

DOCUMENT OF THE INTER-AMERICAN DEVELOPMENT BANK

HAITI

SUPPORT FOR HAITI'S RECONFIGURATION OF THE EDUCATION SECTOR

(HA-L1049)

GRANT PROPOSAL

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ELECTRONIC LINKS

REQUIRED

1. POA (Plan of activities for first disbursement and the first 18 months of implementation)
<http://idbdocs.iadb.org/wsdocs/getDocument.aspx?DOCNUM=35405913>
2. Monitoring & Evaluation Arrangements
<http://idbdocs.iadb.org/wsdocs/getDocument.aspx?DOCNUM=35355314>
3. Complete Procurement Plan
<http://idbdocs.iadb.org/wsdocs/getDocument.aspx?DOCNUM=35356145>
4. ESMR (Environmental and Social Management Report)
<http://idbdocs.iadb.org/wsdocs/getDocument.aspx?DOCNUM=35356462>

OPTIONAL

1. Plan Opérationnel 2010 - 2015
<http://idbdocs.iadb.org/wsdocs/getDocument.aspx?DOCNUM=35378749>
2. Implementing the Vision for Haitian National Council for Education Strategy
<http://idbdocs.iadb.org/wsdocs/getDocument.aspx?DOCNUM=35378753>
3. *Je construis une école*
<http://idbdocs.iadb.org/wsdocs/getDocument.aspx?DOCNUM=35378755>
4. Proposed Haiti School Facility Design Guidelines
<http://idbdocs.iadb.org/wsdocs/getDocument.aspx?DOCNUM=35378758>
5. *La Stratégie Nationale D'action Pour L'éducation Pour Tous*
<http://idbdocs.iadb.org/wsdocs/getDocument.aspx?DOCNUM=35378759>
6. Haiti Earthquake PDNA: Assessment of damage, losses, general and sectoral needs
<http://idbdocs.iadb.org/wsdocs/getDocument.aspx?DOCNUM=35333177>
7. Macroeconomic Scenarios for Haiti
<http://idbdocs.iadb.org/wsdocs/getDocument.aspx?DOCNUM=35333080>
8. Natural Disaster Mitigation and Relief
<http://idbdocs.iadb.org/wsdocs/getDocument.aspx?DOCNUM=35378761>
9. Proposed IDB Program
<http://idbdocs.iadb.org/wsdocs/getDocument.aspx?DOCNUM=35397345>
10. Detailed Project Budget
<http://idbdocs.iadb.org/wsdocs/getDocument.aspx?DOCNUM=35355417>

ABBREVIATIONS

AOP	Annual Operation Plan
CDP	<i>Cellule de Pilotage</i>
CG	Chilean Government
ECD	Early Childhood Development
EFA	Education for All
ESMR	Environmental and Social Management Report
EXENP	<i>Extension de L'enseignement Primaire</i>
FAES	<i>Fonds d'Assistance Economique et Social</i>
GOHA	Government of Haiti
IACC	International Agency of Chilean Cooperation
IHRC	Interim Haiti Recovery Commission
MENFP	Ministry of Education and Professional Training
MO	Manual of Operations
MOU	Memorandum of Understanding
MPWTC	Ministry of Public Works, Transportation, and Communication
NEPO	National Education Partnership Office
NGO	Non-Governmental Organization
PDNA	Post Disaster Needs Assessment
PNCS	<i>Programme Nationale de Cantine Scolaires</i>
PRODEV	Progress and Development Foundation
PSG	Project Specific Grant
SMC	School Management Committee
TF	Taskforce
TVET	Technical and Vocational Education and Training
UNESCO	United Nations Educational, Scientific and Cultural Organization
WB	World Bank

PROJECT SUMMARY
HAITI
SUPPORT FOR HAITI'S RECONFIGURATION OF THE EDUCATION SECTOR
(HA-L1049)

Financial Terms and Conditions				
Borrower: Republic of Haiti			Amortization period:	N/A
Executing Agency: Social Assistance and Economic Fund (<i>Fonds d'Assistance Economique et Social-FAES</i>) and Ministry of Education and Professional Training (MENFP) and Education for All Unit (EFA)			Grace period:	N/A
			Disbursement period:	30 months
			Interest rate:	N/A
			Supervision and inspection fee:	* N/A
Source	Amount US\$	%	Credit fee:	* N/A
IDB (GRF)	50,000,000	97.80%	Currency:	US\$ Single currency facility
Cofinancing First Citizens Bank. Trinidad and Tobago	1,000,000	1.95%		
Contribution in kind Chilean Cooperation	89,800	0.25%		
Total	51,089,800	100.00%		
Project at a Glance				
Project objective/description:				
The general objectives of this first operation are to support the government's program of reconfiguring the country's education sector and development of a pool of skilled human resources over the next 20 years. To this end, the Bank support will contribute to improving the supply and quality of education starting at the pre-school and basic education level, and strengthening the MENFP's execution capacity for the implementation of the long-term plan (¶1.33).				
Special contractual clauses:				
Conditions prior to first disbursement: (i) both entities will approve updates to their current MO to reflect the current activities and will prepare a Annual Operation Plan (AOP) accompanied by a financial report outlining the financial resources required for implementing the AOP as a condition prior to first disbursement. The manual of FAES will also include the environment and social conditions outlined in the Environmental and Social Management Report (ESMR) to reflect the current activities (¶3.2); and (ii) the presentation of the approved selection criteria for semi-permanent structures (¶3.4). Conditions of execution: (i) FAES will sign a MOU with the Ministry of Public Works, Transportation, and Communication (MPWTC) establishing the terms of its collaboration with the MPWTC laboratory to review construction materials (¶1.41); and (ii) the signing of a Memorandum of Understanding (MOU) on the principles guiding the operation of the schools between the MENFP and Progress and Development Foundation (PRODEV) will be a condition prior to the disbursement of any resources related to the tuition waiver program for the resettlement community (¶3.9).				
Exceptions to Bank policies:				
None.				
Project qualifies for: SEQ <input checked="" type="checkbox"/> PTI <input type="checkbox"/> Sector <input checked="" type="checkbox"/> Geographic <input type="checkbox"/> Headcount <input type="checkbox"/>				

(*) The credit fee and inspection and supervision fee will be established periodically by the Board of Executive Directors as part of its review of the Bank's lending charges, in accordance with the applicable provision of the Bank's policy on lending rate methodology for ordinary capital loans. In no case will the credit fee exceed 0.75% or the inspection and supervision fee exceed, in a given six-month period, the amount that would result from applying 1% to the loan amount divided by the number of six-month periods included in the original disbursement period.

I. DESCRIPTION AND RESULTS MONITORING

A. Background and justification

- 1.1 On January 12, 2010 a 7.3-magnitude earthquake hit Haiti leaving an estimated 222,750 people dead, 1.2 million homeless, and 500,000 displaced. In the hardest hit departments, much of the infrastructure was destroyed, prompting an intense wave of migration out of Port-au-Prince and a massive strain on an already fragile network of social services. In the education sector, approximately 4,268 schools, training centers and institutions of higher education were structurally affected and almost all services were suspended in the affected areas until April of 2010.
- 1.2 **Education before January 2010.** At the time of the earthquake, Haiti had just begun to recover from a series of hurricanes and other external shocks that impacted the country in 2008 and taxed an under-resourced and underperforming education sector characterized by limited access, uneven and low quality, and an institutionally weak Ministry of Education and Professional Training (MENFP) unable to regulate and supervise the sector.¹ Limited access and over-aged students were also key features of the school system: 500,000 primary-aged children were not in school prior to 2008; and about 1.5 million children in primary schools were “over-aged” (72% of children enrolled are at least two years older than they should be for their grade). This was due in large part to the fact that non-public schools accounted for approximately 80% of the supply of education, making them too often the only available option for families and require the payment of tuition fees. Yet 75% of non-public providers lacked certification or licensing resulting in questionable quality of educational services provided, and the average cost of tuition at non-public institutions approached 25% of per capita income per year (MENFP, 2010). Unsurprisingly, dropout rates were high and few children made it to the secondary level.
- 1.3 Educational quality was also low prior to the earthquake. Haitian adults had the highest illiteracy rate (57%) of the Caribbean region and Haitian children tested well below their peers in other countries in achieving basic competencies in numeracy and literacy.² A quarter of the teaching corps had less than a ninth-grade education. Existing curricula and programs –independent of the level of education– needed updating and better articulation across all grade levels. School infrastructure was poor. More than half of all buildings housing schools were not designed for educational purposes; and most lacked access to basic services (as well as basic didactic materials) or funding for maintenance. Technical and vocational training, responsibility for which was shared among various ministries, was not demand-driven and of low quality. Technical

¹ Post Disaster Needs Assessment (PDNA) 2010; MENFP Education Plan 2010.

² Early Grade Reading Assessment (EGRA), Research Triangle Institute (RTI).

training centers often operated in the absence of standards or regulations, were underequipped, and delivered outdated programs unaligned with the demands of the labor market. Similarly, there were numerous universities, however, with limited capacity for research and development, thus compromising their ability to deliver quality programs in areas required for development and demanded by the labor market. In short, the education system was unable to produce a pool of qualified human resources required to foster the economic development of the country.

