

DOCUMENT OF THE INTER-AMERICAN DEVELOPMENT BANK

SURINAME

CONSOLIDATING ACCESS TO INCLUSIVE QUALITY EDUCATION IN SURINAME
(SU-L1059)

PROJECT PROFILE

This document was prepared by the project team consisting of: Elena Arias Ortiz, Team Leader and Cynthia Hobbs (SCL/EDU); Nadischia Semmoh (CCB/CSU); Maria Sofia Greco (LEG/SGO); Mariska Tjon A Loi (FMP/CSU); Vikash Bhagirath (FMP/CSU); Marcos Siqueira (VPC/002); Wladimir Zanoni López (SPD/SDV).

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

PROJECT PROFILE

SURINAME

I. BASIC DATA

Project Name:	Consolidating Access to Inclusive Quality Education in Suriname		
Project Number:	SU-L1059		
Project Team:	Elena Arias Ortiz, Team Leader and Cynthia Hobbs (SCL/EDU); Nadischia Semmoh (CCB/CSU); Maria Sofia Greco (LEG/SGO); Mariska Tjon A Loi (FMP/CSU); Vikash Bhagirath (FMP/CSU); Marcos Siqueira (VPC/002); Wladimir Zanoní López (SPD/SDV).		
Borrower:	Republic of Suriname		
Executing Agency:	Ministry of Education, Science and Culture (MOESC)		
Financial Plan:	IDB Ordinary Capital:	US\$ 30,000,000.00	
Safeguards:	Policies triggered:	OP-703 (B.1, B.2, B.3, B.4, B.5, B.6, B.7, B.10, B.11, B.17), OP-704, OP-765, OP-761, OP-102.	
	Classification:	C	

II. GENERAL JUSTIFICATION AND OBJECTIVES

- 2.1 **Economic context.** Suriname is a small open economy that is heavily dependent on gold and crude oil exports, which together account for 71% of total exports. The country experienced strong economic performance over the period 2001-2014 due mainly to favorable commodity prices and investments in the mining sector: economic growth averaged 4.4%, with relatively small fiscal deficit (1.5% of GDP) and current account deficit (0.9% of GDP). However, a decline in gold and oil prices and the cessation of alumina production contributed to large fiscal and current account deficits which pushed the economy into a deep recession in 2015. Since 2017 there has been a recovery in the real sector, helped by an increase in gold production –economic growth returned to positive territory, exchange rate stabilized, and inflation declined to single digits. Nevertheless, the fiscal and debt positions remain important challenges and reforms to strengthen those areas are ongoing.
- 2.2 **Overview of the education system¹.** In the Surinamese education system, pre-primary education starts at age 4 and includes grades 1 and 2, primary runs from grade 3 to grade 8 (ages 6-12), lower secondary runs from grades 9 to 12 and higher secondary from grades 13 to 15. In 2018, there was a total of 518 schools, distributed across levels in the following way: 373 for primary, 145 lower secondary (75 schools for general and 70 for vocational). There were 8,695 teachers in the system (919 pre-primary, 5,054 primary, 1,591 general lower secondary and 1,131 vocational lower secondary). In 2018, there were 123,712 students enrolled, the majority at the primary level (67,269 students),

¹ Research and Planning, MOESC, 2019.

followed by secondary (1,591 for general, and 1,131 for vocational) and pre-primary (919 students). The average entry rate per year is around 9,000 children.

- 2.3 There are two characteristics of the Surinamese education system relevant to this project. First, at the end of 8th grade, students pass a high-stake exam to obtain the Basic Education Certificate (Getuigschrift Lager Onderwijs (GLO 6) - for its acronym in Dutch) which assigns them to either the academic (MULO) or the technical/vocational track (LBO). This is the only assessment of student learning during the entire academic path and it assesses content knowledge rather than competencies acquired by the students. Second, private schools called “denomination” schools with a religious background (mostly Catholic and Moravian), play an important role. In 2018, they represented 43% of the total number of schools and 36% percent of the student population.
- 2.4 Over the last years, Suriname has made progress in providing access to education and is close to achieving universal primary schooling. According to the Ministry of Education, there has been steady growth in enrolment for primary education from 2010 to 2017 (MOESC 2019). In 2017, 96% of primary school-age children attended primary, compared to 78% in 1999². Similarly, attendance rates in pre-primary and secondary education are relatively high. The latest data shows that 69% of children between the ages of 4-5 attended pre-primary school in Suriname and 69.3% of students between 12-17 years old attended secondary school in 2017, similar to the averages observed in Latin America and the Caribbean for pre-primary (69.6%) and secondary (72.6%) (CIMA, 2019). Notwithstanding progress made, serious challenges remain in terms of quality, inclusion and management.
- 2.5 **Low student achievement, high repetition and dropout rates.** The results of the 2018 national exam at the end of primary education (GLO 6) show that only 28% of the students had satisfactory grades in Math and only 56% in Language (MOESC, 2019). The percentage of students with satisfactory grades has remained constantly low since 2011: 28% and 54% in Math and Language respectively. Low achievement is also reflected in repetition rates and over-age students. In 2018, the average repetition rate for Suriname ranged from 17- 23% in grades 3-8, and 27.8% of students were at least two years older than the official school-age for primary education (MOESC, 2019).
- 2.6 Evidence shows that grade repetition often leads to dropout as students become overaged, even after controlling for differences in student background (Roderick, 1994). Studies in Suriname have also shown that repetition of a grade is an important factor that puts youth “at-risk” of dropping out of school (USAID, 2013). As a result, Suriname’s dropout rate for Grade 8 (last year of primary) was 12.9% in 2017, excluding many students from secondary education (MOESC, 2019). For the three years of lower secondary education dropout reaches 24.2% of students, close to the regional average of 24.7% but higher than other Caribbean countries such as Jamaica’s 8% (CIMA, 2019). Focus groups with youth dropouts in Suriname revealed that the relevance of the curriculum is key issue, as participants expressed that “...their education system fails to equip young people with relevant skills for the workforce, which contributes to young people losing interest and seeing little value in schooling” (USAID, 2013). Evidence for Latin America found

² UNICEF Global databases based on Multiple Indicator Cluster Surveys (MICS) 2017 and 2000.

also that students leave secondary school mainly because they lose interest (Busso et al., DIA, 2017).

- 2.7 Suriname's challenges in the quality and relevance of the curriculum stem partly from outdated learning materials. The current secondary school curriculum dates back from 1965. With the IDB's support over the last eight years, the MOESC has developed learning standards (2011) at the pre-primary and primary levels (grades 3-8)³. A reform of the lower secondary education curriculum (grades 9, 10, 11) would complete the MOESC's efforts to update the curriculum for compulsory schooling. The lack of relevance of the curriculum is also visible in the labor market: 45% of employers in Suriname report having problems hiring staff with the appropriate skills for the position (Enterprise Survey 2018, World Bank). Improving the quality and relevance of the curriculum can improve student outcomes in Suriname, as shown by an IDB evaluation that found a significant reduction in repetition rates among the cohorts that benefited from the curricular reform for grades 3-6 under operation SU-L1019 (2742/OC-SU).
- 2.8 **Low quality programs in early childhood and for children with disabilities.** Research shows that access to quality pre-primary programs prepares children for primary education and helps reduce learning gaps between students of different gender, socioeconomic background and geographic origin (IDB, 2013). Although several plans have been written and partially implemented⁴, to date there is limited information available about the quality of early childhood development (ECD) provision in Suriname. In May 2019, the MOESC started applying an instrument to gauge children's readiness to learn as they enter the formal education system⁵. The instrument has been piloted to assess children's vocabulary, fine motor skills, visual and auditory perception, among others. This instrument can also be used to detect early learning disabilities and developmental needs, providing information that allows for appropriate support when children enter school. However, according to the MOESC, none of Suriname's teachers have received any specialized training to work with children with disabilities, including the teachers currently employed in the 30 special education schools.
- 2.9 **Lack of qualified teachers to teach in diverse environments and remote areas.** Teachers who agree to work in the districts are less experienced and have not received specific training in teaching in multi-grade and/or multilanguage classrooms. As of 2010, approximately 37% of the teachers working in the Interior did not have the required qualification to teach at the primary school level and 49.2% had fewer than five years of experience (School Mapping, 2010). Many of the teachers who go to the Interior are also Dutch speaking. Dutch is the official language at school, but most children outside Paramaribo do not speak Dutch at home. Recent studies have revealed that in the Maroon Communities of Sipaliwini and Marowijne, between 65% and 95% of students in their last year of primary school report creole languages (Sranantongo and the Maroon languages) as their

