

TC Document

I. Basic Information for TC

▪ Country/Region:	HAITI
▪ TC Name:	Emergency Tuition Waiver Program Support
▪ TC Number:	HA-G1052
▪ Team Leader/Members:	Tamagnan, Marie Evane (SCL/EDU) Team Leader; Rieble-Aubourg, Sabine (SCL/EDU) Alternate Team Leader; Blasco, Ivana (SCL/EDU); Centeno Lappas, Monica Clara Angelica (LEG/SGO); Colo, Jeff Schleiden (CID/CHA); Emilio Laguillo (SCL/EDU); Giles Alvarez, Laura (CID/CID); Gonzalez Vidales, Ana (VPC/FMP); Isabel Williamson, David Alejandro (ORP/GCM); Lima De Moraes, Vitoria (ORP/REM); Orisme Roc Passard, Marie Marcelle (VPC/FMP); Vila Saint-Etienne, Sara (LEG/SGO)
▪ Taxonomy:	
▪ Operation Supported by the IG:	
▪ Date of TC Abstract authorization:	.
▪ Beneficiary:	Republic of Haiti; Ministry of National Education and Professional Development (MENFP)
▪ Executing Agency and contact name:	Ministere De L'Education Nationale Et De La Formation Professionnelle
▪ Donors providing funding:	Cofinancing Special Grants(COF)
▪ IDB Funding Requested: ¹	US\$2,950,000.00
▪ Local counterpart funding, if any:	US\$0
▪ Disbursement period (which includes Execution period):	30 months disbursement. 30 months execution
▪ Required start date:	February 1, 2022
▪ Types of consultants:	Firm 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

II. Objectives and 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 (LAC). 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 LAC.² The Haitian population faces a series of structural socioeconomic vulnerabilities, including a life expectancy at birth of 64 years,

¹ These funds will be administered by the IDB through a non-reimbursable project-specific grant (PSG). The Education Above All Foundation (EAA) will contribute US\$2,950,000. This PSG will be administered by the IDB pursuant to document SC-114. In accordance with that document, the commitment of Education Above All Foundation (EAA) for the PSG will be established through a separate Administrative Agreement.

² <https://data.worldbank.org/country/haiti>

(compared to 75.6 years in LAC) and 5.6 mean years of schooling (compared to 8.7 mean years of schooling in LAC).³ Furthermore, 88% of the population work in the informal sector and depend on day-by-day incomes to meet their basic consumption needs. As a result, Haiti ranks 170th out of 189 countries in the 2020 United Nations Human Development Index Report.

- 2.2 COVID-19 has negatively impacted Haiti, where political instability and a deteriorating economic environment were already threatening post-earthquake gains. Reconstruction efforts after the 2010 earthquake started to bring some improvements as extreme poverty fell, infrastructure and private sector activity expanded, and health and education indicators improved, however, starting in 2018, Haiti's economy has deteriorated due to a reduction in access to external financing, fuel shortages, social unrest, high inflation, and poor conditions for agriculture. In addition, 2019 was marked by the *Peyi-Lok* ("closed country"), a two-month period from October to December, characterized by persistent social unrest which resulted in the paralysis of economic activities, the suspension of school classes and shortages of fuel, water, food, and medicines. The combination of these factors resulted in a real GDP contraction of 1.2% in the fiscal year of 2019 (FY2019) and an estimated contraction of 4% in FY2020. The arrival of COVID-19 and the ensuing actions that the government had to undertake to contain its spread, such as the closing of factories, businesses, and schools for several weeks, further deteriorated the economy and the education sector.
- 2.3 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% respectively however there is a limited access to education in public schools.⁴ At all levels of education, the public sector plays a limited role in the provision, quality assurance, and regulation of the sector. 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.⁵ Most families struggle to finance education costs, including tuition, transport, uniforms, supplies, which, on average, represent about 52% of the income of households with children in basic education.⁶ In response to this reality, tuition waiver programs have been implemented to alleviate the financial weight of schooling from families.
- 2.4 The MENFP's implementation of tuition waivers contributed to enrolment gains and showed that access can be achieved quickly through financing non-public tuition fees. The GoH has financed tuition waivers for students enrolled in non-public schools through the donor-funded Education for All-EFA Projects' Tuition Waiver Program (*Education Pour Tous*)⁷ since 2007 and the government -funded Universal, Free, and Obligatory Education Program (PSUGO) since 2011. At their combined peak between 2011 and 2014, these two government combined programs financed the school fees of over 60% of all primary students in Haiti, with PSUGO representing about 20% of

