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IMPLEMENTATION COMPLETION AND RESULTS REPORT

TF0A5007

ON A

SMALL GRANT

IN THE AMOUNT OF US\$0.5 MILLION

TO THE

REPUBLIC OF HAITI

FOR A

Statistical Capacity Building in Education Grant (P161160)

April 23, 2021

Regional Vice President: Carlos Felipe Jaramillo
Country Director: Tahseen Sayed
Regional Director: Luis Benveniste
Practice Manager: Emanuela Di Gropello
Task Team Leader: Yves Jantzen
ICR Main Contributor: Claudia Lopez

ABBREVIATIONS AND ACRONYMS

CPF	Country Partnership Framework
DDE	Departmental Directorate of Education (<i>Direction Départementale de l'Éducation</i>)
DPCE	Directorate of Planning and External Cooperation (<i>Direction de la Planification et de la Coopération Externe</i>)
EMIS	Education Management Information System
FCV	Fragility, Conflict and Violence
GDP	Gross Domestic Product
GoH	Government of Haiti
GPE	Global Partnership for Education
IHSI	Haitian Institute for Statistics and Informatics (<i>Institut Haïtien de Statistique et d'Informatique</i>)
M&E	Monitoring and Evaluation
MENFP	Ministry of National Education and Vocational Training (<i>Ministère de l'Éducation Nationale et de la Formation Professionnelle</i>)
PEQH	Providing an Education of Quality in Haiti Project (the Project Implementation Unit)
PIU	Project Implementation Unit
QAS	Quality Assurance System
SA	Social Assessment
USI	Information System Unit (<i>Unité du Système d'Information</i>)
WBG	World Bank Group



TABLE OF CONTENTS

I. PROJECT CONTEXT AND DEVELOPMENT OBJECTIVES.....	4
II. OUTCOME	12
III. KEY FACTORS THAT AFFECTED IMPLEMENTATION AND OUTCOME.....	18
IV. BANK PERFORMANCE, COMPLIANCE ISSUES, AND RISK TO DEVELOPMENT OUTCOME ..	19
V. LESSONS LEARNED AND RECOMMENDATIONS	20
ANNEX 1. RESULTS FRAMEWORK AND KEY OUTPUTS.....	21
ANNEX 2. PROJECT COST BY COMPONENT	26
ANNEX 3. RECIPIENT COMMENTS	27

**DATA SHEET****BASIC INFORMATION****Product Information**

Project ID	Project Name
P161160	Haiti Statistical Capacity Building in Education Grant
Country	Financing Instrument
Haiti	Investment Project Financing
Original EA Category: C	Revised EA Category:NA

Organizations

Borrower	Implementing Agency
MENFP	The World Bank

Project Development Objective (PDO)

Original PDO

The objective of the Project is to support the MENFP in establishing a sustainable data collection strategy for the school census which delivers quality data comparable to international standards; designing a MENFP strategy for strengthening its monitoring and evaluation system; and initiating implementation of said strategy.

FINANCING

	Original Amount (US\$)	Revised Amount (US\$)	Actual Disbursed (US\$)
Donor Financing			
Total	500,000	-	497,427.28

KEY DATES

Approval	Effectiveness	Original Closing	Actual Closing
02-Jun-2017	02-Jun-2017	31-Apr-2019	30-Oct-2020



RESTRUCTURING AND/OR ADDITIONAL FINANCING

Date(s)	Amount Disbursed (US\$M)	Key Revisions
30-Apr-2019	0.19	Change in Results Framework Change in Components and Cost Change in Loan Closing Date(s)
17-Jun-2020	0.30	Change in Results Framework Change in Components and Cost Change in Loan Closing Date(s)

KEY RATINGS

Outcome	Bank Performance	M&E Quality
Satisfactory	Highly Satisfactory	Substantial

RATINGS OF PROJECT PERFORMANCE IN ISRs

No.	Date ISR Archived	DO Rating	IP Rating	Actual Disbursements (US\$M)
01	05-Sep-2018	Moderately Satisfactory	Moderately Unsatisfactory	0.06
02	27-Mar-2019	Moderately Satisfactory	Moderately Satisfactory	0.19
03	21-Sep-2019	Moderately Satisfactory	Moderately Satisfactory	0.28
04	22-Apr-2020	Moderately Satisfactory	Moderately Satisfactory	0.30
05	22-Oct-2020	Satisfactory	Moderately Satisfactory	0.40

ADM STAFF

Role	At Approval	At ICR
Regional Vice President:	Jorge Familiar Calderon	Carlos Felipe Jaramillo
Country Director:	Mary A. Barton-Dock	Tahseen Sayed
Director:	Jaime Saavedra	Luis Benveniste
Practice Manager:	Reema Nayar	Emanuela Di Gropello
Task Team Leader(s):	Juan Baron, Melissa Ann Adelman,	Yves Jantzen
ICR Contributing Author:		Claudia Lopez



I. PROJECT CONTEXT AND DEVELOPMENT OBJECTIVES

Context

Country Context at Appraisal

1. In 2017, Haiti was in a classic situation of institutional and social fragility, exacerbated by a series of external shocks in the decade prior that had hampered its development. After the catastrophic earthquake of 2010, which caused the death of approximately 3.5 percent of the population, Haiti endured a widespread cholera epidemic that same year. Six years later, during the preparation of this Haiti Statistical Capacity Building in Education Grant (the Project), the devastating Hurricane Matthew struck the country, affecting an estimated 2.1 million people. With a Gross Domestic Product (GDP) per capita of US\$766¹ in 2017, the country remained one of the poorest in the world, with almost 60 percent of the Haitian population living below the national poverty line. Inequality was high, with wealth and economic opportunity concentrated around Port-au-Prince. Access to basic services was limited, particularly in rural areas, which translated into low human development indicators; Haiti ranked 169th out of 189 countries in the Human Development Index.

2. In addition to the external shocks and the subsequent deteriorating economic situation, political uncertainty contributed to weak governance, which complicated policymaking and exacerbated instability in the already fragile state. Contested presidential election results in October 2015 led to the appointment of a transitional government and, eight months later, to the annulment of the initial round of elections. The election process stretched for a total of 14 months, with new presidential elections planned and postponed due to the damage sustained during Hurricane Matthew in October 2016. Finally held in late November 2016, the presidential election's results were declared official in January 2017. Therefore, at the time of Project appraisal, the country had been governed by a transitional government for more than a year, contributing to an uncertain political climate, difficulties in setting political priorities, a lack of clarity on institutional roles, and a lack of policy coherence among public sector actors.

