



Providing an Education of Quality in Haiti (PEQH) (P155191)

LATIN AMERICA AND CARIBBEAN | Haiti | Education Global Practice |
IBRD/IDA | Investment Project Financing | FY 2017 | Seq No: 4 | ARCHIVED on 31-Oct-2018 | ISR34417 |

Implementing Agencies: Ministère d'Education et Formation Professionnelle; MENFP, Ministère de l'Economie et des Finances (MEF)

Key Dates

Key Project Dates

Bank Approval Date: 10-Nov-2016

Effectiveness Date: 07-Mar-2017

Planned Mid Term Review Date: 02-Dec-2019

Actual Mid-Term Review Date: --

Original Closing Date: 30-Oct-2022

Revised Closing Date: 30-Oct-2022

Project Development Objectives

Project Development Objective (from Project Appraisal Document)

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.

Has the Project Development Objective been changed since Board Approval of the Project Objective?

No

Components

Name

Improving Institutional Capacity and Governance:(Cost \$3.00 M)

Supporting Access to Quality, Public Primary Education in Poor Communities:(Cost \$13.50 M)

Supporting Access to Quality, Non-Public Primary Education in Poor Communities:(Cost \$11.50 M)

Project Management, Monitoring, and Evaluation:(Cost \$2.00 M)

Overall Ratings

| Name | Previous Rating | Current Rating |
|--------------------------------------|---------------------------|---------------------------|
| Progress towards achievement of PDO | ● Satisfactory | ● Satisfactory |
| Overall Implementation Progress (IP) | ● Moderately Satisfactory | ● Moderately Satisfactory |
| Overall Risk Rating | ● Substantial | ● Substantial |

Implementation Status and Key Decisions

Recruitment of a project coordinator: The process to recruit a Coordinator is underway. It is expected to be completed by end of October.

Under Component 1, activities contributing to achievement of Project development Objective 1 (strengthen public management of the education sector) are progressing well. DAEPP (Direction Appui à l'Enseignement Privé et du Partenariat), USI (Unité des Systèmes d'Information), DPCE (Direction de la Planification et de la Collaboration Externe) are actively participating in and benefiting from the project institutional strengthening activities through an annual planning of their activities. Similar engagement is scheduled in the coming weeks with DEF (Direction de l'Enseignement Fondamental) on the Quality Assurance System and DFP (Direction de la Formation Professionnelle) on training activities.



Learning standards for French and mathematics have been developed and a workshop to validate the learning standards and develop matching items is scheduled for early November with the MENFP and other relevant stakeholders. In parallel, some aspects of the Quality Assurance System have been simplified (following a reflection on its first year of implementation).

Component 2 and 3 support Development Objective 2 (improve learning conditions in selected public and non-public primary schools), and 3 (Support enrollment of students in selected public and non-public primary schools) with several activities progressing well after some initial delays. All three indicators related to PDO 3 are in line with intermediate targets except for PDO 3 indicator 2 (results based financing) which is lagging due to delay in implementation of sub-component 3.2 (see below).

Status of achievements are as follow:

Under component 2: activities are advancing with satisfaction and will allow for setting the baseline target of the project intervention (PDO indicators 2)

Sub-component 2.1: The 61 community-based schools supported under EPTII are now supported by the PEQH under sub-component 2.1 since the closing of the project in June 2018. The Schools financial reports for School Year 2017-2018 have been received by the Project and the Budget for next SY is being validated. Remaining cohorts (3rd grade-6th grade) will receive kits and textbooks in upcoming weeks and the schools will continue to receive tuition waivers to finance teacher salaries and small school improvements.

Sub-component 2.2: The 61 public schools supported by the project are currently in the process of receiving school manuals and school kits for the 2018-2019 school year. The contract of the school feeding firm has been renewed for the 2018-2019 school year and delivery of food is currently underway in projects schools. The firm responsible for providing school feeding will also be providing vitamins, deworming treatments and workshops on hygiene and sanitation for school staff.

The school improvement plans have been developed and collected by the project, they have also been analyzed and validated by the "Direction Départementale" (DDE). Disbursements will begin in October once the school committees have received a training on financial management, reporting and once a school bank account has been opened. The NGO hired by the project, responsible for visiting schools on a weekly basis will ensure to provide support to schools in the implementation of the improvement plans.