- 1.4 Despite the fact that a number of projects were undertaken to strengthen the MENFP, most notably the *Projet De Renforcement Institutionnel (PRI) 1996-98* and *le programme de la gouvernance du Secteur de l'éducation en Haiti (PARGSEH) 2000- 2003*, weaknesses persisted at all levels. Foremost among these was the inability of the MENFP to plan and evaluate interventions, particularly those of the various donors. Few resources were available for the inspection of projects on the ground and communication within the MENFP and its regional departments was less than fluid. These issues were aggravated by a chronic lack of information, as school data and other statistical information were not available in a timely and systematic manner, an insufficient supply of quality staff; most MENFP staff lacked appropriate training and functioned in support roles only. The Donor Table of Education, convened by the Cellule de Pilotage, attempted to mitigate these issues. Yet donor coordination remained at the level of project and did not respond to a larger framework put forth by the Ministry.
- 1.5 **Education after the earthquake.** The earthquake further exacerbated the above stated challenges. Approximately 50% of schools were destroyed and the education sector as a whole sustained damages and destruction estimated at US\$478.9 million (Post Disaster Needs Assessment - PDNA 2010). An estimated 70% of Technical and Vocational Centers (Technical and Vocational Education and Training - TVET) were affected and are no longer able to provide services. Most all universities located in the metropolitan area were destroyed. The earthquake also affected employment and employment opportunities, leaving only 17.5% of families (compared to 66% pre-earthquake) with at least one family member working (PDNA 2010).

1. Preparation of the Education Plan (operational plan for education)

- 1.6 In May 2010, the President of Haiti mandated the MENFP and the Presidential Commission on Education (PCE) to form a Taskforce (TF) to develop, with IDB support,³ an overall plan for reorganizing the education sector and addressing the issues outlined above. The [Operational Plan](#), presented to and approved by the Interim Haiti Recovery Commission (IHRC) on August 17,

³ The IDB provided resources for the development of the Plan. For example, the superintendent of New Orleans, Paul Vallas, advised the TF on technical issues based on the experiences made in New Orleans after Hurricane Katrina. In addition, Bank staff played a proactive role in preparing and negotiating inputs to the plan with the MENFP.

2010, lays out the framework for achieving a publicly financed, tuition-free, well-managed education system open to all children and providing quality educational services as well as a set of social services over a five-year period.

- 1.7 The plan combines the reconstruction of educational infrastructure with lasting reforms of system management and accountability. All schools, public and non-public, in affected areas and/or serving affected children who have migrated out of greater Port-au-Prince, are eligible to participate. In the short-term, participating schools will receive a series of supports that will allow them to open and provide tuition-free services to children. These supports include subsidies for school tuition, school kits with basic school supplies and a uniform, texts and other materials. Participating schools can be housed either in temporary or permanent structures; in the latter case, the structural soundness of the infrastructure will be certified prior to the opening of the school. Participating schools are expected to gradually meet specified standards in terms of teacher training, the implementation of the national curriculum, and learning goals. Additional activities will be targeted towards the strengthening of the MENFP to enable it to carry out its statutory responsibilities of oversight and quality control of the entire system.
- 1.8 Through the combination of these activities the Haitian education system will be recast in such a way that learning, accountability and transparency are improved and an ever-greater share of education is provided through high quality public schools. Many of these activities contemplated in the plan will include the re-launching of initiatives, government and donor-supported, in place prior to the earthquake and their coordination within the framework provided by this plan. The implementation of this plan implies a massive and sustained investment in Haiti's education system. The overall cost is estimated at more than US\$4 billion, to be financed by pooling resources and expertise from international and bilateral organizations, foundations and individuals, with targeted efforts to engage new donors.
- 1.9 The plan has an overall horizon of five years but was accompanied by a three-month and 18-month plan. To achieve its goals, the TF identified the following "axes" of intervention:
- 1.10 **School infrastructure/facilities.** The plan aims to improve the quality and safety of school infrastructure by: (i) constructing 2,564 new "basic schools" (*ecoles fondamentales*) able to accommodate the new, consolidated school model⁴; (ii) creating an institutional body to develop and enforce uniform building standards and construction codes (a school infrastructure authority); (iii) ensuring regular maintenance of school buildings; and (iv) introducing computer and information technology into schools as well as the ministry.

⁴ The new school model consolidates pre-school, primary, and middle schools (grades 1-9) into one school site instead of having three (pre-school, primary school (1-6), and middle school (7-9)).

- 1.11 **Curriculum and teaching.** The plan aims to create a single national curriculum that is aligned across the various levels of education, with corresponding assessment tools and clearly defined learning goals/standards.
- 1.12 **School materials.** The plan's objective is to address chronic and widespread shortages of school supplies by providing approximately 2.2 million school kits with books, supplies, and uniforms to schools and school children.
- 1.13 **Financial subsidy.** The plan calls for tuition-free, publicly financed basic education (nine years) as stated in the Haitian Constitution. To this end, it recommends that financial support in the form of tuition subsidies (at around US\$100/student/year for grades 1-9, and US\$90 for preschool) be given to families and schools for basic education. This is expected to increase enrolment and retention, and to reduce the number of over-aged children by ensuring that more children enter 1st grade on time.
- 1.14 **Expanded access to education.** At all levels including Early Childhood Development (ECD), preschool, basic education, and secondary education.
 - a. **Early childhood.** The plan calls for the creation of an educational policy for children 0-3 years and aims to expand access to pre-school for 4-5 year olds. Consequently, the new generation of "basic" schools will have two classrooms for this age-group.
 - b. **Basic education.** In light of the limited enrolment rates, the plan seeks to provide broad access to basic education (grades 1-9) for all children as stated in the Haitian Constitution.
 - c. **Secondary education.** Given the limited enrolment of 22% percent, the plan aims to significantly increase access to, and quality standards across secondary education institutions.
- 1.15 **Technical and Vocational Education and Training (TVET).** The plan calls for the creation of an integrated management system of the sector with strong private sector participation and an increase in the supply of TVET programs aligned with labor market demands.
- 1.16 **Higher education.** The plan recommends the creation of a Tertiary Education Commission to take charge of the reconstruction of the sector and its future management, including the provision of scholarships for both students and faculty.
- 1.17 **Human resource development/professional training.** Recognizing that better trained teachers are instrumental to improving teaching quality, the plan calls for teacher and administrative staff training programs as key priority.

- 1.18 **Literacy.** Given the high percentage of illiteracy among the adult population, the plan aims to target illiteracy among adults and undertake a far-reaching adult literacy campaign.
- 1.19 **Special education.** The plan aims to increase access to education for disabled children and youth. To this end, facilities should be accessible to physically disabled children and programs should be able to address children with special learning needs.
- 1.20 **Governance reform.** The plan cites reform of the governance of the education sector as key to overall success. Indeed, to achieve the plan's objectives, considerable changes to financial and legal frameworks are foreseen to allow for a closer collaboration between the public and non-public sector including: (i) reform and modernization at the central and regional offices; (ii) staff training; (iii) upgraded data and communication systems, as well as financial and procurement systems, implemented and installed; and (iv) strengthened capacity to regulate, monitor and implement across the ministry.
- 1.21 Based on these pillars, the plan aims to create a publicly financed, tuition-free, well-managed education system open to all children and providing quality educational services as well as a set of social services. Although the plan clearly outlines the vision, considerable work remains to be done to further operationalize each pillar. To this end, the MENFP has created a working group for each component.

2. IDB support to the government's Education Plan

- 1.22 As noted above, the costs for creating the tuition-free, publicly financed system envisioned by the Haitian Government approach US\$4.3 billion to which the IDB plans to contribute US\$500 million. Within the context of the capital replenishment of 2010, the Bank has committed to support Haiti in the financing of this comprehensive undertaking with US\$500 million. The Bank expects to provide US\$250 million of financing from its existing Grant Facility and the Bank with work with the country to mobilize the remaining balance of US\$250 million. This present operation of US\$50 million is the first installment of the Bank's financial engagement to respond both to the short-term needs of reconfiguring the education system and lay the foundation for the Bank's longer-term support to education reform in Haiti. Four subsequent projects, each for an average of US\$50 million, will be presented annually for Board consideration through.
- 1.23 Based on the Bank's experience in Haiti's education sector (¶1.30), the Bank program will support selected pillars for which it can offer value-added through its operations with the objective of laying the foundation for the plan's intended reforms. The Bank's contribution stand independently of the financial contributions by the international community and will be implemented in a modular format, thus allowing for the scope to be expanded or reduced in

function of secured financing, and ensuring the overall integrity of the Bank’s operation and its development objectives, independently of the volume of resources raised from outside sources. The Bank will focus its efforts in: (i) improving school infrastructure; (ii) improving the quality of education; (iii) reforming higher education and technical and vocational training; and (iv) modernizing the governance system.

