

CN/000147- Reconsruction of Education Sector (ESR)

1. Organizations and Contacts

1.1 Organizations

Organizations	Type	Project Ref. No.
Inter-American Development Bank (IDB)	Multilateral Regional Development Banks	

1.2 Contacts

Name	Organization	Title	E-mail	Phone
Eve Bugler	Inter-American Development Bank (IDB)	Responsible	eveb@iadb.org	509 2812 5037
Sabine Rieble	Inter-American Development Bank (IDB)		sabinea@iadb.org	+ 202 623 1757

Contact(s) that has received IHRC correspondence as well as system notifications

Eve Bugler (Inter-American Development Bank (IDB))

Sabine Rieble (Inter-American Development Bank (IDB))

2. Project Details

2.1 Title

Reconsruction of Education Sector (ESR)

2.2 Description

At the time of the earthquake, Haiti had just began to recover from a series of natural disasters that shook the country in 2008 and taxed a chronically weak education sector characterized by limited access, uneven and low quality, and an institutionally weak Ministry of Education (MOE) unable to regulate the sector. Limited enrolment and over-aged student were evident throughout the system (an estimated 500,000 primary aged children were not in school in 2008; about 1.5 million children in primary education were overaged (that is, 2 years older than the grade implies). Non-public schools were often the only alternative. They delivered about 80% of services (79% of them operated without registration/licensing). Independently of the quality of education provided, the average tuition cost at non-public institutions approached 25% of per capita income per year (MOE2010). Unsurprisingly, dropout rates were high and few children graduated to secondary education. On August 17, 2010 the Taskforce (TF) on Education, comprised of the MOE and the Presidential Comission, presented the Education Plan to the IHRC. The diagnostic chapters of the report confirm that lack of quality, efficiency, and accountability contribute to the weak performance of the Haitian Education sector characterized by low quality inputs, including outdated curricula and programs; inadequate articulation among the various levels of education; a poorly trained teaching corps; insufficient and neglected infrastructure, absence of teaching and learning materials, and need of governance reform. Consequently, the TF concluded that the governance system and managerial model, characterized by decentralization and the provision of qulaity inputs and more accountability among all actors in the sector, need to be addressed in order toe arrive at the ultimate goal of creating a tuition-free, publicly financed, well managed education system open to all children providing quality education. To achieve these goals, the Taskforce identified the following "pillars" of interventions: (i) Provision of quality infrastructure appropriate for learning; (ii) improving quality of education through the creation of a comprehensive national curriculum that meets international standards and provision of school materials; (iii) Professional development and human resource development; (iv) preschool and early childhood development (4-5 year old) including a package of social and educational services; (v) reform of technical and vocational traini and university education; (vi) financial subsidy/ tuition waiver to support non-public sector; (vii) reform of sector governance. The objective of the IDB programme is to support the GOvernment of Haiti in ensuring that the necessary conditions are in palce for sustaining a multi-donor efforts to rebuild and reorganize the education sector over the next 20 years and to work towards the goal of creating a publicly funded education system.

2.3 Project URL

<http://>

2.4 Schedule

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Start Date	End Date	Duration
01-Oct-2010	01-Oct-2015	60 months 0 days

3. Pillars and geographic locations

3.1 Primary Pillars

Pillar	Sub-sector	%
Institutional Rebuilding	Stronger central administration	20.00
Social Rebuilding	Education	70.00
Social Rebuilding	Health	10.00
Unallocated		0.00

3.2 Linkages (Secondary Pillars)

Pillar	Sub-sector
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3.3 Geographic Locations