³ IDB's support to education in Suriname started over 15 years ago with the approval of the First Basic Education Improvement Program (BEIP) (1521/OC-SU) in 2003. According to the project's Project Completion Report, the operation was extended, and the objectives modified and only the first year of pre-primary was developed in 2011. Reform of the curriculum for grades 3-8 is ongoing under the current loan (3603/OC-SU).

⁴ ECD plan 2004-2005, Development plan 2012-2016, Integral Child and Youth 2012-2016, Bun Funderi project 2014 – 2015, ECD National Technical Network 2016, among others.

⁵ They use the 'Petersen' screening test which was developed especially for children in Kindergarten and first grade.

main language, compared to 12% in Paramaribo (Migge and Légise, 2015). According to the MOESC, reading and learning materials produced by the Ministry are not adapted for non-native Dutch speakers.

- 2.10 **Inequalities in access and achievement across geographic regions.** Students are mostly concentrated in urban areas. Nearly 64% live in Paramaribo and Wanica, while the rest are distributed across the other eight districts (Research and Planning, MOESC, 2019). Students in greater Paramaribo have better performance indicators than students in districts such as Brokopondo, Marowijne, and Sipaliwini⁶. While 32% and 64% of children in Paramaribo achieved satisfactory grades in Math and Language for GLO 6 exams, respectively, only 8% (Math) and 24% (for Language) of the children in Sipaliwini did so in 2018 (Research and Planning, MOESC, 2019). Persistent inequalities in learning in more remote districts like Marowijne, Sipaliwini, Brokopondo and Coronie are partly due to inadequate school infrastructure for learning. Although no systematic data exists⁷, the most recent school visits to Brokopondo revealed that schools are in great need of renovations and/or repairs to roofing, ceilings, electrical fixtures, sanitary facilities, water supply and sanitary systems, as well as other basic elements like paint, door and window repair and/or replacements. Students and teachers get discouraged when attending schools in such poor condition (Progress Report SU-L1038, 2019). Semi-urban areas such as Wanica are going through economic expansion driven by agriculture and the construction of a new hospital and are receiving large flows of internal migration, resulting in overcrowded schools (between 38-50 students per class, MOESC 2019).
- 2.11 **Low management capacity to monitor and support schools.** The MOESC and District offices claim they face serious challenges in their management capacity related to the lack of timely information on school and student performance, limited technical capacity at MOESC, and low levels of coordination among offices and programs. This reduces the ability of MOESC authorities to design and implement adequate education policies, or establish and support programs to improve student learning. In particular, the management of denomination schools, private schools associated with a particular religion (predominantly Catholic and Moravian), has proven to be a significant challenge for the MOESC. In line with 1939 legislation, MOESC supports denomination schools by covering teacher salaries and housing and providing a fixed education subsidy per student enrolled for classroom renovations, maintenance costs and learning materials. However, denomination schools have total independence over the use of these subsidies, total autonomy in the selection of teachers and no accountability for student learning and achievement, leaving MOESC with a very limited role in monitoring and oversight in the allocation of resources and the quality of the education provided. In Marowijne, Sipaliwini, Brokopondo and Coronie, denomination schools represent more than 50% of the schools and charge registration fees between SRD 120-250 per year⁸ compared to SRD 35 per year for public schools (MOESC, 2018), an amount many families are unable to pay (Scholen Statistiek van Suriname, 2019). Recent evidence shows that improvements in the management of education processes (student enrolment, teacher hiring, school infrastructure,

⁶ Marowijne, Sipaliwini and some areas of Brokopondo are only reachable by boat.

⁷ The national assessment of school infrastructure currently developed under SU-L1038 will be available in September 2019.

⁸ The official exchange rate in July 2019 was US\$1 = SRD \$7.458.

budget management, etc.) can lead to significant efficiency gains in time and financial resources (Arias et al. 2019). However, to date, there has not been an adequate diagnosis of MOESC's management capacity and systematization of data to assess main need and areas of improvement.

- 2.12 The IDB has supported the Government of Suriname continuously since 2003 to reform the education sector, through the Basic Education Improvement Program (BEIP). Three operations (SU0023 (1521/OC-SU), SU-L1019 (2742/OC-SU) and SU-L1038 (3603/OC-SU)) have assisted in the development of the new curriculum for pre-primary and primary education (grades 2-8). The third operation, SU-L1038 (3603/OC-SU), approved in 2016 and currently in execution, focuses on a revised curriculum for the last two years (grades 7 and 8).
- 2.13 The **main objective of the program** is to improve access to inclusive quality education in Suriname, by: (i) increasing quality of education in lower secondary grades, as well as in early childhood and special education programs, and in multilingual contexts; (ii) improving access to education for children in remote and semi-urban areas in four priority districts (Wanica, Sipaliwini, Marowijne, and Coronie); and (iii) increasing MOESC's regulatory capacity and ability to monitor and manage the education system. The expected results are: decreased repetition and dropout rates in the early grades, improved learning outcomes at the end of primary, increased number of children with special needs diagnosed at grade 1 entry, increased enrollment and decreased dropout rate in lower secondary and improved monitoring capacity.
- 2.14 The program is consistent with the Update to the Institutional Strategy (UIS) 2010-2020 (AB-3008) and is strategically aligned with the development challenge of social inclusion and equality by improving school learning conditions of public institutions and denomination schools in the Interior and expanding access to pre-primary and secondary education. The program is also aligned with the cross-cutting themes of: (i) gender equality and diversity; and (ii) institutional capacity and rule of law by: (i) improving learning outcomes of minority children in Suriname that do not speak Dutch, have learning or physical disabilities and/or live in remote areas and (ii) strengthening the Ministry's capacity to monitor and support schools, including the church-run denomination schools. Additionally, the program will contribute to the Corporate Results Framework (CRF) 2016-2019 (GN-2727-6) through Indicator #8 - number of students benefited by education projects and is aligned with Indicator #1 – countries in the region with improved learning outcomes (measured with national learning assessments). The program is aligned with one of the strategic objectives defined in the IDB Group Country Strategy with the Republic of Suriname (2016-2020) (GN-2873) to "Improve Learning Outcomes". The program is aligned with the Education and Early Childhood Development Sector Framework Document (GN-2708-5) in dimensions 1, 2, 3 and 4, and the new Early Childhood Development Sector Framework Document (GN-2966-2). This program comprises four components.
- 2.15 **Component 1. Improved quality and relevance of education (US\$13.5 million).** This component aims to improve the quality of education by developing materials and strengthening teacher capacity and the monitoring of student learning at different education levels. This component includes two sub-components:

- 2.16 *Subcomponent 1.1 Lower Secondary education curriculum (US\$10.5 million).* This subcomponent will redesign the lower secondary education curriculum (grades 9, 10, 11) to improve quality by updating the contents of traditional subjects like math and language and introducing new technical skills such as coding and technology, as well as innovative hands-on activities to increase student motivation. The beneficiaries are students that attend lower secondary schools as well as teachers and principals that will be trained. The resources allocated to this sub-component will finance activities such as: (i) technical assistance to redesign the curriculum content; (ii) training and coaching of teachers and principals to apply the new curriculum; (iii) printing of textbooks, development of on-line teaching resources aligned with the curriculum, and acquisition of technical equipment for schools, including tablets for students and teachers (grades 9-11)⁹; (iv) implementation of a strengthening plan for Suriname's teacher training system; and (v) implementation of the improvement plan for student assessment (developed under SU-L1038) aimed at redesigning the national examination for grade 8 (GLO 6) and the diagnostic test in grade 7¹⁰.
- 2.17 *Subcomponent 1.2 Inclusive education: children with disabilities¹¹, early childhood and non-native Dutch speakers (US\$3 million).* The direct beneficiaries of this component are children whose needs are not met by the current education system. This includes children in remote areas,¹² early learners, children with disabilities and non-native Dutch speakers. This sub-component will support: (i) technical assistance to scale up implementation of a system-wide assessment of competencies for development readiness of children for the education system; (ii) improvement of ECD quality through the establishment of developmental milestones for pre-school children and training of teachers (grades 1-4) to detect early developmental delays; (iii) capacity strengthening of teachers and MOESC staff to support schools in ensuring an inclusive learning environment; and (iv) learning materials and training for teachers on how to work with non-native Dutch children.
- 2.18 ***Component 2. Access to Education (US\$8.8 million).*** This component will improve access to education for students that attend schools in Wanica and will improve the learning conditions of children in remote districts. This component will support: (i) the construction of two new comprehensive schools (including pre-primary, primary and secondary) in Wanica, with a cafeteria and sports, computer and science facilities; (ii) renovation of 10 public schools in priority districts (Sipaliwini, Marowijne, Coronie)¹³; and (iii) development of guidelines for the education community on how to clean and maintain school facilities, and

⁹ In 2014, the MOESC adopted an Information, Communications and Technology (ICT) Policy with guidelines on how the use of technology can complement the delivery of the curriculum. The operation will build on that policy, on the challenges identified in previous operations (low access to content and low teacher training in the use of ICT) and the lessons learned from other countries (Arias and Cristia, 2014).

¹⁰ The goal of this plan is to improve the design of the current Grade 8 test to become competency based and assess the possibility of introducing an additional learning assessment at the secondary level. The plan for student assessment is expected to be completed in July 2020.

¹¹ This includes children with learning disabilities.

¹² Areas preliminarily identified as remote include Sipaliwini, Marowijne, and Coronie.

¹³ A preliminary selection of the 10 schools to be renovated in these three districts was made based on a needs assessment done by the Building Commission in 2012. However, once the School Infrastructure Census is completed in October 2019, the results will be used to make the final selection.

definition of standards and a new contractual agreement between MOESC and teachers benefitting from teacher housing to ensure proper maintenance and prevent deterioration.

- 2.19 **Component 3. Management and monitoring of the education sector (US\$5.3 million)** This component aims to improve the capacity of the MOESC to monitor the quality of the education services provided in the public and the denomination schools and will benefit MOESC staff and school principals. This component will finance: (i) a new education management and information system (EMIS) focused on student management and learning, human resources, management of on-line materials and planning, monitoring and evaluation; (ii) equipment (hardware and software), improvement of technological infrastructure and training of MOESC departments responsible for implementing and maintaining the EMIS; (iii) a new regulatory framework between the MOESC and the Federation of Denomination Institutions of Suriname (FIBOS in Dutch) that will increase FIBOS' accountability in the allocation of the subsidy and the quality of education services provided in denomination schools; and (iv) social marketing campaigns to communicate messages across the sector regarding the activities of components 1, 2 and 3. A study financed by SU-T1115 will provide an in-depth diagnostic of the current EMIS system and recommend a strengthening plan, including enabling conditions.
- 2.20 **Component 4. Program administration (US\$2.4 million) and contingencies (US\$0.3 million).** This includes the administrative costs of the execution of the program through a Program Management Unit, the midterm and final evaluations and the audit.

III. TECHNICAL ISSUES AND SECTOR KNOWLEDGE

- 3.1 To achieve the goals of this project, the Bank and GOS agreed that a specific investment loan is the most suitable instrument, given that it will finance a comprehensive set of activities to benefit a sectoral program. The total amount of the loan is US\$30 million from the Ordinary Capital resources of the Bank, and the project will be disbursed over a period of five years. The program management will continue with the same execution structure established under the previous and current loan operations, in which the borrower is the Republic of Suriname and the Executing Agency is the MOESC, through the Program Management Unit (PMU). The PMU will participate in the technical and operational implementation of the new program, coordinating with MOESC staff and enabling the execution of the activities, including administrative tasks, procurement and financial management.
- 3.2 Important lessons regarding curriculum reform were learned from the multiphase operation (SU-L1019 (2742/OC-SU) and SU-L1038 (3603/OC-SU)): to guarantee the ownership of staff from the Ministry, the program needs to invest in building local capacity in curriculum design and bring local experts to support Ministry staff. These lessons are integrated into the design of the new program by including a diagnostic of the needs of the Curriculum department and hiring a full-time group of local and international experts to support Ministry staff during the development of the new curriculum.

- 3.3 The Bank will contract the following consultancies to support the design of the program: (i) evaluation of the institutional capacity of the executing agency, risk assessment, and preparation of the Program Operations Manual; (ii) the cost-benefit analysis of the program; and (iii) environmental and social safeguards assessment for the infrastructure-related activities.
- 3.4 Through a technical cooperation approved in June 2019 (SU-T1115), the team also will conduct the following technical studies: (i) Barriers to Learning in Remote Communities to identify challenges families face to access education in remote areas, (ii) Public Private Partnerships (PPPs) in Education to analyze the relationship between the MOESC and FIBOS; (iii) Special Education Needs and Services to develop a plan for greater inclusion; (iv) Early Childhood Access to assess current coverage of ECD by district; (v) Analysis of the teaching profession to summarize the current teaching career path; and (vi) Education Management and Information Systems to collect information regarding the education management processes and recommend an improvement plan.