The student learning assessments in Creole have been administered in all PEQH supported schools and pilot schools and results are available. The technical directorate Unité de Statistique et d'informatique (USI) is currently working on developing an application which will serve to facilitate data input. This year's learning assessments in French and Mathematics baseline is expected to take place in November 2018.

A training is also scheduled to take place in October and November of this year for the Creole M'ap Li scripted reading method for school teachers and directors. This method has been selected primarily because of the positive results it yielded under the EPT II project. The materials for teachers and students will be delivered through a partnership with USAID.

Planning and design of activities financed under the Nordic trust Fund II (NTF II) has effectively begun since September 2018. To date, the curricula for the clubs has been developed, the 5 pilots schools have been selected and the list of club participants is currently being finalized. The training of club animators is scheduled to take place from October 29th-November 2nd and the clubs are scheduled to begin the second week of November and end in March 2019.

A gender specialist consultant, was hired to adapt and reviewed training modules for the in-service teacher training for public project supported schools. The modules are scheduled to be finalized by end of October and the trainings will take place in project supported schools during two pedagogical days of the 2018-2018 school year.

The draft of referential document/guidance note for the rehabilitation and upgrading of gender-informed latrines in primary school is currently being finalized. Once finalized at the end of November 2018, the document will be a compilation of both standards developed by the Haitian directorate for school construction (Direction de Génie Scolaire) and international best practices for the rehabilitation and upgrading of latrines. The document will be presented to the ministry and relevant stakeholders by November 2018. This document will then be used to guide the rehabilitation of project supported upon reception of additional financing in January 2019.

Component 3.

Sub-component 3.1: Following 2nd verification visit in March, the 2nd tranche and final payment for the last cohort of the tuition waiver program (TWP) was paid in May 2018.

Sub-component 3.2: 50 schools for the results-based financing tuition waiver program have been pre-selected on the basis of the following criteria: distance from public schools, number of students in school and the condition of the infrastructure. Per design, it was decided that the program would only be taking place in the Nippes, Grande Anse and Sud to facilitate implementation and to later scale-up to all four departments. Selected schools will be required to sign contract detailing the results-based financing terms this October mid-October. In order to provide support and assistance to selected schools under sub-component 3.2, technical assistant will be hired by the project. The primary tasks of these technical assistants will be to visit schools on a monthly basis and provide guidance to help school meet results-based program criteria as well as communicate important messages from the Project. Learning assessments in Creole, French and Mathematics should take place in the schools in November as a baseline for the subcomponent and a basis to measure improvement by the end of the school year with another session of learning assessments (most likely in May 2019).

Risks

Systematic Operations Risk-rating Tool

| Risk Category | Rating at Approval | Previous Rating | Current Rating |
|--|--------------------|-----------------|----------------|
| Political and Governance | ● High | ● High | ● High |
| Macroeconomic | ● Moderate | ● Substantial | ● Substantial |
| Sector Strategies and Policies | ● Moderate | ● Substantial | ● Substantial |
| Technical Design of Project or Program | ● Substantial | ● Substantial | ● Substantial |
| Institutional Capacity for Implementation and Sustainability | ● High | ● High | ● High |
| Fiduciary | ● High | ● High | ● High |
| Environment and Social | ● Moderate | ● Moderate | ● Moderate |
| Stakeholders | ● Moderate | ● Moderate | ● Substantial |
| Other | -- | -- | -- |
| Overall | ● Substantial | ● Substantial | ● Substantial |

Results

PDO Indicators by Objectives / Outcomes

(i) strengthen public management of the education sector.

► Use of an Education Management Information System (EMIS) to enable national implementation of the QAS (Text, Custom)

| | Baseline | Actual (Previous) | Actual (Current) | End Target |
|-----------|--|---|---|--|
| Value | Not started | Assessment of data and information systems conducted (using SABER-EMIS tool, with report produced and disseminated in French and English) | Assessment of data and information systems conducted (using SABER-EMIS tool, with report produced and disseminated in French and English) | EMIS implementation: data utilized in resource allocation decisions by MENFP |
| Date | 01-Apr-2016 | 30-Jun-2017 | 30-Jun-2017 | 30-Jun-2022 |
| Comments: | Work towards achieving December 2018 target ongoing. | | | |

(ii) improve learning conditions in selected public and non-public primary schools.

