

DOCUMENT OF THE INTER-AMERICAN DEVELOPMENT BANK

HAITI

SUPPORT TO THE EDUCATION PLAN AND REFORM IN HAITI IV

(HA-L1080)

PROJECT PROFILE

The project team consisting of prepared this document: Sabine Rieble Aubourg, Team Leader, Elena Arias, and Livia Mueller, (SCL/EDU); Anouk Ewald, Annelle Bellony, and Christian Ubertini (EDU/CHA); Marise Etienne Salnave, and Nelly Wheelock (FMP/CHA); Cristian Santelices, and Marie Laurence Telson (CDH/CDH); Maria Fernanda Garcia Rincón (ORP/PTR); Ximena Herbas, and Elizabeth Brito (VPS/ESG); Monica Centeno (LEG/SGO); and Jacques Durandisse (CDH/CHA).

Under the Access to Information Policy, this document is subject to Public Disclosure.

PROJECT PROFILE

I. BASIC DATA

Project Name:	Support to the Education Plan and Reform in Haiti IV
Project Number:	HA-L1080
Project Team:	Sabine Rieble Aubourg, Team Leader, Elena Arias, and Livia Mueller, (SCL/EDU); Anouk Ewald, Annelle Bellony, and Christian Ubertini (EDU/CHA); Marise Etienne Salnave, and Nelly Wheelock (FMP/CHA); Cristian Santelices, and Marie Laurence Telson (CDH/CDH); Maria Fernanda Garcia Rincón (ORP/PTR); Ximena Herbas, and Elizabeth Brito (VPS/ESG); Monica Centeno (LEG/SGO); and Jacques Durandisse (CDH/CHA).
Beneficiary:	The Government of Haiti (GoH)
Executing Agency:	Ministère de l'Éducation Nationale et de la Formation Professionnelle (MENFP), Education pour Tous (EPT), Unité Technique d'exécution (UTE), or Fonds d'Assistance Economique et Social (FAES).
Financial Plan:	IDB: US\$ 24,000,000 Co-Financing: US\$ 10,000,000 Total: US\$ 34,000,000
Safeguards:	Policies triggered: B.01 (OP-704), B.01 (OP-102), B.02, B.04, B.5, B.6, B.7, B.11, B.14, B.15, and B.17 of the Environmental and Safeguard Compliance Policy and the Disaster Risk Management Policy Classification: B

II. GENERAL JUSTIFICATION AND OBJECTIVES

A. Justification

- 2.1 **Main challenges in the Haiti Education Sector.** In 2010 a catastrophic earthquake caused major damages to Haiti, a country with serious development challenges. Four years later, their educational challenges still can be synthesized as: achieving universal access to primary education and improving the quality of it at the primary level and beyond. The predominance of non-public schools (accounting for 88% of schools) operating without a formal license (almost 90% of non-public schools), calls for a reformed Ministry of Education and Professional Training (MENFP) to better manage and regulate the sector. Most teachers are insufficiently prepared to teach: around 55% of them have less than a high school education; and less than 65% have received initial training. Education quality standards remain low, reflected in weak learning outcomes. An external evaluation of the Bank's Education program in Haiti (Bridgespan, 2013) confirmed the Ministry's and its executing agencies weak institutional capacity pointed to the need for long-term support "embedded" at MENFP, particularly in the areas organizational change management and strategic planning.
- 2.2 **Advances made in education sector.** Despite these constraints, since 2010 the GoH has made significant progress in expanding access to primary education through the "*Programme de Scolarisation Universelle, Gratuite et Obligatoire*"

(PSUGO; Prime Minister's Office). Applying the rules of the MENFP/*Education For All* (EPT) project that has been in existence since 2007 (see ¶2.62.6.2), PSUGO provides a subsidy of US\$90/student per year to non-public schools to cover tuition fees. The program is financed through taxes collected on international phone calls and remittances. PSUGO covered 77% of the 6-12 student population in 2012, increasing the coverage to 83% in 2013 (President's Office Haiti, February 2014). Furthermore, cognizant of the need to "professionalize" the teaching corps, in April 2014 the GOH passed a decree de-linking the teaching profession from the general public service to allow for higher salaries and defining entry (Bachelor's degree and teaching license required) and career paths for teachers. Therefore, teacher training has become a key element to support the recent changes in the entry requirements for the profession implemented by the MENFP. In the area of school construction, the MENFP developed together with the Swiss Cooperation, IDB and others donors, school prototypes that meet earthquake and hurricane resistant code standards. In April 2014, MENFP published a decree specifying the guidelines for school construction to be followed on a voluntary basis.