Department	Arrondissement	Commune	%
Unallocated			100.00

4. Project Components and Outputs

4.1 Project Components

No.	Component
1	School Infrastructure: US\$120,255,465 funded; US\$120,255,465 unfunded. School infrastructure at all levels
2	Improve Quality of Education: US\$15 million funded; US\$5 million unfunded. Broken down into component parts: School kits: 1 million funded; US\$ 5 million unfunded. Modernization of the curriculum, US\$10 million funded; \$0 unfunded.
3	Professional Development and Human Resource Development: US\$17,496,000 funded; US\$17,496,000 unfunded. Teacher training.
4	University and Technical and Vocational Education: US\$18.75 million funded; US\$18.75 million unfunded. Broken down into component parts: US\$10 million creation of division of higher education funded; US\$ 0 unfunded. US\$7.5 million youth trained TVET funded; US\$17,500,000 youth trained TVET unfunded. US\$ 1.25 million award of scholarships in key areas funded; US\$ 1.25 million award of scholarships in key areas unfunded.
5	Public Subsidy (finance): US\$70 million funded (preschool and basic education); US\$80 million unfunded (preschool and basic education)
6	Sector Management/ Governance: US\$8.5 million funded; US\$8.5 million unfunded. Broken down into component parts: US\$2 million school mapping funded; US\$0 unfunded. US\$6.5 million creation of execution capacity funded; US\$8.5 million creation of execution capacity unfunded.

4.2 Project Outputs

Key Output	Location	Year 1	Year 2	Year 3	Year 4	Year 5	Target
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4.3 Results and Success Indicators

Success Indicator	Year 1	Year 2	Year 3	Year 4	Year 5
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# of children aged 4-5 school ready by first grade	3,000	14,900	14,900	14,900	14,900
# of schools receive financial subsidy to allow children to access school for free.		250,000	250,000	250,000	250,000
# of teachers trained in new curriculum		1,000	1,000	1,000	1,000
% increase in students' mastery of reading and writing Note the targeted results are still TBD					
Increase in safe school places including preschool (4-5 year olds, fundamental cycle 1&2) assuming one shift of 300 children	9,000	44,700	44,700	44,700	44,700

4.4 Data methods to verify success indicators

- Baseline to be established using available MENFP data (school census 2003, 2007).
- Baseline to be established using available MENFP assessment data.
- Baseline data about communities where schools will be built using FAES's community survey instrument.

5. Financial Information

5.1 Please advise whether this is an on-budget or off-budget project

Is this project included in the Government of Haiti's budget? - Yes

Is this project funded by Government of Haiti? - No

5.2 Will this project be seeking funding from the Haiti Reconstruction Fund? (more information on the HRF can be found on the IHRC website)

Yes Inter-American Development Bank (IDB)

5.3 Project Cost

Note that the years are automatically generated based on the start and end dates specified in section 2.4.

Implementation Years	Currency	Rate to 1 USD	Cost	Cost(USD)
Total	USD	1.0000		
2010			50,000,000	50,000,000
2011			112,500,000	112,500,000
2012			112,500,000	112,500,000
2013			112,500,000	112,500,000
2014			112,500,000	112,500,000
2015			112,500,000	112,500,000
Unplanned				

5.4 Commitments and Disbursements

Funding Source Funding Agency	1st Level Implementer	Type	Commitment (USD)	Disbursement (USD)
<input checked="" type="checkbox"/> Contributions from bilateral and multilateral donors Inter-American Development Bank (IDB)	Inter-American Development Bank (IDB)		250,000,000	
<input checked="" type="checkbox"/> Other Inter-American Development Bank (IDB)	Inter-American Development Bank (IDB)		1,000,000	
TOTAL			251,000,000	

6. Impact Assessment

6.1 Contribution to Haiti's social and economic development

a) Number of local workers that will be employed in this project and progress made to date:

	Number of local workers	Percentage of local workers
Planned		100

b) How will the project use Haitian sourced goods and services and progress made to date? How will the project create additional capacity for the Haitian economy and progress made to date?

All the construction materials will be Haitian-sourced except cement and iron for construction works. Rehabilitated and new build infrastructures will represent new assets for the Haitian economy; transferred technology will increase human capital for the Haitian economy.

6.2 Contribution to equality

a) Does this project target vulnerable groups (e.g. people living in poverty, people with disabilities etc.)

- Yes No Describe the target group
- Describe how the target group participated or will participate in the project consultations
- Describe how the target group will benefit from the project results
- Tuition waiver. It is expected that the existing tuition waiver/ financial subsidy component will be extended to target an increasing number of poor children currently outside of the school system. It is expected that by providing the subsidy/waiver more children will be able to go to school without interruptions (internal efficiency) and also allow the enrolment of children outside of the system. To identify the children outside of the system, MOE is conducting a special study focusing on street children, children in domestic service.
- Children who have had difficulties to attend school due to the prohibitive cost of tuition in mostly non-public schools will be able to attend school for free through the tuition waiver (financial subsidy) program. In addition, it is planned that schools will provide a package of social services including nutrition, food, health to students with a particular focus on 4-5 year olds.

b) Does this project take measures to promote gender equity?

