

Document of  
**The World Bank**

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Report No: PAD3168

INTERNATIONAL DEVELOPMENT ASSOCIATION

PROJECT PAPER

ON A

PROPOSED ADDITIONAL GRANT

FROM THE INTERNATIONAL DEVELOPMENT ASSOCIATION

IN THE AMOUNT OF SDR 28.1 MILLION  
(US\$39 MILLION EQUIVALENT)

AND A GRANT

FROM GLOBAL AFFAIRS CANADA

IN THE AMOUNT OF CAN\$25 MILLION  
(US\$18 MILLION EQUIVALENT)

TO THE

REPUBLIC OF HAITI

FOR THE

PROVIDING AN EDUCATION OF QUALITY IN HAITI PROJECT  
April 25, 2019

Education Global Practice  
Latin America And Caribbean Region

This document is being made publicly available prior to Board consideration. This does not imply a presumed outcome. This document may be updated following Board consideration and the updated document will be made publicly available in accordance with the Bank's policy on Access to Information.

## CURRENCY EQUIVALENTS

(Exchange Rate Effective March 31, 2019)

Currency Unit = Haitian Gourdes  
(HTG)

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US\$1= 84.10 HTG

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US\$1 = SDR 0.72033135

### FISCAL YEAR

October 1 - Sept 30

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## ABBREVIATIONS AND ACRONYMS

AF	Additional Financing
CERC	Contingency Emergency Response Component
CPF	Country Partnership Framework
DDEs	Departmental Directorate of Education ( <i>Directions Départementales de l'Éducation</i> )
DGS	Directorate of School Engineering ( <i>Direction du Génie Scolaire</i> )
EFA	Education for All ( <i>Éducation Pour Tous; EPT</i> )
EMIS	Education Management Information System
ESMF	Environmental and Social Management Framework
FIA	Accelerated Teacher Training Program ( <i>Formation Initiale Accélérée</i> )
FM	Financial Management
GAC	Global Affairs Canada
GBV	Gender-Based Violence
GoH	Government of Haiti
GP	Global Practice (World Bank)
GRM	Grievance Redress Mechanism
GRS	Grievance Redress Service
ICT	Information and Communication Technology
IDA	International Development Association
ISR	Implementation Status and Results Report
M&E	Monitoring and Evaluation
MENFP	Ministry of Education and Professional Training ( <i>Ministère de l'Éducation Nationale et de la Formation Professionnelle</i> )
MOF	Ministry of Finance
NGO	Nongovernmental Organization
NLTA	Non-Lending Technical Assistance
NPV	Net Present Value
NTF	Nordic Trust Fund
PAD	Project Appraisal Document
PDO	Project Development Objectives
PEQH	Providing an Education of Quality in Haiti
PETS	Expenditures Tracking Survey
PIU	Project Implementation Unit
POM	Project Operations Manual
QAS	Quality Assurance System
USI	Information System Unit ( <i>Unité du Système d'Information</i> )
RAP	Resettlement Action Plan
RPF	Resettlement Policy Framework
SEA	Sexual Exploitation and Abuse
SHNP	School Health and Nutrition Program
SY	School Year
WB	World Bank
WDR	2011 World Development Report
WBG	World Bank Group

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**BASIC INFORMATION – PARENT (Providing an Education of Quality in Haiti (PEQH) - P155191)**

Country Haiti	Product Line IBRD/IDA	Team Leader(s) Yves Jantzem		
Project ID P155191	Financing Instrument Investment Project Financing	Resp CC GED04 (9253)	Req CC LCC8C (5778)	Practice Area (Lead) Education

Implementing Agency: Ministère d'Éducation et Formation Professionnelle; MENFP

Is this a regionally tagged project?	
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Bank/IFC Collaboration No
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Approval Date 10-Nov-2016	Closing Date 30-Oct-2022	Original Environmental Assessment Category Partial Assessment (B)	Current EA Category Partial Assessment (B)
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**Financing & Implementation Modalities**

<input type="checkbox"/> Multiphase Programmatic Approach [MPA]	<input type="checkbox"/> Contingent Emergency Response Component (CERC)
<input type="checkbox"/> Series of Projects (SOP)	<input checked="" type="checkbox"/> Fragile State(s)
<input type="checkbox"/> Disbursement-Linked Indicators (DLIs)	<input type="checkbox"/> Small State(s)
<input type="checkbox"/> Financial Intermediaries (FI)	<input type="checkbox"/> Fragile within a Non-fragile Country
<input type="checkbox"/> Project-Based Guarantee	<input type="checkbox"/> Conflict
<input type="checkbox"/> Deferred Drawdown	<input type="checkbox"/> Responding to Natural or Man-made disaster
<input type="checkbox"/> Alternate Procurement Arrangements (APA)	

**Development Objective(s)**



The objectives of the Project are to: (i) strengthen public management of the education sector; (ii) improve learning conditions in selected public and non-public primary schools; and (iii) support enrollment of students in selected public and non-public primary schools.

**Ratings (from Parent ISR)**

	Implementation				Latest ISR
	27-Jan-2017	10-Aug-2017	27-Mar-2018	31-Oct-2018	18-Mar-2019
Progress towards achievement of PDO	MS	S	S	S	S
Overall Implementation Progress (IP)	MS	S	MS	MS	MS
Overall Safeguards Rating	MS	S	S	S	S
Overall Risk	S	S	S	S	S

**BASIC INFORMATION – ADDITIONAL FINANCING (HT - AF to Providing an Education of Quality in Haiti - P165507)**

Project ID P165507	Project Name HT - AF to Providing an Education of Quality in Haiti	Additional Financing Type Cost Overrun, Restructuring, Scale Up	Urgent Need or Capacity Constraints No
Financing instrument Investment Project Financing	Product line IBRD/IDA	Approval Date 16-May-2019	
Projected Date of Full Disbursement 28-Feb-2023	Bank/IFC Collaboration No		
Is this a regionally tagged project? No			



**Financing & Implementation Modalities**

<input type="checkbox"/> Series of Projects (SOP)	<input checked="" type="checkbox"/> Fragile State(s)
<input type="checkbox"/> Disbursement-Linked Indicators (DLIs)	<input type="checkbox"/> Small State(s)
<input type="checkbox"/> Financial Intermediaries (FI)	<input type="checkbox"/> Fragile within a Non-fragile Country
<input type="checkbox"/> Project-Based Guarantee	<input type="checkbox"/> Conflict
<input type="checkbox"/> Deferred Drawdown	<input type="checkbox"/> Responding to Natural or Man-made disaster
<input type="checkbox"/> Alternate Procurement Arrangements (APA)	
<input checked="" type="checkbox"/> Contingent Emergency Response Component (CERC)	

**Disbursement Summary (from Parent ISR)**

Source of Funds	Net Commitments	Total Disbursed	Remaining Balance	Disbursed
IBRD				%
IDA	30.00	15.62	13.97	53 %
Grants				%

**PROJECT FINANCING DATA – ADDITIONAL FINANCING (HT - AF to Providing an Education of Quality in Haiti - P165507)**

**FINANCING DATA (US\$, Millions)**

**SUMMARY (Total Financing)**

	Current Financing	Proposed Additional Financing	Total Proposed Financing
<b>Total Project Cost</b>	30.00	57.00	87.00
<b>Total Financing</b>	30.00	57.00	87.00
<b>of which IBRD/IDA</b>	30.00	39.00	69.00
<b>Financing Gap</b>	0.00	0.00	0.00

**DETAILS - Additional Financing**



**World Bank Group Financing**

International Development Association (IDA)	39.00
IDA Grant	39.00

**Non-World Bank Group Financing**

Trust Funds	18.00
CA- Dept of Foreign Affairs, Trade and Devlp (former CIDA)	18.00

**IDA Resources (in US\$, Millions)**

	Credit Amount	Grant Amount	Guarantee Amount	Total Amount
National PBA	0.00	39.00	0.00	39.00
<b>Total</b>	<b>0.00</b>	<b>39.00</b>	<b>0.00</b>	<b>39.00</b>

**COMPLIANCE**

**Policy**

Does the project depart from the CPF in content or in other significant respects?

Yes  No

Does the project require any other Policy waiver(s)?

Yes  No

**INSTITUTIONAL DATA**

**Practice Area (Lead)**

Education

**Contributing Practice Areas**

**Climate Change and Disaster Screening**

This operation has been screened for short and long-term climate change and disaster risks



**Gender Tag**

Does the project plan to undertake any of the following?

a. Analysis to identify Project-relevant gaps between males and females, especially in light of country gaps identified through SCD and CPF

Yes

b. Specific action(s) to address the gender gaps identified in (a) and/or to improve women or men's empowerment

Yes

c. Include Indicators in results framework to monitor outcomes from actions identified in (b)

Yes

**PROJECT TEAM****Bank Staff**

Name	Role	Specialization	Unit
Yves Jantzem	Team Leader (ADM Responsible)		GED04
Elena Maria Roseo	Team Leader		GED04
Mamata Tiendrebeogo	Procurement Specialist (ADM Responsible)		GGOPL
Lucas Carrer	Financial Management Specialist (ADM Responsible)		GGOLF
Emeline Bredy	Financial Management Specialist		GGOLF
Dorothee Georg	Social Specialist (ADM Responsible)		GSU04
Emmanuel Ngollo	Environmental Specialist (ADM Responsible)		GENA2
Aboubacar Magassouba	Team Member		GGOPL
Andrianirina Michel Eric Ranjeva	Team Member	Disbursement Officer	WFACS
Angelica Herrera - Massana	Team Member		GED04
Catalina Danae Lillo Lopez	Team Member		GED04
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Georges Tony Abou Rjaily	Team Member		WFACS
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Khaled Mohamed Ben Brahim	Team Member		WFACS
Luis Barajas Gonzalez	Team Member	Financial Specialist	GGOLF
Silvia Guallar Artal	Team Member		GED04
Tania Fragnaud	Team Member		GED04
Zoe Routhier-Drab	Team Member		GED04
<b>Extended Team</b>			
<b>Name</b>	<b>Title</b>	<b>Organization</b>	<b>Location</b>

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## I. BACKGROUND AND RATIONALE FOR ADDITIONAL FINANCING

### A. Background

1. **The Project “Providing an Education of Quality in Haiti” (PEQH, the Project) was approved by the World Bank’s Board of Executive Directors on November 10, 2016 and became effective on March 7, 2017.** The Project’s development objectives are to: (a) strengthen public management of the education sector; (b) improve learning conditions in selected public and non-public primary schools, and (c) support enrollment of students in selected public and non-public primary schools. In line with these objectives, the Project seeks to: (a) support the Ministry of Education and Professional Training (MENFP)’s capacity-building at both the central and local levels,<sup>1</sup> with special attention given to strengthening departmental management of the education sector; (b) provide selected public and non-public schools with sustained support and technical assistance to build capacity at the school level and improve the quality of education they supply, and (c) implement interventions designed to maintain access. All these activities rely on the establishment by the Project of a Quality Assurance System (QAS) to: (a) provide a means to consistently and systematically track progress across schools in Haiti; (b) support schools in developing improvement plans, and (c) measure results of interventions in the sector.<sup>2</sup>
2. **The Project is progressing satisfactorily towards achieving its objectives despite delays in its implementation, and the original International Development Association (IDA) Grant is being disbursed according to schedule.**
  - i. Progress towards achievement of the Project’s Development Objectives (PDO) remains Satisfactory. Most activities are underway to reach expected outcomes, and the disbursement schedule is on track, with 53 percent of grant funds disbursed since the Grant became effective in March 7, 2017. Project activities were launched at the beginning of the 2017-18 school year (SY), and the targets for June 2018 were met for most PDO-level and Intermediate Result Indicators, except for four intermediate indicators that were adversely affected by delays in initial implementation.
  - ii. The Project’s Implementation Progress is rated Moderately Satisfactory due to the absence of a Project Coordinator for 13 months (from October 2017 to November 2018) and delays in implementation. An upgrade to Satisfactory is being considered following the recruitment of a Project Coordinator in November 2018 and an acceleration in the pace of implementation. However, the protests in Haiti which began in July 2018, followed by unrests in October and November 2018, and again in February 2019 may lead to further setbacks in implementation of project activities.
3. **Under Component 1 (Improving Institutional Capacity and Governance), the QAS tools<sup>3</sup> have been revised**

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<sup>1</sup> Project components seek to strengthen the technical capacity of relevant units within the MENFP, including the directorates of primary education (DEF), information system (USI), professional training (DFP), and planning and external cooperation (DPCE).

<sup>2</sup> The system includes tools to measure key dimensions of school learning conditions (including infrastructure, water and sanitation, leadership, pedagogy, and others), tools to assess student learning, and corresponding standards, all grounded in existing MENFP regulations.

<sup>3</sup> The QAS consists of two components: (i) school learning conditions minimum norms and standards (and assessments to measure them), and (ii) student learning standards and assessments to measure learning outcomes. Development and piloting of each component are led by MENFP with support through the Project. The two sets of assessments that comprise the QAS will be



to simplify the QAS questionnaires and include hard data on student learning and gender, based on first year implementation.<sup>4</sup> Learning standards and assessments for reading Creole were developed and piloted in a sample of 20 schools ahead of their implementation in all Project-supported public schools in May 2018. The learning standards for Mathematics and Reading French have been designed and will be piloted and implemented during the first quarter of the 2019-20 school year in Project-supported schools. In parallel, the statistical and information technology technical directorate (*Unité du Système d'Information-USI*) developed an application to facilitate input of QAS data at the ministry level as part of the Education Management Information System for Education (EMIS). The Systems Approach for Better Education Results<sup>5</sup>-EMIS (SABER-EMIS) diagnostic has been completed and delivered to the MENFP. The first draft of MENFP's 10-year operational plan was completed in October 2018 and technical and financial partners are supporting its revision for final endorsement.

4. **Progress in public schools has also been made under both subcomponents of Component 2 (Supporting Access to Quality Public Primary Education in Poor Communities).** Under Subcomponent 2.1 (Support to the Cohorts of the Community Education Grant Program), 61 community-based schools previously supported under the previous Education for All Phase II Project (EFA II<sup>6</sup>) were taken over by the PEQH<sup>7</sup> for the 2018-19 SY as planned. Under Subcomponent 2.2 (Public School Improvement Model), schools are receiving technical assistance to implement the QAS. The baseline data was collected in November 2017 in all project-supported public schools and was used to develop profiles for all targeted schools. Based on these baseline school profiles, schools developed individualized improvement plans in June 2018. Implementation of these plans started in April 2019. Student learning assessments in Creole will be implemented for third graders in supported schools before June 2019. Further, trainings for project-supported public-school directors and teachers of the Creole-scripted reading method *M'Ap Li Net Ale*<sup>8</sup> are scheduled to start before beginning of the 2019-20 school year. A school feeding activity began in October 2017 and provides daily hot meals, snacks, vitamins, and deworming to students of all PEQH-supported public schools. Positive feedback on these interventions was received through call center surveys.
5. **Activities related to non-public schools under Component 3 (Supporting Access to Quality, Non-public Primary Education in Poor Communities) are advancing despite initial delays.** Under Subcomponent 3.1 (Support to the Final Tuition Waiver Program Cohort Began under the EFA II Project), the final cohort of the tuition waiver program that was previously financed under EFA II was supported under PEQH as planned for 2017-18 (its final year of implementation). Under Subcomponent 3.2 (Support to the Development and Implementation of a Replicable Model for Results-Based Financing of Non-public Schools), the design, planning and school selection for the new results-based financing model for non-public schools was finalized, interventions in selected non-public schools are currently being rolled-out, and the first disbursements were made in March 2019. Learning assessments in Creole will be implemented for third graders in supported schools in May 2019 to build the baseline for assessing the performance of the non-public schools every year.

