

## PROJECT PROFILE

### HAITI

#### I. BASIC DATA

<b>Project name:</b>	Increasing Access to Education in Haiti	
<b>Project number:</b>	HA-L1077	
<b>Project team:</b>	Julien Hautier (EDU/CHA), Team Leader; Anouk Ewald and Antine Legrand (EDU/CHA); Yannú Cruz and Tania Vera (SCL/EDU); Emilie Chapuis and Marise Salvane (PDP/CHA); Meri Helleranta (SPH/CHA); Cleeford Pavilus (CDH/CHA); Maria Fernanda Garcia Rincón (ORP/ORP); Ximena Herbas (VPS/ESG); and Taos Aliouat (LEG/SGO).	
<b>Beneficiary:</b>	Government of Haiti (GoH)	
<b>Executing agency:</b>	<i>Fonds d'Assistance Economique et Social</i> (FAES) and <i>Ministère de l'Education Nationale et de la Formation Professionnelle</i> (MENFP) through <i>Education pour Tous</i> (EPT)	
<b>Financing plan:</b>	IDB:	US\$50 million
	Co-financing:	US\$TBD (¶2.5)
	Total:	US\$50 million + co-financing
<b>Safeguards:</b>	Policies triggered:	B.01: OP-704; OP-102; OP-270; B.02; B.05; B.06; B.07; B.11, B.15, B.17.
	Classification:	B

#### II. GENERAL JUSTIFICATION AND OBJECTIVES

##### A. General Justification

- 2.1 **Context and main issues.** Two years after the earthquake, the Government of Haiti (GoH) has undertaken considerable efforts to rebuild the country. In the education sector, the Bank continues to be the government's biggest supporter in terms of financial support and leverage of other donors' resources. The program financed by the Inter-American Development Bank (IDB) since 2010 for the reconstruction of the education sector has already produced first results, especially in the areas of school construction, school kits and uniforms, tuition waivers and institutional strengthening (see ¶2.3). The Bank's program is built on the government's education plan developed after the earthquake, outlining the framework for achieving a tuition-free, well-managed education system open to all children and providing quality services (see HA-L1049 and HA-L1060 grant proposals for more details).
- 2.2 IDB's financial commitment in the education sector in Haiti. In 2010, the Bank pledged US\$250 million in grant resources over a five year period in support of the government's plan and an equivalent amount to be raised, to the extent

possible, from other donors. To date, the IDB supervises a US\$136 million program, of which US\$30 million are disbursed. The program includes two grant operations using IDB grant resources (HA-L1049 and HA-L1060, US\$50 million each) as well as US\$36 million generated from fund-raising efforts (co-financing) from the Canadian International Development Agency (CIDA, CAD\$20m), Haiti Reconstruction Fund (HRF, US\$15m) and First Citizens Bank of Trinidad and Tobago (FCBT&T, US\$1m). Discussion with the governments of Finland, France and foundations are currently ongoing (US10m potential co-financing total).

**Table II.1. Approved and disbursed program resources since 2010**

(US\$ million)	HA-L1049 (2010)					HA-L1060 (2011)			Total
	IDB	CIDA	HRF	FCBT&T	Total	IDB	HRF	Total	
<b>Approved</b>	50	20	10	1	<b>81</b>	50	5	<b>55</b>	<b>136</b>
<b>Disbursed</b>	16	7.8	5.9	0.6	<b>30.3</b>	0	0	<b>0</b>	<b>30.3</b>

- 2.3 **First results achieved.** Considering all sources of financing, the program is currently financing the construction of 10 schools out of 55 to be built under HA-L1049, free enrollment for 70,000 children attending grades 1 to 6 in non-public schools since 2010 through the tuition waiver program, and *Ministère de l'Education Nationale et de la Formation Professionnelle* (MENFP) institutional strengthening to implement the 2010-2015 Education Plan. Products that are planned to be delivered in 2012 include: at least 20 additional schools to be built under HA-L1049 and 11 rehabilitations; technical and environmental studies for 35 schools to be built under HA-L1060; over 100,000 school kits delivered for the new school year in September; and free enrollment for the same cohort of 70,000 children. The second operation (HA-L1060) is also introducing a greater focus on quality, especially through innovative teaching and learning tools in classrooms and public-private partnership for the management of Technical and Vocational Education and Training (TVET) centers.
- 2.4 **Challenges.** These initial achievements have been obtained within a context of structural challenges that existed prior to the earthquake and continue to exist. That is, Haiti's education system is still characterized by limited access and completion at all levels, uneven and low quality of education, and a weak regulation and supervision capacity from the public sector over a non-public sector representing 80% of the supply. The earthquake further exacerbated these challenges, affecting and rendering inoperable an estimated 25% of basic and secondary schools, 70% of TVET centers and most universities. The MENFP building collapsed as well, and continues to operate with reduced staff in temporary structures or tents.<sup>1</sup>
- 2.5 **Proposed project.** HA-L1077 will be financed with US\$50 million in grant resources, as the third installment of the Bank's US\$250 million commitment to Haiti's Education Plan. Consistent with the mechanisms created and used under the two previous operations, co-financing resources raised in support of this operation will be channeled towards activities outlined below.