- Yes No Describe how gender equity was considered or will be considered in the project consultations
- Describe how the project will ensure gender equity in the results and progress made to date

c) Has a gender analysis been conducted?

- Yes No Describe how the project design was changed to take into account the results of the analysis

d) Does this project take into account specific needs of children and young people?

- Yes No Describe the group of children and young people that will benefit from the project results
- the programme will benefit children aged 4- 5 year old and students in basic education (grades 1-9). Initially, in the the year 1 operations, the tuition waiver program will target children in grades 1 and 2 (6 and 7 year olds). However, it is expected that the programme will benefit children as young as 4 and 5 year olds up to young adults once the component

Describe how children and young people or their carers participated or will participate in the project consultations	for technical and vocational education and higher education will be implemented.
Describe how children and young people will benefit from the project results	Results of the education plan are based on a two-year preparation process conducted by the Presidential Commission on Education. The commission conducted stakeholder consultations throughout the country to gather information on education issues and the way forward. Children will benefit from expanded access to educational services and also free access to education services once the program is fully in place. They will benefit from safer schools that provide a better environment for learning. In addition, once the technical and vocational component is being implemented, young people will benefit from updated programs. A select number of university students will benefit from scholarships.

6.3 Sustainability Assessment

Component 1: MENFP will provide some funds for the maintenance of the schools. In addition, all school directors will be trained by FAES in basic maintenance.

Component 2: It is expected that improved educational inputs will eventually translated into better trained students who in turn might become more productive members in labor markets.

Component 3: The funding formula to be developed for the non-private sector will take into consideration sustainability issues. Non-private providers will receive funding under certain conditions to ensure that quality measures are met.

6.4 Environmental Assessment

Please describe the measures taken to ensure that the project has a positive impact on the environment. If relevant, please specify how the project might negatively impact the environment, how you plan to measure and mitigate this impact and progress made to date.

Every IDB-funded project has to fulfill the IDB's Environment & Safeguards Compliance Policy (<http://idbdocs.iadb.org/wsdocs/getDocument.aspx?DOCNUM=665902>), its application is mandatory. A detailed environmental assessment of the project is a requirement prior to its approval by the Board. This assessment is consistent with international standards and best practices in environmental evaluations. As a result, an Environmental and Social Monitoring Plan is expected to be prepared for each component of the project to be monitored during its execution.

7. Line Ministry and Government of Haiti Involvement

7.1 Required Approvals

Steps followed:

- 1) IDB support and participation in the elaboration of the Education Sector Plan (ESP)
- 2) Public endorsement of the ESP in August 2010 by President Preval and presentation to the IHRC on August 17, 2010;
- 3) Monthly missions of Bank staff of the Education Division that took place since February 2010;
- 4) Presence of the IDB Chief of Education in Haiti from mid-May to mid-June, and on a monthly basis since then;
- 5) Lessons learned from previous projects (HA-L1040) and long-standing experience in the education sector; and
- 6) Coordination with other donors.

The Program. The first installment of US\$50 million of the Bank's overall US\$500 million commitment is expected to be presented to its Board of Directors during the 4th quarter of 2010. The remaining cost of the program for the ERS is estimated to be US\$250 million, and it is expected that most projects aligned with the ERS will seek funding from the HRF. The IDB will explore possible funding options through private sector donations and/or co-financing arrangements. The IDB is working on identifying possible partner agencies/organizations interested in co-financing the program.

7.2 Line Ministry Involvement

Which Ministries or other offices of the Government of Haiti are you in touch with?

Ministry of National Education and Professional Training (MENFP)
Fond D'Assistance Economique et Social (FAES)

Please provide the names of your contacts within the Ministries or other offices of the Government of Haiti

- Minister Joel Desrosiers Jean Pierre, MENFP
- Creutzer Mathurin, Cellule de Pilotage, MENFP
- Jacky Lumarque, Chair of Presidential Commission on Education
- Bayard Lapommeray, Educational Planning Division
- Yolaine Vandal, Preschool, MENFP

- Harry Adam, General Director, FAES
- Odnell David, Directeur Adjoint, FAES
- Ducarmel Francois, Director Social Division, FAES
- Richard Painsou, Administrative Director; FAES

8. Local Community Support

8.1 Local Community Support

In the identification of a site for school construction, FAES consults extensively with the community. Up to date, this process has been completed in 17 of the 30 schools.