Table I-1: Proposed IDB program

	MENFP GOAL	IDB Financial Commitment (in US)	Financing Gap (in US million)	IDB Possible Financial Contributions (in US)				
				Year 1 (HA-L1049)	Year 2	Year 3	Year 4	Year 5
School Infrastructure*	1,865,217,300.0	248,503,700.0	1,616,713,600.0	27,204,500.0	55,324,800.0	55,324,800.0	55,324,800.0	55,324,800.0
Education Quality								
A. School Kits	216,463,500.0	14,925,000.0	201,538,500.0	2,750,000.0	3,043,800.0	3,043,800.0	3,043,700.0	3,043,700.0
B. Teacher training,** professional development and Curriculum	106,000,010.0	43,600,010.0	62,400,000.0	1,320,000.0	13,064,005.0	13,064,005.0	8,064,000.0	8,088,000.0
C. Per-child subsidy to families (enseignement fondamentale and preschool)***	211,057,150.0	145,936,540.0	65,120,610.0	3,931,200.0	35,501,260.0	35,501,260.0	35,501,260.0	35,501,560.0
Higher Education and TVET	46,755,675.0	32,161,250.0	14,594,425.0	-	11,165,312.5	9,165,312.5	6,915,312.5	4,915,312.5
Governance and Modernization of MENFP	46,000,000.0	14,873,500.0	31,126,500.0	14,794,300.0	79,200.0	-	-	-
TOTAL	2,491,493,635.0	500,000,000.0	1,991,493,635.0	50,000,000.0	118,178,377.5	116,099,177.5	108,849,072.5	106,873,372.5
<p>* Estimated on the number of classroom required for preschool, ecole fondamentale (3 cycles) and secondary. ** In-service teacher training (presential combined with technology-enhanced). 11 teachers per school thus are assumed, plus a school administrator and at least one support staff. *** Expected enrollment in 2015 for preschool and enseignement fondamentale. Each kit includes 2 uniforms, books and grade-appropriate school supplies.</p>								

1.24 The Table I-1 provides an overview of the areas of Bank support over the next five years focusing on selected components of the overall Education Plan (for more details see [Proposed IDB Program](#))⁵.

1.25 **Improving school infrastructure.** As indicated in paragraph 1.23 the Bank operations will finance new construction for both the public and non-public sector, following the new design guidelines for making schools safer and compliant with hurricane and earthquake construction guidelines (see paragraph 1.37) and focusing on the 145 communities identified by the MENFP that currently lack school infrastructure.

1.26 **Improving the quality of education - financial subsidy.** The support for the payment of a tuition subsidy at both the basic and pre-school level will be important to achieve the goal of expanded access to education. To implement this successfully, MENFP will have to better coordinate, monitor, and regulate the sizeable non-public sector. Any subsidy provided by the MENFP should serve as an incentive to enhance the quality of services provided as well as the MENFP’s capacity to monitor its partners. In 2008, Government of Haiti (GOHA) passed the law for the creation of the National Education Partnership Office (NEPO), however, the office is not yet operational. NEPO will be the key agency for defining the instruments for collaborating as well as managing the public-private partnerships in education. Bank resources will contribute to paying school subsidies/ tuition waivers allowing more children to attend and complete their schooling without long interruptions. In addition, the Bank will

⁵ This long-term indicative proposal was approved by the IHRC on October 6, 2010.

provide school supplies (kits); and support the development of new national curriculum accompanied by appropriate teacher training programs.

- 1.27 **Reforming higher education and technical and vocational training.** A renewal of the system of higher education and technical vocational training is needed to contribute to the much needed supply of a skilled workforce. To address skills gaps, a limited number of international scholarships focusing on the needs of the education sector will be provided to address major bottlenecks in the current system. Considering the current level of qualification of most of Haiti's teaching corps (¶1.3), considerable investment will be required to upgrade and update their knowledge and skills which will require a core of skilled professionals. The Bank will support the creation of a Higher Education Commission charged with the management of the sector; the continued provision of technical and vocational training; and also a number of scholarships in key areas for the education sector.
- 1.28 **Governance Reform Institutional Strengthening of the MENFP.** As indicated in the [Proposed IDB Program](#), considerable resources will be dedicated to this component as it is considered imperative to improve sector management. Therefore, IDB resources will concentrate on strengthening key divisions within the MENFP to enhance its capacity to define policy, monitor and supervise the sector, and engage in partnerships with the non-public sector.

B. Program justification

- 1.29 **Relation to Country Strategy and the Haiti Strategy.** Consistent with the National Strategy of Poverty (2007), the results of the PDNA 2010 that was undertaken by the United Nations, World Bank (WB), IDB and other donors after the earthquake, and the National Education Plan (MENFP 2010), the Bank's country strategy for Haiti prioritizes economic and social recovery. The IDB country strategy has the following three objectives: (i) strengthening the underlying foundation for economic growth; (ii) improving access to and coverage of basic services including education; and (iii) strengthening governance and building of institutional capacity of GOHA. In the updated Country Strategy (GN-2465-2 and GN-2464-4), education is identified as a priority. The proposed operation will improve access and coverage of education services by providing safe infrastructure and school materials.
- 1.30 **Bank experience in the sector.** Over the last 25 years, the Bank has supported three education programs. The main focus of all three of these projects – *Extension de L'enseignement Primaire* (EXENP I) (Loan 774/SF-HA, US\$11.9 million) executed during 1986-1996; EXENP II (Loan 959/SF-HA, US\$17.6 million); and the *Projet Education de Base* (PEB) (Loan 1016/SF-HA; US\$19.4 million) implemented during 2001-2009– was to improve the quality of basic education through in-service and pre-service teacher training, provision of school books and scholarships to improve retention of poor children in school. The Bank is also the main supporter of vocational training

through its *Programme de Formation Professionnelle* (Loan 1627/SF-HA; US\$22 million). The technical education loan is co-financed with the European Union (ATN/CF-10059-HA) and the Caribbean Development Bank for US\$5 million.

- 1.31 Currently the Bank is implementing, the Program Support to Reconstruction of Education Infrastructure (Grant 2153/GR-HA), approved in 2009. Following the earthquake, this operation was modified to provide temporary structures, school kits/ materials, and a limited financial support for non-public schools in the three areas directly affected by the earthquake. The proposed project is carried out in coordination with a Bank operation approved in April 2010, "Support to the Shelter Sector Response Plan" (Grant 2318/GR-HA), by ensuring educational services to the targeted community of an estimated 5,000 displaced households. Building on these antecedents, the present operation (HA-L1049) will support those components of the government's plan where the Bank has a proven record.
- 1.32 **Donor coordination.** The education sector in Haiti has a donor table chaired by United Nations Educational, Scientific and Cultural Organization (UNESCO). All activities in this project will be presented to this group. Activities under this project will be coordinated with the Grant 2318/GR-HA and the grant "New Technologies and institutional capacity building in the Government of Haiti" (Grant 2350/GR-HA), the objective of which is to implement a technology platform to facilitate information sharing, transparency and efficiency across public agencies. To this end, the data collected for the school mapping and school census will use this platform for data management, analysis and presentation. In addition, all institutional strengthening efforts will be coordinated with the ongoing operation (Loan 1821/SF-HA) "*Programme d'appui pour la gestion des ressources humaines dans le secteur publique*" managed by the Prime Minister's office. This program will conduct an institutional assessment of the MENFP to be completed by January 2011. In addition, it is planned to have a retreat among all donors in November 2010 to coordinate activities, particularly related to the institutional strengthening of MENFP. The overall coordination of the donor effort in Haiti is invested in the IHRC. The IHRC also reviews project proposals to ensure their alignment with the action plan for the recovery and development of Haiti and to avoid their duplication and overlap.

C. Objective, components and cost of the first operation (HA-L1049)

- 1.33 The general objectives of this first operation are to support the government's program of reconfiguring the country's education sector and development of a pool of skilled human resources over the next 10 years. To this end, the Bank support will contribute to improving the supply and quality of education starting at the pre-school and basic education level, and strengthening the MENFP's execution capacity for the implementation of the long-term plan.

- 1.34 The specific objectives of this operation are to: (i) provide quality infrastructure; (ii) improve the quality of education through provision of school supplies; (iii) expand access to basic education through school subsidies to non-public providers; and (iv) strengthen institutional capacity to improve sector management.
- 1.35 As indicated above, the operation presented here is the first in a series of five proposed projects for which the Bank has pledged US\$500 million (US\$250 million IDB grant resources and US\$250 million co-financing resources to be raised) over the next five years.

1. Component 1. Provide quality infrastructure (US\$27.3 million)

- 1.36 The objective of this component is to provide safe school infrastructure in both earthquake and hurricane affected zones. Key activities to be financed include: (i) the re-construction of at least 30 public *ecoles fondamentales* (grades 1-9) in eight departments; and (ii) the construction of a limited number of semi-permanent structures to permit the resumption of 2011 school year.
- 1.37 **Permanent structures.** This component will support the construction of 30 permanent schools to replace those that were severely affected by the 2008 hurricanes. The schools will be built according to the new building code against natural disasters and the new MENFP design guidelines. They provide for a reduced teacher student ratio (1:40 instead of 1:50) for the long-term, and provide space for pre-school education (for four and five year olds at a 1:25 teacher/student ratio). Some schools may function in double shifts. All schools will have 11 classrooms of which two will be dedicated to preschool; an energy source (solar panel); a water tank, sanitary facilities, an office for the director; a nurse's office, and a school canteen and kitchen to allow the preparation and serving of food in the school. Each school will be equipped with individual chairs and desks (as opposed to benches) to facilitate team work and computers, and be accessible for disabled children.⁶ In some cases, the clearing up of sites from rubble and debris might be required to allow the construction of new schools. Grant resources will cover those costs estimated at US\$15,000/site.
- 1.38 **Semi-permanent structures.** As was done under Grant 2153/GR-HA, grant resources will be used to provide 25 semi-permanent structures for both public and non-public sites. Each of these hurricane-safe structures will have an expected lifespan of 60 months and include the following features: a beton foundation, up to 10 classrooms, an administrative module, furniture,

⁶ In addition, FAES will commission a study to analyze possible scenarios to ensure a cost-efficient and steady supply of food for school kitchens through school gardens, and fish ponds. Considering the new design guidelines for schools, the proposed cost are considered reasonable and affordable, ensuring minimum standards. Affordability was taken from the experience of Schools for the Children of the World, Earthquake and hurricane resilience from Martinique and other international standards, and temporary structures from New Orleans.

equipment, sanitary services, and water and electric installations. Five of these will be located in a selected resettlement area to serve approximately 2,500 children of preschool and primary school age (¶1.31). The remaining 20 schools will be built to replace destroyed public and non-public school in the three departments most affected by the earthquake. FAES will review various types of semi-permanent structures.