► Proportion of schools supported by the Project that achieve a "sufficient" level of school learning conditions (Percentage, Custom)

| | Baseline | Actual (Previous) | Actual (Current) | End Target |
|-----------|---|-------------------|------------------|-------------|
| Value | 0.00 | 0.00 | 0.00 | 0.00 |
| Date | 30-Sep-2016 | 30-Jun-2017 | 30-Jun-2017 | 30-Jun-2022 |
| Comments: | The Project is currently revising the QAS tools and framework to reflect on lessons learned from the first year of implementation. A new baseline will be collected with the revised tools in November 2018 and | | | |



these results using the simplified framework will be used to set up the baseline, intermediate and end target for PDO2.

(iii) support enrollment of students in selected public and non-public primary schools.

►Number of children enrolled in primary school through the provision of tuition waivers to non-public schools, of which female (Number, Custom)

| | Baseline | Actual (Previous) | Actual (Current) | End Target |
|-------|-------------|-------------------|------------------|-------------|
| Value | 0.00 | 0.00 | 22,141.00 | 16,500.00 |
| Date | 01-Apr-2016 | 30-Jun-2017 | 28-Sep-2018 | 30-Jun-2022 |

Comments: Total beneficiaries is 22,141, with 11,082 which are females.

►Number of children enrolled in primary school through the provision of results-based financing to non-public schools, of which female (Number, Custom)

| | Baseline | Actual (Previous) | Actual (Current) | End Target |
|-------|-------------|-------------------|------------------|-------------|
| Value | 0.00 | 0.00 | 0.00 | 50,000.00 |
| Date | 01-Apr-2016 | 30-Jun-2017 | 28-Sep-2018 | 30-Jun-2022 |

Comments: The results based activities in non public schools are starting this school year. The estimate number of children enrolled is approximately 10,000. This number will be confirmed during the school year and reflected in the next ISR.

►Number of children enrolled in primary school through the provision of community education grants for school access, of which female (Number, Custom)

| | Baseline | Actual (Previous) | Actual (Current) | End Target |
|-------|-------------|-------------------|------------------|-------------|
| Value | 0.00 | 0.00 | 8,546.00 | 15,000.00 |
| Date | 01-Apr-2016 | 30-Jun-2017 | 28-Sep-2018 | 30-Jun-2022 |

Comments: For the 2017-2018 School Year: 8,546 students with 3,846 girls.

Intermediate Results Indicators by Components

Improving Institutional Capacity and Governance

►Development of QAS standards and assessments by MENFP and application in schools supported by the Project (Text, Custom)

| | Baseline | Actual (Previous) | Actual (Current) | End Target |
|-------|--|--|---|--|
| Value | Minimum norms, standards, and assessments for school learning conditions developed | Student learning assessments and learning conditions standards developed ; Learning conditions assessments applied in schools supported by the Project, learning | Student learning assessments and learning conditions standards developed ; Learning conditions assessments applied in schools supported by the Project. | Student learning assessments and learning conditions assessments applied in schools supported by the Project |



| | | | | |
|--|---|--|------------------|--|
| | | assessments in creole expected to be applied in schools supported by the Project by April 2018 | | |
| Date | 01-Apr-2016 | 22-Feb-2018 | 28-Sep-2018 | 30-Jun-2022 |
| ►Development and provision of school director training program (Text, Custom) | | | | |
| | Baseline | Actual (Previous) | Actual (Current) | End Target |
| Value | Training policy for teachers and education system leaders prepared by MENFP | Not yet | Not yet | Program developed and provided to at least 55 percent of directors of schools supported by the Project |
| Date | 01-Apr-2016 | 22-Feb-2018 | 28-Sep-2018 | 30-Jun-2022 |
| ►System for learning assessment at the primary level (Yes/No, Custom) | | | | |
| | Baseline | Actual (Previous) | Actual (Current) | End Target |
| Value | Yes | Yes | Yes | Yes |
| Date | 01-Apr-2016 | 22-Feb-2018 | 28-Sep-2018 | 30-Jun-2022 |
| ▲Utility of the learning assessment system (Number, Custom Supplement) | | | | |
| | Baseline | Actual (Previous) | Actual (Current) | End Target |
| Value | 1.00 | 1.00 | 1.00 | 3.00 |
| ►Data from student learning assessments used in decision-making for results-based financing of non-public schools supported by the Project (Text, Custom) | | | | |
| | Baseline | Actual (Previous) | Actual (Current) | End Target |
| Value | Not started | No | No | Yes |
| Date | 01-Apr-2016 | 22-Feb-2018 | 28-Sep-2018 | 30-Jun-2022 |
| Comments: | Activities linked to this indicator under component 3.2 will start in school year 2018-2019 | | | |

