



Project Completion Report

PCR

Project Name:	Basic Education Improvement Project
Country:	Suriname
Sector/Subsector:	Education / Basic Education
Original Project Team:	Jesús Duarte (RE3/SO3) Project Team Leader; Jaime Vargas (RE3/SO3); Dougal Martin (RE3/OD6); Marcelo Pérez Alfaro (COF/CSU); Diego Sebastian Buchara (LEG/OPR); and Angela Cuesta (RE3/SO3).
Project Number:	SU0023
Loan Number:	1521/OC-SU
QRR Date:	06/29/2012
Final Approval Date of PCR:	08/13/2012

PCR Team: Alejandro Cruz-Fano (Consultant); Annelle Bellony (EDU/CSU); Ryan Burgess (EDU/CPN); Naomi Akoy-Bougenon and Natasja Deul (CCB/CSU); and Tania Vera (SCL/EDU).

Acronyms and Abbreviations

BEIP	Basic Education Improvement Project
BP	Business Plan
DO	Development Objective
DRP	Department of Research and Planning
EMIS	Education Management Information System
IDB	Inter-American Development Bank
IP	Implementation Progress
LF	Logical Framework
MOECD	Ministry of Education and Community Development
PCU	Project Coordinating Unit
PEU	Project Executing Unit
PMU	Project Management Unit
PS	Permanent Secretary
PTI	Poverty Targeted Investment
SAP	School Action Plan
SEQ	Social Equity
SU	Sustainability Classification
TD	Technical Department
TRC	Teacher Resource Centers

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I. Basic Information

BASIC DATA (AMOUNTS IN US\$)							
PROJECT NO: SU0023	TITLE: Basic Education Improvement Project						
Borrower: Republic of Suriname	Date of Board Approval: December 17, 2003						
Executing Agency (EA): Ministry of Education	Date of Loan Contract Effectiveness: March 31, 2004						
	Date of Eligibility for First Disbursement: August 31, 2004						
Loan(s): 1521/OC-SU	Months in Execution						
Sector: Education	* from Approval: 99						
	* from Contract Effectiveness: 96						
Lending Instrument: Investment	Disbursement Periods						
	Original Date of Final Disbursement: March 31, 2009						
	Current Date of Final Disbursement: March 31, 2012						
	Cumulative Extension (Months): 36						
	Loan Amount(s)						
	* Original Amount: 12,500,000.00						
	* Current Amount: 12,440,299.91						
	* Pari Passu (if applicable): 1,500,000.00						
Poverty Targeted Investment (PTI): Yes	Disbursements						
Social Equity (SEQ): Yes	* Amount to date: 100%						
Environmental Classification: C	Total Project Cost (Original Estimate): 14,000,000.00						
	Redirectioning						
	Has this Project?						
	Received funds from another Project []						
	Sent funds to another Project []						
	N/A [X]						
	<table border="1"> <thead> <tr> <th>To/From Project Number</th> <th>From Sub-Loan Number</th> <th>Amount</th> </tr> </thead> <tbody> <tr> <td></td> <td></td> <td></td> </tr> </tbody> </table>	To/From Project Number	From Sub-Loan Number	Amount			
To/From Project Number	From Sub-Loan Number	Amount					
	* Current amount (adjusted for redirectioning):						
	On Alert Status						
	Is project currently designated "on alert" by PAIS: No						
	If yes then why is the project on alert (DO , IP Ratings and/or relevant PAIS indicators):						
	Comments on relevance of "on alert" status for this project (if applicable):						

Summary Performance Classifications				
DO	<input type="checkbox"/> Highly Probable (HP)	<input checked="" type="checkbox"/> Probable (P)	<input type="checkbox"/> Low Probability (LP)	<input type="checkbox"/> Improbable (I)
IP	<input type="checkbox"/> Highly Satisfactory (HS)	<input checked="" type="checkbox"/> Satisfactory (S)	<input type="checkbox"/> Unsatisfactory (US)	<input type="checkbox"/> Very Unsatisfactory (VU)
SU	<input type="checkbox"/> Highly Probable (HP)	<input checked="" type="checkbox"/> Probable (P)	<input type="checkbox"/> Low Probability (LP)	<input type="checkbox"/> Improbable (I)

II. The Project

a. Project Context

In 2002 the Ministry of Education and Community Development (MOECD) sought support from the Inter-American Development Bank (IDB), to formulate and design a project to respond to the urgent needs and challenges the country was facing in the education sector. Consequently, from 2002 to 2003 the IDB team and Government counterpart worked in conjunction to develop

and approve in December 2003, the Basic Education Improvement Program (BEIP). By August 2004, (8 months later), the loan was eligible to disburse. BEIP's budget totaled US\$14 million (US\$12.5 million IDB funds and US\$1.5 million of local contribution) to be disbursed in no more than 5 years –from March 2004 to March 2009. The project supported the areas of: (i) **quality**, including teacher and principal training, education materials, school infrastructure and MOECD institutional strengthening; and (ii) **internal efficiency**, dropout rates, repetition rates, etc. A slower than expected rate of execution of BEIP resulted in a three year extension, moving the disbursement expiration date from March 2009 to March 2012, and averaging a disbursement rate of US\$1.8 million per year, instead of the planned US\$2.8 million.

Within the first 3 years after project eligibility, the Technical Department (TD) of the Ministry of Education, with the support of the Project Coordinating Unit (PCU) successfully executed and concluded Subcomponent 2.1: renovation and rehabilitation of schools. During that period no other subcomponent was executed. To date the project has disbursed 100%, equivalent to US\$12,440,299.91¹.

b. Project Description

i. Development Objective(s)

BEIP's **Goal** was to contribute to the development of human capital in Suriname, and its **objective** was **to improve the quality and internal efficiency of basic education** by means of updating the educational contents and processes, providing inputs to schools, and supporting institutional reforms to strengthen the MOECD and build-up management capacities at the school level.

ii. Components

To achieve its purpose, the design of the project included the following 4 components: (i) support the establishment of a revised basic education cycle and quality improvement; (ii) renovation of school and MOECD infrastructure; (iii) strengthening of management capacities at the school level; and iv) Modernization and strengthening of the MOECD and the school system.

- 1. Component I. Support for the establishment of a revised basic education cycle and quality improvement.** This component was aimed at supporting the MOECD with the establishment of a basic education cycle and improving the quality and efficiency of basic education, through the development of a new curriculum, a better provision of textbooks and teaching materials, and an improved teacher education and training, all consistent with the new basic education cycle.
- 2. Component II. Renovation and rehabilitation of school infrastructure in basic education.** The purpose of this component was to improve the condition of school infrastructure in Suriname, by renovating and rehabilitating selected

¹ Data source: LMS updated as of May 08, 2012. Original amount was US\$12,500,000.00, at the end of the project US\$59,700.09 were not disbursed and hence canceled.

primary and junior secondary schools and certain MOECD units that were in need of repairs.

3. **Component III. Strengthening of the management capacity at the school level.** The purpose of this component was to build management capacities and autonomy at the school level, to enable the transferring of functions and resources to schools.
4. **Component IV. Modernization and strengthening of the MOECD.** This component was aimed at the modernization of the MOECD and the adjustment of the institutional setting to make it consistent with the new basic education cycle. It involved the financing of consulting services and the provision of equipment and software to strengthen identified areas within the Ministry.

After the first three years of execution, the less than anticipated progress in implementing all but one subcomponent, led managers (MOECD, PCU and IDB) to rethink the focus of the operation in order to move forward, accomplish goals and accelerate disbursements. Despite the above, no restructuring or reformulation took place.

c. Quality -At- Entry Review (if applicable) N/A

III. Results

a. Outcomes

ACHIEVEMENT OF DEVELOPMENT OBJECTIVES (DO)				
Development Objective(s) (Purpose)			Key Outcome Indicators	
1. Contribute to the development of human capital in Suriname.				
Indicators				
1.1	School completion rate in 6th grade.			
1.2	Students benefitted by education projects.			
Classification: P				
<u>Planned Outcomes</u>			<u>Outcomes Achieved</u>	
<u>Baseline</u>	<u>Intermediate</u>	<u>End of Project</u>		
1.1 50% (2003)	1.1 55% (2009)	1.1 55% (2012)	1.1 53.00% (2010)	
1.2 N/A	1.2 None	1.2 17,000 (2012)	1.2 17,000* (100%) (2011)	
			* This figure refers to children benefitted by the implementation of the new redesign preprimary curriculum in 1 st and 2 nd grade.	
2. Improved quality and increased efficiency of the basic education system.				
Indicators				
2.1	Coverage of basic education (grades 6-10)			
2.2	Repetition rates in Grade 1.			
2.3	Repetition rates in Grade 2.			
2.4	Repetition rates in Grade 3.			
2.5	Dropout rates in Grade 1.			
2.6	Dropout rates in Grade 2.			
2.7	Dropout rates in Grade 3.			
Classification: P				
<u>Planned Outcomes</u>			<u>Outcomes Achieved²</u>	
<u>Baseline</u>	<u>Intermediate</u>	<u>End of Project</u>		
2.1 45% (2003)	2.1 50.00% (2009)	2.1 50.00% (2012)	2.1 57.00% (2010)	
2.2 25% (2003)	2.2 17.50% (2009)	2.2 18.00% (2012)	2.2 19.00% (2011)	
2.3 20% (2003)	2.3 14.00% (2009)	2.3 14.00% (2012)	2.3 16.00% (2011)	
2.4 22% (2003)	2.4 15.40% (2009)	2.4 15.00% (2012)	2.4 16.00% (2011)	
2.5 7% (2003)	2.5 5.60% (2009)	2.5 5.60% (2012)	2.5 3.22% (2010)	
2.6 7% (2003)	2.6 5.60% (2009)	2.6 5.60% (2012)	2.6 3.22% (2010)	
2.7 8% (2003)	2.7 6.40% (2009)	2.7 6.40% (2012)	2.7 3.68% (2010)	

²

Most recent data available for 2010 from MOECD Research and Planning Department.

Reformulation.

[X] N/A

Although no project reformulation took place, the original Logical Framework of the project changed, to be consistent with adjustments in the focus of some subcomponents (see original [Logical Framework](#)). At the level of outcomes / purpose there was only one indicator added to the framework, the rest of the indicators remained the same. The addition of this indicator responded to the need for more information regarding project beneficiaries, rather than to a possible change in project interventions.

At the level of outputs a total of 11 indicators were removed, 5 new indicators were introduced and 10 were adjusted to reflect changes in the measurement or goal. Most of these changes took place in component I as it changed focus from reforming the curriculum for a 10 year basic education cycle to that of reforming the curriculum of preprimary and primary education. Overall, all changes made to the output indicators responded to the adjustments introduced to the project.

PPMR Retrofitting. Indicate if and when the PPMR was retrofitted and explain any changes resulting from this exercise.

[X] N/A (see comment above)

Summary Development Objective(s) Classification (DO):

☐ Highly Probable (HP) ☒ Probable (P) ☐ Low Probability (LP) ☐ Improbable (I)

Briefly justify DO classification, based on degree to which planned targets were met, explaining the differences between planned and achieved outcomes as well as any other relevant factors. Include references to evidence that can support these results.

With respect to the project's effectiveness, BEIP partially attained most of the goals set at the outcome level (time lags in data production reduced the ability to determine outcomes for end of the project in 2012). The purpose of the project was partially achieved as curriculum re-design was completed for grades 1 – 3 versus all grades of the primary level.³ However, progress on the remaining grades at the primary level will continue under Second Basic Education Improvement Program (2nd – BEIP) Phase 1, and emphasis on junior secondary will occur in Phase II. The direct effects measured by the outcome indicators of the project require more time to emerge, as most of the interventions concluded or started their implementation towards the end of 2011 (for instance, curriculum implementation, TRCs, innovation fund, EMIS, item bank system, among others), thereby providing a short time span to assess and measure their effects on the beneficiaries. During 2nd – BEIP phase I the outcomes achieved under this BEIP operation will be measured.

Country Strategy. Given the results described above, briefly discuss how the project contributed to the Bank's strategy in the country.

The 2000 Country Strategy (GN-2080-1) goal was to support policy and institutional reforms in order to provide institutional and incentive frameworks. The principal areas of focus were: private sector development; modernization of the state; human resource development, and environmental management. BEIP would have contributed to the development of human resources by improving quality and increasing efficiency in basic education. It would have also contributed to the modernization of the state by strengthening the institutional capacity of the Ministry of Education. As acknowledged above, the purpose of the project was partially achieved, as the outcome indicators of the project will require more time to emerge and have an effect on human resource development. However, the fact that the program continues into two additional phases augurs well for the attainment of the development objectives. In regards to the modernization of the state, the project contributed to rehabilitation of selected MOECD buildings and also provided training to selected MOECD staff.

b. Externalities

Despite a three –year extension in the program, the program has largely attained the objective and met the targets. Progress has been made in curriculum reform, school infrastructure, EMIS and ITEM Bank installation. Despite the program delays, the progress to date has set a solid foundation for the continued reform in the education sector.

Although Subcomponent 3.3, School Improvement and Innovation Fund, was executed by the PCU and not the MOECD, some anecdotal evidence suggests that the fund has the potential to inspire ownership and consequently sustainability among school stakeholders, including principals, teachers, students and parents. For instance, two of the Schools that used the innovation fund to build media centers recently held an inauguration ceremony with the active participation of the community, teachers and principals. In one center the school set up a cash can, funds can be donated to purchase materials or equipment for the center (when visited, some money had already been donated). Another school took the initiative to introduce a music

3

Among the outcomes of the project, the PMR includes the number of students benefited by the project. This indicator was added later in the execution of BEIP. This indicator was not considered as an outcome indicator, since it focuses on measuring what the project has produced and not what the project has achieved.

class in primary education and used the funds to purchase music instruments for the children, it also introduced a mechanism through which the school subsidizes the cost of the flutes (approx. 50%) for those children that would like to purchase the instrument and continue taking classes on their own.

The lack of a well-defined and presented social marketing campaign presented an altered image of the program. The social marketing campaign is important for stakeholder engagement and for engendering positive discourse on the implementation process.

c. Outputs

The production of outputs had mixed results. During the execution of BEIP a total of 21 indicators (approx. 84% of the total output indicators in the original design) were either removed (10 indicators) from the logical framework or adjusted (11 indicators) to reflect changes in the measurement or goal, and 5 new indicators were introduced. Most of these changes took place in component I, as it changed focus from reforming the curriculum for a 10 year basic education cycle to that of reforming the curriculum of preprimary and primary education –only the first year of primary was included as there was no more time or money to continue with the remaining 5 years. An estimated 80.0% of the output indicators⁴ are at a 100% or more completion rate. If not for the additional 3 years taken to execute the program within the new execution framework, the outputs were successfully achieved.

IMPLEMENTATION PROGRESS (IP)	
Components (Outputs):	
1. Component I: Basic education cycle established and quality improved	
Total cost of Component 1: 4,390,733.64 IDB: 4,390,733.64 IDB Disbursement: 100.00%	
<u>Classification:</u> Unsatisfactory	
Key Output Indicators	
1.1 Update the curriculum for grades 1 - 5. 1.2 Teacher training in the new curriculum content and revised teaching materials completed. 1.3 Assessment study for the revision of junior study secondary completed. 1.4 Teachers in each grade receive teaching guides and learning materials consistent with the revised curriculum. 1.5 Pilot the curriculum for grades 1 to 2. 1.6 Curriculum framework completed. 1.7 Textbooks and teaching materials delivered to schools. 1.8 Social marketing workshops completed. 1.9 Item banking system supporting assessment System for the new curriculum developed.	

⁴

The indicator measuring the implementation of the EMIS was excluded due to the difficulty in measuring the progress of the process in percentage terms, resulting on a common denominator of only 17 indicators total.

Key Output Indicators:				
Baseline*	Planned Outputs		Outputs Achieved	
	Annual/Intermediate	End of Project	End of Project	
1.1 N/A	1.1 2 (2008)	1.1 5 (2012)	1.1	3 (2011)
1.2 N/A	1.2 1,500 (2008)	1.2 2,700 (2012)	1.2	2,730 (2011)
1.3 N/A	1.3 N/A	1.3 1 (2012)	1.3	1 (2011)
1.4 N/A	1.4 N/A	1.4 2 (2012)	1.4	2 (2011)
1.5 N/A	1.5 N/A	1.5 2 (2010)	1.5	2 (2010)
1.6 N/A	1.6 N/A	1.6 1 (2012)	1.6	3 (2012)
1.7 N/A	1.7 23,600 (2008)	1.7 90,000 (2012)	1.7	106,000 (2011)
1.8 N/A	1.8 27 (2009)	1.8 35 (2012)	1.8	35 (2009)
1.9 N/A	1.9 N/A	1.9 1 (2012)	1.9	1 (2012)
* (if applicable)				
Briefly explain differences between planned and actual outputs (if applicable).				
<p>1.1 Only the first three years of education were able to be updated. The reform of the curriculum effectively started between 2009 and 2010, leaving not enough time to go beyond reforming 2 years of preschool and the first year of primary.</p> <p>1.2 The indicator refers to the teachers that were trained in the <u>new curriculum</u> content and revised teaching materials. Despite the definition, the project trained additional teachers from the primary level; the complete primary education cycle has not yet gone through the curriculum reform. It is estimated that given the true definition of the indicator, about 826 teachers and headmasters of preprimary education (100% of beneficiaries) were trained in the new curriculum –plus 60 library staff, 23 Special Needs Coordinators and 7 School Leaders, totaling 916 participants of the training. The training of additional teachers was important for sustainability and for building awareness on the reform. In addition, pre-service teachers at the pedagogical institutes were also trained.</p> <p>1.6 The project not only developed the curriculum framework for the two years of preprimary education, it also developed the framework for the curriculum of the 1st year of primary education and methods for the entire primary cycle.</p> <p>1.7 In addition to the materials related to the reform of the preprimary curriculum, school materials were also bought and delivered to primary schools.</p> <p>1.8 Several marketing activities took place during the first few years of the project, but the results of the social marketing campaign were not as expected. At the beginning of implementation the PCU hired the services of two individual consultants, one from 2004 to 2006, and another from 2007 to 2008, despite their efforts and the fulfillment of the number of workshops and activities, additional social marketing campaigns would have been useful to provide more information on the BEIP.</p>				
Restructuring. Indicate if this component was restructured (date of approval by Manager). Briefly discuss the consequences of these changes. [X] N/A				
2. Component II: Improved physical infrastructure for public basic education Total cost of Component 2: 3,571,090.22 IDB: 3,571,090.22 IDB Disbursement: 100.00% <u>Classification:</u> Satisfactory				
Key Output Indicators 2.1 Schools repaired and renovated. 2.2 Ministry of Education and Community Development departments renovated.				
Key Output Indicators:				
Baseline*	Planned Outputs		Outputs Achieved	
	Annual/Intermediate	End of Project	End of Project	
2.1 N/A	2.1 37 (2008)	2.1 68 (2011)	2.1	55 (2011)
2.2 N/A	2.2 4 (2007)	2.2 4 (2011)	2.2	3 (2011)
* (if applicable)				
Briefly explain differences between planned and actual outputs (if applicable).				
<p>2.1 Construction costs increased substantially resulting in a transfer of over US\$800 thousand to that component. Due to the cost escalations, the subcomponent only reached 81% of its goal. The lack of attainment of the goal was not a result of execution, but attributable to cost, and thus was satisfactorily achieved.</p> <p>2.2 Resources for this subcomponent were used to renovate the PCU offices, and to purchase office furniture and fittings for the Curriculum Department, the Examination Bureau. A section of the main building of the MOECD underwent renovation. In addition, selected areas of the MOECD received equipment paid for by other subcomponents. Some of the resources of this subcomponent were transferred to school renovation to compensate for the substantial increase in construction costs.</p>				

Restructuring. Indicate if this component was restructured (date of approval by Manager). Briefly discuss the consequences of these changes. <input checked="" type="checkbox"/> N/A			
3. Component III: Increased school management capacity Total cost of Component 3: 3,068,136.09 IDB: 3,068,136.09 IDB Disbursement: 100.00% <u>Classification:</u> Satisfactory Key Output Indicators 3.1 Teacher Resource Centers established. 3.2 Schools complete innovation fund projects. 3.3 School principals and school leaders trained in school leadership and management.			
Key Output Indicators:			
Planned Outputs		Outputs Achieved	
<u>Baseline*</u>	<u>Annual/Intermediate</u>	<u>End of Project</u>	<u>End of Project</u>
3.1 N/A	3.1 N/A	3.1 10 (2011)	3.1 10 (2011)
3.2 N/A	3.2 20 (2010)	3.2 70 (2011)	3.2 72 (2011)
3.3 N/A	3.3 190 (2010)	3.3 625 (2011)	3.3 625 (2011)
* (if applicable)			
Briefly explain differences between planned and actual outputs (if applicable). <input checked="" type="checkbox"/> N/A			
Restructuring. Indicate if this component was restructured (date of approval by Manager). Briefly discuss the consequences of these changes. <input checked="" type="checkbox"/> N/A			
4. Component IV: Modernization and strengthening of the MOECD and the school system Total cost of Component 4: 555,905.55 IDB: 555,905.55 IDB Disbursement: 100.00% <u>Classification:</u> Satisfactory Key Output Indicators 4.1 Personnel audit and database completed. 4.2 Key Ministry of Education and Community Development departments better equipped. 4.3 Education information system network established. (Refers to EMIS). 4.4 Training of Ministry of Education and Community Development personnel on the use of the information system completed.			
Key Output Indicators:			
Planned Outputs		Outputs Achieved	
<u>Baseline*</u>	<u>Annual/Intermediate</u>	<u>End of Project</u>	<u>End of Project</u>
4.1 N/A	4.1 N/A	4.1 1 (2009)	4.1 1 (2010)
4.2 N/A	4.2 3 (2007)	4.2 4 (2012)	4.2 4 (2012)
4.3 N/A	4.3 N/A	4.3 1 (2012)	4.3 1 (2012)
4.4 N/A	4.4 N/A	4.4 30 (2011)	4.4 40 (2012)
* (if applicable)			
Briefly explain differences between planned and actual outputs (if applicable).			
4.2 Only selected areas of the MOECD received equipment and some of the remaining resources were transferred to school renovation to compensate for the substantial increase in construction costs. The record keeping of the PMU did not allow for analysis on the destination of equipment. In 2012, the Department of Examinations received a high performance copier, contributing to the achievement of this output. 4.4 Teachers in the 35 pilot schools also received training, in addition to the personnel of the Research and Planning Department, thus increasing the amount of personnel trained on the use of EMIS.			
Restructuring. Indicate if this component was restructured (date of approval by Manager). Briefly discuss the consequences of these changes. <input checked="" type="checkbox"/> N/A			
Summary Implementation Progress Classification:			
<input type="checkbox"/> Highly Satisfactory (HS) <input checked="" type="checkbox"/> Satisfactory (S) <input type="checkbox"/> Unsatisfactory(U) <input type="checkbox"/> Very Unsatisfactory (VU)			

d. Project Costs

See [original Cost Table](#) as shown on Annex "A" of the loan contract.

Component & Subcomponent	Amount Budgeted - Loan	Actual	Change	% Change
Component 1: Support the establishment of a revised basic education cycle and quality improvement	4,245,000	4,390,734	145,734	3.43%
1.1 Curriculum redesign	1,225,000	2,438,800	1,213,800	99.09%
1.2 Reform of tracking and examination system	150,000	32,010	(117,990)	(78.66%)
1.3 Reorganization of schools, teachers, management	250,000	Not Executed	(250,000)	(100.00%)
1.4 Provision of textbooks and teaching materials	1,670,000	1,733,037	63,037	3.77%
1.5 Teacher education and Training	550,000	39,320	(510,680)	(92.85%)
1.6 New educational model for the interior	300,000	Not Executed	(300,000)	(100.00%)
1.7 Social marketing of the new cycle	100,000	147,567	47,567	47.57%
Component 2: Renovation of school and MOECD infrastructure	3,500,000	3,571,090	71,090	2.03%
2.1 Renovation and rehabilitation of school infrastructure	2,600,000	3,454,925	854,925	32.88%
2.2 Renovation of MOECD units	900,000	116,166	(783,834)	(87.09%)
Component 3: Strengthening of management capacities at the school level	2,150,000	3,068,136	918,136	42.70%
3.1 Training of school principals and administrators	150,000	199,357	49,357	32.90%
3.2 Teachers resource centers	650,000	1,460,015	810,015	124.62%
3.3 School improvement and innovation fund	1,350,000	1,408,764	58,764	4.35%
Component 4: Modernization and strengthening of the MOECD and the school system	1,450,000	555,906	(894,094)	(61.66%)
4.1 Institutional reorganization of MOECD	600,000	64,739	(535,261)	(89.21%)
4.2 Equipment for modernization of MOECD	500,000	382,679	(117,321)	(23.46%)
4.3 Evaluation and studies	350,000	108,487	(241,513)	(69.00%)
Project Administration	530,000	854,434	324,434	61.21%
Contingency	625,000	-	-625,000	-100.00%
Sub Total	12,500,000	12,440,300	-59,700	-0.48%
Total	12,500,000	12,440,300	-59,700*	-0.48%

* Cancelled funds.

Briefly explain any differences.

Throughout the implementation phase changes were recorded in the cost tables. In absolute terms the component that shows the biggest difference (reduction of US\$0.89 million or 61.66%) is "Modernization and strengthening of the MOECD and the school system" (component 4). Subcomponent 4.1 through 4.3 did not execute fully, so the resources were transferred to other interventions. Component 3 "Strengthening of management capacities at the school level" had the highest increase in resources, 918 thousand or 42.7%, particularly due to the substantial increase in construction costs for the Teacher Resource Centers (TRC). Originally the project budgeted US\$650 thousand to build 25 TRCs, an average of US\$26 thousand per center. However during program implementation it was realized that equipment (5 computers, 1 laptop, projector, and printer) and furniture were essential inputs for the TRCs resulting in increased cost for the TRCs (approx. US\$131.4 thousand). Subcomponent 2.1 had an increase of 32.88% or US\$855 thousand to respond to the higher construction costs to renovate and/or repair schools (an average of US\$63 thousand were spent per school).

To date the BEIP has executed 100.00% (including the cancellation of US\$59,700).

IV. Project Implementation

a. Analysis of Critical Factors

Project Efficiency and Effectiveness

The Basic Education Improvement Program had a reduced performance in terms of its efficiency as well as its effectiveness in achieving its goals. The loan executed at a rate of US\$1.8 million per year on average, equivalent to 37.5% below the rate needed to finish within the five year timeframe planned in the original design; it took 60% more time to finish disbursing and

required 105.89% of additional program management resources to continue managing the project.⁵

In terms of project effectiveness, BEIP was able to attain many of the goals set at the outcome level, thus the purpose of the project was partially achieved up to grade 3, in regards to curriculum re-design.⁶ The direct effects measured by the outcome indicators of the project require more time to emerge, as most of the interventions concluded or started their implementation towards the end of 2011 (for instance, curriculum implementation, TRCs, innovation fund, EMIS, item bank system, among others), therefore leaving no time to assess and measure their effects on the beneficiaries. The production of outputs had mixed results. During project implementation approximately 84% of the total output indicators were either removed or adjusted, plus 5 new indicators were added to reflect changes in the measurement or goal. Based on the new set of indicators, to date, only about 80% of the output indicators⁷ achieved 100% or more completion rate.

Project Management Level

Incentives. Among the factors that contributed to the slow implementation and reduced ownership of the BEIP project, were lack of interest in some departments of the MOECD to participate fully in the execution of all subcomponents. The final evaluation of the program concluded that the lack of interest might have been triggered in part by the absence of monetary incentives for MOECD officials.

Execution Scheme. The original design of the project called for a PCU with coordinators and professional personnel for the following units: curriculum reform and quality improvement, school and MOECD infrastructure, school autonomy, and MOECD's modernization. Furthermore, the design also argued that in order to guarantee the needed coordination within the Ministry and to foster ownership of the institutional activities of the program, the coordinators for curriculum reform and quality improvement and for infrastructure would have to be the MOECD's head of the Curriculum Department and the MOECD's director of the Technical Department (TD). Despite this arrangement the results on coordination and ownership were mixed. On the one hand the TD led the execution and the decision making process in the renovation and repair of schools. On the other hand, in order to continue implementing the subcomponents, the PCU had to become a Project Executing Unit (PEU) but without the technical capacity some of the MOECD technical units could have offered. This could have contributed to the delays in the execution and alienated some of the Ministry's technical units. In the context of the new operation, the execution scheme has considered a project management structure with a Coordinating Body in the MOECD, composed of the Permanent Secretary (PS) and two Technical Advisors to oversee program implementation. It also includes

⁵ An increase in project administration costs of US\$561,243 (from US\$530 thousand to US\$1,091,243). Although the project's actual budget indicates an increase of only US\$324,434 (from US\$530 thousand to US\$854,434), the remaining amount –of US\$236,809–are costs associated with the administration of the operation, paid for with funds from other subcomponents.

⁶ Among the outcomes of the project, the PMR includes the number of students benefited by the project. This indicator was added later in the execution of BEIP. This indicator was not considered as an outcome indicator, since it focuses on measuring what the project has produced and not what the project has achieved.

⁷ The indicator measuring the implementation of the EMIS was excluded due to the difficulty in measuring the progress of the process in percentage terms, resulting on a common denominator of 16 indicators total.

a Project Management Unit (PMU), which will be established and situated in the MOECD and will perform all administrative, procurement, financial and overall management tasks required for successful program implementation.

In addition, the new execution scheme is supporting the creation of key committees to assist in implementing the program, including: (i) a Project Advisory Committee comprised of key stakeholders including denominational boards, Indigenous and Maroon leaders/representatives, non-governmental organizations, donors and teachers to ensure their participation in the program by: reviewing key program documents and quarterly progress reports, and providing advice for program implementation; (ii) an overall Curriculum Development Team to support the structure and organization of the basic education cycle through innovative ideas and research; and (iii) an Assessment, Testing and Examination Task Force to address the use of diagnostic testing and test item banking.

The above program management structure is intended to build ownership and ensure sustainability of the program through 2nd – BEIP phases I and II.

b. Borrower/Executing Agency Performance

After a period of 8 years the PCU was able to finalize the execution of the program. The PCU worked in close collaboration with the Bank to bring the program to closure. Despite the fact that the PCU could be considered a “mature” unit in that they were very familiar with the Bank procedures and processes, there still remained a few too many errors and the need for constant reminders by the Bank in order to hasten the pace of completion of certain activities. It is believed that had the PCU engaged more actively in the execution, the delays could have been minimized.

In addition, for several years the PCU only worked on building infrastructure but did not focus on the soft issues such as curriculum development. The Bank’s assistance was useful in re-directing attention back to the important component of the project (curriculum reform). The PCU was receptive to the assistance of the Bank and from 2010 onwards the pace of program implementation improved.

Management of Project Information to the Public

A revised vision by MOECD for the reform of the curriculum to a 10 year basic education cycle led to some delays in project implementation. In addition, the social marketing campaigns were less than sufficient to properly explain the program and provide answers to stakeholders. Thus, the public’s image of BEIP was slightly altered.

Borrower/Executing Agency			
<input type="checkbox"/> Highly Satisfactory (HS)	<input type="checkbox"/> Satisfactory (S)	<input checked="" type="checkbox"/> Unsatisfactory (U)	<input type="checkbox"/> Very Unsatisfactory (VU)

c. Bank Performance

4.1 Please see Borrowers Evaluation form in [Annex II](#).

Bank Performance			
<input type="checkbox"/> Highly Satisfactory (HS)	<input checked="" type="checkbox"/> Satisfactory (S)	<input type="checkbox"/> Unsatisfactory (U)	<input type="checkbox"/> Very Unsatisfactory (VU)

V. Sustainability

a. Analysis of Critical Factors

The Republic of Suriname and the Bank have a renewed engagement and in addition a new implementation structure within the Ministry allows for closer oversight by the Minister of Education of the 2nd BEIP.

Ownership and Sustainability. Overall, ownership was less than expected on the part of certain departments with the MOECD. The PCU took upon itself the responsibility to execute most of the subcomponents, except for subcomponents 2.1 (school infrastructure), 3.3 (innovation fund) and 4.2 (EMIS). The PCU decision was backed by the following arguments: (i) the project was considerably delayed; (ii) there was little and in some cases no interest at all from some of the technical units of the MOECD to participate; (iii) there was little or no capacity in some of these units; and (iv) the project had to go forward. In the short term this strategy allowed for some of the interventions to be implemented either fully or partially. The PCU upon closure of BEIP passed on the control of these components to the relevant departments of the MOECD, for example EMIS was implemented in close collaboration with the Research and Planning Department; the curriculum review for grade 3 was passed to the MOECD curriculum department; ITEM bank was taken over by the Examinations Bureau; the TRCs were handed over to the school management at the sites on which the centers were located; thus contributing in the medium to long term to the sustainability of the program and building ownership for moving forward.

The continued ownership of the program is important for long term sustainable results. **Subcomponent 1.3** funded textbooks and materials for the new preprimary curriculum and primary grade 1. The funding of textbooks for other grades of the primary level will continue in the 2nd – BEIP Phase 1. With respect to **Subcomponent 3.1: leadership and management training**, Continuous training of school leaders and teachers through refresher courses is important for program sustainability.

The sustainability of the TRCs (**Subcomponent 3.2**) will depend on the use of the centers and this will be evaluated by the 2nd – BEIP PMU to ensure the facilities are put to the intended uses and are maintained in proper condition. With respect to **Subcomponent 3.3: innovation fund**, from a financial perspective the fund was useful as a one-time intervention to encourage innovation at the school level. Anecdotal evidence suggests that the innovation fund has the potential to inspire ownership and consequently sustainability among school stakeholders, including principals, teachers, students and parents.

Finally, concerning **Subcomponent 4.1: EMIS**, Sustaining the results of this component rest on having the resources and technical capacity to: i) provide, for the medium and long term, technical assistance on software and hardware difficulties (sort of a help desk), ii) maintain and replace hardware as needed (iii) expand the EMIS to other schools, and (iv) provide basic ICT training to EMIS users. The above areas will be addressed in 2nd – BEIP.

b. Potential Risks

The promotion of ownership is critical. In the context of the 2nd - BEIP the IDB will work closely with the MOECD technical departments to promote ownership through their involvement in the

project design phase and continuing throughout implementation. In addition, consideration will be given to the use of non-monetary incentives during the implementation phase. The need to engender stakeholder support is important through information sharing and inclusion of key stakeholders in the program. The inclusion of a program advisory body comprised of main stakeholders will assist in mitigating this risk. The program design encourages program ownership, accountability and involvement of MOECD staff building on lessons learnt from SU0023.

c. Institutional Capacity

BEIP included a component for institutional strengthening (Component 4), but its main subcomponent –MOECD reorganization- did not execute as planned, and subcomponent 4.2-equipment for the modernization of the Ministry- was only partially executed. There is limited evidence to suggest that the MOECD or any of its units were adequately strengthened using loan resources.

Sustainability Classification SU:			
<input type="checkbox"/> Highly Probable (HP)	<input checked="" type="checkbox"/> Probable (P)	<input type="checkbox"/> Low Probability (LP)	<input type="checkbox"/> Improbable (I)

VI. Monitoring and Evaluation

a. Information on Results

The PCU collected data on an as needed basis to develop and report on progress to the Bank. Output data was collected directly from the beneficiaries, suppliers and consultants supporting the execution. Despite the use of these sources, the PCU did not have in their records key information regarding the execution of subcomponent 2.1 –Renovation and rehabilitation of school infrastructure (for example, the list of schools that were benefited). In addition, the PCU did not maintain an updated record of all beneficiaries of the remaining subcomponents of the project (including schools, MOECD technical units, etc.), it was not clear for instance which technical units from the Ministry benefited from new equipment and/or renovations.

For evidence supporting project results please see midterm and final evaluations in [Annex III](#) and [Annex IV](#) respectively.

b. Future Monitoring and Ex-Post Evaluation

Under 2nd – BEIP, the IDB plans to conduct future monitoring and/or ex-post evaluation of outputs, outcomes or potential future impacts of the curriculum re-design in all grades and the infrastructure works completed after 2010 within the original BEIP. The future monitoring will be a function for the MOECD, through a new Monitoring and Evaluation Unit that will be installed within the Research and Planning Department.

VII. Lessons Learned

More involvement of stakeholders.

A wider participation of stakeholders, including the heads of the MOECD departments, representatives of denominational schools, teachers, principals and key civil society and community members, might have proved essential in providing additional support to the curriculum reform and to the other subcomponents. The collaboration of the Technical Department is an example of MOECD stakeholder collaboration which worked well.

Ownership and sustainability

There was little ownership in some sections of the MOECD; however, towards the end of the program marked improvements were noticed in terms of program ownership, with potentially positive impacts on program sustainability. To continue generating more ownership and sustainability, in the 2nd – BEIP, the PMU will work closely with the MOECD technical departments to promote ownership through their full involvement in the new project design phase and the introduction of non - monetary stimulus.

A stronger Project Unit

In order to continue implementing the subcomponents, the PCU had to become a Project Executing Unit (PEU) but without the technical capacity some of the MOECD technical units could have offered. The future operation has put together a unit with strong links to the Minister of Education and qualified personnel with the appropriate expertise for each of the interventions to support the technical areas in the decision making process and coordinate the execution. In addition, the Unit has been expanded to include an operations officer to oversee all operational aspects of program implementation, thereby allowing the program manager to focus more on strategic planning and dialogue and higher level management of the program.

Implementation of a Performance Based Stimulus

The willing participation and support of MOECD heads of departments was a perceived expectation. However, as the results in both midterm and final evaluation of the BEIP suggest, the lack of interest might have been triggered in part by the absence of monetary incentives for MOECD officials.

On time distribution of teaching and learning materials

According to data collected from a representative sample of schools, an estimated 66.7% of teachers received the new preprimary curriculum materials in October –when the academic year starts, 31.7% in November and 1.7% in December. For the materials to be on time before the new academic year starts in October, the materials would have to be delivered to the MOECD Distribution Center around June or July before teachers and principals go on vacation.

