**Evaluation of Phase I (SU-L1019) and verification of fulfillment of targets and indicators of Phase II.**

1. **Multiphase Operation.**

A multiphase investment loan was approved by the Bank in 2003 with the goal of supporting the Government of Suriname in its effort to increase the learning outcomes of students and improve the internal efficiency and quality of the education system. The multiphase operation was designed in two phases: Phase I focusing on developing the curriculum framework for the entire basic education system and on increasing learning outcomes of students in pre-primary and primary education; and Phase II improving learning outcomes in the junior secondary grades.

1. **Phase I.**

**Objectives and components.** To achieve the objectives, Phase I (2nd Basic Education Improvement Program (BEIP) Phase I ([2742/OC-SU](http://www.iadb.org/en/projects/project-description-title,1303.html?id=SU-L1019))) approved for USD 13.7 million, had four main components: (i) improving student learning outcomes in basic education in grades 4 to 8 with an emphasis in Dutch and Mathematics and in teaching approaches; (ii) information and communications technology (ICT) in education and implementing pilots to test different strategies for utilizing ICT; (iii) increasing access to education through school construction and expansion and construction of teacher housing in the interior; and (iv) improving management of the education system at the Ministry of Education, Science and Culture (MOESC) and school level.

**Main achievements by component.** Component 1. Improve student learning outcomes in basic education. Phase I has made significant progress in the areas of curricular reform and teacher training and the provision of textbooks and teacher guides. The program has been able to redesign and implement the curriculum for grades 3, 4, 5 and 6; (ii) train 6,000 teachers in the new curriculum; and (iii) distribute 440,000 textbooks and teacher guides. From the originally planned activities of Phase I, the redesign of curriculum of the last two grades of primary education is pending. Phase I was originally designed and budgeted to use local experts to develop the curriculum. However, during the first years of execution, it became clear that there were not enough local experts with the technical skills to carry out the redesign of the curriculum. As a result, the MOESC decided to purchase the licenses for the curriculum from a Dutch publishing company and adapt it locally through available experts. This decision significantly increased the costs of this activity, leading to a budget shortfall to complete the original goal of redesigning the whole primary education curriculum under Phase I. Phase II will continue with these activities to ensure that the curriculum for primary education is fully redesigned and implemented in the school with teachers adequately trained and all the materials distributed as well as designing a strategy for the reform of junior secondary education. Discussions with the GoS are currently advanced for a future operation that will cover the curriculum redesign of junior secondary education and complete the efforts originally envisioned for the multiphase operation. Altogether, Phase I and II will achieve the objectives of the multiphase operation of improving student learning in primary education and will set the stage for the reform of junior secondary education by advancing on a strategy and a curriculum framework for this level.

Component 2. Information and Communication Technology in education. Regarding the component of ICT in education, Phase I was instrumental in developing an ICT policy that was adopted by the MOESC and provides clear guidelines on how the use of technology can complement the delivery of the curriculum. As a first step implementing the ICT strategy, an ICT unit has already been created within the MOESC. To complement the policy, this component planned for the use of pilots for testing different methodologies to deliver technology in the classrooms, however due to limited progress in the design of the pilots and the rapid advance of component 1 together with the need of funds for this first component, a technical decision was made to prioritize the activities associated with the curriculum redesign. During Phase II, activities are included to support the implementation of the ICT policy including: the development of content consistent with the new curriculum to be delivered through the use of ICT, training of teachers for the use of ICT and strengthening of the capacity of the ICT unit at the MOESC (subcomponents 1.4 and 3.3).

Component 3. Increase access to basic education in the interior and improve facilities of the MOESC. In regards to the expansion and construction of schools and teacher housing in the interior, Phase I has successfully built 2 new schools, renovated 12 schools in the interior (21 new classrooms and 20 renovated classrooms) and built 20 new houses for teachers. These new schools, classrooms and teacher housing have allowed students in the interior to have access to environments that allow for better learning. At the same time, the teacher housing has enabled teachers to live close to the schools that otherwise are very hard to reach given their remoteness in the interior of the country. This component had originally planned for the construction of the In Service Teacher Training Institute (CENASU), the bidding documents were advanced and are ready to go to tender. However, the construction itself was put on hold as funds were redistributed to the curriculum development to fund this time sensitive activity. This component was very successful in executing on time, on budget and with good quality construction. Phase II is expected to continue improving school infrastructure in the interior as well as the construction of CENASU (component 2).

