

**PROJECT INFORMATION DOCUMENT (PID)
ADDITIONAL FINANCING**

Report No.: PIDA2636

Project Name	AF for Haiti Education for All Project Phase II (P147608)
Parent Project Name	Haiti - Education for All Project - Phase II (P124134)
Region	LATIN AMERICA AND CARIBBEAN
Country	Haiti
Sector(s)	Primary education (100%)
Theme(s)	Education for all (82%), Nutrition and food security (11%), Rural services and infrastructure (7%)
Lending Instrument	Investment Project Financing
Project ID	P147608
Parent Project ID	P124134
Borrower(s)	Ministry of Economy and Finance, MEF
Implementing Agency	Ministry of National Education and Profesional Training (MENFP)
Environmental Category	B-Partial Assessment
Date PID Prepared/Updated	02-Apr-2014
Date PID Approved/Disclosed	16-Apr-2014
Estimated Date of Appraisal Completion	28-Feb-2014
Estimated Date of Board Approval	21-May-2014
Decision	

I. Project Context

Country Context

1. Human capital is the most abundant yet utilized resource in Haiti. Many Haitians, perceive education as the only vector of economic and social mobility in a country where 56% of the population is poor and entrepreneurship is hampered by lack of access to capital, and much of the capital and power is concentrated in the hands of a few with a Gini coefficient of .59. Despite its unenviable label as the poorest country in the Americas with low GDP per capita (US\$771 in 2012) and lagging in social indicators (ranking 161 out of 186 in the 2013 Human Development Index), Haiti's human capital embodies tremendous potential for growth and investment in the children of is a key building block for future economic dynamism.

2. The 2010 earthquake was a major setback to the economy and deepened existing vulnerabilities. In addition to causing over 200,000 deaths, 60 percent of citizens had to live in a camp and 20 percent of the entire population suffered loss of income. The massive earthquake also resulted in damages and losses of US\$7.9 billion (120% of GDP) and reconstruction needs were estimated at US\$11.3 billion. In 2010 the economy contracted by 5.4 percent, reversing the trend of

modest growth of the 5 preceding years. Nearly 40 percent of 10 million people lives on less than US\$1.60 per day, and approximately 55 percent live on less than US\$2.30 per day. Unemployment remains high and employment mostly informal (only 19 percent of the adult population receives a regular wage and 79 percent are self-employed, with women twice as likely to be unemployed at 36 percent as opposed to men at 19 percent). Faced with multiple challenges, over the years, roughly one million Haitians have migrated, mainly to the Dominican Republic (DR), the United States (US), and Canada in search of better opportunities.

3. Four years after the earthquake, Haiti's overall economy is improving and the government is beginning to implement its vision for turning Haiti into an emerging country by 2030. President Michel Martelly and his administration have been working with Haiti's partners to deliver services for its people, attract investment, and decentralize the economy. To build human capital, the government has started a national tuition waiver and school feeding program and launched several safety net programs. Security indicators are improving with downward trends in homicides, kidnappings, and incidents of violent civil unrest in 2013 compared with 2012. Growth is estimated to have reached 4 percent in HFY13, up from 2.8 percent observed in HFY12, mainly due to a pick-up in agricultural production, construction and the industrial sector, in particular the textile and garment industry. The government has also articulated a National Strategic Development Plan (PSDH), which sets social, territorial, economic, and institutional rebuilding as the pillars for Haiti's development. The national tuition waiver and school feeding programs are a cornerstones of Government's plan under the social pillar.

Sectoral and institutional Context

Since parent Project effectiveness, GoH priorities have been revised and focused in a three-year Transitional Sector Plan (Programme d'Interventions Prioritaires en Education – PIPE) which was endorsed by the local donors group in early January 2014, based on its five-year Strategy for Rebuilding the Education System. Education continues to be a stated top priority of the GoH, although its priorities and strategic approaches within the sector have changed. The PIPE reduces the ambitious US\$2.3 billion financing gap in the five-year strategy to US\$260 million, with revised targets and prioritized activities. Among the key PIPE priorities is a continued focus on interventions in line with the GoH's universal, free and compulsory primary education policy (Programme de Scolarisation Universelle, Gratuite et Obligatoire – PSUGO), which finances tuition waivers for non-public schools and fee waivers for public schools, as well as school materials. Key priorities newly emphasized include: (i) expansion of the National School Feeding Program (Programme National de Cantines Scolaires - PNCS), from about one third of primary students in public and non-public schools receiving School Health and Nutrition (SHN) services in 2010-11 to 70 percent in 2020-21; (ii) capacity strengthening for the PNCS; (iii) improvement in internal efficiency and retention through, inter alia, primary curriculum revision and in-service teacher training; and (iv) institutional strengthening including the establishment of an improved licensing system for non-public primary schools.