Continuous pedagogical assistance after new curriculum teacher training

The project did not consider additional pedagogical assistance for the preprimary teachers during the implementation of the new curriculum. According to data collected from the schools, around 44.9% of trained teachers expressed having difficulties implementing the new preprimary curriculum. The new program will incorporate continuous pedagogical assistance from MOECD coaches, followed by intermittent retraining. The MOECD Inspectorate will play a key role in imparting continuous training courses to teachers in the revised curriculum.

Timeliness and focus of social marketing campaign

During the early years of the program and up until 2009, several social marketing activities were organized. However, the results of the social marketing campaign were not as expected.

Many contractors to produce one output: Teacher Resource Centers

The construction of the Teacher Resource Centers (TRC) started late in the project, the contractors were hired between July and August of 2010. By the end of 2011 the infrastructure component of the TRC was finalized, but the equipment, furniture and utilities were not in place in many of the facilities. To reach an operational state the TRC depended on at least four contractor/suppliers, therefore the coordination between the PCU and all other parties involved was overwhelming. A different procurement modality could be considered for future projects.

A more efficient implementation of the Innovation Fund

In order to participate in the selection process to receive the Innovation Fund, the schools needed to produce a School Action Plan (SAP). As originally designed, the process for the development of the SAP called for the participation of different school stakeholders, in practice this did not take place, the SAP was developed during the principal training (subcomponent 3.1) with the participation of one additional teacher. In addition, between the selection process –at the end of 2009- and the actual execution of the fund, a whole year passed, therefore school priorities changed. The new SAP disregarded the limits set by the project to invest in infrastructure (40%). It is believed that the training for the implementation of the innovation fund as well as the development of the SAP would have had better results if done at the school level, to ensure more stakeholder participation. In addition better project planning has to happen to avoid such gaps between the design and implementation phase.

Annexes:

- [Annex I: Minutes from Exit workshop](#)
- [Annex II: Borrower Evaluation](#)
- [Annex III: Midterm Evaluation Report](#)
- [Annex IV: Final Evaluation Report](#)

Minutes from Exit Workshop

Basic Education Improvement Project (1521/OC-SU)

Project Exit Workshop

26 January, 2012

Held at the Palm Palace, Paramaribo, Suriname

I. Workshop Agenda

- 1.1 The Honorable Mr. Raymond Sapoen, Minister of Education, opened the event. Mr. André Kramp, PCU Coordinator, provided opening remarks and presented the components and subcomponents of the project. Mr. Alejandro Cruz Fano, the consultant who conducted the final evaluation of the program, presented an overview of the program, findings and challenges. See [Final Evaluation PowerPoint presentation](#).
- 1.2 The closing remarks were done by Mr. André Kramp.

**PROGRAM
EXIT WORKSHOP
BASIC EDUCATION IMPROVEMENT PROJECT
January 26, 2012**

8:00 am	-	8:10 am	Opening remarks	by	Mr. R. Sapoen Minister MOECD
8:10 am	-	8:50 am	Project Structure and Performance: Counterpart's perspective	by	Mr. Kramp PCU Coordinator
8:50 am	-	9:10 am	Q & A session		
9:10 am	-	10:10 am	Final Evaluation Findings and Recommendations	by	Mr. Alejandro Cruz Fano Consultant
10:10 am	-	10:30 am	Coffee break		
10:30 am	-	11:00 am	Q & A session	by	Mr. Alejandro Cruz Fano Consultant
11:00 am	-	11:15 am	Closing remarks	by	Mr. Kramp PCU Coordinator
11:15 am	-	12:00 pm	Introduction of the new education loan project to the Civil Society Consulting group (CONSOC)	by	Annelle D. Bellony Education Specialist - IDB

II. Participants: Exit Workshop – January 26, 2012

IDB Officials:	Mrs. Adriana La Valley, Chief of Operations Ms. Annelle Bellony, Education Specialist Ms. Natasja Deul, CONSOC Coordinator Mr. Alejandro Cruz-Fano, Final Evaluation Consultant
Project Coordinating Unit:	Mr. Andre Kramp, Program Coordinator Ms. Claudia Heide, Finance Officer Mr. Jan van Ewijk, Task Officer – Infrastructure Mr. Henk Esajas, Task Officer – Curriculum Ms. Linda Lavenberg, Office Assistant Mr. Jules de Rijp, Procurement Officer Ms. Vandana Ramlal, Training Consultant
BEIP Training Consultants:	Mrs. Heilberg- Tjon Rim Sang Ms. Shirley Lum Chou Ms. Soesila Akkal Ms. Lieuw Fat – Simons D. Gaddum
Expertisecentrum voor Leerontwikkeling	
(SLO):	Mr. Faisel Tjon A Lim Ms. Eunice Small, office Assistant Ms. Miriam Weekers
Government Representatives:	
Ministry of Education	H.E. Mr. Raymond Sapoen, Minister Mr. Yuro Dipotaroeno, Director Development Division Ms. Genevieve Blanchard, Development Division Ms. Priya Hirasingh, Head – Research and Development Ms. M. Yankie –Tol, Acting Head Counseling Ms. H. Roemer, Counseling Ms. Parveen Malhoe, Curriculum Department Ms. Monique Brown, Head – Curriculum Department Mr. Ruben. Soetosonojo, Policy Advisor Mr. O. Kertosentono, Head Master of O.S. Longmay Ms. J. Chin –Chan –Sen, Coordinator Primary Education Ms. R. Katica, Inspection

Mr. Leonel Soetosonojo, Sub Director, TVET
Mr. T. Lu A Kwie, Sub Head LPD
Ms. Rishma Mattoo, O&P
Mr. Chander Ramlal, Teacher Pedagogical Institute
Ms. S. Mijns, Head – Public Relations
Mr. I. Tseng, Director Christian Pedagogical Institute
J.H. Mijns, Development Trainer
Mrs. J. Halm-Lackin, Inspection Primary Level
Mr. Palas, BNO
Ms. Sookhlall, Teacher at J. Sohansingh

Religious Organizations:

Ms. Inez Landolf Robinson, EBGs
Ms. Maria Deerveld, RKBO
Mr. R. M. Kensmil, Director RKBO
Mr. T. Gangadin, Secretary Arya Dewaker
Mr. V. Stutger, Director AMEC

Non-Governmental Institutes:

Ms. S. Burleson, Suriname Business Forum
Mr. Kenneth Foe-A-Man, Suriname Business Forum
Ms. Cala Misidjan, VIDS
Ms. Sharda Ganga, Stichting Project
Ms. K. Blufpand, Stichting Project
Mrs. M.J. Gilds – Muller
Ms. M. Kramp, SUCET
Mr. Smith, SUCET
Ms. Lilian Ferrier, Foundation for Human Development
Mr. Rozenberg, Chamber of Commerce
Mr. F. Hulsman, TANA – Acting Head
Mr. G. Beckles, SUNROP – Chair Person

Other

Mr. Eric Banal, Final Evaluation Local Consultant
Ms. Rachida Norden, Final Evaluation Local Consultant
Mr. Soenderpersad Hanoeman, Former Head Curr. Dept.

III. Objective of the Workshop:

- 3.1 To discuss outcomes and lessons learned during the implementation of BEIP with the key stakeholders.

IV. Issues identified for discussion:

- 4.1 **Public access to BEIP reports and general information.** Participants expressed concern to the PCU Coordinator about the lack of access to BEIP reports; a member from the Civil Society Consulting Group (ConSoc) indicated that she had been asking for at least four years for certain reports and that every time she had been denied access. Participants also agreed that in order to promote project ownership, access to information is very important.

Response: The PCU Coordinator replied that unless the reports in question were not too sensitive, without permission from the government the PCU could not disclose any information to the public.

- 4.2 **Duplication of efforts (BEIP and “I believe in you” project from VVOB - Flemish Association for Development Cooperation and Technical Assistance).** A participant indicated that when she was involved in the implementation of VVOB project, she realized that BEIP and VVOB were essentially doing some of the same activities, and questioned how is it that BEIP did not avoid the duplication of efforts and promoted coordination.

Response: The PCU Coordinator indicated that VVOB started later than BEIP, and that he recommended not accepting the resources for there was plenty of money already in the sector. BEIP tried minimizing the overlapping by taking into account some of VVOB materials.

- 4.3 **Continuation/transition from BEIP project to the new operation.** The participants expressed concerns about the continuation of the project interventions that have yet to conclude.

Response: The IDB indicated that the momentum will not be lost for those interventions still executing. The Bank indicated that, in the context of the new operation to be approved in 2012, the MOECD could continue financing the interventions that will transcend project completion, and if bank's policies were followed then the funds used could be subject to reimbursement or could be taken into account as counterpart.

- 4.4 **Low involvement of stakeholders.** Concern was expressed about the low participation of education stakeholders.

Response: The consultant indicated that it is important for the new operation to consider the participation of stakeholders in the different stages of the project cycle, taking into consideration the peculiarities of each of the interventions. There needs to be more planning around this issue. The analysis of BEIP's suggests that only a few stakeholders were part of the process, at the design phase this aspect was overlooked, this should not happen again. In the new loan

operation an Advisory Committee is foreseen will be formed composed of key stakeholders involved in education to offer regular input and advice on program implementation.

- 4.5 **Incentives.** The issue of incentives was brought up by a few MOECD officials as a critical element to be considered in the new operation. The rationale behind these arguments is that if the expectation was for these officials to participate actively in the execution of the project, they required additional resources to carryout the extra work. Furthermore, a participant suggested that the lack of an incentive mechanism will have negative implications for the success of the new program.

Response: The majority of stakeholders present in the workshop disagreed with this position, arguing that the tasks in BEIP as well as in the new project are part of the daily work of MOECD officials and therefore should not be remunerated as something separate. It was also suggested that a structure should be thought of to prevent these issues from occurring again.

Borrower Evaluation

**Inter-American Development Bank
Project Completion Report –2006 PCR
Borrower Evaluation**

Project Name: BASIC EDUCATION IMPROVEMENT PROJECT	
Executing Agency(ies): MINISTRY OF EDUCATION AND COMMUNITY DEVELOPMENT (MOECD)	
Borrower: SURINAME GOVERNMENT	
Date of Project Approval: Dec. 17 2003	Date of Contract Effectiveness: Mar. 31 2004
Date of Borrower Evaluation: Jan. 20 2012	Date of Exit Workshop: Jan. 26 2012

Borrower Project Performance Ratings

Probability on Achieving its Development Objective(s):

☐ Highly Probable (HP) ☐ Probable (P) ☒ Low Probability (LP) ☐ Improbable (I)

Project Implementation:

☐ Highly Satisfactory (HS) ☒ Satisfactory (S) ☐ Unsatisfactory (US) ☐ Very Unsatisfactory (VU)

Sustainability of Project Results:

☐ Highly Probable (HP) ☒ Probable (P) ☐ Low Probability (LP) ☐ Improbable (I)

Comments:

The objectives of the project have not been met. The implementation of the project was to take five years, and after eight years the preconditions for its successful implementations have still not been fully met. Meanwhile an extension of the project is at hand, while the problems that hampered its implementation have not been solved.

The project results can may prove to be sustainable for the following reasons:

- The stakeholders concerned are showing enthusiasm about The Teacher Resource Centers
- The training provided are applied by the teachers
- The Innovation Fund have provided the teachers with a sense of creativity and independence

The activities that were selected have been carefully planned and carried out satisfactorily, given the lack of implementation capacity within MOECD.

Bank Performance

Please rate the Bank's overall performance during project preparation and execution. Factors to be considered include the extent to which the Bank facilitated a participatory project design, proposed adequate technical solutions to the problems identified, and responded to the needs of the Borrower (timeliness, selection of instrument type) as well as technical assistance (including informal and formal training) to Executing Agency, timeliness of Bank response and the Bank's flexibility to respond to emergency situations during project implementation. Your comments will be incorporated unedited into the PCR.

☐ Highly Satisfactory (HS) ☒ Satisfactory(S) ☐ Unsatisfactory (US) ☐ Very Unsatisfactory (VU)

Comments:

- Partic. Project design: the project. Was obviously designen without involving the stakeholders
- Adeq. Technical solutions: in some cases the Bank provided assistance
- Responded to the needs, timeliness: the Bank's response was sometimes slow
- Flexibility: not always; some team leaders were more flexible than others

Borrower Performance

Please rate your own overall performance during project preparation and execution.

☐ Highly Satisfactory (HS) ☒ Satisfactory(S) ☐ Unsatisfactory (US) ☐ Very Unsatisfactory (VU)

Comments:

It was not always possible to persuade the staff of the Ministry of Education to accept the project, without the payment of incentives.

Additional Suggestions for Improving Bank Performance

Additional comments/suggestions for improving Bank performance in the future.

The Bank's response time for 'no objections' as a rule takes too long. The last few months there has been some improvement in this regard.

The team leader of the project should be stationed in Suriname for an extended period and get to know the cultural implications of implementation.

**MINISTRY OF EDUCATION AND COMMUNITY
DEVELOPMENT (MINOV)**



**SURINAME BASIC EDUCATION IMPROVEMENT PROJECT
(BEIP)**

.

MID TERM EVALUATION REPORT

PREPARED FOR:

Inter-American Development Bank

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And

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Paramaribo, November 17, 2006

GLOSSARY

ADEK	Anton de Kom University
BANK	Inter-American Development Bank
BEIP	Basic Education Improvement Project
CDFS	Community Development Fund Suriname
CTF	Curriculum Task Force
CV	Curriculum Vitae
ED	Education Department
GDP	Gross Domestic Product
GOS	Government of Suriname
IDB	Inter-American Development Bank
IOL	Institute for Advance Teacher Training
ICT	Information and communications technology
IT	Information Technology
LAN	Local Area Network
MINOV	Ministry of Education and Community Development (Ministerie van Onderwijs en Volksontwikkeling)
MIS	Management Information System
MOU	Memorandum of Understanding
MPC	Monitoring Project Coordination
MPW	Ministry of Public Works
NGO	Non-Governmental Organization
OM	Operational Manual
OS	Operating System
PC	Program Coordinator
PCR	Project Completion Report
PCU	Project Coordination Unit
PTA	Parents and Teachers Association
PR officer	Promotion officer
RFP	Request for proposal
TD	Technical Department
TTCs	Teacher Training Colleges
TOR	Terms of Reference
TRC	Teacher Resource Centers
SRD	Suriname Dollar
VVOB	Vlaamse Vereniging voor Ontwikkelingssamenwerking en Technische Bijstand (Belgium Fund)

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EXECUTIVE SUMMARY

The mid-term evaluation is carried out 2 years after the project contract was signed. In March 2004, Suriname signed a loan agreement with the IDB to finance the Basic Education Improvement Program (BEIP). The core objective was to improve the quality and internal efficiency of basic education.

The results found in the mid-term evaluation are not good; the organizational strategy agreed for the project did not work and implementation has been minimal in three out of the four project components. Only the infrastructure component has progressed according to the initial plans while the three reform components have seen very little progress.

Main Findings

The reasons explaining the minimum progress in all three components related to the basic education reform, the strengthening of independent and de-centralized action and modernization of the Ministry could be summarized as follows:

1. **Lack of political commitment:** Political commitment is low within MINOV. Contrary to the conditions of the loan agreement, the Ministry authorities are yet to decide on the cycle change of the project. According to MINOV authorities, a decision is still to be made officially concerning the change of the basic education system.
2. **Weak institutional capacity:** MINOV and its departments were not ready to launch a reform project. First, strengthening and modernization of the pertinent departments was required prior to initiating a complex reform process for basic education.
3. **Unavailability of local professionals:** The few local professionals in the areas required by the project are committed to other agencies. Because of this, the contracting procedures for local expert consultants have failed; have had no positive response.
4. **Rejection of long-term international consultants:** A generalized rejection exists on the part of MINOV officials at all levels concerning the presence of long-term external consultants. They reject the idea of having external professionals working within their departments with much higher salaries and doing basically what they perceive as the same work as they perform, and which if they had time, they could do with even better results.
5. **Few qualified staff in MINOV:** MINOV departments responsible for implementing the various components have very little qualified members of staff. They have pointed out since the very beginning of the project that they could not carry out the implementation and coordination of the several components under the project due to their other urgent tasks, which they must deal with on a daily basis.
6. **Weak project implementation structure:** The PCU was set up as an administrative support, not a technical support. However, due to lack of implementation support by the Ministry, the PCU has been trying to provide technical assistance, for which it is not prepared. The coordinator has managerial background, but does not have the required expertise in the area of education.

Project Summary Matrix

Project Objective: To improve the quality and efficiency of education in Suriname Approval date: December 17, 2003 Signature Date: March 31, 2004 Eligibility Date: August 31, 2004 Loan Amount: IDB – \$12.5 M ; GOS – \$1.5M Percentage disbursed to date: 24%				
Components	Activities	Status	Budget US\$	Percentage Disbursed
Component 1 – Support for the establishment of a revised basic education cycle	i. Redesign of Curriculum for the new basic education cycle ii. Reform of existing examination and tracking system iii. Reorganisation of primary and secondary teachers and management iv. Provision of textbooks and teaching materials v. Teacher training in new curriculum vi. multigrade strategy for interior education vii. Social marketing	Very little work done: Approx 8% completed. Only text books purchased	4,245,00	4.93%
Component 2 Renovation of Schools	i. renovation of schools ii. renovation and upgrading of certain MINOV units	Significant progress approx. 65% completed. 18 schools completed work on 22 more schools in varying stages of completion	3,500,000	60.4%
Component 3 Strengthening of school management capacities at school level	i. Training of school principals ii. Multi grade teacher resource centers. iii. School improvement fund	No work done	2,150,000	0%
Component 4. Modernisation and strengthening of MINOV and the school system	i. Institutional reorganization of MINOV <ul style="list-style-type: none"> - functional reorganization - strengthening personnel mgt - upgrading MIS ii. Equipment for modernization of MINOV iii. Evaluation and studies	Very little work done. Approx 3% completed. Work done on baseline study.	600,000	5.28%

Main Recommendations

1. Define the counterparts for all the subcomponents. The permanent secretary must define the officials who will be working in the implementation of the respective subcomponents in the next three weeks.
2. Restructure the implementation structure for the project by converting the PCU into an executing unit fully staffed with technical expertise to execute all the components of the project. A new coordinator should also be recruited.
3. MINOV must agree to change the implementation strategy of the project cycle for all schools in Suriname. Instead of trying to implement the change in the basic education cycle nationwide, it is recommended that the goal for the next two years under the project should be to test the proposed new project cycle in a sample of schools first.
4. Accelerate and intensify social marketing activities to raise the level awareness and debate on the proposed reforms.

Work Plan

According to what was mentioned above, it is important to take the following measures to speed up the implementation of the Project. The plan for the year 2007 can be summarized as follows:

Redesign of the curriculum for the new basic education cycle. The goal is to design a road map for the establishment of the new basic school cycle, and detailed curriculum proposal for the new basic school cycle

Reorganization of primary and secondary schools, teachers and management. The goal is to have a proposal of the new distribution / reallocation of resources for the new basic education structure approved by the Permanent Secretary.

Provision of textbooks and teaching materials for basic education. The main goal is to include textbooks printed of the transition period, meaning those textbooks will be using the current curriculum.

Teacher training in the new curriculum. The goal is to have teachers trained in the use of transition textbooks produced in 2006 and 2007.

Design of a multi-grade schools strategy for basic education in the Interior. The goal is to implement an action plan in which funds would be utilized for training of teachers and provision of materials to schools in the interior.

Social marketing of the new basic education cycle. The goal is to put into action an approved social marketing.

Renovation and rehabilitation of schools. The main goal is to put into operation the renovation and rehabilitation of 8 to 12 schools.

Renovation and upgrading of certain MINOV units. The goal is to have two MINOV units finished and equipped.

Training of Schools principals. The goal in this subcomponent is to have primary and junior secondary school principals trained in school management.

Multi-purpose teacher resource centers. The main goal in this subcomponent is to have three centers fully equipped and functioning.

School Improvement and innovation fund. The goal is to award 10 projects in the first competitive process.

Institutional reorganization of MINOV. The goal is to have an approved proposal for the reorganization of the Ministry.

Equipment for the modernization of the MINOV. The goal is to put into implementation an approved strategic and operational plan.

Project administration. The goal is to have the PCU functioning as proposed in this report and with staff functioning as planned.

In order to accomplish with the above goals of this plan for 2007, it is necessary to undertake the following actions as soon as possible:

5. Define the counterparts for all the subcomponents. The permanent secretary must define the officials who will be working in the implementation of the respective subcomponents in the next three weeks.
6. MINOV must approve the proposed adjustment of the PCU to strengthen it technically. The new PCU will be responsible of the overall management, implementation and monitoring of all project activities.
7. Start the recruiting process of the new personnel of PCU including their Director immediately.

I. BACKGROUD

In March 2004 Suriname signed a loan agreement with the IDB to finance the Basic Education Improvement Program (BEIP). The core objective was to improve the quality and internal efficiency of basic education by introducing (i) updated curricula and educational processes; (ii) the provision of inputs for schools; and, (iii) the establishment of several institutional amendments aimed at strengthening the MINOV and hence build management capacity at the school level in Suriname.

The BEIP includes four key components, with some components comprising several major sub-components. They can be summarized as follows:

- Support the establishment of a revised basic education cycle and quality improvement
- Renovation of schools and MINOV infrastructure
- Strengthening of management capacities at school level
- Modernization and strengthening of MINOV and the school system.

It was decided at the program onset that an administrative rather than technical Project Coordination Unit (PCU) would be established. It was also determined that the responsibility for and implementation of the 4 project components would be in the hands of the pertinent MINOV directorates. According to this strategy, the plan was to have the PCU contributing with external consultants to the MINOV departments charged with implementing the components, in order to support and strengthen the work teams.

As part of the process, the need for a mid-term evaluation was established, to be carried out 2 years after the project contract was signed. The consultancy started September 11th 2006 and was finished on November 17th 2006. The next few chapters in this report summarize the results of the evaluation, prior to identifying the pertinent recommendations and a work plan to be implemented during the next year.

A. CONSULTANCY OBJECTIVES

Collaborate with the IDB, the GOS and the MINOV to carry out an objective evaluation of the Basic Education Improvement Program. In particular, the Consultants were required to focus on the following:

- The effectiveness of Program implementation;
- The efficiency of Program implementation;

B. METHODOLOGY

The work was divided into three parts, one of them corresponded to an initial one-week mission during which course the consultants reviewed the documents that had been

produced and filed by IDB. In addition, several interviews were carried out with officials responsible for each one of the MINOV components, the PCU Coordinator and Permanent Secretary. The main problems, the program has confronted during the first two years of implementation, were identified during this mission.

The second portion of the consultancy—approximately one month long—the national consultant interviewed again those responsible for each component in order to review in detail first the problems each component had faced, so that possible solutions are identified and finally prepare a work plan to be carried out under each component. On the other hand, the international consultant summarized the problems thus detected in an initial project report, and then submitted a tentative proposal as to how the PCU role should be adjusted and how the project actors should proceed during project implementation.

During the third portion of the consultancy—the last week of the mission—the consultants submitted the results to the several actors responsible for the different project components. Specifically concerning an action plan for the next year and the new proposal aimed at restructuring the PCU and the revised role of the several project actors.

II. EVALUATION OF THE COMPONENTS OF THE PROGRAM

A. COMPONENT 1: Support the establishment of a revised basic education cycle and quality improvement (US\$ 4,245,000)

Redesign of the curriculum for the new basic cycle

Objectives: this component was aimed at supporting MINOV with the establishment of a basic education cycle and improving the quality and efficiency of basic education, through the development of a new curriculum, a better provision of textbooks and teaching materials, and an improved teacher education and training, all consistent with the new basic education cycle.

Findings:

A Curriculum Task Force was established in the beginning of the project, but it does not function anymore. The members of the team worked with enthusiasm in the beginning and produced a framework. Nevertheless, incentives in the form of orientation visits abroad for some of the members were not rewarded. In addition, members were committed to their other activities and no time was left for the project. From interviews made, the real issues are that the group expected but did not get feed back on its report, not making people free to perform the activities related to the project, and the compensation to do the job. Officers considered they were doing something extra for which they had to get an extra compensation.

Recommendations:

Revitalize the Curriculum Task Force and get consultants involved. It means to include a participatory process in which external consultants will have a major role. In the first place, it is required that the task force restarts its work, but this time following a tight schedule and making its work efficient. For this to happen, the following is needed:

- Honor promised incentives that are in line with IDB rules and guidelines, by sending this group of officers abroad to learn from other reforms.
- Use predominantly local consultants in this activity under the coordination of an international consultant. The local consultants will be in charge of doing the work/activities defined and agreed by the Curriculum Task Force.
- Reduce the regular workload of the people in the CTF so they can allocate more time to this activity. The project can pay some local consultants to work and perform the duties of the officers being part of the Task Force while the process is completed.

The combination of these three mentioned areas will enable the task force to retake their activities in such a way that the proposed project objectives are met.

Reform of the existing examination and tracking system (US\$ 150,000)

Objective: As a result of the new 10-year basic education cycle, the tracking system will be moved up to senior secondary education (grades 11th to 12th) and the existing examination system should be reformed.

Findings:

The Ministry did not work on this topic. In contrast with the previous case, it was not possible to initiate this task here. Up to now, there is no counterpart in MINOV for this activity, the earmarked Ministerial counterpart was not interested in participating in any of these activities. From the interviews made with Ministry officers, implementation and coordination of this sub-component was misleading and it was not quite clear if the tracking system would add something new to the already existing diagnostic and selective exams.

In addition, there was no technical assistance available to carry out this activity, the PCU was set up as an administrative support, not a technical support; therefore, it was not prepared to assist the department technically.

Recommendations:

The first action required to initiate work under this subcomponent is to identify the relevant counterpart task. Then an action plan must be designed which includes the engagement of a specialized consultant to help them study and adjust the tracking system beyond basic education based on a standardized test for all schools.

- Get relevant task managers involved as well as the Ministerial counterpart in order to participate and assist the local and international consultants in this activity
- Establish an action plan that allow the participation of a specialized consultant to study the new examination system

As a result, the completion of this subcomponent will depend on the actions taken by people involved in the process of tracking system

Reorganization of primary and secondary schools, teachers and management (US\$ 250,000)

Objective: due to the consolidation of primary and junior secondary levels into a 10-year basic education cycle, it will be necessary to reorganize the management of primary and junior secondary schools by obtaining technical assistance to design strategy for the new basic education system and explaining the new organization to teachers, parents and stakeholders through a communication campaign.

Findings:

The consultants had extensive talks on this activity with all persons visited or invited, among others: the Permanent Secretary, the PCU, Mrs. A. Breeveld, the representative of the parents, and others. The activity is stuck within the ministry in the consensus building stage. All relevant documents of the ministry with regard to education planning refer to a broad consensus to change the old cycle into a new cycle of 10 years for basic education. But the consequences of this activity are not thorough understood. There is very little staff allocated to this activity.

The Ministry—including the permanent secretary—indicated that they are committed to this consensus activity, but not to a quick transformation of the system given the complexity and difficulty to get this change implemented. Notwithstanding the understanding reached with the IDB prior to signing the loan agreement, whereby the Ministry would make such change (according to the commitment officially conveyed to the Bank), the actual situation is different from that initially foreseen. The permanent secretary advised the consultants that the Ministry had pointed out to the Bank during the negotiation stages that it was not ready to introduce radical changes, and that the process would take time beyond that envisaged in the loan agreement; that the Bank had insisted on the issue and that the Ministry had to accept the loan terms without being altogether convinced in that respect.

Therefore, very little has been reached so far with regard to the implementation of this activity. Awareness of and involvement of teachers and other stakeholders in this activity is still very low, despite special meetings and a workshop at Overbridge. Questions related to their legal position and rights are not answered. Even the extensive in-house consultation process on how to implement this activity and how to deal with expected resistance did not result in a clear implementation strategy. Some staff members even questioned the need for a change of the cycle. It is moreover perceived that training of teachers and principals upfront is a prerequisite for successful implementation of the new cycle.

Surprisingly there is also no pilot mentioned in the implementation process. Ministry officials stated that a pilot would only bring additional costs and time. Therefore, a pilot would not be needed as long as a good execution plan is implemented. However, the authorities interviewed expressed their opinion in the sense that both the detailed assessment and the reform proposal should be carried out during the life of the project. Based on the analysis of these documents, the Ministry will study the possibility of carrying forward the change or reform foreseen. Under such circumstances, not only would the initial objects of the project not be accomplished, but also the decision of whether or

not to carry out the reform will depend on the analysis which the Ministry makes in reviewing the studies carried out by expert consultants.

Recommendations:

The situation found and described here clearly shows the reasons why this component never had the possibility of progressing according to the initial plan. Moreover, and notwithstanding the commitment which the Ministry would have assumed concerning application and implementation of the reform, the time left under the loan agreement will prove insufficient for it to be carried out. In this sense—and as had been mentioned by the Ministry authorities—the most that could be accomplished during the remaining term of the project would be to carry into effect the required technical studies (assessment and proposal) in order to decide whether or not the Ministry wishes to carry the reform forward. Assuming the Bank is ready to proceed with the project under these circumstances, the following actions would then be needed:

- Get experienced professionals full time involved in this activity.
- Make a realistic plan of action for the activity. (Road map).
- Get approval for the work plan from stakeholders: teachers, parents, unions.
- Focus information campaign on this activity to inform and mobilize all other stakeholders: Political decision takers, MINOV staff, teachers, parents and relevant NGO's.
- Introduce a pilot to test the proposals made by the experts

Provision of textbooks and teaching materials for basic education (US\$ 1,670,000)

Objective: the program seeks to assist MINOV in the provision of textbooks, learning materials and teacher guides for approximately 100.000 students and 5,000 teachers in basic education.

Findings:

MINOV has utilized the money provision of this subcomponent to provide textbooks. In the last two years, 189,600 textbooks and posters have been produced in Arithmetic, History, and Science subjects for a total amount of US\$ 195,420.97 (*See Annex 1: Textbooks produced 2004 to 2006*). This material has been distributed to about 100,000 pupils in the coastal area and 5,000 pupils in the interior. Another 75,000 textbooks are in the printing process.

In the preparation of textbooks, the Ministry is still facing copyrights issues for the “writing textbook.” Once this issue came up, the PCU took these textbooks out of the bidding process and continued with the others. Now MINOV is in the process of introducing an own writing font. By doing so, MINOV will be able to print the writing textbooks in 2007.

The books that are produced so far are better textbooks that fit within the existing cycle. Books for geography and history (other grades) are in the lay out stage. Work is being done on books for English as a second language in primary education. The plan for the next two years is to print 72,000 textbooks in writing, 16,600 textbooks in science, 20,800 textbooks in history, 302,600 textbooks in geography, and 64,000 textbooks in English (*see Annex 2: Production of textbooks for 2006-2008*). All these books will be financed with BEIP funds, although the proposed budget for it has not been prepared yet.

The main problem the Ministry is facing nowadays is on sustaining this activity of providing books for free beyond the scope of this project. The Ministry sees the need of establishing a system by which parents should partially or totally pay for the books, the Ministry should subsidize only those kids who cannot afford to pay for the books. Concerning this issue, and according to Ministry officials, long-term solutions could be studied and applied, to which end the pertinent studies will need to be financed out of loan resources. In any event, the Ministry expects to continue to provide free textbooks during the short term, with the assistance of loan resources combined with other sources of financing.

Recommendations:

In order to clearly set forth the intended use of loan resources during the next two years, the following actions are recommended:

- Adopt a realistic plan to print books for this and the coming school year.
- Print books according to specification of the department.
- Make an overall plan that includes all books to be printed and the involvement of funds from other donors and the amount out of the regular budget for this activity for the next 3 years.
- Hire a specialized consultancy to design a selection system to select beneficiary students of free textbooks and materials

Teacher training in the new curriculum (US\$550,000)

Objective: The implementation of the new curriculum will take place gradually according to the outputs of the activities described above. Approximately 5,000 teachers and MINOV officials will be trained in the new curriculum contents, in the use of the new or adjusted materials, guides and textbooks, and in the new assessment approach.

Findings:

Because the precedent activities have not been initiated, this activity has been suspended. Moreover, even if the design and proposal for the new curriculum is, indeed, completed, it would be impossible to begin training of teachers until the Ministry has decided on the reform.

Recommendations:

It is advisable that, as a minimum, teachers are informed on the progress which the reform is making under the pertinent studies. In this manner, their continued participation will be advantageous and decisive when at the end of the process the Ministry reaches a decision concerning whether or not the proposed reform needs to be implemented.

Teachers have to be trained to use the textbooks that are being produced.

Design of a multi-grade schools strategy for basic education in the Interior (US\$ 300,000)

Objective: The program will assist MINOV in design and testing of a multi-grade strategy for schools in order to respond to the special challenges and needs of education in the Interior.

Findings:

The Ministry has not initiated any related activity yet. Nevertheless, from the discussions held with the Vice-director Mr. R. Soetosenojo and his staff, more in particular Mr. Bert Eersteling who is in charge of 'education in the interior,' this subcomponent is not any more a priority. It is estimated that only 10 out of 77 schools in the interior have to deal with the phenomena of multi-grade classes and about 80% of teachers are under qualified. The Ministry officials and board members of the schools in the interior are of the opinion that it is not needed to execute this activity but to reroute the funds for this subcomponent to other activities to strengthen the schools in the interior.

Recommendations:

The recommendations are twofold: long term and short term:

- For the long term the Ministry of Education should, notwithstanding this program, strive to implement ready on the shelf improvements for multi-grade situations in the interior: lower teacher/pupil ratios; additional books; appoint better qualified teachers to these schools; train and up-grade level of these teachers.
- For the short term the Ministry of Education shall submit a proposal to the IDB to reroute these funds to activities to strengthen the schools in the interior including the option of distance education for teachers and pupils.
- Follow-up discussions should be held with the boards of the non-government schools in the interior on how to proceed with this activity.
- Make a final decision with an action plan.

Social marketing of the new basic education cycle (US\$100,000)

Objective: notwithstanding the general consensus on the need to establish a new ten-year basic education cycle, it is necessary to explain to key stakeholders (teachers, administrative personnel, parents, etc.) the implications of the reform in order to facilitate its implementation.

Findings:

Given the importance that having a specialized person within the PCU has, a professional was engaged. However, this professional did not have an adequate background/profile and his/her contract was not renewed. Thereafter, the PCU initiated a new contracting procedure. The PCU reported that the person for the job was already identified and the contract will be signed in November 2006.

Recommendations:

Through this professional, the PCU will need to launch an action plan aimed at keeping the various stakeholders abreast concerning progress reached under the various components, more especially so those concerning the reform, in order to be able to mobilize the various stakeholders in the direction of the reform.

B. COMPONENT 2: Renovation of school and MINOV infrastructure (US\$ 3,500,000)

Objective: The objective of this component was to improve the condition of school infrastructure in Suriname, by renovating primary and junior secondary schools that are in poor condition and rehabilitating those that are in unacceptable conditions and are considered unsafe.

- Renovation and rehabilitation of schools
- Renovation of certain MINOV units that need repairs
- **Renovation and rehabilitation of schools (US\$ 2,600,000)**

Objective: during the first year of the program, two schools needing urgent repair and eight in bad condition will be rehabilitated or renovated. During the second and third year, 63 additional schools will benefit from program funds.

Findings:

Works and project cycle. Five years ago when the project was designed, 68 schools were put on the list to be renovated. However, due to price inflation only 48 schools will be finished with the available amount of money for this subcomponent. The renovation of 18 schools is completed and the amount spent was US\$ 1,445,540.58. In addition, the renovation of 8 schools is underway for a total amount of US\$ 292,355.58. Finally, the works for the last 22 schools are committed (*see Annex 3: Renovation of projects*). In total, US\$ 2,292,000 have been committed for this subcomponent. This means, there is still about US\$ 300,000 available.

Average cost per student for all 48 schools corresponds to US\$ 225.89. Nevertheless, the spread is quite skewed and costs vary between US\$ 59.70/student to US\$ 877.36/student. Out of these 48 schools, 9 exhibit quite high averages, exceeding US\$ 400/student. The reasons behind this situation are because the conditions of the schools vary. They are classifying according to codes that determine the renovation and rehabilitation of them. The following code list shows the school conditions classified by physical structure

- A1: In good to very good condition, new build or recently renovated (< 5yrs);
No deficiencies
- A2: In reasonably good condition;
Needs to be (re-) painted and in need of small repairs
- A3: In moderately to not desirable condition;
Needs to be renovated
- A4: In bad condition;
Needs major renovation and rehabilitation urgently; Possible risk for health of users
- A5: Unacceptable condition;
Scale of rehabilitation needs may equal the costs of completely new building;
Unsafe conditions for users or risk of collapse of (parts of) the building

In these circumstances, the costs will fluctuate in relation to the conditions of the school structure and the specification of works. For some schools it was necessary to replace or build a fence around the school, build new classrooms or replace the entire roof. For instance, the O.S. Stolkbuiten was in a really bad shape and the school needed more classrooms. Another important aspect, is the location of some schools, the cost for transportation and lodging for personnel from the contractor become additional costs. Some of the schools (O.S. Wageningen 2 and 3, O.S. Longmay, O.S. Nw Nickerie, O.S. Laychsing, O.S. Van Pettenpolder) are more than 230 kilometers from Paramaribo. Some of the distance schools are less expensive because of the scope of works.

Renovation is organized and supervised by the Technical Department of MINOV, consisting of the Head, Mr. R. Wesenhagen, and 7 staff members. Bidding procedures guarantee early involvement of stakeholders. School principals are informed in December that their school will be renovated. They are requested to participate in the various procedures as: supplying their requests to the TD and attending the site visits with potential contractors. On all these occasions they may bring forward specific requests. Also an amount of contingencies is reserved to accommodate late wishes of stakeholders. If substantial additions are necessary, stakeholders may request, with IDB approval, additional work up to 20% of the contract amount. Moreover contractors are invited to attend the opening of bidding envelopes and will be informed of the estimate prices of the TD. The only thing that is not allowed by the TD is to adjust prices when the bidding procedure is finished and contracts are awarded. Until now only contractors are requested to sign the attendance lists.