<sup>1</sup> See the [Haiti Education Sector Note](#) for further sector analysis and for a more detailed framework of the IDB annual contribution to the Haitian Education Plan objectives.

## B. Objectives

- 2.6 The Bank supported five year program, including the current operation, aims at supporting the Haitian Education Plan's following objectives: (i) improving access to education; (ii) improving the quality of education; (iii) reforming technical and vocational training; (iv) reforming higher education; and (v) strengthening the institutional and governance capacities of the MENFP. HA-L1077 will complement the two previous operations focusing on the first objective. Indeed, improving the access to education is the top priority of the current government in the education sector and the program component that currently absorbs most of the resources, at the highest rate (school construction and tuition waivers). More specifically, HA-L1077 will contribute to: (i) expand the public supply of education with quality infrastructure; and (ii) increase the scope and effectiveness of the tuition waiver program in the non-public sector.
- 2.7 **Component I. Increased public supply with quality infrastructure for 8,000 children ranging from preschool to grade 9** (US\$17.5 million). This component continues the Bank's five-year commitment to build 200 new schools. This component will finance the construction of 20 new, fully equipped schools, benefiting approximately 8,000 K-9 students per year. All construction will comply with MENFP standards, including anti-seismic and hurricane safe norms.
- 2.8 **Component II. Tuition-free and quality primary education for 100,000 children annually** (US\$25 million). In addition to the initial cohort of 70,000 children subsidized under the two previous operations, HA-L1077 will support: (i) the free enrollment of another cohort of 30,000 children in non-public schools for three years of primary education; (ii) an impact evaluation and process evaluation of the Tuition Waiver Program (TWP) to improve its effectiveness; and (iii) an exploratory study on further policy options to reduce the cost of education for Haitian families. The TWP is the major cost subsidy program in the education sector, benefitting 225,000 grade 1-6 students and costing over US\$20 million annually. The program is financed by the Caribbean Development Bank (CDB), CIDA, World Bank (WB) and IDB. Since 2007, the program consists of a cash transfer of US\$90 per child per year to 1,221 non-public schools, comprised of US\$69 for administrative expenses, including teachers' salaries, and US\$21 for textbooks.

**Table II.2. Cost table (US\$ million)**

<b>Components</b>	<b>Costs (US\$ million)</b>
<b>Component I. Increased public supply with quality infrastructure</b> 20 permanent and equipped schools	17.5
<b>Component II. Tuition-free and quality primary education</b> (i) Free education for 100,000 children in primary schools (grade 1 to 6) over a three year period; (ii) Impact evaluation; (iii) Exploratory study.	25
Project management, monitoring, audits and contingency	5
Contingency	2.5
<b>Total</b>	<b>50</b>

- 2.9 **Consistency with Country Strategy and IDB-9.** The proposed project is fully aligned with the Country Strategy (2011-2015) (GN-2646), as per the strategic objectives of improving the access to education. The project along with its indicators is also included in the 2012 Country Program Document (CPD), which is part of the 2012 Operational Program Report (GN-2661-2). Finally, the project will contribute to meet the following GCI-9 lending targets: (i) small and vulnerable countries; and (ii) poverty reduction and equity enhancement.

