



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: 6 | ARCHIVED on 24-Sep-2019 | ISR37585 |

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

Key Dates

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Bank Approval Date: 10-Nov-2016

Effectiveness Date: 07-Mar-2017

Planned Mid Term Review Date: 02-Dec-2019

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

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	● Satisfactory	● Satisfactory
Overall Implementation Progress (IP)	● Moderately Satisfactory	● Moderately Satisfactory
Overall Risk Rating	● Substantial	● Substantial

Implementation Status and Key Decisions

Despite episodes of civil instability during the month of June 2019 causing some delays in the implementation of learning assessments, most of the project activities such as school feeding, disbursement of grants for non-public schools and school improvement plans, delivery of school books and kits and technical assistance to the school committees are on track. These activities are in the process of being scaled up from 103 to 357 schools in total (229 public and 128 non-public schools). The timely preparation of new school activities indicates that most activities should start on time for the beginning of school year 2019-2020 in initial and new schools.

Component 1:



Activities contributing to the achievement of PDO Indicator 1 (Strengthen public management of the education sector) are progressing. The Education Management Information System (EMIS) implementation strategy was designed by the Information System Unit and validated by the MENFP in April 2019. The Project is currently supporting its operationalization and the integration of data from the Quality Assurance System. The Project also supported the DAEPP (*Direction Appui à l'Enseignement Privé et du Partenariat*) to conduct a field mission in May 2019 in Project-supported schools to train school committees according to the MENFP's standards. Other discussions to support technical directorates through the Quality Assurance System are on-going such as with the Technical Directorate for Professional Training on the design of the in-service teacher and director training programs.

Component 2: Activities are advancing satisfactorily, and a baseline for PDO Indicator 2 has been set as planned prior to the additional financing meeting in March 2019. While the PDO has been revised to better capture changes in overall school quality it was decided that the original indicator would still be measured as an IRI to ensure that the project still benefits to the lowest performing schools to improve equity.

Subcomponent 2.1:

Progress is being made toward the achievement of the PDO. Budgets for community schools for the school year 2019-2020 were approved and are in the process of being disbursed. Other project's interventions such as delivery of school books and kits should start on time for the beginning of the school year 2019-2020.

Subcomponent 2.2: The on-boarding of the new public schools has been completed. Main QAS-related activities such as school feeding, delivery of school books and kits, technical assistance, trainings and implementation of school improvement plans should start on time in current and new schools for the beginning of school year 2019-2020. As a result PDO Indicator 3d intermediate target will be met.

Component 3:

Subcomponent 3.2: The on-boarding of the new non-public public schools has been completed and technical assistance is being provided to school committees to meet the requirements of the program. School teachers and directors have also been invited to trainings on school management, the use of school books and a Creole and French Scripted method. The first tranches of the grant should be disbursed before the end of September 2019. Learning assessments will be implemented in schools during the first trimester of school year 2019-2020 to establish the baseline for performance requirements for result-based financing disbursements.

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	● High	● High
Fiduciary	● High	● High	● High
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	Assessment of data and information systems conducted (using SABER-EMIS tool, with report produced and disseminated in French and English)	The strategy to establish an effective EMIS has been finalized.	EMIS implementation: data utilized decisions making by MENFP
Date	01-Apr-2016	30-Jun-2017	10-Sep-2019	30-Jun-2022
Comments:	Two strategic documents with the roadmap to establish and effective Education Management Information System have been Developed and have started to disseminate within the Ministry. Given the current political context, its endorsement from the Ministry or General Director has not happened yet but is expected soon.			

(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	0.00	30.00
Date	30-Sep-2016	30-Jun-2017	10-Sep-2019	30-Jun-2022
Comments:	Not available yet because the SAQ data collection was postponed to the first semester of school year 2019-2020.			

(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	8,546.00	8,546.00	16,000.00
Date	30-Jun-2017	28-Sep-2018	28-Jun-2019	30-Jun-2022
Comments:	Per design the indicator's value reflects the data at the end of the school year. For school year 2019-2020 the value for supported children at the beginning of the SY is 5005. This value will be confirmed and reported at the end of SY 2019-2020.			