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applied at least once every other school year in all schools supported under Subcomponents 2.2 and 3.2.

<sup>4</sup> Revised tools were finalized in December 2018 and are expected to be piloted in May 2019.

<sup>5</sup> The Systems Approach for Better Education Results (SABER) is an initiative to produce comparative data and knowledge on education policies and institutions, with the aim of helping countries systematically strengthen their education systems and the goal of promoting learning for all.

<sup>6</sup> Project Education for All Phase II (P124134) approved by the World Bank's Board of Directors on December 1, 2011.

<sup>7</sup> See paragraph 22 of the Project's Project Appraisal Document.

<sup>8</sup> *M'Ap Li Net Ale* -Creole for "I am reading all the way"- is a scripted method developed by MENFP with support from the United States Agency for International Development (USAID).



The Project is providing technical support to school committees to understand the program's requirements, communicate project information, and handle financial aspects.

## B. Rationale

6. **MENFP and the Ministry of Finance (MOF) have requested an additional financing (AF) of US\$57 million** in order to: (a) scale-up project interventions to deepen results achieved under the Project; (b) strengthen the gender focus of the operation; (c) restructure project activities based on lessons learned after almost two school years of implementation, and (d) cover project cost overruns under Subcomponent 2.2, under the last cohort of the tuition waiver program (TWP) under Subcomponent 3.1, as well as from the project implementation unit's (PIU) operational costs.
7. **The Project's achievements thus far confirm the relevance of scaling-up the QAS approach to improve education quality and access and to address the central challenges facing primary education.**<sup>9</sup> Specifically, the additional financing will further support critical advancements of the QAS implementation by the MENFP by doubling the number of schools supported in poor communities<sup>10</sup> (for a total of 130 public schools and 105 non-public schools) and by reinforcing capacity-building activities at the central level to provide oversight. Scaling-up and broadening the QAS (specifically the gender interventions described below) in a greater number of schools will maximize impact by allowing the MENFP to reach a critical mass of schools that are implementing the QAS. It will also strengthen the validity and replicability of the findings from the Project's implementation, which will help support their sustainability over the medium-term. Other donors, such as the Caribbean Development Bank are expected to follow the same approach (starting with the 2019-20 school year), implementing the QAS in selected public and non-public schools likely in a fifth department, thereby increasing the sustainability of the approach. Lastly, collaboration across the World Bank's Global Practices (GP) will increase the impact of the QAS by leveraging resources from other projects to improve quality in the PEQH-supported schools (such as latrine rehabilitation and implementation of maintenance protocols with the Water GP, improving school access with support from the Transport GP and/or increase the share of local production for the School Health and Nutrition intervention with support from the Agriculture GP).
8. **The AF will broaden the QAS intervention to also tackle gender disparities in access and retention in primary schools by adding a specific gender dimension to the Project's interventions**<sup>11</sup> (paragraph II.B for details). Specifically, several gender gaps need to be addressed. Girls are subject to higher dropout rates than boys (12 percent versus 10 percent for boys). These differences have risen in the recent years<sup>12</sup> with girls now dropping out earlier than boys, at about age 14.<sup>13</sup> In addition, adult women have, on average, two years less education than men, and men are over 10 percent more likely to be literate. Some causes have been identified in primary schools. First, there is a gap whereby the social environment in schools is harmful toward girls. Focus groups carried out under a pilot program managed through a World Bank Trust Fund show that by the ages of 10-14, girls and boys have already internalized an expectation of female domesticity and male

<sup>9</sup> See paragraph 20 of the Project Appraisal Document for description of the challenges facing primary education.

<sup>10</sup> Number of schools estimated is on an average of 410 students per public school and 230 per nonpublic school.

<sup>11</sup> The original Quality Assurance System did not include specific gender-focused activities.

<sup>12</sup>ECVMAS 2012

<sup>13</sup>World Bank Group (2014) "Invest in people to fight poverty in Haiti"



breadwinning and exhibit social disapproval for expressions of non-normative gender roles and behaviors. They also demonstrate explicit social biases leading to boys' devaluation of women. These attitudes and behaviors are largely tolerated by school teachers and directors who receive little gender-informed training. The pilot also shows that the range of unsafe spaces for girls is broader than it is for boys, which can affect their mobility and access to educational opportunities.<sup>14</sup> A second gender gap is that the physical environment of schools is also inadequate for girls' needs. Only 28 percent of public schools have functioning toilets,<sup>15</sup> and most of them are not single-sex. This primarily impacts girls, since 82 percent of girls are 10 years-old or older in the 4<sup>th</sup> grade and thus have reached puberty. Evidence shows that the absence of clean single-sex toilets may discourage parents from sending girls to school during their menstruation.<sup>16</sup> A third gender gap involves the failure of the MENFP's monitoring and evaluation (M&E) system to include disaggregated data on gender, preventing the MENFP from tracking gender-related progress in schools. There is a need for addressing social and physical learning environments in both public and non-public schools to provide safe and equal learning conditions for young girls, as well as for strengthening the MENFP's M&E capacity to collect, analyze and use data on gender.

9. **The AF will address these challenges and promote and support equal opportunities for both boys and girls to complete primary education and transition to secondary education.** With the AF, an integrated set of gender-focused interventions will be implemented in all project-supported schools following the same mechanisms as under the original project. These interventions will improve school environments and create the needed conditions for quality learning for all, with a focus on keeping girls in school and supporting adolescent girls in reaching secondary education. Project activities (for example, clubs for girls, boys and parents, rehabilitation of latrines, and in-service teacher training) will promote awareness of gender-based violence (GBV) and harmful stereotypes toward girls. A safer space will be created to learn life skills, and support agency and empowerment to improve perceptions of safety and security among girls. Ultimately, these interventions will lower the likelihood that girls miss school and increase their chance to successfully transition to secondary education.
10. **Another dimension that will be addressed by the AF is Climate Change.** Projected climate change impacts in Haiti include an increase in temperature by 0.5 to 2.3°C by 2060, with warming expected to be most rapid during the months of December-February. These impacts, coupled with predicted changes in precipitation patterns and likely decreases in rainfall during June-August, are expected to increase the frequency, intensity, and impacts of extreme weather events in Haiti, including hurricanes, storm surges, and flooding, among others. In that context, the AF would allow for strategic adjustments to be made to ongoing activities, including incorporating climate change considerations in the activities' design, including the following: (a) in the context of food insecurity and limited public service delivery, the School Health and Nutrition Program (SHNP) will be expanded to all project-supported public schools; (b) a Contingency Emergency Response

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<sup>14</sup>Under a pilot study financed by the Nordic Trust Fund, focus groups were carried out by Promundo among 114 young adolescents, including male and female caregivers, among key population groups (30 girls, 30 boys, 27 female caregivers, 27 male caregivers) between May and June 2018. Single-sex focus groups were held separately with very young adolescent girls and boys, as well as with adult male and female caregivers, to create safe spaces in which gender-related power differentials would be absent and less likely to silence women and girls as they might in mixed-sex groups. Both sets of focus groups included a blend of discussion and participatory activities.

<sup>15</sup>World Bank, Public School Assessment, Unpublished.

<sup>16</sup>J. Adams, J. Bartram, Y. Chartier, and J. Sims., *Water, Sanitation and Hygiene Standards in Low-Cost Settings*. (World Health Organization, 2009), 5.



Component (CERC) will be added to enable the Project to be more responsive in the event of natural disasters, which have had an important impact on past World Bank-financed projects in Haiti<sup>17</sup>, and (c) efforts to improve climate change mitigation and resilience and enhance knowledge among both teachers and students will underpin the training and curricula development activities. These adjustments will help reduce Haiti's vulnerability to climate change, including from floods, landslides, greater likelihood of hurricanes, and so forth.

11. **The PEQH approach is consistent with the World Bank Group (WBG)'s Country Partnership Framework (CPF) for the Republic of Haiti for the Period of FY 16-19 (Report No. 98132HT) and is a key element for operationalizing the World Bank Human Capital Project.** By improving public service delivery and providing benefits to the population in the form of social services, the Project is contributing to the strengthening of Haiti's weak social contract. The scale-up of PEQH efforts, in combination with increasing emphasis on promoting gender equality, will increase the likelihood of sustainable impact and lasting change in the departments where the Project is being implemented, as well as at the central ministry level. Specifically, the proposed Additional Financing is aligned with Area of Focus 2 (Human Capital)<sup>18</sup> and Objective 5 (Improve Access to Quality Primary Education)<sup>19</sup> of the CPF. The Project also contributes to achieving the objective of the Human Capital Project by improving the quality of primary education. Currently, Haitian children on average attend 11.4 years of school by age 18, which is equivalent to 6.3 years of adjusted learning, and a child born today in Haiti will be 45 percent as productive when he or she grows up as he or she could be if he or she enjoyed complete education and full health. As a result, Haiti ranks last among countries in the Latin America and the Caribbean region for learning-adjusted years of school.<sup>20</sup>
12. **An AF is the appropriate instrument to scale-up activities and place a greater focus on gender-related interventions.** There are currently limited possibilities for other sources of funds to cover the financing needs. The Government's resources are constrained, due to limited revenues and slow progress on politically challenging expenditure reforms (particularly in the energy sector). Other donors have already committed to supporting the MENFP in other dimensions and/or regions.<sup>21</sup> Utilizing a stand-alone operation would not be cost-effective given the need to scale-up current PEQH activities as described above. Gender-related activities will be integrated into QAS activities (in the same schools and using the same implementation arrangements) due to the synergies that are being sought between gender equality and quality of learning conditions. This will present considerable economies of scale and will capitalize on the framework already being set up under the current operation by increasing the impact of the QAS interventions.
13. **Compliance with IPF Policy.** The proposed AF complies with Investment Project Financing Policy, Section III paragraph 28: (i) ISR ratings for Implementation Progress (IP) and Development Objectives (DO) have been consistently rated as Moderately Satisfactory or better over the most recent 12 months; and (ii) there is

<sup>17</sup>This occurred, for example, in the aftermath of Hurricane Matthew in October 2016 when the EFA II Project had to be restructured to allocate funding towards emergency recovery activities.

<sup>18</sup>Area of Focus 2 of the CPF 2016-19 is Human Capital. The aim is to support poverty reduction through investments in education and health with the objective of closing geographical and income gaps in service delivery.

<sup>19</sup>Objective 5 of the CPF 2016-19 is to Improve Access to Quality Primary Education identified as a key avenue for social mobility and poverty.

<sup>20</sup>The Human Capital Project (World Bank 2018). <http://www.worldbank.org/en/publication/human-capital>.

<sup>21</sup>The Inter-American Development Bank is implementing the QAS in the Northern departments of Haiti, the French Development Agency is supporting secondary education, USAID supports teaching of scripted methodology in different schools, and the European Commission is providing budget support to develop capacity-building activities at the departmental level.



substantial compliance with key loan covenants, including audit and financial management reporting requirements. There are no overdue audit reports.

## II. DESCRIPTION OF ADDITIONAL FINANCING

14. The proposed Additional Financing (AF) is in the amount of SDR 28.1 million (US\$39 million equivalent) under International Development Association (IDA) resources.
15. It is supported by CAN\$25 million (US\$18 million equivalent<sup>22</sup>) under the Global Affairs Canada (GAC) *Support for Girls Access to Secondary Education in Haiti Single-Donor Trust Fund*.
16. Specifically, the AF will:
  - a. Support the scale-up of Project activities;
  - b. Restructure the Project to promote gender equality by embedding a gender dimension across all components of the PEQH project;
  - c. Restructure existing activities under Components 1, 2, and 3 of the Project, and add a Contingency Emergency Response Component (CERC);
  - d. Finance the Project's cost overruns;
  - e. Trigger a Safeguard Policy;
  - f. Make changes to the Results Framework to reflect the changes introduced through the restructuring and scaling up of activities;
  - g. Update component costs; and
  - h. Update the legal covenants of the grant agreements.
17. The Project Development Objectives will remain the same, to: (a) strengthen public management of the education sector; (b) improve learning conditions in selected public and non-public primary schools; and (c) support enrollment of students in selected public and non-public primary schools.
18. The scale-up of project activities will retain all existing implementation arrangements. The Project's components and subcomponents will also remain the same. In addition to adding a gender dimension to existing activities (such as trainings and workshops), new gender activities will be added (such as school clubs and latrines rehabilitation) under the Project's components. These new activities will be implemented using existing implementation mechanisms.

### A. Scale-up of Project Activities (US\$41 million)

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<sup>22</sup> This amount represents the total contributions from GAC which is pledged for AF activities under *the Support for Girls Access to Secondary Education in Haiti Single-Donor Trust Fund*, Grant No. TF073053, as stated in the Administrative Agreement signed between GAC and the World Bank on April 13, 2018. The Project scope and Results Framework have been appraised as inclusive of this total estimated amount of US\$57 million equivalent contributions. The Grant Agreement between the World Bank and GOH will only include US\$2 million, which is the initial installment transferred by the donor to the World Bank, and this amount will be amended upon GAC's transfer of installments of its total pledged contributions in accordance with the schedule of transfers specified in the Administration Agreement. As a result, amendments of the Grant Agreement will be required to bring up the level of funding for the Project. Such an amendment to the Grant Agreement will not be treated as an additional financing requiring another approval.





