

DOCUMENT OF THE INTER-AMERICAN DEVELOPMENT BANK

**HAITI**

**PRIVATE SCHOOLING AND SCHOOL CHOICE IN HAITI**

**(HA-T1223)**

**PROJECT PROFILE**

This document was prepared by the project team consisting of: Anne Sofie Olsen, Team Leader (EDU/CHA); Gregory Michael Elacqua, Alternate Team Leader, (SCL/EDU); Lila Dhyana Mallory (FMP/CHA); Marise Etienne Salnave (FMP/CHA); Taos Aliouat (LEG/SGO); Vladimir Mathieu (CHA/CHA); Maria Luisa Iribarren (SCL/EDU); Livia Elisa, Mueller (SCL/EDU); Juanita Caycedo Duque (SCL/EDU); and Humberto Alonso Santos Morales (SCL/EDU).

Under the Access to Information Policy, this document is subject to Public Disclosure.

## TC Document

### I. BASIC INFORMATION FOR TC

▪ Country/Region:	Haiti
▪ TC Name:	Private Schooling and School Choice in Haiti
▪ TC Number:	HA-T1223
▪ Team Leader/Members:	Anne Sofie Olsen, Team Leader (EDU/CHA); Gregory Michael Elacqua, Alternate Team Leader, (SCL/EDU); Lila Dhyana Mallory (FMP/CHA); Marise Etienne Salnave (FMP/CHA); Taos Aliouat (LEG/SGO); Vladimir Mathieu (CHA/CHA); Maria Luisa Iribarren (SCL/EDU); Livia Elisa, Mueller (SCL/EDU); Juanita Caycedo Duque (SCL/EDU); Humberto Alonso Santos Morales (SCL/EDU).
▪ Taxonomy:	Operational Support
▪ If Operational Support TC, give number and name of Operation Supported by the TC:	Support for Haiti's reconstruction of the Education Sector (2464/GR-HA); Support to the Education Plan and Reform in Haiti – IV (3355/GR-HA); Support to the Education Reform (HA-L1102)
▪ Date of TC Abstract authorization:	May 16 <sup>th</sup> , 2016
▪ Beneficiary (countries or entities which are the recipient of the technical assistance):	Ministry of Education and Professional Training (MENFP)
▪ Executing Agency:	Inter-American Development Bank (IDB) through the Education Division
▪ Donors providing funding:	Social Fund – Special Program for Employment, Poverty Reduction and Social Development in Support of the Millenium Development Goals (SOF)
▪ IDB Funding Requested:	\$150,000.00
▪ Local counterpart funding, if any:	n/a
▪ Disbursement period:	18 months (execution period: 12 months)
▪ Required start date:	October 1 <sup>st</sup> 2016
▪ Types of consultants (firm or individual consultants):	Firms and Individuals
▪ Prepared by Unit:	SCL/EDU
▪ Unit of Disbursement Responsibility:	CHA/CHA
▪ TC Included in Country Strategy (y/n):	Yes
▪ TC included in CPD (y/n):	No
▪ GCI-9 Sector Priority:	Social policy for equity and productivity; addressing the needs of small and vulnerable countries

### II. OBJECTIVES OF THE TC

- 2.1 This TC will fund the implementation of an experiment that provides information to schools and families in a sample of “closed schooling markets” across Haiti. Specifically, in this experiment, we will provide report cards to parents and schools located within these markets with information on school performance (quality) and school fees, in addition to an accountability component which will consist of a school ranking in each schooling market. These report cards will allow us to observe the impact of information on school outcomes (e.g. average school quality, prices, enrollment patterns, etc.), the school choice decisions of parents, and the policies that schools implement to compete in the schooling market.
- 2.2 This specific experiment is a critical part of a larger – three component – project elaborated in collaboration with MENFP that has the general objective of understanding how school choice and school markets function in Haiti. Specifically, the first component consists of a parent and school survey that will collect baseline