Country Context during Implementation

3. During Project implementation, a socio-political crisis and the COVID-19 pandemic further undermined the recent developmental gains in Haiti. After a short period of relative stability following the 2017 elections, corruption allegations against government officials attracted public attention. Widespread protests against the government began in several Haitian cities in July 2018, causing massive disruptions in services and economic activities. This unrest persisted and developed into a socio-political crisis, intensifying in 2019 and culminating in a period of total lockdown from September 2019 through December 2019, during which economic production, schools in or near cities, businesses, and the government and its services were largely closed. While the socio-political situation stabilized, on March 19, 2020, the Government of Haiti (GoH) announced its first two cases of COVID-19 and declared a state of emergency. The virus has since continued to take a toll on human health and life in

¹ World Bank Data



the country, with a rapid increase in cases and deaths between mid-June and mid-July 2020 (from 3,662 confirmed cases to 6,727, and from 56 deaths to 141).

Sectoral Context

4. **At the time of Project appraisal in 2016, both public and non-public schools offered a low-quality education, while access to primary education was at risk.** The quality of teaching was variable, and often low. The average Haitian child entered the first grade nearly two years late, due to a combination of (i) household financial constraints that delay school entry; and (ii) schools often demanding that children receive at least one year of pre-primary in order to prepare for first grade. Once in school, 13 percent of first graders repeated the year, and only about half would reach the sixth grade.² A 2018 study of a fourth-grade math assessment by the Ministry of Education – *Ministère de l'Éducation et de la Formation Professionnelle* (MENFP) in both public and non-public schools found that student scores were only slightly above what would be achieved by random guessing.³ While access to primary education had consistently improved since 2000, gains were at risk of being lost and school dropouts at risk of increasing. The net primary enrollment rate had risen from about 60 percent in the early 2000s to between 70 and 80 percent in 2012, in large part due to the implementation of programs promoting access funded by the GoH.⁴ However, lack of public financing for the sector, as well as the absence of a sustainable strategy for public financing of non-public education, resulted in the discontinuity of tuition waiver and subsidy programs for non-public schooling as of 2016.

5. **Challenges in terms of education quality and access were partly explained by governance issues in the sector, especially as they related to constraints in data generation and use.** In 2017, the planning functions of the MENFP were limited, and it lacked a National Strategy for the Development of Statistics. The school census strategy, moreover, was outdated and inefficient, which resulted in a lack of timely and reliable information on schools, teachers and students, as well as a lack of structured data collection systems. The MENFP also lacked a plan to strengthen the capacity to analyze data that could inform policy decisions on quality and access. In the meantime, technical and financial partners such as the World Bank and Inter-American Development Bank (IADB) were financing major operations to support access and quality, whose gains were at risk of being lost without a proper monitoring and evaluation system to track progress, allocation of resources, and informed decision-making processes in the context of limited public financing of the primary sector. The lack of robust statistical approaches and processes restricted the MENFP's ability to make well-informed decisions on how to spend public resources and improve service delivery and threatened future external funding opportunities in the absence of an effective tracking system.

² *Off to a Bad Start: Drivers of Late Entry into Primary School in Haiti* (World Bank 2015).

³ *Résultats de l'Évaluation Nationale 2017 en Haïti* (International Association for the Evaluation of Education Achievement 2019).

⁴ In recent years, the GoH prioritized the financing of access to primary education, contributing to substantial increases in school participation. The GoH financed tuition waivers to non-public providers through: (i) the donor-funded Education for All Project's (EFA) Tuition Waiver Program beginning in 2007, and (ii) the Government-funded Universal, Free, and Compulsory Education Program (*Programme de Scolarisation Universelle Gratuite et Obligatoire*; PSUGO) beginning in 2011. At their combined peak between 2011 and 2014, these two programs financed the school fees of over 60 percent of all primary students in Haiti, with PSUGO representing about 20 percent of domestic public spending on education.



Bank Rationale for supporting the Project

6. **Reliable, timely, and accessible statistics on students, teachers and schools were considered essential to allow the MENFP to deploy its limited resources in the most cost-effective way.** This Project aimed to develop a sustainable data collection strategy, paired with a strong Education Management Information System (EMIS). It also aimed to strengthen the MENFP's ability to analyze and use data, which would, in the long term, support improved evidence-based policy and decision-making and ultimately improve education quality while maintaining access in Haiti. This Project was aligned with the MENFP's sector strategy— the *Plan Opérationnel 2016-2020*, which was being prepared at the time of Project preparation— Specifically its first pillar (governance) and the objective of “reinforcing its planning, monitoring, and evaluation capabilities.”

7. **The need for an Education Management Information System was not tackled comprehensively.** At time of preparation, there was no on-going and comprehensive externally funded initiative on the EMIS and strengthening of the school census. Only one partner (UNESCO) was supporting the dialogue on SDG indicators, through the UNESCO's Institute for Statistics (UIS) but was not providing direct support to the EMIS. The Information System Unit (*Unité du Système d'Information*, USI) of the MENFP had only been established in 2015, and this Project was seen as a catalyst in strengthening USI and external partners' technical and financial support around these priorities.

8. **The uncertain political environment in 2016 and competing Government priorities following Hurricane Matthew led the MENFP to request that the Project be executed by the World Bank on its behalf (Bank Executed on Behalf of the Recipient).** The volatile operating environment, accompanied by numerous changes in education ministers, largely contributed to this decision. The World Bank was well placed to fulfill this request because its Haiti education team was already engaged with the GoH on topics related to data collection at the time of Project appraisal. In particular, the team had initiated policy dialogue on the establishment of a Quality Assurance System (a set of tools to monitor students and school progress) for schools and was thus strongly positioned to implement this grant.

9. **The Project was aligned with the Systematic Country Diagnostic and the World Bank's Education Portfolio in Haiti, which, at the time of Project preparation, was composed of the Education For All II (P124134, Grant number IDH7400) and Providing An Education Of Quality In Haiti (PEQH, P155191, Grant number D1230 and D4700) projects.** The Project was also aligned with the Statistical Capacity Building Project (P157531) that focused on the Housing Census, and synergies between the two Projects were explored during Project preparation.

Project Development Objectives (PDOs)

10. The objective of the Project was to support the MENFP in establishing a sustainable data collection strategy for the school census which delivered quality data comparable to international standards; designing a MENFP strategy for strengthening its monitoring and evaluation system; and initiating implementation of said strategy.



Key Expected Outcomes and Outcome Indicators

11. The PDO-level Results Indicators for the Project were as follows:
- **PDO Indicator 1:** New school census data collection process officially adopted by MENFP
 - **PDO Indicator 2:** Strategy for strengthening monitoring and evaluation (M&E) system officially adopted by MENFP
 - **PDO Indicator 3:** Technical prerequisites for a functional Education Management Information System (EMIS) are in place
12. The long-term expected outcome was that the MENFP staff would access, analyze, and use the information in the EMIS to support their decisions, thus contributing to the higher-level objective of improving evidence-based policy and decision-making.
13. The PDO-level indicators remained the same for the duration of the Project.

Components

14. The Project had four components:

Component 1: School census data collection strategy (US\$125,000)

15. The objective of this component was to support the MENFP to define a revised school census data collection strategy. It encompassed support for, inter alia:
- i. A diagnostic of the existing data collection processes for the school census, including consultations with relevant stakeholders from the education sector in the Recipient's territory;
 - ii. Technical support for the creation of standards and templates of educational data, in accordance with international standards;
 - iii. The design, piloting, and finalization of a data collection process for the school census that improved timeliness and reliability of data and took into account previous experiences; and
 - iv. Training and workshops for MENFP national and departmental staff on the new the data collection process for the school census.