19. In line with the Ministry's focus on quality, the AF would improve the MENFP's capacity to oversee the quality of service delivery. It would do so by increasing funds for MENFP capacity-building related activities that will enable the scale-up of activities geared towards improving learning conditions in public and non-public schools (by increasing the number of intervention schools). The expansion of the financing to a greater number of poor communities in Haiti will increase the number of beneficiaries, thus allowing a greater critical mass of public and non-public schools that will be implementing the PEQH model, increasing the scope of results achieved.
20. The following activities would be scaled-up:
- a. Component 1 (Improving Institutional Capacity and Governance): US\$1.5 million would be added to reinforce the Project's current activities geared towards strengthening MENFP's capacity. Specifically, the strengthening of the Education Management Information System to: (i) strengthen the data collection process, reliability and use; (ii) support scalability of the QAS interventions, and (iii) increase the capacity of departmental directorates to monitor the interventions on the ground. This will be done by providing technical assistance to the Information System Unit and other technical and decentralized departments of MENFP to complete data collection, data input, and data use within the Ministry.
  - b. Subcomponent 2.2 (Public School Improvement Model): US\$30 million would be added to this subcomponent. The number of beneficiaries supported by Subcomponent 2.2 would be increased with the addition of 69 public primary schools to scale-up the PEQH Public School Improvement Model in the current four southern departments of Haiti (for a total of 130 public-schools supported out of the 731 public schools in the southern departments of Haiti – Sud, Sud-Est, Grande-Anse and Nippes). All interventions currently supported by this subcomponent will also be provided to the new primary schools.<sup>23</sup> These include: (a) providing data collection on school learning environments and practices; (b) implementation of learning assessments in Creole, French and Mathematics; (c) training of teachers and directors in pedagogy and management respectively (as well as coaching and mentoring activities to support the implementation of lessons learned during the trainings); (d) similar training sessions in climate change issues and appropriate response measures in the event of climate-induced natural disasters such as hurricanes; (e) technical assistance to school committees for designing school improvement plans, that can include gender focused and climate change resilience activities; (f) delivery of necessary materials, such as school books, school kits, teacher kits and student kits, (g) School Health and Nutrition Program, and (h) independent verification activities. It is estimated that an additional 25,000 primary-level students will benefit from project interventions each year, bringing the total number of beneficiaries from 23,000 to 48,000 students.
  - c. Subcomponent 3.2 (Support to the Development and Implementation of a Replicable model for Results-based Financing<sup>24</sup> of Non-public schools): US\$6.5 million will be added to Subcomponent 3.2 to implement the result-based financing model in a larger pool of non-public schools thereby reaching a critical mass of beneficiaries and increasing the likelihood that the MENFP will be able to replicate

<sup>23</sup> Evidence show that the provision of certain materials alongside the training has a significant impact on learning outcomes. The study "Training Teachers on the Job, What Works and How to Measure It", shows that providing textbooks alongside training is associated with a test score gain of 0.36 standard deviation (significant with 95 percent confidence), the provision of storybooks is associated with a gain of 0.13 standard deviation (not significant), and that providing other reading materials increases the likelihood of improving student learning by 0.16 standard deviation (significant at 90 percent).

<sup>24</sup> This differs from the approach under Subcomponent 3.1, which does not require schools to improve learning assessments results to stay in the program.



or adapt the model in the medium term. The number of beneficiaries would be increased, with an estimated 11,800 non-public school beneficiaries being added to the estimated 8,500 beneficiaries supported in the 2019-20 school year. This brings the total number of expected non-public school beneficiaries up to 20,300 annually, beginning in the 2019-20 school year (corresponding to an estimate of 62 new schools). Project interventions include financing of tuition waivers, direct technical support in the schools, and the same teacher and director training activities as in Subcomponent 2.2, including modules on climate change resilience and on data collection on student learning. Yearly improvements in results will be required for schools to continue receiving project financing.<sup>25</sup>

- d. Component 4 (Project Management, Monitoring and Evaluation): Approximately US\$3 million would be added to sustain project management costs and MENFP's capacity to implement PEQH activities in more schools, to better monitor progress, and to assess the scalability of the QAS at the national level.

21. Methodology for selection of new schools under Subcomponents 2.2 and 3.2 is described in the Project Operations Manual (POM). It follows the same approach as for the original schools' selection, as described in Annex 2 of the Project Appraisal Document (PAD) in paragraphs 23 and 37, respectively, but with the revision noted below in Section C II.
22. The scale-up of the above interventions would be accommodated in the context of the ongoing project. The necessary arrangements are already in place, and the PIU has the required capacity to scale-up existing interventions in a cost-effective way. Furthermore, this scale-up does not have implications on fiduciary, social, or environmental safeguards or on other aspects of the Project.

### **B. Restructuring to Embed a Gender Dimension across Areas of the PEQH Framework (US\$7.4 million)**

23. A gender dimension will be embedded into all areas of the QAS framework to increase school achievement for vulnerable students, specifically young women and girls<sup>26</sup>. Through the AF, the Project will support an integrated set of new interventions to improve school environments and to create the learning conditions needed, with a specific focus on supporting adolescent girls in reaching secondary education, ultimately contributing to improvement of school achievement by girls and young women.<sup>27</sup> Additional activities will

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<sup>25</sup> After a full year of implementation, if the school has not improved learning outcomes as measured by the project assessments in Creole, a warning will be communicated to the school, and technical assistance visits to the school will be increased. After two years, if results have still not improved, the school will be excluded from the program (and a new school will be allowed in).

<sup>26</sup> The PEQH project's interventions are informed by the current gender context in Haiti, for example by incorporating gender considerations into the design of sanitation infrastructure, teacher training, and community engagement activities. The Project also tracks gender-disaggregated data on numbers of beneficiaries and on student learning outcomes.

<sup>27</sup> Several WB-financed projects have shown success when focusing on improving learning outcomes for young women and girls, such as increasing secondary enrollment rates. One example is the "Bangladesh Transforming Secondary Education for Results Operation" Project (P160943), where activities targeting young adolescent girls supported the attainment of gender equity in primary and secondary education levels ahead of the Millennium Development Goals (MDG) target for 2015. The WBG Gender Strategy in Education further demonstrates that engaging with men and boys is crucial for the success of a gender strategy. In specific regions and countries, boys and young men are falling behind in several ways, whether in school completion, school participation, or learning outcomes. The gender focus of the PEQH recognizes that unequal power relations, discrimination, and stereotypes can only be changed by engaging all stakeholders, in particular boys and young men. To transform the attitudes and traditional gender roles of men and women, it is important to engage them early in life "as it provides the best opportunity to



include: (a) adding a gender lens on already planned activities; (b) the development and piloting of school-based interventions targeting girls, boys, parents and teachers to promote gender equality in project-supported schools; (c) the improvement of schools' infrastructure to meet the needs of adolescent girls and boys, and (d) the provision of institutional capacity-building of the MENFP around the gender theme. The gender dimension will thus be embedded into all existing areas of the PEQH framework under Component 1, Subcomponent 2.2, Subcomponent 3.2, and Component 4, as follows:

- a. MENFP Capacity building (Component 1): Gender-focused activities include: (i) gender upgrading of the QAS; (ii) the inclusion of gender-disaggregated trends in the Education Management Information System (EMIS); (iii) gender assessments of teacher practices, behavioral studies on gender norms, and training of MENFP staff at central and decentralized levels and (iv) development and distribution of communications materials on aspects surrounding gender equality. US\$0.9 million will be added to the component. These activities will be implemented jointly with ongoing activities under Component 1.
- b. Implementation of clubs for girls, boys, and parents of project-supported public and non-public schools (Subcomponents 2.2 and 3.2): The aim of these clubs will be to address gender disparities via club curricula and create awareness of gender-based violence, while also contributing to the creation of a safe space to learn life skills, introduce role models, and support agency and empowerment. The clubs are an intergenerational approach to transform unequal gender norms that have encouraged harmful stereotypes for boys and girls. The clubs also look at power dynamics that underpin poor educational attainment throughout primary school by promoting safe school spaces for young girls, and better sexual and reproductive health knowledge (particularly around puberty), and strong parental support. The "Parents Clubs" curriculum is an adaptation of the existing approach developed by Promundo<sup>28</sup> called Program "P" for Maternal, Newborn, and Child Health, by focusing more on the specificities of promoting positive parenting and better understanding of young adolescent (age 10-14) development from a gender and masculinity perspective. The "Youth Clubs" curriculum draws from Promundo's Programs "H" and "M"<sup>29</sup>, modified for 10 to 14-year-old boys and girls currently in primary school.

The approach to conduct these clubs in the Haitian context was developed with financing from the Nordic Trust Fund (NTF), and a pilot of the clubs began in October 2018 under the PEQH project. The pilot ended in early April 2019 and lessons learned will be integrated into the execution of this activity starting in school year 2019-20. These clubs will be implemented in all public schools under Subcomponent 2.2 in a frequency tailored to the needs and capacity of each school, while for the non-public schools under Subcomponent 3.2, financial incentives and technical support will be provided

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promote positive gender norms and prevent the perpetuation of negative stereotypes throughout their lives." To this end, girls, boys and parents clubs would be used to engage stakeholders and empower them for behavioral change in their communities.

<sup>28</sup> <https://promundoglobal.org>

<sup>29</sup> Program "H" is a series of group activities to engage young men in critical reflection and dialogue about gender equality via participatory sessions in which they live, rehearse, and model gender-equitable and nonviolent styles of interaction. Program "M" engages young women in a similar critical reflection process about gender norms and empowerment. It helps young women explore social constructions of gender and the effects of these on health and it promotes young women's ability to develop skills to more confidently make decisions in different spheres of their lives. Programs H and M have been adapted to dozens of countries and contexts around the world, and were named by the Pan American Health Organization, the World Health Organization, the World Bank's World Development Report, and in the United Nations Children's Fund (UNICEF)'s State of the World's Children Report, and the United Nations Population Fund (UNFPA)'s State of the World Population, as an effective and innovative approach to engage men and boys in gender equality. (<https://promundoglobal.org/work/>)



to implement the findings and lessons learned on a regular basis. US\$3.5 million will be added for these activities across the two subcomponents. These activities will be implemented as part of existing schools' interventions, with technical assistance provided to monitor, supervise, and support them.

- c. Teacher and director training in project-supported public and non-public schools (Subcomponents 2.2 and 3.2): A gender lens will be added to the in-service teacher and director training to raise awareness and to engage students in a classroom setting on gender-related issues, such as gender stereotypes, role-models, reproductive health, and gender-based violence, among others. US\$0.8 million will be added for these activities across the two subcomponents. These activities will be implemented jointly with current training activities. Existing training modules will be revised before trainings take place and a new dedicated module will be added.
- d. Rehabilitation of latrines in project-supported public and non-public schools (Subcomponents 2.2 and 3.2): A gender lens will be added to the already planned improvement of school infrastructure to provide safe spaces for girls and boys with the objective of tackling the problems of often-deficient physical learning conditions in schools that have a higher impact on girls who move towards puberty, thereby impacting girls' attendance. Specifically, this will be done through the rehabilitation and upgrading of water and sanitation facilities to make them gender-informed (both in terms of security and usability for young adolescent girls). These infrastructure improvements will follow the protocol developed with financing from the Nordic Trust Fund for gender-informed latrine rehabilitations and design. It includes considerations around security, privacy, cleanliness, clean water, and menstruation health. Latrine rehabilitations will be implemented in all public schools under Subcomponent 2.2, while in non-public schools under Subcomponent 3.2, financial incentives will be provided to implement the rehabilitations. US\$1.5 million will be added for these activities across the two subcomponents. The current technical assistance provided to the schools will support implementation of these rehabilitation efforts as part of routine intervention activities in schools.

The risk of Gender-Based Violence (GBV) from the small civil works contracts is considered low for the Latrine rehabilitation. Nonetheless it will be addressed through a number of initiatives: (i) the implementation of GBV-sensitive codes of conducts on every site where rehabilitation takes place (to be signed by the contractors/workers and posted on site); (ii) ensuring the availability of locally-accessible grievance redress mechanism (GRM) procedures with multiple channels (such as ensuring anonymity, on-site complaint opportunities, and so forth) to initiate a complaint (the availability will be communicated to stakeholders through the display of the signed version of the codes of conducts and through communication activities directed towards students and school committees); (iii) identification and training of a dedicated school staff able to assist victims in reporting GBV cases and to support whistle blowers, and (iv) monitoring of and action taken on such reports through the GRM in place. The project-level GRM will integrate mechanisms to track complaints related to sexual exploitation and abuse (SEA) or GBV, including a feedback system designed with any nongovernmental organization (NGO) that provides technical support in the schools for regular and timely feedback on actions taken to respond to complaints. These mechanisms shall protect confidentiality of individuals without compromising access to justice, while also enabling links to referral pathways and local organizations for support services. Mechanisms shall include development of a protocol outlining reporting procedures (for instance using the shortest response time possible) and definition of roles between the NGO and the PIU to pick up and answer the grievances, depending on the severity of the allegation. Data would be captured at the project level to monitor functioning



and periodic review. Lastly, the POM was updated to specify the necessary protocols and mechanisms to address the GBV risks, and to describe how to address any GBV incidents that may arise.

- e. Other gender-related activities under Subcomponents 2.2 and 3.2: In addition to the activities mentioned above, there will be other gender-related activities: (i) gender trainings to be provided to school committees; (ii) gender-informed QAS tools to be applied in all schools; (iii) gender-sensitive school improvement plans to be developed, and (iv) learning assessments that will be analyzed and communicated in a gender-disaggregated way. US\$0.5 million will be added for these activities across the two subcomponents.
- f. Gender-related activities under Component 4: A gender-specialist will be hired to (i) work as part of the PIU to implement the above-mentioned activities and liaise directly with the Ministry of Women's Rights (*Ministère de la Condition Féminine et des Droits des Femmes*); (ii) produce regular reports to document the challenges and lessons learned during project implementation, and (iii) organize focus groups that will tackle and document implementation challenges to provide evidence and project feedback. Studies and evaluations related to gender and gender activities may be carried out under this component. US\$0.2 million will be added for this activity.

### **C. Restructuring (US\$0 million)**

#### **1. Adding a Contingency Emergency and Response Component (CERC) (US\$0)**

24. Due to Haiti's high vulnerability to natural disasters, including those exacerbated by climate change, an additional component – Component 5 – will be added to the Project as part of the AF. This provisional component, named "Contingency Emergency and Recovery Component" (CERC), is designed as a mechanism for rapid response in the event of an eligible emergency. This component will be activated upon request of the Government of Haiti (GoH). It will include triggers and conditions described below for the use of funds that are included in most investment projects in Haiti with the aim of being in conformity with the recommendations of the 2011 World Development Report (WDR) on Conflict, Security and Development. They will also reflect lessons from the operational experience acquired in Haiti in dealing with response to natural catastrophic events. For instance, rapid deployment of resources has proven to be critical in addressing emergency shocks immediately after a disaster, such as in the case of recovery activities conducted after Hurricane Matthew in November 2016. This component would not have any initial funding allocation, but in the event of an emergency, uncommitted funds could be reallocated from other components in accordance with an Emergency Action Plan prepared by the Government of Haiti and the CERC's implementation modalities. The amount of uncommitted funds to be allocated to this component will be decided at the time of the emergency in agreement with the World Bank.
25. The CERC component would facilitate the rapid recategorization of financing, and the utilization of streamlined financing request procedures. This component would be implemented in accordance with the Bank's Special Considerations under OP/BP 10.00, and all expenditures would be appraised, reviewed and found to be acceptable to the World Bank prior to any disbursements. Disbursements would be made against a positive list of critical goods (both domestic and imported) or for the procurement of goods, works, and consulting services (including audit costs) required to support the immediate response and recovery needs of the GoH.