- information about school choice and school markets. This component is led by the Office Nationale de Partenariat de l'Education (ONAPE) in collaboration with, among others, the Directorate of Support to Private Education and the Partnership (DAEPP) and is financed under HA-L1049. In the parent survey, we will interview first grade parents in 900 schools (2,700 parents), at the beginning of the school year in October-November 2016 and 2017, to understand how they gather information about schools and how they construct their choice sets. This survey will gather information on school market knowledge, sources of information parents use, school search strategies, other schools considered by parents (choice set), school fees, factors for choosing schools, and student background information. In the school survey, we will interview school principals about how schools in the market operate and compete for students. This survey will gather information about school advertising, recruitment, promotion strategies, school fees, enrollment, infrastructure, funding sources, expenditures, school time-roster, teacher quality, and current school policies and practices. The IDB team developed the instruments for the baselines surveys: for the parent survey, we used the questionnaire in Elacqua et al. (2006) and adapted it to the Haitian context. For the school survey, we used several questionnaires applied in past research projects in Haiti and elsewhere: (i) IEA Questionnaire; (ii) Quality Assurance System questionnaire; and (iii) Questionnaire used in Andrabi, Das and Khwaja (2015).
- 2.3 In addition, we will implement a standardized test in Mathematics and Reading Literacy to gather information about school quality. It will be applied to one class of 4th grade students in every school in the sample. The national 4th grade evaluation was designed by MENFP with support by IEA, IHFOSED and IDB as a consequence of the removal of exams in 6th grade. We will use the 4th grade level student evaluation developed by the MENFP and we will implement them at the same time as the parent and school surveys.
- 2.4 Using GIS data of schools in Haiti (School Mapping Project), we have selected the 90 “closed school markets” across the country. Those schools were selected from all of the Haitian public and private schools that have first grade Fondamental Education in the national database (12,211 schools).<sup>1</sup> To identify schooling markets we used the algorithm DBSCAN (Ester et al., 1996). DBSCAN is a density-based clustering algorithm that, given a set of points in some space, groups together points that are closely packed together (points with many nearby neighbors), marking as outliers points that lie alone in low-density regions (whose nearest neighbors are too far away). After the implementation of the algorithm we implemented a visual inspection using ARCGIS to find closed schooling markets, i.e. with a high probability of enrolled students living within a certain radius of the school. We describe the sample selection and power calculations in more detail in [this link](#).
- 2.5 The second component of the study is the policy experiment to strengthen parental choice and improve the functioning of schooling markets described above. This experiment will be conducted in close collaboration with MENFP, however this specific component will be financed by this TC. This is in part due to lack of financing under the current grants but also due to the nature of the

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<sup>1</sup> Given that some schools do not have enrollment data, there are 374 schools in this group that we do not know if they have first grade students in Fondamental Education. However, we include them because we can verify this during the field work. The probability is high because one in four schools in the database has first grade students (among those with enrollment information).

- experiment which touches upon citizen behavior and information campaigns in the midst of political instability in Haiti. The objective is to test the effect of information, quality assurance, and accountability programs under discussion in Haiti by observing changes in schools and parents' behavior in response to the experiment. To conduct the experiment, we will randomly select 45 markets (half of the markets in our sample) from the sample developed for the baseline surveys mentioned above to deliver the report cards. This will allow us to measure parent and school behavior before and after the intervention. For example, the study will show if parents change schools or pressure their current schools, and likewise if schools change behavior. Most importantly, results will show whether this has an effect on student learning, since learning assessments will be applied both before and after the experiment.
- 2.6 Finally, the third component of the larger project is a follow-up survey in which we will survey parents of students in 2nd grade and school principals of all schools in the sample and survey them in October 2017 to observe changes in their behavior. We will apply the same parent and school questionnaires with additional information incorporated from the first wave of surveys to gauge how they are using the information from the experiment. This component will be led by MENFP, mainly through ONAPE and DAEPP, and will include a dissemination workshop to present and validate the findings. This component will be financed by HA-L1080. In addition, we will implement the same standardized test in Mathematics and Reading Literacy to one class of 4th grade students in every school in the sample to determine if there are any changes in school quality.

