



Combined Project Information Documents / Integrated Safeguards Datasheet (PID/ISDS)

Appraisal Stage | Date Prepared/Updated: 03-Apr-2019 | Report No: PIDISDSA25852

**BASIC INFORMATION****A. Basic Project Data**

Country Haiti	Project ID P165507	Project Name HT - AF to Providing an Education of Quality in Haiti	Parent Project ID (if any) P155191
Parent Project Name Providing an Education of Quality in Haiti (PEQH)	Region LATIN AMERICA AND CARIBBEAN	Estimated Appraisal Date 25-Mar-2019	Estimated Board Date 16-May-2019
Practice Area (Lead) Education	Financing Instrument Investment Project Financing	Borrower(s) Ministère de l'Economie et des Finances (MEF)	Implementing Agency Ministère d'Education et Formation Professionnelle; MENFP

Proposed Development Objective(s) Parent

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.

Components

Improving Institutional Capacity and Governance
Supporting Access to Quality, Public Primary Education in Poor Communities
Supporting Access to Quality, Non-Public Primary Education in Poor Communities
Project Management, Monitoring, and Evaluation
Contingency Emergency and Response

PROJECT FINANCING DATA (US\$, Millions)**SUMMARY**

Total Project Cost	48.00
Total Financing	48.00
of which IBRD/IDA	30.00
Financing Gap	0.00

DETAILS



World Bank Group Financing

International Development Association (IDA)	30.00
IDA Grant	30.00

Non-World Bank Group Financing

Trust Funds	18.00
CA- Dept of Foreign Affairs, Trade and Devlp (former CIDA)	18.00

Environmental Assessment Category

B-Partial Assessment

Decision

The review did authorize the team to appraise and negotiate

Other Decision (as needed)

B. Introduction and Context

Country Context

Haiti remains the poorest country in the Western Hemisphere and one of the poorest countries in the world, with a 2014 GDP per capita of US\$824. Almost 60% of the population lives below the national poverty line and inequality is high, with wealth and economic opportunity concentrated around Port-au-Prince. Access to basic services is limited, particularly in rural areas, and Haiti ranks 168th out of 187 countries in the Human Development Index.

On October 3, 2016, Hurricane Matthew, a category IV hurricane, landed in Haiti and caused a large-scale disaster affecting over 2.1 million people (almost 1/5 of the population) and leaving almost 1.4 million people in need of lifesaving assistance in the southern part of the country. Widespread flooding and numerous landslides caused severe damage to all sectors, including education: 916 primary schools, 754 secondary schools and 11 professional centers were damaged in 8 departments out of 10 in the country, putting 150,000 students at risk of being out of school for that school year. An estimated 5,000 teachers were also impacted. Total amount of damages of material losses in the sector has been estimated at 134 million dollars. The worst affected departments were Grande Anse, Nippes, Sud and Nord-Ouest in which the proportion of damaged schools could be 80% affected.¹

Support from Haiti’s partners for improvements in the quality and delivery of human development services remains critical, as human capital is still one of the most binding constraints to sustainable and inclusive growth.² The country’s young population, cultural assets, global diaspora, and access to large, developed markets are significant assets. However,

¹ PDNA, Government of Haiti, 2017

² Haiti Systematic Country Diagnostic (SCD) (Report No.97341-HT).



without universal acquisition of basic literacy and numeracy, and a skilled and healthy labor force, these endowments are less likely to create real opportunities to improve the well-being of Haitian citizens. In addition, the limited supply and poor quality of service delivery is both a cause and a consequence of social divisions that foster Haiti's fragility. The Government of Haiti and its partners agree that improving the delivery of such services is a key entry point to improve trust between citizens and the State while improving the living conditions and economic opportunities of existing and future generations. In particular, the past several Haitian administrations have moved actively towards increasing the Government's role in ensuring the provision of primary education; this effort needs to be sustained to help rebuild the weak social contract.