### III. TECHNICAL ISSUES AND SECTOR KNOWLEDGE

- 3.1 **The Education Plan execution and sustainability.** The public endorsement of the Education Plan by the new government in February 2012, as well as the creation of the National Education Fund by the new Haitian President represents positive signals towards the execution and sustainability of the Plan. Nevertheless, the plan itself still remains unevenly developed and implemented. Whereas some components of the Plan are being implemented, mainly school construction, subsidies to the cost of education and information systems, others, including teacher training, curricula, private sector regulation and TVET require further definition. Furthermore, the planned executing and monitoring structures required by the plan are only scheduled to start in June 2012. Thus, the reforms and expected results might take longer than expected, implying an adaptation of IDB's financing and implementing strategy.
- 3.2 **Sector knowledge and policy design.** The lack of reliable data and quality studies remain a major issue for policy design and monitoring. The first school census since 2003, supported by the IDB and other donors, provided updated data on the system for the year 2010/2011, thus contributing to improve monitoring and evaluation at the program and sector level. The Ministry of Education is currently performing the 2012 school census, with IDB support. In addition, the second and third IDB operations will support several technical studies and impact evaluations in critical areas, thus contributing to improve sector knowledge.
- 3.3 **Institutional capacity.** The institutional capacities of Fonds d'Assistance Economique et Social (FAES) and *Ministère de l'Education Nationale et de la Formation Professionnelle* (MENFP) through *Education pour Tous* (EPT) remain key determinants of how effectively the program is being executed and resources being allocated. MENFP and FAES capacity building process might take longer than the planned calendar for implementation. For the implementation of component 1 (school construction), new implementing mechanisms will be explored with the government in order to ensure better compliance with expected timelines, volume and quality standards.
- 3.4 **Bringing quality to the tuition waiver program.** Improving the leverage of the TWP on quality (measured by literacy and numeracy) in the 1,221 beneficiary schools, requires a timely and reliable information system on targeted schools and students for monitoring and evaluation purposes. The IDB is closely collaborating

with the WB on this agenda. The first evaluation of the TWP will start in the second semester of 2012 and address the questions of the impact of the program on education costs for the families, school attendance and retention, and the quality of education and nutrition. The planned process evaluation aims at improving the operation of the program, specifically the timeliness of the transfer to the schools, as well as data collection, control and enforcement of the eligibility criteria by beneficiaries. Furthermore, the issue of the sustainability of this program will have to be analyzed in more detail.

#### **IV. SAFEGUARDS AND FIDUCIARY SCREENING**

- 4.1 The project is expected to have positive social and environmental impacts. Constructions included in this project will comply with MENFP standards, as well as anti-seismic and hurricane safe norms. The Bank's safeguard screening process classified the project as "B" as the negative environmental and social impacts during the construction phase will be localized, short term and mitigated by mitigation readily available measures. The proposed Environment and Social Safeguard Strategy (ESS) involves the preparation of an environmental analysis with focus on disaster risk vulnerability assessment. In addition, EPT and FAES will be subject to a fiduciary analysis to define mechanisms that ensure effectiveness and transparency during project implementation.

#### **V. RESOURCES AND TIMETABLE**

- 5.1 A Technical Cooperation (TC) proposal for operational inputs is attached to this document. It will mainly focus on supporting the improvement of policy options through impact evaluations and exploratory studies on subsidizing the cost of education in Haiti. The total amount requested is US\$500,000 and would need to be available in early June 2012, given the tight timeline for preparation.
- 5.2 Administrative resources will be required for: (i) consultancies US\$68,460; and (ii) missions US\$15,744. The Proposal for Operation Development (POD) will be distributed to the Quality and Risk Review (QRR) on September 10, and the Draft Grant Proposal will be distributed to the Operations Policy Committee (OPC) on September 28. The Board presentation is planned for November 21, 2012.

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## SAFEGUARD POLICY FILTER REPORT

This Report provides guidance for project teams on safeguard policy triggers and should be attached as an annex to the PP (or equivalent) together with the Safeguard Screening Form, and sent to ESR.

1. Save as a Word document.
2. Enter additional information in the spaces provided, where applicable.
3. Save new changes.

<b>PROJECT DETAILS</b>	<b>IDB Sector</b>	EDUCATION
	<b>Type of Operation</b>	Other Non-Lending or Non-Financing Instrument
	<b>Additional Operation Details</b>	
	<b>Investment Checklist</b>	Urban Development
	<b>Team Leader</b>	Hautier, Julien (JULIENH@iadb.org)
	<b>Project Title</b>	Increasing Access to Education in Haiti
	<b>Project Number</b>	HA-L1077
	<b>Safeguard Screening Assessor(s)</b>	Herbas, Ximena Rosio (XIMENAH@IADB.ORG)
	<b>Assessment Date</b>	2012-06-13
	<b>Additional Comments</b>	This operation is a grant

<b>SAFEGUARD POLICY FILTER RESULTS</b>	<b>Type of Operation</b>	Loan Operation	
	<b>Safeguard Policy Items Identified (Yes)</b>	Activities to be financed in the project area are located within a geographical area or sector exposed to natural hazards (Type 1 Disaster Risk Scenario).	(B.01) Disaster Risk Management Policy– OP-704
		The Bank will make available to the public the relevant Project documents.	(B.01) Access to Information Policy– OP-102
		Potential to negatively affect women or gender equality ( <a href="#">See Gender Equality Policy</a> )	(B.01) Gender Equality Policy– OP-270
		The operation is in compliance with environmental, specific women's rights, gender, and indigenous laws and regulations of the country where the operation is being implemented (including national obligations established under ratified Multilateral Environmental Agreements).	(B.02)

