Document of the Inter-American Development Bank

**SURINAME**

**second basic education improvement program- Phase II**

**(SU-L1038)**

**monitoring and evaluation plan**

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| **Abbreviations** | |
| BEIP | Basic Education Improvement Program. |
| CENASU | Center for Continuing Education (for its acronym in Dutch). |
| GDP | Gross Domestic Product. |
| GLO 6 | National Exam at the end of Primary Education (for its acronym in Dutch). |
| EEO | Optional Electronic Link (for its acronym in Spanish). |
| EER | Required Electronic Link (for its acronym in Spanish). |
| ESMR | Environmental and Social Management Report. |
| ESS | Environmental and Social Strategy. |
| GOS | Government of Suriname. |
| ICT | Information, Communications and Technology. |
| IDB | Inter-American Development Bank. |
| MDG | Millennium Development Goal. |
| MOESC | Ministry of Education, Science and Culture. |
| NPV | Net Present Value. |
| POD | Proposal for Operation Development. |
| PMU  SAR | Program Management Unit.  Semi Annual Report |
| SERCE | Second Regional Comparative Study. |
| SPF | Safeguard Policy Filter. |
| SSF | Safeguard Screening Form. |

**monitoring and evaluation plan**

1. **Introduction**
   1. The proposed program is the second phase of a multiphase operation that aims at increasing learning outcomes of all primary school students and improving the internal efficiency of the education system. The first phase focused on developing the curriculum for students from grade 3 to 6, and improving access to preschool and primary education in the interior. This second phase will continue developing the curriculum of the last two years of primary education, and improving access to better schools and teachers in the interior. The program direct beneficiaries are the 88.000 primary and preprimary education students currently enrolled in primary education and 7.500 teachers working in these levels of education.
   2. **Component 1: Improve student learning (US$11.71 million).** The objective of this component is to improve student learning and the efficiency of the primary education levels in Suriname by completing the redesign of the curriculum of primary education in all subject areas, developing and making available students’ textbooks and teachers’ guides in the schools to support the implementation of the new curriculum as well as training and coaching teachers in its use. This component will finance the following activities: (i) redesign of curriculum for primary education, including: curriculum development of all subjects for grades 7 and 8, emphasizing the portrayal of non-stereotypical gender roles; development of reading books for grades 4 to 8 to complement the language curriculum; a strategy to improve examinations and implementation of recommendations; (ii) training and coaching of teachers and principals in the new curriculum; (iii) provision of textbooks and teaching guides for grades 7 and 8; reading books for grade 4 to 8; and didactic materials for grades 1 to 8; (iv) development of e‑content in the new math and language curriculum for grades 3 to 8; and (v) development of a strategy to inform the lower secondary education reform, including a curriculum framework review and stakeholder consultations. This strategy will assess how to establish a stronger connection between the education system and labor market demands, with a special emphasis on how to improve women’s participation in the labor market. The amount assigned to this component reflects the costs of curriculum redesign observed in Phase I.
   3. **Component 2: Improve access to education in the interior and improve facilities at MOESC (US$5 million).** The objective of this component is to improve access to better schools and teachers in the interior of the country as well as improve the facilities of the MOESC. The program will finance the following activities: (i) the assessment of school infrastructure needs; (ii) renovation and expansion of classrooms and teacher housing in the interior; and (iii) construction of the Centre for Continuing Education of Suriname (CENASU) to train teachers and principals. The CENASU will be located within the MOESC premises, the land is currently owned by the MOESC and the technical drawings and bidding documents were advanced and financed by Phase I. The schools in the interior will rely on the connection to electricity; water and sanitation from the village where they are located.