### III. JUSTIFICATION OF THE TC

- 3.1 The requested TC will be a critical component of a broader technical support package to support MENFP in bridging the private-public school gap in Haiti. The TC will support the Government of Haiti in developing reforms to transition from an education system with mainly private actors to a publicly governed mixed schooling system. This would include an increase of students in public schools, as described in the National Pacte on Education (Engagement 1)<sup>2</sup> and the 12 measures (Measure 7).<sup>3</sup> More specifically, at the end of the TC the expected outcomes are understanding how parental choice and private schooling options work in Haiti, and thus be able to make the necessary changes to improve the education system. Under the current system, little is known about how parents are making decisions and how schools are operating and competing with each other to get a bigger share of the market. There is also scant evidence on the effects of existing policies and regulations on parent and school behavior.
- 3.2 The TC is consistent with the current Country Strategy for Haiti, 2011-2015 (GN-2646) as well as the upcoming Strategy as it contributes to the objectives of improving access and the quality of education. It is also consistent with the Sector Framework Document for Education (GN-2708-2), mainly dimension 1; High expectations guide education services. In accordance with the social fund requirements, this TC will support project preparation of HA-L1102. The TC will also contribute to the global debate on school choice and private schooling. In Haiti, the participation of the private sector in education provision is among the

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<sup>2</sup> [http://menfp.gouv.ht/pacte\\_national\\_%C3%A9ducation\\_qualite1.html](http://menfp.gouv.ht/pacte_national_%C3%A9ducation_qualite1.html)

<sup>3</sup> <http://menfp.gouv.ht/Douze%20mesures%20majeures.html>

highest in the world - 85% of students currently attend private schools, compared to less than 11% in the OECD and 21% in LAC (UIS Stat Database UNESCO). While there is a vibrant debate and a large body of empirical literature on the costs and benefits of school choice and private schooling, there is less research on the policies that can improve the functioning of schooling markets. Research has focused more on whether or not a system should introduce choice and subsidize private schooling than on how to improve the design of market based schooling systems already in place. Moreover, there is no Haiti-specific research on this topic.

- 3.3 Evidence suggests that one way to improve the functioning of schooling markets is by distributing effective information and holding schools accountable for their outcomes. The effect of the use of information and methods of accountability on the quality of education has been analyzed in several studies. It is a widespread belief that the provision of information to citizens is a powerful tool to improve public services. This is particularly prevalent in the education sector, where supporters claim that informing parents on the performance of schools is key to improving their quality (World Bank, 2004; Hoxby, 2002). Advocates have also argued that by implementing or increasing accountability methods, schools feel pressure to improve their performance. For example, Andrabi et al. (2014) show that giving report cards with results from standardized tests at the school and student level to parents produces an increase of 0.11 standard deviations in student achievement, a 17% decrease in private school fees, and a 4.5% increase in enrollment in primary education in general.
- 3.4 Hastings (2007) produced a similar study where information on standardized tests was given to parents who were in the process of applying to schools. The study showed a significant increase in test scores in schools that were the first choices of those parents compared with the results of neighborhood assigned schools. Rouse et al. (2007) discuss how accountability methods (e.g. grading schools based on their test scores) affect student achievement. They find that schools that are pressured with accountability rankings, based on their performance on standardized tests, change their teaching practices and school policies in educationally meaningful ways. In addition, accountability has a positive effect on the academic performance of students, which is attributed to changes in policies and practices of participating schools.

#### **IV. DESCRIPTION OF ACTIVITIES/COMPONENTS AND BUDGET**

##### **A. Component 1. Design of the report cards**

- 4.1 The IDB team will design the contents of the report cards (e.g. the specific information they will contain) and prepare the database with the indicators on school quality and price. We will use the information collected from the baseline parent and school surveys and standardized tests. To gather information on the report cards' contents, we will review similar experiments implemented in other educational systems (Banerjee et al, 2007; Hastings and Weinstein, 2008; Lassibille et al, 2010; Gallego et al., 2012; Andrabi, Das and Khwaja, 2015) and also implement a series of focus groups with Haitian parents to observe the level of understanding of the information contained in the report cards.

## B. Component 2. Dissemination of the report cards

- 4.2 The final report cards will be disseminated to all parents and principals in all of the schools in the randomly selected treated markets for the baseline survey (45 markets). The approach for the delivery of the report cards will be based on an experiment conducted in Pakistan (Andrabi, Das and Khwaja, 2015). In this model, the firm has to coordinate a meeting with parents through the school principal. In Pakistan, reports cards were delivered in person in discussion groups rather than sent by mail because many parents were illiterate. We will use the same model in Haiti because only 50 percent of Haitians aged 15 years or older can read and write (World Bank, 2016). The report cards will also be explained to school principals.
- 4.3 The dissemination will be implemented by the same firm contracted to do the baseline and follow-up surveys, l'Institut Haitien de Formation en Sciences de l'Education (IHFOSED).<sup>4</sup> Specifically, the firm will perform the following activities: (i) contact the schools in the 45 markets that will be randomly selected to coordinate the visit to deliver report cards to parents and school principals; (ii) coordinate a meeting with parents through the school principal; (iii) visit the school and conduct the meeting with parents and school principals to explain the contents of the report cards in separate meetings; and (iv) coordinate with the school principal the delivery of the report cards to parents that did not attend the meeting.