26. The POM provides the guidelines and instructions on how the Government can trigger and use the funds for this component. Specifically, the standard disbursement conditions for the CERC are as follows:
- a) the recipient has determined that an Eligible Emergency has occurred, has furnished to the Association a request to include appropriate activities in the CERC Part in order to respond to the “Eligible Emergency,” and the Association has agreed with such determination, accepted the request and notified the recipient thereof;
  - b) the recipient has prepared and disclosed all safeguards instruments required for said Eligible Emergency, and the Recipient has implemented any actions which are required to be taken under said instruments;
  - c) the recipient’s Coordinating Authority has adequate staff and resources, in accordance with the provisions of the Financing Agreement, for the purposes of carrying out the emergency activities; and
  - d) the recipient has adopted the Emergency Response Operations Manual in form, substance, and manner, acceptable to the Association, and the provisions of the Emergency Response Operations Manual remain in place — or have been updated in accordance with the provisions of the Financing Agreement so as to be appropriate for the inclusion and implementation of emergency activities under the CERC Part.

## **2. Changes to current activities (US\$0)**

27. **Under Component 2**, the restructuring will add the above-mentioned gender-related activities. In addition, under Subcomponent 2.1, activity (a) from the PAD on “designing community education plans” (p.10) will be clarified as the “annual school improvement requests”, which the schools will submit as part of their annual functioning budget request. And finally, activity (b)(v) will eliminate the financing of students’ “transportation services expenses” to better reflect ongoing activities and scope of intervention, and to allow the Project to continue focusing on the financing of students’ tuition expenses. Under Subcomponent 2.2, activity (i) will be updated to include climate change resilience modules, as follows “Providing technical assistance and training to school directors in effective management and leadership and providing technical assistance and training to teachers on pedagogical skills and content knowledge as well as in climate issues and appropriate response measures in the event of climate-induced natural disasters such as hurricanes.” Activity (c)(iv)(A) will be edited to add the specification of “maintenance work” as part of the “small rehabilitation work” to be carried out in schools, to better reflect the great need for maintenance activities in public schools. The Direction of Primary Education (DEF - *Direction de l’Education Fondamentale*) will provide input and collaborate on the component’s implementation with respect to climate change issues and on appropriate response measures in the event of climate-induced natural disasters such as hurricanes.
28. **Under Component 3**, the restructuring will add the above-mentioned gender-related activities. In addition, under Subcomponent 3.2, the following changes will be made: (a) school selection criteria will be reduced to three criteria for program participation, given difficulties in collecting data on non-public schools – these criteria include: (i) the school’s location (school will have to be located in ‘grand Sud’ and at least a 45-minute walk from any public school); (ii) the type of non-public school (the school will have to be run by a NGO or an individual and teach from 1<sup>st</sup> to 6<sup>th</sup> year), and (iii) the number of students currently enrolled in the school (at least 150 registered students, preferably); (b) all financial efforts will be focused on providing tuition grants



as well as technical assistance to schools to improve learning outcomes. As such, the activity on providing “food rations, deworming, and nutritional supplements to students”, which has not been implemented due to insufficient budget availability will be eliminated, and (c) in order to avoid penalizing the initially most underserved/poor-performing schools by setting a common numerical performance standard for all schools, the required improvement in learning assessments that each school will have to demonstrate will be defined as an annual positive and statistically significant increase based on the individual school’s prior year’s performance. This will be calculated every year, starting with the first year that will serve as a baseline. Basic requirements and improvements in results from year to year will be required for the schools to continue receiving the funds. The DAEPP (Direction of Private Education and Partnership) at MENFP will provide input and collaborate on the component implementation. The timeline for implementation and other implementation arrangements will be further updated and detailed in the POM.

29. Under **Component 4**, the restructuring will add the above-mentioned gender-related activities. No other changes to Component 4 are expected.

#### **D. Cost overruns (US\$8.6 million)**

30. The Additional Financing would allow the Project to cover cost overruns experienced under Subcomponent 2.2, under the last cohort of TWP, as well as in the PIU’s implementation costs:
- a. Subcomponent 2.2 (Public School Improvement Model): An underestimation in the number of extra beneficiaries in two academic years (2017-18 and 2018-19) and the extension of school feeding to all PEQH-supported public schools generated about US\$6.2 million in cost overruns. The average number of students per public school in southern Haiti during project preparation was underestimated because of the lack of reliable data at that time. As a result, the number of beneficiaries reached 23,000 students, more than double the estimated 10,000 students for the first and second year of implementation. Moreover, in July 2017 the MENFP submitted a formal request<sup>30</sup> to implement school feeding in as many project-supported schools as possible, whereas at appraisal implementation of school feeding was only planned in a limited number of public schools. Indeed, in the aftermath of Hurricane Matthew in October 2016 and because of subsequent periodic heavy rains, agricultural production in Haiti contracted substantially and food price inflation rose to double digits. It contributed to the likelihood of continued food scarcity and fears of malnutrition, particularly among the poorest and most vulnerable people in the southern departments. To respond to the Ministry’s request, and since the school feeding program yielded positive results under the previous EFA II project (the program supported high student attendance rates,<sup>31</sup> and both school directors and parents reported very high levels of satisfaction with the quality and effectiveness of the program), the Project began providing school feeding to all supported schools during its first year of implementation.
  - b. Subcomponent 3.1 (Support to the Final Tuition Waiver Program Cohort Started under the EFA II Project): The PEQH was, at appraisal, expected to finance 16,500 tuition waivers for the 2017-18 school year. However, because of a higher than expected number of students enrolled in the cohort for that school year, this target was surpassed by over 6,000 beneficiaries, with a total of tuition

<sup>30</sup> Request letter from MENFP for an Additional Financing geared towards school feeding, dated July 14, 2017.

<sup>31</sup> The net primary enrollment rate has risen from about 60 percent from the early 2000 to between 70 percent and 80 percent in 2012 (Investing in people to fight poverty in Haiti, World Bank, 2015)



waivers financed reaching 22,141. The higher number of students was due to an increase in enrollment in these schools and a lack of reliable data at the time of appraisal. This resulted in a cost overrun of US\$0.4 million.

31. Project management costs: The Project experienced higher than expected project management costs due to the operational costs being higher than originally estimated. Examples include the cost of studies and workshops to improve the QAS as well as a higher number of staff members that were retained from the EFA II Project to meet the technical needs of setting up the PEQH project interventions in the first year. These cost overruns are expected to amount to US\$2 million over the life of the Project. The PIU is currently being reorganized to ensure better cost control in the remaining years of project implementation.

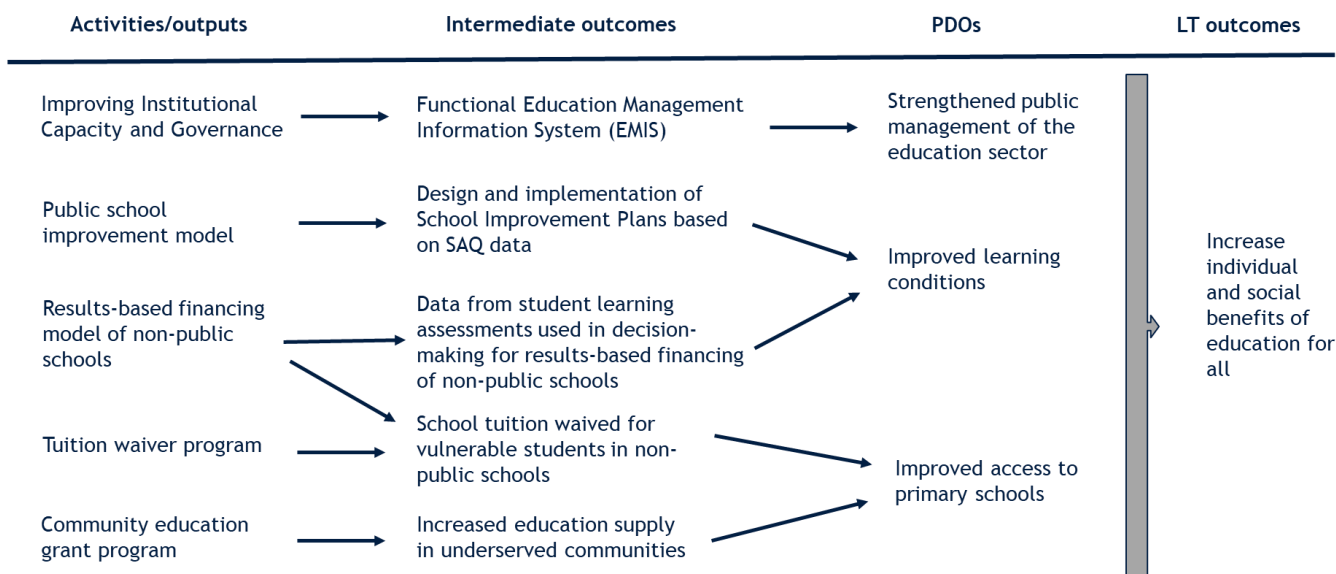
**E. Changes to Safeguards Policies Triggered**

32. OP4.09 on Pest Management is triggered as small rehabilitation activities under the Project such as termite building treatments, vector control and/or emergency response may involve the incidental use of pesticides or herbicides. Accordingly, the updated Environmental and Social Management Framework (ESMF) will include provision for proper handling, application, storage, and disposal of any pesticides used for routine vector control or termite management in buildings.

**F. Changes to Results Framework:**

33. In line with new World Bank directives for Investment Project Financing, and best practices, the following new theory of change is added to the Results Framework as part of the Additional Financing, as follows:

The objectives of the Project are to: (a) strengthen public management of the education sector; (b) improve learning conditions in selected public and non-public primary schools; and (c) support enrollment of students in selected public and non-public primary schools.







34. The Results Matrix will be amended to: (a) add intermediate indicators to capture newly added gender-related activities under the AF; (b) adjust relevant targets in line with AF scale-up activities, and (c) adjust the timing or unit-measure of relevant targets in line with the delayed implementation start, or with newly available implementation data.
35. The PDO-level Indicators remain the same but will be revised as follows: (a) performance levels and yearly targets will be adjusted based on the new data available; (b) indicator definitions will be adjusted to broaden the scope of data use, and (c) cumulative target values will be revised to reflect a higher number of students' enrollment in community schools (Annex 1).
36. For all indicators, because of the delayed Project effectiveness, all targets were shifted out by one year (the first-year targets becoming 2017-18 targets).
37. All changes are described in the table in Annex 1.

**G. Changes in Funding Allocations, by Component:**

38. Based on these changes and others described in the AF project description sections above, the following table summarizes costs by Project component before and after the proposed AF:

Component Name	Original Cost (US\$M)	IDA AF (US\$M)	Canada AF (US\$M)	Revised Total (US\$M)	Action
1. Improving Institutional Capacity and Governance	3.00	1.00	1.30	<b>5.30</b>	Revised
2. Supporting Access to Quality, Public Primary Education in Poor Communities	13.50	28.6	9.60	<b>51.70</b>	Revised
3. Supporting Access to Quality, Non-public Primary Education in Poor Communities	11.50	3.40	5.40	<b>20.30</b>	Revised
4. Project Management, Monitoring and Evaluation	2.00	6.00	1.70	<b>9.70</b>	Revised
5. CERC Component	0	0	0	<b>0</b>	Added
<b>Total:</b>	<b>30.00</b>	<b>39.00</b>	<b>18.00</b>	<b>87.00</b>	



## H. Changes to Grant Agreements/Legal Covenants

39. The Legal Agreement was modified to reflect the restructured activities above as well as include provisions for the CERC component. Specifically, a disbursement condition was added for the emergency expenditures under the CERC component, that the Association is satisfied, and that all of the necessary conditions have been met in respect of said emergency expenditures.
40. An effectiveness condition was introduced to both the financing and the grant agreements, as follows: For the Additional Financing to become effective both the Financing Agreement and the Grant Agreement should be signed and effective.
41. The following legal covenant was added to the legal agreements: The Recipient shall, no later than ninety (90) days from effectiveness date, hire a gender specialist in form and substance acceptable to the Association.

## I. Others

42. **Implementation Arrangements:** No change is expected in the implementation arrangements for the PEQH Project. The proposed AF will use its existing implementation and institutional arrangements. New gender activities will be implemented through existing mechanisms as described in the sections above. The PIU within the MENFP will continue to be responsible for project implementation. Key elements of current implementation, such as contracting of firms for independent verification or to provide technical assistance to schools, will be maintained. The Project Coordinator will continue to report to the MENFP and carry out implementation and supervision of each project component, working closely with the Ministry to ensure that project activities are aligned with related ministerial activities.

## III. KEY RISKS

43. The overall risk of the PEQH Project continues to be assessed as Substantial. Political and Governance risk is assessed as High, due to potential instability in leadership and popular protests which could cause unexpected changes in the Government's policy objectives. Risk regarding Institutional Capacity for Implementation and Sustainability is also considered High due to the MENFP's low technical capacity, especially in the face of the widespread destruction caused by Hurricane Matthew.<sup>32</sup> Similarly, Fiduciary risk is considered High due to low financial management (FM) capacity at the PIU, as well as to weak national procurement systems, with both weaknesses due to human and physical capacity constraints. To mitigate these risks, the World Bank is: (a) supporting MENFP's initiatives to pursue its active dialogue and consensus-building with stakeholders on the vision for the primary education sector, along with flexible project design that allows scale-up of critical service delivery activities, including grants providing school access and school

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<sup>32</sup> Estimates suggest that high winds and heavy rains damaged approximately 3,000 schools and destroyed about 500 schools across the country. These impacts were concentrated in three southern departments (Grand Anse, Nippes, and Sud), where about 10 percent of schools were destroyed, and another 80 percent were damaged to some extent. These schools also lost some or all of their furnishings and pedagogical materials (books, blackboards, and so forth).



feeding services; (b) continuing to provide capacity strengthening for decentralized technical staff of the ministry (with low turnover), through the PEQH Project, and through Trust Fund resources, and (c) reinforcing FM arrangements and processes of the PIU under a detailed action plan, which includes improving contractual arrangements for FM personnel and increasing monitoring and accountability. In addition to these risks, the Climate and Disaster Risk Screening Tool identified earthquakes and landslide as posing Moderate risks, and other hazards as potentially posing risks to individual communities. To mitigate these risks, the Project would include site-specific assessments. Overall risks are also mitigated by the fact that many of the implementation arrangements that are expected to mitigate these risks are currently in place at the PIU, such as the use of an independent verification firm and the use of a call center to monitor quality of interventions and to receive feedback from beneficiaries. These arrangements were already established under the EFA II Project by the same PIU that is now in charge of the PEQH.