³ <https://data.worldbank.org/country/haiti>

⁴ World Bank, 2015. "Towards Greater Fiscal Sustainability and Equity: A Discussion of Public Finance in Haiti."

⁵ Haiti Education Sector Analysis, 2019, IIEP.

⁶ Own calculations (IDB/Education Division).

⁷ The EFA programs were supported by various donors. The IDB supported the program with HA-L1049, HA-L1060, HA-L1077, HA-L1080, and HA-L1102.

domestic public spending on education.⁸⁹ The end of the donor funded EFA program in 2017,¹⁰ however, has effectively shifted the financial burden of primary education back to households. In fact, since the end of the tuition waiver programs, Haiti faces a growing out-of-school children crisis.¹¹ A 2017 UNICEF and MENFP study indicates that of the approximate 4 million primary aged children, nearly 500,000 children aged 5 to 18 were completely excluded from the school system in Haiti and about 1 million were at risk of leaving the system without having finished their schooling.¹² In addition, recent events, such as the August 14, 2021 earthquake and start of the COVID-19 Pandemic that started in 2020 further exacerbate the need for support of families to send their children back to school and therefore a reviving of the tuition waiver program.

- 2.5 On August 14, 2021, a 7.2-magnitude earthquake hit Haiti, recalling the disaster of the 2010 earthquake ten years earlier. The earthquake caused 2,200 deaths and 12,000 people injured.¹³ Education sector data estimates that at a minimum 540,000 children¹⁴ are affected in the departments of Nippes, Sud and Grande Anse, either by damaged or destroyed buildings and lack of access to water and sanitation.
- 2.6 The COVID-19 pandemic further puts at risk the previous achievements in expanding access to education; therefore, programs are needed to allow that children can return to school to ensure that the country does not lose more human capital. Indeed, out-of-school children estimates in Haiti have significantly increased due to *Peyi-Lok*, when the country was in lock-down due to political and social unrest starting in 2019, and COVID-19. A recent MENFP report states that at least 3 million children across the country did not have access to primary school in 2019 due to the *Peyi-Lok* with 60% of establishments closing during that time across the country.¹⁵ Then, on March 20, 2020, the GoH made the decision to close all schools in the country to prevent the spread of COVID-19, affecting 4 million school aged children. As a result, most students missed a significant portion of the 2019-2020 academic year. Available data indicates that approximately 50% of children have not re-enrolled in schools in the 2020–2021 school year, and over 80% of families interviewed declared not having the financial means after the multiple crises to send their children to school, indicating that the out of school children crisis will continue in the coming years.^{16,17} In addition, the 2020-2021 school year closed early due to a spike in COVID-19 cases and insecurity, resulting once again in all children of the country being out of school.
- 2.7 Finally, Haiti is considered the most vulnerable country in LAC to climate change.¹⁸ Weather events, coupled with limited infrastructure, land use practices, and low per capita income contribute to Haiti's climate vulnerability. Indeed, Haiti is extremely

⁸ World Bank, 2014. "Evaluation of the Haiti Tuition Waiver Program."

⁹ IDB, 2017. "Process Evaluation of tuition waiver program."

¹⁰ The PSUGO program was modified and started in 2018 as the program PROSGRATE <https://haiti.loopnews.com/content/haiti-education-le-prosgrate-pour-remplacer-le-psugo>

¹¹ Definition of Out of School Children as the *Educate a Child (EAC) foundation*.