Sectoral and Institutional Context

Needs are substantial across the education sector. From early childhood through tertiary, public provision of education is insufficient to meet demand, and non-public providers have stepped in to fill the gap, operating nearly all pre-primary schools, over 80 percent of primary schools, and over 70 percent of secondary schools. All providers operate with little oversight or accountability for providing a quality education and ensuring learning. At the same time, the majority of families struggle to finance education costs, which absorb 10 percent of consumption on average for households with children in primary school.

The Government of Haiti (GOH) has prioritized primary education as an entry point for public financing of access, contributing to substantial increases in school participation (net primary enrollment rate has risen from about 60 percent in the early 2000s to between 70 and 80 percent in 2012). Yet student achievement remains very weak due to a combination of factors including late entry, high repetition rates and weak student learning. Poor and rural children have the lowest levels of access and student achievement.

In recent years, the Ministry of Education and Professional Training (MENFP) has taken steps to increase its oversight and enforce minimum requirements for schools to operate. The PEQH Project follows this approach, namely through the development of a Quality Assurance System (QAS) which seeks to provide a means to consistently measure outcomes across schools in Haiti and serve as a technical foundation for an eventual school accreditation process.

The Project "Providing an Education of Quality in Haiti" (the Project – PEQH -P155191 – IDA D1230) was approved by the World Bank's Board of Executive Directors in November 2016 and became effective on March 7, 2017. The Project's development objectives are to:

- (a) Strengthen public management of the education sector;
- (b) Improve learning conditions in selected public and non-public primary school;
- (c) Support enrollment of students in selected public and non-public primary schools.

In line with these objectives, the Project rely on the establishment of a Quality Assurance System (QAS)³ through:

Component 1: Supporting the Ministry of Education and Professional Training (MENFP)'s capacity-building at both the central and local levels⁴ through the development of the Quality Assurance System tools and support to the design and implementation of the EMIS;

³ The Quality Assurance System (QAS) to (i) provide a means to consistently and systematically track progress across schools in Haiti; (ii) support schools in developing improvement plans; and (iii) measure results of interventions in the sector³.

⁴ Project components seek to strengthen the technical capacity of relevant units within the MENFP, including the directorates of primary education (DEF), information system (USI), professional training (DFP), and planning and external cooperation (DPCE)



Component 2: Providing selected public schools with a comprehensive set of intervention to build capacity at the school level as part of the Quality Assurance System, such as technical support to the school committees, director and teacher training, delivery of school books and kits, and school feeding.

Component 3: Providing non-public schools with result-based grants and technical assistance to understand and implement the requirements of the program in order to improve the quality of schooling

C. Proposed Development Objective(s)

Original PDO

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.

Current PDO

There is no change to the original PDO.

Key Results

- (i) Learning conditions improved in select public primary schools
- (ii) Learning conditions improved in select non-public primary schools
- (iii) Number of students enrolled in select public primary schools
- (iv) Number of students enrolled in select non-public primary schools
- (v) Use of an Education Management Information System (EMIS) to enable national implementation of the QAS

D. Project Description

The proposed Additional Financing (AF) in the amount of \$48 million will allow the Project to scale-up current interventions, promote gender equality by strengthening and embedding a gender dimension into all areas of the Project framework, restructure activities under Components 1, 2 and 3 of the Project and align the Results Framework accordingly, as well as, cover costs overruns.

In line with the MENFP's renewed focus on quality, the AF would enable the scale-up of activities geared towards improving learning conditions in public and non-public schools by increasing the number of intervention schools, as well as the MENFP's capacity to oversee quality of service delivery by increasing funds for MENFP capacity-building related activities. The scale-up of Project activities to a greater number of poor communities in Haiti will allow having a greater critical mass of public and non-public schools implementing the PEQH framework, increasing the validity of its findings. Moreover, the additional resources allocated to capacity-building activities would allow to further strengthen the MENFP's institutional capacity to monitor quality of service delivery in schools.

The following activities would be scaled-up:

- a. Component 1 (improving institutional capacity and governance of the MENFP and its directorates): Funds would be added to support the Project's current activities geared towards strengthening MENFP's capacity, namely the development of an Education Management Information System, and increasing the capacity of departmental directorates.