**Table 4.1: Indicative Results Matrix**

Activity/Component	Objective	Expected outputs
Component 1. Design of the report cards.	Design report cards that allow us to test the effects of information and accountability as described in Component 2.	Report cards delivered to parents and principals in 45 markets.
Component 2. Dissemination of the report cards.	Test the effect of information, quality assurance, and accountability.	Report describing the process of delivery and explanation of contents of report cards to parents and principals (number of report cards delivered and opinion of the parents about report cards' contents).

- 4.4 The total amount of funding requested is USD150,000.

**Table 4.2: Indicative Budget**

Activity/Component	Description	IDB/Fund Funding	Counterpart Funding	Total Funding
Component 1. Design of the report cards.	Design report cards that allow us to test the effects of information and accountability as described in Component 2.	\$20,000.00	\$0.00	\$20,000.00
Component 2. Dissemination of the report cards.	Test the effect of information, quality assurance, and accountability.	\$130,000.00	\$0.00	\$130,000.00
<b>Total</b>		<b>\$150,000.00</b>	<b>\$0.00</b>	<b>\$150,000.00</b>

<sup>4</sup> IHFOSED specializes in Educational Science and Technology and provides services in the areas of research and school statistics as well as evaluations.

- 4.5 The arrangements for supervision mainly include travel costs for consultants based in IDB Headquarters. Supervision costs related to this TC will mainly include 2 missions of 10 days to Haiti by the Washington DC based consultants (15,000USD – respectively financed from transactional budget and under component 2 of this TC), as well internal supervision and field missions by the Haiti-based consultant (1,000USD). A further allocation of transactional budget resources will be taken into consideration for staff missions.
- 4.6 Monitoring arrangements include training and daily supervision of survey firm, including the installation of regular deliverables to keep track of progress regarding school visits and verify procedural satisfaction in implementation arrangements.
- 4.7 The project will include a final evaluation report.

#### **V. EXECUTING AGENCY AND EXECUTION STRUCTURE**

- 5.1 The IDB COF in Haiti will execute the TC, in close collaboration with MENFP, Inter-American Development Bank, Education Division and Haiti Country Office. Given the research nature of this TC and the executing units focus on project execution, the IDB Country Office will execute the TC. The Bank will be in charge of procurement process, administrative and monitoring activities. The Bank will contract individual consultants, consulting firms and non-consulting services in accordance with Bank’s current procurement policies and procedures”.

#### **VI. MAJOR ISSUES**

- 6.1 Changes in public administration and sluggish reform in public policy have caused delays in implementation of education policies and reform already lagging due to limited institutional capacity of the Ministry of Education. Part of the mitigation measures are technical international and national assistance to the MENFP, as provided through ongoing operations such as HA-L1049, HA-L1060, HA-L1077, HAL1080 and upcoming HA-L1102. However, there is similarly currently limited available performance data due to a lack of education management information system and M&E framework and indicators at the sector level, which this TC will help improve. The institutional strengthening foreseen above would function as a mitigation measure to the mentioned risks. The main risk associated with this TC is a delay in the implementation of the TC due to the response time of the MENFP to the interventions. This risk will be mitigated by close coordination and constant dialogue between the Bank team and the MENFP.

#### **VII. EXCEPTIONS TO BANK POLICY**

- 7.1 No exceptions to Bank policy.

#### **VIII. ENVIRONMENTAL AND SOCIAL STRATEGY**

- 8.1 As only studies are foreseen and no construction, gender or indigenous issues are involved, classification would be “[C](#)”.

#### **Required Annexes:**

- Annex I: [Letter of Request](#)
- Annex II: [Terms of Reference](#)
- Annex III: [Procurement Plan](#)



RÉPUBLIQUE D'HAÏTI

REÇU 14 JUIL. 2016

MINISTÈRE DE L'ÉDUCATION NATIONALE  
ET DE LA FORMATION PROFESSIONNELLE

## DIRECTION GÉNÉRALE

No. : B-21863

Port-au-Prince, le .....14 JUIL. 2016.....