#### IV. APPRAISAL SUMMARY

##### A. Economic and Financial (if applicable) Analysis

44. The Project's first three components are expected to continue to have substantial economic benefits because of their contribution to increased access to education and improved educational quality, resulting in increased educational attainment. The analysis estimates the economic benefits accruing from Component 2 (Supporting Access to Quality, Public Primary Education in Poor Communities) and Component 3 (Supporting Access to Quality, Non-public Primary Education in Poor Communities) by updating the one conducted during project preparation with improved cost estimates, informed by the first year of implementation, by revising the number of beneficiaries, and also by taking into account the scale-up of Subcomponents 2.2 and 3.2. Additionally, although the benefits from Component 1 (Improving Institutional Capacity and Governance) and from the gender activities are more difficult to quantify, both are likely to have a positive impact. The MENFP's institutional strengthening will increase its capacity to monitor the quality of service delivery in schools as well as to make more informed decisions, resulting in more efficient resource allocations. In addition, the gender activities will disproportionately benefit female and vulnerable students, which could have potential benefits not only in terms of equity but also in terms of economic growth (Ostry, Alvarez, Espinoza, and Papageorgiou 2018).
45. Using Haiti's GDP per capita as a proxy for average expected income and a discount rate of 8 percent, the analysis shows a net benefit of US\$10.6 million with its internal rate of return being 9 percent,<sup>33</sup> which is higher than the economic analysis carried out at appraisal. Additionally, given that the largest source of uncertainty in the Project's estimated benefits is tied to the assumed beneficiaries' higher earnings resulting from higher educational attainment, a sensitivity test was performed reducing these gains by 15 percent. Even under this pessimistic scenario, with a discount rate of 8 percent the net present value (NPV) is still positive, equal to US\$1.6 million (Annex 2).
46. The strategic rationale for World Bank intervention and public-sector financing of primary education stated during the PEQH Project preparation remains relevant in the context of the AF and can be referred to in the PEQH Project Appraisal Document.

<sup>33</sup> The IRR per component are: 30 percent (2.1), 8 percent (2.2), 13 percent (3.1), and 8 percent (3.2)



## **B. Technical**

47. As described at appraisal of the PEQH Project, the rationale for the new interventions proposed in this AF continue to build on international evidence of their effectiveness and on MENFP's commitment to improve the management of the sector. The design of the Project - specifically placing resources, responsibilities, and decision-making authority closer to beneficiaries - combined with providing support for capacity development remain relevant. In particular, evidence continues to show that education outcomes can be substantially improved by aligning decision-making authority, capacity, and financing at the school level. For public schools, decentralizing decision-making authority to parents and communities can strengthen accountability. At the same time, building school management capacity with a focus on data can improve student performance. However, it is important to note that evidence on high versus low-stakes accountability mechanisms in developing countries remains mixed.<sup>34</sup> Building upon the PEQH Project, the proposed AF will contribute to this growing body of knowledge by implementing a pair of models: a "low-stakes" model in the public sector, where limited capacity and governance make it unlikely that major, productive changes would be independently carried out in response to poor assessments, and a "higher-stakes" model in the non-public sector, where owners of schools have substantial freedom to make changes and where high levels of supply can foster competition.

## **C. Financial Management**

48. Fiduciary aspects of the AF will continue to be managed by the PEQH PIU within MENFP. The PIU includes a Financial Management section with staff dedicated to the Project, drawing on the existing capacity in Haiti established under the EFA I and EFA II Projects. In addition, the AF will continue using the capacity of beneficiary schools for the fiduciary aspects of Subcomponent 2.2 under the overall responsibility of the PIU. For the longer term, and in order to strengthen the MENFP's own FM capacity and thus country systems, a MENFP civil servant will work closely with the PIU FM team serving in a FM or accounting capacity in the administrative directorate.

## **D. Procurement**

49. The "World Bank Procurement Regulations for IPF Borrowers," dated July 2016, and revised in November 2017 and August 2018 will apply to the Project. Procurement activities for the Project would continue to be executed by MENFP at the central and departmental levels, as well as by public schools. The PEQH's POM, dated May 4, 2016 and revised on April 4, 2019, includes adequate provisions that meet the World Bank's requirements in project implementation. The procurement assessment carried out at the time of appraisal in March 2016 remains relevant. At the central level, procurement activities will be managed by the PEQH PIU within MENFP. At this level, procurement activities will represent a continuation of previous tasks that MENFP would be in a position to handle smoothly. At the local level, procurement activities will be implemented by schools. Although schools and staff from school committees will handle low-value and simple procurement (very small goods, very small works), their limited exposure to the management of similar tasks, combined with cumbersome administrative procedures, may turn out to be challenging. Hence, the proposed arrangements will require that schools continue to be provided with intensive training and appropriate tools that can help them understand and fulfill their new responsibilities. The PIU developed a

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<sup>34</sup> De Hoyas, Garcia, and Patrinos, *The Impact of an Accountability Intervention with Diagnostic Feedback* (2015)



Project Procurement Strategy for Development (PPSD) which was approved by the World Bank on April 11, 2019. The procurement plan for the first 18 months includes the key contracts, specifically: school feeding, school materials (books and kits), and use of an NGO for technical assistance in the public schools.

### **E. Social (including Safeguards)**

50. Social Performance of the PEQH Project is “Satisfactory”. As for the PEQH Project, the AF triggers OP/BP 4.12 (Involuntary Resettlement) to allow the identification of sites where minor resettlement could be required due to activities under Component 2 (such as temporary access to privately owned land to access school sites for rehabilitation of building or fences). Furthermore, triggering OP 4.12 helps to ensure that the affected people would be provided with assistance and livelihood support under the policy. A framework approach was adopted because the exact nature and location of the rehabilitation activities remains unknown. Specifically, a Resettlement Policy Framework (RPF), based on the RPF of the EFA Phase II Project, was prepared by the GoH and approved by the World Bank, consulted on, and disclosed in Haiti on April 8, 2016 and on the World Bank website on February 25, 2016. The RPF has been updated with lessons learned by the GOH and it was approved by the World Bank on March 15, 2019, disclosed in Haiti on March 22, 2019, and posted on the World Bank website on March 22, 2019. No land taking or resettlement is foreseen under the AF. If there is any need to acquire land or if it is determined that any identified sites where activities are yet to be developed require the involuntary taking of land, the Project will prepare site-specific Resettlement Action Plans (RAPs), which are to be implemented by the Government prior to the start of any rehabilitation activities. The affected people must have received their compensation or be relocated under conditions equal to or better than their conditions before the World Bank-financed investments. So far, no Resettlement Action Plan(s) (RAP) have been required nor developed for the PEQH Project.
51. A stakeholder assessment was carried out during preparation of the PEQH Project which continues to be relevant for the AF. It will therefore not need to be updated. This assessment outlines the perspectives of two key groups, parents and school directors, on school quality. Focus groups were conducted with parents and school directors in public and non-public schools in the south of Haiti, and the results informed the design of the PEQH Project and provided guidance for implementation. The importance placed by both parents and directors on quality, and the multiple factors that contribute to it, as well as the need for resources to enable improvements, demonstrate the demand for access to quality education. The needs cited by directors also pointed to areas that are priorities for them in improving their schools, including, among other things, teacher training, basic infrastructure improvements, and student nutrition. Also, parents and directors consistently cited the importance of good communication with each other as providing a basis for building parental engagement in the process of improving schools.
52. In addition, a series of stakeholder consultations was carried out during preparation of the PEQH Project in order to gather ideas on the proposed Project activities, particularly from stakeholders involved in both the Education for All Phase II Project (EFA II) and the PEQH Project. Three consultations on the Resettlement Policy Framework (RPF) and Environmental and Social Management Frameworks (ESMF) were conducted with a mix of MENFP staff and community members in the south of Haiti during February 2016. The discussions focused on the social and environmental safeguards aspects of the PEQH Project but touched on broader subjects and produced several recommendations that were incorporated into the detailed implementation plans of the PEQH Project. These include: (a) the importance of involving community authorities; (b) providing relevant and sustained training to community members on safeguards, financial



management and other responsibilities; (c) planning for in-service training for teachers to improve education quality, and (d) planning ahead for natural disasters that often affect the region. These efforts remain relevant and will be continued under the AF.

53. **Gender:** In terms of primary school participation, girls begin to drop out of school earlier than boys, usually at about the age of 14 and are subject to higher dropout rates potentially related to social factors such as early pregnancy and marriage. It affects not only young women and their children's health but also their long-term education and employment prospects.<sup>35</sup> Gender interventions proposed under the AF were informed by these factors and included: (a) implementation of gender-sensitive rehabilitation of sanitation infrastructure; (b) establishment of girls, boys, and parents' clubs, teacher training, and (c) MENFP capacity-building to monitor progress in schools in a gender-informed way. Use of minor rehabilitation work to mitigate and address risks of GBV risks were also considered as part of the project activities and mechanism. There will be specific awareness-raising campaigns against GBV on the project sites and a designated GBV focal point for schools to address the issue. Every company doing rehabilitation or maintenance work in schools will have to sign a worker code of conduct, which includes specific prohibitions against SEA, including a prohibition of sexual activities with children, defined as anyone who is under the age of 18. Furthermore, in line with World Bank guidance, during prequalification, contractors should be required to declare whether any contracts have been suspended, or cancelled, or bid bonds called, for incidents related to SEA/GBV.
54. **Project-level Grievance Redress Mechanisms (GRM)** will integrate mechanisms to track complaints related to SEA/GBV, including a feedback system for regular and timely feedback on actions taken to respond to complaints. These mechanisms should protect confidentiality of individuals without compromising access to justice, while also enabling links to referral pathways and local organizations for support services. Mechanisms should include development of a protocol outlining reporting procedures and an appropriate timeline for response actions, depending on the severity of the allegation. Data should be captured at a project-wide level to monitor functioning, and for periodic review and learning. The Project will also track gender-disaggregated data on attendance.
55. **Citizen engagement:** No change is expected in the Project's engagement with beneficiaries. Citizen engagement activities already in place under the PEQH Project would be continued, including: (a) the inclusion of standards on community engagement in the QAS under Subcomponents 2.2 and 3.2 that will be measured and tracked over time; (b) the oversight role of rural communities under Subcomponent 2.1; (c) the implementation of direct lines of communication between parents and the MENFP, and between school officials and the MENFP, to foster feedback and accountability through information and communications technology (ICT), such as regular phone surveys and a hotline for Project beneficiaries and stakeholders to provide feedback and report concerns, and (d) regular visits by the safeguards official within the PIU to document grievances raised by members of the community and to address the grievances properly. The indicator measuring these aspects will be maintained in the Results Framework.

## F. Environment (including Safeguards)

56. An environmental assessment was carried out during preparation of the PEQH Project which continues to be

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<sup>35</sup> World Bank Report (2011), *Reproductive Health at Glance*.



relevant for the AF and will therefore not be updated. Under Component 2.2, public schools will be supported to develop and implement school improvement plans, which may include small rehabilitation works such as classroom and latrine rehabilitation.

57. **OP/BP 4.01 Environmental Assessment:** Because the exact location of rehabilitation activities will not be known before implementation, as with the PEQH Project, the proposed AF triggers OP/BP 4.01. An ESMF was prepared by the GoH and approved by the World Bank and disclosed both in Haiti on April 8, 2016 and, on the World Bank website on February 25, 2016, during preparation of the PEQH. The ESMF outlines how sites for rehabilitation activities would be selected (screening), and how potential adverse environmental and social impacts at these sites would be identified, minimized, mitigated, and managed. Potential adverse impacts due to rehabilitation are expected to be of small scale in time and space. The ESMF focuses on how to address rehabilitation-type impacts (what kind of training and protective gear workers would receive, and how waste, noise, and dust would be managed). If physical cultural resources are found by chance, they would be managed according to GoH policies and procedures relating to management of discovery of cultural artifacts and relics. Any identified sites that affect critical natural habitats and forests would be screened out by MENFP during the approval processes for community education grants and for school improvement plans.
58. **OP4.09** on Pest Management, which would be triggered for small rehabilitation activities under the Project, such as termite building treatments, vector control, and/or emergency response, may involve the incidental use of pesticides or herbicides. Accordingly, the updated ESMF will include provisions for proper handling, application, storage, and disposal of any pesticides used for routine vector control or termite management in buildings.
59. The updated ESMF, including pest management aspects, has been updated with lessons learned by the GOH and approved by the World Bank on March 15, 2019 disclosed in Haiti on March 22, 2019, and posted on the World Bank website on March 15, 2019.

## **V. WORLD BANK GRIEVANCE REDRESS**

60. Communities and individuals who believe that they are adversely affected by a World Bank (WB) supported project may submit complaints to existing project-level grievance redress mechanisms or the WB's Grievance Redress Service (GRS). The GRS ensures that complaints received are promptly reviewed in order to address project-related concerns. Project affected communities and individuals may submit their complaint to the WB's independent Inspection Panel which determines whether harm occurred, or could occur, as a result of WB non-compliance with its policies and procedures. Complaints may be submitted at any time after concerns have been brought directly to the World Bank's attention, and after Bank management has been given an opportunity to respond. For information on how to submit complaints to the World Bank's corporate Grievance Redress Service (GRS), visit <http://www.worldbank.org/en/projects-operations/products-and-services/grievance-redress-service>. For information on how to submit complaints to the World Bank Inspection Panel, please visit [www.inspectionpanel.org](http://www.inspectionpanel.org)



## VI SUMMARY TABLE OF CHANGES

	Changed	Not Changed
Results Framework	✓	
Components and Cost	✓	
Safeguard Policies Triggered	✓	
Implementing Agency		✓
Project's Development Objectives		✓
Loan Closing Date(s)		✓
Cancellations Proposed		✓
Reallocation between Disbursement Categories		✓
Disbursements Arrangements		✓
EA category		✓
Legal Covenants		✓
Institutional Arrangements		✓
Financial Management		✓
Procurement		✓

## VII DETAILED CHANGE(S)

### COMPONENTS

Current Component Name	Current Cost (US\$, millions)	Action	Proposed Component Name	Proposed Cost (US\$, millions)
Improving Institutional Capacity and Governance	3.00	Revised	Improving Institutional Capacity and Governance	5.30
Supporting Access to Quality, Public Primary Education in Poor Communities	13.50	Revised	Supporting Access to Quality, Public Primary Education in Poor Communities	51.70





Supporting Access to Quality, Non-Public Primary Education in Poor Communities	11.50	Revised	Supporting Access to Quality, Non-Public Primary Education in Poor Communities	20.30
Project Management, Monitoring, and Evaluation	2.00	Revised	Project Management, Monitoring, and Evaluation	9.70
	0.00	New	Contingency Emergency and Response	0.00
<b>TOTAL</b>	<b>30.00</b>			<b>87.00</b>

**Expected Disbursements (in US\$)**

Fiscal Year	Annual	Cumulative
2017	861,042.00	861,042.00
2018	3,294,681.00	4,155,723.00
2019	4,776,720.00	8,932,443.00
2020	22,585,423.00	31,517,866.00
2021	24,443,032.00	55,960,898.00
2022	25,115,782.00	81,076,680.00
2023	5,923,320.00	87,000,000.00
2024	0.00	87,000,000.00

**SYSTEMATIC OPERATIONS RISK-RATING TOOL (SORT)**

Risk Category	Latest ISR Rating	Current Rating
Political and Governance	● High	● High
Macroeconomic	● Substantial	● Substantial
Sector Strategies and Policies	● Substantial	● Substantial
Technical Design of Project or Program	● Substantial	● Substantial
Institutional Capacity for Implementation and Sustainability	● High	● High
Fiduciary	● High	● High
Environment and Social	● Moderate	● Moderate



Stakeholders	● Substantial	● Moderate
Other		
Overall	● Substantial	● Substantial

**COMPLIANCE**

**Change in Safeguard Policies Triggered**

Yes

Safeguard Policies Triggered	Current	Proposed
Environmental Assessment OP/BP 4.01	Yes	Yes
Performance Standards for Private Sector Activities OP/BP 4.03	No	No
Natural Habitats OP/BP 4.04	No	No
Forests OP/BP 4.36	No	No
Pest Management OP 4.09	No	Yes
Physical Cultural Resources OP/BP 4.11	No	No
Indigenous Peoples OP/BP 4.10	No	No
Involuntary Resettlement OP/BP 4.12	Yes	Yes
Safety of Dams OP/BP 4.37	No	No
Projects on International Waterways OP/BP 7.50	No	No
Projects in Disputed Areas OP/BP 7.60	No	No

**LEGAL COVENANTS – HT - AF to Providing an Education of Quality in Haiti (P165507)**

<b>Sections and Description</b>
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Financing Agreement: Schedule 2. Section IV.1. The Recipient shall, no later than ninety (90) days from Effectiveness Date, hire a gender specialist in form and substance acceptable to the Association.

