



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: 8 | ARCHIVED on 22-Oct-2020 | ISR43234 |

Implementing Agencies: Ministère de l'Éducation et Formation Professionnelle; MENFP, Ministère de l'Économie et des Finances (MEF)

Key Dates**Key Project Dates**

Bank Approval Date: 10-Nov-2016

Effectiveness Date: 07-Mar-2017

Planned Mid Term Review Date: 12-Oct-2020

Actual Mid-Term Review Date:

Original Closing Date: 30-Oct-2022

Revised Closing Date: 30-Oct-2022

Project Development Objectives

Project Development Objective (from Project Appraisal Document)

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

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

No

Components Table

Name

Improving Institutional Capacity and Governance:(Cost \$5.30 M)
Supporting Access to Quality, Public Primary Education in Poor Communities:(Cost \$51.70 M)
Supporting Access to Quality, Non-Public Primary Education in Poor Communities:(Cost \$20.30 M)
Project Management, Monitoring, and Evaluation:(Cost \$9.70 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"/> Moderately Satisfactory
Overall Risk Rating	<input type="checkbox"/> Substantial	<input type="checkbox"/> Substantial

Implementation Status and Key Decisions

The COVID-19 pandemic and the closure of schools have delayed the implementation of project activities. However, activities contributing to the achievement of the PDO are back on track and the preparation of the new school year is progressing satisfactorily, with procurement activities being currently prepared for the acquisition of schoolbooks and kits, data collection, training firm for teacher and director training, learning assessment, school feeding and the hotline.

Component 1:

Education Management Information System (EMIS): The technical committee for the EMIS, created with the support of the Trust Fund for Statistical Capacity Building (TFSCB - implement by the World Bank), is implementing the EMIS action plan (developed last year with the support TFSCB), contributing to the achievement of PDO1. A few interventions were financed at the Central and sub-national levels of the MENFP to equip and



connect offices to the MENFP intranet in a secure way. Students and teacher’s databases are also being integrated into the EMIS. The Project is supporting the development of a renewed data collection strategy as well, which is currently being discussed at the Ministry level.

Quality Assurance System: Data collection by UNOPS for the Quality Assurance System for school year 2019-2020 begun on February 3, 2020 in the 357 project supported and 60 control schools (Public and non-public schools, and public schools with community management), using updated mobile questionnaires. The process was however halted due to school closures in March, with 65% of the collection completed. UNOPS resumed the data collection as soon as schools reopened in August, and the full databases are expected to be received by October 2020. The data collected could then be directly transferred into the EMIS, laying the foundation for at-scale digital data collection campaigns in schools.

Immediate initiatives to respond to COVID-19: In order to respond to the urgent challenges of the COVID19 crisis, the Project supported several activities as part of component 1, including:

- Diffusion of SMS and Robocalls: Since April 2020, the Project has completed 3 communication campaigns on basic preventive information relative to COVID-19 approved by the Ministry of Health and Education.
- Supporting the Ministry of Education (MENFP) COVID-19 Strategy: Since April, the Project has been supporting the MENFP’s multimodal distance learning strategy and the development of a “minimal skills program” which consists of remedial activities for students who missed most of the school year.

Component 2:

Subcomponent 2.1:

Progress is being made toward the achievement of PDO 3. Budgets for schools are being developed for school year 2020-2021, and financial reports for year 2019-2020 are also being completed. Other project’s interventions such as delivery of schoolbooks should start on time for the beginning of school year 2020-2021.

Subcomponent 2.2:

The UNOPS data collection campaign, that started in February 2020, provided data to compute a midline for the Quality of project-supported schools. Thus, the project was able to calculate the PDO2 annual target for the first time and results are satisfactory (see indicators below). Despite schools’ closure, all public schools supported by the project received books, kits, school feeding and technical supervision for school year 2019-2020. A total of 82,438 students benefited from the project’s interventions, (PDO 3d ’s target is on track to be achieved). Directors and teachers received a training in management and on the *M’Ap Li* scripted reading method in February 2020, contributing to the achievement of IRI5 and IRI6 for this year. Finally, 60 project-supported schools implemented their School Improvement Plans, contributing to the achievement of the IRI 3 target for this year.

Gender Activities: while no gender specific activities were implemented in project-supported schools since March due to schools’ closure, the preparation of gender activities has progressed for school year 2020-2021. The selection of gender club’s animator has resumed, a graphic designer has been hired to finalize clubs’ modules and the recruitment of a firm for club’s trainings should be completed at the end of October. Gender clubs’ activities are expected to begin in 70 public schools supported by the project in the South and Nippes departments as of January 2021. Teacher and director training contents focused on gender have also been finalized and training should take place in February-March 2021. The reconstruction of 10 sanitary blocs in the South department in collaboration with the WB water Global Practice have been completed since March 2020. In August, funds were disbursed to schools for the purchase of cleaning and maintenance product and personnel for their maintenance have been hired. The reconstruction of an additional 10 sanitary blocs in public project supported schools in the Grand’Anse department is also set to being in October.