The TD strives to have the renovation work completed in the holidays. Except this year, as explained here under, this always happened. During the mid-term evaluation the second bidding was completed and the contracts were awarded on September 8th 2006. Bidding documents comply with IDB regulations and are in English. The Head of the TD said that although his staff had to work beyond office hours to get the job done, they preferred this above hiring consultants to assist them. Hiring consultants would jeopardize salary harmony within his staff. But it would be welcome and encouraging to get a material incentive for his staff. Under these circumstances he would not be enthusiast to execute a similar project again. But, having his word given, he will perform and finish the job to satisfaction. This activity is so successful executed that already funds allocated to renovate the MINOV headquarters are rerouted to the renovation of schools. Alas the substantial increase of fuel prices eroded the option to refurbish more schools. The TD expects this activity to be finalized in 2007.

A problem that the Technical Department (TD) had to resolve was the request of IDB not to have the Ministry of Works involved. In April 2006 the program experienced increased delay because of strikes. To counter this took extra time and resulted in a delay of organizing the bidding process and of granting contracts before the beginning of the holidays. At last all things were done in line with the rules and guidelines.

On the other hand the TD has a major complaint with regard to how some schools deal with their renovated assets. For instance the already renovated OS Latour School is again a mess. The TD blames the principal and teachers for lack of surveillance. The question is who should take responsibility for the correct use of the schools? This problem is due, in part, to failures along the process which are analyzed below.

Once the schools were identified, the process is that the TD department officials visit the schools, they evaluate the infrastructure and decide on the works to be carried out. Even if this process has progressed significantly, it has had its failures. The main issue lies with the fact that there was no formal participation on the part of the principal and teachers at schools. Decisions on renewing were made by the Technical Department, based on the limited resources available; however, even if these decisions were reached, they were not formally established. In this sense, and notwithstanding the fact that authorities at each school have said to be satisfied with the rehabilitation work being carried out, some exhibited frustration because works which they had deemed as essential have not been included or are not being carried out.

Additionally, and once the works were completed, the school authorities were not trained in carrying out basic maintenance. The TD has no innovated guidelines or strategy that aids maintenance training at schools, nor concerning rehabilitation works. Neither has a formal agreement been signed or reached between TD or MINOV and the schools upon completion works concerning the care which school authorities must provide in order to ensure that the rehabilitation work is not deteriorated and are maintained in the intermediate run.

Finally, from visits performed to a small sample of schools, it could be observed that rehabilitation works do not include important aspects concerning the safety of children nor environmental risks being minimized vis-à-vis the children. For instance, enclosure walls are left incomplete, with open spaces that could pose danger for small children approaching them (for instance, open septic tanks, open ditches, marshes areas and other).

The contractors. At the beginning contractors found the bidding documents too complicated, but later on with the help of the PCU and the TD managed to comply with all requirements. Now the experienced contractors have no problem with the documents. The PCU is conceived as a trustworthy partner where they will get their money in time. The contractors also appreciate the quick decision process. Contractors get 2 schools at the maximum. This decision also supports the creation of a more extended group of small business contractors instead of one large contracting company that is not really involved in the school processes.

We were able to speak with 3 contractors on site. Mr. Bean was the contractor at OS Houttuin, Mr. Van Sicheem the contractor at Beekhuizen and Mr. Sichtman at O.S. Fluschool. All were glad with the process and satisfied with the way things were moving. The only complaint was that the contracts were awarded too late this year. The holidays were already started and because of this they had to pay laborers extra to work until late at

night and in the weekend to bring the schools in a situation that the kids could begin classes at the beginning of October. Working when classes are on also brings restrictions that they can only work efficient after 1 pm, when the school is closed. Another complaint is that the contractor has to stick to the scope of work. Consequence is that sometimes very urgent repairs are not done because these repairs are not part of the scope of work. On the other hand dialogue with the TD was possible to allow minor changes in the scope of work. Contractors say that there is no forum to discuss their findings because the contracts are formulated and presented by the TD.

The beneficiaries. On site, we were able to speak with very dedicated principals at 2 of the 3 schools we visited. They all were glad that their schools were being renovated. They were visiting the schools during the holidays to monitor the renovation process. Principals said that they were not informed up-front of the final formulated scope of work. The opinion of the TD is that the contrary is the case. We discussed complaints of the 2 school principals with the TD and later on asked these 2 principals to react on the comments of the TD. As stated above and confirmed by the principals they had the opportunity to file their requests with several specialists who visited the school during the formulation of the scope of work. On the other hand principals knew that funds were very limited and that prioritizing was a must. As not all requests could be fulfilled some principals still had a feeling of dissatisfaction with the final outcome. At the OS Houttuin the principal was initially told that certain things like the fence and yard improvement could not be included in the scope of work, because the IDB loan would not cover them. The principal was told later on that the TD managed to get 70 meter of fence approved. That is why the principal tried to look for other solutions to construct the rest of the fence. Alas the use of old wire from the classrooms was not permitted by the TD. At OS Lobato, Beekhuizen, an access strip to the ditch must stay open for maintenance equipment. Environmental issues, like pest control, are standard in all contracts but when pests originate from neighboring yards it falls out of the obligations from the TD. Reorienting the doors towards the schoolyard was also a complaint in Houttuin. This request could not be met because of budget constraints. In general the TD will give less priority to the repair of 4 fences of different school as this will equal the amount for the repair of one school. And with limited funds the decision will be in favor of renovating one extra school instead of completing 4 fences. On the long run the TD organizes that additional requests from principals, like completing the fence, can be financed out of the regular budget from the MINOV.

One school principal persisted that she had no substantial input in designing the scope of work. She was visited by several people from the TD and did not get a chance to sit down and have a discussion on the finalized, comprehensive proposal. She was also not familiar with the options to use the budget line ‘contingencies’ or to file an official request for additional work.

Recommendations

From among the various Project components and subcomponents, this is by far the best. Works have been carried out according to plan. Nevertheless, there are areas in which the TD could improve, as mentioned below.

US\$ 300,000.- are still available for use under this subcomponent. Instead of using these resources to rehabilitate more schools, the TD should analyze environmental and safety hazards found at schools already intervened in order to use these resources and complete additional work required. In other words, it is recommended that instead of committing

more resources to new schools, basic works are carried into effect aimed at reducing environmental hazards and improving children's safety—more specially for the younger ones.

Based on lessons learned under this project, the TD should revise the current project cycles and include some aspects that could improve current and future conditions concerning rehabilitation works being carried into effect out of own and other resources.

- a. Prioritize from the beginning, in dialogue with the school principals, works needed to reduce environmental risks as well as to improve the security for children, specially the younger ones.
- b. Inform principals over the various moments of input they have in designing the final scope of work and in selecting priorities.
- b. Agreements between the TD and principals on what will be done must be formalized with a signed protocol.
- c. Discuss with principals of already renovated schools what could also be done from the IDB loan and what from other funds.
- d. Establish guidelines for basic maintenance training to be undertaken by school authorities, by parents and by teacher associations PTA. Using these guidelines, train school authorities and PTAs on basic maintenance work.
- e. Sign agreements on maintenance work school authorities and PTAs should do to keep the buildings in good shape.

Renovation and upgrading of certain MINOV units and Teacher Resource Centers (US\$ 900,000)

Objective: The renovation and upgrading of the following units within MINOV are in charge of the program. The technical unit of MINOV will be responsible for the planning and contracting of civil works and a monitoring commission with two members of MINOV and two from the Ministry of Public Works will supervise the execution of the contracts.

Findings

Only one small activity was funded under this activity: renovation of the PCU building at the Rode Kruislaan. Some money was rerouted to school renovation because MINOV used other sources to rehabilitate the original planned units. In addition, MINOV made a punctual request aimed at financing furniture and airconditioning for the MINOV headquarters at the Kafiluddistraat. The IDB did not give "no objection" on this request, the scope of the loan did not allow it. The IDB gave no objection to utilize the funds for the purchase of office furniture and fittings for the Curriculum Department and the Examination Bureau and for renovation of schools.

Recommendations

No recommendations

C. COMPONENT 3: Strengthening of management capacities at the school level (US\$ 2,150,000)

Through this component, the program seeks to build management capacities and autonomy at the school level, which will enable the transfer of functions and resources to schools.

- Strengthen the leadership capacity of school principals and give teachers and schools better access to educational resources
- Support school improvement initiatives and build school-level autonomy
- Support decision making and planning capacity as well as strengthen the administrative capacity within schools
- Develop a management model for schools in the *Interior* consistent with its geographical and cultural characteristics
- **Training of school principals (US\$ 150,000)**

Objective: In order to accomplish this activity, the project will take action in two complementary areas: the design of a professional development program for school managers, and the actual implementation of the training sessions.

Findings:

The activities were not initiated for this subcomponent. However, School management training has been financed by VVOB (Belgian fund) and out of the budget of MINOV for the primary schools. A crash course in regard to school management training was delivered on the teacher training institutes.

Concerning this subcomponent, it was indicated by the PCU that training should concentrate on the principals of the Junior Secondary schools. The Terms of References with regard to the contents of the trainings could be developed by the Advanced Teacher Training Institute (IOL). Doubts still exist within the PCU and MINOV on the context with regard to how this subcomponent needs to be implemented.

Recommendations:

MINOV should identify a counterpart person as soon as possible. This person can start the implementation through discussions with IOL and on the basis of the produced ToR's select the institutes to deliver the training courses.

Multi Purpose Teacher Resource Centers (US\$ 650,000)

Objective: The objective is to give better access to educational resources for teachers through the use of existing school buildings that serve as clustered schools and for management purposes; in this way it helps to avoid additional costs of a stand-alone facility.

Findings:

A fruitful meeting was held on October 10th with the boards of three clusters and on October 11th with the Teacher Training Colleges. The meeting with the clusters confirmed in-depth involvement of the boards of the clusters of schools for this component. The clusters had already discussed substantial elements of input in the conceptual framework of the centers with the PCU. The board representatives stated that all their ideas were already communicated to MINOV. The clusters are very anxious to be involved in this component and even consider it their baby. They are committed to let teachers from their schools work in the centers during school hours as technical assistants. MINOV will take care of the directors of the centers and of technical assistants during non-school hours. The teacher training college will contribute to the training programs of the centers.

No counterpart is identified within the MINOV for this activity. An ad hoc group is established to execute this activity. They have proposed to start with a pilot in 2 or 3 locations.

The meeting with the Teacher Training Colleges first concentrated on the cycle change. The principals and assistants had almost zero knowledge about the upcoming cycle change even though all these institutes had representatives in the CTF. Besides this, the representatives discussed this with their respective organizations.

Serious doubts were formulated with regard to the institutional capacity of MINOV to implement the cycle change.

Teacher Training Colleges could support the centers by providing pupils from the last year to work as interns in the centers. Also students living in the neighborhood of the centers could use them as study places.

Recommendations

1. MINOV has to appoint a counterpart for this activity.
2. Three pilots will be put in place in 2007 before expanding the experience to other clusters. Locations should be easily accessible.
3. A workshop has to be organized for the 3 clusters to define the management structure of the centers and to finalize the work plans for the centers.
4. The boards of the clusters will function as representatives of the receiving stakeholders..
5. The base list of activities of the centers as formulated by the clusters must be reviewed to be approved during the workshop. Specific activities per center will be formulated by the responsible cluster. (Multi functional character; meeting place for school principals; work place for regional inspectors; training place; Training for principals; availability of equipment like computers, beamer, library, internet, spare books; meeting place with ministers and other dignitaries; study place for people from the neighborhood; little canteen; cluster board will explore other relations with neighboring community).
6. Defining community involvement will be a subject of the workshop. These activities may therefore differ per cluster.

School improvement and innovation fund (US\$ 1,350,000)

Objective: The objective is to establish a mechanism within MINOV to directly fund school-level projects that aim to address problems identified by the school community. The fund will allow schools to make small investments in supporting teacher innovations and student initiatives, in purchasing learning equipment, and in upgrading the school's facilities.

Findings:

Procurement process to hire the consultant to design and prepare the operational manual was undertaken 2006. However, nobody answered to the process, even the invitation period once extended. This activity was considered a major sub-project that should be developed on its own. Mrs. R. Telting was appointed by the PCU as the key counterpart person during the mission. Discussions held with the CDFS were considered most important in developing the formulated recommendations. CDFS was represented by Mrs. Ramahat and Mr. de Keyzer. The CDFS declared the will to be supportive to the development of this item. They were even willing to go into a formal agreement to assist. They considered it very important to have a good network within the education field. Their experience in funding schools is that one will need a coordinating team, a 'school fund board'.

In discussing this item with various stakeholders a couple of prerequisite questions came up that have also to be addressed up-front. Will this fund be a one time only activity? Will the fund be for only the school or also for school related community activities? Can the target group of this fund be wider than the school community? Will anything that the fund initiates be eligible for maintenance by the MINOV? Shall/can the school fund additionally be funded by other fundraising activities? Will the fund be designed from a regional perspective, for instance focusing on the city, the rural areas and the interior? How will the projects proposed for funding be ranked? What will happen with the schools that do not qualify for this fund simply because other schools depleted the available funds of this program before they were ready with their proposal? Is it possible, given all that MINOV and donors are already doing, to formulate a menu with a limited number of priority areas that will be tackled by this fund?

Recommendations:

The 'school fund board' could be the institute to approve proposals from the schools and apply the ranking principals and to formulate instructions to schools on how to get organized to submit proposals.

The bidding process to hire the consultant to design the Operational Manual for the school fund should be reopen again.

Sustaining activities need awareness. Awareness will only be reached through capacity building. By building capacity the school is able to analyze its situation, write its proposal and to prioritize. This will not be reached through a one time only training, but through a continuing process of monitoring, assisting and training. In this process the carriers of the activity must be identified.

Based on the above mentioned situation, an expert consultant needs to be engaged to deal with the issue, in order to provide orientation in the process and launch the pertinent plan. The activities suggested are the following:

- As a one time activity the funds can administratively be managed by the PCU. (Registering proposals that are approved by the 'school fund board', training of schools in the use of formats, monitoring execution of funded activities, release payments).
- Start with a (training) seminar that involves school principals, teachers and parents. The seminar will also have the goals of establishing a 'school fund board' and how to manage the fund. The seminar will give answer to the following questions:
 - How to access the fund.
 - Conditions: maximum amount; feasibility; dossier.
 - Who will manage the fund
 - Vision and goals (short and long term) of the fund.
 - Measurable indicators.

Organizing the seminar can be outsourced (logistics – invitations, rent location, invite speakers, etc-, prepare documents, prepare resolutions, formulate proceedings). This seminar can be organized as early as by the end of March 2007.

D. COMPONENT 4: Modernization and strengthening of MINOV and the school system (US\$ 1,450,000)

This component is aimed at the modernization of MINOV and the adjustment of the present institutional setting to make it consistent with the new basic education cycle. It involves the financing of consulting services and the provision of equipment and software in order to strengthen identified areas within the Ministry.

1. Institutional reorganization of MINOV (US\$ 600,000)

Objective: One of the actions to be taken is decentralized management, funding and decision making of educational system.

Functional reorganization

- The objective is to retain within MINOV only functions regarding policy making, planning and budgeting, standard setting, procurement, monitoring and evaluation.

Strengthening of the personnel management capacity of MINOV

- The program will modernize and upgrade MINOV personnel management procedures and regulations in order to identify and correct inefficiencies. Three steps will be taken in this direction

Strengthening and upgrading of the Management Information System

This activity requires the contracting of senior consultants or firms to work with the staff of the Ministry to coordinate the following tasks:

- Analysis of information needs for planning, administration, and monitoring at all levels of the education system;
- Analysis of planning cycles and information flows within the system;
- Design and set-up of the information systems and purchase of equipment;
- Piloting of the system;
- Training of its potential users; and
- Monitoring and follow-up.

Findings

This subcomponent has not started yet. The strengthening and modernization is part of the strategy prior to initiating a complex reform process for basic education. However, finding consultants to implement an adequate management structure and an adequate information system turns to be difficult. Moreover MINOV has a highly centralized management system. Also the few local professionals in the areas required by the project are committed to other engagements as consultants or else are part of the payroll in other international and national agencies.

On the other hand, the PCU has been trying to provide technical assistance, within the framework of the project, which it is not prepared for.

Recommendations

With regard to the institutional reorganization of MINOV there is need for a highly qualified consultant. Proposals will have to fit within the framework of the Public Sector Reform.

With regard to this project it is also clear that MINOV does not have the capacity to implement this subcomponent. There is therefore a need to have an assertive technical-administrative PCU that assumes the responsibility for the design and preparation of the technical proposals as well as for implementing the reform, whilst MINOV will progress in parallel toward modernization

It is expected that in this regard international consultants will be needed. Due to the high costs involved in maintaining full-time international consultants, it is intended that they can participate in frequent missions to Suriname, in such a way that they can devote up to 6 months to the project during the initial year and up to 3 months during the second year.

Equipment for the modernization of MINOV (US\$ 500,000)

Objective: The purpose of this activity is to provide MINOV with an information system network. This includes upgrading of the existing telephone network, the establishment of a Local Area Network (LAN) and the construction of a basic Intranet and Internet infrastructure, as well as the strengthening of communications both inside and outside MINOV, allowing the sharing of data and information about the project and about education in general.

Findings:

This subcomponent has not yet been initiated.

Recommendations:

Organizational study for the Ministry needs to be engaged as soon as possible, in order to be able to facilitate the decision process on hardware and software needs.

Evaluation and studies (US\$ 350,000)

Objective: This sub-component will finance an outcome evaluation at the end of the program and studies and technical assistance in the following areas: reform of the examination and the secondary education tracking system, technical and vocational education and financing of tertiary education.

Findings

This subcomponent started with the collection of the baseline, which is already complete.

Recommendations

It is recommended to have consultants in the PCU that assist with the technical studies for the implementation of the new education system and the areas related to this matter. Also the PCU should design and implement the monitoring system of the program.

E. GENERAL FINDINGS

The reasons explaining the minimum progress in all three components related to the basic education reform, the strengthening of independent and de-centralized action and modernization of the Ministry can be summarized as follows:

7. MINOV and its departments were not ready to launch a reform project. First, strengthening and modernization of the pertinent departments was required prior to initiating a complex reform process for basic education.
8. Political commitment is low within MINOV. Contrary to the initial impression which the IDB had at project onset, the Ministry authorities have not decided yet on the cycle change of the project. According to MINOV authorities, a decision had still to be made officially concerning the change of the basic educational system once the pertinent studies were completed and it was shown that this change was beneficial. Possibly, MINOV would be ready to initiate a pilot project aimed at evaluating and determining the actual possibility of carrying out the changes proposed under the project.
9. The few local professionals in the areas required by the project are committed to other engagements as consultants or else are part of the payroll in other international and national agencies. Because of this, the contracting procedures for local expert consultants have failed; have had no positive response because no

candidate was available to do the job. On the other hand some local consultants complained that promotion was weak and they were not really aware of most of the job opportunities.

10. A generalized rejection exists on the part of MINOV officials concerning the presence of long-term external consultants. They cannot accept the idea of having external professionals working within their departments with much higher salaries and doing basically the same work as they perform, and which if they had time, they could do with even better results.
11. MINOV departments responsible for carrying into effect the various components have very little qualified members of staff. They have pointed out since the very beginning of the project that they could not carry out the implementation and coordination of the several components under the project due to their other urgent tasks which they must deal with on a daily basis.
12. The PCU was set up as an administrative support, not a technical support. However, due to the lags and problems encountered within the Ministry, the PCU has been trying to provide technical assistance, which it is not prepared for. The coordinator has a managerial background, not in education matters.

Although these reasons explain why the project did not attain progress, three main key causes precluding project advancement can be cited. The first and most important one has to do with the lack of political decision on the part of the Ministry concerning launching of the cycle change. Ministry officials still doubt whether or not the reform—and implementation—of the New Basic Education Cycle needs to be carried into effect. They are only willing to commission the required studies, and only after they are fully conversant with the technical, financial and political implications will they be willing to make a decision on that regard.

A second reason for the delay in the implementation of this program is the generalized rejection existed on the part of MINOV officials concerning the presence of long-term external consultants. People involved in project activities were against the involvement of international consultants. They could not accept the idea of having external professionals working within their departments with much higher salaries and doing basically the same work as they performed, and which if they had time and were better compensated, they could do it with even better results.

The situation is exacerbated by the fact that the Ministry does not reach definition in several cases, nor identifies the pertinent counterparts for each subcomponent. Those which were identified from the onset but are not willing to contribute significantly, are not ready to contribute additional time or efforts to attain quality due to the absence of direct incentives for them. In other words, from the onset, the Ministry counterparts showed not commitment to the project.

III. LOGFRAME ANALYSIS AND FINANCIAL EXECUTION

A. LOGFRAME INDICATORS PROGRESS

The logical framework identified at the program onset is shown in *Annex 4: logframe*. As was expected, only the indicators of two subcomponents exhibit progress: that concerning school renovation and that concerning the production of textbooks. The rest of indicators

show no progress; furthermore, the large majority corresponds to activities that have not yet been initiated.

B. FINANCIAL EXECUTION

As was to be expected, financial implementation under the project is also deficient. Only 13.94% of resources have been spent in a 2-year period; that is, a total of US\$ 1.95 million out of a total of US\$ 14 million. The expenditures are concentrated mainly into three items: textbook production, renovation of schools and administrative expenses. It is worth mentioning that 38.93% of resources devoted to renovation have been spent; and 12.14% of resources devoted to textbook production. Likewise, under administrative expenses, 27.51% have been spent (*Please refer to Annex 5: financial progress*). The rest of project categories remain at practically zero because such activities have not yet been initiated.

On the other hand, it is worth mentioning that an amount greater than that already spent has been earmarked, reaching a total of 25.92% for spent and committed under total project resources. The larger portion of committed resources corresponds to the school rehabilitation component; therefore, out of the resources used and earmarked, the figure reaches 83.45%. Likewise, the textbook production subcomponent shows that resources are earmarked, as is the case for administrative expenses.

As compared with resources disbursed by IDB and the Government, it is found that matching funds are kept in pace with disbursements: 12.06% disbursed by the Government vis-à-vis its commitment and 14.17% disbursed from loan resources. In this sense, there are no problems concerning government and IDB disbursements.

IV. INSTITUTIONAL ASSESMENT AND PROPOSAL

A. ASSESMENT

It was decided at the program onset that an administrative rather than technical Project Coordination Unit (PCU) had to be established. It was also determined that the responsibility for and implementation of the 4 project components would be in charge of the pertinent MINOV directorates. According to this strategy, the plan was to have PCU contributing with external consultants to the MINOV departments charged with implementing the components, in order to support and strengthen the work teams.

Two years later, and after the project was initiated, the results have not been good; the strategy did not work and implementation has been minimal with three out of the four project components. Only the infrastructure component has progressed according to the initial plans under the previously mentioned strategy that is, having the pertinent MINOV department as the main responsible for implementation of the component.

In view of the previously mentioned problems, MINOV authorities have also pointed out their concern in regard to the little progress attained under the project; and have exhibited flexibility for introducing adjustments to the original implementation strategy under the project and to expedite the processes during the remaining years. During the initial midterm mission carried into effect in September, 2006, basic precepts of assumptions

were discussed and agreed, which need to be met by MINOV authorities and IDB officials in Suriname. A summary of the basic agreements follows:

1. MINOV cannot be asked to assume responsibility for project implementation of a reform project without strengthening first and modernizing then the pertinent departments. Based on this assumption, component IV is fundamental, first in order to provide the Ministry with the necessary tools to actively participate in the basic education reform procedures.
2. Because of the reason previously mentioned, MINOV does not have the capacity to implement components I, III and IV. Therefore, an assertive technical-administrative PCU needs to be in place to assume responsibility for the design and preparation of technical proposal as well as for implementing the reform, whilst MINOV will progress in parallel toward modernization.
3. With a technical PCU in place, MINOV will continue to actively participate in the processes but only as a reviewer, by approving PCU proposals and cooperating with the implementation as much as they can.
4. More specifically, the objectives of components I and III may not be entirely complied according to project design within the period envisaged by the IDB loan, but pilot projects could be launched to evaluate the processes designed and proposed by specialized consultants.
5. The PCU assumes charge of implementation for project components I, III and IV. To this end, each one of those components will be provided consultants. When national consultants are not available for the highest level international consultants will be recruited. In such a case the first ones in the role of advisors and the second performing as managers of the components.
6. Nevertheless, and due to the high costs involved in maintaining full-time international consultants, it is intended that they can participate in frequent missions to Suriname, in such a way that they can devote up to 6 months to the project during the initial year and up to 3 months during the second year.
7. On the other hand, local managers would be engaged on a full time basis in order to carry out the tasks mentioned by the international consultants; so that they receive training and eventually assume full coordination of the work during the last stages. When international consultants are involved no local experienced consultants would necessarily be required on these issues, but solid superior education would be mandatory and sufficient.
8. Finally, especially in the proposed new context, the PCU also needs a specialized coordinator, not only with managerial background, but also with solid training in the matters related to the project -education. The coordinator must be able to manage the technical as well as the administrative aspects of the project. The senior managers should be properly supervised and oriented, and that is only possible with a coordinator very knowledgeable in the matters of the project. Because of this, a new coordinator should be hired, and leave the current one to matters more related to his specialty, information systems and managerial-administrative duties.
9. The current PCU coordinator, taken into account his MIS skills and learned experience in the job, can be retained as officer manager and additional be in charge as manager of subcomponent IV.b, “equipment for the modernization of the MINOV.” As the office manager, he will be in charge of administrative activities such as overseeing payment procedures, procurement procedures, etc.

B. CHARACTERISTICS OF THE NEW PCU

MINOV departments would approve the actions launched by PCU prior to implementation and would participate in the consultation activities foreseen in the components and sub-components design. Notwithstanding, they would not be directly responsible for such actions to be carried out. Nonetheless, the participation in the various MINOV departments should increment slowly throughout the implementation of the various project activities as MINOV modernization and strengthening processes take place as part of component IV activities, under PCU responsibility.

C. OPERATIONAL LEVEL

The PCU will have an organizational structure of 7 full time professionals with 2 assistants, headed by a Unit Coordinator who is responsible for the overall management, implementation and monitoring of all project activities, and who will report to the Permanent Secretary of MINOV. In addition, 3 senior, experienced consultants will be hired to advise the execution of components I, III and IV. These will be international consultants because it was indicated that Suriname does not have these persons readily available. It is recommended that the consultants who will be hired to design the road map and to execute the assessment of the organization structure of MINOV continue in an advisory role to the project, provided that they have proven to be effective. In this way a smooth continuation of the project is guaranteed and the hassle of new international procurements can be avoided. At this stage it seems that no international consultant is needed for component III.

In short, the proposal for the new PCU, based on the previously mentioned precepts, is as follows:

1. Establish a technical-administrative PCU.
2. Have a PCU coordinator with the appropriate technical profile—whether international or national in such a way that he/she may correctly coordinate, monitor, and supervise the tasks being carried out with other specialized consultants. This position shall constitute a full-time job.
3. Engagement of senior consultants to advise the design and implementation of components I, III and IV. Especially for the components I and IV, the international consultants should be engaged during a period of between 3 and 6 months during the first year (2007) and 2 and 4 months during the second year (2008).
4. Local component managers who support the performance of international consultants would need to be engaged on a full time basis during a period of two years (2007 through 2008). These consultants need not necessarily be specialized in the issues at hand but will require solid superior education, in order to ensure that they learn and gain experience from the senior consultants in an expeditious fashion. In this manner, they could assume the role of coordinators as soon as possible. If such local consultants are unavailable, then third country “junior” consultants or expatriates would need to be located who have the same characteristics previously mentioned, in order to fulfill the role foreseen for local managers and if the cost involved is not too onerous.

5. The positions pertaining to financial and office manager/systems consultants are kept within the PCU structure.
6. Additionally, two persons will be incorporated to assist in secretarial, messenger and related assistance funded out of loan funds. Originally, MINOV was going to provide these two people, but these two positions have not filled out yet.

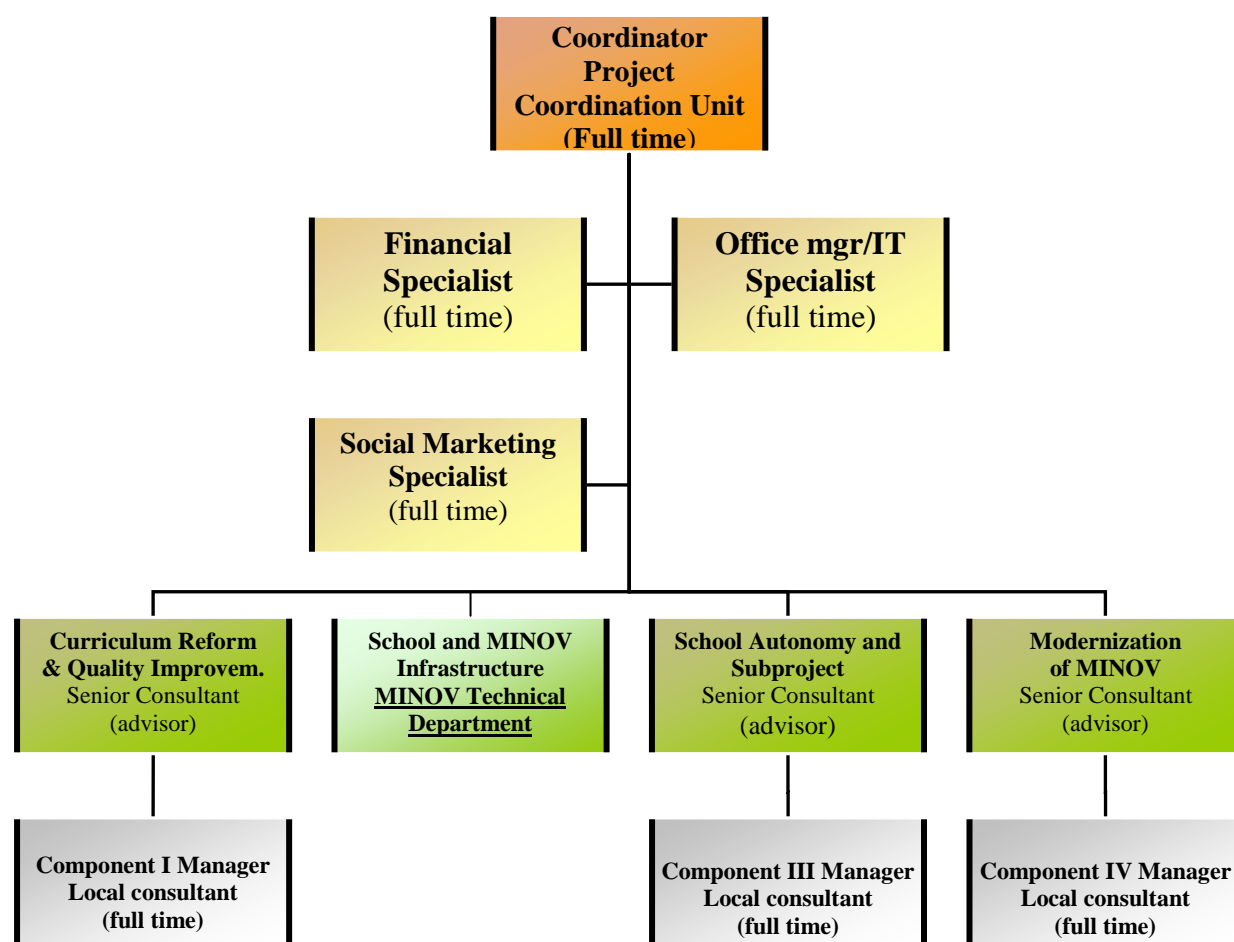
D. CENTRAL PROGRAM UNIT

Personnel. The Project Coordination Unit (PCU) is to be modified to coordinate, plan, and execute the activities of the BEIP Program. **Figure 1** shows the organizational structure for the PCU. Three out four components will be directly designed and implemented, which include:

- Curriculum Reform and Quality Improvement
- School Autonomy and Subprojects
- Modernization of MINOV

The component “School and MINOV Infrastructure” will continue to be managed by the MINOV technical department.

FIGURE 1: PROJECT COORDINATION UNIT



The Coordinator will be assisted directly by a Financial Specialist (full time) and an Office Manager/Information Technology Specialist (full time). In addition, there will be advisors and managers for the following units: curriculum reform and quality improvement, school autonomy and subproject, and MINOV modernization.

The specific functions of the PCU are the following:

- a. Elaborate a plan for the implementation of the activities of all program components.
- b. Contract of technical assistance and purchase of equipment and supplies identified as necessary by the program.
- c. Design and implement all activities related to components I, III and IV under the project, prior MINOV approval.
- d. Manage the fund for school improvements created under the component of school autonomy.
- e. Present periodic reports to MINOV, Ministry of Finance and the Bank on the progress of the execution.
- f. Manage the resources of the project as it has been happening up to now.

The Program will therefore function as a coordinating and technical mechanism needed for the implementation of BEIP.

The profiles and qualifications of each member of the PCU are described in *Annex 6: proposed PCU*.

V. ANNUAL OPERATIONAL PLAN

The goals to be achieved by the end of 2007 are summarized in the following table:

TABLE No. 1: Operational Plan

No	SUBCOMPONENT	GOAL
I.a	Redesign of the curriculum for the new basic education cycle	- Road map for the establishment of the new basic school cycle, and detailed curriculum proposal for the new basic school cycle
I.b	Reform of the existing examination and tracking system	- No activities for this year
I.c	Reorganization of primary and secondary schools, teachers and management	- Proposal of the new distribution / reallocation of resources for the new basic education structure approved by the Permanent Secretary
I.d	Provision of textbooks and teaching materials for basic education	- Textbooks printed of the transition period, meaning those textbooks will be using the current curriculum
I.e	Teacher training in the new curriculum	- Teachers trained in the use of transition textbooks produced in 2006 and 2007
I.f	Design of a multi-grade schools	- Action plan in execution in which funds are

	strategy for basic education in the Interior	utilized for training of teachers and provision of materials to interior schools
I.g	Social marketing of the new basic education cycle	- Social marketing strategy approved and in execution
II.a	Renovation and rehabilitation of schools	- 8 to 12 schools renovated and rehabilitated
II.b	Renovation and upgrading of certain MINOV units	- Two MINOV units furnished and equipped
III.a	Training of schools principals	- Primary and junior secondary school principals trained in school management
III.b	Multi-purpose teacher resource centers	- Three centers fully equipped and functioning
III.c	School improvement and innovation fund	- 10 projects awarded in the first competitive process
IV.a	Institutional reorganization of MINOV	-Proposal for the reorganization of the Ministry approved
IV.b	Equipment for the modernization of the MINOV	- Strategic and operational plan approved and in execution
IV.c	Evaluation and studies	- No activity for this year
V	Project administration	- PCU staff hired and working as planned

See annex 7: Gantt chart for 2007

See annex 8: Procurement plan for 2007

See annex 9: Budget plan for 2007

Component I. Support the establishment of the revised basic education cycle and quality improvement

a. Redesign Of The Curriculum For The New Basic Education Cycle

For 2007, the main goals for this subcomponent are as follows:

- Road map for the establishment of the new basic school cycle
- Detailed curriculum proposal for the new basic school cycle

In order to accomplish the above goals, a senior consultant will be contracted to develop the road map, and a firm to prepare the detailed curriculum proposal per subject. The Ministry task force will be revitalized and in charge of reviewing the proposals made by the consultants. A local consultant will be hired to assist the task force through the process. Once the task force completes the review of the different reports, the Permanent Secretary makes the final approval.