**Conditions**

Type

Disbursement

Description

For the emergency expenditures category under the CERC component, all of the necessary conditions have been met in respect of said emergency expenditures.



VIII. RESULTS FRAMEWORK AND MONITORING

Results Framework

COUNTRY: Haiti

HT - AF to Providing an Education of Quality in Haiti

Project Development Objective(s)

The objectives of the Project are to: (i) strengthen public management of the education sector; (ii) improve learning conditions in selected public and non-public primary schools; and (iii) support enrollment of students in selected public and non-public primary schools.

Project Development Objective Indicators by Objectives/ Outcomes

Indicator Name	DLI	Baseline	Intermediate Targets				End Target
			1	2	3	4	
<b>(i) strengthen public management of the education sector.</b>							
PDO1. Use of an Education Management Information System (EMIS) to enable national implementation of the QAS (Text)		Not started	Detailed assessment report produced in French	Detailed technical design for EMIS, incorporating feedback from meetings with key directorates, produced and endorsed by a letter from the Minister or Director General.	At least one set of data from EMIS accessible across MENFP (includes publicly accessible data such as EGRA)	Summary statistics from at least one set of data from EMIS communicated to MENFP staff and school leaders in at least one department.	EMIS implementation: data utilized decisions making by MENFP
<b>Action: This indicator has been Revised</b>	<b>Rationale: Deleted "resource allocation" and replaced it with "decision making" to broaden scope of data use. Adjusted definition accordingly.</b>						



Indicator Name	DLI	Baseline	Intermediate Targets				End Target
			1	2	3	4	
<b>(ii) improve learning conditions in selected public and non-public primary schools.</b>							
PDO2. Net proportion of schools supported by the Project that improve their school learning conditions score (Percentage)		0.00	30.00	30.00	30.00	30.00	30.00
<b>Action: This indicator has been Revised</b>	<b>Rationale:</b> <i>This indicator has been revised to better capture changes in overall school quality. The original indicator will still be measured as an IRI, to ensure that the Project benefits to the lowest performing schools, improving equity.</i>						
<b>(iii) support enrollment of students in selected public and non-public primary schools.</b>							
PDO3.a. Number of children enrolled in primary school through the provision of community education grants for school access, of which female (Number)		0.00	0.00	7,000.00	12,000.00	15,000.00	16,000.00
<b>Action: This indicator has been Revised</b>	<b>Rationale:</b> <i>Cumulative target values were revised upward to reflect a higher number of children already enrolled in supported community schools in the initial year of 2018-2019.</i>						
PDO3.b. Number of children enrolled in primary school through the provision of tuition waivers to non-public schools, of which female (Number)		0.00					16,500.00
<b>Action: This indicator has been Revised</b>							



Indicator Name	DLI	Baseline	Intermediate Targets				End Target
			1	2	3	4	
PDO3.c. Number of children enrolled in primary school through the provision of results-based financing to non-public schools, of which female (Number)		0.00	0.00	9,500.00	30,000.00	50,500.00	71,000.00
<b>Action: This indicator has been Revised</b>	<p><b>Rationale:</b>            2018-2019 target was revised down by 500 students to reflect initial enrollment in supported schools.            All Subsequent yearly targets revised upward to account for an estimated extra 10,500 annual beneficiaries from scaled-up number of schools post AF. The implementation is starting one year later than expected.</p>						
PDO3.d. Number of children enrolled in public primary school (cumulative), of which female (Number)		23,000.00	48,000.00	96,000.00	144,000.00		192,000.00
<b>Action: This indicator is New</b>	<p><b>Rationale:</b>            New indicator added to monitor the beneficiaries in component 2.2</p>						

**Intermediate Results Indicators by Components**

Indicator Name	DLI	Baseline	Intermediate Targets				End Target
			1	2	3	4	
<b>Improving Institutional Capacity and Governance</b>							
Development of QAS and learning assessments by MENFP and application in schools supported by the		Student learning standards and assessments in Creole reading developed;	Student learning standards and assessments in French reading and math				Student learning assessments and Learning conditions assessments applied in schools



Indicator Name	DLI	Baseline	Intermediate Targets				End Target
			1	2	3	4	
Project (Text)		Learning conditions assessments applied in public schools supported by the Project.	developed; Student learning assessments in Creole and Learning conditions assessments applied in public and non-public schools supported by the Project. A gender lens is added to the QAS.				supported by the Project
<p><b>Rationale:</b>  <i>Revised indicator name to better represent activity carried out.</i>  <b>Action: This indicator has been Revised</b> <i>Simplified the definition and added clarity over responsibilities.</i>  <i>Learning standards and assessments in Creole vs French and Math were differentiated in yearly target indicators to reflect the phased approach of the development of these standards and assessments, as well as their phased implementation in public schools (first) and non-public schools (second)</i></p>							
Development and provision of school director training program (Text)		Training policy for teachers and education system leaders prepared by MENFP	Program developed including a gender component.	Trainings delivered to at least 40% of directors	Trainings delivered to at least 55% of the directors		Training delivered to at least 65% of the directors
<p><b>Rationale:</b>  <b>Action: This indicator has been Revised</b> <i>Adjusted 2017-2018 target to reflect pace of activity implementation</i>  <i>Adjusted 2018-2019 target to reflect pace of activity implementation.</i></p>							
System for learning assessment at the primary level (Yes/No)		Yes					Yes
Utility of the learning assessment system (Number)		1.00					3.00
<b>Supporting Access to Quality, Public Primary Education in Poor Communities</b>							



Indicator Name	DLI	Baseline	Intermediate Targets				End Target
			1	2	3	4	
Number of communities proposing and implementing community education plans (Number)		0.00	57.00	57.00	57.00		57.00
<b>Action: This indicator has been Revised</b>	<b>Rationale:</b> <b>Targets adjusted upward to reflect number of communities proposing and implementing community education plans. Added "(annual operations school plan)" to the definition to clarify type of education plans intended.</b>						
Proportion of public schools supported by the Project that develop and implement school improvement plans approved by MENFP (Percentage)		0.00					100.00
<b>Action: This indicator has been Revised</b>							
Development and provision of in-service teacher training program (Text)		Training policy for teachers and education system leaders prepared by MENFP	Program developed including a gender component.	Trainings delivered to at least 40% of teachers	Trainings delivered to at least 55% of the teachers		Training delivered to at least 65% of the teachers
<b>Action: This indicator has been Revised</b>	<b>Rationale:</b> <b>Adjusted 2017-2018 target to reflect pace of activity implementation</b> <b>Adjusted 2018-2019 target to reflect pace of activity implementation</b>						
Number of water and sanitation facilities upgraded in Component 2.2 schools based on gender-informed protocol (Number)		0.00	10.00	50.00			80.00
<b>Action: This indicator is New</b>	<b>Rationale:</b> <b>Indicator added to account for new gender-focused activities financed under the AF.</b>						





Indicator Name	DLI	Baseline	Intermediate Targets				End Target
			1	2	3	4	
Percentage of schools offering girls, boys and parent clubs established to develop interpersonal skills (with a focus on gender equality) (Percentage)		0.00	0.00	30.00	50.00		75.00
<b>Action: This indicator is New</b>	<b>Rationale:</b> <i>Indicator added to account for new gender-focused activities financed with the Additional Financing .</i>						
Percentage of teachers and directors in Component 2.2 schools having received in-service training on gender issues (Percentage)		0.00	30.00	50.00			95.00
<b>Action: This indicator is New</b>	<b>Rationale:</b> <i>Indicator added to account for new gender-focused activities financed by the Additional Financing.</i>						
Attendance rate for primary education girls in public schools supported by the Project (Text)		TBD					TBD
<b>Action: This indicator is New</b>	<b>Rationale:</b> <i>The baseline and targets will be set once the additional financing schools have been integrated in the Project and data on attendance is available for at least 3 months. The attendance for boys will be also monitored.</i>						
Proportion of public schools supported by the Project that achieve a “sufficient” level of school learning conditions		31.00					39.00



Indicator Name	DLI	Baseline	Intermediate Targets				End Target
			1	2	3	4	
(Percentage)							
<b>Action: This indicator is New</b>	<p><b>Rationale:</b>  <i>This indicator corresponds to the PDO indicator 2 at the original Project design. While PDO 2 has been reviewed to better capture changes in overall quality, it seems important to continue measuring the proportion of public schools that manage to achieve a sufficient level of quality to keep in mind the equity angle of the Project, that will concentrate its efforts in the worst performing schools so that the number of schools that are below the quality standards phase out over time.</i></p> <p><i>The baseline and targets might be revised after the additional financing schools have been incorporated in the Project since there might be a composition effect.</i></p>						
<b>Supporting Access to Quality, Non-Public Primary Education in Poor Communities</b>							
Number of additional classrooms built or rehabilitated at the primary level resulting from project interventions. (Number)	0.00	10.00	40.00	70.00			100.00
<b>Action: This indicator has been Revised</b>	<p><b>Rationale:</b>  <i>Removed the word “constructed” and “Component 3.2” from the definition to better align with the Project’s scope, which is limited to rehabilitation (and not construction) for Component 2.2 schools. (Since this is a Core indicator, name of indicator itself remains unchanged).</i></p> <p><i>Yearly targets adjusted upward to reflect school scale-up with AF.</i></p>						
Direct project beneficiaries (Number)	0.00	40,500.00	81,000.00	149,300.00	217,600.00		285,900.00
<b>Action: This indicator has been Revised</b>	<p><b>Rationale:</b>  <i>All indicator targets shifted out by a year</i></p>						
Female beneficiaries (Percentage)	0.00						50.00



Indicator Name	DLI	Baseline	Intermediate Targets				End Target
			1	2	3	4	
Data from student learning assessments used in decision-making for results-based financing of non-public schools supported by the Project (Text) (Text)		NA	Data collected from learning assessments and communicated to the schools.	Communication and differentiated support to the schools bases on learning assessment results.	Exiting schools from the results-based financing program if they do not achieve minimum results as specified in the POM		Exiting schools from the results-based financing program if they do not achieve minimum results as specified in the POM
<b>Action: This indicator is New</b>	<b>Rationale:</b> <b>Indicator previously omitted from the original Result Framework.</b> <b>Yearly targets have been adjusted.</b>						
<b>Project Management, Monitoring, and Evaluation</b>							
Stakeholder hotline to MENFP “ proportion of calls responded to/resolved within stipulated service standards for response times (Percentage)		0.00					95.00
<b>Action: This indicator has been Revised</b>							

Monitoring & Evaluation Plan: PDO Indicators					
Indicator Name	Definition/Description	Frequency	Datasource	Methodology for Data Collection	Responsibility for Data Collection
PDO1. Use of an Education Management Information System (EMIS) to enable national implementation of the QAS	Allocation of at least one set of resources (for example: teachers; financing to DDE operations; financing for	Annual	Documentation produced by MENFP	DG's office with support from PIU.	DG's office with support from PIU.



	school construction) is informed by data from the EMIS, as evidenced by MENFP documentation.				
PDO2. Net proportion of schools supported by the Project that improve their school learning conditions score	Proportion of schools whose overall global quality score, as measured by the SAQ, has improved minus the proportion of schools where it has worsened. Assessments will be applied at least once every other school year in all schools supported under Components 2.2 and 3.2.	Bi-annual	Data from QAS assessments.	DDEs with support from PIU	DDEs with support from PIU
PDO3.a. Number of children enrolled in primary school through the provision of community education grants for school access, of which female	Number of children enrolled in primary school in communities supported under Component 2.1	Annual	Data collected at community level	DDEs with support from PIU	PIU
PDO3.b. Number of children enrolled in primary school through the provision of tuition waivers to non-public schools, of which female	Number of children enrolled in primary school through the provision of tuition waivers to non-public schools	Annual	Data submitted by schools will be cross-referenced with data collection exercises	Data submitted by schools will be cross-referenced with data collection exercises	DDEs with support from PIU
PDO3.c. Number of children enrolled in primary school through the provision of	Number of children enrolled in primary school	Annual	Data submitted by	Data submitted by schools will be cross-	DDEs with support from PIU



results-based financing to non-public schools, of which female	through the provision of results-based financing to non-public schools.		schools will be cross-referenced with data from QAS assessments and verification exercises	referenced with data from QAS assessments and verification exercises	
PDO3.d. Number of children enrolled in public primary school (cumulative), of which female	Number of children by gender enrolled in public primary schools supported under Component 2.2.	Annual	Data submitted by schools will be cross-referenced with data from QAS assessments and verification exercises	Data submitted by schools will be cross-referenced with data from QAS assessments and verification exercises	DDEs with support from PIU.

