

## HA-T1340 TC Document

### I. Basic Information for TC

▪ Country/Region:	HAITI
▪ TC Name:	Preparation and supervision support to the Haiti Systems Transformation Grant
▪ TC Number:	HA-T1340
▪ Team Leader/Members:	Colo, Jeff Schleiden (SCL/EDU) Team Leader; Tamagnan, Marie Evane (SCL/EDU) Alternate Team Leader; Lopez Gelb Loren Viviana (SCL/EDU); Gonzalez Vidales, Ana (VPC/FMP); Midy Milfortson (CID/CHA); Cros Mathieu Marc (CID/CID); Lotti, Giulia (CID/CID); Villalba Castrillon, Harold (SCL/EDU); Almina Alvens (SCL/EDU); Orisme Roc Passard, Marie Marcelle (VPC/FMP); Polanco Santos Paola Patricia (SCL/EDU); Pinzon Silva Jeimy Nathaly (SCL/EDU); Sanabria, Angel (VPC/FMP); Blasco, Ivana (SCL/EDU); Gilles, Aurelie Flavy (CID/CID); Vila Saint Etienne, Sara (LEG/SGO) Milfortson (CID/CHA); Cros Mathieu Marc (CID/CID); Lotti, Giulia (CID/CID); Villalba Castrillon, Harold (SCL/EDU); Almina Alvens (SCL/EDU); Orisme Roc Passard, Marie Marcelle (VPC/FMP); Polanco Santos Paola Patricia (SCL/EDU); Pinzon Silva Jeimy Nathaly (SCL/EDU); Sanabria, Angel (VPC/FMP); Blasco, Ivana (SCL/EDU); Gilles, Aurelie Flavy (CID/CID); Vila Saint Etienne, Sara (LEG/SGO) Milfortson (CID/CHA); Cros Mathieu Marc (CID/CID); Lotti, Giulia (CID/CID); Villalba Castrillon, Harold (SCL/EDU); Almina Alvens (SCL/EDU); Orisme Roc Passard, Marie Marcelle (VPC/FMP); Polanco Santos Paola Patricia (SCL/EDU); Pinzon Silva Jeimy Nathaly (SCL/EDU); Sanabria, Angel (VPC/FMP); Blasco, Ivana (SCL/EDU); Gilles, Aurelie Flavy (CID/CID); Vila Saint Etienne, Sara (LEG/SGO)
▪ Taxonomy:	Operational Support
▪ Operation Supported by the TC:	HA-G1061.
▪ Date of TC Abstract authorization:	.
▪ Beneficiary:	Ministry of National Education and Vocational Training (MENFP, acronym in French) - Haiti
▪ Executing Agency and contact name:	Inter-American Development Bank
▪ Donors providing funding: <sup>1</sup>	Global Partnership for Education Fund(GPE)
▪ IDB Funding Requested:	US\$200,000.00
▪ Local counterpart funding, if any:	US\$0
▪ Disbursement period (which includes Execution period):	12 months <sup>2</sup>
▪ Required start date:	1 March 2025
▪ Types of consultants:	Firms and Individual consultants
▪ Prepared by Unit:	SCL/EDU-Education
▪ Unit of Disbursement Responsibility:	CID/CHA-Country Office Haiti
▪ TC included in Country Strategy (y/n):	No
▪ TC included in CPD (y/n):	Yes

<sup>1</sup> The Global Partnership for Education funding has been approved by the GPE and funds will be received upon the IDB approval of the TC.

<sup>2</sup> GPE guidelines require that Program Development Grant (PDG) funds be executed in a maximum of 12 months.

▪ Alignment to the Institutional Strategy 2024-2030:	Social inclusion and equality; Institutional capacity and rule of law; Gender equality
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## II. Description of the Associated Grant