2.3 **Results achieved by IDB financed operations (HA-L1049, HA-L1060, HA-L1077, and co-financing).** With the various resources available of the previous operations (see [Haiti Progress Report May 2014](#)), the IDB program has achieved the following results: (i) reorganization of the infrastructure component resulting in a plan to have construction started for 100¹ schools by the end of 2014; the schools will provide a quality learning environment for approx. 40,000 students; (ii) delivery of 102,391 school kits; (iii) payment of tuition waivers for over 60,000 children over a four year period; (iv) 920 teachers in training for improved pedagogy and subject knowledge; and (v) completion of three school censuses (2010/11; 2011/12 and 2012/13) with available data for the year 2010/11 and 2011/12.

2.4 **Proposed operation.** HA-L1080 (US\$24 million) is the fourth education operation financed by the Bank as part of its US\$250 million commitment to support the Government's "*Plan Operationnel*" (PO), which outlines Haiti's educational goals through 2015. As in previous operations, efforts will be undertaken to raise co-financing resources using established mechanisms to complement IDB resources for the various components listed below. The operation is consistent with the Country Strategy (document GN-2646, December 2011), as it contributes to the objectives of improving access and the quality of education. It is also consistent with the Sector Framework Document for Education (document GN-2708 2, 2013).

B. Objectives and Program components

2.5 The Bank's education sector program for Haiti currently supports **three** pillars of the GoH's PO: (i) improving access to education (preschool and primary education); (ii) improving the quality of education (starting at the preschool and

¹ Of the 100 planned schools, 28 will be completed by end of 2014; 52 by 2015, and 20 by 2016.

early grades focusing on literacy and numeracy), and (iii) strengthening the institutional and governance capacities of the MENPF. The proposed operation will continue to reinforce these, complementing previous operations (HA-L1049, HA-L1060, and HA-L1077). The components of the proposed operation are listed below:

2.6 Component I: Expand access to education (US\$11 million and US\$10 million in co-financing)

2.6.1 Subcomponent I.a. Improve access to quality infrastructure (US\$5 million IDB and US\$10 million co-financing). The MENFP will continue to construct schools taking into account the lessons learnt from the previous operations, including: (i) the need for improved planning of school locations; (ii) use of standardized school prototypes and new school standards guidelines; (iii) utilization of international procurement processes for construction and supervision; and (iv) need for improved coordination among GOH agencies². The selection of school construction projects will target the replacement of some of the remaining 13 *temporary structures* built after the 2010 earthquake (HA-L1040) and construction of smaller schools in remote areas with no public schools.

2.6.2 Subcomponent I.b. Provide access to free education through the Tuition Waiver Program (US\$6 million). This component will continue to subsidize the tuition payments for children in the MENFP/EPT program who started in 2010 to complete their primary education (grades 1-6). The EPT program exists since 2007. It provides US\$90/child/school year to 1,221 non-public schools benefitting 225,000 children. Of the given amount, US\$69 is earmarked for administrative expenses, including salaries of teachers, and US\$21 for the provision of textbooks.

2.7 Component II: Improve the quality education services (US\$6 million). This component will focus on expanding access to early childhood development (ECD) services and on improving quality by developing an ECD curriculum and providing training for teachers. The MENFP will pilot a community-based program aimed at children 0-3 year olds. The component will also strengthen the capacity of existing teacher training institutions to provide better in-service training for primary education teachers in the areas of literacy and mathematics. In addition, the component will continue the efforts of HA-L1060 by providing funds for the “competitive fund for educational innovations”(US\$1 million) through the use digital technology and also continuing support for the sports for development initiative for children aged 6-14 years old teaching them life skills in the existing sport center of Carrefour.

2.8 Component III: Governance/institutional strengthening (US\$4 million). To address some of the institutional challenges at MENFP, this component will support: (i) an “embedded” long-term consultancy to support the MENFP’s

² The infrastructure component will be managed by either FAES (HA-L1049 and HA-L1060) or UTE (HA-L1077) pending the results of a performance evaluation to be done by the Bank.

Technical Directions in planning and implementing activities related to component 2; (ii) technical assistance and training to improve MENFP's program management capacity; and (iii) continued support for improving data and information systems at MENFP starting with the maintenance of databases including a registry of teachers and schools to facilitate the Ministry's accreditation requirements.

- 2.9 **Component IV: Project Administration and Supervision (US\$3 million).** This component will finance: (i) program administration, audit, and monitoring and evaluation. Resources will be used to provide technical assistance to accompany the newly created Executing Unit in the MENFP throughout project implementation. A contingency of 5% of the investment budget will be included.