- b. Sub-component 2.2 (supporting access to quality, public primary education through the implementation of the QAS and school improvement model in selected public schools): The number of beneficiaries would be increased with 59 new public schools added to the current ones (for a total of 120 public schools);
- c. Sub-component 3.2 (supporting access to quality, non-public primary education in poor communities through the development and provision of a results-based financing model): The number of beneficiaries would be increased with an estimate of 43 new public schools added to the current ones (for a total of 100 schools).
- d. Component 4 (Project management, monitoring and evaluation): Funds would be added to sustain project management costs and MENFP's capacity to implement PEQH activities.

Additionally, an integrated set of gender-focused interventions will be implemented in all schools supported by the project (current and AF) following the same mechanisms than the original project. These interventions will improve school environments and create the needed conditions for quality learning for all, with a focus on keeping girls in schools and supporting adolescent girls in reaching secondary education. Project activities (e.g., clubs for girls, boys and parents, rehabilitation of latrines, in-service teacher training) will promote awareness of gender-based violence and harmful stereotypes toward girls, while creating a safer space to learn life skills, supporting agency and empowerment to improve perceptions of safety and security among girls, ultimately lowering the likelihood for girls to miss school and increasing their chance to successfully transition to secondary education.

E. Implementation

Institutional and Implementation Arrangements

The Additional Financing will maintain the Institutional and Implementation Arrangements of the original PEQH Project. The PIU within the MENFP will continue to be responsible for project implementation. The Project will continue to report to the MENFP and carry out implementation and supervision of each project component, working closely with the Ministry to ensure that project activities are aligned with related Ministry activities.

F. Project location and Salient physical characteristics relevant to the safeguard analysis (if known)

The Project finances activities in schools and communities in all departments of Southern Haiti, namely Sud, Sud-Est, Grand'Anse, and Nippes. The rationale behind this concentrated regional focus is to build holistic systems that effectively improve service delivery, while coordinating efforts with other development partners covering other regions of Haiti. The four Project-targeted departments are at different levels of development, ranging from Grand'Anse (with the second highest poverty rate of Haiti's ten departments, at 80 percent) to Sud-Est (with the eighth highest poverty rate, at 64 percent). However, all four departments rank near the bottom in terms of basic school infrastructure. For example, in Grand'Anse, only 53 percent of primary schools have latrines, 30 percent have potable water access, eight percent have electricity, and seven percent have a school library. These departments are also the location of the previous World Bank-financed project, Education For All II (EFA II), and would ensure continuity by supporting several EFA II activities that are continuing under the PEQH project.



G. Environmental and Social Safeguards Specialists on the Team

Emmanuel Ngollo, Environmental Specialist
Dorothee Georg, Social Specialist

SAFEGUARD POLICIES THAT MIGHT APPLY

Safeguard Policies	Triggered?	Explanation (Optional)
Environmental Assessment OP/BP 4.01	Yes	<p>OP/BP 4.01 (Environmental Assessment) is triggered since the project implementation activities will potentially involve rehabilitation activities of existing structures at the selected sites, which will potentially generate adverse environmental and social impacts at these sites. The potential adverse impacts due to rehabilitation of physical structures are expected to be of small scale in time and space and will be minimized, mitigated, and easily managed. Since the exact locations of rehabilitation activities will not be known before Project implementation, as the ESMF prepared for the parent PEQH by the GoH, consulted upon and approved by the Bank then disclosed both in Haiti on April 8, 2016 and in the World Bank website prior to Appraisal February 25, 2016, was updated by the GoH, consulted upon, approved by the Bank and re-disclosed both in Haiti and in the World Bank website on March 22, 2019 and March 15, 2019 respectively. The ESMF (parent PEQH) focuses on how to address rehabilitation-type impacts (what kind of training and protective gear workers would receive; how waste, noise, and dust would be managed). If Physical Cultural Resources are found (Chance finds) they will be managed according to the GoH policies and procedures relating to management of discovery of cultural artifacts and relics. Any identified sites that affect critical natural habitats, forests, or physical cultural resources would be screened out by MENFP during the approval processes for community education grants and for school improvement plans. The updated ESMF clearly reflects the issues of the structure rehabilitation-type impacts and building</p>



safety, disability access, that no asbestos-containing materials should be used during structure rehabilitation and safe removal of any existing materials. Any exceptions will be identified during the screening phase (as detailed in the ESMF) and additional assessment work will be done during project implementation, if required.