**Monitoring & Evaluation Plan: Intermediate Results Indicators**

Indicator Name	Definition/Description	Frequency	Datasource	Methodology for Data Collection	Responsibility for Data Collection
Development of QAS and learning assessments by MENFP and application in schools supported by the Project	The development of the QAS and learning assessments by the Project will be validated by	Annual	Documentation produced by MENFP and data from QAS	DG's office and DDEs with support from PIU	DG's office and DDEs with support from PIU



	MENFP. Both assessments will be administered in Components 2.2 and 3.2 schools.		assessments		
Development and provision of school director training program		Annual	Data from training institutions	DDEs with support from PIU	DDEs with support from PIU
System for learning assessment at the primary level		DG's office with support from PIU	Documentation produced by MENFP		Annual
Utility of the learning assessment system					
Number of communities proposing and implementing community education plans	Number of communities, as represented by community committees, that are implementing a community education plan (annual operational school plan) to provide the community's children with access to a primary education under Component 2.1.	Annual	Data collected at community level	DDEs with support from PIU	DDEs with support from PIU
Proportion of public schools supported by the Project that develop and implement school improvement plans approved by MENFP	All schools supported have received the "default" improvement plan. All schools have defined a School Specific improvement plans and implementation will start during school year 2018-2019.	Annual	Data from QAS assessments	DDEs with support from PIU	DDEs with support from PIU



Development and provision of in-service teacher training program	Development and provision of in-service teacher training program for teachers supported by the project.	Annual	Data from training institutions	DDEs with support from PIU	DDEs with support from PIU
Number of water and sanitation facilities upgraded in Component 2.2 schools based on gender-informed protocol	Definition: Number of water and sanitation facilities (either school latrine buildings, stalls, or outdoor hand-washing units) rehabilitated in public-schools supported under Component 2.2 based on guidelines from the gender-informed protocol which was developed under the Nordic Trust Fund.	Annual	Schools	DDEs with support from PIU	DDEs with support from PIU
Percentage of schools offering girls, boys and parent clubs established to develop interpersonal skills (with a focus on gender equality)	Definition: percentage of schools supported by the project that have girls, boys, and parent clubs established to develop interpersonal skills (with a focus on gender equality). Each school would have 3 clubs: a girls club, a boys club, and a parent club.	Annual	Data submitted by schools will be cross-referenced with data from QAS assessments and verification exercises	Data submitted by schools will be cross-referenced with data from QAS assessments and verification exercises	DDEs with support from PIU



Percentage of teachers and directors in Component 2.2 schools having received in-service training on gender issues	Definition: % of teachers and directors in Component 2.2 schools having received in-service training on gender issues. In-service training is defined as one day or more of training on gender awareness, gender-based violence, school-based violence, and/or gender-based norms and stereotypes in teaching.	Annual	Data submitted by schools will be cross-referenced with data from QAS assessments and verification exercises	Data submitted by schools will be cross-referenced with data from QAS assessments and verification exercises	DDEs with support from PIU
Attendance rate for primary education girls in public schools supported by the Project	Percentage of the primary girls enrolled that are present at the monthly attendance measurement. The baseline and targets will be set once the additional financing schools have been integrated in the Project and data on attendance is available for at least 3 months. The attendance for boys will be also monitored.	Annual	Data submitted by schools will be cross-referenced with data from QAS assessments and verification exercises	Data submitted by schools will be cross-referenced with data from QAS assessments and verification exercises	DDEs with support from PIU
Proportion of public schools supported by the Project that achieve a “sufficient” level of school learning conditions	Standards for school learning conditions will be measured at four levels: insufficient, sufficient,	Annual	Data submitted by schools will be cross-	Data submitted by schools will be cross-referenced with data from QAS assessments	DDEs with support from PIU





	good, or outstanding. Assessments will be applied at least once every other school year in all public schools supported by the Project.		referenced with data from QAS assessments and verification exercises	and verification exercises	
Number of additional classrooms built or rehabilitated at the primary level resulting from project interventions.	Revised Definition: Number of classrooms rehabilitated in schools supported under Component 2.2. Rehabilitation includes any improvement to the physical condition of the classroom (inter alia: painting, installation or repair of doors or windows, provision of classroom equipment such as desks).	Annual	Data from QAS assessments	QAS assessment	DDEs with support from PIU
Direct project beneficiaries	Cumulative. This value remains unchanged from previous School Year. During school year 2018-2019 project intervention will start in non-public school resulting in an additional 11,800 beneficiaries (approximately) thereafter there will be 68,300	DDEs with support from PIU	Data submitted by schools will be cross-referenced with data from QAS assessments	Verification firm	Annual



	beneficiaries each year.				
Female beneficiaries					
Data from student learning assessments used in decision-making for results-based financing of non-public schools supported by the Project (Text)	Evidence of use of learning assessments data for decision-making by the Project is defined as (i) 2018-19: data collected from learning assessments and communicated to the schools (ii) 2019-2020: communication and differentiated support to the schools based on learning assessment results , 2020-21 onwards: exiting schools from the results-based financing program if they do not achieve minimum results as specified in the POM.	Annual	Independent evaluations conducted in schools	Data submitted by schools will be cross-referenced with data from QAS assessments and verification exercises	DDEs with support from PIU
Stakeholder hotline to MENFP “ proportion of calls responded to/resolved within stipulated service standards for response times	The protocol to respond/resolve the calls received by the hotline was developed during the 17-18 SY and will start being implemented during the starting SY. To ensure a timely treatment of the grievances registered by the hotline, a training with	Annual	Data produced by accountability mechanism.	Report from hotline	PIU



	the call center staff is planned in October. The performance on this indicator will be updated in the next ISR.				
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ANNEX 1: Changes to the Results Framework

Changes to PDO-level indicators			
Indicator	Previous	Revised	Change description
<p>PDO-level indicator 1: Use of an Education Management Information System (EMIS) to enable national implementation of the QAS (Text)</p>	<p><u>Previous Target for 2021-22:</u> EMIS implementation: data utilized in resource allocation decisions by MENFP</p> <p><u>Previous definition for 2021-2022 Target:</u> Allocation of at least one set of resources (for example: teachers, financing to DDE operations, financing for school construction) is informed by data from the EMIS, as evidenced by MENFP documentation.</p>	<p>(All indicator targets shifted out by a year)</p> <p><u>Revised End Target for 2021-22:</u> EMIS implementation: data utilized in decision making by MENFP</p> <p><u>Revised definition for 2021-22 Target:</u> Allocation of at least one set of resources (for example: teachers; financing to DDE operations; financing for school construction) is informed by data from the EMIS, as evidenced by MENFP documentation.</p>	<p>Deleted “resource allocation” and replaced it with “decision making” to broaden scope of data use. Adjusted definition accordingly.</p>
	<p><u>Definition of annual target values 2016-17:</u> Detailed assessment report produced in French; <u>2017-18:</u> Detailed technical design for EMIS, incorporating feedback from meetings with key directorates, produced and endorsed by a letter from the Minister or Director General; <u>2018-19:</u> At least one set of data from EMIS accessible across MENFP (includes publicly accessible data); <u>2019-20:</u> Summary statistics from at least one set of data from EMIS communicated to MENFP staff and school leaders in at least one department; <u>2020-21 and 2021-22:</u> Allocation of at least one set of resources (for example: teachers; financing to DDE operations; financing for school construction) is informed by data from the EMIS, as evidenced by MENFP documentation.</p>	<p>(All indicator targets shifted out by a year)</p> <p><u>Definition of annual target values 2017-18:</u> Detailed assessment report produced in French; <u>2018-19:</u> Detailed technical design for EMIS, incorporating feedback from meetings with key directorates, produced and endorsed by a letter from the Minister or Director General; <u>2019-20:</u> At least one set of data from EMIS accessible across MENFP (includes publicly accessible data note: this could be EGRA); <u>2020-21:</u> Summary statistics from at least one set of data from EMIS communicated to MENFP staff and school leaders in at least one department.</p>	<p>Deleted “Allocation of at least one set of resources (for example: teachers; financing to DDE operations; financing for school construction)” and added “MENFP Decision making”</p>



<p>PDO-level indicator 2: Proportion of schools supported by the Project that achieve a “sufficient” level of school learning conditions (Percentage)</p> <p>Revised indicator PDO-level indicator 2: Net proportion of schools supported by the Project that improved their school learning conditions score (Percentage)</p>	<p><u>Previous indicator description:</u> Standards for school learning conditions will be measured at <i>three</i> levels: insufficient, sufficient, or outstanding. These levels will be set after piloting of the assessments and analysis of the results, to set the levels appropriately. Assessments will be applied at least once every other school year in all schools supported under Components 2.2 and 3.2.</p>	<p><u>Revised indicator description:</u> Proportion of schools whose overall global quality score, as measured by the SAQ, has improved minus the proportion of schools where it has worsened. Data is collected through the Quality Assurance System tools that inform indicators classified into 5 quality dimensions: 1. Leadership of the school Director 2. Community Involvement 3. Friendliness of school environment 4. Staff Management 5. Pedagogical Management. Assessments will be applied at least once every other school year in all schools supported under Components 2.2 and 3.2.</p> <p><u>Target 2018-19:</u> 30%  <u>Target 2019-20:</u> 30%  <u>Target 2020-21:</u> 30%  <u>Target 2021-22:</u> 30%</p>	<p>This indicator has been revised to better capture changes in overall quality. The original indicator will still be measured as an IRI, to ensure that Project benefits more the lowest performing schools, improving equity.</p>
<p>PDO Indicator 3. a: Number of children enrolled in primary school through the provision of community education grants for school access, of which female (Number)</p>	<p><u>Target 2017-18:</u> 2,700 (50%)  <u>Target 2018-19:</u> 6,000 (50%)  <u>Target 2019-20:</u> 9,000 (50%)  <u>Target 2020-21:</u> 12,000 (50%)  Target 2021-22: 15,000 (50%)</p>	<p>(All indicator targets shifted out by a year)</p> <p><u>Target 2017-18:</u> 0  <u>Target 2018-19:</u> 7,000 (50%)  <u>Target 2019-20:</u> 12,000 (50%)  <u>Target 2020-21:</u> 15,000 (50%)  <u>Target 2021-22:</u> 16,000 (50%)</p>	<p>Cumulative target values were revised upward to reflect a higher number of children already enrolled in supported community schools in the initial year of 2018-19</p>
<p>PDO Indicator 3. c: Number of children enrolled in primary school through the provision of results-based financing to</p>	<p><u>2018-19 Target:</u> 10,000 (50%)  <u>2019-20 Target:</u> 20,000 (50%)  <u>2020-21 Target:</u> 30,000 (50%)</p>	<p><u>2018-19 Target:</u> 9,500 (50%)  <u>2019-20 Target:</u> 30,000 (50%)  <u>2020-21 Target:</u> 50,500 (50%)</p>	<p>2018-19 target was revised down by 500 students to reflect initial enrollment in supported schools.</p>



non-public schools, of which female (Number)	<u>2021-22 Target: 40,000 (50%)</u>	<u>2021-22 Target: 71,000 (50%)</u>	All Subsequent yearly targets revised upward to account for an estimated extra 10,500 annual beneficiaries from scaled-up number of schools post AF. The implementation is starting one year later than expected. The target for the first year of implementation is 1,000 lower than originally planned.
PDO: Indicator 3.d: Number of children enrolled in public-supported schools, of which female (Number)	<u>Number of children in public primary schools supported under Component 2.2 (of which female)</u>	<u>Target 2017-18: 23,000 (50%)</u> <u>Target 2018-19: 48,000 (50%)</u> <u>Target 2019-20: 96,000(50%)</u> <u>Target 2020-21:144,000 (50%)</u> <u>Target 2021-22: 192,000 (50%)</u>	New indicator added to monitor the beneficiaries in component 2.2
<b>Changes to intermediate indicators</b>			
<b>Indicator</b>	<b>Previous</b>	<b>Revised</b>	<b>Change description</b>



<p>IRI 1: Development of QAS standards and assessments by MENFP and application in schools supported by the Project (Text)</p>	<p><u>Indicator name:</u> Development of QAS standards and assessments by MENFP and application in schools supported by the Project</p> <p><u>Indicator definition:</u> The QAS will consist of two components: school learning conditions minimum norms and standards (and assessments to measure them) and student learning standards (and assessments to measure them). Development and piloting of each component will be led by MENFP with support through the Project. The two sets of assessments that comprise the QAS will be applied at least once every other school year in all schools supported under Subcomponents 2.2 and 3.2.</p> <p><u>Target 2016-17:</u> Student learning standards and assessments developed; Learning conditions assessments applied in schools supported by the Project</p> <p><u>Target 2017-18:</u> Student learning assessments and Learning conditions assessments applied in schools supported by the Project</p>	<p><u>Revised Indicator name:</u> Development of QAS and learning assessments by MENFP and application in schools supported by the Project</p> <p><u>Revised Indicator definition:</u> The development of the QAS and learning assessments by the Project will be validated by MENFP. Both assessments will be administered in Subcomponents 2.2 and 3.2 schools.</p> <p>(All indicator targets shifted out by a year)</p> <p><u>Target 2017-2018 (Revised target for original 2016-17):</u> Student learning standards and assessments <i>in Creole reading</i> developed; Learning conditions assessments applied in <i>public</i> schools supported by the Project</p> <p><u>Target 2018-19 (Revised target for 2017-18):</u> Student learning standards and assessments in French reading and math developed; Student learning assessments in Creole and Learning conditions assessments applied in public and non-public schools supported by the Project. A gender lens is added to the QAS.</p>	<p>Revised indicator name to better represent activity carried out.</p> <p>Simplified the definition and added clarity over responsibilities.</p> <p>Learning standards and assessments in Creole vs French and Math were differentiated in yearly target indicators to reflect the phased approach of the development of these standards and assessments, as well as their phased implementation in public schools (first) and non-public schools (second)</p>
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<p>IRI 2: Number of communities proposing and implementing community education plans (Number)</p>	<p><u>Target 2018-19: 20</u></p> <p><u>Target 2019-20: 20</u></p> <p><u>Target 2020-21: 20</u></p> <p><u>Target 2021-22: 20</u></p> <p><u>Definition:</u> Number of communities, as represented by community committees that are implementing a community education plan to provide the community’s children with access to a primary education under Component 2.1.</p>	<p><u>Revised Target 2018-19: 57</u></p> <p><u>Revised Target 2019-20: 57</u></p> <p><u>Revised Target 2020-21: 57</u></p> <p><u>Revised Target 2021-22: 57</u></p> <p><u>Revised Target 2022-23: 0</u> (end of program in 2022)</p> <p><u>Revised Definition:</u> Number of communities, as represented by community committees that are implementing a community education plan (<i>annual operational school plan</i>) to provide the community’s children with access to a primary education under Component 2.1.</p>	<p>Targets adjusted upward to reflect number of communities proposing and implementing community education plans.</p> <p>Added “(annual operations school plan)” to the definition to clarify type of education plans intended.</p>
<p>IRI 4: Data from student learning assessments used in decision-making for results-based financing of non-public schools supported by the Project (Text)</p>	<p><u>Definition:</u> Evidence of use of learning assessments data for decision-making is defined as (i) 2017-18 and 2018-19: differentiated communication and support for schools based on assessment data, and (ii) 2019-20 onwards: exiting schools from the results-based financing program if they do not achieve minimum results as specified in the POM.</p>	<p><u>Revised Definition:</u> Evidence of use of learning assessments data for decision-making by the Project is defined as (i) 2018-19: data collected from learning assessments and communicated to the schools (ii) 2019-20: data collected from learning assessments and communicated to the schools , (iii) 2020-21: communication and differentiated support to the schools bases on learning assessment results, 2021-22: exiting schools from the results-based financing program if they do not achieve minimum results as specified in the POM.</p>	<p>Adjusted yearly targets in definition</p>
<p>IRI 5: Development and provision of school director training program</p>	<p><u>Target 2016-17:</u> Program developed</p>	<p><u>Revised Target 2018-19</u> (Previously 2016-17 Target) and <u>revised target 2018-19:</u> Program developed including a gender</p>	<p>Adjusted 2017-18 target to reflect pace of activity implementation</p>