►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.			
►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	0.00	9,508.00	71,000.00
Date	01-Apr-2016	28-Sep-2018	28-Jun-2019	30-Jun-2022
►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-2018	30-Jun-2019	30-Jun-2022
Comments:	Per design the indicator's value reflects the data at the end of the school year. For school year 2019-2020 the value for supported children at the beginning of the SY is approximately 56,000 (including the Children supported via the school added through the additional financing). This value will be confirmed and reported at the end of SY 2019-2020.			

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 assessments and learning conditions standards developed ; Learning conditions assessments applied in 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 assessments and Learning conditions assessments applied in schools supported by the Project
Date	29-Jun-2018	28-Sep-2018	30-Apr-2018	30-Jun-2022
Comments:	The Creole learning assessment was completed in April 2018. The French, Creole and Mathematics assessments will be implemented during the first semester of school year 2019-2020.			
►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	Not yet	Training program developed. the gender aspect is being developed and will be implemented during SY 2019-2020	Training delivered to at least 65% of the directors
Date	01-Apr-2016	28-Sep-2018	28-Sep-2018	30-Jun-2022
Comments:	Number of school directors from schools supported under Components 2.2 and 3.2 who complete the training program.			
►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-Sep-2018	11-Sep-2019	30-Jun-2022
▲Utility of the learning assessment system (Number, Custom Supplement)				
	Baseline	Actual (Previous)	Actual (Current)	End Target
Value	1.00	1.00	1.00	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	0.00	60.00	57.00
Date	02-Apr-2018	28-Sep-2018	11-Sep-2019	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	28-Sep-2018	11-Sep-2019	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	Not yet	Training developed and gender component is being developed	Training delivered to at least 65% of the teachers
Date	01-Apr-2016	28-Sep-2018	11-Sep-2019	30-Jun-2022
Comments:	Number of teachers from schools supported under Components 2.2 and 3.2 who complete the training program.			



►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	0.00	0.00	80.00
Date	30-Jun-2019	30-Jun-2019	05-Sep-2019	30-Jun-2022
Comments:	10 PEQH schools have been selected, for rehabilitation, contract have been signed with firms and rehabilitation will begin 2nd week of September.			
►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	30-Dec-2018	05-Sep-2019	30-Jun-2022
Comments:	166 project schools have been selected for the gender clubs in the Nippes and GrandAnse departement. The training of club animators will take place in October and December (during pedagogical days) and clubs will take place from January-May 2020.			
►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	30-Jun-2019	05-Sep-2019	30-Jun-2022
Comments:	PIU gender consultant is currently developing teacher and directors training which will take place in same 166 schools as the gender clubs. 166 schools represents the equivalent of 46% of all project schools.			
►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	04-Apr-2019	11-Sep-2019	30-Jun-2022
Comments:	Data collection for this indicator is starting with school year 2019-2020			
►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	31.00	39.00
Date	30-Jun-2018	30-Jun-2018	30-Jun-2019	30-Jun-2022
Comments:	This indicator cannot be fully updated yet because the SAQ data collection was postponed to the first semester of school year 2019-2020.			



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	28-Sep-2018	30-Jun-2022
Comments:	This indicator measures the number of additional classrooms rehabilitated at the primary level through the Bank-funded program. The data is being compiled based on the list of school intervention activities and it is expected that the number will be above the current intermediate target.			
▶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	28-Sep-2018	30-Jun-2019	30-Jun-2022
Comments:	Starting with SY 2019-2020 50,000 new beneficiaries have been added. The accurate value will be reported at the end of SY 2019-2020.			
▲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	NA	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	30-Jun-2018	11-Sep-2019	30-Jun-2022
Project Management, Monitoring, and Evaluation				
▶Stakeholder hotline to MENFP â□□ 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	0.00	90.00	95.00
Date	01-Apr-2016	28-Sep-2018	28-Jun-2019	30-Jun-2022
Comments:	Call center activities have not yet begun for SY 19-20 but are expected to begin after signing of new contract 2nd week of September.			