   4. **Component 3: Improve management capacity at the MOESC (US$1.54 million).** The objective of this component is to improve the capacity of the MOESC in delivering education services, supporting schools and teachers and monitoring progress. This component will finance the following activities: (i) capacity strengthening of MOESC departments; (ii) continued implementation of the social marketing campaign to inform the public about the program; and (iii) assistance to the MOESC in the execution of the ICT in Education Policy.
   5. **Component 4: Program Administration (US$1.45 million) and Contingencies (US$300,000).** This component includes the administrative costs of the execution of the program through the existing Program Executing Unit, the midterm and final evaluation and the audit.
   6. The project’s monitoring and evaluation system will be based on the program’s Results Framework and include the involvement of Ministry of Education, Science and Culture (MOESC) and the Program Management Unit (PMU) staff. The PMU will be responsible for monitoring, periodic reporting and coordinating the midterm and final evaluation. Specific tasks include: (i) preparing semi-annual progress reports documenting project outputs and outcomes; (ii) preparing and administering the program budget; (iii) documenting bidding and contract administration processes; (iv) in collaboration with MOESC’s R&P Department (responsible for collecting and analyzing education statistics in the country), monitoring program indicators and performance targets and analyzing data collected; (v) monitoring budgetary allocations; and (vi) regularly updating the Ministers of Education and Finance. While the PMU ultimately is responsible for the M&E and reporting of the program, the R&P Department will be responsible for supporting the PMU in the process. Such support may include: (i) developing M&E instruments for the program; (ii) conducting monitoring visits; (iii) collecting and analyzing data related to program indicators; and (iv) assisting in evaluation of program initiatives. Specific roles of the PMU and R&P Department will be clarified in the Operational Manual.
2. **Monitoring**
3. The Bank and the MOESC, through the PMU, will focus its monitoring on the proper implementation of all activities of the program. The PMU’s program manager, with the support of the task officers in charge of each of the main components of the project, will be responsible of reporting on the advance and problems of the implementation. These reports that track the implementation and physical advancement of the activities will be consolidated in the semiannual reports that the PMU will submit to the Bank.
4. The Bank team responsible for the program will schedule two administration missions and two technical visits per year and monthly videoconferences to track the physical and financial progress of the program. These activities will also serve to gather lessons learned and redirect activities if needed.
5. For Component 2 activities that involve school expansion and renovation and construction of teacher housing, the Bank will hire a construction expert to supervise the construction cycle and advise the Bank and the MOESC’s Building Commission of necessary adjustments.
6. The financial progress will also be monitored through regular financial inspections visits lead by the Bank’s Financial Specialist assigned to the project. The PMU is responsible for reporting the financial progress of the project through the semiannual progress report submitted by the PMU to the Bank.
   1. **Indicators**
7. Based on the complete results matrix of the project, the monitoring will consider the following indicators.