Monsieur Gilles DAMAIS  
Chargé des Opérations  
Banque Interaméricaine de Développement (BID)  
En ses bureaux.-

*Objet: demande d'assistance technique et financière*

Monsieur le Chargé des Opérations,

J'ai l'honneur de vous faire parvenir, sous couvert de la présente, une demande d'assistance dans le cadre de l'étude sur le choix des écoles par les parents.

En effet, pour compléter les préparatifs de la mise en œuvre du système assurance qualité (SAQ) de la 5<sup>e</sup> opération, le MENFP aura besoin de ressources financières et techniques additionnelles pour mener les études empiriques sur les coûts et les avantages du choix des écoles par les parents. Les résultats de ces recherches vont alimenter les politiques publiques et contribuer au débat mondial sur l'éducation des élèves du préscolaire et du fondamental.

Je vous remercie de votre collaboration et vous adresse, Monsieur le Chargé des Opérations, mes salutations distinguées.

C.c.: Ministre

Louis Mary CADOR  
Directeur Général





## Terms of Reference

HA-T1223

Consultant

### Graphic Design of Report Cards for a sample of Haitian schools

#### **Background**

One component of the Private Schooling and School Choice Project in Haiti is the implementation of an experiment that provides information to schools and families in a random sample of school markets across the country. Specifically, in this component we will provide two types of report cards to parents and schools: one will contain information on school performance, school fees, and schooling inputs (e.g. information on teachers, class size, facilities, etc.), and the second one will contain all of this information plus an accountability component which will consist of a ranking or classification of schools in each neighborhood. These report cards will allow us to study the impact of information on school market variables (e.g. average school quality, prices, total enrollment, etc.) and the school choice decisions of parents.

The IDB team will design the contents of the report cards (e.g. the specific information they will contain) and prepare the database with the specific indicators on school inputs and quality proxies. This will be done using the information collected with the baseline survey and a standardized test applied in Haiti, which will be funded by HA-L1049. To gather information on the report card's contents, we will review similar experiments implemented in other educational systems (Banerjee et al, 2007; Hastings and Weinstein, 2008; Lassibille et al, 2010; Gallego et al., 2012; Andrabi, Das and Khwaja, 2015) and also implement a series of focus groups to observe the level of understanding of the information contained in the report cards. This will provide information on the school choice behavior of parents after the reception of information and the parents' opinion about the information included in the report card.

The final report cards will be disseminated to parents of first grade students and to principals in all of the schools in the randomly selected markets for the baseline survey (900 schools). The

dissemination will be implemented by the same firm that will do the baseline and follow up surveys. The model for the delivery of the report cards will be based on an experiment conducted in Pakistan (Andrabi, Das and Khwaja, 2015). In this model the firm has to coordinate a meeting with parents through the school principal. In Pakistan, reports cards were delivered in person in discussion groups rather than sent by mail because many parents were illiterate. We will use the same model in Haiti because only 50 percent of Haitians aged 15 years or older are able to read and write (World Bank, 2016). The report cards will also be explained to school principals. Ideally, the same interviewer that applied the school survey will be in charge of delivering the report cards to all parents in our sample group. To design of the report cards to families and schools IDB will contract a graphic designer with experience in this type of experiments.

### **Consultancy objective(s)**

This consultancy will design the report cards that will be delivered to a sample of 900 school principals and all parents of first grade students in those schools across Haiti.

### **Main Activities**

The main activities the selected candidate will have to perform are the following:

1. Coordinate with IDB staff to design the report cards for school principals and parents.
2. The report cards follow a simple design that retains the observant's attention.

The IDB will be the sole owner of the contents developed and all the products (report cards) and other resulting documents of the execution of the activities mentioned in this consultancy.

### **Deliverables**

The consultant has to deliver to IDB:

1. The design of the report cards.

## **Payment Schedule**

Payments will be made according to the following scheme:

- 20% upon signing the contract.
- 80% upon delivery and validation of final Product

## **Qualifications**

- Academic Degree/Level & Years of Professional Work Experience: Master's degree or equivalent and a minimum of five years of relevant professional experience or the equivalent combination of education and experience developing graphic design materials.
- Languages: working level English and/or Spanish languages are required. French and Creole would be an advantage.
- Areas of Expertise: graphic design, dissemination and marketing campaigns.
- Skills: experience working in a public sector or international organization is highly valued.