¹² MENFP, UNICEF, 2017. « Etude sur les enfants en dehors de l'école. »

¹³ OCHA Haiti Earthquake 2021.

¹⁴ UNICEF sitrep 1 – August 15

¹⁵ UNICEF, 2020. "How many children and young people have internet access at home?"

¹⁶ UNICEF, GPE Emergency Project Document 2020–Accessed March 21, 2021.

¹⁷ The proportion of students that complete 4th and 6th grade out of those that enroll in the northern six departments targeted by IDB investments is 65 and 55 percent respectively. Source: 2015- 2016 school census data.

¹⁸ USAID Haiti Climate Risk Profile 2017 accessed August 2021.

prone to extreme weather events, which historically have significantly affected schooling, in addition to agriculture, health and economic growth. Schools are an opportunity for educating the young generation on climate change, climate resilience, and for implementing climate resilience activities such as school gardens, reforestation, recycling initiatives, and more.

- 2.8 Within this context, the Board of Directors of the Bank approved on June 4th, 2021 the investment project “Support to the Haiti Education Sector Plan (SHESP)” in Haiti (HA-L1102, 5279/GR-HA), to improve access to quality basic education. Importantly the operation is supporting the execution of the newly validated Haiti Decennial Education Plan 2020-2030 (PDEF) while simultaneously responding to the education emergency in the country caused by the Peyi-lok, the Covid-19 pandemic, and the 2021 earthquake. The operation 5279/GR-HA will complement ongoing IDB operations targeting approximately 250 public and non-public schools that aim to expand access to quality educational services; and provide tuition waivers to 60,000 students including out-of-school children in the case of non-public schools. This proposed investment grant (IGR) (HA-G1052) will allow the financing of tuition waivers prioritizing the children in Sud, Grande Anse, and Nippes affected areas by the August 14, 2021, earthquake (southern part of Haiti). The tuition waiver program will apply the same procedures in the southern departments, as the ones applied in the northern departments (operation HA-L1102) (¶4.3, 4.5).
- 2.9 The objective of this IGR is to support access to basic education by providing tuition waivers to out of school children (OOSC) in the departments of the Grand Sud (areas affected by the 2021 earthquake).
- 2.10 Education Above All Foundation (EAA) will contribute to this project, which will finance tuition waivers (via cash transfers from the MENFP to the schools) to selected primary, non-public schools that will be linked directly to the enrollment of 12,000 OOSC over a period of two (2) school years. Additionally, the IGR will contribute to a climate resilience program in select beneficiary schools.
- 2.11 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. Additionally, the program will contribute to the Corporate Results Framework 2020-2023 (CRF) (GN-2727-12) since it seeks to improve the following indicator: 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. The IGR is also aligned with the Skills Development Sector Framework Document (GN-3012-3).

III. Description of activities/components and budget

- 3.1 **Component 1: Improving access to quality education in primary schools (US\$2,690,000).**
- 3.2 **Sub-component 1.1 Tuition Waiver Program (US\$2,640,000).** This component will finance tuition waivers (via cash transfers) to selected primary, non-public schools that will be linked directly to the enrollment of 12,000 OOSC over a period of two (2) school

years in the southern part of the country, the areas of Sud, Grande Anse and Nippes.¹⁹ Tuition waivers will be transferred to schools on a per capita basis to cover the costs of 10,000 newly enrolled OOSC in year 1 and 12,000 OOSC (10,000 OOSC retained and 2,000 OOSC newly enrolled) in year 2. This will be on the condition that schools respect EAA OOSC definitions²⁰ and program participation criteria, including the provision of textbooks for enrolled students, not charging parents enrolment fees, and compliance with fiduciary requirements.²¹

- 3.3 This IGR will finance 12,000 OOSC enrolments in the South of Haiti in areas affected by the August 2021 earthquake, whereas the corresponding tuition waiver program from the HA-L1102 will financed 10,000 enrolments in the northern part of the country.

