

## TC ABSTRACT

### I. Basic Project Data

▪ Country/Region:	HAITI/CID - Isthmus & DR
▪ TC Name:	Technical assistance for national and learning assessments in Haiti
▪ TC Number:	HA-T1305
▪ Team Leader/Members:	TAMAGNAN, MARIE EVANE (SCL/EDU) Team Leader; JEFF SCHLEIDEN COLO (CID/CHA); ZOE ROUTHIER DRAB (SCL/EDU); GONZALEZ VIDALES, ANA (VPC/FMP); KEMBERLY CHAUDRY (CID/CHA); EMILIO LAGUILLO (SCL/EDU); BLASCO, IVANA (SCL/EDU); CENTENO LAPPAS, MONICA CLARA ANGELICA (LEG/SGO)
▪ Taxonomy:	Client Support
▪ Number and name of operation supported by the TC:	N/A
▪ Date of TC Abstract:	17 May 2022
▪ Beneficiary:	Republic of Haiti
▪ Executing Agency:	INTER-AMERICAN DEVELOPMENT BANK
▪ IDB funding requested:	US\$200,000.00
▪ Local counterpart funding:	US\$0.00
▪ Disbursement period:	24 months
▪ Types of consultants:	Individuals; Firms
▪ Prepared by Unit:	SCL/EDU - Education
▪ Unit of Disbursement Responsibility:	SCL/EDU - Education
▪ TC included in Country Strategy (y/n):	No
▪ TC included in CPD (y/n):	No
▪ 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 provide support in the realization of the Ministry of National Education and Professional Development (MENFP) priority technical areas related to: (i) the national evaluations and learning assessments; and (ii) the monitoring and evaluation of the Haiti 2020 – 2030 Decennial Education Sector Plan (PDEF). The PDEF outlines key priority areas for reforming the education sector in Haiti, including primarily: (i) institutional and governance strengthening; (ii) increasing access to schooling and (iii) enhancing the quality of teaching and learning. Through technically supporting the national evaluations and the monitoring the progress towards the PDEF results more generally, the government will be better able to concretely determine actions and decisions needed to improve educational quality and more effectively identify and address student learning outcome challenges.
- 2.2 Haiti continues to face persistent chronic poverty and inequality. In 2020, Gross Domestic Product (GDP) per capita was US\$ 3095.2 versus US\$ 15645.1 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. 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. Moreover, children's schooling in Haiti has suffered from numerous delays and

extended interruptions to the academic year. With learning levels lagging behind international standard before 2018, this loss of structured instruction time over the last three years will likely have profound human capital implications for the future of Haitian students and the broader society and economy around them.

- 2.3 Nevertheless, the MENFP has successfully improved its education sector over the last decade. The period of the early 2000's to 2015 was characterized by growing net primary enrollment rates, from 60% to about 80% respectively. At the end of 2021, the 12 Measures, announced by the Minister of Education, were reinstated as an action plan for transforming the Haitian education system. These measures have, guided the MENFP in taking steps towards significant governance reforms ranging from non-public sector regulation, human resources regulation and data for decision making.
- 2.4 The 4th Ministerial priority outlined in the 12 Measures is that of national evaluations as a tool for measuring learning outcomes for central, decentralized and school-level decision-making. In line with governmental priorities and requests, the Bank has historically financed the national assessments since their inception in 2014. Financed by the HA-L1077 and HA-L1080, the Bank has supported the first iterations of the national evaluations via the pre-pilot, pilot, and first national 4th year evaluation in 2015, 2016 and 2017 respectively. As a result, the MENFP has a large amount of national evaluation data, however the use of the data has not yet been maximized.
- 2.5 Following the 2017 national level data collection, evaluations did not continue again until 2022 due to barriers ranging from political priorities, socio-political insecurity and COVID-19 school closures. As a result, the necessary post-evaluation work was not initiated and therefore no strategy for using the data for decision making was developed and the data was not used to inform teacher training. As the Bank continues to finance the national evaluations under the HA-L1102, it is imperative that the previous data be not only analyzed but also processed in such a way as to provide recommendations and actions for student learning improvement.
- 2.6 The reinstatement of the 12 Measures aligned with the validation and first year operationalization of the PDEF, both working together to set a clear vision and reform program for the education sector in Haiti. The PDEF, validated in January 2021, has been executing for over one year, however no tools for tracking results have been developed thereby making progress towards the plan intangible.

### III. Description of Activities and Outputs

- 3.1 **Component I: Support to national evaluations and learning assessments** . The component will support the MENFP in analyzing national evaluation and learning assessment data to determine actions and decisions to act to improve teaching and learning. The component will finance technical assistance (individual consultants and firm) and workshops to present the results of the data analysis and develop concrete action plans to improve teaching and learning. A methodology and action plan for use of national evaluation results in public schools will be produced.
- 3.2 **Component II: Support to the monitoring of the PDEF.** The component will support the MENFP in monitoring the PDEF by developing the tools necessary for tracking progress and presenting the results of the first 2 years of PDEF execution. The component will finance technical assistance (individual consultancy) to support the MENFP around the PDEF. This Component will have the following products: 1 consolidated MENFP PDEF action plan is developed and 1 workshop on PDEF progress completed.

### IV. Budget

#### Indicative Budget

Activity/Component	IDB/Fund Funding	Counterpart Funding	Total Funding
Support to national evaluations and learning assessments	US\$135,000.00	US\$0.00	US\$135,000.00
Support to the monitoring of the PDEF	US\$65,000.00	US\$0.00	US\$65,000.00
<b>Total</b>	<b>US\$200,000.00</b>	<b>US\$0.00</b>	<b>US\$200,000.00</b>

## **V. Executing Agency and Execution Structure**

- 5.1 Based on a request by the Ministry of Economy and Finance, referencing the MENFP technical assistance capacity, the Education Division of the Bank (SCL/EDU) will be the executing agency. This TC will be executed by the IDB according to TC guidelines (GN-2629-1) Annex 10 which allows execution by the Bank when it enhances independence of key products to developed.
- 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.

## **VI. Project Risks and Issues**

- 6.1 To prevent any possible risks, the Team will communicate and work closely with the MENFP regarding the consultants hired for this project. A project in the Haitian context implies a higher level of complexity and risks related to socio-political unrest. It is expected that these risks will be mitigated by (i) having the IDB as the executing agency; (ii) conducting technical work that would not be affected by political shifts; (iii) conducting work that does not require movement in the country, thereby avoiding insecurity risks. 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.

## **VII. Environmental and Social Classification**

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