- 2.1 The HA-G1061 is a \$31.6 million operation financed by a project specific grant of the Global Partnership for Education (GPE) – referred to as the systems transformation grant (STG). The project is structured around four components and will disburse over a period of five (5) years. The HA-G1061 is under preparation and is expected to be approved by the Bank's Board in August 2025.
- 2.2 As per GPE Policies and procedures, the HA-G1061 project must be aligned with the reform identified as the priority reform of the MENFP that emerged during the Enabling Factors exercise in 2023 and as outlined in the Partnership Compact<sup>3</sup> of 2024, that is to say, the curriculum reform and continuity of learning. The partnership Compact validated in September 2024 guides the orientations of the HA-G1061 and the critical interventions of the priority reform of the MENFP. The HA-G1061 is therefore structured around three components aligned with the curriculum reform and its objective is to improve the level of basic education in Haiti. The details of the operation remain to be determined with the project preparation committee, and the following interventions are indicative:
- 2.3 Objective and components of the project. The objective of the project is to improve basic education attainment. The specific objectives of the project are to: (i) Provide institutional strengthening of the Ministry of National Education and Vocational Training (MENFP, acronym in French), (ii) Strengthen the capacity of (selected) schools to improve quality and promote equality, and (iii) Maintain attendance in selected primary schools.
- 2.4 Component 1: Strengthening the Information Systems of the MENFP. This component will continue to strengthen the governance and capacity of the MENFP at centralized and decentralized levels to make informed policy-based decision using information system by financing the strengthening of the Education Management Information Systems (EMIS) implementation plan based on the EMIS diagnostic that was conducted in 2024, ensuring proper data security measures, supporting the inclusion and use of student learning data, and extending EMIS implementation to the departmental education directorates (DDEs); (ii) supporting the governance activities of the technical directorates of the MENFP (DTs) responsible for the implementation of the the Decennial Education Sector Plan (Plan Decennal d'Enseignement Fondamental (PDEF)); and (iii) reinforcing the school feeding monitoring system.
- 2.5 Component 2: Improving the quality of teaching. This component will finance (i) the scaling of the new curriculum including the new school and teacher training programs for pre-school and the first two cycles of primary education to all primary public schools in the country. This transition will involve training directors and teachers in the use of the new curriculum, to ensure its application. This component will also finance: (ii) the developing of programs for non-formal education, (iii) the developing and procuring of Haitian-creole children's reading and textbooks in line with the new curriculum's move towards Creole-based

<sup>3</sup> The Partnership Compact is a document prepared by the MENFP, endorsed by the partners in the education system and validated by the GPE as part of the funding process. Its aim is to guide the interventions and alignment of partners with government policy organized around priority reform.

multilingual teaching; and (iv) a national strategy for textbook development, procurement, distribution and retention. This component will align to gender and diversity through the inclusion of social norms, gender, inclusion, and diversity values in all pedagogical materials that will be developed or implemented.

- 2.6 Component 3: Maintain access to primary schools. This component aims to maintain children's access to school by providing them with (i) school feeding, (ii) socio-emotional support in response to the shock caused by the country's situation, and by (iii) access to distance education by developing simplified digital modules based on the new curriculum, in consideration of the minimum training/learning requirement. This component will be aligned with climate change through financing for energy efficient stoves and reforestation efforts at the school level. It will also aligned with gender and diversity through the inclusion of social norms, gender, inclusion, and diversity values in the simplified digital modules of the new curriculum that will be developed.
- 2.7 Project management, monitoring and evaluation. The project will finance (i) operational costs of the project executing unit; (ii) annual financial audits; and (iii) a midterm and end-term evaluation.

### III. Objectives and Justification of the TC

- 3.1 Justification. The preparation of the above-mentioned larger co-financed grant operation requires a significant amount of operational support in the preparation and the initial execution of the operation. Within this context, the GPE makes available to the grant agent of its STG grant, a Program Development Grant (PDG), intended to operationally support the larger operation. The PDG objectives and activities are prepared in collaboration with the GPE and the MENFP and are reflected below.
- 3.2 The Global Partnership for Education is the largest global fund solely dedicated to transforming education in lower-income countries, and a unique, multi-stakeholder partnership. The IDB and the GPE entered into a framework agreement on August 15, 2022 and since then several projects have been prepared and are under preparation by the IDB using GPE funds, including most recently the HA-J0006/HA-G1055/HA-G1059 in Haiti which was approved by the Board on November 9, 2023.
- 3.3 Objective. The objective of this Technical Cooperation (TC) is to provide technical inputs and knowledge in the operationalization of the Support to the Haitian Basic Education Attainment for All (HA G1061).
- 3.4 **Strategic Alignment.** The TC is consistent with the IDB Group Institutional Strategy: Transforming for Scale and Impact (CA-631) and is aligned with the objective of reducing 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 of gender equality and inclusion of diverse population groups.
- 3.5 The TC is also aligned with the Strategy on Social Policy for Equity and Productivity (GN-2588-4) as it is expected that the results will support the improvement of school quality in especially vulnerable, underserved communities. Moreover, the operation is consistent with the Country Engagement Note 2024-2026 (GN-3255-1) for Haiti and its results will drive the development of an operation aligned with strategic objectives of (i) advancing the coverage of

education by ensuring access and retention in schools through provision of school feeding, socio emotional support and tools to facilitate learning in FCCV context, (ii) providing continuous support to build capacity to provide a base for sustainable development, and strengthening institutional capacity to provide a base for sustainable development by continuing to support the MENFP in its curriculum reform. . Finally, the TC is aligned with the GPE objectives of expanding access to education for the most marginalized children by supporting the preparation of a project which will work with the most vulnerable children in Haiti.

- 3.6 **Sectoral alignment.** 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 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.
- 3.7 In addition to the PDEF, in 2023 via consensus from the local education group (GLPE H), in an exercise done through the Global Partnership for Education (PME) Enabling Factors Analysis and the subsequent Partnership Compact, the MENFP Priority Reform was identified as the curriculum reform and relevant adjacent activities such as school feeding.