Component 3.2:

Subcomponent 3.2:

Second instalments of the tuition waiver were disbursed to project-supported non-public schools in July 2020. PDO 3c and IRI 4’s target is on track to be achieved. Non-public schools’ teachers and directors also received technical support and contributed to the training sessions detailed above.

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	<input type="checkbox"/> Substantial	<input type="checkbox"/> Substantial	<input type="checkbox"/> Substantial
Institutional Capacity for Implementation and Sustainability	<input type="checkbox"/> High	<input type="checkbox"/> High	<input type="checkbox"/> High
Fiduciary	<input type="checkbox"/> High	<input type="checkbox"/> High	<input type="checkbox"/> High
Environment and Social	<input type="checkbox"/> Moderate	<input type="checkbox"/> Moderate	<input type="checkbox"/> Moderate
Stakeholders	<input type="checkbox"/> Moderate	<input type="checkbox"/> Moderate	<input type="checkbox"/> Moderate
Other	--	--	<input type="checkbox"/> Moderate
Overall	<input type="checkbox"/> Substantial	<input type="checkbox"/> Substantial	<input type="checkbox"/> 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	The strategy to establish an effective EMIS has been finalized.	At least one set of data from EMIS accessible across MENFP (Quality Assurance System data - including school profiles are available)	EMIS implementation: data utilized decisions making by MENFP
Date	01-Apr-2016	10-Sep-2019	10-Sep-2019	30-Jun-2022

(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	0.00	47.06	30.00
Date	30-Sep-2016	13-Mar-2020	01-Sep-2020	30-Jun-2022
Comments:	The data collection that started in February 2020 provided the data to compute a midline for the quality of project-supported schools.			

(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
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Value	0.00	8,546.00	8,546.00	16,000.00
Date	30-Jun-2017	28-Jun-2019	28-Jun-2019	30-Jun-2022
Comments:	Per design the indicator's value reflects the data at the end of the school year. The data collection campaign, implemented by an external verification firm started in February 2020 for school year 2019-2020. However, it has to stop because of school closure in March (only 65% of the date was collected). Consequently, this indicator will be completed in next ISR.			
► 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	28-Sep-2018	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, that was closed in June 2018. The end target measures the number of beneficiaries at the end of this 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	9,508.00	9,508.00	71,000.00
Date	01-Apr-2016	28-Jun-2019	28-Jun-2019	30-Jun-2022
Comments:	Per design the indicator's value reflects the data at the end of the school year. The data collection campaign, implemented by an external verification firm started in February 2020 for school year 2019-2020. However, it has to stop because of school closure in March (only 65% of the date was collected). Consequently, this indicator will be completed in next ISR.			
► PDO3.d. Number of children enrolled in public primary school (cumulative), of which female (Number, Custom)				
	Baseline	Actual (Previous)	Actual (Current)	End Target
Value	23,000.00	23,000.00	23,000.00	192,000.00
Date	30-Jun-2018	30-Jun-2019	30-Jun-2019	30-Jun-2022
Comments:	Per design the indicator's value reflects the data at the end of the school year. The data collection campaign, implemented by an external verification firm started in February 2020 for school year 2019-2020. However, it has to stop because of school closure in March (only 65% of the date was collected). Consequently, this indicator will be completed in next ISR.			

Intermediate Results Indicators by Components

Improving Institutional Capacity and Governance



► 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 French reading and math developed; Student learning assessments in Creole and Learning conditions assessments applied in public and non-public schools supported by the Project. A gender lens is added to the QAS.	Student learning standards and assessments in French reading and math developed; Student learning assessments in Creole and Learning conditions assessments applied in public schools. Learning conditions assessments applied in non public schools. A gender lens is added to the QAS.	Student learning assessments and Learning conditions assessments applied in schools supported by the Project
Date	29-Jun-2018	30-Apr-2018	24-Sep-2020	30-Jun-2022
Comments:	French and Mathematics assessments will be piloted once the new school year starts. Learning assessments in Creole were developed and implemented in 2018. Assessments in Creole will take place again in public and non-public schools during next school year.			
► Development and provision of school director training program (Text, Custom)				
	Baseline	Actual (Previous)	Actual (Current)	End Target
Value	Training policy for teachers and education system leaders prepared by MENFP	The program has been developed and 100% of the targeted directors have been trained.	The program has been developed and 86.8% of the targeted directors have been trained.	Training delivered to at least 65% of the directors
Date	01-Apr-2016	10-Mar-2020	24-Sep-2020	30-Jun-2022
Comments:	The current value was updated to reflect the actual attendance rate during school directors training session during school year 2019-2020 (reports from the training firm were received in June 2020).			
► 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	10-Mar-2020	24-Sep-2020	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