TABLE No. 2: Redesign of the Curriculum

No	ACTIVITY	RESPONSIBILITY / STATUS	DATE TO START / COMPLETE
1	Contract the senior consultant to (1) finalize the task force proposal and recommend the new structure for basic education; and, (2) prepare the road map Contract for road map and guidance US\$ 60,000	PCU negotiating contract with selected consultant	Ongoing / 30 Nov 06
		PCU signs contract and consultancy execution for 4 months	2 Jan 07 / 30 Apr 07
2	Contract local consultant expert in curriculum development and experience in cycle changes to assist the task force (US\$ 60,000 to US\$ 80,000).	PCU asking the Dutch embassy to help identifying Suriname CVs in Holland	Ongoing / 20 Nov 06
		PCU makes short list	15 Nov 06 / 30 Nov 06

	<i>Contract:</i>	IDB gives the no objection	1 Dec 06 15 Dec 06
		PCU invites candidates to submit proposals	2 Jan 07 15 Jan 07
		PCU selects candidate and IDB gives no objection	16 Jan 07 30 Jan 07
		PCU contracts the consultant and starts working for 2 year	1 Feb 07 30 Dec 08
3	Define the incentive model proposal for task force and approval by permanent secretary	PCU prepares the proposal and gets the approval by permanent secretary	15 Nov 06 7 Dec 06
4	Revitalize the task force by informing and motivating 7 members from old group, representatives of the pedagogical institute (3), inspectorate (1), education department (1), research and planning department (1), and local consultant (1)	PCU informs and motivates the members	10 Dec 06 30 Dec 06
		Meetings to discuss/review and make recommendations on the road map	2 Jan 07 30 July 07
		Meetings to discuss/review and make recommendations on the new curriculum designs	1 Oct 07 30 Dec 07
5	Review and approval of the new structure and road map by the Ministry of Education	Permanent Secretary office give the formal approval	1 Feb 07 30 May 07
6	Contract curricula expert consulting company to develop the proposed curricula per subject. Total number of subjects is 20, each one to be completed in one month (2 topics per month). Contract of US\$ 250,000 to US\$ 300,000, 3 to 6 months contract.	PCU prepares TORs and RFP	1 Feb 07 28 Feb 07
		IDB gives no objection for RFP	1 Mar 07 30 Mar 07
		PCU advertises in the UNDB	1 Apr 07 30 May 07
		Selection committee selects the company	1 Jun 07 30 Jun 07
		IDB gives no objection to selection process	1 Jul 07 15 Jul 07
		PCU negotiates and contracts the firm	16 Jul 07 30 Jul 07
		Firm executes the consultancy	1 Aug 07 30 Dec 07

b. Reform of the existing examination and tracking system

No activity in 2007, it depends on the completion of the curricula for the new basic education cycle.

c. Reorganization of primary and secondary schools, teachers and management

For 2007, the main goals for this subcomponent are as follows:

- Proposal of the new distribution/reallocation of resources for the new basic education structure approved by the Permanent Secretary

TABLE No. 3: Reorganization of the Primary and Secondary Schools

No	ACTIVITY	RESPONSIBILITY / STATUS	DATE TO START / COMPLETE
1	Contract a local consultant to (1) make and inventory of current school infrastructure, teachers and administrative personnel; and, (2) propose a new distribution of resources and cost consequences <i>Contract: lump sum individual contract, 4 months, US\$ 20,000</i>	PCU needs to prepare the TOR and bidding documents	2 Jan 07 30 Jan 07
		IDB gives the no objection	1 Feb 07 15 Feb 07
		PCU invites candidates to submit proposals	16 Feb 07 28 Feb 07
		PCU selects candidate and IDB gives no objection	1 Mar 07 30 Mar 07

		Consultant signs the contract and starts work	1 Apr 07 30 Jul 07
2	Review the proposal for the new distribution	Technical Department, Bureau of Primary Education, Administrative Service, and Inspectorate	1 Aug 07 30 Sep 07
3	Formal approval of the new distribution	Permanent Secretary's office approves the proposal	1 Oct 07 30 Oct 07
4	Public campaign to inform about changes	Firm hired by the PCU in advance to execute the campaign	1 Nov 07 30 Dec 08

d. Provision of textbooks and teaching materials for basic education

The goal for 2007 is to complete printing the textbooks of the transition period, meaning those textbooks will be using the current curriculum. For this, three contracts will be signed through the year in writing, science, history and English. Although, the Ministry is not expecting major changes from grade 1 to 5 when the new curriculum is completed, books for these grades will fairly remain the same in the upcoming years.

TABLE No. 4: Provision of textbooks and teaching materials for basic education

No	ACTIVITY	RESPONSIBILITY / STATUS /	DATE TO START / COMPLETE
1	Complete the transition period before starting preparing books using the new structure and curriculum: writing, science, history and English. Contracts will be made by parts. First contract for printing science, history and geography textbooks for US\$ 200,000 signs in Feb 2007 Second contract for writing textbooks for US\$ signs in June 2007 Third contract for English textbooks for US\$ signs in October 2007 <i>Contract:</i>	PCU already has done this, and will be contracting printing firms up to 3 times through the year. following the same procedures as it was done in 2006	2 Jan 07 30 Dec 07
		RFP for contracting printing of Science History and Geography were given no objection by IDB	Ongoing 30 Nov 06
		PCU opens for bidding and submission of proposal	1 Dec 06 30 Dec 06
		PCU selects the firm and IDB provides no objection	2 Jan 07 30 Jan 07
		Firm signs the 1 st contract and executes works	1 Feb 07 30 Apr 07
		Firm signs the 2 nd contract and executes works	
		Firm signs the 3 rd contract and executes works	

e. Teacher training in the new curriculum

Given that the curriculum proposal for the new basic school cycle will be completed by the end of 2007, the funds of this subcomponent will be utilized only for training of textbooks produced in 2006 and 2007.

TABLE No. 5: Teacher training in the new curriculum

No	ACTIVITY	RESPONSIBILITY / STATUS /	DATE TO START / COMPLETE
1	Training teachers in the new textbooks produced in 2006 and 2007. Expenses are expected in venues, food and transportation. It is estimated a cost of US\$ 5 dollar/training/teacher. Total budget is	Curriculum Development Department and PCU will coordinate the activity.	1 May 07 30 Dec 07

f. Design of a multi-grade schools strategy for basic education in the Interior

This subcomponent is not needed anymore as it was originally designed. However, the Ministry of Education wants the amount allocated for this subcomponent still be utilized in the interior schools providing these teachers with special training and complementing pedagogical material to those schools. A proposal will be submitted to the IDB for no objection before starting the actual contracting processes.

TABLE No. 6: Design of a multi-grade schools strategy for basic education in the Interior

No	ACTIVITY	RESPONSIBILITY / STATUS /	DATE TO START / COMPLETE
1	Preparation of a proposal with an action plan to reallocate funds of this subcomponent in the same interior schools. It will include a justification, reasons and goals.	Bureau for the Education in the Interior	1 Dec 06 30 Jun 07
2	Approval of the proposal by Ministry Authorities and Boards of relevant private schools.	Permanent Secretary's office reviews and approves the proposal	1 Feb 07 28 Feb 07
3	Approval of the Ministry proposal by the IDB	IDB provides the no objection	1 Mar 07 30 Mar 07
4	Implementation of the action plan. Budget needed for 2007 is expected US\$ 100,000 or one third of the total	PCU and Bureau for the Education in the Interior will coordinate the plan	1 Apr 07 30 Dec 07

g. Social marketing of the new basic education cycle

A new social marketing consultant will start working for PCU in December 2006 and will prepare a social marketing strategy based on all other activities planned for 2007. Also, the PCU will hire some commercial means needed for the public campaigns.

TABLE No. 7: Social marketing of the new basic education cycle

No	ACTIVITY	RESPONSIBILITY / STATUS /	DATE TO START / COMPLETE
1	Contract a social marketing consultant to prepare and coordinate the social marketing strategy and public campaigns Total amount of the contract US\$ 25,000	Consultant signed the contract and will start working shortly	1 Dec 06 30 Nov 07
2	Preparation of the social marketing strategy and an action plan	Consultant will prepare it	1 Dec 06 30 Jan 07
3	Workshops with all different stakeholders to inform them about the project and reforms. Total budget estimated for these activities US\$ 40,000	PCU will coordinate the preparation of workshop	1 Feb 07 30 Dec 07
4	Contract a local consultant to (1) review education legislation and to prepare a proposal for amendments of the legislation to be able to change the basic school cycle. Contract of US\$ 15,000: lump sum.	PCU needs to prepare the TOR and bidding documents	1 Feb 07 28 Feb 07
		IDB gives the no objection	1 Mar 06 15 Mar 06
		PCU invites candidates to submit proposals	16 Mar 07 30 Mar 07
		PCU selects candidate and IDB gives no objection	1 Apr 07 30 Apr 07
		Consultant signs the contract and starts work	1 May 07 30 Jul 07
5	Approval of the proposal by Ministry	Permanent Secretary's office reviews and approves the proposal	1 Aug 07 30 Aug 07
6	Review and approval by the President's Cabinet, and President	President's office in charge follows the respective internal procedure	1 Sep 07 30 Jun 08
7	Preparation of the bill to submit to the Parliament	Attorney General Office prepares the bill and submits	1 Jul 08 ??

Component II: Renovation of school and MINOV infrastructure

b. Renovation and rehabilitation of schools

The goal for this year is to renovate between 8 and 12 schools to totally exhaust the budget of this subcomponent.

For the last cycle of renovation/rehabilitation of 8 to 12 schools, some additions will be made in the process cycle: (1) the Technical Department will have to go through a check list of potential environmental hazards and security risks for children; and, (2) after the assessment, the TD and the school authorities must sign an agreement on the works to be done identifying the possible solutions for works not to be included in the specific subproject. Contracts will be signed by April 2007, so that works can be completed no later than September 30, 2007.

TABLE No. 8: Renovation and rehabilitation of schools

No	ACTIVITY	RESPONSIBILITY / STATUS /	DATE TO START / COMPLETE
1	Make the priority list of schools including in the decision environmental and risk assessment	TD decides list in accordance with the current physical situation of the school	Ongoing 30 Nov 06
2	Preparation of list of works needed, agreements signed with school authorities	TD and schools	1 Dec 06 15 Dec 06
3	Preparation of technical scope of works	TD with its technical team	16 Dec 06 30 Jan 07
4	Contract of works for 8 to 12 schools. Lots of 2 schools. Budget is of US\$ 560,000 for 4 to 6 contracts	Preparation of the bidding documents with translation by PCU	1 Feb 07 15 Feb 07
		IDB no objection	16 Feb 07 28 Feb 07
		Advertisement by PCU	1 Mar 07 15 Mar 07
		Selection of firms and IDB no objection by PCU	16 Mar 07 30 Mar 07
		Contract signing and execution of works	1 Apr 07 30 Sep 07

c. Renovation and upgrading of certain MINOV units and TTCs

The budget for this subcomponent was re-allocated; about US\$ 760,000 will be used for renovation/rehabilitation of schools. This subcomponent will utilize only US\$ 140,000 total, out of which US\$ 40,000 has been already committed/spent. The goal for this subcomponent in 2007 is to complete the furnishing of two units of MINOV, with which the funds of this subcomponent will be exhausted.

TABLE No. 9: Renovation and upgrading of certain MINOV unit and TTCs

No	ACTIVITY	RESPONSIBILITY / STATUS /	DATE TO START / COMPLETE
1	Contract a consultant to prepare the detailed specifications for the furnishing, equipment needed and other systems of a training and conference room at MINOV Contract of US\$ 4,000	PCU prepares the TOR and bidding documents	15 Nov 06 15 Dec 06
		IDB no objection	15 Dec 06 30 Dec 06
		Invitation for bidding	2 Jan 07 15 Jan 07
		Selection and IDB no objection	15 Jan 07 30 Jan 07
		Contract signing and execution of works	1 Feb 07 15 Mar 07
2	Contract the acquisition / installation of material, equipment for the training and conference room at MINOV Amount of the contract US\$ 75,000 and 6 month execution	PCU prepares the bidding documents	16 Mar 07 30 Mar 07
		IDB no objection	1 Apr 07 15 Apr 07
		Advertisement and open for bidding	16 Apr 07 15 May 07
		Selection and IDB no objection	16 May 07 30 May 07
		Contract signing and execution of contract	1 Jun 07 30 Nov 07

3	Contract for furnishing the Bureau of Examination at MINOV. Time about 3 months Contract of US\$ 20,000	PCU prepares the TOR and bidding documents	15 Nov 06 30 Dec 06
		IDB no objection	2 Jan 07 15 Jan 07
		Advertisement and open for bidding	16 Jan 07 30 Jan 07
		Selection and IDB no objection	1 Feb 07 15 Feb 07
		Contract signing and execution	16 Feb 07 30 May 07

Component III. Strengthening of management capacities at the school level

a. Training of school principals

The goal at the end of the year is to have trained primary and junior secondary school principals in school management.

For this, the Ministry has to identify the counterpart first making this person available. Then, the Ministry wants to hire the Institute for Advance Teacher Training (IOL) to produce the training specifications for the course. This Institute is specialized in training of teachers and is a government independent institute. With this input, PCU will prepare the shopping process to contract training schools.

TABLE No. 10: Training of school principals

No	ACTIVITY	RESPONSIBILITY / STATUS /	DATE TO START / COMPLETE
1	Identification of the counterpart at the Ministry	Permanent Secretary delegates the responsibility in one person	15 Nov 06 15 Dec 06
2	Preparation of the TOR for the training in school management. Contract of 1 month for US\$ 7,500	Counterpart will prepare the agreement with IOL	16 Dec 06 15 Jan 06
		Approval of the agreement	16 Jan 07 28 Feb 07
		Agreement signature and execution of the works	1 Mar 07 30 Mar 07
3	Contract the training schools to execute the school management training. Training of 350 people in 5 topics: communication, delegation, management, financial and evaluation. Cost for basic mgt course, US\$ 150/person Contract for US\$ 50,000	PCU prepares the bidding documents	1 Apr 07 15 Apr 07
		IDB no objection	16 Apr 07 30 Apr 07
		Invitation for bidding	1 May 07 15 Jun 07
		Selection and IDB no objection	16 Jun 07 15 Jul 07
		Contract signature and execution of works	16 Jul 07 15 Dec 07

b. Multi purpose teacher resource centers

The goal this year is to have three centers fully equipped and functioning in accordance with the action plan.

It was decided to go ahead with a pilot phase first, three centers will be implemented in the three functioning clusters. A workshop will be organized to complete this action plan, and then the PCU will build, equip and furnish the three centers. The year ends with the training of the three centers' managers.

TABLE No. 11: Multi purpose teacher resource centers

No	ACTIVITY	RESPONSIBILITY / STATUS /	DATE TO START / COMPLETE
1	Identification of the counterpart at the Ministry and three clusters	Permanent Secretary delegates the responsibility in one person from the Ministry	15 Nov 06 15 Dec 06
2	Organize and carry out a workshop to (i) define management structure for the three centers, and (ii) complete the action plan. Expenses for US\$ 1,500	PCU prepares and executes the workshop	2 Jan 07 15 Feb 07
		Clusters representatives produce a report	16 Feb 07 28 Feb 07
		Report approved by MINOV	1 Mar 07 15 Mar 07
		IDB no objection	16 Mar 07 30 Mar 07
3	Construction / renovation for the three centers. Amount of US\$ 75,000 for three centers	TD prepares the design	1 Mar 07 30 Mar 07
		PCU prepares the bidding documents	1 Apr 07 15 Apr 07
		IDB no objection	16 Apr 07 30 Apr 07
		Short list invitation	1 May 07 15 May 07
		Selection and IDB no objection	16 May 07 30 May 07
		Contracts' signatures and execution of the works	1 Jun 07 30 Aug 07
4	Furnishing for the three centers. Amount of US\$ 30,000 for 3 centers	PCU prepares the TOR and bidding documents	1 Mar 07 30 Mar 07
		IDB no objection	1 Apr 07 15 Apr 07
		Advertisement and open for bidding	16 Apr 07 15 May 07
		Selection and IDB no objection	16 May 07 30 May 07
		Contract signing and execution	1 Jun 07 30 Aug 07
5	Contract the acquisition / installation of material, equipment for the three centers Amount of the contract US\$ 33,000	PCU prepares the TOR and bidding documents	1 Apr 07 30 Apr 07
		IDB no objection	1 May 07 15 May 07
		Advertisement and open for bidding	16 May 07 15 Jun 07
		Selection and IDB no objection	16 Jun 07 30 Jun 07

		Contract signing and execution of contract	1 Jul 07 30 Sep 07
6	Training for managers of the centers by a specialized firm or institute Amount of the contract US\$ 6,000	PCU prepares the TOR and bidding documents	1 Apr 07 30 Apr 07
		IDB no objection	1 May 07 15 May 07
		Short list invitation	16 May 07 30 May 07
		Selection and IDB no objection	1 Jun 07 15 Jun 07
		Contract signing and execution	16 Jun 07 30 Sep 07

c. School improvement and innovation fund

The goal for this year is to undertake the first competitive process and award about 10 projects to the best proposals.

Design of the innovation fund will be completed in the initial months of the year. The first competitive process will be launched in June to award the 10 best projects before the end of this year, so schools can execute the projects during the school year 2007-8.

TABLE No. 12: School improvement and innovation fund

No	ACTIVITY	RESPONSIBILITY / STATUS /	DATE TO START / COMPLETE
1	Identification of the counterpart at the Ministry	Permanent Secretary delegates the responsibility in one person from the Ministry	15 Nov 06 15 Dec 06
2	Contract for the design / operational manual and forms for the fund and preparation of an implementation plan, contract of 2 months. Contract of an amount of US\$ 15,000	PCU prepared the TOR and IDB gave the no objection, and initial advertisement got no response. But, TOR will be revised according to new procurement guides by PCU	Ongoing 30 Dec 06
		Advertisement process again	2 Jan 07 30 Jan 07
		Selection and IDB no objection	1 Feb 07 28 Feb 07
		Contract signing and execution of works	1 Mar 07 30 Apr 07
3	Approval of the design / operational manual	Workshop of stakeholders. Permanent Secretary's office	1 May 07 30 May 07
4	Execution of the plan: one competitive process for 2007, 10 projects must be awarded. Amount to be spent is US\$ 200,000	Preparation of the bidding documents	1 Jun 07 30 Jun 07
		Distribution of bidding documents and information to schools and preparation of projects	1 Jul 07 30 Sep 07
		Selection of the 10 best projects	1 Oct 07 15 Oct 07

		IDB no objection	16 Oct 07 30 Oct 07
		MOU signatures and execution of works	1 Nov 07 30 Jun 08

Component IV. Modernization and strengthening of the MINOV and the school system

a. Institutional reorganization of the MINOV

The goal for this year is to have the proposed reorganization of the Ministry reviewed and approved.

The senior consultant will assess the current structure of MINOV and produce a proposal. This proposal will be reviewed and approved by MINOV and the Bank. This process may take months until MINOV approves the changes because it also has to fit in a structure of the Public Sector Reform.

TABLE No. 13: Institutional reorganization of the MINOV

No	ACTIVITY	RESPONSIBILITY / STATUS /	DATE TO START / COMPLETE
1	Contract the consultant to carry out the institutional assessment and a proposal for reorganization. Consultancy of 3 months. Contract amount of US\$ 45,000	IDB has not provided the no objection for the selection process yet, but will do it after revision of the selection report by the committee.	Ongoing 15 Dec 06
		IDB no objection	16 Dec 06 30 Dec 06
		Contract signature and execution of works	15 Jan 06 15 Apr 07
2	Review and approval of the reorganization	MINOV and IDB no objection	16 Apr 07 30 Sep 07

b. Equipment for the modernization of the MINOV

The goal for this year is to have the process ongoing that will allow the Ministry to install the hardware and software required and have the proper server room.

The first activity is to define the IT strategy plan, and then the Ministry will have to hire the IT personnel in accordance to the proposed reorganization of the Ministry's structure and the ICT long term plan. Almost parallel, the process of hiring the firm to renovate the servers room, install the hardware and software will be completed this year.

TABLE No. 14: Equipment for the modernization of the MINOV

No	ACTIVITY	RESPONSIBILITY / STATUS /	DATE TO START / COMPLETE
1	Contract a consultant to define and design the ICT long term strategy plan for the Ministry. Consultancy of 3 months. Amount is US\$ 20,000	PCU already prepared the TORs	Ongoing 15 Nov 06
		IDB no objection	16 Nov 06 15 Dec 06
		Short list invitation and preparation of proposals	2 Jan 07 30 Jan 07
		Selection and IDB no objection	1 Feb 07 28 Feb 07
		Contract signature and execution of works	1 Mar 07 30 May 07
2	Hiring of IT personnel according to ICT plan and reorganization of the Ministry's structure	Ministry follows its own procedures	1 Jul 07 30 Dec 07
3	Renovation of the server room, purchase, installation of hardware and basic software, and training to IT personnel. Contract of 6 months, but budget of US\$ 200,000 for 2007	PCU prepares the TORs	1 Jun 07 15 Jun 07
		IDB no objection	16 Jun 07 30 Jun 07
		Advertisement	1 Jul 07 30 Jul 07
		Selection and IDB no objection	1 Aug 07 30 Aug 07
		Contract signature and execution	1 Sep 07 28 Feb 08

c. Evaluation and studies

No activity this year

Component V. Project administration

According to the proposed plan to strengthen the PCU, there is a need to hire the local managers of each component, I, III and IV, as well as the IT/procurement specialist and project coordinator. Nevertheless, the Permanent Secretary's office and the IDB must approve the proposal first. Now the PCU is going to have more people, the office space needs to be increased and a car is required for the office.

TABLE No. 15: Project administration

No	ACTIVITY	RESPONSIBILITY / STATUS	DATE TO START / COMPLETE
1	Approval of the proposed strengthening of the PCU	MINOV approval and IDB no objection	16 Nov 06 15 Dec 06
2	Contract local consultants: - manager of component I - manager of component III - manager of component IV - IT/officer manager 2 years contract, between US\$ 60,000 to US\$ 80,000 each	PCU asking Dutch Embassy to help identifying Suriname CVs in Holland PCU makes short lists for all candidates IDB gives the no objection PCU invites candidates to submit CVs PCU selects candidates and IDB gives no objection Contract signatures and start working for 2 year	16 Nov 06 30 Nov 06 1 Dec 06 15 Dec 06 16 Dec 06 15 Jan 07 16 Jan 07 30 Jan 07 1 Feb 07 28 Feb 07 1 Mar 07 28 Feb 08
3	Contract the PCU coordinator	PCU prepares the TOR PCU makes short list IDB gives the no objection PCU invites candidates to submit CVs PCU selects candidate and IDB gives no objection Contract signature and start working for 2 year	16 Nov 06 30 Nov 06 1 Dec 06 30 Dec 06 1 Jan 07 15 Jan 07 16 Jan 07 30 Jan 07 1 Feb 07 28 Feb 07 1 Mar 07 29 Feb 08
4	Contract a contractor to renovate the current PCU building to make it suitable for the new structure. Assumption is that the MINOV departments will move to the renovated building at the Commewijnestraat in January 2007. Contract of US\$ 20.000	TD prepares technical specifications PCU prepares bidding documents PCU makes short list IDB gives no objection PCU invites contractors to submit offers PCU selects contractor and IDB gives no objection Contract signature and start execution	1 Dec 06 15 Dec 06 1 Dec 06 20 Dec 06 1 Dec 06 20 Dec 06 1 Jan 07 15 Jan 07 16 Jan 07 30 Jan 07 1 Feb 07 15 Feb 07 16 Mar 07 30 Apr 07
5	Purchase car for PCU. For the many field visits for preparation and monitoring of the execution of the TRC's, school fund projects and for social marketing the PCU will need a good vehicle.	PCU prepares technical specifications PCU prepares bidding documents IDB gives no objection PCU opens for bidding and submission of proposals PCU selects supplier and IDB gives no objection Contract signature and start execution	1 Dec 06 15 Dec 06 1 Dec 06 20 Dec 06 1 Jan 07 15 Jan 07 16 Jan 07 30 Jan 07 1 Feb 07 15 Feb 07 16 Feb 07 15 Mar 07

**Basic Education Improvement Project
(1521 / OC-SU)**

Suriname

Final Evaluation of BEIP

Prepared by Alejandro Cruz Fano
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Washington DC – February 7, 2012

ACRONYMS

BEIP	Basic Education Improvement Project
BOB	Interior Education Department
BP	Business Plan
EMIS	Education Management Information System
GOS	Government of Suriname
IBS	Item Banking System
IDB	Inter-American Development Bank
LAN	Local Area Network
LF	Logical Framework
LMS	Loan Management System
MC	Media Center
MOECD	Ministry of Education and Community Development
PBS	Performance Based Stimulus
PCU	Project Coordinating Unit
PEU	Project Executing Unit
PMR	Progress Monitoring Report (PMR)
PS	Permanent Secretary
R&P	Department of Research and Planning
SAP	School Action Plans
SIIF	School Improvement and Innovation Fund
SLO	Expertise Centrum Voor / Netherlands Institute for Curriculum Development
TD	Technical Department
TRC	Teacher Resource Centers

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Addition on May 22, 2012

Update to Original Final Evaluation Report Dated February 07 of 2012

Introduction

This section was added to the original Final Evaluation Report on May 22 of 2012. The original version of the report is dated February 07 2012. The purpose of this section is to briefly update the findings documented in the original version of the report, by keeping the integrity of the analysis and conclusions documented and supported by the evidence at the time of the investigation as required by the Terms of Reference.

The consultancy received new information regarding the achievement of specific goals and additional disbursements that took place between February and April 2012. The main documents used as inputs for this section were the PMR and the LMS.

Adjustments to indicators

The indicators below reflect changes to the outcomes and outputs achieved. At the time of the final evaluation the evidence collected only supported the figures reported in the evaluation document. These figures have been updated recently by the IDB and registered in the PMR.

Outcomes

<u>Direct Effects</u>	<u>Updated Goal (achieved)</u>
1.2 Students benefited by education projects	17,000*

* This figure refers to children benefited by the implementation of the new redesign preprimary curriculum in 1st and 2nd grade.

Outputs

<u>Component / Indicators</u>	<u>Updated Goal (achieved)</u>
<u>Component I</u>	
1.8 Social marketing workshops completed.	35
<u>Component II</u>	
2.2 Ministry of Education and Community Development departments renovated	5

With these adjustments the indicators above have reached 100% completion and the rate of output indicators above 100% achievement has gone up to 76.5%.

Updated Disbursement Figures

The following is the updated actual cost table vis-à-vis the original cost table.

Component & Subcomponent	Amount Budgeted -Loan	Actual	Change	% Change
Component 1: Support the establishment of a revised basic education cycle and quality improvement	4,245,000	4,390,734	145,734	3.43%
1.1 Curriculum redesign	1,225,000	2,438,800	1,213,800	99.09%
1.2 Reform of tracking and examination system	150,000	32,010	(117,990)	(78.66%)
1.3 Reorganization of schools, teachers, management	250,000	<i>Not Executed</i>	(250,000)	(100.00%)
1.4 Provision of textbooks and teaching materials	1,670,000	1,733,037	63,037	3.77%
1.5 Teacher education and Training	550,000	39,320	(510,680)	(92.85%)
1.6 New educational model for the interior	300,000	<i>Not Executed</i>	(300,000)	(100.00%)
1.7 Social marketing of the new cycle	100,000	147,567	47,567	47.57%
Component 2: Renovation of school and MOECD infrastructure	3,500,000	3,571,090	71,090	2.03%
2.1 Renovation and rehabilitation of school infrastructure	2,600,000	3,454,925	854,925	32.88%
2.2 Renovation of MOECD units	900,000	116,166	(783,834)	(87.09%)
Component 3: Strengthening of management capacities at the school level	2,150,000	3,068,136	918,136	42.70%
3.1 Training of school principals and administrators	150,000	199,357	49,357	32.90%
3.2 Teachers resource centers	650,000	1,460,015	810,015	124.62%
3.3 School improvement and innovation fund	1,350,000	1,408,764	58,764	4.35%
Component 4: Modernization and strengthening of the MOECD and the school system	1,450,000	555,906	(894,094)	(61.66%)
4.1 Institutional reorganization of MOECD	600,000	64,739	(535,261)	(89.21%)
4.2 Equipment for modernization of MOECD	500,000	382,679	(117,321)	(23.46%)
4.3 Evaluation and studies	350,000	108,487	(241,513)	(69.00%)
Project Administration	530,000	854,434	324,434	61.21%
Contingency	625,000	-	-625,000	-100.00%
Sub Total	12,500,000	12,440,300	-59,700	-0.48%
Revolving Fund (as of May 2012)		0		
Total	12,500,000	12,440,300	-59,700*	-0.48%

When analyzing the differences, as of May 8 of 2012, the consultancy concludes that the cost table suffered considerable changes throughout the implementation phase. In absolute terms the component that shows the biggest difference (reduction of US\$0.89 million or 61.66%) is “Modernization and strengthening of the MOECD and the school system” (component 4). Subcomponent 4.1 through 4.3 did not execute fully, so their resources were transferred to other interventions. Component 3 “Strengthening of management capacities at the school level” had the highest increase in resources, US\$918 thousand or 42.7%, particularly due to the substantial increase in construction costs for the Teacher Resource Centers (TRC). Originally the project budgeted US\$650 thousand to build 25 TRC, an average of US\$26 thousand per center; instead each TRC cost four times as much (approx. US\$131.4 thousand).

Other significant changes/increases in the cost table occurred in subcomponents 1.1 and 2.1; despite the fact that the reform of the curriculum for a 10 year basic education cycle did not take place (subcomponent 1.1), the project had to invest heavily in hiring

technical assistance to carryout the changes needed in preprimary and the first year of primary education. Subcomponent 2.1 on the other hand, had an increase of 32.88% or US\$855 thousand to respond to the higher construction costs to renovate and/or repair schools (an average of US\$63 thousand were spend per school). Finally, The Basic Education Improvement Project had a substandard performance, as stated in the report that follows, in terms of its efficiency as well as its effectiveness in achieving its goals. Only one outcome indicator out of 9 achieved its target (Students benefited by education projects). Additionally, by the end of the project the loan had executed at a rate of US\$1.8 million per year on average, equivalent to 37.5% below the rate needed to finish within the timeframe planned in the original design; it took 60% more time to finish disbursing and required 105.89% of additional resources to continue managing the project.¹

To date the project has executed 100.00% (considering the cancellation of US\$59,700).

¹ An increase in project administration costs of US\$561,243 (from US\$530 thousand to US\$1,091,243). Although the project's actual budget indicates an increase of only US\$324,434 (from US\$530 thousand to US\$854,434), the remaining amount –of US\$236,809- are costs associated with the administration of the operation, paid for with funds from other subcomponents.

Executive Summary

Context

From 2002 to 2003 the IDB team and Government counterpart worked in conjunction to develop and approve Basic Education Improvement Project (BEIP). BEIP's **goal** was to contribute to the development of human capital in Suriname, and its **objective** was **to improve the quality and internal efficiency of basic education** by means of updating the educational contents and processes, providing inputs to schools and supporting institutional reforms to strengthen the MOECD and build-up management capacities at the school level.

BEIP's budget totaled US\$14 million (US\$12.5 million IDB funds and US\$1.5 million of counterpart) to be disbursed in no more than 5 years –from March of 2004 to March of 2009. Due to significant delays the project's execution time was extended by 3 additional years, bringing its completion date to March of 2012. To date the project has executed 89.14% (including the revolving fund of US\$129,164.31). It is expected to reach 100% disbursement by the end of March 2012. To achieve its purpose, the project was designed with the following structure:

Component 1: Support the establishment of a revised basic education cycle and quality improvement

- 1.1 Redesign of the curriculum for the new basic education cycle
- 1.2 Reform of the existing examination and tracking system
- 1.3 Reorganization of primary and secondary schools, teachers and management
- 1.4 Provision of textbooks and teaching materials for basic education
- 1.5 Teacher training in the new curriculum
- 1.6 Design of a multi-grade schools strategy for basic education in the Interior
- 1.7 Social marketing of the new basic education cycle

Component 2: Renovation of school and MOECD infrastructure

- 2.1 Renovation and rehabilitation of schools
- 2.2 Renovation and upgrading of certain MOECD units

Component 3: Strengthening of management capacities at the school level

- 3.1 Training of school principals
- 3.2 Multi purpose Teacher Resource Centers (TRC)
- 3.3 School improvement and innovation fund

Component 4: Modernization and strengthening of the MOECD and the school system

- 4.1 Institutional reorganization of the MOECD
- 4.2 Equipment for the modernization of the MOECD
- 4.3 Evaluation and studies

Project Administration

Three of the project subcomponents where not implemented: i) Subcomponent 1.3, Reorganization of primary and secondary schools, teachers and management; ii) Subcomponent 1.6, Design of a multi-grade schools strategy for basic education in the Interior; and iii) Subcomponent 4.1, Institutional reorganization of the MOECD. The remaining subcomponents were refocused or to some degree suffered adjustments to their

goals. The major adjustment occurred in subcomponent 1.1: Redesign of the curriculum for the new basic education cycle, as the focus changed from reforming the curriculum of primary and junior secondary levels into a 10 year cycle, to redesigning and implementing the preprimary and primary education curriculum (only the 1st year of primary covered by this project). There were no technical arguments given to explain such adjustment, it was determined that the lack of political will on the part of the MOECD was the main factor that stopped the reform at the junior secondary level. This adjustment affected most of the subcomponents in component I of the project.

Measuring Progress

During 2006 the PCU carried out a midterm evaluation focusing on the progress of the operation. The evaluation issued recommendations for most of the subcomponents, but an analysis determined that these were not followed by the PCU.

Despite the changes introduced to several of the subcomponents of the project, the purpose of the operation as well as the outcome indicators remained the same. To date there is no evidence to suggest a cause-effect relationship between the interventions at the level of output and the documented progress in the indicators at the level of outcomes since the project began. Not much time has passed for the interventions to generate the expected benefits: i) a reduction on the dropout and repetition rates, and ii) an increase of the coverage of basic education –grades 6 to 10. With respect to the outputs, in the life of the project a total of 11 indicators were removed, 5 new indicators were introduced and 10 were adjusted to reflect changes in the measurement or goal. Most of these adjustments were triggered by the change of focus in component I. Consistent with the new set of indicators, the project managed the following completion rates: 58.8% of the output indicators are at a 100% or more completion rate, 17.6% are between 80% and 99% completion rate and the remaining indicators are below 80% completion.

Summary of findings and recommendations

Project Efficiency and Effectiveness

The evidence suggests that the Basic Education Improvement Project had a substandard performance in terms of its efficiency as well as its effectiveness in achieving its goals. The loan executed at a rate of US\$1.8 million per year on average, equivalent to 37.5% below the rate needed to finish within the timeframe planned in the original design; it took 60% more time to finish disbursing and required approximately 89.17% additional resources to continue managing the project.

With respect to the project's effectiveness, BEIP was not able to attain any of the goals set at the outcome level (attributable to the actions of the project), consequently the purpose of the project was not achieved.² The direct effects measured by the outcome indicators of the project require more time to emerge; most of the interventions just concluded or started their implementation towards the end of 2011.

² Among the outcomes of the project, the PMR includes the number of students benefitted by the project. This indicator was added later in the execution of BEIP. This indicator is not considered an outcome indicator, since it focuses on measuring what the project has produced and not what the project has achieved.

Responsiveness of stakeholders to project execution demands

It was determined that during certain periods of time the processing of no-objections, as well as the decision making process while implementing the project, took several weeks if not months to come to a full term. It is believed that this bottleneck experienced during project execution occurred mainly during the periods of time where there was no IDB Sector Specialist *in charge* or *responsible* for the decision making assigned in the country.

Project Management Level

Performance Based Stimulus (PBS). Based on information collected it was determined that the lack of interest and/or will of MOECD units to participate fully in the execution of BEIP, might have been triggered in part by the absence of monetary incentives for MOECD officials. In the context of the new operation to be approved in 2012, the findings support the argument of incorporating a time-bound performance based stimulus linked to specific project outputs identified for each of the technical areas and PCU personnel.

Ownership and Sustainability. There was little to no ownership on the part of MOECD and other key stakeholders. The PCU was responsible for executing most of the subcomponents, due to: the considerable delay in the execution; the little or no interest from some of the technical units of the MOECD to participate in the execution; the limited institutional capacity of some of these units, and the need to move forward. In the medium to long term this strategy has jeopardized the sustainability of the benefits produced by BEIP. In addition to ownership the availability of funds to continue with the implementation of several of the subcomponents is crucial. In this context the MOECD is facing a significant challenge, for most of the Subcomponents may not be able to conclude their implementation, or produce sustainable benefits in the medium to long term. In the new operation the IDB will have to: work closely with the MOECD technical departments to promote ownership through their full involvement in the new project design phase, and introduce monetary incentives (performance based) to improve the loan performance. In addition, any new operation should incorporate a detailed analysis of the fiscal impact the interventions may have on the MOECD budget, and a plan for financial sustainability should be incorporated as part of the execution scheme. The plan should promote the gradual transfer of financial responsibility from the project to the MOECD and promote the presence of counterpart funds in critical components.

Execution Scheme. The original design of the project called for a PCU with coordinators and professional personnel. In addition, the design also required the MOECD's head of the curriculum department and the MOECD's director of the technical department to be the coordinators for curriculum reform and quality improvement and for infrastructure, respectively. Despite this arrangement the results on coordination and ownership were mixed. The PCU had to become a Project Executing Unit (PEU) but without the technical capacity some of the MOECD technical units could offer. This contributed to the delays in the execution and alienated some of the ministry's technical units that felt excluded. The new operation should put together a unit with strong links to the Minister of Education and highly qualified personnel with the appropriate expertise

for each of the interventions. This expertise will be used to support the technical areas in the decision making process and coordinate the execution.

Policy Recommendations

The following are the recommendations at the policy level:

Curriculum reform

- i) The new operation should continue supporting the reform for all 6 years of primary education.
- ii) To ensure a smooth transition between BEIP and the new operation, the MOECD should allocate funds to continue implementing the reformed curriculum for the first year of primary education, and commence the reform of the second year of primary (the fund could be recognized by the IDB retroactively)
- iii) The new operation should include the development of a reform implementation strategy (incorporating a 360 degree analysis of possible implications, the inputs of all key stakeholders and BEIP, and a viable proposal).

Teacher training

- iv) The MOECD and the new operation should implement a steady pedagogical assistance from MOECD coaches and school inspectors, followed by a retraining subcomponent for all preprimary and primary teachers trained in the new curriculum.

School materials

- v) The new operation should consider replacing a portion of the preprimary and primary books to contribute to the sustainability of the reform.

School infrastructure

- vi) Given the good execution of the school infrastructure subcomponent, is suggested to capitalize on this experience and continue supporting the renovation and rehabilitation of schools.

Teacher Resource Centers

- vii) The TRCs are still not fully operational, therefore the MOECD through the new operation, should provide technical assistance to ensure that all 10 TRC are fully functional, and are monitored and evaluated; and to implement the recommendations issued in the evaluation report.

Innovation Fund

- viii) It is recommended to explore the possibility to continue supporting the Innovation Fund. Evidence suggests the Innovation Fund has shown signs of achieving its purpose.

Education Management Information System.

- ix) The implementation of the EMIS pilot is at a standstill. The MOECD should continue supporting the implementation of the pilot, including a thorough evaluation and gradual expansion to all schools.

Strengthening of MOECD.

- x) The MOECD as well as the IDB should continue pursuing the strengthening of the capacity of key technical units within the ministry, by supporting training activities tailored to personnel at different levels, continuing supporting the implementation of the EMIS (see paragraph above), discuss a proposal for the reorganization of the MOECD, and supply equipment and furniture for the modernization of ministry units.

Marketing Campaign

- xi) The social marketing campaign did not have the desired results. The MOECD did not have a clear message for the stakeholders as to what the reform was about, it did not have a communication strategy, and it showed no political will to implement such changes. These issues have to be resolved before implementing a marketing campaign, the scope of such campaign has to go beyond one component only, and offer a more balance approach among subcomponents.

