

TC ABSTRACT

I. Basic Project Data

▪ Country/Region:	HAITI/CID - Isthmus & DR
▪ TC Name:	Socio-emotional support to children in contexts of insecurity in Haiti
▪ TC Number:	HA-T1335
▪ Team Leader/Members:	COLO, JEFF SCHLEIDEN (SCL/EDU) Team Leader; RIEBLE-AUBOURG, SABINE (SCL/EDU) Alternate Team Leader; TAMAGNAN, MARIE EVANE (SCL/EDU); ROUTHIER DRAB ZOE (SCL/EDU); ALMINA ALVENS (SCL/EDU); GONZALEZ VIDALES, ANA (VPC/FMP); BLASCO, IVANA (SCL/EDU); FORERO PEREZ MARIA ALEJANDRA (SCL/EDU); PIERRE, GHISLAINE JOSEPH (CID/CHA); BARON, MARIE EDWIGE (CID/CHA); LAFONTANT, EUGENIE REGINE (CID/CHA); ORISME ROC PASSARD, MARIE MARCELLE (VPC/FMP); GILLES, AURELIE FLAVY (CID/CID); CROS MATHIEU MARC (CID/CID); JIMENEZ MOSQUERA, JAVIER I. (LEG/SGO)
▪ Taxonomy:	Client Support
▪ Number and name of operation supported by the TC:	N/A
▪ Date of TC Abstract:	07 Jun 2024
▪ Beneficiary:	Ministry of Education - Haiti
▪ Executing Agency:	INTER-AMERICAN DEVELOPMENT BANK
▪ IDB funding requested:	US\$350,000.00
▪ Local counterpart funding:	US\$0.00
▪ Disbursement period:	24 months
▪ Types of consultants:	Firms; Individuals
▪ Prepared by Unit:	SCL/EDU - Education
▪ Unit of Disbursement Responsibility:	SCL/EDU - Education
▪ TC included in Country Strategy (y/n):	No
▪ TC included in CPD (y/n):	No
▪ Alignment to the Update to the Institutional Strategy 2010-2020:	Social inclusion and equality

II. Objective and Justification

- 2.1 The objective of this Technical Cooperation is to provide support in addressing the risks of youth violence in Haiti, by stimulating social-emotional and sports activities in public schools in the main cities of Port-au-Prince and Cap Haitian.
- 2.2 Haiti continues to face persistent chronic poverty and inequality. The IDB classifies Haiti as a fragile country 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. 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). 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. 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.

- 2.3 Years of fragility and varying degrees of insecurity have affected children’s ability to attend school regularly and have affected the emotional wellbeing of those children. Indeed, since 2019, no school year in Haiti has completed the number of days expected in the school calendar. Children in Haiti have faced, Peyi-Lok, COVID-19, and social turmoil which have, to varying degrees, led to punctual school closures and/or the inability of families to safely send their children to schools. As of April 2024, an estimated 45% of schools in Port-au-Prince are closed due to insecurity, while another 30% function only partially.
- 2.4 Since 2020, the Ministry of Education and Professional Development (MENFP) has sought to prioritize socio-emotional wellbeing of students, teachers, and school communities through a series of actions. First, in 2020, the Ministry of Education published its Decennial Education Sector Plan 2020 – 2023, which outlines socio-emotional skills as a cross-cutting aspect of the education sector vision. In 2020, through the Bank-financed HA-L1077 and with separate support from UNESCO, the Ministry piloted a socio-emotional call center modality for parents, teachers, and students to be able to call and speak to professionals when needed. In 2021, the MENFP developed a standardized socio-emotional tool for teachers to implement in schools and gauge their students’ social and emotional needs; this tool was piloted in 2022 and is being scaled in 2024. Finally, in January 2024, on the International Day of Education, the Minister of Education of Haiti announced a series of decisions around sports and schools, and the need to begin including sports and cultural activities in schools to support children’s physical, social and mental wellbeing.
- 2.5 Over the years, the MENFP has worked with several partners, including the Bank to develop and strengthen the availability of socio-emotional interventions in schools. Among these partners, Scholas first began working in Haiti in 2016 and contributed to the above-mentioned socio-emotional tool piloting and has continued operating in Port-au-Prince through 2023. Additionally, the MENFP has benefitted from other partners on sports education such as Futbolmás from 2019 to 2022, the Osaka Foundation and Fundación Real Madrid.
- 2.6 The proposed TC will contribute to further developing the socio-emotional aspects of the MENFP sector priorities.

III. Description of Activities and Outputs

- 3.1 **Component I: Sole Component: Socio-emotional Support to Children.** The component will support the MENFP in stimulating the development of social values and socio-emotional skills in young people through (i) piloting a sports program in public primary schools in Haiti and (ii) providing socio-emotional and social values support through arts and culture to school communities affected by the recent years of trauma.

IV. Budget

Indicative Budget

Activity/Component	IDB/Fund Funding	Counterpart Funding	Total Funding
Sole Component: Socio-emotional Support to Children	US\$350,000.00	US\$0.00	US\$350,000.00
Total	US\$350,000.00	US\$0.00	US\$350,000.00

V. Executing Agency and Execution Structure

- 5.1 The executing agency will be the Bank, through the Education Division (SCL/EDU) according to TC guidelines (GN-2629-1) Annex 10 which allows execution by the Bank when it enhances independence of key products to developed.

- 5.2 All activities to be executed under this TC will be contracted in accordance with Bank policies as follows: (a) AM-650 for Individual consultants; (b) GN-2765-4 and Guidelines OP-1155-4 for Consulting Firms for services of an intellectual nature; and (c) GN-2303-28 for logistics and other related services.
- 5.3 The Education Division (SCL/EDU) will be responsible for the preparation and publication of requests for expressions of interest, the preparation of shortlists, the preparation and distribution of requests for proposals, the evaluation and selection of consultants in accordance with the criteria set out in the requests for proposals, and the negotiation of the respective contracts. In addition, IDB staff are expected to provide technical and first-hand expertise in the activities to be implemented.
- 5.4 The Bank will execute this TC at the request of the Government of Haiti. The request is based on the fact that the Education Division (SC/EDU) has the necessary expertise to provide technical assistance on issues of interest related to the objectives of this TC, in accordance with document OP-619-4

VI. Project Risks and Issues

- 6.1 No major risks are expected from this project. To prevent any possible risks, the Team will communicate and work closely with the MENFP regarding the consultants hired for this project. A project in the Haitian context implies a higher level of complexity and risks related to insecurity. It is expected that these risks will be mitigated by (i) having the IDB as the executing agency, especially considering that the Bank has experience in Haiti; (ii) the strong links between this TC and the existing education portfolio in Haiti will allow for a wider dissemination of results and guarantee a better sustainability of the project; and (iii) the TC will work in both the Cap Haitian and Port-au-Prince to mitigate for the need to continue executing and disbursing in the Cap should the situation in Port-au-Prince cause delays.

VII. Environmental and Social Aspects

- 7.1 This TC does not have applicable requirements of the Bank's Environmental and Social Policy Framework (ESPF).