



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

LATIN AMERICA AND CARIBBEAN | Haiti | Education Global Practice |
IBRD/IDA | Investment Project Financing | FY 2017 | Seq No: 10 | ARCHIVED on 24-Nov-2021 | ISR47122 |

Implementing Agencies: The Republic of Haiti, Ministry of Education and Vocational Training (MENFP)

Key Dates

Key Project Dates

Bank Approval Date: 10-Nov-2016
Planned Mid Term Review Date: --
Original Closing Date: 30-Oct-2022

Effectiveness Date: 07-Mar-2017
Actual Mid-Term Review Date:
Revised Closing Date: 30-Oct-2022

Project Development Objectives

Project Development Objective (from Project Appraisal Document)

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

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

No

Components Table

Name

- Improving Institutional Capacity and Governance:(Cost \$6.80 M)
- Supporting Access to Quality, Public Primary Education in Poor Communities:(Cost \$57.80 M)
- Supporting Access to Quality, Non-Public Primary Education in Poor Communities:(Cost \$14.30 M)
- Project Management, Monitoring, and Evaluation:(Cost \$8.10 M)
- Contingency Emergency and Response

Overall Ratings

Name	Previous Rating	Current Rating
Progress towards achievement of PDO	<input type="checkbox"/> Satisfactory	<input type="checkbox"/> Satisfactory
Overall Implementation Progress (IP)	<input type="checkbox"/> Moderately Satisfactory	<input type="checkbox"/> Satisfactory
Overall Risk Rating	<input type="checkbox"/> Substantial	<input type="checkbox"/> Substantial

Implementation Status and Key Decisions

Overall Project activities at the system and school levels are still progressing well, despite a challenging socio-political context and the recent August 14 earthquake. The Project is entering its last year of implementation, delivering services to maintain access, retention and improve learning conditions to 388 public and non-public schools. Regular activities and services delivered to schools will be adapted to the emergency situation. Under component 1, activities supporting the Education Management Information System (EMIS) are progressing as the action plan for the second year of the EMIS strategy is ready. Under Component 2, learning assessments in French, Creole and Mathematics were successfully implemented altogether for the first time in schools receiving the full Quality Assurance System (QAS) set of activities in June 2021. Other support activities to schools such as school feeding, delivery of books and kits and functioning costs to schools are also being implemented for the fourth year in a row. Under Component 3, the results-based financing grants have also been disbursed against revised compliance criteria, and a bonus for school



performance was also disbursed for the first time of the Project in June 2021 to schools that improved their scorecard rating, in line with the February 2020 restructuring.
A third restructuring of the Project is being prepared in order to remedy an existing gap between category-specific projections of disbursement and actual disbursements, and to revise the Project's ESMF to cover the construction of temporary structures in Project-supported schools that were damaged by the earthquake.

Risks

Systematic Operations Risk-rating Tool

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

Results

PDO Indicators by Objectives / Outcomes

(i) strengthen public management of the education sector.				
▶ PDO1. Use of an Education Management Information System (EMIS) to enable national implementation of the QAS (Text, Custom)				
	Baseline	Actual (Previous)	Actual (Current)	End Target
Value	Not started	Summary statistics from at least one set of data from EMIS communicated to MENFP staff and school leaders in at least one department	Summary statistics from at least one set of data from EMIS communicated to MENFP staff and school leaders in at least one department	EMIS implementation: data utilized decisions making by MENFP
Date	01-Apr-2016	26-Feb-2021	01-Nov-2021	30-Jun-2022



Comments: The EMIS has now data on administrative and teaching staff of the ministry in the EMIS's Human Resources module. It also contains data from Quality Assurance System (PEQH schools), the school scorecards which indicate the level of progress made by non-public schools supported by the Project, the learning assessments of the students of the PEQH as all project school database.

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

► PDO2. Net proportion of schools supported by the Project that improve their school learning conditions score (Percentage, Custom)

	Baseline	Actual (Previous)	Actual (Current)	End Target
Value	0.00	47.06	80.60	30.00
Date	30-Sep-2016	01-Sep-2020	01-Nov-2021	30-Jun-2022
Comments:	By design, this indicator is updated at the end of the school year. The target for school year 2021-2022 will be updated in the next ISR, once the external verification has completed its data collection process.			