Component 2: MENFP Monitoring & Evaluation (M&E) system strengthening strategy (US\$50,000)

16. The objective of this component was to support the MENFP in developing an M&E system strengthening strategy. It included provision of support for, inter alia:
- i. A diagnostic of the existing statistical infrastructure, information management processes and data utilization practices of the
 - ii. An evaluation of the implementation of national learning
 - iii. A study tour for MENFP staff to learn from other countries' experiences on setting up EMIS; and



- iv. The design, review, adoption, and dissemination of a strategy for strengthening the M&E system of the MENFP.

Component 3: Implementation of the MENFP M&E strategy (US\$265,000)

17. The objective of this component was to support the implementation of the MENFP M&E system strengthening strategy. At approval, this component included provision of support for, inter alia:

- i. Workshops and training sessions for MENFP staff on the customization, population, and maintenance of databases; survey design; data collection; data management; information dissemination; and data analysis for policymaking; and
- ii. Workshops and training for the staff the Haiti Institute for Statistics (*Institut Haïtien de Statistiques et d'Informatique*, IHSI) staff as part of preparations for the population census.

Component 4: Project implementation support (US\$60,000)

18. This component encompassed support for the administration, implementation, monitoring, and evaluation of the Project.

Project Restructuring

19. To adapt to a challenging country context and external shocks, and to the pace of implementation, the Project was restructured twice, in April 2019 and June 2020.

First restructuring: April 2019

20. The Project underwent a level 2 restructuring, which was approved on April 30, 2019 and did not change the PDO or PDO-level results indicators. The amount disbursed at the time of the restructuring was US\$214,175 (42 percent of the grant amount). The 2019 restructuring entailed the extension of the Project closing date, a change to components and costs, and changes to the results framework at the intermediate indicator level.

21. The changes are summarized below:

- i. *Extension of the Closing Date.* The Project experienced initial setbacks in the implementation of Component 1, 2 and 3 activities due to: (i) slow progress in engaging with the planning directorate in charge of education statistics (*Direction de la Planification et de la Coopération Externe*, DPCE) in the revision of the data collection process; and (ii) socio-political unrest during 2018 and early 2019. These challenges, however, were addressed or mitigated, and implementation gained momentum and progressed significantly towards Project objectives in 2019. The one-year extension (from April 30, 2019 to June 30, 2020) was requested to make up for the initial delays, allow for the completion of ongoing activities, and fully achieve the Project's objectives.
- ii. *Results Framework.* The intermediate indicator "Training for IHSI staff as part of preparation for population census completed" was deleted, since the workshops and training for IHSI staff as



- part of preparation for the population census were eliminated from the Project.
- iii. *Changes to components and cost.* Initially, the Project included workshops and training for the Haitian Institute for Statistic and Informatic (*Institut Haïtien de Statistique et d'Informatique*, IHSI), as part of Component 3. These activities were removed from the Project, however, when the IHSI received another source of funding to cover them. In addition, the MENFP revised its data collection strategy and reduced the scope of Component 3 (implementation of the M&E strategy) to emphasize the design of the M&E strategy itself and to increase the budget for piloting the new data collection strategy. Budget allocations by component were revised to reflect these changes (see table below). In addition to the activities above-mentioned that were removed, the evaluation of the implementation of national learning assessments, that was envisaged in the initial design of the Project, was not pursued. Indeed, there was a change of strategy on this topic with the Ministry and this activity, that was inserted in component 2 as a placeholder to support potential efforts on the learning assessment system was not carried as part of this Project. Since this activity was not directly linked to the output of component 2 (nor part of the result framework), it was not included as part of the restructuring itself.

Project Components	Original Cost (US\$)	Revised Cost (US\$)
1.School census data collection strategy	125,000	160,000
2.MENFP M&E system strengthening strategy	50,000	150,000
3.Implementation of the MENFP M&E system strengthening strategy	265,000	140,000
4.Implementation Support	60,000	50,000
Total Project Costs	500,000	500,000

Second Restructuring: June 2020

22. In order to mitigate delays caused by the COVID-19 pandemic, the Project underwent a second level 2 restructuring on June 17, 2020, which did not change the PDO or PDO-level results indicators. The amount disbursed at restructuring was US\$304,828 (61 percent of the grant amount). The restructuring entailed the extension of the closing date, changes to components and costs and changes to the results framework at the intermediate level. Those changes are detailed below:

- i. *Extension of the closing date.* The closing date was extended by four months, until October 30, 2020, to factor in delays caused by the COVID-19 pandemic. For several weeks, government buildings and schools were closed, resulting in MENFP staff's inability to meet and organize workshops to finalize the school census data collection strategy and related training. Furthermore, the GoH announced restrictions on large gatherings and travel. The four-month extension allowed the MENFP to postpone the training and workshops that contributed to the achievement of Project's objectives by Project closing.
- ii. *Changes to the results framework.* Due to uncertainty on how the COVID-19 pandemic would evolve and when schools would reopen, the intermediate indicator "Pilot of the new data collection process for the school census completed" was deleted, and the intermediate indicator "Training for MENFP national and departmental staff in the new data collection process completed" was replaced by "Design of the training content and materials on the new school data collection process completed."



iii. *Change to components and costs.* The following activities were revised:

- *Data collection:* Given that data collection activities on the ground could not be completed due to COVID-19 related travel restrictions, the pilot of the data collection strategy was removed from the Project and Component 1 activities were adapted to focus on in-depth desk work. A consultant was hired to extract lessons learned from the previous school censuses and update the school census data collection strategy; this approach mitigated the impacts of the pandemic on Project interventions and was less costly than the originally planned activities. This work was accompanied by a revision of the school mapping tools. The methodology, developed with the support of other development partners (IADB and more recently, the Spanish Agency for International Development [*Agencia Española de Cooperación Internacional para el Desarrollo AECID*]), matches the data from the school census on education supply with economic information and projections on student demand and needs in a given area. Together with the revised data collection strategy, these tools would serve as a basis for training on micro-planning at the subnational levels of the MENFP.
- *Training sessions:* Furthermore, the implementation of the training sessions on the new data collection activities that were meant to be implemented once the data collection strategy was developed were removed from the scope of the Project because of the restrictions on large gatherings. Instead, this activity was replaced by the design of a full training program for MENFP central and local staff, as well as a roadmap for implementation for the training sessions.
- *Costs:* The cost savings from Component 1 were reallocated to Component 3 to focus on the implementation of the M&E strategy, specifically allocating more resources for the hiring of technicians to finetune the implementation of the technical prerequisites for an EMIS. An international consultancy in Project management was also financed to move forward the EMIS agenda and organize the EMIS workplan within the MENFP. Changes in cost by component related to these revisions are detailed in the table below.