## **Characteristics of the Consultancy**

- Contractual category and modality: Products and External Services Contractual, Lump Sum.
- Contract Duration: 20 Days.
- Place(s) of work: External consultancy.
- Supervisor: Gregory Elacqua, Principal Education Economist (SCL/EDU) and Anne Sofie Westh Olsen (EDU/CHA).

**Payment and Conditions:** Compensation will be determined in accordance with Bank's policies and procedures. The Bank, pursuant to applicable policies, may contribute toward travel and moving expenses. In addition, candidates must be citizens of an IDB member country.

**Visa and Work Permit:** The Bank, pursuant to applicable policies, may submit a visa request to the applicable immigration authorities; however, the granting of the visa is at the discretion of the immigration authorities. Notwithstanding, it is the responsibility of the candidate to obtain the

necessary visa or work permits required by the authorities of the country(ies) in which the services will be rendered to the Bank. If a candidate cannot obtain a visa or work permit to render services to the Bank the contractual offer will be rescinded.

**Consanguinity:** Pursuant to applicable Bank policy, candidates with relatives (including the fourth degree of consanguinity and the second degree of affinity, including spouse) working for the Bank as staff members or Complementary Workforce contractuels, will not be eligible to provide services for the Bank.

**Diversity:** The Bank is committed to diversity and inclusion and to providing equal opportunities to all candidates. We embrace diversity on the basis of gender, age, education, national origin, ethnic origin, race, disability, sexual orientation, religion, and HIV/AIDS status. We encourage women, Afro-descendants and persons of indigenous origins to apply.

## Terms of Reference

HA-T1223

### Consultancy to support analytical research in Haiti

#### **Background**

This consultancy is part of a set of activities that will enhance the Education Division's capacity for analytical research in Haiti. The consultant will help produce analytical work regarding different topics related to education in Haiti, such as support the implementation of an experiment that provides information to schools and families in a random sample of school markets and collaborate on a school finance project which objective is to support the Haitian government to implement changes in the structure of education funding, with the aim of improving the efficiency of investments and increase equity in access to schools.

#### **Consultancy objective(s)**

The objective of the consultancy is to support the implementation of an intervention in a sample of school markets in Haiti as well as to collect information to develop a school finance strategy for the Haiti Government.

#### **Main activities**

The selected candidate will do the following tasks:

1. Support a literature review on attributes valued by families in the school choice process and school report cards experiments in other educational systems.
2. Organize focus groups with parents and school directors to discuss content and design of report cards. Focus groups will be applied in three schools to know what kind of information is relevant to families and school directors and what is the best way to organize it in the report cards. The project team will design the questions for the focus groups and the consultant will implement it.
3. Translate report cards to French/Creole
4. Train staff of the firm that will deliver the report cards to schools on the content and interpretation of information contained

5. Revision of budget laws and laws governing the transferences of resources from Ministry of Education to Departments and from Departments to schools (e.g. salary scales of public school teachers, regulations on teacher hiring in public schools, minimum wage of private school teachers, restrictions on school and classroom size, etc.).
6. Application of the SABER School Finance instrument from the World Bank. SABER School Finance instrument collects information about education finance policies using questionnaires for key informants, quantitative data, and legal documents.
7. In the case that the databases are available, the consultant should get the following information:
  - Resources that every school receives from Tuition Waiver Programs (PSUGO and EPT) and number of beneficiary students
  - Database of teachers' salaries in public schools
  - Private sources of financing for each school (tuition fees, donors, etc.)
  - School spending profiles by school (% of spending on personnel, infrastructure, school supplies, etc.)
  - Databases of student or school results in National Standardized Test
  - Efficiency indicators by school (pass rates, dropout rates, college attendance rates, etc.)
  - Qualitative information collected from interviews with policy makers to gather information on the political economy of school finance policies (e.g. influence of teacher unions, parent councils, Direction Départementale d'Éducation, etc.)