	An Environmental Assessment is required.	(B.05)
	Consultations with affected parties will be performed equitably and inclusively with the views of all stakeholders taken into account, including in particular: (a) equal participation of women and men, (b) socio-culturally appropriate participation of indigenous peoples and (c) mechanisms for equitable participation by vulnerable groups.	(B.06)
	The Bank will monitor the executing agency/borrower's compliance with all safeguard requirements stipulated in the loan agreement and project operating or credit regulations.	(B.07)
	The operation has the potential to pollute the environment (e.g. air, soil, water, greenhouse gases...).	(B.11)
	Any part of the investment or component(s) is being co-financed.	(B.15)
	Suitable safeguard provisions for procurement of goods and services in Bank financed projects may be incorporated into project-specific loan agreements, operating regulations and bidding documents, as appropriate, to ensure environmentally responsible procurement.	(B.17)
<b>Potential Safeguard Policy Items(?)</b>	No potential issues identified	
<b>Recommended Action:</b>	<p>Operation has triggered 1 or more Policy Directives; please refer to appropriate Directive(s). Complete Project Classification Tool. Submit Safeguard Policy Filter Report, PP (or equivalent) and Safeguard Screening Form to ESR.</p> <p>The project triggered the Disaster Risk Management policy (OP-704).</p> <p>A Disaster Risk Assessment (DRA), is required, as established under Directive A-2 of the DRM Policy OP-704). Please contact a Natural Disaster Specialist in</p>	



		VPS/ESG or INE/RND for guidance.
	<b>Additional Comments:</b>	

<b>ASSESSOR DETAILS</b>	<b>Name of person who completed screening:</b>	Herbas, Ximena Rosio (XIMENAH@IADB.ORG)
	<b>Title:</b>	
	<b>Date:</b>	2012-06-13

## SAFEGUARD SCREENING FORM

This Report provides a summary of the project classification process and is consistent with Safeguard Screening Form requirements. The printed Report should be attached as an annex to the PP (or equivalent) and sent to ESR.

1. Save as a Word document. 2. Enter additional information in the spaces provided, where applicable. 3. Save new changes.

<b>PROJECT DETAILS</b>	<b>IDB Sector</b>	EDUCATION
	<b>Type of Operation</b>	Other Non-Lending or Non-Financing Instrument
	<b>Additional Operation Details</b>	
	<b>Country</b>	HAITI
	<b>Project Status</b>	
	<b>Investment Checklist</b>	Urban Development
	<b>Team Leader</b>	Hautier, Julien (JULIENH@iadb.org)
	<b>Project Title</b>	Increasing Access to Education in Haiti
	<b>Project Number</b>	HA-L1077
	<b>Safeguard Screening Assessor(s)</b>	Herbas, Ximena Rosio (XIMENAH@IADB.ORG)
	<b>Assessment Date</b>	2012-06-13
	<b>Additional Comments</b>	

<b>PROJECT CLASSIFICATION SUMMARY</b>	<b>Project Category:</b> B	<b>Override Rating:</b>	<b>Override Justification:</b>
	<b>Conditions/ Recommendations</b>	<b>Comments:</b> <ul style="list-style-type: none"> <li>• Category "B" operations require an environmental analysis (see Environment Policy Guideline: Directive B.5 for Environmental Analysis requirements).</li> <li>• The Project Team must send to ESR the PP (or equivalent) containing the Environmental and Social Strategy (the requirements for an ESS are described in the Environment Policy Guideline: Directive B.3) as well as the Safeguard Policy Filter and Safeguard Screening Form Reports.</li> <li>• These operations will normally require an environmental and/or social impact analysis, according to, and focusing on, the specific issues identified in the screening process, and an environmental and social management plan (ESMP). However, these operations should also establish safeguard, or monitoring requirements to address environmental and other risks (social, disaster, cultural, health and safety etc.) where necessary.</li> </ul>	

<b>SUMMARY OF IMPACTS/RISKS AND POTENTIAL SOLUTIONS</b>	<b>Identified Impacts/Risks</b>	<b>Potential Solutions</b>
	<p>Generation of solid waste (e.g. domestic wastes, construction materials, sewage sludges, etc.) is moderate in volume, does not include hazardous materials and follows standards recognized by multilateral development banks.</p>	<p><b>Solid Waste Management:</b> The borrower should monitor and report on waste reduction, management and disposal and may also need to develop a Waste Management Plan (which could be included in the ESMP). Effort should be placed on reducing and re-cycling solid wastes. Specifically (if applicable) in the case that national legislations have no provisions for the disposal and destruction of hazardous materials, the applicable procedures established within the Rotterdam Convention, the Stockholm Convention, the Basel Convention, the WHO List on Banned Pesticides, and the Pollution Prevention and Abatement Handbook (PPAH), should be taken into consideration.</p>