|  |  |  |  |
| --- | --- | --- | --- |
| **Table 1. Indicators** | | | |
| **Indicator** | **Formula** | **Frequency of Measurement** | **Source of Verification** |
| **Outcome Level** |  |  |  |
| Percentage of students with satisfactory results at the exam taken at end of primary education (exam at grade 8) | Proportion of students that obtain satisfactory grade in exam at grade 8 from the total number of students that take exam at end of grade 8 | Annual | MOESC Research and Planning Department with data from Bureau of Examinations |
| Percentage of students that complete primary education on time (to grade 8)   1. Total Suriname 2. Brokopondo 3. Sipaliwini | Percentage of students that enrolled in primary education and take exam at grade 8 after six years at school. Students are tracked using student identification number. For all Suriname, and also for Brokopondo and Sipaliwini.  Using the student ID number, track students that entered grade 3 and finished grade 8 (as measured by students taking the GLO6 exam) after six years. Disaggregated for Total Suriname, Sipaliwini and Brokopondo.   |  |  | | --- | --- | | Percentage of students that complete primary education on time = | Number of students that took GLO6 exam in July 2014 **and** entered grade 3 in October 2008 | | Number of students that entered grade 3 in October 2008 | | Annual | MOESC Research and Planning Department with data from Bureau of Examinations. Baseline will be students that take exam in 2014 and enrolled in grade 3 in 2008. |
| Strategy for reform of secondary education adopted by the MOESC | Document that includes diagnostic, best practices and recommendations for reform of secondary education finished presented and adopted by the MOESC. | Year 4 | MOESC decision to move forward with secondary education reform as stated in official communication to the Bank. Semi-Annual Report (SAR submitted by Project Management Unit (PMU) |
| Yearly statistics reports published by MOESC | MOESC, through its Research and Planning Department, publishes to the general public through its website and printed reports. The investments of the operation do not cover the production of the report, it is expected that with the training and equipment provided to the various MOESC divisions, particularly the Research and Planning, MOESC will produce and publish these reports. | Year 4 | SAR submitted by PMU  MOESC website |
| Number of students benefitted with the new curriculum, teachers trained and coached and new material  -boys  -girls | Students benefitted with any intervention of component 1. Because this component is the most comprehensive of the project and includes students benefitted by component 2, we count them in this component. | Annual | MOESC Research and Planning, Education Statistics |
| **Output Level** |  |  |  |
| Curriculum for Grade 7 developed in all subject areas along with textbooks and teachers guides | Licenses acquired and local adaptation concluded for math and language, curriculum developed for all other subjects (arts and culture, science and physical education) and all learning and teaching material supporting new curriculum developed and ready for printing. | Year 1 | Letter from MOESC approving curriculum to be printed. Books printed  SAR submitted by PMU |
| Curriculum for Grade 8 developed in all subject areas along with textbooks and teachers guides | Licenses acquired and local adaptation concluded for math and language, curriculum developed for all other subjects (arts and culture, science and physical education) and all learning and teaching material supporting new curriculum developed and ready for printing. | Year 2 | Letter from MOESC approving curriculum to be printed.  SAR submitted by PMU |
| Content for reading books and teachers guides developed for grades from 4 to 8 | Reading learning and teaching material supporting new curriculum developed and ready for printing. | Year 4 | Letter from MOESC approving content to be printed.  SAR submitted by PMU |
| Number of teachers and school leaders trained and receiving coaching in the use of new curriculum | Includes teachers in grade 7 and 8 trained and receiving coaching in all subject areas, in grades 4 to 8 in the use of reading material, and in grades 1 to 8 in the use of didactic material. All school leaders will also be trained in the new curriculum. | Annual | Lists of teachers that participated in each of the training submitted to the Bank  SAR submitted by PMU |
| Number of textbooks, teaching guides and kits of didactic materials printed or purchased | Includes the printing of all students learning books (lesson book, workbook and exam book) and teaching books for all subject areas and grades included in the program. Also includes the purchase of didactic material for students in all grades. | Annual | Textbooks, teachers guides and didactic materials available in distribution center.  SAR submitted by PMU |
| E content for language and math aligned with new curriculum developed for grades 3 to 8 | E content based on newly redesigned curriculum, licenses purchased, local adaptation and piloted | Year 4 | Letter from MOESC approving content to be printed  SAR submitted by PMU |
| Strategy for improving learning assessment completed | Document with strategy completed. | Year 3 | Document submitted to the MOESC  SAR submitted by PMU |
| Department in charge of examinations with capacity strengthened to implement learning assessment aligned with new curriculum | Activities set forth in the strategy completed, including among others: consultancies, training of personnel, improvement of the facilities and equipment at examination bureau. | Year 4 | Report of activities and their link to strategy submitted to the Bank  SAR submitted by PMU |
| Strategy for lower secondary reform completed | Document with strategy completed. | Year 3 | Document submitted to the MOESC  SAR submitted by PMU |
| New curriculum framework for secondary education completed | Revised Curriculum framework developed. | Year 3 | Document submitted to the MOESC  SAR submitted by PMU |
| Assessment on gender roles portrayed in learning and teaching materials and in teacher training carried out | Document with assessment completed | Year 3 | Document submitted to the MOESC  SAR submitted by PMU |
| Census of school infrastructure carried out | Census of all school infrastructure carried out. | Year 3 | First report on school census submitted to the MOESC  SAR submitted by PMU |
| Number of schools remodeled and/or expanded in the interior | Expansion includes new classroom, media rooms and libraries and teacher housing | Year 3, 4 and 5 | Final inspection report submitted to the Bank  SAR submitted by PMU |
| CENASU built | Building completed | Year 4 | Final inspection report submitted to the Bank  SAR submitted by PMU , through the building commission |
| Social marketing campaigns carried out | Includes stakeholder meetings, TV and radio advertisement and campaigns to raise awareness of the program | Annual | Report with detail activities and participants submitted to the Bank  SAR submitted by PMU |
| MOESC departments with staff trained and capacity strengthened | Each unit of the MOESC that receives training of its staff and/or equipment. Departments include Research and Planning, Curriculum Development, ICT Unit, Distribution center, Inspectorate | Annual | Report with staff trained and capacity building activities detailed submitted to the Bank  SAR submitted by PMU |