IV. ENVIRONMENTAL SAFEGUARDS AND FIDUCIARY SCREENING

- 4.1 **Environmental and Social Safeguard Risks.** The operation is classified as Category C according to the IDB's Environmental Safeguards Policy and is in compliance with the Bank's environmental and social policies (OP-703). Expected social and environmental impacts of the program will mostly occur with the interventions planned under Component 2 associated with two new schools in Wanica and minor renovations in 10 existing schools in Sipaliwini, Marowijne and Coronie. These impacts will be low to minimal, because they are highly localized, typical of small-scale construction works, and manageable through the implementation of environmental, health and safety mitigation measures.
- 4.2 This operation will not have resettlement or economic displacement as the construction of the two new schools will be executed on public land (owned by MOESC) in two government housing development projects. An Environmental and Social Management Plan (ESMP) will be applied for this operation and will be included in the Operations Manual. To ensure that the best engineering practices and environmental awareness are implemented during the construction phase, the IDB will request to include in the bidding documents and in the construction contracts best engineering practices, indicating the mitigation and prevention measures presented in the ESMP and Environmental and Social Management Report (ESMR).
- 4.3 **Other Risks.** Several risks could potentially hinder the project from achieving the expected outcomes. The most pertinent, high priority risk stems from the MOESC's limited capacity to meet its obligations with goods and services providers given that most payment and disbursement decisions are taken by the Ministry of Finance (MOF), Central Payment Office. This constitutes a fiduciary risk that may nonetheless be mitigated through closer collaboration between the MOESC and the PMU with the MOF. Additional medium level risks include: (i) unstable macroeconomic and fiscal conditions; (ii) lack of institutional and technical capacity of the the MOESC to conduct strategic planning and monitoring and to implement and maintain a new technology based information system; (iii) climate risks (including tropical storms, hurricanes, among other disasters); and (iv) resistance

to change from teachers, principals and administrators in the adoption of the new curriculum. A Risk Workshop will take place during the Analysis Mission to develop a mitigation plan for each of these risks.

- 4.4 **Retroactive Financing.** Under the loan, the Bank may retroactively finance eligible expenses incurred by the Borrower prior to the date of loan approval to contract supervision/design consultants up to US\$1 million (3.3%) of the proposed loan amount, if they satisfy requirements consistent to those set out in the loan agreement, for subcomponents 2.1 and 3.1 only. Upgrading their management system and early interventions are MOESC's strategic objectives and some of the activities are ready to start, but they cannot be supported under SU-L1038 (3603/OC-SU) as they are outside the scope of the project. These expenses must have been incurred after the approval date of this project profile, and no expenditures incurred more than 18 months prior to the loan approval date are to be included.

V. RESOURCES AND TIMETABLE

- 5.1 The distribution of the Proposal for Operational Development (POD) is scheduled for October 30, 2019 and the presentation of the loan document to the Bank's Board of Directors is planned for January 29, 2020. The total administrative budget for preparation of the operation is US\$79,372. The Technical Cooperation "Support to Increase Access to Inclusive Quality Education in Suriname" (SU-T1115 (ATN/OC-17392-SU)) was approved in June 2019 for US\$150,000 to support the design of the operation and close data and knowledge gaps in the areas described in Section III.

CONFIDENTIAL

¹ The information contained in this Annex is confidential and will not be disclosed. This is in accordance with the "Deliberative Information" exception referred to in paragraph 4.1 (g) of the Access to Information Policy (GN-1831-28) at the Inter-American Development Bank.



Safeguard Screening Form

Operation Information

Operation		
SU-L1059 Consolidating Access to Quality and Inclusive Education in Suriname		
Environmental and Social Impact Category	High Risk Rating	
C	Moderate	
Country	Executing Agency	
SURINAME	SU-MESC - MINISTRY OF EDUCATION SCIENCE AND CULTURE (MINOW)	
Organizational Unit	IDB Sector/Subsector	
Education	PRESCHOOL & EARLY CHILDHOOD EDUCATION	
Team Leader	ESG Primary Team Member	
ELENA ARIAS ORTIZ	ELSA CHANG	
Type of Operation	Original IDB Amount	% Disbursed
Loan Operation	\$30,000,000	0.000 %
Assessment Date	Author	
13 Sep 2019	RODOLFO SC Project Assistant	
Operation Cycle Stage	Completion Date	
ERM (Estimated)	15 Aug 2019	
QRR (Estimated)	30 Oct 2019	
Board Approval (Estimated)	29 Jan 2020	
Safeguard Performance Rating		
Rationale		

Operation Classification Summary

Overridden Rating	Overridden Justification
Comments	



Safeguard Screening Form

Conditions / Recommendations

No environmental assessment studies or consultations are required for Category "C" operations.

Some Category "C" operations may require specific safeguard or monitoring requirements (Policy Directive B.3). Where relevant, these operations will establish safeguard, or monitoring requirements to address environmental and other risks (social, disaster, cultural, health and safety etc.)

The Project Team must send the PP (or equivalent) containing the Environmental and Social Strategy (the requirements for an ESS are described in the Environment Policy Guideline: Directive B.3) as well as the Safeguard Policy Filter and Safeguard Screening Form Reports.

Summary of Impacts / Risks and Potential Solutions

The project is located in an area prone to [hurricanes](#) or other [tropical storms](#) and the likely severity of the impacts to the project is [moderate](#).

A Disaster Risk Assessment, that includes a Disaster Risk Management Plan (DRMP), may be necessary, depending on the complexity of the project and in cases where the vulnerability of a specific project component may compromise the whole operation. The DRMP should propose measures to manage or mitigate these risks to an acceptable level. The measures should consider both the risks to the project, and the potential for the project itself to exacerbate risks to people and the environment during construction and operation. The measures should include risk reduction (siting and engineering options), disaster risk preparedness and response (contingency planning, etc.), as well as financial protection (risk transfer, retention) for the project. They should also take into account the country's disaster alert and prevention system, general design standards and other related regulations.

The project is located in an area prone to [inland flooding](#) and the likely severity of the impacts to the project is [moderate](#).

A Disaster Risk Assessment, that includes a Disaster Risk Management Plan (DRMP), may be necessary, depending on the complexity of the project and in cases where the vulnerability of a specific project component may compromise the whole operation. The DRMP should propose measures to manage or mitigate these risks to an acceptable level. This must take into consideration changes in the frequency and intensity of intensive rainfall and in the patterns of snowmelt that could occur with climate change. The DRMP includes risk reduction measures (siting and engineering options), disaster risk preparedness and response (contingency planning, etc.), as well as the financial protection (risk transfer, retention) of the project. The DRM Plan takes into account existing vulnerability levels and coping capacities, the area's disaster alert and prevention system, general design standards, land use regulations and civil defense recommendations in flood prone areas. However, the options and solutions are sector- and even case-specific and are selected based on a cost analysis of equivalent alternatives.

Disaster Risk Summary

Disaster Risk Level



Safeguard Screening Form

Moderate

Disaster / Recommendations

The reports of the Safeguard Screening Form (i.e., of the Safeguards Policy Filter and the Safeguard Classification) constitute the Disaster Risk Profile to be included in the Environmental and Social Strategy (ESS). The Project Team must send the PP (or equivalent) containing the ESS to the ESR.

The Borrower prepares a Disaster Risk Management Summary, based on pertinent information, focusing on the specific moderate disaster and climate risks associated with the project and the proposed risk management measures. Operations classified to involve moderate disaster risk do not require a full Disaster Risk Assessment (see Directive A-2 of the DRM Policy OP-704).

The Project Team examines and adopts the DRM summary. The team remits the project risk reduction proposals from the DRMP to the engineering review by the sector expert or the independent engineer during project analysis or due diligence, and the financial protection proposals to the insurance review (if this is performed). The potential exacerbation of risks for the environment and population and the proposed risk preparedness or mitigation measures are included in the Environmental and Social Management Report (ESMR), and are reviewed by the ESG expert or environmental consultant. The results of these analyses are reflected in the general risk analysis for the project. Regarding the project implementation, monitoring and evaluation phases, the project team identifies and supervises the DRM approaches being applied by the project executing agency.