III. TECHNICAL ISSUES AND SECTOR KNOWLEDGE

- 3.1 **Creation of a Project Executing Unit in MENFP.** In previous operations, MENFP has relied heavily on FAES for project management. FAES is a semi-autonomous agency under the authority of the Ministry of Finance and Economy. Experience has demonstrated that this institutional arrangement has contributed to implementation delays as FAES itself has been working over capacity and is undergoing institutional reform. Likewise, the addition of other executing agencies, such as UTE, has increased the need for coordination in MENFP. As a result, the Bank has accepted MENFP's proposal that this new operation be managed by the Ministry (except for school construction which will be managed by either FAES or UTE). An internal Project Implementation Unit will be created within MENFP. In 2013, the Bank started to provide procurement training for MENFP staff; diagnostics will be undertaken to assess the Ministry's capacity for project management.
- 3.2 **Linking the tuition waiver program (TWP) to quality improvements.** As stated in ¶2.2, the GOH has made considerable progress in expanding access to primary education through the PSUGO program. Results of the recently completed EPT process evaluation (ATN/FC-13304-HA) indicate that the subsidy payments could be used more efficiently to promote quality improvements by closer monitoring of how schools use the funds. To this end, PSUGO has recently introduced stricter rules regarding quality of instruction in literacy (creole) in the contract issued with the schools and improved control mechanisms. The MENPF is also analyzing the possibility of merging the existing subsidy programs (PSUGO, EPT) to ensure future financial sustainability. The Bank will assist the MENFP in this process by supporting an evaluation of the PSUGO program scheduled to start in August 2014. Based on the evaluation results, the MENFP will be in a better position to develop a strategy for a merger and a financing mechanism for the subsidy programs, define minimum quality standards for schools and the support systems to ensure schools meet these standards.
- 3.3 **School Prototypes.** In 2014, the MENFP created a coordination platform that brings together the principal donors involved in school construction. Its main tasks are to promote the use of school prototypes that meet earthquake- and

hurricane-resistant code standards across agencies and closely monitor construction supervision and costs. Although there is still no mechanism to “enforce” the use of the prototypes, this is a major step in MENFP’s efforts to better coordinate and oversee school construction. Other tasks include a more systematic project planning process **prior** to initiating construction by identifying suitable sites, approving proposed designs and strengthening the technical capacity of the construction industry (an international structural engineer firm and individual consultant were hired to provide training to executing agencies, design/supervision consultants and construction companies).

- 3.4 **Early Childhood Development (ECD) Policy.** In December 2012, the Ministry validated the *Cadre Politique pour le Développement Intégré de la Petite Enfance en Haïti*, a framework that details the Government’s vision, goals and implementation strategy for the sub-sector. In addition to this framework, the MENFP with the support of IDB and UNICEF developed: a situational analysis of ECD throughout the country, a strategic plan for the recruitment and training of ECD personnel, and learning standards for the 0-to-5 age cohort. Nevertheless, while MENFP is responsible for the age group of 3-5 year-olds, an inter-ministerial approach will be needed to successfully provide services to the age group of 0-3 year-olds. The interest of the Ministry of Health and the Ministry of Social Affairs in this partnership is to be confirmed.

IV. SAFEGUARDS AND FIDUCIARY SCREENING [SEE SAFEGUARD ANNEX]

- 4.1 The program’s net social impact is expected to be positive, as communities will benefit from increased access to quality education. The Bank’s safeguard screening process classified it as a “**B**” as the negative environmental impacts of the construction phase under the proposed program are expected to be of small to moderate magnitude, highly localized, and typical of small to medium scale construction works. Possible negative impacts associated with the construction of schools could be significant if not managed adequately, and could include: unsafe conditions for children and teachers (health hazards such as diarrhoea and intestinal worm infections) mainly due to inadequate sanitary facilities and poor waste management and unsafe drinking water supplies. All executing units will be subject to fiduciary analysis to define mechanisms that ensure effectiveness and transparency during project implementation.

V. RESOURCES AND TIMETABLE

- 5.1 The resources for project preparation amounts to US\$281,487 financed from administrative and technical cooperation budgets. The Proposal for Operation Development (POD) will be distributed to the Quality and Risk Review (QRR) on August 22, 2014 and the Draft Grant Proposal will be presented to the Operations Policy Committee (OPC) on September 23, 2014. The presentation to the Board of Executive Directors is planned for November 19, 2014.

CONFIDENTIAL

¹ The information contained in this Annex is confidential and will not be disclosed. This is in accordance with the "Deliberative Information" exception referred to in paragraph 4.1 (g) of the Access to Information Policy (GN-1831-28) at the Inter-American Development Bank.

