

DOCUMENT OF THE INTER-AMERICAN DEVELOPMENT BANK

REPUBLIC OF HAITI

SUPPORT TO HAITI EDUCATION GOVERNANCE

(HA-J0009)

GRANT PROPOSAL

This document was prepared by the project team consisting of: Marie Evane Tamagnan, Project Team Leader (SCL/EDU); Sabine Rieble-Aubourg (SCL/EDU) Alternate Team Leader; Zoe Routhier Drab, Gabriela Gambi, and Ivana Blasco (SCL/EDU); Luciana Etcheverry Hernandez (SCL/GDI), Jeff Schleiden Colo and Caroline Pidoux (CID/CHA); Ana Gonzalez Vidales and Marie Orisme Roc Passard (VPC/FMP); Aurélie Gilles, Mathieu Cros and Giulia Lotti (CID/CID); Monica Centano Lappas (LEG/SGO).

In accordance with the Access to Information Policy, this document is being released to the public and distributed to the Bank's Board of Executive Directors simultaneously. This document has not been approved by the Board. Should the Board approve the document with amendments, a revised version will be made available to the public, thus superseding and replacing the original version.

CONTENTS

PROJECT SUMMARY	1
I. PROJECT DESCRIPTION AND RESULTS MONITORING	2
A. Background, Problem Addressed, and Justification.....	2
B. Objective, Components, and Cost	12
C. Key Results Indicators	14
II. FINANCING STRUCTURE AND MAIN RISKS.....	15
A. Financing Instruments	15
B. Environmental and Social Safeguard Risks	15
C. Fiduciary Risk	16
D. Other Risks and Key Issues.....	16
III. IMPLEMENTATION AND MANAGEMENT PLAN	18
A. Summary of Implementation Arrangements	18
B. Summary of Arrangements for Monitoring Results	20
C. Significant Design Activities Post Approval.....	21

ANNEXES	
Annex I	Summary Development Effectiveness Matrix (DEM)
Annex II	Results Framework
Annex III	Fiduciary Arrangements

REQUIRED ELECTRONIC LINKS (REL)	
REL#1	Pluriannual Execution Plan (PEP) / Annual Operational Plan (AOP)
REL#2	Monitoring and Evaluation Arrangements
REL#3	Environmental and Social Review Summary (ESRS)
REL#4	Procurement Plan

OPTIONAL ELECTRONIC LINKS (OEL)	
OEL#1	Analysis of Project Cost and Economic Viability
OEL#2	Curriculum Reform
OEL#3	EMIS Annex
OEL#4	HA-L1102 Execution Status
OEL#5	Partner Mapping
OEL#6	Lessons Learned
OEL#7	References
OEL#8	HA-J0009 Execution Scheme
OEL#9	Alignment of IDB Education operations in Haiti
OEL#10	Climate Change Annex

ABBREVIATIONS	
AFD	<i>Agence Francaise de Developpement</i>
BRH	<i>Banque de la République d’Haïti</i>
CETN	<i>Coordination de l’Équipe Technique Nationale</i>
COVID 19	Corona Virus 19
CTP	<i>Comité de Pilotage Technique</i>
DDEs	Departmental education directorates
DTs	Technical directorates of the MENFP
EMIS	Education Information Management System
ERCE	Regional Comparative and Explanatory Study
FCCV	Fragility, Conflict and Criminal Violence
FSI	Fragile States Index
GDP	Gross Domestic Product
GLPE-H	Haiti Local Education Sector Group
GPE	Global Partnership for Education
IBE	International Bureau of Education
ICRLCM	Institutional Capacity and Rule of Law Country Matrix
IDB	The Inter-American Development Bank
IEA	Evaluation of Educational Achievement
IHFOSED	<i>Institute Haïtien de Formation en Sciences de l’Education</i>
IHDI	Inequality-adjusted Human Development Index
IIEP	International Institute for Education Planning
LAC	Latin America and The Caribbean
LaNA	The Literacy and Numeracy Assessment
LAS	Learning Assessment Systems
LLECE	<i>Laboratorio Latinoamericano de Evaluación de Calidad de la Educación</i>
MDB	Multilateral Development Bank
MENFP	Ministry of National Education and Professional Development
NVP	Net Present Value
OECD	Organization for Economic Co-operation and Development
ONAPE	Office National de Partenariat en Education
PA	Paris Alignment
PAPDEF	<i>Projet D’Appui au Plan Décennal et de la Formation</i>
PDEF	Decennial Education Sector Plan
PIRLS	Progress in International Reading Literacy Study
RRAS	Management Report Summary of the Environmental and Social Review
SACMEQ	Southern and Eastern Africa Consortium for Monitoring Educational Quality
SAQ	Quality Assurance System
SIDS	Small Island Developing States
SWD	Students with disabilities
UCP	<i>Unité de Coordination de Projet</i>

UNESCO	United Nations Educational, Scientific and Cultural Organization
USI	<i>Unité de Statistique et d'Informatique</i>
WB	World Bank

**PROJECT SUMMARY
REPUBLIC OF HAITI
SUPPORT TO HAITI EDUCATION GOVERNANCE
(HA-J0009)**

Financial Terms and Conditions				
Beneficiary			Grant Facility	
Republic of Haiti			Amortization Period:	N/A
Executing Agency			Disbursement Period:	5 Years
Ministry of Education and Professional Development (MENFP)			Grace Period:	N/A
Source	Amount (US\$)	%	Interest rate:	N/A
IDB (Grant Facility for Haiti):	20,000,000	100	Credit Fee:	N/A
			Inspection and supervision fee:	N/A
			Weighted Average Life (WAL):	N/A
Total:	20,000,000	100	Currency of Approval:	Dollars of the United States of America
Project at a Glance				
Project Objective/Description: The objective of the project is to improve learning in Haiti. The specific objectives of the project are to: (i) strengthen the capacity of the MENFP to make informed policy decisions in Haiti; and (ii) improve quality of teaching in Haiti.				
Special Contractual Clauses prior to the first disbursement: As special conditions prior to the first disbursement of the investment Grant, the Beneficiary, through the Executing Agency, shall provide evidence to the satisfaction of the Bank of: (i) the approval and entry into effect of the POM according to the terms and conditions previously agreed with the Bank; (ii) the draft contract to be signed between MENFP and the specialized operator, IBE-UNESCO containing the terms and conditions of its participation in the project; and (iii) the selection of a procurement specialist in accordance with the terms previously agreed with the Bank. (¶3.4)				
Special Contractual Clauses of execution: As special condition during the execution of the investment Grant, the Beneficiary, through the Executing Agency, shall have presented evidence to the satisfaction of the Bank that the executing agency has selected an accountant in accordance with the terms of reference previously agreed with the Bank. (¶3.5)				
Exceptions to Bank Policies: None.				
Strategic Alignment				
Objectives^(a):	O1 <input checked="" type="checkbox"/>	O2 <input type="checkbox"/>	O3 <input type="checkbox"/>	
Operational Focus Areas^(b):	OF1 <input type="checkbox"/>	OF2-G <input checked="" type="checkbox"/>	OF2-D <input checked="" type="checkbox"/>	OF3 <input checked="" type="checkbox"/> OF4 <input checked="" type="checkbox"/> OF5 <input type="checkbox"/> OF6 <input type="checkbox"/> OF7 <input type="checkbox"/>

^(a) O1 (Reduce poverty and inequality); O2 (Address climate change); and O3 (Bolster sustainable regional growth).

^(b) OF1 (Biodiversity, natural capital and climate action); OF2-G (Gender equality); OF2-D (Inclusion of diverse population groups); OF3 (Institutional capacity, rule of law, and citizen security); OF4 (Social protection and human capital development); OF5 (Productive development and innovation through the private sector); OF6 (Sustainable, resilient, and inclusive infrastructure); and OF7 (Regional integration).

I. PROJECT DESCRIPTION AND RESULTS MONITORING

A. Background, problem addressed, and justification.

- 1.1 Haiti continues to face persistent chronic poverty and inequality. The IDB classifies Haiti as a fragile country¹ and indeed Haiti is ranked 10th out of 179 countries in the 2023 Fragile States Index (FSI), making it one of the most fragile states in the world.² In 2023, Gross Domestic Product (GDP) per capita (in purchasing -power -parity international dollars) was US\$3,185.7 versus US\$20,034.4 in Latin America and the Caribbean (LAC).³ 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.⁴ In the past years, Haiti has been marked by worsening in security and increasingly persistent social unrest that have resulted in the fifth consecutive year of economic contraction, estimated at 1.9% in FY2023.⁵ In 2024, the capital city of Haiti has experienced a worsening context, characterized by increasing violence, food insecurity, and emigration and decreasing access to basic services such as health, water and connectivity.
- 1.2 **Sectoral Context.** The last decade in Haiti was characterized by growing net primary enrollment rates, from 60% in the early 2000s to about 70% in 2015. However, students face several barriers to access school and to learn while at school. The average Haitian child enters first grade nearly two years late, due to a combination of household financial constraints that delay school entry and schools' prerequisites of preprimary enrollment. Once in school, 13% of first graders repeat the year, and only about half will reach the sixth grade^[7].
- 1.3 **Student learning remains a major challenge, with limited access to quality public education**^[1]. In 2022, the 6th grade national evaluation found that students continue to perform just slightly above what is expected by random guessing in French and Mathematics (with students scoring about 31% in French and 26% in math)^[6]. Unfortunately, having never participated in a comparative regional learning assessment, no learning assessment benchmarking data is available in Haiti as of 2024.
- 1.4 Low learning is a result of various factors. Among school-aged children and adolescents, the most important determinant of learning in school is (i) the quality of the teaching provided, including all the enabling inputs; and (ii) the institutional setup that make teaching effective^[40] In Haiti, ineffective and poor quality of teaching, as well as weak management capacity affect learning. Ineffective teaching encompasses an outdated curriculum, lack of student-centered practices, and lack of adequate teaching materials to aid learning. The weak management capacity to make informed policy decisions is shown in the inadequate regulation of the sector, and it is exacerbated by lack of information systems and timely data on performance.

¹ [See IDBs definition of "fragility."](#)

² The Fragile States Index is based on a conflict assessment framework – known as “CAST”. Twelve conflict risk indicators are used to measure the condition of a state at any given moment. <https://fragilestatesindex.org/indicators/>.