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

► PDO3.a. Number of children enrolled in primary school through the provision of community education grants for school access, of which female (Number, Custom)

	Baseline	Actual (Previous)	Actual (Current)	End Target
Value	0.00	29,102.00	29,102.00	16,000.00
Date	30-Jun-2017	26-Feb-2021	01-Nov-2021	30-Jun-2022
Comments:	Per design the indicator's value reflects the latest data at the end of the school year. The latest data for school year 2020-21 was collected at the end of February 2021, and therefore stayed the same for this ISR. The value for this indicator for school year 2021-2022 will be updated at the end of the school year, once the external verification firm has completed its data collection process.			

► PDO3.b. Number of children enrolled in primary school through the provision of tuition waivers to non-public schools, of which female (Number, Custom)

	Baseline	Actual (Previous)	Actual (Current)	End Target
Value	0.00	22,141.00	22,141.00	16,500.00
Date	01-Apr-2016	28-Sep-2018	01-Nov-2021	30-Jun-2022
Comments:	Number of children enrolled in grade 6 in schools supported under Component 3.1. This indicator is now closed. This indicator measures beneficiaries from the previous tuition waiver program, which was closed in June 2018. The end target measures the number of beneficiaries at the end of that program.			

► PDO3.c. Number of children enrolled in primary school through the provision of results-based financing to non-public schools, of which female (Number, Custom)

	Baseline	Actual (Previous)	Actual (Current)	End Target
Value	0.00	65,622.00	73,864.00	91,000.00
Date	01-Apr-2016	30-Nov-2020	01-Nov-2021	30-Jun-2022



Comments:	Per design the indicator's value reflects the data at the end of the school year (in this case this past year's data). The value of this indicator will be updated by the end of the 2021-2022 school year and in the next ISR when the data collection from the external verification firm becomes available.			
►PDO3.d. Number of children enrolled in the sub-component 2.2 "full-package" public primary schools of which are female (Number,cumulative) (Number, Custom)				
	Baseline	Actual (Previous)	Actual (Current)	End Target
Value	23,000.00	99,878.00	97,002.00	120,000.00
Date	30-Jun-2018	30-Nov-2020	01-Nov-2021	30-Jun-2022
Comments:	Per design the indicator's value reflects the data at the end of the school year. The slight decrease in the value is consistent with the fact that the indicator has been adjusted for the school year 2020-2021 to take into account the introduction of the Light QAS support package vs Full QAS support package. Otherwise, since this indicator is cumulative, the value should always be increasing from year to year. The value of this indicator will be updated by the end of the 2021-2022 school year and in the next ISR when the data collection from the external verification firm becomes available.			
►PDO3.e. Number of children enrolled in sub-component 2.3 "light-package" primary schools of which are female (number,cumulative) (Number) (Number, Custom)				
	Baseline	Actual (Previous)	Actual (Current)	End Target
Value	49,000.00	37,800.00	66,539.00	98,000.00
Date	09-Nov-2020	30-Nov-2020	01-Nov-2021	30-Jun-2022
Comments:	The value of this indicator will be updated by the end of the 2021-2022 school year and presented in the next ISR when the data collection from the external verification firm becomes available.			

Intermediate Results Indicators by Components

Improving Institutional Capacity and Governance				
►IRI1. Development of QAS and learning assessments by MENFP and application in schools supported by the Project (Text, Custom)				
	Baseline	Actual (Previous)	Actual (Current)	End Target
Value	Student learning standards and assessments in Creole reading developed; Learning conditions assessments applied in public schools supported by the Project.	Student learning standards and assessments in Creole and French reading and Math developed; Student learning assessments pilots in Creole, French and Math developed; Learning conditions assessments applied in public schools; Learning conditions assessments applied in nonpublic schools. A gender lens was added to the QAS.	Student learning standards and assessments in Creole, French and Math developed; Student learning assessments in Creole, French and Math piloted and implemented. Learning conditions assessments applied in all supported schools.	Learning assessments (public schools in sub Component 2.2 and sample of non-public schools of sub-component 3.2) conducted