Component 4. Improvement of the management of the MOESC and school level. In the area of institutional strengthening progress has been slow; high turnover at the upper management levels of MOESC along with low budgets for MOECD operations have hindered progress in this area. Within Phase I an assessment of the capacity and needs for the MOESC was done and will inform the activities of Phase II. This component had planned to design and implement an Education Management Information System (EMIS) to connect schools with the central MOESC. During execution the MOESC authorities decided to cancel this activity and reassign the funds to other components. This decision has hindered the development of an information system that allows on time tracking of schools and reception of information for decision making. Within this component, a very successful social marketing campaign was developed and is currently in execution. This campaign has allowed all stakeholders (parents, teachers, principals, MOESC personnel) to be informed of the changes and be involved in the reform. Phase II will continue with the strengthening of the capacity of the MOESC, in particular the ICT unit and the Research and Planning Unit to improve monitoring and evaluation.

Project Management. Regarding the overall management of the project, a Project Management Unit (PMU) was installed and is fully staffed. This unit has been instrumental in executing the project on time and properly following IDB procurement and reporting procedures. At the same time, an Advisory Committee was established and is operational. This committee has representation from all main stakeholders in education, including key MOESC departments. This has been a very good step forward as it works towards involving MOESC key personnel in the project and creating ownership of the project. During Phase II, similar execution mechanisms will be used and, furthermore, more activities are planned to increase the capacity of the MOESC departments to take over some activities currently done at the PMU, like teacher coaching, curriculum revision and monitoring and evaluation.

1. **Triggers towards Phase II.**

Under a multiphase operation, Phase I triggers a set of conditions to be fulfilled for the launch of Phase II (Table 1). Phase I had the original plan of completing the redesign of the whole primary education curriculum. During its execution, MOESC decided to purchase the licenses for Language and Math from a Dutch publishing company to overcome the shortage of local curriculum writers. The costs of the activities increased and therefore some activities originally planned for Phase I were deferred to Phase II (redesign of curriculum for grades 7 and 8 and building of CENASU) and some activities planned for Phase II (curriculum redesign of junior secondary) are deferred to a future operation already in discussion with the GoS. Moving forward with Phase II to complete the reform of primary education has the consequence of not providing enough time to conclude activities originally planned towards the end of Phase I that were tied to the fulfillment of some of the triggers. Triggers that were to be completed in parallel with the design of the last two grades of primary education (grades 7 and 8) and that are now part of Phase II and therefore have not been fulfilled yet. These triggers are expected to be fulfilled during the execution of Phase II and before a planned future operation that will finance the reform of secondary education. Altogether, Phase I and II will achieve the objectives of the multiphase operation of improving student learning in primary education and will set the stage for the reform of junior secondary education by advancing on a strategy and a curriculum framework for this level. Table 1 describes the triggers.

**Table 1. Triggers for Phase II**

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| **Trigger** | **Mean of verification** | **Status** |
| **Trigger 1.** Curricula for core subjects in grades 3 to 6 approved | Copy of revised curricula for core courses from grades 1 to 6; MOESC certification of its implementation. | **Fulfilled.** Curriculum for grades 3 to 6 has been developed. Grades 3 and 4: implemented nationally; Grades 5 and 6: piloted in current school year and implemented nationally in 2015 school year. |
| **Trigger 2.** Basic education legislation, which includes abolishment of the tracking system, approved. | Final approved legal document, legalized by the GOS. | **Partially Fulfilled.** Legislation awaits approval in the Assembly. Proposal makes education compulsory until the age of 16 and includes the modification of the current exam at the end of primary. |
| **Trigger 3.** 2 and 4 percentage points decrease in drop out and repetition rates, respectively. | School statistics from MOESC. | **Partially Fulfilled.** Dropout has decreased from 9% and 8% in 3rd and 5th grade in 2009 to 8% and 8% in 2013, respectively. Repetition has decreased from 19% and 18% in 3rd and 5th grade in 2009 to 15% and 18% in 2013, respectively |
| **Trigger 4.** Draft National ICT in education policy and strategy completed. | Documents received from the MOESC. | **Fulfilled.** ICT policy completed and adopted by MOESC. |
| **Trigger 5.** Schools constructed and functioning in the interior. | MOESC certifications of infrastructure completed to appropriate standards; and complete staffing at appropriate levels. | **Fulfilled.** 2 new schools were constructed and 12 were renovated and expanded |
| **Trigger 6.** Strategy for reforming junior secondary grades developed in Phase II. | Consultancy report approved by Minister of Education/Cabinet. | **Not Fulfilled.** This strategy will be developed early in Phase II. The strategy was to be developed in parallel to redesign of curriculum of last years of prima education that are now part of Phase II. |
| **Financial Trigger.** At least 50% of loan resources disbursed and 75% committed. | Bank systems | **Fulfilled.** As of date of approval of the POD, the loan had disbursed 95.8% of its resources. |