I. INTRODUCTION

- 1.1 In 2002 the Ministry of Education and Community Development (MOECD) sought the support from the Inter-American Development Bank (IDB) to formulate and design a project that responds to the most urgent needs and challenges the country was facing in the education sector, in the areas of **quality** (such as teacher and principal training, education materials, school infrastructure and MOECD capacity among others); and **internal efficiency** (dropout rates, repetition rates, etc.)
- 1.2 From 2002 to 2003 the IDB team and Government counterpart worked in conjunction to develop and approve in December of 2003, the Basic Education Improvement Project (BEIP). BEIP's **goal** was to contribute to the development of human capital in Suriname, and its **objective** was **to improve the quality and internal efficiency of basic education** by means of updating the educational contents and processes, providing inputs to schools and supporting institutional reforms to strengthen the MOECD and build-up management capacities at the school level. BEIP's budget totaled US\$14 million (US\$12.5 million IDB funds and US\$1.5 million of counterpart) to be disbursed in no more than 5 years –from March of 2004 to March of 2009. Due to significant delays that averaged a disbursement rate of US\$1.8 million per year, instead of US\$2.8 million, the project's execution time was extended by 3 additional years, bringing its completion to March of 2012.
- 1.3 To achieve its purpose, BEIP included the following components:
 - i) **Component I. Support for the establishment of a revised basic education cycle and quality improvement.**

Objective: This component aims at supporting the MOECD with the establishment of a basic education cycle and improving the quality and efficiency of basic education, through the development of a new curriculum, a better provision of textbooks and teaching materials, and an improved teacher education and training, all consistent with the new basic education cycle.
 - ii) **Component II. Renovation and rehabilitation of school infrastructure in basic education.**

Objective: The purpose of this component is to improve the condition of school infrastructure in Suriname, by renovating primary and junior secondary schools that are in poor condition and rehabilitating those that are in unacceptable conditions and are considered unsafe, similarly, this component will support the renovation of certain MOECD units that are also in bad shape and need repairs.

iii) Component III. Strengthening of the management capacity at the school level.

Objective: The purpose of this component is to build management capacities and autonomy at the school level, which will enable the transferring of functions and resources to schools.

iv) Component IV. Modernization and strengthening of the MOECD.

Objective: This component aims at the modernization of the MOECD and the adjustment of the present institutional setting to make it consistent with the new basic education cycle. It involves the financing of consulting services and the provision of equipment and software in order to strengthen identified areas within the Ministry.

- 1.4 At the end of 2011 the BEIP project contracted the services of a consultancy to carryout a final evaluation of the performance of the project interventions.

II. CONSULTANCY OBJECTIVE

- 2.1 The purpose of the consultancy is twofold:
- i) to assess the progress and verify the fulfillment of the targets set in each of the output and outcome indicators previously identified in the Logical framework; and
 - ii) to validate if the recommendations made by the midterm evaluation were met.
- 2.2 Furthermore, the consultancy should analyze the log frame-based criteria and determine the appropriateness of project design, efficiency, impact and sustainability of project achievements. The findings will pinpoint the strengths and weaknesses of the project, and suggest public policy recommendations for the Education Sector; lessons learned and guidance to improve future operations.

III. PROJECT DESCRIPTION

A. Brief Context

- 3.1 The original design of the project included the following 4 components: i) Support the establishment of a revised basic education cycle and quality improvement; ii) Renovation of school and MOECD infrastructure; iii) Strengthening of management capacities at the school level; and iv) Modernization and strengthening of the MOECD and the school system. Once designed the project was approved in December 2003. By August of 2004, 8 months after, the loan was eligible to disburse. According to its original design the project had a duration of 5 years, but its slow execution resulted in a three

year extension, moving the disbursement expiration date from March 2009 to March 2012.

- 3.2 Within the first 3 years after project eligibility, the Technical Department (TD) of the Ministry of Education, with the support of the Project Coordinating Unit (PCU) successfully executed and concluded Subcomponent 2.1: Renovation and rehabilitation of schools. The project planned to renovate or rehabilitate a total of 68 schools nationwide, nevertheless during that period of time -2004 to 2007- construction prices increased substantially, leading project managers to reduce the number of beneficiary schools to 55. From 2004 to 2007 no other subcomponent was executed. The lack of progress in execution led managers (MOECD, PCU and IDB) to rethink the focus of the operation in order to move forward, accomplish goals and accelerate disbursements. To date the project has disbursed approximately 89.14%³, equivalent to US\$11,142,630.74

B. Suriname's Education System

- 3.3 The educational system of Suriname is comprised of 2 years of pre-primary (grades 1 to 2), 6 years primary (grades 3 to 8), 3 to 4 years of junior secondary (grades 9 to 11-12), 3 years of senior secondary, and tertiary schooling. The education is coordinated, managed, regulated, and financed by the MOECD. The MOECD is responsible for the provision of public education throughout the country. The ministry is represented in each of the 10 administrative districts by a district inspector. The district inspector reports to the Chief Inspector in the ministry, who then reports to the Assistant Permanent Secretary for Education.
- 3.4 Approximately half of all of primary and junior secondary schools in the country are operated by religious organizations that are mostly financed and regulated by the MOECD. They have the same national curriculum and use the same textbooks as in public schools, depending on the MOECD for the delivery of textbooks and learning materials. Although each religious organization is responsible for the recruitment of teachers, these must be selected from the same pool of teacher training college graduates. Their salaries are also predetermined by the government using the same scale used for government teachers.

C. Project Structure and Budget: Original versus Current

- 3.5 The project was designed with the following structure (see Table 3.1):

Table 3.1: Original Project Structure

Component & Subcomponent
Component 1: Support the establishment of a revised basic education cycle and quality improvement
1.1 Redesign of the curriculum for the new basic education cycle
1.2 Reform of the existing examination and tracking system

³ Data source: LMS updated as of January 17, 2012.

1.3 Reorganization of primary and secondary schools, teachers and management
1.4 Provision of textbooks and teaching materials for basic education
1.5 Teacher training in the new curriculum
1.6 Design of a multi-grade schools strategy for basic education in the Interior
1.7 Social marketing of the new basic education cycle
Component 2: Renovation of school and MOECD infrastructure
2.1 Renovation and rehabilitation of schools
2.2 Renovation and upgrading of certain MOECD units
Component 3: Strengthening of management capacities at the school level
3.1 Training of school principals
3.2 Multi purpose Teacher Resource Centers (TRC)
3.3 School improvement and innovation fund
Component 4: Modernization and strengthening of the MOECD and the school system
4.1 Institutional reorganization of the MOECD
4.2 Equipment for the modernization of the MOECD
4.3 Evaluation and studies
Project Administration

- 3.6 During the evaluation the Consultancy was informed that 3 of the project subcomponents were not implemented: Subcomponent 1.3 - Reorganization of primary and secondary schools, teachers and management; Subcomponent 1.6 - Design of a multi-grade schools strategy for basic education in the Interior; and Subcomponent 4.1 - Institutional reorganization of the MOECD. The remaining subcomponents were refocused or to some degree suffered adjustments to their goals.

Subcomponents not implemented

- 3.7 **Sub-Component 1.3: Reorganization of primary and secondary schools, teachers and management.** The cancelation of subcomponent 1.3 was triggered by substantial changes occurring in Subcomponent 1.1 –*Redesign of the curriculum for the new basic education cycle*. As the focus changed from reforming the curriculum of primary and junior secondary levels into a 10 year cycle, to redesigning and implementing the preprimary and primary education curriculum (only the 1st year of primary covered by this project), the need to reorganize the management of primary and junior secondary schools was not a priority anymore.
- 3.8 According to the project document, and based on information from the Education Sector Plan, the redesign of the curriculum for the new basic education cycle supported by the project, covered the existing 6 years of primary education plus 4 years of junior secondary (see of paragraph 1.41 (a), *Program Strategy*, of the Project Document). In addition, the project would also increase the links between the basic cycle and the existing 2 years of preprimary education, this did not happen. In 2008, the MOECD decided to reform preprimary and primary education, so that 1st grade of primary would become 3rd grade and 6th grade would become 8th grade.

- 3.9 **Sub-Component 1.6: Design of a multi-grade schools strategy for basic education in the Interior.** Subcomponent 1.6 lost its relevance during the first few years of BEIP implementation. Based on information provided by MOECD Interior Education Department (BOB), the number of schools in the interior in need of a multi-grade system is not significant. According to the data collected from the BOB, out of a total of 89 schools (public and denominational) 10 (11.24%) have a current need for a multigrade modality – seven of which have had the need for longer than the current academic year (see paragraph 5.23 for further details).
- 3.10 **Sub-Component 1.6: MOECD Institutional reorganization.** In 2010 a consultant produced a proposal to reform the current structure of the MOECD, including decreasing and consolidating the number of divisions or departments from 7 to 4.⁴ In light of such suggestions the Permanent Secretary (PS) decided not to pursue the proposal any further as it considered it a very sensitive issue not worth presenting it to the Minister.

Subcomponents refocused or adjusted.

- 3.11 One of the major changes to the project was produced in **Subcomponent 1.1**, as mentioned above, the idea of redesigning primary and junior secondary education by transforming their existing curriculum to make it consistent with the new basic education cycle of ten grades, was abandoned, at least for the medium term; in exchange the Ministry with the support of the BEIP decided to redesign and implement the preprimary curriculum (years 1 and 2), and to start the redesign of year 3 of the basic education cycle (former first grade of primary education). There were no technical arguments given to explain such adjustment, it was determined that the lack of political will on the part of the MOECD was the main factor that stopped the reform. According to the sources consulted, the reform on junior secondary education was considered just too complicated and not appealing to the majority of education stakeholders. In addition, the main opponent of such reform, the PS in charge in 2006, suggested that despite the Ministry's efforts to convey to the IDB that the country was not ready to make any radical changes, the Bank's project team insisted on the need to have it done, and that the MOECD had no other choice but to accept the loan terms. Since the project approval 8 years have passed, and still there is no political will to undertake such reform.
- 3.12 **Subcomponent 1.2** is closely related to Subcomponent 1.1, as its purpose was to study and adjust the tracking system beyond basic education (grades 1 to 10) based on a standardized test for all schools. The reform promoted in Subcomponent 1.1 was to move up the track system from junior secondary to

⁴ The current MOECD organizational structure has the following divisions: Education; School Materials Production and Distribution; Technical and Vocational Education; Development Service; Educational Student Centers; Technical Support; and Administrative Support. The Consultancy proposed decreasing and consolidating the number of divisions to the only the following: Education Quality; Education Programmes; Planning and Development; and General Services.

senior secondary education (grades 11 to 14), given the changes in the original design this was no longer needed, and consequently Subcomponent 1.2 was dropped. In its stead, the Bureau of Examination within MOECD used the resources to design and implement an Item Banking System to produce and administer exams to diagnose students' performance (system to be tested in April of 2012 in grade 7). Its purpose is to support the efforts of coaches, inspectors, teachers and children, by identifying students' weaknesses and subject areas that require additional attention on the part of the teachers. In addition, resources from this subcomponent were used to upgrade the equipment and computer network of the Examination Bureau.

- 3.13 Other adjustments derived from changes in Subcomponent 1.1 include: the development of content for textbooks and teaching materials for preprimary education instead of basic education as originally design (Subcomponent 1.4); and content for the teacher training related to the new curriculum in preprimary (Subcomponent 1.5).

D. Project Budget, Original versus Actual

- 3.14 The adjustments described above triggered substantial changes to the original budget throughout the implementation phase (see Table 3.2 below). In absolute terms the component that shows the biggest difference (reduction of US\$1.03 million or 71.5%) is “Modernization and strengthening of the MOECD and the school system” (component 4). Subcomponent 4.1 and 4.2 did not execute fully, so their resources were transferred to other interventions. Component 3 “Strengthening of management capacities at the school level” had the highest increase in resources, 749 thousand or 34.8%, particularly due to the substantial increase in construction costs for the Teacher Resource Centers (TRC). Originally the project budgeted US\$650 thousand to build 25 TRC, an average of US\$26 thousand per center, instead each TRC cost four times as much (approx. US\$131.4 thousand). Other significant changes/increases occurred in subcomponents 1.1 and 2.1. Despite the fact that the reform of the curriculum for a 10 year basic education cycle did not take place, the project had to invest heavily in hiring technical assistance to carryout the changes needed in preprimary and the first year of primary education. Subcomponent 2.1 on the other hand, had an increase of 33.2% or US\$863 thousand to respond to the higher construction costs to renovate and/or repair schools (an average of US\$63 thousand were spend per school).
- 3.15 To date the project has executed 89.14% (including the revolving fund of US\$129,164.31). It is expected to reach 100% disbursement by the end of March 2012.

Table 3.2: Original Budget versus Actual

Component & Subcomponent	Amount Budgeted - Loan	Actual	Change	% Change
Component 1: Support the establishment of a revised basic education cycle and quality improvement	<u>4,245,000</u>	<u>3,370,996</u>	<u>(324,004)</u>	<u>(7.6%)</u>
1.1 Curriculum redesign	1,225,000	1,905,299	680,299	55.5%
1.2 Reform of tracking and examination system	150,000	32,010	(117,990)	(78.7%)
1.3 Reorganization of schools, teachers, management	250,000	<i>Not Executed</i>	250,000	(100%)
1.4 Provision of textbooks and teaching materials	1,670,000	1,246,800	(423,200)	(25.3%)
1.5 Teacher education and Training	550,000	39,320	(510,680)	(92.9%)
1.6 New educational model for the interior	300,000	<i>Not Executed</i>	300,000	(100%)
1.7 Social marketing of the new cycle	100,000	147,567	47,567	47.6%
Component 2: Renovation of school and MOECD infrastructure	<u>3,500,000</u>	<u>3,564,387</u>	<u>64,387</u>	<u>1.8%</u>
2.1 Renovation and rehabilitation of school infrastructure	2,600,000	3,463,189	863,189	33.2%
2.2 Renovation of MOECD units	900,000	101,198	(798,802)	(88.8%)
Component 3: Strengthening of management capacities at the school level	<u>2,150,000</u>	<u>2,898,978</u>	<u>748,978</u>	<u>34.8%</u>
3.1 Training of school principals and administrators	150,000	199,357	49,357	32.9%
3.2 Teachers resource centers	650,000	1,314,661	664,661	102.3%
3.3 School improvement and innovation fund	1,350,000	1,384,959	34,959	2.6%
Component 4: Modernization and strengthening of the MOECD and the school system	<u>1,450,000</u>	<u>413,315</u>	<u>(1,036,685)</u>	<u>(71.5%)</u>
4.1 Institutional reorganization of MOECD	600,000	64,739	(535,261)	(89.2%)
4.2 Equipment for modernization of MOECD	500,000	262,588	(237,412)	(47.5%)
4.3 Evaluation and studies	350,000	85,987	(264,013)	(75.4%)
Project Administration	<u>530,000</u>	<u>765,791</u>	<u>235,791</u>	<u>44.5%</u>
Contingency	<u>625,000</u>	-	625,000	(100.0%)
Sub Total	<u>12,500,000</u>	<u>11,013,466</u>	<u>(1,486,534)</u>	<u>(11.9%)</u>
Revolving Fund (as of January 2012)		129,164		
Total	<u>12,500,000</u>	<u>11,142,631</u>	<u>(1,357,369)</u>	<u>10.86%</u>

E. Profile of Beneficiary Schools

3.16 Suriname is located in northern South America, and has an estimated population of 491,989 people. The territory is divided by 10 districts, including: Brokopondo, Commewijne, Coronie, Marowijne, Nickerie, Para, Paramaribo (Capital), Saramacca, Sipaliwini and Wanica. For the purpose of the present evaluation the country was divided in three regions: i) Region 1, the Capital region (*Paramaribo*); ii) Region 2, the Coastal region (*Commewijne, Coronie, Nickerie, Saramacca and Wanica*); and iii) Region 3, the Interior region (*Brokopondo, Marowijne, Para and Sipaliwini*) see map below:



1. Brokopondo
2. Commewijne
3. Coronie
4. Marowijne
5. Nickerie
6. Para
7. Paramaribo
8. Saramacca
9. Sipaliwini
10. Wanica

- 3.17 According to data provided by BEIP there were a total of 452 schools (public and private) potentially benefited by the project interventions (teacher and principal training, materials, innovation fund, TRC, etc): i) 338 preprimary and primary schools (grades 1 to 8); ii) 106 junior secondary schools (grades 9 to 11-12), iii) 5 primary schools (grades 3 to 8), 1 preprimary school, and 2 basic education schools (grades 1 to 11-12), see table 3.3 below:

Table 3.3: Schools Potentially Benefited by Project Interventions

Grades												No. of Schools	Percentage of Total
1	2											1	0.22%
1	2	3	4	5	6	7	8					338	74.78%
		3	4	5	6	7	8					5	1.11%
1	2	3	4	5	6	7	8	9	10	11		1	0.22%
1	2	3	4	5	6	7	8	9	10	11	12	1	0.22%
								9	10	11	12	106	23.45%
Total												452	100.00%

- 3.18 Most of the beneficiary schools -48.2%- are located in the capital, Paramaribo, 19.2% are located in the coastal region and 32.5% in the interior. Although all 452 schools were eligible to benefit from one or more of the project interventions, the evaluation concluded that 36 of them did not receive any of

the benefits. The main reasons were: i) a lack of interest and/or difficulty for principals and/or teachers to participate in the training courses; or ii) schools were simply not selected to receive the innovation fund or the infrastructure intervention.

IV. BRIEF EVALUATION METHODOLOGY

- 4.1 The purpose of the evaluation of the BEIP is to provide useful feedback to the MOECD and the IDB to support decision-making, and policy and project formulation through the provision of fact-driven analysis.
- 4.2 The methodology used in the present evaluation was not that of an experimental or quasi-experimental evaluation, since the allocated time and resources to conduct the evaluation were not sufficient to support such methods. Instead, the present consultancy will favor: i) qualitative techniques, such as interviews (face to face and over the phone), focus groups, review of written reports, and observation, if need be; and ii) quantitative methods through the use of questionnaires, analysis of existing databases, statistical analysis, etc.
- 4.3 The current consultancy focused on a formative as well as summative type of evaluation. The formative evaluation focused on: analyzing the delivery of BEIP interventions and the quality of its implementation; and assessing the organizational context, including personnel, procedures and inputs (the findings will inform future designs and implementation models). The summative evaluation on the other hand will try to examine the direct effects by explaining what happened after the delivery of BEIP interventions.
- 4.4 Since this evaluation is not an experimental or quasi-experimental design, it was difficult to: assess whether there was a cause-effect relationship between the project and the identified outcomes; and determine the overall impact beyond only the immediate target outcomes. In addition, is important to note that a number of interventions were never implemented or are in the process of being implemented (see chapter above), such as: i) the implementation of the new preprimary curriculum, its implementation just started in October of 2011; and ii) the operationalization of the Teacher's Resource Centers (TRC).

Data Collection Instrument

- 4.5 In order to assess the results of the BEIP project the consultant proposes the use of questionnaires to collect information regarding some of the interventions at the school level. The questionnaires are structured in 5 parts, one (1) section to collect basic school information and 4 modules: Module I: School Leadership and Management; Module II: School Infrastructure, Renovations and Repairs; Module III: Innovation Fund; and Module IV: Teacher Training (see Questionnaire in *Annex II* and Code Book in *Annex III*). The information on each of the modules was collected based on whether

the school received or did not receive the intervention. The questionnaires have a total of 83 questions, most of which are closed. The questions are geared towards assessing the results at the level of outcome, at least at their initial stage, and at the level of output. To this end the consultancy developed a *Direct Effects Sequence Diagram* per selected intervention to understand the progression of events and identify the proxy indicators that will lead us to determine the probability that an intermediate or final outcome will be achieved (see *Annex IV*).

Sample Framework

Descriptive Characteristics of Beneficiary Schools

- 4.6 The project targets 452 schools in Suriname located in three regions across the country. Of the three regions, Paramaribo has the majority of schools with 218 (48.2%). The coastal region (*Commewijne, Coronie, Nickerie, Saramacca* and *Wanica*) has 87 schools (19.2%) and the interior region (*Brokopondo, Marowijne, Para* and *Sipaliwini*) has 147 schools (32.5%).
- 4.7 For sampling purposes, the project features five types of interventions at the school level: (i) training for teachers; (ii) establishment of Teacher Resource Centers (TRC); (iii) financing of School Action Plans (SAP) through the innovation fund; (iv) leadership and management training for school principals and school leaders; and, (v) repairs and renovations of school infrastructure. Is important to note that not one school received all five types of intervention, the most one school received was 4. The distribution of interventions by school is shown in the following table.

Table 4.1: Distribution of interventions by school

Number of Interventions	Number of Schools	Percentage
Received 4 interventions	15	3.3%
Received 3 interventions	69	15.3%
Received 2 interventions	202	44.7%
Received 1 interventions	130	28.8%
Received 0 interventions	36	8.0%
TOTAL	452	100.0%

- 4.8 The table above also shows that 36 schools did not receive any of the aforementioned interventions. Of these schools 47% were located in Paramaribo, 25% in the coastal region and 28 in the interior; 72% of such

schools are Junior Secondary and 28% are primary school centers including preprimary. These schools were not considered part of the population of beneficiary schools and were excluded from the sampling procedure. Consequently, the population used to determine the sample size consisted of 416 schools.

- 4.9 We should consider that beneficiary schools may not be necessarily distributed regionally in the same fashion as the total number of schools in the country. Furthermore, since the number of interventions is variable for every school, it is necessary to determine the breakdown of schools by number of interventions received and region in order to completely describe the characteristics of the population.
- 4.10 In the case of this project, it was found that the regional distribution varies slightly compared to that of the total number of schools, but the distribution of the number of interventions varies dramatically between regions. For example, the percentage of schools with one intervention in Region 1 represents 32.3% of the total schools benefited in that region, while the number of schools with one intervention in Region 2 represents only 24.4% of the schools benefitted in that region. A table showing the total number of schools grouped by number of interventions and by region is shown below (Table 4.2).

Table 4.2: Total number of schools grouped by number of interventions and by region

Number of Interventions	Region 1	Region 2	Region 3	Total
One	65	19	46	130
Two	99	38	65	202
Three	31	16	22	69
Four	6	5	4	15
<i>TOTAL and %</i>	<i>201 (48.3%)</i>	<i>78 (18.8%)</i>	<i>137 (32.9%)</i>	<i>416 (100%)</i>

Sample Size Determination

- 4.11 In order to determine the appropriate sample size, a confidence level of 95% and a level of precision or margin of error of +/-10% was used. The resulting sample size was deemed appropriate given the operational complications (i.e., difficult accessibility) associated with visiting some schools, especially in the interior region.
- 4.12 The standard formula to determine sample size for large populations was used:

$$n_0 = \frac{z^2 \cdot p \cdot (1 - p)}{e^2}$$

- 4.13 Where n_0 is the sample size, z is the confidence level, p is the estimated proportion of an attribute that is present in the population (in this case, the variability in the proportion of teachers that will adopt the improved teaching practices) and e is the level of precision (i.e., margin of error). The formula resulted in a sample size of 96 schools. However, since the population of beneficiary schools is relatively small, the sample size must be adjusted to correct for the finite population. The formula used to adjust the sample size is the following

$$n_f = \frac{n_0}{1 + \frac{n_0 - 1}{N}}$$

- 4.14 Where n_f is the sample size adjusted for finite population, n_0 is the sample size for large populations and N is the number of schools that received at least one benefit (i.e., the population of beneficiary schools). This calculation results in a sample size of 78 schools.

Determination of the Sample

- 4.15 In order to guarantee that the inference properties from the sample are preserved (that is, to avoid upward or downward biases in the determination of impacts based on information obtained from the sample), it is necessary to replicate the characteristics of the distribution between regions and number of interventions received observed in the population of benefitted schools. In other words, the sample must be stratified in a way that replicates the original characteristics of the population from where the sample will be taken.
- 4.16 Using the same percentages as those observed in the population of beneficiaries, the resulting sample sizes are the following (see table 4.3):

Table 4.3: Resulting sample sizes by region

Number of Interventions	Region 1	Region 2	Region 3	Total
One	12	4	9	25
Two	18	7	12	37
Three	6	3	4	13
Four	1	1	1	3
TOTAL	37	15	26	78

- 4.17 The determination of the specific sample of schools to be visited was done randomly within each “category” presented in the previous table (each category is defined as the combination of a region and a particular number of interventions). For example, the sample requires selecting 12 schools with one intervention from Region 1; these 12 schools were selected randomly from the

total (population) of 65 schools that received one intervention in Region 1 (see complete list of random selected schools in **Annex V**). In addition, due to the fact that the 2 schools that have the TRC completed were not selected during the random sampling exercise, these were also included in the sample of schools to be visited.

V. FINDINGS

A. Compliance of Midterm Evaluation Report Recommendations and Project Design's Appropriateness.

- 5.1 During 2006 the PCU carried out a midterm evaluation focusing on the progress of each of the components and subcomponents. The rather formative evaluation issued recommendations for almost all of the project interventions, consequently the main purpose of Table 5.1 shown below is to present if the recommendations of the midterm evaluation were implemented. Is very important to note that these recommendations were issued before the MOECD decided to go on a different path with the reform and focus on Pre-primary and primary education instead of primary and Junior Secondary education, thus some of the recommendations became immaterial.

Table 5.1: Implementation of Midterm Evaluation Recommendations

Component / Subcomponent	Recommendations Fulfillment	Comments
Component 1: Support the establishment of a revised basic education cycle and quality improvement		
1.1 Redesign of the curriculum for the new basic education cycle	No	As mentioned in chapter II of this report, the focus of subcomponent 1.1 changed dramatically. Being the essence of the project, this change had major impacts on the implementation of other subcomponents (1.3 and 1.6 for instance). The recommendations emphasized on incentives to curriculum officers (study tours), use of local consultants and reduction of workload of the curriculum department to focus on the reform.
1.2 Reform of the existing examination and tracking system	No	The subcomponent was not executed as designed. The subcomponent supported instead an Item Banking System. None of the recommendations were implemented.
1.3 Reorganization of primary and secondary schools, teachers and management	No	The subcomponent was not executed at all, and consequently the recommendations were not implemented.
1.4 Provision of textbooks and teaching materials for basic education	Partial	Books printed so far have been financed by the project, thus no regular budget was used for that purpose as suggested in the midterm evaluation. No targeting system to select students to receive free books was designed as recommended. On the other hand, books printed for the preprimary education

Component / Subcomponent	Recommendations Fulfillment	Comments
		level were done according to the specifications agreed on with the MOE.
1.5 Teacher training in the new curriculum	No	There was no specific action taken to keep teachers informed on the progress of the reform, other than the social marketing which was an overall campaign focused on promoting/selling the reform and not informing of the progress of the reform. The social marketing efforts, as mentioned before, were ineffective.
1.6 Design of a multi-grade schools strategy for basic education in the Interior	No	The component was not executed at all, and consequently the recommendations were not implemented.
1.7 Social marketing of the new basic education cycle	Partially	No specific plan for informing stakeholders of the progress was implemented. However, BEIP did support over 30 stakeholder meetings held about the program with the following participants: MOECD staff, Primary schools (including the schools in the interior), Secondary schools, Teacher training colleges, School Boards, NGOs, Teacher Unions and Donors. Through this component two consultants were hired (one at a time) and firm – right after the second consultant.
Component 2: Renovation of school and MOECD infrastructure		
2.1 Renovation and rehabilitation of schools	No	<p>The Technical Department (TD) was clear to mention that no analysis of environmental and safety hazards was done as suggested in the midterm report. An argument was made indicating that the intervention's main focus was rehabilitation and renovation of existing schools, and that the few cases that required new structures it was to rebuild existing classrooms in existing schools, therefore no environmental analysis was needed. The IDB did not require it either.</p> <p>In addition, no changes were made to the processes and procedures to implement the subcomponent – regarding: i) the prioritization of works needed to reduce environmental risks, ii) informing principals over the various moments of input they have in designing the final scope of work and in selecting priorities, iii) additional needs to be satisfied with the loan or other funds, and iv) the establishment of guidelines for basic maintenance training to be undertaken by school authorities, parents and teachers associations. The above was deemed not necessary, since according to the procedure followed by the TD, the schools had different opportunities to interact with the TD to set priorities and provide feedback.</p>
2.2 Renovation and upgrading of certain MOECD units	---	The Midterm Evaluation made no recommendations.

Component / Subcomponent	Recommendations Fulfillment	Comments
Component 3: Strengthening of management capacities at the school level		
3.1 Training of school principals	No	No counterpart person within MINOV was identified to execute the component as suggested in the Midterm Evaluation. The PCU moved forward with the execution of the training in coordination with relevant areas within MINOV (Inspectorate).
3.2 Multi purpose teacher resource centers	No	<p>No counterpart was appointed within the MINOV to execute this subcomponent as recommended in the Midterm Evaluation.</p> <p>Although there are two centers –called Nucleus Centers, one in Albina and another in Brokopondo– that according to BEIP and MINOV are part of the pilot requested by the project document and as suggested by the midterm evaluation, none of these centers were financed by the BEIP project (they were paid for by the Government of the Netherlands), their model of operation is different as they focus also on working with the community and promotes literacy among adults (adult education), and most importantly no assessment was ever carried out on these two centers to extract lessons learned or any other results –like a pilot exercise should do.</p> <p>On the other hand, no workshops were held with the cluster schools to define the management structure of the TRC, and thus no community involvement was ever discussed.</p>
3.3 School improvement and innovation fund	Partial	Although no “school board” was ever instituted to approve school proposals and to formulate instructions to schools on how to get organized to submit proposals, BEIP did develop a Operational Manual for the school innovation fund. In addition the PCU did manage the fund but never conducted a specific training seminar for teachers, principals and parents to participate in the fund, in fact the Principals Training (subcomponent 3.1) was used to train the school principals on how to participate in the innovation fund; some teachers did participate in such training but none of the parents.
Component 4: Modernization and strengthening of the MOECD and the school system		
4.1 Institutional reorganization of the MOECD	No	The services of an international consultant were used to carry out an analysis of the organization of the MOECD during the year of 2007, nevertheless it was UNESCO who financed such services, the IDB agreed to the use of the findings as long as they were discussed and approved by the Minister. The findings were never shared with the Ministry, only with the PS who decided not to proceed due to the implications of the changes proposed (see paragraph 3.10).
4.2 Equipment for the modernization of the MOECD	No	An organizational study of MOECD was not carried out as suggested by the Midterm Evaluation.

Component / Subcomponent	Recommendations Fulfillment	Comments
4.3 Evaluation and Studies	No	No consultants were hired to assist with the technical studies for the implementation of the new education system and the areas related to this matter, and no monitoring system for BEIP was design or implemented.

- 5.2 It is difficult to establish with certainty that the implementation was indeed affected by the midterm evaluation report, since most of the recommendations were not followed. The recommendations were issued with the objective of implementing the project as it was originally conceived, focusing the reform on a ten year cycle (1st grade of primary to 4th grade of Junior Secondary). The change of PCU Coordinator in early 2007, a few months after the completion of the midterm evaluation, might have also affected the fulfilment of such recommendations.
- 5.3 Based on the information collected by this consultancy, it is reasonable to say that the design of the project did not anticipate the consequences of having a ministry of education with such a low capacity to execute. For instance, the executing design proposed a Project Coordinating Unit instead of a Project Executing Unit, effectively leaving the technical work and implementation to a ministry that clearly lacked the human capital to conduct such a complex reform. If to be implemented, the original design had to rely a lot on technical expertise from consultants, some of them international, for such expertise were not available in-country. In addition, it was known at the time, from past and other experiences, that the incentives for public servants would play an important role in managing an efficient implementation, nevertheless the project only manage to offer study tours as incentives (Bank policies at the time limited the use of loan resources to certain expenses, excluding salaries). Based on the information collected it is clear that had these incentives been implemented, they would not have been enough to motivate the counterpart to move in an efficient manner. Lack of political will was also a factor that hindered the efforts to execute the basic education cycle reform. As stated by the midterm evaluation report, and corroborated by several of the interviews to MOECD and IDB officials, there was no political will on the part of the MOECD to execute the reform of Junior Secondary. The argument posed by the PS was that the country was not ready to undertake such an endeavour.

B. Data Collection

- 5.4 Due to the evaluation timeframe, which started in the middle of November, the collection process was divided into two stages: the first one from November 28 to December 15 of 2011 that covered 60.75% (48 schools) of the sample size, and focused mainly on the Coastal region and Paramaribo; the second stage took place from January 9 to the 19 of 2012, and mainly

covered the Interior. In addition to the collection of data in the field, the consultancy conducted several interviews to members of BEIP Project Coordinating Unit and MOECD officials.

C. Component I: Support the establishment of a revised basic education cycle and quality improvement.

Subcomponent 1.1: Redesign of the curriculum for the new basic education cycle

- 5.5 **Objective:** The purpose of this subcomponent was to revise and redesign the existing curriculum of primary and junior secondary education to make it consistent with the new basic education cycle of ten grades, and to design and adjust all the necessary teaching and learning materials and tools to implement it.
- 5.6 **Findings:** As mentioned before, the projects original purpose was to redesign primary and junior secondary education by transforming their existing curriculum and therefore make it consistent with the new basic education cycle of 10 grades. This objective was left out, as the MOECD lacked the political will needed to go forward with such reform. The reform of junior secondary education was considered too complicated and not appealing to the majority of education stakeholders. Despite being the main contact person in the local counterpart during the design, negotiation and loan approval, the PS in charge in 2006, was considered one of the main opponents to such reform. The Permanent Secretary (PS) suggested that the Ministry had communicated to the IDB that the country was not ready to make any radical changes, but the Bank's project team insisted on promoting the reform, and that the MOECD had no other choice but to accept the loan terms; is important to note that there is no evidence to substantiate these allegations. Even though the current minister of education has expressed interest in the reform, there is no evidence to suggest that there is or will be political will to undertake such reform. Despite the above, by March of 2011 the consulting firm SLO (Expertise Centrum Voor / Netherlands Institute for Curriculum) produced a proposal with several scenarios to reform Junior Secondary. The proposal was delivered to the PCU but has yet to be sent to the MOECD (proposal is in the process of being translated from Dutch to English).
- 5.7 In this context the MOECD with the support of the BEIP determined to redesign and implement the preprimary curriculum (years 1 and 2), and to start the redesign of year 3 of the basic education cycle (former first grade of primary education).
- 5.8 As of the date of this report the curriculum for preprimary education had been developed and piloted in 30 schools and nationalized in October of 2011. Results of the pilot were positive according to the report produced by the Consulting Firm SLO, who also developed the curriculum. For the last few months SLO has been developing the curriculum for the 3rd grade (1st grade of

primary). The reform of 3rd grade does not include the implementation or the development, editing and printing of teaching and learning materials. The momentum could be lost if there is no immediate continuation of the process.

- 5.9 With respect to the new preprimary curriculum, 44.9% of the teachers expressed having problems implementing it, almost half of them indicating difficulties in developing the lesson plans. This is expected, after many years of practicing the old curriculum the teachers may experience difficulties changing their behavior and applying new knowledge, this is why a more periodic and intense follow-up during the first year of implementation is of most importance.

Subcomponent 1.2: Reform of the existing examination and tracking system.

- 5.10 **Objective:** The purpose of this subcomponent was two fold: to adjust the tracking system beyond basic education based on a standardized test for all schools, and to support the establishment of a student assessment and testing system aimed at evaluating academic progress in selected grades and subjects.
- 5.11 **Findings:** As mentioned before, the projects original purpose was to move the tracking system from junior secondary to senior secondary education (grades 11th to 14th), but the changes in the original design of Subcomponent 1.1 made Subcomponent 1.2 lose relevance. Consequently, the Bureau of Examination within MOECD requested the resources to be used to design and implement an Item Banking System (IBS) to produce and administer exams to diagnose students' performance.
- 5.12 The purpose of the IBS is to support the teaching and learning efforts of teachers' coaches, teachers' inspectors, teachers and children, by identifying students' weaknesses and subject areas that require additional attention on the part of the teachers. It is expected that the first phase of implementation will cover language and mathematics in 7th grade. In addition to the design the firm i-Frontier will provide a 3 year technical assistance service or help desk. In addition, resources from this subcomponent were used to upgrade their equipment and computer network.

Subcomponent 1.3: Reorganization of primary and secondary schools, teachers and management.

- 5.13 **Objective:** The purpose of this subcomponent was to reorganize the management of primary and junior secondary schools as a result of the consolidation of primary and junior secondary levels into a 10-year basic education cycle.
- 5.14 **Findings:** Subcomponent was not executed.

Subcomponent 1.4: Provision of textbooks and teaching materials for basic education.

- 5.15 **Objective:** The purpose of this subcomponent was to assist the MOECD in the provision of textbooks, learning materials and teacher guides for approximately 100,000 students and 5,000 teachers in basic education.
- 5.16 **Findings:** As of 2011 a total of 106,000 materials regarding the new preprimary curriculum were distributed to schools nationwide (see images of materials in *Annex VI*). In addition, based on the information collected at the school level, only an estimated 2.7% of teachers have not yet received the materials, and of those that did, 66.7% received them in October, 31.7% in November and 1.7% in December. According to the head of the distribution center, for the materials to be on time before the new academic year starts in October, the materials would have to be delivered to them around June or July to be distributed to the schools before teachers and principals go on vacation. The consultancy believes that the delays might have been also affected by the time it takes from the moment the school receives the materials to the moment the teacher receives the material.