<b>DISASTER SUMMARY</b>	<b>Details</b>	<b>Actions</b>
	<p>The Project should include the necessary measures to reduce disaster risk to acceptable levels as determined by the Bank on the basis of generally accepted standards and practices. Alternative prevention and mitigation measures that decrease vulnerability must be analyzed and included in project design and implementation as applicable. These measures should include safety and contingency planning to protect human health and economic assets. Expert opinion and adherence to international standards should be sought, where reasonably necessary.</p>	<p>A Disaster Risk Assessment (DRA), is required, as established under Directive A-2 of the DRM Policy OP-704). Please contact a Natural Disaster Specialist in VPS/ESG or INE/RND for guidance.</p>

<b>ASSESSOR DETAILS</b>	<b>Name of person who completed screening:</b>	Herbas, Ximena Rosio (XIMENAH@IADB.ORG)
	<b>Title:</b>	
	<b>Date:</b>	2012-06-13

## ENVIRONMENT AND SOCIAL SAFEGUARD STRATEGY (ESS)

- 1.1 The operation will finance the construction of 20 new public schools, benefiting approximately 8000 children per year from preschool to grade 9. Each school will have 9 classrooms to achieve a student teacher ration of 1:45, a principal's office, a kitchen, student dining room, bathrooms, and a water tower and tank.
- 1.2 One of the executing agency for the operation will be the *Fonds d'Assistance Economique et Social* (FAES) which has a strong track record in developing small-scale social infrastructure. Since 1995, most school infrastructure projects financed by the Bank in Haiti have been done through FAES; the Bank has contributed to the building, replacement and repair of 331 schools through five Bank operations executed by FAES. The evaluation of the school sites by FAES consists of three main steps: (i) meeting with the beneficiaries (communities); (ii) evaluating the site and the amount of work needed; and (iii) validation with *Ministère de l'Education Nationale et de la Formation Professionnelle* (MENFP) or Municipality. Until the earthquake of January 2010, Haiti had no national building codes. Technical standards that were used were determined by the educational background of the engineers responsible for the design of those projects. Most common norms were, in order of importance: French norms, American norms (American Society of Civil Engineers) and Canadian norms. The same situation prevails in the universities and tertiary institutions where future engineers and construction professionals are trained. FAES in order to ensure high level and uniform quality standards of all its civil works has addressed this situation by having very detailed and precise specifications regarding work to be done and, as a result of new environmental and safety measures FAES will conduct geo-technical studies and environmental assessment of each site prior to the commencement of school construction. In addition, for this operation, grant resources will be used to contract an engineer experienced in earthquake and hurricane resistant construction on retainer with the task to review and approve all designs and construction norms for the schools. As part of the previous operations, FAES has developed a comprehensive Environmental and Social Management Plan for the construction and reconstruction of schools "*Plan de Gestion Environnementale et Sociale du programme d'appui a la restructuration du secteur de l'education*". This document will serve as a very good foundation for this operation.
- 1.3 The other executing agency will be *Education pour Tous* (EPT). EPT will be responsible for the tuition waiver program, which consists of cash transfers to schools. As such, this activity is not associated with any direct environmental impact.
- 1.4 Haiti does not have environmental and disaster risk management entities that regulate construction and rehabilitation--that is why FAES in 2009 recruited an environmental engineer to set up an environmental division within the organization for the development of systematic tools for environmental and social appraisal. These tools will aim to satisfy environmental and social safeguards of

international organizations and will be in line with Haitian legislation on environmental risk management (*January 2006 Presidential Decree on Environmental Management - Décret sur la Gestion de l'Environnement et de la Régulation de la Conduite des Citoyens et Citoyennes pour un Développement Durable*). This is an on-going process that will allow FAES to mainstream disaster risk analysis and reduction into their project cycle.