Trigger 1. Curricula for core subjects in grades 3 to 6 approved. **Fulfilled.** During the implementation of Phase I, the curriculum in all subject areas (Language, Math, Arts and Culture, Science and Physical Education) for grades 3 to 6 was developed, books for students and teachers’ guides printed and distributed to schools and all teachers in these grades have been trained in the use of the new curriculum. For grades 3, 4 and 5: the curriculum has been implemented nationally; for Grade 6 it has been implemented nationally in the 2015-16 school year in all subjects except language for which it is being piloted in this year and will be implemented nationally in the 2016-2017 school year.

Trigger 2. Basic education legislation, which includes abolishment of the tracking system, approved**. Partially fulfilled.** During Phase I, a draft proposal for the reform of the basic education system was completed and submitted to the MOESC for consideration. Based on this draft, MOESC drafted a legislation proposal extending mandatory education from 12 to 16 years of age and modifying the exam at the end of primary education. The legislation proposal prepared by MOESC did not abolish the tracking consequences of the exam at the end of primary education, leaving instead that decision to the legislative framework of secondary education. It should be noted that the current Phase II does not include the redesign of secondary education, therefore the passing of the law will not affect the activities of this loan proposal. Phase II will fund the development of a strategy to reform secondary education that is expected to inform the decision regarding the legislative framework needed for this level of education. However, it should be noted that current Bank practices have moved away from including legislation reforms in its triggers.

Trigger 3. 2 and 4 percentage points decrease in drop out and repetition rates, respectively**. Partially fulfilled.** This trigger was met for the repetition rate and advanced for the dropout rate in the early grades (3rd grade) where the interventions have matured. For the later grades (5th grade) the interventions have just started (the curriculum reached 5th graders in the school year 2013-14) and therefore it will take a few more years to observe the expected change. Dropout has decreased from 9% and 8% in 3rd and 5th grade in the school year 2009-10 to 8% and 8% in the school year 2013-14, respectively. Repetition has decreased from 19% and 18% in 3rd and 5th grade in 2009-10 to 15% and 18% in 2013-14, respectively. It is expected that when the redesign of the whole primary education curriculum is finished, as it was originally planned for Phase I when this trigger was to be valued, the change in dropout and repetition rate meets the target.

**Table 2. Change in dropout and repetition rates.**

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| **Indicator** | **2009-10 (baseline)** | **2013-14**  **(Latest year available)** | **Change in percentage points** | |
| **Expected for trigger** | **Actual change** |
| Dropout rate 3rd grade | 9% | 8% | 2 % points | 1 % point |
| Dropout rate 5th grade | 8% | 8% | 2 % points | 0 % point |
| Repetition rate 3rd grade | 19% | 15% | 4 % points | 4% points |
| Repetition rate 5th grade | 18% | 18% | 4 % points | 0% points |

Trigger 4. Draft National ICT in education policy and strategy completed**. Fulfilled.** Phase I was instrumental in developing an ICT policy that was adopted by the MOESC and provides clear guidelines on how the use of technology can complement the delivery of the curriculum. As a first step implementing the ICT strategy, an ICT unit has already been created within the MOESC. The policy can be accessed in the following link [EEO#4](http://idbdocs.iadb.org/wsdocs/getDocument.aspx?DOCNUM=39870991).

Trigger 5. Schools constructed and functioning in the interior**. Fulfilled.** Phase I has successfully built 2 new schools, renovated 12 schools in the interior (21 new classrooms and 20 renovated classrooms) and built 20 new houses for teachers. These new schools, classrooms and teacher housing have allowed students in the interior to have access to environments that allow for better learning. At the same time, the teacher housing has enabled teachers to live close to the schools that otherwise are very hard to reach given their remoteness in the interior of the country.

Trigger 6. Strategy for reforming junior secondary grades developed in Phase II**. Not fulfilled**. The strategy to reform lower secondary education has not yet been developed yet but will be advanced in the execution of Phase II. The strategy is to be prepared in parallel with the redesign of the curriculum of the last grades of primary education that are now part of the activities financed by Phase II.

Financial Trigger. At least 50% of loan resources disbursed and 75% committed. **Fulfilled.** Phase I has disbursed almost all of its resources, as of October 14th, 2015 the loan had disbursed 95.8% of its resources.