- 1.39 **Selection criteria for permanent schools.** To select the sites for the construction of the 30 permanent schools, the MENFP will use the targeting criteria developed under HA-L1040 (Grant 2153/GR-HA). Construction prioritization factors include a location with: (i) an existing public primary school (*ecole fondamentale* with cycles 1 and 2 [grades 1-6]); (ii) dilapidated, destroyed or unsafe infrastructure (earthquake or hurricane induced); (iii) location outside metropolitan area; and (iv) proximity to regional offices of the executing unit (FAES). An initial list of schools was identified using results from the 2007 school census on school infrastructure data; a list of public schools damaged by the 2008 hurricanes based on MENFP information; and a validation exercise by FAES on the physical condition of the proposed schools.
- 1.40 **School maintenance and technical assistance.** All directors of schools benefitting from the project will be trained in maintenance using the available manual by FAES on the matter. In addition, 1% of the grant resources from this component will be reserved for maintenance purposes and will be managed by FAES. To ensure that new construction meets hurricane and earthquake standards, a structural engineer will be contracted to review all construction plans and drawings while the GOHA is in the process of establishing new construction codes.
- 1.41 **Construction supervision.** As the Ministry of Public Works, Transportation, and Communication (MPWTC) is reviewing and updating the construction codes to ensure that future buildings will adhere to both hurricane and earthquake codes, grant resources will be used to contract at least one structural engineers to work with FAES. The engineer will review all drawings and plans to ensure that the future generation of schools meets the new requirements. All construction projects will be independently supervised. To this end, FAES will hire independent supervision consultants. **FAES will sign a MOU with MPWTC establishing the terms of its collaboration with the MPWTC laboratory to review construction materials. This will be a condition prior to the execution of Component 1.**

2. **Component 2. Improving the quality of education** (US\$4.2 million)

- 1.42 The objective of this component is to support the quality of education in schools financed by the project by providing: (i) school kits to approximately 605 teachers/administrators and 27,500 children in the schools to be constructed; and (ii) professional development opportunities for school teachers and administrative staff.

- 1.43 **School kits.**⁷ The project will provide materials to 605 teachers/administrators and 27,500 children. The content of the school kits for children will vary depending on their grade level of the recipients, albeit with several elements in common: two school uniforms, four books, pencils, notebooks, eraser, and a backpack.⁸ The school kits for teachers will also contain school supplies.
- 1.44 **Professional development.** Resources will be provided to train teachers in basic pedagogical skills, subject content, and communication technologies and school administrators in school management in the schools to be constructed. The MENFP is currently in discussion with various universities (international and national) to revise the teacher training system and to design training packages. The training will be provided to the 55 schools constructed over a two-year period at the estimated cost of US\$24,000 per school. The exact content and approach for professional development is currently being defined.

3. Component 3. Improved access and equity to education (US\$8.0 million)

- 1.45 The objective of this component is twofold: (i) to expand access to basic education (grades 1-6) through the payment of a tuition waiver in non-public schools; (ii) to provide financial support to cover tuition and operational expenses of the schools to be opened in the resettlement area; and (iii) to support the operational expenses of two early childhood centers in order to allow the continued access of the children already enrolled.
- 1.46 **School subsidies (tuition waivers).** The component will use the mechanisms already in place under the “Education for All (EFA)” tuition waiver program that was initiated in 2007/2008 and is executed by the MENFP with support from various donors. In accordance with the overall MENFP strategy, the component will finance payment of US\$90/ per student per year to non-public providers of basic education (grades 1-6) using input from the established school management committees. The subsidies will be targeted at children from the poorest families and children who are currently outside of the system. The program is currently implemented in 1,247 accredited schools and serves 135,000 children in grades 2-4. The initial cohort of 30,000 1st graders that started in 2007 has been supported for three years, with additional cohorts of 1st graders being added in the years 2008 and 2009. The US\$90 subsidy contains US\$69 for administrative expenses⁹ and US\$21 for the provision of books and learning materials. The component will support the payment of tuition fees for a new 1st. grade cohort of 35,000 students over a two year period, supporting their enrolment in grades 1 and 2.

⁷ This component complements Grant 2153/GR-HA (Component 2) which will provide about 100,000 school kits by November 2010 without school uniforms.

⁸ Schools participating in Component 3 will be excluded.

⁹ The Manual of Operations (MO) contains the details on eligible expenses.

- 1.47 As part of the EFA project, each school is subject to an audit/verification by an external third party to verify that the subsidies are used as intended and to verify that participating schools are not requesting additional tuition payments from participating parents/families to ensure that the education is free.
- 1.48 **Services to schools in resettlements** (¶1.31). The component will support the provision of educational services to students within the resettlement community and its surrounding area, beginning by pre-school and grades 1-4 (*of école fondamentale*) students, by contracting the services of recognized/registered Non-Governmental Organization (NGO). Considering the conditions after the earthquake the MENFP decided to outsource the management of additional schools at this time. The NGO will receive tuition waivers for the children enrolled starting at the pre-school and primary education level. It is expected that an initial 2,852 children (including 352 who already live in the vicinity and 2,500 children who will move to the resettlement community) will need access to schools. Another estimated 1,500 children expected to attend surrounding secondary schools (grades 10-12) will also benefit from tuition waivers. Resettlement area schools are planned to start their operations in October 2011. In addition to the tuition waivers, the project will cover the schools' operational expenses including salaries for teachers, school nurses, school directors and some administrative staff, as well as medical insurance for the children while in school. It is expected that over time the MENFP will assume the responsibility for these schools.
- 1.49 **Early Childhood Development (ECD)**. Grant resources will be used to support the operational costs of two ECD centers in the south (Aquin) where MENFP, the IDB, and the Chilean Cooperation are piloting a comprehensive intervention package (education, health, nutrition) to children 2-4 years old. Lessons learned from the administration of these two centers will inform the ECD policy to be developed (¶1.54).

4. Component 4. Strengthening the governance of the education system
(US\$6.2 million)

- 1.50 The objective of this component is to strengthen the institutional capacity and governance system of the MENFP through the activities described in greater detail below.
- 1.51 **Creation of an implementation structure.** The MENFP line units will be responsible for implementing the MENFP plan. To ensure their success the following structure will be created:¹⁰ (i) establishment of a strategic steering committee, *Comite Strategique National* (CSN), for oversight and guidance; and (ii) a technical committee, *Comite Technique National* (CTN), responsible for the coordination and implementation of the plan. Each group/entity will receive

¹⁰ This proposed scheme is similar to the structure put in place by the Ministry of Education in Jamaica for its education reform program (see Loan 2074/OC-JA, and Loan 2300/OC-JA).

support from the *Cellule de Pilotage* (CDP), the liaison office with all the donors.

- 1.52 The MENFP will hire two long-term consultants to put this structure in place. They will be attached to the CDP. The consultants will closely collaborate with existing MENFP line units, FAES and other stakeholder agencies in developing and harmonizing procedures as required. Grant resources will be used to support the rental of office space, transportation, equipment, and office supplies. Once constituted, a detailed implementation plan with detailed performance goals and benchmarks will be developed to allow close monitoring of progress. Grant resources will finance a performance incentive for MENFP staff to deliver on their respective targets.
- 1.53 **Support for the working groups.** Additional technical assistance will be given to working groups (¶1.21) created to fine-tune the various components/pillars of the Government's Education Plan. Each group will develop a detailed implementation plan in their respective areas of competence. Each working group will be comprised of MENFP line units and supported by national and international experts.
- 1.54 **Early Childhood Development (ECD).** Technical assistance will be provided to support the MENFP in developing a national policy for ECD and a strategy to operationalize it (¶1.49).
- 1.55 **School health strategy/policy.** Grant resources will be used to define a policy/strategy on school health services in coordination with the Direction of Health, Nutrition and Education (HNE) of the MENFP.¹¹
- 1.56 **Educational planning.** Resources will be used to support the design of a comprehensive school mapping, school census, and national student registration system to improve the data available at the MENFP, particularly the Direction of Educational Planning and External Cooperation. UNESCO will provide support to develop a common methodology to be used by all donors. In addition, grant resources will be used to design and execute a study to identify children outside of the system, particularly street children and children in domestic service (restavek), and to prepare a strategy on how to integrate them into the school system.
- 1.57 **Administrative Direction of the MENFP.** This direction will receive technical assistance for modernizing the systems and procedures needed to

¹¹ Currently, MENFP has no school health strategy. Existing initiatives vary in approach and method. School health provision in Haiti is carried-out by numerous development partners who provide limited, scattered, and uncoordinated service packages. The plan foresees the development of a standardized school health package to be provided and carried out by existing partners. These interventions can bring about significant cost savings due to economies of scale, and could be extended to children of various age groups.

enable the implementation of the plan. It will also receive resources for the acquisition of equipment and furniture.