Supporting Access to Quality, Public Primary Education in Poor Communities



▶ Number of communities proposing and implementing community education plans (Number, Custom)				
	Baseline	Actual (Previous)	Actual (Current)	End Target
Value	0.00	60.00	60.00	57.00
Date	02-Apr-2018	10-Mar-2020	24-Sep-2020	30-Jun-2022
Comments:	Number of communities, as represented by community committees, that are implementing a community education plan to provide the community's children with access to a primary education under Component 2.1.			
▶ 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	01-Apr-2016	10-Mar-2020	24-Sep-2020	30-Jun-2022
▶ Development and provision of in-service teacher training program (Text, Custom)				
	Baseline	Actual (Previous)	Actual (Current)	End Target
Value	Training policy for teachers and education system leaders prepared by MENFP	Training developed and gender component is being developed	Training developed.	Training delivered to at least 65% of the teachers
Date	01-Apr-2016	11-Sep-2019	24-Sep-2020	30-Jun-2022
Comments:	The training has been developed however the proportion of teachers trained is not yet available because the firm has not sent its final report yet. It will be added to the next ISR.			
▶ Number of water and sanitation facilities upgraded in Component 2.2 schools based on gender-informed protocol (Number, Custom)				
	Baseline	Actual (Previous)	Actual (Current)	End Target
Value	0.00	10.00	10.00	80.00
Date	30-Jun-2019	10-Mar-2020	24-Sep-2020	30-Jun-2022
Comments:	10 PEQH schools have been rehabilitated. Rehabilitation suffered from some delays because of the socio-political and sanitary crisis.			
▶ Percentage of 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	10-Mar-2020	24-Sep-2020	30-Jun-2022
Comments:	166 project schools have been selected for the gender clubs in the Nippes and GrandAnse departement. Clubs implementation was delayed because of the covid19 crisis.			



► 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	0.00	95.00
Date	30-Jun-2019	10-Mar-2020	24-Sep-2020	30-Jun-2022
Comments:	Gender training was delayed because of the covid19 situation. It is expected to take place within the next 6 months. An update will be provided in next ISR.			
► Attendance rate for primary education girls in public schools supported by the Project (Text, Custom)				
	Baseline	Actual (Previous)	Actual (Current)	End Target
Value	TBD	NA	NA	TBD
Date	01-Sep-2019	10-Mar-2020	24-Sep-2020	30-Jun-2022
Comments:	Data collection started in February 2020 with an external firm but was delayed because of the covid19 situation. An update will be provided in next ISR.			
► Proportion of public schools supported by the Project that achieve a "sufficient" level of school learning conditions (Percentage, Custom)				
	Baseline	Actual (Previous)	Actual (Current)	End Target
Value	31.00	31.00	9.00	39.00
Date	30-Jun-2018	30-Jun-2019	24-Sep-2020	30-Jun-2022
Comments:	The latest data collection showed a smaller than expected number of schools reaching a "sufficient" level of school learning conditions. This is due to the fact that Project interventions influencing quality were limited in number and delayed because of the socio-political and covid19 crisis. This indicator will be revised during the upcoming Project restructuring to capture the proportion of schools that achieve a "basic" or above level of quality.			

Supporting Access to Quality, Non-Public Primary Education in Poor Communities				
► Number of additional classrooms built or rehabilitated at the primary level resulting from project interventions. (Number, Custom)				
	Baseline	Actual (Previous)	Actual (Current)	End Target
Value	0.00	0.00	0.00	100.00
Date	02-Apr-2018	28-Sep-2018	24-Sep-2020	30-Jun-2022
Comments:	Data collection was stopped at 65% of the schools. There is not enough information available so far to inform this indicator. An update will be provided in next ISR.			
► Direct project beneficiaries (Number, Custom)				
	Baseline	Actual (Previous)	Actual (Current)	End Target



Value	0.00	41,000.00	41,000.00	285,900.00
Date	01-Apr-2016	30-Jun-2019	24-Sep-2020	30-Jun-2022
Comments:	The data collection campaign, implemented by an external verification firm started in February 2020 for school year 2019-2020. However, it has to stop because of school closure in March (only 65% of the date was collected). Consequently, this indicator will be completed in next ISR.			
<input type="checkbox"/> Female beneficiaries (Percentage, Custom Supplement)				
	Baseline	Actual (Previous)	Actual (Current)	End Target
Value	0.00	47.00	47.00	50.00
► Data from student learning assessments used in decision-making for results-based financing of non-public schools supported by the Project (Text) (Text, Custom)				
	Baseline	Actual (Previous)	Actual (Current)	End Target
Value	NA	Data collected from learning assessments and communicated to the schools.	Data collected from learning assessments and communicated to the 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	10-Mar-2020	24-Sep-2020	30-Jun-2022
Comments:	Learning assessments could not be implemented because of the socio-political and sanitary crisis. An update will be provided in next ISR.			