### **Qualifications**

- A university degree in economics, statistics or other relevant fields
- Languages: English, French and Haitian Creole (all required), Spanish an advantage
- Professional experience from working in the education sector
- Experience in conducting surveys, focus groups and interviews
- Working experience with administrative databases
- Skills for planning and structuring meetings with authorities

### **Characteristics of the Consultancy**

- Consultancy category and modality: Temporary Term Contractual, Monthly
- Contract duration: 6 months, renewable
- Place(s) of work: Port-au-Prince, Haiti
- Responsible persons: Gregory Elacqua, Principal Education Economist (SCL/EDU) and Anne Sofie Westh Olsen (EDU/CHA)

Payment and Conditions: Compensation will be determined in accordance with Bank's policies and procedures. The Bank, pursuant to applicable policies, may contribute toward travel and moving expenses. In addition, candidates must be citizens of an IDB member country.

**Visa and Work Permit:** The Bank, pursuant to applicable policies, may submit a visa request to the applicable immigration authorities; however, the granting of the visa is at the discretion of the immigration authorities. Notwithstanding, it is the responsibility of the candidate to obtain the necessary visa or work permits required by the authorities of the country(ies) in which the services will be rendered to the Bank. If a candidate cannot obtain a visa or work permit to render services to the Bank the contractual offer will be rescinded.

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**Diversity:** The Bank is committed to diversity and inclusion and to providing equal opportunities to all candidates. We embrace diversity on the basis of gender, age, education, national origin, ethnic origin, race, disability, sexual orientation, religion, and HIV/AIDS status. We encourage women, Afro-descendants and persons of indigenous origins to apply.

## Terms of Reference

HA-T1223

Consultant firm

Implementation of an experiment that provides information to schools and families in a random sample of school markets in Haiti

### **Background**

In 2016, IDB launched a 'Private Schooling and School Choice Project' which aims at collecting data on schools and parents in order to look closer at school choice and market conditions in Haiti. A Baseline survey is scheduled to be conducted in 900 schools in closed markets across Haiti, from September 2016.

IDB is looking to hire a consultant firm in order to implementation of an experiment that provides information to schools and families in a random sample of school markets across the country. Specifically, in this component we will provide two types of report cards to parents and schools: one will contain information on school performance, school fees, and schooling inputs (e.g. information on teachers, class size, facilities, etc.), and the second one will contain all of this information plus an accountability component which will be consist of a ranking or classification of schools in each neighborhood. These report cards will allow us to see the impact of information on school market variables (e.g. average school quality, prices, total enrollment, etc.) and the school choice decisions of parents.

The IDB team will design the contents of the report cards (e.g. the specific information they will contain) and prepare the database with the specific indicators on school inputs and quality proxies. This will be done using the information collected with the baseline survey and a standardized test applied in Haiti funded by HA-L1049. To gather information on the report card's contents, we will review similar experiments implemented in other educational systems (Banerjee et al, 2007; Hastings and Weinstein, 2008; Lassibille et al, 2010; Gallego et al., 2012; Andrabi, Das and Khwaja, 2015) and also implement a series of focus groups to observe the level of understanding of the information contained in the report cards. This will provide information on the school choice behavior of parents after the reception of information and the parents' opinion about the information included in the report card.



The final report cards will be disseminated to parents of first grade students and to principals in all of the schools in the randomly selected markets for the baseline survey (900 schools). The dissemination will be implemented by the same firm that will do the baseline and follow up surveys. The model for the delivery of the report cards will be based on an experiment conducted in Pakistan (Andrabi, Das and Khwaja, 2015). In this model the firm has to coordinate a meeting with parents through the school principal. In Pakistan, reports cards were delivered in person in discussion groups rather than sent by mail because many parents were illiterate. We will use the same model in Haiti because only 50 percent of Haitians aged 15 years or older are able to read and write (World Bank, 2016). The report cards will also be explained to school principals. Ideally, the same interviewer that applied the school survey will be in charge of delivering the report cards to all parents in our sample group.

To implement the delivery of the report cards to families and schools IDB will contract a firm with experience in school surveys

### **Objectives of the Consultancy**

- Implement the delivery of report cards to a sample of 900 schools across Haiti
- Organize meetings to explain the information on the reports to parents and school principals in the schools

### **Main activities**

The firm will perform the following activities:

1. Contact by phone or email the 900 schools surveyed in the baseline study to coordinate the visit to deliver report cards to families and school principal.
2. Coordinate a meeting with families of first grade students through the school principal.
3. Visit the school and conduct a meeting with parents and school principals to explain the contents of the report cards in separate meetings.
4. Coordinate with the school principal the delivery of the report cards to parents that do not assist in the meeting.
5. Prepare a report with the number of families actually receiving the report card

## **Products**

The firm has to deliver to IDB:

1. A document stating that the person received the report card and that its content was explained
2. A report with the number of parents that received the report card for each school in the sample

## **Timeline**

The delivery of report cards is planned for January 2017. The total process will take three months.