- 1.58 **Legal division.** The current legal framework of the MENFP is inadequate for supporting the education plan, particularly in regard to public-private partnerships. Grant resources will be provided to strengthen the legal division and its work updating the legal framework. Technical assistance will be focused on: (i) a review of the current education act and identification of needed changes/amendments; (ii) preparation of proto-type documents for creating Public Private Partnerships; and (iii) recommendations for the institutional arrangements of the proposed agencies in the plan.
- 1.59 **Creation of the School Infrastructure Authority.** Technical assistance will be provided to assist the MENFP in the design and setting up of an autonomous organization to address the school infrastructure needs in Haiti (¶1.10). The existing organizational structures will need to be reviewed, and existing structures expanded and/or new structures developed. Experience in the United States and elsewhere has shown that if the responsibility for school infrastructure is assigned to the Ministry of Education, the school construction needs will not be addressed in an effective and efficient manner. The proposed School Infrastructure Authority will: (i) establish the school building standards for the country; (ii) establish a school facility master plan to determine the types and locations of future schools; (iii) prioritize funding for school construction projects; (iv) develop prototypical designs to be used for school building construction; (v) develop multiple delivery systems for expediting school construction; (vi) create a nationwide database of school facilities; (vii) develop financial and accountability structures to insure funds are appropriately being used, and finally; and (viii) create systems of review and oversight to insure the quality of construction. After the earthquake, GOHA has created already an infrastructure commission on an ad-hoc basis to oversee all construction activities.
- 1.60 **Institutional Strengthening of FAES.** As originally intended in HA-L1040 (Grant 2153/GR-HA) resources will be provided to support the institutional development and deconcentration of FAES and its six regional offices as a means of improving its absorption capacity and efficiency. To this end, the proposed project (HA-L1049) will finance a number of activities to support and strengthen FAES including: (i) staffing and equipment necessary to meet the challenges of Program execution; (ii) fine-tuning and implementation of its deconcentration plan; and (iii) strengthening of its monitoring and evaluation capacity. Training will also be provided to technical and regional staff with direct responsibility for the implementation of activities related to this and future operations.¹²

¹²

During 2009/2010 FAES created an environmental unit as outlined in HA-L1040.

1.61 The activities related to institutional strengthening will be coordinated with the ongoing institutional diagnostic of various ministries led the Prime Minister’s office and supported by the Bank (Loan 1821/SF-HA ¶1.32). This initiative was initially planned for early 2010 but, due to the earthquake was delayed until September 2010; completion is expected by January 2011. Results of the diagnostic will be used to complete the action plan for institutional strengthening of the MENFP at both the central and decentralized level.

5. Component 5. Communication strategy (US\$0.4 million)

1.62 Grant resources will be provided to design and execute a communications campaign to keep the general public informed about the education plan and the progress made. The campaign will be conducted in both French and Kreyol and will use the existing “radio education” initiative of the MENFP.

D. Key results indicators

1.63 FAES and the project unit of EFA will maintain a permanent monitoring system to evaluate the progress of all project activities. The main outputs of the program will be to improve school infrastructure, the quality of and access to education, and the MENFP’s institutional strengthening to improve sector management. Key results indicators are presented in Table I-2 and also Annex I. They have been agreed with MENFP/EFA and FAES.

Table I-2. Key indicators

Indicator	Data/source
30 new permanent basic schools operational in targeted areas that meet new MENFP design guidelines and new building codes against natural disasters (including earthquakes and hurricanes).	Reports from supervision consultants and FAES monitoring unit; semi-annual report. Report from external engineer/consultant to speak to hurricane/earthquake codes.
School kits for pre-school and basic education students produced and delivered.	Reports from FAES monitoring unit.
Children of official age enrolled in preschool and primary school through the Tuition Waiver Program.	EFA semi-annual reports. Results of audit/verification.
Executing structure within the MENFP created and operational.	Manual of Operations (MO) completed. Staff/consultants contracted. Reports from FAES monitoring unit.
Working Groups’ Strategies for the various components developed and approved.	Actual copies of the documents through FAES.
Infrastructure Authority created and operational.	Initial staff contracted. FAES report.
Monitoring and Evaluation Framework for the five year program developed and approved.	Copy of the document. FAES report.

1.64 As outlined in the evaluation plan, after a disaster, particular focus should be given to the following questions: (i) extent of recovery from earthquake for educational facilities; (ii) access to schooling post-earthquake; and (iii) quality of schooling post-earthquake. The planned mid-term and final evaluations will address these questions.

1.65 Grant resources will be also be used to develop a comprehensive monitoring and evaluation plan for the five-year period for the sector. Technical assistance

will be provided to develop the plan and setting up the required system with the MENFP educational planning division.

II. FINANCING STRUCTURE AND MAIN RISKS

A. Financing instruments

- 2.1 As indicated above, the Bank has committed to support Haiti in the financing of this comprehensive undertaking with US\$500 million. The Bank expects to provide US\$250 million of financing from its existing Grant Facility and the Bank with work with the country to mobilize the remaining balance of US\$250 million. This present operation of US\$50 million is the first of five projects, each for an average of US\$50 million, that are expected to be presented for approval annually through 2014. Resources raised from other donors will be incorporated into each operation in accordance with the corresponding co-financing agreements resulting from fund-raising efforts. Each Bank project will be a stand-alone operation for up to US\$50 million, regardless of whether co-financing materializes or not. As indicated before, the program is designed in a modular manner to allow for the adjustment of objectives (outcomes/outputs) in case the co-financing objective should not be reached without jeopardizing the development objectives.
- 2.2 To the extent that a future donor or donors may contribute resources to support any of the project's components listed herein or any of the aforementioned subsequent projects in the form of a Project Specific Grant (PSG), the IDB may establish a commitment from each donor through an administrative agreement without the requirement of preparing or approving a separate project proposal.¹³ Under such administrative agreement, the resources provided by the donor will be administered by the Bank and the Bank will charge an administrative fee of five percent (5%) of the contribution unless management determines a different fee structure generally applicable for this type of contribution.
- 2.3 To the extent that a donor may wish to finance a component not contemplated herein (or in subsequent projects that the Bank will present for approval by the Board of Executive Directors in the next five years as part of its education agenda with Haiti¹⁴), then the Bank's commitment to use donor resources is subject to the IDB's formalization of all internal approvals necessary, including the Bank's approval of an applicable project.
- 2.4 **Co-financing.** As mentioned above (§2.1) the Bank is seeking matching funds up to the amount of US\$250 million. In order to support this effort and that of the IHRC and others, the Board is requested to authorize the President to enter

¹³ A PSG is administered by the Bank according to the "Report on COFABS. Ad-hocs, and CLFGS and a Proposal to unify them as project specific grants (PSGs), Document SC-114.

¹⁴ See [Proposed IDB Program](#).

into co-financing agreements with other donors after the approval of this project for the implementation of activities/components included in this and the subsequent four Bank operations and under the condition that the given co-financier accepts the Bank's rules, procedures and timeframes for execution. Each project presented to the Board will report on co-financing results achieved in the previous year.

Table II-1. Cost table (in US\$)

Categories	Source of Financing		Total	%
	IDB	Other		
Component 1. Provide quality infrastructure	<u>26,361,225</u>	<u>950,000</u>	<u>27,311,225</u>	<u>53.5%</u>
Construction, upgrade and equipment of permanent <i>prescolaire</i> and fundamental centers	22,102,000	950,000	23,052,000	45.1%
Construction and equipment of semi-permanent <i>prescolaire</i> and fundamental centers	4,152,500	-	4,152,500	8.2%
School maintenance	106,725	-	106,725	0.2%
Component 2. Improving the quality of education	<u>4,160,860</u>	-	<u>4,160,860</u>	<u>8.1%</u>
Provision of school kits	2,840,750	-	2,840,750	5.6%
Teacher training	1,320,110	-	1,320,110	2.5%
Component 3. Improved access and equity of education	<u>7,956,600</u>	<u>89,800</u>	<u>8,046,400</u>	<u>15.7%</u>
Tuition waiver program/school subsidy	6,735,200	-	6,735,200	13.1%
Operational expenses for schools in shelter locations and incentives	1,030,200	-	1,030,200	2.0%
Support to ECD centers	191,200	89,800	281,000	0.6%
Component 4. Strengthening the governance of the education system	<u>6,167,872</u>	-	<u>6,167,872</u>	<u>12.1%</u>
Educational planning	2,000,000	-	2,000,000	3.9%
ECD and health policy	365,000	-	365,000	0.7%
Building of Executing Unit within MENFP	1,769,872	-	1,769,872	3.5%
Technical support	808,000	-	808,000	1.6%
Strengthening of Executing Unit (FAES)	1,225,000	-	1,225,000	2.4%
Component 5. Communication strategy	<u>400,000</u>	-	<u>400,000</u>	<u>0.8%</u>
Communication campaign	400,000	-	400,000	0.8%
Project management	<u>3,230,000</u>	<u>50,000</u>	<u>3,280,000</u>	<u>6.5%</u>
Executing Unit & Management of Tuition Program	2,230,000	-	2,230,000	4.4%
Mid term and final evaluation (HA-L1049)	550,000	-	550,000	1.1%
Audit	300,000	-	300,000	0.6%
Monitoring and evaluation framework	150,000	-	150,000	0.3%
Administrative fee of 5%	-	50,000	50,000	0.1%
Contingency	<u>1,723,443</u>	-	<u>1,723,443</u>	<u>3.3%</u>
Total	<u>50,000,000</u>	<u>1,089,800</u>	<u>51,089,800</u>	<u>100.0%</u>
Percentage	<u>97.87%</u>	<u>2.13%</u>	<u>100%</u>	

2.5 **Cost of the first operation.** The total cost of this operation (HA-L1049) is US\$51,089,800, of which the Bank will finance US\$50 million. A summary of the breakdown of project costs is presented in Table II-1. As indicated, the project is open for additional co-financing arrangements.