SAFEGUARD POLICY FILTER REPORT

PROJECT DETAILS	
IDB Sector	EDUCATION-PRIMARY EDUCATION
Type of Operation	Other Non-Lending or Non-Financing Instrument
Additional Operation Details	
Investment Checklist	Generic Checklist
Team Leader	Rieble-Aubourg, Sabine (SABINEA@iadb.org)
Project Title	Support to the Education Plan and Reform in Haiti - IV
Project Number	HA-L1080
Safeguard Screening Assessor(s)	Brito, Elizabeth Joana Graybill (ebrit@IADB.ORG)
Assessment Date	2014-05-07

SAFEGUARD POLICY FILTER RESULTS		
Type of Operation	Loan Operation	
Safeguard Policy Items Identified (Yes)	Activities to be financed by the project are in a geographical area and 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
	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)
	The Beneficiary/Executing Agency exhibits weak institutional capacity for managing environmental and social issues.	(B.04)
	An Environmental Assessment is required.	(B.05)
	The Bank will monitor the executing agency/beneficiary’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)

	The operation is a repeat or second phase loan.	(B.14)
	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)
Potential Safeguard Policy Items(?)	No potential issues identified	
Recommended Action:	<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). A Disaster Risk Assessment (DRA) may be required (see Directive A-2 of the DRM Policy OP-704) in case of high risk, a limited DRA in case of moderate risk. Next, please complete a Disaster Risk Classification along with Impact Classification.</p>	
Additional Comments:		

ASSESSOR DETAILS

Name of person who completed screening:	Brito, Elizabeth Joana Graybill (ebrit@IADB.ORG)
Title:	
Date:	2014-05-07

SAFEGUARD SCREENING FORM

PROJECT DETAILS	
IDB Sector	EDUCATION-PRIMARY EDUCATION
Type of Operation	Other Non-Lending or Non-Financing Instrument
Additional Operation Details	
Country	HAITI
Project Status	
Investment Checklist	Generic Checklist
Team Leader	Rieble-Aubourg, Sabine (SABINEA@iadb.org)
Project Title	Support to the Education Plan and Reform in Haiti - IV
Project Number	HA-L1080
Safeguard Screening Assessor(s)	Brito, Elizabeth Joana Graybill (ebrit@IADB.ORG)
Assessment Date	2014-05-07

PROJECT CLASSIFICATION SUMMARY		
Project Category: B	Override Rating:	Override Justification:
		Comments:
Conditions/ Recommendations	<ul style="list-style-type: none"> Category "B" operations require an environmental analysis (see Environment Policy Guideline: Directive B.5 for Environmental Analysis requirements). 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. 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. 	

SUMMARY OF IMPACTS/RISKS AND POTENTIAL SOLUTIONS	
Identified Impacts/Risks	Potential Solutions
The negative impacts from production, procurement and disposal of hazardous materials (excluding POPs unacceptable under the Stockholm Convention or toxic pesticides) are minor and will comply with	Monitor hazardous materials use: The beneficiary should document risks relating to use of hazardous materials and prepare a hazardous material management plan that indicates how hazardous materials will be managed (and community risks mitigated). This plan could be part of the ESMP.

<p>relevant national legislation, IDB requirements on hazardous material and all applicable international Standards.</p>	
<p>Generation of solid waste is moderate in volume, does not include hazardous materials and follows standards recognized by multilateral development banks.</p>	<p>Solid Waste Management: The beneficiary 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>
<p>Likely to have minor to moderate emission or discharges that would negatively affect ambient environmental conditions.</p>	<p>Management of Ambient Environmental Conditions: The beneficiary should be required to prepare an action plan (and include it in the ESMP) that indicates how risks and impacts to ambient environmental conditions can be managed and mitigated consistent with relevant national and/or international standards. The beneficiary should (a) consider a number of factors, including the finite assimilative capacity of the environment, existing and future land use, existing ambient conditions, the project's proximity to ecologically sensitive or protected areas, and the potential for cumulative impacts with uncertain and irreversible consequences; and (b) promote strategies that avoid or, where avoidance is not feasible, minimize or reduce the release of pollutants, including strategies that contribute to the improvement of ambient conditions when the project has the potential to constitute a significant source of emissions in an already degraded area. The plan should be subject to review by qualified independent experts. Depending on the financial product, this information should be referenced in appropriate legal documentation (covenants, conditions of disbursement, etc.).</p>
<p>DISASTER RISK SUMMARY</p>	
<p>Disaster Risk Category: High</p>	

