school survey and the follow up application of the standardized test. The TC will support the Government of Haiti in developing reforms to transition from an education system with mainly private actors to a publicly governed mixed schooling system.
- 2.4 The TC is consistent with (i) the Update to the Institutional Strategy (UIS) 2010 – 2020 (AB-3008) as it will address the challenges related to Social Inclusion and Equality by supporting the provision of inclusive services in education in Haiti; (ii) 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 Haiti; (iii) the current Haiti Country Strategy 2017-2021 (GN-2646-2), which prioritizes access to public services to enhance human development, with an emphasis on the most vulnerable areas (iv) the Sector Framework Document for Education (GN-2708-2), mainly dimension 1; High expectations guide education services; and (v) the objectives set in 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.

### **III. Description of Activities and Outputs**

- 3.1 The funds of this Technical Cooperation will be used to finance the collection of high quality endline dataset of parents and directors behaviour, including school price changes and the preparation of a report on the impact of the experiment.
- 3.2 **Component I: Administering the parent and director questionnaires, and the 4th year exam.** First, we will survey all the parents who answered the baseline survey. Second, we will survey school directors in both treatment and control schools, also administering a questionnaire similar to the baseline director questionnaire, including data on school pricing and other school processes. Third, we will administer a

standardized test in Mathematics and Reading Literacy to the students in order to measure the impact of the intervention on the test performance of students

- 3.3 **Component II: Dissemination of results** . A paper with the results and policy recommendations will be elaborated at the end of the RCT. The Bank will also organize two events to disseminate the findings. We will present the paper at a BBL at IDB in Washington DC and at a technical workshop in Port-au-Prince.

#### IV. Budget

Indicative Budget

Activity/Component	IDB/Fund Funding	Counterpart Funding	Total Funding
Administering the parent and director questionnaires, and the 4th year exam	\$ 270,000.00	\$ 0.00	\$ 270,000.00
Dissemination of results	\$ 30,000.00	\$ 0.00	\$ 30,000.00

#### V. Executing Agency and Execution Structure

- 5.1 The Education team in Haiti will execute the TC, in close collaboration with MENFP. The Bank will be in charge of procurement process, administrative and monitoring activities. The Bank will contract individual consultants, consulting firms and non-consulting services in accordance with Bank's current procurement policies and procedures". The endline survey will be implemented by the same firm contracted to do the baseline and follow-up surveys, l'Institut Haïtien de Formation en Sciences de l'Education (IHFOSED). This firm has been responsible for collecting data on parents' choice for the baseline. The contract has been executed satisfactorily and they are organizing the implementation of the delivery of the report cards. The involvement of this firm since the beginning of this study gives them a very accurate and functional knowledge of the project that any other firm in the market would not have. Furthermore, implementing the endline with IHFOSED will also facilitate the implementation of lessons learned during the preparation of the baseline.
- 5.2 IDB has executed the first phase of this study with the support a private firm that performed the collection of the data. This decision has been justified because all the executing agencies of the Ministry was already overloaded by the execution of the four active IDB operations and the management of funds from other donors. The situation remains the same today as none of the operations has been closed yet. It would be thus more efficient that IDB continues the implementation of the second phase of this TC to avoid distracting the Ministry from the completion of the activities of the other operations. However, although IDB will ensure the fiduciary management of this TC, it will maintain a very close collaboration with the Ministry about the technical part of the study.

#### VI. Project Risks and Issues

- 6.1 The main risk associated with this TC is a delay in the implementation due to the response time of the MENFP to the interventions. This risk will be mitigated by close coordination and constant dialogue between the Bank team and the MENFP.

#### VII. Environmental and Social Classification

- 7.1 The ESG classification for this operation is "undefined".