2.6 **Co-financing First Citizens Bank Trinidad and Tobago (First Citizens) and the Chilean Government (CG).** As of September 2010, the resources of this technical cooperation are to be provided, in part, by First Citizens through a PSG administered by the Bank for the construction of one school. An administrative agreement is expected to be signed with First Citizens. In

accordance with the provisions of such agreement, the Bank will charge an administrative fee of 5% of the contribution, which is duly identified in the budget of this technical cooperation. The CG will contribute an estimated US\$89,800 in technical assistance services to the operation of the early childhood centres (¶1.49). Discussions are ongoing with other donors but no additional contributions have been confirmed as yet.

B. Environmental and social safeguard risks

- 2.7 The program will have a net positive social and environmental impact as the communities targeted and involved will benefit from better schools with more spacious facilities; adequate furniture and learning materials. The operation was classified as Category B according to the Bank's Environmental Safeguards Policy. The key impacts and risks are associated with Component 1. These are expected to be low and highly localized and are typical of small to medium scale construction sites for which readily available environmental and social mitigation measures are easy to implement. It is important to take into account the characteristics of Haiti; a country prone to natural hazards without construction codes or agencies that regulate construction and rehabilitation of civil infrastructure. That is why FAES has developed systematic tools for the environmental and social evaluation of the sites and mitigation measures. The Environmental and Social Management Report (ESMR) describes the recommended social and environmental mitigation measures to be included in the Program as well as monitoring and supervision activities of the social and environmental performance of the program.

C. Fiduciary risk

- 2.8 The proposed operation is expected to have a low fiduciary risk for components executed by FAES given the lengthy experience in executing Bank projects. On September 8, 2010, the Bank has conducted a review of the financial management and internal and external control systems used by FAES. Based on the results, the team recommends that the ex-post review methodology continues to be used for disbursement purposes.
- 2.9 Based on the Project Supervision Financial Management Implementation Rating Report performed by the WB on April 16, 2010 the overall risk rating of the project was rated moderately satisfactory with internal controls, record keeping, budgeting and information systems and funds flow between donors. The audit report for the fiscal year 2008/2009 was obtained and a qualified opinion was given on financial statements mainly due to unavailable supporting documents as a result of the earthquake. Based on the review of those reports, the IDB team considers the risk rating of the EFA project to be medium and recommend that the ex-post methodology be used for the disbursement process. The fiduciary staff of the Bank will conduct semi-annual ex-post reviews of disbursements.

D. Other key issues and risks

Table II-2: Risks and mitigation

Risk	Mitigating measure
The financing of the education plan calls for US\$4.2 billion over a five-year period. In 2010, MENFP identified that about 10% of resources have been committed by the “traditional” donors. The current contributions/commitments are insufficient to finance the plan and make the sustainability of the various components difficult to achieve.	Consequently, the reform will require an extensive outreach/fund-raising effort. IDB’s ORP and EXR together with EDU and HRG, are developing a fundraising strategy to approach both traditional and non-traditional donors. The IHRC and other actors are also undertaking important fund-raising efforts.
Institutional capacity of MENFP to implement the reform. The supply of qualified human resources is limited in Haiti; the MENFP capacity to manage sector is weak due to lack of information and communication among various levels, management. The weak supply of qualified human resources throughout the country poses a great risk. Salary gaps between consultants and MENFP employees might work as a disincentive.	MENFP staff in key units to receive an annual bonus based on performance. Support for technical assistance takes into account current high cost of housing, transportation, security. Office space provided. Resources are provided to create an implementation structure within MENFP.
The upcoming political elections in November 2010 can interrupt or change the current commitment by Haiti’s President and his administration to the plan.	Education TF began in September 2010 to present education plan to presidential candidates to minimize potential of disruption for implementation of the plan.
Capacity of construction sector to carry planned school construction activities according to new construction codes. Risk of shortage of quality construction materials to meet requirements for hurricane/earthquake proven construction.	FAES will sign a Memorandum of Understanding (MOU) with the Ministry of Public Work to ensure that construction materials are of quality. FAES already constituted an environmental unit able to assess sites. Technical assistance will be provided to assist in the review of design and construction plans to ensure compliance with hurricane and earthquake codes. Ad-hoc infrastructure commission constituted. FAES will also engage supervision consultants for the oversight of construction works.

III. EXECUTION AND MANAGEMENT PLAN

A. Summary of execution arrangements

- 3.1 This operation will have two executing agencies. The Ministry of Economy and Finance (MEF) through FAES will execute all components with the exception of Component 3 (school subsidies/tuition waivers). FAES has a long established relationship with the MENFP. The MENFP will execute Component 3 (tuition waiver) through its executing unit “Education for All” (EFA). Both Units will report to the “*Cellule de Pilotage*” of the MENFP.
- 3.2 Both entities have a longstanding operational experience. They have existing operation manuals and they are familiar with the procedures of the MENFP and donor organizations. FAES has a MO that was written and updated for various Bank operations (including Loan 1491/SF-HA and Grant 2153/GR-HA) and has guided all FAES programs since 2003 irrespective of the source of funding. The MO has supported FAES’ institutional building process and has allowed for harmonization of interventions. The MO is updated on a regular basis to ensure that new initiatives are reflected in it. The same holds

for the EFA project unit. It has been in operation since 2007 and was originally set up by the WB EFA project. The EFA project manual speaks to the selection of schools, the school management committees, and the procedures to be followed. **Both entities will approve updates to their current MO to reflect the current activities and will prepare a Annual Operation Plan (AOP) accompanied by a financial report outlining the financial resources required for implementing the AOP as a condition prior to first disbursement. The manual of FAES will also include the environment and social conditions outlined in the ESMR to reflect the current activities.**

- 3.3 **Execution capacity.** In the event that substantive¹⁵ additional co-financing be made available during project execution in support of any of the activities described in Section C, it will be necessary to reassess the implementation capacity of the corresponding executing agencies to ensure that the new interventions are undertaken in a satisfactory and timely manner. Assessment will include precise recommendations for additional institutional strengthening, as needed, as well as the associated budget and timeline for such assistance. The Bank and the GOH will evaluate the resulting readiness of the entities prior to disbursing the new resources. Adjustment to project documents, such as AOP and Procurement Plan, may also be necessary.
- 3.4 **Selection criteria for beneficiary schools for semi-permanent structures.** MENFP/FAES will provide a list of schools to be considered for the construction of semi-permanent structures including both public and non-public schools. **The presentation of the approved selection criteria for semi-permanent structures will be a prior condition to the first disbursement and subject to the non-objection of the Bank.**¹⁶
- 3.5 **Reimbursement.** The component for the tuition waiver will support new enrollments starting in October 2010. Therefore, the project will reimburse up to US\$3.5 million to the MENFP to cover the amount advanced from September 9, 2010 to the date of project approval. The approved school listing including SMC bank accounts and the confirmation of transfers to the SMC BNC account will be required by the Bank. In addition, the MENFP will be reimbursed for an amount up to US\$3.3 million related to the construction and furnishing of semi-permanent structures by FAES in the period from September 9, 2010 to the date of project approval using government resources. Furniture to be considered includes desks and chairs, blackboards, cupboards, and filing cabinets.
- 3.6 **Procurement.** Procurement of works, goods and services as well as the contracting of consultants will be governed by Bank Policies of the procurement of goods and works and for the selection and contracting of consultants (GN-2349-7 and GN-2350-7) and will be complemented by the

¹⁵ Contribution of more than 30% to a component.

¹⁶ Selection criteria for permanent structures are presented in ¶1.39.

special procurement provisions to address the emergency caused by the 12 January 2010 earthquake in the Republic of Haiti (OP-387-1).

- 3.7 It is proposed to use the National School Feeding Program (*Programme Nationale de Cantine Scolaires* - PNCS) for the packing and distribution of school kits. PNCS is an agency under the authority of the MENFP and has a unique well established distribution network throughout the country. The price of distribution is included in the school kits and is estimated to amount to about US\$60,000. FAES is already using this agency for the distribution of school kits under Grant 2153/GR/HA.
- 3.8 The International Agency of Chilean Cooperation (IACC) of the CG will be another special agency contracted for the management of the ECD centres (¶1.49). The cooperation will also provide technical assistance to the centers and will support the development of the ECD strategy. As indicated, the IACC has been the main partner for the MENFP and the Bank for the creation and operation of the two ECD centers in Aquin over the last two years. As stated above, the IACC is considered a specialized agency according to GN-2350-7.
- 3.9 **Educational services to schools in resettlements.** FAES is coordinating with the executing unit of the resettlement program financed through the Bank financed Resettlement Project (Grant 2318/GR-HA) to identify the sites for school buildings and the calendar for building them. It is also coordinating with the Progress and Development Foundation (PRODEV). PRODEV is a registered Haitian foundation specialized in education, training, and youth issues. The foundation has been operational since 1995. In 2006, it created a school for minors in violation of the law. Right after the earthquake, it has been the first organization putting up temporary schools in “tent camps.” Currently, PRODEV is operating 14 schools and seven kindergartens. With support from the Israeli government, PRODEV is building a new permanent school in the resettlement area for current residents. The new school could serve as a resource center for the schools in the resettlement area. Given its current activities in the resettlement area, PRODEV is well placed to take on the management and operating of the five new schools to be built in the new resettlement (GN-2350-7). The estimated contract amount will be US\$784,000 (including tuition waivers for resettlement). **The signing of a Memorandum of Understanding (MOU) on the principles guiding the operation of the schools between the MENFP and PRODEV will be a condition prior to the disbursement of any resources related to the tuition waiver program for the resettlement community.**
- 3.10 Procurement ex-post reviews will be conducted for thresholds equivalent to or less than the following amounts: for the infrastructure, US\$1,000,000; for goods and services, US\$250,000; and consulting services, US\$200,000. These thresholds are in line with the ones established in the emergency procurement procedures approved by the Bank for Haiti (OP-387-1).