<p>Disaster/ Recommendations</p>	<ul style="list-style-type: none"> • The reports of the Safeguard Screening Form (i.e. of the Safeguards Policy and the Safeguard Classification Filters) constitute the Disaster Risk Profile to be summarized in and annexed to the Environmental and Social Strategy (ESS). The Project Team must send the PP (or equivalent) containing the ESS to the ESR. • The Beneficiary should consider including disaster risk expertise in the organization of project oversight, e.g. in the project's panel of experts. For the Bank's requirements, the Beneficiary addresses the screened disaster risks in a Disaster Risk Management Summary reviewing disaster and climate change risks associated with the project on the basis of a Disaster Risk Assessment (DRA). Based on the specified hazards and the exposure of the project area, it demonstrates the potential impact of the rapid onset events and/or slow inset changes for the project and its area including exacerbated risks for people and environment, given local vulnerability levels and coping capacities. Furthermore the DRM Summary presents proposed measures to manage or mitigate these risks in a Disaster Risk Management Plan (DRMP). The DRA /DRMP to which the DRM Summary refers may be a stand-alone DRA document (see Directive A-2 of the DRM Policy OP-704) or included in other project documents, such as feasibility studies, engineering studies, environmental impact assessments, or specific natural disaster and climate change risk assessments, prepared for the project. These documents should be accessible for the Project Team. • The Project Team examines and adopts the DRM summary. The team remits the project risk reduction proposals from the DRMP to the engineering review by the sector expert or the independent engineer during project analysis or due diligence, and the financial protection proposals to the insurance review (if this is performed). The potential exacerbation of risks for the environment and population and the proposed risk preparedness or mitigation measures are included in the Environmental and Social Management Report (ESMR), and are reviewed by the ESG expert or environmental consultant. The results of these analyses are reflected in the general risk analysis for the project. Regarding the project implementation, monitoring and evaluation phases, the project team identifies and supervises the DRM approaches being applied by the project executing agency. • Climate change adaptation specialists in INE/CCS may be consulted for information regarding the influence of climate change on existing and new natural hazard risks. If the project requires modification or adjustments to increase its resilience to climate change, consider (i) the possibility of classification as an adaptation project and (ii) additional financing options for climate change, and consult the INE/CCS adaptation group for guidance.
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SUMMARY OF DISASTER IMPACTS/RISKS AND POTENTIAL SOLUTIONS

<p>Identified Impacts/Risks</p>	<p>Potential Solutions</p>
<p>Significant Earthquake may occur in the project area and the likely</p>	<p>The Disaster Risk Management Plan should secure a design for the project at an acceptable level of the various seismic risks for the project and address potential exacerbated risks for people and the environment</p>

<p>severity of impacts is major or extreme. area and the likely severity of impacts is moderate.</p>	<p>during construction and operation. The DRMP includes risk reduction measures (siting and engineering options), disaster risk preparedness and response (contingency planning, etc.), as well as the financial protection (risk transfer, retention) of the project. The DRM Plan takes into account the country's disaster alert and prevention system, general seismic design standards and other related regulations. However, the options and solutions are sector- and even case-specific and are selected based on a cost analysis of equivalent alternatives. Some sectors have developed comprehensive best practice</p>
<p>Tropical Storms are prevalent in the project area and the likely severity of impacts is moderate.</p>	<p>The Disaster Risk Management Plan should secure a design for the project at an acceptable level of storm risks for the project and address potential exacerbated risks for people and the environment during construction and operation, which must take into consideration changes in the frequency and intensity of tropical storms that could occur with climate change. Appropriate measures to reduce risks (predominantly engineering), prepare for impact (predominantly environmental and social safeguards) and to include financial protection will need to be included.</p>
<p>High winds tornados or blizzards are prevalent in the project area and the likely severity of impacts is moderate.</p>	<p>The Disaster Risk Management Plan should secure a design for the project at an acceptable level of storm risks for the project and address potential exacerbated risks for people and the environment during construction and operation which must take into consideration changes in the frequency and intensity of storms that could occur with climate change. Appropriate measures to reduce risks (predominantly engineering), prepare for impact (predominantly environmental and social safeguards) and to include financial protection will need to be included</p>

ASSESSOR DETAILS

<p>Name of person who completed screening:</p>	<p>Brito, Elizabeth Joana Graybill (ebrit@IADB.ORG)</p>
<p>Title:</p>	<p></p>
<p>Date:</p>	<p>2014-05-07</p>