Table 1. Number of beneficiaries by financing source

Financing	2022-23 beneficiaries	2023-24 beneficiaries	Total beneficiaries	Comment
Corresponding tuition waiver program (IDB)	10,000	10,000	10,000	Total is not cumulative as the same group of students will be supported over the two-year period
HA-G1052 (EAA) corresponding operation	10,000	12,000	12,000	Total is not cumulative
Total			22,000	

- 3.4 The Tuition Waiver Program (TWP) payments will be based on procedures for providing funding for the tuition program used in similar IDB financed tuition waiver programs. Disbursements will be made in two tranches during the school year. Disbursement of the first tranche (60%) will be subject to the receipt of the signed school contracts and approved school list. Payment of the second tranche will be subject to the receipt of the external verification firm reports as required by established procedures. Administrative costs will finance the external verification (see ¶3.9 and Table 2). Schools that comply with established procedures will receive the second tranche.
- 3.5 **Sub-component 1.2 Climate Resiliency Initiative (US\$50,000):** The sub-component will finance a climate resilience education initiative in at least ten (10) non-public primary schools benefiting from Sub-component 1.1. The initiative will be based on existing successful experiences by civil society and/or non-governmental organizations in the Haitian education sector. The initiative will be designed in full coordination with the MENFP and executed by an individual consultant (see ¶4.8) and will be implemented in one (1) selected department (¶3.8). The initiative will promote

¹⁹ 2021/22 and 2022/23 school years.

²⁰ Definition of Out of School Children as per *EAA foundation*: Out of school children are children of the official primary school age range who are not participating in primary or secondary school. The EAC working definition includes the following groups or types of out of school children: (i) Children who do not have access to a school: These children will never attend unless they gain access; (ii) Children who have access to school but who are not enrolled: These children either never enter school or will enter school late; (iii) Children who have access and have enrolled in school but who do not attend; (iv) Children who have dropped out of the education system; and (v) Children who are in emergency and/or crisis situations and not participating in any organized education program. These children may be displaced and in temporary living conditions with no schools or organized educational opportunities available.

²¹ Participation criteria are verified annually through the data collection done by an external verification firm. The data collection questionnaire is approved by the IDB before activities begin.

civism through practice, involving all actors in schools and communities, carry out environmental protection activities, introduce waste management, train in the preparation of compost and nurseries, plant, and care for school forests (reforestation) and school food gardens.

- 3.6 **Beneficiaries and Targeting:** The direct project beneficiaries will include out of school children (students) per EAA definitions (see footnote 22) attending primary non-public schools²² in Sud, Grande Anse and Nippes. These students would benefit from the elimination of school fees. The selection of participating schools will be based on the following inclusion criteria: (i) geographically located in the targeted departments (§3.8); and (ii) adequate basic infrastructure. Schools having previously benefitted from IDB operations²³ will be included in the intervention. Only non-public primary schools will be eligible. Schools receiving tuition waivers funded by other donors will be excluded from the intervention. Schools benefitting from EAA tuition waivers will have been identified under the school selection baseline collection undertaken by MENFP using available school census data.
- 3.7 Specific targeting of out of school children will be undertaken to reattract children to schooling. OOSC will be identified through the field visits of United Nations Office for Project Services (UNOPS) contracted under the HA-L1102. In year 1 of the program, all children benefitting from the TWP will be OOSC children as they were enrolled in school but will have not returned to schools for 30 continuous days due to emergency school closures brought on by the socio-political unrest in Haiti as well as the earthquake. In year 2, UNOPS will identify an additional 2,000 OOSC from communities around beneficiary schools to include in the program. Children in grades 1 through 6 will benefit from the program.²⁴
- 3.8 The project will target three departments in Southern Haiti (Sud, Grande Anse and Nippes) that were affected by the August 2021, earthquake. These departments are home to 16% of primary schools in the country (2,837 of 17,036) with a total of 420,787 students.²⁵
- 3.9 **Administrative costs (US\$90,500):** The IGR will finance consulting services of an external technical verification firm responsible for verifying program OOSC enrollment to EAC definitions and respect of program conditions. The external technical verification processes will be identical to those of the operation HA-L1102. Moreover, this IGR will finance the supervision costs of the project executing unit (see §4.7).
- 3.10 **Financial audit (US\$22,000):** the IGR will finance two annual external financial audits (see §4.4).
- 3.11 **Budget.** The cost of this IGR project is US\$2,950,000 to be financed by the Education Above All Foundation (EAA). Resources to be received from Education Above All Foundation will be provided to the Bank through a Project Specific Grant (PSG). A PSG is administered by the Bank according to the “Report on COFABS, Ad-Hocs and

