

Technical Cooperation Document

I. Basic Information for TC

▪ Country/Region:	HAITI
▪ 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; Blasco, Ivana (SCL/EDU); Centeno Lappas, Monica Clara Angelica (LEG/SGO); Emilio Laguillo (SCL/EDU); Gonzalez Vidales, Ana (VPC/FMP); Jeff Schleiden Colo (CID/CHA); Kemberly Chaudry (CID/CHA); Zoe Routhier Drab (SCL/EDU)
▪ Taxonomy:	Client Support
▪ Operation Supported by the TC:	N/A
▪ Date of TC Abstract authorization:	17 May 2022.
▪ Beneficiary:	MENFP – Haiti
▪ Executing Agency and contact name:	Inter-American Development Bank
▪ Donors providing funding:	OC SDP Window 2 - Social Development(W2E)
▪ IDB Funding Requested:	US\$200,000.00
▪ Local counterpart funding, if any:	US\$0
▪ Disbursement period (which includes Execution period):	18 months (execution and disbursement periods are the same)
▪ Required start date:	1 November, 2022
▪ Types of consultants:	Individual consultants
▪ Prepared by Unit:	SCL/EDU-Education
▪ Unit of Disbursement Responsibility:	SCL/EDU-Education
▪ 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 of the TC

- 2.1 The objective of this Technical Cooperation is to provide support in the realization of the Ministry's 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\$ 3,095.20 versus US\$ 15,645.10 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 Caribbean¹. 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 far behind international standards even before 2018², 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*³, announced by the Minister of Education, were reinstated as an action plan for transforming the Haitian education system. These measures have, since 2014, 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. Thanks to Bank support over the years, the MENFP has a large amount of national evaluation data; however, the use of the data has not yet been maximized.
- 2.5 Unfortunately following the 2017 national level data collection, evaluations did not continue again until 2022 (ongoing under the HA-L1102) due to various barriers ranging from political priorities, socio-political insecurity and COVID-19 school closures which caused energy and efforts to be directed away from the national evaluations. As a result of these various barriers, the necessary post-evaluation work was not initiated and therefore (i) no strategy for using the data for decision making was developed; and (ii) the data was not used to inform in-service 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 in a context of political instability and low sector financing. No tools for tracking the PDEF results have been developed, thereby

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

² The 2016 national evaluation 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. In the six target departments, students only answered between 32% and 43% of items correctly. Students in private schools scored slightly better than public school students, with overall averages of 39% and 37% respectively. Similarly, girls scored only slightly better than boys, with overall averages of 39% and 38% respectively.

³ Originally announced and in effect from 2014 to 2017, the 12 measures are a list of 12 Ministerial priorities for the reform of the education system.

making progress towards the plan intangible both internally in the MENFP as well as externally to technical and financial partners.

- 2.7 Both the national evaluations and the achievement 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 in order to strengthen and better implement them.
- 2.8 The proposed technical cooperation is coherent with over seven years of Bank financing in the education sector in Haiti and will contribute to finalizing the analysis and use of critical national level learning data in Haiti. Moreover, given the Banks continued investments in national evaluations in the HA-L1102, ensuring that previous data is utilized effectively and developing a strategy for the use of future data is a critical result for both the MENFP and the Bank. Finally, given the strong link between the national evaluations, the *12 measures* and the PDEF, ensuring that the PDEF is supported, and that progress is being made to achieve its results is critical for ensuring that all relevant external activities to the national evaluation are being achieved as intended by the MENFP.
- 2.9 **Strategic Alignment:** The TC is consistent with: (i) the Second Update to the Institutional Strategy (UIS) 2020-2023 (AB-3190-2) as it prioritizes social inclusion and equality by targeting vulnerable regions and expanding students' access to quality basic education (social inclusion and equality development challenge); (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 especially vulnerable, underserved communities; and (iii) the objectives of the Ordinary Capital Strategic Development Program for Social Development (GN-2819-14), particularly the second objective of the priority area 5 – Inclusive Social Development, 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.

III. Description of activities/components and budget

- 3.1 The main beneficiary of this technical cooperation will be the MENFP. TC resources will be used to contract technical assistance for the technical analysis of national evaluation data and technical assistance to the monitoring of the PDEF.
- 3.2 **Component 1 – Data analysis of the national evaluations (US\$ 150,000).** This component will support the MENFP in analyzing national evaluation and learning assessment data to determine actions and decisions to act on the data to improve teaching and learning. The component will finance one (1) technical assistance individual consultant responsible for the analysis of previous national evaluation data, and a proposal for the use of the data for decision making moving forward. Eligible expenses include the contracting of an individual consultant responsible for the above-mentioned activities; as well as the financing of activities related to meetings as needed.
- 3.3 **Component 2 – Support to the Education Sector Plan (US\$ 50,000).** This component will support the MENFP in monitoring the PDEF by: (i) developing the tools necessary for tracking progress; and (ii) presenting the results of the first 2 years of PDEF execution. The component will finance one (1) technical assistance individual

consultancy to support the MENFP in the following priorities: (i) the development of a PDEF monitoring and tracking tool; and (ii) the support to the internal and external accountability of the MENFP around the PDEF results. Eligible expenses include the contracting of an individual consultant responsible for the above-mentioned activities; as well as the financing of activities related to workshops and meetings as needed.

- 3.4 The development of all documents 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 Components 1 and 2 will be responsible for coordinating with all relevant stakeholders including the Bank and the MENFP.
- 3.5 The total cost of the TC is US\$ 200,000, which will be charged against the OC SDP Window 2 – Social Development. There will be no local counterpart financing.

Indicative Budget

Component	Description	IDB OC SDP (USD)	Total Funding (USD)
1	Data analysis of the National Evaluations	150,000	150,000
2	Support to the Education Sector Plan	50,000	50,000
TOTAL		200,000	200,000

Marie Evane Tamagnan, Education Specialist (SCL/EDU), will be the TC designated focal point in the Haiti Country Office and will be responsible for execution.

IV. Executing agency and execution structure

- 4.1 Based on a request by the MENFP the Bank will be the executing agency through its Education Division (SCL/EDU). This TC will be executed by the IDB according to guidelines OP-619-4, Annex II, which allows execution by the Bank when it enhances independence of key products to developed.
- 4.2 **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 and (b) GN-2303-28 for logistics and other non-consulting related services.

V. Major issues

- 5.1 No major risks are expected from this project. To prevent any possible risk, 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 the socio-political context, institutional stability and fragility. 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.

VI. Exceptions to Bank policy

- 6.1 No exceptions to Bank's policies are expected from the execution of this TC.

VII. Environmental and Social Strategy

- 7.1 This Technical Cooperation is not intended to finance pre-feasibility or feasibility studies of specific investment projects or environmental and social studies associated with them; therefore, this TC does not have applicable requirements of Bank's Environmental and Social Policy Framework (ESPF).

Required Annexes:

[Request from the Client - HA-T1305](#)

[Results Matrix - HA-T1305](#)

[Terms of Reference - HA-T1305](#)

[Procurement Plan - HA-T1305](#)