II. Proposed Development Objectives

A. Current Project Development Objectives – Parent

The objective of the Project is to support the Strategy for Rebuilding the Education System through the implementation of sustainable programs to improve: (a) access, particularly of under-served populations, to Primary Education; (b) quality of Primary Education; and (c) the institutional capacity in the Recipient's education sector.

B. Proposed Project Development Objectives – Additional Financing (AF)

The objective of the Project is to support: (i) enrollment of students in select non-public primary schools in disadvantaged areas; (ii) student attendance in select public and non-public primary schools in disadvantaged areas; and (iii) strengthened management of the Recipient's primary education sector.

III. Project Description

Component Name

Support to Primary Education Enrollment

Comments (optional)

Component Name

Support to Improved Student Attendance

Comments (optional)

Component Name

Strengthening Sector Management

Comments (optional)

IV. Financing (in USD Million)

Total Project Cost:	14.75	Total Bank Financing:	0.00
Financing Gap:	0.00		
For Loans/Credits/Others			Amount
BORROWER/RECIPIENT			0.00
International Development Association (IDA)			0.00
Haiti Reconstruction Fund			14.75
Total			14.75

V. Implementation

The parent Project is rated Moderately Satisfactory on both Implementation Progress and progress toward achievement of the PDO, and has been consistently rated satisfactory or moderately satisfactory over the past 12 months. The main achievements in the original Project by component are as follows:

Under Component 1, to date, the Project has surpassed expectations with respect to improvements in access: it has delivered timely tuition waivers to about 150,000 primary students in seven departments in the 2012-13 school year. It has also ensured the provision of three textbooks per student in about 90 percent of schools participating in the IDA-financed non-public school TWP. Under the community-based school sub-component, 63 communities have received training, continue to receive grants, and are operating schools under temporary shelter; of these, 4 school buildings are expected to be completed by end March 2014. The SHN Program has also surpassed targets, providing deworming, micronutrients, and a morning snack and hot meal during school days

to over 79,000 students in public and non-public schools in the 2012-13 school year.

Under Component 2, the Accelerated Teacher Training Program (Formation Initiale Accélérée – FIA) has certified 2,669 teachers. More than two-thirds of FIA-certified teachers polled could not find a job in the teaching profession, creating social pressures on the GoH, which is limited in its ability to replace unqualified teachers in public schools or require non-public schools to enhance their standards by recruiting qualified teachers. The GoH has therefore decided not to recruit new FIA cohorts beginning with the 2013-14 school year. As a result, the FIA cohort recruited into the program on October 2012 and expected to graduate in September 2015 will be the third and final Project-financed cohort. In the meantime, the MENFP is developing a new teacher training policy which is expected to be completed in September 2014 and to provide policy measures to absorb newly trained teachers into the system. The MENFP also launched in February 2014 efforts to establish a new statute regulating the teaching profession, which would in the medium-term help place qualified teachers into classrooms. In addition, the Bank will support the MENFP in developing an action plan for the recruitment of the FIA teachers trained so far. The Project is also finalizing Teacher’s Guides for Grade 1 with daily lesson plans for use in the classroom.

With respect to the development of the Haitian Creole Lektì se Lavni (“Reading is the Future”) reading instruction approach, procurement-related problems requiring legal recourse by the MENFP resulted in the indefinite postponing of its implementation. However, the MENFP, with U.S. Agency for International Development (USAID) support, has continued to adapt Lektì se Lavni to the Haiti context and has developed a technically improved version (the M ap Li Net Ale – “I am reading all the way” structured reading instruction approach) which can replace Lektì implementation. Resolution of the Lektì procurement issue by the MENFP was still underway as of March 2014, but with the proposed restructuring, it will not have an impact on implementation of remaining Project-financed activities.

Under Component 3, seventy-five percent of Project-financed schools have been inspected by the MENFP in the 2012-13 school year. Project-based budget agreements between the MENFP and its regional units (Directions Départementales de l’Education – DDEs) are under preparation and would allow the Project to finance DDEs to supervise and provide support to schools. These agreements are expected to be completed by end April 2014 and will be piloted in four DDEs in 2014. While the establishment of the National Education Partnership Office (Office National de Partenariat en Education – ONAPE) has stalled as a result of the shift in GoH priorities, the MENFP still aims to increase government stewardship of the sector and strengthen public-private partnerships by instead focusing on strengthening the school licensing system.

VI. Safeguard Policies (including public consultation)

Safeguard Policies Triggered by the Project	Yes	No
Environmental Assessment OP/BP 4.01	x	
Natural Habitats OP/BP 4.04		x
Forests OP/BP 4.36		x
Pest Management OP 4.09		x
Physical Cultural Resources OP/BP 4.11		x
Indigenous Peoples OP/BP 4.10		x
Involuntary Resettlement OP/BP 4.12	x	

Safety of Dams OP/BP 4.37		x
Projects on International Waterways OP/BP 7.50		x
Projects in Disputed Areas OP/BP 7.60		x

Comments (optional)

VII. Contact point

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