²² Non-public schools include for-profit and non-profit institutions. Public schools include institutions owned and operated: (i) by MENFP; (ii) cooperatively by communities with support from MENFP; and (iii) by non-public organizations that have signed agreements with MENFP and in which MENFP supplies teachers and other inputs.

²³ HA-L1077 and HA-L1080 IDB financed school constructions.

²⁴ Equivalent to the first 2 cycles of basic education. Non-public schools disproportionately do not have a 3rd cycle of primary.

²⁵ 2013 School Census Data.

CLFGS and a Proposal to Unify Them as Project Specific Grants (PSGs)” (Document SC-114). As contemplated in these procedures, the commitment from Education Above All will be established through a separate administrative Agreement. Under such agreement, the resources for this project will be administered by the Bank and the Bank will charge an administrative fee of 5% of the contribution, which is duly identified in the budget of this project. The 5% administrative fee will be charged after the contribution has been received

Table 2. Indicative Budget²⁶

Component	Description	EAA Funding		Total IGR funding	Corresponding tuition program for same years ²⁷
		Year 1 (2022-2023)	Year 2 (2023-2024)		
Component 1 Subcomponent 1.1: Tuition waiver program for OOSC	Cash transfer for student enrolment for 20,000 OOSC (EAA 10,000/IDB 10,000) in Y1 and 22,000 OOSC (EAA 12,000/IDB 10,000) in Y2 students at a cost of 120 per student	1,200,000	1,440,000	2,640,000	14,000,000 (of which 2,400,000 for OOSC)
Component 1 Subcomponent 1.2: Climate change pilot	Climate change pilot for 10 public primary schools in 2 departments	25,000	25,000	50,000	0
Administrative costs operational and management costs	TWP external verification	45,250	45,250	90,500	2,000,000
Financial Audit	Financial audit	11,000	11,000	22,000	120,000
PSG Administration fee	5% of the donor total contribution	147,500	0	147,500	0
Total		1,428,750	1,521,250	2,950,000	16,120,000

3.12 Result Framework. The objective of the investment grant is to improve basic education attainment for out of school children. This IG has the following results framework:

Table 3. Specific Development Objectives

Indicators	Unit of measurement	2022-23	2023-24	Total Target	Joint co-finance target	Means of verification	Comments
Specific development objective: OOSC enrollment in selected primary schools							
Number of Grade 1-6 OOSC newly	[Students]	10,000	2,000	12,000	22,000	Annual External verification	12,000 EAC

²⁶ As stated earlier, the Board of Directors of the IDB approved on June 4, 2021 the operation HA-L1102 (5279/GR-HA; US\$50 million grant). The HA-L1102 operation complements the HA-G1052 as HA-L1102, provides tuition waivers to out of school children using the same methodology, in the northern departments of the country.

²⁷ HA-L1102 has already been approved. The column is added for illustrative purposes to show the complementarities of the operations and not to seek approval of the resources related to HA-L1102.

enrolled into schools						n firm data; UCP.	Together, HA-G1052 with HA-L1102's targets, this will lead to benefiting 22,000 OOSC
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Table 4. Outputs

Indicator	Unit of meas.	Baseline value	Baseline year	Y 1 2022-23	Y 2 2023-24	End of Project	Joint co-financing target	Means of verif.	Comments
Tuition waivers distributed to previously out of school children.	[1 year School Tuition Waiver]	0	2021	10,000	12,000	22,000	42,000	External verification of delivery report; UCP	One waiver represents a tuition subsidy for one student per year. Cumulative target Together with the targets of the HA-L1102 this will lead to 42,000 waivers distributed under HA-G1052 and HA-L1102
Schools applying climate resilience initiatives	[school]	0	2021	0	10	10	10	UCP semester report	