Subcomponent 1.5: Teacher training in the new curriculum

- 5.17 **Objective:** The purpose of this subcomponent was to train an estimated 5,000 teachers and MOECD officials in the new curriculum contents, in the use of the new or adjusted materials, guides and textbooks, and in the new assessment approach.
- 5.18 **Findings:** The number of education stakeholders benefited by the training is estimated at 916, including: 804 preprimary education teachers as well as Preprimary Principals/Headmasters; 22 Special Education Teachers; 60 library staff; and 30 staff coordinators and teachers from the pedagogical institutes. The training for the new preprimary curriculum lasted 5 days, from 8 am to 1 pm. In order to train all the teachers and headmasters a cadre of Master trainers was trained. Each training session did not have the participation of more than 30 teachers or headmasters and had to be accompanied by two Master trainers. Master Trainers are mainly MOECD Coaches and teachers, which affected their availability to carryout the training and made the process slower than expected.
- 5.19 In addition to the training, the project began supporting the coaching of all trained teachers in the implementation of the new curriculum. The process started in October, and according to the PCU, as of December of 2011 the Coaches had visited all preprimary teachers. This is a good initiative, nevertheless the concern is that the limited number of coaches will not be enough to cover all trained teachers and spend the necessary time to assist them.
- 5.20 Although not considered in the original design of the project, the PCU responded to the need of training of the teachers at the pedagogical institutes.

In fact, the process of training teachers had already started, and teachers at the pedagogical institute criticized the fact that they had not been informed and trained before the preprimary teachers.

- 5.21 According to data collected at the school level, all teachers that participated in the training indicated that the sessions were useful, nevertheless about 44.9% of those teachers expressed that they had difficulties implementing the new curriculum. On the other hand approximately 82.4% said that after the training supported by BEIP in 2011, they received support from the MOECD or another organization or individual on how to implement the new curriculum. Table 5.2 below indicates the percentage of teachers that received support to implement the curriculum classified by type.

Table 5.2: Support received by teacher to implement preprimary curriculum

Support Type	% of Teachers
Visits from inspector	0.0%
Visits from a coach	85.3%
Advise from Preprimary Principal (<i>Hoofdkleuterleidster</i>)	32.4%
Advise from School Principal	30.9%
Received materials additional to the ones received by the training.	2.9%
Received additional training.	1.5%

Subcomponent 1.6: Design of a multi-grade schools strategy for basic education in the Interior

- 5.22 **Objective:** The purpose of this subcomponent was to assist the MOECD in design and testing of a multi-grade strategy for schools in order to respond to the special challenges and needs of education in the Interior.
- 5.23 **Findings:** The subcomponent was not executed. Is important to note that BEIP's project document does not provide any evidence in figures as to the magnitude of such problem. As mentioned in paragraph 3.9, according to MOE and BEIP, the number of schools in the interior⁵ in need of a multi-grade system is not significant enough to design and implement a multi-grade strategy. According to data collected from the Interior Education Department, out of a total of 89 schools (public and denominational) 10 (11.24%) have a current need for a multigrade modality – seven of which have had the need for longer than the current academic year (see list of schools in *Annex VII*).

Subcomponent 1.7: Social marketing of the new basic education cycle

- 5.24 **Objective:** The purpose of this subcomponent was to explain to key stakeholders (teachers, administrative personnel, parents, etc.) the

⁵ The Interior Education Department considers some communities from the following districts as part of the interior: Brokopondo, Marowijne, Para, Sipaliwini and Saramacca.

implications of the basic education reform in order to facilitate its implementation.

- 5.25 **Findings:** Several marketing activities took place during the first few years of the project, around 30 workshops/consultations were organized up until 2009, most of them in close collaboration with the MOECD. The social marketing campaign and consultations did not have the desired results, in fact it seemed to have done the contrary. It appears that the MOECD did not have a clear message for the stakeholders as to what the reform was about, it did not have a communication strategy, and in addition, it did not have the political will to implement such changes. At the beginning of the implementation the PCU hired the services of two individual consultants, one from 2005 to 2006, and another one from 2007 to 2008 that despite their efforts could not deliver the right message, and did not have the answers stakeholders were asking for. By the time a firm was hired, the credibility of the whole process was in question. The Consultancy also argues that the campaign should have been also focusing on other intervention areas, promoting a more balance approach among subcomponents.

D. Component II: Renovation of school and MOECD infrastructure

Subcomponent 2.1: Renovation and rehabilitation of schools

- 5.26 **Objective:** The purpose of this subcomponent was to renovate or rehabilitate 68 primary and junior secondary schools that were in poor condition. The classification criteria used to identify the schools are the following:
- A1: In good to very good condition, new build or recently renovated (< 5yrs); No deficiencies
 - A2: In reasonably good condition; Needs to be (re-) painted and in need of small repairs
 - A3: In moderately to not desirable condition; Needs to be renovated
 - A4: In bad condition; Needs major renovation and rehabilitation urgently; Possible risk for health of users
 - A5: Unacceptable condition; Scale of rehabilitation needs may equal the costs of completely new building; Unsafe conditions for users or risk of collapse of (parts of) the building
- 5.27 **Findings:** Even though the goal of 68 schools had to be adjusted to 55 to compensate for substantial increases in construction costs, for the most part the infrastructure Subcomponent was executed according to plan. Communication between the TD and the PCU was done on a weekly basis, and every month the head of the TD and the project Coordinator held a meeting to discuss the progress. Overall the working relation between the TD and the PCU was good. Having said that, there were a few concerns throughout and after the implementation of this subcomponent: i) the lack of an environmental impact study during the technical phase of the process; ii) a clear agreement with the school principal, or lack of, of what the scope of the

renovation or rehabilitation project would be (including gathering their inputs before initiating the actual work); iii) the need of a maintenance guide tailored to each of the schools and enough funds; and iv) the lack of a commitment from the school principal and an accountability mechanism to make the school responsible of the care and maintenance of the work done. With respect to the environmental study the head of the TD argues that this kind of study was not needed and that they did take care of the water and sewer needs of the school. The head of the TD also mention, in reference to concern number 2, that before the project works started the school principals had 4 instances to hear about the project, understand the scope of it and provide feedback to the TD, the instances are the following: i) visits to inform the school principal about the project to renovate or rehabilitate the infrastructure; ii) visits to conduct a needs assessment; iii) a site visit with all contractors to inspect the premises and review the scope of the project; and iv) a final visit to inform the school principal about what contractor will be working with them and what the final scope of the project will be. Despite the above procedure that offered ample opportunities for the school principal to give feedback and make his concerns be heard, the consultancy believes that the TD should actively seek for this feedback and pursue a formal agreement with the principal on what the scope will be and sign it. With regards to point number 3, the schools do not have a maintenance plan per se nor do receive funds directly. The TD has a team of specialists visiting schools once a year or less to identify their needs, also schools can and have contacted the TD to take care of maintenance problems. The TD has a big fund for maintenance as part of the MOECD yearly budget (estimated between US\$2.2 to 3 million). Finally, the lack of an accountability mechanism to make the school responsible of the care and maintenance of the work done for them, has been costly in some of the schools, for some the projects have to be redone.

Subcomponent 2.2: Renovation and upgrading of certain MOECD units

- 5.28 **Objective:** The purpose of this subcomponent was to finance the renovation and upgrading of several units within the MOECD: i) research and educational planning; ii) curriculum development; iii) inspectorate; iv) examination bureau; and v) learning support materials. This subcomponent will also finance the renovation and rehabilitation of pre-service and in-service teacher training facilities.
- 5.29 **Findings:** As of now resources for this subcomponent have been used to renovate the PCU offices, and to purchase office furniture and fittings for the Curriculum Department and the Examination Bureau. In addition, selected areas of the MOECD received equipment paid for by other subcomponents. Some of the resources of this subcomponent were transferred to school renovation to compensate for the substantial increase in construction costs.

E. Component III: Strengthening of management capacities at the school level

Subcomponent 3.1: Training of school principals

- 5.30 **Objective:** The purpose of this subcomponent was to provide school principals with tools to efficiently manage their schools and to be able to assume new responsibilities. In order to accomplish this, the project will take action in two complementary areas, the design of a professional development program for school managers, and the actual implementation of the training sessions.
- 5.31 **Findings:** According to data provided by BEIP, a total of 452 school principals should have been trained, nevertheless the consultancy found that of the recorded number of individuals in the PMR that received the training, only about 357 were principals. The numbers also shows that approximately 21.02% of the principals did not participate in the training. When looking at the numbers associated with the sample of schools that received at least one (1) intervention, the consultancy found that: 47.1% of the Principals that did not participate in the training indicated that: they were not part of the training because they assumed the position of School Principal after the training took place; 29.4% were not invited and did not know about it until later; 17.6% were invited but could not attend; and about 5.9% considered the training as not necessary. MOECD should consider implementing the training program on a regular basis to cover the turnover of principals and reinforcing knowledge.
- 5.32 A 100% of the principals interviewed that were part of the training characterized the experience as a very good one. All of them indicated that after the training they promoted changes in their behavior in at least one of the following areas: Communication, Effective Leadership, Vision on Good Education and School Management.
- 5.33 In the area of communication, when asked to rate their performance after the training in the following areas: Listening to school stakeholders; Asking questions to school stakeholders to address concerns and needs; Giving feedback; Receiving feedback; Reflecting, by examining experiences from several angles; and Managing school meetings with respect to their content, the process and the interaction among participants, on average Principals rated as the best: Managing school meetings; and as the worst, Reflecting (see table 5.3). In addition, based on the information shown on the table below, one could argue that giving feedback to teachers might be a weakness worth exploring.

Table 5.3: Self Performance Ranking of Principals in Communication

Areas	Performance Ranking	
Managing school meetings	1 st place	<div style="display: flex; align-items: center; justify-content: center;"> <div style="margin-right: 10px;">↑</div> <div style="margin-right: 10px;">↓</div> </div> Better Poorer
Listening to school stakeholders among participants	2 nd place	
Asking questions to school stakeholders to address concerns and needs	3 rd place	
Receiving feedback	3 rd place	
Giving feedback;	4 th place	
Reflecting, by examining experiences from several angles	5 th place	

- 5.34 In the areas of school management, inclusiveness and decision making, when asked to rate their performance after the training, the Principals on average seemed to feel better managing conflicts amongst school stakeholders, but show a slight weakness when it comes to being inclusive in the decision making process. The following table (5.4) shows the ranking:

Table 5.4: Self Performance Ranking of Principals in School Management

Areas	Performance Ranking	
Conflict management amongst school stakeholders	1 st place	<div style="display: flex; align-items: center; justify-content: center;"> <div style="margin-right: 10px;">↑</div> <div style="margin-right: 10px;">↓</div> </div> Better Poorer
Coaching of teachers to contribute to the quality of the educational process:	2 nd place	
Inclusive decision making process, including teachers, parents and students	2 nd place	
Time management:	3 rd place	
Putting together a team to solve school problems	4 th place	

- 5.35 One of the main subjects studied in the training module “School Management” was the Preparation of a Financial Plan. When asked how they would rank their performance in the preparation of such plan after the training, about 38.2% indicated poorly or need to improve.

Subcomponent 3.2: Multi purpose Teacher Resource Centers (TRC)

- 5.36 **Objective:** The purpose of this subcomponent was to give better access to educational resources to teachers and schools through the establishment of 25 facilities for teacher and principal training activities and other community activities.
- 5.37 **Findings:** The total number of TRC supported by the project changed from 25 to 10. According to data provided by BEIP, at the time of developing this report 10 out of 10 TRC were completed –December 2011. Nevertheless, the indicator that measures this goal focuses only on infrastructure and no equipment, furniture, internet, water, electricity or being operational is included in its definition (see TRCs status in Table 5.5 below). The

expectation is that by the end of March 2012 all TRCs will have all basic resources available to be operational. According to the table below: i) 50% of TRCs visited do not have computer equipment; ii) in 3 out of 7 TRCs with computer equipment, the computers still need to be connected; iii) none of the 10 have internet or phone access; iv) 60% still do not have electricity or water (water works with a pump, if there is no electricity there will be no water); v) none of the 10 have the projector installed; and vi) one (1) has a leaking roof. The main concern to the Consultancy is that there is no plan for the use of these centers, there seems to be a disconnect between the TRCs and the users (teachers).

Table 5.5: TRC Progress Status.

	TRC	Curtains	Furniture	Computers	Internet & Phone	Electricity & Water	Comments
1.	O.S. van Pettenpolder	✓	✓	No	No	No	
2.	O.S. Totness	✓	✓	No	No	No	
3.	O.S. Munderbuiten (keys with principal)	✓	✓	✓	No	No	Projector yet to be installed
4.	O.S. Blauwgrond	✓	✓	✓	No	No	Projector yet to be installed
5.	O.S. Mathoora	✓	✓	No	No	✓	Roof leaks in workshop and toilet area
6.	O.S. Garnizoenspad	✓	✓	✓	No	✓	Projector yet to be installed
7.	O.S. Houttuin (keys with principal)	✓	✓	✓	No	✓	Projector yet to be installed
8.	O.S. Onverwagt	✓	✓	No	No	✓	
9.	O.S. I Meerzorg	✓	✓	No	No	No	
10	O.S. II Santodorp (keys with principal)	✓	✓	✓	No	No	Projector yet to be installed

- 5.38 The location of the TRC was supposed to be selected by the teachers and principals, guided by the location of clusters; this never took place. The selection process fell in the hands of the MOECD. When requested to the PCU, no clear selection criteria were given. The use of the clusters as selection criteria puts in disadvantage the schools in the interior, for most of them are not close to each other thus they cannot be part of a cluster.
- 5.39 The TRC subcomponent was late to start. All contractors were hired between July and August of 2010. The argument behind the late hiring was the availability of the contractors and the construction materials, also, in August of 2010 a new government took office and stopped payments overall. The PCU alleges also that the no objection process at the IDB was also an issue.
- 5.40 Is important to note that there is no strategy backing the promotion and use of the TRC. The project developed one general Business Plan (BP) for all 10 TRCs. The BP content is limited at best, and does not offer detailed policies and procedures on how to operate them, it does not include in detail how may the TRC be used or offer examples as to how to use them, there is no

reference to how and when they should be promoted among the school stakeholders. In addition, the project did not finance any kind of communication campaign and or training to promote and maximize the use of such centers among the teachers and principals. According to data collected from schools, only about 7.1% of the teachers interviewed (preprimary teachers and headmasters) have heard of the TRCs. The Consultancy was not expecting a high positive response on this question, yet such a low percentage, even for this subgroup of teachers, is not acceptable.

- 5.41 Supporting the operationalization of the TRC is of most importance. By doing so the MOECD will avoid the misuse of the centers. There is one registered case where the Principal of the school harboring the TRC requested permission from the PCU to use center as a classroom, for they needed more space for students.
- 5.42 Is also important to note that although the TRCs include bookshelves, the subcomponent did not include the purchase of any books or teaching and/or learning materials. The PCU later requested the schools to submit a list of possible texts and materials to be purchased, but the petition was not successful as most of the schools did not respond. As of now no materials will be purchased.
- 5.43 Finally, although the TD was part of the discussions leading to the implementation/construction of the TRCs, it was not participant of the process of building the TRCs. The TD is a key stakeholder when building any kind of structure inside a school, for it will make sure all structural, sanitary considerations, etc. are taken into account. According to the PCU, some disagreement between the TD and the MOECD was the cause of its absence in the process (it is argued that the TD requested incentives and that the PS denied the possibility).

Subcomponent 3.3: School improvement and innovation fund

- 5.44 **Objective:** The purpose of this subcomponent was to support the improvement of local school ownership, particularly within a context of a very centralized education system, which prevents schools from making decisions that better meet their particular problems.
- 5.45 **Findings:** The training supported by subcomponent 3.1 (leadership training), included a module to develop a School Action Plan (SAP). The purpose of developing such plan was to participate in a competitive process to receive funds for school improvement and innovations, 353 schools participated in the process and 72 were selected to receive the grant based on the quality of their SAP. In order to compensate for the small number of participating schools from the interior and their apparent lower score when compared to the rest, the PCU decided to establish a quota of 9 schools from the interior and the rest from elsewhere. The amounts received by the selected schools ranged from US\$4,823 to US\$20,000 (median was US\$ 19,300 and average was

US\$16,992). According to the rules of the fund, the SAPs could invest no more than 40% in infrastructure improvement activities and no less than 60% on innovation activities.

- 5.46 The selection process took place at the end of 2009, but over a year passed and the subcomponent had not started the execution of the funds. Because of the delay, school priorities changed, and the PCU allowed them to update their SAP. Between the first and second version of the SAP, the PCU financed training sessions on how to procure goods, services and works. The new SAPs were delivered, and many of them disregarded the limits set by the project to invest in infrastructure. The PCU determined that given the need to execute and disburse at a faster rate, it was not going to enforce the rules. In the development of the new SAP version, only about 78% included teachers or headmasters, and 11% parents (the remaining 11% did not include any other stakeholder). As of January the PCU had received 69 final financial reports from participating schools (about 95.8%), 2 of the remaining are having trouble completing their projects (problems with contractors) and 1 has yet to disburse 100% of the resources.
- 5.47 According to the data collected at the school level, about 89% of the schools invested the funds in infrastructure, more than half of them purchased school furniture and equipment, and some of them used the funds for school renovations and repairs and training teachers, see table 5.6 below.

Table 5.6: Type of investment done using the innovation fund

Type of Investment	% of Schools
Supporting teacher innovations	22.2%
Teacher Training	22.2%
Parents training (specify, what type of training)	0.0%
Student initiatives	0.0%
Purchase of teaching and learning materials	11.1%
Purchase of equipment.	33.3%
Purchase of classroom furniture	33.3%
School renovations or repairs	33.3%
School infrastructure (NEW construction)	88.9%

- 5.48 25% of the schools that invested in infrastructure developed a maintenance plan, only half of them have made provisions in their budget to cover the expenses related to maintaining the equipment, new construction, renovations or repairs acquired with the innovation funds, and of those that paid for a new construction 33.3% contacted the TD to supervise the process. Table 5.7 below shows the type of new construction supported by the schools:

Table 5.7: Type of new construction paid for by the innovation fund

Type of New Construction	% of Schools
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Media Centers/Computer Lab	66%
Bathrooms	11%
Playground	11%
Other	11%

F. Component IV: Modernization and strengthening of the MOECD and the school system

Subcomponent 4.1: Institutional reorganization of the MOECD

5.49 **Objective:** The purpose of this subcomponent was to support actions in three major areas: (i) improvement of MOECD's efficiency by streamlining its structure and by decentralizing and outsourcing non-core tasks; (ii) improvement of the system's administrative capacity by strengthening and reforming personnel management procedures; and (iii) improvement of MOECD's planning and policy-making capabilities through the upgrading of the information management system.

5.50 **Findings:** As mentioned in chapter II of this report, the institutional reorganization of the MOECD did not take place, as there was no political will to move forward with the recommendations issued by the contracted consultancy. With respect to the second major area, strengthening and reforming personnel management procedures, the PCU contracted a consultant to carryout a needs assessment where technical strengths and weaknesses were identified in the following areas of the MOECD: i) Research and Planning; ii) Curriculum Development; iii) Pedagogical Institute, iv) Counseling; v) Bureau Education in the Interior; vi) Department of Human Resources; vii) Internal Audit Service; viii) Public Relations; ix) Bureau for Primary Education; x) Inspectorate Basic Education; xi) Inspectorate Junior Secondary; and xii) the Examination Bureau. The study helped the design of a training program for the MOECD that started executing late 2011, however, due to: i) the fact that MOECD staff have to be trained during office hours, and ministry administrators do not support this practice; ii) the fact that the ministry staff are not willing to participate in any project related activity without a monetary incentive; and iii) the low participation from MOECD officials attained when implementing the first few training sessions, the PCU was forced to cancel the training program. For the 3rd major area, referring to the EMIS please see paragraphs 5.52. In addition, the Consultancy found that the resources were used also to purchase vehicles for the following MOECD departments: Curriculum Development, Counseling, Distribution and Research and Planning.

Subcomponent 4.2: Equipment for the modernization of the MOECD

5.51 **Objective:** The purpose of this subcomponent was to provide the MOECD with an information system network, including the upgrading of the existing telephone network, the establishment of a Local Area Network (LAN) and the construction of a basic Intranet and Internet infrastructure, as well as the

strengthening of communications both inside and outside the MOECD, allowing the sharing of data and information about the project and about education in general.

- 5.52 **Findings:** The Consultancy found that the actions taken under this subcomponent relate more to those conceptualized in the third major area supported with Subcomponent 4.1 “Improvement of MOECD’s planning and policy-making capabilities through the upgrading of the information management system”, nevertheless the PCU has placed the EMIS in this subcomponent. Subcomponent 4.2 is being executed with the purpose of developing an Education Management Information System (EMIS) at the school and central levels. The EMIS is being executed by the Department of Research and Planning (R&P). The first stage required prior to its implementation was the selection of 35 schools to participate in a pilot. The participation included the purchase and delivery to each of the 35 schools of one (1) computer, related furniture and internet services for a limited period of time (period not established yet) –all 35 schools have been equipped. In addition, the Consultancy found that 20 additional schools (all with computers of their own) expressed interest to the R&P in participating in the pilot, and thus all 55 were subject to an introductory training session in November 2011. At the time this report was developed, the implementation was in a standstill, waiting for: i) the development of an implementation manual to guide the process in stages; and ii) the development and implementation of training sessions for school principals and teachers prior to the execution of the EMIS.

G. Results in Figures (Logical Framework indicators)

Measuring Progress

- 5.53 The tables below are based on the Progress Monitoring Report (PMR) and other sources. Figures were updated when data was available.
- 5.54 Despite the changes introduced to several of the subcomponents of the project, the purpose of the project as well as the outcome indicators remained the same. The purpose or objective of a project should be achieved by the end of its execution, and to date, in the context of the BEIP operation, there is no evidence to suggest a cause-effect relationship between the interventions at the level of output BEIP has been supporting since 2004 and the documented progress in the indicators at the level of outcomes since the project began, in other words, not much time has passed for the interventions to generate the expected benefits: a reduction on the dropout and repetition rates, and an increase of the coverage of basic education –grades 6 to 10. The fourth indicator (see table 5.8) – students benefited by the education projects- was added later, and based on evaluation literature it is not considered an outcome indicator, but an output indicator.

Table 5.8: Results at the level of outcomes

Indicator	Baseline	Goal	Actual	% completed	Estimated Delay
Purpose. Improved quality and increased efficiency of the basic education system.					
Coverage of basic education (in grades 6 to 10)	45%	50%	N/A	0%	3 years
Drop-out rates for students in grades 1, 2 and 3 of primary	Grade 1: 7% Grade 2: 7% Grade 3: 8%	Grade 1: 5.6% Grade 2: 5.6% Grade 3: 6.4%	N/A	0%	3 years
The number of repeaters in grades 1, 2 and 3	Grade 1: 25% Grade 2: 20% Grade 3: 22%	Grade 1: 17.5% Grade 2: 14.0% Grade 3: 15.4%	N/A	0%	3 years
Students benefitted by education projects.	N/A	17,000	16,426*	96.62%	N/A

* This figure refers to children benefitted by the implementation of the new redesign preprimary curriculum in 1st and 2nd grade.

5.55 Table 5.9 below shows the progress on reaching the planned goals at the output level. To date approximately 58.8% of the output indicators⁶ are at a 100% or more completion rate, 17.6% are between 80% and 99% completion rate and the remaining indicators are below 80% completion.

Table 5.9: Results at the level of outputs

Indicator	Goal	Actual	% completed	Estimated Delay
Component I. Support the establishment of a revised basic education cycle and quality improvement				
Update the curriculum for grades 1 - 5.	5 grades (including 1 st and 2 nd of preprimary education)	2 grades (1 st and 2 nd of preprimary education)	40%	5 years, estimated
Teacher training in the new curriculum content and revised teaching materials completed.	2700 teachers	2,730 of which 826 were preprimary teachers and headmasters (In addition 60 library staff, 23 Special Needs Coordinators and 7 Learned Schools Staff were trained)	100% Original goal referred to teachers from primary and junior secondary education	5 years, estimated
Assessment study for the revision of junior study	1 study	1 study	100%	On time

⁶ The indicator measuring the implementation of the EMIS was excluded due to the difficulty in measuring the progress of the process in percentage terms, resulting on a common denominator of 16 indicators total.

Indicator	Goal	Actual	% completed	Estimated Delay
secondary completed.				
Teachers in each grade receive teaching guides and learning materials consistent with the revised curriculum.	2 grades (1 st and 2 nd of preprimary education)	2 grades	100%	Is estimated that approx. 66.7% received it in Oct., 31.7% in Nov. and 1.6% in Dec.
Pilot the curriculum for grades 1 to 2.	2 grades (1 st and 2 nd of preprimary education)	2 grades	100%	5 years, estimated
Curriculum framework completed.	1 curriculum framework	1 curriculum framework	100%	Original goal was to redesign the curriculum for the new basic education cycle, instead a new curriculum was design for the two grades of preprimary education
Textbooks and teaching materials delivered to schools.	90,000	151,000	167.8%	The materials include preprimary and primary education
Social marketing workshops completed.	35	30	85.7%	Not expected to reach goal. Funds have been used in other subcomponents.
Item banking system supporting assessment System for the new curriculum developed.	1	1	100%	The Item banking system has been completed. The PCU is waiting for a letter by the MOECD PS to confirm the completion in order to pay the contractor.
Component II. Renovation of school and MOECD infrastructure				
Schools repaired and renovated.	68	55	80.9%	A substantial increase on construction costs made it necessary to transfer an additional US\$ 817 thousand to this subcomponent to be able to benefit 55 schools. Nevertheless, it went below the planned 68.
Ministry of Education and Community Development departments renovated.	4	1	25%	Some renovation was done and equipment was bought for the Development Services Department. Additionally, the PCU was renovated, and selected areas of the MOECD received equipment paid for by other subcomponents.
Component III. Strengthening of management capacities at the school level				

Indicator	Goal	Actual	% completed	Estimated Delay
Teacher Resource Centers established.	10	10	100%	Note that the measurement refers to only infrastructure and not equipment, furniture, utilities and/or operation.
Schools complete innovation fund projects.	72	69	95.8%	2 school are having problems with the contractors to finish building a media center each, and 1 has funds left to spend. Estimated completion by March
School principals and school leaders trained in school leadership and management.	625	625	100%	
Component IV. Modernization and strengthening of the MOECD and the school system				
Personnel audit and database completed.	1	1	100%	
Key Ministry of Education and Community Development departments better equipped.	4	2	50%	No reason given
Education information system network established. (<i>Refers to EMIS</i>)	1	0	0%	To be completed early 2012
Training of Ministry of Education and Community Development personnel on the use of the information system completed.	30	0	0%	To be completed early 2012

H. Changes to the Logical Framework

5.56 Although no project reformulation took place, the original Logical Framework (LF) of the project suffered several changes consistent with the adjustments in the focus of some of its subcomponents (see original LF in *annex VIII*). At the level of outcomes / purpose there was only one indicator added to the framework, the rest of the indicators remained the same (see table 5.10 below). The Consultancy concluded that the addition of such indicator responded to the need for more information regarding project beneficiaries, rather than to a possible change in project interventions.

Table 5.10: Changes to Logical Framework, Outcome Level

Purpose	Removed	Introduced	Adjusted	
			From	To
Improved quality and increased efficiency of the basic education system.		Students benefitted by education project.		

5.57 At the level of outputs a total of 11 indicators were removed, 5 new indicators were introduced and 10 were adjusted to reflect changes in the measurement or goal (see table 5.11 below). Most of these changes took place in component I as it changed focus from reforming the curriculum for a 10 year basic education cycle to that of reforming the curriculum of preprimary education and first year of primary school. Overall the Consultancy concludes that all changes made to the output indicators indeed responded to the adjustments introduced to the project.

Table 5.11: Changes to Logical Framework, Output Level

Component / Subcomponent	Removed	Introduced	Adjusted	
			From	To
Component I: Support the establishment of a revised basic education cycle and quality improvement				
1.1 Improved curriculum for the basic education system	Revision and update of curriculum for grades 6-10 completed by the end of the 5th year of the program.			
		Assessment study for the revision of junior study secondary completed.		
		Curriculum for grades 1 to 2 piloted in 30 schools.		
		Curriculum framework completed		
1.2 Examination and tracking systems reformed	Design of math and reading exams for 3rd and 7th grade students completed by the end of the 3 rd year of the program.			
	Math and reading test to 3 rd and 7 th grade students at least once before the end of the program and disseminated among schools.			
	Tracking system reformed and implemented by the end of the program.			
		Item banking system supporting assessment System for the new curriculum developed.		
1.4 Provision of textbooks and teaching materials for			100,000 pupils in basic education with textbooks	90,000 textbooks and teaching materials

Component / Subcomponent	Removed	Introduced	Adjusted	
			From	To
basic education			and teaching materials consistent with the new curriculum by the end of the program.	delivered to schools.
			5,000 basic education teachers receive teacher guides that are consistent with the new curriculum by the end of the program	Teachers in each grade (1 st and 2 nd) receive teaching guides and learning materials consistent with the revised curriculum.
1.5 Teacher training in the new curriculum	Design of pre-service and in-service teacher training programs completed by the end of the 3 rd year.			
			5,000 teachers trained in the content of the new curriculum by the end of the program.	2,700 teachers trained in the new curriculum content and revised teaching materials.
1.6 Design of a multi-grade school strategy for basic education in the interior	Pilot of the multi-grade school system in place in 10 schools in the interior by the end of the program.			
1.7 Social marketing of the new basic education cycle.			5 workshops completed by the end of the 1 st year of the program.	35 Social marketing workshops completed.
Component II: Renovation of school and MOECD infrastructure				
2.1 Renovation and rehabilitation of schools			8 schools repaired and renovated by the end of the 1 st year. 60 additional schools renovated and/or rehabilitated by the end of the 3 rd year.	55 Schools repaired and renovated.
2.2 Renovation and upgrading of MOECD units	Pre-service and in-service teacher training facilities renovated and or rehabilitated by the end of the program.			
Component III: Strengthening of management capacities at the school level				
3.1 Training of school principals			500 principals and school administrators trained in school management by the end of the 1 st year.	625 school principals and school leaders trained in school leadership and management.
3.2 Teacher resource centers	3 pilot teacher resource centers established by the end of the 1 st year.			
			23 additional Teacher Resource Centers established by the end of the second year.	Teacher Resource Centers established
3.3 School improvement and innovation fund			65 school improvement projects executed by the end of the program.	72 innovation fund projects completed by schools
Component IV: Modernization and strengthening of the MOECD and the school system				
4.1 Institutional reorganization of the MOECD	Decentralization of maintenance, minor repairs, cleaning and security on a pilot basis in schools in two districts, by the end of the 2 nd year.			
	Decentralization of			

Component / Subcomponent	Removed	Introduced	Adjusted	
			From	To
	maintenance, minor repairs, cleaning and security expanded to 5 more districts by the end of the 4th year.			
	Relocation of 20% of personnel identified in the audit by the end of the 5th year.			
4.2 Equipment for the modernization of the MOECD			Information system network of the MOECD established by the end of the 2nd year. <i>(Refers to hardware - telephone network, LAN and basic Intranet and Internet infrastructure)</i>	Education information system network established. <i>(Refers to the EMIS in subcomponent 4.1)</i>
		Key Ministry of Education and Community Development departments better equipped.		

I. Responsiveness of stakeholders to project execution demands

- 5.58 The Consultancy found it difficult to assess the impact on project execution based on just how responsive the stakeholders were to administrative and financial tasks. However, the Consultancy did determine that during certain periods of time the processing of no-objections, as well as the decision making process while implementing the project, took several weeks if not months to come to a full term. It is also clear, that these delays, in conjunction with the lack of political will from the MOECD to execute certain subcomponents and the lack of capacity and/or interest of the MOECD technical units to lead the execution of some interventions, among others, delayed the completion date of the project by 3 years.
- 5.59 According to information provided by IDB and PCU current and former officials, the bottleneck experienced in the processing of administrative and financial tasks, and in the decision making process during project execution, occurred mainly during the periods of time where there was no IDB Sector Specialist *in charge* or *responsible* for the decision making assigned in the country –to work closely with a weak counterpart, that had little to no experience working with the Bank and executing projects. For the most part of the 8 year execution period, BEIP had an IDB Sector Specialist *in charge* in the country supporting the project and assisting the PCU and the MOECD in the decision making process. It is estimated that for a period of 3.5 years (from early 2008 to mid 2011) –equivalent to about 43.8% of the total execution period- the specialist in charge was based outside Suriname. This scenario led to some triangulation involving an additional party to the project management processes and consequently delays in the execution.

VI. OWNERSHIP AND SUSTAINABILITY

A. Ownership

- 6.1 During the first 3 years of implementation the project had shown already mixed results. On the one hand the execution of **Subcomponent 2.1**, Renovation and Rehabilitation of Schools, had been implementing successfully with the full involvement and leadership of the Head of the Technical Department of the MOECD. From 2005 to 2008 a total of 55 schools were either renovated, repaired or rebuilt. Meanwhile, during that same period of time little or nothing was accomplished with the other subcomponents (see Midterm Evaluation Report attached, *Annex IX*). Since the beginning **Subcomponent 2.1** was clearly showing signs of ownership that resulted in a better performance, but the remaining subcomponents were not. According to the IDB Sector Specialist at the time, given the lack of capacity and ownership of the MOECD, emphasis was given to the one area (infrastructure) that lacked these weaknesses and was willing to participate.
- 6.2 Several years later, the EMIS, **Subcomponent 4.2**, executed by the Department of Research & Planning (R&P), also showed considerable evidence that suggests there is an appropriation on the part of the MOECD unit. R&P is leading the process, making the decisions and executing the subcomponent with some administrative support from the PCU. Likewise, the Bureau of Examinations has demonstrated ownership by being in charge of executing the item banking system and leading the decision making process. Finally, despite the fact that **Subcomponent 3.3**, School Improvement and Innovation Fund (SIIF), was indeed executed by the PCU and not the MOECD, the nature of the subcomponent was geared precisely towards improving local school ownership. Based on a few schools visited during the evaluation process, the Consultancy can assert the potential of this subcomponent to inspire ownership among school stakeholders, including principals, teachers, students and parents. For instance, two of the Schools that used the SIIF fund to build Media Centers (MC) recently held an inauguration ceremony with the active participation of the community, teachers and principals. In one of such centers the school set up a cash can, where anyone can donate money to purchase materials or equipment for the center (when visited, some money had already been donated). Another school took the initiative to introduce a music class in primary education and used the funds to purchase music instruments for the children, it also introduced a mechanism through which the school subsidizes the cost of the flutes (approx. 50%) for those children that would like to purchase the instrument and continue taking classes on their own.
- 6.3 In contrast, the execution of the remaining subcomponents was fully or partially done by the PCU. For instance, notwithstanding the participation of the Curriculum Department in the reform of the curriculum of preprimary education, the leadership and decision making was concentrated mainly in the

PCU with some involvement from SLO International⁷. The arguments that supported this arrangement responded to the lack of technical capacity and interest from the Curriculum Department to support the intervention. The Curriculum Department argued that no monetary incentives for curriculum officials were considered in the design of the project, and therefore no motivation was given to execute the subcomponent.

- 6.4 **Subcomponents 1.5 and 3.1**, School Principals and Teacher Training respectively, were as well led and executed by the PCU.
- 6.5 With respect to the provision of textbooks and teaching materials, **subcomponent 1.4**, the PCU led the design and production of the goods, but the Distribution Department of the MOECD led the process of delivering the materials to the schools.
- 6.6 **Subcomponent 3.2**, Teacher Resource Center (TRC), is still executing. Although the infrastructure is already in place, the centers lack phone lines and internet access, some are still lacking equipment and access to electricity and water, and no official transfer of the facilities to the school has taken place. On the other hand, the MOECD selected the sites where the TRCs were build, nevertheless, the construction as well as the equipment process was led by the PCU. For this subcomponent is too early to assess ownership as the centers are not yet functional, as of now the Consultancy determined that there is none.
- 6.7 Overall the consultancy concludes that there was little to no ownership on the part of MOECD and other key stakeholders. The PCU took upon itself the responsibility to execute most of the subcomponents. This action, although not justifiable from a technical and project sustainability point of view, was backed by the following arguments: the project was considerably delayed, there was little and in some cases no interest at all from some of the technical units of the MOECD to participate, there was little or no capacity in some of these units, and the project had to go forward. In the short term this strategy allowed for some of the interventions to be implemented either fully or partially, however, in the medium to long term the sustainability of the benefits was jeopardized.

B. Sustainability

- 6.8 Ownership is a necessary first step, however is not sufficient to reach institutional and operational sustainability, thus the lack of ownership in most of the subcomponents lowered the probability of producing and achieving sustainable results. In this context **Subcomponent 1.1** seems to be the most critical of the interventions. By the time the BEIP project stops execution

⁷ Firm dedicated to assist in the development of curriculums. SLO was contracted to work with MOECD and the PCU in the development of the preprimary (1st and 2nd grades of the basic cycle) and the first year of primary education (3rd grade of the basic cycle) curriculums, and the implementation of a pilot for preprimary.

(March 2012), the firm SLO international would have supported the design and development of the curriculum, and of the teaching and learning materials for 3rd grade (former 1st grade of primary), but the printing, distribution, training and implementation would still be pending. As of the development of this report the MOECD had not allocated government resources to continue with the process, thus the risk of not implementing the new curriculum in October of 2012 is high, , as it is also for the continuation of the reform for grades 2 to 6.