* 1. The expected values for the above mentioned indicators are reflected in Table 2.
  2. **Data collection and instruments**
  3. The data for the outcome indicators will provided by the MOESC’s Department of Research and Planning from its annual education statistics and also using the information for the exams at the end of grade 8 provided by the Examination Bureau.
  4. The information for all output indicators will be provided by the PMU, through its task officers and technical consultancies reports. This information will be complemented by the midterm and final evaluation of the program.
  5. The PMU will be directly responsible for the monitoring of the program with assistance from R&P. The monitoring will be based on the following instruments: (i) the Annual Operation Plan (AOP); (ii) the semi-annual progress reports (SAR) that will inform the Bank’s Progress Monitoring Reports (PMR); (iii) the results matrix; and (iv) the Risk Matrix and the Mitigation Plan. The PMU will present to the Bank a semi-annual progress report harmonized for all components, informing on the accomplishments and progress made on the indicators included in the results framework. These reports will be submitted at the end of February and August each year during the execution of the project.
  6. **CENASU and school construction supervision.** For the activities that involve school expansion and renovation and construction of teacher housing as well as the building of CENASU, the PMU, through the Building Commission, will be responsible for the supervision of the construction with funds from the loan. Additionaly, the Bank will hire a construction expert to supervise the construction cycle and advise the Bank and the MOESCs Building Commission of necessary adjustments.
  7. **Capacity Building for Monitoring.** With funds from the project, the unit of Research and Planning at the MOESC will receive training and support in equipment and software to improve the data analysis. Currently R&P periodically collects information from schools on key education statistics but has difficulties in the analysis and reporting of the results. These activities will be monitored by the PMU and included in the semi-annual progress report.
  8. **Monitoring and Evaluation Risks.** An important risk of this operation, referenced in the risk assessment/risk matrix, is the limited availability of timely and accurate educational and administrative data for progress monitoring and measurement of outcomes. With funds of the project, the Research and Planning unit will be strengthen with specialized training, equipment and software.
  9. **Reporting**
  10. The PMU will prepare and transmit to the Bank a semiannual activity progress report that will include the results of the monitoring of all the indicators listed above. The preparation by the PMU and the Bank’s approval of these reports is a contractual condition of the Loan. These reports will provide all the required information for the PMR system of the Bank, to be updated on a semiannual basis by the specialist in charge, one month after the receipt of the PMU reports. The deadlines for these reports are February 28th and August 31st of each calendar year while the project is in execution.
  11. **Monitoring Coordination, Work Plan and Budget**
  12. Table 3 provides details on the responsible entities for the implementation of the monitoring plan, monitoring activities, budgetary allocations to each activities and source of funding. The current operation is a second phase of a multiphase operation and therefore the mechanisms and reporting for M&E will be similar to those currently used in Phase I. The M&E plan will be revised and updated if needed, and the reporting mechanisms will also be updated if needed. The existing PMU personnel is trained and currently uses the proposed monitoring instruments and mechanisms. The total cost of the monitoring and evaluation plan is estimated at US$610,000.