³ <https://www.imf.org/external/datamapper/PPPPC@WEO/HTI/WE>

⁴ <https://data.worldbank.org/country/haiti>

⁵ <https://www.imf.org/external/datamapper/PPPPC@WEO/HTI/WE>

- 1.5 **At all levels of education, the public sector plays a limited role in the provision, quality assurance, and regulation of the sector.** The *Enabling Factors* Analysis conducted by the MENFP in July 2023 with the support of the Global Partnership of Education and the Bank, demonstrates that the education budget in Haiti represents 1.1% of the GDP, significantly lower than the LAC average of 4.3%. As a result of the limited financing, public supply of education is insufficient to meet demand. Private providers have stepped in to fill the gap, operating over 90% of preschools and more than 80% of primary schools[2]. Strengthening the MENFP governance is critical for maintaining oversight of the education sector and for improving learning outcomes. Indeed, a growing body of evidence shows that education outcomes can be substantially improved by improving governance, aligning decision-making authority, capacity, and financing[3].
- 1.6 **Efforts to improve education quality demand high-quality data.** Constant monitoring and assessment of data is key to inform the decision-making process and direct investments[32]. The lack of reliable, valid, and relevant data on the education sector is a key bottleneck in providing access to high-quality learning opportunities to students in Haiti[4]. Thus, the Haiti Education Management and Information System (EMIS) has been identified by the MENFP as a critical priority[10]. The development of the EMIS began in 2015 and today the system designed to collect and produce data on the education sector is in its fourth year of operationalization under the [5279/GR-HA](#). In 2023, the first digital school census in Haitian was conducted which has resulted in a rich dataset with key information on students, teachers, and schools including gender disaggregated data as intended under the [5820/GR-HA](#). Under the [5820/GR-HA](#), the EMIS will be expanded to the decentralized regional education offices, promoting its use by local education stakeholders.
- 1.7 **At the regional and international levels, Haiti has not participated in regional learning evaluations, which prevents benchmarking and comparisons with other countries.** With the support of IDB financed operations ([2863/GR-HA](#), [5279/GR-HA](#)), between 2015 and 2022, the MENFP worked with the International Association for the Evaluation of Educational Achievement (IEA) to develop national evaluation instruments for 4th and 6th grade to measure performance in literacy and numeracy. The implementation of the national evaluations contributed to strengthening MENFP officials' skills and knowledge, at the central and regional offices, on the logistics of standardized evaluations. Additionally, at the school level in Haiti, the implementation and use of formative and summative classroom evaluations are rare and are often done on a case-by-case basis[5]. This lack of school-led evaluation culture is reinforced by the MENFP's lack of institutional policies and guidelines on the implementation and use of assessments to improve learning.
- 1.8 **Improving student learning is linked to quality curriculum and the practices it encourages.** Concretely, curriculum is a set of policies, regulations, directions, and guidelines, socially agreed upon, that govern teaching, learning and assessment. The curriculum is the main instrument which education systems use to translate society's skills requirements into content, skills, and competencies[34][30]. By providing a roadmap, the curriculum ensures that there is a coherent and systematic approach to education[23]. There are examples of countries that have made significant progress in their economic and human development through a strong focus on curricular reform. For instance, South Korea and Finland along with Singapore, New Zealand and China have made

significant investments in education, focusing on building a strong foundation in literacy, numeracy, and scientific knowledge[22]. These countries all emphasized developing a highly skilled workforce through regular schooling and vocational training. They all underwent deep curriculum reforms in order to get high-quality outcomes, some countries putting a very strong emphasis on equal opportunities for all students and reducing educational inequalities[21].

- 1.9 **Two critical moments for the Haitian curriculum must be distinguished at the national level.** First, the launch of the 1982 Bernard Reform which initiated the introduction of Haitian Creole as the language of instruction in Haiti. Second the 1987 constitution which introduced the creole language as an official language alongside French and affirmed the right to compulsory education in its article 32-2. Together, the Bernard Reform and the 1987 Constitution were to create the conditions for broader access to basic education. Unfortunately, the modernized programs of the Bernard Reform were not applied to the extent desired, most notably with Creole not being phased in as a language of instruction.
- 1.10 **The Haitian curriculum has had no significant updates to any of its dimensions since the Bernard Reform.** Thus, to better prepare its students to meet the challenges and opportunities of the 21st century, in 2023, the MENFP announced that the curricular reform would be a priority through 2030, and the MENFP approved the Haitian Curriculum Orientation Framework 2.0 in October 2023, which serves as a framework for the upcoming curricular reform. Under the [5279/GR-HA](#) the MENFP Action Plan for the Curriculum Reform was developed and validated. The [5820/GR-HA](#) will align with a portion of the action lines identified in the action plan and will finance the development of an initial 6⁶ of the 14 priority actions. The overall curriculum reform program nevertheless needs continued financing and scaling of the action areas of the reform which have been identified ([OEL#2](#)). For instance, once the main programs and training materials are developed for primary schools under the [5820/GR-HA](#), the next step in the curriculum reform sequencing will be to pilot the new programs and pre-service teacher training at the national level.
- 1.11 **Inadequate quality and lack of materials impair learning[9].** Access to age--appropriate reading materials for children (school libraries for instance) with books in any language including French but especially in the Haitian Creole mother-tongue, is limited. In 2022, the MENFP published textbooks in Haitian Creole for 1st and 2nd grades, marking a shift towards mother-tongue instruction. While the 2022 experience is a step in the right direction, textbooks in Haitian Creole are still lacking in all other grade levels. Meanwhile teacher trainers and teachers themselves do not have access to learning and teaching materials in Haitian Creole. Learning assessment results indicate low levels of learning for public and non-public schools. However, learning outcomes are marginally better in Haitian Creole, with 48% of students passing the creole section of the national evaluation in 2022, as compared to 30% who passed the French section of the evaluation[6].
- 1.12 **In Latin American and the Caribbean (LAC) many children grow up without access to reading materials[29].** The lack of books in children's home environments is compounded by lack of books in schools. Even when books are available, classroom bookshelves, reading lists, and school libraries are typically

⁶ The [5820/GR-HA](#) finances: (i) rewriting the school programs; (ii) rewriting textbooks based on new programs; (iii) rewriting teacher training materials based on the new programs; (iv) rewriting the teacher trainer training programs; (v) developing the mother-tongue instruction policy; and (vi) developing and putting in place the internal MENFP curriculum coordination mechanisms.

not diverse, overwhelmingly featuring white protagonists. Cultures, perspectives, and identities that are historically under-represented in society remain underrepresented in children's literature. For example, there is a lack of books that illustrate diverse family structures, books that illustrate boys in gender diverse roles, books that reflect indigenous and Afro descendant populations, and books that describe a diversity of cultures and countries[11]. Children's literature can help children understand their own culture and that of others. "Children need books to act as windows into the world around them," helping them explore countries, cultures, perspectives, times, and places that are different from their own[11]. Yet, educators and caregivers often have limited understanding of the role of literature in shaping children's value systems, including ideas and perceptions about social inclusion and exclusion, abilities and disabilities, diversity, and gender[12][13][14]. High quality children's literature is central to achieve international principles of respect for diversity within and between households, communities, and cultures[12].

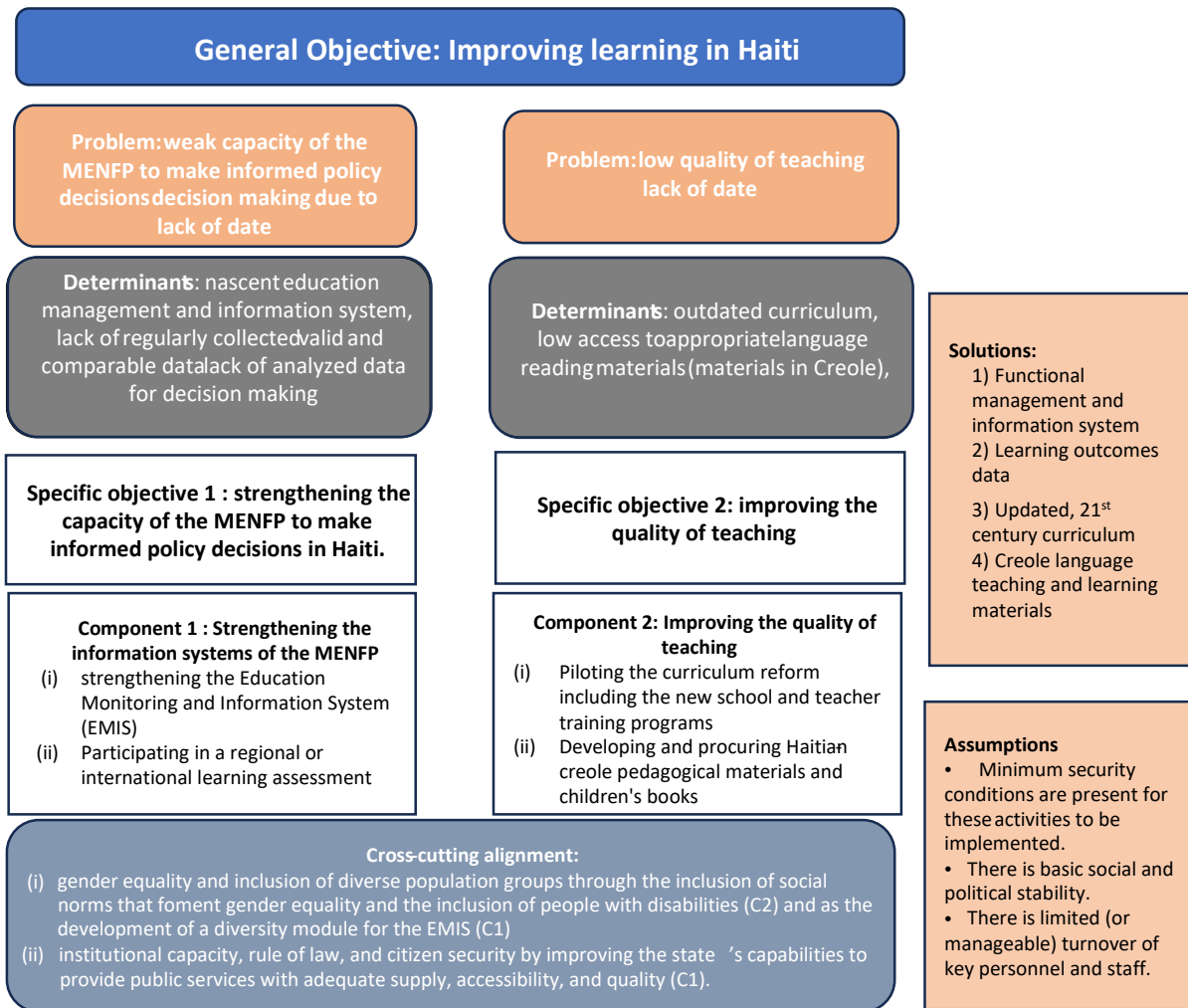
- 1.13 **Gender and diversity indicators in Haiti, and particularly in the education sector, are weak.** According to the 2021 inequality-adjusted Human Development Index (IHDI)⁷ Haiti scores 0.327 and ranks 177th out of 189 countries, the lowest in the region. While the Ministry for Women and Women's Rights Policy on Gender Equality (2014-2034) states that Haiti's constitution recognizes equality between women and men and while the country has ratified a set of international legal instruments relating to women's rights,⁸ Haiti scores an inequality in education score of 37.3%, lower than the Central African Republic which ranks last in the IHDI classification. Updated data on gender disparities is scarce. Approximately 83% of men and 78% of women are literate in Haiti. Primary school net attendance rate is 85% for girls and 83% for boys. Girls have higher school dropout rates, while boys are 1.5 times more likely to be out-of-school than girls at the primary level[27]. Finally, on a national average, girls achieve much better results in French and Creole than their male peers (31.6% versus 29.8% and 49.6%, versus 46.7% respectively)[6].
- 1.14 Regarding children with disabilities, the 2016-2017 DHS survey[25] estimates that approximately 20% of the Haitian population aged 5 and over have some form of disability, 4% of which are severe. Full inclusion of people with disabilities is extremely challenging due to the overall population's extreme socio-economic vulnerability. The impact of this is reflected in the literacy rates; a recent registration of persons living with a disability in Haiti revealed their far lower literacy rates (less than 30% are literate) and lower still in women living with disabilities (less than 23%)[28]. While there is very little data on children with disabilities and education in Haiti, approximately 3.5% of children with disabilities in Port-au-Prince have access to education, indicating that attention must be paid to creating inclusive school environments and engaging with parents and communities on access to education for students with disabilities (SWD)[24].
- 1.15 **Project Strategy.** This operation will focus on two factors of low learning: (i) weak capacity of the MENFP to make informed policy decisions; and (ii) low quality of teaching. Regarding weak capacity of the MENFP to make informed policy

⁷ The IHDI adjusts the Human Development Index (HDI) for inequality in the distribution of each dimension across the population. <https://hdr.undp.org/inequality-adjusted-human-development-index#/indicies/IHDI>. Accessed February 17, 2024.