- 6.9 According to information provided by the TD, the MOECD has sufficient funds allocated to cover the maintenance costs of the public schools, and based on information collected from school principals that were benefited by **Subcomponent 2.1**, most of the renovations and rehabilitations done by the project have received maintenance at least once. Evidence suggests that there is no sustainability problem in this subcomponent.
- 6.10 Throughout the implementation of the project, BEIP has been funding textbooks and materials other than those related to the new preprimary education curriculum. **Subcomponent 1.3** has responded to the insufficient funds the MOECD has to administer the materials needed in primary education. The need to replace textbooks will continue even after the project concludes. Likewise, the MOECD does not have the funds to periodically train the school principals or accompany them while improving school management, **Subcomponent 3.1: leadership and management training**. According to the data collected at the school level, between 62.03% and 70.89% of the principals indicated that as a consequence of the training received, they have modified their behavior in at least one of the following areas: Communication, Effective Leadership, Vision on Good Education and School Management. There is no evidence to substantiate the extent of these changes in behavior, but a follow-up would be required, and no resources have been allocated for this.
- 6.11 The TRCs are is still executing (**Subcomponent 3.2**) but their sustainability is at question given the lack of an implementation plan. As said before, the risks lay on the possible misuse of these facilities, compromising the achievement of their objectives. With respect to **Subcomponent 3.3** the Consultancy concludes the following: from the financial perspective the fund itself is not sustainable, on the other hand at the school level the assessment of the sustainability of each of the school projects will have to be done on a case by case basis, unfortunately this exceeds the scope of this consultancy.
- 6.12 Finally, concerning **Subcomponent 4.1: EMIS**, the Consultancy concludes that the difficulties for sustaining the results of this component rest on having the resources and technical capacity to: i) provide, for the medium and long term, technical assistance on software and hardware difficulties (sort of a help desk), and iii) maintain and replace hardware as needed. Of those schools participating in the pilot to implement the EMIS, 35 school have received computer equipment and furniture, and about 16 already had equipment of their own. After the pilot the goal is to expand to all schools.

VII. CONCLUSIONS AND RECOMMENDATIONS

Project Efficiency and Effectiveness

- 7.1 The Consultancy concludes that the Basic Education Improvement Project had a substandard performance in terms of its efficiency as well as its effectiveness in achieving its goals. The loan executed at a rate of US\$1.8 million per year on average, equivalent to 37.5% below the rate needed to finish within the timeframe planned in the original design; it took 60% more time to finish disbursing and required an approximately 89.17% of additional resources to continue managing the project.⁸
- 7.2 With respect to the project's effectiveness, BEIP was not able to attain any of the goals set at the outcome level (attributable to the actions of the project), consequently the Consultancy concludes that the purpose of the project was not achieved.⁹ The direct effects measured by the outcome indicators of the project require more time to emerge, most of the interventions just concluded or started their implementation towards the end of 2011 (for instance, curriculum implementation, TRCs, innovation fund, EMIS, item banking system, etc), therefore leaving no time to generate and measure their effects on the beneficiaries. The production of outputs on the other hand had mixed results. During the execution of BEIP a total of 21 indicators (approx. 84% of the total output indicators in the original design) were either removed (10 indicators) from the logical framework or adjusted (11 indicators) to reflect changes in the measurement or goal, and 5 new indicators were introduced. Most of these changes took place in component I as it changed focus from reforming the curriculum for a 10 year basic education cycle to that of reforming the curriculum of preprimary education and first year of primary school. On the other hand, to date, approximately 58.8% of the output indicators¹⁰ are at a 100% or more completion rate, 17.6% are between 80% and 99% completion rate and the remaining indicators are below 80% completion.

Project Management Level

- 7.3 **Performance Based Stimulus (PBS).** Among the factors that contributed to the slow implementation and lack of ownership of the BEIP project were MOECD's lack of interest and/or will to participate fully in the execution of all subcomponents. Based on information collected through several interviews, and explicit communication from at least one of the technical areas within the ministry, the Consultancy concluded that the lack of interest might

⁸ An increase in project administration costs from US\$530 thousand to US\$1,002,600.

⁹ Among the outcomes of the project, the PMR includes the number of students benefitted by the project. This indicator was added later in the execution of BEIP. This indicator was not considered as an outcome indicator, since it focuses on measuring what the project has produced and not what the project has achieved.

¹⁰ The indicator measuring the implementation of the EMIS was excluded due to the difficulty in measuring the progress of the process in percentage terms, resulting on a common denominator of 16 indicators total.

have been triggered in part by the absence of monetary incentives for MOECD officials.

- 7.4 In the context of the new operation, to be approved in 2012, the **recommendation** is to incorporate a time-bound performance based stimulus linked to specific project outputs (including PCU MOECD coordination and MOECD ownership) identified for each of the technical areas and PCU personnel.¹¹
- 7.5 **Ownership and Sustainability.** Overall the consultancy concludes that there was little to no ownership on the part of MOECD and other key stakeholders. The PCU took upon itself the responsibility to execute most of the subcomponents. The PCU decision was backed by the following arguments: the project was considerably delayed, there was little and in some cases no interest at all from some of the technical units of the MOECD to participate, there was little or no capacity in some of these units, and the project had to go forward. In the short term this strategy allowed for some of the interventions to be implemented either fully or partially, however, in the medium to long term the sustainability of the benefits are in question.
- 7.6 Without ownership there will be no sustainable results, however, in addition to ownership the availability of funds to continue with the implementation of several of the subcomponents is crucial. In this context the MOECD is facing a significant challenge, for most of the Subcomponents may not be able to conclude their implementation or produce sustainable benefits in the medium to long term.
- 7.7 The **recommendation** is for the IDB to work closely with the MOECD technical departments to promote ownership through their full involvement in the new project design phase and the introduction of monetary incentives (performance based). In addition, any new operation should incorporate a detailed analysis of the fiscal impact the interventions may have on the MOECD budget and a plan for financial sustainability should be incorporated as part of the execution scheme. The plan should promote the gradual transfer of financial responsibility from the project to the MOECD and promote the presence of counterpart funds in critical components.
- 7.8 **Execution Scheme.** The original design of the project called for a PCU with coordinators and professional personnel for the following areas: curriculum reform and quality improvement, school and MOECD infrastructure, school autonomy, and MOECD's modernization. Furthermore, the design also argued that in order to guarantee the needed coordination within the ministry, and to foster ownership of the institutional activities of the program, the coordinators for curriculum reform and quality improvement and for infrastructure would have to be the MOECD's head of the curriculum department and the

¹¹ In 2010 the IDB introduced a similar mechanism to provide monetary incentives based on the completion of outputs. According to conversations held with a former IDB sector specialist, the system did produce good results, and therefore should be used as a reference for the design of the execution mechanism of new project.

MOECD's director of the technical department. Despite this arrangement the results on coordination and ownership were mixed. Still, in order to continue implementing the subcomponents, the PCU had to become a Project Executing Unit (PEU) but without the technical capacity some of the MOECD technical units could offer. This probably contributed to the delays in the execution and alienated some of the ministry's technical units that felt excluded.

- 7.9 The **recommendation** is that the new operation should put together a unit with strong links to the Minister of Education and highly qualified personnel with the appropriate expertise for each of the interventions. This expertise will be used to support the technical areas in the decision making process and coordinate the execution. Furthermore, the PEU should implement a results based stimulus mechanism to evaluate the performance of its personnel. In addition to project related outputs, such mechanism should also incorporate coordination and ownership parameters.

Policy Recommendations

- 7.10 **Curriculum Reform.** BEIP supported the curriculum reform of preprimary education and initiated the implementation in October of 2011. Currently BEIP has moved to support the design and development of the first year of primary education, but no funds were allocated for its implementation in 2012. The MOECD has not allocated funds to continue with the reform process either. The MOECD is currently working on the design of a new operation with the IDB. It is recommended that the new operation continues supporting the reform for all 6 years of primary education. It is also suggested, that if MOECD is able to allocate funds to implement the reformed curriculum for the first year of primary education and commence the reform of the second year of primary, before the new operation is approved and ready to disburse, the IDB recognizes retroactively the expenses made by the ministry as counterpart funds or for reimbursement. The Consultancy recognizes the challenges facing a possible reform of the Junior Secondary education level, and therefore suggests including in the new operation the development of a reform implementation strategy. This strategy should include a 360 degree analysis of possible implications, considers the inputs of all key stakeholders and offers a viable proposal taking into account the obstacles faced by the BEIP operation.
- 7.11 **Teacher training.** Given the considerable percentage of teachers that expressed having difficulties implementing the new preprimary curriculum (44.9%), not to lose the momentum, the Consultancy recommends incorporating in the new operation a steady pedagogical assistance from MOECD coaches and school inspectors, followed by a retraining subcomponent, for all preprimary and primary teachers trained in the new curriculums.

- 7.12 **Provision of textbooks.** The provision of textbooks is key when introducing a new curriculum in the system, and should be part of the reform the MOECD in conducting. In addition, the replacement of books should also be part of the reform process. The MOECD has been using funds from BEIP to satisfy such demand of materials, thus is recommended that the new operation considers replacing a portion of the preprimary books to contribute to the sustainability of the reform.
- 7.13 **School infrastructure.** Given the success implementing this subcomponent, the Consultancy suggests capitalizing on this experience and continue supporting the renovation and rehabilitation of schools.
- 7.14 **TRC.** The TRCs are still not fully operational, and there is much to learn as to what their effects will be on teachers' and teaching quality before pursuing the construction of more facilities. Consequently, it is recommended for the MOECD to: provide technical assistance to ensure that all 10 TRC are fully operational, finance the monitoring and evaluation of the TRC; and implement the recommendations issued in the evaluation report.
- 7.15 **Innovation Fund.** The Consultancy believes the Innovation Fund has shown signs of achieving its purpose. Data collected suggests that principals are using some of the tools learned when trained to develop the Action Plan. In addition, based on a few schools visited during the evaluation process, the Consultancy can assert the potential of this subcomponent to inspire ownership among school stakeholders, including principals, teachers, students and parents.
- 7.16 **Education Management Information System.** The implementation of the EMIS pilot is at a standstill, the Research and Planning Department are essentially waiting for the following to take place: connection to internet service (date not determined); development of an implementation manual to guide the process in stages; and for the development and implementation of training sessions for school principals and teachers prior to the execution of the EMIS. The MOECD should continue supporting the implementation of the pilot, including a thorough evaluation and gradual expansion to all schools. The expansion should consider: the purchase of computer equipment and furniture to the remaining schools; technical assistance on software and hardware difficulties (sort of a help desk) for the medium to long term; and a maintenance plan to replace hardware as needed.
- 7.17 **Strengthening of MOECD.** The MOECD as well as the IDB should continue pursuing the strengthening of the capacity of the key technical units within the ministry. In particular, the Consultancy suggests supporting training activities tailored to personnel at different levels, continuing supporting the implementation of the EMIS (see paragraph above), discuss a proposal for the reorganization of the MOECD, and supply equipment and furniture for the modernization of ministry units.
- 7.18 **Social Marketing Campaign (see paragraph 7.25).**

Lessons Learned

More involvement of stakeholders.

- 7.19 It was not enough to sign a loan agreement with the Government of Suriname to ensure the support of the MOECD to the curriculum reform for the new basic education cycle. Despite being the main contact person in the local counterpart during the design, negotiation and loan approval, the Permanent Secretary (PS) in charge during those years was considered one of the main opponents to such reform. During the first years of implementation the PS suggested that the Ministry had communicated to the IDB that the country was not ready to make any radical changes to the education sector, but the Bank's project team insisted on promoting the reform, and that the MOECD had no other choice but to accept the loan terms (no evidence was found supporting this argument, it is believed to be mainly political). It is believed that a wider participation of stakeholders, including the heads of the MOECD departments, representatives of denominational schools, teachers, principals and key civil society and community members, might have placed additional support to the reform and other subcomponents.

Ownership and sustainability

- 7.20 There was little to no ownership on the part of MOECD and other key stakeholders and there are no prospects for sustainable results in most of the interventions. To increase the probability of generating more ownership and sustainability, is important that in future projects the Bank works closely with the MOECD technical departments to promote ownership through their full involvement in the new project design phase and the introduction of monetary stimulus (performance based). In addition, any new operation should incorporate a detailed analysis of the fiscal impact the interventions may have on the MOECD budget and a plan for financial sustainability should be incorporated in the project as part of the execution scheme. The plan should promote the gradual transfer of financial responsibility from the project to the MOECD and promote the presence of counterpart funds in critical components.

A stronger Project Unit

- 7.21 Given the weaknesses and the lack of participation of MOECD technical units, in order to continue implementing the subcomponents, the PCU had to become a Project Executing Unit (PEU) but without the technical capacity some of the MOECD technical units could have offered. Any future operations should put together a unit with strong links to the Minister of Education and highly qualified personnel with the appropriate expertise for each of the interventions to support the technical areas in the decision making process and coordinate the execution. Furthermore, the PEU should implement a results based stimulus mechanism to evaluate the performance of its personnel. In addition to project related outputs, such mechanism should also incorporate coordination and ownership parameters.

Implementation of a Performance Based Stimulus (PBS)

- 7.22 The willing participation and support of MOECD heads of departments was taken for granted. From past and other experiences at the time, it was known that the incentives for public servants would play an important role in managing an efficient implementation. Nevertheless, given the Bank policies at the time limiting the use of loan resources to certain expenses, the project could only manage to offer study tours as incentives. As the results in both midterm and final evaluation suggest, the lack of interest might have been triggered in part by the absence of monetary incentives for MOECD officials. In future operations is recommended to incorporate a time-bound performance based stimulus linked to specific project outputs (including PCU-MOECD coordination and MOECD ownership) identified for each of the technical areas and PCU personnel.

On time distribution of teaching and learning materials

- 7.23 According to data collected from a representative sample of schools, an estimated 66.7% of teachers received the new preprimary curriculum materials in October –when the academic year starts, 31.7% in November and 1.7% in December. According to the head of the Distribution Center at MOECD, they received the materials for distribution in late September, just days before the school year starts, thus having little time to deliver them to the schools. For the materials to be on time before the new academic year starts in October, the materials would have to be delivered to the MOECD Distribution Center around June or July before teachers and principals go on vacation.

Continuous pedagogical assistance after new curriculum teacher training

- 7.24 The project did not consider additional pedagogical assistance for the preprimary teachers during the implementation of the new curriculum. According to data collected from the schools, around 44.9% of trained teachers expressed having difficulties implementing the new preprimary curriculum. It is important for future projects to incorporate a steady pedagogical assistance from MOECD coaches, followed by a retraining subcomponent. In addition, the principal training subcomponent could also benefit from a periodic training modality, for instance, 47.1% of the Principals that did not participate in the training, assumed their position after the training took place; 29.4% were not invited and did not know about it until later; 17.6% were invited but could not attend; and about 5.9% considered the training was not necessary.

Timeliness and focus of social marketing campaign

- 7.25 Despite supporting several marketing activities during the first few years of the project, around 30 workshops were organized up until 2009. The social marketing campaign did not have the desired results, in fact it seemed to have done the contrary. The MOECD did not have a clear message for the stakeholders as to what the reform was about, it did not have a communication strategy, and most importantly, it did not have the political will to implement

such changes. It is reasonable to argue that none of the activities supported by this subcomponent should have implemented, until the issues listed above were resolved. On the other hand the campaign should have been also focusing on other areas, promoting a more balance approach among subcomponents.

Many contractors to produce one output: Teacher Resource Centers

- 7.26 The construction of the Teacher Resource Centers (TRC) started late in the project, all contractors were hired between July and August of 2010. By the end of 2011 the infrastructure component of the TRC was finalized, but the equipment, furniture and utilities were not in place in many of the facilities. To reach an operational state the TRC depended on at least four contractor/suppliers, therefore the coordination between the PCU and all other parties involved was overwhelming. Future projects should consider the possibility of hiring one contractor to deliver a complete and functional TRC (infrastructure, utilities, furniture, equipment and instalation).

Operational TRC

- 7.27 The 10 TRC supported by the project are expected to be ready for use by the end of March 2012, however, to date there is no strategy backing the promotion and use of the TRC. The project developed one general Business Plan (BP) for all 10 TRCs. The BP content is limited at best, and does not offer detailed policies and procedures on how to operate them, it does not include in detail how may the TRC be used or offer examples as to how to use them, there is no reference to how and when they should be promoted among the school stakeholders. In addition, the project did not finance any kind of communication campaign and or training to promote and maximize the use of such centers among the teachers and principals. The design of the TRC should have also covered their operationalization, to contribute to their sustainability and correct use.

A more efficient implementation of the Innovation Fund

- 7.28 In order to participate in the selection process to receive the Innovation Fund, the schools needed to produce a School Action Plan (SAP). As originally design, the process for the development of the SAP called for the participation of different school stakeholders, in practice this did not take place, the SAP was developed during the principal training (subcomponent 3.1) with perhaps the participation of one additional teacher. In addition, between the selection process –at the end of 2009- and the actual execution of the fund, a whole year passed, therefore school priorities changed. Principals needed to update their SAP. The new SAP disregarded the limits set by the project to invest in infrastructure (40%). It is believed that the training for the implementation of the innovation fund as well as the development of the SAP would have had better results if done at the school level, to ensure more stakeholder participation. In addition better planning has to happen to avoid such gaps between the design and implementation phase.

ANNEXES

Annex I: People Interviewed

Mr. Jules De Rijp	Former PCU Coordinator
Mr. Carlos Gargiulo	Inter-American Development Bank
Mr. Donna Harris	Inter-American Development Bank
Mr. Jesus Duarte	Inter-American Development Bank
Mr. Marcelo Perez Alfaro	Inter-American Development Bank
Mr. Ryan Burgess	Inter-American Development Bank
Ms. Annelle Bellony	Inter-American Development Bank
Ms. Ramlal Vandana	Master Trainer
Mr. Abigail Lie A Kwie	MOECD – Head of Distribution & Learning material
Mr. B. Eersteling	MOECD – Head of the Interior Education Department
Mr. Hanoeman	MOECD – Head of Curriculum Department
Mr. U. Rodgers	MOECD – Head of the Examination Bureau
Mr. Wezenhagen	MOECD – Head of Technical Services
Mrs. Prya Hirasing	MOECD – Head of Research & Planning
Mr. Eric Banel	MOECD Needs Assessment Consultant
Mr. André Kramp	Project Coordinating Unit
Mr. Henk Esajas	Project Coordinating Unit
Mr. Jan Von Ewijk	Project Coordinating Unit
Mrs. Claudia Heide	Project Coordinating Unit
Mr. Jan Berkvens	SLO (Netherlands Institute for Curriculum Development)
Mr. Wout Ottevanger	SLO (Netherlands Institute for Curriculum Development)
Mrs. Corine Vis	SLO (Netherlands Institute for Curriculum Development)

Annex II: Questionnaire

Questionnaire
Final Evaluation of the Basic Education Improvement Project (BEIP)

A	Region where school is located: <input type="checkbox"/> Paramaribo <input type="checkbox"/> Coastal: (<i>Commewijne, Coronie, Nickerie, Saramacca and Wanica</i>) <input type="checkbox"/> Interior: (<i>Brokopondo, Marowijne, Para and Sipaliwini</i>)		
B	District where school is located: <div style="display: flex; justify-content: space-between;"> <div> <input type="checkbox"/> Brokopondo <input type="checkbox"/> Commewijne <input type="checkbox"/> Coronie <input type="checkbox"/> Marowijne <input type="checkbox"/> Nickerie </div> <div> <input type="checkbox"/> Para <input type="checkbox"/> Paramaribo <input type="checkbox"/> Saramacca <input type="checkbox"/> Sipaliwini <input type="checkbox"/> Wanica </div> </div>		
C	School Name		
D	School Code		
E	School Address		
		Street Number	Street Name
F	<input type="checkbox"/> This is a PUBLIC school OR <input type="checkbox"/> This is a PRIVATE school		
G	Interventions received by the School <input type="checkbox"/> Preprimary teacher training <input type="checkbox"/> Teaching guides and learning materials <input type="checkbox"/> Teacher Resource Centers		

	<input type="checkbox"/> Innovation Fund
	<input type="checkbox"/> School principals and school leaders training in school leadership and management
	<input type="checkbox"/> Schools repaired and renovated

1.1	Did you participate in the training for school leadership and management?
	<div> <div>Yes (____)</div> <div>No (____) If NO, can you explain why _____</div> </div> <div> <div></div> <div></div> <div></div> <div></div> </div>
1.2	
	<p>Based on the training, what changes in the following areas have you made to the way you manage your school? <i>(please be brief and specific)</i></p> <p>Communication:</p> <div> <div></div> <div></div> <div></div> <div></div> </div> <p>Effective Leadership:</p> <div> <div></div> <div></div> <div></div> <div></div> </div> <p>Vision on Good Education:</p> <div> <div></div> <div></div> <div></div> <div></div> </div> <p>School Management:</p> <div> <div></div> <div></div> <div></div> <div></div> </div>
1.3	

		<p>Since the training, have you increased the number of feedbacks you give teachers on their performance?</p> <p>Yes (____) if YES, How Often (mark only one): No (____)</p>	
1.4	<p>From (mark one):</p> <p>(____) None</p> <p>(____) Once a week,</p> <p>(____) Once a Month,</p> <p>(____) Once every 6 months</p>	<p>To (mark one):</p> <p>(____) Once a week,</p> <p>(____) Once a Month,</p> <p>(____) Once every 6 months</p> <p>(____) Once a year</p>	
1.5	<p>Since the training, have you open opportunities for the teachers to provide you with feedback on your performance?</p> <p>Yes (____) if YES, explain how:</p> <p>_____</p> <p>_____</p> <p>_____</p>	<p>No (____)</p>	
1.6	<p>Do you make time for reflection about fears and concerns?</p> <p>Yes (____) No (____)</p>		
1.7	<p>Before meetings with teachers or parents, do you develop a plan to guide such meetings?</p> <p>Yes (____) No (____)</p>		
1.8	<p>How would you rank your performance in the following areas:</p> <p>1. Listening to school stakeholders:</p>		

(___) Very Well (___) Good (___) Need to improve (___) Poorly

2. **Asking** questions to school stakeholders to address concerns and needs:

(___) Very Well (___) Good (___) Need to improve (___) Poorly

3. **Giving feedback**

(___) Very Well (___) Good (___) Need to improve (___) Poorly

4. **Receiving feedback**

(___) Very Well (___) Good (___) Need to improve (___) Poorly

5. **Reflecting**, by examining experiences from several angles:

(___) Very Well (___) Good (___) Need to improve (___) Poorly

6. **Managing** school meetings with respect to their content, the process and the interaction among participants.

(___) Very Well (___) Good (___) Need to improve (___) Poorly

Do you recognize the teachers for a job well done?

1.9

Yes (___) if YES, explain how:

No (___)

Based on the training you received, have you performed any coaching with the teachers?

1.10

Yes (___) if YES, with how many teachers have you started the process of coaching?:

No (___)

Based on the training you received, have you used the tool of Team Building to solve any school problems or concerns?

1.11

Yes (___) if YES, mention the problems you addressed:

No (___)

Based on the training you received, have you shared the school decision making process with other school stakeholders, such as parents, teachers and/or students?

Yes (____) if YES, mention a few examples:

No (____)

1.12

How would you rank your performance in the following areas:

1. Putting together a team to solve school problems:

(____) Very Well (____) Good (____) Need to improve (____) Poorly

2. Coaching of teachers to contribute to the quality of the educational process:

(____) Very Well (____) Good (____) Need to improve (____) Poorly

1.13

3. Inclusive decision making process, including teachers, parents and students

(____) Very Well (____) Good (____) Need to improve (____) Poorly

4. Conflict management amongst school stakeholders

(____) Very Well (____) Good (____) Need to improve (____) Poorly

5. Time management:

(____) Very Well (____) Good (____) Need to improve (____) Poorly

Does the school has a mission that is known to everyone?

1.14

Yes (____) No (____)

Do you make sure that the professional development activities of teachers are in accordance with the teaching goals of the school?

1.15

Yes (____) No (____)

Do you use student performance results to develop the educational goals of the school?

1.16

Yes (____) No (____)

1.17	Do you take into account exam results when making decisions regarding curriculum implementation? Yes (____) No (____)
1.18	How would you rank your performance in the Preparation of a financial plan: (____) Very Well (____) Good (____) Need to improve (____) Poorly
1.19	What do you think the training left you with as a principal and school leader? _____ _____ _____ _____ _____ _____

Module II: School Infrastructure, Renovations and Repairs (FOR SCHOOL PRINCIPAL)

APPLY TO SCHOOL PRINCIPAL ONLY IF SCHOOL RECEIVED FUNDS FOR SCHOOL RENOVATION AND/OR REPAIRS

2.1	Did you receive funds for school renovations and repairs? Yes (___) No (___) If NO, end this module and continue with module III
2.2	For these investments renovations and/or repairs have you developed a maintenance plan? Yes (___) No (___)
2.3	In what year were the renovations and/or repairs done? _____
2.4	Since the renovations and repairs, have these received any maintenance? Yes (___) No (___)
2.5	Have you made provisions in your budget to cover the expenses related to maintaining the renovations or repairs acquired with the funds? Yes (___) No (___)
2.6	In your opinion, are these renovations and/or repairs: (___) Very good shape (___) Good Shape (___) Need regular maintenance (___) Need urgent maintenance (___) Need to be redone

Module III: Innovation Fund (FOR SCHOOL PRINCIPAL)

APPLY TO SCHOOL PRINCIPAL ONLY IF SCHOOL RECEIVED THE INNOVATION FUND

Did you receive the Innovation Fund?

3.1

Yes (___) No (___) **If NO, END this module and continue with Module IV**

Have you received the last installment to conclude the innovation fund?

3.2

Yes (___) No (___) **If NO, Go to question 3.4**

What month and year did you received **the last installment** for the innovation fund? (____ / **20** ____)

3.3

Month Year

Could you please mention what stakeholders participated in the problem analysis, identifying priorities, developing a timeframe or in the decision making process **overall for developing the action plan** for the innovation fund? (**FOR Surveyor**: Please read options below and **Mark all that apply**)

(___) **None, if NONE, please go to question 3.5**

Or

3.4

(Read to principal and Mark all that Apply) **After marking please go to question 3.6**

(___) Teachers.

(___) Preprimary Principal

(___) Parents.

(___) Students.

(___) Other, please specify _____

If none of the stakeholders participated in the process of developing the action plan for the innovation fund, please explain why: **please go to question 3.9**

3.5

3.6	<p>Where did you hold the meetings with the stakeholders to develop the action plan for the innovation fund?</p> <p>Where _____</p>		
3.7	<p>How many meeting were held to develop the action plan for the innovation fund?</p> <p>(____) 1 to 3 times, (____) 4 to 5 times, (____) 6 to 7 times, (____) more than 8 times,</p>		
3.8	<p>What month and year was the last meeting held for the development of the action plan for the innovation fund?</p> <p>(____ / 20____)</p> <p style="text-align: center;">Month Year</p>		
3.9	<p>Do you consider the action plan reflected the needs the school had at the time it was developed?</p> <table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 40%; vertical-align: top; padding: 5px;"> <p>Yes (____)</p> </td> <td style="padding: 5px;"> <p>No (____) If NOT, please explain why _____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> </td> </tr> </table>	<p>Yes (____)</p>	<p>No (____) If NOT, please explain why _____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p>
<p>Yes (____)</p>	<p>No (____) If NOT, please explain why _____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p>		
3.10	<p>What of the following investments did you make with the funds you received (FOR Surveyor: Please read options below and Mark all that apply):</p> <p>(____) Supporting teacher innovations. (PLEASE Give example) _____</p> <p>(____) Teacher Training _____</p> <p>(____) Parents training (specify, what type of training) _____</p> <p>(____) Student initiatives _____</p> <p>(____) Purchase of teaching and learning materials _____</p>		

	<input type="checkbox"/> Purchase of equipment. <input type="checkbox"/> Purchase of classroom furniture <input type="checkbox"/> School renovations or repairs <input type="checkbox"/> School infrastructure (NEW construction) <input type="checkbox"/> Other: Please specify _____
3.11	For the investments related to equipment, new construction, renovations or repairs have you developed a maintenance plan? Yes (<input type="checkbox"/>) No (<input type="checkbox"/>)
3.12	Have you made provisions in your budget to cover the expenses related to maintaining the equipment, new construction, renovations or repairs acquired with the innovation fund? Yes (<input type="checkbox"/>) No (<input type="checkbox"/>)
3.13	FOR Surveyor, IF school is a private school then go to question 3.14, IF it is a public school, and “new construction” option in question 3.10 is marked, ask: For the investments related to <u>new construction</u> did you contacted the Technical Department at the Ministry of Education to request support with the selection of contractors, the technical studies, the design, the supervision and/or monitoring? Yes (<input type="checkbox"/>) No (<input type="checkbox"/>)
3.14	IF “new construction” option in question 3.10 is marked, ask: What kind of new construction investments did you make? (FOR Surveyor: Please <u>read options below</u> and Mark all that apply): <input type="checkbox"/> Classrooms <input type="checkbox"/> Media Center <input type="checkbox"/> Library <input type="checkbox"/> Computer laboratories <input type="checkbox"/> School offices <input type="checkbox"/> Bathrooms <input type="checkbox"/> A fence <input type="checkbox"/> A gate <input type="checkbox"/> A new roof <input type="checkbox"/> New playground for the children. <input type="checkbox"/> Storage room <input type="checkbox"/> Other, specify _____

3.15	Have you concluded the implementation of the action plan?	
	Yes (____) No (____) If NO, GO to question 3.17	
3.16	What month and year did you concluded the action plan?	(____ / ____ 20 ____) Month Year
3.17	Did you encountered difficulties <u>developing</u> the action plan?	
	Yes (____) if YES , please mention what difficulties did you face? _____ No (____) _____ _____ _____ _____	
3.18	Did you encountered difficulties <u>executing</u> the action plan?	
	Yes (____) if YES , please mention what difficulties did you face? _____ No (____) _____ _____ _____ _____	
3.19	Where the materials you received during the training to develop the school action plan useful?	Yes (____) No (____) If NOT, please explain why _____ _____ _____ _____

If you were to participate in this process again (**process of developing an action plan**) would you:

(____) require assistance to diagnose the problems, set priorities, and develop a time-bound action plan.

3.20 OR

(____) your experience in the first process was enough to be able to do it without any assistance.

After developing and executing the action plan, have you adopted and practiced any of the following **in the management** of your school or in other school projects? (**FOR Surveyor**: Please read options below and **Mark all that apply**):

(____) Have you considered the opinion of other stakeholders (such as parents, teachers, students, etc.) in the decision making process for the school management through meetings, focus groups, surveys, etc.

3.21 (____) Have you developed school budgets based on the most pressing school needs.

(____) Have you developed school budgets with the participation of other stakeholders (such as parents, teachers, students, etc.).

(____) Have you conducted a problem analysis exercise to identify problems and needs, and prioritize them.

(____) Have you developed a new action plan to follow-up on the needs and problems identified.

(____) Have you identified sources for funding of school projects.

What do you think the experience of developing and executing the action plan for the innovation fund left you with?

3.22

Module IV: Teacher Training (FOR PREPRIMARY TEACHER)

4.1	Teacher Sex	Male (___)	Female (___)
4.2	What is your date of birth	(___/___/___) dd / mm / aa	
4.3	<p>What grade or grades are you currently teaching at this school? (mark all that apply)</p> <p>1st(___), 2nd(___), 3rd(___), 4th(___), 5th(___), 6th(___), 7th(___), 8th(___), 9th(___) 10th(___) 11th(___) 12th(___)</p> <hr/> <p style="text-align: center;"> Preprimary Primary Junior Secondary </p> <p>Other _____</p>		
4.4	How many years have you been working as a teacher? (____) years		
4.5	How many years have you been working as a teacher <u>at this school</u> ? (____) years		
4.6	<p>Did you receive training in 2011 for the implementation of the new curriculum?</p> <p>Yes (___) No (___)</p>		
4.7	<p>Did you receive teaching guides and learning materials to implement the new curriculum?</p> <p>Yes (___) No (___) if NOT can you say why, please explain? _____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p style="text-align: center;">Please GO to Question 4.9</p>		

4.8	Please indicate the month and year you received <u>the last set</u> of materials	(_____ / 20 _____) Month Year
<p>In your view, was the training for the new curriculum in 2011 useful?</p> <div style="display: flex; justify-content: space-between; margin-top: 10px;"> <div style="width: 48%;"> <p>Yes (____) if YES, please explain why? _____</p> <div style="border-bottom: 1px solid black; margin-bottom: 5px;"></div> <div style="border-bottom: 1px solid black; margin-bottom: 5px;"></div> <div style="border-bottom: 1px solid black; margin-bottom: 5px;"></div> <div style="border-bottom: 1px solid black; margin-bottom: 5px;"></div> <div style="border-bottom: 1px solid black; margin-bottom: 5px;"></div> </div> <div style="width: 48%;"> <p>No (____) if NOT, please explain why? _____</p> <div style="border-bottom: 1px solid black; margin-bottom: 5px;"></div> <div style="border-bottom: 1px solid black; margin-bottom: 5px;"></div> <div style="border-bottom: 1px solid black; margin-bottom: 5px;"></div> <div style="border-bottom: 1px solid black; margin-bottom: 5px;"></div> <div style="border-bottom: 1px solid black; margin-bottom: 5px;"></div> </div> </div>		
4.9		
4.10	Have you started the implementation of the new curriculum in your classes?	

Yes (____)

No (____), If NO, why not? _____

Please GO to Question 1.16

Have you prepare your Lessons Plans (Lesvoorbereiding) for all subjects using the new format from the new curriculum? **(FOR Surveyor:** Please read options below and **Mark only ONE):**

4.11

(____) Yes, I have prepared Lessons Plans (Lesvoorbereiding) for all subjects using the new format from the new curriculum

(____) No, I have only prepared some of the Lessons Plans (Lesvoorbereiding)

(____) No, I have not prepared any of the Lessons Plans (Lesvoorbereiding)

Are the children using the new curriculum textbooks and materials?

Yes (____) If YES, How many days a week are the children using the materials

4.12

No (____), If NOT, why not? _____

Up until now, have you had difficulties in trying to implement the new curriculum?

Yes (____) if **YES**, please describe the difficulties? _____ No (____)

4.13

Please GO to Question 4.15

4.14	To overcome these difficulties, what have you done and what kind of support have you looked for, please describe: _____	

4.15	After the training supported by BEIP project (SLO firm) in 2011, did you receive support from the Ministry of Education or any other organization on how to implement the new curriculum? Yes (___) No (___) if NO, GO to question 4.17	
4.16	If the teacher answered yes, explain what kind of support? (read to teacher and mark all that apply)	
	(___) Visits from inspector	
	(___) Visits from a coach	
	(___) Advise from Preprimary Principal (Hoofdkleuterleidster)	
	(___) Advise from School Principal	
	(___) Received materials additional to the ones received by the training.	
(___) Received additional training.		
(___) Other (explain) _____		

4.17	Do you receive constant feedback on your performance from the School principal?	
	Yes (___) if YES, How Often (mark only one):	
	(___) Once a week,	
	(___) Once a Month,	
	(___) Once every 6 months	
(___) Once a year		
No (___)		

Has the School Principal opened opportunities for the teachers to provide him with feedback on his performance?

4.18 Yes (____) if YES, explain how: _____ No (____)

Have you heard of the Teachers' Resource Centers created by BEIP?

4.19 Yes (____) No (____) If NO, **END** questionnaire.

If you answered **YES** to question 4.19, have you used the services of any of the Teachers Resource Centers?

4.20 Yes (____) if **YES**, please mention what kind of services? No (____)

Overall, what suggestions could you make to improve the implementation of the new curriculum? **FOR Surveyor:** Please read options below (**Mark all that apply**)

(____) Need more training for teachers.

(____) More support from inspectors, coaches, principals, etc.

(____) Content of materials needs to improve.

(____) Format of material needs to improve.