A gender lens was added to the QAS.				
Date	29-Jun-2018	28-Apr-2021	01-Nov-2021	30-Jun-2022
Comments:	Creole, French and Mathematics assessments were implemented in July 2021.			
► IRI 5. Development and provision of school director training program to sub-components 2.2 and 2.3 public primary project schools (Text, Custom)				
	Baseline	Actual (Previous)	Actual (Current)	End Target
Value	Training policy for teachers and education system leaders prepared by MENFP	88%	95%	Training delivered to at least 65% of the directors
Date	01-Apr-2016	28-Apr-2021	01-Nov-2021	30-Jun-2022
Comments:	Training sessions on the scripted reading method M'Ap Li and Je Parle Bien Français were delivered to Directors in January 2021 and May 2021.			
► IRI 9. System for learning assessment at the primary level (Yes/No, Custom)				
	Baseline	Actual (Previous)	Actual (Current)	End Target
Value	Yes	Yes	Yes	Yes
Date	01-Apr-2016	28-Apr-2021	01-Nov-2021	30-Jun-2022
□ Utility of the learning assessment system (Number, Custom Supplement)				
	Baseline	Actual (Previous)	Actual (Current)	End Target
Value	1.00	2.00	2.00	3.00
► Students benefiting from direct interventions to enhance learning (Number, Corporate)				
	Baseline	Actual (Previous)	Actual (Current)	End Target
Value	40,500.00	156,110.00	105,419.00	350,000.00
Date	30-Jun-2018	30-Oct-2020	01-Nov-2021	30-Jun-2022
Comments:	There is a decrease in the number of enrolled students but data only reflects the end of the school year 2020-2021. The value of this indicator for the 2021-2022 school year will be updated once the data collection by the external verification firm becomes available.			
□ Students benefiting from direct interventions to enhance learning - Female (Number, Corporate Supplement)				
	Baseline	Actual (Previous)	Actual (Current)	End Target
Value	20,500.00	73,320.00	73,320.00	175,000.00

Supporting Access to Quality, Public Primary Education in Poor Communities



► IRI 2. Number of communities proposing and implementing community education plans (Number, Custom)				
	Baseline	Actual (Previous)	Actual (Current)	End Target
Value	0.00	60.00	60.00	57.00
Date	02-Apr-2018	28-Apr-2021	01-Nov-2021	30-Jun-2022
Comments:	Funds were disbursed to 60 community schools in February 2021 and they are currently implementing their community education plans.			
► IRI 3. Proportion of public schools supported by the Project that develop and implement school improvement plans approved by MENFP (Percentage, Custom)				
	Baseline	Actual (Previous)	Actual (Current)	End Target
Value	0.00	100.00	100.00	100.00
Date	30-Jun-2017	28-Apr-2021	01-Nov-2021	30-Jun-2022
Comments:	Schools have received school improvement plans grants in June 2021 and are implementing them.			
► IRI 6. Development and provision of school teacher training program to sub-components 2.2 and 2.3 public primary project schools (Text, Custom)				
	Baseline	Actual (Previous)	Actual (Current)	End Target
Value	Training policy for teachers and education system leaders prepared by MENFP	Training developed and provided	Training developed and provided to 21% of teachers	Training delivered to at least 65% of the teachers
Date	01-Apr-2016	28-Apr-2021	01-Nov-2021	30-Jun-2022
Comments:	The training has been developed, training sessions on the scripted reading method M'Ap Li and Je Parle Bien Français were delivered to Teachers in January 2021 and May 2021. <u>This indicator is being reformulated due to the recent restructuring to cover the beneficiaries under sub-components 2.2. and 2.3 in 2020-21 instead of sub-components 2.2 and 3.2 as in 2019-20.</u>			
► IRI 11. Proportion of public schools receiving maintenance products for latrines (sub-components 2.2 and 2.3) (Percentage, Custom)				
	Baseline	Actual (Previous)	Actual (Current)	End Target
Value	0.00	100.00	100.00	100.00
Date	01-Nov-2020	28-Apr-2021	01-Nov-2021	31-Oct-2022
Comments:	The actual value for this ISR remains the same as in the previous ISR because schools received maintenance products during the school months (March-June 2021) preceding the earthquake (August 2021).			
► IRI 12. Percentage of sub-component 2.2 public primary schools offering girls, boys and parent clubs established to develop interpersonal skills (with a focus on gender equality) (Percentage, Custom)				
	Baseline	Actual (Previous)	Actual (Current)	End Target
Value	0.00	0.00	0.00	75.00