Project Components	Original Cost (US\$)	Revised Cost (US\$)
1. School census data collection strategy	160,000	60,000
2. MENFP M&E system strengthening strategy	150,000	150,000
3. Implementation of the MENFP M&E system strengthening strategy	140,000	250,000
4. Implementation Support	50,000	40,000
Total Project Cost	500,000	500,000

Theory of Change

23. The Project's theory of change is summarized below:

Main activities	Outputs	PDO Outcomes	Long-Term Outcomes
-Evaluating the existing data collection processes for the	-Evaluation of the existing data collection	MENFP establishes a sustainable data collection	



school census; -Providing technical support for the development of the data collection strategy; -Carrying out workshops for MENFP national and departmental staff on the new data collection process.	processes (SABER-EMIS); - Revised data collection protocol; - Instruments and new protocols for data collection and verification; - Revised school mapping tools (aligned with the data collection protocols), presented to MENFP; - Workshop on the revised strategy with MENFP national and departmental staff.	strategy for the school census, which delivers quality data comparable to international standards New school census data collection process officially adopted by MENFP (PDO Indicator 1)	Production of high-quality data for improved evidence-based policy and decision-making.
- Carrying out a diagnostic of the current statistical infrastructure, information management processes and data utilization practices; - Carrying out a study tour for MENFP staff to learn from other countries' experience on setting up the EMIS; - Designing, reviewing, adopting and disseminating a strategy for strengthening the M&E system of the MENFP.	-Diagnostic on the statistical infrastructure, information management processes, and practices developed with the support of technical experts and circulated; - Study tour in Burkina Faso for MENFP managers and experts; - Revised strategy and action plan for the EMIS developed, circulated, and adopted.	Designing a MENFP strategy for strengthening its monitoring and evaluation system Strategy for strengthening the M&E system officially adopted by MENFP (PDO Indicator 2).	
- Workshops and trainings for MENFP staff on the customization, population, and maintenance of databases; survey design; data collection; data management; information	-Technical support for the establishment of secure connectivity and intranet at the subnational and central levels of the MENFP;	Initiating the implementation of the M&E strategy Technical prerequisites for a	



dissemination; and data analysis for policymaking. -Required resources identified in the strategy document for the EMIS are established.	-Student and school databases structured; -Single identification numbers created; -Databases from externally funded project integrated in the EMIS; -Training program developed for the MENFP's technicians and developers on the EMIS.	functional EMIS are in place (PDO Indicator 3).	
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Critical assumptions:

- The GoH commits to revising its data collection process and strengthen the use of the EMIS for decision-making;
- Trained technical staff to apply their new skills in data collection, management and analysis;
- Key sector stakeholders, including development partners, support and coordinate their interventions on the EMIS.

II. OUTCOME

Assessment of Achievement of Each Objective/Outcome

24. This section assesses Project performance in relation to the PDO. The PDO contained three parts, as follows:

Support the MENFP in:

- Objective 1:** Establishing a sustainable data collection strategy for the school census which delivers quality data comparable to international standards
- Objective 2:** Designing a MENFP strategy for strengthening its monitoring and evaluation system
- Objective 3:** Initiating implementation of said strategy

25. Each outcome is evaluated separately to arrive at an overall outcome rating in the next section.

Objective 1: Establish a sustainable data collection strategy for the school census which delivers quality data comparable to international standards



26. Achievement of PDO1 was measured by PDO1 Indicator “New school census data collection process officially adopted by MENFP.” The baseline was “No,” and the end target “Yes.” The PDO1 Indicator was achieved and, as outlined below, additional data/observations suggest that the established data collection strategy is sustainable and will deliver quality education system data.

27. The Project successfully implemented interventions that led to the adoption of a revised sustainable school census data collection strategy. In particular, the MENFP organized, with Project support, a workshop in October 2020 to present the new data collection strategy as the backbone of decision-making and strategic-planning processes for the sector. In April 2020, the General Director sent an official letter to the World Bank, approving the EMIS operational plan including the new data collection strategy as the first pillar of the EMIS plan.

28. This revised data collection strategy aims at reducing data gaps that limit the Ministry’s ability to conduct data-driven decision-making. To do so, the strategy includes processes to collect the following data: (i) students administrative data by age, gender and grade along with a single tracking number; (ii) staff administrative data by grade and gender along with a single tracking number, and (iii) school administrative data, such as school type along with a unique tracking number as well. The strategy includes a timeline for the design of the data collection forms and a description of the consultations that will need to be organized with relevant stakeholders. The forms will then be piloted to determine whether data providers easily comprehend the language and framing of the questions⁵. In addition, the strategy includes data quality assurance mechanisms both at the local and central levels to ensure that the quality of the data collected is complete, accurate, clear and properly disaggregated. Verification workshops will be organized the week following the data collection campaign. During these workshops, school inspectors familiar with the schools, will review data school by school in order to minimize human errors. At the end of the data collection campaign, raw data on the education system will be available at the Ministry level, and aggregate data on enrollment and completion rate, as well as teachers, will be available to various stakeholders to offer a data-based perspective on education policy.⁶ This will encourage participation at all levels of the system and foster commitment of sector stakeholders. The strategy also includes mechanisms to involve the whole education system in a comprehensive, structured, and systemic manner during the preparation stage, the data collection itself, the data validation, the compilation, and the dissemination stages.

29. The new approach is considered sustainable because it was designed to be executed on a yearly basis, using the MENFP’s own resources in a cost-effective way. In addition, it does build upon a solid system architecture, a sound policy framework for the EMIS (developed under component 2 of the Project), a strong organizational structure and includes strategies to improve human resources capacity. While the first years of the EMIS plan will require continued initial investment from development partners, the action plan is designed to be taken over by the MENFP in five years, and select activities are already being financed by the Public Treasury. Development partners are now also

⁵ A preliminary step for the data collection, described in the revised strategy, will be to merge and clean existing school datasets in order to put together a baseline for the data collection for each department. Then, in order to ensure that data is collected in a timely and efficient manner, data will be collected at the local level by the decentralized department of education and data entry will also be done locally, feeding directly in the EMIS database. The data collection will leverage the use of mobile tools, and training sessions are already planned for MENFP staff and collecting agents on the ground.

⁶ Access level and anonymity rules will be defined at a later stage.



aligning their interventions to finance this annual action plan, which will ultimately strengthen alignment of sector interventions on data collection. The data collection itself will be implemented as part of the first component of the PEES Project, that will finance technical assistance, training, and logistics costs for sub-national levels of the Ministry to adapt and carry said data collection strategy and carry the first revised school census process.

30. Activities carried out under the Project toward this objective include:

- i. The revision of the MENFP school census data collection strategy (with the support of a local consultant firm) and establishment of a new strategy using new technologies;
- ii. Workshops to consult with key stakeholders and the validation of the strategy; and
- iii. The design of a training program for MENFP staff on new data collection processes. Specifically, the training program includes modules for back-end computer engineers to ensure that MENFP staff is able to exchange databases between different applications once data from the school census is collected and fed into the EMIS.