1. **Evaluation** 
   1. **Midterm and final evaluation**
2. The main objective of the evaluation plan is to determine whether the interventions and policy reforms supported by the program contributed to the expected results. A midterm and final evaluation will be conducted as part of this program. Each evaluation will measure the evolution of the indicators included in the results matrix and program implementation. Given that this is the second phase of a multiphase operation that aimed at reviewing the curriculum for the whole primary sector, the final evaluation will look at the reform of the whole primary curriculum covered by phase I and II.
3. The **mid-term evaluation** will take place when 50% of program resources have been committed or in the third year of implementation of the program, whatever happens first. This formative evaluation, in addition to analyzing progress towards achieving planned outputs, will analyze bottlenecks in the implementation process, suggest solutions to these challenges and recommend program modifications based on lessons learned during the review period. It will contain, among others: (i) Progress reports in terms of the programs objectives according to the Results Matrix; (ii) Analysis of implementation procedures, (iii) corrective actions, if needed, in the implementation procedures to accomplish the results. The midterm evaluation will include interviews, focus groups and classroom observations and focus on determining the link between the outputs (especially in the classroom) and the related expected outcomes. Specifically, the evaluation will focus on: (i) determining if teaching approaches mirror the methodologies covered during training; (ii) assess the effectiveness of follow up support offered to teachers; and (iii) establish if textbooks and teaching and learning materials have been distributed to students and teachers.
4. The **final evaluation** will take place once 90% of the program resources have been committed. This final evaluation will also function as a reflexive evaluation, a before-and-after analysis, of the program. This evaluation should include, among others: (i) degree in which the objectives of the program were fulfilled with respect to the expected results, as well as and the reasons for potential variations from the expected to the realized results; (ii) detailed before-and-after comparison analysis of indicators’ baselines with respect to indicators’ values at the end of the program; (iii) sustainability analysis of the activities financed by the program; and (iv) lessons learned that could be applied to future operations.
5. **Main evaluation questions.** For component 1, the evaluation will: (i) verify that the curriculum has been properly developed and adapted, is in line with the primary curriculum framework and is currently used in all the classrooms; (ii) assess whether the training and coaching of teachers and schools leaders is leading to a change in teaching and learning practices aligned with the new curriculum developed; (iii) verify the proper use of the learning and teaching materials in order to deliver the new curriculum; (iv) verify that the e content is adding value to the new curriculum as a complementary way to deliver the new curriculum; (v) assess whether the new curriculum, training and coaching and learning and teaching material are all leading to increase in learning and improving internal efficiency in the education system.
6. For component 2, the evaluation will: (i) verify the completion of school construction, including the delivery of furniture, equipment and materials; (ii) verify that appropriate building material are utilized for the interior, and environmental and social issues addressed; and (iii) assess the involvement of local stakeholders in the process. A quantitative evaluation will be conducted to evaluate: (i) decrease in the number of overcrowded schools where new facilities are built; (ii) improved access to better schooling and teachers in the interior, (iii) access to improved facilities leading to better attitude of students and teachers towards learning; (iv) decrease time and cost of transportation to schools.
7. For the whole program, the evaluation will also assess whether the program was economically feasible by conducting an ex post cost benefit analysis. This analysis will: (i) evaluate whether the economic benefits of the program over time outweighs its costs.
8. **Main Outcome Variables and Sources of Information.** Key outcome variables to measure the objective of the program include: (i) Percentage of students with satisfactory results at the exam taken at end of primary education; (ii) Percentage of students that complete primary education on time; (iii) Strategy for reform of secondary education adopted by the MOESC; and (iv) Yearly statistics reports published by MOESC. Table 1 includes the formula to calculate the indicators and Table 2 includes the expected values.
9. **Evaluation Methodology.** The methodology to evaluate the results of the program will be twofold: (1) a “before-after” that will compare the main results before the launch of the program and after completing the program; and (2) an ex post cost benefit analysis will be conducted for the main measurable benefits and costs. To complement this analysis, a set of interviews will be carried out with key stakeholders to assess results, implementation of the activities and the sustainability of the program and lessons learnt.
10. **Results Analysis.** Once completed, the results of these exercises will be presented to the Bank and the MOESC; their findings will serve as inputs for official Bank reports, and to inform the design and implementation of future operations in the country and other relevant countries.
    1. **Coordination, work plan and evaluation budget**
11. For the elaboration of the three evaluations, midterm, final and ex post cost benefit analysis, independent consultants or consulting firm will be hired with program resources. The Bank will support the PMU in the definition of Terms of Reference for the consultancies, in the supervision of the evaluations, and in the analytical work associated with them. The Bank’s project team will provide support to the executing units and maintain bi-monthly inspection visit schedules to assess implementation progress and track the achievement of indicators within the specified timeframes.