Date	30-Dec-2018	28-Apr-2021	01-Nov-2021	30-Jun-2022
Comments:	Due to early closure of schools (early June) as well as the political unrest during the summer has prevented the beginning of clubs in project supported schools has been delayed. The clubs will be implemented following reopening of schools during the 21-22 school year. The value of this indicator will be updated by the end of 21-22 SY/next ISR.			
► IRI 13. Percentage of teachers and directors in Component 2.2 schools having received in-service training on gender issues (Percentage, Custom)				
	Baseline	Actual (Previous)	Actual (Current)	End Target
Value	0.00	0.00	60.00	100.00
Date	30-Jun-2019	28-Apr-2021	01-Nov-2021	30-Jun-2022
► IRI 14. Attendance rate for primary education girls in public schools supported by the Project (Text, Custom)				
	Baseline	Actual (Previous)	Actual (Current)	End Target
Value	NA	NA	70%	95.00
Date	01-Sep-2019	28-Apr-2021	01-Nov-2021	30-Jun-2022
► IRI 16. Percentage of public school in sub-component 2.2 that maintain a "basic" level of learning conditions (Percentage, Custom)				
	Baseline	Actual (Previous)	Actual (Current)	End Target
Value	100.00	100.00	100.00	100.00
Date	30-Jun-2020	28-Apr-2021	01-Nov-2021	30-Jun-2022
Comments:	The reported data update is the latest available and was collected in July 2021, before the earthquake. Post-earthquake data will be collected for the 2021-22 school year.			

Supporting Access to Quality, Non-Public Primary Education in Poor Communities				
► IRI 7. Direct project beneficiaries (Number, Custom)				
	Baseline	Actual (Previous)	Actual (Current)	End Target
Value	110,487.00	232,402.00	250,000.00	350,000.00
Date	01-Apr-2016	28-Apr-2021	01-Nov-2021	30-Jun-2022
☐ Female beneficiaries (Percentage, Custom Supplement)				
	Baseline	Actual (Previous)	Actual (Current)	End Target
Value	0.00	47.00	46.00	50.00
► IRI 8. Number of additional classrooms built or rehabilitated at the primary level resulting from project interventions. (Number, Custom)				



	Baseline	Actual (Previous)	Actual (Current)	End Target
Value	0.00	0.00	195.00	100.00
Date	02-Apr-2018	28-Apr-2021	01-Nov-2021	30-Jun-2022
► IRI 4. Data from the scorecard results used in decision-making for results-based financing of non-public schools supported by the project (Text, Custom)				
	Baseline	Actual (Previous)	Actual (Current)	End Target
Value	NA	Data collected from learning assessments and communicated to the schools.	Scorecards delivered and grants disbursed to schools.	Exiting schools from the results-based financing program if they do not achieve minimum results as specified in the POM
Date	30-Jun-2018	24-Sep-2020	01-Nov-2021	30-Jun-2022
Comments:	Schools received updated scorecards in June 2021, and grants and bonus based on their performance.			

Project Management, Monitoring, and Evaluation

► IRI 10. Stakeholder hotline to MENFP - proportion of calls responded to/resolved within stipulated service standards for response times (Percentage, Custom)

	Baseline	Actual (Previous)	Actual (Current)	End Target
Value	0.00	97.00	97.00	95.00
Date	30-Jun-2017	28-Apr-2021	01-Nov-2021	30-Jun-2022
Comments:	Of the 107 calls received on the hotline for the 20-21 school year, 104 were resolved and 3 remain unresolved because beneficiaries could not be reached via phone.			