- 1.5 The program's net social impacts are likely to be positive for those communities which will benefit from better schools and an increase in public supply of education. Environmental impacts under the proposed program are expected to be minimal and highly localized and are typical of small to medium scale construction. The analysis of the proposed operation will focus on:
- a. Assessing the operation's compliance status with the applicable environmental, social, health and safety, and labor legal requirements in Haiti (e.g., laws, regulations, standards, permits, authorizations).
  - b. Assessing the operation's compliance with any applicable Bank environmental and social policy and guidelines, in particular the directives, B5 (Environmental Assessment), B.6 (Consultation), B.7 (Supervision and Compliance), B.11 (Pollution Prevention and Abatement) of the Environmental and Safeguard Compliance Policy and the Disaster Risk Management Policy.
  - c. Reviewing the environmental assessment and the geotechnical studies that FAES will conduct for the chosen school sites to confirm that the project's direct and indirect environmental and social impacts have been properly identified and that adequate environmental and social mitigation measures (environmental management plan) will be in place.
  - d. Evaluation of the measures that will be taken to ensure that building materials (e.g. water, timber, sand and soil) will be sourced in appropriate ways.
  - e. Evaluation of the energy sources, water and waste treatment services that will be in place to ensure that schools will have potable water and sewage disposal.
  - f. Evaluation of the legal status of all school lands and how land tenure will be secured.
  - g. The consultation process carried out with the beneficiaries.

### INDEX OF COMPLETED AND PROPOSED SECTOR WORK

Issues	Description	Expected dates	References & hyper links to technical files
Technical options and design.	<ul style="list-style-type: none"> <li>• Feasibility study of cash transfer program in Haïti.</li> <li>• Impact evaluation of the tuition waiver program (Component II).</li> </ul>	<p>August 31<sup>st</sup>, 2012</p> <p>September 2012 - August 2013</p>	<p><a href="#">TORs</a> of the TC</p> <p>IDBDOCS# <a href="#">36875229</a></p>
Analysis of project cost and economic viability.	<ul style="list-style-type: none"> <li>• Cost-benefit analysis of the project.</li> </ul>	August 24 <sup>th</sup> , 2012	Link to ToRs available soon
Financial management/fiduciary issues and control environment.	<ul style="list-style-type: none"> <li>• Update of the fiduciary analysis performed last year within Project preparation of HA-L1060 for the same executing agencies.</li> <li>• Supervision mission report of the procurement specialist performed in March 2012.</li> </ul>	<p>August 24<sup>th</sup>, 2012</p> <p>(completed)</p>	<p>IDBDOCS# <a href="#">36455412</a></p> <p>Link available soon (still to be finalized)</p>
Data collection and analysis for reporting on results.	<ul style="list-style-type: none"> <li>• Update of the monitoring and evaluation framework and manual for the entire program (including HA-L1049 and HA-L1060).</li> </ul>	July 31 <sup>st</sup> , 2012	
Institutional analysis/personnel, procedures other aspects of implementation capacity.	<ul style="list-style-type: none"> <li>• Brief institutional assessment of FAES.</li> <li>• Brief institutional assessment of EPT.</li> </ul>	July 2011 (Completed)	<p>IDBDOCS# <a href="#">36465093</a></p> <p><a href="#">36465087</a></p>
Stakeholders and political environment.			
Social and environmental safeguards.	<ul style="list-style-type: none"> <li>• Social and environmental mission to be performed by ESG during project preparation.</li> </ul>	July 15 <sup>th</sup> , 2012	Report available in July
Other key issues, such as donors, gender, sustainability, country/sector issues.			

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**TC DOCUMENT**  
**INCREASING THE RANGE OF POLICY OPTIONS TO SUPPORT**  
**ACCESS TO EDUCATION IN HAITI**  
**(HA-T1163)**

**I. BASIC INFORMATION FOR TC**

▪ Country/Region:	HAITI
▪ TC Name:	Operational Support to HA-L1077
▪ TC Number:	HA-T1163
▪ Associated Loan/Guarantee Name:	Increasing Access to Education in Haiti
▪ Associated Loan/Guarantee Number:	HA-L1077
▪ Team Leader/Members:	Julien Hautier (EDU/CHA), Team Leader; Anouk Ewald and Antine Legrand (EDU/CHA); Yyannú Cruz and Tania Vera (SCL/EDU); Emilie Chapuis and Marise Salvane (PDP/CHA); Meri Helleranta (SPH/CHA); Cleeford Pavilus (CDH/CHA); Maria Fernanda Garcia Rincon (ORP/ORP); Ximena Herbas (VPS/ESG); and Taos Aliouat (LEG/SGO).
▪ Date of TC Abstract authorization:	TBD
▪ Donors providing funding:	TBD
▪ Beneficiary:	Haiti
▪ Executing Agency and contact name (Organization or entity responsible for executing the TC Program)	IDB, COF/CHA, Julien HAUTIER (EDU/CHA)
▪ IDB Funding Requested:	US\$ 500,000
▪ Local counterpart funding, if any:	N/A
▪ Disbursement period (which includes Execution period):	June 2012 – August 2013
▪ Required start date:	June 1 <sup>st</sup> , 2012
▪ Types of consultants (firm or individual consultants):	Firm and individual consultants
▪ Prepared by Unit:	SCL/EDU
▪ Unit of Disbursement Responsibility:	COF/CHA
▪ TC Included in Country Strategy (y/n):	No
▪ TC included in CPD (y/n):	Yes
▪ GCI-9 Sector Priority:	Yes