The Presidential Commission on Education consulted extensively over a two-year period with stakeholders and communities throughout the countries. Results of these consultations are reflected in the Education Plan.

9. Monitoring Process

9.1 Anti-corruption mechanism

Procurement. Works, goods and contracting services will be procured in accordance with policies for procurement of works and goods financed by the IDB. A procurement plan for the first 18 months will be prepared before project approval and it is updated annually. All contracts for works, goods and services in excess of a specific amount are subject to ex-ante review by the IDB. FAES has a proven record of procurement and is currently the only agency in Haiti for the IDB with an ex-post review.

Fiduciary aspects. During project preparation, fiduciary risks will be evaluated on the basis of the Executing Agency's experiences with IDB-funded operation, audit reports and its own Institutional Capacity Assessment methodology. Based on risk-assessment report, executing agency's capacity and financial/accounting procedures are reviewed and strengthened. Semiannual external audit reports of financial statements, including internal control system, are prepared and sent to IDB.

Disbursements. Disbursements requests will be prepared and submitted to IDB by Executing Agency, following standard IDB procedures. Project monitoring system will track down use of resources. Annual operating plan, validated by the IDB, will report on the use of project funds on the year and estimate disbursements for following year.

9.2 Project monitoring process

For each project a mid-term and final evaluation will be conducted. the executing unit will have to submit regular semi-annual reports to report on progress on indicators, implementation, and financial issues. For all indicators base-line information will be collected. As part of the first operation, an overall monitoring and evaluation framework will be developed that will guide subsequent operations/activities. To this end, grant resources will be provided to develop this system. To the extent possible, existing data sources from the Ministry of Education, the Haitian Statistical institute will be used. As part of the year 1 initiative, a school census and school mapping exercise will be planned and implemented greatly adding to the data / information bases at the Ministry of Education.

10. Obstacles/Constraints

10.1 Obstacles

Bottleneck	Description	Organization/person that could address the bottleneck	Specific requests to IHRC in addressing the bottleneck
15. Other		<p>Description of bottleneck: Insufficiently qualified human resources in the Ministry of Education</p> <p>Organizations to address: - OMRH (Prime Minister Office) - Ministry of Finance</p>	<ul style="list-style-type: none"> - Prioritize project that contribute with public administration strengthening - Identify funds for long term technical assistance in the strategic line ministries

11. Notes and Attachments

11.1 Notes / Comments

3. 2
Geographical coverage
Regarding the programme will cover all 10 departments in the country. There was no such category option available.

4.2: We were not able to fill out section 4.2. as the program did not allow us to add information. For details on the key outputs of the project please see the associated section in the uploaded document "IHRC Education IDB Sector Note September 2010"

11.2 Uploaded Documents

[IHRC_Education IDB Sector Note Se...](#) (doc, 781KB)

uploaded by Eve Bugler on 17-Sep-2010 09:08

[indicative investment gap](#) (doc, 95KB)

uploaded by Eve Bugler on 30-Sep-2010 13:25

11.3 Uploaded Photos

12. Project History

12.1 User Activity Log

	Name	Organization	Date/Time	Username
Modified	Eve Bugler	Inter-American Development Bank (IDB)	30-Sep-2010 13:26	eveb@iadb.org
Modified	Eve Bugler	Inter-American Development Bank (IDB)	17-Sep-2010 13:43	eveb@iadb.org
Created	Eve Bugler	Inter-American Development Bank (IDB)	16-Sep-2010 15:22	eveb@iadb.org

12.2 Project State Log

State	Action	IHRC Comment	Organization	Action Date
Under Submission	Submit to Approval		Inter-American Development Bank (IDB)	17-Sep-2010, 13:43
Under Review	Approve	Approved Board Meeting October 6th 2010	IHRC Administrator	26-Nov-2010, 13:06