Climate change adaptation specialists in INE/CCS may be consulted for information regarding the influence of climate change on existing and new natural hazard risks. If the project requires modification or adjustments to increase its resilience to climate change, consider (i) the possibility of classification as an adaptation project and (ii) additional financing options. Please consult the INE/CCS adaptation group for guidance.

Disaster Summary

Details

The project is classified as moderate disaster risk because of the likely impact of at least one of the natural hazards is average.

Actions

Operation has triggered 1 or more Policy Directives; please refer to appropriate Directive(s). Complete Project Classification Tool. Submit Safeguard Policy Filter Report, PP (or equivalent) and Safeguard Screening Form to ESR.



Safeguard Policy Filter Report

Operation Information

Operation		
SU-L1059 Consolidating Access to Quality and Inclusive Education in Suriname		
Environmental and Social Impact Category	High Risk Rating	
C	Moderate	
Country	Executing Agency	
SURINAME	SU-MESC - MINISTRY OF EDUCATION SCIENCE AND CULTURE (MINOW)	
Organizational Unit	IDB Sector/Subsector	
Education	PRESCHOOL & EARLY CHILDHOOD EDUCATION	
Team Leader	ESG Primary Team Member	
ELENA ARIAS ORTIZ	ELSA CHANG	
Type of Operation	Original IDB Amount	% Disbursed
Loan Operation	\$30,000,000	0.000 %
Assessment Date	Author	
13 Sep 2019	RODOLFOSC Project Assistant	
Operation Cycle Stage	Completion Date	
ERM (Estimated)	15 Aug 2019	
QRR (Estimated)	30 Oct 2019	
Board Approval (Estimated)	29 Jan 2020	
Safeguard Performance Rating		
Rationale		

Safeguard Policy Items Identified

[B.1 Bank Policies \(Access to Information Policy– OP-102\)](#)

The Bank will make the relevant project documents available to the public.

[B.1 Bank Policies \(Disaster Risk Management Policy– OP-704\)](#)



Safeguard Policy Filter Report

The operation is in a geographical area exposed to [natural hazards \(Type 1 Disaster Risk Scenario\)](#). Climate change may increase the frequency and/or intensity of some hazards.

B.1 Bank Policies (Disaster Risk Management Policy– OP-704)

The sector of the operation is vulnerable to natural hazards. Climate change may increase the frequency and/or intensity of some hazards.

B.1 Bank Policies (Gender Equality Policy– OP-761)

The operation has the potential to affect negatively women or gender equality ([Negative gender impacts may include the following](#))

B.1 Bank Policies (Indigenous People Policy– OP-765)

The operation will offer opportunities for indigenous people

B.2 Country Laws and Regulations

The operation is expected to be in compliance with laws and regulations of the country regarding specific women's rights, the environment, gender and indigenous peoples (including national obligations established under ratified multilateral environmental agreements).

B.3 Screening and Classification

The operation (including [associated facilities](#)) is screened and classified according to its potential environmental impacts.

B.4 Other Risk Factors

There are [associated facilities](#) (see policy definition) related to the operation.

B.6 Consultations

Consultations with affected parties will be performed equitably and inclusively with the views of all stakeholders taken into account, including in particular: (a) equal participation by women and men, (b) socio-culturally appropriate participation of indigenous peoples and (c) mechanisms for equitable participation by vulnerable groups.

B.7 Supervision and Compliance

The Bank is expected to monitor the executing agency/borrower's compliance with all safeguard requirements stipulated in the loan agreement and project operating or credit regulations.

B.10. Hazardous Materials

The operation has the potential to impact the environment and occupational health and safety due to the production, procurement, use, and/or disposal of hazardous material, including organic and inorganic toxic substances, pesticides and persistent organic pollutants (POPs).

B.11. Pollution Prevention and Abatement

The operation has the potential to pollute the environment (e.g. air, soil, water, greenhouse gases).

B.17. Procurement



Safeguard Policy Filter Report

Suitable safeguard provisions for the procurement of goods and services in Bank financed operations may be incorporated into project-specific loan agreements, operating regulations and bidding documents, as appropriate, to ensure environmentally responsible procurement.

Potential Safeguard Policy Items

[B.4 Other Risk Factors](#)

The borrower/executing agency exhibits weak institutional capacity for managing environmental and social issues.

[B.5 Environmental Assessment Requirements](#)

An environmental assessment is required.

Recommended Actions

Operation has triggered 1 or more Policy Directives; please refer to appropriate Directive(s). Complete Project Classification Tool. Submit Safeguard Policy Filter Report, PP (or equivalent) and Safeguard Screening Form to ESR.

Additional Comments

[No additional comments]

Environmental and Social Strategy (ESS)	
Operation Name	Consolidating Access to Inclusive Quality Education in Suriname
Operation Number	SU-L1059
Prepared by	Álvaro Adam and Elsa Chang (VPS-ESG)
Operation Details	
IDB Sector	Education Division/Social Sector (SCL/EDU)
Type of Operation	Investment Loan
Environmental and Social Classification	Category C
Disaster Risk Rating	Moderate
Borrower	Government of Suriname
Executing Agency	Ministry of Education Science and Culture (MOESC)
IDB Loan US\$ (and total project cost)	\$30 million
Applicable Policies/Directives	OP-703 (B.1, B.2, B.3, B.4, B.5, B.6, B.7, B.10, B.11, B.17), OP-704, OP-765, OP-761, OP-102.
Operation Description	
<p>Component 1. Improved quality and relevance of education (US\$13.5 million). This component aims to improve the quality of education by developing materials and strengthening teacher capacity and the monitoring of student learning at different education levels. This component includes two sub-components:</p> <p><i>Subcomponent 1.1 Lower Secondary education curriculum (US\$10.5 million).</i> This subcomponent will redesign the lower secondary education curriculum (grades 9, 10, 11) to improve quality by updating the contents of traditional subjects like math and language and introducing new technical skills such as coding and technology, as well as innovative hands-on activities to increase student motivation. The beneficiaries are students that attend lower secondary schools as well as teachers and principals that will be trained. The resources allocated to this sub-component will finance activities such as: (i) technical assistance to redesign the curriculum content; (ii) training and coaching of teachers and principals to apply the new curriculum; (iii) printing of textbooks, development of on-line teaching resources aligned with the curriculum, and acquisition of technical equipment for schools, including tablets for students and teachers (grades 9-11); (iv) implementation of a strengthening plan for Suriname's teacher training system; and (v) implementation of the improvement plan for student assessment (developed under SU-L1038) aimed at redesigning the national examination for grade 8 (GLO 6) and the diagnostic test in grade 7.</p> <p><i>Subcomponent 1.2 Inclusive education: children with disabilities, early learners and non-native Dutch speakers (US\$3 million).</i> The direct beneficiaries of this component are children whose needs are not met by the current education system. This includes children in remote areas, early childhood, children with disabilities and non-native Dutch speakers. This sub-component will support: (i) technical assistance to scale up implementation of a system-wide assessment of competencies for development readiness of children for the education system; (ii) improvement of ECD quality through the establishment of developmental milestones for pre-school children and training of teachers (grades 1-4) to detect early developmental delays; (iii) capacity strengthening of teachers and MOESC staff to support schools in ensuring an inclusive learning</p>	

environment; and (iv) learning materials and training for teachers on how to work with non-native Dutch children.