- 3.13 A comprehensive set of monitoring and capacity building activities has been integrated into the Tuition Waiver Program over time and funds have been budgeted accordingly. The supervision frameworks include, *inter alia*: (i) the external verification of the TWP²⁸; and (ii) the supervision of the project executing unit (see ¶4.7). In addition, the Bank team will engage in regular supervision of the execution of the IGR with the government counterparts in Haiti. An IGR specific project closing report will be prepared at project closing and will include a section on the experience working with the Education Above All Foundation and the complementarity with similar IDB financed operations.

IV. Executing agency and execution structure

- 4.1 This IGR will be executed by the Ministry of Education and Professional Development (MENFP), through the *Unité de Coordination de Projet* (UCP), the Ministry in charge of all levels of education in Haiti. The UCP is embedded within MENFP's existing structures and would be responsible for implementing the IGR. UCP is also responsible for the implementation of HA-L1102. The UCP will coordinate with MENFP technical directors and technical teams. The UCP is led by a Project Coordinator located within the MENFP Director General's office and has all key staff including the financial management specialist, chief of operations, a monitoring and evaluation

²⁸ The use of a call center is a methodology used by the MENFP and several IDB financed projects (HA-L1077, HA-L1102, HA-L1145, HA-J0001). The methodology uses a triangulated verification approach where an identical or similar question is asked to directors, teachers, and students' parents, thereby ensuring a higher rate of accurate responses.

specialist, a procurement focal point, as well as technical and administrative staff on-board. Regarding procurement, UCP works with the *Unité de Passation des marchés* (UPM) which is responsible for procurements and is fully staffed. The UCP Coordinator and his team will ensure that the IGR activities are fully aligned with operation HA-L1102.

- 4.2 UCP will be responsible for the implementation and operationalization of the IGR. UCP will be responsible for transferring the tuition waivers from the project account to schools' bank accounts, financing the external verification firm, and procuring consultants and services to support the execution of the climate change pilot. To this end, the UCP will use the administrative funds assigned (Table 2).
- 4.3 **Project Financial Management.** Project financial management will be executed according to OP-273-12. UCP will open separate bank accounts for the management of the grant provided under this operation. UCP will maintain proper financial management systems and will prepare a semi-Annual Operation Plan (PAO), including a procurement plan and a twelve-month detailed financial plan indicating cash flow needs for the project execution and serving as the basis for advance of funds disbursements. Advances of funds for Sub-Component 1.1, will be made based on tuition waiver subsidies approved for up to each scholar year submitted in the required semi-Annual Operational Plan (PAO).
- 4.4 **Financial Audits.** The MENFP through UCP will be responsible for contracting an external auditor eligible to the Bank to perform the financial audit of the IGR according to the Bank procedures and to be submitted within 120 days of the end of each fiscal year, and a final financial audit to be submitted within 120 days after the last disbursement date.
- 4.5 Disbursements will be made in two tranches. Advances of 60% will be made for the tuition waivers agreed to prior to the start of the school year. Following the yearly external verification of school participation criteria and enrolments, schools which will have complied with participation criteria (¶3.6) will receive the second payment based on the verified enrolment numbers. The tranches will be justified for a minimum of 80% before a second tranche can be disbursed. The exchange rate valid at the day of transactions will be used to record all expenses made in local currency. The Central Bank exchange rate will be used as the reference rate.
- 4.6 **Reporting.** The MENFP through UCP will submit to the Bank, two semi-annual progress reports, the first to be submitted within 60 days after the second semester of each year (February) and the second which will serve as an annual report to be submitted 60 days after the end of the first semester of each year (August). The MENFP will additionally submit a final report (at 90% disbursement of the project). Reporting will be measured against the results matrix and the enrollment target of reaching 22,000 Out of School Children, along with the retention rate for the first-year cohort of OOSC enrolled.
- 4.7 **Supervision.** The UCP will engage in regular supervision in order to produce the required documentation and ensure proper project execution. The Bank and EAA will be invited to participate in supervision and monitoring activities along with the UCP and may supervise independently as needed.
- 4.8 **Procurement.** All activities to be executed under this IGR have been included in the Procurement Plan and will be contracted in accordance with project procurement policies: (a) GN-2349-15 and (b) GN-2350-15. The IGR will contract (i) an individual