31. These achievements are particularly relevant in a context where the dialogue between development partners and the MENFP on the improvement of the school census process had stalled since 2016, the year during which the last school census was implemented. After 2016, external partners stopped financing the school data collection process, which was considered neither cost-efficient nor sustainable. Meanwhile, the MENFP did not have the national resources to fund the school census, so both the sector dialogue on education system data collection and school census activities were interrupted. Under Component 1, the Project's also supported the creation of a National Technical Committee for the EMIS, which oversees the data collection and EMIS strategy, as well as workshops to finalize and disseminate the strategy. Associated intermediate results indicators (IRIs), namely "IRI1: Diagnostic of existing data collection processes for the school census" and "IRI3: Design of the training content and materials on the new school data collection process completed," were also achieved.

32. Other outcomes of the Project under this component include (i) the revamping of a policy and a technical dialogue on data quality, collection and use; and (ii) strengthening the governance structure overseeing the EMIS, making the data collection process an integral part of the MEFP's information system and reducing silos between technical directorates (specifically the Information System Unit and the Directorate for Statistics and External collaboration, in charge of the school census).

Objective 2: Design a MENFP strategy for strengthening its monitoring and evaluation system

33. Achievement of PDO2 was measured by PDO2 Indicator "Strategy for strengthening the M&E system officially adopted by MENFP." The baseline was "No" and the end target "Yes," which was achieved by Project closing.

34. The strategy for the EMIS encompassed a diagnostic of the EMIS infrastructure, carried in 2018, that helped assess Haiti's specific needs in terms of data and select the required education modules for the system. Following the diagnostic, a framework document for the EMIS was developed in 2019 and, focused on four key dimensions for improvement namely: (i) technological infrastructure; (ii) data application management; (iii) data collection; and (iv) data governance. The system will ensure



compatibility with the Ministry's databases, integrability and security of information. In terms of software, the decision was made to develop an in-house EMIS solution to facilitate adoption by all parties and ensure buy-in and sustainability at all levels of the Ministry. This choice will ensure financial accessibility, avoid recurrent hidden maintenance costs, and allow a higher degree of customization. It will also ensure that the system is integrated with other government systems such as human resource management systems and reduce security breaches. In order to be sustainable and ensure successful adoption within the Ministry, the EMIS will integrate preexisting smaller sub-systems and align existing processes in a single system. The system will use different data centers, and data will be replicated in real time in the cloud. An external vendor will manage one of the physical servers on its own premises in order to ensure a secure additional data backup mechanism (Haiti being subject to natural disasters, data could easily be lost without a solid contingency strategy). Data security will be ensured through the implementation of a virtual private network (VPN). The plan also includes the procurement of security equipment, the improvement of workstations, the acquisition of a cloud server, training for MENFP staff and the school data census described in component 1. An EMIS budget has also been established, carefully assessing the financial requirements of the EMIS and maintenance costs as well. Finally, the EMIS will be fully decentralized, with special attention to local capacity building at the subnational levels of the Ministry.

35. In terms of data, the EMIS will include data on enrollment, attendance, graduation rates, collected through the revised process supported under component 1 of the Project and assessments and administrative statistics as well. The new EMIS will better support the Ministry's M&E system by providing data on enrollment, learning, teachers, finance and resource allocation (through the analysis of enrollment, financial, human resources, facilities, and learning assessment data) with the objective of monitoring the performance of the education system and produce internationally-comparable Education Data. Special attention will be given to the monitoring of teachers' deployment and the calculation of students' gross enrollment rates.

36. Activities carried out related to this objective include:

- i. Two technical consultancies to support the development of a policy document and a strategy to implement an improved EMIS, both approved by the MENFP;
- ii. A workshop in December 2018 to disseminate the strategy with sector partners and train MENFP staff on data management, during which approximately 100 participants exchanged about their data needs and experiences and learned about the current state of the EMIS and the MENFP priorities in terms of Information Systems;
- iii. A South-South knowledge sharing exchange for the National Technical Team on the EMIS in Burkina Faso in 2017.⁷

37. Intermediate results indicators related to this objective and Component 2, namely IRI4 "Diagnostic of the current statistical infrastructure, information management processes and data utilization practices in the MENFP" and IRI5 "Strategy for strengthening M&E system designed" were also achieved.

⁷ This exchange was managed by the African education program ADEA (Association for the Development of Education in Africa) and co-financed with the Global Partnership for Education.



38. The achievement of PDO2 also represents a key milestone toward improved governance, as the MENFP now has framework documents at its disposal to improve its M&E functions and implement an efficient EMIS. These key documents also allow development partners to better align their financing based on the EMIS action plan. Overall, the Project has been instrumental to improving the EMIS, and thus the MENFP's M&E capacities.

Objective 3: Initiate implementation of the MENFP monitoring and evaluation strategy

39. The Project's third objective was to start implementing the EMIS strategy. Achievement of this objective was captured by the PDO3 indicator "Technical prerequisites for a functional EMIS are in place." The baseline was "No," and the end target of "Yes" was achieved by Project closing. This objective was supported by Component 3 activities, with achievements that fall under three main categories:

- i. Support to the EMIS Technical Committee to implement the roadmap for the EMIS through the hiring of a senior consultant providing day-to-day support to MENFP technical directors and coaching in the areas of planning and project management;
- ii. Support to implement technical prerequisites, including the establishment of secure connectivity and intranet in centralized and decentralized levels of the MENFP, and consolidation of student and school databases through the hiring of seven technical consultants;
- iii. Workshops on the EMIS roadmap for MENFP staff and data management. The roadmap to operationalize the EMIS strategy covers the next five years and includes a timeline for implementation and specific objectives and expected results for each dimension of the plan.

40. As part of the Project, school and students' modules' technical specifications have been defined by the EMIS technical team and validated by the National Committee for the EMIS. Databases are currently being populated with existing data and will be completed with the upcoming school census. Protocol to develop unique student and schools tracking number are also being finalized. Finally, a secure connection to internet and the Ministry's intranet has been established in the Ministry's subnational levels offices. Training of the local Ministry's staff was also provided, contributing to the achievement of IRI6 "Training for MENFP on databases, survey design, data collection, data management, information dissemination and/or data analysis completed."

41. By establishing a functioning inter-directorate committee, the National Technical Committee for the EMIS, composed of members of different MENFP directorates, with a clear vision and leadership structure, the Project will serve as a model for other education system interventions, including the Promoting an Efficient Education System in Haiti (PEES) Project financed by the GPE and whose grant agent is the World Bank. As part of the PEES Project, technical teams will be formed following the EMIS technical committee arrangements in the cross-cutting areas of learning assessments and accreditation. Pioneering these framework documents for the EMIS, the MENFP could also serve as a model within the broader Haitian government for developing and implementing a strategic approach to official statistics.