Component 2. Access to Education (US\$8.8 million). This component will improve access to education for students that attend schools in Wanica and will improve the learning conditions of children in remote districts. This component will support: (i) the construction of two new comprehensive schools (including pre-primary, primary and secondary) in Wanica, with a cafeteria and sports, computer and science facilities; (ii) renovation of 10 public schools in priority districts (Sipaliwini, Marowijne, Coronie); and (iii) development of guidelines for the education community on how to clean and maintain school facilities, and definition of standards and a new contractual agreement between MOESC and teachers benefitting from teacher housing to ensure proper maintenance and prevent deterioration.

Component 3. Management and monitoring of the education sector (US\$5.3 million) This component aims to improve the capacity of the MOESC to monitor the quality of the education services provided in the public and the denomination schools and will benefit MOESC staff and school principals. This component will finance: (i) a new education management and information system (EMIS) focused on student management and learning, human resources, management of on-line materials and planning, monitoring and evaluation; (ii) equipment (hardware and software), improvement of technological infrastructure and training of MOESC departments responsible for implementing and maintaining the EMIS; (iii) a new regulatory framework between the MOESC and the Federation of Denomination Institutions of Suriname (FIBOS in Dutch) that will increase FIBOS' accountability in the allocation of the subsidy and the quality of education services provided in denomination schools; and (iv) social marketing campaigns to communicate messages across the sector regarding the activities of components 1, 2 and 3. A study financed by SU-T1115 will provide an in-depth diagnostic of the current EMIS system and recommend a strengthening plan, including enabling conditions.

Component 4. Program administration (US\$2.4 million) and contingencies (US\$0.3 million). This includes the administrative costs of the execution of the program through a Program Management Unit, the midterm and final evaluations and the audit.

Key Potential ESHS¹ Risks and Impacts

The Program in all three components is expected to have positive impacts by improving accessibility and affordability of all levels of education, especially in the interior/rural areas of key priority districts of Suriname (Sipaliwini, Marowijne and Coronie), thus benefitting children from low-income families and indigenous and ethnic minority groups (Maroons).

With the available information to date, and according to the Bank's Environmental and Social Safeguards Compliance Policy, OP-703 this Program is classified as Category C.

Expected low to minimal negative social and environmental impacts of the Program will mostly occur with the interventions planned under Component 2 that are associated with building two new schools in Wanica and renovating and expanding minor infrastructure of about 10 existing schools in the three districts mentioned above. The construction of two new schools will be executed on public land (owned by MOESC) that are located in a housing development, while renovation and expansion of existing

¹ Environment, Social, Health and Safety.

school infrastructure has been prioritized for rural districts and will consist of upgrading of sanitation facilities and possible addition of pre-school classrooms.

The Program is not expected to cause conversion or degradation of natural habitats, nor any physical or economic displacement of people or affectation to cultural heritage sites.

The project's key ESHS risks and impacts mainly relate to the following:

- Environmental and social management capacity and systems at the MOESC and its Plan Unit;
- Proactive engagement with stakeholders, including information about the construction and the availability of an external grievance mechanism, to address any complaints from construction-related activities and ongoing operations;
- Fair, safe and healthy labour and working conditions during construction and operation of the proposed for all workers;
- Management of wastes (particularly construction and hazardous waste), air emissions and liquid effluents;
- Protection of community health through adequate building infrastructure for all buildings;
- Resource efficiency (water and energy efficiency);
- Measures to guarantee life and fire safety; and
- Emergency preparedness and response for relevant emergency situations, especially flooding and fire in accordance with the relevant international standards and more specifically World Bank Group (WBG) Environmental, Health and Safety (EHS) Guidelines.

Information Gaps and Strategy for Analysis and Management

Although an environmental or social analysis is not required for projects with a Category C classification, as best practice, an ESA will be prepared to identify direct and indirect impacts and risks, analyze alternatives to avoid, reduce, compensate such impacts and propose mitigation and management measures accordingly. The ESA will focus on the areas highlighted above.

Initial preliminary consultations by the consultants and a public consultation at each location by the MOESC were held whereby the proposed school infrastructures were presented and feedback was solicited from identified stakeholders. Based on these consultations a stakeholder mapping will be completed for further consultations.

Public or community consultations will be performed equitably and inclusively with the views of all stakeholders taken into account, in particular ensuring: (a) equal participation by women and men, (b) socioculturally appropriate participation of indigenous peoples and/or other ethnic minorities; and (c) mechanisms for equitable participation by vulnerable groups.

Preparation of a grievance and redress mechanism will be established to address public or community complaints and prevent these from escalating to become social conflicts.

Project documents will be consulted and disclosed according to OP 102 prior to OPC.

Table ESHS Assessments – Timeline and resources

ESHS Documents	Resources needed	Timeline
Environmental and Social Analysis (ESA)	Consultant	Execution: 3 months June-August 2019 Consultations: July 2019
Environmental and Social Management Plan	Consultant	Execution: 2 months June-July 2019 Consultations: July 2019.

The potential ESHS risks and impacts could be easily managed with standard and readily available mitigation measures. Based upon these, an Environmental and Social Management Plan (ESMP) will be presented as well as a Consultation Plan, including a grievance mechanism. Furthermore, an environmental and social monitor system is required by NIMOS to ensure the mitigation and management of the identified risks and impacts as part of the ESMP.

Suriname is prone to natural disasters such as tropical storms, hurricanes and river and coastal flooding, hence Disaster Type 1 applies and a moderate rating is proposed based on the experience of previous programs. A disaster risk assessment for the two new schools and minor works in existing schools will be carried out by a highly experienced consultant in partnership with the ministry's Building Commission.

Opportunities for IDB Additionality on Environment and Social matters (if any)

The Program offers the following additional opportunities on environment and social matters:

- Bilingual education materials for indigenous children and other ethnic minorities.
- Collection and analysis of quantitative and qualitative data about challenges families face to access quality education in remote areas of the country.
- Successful interventions would be linked to increasing the value of education to students and parents.
- The Disaster Risk Management analysis for school construction to be financed should offer opportunities to promote sustainable infrastructure and resilience to natural disasters.
- The Barriers for Learning consultancy will include consultations on sociocultural aspects for Maroon and Amerindian communities.
- The operation of two new schools in Wanica close to the residents will have the following benefits:
 - Allow for a certain level of social control and encourage children to stay in school;
 - Increase job opportunities (cleaning, security) which will have a positive effect on communities that experience a relatively high level of unemployment; and
 - Serve as a meeting place for community activities such as community meetings or plays.

Annex Table: Operation Compliance with IDB Safeguard Policies

The Compliance Table does not replace the safeguards screening forms in Convergence, which should have been undertaken first. All policies/directives should be included in the table.

Additional Appendices (if any)

Appendix 1: Maps

Annex Table: Operation Compliance with IDB Safeguard Policies

Policies / Directives	<i>Policy / Directive Applicable?</i>	Rationale for applicability of Policy / Directive	Actions required during Preparation & Analysis
<i>OP-703 Environment and Safeguards Compliance Policy</i>			
B.2 Country Laws and Regulations	Yes	Project must comply with national and local government laws and regulations.	All permits/licenses will be obtained prior to construction and improvement of infrastructure in selected schools.
B.3 Screening and Classification	Yes	The Program has been classified category C	This categorization will be revisited after preparation of the Environmental and Social Assessment/Analysis (ESA), mainly for component 2 associated with construction of the two new schools and renovation and expansion of 10 existing school facilities.
B.4 Other Risk Factors	Yes	Institutional arrangements/capacity in the MOESC to effectively manage the various components of the Program and oversee execution of social and environmental mitigation plan.	An institutional capacity assessment is under preparation and will be completed in early July.
B.5 Environmental Assessment and Plans Requirements	Yes	Environmental and social impacts assessment and mitigation strategies and plans.	Category C operations do not require any EA process beyond the screening and scoping analysis for determining the classification. However an Environmental and Social Assessment (ESA) will be prepared prior to Analysis Mission to avoid the impacts and incorporating safeguards in the design of the infrastructure.
B.5 Social	Yes	Environmental and social impacts assessment and mitigation strategies and plans.	An ESA and ESMP will be prepared. Social assessment will incorporate a socio-cultural analysis of indigenous and Maroon beneficiaries.