consultant for the climate change pilot in accordance with the relevant procurement policy; (ii) a firm for the external verification of the TWP; and (iii) an audit firm.

- 4.9 **Direct contracting.** The United Nations Office for Project Services (UNOPS) will be responsible for TWP external verification. Since 2019, UNOPS has been contracted by the MENFP to support the tuition waiver program verification in line with MENFP requirements and aligned with the Education Management and Information System (EMIS). Given UNOPS experience with the same terms of references and responsibilities, UNOPS will be hired under GN-2349-15 clause 3.10. Specialized agencies can be contracted through single-source selection if they fulfill the criteria set forth in paragraph 3.10 of the policies. The rationale for this method of selection is based on the general interests of the client and the project. It is also based on the Bank's obligation to ensure that the basic procurement principles are met and that equal opportunities are offered to all qualified consultants, and when only one firm is qualified or has experience of exceptional worth for the assignment.

V. Major issues

- 5.1 The proposed project has identified the following medium high and high risks and response plan measures. First, if socio-political instability persists, temporary school closures may occur, the payment of the tuition waivers as well as the external verification may experience delays. To mitigate this risk, the project will then use remote implementation arrangements, such as the use of a call center (hired under the complementary HA-L1102) instead of actual school visits,²⁹ for the external verification, and MENFP/UCP will trigger³⁰ contractual clauses with beneficiary schools to halt the use of TWP funds until schools reopen. If the external tuition waiver verification firm cannot collect yearly data in time and thereby confirm the number of beneficiaries for the TWP, the advance of funds for the next school year may be delayed (planning, medium-high). To mitigate this risk, the MENFP/UCP will map difficult access areas and ask the call center to cross-check the information provided by the external verification. Lastly, if there is incorrect data on selected tuition waiver schools, and schools receive unjustified amounts of waiver grants, then fewer students may benefit from the program than planned (planning, medium-high). To mitigate this risk, the agency responsible for the external verification will be asked to provide more information on the at-risk schools and MENFP/UCP will accompany the at-risk schools more closely. Finally, to mitigate the risk of financial sustainability of the tuition waiver program, active policy dialogue on sector financing and options for long-term solutions to the lack of access will continue under the HA-L1102, however in the interim the continuation of support to tuition waivers and to access in vulnerable communities remain important commitments under short-term emergency support of the HA-G1052.

VI. Exceptions to Bank policy

- 6.1 There are no expected exceptions to Bank policy.

²⁹ The use of a call center is a methodology used by the MENFP and several IDB financed projects HA-L1077, HA-L1102, HA-L1145, HA-J0001). The methodology uses a triangulated verification approach where an identical or similar question is asked to directors, teachers and students' parents, thereby ensuring a higher rate of accurate responses.

³⁰ TWP school contracts include a clause that allows the MENFP to block accounts in the event that schools are closed. School closures for more than 10 working days results in triggering the clause.

VII. Environmental and Social Strategy

- 7.1 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 education. The Project is classified as a Category "C", given that there are no potential negative environmental, social and health and safety (ESHS) impacts. A communication and grievance redress mechanism are planned by the HA-L1102 in the form of a call center and hotline which the executing unit is responsible for monitoring and addressing concerns. The mechanism is resistant to potential insecurity or COVID-19 shocks as it will be managed and executed remotely.

Required Annexes:

[Request from the Client - HA-G1052](#)

[Results Matrix - HA-G1052](#)

[Terms of Reference - HA-G1052](#)

[Procurement Plan - HA-G1052](#)