⁸ Including the Universal Declaration of Human Rights, the Convention on the Elimination of All Forms of Discrimination Against Women (CEDAW), and the Inter-American Convention for the Prevention, Punishment and Eradication of Violence Against Women,

decisions the operation will focus on (i) supporting the overall EMIS action plan and program ([OEL#3](#)) through a third phase supporting data integration, data security, regular data collection and maintenance, and infrastructure updates; and (ii) institutionalizing initiatives and promoting the development of a sound and coherent evaluation system in which student performance data is used effectively and equitably. Regarding low quality of learning, this operation will focus on the following dimensions of the issue (i) the curriculum and practices it encourages; and a (ii) lack of pedagogical and reading material in Haitian-creole.

Image 1: Vertical Logic of the HA-J0009



- 1.16 **The EMIS and data made available through the system are essential for larger structural reforms of the MENFP.** The data provided by the EMIS will allow the Government of Haiti (GoH) to make policy-based decisions on efficiencies in the sector. For instance, to maximize the budget allocated for the education sector, the GoH will be able to assess the salary conditions of teachers and the current payroll in Haiti. Indeed, with the available data, the GoH and MENFP will be able to identify opportunities for improving spending decisions such that resources are targeted towards students and improving learning.
- 1.17 **As the EMIS reform has advanced, the Ministry of Education has put in place the technical units necessary to adequately lead the reform.** In 2018, the *Coordination de l'Équipe Technique Nationale* (CETN), an intra-ministerial

committee lead by the Pole Coordinator, with the *Unité de Statistique et d'Informatique (USI) as secretariat*, was created and is responsible for the day-to-day of the EMIS operationalization. Since its creation, the CETN has received regular capacity building under the [5279/GR-HA](#) and will continue to be key in the reform. Importantly, the CETN is also responsible for ensuring close partner and donor coordination and synergies around the EMIS reform action plan.

- 1.18 **High quality Learning Assessment Systems (LAS) are another key governance pillar to monitor and assess outcomes in education systems.** There is a need to institutionalize initiatives and promote the development of a sound and coherent evaluation system in which performance data is used effectively and equitably. In 2020, The MENFP, participated in a Literacy and Numeracy Assessment (LaNA) pre-pilot. While the Ministry of Education gained experience from implementing the LaNA pre-pilot, Haiti did not participate in the assessment following the pre-pilot. As a result, as of January 2024, there has not been regionally or internationally comparable data that allows to examine Haiti in comparison to other countries. The *Laboratorio Latinoamericano de Evaluación de Calidad de la Educación* (LLECE) is the United Nations Educational, Scientific and Cultural Organization (UNESCO) office responsible for monitoring advances in student learning in the LAC region. Among its functions LLECE seeks to coordinate regional studies that measure student achievement and explore the variables associated with learning. In this scope, LLECE is responsible for the Regional Comparative and Explanatory Study (ERCE) which is a large-scale assessment that test primary school students all over LAC in reading mathematics and science. Importantly the test is designed to: (i) measure learning achievement and measure them in relation to characteristics of students, their families, their teachers, and their schools; and (ii) measure the socio-emotional abilities of students. Since its first experimentation in 1997, ERCE has been applied four times, including most recently in 2019 in 18 countries in LAC. With the next iterations of ERCE planned for 2025 and 2029, the Government of Haiti has expressed interest in joining its peers in the region by participating in the evaluation such as to begin having regionally comparative data on student learning in Haiti.
- 1.19 **With advances demonstrated in the curriculum reform since 2021, the MENFP has put in place the technical teams necessary to adequately lead the reform.** In 2023, the Minister of Education announced the creation of the *Comité de Pilotage Technique* (CTP) which is an intra-ministerial committee lead by the *Direction de Curriculum et de Qualité* (DCQ). This unit is responsible for the day-to-day of the curriculum reform, including leading the development of all new programs and content. Since its creation, the CTP has received regular capacity building under the [5279/GR-HA](#) and will continue being a key stakeholder in the reform. Importantly, the CTP is also responsible for ensuring close partner and donor coordination and synergies around the curriculum reform action plan.
- 1.20 **Student-centered curricula are associated with positive outcomes, especially for the most vulnerable populations**[\[36\]](#). Curriculum reform, training of teachers, coaching, and developing materials to focus on relevant skills for the 21st century, with a student-centered approach, is linked to improving cognitive skills, that will lead to an increase in learning and expected lifetime earnings[\[37\]](#)[\[35\]](#). In fact, evidence shows that failures in curriculum reform are due to its delivery in a teacher-centered approach. Indeed, teachers respond to reform rhetoric and local curriculum mandates by making only marginal changes in the way they teach subjects, and only rarely do they make dramatic changes in their own curriculum practice. Having a student-centered approach brings benefits to

the classroom, for instance: (i) students and teachers share the focus; ((ii) there is equal interaction between teachers and students instead of listening only to the teacher; and (iii) students learn to collaborate and communicate with one another as working in groups is encouraged, among others[38].

- 1.21 **Providing high-quality of teaching involves more than just relevant curriculum, it also requires appropriate languages of instruction.** International experiences indicate that children should receive instruction in a language that they best speak and understand, and demonstrate that when they do, children learn more, are better placed to learn other languages, are more likely to stay in school, and enjoy a school experience appropriate to their culture and local circumstances[29][39]. The Southern and Eastern Africa Consortium for Monitoring Educational Quality data from 2005 shows that children that did not speak the language of the test before starting school had much lower average achievement on the Progress in International Reading Literacy Study (PIRLS)[29]. Furthermore, mother-tongue based multilingual programs which begin instructing in mother-tongue and later introduce a second language, can reduce these differences. For example, in the Convergent Pedagogy Program in Mali, children who began their schooling in the language in which they are proficient when they started school scored 32% higher on French proficiency tests at the end of primary school than those in French-only programs [29].
- 1.22 **High quality literature in an appropriate language is fundamental to learning.** A wealth of research shows that reading to children improves language development[15]; reinforces child-parent bonds[16]; enhances creativity and imagination; improves cognitive development, such as numeracy abilities[20]; improves academic outcomes; enhanced reading skills and lifelong reading habits[18][19], and socioemotional skills[17]. In addition to access to fiction literature, international experiences demonstrate that learning in a language of instruction that is understood by the learner significantly improves a child's ability to learn and master content[8].
- 1.23 **Education Sector Plan.** Recognizing the importance of governance and access to a quality primary education as an urgent objective, the MENFP has developed in close coordination with donors and major stakeholders, the Decennial Education Sector Plan (*Plan Decenal d'Enseignement et de Formation* (PDEF)) covering the period 2020-2030. The PDEF has prioritized the development of sustainable, effective systems for increasing the quality of education and ensuring and expanding access to education. The PDEF identifies three priority areas for improving primary education: (i) institutional strengthening and governance; (ii) access to teaching and learning; and (iii) quality of teaching and learning.
- 1.24 In addition to the PDEF, in 2023 via consensus from the Haiti Local Education Partner Group (GLPE-H), in an exercise done through the Global Partnership for Education (GPE) Enabling Factors Analysis, the MENFP Priority Reform was identified as the curriculum reform.
- 1.25 **The Bank's education strategy in Haiti.** Since 2010, the IDB has approved seven education investment grants for a total of US\$248 million of which US\$96.95 million is active. ([2464/GR-HA](#), [2643/GR-HA](#), [2863/GR-HA](#), [3355/GR-HA](#) all of which are closed, and the [5279/GR-HA](#), [GRT/CF-19155-HA](#) and the [5820/GR-HA](#) which are in our active portfolio), Since 2020, the Bank has approved two operations which align directly with the PDEF ([OEL#9](#)). In terms of results, in the scope of the current IDB Haiti Country Strategy 2017-2021(GN-2904-3)⁹, the

⁹ The GN-2904 document is still in force and extended until December 31, 2024 (GN-2904-3)

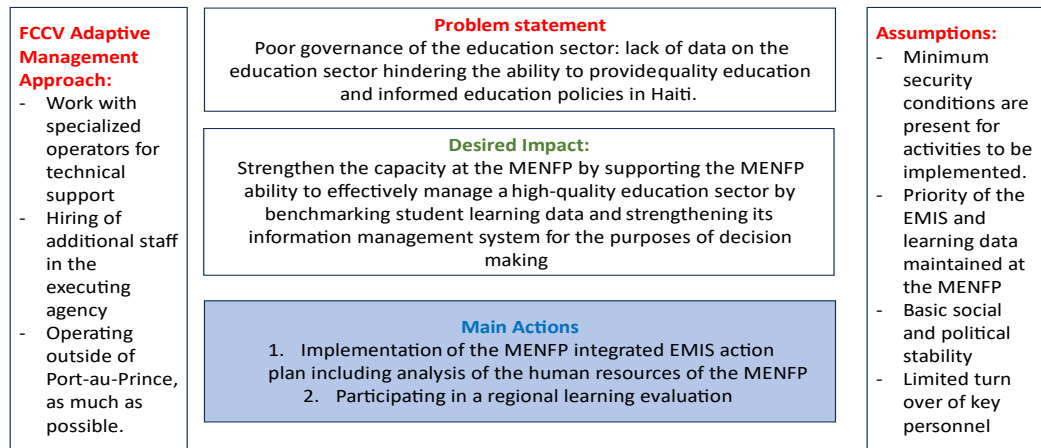
following key results were achieved: 17 schools were constructed¹⁰, two national evaluations were implemented, the 2023 school census was conducted and real-time data made available online, the curriculum reform plan was developed and validated, over 130,000 children received school meals daily over specific periods of time, over 30,000 children benefited from tuition free education for several years, and over 34,000 children benefited from an integrated and holistic public education.