Project Management, Monitoring, and Evaluation				
► Stakeholder hotline to MENFP <input type="checkbox"/> 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	99.00	95.00
Date	01-Apr-2016	11-Mar-2020	24-Sep-2020	30-Jun-2022
Comments:	During these past six months, the call center hotline received 155 calls of which 153 were answered and treated.			

Performance-Based Conditions

Data on Financial Performance

Disbursements (by loan)

Project	Loan/Credit/TF	Status	Currency	Original	Revised	Cancelled	Disbursed	Undisbursed	% Disbursed
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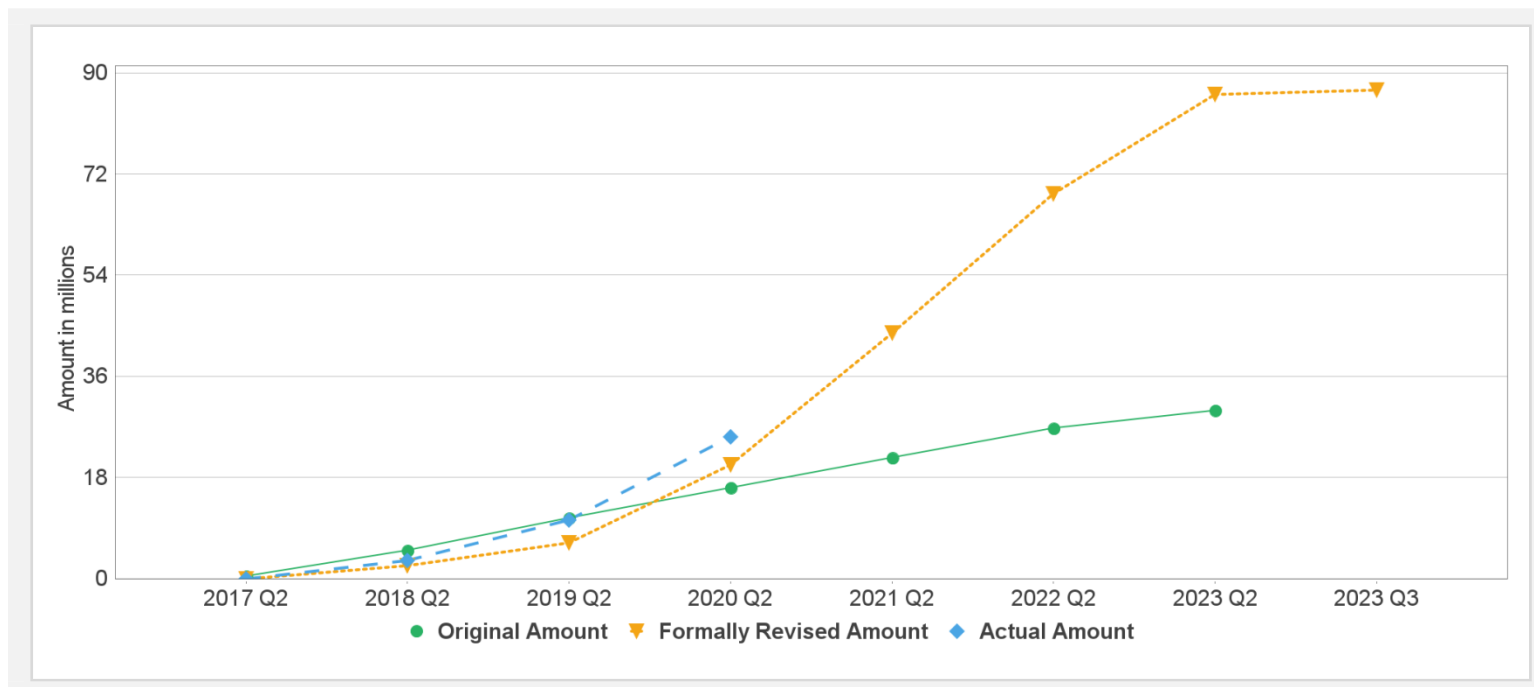


P155191	IDA-D1230	Effective	USD	30.00	30.00	0.00	28.23	1.26	<div style="width: 96%; background-color: green;"></div>	96%
P155191	IDA-D4700	Effective	USD	39.00	39.00	0.00	9.13	30.54	<div style="width: 23%; background-color: green;"></div>	23%

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

Cumulative Disbursements



PBC Disbursement

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

Restructuring History

There has been no restructuring to date.

Related Project(s)



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