Assessment and Plans Requirements (including Livelihood Restoration Plan ²)			
B.6 Consultation	No	Although consultation is not mandatory for Category “C” projects, at least one consultation process is recommended.	Develop and carry out a meaningful community consultation plan, including a complete stakeholder identification and a grievance redress mechanism that should consider a gender equity approach and if applicable, should be socioculturally appropriate and tailored to the needs of indigenous peoples. Consultation process should be completed before OPC.
B.7 Supervision and Compliance	Yes	Supervision of project during operation will be carried out during proposed school interventions.	Supervision of project will be performed during proposed school interventions.
B.8 Transboundary Impacts	No	N/A	N/A
B.9 Natural Habitats	No	N/A	N/A
B.9 Invasive Species	No	N/A	N/A
B.9 Cultural Sites	No	N/A	N/A
B.10 Hazardous Materials	TBD	School construction/improvement and expansion works might use and generate hazardous residues.	ESMP should include adequate management of hazardous materials and disposal of dangerous residues
B.11 Pollution Prevention and Abatement	TBD	School construction/improvement works might result in air pollution and soil and water contamination.	ESMP should include preventive measures to avoid air pollution and soil and water contamination.
B.12 Projects Under Construction	No	N/A	N/A
B.13 Non investment Lending and Flexible Lending Instruments	No	N/A	N/A
B.14 Multiple Phase and Repeat Loans	No	N/A	N/A

² OP-703 applies when livelihood impacts are not significant and don't lead to physical displacement (see *Transitional Guidance in instruments for Physical Displacement, Economic Displacement and Economic Losses under OP-710 and OP-703* (TG-005) for more information)

B.15 Co-financing Operations	No	N/A	N/A
B.16 In-Country Systems	No	N/A	N/A
B.17 Procurement	Yes	Acquisition of services and goods will follow and comply with safeguard procedures.	Ensure contractors will operate in line with IDB OPs.
OP-704 Natural Disaster Risk Management Policy			
A.2 Analysis and management of Type 2 risk scenario	TBD	The sites to be selected for school renovation and expansion could be located in areas prone to flooding. Further information is needed.	An assessment using Geographic Information System (GIS) tools will be necessary for Component 2 (school renovation and expansion) to determine if the project under consideration may be exposed to either geophysical or hydro-meteorological impacts, including the effects of climate-change. This first glance provides an overview of the potential threats in the project area.
A.2 Contingency planning (Emergency response plan, Community health and safety plan, Occupational health and safety plan)	TBD	Disaster risk management procedures should be included in the ESMP mainly for Component 2 (school renovation and expansion, and new construction). Further information is needed.	This will be determined after completion of the ESA.
OP-710 Operational Policy on Involuntary Resettlement			
Resettlement Minimization	No	N/A	Operation does not expect to displace people physically or economically.
Resettlement Plan Consultations	No	N/A	N/A

Impoverishment Risk Analysis	No	N/A	N/A
Resettlement Plan and/or Resettlement Framework Requirement	No	N/A	N/A
Livelihood Restoration Program Requirement ³	No	N/A	N/A
Consent (Indigenous Peoples and other Rural Ethnic Minorities)	No	N/A	N/A
OP-765 Operational Policy on Indigenous Peoples			
Sociocultural Evaluation Requirement	TBD	Indigenous communities that will benefit from Operation activities. Further information is needed.	Environmental and Social Assessment (ESA) will confirm or deny presence of indigenous communities which would benefit from Operation activities or infrastructure. If they are present, the ESA will include a Sociocultural Assessment.
Good-faith Negotiations and proper documentation	No	N/A	N/A
Agreement with Affected Indigenous Peoples	TBD	Protocol with indigenous communities in Suriname requires previous consultation and agreement. Further information is needed.	Sociocultural Analysis will confirm possible impacts as a result of the activities financed by the Operation.
Indigenous Peoples Compensation, and Development Plan and/or Framework Requirement	No	N/A	N/A
Discrimination Issues	TBD	Inclusion of activities to benefit Maroon and indigenous communities should ensure that discrimination issues will not occur. Further information is needed.	Sociocultural Analysis will verify probable project benefits and propose measures to ensure inclusion.
Transborder Impacts	No	N/A	N/A

³ OP-710 applies when livelihood impacts lead to physical displacement (see *Transitional Guidance in instruments for Physical Displacement, Economic Displacement and Economic Losses under OP-710 and OP-703* (TG-005) for more information)

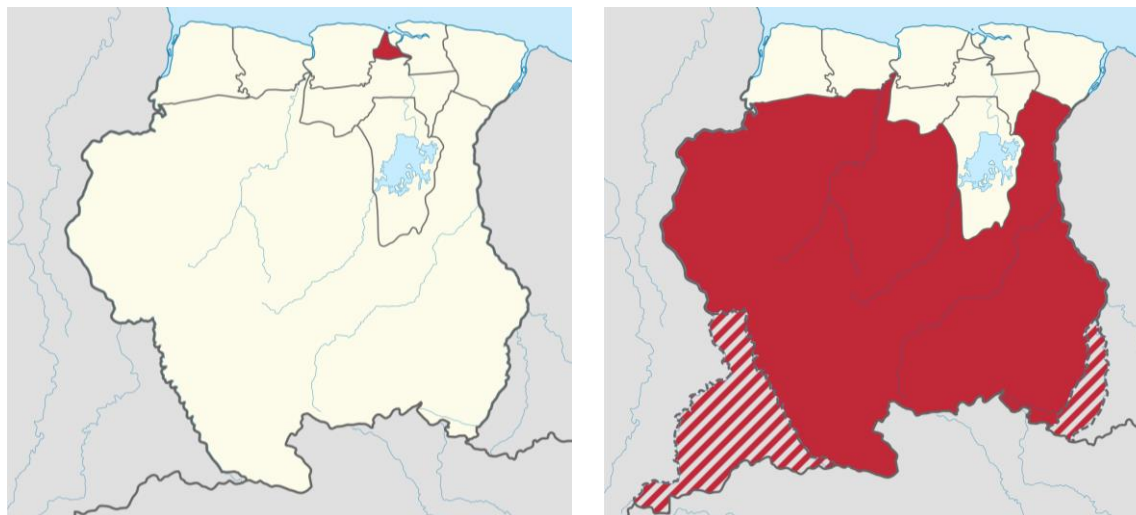
Impacts on Isolated Indigenous Peoples	No	N/A	N/A
OP-761 Operational Policy on Gender Equality in Development			
Consultation and effective participation of women and men	Yes	Women are key stakeholders for the activities and infrastructure financed by the Operation.	The program is carrying out a diagnostic/assessment study on access to education and inclusiveness of children's needs. Measures should be prepared specifically targeting girls (and their mothers) to ensure their participation.
Application of safeguard and risk ⁴ analysis	TBD	Sociocultural Assessment (in the case of presence of indigenous communities) and Environmental and Social Assessment will study possible negative gender impacts, or potential exclusion from project benefits. Further information is needed.	If Sociocultural Assessment (in the case of presence of indigenous communities) and Environmental and Social Assessment identify possible negative gender impacts.
OP-102 Access to Information Policy			
Disclosure of relevant Environmental and Social Assessments Prior to Analysis Mission, QRR, OPC and submission of the operation for Board consideration	Yes	Project documents will be consulted and disclosed according to OP-102 prior to OPC.	Project documents will be consulted and disclosed according to OP-102 prior to OPC.
Provisions for Disclosure of Environmental and Social Documents during Project Implementation	Yes	Project documents will be consulted and disclosed according to OP-102 prior to OPC.	Project documents will be consulted and disclosed according to OP-102 prior to OPC.