The general environmental management clauses for civil works rehabilitation will be inserted into the bidding documents and contracts. Detailed Environmental Impact Assessments or Environmental Management Plans and Resettlement Action Plans, if necessary, will be carried out after screening for all school site rehabilitation activities and disclosed in-country and at the Bank’s website before the start of works.

No private sector activities will be undertaken under this project. Therefore, the OP/BP 4.03 will not be triggered.

The proposed project is not meant to affect any type of habitat naturally inhabited by biological creature that could be disturbed. However, the ESMF includes screening procedures to ensure that adverse impacts on natural habitats are avoided.

The proposed project is not meant to affect forests, nor will it involve reforestation. However, the ESMF includes screening procedures to ensure that adverse impacts on forests and forest resources are avoided.

This policy is triggered as there is no minimum threshold for pesticide use. The updated ESMF includes provisions for proper handling, application, storage, and disposal of any pesticides used for routine vector control or termite management in buildings. Specific activities under the project which may involve the incidental use of pesticides or herbicides include termite building treatments, vector control and/or emergency response activities.

The proposed operations are not expected to pose risks of damaging cultural properties nor unearth cultural relics because no construction works nor excavations will be undertaken nor activities undertaken near structure of historic, archeologic or cultural importance. Therefore, the OP4.11 (Physical

Performance Standards for Private Sector Activities OP/BP 4.03

No

Natural Habitats OP/BP 4.04

No

Forests OP/BP 4.36

No

Pest Management OP 4.09

Yes

Physical Cultural Resources OP/BP 4.11

No



Cultural Resources) is not triggered. If Physical Cultural Resources are found (Chance finds) during project implementation, they will be managed according to the GoH policies and procedures relating to management of discovery of cultural artifacts and relics and the work will be oriented in accordance with their guidelines. The updated ESMF includes a chapter relating to Chance-find procedures as well as historic building screening procedures, describing the assistance for preservation of historic or archeological sites. No separate safeguards instrument will be prepared.

Indigenous Peoples OP/BP 4.10

No

The activities of the proposed project are not anticipated to trigger this safeguard policy since there are no indigenous people(s) in Haiti.

Involuntary Resettlement OP/BP 4.12

Yes

OP 4.12 has been triggered to allow municipalities to identify resettlement needs when necessary and to ensure that the affected people would be provided with the required assistance and livelihood support under the policy. No land taking or resettlement continues to be foreseen under the AF. As the exact nature and location of the schools remains unknown, the Resettlement Policy Framework (RPF) of the original project was updated and disclosed on March 22nd, 2019 (before appraisal). If it is determined that any of the sites where small rehabilitation are to be done requires the taking of land, the Project will prepare a site-specific Resettlement Action Plans (RAP), which needs to be implemented by the client prior to the start of the rehabilitation. The affected people must have received their compensation or relocated under conditions equal to or better than their conditions before the Bank-financed investments.

Safety of Dams OP/BP 4.37

No

This policy is not triggered, as there will be no dam construction or rehabilitation of dams that will necessitate safety status reports.

Projects on International Waterways OP/BP 7.50

No

This policy is not triggered, for the project sites will not affect international waterways.

Projects in Disputed Areas OP/BP 7.60

No

This policy is not triggered because project intervention sites will not be within disputed areas.