- 1.26 **Lessons Learned.** The project draws from the execution experiences of the ongoing [5279/GR-HA](#) and well-documented lessons learned from the implementation and Project Completion Reports (PCR) of the previous sectoral operations ([OEL#6](#)). First, given the fragility context and the need to engage providers with proven capacity in the Haitian context, the project executing agency, will hire specialized operators and firms to provide technical and operational assistance to project activities ([5279/GR-HA](#), [5288/GR-HA](#), [5820/GR-HA](#)) (C1 and C2). The use of specialized operators remains particularly relevant in Haiti given the fragility context which (i) requires strong logistical capacity to execute large-scale interventions, and which (ii) has led to highly competent personnel leaving the country, reducing the MENFP ability to rapidly execute high-quality interventions across a large geographic spread. In particular the use of both UNESCO and the *Institute Haitien de Formation en Sciences de l'Education* (IHFOSED) has been successful in the [5279/GR-HA](#) and has led to the successful completion of result matrix objectives while simultaneously building capacity of relevant MENFP counterparts. Second, over the last four years, the education sector in Haiti has shifted its focus away from purely access-related activities such as school construction, to a combination of a more holistic focus on improving learning outcomes. This change in perspective is informed by the lessons learned from the [2464/GR-HA](#), [2643/GR-HA](#), [2863/GR-HA](#), and [3355/GR-HA](#). While the context in Haiti does require maintaining access to schools, without parallel investments in long-term system reforms and quality of learning, the sector will not sustainably develop and improve overtime. For this reason, the most recent operations intentionally have components of quality and institutional and systems capacity. Third, the project will ensure sequencing and scaling of elements that have been successful in the Haitian context, including, *inter alia*: learning assessments (C1), EMIS reform (C1), and curriculum reform (C2), ([2863/GR-HA](#), [5820/GR-HA](#), [5279/GR-HA](#)). Specifically in terms of sequencing, the project will continue the work of the [5279/GR-HA](#) and [5820/GR-HA](#) by finalizing the sequence of the curriculum and EMIS reforms which are expected to be completed by 2029 (see Images 2, 3 and 4). Finally, the supervision approach of the Bank and the executing agency will reflect the successes experienced in previous operations and in the context of fragility. Specifically, the project will continue to use third-party monitoring practices such as the use of external operators to the MENFP to go to the field to visit schools and verify that they are receiving support under Component 2 as intended. Moreover, as with the [5820/GR-HA](#) and [5279/GR-HA](#), Component 2 activities that are done in schools, will prioritize working in schools outside of the Port-au-Prince area to ensure that project activities can continue implementing and being supervised even in the face of insecurity in the capital city.
- 1.27 **Institutional Strengthening.** The lack of data on the education sector hinders the ability to provide quality education and make informed education policies in Haiti. As envisioned by the program, supporting the process of expanding available

¹⁰ Of a total of 91 schools built since 2010.

information on students through the EMIS system and student learning benchmarking will allow to strengthen the MENFP, contributing to improving learning in the country. This strengthening will be measured through the following outputs: (i) a document of the prototype of digital content platform is approved; (ii) a protocol for participation in a comparative learning assessment is approved; (iii) a report on the human resources and salary allocation of the MENFP is developed; and (iv) a disability module is developed for the EMIS. These changes will strengthen the effectiveness of the MENFP and of the mechanisms that are targeted by the program.

Image 2: Institutional Strengthening Rationale



1.28 **Sequencing.** This operation is the third in an overall Program that aims to support the MENFP PDEF. Since 2021 IDB investments in education in Haiti have consistently focused on three dimensions: (i) access through school feeding, school connectivity and tuition waivers; (ii) quality through service delivery such as teacher training, the *livre unique*, school kits, socio-emotional support; and (iii) systems strengthening through EMIS and curriculum reforms, school management committee and high-level accreditation strategies. While [5279/GR-HA](#) (PAPDEF) and [5820/GR-HA](#) (PAPDEF 2.0) are US\$50 million and \$44 million operations respectively, this third operation (PAGE) is smaller at US\$20 million. Indeed, the smaller size of this operation is reflected by its narrowed scope. The operation intends to (i) finance and execute the final sequence in the curriculum and EMIS reforms and (ii) leverage the activities being financed under the other operations. The curriculum and EMIS reforms are large-scale and -long-term reforms. Given the scope of these reforms, the Bank implemented a carefully phased approach, with each phase completing the prerequisites for the next phase, and strategically ensuring a sustained buy-in from the government and civil society on the reforms. Importantly, this third operation will execute in parallel to the other two in the program, allowing for this operations' scope to be narrower given that the other operations in the program are financing other sets of critical inputs such as school feeding and service delivery in parallel. As of the preparation of the third operation, the PAPDEF operation is fully executing and over 50% disbursed, while the PAPDEF 2.0 operation is expected to reach eligibility by May 2024.

Image 3: IDB investment sequencing

Summary of IDB financed support of the PDEF (2020-2030)		
Phase I PAPDEF (2022-2026)	Phase II PAPDEF 2.0 (2024-2028)	Phase III PAGE (2025-2029)
<ul style="list-style-type: none"> • Curriculum reform: diagnostic and action plan • EMIS reform: development of the student, teacher and school databases. Development of 6 regional school maps • Access: tuition waiver program and school feeding to vulnerable populations • Livre Unique Kits scolaires • Quality Assurance system: in-service teacher training, director leadership training, regular data collection • Creation of School Based Management Committees • Gender pilot in schools • Monitoring: call center 	<ul style="list-style-type: none"> • Curriculum reform: development of the foundational cycles 1 and 2 school programs, teacher training programs and teacher trainer programs. • Development of mother-tongue education policy • EMIS reform: connectivity of regional education offices to Starlink internet and energy. Maintenance and internet. • Access: school feeding program for 3-school years • Quality Assurance System: development of a remedial/accelerated learning program to support children at risk of dropping out. • Livre Unique • Connectivity: connection of 60 public schools to Starlink internet and energy to support hybrid teaching and learning • Students with disability diagnostic and training of teachers on a screening tool • Support to 5,000 Out-of-school children to re-enter school • Gender: Safe space initiative for girls 	<ul style="list-style-type: none"> • Curriculum reform: piloting of new school programs, teacher training, teacher trainer and inspector programs. • Emergency curriculum and digital curriculum • EMIS reform: development of data protection policy and inclusive/disability module for EMIS platform • Support to school census data collection • Regional learning assessment for education outcome benchmarking • Development of creole-language materials to align with the focus on mother-tongue education. • National competition for the production of children literature in creole.

1.29 **Strategic Alignment.** The Program is consistent with the IDB Group Institutional Strategy: Transforming for Scale and Impact (CA-631) and is aligned with the objective of reduce poverty and inequality by targeting vulnerable regions and expanding students’ access to quality basic education. The Program is also aligned with the operational focus area(s) of: (i) gender equality and inclusion of diverse population; (ii) institutional capacity, rule of law, and citizen security; and (iii) social protection and human capital development.

1.30 Moreover, the operation is fully aligned with the current IDB Haiti Country Strategy 2017-2021(GN-2904-3)¹¹, which prioritizes improved access to quality education and institutional strengthening. The operation is also aligned with the Skills Development Sector Framework Document (GN-3012-3).

1.31 The project is aligned with the Haiti Institutional Capacity and Rule of Law Country Matrix (ICRLCM), which highlights that the education sector is characterized by weak governance and institutional capacity of sector actors, and low quality of education institutions. The ICRLCM recommends, among others, that the Bank

¹¹ The GN-2904 document is still in force and extended until December 31, 2024 (GN-2904-3)

focus on support the EMIS development and implementation and relatedly, supporting accreditation policies.

- 1.32 Gender equality and diversity. The project, through the inclusion of social norms, will foment gender equality and the inclusion of people with disabilities in all pedagogical materials developed under Component 2 as well as the development of a diversity module for the EMIS under Component 1.
- 1.33 This operation has been analyzed using the [Joint MDB Framework for the Assessment of Alignment](#) with the Paris Agreement and the [IDB Group's PAIA \(GN-3142-1\)](#); it has been determined: (i) aligned with the adaptation goal of the PA; (ii) universally aligned with the mitigation goal of the PA.
- 1.34 Finally, the proposed operation is in line with the Framework to Support Populations in Situations of Fragility, Conflict, and Criminal Violence, 2024–2027, which under “Pilar III: Adapted Strategic and Operational Approach to FCCV Areas” outlines the need for project risk assessments that factor-in FCCV-related risks and constraints that inform project design and implementation. During project preparation the implementation arrangements, risk matrix and results matrix were developed, through missions with the MENFP, and ensure that the latter are streamlined and are simple to implement and monitor. This was done following the guidance of the framework and ongoing successful experiences operating with FCCV considerations in Haiti. The project is designed to operate in a context of political instability and external shocks. Specifically, Component 1 can operate regardless of school closures or political instability and is aligned with the ten-year sector plan therefore execution is more likely to be resistant to potential institutional changes. Component 2 can operate partially through the development of the reading and pedagogical materials, while the piloting of the new curriculum content requires schools to be open and operational. Components 1 and 2 activities will partially be implemented with support from specialized agencies. Both components 1 and 2 must be tackled together to support the implementation of mechanisms for stronger sector management in the medium and long term which will contribute to future resistance to shocks and the current crisis recovery.

B. Objective, components, and cost

- 1.35 The objective of the project is to improve learning in Haiti. The specific objectives of the project are to: (i) strengthen the capacity the MENFP to make informed policy decisions in Haiti and (ii) improve quality of teaching in Haiti.
- 1.36 **Component 1 (C1): Strengthening the information systems of the MENFP (US\$5.5 million):** This component will continue to strengthen the capacity of the MENFP to make informed policy-based decisions using information systems.
 - 1.36.1 *EMIS.* The project will finance the third Bank-supported phase of the EMIS implementation plan ([OEL#3](#)): (i) support the 2025/26 school census and including information about gender and disability; (ii) capacity building to the MENFP institutional structures responsible for the EMIS; (iii) the development of a data security protocol; (iv) the development of interoperability of the EMIS database with other government databases; and (v) the streamlining of the MENFP resource platform. The project will support the development of a MENFP human resources payroll analysis with the intention of making budget allocation and payroll decisions. Additionally, while the [5820/GR-HA](#) will support the development of a

gender module for the EMIS, this operation will support the inclusion of a disability module and indicator in the EMIS.

1.36.2 *Regional learning evaluation.* The project will finance the participation of the MENFP in a regional learning assessment¹² for the purposes of benchmarking learning outcomes in Haiti. The project will finance activities related to registering with a regional learning assessment entity, financing activities of the assessment, translation of the assessment materials from Spanish to Haitian Creole, printing, distribution, implementation, and analysis of results. The component will finance the IHFOSED to provide the MENFP with punctual technical assistance in the participation and administration of the regional learning evaluation in Haiti (¶3.10).

1.37 **Component 2 (C2): Improving the quality of teaching (US\$12 million).** The component will finance (i) piloting the actions contained in the curriculum reform plan, including piloting the new school-level and teacher training programs; and (ii) supporting the transition towards mother-tongue instruction in the education sector by developing and procuring children literature in creole.

1.37.1 *Curriculum reform.* The third Bank-supported phase in the curriculum reform will continue to focus on the development of the primary school first and second cycles ([OEL#2](#)).¹³ This third phase will: (i) provide capacity building to the MENFP institutional structures responsible for the curriculum development and implementation; (ii) digitize the curriculum; (iii) pilot the new grades 1 through 6 school programs nationally¹⁴; (iv) pilot the initial teacher training; (v) pilot the training of school inspectors; (vi) develop a condensed curriculum for use when school years are reduced due to emergency circumstances; (vii) implement widespread communication around the reform; and (viii) revise/rewrite the preschool school programs. Finally, the project will finance the development of textbooks and pedagogical materials in Haitian creole textbooks aligned with the new curriculum and including gender, diversity, inclusion, and climate-sensitive topics.¹⁵ The component will finance the International Bureau of Education-United Nations Educational, Scientific and Cultural Organization (IBE-UNESCO) to provide the MENFP with punctual technical assistance in the development curriculum reform activities and capacity building for the MENFP so that curricular revisions can be conducted internally moving forward (¶3.9).

1.37.2 *Haitian creole materials.* The project will finance: (i) a national competition for the development of contextualized micro-stories in Haitian creole (imposing themes of gender, diversity, inclusion, citizenship, climate change and green citizenship); (ii) the translation of international literature used in grade schools to support the development of global knowledge and culture; (iii) a pilot of school libraries in public primary currently supported

¹² The MENFP is considering participation in the ERCE evaluation.