## II. DESCRIPTION OF THE ASSOCIATED LOAN/GUARANTEE

- 2.1 **IDB’s financial commitment in the education sector in Haiti.** In 2010, the Bank pledged US\$250 million in grant resources over a five year period in support of the government’s plan and an equivalent amount to be raised, to the extent possible, from other donors. Since 2010, the Bank has approved two operations for US\$50 million each (HA-L1049 and HA-L1060).
- 2.2 **Proposed program.** HA-L1077 will be financed with US\$50 million in grant resources, as the third installment of the Bank’s US\$250 million commitment to Haiti’s Education Plan. Consistent with the mechanisms created and used under the two previous operations, co-financing resources raised in support of this operation will be channeled towards activities outlined below.
- 2.3 **Objectives and expected results.** The Bank five year program, including the current operation, aims at supporting the Haitian Education Plan’s following objectives: (i) improving access to education; (ii) improving the quality of education; (iii) reforming technical and vocational training; (iv) reforming higher education; and (v) strengthening the institutional and governance capacities of the MENFP. HA-L1077 will complement the two previous operations focusing on the first objective. Indeed, improving the access to education is the top priority of the current government in the education sector and the component that absorbs most of the resources, at the highest rate (school construction and tuition waivers). More specifically, HA-L1077 will (i) increase the public supply of education with quality infrastructure; (ii) further increase the scope and effectiveness of the tuition waiver program in the non-public sector.

## III. OBJECTIVES AND JUSTIFICATION OF THE TC

- 3.1 The objective of this technical cooperation is to support the preparation of HA-L1077, the effectiveness of the entire education program in Haiti, including the other related operations currently under execution (HA-L1049 and HA-L1060)<sup>1</sup> and, in fine, increase the range of evidence-based policy options for the government of Haiti. In particular, the technical cooperation will strengthen the evaluability of the program financed by the IDB and support the feasibility study of another policy option aimed at supporting access to education in Haiti. More specifically, the TC will finance technical assistance to the project team in the areas of (i) impact evaluation, to support the preparation of the monitoring and evaluation (M&E) plan of the new operation and the implementation and supervision of the impact evaluation agenda within the education program in Haiti; and (ii) a feasibility study of a new intervention in Haiti, consisting in the implementation of a cash transfer program to support school attendance and retention, and poverty reduction. This technical assistance is necessary to complement the project team expertise and time availability, and deliver the expected project design on time and according to the institutional expectations.

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<sup>1</sup> The different operations that support the post-earthquake education program need to be seen as complementary and articulated tranches of a sole financing commitment of the IDB towards Haiti. (ref. paragraph 2.5 of HA-L1077 Project Profile).

- 3.2 This technical cooperation will be cleared within the ERM. To ensure compliance with the tight project preparation timeline, and especially considering the time to contract and perform the feasibility study on the cash transfer program before QRR, TC resources should be available by beginning of June.
- 3.3 **Consistency with Country Strategy and IDB-9.** The proposed technical cooperation is fully aligned with the Country Strategy (2011-2015) (GN-2646), as per the strategic objectives of improving the access to education. The project along with its indicators is also included in the 2012 Country Program Document (CPD), which is part of the 2012 Operational Program Report (GN-2661-2). Finally, the project will contribute to meet the following GCI-9 lending targets: (i) small and vulnerable countries; and (ii) poverty reduction and equity enhancement.

#### **IV. DESCRIPTION OF ACTIVITIES/COMPONENTS AND BUDGET**

- 4.1 This technical cooperation will finance technical assistance to strengthen the evaluability of the education program in Haiti, including HA-L1077, and to perform the feasibility study of a cash transfer program to support school attendance and retention and poverty reduction in Haiti.

##### **1. Component 1. Strengthening the evaluability of the education program in Haiti**

- 4.2 The main outcome of this component will be to strengthen the Government of Haiti (GoH) and IDB's knowledge on the impact of the education program financed by the Bank and to improve policy and program design. Technical assistance will be contracted to produce the following main outputs: (i) the M&E plan of HA-L1077; and (ii) the design and implementation of an impact evaluation for the tuition waiver program (under HA-L1077), the demand-side cash transfer program (under HA-L1077) and the interactive radio program (under HA-L1060).
- 4.3 To support the project team in the production of the above mentioned outputs, a senior impact evaluation specialist will be contracted as an individual international consultant based on his/her qualification (QCII).