Supporting Access to Quality, Public Primary Education in Poor Communities

►Number of communities proposing and implementing community education plans (Number, Custom)

| | | | | |
|-----------|---|-------------------|------------------|-------------|
| | Baseline | Actual (Previous) | Actual (Current) | End Target |
| Value | 0.00 | 0.00 | 0.00 | 20.00 |
| Date | 01-Apr-2016 | 22-Feb-2018 | 28-Sep-2018 | 30-Jun-2022 |
| Comments: | Previous school year was focused on establishing the mechanism for the community education plans. This indicator will be reviewed as part of the project additional financing to specify that functioning budget will be considered as community education plans for the community schools. | | | |



| ►Proportion of public schools supported by the Project that develop and implement school improvement plans approved by MENFP (Percentage, Custom) | | | | |
|---|--|-------------------|------------------|---|
| | Baseline | Actual (Previous) | Actual (Current) | End Target |
| Value | 0.00 | 0.00 | 100.00 | 100.00 |
| Date | 01-Apr-2016 | 22-Feb-2018 | 28-Sep-2018 | 30-Jun-2022 |
| Comments: | 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. | | | |
| ►Development and provision of in-service teacher training program (Text, Custom) | | | | |
| | Baseline | Actual (Previous) | Actual (Current) | End Target |
| Value | Training policy for teachers and education system leaders prepared by MENFP | Not yet | Not yet | Program developed and provided to at least 55 percent of teachers in schools supported by the Project |
| Date | 01-Apr-2016 | 22-Feb-2018 | 28-Sep-2018 | 30-Jun-2022 |
| Comments: | A consultant will be hired during 2018-2019 SY to design the training program. | | | |

| Supporting Access to Quality, Non-Public Primary Education in Poor Communities | | | | |
|---|---|-------------------|------------------|-------------|
| ►Number of additional classrooms built or rehabilitated at the primary level resulting from project interventions. (Number, Custom) | | | | |
| | Baseline | Actual (Previous) | Actual (Current) | End Target |
| Value | 0.00 | 0.00 | 0.00 | 100.00 |
| Date | 01-Apr-2016 | 30-Jun-2017 | 28-Sep-2018 | 30-Jun-2022 |
| Comments: | This indicator will be reviewed as part of the Additional Financing. Small rehabilitation will be conducted as part of the 2018-2019 School improvement plan. | | | |
| ►Direct project beneficiaries (Number, Custom) | | | | |
| | Baseline | Actual (Previous) | Actual (Current) | End Target |
| Value | 0.00 | 41,000.00 | 41,000.00 | 120,000.00 |
| Date | 01-Apr-2016 | 22-Feb-2018 | 28-Sep-2018 | 30-Jun-2022 |
| Comments: | This value remains unchanged from previous School Year. During school year 2018-2019 project intervention will start n non-public school resulting in an additional 10,000 beneficiaries (approximately). | | | |
| ┌Female beneficiaries (Percentage, Custom Supplement) | | | | |
| | Baseline | Actual (Previous) | Actual (Current) | End Target |
| Value | 0.00 | 47.00 | 47.00 | 50.00 |



Project Management, Monitoring, and Evaluation

► Stakeholder hotline to MENFP – proportion of calls responded to/resolved within stipulated service standards for response times (Percentage, Custom)

| | Baseline | Actual (Previous) | Actual (Current) | End Target |
|-----------|--|-------------------|------------------|-------------|
| Value | 0.00 | 0.00 | 0.00 | 95.00 |
| Date | 01-Apr-2016 | 23-Feb-2018 | 28-Sep-2018 | 30-Jun-2022 |
| Comments: | 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 the call center staff is planned in October. The performance on this indicator will be updated in the next ISR. | | | |