¹³ Cycle 1: grades 1-4; Second cycle: grades 5 and 6. The 3rd cycle new curriculum, grades 7-9, is being financed by the *Agence Francaise de Developpement (AFD)*.

¹⁴ The new programs entail key fundamental changes: (i) competency-based learning standards; (ii) green citizenship standards; (iii) gender and diversity cross-cutting standards, to name a few.

¹⁵ These topics might include: The introduction to the topic of gender equality, diverse role models, representation of women in male-dominated sectors and more generally the challenge to stereotypical gender roles, inclusion of people with disabilities, healthy relationship, empathy and non-violent conflict resolution.

by the [5279/GR-HA](#); (iv) scripted training for teachers on using fiction literature in the classroom including how to engage with and teach fiction literature to students; and (v) training for parents and communities on fostering a culture of reading at home. Reading materials developed under the operation will seize on the opportunity to include gender, diversity, inclusion, and climate-sensitive topics in the stories.¹⁶

- 1.38 **Project management, monitoring, and evaluation (US\$2.5 million):** The project will finance (i) operational costs of the project executing agency; (ii) annual financial audits; and (iii) a midterm and end-term evaluation.

C. Key results indicators

- 1.39 **Expected results.** Several project impacts will be measured including (i) Percentage of students in 6th grade with satisfactory performance in in creole; and (ii) Percentage of female students in 6th grade with satisfactory performance in in creole. Several project results will be measured including: (i) Number of regional education departments that use the information system to submit information in the last year (C1); (ii) Number of schools participating in a comparative learning assessment (C1); (iii) Teachers who complete their training on the new curriculum. (C2); (iv) Students receiving the new school programs in schools (C2); and (v) Gender and diversity score in pedagogical materials improved before and after curriculum review (C2). As per the sequencing approach presented in paragraph 1.27, the expected results complement the indicators of Bank-financed education operations currently executing in Haiti ([OEL#9](#)).
- 1.40 **Beneficiaries.** The direct project beneficiaries include current and future teachers and students in primary public and non-public schools at the national level.¹⁷ Component 1 will benefit the ministry of education and education sector at the national level, while Component 2 will specifically target students in primary public and non-public schools. The 2023/2024 school census indicates that 1,379,452 students attend primary schools in Haiti, or 81% of the total student population.¹⁸
- 1.41 **Economic Analysis.** The project presents an IRR of 12.54% for the base scenario, higher than the 12% expected by the IDB. The main benefits come from an increase in wages due to: (i) an increase in cognitive skills of students benefiting from the introduction of a student-centered approach in the curriculum reform, focusing on relevant skills for the 21st century and (ii) an increase in learning among students who began their schooling in the language in which they are proficient (mother tongue). A sensitivity analysis was conducted with adjustments in four variables: (i) number of beneficiaries; (ii) expected wages; (iii) unemployment rate; and (iv) cost increases. Two of the four scenarios showed an IRR slightly below 12%, with a reduction of wages and an increase in costs. In the sensitivity analysis the IRR ranged from 11.85% to 12.42%. ([REL#1](#)).
- 1.42 **Donor coordination.** To implement a systemic approach in Haiti, the MENFP and the donor community have agreed to coordinate interventions. With the goal of working towards a closely coordinated sector group, the Bank became the Lead of

¹⁶ Key materials developed under both sub-component 2 will be developed to be accessible for some children with disabilities, specifically children with physical disabilities including children with visual impairments. For instance, some of the products developed (to be determined during execution), products will be made accessible through audio files, audio-visual files, and larger-print books with high contrast.

¹⁷ Primary schools include 2 years of pre-primary through grade 9.

¹⁸ 2023/2024 school census data. Accessed February 29, 2024.

the Local Education Sector Group (GSE) in June 2022 and will continue its mandate until June 2024 (renewable). Donor coordination in Haiti includes: (i) geographic targeting between the IDB and World Bank (WB) interventions as well as coordination on Global Partnership for Education (GPE) financed operations to find synergies and avoid duplication ([OEL#5](#)); (ii) regular informal technical discussions; (iii) coordination and regular partner mapping between GSE partners and the MENFP to ensure a more efficient use of time and funds; and (iv) partner mapping to coordinate actions on the EMIS and Curriculum reform plans. The IDB will continue to work in close coordination with all donors through the GSE to reduce duplication of technical assistance and financing to the MENFP. In fact, the design and planning of the proposed project have been discussed with the technical and financial partners in the education sector and is informed by partner mapping ([OEL#5](#)).

II. FINANCING STRUCTURE AND MAIN RISKS

A. Financing instruments

- 2.1 **Financing instrument:** The following Specific Investment operation is financed with resources from the IDB Grant Facility for US\$20,000,000. The project is structured around two components and will disburse over a period of five (5) years. This instrument is considered to be appropriate since the scope, costs, and works are well defined and the components cannot be divided without impacting their logic.

Table 1. Summary of Program costs (in US\$)¹⁹

Components	IDB	%
Component 1. Strengthening the information systems of the MENFP	5,500,000	27.50
Support to the EMIS implementation	2,180,000	11.0
Participation in a regional learning evaluation	3,320,000	16.50
Component 2. Improving the Quality of Teaching	12,000,000	60.00
Support to the curriculum reform	8,000,000	40.00
Development of Haitian-creole children's literature and pedagogical materials	4,000,000	20.00
Project Management, monitoring and evaluation	2,500,000	12.50
Total	20,000,000	100

Table 2. Disbursement Schedule (US\$)

Source	Year 1 ^[1]	Year 2	Year 3	Year 4	Year 5	Year 6	Total
IDB	1,000,000	4,500,000	6,000,000	5,000,000	3,000,000	500,000	20,000,000
% per year	5	22.5	30	25	15	2.5	100

^[1] It is expected that the operation will gain eligibility in 2024 and will operate for a portion of 2024, making 2024 and 2029 partial years of execution.

B. Environmental and social safeguard risks

- 2.2 In attention to the new Environmental and Social Policy Framework, the operation was classified as Category "C" since no significant negative environmental or social effects are to be expected.

¹⁹ Costs by subcomponent or activity are indicative.

C. Fiduciary risk

- 2.3 At the POD stage the following high risks have been identified: (i) If the situation continues to drive professionals to leave the country, causing a brain drain effect resulting in the departure of qualified national staff from ministries and executing agencies, the UCP may face challenges in sourcing technical staff and maintaining a stable executing team. This could impair implementation due to a lack of continuity, reduced engagement, and diminished motivation. To mitigate this risk, the executing agency is currently hiring additional fiduciary human resources under the [5820/GR-HA](#) and an additional accountant and procurement specialist will be added to the agency as of 2024 to support the new operation. (ii) If the level of inflation continues to rise, necessitating renegotiation of contracts for goods and services, it could result in administrative delays. This delay could hinder project progress, causing disruptions in procurement timelines, impacting project execution. To mitigate this risk, the project will include in the contracts for materials, renegotiation clauses at a certain level and will consider, if necessary, reducing the number of beneficiaries gradually from one year to another from the end of the year school year 2025-2026. The following medium risks were identified: (iii) If the UCP does not put in place systems to manage the procurement processes, repetitive errors the poor quality of procurement documentation are likely to continue. To mitigate this risk, UCP should develop a suppliers database which can be used to issue competitive tenders if open processes fail. In addition, under the new operation UCP will manage all procurement processes through the Client Portal. The Bank will provide extended support through Complementary Fiduciary Support (CFS). (iv) If issues persist concerning obtaining bank statements from BRH (Bank of the Republic of Haiti) in 2024, it could lead to delays in disbursement processes, consequently hindering the achievement of project milestones within the projected timeframe. This delay in fund availability may directly impact the project's ability to meet scheduled payments, procure resources, or execute planned activities on time. To mitigate this risk, the Bank country team maintains constant dialogue with the counterparts through a task force with dedicated focal points for each key institution: the BRH, the MEF and the Bank to activate and secure the obtention of bank statements from BRH.

D. Other risks and key issues

- 2.4 At the POD stage, two (2) high risks are identified. (i) If there is a change in Government between eligibility confirmation and the initiation of project activities, the validation process for new personnel and signature specimens will likely cause significant delays in project management. The time required for validating the new coordinators may result in a substantial slowdown in administrative processes. These delays could directly impact project milestones and operational commencement. To mitigate this risk, the project will ensure that the MENFP authorizes at least five MENFP executives to sign with one mandatory signature. (ii) If socio-political unrest remains high, resulting in lockdowns and increased insecurity, these circumstances could pose security risks, difficult access to school and/or school closures, limiting the activities to be implemented in schools. These challenges would lead to delays in project timelines, affecting the scheduled completion of tasks and milestones. To mitigate the risk of school closures, the curriculum pilot will be done in schools currently being supported by the [5279/GR-HA](#) to ensure that they are more equipped (with internet and remote mechanisms) so as to better be able to function in the event of physical closures, moreover over 90% of project supported schools are located outside of the

Port-au-Prince area (most affected by the fragility) and thus are more likely to continue operating as expected. To further mitigate the risk related to school access, the project intends to contract a specialized firm, the IHFOSED, who has large and proven logistical capacity at both the centralized and decentralized levels, to support the implementation of activities.

- 2.5 **Institutional Analysis.** The results of the institutional analysis conducted in July 2023, show that the MENFP has the necessary knowledge to manage IDB projects. The selected executing agency has reached a certain level of organizational maturity as demonstrated for example in the adaptation of the team in the face of the socio-political and COVID19 crises to deliver expected [5279/GR-HA](#) and [5820/GR-HA](#) results, which suggests that the executing agency has within it several strategic resources on which the proposed project can rely. Based on the PACI recommendations, with financing from the [5279/GR-HA](#), the executing agency has already: (i) fully restructured the organizational chart and terms of references of personnel; (ii) hired additional human resources such as an additional financial specialist, procurement specialist, and the recruitment processes for an additional operations specialist and accountant are underway; and (iii) the executing agency contracts have begun transitioning towards results-based contracts. The presence of these resources at the level of coordination, financial planning is the very basis of its performance. Nevertheless, given its current structure and human resources, it is recommended that additional human resources will be hired initially using resources under the [5820/GR-HA](#) and [5279/GR-HA](#) so as to ensure staff are onboard as soon as possible. Under this context the executing agency is considered to have the capacity to execute a parallel operation.
- 2.6 **Sustainability.** The alignment of the project with the PDEF key priorities and ten-year commitments ensure that actions taken under the project will contribute to the longer-term vision of the MENFP (¶1.20 and ¶1.21). This operation supports the efforts of Haiti to strengthen capacity of the MENFP to make informed policy decisions and improve the quality of teaching in the country in a context of socio-political uncertainty. The proposed strategy also seeks to articulate with previous interventions financed by the Bank ([2863/GR-HA](#), [5279/GR-HA](#) and [5820/GR-HA](#)) as well as interventions financed and executed by other development agencies ([OEL#5](#)). In the long term the full operationalization of the EMIS for informed decision making is critical for long term sustainability of interventions and improvements in teaching and learning and the financing for the long-term financing of the system is in discussions with the MENFP and Ministry of Finance. The sustainability of the EMIS in the long term will depend on domestic financing and is planned for in the EMIS budgeted action plan that lays out the yearly needs of the system. An important portion of the significant upfront costs of creating and operationalizing the EMIS are one-time costs that the Bank has taken on since the [5279/GR-HA](#), making the Banks investment into the EMIS a value added for the long-term sustainability of the system. To ensure a continuity of services and sustainability of IDB financed interventions in schools and communities, the proposed project will: (i) integrate public primary schools built with Bank funds into the project; (ii) integrate schools benefiting from the [5279/GR-HA](#) into the project; and (iii) continue using the systems and tools developed and piloted in previous operations.
- 2.7 **The project is designed to continue operationalizing and scaling interventions previously financed by the Bank.** This approach ensures: (i) a

continuity of financing for critical inputs which require a long-term approach to operationalize and make sustainable; (ii) a continuity of the Bank's vision in the education sector; and (iii) sustainability of previous and current financing in the sector ([OEL#6](#)). By supporting the development of effective systems, the project aims to produce measurable results in terms of improving the learning in schools, which is critical to the higher-level objective of increasing learning and human capital in Haiti.