Overall Outcome Rating

Rating: Satisfactory



42. **All three PDO indicators and all IRIs were achieved. Given that the operation fully achieved its intended outcomes, with minor shortcomings in terms of delays and sustainability, the overall efficacy of the Project is considered Substantial.** The achievement of Project objectives is mainly attributable to the activities supported by the Project. As this is a small grant Implementation Completion and Results Report (ICR), there is no rating on Efficiency nor Relevance (which are combined with Efficacy ratings to calculate the overall Outcome ratings in ICRs for larger amounts of financing). However, one can note that: (i) the costs involved in achieving the Project's objectives were deemed reasonable in comparison to the benefits and against recognized norms ("value for money"); and that (ii) the objectives of the Project were fully relevant to the Haitian education system, as well as the World Bank's strategy. In particular, the costs were reasonable compared to market prices and similar activities' costs under other investment projects in the sector. Additionally, the Project's objectives to strengthen data collection and the EMIS are a critical component of the Ministry's 2021-2030 Education Sector Plan, approved in December 2020, which reflects the relevance of the Project's objectives.

43. **The overall outcome rating for this Project is rated Satisfactory.**⁸ There were minor shortcomings in the Project's achievement of its objectives, related to initial delays in implementation and risks in terms of sustainability of the EMIS and revised data collected process as well as delays that caused the Project to be restructured twice. The difficulty to engage with the DPCE, the socio-political context and the COVID-19 crisis, delayed the finalization of the renewed data collection strategy and the implementation of the M&E action plan by approximately a year. The Ministry, with the support of the Project team, overcame those delays during the last six months of the Project. Despite these minor shortfalls, the Project was successful in developing a quality data collection strategy for the MENFP and an overall sustainable strategy for the M&E system, and its successful launch. Even though the total amount was limited, these activities were instrumental in establishing the foundations for the EMIS and a revised data collection process, strengthen internal and external coordination on those topics and most importantly put them on the Ministry's agenda, as they are currently reflected in the Ministry's new Sector plan for 2021-2030. However, some uncertainties remain regarding the financial sustainability of the approach and the capacity of the Ministry to fully take over the recurring costs implementation of the new census strategy and the financing of the EMIS once the World Bank stops financing them. This is a recurrent challenge in Haiti and the Project team is actively working on mitigating this risk by maintaining a high level of engagement with the Government on the topic of the financing of the EMIS.

Other outcomes and impact

Institutional Strengthening

44. Historically frequent political turnover in the Haiti context implies that capacity-building efforts should be ongoing and consistent to be effective. Despite this Project being executed by the World Bank on behalf of the Recipient, the Project contributed to the overall institutional strengthening of the MENFP through its education system-level intervention, and by constantly engaging on the EMIS and supporting related initiatives. Technical assistance was provided by the World Bank on an as-needed

⁸ The simplified Implementation Completion and Results (ICR) Report template for small grants does not require a discussion on relevance and/or efficiency.



basis—for example, to provide advice in the development of the EMIS committee workplan, budget, and quality control of deliverables – which led to the improvement of the planning capacities of the MENFP directorates involved in its implementation (namely the Information System Unit, USI and DPCE).

Mobilization of other resources

45. The Project also served an important role in aligning and mobilizing donor resources around the EMIS and statistics in a context where school census external financing had been discontinued for almost five years. While prior to the Project the development partner engagement in the area of statistics was fragmented, limited and sometimes duplicated existing activities, the Project helped convene various stakeholders around a validated strategy and vision around the EMIS. Two development partners have already committed resources to finance the first years of the EMIS roadmap, namely the IADB and the World Bank) and have started organizing joint review meetings with the EMIS technical committee.

Replicable best practices

46. The Project helped establish a key replicable best practice that can be challenging in a fragile context: the establishment of an effective inter-directorate technical committee on a cross-cutting theme (the EMIS). Composed of members of different MENFP directorates with a clear vision and leadership structure, the establishment of this Technical Committee led to a reduction of the silos approach between MENFP technical directorates and increased collaboration among them. The Project can therefore serve as a model for other development partner interventions in the sector or for other Haitian government entities as it relates to developing and implementing a strategic approach to official statistics.

III. KEY FACTORS THAT AFFECTED IMPLEMENTATION AND OUTCOME

47. At the time of Project preparation in 2017, the country was characterized by fragility and the MENFP displayed low capacity. The MENFP was working on its next ten-year sector plan, for which governance improvements were a priority. In parallel, the World Bank PEQH Project, which had a strong focus on establishing a Quality Assurance System for the sector, had just been approved. While the PEQH and most partners' interventions were still at the service-delivery level to schools, the MENFP and partners were taking initial steps to improve oversight of the sector. This Project benefitted from the experience of the PEQH Project, which was collecting Quality Assurance data on primary schools and already working with the MENFP to improve M&E capacities. Databases on schools, teachers and students were already available for PEQH-supported schools and served as pilot databases when the MENFP was developing its EMIS framework document. In this context, the Project's expected outcomes were considered important milestones to improve the statistical and overall public management of the sector.

48. The lifetime of the Project was marked by long periods of socio-political protests in 2018 and 2019, accompanied by roadblocks, school and official building closures, and several changes in Prime Minister. Although the Education Minister stayed in office throughout, the extended period of instability caused tensions and uncertainty around development partner-supported interventions. Ministry buildings, often targeted by protests, were frequently closed, which hampered MENFP staff's



ability to work efficiently. While this Project was designed to be executed in a context of fragility, implementation was nevertheless impacted and delayed by these events, leading to two Project restructurings. Each of the individual events causing instability constituted a risk to the achievement of Project objectives; in response, the Project team established remote arrangements to keep the technical teams engaged with the Project when working in proximity was difficult or impossible. This flexible, adaptative approach provided the close support needed to ensure that the Project reached its objectives, disbursed all funds, aligned partners' interventions and set the foundations for important sector improvements.

49. The fragile operating context, characterized by political instability, high turnover, and sector financing fragility influenced the Government willingness to review its approaches for data collection, census strategy and M&E. During the first year of the Project, the political turmoil reduced the MENFP's ability to engage on challenging aspects of the Project (such as the revision of the school census). In addition, during the last six months of the Project, the COVID-19 pandemic affected the country, causing additional delays in Project implementation. Primary schools were closed from March to August 2020 while political protests were still ongoing, which contributed to a shift in the MENFP's Ministry priorities. At various times, the Project team was unable to engage with MENFP counterparts, resulting in delays in activities. To address these constraints, the Project team adapted and re-assessed the Project implementation arrangements to prevent further interruptions to implementation. For instance, the Project supported the establishment of the EMIS Technical Committee to involve more directorates and the General Directorate of the MENFP on the topic of data collection, which enabled participative decision-making processes and facilitated the achievement of the Project's PDO. When Government buildings were closed, the Committee continued to meet virtually and regularly updated the Project's team.