KEY SAFEGUARD POLICY ISSUES AND THEIR MANAGEMENT

A. Summary of Key Safeguard Issues

1. Describe any safeguard issues and impacts associated with the proposed project. Identify and describe any potential large scale, significant and/or irreversible impacts:

The project is classified as Category B as the potential environmental and social impacts are likely to be small in scale, site-specific and manageable. The project is expected to have overall positive social impacts, particularly linked to improved learning outcomes and expanding access to education. Negative social impacts may include minor land acquisition, physical resettlement, and loss of economic livelihoods. Additionally, conflicts and frustration at the community level could be caused by the non-use of the local workforce during the work or lack of circulation among the local workforce, or by tensions between beneficiaries and non-beneficiaries of project activities.

The civil works to be financed under this operation consist primarily of classrooms and latrines rehabilitation. With regards to rehabilitation, instructions from the ESMF will reflect the issues of the rehabilitations type impacts and building safety, disability access, and asbestos-containing materials that should not be used in the rehabilitations operations, and safe removal of any existing materials.

Three types of environmental impacts are foreseen under this project, arising from the rehabilitation activities:

- a. **Civil Works:** Nuisance and pollution associated to activities and wastes from rehabilitation works of the classrooms and the school latrines (noise, dust and rehabilitation wastes) will affect especially the workers, pupils, the closest riverine to the sites. The anarchic rejection of wastes and residues from the sites preparation and the storage of rehabilitation materials could constitute a source of nuisance for public health if no sustainable ecologic management system is put in place. Also, excavation works at the sites could cause the unstable soil subsidence, which can cause accidents.
- b. **Rehabilitations accidents:** During the civil work phase, there will be risks of accidents associated with equipment/instruments and the presence of building materials poorly protected or used inappropriately. The risk of falling exists for all authorized and unauthorized persons on sites in terms of narrow and congested traffic areas. The risk of accidents also related to road traffic during delivery of building materials is to be feared (movement of vehicles: collision, skidding, striking, pinching, crushing, or load-fall, stumbling) during operations.
- c. **Degradation of cultural relics:** Culturally, it is suggested that the project avoids the cultural sites, sources of social conflicts. However, in case of fortuitous discovery (chance finds) during excavation, the builders must commit to notify immediately the relevant services of the Ministry of Culture, and the work will be oriented in accordance with their guidelines.

2. Describe any potential indirect and/or long term impacts due to anticipated future activities in the project area: The potential environmental and social impacts are likely to be of small-scale, site-specific, manageable and thus easily mitigated as described in the previous section. There is no indirect or long term adverse impacts expected during project implementation.

3. Describe any project alternatives (if relevant) considered to help avoid or minimize adverse impacts.
Not applicable.



4. Describe measures taken by the borrower to address safeguard policy issues. Provide an assessment of borrower capacity to plan and implement the measures described.

The approach to safeguards is, as rehabilitation activities to be carried out are within the Grand Sud but the areas covered are still unknown, to update the existing Environmental and Social Management Framework (ESMF) and the Resettlement Policy Framework (RPF) to cover all activities financed under the new project. The environmental and social safeguards consultant hired under the parent project will continue to work for the project and continue to oversee the environmental and social management process, and provide institutional strengthening and on-the-job training services throughout the PEQH project. This consultant will continue to work closely with the DGS Engineers and contractors and other implementing entities to implement and strengthen the existing ESMF and RPF procedures that will improve classrooms rehabilitation quality through compliance with safeguards under the conditions of the PEQH project financing.

During implementation, Environmental and Social Impact Assessments (ESIAs), Environmental and Social Management Plans (ESMPs) and/or Resettlement Action Plans (RAPs) or Abbreviated Resettlement Action Plans (ARAPs) will continue to be prepared as and when necessary.

5. Identify the key stakeholders and describe the mechanisms for consultation and disclosure on safeguard policies, with an emphasis on potentially affected people.

Key stakeholder include:

Ministry of Education and Professional Training (MENFP)

Ministry of Finance

Ministry of Public Works

UN Agencies (UNESCO, WFP, UNDP)

Municipal Councils

Community Members

The key stakeholders are the community members likely to benefit from the Project, including the out-of-school children, their parents, and the potential community instructors to be trained, as well as the larger community that would participate in the management of the Project activities at the community level.