- 3.11 For the EFA project unit, no procurement of works or goods is anticipated. The unit will be responsible for the management of US\$6.7 million covering the tuition fees of a cohort of 35,000 students over two years (including those of the students in the resettlement area).
- 3.12 **Project financial management.** Project financial management will be executed according to OP-273. Both the EFA and FAES will open a separate bank account for the management of the grant resources provided under this first operation. Both will maintain the required financial and accounting records. FAES will prepare detailed semi-annual financial plans, indicating funding needs for the following six months, which will reflect the needs stemming from the AOP and the Procurement Plan and its updates. EFA will prepare a detailed four-month financial plan. For both agencies, disbursements will be made in accordance with the actual resources required for project execution as indicated in their respective AOPs and corresponding financial plans and reports.
- 3.13 **Tuition waivers.** For the tuition subsidies/waivers, payments will be based on established procedures of the EFA project for providing funding for the tuition program. Payment will be made in two tranches during the school year. Payment of the first tranche (70%) will be subject to the receipt of the approved school listing and will be deposited in the EFA Central Bank Account opened for the project. The MENFP would then transfer funds from the Central Bank account to an account of the approved School Management Committees (SMC) opened at the *Banque National de Credit* (BNC). The SMCs will supervise the accounts. Payment of the second tranche (30%) will be subject to the receipt of the verification agency as required by established EFA procedures. SMCs which have not complied with established procedures will be excluded in the second payment.
- 3.14 **Financial audits.** FAES will be responsible for contracting an external auditor eligible to the Bank to perform the audit of the program as follows: one annual financial audit of the program including the review of procurement and disbursement processes to be submitted within 120 days of the end of each calendar year, and a final financial statement to be submitted within 120 days after the date of the last disbursement. For Component 3 executed by EFA project unit, an independent verification of the use of funds by the SMCs will be performed by the audit firm/verification agency established in the EFA procedures and will be requested as a condition for the second tranche disbursement. The selection and contracting process of the audit firm will be based on Terms of Reference (TOR) previously agreed with the Bank.¹⁷ Audit costs will be financed through the grant. The satisfactory audit of the utilization of the resources from the first tranche is a condition of execution.

¹⁷

The verification/audit will be jointly done by the World Bank and the IDB.

B. Summary of arrangements for monitoring results

- 3.15 Biannually, FAES and EFA project unit will present to the Bank a progress report informing on the accomplishments and progress made on the indicators included in the results framework. The manuals of both entities will include a section on monitoring and evaluation which will be elaborated by a consultant provided by the Bank using available Technical Cooperation (TC) resources (ATN/SF-12257-HA).
- 3.16 The Bank will conduct quarterly missions to monitor the progress made on all components during the first year. The frequency of missions during the second year will depend on the progress made during year 1.

C. Significant design activities post approval

- 3.17 Given the rather short time for project preparation, the following activities will have to be completed after approval: (i) collection of baseline data; (ii) the elaboration of a comprehensive monitoring and evaluation plan; and (iii) definition of a joint evaluation mechanism for the EFA tuition waiver component.
- 3.18 **Governance/institutional strengthening.** As indicated above (¶1.61), the main consultancy to deliver the results of the institutional diagnostic of the MENFP was delayed due to the earthquake (Grant 1821/SF-HA). Results and recommendations are expected for January 2011 which will be used to fine-tune the action plan for the institutional strengthening of the MENFP in coordination with the other donors.

**Development Effectiveness Matrix
Summary**

Indicator	Score	Maximum Score
<i>I. Strategic Relevance</i>	High	
1. IDB Strategic Development Objectives	6.5	10
Country Diversification	2.0	2
Corporate Initiatives	2.5	2.5
Harmonization and Alignment	0.0	3.5
Beneficiary Target Population	2.0	2
2. Country Strategy Development Objectives	9.6	10
Country Strategy Sector Diagnosis	6.0	6
Country Strategy sector objective & indicator	3.6	4
<i>II. Development Outcomes - Evaluability</i>	Highly Satisfactory	
3. Evidence-based Assessment & Solution	8.9	10
4. Evaluation & Monitoring Plan	5.8	10
5. Cost-Benefit or Cost-Effectiveness	7.0	10
6. Risks & Mitigation Monitoring Matrix	7.5	10
<i>III. IDB's Role - Additionality</i>		
7. Additionality	10.0	10
Technical Assistance provided prior the project	3.0	3
Improvements in management of financial, procurement, monitoring or statistics internal controls	4.0	4
Improvements in environmental, health and labor performance	3.0	3

I. Strategic Relevance: This operation is implemented in Haiti, country-group D, as part of the post-earthquake recovery effort. Its objective is linked to the current Bank corporate initiatives of Education and Innovation and Water and Sanitation. The Country Strategy Update from July 2010 (GN-2465-2) established education as one of its priority sectors. Improve access to and coverage of basic services in the area of education is also covered in document GN-2465, Haiti's Country Strategy.

II. Evaluability: The project has a good diagnosis with identification of the deficiencies found and their magnitudes. Outputs and outcomes are clearly defined although some of the indicators are not SMART. General mechanisms for monitoring have been defined and a budget has been included for this activity. The operation has a specific evaluation plan to carry out a before-after methodology. The project has a cost-benefit analysis for some of its components. The project has identified the principal environmental and social risks, as well as mitigation measures required. Nevertheless it does not provide indicators to monitor the implementation of these measures.

III. Additionality: There have been a number of Technical Cooperations to support this operation. It is expected that this project will help improve the public sector entity's management of monitoring, statistics and internal controls, this given the creation of various overseeing Committees, the creation of a liaison office for the contact with all the donors, and the Monitoring Plan. Finally, through this project, the Bank's involvement will affect the social, health and labor performance of the public sector entity/counterpart, by the support for new policies and strategies in the areas of education and health.

RESULTS FRAMEWORK

Project Objective:	The purpose of this first operation is to improve the supply and quality of education services at the preschool and primary school level, and strengthen the MENFPs execution capacity.
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Component	Base	Year 1 [*]	Year 2	Target	Comments
Component 1. Provide quality infrastructure					
Outputs					
1.1 New permanent basic schools operational in targeted areas that meet new building codes against natural disasters (including earthquakes and hurricanes) and the new MENFP design guidelines.	0	15	30	30	All permanent structure schools will include 11 classrooms, have an energy source through solar panels; a water tank, sanitary facilities; an office for the director; an infirmary, and a school kitchen to allow the preparation of food. All schools will be furnished and equipped including a set of computers and will be accessible for handicapped persons.
1.2 Hurricane-safe temporary basic schools operational in targeted areas.	0	25	25	25	All temporary structure schools are hurricane safe, and have a cement foundation, an administrative module, furniture, equipment, a sanitary services, and water and electric installations.
1.3 Sites for schools cleared from debris and ready for construction.	N/A	30	30	30	
Initial Outcomes					
1.4 Student-teacher ratio reduced in targeted schools.	54 for primary 50 for preschool (Baseline to be confirmed)	-	50 for primary 25 for preschool	50 25	Targeted schools refers to those that their infrastructure has been replaced by a new building.
Component 2. Improving the quality of education					
Outputs					
2.1 School kits for students produced and delivered.	0	27,500		27,500	School kits include two school uniforms,

^{*} Targets are accumulative.

Component	Base	Year 1*	Year 2	Target	Comments
					four books, pencils, notebooks, eraser, and a backpack.
2.2 School kits for teachers produced and delivered.	0	605	605	605	
2.3 Preschool and primary teachers trained.	0	605	605	605	
Initial Outcomes					
2.4 Trained teachers apply new knowledge in classroom.	0%	-	70.0%	70.0%	Supported by pedagogical assistance and measured through classroom observation.
Component 3. Improved access and equity to education (primary and secondary)					
Outputs					
3.1 Children of official age enrolled in preschool and primary school through the Tuition Waiver Program.	Pending	35,000	35,000	35,000	Includes school kits.
3.2 Children of official age from resettled area "Oranger", enrolled in preschool and primary schools through a school subsidy program.	0	4,352	4,352	4,352	Includes school kits.
Intermediate Outcomes					
3.3 Net enrolment rates of earthquake most affected areas increases.	Pending	-	Pending	Pending	
Component 4. Strengthening the governance of the education system					
Outputs					
4.1 National School Registry System (School Mapping and School Census) designed and implemented.	0	-	50% implemented	50% implemented	
4.2 National Student Registry System designed.	0	-	100% completed	100% completed	
4.3 Executing Unit within the MENFP created and operational.	0	Executing unit operational	-		
4.4 Operations Manual for Executing Unit developed and approved.	0	Developed	-	Approved	
4.5 School Health Policy developed and approved	0	Developed	-	Approved	
4.6 ECD Policy developed and approved.	0	Developed	-	Approved	
4.7 Maintenance Plan for permanent and temporary constructions developed and implemented.	0	100% completed and Approved & implemented in a 100% of	Implemented in 100% of temporary constructions and 100% of new permanent	Implemented in a 100% of temporary constructions and in 75% of all permanent	