- 2.8 **The project is informed by main results and products of the [5279/GR-HA](#).** The operation has successfully completed all intended products of the curriculum reform program Phase 1 and is advancing in achieving the 2024 results of the EMIS reform program Phase 1 with the statistical analysis expected to be completed in Q3 2024. Moreover, all results and products related to the quality of education under the [5279/GR-HA](#) have been achieved within the first two years of the project, indicating that improving quality remains a MENFP priority and is possible under a phased approach ([OEL#4](#)).
- 2.9 **Specialized operators.** In the case of the proposed operation, the IBE-UNESCO is the only specialized United Nations operator that is expected to be contracted directly under the operation. Curriculum reform is a highly specialized area of education and as a result, ministries of education often turn to the internationally recognized expert on curriculum reform, the IBE-UNESCO, for technical support. UNESCO will not directly put in place the new curriculum in schools but will train and support the MENFP to do so themselves with support of local Haitian stakeholders. While UNESCO itself will not be working directly in the implementation of activities in schools, it is important to note that generally in Haiti, working with specialized agencies has proven to be the most efficient way of operating in the field as they have demonstrated their logistic and human resource capacity to access remote and/or insecure areas, allowing to provide support to the most vulnerable areas.

III. IMPLEMENTATION AND MANAGEMENT PLAN

A. Summary of implementation arrangements

- 3.1 The Project would be executed by MENFP by the executing agency *Unité de Coordination de Projet* (UCP), using the implementation arrangements currently in place for the [5279/GR-HA](#) and as outlined in the project operations manual. Currently the UCP is executing one Bank-financed operation ([5279/GR-HA](#)).²⁰ The operation achieved 54% disbursement and as of February 2024 and 77% of all procurement processes had been completed. In addition, the UCP is responsible for executing the [5820/GR-HA](#) which is designed such that over 50% of the operation is contracted to specialized operators.
- 3.2 The MENFP through the UCP will be responsible for the implementation and operationalization of all project components as outlined in the POM. In addition, UCP will be responsible for implementing the project and coordinating with all relevant stakeholders as outline in the execution scheme ([OEL#8](#)). Regarding Component 1, UCP will: (i) work directly with responsible ministerial departments; and when necessary (ii), contract individuals or firms for specialized support and

²⁰ The [2863/GR-HA](#) operation closed in December 2023.

procurement of goods. For Component 1 the UCP will be responsible for hiring IHFOSED for the technical support and implementation work on the regional learning evaluation. For Component 2, the UCP will be responsible for hiring IBE-UNESCO to provide technical support to the curriculum reform. Contracts with implementing partners will be signed between the contracted party and the UCP-MENFP. These contracts will be paid in accordance with the payment modalities of each contract and upon receipt and validation of deliverables. All contracts will include capacity building responsibilities for the MENFP.

- 3.3 UCP staff will be hired based on a contract, or a *protocole d'accord/mission letter*, depending on whether they are dedicated full-time or part-time from the MENFP if they are Ministry staff who already have a contract with the *trésor public*, and in the case of consultants, on contracts, with clearly defined responsibilities and expected outputs, to keep the focus on results rather than on processes. Consultants working for technical units/ departments would be based in Port au Prince and would be co-located with their units whenever feasible. The physical location of the UCP staff is important to their ability to engage with and support MENFP staff. Consultants working for regional offices would be based in each region with periodic visits to Port-au-Prince for Project reporting and coordination.
- 3.4 **As special conditions prior to the first disbursement of the investment Grant, the Beneficiary, through the Executing Agency, shall provide evidence, to the satisfaction of the Bank of: (i) the approval and entry into effect of the POM according to the terms and conditions previously agreed with the Bank; and (ii) the draft contract to be signed between MENFP and the specialized operator, IBE-UNESCO containing the terms and conditions of its participation in the project; and (iii) the selection of a procurement specialist in accordance with the terms previously agreed with the Bank.** These conditions are determined based on the institutional analysis of the executing agency and fiduciary recommendations and are essential given that project execution will begin immediately after project effectiveness in order to be operational for the 2024/25 school year, in addition to the project being eligible in parallel to the execution of the [5279/GR-HA](#) and [5820/GR-HA](#). The first disbursement conditions ensure that the executing agency is prepared for beginning the execution of key activities with a detailed guide and key staff immediately following first disbursement. The POM includes: (i) the project management organigramme; (ii) the technical directives for execution of Components 1, 2, and 3; (iii) the UCP supervision plan; and (iv) the environmental and social safeguarding procedures as relevant. The POM will refer to the operating mechanism for regular meetings with the project steering committee which will be composed of representatives from the DTs and DG office. The second condition is necessary given the importance of this contract for achieving results and thus avoiding delays at the time of their implementation. The third condition is justified by the institutional analysis of the UCP which identified a need for an additional procurement specialist for the management of an additional operation.
- 3.5 **Special Contractual conditions of Execution:** As special conditions during the execution of the investment Grant, the Beneficiary, through the Executing Agency, shall have presented evidence to the satisfaction of the Bank that the executing agency has selected an accountant in accordance with the terms of reference previously agreed with the Bank. As identified in the institutional analysis of the UCP, in order to ensure the proper and timely execution of the operation in parallel

to the [5279/GR-HA](#) and [5820/GR-HA](#), additional human resources including an accountant are required, without whom project execution cannot be guaranteed. While the processes for contracting these human resources are under way under the [5279/GR-HA](#), their importance requires the contractual clause for execution.

- 3.6 **Project financial management** will be executed according to OP-273-12. UCP will open separate bank accounts for the management of the investment grant provided under this operation. An account in US\$ and in HTG will be opened at the BRH, for a total of two separate bank accounts. UCP will maintain proper financial management systems and will prepare and Annual Operation Plan, 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 the execution of and the project will be for the equivalent of funding needs required for up to four months for UCP.
- 3.7 **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 program according to the Bank procedures and to be submitted within 120 days of the end of each Haitian fiscal year, and a final financial audit to be submitted within 120 days after the last disbursement date.
- 3.8 **Procurement.** Procurement of works, goods, and services, as well as contracts for consulting services will be executed in accordance with the Bank's procurement policies, rules, and procedures (GN-2349-15 and GN-2350-15). A project procurement plan will be kept up to date.
- 3.9 **Direct Contracting.** IBE-UNESCO will be responsible for the technical assistance support to curricular reform under Component 2. The IBE is the UNESCO global center of excellence in curriculum matters. The agencies will be hired under GN-2350-15 clause 3.11(a), which stipulates that agencies can be contracted through single-source selection for tasks that represent a natural continuation of previous work carried out by the firm.
- 3.10 The IHFOSED will be contracted under GN-2350-15 3.11 (a) to provide technical support to the regional learning evaluation using the MENFP decentralized offices and inspectors, in the scope of Components 1. The rationale for this method is based on the general interests of the client and the project and is because opening a new competitive selection process would not have a competitive of financial advantage.

B. Summary of arrangements for monitoring results

- 3.11 A comprehensive set of monitoring and capacity building activities has been integrated into project design and funds have been budgeted accordingly, to respond to the monitoring needs presented by the fragility context in Haiti. The monitoring of the operation will consider country risks and related mitigating measures and best practices in Haiti. The individual evaluation frameworks are described in the M&E plan and include, inter alia: (i) a mid-term evaluation at 50% of disbursement; and (ii) a final evaluation at 90% of disbursement.
- 3.12 As described under Component 1, the project will provide support to establishing a unified management information system that builds on existing initiatives in coordination with other development partners. Strategic use of data at all levels is critical for improving MENFP's institutional capacity, ensuring effective implementation of all project activities, and strengthening implementation support from the Bank. Integral to the support provided under Component 1 is the enabling

of MENFP staff, particularly at the local level, to use existing data, including the national school census and school mapping, to inform their work.

- 3.13 **Reporting requirements.** UCP will present to MENFP and the Bank biannual progress reports on the indicators included in the results framework. The biannual reporting will use the IDB templates and disaggregate by source of financing and indicator. Bi-Annual reports will include financial and procurement progress and planning, as well as progress against the project results and risk matrix.

C. Significant design activities post approval

- 3.14 From February to July 2024, the Bank will finance with HA-T1305: “*Technical assistance for national and learning assessments in Haiti*” a mapping of children’s books in Haitian-creole in Haiti.²¹ The study will serve to inform the project design of the children’s books activity, and help identify (i) how many children books in Haitian creole exist and are available on the market in Haiti; (ii) what ages the existing books cover; (iii) the inclusion of gender, diversity, cultural identity, citizen concepts and socio-emotional language in the existing children’s books; (iv) and parents knowledge of and use of these children’s books. This information will inform what kinds of children’s books will be developed under Component 2 of the proposed operation as well as the baseline for SDO indicator 2.3.
- 3.15 In 2024, the Bank will finance a textbook analysis of existing textbooks in Haiti to identify the existence and frequency of references to gender, diversity, inclusion, citizenship, and climate change/green citizens. This analysis using existing software, will allow the MENFP to make decisions on how to improve the inclusion of these themes in the revised textbooks under Component 2. Following the development of the revised textbooks, a post-analysis using the same software will determine if the inclusion of these themes has improved.
- 3.16 Finally, in 2024, the Bank will finance, using C&D funds, a gender diagnostic of the education sector in Haiti. The Bank will use comparative instruments which have been tested in Mexico under [ATN/OC-19370-ME](#) to gauge parent and teacher opinions on gender barriers in schools in Haiti. This information will be used to inform curricular reform decisions under Component 2, and more generally will contribute valuable insight and data on gender in education in Haiti, which until now is lacking.

²¹ HA-T1305-001 BEO process completed and contract active until July 15, 2024.