All stakeholders (Government Agencies and Ministries, private sector, Municipal Councils, Communities, development partners, etc.) will continue to be consulted regularly. The PEQH project will continue the dialogue with key stakeholders and the project will rely on the RPF and ESMF to ensure that the appropriate mitigation measures are taken into account in accordance with the Republic of Haiti and the Bank's safeguards policies in consultation with key stakeholders. This participatory approach will be carried on throughout implementation, maintenance, supervision and evaluation of the project activities.

ESMF and RPF were consulted upon at the central and department levels of the MENFP and disclosed on Feb 29, 2016 and these instruments were finalized and re-disclosed on March 30, 2016. They were updated as part of the preparation of the Additional Financing and re-disclosed in country on March 22, 2019.



B. Disclosure Requirements (N.B. The sections below appear only if corresponding safeguard policy is triggered)

Environmental Assessment/Audit/Management Plan/Other

Date of receipt by the Bank	Date of submission for disclosure	For category A projects, date of distributing the Executive Summary of the EA to the Executive Directors
15-Mar-2019	15-Mar-2019	

"In country" Disclosure

Haiti
22-Mar-2019

Comments
<https://www.facebook.com/menfphaiti/posts/2054289691350732>

Resettlement Action Plan/Framework/Policy Process

Date of receipt by the Bank	Date of submission for disclosure
15-Mar-2019	15-Mar-2019

"In country" Disclosure

Haiti
22-Mar-2019

Comments
<https://www.facebook.com/menfphaiti/posts/2054289691350732>

Pest Management Plan

Was the document disclosed prior to appraisal?	Date of receipt by the Bank	Date of submission for disclosure
Yes	15-Mar-2019	15-Mar-2019

"In country" Disclosure

Haiti
22-Mar-2019

Comments
<https://www.facebook.com/menfphaiti/posts/2054286651351036>

If the project triggers the Pest Management and/or Physical Cultural Resources policies, the respective issues are to be addressed and disclosed as part of the Environmental Assessment/Audit/or EMP.



If in-country disclosure of any of the above documents is not expected, please explain why:

Provisions will be included in the disclosed ESMF for proper handling, application, storage, and disposal of any pesticides used for routine vector control or termite management in buildings

C. Compliance Monitoring Indicators at the Corporate Level (to be filled in when the ISDS is finalized by the project decision meeting) (N.B. The sections below appear only if corresponding safeguard policy is triggered)

OP/BP/GP 4.01 - Environment Assessment

Does the project require a stand-alone EA (including EMP) report?

No

OP 4.09 - Pest Management

Does the EA adequately address the pest management issues?

Yes

Is a separate PMP required?

No

If yes, has the PMP been reviewed and approved by a safeguards specialist or PM? Are PMP requirements included in project design? If yes, does the project team include a Pest Management Specialist?

NA

OP/BP 4.12 - Involuntary Resettlement

Has a resettlement plan/abbreviated plan/policy framework/process framework (as appropriate) been prepared?

Yes

If yes, then did the Regional unit responsible for safeguards or Practice Manager review the plan?

Yes

Is physical displacement/relocation expected?

No

Is economic displacement expected? (loss of assets or access to assets that leads to loss of income sources or other means of livelihoods)

No

The World Bank Policy on Disclosure of Information

Have relevant safeguard policies documents been sent to the World Bank for disclosure?

Yes

Have relevant documents been disclosed in-country in a public place in a form and language that are understandable and accessible to project-affected groups and local NGOs?

Yes



All Safeguard Policies

Have satisfactory calendar, budget and clear institutional responsibilities been prepared for the implementation of measures related to safeguard policies?

Yes

Have costs related to safeguard policy measures been included in the project cost?

Yes

Does the Monitoring and Evaluation system of the project include the monitoring of safeguard impacts and measures related to safeguard policies?

Yes

Have satisfactory implementation arrangements been agreed with the borrower and the same been adequately reflected in the project legal documents?

Yes

CONTACT POINT

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APPROVAL

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