COMMENTS

No comments

ENVIRONMENT AND SOCIAL SAFEGUARD STRATEGY

I. BASIC DATA

Project Name:	Support to the Education Plan and Reform in Haiti IV		
Project Number:	HA-L1080		
Project Team:	Sabine Rieble Aubourg, Team Leader, Elena Arias, and Livia Mueller, (SCL/EDU); Anouk Ewald, Annelle Bellony, and Christian Ubertini (EDU/CHA); Marise Etienne Salnave, and Nelly Wheelock (FMP/CHA); Cristian Santelices, and Marie Laurence Telson (CDH/CDH); Maria Fernanda Garcia Rincón (ORP/PTR); Ximena Herbas, and Elizabeth Brito (VPS/ESG); Monica Centeno (LEG/SGO); and Jacques Durandisse (CDH/CHA).		
Beneficiary:	The Government of Haiti (GoH)		
Executing Agency:	Ministère de l'Éducation Nationale et de la Formation Professionnelle (MENFP), Education pour Tous (EPT), Unité Technique d'exécution (UTE), or Fonds d'Assistance Economique et Social (FAES).		
Financial Plan:	IDB:	US\$	24,000,000
	Co-Financing:	US\$	10,000,000
	Total:	US\$	34,000,000
Safeguards:	Policies triggered: B.01 (OP-704), B.01 (OP-102), B.02, B.04, B.5, B.6, B.7, B.11, B.14, B.15, and B.17 of the Environmental and Safeguard Compliance Policy and the Disaster Risk Management Policy		
	Classification:	B	

II. PROJECT DESCRIPTION

- 2.1 This is the fourth operation of the IDB support to Haiti's education sector after the devastating January 2010 earthquake. The proposed operation, in the amount of US\$24 million¹, is part of the Bank's commitment to provide US\$250 million matched by an equivalent amount in co-financing supporting the Government's Operational Plan (OP) outlining the major objectives for the sector until 2015.
- 2.2 The proposed operation will complement previous operations (HA-L1049, approved in 2010, HA-L1060, approved in 2011, and HA-L1077, approved in 2012). Through three components listed below, the operation will contribute to support the three key pillars: (i) improving access to education (preschool and primary education); (ii) improving the quality of education (starting at the preschool and early grades focusing on literacy and numeracy); and (iii) strengthening the institutional and governance capacities of the MENPF.

¹ The amount of this operation is US\$34 million, the IDB financing will be US\$24 million.

- 2.3 **Component I: Expand access to education (US\$11 million and US\$10 million in co-financing)**
- 2.3.1 Subcomponent I.a. Improve access to quality infrastructure (US\$5 million IDB and US\$10 million co-financing). MENFP will continue to construct schools taking into account the lessons learnt through the previous operations. These include: (i) need for improved planning of locating school; (ii) use of standardized school prototypes and new school standards guidelines (April 2014); (iii) utilization of international procurement processes for construction and supervision; and (iv) need for improved coordination among GOH agencies.
- 2.3.2 Subcomponent I.b. Provide access to free education through the Tuition Waiver Program (US\$6 million). This component will continue to subsidize the tuition payments for children in the MENFP/EPT program who started in 2010 to complete their primary education (grades 1-6). The EPT program exists since 2007. It provides US\$90/child/school year to 1,221 non-public schools benefitting 225,000 children. Of the given amount, US\$69 is earmarked for administrative expenses, including salaries of teachers, and US\$21 for the provision of textbooks to the students.
- 2.4 **Component II: Improve the quality education (US\$6 million).** This component will focus on expanding access to early childhood development (ECD) services but also on improving quality by developing an ECD curriculum and providing training for teachers in ECD centers. The MENFP will pilot a community based program aimed at children 0-3 year olds in both public and non-public existing ECD centers. The component will also reinforce existing teacher training institutions to provide better in-service training for primary education teachers in the areas of literacy and mathematics. Teacher training is a key element to support the recent changes in the entry requirements for the profession implemented by the MENFP. In addition, the component will continue the efforts of HA-L1060 by providing funds for the “competitive fund for educational innovations”(US\$1 million) through the use digital technology and also continuing support for the sports for development initiative for children aged 6-14 years old teaching them life skills in the existing sport center of Carrefour.
- 2.5 **Component III: governance/institutional strengthening (US\$4 million).** To address some of the institutional challenges at MENFP, this component will support: (i) “embedded” long-term consultancy to support technical directions in planning and implementing activities related to component 2; (ii) technical assistance and training to improve MENFP’s project execution capacity; (iii) continued support for improving data and information systems at MENFP starting with the maintenance of databases including a registry of teachers and schools as the MENFP is reforming the accreditation process for schools and will require that all schools are registered with the Ministry as a starting point.
- 2.6 **Component IV: Project Administration and Supervision (US\$3 million).** This component will finance: (i) program administration, audit, and monitoring and

evaluation; and (ii) contingency. Resources will be used to provide technical assistance to accompany the newly created Executing Unit in the MENFP throughout project implementation.