**Table 2: Results Matrix**

**Results Matrix**

|  |  |
| --- | --- |
| **Project Objective:** | Increase learning outcomes of all primary school students and improve the internal efficiency of the education system. The first phase focused on developing the curriculum for students from grade 3 to 6, and improving access to preschool and primary education in the interior. This second phase will continue developing the curriculum of the last two years of primary education, and improving access to better schools and teachers in the interior. |

**Expected Results**

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
| **Expected Results** | **Unit** | **Baseline** | | **Goals** | | **Means of verification** | **Observations** |
| **Value** | **Year** | **Value** | **Year** |
| Percentage of students with satisfactory results in Math at the exam taken at end of primary education (exam at grade 8) | Percentage | Math  = 25% | 2014 | Math= 40% | 2020 | MOESC Research and Planning Department with data from Bureau of Examinations | Satisfactory results are reaching level 6 or above in the exam in a scale of 1 to 10. |
| Percentage of students with satisfactory results in Language at the exam taken at end of primary education (exam at grade 8) | Percentage | Language =62% | 2014 | Language =70% | 2020 | MOESC Research and Planning Department with data from Bureau of Examinations | Satisfactory results are reaching level 6 or above in the exam in a scale of 1 to 10. |
| Percentage of students countrywide that complete primary education on time (to grade 8) | Percentage | Suriname = 34% | 2014 | Suriname = 50% | 2020 | MOESC Research and Planning Department with data from Bureau of Examinations. | Baseline will be students that take exam in 2014 and enrolled in grade 3 in 2008. |
| Percentage of studentsin Sipaliwini that complete primary education on time (to grade 8) | Percentage | Sipaliwini = 8% | 2014 | Sipaliwini = 25% | 2020 | MOESC Research and Planning Department with data from Bureau of Examinations. | Baseline will be students that take exam in 2014 and enrolled in grade 3 in 2008. |
| Percentage of students in Brokopondo that complete primary education on time (to grade 8) | Percentage | Brokopondo  =16% | 2014 | Brokopondo =30% | 2020 | MOESC Research and Planning Department with data from Bureau of Examinations. | Baseline will be students that take exam in 2014 and enrolled in grade 3 in 2008. |
| Strategy for reform of secondary education adopted by the MOESC | Document | 0 | 2015 | 1 | 2018 | Semi-Annual Report (SAR) submitted by Project Management Unit (PMU) | MOESC decision to move forward with secondary education reform as stated in official communication to the Bank. |
| Yearly statistics reports published by MOESC | Document | 0 | 2015 | 1 | 2018 | MOESC Research and Planning Department | Department of Research and Planning publishing education statistics reports yearly |
| Number of students benefitted\* | Students | 0 | 2015 | 87,875 | 2020 | MOESC Research and Planning, Education Statistics |  |
| Number of male students benefitted\* | Students | 0 | 2015 | 47,453 | 2020 | MOESC Research and Planning, Education Statistics |  |
| Number of female students benefitted\* | Students | 0 | 2015 | 40,423 | 2020 | MOESC Research and Planning, Education Statistics |  |