## **Payments and Conditions**

Payments will be made according to the following scheme:

- 10% upon signature of the contract
- 20% upon delivery of work plan, including arranged dates of school visits in all regions and training of personnel in methodology for transmission of scorecard information
- 20% upon delivery of first tranche of signed reception document by parents and tentative list of schools and parents having received report cards
- 20% upon delivery of second tranche of signed reception documents and extensive list of schools and parents having received report cards
- 20% upon delivery of draft final report with pictures
- 10% upon delivery of final report with comments taken into consideration

## **Coordination**

The consultancy will be coordinated by Gregory Elacqua, Principal Education Economist (SCL/EDU) and Anne Sofie Westh Olsen (EDU/CHA)

## **Characteristics of the Consultancy**

- Consultancy category and modality: Institutional
- Contract duration: 3 months
- Place(s) of work: Port-au-Prince, Haiti

## **Qualifications**

Extensive experience in implementing school surveys.

Extensive experience with communication related activities, eg call center related task and focus groups

Working knowledge of data collection

Proven experience in methodological staff training

Relevant working experience in the education sector and schools across Haiti

Solid track record working with local communities and community outreach in Haiti

Experience with elaboration verification reports

PROCUREMENT PLAN FOR NON-REIMBURSABLE TECHNICAL COOPERATIONS										
Country: Haiti					Executing agency: Inter-American Development Bank			Public or private sector:		
Project number: HA-T1223					Title of Project: Private Schooling and School Choice in Haiti					
Period covered by the plan: 8/1/2016 to 1/31/2018										
Threshold for ex-post review of procurements:				Goods and services (in US\$):		Consulting services(in US\$):				
Item N°	Ref. AWP	Description (1)	Estimated contract cost (US\$)	Procurement Method (2)	Review of procurement (3)	Source of financing and percentage		Estimated date of the procurement notice or start of the contract	Technical review by the PTL (4)	Comments
						IDB/MIF %	Local/other %			
<b>Component 1</b>			<b>20,000.00</b>							
1		Design of report cards	5,000.00	PC	N/A	100%		10/15/2016	N/A	
2		Consultant for research	15,000.00	PC	N/A	100%		11/15/2016	N/A	
<b>Component 2</b>			<b>130,000.00</b>							
3		Survey firm for the dissemination of the report cards	130,000.00	IICQ	N/A	100%		11/1/2017	N/A	
<b>Total</b>			<b>150,000.00</b>	Prepared by: Anne Sofie Olsen			Date: August 30, 2016			
<p>(1) Grouping together of similar procurement is recommended, such as computer hardware, publications, travel, etc. If there are a number of similar individual contracts to be executed at different times, they can be grouped together under a single heading, with an explanation in the comments column indicating the average individual amount and the period during which the contract would be executed. For example: an export promotion project that includes travel to participate in fairs would have an item called "airfare for fairs", an estimated total value of US\$5,000, and an explanation in the Comments column: "This is for approximately four different airfares to participate in fairs in the region in years X and X1".</p>										
<p>(2) <b>Goods and works:</b> CB: Competitive bidding; PC: Price comparison; DC: Direct contracting.</p>										
<p>(2) <b>Consulting firms:</b> CQS: Selection Based on the Consultants' Qualifications; QCBS: Quality and cost-based selection; LCS: Least Cost Selection; FBS: Selection under a Fixed Budget; SSS: Single Source Selection; QBS: Quality Based selection.</p>										
<p>(2) <b>Individual consultants:</b> IICQ: International Individual Consultant Selection Based on Qualifications; SSS: Single Source Selection.</p>										
<p>(2) <b>Country system:</b> include selection Method</p>										
<p>(3) <b>Ex-ante/ex-post review:</b> In general, depending on the institutional capacity and level of risk associated with the procurement, ex-post review is the standard modality. Ex-ante review can be specified for critical or complex process.</p>										
<p>(4) <b>Technical review:</b> The PTL will use this column to define those procurement he/she considers "critical" or "complex" that require ex ante review of the terms of reference, technical specifications, reports, outputs, or other items.</p>										