III. CONTEXT

- 3.1 More than half of all schools in Haiti are located in buildings not originally designed for educational purposes. Prior to the 2010 earthquake, the majority of school buildings were in poor condition, due to both damages caused by earlier natural disasters as well as a historical lack of maintenance. Neglected school infrastructure often creates unsafe conditions for children and teachers. In 2008, a number of schools collapsed due to poor construction/maintenance and killing students inside. Furthermore, approximately 145 communities did not have schools.
- 3.2 Until the earthquake of January 2010, Haiti had no national building codes. To overcome these limitations, in 2009 FAES 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 aimed at satisfying environmental and social safeguards of international organizations and were to 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).
- 3.3 Nevertheless, limitation in FAES persisted and in 2012, pursuant to an independent structural review of the schools undergoing construction under HA-L1049, and following a limited due diligence review conducted by ESG, the Bank concluded there was sufficient evidence of potentially significant environmental risks and ESG conducted an Environmental Audit (EA) of all sites in HA-L1049. As a result an Action Plan was agreed upon, including the hiring of three additional environmental staff in FAES and the review of the Operational Manual of the UTE for the project (both conditions were completed under HA-L1077).
- 3.4 In addition, as part of the institutional reinforcement of MENFP and considering that Haiti still does not have environmental and disaster risk management entities to regulate construction, an institutional coordination platform was created, chaired by MENFP, bringing together the major donors for school construction. One of its main tasks is to monitor the use of the school prototypes and to promote their use among different agencies. This is a major step in MENFP's efforts to better coordinate school construction and to monitor more closely school construction cost and supervision. The committee also aims to improve the planning of construction projects by identifying suitable sites through the application of standards for selection and final approval of project layouts. Another important process being implemented is the reinforcement technical

- capacity in the country, that is, technical staff from both construction and supervision firms, including executing agencies, are trained in structural design review, construction management, and monitoring. To date, the first three earthquake resistant prototypes have been developed and approved: (i) a six-classes, two level school in urban and peri-urban areas with easy access; (ii) a three classes, one level school for all areas accessible by roads; (iii) a one-level modular school in wood frame to be adapted to the needs of specific areas where access is difficult.
- 3.5 This ESS focuses on the only infrastructure component of this operation (see ¶2.32.3.1). This component will focus on replacement of some of the remaining 13 temporary structures built after the earthquake (HA-L1040) and construction of smaller schools in remote areas with no public schools.
- 3.6 Also to note is that in order to allow timely construction under this operation, MENFP will pre-select sites, and conduct preparatory topographic and geotechnical studies. In addition, a national registry of construction and supervision firms is planned to be created to streamline future procurement processes. To facilitate future co-financing arrangements, options for possible partnerships will be included in the project documents (jointly elaborated with ORP and LEG). Furthermore, this operation will benefit from the risk action plans from previous operations. Given that a selection process has already been included in the UTE Operational Manual approved for HA-L1077 it will be important to ensure consistency. As in previous operation, the infrastructure component will be managed by either FAES (*“Fonds d’Assistance Economique et Social”*), which managed HA-L1049 and HA-L1060, or UTE (*Unité Technique d’Exécution* of the Ministry of Finance, which manages the latest operation (HA-L1077). The final decision will depend on the results of a performance evaluation to be done by the Bank.

IV. ENVIRONMENTAL AND SOCIAL IMPACTS

- 4.1 The program’s net social impacts are likely to be positive, as communities will benefit from better schools and an increased access to education. The negative environmental impacts of the construction phase under the proposed program are expected to be of small to moderate magnitude, highly localized, and typical of small to medium scale construction works.
- 4.2 Negative impacts of the operation when schools enter into functioning could be significant if not managed adequately, mainly due to unsafe conditions for children and teachers (health hazards such as diarrhea and intestinal worm infections) mainly due to inadequate sanitation (inadequate sanitary facilities and poor waste management) and unsafe drinking water supplies.