\*Corporate Result Framework indicator for the Education Sector

**Products**

|  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Products** | **Estimated Cost (US$)** | **Unit** | **Baseline** | **Year 1** | **Year 2** | **Year 3** | **Year 4** | **Year 5** | **Final Goal** | **Means of verification[[1]](#footnote-1)** |
| **Component I: Improve student learning** | | | | | | | | | | |
| Curriculum for Grade 7 developed in all subject areas along with textbooks and teachers guides | 1,750,000 | Curriculum | 0 | 1 |  |  |  |  | 1 | Letter from MOESC approving curriculum |
| Curriculum for Grade 8 developed in all subject areas along with textbooks and teachers guides | 1,750,000 | Curriculum | 0 |  | 1 |  |  |  | 1 | Letter from MOESC approving curriculum |
| Content for reading books and teachers guides developed for grades from 4 to 8 | 500,000 | Document | 0 |  |  |  | 5 |  | 5 | Letter from MOESC approving document with content for each grade |
| Number of teachers and school leaders trained and receiving coaching in the use of new curriculum | 1,610,000 | Teachers and School Leaders | 0 | 1,350 | 1,350 | - | 8,350 | - | 8,350 | SAR, PMU |
| Number of textbooks, teaching guides and kits of didactic materials printed or purchased | 2,600,000 | Books | 0 | 81,250 | 81,250 | - | 194,250 | - | 356,750 | SAR, PMU |
| E content for language and math aligned with new curriculum developed for grades 3 to 8 | 1,000,000 | Document | 0 |  |  |  | 6 |  | 6 | Letter from MOESC approving document with content for each grade |
| Strategy for improving learning assessment completed | 500,000 | Document | 0 |  |  | 1 |  |  | 1 | Document submitted to the MOESC |
| **Products** | **Estimated Cost (US$)** | **Unit** | **Baseline** | **Year 1** | **Year 2** | **Year 3** | **Year 4** | **Year 5** | **Final Goal** | **Means of verification** |
| **Component I: Improve student learning** | | | | | | | | | | |
| Department in charge of examinations with capacity strengthened to implement learning assessment aligned with new curriculum | 750,000 | Department | 0 |  |  |  | 1 |  | 1 | SAR, PMU |
| Strategy for lower secondary reform completed | 500,000 | Document | 0 |  |  | 1 |  |  | 1 | Document submitted to the MOESC |
| New curriculum framework for secondary education completed | 600,000 | Document | 0 |  |  |  | 1 |  | 1 | Document submitted to the MOESC |
| Assessment on gender roles portrayed in learning and teaching materials and in teacher training carried out | 50,000 | Document | 0 |  |  |  | 1 |  | 1 | Document submitted to the MOESC |
| **Component II: Improve access to education in the interior and improve facilities at MOESC** | | | | | | | | | | |
| Census of school infrastructure carried out | 500,000 | Document | 0 |  |  | 1 |  |  | 1 | First report on school census submitted to the MOESC |
| Number of schools remodeled and/or expanded in the interior | 3,500,000 | Schools | 0 |  |  | 2 | 2 | 3 | 7 | SAR, PMU |
| CENASU built | 1,000,000 | Building | 0 |  |  |  | 1 |  | 1 | SAR, PMU |
| **Component III: Improve management capacity at the MOESC** | | | | | | | | | | |
| Social marketing campaigns carried out | 240,000 | Marketing Campaigns | 0 | 1 | 1 | 1 | 1 | 1 | 5 | SAR, PMU |
| MOESC departments with staff trained and capacity strengthened | 1,300,000 | Departments | 0 |  |  | 1 | 2 | 2 | 5 | SAR, PMU |

**Table 3: Monitoring and Evaluation Work Plan**

|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| Activities | Year 1 | | Year 2 | | | | Year 3 | | | | Year 4 | | | | Year 5 | | Responsible | Cost (US$) | Funding |
| 3 | 4 | 1 | 2 | 3 | 4 | 1 | 2 | 3 | 4 | 1 | 2 | 3 | 4 | 1 | 2 |
| **Monitoring activities** | | | | | | | | | | | | | | | | | | | |
| Update M&E Plan. |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  | Individual Consultant | 5,000 | SU-L1038 |
| Update training for R&P and PMU staff in M&E Plan. |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  | Individual Consultant | 5,000 | SU-L1038 |
| Update reporting, monitoring and communication mechanism. |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  | PMU |  | SU-L1038 |
| Visual observation of outputs. |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  | PMU |  | SU-L1038 |
| CENASU and school construction supervision |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  | IDB  PMU | 50,000+ 100,000 | IDB supervision funds + SU-L1038 (comp.2) |
| Semiannual progress report |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  | PMU |  | SU-L1038 |
| Institutional Strengthening of the R&P unit at MOESC |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  | 50,000 | SU-L1038 (comp. 3) |
| **Evaluation activities** | | | | | | | | | | | | | | | | | | | |
| Procurement, contracting and execution of the mid-term evaluation. |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  | PMU | 100,000 | SU-L1038 |
| Procurement, contracting and execution of the evaluation. |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  | 300,000 | SU-L1038 |
| **Total** | | | | | | | | | | | | | | | | | | **610,000** |  |

1. Detail means of verifications are in the Monitoring and Evaluation Plan [↑](#footnote-ref-1)