⁴ Risks may include: (i) Unequal access to project benefits/ compensation measures, (ii) Men or women disproportionately affected due to gender factors, (iii) Non-compliance with applicable legislation related to equality between men and women, (iv) Increased risk of gender-based violence, including sexual exploitation, human trafficking and sexually transmitted diseases, and (v) Disregard of women's ownership rights.

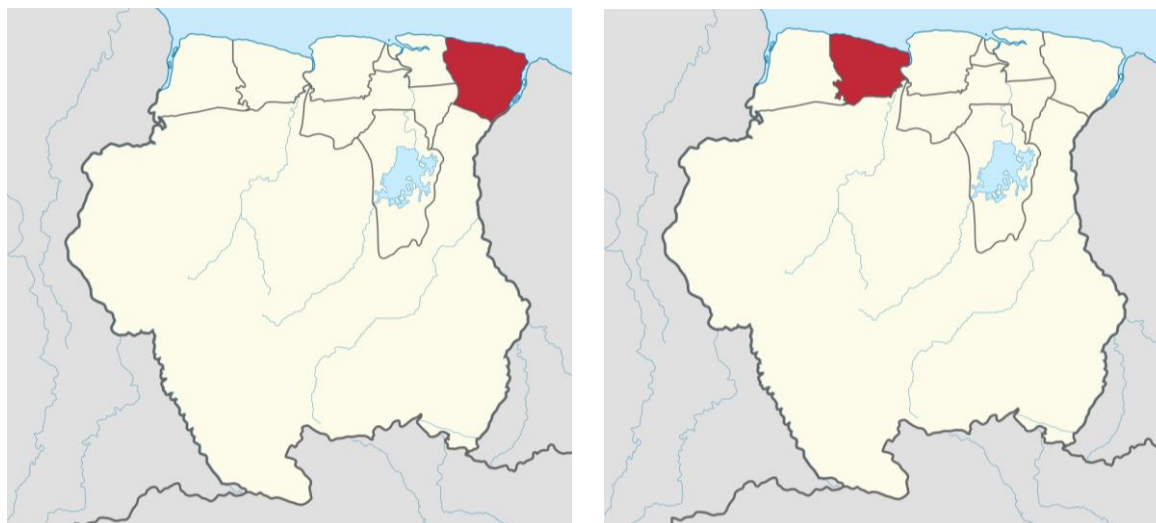
Appendix 1: Maps

Suriname's districts. Source: mapsof.net





Map of Suriname showing key priority districts to the Program: Wanica (left) and Sipaliwini (right) including claimed territory in hatched area)



Map of Suriname showing key priority districts to the Program: Marowijne (left) and Coronie (right)

INDEX FOR COMPLETED AND PROPOSED SECTOR WORK

Topic	Description	Estimated Date	References and links to technical documents
Country Priorities	IDBG Country Strategy with the Republic of Suriname (2016-2020) (GN-2873) to “Improve Learning Outcomes”	Completed	Link
	SU0023: First Basic Education Improvement Program (BEIP) (1521/OC-SU)	Closed	Link
	SU-L1019: Second Basic Education Improvement Program Phase I (2742/OC-SU)	Closed	Link
	SU-L1038: Second Basic Education Improvement Program (2nd BEIP) Phase II (3603/OC-SU)	Implementation	Link
Analytic and Diagnostic Documents	UNICEF Global Database, based on MICS 2017 and 2000	Completed	Link
	Research and Planning, MOESC Data, 2019	Completed	n/a
	CIMA. Inter-American Development Bank, 2019	Completed	Link
	Roderick (1994). The University of Chicago. Grade Retention and School Dropout: Investigating the Association	Completed	Link
	Suriname School Drop-out Assessment (2013). USAID Suriname Youth Development and Juvenile Justice Program.	Completed	Link

Busso et al. (2017). Inter-American Development Bank. Learning Better: Public Policy for Skills Development	Completed	Link
Suriname Enterprise Survey. World Bank, 2018	Completed	Link
Project Completion Report: Second Basic Education Improvement Program (2nd BEIP) Phase I	Completed	Link
School Mapping for Planning and Policy in the Republic of Suriname. MOESC, 2010	Completed	Link
Migge et al. (2015). Journal of Pidgin and Creole Languages, John Benjamins Publishing. Assessing the sociolinguistic situation of the Maroon creoles	Completed	Link
Progress Report SU-L1038, 2019	Completed	n/a
MOESC Data 2018	Completed	n/a
Scholen, Statistiek van Suriname, 2019	Completed	n/a
Arias et al. (2019). Inter-American Development Bank. Technical Note No. IDB-TN-1660: From Paper to the Cloud: Guiding the Digital Transformation of Education Management and Information Systems (SIGEDs)	Completed	Link
School Infrastructure Census (SU-L1038)	Forthcoming (September 2019)	n/a
Needs Assessment. MOESC Building Commission (2012)	Completed	n/a

	Early Childhood Development Sector Framework Document (GN-2966-2), Social Sector. Inter-American Development Bank, 2019	Completed	Link
	Education and Early Childhood Development. Sector Framework Document, Education Division (GN-2708-5). Inter-American Development Bank, 2016	Completed	Link
	Update to the Institutional Strategy 2010-2020 (AB-3008), Inter-American Development Bank, 2015	Completed	Link
	Corporate Results Framework 2016-2019 (CRF) (GN-2727-6)	Completed	Link
	Arias and Cristia (2014). Inter-American Development Bank. The IDB and Technology in Education: How to Promote Effective Programs?	Completed	Link
Inputs for the Proposal for Development Operations (POD)	Evaluation of the Institutional Capacity of the Program Executor and Risk Analysis	November 2019	In process
	Operations Manual, PEP, and POA	November 2019	In process
	Cost-Benefit Analysis and Evaluation Plan	November 2019	In process
	Environmental and Social Safeguards Assessment for the Infrastructure related Activities	August 2019	Completed
	Barriers to Learning in Remote Communities	October 2019	In process

Technical studies to provide inputs for education policy-making in Suriname	Public Private Partnerships (PPPs) in Education	November 2019	In Process
	Special Education Needs and Services	November 2019	In process
	Early Childhood Access	January 2020	Pending
	Analysis of teaching profession and recommendations	January 2020	Pending
	Education Management and Information Systems	November 2019	Pending

CONFIDENTIAL

¹ The information contained in this Annex is confidential and will not be disclosed. This is in accordance with the "Deliberative Information" exception referred to in paragraph 4.1 (g) of the Access to Information Policy (GN-1831-28) at the Inter-American Development Bank.