V. ENVIRONMENTAL AND SOCIAL STRATEGY

- 5.1 The analysis of the proposed operation will include: (i) assessment of 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); (ii) assessment of the operation's compliance with any applicable Bank environmental and social policy and guidelines, in particular the directives, B.5 (Environmental Assessment), B.6 (Consultation), B.7 (Supervision and Compliance), B.11 (Pollution Prevention and Abatement), and B.14 (Multi-phase and Repeat loans) of the Environmental and Safeguard Compliance Policy, and the Disaster Risk Management Policy; (iii) assessment of the status of implementation of environmental and social requirements and conditions under previous grants, in particular under HA-L1049, as part of compliance with B.14; (iv) given that a selection process has already been included in the UTE Operational Manual approved for HA-L1077, the analysis will include a review of the project preparation studies including the selection process that MENFP will conduct; (v) 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; (vi) evaluation of the energy sources, potable water and waste treatment services that will be in place to ensure that schools will have adequate potable water and sewage disposal; (vii) evaluation of the consultation process carried out with the beneficiaries and the process; (viii) evaluation of the Executing Agency's capacity to implement the Project satisfactorily; and (ix) evaluation of the adequacy of implementation of the Operating Manual that was used in previous operations by FAES and UTE (given that selection of one of them to be the Executing Agency for this operation will not happen until end of the year, thus not during the analysis phase) and evaluate if the project's direct and indirect environmental and social impacts have been properly identified and if adequate environmental and social mitigation measures (environmental management plan) have been put in place.

INDEX OF COMPLETED AND PROPOSED SECTOR WORK

Issues	Description	Expected dates	References & hyper links to technical files
Technical options and design	Process evaluation of tuition waiver program.	Complete	IDBDOCS#:38864633
	IDB post-earthquake education Program in Haiti: Mid-term Evaluation Report.	Complete	IDBDOCS#:38877864
	Early childhood development Policy/ strategy.	Complete	IDBDOCS #:38890806
	ICT proposals for MENFP's Management Information System.	Complete	IDBDOCS#:37845680 IDBDOCS#:38878090
	Draft Terms of Reference for Embedded Consultancy/ Technical Assistance.	Complete	IDBDOCS#:38886618
Analysis of project cost and economic viability	Conduct required cost-benefit analysis of the project	August 2014	
Financial management/fiduciary issues and control environment	Assessment of procurement capacity completed.	August 2014	
	Update the fiduciary analysis performed in 2012 as part of HA-L1077 for executing agency; conduct diagnostic of MENFP's fiduciary capacity (see institutional analysis).	August 2014	
Data collection and analysis for reporting on results	Consultancy to assist EDU in the data cleanup and analysis of the 2010/2011 and 2011/2012 school census data.	Complete	IDBDOCS#:38815104

Issues	Description	Expected dates	References & hyper links to technical files
Institutional analysis/personnel, procedures other aspects of implementation capacity	Conduct a diagnostic of MENFP's Department of Administrative Affairs to develop recommendations that will reinforce MENFP's financial management, procurement, and overall project management capacity.	September 2014	
	Various studies will be required prior to implementing reorganizations in several important sectors: (i) ministry's staffing as well as budget preparation; (ii) organizational protocol (manuals and procedures), and (iii) organizational structures of the Ministry's Headquarters and the 10 deconcentrated directions.	August 2014	
Stakeholders and political environment	Summary of conference on Education (April 8, 2014) organized by MENFP	Complete	IDBDOCS#:38882263 IDBDOCS#:38882261 IDBDOCS#:38882018 IDBDOCS#:38882392
Social and environmental safeguards	Social and Environmental report to be developed by ESG as part of Project preparation	July 2014	
Other key issues, such as donors, gender, sustainability, country/sector issues	Haitian Education Plan 2010-2015	Complete	IDBDOCS#:37093635
	Priority Intervention Plan for Education (PIPE) 2013 - 2016; an updated Plan Operationnel for the education sector that was prepared by Global Partnership for Education and MENPF	Complete	IDBDOCS#:38878060

Issues	Description	Expected dates	References & hyper links to technical files
	Documents on Literacy Program TOTAL by USAID	Complete	Available at: http://www.usaid.gov/news-information/fact-sheets/all-children-reading-total
	Development of a financial strategy for the tuition waiver program (World Bank)	Complete September 2014 (Report)	Terms of References: IDBDOCS#:38878129
	Capacity Assessment of Teacher Training Institutions in Haiti (UNESCO)	September 2014	

Use the Index matrix to provide a brief explanation of the status of the analysis and resolution of issues for project viability, executability and risk management. If no issues, or adequately handled, the “description” column would indicate that is so and the expected dates and references/ hyperlinks would be blank – and be expected to remain so as the Index is refined through the POD and PAL.

CONFIDENTIAL

¹ The information contained in this Annex is confidential and will not be disclosed. This is in accordance with the "Deliberative Information" exception referred to in paragraph 4.1 (g) of the Access to Information Policy (GN-1831-28) at the Inter-American Development Bank.