Component	Base	Year 1*	Year 2	Target	Comments
		temporary constructions	schools	schools	
4.8 Working Groups' Strategy developed and approved.	0	100% developed	-	100% completed and approved	
4.9 Communication Campaign developed and implemented.	0	Developed	Implemented		
4.10 Assessment to identify children outside the educational system conducted and approved.	0	Conducted	-		
4.11 Infrastructure authority entity created and operational.	0	Created	Operational		
Intermediate Outcomes					
4.12 PENDING					
Component 5. Project management					
Outputs					
5.1 Monitoring and Evaluation Framework for the five year program developed and approved.	0	Developed and approved	-		

SUMMARY PROCUREMENT PLAN

Ref. No.	Description and type of the procurement contract	Estimated Contract Cost (Thousand US\$)	Procurement method ¹	Review (ex-ante or ex-post)	Source of financing and percentage		Pre-qualification (Yes/ No)	Estimated dates		Status (pending, in process, awarded, cancelled)	Comments
					IDB %	Local/ Other %		Publication of specific procurement notice	Completion of contract		
	1. Goods										
1.1	Computers.	755.0	ICB	Ex-ante	100%	0%	Yes	Jan-11	Jun-12		
1.2	School furniture.	3,025.0	ICB	Ex-ante	100%	0%	Yes	Jan-11	Jun-12		
1.3	Kitchen equipment.	600.0	ICB	Ex-ante	100%	0%	No	Jan-11	Jun-12		
1.4	Library furnishings and materials.	600.0	ICB	Ex-ante	100%	0%	No	Jan-11	Jun-12		
1.5	Solar power.	600.0	ICB	Ex-ante	100%	0%	No	Jan-11	Jun-12		
1.6	Playground equipment for permanent schools.	180.0	ICB	Ex-post	100%	0%	No	Jan-11	Jun-12		
1.7	Playground equipment for temporary schools.	100.0	ICB	Ex-post	100%	0%	No	Jan-11	Jun-12		
1.8	Teacher supplies.	90.8	ICB	Ex-post	100%	0%	Yes	Jan-11	Jun-12		
1.9	Student supplies.	1,375.0	ICB	Ex-ante	64%	36%	Yes	Jan-11	Jun-12		
1.10	Printer/scanner/copier for working groups.	8.0	PC	Ex-post	100%	0%	No	Jan-11	Dec-12		
1.11	Office expenditure for working groups.	8.4	PC	Ex-post	100%	0%	No	Jan-11	Dec-12		

¹ **Goods and Works:** **ICB:** International competitive bidding; **LIB:** limited international bidding; **NCB:** national competitive bidding; **PC:** price comparison; **DC:** direct contracting; **FA:** force account; **PSA:** Procurement through Specialized Agencies; **PA:** Procurement Agents; **IA:** Inspection Agents; **PLFI:** Procurement in Loans to Financial Intermediaries; **BOO/BOT/BOOT:** Build, Own, Operate/Build, Operate, Transfer/Build, Own, Operate, Transfer; **PBP:** Performance-Based Procurement; **PLGB:** Procurement under Loans Guaranteed by the Bank; **PCP:** Community participation procurement. **Consulting Firms:** **QCBS:** Quality- and Cost-Based Selection **QBS:** Quality-Based Selection **FBS:** Selection under a Fixed Budget; **LCS:** Least-Cost Selection; **CQS:** Selection based on the Consultants' Qualifications; **SSS:** Single-Source Selection. **Individual Consultants:** **NICQ:** National Individual Consultant selection based on Qualifications; **IICC:** International Individual Consultant selection based on Qualifications

Ref. No.	Description and type of the procurement contract	Estimated Contract Cost (Thousand US\$)	Procurement method ¹	Review (ex-ante or ex-post)	Source of financing and percentage		Pre-qualification (Yes/No)	Estimated dates		Status (pending, in process, awarded, cancelled)	Comments
					IDB %	Local/Other %		Publication of specific procurement notice	Completion of contract		
1.12	Strengthening of Executing Unit (FAES)	156.0	ICB	Ex-post	100%	0%	No	Jan-11	Dec-11		Equipment for the following units: Environmental, Communication, Social Projects, and Evaluation.
	2. Civil Works										
2.1	Building works <i>prescolaire</i> and fundamental centers.	20,929.5	ICB	Ex-ante	100%	0%	Yes	Jan-11	Dec-12		Includes building Works for 55 centers: (i) permanent <i>prescolaire</i> and fundamental centers; (ii) temporary <i>prescolaire</i> and fundamental centers; and (iii) new schools in resettlement areas. The centers will be scattered in eight departments. Packaging of the lots per department will be done accordingly.
	3. Non-Consulting Services										
3.1	School maintenance.	106.7	PC	Ex-post	100%	0%	No	Jan-11	Dec-12		
3.2	Landscaping for permanent schools.	420.0	PC	Ex-post	100%	0%	No	Jan-11	Jul-11		
3.3	Housing for Int. advisors -support to working groups.	72.0	PC	Ex-post	100%	0%	No	Jan-11	Dec-11		

Ref. No.	Description and type of the procurement contract	Estimated Contract Cost (Thousand US\$)	Procurement method ¹	Review (ex-ante or ex-post)	Source of financing and percentage		Pre-qualification (Yes/No)	Estimated dates		Status (pending, in process, awarded, cancelled)	Comments
					IDB %	Local/Other %		Publication of specific procurement notice	Completion of contract		
3.4	Local transportation and security for int. advisors - support to working groups.	96.0	PC	Ex-post	100%	0%	No	Jan-11	Dec-11		
3.5	Rent for advisors - support to working groups.	180.0	PC	Ex-post	100%	0%	No	Jan-11	Dec-11		
3.6	Office space rent for working groups.	24.0	PC	Ex-post	100%	0%	No	Jan-11	Dec-11		
3.7	Wireless internet for working groups.	1.8	PC	Ex-post	100%	0%	No	Jan-11	Dec-11		
3.8	School subsidies for shelter schools.	785.4	SSS	Ex-ante	100%	0%	No	Jan-11	Dec-12		The Progress and Development Foundation (PRODEV) is proposed to be sole-sourced for the provision of education services in the resettlement project. The foundation will be responsible for the management of five schools in line with MENFP guidelines.
3.9	Production of school uniforms.	1,375.0	SSS	Ex-ante	100%	0%	No	Jan -11	Dec-12		
	4. Consulting Services										
4.1	Teaacher training consultancy.	1,320.1	QCBS	Ex-ante	100%	0%	No	Jan-11	Dec-12		
4.2	Educational planning: data collection.	2,000.0	QCBS	Ex-ante	100%	0%	No	Jul-11	Dec-11		
4.3	Health policy consultancy.	155.0	QCBS	Ex-post	100%	0%	No	Jan-11	Dec-11		
4.4	ECD policy development consultancy.	210.0	QCBS	Ex-post	100%	0%	No	Jan-11	Dec-11		

Ref. No.	Description and type of the procurement contract	Estimated Contract Cost (Thousand US\$)	Procurement method ¹	Review (ex-ante or ex-post)	Source of financing and percentage		Pre-qualification (Yes/No)	Estimated dates		Status (pending, in process, awarded, cancelled)	Comments
					IDB %	Local/Other %		Publication of specific procurement notice	Completion of contract		
4.5	Maintenance plan development consultancy.	60.0	IICC	Ex-post	100%	0%	No	Jan-11	Dec-11		
4.6	International advisors support to working groups.	531.1	IICC	Ex-ante	100%	0%	No	Jan-11	Dec-11		Contracting of eight individual consultants.
4.7	Local consultants advisors support to working groups.	843.6	NICQ	Ex-ante	100%	0%	No	Jan-11	Dec-11		Contracting of 16 individual consultants.
4.8	Communication consultancy.	400.0	QCBS	Ex-ante	100%	0%	No	Jan-11	Dec-12		
4.9	Lawyer to support legal division.	48.0	NICQ	Ex-post	100%	0%	No	Jan-11	Dec-11		
4.10	Consultancy ID children out of education system.	200.0	QCBS	Ex-ante	100%	0%	No	Jan-11	Dec-11		
4.11	Consultancies for the creation of school infraest. auth.	500.0	IICC	Ex-ante	100%	0%	No	Jan-11	Dec-11		
4.12	Executing unit consultancies.	1,600.0	NICQ	Ex-ante	100%	0%	No	Jan-11	Dec-11		Including the contracting of a Project Coordinator, Procurement Specialist, Monitoring and Evaluation Specialist and Financial Specialist.
4.13	Audit consultancy.	300.0	QCBS	Ex-post	100%	0%	No	Jan-11	Dec-12		
4.14	Midterm & final evaluation consultancy.	550.0	QCBS	Ex-ante	100%	0%	No	Jan-11	Dec-12		
4.15	Monitoring and evaluation framework consultancy.	150.0	QCBS	Ex-post	100%	0%	No	Jan-11	Dec-11		

Ref. No.	Description and type of the procurement contract	Estimated Contract Cost (Thousand US\$)	Procurement method ¹	Review (ex-ante or ex-post)	Source of financing and percentage		Pre-qualification (Yes/No)	Estimated dates		Status (pending, in process, awarded, cancelled)	Comments
					IDB %	Local/Other %		Publication of specific procurement notice	Completion of contract		
4.16	Strengthening of Executing Unit (FAES)	1,069.0	IICC	Ex-post	100%	0%	No	Jan-11	Dec-11		Contracting of several individual consulting services including: Environmental, Communication, Social Projects, Evaluation, Project Management, Institutional Development, Unit Costing, and Geographic Information.