Data on Financial Performance

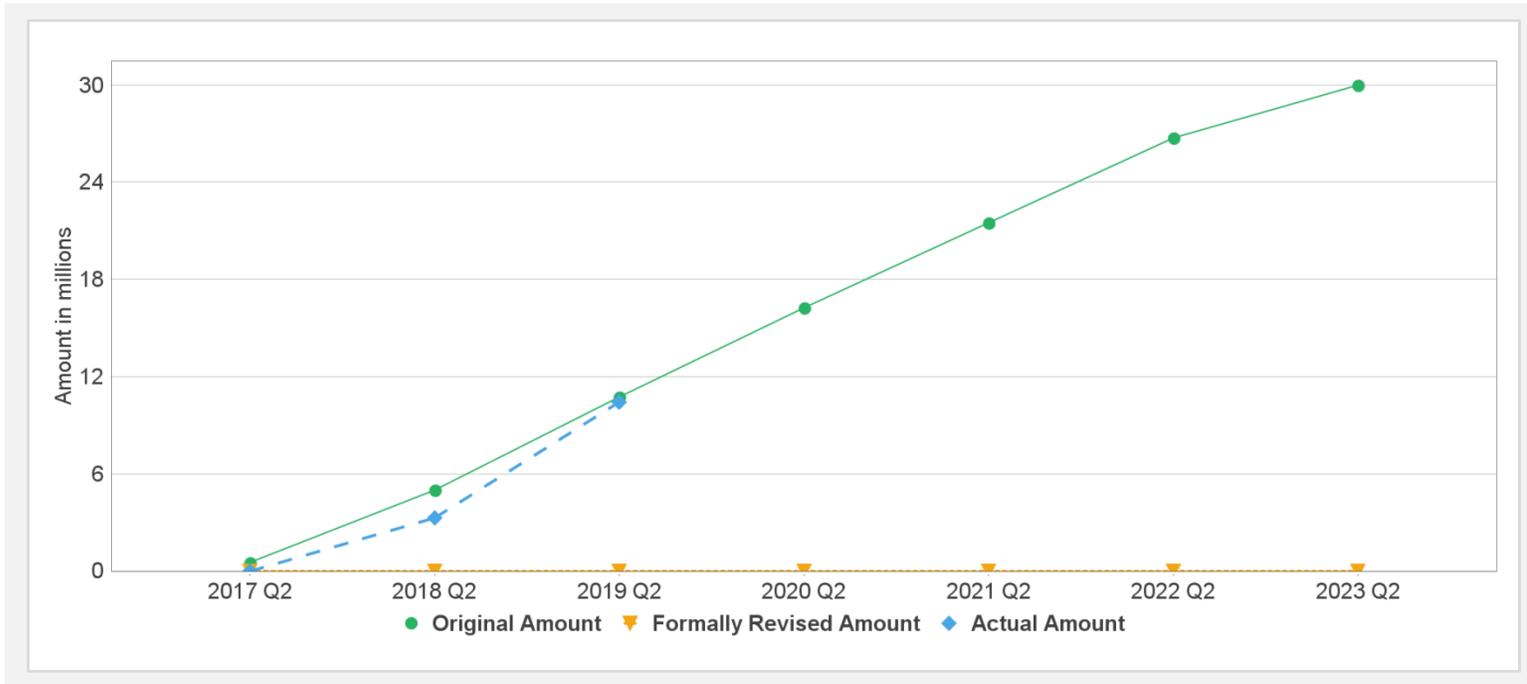
Disbursements (by loan)

| Project | Loan/Credit/TF | Status | Currency | Original | Revised | Cancelled | Disbursed | Undisbursed | % Disbursed |
|---------|----------------|-----------|----------|----------|---------|-----------|-----------|-------------|-------------|
| P155191 | IDA-D1230 | Effective | USD | 30.00 | 30.00 | 0.00 | 10.42 | 19.22 | 35% |

Key Dates (by loan)

| Project | Loan/Credit/TF | Status | Approval Date | Signing Date | Effectiveness Date | Orig. Closing Date | Rev. Closing Date |
|---------|----------------|-----------|---------------|--------------|--------------------|--------------------|-------------------|
| P155191 | IDA-D1230 | Effective | 10-Nov-2016 | 20-Dec-2016 | 07-Mar-2017 | 30-Oct-2022 | 30-Oct-2022 |

Cumulative Disbursements



Restructuring History

There has been no restructuring to date.

Related Project(s)

P165507-HT - AF to Providing an Education of Quality in Haiti