##### **2. Component 2. Feasibility study of a cash transfer program to support access to education and poverty reduction in Haiti**

- 4.4 The main outcome of this component is to provide GoH and IDB with a clear set of conditions and roadmap to implement an effective demand-side cash transfer program aiming at improving school attendance and retention and reduce poverty. Technical assistance will be contracted to produce a feasibility study of a cash transfer program in Haiti. This study will update and complement the study performed in 2007 by the International Food Policy Research Institute (IFPRI) on IDB resources. This previous study highlighted the need to support both the supply and demand of education and the need for small scale testing. Indeed, the government is currently considering the option of including a cash transfer mechanism, within its multi-component initiative ("Aba Grangou") which aims at coordinating all programs targeting the reduction of poor families' vulnerability. The feasibility study will include (i) a clear definition of the theory of change, including the expected impacts of such program; (ii) an ex-ante comparison with the waiver program (supply-side cash transfer) in terms of impact on

education access and quality and on poverty, feasibility of implementation, supervision and enforcement requirement, beneficiary readiness, etc.; (iii) a clear set of conditions for an effective implementation of the program, including the consideration of whether the cash transfer should be conditioned or not; (iv) a proposal on institutional implementing mechanisms, and especially addressing the question of whether a new public institution should be created; (v) a set of clear recommendations to be taken into account in the design of the intervention, the testing and the impact evaluation, etc.

- 4.5 To perform this analysis, a consulting firm will be selected on the basis of an international call for bidding and a quality-cost selection.

**Indicative Budget**

Activity/Component	Outputs	Estimated number of person-day	Average unit cost*	Estimated cost	IDB/Fund Funding
<b>Component 1. Strengthening the evaluability of the education program in Haiti</b>	Design and implementation of 3 impact evaluations	150	1,000	150,000	100%
<b>Component 2. Feasibility study of a cash transfer program to support access to education and poverty reduction in Haiti</b>	Feasibility study of a cash transfer program in Haiti	280	1,200	336,000	100%
<b>Contingency</b>				14,000	100%
<b>TOTAL</b>				<b>500,000</b>	<b>100%</b>

\*Including fees, travel, perdiem, etc.

- 4.6 The TC supervision will be ensured by Julien Hautier, Education Specialist in the country office of Haiti. Since the sector specialist is based in country office, no transactional budget will be required.
- 4.7 Monitoring of this TC will be performed through the new Bank systems to report results and outputs of the TCs. The four expected outputs will be found in IDBDOCS and the feasibility study on the cash transfer mechanism might be published if relevant and if government agrees.

## **V. EXECUTING AGENCY AND EXECUTION STRUCTURE**

- 5.1 The TC executing unit will be the Bank, more specifically by a team of experienced Bank’s specialists, and coordinated by EDU/CHA: Julien Hautier (Education Specialist, team leader) and Anouk Ewald (Education Specialist, alternate).
- 5.2 The executing agency will be the Bank. The Education Division (EDU/CHA) will have technical responsibility for the implementation of the project. It is recommended that SCL/EDU support MENFP in the management of some TC resources like this one because the executing capacity of the ministry has been considerably compromised by the earthquake. MENFP, whose building collapsed during the earthquake, continues to operate with reduced staff in temporary structures as well as tents. At the same time, MENFP workload has considerably increased with the reconstruction challenge.
- 5.3 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-2349-9 and GN-2350-9), Complemented by the Special Provisions for Haiti in force from 1 January 2012 to 31 December 2014 such as described in GN-2654, unless decided otherwise by the Bank. Project financial management will be executed according to OP-273-2.

- 5.4 The TC does not contemplate any prior condition to disbursement or reimbursement of expenses.

## **VI. MAJOR ISSUES**

- 6.1 Component 1 of this TC is associated with a low risk, since the preparation of HA-L1077 is already agreed within the Bank (category 2012A) and with the Government of Haiti (Country Strategy 2011 and 2015).
- 6.2 Component 2 is associated with a medium risk, given that several donors are involved in the anti-poverty program “Aba Grangou”, that the government is highly interested in implementing a cash transfer program and would start the feasibility study with the partner that would be able to finance it the earliest.

## **VII. ENVIRONMENTAL AND SOCIAL STRATEGY**

- 7.1 Classification: [C](#). There will be no potential negative environmental and/or social impacts associated to this TC.

### **REQUIRED ANNEXES:**

- Annex I: The TC is included in the Haiti Country Program Document (CDP) 2012
- Annex II: [Terms of Reference](#) for activities/components to be procured
- Annex III: [Procurement Plan](#)