		<p>component.</p> <p><u>Revised Target 2019-20</u>: Trainings delivered to at least 40% of directors</p> <p><u>Revised target 2020-21</u>: Trainings delivered to at least 55% of the directors</p> <p><u>Revised target 2021-22</u>: Training delivered to at least 65% of the directors</p>	Adjusted 2018-2019 target to reflect pace of activity implementation.
IRI 6: Development and provision of in-service teacher training program	<u>Target 2016-17</u> : Program developed	<p><u>Revised Target 2018-19 (Previously 2016-17 Target) and revised target 2018-19</u>: Program developed including a gender component.</p> <p><u>Revised Target 2019-20</u>: Trainings delivered to at least 40% of teachers</p> <p><u>Revised target 2020-2022</u>: Trainings delivered to at least 55% of the teachers</p> <p><u>Revised target 2021-22</u>: Training delivered to at least 65% of the teachers</p>	<p>Adjusted 2017-18 target to reflect pace of activity implementation</p> <p>Adjusted 2018-19 target to reflect pace of activity implementation</p>
IRI 7: Direct Project Beneficiaries		<p>(All indicator targets shifted out by a year)</p> <p><u>Target 2017-18: 40,500 (50%)</u></p> <p><u>Target 2018-19: 81,000 (50%)</u></p> <p><u>Target 2019-20: 149,300 (50%)</u></p> <p><u>Target 2020-21: 217,600 (50%)</u></p> <p><u>Target 2021-22: 285,900 (50%)</u></p>	
IRI 8 Number of additional classrooms built or rehabilitated at the primary level resulting from project interventions	<u>Definition</u> : Number of classrooms rehabilitated or constructed in schools supported under Subcomponents 2.2 and 3.2. Rehabilitation includes any improvement to the physical condition of the classroom (inter	<u>Revised Definition</u> : Number of classrooms <i>rehabilitated</i> in schools supported under Subcomponent 2.2. Rehabilitation includes any improvement to the physical condition of the classroom such as, among others:	Removed the word “constructed” and “Component 3.2” from the definition to better align with the Project’s scope, which is limited to



<p>(Number) – (Core)</p>	<p>alia: painting, installation or repair of doors or windows, provision of classroom equipment such as desks).</p> <p><u>Target 2016-17: 0</u></p> <p><u>Target 2017-18: 10</u></p> <p><u>Target 2018-19: 30</u></p> <p><u>Target 2019-20: 60</u></p> <p><u>Target 2020-21: 80</u></p> <p><u>Target 2021-22: 100</u></p>	<p>painting, installation or repair of doors or windows, provision of classroom equipment such as desks).</p> <p>(All indicator targets shifted out by a year)</p> <p><u>Target 2017-18: 0</u></p> <p><u>Target 2018-19: 10</u></p> <p><u>Target 2019-20: 40</u></p> <p><u>Target 2020-21: 70</u></p> <p><u>Target 2021-22: 100</u></p>	<p>rehabilitation (and not construction) for Subcomponent 2.2 schools. (Since this is a Core indicator, name of indicator itself remains unchanged).</p> <p>Yearly targets adjusted upward to reflect school scale-up with AF.</p>
<p>NEW IRI 11: Proportion of schools having water and sanitation facilities upgraded in Subcomponent 2.2 schools based on gender-informed protocol (Number)</p>	<p>NA</p>	<p>New indicator.</p> <p><u>Definition:</u> Proportion of public schools having water and sanitation facilities (either school latrine buildings, stalls, or outdoor hand-washing units) rehabilitated in public-schools supported under Subcomponent 2.2 based on guidelines from the gender-informed protocol which was developed under the Nordic trust Fund.</p> <p><u>Targets:</u></p> <p>Baseline: 0; 2018-2019: 0; 2019-2020: 10; 2020-2021: 50; 2021-2022: 80</p>	<p>Indicator added to account for new gender-focused activities financed under the AF.</p>
<p>NEW IRI 12: Percentage of schools offering girls, boys and parents’ clubs established to develop interpersonal skills with a focus on gender</p>	<p>NA</p>	<p>New indicator.</p> <p><u>Definition:</u> percentage of schools supported by the project that have girls, boys, and parent clubs established in Subcomponent 2.2 and 3.2 supported-schools to</p>	<p>Indicator added to account for new gender-focused activities financed under the AF.</p>



equality (percentage)		<p>develop interpersonal skills with a focus on gender equality Each school would have 3 clubs: a girls club, a boys club, and a parent club.</p> <p><u>Targets:</u> Baseline: 2018-2019: 0; 2019-2020: 30%; 2020-2021: 50%; 2021-2022: 75%</p>	
NEW IRI 13: Percentage of teachers and directors in Subcomponent 2.2 schools having received in-service training on gender issues (Percentage)	NA	<p>New indicator.</p> <p><u>Definition:</u> percentage of teachers and directors in Subcomponent 2.2 schools having received in-service training on gender issues. In-service training is defined as one day or more of training on gender awareness, gender-based violence, school-based violence, and/or gender-based norms and stereotypes in teaching.</p> <p><u>Targets:</u> Baseline: 0; 2018-2019: 0%; 2019-2020: 30%; 2020-2021: 50%; 2021-2022: 95%</p>	Indicator added to account for new gender-focused activities financed under the AF.
NEW IRI 14: Attendance rate for primary education girls in public schools supported by the Project (Percentage)		<p>New indicator</p> <p><u>Definition:</u> percentage of the primary girls enrolled that are present at the monthly attendance measurement.</p> <p><u>Description:</u> The baseline and targets will be set once the additional financing schools have been integrated in the Project and data on attendance is available for at least 3 months. The attendance for boys will be also monitored.</p>	
NEW IRI 15: Proportion		<u>Indicator description:</u> Standards	This indicator



<p>of public schools supported by the Project that achieve a “sufficient” level of school learning conditions (Percentage)</p>		<p>for school learning conditions will be measured at four levels: insufficient, sufficient, good, or outstanding. Assessments will be applied at least once every other school year in all public schools supported by the Project.</p> <p><u>Baseline 2017-18:</u> 31% of public schools have at least a “sufficient” level of learning conditions.</p> <p><u>Target 2018-19:</u> 33% of public schools have at least a “sufficient” level of learning conditions</p> <p><u>Target 2019-20:</u> 35% of public schools have at least a “sufficient” level of learning conditions</p> <p><u>Target 2020-21:</u> 37% of public schools have at least a “sufficient” level of learning conditions</p> <p><u>Target 2021-22:</u> 39% of public schools have at least a “sufficient” level of learning conditions</p>	<p>corresponds to the PDO indicator 2 at the original Project design. While PDO 2 has been reviewed to better capture changes in overall quality, it seems important to continue measuring the proportion of public schools that manage to achieve a sufficient level of quality to keep in mind the equity angle of the Project, that will concentrate its efforts in the worst performing schools so that the number of schools that are below the quality standards phase out over time.</p> <p>The baseline and targets might be revised after the additional financing schools have been incorporated in the Project since there might be a composition effect.</p>
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## ANNEX 2: Economic Analysis

1. This section updates the economic analysis conducted at appraisal of the PEQH Project, with improved cost estimates, informed by the first year of implementation, and revised number of beneficiaries, taking into account the scale-up of the two main activities: Subcomponent 2.2, supporting access to quality, public primary education through the implementation of the QAS and school improvement model in selected public schools, and Subcomponent 3.2, supporting access to quality, non-public primary education in poor communities through the development and provision of a results-based financing model. The strategic rationale for the Project's interventions stated in the Project Appraisal Document (PAD) continues to be valid in the current country context and, therefore, the purpose of this analysis is to confirm that the Project is still a good investment from an economic point of view at the new scale.
2. The economic benefits of these interventions rely on the assumption that the beneficiaries' educational attainment will increase through two channels: (a) on the intensive margin, the different interventions will decrease the dropout rates for students already enrolled, and (b) on the extensive margin, some children who would otherwise not have gone to school will be able to enroll into and attend primary education. The beneficiaries' higher educational attainment would increase their productivity and earnings over their lifetime. Using the 2012 ECVMAS, a nationally representative household survey for Haiti, Adelman et al. estimated an additional year of schooling increases income by 11 percent. On the other hand, the economic costs are operating costs associated with the interventions mentioned above.
3. The details of the information used to estimate the cost and benefits of each intervention can be found below:
  - a. **Support to the cohorts of the community education grant program under the EFA II Project**
4. As in the original economic analysis, it is assumed that all the beneficiaries of the community education grants were children who would otherwise not have gone to school because of lack of schooling opportunities given the isolated location of the communities supported and, therefore, that they would receive an additional year of education for each year that the program runs. On the other hand, costs included in the calculations are the operating costs.
  - b. **Supporting access to quality, public primary education through the implementation of the QAS and school improvement model in selected public schools:**
5. The beneficiary schools under Subcomponent 2.2 receive an integral support that includes data collection on school learning environments and practices, implementation of learning assessments in Creole, French and Mathematics, teachers and director trainings in pedagogy and management respectively, along with coaching and mentoring activities to support the implementation of lessons learned during the trainings, technical assistance to the school committees to design school improvement plans, financing of school improvement plans, provision of school materials (books and kits) and school feeding.
6. There is a consensus that school-feeding programs can help to get children into school and to keep them there, through enhancing enrollment, and can also help reduce absenteeism due to illness. Once the



children are in school, the programs contribute to their learning, through avoiding hunger, increasing readiness to learn, and enhancing cognitive abilities. There is also literature showing that teacher trainings can have a positive impact on students' learning and that improvements in school management practices may lead to better teaching and learning.

7. It is estimated that in Haiti school feeding on its own could translate into 0.25<sup>36</sup> additional years of education per year of the intervention. If we consider the potential impact of the other activities, inferred from evaluations of similar interventions, such as the reduction in dropout rates in Mexico by 24 percentage points because of the implementation of a school improvement plan which provided school resources and decentralized the management decisions to the school level<sup>37</sup>, the significant literacy gains in Haiti from the teacher training on *Map' Li Net Ale*, a scripted method to teach reading or the improvement of 0.36 standard deviation in test scores by providing textbooks alongside training,<sup>38 39</sup> it seems reasonable to assume that the interventions of this subcomponent will translate into about 0.3 additional years of education per year of the intervention.
8. On the other hand, the costs considered are all the operating costs related to the service provision: cost of the design and implementation of the school improvement plans, school feeding, and teacher and director training.

**c. Supporting access to non-public primary education through the final tuition waiver program cohort and the development and provision of a results-based financing model**

9. Both interventions under Component 3 are expected to increase educational attainment by removing the financial barrier of tuition. The benefit calculations for this intervention assume that 20 percent of the total beneficiaries would not have been enrolled in school without the tuition waiver, based on the results from the household survey "Promoting the Right to Education in Haiti", and, for the case of the results-based financing, it also assumes that the quality of education will improve as a result of the incentives to the schools and also the teacher and director training that will be provided to the beneficiary schools. The costs estimations are the funds transferred to the schools as well as the monitoring costs.
10. Using Haiti's GDP per capita as a proxy for average expected income and a discount rate of 8 percent, the analysis shows a net benefit of US\$10.6 million with its internal rate of return being 9 percent,<sup>40</sup> which is higher than in the original economic analysis. Additionally, given that the largest source of uncertainty in the estimated benefits of this project is tied to the assumed beneficiaries' higher earnings

<sup>36</sup> The estimated impact for Haiti has been chosen based on the results reported on the literature review Bundy, *Rethinking school feeding: social safety nets, child development, and the education sector* (2009).

<sup>37</sup> Skoufias and Shapiro, *Evaluating the impact of Mexico's quality schools program: the pitfalls of using nonexperimental data*. (Policy Research working paper No. WPS 4036, Impact evaluation series No. 8, Washington, DC: World Bank, 2006).

<sup>38</sup> Popova, Evans, and Arancibia. *Training Teachers on the Job: What Works and How to Measure It*. (Policy Research Working Paper No. 7834, Washington, DC: World Bank, 2016).

<sup>39</sup> There is a correlation between test scores and dropout rates. In Guatemala, for example, test scores are a significant predictor of dropouts for lower secondary education (Adelman, Haimovich, Ham, and Vazquez, "Predicting school dropout with administrative data: new evidence from Guatemala and Honduras". (Education Economics. -- Vol.26, No. 4, 2018).

<sup>40</sup> The IRR per component are: 30 percent (2.1), 8 percent (2.2), 13 percent (3.1) and 8 percent (3.2)



resulting from higher educational attainment, a sensitivity test was performed reducing these gains by 15 percent. Even under this pessimistic scenario, with a discount rate 8 percent the NPV is still positive, equal to US\$1.6 million.

11. It is worth mentioning that this analysis is likely to underestimate the interventions' true impact, given that it does not consider the gains that are harder to quantify in monetary terms, such as:
  - Increased educational attainment in the population could potentially lead to an overall increase in productivity, resulting in improved economic growth;
  - Educational attainment is positively correlated with several social benefits such as longer life expectancy, lower crime rates and higher civic engagement, and
  - The health and nutrition services provided under the Project most certainly had, in addition to the positive impact on school attendance, other benefits derived from the beneficiaries' improved health outcomes and from the higher disposable income for the household.
12. Finally, although it is not possible to quantify the benefits from the capacity-building initiatives to support the MENFP at both the central and local levels and from the gender activities, both are likely to have a positive impact. On the one hand, it is expected that the activities under Component 1 will strengthen the MENFP's institutional capacity to monitor the quality of service delivery in schools as well as to make more informed decisions, resulting in a more efficient resource allocation. On the other hand, the gender activities will disproportionately benefit female and vulnerable students, which could have potential benefits not only in terms of equity but also in terms of economic growth (Ostry, Alvarez, Espinoza, and Papageorgiou 2018).