Performance-Based Conditions

Data on Financial Performance

Disbursements (by loan)

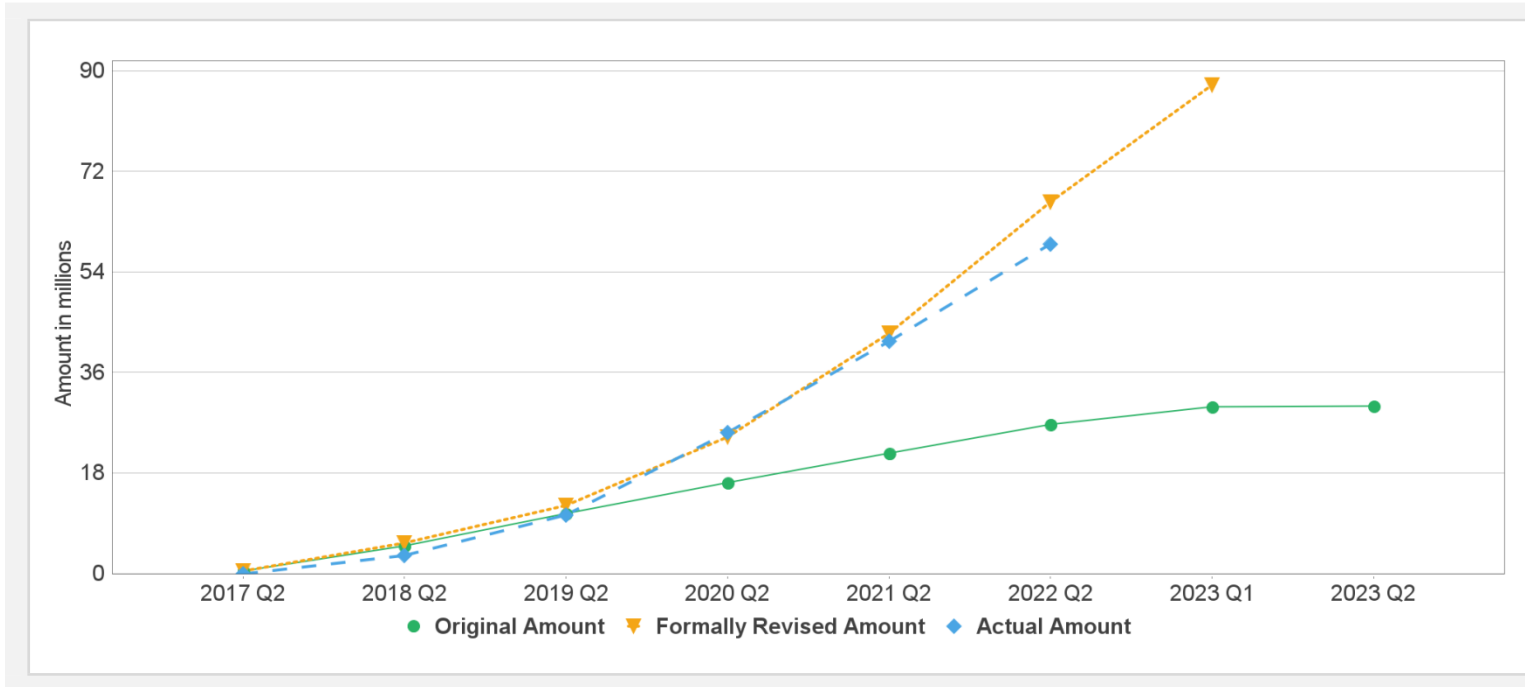
Project	Loan/Credit/TF	Status	Currency	Original	Revised	Cancelled	Disbursed	Undisbursed	% Disbursed
P155191	IDA-D1230	Effective	USD	30.00	30.00	0.00	29.51	0.00	100%
P155191	IDA-D4700	Effective	USD	39.00	39.00	0.00	25.44	14.35	64%
P155191	TF-B0083	Effective	USD	10.90	10.90	0.00	3.99	6.91	37%

Key Dates (by loan)



Project	Loan/Credit/TF	Status	Approval Date	Signing Date	Effectiveness Date	Orig. Closing Date	Rev. Closing Date
P155191	IDA-D1230	Effective	10-Nov-2016	20-Dec-2016	07-Mar-2017	30-Oct-2022	30-Oct-2022
P155191	IDA-D4700	Effective	16-May-2019	05-Jun-2019	07-Aug-2019	30-Oct-2022	30-Oct-2022
P155191	TF-B0083	Effective	16-May-2019	05-Jun-2019	07-Aug-2019	30-Sep-2022	30-Sep-2022

Cumulative Disbursements



PBC Disbursement

PBC ID	PBC Type	Description	Coc	PBC Amount	Achievement Status	Disbursed amount in Coc	Disbursement % for PBC
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Restructuring History

Level 2 Approved on 03-Feb-2021

Related Project(s)

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