IV. BANK PERFORMANCE, COMPLIANCE ISSUES, AND RISK TO DEVELOPMENT OUTCOME

Bank performance: Highly Satisfactory

Quality at Entry: High

50. The World Bank prepared a Project that was relevant to the client country and to its priorities in Haiti as identified in the Haiti Country Partnership Framework FY2016-FY2019 (CPF) and the 2015 SCD. The Project fell under the CPF's cross-cutting theme of Governance. Its activities addressed two of the SCD's priorities: (a) strengthening government capacity and institutions in the long term and (b) improving data and analytics as a foundation for a better prioritization of public policy or development programs and a more effective delivery of such programs.

51. Project objectives were clearly stated and addressed the key challenges in the area of education statistics. The Project design and activities were adequate to achieve the Project's objectives. The results framework was relevant for tracking implementation progress, as well as progress toward the achievement of development objectives. Implementation arrangements were adequate and were further upgraded during implementation to ensure better collaboration between MENFP directorates.

Quality of Supervision: High



52. With respect to implementation supervision, the World Bank supported the Project's continued relevance over the course of its lifespan, including by working with the MENFP to improve implementation mechanisms and strengthen collaboration among its different directorates. Responding to the complexity and instability of the local context, the Bank provided hands-on implementation support and actively sought technical discussions with MENFP counterparts and partners to leverage synergies and avoid duplication. As a Bank-executed Project, the World Bank team worked in close and continuous collaboration with the National Technical team and international consultants to provide continued technical support to the Ministry.

53. Despite the challenging circumstances linked to the operating context and difficulties in engaging with the MENFP on the revision of a school census data collection strategy which had been in place for several years, the Bank consistently sought to foster dialogue on the improvement of the data collection process. Thus, the World Bank played a key role in supporting the dialogue around the EMIS within the MENFP, specifically on the design of the EMIS strategy and on launching implementation of the EMIS roadmap. The Bank's ability to strengthen supervision over time by keeping constantly engaged with MENFP stakeholders while mobilizing other development partners has enabled the EMIS Technical Committee's ability to seek resources for the future.

Risks to development outcomes

Overall risk to development outcomes: Substantial

54. The overall risk to development outcomes is assessed as Substantial. The Project's achievements in relation to EMIS development could be at risk if the Government does not take over the salaries of the Information System consultants or recurrent costs affiliated with the EMIS and the school census in the medium term. Though efforts were made to establish a strong technical team within the USI of the MENFP, created in 2015, these efforts still have not resulted, to date, in the MENFP taking over the salaries of the seven technical consultants hired under the Project and offering them civil servant contracts during the life of the Project. At the time of preparation of this ICR, this discussion is still ongoing with the MENFP, while the World Bank and other partners (including IDB and UNESCO) have committed to supporting the first years of the revised EMIS strategy.

55. Most of the Project's outcomes in EMIS and school census data are taken forward in the PEES Project, which aims to put the EMIS at the foundation of the MENFP's efforts to improve governance and its oversight of the sector. More specifically, the Project's objective is to improve the MENFP's planning and regulatory functions and the learning assessment system. This Project will further scale up the EMIS and implement the data collection strategy in a decentralized way, at the subnational levels of the MENFP, helping to establish the sustainability of Project-supported initiatives.

V. LESSONS LEARNED AND RECOMMENDATIONS

56. In a context of high fragility and uncertainty, flexibility is key to ensure that Project objectives and implementation arrangements are relevant to the changing country circumstances. Planning is complicated and arrangements need to be flexible over the life of the Project to ensure that its approach is effective. Establishing technical, cross-cutting working groups could be an effective



alternative to working with individual ministry directorates, helping make progress on challenging topics.

57. Project design should focus on simple interventions, in a context of fluctuating needs and priorities. Project design should focus on a limited number of interventions that can serve as foundational milestones; over time, increasingly ambitious objectives can build upon the foundational milestones. The number of interventions and strategic engagements should be streamlined and consolidated, minimizing the risks of implementation bottlenecks and facilitating stakeholder involvement in implementation.

58. Hands-on supervision and implementation support in Fragile, Conflict and Violent (FCV) settings should focus on capacity building, and Government buy-in, and technical support should be consistent and adaptable. Building consensus on a particular subject, such as the EMIS, in a fragile environment where priorities are constantly shifting takes time and persistence. World Bank teams should prioritize technical discussions and consistent support, including support in planning and project management. In the case of this Project, supervision in close proximity (including through country office-based staff and frequent World Bank missions from headquarters) was a relevant approach to improve communication and strengthen the dialogue on the EMIS with the MENFP while quickly identifying bottlenecks and suggesting alternative approaches.

59. In the case of crisis contexts, as it was the case for this Project at appraisal, Bank-executed Projects can be more effective. This helps decrease transaction costs, and focus on the quality of the deliverables rather than on communication, negotiation processes and logistics. However, teams should in parallel consistently engage with the client to ensure full buy-in and appropriation of Project's activities.

60. Strengthening collaboration between sector partners on priority topics is key to achieve traction between partners and with the MENFP. In the case of this Project, emphasis on collaboration and information sharing among development partners has helped make the EMIS a priority in the MENFP's agenda and minimize duplications, while also encouraging stakeholder consultations and synergies.

ANNEX 1. RESULTS FRAMEWORK AND KEY OUTPUTS

RESULTS INDICATORS

A.1 PDO Indicators

PDO Indicator 1: New school census data collection process officially adopted by MENFP

	Baseline	End Target	Value at Closing
Value	No	Yes	Yes
Date	30-Jun-17	30-Jun-20	31-Oct-21

PDO Indicator 2: Strategy for strengthening the M&E system officially adopted by MENFP

	Baseline	End Target	Value at Closing
Value	No	Yes	Yes
Date	30-Jun-17	30-Jun-20	31-Oct-21



PDO Indicator 3: Technical prerequisites for a functional Education Management Information System (EMIS) are in place

	Baseline	End Target	Value at Closing
Value	No	Yes	Yes
Date	30-Jun-17	30-Jun-20	31-Oct-21

A.2 Intermediate Results Indicators

IRI1: Diagnostic of existing data collection processes for the school census completed

	Baseline	End Target	Value at Closing
Value	No	Yes	Yes
Date	30-Jun-17	30-Jun-20	31-Oct-21

IRI3: Design of the training content and materials on the new school data collection process completed (Revised during the second restructuring, was "Training for MENFP national and departmental staff in the new data collection process completed")

	Baseline	End Target	Value at Closing
Value	No	Yes	Yes
Date	30-Jun-17	30-Jun-20	31-Oct-21

IRI4: Diagnostic of the current statistical infrastructure, information management processes and data utilization practices in the MENFP completed

	Baseline	End Target	Value at Closing
Value	No	Yes	Yes
Date	30-Jun-17	30-Jun-20	31-Oct-21



IRI5: Strategy for strengthening M&E system of the MENFP design

	Baseline	End Target	Value at Closing
Value	No	Yes	Yes
Date	30-Jun-17	30-Jun-20	31-Oct-21

IRI6: Training for MENFP staff on databases, survey design, data collection, data management, information dissemination, and/or data analysis completed

	Baseline	End Target	Value at Closing
Value	No	Yes	Yes
Date	30-Jun-17	30-Jun-20	31-Oct-21