4.21 (____) Other: please explain _____

4.22	FOR Surveyor: Did the school receive the innovation fund?
	If YES go to question 4.23 If NO, END questionnaire
4.23	<p>Did you participate in the decision making process for developing the action plan for the innovation fund?</p> <p>Yes (____) No (____) If NO, can you explain why _____</p> <p>_____</p> <p>_____</p> <p>_____</p>
4.24	<p>Could you please mention what other stakeholders participated in the process of developing the action plan for the innovation fund?</p> <p>(____) Other teachers.</p> <p>(____) Preprimary Principal</p> <p>(____) School Principal.</p> <p>(____) Parents.</p> <p>(____) Students</p> <p>(____) NONE.</p> <p>(____) Other, please specify _____</p>
4.25	<p>Could you please show me the materials (teaching guides and learning materials) you are using to implement the curriculum? FOR Surveyor: see annexes in this questionnaire to match the materials the teacher should be showing you.</p> <p>The teacher showed the correct materials (____)</p> <p>The teacher DID NOT show the correct materials, or DID NOT show any materials (____)</p>
4.26	<p>FOR Surveyor: When showing you the materials, were these: (Mark ONLY one)</p> <p>(____) right on the teacher desk (sign of being used at the moment)</p> <p>(____) pulled out of a storage cabinet/ bookshelf or a storage room from inside the classroom</p> <p>(____) Brought from a different room than the classroom</p>

(____) Other, specify_____	
<p>Could you please show me the Lessons Plans (Lesvoorbereiding) you have prepared for the class? FOR Surveyor: see annexes in this questionnaire to match the materials the teacher should be showing you.</p>	
4.27	<p>The teacher showed the Lessons Plans (Lesvoorbereiding) (____)</p> <p>The teacher DID NOT show the Lessons Plans (Lesvoorbereiding) or the Lessons Plans were NOT in the right format (____)</p>
<p>Can you please show me the children's material? FOR Surveyor: When showing you the materials for the children, were these: (Mark ONLY one)</p>	
4.28	<p>(____) right on the children's desk (sign of being used at the moment)</p> <p>(____) pulled out of a storage cabinet/ bookshelf or a storage room from inside the classroom</p> <p>(____) Brought from a different room than the classroom</p> <p>(____) Other, specify_____</p>
4.29	<p>FOR Surveyor, please observe if the materials for the children are the correct materials: see annexes in this questionnaire to match the materials the teacher should be showing you.</p> <p>Yes (____) No (____)</p>

Annex III: Code Book

Code Book

Final Evaluation of the Basic Education Improvement Project (BEIP)

School Information

Question #	Codes
A.	Region where school is located: 1 = Paramarimbo 2 = Coastal: (<i>Commewijne, Coronie, Nickerie, Saramacca and Wanica</i>) 3 = Interior: (<i>Brokopondo, Marowijne, Para and Sipaliwini</i>)
B.	1 = Brokopondo 2 = Commewijne 3 = Coronie 4 = Marowijne 5 = Nickerie 6 = Para 7 = Paramaribo 8 = Saramacca 9 = Sipaliwini 10 = Wanica
C	Print school name:
D	Print school code:
E	Print school address:
F	School type: 1 = Public 2 = Private
G	Interventions received by the School 1 = Apply Blank = Does not apply <u>For the following categories:</u> (___) Preprimary teacher training (___) Taching guides and learning materials (___) Teacher Resource Centers (___) Innovation Fund (___) School principals and school leaders training in school leadership and management (___) Schools repaired and renovated

Module I: School Leadership and Management (**FOR** **SCHOOL PRINCIPALS**)

Question #	Codes
1.1 (1.2)	Did you participate in the training for school leadership and management? 1 = Yes 2 = No
1.3	Based on the training, what changes in the following areas have you made to the way you manage your school? (<i>please be brief and specific</i>) (include explanation)
1.4	Since the training, have you increased the number of feedbacks you give teachers on their performance? 1 = Yes 2 = No
	From 0 = None 1 = Once a week, 2 = Once a Month, 3 = Once every 6 months
	To 1 = Once a week, 2 = Once a Month, 3 = Once every 6 months 4 = Once a year
1.5	Since the training, have you open opportunities for the teachers to provide you with feedback on your performance? 1 = Yes 2 = No
	If Yes, (include explanation)
1.6	Do you make time for reflection about fears and concerns? 1 = Yes 2 = No
1.7	Before meetings with teachers or parents, do you develop a plan to guide such meetings? 1 = Yes 2 = No
1.8	How would you rank your performance in the following areas:
	Listening to school stakeholders: 1 = Very Well 2 = Good

	<p>3 = Need to improve 4 = Poorly</p> <p>Asking questions to school stakeholders to address concerns and needs: 1 = Very Well 2 = Good 3 = Need to improve 4 = Poorly</p> <p>Giving feedback 1 = Very Well 2 = Good 3 = Need to improve 4 = Poorly</p> <p>Receiving feedback 1 = Very Well 2 = Good 3 = Need to improve 4 = Poorly</p> <p>Reflecting, by examining experiences from several angles: 1 = Very Well 2 = Good 3 = Need to improve 4 = Poorly</p> <p>Managing school meetings with respect to their content, the process and the interaction among participants. 1 = Very Well 2 = Good 3 = Need to improve 4 = Poorly</p>
1.9	<p>Do you recognize the teachers for a job well done?</p> <p>1 = Yes 2 = No</p> <p>If Yes, (include explanation)</p>
1.10	<p>Based on the training you received, have you performed any coaching with the teachers?</p> <p>1 = Yes 2 = No</p> <p>If Yes, with how many teachers have you started the process of coaching?:</p> <p>Include number: 1 to n</p>
1.11	<p>Based on the training you received, have you used the tool of Team Building to solve any school problems or concerns?</p> <p>1 = Yes 2 = No</p> <p>if YES, mention the problems</p>
1.12	<p>Based on the training you received, have you shared the school decision making process with other school stakeholders, such as parents, teachers and/or students?</p> <p>1 = Yes 2 = No</p> <p>if YES, mention examples:</p>
1.13	<p>How would you rank your performance in the following areas:</p> <p>Putting together a team to solve school problems: 1 = Very Well 2 = Good 3 = Need to improve</p>

	4 = Poorly
	Coaching of teachers to contribute to the quality of the educational process: 1 = Very Well 2 = Good 3 = Need to improve 4 = Poorly
	Inclusive decision making process, including teachers, parents and students 1 = Very Well 2 = Good 3 = Need to improve 4 = Poorly
	Conflict management amongst school stakeholders 1 = Very Well 2 = Good 3 = Need to improve 4 = Poorly
	Time management: 1 = Very Well 2 = Good 3 = Need to improve 4 = Poorly
1.14	Does the school has a mission that is known to everyone? 1 = Yes 2 = No
1.15	Do you make sure that the professional development activities of teachers are in accordance with the teaching goals of the school? 1 = Yes 2 = No
1.16	Do you use student performance results to develop the educational goals of the school? 1 = Yes 2 = No
1.17	Do you take into account exam results when making decisions regarding curriculum implementation? 1 = Yes 2 = No
1.18	How would you rank your performance in the Preparation of a financial plan: 1 = Very Well 2 = Good 3 = Need to improve 4 = Poorly
1.19	What do you think the training left you with as a principal and school leader? (include explanation)

Module II: School Infrastructure, Renovations and Repairs (FOR SCHOOL PRINCIPAL)

Question #	Codes
2.1	<p>Did you receive funds for school renovations and repairs as part of BEIP?</p> <p>1 = Yes 2 = No</p>
2.2	<p>For these investments renovations and/or repairs have you developed a maintenance plan?</p> <p>1 = Yes 2 = No</p>
2.3	<p>In what year were the renovations and/or repairs done?</p> <p>Indicate Year, all four digits</p>
2.4	<p>Since the renovations and repairs, have these received any maintenance?</p> <p>1 = Yes 2 = No</p>
2.5	<p>Have you made provisions in your budget to cover the expenses related to maintaining the renovations or repairs acquired with the funds?</p> <p>1 = Yes 2 = No</p>
2.6	<p>In your opinion, are these renovations and/or repairs in:</p> <p>1 = Very good shape 2 = Good Shape 3 = Need regular maintenance 4 = Need urgent maintenance 5 = Need to be redone</p>

Module III: Innovation Fund (FOR SCHOOL PRINCIPAL)

Question #	Codes
3.1	Did you receive the Innovation Fund? 1 = Yes 2 = No
3.2	Have you received the last installment to conclude the innovation fund? 1 = Yes 2 = No
3.3	<p>What month and year did you received the last installment for the innovation fund?</p> <p>For month: 1 = January 2 = February 3 = March 4 = April 5 = May 6 = June 7 = July 8 = August 9 = September 10 = October 11 = November 12 = December</p> <p>For year: 2007 = 2007 2008 = 2008 2009 = 2009 2010 = 2010 2011 = 2011</p>
3.4	<p>Could you please mention what stakeholders participated in the process of developing the action plan for the innovation fund (problem analysis, identifying priorities and developing a timeframe)?</p> <p>1 = Apply Blank = Does not apply</p> <p><u>For the following categories:</u></p> <ul style="list-style-type: none"> - None - Teachers. - Preprimary Principal - Parents. - Students. - Other, please specify (include explanation)
3.5	If none of the stakeholders participated in the process of developing the action plan for the innovation fund, please explain why: (include explanation)

3.6	Where did you hold the meetings with the stakeholders to develop the action plan for the innovation fund? <u>Indicate place</u>
3.7	How many meeting were held to develop the action plan for the innovation fund? 1 = 1 to 3 times, 2 = 4 to 5 times, 3 = 6 to 7 times, 4 = more than 8 times,
3.8	What month and year was the last meeting held for the development of the action plan for the innovation fund? For <u>month</u> : 1 = January 2 = February 3 = March 4 = April 5 = May 6 = June 7 = July 8 = August 9 = September 10 = October 11 = November 12 = December
	For <u>year</u> : 2007 = 2007 2008 = 2008 2009 = 2009 2010 = 2010 2011 = 2011
3.9	Do you consider the action plan reflected the needs the school had at the time it was developed? 1 = Yes 2 = No
	<u>If Not, include explanation</u>
3.10	What of the following investments did you make with the funds you received (Mark all that apply): 1 = Apply Blank = Does not apply <u>For the following categories:</u> () Supporting teacher innovations. (PLEASE Give example) () Teacher Training () Parents training (specify, what type of training) () Student initiatives () Purchase of teaching and learning materials () Purchase of equipment. () Purchase of classroom furniture

	<p>() School renovations or repairs</p> <p>() School infrastructure (NEW construction)</p> <p>() Other: Please specify</p> <p>If "Supporting teacher innovations" was selected. Include example</p> <p>If "Parents training" was selected, specify what type of training</p> <p>If "Other" was selected, specify.</p>
3.11	<p>For the investments related to equipment and infrastructure have you developed a maintenance plan?</p> <p>1 = Yes</p> <p>2 = No</p>
3.12	<p>Have you made provisions in your budget to cover the expenses related to maintaining the equipment, furniture, repairs and infrastructure acquired with the innovation fund?</p> <p>1 = Yes</p> <p>2 = No</p>
3.13	<p>For the investments related to infrastructure (new construction) did you contacted the Technical Department at the Ministry of Education to request support with the selection of contractors, the technical studies, the design, the supervision and/or monitoring?</p> <p>1 = Yes</p> <p>2 = No</p>
3.14	<p>What kind of infrastructure (new construction) investments did you make?</p> <p>1 = Apply</p> <p>Blank = Does not apply</p> <p><u>For the following categories:</u></p> <p>() Classroom</p> <p>() Library</p> <p>() School offices</p> <p>() Bathrooms</p> <p>() Fence</p> <p>() Storage room</p> <p>() Other, specify</p> <p>If "Other" was selected, specify.</p>
3.15	<p>Have you concluded the implementation of the action plan?</p> <p>1 = Yes</p> <p>2 = No</p>
3.16	<p>What month and year did you conclude the action plan?</p> <p>For month:</p> <p>1 = January</p> <p>2 = February</p> <p>3 = March</p> <p>4 = April</p> <p>5 = May</p> <p>6 = June</p> <p>7 = July</p> <p>8 = August</p> <p>9 = September</p>

	10 = October 11 = November 12 = December For year: 2007 = 2007 2008 = 2008 2009 = 2009 2010 = 2010 2011 = 2011
3.17	Did you encountered difficulties developing the action plan? 1 = Yes 2 = No If Yes: Explain Why
3.18	Did you encountered difficulties executing the action plan? 1 = Yes 2 = No If Yes: Explain Why
3.19	Where the materials you received during the training to develop the school action plan useful? 1 = Yes 2 = No If NO: Explain Why
3.20	If you were to participate in this process again would you: 1 = require assistance to diagnose the problems, set priorities, and develop a time-bound action plan. 2 = your experience in the first process was enough to be able to do it without any assistance.
3.21	After developing the action plan, have you adopted and practiced any of the following in the management of your school? 1 = Apply Blank = Does not apply <u>For the following categories:</u> (____) Have you considered the opinion of other stakeholders (such as parents, teachers, students, etc.) <u>in the decision making process for the school</u> management through meetings, focus groups, surveys, etc. (____) Have you developed school budgets based on the most pressing school needs. (____) Have you developed school budgets with the participation of other stakeholders (such as parents, teachers, students, etc.). (____) Have you conducted a problem analysis exercise to identify problems and needs, and prioritize them. (____) Have you developed a new action plan to follow-up on the needs and problems identified. (____) Have you identified sources for funding of school projects.
3.22	What do you think the experience of developing and executing the action plan for the innovation fund left you with? Describe

Module IV: Teacher Training (**FOR PREPRIMARY TEACHER**)

Question #	Codes
4.1	Sex: 1 = Male 2 = Female
4.2	<p>Date of Birth:</p> <p>For month: 1 = January 2 = February 3 = March 4 = April 5 = May 6 = June 7 = July 8 = August 9 = September 10 = October 11 = November 12 = December</p> <p>For year: 2007 = 2007 2008 = 2008 2009 = 2009 2010 = 2010 2011 = 2011</p>
4.3	<p>What grade or grades are you currently teaching at this school? (mark all that apply)</p> <p>1 = Apply Blank = Does not apply</p> <p><u>For the following categories:</u></p> <p>() 1st () 2nd () 3rd () 4th () 5th () 6th () 7th () 8th () 9th () 10th () 11th () 12th</p>

Question #	Codes
	If other specify
4.4	How many years have you been working as a teacher? Where possible exclude extended periods of absence: Indicate number of years: 1 to n
4.5	How many years have you been working as a teacher <u>at this school!</u> ? Where possible exclude extended periods of absence: Indicate number of years: 1 to n
4.6	Did you receive training in 2011 for the implementation of the new curriculum? 1 = Yes 2 = No
4.7	Did you receive teaching guides and learning materials to implement the new curriculum? 1 = Yes 2 = No
	If NOT include explanation?
4.8	Please indicate the month and year you received the <u>last set</u> materials For <u>month</u> : 1 = January 2 = February 3 = March 4 = April 5 = May 6 = June 7 = July 8 = August 9 = September 10 = October 11 = November 12 = December For <u>year</u> : 2007 = 2007 2008 = 2008 2009 = 2009 2010 = 2010 2011 = 2011
4.9	In your view, was the training for the new curriculum in 2011 useful? 1 = Yes 2 = No
	If Yes : Explain Why
	If No : Explain Why

Question #	Codes
4.10	<p>Have you started the implementation of the new curriculum in your classes?</p> <p>1 = Yes 2 = No</p> <p>If No: Indicate Why Not</p>
4.11	<p>Have you prepare your Lessons Plans (Lesvoorbereiding) for all subjects using the new format from the new curriculum?</p> <p>1 = Yes, I have prepared Lessons Plans (Lesvoorbereiding) for all subjects using the new format from the new curriculum 2 = No, I have only prepared some of the Lessons Plans (Lesvoorbereiding) 3 = No, I have not prepared any of the Lessons Plans (Lesvoorbereiding)</p>
4.12	<p>Are the children using the new curriculum textbooks and materials?</p> <p>1 = Yes 2 = No</p> <p>If Yes: How many days a week are the children using the materials</p> <p>If No: Explain Why</p>
4.13	<p>Up until now, have you had difficulties in trying to implement the new curriculum?</p> <p>1 = Yes 2 = No</p> <p>If Yes: Explain Why</p>
4.14	<p>To overcome these difficulties, what have you done and what kind of support have you looked for.</p> <p>Please describe:</p>
4.15	<p>After the training supported by BEIP project (SLO firm) in 2011, did you receive support from the Ministry of Education or any other organization on how to implement the new curriculum?</p> <p>1 = Yes 2 = No</p>
4.16	<p>If the teacher answered yes, explain what kind of support? (mark all that apply)</p> <p>1 = Apply Blank = Does not apply</p> <p><u>For the following categories:</u></p> <p>Visits from inspector Visits from a Coach Advise from Preprimary Principal (<i>Hoofdkleuterleidster</i>) Advise from School Principal Received materials additional to the ones received by the training</p>

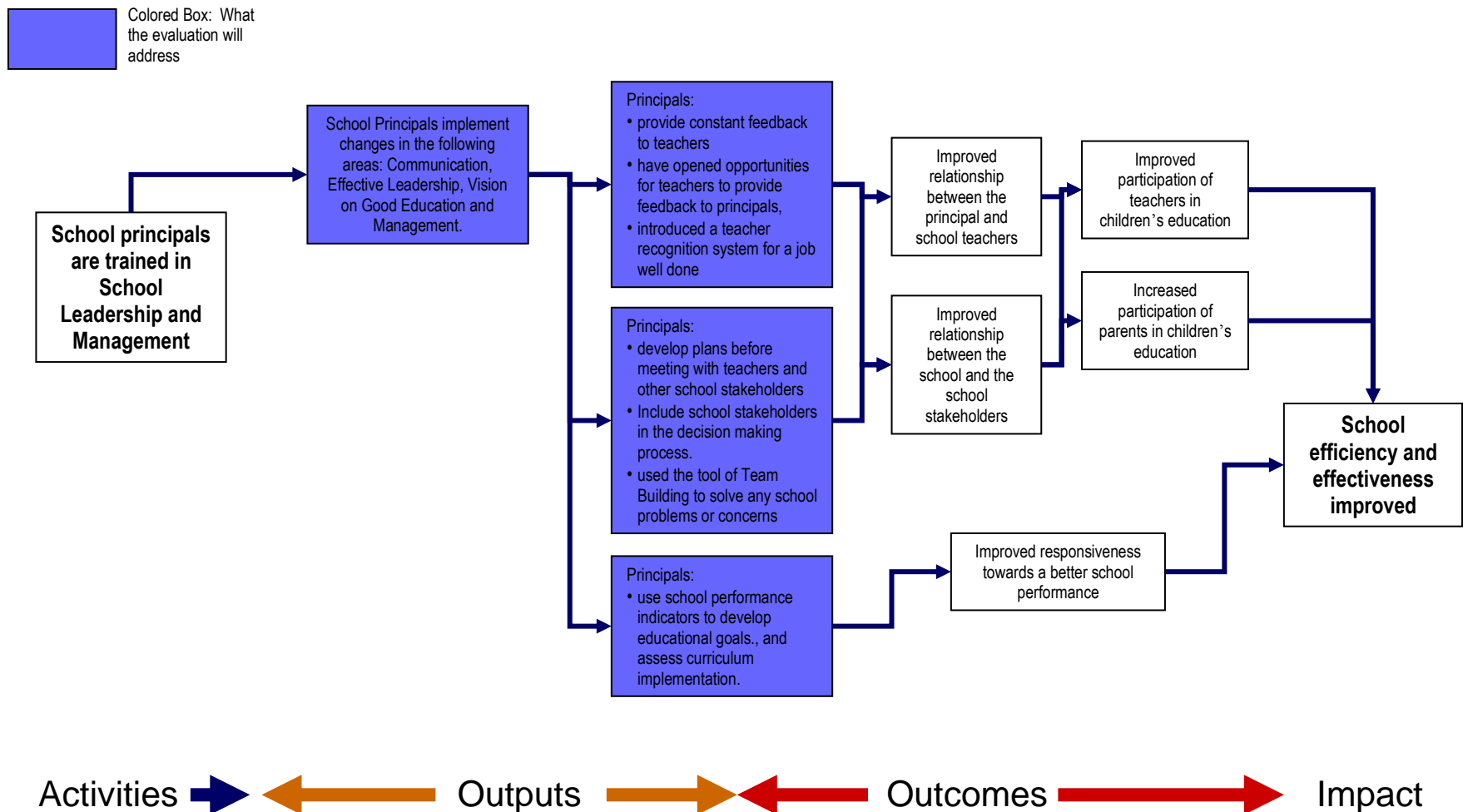
Question #	Codes
	Received additional training. Other
	If other, explain
4.17	Do you receive constant feedback on your performance from the School principal? 1 = Yes 2 = No If Yes: How Often: 1 = Once a week, 2 = Once a Month, 3 = Once every 6 months 4 = Once a year
4.18	Has the School Principal opened opportunities for the teachers to provide him with feedback on his performance? 1 = Yes 2 = No If Yes: explain how:
4.19	Have you heard of the Teachers' Resource Centers created by BEIP? 1 = Yes 2 = No
4.20	If you answered YES to question 4.19, have you used the services of any of the Teachers Resource Centers? 1 = Yes 2 = No If Yes: mention what kind of services
4.21	Overall, what suggestions could you make to improve the implementation of the new curriculum? 1 = Apply Blank = Does not apply <u>For the following categories:</u> () Need more training for teachers. () More support from inspectors, coaches, principals, etc. () Content of materials needs to improve. () Format of material needs to improve. () Other: please explain IF Other Explain
4.22	FOR Surveyor: Did the school received the innovation fund? 1 = Yes

Question #	Codes
	2 = No
4.23	<p>Did you participate in the decision making process for developing the action plan for the innovation fund?</p> <p>1 = Yes 2 = No</p> <p>If No: Explain</p>
4.24	<p>Could you please mention what other stakeholders participated in the process of developing the action plan for the innovation fund?</p> <p>1 = Apply</p> <p>Blank = Does not apply</p> <p><u>For the following categories:</u></p> <p>For the following categories (____) Other Teachers. (____) Preprimary Principal (____) School Principal (____) Parents. (____) Students. (____) None (____) Other, please specify</p> <p>IF Other include explanation</p>
4.25	<p>Could you please show me the materials (teaching guides and learning materials) you are using to implement the curriculum?</p> <p>1 = The teacher showed the correct materials 2 = The teacher DID NOT show the correct materials, or DID NOT show any of the new materials</p>
4.26	<p>FOR Surveyor: When showing you the materials, were these: (Mark ONLY one)</p> <p>1 = right on the teacher desk (sign of being used at the moment) 2 = pulled out of a storage cabinet/ bookshelf or a storage room from inside the classroom 3 = Brought from a different room than the classroom 4 = Other, specify</p> <p>IF Other specify</p>
4.27	<p>Could you please also show me the Lessons Preparation (Lesvoorbereiding) form from the new curriculum you prepared for the class?</p> <p>1 = The teacher showed the Lessons Preparation (Lesvoorbereiding)</p>

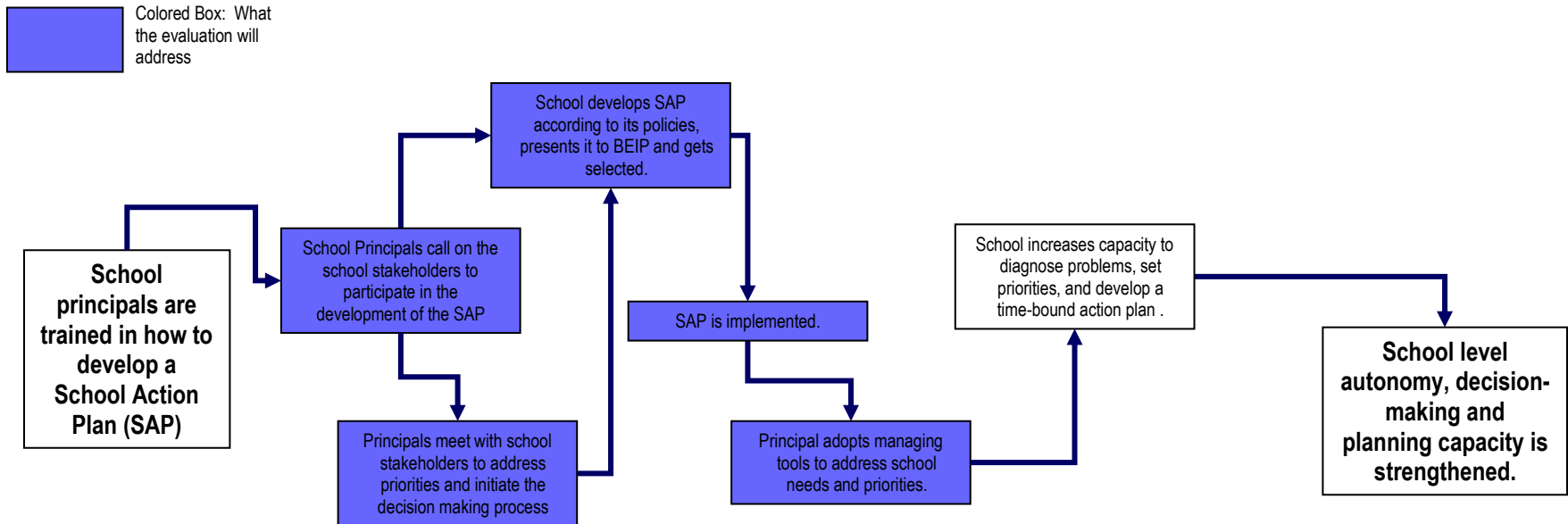
Question #	Codes
	2 = The teacher DID NOT show the Lessons Preparation or the Lessons Plans were NOT in the right format (Lesvoorbereiding)
4.28	<p>Can you please show me the children's material? FOR Surveyor: When showing you the materials for the children, were these: (Mark ONLY one)</p> <p>1 = right on the children's desk (sign of being used at the moment) 2 = pulled out of a storage cabinet/ bookshelf or a storage room from inside the classroom 3 = Brought from a different room than the classroom 4 = Other, specify</p> <p>IF Other specify</p>
4.29	<p>FOR Surveyor, please observe if the materials for the children are the correct materials: see annexes in this questionnaire to match the materials the teacher should be showing you.</p> <p>1 = Yes 2 = No</p>

Annex IV: Direct Effects Sequence Diagrams

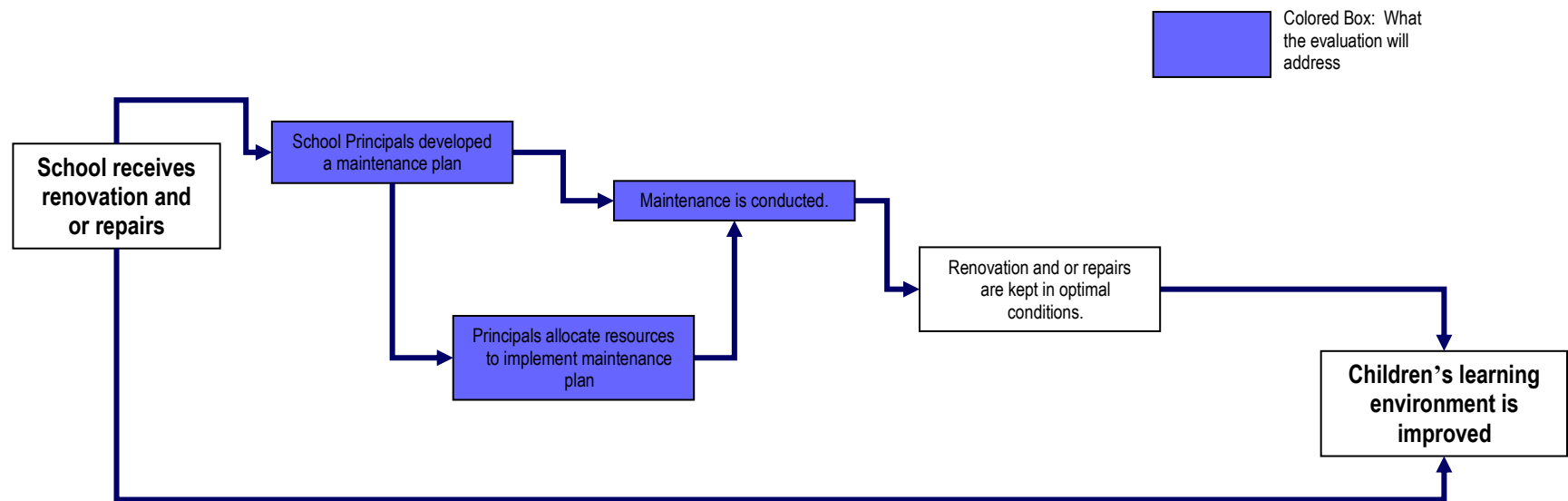
School Leadership and Management



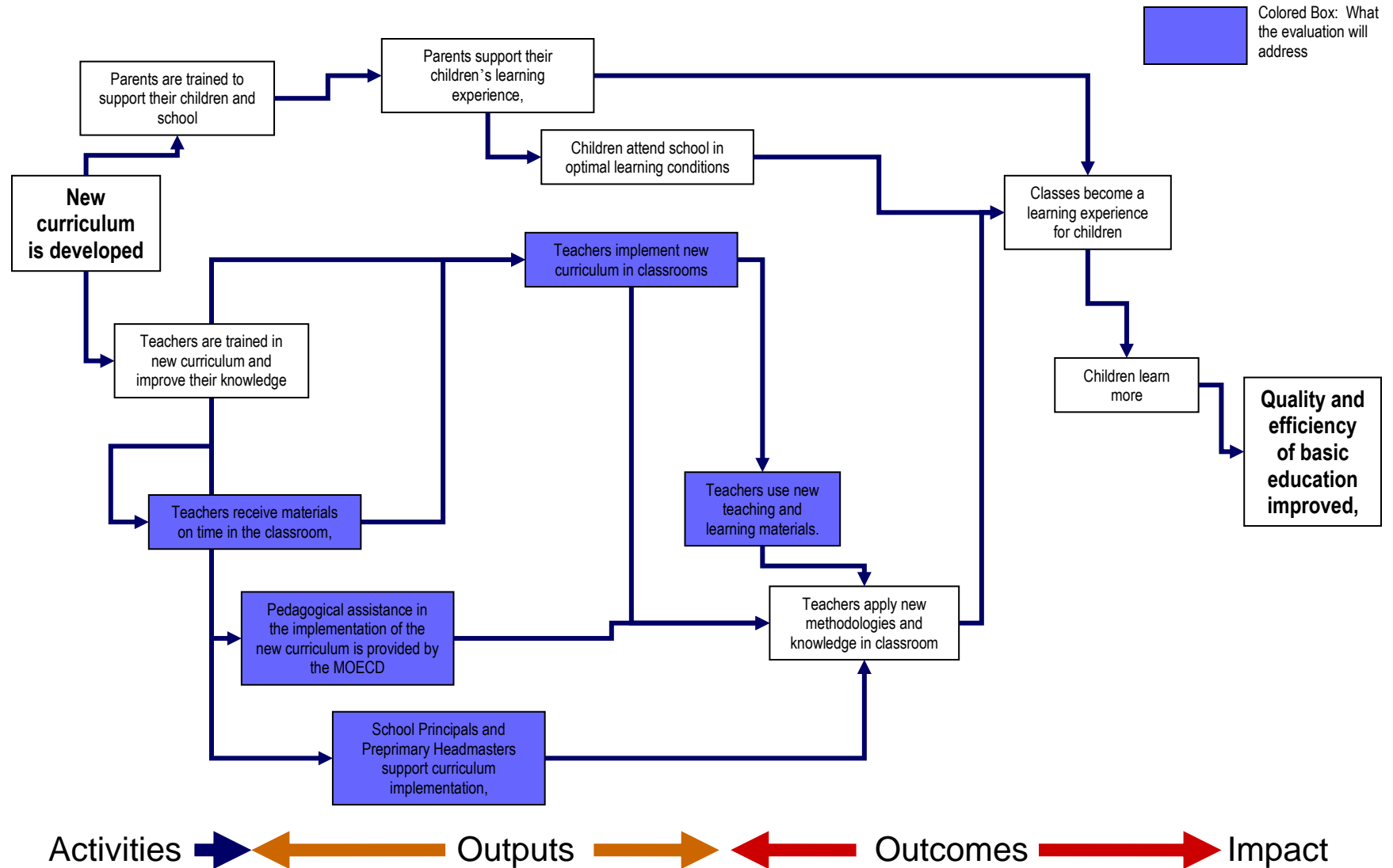
Innovation Fund



School Infrastructure, Renovations and Repairs



Implementation of New Preprimary Curriculum



Annex V: Random Selected Schools

School Code	School Type	Name of School	Address	District
G1070	Primary	Otto Tank	Burenstraat 23	Paramaribo
G1038	Primary	Friedrich Stahelin	H.A.E.Aaronstraat	Paramaribo
G1051	Primary	Christelijke school	H.A.E.Aaronstraat 134	Paramaribo
G1019	Primary	St.Stephanus	Weidestraat 31	Paramaribo
G1003	Primary	O.S.Devisbuiten	Amsoistraat 51	Paramaribo
G1103	Primary	Pt.K.Piarelall	Boontjediefweg 1	Paramaribo
M1002	Junior	A.T. Calor	Dr.S.Redmondstraat 116	Paramaribo
G1072	Primary	O.S.Clevia	Pisang Rodjostraat 24	Paramaribo
G1123	Primary	Renckewitz dependence	kaikoesystraat 63	Paramaribo
G1020	Primary	St.Gertrudis	Schietbaanweg 32a	Paramaribo
G1022	Primary	St.Elizabeth I	H.A.E.Aaronstraat 14	Paramaribo
M1007	Junior	St. Paulus	Mgr. Wulfinghstraat 3	Paramaribo
G1065	Primary	De Vrije School	Dr.S.Redmondstraat 252	Paramaribo
L1017	Junior	L.A. Simons	Verl. Gem.landsweg 207	Paramaribo
G1007	Primary	O.S.Zinniastraat	Zinniastraat 23	Paramaribo
G2036	Primary	St.Vincentius	Kwattaweg 619	Paramaribo
G1124	Primary	Het Zout der Aarde	Lolastraat 22	Paramaribo
G1041	Primary	O.S.Tammengaproject	Asidonhopostraat 1	Paramaribo
G1079	Primary	O.S.Balona	Estreliastraat 6	Paramaribo
G1084	Primary	O.S.III Flora	Gijsbert Dijksteelstraat	Paramaribo
G1118	Primary	O.S.Mastklimmenstraat (O.S. III Latour)	Mastklimmenstraat 13	Paramaribo
G1085	Primary	O.S. Majosteeg	Majosteeg 3	Paramaribo
G1032	Primary	St.Tarcisius	Calcultastraat 81	Paramaribo
G1098	Primary	Buchner	Nieuwezorgweg 62	Paramaribo
G1059	Primary	Prof. Dr. F. R. Ansari	Hernhutterstraat 76	Paramaribo
L1016	Junior	LBGO-Beekhuizen	Gronfollostraat	Paramaribo
L1007	Junior	St. Cecilia	Ramgoelamweg 79	Paramaribo
G2023	Primary	O.S.II Santodorp	Dankbaarheidweg 5	Paramaribo
G cu	Primary	O.S. Santopolderweg	Santopolderweg	Paramaribo
G2026	Primary	O.S.Koewarasan	Bomapolder Serie 2	Paramaribo
G2042	Primary	Clarke	Santopolder Serie 2	Paramaribo
L2006	Junior	Sarasvati	Gr. Blijdenhoopweg 4	Paramaribo
SE	Special	Kennedy	Wanicastraat	Paramaribo
SE	Special	Ilse Labadie	Gongrijpstraat 53	Paramaribo
SE	Special	Flora	Orostraat	Paramaribo
SE	Special	Louis Braille	dr. Sophie Redmonstraat 167	Paramaribo
SE	Special	Hubstina	Niddhastraat 20	Paramaribo
G3023	Primary	O.S.III Meerzorg	Manjadam 2	Commewijne
G3012	Primary	S.Glocker	Roblesweg Nw.Amsterdam	Commewijne
G3016	Primary	EBGS Margrita	Margrita	Commewijne
M3001	Junior	Ellen	Plantage Ellen	Commewijne
L3001	Junior	A. Saliminschool	Liliendal - Commewijne	Commewijne
G3009	Primary	O.S.Kroonenburg	Kroonenburg	Commewijne
G6025	Primary	O.S.III Wageningen	Kerkplein	Nickerie

School Code	School Type	Name of School	Address	District
G7001	Primary	O.S.Totness	Hendrik Fellerstraat	Nickerie
G6001	Primary	O.S.I Nw.Nickerie	Achterdam	Nickerie
G6009	Primary	O.S.I Hamptoncourt	Hamptoncourtpolder SD 58	Nickerie
G6011	Primary	O.S.Klein Henar	Klein Henarpolder SN 10-6	Nickerie
G6028	Primary	O.S. IV Nickerie	St. Jozefstraat 37	Nickerie
G5001	Primary	O.S.Kampong Baroe	Kampong Baroe	Saramacca
G5002	Primary	O.S.Tambaredjo	Josiekreekweg 280	Saramacca
L5001	Junior	H.J. de Vries	Von Freyburg km 55	Saramacca
G9006	Primary	W.A. liefde	Eendracht Marchalkreek	Brokopondo
L4002	Junior	V.O.J. Albina	Wilhelminastraat/Albina	Marowijne
G4010	Primary	Fred Murray	Borneostraat 1 Moengo	Marowijne
M2004	Junior	Mulo-Schotelweg	Schotelweg 13	Para
G8005	Primary	O.S.Zanderij	Zanderij	Para
G8017	Primary	O.S.Matta	Matta	Para
G8023	Primary	O.S. Rijsdijk	Rijsdijk	Para
G8007	Primary	St.Ferdinand	Copieweg	Para
G8006	Primary	Johan Chelius	Joden Savanna	Para
G8012	Primary	A.J.Welles	Akrumlaan 3 Onverwagt	Para
G2016	Primary	L.R.Rahan	Indira Gandhiweg 509	Para
G2008	Primary	O.S.Tout Lui Faut	Dr.M.L.Kingweg km 10	Para
G2010	Primary	O.S.I Houttuin	Nekoedoelaan 3	Para
G2012	Primary	O.S.Dijkveld	Pierpontweg 33	Para
L2011	Junior	VOJ Houttuin	Flamboyantlaan	Para
G8010	Primary	Heilig Hart	La Vigilantia 169	Para
SE	Special	Kurkuruschool (Matoekoe)	Van Hattemweg	Para
G4006	Primary	St.Angeline	Tamarin	Sipaliwini
G4014	Primary	EBGS Wanati	Wanhati	Sipaliwini
G cu	Primary	Dependence Gosoetoe		Sipaliwini
G0038	Primary	O.S.Goninikreek Mofo	Gonini Mofo	Sipaliwini
G0046	Primary	O.S. Tepoe	Tepoe	Sipaliwini
G0010	Primary	Fred Murray()	Donderskamp	Sipaliwini
G0023	Primary	O.S.Dan	Boven 't Stuwmeer	Sipaliwini
G0034	Primary	Duwatra	Duwatra/Bov. Sur.	Sipaliwini
G0027	Primary	J.A.M.Willebrands	Pikin Slee	Sipaliwini
G0018	Primary	EBGS-Poesoegroenoe	Boven Saramaccarivier	Sipaliwini

Annex VI: Images of Textbook Material Preprimary

See file below



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Dexterous Consulting

Annex VII: List of Schools in Need of a Multi-grade Modality

School	Denomination	Place / Village	District	Multigrade Class
Lpoorman	Z.A.	Erowarte	Marowijne	Multigrade class in place for more than the current academic year
St. Angeline	R.K.	Tamarin	Marowijne	Multigrade class in place for more than the current academic year
E.B.G.S. Wanhatti	E.B.G.	Wanhatti	Marowijne	Multigrade class in place for more than the current academic year
Johan Chelius	R.K.	Redi Doti	Para	Multigrade class in place for more than the current academic year
St. Nicolaas	R.K.	Kalebaskreek	Saramacca	Multigrade class in place for more than the current academic year
Kankantrie	R.K.	Masiakriki	Sipaliwini	Multigrade class in place for current academic year
E.B.G.S. Djoemoe	E.B.G.	Djoemoe	Sipaliwini	Multigrade class in place for current academic year
Granman C. Forster	E.B.G.	Langatabbetje	Sipaliwini	Multigrade class in place for current academic year
St. Hubertus	R.K.	Corneliskondre	Sipaliwini	Multigrade class in place for more than the current academic year
St. Andreas	R.K.	Tapoeripa	Sipaliwini	Multigrade class in place for more than the current academic year

Annex VIII: Original Logical Framework

Annex IX: Midterm Evaluation Report