Development Effectiveness Matrix		
Summary		HA-J0009
I. Corporate and Country Priorities		
Section 1. IDB Group Institutional Strategy Alignment		
Operational Focus Areas	<ul style="list-style-type: none"> -Gender equality and inclusion of diverse population groups -Institutional capacity, rule of law, citizen security -Social protection and human capital development 	
[Space-Holder: Impact framework indicators]		
2. Country Development Objectives		
Country Strategy Results Matrix	GN-2904-3	Education access and quality of education
Country Program Results Matrix	GN-3207	The intervention is included in the 2024 Operational Program.
Relevance of this project to country development challenges (If not aligned to country strategy or country program)		
II. Development Outcomes - Evaluability		Evaluable
3. Evidence-based Assessment & Solution		9.7
3.1 Program Diagnosis		2.5
3.2 Proposed Interventions or Solutions		3.5
3.3 Results Matrix Quality		3.7
4. Ex ante Economic Analysis		10.0
4.1 Program has an ERR/NPV, or key outcomes identified for CEA		1.5
4.2 Identified and Quantified Benefits and Costs		3.0
4.3 Reasonable Assumptions		2.5
4.4 Sensitivity Analysis		2.0
4.5 Consistency with results matrix		1.0
5. Monitoring and Evaluation		8.3
5.1 Monitoring Mechanisms		4.0
5.2 Evaluation Plan		4.3
III. Risks & Mitigation Monitoring Matrix		
Overall risks rate = magnitude of risks*likelihood		Low
Environmental & social risk classification		C
IV. IDB's Role - Additionality		
The project relies on the use of country systems		
Fiduciary (VPC/FMP Criteria)		
Non-Fiduciary		
The IDB's involvement promotes additional improvements of the intended beneficiaries and/or public sector entity in the following dimensions:		
Additional (to project preparation) technical assistance was provided to the public sector entity prior to approval to increase the likelihood of success of the project		

Evaluability Assessment Note:

The general objective of the project is to improve learning in Haiti. The specific objectives of the project are to: (i) strengthen the capacity of the MENFP to make informed policy decisions in Haiti; and (ii) improve quality of teaching in Haiti. The operation is structured in two components for a total of US\$ 20,000,000 (from IDB and IDB Grant Facility).

The operation is evaluable: overall, the diagnosis is adequate and has a well-identified problem and clear determinants. The results matrix exhibits specific objectives with SMART indicators, although not all the result indicators can be directly mapped to output indicators, which affects the vertical logic's consistency. The economic analysis of the program is based in a Cost-Benefit Analysis (CBA) and the project's Internal Rate of Return (IRR) is 12,54%. The CBA also includes a sensitivity analysis that shows that the operation is viable under changes in key assumptions and parameters.

The program has a Monitoring and Evaluation Plan that specifies: (i) the minimum monitoring activities, (ii) impact and results indicators, data sources and verification protocols, (iii) the M&E budget. Impact and outcome indicators will be evaluated through the Before and After methodology to measure the theoretical contribution of the operation to the results achieved at closure.

RESULTS MATRIX

Project Objective	The specific objectives of this operation will be to: (i) strengthen the capacity the MENFP to make informed policy decisions in Haiti and (ii) improve quality of teaching in Haiti. These objectives will contribute to the general objective of improving learning in Haiti.
--------------------------	---

GENERAL DEVELOPMENT OBJECTIVE

Indicators	Unit of measurement	Baseline value	Baseline year	Expected year for achievement	Target	Means of verification	Comments
General development objective: improve learning in Haiti							
Percentage of students in 6 th grade with satisfactory performance in in creole	[Students] / [students] – (%)	48.2%	2022	2029	52%	Learning evaluation report	Baseline is derived from the 6 th grade national learning assessment that was conducted in 2022.
Percentage of female students in 6 th grade with satisfactory performance in in creole	[female Students] / [female students] – (%)	49.6%	2022	2029	55%		“satisfactory” performance is defined according to the national evaluation reference of correctly answering 50% of questions correctly. EOP is calculated based on similar progress seen in longitudinal analysis of national evaluation results. The expectation is that by maintaining similar trends, student learning is improving. Indicator is measured in component 2 project-supported schools.

SPECIFIC DEVELOPMENT OBJECTIVES

Indicators	Unit of measurement	Baseline value	Baseline year	Year 1	Year 2	Year 3	Year 4	Year 5	End of Project	Means of verification	Comments
Specific development objective 1: strengthen the capacity the MENFP to make informed policy decisions in Haiti											
Number of regional education departments that use the information system to submit information in the last year.	[regional education departments]	0	2023	0	0	2	2	2	6	MENFP EMIS site	Indicator is cumulative Submitted information includes but is not limited to: (i) updated school lists with student enrolments; (ii) student learning data by department; (iii) teacher lists and needs by department.
Number of schools participating in a comparative learning assessment.	[schools]	0	2024	0	0	0	300	0	300	Assessment report	Indicator is cumulative The learning assessment must be regional or international and allow for learning data in Haiti to be compared against other countries.
Specific development objective 2: Improve quality of teaching in Haiti											
Teachers who complete their training on the new curriculum.	[teachers]	0	2024	0	0	200	200	100	500	Specialized agency report	Yearly target is cumulative. Completion of the training includes (i) having received the new materials and (ii) completing at least one training.
Number of students receiving the new school programs in schools.	[students]	0	2024	0	0	0	0	18,000	18,000		Yearly target is cumulative
Gender and diversity score in pedagogical materials improved before and after curriculum review.	[score]	TBD	2024	0	0	0	0	0	0	UCP semester report	Yearly target is non-cumulative. The indicator will be measured in the curricular textbooks. The gender and diversity score takes into account visibility of students with disabilities in learning content.

PRODUCTS

Indicators	Unit of measurement	Baseline value	Baseline year	Year 1	Year 2	Year 3	Year 4	Year 5	End of Project	Means of verification	Comments
Component 1: Strengthening the information systems of the MENFP											
Document of the Prototype of digital content platform approved	[document]	0	2024	0	0	1	0	0	1	MENFP website	Yearly targets are cumulative.
Plan/Protocol for participation in comparative learning assessment approved.	[document]	0	2024	0	1	0	0	0	1	Plan/protocol document	
Report on human resources and salary allocation of the MENFP	[document]	0	2024	0	1	0	0	0	1	IDB validation	
Disability module developed for the EMIS	[student with disability information]	0	2024	0	0	1	0	0	1	MENFP EMIS site	
Component 2: Improving the quality of teaching											
Number of training modules developed and implemented on the new curriculum	[training modules]	0	2024	0	0	2	2	0	4	Specialized agency report	Yearly target is non-cumulative
Number of new children's books developed and made available in selected project schools	[children's books]	0	2024	0	0	500	500	0	1,000	UCP semester report	Yearly target is non-cumulative Books are intended to be used in school libraries, thus will be available for use by more than one student. Selected project schools refer to public and non-public schools benefitting under the HA-L1102 and HA-J0006 operations.
Documents on the Condensed/emergency programs approved	[Document]	0	2024	0	0	0	1	0	1	MENFP validation	Yearly target is non-cumulative

Indicators	Unit of measurement	Baseline value	Baseline year	Year 1	Year 2	Year 3	Year 4	Year 5	End of Project	Means of verification	Comments
Number of school libraries delivered to schools	[libraries]	0	2024	0	0	40	60	100	100		
Operations manual for the national children literature competition validated	[operations manual]	0	2024	0	1	0	0	0	1	Operations manual	
Number of national competitions held for the production of creole-language books	[national competition]	0	2024	0	0	1	0	0	1	UCP semester report	
Protocol for including a gender and diversity lens to the production of reading materials including accessible format.	[protocol]	TBD	2024	0	0	1	0	0	1	MENFP validation	

Country: Haiti **Division:** EDU **Operation No.:** HA-J0009 **Year:** 2024

FIDUCIARY AGREEMENTS AND REQUIREMENTS

Executing Agency (EA): Ministère de l'Éducation Nationale et de la Formation Professionnelle (MENFP) - Unité de Coordination de Projet (UCP)

Operation Name: Support to Haiti Education Governance

I. FIDUCIARY CONTEXT OF EXECUTING AGENCY

1. Use of country system in the operation¹.

<input type="checkbox"/> Budget	<input type="checkbox"/> Reports	<input type="checkbox"/> Information System	<input type="checkbox"/> National Competitive Bidding (NCB)
<input type="checkbox"/> Treasury	<input type="checkbox"/> Internal audit	<input type="checkbox"/> Shopping	<input type="checkbox"/> Others
<input type="checkbox"/> Accounting	<input type="checkbox"/> External Control	<input type="checkbox"/> Individual Consultants	

2. Fiduciary execution mechanism

<input checked="" type="checkbox"/>	Particularities of the fiduciary execution	UCP will be responsible for all the fiduciary management as detailed in the Project Operations Manual. Under the lead of a Project Coordinator, the unit has, among the key team members, a financial management specialist and a procurement specialist who are responsible for the fiduciary obligations under the operation.
-------------------------------------	--	---

3. Fiduciary Capacity

Fiduciary Capacity of the EA	<p>An evaluation of the National Procurement System (NPS) was carried out in 2013, applying OECD/DAC methodology. An action plan to address weaknesses identified and to improve the NPS is still pending implementation. In consideration of, at the present time, no national system will be used. Instead, the Bank's procurement policies will regulate the activities of the procurement under the program.</p> <p>Ministère de l'Éducation Nationale et de la Formation Professionnelle (MENFP) - Unité de Coordination de Projet (UCP), will be responsible for the execution of the program. The latest assessment of UCP-MENFP's institutional capacity performed during July 2023 determined that the level of development of its financial, procurement management systems and internal control processes present medium risk. The assessment has been done using PACI methodology. Based on this assessment, some areas need to be strengthened within the unit to effectively administer the project.</p>
------------------------------	--

¹ Any system or subsystem that is subsequently approved may be applicable to the operation, in accordance with the terms of the Bank's validation

4. Fiduciary risks and risk response

Risk Taxonomy	Risk	Risk level	Risk response
Human Resources	If the measures taken under the 5280/GR-HA to strengthen the executing unit are not sustained or successful due to the brain drain phenomenon caused by the insecurity context of the country, the executing unit will not have the capacity to execute six projects in parallel; and the projects will experience delays in contract signatures, financial justifications and slow down project execution.	High	To mitigate this risk, the executing unit is currently hiring additional fiduciary human resources under the 5820/GR-HA and an additional accountant and procurement specialist will be added to the unit as of 2024 to support the new operation
Systems	The UCP does not put in place systems to manage the procurement processes, repetitive errors and poor quality of procurement documentation are likely to continue.	Medium-High	To mitigate this risk, UCP should develop a suppliers database which can be used to issue competitive tenders if open processes fail. In addition, under the new operation UCP will manage all procurement processes through the Client Portal. The Bank will provide extended support though Complementary Fiduciary Support (CFS)
Economical financial	If inflation continues to increase, the cost of production of materials will increase.	Medium-High	If inflation continues to increase, the cost of production of materials will increase. To mitigate this risk, the project will include in the contracts for materials, renegotiation clauses at a certain level and will consider, if necessary, reducing the number of beneficiaries gradually from one year to another from the end of the year school year 2025-2026.

5. Policies and Guides applicable to operation: OP-272-3

The financial management of the project will be in accordance with the Financial Management Guidelines for IDB-Financed Projects (OP-273-12).

Procurement activities under the Project will be undertaken in accordance with the Procurement Policies for Goods, Works and non-consulting: GN-2349-15 or future revised version; and the Policies for Selecting and contracting Firms Bank-Financed:GN-2350-15 or future revised version.