ORGANIZATION OF THE ASSESSMENT OF THE PDO

Objective/Outcome 1	
Outcome Indicators	PDO1. New school census data collection process officially adopted by MENFP
Intermediate Results Indicators	IRI1: Diagnostic of existing data collection processes for the school census completed IRI2: Pilot of the new data collection process for the school census completed removed after the second restructuring (Removed during the second restructuring) IRI3: Design of the training content and materials on the new school data collection process completed (Revised during the second restructuring, was "Training for MENFP national and departmental staff in the new data collection process completed" before
Key Outputs by Component (linked to the achievement of the Objective/Outcome 1)	1. Revision of the MENFP school census data collection strategy (with the support of a local consultant firm) and establishment of a new strategy using new technologies; 2. Workshops to consult with key stakeholders and the validation of the strategy; and 3. Design of a training program for MENFP staff on new data collection processes.
Objective/Outcome 2	
Outcome Indicators	PDO2. Strategy for strengthening the M&E system officially adopted by MENFP
Intermediate Results Indicators	IRI4: Diagnostic of the current statistical infrastructure, information management processes and data utilization practices in the MENFP completed IRI5: Strategy for strengthening M&E system of the MENFP design
Key Outputs by Component (linked to the achievement of the Objective/Outcome 2)	1. Development of a policy document and a strategy to implement an improved EMIS, both approved by the MENFP; 2. A workshop in December 2018 to disseminate the strategy with sector partners and train MENFP staff on data management 3. A South-South knowledge sharing exchange for the National Technical Team on the EMIS in Burkina Faso in 2017



Objective/Outcome 3	
Outcome Indicators	PDO3. Technical prerequisites for a functional Education Management Information System (EMIS) are in place
Intermediate Results Indicators	IRI6: Training for MENFP staff on databases, survey design, data collection, data management, information dissemination, and/or data analysis completed IRI7: Training for IHSI staff as part of preparation for population census completed (REMOVED during the first restructuring
Key Outputs by Component (linked to the achievement of the Objective/Outcome 2)	1. Technical Support to the EMIS Technical Committee to start implementing the roadmap for the EMIS and development of an annual action plan; 2. Establishment of secure connectivity and intranet in centralized and decentralized levels of the MENFP, and consolidation of student and school databases through the hiring of seven technical consultants; 3. Workshops on the EMIS roadmap for MENFP staff and data management.

**ANNEX 2. PROJECT COST BY COMPONENT**

Components	Amount at Approval (US\$M)	Actual at Project Closing (US\$M)	Percentage of Approval (US\$M)
1. School census data collection strategy	0	.16	0
2. MENFP M&E system strengthening strategy	0	.15	0
3. Implementation of the MENFP M&E system strengthening strategy	0	.14	0
4. Project implementation support	0	.05	0
Total	0.00	0.50	0.00



ANNEX 3. RECIPIENT COMMENTS

Completion Report from the General Director of MENFP (English Translation follows)



**MINISTÈRE DE L'ÉDUCATION NATIONALE
ET DE LA FORMATION PROFESSIONNELLE**

DIRECTION GÉNÉRALE

No. :

Port-au-Prince, le 15 mars 2021

Monsieur Yves JANTZEM
Chargé du portefeuille Education
Banque Mondiale Haïti
En ses bureaux.-

Objet : Projet de renforcement des capacités statistiques – Rapport de complétion

Monsieur le Chargé du Portefeuille Education,

La Direction Générale du Ministère de l'Éducation Nationale et de la Formation Professionnelle (MENFP) félicite la Banque Mondiale pour son engagement inconditionnel à la cause de l'éducation en Haïti. Aussi souligne-t-elle à son attention que le Projet de renforcement des capacités statistiques (TFSCB), clôturé en octobre 2020 et dont le rapport de complétion est en cours de rédaction au niveau de la Banque mondiale qui, au nom du MENFP, a assuré la mise en œuvre dudit projet, a permis d'atteindre les principaux résultats ci-dessous énoncés :

- La révision du protocole de collecte des données du recensement scolaire : A la suite d'une consultation technique, d'ateliers de travail et de l'élaboration d'un programme de formation pour les cadres du MENFP, financés par le Projet, une stratégie de collecte de données révisée a été développée. Cette stratégie de collecte des données sera mise en place dès l'année prochaine ;
- L'élaboration d'une stratégie de renforcement du SIGE : Le Projet a permis de financer plusieurs consultations et ateliers, ainsi qu'un voyage d'échanges pour les cadres du MENFP au Burkina Faso qui ont permis de développer des documents cadre du SIGE. Ces documents comportent un schéma directeur et une stratégie de mise en œuvre, pourvu d'un budget et d'un calendrier d'exécution. Ils ont été présentés aux différentes directions techniques du MENFP ;
- Le lancement du plan de renforcement du SIGE : Le plan d'action de la première année du SIGE est en cours d'exécution. L'équipe technique nationale du SIGE est en charge d'orienter les activités. Le projet a notamment financé des consultations d'appui technique et opérationnel, qui ont permis d'actualiser les bases de données école, élèves, enseignants. En ce qui concerne la collecte de données, une première expérimentation est en cours pour poser les bases de la stratégie de collecte des données pour 2021-2022.

La Direction Générale saisit l'occasion pour vous présenter, Monsieur le Chargé du Portefeuille Education, ses salutations distinguées.




Meniol JEUNE, Ph. D.
Directeur Général

C.C. : *Ministre*



Completion Report from the General Director of MENFP – English Translation

Subject: Statistical Capacity Building Project – Completion Report

Dear Education Portfolio Manager,

The General Directorate of the Ministry of National Education and Vocational Training (MENFP) congratulates the World Bank for its unconditional commitment to the cause of education in Haiti. Also we point out that the Statistical Capacity Building Project (TFSCB), closed in October 2020 and whose report completion is being drafted by the World Bank which, on behalf of the MENFP, ensured the implementation of the said project, achieved the main results set out below:

- Revision of the school census data collection protocol: Following a technical consultation, workshops and the development of a training program for MENFP executives, financed by the Project, a revised data collection strategy has been developed. This data collection strategy will be implemented starting next year;
- The development of a strategy to strengthen the EMIS: The Project made it possible to finance several consultations and workshops, as well as knowledge exchange for MENFP executives in Burkina Faso which made it possible to develop framework documents for the EMIS. These documents include a framework document for the EMIS and its implementation strategy, with a budget and an implementation schedule. They were presented to the various technical departments of the MENFP;
- The launch of the EMIS action plan: The action plan for the first year of the EMIS is being implemented. The national EMIS technical team is overseeing the implementation of these activities. In particular, the project financed technical and operational support consultations, which made helped consolidating the school, student and teacher databases. Regarding data collection, a first experiment is underway to lay the foundations for the data collection strategy for 2021-2022.

The General Directorate takes the opportunity to present to you, Mr. Jantzem, Education Portfolio Manager, its best regards.

Méniol JEUNE, Ph.D, General Director