#### IV. **Description of activities/components and budget**

- 4.1 To achieve its objective, the TC has the following component:
- 4.2 Sole component – Development and Operationalization of the Support Project for Basic Education for All in Haiti (HA G1061) – US\$200,000: This component will support the MENFP and the IDB in the preparation and initial implementation of the HA-G1061. The TC will finance: (i) the development of the project operations manual (MOP) and the institutional analysis (PACI); (ii) several preparation and supervision mission missions; (iii) the development of the project cost-benefit analysis and the monitoring and evaluation plan; (iv) support for supervision and the preparation of monitoring reports from June to December 2025, in particular with regard to the fiduciary strengthening of the implementation unit of the Project Coordination Unit so that it can manage the burden of increased financial obligations related to the STG; and (v) the translation of all project documents into French. Eligible expenses include the recruitment of individual consultants and firms responsible for the above activities; as well as the financing of activities related to workshops, missions and stand-alone invoices as needed.
- 4.3 The development of all documents and products will be closely coordinated with the MENFP who will provide advice to ensure that the final product meets the needs of the MENFP. Consultants hired to implement the single component will be responsible for coordinating with all relevant stakeholders, including the Bank and the MENFP.
- 4.4 **Budget.** The total cost of the TC is US\$200,000, which will be financed by the Global Partnership for Education (GPE) fund. On August 15, 2022, the IDB became an accredited agent to execute GPE funds (GN-3027). On December 19, 2024 the IDB was notified of the GPE approval of the funds. Counter-part funding is not expected.

### Indicative Budget (US\$)

Activity	Description	GPE Funding	Total Funding
1	One consultant for the development of the Project Operations Manual (POM) and Institutional Capacity Analysis (PACI)	24,000	24,000
2	One consultant for the development of a monitoring and evaluation plan of the operation and the cost benefit analysis of the project	20,000	20,000
3	One consultant to support to the strengthening of the UCP fiduciary unit	40,000	40,000
4	Project kickoff workshop	50,000	50,000
5	Translation of HA-G1061 project documents into French	6,000	6,000
6	One consultant to support the executing unit in the supervision of the portfolio. Deliverable: Supervision reports of the first 6 months of project execution.	60,000	60,000
<b>Total</b>		<b>200,000</b>	<b>200,000</b>

- 4.5 **Main expected results.** The main expected result of this TC is that the System Transformation Grant Program is implemented in Haiti through completion of the above activities.

## V. Executing agency and execution structure

- 5.1 The Bank will execute this TC. In accordance with the Bank Policy for Technical Cooperation (GN-2470-2), in addition to the corresponding Operational Guidelines (OP-619-4). The execution by the Bank is justified based on a request by the Ministry of Education (MENFP) via the Ministry of Economy and Finance, referencing its technical assistance capacity. This capacity is demonstrated by the fact that the Bank has executed and continues to execute several TC in operational and client support with consistently satisfactory results. This TC will be executed by the IDB according to TC guidelines (OP-619-4) which allows execution by the Bank when it enhances independence of key products to developed.
- 5.2 Execution and disbursement period. The TC will be executed over a period of 12 months and disbursed over a period of 12 months as of the date of approval.

- 5.3 All deliverables and any other material prepared under this TC are the sole and exclusive property of the Bank, and as such, the Bank has title, rights (including copyrights) and exclusive interests in the ownership of said products.
- 5.4 Procurement. All activities to be executed under this TC will be contracted in accordance with Bank policies as follows: (a) Hiring of individual consultants, as established in the regulation on Complementary Workforce (AM-650) and (b) Contracting of services provided by consulting firms in accordance with the Corporate procurement Policy (GN-2303-33) and its Guidelines.

## **VI. Major issues**

- 6.1 No major risks are expected from this technical cooperation as it serves to support the preparatory activities of the HA-G1061. The TC stands alone and is intended to execute for a period of 12 months to support the MENFP and the executing unit of the MENFP to be ready to begin execution of the HA-G1061. Acknowledging that at the time of developing this technical cooperation the project team does not know when the HA-G1061 will reach eligibility, it is understood that this TC can be fully executed regardless of the eligibility of the HA-G1061. To prevent any other 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 level of complexity and risks related to insecurity. It is expected that these risks will be mitigated by having the IDB as the executing agency, especially considering that the Bank has experience in Haiti. In addition, the strong links between this TC and the executing HA-L1102, HA-J0006; HA-G1055; HA-G1059 as well as the HA-G1061 under preparation will allow for a wider dissemination of results and guarantee a better sustainability of the project.

## **VII. Exceptions to Bank policy**

- 7.1 There are no expected exceptions to Bank policy.

## **VIII. Environmental and Social Aspects**

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

### **Required Annexes:**

[Request from the Client\\_53187.pdf](#)

[Results Matrix\\_32315.pdf](#)

[Terms of Reference\\_84621.pdf](#)

[Procurement Plan\\_91884.pdf](#)