Data on Financial Performance

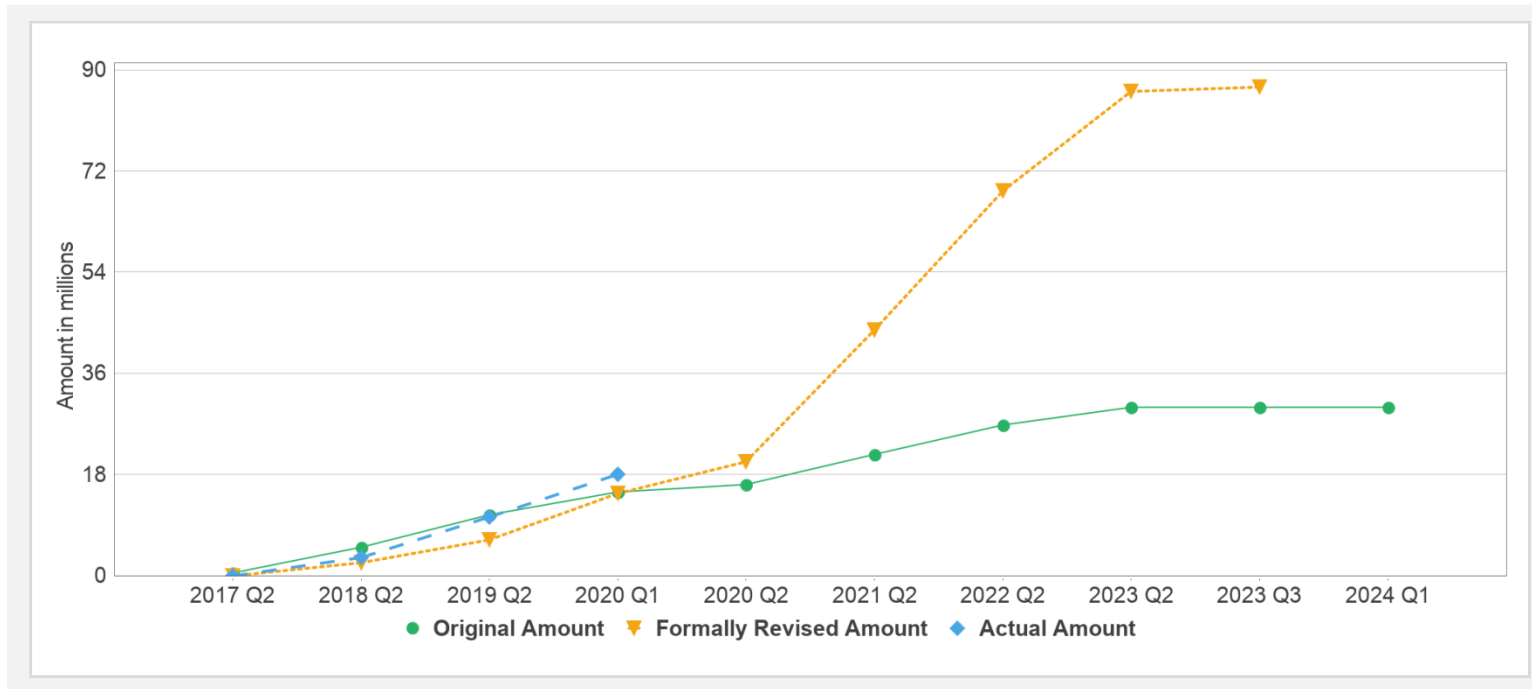
Disbursements (by loan)

Project	Loan/Credit/TF	Status	Currency	Original	Revised	Cancelled	Disbursed	Undisbursed	% Disbursed
P155191	IDA-D1230	Effective	USD	30.00	30.00	0.00	18.07	11.35	61%
P155191	IDA-D4700	Effective	USD	39.00	39.00	0.00	0.00	38.65	0%

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





Restructuring History

There has been no restructuring to date.

Related Project(s)

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