6. Exceptions to Policies and Rules: N/A

II. ASPECTS TO BE CONSIDERED IN THE SPECIAL CONDITIONS OF THE INVESTMENT GRANT AGREEMENT

<p>Exchange Rate: For purposes of Article 3.10 of the General Conditions, the Parties agree that the applicable exchange rate shall be that indicated in paragraph (b)(i) of said Article. For purposes of determining the equivalency of expenditures incurred in Local Currency chargeable to the Additional Resources or of the reimbursement of expenditures chargeable to the investment grant, the agreed exchange rate shall be the exchange rate on the effective date on/in which the Beneficiary, the Executing Agency, or any other person or legal entity in whom the power to incur expenditures has been vested makes the related payments to the contractor, supplier, or beneficiary. The Central Bank (BRH) exchange rate will be used as the reference rate.</p>
<p>Type of Audit: Throughout the investment grant disbursement period, the executing Unit (UCP) will submit to the Bank annual audited financial statements within 120 days after the close of the Haitian fiscal year, September 30th. The audit will be conducted by an audit firm eligible for the Bank. The audit's scope and related considerations will be governed by the Financial Management Guidelines (document OP-273-12) and the Guide for Financial Reports and Management of External Audit.</p>

III. AGREEMENTS AND REQUIREMENTS FOR PROCUREMENT EXECUTION

<input checked="" type="checkbox"/>	Bidding Documents	For procurement of Works, Goods and Services Different of Consulting executed in accordance with the Procurement Policies (document GN-2349-15), subject to ICB, the Bank's Standard Bidding Documents (SBDs) or those agreed between EA and the Bank will be used for the particular procurement. Likewise, the selection and contracting of Consulting Services will be carried out in accordance with the Policies for the Selection and Contracting of Consultants (document GN-2350-15) and the Standard Request for Proposals (SRP) issued by the Bank or agreed between the EA and the Bank will be used for the particular selection. For the National competitive bidding (NCB), a procurement document shall be developed to be agreed between the EA and the Bank. The revision of the technical specifications, as well as the terms of reference of the procurements during the preparation of selection processes, is the responsibility of the sectorial specialist of the project. This technical review can be ex-ante and is independent of the procurement review method.
<input checked="" type="checkbox"/>	Alternative Procurement Arrangements	In compliance with policy GN-2350-15; Clauses 1.10, one international specialized agency: IBE-UNESCO will be contracted by direct agreement under this program. The Policies, particularly those relating to prohibited practices and the bank's sanctions procedures, may be applied
<input checked="" type="checkbox"/>	Direct Contracting and Single Source Selection	The following direct contracting's and single source selections have been identified: 1) BIE-UNESCO Amount: 7,500,000.00 USD GN-2350-15; clause 3.11 (a).

		<p>The United Nations Educational, Scientific and Cultural Organization (UNESCO) will be responsible for the technical assistance support to curricular reform under Component 2. The International Bureau of Education (IBE) is the UNESCO global center of excellence in curriculum matters. The agencies will be hired under GN-2350-15 clause 3.11(a), which stipulates that agencies can be contracted through single-source selection for tasks that represent a natural continuation of previous work carried out by the firm. The mission of the IBE is to support and promote innovative solutions to the problems that ministries of education and governments face in their complex work of improving the equity, quality, relevance and effectiveness of their curriculum, their teaching and learning, and their assessment and outcome process. For the years 2019-2020 2020 – 2021 and 2021-2022, the MENFP has worked with UNESCO on an identical mission and services to the one required under the PAPDEF, and highly satisfactory performance was provided. In order to benefit from this same approach and expertise, the MENFP has deemed it appropriate to contract the Consultant without competitive bidding.</p> <p>2) IHFOSED</p> <p>Amount: 4,000,000.00 USD</p> <p>Clause : GN-2350-15 ; 3.11 (a)</p> <p>The IHFOSED will be contracted under GN-2350-15 3.11 (a) to provide technical support to the regional learning evaluation using the MENFP decentralized offices and inspectors, in the scope of Components 1. The rationale for this method is based on the general interests of the client and per IDB procurement policy for consulting services "for tasks that represent a natural continuation of previous work carried out by the firm". IHFOSED carried out a contract with the same scope and objectives on behalf of the <i>Ministère de l'Éducation Nationale</i> (MENFP) under the HA-L1102 project during 2022-2023. The firm's performance was deemed satisfactory. Therefore, opening a new competitive selection process would not have a competitive of financial advantage</p>
<input checked="" type="checkbox"/>	<p>Training</p>	<p>To strengthen the capacity of the EA, training sessions will be organized for staff responsible for the execution of procurement activities.</p>
<input checked="" type="checkbox"/>	<p>Recurrent Expenses</p>	<p>The recurrent expenses required to put the project into operation approved by the Project Team Leader, which are financed, will be made following the executing agency's administrative procedures. Such procedures will be reviewed and accepted by the Bank, provided that they do not violate the principles of value for money, economy, efficiency, equality, transparency and integrity:</p>

		<p>(i) all expenses required and agreed with the Bank for the execution of the project,</p> <p>(ii) all executing unit individual consultants' contracts required for the execution of the project; and</p> <p>(iii) per diem (if any) and if agreed with the</p> <p>Bank. Operational costs do not include the salaries of public workers.</p>								
<input checked="" type="checkbox"/>	Procurement supervision	<p>Procurement activities foreseen under this operation will be subject to Ex ANTE review by the Bank. The Bank staff will conduct semi-annual procurement inspection visits to review the processes and following up on audit firm recommendations</p> <table border="1"> <tr> <td>Executing Agency</td> <td>Works</td> <td>Goods/Services</td> <td>Consulting Services</td> </tr> <tr> <td>UCP-MENFP</td> <td>EX-ANTE</td> <td>EX-ANTE</td> <td>EX-ANTE</td> </tr> </table>	Executing Agency	Works	Goods/Services	Consulting Services	UCP-MENFP	EX-ANTE	EX-ANTE	EX-ANTE
Executing Agency	Works	Goods/Services	Consulting Services							
UCP-MENFP	EX-ANTE	EX-ANTE	EX-ANTE							
<input checked="" type="checkbox"/>	Records and Archives	<p>The Executing Agency (EA) will keep records in an orderly and according to the bank's policies.</p> <p>All project procurement should be classified by contract, including all relevant documents of its procurement process.</p>								

Main Acquisitions

Description of the procurement	Selection Method	New Procedures /Tools	Estimated Date	Estimated Amount 000'US\$
Goods				
Achat 105 bibliotheques scolaires	International Competitive Bidding (ICB)		[06/01/2025]	300,000
Livraison/distribution des materiels pedagogiques/didactiques et microhistoires			[10/01/2025]	475,000
Maisons editions pour la publication des micro-histoires			[01/01/2026]	1,400,000
Consulting Firms				

Soutien technique à l'évaluation régionale des apprentissages en utilisant les bureaux décentralisés et les inspecteurs du MENFP, dans le cadre de la composante 1.	Single Source Selection		[09/01/2024]	4,000,000
Agence spécialisée chargée de diriger les travaux techniques et de renforcement des capacités sur la réforme curriculaire			[09/01/2024]	7 500, 000
Individuals				
Consultant individuel pour la DEF chargé de coordonner le concours national micro-histoire	Selection of individual consultant (3 CV)		[01/01/2025]	200,000

Access this [link](#) for the PA

IV. AGREEMENTS AND REQUIREMENTS FOR FINANCIAL MANAGEMENT

<input checked="" type="checkbox"/>	Programming and Budget	Based on the budget approved for the project, the UCP/MENFP will prepare a Pluriannual Execution Plan (PEP) and annual operations plans together with its annual budget. UCP will prepare, annually, a comprehensive financial plan, which will include budgets and cash flow needs, based on activities identified in the Annual Operating Plan (AOP) and Procurement Plan. The execution of the project's financial plan will be evaluated every six months. Programming and budget planning, execution, and monitoring at the project level will rely on IDB's project financial management procedures.
<input checked="" type="checkbox"/>	Treasury and Disbursement Management	<p>The Bank will disburse resources under the Advance of Funds modality established in Guide OP-273-12.</p> <p>Two separate bank accounts will be designated (one in USD and one in local currency). Program funds will be deposited by the IDB in the project designated US dollar account opened at the Central Bank and transferred by the UCP to project designated local currency account as needed for the payment of expenses made in local currency.</p> <p>For advance of funds, UCP will submit to the Bank a detailed twelve-months Financial Plan indicating cash-flow needs. The supervision of disbursements will be ex-post, however, the Bank will review the totality or a percentage of the supporting documentation prior to the processing of the justification of advances of funds which will be submitted by UCP to the Bank on a quarterly basis, within 45 days after the end of each fiscal quarter. Advances of funds will be granted for the cash flow needs of up to 6 months.</p> <p>UCP will use the exchange rate valid at the funds conversion to record expenses made in local currency. The Central Bank exchange rate will be used as the reference rate. To determine the value of expenses incurred in local currency from the local contribution or reimbursement of expenses,</p>

		<p>the exchange rate shall be the exchange rate on the effective date on which the payments are made.</p> <p>The operation is expected to justify 80% of accumulated balances pending of justification in order to receive a new advance of funds.</p>
<input checked="" type="checkbox"/>	Accounting, information systems and reporting	QuickBooks will be the system used for the accounting of the operation. Modified cash basis will be used for accounting purposes and the International Financial Reporting Standards will be followed when applicable, in accordance with the established national criteria. Financial reports will be presented in US dollars.
<input checked="" type="checkbox"/>	Internal Control and Internal Audit	The internal control of the unit is based on the unit procedures as well as the operations manual and policies. Regular supervision reports and recommendations will be used to monitor and strengthen the internal controls within the unit. The unit does not have an internal audit service. Regular inspection visits are made by the Bank including review of supporting documentation. This will continue for this operation as planned on the fiduciary supervision plan.
<input checked="" type="checkbox"/>	External control: external financial audit and project reports	<p>The UCP will select and contract independent external audit services in accordance with the terms of reference previously agreed with the Bank. These will establish the type of review, opportunity, and scope.</p> <p>External financial audits will be performed in accordance with the Bank's policies and Handbooks. The annual project financial statements will correspond to the Haitian fiscal year and will be audited by an independent firm eligible to the Bank.</p> <p>The firm will also conduct ex-post verification disbursement requests based on specific terms of reference to be agreed between the UCP and the Bank.</p> <p>Ex-post verifications will be held annually and might be concurrently performed with the annual audit of the financial statements of the project.</p> <p>The project audited financial statements will be submitted annually to the Bank 120 days after the closing of Haiti fiscal year and 120 days after the last disbursement date.</p>
<input checked="" type="checkbox"/>	Project Financial Supervision	Financial supervision will be conducted quarterly on an EX-Post basis and will consider on-site supervision visits and "desk" reviews, as well as the analysis and follow-up of the results and recommendations of the audits of the financial reports, the review of justification of advance of funds and the reconciliation of project accounts.

DOCUMENT OF THE INTER-AMERICAN DEVELOPMENT BANK

PROPOSED RESOLUTION DE-___/24

Haiti. Nonreimbursable Financing ___/GR-HA to the Republic of Haiti
Support to Haiti Education Governance

The Board of Executive Directors

RESOLVES:

That the President of the Bank, or such representative as he shall designate, is authorized, in the name and on behalf of the Bank, as Administrator of the IDB Grant Facility (hereinafter referred to as the "Account"), to enter into such contract or contracts as may be necessary with the Republic of Haiti, as beneficiary, for the purpose of granting it a nonreimbursable financing to cooperate in the execution of the project "Support to Haiti Education Governance". Such nonreimbursable financing will be for an amount of up to US\$20,000,000, which form part of the Account, and will be subject to the Terms and Financial Conditions and the Special Contractual Conditions in the Project Summary of the Grant Proposal.

(Adopted on ___ _____ 2024)